

Standard Three **Developing and Applying Resources and Organizational** **Structures to Ensure Sustainability**

CFR 3.1

The College provides for a high level of interaction between faculty and students by supporting a ratio of approximately 1:15 in most classes. This ratio serves to meet not only the overall objective to foster a transformational education, but to more effectively meet the student learning outcomes of the courses. The Faculty is well prepared to teach in the academic and artistic programs within the College. The Faculty Curricula Vita gives ample testament to this assertion. Within the disciplines of Waldorf Education and its foundations there are few faculties in the nation as experienced and as qualified as those at RSC. The faculty's average number of years in teaching adult education is quite high with the Core Faculty averaging approximately 20 years.

CFR 3.2

In terms of academic integrity and professionalism the RSC Faculty is a stable, effective and vital body within the College. A cursory view of the Faculty's Evaluations and professional achievements listed in their respective Curricula Vita will lend credence to this view. The length of service each Faculty member has given to the institution is substantial. The average years spent employed at the College is 16.75 years. The versatility of the Faculty is quite outstanding. Most Faculty members are capable of teaching across programs and most of them have done so, if not continuing to do so. Most of the current Core Faculty have taught continuously in the BPPVE MA in Waldorf Education Program and are quite excited to raise the academic standards to an accredited Master's degree level.

Although much can be extracted from the Curricula Vita of each of the academic leaders of this institution, let the following be an example of the qualifications each brings to their position as stated in each RSC Letter of Agreement for Employment.

Patrick Wakeford-Evans, Academic Dean and Program Director of Waldorf Education

Patrick brings 18 years of experience as a Waldorf teacher of grades 1 – 8, experience as a Chairman of a College of Teachers within the Sacramento Waldorf School, and a commitment to transformational education to the table. His MA in Human Development and his current pursuit of a Ph.D. in curriculum creation based on models of transformative education prepares Patrick to lead the Academic Affairs Committee and the Faculty forward into its future.

William Bento, Associate Dean of Academic Affairs

William has recently joined the College after a 3 year period of teaching applied research courses and chairing 32 Master theses in the MA Waldorf Education program at Touro University. He has been an

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adult educator of numerous topics in Anthroposophical Studies for over three decades. His doctorate and license as a clinical psychologist is a demonstration of his keen sense for people and processes of change. His qualification serves the College well in being the Chairperson of the Ethics Review Board and the Diversity Committee, as well as being a key member of the Institutional Research team of the College.

Ronald Koetzsch, Dean of Students

Ronald's doctorate and years of experience counseling youth gives him an excellent background for performing the duties of his position. His skills as an editor and as professional comedian serve him well in providing the general oversight to student services on campus.

Bonnie River, Accreditation Liaison Officer and Program Director of Hybrid Waldorf Education

Bonnie has recently joined the College as the first ALO in its history. She created the Waldorf Education program at Touro University and was responsible for teaching and guiding 38 graduates into the teaching profession. She has been involved with education for over four decades, and specifically involved with Waldorf Education in every conceivable position of responsibility. Her spirit of innovation and leadership is known throughout the Waldorf School Movement, and as such, she is often sought out for consulting Waldorf Schools in all stages of development. Bonnie is also pursuing a doctorate in organizational leadership.

Betty Staley, Program Director of Waldorf High School and Part-Time Foundations in Anthroposophy

Betty is an original founder of the College who has tirelessly served the building up of the Waldorf School Movement in this country. She is an author of seven books and an international speaker on the subject of Waldorf education. She was instrumental in the opening of the first public charter Waldorf School and continues to serve the growing interest coming from the public sector towards Waldorf Education.

Cynthia Hoven, Eurythmy Program Director

In the last 30 years Cynthia has engaged in Eurythmy as a performing artist, a therapeutic eurythmist, and an educator of Eurythmy. She is a continual guest teacher in many other Anthroposophical institutions throughout the United States and Canada.

Brian Gray, Program Director of Full-Time Foundations in Anthroposophy

Brian is a graduate of RSC and has enjoyed the good fortune of having been hired to teach at the College upon his graduation in

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1981. In the 28 years of teaching at the College, Brian has taught most subjects pertinent to the Foundations in Anthroposophy. His wide set of interest ranging from cosmology to landscape architecture gives Brian a unique perspective in imparting the universal ideas found in Rudolf Steiner's work. His colleagues recognize him, as a fountain of wisdom with an impeccable set of ethics.

Dennis Klocek, Program Director of Consciousness Studies

Dennis brings the sensibilities of an artist and a scientist to the teaching of Consciousness Studies. He has developed this program on the basis of phenomenological and psychological research.

Dennis is an international speaker with eight published books to his credit.

CFR 3.3

The Core Faculty Evaluation Policy and Procedure is the outcome a year's work in attempting to find a means of evaluation that was congruent to the basic values of the Faculty while simultaneously providing an objective measure to overall performance of a teacher. The 360-Faculty Evaluation as stipulated in this policy and procedure have just begun to be implemented by the Academic Dean. Samples are included in this submission. For years the main instrument for assessing RSC Faculty performance has been student evaluations. Now there is a much broader overview assessing the full range of roles and responsibilities for each faculty member.

As stated in CFR 3.1 the Faculty has numerous years of experience in teaching. Although this is certainly an asset, the noted liability is the median age of a faculty member. The Faculty needs to formulate a plan for succession and invite the next generation in as co-workers. This is possible as the program enrollment grows. This is an issue that has been specifically addressed in the College's Phase IV of the Strategic Plan. It is primarily hoped that an increase in both programs and salary will allow the College to do nationwide, and in some cases, international recruitment of younger and qualified Faculty. This applies as well to other leadership positions in the College. Despite this situation, the College has been successful in attracting adjunct faculty from both all across the country and internationally. This success is primarily due to the solid and good reputation the College has earned within the Anthroposophical and Waldorf School Movements.

CFR 3.4

Faculty Meetings and the orientation sessions at the outset of the fall and summer semesters have been the primary venues for ongoing training. In advance of the summer semester of 2008, the Academic Dean and Associate Dean provided an in-service training for key Adjunct Faculty on the writing of syllabi. In advance of the fall semester the Academic Dean introduced the Faculty to navigation on the LiveText platform. A second in-service session focused on how to update and improve syllabi.

Given the large number of Adjunct Faculty employed by the College, and the small number of administrative staff and Core Faculty, it has been difficult to arrange in-service trainings for all of the Adjunct Faculty. However, the Dean's Office is making a concerted effort to identify long-term Core Adjunct Faculty and to set up online in-service opportunities to keep them abreast of the continued development taking place at the College and within the Faculty.

Bonnie River and Patrick Wakeford-Evans utilize both the Moodle and synchronous Adobe Connect formats for online instruction with CLC cohorts. As we near commencement of the hybrid MA in Waldorf Education program both of them will begin trainings for other Faculty to be prepared to participate in more technologically-based modalities for delivering courses and instruction.

CFR 3.5

Rudolf Steiner College has an established record of financial stability with resources sufficient to ensure long-term viability. Its 33 years of operation as an educational organization gives testament to this fact. Independent financial audits and management letters have been included in this submission. William & Olds, CPA, Audit Reports for 2005, 2006, 2007, 2008, & 2009 with accompanying management letters for each audit report give a clear accounting of the College's fiscal assets and budgets, as well as its rationale for financial management. Debt free and owning its own land and buildings, the College stands in good shape to sustain its operations and support the College's Phase IV Strategic Plan for institutional development.

CFR 3.6 & 3.7

Library improvements and expansions have been ongoing for the last year and a half. As stated in Standard Two under the section, Library, purchases have been made to provide more and newer computers in the computer lab. Extended hours were allocated to the computer lab and usage of printers, copier, and scanner has also been made available to the students. RSC is gradually, but surely, moving into a more technologically resourceful institution. Efforts are being made to upgrade the information and communication system throughout the College (see Phase III of Strategic Plan). As the College is preparing to launch more online instructional courses for students, the library has budgeted for a continual expansion of its databases and acquisition of books and journals on education. In the context of a Literature Review course the librarian conducted sessions designed to aid students in the use of EBSCO host and other databases. Two cohorts involved in the BPPVE MA degree program participated. More of these sessions will occur as students' progress in their studies toward the scholarly writing of their capstone projects.

LiveText has been in service as an archival and research system for three months. It is another step in the process of providing more resources for meeting the institutional research demanded of a higher education facility.

CFR 3.8

The RSC Organizational Chart gives a visual overview of the levels of responsibility and decision-making processes operative at the College. Each position within the organization has a clear set of expectations and responsibilities defined in their job description.

CFR 3.9

The Board of Trustees is an independent governing body with authority appropriate to its legal and fiduciary responsibilities. This is clearly explicated in the By-Laws of the College. Members of the BOT share a common commitment and vision to the values of the College. Primary duties mandated to the BOT by the By-Laws include oversight of the institution's integrity in conducting all affairs under its name, approving and recommending policies applicable to all facets of the College, and hiring and evaluating the President. The BOT meets or engages in telephone-conference meetings on a monthly basis, keeping BOT minutes of each issue and action item. It has a Yahoo group website wherein an archive of calendar events and agenda items are set for members to engage in sharing information and conversation about various sub-committees.

The BOT has actively taken part in the strategic planning process throughout the year. It has also conducted a President's evaluation and approved a set of professional goals set by the President, extending her contract for another year.

CFR 3.10

Gayle Davis has served as the President/CEO of the College for the last twelve years. It is her primary full-time responsibility to fulfill all responsibilities outlined in her job description. She is in constant contact with the BOT and keeps them informed of any and all financial, operational, personnel, and academic issues that are considered top priorities by the BOT. Her role in supervising the Chief Academic Officer and Chief Financial Officer are primary responsibilities. She also is a key figure in the mandated Executive Committee as this committee executes the day-to-day operations of the College. A survey of Executive Committee minutes gives a clear sense of how crucial decision-making at this level is for the College.

CFR 3.11

Congruency between the Mission Statement of the College, the core values articulated within it, and the educational programs offered is maintained by the active execution of the Executive Committee's mandate to disseminate and enforce College policies, the Directive Council's mandate to assure that the vision of the College is manifested in all its activities and offerings of the College, and the Academic Affairs Committee's mandate to assess and advocate for quality academic programs.