

# ORANGE COAST COLLEGE

Academic Senate Meeting | September 20, 2022 | 11:30 am - 12:30 pm |  
Student Union 214 and Zoom

## Academic Senator Attendance

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

**Guests (Optional & Voluntary Sign-In):** Rebecca Morgan, Jeanette Grimm, Kate McCarroll, Calvin Fantone, Sheri Sterner, Angelica Suarez, Diane Brown, Vesna Marcina, Eduardo Arismendi-Pardi.

## 1. Preliminary Matters

- A. **Call to Order:** President Lee Gordon called the meeting to order at 11:30 A.M.
- B. **Opportunity for Public Comment:** Tina De Shano, Jessica Alabi, Eduardo Arismendi-Pardi.
- C. **Approval of the Minutes:** The minutes were approved after the "Reports" section.
- D. **For the Good of the Order:** None.

## 2. Consent Agenda:

- A. **Hiring committee - Instructor Engineering:** Arnold Guerra, Steve Drum, Angelo Esposito
- B. **Equivalency Committee for Communications:** Shaw Davari to replace Chris DeSurra as representative
- C. **2022/2023 Faculty Representatives on the Academic Petition Council:** Candy Pettus, Eileen Tom, Caryn Plum, Debbie Raskin, Rachel Berman, Verna Leahy

**Senator Ball** pulled the name of **Lynne Cottrell** from the Consent Agenda [for the Academic Petition Council] as she is now retired.

**Motion 1: Senator De Shano moved to approve the consent agenda; motion seconded; motion approved.** [See Voting Tally Chart at the end of these minutes for the voting records.]

### 3. Officer, Senator, & Committee Reports

#### A. President and Vice President's Reports:

**1. President Gordon:** Senators will be getting a lengthy attachment, which is the Midterm Accreditation Report. He encouraged senators to read it. There will be a first and final draft.

#### B. Part-Time Faculty Caucus:

**Senator Ely:** Reported that the Union negotiated healthcare for all part-time faculty, not just those teaching 7.5 LHEs and above. The California legislators have passed a bill that will increase part-time faculty workload maximum from 10 to 12 LHEs. It is pending the governor's approval.

**Senator Barrios:** The Part-Time Communities of Practice led by Senator Ely had a great event last week that was well attended and very informational. She learned a lot.

#### C. Enrollment Promotion:

**President Suarez:** Thanked the Senate for continuing to promote enrollment. The most recent data reports show that enrollment was up 3% compared to Fall 2021.

#### D. Legislative Issues and Education Regulations:

**President Gordon:** There are a few bills awaiting the governor's approval. Once those are signed, they will come back as agenda items in the Senate for discussion.

#### E. District Board Policies and Administrative Procedures Committee (BPAP) Report—Senator Kennedy

**BP/AP 3820 - Big Gifts:** As mentioned before, this is a new policy written for large physical or monetary gifts given to the colleges or District, and the policies are still in process as we are waiting on the Vice-Chancellor of Fiscal and Administrative Services to add language.

**BP/AP 5040 – Student Records, Directory Information, and Student Privacy:** The proposed language changes would allow a former student to demonstrate that they have changed their legal name or gender and request that their records, such as grade records and diplomas, include those changes, if they present a state driver's license or ID, a birth certificate, a passport, a social security card, or a court order. Senator Kennedy requested to the Committee that a sentence be added to the AP that a verifying, formal notice be sent by email or postal service to the student to minimize chances of ID theft. This was met with strong resistance by OCC and Coastline administrators there. Vice-Chancellor Serban is looking into the proposal in terms of costs, etc.

**BP 6200 Budget:** The proposed changes would raise the District budget reserves to 16.7%. There was a concern by one of the OCC representatives what the District might use the extra funding for, so there are some questions being asked.

**President Gordon** asked if the 16.7% budget comes from the State Chancellor's office. Senate Kennedy stated that she believed that was true. The concern in the Committee was what the District will do with those funds.

**F. CFE Union/Bargaining Unit Report:**

**Senator Ball:** Asked about the Competency-Based Education (CBE) timeline.

**President Gordon:** The Senate sent out the MOU proposal [CBE Faculty Liaison] from Administration to create a position at this college, at each college, to create a position to be an advocate and champion of CBE.

**CFE President Rob Schneiderman:** Requested to get input from the College before he signs any MOU and to know where the College is on this.

**President Gordon:** The Senate will place on the agenda the proposed CBE Faculty Liaison MOU. The Senate will weigh in as to whether the faculty wishes to have this position or not.

**CFE President Schneiderman:** Asked for feedback about the Union email that went out yesterday. CFE is concerned about any on-campus mandate for faculty who do remote work. CFE also has tickets for a hockey game in December. Faculty can contact him directly if they wish to attend.

**Senator Kennedy:** Commented that one of the concerns at the BPAP Committee was regarding how much of the 16.7% raise was CBE-related and the cost associated with that. Those are tied together.

**President Gordon** asked Secretary Kennedy about approving the minutes.

**Motion 2: Senate Secretary Kennedy moved to approve the September 13, 2022, if there are no changes requested; there were no requests for change; motion approved.** [See The Voting Tally Chart at the end of these minutes.]

## 4. Unfinished Business

**A. Hyflex Resolution: "A Joint Resolution in Support of Designating Implantation of a Hy Flex Video Technology System in the OCC Multicultural & CLEEO Centers"**

**Senator Stanton:** Read aloud the "Be it Resolved" paragraph of the Resolution:

**"Be it Resolved** that this "sense of the Academic Senate" resolution is seeking the collegial and collaborative support of the OCC Academic Senate to forward this request to the OCC Facilities Committee for consideration and purchase of a new **HyFlex** Video Technology System in the OCC Multicultural Center, and in the CLEEO Project Center—currently located in the Global Engagement Center (GEC)."

**Senator Cuellar:** Stated that there was an opportunity that spawned organically between The Global Engagement Center, the Multicultural Center and the CLEEO Project center. They are seeking to continue the development of cultural synergy through diversity and organization of creating an environment that is combining the strength of the three centers. They are trying to grow, in cooperation in the spirit of DEIA, and supporting equity. The utilization of the HyFlex video technology would provide an opportunity to minimize or contribute to decreasing the digital divide on the campus community. In the United States, for example, 7% of the population has no internet connection or access. In the CLEEO Project, they have done some research and found that one-third of the Latinx population has no access to broadband internet connection.

Two of the main goals of the CLEEO Project are to increase enrollment and encourage degree completion. Based on the presentation last week by Anna Hanlon and Kelly Holt, he noticed that even though the Latinx population at OCC is 35%, the graduation rate is only 26%. Having technology for historically disenfranchised groups provides an opportunity to catch up. There is a need to be inclusive on the spirit of DEIA.

The Multicultural Center and other groups on campus such as Umoja, continuously work together, and something that has always come up, is what can we do in addition to meet the needs of our international students, as well? So, it's about basically fostering community and cooperation with the use of technology, and also providing a space that can be utilized by stakeholders and constituents, such as the Academic Senate. "

**President Gordon:** Stated that the Honors Council discussed the resolution and supports it.

**Senator Alabi:** Supports the resolution and stated that this should go beyond the CLEEO Center and the Multicultural Center. She would like to look at the issues of (1) privacy and (2) students of means coming to campus and those without means coming to campus. Hyperflex is a conversation that has been happening at the State level for the last year. It is getting very popular. There needs to be more research into what this is.

**Senator Barnes:** In their last Honors meeting, they talked about the resolution, and they talked about anyone being able to use those rooms, not just CLEEO and not just the Multicultural Center just like Room 214 is being used. She asked how many fully equipped rooms there are currently on campus. She also asked about being able to afford at least two centers throughout campus.

**Vice-President of Administrative Services Rich Pagel:** There are two fully equipped rooms, 213 and 214, in the Student Building. They are looking into a new technology with devices called "owls," and they obtained five of them last week. It will take them some time to set up the technology.

**Dean Taylor:** Stated that Room 214 maybe a high-tech classroom but it is not a HyFlex classroom. HyFlex is at another level. He estimated that Room 214 was probably build with \$10,000-15,000 of technology with the screens, cameras, and internet. They looked at a HyFlex from last year as a project, they budgeted \$100,000 for one classroom. There is a world of difference between what is going on in Room 214 and HyFlex.

**Senator Ball:** Is comfortable with the resolution as it is worded, asking for consideration for this from the Facilities Committee, so they can look at the budget. The College needs to do a better job servicing underrepresented students and allow them to have access to such technologies and advanced video conferencing. It creates a lot of opportunity for students to be part of different kinds of events across the country and across the world. Ten years ago, at an earlier version of this technology, students at the campus where he was at were able to be part of an incredible conference with Muslim students in the Netherlands talking about their experiences of marginalization over there. OCC having something like this and having it serve the Multicultural Center and CLEEO, specifically, is essential for all the reasons stated by Senator Cuellar.

**Senator Connor:** Asked for clarification on what senators are voting for regarding the resolution. He asked if they are voting on this as a concept and then will have the OCC Facilities Committee make the budget decisions. **President Gordon** affirmed that sequence of events. **Senator Connor** also asked what HyFlex video is and how is it different from Room 214.

**Dean Taylor:** Stated that he would provide a [link to a short video](#) that explains HyFlex in minutes. When he has seen HyFlex installations, it is usually one 20-50 inch screen per

student who is remote. There is a sound sensing microphone and camera that will rotate to make sure that the person who is speaking is currently heard well. It is not just a single-mounted one up on the wall, like the one in Room 214, but one that follows the noise to make sure the person is speaking a center stage on camera as well as microphone. It also includes the software to manage 20-50 inch screens and makes sure that everyone has participatory rights. The software alone is in excess probably of two or three times the hardware in Room 214. It is a wall of external students and a classroom of internal students. They quit looking at this last year because they did not have any apportionment code to request funding for such a classroom.

**Senator Kennedy:** Stated that there is value in teaching online and having different voices, especially internationally, is essential. It makes a huge difference to the in-person classes, and it cannot be duplicated right now. She about the Senate protocol that we don't vote the week we read the resolution, but the next.

**President Gordon:** Stated that is correct and that this will be the first reading of the Resolution and it will be voted on at one of the following meetings.

**B. Follow-Up Process for Program Set Standards – Anna Hanlon and Kelly Holt:**

**Institutional Effectiveness Coordinator Holt:** Stated that they do not need action from the Senate, necessarily. They wanted to provide opportunity for feedback on clarify how her team will implement and cleanup program review and gather the floor and the aspirational goals for degrees and certificates earned at the College. Program Review was already approved by the body, so they are just asking for suggestions.

**Senator Ball:** Stated that when he was a student at OCC, he took all the political science classes offered but he did not complete his AA because he had to take a PE class. He asked how that is recorded in the data. He also asked how classes are tracked by topic.

**President Gordon:** Stated that the college is evaluated based on outcomes. He also asked what happens to completion rates when someone completes classes at the community college but does not see the need for an associated degree.

**VPI Grimes-Hillman:** There are ways that they can ensure the completion of general education. Students can obtain a certificate of achievement in general education. In CTE a student taking nine units will count towards an extra bit of funding. The case that Senator Ball described, the college does not get to capture that in a completion measure, unfortunately. They do track the number of transcripts, but it is not the same thing as completion.

**Senator De Shano:** Asked if there is a place where they can say the total number of completions and explain the reason why.

**Institutional Effectiveness Coordinator Holt:** Stated that part of Program Review is providing context. As, the experts in the program, they look at data and data the number. They can describe why this data is this way. Ultimately, the new funding formula is having them look at the completion of certain areas of certificates of completion. Is it just a matter of them providing the students the pathway? There is an application, students can earn an AA degree, they can transfer, but is there enough funding? Are there any barriers? That is where their focus is on terms of degrees and certificates, funding for the campus and getting students through the pathways.

**President Gordon:** Stated that at the last DCC meeting, there was a comment about the relatively low transfer rate. He thinks that OCC does need to have a system to capture transfer classes.

**Dean Sheri Sterner:** Stated that Transfer is captured as another completion method. It is part of Program Review and Student Center Funding Formula.

**President Suarez:** Stated that Orange Coast College is the top transfer institution to the UCs and CSUs combined.

**Senator Chavez-Jimenez:** Stated that in terms of degree completion, there are various options that do not, in Senator Ball's case, include PE.

**Senator Barnes:** Affirmed what Senator Chavez Jimenez stated. There are programs that do not require a student to take P.E.

**Senator Cuellar:** Stated that there are different options. When the Associates of Science came, it was mirrored from the IGETC which is the UC and CSU GE pattern. They took that into account to have the ASGE overlap with the transfer IGETC. It was done with intentionality.

## 5. New Business

### A. **The Hiring Process – BP/AP 7120 – Director of Human Resources Rebecca Morgan:**

**Director Morgan** thanked the Senate and shared a PowerPoint Presentation on **AP 7120C Faculty Hiring**, which require that the responsibilities of the search committee include these items: Commit to the time required to complete the entire process; review, understand, and comply with District EEO Policy and Plan; complete the EEO training within two years prior to the start of recruitment; review and approve the job announcement; develop application screening criteria that will be reviewed by HR from the job announcement; develop interview questions that will be reviewed by HR, [and more](#).

HR reviews it to make sure there are no anti-EEO practices. HR also has responsibilities for hiring. These include the following obligations: Ensure the search committee reviews and complies with guidelines established in the EEO Plan; provide EEO training; monitor for adverse impact at each of the stages of screening/selection, that interviews cannot be scheduled until the applicant pool has been reviewed by HR and finalists cannot be forwarded for hiring consideration until the applicant pool has been reviewed by HR. If HR finds that any selection technique or procedure has adversely impacted any group, the following may occur: Suspend the selection process and take steps to remedy before resuming the process, discuss screening criteria/procedures with the committee to remedy, or start a new selection process.

There has been a lot of discussion statewide in the last year-and-a-half that minimum qualifications acknowledging that the Education Code does state, and has stated since 1990, that hiring criteria for faculty and administrators should include sensitivity to and understanding of diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds in the community college.

The question is, Why is it that we are still talking about diversifying faculty since 1990? We are still having those conversations and are not moving the needle enough.

The State Chancellor put together a taskforce that includes chief executive officers, presidents, chancellors, trustees, the State Academic Senate, etc. They agreed that it is not enough to have the Education Code and that they needed to change the Title V regulations. The Title V regulation changes were approved in May of 2022 by the Board of the Governors. The CCC District already knew this conversation was already happening because they had stakeholders involved. This change was not only for faculty but also for all district employees.

“In addition to the category-specific qualifications required by this chapter, all district employees shall demonstrate the ability to work with and serve individuals within a diverse community college campus environment as required by local policies regarding DEIA competencies”.

This is the same regulation that's driving the negotiations at the table about evaluations. All district employees will have evaluations that revolve around DEIA competencies. The Equity and EEO Advisory Committee, which is a district-wide committee, got together to figure out how to ensure that the faculty who were going to be hired were going to move the needle for all the college campuses. They decided on and made a recommendation to the Vice-Chancellor of HR and the Chancellor to add the following statement to all job descriptions. It was adopted:

“Demonstrated evidence of responsiveness to, and understanding of the racial, ethnic, disability, gender identity, sexual orientation, socioeconomic, academic, and cultural diversity within the community college student population, including students with different ability statuses (e.g., physical and/or learning) as these factors relate to the need for equity minded and inclusive practices within the classroom”.

They put that in an application and the next question was to assess it. The Equity and EEO Advisory Committee decided to have supplemental questions that cannot be removed from a job announcement and cannot be changed at the local level as it was endorsed by the Chancellor's Cabinet. Those questions are the following:

“Sometimes there is a belief that a commitment to equity and inclusivity conflicts with a commitment to excellence (i.e. we will have to lower our teaching standards to accommodate students). How would you describe the relationship between equity/inclusion and excellence in the classroom?”

“What role has equity and inclusion played in your approach to teaching XXX discipline, your teaching strategies, or the management of classroom dynamics?”

“Self-reflection plays a central role in effective teaching. Please tell us about a lesson or classroom activity you use that you have improved to be more equitable and inclusive based on your reflections and/or students' responses.”

There was a rubric endorsed by the Equity and EEO Advisory Committee. The rubric states that when reviewing the application and attached materials, that the search committee scores based on that rubric. This was adopted in 2021.

Unqualified 1 point	Marginal 2 points	Competent - Qualified 3 points	Above Average 4 points	Highly Qualified 5 points
<i>Application response failed to address the question or demonstrated inadequate preparation and performance.</i>	<i>Application response indicated some related experience or preparation, but no clear examples of successful outcomes.</i>	<i>Application response clearly articulated adequate experience or preparation with successful outcomes.</i>	<i>Application response clearly articulated adequate experience or preparation with successful outcomes AND provided successful DEI-related application of job skills in prior experience</i>	<i>Application response clearly articulated adequate experience or preparation with successful outcomes AND provided successful DEI-related application of job skills in prior experience AND provided positive contributions to an overall culture of DEI beyond their individual job performance.</i>

\*Note: Half points should be used when a candidate provides some evidence of DEI-related performance but does not fully articulate successful behaviors and positive outcomes.

The Equity and EEO Advisory Committee is composed of the following representatives:  
[Equity and EEO Advisory Committee Membership](#)

Name	Position
Crystal McCutcheon	Committee Chair, Chancellor's Appointment
Dr. Susana Castellanos-Gaona, GWC	President Appointment
Rebecca Morgan, OCC	President Appointment
VACANT HR Director CCC	President Appointment
Kelly Holt, OCC	Academic Senate Appointment
Erin Johnson, CCC	Academic Senate Appointment
Yvonne Portillo GWC	Academic Senate Appointment
VACANT OCC	Classified Appointment
Anna Morrow, DIST	Classified Appointment
Nancy Ramirez, CCC	Classified Appointment
Bre Ritter, GWC	Classified Appointment
Flavia Ruzi	Faculty Appointment
Dr. Marco Baeza	Ex-Officio (HR)
VACANT	Minutes Recorder

The OCC Academic Senate representative is Kelly Holt. They have not met this academic year so far.

**Senator Alabi:** Where was it decided that supplemental questions will be the basis for getting an interview?

**Director Morgan:** Supplemental questions are usually at level two of the screening. Typically, level one screening is making sure they meet minimum qualifications and educational experience.

The new DEIA component is a minimum qualification. The search committee will have to at least look at the three supplemental questions that are now in the job announcement. They are not scoring the depth of the questions at level one. At level one they check that they do meet that minimum qualification. Level one could be a subgroup with at least three members. Once they leave level one screening and move on to level two, the entire committee does the scoring. Then they rank who scores the highest and moves on to interviews.

**Senator Alabi:** Expressed her concern on the lack of deliberation about the cut-off point. People can individually score based on their knowledge of DEIA experience and how they demonstrate that but there is no discussion about how those questions were answered. The Committee does not get to deliberate and discuss whether that cut-off point is a true cut-off point and if people who were included should have been included.

**Director Morgan:** That that discussion does or should happen.

**Senator Alabi:** The cut-off point is given to them, and it said that those are the people who scored and the people who did not.

**Director Morgan:** Stated that they do not determine that cut-off.

**Senator Alabi:** She is not talking about determining the percentage but once the group decides on the rating and people who come in at the percentage, there is no discussion on whether that cut-off point is a good cut-off point. If you see people below



that, who some people believe should have gotten in, there is no discussion about how to get them in or why people rated them a certain way.

**Director Morgan:** There should be a discussion. She invited Senator Alabi to have a conversation with her.

**Senator Alabi:** Expressed a concern of inconsistency--that she does not experience the same thing from an HR perspective when she is on one committee versus another.

**Director Morgan:** Stated that she is only the HR Director of OCC, and she cannot control what happens on other campuses. The intent of the EEO Committee district-wide HR meetings is that there is consistency across the campuses and the District. She has seen inconsistencies herself.

**Senator Alabi:** Stated that there are nuances that have caused problems in the hiring process. She is not concerned on how the process should work, but on how it is actually working.

**Director Morgan:** Will bring her concerns back to the EEO Committee. She will let them know of the inconsistencies.

**Senator Kennedy:** Presented the English department's concerns that it appears the rules, parameters, and questions are developed without faculty consultation, and they are foisted on the faculty hiring committees. The committee then is making decisions on faculty hiring questions that have very little faculty voice. The group that makes these decisions is very tilted to administration and classified, and faculty would like to see that change.

Secondarily, they can understand wanting one question that is explicitly equity-centered but there is far too many for both the applicant to fill out and the committee to review, along with the rest of the application package. There should not be any mandatory language provided by non-faculty HR employees for faculty job positions. Committees should be allowed to write their own equity-centered questions to reflect their subject matter expertise.

**Senator Boogar:** Voiced a variety of questions of his own and his constituency. They are curious about the things that seem to be requirements, at least from their perspective, in the process.

In many Committees they have been told that they cannot ask for certain attachments on their applications, such as letters of recommendation and transcripts. Sometimes they have had committees that have pushed back against that significantly. This is part of the inconsistency problem, as well. Where is that decision made and why? Or is that the message you receive?

Where is it written that we are not allowed to ask to follow-up questions during interviews? Because we are always told you cannot ask follow-up questions during interviews except in the President's round. That has been a consistent experience at least across his division.

It was clear that there is requirement for the DEIA questions. He was not clear that that rubric is recommended or required. There are some concerns of faculty that he has spoken that there are some questions that are very hard to assess from a DEIA perspective because they are very technical, especially when they are hiring for technical positions like the aquarium or planetarium. Is it possible to have certain questions or at least communicate to the applicant that we are going to be assessing them technically, too, because sometimes there are

people with beautiful DEIA answers but do not realize that we are assessing them on technical aspects, as well.

Where was the decision made to not allow us to have on-campus interviews last year, even though we had returned to campus? Because his division is primarily on campus, they would like to interview in the modality that they will be teaching in.

Is it a requirement that there needs to be justification provided during level two screening?

Does every single supplemental question need to be individually justified? That makes the process really long or is it possible we could make an overall justification of the application to make that process a little bit simpler?

**President Gordon:** Asked for unanimous consent to extend the meeting for five minutes.

**President Gordon:** Repeated the questions that Senator Boogar brought up.

Are we told that we cannot request transcripts and letters of recommendation. Is that true?

Is it true that we cannot ask follow-up questions?

He raised the question on the difficulty in assessing the DEIA question.

Why there were no on-campus interviews even though the campus was open?

Does each supplemental question need to be handled individually or can they be done in a group?

**Senator Cohen:** In the presentation there was the conversation of diversifying employees (staff and faculty). How do these supplemental questions and the other things talked about today correlate to that?

**Senator Connor:** Can the EEO Office commit to coordinating with the IPC on the timeline for scheduling EEO training? There is concern that sometimes the hiring does not line up when the EEO training is offered. They want to make sure the coordinating happens so that the training is available.

**Senator Alabi:** Commented that they structured this discussion for the next agenda to make sure there are outcomes for the faculty who are concerned about this. They do not want to have a discussion back and forth. They would like to see some outcomes and the path to making changes.

**Director Morgan:** Stated that she cannot commit to outcomes for the next meeting because a lot of this came from the EEO Advisory Committee. What she can commit to is taking the recommendations and suggestions back to the EEO Advisory Committee through Kelly Holt and Flavia Ruzi so that they can hear OCC concerns about the recommendations made by that body last fall.

**President Gordon:** Stated that this topic will be on the agenda two weeks from now. The questions on the table will be answered then.

## 6. Adjournment of the Regular Meeting

**President Gordon** adjourned the meeting at 12:34 p.m.

## 7. Approval of the Minutes: October 4, 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.

Voting Tally Chart & Senate Membership	Motion 1	Motion 2
	Consent Agenda	Approve 09/13/22 Minutes
<i>The presiding officer's vote shall be recorded as an abstention unless breaking a tie.</i>		
Alabi, Jessica A.: Senator-at-Large (2020-2023)	Aye	Aye
Ball, Jason: Part-Time Senator (2022-2023)	Aye	Aye
Barnes, Carol: Counseling Senator (2021-2024)	Aye	Aye
Barrios, Nina: Part-Time Senator (2022-2023)	Aye	Aye
Boogar, Tyler: Math and Sciences Senator (2020-2023)	Aye	Aye
Budwig, Eric: Technology (2020-2023)	Aye	Aye
Chavez Jimenez, Irving: Senator-at-Large (2021-2024)	Aye	Aye
Cohen, Eric: Senator-at-Large (2021-2024)	Aye	Aye
Connor, Sean: Senator-at-Large (2020-2023)	Aye	Aye
Cuellar, Eric: Senator-at-Large (2021-2024)	Aye	Aye
Della Marna, Jodi: Library & Learning Sup. Senator (2020-2023)	Aye	Aye
DeShano, Tina: Consumer Health Sciences Senator (2020-2023)	Aye	Aye
Drew, Rendell: Vice President, Senator-at-Large (2020-2023)	Aye	Aye
Ely, Cyndee: Part-Time Senator (2022-2023)	Aye	Aye
Gordon, Lee: President, Senator-at-Large (2022-2025)	Abstain	Abstain
Kennedy, Marilyn: Secretary, Lit. and Lang. Senator (2022-2025)	Aye	Aye
Legaspi, Jodie: Athletics and Kinesiology Senator (2020-2023)	Aye	Aye
Lloyd, Doug: Senator-at-Large (2020-2023)	Absent	Absent
Neil, Jeanne: Business and Computing Senator (2022-2025)	Absent	Absent
Pullman, Lori: Curriculum Chair (Non-Voting)	---	---
Sachs, Loren: Senator-at-Large (2022-2025) 11:51 am	Absent	Absent
Sheehan, Katherine (2021-2024) 11:57 am	Absent	Absent
Stanton, Jordan: Social and Beh. Sciences Senator (2022-2025)	Aye	Aye