Integrity in Undergraduate Life at Duke University

Survey Results 2011

Chart 1a: Categories of students acting dishonestly in academic areas of behavior

Rarely Dishonest
Selectively Dishonest
Frequently Dishonest

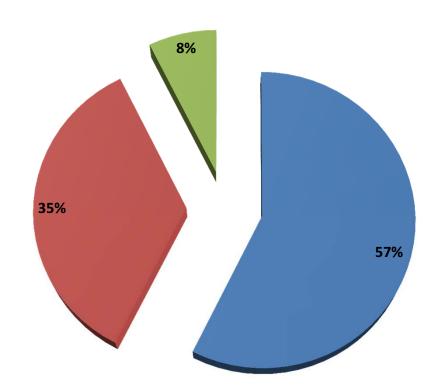


Chart 1b: Frequency of types of dishonest academic behaviors by category of student

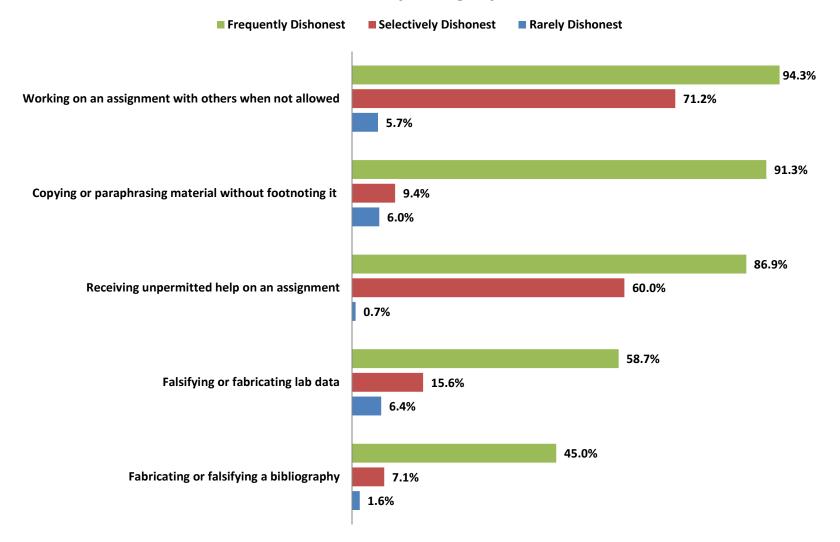
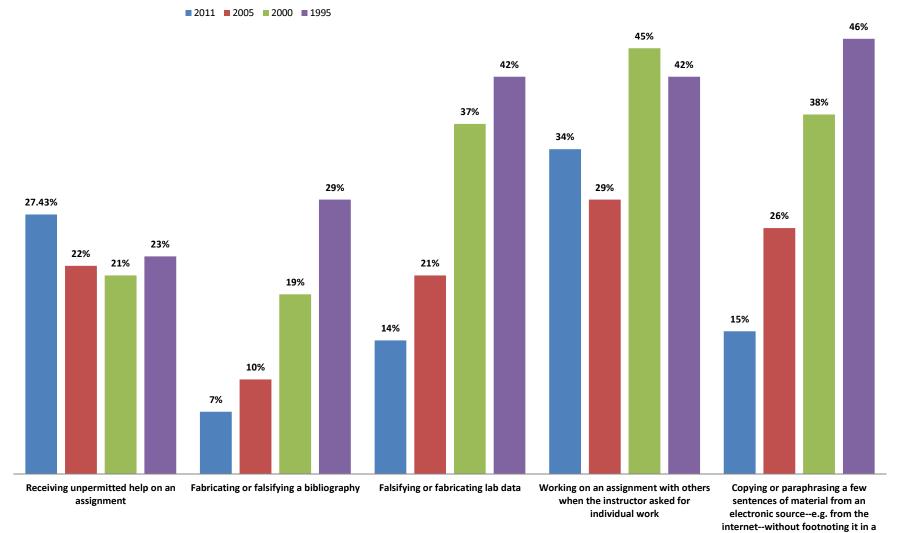


Chart 2: Percentage of Duke students engaging in academic dishonesty, 1995-2011



paper

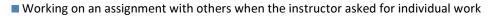
Chart 3: Percentage of Duke students engaging in academic dishonesty compared to Honor Code and Non-Honor Code Schools (1995-2011)

Fabricating or falsifying a bibliography

Falsifying or fabricating lab data

Receiving unpermitted help on an assignment

Copying or paraphrasing a few sentences of material from an electronic source--e.g. from the internet--without footnoting it in a paper



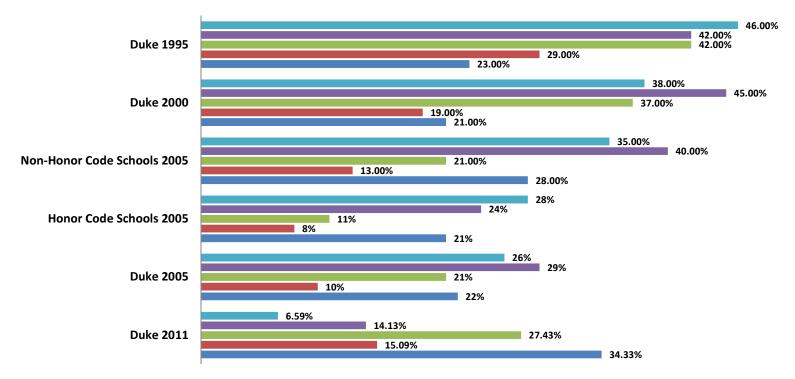


Chart 4: Percentage of Duke students who have engaged in and/or witnessed dishonest behaviors

Witnessed Engaged In

13.42% 4.08% 13.95% 2.52% 20.39% 25.23% 6.58% 4.92% 32.59% 14.13% 33.75% 15.09% 35.46% 11.91% 37.04% 11.46% 42.15% 14.76% 49.08% 34.01% 52.18% 8.93% 52.35% 12.72% 57.24% 27.43% 58.98% 40.72% 62.25% 34.33% 63.58% 8.01% 69.98% 35.58% 76.34% 19,94% 81.07% 55.42%

Fudging expenses for a trip that is being reimbursed Taking a job after having accepted another offer Fabricating or falsifying a bibliography Parking in a handicapped spot without a permit Taking office supplies for personal home use Falsifying or fabricating lab data Copying or paraphrasing without footnoting Knowingly forwarding an email that is supposed to be private Exaggerating qualifications on your resume when applying for a job Covering up for a friend's chronic, excessive drinking or drug use Covering up for someone who is deliberately slacking off on a group project Use of Adderall or other stimulant medication without a prescription Driving while under the influence of alcohol or drugs Receiving unpermitted help on an assignment Knowingly disclosing information that is imparted to you in confidence Working on an assignment with others when the instructor asked for individual work Cheating on a romantic partner while in an exclusive relationship Faking an illness Using a false ID to purchase alcohol or enter a bar/club Downloading copyrighted music from the internet without paying for it

Chart 5a: Categories of students engaging in all types of dishonest behavior

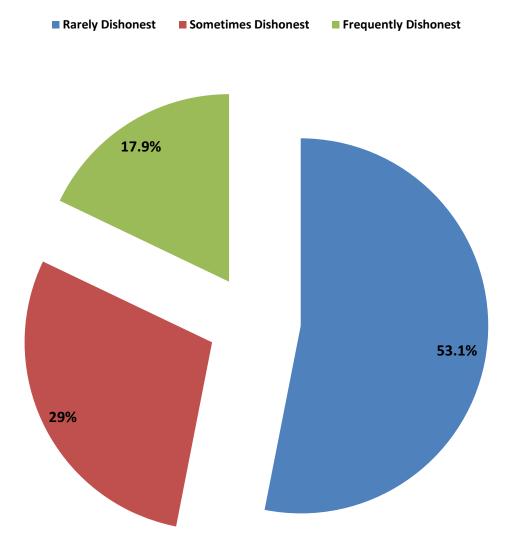


Chart 5b: Frequency of all dishonest behaviors by types of students

Frequently Dishonest

Sometimes Dishonest Rarely Dishonest

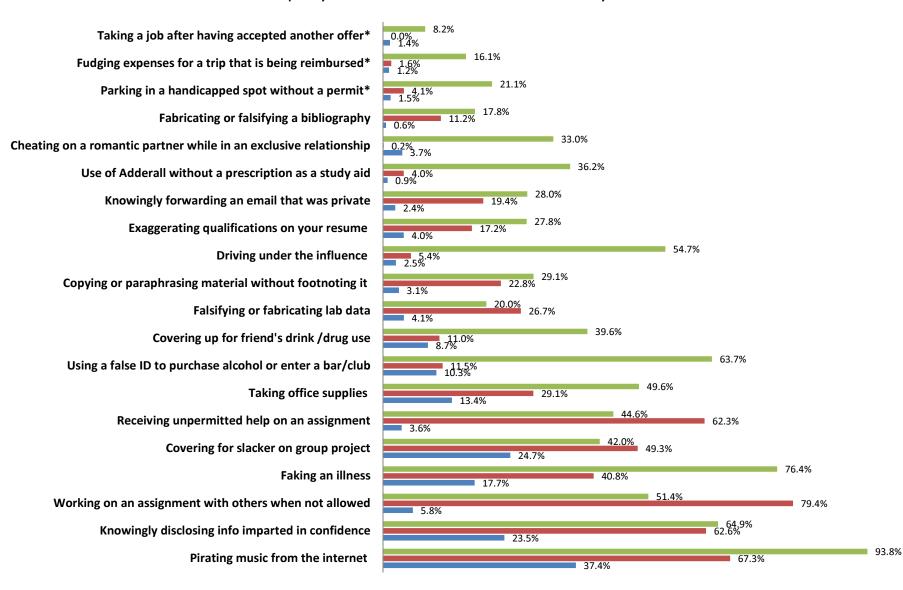


Chart 6: Percentage of Duke students who have engaged in and/or are perceived to have engaged in dishonest behavior

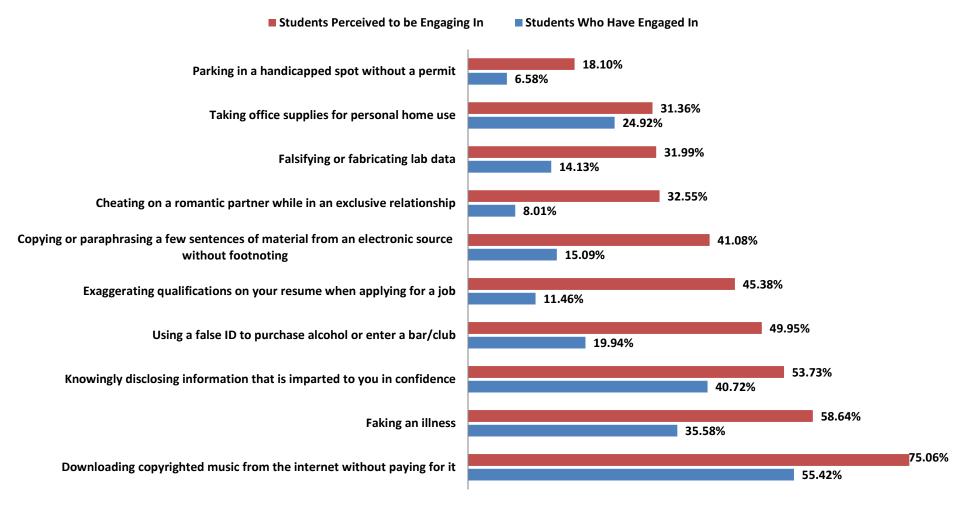


Chart 7: Percentage of Duke students engaging in dishonest behaviors (Gender) (* is statistically significant)

Women Men

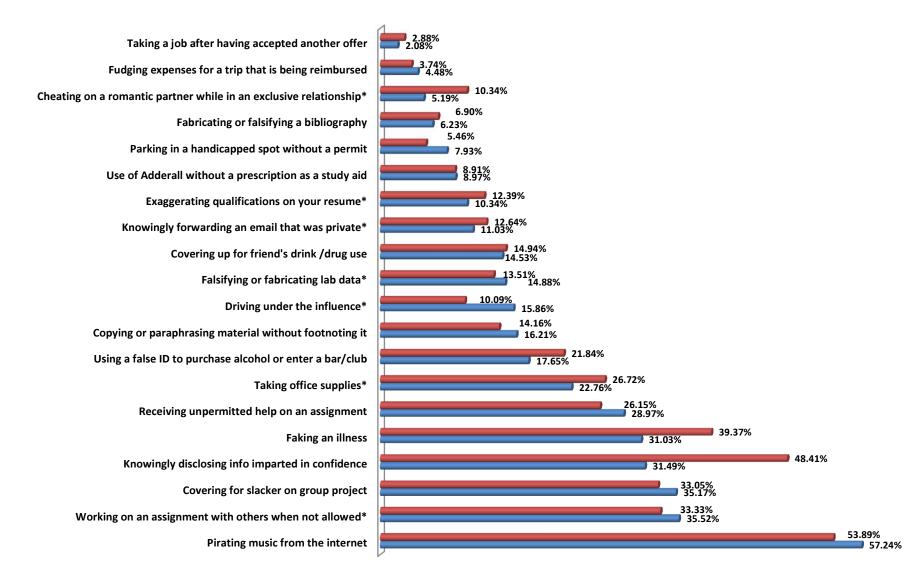
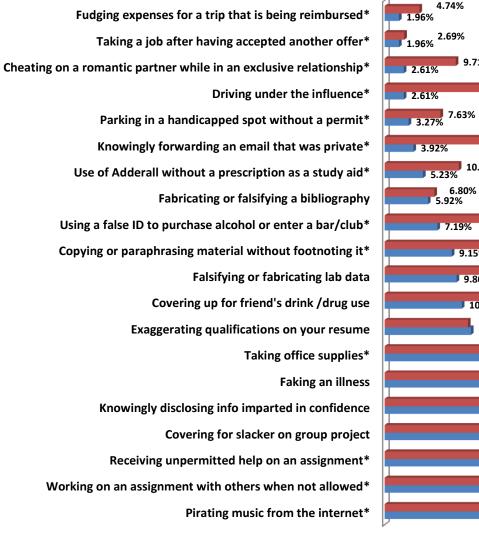


Chart 8: Percentage of Duke students engaging in dishonest behaviors (Class Standing) (* is statistically significant)

Upper Freshmen



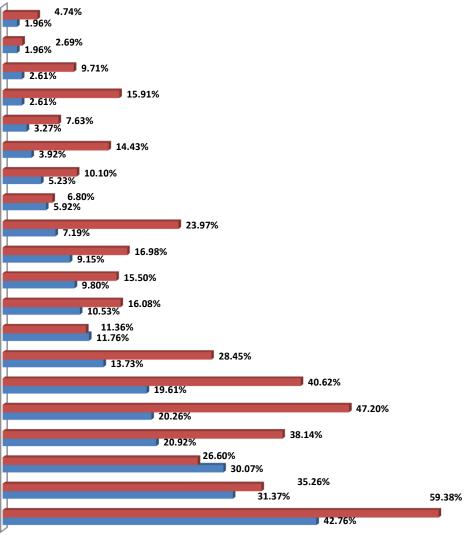


Chart 9: Percentage of Duke students engaging in dishonest behaviors (Pratt School and Trinity College) (* is statistically significant)

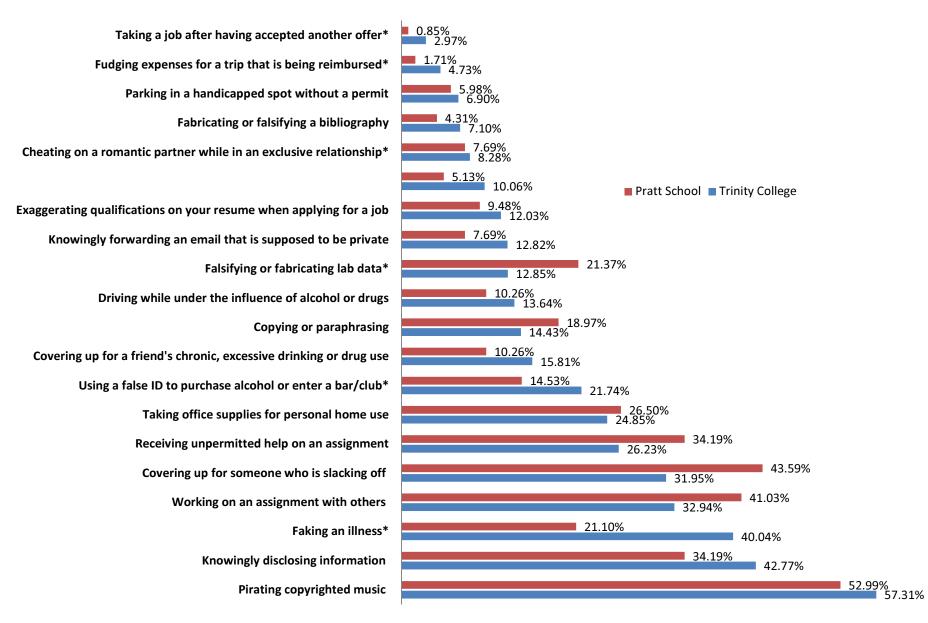


Chart 10: Percentage of Duke students who engaged in dishonest behaviors (High School and Duke)

At Duke High School

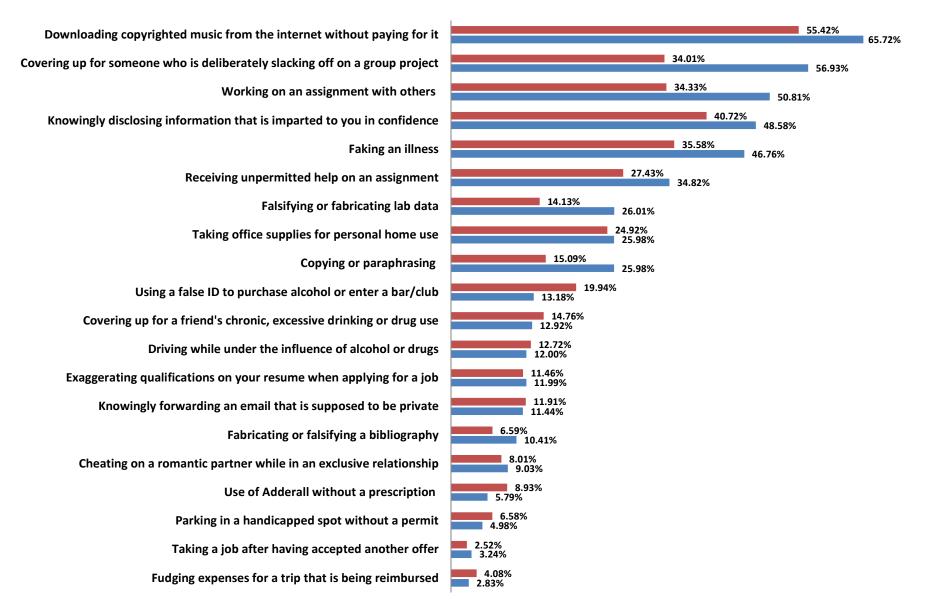
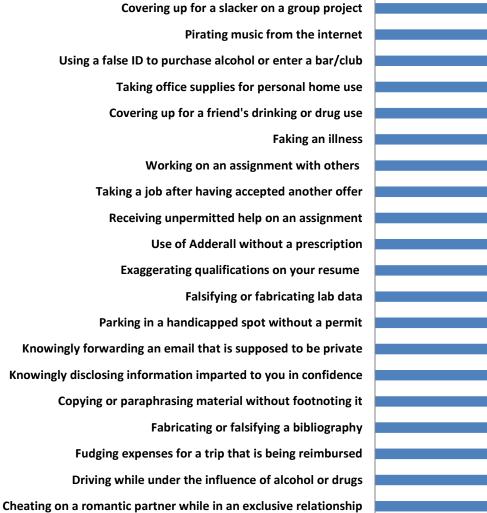


Chart 11: Student perceptions of the ethics of dishonest behaviors (1 = perfectly unethical, 9 = perfectly ethical)



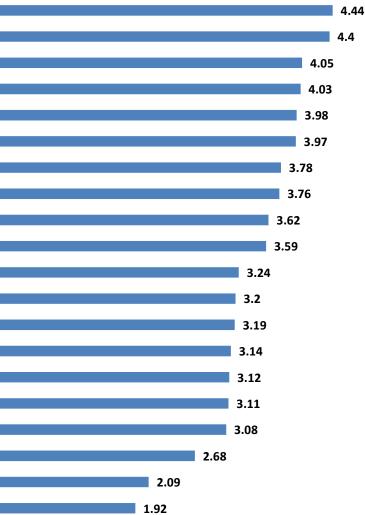


Chart 12a: What is the appropriate and likely punishment for copying or paraphrasing material without footnoting it ?

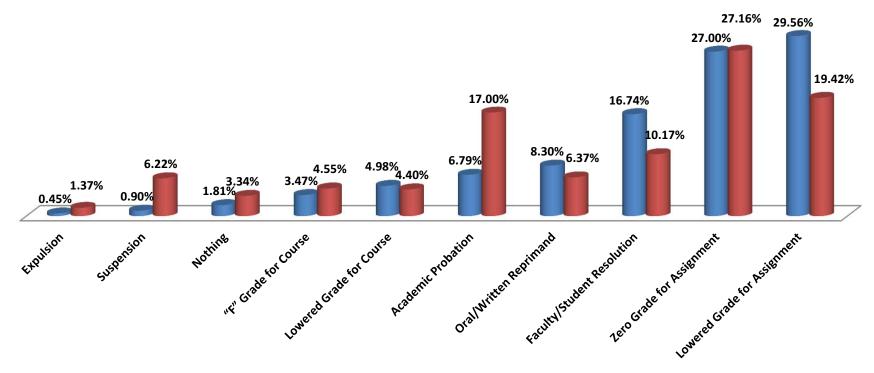


Chart 12b: What is the appropriate and likely punishment for working with others when the instructor asked for individual work?

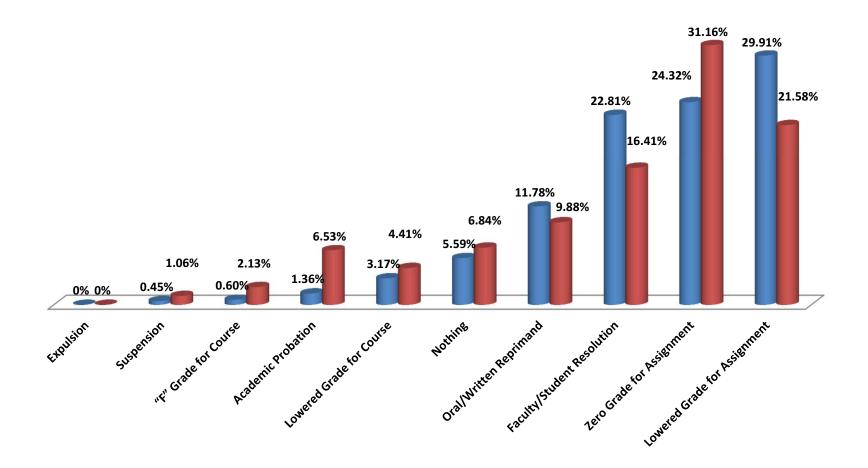


Chart 12c: What is the appropriate and likely punishment for fabricating/falsifying lab data ?

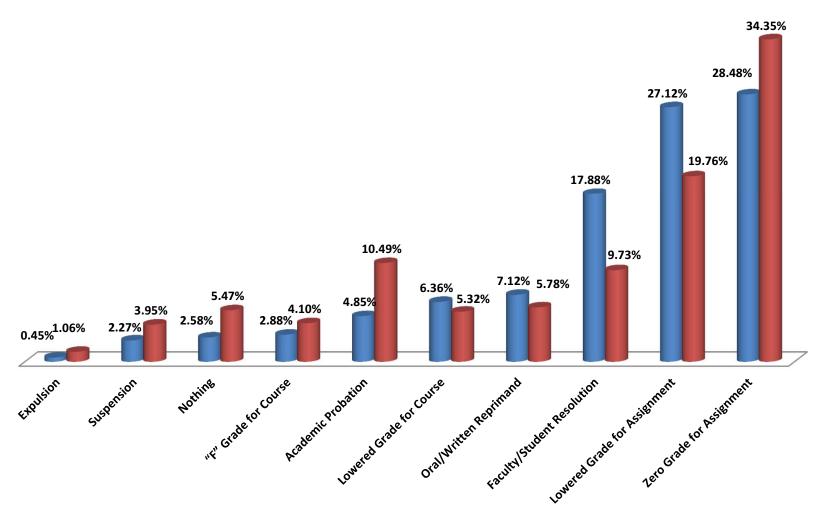
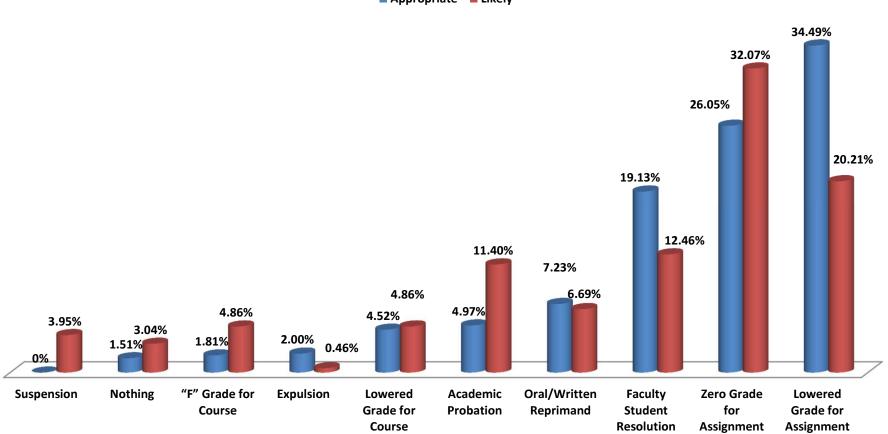


Chart 12d: What is the appropriate and likely punishment for fabricating/falsifying a bibliography?





- Witnessed
- Publicly called attention to behavior

Took No Action

- Spoke directly with individual
- Alerted residence hall, Student Affairs, or staff

Other

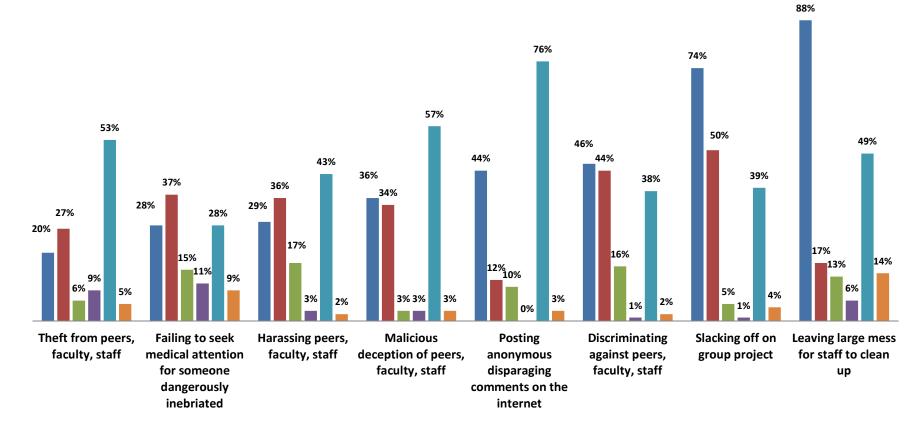


Chart 14: Reasons given by students for taking action on unethical peer behaviors

■ Duke Community Standard ■ Personal Beliefs ■ Concern for Person/Group Affected ■ Other

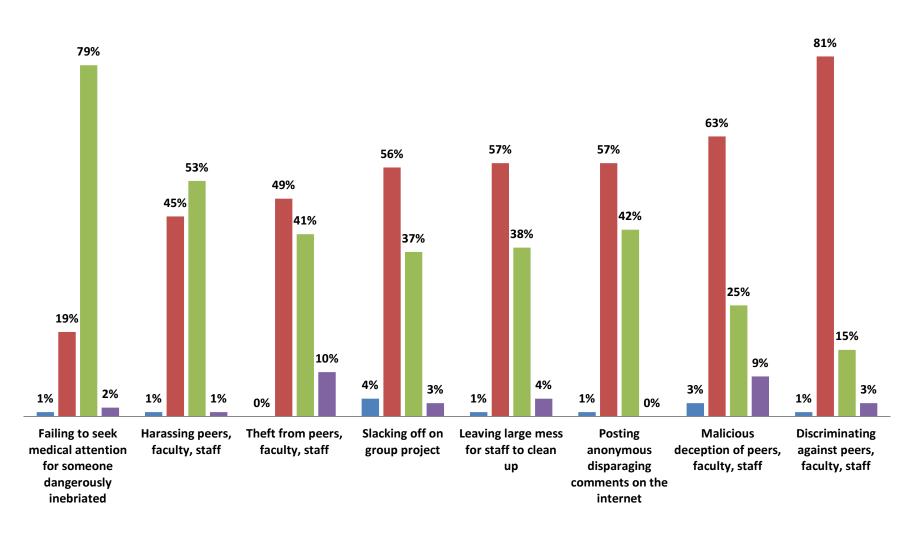
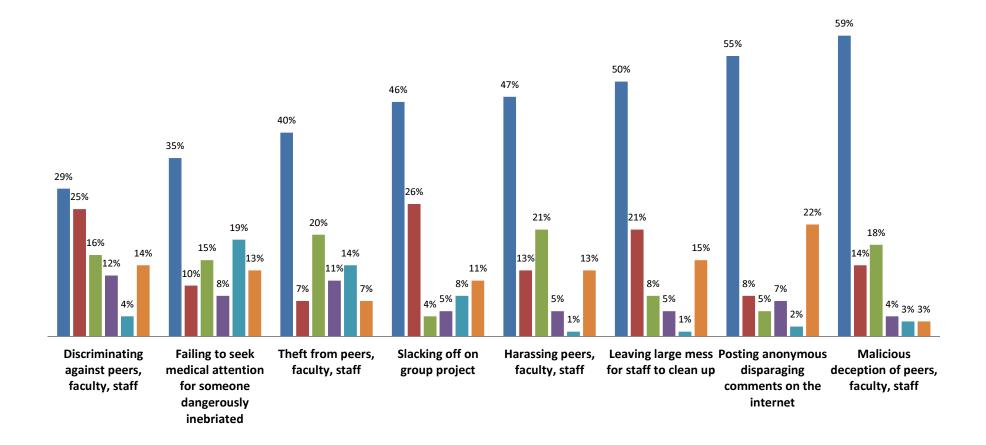


Chart 15: Reasons given by students for NOT taking action on unethical peer behaviors



Did Not Consider Behavior Inappropriate Loyalty to Person Engaged in Behavior



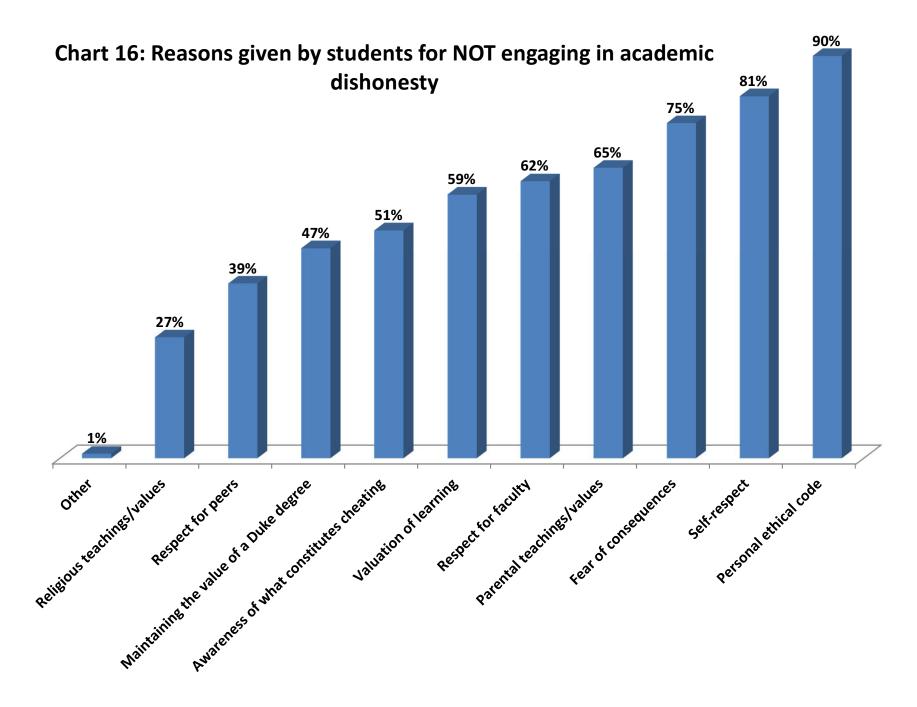
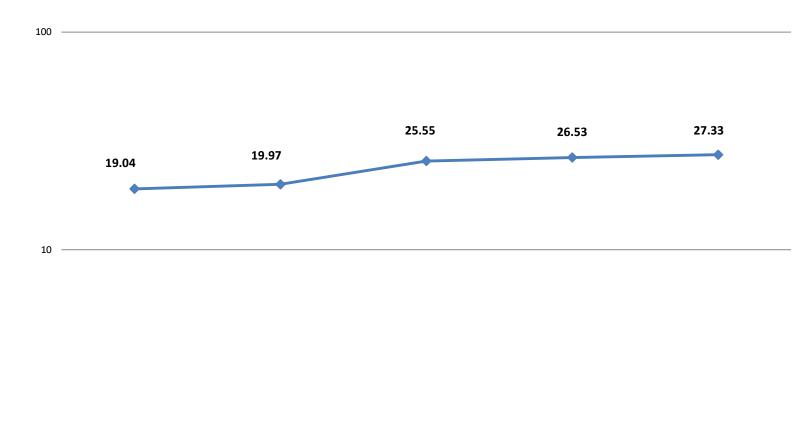


Chart 17: Student perceptions of the acceptability of academic dishonesty in certain situations (1 = never acceptable, 100 = always acceptable)

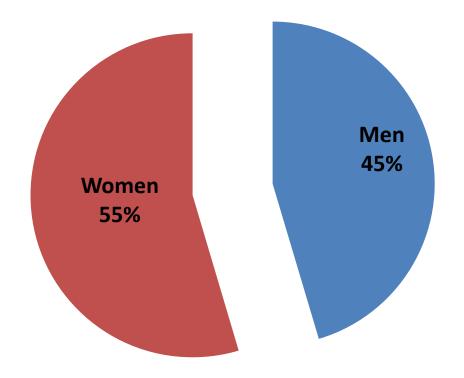


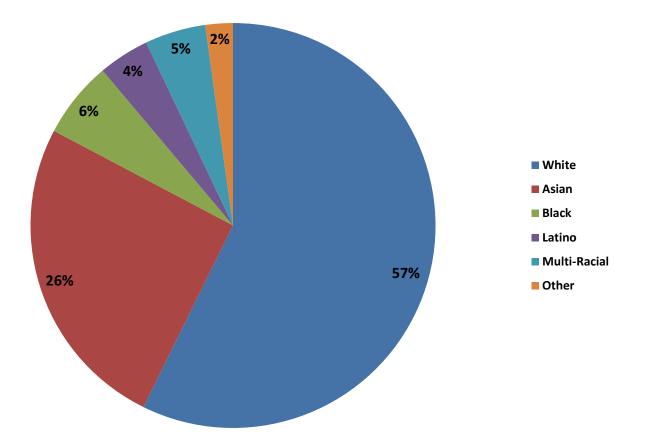
You are currentlyYou forgot that an
to believe that others in
receiving a low grade in
the classYou forgot that an
the class are cheating
the classInstructor is a poor
teacher
the classYou could easily do the
assignment/test, but are
in a time crunch due to

other academic demands

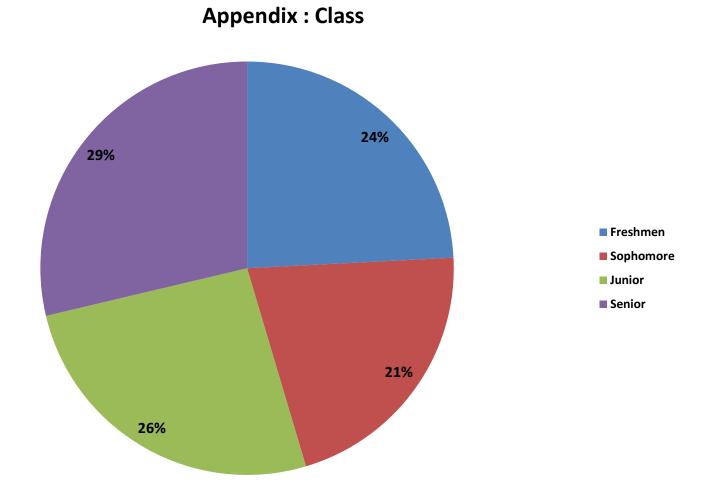
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Appendix : Gender





Appendix : Race



Appendix : Financial Aid

