

Maël Lorach

DASB Senate Application Questions

Why do you want to join the DASB senate, and what do you hope to achieve?

There are three reasons why I aim to take part in the DASB senate.

First, as a third-year student at De Anza College, I've grown to like this school a lot. The numerous classes I've taken, people I've met, and friends I've made have led me to think of this school as a very special place, more so than many other community colleges (or even universities) I've had the chance to visit. I want to contribute to the school through my participation in the DASB senate as well as committees in order ensure that all students attending this school can have the opportunity to experience what I have, and make the most out of their time here.

Second, taking part in DASB would involve activities which I very much enjoy. Being presented with decisions to be made, as well as opportunities to debate the details involved with their consideration, is something which I find thoroughly interesting (perhaps there is a correlation with my decision to major in political science). I think that there is a considerable synergy between the activities I find motivating, and the duties that being a DASB senator entails.

Third, one of my more specific objectives in joining the DASB senate is to participate in the DASB marketing committee. From my time as a student, as well as a reporter for the school newspaper, one of the main issues I have observed is the lack of engagement many students seem to have with their school. Whether it be their ignorance of the services which are available to them, the initiatives carried out by DASB, the events which are taking place on campus, or

underperformance of student elections, it seems that whatever marketing is currently being used to encourage student engagement could vastly be improved. Therefore, I believe that my participation in this aspect of DASB can contribute to improving the relation students have with their school.

What are some of the skills and experiences that you will bring to the DASB Senate?

There are numerous skills and experiences I possess that will be of benefit to DASB.

First, I have experience gathering information and skillfully formulating it into writing, since I not only served as a reporter/journalist for De Anza College's school newspaper, but also took the feature writing/reporting class offered by its department. The thought process involved with formulating a story which will capture readers' attention, and maintain it through the length of the article is one which is directly applicable to any scenarios where information needs to be relayed through writing. Making choices concerning what information to include, what order to present it in, how to formulate it, and what photos/diagrams to employ is a skill I expect to use when contributing to DASB's marketing operations.

I have experience in photography and videography, as well as using software such as Adobe Photoshop, Adobe Illustrator, Adobe After Effects, and Adobe Premiere Pro to edit photos, videos, and designs. I also have access to the equipment necessary for realization of professional looking projects, and I am fluent in their use.

As a political science major, I will be perfectly able to understand the workings of DASB, as well as its agenda, and I look forward to using my judgement to contribute thoughts and opinions which I consider to be valuable.

I also have considerable experience and comfort when it comes to public speaking. Through the numerous musical performances I have taken part of as an acapella singer, beatboxer, and piano player, I have familiarized myself with being in the public eye, and have no trouble articulating myself in such a scenario. There are numerous instances in which I was tasked with addressing crowds throughout my years in high school and college, and I have enjoyed these thoroughly.

What other commitments do you have and how will you manage your time?

As of now, I have very few commitments which will overlap with my responsibilities as a DASB senator. When it comes to my schoolwork, I will use my habits in organization and proactivity to ensure that it does not interfere with my ability to carry out DASB related duties.

At some point in the future, I will expect to find part-time employment. However, this will not be an issue when it comes to my ability to participate in DASB, since I will have reduced my school workload by that point (I will have met my transfer requirements), and I will take it upon myself to find an adequate balance between my work and time to fulfill DASB related duties.

I also do expect to become a paid intern for FA PAC in the near future, but this will not be an issue when it comes to my ability to participate in DASB.

Additional comments

I will be present throughout all of next year, and will be planning to continue my participation in DASB. By then, I will have finished my transfer requirements (I'm currently taking the last classes which I need to take), and I will likely be taking a minimum of online courses in order to meet the unit requirements necessary to take part of DASB.

Applicant Name: Maëi Lorach

- Please collect a minimum of fifty student signatures from Non-Senate Members on the issue in **bold** below.
- Type a brief reflection pertaining to student concerns. Please **include the question** and **your name** on the paper, then turn it in to the Office of College Life with the rest of your application.
- Be prepared to give a brief 2 minute verbal speech at the Senate meeting.

Issue: What student concerns do you feel the DASB should address?

Name (Signature)	Concern (Briefly)
1. Yuanzhe Tong	COVID-19 Student's Safety
2. YIYUN YAN	student housing, student services.
3. Chance Hall	Student Services
4. [Signature]	Student Services
5. Terry Yeh	Coronavirus
6. Sabrina	Students safety
7. (JAMESBU) [Signature]	Student Safety/Services
8. Alejandro LOPEZ	corona virus
9. Josue Ocuypa	Josuedorun@colocou
10. Aloysius Gbani	Student Services
11. Philip Wang	student safety
12. Brian Stein	Student Safety
13. Edward Tayau	Safety and health
14. Jonathan Nguyen	Student Safety/health
15. Daniel Lee	
16. Han Bui	Student safety
17. Oskar [Signature]	Student Safety
18. Haixiang Ye	Student Safety
19. Lizola Brezell	Student safety
20. Adlan Adissadikin	Student Housing
21. Aaron Ye	Student Services
22. Chloe Siegel	student services
23. Jason Damasco	student services
24. Caroline Nguyen	Student Safety
25. Claudy Saint-Saïm	Safety -

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Name (Signature)	Concern (Briefly)
26. <u>Joseph Peresson</u>	
27. <u>Monica Liu</u>	
28. <u>Max Zhuk</u>	
29. <u>Matthew Anderson</u>	
30. <u>Joaquin DelaTorre</u>	Budget for classes, more zero cost textbook classes
31. <u>Lauren Locquiao</u>	Updated building / Facilities
32. <u>Annalise Freimarch</u>	Student housing
33. <u>Francisco Medina</u>	student housing
34. <u>Ethan Bennett</u>	student housing
35. <u>Kathleen Quinn</u>	student advocacy
36. <u>Bryan Vo</u>	student safety
37. <u>Fangyi Wang</u>	student safety
38. <u>Douglas Tejada</u>	student safety
39. <u>Oscar Perez</u>	student safety
40. <u>Laura M. Meier</u>	student safety
41. <u>JANUSAK DUSUNTA</u>	tuition.
42. <u>Jan Dault</u>	Student Safety
43. <u>Key Perrett</u>	textbook cost
44. <u>Sub-9 de</u>	textbook cost
45. <u>Share Ruston</u>	student housing
46. <u>////</u>	<u>////</u>
47. <u>////</u>	<u>////</u>
48. <u>////</u>	<u>////</u>
49. <u>////</u>	<u>////</u>
50. <u>////</u>	<u>////</u>

↪ Post transition to online classes

Brief reflection on student concerns

Responses:

Of the student responses I obtained:

- 22 mentioned student safety
- 8 mentioned student services
- 6 mentioned housing
- 3 mentioned textbook costs

Among the responses which received only one mention were:

- Budget for classes
- Tuition
- Budget for buildings/facilities
- Student advocacy

Analysis:

At the time that I was collecting these signatures, multiple petitions aiming to compel De Anza College to move to online classes were circulating. There seemed to be a widespread sentiment that the college was failing to meet the expectations students had when it came to guaranteeing their safety.

The letter which DASB sent to Judy Miner and the board of trustees on March 18 is further evidence that there were significant flaws with the way De Anza College conducted its response to the COVID-19 epidemic, many of which were felt by the general population of De Anza College students.

Therefore, I can reasonably conclude that the responses I collected were skewed by the relevancy of this issue in the timeframe that they were collected; they are not an accurate representation of

the concerns that this sample of De Anza College students would have during a normal quarter. The fact that 22 of the responses I gathered mentioned student safety is not surprising in the least.

I will instead focus on the eight responses which mentioned student services, as it is my understanding that many students equate student safety and services to fall under the same category. The question which comes up as a result, however, is whether these students' concerns were founded on a lack of services which they were in need of, or their ignorance that the services they were in need of were being offered by the college.

If these concerns were founded on a lack of services which they are in need of, then DASB should take immediate action to determine what these services are, and propose to implement them in the college.

If these concerns were founded on a lack of awareness that these services were being offered, then I believe De Anza College should still take responsibility for their ignorance. It is not sufficient to simply establish a service for students; measures must be taken to ensure that students are made aware of its existence, and that the services are reasonably simple to locate, whether it be in-person, or on the De Anza College website. Therefore, the adequate response to this scenario would be to conduct surveys to identify which services are least known by students, and take action to market them in a manner which makes them accessible.

Unfortunately, the responses I collected are not sufficient to determine which of the two aforementioned scenarios are being represented. If DASB aims to address this issue, then further research needs to be obtained on whether students are lacking services, or are ignorant of their existence.