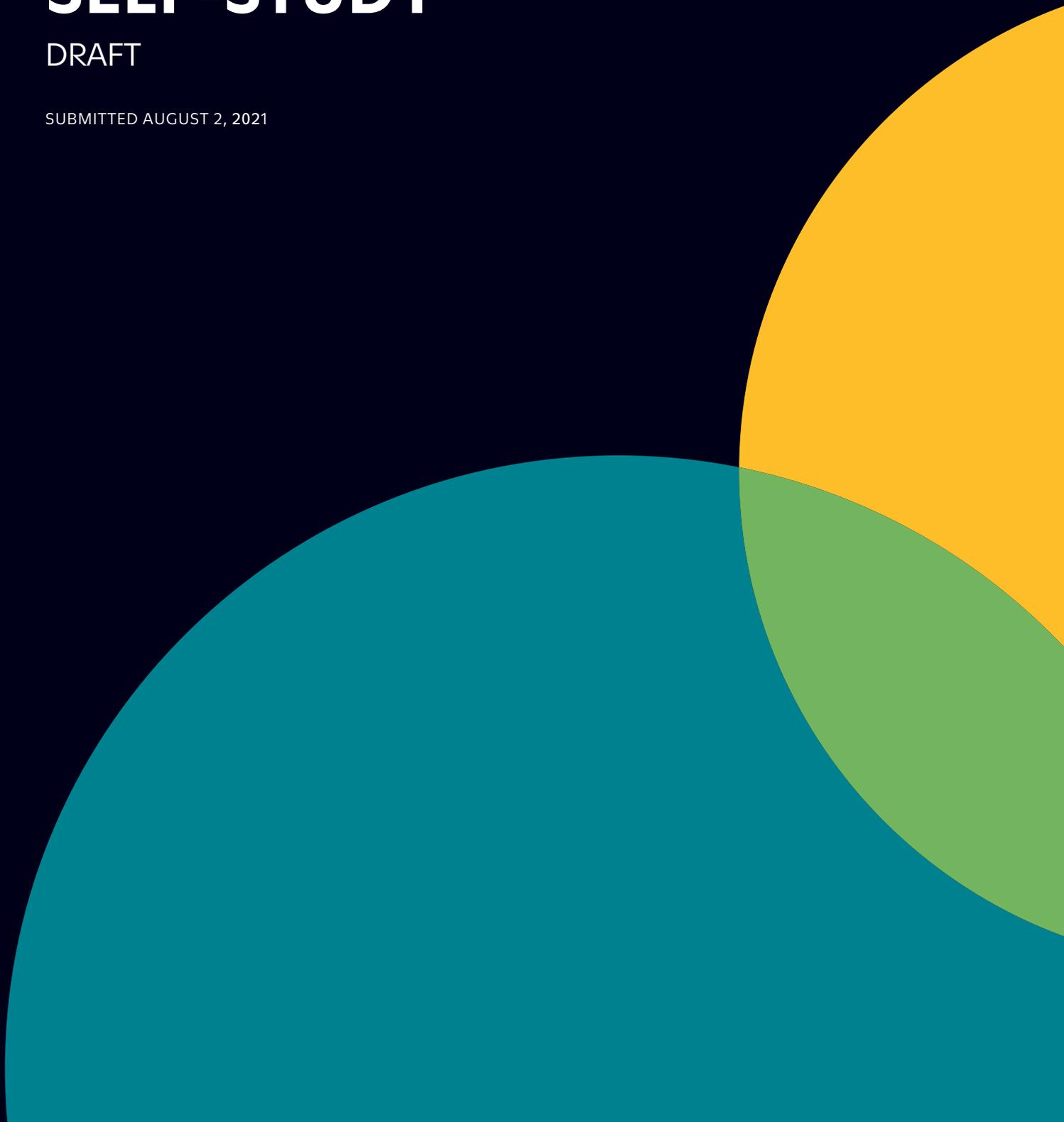




# SELF-STUDY

DRAFT

SUBMITTED AUGUST 2, 2021



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## **Institutional and Self-Study Overview**

### **Mission**

Moore College of Art & Design is a historically all-women's undergraduate college that has evolved to include co-educational continuing education and graduate studies. We educate artists and designers to build creative, enterprising careers of significant impact. We are a forum for big ideas, and a champion for creative expression as a means to connect local and global communities.

### **Values**

We believe:

- Our founding mission of empowering women by developing their artistic ability, leadership capacity and marketable skills remains relevant.
- Affordable access to higher education is the doorway to a successful art and design career that creates better futures for our students and their communities.
- Moore's founding principles of inclusivity and opportunity are evident in our policy to admit nonbinary and trans students.
- Diversity can only be a strength; mutual respect and civility are expected among all Moore stakeholders. We do not tolerate racism or bias in any form.
- Art and design are disciplines requiring development through rigorous learning and teaching. Our commitment to continuous improvement strengthens all we do and teach.
- Imbuing gifted artists and designers with leadership skills will enable them to have an impact on the arts and business communities.
- Artists and designers are essential citizens, deeply engaged with and committed to the necessity and urgency of innovation. Artists show us beauty, hold up a mirror to ourselves, and function as the conscience and chronicler of our civilization.
- College should be rich with experiences; learning takes place in all interactions at Moore, and the sustained impact of a student's time at Moore is crafted by the entire community. We must do all we can to assure the health, safety and well-being of our campus community.
- All faculty and staff have a responsibility to model exemplary professional behavior to the students in the classroom, the studio, and in the hallways, offices and digital platforms of the college—on the campus footprint and beyond.
- Graduates of Moore should be proud to call the college their alma mater. We value them as members of our community and connect them with career development, networking and opportunities to collaborate with each other and the next generation of emerging artists. We encourage them to give back to the college.

### **History**

Founded by Sarah Worthington Peter in 1848, Moore College of Art and Design is the first and only women's visual arts college in the nation. Established as the Philadelphia School of Design for Women, the college continues to thrive on the promise of empowering women to achieve financial independence by providing a high-quality, career-focused education. Sarah

Worthington Peter's original vision continues to drive the College's mission to educate women for careers in the visual arts. Our first major was textile design—established during the Industrial Revolution, of which Philadelphia was the center—we now offer nine BFA programs including Animation & Game Arts, Art Education, Fashion Design, Film & Digital Cinema, Fine Arts, Graphic Design, Illustration, Interior Design and Photography.

In recent years, we have expanded our curriculum to include Post-Baccalaureate programs in addition to continuing education programs for adults and youth. In 2009, Moore introduced coeducational graduate-level programs. The College enrolls nearly 500 undergraduate, graduate and continuing education students.

Moore is guided by a dynamic Strategic Plan (FY2017-2024) that focuses on the following areas and objectives:

- Academic Excellence and Student Excellence
- Student Experience
- Financial Strength
- Increased Contributed Income
- Dynamic Institutional Leadership and Marketing
- Moore as a College of Thought-Leaders
- Moore as a Laboratory for New Models (leadership, responsiveness, innovation, and transparency in higher education)

### **Institutional Priorities to be Addressed in the Middle States Self-Study**

#### **Academic Excellence**

Strive for faculty excellence across all college programs by supporting shared governance, attracting and supporting full-time, adjunct, visiting faculty and fellowships, while utilizing and capitalizing external partnerships to strengthen existing—and develop—new educational resources.

Strive for instructional/educational excellence by continually refining and improving undergraduate, graduate, and continuing education curriculum organization, current (and new) program structures and missions, enhancing strong majors with cross disciplinary teaching, learning and assessment.

#### **Robust Student Experience**

Strive for student excellence by diversifying the undergraduate (BFA) and graduate (MA and MFA) populations, achieving enrollment and retention goals, and coordinating and optimizing academic facilities, creative spaces, other engaging physical resources, and both residential and commuter experiences. Through student organizations, provide co-curricular learning opportunities for independent and professional growth that strengthens individuals while building community.

Continue to support and adapt areas that enhance and deepen the student experience and student success, including Student Affairs, Academic Services, Connelly Library, Writers Studio, Locks Career Center, The Galleries, and Continuing Education.

### **Financial Strength**

Increase earned income by achieving ambitious annual enrollment goals in all programs, full occupancy of residence halls, and contributed income. Continue to build the college's philanthropic base.

### **Diversity, Equity and Inclusion Initiatives**

Increase opportunities for the entire college community to learn and explore issues of diversity, identity, inequality, equity, inclusion, and academic freedom through internal and public programs, curriculum transformation, student organizations, and exhibitions. Increase diversity through admissions initiatives and student enrollment, the hiring of full-time and part-time faculty and professional staff and the recruitment of members of the board.

### **Intended Outcomes of the Middle States Self-Study**

- Reimagine the ways a Moore education makes meaningful impact in art and design (and other fields) through ongoing review and evaluation of curriculum (academic program reviews, course evaluations, peer reviews, etc.), identification of new and emerging fields, assessment of all programs (undergraduate, graduate and continuing education), and facilities and technology to encourage and develop future-thinking and intellectual agility in all students.
- Continue to build a dynamic collaboration of Academic Affairs and Student Affairs to support and equip students with resiliency, resourcefulness, and persistence. Engage in continuous and coordinated examination of the ways Moore aligns leadership, careers, entrepreneurship and growth mindset to prepare students for creative leadership and in industries and environments in accelerating change – and with special attention to the history and future of women in art and design.
- Develop and complete a college re-branding initiative that increases Moore's recognition and visibility nationally and internationally to grow annual enrollments, interest continuing and new donors, create active and generous alumni and expand the college's philanthropic reach. Complete a campus master plan to create a 21<sup>st</sup> century campus, state-of-the-art facilities that support current and future curricula, coordinated educational technologies, partnered projects, and galleries for students, faculty, and outside exhibitions that attract campus visitors and enhance the college's visibility and reputation.
- Continue to prioritize (through expansive searches, recruitment and other initiatives) diversity, equity and inclusion across all programs, areas, offices and public events at Moore. Create opportunities for students to be global citizens through the creation of more opportunities for educational travel experiences, travel fellowships, and impactful

engagement with Philadelphia's dynamic cultural diversity and immigrant communities.

### **Self-Study Approach**

Moore College of Art & Design has adopted the Standards-Based Approach to organize our Self-Study Report.

Moore is a small college and, as such, we are required to be wise and judicious with the allocation of our resources. By selecting the Standards-Based Approach, we have been able to effectively organize our methodology to ensure optimal compliance for all seven standards. It is of utmost importance for us to reflect on our institutional priorities as integrated into each standard. Our priorities are intentionally future-facing and strategically touch multiple areas of the college; admissions, retention, resource allocation, academic structure and offerings, and student life. As we continue to move through this process, it is critical to keep our mission, planning process, governance, student experience and assessment front of mind.

With working groups assigned to each standard, we have been able to focused and gather the necessary evidence for compliance. Using a standards-based approach will make it easier for the evaluators and community to make clear connections between what we want to do, how we want to do it, and how we properly evaluate success.

### **Progress from Previous Self-Study**

As presented in detail throughout this draft, you will see that the following items have been achieved over the period since the 2012 Self-Study:

- Development of shared governance structure and practice
- Integration of outside experts for programmatic and faculty review and input
- Renovation of facilities to enhance learning and the student experience
- Undertaking serious attention to diversifying faculty, staff and the Boards, expanding the cultural perspectives of the curriculum and altering the critique process for greater awareness with much more to be accomplished
- Revision and lateral integration of the strategic planning process
- Integration of financial budgeting and investment tied to the Strategic Plan
- Commitment to transparency and input, resulting in an improved and consultative relationship with the Faculty union

## Standard I: Mission and Goals

Moore's mission and goals serve as a guide map toward continuous improvement—what the College strives to accomplish as we grow, enhance, strengthen, lead and innovate as an art and design institution in the 21<sup>st</sup> century. The College's mission and goals are conveyed internally through forums like the College Planning Committee, Academic and Graduate Council, the Boards, Senior Managers, All-College and department team meetings as well as across Moodle, Moore's internal course management platform.

The mission and goals are prominently displayed and incorporated publicly on Moore's website as well as throughout the various social media channels. Targeted materials such as printed/digital catalogues and collateral, open houses, overnight stays, tours, campus visits and various outreach activities convey the College's mission and goals to prospective students.

### *Re-envisioning our Mission Statement*

As we began to craft a new mission statement in the fall semester 2019, we reviewed the minutes of discussions from the key groups mentioned above, particularly relying on input from the Boards and the senior management team. We examined an array of college governing documents and worked in a Board retreat with AGB, further discussed on the following page. The fortuitous timing of an extensive market research initiative allowed us to see Moore through the eyes of the students, parents and community partners who participated in the research process.

The senior staff discusses our mission and values frequently as they make decisions to lead their departments. Foremost among them is the college president, who is guided by our mission and our strategic plan when considering initiatives across the college. The senior staff team was the first group to review draft mission statements and added important thinking that informed the final product.

In fall 2019, the college engaged Creative Communication Associates, a firm with a deep background in higher education and admissions marketing, to perform a comprehensive market research study<sup>1</sup>. We had the opportunity to review the results of interviews CCA conducted with students, staff, faculty, board members, friends of Moore and influential figures in the regional arts and business communities. This feedback fueled our rebranding campaign but also was utilized as data to inform the mission revisit effort.

Moore's mission has been a frequent topic of conversation at quarterly Boards of Trustees and Managers meetings. Reports from senior staff, faculty and chairs of the Academic Affairs, Student Life and College Planning committees spur wide-ranging discussions that touch on mission. The college's FY2017-2022 Strategic Plan is a central reference for all decisions at the administrative and board levels.

<sup>1</sup> CCA report-December 2019

In addition to regular meetings, the Boards have convened in special sessions to consider topics related to the mission. In June 2019 the Boards met for a retreat focused on board leadership<sup>2</sup>, conducted by AGB and in December 2019, another facilitator led a discussion on “Mission, Vision and Values”<sup>3</sup> in an open community forum.

Our new mission statement, adopted by the boards in September 2020, describes not just who we are at this time, but where we began: as an all-woman’s college. Moore was designed, as our founder Sarah Peter said in 1848, ““to instruct young women in the arts of drawing, design, and wood engraving, (so) they will be able to succeed in these branches of home industry, not only for their own benefit, but also for the benefit of American manufacturers.” Simply put, she founded the College to provide a career-focused education that would allow young women to achieve financial independence. However, our undergraduate admissions criteria has changed<sup>4</sup>. Moore now welcomes applications from qualified applicants who were assigned female at birth or who self-identify as women, transwomen, non-binary or gender nonconforming. In addition, we offer co-educational youth, adult continuing education and graduate studies. It was clear our new statement would reflect this inclusivity.

The new statement also incorporates our role as a regional leader in showcasing cutting-edge art and design. The College and the Galleries are linked academically, and the Galleries are also an important public resource for other institutions and for our larger creative community.

The new mission statement is more concise. Our previous statement was three paragraphs long, and contained a degree of specificity that may not serve the college as programs evolve in the coming years. We also sought to condense the statement so it could be more readily understood and effectively communicated to and by our academic community, admissions staff, marketing department, Boards and other stakeholders.

### *Mission*

Moore College of Art & Design is an historically all-women’s undergraduate college that has evolved to include co-educational continuing education and graduate studies. We educate artists and designers to build creative, enterprising careers of significant impact. We are a forum for big ideas, and a champion for creative expression as a means to connect local and global communities.

### *Values*

We believe:

Our founding mission of empowering women by developing their artistic ability, leadership capacity and marketable skills remains relevant.

<sup>2</sup> Post-retreat overview document

<sup>3</sup> December 2019 Board Meeting minutes

<sup>4</sup> Admissions policy adopted May 2020

Affordable access to higher education is the doorway to a successful art and design career that creates better futures for our students and their communities.

Moore's founding principles of inclusivity and opportunity are evident in our policy to admit non-binary and trans students.

Diversity can only be a strength; mutual respect and civility are expected among all Moore stakeholders. We do not tolerate racism or bias in any form.

Art and design are disciplines requiring development through rigorous learning and teaching. Our commitment to continuous improvement strengthens all we do and teach. Imbuing gifted artists and designers with leadership skills will enable them to have an impact on the arts and business communities.

Artists and designers are essential citizens, deeply engaged with and committed to the necessity and urgency of innovation. Artists show us beauty, hold up a mirror to ourselves, and function as the conscience and chronicler of our civilization.

College should be rich with experiences; learning takes place in all interactions at Moore, and the sustained impact of a student's time at Moore is crafted by the entire community. We must do all we can to assure the health, safety and well-being of our campus community.

All faculty and staff have a responsibility to model exemplary professional behavior to the students in the classroom, the studio, and in the hallways, offices and digital platforms of the college—on the campus footprint and beyond.

Graduates of Moore should be proud to call the college their alma mater. We value them as members of our community and connect them with career development, networking and opportunities to collaborate with each other and the next generation of emerging artists. We encourage them to give back to the college.

#### *Establishing and Accomplishing Goals through our Strategic Plan*

Since 2000, Moore has conducted an inclusive strategic planning process<sup>5</sup>. In 2013, under new leadership, Moore retained national planning consultant Diane Mataraza to work with the President; the College Planning Committee, a committee of the Boards of Trustees and Managers that includes members of the Boards, senior management, staff, faculty, and students<sup>6</sup>; and the Boards of Trustees and Managers to facilitate an assessment and to assist in the development of a new three-year strategic plan<sup>7</sup>. Over the course of three months, more

<sup>5</sup> 2001 Self-Study, 2012 Self-Study

<sup>6</sup> College Planning Committee charter

<sup>7</sup> Mataraza Assessment Report-June 2013

than 1,000 members of the Moore community, as well as leaders in the art and design world, participated in small group forums, roundtable interviews and online surveys.

The findings from the assessment period assisted the College Planning Committee's SWOT (strengths, weaknesses, opportunities, and threats) analysis, and the creation of BHAGs—Big Hairy Audacious Goals, a concept presented by authors Jim Collins and Jerry I. Porras in their book *Built to Last*<sup>8</sup>—as the plan's overarching top priorities. They are:

- Academic Excellence
- Robust Student Experience
- Financial Strength
- Dynamic Institutional Leadership and Marketing

The creation of the strategic plan to address these BHAGS is overseen by the College Planning Committee, who seeks community wide input and then presents the plan to the Boards for approval. Once ratified, that committee formulates objectives and strategies<sup>9</sup> and identifies lead and supporting departments to oversee these strategies. Senior Managers work with their staff and faculty through department and Academic and Grad Council meetings<sup>10</sup> to identify tactics and deadlines to support each strategy.

The plan is designed to be flexible, with frequent review and adaptation. This is a *living* document, much as we are a *living* college, with a population of young adults that fully transform every four years. Through the plan, we respond to the continuous changes we see in the external environment, the higher education field and the students we educate. Our revised admissions criteria, adopted by the boards in May 2020, is one such example. Students brought concerns to the Dean of Admissions and the College President, spurring discussion and research that revealed we were not keeping pace with the best standards and practices regarding gender identity for admission to women's colleges.

Progress on strategy and tactics are regularly assessed, reviewed and reported on during Managers' Meetings<sup>11</sup> prior to being presented to the College Planning Committee. The Chair of the College Planning Committee updates the boards on this progress. The President then shares the College Planning Committee Chair's report to the full community at the December and May All-College Meetings. At the end of the 2013-2016 three-year plan, out of 233 tactics, 20% had been completed, 11% were discontinued due to lack of relevancy. Eight percent of the more ambitious items as well as 61% of items already in progress would be carried into the new FY17-22 plan.

<sup>8</sup> Built to Last, Harper Business, 1994

<sup>9</sup> Goals Grid-September 2013

<sup>10</sup> To find: Department meetings and/or Academic/Grad Council minutes that demonstrates discussion to inform tactics

<sup>11</sup> To find: Managers Meeting minutes prior to November 2019 or April 2020 College Planning Committee meetings

In 2016, Moore again underwent a comprehensive and inclusive discovery process to develop a strategic plan for FY 17-22<sup>12</sup>. Ms. Mataraza was retained and charged with facilitating planning conversations and compiling suggestions and ideas for the College Planning Committee's consideration. Sixty individuals representing the Boards, all administrative departments, full-time and adjunct faculty, Student Government, members of the College Planning Committee, and leaders of the Faculty Forum and Staff Council participated in one or more of 11 sessions over the course of two days. Comments and discussions tended to be positive and enthusiastic, complementary of progress on the existing plan and the college's forward thinking.

Following a review of Ms. Mataraza's findings, Senior Managers (and subsequently their teams of staff and faculty) were tasked with devising a new strategic plan<sup>13</sup> to present to the College Planning Committee and later the Boards<sup>14</sup>. The plan continues to be assessed regularly to ensure the College is striving for continuous improvement. At the November College Planning Committee meeting, senior managers present their updates and progress on existing strategies and tactics<sup>15</sup>; at the April meeting, they present accomplishments, items to postpone, as well as items to change or reimagine based on both internal and external factors and feedback<sup>16</sup>.

For example, in 2017 the Diversity Committee conducted an anonymous Campus Climate Survey<sup>17</sup>, seeking to understand if all members of our community felt personally safe, heard, valued and respected. The results from the survey were used as a guide to conduct a series of focus groups, programs and facilitated community forums by Dr. Martha Brown, an expert on community and restorative justice<sup>18,19</sup>.

These and other discussions around diversity, equity, and inclusion (DEI) led to reflection and integration of additional tactics to the FY 17-22 strategic plan<sup>20</sup>. We hosted multiple workshops around accommodations, critique and DEI, including "Curriculum: Inclusivity and Diversity" for faculty at In-Service. We hired three AICAD Post-Graduate Teaching Fellows and conducted an audit of all current guest lecturers, critics, and faculty to identify a diverse pool of potential new hires. We developed an action plan and training for faculty, staff, and students to address results of Campus Climate Survey, and created a new student group, MOSAIC, to develop diversity and inclusion programming<sup>21</sup>. There is much more progress in this arena yet to accomplish.

<sup>12</sup> Mataraza Assessment Report-March 2016

<sup>13</sup> Senior Manager draft plan-April 2016

<sup>14</sup> May 2016 Board Minutes

<sup>15</sup> November 2019 College Planning Committee meeting PPT

<sup>16</sup> April 2020 College Planning Committee meeting PPT

<sup>17</sup> Campus Climate Survey

<sup>18</sup> Dr. Martha Brown final DEI Report

<sup>19</sup> DEI Synopsis Ranking questionnaire (Student Life Committee-April 2019)

<sup>20</sup> Strategic Plan as of November 2019

<sup>21</sup> November 2019 College Planning Committee PPT

Moore's Strategic Plan is a living document that invites inclusive conversations, resulting in an active and dynamic sense of self review. The College has conducted transparent and inclusive planning, research and communication in order to integrate the mission and strategic plan into life at Moore. With the revision of the mission in September 2020 and the ongoing integration of updated strategies and tactics into our current strategic plan, this time of reflection has solidified our belief that the College excels in the processes around making our mission and goals inclusive, transparent and relevant to our college.

## Standard II: Ethics and Integrity

Ethics and integrity are essential to Moore's ability to hold fast to its mission and values as we strive to develop artists, designers and leaders. Moore is committed to transparency and adherence to our policies as shown in our mission statement, value statement, and other documents. For example, the College has well-established procedures for transparency in its communication to all constituents. Information about the college can be found on the website, in printed materials, contracts, policy documents and our practices. Policies that address ethics and integrity can be found in our code of conduct language, honor codes, civility statements and grievance procedures. In addition, Moore's mission is reflected in our internal and external messaging and operating procedures. It is also evidenced by our adherence to the Higher Education Act, grievance procedures and policies, and hiring and promotion practices. Finally, our commitment to diversity, equity and inclusion in recruitment of students, staff, exhibitors, lecturers and honorees is evidence of the integrity with which we approach the important ethical imperative of equality.

### *Academic Freedom*

Policies and practices that adhere to Moore College's academic freedom and intellectual property rights for faculty are found in the Moore Federation of Teachers (MFT) collective bargaining agreement.<sup>1</sup> Responsibilities and legal limitations are defined clearly and are managed on a case-by-case basis. As of summer 2021, we are currently amending the contract to address online instruction.

Policies regarding ethical standards for students are found in the student handbook<sup>2</sup>. These policies include a Student Code of Conduct and Academic Integrity. Data on student infractions from 2015 to 2019 show a low level of student code of conduct violations, evidencing that our high ethical standards are internalized by our students. There were 33 student conduct violations—a decrease by 20% from numbers reported in the 2012 self-study. Six of the violations were non-academic—the majority related to residence halls. Most violations were addressed through warnings and other sanctions, as per our procedures outlined in the handbook. Serious violations proceed to formal hearings, including the Administrative Disciplinary Committee. Since 2015, one incident resulted in dismissal. (To add: update to civility policy)

Academic integrity is also addressed in all Connelly Library Information Literacy Workshops that are integrated in all undergraduate Writing 102 and Visual Thinking Foundation classes. Topics include overview of the handbook policy, definition and examples of plagiarism, and discussions on copyright infringement. From 2012 to 2020, there have been 49 academic integrity violations. In 2019-2020 academic year, these workshops were held both in-person and virtually in order to increase accessibility:

<sup>1</sup> MFT Contract article XII

<sup>2</sup> Student handbook pages 81-82; 106-109

	In-person	Virtual
Number of synchronous presentations	24	9
Total attendance at all synchronous presentations	407	109

Further, as an art and design college, Moore is dedicated to academic freedom in the display of art and design but is aware that the Galleries at Moore are open to the public. Gallery staff uphold curatorial freedom while using professional discretion in the installation of works that may display potentially controversial or age-specific content.<sup>3</sup> The Galleries at Moore offer exhibitions and public programming that support freedom of inquiry. The goal is to engage artists, curators, scholars, and other professionals to present their work & ongoing research without censorship. The Galleries provide an inclusive environment where scholarship is encouraged through conversation and open debate so that intellectual integrity remains at the core of our ongoing pursuit of academic, curatorial, and artistic excellence. An example of the way this is demonstrated in the Moore community occurred in 2017. A mural open to both the internal and external community, portrayed a pop culture likeness of famous artist, Frida Kahlo that was deemed by many to be disrespectful. An open debate between students, faculty, staff, the public, and the artist brought to light the way our community handled communication around perceptions, representation and artistic expression. A town hall meeting was held where students and faculty could express their concerns and offer feedback. Ultimately, the mural was removed. (Example to add: Kimmel Center gallery) However, this process opened the door for communication and the need for a documented process and value statement. As a result in 2020, the Galleries revised their mission to include, “The Galleries are a catalyst for creative exploration, experimentation and scholarship and function as a gathering place to meet, reflect, learn, challenge, and create—our commitment to academic, artistic, and curatorial freedoms is evidenced through our inclusive and innovative programming, all of which is free and open to the public.”

#### *Diversity, Equity, and Inclusion & Climate*

Moore seeks to ensure a safe, inclusive and creative environment where students, faculty and staff can acknowledge and celebrate all expressions contained in and representing the college. Based on the College’s legacy and commitment to excellence, leadership, professionalism, and respect, we continuously strive to empower all individuals to find their own voice and to respectfully consider and value the voices of others. As a result, in 2016 Moore established a variety of initiatives that highlight its commitment to Diversity, Equity and Inclusion (DEI).

Moore’s strategic plan<sup>4</sup> outlines the commitment. Initiatives embedded in the plan include: increase the diversity of faculty, guest lectures, faculty fellows, critics and artists; and provide opportunities for the community to learn and explore issues around diversity, inequality, inclusion and academic freedom. In spring 2016, Moore established a Diversity Committee

<sup>3</sup> Galleries mission statement

<sup>4</sup> Strategic Plan 2017-2021

made up of faculty, staff and students. Between fall 2016 and fall 2018, the committee completed the following:

- Collaboration of programming<sup>5</sup> between the Moore Diversity Committee and the student run Moore Diverse group
- Developed and administered the Campus Climate Survey<sup>6</sup>
- Established an annual Diversity Workshop for all student leaders, and all first-year students in Visual Thinking class
- Sponsored college-wide events such as: a “Dear White America” book club; film screenings and faculty-led discussions of “Selma” and “Moonlight”; and a Read-in hosted by the Library featuring African-American authors
- All-college meetings with faculty and staff to discuss how to better support students as they live, learn and work in a community of students, faculty, staff and administration from diverse backgrounds and perspectives. The results of those meetings will be shared with the Academic Affairs and Student Life Board Committees, Faculty Forum, Academic Council, Graduate Council, Managers, and the Diversity Committee.

Moore continues to evaluate the curriculum through the lens of our DEI commitment. Administrators worked with faculty to identify additional ways to represent the work of diverse artists, authors, critics, and contrastive perspectives in our classes. In 2017, Department Chairs and Graduate Program Directors reviewed their program curriculum and their syllabi to consider and propose ways to include a diversity of perspectives and pedagogies, visiting artists and critics, and presenters in courses.

In addition, the Faculty Forum created Moore’s Faculty Diversity and Inclusion Guiding Principles, which state:

Moore faculty strive to create a studio/classroom environment in which they acknowledge and actively engage issues of race, ethnicity, religion, socioeconomic class, age, gender, sexual orientation, and differences and abilities as an essential part of the student experience. The goal is to foster equity through a deep understanding of diverse peoples, cultures, and perspectives.

It is with these principles in mind that faculty and staff are recruited and evaluated before they are hired. Every prospective faculty member’s application must include their response to questions about their experience with, and outlook on, diversity and inclusion in their classroom. During the in-person interview, each prospective hire must articulate their vision for making their classroom diverse, how their curriculum will reflect this vision, and give examples of how their classes will be inclusive to all members of the Moore community.

Other Moore initiatives include:

<sup>5</sup> Samples of programs

<sup>6</sup> Results of survey and action items created can be seen in Standards III and IV

- Participation in the Association of Independent Colleges of Art and Design (AICAD) Post-Graduate Teaching Fellow Program for 2017-2018 and 2019-2020. The Post-Graduate Teaching Fellowship provides professional practice opportunities to high-achieving graduate alumni. AICAD and Moore are committed to this program, as it contributes to the goal of increasing the racial and ethnic diversity of our faculty, and creates a climate that recognizes and values diversity as central to excellence. Preference will be given to applicants who contribute to the goal of increasing the racial and ethnic diversity of AICAD faculty. [www.aicad.org/aicad-post-graduate-teaching-fellowship-20162017](http://www.aicad.org/aicad-post-graduate-teaching-fellowship-20162017)
- Diversity will be a primary focus of faculty in-service. As a result DEI training has been added to all faculty in-service presentations since 2017. Topics include: Interdisciplinary Critique Strategies to Promote Inclusion and a Hiring Climate Assessment Review and Workshop completed by Brown-Gary Associates. <sup>7</sup> Equity Allies has been engaged to present to faculty as well as staff at the spring 2022 Faculty In-Service.
- Added funding for Human Resources, including an increase in budget funding for job postings to reach a more diverse pool of applicants for open positions.
- Moore hosted an “On the Table” discussion about race on 5/23/17<sup>8</sup>. Since then, additional town hall meetings are held annually, and are open to all faculty, staff and students.
- A new webpage<sup>9</sup> for Moore’s website and a monthly newsletter were created in 2019 to highlight Moore’s DEI commitment and promote engagement in the conversation and work to foster an inclusive environment.

### *Grievance Procedures*

Policies and procedures regarding student grievances are located in the student handbook<sup>10</sup> and are implemented consistently throughout the college. These policies address student code of conduct, academic integrity, honor codes and student grievances. Moore’s student grievance procedure follows three progressive steps: one, the aggrieved student addresses the issue with the direct party (i.e. another student, faculty or staff); two, if not resolved in the first step, the student addresses the issue with the Director of Residence Life and Housing or their Department Chair, depending on what is appropriate; three, if not resolved in the second step, students may bring the issue to the Chief Academic Officer or President depending on the level of appropriateness. Since 2012 there have been few student grievances filed—approximately three per academic year. The majority of student grievances are between students and an individual faculty member. Although the student grievance procedure is evaluated yearly by the Student Life Committee, staff and faculty have noted that the procedure needs a more formal review. This committee made up of students, staff and Board members assesses the students’ ability to access information, and reviews the clarity of information and resources students need in order to feel heard.

<sup>7</sup> Trina Gary presentation

<sup>8</sup> See [www.onthetablephl.org](http://www.onthetablephl.org) for details.

<sup>9</sup> Moore’s webpage: [Inclusivity & Support | Moore College](#)

<sup>10</sup> Student Handbook pages 63-65

Policies and procedures regarding faculty grievances are located in the Moore Federation of Teachers (MFT) contract. Grievance procedures are negotiated in a collective bargaining agreement with the College. During the time period between April 2012 and April 2020 there have been two faculty grievances, which is a significant decrease in the number of grievances filed by the MFT against the College from the 2012 self-study. This decrease is due to increased lines of communication by the MFT, the College and the establishment of the Faculty Forum (the shared governance structure). The two grievances filed since 2012 both resolved amicably. There continues to be a shared commitment and sense of collegiality throughout the College as procedures are furthered in the review of the next iteration of the MFT contract.

Policies and procedures regarding staff grievances are located in the staff handbook. The Human Resources Office distributes guidelines to managers and supervisors annually. In addition, all staff are required to complete performance evaluations during the initial ninety days of employment and then again at the end of each academic year. These evaluations allow for feedback, corrective measures and yearly goal setting. The College maintains a strong commitment to communication, professionalism and sharing of information and resources. In order to help facilitate the sharing of information and resources, Moore's Human Resources department engages in annual faculty and staff training with topics including, but not limited to: Discrimination & Harassment Prevention; Protection of Minors – Identifying and Reporting Sexual Misconduct; and Cyber Security – Data Phishing.

The Bias report was added to the College's policies and procedures in fall 2019<sup>11</sup>. It was initiated by the DEI Committee in response to student and faculty concerns. The form was created with the belief that members of the campus community have an obligation to contribute towards the mission of creating a diverse, inclusive and equitable environment for everyone. It is important to be both proactive and reactive when issues arise that target any individuals or groups based on a social identity.

Students who believe they are a target of a bias incident or witnessed such an incident either on campus or at an event sponsored by the College off campus have the opportunity to complete the form/report. The report is then directed to the chairs of the DEI Committee and the Dean of Students.

The term "bias incident" refers to the use of language and/or actions that demonstrate bias (prejudice) against persons because of, but not limited to, their actual or perceived race, color, religion, ethnic or national origin, gender, age, sexual orientation, gender identity, gender expression, handicap or disability, or status as military veteran. Bias incidents include, but are not limited to, name-calling, stereotyping, belittling or excluding others based on their identity. Since 2019 there has been one bias report made. The report was brought to the Dean of Students. As the DEI Committee chair position was vacant at that time, the report was also brought to the Associate Dean of Academic Services. The issue was documented and resolved

<sup>11</sup> Bias report link: [Bias Incident Reporting Form \(maxient.com\)](https://www.maxient.com/Bias-Incident-Reporting-Form)

amicably between both parties (faculty and student). The bias report procedures will be assessed for accessibility, timeliness and fairness in spring 2021 by the DEI Committee.

### *Conflict of Interest*

Policies regarding staff and administrators are contained in the Code of Ethics and Business Conduct in the faculty handbook<sup>12</sup> and staff handbook<sup>13</sup>. The Code contains policies on the responsibilities of financial professionals, quality of records and financial statements and disclosures in addition to all of the policies contained in the collective bargaining agreement. The staff handbook also contains policies regarding employment of relatives, harassment, conflict of interest and confidentiality. All staff, faculty and Board members are required to review and sign a conflict of interest form annually.

### *Hiring, promotion, evaluation, discipline & separation*

The process for faculty evaluation is defined in the MFT contract, with guidelines for peer review, contract renewal, promotion and merit increases<sup>14</sup>. Criteria for contract continuation or promotion include an evaluation of teaching effectiveness, service to the college and professional activity. Faculty eligible for review gather their materials digitally using the Interfolio platform. The materials are then reviewed by a 4-person committee including the Department Chair or Graduate Program Director. Moore enlists an external evaluator when faculty are in their six-year review. Recommendations regarding contract continuation and/or promotion go to the Chief Academic Officer, who then makes a recommendation to the President. In the case of promotion, the President discusses the recommendation with the Academic Affairs Committee of the Board, with the final decision made by the Board of Managers. Faculty on a 5-year contract may appeal using the grievance procedure.

Adjunct faculty are reviewed in two ways: 1) by either their Department Chair or Graduate Program Director, and 2) by peer review at the end of the semester if they are new to Moore, or annually in their first 3 years. Peer reviews<sup>15</sup> typically involve an in-class observation of teaching, sharing syllabi, showing samples of student work/assignments, and a review of course learning objectives. Results are shared with individual faculty and the Chief Academic Officer.

Course/faculty evaluations are conducted at the end of each semester for all undergraduate and graduate classes. Students provide an overall rating for the instructor and course including: engagement with course material, fairness of critiques, development of their critical thinking skills and opportunities to assess presentation skills. The evaluation results are formulated into a report that assesses responses across the department and over time. This enables faculty to make changes to their courses based on evaluation results. They are also used by Department Chairs and Graduate Program Directors to counsel individual faculty about teaching.

<sup>12</sup> Faculty handbook page 19

<sup>13</sup> Staff handbook page 12

<sup>14</sup> MFT contract Articles IV and V

<sup>15</sup> Sample Design peer review report

All staff conduct an annual performance evaluation. The Human Resources Office distributes guidelines to managers and supervisors in June. Since 2018, guidelines were revised to move towards a more self-directed review process in order to allow staff to reflect more deeply on their job performance and future goals established with their supervisor each year. Staff complete their own goals for the year based on their role, and the goals/mission of the department. Once this is completed, they then meet with their supervisors to align future goals with the strategic plan objectives. In addition, the President requires senior managers to set measurable goals that also work within the strategic plan, and are reviewed annually.

#### *Transparency in Public Relations and Recruitment*

Information about the College can be found on the website, in its printed materials and through publically accessible data reports. The college promotes its programs to prospective students through the website, social media, written and digital materials<sup>[1]</sup>, and personal contacts. All information is solicited from Department Chairs and Graduate Program Directors. It is then reviewed for accuracy by the Marketing and Communications and Admissions departments, and the Chief Academic Officer. All printed and digital material includes: application procedures, degree requirements, length of time to attain the degree, and transfer policies.

Moore also participates in the following publically accessible surveys and data reports:

- IPEDS (Integrated Postsecondary Education Data System)
- AICAD (Association of Independent Colleges of Art and Design) College Profile
- NSSE (National Survey of Student Engagement)
- AICUP (Association of Independent Colleges and Universities of Pennsylvania) Member page
- The College Board's profiles
- Naviance by Hobsons
- Slideroom by Liaison

In addition, Moore meets the requirements of the Higher Education Re-Authorization Act by publishing data on our website and student handbooks. Data includes information such as tuition fees, net-price calculator, academic programs, graduation and retention rates, and employment statistics<sup>[2]</sup>.

As a tuition-driven institution, enrollment continues to be a challenge at Moore. One of the strategic plan's goals is focused on Financial Strength by increasing tuition income through targeted socio-economic, age-focused and geographic methods. Consequently, in fall 2019, a recruitment plan<sup>[3]</sup> was created as a strategic guideline for achieving the enrollment goal of 115 first year and 35 transfer students for fall 2020. For specific information about the plan, please refer to Standard VI.

<sup>[1]</sup> 2020 Viewbook,

<sup>[2]</sup> [At A Glance | Moore College](#)

<sup>[3]</sup> 2019-2020 BFA Recruitment Plan

### *Requirements of Affiliation & Higher Education Compliance*

Moore College demonstrates compliance with the Higher Education Act, and continuously strives for transparency and consistent communication with all of its constituents. All documentation that authorizes the College to award degrees, including Moore's charter and licensure from the Pennsylvania Department of Education are located in the Connelly Library.<sup>16</sup> The College maintains a procedure of integrating the strategic plan with financial planning and development. Annual institutional goal-setting is linked to financial development and support by using our internal committee and governance structures.<sup>17</sup> The following area below note Moore's eligibility and compliance with the Higher Education Act:

#### 1. Student Identity Verification in Distance and Correspondence Education

- Secure login & pass code
  - Policy found in Student Handbook under Computer Resources and Policies - Page 107.
- Proctored Examinations
- Policies and/or procedure(s) regarding the protection of Privacy (FERPA) for students enrolled in distance and correspondence courses or programs, including password verification.
  - Annual FERPA disclosure found in Student Handbook under College/Graduate Student Policies - Pages 66-68.
- Procedure(s) for notifying students about any projected additional charges associated with student identity verification are located in the student handbook and Self-Service.

#### 2. Transfer of Credit Policies and Articulation Agreements

- A description of the transfer of credit policies established by the institution includes a statement of Moore's current transfer of credit policy, articulation agreements, academic time credit allowances and other transfer options such as AP and proficiency credits. [Transfer Students | Moore College](#)
  - Policies are also listed in student handbook under Transfer Credit and Residency Requirements - Pages 41-43.

#### 3. Title IV Program Responsibilities

- Title IV Student Loan Cohort Default Rates for the most recent three years.
  - Appendix<sup>18</sup>
- Composite Ratios for the most recent three years (Private and Proprietary institutions only) or Notification from state or other governmental agency confirming status as public institution (Public institutions only);
  - **Insert Chart**
- Most recent USDE report on review of Title IV program, including institutional response;
  - Appendix

<sup>16</sup> Copy of Charter in the appendix

<sup>17</sup> See Standard VI

<sup>18</sup> Cohort Default Rate History

- OMB Circular A-133 audit on federal programs for the most recent three years;
  - Appendix

#### 4. Institutional Record of Student Complaints

- Policy and/or procedures for student complaints
  - <https://moore.edu/for/current-students/online-resources/filing-a-grievance>
  - <https://moore.edu/uploads/files/280950720697565508-grievance-procedure-at-moore.pdf>
  - <https://moore.edu/uploads/files/141282934572786546-complaint-process-links-12-2012.pdf>
  - Listed in the Student Handbook under Grievance Procedure - Pages 63-66

#### 5. Required Information for Students and the Public

- [At A Glance | Moore College](#)
- Calendar
  - <https://moore.edu/uploads/files/172069333969149123-academic-calendar-2020-2021-adjusted-6-16-20.pdf>
- Grading
  - Located in the Student Handbook under Grading System on pages 33-37.
- Admissions
  - <https://moore.edu/admissions>
- Academic Program Requirements
  - <https://moore.edu/academics/bfa-programs>
  - <https://moore.edu/academics/graduate-studies>
- Cost of Attendance
  - <https://moore.edu/admissions/bfa-admissions/tuition-and-financial-aid/tuition-and-fees>
  - <https://moore.edu/admissions/bfa-admissions/tuition-and-financial-aid/net-price-calculator>
- Refund Policies
  - <https://moore.edu/academics/continuing-education/coursework-certificate-programs/course-tuition-policies>
  - Located in Student Handbook under Business Office on page 20.
- Withdrawal Policies
  - Located in Student Handbook under Academic Resources on pages 27-31, Graduate Academic Policies on pages 51-52.
- Student performance in academic programs
  - Located in Student Handbook under Student Rights and Responsibilities on pages 79-80, Financial Aid on page 18, Undergraduate Academic Policies on pages 33-40.
- Completion and graduation rate information
  - <https://moore.edu/about-moore/blog-publications/blog/2014/10/09/graduate-studies-class-of-2013-is-employed-at-a-rate-of-94-88-in-their-field-of-study>
- Student employment after graduation

- <https://moore.edu/for/employers>
- Performance on licensing exams
  - Located in Student Handbook under Undergraduate Academic Policies, Special Requirements for Students in Art Education, pages 46-47
  - <https://moore.edu/academics/post-baccalaureate/art-education/praxis-information>
- Retention Rates
  - <https://moore.edu/about-moore/more-about-moore>
- Placement/Employment Rates
- Clear and accurate information in advertising and recruiting material about accreditation status with the Middle State Commission on Higher Education.
  - <https://moore.edu/about-moore/press-room/press-releases/2012/07/25/middle-states-accreditation-reaffirmed>

#### 6. Standing with State and Other Accrediting Agencies

- Names of other accreditors, program(s) it accredits, and year of next review;
  - CIDA, Interior Design – Reviewed in Summer 2021
  - NASAD, Degree Programs – Review in Spring 2022
  - PDE, Art Education – Reviewed in Fall 2020; next review in Fall 2027
- Documents and/or URLs available to current and prospective students that show the licensing or accreditation status with the state or other USDE approved agencies.
  - <https://moore.edu/uploads/files/606006758481456991-fhb-revised-5-2016.pdf> Faculty Handbook, Page 6
- Report from State or other accreditor if institution has been found noncompliant (including institution response) within the last five years

#### 7. Contractual Arrangements

- List of current contractual arrangements, including name of third-party and educational program(s) involved, and date of Commission approval.
  - n/a

#### 8. Assignment of Credit Hours

- Policy and procedures for assignment of Credit Hour for all types of courses, disciplines, programs, credential levels, formats, regardless of modality;
  - <https://moore.edu/about-moore/moore-at-a-glance/transfer-credit-policies/academic-time-credit-policies>
  - Located in student handbook under Academic Resources, Credit System on page 27. Graduate College Policies, Academic Calendar and Credit Structure, pages 48-49.
- Course of program review procedures and sample approval documentation, as they relate to the credit hour.
  - In Faculty Handbook, under Curriculum Revision, page 33.
- Process the institution utilizes to verify length of academic period and compliance with credit hour requirements through course scheduling.

- Located in Handbook under Academic Calendar & Directory, pages 4-6.
- Adherence to Academic Time Credit policies ([website link above](#)).

### Standard III: Design and Delivery of the Student Learning Experience

As stated in our mission, Moore is a historically all-women's undergraduate college that has evolved to include co-educational continuing education and graduate studies. Moore offers nine BFA majors and three graduate degrees. Our Continuing Education programs include the Young Artists Workshop for students grades 3-12, and the Summer Art & Design Institute for young women and nonbinary individuals in grades 10-12. Adult learners are served by three certificate options in Adult Continuing Education as well as the Teachers' Summer Institute. Across all of our academic offerings, faculty who are practicing artists, designers, educators, and leaders within their industries provide quality teaching and learning experiences for our vast array of students.

#### Curriculum at Moore

##### *The Moore Bachelor of Fine Arts Degree*

Moore's BFA majors provide robust preparation for careers in art and design by building on a foundation in the liberal arts and offering an extensive curriculum in each major that cultivates the skills our graduates will use to succeed and lead in their chosen professions. The nine BFA majors are: Animation & Game Arts, Art Education, Fashion Design, Fine Arts, Graphic Design, Illustration, Interior Design, Photography, and new for the 2021-2022 academic year, Film & Digital Cinema. All BFA majors have a series of required sequential classes; the level of complexity and skill-building continues to expand from one semester or year to the next. [add note of change in this process remove "scaffold" courses for easier transfer student accessibility]. All majors have upper-level course work leading to a capstone senior project and/or thesis, in both written and exhibition form. Curriculum guides are available to each major that clearly outline required courses and sequence. Students also have access to this information in their online academic plans. Similarly, in the graduate programs, there is a series of required sequential courses that culminate in an exhibition and a rigorous thesis that students defend to their faculty in each program.

Rigor and depth in the BFA programs are appropriate to the level of study and are visible throughout the majors in the critique processes, many of which include external guest critics who are professionals in the art and design field. [need an example of the critique process for a specific major]

All of Moore's programs of study adhere to accrediting bodies' requirements for time-on-task, are based on a coherent group of sequenced courses, provide knowledge and extent of study and show an appropriate distinction between undergraduate and graduate requirements. In preparing students for careers in art and design, undergraduate programs require an average of 126 credits, while graduate programs range from 30-66 credits, depending on the program. All programs include a mixture of studio and liberal arts classes requiring a semester hour of credit to represent at least three hours of work each week for 15-16 weeks. Academic courses are

scheduled to meet one hour a week for each credit, and students are expected to have two hours of homework for each hour in class. Studio courses are scheduled to meet for two hours a week for each credit. This gives students adequate time in class for faculty instruction and for students to produce work while having direct access to the faculty member teaching the course. The semester includes fourteen weeks of instruction and at least a one-week period for final exams and critiques at the end of each semester. Hybrid courses that are part lecture and part studio are scheduled accordingly. (Example to add: New film major, Hanover research)

### *The First Year BFA program*

Need an intro here that incorporates both LA and Foundation, then refer to the Essential Student Learning Competencies. (Claudine to address this with Kelly Kirby). Studio coursework strives to broaden and deepen students' exposure to a wide range of artists and designers, media, processes, and ways of seeing and responding to the world around them as creators. As faculty create and enrich the students' knowledge base, students are provided with exercises and projects to practice and advance their knowledge through 1) traditional processes, 2) evolving technological tools, 3) perceptual and technical drawing strategies and 4) idea generation and creative problem solving. In addition to coursework supplemental experiences including guest speakers and field trips broaden student's cultural and global awareness.

### *Foundation and General Education*

The Foundation Department has two primary goals that shape the scope and sequencing of each of our six studio courses (Drawing I, Drawing II, 2D Design, 3D Design, Color Theory and Visual Thinking): 1) to transition students to a college learning environment, and 2) to prepare first year students to enter their major with a strong foundation in the vocabulary, skills, materials, processes, and technology needed for sophomore coursework in any of the art or design majors that Moore offers.

Each Foundation course runs for one semester with the exception of Visual Thinking which runs two semesters for 1.5 credits each semester. This course aims to accomplish three goals: 1) to build a community of first-year students that anticipates departmental majors, 2) to acclimate and orient first year students to college life and Moore's resources, and 3) to develop strategies for idea generation and risk taking. Given that this course meets on the same day of the week, Visual Thinking also serves as the hub for co-curricular experiences including an annual trip to the Metropolitan Museum of Art in New York City and training in Diversity, Equity, and Inclusion from a guest speaker.

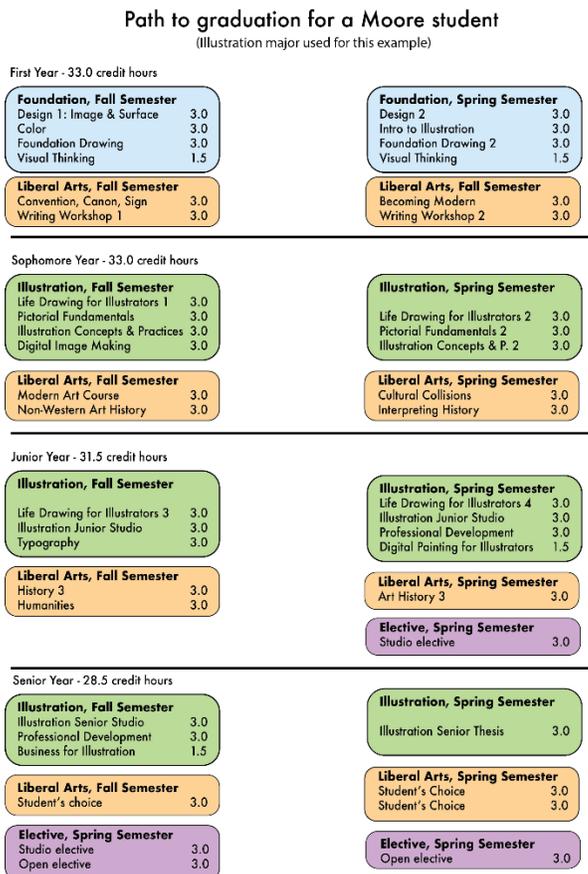
While all Foundation studio courses teach critical analysis and oral communication skills through critique methods, Visual Thinking also targets written and oral communication skills through research and explores ways in which artists and designers conduct and use research as a tool for generating ideas. The course aims to teach students different strategies for generating ideas and processes for refining, realizing and presenting an idea in visual form.

Thematic content serves as a general framework and “jumping- off-point” for students to begin the idea generation process. In the Fall, students explore the theme of self and in the spring students explore the idea of advocacy. These themes were chosen by Foundation faculty teaching Visual Thinking and aim to connect with thematic content explored in liberal arts courses (writing and art history).

Each semester culminates with a critique of final projects developed over the course of the semester and a digital archive which documents the students’ research, experimentation and process of arriving at an idea (content), material/process (form) and the student’s written analysis of their final piece. This information is loaded into a pre-populated template (Google Slide doc) which is shared with all students. The pre-populated template also includes spaces for the student to submit required writing prompts connected to the various shared films, speakers, workshops, etc. explored throughout the course of the semester.

*Visuals of Illustration Curriculum/Experience Flow*

The chart below shows one suggested path for a student at Moore to achieve the required 126 credits to earn their BFA degree. Students’ actual path may vary based on the availability of the courses that they wish to take as well as how they wish to structure their course loads.



### *Graduate Programs at Moore*

The college offers three graduate programs: an MA in Art Education for Special Populations and an MA and MFA in Socially Engaged Art. (Add in details from Daniel; great story to tell about using research to find out what to offer that is innovative and useful in careers)

Rigorous critiques at the end of each semester are part of the graduate programs as well. They are similar to undergraduate critiques with the exception of the Qualifying Review. This review serves to evaluate all degree candidates' progress and determines if they can proceed in the graduate program.

Like the BFA faculty and department chairs, their colleagues in the graduate programs reviewed their departmental mission statements to align them with the college's mission. Course progressions, expected graduating competencies and student learning outcomes were all assessed.

### **Continuing Education Programs**

#### *Youth*

In addition to BFA and Graduate offerings, Moore offers four major program areas for youth and adult audiences. Since 1921, the Young Artists Workshop (YAW) has maintained a rich legacy of offering exceptional art and design educational experiences for youth and high school students. YAW has evolved to include innovative in-person and virtual co-ed multidisciplinary visual arts training and exhibition opportunities year-round for youth in grades 3-12. There are 30 contact hours of professional instruction per course for all YAW offerings. With the generous support of the Annenberg Foundation, Moore provides over \$50,000 in YAW scholarships annually for regional youth.

In 2020, YAW shifted entirely online, opening the door to more flexible curriculum, virtual exhibition opportunities, and national audiences. In 2021, the program reintroduced in-person courses with the addition of several key Animation & Game Arts-focused online course options to engage the widest audience possible. In its current format, the program continues to draw students from a larger radius than the tri-state area.

The Summer Art & Design Institute (SADI) originated as the Summer Fine Arts Institute (SFAI) in 1998. SFAI was originally developed as an intensive summer fine arts experience for YAW students' desiring to build their college portfolio. SFAI initially operated as a women-only fine arts-focused skill-building program for serious art students in 11th and 12th grade. The program was rebranded as the Summer Art and Design Institute and restructured to include studio concentrations that mirrored Moore's BFA offerings. Today, SADI is an immersive month-long residential experience that gives rising 10<sup>th</sup> -12<sup>th</sup> grade young women and non-binary individuals a rewarding taste of the college arts experience at Moore.

### *Adult Continuing Education*

During her tenure as principal of Moore (1920 – 1946), Harriet Sartain (class of 1892) introduced evening classes for art teachers and women who worked during the day. Moore's alliance between industry and art has only grown stronger since its inception while creating a space for working students to bring their own unique qualities to the table. Today, Adult Continuing Education (ACE) provides students of all genders with significant options to expand professional development in a select group of rewarding design fields.

Originally an in-person program targeting local audiences from the tri-state area, the program utilized Moore's center city Philadelphia campus. In 2020, the program shifted entirely online, opening the door to national audiences. Our contemporary ACE program model includes online co-ed credit and noncredit course offerings for adults in three distinct programs, in six unique tracks: Animation and Motion Graphics; Digital Media for Print and Web; Fashion Design and Visual Merchandising; Fashion Production & Technical Design; Interior Design Studies; Web & Interactive Design (appendix: ACE curriculum guide).

The Teachers Summer Institute (TSI) at Moore was first offered as "Public Art in Philadelphia" in 2006. TSI was introduced to respond to a need for better connection with local schools. It originally served to connect with art teachers and ultimately students in private, public, and charter schools, who were not already involved with nonprofit youth programming. TSI was designed to fit into participants' annual teaching schedules and life/time commitments. Originally designed for elementary and secondary school teachers, the Teachers Summer Institute at Moore promised teachers an enriching and nourishing professional development program and college credit. The institute was structured like an artist residency where teachers could develop their practice of the performing and visual arts through an intensive curriculum and unique residential experience.

Art teachers attending TSI apply for Graduate credit, which many instructors require to maintain their teaching credentials, the program is authorized by the State of Pennsylvania to provide x credits for x hours attending TSI. . The program also includes a non-credit option. The audience for this program has, at various points, included visual art teachers for grades K-12, retired teachers, and participants from regional, national, and international educational facilities.

In 2020 and 2021, TSI was cancelled in response to the COVID-19 pandemic. TSI I is being reimaged by the Continuing Education team for future sessions – giving participants the best that Moore has to offer and revitalizing high school art teachers' relationship with Admissions at Moore. The program currently focuses on serving high school art teachers in mid-June.

## **Curricular Assessment: Internal Review**

### *Strategic Plan*

The link between the mission, the strategic plan and undergraduate curricular development is constantly reinforced by multiple annual opportunities to review and revise the objectives related to the first goal in the plan, academic excellence. Faculty, Department Chairs and Graduate Program Directors are involved in these processes and, therefore, in the planning and implementation of the curricular objectives in the strategic plan. Examples of these opportunities include: all-college meetings, special focus groups, faculty in-service, and Academic Council. There are also specific board-level committees focused on academic objectives—the College Planning Committee, the Academic Affairs Committee, and the Buildings and Grounds Committee, all of which include faculty. These issues are also discussed in the Curriculum Committee of the Faculty Forum.

Chairs and Graduate Program Directors are responsible for scheduling regular department meetings during which full-time faculty participate in the formation of department policies and in the development, review and revision of the curriculum for courses within their discipline, major and/or department or program. These revisions are brought before the Academic Council for Academic review and are looped into the agenda of the Curriculum Committee of the Faculty Forum. In addition, the timeline for approval of curricular changes coincides with two strategic planning processes: the annual budgeting process and the discussion in the College Planning Committee of the strategic plan goal Academic Excellence. The synchronicity of these cycles integrates the assessment and planning of the curriculum and academic goals at both the institutional and program level and ensures that curricular changes stay focused on the College's mission of career preparation.

### *Departmental Mission Statements*

During the self-study process, Department Chairs and Graduate Program Directors reviewed departmental mission statements to ensure they were aligned with the College's mission, graduating competencies, programmatic learning goals, and course-level student learning objectives. (see Assessment Committee learning objectives chart in appendix). One example of how mission and goals connect can be seen in Animation and Game Arts (AGA). Digital competencies are key to the success of an AGA student. This program relies entirely on digital software and digital work environments so that it mirrors current industry standards. Students are introduced to the digital tools, vocabularies, and skill sets in the 2D Character Design & Environment Design course. Here they learn how to save files, how to back up files, what formats they can save their work as and what each format is used for while they build their drawing and design skills. Students are also taught how to move files using varied servers, and external media such as flash drives. These skills will build the foundation of their digital competencies so that as they progress through the program and learn new software, methods, skill sets, and work pipelines they have a knowledge base to pull from.

AGA also covers social media skills in the Marketing and Business course taken by students in their junior year. Here students are taught proper online etiquette, how to attract an audience, how to navigate the algorithms of social media, and how to curate their online presence. AGA faculty believe these skills are crucial for students in the 21st century in order for them to attract clientele and employment opportunities. [insert one more discipline specific info and example from either Fine Arts, or Art Ed – actually, a grad program example would be good.]

### *Student Course Evaluations*

Every student enrolled in a course at Moore gets an opportunity to provide feedback on the course, the instructor and the facilities. Students complete all evaluations via SurveyMonkey. Response rates vary between 30-40% for all BFA and MA/MFA classes. Faculty members are evaluated on their overall knowledge of the subjects they teach, the heaviness of the workload, the clarity of their teaching, their communication skills with students, and their overall performance as a professor. The classroom facilities are evaluated on whether they met the needs of the students so they could create the required work. The students evaluate each category using a rubric that gives a score of 1 for poor up to a score of 4 for excellent. Additionally, there is space for the students to add comments regarding their experience with course content, faculty, and learning experience.

The evaluations are shared the following semester with the faculty so they can see what areas are working well and what areas need improvement. The course evaluations are also used as a tool for peer review, contract continuation and promotion in rank of faculty. (see Standard V for more information about use of evaluations)

### **Curricular Assessment: External Review**

#### *Academic Program Review*

In fall 2012 the college adopted a new Academic Program Review (APR) process and schedule in order to ensure that each major and program is reviewed outside of the formal Middle States self-study. (appendix: APR schedule). This formal process is designed to link together institutional assessment efforts with student learning assessment. Connecting the results from what is learned from the APR process to the strategic plan goals, fosters a culture of continuous improvement and makes for more meaningful and useful assessment. The goal of the APR is to enhance, improve and reflect on all current majors and programs. It is designed to communicate findings, share results with the college community, and document how we use the findings to improve teaching and learning in order to make informed decisions. (For additional information about the process for APRs, please see Standard V.)

APR's are completed within one academic year, which allows for an internal review and report written within one semester, and an external review and visit that occurs in the following semester. Since 2013, there have been 11 completed APR's:

2013	Fashion Design; Interior Design; Curatorial Studies
2014	Art Education (MA)
2015	Photography & Digital Arts
2016	Graphic Design
2017	Fine Arts
2018	Educational Technology/Online Learning
2019	Foundation; Liberal Arts; Locks Career Center
2020	Animation & Game Arts

The external reviewer’s report is sent to the Chief Academic Officer (CAO) once the visit is completed. The CAO then shares the report with the Department Chair/Graduate Program Director, Associate Dean, and President. The CAO notes any inaccuracies and provides clarifications and highlights as needed. The Department Chair/Graduate Program Director circulates the report to the faculty in the area for review and discussion of the report—specifically noting strengths, weaknesses, challenges and opportunities. They also develop goals and objectives for an action plan. This action plan identifies priorities, future innovations and budget. A summary of the external reviewer’s report and the action plan are presented in Academic Council, and shared in the Academic Affairs board-level committee.

Consequently, a variety of changes were made to the curriculum, program structure and strategic goals based on the APR process. For example, the Illustration program used their summary report to highlight the major’s strengths and areas in need of improvement. This report was then used to make changes to the program which included: expanding the studio space allotted to Illustration students in order to ensure better access to facilities and equipment, offering more rotating electives, and designing more assignments in the junior-level courses that require students to take more creative risks with their work in order to enhance that skill set. Another example of changes can be seen in the Fashion Design department. Upon conclusion to the APR, the department went through a number of changes including, hiring a new Fashion Department Chair, and revising the curriculum in the sophomore year to reduce the number of 1.5 credit courses.

### *Faculty Excellence*

Faculty across the institution, both full-time and adjunct, are qualified for the positions they hold and the work that they do. Of the x full-time faculty, x or x% have a master’s degree or higher with x faculty holding a terminal degree or PhD. Faculty accomplishments, including but not limited to professional activities, exhibitions, awards, and publications, are self-submitted through an online form within Moore’s website, compiled by the Executive Assistant to Academic Affairs and are noted quarterly in the Academic Dean’s report to the Boards of Trustees and Managers (appendix: Board book), annually within the Fall Convocation program (appendix: 2019 Convocation program), and bi-annually within *Moore Magazine*. Accomplishments may also be highlighted online on Moore’s website or across social media

platforms. For example, in the Spring 2021 issue of *Moore Magazine*, the printed piece highlights three full-time faculty presentations at the *Foundations in Art: Theory & Education* conference, several academic papers published by adjuncts, and updates from those who received faculty development grants, among other accomplishments.

### *Funding for Individual Faculty*

Through Faculty Development Grants, Dean's Visibility grants, sabbatical leaves, release time, courses at the College, and support for attending conferences, Moore supports the ongoing professional development of faculty. These opportunities are crucial for the recruitment and retention of outstanding adjunct and full-time faculty.

Faculty Development grants are in the amount of \$6,000 each year. Full-time and adjunct faculty are eligible to apply for this grant. Funding is awarded based on the report and presentation submitted by the applying faculty to the Chief Academic Officer and Faculty Development Committee. All unawarded Faculty Development funds in a given year are carried over to the next academic year (appendix: MFT contract, section VII.2)

The Dean's Visibility grant sets aside money each academic year to those faculty who are eligible (Ranked faculty and adjuncts with 2 FTE) which is available for funding faculty seminars and conferences. These funds are distributed as evenly as possible over the two semesters. Faculty attending and/or presenting at conferences that support Moore's strategic initiatives receive the highest level of funding.

### *Sabbaticals and Faculty Exhibits*

Moore recognizes the importance of sabbatical leaves for the growth and continued learning of their faculty. Full time faculty are eligible to apply for a sabbatical after completing their 6th year. They have the option of taking the full year at half pay or one semester at full pay. A proposal of the specific project that will be worked on during this time away from teaching duties gets submitted to the Academic Vice President/Dean who makes a recommendation to the President. Final approvals of sabbaticals are made by the Board of Managers. In the semester following the sabbatical, the faculty member presents the work that was completed during that time in a presentation open to the college. Space is granted in the galleries for the faculty to exhibit the work that was accomplished during this time.

The work that was accomplished during this time informs the teaching that occurs in the classroom. Associate Professor of Animation and Game Arts, Stephen Wood, took his sabbatical and produced a 3-minute animated short film/trailer around his game project, "Underways: Dew Drop Mountain" a new setting for his table top game Wild Lands. The film used the Unreal Engine as a rendering engine to explore new production pipelines that utilizes the Physical Based Rendering (PBR) used in video games instead of more traditional 3D render pipelines. This knowledge will inform the way AGA students go about creating their work.

Other opportunities exist for Moore faculty to exhibit their work. Every three years, the Triennial Faculty show invites all faculty to submit work for exhibition. The Triennial show is presented in the Moore galleries and is a way for students to see what work their faculty produce. There are other themed bases exhibits that occur which give faculty additional opportunities to exhibit their work.

### *In-Service*

Faculty In-Service days occur at the beginning of the Fall and Spring semesters. Faculty meet for 2 days during which time they are brought up to speed via presentations from administrative departments within the college. Typically, presentations are made from the College President, the Chief Academic Officer, The Dean of Students, the Dean of Admissions, and the Chief Financial Officer. These presentations keep the faculty informed on where the college is and where the college is headed in each of these important categories.

Representatives from IT and from the Connelly Library make new and existing faculty aware of the resources available to them as well as offer training for those faculty that need it.

Diversity, Equity and Inclusion initiatives have taken a prominent position during Faculty In-Service days (appendix: proposed DEI trainings/FF request). In recent years the following DEI sessions have occurred:

- Trina Gary, CEO and Executive Consultant of Brown & Gary Associates, was Moore's faculty hiring consultant and concentrates on DEI best practices in faculty hiring. She presented her findings and led a Q&A session with faculty.
- Dr. Eli Green, Founder and CEO of the Transgender Training Institute led a foundational training and answered questions from faculty.
  - TTI is a trans-owned business that provides training to educators and businesses committed to providing a safe and inclusive environment for transgender and non-binary people. Aliyah Nelson, our Director of Student Life, Diversity & Inclusion, followed Eli to speak about Moore's Preferred Names Policy.
- Katie Samson, Director of Education at ArtReach led an informational session about disability inclusive best practices when working with students who have accommodations and how to serve them best in both on-campus and remote environments. Katie also works with our Art Education students to prepare them to teach special populations.
- Dipti Desai, Professor of Art and Art Education and Director of the Graduate Art + Education Programs at NYU led a workshop on Diversity, Equity, and Inclusion in Curriculum. Q&A with faculty followed the workshop
- Tonya Lee, Instructional Technology & Online Learning Coordinator at Moore gave a workshop titled, "Moodle for Accessibility". Tonya highlighted Moodle's features that

allow faculty to offer an inclusive learning environment that responds to different learning styles and student needs. Improving the Moodle experience for all students strengthens our goals of promoting universal design for learning frameworks throughout Moore.

- Justin LaKyle Brown, Director of Diversity Awareness Program (D.A.P.) & Resident Director, West Chester University hosted an interactive Diversity Workshop amongst faculty.

During these in-service days, faculty get the opportunity to discuss pedagogical and departmental matters with colleagues before the rigors of teaching during the semester get underway. Once the semesters begin, divisional meetings occur on an as needed basis and are called by the Department Chair. Departmental meetings allow faculty the opportunity to express specific needs relevant to their major.

#### *Supervision and Support for Adjuncts*

Adjunct faculty are an important part of the Moore community. They fall under the supervision of the Department Chair for the major that they teach in. The Department Chair assigns classes to the adjunct faculty based on their skills, teaching experience and ability to teach the course content. Adjunct faculty are welcomed and onboarded at Faculty In-Service days. The In-Service Days allow the adjunct faculty to orient and familiarize themselves with the campus, the particular classroom that they will teach in and the other facilities that they will be using when teaching. Training for how to use Moodle for grading, collection of student assignments, communication with students, etc. is given during the In-Service days. Additional support is provided on an as needed basis. Adjunct faculty are not obligated to attend meetings, fulfill committee responsibilities, attend admission events, convocation, or commencement however they are invited and welcomed to do so if they wish to participate in these endeavors. Adjunct faculty are required to attend annual anti-harassment training. They are represented within the collective bargaining unit, the Moore Federation of Teachers (MFT).

#### *Peer Review and Faculty Evaluation*

Each department at the college designs a peer review process to ensure that faculty are rigorous and effective in teaching and are meeting college goals through departmental and course goals. Foundation, Fine Art, Animation & Gaming Arts, Illustration, Graphic Design, Photography and Interior Design require faculty to prepare and perform a brief presentation of their course material including course syllabus, course outline, sample student work and other relevant materials. These presentations are assessed using departmental rubrics (appendix: rubrics) by peer faculty and the department chair (as per the departmental process). In lieu of a presentation, Fashion, Liberal Arts and Art Education conduct in-class observations by the Department Chair or a peer faculty member. These observations are peer reviewed using a departmental rubric. Graduate courses in Socially-Engaged Art conduct an end-of-semester reflection on strengths and weaknesses from the semester's courses and notes from those

meetings are circulated to faculty and administrators to guide planning for subsequent semesters. Chairs share peer review feedback with the reviewed faculty (appendix—peer review narratives and evidence).

Moore's peer review process allows faculty to reflect and self-assess teaching strengths, opportunities and potential changes to delivery or content based on feedback received. For the reviewers, the peer review process gives insight as to how another faculty member may present material that may be similar to what the reviewers teach in their own course. Seeing the unique methods of various faculty often spurs quality conversations at these reviews and will lead to both the faculty member being reviewed and the reviewers implementing improved practices into the courses that they teach. Reviewing faculty have a mentorship opportunity to guide new faculty with suggestions for improvement in their teaching methods by sharing their experiences in their years of teaching similar content. Reviewing faculty may occasionally see the work of their students in a new light and often get a better understanding of what motivates that student to excel. That information is invaluable for helping that student achieve in future semesters.

### **Faculty Hiring, Roles and Responsibilities**

Moore's Faculty Diversity and Inclusion Guiding Principles states: Moore faculty strive to create a studio/classroom environment in which they acknowledge and actively engage issues of race, ethnicity, religion, socioeconomic class, age, gender, sexual orientation, and differences and abilities as an essential part of the student experience. Our goal is to foster equity through a deep understanding of diverse peoples, cultures, and perspectives. (evidence: Moore Diversity & Inclusion Guiding Principles) It is with these principles in mind that faculty and staff are recruited and hired.

A key part of a prospective faculty's application is how they respond to the question of their experience with, and outlook on, diversity and inclusion in their classroom. Should a prospective faculty member make it to the in-person interview round, they need to be able to articulate their vision for making their classroom diverse, how their curriculum will reflect this vision, and give examples of how their classes will be inclusive to all members of the Moore community.

When recruiting faculty and staff, importance is placed upon the job notifications being placed on well-known higher education job recruitment sites and sites that are accessed by a diverse population to ensure that the broadest range of candidates are made aware of the opportunity. Faculty search committees strive to ensure that diverse pools of candidates receive consideration. Whoever ultimately gets hired is a person committed to the diversity and inclusion guiding principles listed above.

Teaching experience, professional accomplishments, professional networks, and letters of recommendation all play a role in the evaluation of whether an applicant would be a good fit at Moore.

The Moore Federation of Teachers is the teacher's union that represents the faculty at Moore College of Art and Design. The MFT negotiates the labor contract between the union and the college, files grievances as needed, and works to create favorable conditions for the recruitment and retention of top faculty. The MFT is affiliated with the American Federation of Teachers. Membership in the MFT requires the payment of 1% of salary for per capita union dues. Adjuncts and full-time faculty are welcomed and encouraged to join the MFT. (See more details on the MFT in Standard VII)

Full-time faculty members are expected to have regularly scheduled office hours and all faculty will be available for consultations with students throughout the academic year. Full-time faculty members must devote at least a total of three (3) hours per week to office hours. Office hours, and any changes in the office hours, are posted online, in the course syllabus and reported to the Academic Dean and the Department Chair or the Graduate Program Director.

Each Department utilizes its formal evaluation procedure in conducting faculty and peer reviews. This procedure is approved by the Academic Dean, and is used for all faculty within the Department, including adjuncts and visiting faculty. The Department Chair or Graduate Program Director can include in the evaluation procedure classroom observations, examination of classroom materials, examination of student work, as well as any other method deemed useful by the Department.

Performance reviews of full-time and part-time tenured faculty members are conducted every five (5) years as a means for faculty to obtain constructive and balanced information, which will enable them to better fulfill their academic responsibilities. They are also an aid in the determination of contract continuation and promotion.

Term contract faculty on a 5-year contract will be reviewed in the fourth year of the contract, and will be given a terminal year in the case of a negative review. A 5-year contract faculty member who is terminated before the end of his/her contract may appeal through the grievance procedure, up to and including binding arbitration.

Term contract faculty on 3-year contracts will be reviewed as follows: for the first 3-year probationary contract term, faculty will be reviewed annually, with a possibility of immediate dismissal after a negative review; in the second 3-year term, faculty will be reviewed in the fall semester of the third year and given a terminal semester in the case of a negative review. The review will be completed by the end of October. This review will determine whether the faculty member will be offered a 5-year contract.

Graduate Program Directors and Department Chairs are reviewed annually by the Academic Dean in consultation with full-time faculty members in their departments. If there are no other full-time faculty members in the department, the Academic Vice President/Dean appoints at least one other full-time faculty member.

Faculty performance reviews are done by the Academic Dean, the appropriate Department Chair(s) or Graduate Program Director(s), and external reviewers within their respective discipline to the extent possible.

All faculty members receive a written copy of their performance reviews, a copy is given to his/her Department Chair or Graduate Program Director and a copy placed in his/her personal file.

Faculty performance reviews are based on teaching effectiveness, professional or scholarly achievement and service to the College and/or service to the community that brings visibility to the College.

Full-time faculty are scheduled as follows:

Lecture and Studio: The full-time load for Liberal Art and Studio faculty is twenty one (21) credits a year. A full-time faculty member can voluntarily choose to teach their twenty one (21) credits over the Academic Year (Fall, Spring and Summer Sessions) provided availability of classes.

Moore makes every effort to avoid assigning four (4) classes with a 38 student cap to an individual faculty member in a semester.

Faculty members who are not teaching over the summer have limited service obligations during the summer, including committee or task force meetings; ongoing committee or Departmental work related to curriculum development or assessment; recruitment activities and/or other duties as determined by the Academic Dean.

Department Chairs will handle their traditional duties and other workload requirements during the summer as necessary, and keep the College informed of their whereabouts during the summer.

For Graduate Program Directors, the academic year is twelve (12) months and the regular work-week is five (5) days per week.

Release time may be granted to faculty members for special projects, temporary task forces, computer training courses, special curriculum development and faculty members tasked with writing academic program reviews. This release time will be granted on a semester to semester

basis, with the full knowledge of the MFT. Such release time is discretionary and may be based on the recommendation of the Department Chair, Graduate Program Director, or Academic Dean. Further, all release time must be approved by the Department Chair/Graduate Program Director and the Academic Dean.

Release time from teaching may be granted to faculty members for scholarly work or professional activity. These include confirmed participation in juried or curated one-person exhibition or major group exhibition; vetted, edited, or referred book contract or peer-reviewed publication; contractual work and commissions; or advancing pedagogical innovation and curriculum guides for the field. The project or work should include evidence of how it advances or contributes to a discipline or general knowledge; demonstrates a faculty member's professional growth and involvement, as well as contributions and leadership in a field. A written proposal is submitted to the Faculty Development Committee which reviews applications and forwards a list of recommendations to the Academic Dean for the following academic year.

### **Information Literacy**

#### *The Connelly Library*

The College's Connelly Library supplements its holdings of hardbound books and journals, slides and digital images through the use of interlibrary loan and electronic resources. It is staffed by professional librarians, who have earned, or are currently earning, their Master of Library Science degree from an ALA-accredited institution (appendix: staff resumes). The library supports the educational curriculum and goals at the College by providing broad coverage of art history, theory, criticism and the practice of fine arts and design, while also supporting art education studies and the liberal arts. It also participates in several cooperative borrowing arrangements with the Tri-state College Library Cooperative in Pennsylvania, New Jersey and Delaware, and a reciprocal borrowing agreement with the University of the Arts. Moore students are also encouraged to become patrons of the Free Library of Philadelphia, located across from campus, and to use the library and resources of the Philadelphia Museum of Art.

#### *Maintaining an Appropriate Collection*

The core collection is assessed and weeded periodically and new material is acquired to enhance and expand the collections for current and future curriculum.

- In 2009, funding was allocated to enhance and strengthen the collection relating to the graduate programs.
- In addition to the yearly collection development allocations, additional funds were allocated to enhance the Art Education and Interior Design collections during their accreditation cycles.
- In 2018, the library underwent a \$2 million transformation project led by two Moore alumni. The Margaret Minik Writer's Studio was also moved to the library in order to

allow better access and opportunities for students to use resources. In addition, a new library instruction lab was built and designed to allow for video conferencing, presentations and lectures.

- The Educational Technology and Online Learning Coordinator position was revised in spring 2020. The position was moved from Academic Services to the Connelly Library to create a strong alignment of online, technical focus of the contemporary academic library and educational technology development and support for both students and faculty. During the summer of 2020, the new Coordinator created a suite of five workshops (each offered twice) that were recorded for faculty access for training and as a learning resource.
- The library currently has over 33,000 books and other materials in its collection, and subscribes to twenty electronic databases that provide access to abstracts and full-text articles, streaming video as well as three visual resource databases.

### *Information Literacy Instruction*

Library staff collaborate with faculty to integrate information literacy competencies into assignments and course content via group instruction sessions, workshops, research guides, and additional resources. Library instruction group sessions are held during orientation, in all first-year writing and Visual Thinking classes, and are available per faculty request. Library staff holds approximately 30 sessions per year. Additionally, Library staff created an Online Teaching Resources guide for faculty, and a new chat service to offer immediate assistance to patrons remotely. The integrated library system has also been migrated to cloud hosting called Sierra. Librarians conducted class instruction and hold reference appointments through Zoom and Moodle, both synchronously and asynchronously throughout 2020-21 academic year, and will continue to offer these services both in-person and remotely in the future.

BFA Faculty in both studio and liberal arts classes incorporate information literacy into their writing assignments and studio projects. One example can be seen in the Foundation Design I course. In 2020, faculty designed a reading/writing assignment from the Design Basics textbook, and incorporated online research of historic and contemporary artists. In this class, students were asked to define vocabulary words from each chapter and write a paragraph about a specific artist/designer using the library databases for research and support. This academic research in a design studio course helped students see the significance of critical research in their artwork. [getting other examples from Jonathan, Daniel or Fran]

### **Learning Opportunities**

#### *Critiques*

Students at Moore experience a unique learning methodology that has been part of an artist's education for decades – the critique of their work in their studio classes. While the students are tested in traditional means in lecture and liberal courses, a studio class requires regular

assessment of the artistic endeavors of the students. A critique of the work can be a daunting experience for new students who are unfamiliar with the format. Many artists see their work as extremely personal and developing the capacity to view their work objectively takes time and effort. Their work is often displayed on the wall next to the work of their peers; the inclination being to make comparisons. Getting past this initial reaction of “is my work as good as my peers” is fundamental to the growth of the artist. Part of the learning process of a critique is being able to speak about their work as well as being able to articulate the strengths and areas of improvement in the work that was done by their peers. It is this articulation of process, design, intent, and execution that focuses the student to improve their work since they now can identify what is working and what is lacking.

The instructor’s role is crucial in conveying the critique process as a constructive experience. The instructor must be deft with criticism of work as well as with handling praise. All students are not at the same level, but all students can put forth a good effort to progress. Getting to know where the student is and having a vision of where a student could eventually go with their work requires the faculty to get to know the student and be able to extract the maximum effort from them. Teaching experience and cultural sensitivity are vital in this area as well as having a general ability to tell sometimes difficult news in a way that is not condescending or embarrassing for the student.

The instructor is key in establishing a critique space that allows the students to be challenged by their peers to improve their work with constructive criticism without it being perceived as personal attacks. The diverse makeup of the student body can be both a benefit and a challenge when critiquing work. Some students (and faculty) are reluctant to speak on a piece of work if that work focuses on something outside their personal experience or is a work focused on a cultural aspect that they may not be familiar with.

Faculty recently had a best practices training session about setting up critique spaces that allowed for more inclusiveness and freedom of expression. Making the critiques as fair as possible and as positive a learning environment as possible will always be a top priority at Moore.

### *Field Trips*

Teaching and learning are not confined to campus. Being located in the culturally rich city of Philadelphia with a world class art museum a mile away and a myriad of other significant artistic destinations within a short drive, Moore students experience a vast variety of field trips that excite, inspire, and inform the work that they do in the classroom.

Some examples include:

- Philadelphia Museum of Art, Philadelphia, PA
- Mass MoCA, North Adams, MA, & The Clark, Williamstown, MA
- The National Portrait Gallery, Washington, D.C.

- Goggleworks, Reading, PA

For more Field Trip offerings see “Field Trips Sampling” document within the appendix.

### *Study Abroad/J-Term*

Moore collaborates with Arcadia University's College of Global Studies to offer a 2-week study abroad program during the January-Term. The program is led by one or two senior faculty members, and students receive three credits for the course. Some locations have included Morocco, Greece, Italy, and most recently, Spain. Fifteen students participated in the Granada program for the 2020 J-Term. The interest in study abroad increases every year, and Moore plans to continue its partnership with Arcadia to offer exciting and diverse experiences. We are also working to increase fundraising for J-Term scholarships so that every student, regardless of need, might take advantage of these opportunities. The Academic Advisor serves as the Study Abroad Advisor and assists students with both the J-Term and other semester-long international program opportunities.

### *Exhibit of Student Work*

The students at Moore produce amazing work and Moore is proud to display their efforts as often as possible. The halls outside of the classrooms in Wilson Hall and Sarah Peter Hall are continuously updated with stellar work from current students who have excelled at a particular project. This work is selected by faculty who feel that the student delivered work above and beyond the normal submissions. This informal exhibition of work serves as a motivator for students and as a recruiting tool for prospective students.

The annual Student Show occurs every April. First year students, sophomores and juniors are encouraged to submit class work that they have created in the last calendar year to be considered for exhibition by the gallery. The gallery staff selects, curates and exhibits the student work, filling the walls of the galleries.

The Senior Show is the annual event that showcases the thesis work of Moore's BFA seniors. All majors exhibit work from their thesis. An invitation-only gallery opening event for potential business partners happens at the end of April/early May. The students stand before their work and professionally speak of their work to potential business contacts. There is a separate, more informal, event for friends and family to view the thesis work.

The MFA students have access to the Moore galleries to display their work after the completion of their thesis. There is an opening reception that celebrates their achievements.

The Student Run Gallery offers students the opportunity to display whatever work they wish – personal work created outside the classroom, work that is not subjected to being chosen by

staff or faculty. The Student Run Gallery is given premiere space on the first floor, diagonal to Fox Commons, in Wilson Hall.

### *Capstone Experience*

Students across the BFA and graduate programs are required to complete a capstone visual presentation and written thesis upon earning their respective degrees. In addition to critiques with their classmates, external jurors, and their faculty, BFA seniors present a body of work, their thesis, within either the Senior Show exhibition or for Fashion Design seniors, a Spring/Summer Fashion Show. These public events serve as opportunities to showcase Moore's talented emerging artists and designers to industry professionals, prospective employers, and donors, among others. Candidates in the graduate programs also present their theses to their classmates, faculty, and external jurors, and display their works in a culminating exhibition within The Galleries.

### *The Locks Career Center*

Moore prepares the students to begin their artistic careers upon graduation. The required internship that occurs during the summer of their junior year is a vital way to begin this transition from student to professional. The internship program can be an effective way for students to become more aware of the various cultural institutions where artists forge careers and to make vital contacts with the professional world while still in college. Each BFA junior must complete a required internship that is relevant to their major. The Locks Career Center here at Moore is an invaluable resource for students who are searching for appropriate internships. The Locks Career Center maintains and updates a list of companies that are attractive potential employers and whom to contact at these companies for an internship. Some examples include Campbell's Soup, The Smithsonian Institute, Philadelphia Brewing Company, Abercrombie & Fitch, and QVC. Some students end up working full time or freelancing for the companies that have afforded them internships opportunities.

Due to the COVID-19 pandemic, traditional internships were mostly not available during the summers of 2020 and 2021. Private mentorships with established artists and designers were now allowed to fulfill the internship requirement. Most, if not all, of the students completed these mentorships remotely. This unique method of interning gave the students' access to working artists and designers in their field that otherwise they may not have had a chance to work with. (Joe to rephrase: The work that was produced by the students was generally much closer to the type of work that students are aiming for in their careers and more in tune with the cultural landscape being created by current working artists).

## **Standard IV: Support of the Student Experience**

As a largely residential undergraduate college, the full student experience and indeed, many of the most remembered educational experiences are found outside the classroom. This is acknowledged in our values statement:

*College should be rich with experiences; learning takes place in all interactions at Moore, and the sustained impact of a student's time at Moore is crafted by the entire community. We must do all we can to assure the health, safety and well-being of our campus community.*

Over time, learning opportunities and challenges have only increased, and the nature and need for services bolstering the student experience has changed significantly since our 2012 accreditation report. Well before the pandemic, but certainly in the wake of it, the senior team overseeing the student experience has engaged with our community in new and innovative ways. They've acted to increase and improve our services, both to support institutional priorities and to meet the constantly evolving needs of our students.

### **The Office of Student Affairs**

#### *Personnel and Mission*

Student Affairs is dedicated to enhancing the overall student experience at Moore. The department is composed of the Dean of Students, the Director of Student Life, Diversity & Inclusion, Coordinator for Residence Life & Housing, the Student Affairs Coordinator, the Director of Health Services and two Mental Health Counselors. Student Affairs (previously Student Services) altered its name in 2018 to better reflect the scope of our work, which has become increasingly complex and broader in scope.

Student Affairs programming and services inspire students to use their creative energy toward the development of their personal leadership styles, and to learn how to best advocate for their needs inside and outside of the classroom. Through one-on-one support, co-curricular programming and mental health initiatives, our department strives to connect students to each other, the Moore community and the city of Philadelphia. Support of our students is paramount to their growth and development; therefore, we teach expectations and create opportunities to foster a mutually respectful and welcoming community.

#### *Residential Life & Housing*

Residence Life & Housing falls under the purview of the Director of Housing & Residence Life, who supervises a team of nine paraprofessional staff members: two Resident Directors, two Head Resident Assistants and six Resident Assistants. This team provides personal and operational support to the students residing in the halls.

Student demand for on-campus residential housing has increased markedly over the past several years. Approximately 244 students live on campus, compared to just 155 students in 2016. Stahl Hall is a suite-style building; each suite contains two bedrooms and a shared

bathroom. Sartain Hall is a traditional residence hall with mostly single, double, and quad rooms with a communal bathroom on each floor.

### *Improving the On-Campus Experience*

In 2012, Moore began a concerted effort to identify ways to increase student retention and the six-year graduation rate. Our research indicated living in the residence halls matters; students who lived on campus for at least one semester were more likely to graduate from Moore. The college implemented housing grants of up to \$10,000 (depending on EFC need) to attract more students to live on-campus. In 2018, as demand grew and out-paced our existing spaces, the College was able to renovate the mezzanine level of Sartain Hall to create an additional 18 rooms. The College recognizes that full capacity residence halls is important; therefore, the College invested significant resources to renovate the bathrooms of Stahl Hall in summer 2020; renovations of the communal lounge, kitchen and lobby of Sartain Hall are scheduled for summer 2021.

The College has also invested significant resources to improve the common areas of campus for both residential and commuter students. Since our last accreditation study, we have updated our Dining Hall, Fox Commons Lounge space, built Jane's Corner Lounge space, and conducted a complete renovation of our Connelly Library. In 2019, the College partnered with JacobsWyper, an architectural firm here in Philadelphia, to create a new campus master plan. The new plan, which will span several years, will enhance our space utilization, augment a better sense of belonging, and create additional spaces for student collaboration, ideation and relaxation.

Lastly, the College has also addressed the burgeoning issue of students' basic needs support and food insecurity in the following ways:

- Added \$125 dining dollars (each semester; starting fall 2019) to every student on the meal plan for use at the Café, which now features an array of Starbucks products.
- Added brand new washers/dryers in the residence halls and changed the machines from coin-operated laundry services to free services.
- Partnered with Temple University's Hope Center to implement the #RealCollege survey to students that will allow us to better fundraise for emergency aid and students' basic needs support.
- Implemented a thriving Resource Pantry located within the Student Affairs office, which features an array of food items, clothing items, as well as feminine hygiene products.
- Established, in partnership with Advancement, a fund for student emergency aid.

### *Health Services*

Our Director of Health Services, a registered nurse, is available Monday through Friday from 9 am to 3 pm. The Director sees approximately 150 walk-ins per month in the fall semester and 100 in the spring semester. These numbers have been consistent over the past several years. The Director works with students who have multiple physical health, behavioral/mental health, academic and/or family issues, including, but not limited to, acute minor health issues as well as more acute health needs. If students need more urgent or comprehensive care, Urgent Care Centers nearby offer onsite radiology, laboratory, travel immunizations and

pharmacy services. All of these provide quality healthcare options for our students. They are located close to school with several forms of mass transit available, if needed. Feedback from students indicates this is a positive alternative option for students during times when the director is not available, providing prompt walk-in service with no appointment necessary, and extended hours. Beginning in 2020, the College engaged in a partnership Vybē Urgent Care to conduct weekly COVID-19 PCR testing.

### *Counseling Services*

Increased demand for mental health support at institutions of higher education is a broad and consistent national trend, and Moore is no different. In December 2018, students were asked to rank nine topics that emerged from our Climate Survey results and Diversity, Equity, and Inclusion (DEI) community meeting sessions. Students ranked mental health as the top priority, stating they wanted to see an expansion of resources to raise awareness and provide support for students with mental health concerns. In order to meet students' increased needs, in the fall of 2019 we hired two part-time counselors each at 20 hours a week. Both have advanced degrees and are licensed professional counselors in the state of Pennsylvania. This expansion of counseling support allowed us to double one-on-one counseling for students from 20 hours a week to 40 hours a week, Monday through Friday, 11am to 7pm. Roughly 36% of our students utilize our Counseling Center for a variety of mental health concerns, but especially for anxiety, depression and insomnia. One of our counselors also hosts a weekly mental health support group to provide students with a space to engage in open discussions related to mental health best practices and wellness-based strategies. A satisfaction survey, sent out at the end of spring 2020 to all students who utilized the Counseling Center, indicated 95% of them were satisfied with the level of care provided and would recommend the Counseling Center to a peer.

### *Behavioral Intervention Team (BIT)*

The Behavioral Intervention (BIT) team consists of the Dean of Students, Director of Residence Life & Housing, Director of Health Services and our two Mental Health Counselors. The BIT team meets weekly to discuss students who are at risk due to behavioral or health-related concerns. The BIT team monitors these students throughout the year to share continued resources with them and ensure that they are supported and successful.

## **Academic Services**

### *Personnel and Mission*

The Academic Services team is committed to assisting students in order to support their academic achievement as they prepare for careers as artists, designers and leaders in their chosen fields. Academic Services strives to empower students to assume personal agency for their academic choices through the cultivation of critical thinking and problem-solving skills, and an understanding of internal and external resources. Academic Services provides students with a range of support, including help with course registration, tutoring, time management, research and study skill assistance, academic advising and interactive skill workshops. Academic Services strives to support the learning environment of the college, providing resources and strategies to help students take ownership of their education.

### *Advising & Registration*

The Academic Advisor and Department Chairs are available for advising. Whereas Department Chairs mainly advise on course content and provide career advice, the Academic Advisor's principal duties fall into three broad areas: curriculum guidance and scheduling for all students; evaluation of credits and support for incoming transfer students; and serving as the point-of-contact for our small body of international students. The Academic Advisor assists students in making curriculum decisions and monitors student academic progress from their first semester at Moore to graduation. The Academic Advisor supports students in understanding College policies, procedures, available resources, support services, and also serves on the Academic Council and Academic Standards Committee.

### *Coordinating Services across Departments*

Student Affairs and Academic Services work closely together to identify at-risk students and assist them with resources to help them achieve success. Our departments meet once a week to discuss students who have an excessive amount of absences as well as those who received Notices of Academic Concern (NACs) from the faculty. NACs are essentially an early alert system to notify Student Affairs and Academic Services regarding students who may be struggling with academic coursework or for lack of attendance. If a student receives two NACs, the Academic Advisor reaches out to the student. If a student receives three NACs or more, the Dean of Students will meet with the student to identify the issue(s) and provide the resources needed for the student to be successful. Our departments also have a small team to discuss student accommodations that is comprised of the Dean of Students, Associate Dean of Academic Services, and Director of Residence Life & Housing to meet with students that may need housing or learning accommodations and ensure they have the support needed to thrive at Moore.

### *Tutoring and Writing Support*

There are two groups of Student tutors at Moore: Peer Tutors and Writing Assistants. Peer Tutors are recommended by instructors for having done exceptionally well in the class. As a result, a struggling student is able to work one-on-one with a tutor who specializes in that particular course or topic. Students schedule appointments to meet one-on-one with their tutor, at which time they can get help with homework and projects, ask questions, or go over assignments in more detail.

Students who specialize in tutoring writing work as Writing Assistants in the Margaret Minik Writers Studio. The goal of the Writers Studio is to recognize the importance, improve the quality and support a culture of writing across all disciplines. Writing Assistants work with students one-on-one during individual appointments, providing suggestions to improve their written work. Writing Assistants provide knowledge and skills students can apply not only to their current pieces of writing, but also to future writing. The Writers Studio aims to produce not just better writing, but better writers.

The total number of requests for peer tutoring and writing support increased from 88 in fall 2020 to 104 in spring 2021. Appointments with Writing Assistants also rose from 50 in fall 2020

to 73 in spring 2021. The increase in appointments may be due to efforts by the Director of Writing, Dr. Maya Pindyck, to encourage faculty to build visiting the Writers Studio into their syllabi as a class requirement. The increase may also be due to the virtual support services the Writers Studio began offering AY 2020-2021 as the college pivoted to virtual academic programming during the pandemic. Virtual writing support services included individual appointments with Writing Assistants (through Zoom, emails, or GoogleDocs) and Writing Workshops (led by Writing Assistants over Zoom). These remote resources gave students more options as to when and where they get help from the Writers Studio.

Similarly, the number of peer tutoring requests increased from 8 in fall 2020 to 14 in spring 2021. During this period, we hired additional tutors to cover new subjects, including 3D Animation, Interior Design, and Art History. The resulting variety of available tutors allows more students to take advantage of these services.

We identified these new areas of need through student requests and an evaluation of the Notices of Academic Concern (NACs). For instance, we hired a tutor to help with Art History classes after an instructor submitted NACs for several students in the same class; that tutor also held weekly “office hours” to facilitate a study group. Students have demonstrated the strongest need for help with courses that are required of first-year students, specifically Foundations and Liberal Arts courses. They’ve also requested additional help with mastering creative programs and software like Adobe Photoshop, Adobe Illustrator, Unity, and Maya. One tutor has posited that some students think that they should already know how to use these programs by the time they reach art and design school and, as a result, are hesitant to ask a professor. In these cases, they are more comfortable seeking help from a peer tutor.

### *The Connelly Library*

In 2018, The Connelly Library went through a nearly \$2 million renovation project, which transformed the space into a 21st-century art and design learning center. The Connelly Library’s new look provides a designer’s interpretation of the circulation desk and entrance. In addition, natural light pours in through new floor-to-ceiling windows that span the entire length of the reading room, showcasing a one-of-a-kind view of nearby attractions, including Aviator Park and Logan Circle, where the Benjamin Franklin Parkway begins. Furniture facilitates conversation and collaboration between Moore students.

The Margaret Minik Writers Studio within the Connelly Library is dedicated to promoting excellence in writing at Moore. As a writing center offering academic assistance through peer tutoring and resources in all aspects and types of writing, the Connelly Library supports all BFA and graduate students in developing communication skills essential for success in their careers in art and design. A plethora of writing workshops and Writers Studio events are offered throughout the academic year; first-year students are required to attend one writing event each semester. These events range from time management and scheduling to guest authors and organization of ideas in writing.

The Library Instruction Lab, within the Connelly Library, can be used by Moore students, faculty, and staff. Equipment includes a flat screen television, speakers, laptop, podium, two whiteboard walls, and LifeSize Video Conferencing equipment. The room can comfortably accommodate up to 20 people and is available to reserve for class sessions, group study, interviews, and occasional meetings. Sessions related to information literacy and library services receive priority scheduling.

### *Bridge Program*

Students who enter the College on academic probationary status are required to attend our Summer Bridge program. These students may also have a low Expected Family Contribution (EFC ) and/or a documented or (undocumented) learning difference. These students arrive a week before others in the fall to attend a variety of workshops. These workshops assist students with writing skills, how to identify academic resources and how to succeed at Moore. Additionally, each student is assigned a Staff Coach (member of Student Affairs/Academic Affairs) for check-ins and meetings throughout the first semester, ensuring the Bridge student remains successful. Data shows the average retention rate for students in the Bridge program is slightly lower (73%) than the overall average of the first-year student population (76%), but certainly higher than it would be without this program.

## **The Co-Curricular Experience at Moore**

### *Student Leadership Organizations*

Moore has three main leadership organizations: Student Government, Student Engagement Committee (SEC), and Residential Life Staff. These three groups make up the Student Leadership Board, which serves as the student governing body of the College. By participating in these groups, students have opportunities to learn about and utilize leadership skills. The professional staff in Student Affairs works with other staff, faculty, outside facilitators and local leaders in the arts to train student leaders. Training builds confidence and teaches students teamwork and follow-through; it develops their ability to take risks and effect change as well as to make ethical decisions.

In addition to this shared leadership training, each group learns the specific tasks linked to its role at the College. Residence Life staff provide a welcoming and safe environment to students living on campus; their duties include crisis intervention, conflict mediation and community development through programming. Student Government is structured to advocate for the students, empower the student voice, seek solutions for student concerns and improve the quality of the student experience. The SEC functions like a college-wide programming entity; SEC plans monthly events and serves as the principal group involved with Orientation for new students in the fall and spring.

### *Clubs*

Students are encouraged to develop clubs that align with their unique interests and passions. There are specific guidelines students must follow in order to register as a club, and they are provided with funding for specific activities or initiatives. Club funding falls under the jurisdiction of Student Government. Each year, the College has approximately 10-15 clubs,

ranging from identity-based clubs, such as our Black Student Union and Asian-American Alliance to social clubs, such as our Mystery Gang and Dungeons and Dragons club.

*New Student Orientation*

Student Affairs oversees Pre-Orientation & Orientation for New Students in the fall and spring. Orientation includes presentations of the College’s services, a community service opportunity, health & personal safety workshops, and team-building exercise, all of which serve to get students acclimated to Moore and ready for success. Student Affairs developed learning outcomes for students who completed Orientation to ascertain its success. For fall of 2020, the learning outcomes were ranked on a 1-10 scale, with 10 being "Completely" and 1 being "not at all." Students ranked the following learning outcomes, which demonstrated that Orientation was helpful.

*Learning Outcome Results:*

<b>I understand Moore's academic expectations.</b>	<b>I know where to go on campus if I need resources or support on campus.</b>	<b>I learned about opportunities for co-curricular involvement, should I be interested.</b>	<b>I feel independent and capable of managing my schedule, living situation and opportunities at Moore.</b>	<b>One or more events at orientation helped me to feel more a part of Moore’s campus community.</b>
Average= 9 Almost Completely	Average= 7 Fairly Well	Average = 7 Fairly Well	Average= 8 Almost Completely	Average= 8 Almost Completely

*The Sophomore Peer Mentorship Program*

As mentioned previously, in the past several years, the college has made a concerted effort to identify ways to increase student retention and help students graduate within the national standard of six-years. Our research identified the sophomore year as a significant challenge for some students to maintain their academic momentum. Special first-year programming is in the past, and exciting major-related communities and activities are a year away.

Established in 2018, the Sophomore Peer Mentorship program supports and encourages student success by pairing sophomores with upper-class student mentors in their intended major. In concert with a designated Faculty Liaison, upper-class students are responsible for sharing their knowledge and experiences as well as providing strategies for success in their shared major. The program not only encourages leadership on the part of upper-class students, but also equips students new to their major with the vital knowledge and support they may need. In an assessment, almost 75% of students indicated the program helped them identify all the resources Moore had to offer to ensure their success.

*The Visionary Woman Honors Program – Leadership Path*

The Visionary Woman Honors Program (VWHP): Leadership Path is a select program run in collaboration with Student Affairs and Academic Services. This program has been developed for highly ambitious, reflective, and independent-minded students who are interested in leadership. Each student has an opportunity to engage in experiences that supplement the academic curriculum.

The focus of each year is as follows:

- First Year: Students focus on understanding self, others and leadership.
- Second and Third Years: Students log volunteer experience hours at a career-relevant institution and participate in shadowing, networking and other professional development opportunities.
- Final Year: Seniors develop public speaking skills, present at the Women's Leadership Conference and continue to enhance their career development.

This program has proven to be successful. After the first year, 88% of students indicated that they had gained a better understanding of leadership and roughly 89% said the course allowed them to think critically and reflect about their leadership role within the Moore community and beyond. For the second through fourth year, almost every student in the program stated their leadership skills had increased each year through the course.

Prior to our 2012 self-study, Moore had two separate programs: an Emerging Leaders (ELA) and Business Scholars (BSA) program. The current VWHP program evolved as a direct result of the 2012 self-study, which included a goal to attract high-achieving students and create a more holistic program for the highly curious, ambitious, reflective, and independent-minded student. An Academic Path was established in 2019 and encompasses a sequence of Honors seminars where students have opportunities to dive deeper into areas of study, including interdisciplinary learning that extends beyond the traditional curriculum. For additional information on the Academic Path, please see Standard III.

### *Fellowships*

Moore offers students the chance to compete for a variety of fellowships to support them financially as they enhance their skills and expand their ambitions.

### *Leadership*

These fellowships are one way the college achieves its mission of preparing students for lifelong learning and leadership in fine arts, design arts, art history, curatorial studies and art education. Four summer fellowships provide sophomores and juniors with exceptional opportunities to develop leadership skills. Recent highlights include a trip to South Korea to study fashion trends, a summer residency program in California to expand curatorial practice and travel to the United Kingdom to explore and research the cultural and historical industry that has surrounded Anne Boleyn.

### *Travel*

These fellowships are for juniors and designed to support a travel experience that expands students' artistic horizons outside of the classroom. Students compete for four fellowships in

the spring of each academic year by writing a proposal outlining how the fellowship will support the development of their work as artists and designers.

### *Internship*

These fellowships are awarded on the basis of merit alone. The selection processes may include initial screenings by select departmental faculty. The winners are chosen by outside jurors, who are regional experts in their fields.

These fellowships are highly sought-after, engaging our most ambitious and successful students in a competitive process that further hones their written and oral presentation skills (appendix: fellowship requirements) (<https://moore.libguides.com/c.php?g=977448&p=7067421>). All of these opportunities are designed to help student artists and designers bridge the gap between the world of education and the world of work.

### **Locks Career Center (insert language from Veronica)**

- Personnel and Mission
- Entrepreneurship

### **The Galleries at Moore**

The Galleries at Moore support the college's educational mission and role as a cultural leader. The Galleries provide a forum for exploring contemporary art and ideas, and enriching the artistic and intellectual climate of the college and the region. As a gateway between the college and the city of Philadelphia, Free and open to the public, The Galleries are a catalyst for creative exploration, experimentation and scholarship. They function as a gathering place to meet, reflect, learn, challenge and create. Our inclusive and innovative programming reinforces our commitment to academic, artistic, and curatorial freedoms. The Galleries build community through dialogue and participation, and inspire an appreciation for the visual arts as a vital force in shaping contemporary culture.

The department is led and managed by the Rochelle F. Levy Director and Chief Curator and the Education and Public Engagement Coordinator. In addition, there are three part-time art handlers/preparators working seasonally to install and de-install our onsite exhibitions.

As a co-curricular resource, the Galleries serve students and faculty through exhibitions, artist talks, lectures, panel discussions, and other public-facing events that engage contemporary art/design professionals in conversations around their projects. These offerings allow students the opportunity to connect with experts in the field without having to leave campus.

Our exhibition calendar and its contents continue to become more diverse from year to year, with an emphasis on showcasing the work of emerging and established artists and designers whose practices reflect that of Moore's majors and degree programs. For example, our Art at Lunch series is an ongoing rotation of lunchtime talks that engages speakers elected by faculty members. A graphic design instructor might choose someone who specializes in typefaces

because it is closely linked to their curriculum for that semester; similarly, a fashion design professor might choose an up-and-coming designer to visit campus.

Recently, as we continue to improve student engagement with The Galleries, our Work On Wellness collaboration with Student Affairs began virtually during the pandemic, and included yoga and meditation programs. Another successful virtual series, Art at Dinner, brought local artists into our virtual community during the dinner hour for conversation and inspiration.

### **Improving our Campus Climate (Josh to insert language)**

#### **DEI Initiatives**

Diversity, Equity and Inclusion (DEI) initiatives at the College have grown exponentially since 2012. In February 2016, the College formed a faculty/staff diversity committee to begin to identify and address issues around diversity. In May 2016, the Boards of Trustees and Managers approved the College's Five Year Strategic Plan, which included two key DEI strategies:

- Increase the diversity of faculty, guest lectures, faculty fellows, critics, and artists.
- Provide opportunities for the community to learn and explore issues around diversity, inequality, inclusion, and academic freedom.

As a result, the College has completed several items, including:

- Conducted a campus-wide climate survey in 2017/2018.
- Hired a diversity consultant in fall 2018 to conduct listening sessions and gather qualitative data around diversity/inclusion and share the results with the Moore community at a town hall.
- Developed and implemented a Civility Statement initiative in 2018 for faculty, staff and students. This statement demonstrates the importance of working together in a spirit of cooperation toward our common goal of establishing and nurturing a mutually respectful and welcoming community.
- Reclassified an administrative staff position in 2018 to focus more on diversity/ inclusion initiatives (Director of Student Life, Diversity & Inclusion).
- Expanded our Admissions Policy for fall 2020 to include the admittance of non-binary students.

## Standard V: Educational Effectiveness

Moore offers nine BFA majors in Art Education, Animation & Game Arts, Fashion, Film & Digital Cinema, Fine Arts, Graphic Design, Illustration, Interior Design, and Photography. In addition, the College offers general education courses in Foundation and Liberal Arts. The College also has three graduate degrees: MA in Art Education with an Emphasis in Special Populations; MA in Socially Engaged Art; and MFA in Socially Engaged Studio Art. All of these programs support the mission of the college in preparing students for careers in art and design. Moore's educational goals are clearly stated and defined in each degree and program.

### *Educational Goals*

The College has well-established educational goals that are integrated into the strategic plan and across all majors and departments. During the 2012 self-study, the College established five graduating proficiencies for all BFA seniors and defined core general education essential competencies. In 2014-15, the essential competencies were added to student learning assessment tools, such as rubrics; and in 2018-19 the graduating proficiencies were revised<sup>1</sup>. Each undergraduate major and graduate program has defined departmental mission statements that are linked to the College's mission, and clear student learning goals present at the course-level and linked to the essential competencies noted above<sup>2</sup>.

The College has well-established procedures for both institutional and student learning assessment. Assessment occurs at multiple levels of the college: college-wide through the strategic planning process and implementation; in the overall BFA program through graduation competencies; by program/degree and level, and by individual major.

### *Assessments*

#### College-wide assessments:

Institutional assessment at Moore plays an essential role in evaluating effectiveness of programs, ensuring that the College has met institutional objectives, and assisting with developing new objectives that are results driven. Not only does the strategic plan operationalize the goals and value of the mission, but it also acts as a guiding action plan that holds all constituents accountable for goal achievement. The College Planning Committee is responsible for reviewing and revising goals and objectives on the strategic plan as well as enlisting participation in developing the plan from the College community. In fall 2019, strategic planning consultant, Diane Mataraza, returned to Moore to host an open forum for the college community to discuss the next iteration of a future strategic plan. In this town hall meeting set-up, faculty, staff and students shared thoughts about the strengths, challenges, opportunities and innovations for the institution. This feedback helps shape the self-study process, strategic goal setting for the college and individual academic programs<sup>3</sup>.

<sup>1</sup> Academic Council minutes

<sup>2</sup> BFA and Graduate Mission/Goals document 2020

<sup>3</sup> For more information regarding the strategic plan process, please refer to Standard I.

Moore uses many forms of assessment besides the strategic plan. The table below shows the assessment process and tools used throughout the college:

<b>Type Instrument/Process</b>	<b>Content/Competency Assessed</b>	<b>Timing</b>	<b>Use/Impact of Findings</b>
<b>College-wide</b>			
Strategic Plan	Institutional goals	Annually	Basis for College improvement and meeting objectives
Board Self-Assessment	Board goals & effectiveness	3-4 years	To change committee structure or responsibility, increase diversity and improve effectiveness
President Self-Assessment	President goals	Annually	To determine priority goals
Dashboard	Institutional goals	Annually	To evaluate key metrics over 5 years
<b>Benchmarking</b>			
AICAD Reporting	External comparison	Annually	To compare tuition, faculty salaries, cost of instruction, graduation and retention rates
<b>Admissions</b>			
ERA Analysis	Environmental scan & marketing data	Periodically based on contract	To determine needs/demands and marketing data for BFA and Graduate programs, and recruitment strategies
<b>Alumnae</b>			
First Destination Survey	Employment outcomes	Annually	To determine employment outcomes for recent BFA graduates
<b>Continuing Education</b>			
Adult & Youth Program Surveys	Course content satisfaction and learning	Quarterly	To evaluate program for curriculum changes
<b>Galleries</b>			
Gallery Survey	Attendee satisfaction	After each exhibit/program	To assist in program evaluation
<b>Faculty &amp; Course</b>			

Academic Program Reviews	Curriculum/Program	Every 5 years per major	To assist in program evaluation
Peer Reviews	Course content and instruction	End of semester	To determine teaching proficiency and level of student learning
Course/Faculty Evaluations	Curriculum and indirect learning skills	End of semester	Teaching and/or course improvement
<b>Student Learning</b>			
Critiques	Curriculum	End of semester	To determine proficiency and level of student learning
Thesis Presentations	Curriculum	Annually	To determine proficiency and level of student learning
Major/Program Assessments	Specific learning goals; curriculum	Annually	To determine proficiency and level of student learning
<b>Administrative/Staff</b>			
Performance Reviews	Professional competence	Annually	To assist in professional development, promotion and departmental goals
Senior Managers Reviews	Strategic Plan objectives	Annually	To determine achievement of institutional goals

Results from the multiple assessment tools are shared with appropriate constituents through existing committee structures, faculty in-service meetings and departmental level meetings as appropriate.

One example of how an assessment tool and results are used can be seen in our First Destination survey. Survey results are shared with Department Chairs in Academic Council meetings and faculty, staff and Board members in Academic Affairs meetings at the beginning of each year.<sup>4</sup> This annual survey, which is sent to the graduating BFA class, was instituted in 2006. Its purpose is to gather data regarding the career prospects of the alumni, assess employment readiness and job status, and measure various aspects of satisfaction, including how the alumni may feel about their Moore experience in terms of job preparedness, central to our educational mission as well as assessing their interactions with the Locks Career Center (LCC). Questions are periodically revised in order to provide actionable intelligence for improving services.

In the spring semester, LCC staff compiles First Destination Survey responses, anecdotal information, and updated alumni contact information. Marketing and Communications and

<sup>4</sup> Sample: LCC Academic Affairs report 2016

Development/Alumni offices then makes calls and sends directed emails to fill-in the blanks on the status of the remaining alumni. The final data is applied to printed and on-line materials so that the institution may share alumni employment results as a part of the larger marketing strategy and brand identity of Moore, and glean alumni employment information, trends in the field and other assessment information. When first initiated, the survey response rate fluctuated between 35% and 55%. To-date, the response rate is approximately 80%. An increased response rate helped Moore discover that approximately 94% of surveyed BFA alumni are employed or in graduate school one year after graduation. Further, alum rank their career preparation highly, most notably in communication and presentation skills, professional practice, and critical thinking. Alum also note a need to gain additional knowledge in business and entrepreneurship training. As a result, in 2017, a new entrepreneurship strategic plan initiative, Resources, Opportunities, and Inspiration (ROI) was established. ROI delivers resources to students and alumni and provides opportunities to network and develop their professional practices, inspires them to continue a pursuit of life-long learning, and leverage their creative talent for economic benefit. ROI targets current students (particularly those in the Business minor) and recent BFA, MA and MFA alumni. It also supports business-oriented competitions for current students and recent alumni with the support of donor gifts.<sup>5</sup>

### Graduating Competencies

Students at all levels have a capstone experience that demonstrates academic and artistic rigor appropriate to the degree program. In fall 2019, faculty and Graduate Program Directors revised all graduating competencies based on Moore's mission to educate the future leaders of art and design. The following competencies are assessed throughout all majors/programs during the capstone experiences:

- Critical Thinking
- Teamwork and Collaboration
- Digital Competency
- Writing and Oral Communication
- Global and Intercultural Fluency.<sup>6</sup>

These graduating competencies show-up in a variety of ways including, in our curriculum, critiques, and programming. They are assessed by faculty, staff and outside professionals when appropriate. The results of the assessments have led to curriculum revisions, new courses, different ways of critiquing artwork, and identifying new ways to enhance student skills through a shared experience. The examples below demonstrate how competencies led to meaningful change:

*Curriculum Change:* An example of how the assessment of graduating competencies led to change can be seen in the Graphic Design major. Faculty developed a presentation skills rubric

<sup>5</sup> See appendix for ROI (Resources, Opportunities, Inspiration) sample materials, and the Entrepreneurship LibGuide at <https://moore.libguides.com/entrepreneurship> for additional resources provided for alumni and students.

<sup>6</sup> Graduating proficiencies for BFA document, 2018-2023

in spring 2012 in order to assess junior and seniors. Criteria are based on skills in oral communication, critically applied concepts and design thinking in thesis, and use of appropriate technology (digital competency).<sup>7</sup> Outside guest critics, who are design professionals with established expertise in designing brand systems, are invited to critique individual student presentations. They are asked to complete a rubric and provide meaningful feedback about individual student work and the program as a whole. Overall results of the assessment are then shared with faculty in the department annually in order to make curricular decisions about teaching methodology, course sequencing and overall student skill level. Input from this process has been invaluable in shedding light on professional expectations and practices in addition to building the student's network. Some of the critic's observations have been formal: the selection of fonts, program investment in additional fonts (the typeface Eames was purchased this academic year), typographic specific design choices, and appropriateness of color choices or image making directions. Others have been pragmatic: efficient use of time in creating mock ups—it was suggested to explore using less of these vehicles and focus more on the use of student created digital art, the format of the digital presentation to better fit a screen presentation, the inclusion of a brand overview image to give a dynamic and realistic vision of the brand components, and suggestions on a more coordinated approach between motion and print applications.

*New Courses:* Interdisciplinary courses that span across majors and departments is another initiative that grew from assessment results. In particular critical thinking, collaboration and intercultural fluency can be assessed in classes that cross borders. For example, in fall 2020, two full time faculty, one in Animation and Games Arts (AGA) and the other in Liberal Arts, developed a Poetry and Time-Based Media course available to BFA students as an honors course. Faculty designed the course to bridge AGA and Liberal Arts to help students develop and learn to synthesize their writing and time-based media making skills. The faculty discussed how many students seem drawn to poetry and the ways animators use poetry to convey a mood and work language to enhance the experience of the moving image. In response, they came up with the course, which was implemented in spring 2021. Course objectives include students' ability to:

1. Synthesize writing and time-based media skills to create an original project
2. Understand a range of techniques in poetry and moving image making in order to experiment with and practice different forms of writing and visual art making
3. Discuss and constructively critique peer work in a supportive and trusting environment
4. Use industry standard production tools to generate a wide variety of time-based media. The interdisciplinary nature of this course draws students across all majors and provides them with a safe and generative space to experiment with forms of poetry writing and time-based media making in hopes that it will inform their future art practices.

As a result of this interdisciplinary course and others (a new Liberal Arts course, Fantasy Art and Illustration 1850-present was offered in spring 2021), an Animation & Game Arts major found a

<sup>7</sup> Graphic Design Presentation Skills Assessment report

strong interest in Illustration. At a late point in their academic track, rather than switch majors the Illustration department provided the student with an Independent Study to help further develop the student's illustration skills and still graduate on time. This student is now nearing graduation and intends to work in an Illustration field post-graduation but with a strong emphasis on topics and approaches found in animation and game arts.

*Cross-departmental Critique:* In fall 2020, four faculty members and one staff member gathered to create a cross-department critique experience for students of all majors in response to DEI issues raised by students in various climate surveys<sup>8</sup>. Students noted they wanted more opportunities to collaborate with peers, and hear and see diverse perspectives. The cross-departmental critique aimed to bring together faculty, staff, and students across departments to listen to presenting students—one student per major—discuss their work and to provide those students with generous, interdisciplinary, and consistent feedback that tapped into the diverse knowledges and perspectives of an audience comprised of college members across departments and positions.

*Learning through Shared Experiences:* In 2016 and 2017, the Retention Committee established a series of initiatives that would aid in increasing the first year and sophomore retention rate. Committee members discussed ways to address student engagement with peers, increasing reading and writing skills, and enhancing critical thinking. As a result, faculty and staff instituted a Common Read. In 2018, the Dean of Students, the Director of Library Services, and the Director of Writing worked together to select a book for all incoming students. This Common Read initiative provided a shared literary experience, and a way to increase student engagement as they began their studies at Moore. Students, faculty, and staff read the book over the summer and participate in related discussions and activities during the week of orientation. First-year writing faculty are encouraged to create assignments that connect to the Common Read. The Common Read is typically a graphic novel that speaks to themes identified as relevant to Moore's student body; assigned books have been *Why Art?* by Eleanor Davis, *Laura Dean Keeps Breaking Up with Me* by Mariko Tamaki, and *Light in Dark Times* by Alisse Waterson.

#### *Program/Degree Level Assessment*

##### General Education Assessment:

The Foundation year ensures that all students experience the same core curriculum. Students take a suite of Foundation and Liberal Arts courses as stated in Standard III. From Foundation to graduation, students are educated as artists and designers (as evidenced by the body of work that they produce) and build creative enterprising careers (as evidenced by stats from the Career Center, their internship presentations, the recognition of outstanding student work at the honors award ceremony and from awards and honors won through national student competitions. The significant impact portion would be evidenced by the work of high achieving Moore alumni.<sup>9</sup>

<sup>8</sup> See Standard IV for Climate survey results

<sup>9</sup> [Alumni | Moore College](#)

General education assessment (Foundation and Liberal Arts courses) takes place in the classroom through assignments and other exercises, and is guided by rubrics that include class and program learning objectives. Faculty meet regularly to discuss common outcomes and to provide parity across sections of core course in the first two years. All faculty are directed by the Chief Academic Officer, Department Chairs and Graduate Program Directors to put student learning objectives on their syllabi and course descriptions. Course objectives link to program goals, which link to student performance assessment and graduating competencies.

For general education assessment, the following specific courses that occur during the first year are assessed to determine specific criteria including but not limited to, critical thinking, problem-solving, written and oral presentation skills and digital competency:

- First-Year Writing Program & Thesis
- Foundation Drawing/Design & Visual Thinking

*The Writing Program & Thesis:* Since 2012, Moore made the commitment to improve students' writing skills. As a result the first year writing program revised their curriculum to include additional opportunities to write, including increasing assignments for drafts, research papers, and artist statements. Although students' writing abilities appeared to improve in the first year, there were still learning gaps in subsequent levels and majors<sup>10</sup>. Consequently, the Chief Academic Officer and Faculty Forum worked together to create a new BFA written thesis requirement for all majors which situates writing as a valued and integrated part of the Moore student experience across all majors. The Faculty Forum Curriculum Committee worked to establish processes and policies to develop this new guideline for all BFA majors. Part of the process included gathering sample assignments from departments. Included in the thesis plan is the engagement of teachers as readers, the archiving of recorded writing workshops and the development of library guides. The BFA Written Thesis requirements are broad enough to provide a set of guidelines for department Chairs to adapt to best suit their specific fields of art/design. The thesis will be a written document relevant to the kinds of writing skills students will need to refine as they enter their fields. (The thesis guidelines may look very different for an Illustration major than for a Fine Arts major, for example.) Regardless of major, however, all students will write a thesis that speaks to their culminating exhibition project in a clear, communicative, and professionally relevant way. Moore College embraces the opportunities for learning, communication, community, and self-representation provided by the BFA written thesis requirement across all majors, and hopes to enhance students' writing skills.

In support of this effort, the Director of Writing and Director of Library Services expanded the library's existing Senior Research Guide to include writing support resources relevant to the written thesis. As a culminating written document accompanying students' senior thesis exhibitions, the thesis provides all seniors with the following opportunities:

<sup>10</sup> Writing Skills Assessment Reports

- To communicate significant aspects about their work, process, and influences that might not be evident in the exhibited piece(s)
- To practice writing about their work in a professional way that is relevant to their specific field of art/design
- To engage in a rigorous, personally relevant research and writing process that can open up deeper dives into their visual work and interests
- To join their peers across all majors in a culminating writing project, thereby participating in a shared senior year experience
- To best prepare for the transition after college by honing writing skills required for most jobs in fields of art and design
- To maintain, or gain, confidence as writers
- To ensure, through the clarity of their writing, that their art/design work is not misinterpreted or misunderstood

During the past several years, Moore developed initiatives to enhance student writing skills. One example is the recent decision to change to MLA citations based on assessment of student work and their prior education in high school. Other initiatives have been implemented at Moore to develop student writing skills and increase student interest and confidence in writing; they include a range of writing workshops, public readings, and related events coordinated in collaboration between the Director of Writing and the Academic Services Coordinator.

Writing 099, Remedial Writing Theory, was eliminated in fall 2019. The Chair of Liberal Arts and the Director of Writing noted that sections of Writing 099 consisted predominantly with students of color. In addition, many students placed in 099 sections struggled to pass the class, which hindered progression into their major. To address the racial bias and retention issues that seemed entangled with a remedial section of writing, 099 writers were placed into sections of Writing 101. This ensured students of various writing skills, struggles, and abilities are able to learn from and with each other. It also helps to diminish the barrier to academic progression. Incumbent with this change is the enhancement of writing services mentioned above.

*Foundation Drawing/Design & Visual Thinking:* Foundation faculty participate in an annual assessment of first year basic drawing and design skills with a rubric assessing student abilities using the following criteria:

- Effectively use a variety of observational drawing strategies including different types of gesture drawing, contour line, and full-value rendering to create perceptual drawings.
- Create illusion of form and space through using value.
- Create perceptual drawings using a variety of materials.
- Create independent works which reflect personal interests and/or risk-taking.

Faculty select a random sample of student work from the Foundation Drawing II and Design II courses. Learning objectives are rated using a Likert scale. Results are then discussed in a year-

end department meeting where faculty discuss findings, trends, strengths and weaknesses. Decisions regarding curriculum format and content are made based on these findings. For example, assessment results from spring 2013 showed that students did well in creating perceptual drawings using a variety of materials, which was a marked improvement from the previous semester. In addition, the majority of the students scored in the average or fair range in their ability to create works demonstrating their personal interest or risk taking. Therefore, faculty made a decision to add more opportunities for students to take risks in their work by revising assignment criteria.

#### Academic Program Reviews:

The College adopted an Academic Program Review (APR) process in 2013 in response to the 2012 self-study and reviewer recommendations. An APR schedule was created to ensure that each major/program is reviewed on a five-year cycle.<sup>11</sup> This formal APR process serves as a comprehensive way to make certain the institutional assessment results and student learning results link together to provide a meaningful way to improve programs. The APRs are designed to identify areas of strength and needs for improvement by benchmarking the curriculum in terms of relevancy and currency with discipline specific industry and trends in higher education. In addition, it helps the College strengthen how we use assessment findings to plan, make improvements, innovate and make strategic decisions.

The APR is completed within one academic year or two semesters. This allows for an appropriate amount of time for an internal review by faculty, and to write a report with documented evidence within one semester. External reviewers receive, read and respond to the report in the following semester. Undergraduate Department Chairs or a designated faculty point person within the discipline uses 3 credits of release time to coordinate the review process and write the report as well as assist with the coordination for the site visit of the external review team. External teams consisting of one person from the field and one from academia, review each major/program. Staff provide administrative support to the Graduate Program Directors, Department Chairs, and other faculty involved in the coordination of the APR process. Reports include the following, but not limited to:

- Mission statements
- Student learning departmental assessment results
- Samples of student work
- Faculty peer review results
- Institutional assessment results
- Advisory Board input
- Syllabi
- Alum data, including employment and attendance in a graduate program

In addition to receiving the APR report and all back-up materials (i.e. samples of student work, syllabi, portfolios), the review team is provided a list of questions generated by the

<sup>11</sup> APR approved schedule

major/program faculty that they will be asked to address. These questions will be specific to each major and relate to curriculum relevancy, technology, career readiness, effectiveness of student learning, and all other areas where an external evaluative process may be helpful in making continued improvements.

The Fashion Design department<sup>12</sup> was the first to conduct an APR in 2013. Results from the process led to a change in the curriculum to incorporate more hands-on skills<sup>13</sup>, the merging of the Textile department into Fashion, the revision of student learning assessment rubrics, and the hiring of a new Fashion Department Chair.

Since instituting the APR process, the Academic Affairs Committee, as well as Faculty Forum, have worked together to evaluate and make continued improvements. Most notably, changes were made in the way reviewer results were shared with the College community and used to make significant changes based on the results. For example, after the completion of the APR, and once the external reviewer's reports are submitted, the Department Chair and/or faculty who served as primary writer of the report, are given copies so that they may share with their faculty in the department. They generate an action-item list with budget and resource needs that link to a timeline for completion. This is shared with the Business Office (for capital and operational budget planning), the Academic Affairs Committee (for feedback), and the College Planning Committee (to link to the strategic plan objectives). A great example of this new process can be seen in the Graphic Design<sup>14</sup> and Photography<sup>15</sup> APRs which led to the creation of new courses, revision of the core curriculum and website updates.

Another recent example of using this revised process for APRs can be seen with Foundation. Changes that resulted after the APR included: curriculum revision that included more technology use, new furniture that accommodated all students regardless of condition or ability<sup>16</sup> and increased communication with admissions to allow Foundation faculty to prepare for the various skill level of the first year class. The development of the Facilities Committee within Faculty Forum, which specifically addresses planning and budgeting, also used these assessment results. Based on feedback from the APR from faculty and students regarding the physical classroom space and equipment the Facilities Committee made a variety of improvements to the spaces where art is created. The overhaul of the Foundations classrooms, the updating of the drawing tables in the illustration Senior Studio and the addition of easels in the drawing studio are some examples.

#### Additional Accreditation Reviews:

Modeling the success of Academic Program Reviews, the College made the strategic decision to conduct Program Area Reviews. An Educational Technology APR was conducted in spring 2018. Goals included assessing the quality of current online classes, identifying ways to improve

<sup>12</sup> Fashion Design APR 2013

<sup>13</sup> Fashion curriculum revision document

<sup>14</sup> Graphic Design APR Action List Document

<sup>15</sup> Photography APR

<sup>16</sup> Foundation Report Highlights & Summary 2012-2019

course development, and identifying technologies that helped faculty develop an engaging learning experience. An external reviewer from Community College of Philadelphia and a reviewer from Pennsylvania Academy of Fine Arts participated in a site visit of our facilities, met with faculty staff and students, and reviewed our courses. Results were shared in Academic Council. As a result of their findings, Academic Services staff created an action plan outlining five keys goals for the next several years that will demonstrate graduating competencies such as digital competency<sup>17</sup>: The findings were:

1. Increase the number of online courses.
2. Increase the number of students participating in interactive online experiences (online and in-person).
3. Improve instructor training.
4. Identify ways to assess the impacts of educational technology initiatives.
5. Demonstrate the value of educational technology and online learning.

The world pandemic of 2020 allowed the College to capitalize on some of the key investments that we had made as a result of the APR. We had engaged an educational technologist who in summer 2020 created 5 training courses in teaching remotely that were taken by xx faculty, thus improving online instructor training and acting upon recommendations 1-3 and 5. The technologist also participates in the assessment of remotely taught classes.

The Locks Career Center APR was conducted in spring 2019. External evaluators from Pratt Institute and New York University's Steinhardt School of Art evaluated the report during their site visit. Major takeaways included:

- Tone and Trust – there is a need to increase accessibility for students to seek out resources that support their personal and professional development.
- Technology – develop more streamlined communication tools that include digital access to instructional materials, and required documents for the internship experience.
- Transitions – make more room for innovations (i.e. methods of communication, software, career preparation strategies)
- Talent – provide increased professional development opportunities for Career Center staff.<sup>18</sup>

Findings from the Locks Career Center APR process that we shared with the college community led to multiple changes within the office. These changes included implementation of new software for better communication throughout Departments of the College, the creation of a new process for internship experience documentation, an evaluation of career advising strategies, and a recommendation to the College Planning Committee to develop a new strategic plan objective centered on a life design approach.

<sup>17</sup> Educational Technology Action Plan from APR 2019

<sup>18</sup> Locks Career Center Program Review Response and Action Plan 2020

### *Student Learning Assessment by Major/Department*

There are procedures in place for assessing outcomes at the course and major levels for both undergraduate and graduate programs. This process has been in place since 2003 and was reviewed and revised in 2007, 2013, and 2020. Decisions by faculty about graduating competencies and essential student learning proficiencies were reviewed during Academic Council and in Department meetings in 2019-2020 academic year. Assessment procedures include refining departmental mission statements to ensure they link with the college mission, evaluating student learning outcomes by major/program, and evaluating general education learning objectives in the BFA program. Major-level learning goals and course-level learning objectives reflect and build upon the general education proficiencies and the graduating competencies.

Program and major-level assessment takes place in a variety of settings and levels depending on the discipline. Often these assessments include outside professionals from relevant art and design fields and take place at key moments in the year—especially at the end of the semester, in the sophomore or senior levels, during the graduate Qualifying Review, and during final thesis presentations. Faculty typically use rubrics to assess both at the course level and program level. Examples of when student learning assessment occurs:

- Sophomore level reviews and critiques (Fine Arts, Graphic Design, Illustration, Photography)
- Semester-end critiques and presentations per class (AGA, Fashion, Foundation, Illustration, Interior Design)
- Year-end critiques and thesis presentations (all BFA majors)
- Student teaching journals, portfolios, presentations, and research (Art Ed BFA & MA)
- Writing Portfolio (Liberal Arts first year writing program)
- Qualifying reviews (MFA & MA)

Assessment results are used to determine if there is sufficient rigor in the programs, to ensure achievement of student learning outcomes, and to identify trends to better address student needs. Results can also lead to curricular change. For example, the Illustration Department noted that their assessment results consistently showed students were strong in drawing content, but weaker in oral presentation skills. Consequently, in 2017-18, Illustration faculty increased the number of oral presentation assignments in select classes so that students would have more opportunities to practice. In spring 2018, assessment results showed students had greatly improved in their oral presentation skills and felt more confident articulating their work.<sup>19</sup>

Outcomes Assessment Process: Student learning assessment results become part of the annual assessment cycle put into place to close the loop on overall learning and planning. The process calls for a consideration of curricular modifications based on the previous year's assessment and planning for the upcoming year. Department Chairs and Graduate Program Directors

<sup>19</sup> Illustration Assessment Report Spring 2018

submit rubrics and departmental notes to the Associate Dean of Academic Services. The Associate Dean compiles the data and re-submits with a summarized report to the Chairs, Graduate Program Directors, and the Chief Academic Officer for review and analysis. Faculty and staff also take the time to use the analysis to identify goals, define learning objectives that meet those goals, and establish other opportunities to assess student learning. This annual process concludes in time for new curriculum to be proposed and adopted—by December for the undergraduate program, and by May for the graduate program.<sup>20</sup> As part of that process, departments are also asked to confirm whether they are considering any changes in their learning objectives. In this manner, the academic assessment process allows faculty to assess not only student learning outcomes but also program and institutional goals as well. (add example)

#### Peer Review:

The peer review process was revised beginning in the fall 2012 semester. The Academic Dean met with Department Chairs during Department Chair and Academic Council meetings to evaluate and revise the current peer review process for adjunct faculty, and visiting and full-time faculty teaching a new course, or a course taught for the first time, for each department.<sup>21</sup> These meetings also centered on discussions about assessing teaching effectiveness, providing quality and relevant assignments, and measuring student engagement. In order to capture a baseline of these issues, Department Chairs determined that a standardized rubric, customized to specific majors, would be beneficial to assessing faculty and academic excellence.

In the second step, Department Chairs met with their departmental faculty members to further discuss teaching effectiveness, and to develop rubrics based on departmental goals and learning objectives that assessed the following: course content, syllabus, assignments, appropriate use of materials, presentation quality, and student work. This step occurred during the fall semester in Foundation, Design and Fine Arts departments.<sup>22</sup> Fashion Design and the Liberal Arts/Art Education departments completed this step in the spring 2013 semester. As Department Chairs undertook the process of developing these rubrics, they also continued to share and discuss ways to appropriately assess teaching effectiveness and student learning during peer reviews. For example, some departments determined that rubrics would be best used during classroom observations by the Chair, followed by faculty discussion. Other departments determined that the rubrics could be best used during a faculty presentation to the Department Chair and other departmental faculty.

In the third step, five of the nine majors began to implement their new plans and used the results to assess teaching effectiveness at the end of the fall 2012 semester. In one example, the Fine Arts and PDA faculty conducted peer reviews based on faculty presentations at the end of the fall 2012 semester. These instructors were asked to give a visual presentation of student work, syllabi, specific course curriculum, and assignments, while their peers rated the

<sup>20</sup> See the appendix for both the undergraduate and the graduate outcomes assessment summary and timeline.

<sup>21</sup> Copies of Chair meeting agendas

<sup>22</sup> This includes 5 majors: Illustration, Graphic Design, Interior Design, Fine Arts and Photography

presentations using the rubric.<sup>23</sup> These peer reviewers recorded their findings, and the Associate Dean of Educational Support Services tabulated the results for the Department Chair and faculty member under review. The Chair then met with the faculty members to discuss the results. Faculty signed an acknowledgment of receipt and had an opportunity to respond in writing. Overall results showed that faculty generally scored high in the areas of 'knowledge of their subject/field' and in 'student work displaying an appropriate level of inquiry'. Areas for improvement were needed in the 'amount of appropriate work load' and 'mixing theory and application in course concepts'.<sup>24</sup> Faculty were again reviewed at the end of spring 2013 semester. All of these results were used to assess teaching effectiveness, and were discussed individually with faculty and in general during department meetings and the August 2013 in-service.<sup>25</sup>

It should be noted, that all new courses taught for the first time are assessed by full-time faculty in the department per the MFT contract. This helps to ensure that new courses are constructed in a manner that reflects the learning objectives and contributes to the larger learning outcomes of the liberal arts program.

#### *Opportunities for Innovation*

- The peer review process is currently outlined in the MFT contract. Although the process is well-established in the Fine Arts, Foundation, Interior, Graphic and Interior Design programs, it is less clear, consistent and formal in the Animation & Games Arts, Fashion Design and Liberal Arts programs/department. We need to identify ways to provide a consistent and centralized way to remind faculty which adjuncts are up for review.

<sup>23</sup> Copy of Fine Arts/PDA Department's rubric, and procedure/process document

<sup>24</sup> Peer review report for Fine Arts/PDA, Fall 2012

<sup>25</sup> Power point presented by the Department Chair of Fine Arts/PDA

## **Standard VI: Planning, Resources, and Institutional Improvement**

Moore College of Art & Design has historically been a heavily tuition dependent institution and has made significant progress at reducing reliance on this revenue stream to fund operating and capital expenses. Since the last self-study in 2012, the College has focused on reversing a decline in BFA enrollment, increasing revenue from room and board, and completing a capital campaign aimed at growing the endowment to increase the level of annual operating support and the funding of major capital improvements.

Since the 2012 self-study, Moore has also made significant improvements in planning and resource allocation processes, largely through a committed and rigorous strategic planning process. These improvements have helped to reverse the enrollment decline, improve the academic profile of the student body, strengthen faculty participation across committees, increase resources for scholarship, increase the level of investment in equipment and facilities and improve fundraising capacity. Going forward, the business operations of the college is focused on preparing for emerging risks and long-term demographic challenges.

### **Reversing the Enrollment Decline and Increasing Room and Board Revenue**

#### *Tuition, Room and Board Revenue*

The annual operating and capital budget process includes conservative projections for student enrollment, which drive tuition and room and board revenue equal to approximately 85% of total operating revenue (net of student financial aid). After experiencing a significant drop in new student enrollment in fall 2016, the College hired a new Dean of Admissions and charged him with developing a detailed enrollment plan. The annual enrollment plan details all recruitment efforts and financial aid leveraging strategies used to build the enrollment funnel and to measure progress toward goals. The most recent iterations of the plan have helped the College to achieve key objectives outlined in the strategic plan to increase BFA enrollment, improve the academic profile of the incoming class and to increase regional and economic diversity.

The development of the Visionary Woman Honors academic and leadership programs proved be most effective at attracting highly talented students to the College. The programs were designed in partnership with the Dean of Admission, Dean of Students, Academic Dean and key liberal arts faculty. Recipients receive an annual \$22,000 Visionary Woman merit scholarship with additional need-based housing grants of up to \$10,000, so all highly talented students, regardless of need, can afford a Moore education. Housing grants have helped fill the College's residence halls, generating additional revenue and increasing retention rates. The strategy of using housing grants was informed by research completed by the College's ad-hoc Retention Committee that showed a 10% increase in graduation rates for students living in residence halls (appendix: Retention Committee composition, tenure and report). As a result of the success of the housing grants, the College has invested approximately \$1 million dollars to convert a former storage area on the mezzanine level of the Sartain Hall residence into housing for 18 additional students. The College now has the largest number of students living on campus in its history.

### *Fundraising*

Since the last self-study in 2012, Moore College of Art & Design has raised \$26,920,517 (through June 30, 2020), easily exceeding the original \$15 million goal. The majority of this (\$24,897,362 through June 11, 2021) was raised by Moore's *ImagineMoore* Campaign on July 1, 2014.

After exceeding the original *ImagineMoore* Campaign goal of \$15 million (nearly 1 ½ years early) Moore comprehensively raised nearly \$25 million to strengthen the College's position as one of the country's best art and design schools. Specifically:

- **\$11,883,090** in major gifts for scholarships, to guarantee Moore can admit and graduate the most talented art and design students, regardless of any family's ability to pay tuition (13% over the original goal of \$10,500,000).
- **\$4,611,250** in major gifts for resources and capacity to create and renovate campus spaces that foster a stronger sense of community among incoming and current students, faculty, staff, alumni and campus visitors (31% over the original goal of \$3,500,000).
- **\$1,070,024** in major gifts for other priorities, such as faculty hiring and retention, career services, and ambitious internship opportunities for students (7% over the original goal of \$1,000,000).

The *ImagineMoore* Campaign has allowed the College to realize the following:

- Transformation of Moore's Campus Commons, including the dining hall, the newly refurbished Fox Commons and the cozy gathering space know as Jane's Corner (for alumna and donor Jane Walentas '66), into a welcoming, vibrant hub for all members of the Moore community.
- Metamorphosis of the Connelly Library into a 21st-century art and design learning center, including the new Margaret Minik Writers Studio.
- Creation of the Walentas Visionary Woman Scholarships with the College's largest-ever individual gift of \$5 million, which provides life-changing financial support for 10 non-Pennsylvania residents accepted into Moore's Visionary Woman Honors Program each year.
- Full renovation of all bathrooms and plumbing in Stahl Hall, the College's largest residence hall.

The Campaign garnered robust support from Moore alumni, who contributed nearly \$10 million in major gift investments of \$25,000 or more. Members of Moore's Board of Trustees and Board of Managers provided \$15 million in gifts. (to add: board participation rate)

Since 2012, Moore has made great strides in professionalizing the College's development office and building a more robust culture of philanthropy at Moore. This initially necessitated an in-depth assessment and restructuring of the College's internal development systems, structures, and processes. Additionally, the College's President, Senior Vice President of Administration, and VP for Advancement worked with the College's Boards, Finance Committee, and

Advancement Committee to establish comprehensive gift acceptance, gift counting, and gift recognition policies. We established additional policies for awarding donor-named scholarships, fellowships, awards, and prizes. The College has also implemented annual, personalized reporting to donors and/or stewardship contacts for named funds (professorships, fellowships, scholarships, awards, and prizes) at Moore. All of these initiatives have resulted in increased donor confidence in Moore as a deserving investment.

Moore's previous campaign (1998-2008) raised \$27.1 million; with 36% (nearly \$10 million) coming from government sources. The six-year *Imagine Moore* Campaign received no government support. And notably, many of the major individual donors who contributed to the prior campaign increased their gifts significantly. Overall, since the last campaign, Moore successfully expanded the College's total donor base by 25%.

## **Resource Allocation Processes and Committees**

### *Operating and Capital Budget Processes*

The College uses a zero-based budgeting process to compile the annual operating budget. Academic and administrative departments utilize enrollment projections, feedback from Academic/Administrative Program Reviews (see section on assessment) and objectives in the strategic plan to develop their annual budget requests. All academic department heads meet with the Academic Dean, Controller and Senior Vice President for Finance and Administration to review operating and capital budget requests. Throughout the year Department Chairs gather feedback from faculty and students on needs in their areas, and channel requests to the Technology Committee, Director of Facilities or the Academic Dean to address needs as they arise and to prepare for each annual budget process. All administrative department heads meet with the President, Controller and Senior Vice President for Finance and Administration.

### *College Planning Committee*

The College has had an active and engaged College Planning Committee (CPC) since 1998. The CPC meets twice each year to review progress made on strategic plan objectives, add new objectives and assess the overall effectiveness of the plan. The process of planning flows from the staff through the Senior Management team to the CPC and then back through the staff. Stakeholders across the college are convened by the managers (usually in retreats) to gather information, ideas and accomplishments that suggest new initiatives or report progress on existing parts of their plan areas. The goals and objectives of the plan often identify where departments and staff work together across departmental boundaries to actuate on a goal (appendix: Strategic Plan). Each identified strategy is assigned a timeline and budget impact. The CPC meets to review and discuss the overall plan itself and what progress made in completion, extension or revision of a goal or strategy. This ensures the plan is a living document, fully integrated into the programmatic and operation work of the College.

The CPC is a standing Committee of the Board of Managers, composed of the Chair of the Board of Trustees, Chair of the Board of Managers, Chair of the Faculty Forum, Chair of the Staff Council, President of the Student Government Association, Senior Vice President for Finance and Administration, Academic Dean, Dean of Students, and additional Board, faculty, staff and

students appointed to the Committee. The President of the College is the key staff liaison. With the formation of the Faculty Forum, the collective voice of the faculty is now a regular feature of the strategic planning process. For more details, see Standard VII.

#### *Finance Committee*

The College's Finance Committee, made up of board members with an expertise in this area, and staffed by the Senior Vice President for Finance and Administration, is charged with reviewing and approving an annual operating, budget, capital budget and ten-year budget projections for approval by the Boards of Trustees and Managers (see Finance Committee charter). The Finance Committee ensures annual and long-range operating budgets cover the full cost of annual investments in facilities, equipment, financial aid and staffing, fundamentally enabling the College to continuously achieve its mission. (Since the 2012 self-study, the College has earned annual surpluses from operations, in excess of depreciation, which have allowed the College to increase the Board-Designated Fund used to support increasing levels of student financial aid.

In 2019 the Finance Committee charged the College with increasing the time horizon of its annual projections to include the expected demographic drop anticipated nationally resulting from the decline in birth rates associated with the Great Recession of 2008. The College worked with its enrollment consultant to model the expected drop in Moore's specific recruitment areas, and to develop expected impact projections on new student enrollment. To further prepare for the College for potentially difficult times, the Finance Committee asked the administration to model the impact of a 20% drop in endowment market value to see how well the College was prepared to survive under these dual circumstances. As a result of this work, the College recognized the need to further build both its endowment and base enrollment over the next several years to be in a position to withstand enrollment and financial market declines. As a result of this work, the college prioritized a strategic plan objective to increase BFA enrollment, and made a major investment in a new branding and marketing campaign. (refer to standard II)

#### *Technology Committee*

The College has an active Technology Committee that meets approximately 4 times per year to assess equipment, software and infrastructure needs. The Faculty Forum has helped to improve faculty representation and communication, leading to better informed decisions and resolutions to issues as they arise. One notable, recent accomplishment of the Committee was implementation of a new information services ticketing system, Zendesk, which helped to ensure better communication and follow up for facilities, computer services, and shop technician and students, faculty and staff. After implementing the new system a follow-up survey was sent to gather feedback and make modifications to the system. Those modifications are ongoing.

When the pandemic hit in March 2020, the College's Technology Committee, supported by strong input from the Academic Dean and the Faculty Forum, played a key role to quickly implement new software, hardware and training. Since the pandemic arrived just before the

College's spring break, the College was able to hold several days of faculty in-service training which allowed for a remarkably smooth transition to remote learning when the student returned virtually to classes one week later. The Committee surveyed students, faculty and staff to gather data and deploy hardware, software and support to ensure all members of the Moore community could be successful in a remote environment.

During the summer of 2020, the College was able to acquire additional software and hardware to allow dedicated (courageous...may sound like hyperbole, but it's the truth) faculty to teach both in-person and remote students simultaneously in any classroom. The Technology Committee continued to play a key role throughout the pandemic, working with sound engineers and video consultants to respond to faculty and student feedback on audio/video needs to ensure a high-quality learning experience.

#### *Building and Grounds Committee*

The College's Building and Grounds Committee has made great strides in addressing deferred maintenance, funding academic projects and competing a comprehensive master facilities plan. Since the 2012 self-study, the College has invested xM in facilities capital projects, including a xM library renovation, xM to expand residence hall capacity, \$xM to replace bathroom and plumbing in Stahl Hall.

In 2020, the College began work on a comprehensive master facilities plan. This plan included an engineering study to identify the cost of long-term capital maintenance needs. It also included a space utilization study to target major new capital projects to support the new Film program listed in the strategic plan and grow programs, and investments in classrooms and public spaces throughout the College. The plan includes projects in three phases, years 1 to 5, 6 to 10 and 11 to 15. The College has begun work and expects to complete phase 1 prior to the fall 2022 semester. Projects in phase 1 include installing exterior signage and internal wayfinding, renovations to create a Film studio in Graham Auditorium, renovations to build a creative commons to support the new Film program and the growing Animation and Game Arts program, modernization of Fine Arts spaces, renovation of a large Liberal Arts classroom, and the creation of an Interdisciplinary Center. The College has obtained a \$10m bank loan in July, 2021 to fund Phase 1 projects and to reimburse the College for recently completed projects. Prior to this loan, the College had retired its long term debt. The costs associated with items identified in the engineering study will be funded by operating revenues and have been added to operating budget projects.

The contributions of the Faculty Forum have been impressive. In addition to major contributions to the master facilities plan, the Faculty Forum representative helped the Committee recognize the importance of investing in new Foundation classroom furniture to address accessibility issues raised in a recently completed academic program review.

#### *Audit Committee*

The College has an active Audit Committee (composition) that meets at least twice per year to receive the annual financial statement audit, financial aid audit and retirement plan audit. The

Committee receives benchmarking and industry trend information along with information on emerging trends, risk and best practices. The Committee frequently asks management to research subjects discussed at meetings and bring recommendations to the Committee. Two examples are the growing concerns about cyber security risk, and a best practice suggestion to develop an Emergency Risk Management Plan. Management took significant steps to address the cyber security risk and presented the plan at the October 25, 2017 meeting, and completed the College's first Enterprise Risk Plan at the February 26, 2019 Board of Trustees and Managers meeting, work which is evolving and ever changing. (appendix: Feb 2019 Board minutes).

## **Resources**

### *Financial Resources*

Strong financial results since the last self-study have allowed the College to fund all academic and technology requests for the past several years. As a result of consistently positive budget surpluses and new fundraising, the College has been able to, on average, invest \$1,600,000 in capital equipment and projects since 2012 (this is through 2020...see Annual Capital Expenditures exhibit). Total net assets over this eight-year time period have grown from \$40,985,194 to \$71,199,643, an increase of \$30,214,449 or 74%. Long-term debt, which stood at \$4,600,000 on June 30, 2012, was fully retired on May 1, 2020. Since 2012 the College's total endowment has grown from \$12,547,987 to \$41,751,672 (as of June 11, 2021), an increase of \$29,203,685 or 233%. The College's endowment per full-time equivalent student stood at \$74,246 on June 2018 and is ranked 4 out of 31 schools that responded to the bi-annual AICAD financial ratios report versus \$25,247 in 2012, ranked at 16 out of 35 school responding to the 2012 report (appendix: AICAD financial ratios report).

### *Human Resources*

(To add: Full-time faculty hires and in key areas...benchmarking, restructuring of some staff offices to meet needs (student services DEI, mental health counselors, new IT position, CE restructuring, Investment in Advancement Office?)

While the College has been successful at providing a high level of services to our student body, it can be challenging to ensure a consistently high service level in administrative departments with small numbers of staff when turnover inevitably occurs. The College has begun work on detailed operating manuals for all positions, cross-training and succession planning to help lessen the impact of turnover. Successfully completing this project will keep services levels high and help to ensure timely completion of strategic plan goals.

## **Opportunities for Innovation**

Preparing for the challenges posed by the projected drop in high school graduates nationally and more severely in the northeastern United States, is the most significant issue the College faces over the next 10 years. To meet this challenge, the College has set an ambitious goal to increase enrollment now to better position the College to absorb the anticipated drop in enrollment. Fully launching the branding campaign, successfully launching the new Film major, and strengthening growing, digitally focused majors will be key to achieving enrollment goals.

## **Standard VII: Governance, Leadership and Administration**

Since our 2012 Self-Study, Moore has made great strides in moving to a model of shared governance. The administration, the boards, the faculty and staff have reorganized — and in some cases, created — structures, processes and communication channels to facilitate an effective transition to this more inclusive form of governance. As a result, our administration, boards, faculty, staff and students all participate in the development of policies that affect the institution.

While Step #1 was to adopt a model of shared governance, Step #2 has us looking at refinements to our system in order to assure it provides a strong and complete support structure for the work of the college. Through this self-study process, we've examined the following questions:

- Do our governance documents provide adequate procedural guidelines while offering appropriate flexibility to address new and emerging issues?
- Do our governance structures reinforce our commitment to diversity, equality and inclusion?
- Are there clear channels of communication between the governing bodies?
- What aspects of governance could be improved?

### **College Leadership**

#### *President*

The President is responsible for the overall management of the College, representation of the vision and the mission of the College to external stakeholders and implementation of the policies set by the Boards. She hires, evaluates and leads a team of Senior Managers who, with the input of the community, oversee planning and execution of programs across departments (appendix: Staff/Faculty org chart). The President works closely with her team of Senior Managers as well as with the College Planning Committee and the Boards to develop and continuously assess the Strategic Plan. In addition to serving as the administrative liaison to the College Planning Committee, she also serves as the administrative liaison to the Board Leadership and Executive Committees. The President is reviewed annually at the end of the fiscal year by the co-chairs of the Boards where they assess the President's Top Priorities, which are presented and approved by the Boards at the previous September Board meeting (appendix: September 2020 Board Book).

The current President, Cecelia Fitzgibbon, began at Moore on July 1, 2012 and has announced her retirement effective June 30, 2022. A search is currently underway to hire a replacement. Over President Fitzgibbon's tenure, she has more than tripled the College's endowment from

\$12 to \$40 million; retired the College's long-term debt; received a gift of \$5 million from Jane and David Walentas, the single largest donation in the history of the College; created a charter with faculty for a shared governance body, the Faculty Forum; conducted the College's first DEI climate survey; launched an award-winning rebranding program; and worked to see the College through the COVID-19 pandemic to ensure a safe learning and working environment. (appendix: President announces retirement press release May 12, 2021)

### *Senior Managers*

The Senior Management team consists of the President, Chief Academic Officer, Dean of Students, Senior Vice President for Finance and Administration, Dean of Admissions, Vice President for Institutional Advancement, Chief Marketing and Communications Officer, Director of the Galleries, and Chief of Staff, collectively referred to as the Senior Managers. Senior Managers oversee the planning and execution of programs across their departments and meet bi-weekly to review priorities and concerns across their respective areas. In the weeks leading up to bi-annual College Planning Committee meetings, Senior Managers will share their accomplishments, postponements and possible new additions to the Strategic Plan with their fellow managers at the Senior Managers meetings (appendix: example MM minutes). Senior Managers are tasked with sharing updates from fellow managers with their staff in department meetings.

The President annually assesses the Senior Managers prior to the end of each fiscal year. This assessment includes: assessing job-related competencies, assessment of essential job responsibilities and performance goals, as well as goal setting and development planning for the upcoming fiscal year. Senior managers also assess their teams in this manner using a standardized rubric provided by Moore's Director of Human Resources (appendix: appraisal form rubric). Annual merit raise recommendations are also made during this assessment period.

### *Executive Team*

The Executive Team consists of the President, Chief Academic Officer, Dean of Students, Senior Vice President for Finance and Administration and the President of the Faculty Forum. The Executive Team meets bi-monthly to discuss issues across the institution.

### *Emergency/Pandemic Response Team*

As a part of the Enterprise Risk Management Plan developed and approved by the Boards in 2019 (appendix: Plan/Board minutes Feb 2019?), an Emergency Response Team (ERT) was formed. The makeup of the team includes the President, Senior Vice President for Finance and Administration, Academic Dean, Dean of Students, Associate Dean of Academic Services &

Institutional Research, Director of Operations and Facilities, Director of Administrative Computing, Chief of Staff and Chief Marketing and Communications Officer, all of whom received emergency management scenario training through xx (get name of training group from Bill). In March 2020, the team, along with the Presidents of the Moore Federation of Teachers and Faculty Forum, became the Pandemic Response Team (PRT), to address the growing concern regarding the pandemic. Together, meeting nearly weekly, the PRT successfully navigated the pandemic from March 2020's transition to remote learning and working, to a safe, hybrid return to campus in August 2020, and a full return in June 2021. (appendix: PRT accomplishments...find from Bill) Over this time, regular communications were sent via email to the Moore community and posted to a special COVID-19 section of the College's website.

### **Board of Trustees and Board of Managers**

The College was established pursuant to the terms of the Will of Joseph Moore, Jr., which specified the College be governed by a seven-member Board of Trustees (appendix: Will of Joseph Moore, Jr.). However, the Will was executed prior to the adoption of Pennsylvania's Non-profit Corporation Law, which requires that a "board of directors" be established to govern a non-profit (appendix: PA Non-profit Corporation Law). To comply with both the terms of the Will and state law as well as to allow more people to have a role in governing the College, the College's bylaws were revised to provide that a board of directors (as required by state law) be constituted and be comprised of the members of both the Board of Trustees and of a Board of Managers (appendix: Moore Bylaws). The bylaws permit the boards to meet jointly and act as a single body in governing the College, except where a matter requires the separate approval of the Board of Trustees under the will or bylaws. The College uses the joint meeting approach, as it is the optimal way to efficiently manage the College and benefit from wisdom and experience of members from both Boards.

#### *Board Composition*

The Board of Trustees is, per the Will, a group of between seven to nine overseers who are appointed for life. These trustees have the sole power to purchase or sell real estate, and to authorize the assumption of debt. They also review the president's performance and set her or his compensation.

Per the Bylaws, the Board of Managers has between 14 and 35 voting members. The bylaws specify that there be three ex-officio, non-voting members of the Board of Managers. One ex-officio seat is allocated to the President of the Alumnae Council. A second ex-officio seat is allocated to the Chair of the Faculty Forum (or a designee). Each of these member's terms is coterminous with his or her service as President or Chair (as applicable). A third ex-officio seat

is allocated to a senior member of the College faculty recommended by the President of the College. The Board Leadership Committee also interviews and nominates one graduating senior annually to serve a two-year term (voting) following graduation. (appendix: Board org chart)

### *Board Committees*

The Boards operate through an extensive standing committee system, supplemented by ad-hoc task forces when needed. Each standing Committee has a Chair and members appointed by the Chairs of the Boards annually. Chairs and members are recommended based on their interests and expertise; members serve on various committees over time to gain greater insight into all aspects of College operations. A member of the College's senior team is assigned to each Committee to assist the Committee in its work. The Committees are: Academic Affairs, Advancement, Audit, Board Leadership, Building & Grounds, College Planning, Finance, Legal Affairs, Student Life, and Visionary Woman. The President and the co-chairs of the Boards serve as ex-officio members across all committees.

Each committee has a charter, which is found in the Board Handbook (appendix: Board Handbook). These charters outline purpose, committee type, membership guidelines, chair appointment, responsibilities, delegation of authority, and procedures based on templates from Moore's Finance Committee and AGB. All charters were reviewed and approved by the Boards at the February 2020 and May 2020 Board meetings (appendix: February 2020 and May 2020 Board meeting minutes).

The exercise of developing and working within the confines of the charters has proven useful in educating the board on their appropriate role in governance. The objectives outlined in the charters help board members to avoid interfering with the day-to-day operations of the college so that the board functions appropriately as a strategic partner to the college leadership team.

Over the last several years, some significant change and growth has come from Committee work. For example, the Academic Affairs Committee, in conjunction with the College Planning Committee, recommended the college undertake academic program reviews (APRs). These have been used constructively, to identify areas within existing programs of study that would benefit from curricular changes, technological advancements. The goal is always to spur future-facing innovation to remain competitive and relevant in art and design education. (appendix: Strategic Plan; AA meeting minutes) In addition, the Student Life Committee worked to expand the existing Admissions policy to include non-binary and transgender students over the 2019-2020 academic year before being approved by the Boards in May 2020 (appendix: May 2020 Board minutes).

Another example of an ad-hoc task force occurred in October 2016, following extensive discussions about the college's disappointing admissions numbers. This task force, composed of Board members, met five times, through February 2017. They questioned relevant members of the senior administration and discussed parameters for the hiring of a new Dean of Admissions. They also heard from the President of AICAD on admissions trends in art and design colleges, as well as the College's admissions consultant on enrollment management trends and concepts (appendix: need to include minutes from some of these meetings). As a result, the task force categorized and prioritized various tactics for achieving admissions goals, and outlined potential innovations that informed the strategic plan on admissions. The task force and the administration also agreed to a Board-level approach to visibility into the Admissions function.

### *Populating the Boards*

The Board Leadership Committee, recommended by the Board Chairs and approved by the Boards, is responsible for identifying, vetting and presenting Board of Managers candidates to the Boards for approval. Committee members utilize their extensive professional networks to identify candidates who have the interest, expertise, and financial capacity or connections to govern the institution. Committee members strive to populate these seats with the widest possible range of professional expertise, perspective, race, class, ethnicity, gender and age. Moore is fortunate that our student population is exceptionally diverse; our goal is for the Boards to mirror that diversity. Since 2019, the board has increased its diversity by recruiting and welcoming five women of color, roughly 20% of the Boards. With several board vacancies in 2021, these efforts will continue.

The Board Leadership Committee has engaged an outside consultant, Trina Gary, Principal of Brown-Gary Associates, to further assist with infusing diversity, equity and inclusion considerations into the recruitment and board governance processes. Ms. Gary has also provided customized training to the Boards on implicit bias at recent meetings (appendix: March 2021/May 2021 Board minutes). As a result, we have renewed our efforts to solicit diverse points of view, and to consider how our racial, gender and class histories have influenced the Boards' perceptions on the many topics they consider as they govern the college. (*Appendix: media recommendations from Ms. Gary*).

### *Board Self-Assessment*

In 2013, the Board Leadership Committee recommended an adjustment to section 504 of the College Bylaws regarding Board of Managers' term limitations. At the time, members were required to rotate off the board after two consecutive three-year terms (appendix: Bylaws). After reviewing nonprofit corporation law requirements, the Committee concluded that the

Boards should eliminate time-required resignations because they deprived the Boards of excellent, committed advisors. The Boards of Trustees and Managers subsequently voted to remove the existing time off the board requirement. Mindful of the potential performance implications of an unlimited term, as well as the continuous need to renew the board's composition to provide a diversity of relevant perspective and expertise, the board began an annual self-evaluation program.

Currently each board member completes an electronic self-assessment tool annually, measuring individual performance against the requirements found in the Board Handbook (appendix: Board Handbook; Board Participation Chart/SurveyMonkey results). In 2020, the Board Leadership Committee made a commitment to evaluating member performance by conducting one-on-one conversations between members of the Committee and fellow members of the Boards after completion of the electronic assessment. The Committee continues to improve the self-assessment process.

#### *Board Governance*

In 2019, in an effort to improve board governance, the Boards engaged Dr. Ellen Chaffee of the Association for Governing Boards (AGB) Consulting to conduct a whole-board performance assessment. Dr. Chaffee used a survey instrument developed by AGB to assess the collective performance of the Boards in order to identify areas of strengths, concern, and possible areas for discussion or attention. (appendix: AGB Consulting Board Assessment Survey; Board Assessment Transmittal Note). The results were presented by Dr. Chaffee at a special Board retreat, separate from the quarterly business meetings. Dr. Chaffee reviewed the survey results, her take-aways, board responsibilities and a suggested action plan. In addition, the board added a wish list of items and events that would encourage more engagement on the part of board members.

Work on her recommendations and the board's list is ongoing, although somewhat hampered by pandemic protocols. As of May 2021, the following items have been completed:

- Board Committee Charters have been developed and approved by Boards (appendix: February 2020 and May 2020 Board meeting minutes);
- A comprehensive board event and meeting calendar is distributed at the beginning of academic year and posted to Board portal as a Board Event and Meeting list;
- Guest speakers are invited to quarterly Board meetings.

#### **Faculty Forum and Moore Federation of Teachers**

*Establishment of the Faculty Forum*

The 2002 and the 2012 Self-Studies identified shared governance as an important goal for Moore. The college responded by creating and chartering the Faculty Forum in partnership with senior faculty, a now seven-year-old organization that has become an essential partner to the administration and the Boards in authentic shared governance.

Prior to the establishment of the Faculty Forum, Moore's faculty was represented by a faculty union, the Moore Federation of Teachers (MFT) as the only organized body to represent faculty. The MFT continues to serve as the sole and exclusive bargaining agent with respect to hours, wages, fringe benefits, working conditions and conditions of employment for all faculty at Moore. While the faculty was reluctant to create an additional governing body, a new administration, change in the MFT leadership, as well as the strong recommendation of the 2012 Middle States evaluators, led the college to conclude that the faculty and college would benefit from a new voice in governance: the faculty voice. Faculty established an Ad Hoc Faculty Governance Committee in the fall of 2012, which, after extensive research and discussion, drafted a charter for the Moore Faculty Forum. The Forum Charter was presented and approved by the Boards in spring 2015 (appendix: May 2015 Board minutes; Faculty Forum Charter).

#### *Faculty Forum Leadership*

The Faculty Forum is governed by an executive committee composed of a Vice President, a President-Elect, a President and a President Emeritae/i. The Forum created four working committees, meant to strategically align with various constituencies and interests within the College: Faculty Experience, Student Experience, Curriculum and Facilities.

Foremost is the role of the Faculty Forum President, who has one of two designated faculty seats on the Board of Managers for a term contiguous with her/his term as president. In addition, the Faculty Forum President oversees the appointment of full-time faculty to Board- and College-level committees. The Faculty Forum President meets bi-weekly, monthly, or as needed with the Chief Academic Officer; is appointed to Academic Council; participates in monthly meetings attended by the College President, the Chief Academic Officer, the Chief Financial Officer, and the Dean of Students; and was a member of the weekly Pandemic Response Team throughout 2020 and 2021.

The FF President-Elect is also a member of Academic Council, and serves on the Academic Affairs Committee, co-convened by the Chief Academic Officer and a Board member who serves as the Committee chair.

#### *The Role of Faculty Forum in Shared Governance*

Faculty Forum's important role in shared college governance is multi-directional. The Forum appoints faculty members to Senior Administration-, Board- and College-level committees, where they are expected to provide faculty perspective and bring forward faculty-initiated recommendations, concerns and curricular or programmatic guidance.

On Board of Managers committees, Faculty Forum appoints representatives to the College Planning, Academic Affairs, Student Affairs and Building and Grounds committees; each with the responsibility for overseeing essential elements of the college.

In 2019 (maybe 18, please check minutes for date), members of the Academic Affairs committee began discussing the possibilities for multi-disciplinary classes and team teaching. This discussion was embraced and enhanced by the perspective of the faculty members on the committee. With their knowledge and input, the committee was able to consider course partnerships that made curricular as well as pedagogical sense. Faculty perspective was also critical to the evaluation of physical space needed to successfully collaborate or team-teach courses. Through the faculty presence on both the Academic Affairs and the Building and Grounds committees, the college has explored multi-disciplinary courses and has begun to plan to construct classroom spaces to accommodate these initiatives.

Faculty Forum leadership briefs the rest of the faculty at regularly scheduled Faculty Forum General Assembly or Town Hall meetings. There, they provide the relevant background information, timeline(s), needs assessments, feedback cycles, and content questions to the wider membership for discussion and feedback. While it can be logistically challenging to engage adjunct faculty members in regular on-campus meetings, Faculty Forum leadership has tasked department chairs with briefing adjuncts by email or conversation. Chairs and area heads are encouraged to distribute this shared information to their adjunct faculty.

In seven years, Faculty Forum has increased its college-wide presence, faculty participation (full-time and adjunct), and collective voice. In order to make further progress, Faculty Forum formed permanent structural alignments between Forum committees and Board committees. (appendix: Faculty Forum org chart). The Faculty Forum can now more fluidly and transparently participate in the development or further articulation of college-wide programs, initiatives, policies and events. This alignment has been recommended as a formal addition to the Faculty Forum charter, which is currently under review. (appendix: Faculty Forum charter, 2021)

## **Additional Governance Structures**

### *Student Government Association*

The Student Government Association's (SGA) mission is to build and strengthen an actively-involved student community, to advocate and empower all student voices, to seek solutions for student concerns, and to continuously improve the quality of the student experience. SGA accomplishes this by meeting regularly with college leadership, serving on college committees and building relationships with students, student leaders, faculty, staff and administration. The SGA is committed to developing professional, ethical, and motivated members who show respect for diverse viewpoints by living as a leader.

The SGA is composed of all interested undergraduate students, and is governed by the SGA Executive Board (elected officers), the Senate (appointed representatives of clubs and organizations) and SGA Committee Chairs (appendix: SGA org chart). "Interested students" include all enrolled students of Moore College of Art and Design, either full-time or part-time, who desire to be a member of SGA. The Executive Board is composed of the President, Vice-President, and Secretary. This board is elected annually at the close of the fall semester by SGA members and the Senate to ensure a smooth transition of leadership (appendix: interview with SGA re: new election period). The Senate includes one appointed representative, or Senator, from each registered club or organization. SGA Committee Chairs are appointed by the SGA Executive Board. Each semester, committees may be created to address a specific need or current goal of the association. For example, SGA members, the SGA Executive Board, and the faculty SGA Advisor meet at least monthly for SGA General Body meetings.

### *The Role of the SGA in Governance*

The Student Government Association Executive Committee meets with the President of the College monthly in order to maintain open communication and ensure access to updated information.

The College Planning Committee includes the SGA President and Vice President, as well as with two additional students appointed by the Director of Student Life, Diversity and Inclusion. The Board of Managers Student Life Committee includes the SGA Secretary and one other student, also appointed by the Director of Student Life, Diversity and Inclusion. On the Student Life Committee, members of the SGA Retention Committee have played an active role when retention strategies are discussed and approved. For example, the Board Committee on Student Life reviewed an institution report (appendix: report) from a data survey that was implemented (fall 2020) to assess students' basic needs. The committee reviewed the results and approved recommendations to hire a Summer Associate through AmeriCorps to address food insecurity. The committee is hoping that this effort will provide students with more resources around basic needs that may help us to retain at-risk students.

### *Staff Council*

Staff Council provides an open forum for communication among departments, and between staff and management. Its goal is to foster an environment where representatives can identify issues that cut across departments and develop standard procedures that have a positive impact on the working environment at Moore. Staff Council's priority is to improve the daily working environment of all employees through sound communication, small group and college-wide workshops.

Staff Council is led by a President, Treasurer and Secretary and is composed of volunteer non-Senior Manager members from each college department. (appendix: SC org chart). Their monthly meetings are open to all staff who wish to attend. It is the duty of each Staff Council member to share material from the meetings with their respective departments. Staff Council representatives encourage all staff members to attend the All-College meetings where they can communicate directly with the President of the College.

### *The Role of Staff Council in Governance*

A Staff Council member sits on the College Planning Committee, with the expectation staff perspective will inform the college's strategic planning process.

### **Conclusion**

Since 2013, Moore has established and refined a system of shared governance that includes formal channels of input from the boards, the faculty, the staff and our students. For both the Boards and the Faculty Forum, a carefully designed standing committee structure ensures that each body actively participates in the college's strategic decisions. The change to the college's admissions policy began as a discussion in the Board Student Affairs Committee. The study and implementation of multi-disciplinary courses began in the Board Academic Affairs Committee, along with an Annual Program Review process that has been credited with improvements in the courses and technologies available across several majors.

However, each body also has the flexibility to evolve as they continue to evaluate how best to advise the college. The Faculty Forum's recent re-examination and re-alignment of their committee structure is one example, as is their ongoing work to amend their charter. On the board level, the ability to establish task forces to examine critical issues as they arise, as seen with the successful Admissions Task Force in 2017, is another example. We believe our governance structure is both comprehensive and flexible enough to respond to future institutional needs.

Moore's commitment to Diversity, Equity and Inclusion is also evident in the composition of the Board of Managers. Board seats are reserved for faculty and recent alumnae, so the board benefits from the perspectives of all members of the Moore community. The presence of students, faculty and staff on many of the board's committees is also proof of our commitment to hearing many voices as we make institutional decisions. As mentioned previously, we prize the diversity of our student community. We have undertaken several measures to ensure that new faculty hires and our hiring pipeline reflect this diversity. (reference documentation in another standard). And the Boards' commitment to diversity and implicit bias training has begun to inform the Board Leadership committee's recruitment and assessment processes.

In addition to the formal governance structures and constituent meetings described above, all members of the Moore community are invited to attend All-College meetings, which take place following quarterly Board meetings. All-College meetings not only serve as a forum to communicate items and discussions that had transpired at the previous day's Board meeting. These meetings are an open opportunity for the college president to present subsequent initiatives and changes to the community, and for faculty, staff, and students to address questions directly to the administration in a forum of open dialogue.

### **Areas for Innovation and Improvement**

The 2021-2022 Middle States Accreditation finds Moore in the first stages of improving and revamping the way we evaluate the effectiveness of the Boards and the contributions of individual members. We seek to build on early progress by moving forward with the following initiative:

- Transforming the Board Leadership Committee with an appropriate charge that may include an expanded Board handbook, a robust new-member orientation, and the establishment of a Board talent matrix to inform member recruitment and nominations; developing annual goals for Board development with a work plan and a tool to assess results and inform strategies.