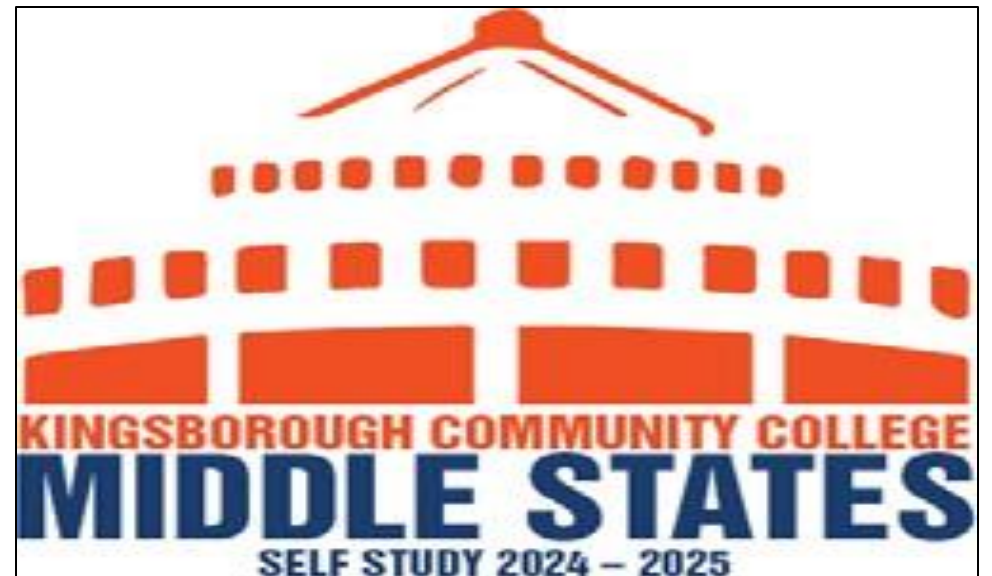


KCC Middle States Self-Study Standard 2- Ethics & Integrity



Standard 2 - Ethics & Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Criteria

A candidate or accredited institution possesses and demonstrates the following attributes or activities:

1. a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights;
2. a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives;
3. a grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial and assure that grievances are addressed promptly, appropriately, and equitably;
4. the avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents;
5. fair and impartial employment practices, including all phases of hiring, evaluation, promotion, discipline, and separation, with appropriate attention to diversity;

Standard 2 - Ethics & Integrity Criteria (Continued)

6. honesty & truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications;
7. as appropriate to its mission, has policies, services, or programs in place to:
 - a. promote diversity, equity, and inclusion;
 - b. promote affordability and accessibility;
 - c. enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt;
8. compliance with all applicable government laws and regulations and Commission policies and procedures, including but not limited to:
 - a. required information for students and the public;
 - b. representation of accreditation status;
 - c. full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates;
 - d. institution's compliance with the Commission's Requirements of Affiliation;
 - e. verification of student identity in distance and correspondence education;
 - f. substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion; and
9. periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.

Working Group Members

Standard 2: Ethics and Integrity

Co-chairs:

Cynthia Olvina, Administrative Specialist, Office of the Senior VP for Academic Affairs and Provost
Michael Sokolow, Associate Professor, Department of History, Philosophy, and Political Science

Name	Title/Department
John Acosta	Professor, Communications and Performing Arts
Carlos Arguelles	Associate Professor and Chairperson, Library
Mary Dawson	Professor, Biological Sciences
Asif Hussain	Assistant Vice President for Information Technology
Avery Mullen	Enrollment Registrar Director, Registrar
Gila Rohr	Deputy Director of Human Resources
Tisha Ulmer	Assistant Professor, English
Shaune Wallace-Bostic	Diversity Specialist, Office of Equal Opportunity & Diversity Management

Guiding Questions

How they were developed

- Provide support to each criteria we must possess and demonstrate.
- Multiple evidence that will support the LOI's.

Summary of the questions

- Academic freedom
- Respect & diversity campus wide
- Practices & policies (hiring, evaluation, promotion, etc.)
- Publication & communication transparency
- Financial options for students
- Compliance with federal, state policies
- Policies, practices, and assessments (College operations)

Plan to address the questions

- Review evidence
- Assess what we have
- Consider its successes & downfalls
- Provide a report with our findings