

Academic Integrity Study: Faculty Survey 2001
Assessment Report
March 7, 2001

Matt Serra Ph.D.
Director of Assessment for Trinity College

Table of Contents

Demographics.....	page 3
Faculty Perceptions of Students.....	page 3
Cheating at Duke.....	page 3
Faculty Perceptions of Duke’s Response to Cheating.....	page 4
Faculty Understanding of Policy and Response to Cheating.....	page 4
Appendix 1: Respondent Disciplines.....	page 7
Appendix 2: Responses to Open-ended Questions.....	page 8
Appendix 3: Survey.....	page 18

A web-based survey was administered to a 200 individual pseudo-random sample of faculty members during Spring term 2001. The main requirement for inclusion was that the individual was teaching or has taught underclass students at the university. This report summarizes the data collected via that instrument. Of the surveys distributed, sixty responses were received and, as is often the case, not all respondents chose to answer all items. Of the sixty respondents, 37 responded to all of the items. Twenty-three respondents chose not to respond to one or more items. All percentages reported in this document are weighted percentages. The instrument was broken into several sections and each will be reported in turn.

Demographics

At the time of the survey, of the sixty respondents, 34 held the rank of full professor, 7 the rank of Associate professor, 11 Assistant Professors, 5 Professors of the Practice, 1 Lecturer, 1 Adjunct Professor, and one "Other" (not specified). The respondents came from a broad range of disciplines (See Appendix 1) and the group was comprised of 75% men and 25% women (with one 'no-response' to this item). The respondents were asked to estimate the years that they had been teaching at the college level overall and while here at Duke. Overall, the mean years of teaching were 19.3 with a range of 1 to 45 years with the median 19.5 years. Teaching here at Duke had a mean of 15.9 years with a range of 1 to 40 years and a median of 15 years. Also, a large percentage of the respondents had previously been affiliated with a school that had a traditional academic honor code, 51% as a student and 49% as a faculty member.

Faculty Perceptions of Students

The respondents were asked to use a Likert-type rating scale (Very Low, Low, High, Very High) to respond to several questions regarding the general atmosphere for students at Duke as well as the students' understanding of cheating policies at Duke. The majority of respondents felt that the competitiveness for grades here at Duke was either 'High' or 'Very High' with nearly 90% of the persons who responded falling into one of these two response categories. Also, the respondents overwhelmingly felt that the pressure to get good grades was felt by the students, with nearly 95% of these same respondents falling into the 'High' to 'Very High' category. However, a third of the respondents felt that the students had a 'Poor' understanding of the cheating policies of the university, but approximately a third of the respondents felt the student understanding of the cheating policies to be 'High'. When asked if student should be held responsible for monitoring the academic integrity of other students, 50% agreed mildly, 15% agreed strongly, but nearly 25% disagreed either mildly or strongly.

Cheating At Duke

What is the faculty perception of cheating at Duke and of what constitutes cheating in general? In response to the Yes/No question: 'Do you think the Duke Honor code system is effective?', a large majority of the respondents (62%) gave a no response. Respondents were asked to rate their level of agreement to the following statement: "Cheating is not a serious problem at Duke". Seemingly in agreement with the previous question, nearly 32% of the respondents disagreed either mildly or strongly. Twenty-six percent agreed mildly and a majority 42% stated that they were not sure. In line with these numbers is that nearly 90% of the respondents felt that the chance of a student getting caught cheating at Duke was either low or very low.

What constitutes cheating in the eyes of the respondents and how often do they observe such actions taking place in a typical academic year? As can be seen in the Table 1 below the majority of the respondents has not encountered an inordinate amount of cheating in the past academic year. Also, all forms of cheating outlined in the instrument (except for working collaboratively when not allowed to do so and failing to footnote^{*}) were overwhelmingly considered ‘Serious Cheating’.

	Never	Once	>Once	Not Cheating	Trivial cheating	Serious Cheating
Copying for another student during a test (or exam) <u>without</u> his or her knowledge.	76%	22%	2%	0	2%	98%
Copying for another student during a test (or exam) <u>with</u> his or her knowledge.	90%	10%	0	0	0	100%
Using unpermitted crib notes during a test.	80%	17%	3%	0	8%	92%
Getting questions or answers from someone whom has already taken a test.	86%	8%	6%	2%	14%	84%
Helping someone else cheat on a test.	84%	14%	2%	0	2%	98%
Cheating on a test in another way.	78%	20%	2%	0	6%	94%
Copying material, almost verbatim, from any source and turning it in as your own.	52%	40%	8%	0	8%	92%
Fabricating or falsifying a bibliography.	83%	12%	5%	0	30%	70%
Turning in work done by someone else.	60%	30%	10%	2%	5%	93%
Receiving substantial unpermitted help on an assignment.	65%	21%	14%	2%	30%	68%
*Working on an assignment with others when the instructor asked for individual work.	60%	14%	26%	2%	60%	38%
*Copying a few sentences of material without footnoting them in a paper.	52%	20%	28%	4%	76%	20%
Writing or providing a paper for another student.	93%	5%	2%	2%	0	98%
Turning in a paper either purchased, or plagiarized in large part, from a term paper mill or website.	89%	11%	0	0	2%	98%
Plagiarizing a paper in any way using the Internet as a source.	78%	15%	7%	0	10%	90%
In a course requiring computer work, copying a friend’s program rather than doing your own.	81%	11%	8%	2%	2%	96%
Falsifying lab or research data.	91%	7%	2%	0	5%	95%

Table 1

Faculty Perception of Duke’s Response to Cheating

A slight majority (52%) of respondents considered the severity of penalties for cheating at Duke to be ‘Low’. However, well over a third of the respondents (39%) considered the penalties to be ‘High’ with approximately 5% and 4% considering them ‘Very High’ and ‘Very Low’ respectively. It was unclear to approximately 50% of the respondents if they agreed or disagreed with the idea that Duke’s judicial system is fair and impartial, they were ‘Not Sure’. Thirty-nine percent of the respondents ‘Agreed either Mildly or Strongly’ with the idea. That left about 10% that ‘Disagree either Mildly or Strongly’ with the idea that the judicial system is fair and impartial. In regard to the effectiveness of the Duke policy on cheating, approximately 41% of the respondents gave

it a 'High' rating whereas about 59% gave it either a 'Low' (46%) or 'Very Low' (13%) rating.

Faculty Understanding of Policy and Response to Cheating

Of the respondents, 50% rated faculty understanding of Duke's cheating policies as 'Low' and 7.5% rated that understanding 'Very Low'. Forty-two and one-half percent did rate the understanding as 'High' or 'Very High'. Perceived faculty support for these same policies somewhat mirrored these numbers with approximately 48% rating faculty support as 'Low' or 'Very Low' and about 50% rating support 'High' or 'Very High'. Respondents are once again uncertain when it comes to the idea of how hard faculty members try to detect cheating. Nearly 40% marked 'Not Sure' when asked to rank the statement 'Faculty members try hard to detect cheaters'. As to the other respondents, 52% 'Disagreed either Mildly or Strongly' with the statement. Only about 18% rated themselves in agreement. As might be expected, a large percentage of respondents did not feel that the faculty handles instances of cheating in a uniform manner. Forty-three percent of the faculty 'Disagreed Strongly' with the idea of uniformity in dealing with cheating. Another 16% 'Disagreed' and once again, 35% were 'Not Sure'. Only 5% of the respondents "agreed" in any way with the idea that faculty have a uniform approach when dealing with cheating.

The respondents were given a brief scenario in which they were convinced that a student had cheated on a major test or assignment in their class. They were asked to select from a set of supplied alternative courses of action that they felt they might take in the situation. Respondents were encouraged to select all the items they thought would be applicable. Of the eight alternatives, four garnered relatively equal levels of selection, being picked 17 to 22 percent of the time.

- 24% Reprimand or warn the student.
- 22% Give the student a failing grade for the test or assignment.
- 22% Report the student to a Dean or disciplinary committee.
- 17% Report the student to the honor council

The other four responses: Lower the students grade, Give the student a failing grade in the course, Nothing, and Other were not selected more than 5 percent of the time.

The respondents were given a list of disciplinary actions and asked to indicate which was most likely to be taken at Duke if a student was found responsible for cheating on a major test or assignment. They were also asked to indicate which of the measures they felt should be taken. The responses (in percent, number of responses in parenthesis) can be seen in Table 2 below.

	Likely Action	Preferred Action
The student will be given a reprimand or warning.(20)	70%	30%
The student will be required to make up the exam/assignment.(12)	67%	33%
The student will receive a failing grade for the exam/assignment.(24)	33%	67%
The student will be given a failing grade for the course.(10)	20%	80%
The student will be placed on probation.(24)	29%	71%
The student will be suspended from school.(9)	44%	56%
The student will be expelled from school.(1)	100%	0
Other: See Appendix 2(7)		
Don't know.(9)	89%	11%

Table 2

Respondents were asked to respond to the following question: In the past two years, how often have you responded to incidents of cheating by taking the following actions? The supplied actions and responses (in percentages) are in Table 3 below.

	Number of Incidents			
	0	1-2	3-5	>6
Changing a student's grade.	73%	24%	3%	0
Referring the matter to an appropriate authority.	84%	16%	0	0
Referring the matter to your chair.	97%	3%	0	0
Reprimanding the student.	70%	22%	3%	5%
Other: See Appendix 2				

Table 3

Those respondents who had referred a person for cheating were also asked to rate their level of satisfaction with the handling of the case. Of those, 61% rated their satisfaction as 'High' or 'Very High' while 39% rated their satisfaction as 'Low' or 'Very Low'.

Respondents were given a list of 'safeguards' to reduce cheating and to indicate which they use in their courses. The list and responses by count and percent can be seen in Table 4 below.

	Count	Percent
None, I do not use any special safeguards in my course.	8	4.5
Ask for Ids before administering an exam.	0	0
Make copies of exams before returning them to students	9	5
Use the Internet to confirm plagiarism	7	4
Provide information on the syllabus about cheating/plagiarism	17	10
Change exams regularly	42	24
Collect Blue Books, mark them, and redistribute them at the start of an exam.	1	1
Hand out different versions of an exam.	15	9
Discuss your views on the importance of honesty and academic integrity with your students.	25	14
Tell students about methods you will use to detect and deter cheating in your course	7	4
Have student sit apart from each other during tests and examinations	28	16
Other: See Appendix 2	17	10

Table 4

The responses to several open-ended questions can be found in Appendix 2.

Appendix 1

Respondent discipline and count in each.

Discipline	Count
Biology	9
Biomedical Engineering	4
Sociology	4
Mathematics	3
Romance Studies	3
Classical Studies	2
Computer Science	2
Economics	2
Mechanical Engineering and Materials Science	2
Physics	2
Public Policy	2
AALL	1
Art and Art History	1
Asian and African Language and Literature	1
CEE	1
Chemistry	1
Civil and NSOE	1
CLST	1
Cultural Anthropology	1
EE	1
History	2
ISDS and Math	1
Literature and Romance Studies	3
ME&MS	1
Music	1
Philosophy	1
Political Science	1
Psychology: Experimental	1
Psychology: SHS	2
Slavic Languages	1

Appendix 2

Responses to open ended questions:

Reply to 'Other' for question 6: 'If you were convinced.....what would you do?'

It depends on the details of the case and on my current confidence in the judicial board (often low)

- .
- One of the above.
- .
- convinced is a hard one. See below.
- .
- Change next assignment
- .
- If I could prove it with direct evidence
- .
- make the student redo the assignment

Q7

Do you think some faculty at Duke ignore incidents of cheating in their courses? If so, why?
I would have thought that in many cases it is clear that a student cheated. In that case one might give the student the benefit of the doubt. I would like to think that this is the only way cheating is ignored.

I have no idea how often this may happen. It certainly must happen on occasion.

Yes Reluctance to become embroiled in an unpleasant and time-consuming affair

No idea. Cheating is not as readily identifiable as your questions suggest. I have had suspicions about cheating; I have never encountered an action that I "knew" was cheating.

Not that I am aware of

They want to avoid appearing before the Judicial Board. They want to decide on the appropriate penalty.

.

Yes. Experience with, and thus lack of confidence in, Judicial Boards.

may be hard to prove sometimes. I have never felt the case strong enough to report, though I would do it if evidence were there.

may be hard to prove sometimes. I have never felt the case strong enough to report, though I would do it if evidence were there.

Yes, for lack of trust in the Judicial Board.

No idea

YES. THE DIFFICULTY OF PROVING CHEATING

Well, some choose not to look hard enough to discover incidents. Some imagine no one would cheat, some just don't want to play the role of policeman.

I have no idea, but I wouldn't think so at least in my department.

Yes. I think a number of faculty ignore incidents of cheating. It requires careful attention to notice if students are plagiarizing other's work in their research papers, for example, and many professors don't have the time to look into these things carefully.

.

I have no basis on which to form an opinion about others.

Yes. Difficulty in proving cheating. Also, severity of penalties viewed as not commensurate with offense.

Too much hassle.

Don't know

It's easier to try to handle it yourself than deal with the administrative hassle associated with

reporting the student. This is especially true I think if you're an assistant professor, non-regular rank teacher, or (especially) a graduate student.

Yes. ---it's a big hassle to refer to UJRB --perception that UJRB is weak when it come to dishing out punishment

1) it takes a lot of time to verify cheating, such as plagiarism. If one has 24 hours or even 48 hours to turn in grades to the registrar, what grade do you turn in for a student you suspect of cheating but don't have time to verify this? 2) the image is that the Judicial Board takes a very lengthy procedure to arrive at a decision, and time is a critical resource for a lot of faculty.

I've never thought about it but some probably do.

At times I have had to "ignore" an incident, as when I am almost certain that the work is not the student's own, but I lack "proof" (eg a copy of the same paper on the internet). It is a huge hassle to "find proof." I have tried to structure my courses so that it is almost impossible to cheat in them.

yes. it's always so hard to prove

No

I am not aware of this happening

.

yes, it is easy to do.

I think mostly faculty members will try to do something with the students who are found responsible for cheating in class.

.

yes, for several reasons i) ineffective judicial system- ii) the burden of work is on the professor, not the cheater. That is, if a person is caught cheating, then the prof must document it. Its easier to flunk th student if one is sure they cheated, and have th student challenge the flunk if they feel its an injustice. This method has worked well. In sever cases, however, the judicial system should be used

I have not seen or heard of this in my time here. I used to teach at Princeton, and I heard faculty say that it might be easier to ignore it, but I never knew of a case in which they did.

.

Difficult to prove

I don't think so

yes!!!! no information on how to deal with such cases.

Yes. Because the evidence is often weak and the student denies cheating and it's a hard battle to fight without assured confirmation.

I think most (all) faculty react in some way. Many handle such incidents on their own. Reasons: (1) time it takes to prosecute, (2) perceived inconsistencies from case to case within the judicial board (even though this is probably not true).

no

No. Not the obvious cases of cheating. Maybe some of the cases where it is not clear if cheating actually happened are ignored, because it can be difficult to determine.

Perhaps. But I am certain that some faculty choose to handle such incidents privately with the student in order to avoid the extended responsibilities of the formal judicial process.

I don't know if they do, but if they were to it would likely be because it is so difficult to address incidents of cheating and takes so much time and energy. It is very difficult to be completely sure and to accuse a student wrongly is horrible. The emotional conflict involved in the accusation is also very unpleasant.

Because it can be highly unpleasant, especially with the student's parents.

Probably. Hard to detect, hard to prove, especially web plagiarism.

Yes. I'm not saying that they ignore all incidents, but if it is a 'small' incident, they (and probably I) are not likely to pursue it because of the headache involved.

.

no, not that i'm aware of

I do not know whether some faculty ignore cheating and if they do, why.

they are totally clueless because they have never visited the purchase a paper web sites or even (I realize this may be hard to believe) they have never even surfed the e-data bases or google. In other words, they have NO IDEA of how easily one may assemble a paper from cut and pasted sources... THIS IS WILLFUL IGNORANCE. CHECKING TAKES TIME (EITHER IN THE

STACKS) OR ON THE WEB. MY COLLEAGUES ALL SAY THINGS LIKE, 'THEY ONLY HURT THEMSELVES,' AND "I DIDN'T GO TO GRAD SCHOOL TO BE A POLICEMAN..."

Yes. We have a weak honor system.

Recently I heard of a case where a professor suspected a student had taken a paper from the internet. This was within FOCUS, so other faculty also had a chance to look at the paper, and confirmed that the student's other writing was not up to the level of the paper. The appropriate did not respond adequately to the professor's complaint, in terms of contacting the student, because the complaint could not be "proven." This would not cause me to ignore cheating, but merely to handle it myself.

It's hard to be certain that cheating occurred, and going through the Judicial Board is very time-consuming. Some faculty do not wish to be thought "bad guys" by others.

Not sure.

Yes. Why? Various reasons: because grades are a very subjective way to evaluate performance; some professors may feel particular students (e.g., athletes) are under excessive time pressure; some professors may prefer to handle cheating in their own way, rather than reporting students to University authorities.

While I don't have first-hand knowledge, I think it's likely that some faculty do this, for a variety of reasons, in particular that they feel uncomfortable confronting a student or they don't want to expend the energy and time it requires to deal with such incidents and feel they have more "important" things to do -- e.g., their research.

Q12- Other, please specify...'In the past two...the following actions?'

.

I no longer give exams, only papers, and they are done in conjunction with sequences of conferences to insure that the student is doing the work.

.

Have not done undergraduate teaching in past 2 years

.

require work be redone

Modifying assignment

.

Remind the whole class not to cheat on test or assignments.

.

never

.

Q13 'If you have referred....the case(s) was handled?'

.

The difficulty in answering this questionnaire is that these matters are almost never discussed and no systematic data seem to be available. I hope that your efforts will address this lack of information.

.

I have not observed cheating recently because I no longer give exams, or "unsupervised" papers.

.

I do not know the answers to questions 9 and 10, which I left unchanged.

my course has no exams, but three essays so I'm not sure that 11 above applies very well

.

Although I personally have not experience the Judi Board, I have colleagues who have, often with shockingly disappointing results that shake my confidence in the process. I have also seen one A&S dean (Thompson) take an entirely unprofessional role in grading, that makes me reluctant to depend on the admin.

.

Took far too long to hear the case.

.

Sentences too lenient. Athletes get special treatment.

.
When I was departmental chair, I helped facilitate the judicial process for two grad student-teachers, who had blatant incidents of plagiarism in their courses.

in a number of cases when i have a strong feeling someone cheated, i know i couldn't prove it, so i tend to let it go. this is true of cheating on tests or quizzes. For papers, i ask the student questions in a round-about way to try to determine if it really is that student's work. I might ask the student to redo the work.

Cheating is a minor problem for me.

.
Casey Wallace is just superb. The students on the board however, need to be a little less prim and proper and more concerned with treating the accused as an equal

.
The responses to #9 above are invalid both for me and others. You don't provide a "don't know" and you set the default at "low" for all those who don't answer.

.
In box 9, I am asked to answer several questions for Duke as a whole, whereas student dishonesty probably varies with course, department and major. I can only tell you about my experiences with my own students. I did not answer box 9 because it lacks the "I don't know" button. Box 11 is ambiguous as it asks faculty what we consider cheating but refers to what "some students might consider cheating"

THE ONLY WAY TO SEND A SIGNAL TO UNDERGRADS IS TO ENFORCE A ZERO TOLERANCE POLICY.... AND THAT MEANS MAKING FUNDS AVAILABLE FOR GRADUATE STUDENTS IN THE RELEVANT DISCIPLINES TO DO THE CHECKING. FROM MY EXPERIENCE I KNOW IT CAN TAKE TWO DAYS TO FIND A SOURCE IN PRINT AND NOT SO LONG ON THE WEB. I USE FINDSAMEAS BUT EVEN SO IT TAKES TIME. EITHER DUKE SHOULD PAY TO SLEUTH CHEATING OR STOP THE HYPOCRISY ABOUT AN HONOR CODE. At another U. I had two major casses. In both cases the sthdents were thrown out and could not come back.

see above

.
NA

Q14- Other, please specify... In response to 'What safeguards do...in your course?'

.
change paper topics each time the course is taught; define paper topics idiosyncratically so that internet, etc. sources cannot be used; have weekly writing assignments
Being present and watchful during an exam.

I hand out lists of questions a couple of days in advance. I select questions on in-class closed book exam from these. I allow any kind of group discussion beforehand, but students are required to report all such discussios.

.
See answer above. In order to remove possibility of cheating, I have, over the years, done nearly all of the listed "safeguards". I have now given up. I simply require serious papers, done in consultation with me, and iterated through drafts over time.

.
I supply all the paper allowed on students' desks--- no scratch paper, no notes, etc. are permitted.

.
I never give exams; writing assignments are devised as much as possible not to allow plagiarism; working together is encouraged

.
Open note exams!

.
Use essay exams

All students need to speak with me personally about their term papers in my courses. I help them w/ bibliography and the like. I thus know when I see the finished paper, if they have written it or not. I also have many writing assignments in my courses for lit papers, go over rules about referencing
Individualize questions

.
Do not allow calculators to prevent their use as a store of information.

.
Have students signed their work following a statement avowing that the paper is their own work.

.
my assignments are largely reading notes, research projects, and term papers on topics that are hard to plagiarize. I don't give exams. I don't teach very large courses (over 30).

.
observe students carefully as they take the exam

.
I tell students that I have ways to detect cheating, but I don't tell them what they are.

.
try to design narrow and specific paper topics

Q15 'What role do you think.....cheating in their course?'

I believe it is best to deny the students opportunities to cheat. The degree to which this can be achieved varies from subject to subject. In mathematics it is not difficult.

This is a large question and we need to better identify the problem(s) before this question can be answered with some confidence.

Primary responsibility lies with student Faculty must enforce honor code when they become aware of violations

Provide a model Not cheat themselves -- cite their sources and attribute ideas properly. Faculty do not regularly do this, I've noticed.

I believe it is part of our responsibility to manage circumstances so as to discourage opportunistic cheating rather than making it easy. I believe that faculty should remain in the room during a test and be unobtrusive but watchful for wondering eyes. (Other faculty have different opinions on this.) By not making cheating easy, and above all by treating students with concern, respect and integrity, we can encourage typical students to expect that their fellow students are behaving honestly, and that is in their best interest to do so. If typical students believe that it is easy to cheat, and many of their fellows are doing so, they will be much more tempted to do so themselves. Finally, a case where there is evidence of premeditated cheating should be dealt with seriously, in a way that will seem fair to other students.

Mention the standards of academic honesty in class. Be specific, in appropriate circumstances, about what constitutes academic dishonesty.

.
Students have to have behaviors modeled. Faculty can refuse to give assignments in which cheating is possible -- e.g. oral exams if necessary, papers if reasonable for the course.

.
?

an active role

FACULTY ARE RESPONSIBLE TO INSURE THAT CHEATING DOES NOT OCCUR. THIS CAN BE DONE BY PROCTORING EXAMS AND GIVING FRESH EXAMS ONLY.

Discuss honor, make it hard to cheat, make it expensive to be caught.

.
Talk about the problem of cheating. Frame the issue well at the beginning of a major research paper. Talk about the temptations to plagiarize, even in small ways, and address the issue straight on.

.
Faculty should not be expected to police their courses. I think each faculty member should be allowed to deal with the issue as they see fit.

Strong--though I would prefer a traditional honor code.

Should be clear to students that cheating is unacceptable.

This is hard. We are not the police. Ideally, having a strong support network to take over when issues of cheating arise would improve referrals to that network and increase standardized responses across faculty. Having a two-tier system would probably make sense: reduced letter grade + probation for first offense, failed course + suspension/expulsion for second. If this were broadly known (if it could be agreed this is a good punishment structure), more faculty would probably do it.

Strong.

undergraduates should get a briefing during freshman orientation week about the Duke honor code, why the honor code is in use, what is expected of students in the way of their own work etc. Graduate students should get a briefing from their respective Director of Graduate Studies regarding integrity in research -- bibliography, presentation of data, etc. Perhaps students should be given case studies of grey areas of cheating or instances that have come up before the judicial board (without disclosing names and outcomes).

Simple. 1. Treat the students as adults 2. most importantly, provide testing situations and term paper situations that absolutely disinvite cheating.

- be present and vigilant during tests/exams - inform students clearly as to what constitutes cheating in a given course or assignment - faculty cannot reasonably be expected always to report a single individual case of suspected cheating that can't be

Faculty should monitor in-class exams. Faculty should be alert to abuses of "honor" system regarding assignments and papers.

Faculty should remind the students the importance of academic integrity and respects the principles themselves.

Set a moral example. Give assignments where cheating is not possible.

I think it should not be an upfort issue as it makes for a made atmosphere.

Provide a frank discussion on the consequences of cheating.

Promoting integrity and making cheating difficult are two different animals. My assumption at the beginning of each course is that the level of integrity of the students is high. I don't like to begin a course with an indication that I don't trust them. It poisons the atmosphere from day 1. I do announce, however, that I refer ALL suspected cases to the judicial board. I am not convinced that faculty can change the way a student was brought up, or that doing so is something that should be the faculty's responsibility. Making it difficult to cheat is not the same thing as promoting integrity.

Faculty have an enormous role to play here. However, the bottom line is that we are here to help people learn, and students need to understand that cheating severely undermines their ability to learn.

I think that making the issue an open one when assignments are announced is important.

Faculty should be vigilant. But faculty are severely overworked.

I believe faculty should take an active role. Many of the above safeguards are useful.

inform their students of their views on cheating and on the consequences that will follow if caught
Just be alert and plan exams so as to minimize the problem

P.S. I DON'T SAY I CHECK BECAUSE THAT WILL INCREASE THE TEMPTATION TO PATRONIZE CUSTOM PAPER WRITING BUSINESSES. AND I ALSO REQUIRE RARE AND OLD SOURCES IN PERKINS, PLUS I KEEP PAPERS ON A ZIP AND ASK FOR RESEARCH NOTES...

Faculty should be on any committee which decides if cheating, and be on the majority. Students should be on committee as well.

Of course

take every practical means of preventing the occurrence of cheating

As an advisor and rule enforcer.

Supportive of general University guidelines.

I think faculty should clearly communicate their commitment to academic integrity and their expectations. I also think that, despite the efforts of first-year writing instructors, many students don't know good citation practices and faculty need to talk about those as well.

Q18- Why or Why not? In response to the question 'Do you think the Duke Honor code is effective?'

I would rather answer "don't know" to this question.

I have no idea whether it is effective or not.

Do not know prevalence of cheating

I read an article in the Chronicle with the result of a survey indicating that our honor code was not very effective. I also believe it is absolutely unrealistic to expect students to report on other students. To faculty or deans who disagree, I would ask this: If you knew one of your colleagues was cheating on his/her taxes, would you report them to the IRS?

It sends a self-contradictory message: we trust you, and we do not trust you.

Self-interest trumps group interests.

I am surprised by the number of unconfirmed reports of cheating.

I am surprised by the number of unconfirmed reports of cheating.

It has no procedural content.

It's widely considered to be a joke. Nobody would turn in another student, and there are no teeth. It's veneer.

This is a difficult survey for me to respond to because I have not been at Duke very long (this is my third year), have been extremely busy just trying to keep my head above water and really don't know much about Duke's honor code or the extent to which there is a cheating culture here at Duke.

I think it could be effective down the road if we use it as a starting point to raise the issue of cheating, and to get faculty involved with the issue. Having freshman sign the honor code is a great first step, but CONVERSATION about academic integrity and the reasons why it's important need to permeate our culture here at Duke.

Because Duke generally has an anti-intellectual culture. Reduce spending on sports programs and scholarship. Eliminate alumni and development office admissions. Increase spending on academic programs and facilities, especially those outside of normal curricular classtime. Eliminate distribution requirements so that students would learn to take more responsibility for their education. Discourage professional recruitment on campus for jobs in the business sector. Change the culture, and cheating will be less of a problem.

It is not even self consistent. It talks about opposing forthrightly each and every instance of academic dishonesty but then allows the student to withhold report instances, but omit names of offenders. I once had a student use this approach, and was unable to identify the cheater. Clearly was not effective in that case, even though an honest student came forward to report the cheating.

Not traditionally effective.

It appears that there is a considerable amount of cheating going on in spite of it.

It's broadly ignored by the students. Probably because there (appears to me to be) no effective consequences for cheating.

Level of compliance.

Basically one has to think and hope that the school and family background of the average Duke student provide values of academic integrity. This might also be helped by the relative small numbers of students at Duke in comparison to state universities.

An honor code is not a shield. The stiffest honor codes in the country are at the military academies - what good has it done them? We are in the business of providing an education. That includes provision of ethical standards and seeing that they are well understood and used by students - and faculty. The honor code is an ethic we all should live by, not simply a contract students show to faculty to say they promise to be upstanding. The general atmosphere militates against it.

(See 15 above.) Faculty will not report cases that are not very clear cut, that is, provable, and are put in the position of having either to do nothing, or to come up with some kind of "punishment" (i.e., failing the assignment/test). This necessarily means there's no consistent way of dealing with cheating among the faculty. Furthermore, this means that many instances of cheating slip past "the system," which means that the students have little disincentive to cheat.

Students are certainly aware of the issue and generally want to do the right thing.

I have not seen much cheating happening

I have no valid evidence, but I just have the feeling that many students ignore or abuse the honor system.

Uninforceable

Over all, cheating does not happen very often in my class.

If a person is to cheat, a code will have no effect

.

I do not see any leadership in this area from either the administration, faculty or student body!!!!!!!

Not well accepted by faculty or students.

The words are good, but they are just words. When it comes to integrity students arrive at Duke with an 18 year old value system. It is very difficult to change a student's core values. We can make those students inclined to cheat more vigilant - more careful - but their basic values are in place when they get here.

.

As long as the administration supports faculty fully.

I really don't know if it is or not.

I believe it covers all the bases.

.

i'm just not sure

Because morality cannot be legislated. We can only 1) try to prevent its breakdown by fostering a less competitive and more learning-friendly environment and 2) provide appropriate (not death penalty-like) corrective mechanisms when it does break down.

BECAUSE THE PUNISHMENT IS SO MILD. THE J-BOARD IS SO TOUGH AND SINCERE, AND THE UNIVERSITY SANCTIONS ARE A JOKE. AS WITH ALCOHOL ABUSE, ONCE A STUDENT HAS BEEN SUSPENDED DUKE SERVICES DROP HIM OR HER.... KIDS CHEAT BECAUSE OF GRADE PRESSURE + THEIR OWN INABILITY TO WRITE/ RESEARCH. THIS IS A MORE INTRACTABLE PROBLEM IN SOME WAYS THAN BINGE DRINKING...

Faculty not committed. No one has the guts to set standards, including at the top.

.

Those who will cheat will do so on an exam or the honor code

It is not well publicized.

Because the penalties if caught are harsh.

I wish there were an answer other than "yes" or "no" -- I think the Duke honor code works somewhat, but could work a lot, lot better if it were more visible.

Q19- Do you have any suggestions on how Duke might improve its policies concerning issues of academic dishonesty or any additional comments you care to make?

.

Your questionnaire is a good start. A presentation to the Arts and Sciences Council and the Engineering Faculty Council by someone who is knowledgeable about these matters would be very helpful as well.

.

Please see my answer to 15.

A real honor code requires that students are on their honor to behave honestly. It assumes that they will behave honorably. Therefore it does not also create a mechanism for the detection of dishonesty. If we need a system to detect cheating, because Duke students are "not ready" for a real honor code, then the word "honor" confuses the issue. Produce a schedule of punishments for being convicted of academic dishonesty.

.

Remove students and Deans from Judicial Boards.

surveillance cameras; seriously, this would work.

surveillance cameras; seriously, this would work.

?

.

CHEATING SHOULD BE MADE DIFFICULT AND WHEN IT OCCURS IT SHOULD BE PUNISHED HARSHLY. HOWEVER, EVERY EFFORT SHOULD BE MADE TO MAKE CHEATING DIFFICULT. BETTER TO PREVENT CHEATING THAN TO PUNISH FOR LETTING IT HAPPEN.

Somehow make sure exams can be given in large enough rooms; if #students = #desks, it's impossible to keep students from being within an accidental glance of cheating.

No, but please note that some of my answers to your questions were seriously hampered by my lack of experience here at Duke. Question 9 in particular, I mostly would have said "don't know" if given that option.

.

Devise a very simple honor code, something about two lines long. Make penalties for first offenses mild, so as to encourage reporting (if students don't see catastrophic consequences for their peers, I imagine they would be more likely to report cheating). This should not be an ethical question: make it so that students see no great self-interest in cheating. For that, policies need to be implemented to change the culture at the school.

A range of penalties for first offenses, rather than an automatic suspension, would make it more likely that Professors would report instances of dishonesty. A self-consistent honor code would also be useful.

.

Perhaps make the problem more visible.

See comments to 16 above.

.

In Freshmen dorms, the RA might hold a session or two to go over issues of academic integrity -- for both undergraduates and graduates (since RAs are likely to be one or the other). There could be in the dorms some role playing or case studies that would be effective in providing students with a mind set on integrity/cheating.

.

see 15 above.

Not sermonize too much. There tends to be a great gap between what we say and what we do because much of what is said is more for PR than an actual intention.

.

Keep trying to improve the system and keep the faculty informed about the current system and any modifications. Dishonesty is a way of life, but we should attempt to instill honesty in our students so that they might carry this trait into employment after leaving Duke. Dishonesty will eventually "catch up" with individuals.

.

reduce the amount of stress in the student body- there are many ways to do this.....

I understand the discomfort for students of being obliged to report on each other, but without the threat of this, it won't work. At the same time, it is important to have the faculty buy into the system and not feel that reported incidents of cheating or plagiarism will involve them in endless and perhaps useless hours or paperwork or hearings.

.

Awareness! Publicity of the violation cases and penalties!

.

Random thoughts: More careful screening of applicants. Up-front information and required pledges of students as a condition of admission. My basic feeling is that a person is what (s)he is. On the other hand, there are things faculty should do as a matter of course to remind students that the faculty expect honesty as a baseline value and that faculty are vigilant. Faculty should be required to write different exams for subsequent versions of the same course.

.

Provide assistance with search engines to detect plagiarized language.

.

making faculty more aware of policies and procedures.

see box 18. In my course, I have tried to eliminate competition and stimulate interest and enthusiasm for learning. In 20 semesters and through ~800 students, I have encountered perhaps 2-3 cases of plagiarism ("borrowing" from a paper from a previous semester). In my course, I don't see a problem.

REPEAT: PUBLICIZE NO TOLERANCE. IT WILL GET DUKE NATIONAL PUBLICITY. AND PAY GRAD STUDENTS \$17.00 PER HOUR TO CHECK. thank you very much for doing this survey! it's a start. Will the Pre, Pro,& deans get the results?

Have a real honor system. Do not monitor the exams. I never did until I came here.

.

No

Duke can ask all instructors to include a standard clause for the policy concerning academic dishonesty in their syllabi.

.

We need more education of students, resident advisors, and writing instructors, and a greater commitment by faculty to uphold the system. Also, I think faculty need more information on what, specifically, they can do to promote the honor code without sounding "preachy" or unduly suspicious of their students.

Appendix 3

FACULTY ACADEMIC INTEGRITY SURVEY

SECTION I - BACKGROUND INFORMATION

1. What is your academic rank? Assistant Professor _____ Associate _____ Professor _____

 Full Professor _____ Professor of the Practice _____ Lecturer _____

 Adjunct Professor _____ Graduate Instructor _____ Other _____
2. In what department do you teach? _____
3. Are you: Female _____ Male _____
4. Approximately how many years have you been teaching at the college level? _____
5. Approximately how many years have you been teaching at Duke? _____

SECTION II - ACADEMIC INTEGRITY AT DUKE

6. If you were convinced, even after discussion with the student, that a student had cheated on a major test or assignment in your course, what would you do: (Mark all that apply.)

1. Reprimand or warn the student _____
2. Lower the student's grade _____
3. Give the student a failing grade for the test or assignment _____
4. Give the student a failing grade for the course _____
5. Report the student to a Dean or disciplinary committee _____
6. Report the student to the Honor Committee _____
7. Nothing _____
8. Other _____

7. Do you think some faculty at Duke ignore incidents of cheating in their courses? If so, why?

PLEASE TURN TO QUESTION 8 ON THE BACK OF THIS PAGE

8. How strongly do you agree or disagree with the following statements? (Check one choice on each line.)

Disagree	Disagree	Agree	Agree	Not	
strongly		strongly	mildly	sure	mildly
_____	_____	_____	_____	_____	_____
	Faculty members at Duke handle instances of student cheating in a uniform manner.				
_____	_____	_____	_____	_____	_____
	Faculty members try hard to detect cheaters.				
_____	_____	_____	_____	_____	_____
	Cheating is not a serious problem at Duke.				
_____	_____	_____	_____	_____	_____
	Duke' judicial process is fair and impartial.				
_____	_____	_____	_____	_____	_____
	Students at Duke should be held responsible for monitoring the academic integrity of other students.				

9. How would you rate:

Very	High	Very	Low	Low	High
_____	_____	_____	_____	_____	_____
	The competitiveness for grades at Duke?				
_____	_____	_____	_____	_____	_____
	The pressure students feel for getting good grades?				
_____	_____	_____	_____	_____	_____
	The severity of penalties for cheating at Duke?				
_____	_____	_____	_____	_____	_____
	The chances of getting caught cheating at Duke?				
_____	_____	_____	_____	_____	_____
	Student understanding of your school's policies on cheating?				
_____	_____	_____	_____	_____	_____
	Faculty understanding of school policies on cheating?				
_____	_____	_____	_____	_____	_____
	The faculty's support of these policies?				

The effectiveness of these policies? _____

10. In column one, please check the following disciplinary measures you think is most likely to be taken at Duke if a student is found responsible for cheating on a major test/written assignment. In column 2, please check what you think the penalty should be: (Make one selection in each column.)

Preferred	Likely
Action	Action
1. The student will be given a reprimand or warning _____	_____
2. The student will be required to make up the exam/assignment _____	_____
3. The student will receive a failing grade for the exam/assignment _____	_____
4. The student will be given a failing grade for the course _____	_____
5. The student will be placed on probation _____	_____
6. The student will be suspended from school _____	_____
7. The student will be expelled from school _____	_____
8. Other (please specify) _____ _____	_____
9. Don't know _____	_____

PLEASE TURN TO QUESTION 11 ON THE NEXT PAGE

11. Students have different views on what constitutes cheating and what is acceptable behavior. We would like to ask you some questions about specific behaviors that some students might consider cheating. Please circle one response for each question, using the following scales.

In a typical academic year, how serious do you _____ How

consider this form	often do <u>you</u> observe any of the			of
cheating?	following behaviors in your class?			
	1 = Never			1 = Not
	2 = Once			2 =
	3 = More than once			3 =
cheating				
Trivial cheating				
Serious cheating				
Copying from another student during a test (or exam) <u>without</u> his or her knowing it.	1	2	3	1
2				
3				
Copying from another student during a test <u>with</u> his or her knowledge.	1	2	3	1
2				
3				
Using unpermitted crib notes (or cheat sheet) during a test.	1	2	3	1
2				
3				
Getting questions or answers from someone who has already taken a test.	1	2	3	1
2				
3				
Helping someone else cheat on a test.	1	2	3	1
2				
3				
Cheating on a test in any other way.	1	2	3	1
2				
3				
Copying material, almost word for word, from any source and turning it in as your own work.	1	2	3	1
2				
3				
Fabricating or falsifying a bibliography.	1	2	3	1
2				
3				
Turning in work done by someone else.	1	2	3	1
2				
3				
Receiving substantial, unpermitted help on an assignment.	1	2	3	1
2				
3				
Working on an assignment with others when the instructor asked for individual work.	1	2	3	1
2				
3				
Copying a few sentences of material without footnoting them in a paper.	1	2	3	1
2				
3				

Writing or providing a paper for another student. 2 3	1	2	3	1
Turning in a paper either purchased, or plagiarized in large part, from a term paper mill or website. 2 3	1	2	3	1
Plagiarizing a paper in any way using the Internet as a source. 2 3	1	2	3	1
In a course requiring computer work, copying a friend's program rather than doing your own. 2 3	1	2	3	1
Falsifying lab or research data. 2 3	1	2	3	1

PLEASE TURN TO QUESTION 12 ON THE BACK OF THIS PAGE

12. In the past two years, how often have you responded to incidents of cheating by taking the following actions? *(Please check one response for each type of action.)*

	<u>Number of Incidents</u>			
	<u>0</u>	<u>1-2</u>	<u>3-5</u>	<u>6</u>
<u>or more</u>				
Changing a student's grade _____	_____	_____	_____	
Referring the matter to the appropriate authority _____	_____	_____	_____	
Referring the matter to your Chair _____	_____	_____	_____	
Reprimanding the student _____	_____	_____	_____	
Other: _____	_____	_____	_____	
Other: _____	_____	_____	_____	

13. If you have referred a suspected case(s) of cheating to your Chair, the Dean of Students, your campus

judicial board, or someone else, please rate on the scale below, your level of satisfaction with the way the case(s) was handled?

Very Low Low High Very High

Please use the space below to add any additional or clarifying comment you feel necessary:

14. What safeguards do you employ to reduce cheating in your courses? (Please check all that apply.)

- None, I do not use any special safeguards in my courses
- Ask for IDs before administering an exam
- Make copies of exams before returning them to students
- Use the Internet to confirm plagiarism
- Provide information on syllabus about cheating/plagiarism
- Change exams regularly
- Collect Blue Books, mark them, and redistribute them at the start of an exam
- Hand out different versions of an exam
- Discuss your views on the importance of honesty and academic integrity with your students
- Remind students periodically about their obligations under your school's academic integrity policy
- Tell students about methods you will use to detect and deter cheating in your course
- Have students sit apart from each other during tests and examinations
- _____ Other:
-

PLEASE TURN TO QUESTION 15 ON THE NEXT PAGE

15. What role do you think faculty should play in promoting academic integrity and/or controlling cheating in their courses?

16. Have you ever been affiliated with a school that has a traditional academic honor code?

As a student _____ As a faculty member? _____

17. Do you think the Duke honor code system is effective? Yes No

18. Why or why not?

19. Do you have any suggestions on how Duke might improve its policies concerning issues of academic dishonesty or any additional comments you care to make?

THANK YOU VERY MUCH FOR YOUR ASSISTANCE.