**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.