

## Academic Integrity Report — AY 2023-2024

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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. 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 2023-2024 Academic Year was one of continued outreach and building relationships between the office and other units on campus. Ongoing meetings and/or initiatives between the director and coordinator with members of the Center for Teaching and Learning, Raynor Library, the Ott Memorial Writing Center, the Academic Resource Center, the Office of International Education, the University Board of Graduate Studies, and the University Board of Undergraduate Studies resulted in better processes and resources for students and faculty alike.

### Administration of Academic Misconduct Cases

- This year we had 26 faculty investigative officers (IOs)
- This year we also had 15 students available to serve on hearing boards
- In total, the AIC administered 227 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:

- The CTL has been instrumental in helping the Academic Integrity Office relay messages to faculty and for discerning together the best ways to support instructors, especially as generative software (“artificial intelligence”) continues to call into question old habits in higher education. In addition to the joint statement presented to the university community in the summer of 2023, the CTL also helped substantially with the revising of the Academic Integrity Tutorial and its expansion (to include a module on generative software) in the spring and summer of 2024.
- With a key partner at Raynor Library, the office also co-wrote a Research Guide on “generative” technologies, based in the Jesuit order's Universal Apostolic Preferences and Jesuit education's foundation in justice. This guide is intended to be a support to the whole university community for starting to understand the technology itself, but also how it intersects with a number of issues in the larger world—labor, notions of what a human being is, education, ecology, etc.
- In consultation with the AIC's Executive Committee, the office also proposed a change to the handbook's policies and procedures related to cases in which students in question do not respond to office outreach. After presenting the proposal to UBUS and UBGS, the director presented the proposal to University Academic Senate, which approved the proposal beginning in the 2024-2025 Academic Year. The director concurrently presented a status update of the office's structure, mission, and perspectives to UAS.
- Finally, stemming directly from the director's work in Academic Integrity, a series of essays were written and published by a peer-reviewed journal, online magazine, professional journal, and literary journals between winter and summer of 2024. These essays contributed to the ongoing discussions related to the nature of academic integrity at Catholic institutions of higher education and the relationship of students and faculty vis-à-vis the presence and use of generative software.

## Academic Misconduct Case Types

In the Fall term, investigations resulted in the finding of 20 cases of cheating, 52 of plagiarism, none of fraud, and 6 of multiple infractions.

In the Spring term, investigations resulted in the finding of 80 cases of cheating, 59 of plagiarism, and 2 of fraud, 4 of multiple infractions, and 4 of research misconduct.

For the full academic year, investigations resulted in the finding of 100 cases of cheating, 111 of plagiarism, 2 of fraud, 10 of multiple infractions, and 4 of research misconduct.

## Case Outcomes

In the Fall term, 65 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), 10 with Dismissal, and 3 with a Full Hearing.

In the Spring term, 87 cases were resolved with Expedited Review, 51 with Dismissal, and 11 with a Full Hearing.

For the full academic year, this resulted in 152 Expedited Reviews, 61 Dismissals, and 14 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: 17; Klingler College of Arts and Sciences: 21; College of Education: 2; Graduate School: 5; College of Health Sciences: 11; Diederich College of Communication: 5; Opus College of Engineering: 13; College of Nursing: 4.

For the Spring term: College of Business Administration: 21; Klingler College of Arts and Sciences: 32; College of Education: 6; Graduate School: 60; College of Health Sciences: 12; Diederich College of Communication: 5; Opus College of Engineering: 2; College of Nursing: 11.

For the full academic year: College of Business Administration: 38; Klingler College of Arts and Sciences: 53; College of Education: 8; Graduate School: 65; College of Health Sciences: 23; Diederich College of Communication: 10; Opus College of Engineering: 15; College of Nursing: 15.

## Thoughts for the Coming Year

In the coming year, the Director plans to:

- Collaborate with CTL, Raynor Library, and MU CIO to communicate with the campus community regarding potential faculty use and non-use of generative software
- Search for new opportunities to share the message of academic integrity with classes, faculty, and other groups on campus
- Invite student members of AIC to brainstorm new ways they can be involved and engage the student population at large in formation concerning and promotion of academic integrity
- Organize a speaking event on academic integrity with other units on campus
- Discern with Executive Committee and put into place more regular ways of assigning casework during summer months
- Continue discussions with other units on campus to discern how we can collaborate most effectively for our students



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