Academic Integrity Academic Senate Work

Steps Taken and Projects Completed:

Orf, Thompson	Research on Cheating with Test Banks
Orf, Vigallon, ?	Identification of and purchase of Proctorio
Gonzales, Korber, O'Herin, Vigallon, ?	Lobbying for and purchase of Turnitin.com
Garcia, ?	Identification of and purchase of Maxient, reporting software
Eagan, Gonzales, Spirn:	Research on Essay bots, CourseHero, Koofers, Quizlet, SparkNotes
	Creation of Internet "Study Tools" webpage on A.I. Website
Druley, Eagan, Garcia, Spirn, Gonzales:	Development of Academic Integrity Website
Gonzales, Spirn:	Development of Academic Honesty Smart Shop, Fall 2019
Eagan, Gonzales, Spirn:	Teaching of Academic Honesty Smart Shop, Fall 2019
Eagan, Gonzales, Spirn:	Fall 2019 town meeting break-out and flex presentation/discussion on Academic Integrity
Spirn	Update of RAW Center web page on paraphrasing and FAQ on plagiarism with links to library resources
Eagan, Gonzales, Sato:	Updated "The Least You Should Know about MLA" English 1A assignments
Library	LIBR 1 and 8 COR's updated
	Smart Shops on Citing & Avoiding Plagiarism, Better Sources, Better Grades, (Ex)Citing Research Workshop
	Purchase of Credo Instruct; Guidance for Instructors on Integrating Academic Integrity Module into Canvas
	Library website page on Citation Help with tab on Plagiarism

Projects Begun but Needing Further Attention:
(Consider What Senate Work vs. What Delegated to Other Stakeholders on Campus and at District)

Garcia, Rosefield, Tomlinson	Review and partial revision of BP and AP 5500, Student Code of Conduct (different group? Academic honesty only mentioned briefly)
Eagan:	Experiment with Providing Academic Honesty reminders and Guidance with Every Assignment: 104, 1AEX, 1A
Gonzales:	Research on other colleges' best practices, honor codes
Gonzales:	Students in Puente 1A doing inquiry research, including surveying students, on honor codes, specifically writing one, presenting it to students, and asking their opinions about their efficacy.
Gonzales:	SCFF proposal to identify, train, and pay students at student asst. rate to give Academic Honesty workshops in classes by teacher request

Further Work to Be Done:
(Consider What Senate Work vs. What Delegated to Other Stakeholders on Campus and at District)

BP/AP (year 1, spring)	Work with LPCSG, Chabot, and Vice Chancellor Ed. Srvcs. on 550

English/RAW/SS (year 1, spring)	Provide more RAW advice on academic honesty, importance of using tools to do one's own work, links to academic integrity website
	Update plagiarism presentation and quiz for 104, 1AEX
	Provide updated 1A/1AEX academic honesty labs for instructors
	Consider use of Gonzales' Academic Honesty unit or individually developed units in all 1A/1AEX classes
	Create Academic Honesty Smart Shop worksheet that summarizes workshop info
	Create Academic Honesty handout for RAW Center that is provided to every student, every visit
(year 2, fall)	Include more in course outlines about teaching the importance and satisfaction of doing one's own work; loop in with brain research, growth mindset (suggest same to library and tutorial?)
PD (year 1, spring)	Create Sample Syllabus Language on Academic Integrity, Penalties
	Create Sample Assignment Templates to Clarify Expectations
(year 1, 2, 3)	Support Academic Integrity workshop of some kind at every Flex Day
(year 2)	Best Practices for Teaching Academic Integrity, Doing Own Work
(year 2, 3)	PD for Faculty on Teaching Academic Integrity, Doing Own Work
LPCSG (year 1, spring?)	Student Honor Code
(year 2, fall)	Work with LPCSG on Events to Uplift Original Work, Celebrate Empowerment
DE/IT (year 2)	Consider purchasing Turnitin's Authorship
Tutorial (year 2)	Partnership between Tutorial Center and RAW Center on plagiarism?
	If SCFF proposal to identify, train, and pay students at student asst. rate to give Academic Honesty workshops in classes by teacher request doesn't go through, request funds elsewhere.
Marketing (year 2, spring?)	Video: Secure grant money to work with students/LPCSG on video (looping in AB705 and challenging curriculum): defining the terms, discussing the students' temptations and pressures to be academically dishonest -- then making an argument for why students should resist and resources for getting learning support.