

Prepared by Mark Johnson (Academic Integrity Director)

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Integrity lies at the center of our core values at Marquette University and is central to the pursuit of academic excellence. Integrity becomes even more important when we humans are reminded of the shifting sands of our life on Earth, dependent upon the constants of our world, yet reacting to sudden, humankind-affecting change, such as COVID-19 has been. In times of uncertainty, trust and truth is precious, when it can be found,

The Academic Integrity Council supports two of our strategic themes in particular: 1) Pursuit of Academic Excellence for Well Being; 2) Formation of the Mind and the Heart. Academic integrity is fundamental to academic excellence; without it there is no way to determine the excellence of our students. If 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.

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This past academic year was the seventh year of the new policies and procedures and the third of the director's three-year term. The Director studied and collaborated on both the Council's general and detailed processes, because at times the timing and quantity of the Council's workload meant that the work just had to be shared between the Council's Coordinator (Tyler Haro) and the Director. A benefit of the work resulted, again, in increased awareness of places where efficiencies could be produced with intelligent choices regarding data-design and use of software tools that would expedite document-production. More on that later.

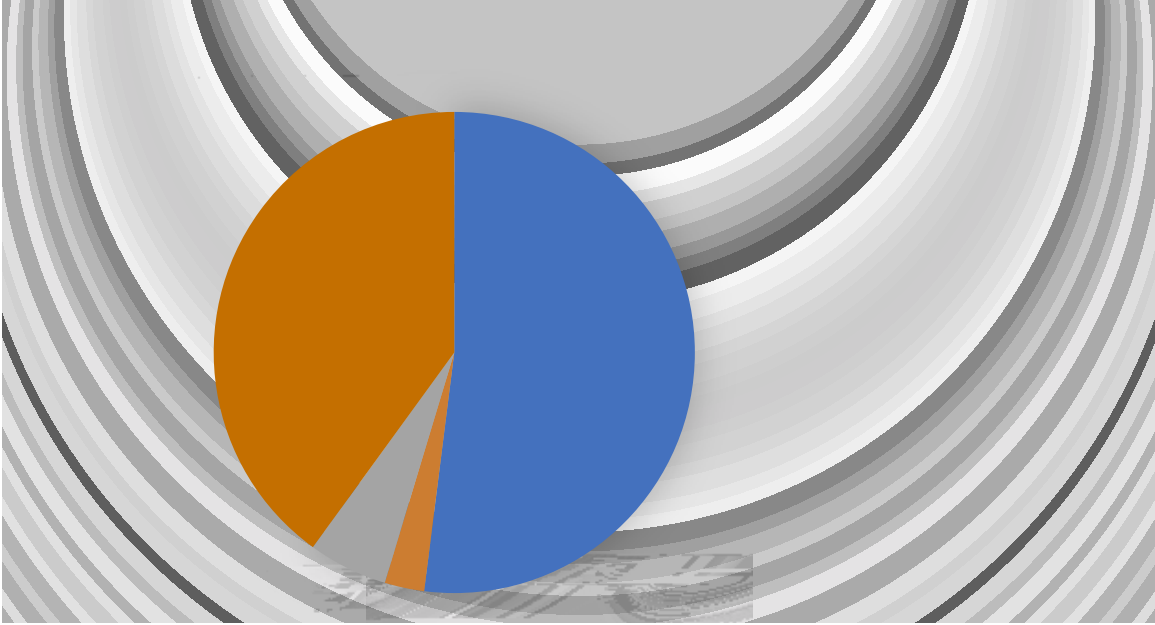
The academic year was marked by the continuation of the novel coronavirus (COVID-19),

The flow of the year's and last summer's cases (with another swell at the very end of the first semester) showed again how the AIC office's processes do not scale well. With every AIC case defaulting to an average of nine Microsoft Word documents per student, plus innumerable e-mail communications to at least six people, and the need to gather key data manually from University web sites, the office was pressed

were first offenders, with 2.5% as second offenders. No students were suspended or expelled for Academic Integrity reasons this Academic Year.

Offense Types

Some comment is warranted about the types of offense we experienced this year. Dishonesty is the common thread running through all types of academic misconduct, and while cheating seems to have a character that is easy to define and detect, other types of misconduct of boundaries that can overlap. Plagiarism, for instance, is the use of ideas or text from someone else without proper attribution in an academic paper. But if one uses another's paper entirely, and then submits it, we think of that "use of ideas or text from someone else without proper attribution" as fraud. In both semesters we encountered instances of fraud where students would obtain Marquette University assignments that had been completed in the past, and then simply submit them as though they were the student's own, changing only the name of the student, and other simple information (e.g., date, course number, MUID number, etc.). It is timesaving



Case Outcomes

The ratio of students whose cases were dismissed, those who accepted responsibility and an expedited sanction, and those who went to a full hearing, have produced a general ratio of three out of four cases having a student accept responsibility for academic misconduct via the Council's 'Expedited Review offer.' Here the Council makes an offer to the student to bring their case to a swift conclusion with a genuine but not severe class sanction (e.g., receiving a zero for an assignment where misconduct occurred, rather than, say, the loss of an entire letter grade for the course). Of the 160 total students on the AIC docket for AY20-21, 1 went to a Hearing Board, resulting in a finding. 61 students (~38%) had their cases dismissed by the investigative process, and 96 students accepted responsibility via the expedited review process (60%). This year's increased dismissal rate reflects the fact that the Council's Investigative Officers (IOs) understood that certainties were few during the pandemic, and that erring on the side of caution was prudent.



Students' Home College (number of cases)

Analyzing the students by home college, the largest percentage of offenders remains tied to our largest undergraduate colleges. Arts and Sciences and Engineering contain the highest number of student cases, with an increase noticed from students in Health Sciences.

Number of Cases (distributed across units)

The chart that follows reveals an eye-popping slant towards the College of Arts and Sciences as being the unit that had the most cases occurring in

Thoughts for the Coming Year

In his fourth year the Director plans to:

- ! Continue the digital organization of the Council's documents in its SharePoint site.
- ! Prepare and make available videos and audio-recordings for ready consultation by faculty and students on the processes and features of the Council's activities. Having links to click that can provide instant information without the need to ferret through long web pages will increase understanding of the meaning and import of the Council's work.
- ! Visit with the Council's Deans' Representatives about upd