

# ORANGE COAST COLLEGE

Academic Senate Meeting | 05/12/20 | 11:30 am - 12:30 pm | Zoom Meeting

## Academic Senator Attendance

<b>Carol Barnes, Counseling</b>	Present	<b>Kelly Holt, at-Large</b>	Present
<b>Jamie Blair, at-Large, Vice President</b>	Present	<b>Darryl Isaac, Consumer &amp; Health Sciences</b>	Present
<b>Cameron Brown, Athletics &amp; Kinesiology</b>	Present	<b>Marilyn Kennedy, Lit &amp; Lang, PDI Chair, Secretary</b>	Present
<b>Sean Connor, at-Large</b>	Present	<b>Doug Lloyd, Math &amp; Sciences</b>	Present
<b>Eric Cuellar, at-Large</b>	Present	<b>Leland Means, Visual &amp; Performing Arts</b>	Present
<b>Jodi Della Marna, Library</b>	Present	<b>Jeanne Neil, Business &amp; Computing</b>	Present
<b>Matt Denney, Technology</b>	Present	<b>Max Pena, at-Large</b>	Present
<b>Rendell Drew, at-Large</b>	Present	<b>Clyde Phillips, Student Services</b>	Present
<b>Cyndee Ely, Part-Time Faculty</b>	Present	<b>Loren Sachs, at-Large, President</b>	Present
<b>Diogba G'bye, Part-Time Faculty</b>	Present	<b>Jordan Stanton, Social &amp; Behavioral Sciences</b>	Present
<b>Lee Gordon, at-Large, Parliamentarian</b>	Present	<b>Raymond Tu, ASOCC Representative</b>	Absent
<b>Anna Hanlon, Curriculum</b>	Present		

**Guests (Optional & Voluntary Sign-In):** President Angelica Suarez, Kelly Kilby, C. Alvarado, Andrea Lane, Arabian Morgan, Audrey Crouse, Carmen Johnson, Caryn Plum, Charles Otwell, Daisy Segovia, Daniel Shrader, Davis, Eileen Tom, Heather Dominguez, Heather Coddling, Jacqueline Kamphuis, Jeanette Adam, Jennika Kathleen Celo, John Taylor, Katie McCarroll, Kevin Ballinger, Larissa Nazarenko, Laura Reese, Manoj Wickremesinghe, Maria Traver, Renee DeLong, Shannon O'Neal, Sunan Harlan, Tiffany Huynh, Virginia Nuzzolese, Yuki Toyooka Smith, Yvette Nguyen, Erin Fitzgerald, Ricky Goetz, and Veronica Sanchez.

## 1. Preliminary Matters

- A. Call to Order:** President Loren Sachs called the meeting to order at 11:30 A.M.
- B. Approval of the Minutes:** The minutes will be held until next week for minor requested changes and update of appendix.
- C. Opportunity for Public Comment:** Kevin Ballinger, President Angelica Suarez
- D. For the Good of the Order Announcements:**

**Senator Means:** Asked if part-time faculty who are working at up to four different Districts need to do the emergency online trainings four separate times. **Curriculum Chair Hanlon** stated that each district has the choice whether they accept the training from other districts. **Senator Ely** noted that her understanding is that if part-time faculty can demonstrate their skills in the STLO, they should be okay without having to do all the trainings for OCC; they can go to the last part of the STLO, complete the work and be done. **Dean John Taylor** advised them to connect with the Faculty Online Coordinator Charlene Reed. She has the right to determine if any faculty member has been trained sufficiently elsewhere to meet the needs of OCC training.

## 2. Consent Agenda

**Motion 1: Senator Lee Gordon moved to approve the consent agenda; motion seconded; motion approved unanimously.**

### A. Tenure-Track Review Committees/Replacements for Ongoing Review Committees:

1. **Tina De Shano** – Hospitality, Travel, and Tourism: Karen Prioleau (Hiring Committee Replacement)
2. **Alexandra Yates** – Food Services: Karen Prioleau (Within Discipline Replacement)
3. **Justin Jang** - Computer Science: Kathryn Rodgers (Within Discipline Replacement)

### B. New Faculty Hires:

Position	Dean	Hiring Committee	Within Discipline	Senate (Outside Discipline)
Art/Studio Art - Visual and Performing Arts	Larissa Nazarenko	Leland Means	Roger Whitridge	Doug Johnson
Aviation Maintenance Technology - Technology	Daniel Shrader	Michael Lanom	John Carter	Jessica Martin
Computer Science - Business and Computing	Lisa Knuppel	Gabriela Ernsberger	Kathryn Rogers	Jodie Legaspi
Counseling - General - Counseling	Renee DeLong	Caryn Plum	Denia Guillen	Chris Evans
Culinary Arts - Consumer & Health Sciences	Jane McLaughlin	William Barber	Melissa Simpson	Leigh Ann Weatherford
Digital Media Arts and Design - Visual and Performing Arts	Larissa Nazarenko	Cora Volkoff	Steve Cox	Laura Behr
English as a Second Language/English Language Learner – Lit and Lan	Michael Mandelkern	Maria Lerma	Laurie Barton	Cynthia Corley
Food Service Management - Consumer & Health Sciences	Jane McLaughlin	Elizabeth Blake	Karen Prioleau	Mariana Voicu
Journalism - Literature and Languages	Michael Mandelkern	Erik Rangno	Ben Lohman	Lauren Becker
Kinesiology - Head Baseball Coach - Kinesiology & Athletics	Michael Sutliff	Guido Sendowsky	Jodie Legaspi	Brent Rudmann
Kinesiology/Head Coach Water Polo - Kinesiology and Athletics	Michael Sutliff	Anthony Iacopetti	Cameron Brown	John Dale
Marine Science and Aquarium Coordinator - Math and Sciences	Tara Giblin	Karen Baker	Rob Ellis	Kathryn Rodgers
Mathematics - Math and Sciences	Tara Giblin	Tyler Boogar	Doug Lloyd	Glynis Hoffman

## 3. Officer, Senator, & Committee Reports

### A. Academic Senate President – Loren Sachs:

1. **Graduation:** Faculty should have received an email follow-up regarding faculty participation and graduation. He also reminded senators that the deadline to submit the videos for virtual commencement is on Sunday, May 17<sup>th</sup>.
2. **Starfish Presentation:** The Starfish presentation will take place right after the end of this Senate meeting and at the beginning of the Senate E-Board meeting. Everyone is invited.
3. **Faculty Forum:** There is a faculty townhall Friday, May 15, 8-9 a.m.
4. **Retirement Acknowledgement for Senator Isaac:** President Sachs acknowledged and thanked Senator Isaac for his service, his involvement on campus, and his Senate guidance. He was part of the Math and Science Division, CHE, CTE, and the union.
5. **Emergency Withdrawal (EW):** President Sachs noted that there were concerns about EWs. **Senator 1** asked if a student is getting a D or an F, should they be given an EW instead by the faculty member? What if the student wants the D? **VPI Kevin Ballinger** stated that normally when instructors get their final grades, they cannot drop or issue a W at that point, but they are looking into the possibility; can we have that as a choice for you that you can give any EW grade in regards to an F or a No Pass grade? **President Sachs** stated that if a faculty member has a student who is failing or at risk of failing, to reach out to the

student and let them know that the W is an option. **VPI Kevin Ballinger** requested input from a counselor on the options. **Senator 2** stated that there are several situations in which the student may not want to receive a grade in order to protect their GPA. When a student is taking a class that is required for the major, they typically want a letter grade and obviously the higher, the better. Typically, that is what a student would always want. If a student is failing a class and it is not required for the major, but it will lower the GPA, they may elect a W or a No Pass since those do not typically affect their GPA. However, a No Pass reflects a grade less than a C. There is a different number of situations that could occur when the student is transferring, graduating, or being accepted to a particular institution. It really depends on the student, their major, and the school they are going to, as to which grade the student would prefer. As counselors we can work with the students through the process of making that choice. It is almost a case-by-case situation with a student. It would be best for students to talk with a counselor and then go back and talk with the instructor about what they can do. **Senator 1** stated that international students have to be enrolled in 12 units and they cannot withdraw so this option might not work for international and military students. Some military students in their class just got called in the reserves and they are going to be gone for two weeks. They do not want to be dropped. They need to keep their units. Fortunately, I can give IP grades now that it was suggested that teachers could; that works better for them, and that is what they were requesting. We need to talk with the student, but the student needs to talk with the counselors, because they know all the different options and the people that could be affected negatively. **VPI Kevin Ballinger** wanted to clarify that he did not state that faculty could give an IP grade but that classes that are in a suspended mode may have that option for the entire class. With an individual student in your class, your avenue is still an Incomplete grade, if you have an individual student that is missing the final or something like that. It should be an exception to the rule.

6. **IPC:** There was a discussion at the IPC meeting about creating a mechanism within the ARRs for funding that previously would have fallen under the BSI umbrella. The BSI process has been terminated. The BSI subcommittee is looking at purposing themselves to assist in that process. There will be more to report about this in the Fall.

#### **B. Guided Pathways – Charles Otwell and Jaki Kamphuis:**

**GP Coordinator Charles Otwell:** Commented that they can still accept information for the program landing pages in the catalog for any departments or programs that have not sent that yet. Elizabeth Page informed that she might still be able to get some of that information. This is just a very short description of what kinds of careers or transfer possibilities faculty programs train for and an email from someone from the department who would serve as a contact.

**GP Coordinator Jaki Kamphuis:** Reported that the intervention team met last Friday and thanked Counselor Renee De Long for setting up the Starfish Presentation.

#### **C. Curriculum Committee – Anna Hanlon:**

**Curriculum Chair Hanlon** reported that in February she announced that she was going to step down as chair. Last week the Curriculum Committee selected the new chair

and vice-chair for the 2020-2022 term: Charles Otwell was elected as chair and Michael Lanham was elected as vice-chair. Chair Hanlon congratulated both of them.

Regarding the ERT addendums, the Curriculum Committee approved 288 addenda on Wednesday. They will have one final emergency meeting next week on May 20<sup>th</sup> and at that meeting, they will take action on any additional ERT addenda. Faculty who need to submit their addendum need to do that before this Friday, May 15. There are 256 faculty members enrolled for the training; 31 have successfully completed it. Chair Hanlon coordinated with Eric Wilson and he will be entering into Cornerstone the names of the people who have completed it so that faculty have documentation of completion. Faculty members will also receive a certificate of completion. The intent is that for those part-time faculty that do teach elsewhere, the objectives and outcomes will be listed on the back and then they can take that to other districts or other colleges and have evidence of what they have been trained in.

Lastly, a point of clarification regarding last week's revision to the Emergency Remote Teaching process and its application to the assignments and the modality of the courses. In the college established processes for creating a schedule of classes, the schedulers and the deans work on the schedule. They are doing that now, trying to revise and finalize the fall schedule. The action last week gave them greater flexibility on how they can schedule classes in the fall. As with prior semesters, the mode of delivery for each CRN is determined prior to registration. Courses that are scheduled as synchronous-remote will have days and times noted and this will be the times and days that the faculty will be providing that synchronous-remote instruction.

If the courses deliver half synchronous and half asynchronous, the schedule reflects that with days and times for the synchronous portion and then the number of hours required for the asynchronous portion. Then faculty members who have completed the STLO and are assigned to teach one of those 50/50 courses will develop and design the module pages with the materials and the activities that students are responsible for completing during that asynchronous time.

Chair Hanlon received some emails from faculty who misunderstood the implications of the revisions. The revisions to the ERT process provide greater options for the schedulers. Once a semester starts, the mode of delivery for classes cannot change. It needs to match what is in the schedule. That revision did not give the ability to, in the middle of the semester, take an asynchronous course and make it synchronous. It gave greater flexibility to the schedulers.

- D. Professional Development Institute (PDI) Report – PDI Chair Marilyn Kennedy:** Reported that the extension for applying for PDI salary advancement credits for the professional development activities involved in the migration to online has been extended until May of 2021. That means that if faculty have already done the 90 hours, they can submit the application anytime they want, but if they have not and they think they are going to be spending more time doing so, they may want to wait and submit next year. Some faculty might be working at different paces, depending on the number of courses they have, online classes, remote classes, etc. This is to allow more flexibility for faculty as we are teaching remote in the fall, too. Chair Kennedy reported that there is no funding for any professional development activities relating to migration, remote teaching, online classes, or flipped classrooms, etc., as there are not enough funds to give to eligible faculty equitably.

## 4. Unfinished Business

### A. Faculty/Employee Survey – Sheri Sterner, Davis Vo, and Daisy Segovia:

**Sheri Sterner** thanked the Senate for allowing them to talk about the Employee Survey. The hope is to send the survey tomorrow or Thursday to ensure that they have the critical faculty perspective included in the survey. Davis Vo did the analysis on a student survey asking about the migration to remote learning. The Institutional Effectiveness committee felt that some of those survey results might be important for the Senate to know and might give it some additional perspective on survey content.

**Davis Vo** reported that they administered the survey to get students' insights on their experiences with the migration to remote learning. It was an extensive survey. The data suggest that about a quarter of the respondents do not have reliable access to a desktop computer, laptop, or other device to be successful in school, that they were not sharing or borrowing. Only 64% of students stated that they had a quiet place to do school work. They also conducted preliminary data by gender, race, ethnicity, financial aid status, residency status, and whether the students required accessibility accommodations to see if there were differences in the survey results. There was a disproportionate impact throughout the different survey items. Notably, students who require accessibility accommodations seem to experience disproportionate impact across survey items relating to overall satisfaction, communication, tech access and support, and resources needed. There was also notable disproportionate impact among students who identify as Latino or Hispanic. The survey also asked students to identify educational or learning issues that they have, and 85% of the sample reported at least one learning or educational issue. The top issues that affected about half of the sample included four things: difficulty focusing or paying attention to instruction, personal preference of face-to-face, motivations or desires to complete coursework and lessons/activities that have not translated well in the remote environment. Time on tests also seems to be an issue for students that are requiring accessibility accommodations.

**Senator 2:** This data is supported by what counselors are experiencing. They are having some difficulties with the online system to some degree. The environment at home also makes it difficult to interact with students. Many of them do not have the technology or the equipment at home to access online instruction. They are being distracted and many of them have personal issues with individuals at home. Those are things that students are struggling with.

**Daisy Segovia:** Reported that they want to make sure they are capturing the faculty perspective in the survey. The purpose of it is to see how employees are doing working remotely, but most importantly, to receive any feedback to see if there is anything that the school can do.

The survey is going to start off with the person, what they do, where they work, whether they are full-time or part-time, and whether or not they are working remotely at the time. The first section is going to be asking about the remote lifestyle, whether they have the access to the resources they need to work successfully in the room or environment where they are, whether they know what is expected of them while they are working remotely, whether they have the materials and equipment and technology that they need to work effectively, and if not, they will be prompted to say what they will need. It asks about their environment, so whether they have a place to work and focus without any interruptions and whether their workload has changed.

For Classified, it will ask if their amount of work has changed. For faculty and managers, it asks whether they are spending more time doing their work.

The next section is going to end with some open-ended questions about any additional resources they may need or any feedback that they might want to provide to improve their working environment.

The next section asks about adapting their work to the remote environment, whether they can adapt their job duties, if they are comfortable using the technology, whether they are able to produce the same quality of work.

For faculty, there are four questions that are going to be specific to them, asking if they were able to adapt their classes, adapt their teaching, if they are able to adapt their student contact, whether they are continuing with communication in office hours, and if they can make their course accessible to their students. This section will also end with an open-ended question if they want to expand on anything.

The next section talks about communication and collaboration. There are satisfaction questions of whether they are satisfied with the communication they received from the school, from IT about technology or software that is available, about the communications with their supervisors and their work colleagues and whether they are satisfied with the current collaboration that are able to have with their managers and others.

They also ask what kind of software they are using for communication, such as RingCentral or Microsoft Teams. This will ask if there is any kind of software that they find useful working remotely that might be considered for district-wide license.

The survey continues to ask about returning to onsite, to working back on campus. Once there is proper guidance from the County or State officials that it is safe to do so and with the proper guidelines, the survey asks people if they are comfortable returning to work, or if they would be comfortable doing a partial remote onsite. Working environments, if they prefer to work from home, ask whether that is for safety concerns or because it is optimal to their job and if there are any personal combinations that might inhibit them from working back on site. There will also be open-ended questions about how they feel about transitioning back to working on campus.

The next section is about connection and wellness asking if they are worried about any of the following: doing their job effectively, their connections with their college students, the health and well-being of other colleagues, students or themselves, about the future, etc. There are also open-ended questions about the section.

The concluding questions will ask about their biggest struggle working remotely, with a number of options listed. They will also be asked what they like about working remotely and if there is one important thing that they need. This section also ends with open-ended questions for general feedback.

**Sheri Sterner** asked the Senate for feedback regarding the survey and the questions in the survey to see if they reflect the proper issues that they want to comment on. She asked if faculty would like to consider other issues as staff work remotely and as staff considers returning back to normal. This information could be important to prepare an emergency plan if there is a need to immediately go to a remote environment again in the future. They want to capture that type of information and they want faculty to have a voice in this.

**Senator 4:** How long is the survey going to take to complete?

**Daisy Segovia:** It depends. If they only complete the open-ended questions, that could take 10 to 15 minutes. If they have a lot of comments, it could take longer.

**President Sachs:** I think you should make a distinction between lecture, lab, and large lectures because labs are a challenge and it is going to skew the results negatively. I would aggregate that particular question to at least lecture lab and possibly even large lecture as distinction, as well. Otherwise, it is incredibly complete. There are a lot of different areas that are covered.

**Senator 5:** I would like to know a little bit more about the OCC Assist website and email address. In other words, when do we send a referral to that and what are the circumstances where we send a referral to it?

**President Suarez:** That can be used whenever you have a student that has any kind of an issue. That email will triage depending on who needs to address it. I think it is fair to say just send it to that email address; we will figure that out and make sure that we have the right connection for that student.

**Senator 2:** Vice President of Student Services Niroumand spoke about when Counselors need to refer students for that type of assistance. There is a process, going through Student Services would be the best option.

## 5. New Business

### A. Senate Executive Board Nominations and Elections for 2020-2021: Secretary Kennedy and President Sachs:

**Secretary Kennedy** clarified the nomination and election processes overall and stated that at President Sachs' request she would oversee the President and Vice-President nominations/elections; **President Sachs** would oversee the Secretary and Parliamentary nominations/elections.

1. **Senate President: Secretary Kennedy opened the floor for nominations for Senate President. Senator Gordon nominated Senator Sachs.** There were no other nominations. Secretary Kennedy closed nominations and noted the Senate could vote to approve the single nominee by acclamation. **Motion 2: Senator Gordon moved to elect Senator Sachs as the Academic Senate President via acclamation; motion seconded; motion approved unanimously.**
2. **Vice President: Secretary Kennedy opened the floor for nominations for Senate Vice-President. Secretary Kennedy nominated Senator Blair. Senator Stanton nominated Senator Gordon.** Senator Blair declined the nomination. There were no other nominations. Secretary Kennedy closed the nominations and noted the Senate could vote to approve the single nominee by acclamation. **Motion 3: Senator Stanton moved to elect Senator Gordon as the Academic Senate Vice-President via acclamation; motion seconded; motion approved unanimously.**
3. **Secretary: President Sachs opened the floor for nominations for Senate Secretary. Senator Blair nominated Senator Kennedy.** There were no other nominations. President Sachs closed the nominations and noted the Senate could vote to approve the single nominee by acclamation. **Motion 4: Senator Blair moved to elect Senator Kennedy as the Academic Senate Secretary via acclamation; motion seconded; motion approved unanimously.**

4. **Parliamentarian: President Sachs opened the floor for nominations for Senate Parliamentarian. Senator Kennedy nominated Senator Blair; Senator Blair declined the nomination. Senator Phillips nominated Senator Lloyd.** There were no other nominations. President Sachs closed the nominations and noted the Senate could vote to approve the single nominee by acclamation. **Motion 5: Senator Phillips moved to elect Senator Lloyd as the Academic Senate Parliamentarian via acclamation; motion seconded; motion approved unanimously.**

**B. AB 705 Data – Vice-President of Instruction (VPI) Kevin Ballinger:**

**VPI Ballinger** presented a PowerPoint Presentation on the AB 705 Initial Data. The PowerPoint summary and the full report can be found on the BoardDocs documents. Vice President of Instruction Ballinger commented that the Senate has done a tremendous job on this. He thanked the Math and English department faculty who, for a year ahead, were working with the Curriculum Committee to make all the adaptations so the curriculum was in compliance for English and Math AB 705. The ESL faculty have also been working with the Curriculum Committee to modify their curriculum, as well, for the fall.

There is a very comprehensive report that helps draw out some of the data put together by Daisy Segovia and she has been assigned to track what they are doing with Math and English and help the faculty make any adjustments to the future. He also acknowledged Dr. Sterner.

The three goals of AB 705 were to increase the number of students that entered into the transfer level Math and English courses to minimize disproportionate impact of students through the incorrect placement processes, and to increase the number of English language learners who complete transfer-level English within three years.

AB 705 is linked to a lot of other things that the college is doing. The new student-centered funding formula has some of these things embedded: the quality focus, our accreditation, the vision for success, the college master planning, etc. Those will be tracked.

For the accreditation midterm report, all the things related to AB 705 are embedded into the college measurement processes. Some of the initial findings will be different. The data this semester will be different because of the recent changes that have been put in place and there has not been time to work through them on top of doing everything remotely. Daisy Segovia will help look at this particular semester, whether it is an anomaly or if there has been progress. This was given to the faculty in those departments.

VPI Ballinger reported to the Board of Trustees in February about some of the initial data. After looking at raw data information of enrollment and success and looking at three years, the following was found: the English enrollment increased in transfer-level English and there was no negative effect after the prerequisites were eliminated. One term back is where there is a big difference because the English department had been gearing up for this change in increasing the number of English sections. The fall of 2016 data for enrollments would have shown a much more dramatic increase. There was a 23 section increase from 2016, that is about 700 additional seats. The basic skills classes went from 51 in the offerings to only nine during that period. The success rate only decreased by two percentage points from 61% to 59%. The rest shows the number of



successful students and the positive equity implications. All the details are in the full report for faculty reference.

In transfer-level math, the numbers are dramatic (Math 100, 104, 115, 121, etc.). In the fall of 2017, there were about 1950 seats. The number increased to 3188 seats. The number of sections and seats doubled. The basic skills went from 70 to 53 and enrollment dropped, which was expected. The success rates slightly decreased about 6%. However, with that many more students, there was actually about a 50% increase in the number of successful students. The number of students that were taken out of transfer-level math increased dramatically.

VPI Ballinger encouraged faculty to look at the equity implications which show success increasing among gender and ethnicity groups. That was positive, as well. The raw numbers of drops were about 2% to 3% from the previous year. The actual census in enrollment is down by only about 57 students across all those sections in Math. In English, the census was only down 45 students versus last year, which was 32. Although there was a slight increase in drops, that was not significant. The good news is that about 98% of students, even after drops, were still enrolled at OCC at the time, meaning that those that did drop did not give up on school itself.

VPI Ballinger encouraged faculty to review the data. The Math and English departments will look at making adjustments.

**President Sachs:** Complimented colleagues in the Math and English departments and briefly commented on the presented data.

## 6. Adjournment of the Regular Meeting

President Sachs adjourned the meeting at 12:33 P.M.

## Approval of the Minutes: May 19, 2020

**MINUTES:** First draft written by Beatriz Rodriguez, 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 Tallies Chart

Motion 1	Motions 2,3,4, & 5	Senate Membership
Consent Agenda	Officer Elections by Acclamation	
Aye	Aye	Barnes, Carol: Counseling Senator (2018-2021)
Aye	Aye	Blair, Jamie: Senator-at-Large (2018-2021)
Aye	Aye	Brown, Cameron: Athletics & Kinesiology Senator (2017-2020)
Aye	Aye	Connor, Sean: Senator-at-Large (2017-2020)
Aye	Aye	Cuellar, Eric: Senator-at-Large (2018-2021)
Aye	Aye	Della Marna, Jodi: Library & Learn Support Senator (2017-2020)
Aye	Aye	Denney, Matt: Technology Senator (2017-2020)
Aye	Aye	Drew, Rendell: Senator-at-Large (2017-2020)
Aye	Aye	Ely, Cynthia: Part-Time Senator (2019-2020)
Aye	Aye	Diogba G'bye: Part-Time Senator (2019-2020)
Aye	Aye	Gordon, Lee: Senator-at-Large (2019-2022)
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Aye	Aye	Holt, Kelly: Senator-at-Large (2017-2020)
Aye	Aye	Isaac, Darryl: Con. & Health Sciences Senator (2017-2020)
Aye	Aye	Kennedy, Marilyn: Lit & Lang Senator, PDI Chair (2019-2022)
Aye	Aye	Lloyd, Douglas Math & Sciences Senator (2017-2020)
Aye	Aye	Means, Leland Visual & Performing Art Senator (2018-2021)
Aye	Aye	Neil, Jeanne: Business & Computing Senator (2019-2022)
Aye	Aye	Pena, Max: Senator-at-Large (2019-2022)
Aye	Aye	Phillips, Clyde: Student Services Senator (2017-2020)
Aye	Aye	Sachs, Loren: Senator-at-Large (2019-2022)
Aye	Aye	Stanton, Jordan: Soc. & Beh. Sciences Senator (2019-2022)