

How Did We Reach A Consensus That Cheating Is Appropriate?

Articles about lying, cheating and stealing in education frequently appear in *The Chronicle of Higher Education*. Let me offer for your consideration, "A Cheating Heart: There Are Reasons, But No Excuse" by [Claire Potter](#).

Ms. Potter got to the point of discussing cheating at schools when she asked, "How did we reach a consensus that cheating is an appropriate way to deal with academic stress?"

My response: We haven't. We haven't publicly, that is. I have watched and challenged lying and cheating committed by colleagues and school administrators. I have written about it and published reports about it, for years. In some cases, faculty and administrator lying and cheating cost students and taxpayers millions. But as long as their friends, or those who feel they have "skin in the game" if they were to hold colleagues accountable, are in leadership positions, no accountability will be forthcoming. And be clear, the miscreants still publicly and verbally tout, and publish in school catalogues, that they adhere to principles of truth-telling, integrity, and honesty, but they don't really.

By the way, the propositions I've offered above are testable at your school. You don't have to take anybody's word for it. See, "Testing Social Reality" for details. (Soon to be released and available at Amazon.)

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