

Academic Integrity Report – Academic Year 2017-2018

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Relation to the Strategic Plan

Academic integrity lies at the center of some of our core values at Marquette University and is a crucial component in the pursuit of academic excellence. Activities of the Academic Integrity office support two of the strategic themes: Pursuit of Academic Excellence for Well Being and Formation of the Mind and the Heart. Academic integrity is a fundamental trait of academic excellence since without it, there is no way of evaluating the excellence of our students. Additionally, integrity is an essential value for the development of future leaders among our students in their life beyond the academy.

Executive Summary

This past academic year was the third year of the new policies and procedures and the third and final year of the inaugural director's term. After making some slight adjustments of the process between years one and two, little was changed in the process for year three. This was the first year in which the Academic Integrity Coordinator was a graduate assistant receiving a stipend and tuition credits rather than an hourly employee.

Administration of Academic Misconduct Cases

- Trained all 8 new faculty AI council members as investigative officers.
- Trained all 8 new faculty and 20 new student AI council members as hearing board members.
- Administered 117 cases involving 173 students (down from last year's total of 214 students).
- Surveyed all faculty and students involved in the academic misconduct cases in 2017-18.
- The academic integrity tutorials have been redesigned to not use Flashplayer and for enhanced accessibility.

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, as well as in campus wide presentations by outside speakers. Some of the highlights of the past year are:

- Presentations to faculty and teaching assistants in Speech Pathology, Biological Sciences, History, Psychology, and First Year English.
- Hosted Dr. Fabrice Jotterand, Associate Professor of Bioethics and Medical Humanities and the Director of the Graduate Program in Bioethics at the Medical College of Wisconsin on March 26, 2018.
 - Dr. Jotterand gave a public lecture entitled "Integrity and Habits of the Heart" which was attended by approximately 70 students and faculty (mostly students).
 - Dr. Jotterand attended a dinner with members of the Academic Integrity Council.
- Hosted Mr. William O'Rourke, retired from Alcoa where he served in many different leadership roles including President of Alcoa-Russia and is currently a member of the Board of Trustees for John Carroll University on April 9, 2018.
 - Mr. O'Rourke attended a luncheon with faculty members in the College of Business.
 - Mr. O'Rourke gave a public lecture entitled "Leading with Integrity" which was attended by approximately 150 students and faculty (mostly students).
 - Mr. O'Rourke attended a dinner with members of the Academic Integrity Council.
- The current Academic Integrity Director and her successor, Dr. Mark Johnson, attended the International Center for Academic Integrity Conference in Richmond, VA in early March.

Academic misconduct cases

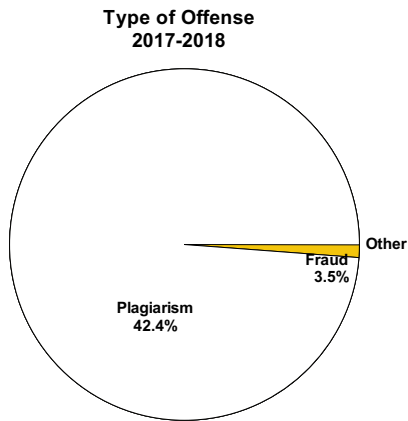


Figure 1 – Distribution of the type offenses as a percent of the total number of students involved.

There was a slight shift in type of violation with more incidences of cheating than plagiarism. The cases against 17.8% of the students were dismissed, 65.5% resulted in acceptance of responsibility and an expedited sanction, and 16.1% went to a full hearing, which is nearly identical to last year. 89.6% of the students were first offenders, 8.0% were second offenders and two individuals had more than two offenses in the 2017-18 academic year. Analyzing the students by home college, the largest percent of offenders were in the largest undergraduate colleges: Arts and Sciences, Business Administration and Engineering. On average, reports were filed on 2.10% of the entire undergraduate student population (same as last year), however, the reports filed on business administration and engineering students were higher at 4.1%, and 2.4%, respectively. The remaining colleges were all under 2% reported students. Over 50% of all reported violations were from classes in Arts and Sciences, suggesting that students more frequently commit misconduct in core classes than in their major (figure 2).

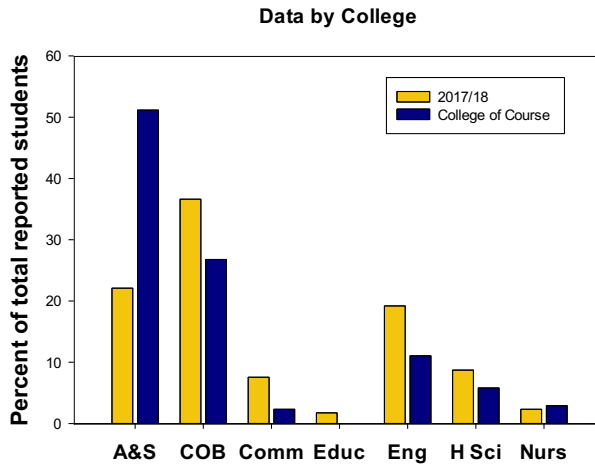


Figure 2 – Percent of students for which reports were filed based on home college (yellow bar) or the college of the course in which the violation occurred (blue bar).

Survey results

A Qualtrics survey was developed to assess our process with both students and faculty in AY15. The same survey has been administered every semester to allow comparisons as we work on refining our procedure. The survey consists of many questions, but I will just highlight some key questions that were asked. The surveys were not identical between students and faculty but many of the questions were written in a way to allow a comparison of the student and faculty view point. One question asked was whether the student was treated fairly in the process. Of course, it is expected that some student would not feel that they were treated fairly but overall, between 76 and 88% of the students agreed or somewhat agreed with the statement that they were treated fairly whereas 98-100% of the faculty agreed or somewhat agreed with the statement that the student was treated fairly. With regards to the leniency or harshness of the sanctions, the results were somewhat surprising.

Statement to student	Response	AY15	AY16	AY17
How would you rate the final sanction you received?	Very lenient	0%	11%	19%
	Somewhat lenient	12%	6%	12%
	Just right	39%	52%	38%
	Somewhat harsh	39%	31%	19%
	Very harsh	10%	0%	12%
Statement to Faculty	Response	AY15	AY16	AY17
How would you rate the final sanction offered to the student?	Very lenient	0%	2%	7%
	Somewhat lenient	10%	11%	13%
	Just right	90%	81%	80%
	Somewhat harsh	0%	4%	0%
	Very harsh	0%	2%	0%

From a student’s perspective we were more lenient on some cases as the process matured but the number of outcomes described as somewhat harsh or harsh stayed the same. From the faculty perspective we were more lenient in the second and third year. Overall faculty satisfaction with the process is very high ranging between 90 and 100% falling in the satisfied to somewhat satisfied category. The student response was only 64% in the satisfied to somewhat satisfied category in the first year rising to 81% and 77% in years 2 and 3, respectively.

Thoughts for the coming year

Beginning with July 1, Dr. Mark Johnson will take over as the Academic Integrity Director. The policies and procedures will continue to be streamlined and modified as needed. The issue of contract cheating is a difficult one and the Academic Integrity office will need to be on top of the latest software. In addition, issues continue to be a problem with International Students so that strategies to educate the International students on our expectations need to be pursued. With the increase in online course offerings addressing academic integrity issues in the online space need to be continually pursued. I wish my successor Mark Johnson the best of success in promoting academic integrity as a key value among Marquette students.