

Committee Confirmations

Campus Committees

All interested faculty are asked to answer the following questions. Their answers are included below their names.

1) For those who don't know you, what experiences, training, backgrounds, identities, etc. make you a good candidate for service on this committee?

2) How do you think diversity matters (including diversity of disciplinary training/expertise, experiences, background, identities, etc.) for the committee to which you are applying?

Total limit for both questions is 300 words. (Longer responses will be truncated.)

Campus Center Advisory Board (1 additional faculty needed)

1 Faculty Volunteer

1) **Husne Jahan, PT faculty, LA/English**

1. I have been working as a part-time faculty member in English, teaching mostly writing courses at De Anza College since 2005. In 2005, I had degrees only from universities overseas, a Bachelor's and Master's in English literature from the University of Dhaka in Bangladesh and a PhD in English literature with a focus on Modern Drama from the University of Wales and teaching experiences only at 4-year universities. I came to community college seeking a sense of belonging for myself and a more meaningful connection with students. I found a great deal of that connection through my interactions with students over the years. From 2006 to 2008, I also pursued and completed a Master's in teaching Composition with a certificate in teaching Reading at San Francisco State University. Throughout the years, I tried in several ways to become a closer part of the De Anza Community. While I have felt respected and connected to my students, I am not sure I have been very successful in doing that in relation to those who I work with at De Anza. I attended conferences and meetings, applied for at least one committee position to serve, applied for full-time positions to teach, but was never called for an interview. In fact, in spite of my many years of service at De Anza, I still feel peripheral. I am applying to serve on this committee so I try at another chance to belong, and to serve, in ways other than teaching.

2) Diversity matters for any committee because all those who come to De Anza in any capacity should feel that De Anza College cares, that people at De Anza College care, and that people are valued here irrespective of who they are and where they come from.

Zero Textbook Cost (ZTC) Grant Taskforce

3 Faculty volunteers

1. **Shagun Kaur, FT Faculty, Communication Studies**

I have been engaged in OER and Open Pedagogy for the past 7 years now. In 2017, I volunteered to be a part of the Academic Senate for California Community Colleges Task force. The work resulted in a 5 million dollar grant for the Academic Senate for California College Open Educational Resources Initiative and I have been part of the [leadership team](#) for the past 4 years serving as a Discipline lead, a Regional Lead – responsible for training and managing 30 + liaisons from all the community colleges in Area B, and currently as a Project Facilitator responsible for training, managing and leading author teams in creating over 30 OER projects ranging from 30K to 55K.

At De Anza in my brief time as OER coordinator [4 months] before PDL, I secured the [OpenStax partnership](#) and created the OER website for faculty. I have conducted training on OER development, [Open advocacy](#) and Open Pedagogy, and Universal Design for Learning, created open Public Speaking courses, OER guides, and co-authored the open textbook, "[A Survey of Human Communication](#)," available on LibreTexts.

[Universal Declaration of Human Rights](#) [Article 26] declares the right to education a fundamental right. Yet, our students, especially marginalized populations, often choose between rent, food, and textbooks every quarter, often accepting a lower or failing grade due to their inability to afford instructional materials. It is not only a travesty, but goes against the core mission of community colleges. As a former international student, and a De Anza faculty, Zero Textbook Cost, specifically OER, represents a tangible equity action, in my control as a faculty member. Ensuring ALL students can access materials on day one means one less barrier in the pathway to an education – a right we have availed ourselves.

2. **Salvador Guerrero, PT Faculty, Math**

- a. I have been a strong proponent of OER adoption for most of my 7 years at De Anza and have voiced my support for them in textbook committees for Calculus and Pre-Calculus. I have recently participated in a learning community for reading apprenticeship to help guide students in the use of text and OER use was emphasized, as well as a micro-credential course in creating an inclusive online learning environment. I strongly believe that adoption of OER materials allows for a more accessible learning environment and have adopted OER materials for most classes I have guided at De Anza.
- b. I think it is important that in this committee, diversity in discipline and background are important. Moreover, I feel that the background of committee members reflect that of the student population.

3. **Mark Healy, FT Faculty, Psychology**

- a. I have been involved with OER and zero-cost textbooks for five years, and constantly ask for student input into this initiative. I am also intimately familiar with the faculty issues related to OER/ZTC, as well as statewide legislative trends impacting our material requirements and programming of our course schedule.
- b. ZTC and related approaches are great examples of grass roots, unpaid work turning into an established strategy and broad vision. It's truly a community endeavor that has been going big time over the last few years. As such, we must have representation of different subpopulations within both the faculty and student populations. It's important to represent diverse disciplinary training, but also the wide variety of backgrounds and identities present in our classrooms.