

We continue a series recounting what a number of readers have characterized as misconduct and stupidity of past and current University of Southern Mississippi faculty and administrators. The facts underlying these conclusions have been fully documented. When one reader suggested this series, he opined “before someone comes to Southern Miss as a student or puts a career on the line as faculty member, “Ethics, Power and Academic Corruption” should be required reading.” The tenth installment follows. (See, the [first](#), [second](#), [third](#), [fourth](#), [fifth](#), [sixth](#), [seventh](#), [eighth](#), [ninth](#), [tenth](#), [eleventh](#), [twelfth](#), [thirteenth](#), and [fourteenth](#) installments here.)

## Limitations and Conclusion

Is there sufficient evidence and relevant alternative perspectives to warrant the falsification of the test proposition? There is no algorithm that, when specific conditions are met, sufficiency of evidence is confirmed. That said, given the evidence provided in this research, the test hypothesis and test proposition that follow are true; the argument is sound and the conclusion, therefore, is true.

- ***Test hypothesis:*** If the AACSB is a reliable authority on academic quality, then the AACSB follows, and persuades its members to follow, its standards and advice.
- ***Test proposition/results:*** It is false that the AACSB follows, and persuades its members to follow, its standards and advice.
- ***Test conclusion:*** Therefore, the AACSB is not a reliable authority on academic quality.

## Recommendations

Certainly, AACSB officials like Jerry Trapnell, Ted Cummings, and C. Ed Arrington did not persuade USM’s administrators and involved faculty to comply with its standards and advice. They did just the opposite of what they promise in their standards and they did so with the understanding of and participation in the punishment USM administrators sought against the author and colleagues who asked questions.

Greater openness, transparency<sup>7</sup> in popular parlance, is an obvious recommendation for

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<sup>7</sup> Transparency policies are not assured of success as is well documented by Fung, Graham & Weil (2007). “Organizations of those who benefit from information provide an important source of political support for transparency policies. The larger the perceived benefits to specific, well-organized groups or coalitions of potential users, the more likely it is that users’ interests will be reflected in the initial structure of transparency policies.” (Fung et al, p. 122) “Where users do not value the information provided and fail to incorporate it in their decisions, there is little reason to expect demands for improvement. But where information is embedded in user decisions, we expect users (or their representatives) to push for more and better information.” (Fung et al, p. 121) Unfortunately, thousands of students and their parents are not avidly watching the AACSB in the market place of ideas as is the case of thousands of competent investors watching auditors in the financial market place.

both the AACSB officials and USM administrators. Colleagues believe that a well-reasoned consensus arising from public discussion of important principles like plagiarism, university compliance with its rules and procedures, and a credible signal from AACSB accreditors with regard to academic quality is essential to an ethical and healthy academic environment. Consensus should include administrators at USM and AACSB. Currently, they are both easily corrupted and support each others' corruption. Nevertheless, colleagues continued to engage them in a dialogue. They can choose to change their behavior to match current rules and principles—which they adamantly refused to do—or change their rules and principles to match their current behavior—which signals that plagiarism is now ethically acceptable. Furthermore, consistent with scientific norms, colleagues offered them an opportunity to comment on this research. COB and USM administrators ignored the offer. The AACSB advised that, “We have no comments.”

See Part 2, which follows the References and Appendices below.

## References

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Information needs to be embedded in user decisions to be effective. “What determines whether information will become embedded in users’ decision making? We have identified three key factors: the information’s perceived value in achieving users’ goals; its compatibility with users’ decision-making routines; and its comprehensibility.” (Fung et al, 55) “Financial disclosure by publicly traded companies—with all of its flaws—deeply embeds information into the decision processes of both information users and corporations.” (Fung et al, 82) The same cannot be said for the AACSB.

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Appendices are available at Amazon: [http://www.amazon.com/Academic-Corruption-Reality-Plagiarizing-Documents-ebook/dp/B00957AZ3G/ref=sr\\_1\\_1?ie=UTF8&qid=1447878850&sr=8-1&keywords=Ethics%2C+Power%2C+and+Academic+Corruption](http://www.amazon.com/Academic-Corruption-Reality-Plagiarizing-Documents-ebook/dp/B00957AZ3G/ref=sr_1_1?ie=UTF8&qid=1447878850&sr=8-1&keywords=Ethics%2C+Power%2C+and+Academic+Corruption)

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### **Testing Social Reality Part 2**

#### **Introduction – University and AACSB Diversity**