

Confirmations

Block Scheduling [Need: 6 Faculty]

We are seeking faculty who **teach On-campus/Hybrid/Synchronous** to represent the following instructional areas:

1. **Lab Sciences**
 - a. Biology, Chemistry, or Physics faculty (with lab-based instruction)
2. **Co-Requisite Courses**
 - a. English or Math instructors teaching co-requisite (support/developmental) classes
3. **Athletics**
 - a. Faculty or coaches affiliated with the Athletics Department
4. **CTE Programs**
 - a. Instructors from Career and Technical Education programs such as Automotive Technology or Design and Manufacturing Technology (DMT)
5. **Large Enrollment GE**
6. **Counseling**

Sukhjit Singh - BCAT/Computer Science and Information Systems

I believe I would be a strong contributor to the Block Scheduling workgroup because of my broad experience working at the intersection of instruction, curriculum, and institutional planning. As Curriculum Committee Co-Chair and a faculty member in Computer Information Systems, I've seen firsthand how scheduling directly affects student success, course access, and program sustainability. I've led several collegewide initiatives—including Common Course Numbering, Bachelor's Degree development, and the expansion of noncredit-to-credit pathways—that required balancing diverse program needs with state mandates and equity goals. My work regularly brings me into collaboration with deans, department chairs, and faculty across CTE, STEM, and Liberal Arts divisions. These experiences have taught me how to design solutions that are both equitable and operationally sound. I approach challenges like scheduling with a systems-thinking mindset—focused on improving classroom utilization, simplifying pathways for students, and supporting faculty flexibility. I value transparent communication, data-informed planning, and shared decision-making. I would bring these same principles to the Block Scheduling workgroup, helping to develop a scheduling model that serves our diverse programs while advancing student completion and institutional efficiency.

Pete Vernazza – BCAT/Automotive Technology

1. I have been full time at De Anza for 26 years and on behalf of CTE Programs, Block Scheduling will be an important item to monitor.
2. Over 26 years, I have been deeply involved in CTE Programs, with many students of different backgrounds, and I feel that I bring experience and expertise when it comes to knowing what students want and need regarding scheduling/Block scheduling.

Brett Johnson – BCAT/Automotive Technology

1) I am currently in phase two of the tenure process but have been a full-time instructor in the Automotive Technology Department for 3 years. I have represented my department across several committees, including the CTE Advisory Committee. I have attended Academic Senate meetings regularly to involve myself in campus wide initiatives. I have helped orchestrate Credit For Prior Learning within the Auto Tech Department, mapping industry certifications to course offerings to provide industry professionals access to expedited pathways towards earning degrees and certificates. I have been involved in the Auto Tech Club as a resource for students and engaging on behalf of our student body with the college and our greater community. I take tremendous pride in the tradition of our department and am motivated to propel our values and ideas to the future of our programs and serving on campus wide committees is vital to strengthening our impact on campus. 2) The foundation of a committee should always revolve around the diversity of its members as it breeds creative solutions to problems by implementing expertise across individual members with unique perspectives and thought processes. The diversity of a collective body enables a more inclusive directive that will cover a broader range of constituency groups that will help to ensure a more receptive roll out of action. The more representation from departments, divisions, programs that get involved in serving on a committee, the more inclusive the final procedure or product will be.

Educational Technology Advisory [Need: 1 Faculty]

Mona Rawal - Social Science and Humanities

I am an immigrant who has served as an instructor for seven years in my home country and I have been part of the community college system in the state of Illinois and California for 15 years. I had the opportunity to serve on committees at various colleges, including Foothill college, where I worked on plans, projects and programs for student retention, success and grievances. I have worked on the academic senate for four years and on various campus committees such as education master plan etc.

Amy Leonard- Language Arts, English

With over 15 years of experience in online education and institutional leadership across the Foothill-De Anza district, I bring a deep understanding of both pedagogy and technology integration. As Faculty in English and Online Education at De Anza College and part-time faculty at Foothill, I've consistently bridged instructional design with

technological innovation—developing AI-informed curricula, leading faculty training on ethical and effective AI use, and advancing OER initiatives to promote equity and access. My work on the AI Subcommittee and as OER Liaison for the Academic Senate for California Community Colleges demonstrates a district-level perspective aligned with ETAC’s mission of strategic technology planning. I have collaborated with ETS-related teams to optimize LMS systems and design humanized, data-driven learning ecosystems. I am passionate about inclusive, future-ready education and view technology as a means to humanize and empower learning. I would be honored to contribute to ETAC’s vision by combining my expertise in AI, online learning policy, and equity-centered innovation to help shape the district’s technological direction. Diversity is essential to ETAC’s mission because technology decisions impact every learner, discipline, and community differently. A diverse committee ensures that our strategies reflect the varied ways people teach, learn, and access technology. As an educator in English and Online Learning, I’ve seen how inclusive design and equitable access transform outcomes for marginalized students. Integrating voices from across disciplines, roles, and lived experiences leads to more ethical, innovative, and human-centered solutions. Diversity of perspective not only strengthens decision-making—it ensures that our district’s technological future truly serves all students, faculty, and staff equitably

Director, College Operations Hiring Committee

- 1st committee meeting: Wednesday, October 15, 2025 – develop screening criteria and interview questions
- Review applications: October 17–22, 2025
- 2nd committee meeting: Thursday, October 23, 2025 – select interview candidates
- 1st round interviews: Tuesday, October 28, 2025 (October 29 if needed)
- Final interviews: Thursday, October 30, 2025 (tentative)

Chair	Martin Varela
ACE Rep	Mary Medrano
AMA Rep	Oscar Guillen
CSEA Rep	Garrett King
Academic Senate	Senators/President or designee
EO Rep	Cici Ramirez