

San Diego Mesa College
Classified Senate
Meeting Notes

Thursday, August 9, 2018
10:00 a.m. – 11:30 a.m., I4-402

ATTENDEES/ PROXIES	<i>Executive Officers</i>	<i>Ad Hoc Positions</i>
	Trina Larson, President	Naayieli Bravo (absent)
	Yolanda Catano, Vice President	Jacqueline Collins (absent)
	Alan Goodman, Senate Manager	Sahar (Mona) King (absent)
	Charlie Lieu, Treasurer (absent)	Anda McComb
	Angie Avila, Member at Large (absent)	Olivia Picolla (absent)
		Danielle Short
	<i>Senators</i>	Brandon Terrell
	Johanna Aleman	
	Jennifer Phelps	<i>Attendees</i>
	Eva Parrill	
	Diana Solares	
	Marco Chavez (absent)	
	Leanne Kunkee (absent)	
	<i>Emeritus</i>	
Kathy Fennessey (absent)		

Agenda Item 1: Call to Order:

DISCUSSION	<ul style="list-style-type: none"> • The meeting was called to order by Larson at 10:03am
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Agenda Item 2: Review and Approval of Minutes:

DISCUSSION	<ul style="list-style-type: none"> • July 19, 2018 minutes – approved with edits <ul style="list-style-type: none"> ○ Updated attendance list ○ List group activities as “solid gold salad bowl” and “question ball”
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ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
<ul style="list-style-type: none"> • upload minutes 	<ul style="list-style-type: none"> • Alan 	<ul style="list-style-type: none"> • Before next meeting

Agenda Item 3: Welcome/Introductions:

DISCUSSION	<ul style="list-style-type: none"> Senate members and attendees introduced themselves
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Agenda Item 4: Executive Board & Senator Reports:

DISCUSSION	<p>a) President- Trina Larson</p> <ul style="list-style-type: none"> Executive board will have a retreat in September <p>b) Vice President- Yolanda Catano</p> <ul style="list-style-type: none"> Pathways retreat this week, very productive and shaping Pathways Leadership retreat yesterday, team activity to walk in the shoes of students involving resources, tutoring, LRC, etc.; discussion on challenges that students face <p>c) Administrator- Alan Goodman</p> <ul style="list-style-type: none"> Website has been updated, new members get picture to Alan <p>d) Treasurer- Charlie Lieu</p> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th style="width: 15%;">Date</th> <th colspan="2">Account Summary</th> </tr> </thead> <tbody> <tr> <td></td> <td><i>Checking Account as of 6/25/18</i></td> <td style="text-align: right;">\$2,713.13</td> </tr> <tr> <td></td> <td>Musician - Check #241 no cashed yet</td> <td style="text-align: right;">(\$40)</td> </tr> <tr> <td>7/26/18</td> <td>California Burrito and drinks for Senator Inductions - Check to Charlie Lieu</td> <td style="text-align: right;">(\$138.47)</td> </tr> <tr> <td>8/6/18</td> <td>Classified Senate Dues (June 2018)</td> <td style="text-align: right;">\$107.00</td> </tr> <tr> <td>8/6/18</td> <td>Classified Senate Dues (July 2018)</td> <td style="text-align: right;">\$107.00</td> </tr> </tbody> </table> <table border="1" style="margin-left: 40px;"> <tbody> <tr> <td><i>Checking Account</i></td> <td style="text-align: right;">\$2,788.66</td> </tr> <tr> <td><i>Primary Savings</i></td> <td style="text-align: right;">\$416.02</td> </tr> <tr> <td><i>Savings</i></td> <td style="text-align: right;">\$56.54</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">\$3,261.22</td> </tr> </tbody> </table> <table border="1" style="margin-left: 40px;"> <tbody> <tr> <td><i>Classified Senate School/Foundation</i></td> <td style="text-align: right;">\$590</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Via Alan – set a dues goal for next year <p>e) Member at Large- Angie Avila</p> <ul style="list-style-type: none"> No Report 	Date	Account Summary			<i>Checking Account as of 6/25/18</i>	\$2,713.13		Musician - Check #241 no cashed yet	(\$40)	7/26/18	California Burrito and drinks for Senator Inductions - Check to Charlie Lieu	(\$138.47)	8/6/18	Classified Senate Dues (June 2018)	\$107.00	8/6/18	Classified Senate Dues (July 2018)	\$107.00	<i>Checking Account</i>	\$2,788.66	<i>Primary Savings</i>	\$416.02	<i>Savings</i>	\$56.54	Total	\$3,261.22	<i>Classified Senate School/Foundation</i>	\$590
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	<p>f) Senator Reports</p> <ul style="list-style-type: none"> • Johanna <ul style="list-style-type: none"> ○ Stand will be part of Convocation presentation, focusing on student needs and SD promise ○ Farmers Market on August 23 ○ Stand closed until semester begins due to staffing issues <p>g) AFT Liaison Report- Danielle Short, JD</p> <ul style="list-style-type: none"> • AB 1487 passed and coming around – limits the amount of hours that CA employer can work someone out of class – 960 hour limit – only applies when a vacant position is in the process of being recruited (does not count when someone is out on preg leave or other leave) – being regulated by CalPers
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ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
• Get pictures for website to Alan	• new members	• asap

Agenda Item 5: Governance Corner:

DISCUSSION	<p>a) Notion of distributive leadership – where we all take leadership within our own spaces regardless of titles, where we share our expertise for the good of the organization</p> <ul style="list-style-type: none"> • <i>“A team is not a group of people, a team is a group of people who trust each other.”</i> • There is space for all of us to be leaders • College leadership are encouraging this. • We need to use our privilege to reach out and help increase the voice of others • How can we develop the Guided Pathways steering committee and Senate around principles of distributive leadership? • SEE ATTACHMENT #1
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Agenda Item 6: Activity Reports/Updates/Activities

DISCUSSION	<p>a) Bylaw First Read</p>
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ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
• Read bylaws in detail	• all	• next meeting

Agenda Item 7: New Business

DISCUSSION	<ul style="list-style-type: none"> a) Liaison Areas: Review and Revise b) Rep for CEL Committee (Parrill) <ul style="list-style-type: none"> • Looking for rep Campus Employee Learning Committee – Yolanda to send out c) Annual Calendar <ul style="list-style-type: none"> • Bi-Monthly Coffee d) Convocation Activities <ul style="list-style-type: none"> • Classified Senate to sit together, take turns taking notes and send out a report to Classified who were not able to make it? • Des to have a box for submissions “why you think it is important to be part of the Union”
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ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
• None	• n/a	n/a

Agenda Item 8: Old Business:

DISCUSSION	a) n/a
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ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
• none	• n/a	• n/a

Agenda Item 9: Announcements/Events:

DISCUSSION	a) Convocation: August 16, 2018, 8:00-12:00 Noon
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Agenda Item 10: Roundtable:

DISCUSSION	• n/a
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ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> n/a

Agenda Item 12: Next Meeting:

DISCUSSION	<ul style="list-style-type: none"> September 13, 2018 – 10-11:30am, I4-402
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Agenda Item 13: Adjournment:

DISCUSSION	<ul style="list-style-type: none"> The meeting was adjourned by Larson at 11:32am
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Taken by Alan Goodman, Classified Senate Manager
 Submitted by Alan Goodman, Classified Senate Manager
 Approved on: _____

ATTACHMENT #1:

From: Ashanti Hands <ahands@sdccd.edu>

Date: Wednesday, August 8, 2018 at 6:00 PM

Subject: 2018 Leadership Retreat: Distributive Leadership Questions

Colleagues,

Below are the set of questions presented during our Distributive Leadership discussion at today's Leadership Retreat.

The full article can be found at: <https://medium.com/enspiral-ales/how-to-grow-distributed-leadership-7f6b25f0361c>

Here are some questions you might ask yourself to continue to develop as a leader in a bossless environment.

- How is power operating? If someone tried to step in to leadership here, is there room for them to grow? Does everyone have equal opportunity to participate?
- What power am I holding? Can I distribute it? Can I use it to invite a critique of power, in case those without power aren't being heard?
- Am I taking care of myself, so I can be happy, balanced, and productive? Do I have self-awareness? What do I need to learn?
- In a given situation, do I want to work on my own, collaborate, follow, or lead? Can I see how to make my most valuable contribution?
- Am I doing a good job supporting others? Am I creating team dynamics and opportunities that help them do their best work?
- Who is showing leadership around me? Am I noticing it and learning from it, even if it looks quite different from my own style?
- Do I know when to step in, and when to step back? Am I building systems that don't depend on me directly?
- Am I thinking long-term about growing leadership in my environment? Am I investing in the leadership development of others?
- Is my work progressing meaningful questions? Am I contributing to the collective conversation about leadership evolution?

Best,

Ashanti

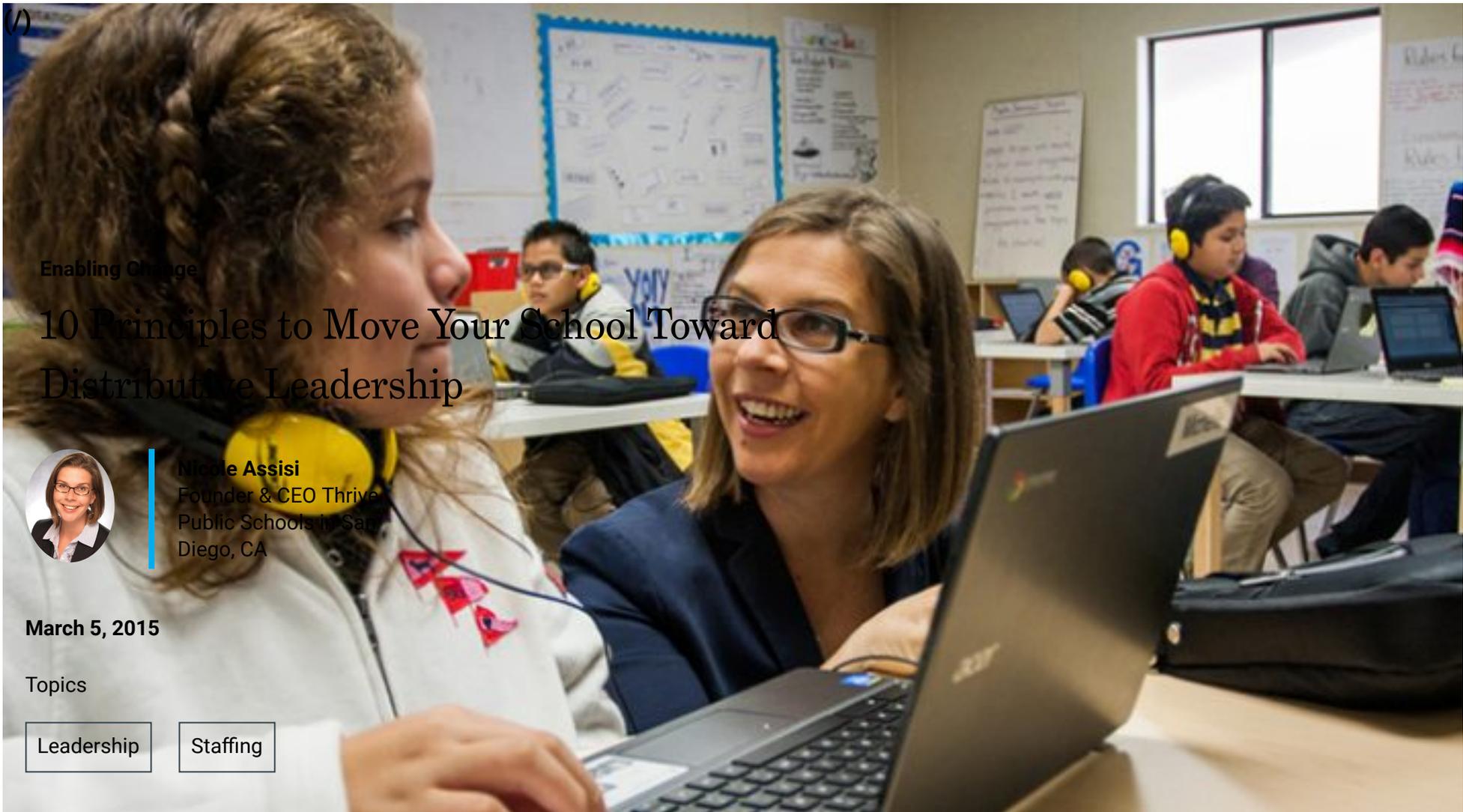
Dr. Ashanti Hands

Vice President, Student Services

Creating conditions that matter for our students to succeed!

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The Leading College of Equity and Excellence



Enabling Change

10 Principles to Move Your School Toward Distributive Leadership



Nicole Assisi
Founder & CEO Thrive
Public Schools in San
Diego, CA

March 5, 2015

Topics

Leadership

Staffing

Enabling Change

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Giving up control is the key to finding success as a leader, teacher and even parent in a blended school. First and foremost, you must trust the people around you.

The most intimidating part of leading and teaching in a blended learning school is not the technology. It is not the data crunching, either.

In fact, the scariest part of blending and personalizing learning is **giving up control**.

Giving up control is the key to finding success as a leader, teacher and even parent in a blended school. First and foremost, you must trust the people around you. For teachers, that means giving the right tools to students, and then trusting students to drive their learning. Parents must trust in this new paradigm for learning and trust in the school leaders.

We shouldn't be so worried about making mistakes—rather we should use them as stepping stones to greater learning and increased success.

But administrators may have the trickiest part to play—they must share the leadership role, and trust “their people”—their students, teachers, parents. This distributed leadership approach is a collaborative effort undertaken between people who trust and respect each other’s contributions. By using principles of distributed leadership, school administrators can empower people to make great decisions, learn from mistakes and reach new heights.

Here are my 10 guiding principles for blended learning schools moving to a distributive leadership structure. (They’re inspired by the awesome leaders and colleagues with whom I share this work!)

1. Remember: Everyone is a Novice & an Expert

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Resist the urge to make some people knowers and other people learners. Everyone has something to learn, and everyone has something to contribute. Make this clear to all on the team and remind them often of this *fact*.

2. Embrace ALL Parts of Entrepreneurship

Educators love the idea of fostering entrepreneurship, but often forget that part of being an entrepreneur involves making mistakes. Taking leadership risks that sometimes end in failure is a natural way of learning to do better and reaching new heights. In fact, when you get something right, one brain synapse fires; but when you get something wrong, TWO synapses fire. So we shouldn't be so worried about making mistakes—rather we should use them as stepping stones to greater learning and increased success.

3. Know the Vision & Share it Often

If people know where they are going, how they get there is irrelevant. Like a flight to Italy—you don't really care what flight plan the pilot makes, just as long as you land there. Allow your teachers to create their own flight plans, but make sure often that YOU KNOW and THEY KNOW where they're landing! At our school, we spend over a week talking about our vision; we then spend another week and a half mapping our path. People can map their own path once they are crystal clear about where they are headed.

4. Give People Voice and Choice

The choice on how to arrive at a location (see above) is vital to people truly believing in their work. If you have set the vision clearly, then people will choose whatever path is best for them and for students. Trust them to do so and check in on to find out what they need. When checking in, make sure you hear all voices. Giving “voice” doesn't mean every decision is democratic, but it does mean that *everyone gives input and all input is valuable*. Ask yourself, “Have I heard from everyone?” If not, figure out a way to get more voices—or find out why folks aren't talking!

5. Create Systemic Autonomy

To build autonomy and empower your team, you must have systems in place that support self-direction. Autonomy done well is not careless; it is thoroughly thought out, intentional and sustained by the structured and systems you create. For example, rotate leadership responsibilities, like facilitating a school-wide meeting, so every person gets a chance to set the agenda and take responsibility for the conversation about the school and its needs. Another system might be setting up

budget line items for each staff member. By giving some budget control to individual team members, they have the opportunity to buy what they need when they need it. Trusting that your staff knows what the organization needs empowers them, builds autonomy AND distributes the leadership in the school community.

6. Hire Well

Don't ever shortcut hiring! You are creating a team—get everyone involved—staff, parents, and students. Including all stakeholders in the hiring process ensures a shared responsibility and commitment to the school vision. Dynamics and culture will make or break specific projects. (If you want to know why, see number 4.)

7. Get Out of the Way: Don't Micromanage!

Teachers are entrusted with the lives of children every day—a task none of us takes lightly. We expect them to protect, teach, and care for kids, so why is it so challenging to trust them with other decision-making responsibilities? As leaders, we must let our teachers step up, take control, make mistakes, course-correct and manage their classroom budgets accordingly. We trust them with children; the other things are small in comparison!

8. Allow Opportunities for Assessment

A big part of distributing leadership means checking in, evaluating, reflecting and assessing. We do this naturally with students, but often forget to do so with adults. Reflecting on strengths and finding opportunities to growth can happen often and with a kind-but-discerning eye on school vision and student success. Self-assessment, 360-degree evaluations and feedback cycles are all part of assuring that people are doing what they can and are receiving the support they need.

9. Focus on Skill & Will

Help people on your team find their passion and make their mark. Provide training and opportunities, create individualized professional development plans and create plenty of instances for stakeholders to share their expertise. Building a team of passionate experts is an intentional and ongoing project.

10. Celebrate Small Victories

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Make success—big and small—*visible* and *irresistible*. People want to be recognized for their great work (even when they say they don't). And by celebrating great work publicly, you will attract people to the success party (and the school). Everyone likes to be on a winning team, we all want to do what is best for kids, so make all of the great things that are working public!

This article would not have been possible without inspiration from my fellow innovation leaders (and NGLC grant recipients) Oliver Sicat, Liz Arney and Jonathan Tiongco. Thanks for letting your brilliance rub off on me.

Learn More

K-12 Roundup of Tools and Resources: Distributed Leadership (<https://www.nextgenlearning.org/articles/k-12-roundup-of-tools-and-resources-distributed-leadership>) - Every day, teachers do the hard work of facilitating and supporting student learning. Teacher leadership has a wide and positive impact on students in schools that deeply value and build systems of shared, distributed leadership.

The Importance of Social Emotional Learning in K-12 Education (<https://www.nextgenlearning.org/articles/the-importance-of-social-emotional-learning-in-k-12-education>) - Also by Nicole Assisi. To build the skills needed for students to *thrive* in a blended learning environment, Thrive educators focus on Fostering Student Voice, Building Resilience, Generating Self Advocacy, and Teaching Self-Regulation. In short, socially and emotionally robust kids.

5 Best Practices for Reimagining Professional Learning This Year (<https://www.nextgenlearning.org/articles/5-best-practices-for-reimagining-professional-learning-this-year-1>) - How do we position aspiring next gen educators to be successful? Mirror next gen learning for students, position educators as agents of change, and enable educators to direct their learning.

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Nicole Assisi

Founder & CEO, Thrive Public Schools

Dr. Nicole Assisi is an accomplished school developer and leader in 21st century learning innovations. She was a founding leader at Camino Nuevo and Da Vinci Schools. Nicole taught school leadership at UCLA and CSUDH. Most recently Nicole launched Thrive Public Schools, a new breakthrough Charter Management Organization serving as a model for personalized, project-based, social emotional learning.

@DocAssisi (<https://twitter.com/DocAssisi>)

<http://www.thriveps.org/> (<http://www.thriveps.org/>)

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