

March 2011

✦ An Interview with Jane Duncan, Program Supervisor, the Orange County One-Stop Center ✦

News & Views: Where are you from originally, and what was it like growing up there?

Jane Duncan: I am a “Jersey” girl by birth, but my family journeyed west to sunny California in 1964. I was raised in Walnut, California, a rural area, outside of Los Angeles in the San Gabriel Valley. I lived there for almost twenty years before moving to Fullerton.

Growing up in Walnut was fun. There were a lot of kids in our neighborhood, and we spent our summers swimming and going to the beach. We rode motorcycles in the hills behind our house and did a lot of roller skating. I remember early dinners and a large group of us getting together every night during the summer playing guitars and riding bikes. Good times.

N&V: Tell me about your family.

J.D.: I am one of six children, and I am number five in the line-up. My parents were both only children, so I do not have any aunts, uncles, or cousins. With the exception of my oldest sister, we all live in California. In the last two years, my family has experienced some loss—first with the passing of my sister to a long battle with cancer and then my mom last July from a stroke.

I have been married for 25 years to my husband, Craig, and we have two grown children. My daughter is a recent graduate of Cal State Fullerton,



and my son currently attends my alma mater, Cal Poly Pomona. Craig and I are “empty nesters” and are currently building a house near Yosemite.

N&V: Aside from your parents, who have been your most influential mentors?

J.D.: My first mentor was my high school coach. She taught me to always strive for excellence.

Continued on next page ⇨

Jane, continued

In addition, she opened my eyes to the meaning of the word competition and what it takes to achieve greatness. I didn't realize until much later in life that she was the single most important influence on me, and I often remember her strong words.

For those people who know me well, I often talk about my "Inner Circle." These are people who I trust and rely on for advice and support. I am very blessed to have such a strong base of family and friends to keep me grounded and on track.

N&V: Tell me about the One-Stop Centers. I imagine that these are busy times for you.

We are extremely busy right now with the number of folks that are unemployed and coming into our centers for service. With that said, we are even more determined to look for new and better ways to serve people to get them back to work. Job searching has drastically changed over the years, and many of our customers need guidance with creating a quality resume and where to network to give them the most opportunity for success. We have added a new "Navigating the One-Stop" presentation every morning in our resource room that gets people started in the right direction. Our program is evolving into a more action-oriented approach so that job seekers understand that looking for a job is a full-time endeavor. I encourage all Coastliners to come by and listen to one of these sessions.

N&V: How can the One-Stop Centers and Coastline work together more closely?

J.D.: I think the first step is to gain knowledge about what we all have to offer and move toward seeking new opportunities for us to work together—whether it be through an existing grant or a new one. I recently attended the Coastline Leadership Academy and learned so much about some of our Coastline family and the projects at our different centers.

N&V: What is a typical day like for you?

J.D.: No two days at the One-Stop are the same; however, I always start my day by focusing on the issues that directly impact a customer such as processing requests for training or emergency services for rent, transportation, or food. Many of our customers are in dire financial positions, and these small requests make a big difference in their lives.

I usually make a run through the center and answer any questions from my staff and address any pending issues. I respond to emails and return calls. I respond to any customer complaints or successes (I prefer the latter!).

In the last couple of months, I have devoted more time to our customers by being more visible in our resource room. Customers are our business, and hearing their needs always helps in our mission to better serve them.

N&V: What has being a manager at the One-Stop taught you? How has it changed you?

J.D.: It has taught me to have a greater sense of urgency when people ask for or need something in order to change their current situation and that being unemployed is not an easy time in people's lives. We need to serve them well!

I don't know that being a manager at the One-Stop has single-handedly changed me. I have had some life-changing experiences in the last couple of years that have made me more aware of others around me, and I am choosing to live and react to situations differently than I did five years ago.

N&V: What do you do in your free time?

J.D.: My husband and I are building a new house, so we spend all of our spare time meeting with contractors or shopping for all of the things that need to go into it. We also walk the dog a lot!





Promoting Academic Honesty

Submitted by Gayle Berggren, Ph.D.

Professor of Psychology

Three times, in as many recent months, I have had the unfortunate experience of discovering academic dishonesty among my merry band of followers whom I have dedicated myself to leading to academic success, personal satisfaction, and future riches via educational goal attainment. My first reaction was anger, then disappointment, then disillusionment and frustration.

The first case of academic dishonesty involved a student who submitted a paper that included the words “click here if you want to find out more about this topic.” It wasn’t hard for me to capture a whole paragraph, paste it into Google, and easily discover that the entire paper had been copied from an Internet source. The second case of dishonesty is a longer, more complicated story, but it involved a student who made a copy of my online final exam, and not realizing that my test came from a “larger bank” of randomized questions, kept asking for re-tests claiming technical difficulties. The student was finally asked to sit for a proctored on-site paper test version and was then caught with the test copy which she brought with her for the on-site re-test. The third case of dishonesty was discovered by a student who, astonished, saw with her own eyes that another student had simply plagiarized her careful and substantial discussion board posting, and reworded it, re-posting it as her own.

We can all share examples of academic dishonesty, and most of us include some warning in our syllabi or a link directing students to our college *Academic Honesty Policy* online or in the most current *College Catalog*, telling students of what the penalty will be if they “are dishonest.” In only one of my courses do I specifically teach about plagiarism and how to make proper citations, and students know their papers will be submitted to a plagiarism checker (if you are interested in setting up TurnItIn plagiarism checking for your course, contact Librarian Cheryl Stewart for assistance at cstewart@coastline.edu). In most of my other courses, however, I have been simply telling students “they are responsible for knowing the contents” of the Academic Honesty Policy, but experts suggest that more is needed. Indeed, it is up to us to *teach* students what academic honesty is, to model it, and to promote a culture of integrity and ethical scholarly inquiry. The best way to reduce incidents of academic dishonesty is to be proactive—to develop a college atmosphere of integrity and responsibility, and to draw parallels about how these behaviors in academia correspond to those of ethical decision-making in the workplace and everyday life.

Continued on next page ⇨

Academic Honesty, *continued*

On its website, the Accreditation Commission has posted a document titled *Best Practice Strategies to Promote Academic Integrity in Online Education*. This document lists numerous suggestions for promoting academic integrity that are also useful for classroom and other types of courses, in addition to online courses. Here are just a few of their ideas that you are sure to find useful:

1. Encourage faculty to report every suspected violation and act upon it. (To file a report, get a copy of Coastline's *Academic Dishonesty Report* form from the Admissions and Records Office or request one to be sent to you through inter-office mail.)
2. State the academic integrity/academic honesty policy and discuss it early in the course.
3. Require student engagement with the academic integrity policy. For example:
 - Ask students for their input on how to create a community of integrity at the start of the course. This establishes the students as stakeholders in the community and the process of its formation.
 - Ask students to reflect on the academic integrity policy in the discussion board.
 - Include a lesson on avoiding plagiarism.
4. Ask students follow-up questions to assignments such as, "Expand upon this statement you made," or "Tell me why you chose this phrase, description, or reference."



Academic News & Views

Editor: Ken Leighton
Articles and information of interest to faculty members are invited.
Send To: Ken Leighton
Coastline Community College
kleighton@coastline.edu

2010-2011 Academic Senate Executive Board

President: Nancy Jones
Vice President (Committees): Pedro Gutierrez
Vice President (Legislature): Jeanne Oelstrom
Treasurer: Ann Holliday
Recording Secretary/Curriculum
Co-Chair: Marilyn Fry
Corresponding Secretary: Ken Leighton
Parliamentarian: Cheryl Chapman
Curriculum Co-Chair: Margaret Lovig
Academic Senate: (714) 241-6157



Coastline Community College
11460 Warner Avenue
Fountain Valley, CA 92708-2597
(714) 546-7600
<http://coastline.edu>

Mission Statement: Coastline Community College is committed to academic excellence by providing accessible, flexible, quality education to students within and beyond the traditional classroom.

**Coastline Community College—
President:** Loretta P. Adrian, Ph.D.

**Coast Community College District—
Board of Trustees:**
David A. Grant
Mary L. Hornbuckle
Jim Moreno
Jerry Patterson
Lorraine Prinsky, Ph.D.
Lee Fuller, Student Trustee

Chancellor:
Ding-Jo H. Currie, Ph.D.

Non-Discrimination Statement: It is the policy of the Coast Community College District to provide all persons with equal employment and educational opportunities regardless of race, color, sex, national origin, religion, age, handicap, marital or Vietnam-era status.

REV DEC 2010