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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 2025-2026 Academic Year saw continued efforts at sharing the message of academic integrity and more targeted efforts at reaching consensus around practices related to generative software ("AI") in the broader university community. Speaking events as well as popular and scholarly writing were pursued, and the Office contributed to Marquette's AI Task Force on its Teaching and Learning Subcommittee. This all in addition to the daily processing of cases alongside my dedicated colleagues on the Academic Integrity Council.

Administration of Academic Misconduct Cases

- This year we had 25 faculty Case Representatives (CRs) (formerly "investigative officers")
- This year we also had 14 students available to serve on hearing boards
- In total, the AIC administered 137 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:

I was invited to give the inaugural Zak Myers Legacy Workshop Series for Catholic Leaders to K-12 on Catholic education and "ai" and spoke with several groups on campus on academic integrity generally and generative software in educational spaces in particular; I also continued composing and publishing essays on the intersection of higher education and generative software in light of my experience in the Office; and I became a member of Marquette's AI Task Force on its Teaching and Learning Subcommittee to make recommendations to the Executive Leadership Council on matters pertaining to the same.

- **Speaking Invitations**: As Academic Integrity Director, I was invited by Dr. Daniel Scholz of MU's Catholic Schools and Parishes Initiative to give the inaugural lecture for the Zak Myers Legacy Workshop Series for Catholic Leaders, attended by some fifty Catholic K-12 leaders on Marquette's campus. I also spoke less formally with incoming Nursing PhD students and with the Theology Department on the office's view of integrity at MU and navigating assessment in light of generative software.

- **(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 public and scholarly written discourses. 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 reaching 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 (as 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, May, and June, three essays on the intersection of generative software and higher education (couched particularly in anthropological angles) appeared in *Inside Higher Ed*, *Plough*, and the peer-reviewed journal *Jesuit Higher Education* respectively.

Academic Misconduct Case Types

In the Fall term, the Council processed 18 cases of cheating, 50 of plagiarism, and 2 of fraud.

In the Spring term, investigations resulted in the finding of 25 cases of cheating, 41 of plagiarism, and 1 of fraud.

For the full academic year, the Council processed 43 cases of cheating, 91 of plagiarism, 3 of fraud, and 1 of multiple infractions.

Case Outcomes

In the Fall term, 46 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), 9 with Dismissal, and 15 with a Full Hearing that found a violation.

In the Spring term, 41 cases were resolved with Expedited Review, 19 with Dismissal, and 7 with a Full Hearing that found a violation.

For the full academic year, this resulted in 87 Expedited Reviews, 28 Dismissals, and 22 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: 7; Klingler College of Arts and Sciences: 17; College of Education: 1; Graduate School: 8; College of Health Sciences: 12; Diederich College of Communication: 7; Opus College of Engineering: 7; College of Nursing: 11.

For the Spring term: College of Business Administration: 2; Klingler College of Arts and Sciences: 20; College of Education: 2; Graduate School: 12; College of Health Sciences: 5; Diederich College of Communication: 1; Opus College of Engineering: 20; College of Nursing: 5.

For the full academic year: College of Business Administration: 9; Klingler College of Arts and Sciences: 37; College of Education: 3; Graduate School: 20; College of Health Sciences: 17; Diederich College of Communication: 8; Opus College of Engineering: 27; College of Nursing: 16.



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