

Promoting Academic Integrity

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Early Work – Dental vs. Other Professional Students (1990)

- Mean percentage making unethical choice in five hypothetical ethical dilemmas:

Dental – 43%

Medical – 23%

Business – 31%

Law – 25%

- Dental students highest on 4 of 5 dilemmas
- Younger students and foreign students tended to make more unethical choices.

Academic Integrity Assessment

- Started undergraduate academic integrity surveys in 1990 – added grad students in 2001
- In last five years have surveyed at five universities with dental programs - including a very small sample at Buffalo.
- Dental students at those schools self-report more cheating than other students

Academic Integrity Assessment Fall 2002 – Spring 2007

	<u>Grad Students</u>	<u>UGs</u>
N	13,644	79,575
% Test	8%	22%
% Total (13)	46%	69%

Academic Integrity Assessment*

	<u>Dental</u>	<u>Other Grad</u>	<u>UGs</u>
N	158	2226	3027
% Test	17%	7%	14%
% Total (13)	59%	44%	57%

*Five schools w/ dental programs

Academic Integrity Assessment*

	<u>Dental</u>	<u>Other Grad</u>
N	158 (13)	2226 (428)
% Test	17% (17%)	7% (11%)
% Total (13)	59% (37%)	44% (47%)

*Five schools w/ dental programs

Faculty see it a little differently*

	<u>Dental</u>	<u>Other Majors</u>
N	66	1142
% Test	52%	50%
% Total (13)	82%	87%

*Three schools with dental programs ('Other Majors' includes UG faculty) – Differences are not significant.

Faculty see it a little differently*

	<u>Dental</u>	<u>Other Majors</u>
N	66 (10)	1142 (274)
% Test	52% (88%)	50% (65%)
% Total (13)	82% (100%)	87% (89%)

*Three schools with dental programs ('Other Majors' includes UG faculty) – Differences are not significant.

A paradox?

51% (44%) of dental faculty say they have referred suspected cheating to appropriate authority vs. 38% (45%) of other faculty at three campuses w/ dental programs.

Why doesn't this deter cheating by dental students? Are penalties too lenient?

Dental student comments

- Faculty need to be made aware of the prevalence of cheating. They should be instructed to change exams more frequently and be more vigilant during exams. They should be protected by the school so that they will be more willing to confront students and report academic dishonesty that they witness.

Dental student comments

- Faculty should stop recycling exams.(*)
- Most faculty are good about trying to find cheaters, but others just don't bother.
- In fairness to the students who don't [cheat], and study hard... the overall goal of the university as a whole and of each professor should be to eliminate any opportunity for their classmates to have an advantage over them by cheating.

Some faculty thoughts

- Faculty should be the first line of responsibility as well as the role models in promoting honesty and integrity.
- Demonstrate that there are consequences of cheating... The process for doing this, including follow-up actions, is clearly given in the Graduate School's policy.
- These policies are not well known to faculty... especially when new to UB. Also, I am aware of several cases of alleged cheating where SDM did NOT follow University guidelines regarding due process for students involved.

Suggested faculty strategies

- Greater faculty involvement as professional role models.
- Don't recycle exams.
- Must remain vigilant and address cheating when it occurs – at least out of a sense of fairness for honest students.

Institutional strategies

- Faculty & staff should engage students in ongoing dialogue (throughout program) to help build “community of trust.”
- School culture should emphasize clear communication of rules and moral socialization – the ‘hidden’ curriculum.
- Key is for both institution and its faculty to act – failure to act sends powerful message to students.