

ORANGE COAST COLLEGE

Academic Senate Meeting | Nov. 15, 2022 | 11:30 am - 12:30 pm | Student Union 214/Zoom Link: <https://cccd-edu.zoom.us/j/82604795285?from=addon>

Academic Senator Attendance

Jessica A. Alabi, <i>at-Large</i>	Absent	Rendell Drew, <i>at-Large, Vice President</i>	Present
Jason Ball, <i>Part-Time Faculty</i>	Absent	Cyndee Ely, <i>Part-Time Faculty</i>	Present
Carol Barnes, <i>Counseling</i>	Present	Lee Gordon, <i>at-Large, President</i>	Present
Nina Barrios, <i>Part-Time Faculty</i>	Present	Marilyn Kennedy, <i>Lit & Lang, PDI Chair, Secretary</i>	Present
Tyler Boogar, <i>Math & Sciences</i>	Present	Jodie Legaspi-Kiaha, <i>Athletics & Kinesiology</i>	Absent
Eric Budwig, <i>Technology</i>	Present	Doug Lloyd, <i>at-Large</i>	Absent
Irving Chavez Jimenez, <i>at-Large</i>	Present	Jeanne Neil, <i>Business & Computing</i>	Present
Eric Cohen, <i>at-Large</i>	Absent	Lori Pullman, <i>Curriculum Chair</i>	Present
Sean Connor, <i>at-Large</i>	Present	Loren Sachs, <i>at-Large</i>	Present
Eric Cuellar, <i>at-Large</i>	Present	Katherine Sheehan, <i>Visual & Performing Arts</i>	Present
Jodi Della Marna, <i>Library</i>	Present	Jordan Stanton, <i>Social & Behavioral Sciences</i>	Present
Tina DeShano, <i>Consumer & Health Sciences</i>	Present	Brooke Mai Ha, <i>ASOCC Student Representative</i>	Present

Guests (Optional & Voluntary Sign-In): Zoom: Renee De Long, John Fawcett, Bob Fey. In Person: Kate McCarroll, Calvin Fantone, Jeanette Grimm, Rebecca Morgan, Steve Tamanaha, Anna Hanlon, Sheri Sterner, Maricela Sandoval.

1. Preliminary Matters

- A. **Call to Order: President Lee Gordon** called the meeting to order at 11:30 a.m. President Gordon asked for unanimous consent to reorder the agenda and put New Business ahead of Unfinished Business.
- B. **Public Comments:** None.
- C. **Approval of the Minutes: Motion 1: Senate Secretary Kennedy moved to approve the November 8, 2022, meeting minutes; motion seconded; motion approved with one abstention.** [See Voting Tallies Chart at the end of these meeting minutes.]
- D. **For the Good of the Order:**

Senator Chavez Jimenez: Invited all of the OCC campus community to the DSFS faculty open house tomorrow, November 16, 1-5 p.m. They will have a holiday luncheon, then Q & A with the counselors and new DSFS Director Costain. Flyers were placed in mailboxes.
- E. **President and Vice President's Reports:**
 1. **President Gordon:** Welcomed the President of the Faculty Association of California Community Colleges (FACCC), **Wendy Brill-Wynkoop**, attending via Zoom; they met when both were on the Statewide Academic Senate's Legislative and Advocacy Committee, which he rejoined this year. Wendy is now the President of FACCC which represents our interests in the state and federal governments. FACCC provides representation for community college faculty to promote funding and academic freedom. President Gordon reported that the state legislature is increasingly micromanaging the affairs of the

state's community colleges and we will have to pay closer attention to state government going forward, given our looming financial challenges.

President Gordon provided an overview of the meeting today, noting that the Senate will vote on items which were discussed at last week's Senate session, a proposal to set the Coast District's definition of low-cost textbooks at \$40, and the hiring rankings of the Full-Time Faculty Hiring Prioritization subcommittee. The Senate will hear from Maricela Sandoval, who will be asking for the Senate's endorsement of The Student Equity Plan. Next week, the Senate will conclude our series of presentations on programs from members of the Senate's Executive Board, with a presentation of the OCC's Garrison Honors Program.

2. **Vice-President Drew:** Reported that he was invited by the College President to the Board of Trustees meeting tomorrow, November 16, to make a presentation on the development of the Multicultural Center. It is an opportunity to start taking DEIA a step further. He will present for five minutes. He thanked President Suarez for the opportunity.

- F. **College Budget Committee Update -Senator Ely:** Announced that the Senate needs a new faculty representative for the College Budget Committee which meets the second Wednesday of every month, 2-3 p.m., on campus or via Zoom.

- G. **Professional Development Institute (PDI) – PDI Chair Kennedy:** The sixteen sabbaticals that were ranked and approved by the Sabbatical Committee are going to Vice-President Pagel for evaluation of funding. Once PDI received the results, we will report to the Senate.

- H. **Flex Committee -Coordinator Blystone:** Spring 2023 Flex Day will be on Thursday, February 23, 2023; classes will be canceled for the day. We will come together to kick off our one-year celebration of seventy-five years at OCC. This Flex Day will center around the history of OCC and where we are going. At 11 a.m., it will be Administration hour, the State of the College, followed by a college photo—all will be available for Flex credit. The Flex schedule runs from 7 a.m.-7:30 p.m. We have Flex on demand, for which faculty and classified professionals can gain two hours of flex obligation, credit hours, every single semester. We have really worked to build up our flex on demand to make flex credit more flexible for faculty.

2. New Business

A. **Legislative Changes & Educational Regulations- FACCC President Wendy Brill-Wynkoop:**

President Gordon introduced **FACCC President Brill-Wynkoop** and stated that the presentation would be in a Q & A format.

President Gordon: Can you tell us about FACCC and what it does?

President Brill-Wynkoop: FACCC is a professional membership organization which means that we survive by people joining and paying dues. We are not a union, not the Senate, but are precursor to both. FACCC was created by faculty at Long Beach City College in the 1950s. Those faculty were smart and realized that laws and regulation coming out of Sacramento were going to affect their jobs and student success. They pulled their money together and created a membership organization that grew and helped create the laws that created our public employee sector unions as well as the Academic Senate. It was AB1725 that created the shared governance voice in the California

Community Colleges. It was one of FACCC's wins. We really are the lobbying arm of the faculty for the California community colleges, and we also do a lot of professional development.

President Gordon: Do you have any membership promotions going on at FACCC?

President Brill-Wynkoop: We are having a member-to-member drive, so any member of FACCC can gift a free membership to another member for a year. Currently, President Gordon is a member, so he can gift a membership to somebody else. It is worth it. We also have things called Contract Districts where everyone in the faculty is a member, and we have some districts that are trying to gift all their membership to another district. If you are a member and you help us with membership, we have a prize of going to Hawaii. It will be a drawing for those who are able to sign up twenty people for FACCC.

President Gordon: Let's talk about FACCC and AB1725. Can you talk about how it makes us as California Community college faculty unique in the United States in terms of the power?

President Brill-Wynkoop: I did not realize how unique California was until I was doing a year-long training with the N. E. A. in union organizing. They trained us in Washington for a week. Then they sent us to Florida, which is not a union-friendly state. They said, "organize some faculty." They literally dropped us off at a community college in Florida and said, "go ahead, figure it out, see if you can sign some people up." It was overwhelming at first, but then it was fun. There are many states and many of the changes to our policy and legislative mandates we have had in the last ten years have been rolled out very quickly in other states.

To the detriment of the students, what often they do is they make their equity numbers look great, but what they are really doing is removing students through enrollment. Students are not gaining access to the system, and then all the numbers look great at these institutions but what I found is that there are very few unions and there is no senate for the community colleges. The faculty do not even have rights to the curriculum. They do not have rights to shared governance. They really have no say. They just are told where to teach and what to teach, and how to teach it.

If you have been paying attention to the news at all, you might even notice that they are from a state level, literally removing the ability to even teach things like critical race theory. Now, whatever side you fall on that, we feel that faculty should have the right to academic freedom. We have a senate and curriculum committee that participates in faculty deciding what our curriculum is, what students should be learning in the classroom, and come to agreement, and then that goes to our Board of Trustees. Often, the Board of Trustees then defers to the faculty in the neighborhood of curriculum. That is what AB1725 gave us, and it parallels on the state level. Those of you who have not done any work on the state level, if you do, you will realize that ASCCC also has an incredibly strong voice in matters of the 10+1 and the Senate purview.

President Gordon: We spent a lot of time in the last year talking about funding. We are probably typical of community colleges in having that concern. We have the situation where the legislature came through with another year of funding, and then changed the formula.

You are closer to the legislature than we are. Do you have any sense of whether that set a pattern that is likely to recur in the future? Do you think the legislature will give community colleges another year, then another year putting off the inevitable? Or do you think we have come to the end of that process, and we need to prepare for the actual diminishing of our funds in a couple of years?

President Brill-Wynkoop: That is a big question. The Student-Centered Funding Formula (SCFF), a dramatic shift in how we do funding that was put through in 2018, we have never really implemented. It never really worked for most colleges. What happened was, and FACCC was part of this, in advocating with some of our other system partners, including the Union, we asked for *hold harmless*. If the switch to the SCFF was not working for your district, at least your money would be *held harmless*. Your level would be held there, so you would not be losing money.

Then as COLA was added, or cost of living raise was added each year through the State Legislature, you would get hold plus COLA. Maybe six or eight colleges have been on this cycle of getting hold harmless, not the SCFF, but getting hold harmless, plus COLA for several years. The Department of Finance, which is the branch of the Governor's office, and the legislature came to an agreement for this year that *hold harmless* would end in 2025. When hold harmless ends, it becomes what is called the *funding floor*. You will get whatever you got in 2024-2025 but going forward in 2025-2026 there will not be the cost of living automatically added to that hold harmless unless the district makes that student-centered funding formula work for them and gets additional revenue that way. The student-centered funding formula reduced the amount we got from enrollment down to 70%. It gave us a supplemental piece of 20% which is a lot of trying to measure which students need the most resources. Then the last piece was performance spaced metrics or completion certificates, starting to pay for performance, which we know it at FACCC does not work. You are often being paid for something three or four years down the line on the work that you did.

The second question is, where are we headed? We do not know. We have topped out on the budget. It looks like the budget's revenues are already falling very short of last year. Likely it does not mean immediate cuts because a lot of the money that we got in the best budget year that I have ever seen in the time I have been in the community colleges was this year. A lot of that we received in one-time money. The one-time money was given to us so that we would not have to see cuts when the budget goes down next year, which it looks like it is already going down. We know that there is less money. We know that hold harmless is now switched to what is called the funding floor. There is an intent from the Legislature and the Department of Finance to maintain status quo with the student-centered funding formula.

We just had an election. Our state legislature has turned over by about thirty percent and in two years in 2024 it will turn over by another twenty, which means that we will have in two years fifty new legislators. That means that the people who made the decision to stay with the SCFF, 50% of them will be gone. We do not know what will happen in two years, although we know that there will be less money. The people that had decided to stick around with this SCFF might not be there.

President Gordon: Can you tell us what the faculty's legislative priorities are now going forward?

Well, we have different groups. We have union, senates, and then FACCC. We are three partners of a three-legged stool. All of us are always about supporting our students. The unions know faculty working conditions are students' learning conditions. The unions are still talking about part-time faculty parity and rights, as well as paid maternity leave. That is not equal across all of our seventy-three districts. At FACCC we are working hard on academic freedom. We started this about four or five years ago. It takes a long time to get support for a bill. Last year, we were able to get a State Senate resolution passed, SB 45, in support of academic freedom. We are hoping to be able to get legislation through this year that will protect faculty and student academic freedom. We are looking at possibly something with enrollment as we need to make

sure we can support students and keep our doors open. I have heard from some administrative organizations that they are looking at trying to crack open the fifty percent law which could be helpful in some ways. That is fifty percent of our money has to be spent on instruction. There are some things that could be tweaked in the fifty percent line that could be helpful, and some things that could be harmful. Our educational reform groups and transfer focus groups are not done yet. They still have some more ideas about remediation and about narrowing the curriculum that we have at the community colleges to focus on transfer. I do know that currently with the State Chancellor retiring, the Chancellor's office has asked these educational reform groups to put a pause on all this legislation that we have been under, so that we can try and at least implement laws that passed last year like AB1705, the second part Math and English remediation reform, as well as the big transfer bill AB 928.

Senator Kennedy: I am one of the co-chairs of the Academic Freedom Committee on campus. Is there a way for us to get some information about the academic freedom issue?

President Wendy Brill-Wynkoop: Absolutely. We are meeting next week to try and sketch out what our bill will look like exactly. As soon as I get some solid bill language, I will make sure that I get it out to all the senate presidents to get it to their Academic Freedom Committee so that we can get feedback.

President Gordon thanked **President Brill-Wynkoop**.

3. Unfinished Business

- A. **Low-Cost Textbooks at \$40 – OER Coordinator Archibald and Curriculum Chair Pullman:**
President Gordon asked if there was a motion to set the dollar figure to qualify as a low-cost textbook at \$40.

Motion 2: Senator Drew moved to approve low-cost textbooks at \$40; motion seconded.
Discussion followed.

Senator Kennedy: Is there a reason why the forty dollar-cap was picked?

Curriculum Chair Pullman: Forty seems to be a number that students would be able and willing to pay. They know some textbooks like Math and others have to be higher.

Senator Boogar: Would appreciate that in the future there is a conversation about having those forty dollars not based on bookstore pricing because a lot of our books would qualify if purchased directly from the publisher, where the majority of our students get books. There have been a lot of comments about how expensive math textbooks are, but his department has done an incredible job at reducing textbook costs. The vast majority of textbooks for students are around seventy dollars, a lot less than they used to be. The department worked very hard to make that happen.

Senator Chavez Jimenez: Does that correspond with the student bookstore pricing or is that directly to the publisher?

Senator Boogar: No, the bookstore continues to markup things.

Senator Chavez Jimenez: Is there a way that we can add a disclaimer to have students who are paying for these books out of pocket who are not part of programs where book vouchers are offered, know there are other avenues to get a book at a lower cost?

Curriculum Chair Pullman: I will talk to the library and bookstore.

Senator Kennedy: I use an E-book because it costs less. The bookstore has worked with me so that it is listed on my class's booklist, informing students that they have to get it from the publisher. On my Canvas Class classroom page, I have that posted, but I know students cannot always get into that if they are on the wait list. We need a way that is more public.

Motion 2, Vote: President Gordon called for the vote; the motion passed with one abstention. [See the Voting Tallies Chart at the end of these meeting minutes.]

B. Full-Time Faculty Hiring Prioritization Ranking:

President Gordon stated that we discussed this last Senate session when we projected the rankings and they have also been sent to all the members of the Senate. As we have discussed, there is no implicit representation by the administration that anyone will be hired but we went through the process in good faith as an information item for the College's President for her reference. President Gordon asked if there was a motion to approve the full-time faculty hiring prioritization rankings as they have been presented to the Senate.

Motion 3: Senator Boogar moved to approve the full-time faculty hiring prioritization rankings as presented to the Senate; motion seconded; motion approved with one abstention. [See Voting Tallies Chart at the end of these meeting minutes.]

Senator Ely: Stated to make sure that this is going forward, noting clearly, that not all constituents and departments participated in the program. It is not truly a complete list because of the fact that there was no hiring happening.

C. Student Equity Plan – Maricela Sandoval and Steve Tamanaha:

Maricela Sandoval: Last time we were here we provided an overview of the data of the Student Equity Plan and some of the population focus that that the Student Equity Plan Task Force had decided on. We also opened it up for an opportunity for direct feedback from the Senate to incorporate into the action planning.

Steve Tamanaha: We started the planning process by gathering the Student Equity Plan Task Force. All groups and constituent program groups on campus are part of this program; they had several meetings. They wanted to make sure they got campus-wide engagement. That included Academic Senate, Classified Senate, the Student Senate and other areas including Enrollment. They had a forum for more feedback. They also looked at the other planning that is going on campus, including the Educational Master Plan, the DEIA Plan, and the Strategic Enrollment Management planning themes.

They went over what they consider to be the most disproportionately-impacted groups. They looked at enrollment, retention, completion of English and Math transfer level, completion, and transfer. Based on that data the work group got together and discussed what they should do and what populations they should highlight in the plan. Ultimately, the goal for each metric is to increase by 2%.

Senator Boogar: We should be proud of the fact that there are no equity gaps with the economically disadvantaged. I think it is really exciting thing, that we are not doing a disservice to students who are economically challenged. When you look at students with disabilities that for the most part, with one exception, we are doing very well with those groups there. There is a lot of work to be done, but there's a lot we should be proud of here.

Senator Drew: How did you come up with the 2% across the board?

Steve Tamanaha: We looked at both the percentages of the disproportionate impact also the number of students. This is the first year, but it can change in the second or third year. One of the things we took in consideration that we wanted to build upon anything existing already. A good example to be the President's Task Force on DEIA. Any activity that was

going to be in the Equity Plan was really going to focus on racial injustice and an equity lens, to address those concerns right away. We also wanted to make sure that everything was going to be inclusive and that all groups on campus are part of the effort. We looked at all the different surveys also, including the HEDS survey and the Campus Climate Survey, and follow-up focus groups. We wanted to make sure that we looked at all the recent events that might lead to any social inequity.

Maricela Sandoval: The plan asks, What impedes equitable outcomes? What would it look like if we addressed those issues? What would it look like to have more outcomes? What are the actions that that the campus has to take on in order to get there?

We have three slides that provide themes around those questions. They are coded by the population where these teams came up. AA = African American students, FG = first generation students and HL = Hispanic and Latinx students.

What impedes equitable outcomes?

- **Student preparedness:** A lack of college guidance, knowledge of programs, options (AA)(FG)(H/L)
- **Course scheduling:** *Course offerings not student-centered in terms of scheduling & modalities. (AA)(FG)(H/L)*
- **Cultural and social capital:** Not having access to staff/faculty mentors and support (FG)(H/L)
- **Understanding our students:** Checking the intersection of needs (First Generation, PT vs FT, evening vs daytime, transfer vs. degree/certificate goal) (AA)(FG)(H/L)
- **Siloed culture:** Ensuring that between instruction and Student Services, there is work to address barriers toward bridging student support and needs (FG)(H/L)
- **Application of promising practices:** *The First-Year Experience program, collaborative partnerships with K-12 and 4-year institutions, intentional focus on data to inform opportunities and barriers (AA)(FG)(H/L)*
- **A culture of commitment to student success:** *Measuring every action or decision against the question: Does this enhance student success? (AA)(FG)(H/L)*

What changes would facilitate a shift toward equitable outcomes?

- **Creating a culture of inquiry** using qualitative and quantitative data to identify, develop, and support student-centered practices (AA)(FG)(H/L)
- **Development of support systems** emphasizing access to financial resources, including financial aid, employment, and personal budget planning (AA)(FG)
- **RP Group's Six Success Factors** adopted and applied: focused, directed, nurtured, engaged, connected, and valued (AA)(FG)(H/L)
- **Examination of processes** and systems that create barriers to onboarding, retention, and/or persistence (AA)
- **Course-specific facilitated communities** for study groups, interaction, and engagement in the classroom and out (FG)(H/L)
- **Faculty-to-faculty** best practices to cultivate and deepen equity-centered pedagogical practices (FG)(H/L)
- **Support for faculty** to delve into semester and throughput data in "teach-ins" to find solutions in line with AB705 and Guided Pathways (FG)(H/L)

Senator Kennedy: You said for AA, FG, and HL there are student scheduling and modality needs. Could you explain briefly what those are, and then how can that be ensured across the campus?

Maricela Sandoval: Conversations around understanding if the courses are being scheduled around student needs. If students are part-time versus full-time, or evening versus daytime students, and identifying their ultimate goal as certificate vs transfer and looking to see if what is being offered on the campus is what students are needing or if they are walking away because we are not offering it.

Steve Tamanaha: One of them was course sequencing. Sometimes a student is going through a certificate program. It is offered at this time, but it is not offered at that time, or they are both at the same time. Another thing is when they talk about the scheduling is that we all got in the habit of scheduling things online during the pandemic, but when students switch physical classes there needs to be allowances for time to get to the next class.

Motion 4: Senator Kennedy moved to extend the time for ten additional minutes this agenda item; motion seconded; motion approved with one abstention. [See Voting Tallies Chart at the end of these meeting minutes.]

Steve Tamanaha: When it comes to modality you are talking about online versus online versus hybrid. Technology is a challenge for these student groups.

Maricela Sandoval: Here are some **Action Steps: Themes**

- **Strengthen relationships** with feeder high schools for college readiness (AA)(FG)
- **Create and support structures** built on community and identity (AA)(FG)(H/L)
- **Focus on student-centered** approach to continuous improvement (AA)(FG)(H/L)
- **Lean on campus-wide DEIA efforts** to emphasize race and ethnicity in student experiences (AA)(H/L)
- **Expand collaborative opportunities** between Instruction and Student Services (AA)(FG)(H/L)
- **Embed Student Basic Needs** support services to campus culture (AA)(FG)
- **Student-Centered Scheduling Design** to review current processes/guidelines for critical aspects of scheduling (AA)(FG)(H/L)
- **Engage high-touch** engagement, advising, and instructional strategies (AA)(FG)(H/L)
- **Explore destigmatizing** support courses for Math and English (FG)(H/L)
- **Broaden and employ** data and input from practitioners to continue to develop the plan (AA)(FG)(H/L)

Most of the conversation in planning the Student Equity Plan has been around broadening our understanding and looking at this Student Equity plan as sort of what we call a living document that gives room for updates as we move forward as we begin to close those gaps, and as the campus planning efforts continue. The Student Equity Plan is meant to be checked in on maybe annually and come back and take a look at that data.

Senator Boogar: Appreciates the action steps. There has not been a lot of direct communication between those departments that are being referenced here and the committee doing this work. If we are looking to improve math and English in the first year, that is something we're already doing as departments, but there should probably be a conversation between this work group and these departments. So far that has not happened.

Maricela Sandoval: Absolutely.

Senator Drew: What practical things are you doing to get to the individual instructors? We need to have more training and focus more on helping the teachers, the faculty, become more sensitive to our efforts here.

Maricela Sandoval: Professional development is in multiple areas.

Steve Tamanaha: It is also integrated with the Guided Pathways. It is a conglomeration of all the efforts on campus. They will be within this plan.

Senator Kennedy: Agrees with Senator Boogar concurring with the English and Math departments. Is there a way to get more technology to students in these groups in terms of access to be more competitive with other students?

Steve Tamanaha: On the first year, we have identified the barriers and the action step is to solve the problem. We are going back to the campus to see how to fix those.

Senator Cuellar: Of the ten action steps, number eight states "Engage high-touch engagement, advising, and instructional strategies," for clarification purposes, what does "advising" mean? He commends their work.

Maricela Sandoval: The answer to it is not necessarily in the plan. It is the exploration of what promising practices exist that we can incorporate. From an advising standpoint, counseling would be involved in the link between the classroom and our direct advising with students, and then the support services that occur so bridging the efforts together in the promising practice so that could be incorporated where there is a bridge between the three or what occurs separately addressing all.

Motion 5: Senator Cuellar moved to approve the Student Equity Plan; motion seconded; motion approved with one abstention. [See the Voting Tallies Chart at the end of these meeting minutes.]

4. Adjournment of the Regular Meeting

President Gordon adjourned the meeting at 12:25 p.m.

5. Approval of the Minutes: November 22, 2022

MINUTES: First draft written by Beatriz Rodriguez Vaca, Administrative Assistant to the Senates. Revision of first draft and Senate-approved drafts written by Senate Secretary, Marilyn Kennedy, who also distributes the final Senate-approved version to the Chancellor, Board of Trustees members and secretary, union presidents, GWC and Coastline Academic Senate presidents, OCC College President, and faculty as per OCC Senate bylaws.

Senate Membership & Voting Tallies Chart

	Minutes 11/08/22	Low- Cost Text- books	Approved Full-Time Faculty Hiring Prioritization	Motion to Extend Agenda Item Time for Student Equity Plan by 10 Mins	Approve Student Equity Plan
<i>The presiding officer's vote will be recorded as an abstention, unless breaking a tie.</i>					
Alabi, Jessica A.: Senator-at-Large (2020-2023)	Absent	Absent	Absent	Absent	Absent
Ball, Jason: Part-Time Senator (2022-2023)	Absent	Absent	Absent	Absent	Absent
Barnes, Carol: Counseling Senator (2021-2024)	Aye	Aye	Aye	Aye	Aye
Barrios, Nina: Part-Time Senator (2022-2023)	Aye	Aye	Aye	Aye	Aye
Boogar, Tyler: Math and Sciences Senator (2020-2023)	Aye	Aye	Aye	Aye	Aye
Budwig, Eric: Technology (2020-2023)	Aye	Aye	Aye	Aye	Aye
Chavez Jimenez, Irving: Senator-at-Large (2021-2024)	Aye	Aye	Aye	Aye	Aye
Cohen, Eric: Senator-at-Large (2021-2024)	Absent	Absent	Absent	Absent	Absent
Connor, Sean: Senator-at-Large (2020-2023)	Aye	Aye	Aye	Aye	Aye
Cuellar, Eric: Senator-at-Large (2021-2024)	Aye	Aye	Aye	Aye	Aye
Della Marna, Jodi: Library & Learning Sup. Senator (2020-2023)	Aye	Aye	Aye	Aye	Aye
DeShano, Tina: Consumer Health Sciences Senator (2020-2023)	Aye	Aye	Aye	Aye	Aye
Drew, Rendell: Vice President, Senator-at-Large (2020-2023)	Aye	Aye	Aye	Aye	Aye
Ely, Cyndee: Part-Time Senator (2022-2023) 11:37am	Aye	Aye	Aye	Aye	Aye
Gordon, Lee: President, Senator-at-Large (2022-2025)	Abstain	Abstain	Abstain	Abstain	Abstain
Kennedy, Marilyn: Secretary, Lit. and Lang. Senator (2022-2025)	Aye	Aye	Aye	Aye	Aye
Legaspi, Jodie: Athletics and Kinesiology Senator (2020-2023)	Absent	Absent	Absent	Absent	Absent
Lloyd, Doug: Senator-at-Large (2020-2023)	Absent	Absent	Absent	Absent	Absent
Neil, Jeanne: Business and Computing Senator (2022-2025)	Aye	Aye	Aye	Aye	Aye
Pullman, Lori: Curriculum Chair (Non-Voting)	-	-	-	-	-
Sachs, Loren: Senator-at-Large (2022-2025)	Aye	Aye	Aye	Aye	Aye
Sheehan, Katherine (2021-2024) 12:02 pm	Absent	Absent	Absent	Aye	Aye
Stanton, Jordan: Social and Beh. Sciences Senator (2022-2025)	Aye	Aye	Aye	Aye	Aye