

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.¹ 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 handbook². 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:

¹ MFT Contract article XII

² 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.³ 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 plan⁴ 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

³ Galleries mission statement

⁴ Strategic Plan 2017-2021

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

- Collaboration of programming⁵ between the Moore Diversity Committee and the student run Moore Diverse group
- Developed and administered the Campus Climate Survey⁶
- 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:

⁵ Samples of programs

⁶ 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
- 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. ⁷ 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 5/23/17⁸. Since then, additional town hall meetings are held annually, and are open to all faculty, staff and students.
- A new webpage⁹ 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 handbook¹⁰ 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.

⁷ Trina Gary presentation

⁸ See www.onthetablephl.org for details.

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

¹⁰ 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 2019¹¹. 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

¹¹ 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 handbook¹² and staff handbook¹³. 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 increases¹⁴. 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 reviews¹⁵ 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.

¹² Faculty handbook page 19

¹³ Staff handbook page 12

¹⁴ MFT contract Articles IV and V

¹⁵ 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^[1], 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^[2].

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^[3] 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.

^[1] 2020 Viewbook,

^[2] [At A Glance | Moore College](#)

^[3] 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.¹⁶ 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.¹⁷ 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.
 - Appendix¹⁸
- 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

¹⁶ Copy of Charter in the appendix

¹⁷ See Standard VI

¹⁸ 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](#)).