

Alain Dang
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Board of Trustees
Foothill-De Anza Community College District
12345 El Monte Road
Los Altos Hills, CA 94022

To the Board:

I am humbled to submit my name in nomination for appointment to the Foothill-De Anza Community College District Board of Trustees. My educational background, professional experience and volunteer activities provide me with a unique perspective towards the challenges facing higher education in California, and the role community colleges will play in the long-term economic recovery of the state.

I was born and raised in Cupertino, the son of an engineer and social worker who immigrated to the United States in the 1960s. I graduated from Monta Vista High School before receiving my B.A. in Environmental Analysis and Design from UC Irvine and M.A. in Urban Planning from UCLA. While completing my degrees, I was an advocate for higher education, serving in leadership roles on the boards of the University of California Student Association and United States Students Association. As External Vice President of the Graduate Students Association at UCLA, I built relationships with legislators at the local, state, and federal levels, and lobbied for increased student aid in both Sacramento and Washington, D.C. This leadership experience has proved useful in building a repertoire of relevant skills, including consensus building, policy analysis, political acumen, and dispute mitigation. I am fortunate to come to the Foothill-De Anza Community College District with experience working in a highly complex institution of higher education that will facilitate a quick learning curve to understand the intricacies of this district and its many components.

I am seeking this position to build and expand my policy portfolio on post-secondary education. My resume points to experience at the University of California, as both an active student leader when enrolled, and now as an alumna of two campuses. With a solid foundation at the UC, it is increasingly clear that my ability to nurture ideas on higher education reform would be incomplete without understanding the dynamic role of community colleges as both the foundation of California's higher education system, and its role as catalyst of economic development in communities across the state.

My life experience growing up in Silicon Valley and attending public schools from kindergarten through graduate school has instilled in me a duty to be an active participant in my community. It is important I contribute through service. Policy-setting boards, such as the Board of Trustees, enact concrete change to institutions to better reflect the values and aspirations of the communities they serve. I follow this philosophy in the organizations, causes, and issues I am passionate about. I believe community colleges are vital institutions and deserve strong advocates as they compete in the marketplace of funding and resources.

The 1960 enactment of the California Master Plan for Higher Education revolutionized post-secondary public education in the US. Following the post-war baby boom, the state foresaw the need to expand enrollment to meet growing demand while maintaining excellence at the existing University of California, California State University, and California Community Colleges systems. The three tier system designates each system a primary role to avoid redundancy and efficiency of service delivery with the goal of maximizing access to California residents. The

adoption of the Master Plan sparked a decades-long investment in building an educated workforce responsible for developing numerous sectors of California's knowledge-based economy.

California community colleges play a crucial role in this system. With the UC and CSU systems limiting enrollment through eligibility requirements, community colleges are the workhorse of California's public education system, enrolling more than 2 million students annually. They require flexibility, as all eligible students are enrolled, to pursue both vocational training and general education on the way to a bachelors degree. The unprecedented access proscribed to community colleges are a great opportunity to enrich lives, build marketable skills, and educate students no matter their educational goals. It also presents enormous challenges, as the state's public higher education system must be able to quickly adapt to rapidly changing economic forces and funding realities.

As a trustee with oversight of a district spanning many diverse communities, it is important to operate in an open and transparent manner. Ethics is the manner in which one conducts a deliberative process that enables all participants to contribute input and for decision makers to receive that input. As a trustee, it would be my responsibility to hear all points of view and bring disparate interests to as close to consensus as possible. Due diligence requires reaching out to numerous stakeholders.

Working in an environment with many competing interests and agendas is a balancing act. Having served on boards before, and having built multi-issue coalitions around access to education, I learned it is best to understand and analyze an issue or problem from multiple perspectives in order to come to a well-informed decision.

The community college stakeholders span interests that include students, faculty, and staff. Unions are key partners in the success of the FHDA District. Successful collective bargaining balances the interests of all negotiating partners, with the goal of creating an honest, transparent, and inclusive process that honors the contributions of students, faculty, staff, and administration. A trustee needs to take a global view, understanding the motivations of specific actions on the part of all participants. However, ultimately, the role of a trustee is to make decisions that ensure the long-term fiscal health of the district for the well-being of the communities our educational institutions serve.

I look forward to hearing from you and having the opportunity to share my vision for the FHDA Community College District. The economic crisis and political climate present enormous challenges for the district and I am ready to build relationships and act proactively to ensure the long-term viability of this community asset.

Sincerely,
Alain Dang

ALAIN DANG

EDUCATION

- Master of Arts, University of California, Los Angeles, June 2002
Urban Planning, concentration in Social Policy & Analysis
- Bachelor of Arts, University of California, Irvine, June 2000
Environmental Analysis & Design, minor in Asian American Studies

EMPLOYMENT EXPERIENCE

Senior Planner, Chinatown Community Development Center
San Francisco, CA, December 2008 – June 2009

- Developed, coordinated, and managed organization's transportation program, including Central Subway advocacy, bus routes through Chinatown, pedestrian safety, and streetscape improvements
- Created outreach plan to educate and solicit community support for the Central Subway among business owners, residents, community organizations, and other neighborhood stakeholders
- Assessed impact of proposed citywide projects, specifically on transportation issues, on neighborhood residents and physical environment
- Analyzed and drafted responses to plans, proposals, or recommendations from Department of City Planning, San Francisco Municipal Transportation Agency, and other city or state agencies

Development Officer, In The Life Media, Inc.
New York, NY, August 2007 – September 2008

- Wrote grant proposals and reports for general operating and project-specific grants for organizational foundation portfolio of over \$450,000 annually
- Drafted acknowledgement letters, major donor renewals, and other development-related correspondence
- Developed budgets and supporting documentation for multiple grant applications
- Researched foundation and corporate funding prospects

Policy Analyst, National Gay and Lesbian Task Force
New York, NY, December 2003 – July 2007

- Comprehensive research skills using a variety of internet-based professional and academic databases
- Researched and packaged large amounts of data and information into readily absorbed materials for community, professional, and policy consumption, including US Census data
- Prepared presentations of research work that are accessible to a wide variety of audiences
- Developed strategies for managing large-scale long-term projects as well as immediate information demands from management and executive team
- Equally comfortable working independently or as part of a collaborative – have worked with colleagues internally as well as with researchers, activists, and policy makers nationwide
- Formal quantitative and qualitative research methods training and practical experience, including demographic analysis, survey design, SPSS and ArcView GIS
- Managed fundraising process and wrote funding proposal to secure \$30,000 in institutional funding for national summit of community leaders

Environmental Justice Program Coordinator, Chinatown Service Center

Los Angeles, CA, June 2001 – September 2001

- Created curriculum for summer program that trained high school youth in community organizing skills, geographic information systems (GIS), and public presentation skills

Staff Assistant, Representative Anna G. Eshoo (CA-14)

Palo Alto, CA, 1999

PUBLICATIONS AND PRESENTATIONS

- Dang, Alain & Vianney, Cabrini. (2007). *Living in the Margins: A National Survey of Lesbian, Gay, Bisexual and Transgender Asian and Pacific Islander Americans*. New York: National Gay and Lesbian Task Force Policy Institute.
- “Overseas Queer Asian Community Development and Activism.” (2006, July 27). 1st World Outgames International Conference on LGBT Human Rights. Montreal, Canada.
- Dang, Alain & Frazer, Somjen. (2005). Black Same-Sex Couple Households in the 2000 U.S. Census: Implications in the Debate over Same-Sex Marriage. *The Western Journal of Black Studies*, 29(1): 521-30.
- “In Our Own Voices. Surveying Asian Pacific American Lesbian, Gay, Bisexual and Transgender People.” (2005, October 27). International Conference on Urban Health. Toronto, Canada.
- Dang, Alain. (2005, April 1). Keynote speaker at *Days of Dialogue: Intersections of Identity Diversity Conference*. New York: Columbia University.
- Dang, Alain & Hu, Mandy. (2005). *Asian Pacific American Lesbian, Gay, Bisexual and Transgender People: A Community Portrait*. New York: National Gay and Lesbian Task Force Policy Institute.
- Dang, Alain & Frazer, Somjen. (2005). Found: 85,000 Black Gay Households. *The Gay & Lesbian Review* XII(1), 29-30.
- “Serving an Increasingly Diverse Population: Trends and Changes.” (2004, December 4). National League of Cities. Indianapolis, Indiana.
- Dang, Alain & Frazer, Somjen. (2004). *Black Same-Sex Households in the United States: A Report from the 2000 Census*. New York: National Gay and Lesbian Task Force and National Black Justice Coalition.
- “Integrating Gender and Sexuality Issues in Community Services Programming.” (2004, May 20). National Coalition for Asian Pacific American Community Development. Los Angeles, California.
- Dang, Alain. (2003). “You’re a What? An Activist??” in Kumashiro, Kevin (ed.) *Restoried Selves: Autobiographies of Queer Asian Pacific American Activists*. Binghamton, New York: Harrington Park Press.

INSTITUTIONAL AND COMMUNITY SERVICE, OUTREACH AND ADVOCACY

- Board of Directors, National Queer Asian and Pacific Islander Alliance (NQAPIA), 2009-
- Member, American Planning Association, 2008-
- Consulting Fellow, National Gay and Lesbian Task Force Policy Institute, 2008-
- Founding Coalition Manager, Steering Committee, API Equality, 2004-
- Political and Fundraising Chair, Gay Asian & Pacific Islander Men of New York (GAPIMNY), 2004-2007
- External Vice President, UCLA Graduate Students Association, 2001-2002
- Board of Directors, UCLA Alumni Association, 2001-2002
- Board of Directors, University of California Student Association, 2001-2002