**Tensions and Challenges of Being Senate President**

April 14, 2011

TOPICS SUGGESTED:

Program discontinuance

Course maxes – class cap

Ulterior motives in budget cuts -- not following processes; “emergency”

Faculty participation

10 + 1 and budgets

Who picks up slack when deans disappear? Faculty chairs.

1. Unrealistic faculty expectations of their senate presidents --

 Turn it around and ask the faculty: What is your solution?

 Reeducate on the 10 + 1.

 Senate president is often the point person and sometimes people want

 someone to listen to them – make them feel “heard.”

 When people come to you, it’s a good sign.

 Administrators who think they can tell the senate what to do.

 Expectation that senate presidents need to fight on behalf of faculty over

 Budget decisions. Fight administration decisions. Often have to deal

 with assumptions and misinformation that faculty have. Ask

 people who are complaining to become participants.

2. Participation

 Meet with student and classified groups to have conversations about

 communications issues.

 Accreditation self-study – how to get faculty involved. Go speak directly

 to faculty. Ask younger and newer faculty.

 Seasoned faculty often don’t trust newer faculty – get older faculty to trust

 newer faculty.

 Problem with small college faculty – overwhelmed.

 Adjunct in the senate – some pay a small stipend; lots of colleges have

 part-time participation; have proportional voting; involve them in

 committee work.

3. Ulterior motives in budget cuts

 Administrators aren’t giving all of the information.

 Issues regarding Physical Education – need principles regarding cuts.

 Have discussions regarding core curriculum for Transfer, Basic Skills,

 and CTE.

 Some colleges need to reframe the issues regarding PE and Health

 depending on the community.

 Need to find ways to stop the conflict that the PE issue has generated.

 Have study regarding student success regarding PE courses, sports, per-

 formance. Find out who funds some of the sports and performance

 groups – sometimes based on student fees.

4. Program Discontinuance

 Program Viability is more positive. What if a facility changes curriculum, so

 that the program is “dying?”

 Program Vitality is also a way to study programs with ways to make

 recommendations.

 Administrators have “other ways” to discontinue – not allow enough sections

 to be offered, cutting back in areas without fulltime faculty,

 scheduling as a way to limit offerings

 When administrators follow process, environment and working relationships

 are much better.

 Make sure program viability drives budget, not budget driving program

 issues.

 Senate-union tensions – have meetings and discussions.

5. Class caps

 Issues of “rely primarily” and “mutually agree” important if an

 administrator decides not to sign off on a new course because

 the course doesn’t have a higher class cap that the administrator

 wants

6. 10 + 1 and budgets

 Processes for institutional planning and budget development are in the

 10 + 1

 Issues of SLOs and assessment could be used to get the senate more

 involved with budget and planning

 De Anza has three budget teams -- things bubble up through these

 budget teams with faculty participation to the Budget and

 Planning Council.