



In accordance with California's Code of Regulation, Academic Senate is the organization whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters.

"Academic and professional matters" means the following policy development and implementation matters:

(1) curriculum, including establishing prerequisites and placing courses within disciplines;

(2) degree and certificate requirements;

(3) grading policies;

(4) educational program development;

(5) standards or policies regarding student preparation and success;

(6) district and college governance structures, as related to faculty roles;

(7) faculty roles and involvement in accreditation processes, including self-study and annual reports;

(8) policies for faculty professional development activities;

(9) processes for program review;

(10) processes for institutional planning and budget development; and

(11) other academic and professional matters as are mutually agreed upon between the governing

Zoom- [Link](#) More information can be found at the end 05/8/25. Room - CCCPLX-414 3 to 5 P.M.



Regular Meeting

Members of the public may address the Senate regarding items on the agenda as these items are taken up by the Senate, according to the rules of the Senate. Members of the public wishing to address matters, not on the agenda will be invited to do so under "Public Commentary" at the beginning of the meeting. The Senate reserves the right to change the order of the agenda items as the need arises.

Roll Call:

Committee members present as indicated by (x).			
Academic Senate Officers		Academic Senators	
President: Kathleen McAlister	x	Counseling 1 LaRon Armstead (T1, Y2)	x
President-Elect: Jaclyn Magginetti	x	Counseling 2 Deborah Bundy (T1, Y1)	x
Past President: Damon de la Cruz		Health Science 1 Thu Pham (T1, Y2)	x
Secretary: Karen Le Cornet	x	Health Science 2 Beena Eapen (T1, Y2)	x
Treasurer: Joel Gober	x	Health Science 3 Brenda Toy (T1, Y2)	x
Curriculum Chair: Joyce Peacock	x	Kinesiology Sergio Cutrona (T3, Y2)	x
IDEAA Ombuds: Michael Brydges	x	Language Arts 1 Samantha Simmons (T1, Y2)	x
Academic Senators		Language Arts 2 Karen Le Cornet (T2, Y1)	x
Adjunct Faculty Senator 1 Layal Lebdeh (T2, Y2)	x	Language Arts 2 Alison Robertson (T2, Y1)	x
Adjunct Faculty Senator 2 Vacant		Library/Learning Resource Center 1 Monica Doman (T1, Y1)	
Adjunct Faculty Senator 3 Kasim Alimahomed (T1, Y1)		Science/Engineering/Math 1 Joel Gober (T2, Y2)	x
Business/CIS 1 Kathleen Troy (T2, Y2)	x	Science/Engineering/Math 2 Christina Plett (T2, Y2)	x
Career Technical Education 1 Paul Kelley (T1, Y1)		Science/Engineering/Math 2 Ron Armale (T1, Y2)	x
Career Technical Education 2 Jeremy Peters (T1, Y1)		Social Science 1 Hilary Reuter (T1, Y2)	x

The agendas for all Cypress College Academic Senate meetings can be found online [here](#). It is the intention of the North Orange County Community College District to comply with the Americans with Disabilities Acts (ADA) in all respects. If, as an attendee or a participant at this meeting, you will need special assistance, the NOCCCD will attempt to accommodate you in every reasonable manner. Please contact Kathleen McAlister, Academic Senate President, at (714) 484-7000 or Karen Le Cornet, Academic Senate Secretary, at (714) 484-7010 at least 48 hours prior to the meeting to inform us of your particular needs so that appropriate accommodations may be made.

Committee members present as indicated by (x).			
Liaisons		Academic Senators	
Accreditation: Jill Bauer	x	Social Science 2 Craig Goralski (T1, Y1)	x
AdFac United: Layal Lebdeh	x	Visual and Performing Arts 1 Donivan Howard (T1, Y1)	x
Associated Students: Moises Sandoval		Visual and Performing Arts 2 Aydinaneth Ortiz (T1, Y2)	x
Campus Technology:			
CC Foundation: Damon de la Cruz			
CTE Liaison: Paul Kelley			
Distance Education: Samantha Simmons	x		
Diversity, Equity and Inclusion: Maha Afra	x		
Guided Pathways: Liana Koepfel	x		
Program Planning and Review: Jill Bauer	x		
Professional Development: Jaqueline Aguet			
Student Equity and Achievement: Jenelle Herman	x		
Student Learning Outcomes : Jennifer Coopman	x		
United Faculty: Ruth Gutierrez Steven Estrada			

Guests: Giovanni Hortua, Myev Reeves

AGENDA: May 8

Future meetings: 2025-2026 meeting schedule will be determined at 5/22 meeting.

I. Establish Quorum and Acknowledge Alternates

A quorum was established at 3:01 p.m. Jill Bauer is an alternate for Alison Robertson. Zachary White has joined Academic Senate for a permanent spot as an Adjunct Faculty Senator.

II. Adoption of the Agenda

Jill Bauer made the motion to adopt the agenda while tabling the minutes and Review of Black Lives Matter Taskforce Recommendations. The motion passed.

III. Approval of Minutes from 04/24/2025

Tabled

IV. Public Commentary (3 minutes per speaker)*

- a. Alex read a statement but did not provide a copy.
- b. Bien read a statement but did not provide a copy.
- c. *Aseel Akile read a statement that can be found in appendix a.*
- d. Elias read a statement but did not provide a copy.
- e. *Elly Levy read a statement that can be found in appendix b. After their time expired, Jenelle Hermann finished reading the rest of the statement.*
- f. *Letitia Sadani (Bayyinah Salahuddin) read a statement that can be found in appendix c.*
- g. *Robert Diaz read a statement that can be found in appendix d.*
- h. *Aline Gregorio, Fullerton College Geography professor, read a letter on behalf of Carlos Ovalle that can be found in appendix e.*
- i. *Archie Delshad read a statement that can be found in appendix f.*
- j. Araham Griffen read a statement but did not provide a copy.
- k. *Janet Owen Driggs read a statement that can be found in appendix g.*
- l. Ted Griswald, from Jewish Voice for Peace, read a statement but did not provide a copy.
- m. *Tyler Hotte read a statement from Zoom that can be found in appendix h.*
- n. Blair Tuckman, member of Jewish Voice for Peace of Long Beach, read a statement but did not provide a copy.
- o. *Silva Nahhas read a statement that can be found in appendix i.*
- p. *Gabriella Guerrieri read a statement opposing Professor Halamy's request that can be found in appendix j.*
- q. Barry Sax, member of Jewish Voice for Peace of Long Beach, read a statement but did not provide a copy.
- r. Remo Abboud with Palestine Youth Movement, read a statement but did not provide a copy.
- s. *Maha Afra read a statement that can be found in appendix k.*

*Some speakers requested to have their statement entered into the minutes but did not provide their statement. Attempts were made to add these statements.

V. Faculty Announcements and Invitations (2 minutes per speaker)

- a. Aydi Aydinaneth passed out flyers and invited everyone to the VAPA Student Show and reception from 6 to 8 p.m. that night.
- b. Karen Le Cornet announced the Spanish Club Movie Night on Thursday, May 15th, from 5 to 8 p.m.

VI. Faculty Issues – Unfinished Business

- a. Faculty Work Group Invitation and Proposal (5 minutes) Kathleen McAlister
President McAlister shared Chancellor Breland's invitation and plan to establish a joint work group comprised of faculty from the Academic Senates and faculty unions, aimed at clarifying, discussing, and offering shared recommendations on matters where governance and working conditions intersect. The plan includes compensation for participants. Concerns were raised about the lack of engagement from union leadership. Craig Goralski asked if Chancellor Breland has directly invited them to participate. Jill Bauer suggested communicating to the

Chancellor that the workgroup not move forward if it lacks balanced representation. The Senate agreed the group should not convene without full participation from all participants, union leadership and Academic Senate faculty.

b. Antisemitic Vandalism on Campus (10 minutes, Action) Hilary Reuter/Craig Goralski

The Senate discussed David Halahmy's formal request to President Thayer to make a statement to all faculty and staff explicitly acknowledging and condemning acts of antisemitic vandalism that have taken place at Cypress College. Division Senators provided feedback from their constituents.

- Adjunct Faculty indicated 4 opposed, 3 in favor.
- Business/CIS reported no formal position.
- Social Sciences reported 80% support issuing a statement.
- Kinesiology reported mixed views; prefer a general condemnation of hate or violence.
- Health Sciences reported not too many responses but support Thayer making statement.
- Counseling reported support for the statement.
- SEM reported one abstention.
- VAPA does not support the statement as written but would support a more generalized statement.
- Library and Learning Resources does not support the current language used.
- Curriculum planned to abstain.

Karen Le Cornet made the motion to extend time 10 minutes. The motion passed. Senate further discussed the issue. Hilary Reuter made the motion to call for a vote. The motion did not pass. Samantha Simmons made the motion to create a work group to further discuss the issue. The motion passed. Senator Simmons then amended the motion to recommend that the President establish a task force including faculty, staff, and students to openly discuss related issues (e.g., SWANA representation) and help guide the Senate in developing a future policy. Craig Goralski noted the need to clarify the task force's composition, particularly faculty roles, and suggested the Senate revisit this in its final meeting or in the fall. Michael Brydges made the motion to table the discussion until fall. The motion passed.

c. Resolution: Affirmation of Support for LGBTQIA2S+ Students and Employees (10 minutes, Second read, Action) Kathleen McAlister

The Senate considered a resolution affirming support for LGBTQIA2S+ students and employees. Division feedback included:

- AdFac: 55% yes, 40% no, 5% abstain
- Language Arts, Social Sciences, Kinesiology, Health Sciences, VAPA, and SEM: General support reported.
- Counseling and Business/CIS: No feedback reported from constituents.

Donivan made the motion to approve the resolution. Michael Brydges abstained. The motion passed.

- d. Resolution: Call for the North Orange County Community College District (NOCCCD) to Offer Employment-Based Immigrant Visas (10 minutes, Second Read, Action)
Kathleen McAlister

The Senate considered a resolution affirming support for LGBTQIA2S+ students and employees. Division feedback included:

- Language Arts: majority reported support.
- Social Sciences: 60% supported it
- Kinesiology: feedback was yes.
- Counseling indicated not enough feedback from constituents.
- Library/Learning Resources:
- SEM: feedback was yes.
- VAPA: majority said yes.
- Adjunct Faculty and Library/Learning resources: Not enough feedback from constituents reported.

Kathleen McAlister made the motion to vote on the resolution. The motion passed. Deborah Bundy and LaRon Armstead abstained. Jeremy Peters commented on why the Senate was discussing percentages in their constituent feedback before a vote was taken.

- e. Academic Senate 2025-2026 (10 minutes) Kathleen McAlister/ Jaclyn Magginetti
The Senate tabled discussing the meeting dates and meeting format for 2025-2026.

- f. Starfish Canvas Gradebook Integration (10 minutes) Karen Le Cornet/Liana Koeppel

The Starfish Implementation Team considered faculty feedback and questions regarding the Starfish Canvas Gradebook Integration presentation made at the April 24, 2025 Academic Senate Meeting. The Team sought Senate support before making the final implementation decision. Faculty would have the opt in option and trainings on Zoom would be a feature. Senators reported concern about the use of “advisors” and ed plan. Liana Koeppel indicated that this language was taken out. Health sciences expressed concerns that if they supported implementation that they would be mandated to use Starfish.

VI. Faculty Issues – New Business

- a. Guided Pathways Annual Report to the Academic Senate (15 minutes) Karen Le Cornet/Liana Koeppel/Brady Miller-Wakeham

Michael made the motion to table this presentation and report due to lack of time. Zachary White seconded the motion. The motion passed.

- b. Appointments (5 minutes) Kathleen McAlister
Senate considered Sarah Jones who had served on Program Review for IPLOR Faculty Co-Chair. Michael Brydges made the motion to approve her appointment. The motion passed.

- c. IPLOR Annual Report (15 minutes) Kathleen McAlister/Jill Bauer
The IPLOR Co-Chair presented the annual report summarizing the 2024-2025 instructional program review process and recommendations. Jill Bauer presented

slides with highlights. Hilary Reuter made the motion to extend time by 5 minutes. The motion passed. Jill discussed closing the equity gap and transitioning from an annual update to a mid-point review. Senate approval for Handbook updates will be considered at the next meeting.

- d. Review of Black Lives Matter Taskforce Recommendations (10 minutes) Kathleen McAlister

This agenda item was tabled.

- e. Distance Education Plan (10 minutes) Samantha Simmons

Distance Education presented the DE Plan for a Senate first read. The plan is available in the Senate Canvas module. Samantha Simmons highlighted their 4 year cycle (2024-2028) and indicated that the ACCJC gave examples of what RSI is and what it is not as well as guidance (new rubric) on how to evaluate online classes. Most colleges now use a new rubric for evaluating online classes.

VII. Special Reports (3 minutes per Report)

- a. **Academic Senate Treasurer's Report – Joel Gober**

- b. **Accreditation Steering Committee and ACCJC Self Study - Jill Bauer**

- The Accreditation Steering Committee (ASC) has is now the Accreditation and Institutional Effectiveness (AIEC) committee. It meets on the third Wednesdays of the month from 3:00 p.m. – 4:30 p.m. in CCC-PLEX 414. All are welcome to attend. Meetings are hybrid. If you would like to attend via Zoom, please email Jill (jbauer@cypresscollege.edu) for the link.
- The AIEC is seeking feedback on the Cypress Integrated Planning and Resource Allocation Manual (CIPRAM) diagram and draft 2 located in the [committee's SharePoint](#).
- As part of the CIPRAM development, the AIEC is leading the Faculty Hiring Prioritization (FHP) Committee in revising the FHP process. The proposed process was voted on and resulted in a tie. Therefore, the committee will resume meetings to address remaining concerns. Once approved, it will be presented to the Academic Senate.
- Based on feedback from the student focus groups and faculty and staff survey, the AIEC has decided to shift the focus of the QFE projects from interactive walks to wayfinding, training, and communication. With these areas, there are ten specific action items identified from the feedback. The AIEC and Guided Pathways Steering Committee chairs will guide this work. Therefore, the QFE Workgroup is no longer needed.
- The AIEC is currently completing Administrative Services Mid-Point Reviews.
- The AIEC is forming a workgroup to audit the college catalog contents. Work will take place over the summer and be presented to the Senate and shared governance groups in the fall.
- **Governance Group self-evaluations were due on May 5th. All groups who have not submitted an evaluation may still do so by May 16th.**

c. Adjunct Faculty United – Layal Lebdeh

This report highlights key information relevant to adjunct faculty across the district.

- **Successful Adjunct Faculty Event:**

The District-Wide Adjunct Faculty Event on April 23rd was a resounding success! Adjunct faculty from all campuses came together with enthusiasm, connecting with colleagues and the union. Attendees also received important updates regarding contract negotiations.

- **Important Meeting with VP Zach White - Contract Negotiations Update:**

Cypress College VP Zach White invites all adjunct faculty to a crucial Zoom meeting this **Thursday, May 8th at 5:00 PM** for the latest updates on contract negotiations with HR, including discussions on healthcare and office hours. AdFac United President Marlo Smith will also be participating. Your attendance is highly encouraged. *An email containing the Zoom link and further details was sent out earlier this week.*

- Please follow us on Facebook and Instagram @ AdjunctFacultyUnited and visit our website: AdFacUnited.net where you can find our recent newsletter to learn more about our growing union

d. Associated Students – Moises Sandoval

e. Campus Technology Committee- _____

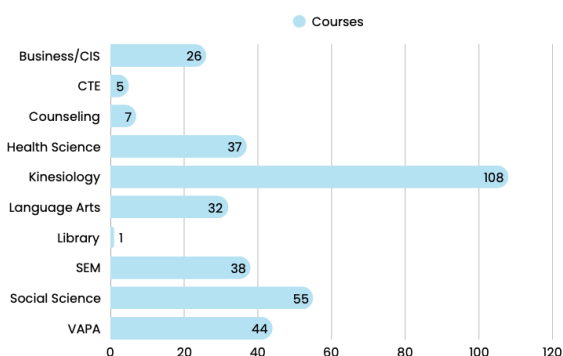
f. CTE Liaison – Paul Kelly

g. Curriculum Committee - Joyce Peacock

No report but the Curriculum Specialist created a newsletter covering all that the Curriculum Committee has accomplished this past year and important dates for next year. See the newsletter below.

CYPRESS CURRICULUM

DIVISION COURSES



Total Courses: 353

New: 9 (S/S, KIN, HS)
Revised: 312
Deactivations: 24
Experimental: 1
Info Items: 7

COMMON COURSE NUMBERING (AB 1111)

Phase 1 (effective Fall 2025)

12 courses

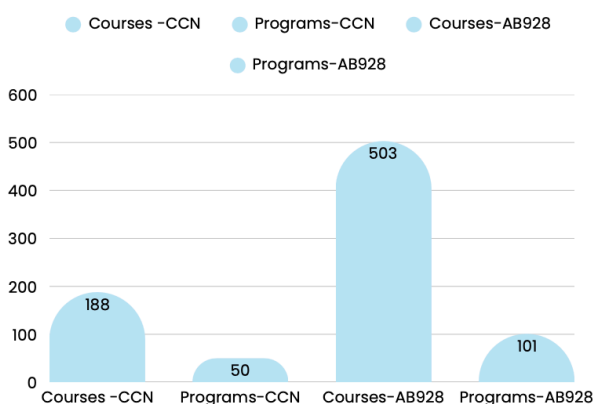
Phase 2 (effective Fall 2026)

15 courses

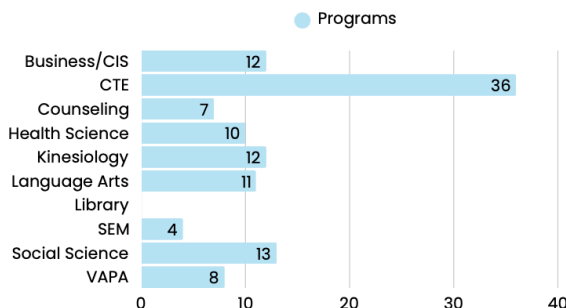
SINGLE GENERAL EDUCATION PATHWAY FOR TRANSFER (AB 928) -CALGETC-

Courses: 503

Programs: 101



DIVISION PROGRAMS



Total Programs: 114

New: 6 (1 pending)
Revised: 90
Deactivations: 4
Info Items: 13

NEW CYPRESS COLLEGE LOCAL PATTERN (AA/AS)

1A	English Composition	3 (4)
1B	Oral Communication or Critical Thinking	3
2	Mathematical Concepts and Quantitative Reasoning	3 (4)
3A	Arts	3
3B	Humanities	3
4	Social and Behavioral Sciences	3
5	Life Sciences and Physical Sciences	3
6	Ethnic Studies	3
7	Physical Activity and Health	1

TOTAL OF 25 (27) UNITS

KEEP ALL NON-CALGETC APPROVED COURSES IN
ALIGNED AREAS

INFORMATION AND IMPORTANT DATES

Seminar /Experimental courses deadlines (before you begin, please contact Marbelly mjairam@cypresscollege.edu)

To be offered in Spring 2026

Launch by: September 16, 2025

To be offered in Fall 2026

Launch by: February 2026

Fall 2025 meetings

Time: 3–5 p.m.

Location: CCCPLX 406
(in person)

September 2,16,30

October 7,21

November 4,18

December 2

Curriculum Approval Process

Level 1	Originator/Faculty	Pre-Launch
Level 1.5	Distance Education	Distance Education coordinator reviews DE addendum
Level 2	Rep, Dept. Chair, AO, Dean	All members, with the exception of the Dean, are required to review it.
Level 3	Technical Review	Fullerton, NOCE, and Tech rep reviews
Level 3.5	Chair	Chair reviews and makes recommendations
Level 4	Originator/Faculty	Launch
Level 4.5	Rep	Rep makes sure edits/recommendations were made.

DCCC, BOARD, and State

Implementation takes place July 1st of every year in CurricUNET .

CurricUNET:

You can work on your courses and programs at anytime but during the summer (May to August) and winter (December to January) curriculum workflow is closed. All courses that have "Same as" courses listed in multiple disciplines and Honors courses must both be revised in CurricUNET to be approved.

Course Impact:

Always check the CI (Course Impact) Report on the ACTIVE course and confer with faculty across disciplines affected by your Curriculum. MUST address certificates and degrees affected by new, revised and deactivated courses. (Title, prefix or course number and unit changes affected degrees/certificates and require revisions)

Distance Education: All courses that contain Distance Education must have the DE addendum completed and attached.

THANK YOU!

Curriculum Committee

Joyce Peacock (chair)
Kathleen Reiland (VPI)
Abigail Awad (BUS)
Larry Ramos (CTE)
Renay Laguana (COUN)
Tony Maher (VAPA)
Jolena Grande (HS)
Karen Le Cornet (LA)
Silvie Grote (KIN)
Lenore Landis (SEM)
Eric Bladh (SS)
Jacky Rangel (AO)
Sam Simmons (DE)

h. Cypress College Foundation - Damon de la Cruz

i. Distance Education – Samantha Simmons

Turnitin

- Upgrading Turnitin's LTI 1.1 to LTI 1.3 (external tool) in Cypress College's Canvas environment.
 - Turnitin LTI 1.1 users who already use Turnitin's feedback and grading tools will not be negatively impacted. I have attached a document showing some of the upcoming enhancements Turnitin LTI 1.3 users will enjoy.
 - Plagiarism Review (Framework) users will not be impacted.
 - *****External Tool + SpeedGrader, won't be possible once the LTI is upgraded from 1.1 to 1.3** Turnitin LTI 1.1 users who have been using SpeedGrader with their (external tool) Turnitin LTI 1.1 assignments will need to switch their assignments to the Plagiarism Review style if they prefer to keep using Turnitin + SpeedGrader. Otherwise they can grade using the Turnitin Feedback Studio.
- See guides and videos in the Canvas – Resources for Online Instruction – Modules – [Canvas Integrations and Applications](#)
- Upgrades for LTI 1.3 and Checkpoints (discussion board due dates) will happen **June 9, 2025** – coinciding with the first day of summer school

RSI

RSI Webinar on 4/29/25 - CCC Chancellor's Office in collab with ACCJC, ASCCC, and DECO. I'll post the webinar recording in our Resources for Online Instruction Canvas Shell when they post it.

- Increase in ACCJC Recommendations for colleges not RSI compliant
- Defining "Regular" and "Substantive" much more clearly and including examples of what does and what does not count
- Direct Instruction – only applies to Synchronous courses
- New Quality Rubric (4 levels – Initial, Emerging, Developed, Highly Developed)
- Work with union and senates to review evaluation tools...ACCJC wants to know how schools "regularly evaluate" for RSI in asynchronous courses.
- Students need to know what RSI is as well. What should they expect from an online class. Total transparency.

DECO

- OEI Rubric – not adding content just to add content. Thinking about how to synthesize instead of just getting bigger. Looking through an ID (Instructional Design) lense and how design can streamline updates for:
 - AI
 - RSI
 - Privacy
 - Equity
- We will share and update our policy and training when we get more info (in the DE Plan)

- CCC – Online Ed Study done by RP Group – [Results From a Comprehensive California Community Colleges Online Education Study](#) really good presentation about the state of Distance Education post-pandemic
- Can find info about DECO meetings in our [DEC Sharepoint – State Level](#) folder
CVC @ONE
- Current CVC @ONE Webinars
 - They also have self-paced courses and training videos for Accessibility, AI and Design
- AI – There is a [self-paced course on generative AI](#) in Canvas Commons
- CVC @ONE Training - [Here is the information about offerings](#) - - Current list. Summer classes are released mid-April, with start dates for 6/2, 7/14, and 8/4.

AI

- [AI Ready EDU](#), April 25, 2025 – Sam & Elli went to conference. Chancellor spoke and set forth her [vision 2030](#) for implementing AI throughout the CCCs as well as important implications for Distance Ed as outlined in the [2023 Distance Ed Report](#). How does this impact DE?
 - AI literacy – what are DE faculty doing to help train themselves and their students on AI?
 - Using AI in the online class for student support (Nectir)– may be a safe/introductory way to allow faculty to learn AI, implement into their course with their own content. In turn, can help students' success. Could this be a way of integrating Starfish or early warning systems before students drop?
 - Using AI for content creation, accessibility, etc.
 - **Homework for faculty for Fall 2025** – ask around your departments/divisions/students/other campuses. What is happening with AI in your field as it relates to DE? Share with your DE Committee Rep
- Nectir AI – Sam's working with the CC Chancellor's Office to pilot an AI course assistant through Nectir AI in an asynchronous course this semester to compare success rates. If anyone is interested in participating for fall, send me a message ssimmons@cypresscollege.edu

Preparing for Zoom Storage Policy– CCC Tech Connect

- [The new system-wide Zoom storage policy](#) is set for full compliance by **October 2025**.
- **Deletion Schedule:**
 - **October 2, 2025: Recordings** created prior to July 31, 2024, will be deleted.
 - **July 1, 2026: Recordings** from August 1, 2024, through June 30, 2025, will be deleted.
 - **July 1, 2027: Recordings** from July 1, 2025, to June 30, 2026, will be deleted.
 - **July 1, 2028: Recordings** from July 1, 2027, through June 30, 2027, will be deleted.
 - The sequence of intervals will continue each year.
- I'll post the webinar recording from 5/8 in our Resources for Online Instruction Canvas when available

j. DEIAA - Maha Afra
No report.

k. Guided Pathways Steering Committee - Liana Koppel

l. IDEAA Ombuds - Michael Brydges

See Notes below:

EEOAC Committee

We met on April 21st and one area that was given primary attention was the Mediation services offered.

Please review the Draft and let me know of any questions or concerns by Monday, May 12th so I can share at the May 14th Meeting.

Faculty are encouraged to review the attached file and to check out the following website, for as the District Director, Flavio Medina-Martin stated, "Thank you for a very productive conversation/meeting today. And thank you for lending your voice our District's Employee Mediation Program and the awareness campaign that will soon follow."

· Attached you will find the drafted elements we discussed. (I have included the Agenda for that day too). · In addition, here is the link on our website where it will live: Equal Employment Opportunity (EEO) and Compliance | North Orange County Community College District Website:

<https://www.nocccd.edu/employees-departments/departments/equal-employment-opportunity-eeo-and-compliance>

The RP Group (Research, Planning, & Professional Development for California Community College)

Wednesday, 5/21: Equity Research & Social Justice Collaborative

Please join us for our next Equity Research & Social Justice Collaborative Discussion on Wednesday, May 21, 9:30–11:00 am. This session will be the second in our two-part series, Designing for Equitable Impact.

If you missed the first session focused on establishing foundations for this important work, here's a link to the recording. Part 2 will focus on moving from theory to action

m. Instructional Program Review and Department Planning- Jill Bauer

- The handbook and all other IPRC information can be found on its SharePoint accessible through its webpage: [IPLOR webpage](#). The handbook is currently being revised to reflect the Senate Approved changes related to mid-point review and committee structure.
- The committee has completed all full, mid-point, and SIPR reviews and is preparing its annual report, which will be presented to the Senate on May 8th.
- Next year's review cycle includes the following:
Full Review
Anthropology
Biology
English

ESL (ESL and Linguistics)
Ethnic Studies (Ethnic Studies and Social Sciences)
Foreign Language (Chinese, French, Spanish, Japanese)
History
Library (Library Technology)
Music (Music and Music-Applied)
Philosophy and Religious Studies
Physical Science (Astronomy, Geology, Engineering, Engineering Technology, Physics, and Physical Science)

Mid-Point Review

Art
Chemistry
Communication Studies
Counseling (Counseling and Guidance and Disability Studies) Dance
Economics
Mathematics (Math and Statistics)
Kinesiology (Kinesiology, Public Health Science, and Recreation)
Political Science
Psychology
Sociology

There are no CTE short form reviews or Specialized Instructional reviews next year.

n. Professional Development Committee – Jacqueline Aguet

o. Student Equity and Achievement Committee – Jenelle Herman

p. Student Outcomes Assessment - Jennifer Coopman

- A Spring 2025 eLumen data load request was sent to District IS during week 13.
- As a reminder, Faculty who have completed their 8-week courses can submit their CSLO assessments in eLumen. If there are multiple assessments showing for a section of a course, faculty only need to complete one assessment. Use the assessment with the most recently updated date in the title. If scorecards are missing for a course in eLumen, please email the SLO Coordinator (Jennifer Coopman) with the course prefix and number.
- The updated list of degrees and certificates with/without PSLOs, as of April 25, 2025, is included with the Academic Senate meeting files. Thank you, Marbelly, for your help with this. Out of 267 programs, 251 programs have been completed with PSLOs (94%)! Great work, faculty! Programs highlighted in purple should be pre-launched in Curriconet this semester (Spring 2025). These programs will be undergoing instructional program review this Fall 2025. Programs highlighted in yellow should be pre-launched in Curriconet by Spring 2026. These programs will be undergoing instructional program review in Fall 2026. Programs highlighted in blue are past due. These degrees and certificates need PSLOs. As a reminder, this affects compliance status for instructional program review. Instructions for modifying a program in CNET and writing degree and

certificate PSLOs can be found in the Resources for Student Learning Outcomes (RSLO) Canvas course. Select "Degree & Certificate PSLOs" on the Home Page. These guides can also be found in the SLO Faculty Handbook. Please reach out to me with SLO questions and Joyce Peacock (or your Curriculum Committee division rep) for CurricUNET questions.

- An email was sent to the IPLOR Committee members with a detailed version of the updated list of degrees and certificates with/without PSLOs, as of April 25, 2025. IPLOR Committee division representatives were asked to give friendly reminders to their respective divisions.
- An email was sent to all faculty containing registration information for an SLO Talk titled, *Course Mapping with Gen AI & Learning to See Learning: A Journey Through the SLO Landscape*.
- An email was sent to all faculty that included the SLO Faculty Handbook and a self-enroll link to the Resources for Student Learning Outcomes (RSLO) Canvas course.
- The SLO webpage was updated, with the assistance of Cari Jorgensen.
- Jennifer Coopman and Abigail Awad have been corresponding regarding the SLO Coordinator position.
- Corresponded with various department coordinators of programs undergoing instructional program review in Fall 2025 regarding SLOs.
- Corresponded with various faculty regarding CSLOs, CSLO assessments, Department PSLOs, additional Department PSLOs, Department PSLO Mappings, Degree and Certificate PSLOs, Faculty Participation Reports, Department PSLOs in the Catalog, and eLumen.
- Maintenance of the Resources for Student Learning Outcomes (RSLO) Canvas course shell is ongoing.
- Ongoing maintenance of eLumen. This includes adding/revising/deleting CSLOs for courses, creating new CSLO assessments for courses, planning assessments, deleting obsolete planned assessments, inactivating courses that are no longer active in CurricUNET, creating Faculty Participation Reports for departments, adding user roles, and communicating with the eLumen technical support team with technical issues. As a note, it is quite challenging to maintain eLumen since CurricUNET and eLumen do not communicate directly. Also, eLumen and the CC Catalog do not communicate.
- As a reminder, CurricUNET and eLumen do not communicate. If a course is no longer active in CurricUNET, please contact the SLO Coordinator with this information so that the course can be inactivated in eLumen.
- As a reminder, there is a "Resources for Student Learning Outcomes (RSLO)" Canvas course shell that includes CSLO and CSLO assessment information, Department PSLO information, Degree & Certificate PSLO information, SLO webinar recordings, ISLO information, and the SLO Faculty Handbook. A self-enrolling URL link was included in an email to all faculty.
- Degree and Certificate PSLOs are included in Instructional Program Review. All programs should pre-launch Degree and Certificate PSLOs in CurricUNET by the spring pre-launch deadline prior to their instructional program review. When modifying a program in

CurricUNET, a link to the Degree and Certificate PSLOs template document is provided within the Help box in the Program Student Learning Outcomes section. The document includes the following language: “Degree and Certificate PSLOs are designed to reflect the fundamental knowledge and skills students should obtain as a result of receiving a degree/certificate offered by instructional departments at Cypress College. To meet Accreditation standards, the College must regularly assess “learning outcomes for courses, programs, certificates and degrees using established institutional procedures.” (IIA3) Departments should write one or more PSLOs that reflect the core competencies for each degree or certificate. Initially, the Degree and Certificate PSLOs will be assessed annually via the Associate Degree and Certificate Assessment Plan (ADCAP) Student Survey. The results of the annual ADCAP survey will be evaluated every four years as part of the Department’s Program Review Report. Departments should discuss the Degree and Certificate PSLO assessment results in order to evaluate their programs for continuous improvement.” The document also includes sample language for Degree and Certificate PSLOs, including examples for various programs. Please consider using future flex days as a time to write Degree and Certificate PSLOs.

- As a reminder, when CurricUNET updates with a new course or with new/revised CSLOs for an existing course, the CSLO to PSLO mapping needs to be done/redone in eLumen for that course (even if the course had been mapped previously). Best practice is to do this mapping as the updates are made in CurricUNET. Departments should also update Department PSLO Mappings to reflect any CSLO mappings to Equity.
- The next Instructional Program and Learning Outcomes Review (IPLOR) Committee meeting is scheduled for Fall 2025.

q. United Faculty- Steven Estrada and Ruth Gutierrez

r. President’s Report and Committee Appointments (15 min.)

VIII. Adjournment

Joel Gober made the motion to adjourn at 5:24. The motion passed.

Appendix a

Please enter my statement in the minutes.

I speak today as a Palestinian student, a member of Students for Justice in Palestine, and as someone who is deeply concerned for the safety and well-being of my fellow Muslim, Arab, Palestinian, and Pro-Palestine students and staff at Cypress College.

Firstly, I want to address the concerns raised during the last meeting about antisemitism. While we condemn any form of hatred or violence, especially those rooted in racial, ethnic, or religious prejudice, we must also acknowledge that the same level of concern and urgency HAS NOT been extended to the very real threat faced by Pro-Palestine students.

At the last meeting, there was a clear focus on concerns around antisemitism and the feelings of Zionist staff. We are asking that the experiences and concerns of SWANA, and particularly Palestinian and pro-Palestine students and staff, be given the same space on the agenda. You cannot continue to allow one group to dominate the conversation while the other is silenced.

I also want to bring attention to a specific issue: last month, I posted two flyers for our club on the Free Speech Board, which were removed the next day—this happened twice within one week! While I do not know who is responsible for this action, it's clear that our flyers are being intentionally removed. This is not only a violation of our right to free speech, but an act of silencing. As students, we have the right to express our views without fear of censorship, especially in a space designated for free expression!

As a student body, we deserve to feel that our right to free speech is protected by our administration and professors, particularly when it comes to advocating for the liberation and safety of other humans. If the administration and professors remain passive in the face of this blatant act of censorship, it sends a dangerous message—that it is acceptable to suppress our voices.

We demand that the next Senate meeting address the safety and rights of pro-Palestine students and staff, the removal of Pro-Palestine flyers, and the need for equal representation in discussions about campus climate. We will not be silenced, and we expect the administration and professors to stand with us in protecting our right to speak, organize, and advocate for justice, and be treated with equity and safety on campus and in classrooms.

Appendix b

Please enter in the minutes

(Introduction: Elly Levy is a Israeli-American attorney, a human rights activist and my friend who could not attend today because he was pre-committed to a political asylum hearing. He'd like to offer a statement...)

The veil is off, you all! Israel has been finally exposed for what it really is, the big bully in the sandbox commonly called the Middle East, the latter being the precious real estate that imperial powers continue to carve out for her in pursuit of their own imperial interests.

To the astute and neutral observer, it is incontrovertible that Israel, obviously emboldened by the impunity those same powers gifted her, is animating the defining feature of any settler-colonial project true to its character, namely, the elimination of the natives within its dominion and as a concomitant of same, Israel gets to finally implement its own “ final solution” plan to resolve its ever-gnawing “Palestinian question.”

From this perspective, the incremental genocide we've been witnessing is merely part of her natural course as a Jewish supremacist state. However, for the multitudes of Christian Zionists among us, not unlike those in Trump's closest orbits, the unfolding genocide is nothing less than a wet dream come true, as it presents a welcomed omen of the End Times prophecy, an event that must occur to occasion the long awaited return of their own fabled Palestinian, a white dude named Jesus..

So what if the aggregate blood of thousands of slaughtered children happens to lubricate the engine of this prophecy made manifest! For now, let's just forget about what it means to be Christ- like and just let Israel do whatever the " f "it wants to do. Israel, after all, is the apple of God's eye and, save from that Golden Calf snafu at the desert, the Israelites simply can't do anything wrong, being God's favored children.

And so the fable about Israel being the divinely sanctioned "good guy " persists despite the horrors knowing no bounds. And like all good commercialized fables, this story boasts of its own Santa Claus. Except that this Santa Clause is not donning his iconic red and white best as he rides his ornate sleigh, delivering toys to kids not naughty. Not at all. This Santa Claus proudly drapes himself in a thoroughly bloodied blue and white flag as if to metaphorically obscure the Jewish star that once stood for a historically beleaguered people, not a persecuting Fascist state.. This Santa Claus commands not one, but a fleet of metallic flying machines that deliver chopped parts of toddlers to their horrified parents. What's more, he possesses a peculiar penchant for shooting children in the side of their head, so that he need not stare at their innocent faces right before he cowardly unalives them. Indeed, the protagonist of this fable is no Santa Claus at all. Be assured that that one day, even hell will summarily deny this guy lodging, not to mention accommodations.

What makes Zionists, especially those otherwise steeped in humanistic mores, full conscripts to a Jewish supremacist fable that excuses mass extermination of children? Surely, lots of psycho-social theories abound about how the collective reptilian brain functions to delude itself into thinking that Genocide is just fine. Well, one must first importunately deny that a Genocide is going on. Then one proceeds to gin up a spin machine that churns out a completely contrived antisemitism that artificially imbues the legitimate critique of Israel and/or its underlying political ideology of Zionism with a palpable sense of Jew hatred.

This "new antisemitism," as it has been dubbed, is particularly insidious because it serves as the all-catch excuse for every international humanitarian crime Israel continues to commit. Moreover, the mere accusation of same has been weaponized to chill free speech and expression in our college campuses. But fret no more, I'm thoroughly convinced that this propagandized, utterly feckless antisemitism will ultimately find complete respite in the relic-dom that houses other fantastical oldie-but - goody's , like civilians being used as human shields, sexual violence on October 7th and, lest we forget, the classic forty beheaded babies canard.

To those Israel- apologists who still have the Chutzpah to deny the on-going holocaust being perpetrated on Palestinians, I say unto thee " let go of Israel go! Let it go already"

" Stop clinging on to the fatuous notion that an apartheid state can be both Jewish and Democratic. Do yourself a favor and un- tether yourself from this genocidal state. Sooner than later, Israel's unspeakable paroxysm of revenge will come to an end, and in tandem therewith, so will your stubborn adhesion to this Judeo-Nazi state. Be forewarned however, my dear Zionist, that you will not be spared a single moment's reprieve from the same perennial guilt and shame that continue to plague the "good German" of yesteryear,.

My name is Elly Levy. I am Israeli Jew, born and raised. I protest weekly in front of Israel's consulate in Los Angeles. I do not do so because I'm antisemitic, nor because I hate my inner-Jew. I protest NOT in spite of my Jewishness, but precisely because of it. I protest not at the altar of combating manufactured antisemitism, but because my moral rage demands that the rightly venerated refrain "never again" will never, ever be reduced to a meaningless platitude.

Thank you for hearing me out!

Appendix c

Miriam Webster defines the word "Semite" as:

a

: a member of any of a number of peoples of ancient southwestern Asia including the Akkadians, Phoenicians, Hebrews, and Arabs

b

: a descendant of these peoples

2

: a member of a modern people speaking a [Semitic](#) language: the Afro-Asiatic language family that includes Hebrew, Aramaic, Arabic, and Amharic

Therefore, by definition, the Palestinians, Arabs, and Palestinian American and Arab American students are Semitic peoples who speak a Semitic language. Attempting to silence them, belittle their suffering, create unsafe spaces for them on campus, and so on is anti-Semitic.

Just as this campus has no tolerance for making LGTBQ students feel unsafe, unwelcomed, and has no tolerance for reminding them of persecution or threats to their lives and wellbeing. So should this campus be free of any attempts to make Arabs, Syrians, Jordanians, Egyptians, Palestinians, and Lebanese Americans (and Americans from any other country attacked by the brutal colonial occupation known as Isre*hell)... this campus should be free from attempts to make them feel unsafe, or remind them of their persecution and the ongoing threats to their lives and wellbeing here in America (let's not forget the police brutality at the student protests or the attacks on 6 yr old Palestinian Americans here in the USA, nor the 3 Palestinians American college kids attacked in Vermont), nor should there be reminders of the threats to the lives of their families back in those Arab countries.

People of conscience from all ethnicities, religions, nationalities who don't want to see more brown people's land stolen and more babies bombed should have our free speech respected, and our flyers honored.

We are anti -Zionist.

Zionism emerged in [Central](#) and [Eastern Europe](#) as a [secular](#) nationalist movement in the late 19th century "to create a [Jewish state](#) in Palestine with as much land, as many [Jews](#), and as few [Palestinian Arabs](#) as possible.^[4]"

-I have that reference if you need it

- [Manna, Adel \(2022\). *Nakba and Survival: The Story of Palestinians Who Remained in Haifa and the Galilee, 1948–1956*. University of California Press. doi:10.1525/luminos.129. ISBN 978-0-520-38936-6.](#)

Jewish Voice for Peace, Rabbi Feldman, Holocaust survivor Gabor Mate, Bernie Sanders, Rabbi Haim Soffer, Activist Autumn Overton, Hebrew Scholar Moshe Menuhin, B'Tselem – The Israeli Information Center for Human Rights in the Occupied Territories.... And tons of other jews have said that Judaism has nothing to do with Zionism.

Aaron Mate whose father is an anti-zionist Holocaust survivor said “Israel, ...Who are terrorists, who are no different than ISIS, because they claim a divine right to commit horrific acts.”

SJP stands with all people of conscience in saying it should not be tolerated.

Appendix d

Labor acknowledgment: a moment to appreciate the enslaved and indigenous peoples. I close my eyes to ponder the ancestral past of CA: the Tongva, Tataviam, Serrano, Kizh, and Chumash people. The divine actions made by colonizers to remove equity, support, and enrichment away from the indigenous peoples’ that protected this land. From 1492-1900: 96% drop in population (estimated). 96% loss of ancestral homelands. Force displacement. Ethnic cleansing. Starvation. Internment camps. Cultural Genocide.

So, now I challenge you. Close your eyes (if you cannot, due to protocol, then don’t) and think of your ancestors. Your ethnicity. Your culture. Your family tree. Think pre-colonization. Breathe in deeply, feeling the air travel into your belly, then slowly into your chest, then back out again. Do this a few times, noticing your heartbeat and mind calm.

Remember the beautiful faces and memories that made you who you are today. In your mind hug those you’ve lost, as compassionately as you can for their energy is still within you.

We have all been here before, we fall into a state of compassion through our breath and patience. It occurs during pivotal moments in your life.

Now slowly come back to the space. Who did you see? What places did you see?

As I sit outside a 4th floor conference room I hear a bustling club meeting; cheering, laughing, catching up, and talking. You can almost hear the smiles on their faces. At first, I wonder in a pessimistic way “why are other clubs not as active?” So, I re-framed that thought in an optimistic manner “what an amazing privilege to have. The privilege to be around like-minded people that share the same mission.”

So, what is your mission, are we like-minded? Yes you, the person reading or hearing this. What is your mission? For that I go to Cypress College’s own Mission Statement: We are dedicated to

forging academic and career pathways to support the achievement of our students, enhancing their **economic mobility**, **fostering equity**, and **enriching society**.

The stories here today express that pro-Palestinian students feel that support, equity, and enrichment have been blocked. Blocked at entry, before it could even get to the minds and hearts of our fellow peers. Before we can be patient and breathe with compassion.

Imagine the people, places, and memories you thought of were deemed worthy of censorship? Imagine if you had a club that protected your indigenous past, ancestors, culture, and equity?

Now imagine starting a club, recruiting members, then having others rip off flyers from a free speech board. Flyers APPROVED BY Associated Students. The bustling club I mentioned earlier is one of many, but has an advantage. Their flyers and posters were never taken down. They were never threatened with racial or religious prejudice. Can you guess which club that was?

So again, I ask you: What is your mission in life? Will it be complacency? Will it be stewardship? Will it be protecting the hearts and minds of our ancestors?

Will you read your laptop, phones, canvas modules, or document drafts more than listen to those speaking to you here today?

Will you just sit idle and wait for more of our lands and cultures to burn down from negligence?

Take Care,

Robert Diaz

 Integrative Wellness Club | President

Appendix e

Please enter this statement in the minutes of the meeting.

Dear President of the Cypress College Academic Senate:

I am writing to express my perspective in response to recent calls for statements of condemnation related to anti-zionism.

As a survivor of what has been called the Silent Holocaust—referring to the genocide of the Mayan people in Guatemala, perpetrated by a military dictatorship and supported by the United States and Israel through funding, training, and arms—I speak from lived experience. I know what it is like to endure state-sponsored violence, displacement, and erasure. For this reason, I empathize deeply with the suffering of Palestinians in Gaza and the West Bank.

I am also an immigrant to the United States, a person of color of predominantly Indigenous Mayan heritage (Q'eqchi' and K'iche') and Afro-Caribbean descent. In both my personal life and academic journey, I have experienced racism, xenophobia, and marginalization. These experiences shape not only my worldview but also my commitment to justice, equity, and human rights.

Over the past nineteen months, I have actively participated in—and at times helped organize—weekly demonstrations against the violence in Gaza. Our coalition includes individuals of diverse backgrounds and beliefs, including Christians, Muslims, Jews, Buddhists, and secular voices. As a group, we have faced harassment and intimidation, most often from individuals who conflate criticism of Zionism with antisemitism.

It is essential to clarify that Zionism is a political ideology, distinct from Judaism as a religion or cultural identity. While some Jews identify as Zionists, many do not. Similarly, while the Israeli flag contains the Star of David, it does not represent Judaism as a whole. To conflate these distinctions is not only inaccurate but silences the legitimate voices of Jews and others who oppose the actions of the Israeli state.

In light of this, I must respectfully oppose Professor Halahmy's request for a statement of condemnation. Such a statement risks silencing valid critiques of state policy and the suffering of oppressed people, while also deepening divisions within the academic community. A university should be a place of open dialogue, intellectual honesty, and moral courage—not a forum for suppressing dissent.

Thank you for your time and for considering this perspective.

Sincerely,
Carlos Ovalle, Architect, retired

Appendix f

My name is Dr. Archie Delshad, and I serve as the DEIA Ombuds for Faculty Senate at Fullerton College, Secretary for United Faculty, and the Vice President of SWANA FSA. My expertise as a political scientist is in the field of race and ethnicity, specifically in the SWANA region.

After learning about the disconnect between your Academic Senate and United Faculty, I volunteered to serve as the liaison to this body, despite not working for this College. Unfortunately, the decision to move your meetings last year conflicted with my role as a Senator, and that relationship did not continue. Instead, I asked your current liaisons to take over the role to ensure that your Senate would stay informed. When I did attend your Senate in my official capacity as liaison, I wrote my personal email address on the board and invited all of you to contact me with any concerns. None of you did.

My last time in this room was during the election cycle for United Faculty. At that meeting, a Senator made the decision to attempt to police my language, for purportedly being

“unprofessional in polite society,” – that is a direct quote. Setting aside the inherently racist nature of that comment was difficult for me in the moment, but that is what I did. In retrospect, I should have taken the opportunity to share with you all the academic research that using colorful language is a sign of higher intelligence, honesty, and creativity – there’s my email, yet again, if any of you want me to send you the articles. These traits are lacking in all institutions of higher education, but I’m proud to embody every fucking one of them.

At your last Senate meeting, you made the decision to agendize an item on “civility.” A colleague informed me that my name was brought up in that discussion as someone who is supposedly “uncivilized.” These microaggressions against me *personally* are examples of how institutional racism upholds the oppression and persecution of people of color, but also a perfect example of why “polite society” is not a value of mine. *Justice* is.

Seeing that this body is now considering an agenda item on antisemitism in response to a student taking down an Israeli flag, I feel it is my responsibility to speak on this issue. While Gaza burns from US taxpayer provided bombs, while 90% of the infrastructure has been destroyed, while every university in Gaza has been annihilated, while hundreds of thousands of people have been murdered by the state of Israel, while a genocide is unfolding before our very eyes, you all consider an agenda item to condemn taking down the flag of the state responsible for it all. How *uncivilized*.

I invite you all to take my course on the Government and Politics of the SWANA region, which I teach every spring semester. Antisemitism and anti-Zionism are not synonymous, and it’s apparent that this rudimentary fact is foreign to some of you.

I call on the Academic Senate to vote against this agenda item and instead introduce a resolution supporting SWANA students, staff, and faculty. Enter my statement into the minutes.

Appendix g

I align myself with the previous speakers who have spoken against Prof. Halamy's request. As a historian, I would like to address an aspect of what Dr. Delshad said.

Historically and in contemporary contexts, calls for civility have often served to uphold dominant power structures and suppress radical or unpopular ideas by discouraging challenging discourse and keeping the conversation safe for them.

In the 19th century for example, suffragettes were accused of being rude or unruly to dismiss their legitimate critique and demands for equal rights. Slightly earlier, supporters of slavery regularly invoked civility to rebuke abolitionists. In response, Frederick Douglass condemned the weaponization of politeness. In his 1857 West Indian Emancipation speech, he said Slaveholders are “models of taste,” “With them, propriety is everything; honesty nothing.”

Civility is more than being polite. Civility should not be a tool to silence minoritized voices. Notably, aggressive speaking patterns often pass unremarked when evidenced by

powerful white men. Intimidating speech is the antithesis of “polite” or “civil” discourse but is so common and accepted from that these guys may never be called out for it.

Some use civility to silence those who need to speak loudly to be heard, particularly those with a minority perspective or opinion. Civility should be used to ensure that everyone has a chance to be heard, not as an opportunity to silence those who struggle to be heard.

Appendix h

Please enter this statement into the minutes of the meeting.

Dear President of the Cypress College Academic Senate,

I am a concerned citizen writing to you regarding the tearing down of an Israeli flag flyer that was posted on a Professor's window.

Tensions today are extremely high on all sides of the political spectrum. Actions are being taken and these actions are being labeled terms that are intentionally meant to direct hate towards one group or another.

The tearing down of a Professor's Israeli flag, although wrong and should not have happened, does not amount to antisemitism. The act of tearing a flag of any nation does not inherently mean you are expressing hate for a people of that nation or a religion of that nation etc. Rather, it symbolizes the disapproval of actions taken by said nation. If you stomp on an American flag, you aren't practicing discrimination against American citizens. You aren't going to hurt every American citizen you see. You are likely frustrated with actions taken by the United States Government, and are expressing it through an artistic stance against a symbol of that nation.

Criticism of a nation-state like Israel is not antisemitic. Under the First Amendment rights, the nation of Israel, as well as any nation such as the United States, are able to be openly criticized in public life. A historical and material view of their political actions and various policies should be examined. I highly caution against diluting the meaning of true antisemitism as that is actually a form of hate that is wrong and should be looked down upon in society.

Educating the students and professors on true antisemitism should be a priority. No Jewish student or professor, or a student or professor of any faith should feel unsafe in their school. What should also be an equal priority is educating the students and professors on increasing anti-Palestinian and anti-Muslim hate, which is often overlooked in such discussions. If anyone should feel unsafe it's those that are being persecuted by our government and mainstream media. They are actively attempting to intimidate and silence pro-Palestinian voices at every corner.

As an institution of learning, teach your students through example. Condemn an action by calling it what it is, not what it feels like through the forced perspective of someone like David Hallamy and his “complaint”.

Thank you,

Tyler Hotte, CPA

Appendix i

Good afternoon,

Please enter my statement into the record for consideration.

I write to you as a deeply concerned member of this community, compelled to address a recent incident involving the removal of an Israeli flag flyer in one of your faculty member’s office. It is crucial to recognize that such actions do not equate to vandalism or antisemitism. Criticizing the policies of a nation-state, including Israel, is not antisemitic. To conflate the two risks diluting the gravity of genuine antisemitism and undermines the integrity of our discourse.

I urge you to consider the broader context of rising anti-Palestinian and anti-Muslim sentiments, which often go unaddressed in these discussions. If any group should feel unsafe, it is those who are subjected to systemic persecution and marginalization. The efforts to intimidate and silence pro-Palestinian voices are evident and must be met with equal vigilance.

I must also bring to your attention these facts:

Amnesty International has concluded that Israel is committing genocide against Palestinians in Gaza, citing deliberate acts of mass killing, destruction of civilian infrastructure, and forced displacement. The International Committee of the Red Cross has described the situation as a "horror" that challenges "the very foundations of our humanity." The United Nations has reported that over 163,000 buildings have been damaged or destroyed, and more than 52,000 lives have been lost, with the majority being civilians, including women and children. This is not a distant tragedy; it is a genocide and that demands our attention and action.

As we navigate these complex issues, I implore you to uphold the values of free expression and academic inquiry. It is imperative that we protect the right to critique

and protest, even when such actions are uncomfortable or controversial. To do otherwise is to compromise the very principles upon which our institution stands.

Choose to be on the right side of history. Thank you for your attention to this matter.

Sincerely,

Silva Nahhas

Appendix j

Please enter this statement in the minutes of the meeting:

Dear President of the Cypress College Academic Senate:

My work in Palestinian Liberation began in college. I was apart of Students for Justice in Palestine from 2018 to 2021. During that period, we faced harassment from pro-israeli groups on campus that deemed our appreciation for Palestinian culture as “violent” and “anti-semitic”. They would find out where we would meet on campus and stalk our group outside the room. They would doxx our members, submit us to Canary Mission, and made it difficult for our students to exist peacefully. This was in 2018.

As an alumni of Students for Justice in Palestine, I cannot imagine being a student in today’s academic setting. Being in this group was a thoughtful and necessary experience to learn how to organize as a team in the face of propaganda and misinformation. I read the statements from students pleading to their faculty and administrators to protect them from this current administration’s tyranny. Students do not need more surveillance to feel safe. Additionally, professors that intentionally rip down student made flyers from different place on campus should also face consequences. Aren’t college campuses suppose to be places of thought and debate? What discussion could even happen if students are being intimidated by professors, people who are suppose to role models, not bullies?

I urge you to stand with your students by opposing Professor Halahmy’s request for condemnation against these students. Ripping off copy paper from an office door is not at all on the same level of dehumanization, racism, torture, and brutality Palestinians have endured for the past 76 years.

In solidarity,

Gabriella

Appendix k

Please enter in the minutes

I stand in front of you bearing the weight of a mother, woman, immigrant, Muslim, a semite, President of SWANA FSA, advisor of SJP club and co-advisor of MSA club. I stand in front of you as the voice of those who are too afraid to speak out. I stand in front of you as a human being who has been intuitively doing social justice work for everyone, on campus and outside campus, before this work became trendy and acquired labels. I stand in front of you representing all of us who have been dehumanized and for whom every effort has been exercised to silence us, including pitting us against each other, but mostly assassinating us. Assassination of voices of the oppressed by white supremacy, colonialism, entitlement has been the norm since forever and particularly in this country of ameriKKKa whose existence is supremacy, genocide, holocaust, slavery, and hate. Remember what happened to Martin Luther King and Malcolm X? But for small people like us, existing in academic spaces entrenched in institutional racism, you assassinate us not by bullets but by assassinating our character and reputation by every malicious way and manner, often weaponizing People of Color against each other, screaming your civilized western values that have no value except to your own sense of aggrandizement and superiority, to convince yourselves that you are the masters and we are the savages who need to be tamed by your allegedly superior standards of fake democracy, degrading standards of exclusion, divisiveness, erasure, othering to say the least. This is personal and antisemitic.

If you want to talk about impersonal and civilized and focusing on the issue, then examine the real issue which is your racism and inherent bias towards us where you negate that we have feelings, families, needs, tears, pain, love, passion and any sort of human trait. You disregard our truths while honoring your lies. You disregard us while choosing to see others who reflect your degenerate value system. You impose your standards of judgment on us while pompously rewarding yourselves that you are the civilized and we are the uncivilized savages. Gaza has exposed so many things, mostly fake liberals and eloquent academics who spew fancy words but fail as humans.

I am honored to be labelled as an uncivilized savage because I am fighting for justice rather than being civilized for standing with injustice. Yes, go ahead, assassinate our character and reputation because that is all you got to hide truths. Yes, use us as an example for those whose necks you step on to keep them silent. Let me remind you that truth is truth and will always prevail.

"You may not control all the events that happen to you, but you can decide not to be reduced by them" Maya Angelou; Still I Rise

Dr. Maha Afra

Kathleen McAlister is inviting you to a scheduled Cypress College Zoom meeting.

Topic: Academic Senate Meeting 5/8/25

Time: May 8, 2025 03:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://cypresscollege-edu.zoom.us/j/83300640852?pwd=ZD7BIRT5wPOk5U6AUkpC89IMPTafaJ.1>

Meeting ID: 833 0064 0852

Passcode: 705688

One tap mobile

+13017158592,,83300640852# US (Washington DC)

+13052241968,,83300640852# US

Dial by your location

+1 301 715 8592 US (Washington DC)

+1 305 224 1968 US

+1 309 205 3325 US

+1 312 626 6799 US (Chicago)

+1 646 558 8656 US (New York)

+1 646 931 3860 US

+1 253 205 0468 US

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 360 209 5623 US

+1 386 347 5053 US

+1 507 473 4847 US

+1 564 217 2000 US

+1 669 444 9171 US

+1 689 278 1000 US

+1 719 359 4580 US

+1 720 707 2699 US (Denver)

Meeting ID: 833 0064 0852

Find your local number: <https://cypresscollege-edu.zoom.us/j/83300640852?pwd=ZD7BIRT5wPOk5U6AUkpC89IMPTafaJ.1>