Cypress ◯ College

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.

AGENDA: May 22

Future meetings dates as approved in Agenda item VIII (c): 09/04, 09/18, 10/9, 10/23, 11/13, 11/20, 12/04, 12/11, 02/12, 02/26, 03/12, 03/26, 04/79, 04/23, 05/07, 05/21

I. **Establish Quorum and Acknowledge Alternates**
   Established at 3:01. Jolena Grande is an alternate for Brenda Toy.

Committee members present as indicated by (x).				
Academic Senate Officers		**Academic Senators**		
President: Kathleen McAlister	x	Career Technical Education 1 Paul Kelley (T1, Y1)		
President-Elect: Jaclyn Magginetti	x	Career Technical Education 2 Jeremy Peters (T1, Y1)		
Past President: Damon de la Cruz		Counseling 1 LaRon Armstead (T1, Y2)	x	
Secretary: Karen Le Cornet	x	Counseling 2 Deborah Bundy (T1, Y1)		
Treasurer: Joel Gober	x	Health Science 1 Thu Pham (T1, Y2)		
Curriculum Chair: Joyce Peacock	x	Health Science 2 Beena Eapen (T1, Y2)	x	
IDEAA Ombuds: Michael Brydges	x	Health Science 3 Jolena Grande (alternate for Brenda Toy)	x	
Academic Senators		Kinesiology Sergio Cutrona (T3,Y2)	x	
Adjunct Faculty Senator 1 Layal Lebdeh (T2, Y2)		Language Arts 1 Samantha Simmons (T1, Y2)	x	
Adjunct Faculty Senator 2 Zachary White	x	Language Arts 2 Karen Le Cornet (T2, Y1)	x	
Adjunct Faculty Senator 3 Kasim Alimahomed (T1, Y1)	x	Language Arts 2 Alison Robertson (T2, Y1)	x	

Committee members present as indicated by (x).			
Business/CIS 1 Kathleen Troy (T2, Y2)	x	Library/Learning Resource Center 1 Monica Doman (T1,Y1)	x
Liaisons		**Academic Senators**	
Accreditation: Jill Bauer	x	Science/Engineering/Math 1 Joel Gober (T2, Y2)	x
AdFac United: Layal Lebdeh	x	Science/Engineering/Math 2 Christina Plett (T2, Y2)	x
Associated Students: Moises Sandoval		Science/Engineering/Math 3 Ron Armale (T1, Y2)	x
Campus Technology:		Social Science 1 Hilary Reuter (T1, Y2)	x
CC Foundation: Damon de la Cruz		Social Science 2 Craig Goralski (T1, Y1)	x
CTE Liaison: Paul Kelley		Visual and Performing Arts 1 Donivan Howard (T1, Y1)	x
Distance Education: Samantha Simmons	x	Visual and Performing Arts 2 Aydinaneth Ortiz (T1, Y2)	x
Diversity, Equity and Inclusion: Maha Afra			
Guided Pathways: Liana Koeppel	x		
Program Planning and Review: Jill Bauer	x		
Professional Development: Jaqueline Aguet			
Student Equity and Achievement: Jenelle Herman	x		
Student Learning Outcomes : Jennifer Coopman			
United Faculty: Ruth Gutierrez Steven Estrada			

Guests: Brady Miller-Wakeham, Bryan Seiling, Jason Thibodeau, Giovani Hortua,

II. Adoption of the Agenda
President Kathleen McAlister made the motion to adopt the agenda while moving the president's report to after Faculty Announcements. The motion was seconded and approved.

III. Approval of Minutes from 04/24/2025 and 05/08/2025
Joel Gober made the motion to approve the 4/24/2005 minutes. The motion passed. Alison Robertson, Hilary Reuter, Jolena Grade, Kasim Alimahomed, and Aydinaneth abstained. Joel Gober made the motion to bring back the 5/8/2025 minutes to the first meeting in fall. The motion passed.

IV. Public Commentary (3 minutes per speaker)
Dr. Kathleen Reiland reported on issues related to the five-week calendar. She noted that financial aid disbursements, processed through the Orange County Department

of Education, require grades to be submitted by June 4 at 3 p.m. as a hard deadline to ensure students receive funds for summer books. David Booze will send information to faculty regarding this deadline. Dr. Reiland recommended negotiating a contract with the Department of Education. She also noted that the College Schedule now reflects "C" or "F" designations following the common course numbering system, which primarily affects students. Finally, she reported that this is the last year of the College Scheduler contract.

Bryan Seiling expressed disappointment in Senate leadership and in what happened at the 5/8 meeting. He noted attendee concerns regarding procedure and the handling of Hilary Reuter's second motion.

Jason Thibodeau read a statement that can be found in appendix a.

Gio Hortua read a statement that can be found in appendix b.

Myev Reeves read a statement that can be found in appendix c.

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

Aydinaneth Ortiz announced the dance performance *People in Motion* this weekend, Friday and Saturday at 7pm.

Sergio Cutrona announced the Men's Baseball event Saturday, 6 p.m. at Mt. SAC. People may watch in person or online.

VI. President's Report (moved)

President Kathleen McAlister reported on several items.
- Senate/Union Workgroup: Two meeting dates have been scheduled for June 10 and June 11. She requested four to five senators participate.
- Board Policy on Faculty Hiring: At the May 19 meeting with Chancellor Breland, they discussion focused on increasing awareness of the existing policy, which has not been updated since 2000. Concerns were raised about whether the current process is being followed. The Chancellor noted that converting the policy to an AP/BP would place it in the regular review cycle.
- Reassigned Time Workgroup: The group will continue its work in the fall. Faculty coordinators will be asked to review and provide feedback on current duties and a proposed rubric for calculating reassigned time, with the goal of ensuring parity across the district.
- Craig Goralski made the motion to extend time by 5 minutes. The motion passed.
- Interim VPI Hiring: The current process for hiring interim administrators does not require faculty participation. President Thayer expressed interest in including faculty by identifying three faculty members to meet prospective candidates in June. Work has begun to revise the policy on interim administrator hiring to provide for faculty involvement.

VII. Faculty Issues – Unfinished Business
   a. <u>IPLOR Annual Report (15 minutes, Second Read, Action)</u>   Kathleen McAlister/Jill Bauer

The IPLOR Co-Chair, Jill Bauer, presented the 2024–2025 annual instructional program review report and addressed questions, including proposed changes to the handbook (extending the Program Review Chair term from three to four years), program highlights (e.g., Dental Hygiene undergoing the baccalaureate process), and the inclusion of Career Education and Global Studies. She also noted some confusion regarding CTE top-coded programs and referenced Appendices A–J. Senator Hilary Reuter made the motion to approve the report. The motion passed.

b. Starfish Canvas Gradebook Integration   (10 minutes, Second Read, Action)
Karen Le Cornet/Liana Koeppel
The Starfish Implementation Team requested faculty feedback on the proposed Canvas Gradebook Integration, previously presented at the April 24, 2025 Academic Senate meeting, and sought Senate support prior to a final implementation   decision.

Reports from the divisions and senators included:
* Health Sciences: 9 in favor, 2 opposed, most undecided; support primarily for online classes.
* Liana Koeppel clarified that faculty will not be required to use the integration.
* LaRon Armstead shared a positive experience but noted difficulty identifying messages without CRNs.
* Zachary White reported adjunct concerns about possible penalties for non-use; it was clarified that use is not tied to evaluation or contract requirements.
* Language Arts requested more training and information.

LaRon Armstead made the motion to support the integration. Michael Brydges seconded, and the motion passed. The Canvas Gradebook will be integrated into Starfish.

c. Guided Pathways Annual Report to the Academic Senate (15 minutes)
Karen Le Cornet/Liana Koeppel/Brady Miller-Wakeham
Guided Pathways Co-Chairs, Liana Koeppel and Brady Miller-Wakeham, presented an activity and impacts report to the Academic Senate. Liana Koeppel highlighted projects including student email reactivation, *Are You My Counselor?*, and QFE My Project. Jaclyn Magginetti asked about part-time students; it was noted that available state metrics do not disaggregate data for part-time students, though comparative data is available on the Chancellor's website. Michael Brydges made the motion to extend time. Hilary voted to oppose. The motion passed.

d. Distance Education Plan (10 minutes, Second Read, Action)   Samantha Simmons
Distance Education Coordinator, Sam Simmons, presented the DE Plan for a second read and vote. Simmons indicated two errors that were found and shared the feedback she received on the plan such as whether to include Starfish, Dual Enrollment, and support for LTIs in the plan. Hilary Reuter asked for clarification on the RSI rubric. Joel Gober made the motion to extend time by five minutes. The motion passed. Simmons then reported updates to the RSI rubric and related

faculty training. President McAlister made the motion to approve the DE Plan. The motion passed.

VIII. Faculty Issues – New Business

a. <u>Seating of New Senators (10 minutes)</u>   Jaclyn Magginetti

The Senate confirmed newly appointed Division Senators. Jaclyn Magginetti reminded Senators of the bylaw provision stating that three missed meetings constitute grounds for a senator to be removed and replaced. Kasim Alimahomed moved to extend time by ten minutes. The motion carried.

b. <u>Election of Senate Executive Committee (15 minutes)</u>   Jaclyn Magginetti

The Senate conducted elections for Treasurer, Secretary, and IDEAA Ombuds. Karen Le Cornet self-nominated for Treasurer; the nomination was approved unanimously. Jill Bauer self-nominated for Secretary; the nomination was approved unanimously. For IDEAA Ombuds, a statement was submitted by Michael Brydges. The nomination was approved with all in favor and one abstention, Kasim Alimahomed.

c. <u>Academic Senate Meeting Schedule and Format 2025-2026 (10 minutes)</u>
Jaclyn Magginetti/Kathleen McAlister
The Senate reviewed the 2025–2026 meeting schedule and confirmed meetings will continue on the 2nd and 4th Thursdays, with exceptions in November (1st and 3rd). Key dates include the Senate Retreat on August 28 and Fall Plenary on November 6–8; the Past President will chair the November 6 meeting. The proposed schedule was approved with no opposition. The Senate discussed meeting format options in relation to Brown Act requirements. Considerations included livestreaming, the use of Zoom or Microsoft Teams, and compliance issues with online participation. Kasim Alimahomed made the motion to extend discussion by five minutes. The motion passed. Jaclyn Magginetti will consult with District legal counsel and bring the matter back for a vote in fall.

d. <u>Review of Academic Senate Budget (10 minutes)</u>   Joel Gober/Jaclyn Magginetti
The Senate reviewed and updated the budget. The total allocation for the current year is $21,000. To date, $8,000 has been spent on travel expenses and $9,539 on treats. Jolena Grande, Joyce Peacock, and Julia Cherney, in their leadership roles, noted that these expenditures occurred prior to June 30. The budget allocation for next year has not yet been determined; leadership advised assuming the same allocation of $21,000. The originally requested budget was $23,890. Leadership clarified that the initial budget is requested in the spring, and the official allotment is approved in the fall. Additional expenses not included in the original budget, such as adjunct support for IPLOR, are being accounted for, and line items will be updated to reflect these additions.

e. <u>Appointments (5 minutes)</u>   Jaclyn Magginetti

The Senate voted on open positions and committees. Senate voted to appoint Samanta de Frutos García to the District Technology Committee; the motion was approved unanimously. Senate also discussed participation in the VPI "Meet and Greet," which President Scott Thayer offered as a courtesy for faculty input. It is not a formal interview. Joel Gober, Kathleen McAlister, Jenelle Herman, Zachary White, Joyce Peacock, and Jaclyn Maginnetti volunteered. Three participants will be selected, with additional volunteers being solicited to ensure availability. Craig Goralski commented that the event is largely informal but emphasized the need for a formalized interim hiring process with constituent involvement. Jaclyn Magginetti noted this process is already part of DCC planning.

f. Syllabus Guidelines Revision (10 minutes)   Kathleen McAlister/Jill Bauer
The Syllabus Guidelines Revision workgroup (Kasim Alimahomed, Jill Bauer, and Donivan Howard) was scheduled to present the revised guidelines for the Senate's review and feedback. Due to time constraint, Jill Bauer made the motion to table this agenda item to the fall. The motion passed.

IX.   Special Reports (3 minutes per Report)
a. Academic Senate Treasurer's Report – Joel Gober
No report

b. Accreditation Steering Committee and ACCJC Self Study - Jill Bauer
- 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 in the fall. Accreditation leadership is also seeking clarity on how Administrative Guide 3004 informs the FHP process.
- 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. AIEC, Guided Pathways Steering Committee, and Caring Campus are partnering to work on wayfinding and have begun meetings with Campus Communications and Campus Capital Projects on improving college maps and signage.
- The AIEC has completed 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.
- The AIEC is currently reviewing the Governance Group self-evaluations.

c. Adjunct Faculty United – Layal Lebdeh
No report

d. Associated Students – Moises Sandoval
No report

e. **Campus Technology Committee- Thomas Stufin**
- Liaison Report, Cypress Technology Committee Meeting – May 14, 2025
- The CTC convened on time and approved the minutes from the previous meeting without changes. The committee conducted business in accordance with the pre-published agenda. Special guest Khaoi Mady, Director of Academic Computing Technologies, was introduced and presented on the alignment between site and district technology committees. Remarks emphasized collaborative efforts that advance both the district's broader goals and the Cypress College Strategic Plan.
- The Chairperson effectively facilitated discussions, including the completion of the annual Committee Self-Assessment and a conversation on the CTC's role in district-wide technology planning.
- The meeting concluded with a review of the Technology Standards Document and the Technology Refresh Plan, followed by adjournment.

f. **CTE Liaison – Paul Kelly**
No report

g. **Curriculum Committee - Joyce Peacock** (FYI, MQs handbook came out)
No report

h. **Cypress College Foundation - Damon de la Cruz**
No report

i. **Distance Education – Samantha Simmons**
Please share with your respective divisions.
- **Turnitin**
  - **June 9, 2025** – Upgrades for LTI 1.3 (external tool) and Checkpoints (discussion board due dates) will happen coinciding with the first day of summer school
  - Upgrading Turnitin's LTI 1.1 to LTI 1.3 (external tool) in Cypress College's Canvas environment.
    - **Scenario #1** - Turnitin LTI 1.1 (as external tool) users who use Turnitin for 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.
    - **Scenario #2** - Plagiarism Review (Framework) users who grade in speed grader will not be impacted.
    - **Scenario #3 - ***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.
  - Here is a guide for How to Identify Turnitin Assignment Types in Canvas
  - See guides and videos in the Canvas Resources for Online Instruction –> Modules –> Canvas Integrations and Applications -> Turnitin Updates June 2025
- **CANVAS**
  - Canvas Release notes mentioned an upcoming feature that will change the **user experience of the Files** page within a Canvas course. Currently, the change is scheduled to launch on **Saturday, June 21st** but is subject to change. It is also

important to mention that this change looks as though it will be enforced across all subscribers, meaning we won't be able to enable it at a time of our choosing.
- ○ From the provided screenshot and notes, it appears that the folder tree (which currently displays on the left-hand side) will be removed as part of the update which some folks may find disorienting/frustrating (at least at first). Luckily, the release notes indicate that a toggle switch will be available on the Files page, allowing users to switch between the classic and new layouts (at least for a little while). Despite the negatives, this layout change appears to offer some quality-of-life improvements as well such as column sorting and bulk editing of file permissions and usage rights.
- **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 start on 6/2, 7/14, and 8/4.

j. DEIAA - Maha Afra

Approval of Minutes – April 9, 2025

Presentations: Equity Framework, Charger Experience Program—Brittany Hamer Student Life-David Okawa.

Accessibility (standing update): no update.

Affinity Spaces (update) a. SWANA Presentation - Sonya Kaleel and Rashad Al-Dabbagh, Dr. Archie Delshad, Student Aseel Akile, and Maha Afra.

Funding Requests: N/A

DEIAA Budget (YTD): rolled over to next year.

Upcoming Events
1. CEP and Transfer Commencement Celebration: May 14
2. VRC End of the Year Celebration: May 15
3. Human Services Celebration: May 16
4. ESL End of the Year Celebration: May 19
5. Puente End of the Year Celebration: May 20
6. DSS Graduation Ceremony: May 21
7. EOPS End of the Year Celebration: May 22
8. CC Foundation Scholarship Awards Ceremony: May 23
9. Lavendar Graduation: June 2
10. STEM2 Transfer Recognition Ceremony: June 6
11. Puente End of the Year Celebration: May 20
12. DSS Graduation Ceremony: May 21
13. EOPS End of the Year Celebration: May 22
14. People in Motion Dance Concert: Campus Theatre, May 23 and 24 at 7 pm, and May 25 at 4 pm.

k. Guided Pathways Steering Committee - Liana Koppel (no additional)
No report

l. IDEAA Ombuds - Michael Brydges
No report

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 was presented to the Senate on May 8th and PBC on May 15th.
- 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
No report

o. Student Equity and Achievement Committee – Jenelle Herman
No report

p. Student Outcomes Assessment - Jennifer Coopman
- Jennifer Coopman stated that the spring 2025 data load is done. 94% of our degrees and certificates now have PSLOs.
- A Spring 2025 data load was completed in the eLumen production site by District IS at the end of week 13. CSLO assessment scorecards should be viewable for courses. If an assessment scorecard is missing for a course, please contact Jennifer Coopman with the course prefix and number. As a reminder, there is a relatively new interface when Faculty log into eLumen with a to-do list. Faculty can select "Courses" to view the old interface. 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.

- An email was sent to Faculty with CSLO assessment information. This email included the link to eLumen, the link to register for the Resources for Student Learning Outcomes (RSLO) Canvas course, and an attachment for the SLO Faculty Handbook. A follow-up email will be sent to all faculty during week 16.
- New CSLO assessments were created and planned for future semesters in eLumen and old assessments deleted where applicable.
- 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, when Curricunet updates with an active 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 in eLumen when the updates are active in Curricunet. Departments should also update Department PSLO mappings to reflect any CSLO mappings to *Equity*.
- An email was sent to all faculty containing registration information for an SLO Talk titled, *Practical Strategies for Assessment and Learning Outcomes: Tools, Equity, and Scale.*
- 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 are due to pre-launch in Curricunet this semester (Spring 2025). These programs will be undergoing instructional program review this Fall 2025. Programs highlighted in yellow are due to pre-launch in Curricunet 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.
- 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, 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.
- The next Instructional Program and Learning Outcomes Review (IPLOR) Committee meeting is scheduled for Fall 2025.

q. **United Faculty- Steven Estrada and Ruth Gutierrez**
No report

r. **President's Report and Committee Appointments (15 min.)**
See agenda item VI.

X. Adjournment
Joel made the motion to adjourn at 5:31 p.m. The motion passed

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Appendix a

May 22, 2025

To: Cypress College Faculty Senate

Recent senate meetings have brought to our attention multiple related issues all connected to how we talk about and express our attitudes toward the ongoing conflict between Israel and Hamas. And we can and should attend to all these issues. But the immediate issue that you faced at the last meeting, as you considered the Social Sciences resolution, does not concern whether we support Israel or condemn Israel, whether we support Gazans, whether we are Zionists or antizionists, or whether we condemn the atrocities committed by Hamas militants on October 7th. The issue

concerns the fact that an emblem of religious, ethnic, and national affiliation was vandalized, multiple times, in the personal space of a member of our community. Saying that such acts of vandalism are unacceptable, and calling them antisemitic, is not saying that the actions of Israel in Gaza are justified. It is not saying that the college favors Israel in the current war or in any other context. It is not saying that those who oppose the actions that Israel has taken are not permitted to express their opposition. It is to say that the targeting of members of our community because of their religious, ethnic, and/nor national affiliations is unacceptable.

It is true that we do not know the intentions of those who vandalized faculty offices. They might have been intending to express their disapproval for Israel's actions in Gaza. It might have been that they intended to express their disapproval of Zionism. Perhaps they had some other motive. But the intentions of those who vandalized the office are not the only thing that is relevant. What is at least as relevant is the effect that the vandalism had on members of our community who identify as Jewish, Israeli, or Zionist. From this perspective, it is difficult to deny that among the messages that were sent by these acts of vandalism was the judgement that expressing one's affiliation with Israel is not to be tolerated.

In this context it is important to remember that symbols have significance and meaning that is independent of the intentions of those who display the symbols. This is also true of actions. Our acts can have symbolic significance, and, when they do, this meaning is independent of our individual intentions.

Many of the speakers who spoke at the last senate meeting, and all the people to whom I have spoken about the incidents, have agreed that the destruction of an Israeli flag on a faculty door is unacceptable. I am heartened by this relative consensus. I hope that this consensus reveals that most of us agree that every member of our community should have the right to express their religious, ethnic, national, political, or other affiliations and display symbols of those affiliations with the expectation that such displays will be unmolested.

I also want to ask that we attend to the nature of the discourse that has occurred in Senate surrounding this issue. In my judgement, the discourse has not helped us understand the issue that confronted you as senators. Indeed, much of the discourse had the effect of obscuring the relevant issues. Further, I fear that many who would have voiced support for the resolution were intimidated from speaking. I myself was intimated two weeks ago. I sincerely regret that.

And so, I want to add some thoughts about the climate of discourse on campus. In my judgement, we should aim to create a culture, here on at Cypress College, that embodies the ideal of Martin Luther King – a society in which everyone will respect the dignity and worth of human personality. This requires that, when we enter dialogue, we interpret each other charitably. I reveal my respect for you when I assume that you are not evil, not hostile, not stupid, not ignorant. Another part of recognizing dignity is respecting the free speech rights of every member of our community. But another part is respecting the right to freedom of discussion. In a civilized democracy, but most especially on a college campus, we should enjoy the right to freely discuss any and all issues in a reason-based and mutually respectful dialog. We owe it to each other and to our students to foster a culture in which the mutual giving, taking, and evaluation of reasons is the way in which we address difficult issues. This entails such things eschewing personal attacks, trying to reduce the emotional intensity of the context of dialog, and an agreement to submit only to the unforced force

of the better argument. In a higher education context, freedom of discussion is a primary value that must be continually cultivated.

Thank you,
Jason Thibodeau
Professor of Philosophy

Appendix b

Good afternoon colleagues and everyone in attendance.

My name is Dr. Giovanni Hortua and I'm Co-Chair and Tenured Professor in Ethnic Studies here at Cypress College. I'd like to focus on one major concept that we should all need to keep in mind, especially when it comes to academic freedom and our own voices as professors on this campus. After our last Senate meeting, what could only be described as mob rule mentality and expression, during the last meeting the local Pro-Palestine chapter (from Long Beach?) brought their concerns to our house to express their take on the current and historic crisis in Palestine and Israel. While important, the crux of Professor Halahmy's statement, while yes problematic for appropriating the identity of who is considered "Semitic", has an important factor for ALL of us to keep in mind. His letter asking our college president to take a firm stance against "Anti-Semitism" in a letter to the campus community is one issue. Again, this being problematic to suggesting that only folks who are Jewish, if you we're only defining Semitic groups as those who are Jewish or residing in Israel, as the only targets of discrimination and hate on this campus. We know that's not true and the letter can easily be adjusted to encompass all historically targeted groups on campus.

While I may disagree with the verbiage, to me, this case also has more to do with preserving his right to academic freedom and freedom of speech as much as it is MY right to have academic freedom and freedom of speech. I may never have dinner or go to a movie with Professor Halahmy, he has every right to have his flag presented on his door and if he chooses to have the statement "I stand with Israel", then I have the same ability to say, "I stand with Palestine". I ask those who came here last time to "school" us in history and recent politics: would you find the American flag offensive? It's interesting that we didn't here that as well, considering the incredible imperialism, colonization, and documented genocide and destabilization of governments perpetuated by the United States. Now, I have family in the armed forces serving proudly. Although I disagree with what our nation does abroad, and contest all aspects of what's being done at home, if my family asks me to put an American flag in my office to commemorate my family members serving, I will do it and I'll be damned if anyone is coming after me because I support my family's commitment to doing what they believe is imperative for our nation's safety. Let's stop the bullying on ALL sides. EVERYONE has the right to exist, and everyone has a right to believe what they want and we are a college where presumably this is what we SHOULD do on all spaces across campuses. We can always agree to disagree without demonizing, cancelling, or gathering up a mob to come into our house to tell us how to engage our colleagues.

Appendix c

At the last senate meeting, I think you all got a taste of the unacademic culture of ideology and intimidation that has been allowed to foment on this campus—under the auspices of advocating for the just and righteous cause of Palestinian rights and sovereignty.

When last you met, did *you* feel that there was room for nuanced discussion? Did you feel safe enough to challenge any misinformation you might have heard, to disagree, or to agree with some arguments, but not others? I didn't. That has been my reality for a while now.

It has been made clear to me that anything I say, however reasonable or scholarly, has the potential to make me a target. I no longer feel that it is safe for me to call for nuance, or academic rigor in discussions on issues related to this conflict.

I am Jew who thinks Isreal has a right to exist—not at the expense of Palestinian lives—but to exist, nonetheless. And that has been enough for me to be deemed complicit with genocide and therefore, unworthy of moral consideration. All while being told that there is nothing antisemitic about that kind of condemnation.

Dividing the world neatly into black hats and white hats, the oppressed and the oppressors, the colonized and the colonizer, the good and the evil –it makes things so simple. But it is unworthy of the academic project. It is unworthy of our mission as educators.

What we do doesn't fit on a t-shirt. At least, it shouldn't.

Right now, I do not think we have a culture that tolerates reasonable discourse. We have a culture that demands adherence to an ideological agenda—an ideological agenda that masquerades as moral clarity. We see it on the left. We see it on the right. And in the middle, we see apathy and fatigue.

An idea was floated at the last meeting to create a task force in the model of the BLM task force. I am not sure what the vision for this task force is, though I am sure its well-intended. But I ask you—after the last senate meeting, can you imagine any Jew on this campus feeling confident enough in the safety of their reputation, or even their physical safety, to join it? I wouldn't. I couldn't imagine feeling that kind of safety right now. I am pointing this out to say that we need to address the broader culture of our college, otherwise such a task force will be futile. I hope, as we enter the fall term, we can move in a more academic direction.

Kathleen McAlister is inviting you to a scheduled Cypress College Zoom meeting.
Topic: Academic Senate Meeting 5/22/25
Time: May 22, 2025 03:00 PM Pacific Time (US and Canada)

Join Zoom Meeting
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