

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

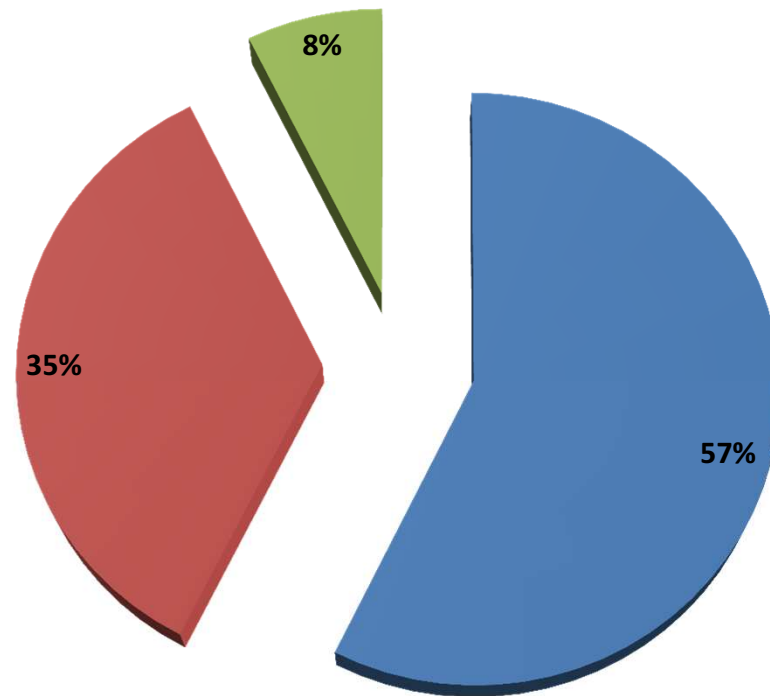


Chart 1b: Frequency of types of dishonest academic behaviors by category of student

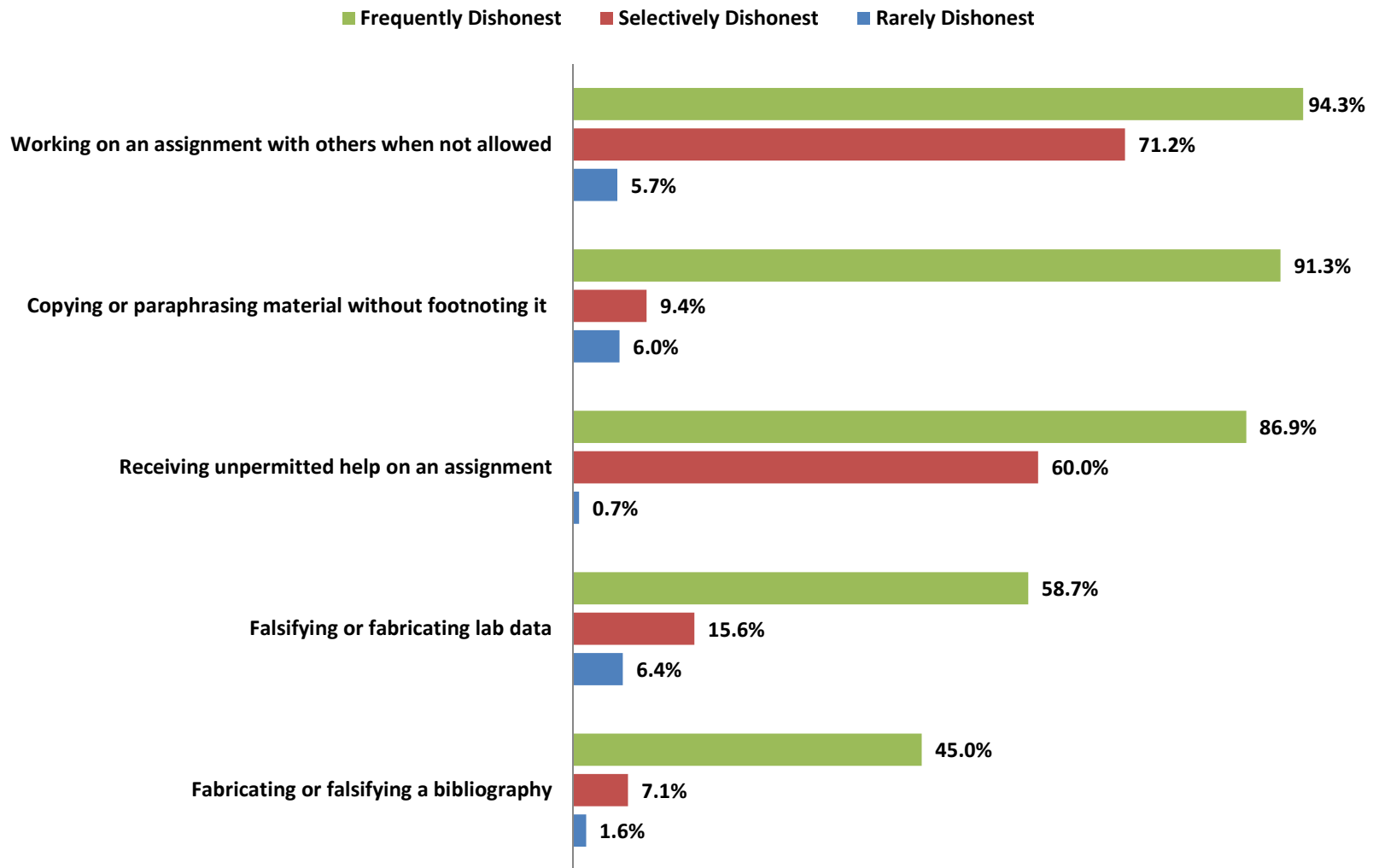


Chart 2: Percentage of Duke students engaging in academic dishonesty, 1995-2011

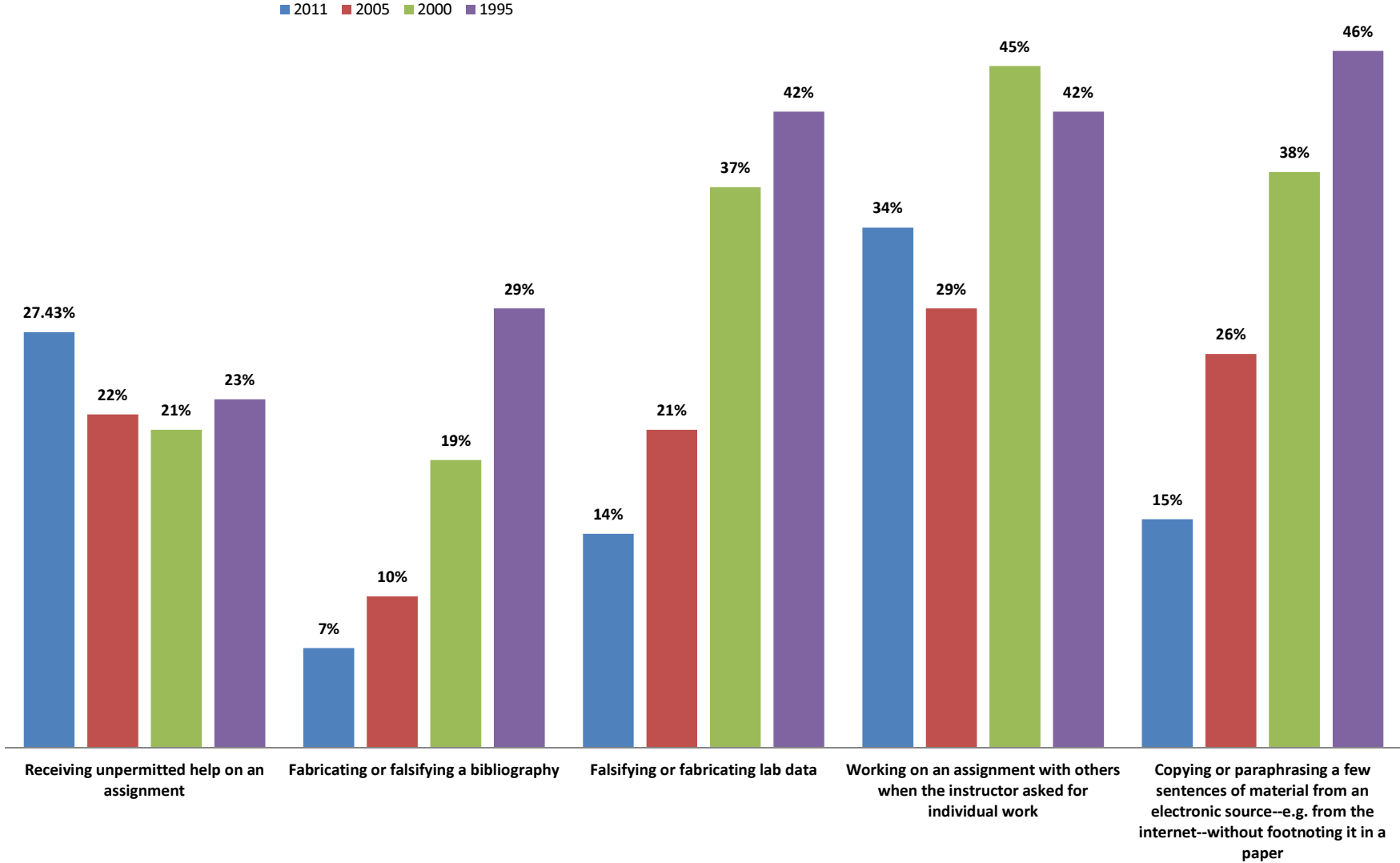


Chart 3: Percentage of Duke students engaging in academic dishonesty compared to Honor Code and Non-Honor Code Schools (1995-2011)

- 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
- Working on an assignment with others when the instructor asked for individual work

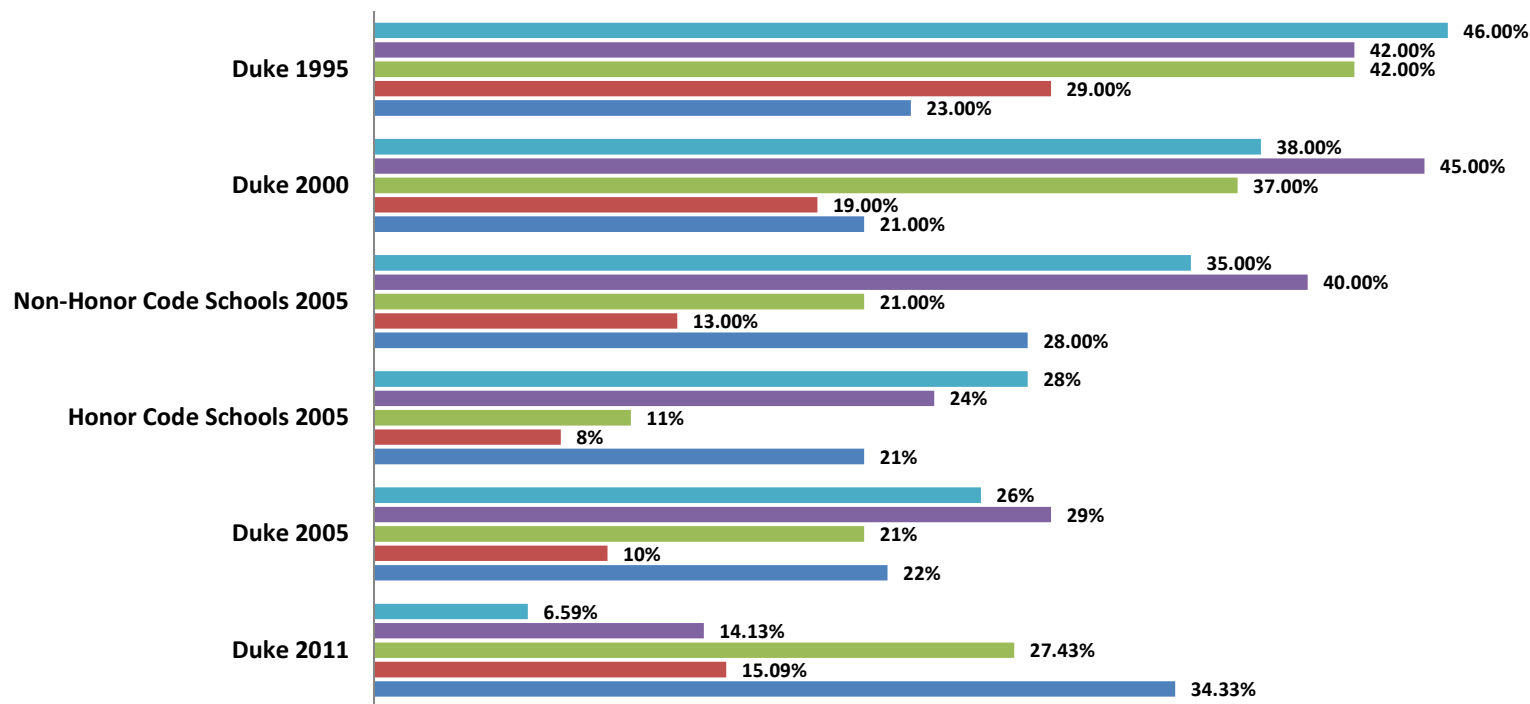


Chart 4: Percentage of Duke students who have engaged in and/or witnessed dishonest behaviors

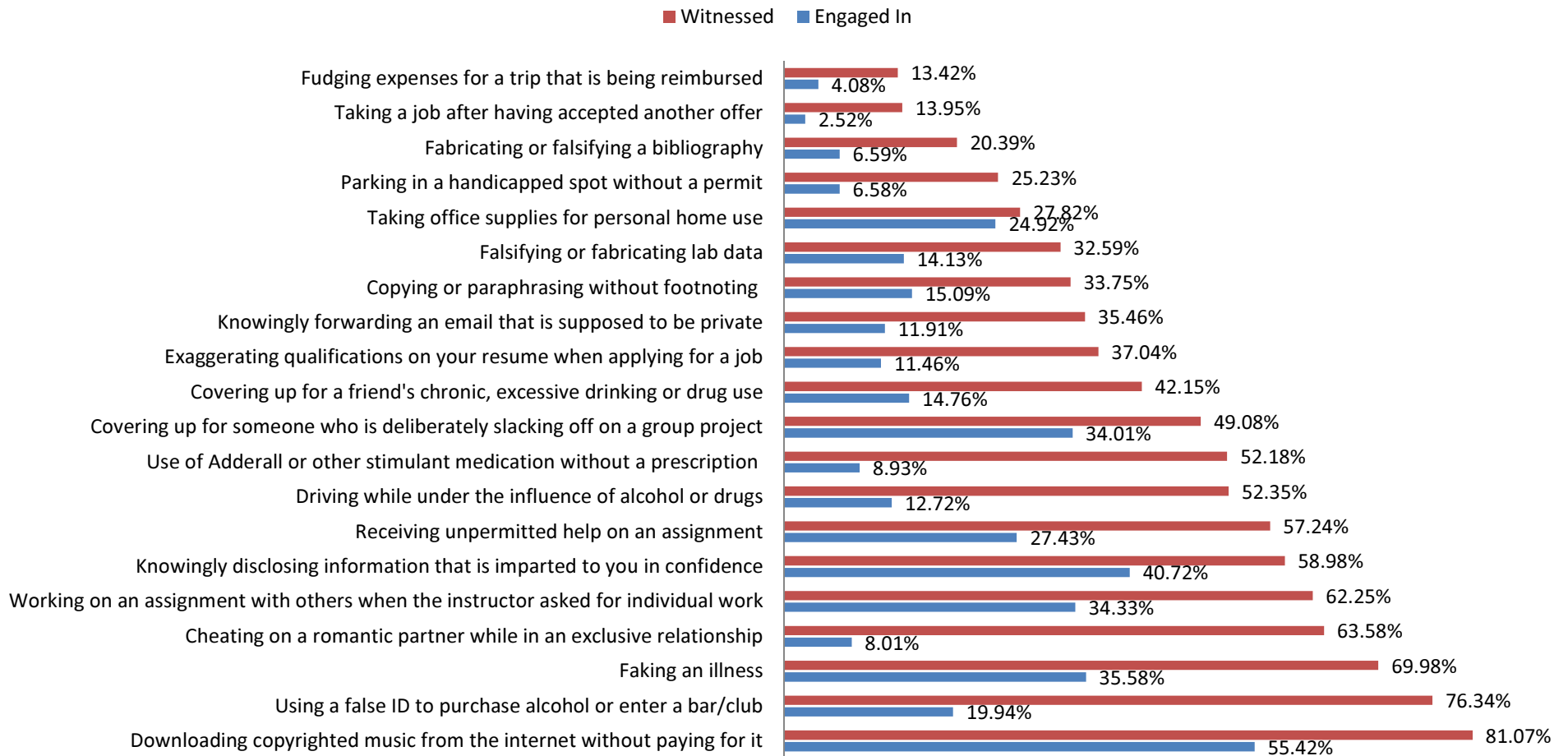


Chart 5a: Categories of students engaging in all types of dishonest behavior

■ Rarely Dishonest ■ Sometimes Dishonest ■ Frequently Dishonest

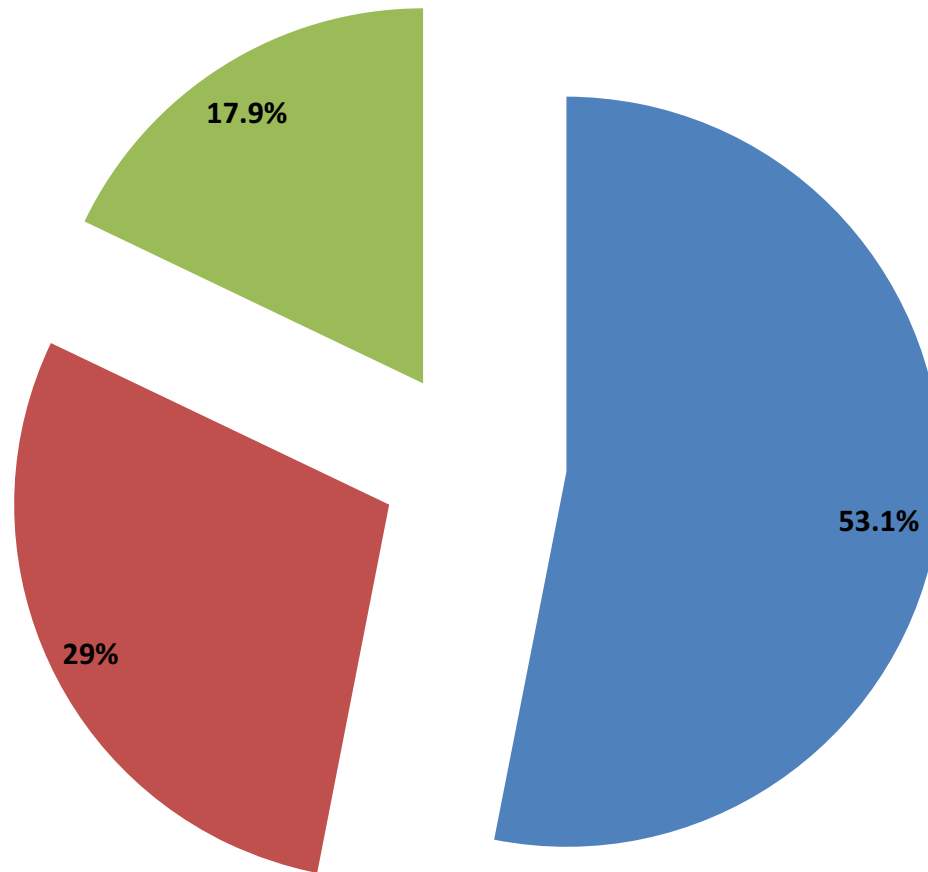


Chart 5b: Frequency of all dishonest behaviors by types of students

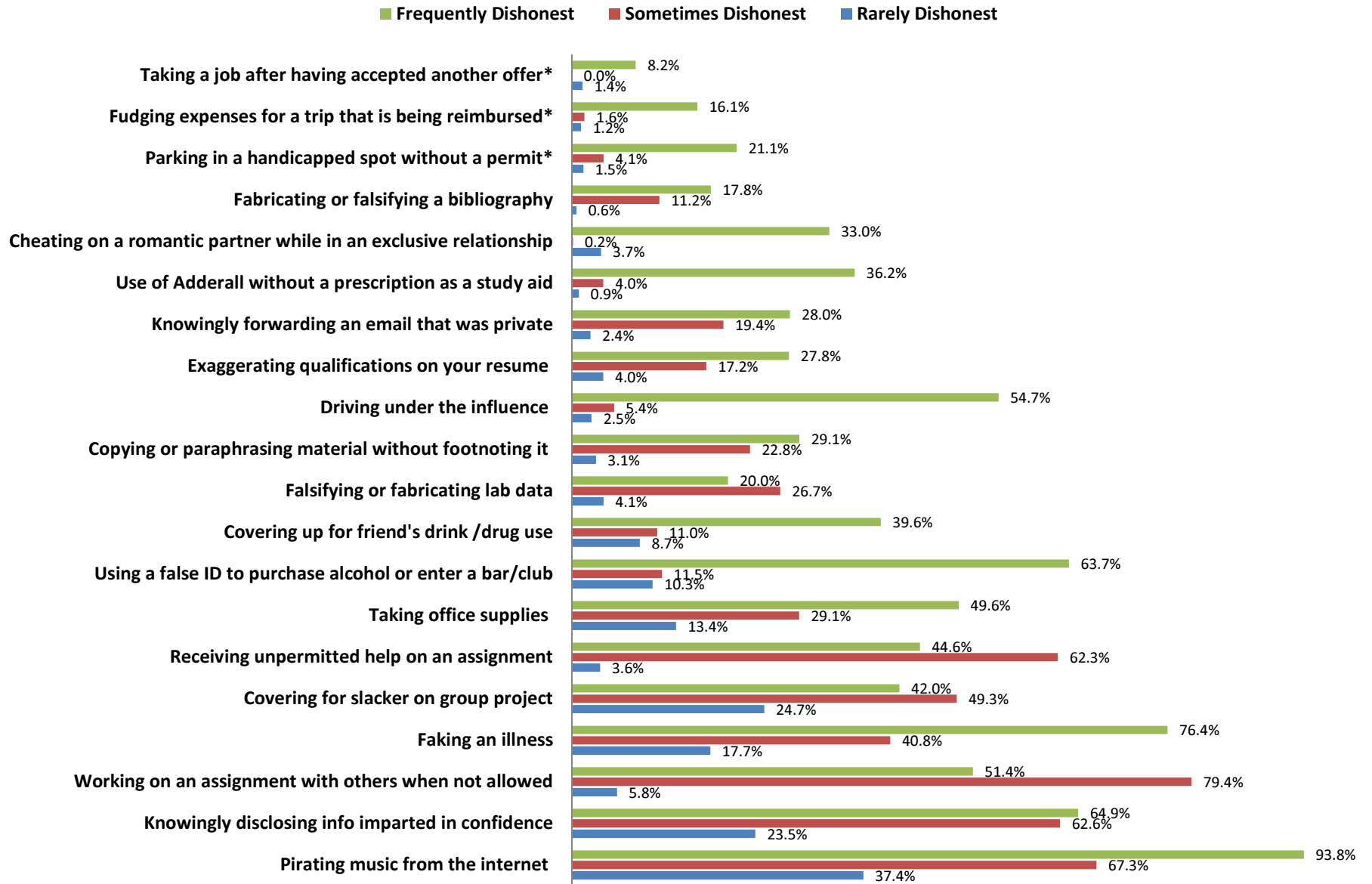


Chart 6: Percentage of Duke students who have engaged in and/or are perceived to have engaged in dishonest behavior

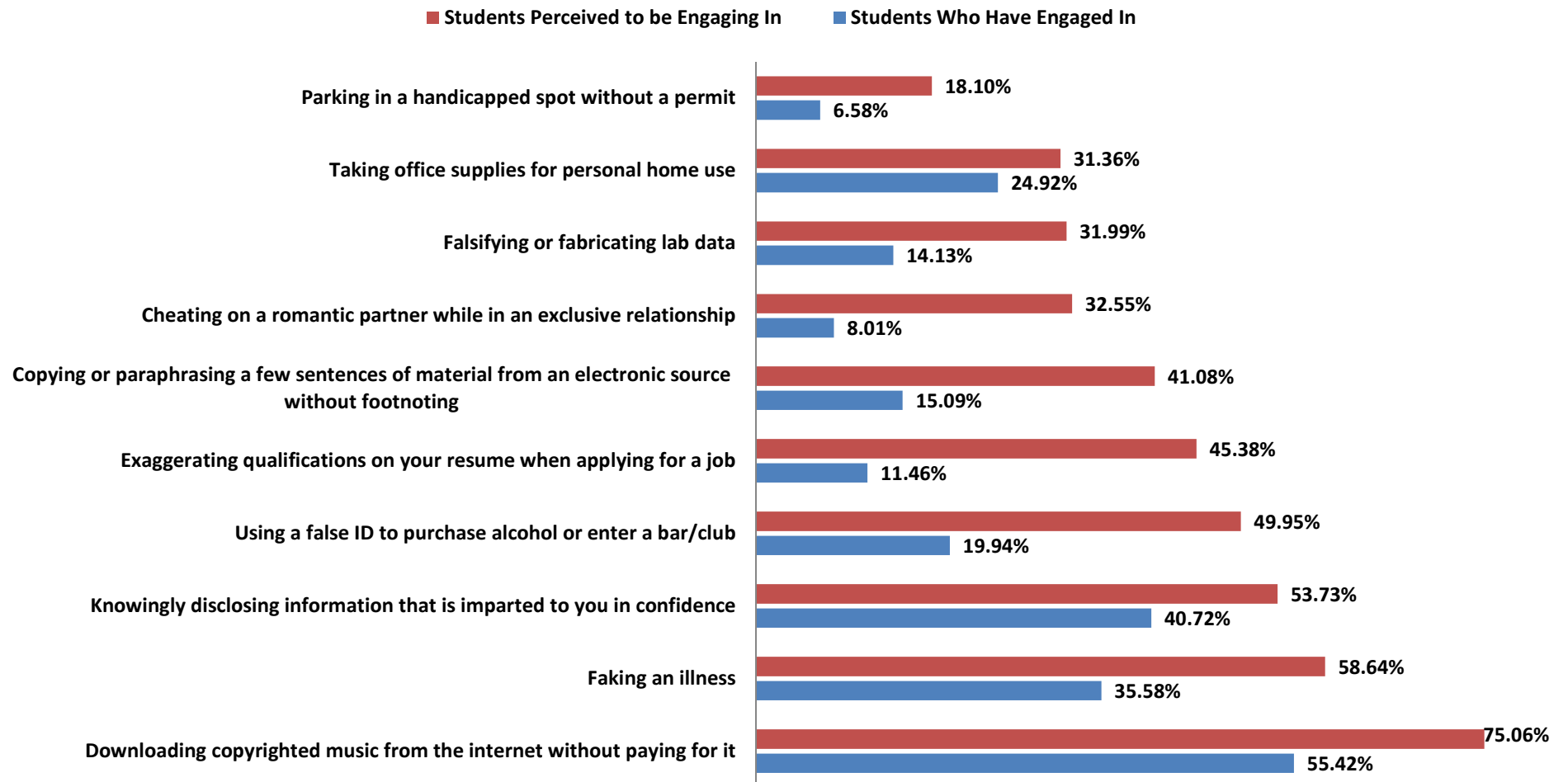


Chart 7: Percentage of Duke students engaging in dishonest behaviors (Gender) (* is statistically significant)

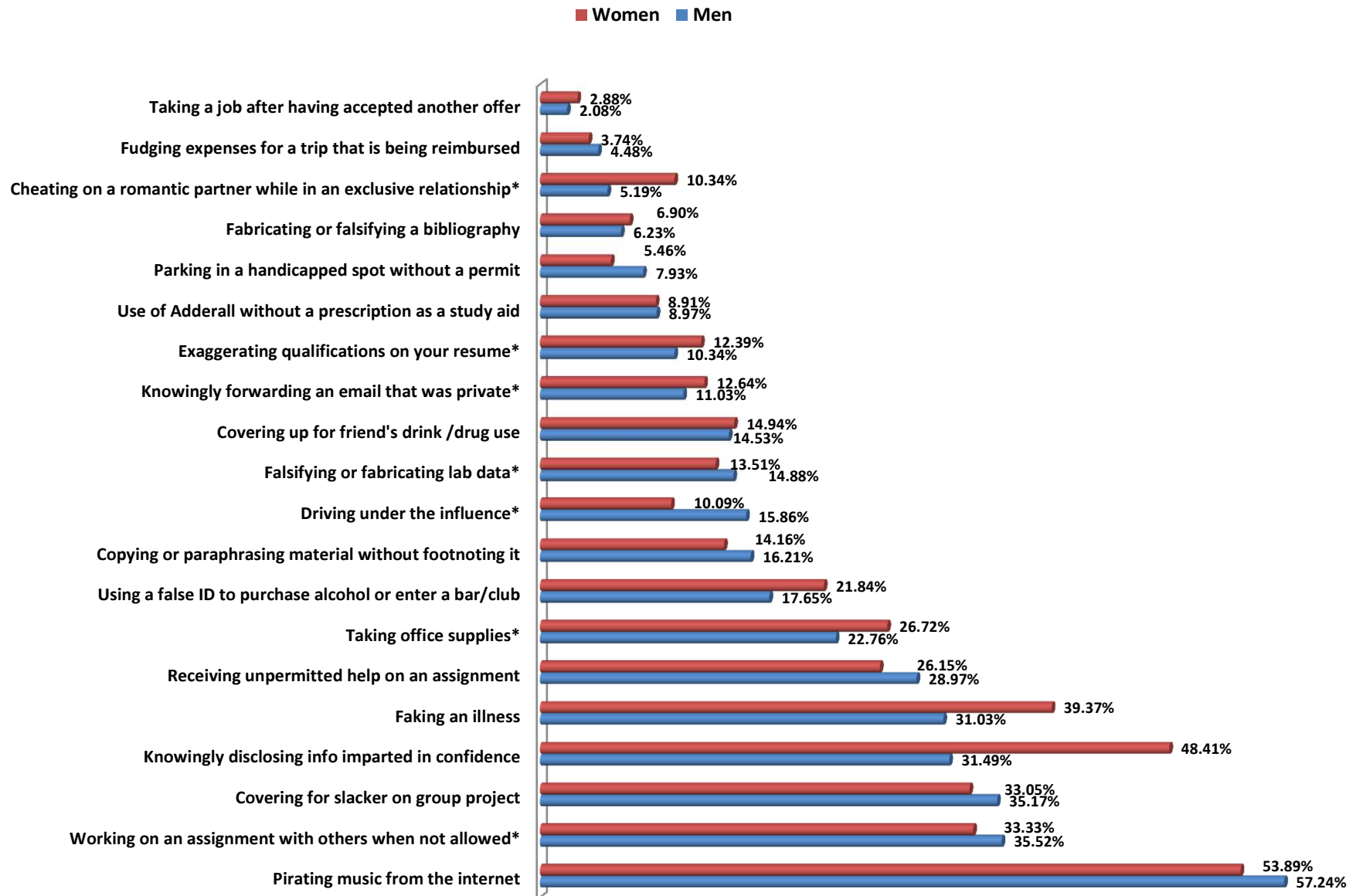


Chart 8: Percentage of Duke students engaging in dishonest behaviors (Class Standing) (* is statistically significant)



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

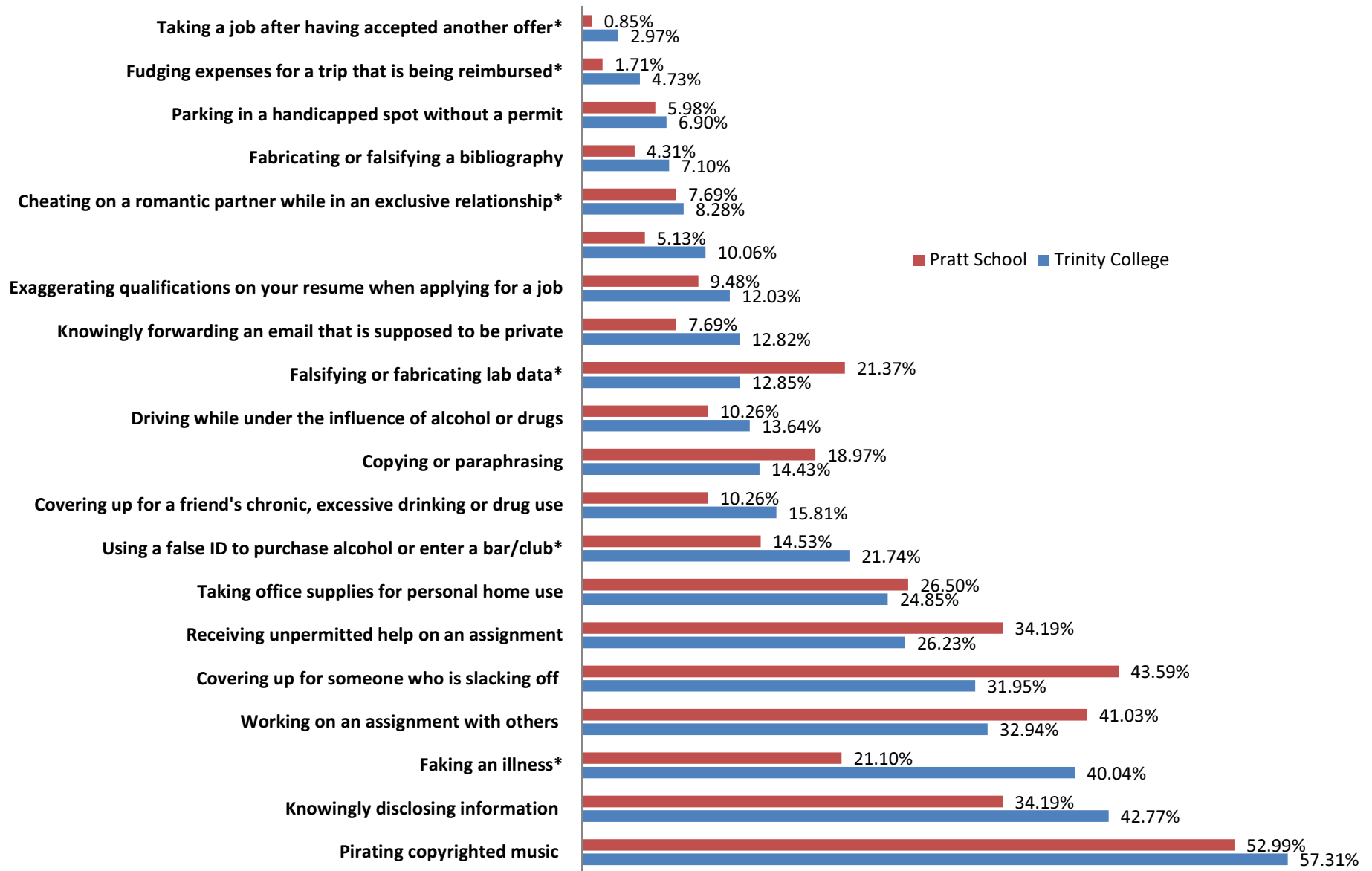


Chart 10: Percentage of Duke students who engaged in dishonest behaviors (High School and Duke)

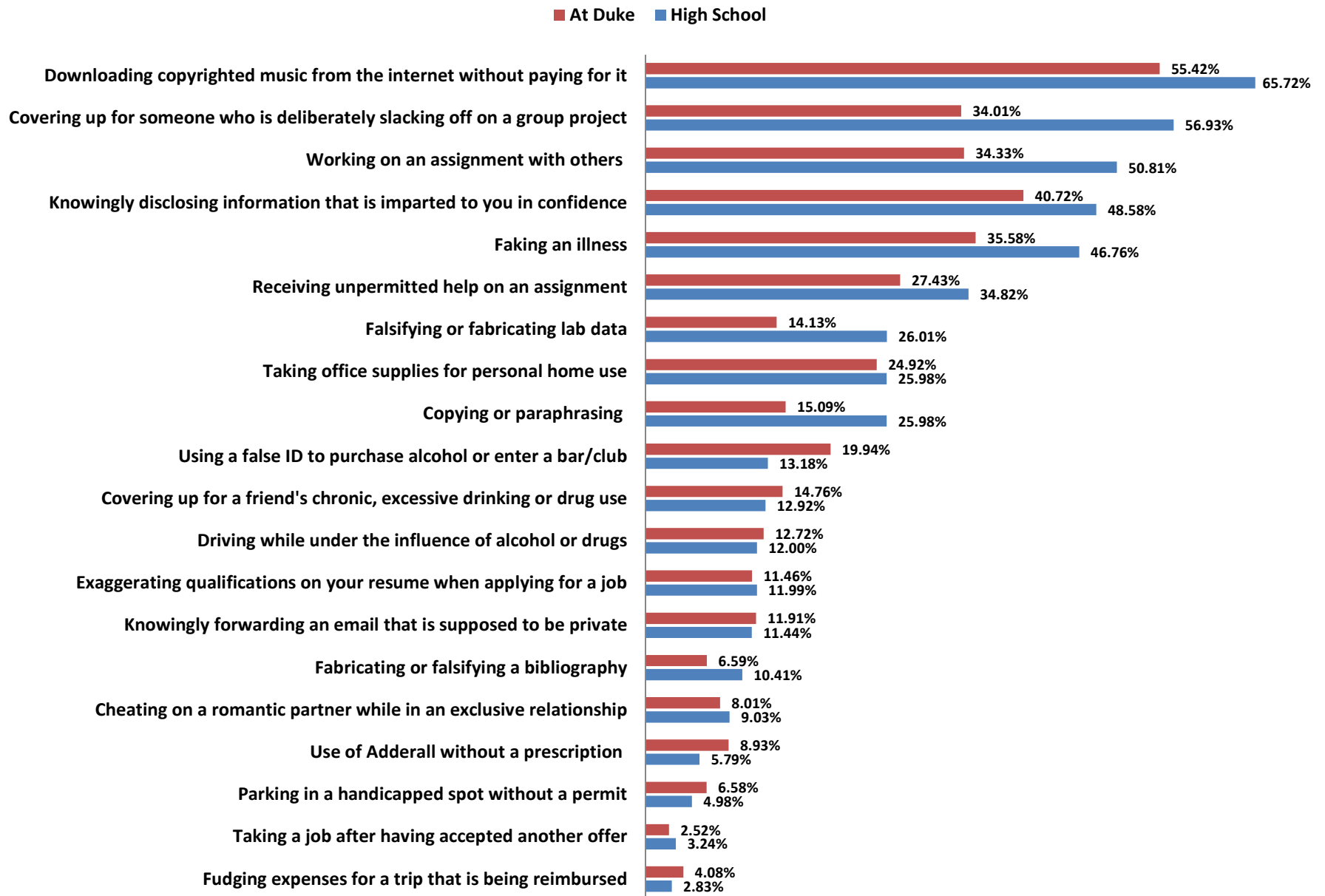


Chart 11: Student perceptions of the ethics of dishonest behaviors (1 = perfectly unethical, 9 = perfectly ethical)

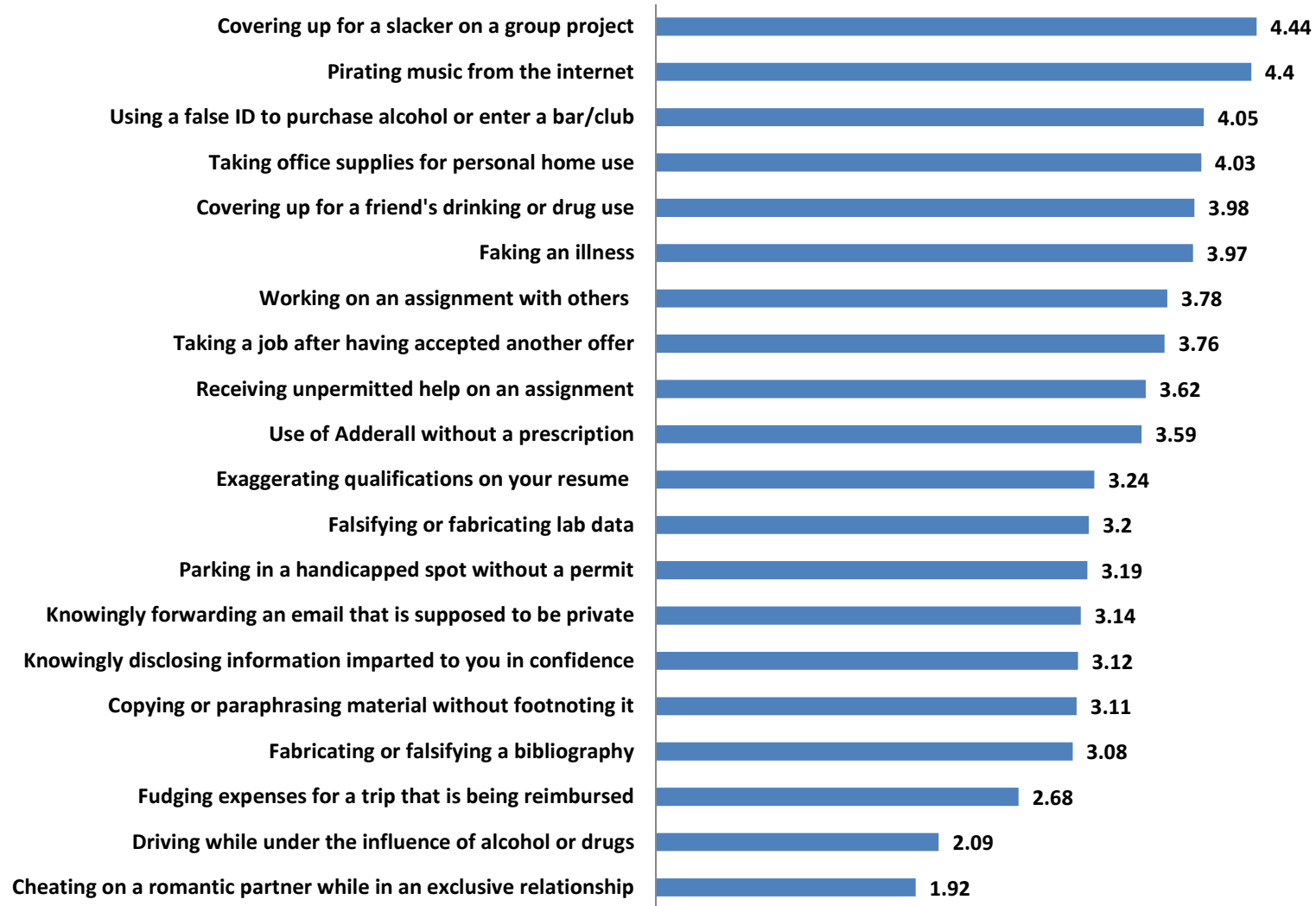


Chart 12a: What is the appropriate and likely punishment for copying or paraphrasing material without footnoting it ?

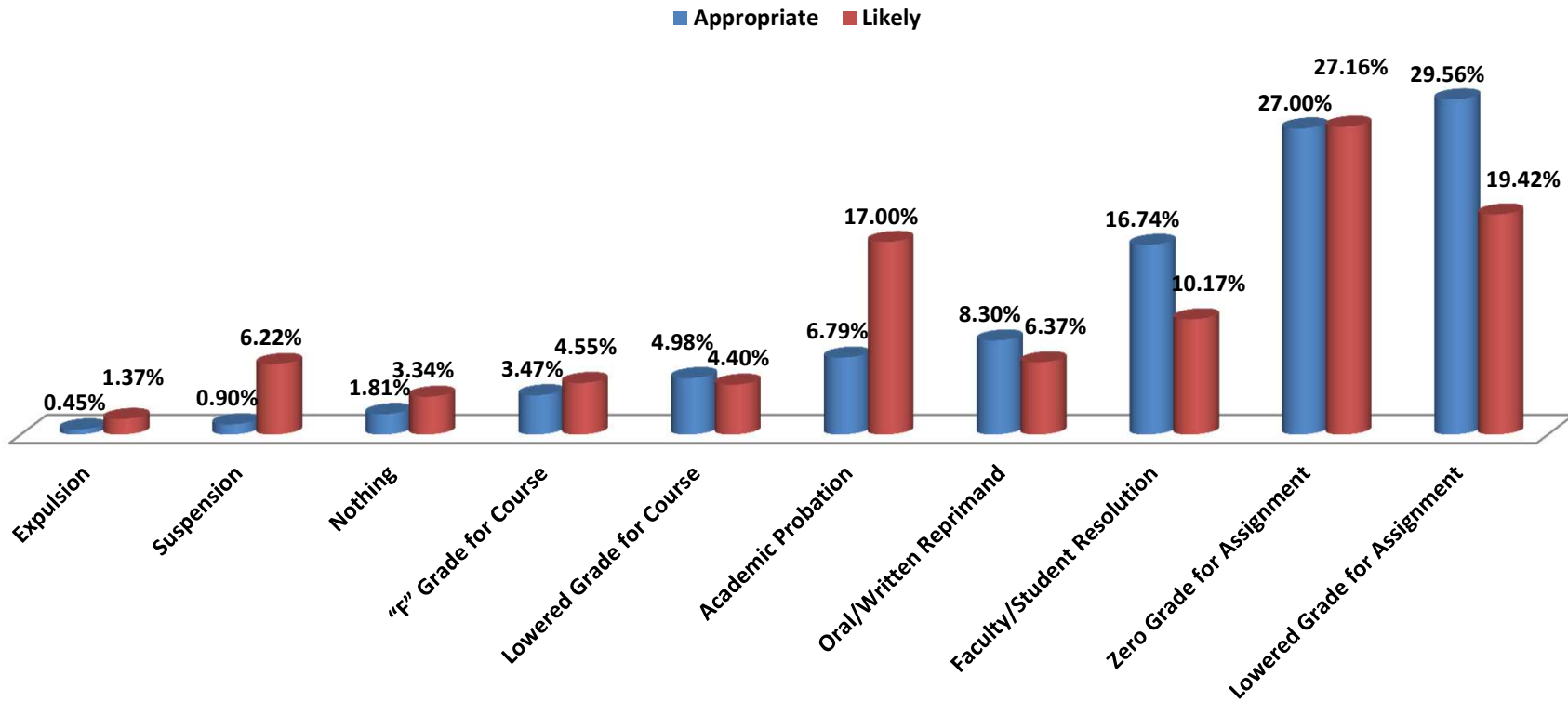


Chart 12b: What is the appropriate and likely punishment for working with others when the instructor asked for individual work?

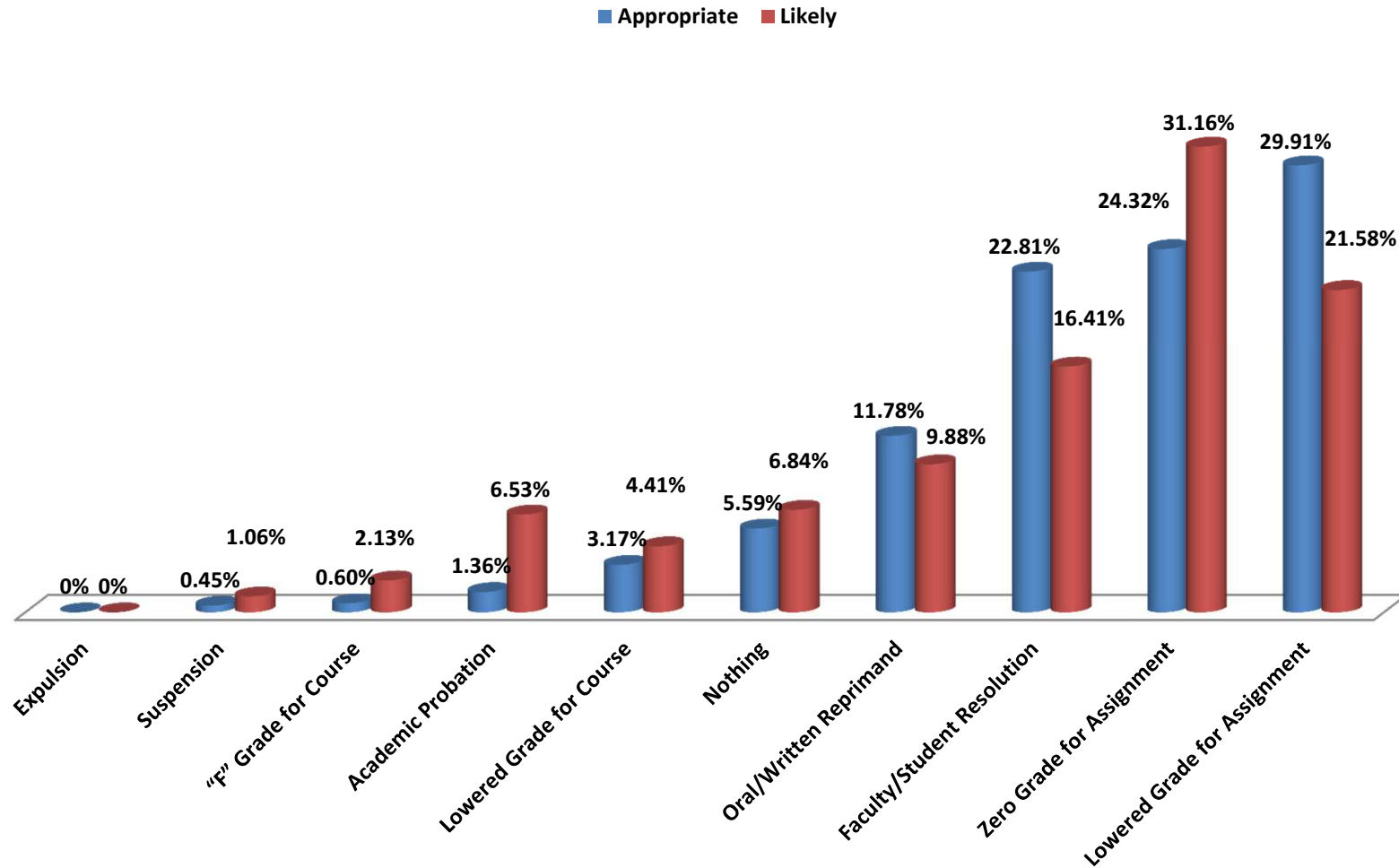


Chart 12c: What is the appropriate and likely punishment for fabricating/falsifying lab data ?

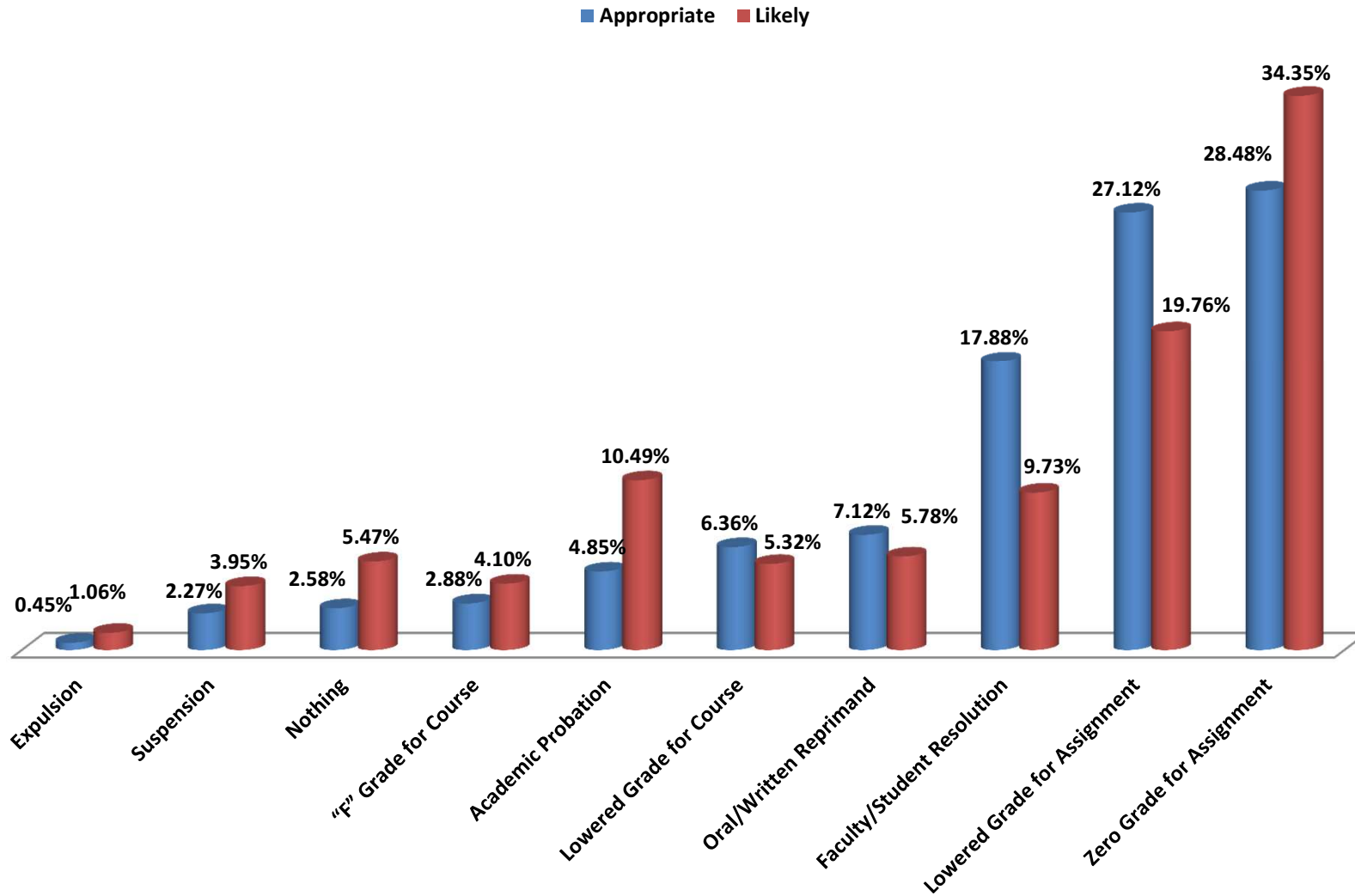


Chart 12d: What is the appropriate and likely punishment for fabricating/falsifying a bibliography?

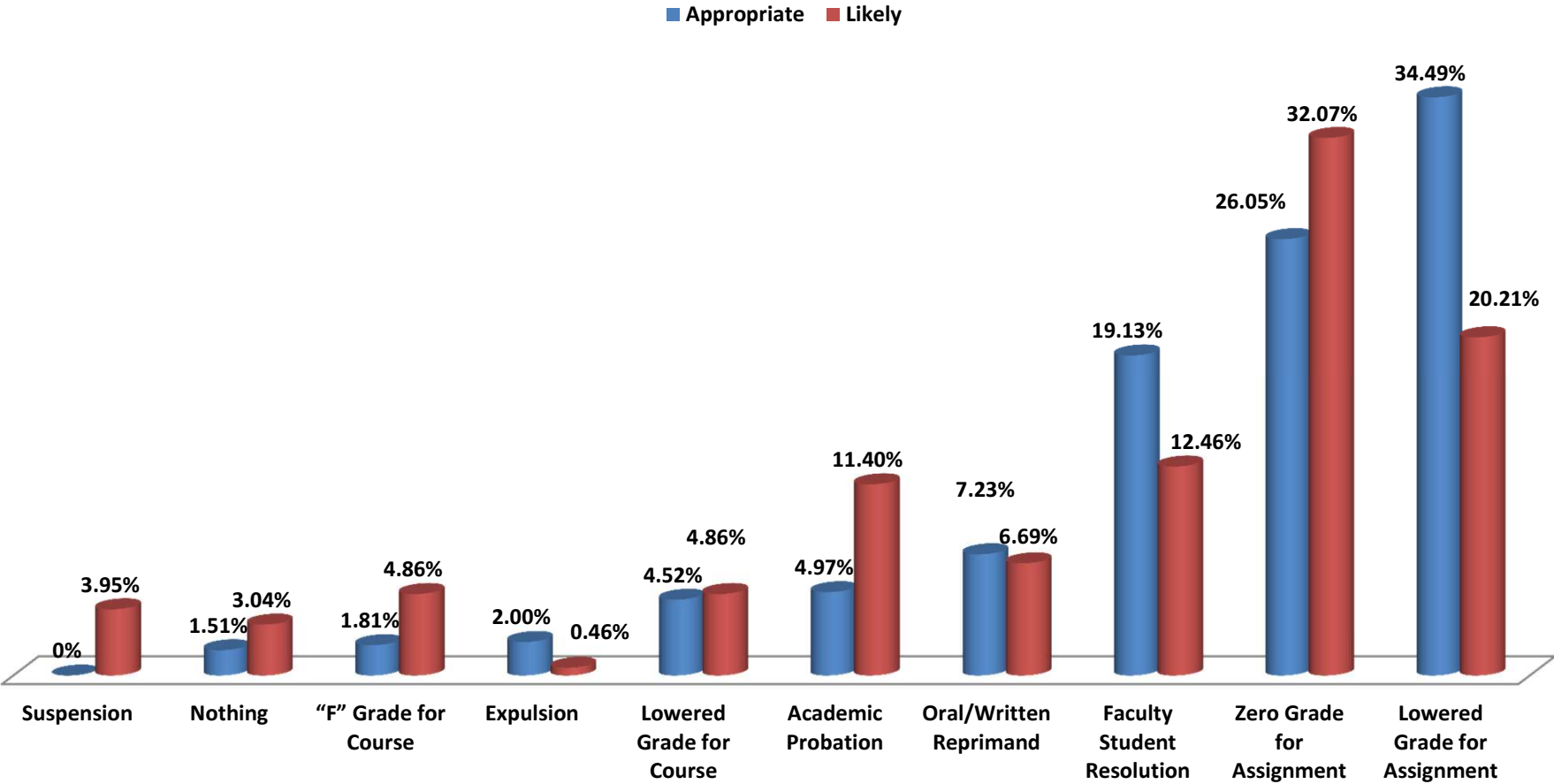


Chart 13: Student responses to unethical behaviors by peers

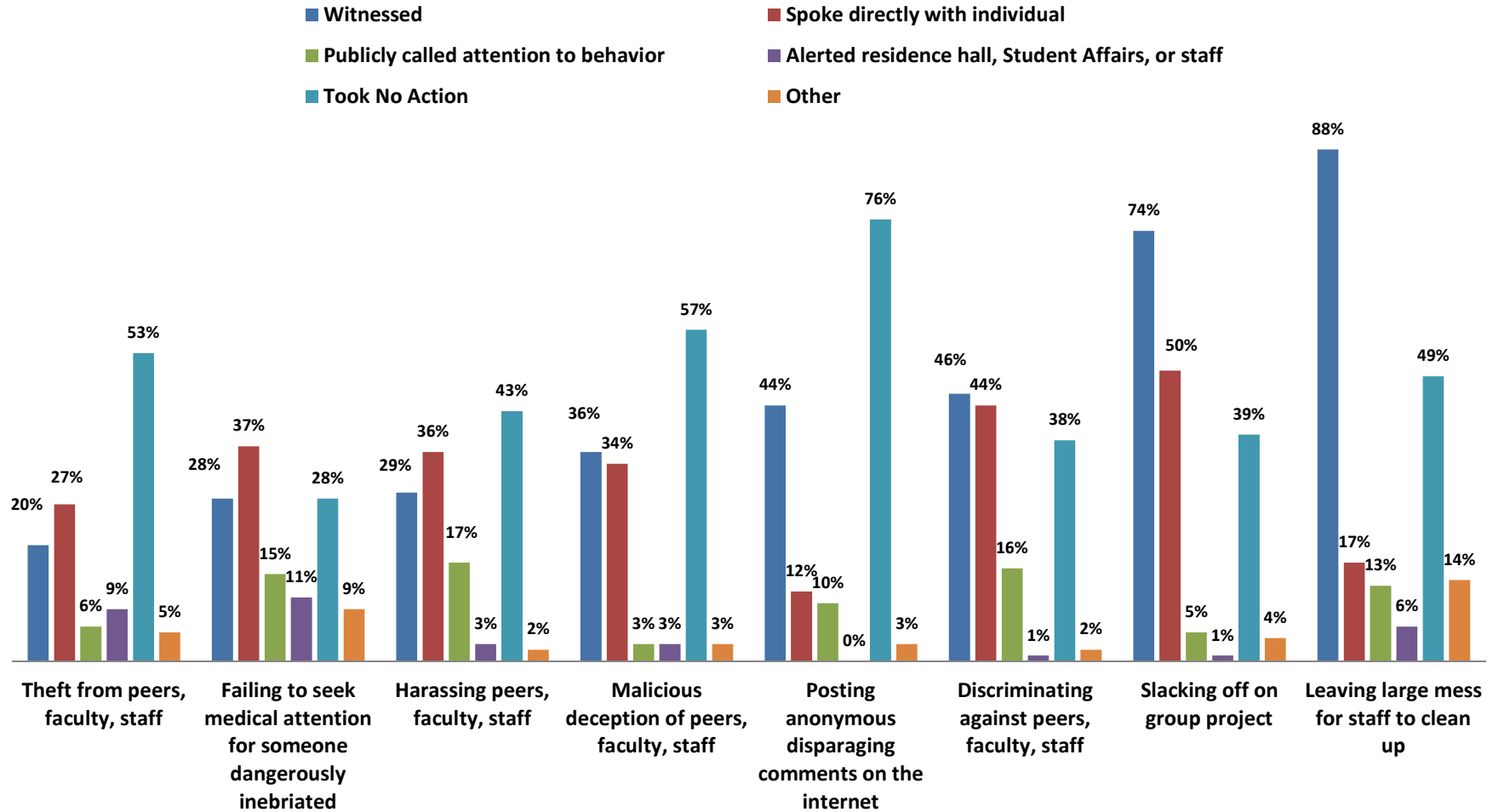


Chart 14: Reasons given by students for taking action on unethical peer behaviors

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

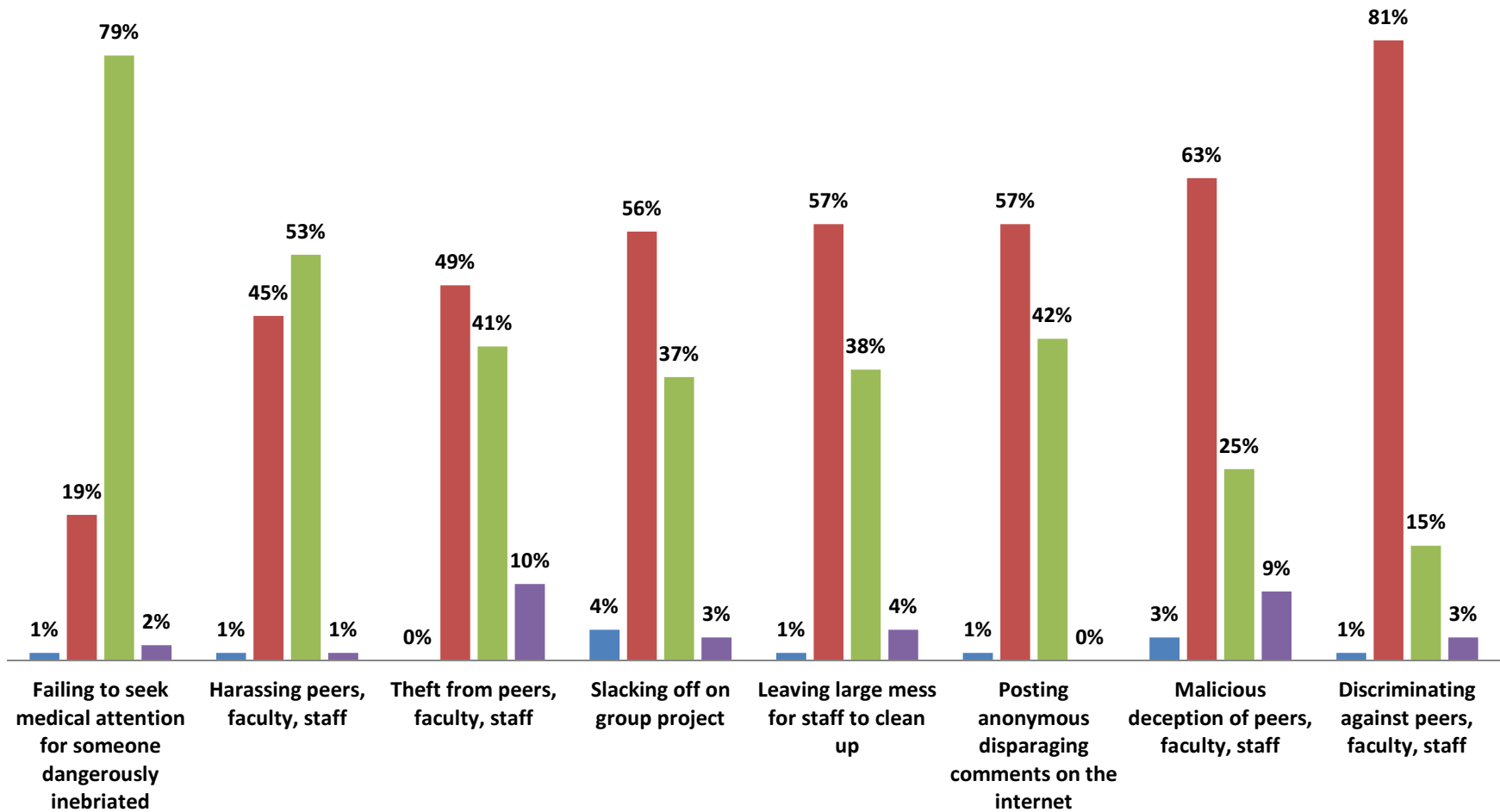


Chart 15: Reasons given by students for NOT taking action on unethical peer behaviors

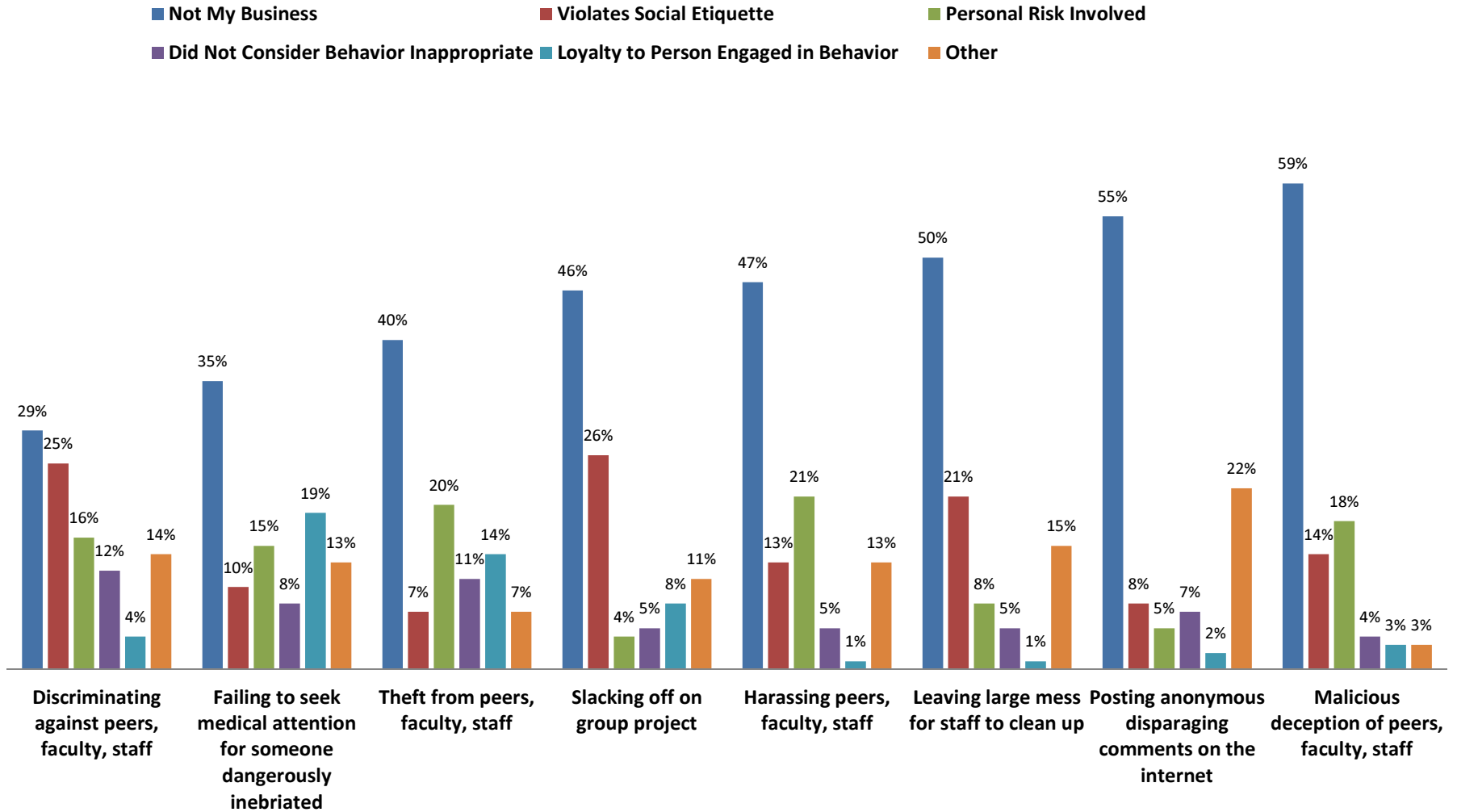


Chart 16: Reasons given by students for NOT engaging in academic dishonesty

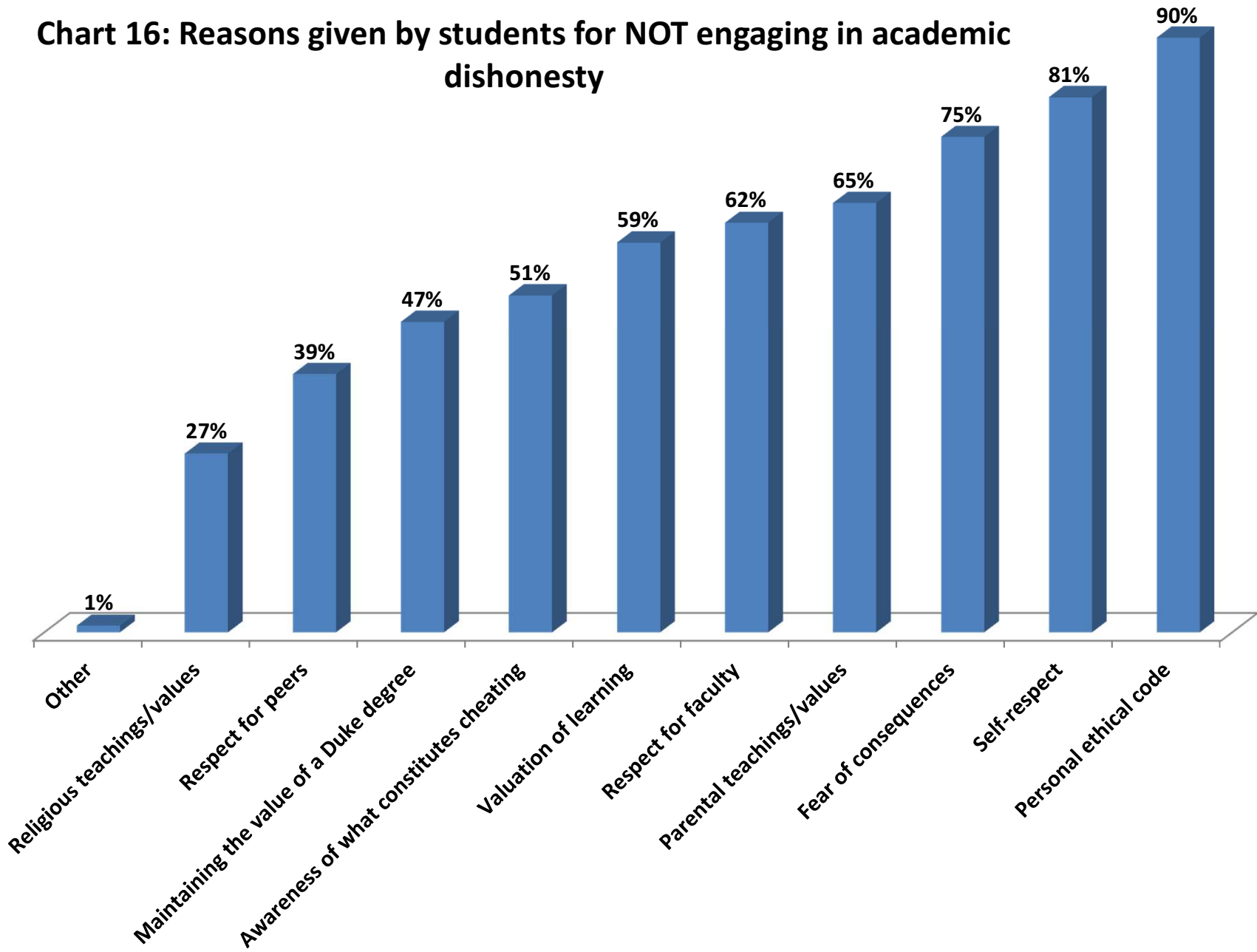
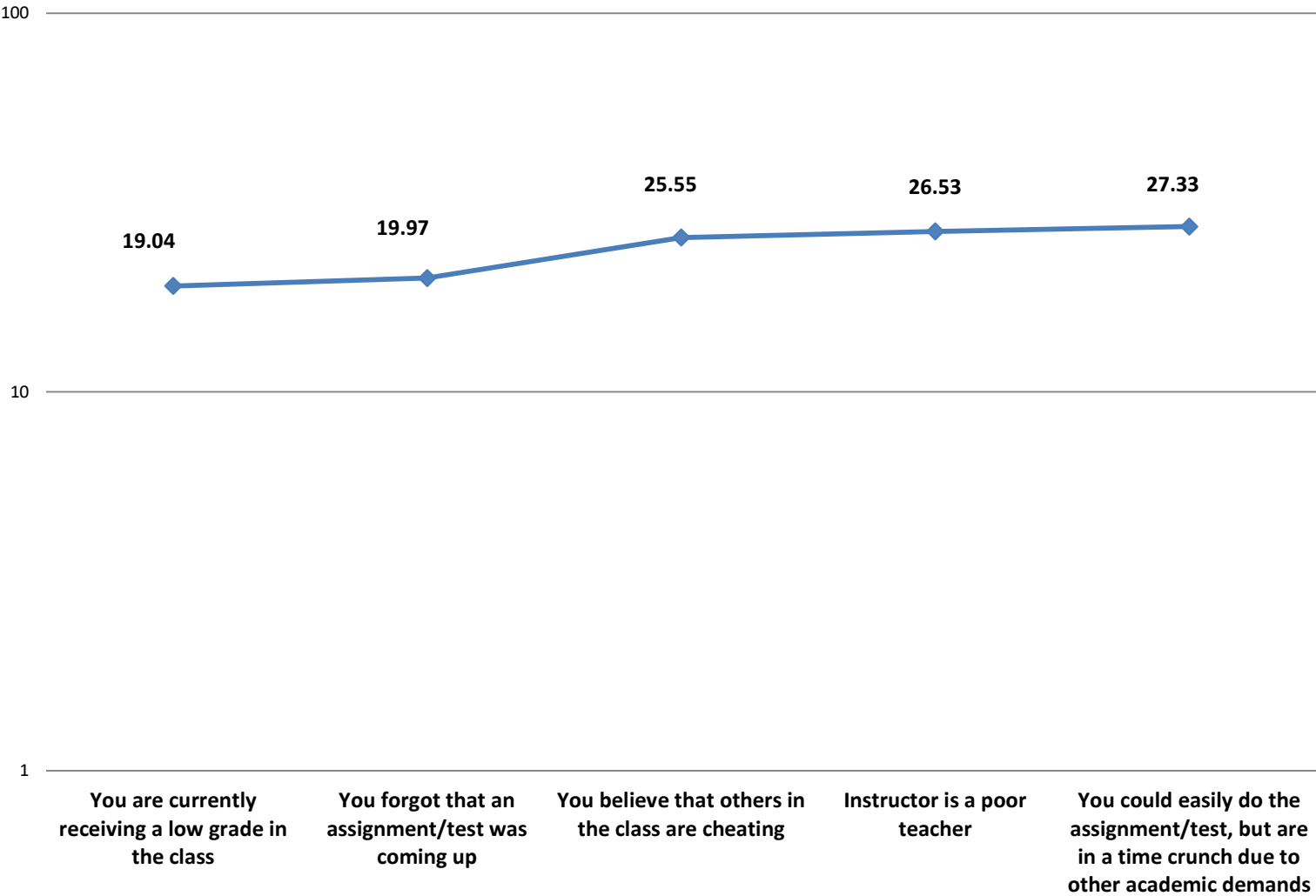
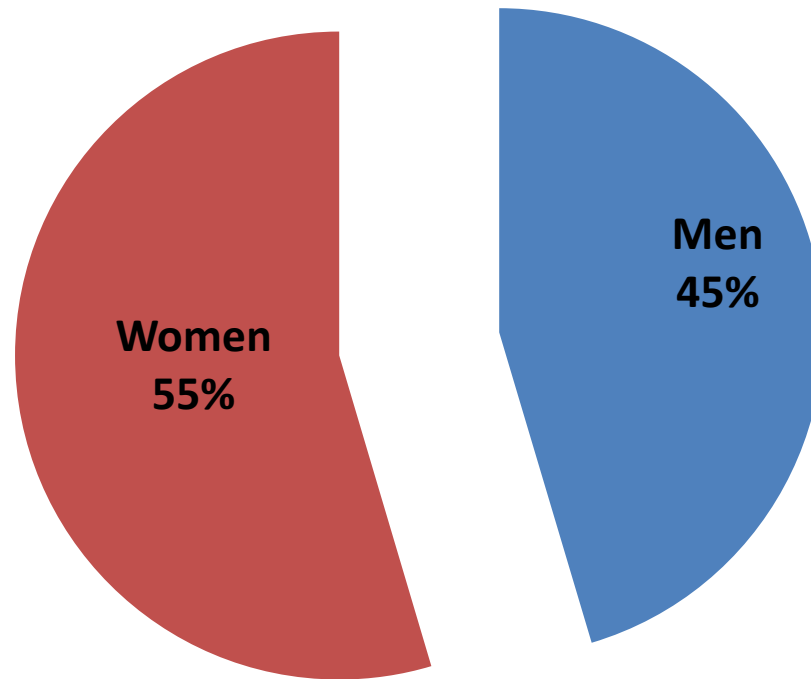


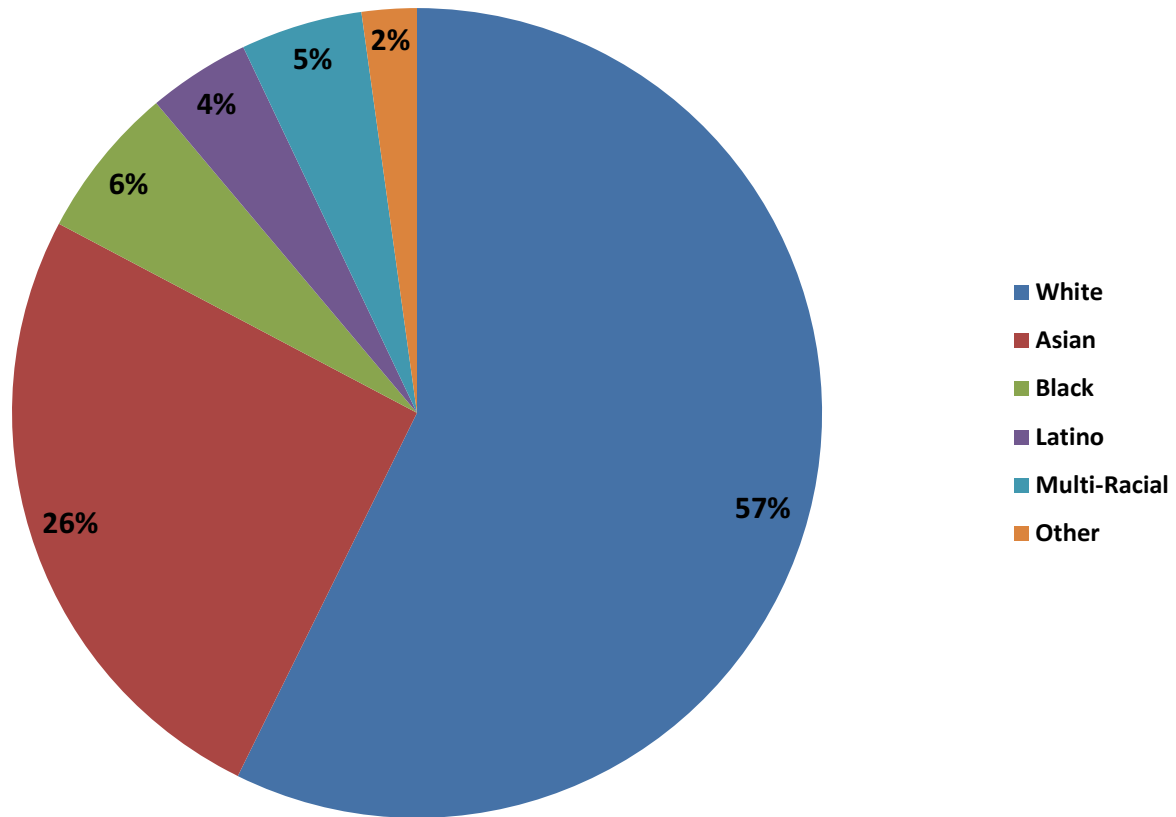
Chart 17: Student perceptions of the acceptability of academic dishonesty in certain situations (1 = never acceptable, 100 = always acceptable)



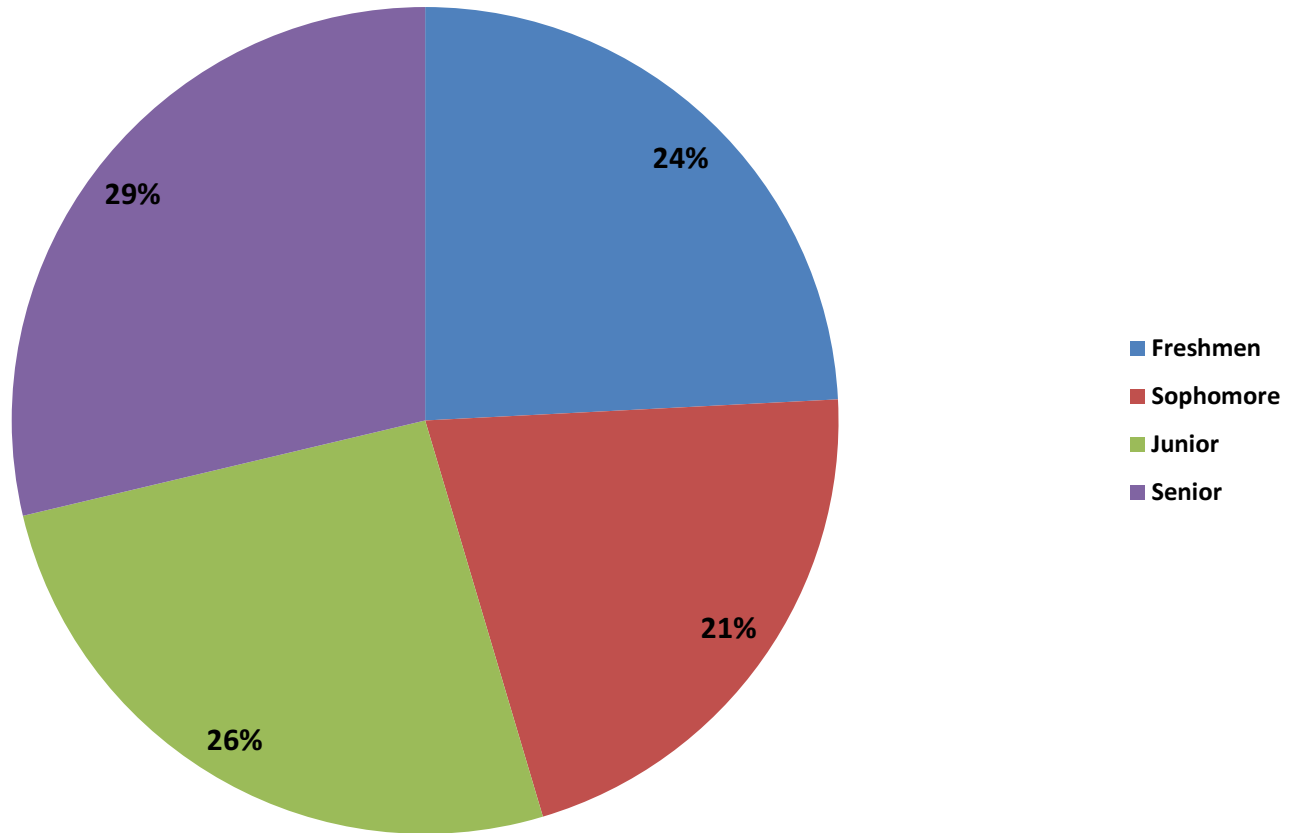
Appendix : Gender



Appendix : Race



Appendix : Class



Appendix : Financial Aid

