

ORANGE COAST COLLEGE

Academic Senate Meeting | Nov. 29, 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>	Present	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>	Present
Eric Budwig, <i>Technology</i>	Absent	Doug Lloyd, <i>at-Large</i>	Absent
Irving Chavez Jimenez, <i>at-Large</i>	Present	Jeanne Neil, <i>Business & Computing</i>	Absent
Eric Cohen, <i>at-Large</i>	Present	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>	Absent

Guests (Optional & Voluntary Sign-In): Zoom: John Fawcett, Rick Garcia, Larissa Nazarenko, Barbara Cooper, Tara Giblin, Michelle Wang, Rachel Kubik, Steve Tamanaha. **In Person:** Jeanette Grimm, Katie McCarroll, Rupa Saran, Anna Hanlon, Sheri Sterner, Rebecca Morgan, Jamaal Tatum, Renee De Long.

1. Preliminary Matters

- A. **Call to Order:** President Gordon called the meeting to order at 11:30 A.M.
- B. **Public Comments:** Jeanette Grimm.
- C. **Approval of the Minutes:** Secretary Kennedy noted that due to the Thanksgiving Holiday weekend, the draft minutes for the November 22, meeting will be available for approval at the next Senate meeting.
- D. **For the Good of the Order:**

Senator Boogar: Stated he was forwarded an email that Jeff Delaney in the bookstore, along with other classified members, are being moved out of the OCC Bookstore and that it will only be Barnes and Noble employees, and they will not be onboarding anymore. He is concerned about the implications of this because his department works closely with Jeff Delaney and team.

Vice-President Drew: Supports Senator Boogar's statement. Jeff Delaney has been wonderful to work with.

Senator Kennedy: Commented that she also received some concerns from her division about what was going on. She suggests adding this item on a future meeting agenda to figure out what happened.

2. Officer, Senator, & Committee Reports

A. President and Vice President Reports:

1. President's Report – Lee Gordon: Stated he is learning a lot by serving on the Statewide Academic Senate's Legislative Affairs Committee. The State of California depends on income taxes for its funding more than other states. The current fiscal year is one-of-a-kind for the state. The profits earned last year on investments turned into a surge in capital gains in the current year that, along with the remaining Federal stimulus money, which fueled a one-time spending bonanza from the State. The situation this year is completely reversed. As of this morning, for the year 2022 to date, the S&P 500, a measure of stock values, is down about 18%, and real estate prices are no longer increasing in the face of higher interest rates. We have reached the end of Federal Covid-related Funding. There will be less spending particularly on large one-time allocations in the next fiscal year. According to a report issued by the State's nonpartisan legislative analyst's office, California's Government may face a twenty-five-billion-dollar budget shortfall in the upcoming year as tax revenues decline. During the November 16th press briefing, legislative analyst Gabriel Petek said that if the predicted downturn happens, it will be the state of California's weakest revenue performance since the 2009-2009 recession. In the face of declining State revenues, it would be very difficult for community colleges to obtain any new additional spending initiatives next year from the State of California. But, as FACCC President Wendy Brill Wynkoop pointed out recently to the ASCCC Legislative Affairs Committee, there is an "ask" that the faculty have of the legislature that costs zero dollars. That would be the protection of Academic Freedom. Faculty Advocates are interested in developing model legislation that would protect Academic Freedom for California's community college faculties. **Senator Kennedy:** Stated that SR45 is coming before the legislature. She read the language and sent it out to the Academic Freedom Committee. They are hoping to have a meeting before the end of the semester. It looks very promising.

2. Vice President's Report – Rendell Drew: Deferred his remarks.

3. Unfinished Business

A. Academic Senate Spring 2023 Meeting Venue:

President Gordon: Asked if the Senate want to stay in the current location, Student Union 214, or if the Senate wished to go back to the Faculty House, or a different venue. It was previously stated that the Faculty House was not in good condition.

Senator Kennedy: Stated that the current room works well for Zoom, and it looks clean, dust and mold free, as perhaps compared to Faculty House. If there are issues with this being our room, maybe that is something that needs to be worked on. Maybe the Senate needs to figure out its place.

Vice-President Drew: Stated that the Senate is open to suggestions. Faculty House is not in good condition, but this is something that could be worked on. One of the goals it to include a video conferencing system in the Faculty House, as well.

Senator Ely: Likes the amount of audience that the regular meetings get in the current meeting room. It is centrally located, and it is close to the administration building. It is good for students to see the Senate.

Senator Barnes: Asked if the current meeting location is available.

President Suarez: Commented that the Senate would only need to make a reservation for the current location.

Senator Stanton: Commented that he likes the Faculty House and wonders if it gets cleaned up and a video conferencing system is added, if the Senate can move back in there for Fall 2023.

CFE Executive Director Bob Fey: Three or four years ago there was an indoor air quality test at the Faculty House. It was done by a reputable firm by a certified industrial hygienist. They were looking primarily for mold. They did not find anything bad. He agrees with Vice-President Drew about getting the Faculty House cleaned up.

Motion 1: Senator Ely moved to approve that the Academic Senate plan on meeting in Room 214 of the Student Union with the task to develop Faculty House and encourage it to become the Senate's location in the future; motioned seconded; motion approved with two abstentions. [See Voting Tally Chart at the end of these meeting minutes.]

4. New Business

Vice-President Drew presided over agenda item 4A and introduced the new Umoja Coordinator Angie Eke-Amacker. She is from LA City College and was not only hired as the Umoja Coordinator but as the counselor for EOPS. She is also coordinator of Gender, Diversity and Multicultural, and involved with the IMC. She is assisting with the efforts of creating a cultural synergy with Umoja and all the other things that they are trying to do to implement the DEIA efforts at OCC. They were together with the group in Ghana, Africa for the A2MEND conference.

- A. UMOJA/A2MEND Ghana Conference – Umoja Coordinator Angie Eke-Amacker:** Presented about her experiences in Ghana and reflected on that journey and what they do in Umoja.

The name of the conference was called "The All-Education Summit." The focus was on reclaiming African sovereignty through African-centered education, pushing excellence as a mantra in everything Africa and African through the right education. They attended the conference at the University of Cape Coast in September 2022. She talked about her experience and touched on a few things of how she was personally transformed and how this experience gave her strength to use her voice to speak against historical injustices and talk about the impact that the conference had on her and bringing back different philosophies that she can incorporate in the Umoja program.

She showed a picture of Kwame Nkrumah, the first Ghana president. He led Ghana to his independence in 1957. He said, "I am not African because I was born in Africa, but because Africa was born in me". The African tradition and philosophy centers on paying respect to the ancestors. This conference was about centering them not just as African Americans but as Africans and of African descent. There is an African philosophy called "Ubuntu," which means "I am because you are." It also centers her, as well in knowing that she exists through the idea that we exist through humanity. Humanism is tied into each other, so because of her ancestors that came before her, she is here. That philosophy centers and grounds her in the work that she does.

She displayed a short clip of the Cape Cost Castle, which was also the slave dungeon. There were about 300 educators from California and different parts of the US. They all wore white when they visited it on the first day. It was a moving and touching experience because those were the grounds where there were Africans that were enslaved, beaten,

tortured, killed, murdered, and were sent off into slavery from that place. They started the conference to center and ground them in the work that was coming forward in the next few days. This was really instrumental because it was shocking. She had heard about slave castles and slave dungeons but had never stepped foot in one.

Sankofa is a symbol that comes from the Akan tribe in Ghana. There are a lot of a deeper symbols that Ghana uses. This one in particular talks about the importance of going back and remembering. In order for us to go forward, we have to remember where we come from, and so we must remember the past in order to radically examine our positions that we are in today in the present and how that guides us moving towards the future. She is always asking herself "what am I leaving behind that am I leaving behind for future generations that are coming after me?" This is rooted in African tradition. This was setting the conference up for that first day. The slave dungeon really spoke to her with Sankofa in understanding "How do I take what I'm learning here and this experience to be able to help me know the access I've been given today, and in the tables, I've been able to present at today. How does that impact me in helping move the generations coming after me forward?"

She displayed a second video inside the male cell. The cell was hot and claustrophobic. There was a light bulb now but no electricity back then. They were told that there were hundreds of African men that were put in the cell at one time. This is where they were chained to one another. This is where many of them died. There were decomposing bodies chained to one another. They had to eat in the space. They had to drink water in that space. Some of them died and never came out. Some went blind because of the darkness. She went through many different emotions like pain, grief, anger, sadness, horror, and guilt. She shared that sometimes she takes things for granted. This experience transformed her.

She shared a quote from Marcus Garvey: "We are going to emancipate ourselves from mental slavery because those others might free the body none but ourselves can free the mind. Mind is your only ruler, sovereign. The man who is not able to develop and use his mind is bound to be the slave of the other man who uses his mind." We talk about physical slavery but there is also mental slavery that they are still dealing with the effects of the transgenerational trauma that has never been dealt with. It makes her reflect and think about where she is in and where her family is, where her community is, and just thinking about with the awareness that she has about this now, how can I bring change and that change in my experience of influence and help impact the larger community.

The Chancellor gave them some questions to talk about the Ghana experience. One of the questions was, How has this experience given strength to our voices to speak to historical injustices? What gives her strength from this experience is pulling on the cultural remembering of what happened to her ancestors and knowing the things that they went through, but to come to different parts of the world to endure what they endured in slavery and to still have hope and push through. That gives her strength, the freedom fighters before her who took a risk to stand out. It also helps her to remain sensitive. She has centered herself more. She realized she has a voice, and she is here to advocate for students. As an educator, it is her job to make sure that she is helping them through some traumas or issues that they may be dealing with.

Another question was, How were we personally transformed? She read a quote from Bell Hooks, "I hope you merges from those places of struggle where I witness individuals positively transform their lives and the world around them."

They had a chance to be immersed in African and Ghana culture. She showed a picture of the naming ceremony that they participated in. There were over three hundred people there. One of the significant things they do for people is that they give you a name associated with the day that you were born. She was called out, out of three hundred,

people to represent every female born on the day on Tuesday. That was significant for her. The Queen Mothers also shared in the conference. They talked about the communal responsibility to the family into the village. These Queen mothers are similar to what we call the matriarchs of the family. These women in Africa lead their villages. They are not seen as inferior to men. Men come to them for guidance and wisdom and direction. They talked about their journey and their experience of what they do.

The ocean front property was the view from their hotel. That area was underdeveloped. This gave her the ability to put things into perspective. Many Africans did not make it across the ships. Many of them are buried there or died there in the ocean or underneath that ocean. It is also a beautiful place, but it is a burial ground as well. The door of no return is the place where the Africans went through after they were taken and were put into ships. It is called the door of no return because they were never expected to ever come back again. The other side of that door now says "Door of Return" which symbolizes them as coming back as a part of the lineage to come back and return to the space that they were never able to come back to.

She presented artwork from Ghana. She purchased a lot of art. Children make art. The children were just beautiful. Everyone is friendly. There is a picture of a priest that was part of the naming ceremony that blessed the ceremony. There is another picture of a lot of the participants in the conference. There was a lot of joy. She talked about their tour guide, who was a student at the university. She was impressed by her story and enjoyed talking to her.

She read a quote from Maya Angelo "I bring the gifts that my ancestors gave. I am the dream and hope of the slave. I rise. I rise. I rise."

Another question was, How does this transformation can impact students and their relationship to the college, the community, and curriculum?

She talked about Umoja. *Umoja* means unity. Everything they do in Umoja is centered around African consciousness and African awareness. They are a community and critical resource that is dedicated to enhancing the cultural and educational experiences of African American and other students. They are recognized in the State of California. Umoja is recognized in about seventy to seventy-seven community colleges in the State of California. It is also recognized in Washington State and some other community colleges there. UCs and CSUs do recognize Umoja. Students that apply to UCs can select on the application that they are Umoja students.

Motion 2: Vice President Drew moved to extend the time by five additional minutes on this agenda item; motion seconded.

There are some UCs that have Umoja Programs on their campuses. UCI is starting an Umoja Program. They attended a conference a few weeks ago and UC Irvine hosted a whole Umoja day on their campus. They are creating a Umoja program. They have staffing. UCR has an Umoja program, as well and there are some CSUs with the programs, too.

Umoja is founded on eighteen foundational practices. Those practices speak to African American community and history. They center them in the work that they do. She touched on some of the eighteen practices that were shared in the conference.

She will incorporate the bringing of the African-centered education to the forefront. One of the presenters describes African-centered education as centering ourselves and students in the best of African culture to examine and analyze information, meet needs, and solve problems in African communities. There are fifteen standards to that African centered education. She mentioned a few.

She mentioned some of the programs and benefits of being part of the Umoja program such as counseling, workshops, events, field trips, mentors, tours, etc.

She shared the Umoja web page and her contact information. She shared a sentence from the quote the "Ethic of Love."

They are having a Kwanzaa event on December 7 from 6-7pm in Room 213 of the Student Union. it will be a hybrid event. They are taking about Kwanzaa 101.

Vice-President Drew: Thanked Angie for her presentation.

Senator Boogar: Asked if they encourage other students who are not Africans is to be a part of this program as a way of learning about the culture.

Umoja Coordinator Angie Eke-Amacker: Yes. They welcome all students to be a part of it. They let students know that they are focusing on African culture and African identity, but they all welcome students from any walk of life to come and become part of the Umoja program.

Senator Alabi: Thanked Angie Eke-Amacker for all her work and getting the Advisory Committee together and holding great meetings. It was amazing to see the transformation of students at the conference in just a few days. They were empowered with her leadership and coordination. Some of them have Umoja supported classes. Anyone can take those classes. They have the Umoja principles as part of the class. The principles from the Ghana conference will also be beneficial. The event on the 7th is a district-wide event

Umoja Coordinator Angie Eke-Amacker: Informed the Senate of the Kwanzaa table on the first floor of the Student Union. There is another one at the library.

B. ACCJC Distance Education Guidelines – ACC Co-Chairs Anna Hanlon and Sheri Sterner:

Co-Chair Hanlon: In 2020 we jumped all online. During that time the Department of Education had revised guidelines and laws on distance education. In June 2021, the ACCJC also revised their policy on distance education to reflect the US Department of education changes. Distance Education is a professional matter.

Background: The background is rooted in quality of education. The ACCJC expects the distance education courses to be the same quality, integrity, and effectiveness as face-to-face on-campus courses and that students in those courses have access to everything that students in the brick-and-mortar or on-campus courses have.

Distance education is when we use some kind of technology to deliver education but are also physically separated from the students. Generally, it is always distance, but it could also be time. In a *synchronous* distance education class, we are not separated by time, but we are separated by location, whereas with *asynchronous* we are also separated by time because it can be done whenever.

What we need to focus on is this statement in the report: Where we use a technology listed below to deliver instruction to students who are separated from instructor(s), we need to support regular and substantive interaction between the students and the instructor(s) either synchronously or asynchronously. *Distance education* is regular substantive interaction. *Correspondence education* is not.

The prior policy just said you had to have substantive interaction. It did not give any help in terms of what that meant. The Department of Education now reflected in the ACC standards are letting us know what this means. *Substantive interaction* is either providing direct instruction, assessing or providing feedback on a students' coursework, providing information or responding to questions about the content of the course of competency. It is

about the course content. Facilitating a group discussion regarding the content of a course for competency or other instructional activities approved by the institution or programs of credit and agency. Those are all the activities that the that are considered as substantive interaction and engagement between instructors and the students.

The institution has to ensure this regular interaction between students and instructors prior to the students' completion of the course by providing the opportunity for substantive interaction with the students on a predictable and regular basis, commensurate with the length of time and the amount of content in the course or competency. It needs to be predictable. It needs to be regular, and it needs to be equivalent to the length of time we would spend with them in a brick-and-mortar course. It also says that we need to be monitoring our students' academic engagement. We need to ensure that if they are not engaging that we promptly and proactively engage with them to find out what is the problem and what they need.

Title V adds another element. They require not only contact between the instructor and students but also among the students. That could be just done with a discussion where they reply to their students. It could be done with video conferencing a lot of different ways.

Correspondence Education provides one or more courses of instruction. It provides instructional materials by mail or electronic transmission, including exams where students who are separated from the from the instructor complete. The interaction between the instructor and student is limited. It is not regular. It is not substantive. It is primarily initiated by the student. Correspondence education is not distance education.

At the ASCCC Curriculum Institute given every summer, there was a presentation that was presented in 2020. What is central into determining if a course is distance education rather than correspondence, is the regular and substantive interaction. It must be demonstrable and documented. We need to provide evidence for accreditation. It is vital to our students' federal financial aid. It is key to quality education and student outcomes. This is all about providing equivalent learning experiences to students via online, asynchronous, live online, and brick-and-mortar on campus.

In terms of considerations, it could impact our accreditation standard status. We need to have a system to ensure that there is regular and substantive interaction within our distance education classes. It is part of the accreditation requirement. In terms of the US Department of Education. They do federal financial aid audits from time to time. It could and has in the past resulted in losing money having to return federal financial aid dollars to the US Government. They could just say that we are not eligible for federal financial aid anymore. A third of our students are on federal financial aid. That is a huge implication. There is the relationship between the US Department of Education and the ACCJC. In terms of the state, the State does not provide a portion for correspondence courses. If they came in and did an audit, we could lose or have to return monies that we were given for our FTEs.

In terms of recommendations from a faculty accreditation perspective would be to review our OCC guidelines to ensure that there is alignment with the Department of Education, ACC, and Title V requirements for regular and substantive interaction. Also, to determine a best approach for providing CRN-based evidence that regular and substantive interaction (RSI) occurs. There are other colleges that have created faculty-driven processes and mechanisms to ensure that there is RSI. As a faculty member, I am recommending that we explore best practices from other campuses to ensure that there is a mechanism developed at OCC to ensure that there is CRN-based appearance. Also consider developing a faculty-driven systematic OCC process to ensure faculty-to-student interaction is evident across all classes.

Senator Kennedy: As somebody who was on the negotiations team, I want to make sure that this process of ensuring we do this does not become an evaluation that is administratively driven or intrusive. In other words, when we had the ACCJC visit a few years back, they walked into my physical classroom and watched me for an hour. That is how they determined what was happening in my classroom. They did not go into everybody's classroom, and they did not have monitors in physical classrooms all the time. Anything we do to ensure this has to be done *only by OCC faculty who teach OCC faculty-credited courses, not managers or people who are teaching something else*. It is important that it is driven by those people. We are the ones teaching our students.

ACC Co-Chair Anna Hanlon: She agrees with Senator Kennedy. It has to be a faculty-driven process but in actuality when the federal government comes to audit us, they just go in shells. When the ACCJC come to accredit us, they just go into shells. It is not used for faculty evaluation. Absolutely not. It is just used to ensure RSI.

Vice-President Drew: Thanked ACC Co-Chair Hanlon for her presentation, specifically the comparison between distance education and correspondence education. His concern is test taking. There was nothing on the presentation about that. He asked if there any kind of future discussion of test taking with distance education.

ACC Co-Chair Anna Hanlon: The policy does not address testing and how testing is conducted. That is a local conversation that could be something that can be pursued with the Senate and in terms of testing and cheating.

President Gordon: Asked if OCC has done anything to establish a testing center.

ACC Co-Chair Anna Hanlon: She does not know.

Vice-President Drew: Asked if instructors can do s distance education class but require students to come to campus to take the test.

ACC Co-Chair Anna Hanlon: Yes, it would just need to be advertised in the catalog with test date and time.

Senator Ely: Stated that in that situation it has to be a hybrid online. It is not a full online course. You would just need to make it hybrid and put it on the course schedule with the test dates and times.

Barbara Cooper: We are doing a couple of things. The test taking is a whole other conversation. We do have best practices to make those tests more secure. We can help with that either with IIC or through an Online Advisory Board. We are always looking at other best practices that schools are doing. The first thing we are working on right now is the DE addendums that go to Curriculum because we are bringing those up to standard with the new standards. That is an important feature, and there are a lot of different things that instructors can do for RSI. They might only be five in that category but there are probably about fifteen different items because those categories are rather broad. If people do have ideas, we invite them to participate in the Online Advisory Board to help us move forward on these topics. The Board will start convening in spring semester. As the Online Coordinator, I would like to invite people who have those concerns to please bring them to us so that we can look into what the campus is looking for and bring you up to speed on what we are doing so that we can make the best progress we can.

ACC Co-Chair Sheri Sterner: The regular and substantive contact is one part of DE guidelines within the ACCJC guidelines. They do have protocols for authentication and things like that. What you also need in addition to highlighting what regular and substantive contact is that the policy does ask that we have a process to ensure that it is happening in our classes. That is a new piece. This is going to be evidence that will be added to the next institutional self-

evaluation. They will start planning for it very soon. They have time but there is also some urgency.

Senator Kennedy: I do not hear any discussion here about Zoom. It is all Canvas. They are wanting to go to into our shells. I teach a hybrid class and always have. There is something very different about Zoom that you have to make changes with. One of them is when you are on camera, you have to make sure that the students can see you in the lighting as appropriate, so you are clear to the students. You cannot take the things that you normally do in a regular classroom into a Canvas class or into a hybrid Zoom and Canvas class, they have to be adjusted, and they also have to be adjusted to the students every semester like we do with every one of our classes. The dialogue on here about Zoom is probably minimal, but I think a lot of us are doing that. I think that is something that needs to be talked about more. For instance, the chat process and the polling process in Zoom. Those may not be seen by ACCJC.

5. Adjournment of the Regular Meeting

President Gordon adjourned the meeting at 12:28 p.m.

6. Approval of the Minutes: December 6, 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 Tally Chart	AS Meeting Venue
Alabi, Jessica A.: Senator-at-Large (2020-2023)	Aye
Ball, Jason: Part-Time Senator (2022-2023)	Absent
Barnes, Carol: Counseling Senator (2021-2024)	Aye
Barrios, Nina: Part-Time Senator (2022-2023)	Aye
Boogar, Tyler: Math and Sciences Senator (2020-2023)	Aye
Budwig, Eric: Technology (2020-2023)	Absent
Chavez Jimenez, Irving: Senator-at-Large (2021-2024)	Aye
Cohen, Eric: Senator-at-Large (2021-2024)	Aye
Connor, Sean: Senator-at-Large (2020-2023)	Aye
Cuellar, Eric: Senator-at-Large (2021-2024)	Aye
Della Marna, Jodi: Library & Learning Sup. Senator (2020-2023)	Aye
DeShano, Tina: Consumer Health Sciences Senator (2020-2023)	Aye
Drew, Rendell: Vice President, Senator-at-Large (2020-2023)	Aye
Ely, Cyndee: Part-Time Senator (2022-2023) 11:37am	Aye
Gordon, Lee: President, Senator-at-Large (2022-2025)	Abstain
Kennedy, Marilyn: Secretary, Lit. and Lang. Senator (2022-2025)	Abstain
Legaspi, Jodie: Athletics and Kinesiology Senator (2020-2023)	Aye
Lloyd, Doug: Senator-at-Large (2020-2023)	Absent
Neil, Jeanne: Business and Computing Senator (2022-2025)	Absent
Pullman, Lori: Curriculum Chair (Non-Voting)	-
Sachs, Loren: Senator-at-Large (2022-2025)	Aye
Sheehan, Katherine (2021-2024) 11:37 am	Absent
Stanton, Jordan: Social and Beh. Sciences Senator (2022-2025)	Aye