

Academic Senate President's Report

03 September 2025 / John A Stover III, PhD

Welcome back, everyone. I hope everyone had a chance to mark Labor Day with their choice of reflection, relaxation, vacations, stay-cations, activism, bbqs, pools, chores, and/or some combination therein. Let's get to it.

First, our new digs. I want to thank Media Services for their support and technical help in launching us in this space. As I've come to learn, this space was not originally designed with us in mind, but that has not stopped our media service colleagues from making us welcome and supported here. I also very much appreciate the role of the Exchange Bank in our historic and present day operations of Santa Rosa Junior College and in meeting Senate related banking needs. As a Brown Act meeting and now meeting space, I'm looking forward to balancing the public needs of the Senate in relation to the history and context of this space and our financial partners. We also have some work to do to make the meeting in this space more accessible online, and I'll continue to work on multiple fronts in support of all those who attend our meetings and regardless of format.

Next, the Faculty Hiring Administrative Procedure – [AP7120](#) – and new information which has come to light since our last meeting. Please review closely. It has come to our attention [on ASEC](#) that the inclusion of students on faculty hiring committees is not only considered best practice by multiple organizations, colleges, and agencies, but also well documented and supported across the following (*non-exhaustive*) sources ...

[ASCCC Resolution Number 20.02 "Student Participation in Hiring Processes" Spring 2021](#) which ...

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to review their hiring processes, discuss the role of students in hiring processes, and include local student governments and human resource offices in those discussions; and

Resolved, That the Academic Senate for California Community Colleges provide professional development opportunities and resources to support local academic senates in including students in hiring processes.

This resulted in [this Feb. 2024 ASCCC Rostrum Article: A Win-Win: Experiential Student Learning meets Transformational Institutional Hiring](#) [Mitra Sapienza ASCCC North Representative and Lisa Cox Romain ASCCC Faculty Leadership Development Committee Member] which outlines many good practices and ideas for supporting the inclusion of students in faculty hiring committees [and is worthy of reading in full](#). One immediate takeaway: ***designating seats for students on search committees furthers system commitments to faculty diversity in hiring and enhancing culturally responsive [Equal Employment Opportunity] EEO practices (emphasis added).***

Speaking of which, the [2023 Equal Employment Opportunity \(EEO\) 10-Point Plan for Faculty Diversity Hiring \[California Community Colleges\]](#) states (see page 10):

5 - STUDENT PARTICIPATION ON COMMITTEES "...review of state law reveals nothing that would prohibit students from participating in community college recruitment and selection processes". In contrast, the Education Code's equal employment opportunity (EEO) provisions support the participation of students to ensure the community college workforce is "continually responsive to the needs of a diverse student population" by "ensuring that all persons receive an equal opportunity to compete for employment and promotion" (Ed. Code §87100, subd(a) (emphasis added).

Furthermore, the report recommends that "Institutions should also include a student representative as a best practice of creating diversity and implementing a unique perspective" (CCCCO, 2023), and also aligns with

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recommendations from [The Association of Chief Human Resources Officers / Equal Employment Officers](#) (ACHRO) which not only supports the inclusion of students on faculty hiring committees but also recommends the inclusion of outside faculty members. See these two documents in particular:

Click here to view [Student Participation in Selection Processes](#)

Click here to view [Diversifying Selection Committees](#)

[The September 10, 2020 Legal Opinion \(4 pages\) from the General Legal Counsel of the Chancellor's Office entitled "2020-08: Student Participation in Community College Recruitment"](#) states, in part...

*"The Association of Chief Human Resources Officers (ARCHO) within the California Community Colleges has asked the following question: **Is it permissible for community college students to participate in the recruitment and selection processes for faculty and classified employees?**"*

"Answer: Yes. State law does not prohibit student participation in recruitment and selection processes for faculty and classified employees. To the extent local policies, administrative regulations, or collective bargaining agreements would prevent student participation, these policies, regulations, and agreements are in conflict with the recommendations of the Vision for Success Diversity, Equity, and Inclusion Task Force as adopted by the Board of Governors" (emphasis added).

I will also point out this paragraph from page 3:

...a concern has been raised that students participating in employee selection processes would be privy to sensitive and confidential applicant information, and that this is a reason to exclude students from participation. However, with limited exceptions, community college students are adults. In many community college districts, students are already included in recruitment and selection processes as a part of teaching demonstrations, informal interviews with campus presidents, or in search committees. Accordingly, students are capable of understanding the sensitivity of employment-related information, being trained in the proper treatment of confidential information, and being expected to adhere to confidentiality requirements. Like other members of selection committees, students would appropriately be subject to disciplinary action for breaches of an applicant's privacy. Finally, those students who are honored to participate in hiring processes will receive an invaluable educational experience (emphasis added).

And [The League for Innovation in the Community College "Inclusion of Student Voices in the Faculty Hiring Process"](#) [Theresa E. Glenn March 2022 Volume:17 Number:3] states, in part, *"The author recommends initiating the process as soon as the hiring committee is formed and acclimating the committee to the idea of student involvement from day one. She also recommends that institutions continue to think of additional ways to involve the students on a larger scale."* And also mentions, *"the new process...profoundly affected the students, allowing them to feel valued and appreciated. At the same time, it moved the needle toward a more diverse faculty" (emphasis added).*

So I ask the body to consider, do we wish to go against this litany of support? Or consider, too, [students' 9+1 to participate as outlined in Title V § 51023.7](#)¹ and in comparison to our own [10+1 responsibilities to recommend](#).

¹ See also [5 CA ADC § 51023.7 Barclays Official California Code of Regulations](#) and (c) *The governing board shall give reasonable consideration to recommendations and positions developed by students regarding district and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.*

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Is not the hiring of full time faculty centrally important to the success of our students' educational journey? And if so, do we not bear a responsibility to take their direct perspectives into account in our local processes, processes that have a direct impact on their success? What message do we wish to send – to students and this institution – in considering their rights and responsibilities in relation to our own on this topic? Have you and/or your colleagues spoken with your students and engaged them in these matters? What do they think? What do they want? The last hire we made in Sociology involved students on the hiring committee and in the interviews and teaching demonstrations across all of the candidates. It was invaluable to have their perspectives, they were an integral part of our process, and they contributed significantly in our hiring of the best candidate available.

These are the questions, resources, and ideas I ask you to consider today and on Sept. 17th, which are the only two meetings we have left if we wish these updates to be effective for this year's round of contract faculty hiring.

I will also be sure to enter into the official record all of the resources highlighted above at our next meeting, and want to thank, in particular, Senator and Executive Secretary M. Ohkubo and VP of Human Resources A. Dunphy for their expertise and assistance in bringing these, and other, resources to the fore.

Regarding GenAI and Canvas. The conversation today will start with the Senators who moved this from Information to Discussion – Senators Tircuit and Frindell-Teuscher – and I ask all of us to consider [the 10+1](#) implications of GenAI in this discussion. ***I want to clarify that the proposed GenAI tools do NOT negate the need for reading students' work or meeting the standards of regular, substantive interaction (RSI), [which we passed on consent last AY2024–25 \(resolution here, minutes here\)](#). Also, I encourage folks to think about our students' needs on this topic, which are far greater than our own.*** GenAI is a part of their lives like filmstrips, microfiche, card catalogues, records, cassette tapes, CDs, DVDs, BlackBoard, and Moodle were, at one point, a part of ours. Educational technology is ever changing. Students' need us to help them contextualize GenAI in their educational journey and in preparation for their future careers, which will be – and is already – dependent on their ability to use GenAI. We're not supporting our students if we don't help them learn how to best use this technology.

Speaking of which, at our Senate Retreat this Friday we will spend 30 minutes on that very topic: [the 10+1](#) implications of Generative Artificial Intelligence. We will also set priorities for the year, engage in mock debates using a pro/con/parliamentary mic procedure, and promote community and communication across our work.

Finally, I'm once again asking for patience, civility, empathy, and understanding as I manage the demands of the Senate and the role of Academic Senate President. We're currently between permanent AAIL solutions. The former part time position we had was vacated as of last Monday (08/25/25); a new 10 month, full time position (over 12 months) will be on the next Board agenda (09/09/25); and, we're hoping to have the support of a short term employee (STNC) very soon (if not already by the time of our meeting). While the work of the Academic Senate happens in public, the role of the Senate President also involves meetings, phone calls, emails, and issues with time and energy demands that sometimes exceed available resources and require creative solutions. I am working as hard and as often as I can in relation to these many demands, and have made and will continue to make mistakes. I very much appreciate your patience, understanding, and empathy in our collective goals of supporting students and one another in the meantime.

We are in this work together. We've got this. Let's do this.

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Notes from Monica

Alia shared some amazing resources, and I tried to digest them into the following summary and links. I think the links and some of the excerpts should be shared for next meeting with Senators, not the AI summaries- those are for us.

2. A Win-Win: Experiential Student Learning meets Transformational Institutional Hiring February 2024
<https://www.asccc.org/content/win-win-experiential-student-learning-meets-transformational-institutional-hiring>

Chat GPT5 SUMMARY:

A Win-Win: Experiential Student Learning Meets Transformational Institutional Hiring

This article highlights the benefits and challenges of including students in faculty hiring committees at community colleges, using City College of San Francisco (CCSF) as a leading example.

Background & Policy Support

CCSF allows students to serve on shared governance and hiring committees.

Statewide efforts support this practice: ASCCC Resolution 20.02 (2021), CCCCO's Faculty Diversity Hiring Plan, and ACHRO recommendations all endorse student involvement to improve equity and diversity in hiring.

Benefits ("We All Win")

Students: Gain real-world experience, networking opportunities, resume-building, and a stronger voice in shaping faculty.

Committees: Gain valuable student perspectives that reinforce student-centered hiring.

Candidates: Experience more authentic teaching demonstrations with students present.

Institutions: Strengthen diversity, responsiveness, and student-ready culture.

Infrastructure for Success

To maximize effectiveness, colleges should provide clear hiring guides, training, file access, mentorship, and opportunities for student feedback.

Student participation should be flexible (all phases or just interviews) with accommodations for their schedules.

Challenges & Concerns

Confidentiality and legal concerns are often raised, but can be addressed through strategies like blind scoring and HR guidance.

Excluding students from parts of the process (e.g., paper screening) can limit empowerment; ideally, students should have full voting rights.

Concerns about student reliability reflect deficit thinking rather than actual risk.

Conclusion

Including students in hiring transforms the process into one that is more equitable, student-centered, and effective.

With proper structures, training, and collaboration among academic senates, student governments, HR, and departments, all stakeholders—students, candidates, committees, and institutions—stand to benefit.

Language from #2 above (which took me way longer than the Chat GPT summary:

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in Spring 2021, the Academic Senate for California Community Colleges passed Resolution 20.02 SP21, which “encourage[ed] local academic senates to review their hiring processes, discuss the role of students in hiring processes, and include local student governments and human resource offices in those discussions.”[1] Designating seats for students on search committees furthers system commitments to faculty diversity in hiring and enhancing culturally responsive EEO practices

California Community Colleges Chancellor's Office (CCCCO) 10-Point Plan for Faculty Diversity Hiring, focused on search committee composition, includes the recommendation that “Institutions should also include a student representative as a best practice of creating diversity and implementing a unique perspective” (CCCCO, 2023) Including students in hiring practices also aligns with recommendations from the Association of Chief Human Resource Officers (ACHRO), which “strongly recommends all Districts add student participation in all hiring committees” (ACHRO, 2020).

3. Inclusion of Student Voices in the Faculty Hiring Process | The League for Innovation in the Community College (reference from ASCCC article above) AI SUMMARY:

“Inclusion of Student Voices in the Faculty Hiring Process” by Theresa E. Glenn (2022)

Austin Community College (ACC) piloted a program in spring 2021 to include student voices in the hiring of full-time faculty, a practice more common in universities than community colleges. The pilot, involving the Dance and Communication Studies departments, allowed students to observe or participate in teaching demonstrations, provide feedback via rubrics, and, in some cases, interact directly with candidates. Though students had no voting privileges, their input was reviewed by hiring committees.

Benefits for students:

Gained professional experience with hiring processes

Networked with faculty and earned volunteer hours

Developed career insights and appreciation for teaching standards

Felt respected, valued, and more connected to the institution

Benefits for hiring committees:

Received authentic student perspectives that faculty could not replicate

Observed real student-candidate interactions, which added accountability and depth to evaluations

Benefits for candidates:

Experienced ACC's diverse student body firsthand

Saw student engagement and concerns directly, reinforcing the college's commitment to inclusion

While logistical challenges (confidentiality, recruitment, scheduling) existed, they were manageable. Student participation was overwhelmingly positive, with many expressing gratitude and a stronger sense of belonging.

Faculty also recognized the value students brought to candidate evaluation, especially regarding approachability and teaching effectiveness.

Conclusion: The ACC pilot demonstrated that involving students in faculty hiring benefits students, committees, and candidates while advancing diversity and inclusion goals. The author recommends expanding student involvement and urges other institutions to adopt similar practices to elevate student voices in decisions that directly affect their education.

Language from #3 specifically speaking to the concerns from Senate about the challenges—“ The rewards of the initial pilot did not come without reservations. Confidentiality was a concern that the committee addressed by

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alerting students to the sensitivity of the information they would be exposed to and having them agree to a confidentiality statement prior to participating. Committee members were also apprehensive about students hearing criticisms about potential professors. While valid, students were only exposed to other student remarks, and the committee reserved their critiques for private deliberations.

Although daunting at first, recruitment proved successful by enlisting the help of Student Life, contacting instructors, and emailing student majors. Scheduling and ensuring student representation at each teaching demonstration absorbed administrative time, but it was manageable with the help of Google forms. The author recommends initiating the process as soon as the hiring committee is formed and acclimating the committee to the idea of student involvement from day one. She also recommends that institutions continue to think of additional ways to involve the students on a larger scale. For example, a faculty member recommended having students pose potential questions for the committee to consider.”

2 additional from Alia-

Here are two additional documents you can keep for further discussion that include a response to the concerns about confidentiality and the importance of a diversified committee composition.

Legal Opinion 2020-08: Student Participation in Community College Recruitment

<https://www.cccco.edu/-/media/CCCCO-Website/Office-of-General-Counsel/Legal-Opinion-2020-08-Student-Participation-in-Community-College-Recruitment.pdf?la=en&hash=539E87369FCA38C1F12B0201CB404774AA81477B>

Diversifying committee composition and Inclusion of students as stakeholders

Best Practices: Include diverse stakeholders on hiring committees and screening processes (i.e. students, community members, classified staff, etc.).

<https://www.cccco.edu/-/media/CCCCO-Website/docs/report/cccco-dei-report-a11y.pdf?la=en&hash=1AF190E2701FE2C6BB4DA43562065BB9318143C1>