

ACADEMIC INTEGRITY REPORT – ACADEMIC YEAR 2018-2019

Prepared by Mark Johnson (Academic Integrity Director)

Relation to the Strategic Plan

Integrity lies at the center of some of our core values at Marquette University and is a central component in the pursuit of academic excellence. Activities of the Academic Integrity Council support two of the strategic themes in particular: 1) Pursuit of Academic Excellence for Well Being and; 2) Formation of the Mind and the Heart. Academic integrity is fundamental to academic excellence, since without it there is no way to determine the excellence of our students. If the students' work is not their own, then how do faculty know whom they are evaluating? Additionally, integrity is an essential virtue for the development of our students as future leaders in their life beyond the academy.

Executive Summary

This past academic year was the fourth year of the new policies and procedures and the first year of the new director's term. Little change has occurred since the third year processes, and the focus of the new director was to learn and experience the Council's processes in action (whose fruit will be to review not so much the current processes as to review the language in the Council's documentation, such as definitions and examples of certain kinds of violation). The Academic Integrity Coordinator graduated from his MA program, so one objective of the year was finding a replacement for him, a decision made in February 2019. The new Coordinator will start in August of 2019 and will have a two-year term (which will coincide with the Director's second and third years of a three-year term; clear and ready-to-hand documentation of the Council's activities will be therefore be key for office function and continuity).

Administration of Academic Misconduct Cases

- Trained 10 new faculty council members as investigative officers (IOs)
- Trained 10 new faculty and 12 new student AI council members as hearing board members
- Administered 119 cases in involving 200 students (slightly higher than last year's 117 cases involving 173 students)
- Surveyed all faculty and students involved in the academic misconduct cases in 2018-19

Fostering Academic Integrity

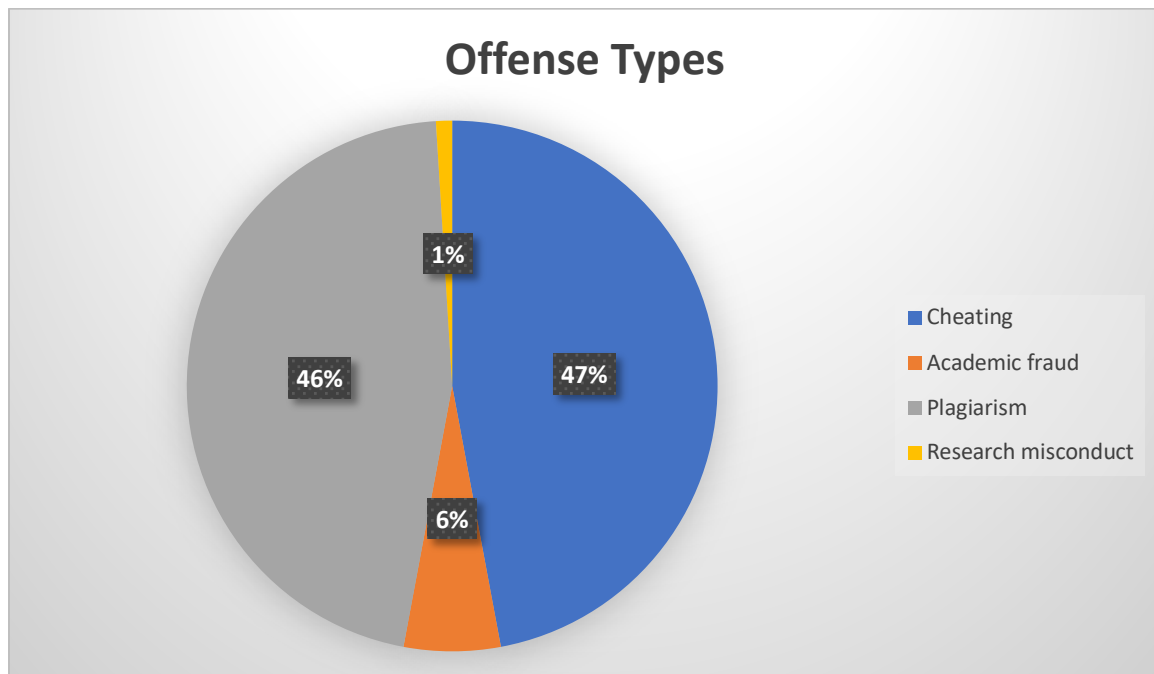
In addition to administering cases of academic misconduct on campus, a goal of the office is to promote academic integrity among both faculty and students. This takes place in individual meetings with students and faculty, in presentations primarily to graduate student assistants

and faculty in advance of the upcoming school year (usually in August and early September), as well as in campus wide presentations by outside speakers. Some of the highlights of the past year are:

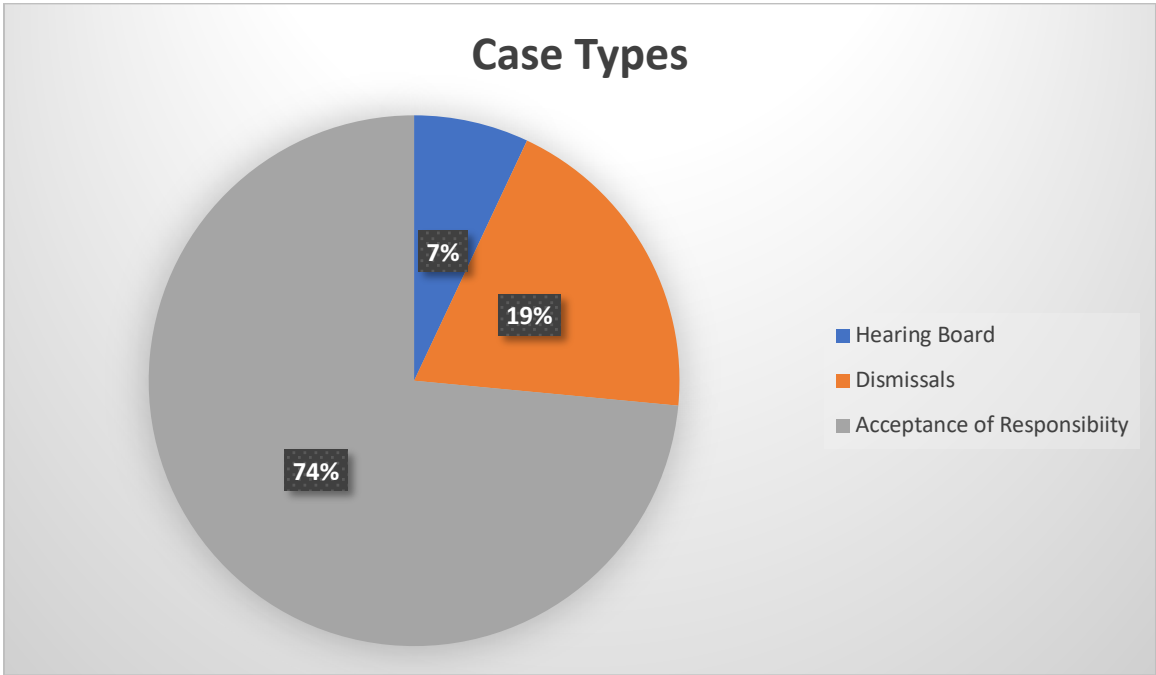
- Numerous sit-down meetings with students as part of their sanctions, to learn more about their mindset, and to explain in troublesome cases the importance of academic integrity
- Presentations to faculty and teaching assistants in Speech Pathology, Biological Sciences, History, Psychology, and Theology.
- The current Academic Integrity Director (Mark Johnson), attended the International Center for Academic Integrity Conference in New Orleans, LA, in early March, 2019.

Academic misconduct cases

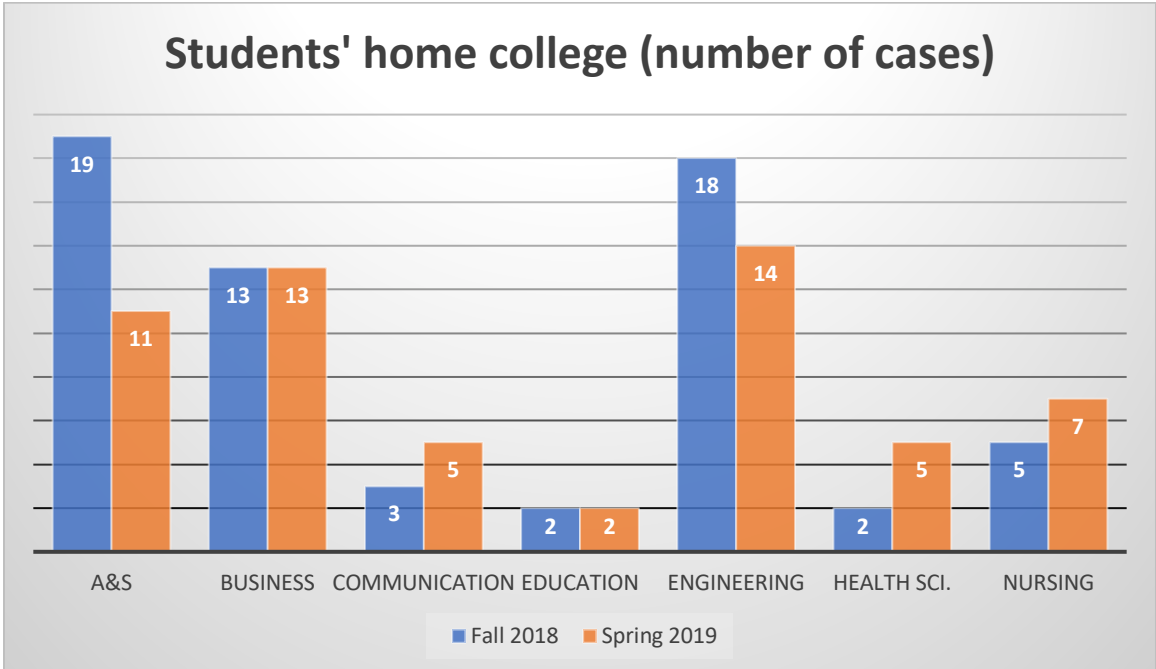
This year continued the upward shift of more cheating than plagiarism—possibly because some cases in computer programming made more sense as ‘cheating’ than as ‘plagiarism.’ Approximately 95% of the students were first offenders, with around 5% as second offenders. No students were suspended or expelled for Academic Integrity reasons this Academic Year.



The ratio of students whose cases were dismissed, those who accepted responsibility and an expedited sanction, and those who went to a full hearing, varied from the numbers of last year. Of the 200 students for AY18–19, 14 went to a Hearing Board (7.0%), with 10 of the 14 resulting in dismissals. 39 students (19%) had their cases dismissed by the investigative process, and 147 students accepted responsibility via the expedited review process (74%). This year’s dismissal rate tracks generally with last year’s 17%, but the 74% acceptance of responsibility approaches a ten-percent increase over last year, with a conjoined drop in the percentage of cases that went to a hearing board (last year’s 16% to this year’s 7%). Why this occurred is uncertain.

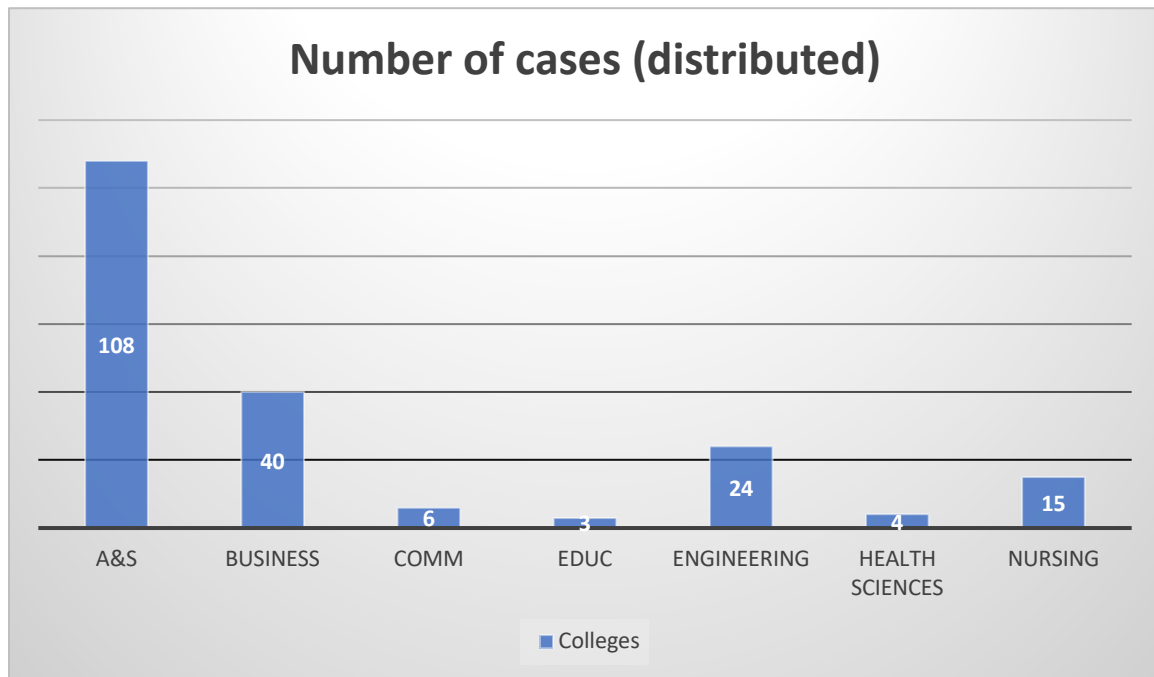


Analyzing the students by home college, the largest percentage of offenders remains our largest undergraduate colleges: Business Administration, Arts and Sciences, and Engineering.



On average, reports were filed on 2% of the entire undergraduate student population (same as last year). The reports filed on business administration and engineering students were also in keeping with last year. It remains true that the largest percentage of Colleges or Schools

against which offences are alleged is our largest undergraduate colleges: Arts and Sciences, Business Administration, and Engineering.



Thoughts for the Coming Year

In his second year the Director plans to:

- Address the worrying 71% of dismissal verdicts in hearing boards (HB). The HB's job is *not* to decide what the alleged violation is. It is rather to determine whether the evidence supports a finding by a preponderance of the evidence. Tightened language of documentation, greater coordination with reporters (e.g., the Office of Disability Services) and better hearing board training will help.
- Attend to why there were more case-closures via expedited review (ER) and why fewer hearing boards. Could it be that there are better investigations by experienced officers?
- Reach out to other member institutions of the AJCU to consider whether there is a distinctly Jesuit way in which academic integrity could be thought of, and possibly work towards an academic paper on that topic, with presentation at an upcoming International Center for Academic Integrity (ICAI) conference.
- Work to improve AIC office activity via use of the Microsoft tools the University is already paying for (e.g., use of Microsoft Flow to automate repetitious and error-prone activities, such as folder-naming, producing boilerplate documents, etc.).
- Above all, work to make the documents our members use more intuitive and protective from error, via formatting and easy-to-use check-boxes, drop-down menus, and auto-filling. The goal is to allow AIC members to send only MS Word documents (not PDFs).

Respectfully submitted,

Mark F. Johnson