

UC Davis Principles of Community

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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, teaching, research and public service. UC Davis reflects and is committed to serving the needs of a global society comprising all people and a multiplicity of identities. The university expects that every member of our community acknowledge, value, and practice the following guiding principles.

We affirm the dignity inherent in all of us, and we strive to maintain a climate of equity and justice demonstrated by respect for one another. We acknowledge that our society carries within it historical and deep-rooted injustices and biases. Therefore, we endeavor to foster mutual understanding and respect among the many parts of our whole.

We affirm the right of freedom of expression within our community. We affirm our commitment to non-violent exchange and the highest standards of conduct and decency toward all. Within this context we reject violence in all forms. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity and respect. We further recognize the right of every individual to think, speak, express and debate any idea limited only by university regulations governing time, place and manner.

We confront and reject all manifestations of discrimination, including those based on race, ethnicity, gender and gender expression, age, visible and non-visible disability, nationality, sexual orientation, citizenship status, veteran status, religious/non-religious, spiritual, or political beliefs, socio-economic class, 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 all our achievements, and we celebrate our differences.

We recognize that each of us has an obligation to the UC Davis community of which we have chosen to be a part. We will strive to build and maintain a culture and climate 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

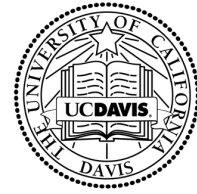
Diversity is essential to the core mission and success of the University of California and to the mission and success of the Graduate School of Management. It is a defining characteristic of California's rich history and future prosperity.

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**  
Honesty, Fairness, Integrity



This Code of Academic Conduct exists to support high standards of behavior and to ensure fair evaluation of student learning. Students who violate the Code of Academic Conduct are subject to disciplinary sanctions that include censure, probation, suspension, deferred separation or dismissal from the University of California. Unless specifically authorized by the instructor in writing, misconduct includes, but is not limited to the following:

- Academic misconduct on exams or other coursework
  - Copying or attempting to copy from another student, allowing another student to copy, or collaborating with another student on an exam.
  - Displaying or using any unauthorized material such as notes, cheat-sheets, or electronic devices
  - Looking at another student's exam
  - Not following an instructor's directions regarding an exam.
  - Talking, texting or communicating during an exam
  - Altering assignments or exams for re-grading purposes
  - Bringing pre-written answers to an exam
  - Having another person take an exam for you, or taking an exam for another student
  - Theft of academic work
  - Unexcused exit and re-entry during an exam period
  
- Plagiarism
  - Taking credit for any work created by another person. Work includes, but is not limited to books, articles, experimental methodology or results, compositions, images, lectures, computer programs, internet postings
  - Copying any work belonging to another person without indicating that the information is copied and properly citing the source of the work
  - Using another person's presentation of ideas without putting such work in your own words or form and giving proper citation
  - Creating false citations that do not correspond to the information you have used
  - Plagiarizing one's own work
  
- Unauthorized collaboration
  - Working together on graded coursework without permission of the instructor
  - Working with another student beyond the limits set by the instructor
  - Providing or obtaining unauthorized assistance on graded coursework
  
- Misuse of an instructor's course materials or the materials of others:
  - Posting or sharing any course materials of an instructor without the explicit written permission of that instructor
  - Purchasing or copying assignments or solutions, to complete any portion of graded work, without the instructor's permission
  - Unauthorized use of another student's work
  
- Lying or fraud:
  - Giving false excuses to obtain exceptions for deadlines, to postpone an exam, or for other reasons
  - Forging signatures or submitting documents containing false information
  - Making false statements regarding attendance at class sessions, requests for late drops, incomplete grades, or other reasons
  
- Intimidation or disruption:
  - Pressuring an instructor or teaching assistant to regrade work, change a final grade, or obtain an exception such as changing the date of an exam, extending a deadline, or granting an incomplete grade
  - Refusing to leave an office when directed to do so
  - Physically or verbally intimidating or threatening an instructor, teaching assistant or staff person, including yelling at them, invading personal space, or engaging in any form of harassment
  - Repeatedly contacting or following an instructor, teaching assistant, or staff person when directed not to do so
  - Misusing a classroom electronic forum by posting material unrelated to the course
  - Interfering with an instructor's or teaching assistant's ability to teach a class, or interfering with other students' participation in a class by interrupting, physically causing a disruption, or excessive talking

# Upholding the UC Davis Code of Academic Conduct

Students, faculty, and University administration all have a role in maintaining an honest and secure learning environment at UC Davis.

- ▶ The success of our Code of Academic Conduct depends largely on the degree that it is willingly supported by students. Students:
  - Are responsible to know what constitutes cheating. Ignorance is not an excuse.
  - Are required to do their own work unless otherwise allowed by the instructor.
  - Are encouraged to help prevent cheating by reminding others about this Code and hold each other accountable by reporting any form of suspected cheating to the University.
  - Shall respect the copyright privileges of works produced by faculty, the University, and other copyright holders.
  - Shall not threaten, intimidate or pressure instructors or teaching assistants, or interfere with grading any coursework.
  - Shall not disrupt classes or interfere with the teaching or learning environment.
  
- ▶ Faculty members and instructors are responsible for teaching courses and evaluating student work, and are governed by University of California and UC Davis policies and regulations. Regulation 550 of the Davis Division of the Academic Senate addresses academic misconduct. Faculty and instructors:
  - Will provide students with a course outline containing information about the content of the course, amount and kind of work expected, examination and grading procedures and notice of the Code of Academic Conduct.
  - Should monitor examinations to help prevent academic misconduct.
  - Shall report all suspected cases of cheating and other misconduct to the Office of Student Support and Judicial Affairs (<http://ossja.ucdavis.edu>).
  
- ▶ The University has delegated authority and responsibility to the Office of Student Support and Judicial Affairs (OSSJA) for the adjudication and resolution of academic misconduct cases. OSSJA maintains records of academic misconduct. The University:
  - Shall educate faculty and students about the Code of Academic Conduct.
  - Shall provide physical settings such as classrooms and labs for examinations that minimize opportunities for academic misconduct.
  - Shall assist and train faculty and teaching assistants about how to prevent and address academic misconduct.
  
- ▶ Submitting Reports and Judicial Procedures
  - The Code of Academic Conduct governs academic conduct at UC Davis.
  - Faculty have sole authority, as granted by the Academic Senate, to evaluate a student's academic performance and assign grades. If academic misconduct is admitted or is determined by adjudication to have occurred, instructors may assign a grade penalty no greater than "F" for the course in question. If a report is pending at the end of an academic term, instructors should assign a temporary grade of "Y" for the course until the report is resolved.
  - A faculty/student panel, convened by OSSJA, shall conduct formal hearings to adjudicate contested cases of academic misconduct, unless the right to a formal hearing has been withdrawn. The right to a formal hearing may be withdrawn because of a prior finding of misconduct.
  - Instructors and teaching assistants may direct a student to leave a class immediately if the student's behavior is disruptive.
  - Instructors, teaching assistants and staff persons should contact police (752-1230 or 911) if they feel physically threatened.

# Avoiding PLAGIARISM

## *Mastering the Art of Scholarship*

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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 include 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, or notes, speeches, 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 value or 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.

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### ***How to Cite Sources:***

**In-Text Citations** 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. The author's name links the reader to a list at the end of the paper giving full publishing information.

**Footnotes and endnotes** 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 can be found from the UC Davis University Library at:** <http://guides.lib.ucdavis.edu/citations>



## Guidelines for Avoiding Plagiarism:

- When using sources, **take notes from the source material** and include the necessary information about the source that will later be used for your reference list and your citations.
  - When **writing your paper drafts, include citations**. Attempting to add citations after you've written your paper will likely lead to missing or wrong citations to source material.
  - **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 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.
  - **Avoid using others work with minor "cosmetic" changes**. E.g. using "less" for "fewer," reversing the order of a sentence, or changing terms in a computer code. 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 if on the Internet or in a course reader – you must cite it!
  - **Don't assume information is "common knowledge."** It is safer to cite than not.
  - **Know what plagiarism is:** Unintentional plagiarism may result from not knowing how to cite sources properly or sloppy research and note-taking but it still violates the UC Davis *Code of Academic Conduct*.
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## Examples:

### 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.'*<sup>3</sup>

#### 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.*

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 distrust of the very existence of objective truth* (Orwell).

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 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" (337).*

The student introduces the 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.

<sup>3</sup>Bowker p. 337, quoting Orwell, G., "The Prevention of Literature," *Polemic*, No. 2, January 1946

## 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 the UC Davis Student Academic Success Center at 530-752-2013 <http://lsc.ucdavis.edu> or UC Davis Library Instruction Services <http://www.lib.ucdavis.edu/dept/instruc>. For questions contact Student Support and Judicial Affairs at 530-752-1128 or visit <http://ossja.ucdavis.edu>.

# 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 -these 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.**



