

1312 CLUSTER LEADER COUNCIL\*

1312.1 Purpose and Functions

The Cluster Leader Council is an administrative college committee which acts in an advisory capacity to the Office of Instruction. It is composed of elected Department Chairpersons and/or Cluster Leaders. Purposes and functions are:

1. Develop and/or review policy and procedures in the areas affecting instruction, and forward proposed policy and procedures to the Academic Senate and the Administration.
2. Coordinate the administrative aspects of educational planning and evaluation of the educational program.
3. Serve as a communication link regarding instructional concerns between the faculty, the Department Chairpersons, the Academic Senate and the Administration.

The Cluster Leader Council will consider proposed policies and procedures from other college committees/councils and make recommendations in terms of their impact on instructional management. This will be done at the time the issues reach the Administration.

1312.2 Membership:

Cluster Leaders must be or have been Department Chairpersons or Cluster Leaders. The Dean of Instruction is a non-voting member of the Cluster Leader Council. Cluster Leaders are subject to the same performance standards and protections as other administrative staff. The Superintendent/President must approve those recommended to serve as Cluster Leaders. The Superintendent/President or the membership of a Cluster, by majority vote, may recall the Cluster Leader due to unsatisfactory performance.

1312.21 Selection Procedure

The faculty members in each Cluster will elect one representative to serve as a Cluster Leader. The election must be conducted on or before December 1. Cluster Leaders will take office at the beginning of Spring semester.

1312.22 Term of Office

The elected Cluster Leaders will serve staggered two year terms to provide continuity to the work of the Council. Terms may be repeated.

### 1312.3 Vice-Chairperson

The Vice-Chairperson of the CLC shall be a Cluster Leader elected by the Cluster Leader Council. Responsibilities will be:

1. To conduct the meeting in the absence of the Chairperson.
2. To assist the Chairperson in the preparation of the Agenda and Minutes of CLC meetings.

### 1312.4 Quorum

A quorum of the Cluster Leader Council will be seven voting members. Meetings will take place and business will be conducted without a quorum. For policy recommendations, a quorum is necessary.

SANTA BARBARA CITY COLLEGE

DATE: October 4, 1980  
TO: Glenn Gaston  
FROM: Richard M. Sanchez  
SUBJECT: Professional Development Plan

Last college year (1979-80), Dr. Mertes created an Ad Hoc Committee to develop a comprehensive approach to professional development at SBCC. Members on that committee included John Kay, Conrad Weiler, Suzanne Medina-Nuygen, Robert Cummings, Martin Bobgan, Dan Oroz and myself.

The first thing we did as a committee was to agree on what Professional Development meant on campus. A statement (Appendix A) was developed and disseminated to all faculty for reaction and revised according to suggestions. Our next task involved attempting to understand the various approaches in vogue relative to professional growth at various institutions. After conducting a review of the alternatives, we commenced to develop a comprehensive approach for Santa Barbara City College. After year-long deliberation and numerous revisions, the attached plan (Appendix B) was developed and submitted to the Superintendent-President for approval. I am pleased to inform you that the plan has been approved. Additionally, \$15,000 have also been budgeted to be used exclusively for pro-fessional growth this college year. A decision has been made that the \$15,000 will be utilized in the following manner:

\$5,000	Allocated to Clusters by the Instruction Office for travel/conference.
\$5,000	Allocated by the Instruction Office for program improvement, program development, curriculum development, etc.
\$5,000	Allocated by the Campus Professional Growth Committee to individual faculty for growth contracts.

My purpose in writing to you is to convey the fact that a funded plan for professional growth is now available to faculty. The plan was designed to accommodate individual faculty needs and is strictly voluntary. We would like to encourage widespread participation and therefore, I am requesting that the Representative Council endorse the plan and assist in implementation by encouraging participation. You will note that one feature built into the plan is the selection of one faculty member, at minimum, to attend the Great Teachers Seminar held each summer at Casa de Maria here in Montecito. Procedures and protocol for this event will be the exclusive function of the Representative Council. All I need to know is the person(s) selected to make necessary arrangements.

October 4, 1980  
Professional Development Plan  
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I have requested that Dr. Mertes activate the Campus Professional Growth Committee as soon as it is convenient for him. You will note there are seven (7) faculty members represented. May I ask that you convey to your constituents that the plan is rudimentary and that suggestions to improve upon this plan will continually be solicited.

I will be pleased to make myself available for questions and remarks to the Representative Council at the time you present the plan as an item on the agenda.

Best wishes for a productive and exciting year.

RMS/ml  
Attachment - Appendix A, B

cc: Dr. Mertes (w/o attachment)  
P. Huglin (w/o attachment)  
J. Romo (w/o attachment)

# SANTA BARBARA COMMUNITY COLLEGE DISTRICT

SANTA BARBARA CITY COLLEGE

## Memorandum

To: **Richard Sanchez**

Date: **September 30, 1980**

From: *David Mertes, Superintendent-President*

Subject: **PROFESSIONAL DEVELOPMENT PLAN**

The Professional Development Plan outlined in your ~~mem~~ memo of July 30, 1980 is approved with the suggested changes communicated by Mr. Huglin and discussed with you earlier.

**Best wishes for an outstanding year!**

DM:emb

cc: M. Huglin  
D. Oroz  
G. Gaston

SANTA BARBARA CITY COLLEGE

DATE: September 25, 1980  
TO: Pat Huglin  
FROM: Richard M. Sanchez  
SUBJECT: Professional Development Plan

This summer, the Ad Hoc Committee on Professional Growth completed their task of developing a comprehensive approach to professional development for faculty. That plan was submitted to you and Dr. Mertes with a recommendation that the plan be endorsed. During one of the Dean's meetings a recommendation was made to delete all reference to the term "personal" within the body of the plan and substitute it with "professional". This has been accomplished. Therefore, on behalf of the Committee, I would again recommend that the plan be endorsed for implementation this college year. The Committee further recommends the following:

1. The Campuswide Professional Growth Committee should be formed by Dr. Mertes.
2. The plan should be submitted to the Representative Council as information. It may also be appropriate to ask their endorsement.
3. Funds set aside for Professional Growth this college year will be controlled in the following manner:

SUM	<u>DISBURSING AGENT</u>
\$5,000	Instruction Office (Travel, Conference, etc.)
\$5,000	Instruction Office (Program improvement, development, evaluation, etc.)
\$5,000	Professional Growth Committee (Growth Contracts)

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Professional Development Plan  
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The Committee feels that the plan is rudimentary in nature and a point of reference from which to commence. Revision of the plan to make it more compatible with our changing needs is highly encouraged.

If there are any questions I may answer or additional information I can provide, please let me know.

cc: Dr. Mertes/attachment  
J. Romo/attachment  
G. Gaston/attachment  
Professional Growth Committee-w/o attachment

PROFESSIONAL GROWTH  
A COMPREHENSIVE APPROACH

I. INTRODUCTION

Professional growth and development at Santa Barbara City College is viewed as a concept embracing all aspects of the improvement of instruction process. This includes in-service activities, travel associated with the individual's discipline, attendance at professional gatherings, personal and sabbatical leaves, etc.

A professional growth program is a system of inter-related activities organized by the institution in such a way that the process, once developed, becomes continuous. Emphasis is placed on the teaching environment since the assumption is that the improvement of teaching is the greatest concern to all at the College.

An inventory of activities available for professional growth includes the following:

Conference Attendance	Guest Lecturing
Workshops	Consultant Roles
Faculty Fellowships	Personal Leaves
Curriculum Development	Sabbatical Leaves
Faculty Meetings	Great Teachers Seminar
Research Opportunities	Faculty Exchange Programs
Annual Faculty Lecture	



## A PROFESSIONAL DEVELOPMENT PLAN

### One Approach

This Professional Development plan is an individualized approach to professional development using a concept termed "Professional Growth Plan." The program is voluntary and open to permanent faculty. It calls for an individual plan for professional growth whereby the individual involved determines his/her own strengths, weaknesses and area of need. A committee may be established by the faculty member whose purpose will be to assist in achieving the self-designed course of action. A written assessment is developed at the end of the year according to determined outcomes and presented to the campus-wide Professional Growth Committee for evaluation.

The principles behind the program include the following:

1. Each participant identifies his/her own strengths and weaknesses.  
The objective is to develop a strong faculty with diverse gifts that compliment each other and meet the educational needs of the community.
2. Success of individual efforts to achieve growth are best realized when plans are self-designed and self-imposed.
3. Specificity of goals and an evaluation process will insure a development process which is not only continuous but systematic.
4. An individualized program allows participants to define and pursue activities leading to professional advancement. Although individuals plan according to their own strengths, likes, weaknesses, etc., faculty are encouraged to pursue personal growth which coincides with the needs of the community.
5. The program encourages the individual to develop as comprehensively as possible.

## II. INDIVIDUAL PLANS

### PROGRAM A (Request for Funds)

- A. An individual profile will be prepared by each participant and filed in the personnel folder (Attachment A).

The profile will contain essential information related to the request for professional growth and will accompany the individual plan prepared by the person.

- B. An individual plan will be developed showing the following information:

- \* Self Assessment
- \* Goals of Plan
- \* Proposed Means of Accomplishment
- \* Proposed Means of Assessment
- \* Budget Proposal
- \* Means of Final Evaluation
- \* Timetable for Events

A committee comprised of peers and/or other members of the college community can be created by the participant. This procedure is optional and it is designed to provide assistance for the participant during the project.

#### 1. Self Assessment

The participant will prepare an analysis of discerned weaknesses and perceived strengths. The assessment will indicate how the proposed plan compliments the individual's need for professional growth and a brief overview of the proposed project should also be provided.

#### 2. Goals of Plan

In accordance with the individual assessment, goals will be developed and stated as measures of outcomes. The anticipated

length of time required to achieve desired results will be noted. The normal length of time for an individual's Professional Growth Plan should not exceed one year.

3. Proposed Means of Accomplishment

The participant will next outline a sequence of events which will serve to provide direction to the project. This portion of the plan should be stated with sufficient clarity that persons not familiar with the project will fully understand its intent and the means proposed to achieve the desired goals. Events should be projected along a timeline so that the assessment phase of the project can easily measure progress and discern potential difficulties that may be encountered.

4. Proposed Means of Assessment

Assessment will occur throughout the project according to the timeline established in Item 3 above. This procedure will be initiated as a means of determining whether the project is progressing as intended. Shortcomings identified during the assessment will be addressed by the participant and necessary revisions will be made and resubmitted to the Professional Growth Committee.

5. Proposed Budget

An itemized budget will be prepared showing all proposed expenditures. A figure will be shown indicating the total amount requested.

6. Means of Final Evaluation

A final evaluation will be conducted. The evaluation should address the goals established for the project and the effectiveness of results. A statement relative to the participant's

weaknesses which the plan intended to address should be made with emphasis upon the manner in which the project has affected these weaknesses. Suggestions for future professional growth projects for the participant will be included.

7. Timetable for Events

A timetable will be developed showing a projected time for the beginning of each event and an indication as to when each event is scheduled to be attained. Format and design will be developed by the participant.

- C. If the participant decides to establish a committee, the plan will be reviewed by committee members prior to being submitted to the campus-wide Professional Growth Committee.
- D. The individual plan and completed profile will be endorsed by the department chairperson first, then submitted to the campus-wide Professional Development Committee for review, evaluation and recommendation.

PROGRAM B (Growth Contracts Not Requiring Funds)

- A. A faculty Development Profile sheet (Attachment A) will be completed by the participant and made available for review. The profile will contain essential information related to the request for professional growth. It will accompany the individual plan to be developed by the participant.
- B. An individual plan will be developed by the participant and endorsed by the Department Chairperson. A copy of the plan will be submitted to the campus-wide Faculty Development Committee for final approval. The plan will be written using a format developed by the participant.

At minimum, it will include a description of the professional growth activity, a statement of desired outcomes, the means to be employed in achieving the desired results and the manner in which the activity is to be evaluated.

### III. LEAVES

#### A. Sabbatical Leaves

Sabbatical Leaves are an integral part of Professional Growth. A faculty member requesting sabbatical leave will submit a copy of the proposal to the Professional Growth Committee. The committee will review the plan, acknowledge receipt, and not evaluate it further unless funds in excess of the level of funding approved by the Board of Trustees are being requested.

In such cases, the Sabbatical Leave Proposal will be evaluated according to the criteria noted in Item II, A and B, above. A copy of the committee's recommendation to the Superintendent-President will be sent to the Sabbatical Leave Committee of the Representative Council.

#### B. Personal Leaves

Personal leaves can also be a significant component of professional growth. When a personal leave is granted to a regular contract faculty for the purpose of engaging in professional growth, the individual plan will make reference to it. In this way, the committee will understand that the faculty member will be discharged from his/her teaching responsibility.

### IV. GREAT TEACHERS SEMINARS

The California Great Teachers Seminar is oriented towards improving community college instructors. The seminar is held once each year

during the summer months. As a potential professional growth option, it should become a significant aspect of professional growth.

During the Spring semester of each year, applications will be received by the Representative Council from regular contract faculty interested in being considered for attendance. One person will be selected to attend. Procedures for application, evaluation of applications and selection will be developed by the Representative Council.

V. CAMPUS-WIDE PROFESSIONAL GROWTH COMMITTEE

A campus-wide Professional Growth Committee will be created to review individual professional growth plans, recommend funding for the project and provide a continuous and systematic review of professional growth activities at S.B.C.C. The committee should also be expected to review professional growth opportunities available for faculty and make recommendations that will revise, augment or supplant existing practices. An additional function of the campus-wide committee should include a recommendation for an annual budget made to the Superintendent/President designed to support professional growth activities in the ensuing college year.

The primary concern of the Professional Growth Committee during the review of individual plans will be to determine how the proposed plan is designed to address the individual's perceived needs, the value accorded to the institution and the direct benefit to the instruction program.

A. Proposed Members

President, Academic Senate

Faculty Representatives (2) (to be determined by Representative Council)

Chairperson, Professional Standards and Leave Committee

Cluster Leader Council Representative

Counseling Representative

Assistant Dean, Educational Planning and Development

Personnel Director/Affirmative Action Officer  
Administrative Dean, Continuing Education  
Chairperson, Sabbatical Leave Committee

B. Functions of the Committee

The committee will be responsible for accomplishing the following events:

1. Review all individual plans for professional growth.
2. Make recommendations for revision to participant if appropriate.
3. Make a recommendation to the Administrative Dean, Instruction, relative to the amount of funds to be released for plans involving a request for funds.
4. Meet with the participant, discuss the plan and inform him/her of the level of funding recommended.
5. Assess professional growth activities on a continuous basis and made recommendations as necessary.
6. Prepare and submit annually a recommendation to the Superintendent-President relative to funds allocated for professional growth activities.
7. Review each plan at the conclusion of the project and make any statement deemed appropriate.
8. Provide an annual report for the Superintendent-President outlining Professional Growth activities conducted during the College year. This report should be received by the Superintendent-President by May 1.

C. Duties of the Committee

The duties of the Professional Development Committee will consist of the following:

1. Endorse the plan, including the budget request.

2. Endorse the plan subject to revision. Revisions will be stated in writing and agreed upon by the participant.
3. Recommend revision of plan.
4. Submit the plan to the Superintendent-President with a recommendation for funding and approval.

D. Suggested Timelines

Individual plans should be submitted by the time frame noted below:

1. Applications

Fall: March.

Spring: October.

College Year: February.

2. Decisions

Fall: May.

Spring: December.

College Year: April.



Santa Barbara City College  
PROFESSIONAL DEVELOPMENT PROFILE  
CERTIFICATED PERSONNEL

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Department: \_\_\_\_\_

Year Employed: \_\_\_\_\_ Professional Preparation: AA/AS BA/BS MA/MS PhD/EdD Units Beyond AA/AS \_\_\_\_\_ BA/BS \_\_\_\_\_ MA/MS \_\_\_\_\_

Additional Professional Preparation/Experience: \_\_\_\_\_

A. SABBATICAL LEAVE:

1. Year Last Taken: \_\_\_\_\_ Next Eligible Year: \_\_\_\_\_
2. Subject of Proposal: \_\_\_\_\_  
\_\_\_\_\_

B. AWARDS, HONORS, CITATIONS, ETC.:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

C. PUBLICATIONS:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

D. PROFESSIONAL CONFERENCES ATTENDED (Last 2 Years):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

E. PAPERS PRESENTED (List Conference & Organization):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

F. IN-SERVICE ACTIVITIES:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

G. COURSE WORK (Last 2 Years):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

H. OTHER PROFESSIONAL GROWTH ACTIVITIES (i.e., Community Service, Special Interests, etc.):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

I. CURRICULUM DEVELOPMENT ACTIVITIES:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

*Final Tally*  
*4/24/80*

WITHDRAWAL QUESTIONNAIRE AND INTERVIEW

Faculty and staff at Santa Barbara City College are concerned about the fact that you are withdrawing from one or more of your classes. In order to understand better why students drop courses and to assist in exploring alternatives, we request that you complete this questionnaire and talk with a counselor before dropping your class or classes. Please be as open and complete as possible in your responses.

Name (optional) \_\_\_\_\_ Major \_\_\_\_\_ Date \_\_\_\_\_

Current number of units in progress \_\_\_\_\_ Class(es) being dropped: \_\_\_\_\_

Units remaining after withdrawal from this course or courses \_\_\_\_\_

1. What is your reason for withdrawing? Please check the appropriate box or boxes:

178 I could not get the courses that I wanted. (If you check this box, please indicate on the back of this page the courses you wanted but could not get.)

378 I could not get the courses I wanted at times that are available to me. (If you check this box, please indicate on the back of this page the times you preferred or needed.)

275 I am enrolled in more units than I can presently handle.

307 I found that I lack the academic preparation to do well in my class or classes.

575 I have had a change in my work schedule.

239 I am behind in my course work and don't feel that I can catch up. *which school has no control.*

196 I lack the financial resources to attend college.

110 I am moving away from this area.

*603 = 23% maybe school could help*

138 I am not really motivated to be in school at this time.

327 Personal or family illness prevents my continuing at this time.

127 I am disappointed in the quality of instruction in my class(es). (If you check this box, please provide more specific and complete information on the back of this page.)

196 I am disappointed in the quality of facilities and/or equipment used in my class(es). (If you check this box, please elaborate on the back of this page.)

1 I am disappointed in the quality of student services at SBCC. (If you check this box, please provide more specific and complete information on the back of this page.)

308 Other. Please specify in the space below:

*2637 responses*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Yes  No  I plan to enroll at SBCC again in the future. When? \_\_\_\_\_