

CFR 1.1 The Mission of the College

The mission statement published by Rudolf Steiner College (RSC or College) embodies a rich history of its resolve to make a contribution to cultural renewal. The intention to provide a unique approach into higher education based on the spiritual scientific tenets of Rudolf Steiner is articulated in the catalogue as a commitment to transformational learning. Cultivation of the inner life is viewed as a necessary component to any educational and/or vocational program offered at the College. At RSC, higher education is conceived as a means to meeting the needs of an essential longing within the human spirit to attain higher knowledge not merely for its own sake, but to better enable the individual to enter into life with vision, purpose, and competency.

All programs are designed to support the full human being as an entity of body, soul, and spirit. Without any sectarian notion there lives an ideal, on the part of the College, to impart pathways within the curriculum to strengthen the body, to unlock powers of creativity lying dormant in the soul, and to encourage the capacity for initiative out of the spirit. The quest for knowledge is considered a sacred covenant between the individual and the Spirit. Guiding each student to find a way to serve the world is an integral aspect of what it means to be a faculty member at Rudolf Steiner College. A faculty member embraces the transpersonal aspect in the teaching moment and thus strives to activate a “field of inquiry” guided by inner activity of the teacher. This allows for an ethical awareness of one’s own thinking processes, and gives a contextual definition to the striving for knowledge. When knowledge is received out of the fountains of wisdom and is brought into an act of service, the ground for creating a new culture arises. College members make this vision as transparent as possible, for it is the unifying force and moral imagination of the community. RSC considers its endeavor to offer an education that inspires the student toward bringing peace, healing, and understanding into the world as a noble and worthy mission.

Schooling capacities for imaginative, inspirational, and intuitive cognition lies at the core of the College’s highest aims. The mission statement contains five concrete institutional goals derived as outcomes of a creative educational environment:

1. To awaken independent thinking and healthy judgment about the deepest issues of human life.
2. To school powers of perception
3. To cultivate and enrich artistic faculties
4. To develop social sensitivity
5. To strengthen capacities for practical life.

The faculty of RSC is committed to a learning paradigm that places emphasis on experiential and Socratic modalities thereby engendering the possibility for each student to discover his/her own thinking and judgment on the subject matter being explored. Through guided observations of the natural world and exposure to artistic exercises, the students are given the possibility of developing a phenomenological-inquiry methodology, which is so critical to the pursuit of all academic and spiritually scientific research. The artistic exercises are aimed to awaken the artist

in each student and to affirm the concept that academic learning can be approached through an integrated artistic experience. The latter is integral to the application of Waldorf teaching methods.

The cohort-based programs foster excellent opportunities for students to enter into social dynamics and learn the skills of collaboration, cooperation, compromise, and community building. The major focus of the College is the training and certification of teachers for a vocation in Waldorf Education. Field experience sites are carefully chosen so as to optimize the students' opportunity to learn to authentically contribute to a school community.

Over the last three decades RSC has served many communities throughout the nation who have asked the College for support in developing Waldorf Schools. These communities especially have sought help in the preparation and certification of Waldorf teachers. In the past 15 years RSC has been in the vanguard of hosting conferences and training workshops for the public charter schools inspired-by Waldorf Education. The number of charter schools either established or in developmental phases that employ or plan to employ Waldorf Teachers and Waldorf Curriculum is growing daily. RSC has engaged with Sacramento City Unified School District in providing teacher training to two charter schools within that district. Administrators of the district are in the planning phases to start new Waldorf charters in areas where the free and reduced lunch program serves more than 50% of a school's population. They have noted the commitment and cultural shift that occurs at these schools. RSC's education programs continue to support this commitment and serve as a resource for the on-going in-service programs for these schools.

The College extends its mission beyond the service of the Waldorf School Movement and has accepted invitations to bring insights from Waldorf Education into other socially responsive venues such as parenting classes for Women's Empowerment, training programs for the Yuba County Court and Community Schools, and programs for working with "at-risk" youth.

In addition the College fosters innovative approaches to research and development, sponsors workshops and conferences on a wide variety of cultural and global concerns, and supports a publishing operation and bookstore that assure the constant flow and accessibility of Rudolf Steiner's diverse works. Rudolf Steiner College Press has published over 140 titles on Waldorf Education and Anthroposophy (the philosophical works of Rudolf Steiner). Faculty members and guest faculty have published with the RSC Press. The Bookstore at Rudolf Steiner College produces a catalogue and maintains an online shop containing over 1500 titles and a wide range of artistic supplies.

CFR 1.2 Institutional Context

Rudolf Steiner College (College), founded in 1976, annually graduates a small number of students from its Waldorf Teacher Education Programs. The Summary Data information form reveals that a very large percentage 85-100% of those who begin the program with a cohort group, graduate with that group and within the time frame planned for matriculation. The information about the graduates appears in two ways on the colleges' website. A link "about our

graduates” appears every spring and schools looking to hire trained teachers can contact the college and recruit graduates. In addition, Rudolf Steiner College is listed as a recognized Waldorf Teacher Preparation Center on the website of the Association of Waldorf Schools of North America (AWSNA).

Currently there are many small Waldorf Teacher Preparation Centers in the United States. These are listed on the AWSNA website. Many of these centers are located within local Waldorf School communities and the programs are often job-embedded. Rudolf Steiner College appreciates the success of these programs and also recognizes the advantage of providing a campus dedicated to adult education where adults can gather to renew and mature their trainings. The College has served this purpose for many years. Its bookstore is a popular venue for teachers to find new resources and connections to others who are teaching the same grade level.

Partially due to the many small training centers, the cohort groups of RSC sustain small enrollment numbers. Each cohort group is typically 15-20 students. These students have completed the prerequisite philosophical-foundations courses, often together. Foundational courses are offered on the campus and in Community Learning Centers of the College (CLC). The CLCs are typically based at a location where a number of Waldorf Schools are located. This current year, 2009-2010, CLCs are located in:

- Phoenix, Arizona
- Denver, Colorado
- Los Altos, California
- Petaluma, California

After completing the philosophical foundation studies, the cohorts will often choose to take the Summer Teacher Education Program on the College Campus. The College has long-recognized the need to create different delivery schedules (delivery modalities) to accommodate the needs of working students and career changers. Two programs, the Summer Teacher Education Program and the San Francisco-based Weekend/Summer Program endeavor to meet the needs of working students. In the summer of 2010 RSC will launch a hybrid teacher preparation program, which is designed to meet the needs of the many teachers who are actively teaching in public schools inspired by Waldorf Education.

All the delivery modalities of the teacher preparation programs share the same curricular scope of 48 credits divided into specific categories of course focus and feature more than 55% instruction delivered on the main campus in Fair Oaks, California.

Institutional Research regarding Graduates

RSC has much anecdotal evidence of the success of its Waldorf Teacher Certification Programs. As Waldorf Teachers typically teach the same students over a number of consecutive grades, teachers will enroll in summer courses at the College to renew their preparation for teaching the next highest grade level. A large number of the enrollees in the summer “Art of Teaching” renewal courses are RSC graduates. RSC is currently preparing an online survey for all enrollees of these courses. This survey will be offered in the summer of 2010. Evidence from this survey will inform the College regarding the numbers of RSC graduates who are returning for renewal

courses, their years of retention of teaching positions, and other pertinent information, which will help the College in reviewing and improving these courses.

In addition the large Western Region Teachers Conference, which takes place annually in February on the RSC campus and the nearby campus of the Sacramento Waldorf School, features alumni events and celebrations. Of the 400+ teachers who regularly attend this conference, it is estimated that more than half gained their certification for Waldorf teaching at RSC. This February, RSC will offer a survey to the attendees of this conference, and thereby seek to gain information regarding the effectiveness of the various teacher preparation programs and renewal courses, the teacher retention rates of the schools, and the numbers in attendance that are also RSC graduates. RSC will urge teachers to take the survey before leaving the conference and will maintain the computer lab and open Wi-Fi in an effort to serve those who are willing complete the survey while at the conference.

Institutional Goals, Program Objectives and Student Learning Outcomes

Instructors of the College employ a number of approaches to measuring the achievement of educational objectives. Among the evidence gathered are key assignments, field manuals, student journal entries, student performances, and capstone projects. The syllabi of all courses list the key assignments and other learning activities and provide a rubric or measurement tool used for ascertaining a student's successful completion of these activities and learned competencies. The MA program overview and MA course syllabi are found in the College Catalogue and the Document Library accompanying this CPR submission.

The key assignments and activities are designed to elicit the capacities listed in the College Mission Statement and the competencies identified in the Teacher Preparation Program Objectives. The College Mission Statement identifies five goal-level capacities that all programs, by design, are to actualize in an implicit manner. The teacher education program objectives are conceived to correlate directly with the College mission-based commitment to foster the 5 identified goals and to foster good teaching capacities in teacher candidates. Each course syllabus contains learning outcomes, which are cross-correlated to the program objectives. In this way, a clear connection of program-objectives & SLOs are shown on a matrix. The Program Review Policy and Procedure of RSC contains a section wherein the faculty assesses the course-level SLOs in relationship to the key learning assignments and ascertains if the key learning outcomes serve the overall program objectives. The program objectives are renewed or reaffirmed to ensure that they meet the overall Mission Statement Goals. This takes place in the Academic Affairs Committee (see CFR 1.3) as part of a yearly calendar of activities.

CFR 1.3 The Structure of Leadership (refer to the Organizational Chart and the Brief View of Governance in the document library)

**PHILOSOPHICAL BASIS OF LEADERSHIP AT RSC:
A CONTEXTUAL UNDERSTANDING**

Integral Leadership
Shared Governance
A Learning Organization
Evidence Based Decision-Making

Rudolf Steiner College embraces a philosophy of integral leadership that aligns the board of trustees, president, faculty, and staff in a well-functioning partnership devoted to a clear, broadly agreed upon, institutional mission and vision. The president and other executives and managers exercise leadership that is purposeful, consultative, deliberative yet decisive, and able to change course as new contexts emerge. They are also committed to a philosophy of shared governance in which decision-making responsibility is shared among those affected by the decisions. All leadership bodies strive to work out of consensus, which results in a feeling of empowerment and a sense of ownership.

The College is committed to providing transformative educational programs to its students. It extends this commitment to its own organizational practices and conducts itself as a learning organization that encourages self-reflection by all its members and groups as well as continuously transforming itself. The organization works to extend the evidence-based research paradigm inherent in its epistemological foundations to a culture of practice involving evidence-based decision-making.

Recent Developments

By summer 2008, RSC completed Phase III of a four-phase strategic planning process. As plans for change-driven growth have emerged, it is recognized that the more fluidic and intimate processes of the past are giving way to a calendar of regular evaluation and documented evidence gathering. Faculty and staff evaluation processes continue to employ a 360-degree format, but what was possible in the past, when the College was smaller and budgets less constrained, has occasioned a new method gathering responses. Personal, face-to-face conversations with clients, supervisors, employees and peers, has given way to digital survey forms that are submitted prior to the final meeting with an employee's supervisor.

THE STRUCTURE OF LEADERSHIP

While the organizational chart of the institution clearly identifies the levels of leadership and responsibility, the Review of Management document details both supervision of personnel and functional management.

Board of Trustees Responsibilities and Accountability

The Board's responsibilities, membership, officers, terms, etc. are mandated in the Bylaws of the Corporation. It meets six times per year in Fair Oaks and monthly via conference call.

The BOT annually reviews its progress toward goals set in the previous years and identifies new ones for the coming year. *Goals of the Board of Trustees* is an internal report documenting these activities.

President: Responsibilities and Authority

The President reports to the Board of Trustees and has overall responsibility for policy development, program planning, fiscal management, administration and operations. In accordance with College policy, the President, through management staff: plans, organizes, coordinates and administers all College functions and activities; provides policy guidance and coordinates the work of all departments; and fosters cooperative professional relationships among faculty, staff and other groups. The president is responsible for accomplishing board and faculty goals and objectives and ensuring compliance with accreditation and regulatory agencies. (See president's job description)

The Board of Trustees evaluates the President annually. Every fall, after the close of the previous fiscal year, the President presents a self-evaluation report based on the mutually agreed upon professional goals of that year. After discussion, this report is officially accepted and if satisfactory, appointment for the next year is renewed. Recently, the President has suggested that the Board consider an additional full 360-degree evaluation every three years, as the last one based on this model occurred in 2002. Both a consideration of this proposal and a review of the President's job description are on the Board agenda for the 2009-2010 year.

President Gayle Davis joined the College in 1982 as Business Manager and Faculty Member. She served for 12 years as Chief Financial Officer, continuing to teach philosophy, music history and direct the College choir. She has been President for 11 years, beginning in 1998. During this time she directed the Waldorf Administration Program for four years and has continued to teach and lecture when her schedule permits. She represents the College to the public and partners with the Development Officer for fundraising. Her membership on the Council, Executive Committee, Accreditation Team and Board, ensures continuity, information flow, and direct experience with the complex issues these bodies address.

Recent and past evaluations show the President to be respected as a person of vision, competency, self-reflection, integrity, and fairness, who recognizes and supports initiative. She pursues a life-long study of leadership and governance, accessing the College databases and sending scholarly research to her colleagues. She recently completed an M.A. in Education with an emphasis on educational leadership. She supports a culture of continuous learning throughout the organization. Faculty and staff enjoy broad access to College courses, workshops and events. This fall a number of the

leadership team, including the CFO, Academic Dean, Associate Academic Dean and ALO, joined her in an on-line course with Otto Scharmer, MIT professor and author of *Theory U*. Out of her keen interest in organizational development, she has worked to bring consciousness into forms of governance and decision-making. She is especially committed to having not only what is done, but also how it is done be a reflection or extension of the mission, values and philosophy of the College.

Academic Dean (CAO) Responsibility and Accountability

The Academic Dean Job Description elucidates the scope of this position. The President supervises the Academic Dean. Major tasks of the Academic Dean include, among other duties, the following: oversight of all program-related decisions, oversight of Program Proposal, Development, Implementation and Review Policy, oversight of program changes, and oversight of faculty and instructor evaluation. This position includes chairing the Academic Affairs Committee, membership on the Directive Council, and the Executive Committee. The Academic Dean is evaluated following the protocols of both, the employee evaluation procedure, designed for staff and the faculty evaluation procedure designed for program instructors.

The evaluation summaries of the Academic Dean have consistently revealed a high level of responsiveness to both organizational and individual instructors needs and a high level of competency in filling this position. The Academic Dean is currently pursuing a Ph.D. in curriculum and planning at California Institute of Integral Studies.

In addition, his interaction with students both as instructor and in fulfilling the duties of Academic Dean, he has been rated as highly competent. The Academic Dean works closely with the Associate Academic Dean and both are assisted by an executive secretary. They maintain the departmental Calendar, conduct regularly scheduled meetings of the Academic Affairs Committee and travel to the San Francisco program to assist the site director of that program.

Chief Financial Officer: responsibility and accountability

The Chief Financial Officer reports directly to the President. The CFO Job Description contains primary responsibilities inclusive of but not limited to: implementing the Budget Development and Review Policy, oversight of financial office personnel charged with maintenance of financial records of the following activities among others: payroll and benefits, accounts/payable receivable, scholarship and grants and other revenue sources inclusive of but not limited to: bookstore, press, kitchen, conferences and workshops, donations and bequeathed funds. The CFO is a member of the Finance Committee, a mandated committee of the BOT. In this position, the CFO attends meetings of the BOT and provides financial reports to the BOT. The CFO is a member of the Executive Committee and as such gives pertinent financial information relevant to decision-making activities.

In addition to the above-named responsibilities, the CFO often carries oversight of other operational aspects of the College. The responsibilities are assigned according to the competencies of the person filling this position. In the fall of 2009 the College executed a negotiated departure agreement with the former CFO. This was not expected and necessitated a vigorous response. The former CFO stayed on long enough to effect an orderly and smooth

transition. The President, Board Chair, and Executive Committee members conducted a search and a candidate for this position was interviewed and offered an interim position while the formal vetting process takes place. This person, John Haenselman, is well known and respected in the leadership circles of the Anthroposophical Movement. He held a key position in a large investment firm, which focuses on funding Waldorf Schools and other such endeavors. John is able to fulfill this most important oversight position and has already brought strength and clarity to this area of operations.

Under John's leadership, the College completed an early audit and preliminary audit information was prepared far in advance of previous reporting schedules. The Board of Trustees has determined that, in January 2010, when vetting protocols are complete, John will assume the position of CFO. John brings unique skills and competencies, and as a result the Controller/CFO will act as personnel supervisor of the senior members of the Managers Circle and oversee the growing IT needs of the College.

The CFO is evaluated using the Employee Evaluation Procedure, which contains a 360 evaluation done by peers and a self-evaluation. The information from this process is presented to the President. After the information has been analyzed, the CFO and President generate professional development plans, which reflect the areas for growth identified by the process. The previous CFO identified a need to complete an MBA and the College supported this plan by financially contributing to the tuition costs.

We do not have evidence of this person's completed evaluation as he resigned before it was completed.

Committee Level Decision-making Governance Structures

Directive Council (Council)

According to Article V of the By-Laws of the Corporation, the Council selects and removes all employees of the corporation, is responsible for duties and job descriptions of employees and is responsible for decisions fixing employee compensation. In addition, the Program Proposal, Development, Implementation and Review Policy designates the Council as the body responsible for ascertaining mission alignment of new and proposed programs. Dating to 1984, the Council has been vested with the responsibility of aligning all of RSC's activities with the spiritual mission of the College as articulated in the College Mission Statement.

The President, Academic Dean, Dean of Students, most program chairs and key managers are members of the Directive Council. Any member of the College Community, employee, faculty, or at-large could become a member of the Council if the following criteria are met: two or more years service to the College, demonstration of serious study of the works of Rudolf Steiner, and election to this body by consensus of the members of this body.

Essentially, the mandate of this group is to provide oversight particularly of the long-range effects of implementation of College change agents. This is the inaugural year of a new evaluative process of the Directive Council. This school year, 2009-2010, the Council has

presented *Goals of the Directive Council* to the BOT and will report progress on these to the BOT. The report is slated to take place at the end of the fiscal year.

Executive Committee (EC)

In 1994 RSC underwent a review of the BPPVE. In the course of this review, the Council verified that the Executive Committee is a standing committee of the Council and is vested with day-to-day decision-making as constitutes a smooth functioning management. Because the Executive Committee members are primarily the Senior Officers of the Organization and at least one is a member of the Directive Council, judicial care regarding the rights and responsibilities of the two groups is assumed. The EC has increasingly become a cabinet of senior officers, which assists the Council in carrying out its personnel (hiring/firing) responsibilities. The membership of the EC requires that a faculty member be on this committee in recognition of the primary mission of the College.

The EC will often handle sensitive and confidential personnel matters. Oversight of the plant and main campus functions is within the purview of the EC. Managers of campus facilities, hospitality, calendar and events, kitchen, housing, bookstore, press, and grounds report to the EC directly or in report form from the managers circle meeting. A member of the EC attends the weekly manager's circle meetings. In the past, the EC was more active in the operations of the various departments of the College's daily functioning. For example, management of the bookstore, grounds and facilities was located in the EC. Today, the managers of the various departments of the College have matured into leaders of their area and as such require very little oversight. The managers have formed a body of self-reporting and self-management. Supervision of the managers is a duty of the CFO.

The Executive Committee has set goals for the year against which, it self-evaluates. This is a self-managing group and as such does not engage in evaluation of its function or effectiveness. Activities of the Executive Committee are regularly reported to the Council and the Executive Committee will, on occasion make reports to the Board of Trustees. The Executive Committee keeps minutes of all meetings though it does not minute the highly confidential matters.

Academic Affairs Committee (AAC)

The Academic Affairs Committee is chaired by the Academic Dean and is comprised of the Dean of Students, Associate Academic Dean, the Admissions Officer, and all program directors. This group is mandated by the Directive Council to oversee policies that pertain to programmatic offerings and co-curricular activities. Along with the Academic Dean, this group carries responsibility for oversight of the Ethics Review Board, the Diversity Committee, Program Proposal, Development, Implementation and Review Policy and Procedure, Faculty Evaluation Policy, Library Collection Policy and Matters, and the Campus Life Committee.

Individual-level Decision-making Governance Structures – Academic

Program directors

Program directors are recognized for administrative capacity and core subject competency. The pay scale for program directors reflects this level of responsibility.

The program director job description is listed in the Faculty Handbook. Program directors are responsible for all phases programmatic planning and delivery. Once a program has passed the proposal phase, the Program Director is responsible for the delivery of the program as outlined in the program development documentation. Each program has its own unique schedule and thus schedule of evaluation and review. The program director ensures that adjunct faculty participates in writing the course syllabi, or that they are prepared to deliver the course content as described in the module of the syllabus. The program director is evaluated under the Faculty Evaluation Policy. Program directors gather evaluation materials and prepare documents for the Program Review Process in the AAC. Program chairs review their administrative and leadership capacities as part of the evaluation policy. This review is done with the Academic Dean as part of the Program Review Procedure and Core Faculty Evaluation Procedure.

Individual-level Decision-making Governance Structures – Functional

Staff/Managerial

The Managers Circle is made up of those individuals who carry designated responsibilities that may involve decision-making and contractual agreement making on behalf of the College. The managers oversee the functions of many aspects of the Campus facilities and services. This group is a stable and competent group of individuals who have long-served the College and who, have created a cohesive guidance to the Campus offerings. The managers of facilities and services, bookstore, hospitality, food services, housing, garden and grounds, initiatives and events & marketing and outreach meet weekly to coordinate Campus activities. At this time, the Academic Dean is attending these meetings fulfilling oversight of the Executive Committee. The Ombudsman is a member of this circle. The CFO has functional oversight of these managers.

Guidance and Advisory-level groups

Faculty Meeting

Chaired by the Dean of Students, this bi-monthly meeting allows for study and deepening of the understanding of the philosophical tenets of Rudolf Steiner College's education programs.

Faculty members prepare research documents and present these to colleagues at these meetings. This group explores theories of learning, the shift from focus on instruction to focus on learning, how to better serve students who are learning in a job-embedded environment, the art of coaching and other such topics.

The faculty discusses and plans co-curricular activities and plans for all-campus celebrations and festivals. Much of what the faculty discusses vis-à-vis the co-curricular and campus activities has originated from the Campus Life Committee.

This group is responsible for the student handbook and documents regarding student activities or services. A concern regarding the welfare of a student could emerge in this group and thus, come to the attention of the Dean of Students.

Campus Life Committee

The Campus Life Committee is comprised of students from all residency-based programs, managers of key campus services, the Dean of Students and others who express interest in playing a role in directing activities of the campus. This group sponsors and conducts monthly all-campus constituency groups meeting. This lively meeting that occurs over lunch in a main hall of the campus serves to connect people on the campus to each other and to the offerings of the many programs and workshops taking place on a regular basis. In addition, gratitudes, compliments, announcements and concerns are given “open mike” time at these meetings. It is hoped that a quarterly campus newsletter will grow out of this group.

Given that RSC is essentially a two-year college with many of the students being working moms and dads, there is not a large pool of students volunteering to be part of this group or any of the other groups. The College leadership is asking the Campus Life Committee and the Diversity Committee to advise actions that can be taken to increase student participation in College guidance.

The Accreditation Committee Task Force (ACT)

This group is made up of the President, the Academic Dean, the Associate Academic Dean, a Student in the final year of the MA degree-granting Teacher Preparation Program, a senior manager and Ombudsman, and the ALO. This group meets bi-monthly and is charged with all aspects of preparation for the CPR and EER phases of the accreditation process. Members of this group are highly engaged in all major constituency groups of the College.

CFR 1.4 – Academic Freedom Policy

The Academic Freedom Policy is found in the Faculty Handbook, and the College Catalogue. This policy is enforceable through the Grievance Policy. This policy reads as follows:

ACADEMIC FREEDOM POLICY
Adopted by the Academic Affairs Committee May 20, 2008

Rudolf Steiner College is committed to the open discussion, assessment and analysis of ideas and values. Faculty members, students and staff are free to pursue the search for truth and understanding. Subject to the norms and standards of scholarly inquiry, they are free to conduct research, teach, speak, and publish and without interference or penalty. Disputes involving academic freedom will be resolved through college grievance procedures. The Academic Dean is principally responsible for the implementation of this policy. Every faculty member, however, is responsible for the implementation of and compliance with this policy.

CFR 1.5 – Commitment to Diversity

Rudolf Steiner College attracts students from many regions of the United States and from many countries of the world. Students are attracted to the College because they have found an interest in Anthroposophy and Waldorf Education. This common interest unites them and creates a sense of shared community values that transcends nationality, creed, race or gender. Though the shared worldview helps to overcome bias and prejudice, more subtle and pervasive habits of conduct can emerge within a group. The College is committed to research and programs, which support an on-going effort to create social harmony through awareness-raising activities.

The annual festivals and activities are co-planned by faculty and students and often incorporate the various cultures represented in the campus community. Courses and activities within the Teacher Preparation Programs incorporate aspects of cultural differences. Culture is defined in a large-scope outlook as inclusive of, language, beliefs, values, orientations, physical abilities, socio-economic status and general worldviews. Students do field work in diverse situations exposing them to very different communities and situations. Discussion groups following the field experience activities are planned to foster open discussion and reflection of the experiences. The summary data information of the College reveals a large number of Asian students consistently enroll in the College programs. About fifteen years ago college faculty actively recruited students from Japan, Korea, Thailand and other Pacific Rim Countries. As a result, many Waldorf Schools were founded in these countries and the demand for trained teachers continues. In addition, a surge of growth of Waldorf Schools is beginning in China and some students are beginning to enroll from this country.

The College recognizes that diversity is defined in far broader terms than the narrow confines of nationality or region represented. Diversity embraces creed, gender orientation, values, beliefs, disabilities, and worldviews and as such fosters an open dialogue and connection between people who experience different vantage points to life. The warmth and connection between constituency groups has created a campus ambience embracing varying levels of needs for support.

As the College has grown, many groups who hold similar views, proclivities, and orientations have formed in a flexible and open manner. Students, especially, find each other and congregate in social and working groups.

The faculty though, has been challenged to examine values that are generally held by the generation of the Baby Boomers as more colleagues from the younger generations are joining the ranks. The Boomer Generation is heavily represented in the core faculty and leadership of the College while the staff and students represent more the Gen X and Y generations. This has led to some tensions and also humorous moments. In the Winter/Spring semester of 2009 the entire campus held two town hall-like sessions to explore what the different generations on campus have to offer to one another and to explore how these generations differ. The discussions and activities have been lively and informative.

The Diversity Committee

The Diversity Committee of the College is an outgrowth of this effort to explore the basic tenets of Anthroposophy and especially Waldorf Education in the light of the diversity of the world it thrives in. The Diversity Committee, established in the summer of 2009, is mandated by the Directive Council and serves the College in ensuring on-going research and study of issues related to diversity is a practice of the College.

The Mandate of the Diversity Committee is in the College Catalogue. The Diversity Committee Mandate, Membership and Minutes from meetings are found in the document library as well.

Acknowledgement of the Philosophically based Ontological View of the College

The basic philosophical tenets held at the College are founded in the work of Dr. Rudolf Steiner. This philosophy, Anthroposophy, embraces the human as a being of body, soul, and spirit. Students know and understand that they will be exposed to the depth and breadth of this philosophically based ontology. While there is room for open debate and discussion, students who are oriented toward agnosticism or atheism may not find a relationship to the basic ontology and epistemology contained in the courses and thus, may not stay with the College and in the course of study. The literature of the College clearly expresses the philosophical-spiritual basis of the course work and students attend orientation during the first week of entry in a program. A rare student who leaves for this reason is treated with respect and is given all due consideration under the policies of the College.

The College publishes a statement of non-discrimination in the College Catalogue. This statement extends to admissions, hiring, promotion and scholarship awards.

CFR 1.6 Institutional independence in decision-making

Rudolf Steiner College (College) has no history of interference in substantive decisions or educational functions by political, religious, corporate or other external bodies outside the Institution's own governance arrangements. The focus of Rudolf Steiner College is upon offering high quality adult education, especially Waldorf Teacher Preparation.

Rudolf Steiner College is affiliated with the Association of Waldorf Schools of North America (AWSNA) as a full member of this organization. The President represents the College as a delegate to this body. AWSNA's mission is focused on forwarding the common interests of Waldorf Schools and Teacher Preparation Institutes. AWSNA supports a rigorous membership process designed to insure the integrity of Waldorf Education in North America. RSC has worked jointly with AWSNA on a set of shared principles, which are suggested but not required.

The College is not affiliated with any other organizations or entities that could have any influence on the decision-making processes of the College.

CFR 1.7 Public access to Retention and Graduation Data

Retention and Graduation Data

Rudolf Steiner College generated the summary data charts and the data exhibits for the WASC CPR submission. This data shows an overall picture of the College's student applications, enrollment, and graduation data. The College makes these summary data charts public through the College Website: Accreditation/Summary Data/Data Exhibits. It is also found under the Admissions Menu. The data reflects a five-year profile of application, admittance and enrollment (Chart 1.1) in all the matriculating courses of the College. In addition, the data is disaggregated to reflect profiles of students by gender (chart 1.2) and race/ethnicity (Chart 1.3), an overview of all cohort groups and graduation rates (chart 1.4- 1.5) Chart 1.6 shows the numbers of students receiving scholarship and those who are receiving loans through the college.

All matriculating courses are formed on the cohort concept. Though not all students stay with their original cohort group a large percentage does, and thus the cohort enrollment, retention, and graduation data reflects this high percentage of graduates who completed within the time frame for matriculation. It should be noted that during the past school year 2008-2009 a number of the students who enrolled in the Waldorf Teacher Preparation Program opted to complete the program under the auspices of the BPPVE approved MA degree (see subsection "...not many students opted to achieve the MA BPPVE-approved degree" below).

One program, the Summer Teacher Education Focus on High School Preparation shows a low graduation rate. The program director is aware that most of these cohort members finish course work and do not complete the capstone project. There is very little incentive for them to do so as the shortage of trained Waldorf High School teachers makes for a lax enforcement of the requirement for certification.

Tracking the Graduates – gaining perspective

The private Waldorf School Movement is self-regulated through the work of the Association of Waldorf Schools of North America (AWSNA). In the past 10 years AWSNA site visit teams and WASC site visit teams have carried out concurrent work at Waldorf Schools. AWSNA released a set of criteria for Waldorf Schools that wish to become full members of this association. One criterion states that all teachers of a school must be graduates of an AWSNA recognized center for Waldorf Teacher Preparation. The College is one such center and is also a member of AWSNA. AWSNA has conducted in-depth studies of the graduates of the many Waldorf Schools and is now conducting a study of the teachers.

The President of Rudolf Steiner College, Gayle Davis, is a member of the Teacher Education Network, a Committee of AWSNA, which is conducting the survey. The survey seeks to identify the institution wherein a teacher received training, how long a teacher has retained a full-charge teaching position, and if and for how long a teacher has remained with a single group of students (looping is 1-8 grades in most Waldorf Schools). In addition, the survey results will reveal the methodologies employed at the schools in evaluating teaching skills and competencies. This survey was slated for publication prior to the submission of this document, however a change in personnel resulted in a slowing of the process.

The College recognizes the importance of tracking its graduates for the purposes of gaining valuable information, keeping contact and offering them an opportunity to form an alumni association. The College conducted a survey of alumni last year and though a concerted effort to gain response was made, the survey did not garner a reliable number of responses. Since 1976, the College has graduated teachers and many of them are still teaching in Waldorf Schools. The College welcomes many graduates to a reception for them held at the two large conferences sponsored yearly in January and February. In an effort to gain a more representative and evidence-based response, the College will sponsor a survey at these conferences. Graduates will be encouraged to respond to the surveys using two modalities. Online links, for those who have computers or choose to use the computer lab, will be distributed. Paper copies will be distributed and time to fill these out will be offered.

It is hoped that the College can accomplish two goals at these gatherings. First, the College will seek to gain definitive feedback from those who are in the field, regarding the value of the teacher preparation they did at the College, and second, the College will inaugurate a *Steiner College Graduates Association*. A graduate packet is being prepared offering the graduates access to the library, library databases, discounts at the bookstore and on weekend workshops. Most of these graduates are teaching in AWSNA membership schools and through this membership, they are sponsoring scholarships for new teachers to attain training at the College. Because of the latter, an alumni association has not been a front burner issue for the College.

In the school year 2009-2010 the beginning teachers, who have finished course work at the College, will receive faculty mentorship during their first year in the classroom as part of their final year with the College, the Capstone project year. The College will gather specific information from these teachers to learn what was effective in their teacher preparation and what did not seem to contribute to their success as new teachers. This feedback will be shared with the Academic Affairs Committee as part of the program review process and will inform changes made to the programs.

Anecdotal Feedback from Mentor Teachers and Field Supervisors

Field supervisors and mentor teachers (on-site master teachers) consistently remark that the beginning teacher needs more field experience and practice teaching. This same remark is offered by graduates of our program in the graduate's discussion groups held at conferences, workshops, courses, or in recruitment meetings. Mentor teachers have requested more guidance from the College, specifically, to be given a schedule of activities to achieve with student teachers. In response to this request, the College revised its field experience manuals to include weekly activities in the first 7-week field experience and the second 4 week field experience. *(Note: the College is aware that teachers, who graduate with an intention to teach in one of a growing number of Waldorf programs in Public Schools, will need to start as intern teachers as the field experience in this preparation program is lacking the required second field experience of 9 weeks).*

A second consistent remark made by the Waldorf delegates at the AWSNA bi-annual meetings speaks to the need for new teachers to have more mentorship and guidance than is available at

most Waldorf Schools. Waldorf Schools are governed by the teachers themselves and do not as a rule, have a consistent process by which a new teacher could receive mentoring. The College responded to this comment and made a design change in the programs. The programs now feature one full year after completion of course work during which the new teacher, not yet a graduate, receives mentoring and guidance from College faculty. During this year, the new teacher is also completing a capstone project, which was researched and designed as part of course work in the teacher preparation program. Thus the new teacher is executing a job-embedded participatory action-based research capstone project and being guided by faculty of the College.

Samples of student portfolios and completed thesis work are also available in the document library. The theses were completed under the guidance of College faculty members, Bonnie River and William Bento. While at Touro University of California, Bonnie served as Assistant Professor of Education and director of the Waldorf Programs, and William was the sole instructor in these programs, of research methodology, literature review and the thesis project. For three years, Touro and Rudolf Steiner College co-sponsored a teacher preparation MA degree-granting program, and the theses of the 32 graduates are housed in the library of Rudolf Steiner College. A majority of these are job-embedded participatory action-based research projects.

Advertising and Representation of programs

The College website contains links to the College Catalogue, application forms, financial aid information and forms. The website also contains the Campus Calendar of Events. Advertisements for matriculated and non-matriculated programs appear on the website months prior to the commencement of a program. Samples of advertisements for the programs are found in the document library and current advertising is found at www.steinercollege.edu.

Not many students opted to achieve the MA BPPVE-approved degree

From 2000 until the current year, a low number of students opted to achieve the MA state-approved (BPPVE) degree – This degree does not have value for most students in our programs...

In years prior to 2000 a relatively large number of students graduated with the MA and the BA degree as approved by the BPPVE. In or around 2000 students began to question the value of this degree and other institutions (Waldorf Teacher Training Centers) questioned our offering a MA or BA that was not a regionally accredited degree. The College advertised these degrees as BPPVE-approved, however the concerns continued as the BPPVE degrees, essentially were not valid in many of the spheres of importance to the students (going for higher ed. degrees at accredited institutions, job pay promotions with their local school districts, and etc.).

Some students commented that they did not choose to use the signifier initials (BA or MA) as identifiers of achievement as it wasn't on par with the degrees earned at a regionally accredited institution. As a result of this feedback, the College ceased its emphasis on offering the degrees though it did not change the programs and essentially the same requirements for graduation were retained. Thus the College continued to offer the state-approved degrees and students opting to

gain the degree diminished in number. In the school year 2008-2009, the Academic Dean emphasized the importance of a group of students opting in to this choice. As a result a number of students opted to gain the state-approved MA degree. In the current school year students opted into the newly configured 48 credits MA degree-granting (BPPVE) program. The previous program had been 32 credits and the emphasis was on a capstone curriculum project as the final and culminating assignment. The addition of 16 credits allowed for more concentration on research and field experience.

Advertising and Representing Programs

Degree-granting (BPPVE-approved Degree)

Note:

The four delivery modalities of the MA in Waldorf Education, Teacher Preparation Program (see below) share the same programmatic overview within the four domains of the Program: Ontology and Epistemology of Waldorf Education, Curriculum Development, Differentiation and Delivery, The Artistic Approach in the Practice of Teaching, and Applied Research). Each domain is assigned the same number of credits. Program directors and course instructors are free to design courses within the domains. The student learning outcomes of all courses must be correlated to the overall program objectives. As they share this overview, individual course descriptions within each modality are featured as appendices to the Catalogue and the student inserts the appropriate appendix into his catalogue at the orientation session. In addition all appendices are linked to the catalogue at the website.

MA in Waldorf Education, Certification in Waldorf Teacher Preparation

48 credits offered in the following schedules (called Delivery Modalities)

1. Full-time program, in residency on the Fair Oaks Campus
 - a. Focus: Teaching Grades 1-8
 - 2 years
 - b. Focus: Teaching Early Childhood
 - 2 years
 - c. Focus: Teaching Eurythmy, Single Subject
 - 4years (2 years of focus on teacher preparation)
2. Part-time program, in residency on Fair Oaks Campus
 - a. Focus: Teaching High School grades 9-12
 - 3 years, summer seminar-based + distance asynchronous (CMS-based) interaction
 - b. Focus: Teaching Grades 1-8
 - 4 years, summer-based+ distance asynchronous (CMS-based) interaction
 - b. Focus: Teaching Early Childhood + distance asynchronous (CMS-based) interaction
 - 4 years, summer-based
3. Hybrid program (for active classroom teachers). Begins summer 2010
 - a. Focus: Teaching Grades 1-8
 - 3 years, 65% on College Campus (summers)
+ 35% synchronous & asynchronous (CMS-based) interaction

- b. Focus: Teaching Early Childhood
 - 3 years, 65% on College Campus, summers + 35% CMS-based synchronous & asynchronous interaction
- 4. San Francisco Program 55% summers at College Campus and 45% weekend courses at San Francisco Waldorf School
 - a. Focus: Teaching Grades 1-8
 - 3 years
 - b. Focus: Teaching Early Childhood
 - 3 years

MA in Waldorf Education, Advanced Studies

24 Credits in the following schedule

1. Hybrid Program (job-embedded) begins in the summer of 2010
 - Prerequisite: experience working in a Waldorf School
 - 2 years, 65% on College Campus 35% distance
 - Focus: Organizational Leadership
 - Focus: Curriculum Design and Delivery

Requirements for admittance in the degree-granting programs

The Catalogue as well as the application form for the MA degree-granting programs lists prerequisites for entry into the programs. In general, all students must:

- Hold a B.A. degree or higher from an accredited institution.
- Have completed a foundational study of the philosophical orientation of Waldorf Education.
- Provide three recommendation forms. These forms are obtained online and/or in the application conversation.
- Interview with the Academic Dean or program director to ascertain readiness to complete course work and aptitude for the teaching profession.
- Foreign students must provide Toefl scores and on occasion provide a sample of written work.

In the Catalogue, on the application forms, and in campus tours and orientation students are made aware of:

- The requirement to possess a newer laptop computer and word processing software
- The requirement of basic knowledge of computer operation, use and software for writing
- The necessary hours of field experience work and the parameters of this assignment
- The necessity of posting key assignments and other work to an online LiveText account
- The use of a Classroom Management Systems (Moodle) and the dates for orientation to these (Live Text and Moodle).

Identifying Units of Credit

1 credit = 15 hrs of participation either on site, or at-distance. This is ascertained through course attendance records and course instructor's records of participation. This is formulated on the industry standard, which includes break-time within the 15 hrs.

All matriculated course credit is formulated as above.

Matriculated courses include:

- Any course in a program granting a MA-state approved
- Any course in a program granting a certificate of completion

Credit for Artistic Course and Lab Course work

Many artistic courses are .5 credit = 15 hrs of instruction

The field experience is often more hours than the credit given as credit given is based on fulfilling the expectations outlined in the Field Experience Manuals.

The Course numbering system, found in the College Catalogue, indicates Degree-granting or Certification-granting programs as follows:

- Degree-granting example: EDU 501.1MA
- Certification-granting example: EDU 501.1C

All MA Degree-granting courses are 500 level courses ending with MA. They are as follows:

The Full-time residency MA in Waldorf Education is EDU 501MA – 510MA.

The Full-time residency MA in Early Childhood focus is EDU 511MA – 515MA.

The San Francisco Part-time MA in Waldorf Education is EDU 516MA – 525MA.

The Hybrid MA in Waldorf Education is EDU 531MA – 542MA.

The MA in Waldorf Education: Advanced Studies is EDU 546MA – 553MA.

The MA in Waldorf Education Single Subject Eurythmy is EUR 501MA – 511MA.

All other certificated programs have numbers ranging from 300 to 400 levels. The certification for Waldorf Teacher training courses is at the 500 level however the course designator ends with the letter "C" for certification. For example EDU501C – EDU510C indicates a non degree-granting course.

In the academic year 2010 – 2011 all courses that are 400 and 300 levels will be given a specific program designation letter to place before all course numbers within its program.

Life Experience Credit not granted for the MA degree-granting programs

The College does not offer "life experience credit" in any of its Degree-granting or certificate granting courses.

Life Experience Credit can be granted for the prerequisite foundational studies courses – The Rationale

The College offers a one-year in residency, Foundations in Anthroposophy Program. This program is a matriculated program and provides an in-depth exploration of the philosophical basis of Waldorf Education, which is a prerequisite to the Waldorf Teacher Preparation Programs.

The College also recognizes that a student could fulfill this prerequisite by attending similar courses at other learning centers often near Waldorf Schools. The College offers non-matriculated courses of study at local sites called Community Learning Centers (CLCs). The CLC courses also fulfill the prerequisite. At times, a student will have accumulated, over time, experience and study, which qualify as the prerequisite. Therefore, a student's life experience is considered when ascertaining whether the student has completed the prerequisite foundational-philosophical and artistic course work.

Why require the prerequisite Philosophical Foundations courses?

Participating in these foundational courses, the student freely comes to terms with a personal internal alignment (or not) with the ontological and epistemological principles that guide Waldorf Education. Therefore, students, who enter the teacher preparation courses in the MA degree-granting programs or the certification programs, do so with an understanding of the spiritual tenets that underlie this educational approach.

The student grapples with an interesting paradox vis-à-vis a spiritual tenet of Waldorf Education. In the foundational prerequisite courses the student considers a denotation of the word "freedom" as explicated in the philosophy of Rudolf Steiner, Anthroposophy. The student entertains the supposition that freedom is a state of being attained through rigorous cognitive activity. Through thinking, the human comes to an inner certainty of morally guided action. This certainty is the experience of freedom. As William James would say, the experience is the certainty. Therefore, the student has to consider the paradoxical nature of coming to terms with an Anthroposophical Worldview and the requisite questioning of the validity of this worldview through his own immediate hermeneutic and phenomenological inquiry.

The college advertises the following:

Matriculated Certification-based Programs

The College advertises the following matriculated programs culminating in granting a Certificate (non-degree) under the BPPVE:

- Waldorf Teacher Training
 - 32 credits (earlier design, without extra courses focused on research)
 - Elementary Grades, Early Childhood, High School,
- Single Subject Waldorf Teacher Training
 - Eurythmy
 - Handwork
- Foundations in Anthroposophical Studies
- Administration with Spirit
- Lifeways Program for Early Childhood Educators
- Early Childhood In-service Program
- Artistic and Pedagogical Eurythmy
- Remedial Education
- Consciousness Studies Program

The College offers a non-matriculated program in the following area, among others:

- Apprenticeship in Biodynamic Agriculture

The above-noted programs share the same credit valuation as the degree-granting programs, however the courses within the programs are numbered differently so as to make a clear delineation between degree-granting units and non degree-granting units.

Workshops and Conferences

The College sponsors two large teachers conferences, one in January for the teachers of public schools and one in February for teachers of both public and private schools who self-identify as schools founded in Waldorf Education. In addition, the college will sponsor weekend workshops featuring various well-known lecturers and researchers whose work contributes to the mission of the college and good of the community at large. Past speakers have included: Joseph Chilton Pierce, Jane Healey, Robert McDermott, Arthur Zajonc, and David Elkind.

The Campus Culture – Student Profiles

A repeated profile of the students, who choose to study Waldorf Teacher Preparation in the full time program, has emerged as a student who is in her late-twenties to mid-thirties, who has begun a family and has held a career. She is certain that she wishes to pursue this vocation. A second profile also is strongly represented, especially in the student population of this current year. This student is in his late twenties, early thirties, is from another country wherein Waldorf Education is just emerging (such as China) and thus, this student is a pioneer who is coming to gain certification or a degree in Waldorf Education. He will return to his country and this pioneer will become the “instant expert” who often paves the way for others to journey to the College to study. Many students have come from former iron curtain countries, from the Asian-Pacific Rim, from Africa and South America. The College maintains connections with these students who often return for the conferences or refresher courses.

Those who are in the part-time programs share another student profile. Many of these students are actively teaching, some in the fast-growing Public Charter Schools that employ the Waldorf Approach to Education. This busy student is interested in “applying to learn” and “learning to apply”. This student is on campus for practicum times, often for long hours in the summer and then is back to her community school to apply what she is learning. The part time student thrives on the connections made face-to-face and carries these connections through the school year through the various web-based interactive systems in use by the College. This student is doing job-embedded research and will reach out to fellow students in her cohort or her program director.

This year the student body of the certificate-granting programs (other than full-time teacher preparation) reveals a commonly seen profile. The students are in the age-range of 35-65 years,

and are either improving their skills for a profession or in transition to a new vocation/profession. These students are on campus for practicum sessions and return home to their communities to practice and complete job-embedded assignments. Students from the following programs were assessed to gain this profile:

- Consciousness Studies
- Remedial Education
- Administration with Spirit
- ECISP (Early Childhood In-Service Program)
- Lifeways

Rules of Conduct and Policies

The College Student Handbook lists the various policies and permissions regarding conduct on the campus or in any event or course of Rudolf Steiner College. All students receive this handbook one time each school year, inclusive of the summer semester.

The small size of the student population and the concomitant intimacy afforded allows for and encourages healthy interactions. If a student commits an infraction of a campus conduct rule, she will be spoken with and queried about the infraction. Concerns are brought to the following people, among others, who seek to resolve the situation before recommending further action:

The Dean of Students

The Academic Dean or Associate Academic Dean

The Housing Director

Every effort is made to resolve difficulties in an open, honest conversational manner. Sometimes students are referred to the Dean of Students to obtain some guidance and coaching regarding behavior. The Academic Dean, Associate Academic Dean and the Dean of Students review any occurrences at their weekly “Dean’s meeting” and discuss what actions, if any are needed. The housing director, bookstore manager, café/kitchen manager, etc. report to the manager’s circle meeting where the Academic Dean is in attendance. There are, to date, few instances wherein intervention-level actions were taken and most of these were related to housing issues in which rules were violated.

The College faculty senses that the median age of the students and their motivation for the focus of study offered at the College lends itself toward a more sedate and earnest student body.

Policies affecting Students

The Student Handbook

The College Student Handbook lists policies, which address safety, well being and basic expectations of supportive classroom conduct. In general, certain conduct on the campus is not

permitted. This is inclusive of but not limited to, use of alcohol and contraband drugs. A simple, straightforward statement regarding plagiarism is made and the reader is referred to the policy in the College Catalogue. Guidance with regards to use of cell phones, smoking, pets, children, and any grievance inclusive of harassment is addressed. The Handbook also contains information about the environment and surroundings of the campus and student services. The reader will note that two handbooks are produced as students of the San Francisco-based weekend program spend a significant amount of time in San Francisco and therefore experience a different environment and thus different informational needs. These students also have the main campus information as a majority of their course time is spent on the, Fair Oaks, main campus.

The College Catalogue

All students receive the College Catalogue containing College Policies, Procedures and information:

Academic Policies and Procedures (*all submitted in the exhibit library of the WASC CPR document*)

- Non-discrimination Policy
- Grievance Policy
- Academic Freedom Policy
- Plagiarism and copyright infringement
- Library hours and access - Computer Lab access
- Application Process
- Financial Aid
- Fee Schedules
- Withdrawal, leave of absence, refund, tuition recovery
- International Students requirements for reporting and for qualification
- Causes for expulsion
- Attendance, Standards for Student Achievement
- Course overviews and prerequisites
- FERPA, Guidelines for access to Educational Records and student information sheet
- Information Security Policy
- The Ethics Review Board, Policy and Procedure

Non-Academic Policies (*found on the website and in the Document Library of this CPR document*)

- Non-discrimination
- Student employment
- Grievance Policy
- Policies on Sexual Assault and Sexual Harassment

The Student Handbook and Catalogue list the following student services:

- The Office of the Dean of Students – for coaching, conversation, academic language support
- The College Bookstore
- The College Café – Clara’s Counter
- The Library hours
- The Computer Lab – hours
- The Housing Office – applications and information
- The Childcare center
- The College garden
- The Western Waldorf Educators Conference
- Continuing Education and auditing

All-Campus community meetings

- Announcements of off-campus activities, festivals, hikes, tours etc.
- Announcements of on-campus events
- Open-mike for sharing gratitude and concern
- Suggestions are solicited

Listening to our Students – Feedback and response to surveys

The Dean of Students meets on a bi-monthly basis with the Campus Life Committee. This group is comprised of faculty, staff, and students. They are the listening ear to student comments, concerns, as well as what is working well. For the past two years this group has offered a survey and as a result of the feedback to this survey several changes have been implemented. The Dean of Students gives the Report of the Survey at the faculty meeting and where applicable, to other groups on the campus.

The survey contained some consistent remarks regarding the aspects of campus life that the students most appreciate. The overall ambience, beauty and energetic quality of the campus are much appreciated. Students feel that they are receiving the education that they anticipated and they are satisfied with the academic rigor. They appreciate the balance of academic and artistic work in pursuit of their degrees.

Students’ response to campus facilities indicates that they appreciate the overall quality of the café, and bookstore. San Francisco-based students consistently remark that they appreciate the schedule that allows for the pace of life, but also that they miss the sense of being on campus. They appreciate the summer semester, as it is a time to renew their sense of belonging, with the College.

Areas of concern and subsequently resolved are:

- The computer lab needed updating and access to a printer was needed. The College has since replaced all computer lab computers with new computers and has made a printer available to the students.
- Students wanted access to a copy machine in the library. A new copier was procured and students can buy swipe cards in the bookstore and in the library.
- There was complaint about noise in student housing and a meeting was called wherein all students reaffirmed their agreement to quiet hours in the residences.
- Students wanted a better vacuum for the residences and this was provided.
- Students needed places to store items while on campus, for one group, the Eurythmy students, this was provided.
- Students expressed a wish for a deeper discount on campus events. This was given.
- Students asked that the bookstore carry all required books and that the library collection of required reading was increased. The bookstore increased its purchase of all required books and the library purchased multiple copies of required reading books.
- Students requested a regular all-campus meeting and this was begun in the Fall 2009 semester and has been very successful.
- Students requested more communication from the College regarding events and Campus happenings. This has increased and students have noted the increase in receiving notice and information.
- Students requested longer library hours in the evening and the hours were increased.

Areas of student concern and as yet unresolved are:

- Students are concerned that the pace of the schedule and the amount of homework is not conducive to long-term and transformational learning. This is addressed in another part of this report, as it is an issue under current consideration of the Academic Affairs Committee and the Deans meeting.
- Placement of students in the residences appears to need more consideration given to combinations of students sharing space. Consideration of such factors as age, interest, activity level of individuals has been suggested.
- Students would like a new classroom building for one of the programs (movement).
- Students would like the kitchen to also serve dinners as well as lunches and snacks.
- Students would like evening childcare provided during campus events.

CFR 1.8 Integrity in Operations

All Stipulated Policies are on the College Website.

Employee and Faculty Handbooks

All employees of Rudolf Steiner College (College) are hired on an “at-will” basis. Though this could connote a high turnover rate, the employees of the College tend to retain their positions for many years. The College is committed to the precepts of the Learning Organization (Senge, *The Fifth Discipline*). The employee evaluation policy and procedure supports the person who is capable of self-examination and who chooses to continue to grow and improve. This policy has been in force for the past 10 years and has served the College well in fostering a dynamic and committed faculty and staff.

All employees, faculty and staff, receive the employee handbook at the start of each academic year. The faculty is given another additional handbook, which specifies aspects of faculty member’s positions and expectations. Each year, during orientation, the employees sign for the new handbook during an open question and answer session. The handbooks outline the general policies and expectations affecting the employee of the College. Each employee also receives a letter of engagement outlining his specific position, pay ranking, evaluation procedure and other details pertinent to his position.

The College encourages innovation and initiative and as such asks that all members of the faculty and staff take ownership of the College and do what is necessary, within reason, to further the mission. Employees are free to question and propose activities within the guidelines of the institutional policies and requirements as outlined in the handbook. The open-door policy exists in every department right up to the President’s office.

The following stipulated policies are in the document library and on the website:

The Grievance Policy and Procedure

The College values those who raise concerns and whose proactive nature helps the entire community to grow and learn. The Grievance Policy of the College delineates three levels of Grievance and defines the terminology within the policy. All Campus community members are encouraged to seek resolution to a difficulty or dispute before it becomes a conflict and escalates to a formal grievance being filed. The staff managers, faculty leadership and College leadership groups are committed to open and straightforward conversation and solution-seeking. The resolve to develop a Learning Organization extends itself especially into the realm of human interactions. Therefore, the College has identified a three-tiered process for grievances the first tier being the face-to-face conversation, to explore resolve between those who are experiencing the difficulty.

The policy has been in place for over 10 years and very few grievances have been logged. The grievances that are on record are those involving an infraction of a College policy and requiring either legal intervention or concerted intervention of those in leadership positions. The President submitted records of these to the document library of WASC and recognizes that these are restricted documents that will not be made public. Other grievances especially those involving students have been the purview of the Academic Dean and the Dean of Students. Many of these situations were ameliorated with conversation and implementation of slight changes in processes

or expectations of people in situations. The Academic Dean submitted a record of these occurrences to the document library. These records are not public and are confidential. While the policy and procedure is a public document, actual records of all situations are kept confidential. Staff grievances are kept in the President's office, while the Academic Dean keeps faculty grievances. Student conduct infractions culminating in a grievance hearing are kept in the Dean of Students office.

Upon careful examination of the policy, it was decided that the procedure to support the policy could be more clearly defined. The executive committee considered a revised policy and in so doing made a decision to appoint a grievance committee charged with oversight of the grievance procedure. This procedure is inserted in the revised student handbook and College Catalogue as well as the employee/faculty handbook. Essentially, every campus constituency group abides by this policy and procedure.

The configuration of the actual members of the grievance committee called to hear any one particular situation will vary depending upon the needs of the situation and the comfort level of those who are involved in the process. It is hoped that the implementation of this policy and procedure using clarified terminology and adding steps in the procedure will support Campus members in reaching resolution to the inevitable conflicts that arise within community life.

Nondiscrimination Policy

This policy appears in the College Catalogue, on all application forms, in the student handbook and employee handbook. The College has had only one case of discrimination wherein it has had to remedy an infraction of this policy.

Conflict of Interest Policy

All board members have signed a conflict of interest statement. These signed statements are found in the document library. The Faculty Ethics Policy addresses issues of conflict of interest. The Executive Committee could consider including signed conflict of interest statements from employees in the coming fiscal year.

Agreement to Abide by the WASC Policy on Substantive Change

The College plan for growth and development includes submission of Substantive Change documents to WASC. The College recognizes that any substantive change inclusive of addition of degrees, expansion to other campus sites, increased percentages of tech-supported learning or addition of distance learning as well as other such changes require active and pre-planned pursuit of a Substantive Change process with WASC. The College will apply for these changes within the timelines necessary for making these changes. The Stipulated Policies section of the document library contains a simple policy adopted by the College in July of 2008 and re-affirmed in September of 2009. This policy is simply noted as "Rudolf Steiner College Policy on Substantive Change and Technology-Mediated Instruction".

The Calendar and Guidelines for Developing Budgets

The Budget Process and Budget timeline is found in the stipulated policies of the document library. The College uses incremental budgeting and builds on the recurring

budget from the prior year. As the College is hoping to expand and develop new programmatic offerings, a look to future needs and planning also guides the budget development. As the College is small, this process involves nearly all key faculty, staff and management. All program development proposals must be accompanied by a complete budget proposal and these documents are reviewed and assessed for their relevance to the overall mission of the College.

Regular and Independent Audit of Finances

The College regularly contracts the services of William and Olds CPA to review the College financial records at the end of each fiscal year. The document library contains the records of the past five years of audits, management letters and responses.

CFR 1.9 The Position and Responsibility of the ALO in relation to WASC's Policy on Substantive Change

The College President and the Board of Directors affirm that the position of ALO will be in effect as long as the College is working with, a candidate of, or a member of WASC. The College recognizes that the ALO is vested with the responsibility of oversight of all College plans and changes that could affect the status of the College in respect to compliance with WASC stipulated policies, procedures, and guidelines. In particular the College is aware that all programmatic changes involving degree offerings, inclusive of technology mediated instruction, constitute substantive change and therefore the ALO would need to submit documentation to WASC in advance of any implementation of such plans. The ALO job description is found in the governance section of the Document Library under Officers of the institution. The affirmation statement of the President is also found in Stipulated Policies of the document library.

