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UNIVERSITY OF CALIFORNIA, DAVIS

PROLOGUE

UC Davis is a diverse community comprised of individuals having many perspectives and identities. We come from a multitude of backgrounds and experiences, with distinct needs and goals. We recognize that to create an inclusive and intellectually vibrant community, we must understand and value both our individual differences and our common ground. The UC Davis Principles of Community is an aspirational statement that embodies this commitment, and reflects the ideals we seek to uphold.

PRINCIPLES OF COMMUNITY

The University of California, Davis, is first and foremost an institution of learning and teaching, committed to serving the needs of society. Our campus community reflects and is a part of a society comprising all races, creeds and social circumstances. The successful conduct of the university’s affairs requires that every member of the university community acknowledge and practice the following basic principles:

We affirm the dignity inherent in all of us, and we strive to maintain a climate of justice marked by respect for each other. We acknowledge that our society carries within it historical and deep-rooted misunderstandings and biases, and therefore we will endeavor to foster mutual understanding among the many parts of our whole.

We affirm the right of freedom of expression within our community and also affirm our commitment to the highest standards of civility and decency towards all. We recognize the right of every individual to think and speak as dictated by personal belief, to express any idea, and to disagree with or counter another’s point of view, limited only by university regulations governing time, place and manner. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity and respect.

We confront and reject all manifestations of discrimination, including those based on race, ethnicity, gender, age, disability, sexual orientation, religious or political beliefs, status within or outside the university, or any of the other differences among people which have been excuses for misunderstanding, dissension or hatred. We recognize and cherish the richness contributed to our lives by our diversity. We take pride in our various achievements, and we celebrate our differences.

We recognize that each of us has an obligation to the community of which we have chosen to be a part. We will strive to build a true community of spirit and purpose based on mutual respect and caring.
GRADUATE SCHOOL OF MANAGEMENT

ETHICS PLEDGE

“I promise to complete my degree with honesty and integrity, and will continue to hold myself and my classmates to the highest standards of honor from this day forward.”

MISSION STATEMENT

The mission of the UC Davis Graduate School of Management is to be a global leader in management research and education. As part of the world’s premier public university system, we pursue significance, excellence and scholarly rigor in our research, teaching and service to the people of California. We emphasize curiosity, creativity and high standards in the generation and transmission of theoretical and practical knowledge relevant for business.

LEARNING OBJECTIVES

1. Work well in teams and lead them
   Key tenets of this objective are to:
   - Study and apply the principles of leadership.
   - Communicate effectively in oral and written form.
   - Use modern technologies as one tool to effectively learn and communicate.
   - Understand group dynamics and become a contributing team member.
   - Understand and appreciate the impact of demographic and cultural diversity.
   - Use team building skills to accomplish group tasks.

2. Apply moral and ethical standards to management decisions
   Key tenets of this objective are to:
   - Appreciate how ethical considerations enter into business decisions.
   - Develop an awareness of ethical issues in an area related to career choice.

3. Use appropriate models for analysis and planning
   Key tenets of this objective are to:
   - Recognize problems and opportunities.
   - Be able to critically analyze alternatives.
   - Analyze data and possess proficiency in the use of data.
   - Integrate functional areas of business when analyzing problems.

4. Understand multiple functional areas
   Key tenets of this objective are to:
   - Understand the impact of the international dimension on business decisions.
   - Understand the political, legal, and social environment in which business operates.
STATEMENT ON DIVERSITY

Diversity is essential to the core mission and success of the University of California and to the mission and success of the Graduate School of Management. It is a defining characteristic of California’s rich history and future prosperity.

The Graduate School of Management shares the UC system’s and UC Davis’ commitment to admitting and retaining a diverse student body, and hiring and retaining a diverse faculty and staff. We are committed to achieving diversity at all levels in all of our constituencies. This imperative is key to achieving our goal of “preparing innovative leaders for global impact.”

Diversity is valued by the Graduate School of Management community because it is an integral part of achieving excellence. Increased diversity at all levels leads to a better educational experience and research environment. Our emphasis on ethnic, cultural, gender, sexual orientation, religious affiliation, geographic, professional and experiential diversity promotes our belief that we learn and grow more when exposed to new ways of thinking and doing business.

Diversity must be seen as a part of the way we go about our day-to-day activities. Increasing diversity, promoting inclusion, and maintaining a safe and welcoming environment is the responsibility of everyone in the Graduate School of Management community.
The University of California, Davis
CODE OF ACADEMIC CONDUCT
Honor and Academic Integrity: UC Davis Traditions Since 1911

All members of the academic community are responsible for the academic integrity of the Davis campus. Existing policies forbid cheating on examinations, plagiarism and other forms of academic dishonesty. Academic dishonesty is contrary to the purposes of the University and is not to be tolerated. A code of conduct for the campus community must exist in order to support high standards of behavior. Under the Code of Academic Conduct, first adopted in 1976, students, faculty, and administration share responsibility for academic integrity at UC Davis. The Code requires students to act fairly and honestly, and is based on a student honor code first established in 1911. Examples of academic misconduct include:

- receiving or providing unauthorized assistance on examinations
- using or having unauthorized materials out during an examination
- plagiarism - using materials from sources without citations
- altering an exam and submitting it for re-grading
- fabricating data or references
- using false excuses to obtain extensions of time

Responsibility of Students

The ultimate success of a code of academic conduct depends largely on the degree to which it is willingly supported by students themselves. The following recommendations are made for students:

1. Be honest at all times.
2. Act fairly toward others. For example, do not disrupt or seek an unfair advantage over others by cheating, or by talking or allowing eyes to wander during exams.
3. Take group as well as individual responsibility for honorable behavior. Collectively, as well as individually, make every effort to prevent and avoid academic misconduct, and report acts of misconduct that you witness.
4. Do not submit the same work in more than one class. Unless otherwise specified by the instructor, all work submitted to fulfill course requirements must be work done by the student specifically for that course. This means that work submitted for one course cannot be used to satisfy requirements of another course unless the student obtains permission from the instructor.
5. Unless permitted by the instructor, do not work with others on graded coursework, including in class and take-home tests, papers, or homework assignments. When an instructor specifically informs students that they may collaborate on work required for a course, the extent of the collaboration must not exceed the limits set by the instructor.
6. Know what plagiarism is and take steps to avoid it. When using the words or ideas of another, even if paraphrased in your own words, you must cite your source. Students who are confused about whether a particular act constitutes plagiarism should consult the instructor who gave the assignment.
7. Know the rules - ignorance is no defense. Those who violate campus rules regarding academic misconduct are subject to disciplinary sanctions, including suspension and dismissal.

Responsibility of Faculty

The faculty is responsible for teaching courses and is governed by its own legislation. Regulation 550 of the Davis Division of the Academic Senate governs the conduct of examinations and adjudication of allegations of academic dishonesty. This section of the Code of Academic Conduct is offered as advice on means for maintaining a spirit of integrity and academic honesty. The following recommendations are made for the faculty:

1. Clearly inform students of course and grading requirements, and of standards of scholarship and conduct to be observed on assignments.
2. Use examination formats that discourage academic misconduct.
3. In cooperation with the administration (campus, college and department), try to minimize problems arising from crowded examination conditions. Alternate seating should be provided during examinations when possible.
4. Call attention to the Code of Academic Conduct and take other steps to reinforce a sense of honesty and integrity in students.
5. Tell students how to report violations of the Code.
6. Monitor examinations. A monitor is an individual (instructor, teaching assistant or designated student) who is present in the room during examinations to answer students' questions and to assist students in their efforts to follow the Code of Academic Conduct. A monitor who observes students violating the Code can tell them to cease, record their names, and report them to the Office of Student Judicial Affairs. Students cannot be prevented from completing an examination simply because it is suspected that they have cheated.
7. Use grades to evaluate academic performance, not as punishment for unethical behavior. Under Academic Senate Regulation 550, a grade of "0" or "F" may be assigned to examinations or assignments on which cheating, plagiarism or any other form of academic dishonesty is admitted or determined to have occurred by proper adjudication. If the student admits or is determined after adjudication to have committed a violation of the Code of Academic Conduct that does not involve dishonesty, the faculty member may assign an appropriate grade penalty for the misconduct.
Responsibility of the Administration

The following recommendations are made for the administration:

1. Provide physical settings for examinations that minimize opportunities for cheating.
2. Provide technical assistance for instructors, through the Teaching Resources Center and other sources, in preparing and administering examinations to minimize opportunities for academic misconduct.
3. Appoint adjudication committees to deal promptly and justly with cases of alleged academic dishonesty so the procedures gain and hold the confidence of students and instructors. Basic procedural fairness is to be insured in all disciplinary procedures.3

Reporting Violations and Judicial Procedures

All alleged violations should be reported by instructors to the Office of Student Judicial Affairs.4 Centralization of authority, responsibility and record keeping is essential for fair and impartial administration of the Code. Students should report cases to the instructor or to Student Judicial Affairs. Student Judicial Affairs shall inform the instructor of alleged violations that have been reported by students.

Where cheating is discovered or suspected, the instructor should inform the student(s) involved and undertake an investigation of the matter. If the instructor is then convinced that a violation did occur, the following procedure should be used:

If the student admits a violation, the instructor may assign a grade of "0" or "F" to the examination or assignment on which cheating, plagiarism or other academic dishonesty occurred. If the student admits a violation of this Code not involving dishonesty (e.g. talking during an exam, but not sharing answers), the faculty member may assign an appropriate grade penalty. In either case, the name of the student and a brief description of the incident should be reported to Student Judicial Affairs for determination of the appropriate disciplinary penalty. Reporting is essential to assure that repeat offenders are penalized accordingly.

If the student does not admit a violation, the instructor should refer the case to the Office of Student Judicial Affairs, which will attempt to resolve the matter informally and, if necessary, arrange for adjudication by a faculty-student committee.

Any contested accusation of cheating, plagiarism or other academic misconduct in an examination or assignment submitted by a student to satisfy course requirements will be adjudicated by a faculty-student committee appointed by the Vice Chancellor for Student Affairs in consultation with the Committee on Committees of the Davis Division. In this case, the instructor should withhold the student's grade until after adjudication.

If, after adjudication, the student is found in violation, the grade should be assigned in accordance with paragraph 7 under "Responsibility of Faculty." If there is no violation, the instructor shall assign a grade based on the quality of the work completed. A student who is dissatisfied with the decision in his or her hearing may appeal the decision (see UC Davis Administration of Student Discipline on the Student Judicial Affairs website http://sja.ucdavis.edu/).

Grades are an evaluation of academic performance, and their assignment is a responsibility resting solely with the faculty consistent with the authority granted to the Academic Senate by the Regents.5 The assignment of a grade of "0" or "F" to work or tests in which academic dishonesty or other academic misconduct has occurred is based on the premise that the test or assignment (1) cannot be regarded as the student's own work and thus is invalidated and/or (2) the student's violation is unfair and/or disruptive and thus harmful to the instructor and others in the class.

The instructor shall not apply a more severe grade adjustment than recording a "0" or "F" on the specific assignment or test on which misconduct occurred. Where an instructor has referred a case for adjudication but has not received a report confirming a violation at the time that the course grades are due, submit a grade of "Y" for the student on the grade report form. The "Y" means the grade is pending, and a final grade is submitted once the matter is resolved.

Specific procedures to be followed in the adjudication of cases of academic misconduct have been established by the campus (see the UC Davis Administration of Student Discipline). Procedural fairness is basic to the proper enforcement of University policies and campus regulations.5 Procedures must ensure fairness not only for students accused of academic dishonesty but also for victims of dishonest acts, e.g., other students. The confidence of students and instructors in the procedures must be maintained.

1. See Section 102.00 of University of California Policies Applying to Campus Activities, Organizations, and Students (Part A) (hereafter, UC Policies) for the University Standards of Conduct (available at the Office of Student Judicial Affairs).
2. The Code of Academic Conduct was originally approved and issued by the Office of the Chancellor, with the support of the Davis Division of the Academic Senate, November 12, 1976. The Chancellor approved a revised Code of Academic Conduct in 1985, and again in 1987 and 1993, after the proposed revisions had been reviewed and endorsed by the Davis Division of the Academic Senate. The Code was updated and revised again in 1995, following review and endorsement of the revisions by the Davis Division and approval by the Chancellor. Under University policy, the Chancellor has the authority and responsibility for the establishment of student conduct regulations and the administration of student discipline. See Sections 103.00 through 104.80 of the UC Policies. The document implementing the system of student discipline on the Davis campus is the Administration of Student Discipline (available at the Office of Student Judicial Affairs).
3. See Section 103.10 of the UC Policies.
4. Under the general direction of the Vice Chancellor for Student Affairs, the Office of Student Judicial Affairs is directly responsible for the administration of student discipline. See current UCD Administration of Student Discipline, approved by the Chancellor September, 2006.
6. See Sections 103.10 through 103.11 of the UC Policies.

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Avoiding PLAGIARISM
Mastering the Art of Scholarship

In writing, we draw upon others’ words and ideas and the intellectual heritage underlying human progress. Scholarship entails researching, understanding, and building upon the work of others, but also requires that proper credit be given for any “borrowed” material. Under our Code of Academic Conduct, UC Davis students are responsible for ethical scholarship, and for knowing what plagiarism is and how to avoid it.

What is plagiarism?

Plagiarism means using another’s work without giving credit. If you use others’ words, you must put them in quotation marks and cite your source. You must also give citations when using others’ ideas, even if you have paraphrased those ideas in your own words.

“Work” includes the words and ideas of others, as well as art, graphics, computer programs, music, and other creative expression. The work may consist of writing, charts, data, graphs, pictures, diagrams, websites, movies, TV broadcasts, or other communication media.

The term “source” includes published works -- books, magazines, newspapers, textbooks, websites, movies, photos, paintings, plays -- and unpublished sources (e.g., materials from a research service, blogs, class handouts, lectures, notes, speeches, or other students’ papers). Using words, ideas, computer code, or any work without giving proper credit is plagiarism. Any time you use information from a source, of any kind, you must cite it.

Why be concerned about plagiarism?

- If you plagiarize, you are cheating yourself. You don’t learn to write out your thoughts in your own words, and you won’t receive specific feedback from your instructor geared to your individual needs and skills.
- Plagiarism is dishonest and/or misleading, because it misrepresents the work of another as your own.
- Plagiarism violates the Code of Academic Conduct and can lead to Suspension or Dismissal.
- Plagiarism devalues others’ original work. Using and submitting a professional’s work as your own is taking an unfair advantage over students who do their own work.
- It is wrong to take or use property (an author’s work) without giving the owner the credit due. Further, copyright violations can result in damages, fines, or worse.
- The reputation of UC Davis affects the value of your degree; student dishonesty hurts UCD’s standing and can diminish the worth of your diploma.

How to Cite Sources:

One citation method is to identify the source in the text, putting the author’s last name and publication year in parenthesis and giving the page number where the cited information appears. (Hacker, 2003, p. 391). The author’s name links the reader to a list at the end of the paper giving full publishing information. Example:

Sources Cited:

Two other methods are footnotes and endnotes, which use raised numbers at the end of an idea or quoted words to link the reader to the source which is given either at the bottom of the page (footnote) or at the end of the paper (endnote). For all three methods, you must include the source in a reference list at the end of the paper, fully identifying each source by author’s name, title, publisher’s name, year of publication, and page numbers. Citations to electronic resources such as websites should include the exact URL, the date last revised, and any available information about the writer, publisher and/or creator of the site.

Resources on citation include:
- UC Berkeley Teaching Library Internet Workshops “Style Sheets for Citing Resources (Print & Electronic)” at http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Style.html
How can you avoid plagiarism?

Know what plagiarism is: ignorance will not excuse a violation. Intentional plagiarism, such as deliberate copying or use of another’s work without credit, submitting a paper from the Internet as one’s own, or altering or falsifying citations to hide sources is very serious, likely to result in suspension. Unintentional plagiarism may result from not knowing how to cite sources properly, sloppy research and note-taking, or careless cutting and pasting from electronic resources – it is a violation of the Code of Academic Conduct and subject to discipline.

Guidelines for Avoiding Plagiarism1

* Use your own words and ideas. Practice is essential to learning. Each time you choose your words, order your thoughts, and convey your ideas, you can improve your writing.

* Give credit for copied, adapted, or paraphrased material. If you copy and use another’s exact words, you must use quotation marks and cite the source. If you adapt a chart or paraphrase a sentence, you must still cite your source. Paraphrasing is restating the author’s ideas, information, and meaning in your own words (see examples).

* Avoid using others work with minor “cosmetic” changes. Examples: using “less” for “fewer,” reversing the order of a sentence, changing terms in a computer code, or altering a spreadsheet layout. If the work is essentially the same as your source, give credit.

* There are no “freebies.” Always cite words, information and ideas that you use if they are new to you (learned in your research). No matter where you find it – even in on the Internet or in an encyclopedia – you cite it!

* Beware of “common knowledge.” You may not have to cite “common knowledge,” but the fact must really be commonly known. That George Orwell was the author of the anti-totalitarian allegory Animal Farm is common knowledge; that Orwell died at age 46 in 1951 is not.

* When in doubt, cite. Better to be safe than not give credit when you should!

Examples

Citing a source for factual information:

In describing the personal circumstances and political beliefs of author George Orwell at the time he wrote his greatest novel, 1984, I have relied upon the factual account given in Gordon Bowker’s biography Inside George Orwell.

Here the source is identified in the text, and page citations for any quotes or ideas can be given at the end of the material used. Additional citations to the source, with page numbers, are required to reference facts or quotations used later in the paper.

Paraphrase vs. Plagiarism

Original Source: [A totalitarian] society … can never permit either the truthful recording of facts, or the emotional sincerity, that literary creation demands. … Totalitarianism demands … the continuous alteration of the past, and in the long run … a disbelief in the very existence of objective truth.3

Student Version A -- Plagiarism

A totalitarian society can never permit the truthful recording of facts; it demands the continuous alteration of the past, and a disbelief in the very existence of objective truth.

This is plagiarism; the student has combined copied pieces of the author’s language, without quotation marks or citations.

Student Version B -- Improper paraphrase, also plagiarism

A totalitarian society can’t be open-minded or allow the truthful recording of facts, but instead demands the constant changing of the past and a distortion of the very existence of objective truth. (Orwell)

This is plagiarism because the student has woven together sentences and switched a few words (“open-minded” for “tolerant,” “allow” for “permit”) has left out some words, and has given an incomplete and inaccurate citation.

Student Version C -- Appropriate paraphrase, not plagiarism

Orwell believed that totalitarian societies must suppress literature and free expression because they cannot survive the truth, and thus they claim it does not exist. (Bowker) pp. 336-337

This student has paraphrased using her own words, accurately reflecting and citing the author’s ideas.

Student Version D -- Quotation with cite, not plagiarism

In his biography of George Orwell, Gordon Bowker discusses the themes of 1984, quoting a 1946 essay by Orwell: “Totalitarianism demands … the continuous alteration of the past, and in the long run … a disbelief in the very existence of objective truth.” (Bowker p. 337, quoting Orwell, 1946)

By introducing his source, the student signals that the following material is from that source. Verbatim words are in quotation marks, omitted words are marked by ellipses (…), and both the book used and the original source of the quote are cited.

Getting Help: Read the syllabus and assignment; ask your instructor how to cite sources; and carefully check class rules on citation format. Use resources such as Brenda Spatt’s Writing from Sources (Bedford, Freeman & Worth 2003) and Diana Hacker’s A Writer’s Reference, cited above. In addition, contact the UC Davis Learning Skills Center at 530-752-2013 http://www.lsc.ucdavis.edu/ For questions contact Student Judicial Affairs, (530) 752-1128 or visit http://pja.ucdavis.edu

UC Davis, Div. of Student Affairs, Office of Student Judicial Affairs, September 2006
Academic Integrity

Academic integrity exists when students and faculty seek knowledge honestly, fairly, with mutual respect and trust, and accept responsibility for their actions and the consequences of those actions. Without academic integrity, there can be no trust or reliance on the effectiveness, accuracy, or value of a University's teaching, learning, research, or public service activities. It is therefore key that we understand what academic integrity is, why it is important, and how to help it flourish on college campuses.

We live in a culture where "the bottom-line" tends to receive undue emphasis, often to the exclusion of other values. People want to know how their company will profit, or "what's in it for them," and generally think in material terms—such as money and power—when using this approach. Although there are practical "material" reasons why it's important for students to be honest in their academic endeavors (see below), they turn out to be of less significance.

The most important reason that each of us should strive to be a person of integrity is that all human relationships, and therefore the very fabric of society, is based on our ability to trust one another—and this, in turn, is based on honesty. Think about it: whether in personal relationships, or at work, how much do (or can) we trust people who aren't honest with us? And how much of a relationship can we have with someone we don't trust? It all boils down to honesty. It is therefore no coincidence that the words "honor" and "honesty" share the same root, nor that cultures throughout history and world-wide have prized honor so highly.

Another important value that operates independently of the "bottom line" is fairness. When students cheat, they gain a short-term advantage over other students, and that's not fair. It's not fair to have a cheat-sheet when others are relying on memory; it's not fair to submit the writing of a published author when other students are submitting their own writing; and it's not fair to collaborate with someone else on a homework assignment when other students are following the professor's instructions and working on their own.

Let's also be clear about our mission here at UC Davis, which is—first and foremost—education. Dishonest academic conduct undermines the learning process in multiple ways: it stunts the development of important skills such as reading, writing, research, analysis, synthesis, and comprehension; it hinders students in recognizing where their strengths and weaknesses in these areas lie; it prevents students from developing the self-confidence that comes from successfully completing a challenging assignment on one's own; it thwarts the development of creativity and critical thinking; and, lastly, it provides incorrect information to instructors in that critical feedback loop between students and their teachers. For all of these reasons it is clear that dishonest academic behavior defeats the educational goals of the University and, thus, diminishes the value of a student's education.

Remember, too, that the credibility of your diploma will be based on the reputation of UC Davis, which derives from the quality and integrity of our scholarship and research. When you complete your work honestly, you can take pride in the fact that you are playing an important part in upholding the reputation that UC Davis currently enjoys as a world-class university.

Of course there are times when you might get a better grade if you cheated on an exam or plagiarized in a paper, so it might seem to be in your best self-interest to do so. In fact, the reason people respect individuals with integrity so much is that everyone knows that it's not always easy to do the honest or fair thing; and that sometimes doing the right thing conflicts with what appears to be in our best interest.

So why should you be honest and fair when you know that not everyone is? Beyond the inherent "goodness" of honesty and fairness, what are the "material" pay-offs? As mentioned above, the esteem of others, self-confidence, better skills and a more accurate sense of where your strengths and deficiencies lie—as well as a diploma that has value in the marketplace—are all tangible benefits that come from doing your work honestly.

But what is most important is the self-respect that comes from knowing that you're doing your part to create the kind of world that you want to live in: a world where people are honest and the playing field is fair. A society that is based on the premise, "May the best person win," rather than "May the most devious cheater win." After all, who would you want to be your surgeon, your structural engineer, your son or daughter's teacher: the person who was best for the job, or the one who cheated their way through school and is only faking competence?

Integrity begins with you.