STATE OF THE COLLEGE ADDRESS  
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Introduction  

I hope that all of you had an enjoyable holiday season. In addition to the pleasure of being with our extended family for Christmas, for us the highlight was the performance of the college choir under the direction of Dennis Keller in the Mission San Jose. The acoustics were marvelous and the choral renderings were beautiful and inspiring. There is an expression: “How time flies when you are having fun.” I can hardly believe that I am giving the State of the College Address for Spring 2004 when I still have some boxes in my office that I have not unpacked! I really have been enjoying my first six months serving the Ohlone Community College District.  

Recent Developments  

What’s new for Ohlone College and around the world is of course a long list, but consider this:  

Since we last met in August…  

2003 turned out to be a good for the technology sector. Especially in the fourth quarter, our Bay Area economy shows strong signs of being on the rebound. 80% of biotechnology firms locally are moving from R&D to production in 2004.  

Sadam Hussain was captured, but there is still no proof he had weapons of mass destruction. Ben Ladin remains at large and is still threatening us, but over two years have passed since the New York attacks without another tragedy on U.S. soil. Afghanistan and Iraq are devastated. The war on terrorism, we are told has had some
victories, but pronouncements and tactics of our government are also producing more anti-American movements around the world than we have ever known.

California has a new governor who we call by his first name. This governor is showing a refreshing openness. He is willing, if the legislature will not come together, to take his case directly to the people. Some on the inside circle say he will be more supportive of community colleges than his predecessor. This remains to be seen.

We now have a new Chancellor for our state system: Mark Drummond, who has served the past four years as chancellor of the Los Angeles Community College District. Mark is well regarded by the other CEOs and has also made good inroads in the political arena. We are hopeful that he will be more effective with the legislature and governor.

Here at Ohlone College our own Kay Harrison, who does such a marvelous job in putting together these Flex Day programs, has been honored with the Chair Academy 2004 International Exemplary Leadership Award.

We are very fortunate to have a newly appointed Executive Director of the Ohlone College Foundation. Dr. Robin Koelkebeck begins January 15 in this important position. He most recently served in a similar position for seven years at Mira Costa Community College in San Diego. Robin has a strong background in community college foundation work and was recognized this year by the California Community College Association of Foundations as Fundraiser of the Year. Robin will be working directly with me in private fundraising and also grant writing for the District.

At the end of fall semester, we received a letter from Ron Burdett announcing his retirement from Ohlone College effective July 31 after 31 years of service. In his letter Ron said “The people who have been and are now with Ohlone are exceptionally special
to me. I feel very fortunate and blessed to hold employment with the finest community college in the nation!” His sentiments strike a chord with each of us, whether we have been here 30 years or 30 days. The Ohlone College community is indeed unique and special.

In November my wife Carole and our grandson Aidan were on the campus during the noon hour when I was involved in a ribbon cutting ceremony for the new telecommunications installation for the Deaf Studies program. News of that Ohlone College innovation made it all the way to the New York Times. Anyway, some of the deaf students approached Aidan at our table or across from our table communicating in sign language, which he seemed to enjoy. Later in November we had the good fortune of a large family reunion on the island of Maui. While we were being treated to a Luau my grandson was especially caught up with the Hula dancers. He said, “Grandpa—look! The dancers are showing the college language!”

Having just turned 3 years old, in his way of knowing things that is what happens regularly at a college. And thus it is so at Ohlone College in a way that is uncommon among higher education institutions. Because of the high importance of the Deaf Studies program to us, we are starting this month a national search for a new dean—for another outstanding leader, who following Ron’s footsteps will take the program into its next plateau of excellence and renown.

Enrollment Planning

Enrollment for fall semester was 12,536, a 641 head count decrease compared to fall 2002. Enrollment for spring semester is projected to also decline. We are starting spring semester a week earlier than is usually the case and this may contribute to a drop
in enrollments. Likely it will also result in more Add cards coming to the faculty. It is very important that faculty inform the registration office immediately of students who do not attend, so that wait list students can be enrolled. One important unknown is the impact of the CSU campuses cutting back their spring class schedules.

Whatever the enrollment spring semester, we have planned a summer session that is larger than before and hopefully can make up the difference. Overall, I have come to observe that Ohlone College, under the leadership of Ron Travenick, has very good enrollment management systems in place and we should be able to maintain the enrollment levels for which the state is funding us.

In order to plan appropriately for our new construction projects, we have done an analysis of state funding formulas, local demographics and other factors and are now projecting the following enrollment for Ohlone for when we occupy the Newark campus 2007-08:

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<thead>
<tr>
<th>Location</th>
<th>Headcount</th>
<th>FTES</th>
</tr>
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<tr>
<td>Newark</td>
<td>1,480</td>
<td>1069</td>
</tr>
<tr>
<td>Fremont</td>
<td>9,000</td>
<td>7269</td>
</tr>
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The ten year projection to 2008 is:

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<tr>
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<th>FTES</th>
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<tbody>
<tr>
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<td>1738</td>
</tr>
<tr>
<td>Fremont</td>
<td>10,200</td>
<td>7938</td>
</tr>
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In order to reach this plan, 80% of enrollment growth between now and the opening of the Newark campus would be applied to that Center and 20% to Fremont. After 2007 and for the next 10 years, the Fremont and Newark campuses would be managed so as to share 50/50 in the enrollment growth allocation that we are projecting at an average of 1.5% per year.

Full-time equivalent enrollment, upon which we are funded, is also something we can manage, to a certain extent. Unfortunately, a major weakness of Ohlone College is
that we have established a pattern of student attendance wherein only 25% of our students are full-time. The state average is 37% full-time students. Because we have 50% of our students taking only one course and not enough other students taking a full schedule, we are very inefficient when it comes to funding formula applications and staffing patterns. There are specific programs such as a *university express* cohort and *learning communities*, which have proven at other colleges to increase the percentage of students attending full-time. This should be a dominant strategy for Ohlone in the coming years.

A second challenge for enrollment management is the fact that within our student body, students of Latino or Hispanic ethnicity are underrepresented by a factor of 50% less than found in the general population of our district. Outreach to this population will be a major goal of our student services staff, under the leadership of Lisa Waits. Outreach from the faculty and administration to community organizations with Latino constituents is also an important dimension of this priority.

**Budget Status and Planning**

We have been working on a principle for this academic year that focuses on quality rather than quantity. I believe we took a major step in that direction when our new College Council brought forward to the Board of Trustees, and we received approval, to scale back the scope of the new center at Newark. Funds that will be available from scaling back were allocated to higher quality construction materials that would last longer and take less maintenance. Also funds will be allocated to more efficient operating systems, including on-site energy generation. And finally, the Board reallocated $4.5 million to the Main Campus for much needed renovation of current facilities.
The budget news is not good, but it could be a lot worse. Regarding the current fiscal year, the new governor has put into place mid-year cuts for the public universities. Our latest information from the Chancellor’s office is that he has spared the public schools and community colleges.

Today the governor’s budget proposal for 2004-05 will be released. Preliminary information from his office indicates support for keeping and even increasing the fee hikes that were due to take place next year, then placing a cap of 10% per year going forward. For our students who paid $18 per unit instead of the prior $11 this year, they would see their fees escalate to $26 per unit this fall. With full financial aids and fee waivers supporting the needy students, it will be middle income and independent students who will have the most difficulty with these increases.

Because of Proposition 98, the community colleges are in line to receive about $400 million in new funding due to increased collections of property taxes. However, the governor’s staff have indicated he will cut that amount in half and ask the legislature to set aside Proposition 98 due to the overall budget crisis. Without any increases, we are projecting a $1.8 million deficit at Ohlone College. Coincidentally, the amount of increase for next year that the governor is expected to propose would about bring us even.

Before learning of what Governor Schwartzeneger would be proposing today, I met with leaders of student, staff, and faculty organizations as well as administrative staff and pledged that I would not pursue further layoffs of full-time staff as a means of addressing next year’s budget issues. At that juncture, we were projecting between one and a half and two million in deficit. Whatever numbers we are given as budget targets, up or down, the leadership has agreed with me to expand the current budget committee
membership in order to bring more viewpoints to the table for development of next year’s budget. Under the direction of Deanna Walston, and as an entity of the new College Council, a 2004-05 Budget Task Force will be appointed. The core group of the task force will be current members of the budget advisory committee.

We will need to find a minimum of $500,000 out of this year’s remaining budget so that we can go into 2004-05 with a local cash balance that can serve as a buffer against still unknown resolutions of the full legislative driven budget process. As positions become vacant between January and June, we may need to make reductions in the expected level of services rendered. Through our EER process with the unions, some individuals may need to be reassigned for a short duration to fill a high priority vacancy. Additional cross training will need to take place between positions and even across units of service.

As the task force begins meeting later this month, all of you will have opportunity to participate in looking for ways to both generate and save dollars in the college budget. Under the present circumstances, unfortunately, our students and the general public are going to have to bear some of the burden of the cuts as we may be reducing hours of service, time for response, and as we already have experienced, a more narrow offering of courses than we would otherwise be able to afford. We are also going to have to be considerate and patient with one another and keep our own expectations of service reasonable under the circumstances. We do not have enough custodians, maintenance or office personnel to carry on our own business as usual.

By deciding as a college on what is most essential, we can continue to offer a quality service even if the quantity of service is necessarily reduced. I am very much
aware that cost cutting, even when coupled with prioritizing services will not at the end of the day yield the kind of quality institution we need to maintain and strengthen. The other essential budgetary strategy is bringing in new sources of funding. By hiring Dr. Koelkebeck, an experienced fundraiser, increasing the number of grants we pursue, and developing some of the District’s surplus real estate for revenue purposes, we will be able to improve the District’s financial condition going forward.

Facilities Planning

The revised educational master plan for Newark, which was authored by Jim Wright, contained several important changes from the previous plan. The new facilities plan has a stronger educational mission focus, and the planning was integrated with that of the Fremont campus and partnerships. Other objectives were to reduce initial costs to what the District could afford to operate; to have maximum flexibility in staffing and facility use; to have a campus-like feel and recurring themes of quality and sustainability in the curriculum, staffing, and operations.

With the Newark Education and Facilities Master Plans now revised and approved by the Board, architects will begin building designs and planning attention will shift to the Fremont campus. A parallel process will occur here with the faculty, staff, and administration working together on enrollment, program and facilities future plans.

The District’s Facilities Task Force has already held an initial exploration with the architects on the Fremont campus master plan scenarios. Those who participated in this initial discussion were very energized by some new opportunities we see to better plan for this marvelous campus site, including upgrading existing facilities and reconfiguring...
campus spaces and environments to be more conducive to our goals of academic community and sustainability.

As I have made mention most everywhere I speak, Ohlone Community College District fully intends to be a leader in energy and resource sustainability. Our board has passed a new policy in this regard, requiring all new construction to meet national sustainability standards. I am pleased to report that I am in contact with external funding sources, which show great promise to put us in the position at the Newark campus to be the first California Community College to be totally energy self-sufficient. I am very dedicated to this effort and will also work with staff and the architects to enhance the Fremont campus in its energy efficiency and environmental sustainability.

There is new momentum toward planning for private development and partnerships regarding some of our land holdings both in Fremont and Newark. Because of funding issues, we are moving forward expeditiously to see what outside revenue can be generated through lease of our property that is surplus to our projected future needs. There will be specific forums and discussions held soon on what we are calling asset management for the District. It is my hope that my 2005-06 we will have a significant annual cash flow from land leases and partnership ventures to bolster our college budgets.

Defined Identity and Strategic Planning

In my first State of the College Address, I made a point of discussing the need for Ohlone College to develop a more defined identity and a more focused vision for our collective future. We recently noted in the media that CSU Hayward is discussing changing their name in order to provide that institution with a stronger identity. Their objective is the need to increase private giving to their foundation and the hopes that a
name change would enhance their image and better differentiate them from other Bay Area higher education institutions.

You may have heard discussion of name changes for our two campuses. The revised master plan for Newark indicates the Center for Technology and Health Sciences. This title was accepted in principle but not formally adopted by the College Board of Trustees. They liked the focused mission, but some wanted to also keep Newark in the campus title.

There is broad agreement that we want to have only one college designation: Ohlone Community College. The debate will center on the most desirable naming of the campuses that comprise the college district. Geographical identity is no doubt the most straightforward approach. Not unlike CSU Hayward, however, some of us want to be a little more creative in order to build the identity at Fremont for university transfer and Newark for focused professional and technical programs and attract more financial contributors and partners. Our fledgling Internet Programs might benefit from Ohlone’s own unique trademark to differentiate us from the large pack of distance learning providers. The District’s Distance Education Master Plan is being re-written this semester and as this function is integrated with our other planning, it should become clearer as to the specific mission of the virtual campus.

The naming of the campuses will be followed on by a concerted campaign of our college foundation to provide major donors with naming opportunities for the District’s buildings and labs, especially those that are being constructed or renovated by the Bond Funds.
The decisions related to college identity, naming opportunities and so forth will be guided by rewriting the District’s overall strategic plan. The more I have thought about this matter, and especially in the context of very difficult budgetary constraints, I am mindful of the adage that “it is important not only to be doing things right, it is just as important to finding the right things to do.” What to keep, what to set aside, what to add, what to enhance, and what to scale down are all questions that we need to be asking and answering in order to be the best we can be. Certainly we have a highly talented faculty and staff and strong academic and support programs. These have been developed and strengthened over the years. But excellence is never achieved by drifting into it. We cannot rest on our laurels or the achievements of those who have come before us. We must have a vision of our future and then not leave it to chance, but plan for it in a very proactive manner.

To that end, I am calling upon all of you to join me for a one-half day college wide planning session on Friday, January 30. By 12:00 noon we will have met our minimum attendance period for state reimbursement purposes, and can therefore cancel afternoon classes without any financial penalty from the State. Classes that meet on Friday afternoons only will be held, but others will be cancelled and all offices closed in order for all faculty and staff as well as interested students to participate in this joint planning symposium. The session is announced to go from 1:00 p.m. to 4:30 p.m., January 30 in the college gym and adjacent rooms. More details will be forthcoming.

During the planning session, you will be asked to consider what specific goals and strategies we should be pursuing as a District during the next five years and you will also be asked to contribute your suggestions for how to deal with our budget shortages.
Essential Qualities and Outcomes

In keeping with new accreditation standards, we will be looking for a set of achievable outcomes, which address the following essential qualities of our community college:

1. Colleague relationships. Collegiality through shared governance and day-to-day nurturance of our academic community. The courage and wisdom to reform our practices in the face of new competition, new student and community needs, and new understandings of the teaching/learning process.

2. Student relationships. Our demonstrated concern for every individual and their full learning potential and outcomes, which point to increased student success.

3. Community relationships. Our active participation in the life of the communities we serve in their educational, civic, cultural and economic issues and activities. Widespread involvement locally and focused involvement internationally.

4. Outreach relationships. Demonstrated success in achieving more cultural diversity in our staff and student body and higher levels of participation among underserved populations and more involvement with groups that serve them.


Achieving success and prominence as a community college is about success in relationships—with one another, with our students and with our communities.

Achieving success and prominence is also about relevance to the changes taking place in society. Ohlone College has a number of centers of excellence, which are closely tied to the community and continually developing in direct response to community changing needs. Our Nursing Program headed by Sharlene Limon and her excellent faculty, is appropriately often cited in this regard and in particular the growing partnership with Washington Hospital. They donated $1.5 million to provide instructional support, and next month we will join them in the dedication of the Richard M. Warren Nursing Skills Training Laboratory for Ohlone College on the hospital’s main campus in Fremont. Washington Hospital will also be an on-site partner with a community clinic at the new Ohlone Newark campus.
This month the Argus newspaper featured a story on Dominic Bonavolonta, former director of the Warner Bros. celebrity show “Extra”. He will be an adjunct faculty member teaching a class at Ohlone College on directing live television. By involving this caliber of community professionals in our curriculum we keep our programs on the cutting edge of the industry.

I was privileged to join Jim Wright and Ron Quinta recently in touring the NASA Ames Research Laboratories. There I learned first hand of the partnership opportunities through student internships and scientific scholarly exchange, which are taking place with Ohlone and are planned to grow in the future. On another occasion we visited the biotechnology business incubator in Oakland and learned there of how Ohlone, CSU Hayward, and emerging companies can partner to be certain our curriculum is relevant to rapidly changing dynamics of Bay Area workforce needs.

Maintaining relevancy for professional and technical programs is fostered through partnerships, and we envision many more linkages to occur as Ohlone reaches out and further develops the curriculum in applied sciences, technologies and health care.

More elusive and diffused is the question of maintaining relevancy in the liberal arts or the general education portion of our curriculum. Faculty are doing excellent work in General Education program development and articulation for transfer. You are aware of the social, political, economic and spiritual evolution of a global society, which presents many challenges and opportunities to educators who understand their role as not just information providers but more as guides, interpreters and coaches preparing students for full participation in our democratic society.
Societal Relevancy

In my own continued learning, specifically regarding Ohlone Indians, Professor George Rodgers provided me with a book titled *A Time of Little Choice: The Disintegration of Tribal Culture in the San Francisco Bay Area 1769-1810*, which was written by Randall Milliken, a local archaeologist. While the first book I read, *The Ohlone Way* was both insightful and inspiring, this book was insightful in a very unsettling way. Milliken wrote:

“It should come as no surprise that the western world penetrated and destroyed the hopes and dreams of the native people around San Francisco Bay. The processes of westernization, by which highly organized, highly capitalized forces of world commercial society undermine simple lives and local spirits, stimulate material cravings, and constantly redefine appropriate standards of living, have worked to destroy local cultures time and time again in all parts of the world. In the grip of such processes, (indigenous) people have very little choice.”

“Furthermore, is it any wonder that the tribal people came to doubt the value of their native culture, and started to accept a definition of themselves as ignorant and unskilled, and deserving of a life of subordination in the new, caste-based social structure?”

I learned that between 1770 and 1810, only forty years, the tribal territories in all but the most northerly reaches of the San Francisco Bay region were emptied of native human habitation. The change began with Spanish colonial explorers and culminated with the Spanish missions as the new communities for the decided majority of the native peoples. *Native groups had little or nothing to say about the abrupt change in the new shape of their world order.* The Spanish conquerors limited their options for action and did not negotiate with them as equals nor did they respect their culture and values. New customs, religious practices, technologies, changed diet and rampant disease all fell upon a people within a few decades. The majority perished contrasted to centuries of health, longevity and prosperity under pre-occupation conditions.
The Ohlone College official school emblem shows the Ohlone Indian with ceremonial headdress, personifying pride, strength and fortitude. This is as it should be. Awareness of our heritage also needs us to keep in remembrance another image: that of a young Ohlone child on the ground, tears and great sorrow on her countenance, with the dying – disease ridden body of her mother in her arms. Not unlike images we see on television today of millions of children who are maimed from land mines, orphaned by war and disease, starving to death out of worldwide neglect, and hopelessly assigned to a new world order of pain, suffering and total uncertainty. Like the Ohlone peoples, for as many as a third of the world’s population today, this is a Time of Little Choice.

I have been thinking, what if our official college seal showed two faces, perhaps back to back: the proud Indian chieftain and the suffering Indian orphaned child? Would not this dual image create in our day-to-day awareness the balance we must strive for in higher education today? That is: on the one hand promulgating the new information age, technology and the many virtues of American society; and on the other hand cultivating awareness of the deep and abiding conflicts that exist in society and the wisdom and commitment that is needed to end the human suffering at home and abroad. To teach against the contemporary grain on TV reality shows that you do whatever you need to in order to get ahead, truth telling be damned. To educate that America is not always right and our leaders must be accountable to tell us the truth. Our leaders must be the kind of people who will build good will among nations and honor other cultures and beliefs and not those who would rob from others their self-respect, cultural identity, hope and confidence for the future.
There is an ancient saying: “A hundred thousand joys—a hundred thousand sorrows.” In this New Year, let us as the community of Ohlone celebrate our special identity with much joy. And let us also embrace our sorrows and those of the world around us—let us not turn away in our teaching from the harsh realities in our history and our present day world—but let us confront them and teach our students how to live in a world of ambivalence, co-optation, evil and contradiction. Let us teach both by living example and course lessons how to optimize human community and to be agents rather than victims of change.

In the book *The Once and Future King*, Merlyn speaks in his role as mentor to Arthur, a king leader in the making, and offers him a cure for his sadness and pain.

“The best thing for being sad, replied Merlyn…is to learn something. That is the only thing that never fails. You may grow old and trembling in your anatomies, you may lie awake at night listening to the disorder of your veins, you may see the world around you devastated by evil lunatics, or know your honor trampled in the sewers of baser minds. There is only one thing for it then—to learn. Learn why the world wags and what wags it. That is the only thing, which the mind can never exhaust, never alienate, never be tortured by, never fear or distrust, and never dream of regretting. (Arthur) learning is the thing for you.”

In their book *Thinking for a Living: Education and the Wealth of Nations*, Marshall and Tucker set forth the thesis that “They point out that the key to both productivity and competitiveness (in the new economy) is the skills of our people and our capacity to use highly educated and trained people to maximum advantage (throughout society).

In the first part of the 20th Century, we adopted the principle of mass-producing low-quality education to create a low-skilled work force for mass-production industry. Building on this principle, our education system, modeled on industrial organization, was an assembly line approach to learning and training. It enabled us to create the most
powerful economy the world had ever seen. But most of the competitive advantages enjoyed in the last century have faded with advances in technology worldwide and an altered structure of both our domestic and the rest of the world’s economies.

**Opportunity for Ohlone College Reform**

Marshall and Tucker observed: “Educational institutions, for their part, proud of past successes and largely unaware of the changes in the world’s economic structure, and therefore in new human resource skills requirements, have continued to pursue policies that are wholly inadequate for the present and future… We do not just need a new plan for a new education and training system or for a new economy. We need a plan to become a new society—a learning society.”

The point of all of this is that as we at Ohlone College go about the task of developing a new strategic plan, a door is open before us to not just write an extension or amendment to what has gone on before. Instead, *we are standing on the brink of a new century!* We have the opportunity to design a new form of learning community for this new century. I recently had a visit from a representative of a university in China that is seeking our assistance with the creation of a community college in their city. Because China in many ways is where the U.S. was in our early farm to industry expansion era, they have studied our history and they want to replicate U.S. success in linking education and industry in the 20th Century. I believe Ohlone would be an excellent resource to China for this purpose and I will support further talks with the emissary and a delegation that will visit Ohlone College next month.

At the same time, I am even more interested in what we are doing here at Ohlone to create the *next form* of higher education, built instead on 21st Century conditions and
opportunities. During the fall semester there were several faculty discussions having to do with reforms in the teaching learning process. Several professors who will be moving to the Newark campus are exploring just what it means to be able to design from the ground up a new college learning environment. They are speaking of creating an experimental college created out of the emergence of new technologies, new research in human learning, and convergent systems of education, industry and environmental sustainability, which will yield new paradigms for educational delivery. Similar discussion, while perhaps at this stage not as broadly experimental, is taking place among faculty on the Fremont campus.

Examples of ways Ohlone College would reform our educational practices are:

1. More team based learning to better equip students for that aspect of contemporary industry and society
2. More project-based learning to develop critical thinking skills as well as collaboration and research skills
3. More interdisciplinary learning to reflect the fact that no major societal issue today is adequately addressed by a single discipline
4. More technology-assisted learning to exploit this resource for better student achievement and on-demand, 24 x 7 knowledge access
5. More individualized learning systems to improve course and program completion rates and to bolster confident and successful graduates
6. More service learning whereby the classroom moves out into the community improving the environment, health and culture of our area
7. Different structures, schedules, and formats of learning organization and more flexible

New facilities, new technology, a new time and culture for innovation, experimentation and educational reform are all now before us. Just how we are going to respond as an institution to these opportunities is the key question. As President, I am keenly aware of the fact that many new faculty members will be hired this year and next. What kind of professional environment will we be offering to these new faculty is very much on my mind? And a corollary question is what should we expect of them: to be
replicators or pioneers? From my observations and conversations with a number of you present today (administrators, staff and faculty alike), I really believe you might find special satisfaction in being a pioneer of something different and more successful at Ohlone rather than being a replicator of what has gone on before, no matter how tried and true the past system appears in the present moment.

I would like to see us take our cue from the renowned orchestra leader Les Brown who said: “Shoot for the Moon…Even if you miss you will still land among the stars!”

Closing Reflections

In closing I want to share a parable with you that I hope communicates the essence of this State of the College Address:

A young woman was about to begin a daylong hike. At the trailhead she found a sign, which read: “Pause here and pick up stones. Carry them with you. At the end of your journey you will be both glad and sad that you have done so.” Being both the curious and adventurous type, the woman picked up three small stones and put them in her pants pockets. As the day unfolded she enjoyed good weather, nature, and invigorating exercise. At dusk when her hike was done, she sat down and felt the stones in her pocket. Retrieving them she was amazed. She held three small pieces of gold in her hand! And then she remembered the sign: You will be both sad and glad. Indeed, she was very glad she had picked up the three small stones, which had turned to gold. Indeed she was sad, that she had not picked up more.

To be part of Ohlone College in 2004 is both a special privilege and a special responsibility. Let us not shrink from carrying the load we need to carry nor fail to see the new pathways for learning, for student success, that by our own invention we can create in this time and place. Enjoy this day. Enjoy the Journey!