

## Academic Integrity Report — AY 2024-2025

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### Relation to the Strategic Plan

Integrity is a concord between what we say and what we do, honesty with those with whom we come into contact. If we at Marquette University exist to “scrutinize reality with the methods proper to each academic discipline” in the pursuit of truth (Pope St. John Paul II, *Ex corde ecclesiae* §15), integrity is essential for our task. Truth cannot be pursued in any coherent sense along with duplicity or knowing falsehood.

Seen in this light—as truth pursued in a scholarly community—the university’s mission demands academic integrity as a matter of justice, what is owed by each person to others in their community. While the Academic Integrity Office can feel like “the plagiarism police,” our guiding desire is to support students’ own discipline as they navigate the challenges and successes of their time at Marquette. This disciplinary focus falls particularly within the purview of the first theme from the new Strategic Plan: Thriving Students. While this may seem counterintuitive at first blush, instilling a sense of integrity through disciplinary action when one’s self-discipline falters is intended to help the student in question reintegrate into the full trust of the academic community. In addition, ensuring a culture of academic integrity helps the larger community of students know that their own work is evaluated soundly and their degree not only stands for particular forms of knowledge but also is supported by standards of fairness and truthfulness. For students to succeed not only in the sense of obtaining a degree—the credentials that university education offers the world beyond its walls—but in the larger sense of becoming mature, clear-sighted, and ethical actors in the world, integrity confirms the soundness of their path.

### Executive Summary

The 2024-2025 Academic Year was one of ongoing partnership and contributing to the larger community’s understanding of integrity on campus. Changes to the Bulletins, participation in campus fora on generative software and the role of participating faculty on campus, and outreach to the local and national public filled the year.

### Administration of Academic Misconduct Cases

- This year we had 26 faculty investigative officers (IOs)
- This year we also had 17 students available to serve on hearing boards
- In total, the AIC administered 165 cases

## Fostering Academic Integrity

While the lion's share of the labor in the Academic Integrity Office is occupied with the processing of cases, we also desire to be a constructive and positive presence on campus that promotes integrity in all academic work. This involves lots of one-on-one discussions with faculty, staff, and students, but also takes more formal guises. This year:

- **Bulletin changes:** Throughout the end of fall term and the beginning of spring term, the Office initiated several changes to the Undergraduate and Graduate Bulletins. A number of changes concerned the policies and procedures of the Office's disciplinary function, which we hope will streamline the process for administrators and students alike. Two changes with broader implications for the MU community were 1) inserting an explicit acknowledgment that the use of generative software without attribution constitutes plagiarism, like any lack of attribution in academic work (which had the unanimous support of the Academic Integrity Council's Executive Committee), and 2) changing the title of the AIC faculty member who investigates a given case from "Investigating Officer" to "AIC Case Representative" to preclude any undue strain on students from encountering the unnecessarily harsh-sounding term "officer." These changes had to pass muster with UBUS and UBGs and be finally approved by UAS. Both of these small but significant changes are aimed at providing clarity and mutual understanding among faculty and students in the MU community, in keeping with the Strategic Plan's themes of Thriving Students and a Healthy Campus.
- **Guest speakers:** With the support of the Department of Theology and the Center for the Advancement of the Humanities, the Office organized an event with two guest speakers, Dr. Mariele Courtois and Dr. Luis Vera, for Mission Week. Drs. Courtois and Vera, both theologians working at the intersection of theology and technology, offered brief talks on "Human Hope in a Pro-Automation Age" to an audience of over fifty people, guiding small group discussions for the remainder of the hour; met with graduate students in Theology; and had dinner with faculty from Theology, sparking new conversations on MU's campus around digital technologies and MU's Catholic, Jesuit identity. This eventful day was intended to support the Jesuit Universal Apostolic Preference of Journeying with Youth toward a hope-filled future and our Strategic Plan's theme of Caring for the World, especially as a Catholic institution of higher education can bring theological methods and notions to the discussion of technology that secular institutions may not be willing to.

- **Speaking events and Public Scholarship:** As part of the work that the Office does in supporting a culture of integrity on campus and contributing to the larger discourse around integrity in higher education generally, I have continued contributing to live and written discussions. This also is a creative way that the Office can support the Strategic Plan's theme of Care for the World. The vantage point that administering a disciplinary office that reaches across campus provides—especially in light of sustained dialogue with instructors, students, staff, and administrators—offers me a unique angle to think about pressing issues in a public way that, I have heard from colleagues at other institutions and people in the broader public, helps them think through their own perspectives on integrity and on generative software's role in education. In July and August, two essays on the intersection of generative software and higher education (couched particularly in anthropological angles) appeared in the public-facing journals *Dappled Things* and *Plough*. In the fall, I also sat on panels to discuss the state of affairs surrounding generative software and higher education for the Klingler College of Arts and Sciences Leadership Team and for a public screening of the Swiss documentary, *The End of Humanity*, both at Dean Heidi Bostic's request. In January, I was also a guest speaker on the same set of issues for All-In Milwaukee (a local nonprofit that supports first generation higher ed students in the Milwaukee area) at their winter retreat.

## Academic Misconduct Case Types

In the Fall term, the Council processed 14 cases of cheating, 65 of plagiarism, 1 of fraud, and 1 of multiple infractions.

In the Spring term, investigations resulted in the finding of 33 cases of cheating, 46 of plagiarism, and 5 of fraud.

For the full academic year, the Council processed 47 cases of cheating, 111 of plagiarism, 6 of fraud, and 1 of multiple infractions.

## Case Outcomes

In the Fall term, 52 cases were resolved with Expedited Review (in which a student is offered the opportunity to admit to wrongdoing for a genuine but not severe sanction without a full hearing), 19 with Dismissal, and 10 with a Full Hearing that found a violation.

In the Spring term, 61 cases were resolved with Expedited Review, 14 with Dismissal, and 9 with a Full Hearing that found a violation.

For the full academic year, this resulted in 113 Expedited Reviews, 33 Dismissals, and 19 Full Hearings.

## Students' Home College (Number of Cases)

The various colleges had the following number of cases.

For the Fall term: College of Business Administration: 10; Klingler College of Arts and Sciences: 18; College of Education: 3; Graduate School: 15; College of Health Sciences: 15; Diederich College of Communication: 4; Opus College of Engineering: 9; College of Nursing: 7.

For the Spring term: College of Business Administration: 15; Klingler College of Arts and Sciences: 15; College of Education: 0; Graduate School: 15; College of Health Sciences: 11; Diederich College of Communication: 5; Opus College of Engineering: 5; College of Nursing: 18.

For the full academic year: College of Business Administration: 25; Klingler College of Arts and Sciences: 33; College of Education: 3; Graduate School: 30; College of Health Sciences: 26; Diederich College of Communication: 9; Opus College of Engineering: 14; College of Nursing: 25.



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