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Faculty Council Report
Thursday, November 5th, 2026

Pre-address Remarks: Thank you to Chief Advisor Bonnie Phillips, Senior Assistant Board Liaison Emma Mims, and Assistant Board Liaison Avery Walls for their continued high level operations that ensure the board reports are accessible to the CCC community and the city of Chicago that we feel grateful to serve.

FC4 President's Address for CCC Board of Trustees Meeting:

Chairperson Nuques, Board of Trustees, Chancellor Salgado, Provost Potter, Student Trustee Damian Wright, officers of the district, faculty, staff, students, community members, and beyond, greetings.

During October 2026, faculty councils across the City Colleges of Chicago continued shared governance work concerning curriculum, credentialing, instructional resources and modalities, accessibility, campus safety, faculty representation, data governance, and communication with college and district administration. The following summarizes college-level activity reflected in available reports, meeting records, and related council communications, followed by an overview of FC4's district-level discussions and follow-up priorities. AI assisted with organization and clarity in preparing this report; the summaries are grounded in the materials and communications provided.

Richard J. Daley College faculty council discussed curriculum processes, credentialing, course assignments, student success data, facilities and safety, and opportunities to strengthen shared governance through a college senate and broader participation in resource decisions. Council leadership reported that both faculty members resigned from the vice president search committee after concerns about evaluation procedures were not resolved, leaving the committee without faculty representation, and that its October meeting with the college president was rescheduled into November.

Harold Washington College held a faculty council meeting where they established that the current faculty council president would end their term at the end of the current presidency cycle. Outreach is underway regarding interest in future executive leadership roles in faculty council.

Kennedy King College Faculty Council discussed strengthening communication with administration, representing collective faculty perspectives in district and stakeholder settings, and sharing discipline-level developments more transparently. The council also addressed online course resource problems, upcoming curriculum reviews, the need to reactivate assessment work and consider support for faculty participation, and professional development interests in artificial intelligence, classroom management, and conflict resolution.

Malcolm X College held a faculty council meeting with faculty. Faculty would still benefit from additional communication about FC4 participation opportunities from the established internal FC processes—from regular updates on college-level shared governance activity to correspondence from FC4 about district-wide faculty governance opportunities (e.g., FC4 subcommittee opportunities). Malcolm X College faculty have asked for those opportunities to be shared with them, and FC4 has directed those faculty to speak to their Malcolm X College faculty council president about this.

Olive-Harvey College faculty council officers met to review updates from discussions with the college president and senior vice president, including administrative searches, potential faculty participation on the Middle College Advisory Board, and parking improvements, and reported partnering with the Shared Governance Committee to solicit Wall of Honor nominations. The October general faculty council meeting was postponed because of union planning meetings, with updates scheduled to be shared at the November 19 general meeting. However, Olive-Harvey was

already ahead of the required meetings for the fall, so they are still on track for meeting the required amount of faculty council meetings for the fall semester.

Harry S. Truman College faculty council met with administration and faculty to address governance document revisions, administrative transparency, guaranteed-to-run course designations, facilities and safety concerns, and ongoing academic issues. The council also discussed concerns about the interpretation and use of individualized course success data and plans to establish a data governance subcommittee to support faculty-led planning and collaboration with administration, emphasizing the distinction between assessing student learning and evaluating faculty.

Wilbur Wright College faculty council secured an administrative commitment to retain classroom whiteboards except where safety requires removal, prompted follow-up on indoor air quality concerns, and worked with the vice president to identify faculty and administrative representatives for the upcoming Faculty Development Week planning committee. The Council also pursued concerns about continuity of disability-related testing accommodations, evening and weekend technology support, campus safety, enrollment equity, and student readiness for different instructional modalities; although an administrative meeting was canceled, the college president responded to agenda items by email.

Regarding the district-level faculty council (FC4), FC4 convened its October regular and executive meetings with faculty council representatives and administrative counterparts. FC4 representatives discussed districtwide concerns affecting instructional integrity, student access, faculty credentialing, curriculum development, and faculty participation in institutional decisions. The meetings emphasized the need for consistent procedures, documented administrative responses, and clearer distinctions between districtwide requirements and decisions made by individual colleges.

FC4 discussed reports of administrators being added to faculty Brightspace courses without prior coordination, including reported instances involving changes to a course gradebook. Representatives identified a need for reiterated written district guidance distinguishing access for scheduled observations, short-term substitutions, and changes in the instructor of record, with particular attention to protecting academic records and preventing unintended consequences for students' grades or enrollment; contractual and compensation concerns were referred to union representatives.

FC4 reviewed unresolved questions about the interpretation and application of credentialing standards, the operation of credentialing appeals, and the effects of changing requirements on faculty eligibility and student pathways. Representatives discussed the need for written clarification from Academic Affairs, meaningful discipline participation, and careful consideration of applicable external requirements, particularly for programs connected to certification, licensure, or supervised practice; the Credentialing Appeals Committee was identified as a forum for developing a collective faculty statement while administrative clarification remained pending. However, following the FC4 meetings, administration established a Credentialing Task Force with a framework to resolve the credentialing matters.

Drawing on work by its Online Learning Committee, FC4 identified delayed book vouchers as a significant barrier to student participation, particularly in accelerated and late-start courses requiring digital materials or third-party courseware. Representatives recommended clarification of voucher timelines, procedures for shorter terms, student-facing guidance when materials are unavailable, and institutional responsibility for resolving access failures. District office sent a representative to speak to FC4 about this.

FC4 continued examining concerns about the PACC process, faculty leadership in curriculum development, and the recognition of disciplines offered at only one college. Representatives raised questions about how proposals should proceed when a college lacks full time faculty in the relevant discipline, emphasizing the need for clear responsibilities, appropriate content expertise, and

collaboration that does not shift unassigned curriculum development work onto faculty at another college.

Representatives also discussed how program design, accelerated schedules, language supports, and external certification expectations interact. The discussion emphasized preparing students for successful progression beyond initial program completion, including transfer, certification, and career advancement, rather than allowing implementation timelines to outpace necessary academic preparation and support.

FC4's Teaching and Learning Committee reported concerns about a proposed modality pilot, including its implementation timeline, faculty selection, training and support, classroom access, and implications for scheduling and academic freedom. Representatives called for clearer definitions of existing and proposed modalities, testing within scheduling systems, and substantive faculty review before implementation, with committee discussions with administration scheduled to continue.

Representatives compared faculty participation in decisions about instructional resources, academic space, and related institutional priorities, identifying uneven consultation and follow-through across colleges. FC4 leadership outlined questions for administration concerning the policies governing faculty participation, when consultation occurs, how concerns receive documented responses, and who is responsible for timelines and resolution.

FC4 discussed differences across colleges in how guaranteed-to-run courses are selected, communicated, and identified in scheduling systems, including the extent of department chair participation. Representatives identified a need to clarify district expectations, the discretion available to college leadership, and responsibility for communicating decisions to faculty and students.

FC4 recognizes the provost's contributions to City Colleges of Chicago as he prepares to leave the district for a new role in Nevada. He has been a vital thought partner in our shared governance work, engaging with faculty on complex questions of academic policy, curriculum, credentialing, and institutional practice. Although we have not always agreed, those disagreements have created opportunities for generative dialogue, deeper examination of our assumptions, and clearer articulation of our shared responsibilities to students and the institution. We appreciate his willingness to remain in conversation and wish him well in this next chapter.

As the district prepares for this leadership transition, the FC4 president is ready to serve on the search committee for the next provost, ensuring that faculty perspectives remain integral to the selection process and that shared governance continues through the transition.

For questions about a particular FC4 agenda item, please reach out to FC4 President Viggy Alexandersson who can provide more details upon request within the parameters of FC4 disclosure and privacy permissions.

Respectfully submitted,
Viggy Alexandersson on behalf of the Faculty Council of City Colleges of Chicago