



**The NEW Peralta Way:
An address to the Peralta Community College District Faculty and Staff**

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This is Dr. Laguerre’s first address to the Peralta Community College District. In his address, which took place during District Flex Day at Laney College, Dr. Laguerre sets out some of his thoughts and priorities for the future of the District.

Greetings, honorable guests, partners of the Peralta Colleges, and members of the Peralta academic community! As a preface to my speech, I suggest that behind any good Chancellor is an outstanding First Lady, and it gives me great honor today to introduce to you Peralta’s First Lady, Tina Laguerre. Both of us look forward to spending time with you all over the next decade or so.

INTRODUCTION:

My subject today at this first address to you, my colleagues and partners in student success, is what I will call the phenomenon of “The Peralta Way.” As I understand it, the expression names a particular personality that the Peralta Community College District has acquired over the years. What is most significant about “The Peralta Way” identity, however, is that it appears to generally connote something negative about the Peralta educational and administrative culture: It has become a term of disparagement.

What seems puzzling about this current identity of the Peralta educational community is that each of the individuals that make up the four Colleges and the District Office are individuals that contribute the highest caliber of academic and administrative worth to the Peralta College District; and yet, at times, the District as a whole does not reflect the high quality of each member. Here it seems that we have the paradoxical situation where the whole is something less than the sum of its parts. On this point, Chris Argyris (the author of the article “Why Smart People Fail” – Quoted by Robert Staub II) made an interesting observation and, I quote: “How can a group where everyone has an individual IQ of 130 get together and collectively end up with an IQ of 65?”

If this is true, it is in the interest of the District to not obscure individual talents under the weight of bureaucratic demands... **Is it simply the case that when we act collectively, we have a tendency to surrender our own individual good judgment, hence, the pejorative: “The Peralta Way.”** On the other hand, we must surely acknowledge that we must sometimes subordinate individual interests in the interest of the greatest good. In this regard, Gisele Giorgi, Hank Fabian, Brian Rowning, and Bob Macey describe our Peralta Colleges and the District as functioning like a basketball team. And like a basketball team, we must not neglect the truth that the whole takes on a distinct virtue above and beyond individual interest, **and that we must not compete against one another, but compete against the ills of society.**

It is difficult to speculate why we have conjured up the negative “Peralta Way” expression, but I am here today to declare that “The Peralta Way” shall no longer refer to an institution that has sometimes been deemed as mediocre, irresponsible and off-course, but shall, instead, refer to a unified, yet distinct, community of colleges where its true personality bespeaks academic excellence and superior innovation, aimed at lifting our students to their highest potential.

Let me be clear: “The Peralta Way” must come to represent a unique method or formula for achieving a superior educational ideal, one where each student aspires to his or her highest educational excellence. You are a great and smart group of people, and I am not talking about just our faculty, but also our staff and administrators and students. Why shouldn’t the talent of each individual “part” be translated into the talented whole? Why should “The Peralta Way” exhibit an institutional performance that is anything less than exemplary?

When all is said and done, we must concede that superior leadership is the best means by which the Peralta District will overcome its shortcomings. I can assure you that whatever talents I may possess, my leadership ability is probably my strongest suit. Robert “Dusty” Staub III, in the *Heart of Leadership*, speaks of leadership being characterized by “Competence, passion, integrity and intimacy.” These values are acknowledged by all of us, and their exercise seeks to elevate each of our colleagues to their highest potential. In my role as Chancellor, I hope to be mindful of promoting competence, passion, integrity, and intimacy as core values in my interactions with all of you. Let me just say here that intimacy refers to respect, trust, support and appreciation.

I pledge to listen to you, and I will devote my talents full time to the strengthening of our common goals. To that end, we need to create a shared vision for the new “Peralta Way,” to include a theory and practice of education that all of us can embrace. We need to articulate what a truly educated student looks like, and put our individual ideas together to craft a shared vision of the genuinely educated individual. This education should be grounded in democratic values, as well as social and racial justice.

In the early 1960s, President John F. Kennedy put forward the challenge to place a man on the moon and return him safely to earth. That required a vision. I believe that we must now ask ourselves: What is our collective vision for Peralta in one year, in five or ten years? Let us have that dialogue. We need to begin to develop the Peralta vision and refine it over time. As one way of approaching our task, you will receive a Survey Monkey assessment from Educational Services today. Please return the completed survey to them at the end of the week. I want to hear your voices so I can truly understand and appreciate your sentiments.

As I stand here today, I must tell you that my personal goal is to work with all of you to transform Peralta into an outstanding ACADEMIC institution second to none, one where we exhibit an unparalleled commitment to serve each and every student.

But what goes into the building of an academic institution? Is its function to primarily mold knowledgeable individuals or to mold good persons and good citizens? Surely an academic institution consists of all three noble ends. And where does the role of workforce training fit into the ends of education? After all, the State mandates a threefold mission of all community colleges, centering on academic, basic skills and workforce training. As your Chancellor, I realize that the accommodation of these three missions requires difficult and delicate balancing and I am dedicated to providing strong leadership in coherently reconciling these three functions at Peralta.

Today, I wish to share some of my thoughts on educational attainment with you, in order that we may begin to put into perspective what I am calling the “The New Peralta Way.” You have already embraced part of its essence as you have sent students to Harvard, UC Berkeley, Stanford, Michigan, MIT, San Francisco State, historically black colleges and universities (and I hope the University of Kansas), and you have also assured that our students have secured many fine jobs in the Bay Area. In “The New Peralta Way,” we are not completely reinventing the wheel, so to speak, but we must clearly sharpen our understanding of Peralta’s purpose and its common educational vision, especially in student achievement, services to students, services to our faculty and other employees.

My following topics address of range of issues:

- A. **Who is your Chancellor?** Here I thought we would get acquainted a little bit.
 - a. A straightforward biography is one you may already know and can read online. By the way, after I became a college president and I told Mrs. Laguerre that I was not going any further in my profession, she told me that we have heard this before. However, I hope you will convince her that being Chancellor of Peralta should be it for me!
 - b. I am first and foremost, a teacher. My background as an instructor extends to all aspects of my life, not just the classroom. As you interact with me, you will witness some characteristics that are simply that of a teacher striving to get the most from his students. You will also find me a student who wants to learn a lot from you.
 - c. I consider myself a servant-leader, because it is my job to facilitate your responsibilities to your respective disciplines and to your students.
 - d. I am someone who is serious about change and the business of our Colleges and our District Office. Despite what could be major stresses and difficulties of the job, you will find that I laugh a lot and a few people think that I have a good sense of humor.
 - e. What should you call me? Jowel; Chancellor Jowel; Dr. Jowel; Mr. Jowel; Mr. Laguerre; Dr. Laguerre; Chancellor Laguerre. I am comfortable with any of these names. What I want most of all is for you to feel comfortable with me.
 - f. From Haiti to the University of Kansas, I have had an excellent education and my preparation for leadership in higher education was outstanding. I have high expectations of everyone, while at the same time being a realist with regard to what can be reasonably accomplished when we have limited resources. We will never reach high if we do not aim high, even with limited resources.
 - g. I consider myself one among equals. We are all colleagues.

B. What has shaped the beauty and value of Peralta?

- a. We have done a preliminary, informal survey of community leaders... and they see Peralta first and foremost as a valuable asset, but often state that we have not reached our potential. Our community leaders see our Colleges as offering solid educational programs, but not always performing to the optimum. They also see our outcomes and successful graduates who have entered the workforce, yet acknowledge that there still remain too many students we have not reached out to or have left behind... students who take too long to graduate...or never graduate. It seems that, at times, our structures do not promote friendly, student-centered services and too many times we have been unresponsive or slow to respond to students' needs.
- b. One of our strengths is our potential to educate successful engineers, physicians, professors, scientists, administrative assistants, cooks, aviation mechanics, computer scientists, manufacturing technicians, teachers, police officers and other professionals and valuable members of society: You are an awesome faculty, awesome staff, administration and awesome trustees, too!
- c. We are fortunate in that we have a community that loves us and wants to support us, and has passed bond measures and a parcel tax and been willing to assist us in any way possible, to include supporting legislation.
- d. We are located in one of the best parts of the world: Great industries, waterways, the best higher education institutions and research laboratories -- not to mention an excellent climate and an engaged citizenry. Some community leaders tell me that we are ground zero for social justice.
- e. You have a desire to make changes that will improve the climate of the District. I have, along with all the rest of you, taken the pledge to be civil, generated by Brock Drazen (Faculty member at Merritt College) and activated by Jon Drinnon (also a Faculty member at Merritt College) who agreed to take the pledge for all 1,000 of us to be civil to one another).
- f. We should take pride in our many demonstrable achievements, such as:
 - Alameda information: An early College High School (ASTI) graduating a high percentage of the students from college and high school simultaneously.
 - Berkeley City information: Being the second ranked community college in the state in percentage of students transferring to UC Berkeley.
 - Laney information: Hosting the A-Best Center involving multiple partners in multiple states.
 - Merritt information: Educating the nurses and radiographers of the future and having such a rich history in the struggle for freedom.

All four of our Colleges have developed brilliant opportunities for students in the life sciences and biotechnology. They are producing high-end workers for a fulfilled life.

C. How MUST Peralta evolve to continue to educate our students and commit to serve the community to be "Peralta proud?"

- a. We must commit to providing District administration at its best: Consistent high quality and well coordinated and committed leadership must emphasize Staub's leadership characteristics of "Competence, Passion, Integrity and Intimacy."
- b. We must commit to providing District services and leadership that exceeds quality standards of accreditation and audits...this involves all persons at all levels...from the warehouse to the Chancellor's Office. We must commit to resolving our Accreditation

issues, as this process reveals the heart and soul of Peralta. Here I wish to go on record that this Administration will provide any support needed to comply with Accreditation mandates. We shall never again jeopardize the Accreditation status of our Colleges by what is or is not done at the District Office level.

- c. We must commit to support an impeccable and dedicated Governing Board practicing trusteeship at its best. From everything I have seen so far, we are exceeding that expectation. I did learn through the search process that the College leaders wanted someone who could connect with the Board. I am pleased to say that after fifty days it seems that we are working well from the same vibe.
- d. We must commit to having four College Presidents and a Chancellor who pledge to SERVE rather than to be served, and who will provide consistently excellent leadership. Our commitment must include a strong, consistent administration to include the Presidents – Vice Presidents – Deans – Directors – Managers – Operating Engineers and staff at all levels: All competent, well trained and developed to their utmost potential, and all committed to their jobs. Furthermore, we will institute a Leadership Academy at least annually and provide ongoing professional development.
- e. We must commit to ensuring we have top-notch faculty. We must provide faculty and staff the tools necessary to perfect their craft and to shape the potential of all of our students. We intend to invite faculty to participate in the Leadership Academy for their personal and professional growth and for the opportunity to serve in faculty and administrative leadership roles when called upon as opposed to just being pulled and dropped into administrative positions without training. I am well aware of the state of technology in our teaching environment. I have asked Associate Vice Chancellor Madlock to work with our College Presidents to ensure that each classroom is equipped with the proper teaching aids and technology so that faculty do not need to push carts to classrooms to teach. Having proper projection and computer access in the classroom has long become the norm and Peralta Colleges should meet that minimum expectation. Depending on the availability of resources, I want our classrooms to have the latest technology by the beginning of the 2018 Academic Year – every classroom with smart technology within three years.
- f. We must commit to a RESPONSIBLE Shared/Participatory-Governance process: District Senate President Cleavon Smith and I have already made the decision that we will have an honest and professional relationship and pledge to proactively address issues. The same is true with Staff Senate President Blake. I have not promised that we will agree on every issue, but we are determined to work things out and to seek the best interests of our students, faculty and staff. I do not wish to conceal from the Senates my agenda, and I want them to be given the time necessary to review issues and to provide valuable feedback. I appreciate the promise from the District Senate Presidents that the Senates will not act to frustrate reasonable District goals.
- g. We must commit to enhance our curriculum to support and develop democratic values that will enhance student learning: We must close the achievement gap and ensure greater success of students. In so doing, we have a chance to differentiate between training students specifically to transfer or a career, to educating students through the trades or the liberal arts, and to help them to develop internal fortitude to create their own productive lives. We must commit to helping to develop our students to become productive citizens. We are the rock bed of the development of democratic values and are obligated to help our students to develop these values.

- h. We must commit to have robust discussions on how to genuinely materialize the phrase “student success,” and to help our students to empower themselves so much so that they may deflect sexism, racism, homophobia and all the other ills of society that may want to deprive them of their uniqueness as human beings. We must assist our students to create a sound educational foundation for themselves. Note that we are piloting the Peralta Scholars Program as a start, as well as investing in African-American students who have constituted the larger gap in achievement.
- i. We must commit to high level achievement: While we should not play down and diminish the achievement gap primarily affecting Latino and African-American students, I believe that we have an achievement problem in general. What can we learn from Foothill and De Anza Colleges? Both are Colleges that have not only closed the achievement gap, but also achieved high student success. What message do we send to the world that can assure the public that our District can be highly successful also in the midst of such rich diversity?
- j. We must commit to hire and be associated with those who value equity, diversity and inclusion. We are one of very few colleges that have a Faculty Diversity Internship program and the Coordinator is Scott Hoshida. Could we develop this Program by providing the tools necessary for our faculty to make the most of the diversity in their classrooms? Could we strengthen our Program to develop more culturally competent faculty, staff, and administrators? Diversity, as we know, is not limited to ethnicity. Your actions, your reaching up even higher, and your willingness to promote equity and inclusion are the key elements of student success that can elevate Peralta Community Colleges to the highest standard.
- k. **We must commit to a District Office Administration that will guarantee a reasonable response time to service and needs requests:** Within approximately one year or July 1, 2016, I want us to create a service level to support our faculty and students that will receive praise and ensure that no more than 48 hours go by without your receiving either resolution to your issues or the generating of a plan that you will be apprised of to address your issues. Furthermore, I want to promise our vendors that they will get paid within thirty days of our receiving clean and clear invoices starting November 1, 2015. We will work hard, equally, to ensure that your reimbursements are done efficiently and quickly and predictably beginning with the 2016 New Year. It is a pledge I am making on behalf of Vice Chancellors Little, Largent, Ikhara, and Associate Vice Chancellors Madlock and Esquivel-Swinson, and the four College Presidents, Elnora Webb, Deborah Budd, Joi Blake and Norma Ambriz-Galaviz, as well as the Governing Board. Our Deputy Chancellor will keep everyone posted as we progress toward our timelines.
- l. **Right size of staff and support:** I realize that over the past six years our staff have suffered many cuts and we have not fully restored our staffing. Furthermore, in informal conversations I have gathered that professional development for our staff has been lacking. In order for our staff to perform at their best, we need to help develop their potential and to empower them.
- m. I wanted to share with you just a couple of slides of a tool available in our data warehouse called Dashboard. This tool can give you a lot of up to date information. These two slides, for example, illustrate how grades are distributed. My challenge to our entire faculty is for some of you to look at the data and spend a semester as colleagues to determine how you would change the results. Here the data indicate that most students who withdraw are less successful in the class. There are, of course, other

variables to consider, but we need to know these data and to use data to critically examine outcomes. As I visit the Colleges tomorrow, and engage some of you in various discussions over the next few weeks, this topic of grade distribution could be one we brainstorm to initiate ideas for change. I would like to invest \$10,000 as incentives for some of our faculty to examine their data within a small group and to forge plans to change some of our numbers WITHOUT lowering our standards. In other words, I am looking for a small team that would serve as a pilot group to work collaboratively to make improvements to overall student achievement.

D. What are possible opportunities for us as a District?

- a. Transfer: We must be certain that we prepare our students to be transfer ready to the Cal State or University of California systems... and any other! We should work together in the next decade to secure more agreements with highly selective institutions, including Historically Black Colleges and Ivy leagues. While we may not offer Bachelor's degrees ourselves, I want us to explore bringing in a top-notch university to do so at one or more of our Colleges. Within ten years, let us produce two Jack Kent Cook Scholars, a full ride scholarship to some of the most prestigious universities in America. Let us make this promise to ourselves and to our students. Let us deliberate as to how we will successfully acquire new Bachelor's Degrees when and if the Legislature opens up opportunities in the next few years.
- b. Career Technical Education: I am very pleased with our efforts in Career Technical Education. Each of our Colleges does well in that area. We have been able to attract large grants and support, and I appreciate the far-reaching opportunities being developed by our faculty, Deans and Vice Presidents. We have unprecedented opportunities with Career Pathways to make inroads in areas we have not been able to, heretofore. I am asking that we not take this for granted, because those resources may never be the same again. Let us take advantage of these resources to build our CTE infrastructure for tomorrow. When the economy goes bad, as it does every now and then, the funds are going to dry up. Let us be wise and build strong partnerships and programs now to serve us tomorrow. Let us not just be satisfied with what we have done. Let us look further into our Program Reviews and Curriculum development to meet more and more diverse and complex needs. Faculty, we need your academic hearts and minds to continue to engage in innovation and to be creative. I pledge to you the support of your Presidents and my Office to help you get to where your imagination can take our District. We have already been reaching out to workforce development partners with our hope to improve the impact we make on training our nation's most valuable employees. We know that we can train our students and mold them for the jobs of today. Our county has jobs for our students and if we train them, they will be employed.
- c. Basic Skills in cooperation with our local schools: The area of Basic Skills is one that will never go away, however, we can do many things to make it better for our students. Our involvement with pre-collegiate programs within our community schools, and especially with the Oakland Unified School District, will allow us to reduce the numbers of students who place into Basic Skills classes. For those who do place in Basic Skills, I am challenging us to use our Basic Skills dollars to support innovation to allow students to master their learning as expediently as possible. As faculty members, staff and administrators, we should analyze the success of our Basic Skills programs to ensure

that our classes and support services fulfill our students' needs and lead them to educational stepping-stones and milestones.

- d. Middle College or Early College High School: We need to focus on outreach to other educational entities. The Oakland Unified School District Board President, James Harris, and I met and have pledged to work together. We believe we can leverage our focus on equity, and the dollars available through the OUSD Parcel Tax, to change the dialogue and proactively address student needs for basic skills and to accelerate student learning. We need remediation numbers we can manage. Similar interactions are planned for all our school districts.

If there is a place in these United States that needs a strong, functioning and successful Middle College or Early College High School System, it is the Peralta Colleges. I understand we tried one before at Merritt College and might have failed. But, with the close cooperation of our School Districts and our **FACULTY** and staff we can and should have very successful Early College High Schools on each campus. The experiment at Alameda has taught us well that it could be done. According to a source familiar with Harvard admissions, eighteen transfer students were admitted to Harvard this year. One came from BCC and the other from the Early College program at the College of Alameda. Having acquired first-hand knowledge of this opportunity, I urge you to explore further this innovation of an Early College system.

Finally, I want to praise the Dual Enrollment agreement OUSD and Peralta Community College District just adopted. Oakland Unified School District Board President Harris and I have agreed to make this an excellent model and one worth celebrating. We look forward to a transformation of opportunities for the students in the schools and the expansion of this opportunity throughout the School Districts we serve. I congratulate the administrators, the faculty and the union who all worked as a team to accomplish this agreement.

- e. International Education: I want to congratulate the Peralta Community College District and all the colleges for its progress in attracting international students and for the efforts undertaken heretofore to take and send students abroad. These opportunities have the ability to bring the world to us and our Colleges to the world: We are, after all, Peralta. The International Students at our institutions can enrich our culture and help to motivate our native students to succeed. They bring an economic and financial advantage to the District that is very rewarding. We are mindful to reinvest the funds they bring, so we may have more full-time faculty, staff and support activities. Our location is also an asset to attracting an international community. We need to equip ourselves well to further develop our successes. Our reputation as a diverse environment gives us the strong standing to share our democratic values with our people around the world.
- f. Building more Community Partnerships:
- K-12 community: Continue to work with our local School Districts so we can better partner with K-12

- Private and State Universities' community: We have reached out to our private and state universities and they have enthusiastically responded to our offers to meet and engage in partnerships.
- Faith-based community: Faith-based organizations take care of a great number of students in the community. They encourage young and middle age people to go to college. They are our partners in education. We ought to reach out to them. Many of you are connected to these resources. Can we count on you to help us make the connections? Can you extend your reach into the community to provide for racial and social justice and help to draw these students into a life-changing environment called Peralta? You owe it to yourself and to the community that supports you to do so.
- Governmental community with elected officials: Our elected officials are extremely important to our effectiveness and our long-term wellness. Without partiality to a party or candidate, it is important for us to reach out to them in times of non-election and election. Supporting their efforts is a common goal we have.
- Ethnic minority community: Our communities of people of color comprise the majority of our students from Chinatown to the Fruitvale, to East Oakland to the Oakland Hills, to Berkeley and every place else. Our strength is our diversity--a diversity that produces learners that need life-changing opportunities that only our faculty and our staff can provide. How satisfying it is to be in a position to provide services that are needed. How humble it is to be in a position where you hold someone's destiny. How great it is that, sometimes, with a mere smile or an encouraging word, you can erase years of mistrust or years of failure and replace disparagement with hope for a better tomorrow. Many of our ethnic minority students need you to be that light to a brighter future.
- Our Alumni: Wherever I go in this area I encounter die-hard alumni of the Peralta colleges. Those who attended more than one of our four institutions are even more proud! Organizing ourselves to take advantage of this great resource is a conversation the Foundation and I are already engaged in. We must celebrate our successes through our alumni and to build a legacy of academic achievement.
- The Port of Oakland: During my thinking about the position of Chancellor and application process, one of the gems I thought the community has, and perhaps not tapped into well, is the Port of Oakland. This asset in our midst is incredible and filled with opportunities for our students. The Port has the beauty of the water, the seaport and the international airport, and is a treasure that cannot be measured. It is an entity that generates 77,000 jobs directly and millions of others indirectly. But, let us not look at just the jobs. The Port provides ways to improve our lives and the lives of others. In my meeting with the Port Authority officials, they seemed very excited to work with us. They see us much more relevant to them than four year institutions. They need us. Let us make sure that we uphold the trust the Port Authority is showing in us. At some point a group of us will go on tour to see what the Port has to offer and to more accurately define how we can involve our students. I

have asked already for internships for our faculty, especially during the summer.

- Private Industry Council: Within our area we have a very powerful organization called the Private Industry Council. The beauty of the Council is that it includes a variety of organizations. Some train, others advocate, some work with those in society who are not able to make it. The group that provides for Adult Education and GE completion, for example, would be so delighted to work with us and to make sure that those who complete a GED transition safely into the community college system. We are their best hope to make it to a decent standard of living. They are counting on us and our community will be proud when we establish solid connections.

g. Workforce and Continuing Education as our Fifth College.

There is a lot that can be said about Workforce Development and Continuing Education, and I hope that you will stay tuned over the next few months as we explore this great opportunity TOGETHER. In sharing with Merritt President Ambriz-Galaviz that I was looking at such a unit, she said to me “We will never have an enrollment problem anymore and we will always be over the enrollment cap.” Amy Tharpe, of the Port of Oakland, shared with me that she loves the possibility for businesses not to have to scramble to find which of our colleges offer what, but to be able to go to one place and be directed to the right college or right resources. There is great potential for a new school, unit or college amongst us to serve in the following ways:

i. Serving as a clearinghouse for the community and local businesses.

ii. Maintaining job placement referrals in our back yard: Federal government presence, State presence, Alameda County, and the cities of Berkeley, Emeryville, Albany, Oakland, Piedmont and Alameda. This includes all of the school districts, as well. To have a place for professional development for them all could serve to upgrade their workforce and generate revenues for the Colleges.

iii. Making Up for Lost Opportunities: There are ONLY three Districts within the State, stated Yulian Ligioso, a former colleague at Solano College, who collect 87% of the non-credit funding of all 113 community colleges in California: **Three!** The rest of us just watch it happen. I am saying that we owe it to ourselves to be the fourth!

iv. Serving our constituents for pre-collegiate efforts: Though it is true that we can make a lot of money with a Workforce Development and Continuing Education unit that ties all our colleges in this endeavor, the good it would do for society, struggling individuals, families and businesses is immeasurable. This is where you give life to those who “have too long lingered on the periphery of the American Dream,” as George Vaughan said. This is social and racial justice packaged into one. Here is where we partner with the Congress of California Seniors to help individuals lead even more productive and fulfilling lives. I look forward to some robust discussions with the Senates at all four Colleges and the District as we explore this topic.

E. **How Should the New Peralta Way be Known?**

- Known as being proud of our work and convinced that we did not settle for mediocrity, complacency, arrogance, bullying and low achievement. Just as we expect our faculty to engage in Continuous Quality Improvement in their classrooms, the rest of the District should follow the same path. We must be assured that District Office services are evaluated and improved based on the satisfaction of the people we are serving and not merely our own satisfaction.
- Known as being one of the best among the Bay Ten Districts: We must start to outperform some of the other Districts and serve as a challenger to the best.
- Known for taking calculated risks: We cannot and should not be too comfortable. Progress is not made by being complacent and satisfied.
- Known as the most diverse District with the best achievement record. What a brilliant story this will become!
- Known as a District that meets and exceeds its obligations to the public and Accreditation bodies.
- Known as a reliable educational institution for students to gain life-transforming experiences.
- Known as the educational institution that people want to do business with, as opposed to the place that does not pay its bills on time.
- Known as the educational institution where employees pledge to be civil to one another and hold themselves and others accountable for civility.
- Known as the educational institution where our constituents' calls for help and service are answered in a timely manner and with courtesy, as if each request belonged to the most important person in the world.
- Known as the educational institution where we want our children and our grandchildren to be educated.
- Known as the educational institution where our services are top notch.
- Known as the educational institution where our students are our best recruiters and not our worst critics.
- Known as the educational institution where 1200 staff and administrators support the work of over 800 faculty and work together collectively and collaboratively, to transform the lives of thousands of students.

F. **Enrollment and Budget:** There are two important topics I did not address with you today, but I hope we can discuss them when I visit you tomorrow and take your questions: Enrollment and Budget. Interim Deputy Chancellor Gravenberg is leading the charge of an Enrollment Management Institute to address this issue and to ensure that our enrollment is predictably high. Furthermore, as a follow-up to an Enrollment Management Conference that took place last month, I have asked President Budd to convene a workgroup of the attendees to make sure Peralta benefit from the wealth of information that was shared at that conference.

I am asking Vice Chancellor Little to hold open forums at each college and the district office to share the final state of the budget as we go through the final Board approval process.

If we attend to the partnerships and the connections I shared with you today, as a district, we will never need to worry about enrollment or our budget. We can build the reserve that will take us even over the tough financial years that are sure to come our way in the future.

CONCLUSION:

You can see that we have much to be proud of, yet there is still much to do. I was startled, for example, when in Sunday's San Francisco Chronicle it was stated that, as of last Friday, Oakland Unified School District needed 77 teachers before school begins on August 24. This teacher shortage at the elementary and secondary level clearly impacts the education preparedness of our incoming students. I believe that it is urgent that we, at the post-secondary level, take the lead in revitalizing the K-12 teacher workforce to ensure that our local students have the opportunity to enroll in our Colleges.

In closing, let us all declare the Old Peralta Way buried and a New Peralta Way born. The greater Oakland area needs us to bring hope, prosperity, training and enlightenment to its youth to move them from chronic despair to the hope of a bright future, the kind of future that a college education can provide. The New Peralta Way features four Colleges and a District Office and does not consider one segment as a rival to one another, because as Professor Hank Fabian put it, our legitimate common rival is "despair, illiteracy and unemployment of our people – not one college against another or against the district office."

I have high expectations for each and every one of us.

I am proud to be the leader of the New Peralta Way.

Thank you! Have a wonderful New Academic Year!