

**Academic Integrity Team Goals**  
**Discussed on 10/28/2021**  
**Reviewed for comment on 12/9/2021**

**Big Picture - Mission and Vision Level**

- Develop and promote an institutional culture of academic integrity
- Adopt an equity-minded framework in all conversations, materials, and process involving academic integrity and/or misconduct
- Reframe campus-wide conversations about academic integrity and processes related to academic misconduct so that they are productive rather than punitive
- Create more opportunities for students to learn about the value academic integrity, as well as common violations and how to avoid them.
- Empower student voices in campus-wide conversations about academic integrity
- Promote consistent approaches among faculty to academic integrity and to suspected instances of academic misconduct
- Highlight and celebrate best practices in academic integrity work across campus among faculty and students

**Process Goals – Enacting the Mission and Vision**

- Pilot revised academic integrity module materials in certain sections among participating faculty (SP 22)
- Coordinate opportunities for students to engage in open, honest conversations about academic integrity and misconduct (SP 22 Culture and Community Circles Workshops)
- Identify specific factors that contribute to academic misconduct among students via surveys, focus groups, and/or workshops and develop materials that address those specific factors
- Create additional resources and materials about academic integrity and/or misconduct for students and faculty

For Students:

- Revise the GCCCD Student Code of Conduct and related materials
- Note: the whole thing needs revision, but the purview of this workgroup can be just the parts related to academic integrity. Since it's a district document, how do we approach this?
- Create brochures for students?
- Develop different or additional orientation videos or other materials for students? (I believe the last consensus was to use a revised version of the Lesson 1 that Marissa created and develop a certification process around it so that it can be used in classes OR orientation materials)
- Create content for web page(s) on academic integrity and misconduct for Student Affairs site that is geared toward students

For Faculty:

- Hold focus groups and/or PD workshops for faculty to better understand current faculty mindsets toward and practices regarding academic integrity and/or misconduct
- Update faculty resources (handbook, brochure, Canvas) with content related to academic integrity and how to approach academic misconduct, including content for syllabus, instructions for referrals, resources for Canvas shells, etc.
- Create content for web page(s) on academic integrity and misconduct for Student Affairs site that is geared toward faculty
- Review details academic misconduct processes with an eye toward potential revisions for equity-minded, restorative approaches that more effectively promote academic integrity and discourage subsequent violations

***Note: Wondering about further breaking these process steps into:***

- Information gathering: further research into misconduct process, discussions with students, discussions with faculty
- Materials creation: all listed above, by student audience and then faculty audiences
- Process revision: change formal and informal processes related to misconduct