

ORANGE COAST COLLEGE

Academic Senate Meeting | Sept. 10, 2024 | 11:30 am - 12:30 pm | Student Union 214/Zoom Link: <https://cccd-edu.zoom.us/j/83950717582>

Academic Senate Member Attendance

Jason Ball, <i>Part Time Faculty</i>	Present	Kate McCarroll, <i>at-Large</i>	Present
Carol Barnes, <i>Counseling</i>	Present	Irene Naesse, <i>at-Large</i>	Present
Lauren Becker, <i>at-Large</i>	Present	Jeanne Neil, <i>Business & Computing</i>	Present
Allissa Blystone, <i>Math & Sciences</i>	Present	Leland Paxton, <i>Part Time Faculty</i>	Present
Eric Budwig, <i>Technology</i>	Present	Lori Pullman, <i>Curriculum Chair, Parliamentarian</i>	Present
Jodie Della Marna, <i>Library</i>	Present	Loren Sachs, <i>at-Large</i>	Absent
Rendell Drew, <i>at-Large, President</i>	Absent	Katherine Sheehan, <i>Visual & Performing Arts</i>	Present
Carly Gonzalez, <i>at-Large</i>	Present	Jordan Stanton, <i>Social & Beh. Sciences</i>	Present
Lee Gordon, <i>at-Large, Vice President</i>	Present	ASOCC Student Representative	Present
Kelly Holt, <i>at-Large</i>	Present	Vacant, <i>at-Large</i>	Vacant
Marilyn Kennedy, <i>Lit & Lang, PDI Chair, Secretary</i>	Present	Vacant, <i>Part Time Faculty</i>	Vacant
Jodie Legaspi-Kiaha, <i>Athletics & Kin</i>	Present	Vacant, <i>Consumer & Health Science</i>	Vacant

Please see the Voting Tally Chart after these minutes for individual members' votes.

Guests (Optional & Voluntary Sign-In): Rebecca Morgan.

1. Preliminary Matters

- A. **Call to Order: Vice-President Gordon** called the meeting to order at 11:30 A.M. and presided over the meeting in **President Drew's** absence.
- B. **Public Comments: None.**
- C. **Approval of the Minutes:** Motion 1: **Secretary Kennedy** moved to approve the September 3, 2024, meeting minutes; motion seconded; motion approved. [11:42am]
- D. **For the Good of the Order:** No items.

2. Consent Agenda:

No items.

3. Officer, Senator, & Committee Reports

A. **Academic Senate President and Vice President Reports:**

1. **Vice-President Lee Gordon:** Today we will receive an update from a committee that reports to the Academic Senate: The Accessibility Committee, chaired by Senator Irene Naesse. Additionally, Dr. Lori Pullman, Chair of the Curriculum Committee and Senate Parliamentarian, will present her report. Professors Marcina and Pettus will lead a discussion on *The Anxious Generation: How the Great Rewiring of Childhood is Causing an Epidemic of Mental Illness*, by Jonathan Haidt. There will be a discussion on last week's Senate Parliamentarian election, with my comments on the matter. Each year, the Vice Chancellor of Finance projects significant budget deficits, which are used to justify austerity measures such as hiring freezes. Despite these projections, the District

typically ends the year with surpluses. The cumulative impact of these hiring freezes is adversely affecting key programs at Orange Coast College. This year's anticipated hiring freeze will once again render the full-time faculty hiring prioritization process ineffective.

AB 2925: I would like to discuss now an important piece of legislation which is pending the Governor's approval, AB 2925:

Under AB 2925, The California Community Colleges, and other segments, shall include training to combat and address anti-Semitism as part of any antidiscrimination training or diversity, equity, and inclusion training that is offered by the institution.

This bill, which has passed both the Assembly and the State Senate, is sponsored by assembly members Laura Friedman of Glendale and Josh Lowenthal of Long Beach.

Assembly Member Friedman's intent in introducing AB 2925 was to ensure that college and university Diversity, Equity and Inclusion efforts adequately address the growing problem of antisemitism.

Should antisemitism be *included* in Diversity, Equity and Inclusion programming at community colleges?

Assemblymember Friedman said: "I think it's unfortunate that this bill is needed" ... "It was shocking to me, that antisemitism is not routinely included in DEI programs; that Jews are not seen as being a marginalized or discriminated against group, when we know that so many hate crimes are committed against Jews."

Hate crimes targeting Jews rose sharply last year in California, despite a drop in hate crimes overall, according to the state's annual report, "Hate Crime in California 2023," issued by the state Department of Justice and released in July of 2024.

The report showed that hate crime events of all kinds *decreased* 7.1% last year.

But hate crimes motivated by religious bias *rose* 30% in the same time period. crimes motivated specifically by anti-Jewish bias accounted for most of that increase, rising by 53% from 2022 to 2023.

Anti-Jewish crimes accounted for 73% of all hate crimes tied to religious bias last year in California.

Last year's report by the state of California, also showed that Jews were victims of the majority of religion-based hate crimes in 2022.

Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race or national origin.

Jewish, Arab Muslim, and Sikh students became separately protected only in 2004 under Title VI, though Jews of color were included in the earlier protections.

AB 2925 would require each of the top 5 most targeted groups for hate crimes – including the Jewish community – to be included in higher education anti-discrimination and DEI trainings.

In the most recent report, by the state Attorney General's Office, from 2022, the five groups most targeted groups for hate crimes were, in order, Black, gay male, Hispanic, Jewish and Asian.

The anti-Jewish hate crimes outpaced any other religious group, even though

Jews comprise a very small percentage of the state's population, by some estimates 3% of Californians are Jewish.

A portion of the Donahoe Higher Education Act, known as the Equity in Higher Education Act, provides, among other things, that all students have the right to participate fully in the educational process, free from discrimination and harassment, and that California's postsecondary educational institutions have an affirmative obligation to combat racism, sexism, and other forms of bias, and a responsibility to provide equal educational opportunity.

AB 2925 would instead provide that California's postsecondary educational institutions have an affirmative obligation to combat racism, sex-based discrimination, hate-based discrimination, including anti-Semitism and Islamophobia, and other forms of discrimination, and a responsibility to provide equal educational opportunity.

AB 2925 would require each postsecondary educational institution to annually notify students by email of their right to file a complaint with the United States Department of Education's Office for Civil Rights if the student is subjected to discrimination, including anti-Semitic behavior, on campus, as provided.

I hope the Governor will permit AB 2925 to be enacted into law.

B. Union/Bargaining Unit Report - CFE President Rob Schneiderman:

Two updates:

We are currently voting on the faculty contract. We will have additional Zoom sessions on Friday, and we will visit Golden West this afternoon for in-person questions about the contract. Please be sure to vote, as the Union supports a "yes" vote on the collective bargaining agreement.

The Board of Trustees approved the tentative budget for the upcoming year during Wednesday night's meeting. This meeting had a notably different tone compared to the special budget meeting held the previous Thursday. The earlier meeting, marked by a dire financial outlook from the Vice Chancellor for Finance, contrasted sharply with the more positive perspective presented by a surrogate at Wednesday's meeting. Despite this shift, the hiring freeze and other budgetary constraints remain in place, but the mood was less alarming than before.

4. Unfinished Business

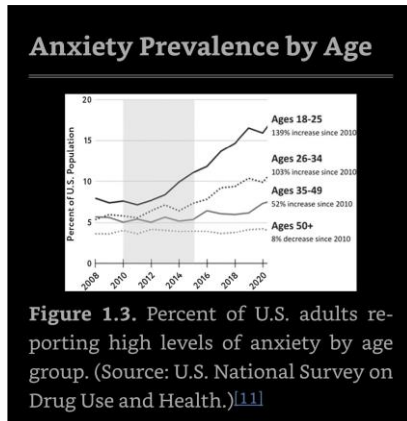
A. Parliamentarian Election – Vice President Gordon:

Last week's election for Parliamentarian resulted in a dispute, leading to the item being tabled for further review. After examining the minutes and Zoom recording from the session, it is confirmed that Professor Pullman received 8 votes and Senator Blystone received 7 votes. According to *Robert's Rules*, an election outcome cannot be overturned if it was conducted properly. Professor Pullman is eligible for the role as per our bylaws, which permit any Senate member, including the Curriculum Chair, to serve as Parliamentarian. Therefore, we will uphold the election results, and Professor Pullman will serve as this semester's Academic Senate Parliamentarian. Please join me in welcoming her to the role.

5. New Business

A. Discussion of the Book *The Anxious Generation: How the Great Rewiring of Childhood Is Causing an Epidemic of Mental Illness*, by Jonathan Haidt: Professors Candy Pettus and Vesna Marcina:

Political Science Professor Marcina: Professor Pettus and I recently presented at Fall Flex



Day on the book *The Anxious Generation* by Jonathan Haidt, a business professor at NYU. The book examines how Gen Z, our current college students, has been impacted by two conflicting trends: overprotective parenting in the real world since the 1990s and under-regulation in the virtual world following the rise of smartphones around 2007. Haidt argues that this combination has led to increased mental health issues among Gen Z, including anxiety, depression, and self-harm. Our presentation aimed to prompt faculty to consider how these dynamics affect their students and to explore strategies for managing these challenges in the classroom. Since the pandemic, I have noticed significant changes in student behavior and have implemented a no-technology policy in my classes to address distractions caused by smartphones and computers. This approach is intended to keep students focused and engaged during lessons.

Sociology Professor Pettus: Adults can also be affected by digital media, but the primary concern is its impact on Gen Z. Our PowerPoint presentation includes a 10-minute [video](#)

How can we help build resilience in our students?

summarizing recent research on this issue. The ongoing discussion, accessible through the Substack, *After Babel*, addresses criticisms of the research, particularly those challenging the link between social media use and mental health issues. The research highlights a significant rise in anxiety and depression among college students, with many

openly discussing their anxiety. However, effective management strategies are lacking. The data shows increased self-reporter anxiety and depression rates among younger populations, particularly females, with differences in media consumption contributing to these disparities. Our goal is to use this information to better support students in managing their mental health. This includes implementing policies like no-technology rules in classrooms to reduce distractions and help students focus.

You can see that there are other areas that are concerning, such as depression. Some of this is adversely impacting girls more than boys, and part of the research has to do with the types of media consumption by females. I'm sure many of you have had students tell you about their anxiety. They are openly talking about it, and that's a great thing. I don't know if most of them have the tools to say, How do you deal with anxiety?

You don't deal with it by avoiding it. Psychologists will tell you that you can't. You've got to help them have the tools to say, I need to manage and face my anxieties. The more I do that the less anxiety I'm going to have, or the quicker I'm going to be able to get through it. A no-technology policy in classes to address distractions caused by smartphones and computers is intended to keep students focused and engaged during lessons.

Senator Kennedy: Stated that she is familiar with Haidt's work due to her involvement in Heterodox Academy, and over the past semester she has revised her teaching to

emphasize *appropriate* technology use, including AI, as it has become almost second nature for students to rely on technology. The emphasis on encouraging students to appropriately deal with these issues as Haidt and his co-authors suggest, is helpful for students.

B. Curriculum Committee Report (AB11) – Curriculum Chair Lori Pullman:

**IMPLEMENTATION FIRST STEPS:
PHASE 1**

Based on a set of high-enrollment data and aligned with CalGETC, as recommended by the CCN Task Force.

COURSE	ENROLLMENT DATA (2022-23)	Ca-GETC Area
College Composition (ENGL 100)	300K-330K	1A
Argumentative Writing and Critical Thinking (ENGL 105)	115K-140K	1B
Public Speaking (COMM 110)	150K-175K	1C
Intro to Statistics (MATH 110)	185K-225K	2
Intro to Am. Government and Politics (POLS 110)	125K-160K	4
Intro to Psychology (PSY 110)	145K-170K	4

Overview: The implementation of AB 1111 introduces a common course numbering system aimed at simplifying transfer processes across California's community colleges, UC, and CSU systems. This system is now being introduced in phases to ensure that courses are equivalent for transfer purposes. Phase One involves six courses: College Composition (English 100), Argumentative Writing and Critical

Thinking (English 105), Public Speaking (Comm 110), Intro to Statistics (Math 110), Intro to American Government and Politics (Political Science 110), and Intro to Psychology (Psychology 110). These courses will be standardized with a common numbering system to facilitate smoother transfers and prevent students from retaking equivalent classes.

Key Points Include Uniformity Required: The courses must match the provided template exactly; additions are allowed, but modifications to the core content are not.

Implementation: Existing courses will need to be retired and replaced with the new standardized course numbers. Minor adjustments will be necessary for related programs.

Unit Standards: For now, maintain current unit standards unless specifically instructed to change them. This initiative is expected to streamline transfer processes but may initially lead to challenges due to the scale of adjustments required. Further updates and adjustments will likely follow as the system is fully integrated. It has to be identical. We can add but not subtract. To proceed with course updates, you will need to retire the current course and upload the new course number. Modifying the existing course by incorporating the subject identifier and new course number should streamline this process. Templates may help but be prepared for potential challenges if the process is not followed accurately. Note that modifications to the six affected courses will require corresponding updates to all linked programs, although these changes are expected to be minor.

Regarding Unit Requirements, the guidance remains unclear. Until further instructions are provided, we should maintain our current units. If adjustments become necessary, we will comply with the minimum standards as outlined. This initial phase may raise questions and lead to further revisions, but we will proceed based on the current guidelines.

Senator Kennedy: Asked if English A105 is representative of English A101, A102, or both? Currently, the literature portion is designated as 101, and the nonfiction portion is designated as 102. **Curriculum Chair Pullman:** Will verify whether these courses align with the transfer requirements. Specifically, determine if they satisfy requirements such as COMP 100 at a Cal State or UC, and whether they correspond to English 105 or another equivalent course for credit. She will ask Manoj Wickremesinghe who deals with transfers. We are aligning our course numbers with those accepted by Cal States and UCs. To ensure accuracy, we are adopting common course numbering, although there may be minor discrepancies in our current numbering. **Curriculum Chair Pullman:** Stated that while it is not required to retire a course and start a new course, some find it easier to

modify the existing course rather than starting from scratch. I recommend beginning with modifications if they are manageable, rather than a complete rewrite. For those already using these six courses for transfer, it's likely you are already aligned with the established patterns, so adjustments should be minimal. **Professor Marcina:** This is the first phase, and it is expected that this process will be applied to all GETC courses. How long do you anticipate this process will take? **Curriculum Chair Pullman:** We aim to complete this phase so that the catalog accurately reflects the updates by 2025. Phase 2 will involve common course numbering for 20 courses, and Phase 3 will include 50 courses. We have preliminary ideas about the 20 courses for Phase 2 but will wait to confirm before proceeding to avoid unnecessary work. Our focus is currently on the six courses for this initial phase. We anticipate further adjustments as we proceed, and although the process should align with transfer requirements, changes may be necessary. All Cal State systems are undergoing similar updates, while UC systems are still adopting the changes. Our goal is to finalize this phase within the current semester to ensure timely processing and avoid any state-level rejections. The program modifications involve only changing the course numbers. Our immediate goal is to finalize the six course modifications this semester.

Please ensure that your deans approve these changes, and then submit them through the curriculum process. We will expedite this review to avoid any surprises. Looking ahead, we will transition to CourseLeaf, a new curriculum system, in the summer of 2025. This shift may cause some initial disruptions, but the new system will integrate better with Banner, reducing manual processes and improving automation. We are currently training on this new system while it is being developed to address any issues proactively. Additionally, expect a new DE template to be released soon, which will be included in the upcoming Senate agenda. Department meetings are preferred to answer Curriculum questions about these changes. **Senator McCarroll:** Is the Union paying attention to these new things? **Curriculum Chair Pullman:** The minimum standards, which have been approved for decades, remain unchanged. There will be no reductions in units; for example, a 3-unit class will not be reduced to 1 unit. The current guidelines do not mandate such changes. Remember that curriculum is compliance and regulations.

At the end of this PowerPoint, you will find links for those interested in getting involved.

More Resources

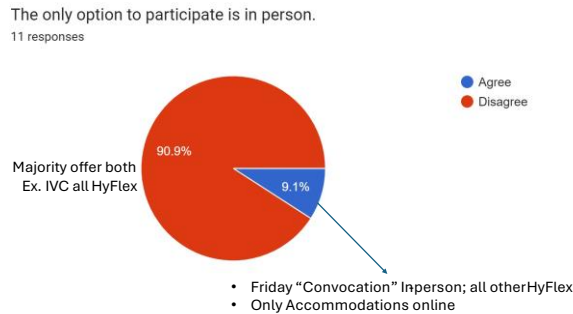
- [Curriculum Portal](#)
- [Curriculum References and Tutorials](#)
- [Curriculum Committee Handbook](#)
- [Program and Course Approval Handbook \(PCAH 8th Edition\)](#)
- [California Community Colleges Chancellor's Office, Curriculum and Instruction Unit](#)
- [TOP-CIP Crosswalk](#)
- [COR Requirements: title 5 §§55002\(a\)\(2\)\(B\) and \(b\)\(2\)\(B\)](#)

Faculty are actively shaping these initiatives, and while they are processed through the Senate and Sacramento, they originate from faculty input. This is an opportunity for you to contribute your opinions and get engaged in the process. Locally, we have the flexibility to address our own market and labor statistics. However, the primary focus is on transfer processes, where there is a heightened emphasis and scrutiny. **Senator Holt:** I wanted to emphasize that adopting a

common numbering system can significantly ease student navigation through our complex system. This approach is an equity and access initiative that benefits students by providing a clearer, more streamlined pathway, reducing confusion and complexity. Although it may not impact CTE directly, I believe this improvement will enhance the overall student experience.

C. Accessibility Task Force (ATF) Report – ATF Chair Irene Naesse:

Chair Naesse: On August 23, I was prepared to participate in Flex Day from home [due to official remote accommodations] but found no Zoom links and was marked absent by HR . This was a function of geography, because my body was in the wrong place. I could not physically be here, and so the question I was asking myself was, What kind of employer denies employees the ability to participate in institution-wide events? So, while my colleagues enjoyed the President's presentation on the four key pillars of connections, I decided to survey colleagues at other community colleges and see what



they were doing for flex.

The Survey, DEIA, Accommodations, Participation: I created a short survey that I posted on Facebook and emailed to community college colleagues around the state. I had about a 70% response rate. And as you can see, 11 of the 116 community colleges responded. I found that most institutions offer HyFlex options for professional development, allowing faculty to attend either in person or remotely. For example, Irvine Valley College provides an entire week of HyFlex professional development, and no college exclusively offers in-person options. Survey responses indicate that HyFlex options increase participation by accommodating faculty with diverse needs, including those with temporary or invisible disabilities, caregivers, or part-time faculty.

Examples from other colleges showed that remote participation can significantly enhance engagement and inclusion. Currently, at Orange Coast College, those who cannot attend in person are considered absent and must complete Flex on Demand. However, incorporating HyFlex options for all faculty, regardless of official accommodations, could increase participation, reduce absenteeism, and align with our DEIA goals. In summary, adopting hyflex options for Flex Day aligns with both practical needs and DEIA objectives, enhancing accessibility and inclusion for all faculty members.

Irvine Valley College provided an entire week of professional development that was 100% HyFlex, and so faculty could either log in via Zoom, or they could participate in person. One college offered Hy Flex to faculty with accommodations only. The majority offered HyFlex for all events except the Friday convocation, and again, the majority of these colleges had one entire week of Flex. No college offered in person as the only option.

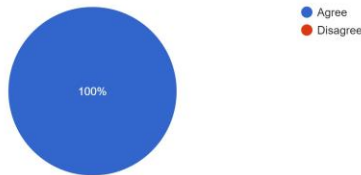
Increased Participation and Inclusion: Survey participants noted increased participation because of the HyFlex options, and I want to share with you some of these responses. This particular college offers professional development over several days prior to the beginning of the semester, and approximately, 60% are online and 40% are in person. But for the past several semesters, convocation has been offered as a hybrid, and what they noticed was an increased percentage of faculty opting to participate in person each semester, and in the spring, it was a 30 to 70 ratio.

Another comment indicated a much higher participation. Many people who had Covid or other illnesses could still attend. Another faculty member noticed that it increased part-time participation. Those who have other issues going at the beginning

of the semester who often skip professional development week rather than drive in to participate could attend, as the online options seemed to capture them as well. And from another respondent, "I never go to Flex Week other than the mandatory convocation. This year I went to three workshops because they were on Zoom." Finally, "There were more than just the usual people participating in the session." There were a number of other comments as well, all very similar. Everybody felt that this was a very positive experience.

OCC Flex and Remote Options/Accommodations: Let's talk about what's happening at

The college provides both in person and hybrid / remote sessions.
11 responses



OCC, currently at Orange Coast College. Anyone who cannot participate in person is considered absent and can complete Flex on Demand to make up those hours. So, in a conversation with the Flex Coordinator, I did find out that it was an inadvertent mistake that faculty with official accommodations did not have those Zoom links this year. But in addition

to faculty with official remote accommodations, there are many other reasons that faculty might be absent on Flex Day. Maybe there is an emergency. Maybe you contracted Covid on your flight home from Europe. Maybe you have other health concerns. A lot of faculty have invisible disabilities that don't require official accommodations but are still serious health concerns that they can manage on a regular schedule, but maybe not on a Flex Day event. Maybe you're a caregiver. Maybe you have to do child drop off or child pickup. Maybe you have a vulnerable person at home who you are taking care of, someone with cancer, someone with other healthcare issues. And then we have our part-time faculty, whose semesters may have already started at other colleges, and they're simply not available to come in person. These events are no less important life events than what someone like myself is experiencing with a broken body. They're just as important.

Re-Framing Our Approach: We can reframe how we approach Flex Day instead of focusing on what people *cannot* do, let's focus on what they *can* do. They can participate remotely. This will increase diversity of participants. This will increase participation, and it increases inclusion. These should not be platitudes. They should be campus priorities. Something to keep in mind when we're talking about Flex Day, the

Coast Community College District began participating in the Flexible Calendar in 2017 as part of the State's Basic Skills Initiative. Professional development is part of the 10 + 1, and it is a *rely primarily* on faculty component.

Remember...

- Professional Development is Rely Primary 10+1
- CFE Contract Section 16.5

"These activities will be consistent with the California State Chancellors office "Guidelines for the implementation of the flexible schedule calendar program."

- Guidelines for the implementation of the flexible schedule calendar program
 - Title 5 (Section 55726) mandates the development of an agreement between the local district and any employee designated to participate in staff, student, and instructional improvement activities; in lieu of classroom instruction; or other normal faculty activities. **The format and provisions for this agreement should be developed collegially and locally.** While these local agreements will vary from college to college, there are two provisions which should universally prevail.
 - **(1) Faculty should decide which activities are appropriate to replace time**
 - (2) Plans proposed by faculty should be reviewed and monitored by faculty

CFE Contract and the ATF Recommendation: The contract, Section 16.5, states that our Flex activities will be consistent with the California State Chancellor's office guidelines for the implementation of the Flexible Schedule Calendar program. The document states that

faculty should decide which activities are appropriate, and that these activities should be reviewed and monitored by the faculty. *It is silent on modality.* It does not say anything about what type of modality these events need to occur in. So, the

Accessibility Task Force recommends that the college provides HyFlex for all events, and that HyFlex is available to all faculty regardless of their official accommodations. And again, this is going to increase our participation. It will decrease absenteeism, and it supports the whole campus community. It also meets our college goals for evaluating policies for DEIA. Our new DEIA goal's objective, 1.3. Action. Item 2., asks the College to review and revise policies and procedures for serving people with temporary and permanent disabilities.

Now, faculty have demonstrated the ability to participate remotely without negatively impacting productivity, and I think the Academic Senate is a really good example of that. We have a number of examples. Last spring, the enormous participation in the DEIA Grant lectures and presentations was absolutely phenomenal. CLEO events that have offered a HyFlex option have also had increased participation. We've seen increased faculty participation in town halls, division meetings, and other campus events that offer these hybrid options.

The campus needs to trust faculty to make decisions about their own health and well-being when it comes to participating in flexing. So, I hope that we can remove barriers for everyone.

Senator Kennedy: Asked what Senator Naesse would like the Senate to do. **Senator Naesse** recommended the Senate make a motion [see below].

Motion 2: Senator Kennedy moved to approve Senator Naesse's recommendation that the college provide HyFlex for all Flex Day events and that HyFlex is available to all faculty regardless of their official accommodations; Senator Stanton seconded.

Senator Becker: Suggested the addition of the word "as appropriate" or "reasonable" instead of "all" as not all Flex sessions are able to be livestreamed. The recommendation was accepted. **Senator Gonzalez:** Asked if we currently have the technology to livestream HyFlex sessions. **Vice-President Gordon:** The campus's decision not to invest in HyFlex options does not invalidate the Senate's motion. The motion represents the Senate's stance and will be forwarded to the administration, placing the responsibility on them to implement the changes. Historically at Orange Coast, proposals have often been dismissed without action, so it is crucial to advance this motion to ensure it is properly considered. **Senator Kennedy:** Expressed concern about the term "HyFlex" in that it was limiting because it is highly costly. She suggested replacing that with "Zoom and/or HyFlex." The recommendation was accepted. **Senator Blystone:** Asked to define "HyFlex". **Senator Ball:** Wanted to echo Vice-President Gordon's point that we are not creating a policy but rather stating a preference. Our goal is to ensure accessibility. If the administration proposes an alternative solution, it should not be seen as non-compliance with our resolution. We can proceed with the motion as amended and vote on it.

Motion 2, Amended: Senator Kennedy moved to approve Senator Naesse's recommendation that the college provide Zoom and/or HyFlex for Flex Day events "as appropriate," and that Zoom and/or HyFlex is available to all faculty regardless of their official accommodations; Senator Stanton seconded; motion approved. [See voting tally for roll call vote.]

- D. **Honors Program Advisory Committee Report - Lee Gordon:** There was not enough time for this agenda item.

5. Adjournment

Vice-President Gordon adjourned the meeting at 12:30 p.m. in memory of the husband of our friend and colleague, Senator Jeanne Neil. Senator Neil's husband passed away recently. Our thoughts are with Senator Neil."

Minutes: **Approved September 17, 2024**

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 Tally Chart	Motion 1: Minutes 09/03/24	Motion 2 Motion to approve Zoom or Hyflex modalities for Flex Day
Ball, Jason: Part-Time Senator (2024-2025); 11:36am	Absent	Aye
Barnes, Carol: Counseling Senator (2021-2024)	Aye	Aye
Becker, Lauren: Senator at-Large (2024-2027)	Aye	Aye
Blystone, Allissa: Math & Sciences Senator (2023-2026)	Aye	Abstain
Budwig, Eric: Technology Senator (2023-2026)	Aye	Aye
Della Marna, Jodi: Library & Learning Senator (2023-2026)	Aye	Aye
Drew, Rendell: President, Senator-at-Large (2023-2026)	Absent	Absent
Carly Gonzalez: Senator at-Large (2024-2027)	Aye	Aye
Gordon, Lee: Vice President, Senator-at-Large (2022-2025)	Aye	Aye
Holt, Kelly: Senator-at-Large (2023-2026)	Aye	Aye
Kennedy, Marilyn: Secretary, Lit. & Lang. Senator (2022-2025); 11:31am	Aye	Aye
Legaspi, Jodie: Athletics and Kinesiology Senator (2023-2026)	Aye	Aye
Kate McCarroll, Senator-at-Large (2024-2027)	Aye	Aye
Naesse, Irene: Senator-at-Large (2023-2026)	Aye	Aye
Neil, Jeanne: Business and Computing Senator (2022-2025)	Aye	Aye
Paxton, Leland: Part-Time Senator (2024-2025)	Aye	Aye
Sachs, Loren: Senator-at-Large (2022-2025)	Absent	Absent
Sheehan, Katherine (2024-2027); 11:47am	Absent	Aye
Stanton, Jordan: Social & Beh. Sciences Senator (2022-2025)	Aye	Aye
Vacant, Senator-at-Large (Fall 2024)	---	---
Vacant, Part-Time Senator (2024-2025)	---	---
Vacant: Consumer Health Sciences Senator (2023-2026)	---	---