

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, Ethics, Power and Academic Corruption should be required reading.” The second installment follows. (See, the [first installment](#) here.)

Ethics, Power, and Academic Corruption

Testing Social Reality

Part 2

AACSB AFFIRMS PLAGIARIZING OTHER MEMBERS’ DOCUMENTS

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Introduction

During preparations for reaccreditation, a colleague noticed that our College Accreditation Committee represented other Colleges’ documents as their own. He consulted several faculty including this researcher. We advised then-Dean Harold Doty and the Committee that the documents were without attribution. The events were immediately identified as an opportunity to test social reality—the reliability—of institutions’ and leaders’ behavior vis-à-vis the institution’s representations. (See, DePree, "A General Theory to Test Social Reality.") The Dean and Committee members ignored requests to discuss the copied documents. Subsequently, Dean Doty submitted the questionable materials to the Association to Advance Collegiate Schools of Business (AACSB) during reaccreditation. After internal efforts, both informal and formal, to discuss the documents failed, faculty informed the AACSB that the documents were copied “without proper citation”—a term used by Charles Jordan who copied other school’s documents. The actions of the AACSB inform their constituency, students, and public of a neglected dimension of accreditation: What does the AACSB do when challenged with evidence of alleged violations of its standards? In other words, is the

AACSB a reliable authority on academic quality?

Faculty and administrators had choices of well-known university and accreditation principles and rules to follow or refuse to follow as the events unfolded. The choices and evidence in this report support the conclusion that accreditation is not a reliable authority on academic quality. Of course, we consider the alternative interpretation: The AACSB is signaling new standards.

We are witnessing change. Among them is that plagiarism is now accepted behavior. Implications and recommendations are discussed in Part 2. Students and colleagues should take note of the new ethics of copying “without proper citation.”