

# University and AACSB Diversity

## Case Research

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### **Introduction**

How do we credibly inform each other about important behavior of our leaders, administrators, and colleagues? Organizations, including universities, announce good news through their public relations departments. Good news, if accurate and complete, is welcome by all. Maintaining a favorable public image, however, does not include volunteering unfavorable information. Furthermore, unless organizations are perfect, accurate information that signals failings or misconduct is essential for correcting problems. Accurate information about failings or misconduct, however, may not be easy to come by. “[M]ost employees know the truth about certain issues and problems within the organization yet dare not speak that truth to superiors.” (Morrison and Milliken 2000) Morrison and Milliken offer explanations for silence including centralization, negative feedback, and differences in gender, race, and age in the hierarchy of an organization. The organizational attributes may be especially important for accountants because they offer ethical professional services, are privy to detailed financial information, are often knowledgeable of company misconduct or illegal behavior, and may have a duty not just to their clients or employer but to the public.

“University and AACSB Diversity” offers research to assess expectations about silence involving issues of concern to all who desire to improve any organization—not just an academic institution—and the services or products they provide. How often have we heard a colleague say, “Why doesn’t somebody do something about it?” The truth is “somebody” is us. After all, who knows academic organizations better than their administrators and faculty? Administrators and faculty are in the best position to study and report on university activities. However, are they also fearful to “speak truth to power” within their institutions? If they are fearful, is it justified?

“University and AACSB Diversity” continues in Section I with a discussion of the meaning of diversity. Section II provides an overview of case research. Sections III and IV report University and AACSB promises of diversity and their actual practices. The last section summarizes the findings, offers conclusions, and suggests guidance to students and professionals who may at some time consider “speaking truth to power.”

### **I. Diversity**

Diversity commonly refers to an organization’s employment of different races and genders. In an academic setting, diversity is a broader notion. It includes tolerance of different ideas. Tolerant administrators and faculty supposedly embrace difference and alternative views, i.e., diversity of thought, reason, and evidence. A consequence is decisions are better informed than they might otherwise be which, in effect, is an opportunity to enhance knowledge. In contrast, intolerant administrators and faculty may consider diversity as heretical and punish it. Their decisions are based on limited information and are, therefore, less informed than they might otherwise be. (Surowiecki) Intolerance of ideas is the suppression of potential knowledge and should be antithetical to academic principles at a university.

Like many colleges and universities, University (pseudonym of a university whose name is withheld, as Joe Friday from the *Dragnet* television show of the 1950's would say, "to protect the innocent") promises diversity of thought. University, for example, represents in its handbook that it "cherishes the free exchange of ideas, diversity of thought, joint decision making, and individuals' assumption of responsibility." But how does University measure up to its verbal commitment? Does it promise *and* practice diversity of thought? If it does not, what do administrators do to faculty who express ideas that administrators or colleagues consider different or unacceptable?

It seems intuitive that there is a relation between tolerance of ideas and tolerance of gender and race. Does tolerance of ideas, reason, and attention to evidence signal tolerance in general? Does diversity of ideas precede tolerance for diversity of gender and race? Or does diversity of gender and race precede tolerance of diversity of ideas? The answer is less important than whether an institution and its members abide by their public representations of tolerance of race, gender, and expression of ideas and thought. Be that as it may, race and gender are relatively easy to identify and measure. Ideas, on the other hand, do not have physical attributes and measurement of tolerance may be subtle, especially in an academic institution with its relatively sophisticated professorate. That poses a problem for identifying and measuring tolerance of ideas and potentially represents a weakness of survey and experimental research methods. Political correctness confounds the reliability of data. In other words, how do we know intolerance of ideas is a motivating force of behavior? The question is straightforward to ask, though difficult to support.

Rigorous standards of science may prove helpful. A thorough identification and review of context and evidence reveals whether a university's promise of tolerance of ideas is supported by

the university's behavior. This case study offers a scientific method in which institutional promises are compared to institutional practice, specifically with regard to the promises and practices of diversity of ideas at an AACSB institution. AACSB claims to advance diversity at its member institutions like University and its College of Business and School of Accounting. University and AACSB together reinforce each other's promises and could, if they chose to do so, support each other's efforts to conform their behavior to their promises.

Given this background, the diversity research questions include: What do University and its College of Business administrators and faculty do when they have "skin in the game" and are asked to consider ideas with which they disagree? "Skin in the game" includes discovery of misconduct and financial and reputational motives to conceal it. What does the AACSB do when asked to consider a question of diversity of ideas at an accredited business college? What is the race and gender of the participants? Does diversity of race or gender result in tolerance of diversity of thought? If University and AACSB fail their promises of diversity of thought and actively thwart policies in place to protect professors who "speak truth to power," what should society expect from others—accountants, for example—in less protected environments?

## **II. Case Research**

"University and AACSB Diversity" is case research that reports on facts relevant to an institution's principles and the behavior of its administrators and faculty. Case research has a long history in both natural and social sciences and is an effective and reliable source of knowledge. (See, Flyvbjerg's discussion of qualitative and quantitative research methods.) Recent reviews of the value of case research were written by Cooper and Morgan 2008, Flyvbjerg 2006, and Holmstrom et al 2009. Cooper and Morgan argue that "[c]ase research can...help articulate and explore the conflicts about values, interests, and the operation of

power.” It “...focuses on context specific, in-depth knowledge, and this emphasis makes case research particularly useful in examining the application of values and power in complex and messy situations.” (164) (Also, see, Argyris et al, 1985; DePree 2009; and Holmstrom et al, 2009.) Case research is particularly helpful testing hypotheses as shown in this project. (See, Flyvbjerg’s discussion of the application of cases to test hypotheses.)

A research method, including a case study, proves worthy of serious consideration by earning scientific credibility. Case research, according to Cooper and Morgan, (162) “must show sufficient evidence, consider alternative perspectives, and be complete.” Furthermore, case details “should allow readers to derive their own assessments...and if the reader disagrees, further public dialogue may result.” (Cooper and Morgan 170) Public dialogue centered on a body of objective evidence advances our understanding. And, most crucial to scientific credibility, Argyris et al, offer that case research be “guided by [scientific] norms of public testing, falsifiability, intersubjective agreement on data, and explicit inferences.”

An explicit form of inference offered in this case research provides a framework for testing hypotheses in any case study that researchers choose to observe behavior and compare it to principles of significant public interest. Furthermore, this case research also applies the other scientific norms advocated by Argyris in support of propositions and conclusions.

The case research employed hereinafter not only reports context-specific actual events, like other case research, but also includes the researchers’ participation in the events. S/he was initially given information that raised the research questions in this case. During the process of collecting information, the researcher was drawn into the study by the actions of administrators and involved colleagues. Regardless, it would seem that the researcher’s participation places a greater burden on him/her to follow the norms of science. But is that assumption correct? Are

there standards of science that would overcome a perceived bias of a researcher's participation in a study? If there are, what are they? Does this study satisfy them? Furthermore, the diversity representations and actions of the AACSB and University are context-specific environments replete with opportunities to collect and present to readers information to assess the pros and cons of the researcher's participation in case research as well as the reliability of evidence brought to bear on the hypotheses. So, among the questions posed in this study about the diversity of ideas, is the case study method amenable to participation by the researcher and still provide credible scientific conclusions? (The reliability of hard sciences are also being questioned because of the participation of their researchers. See, for example, the ongoing controversy involving medical researchers and their relationships to pharmaceutical companies.)

The case reported in this research is also a critical case (See, Flyvbjerg pp 224-227): If an academic institution, a university, with its promises of diversity of ideas, academic freedom, and creation of knowledge cannot effect an environment in which professors can bring "bad news" to the attention of administrators and colleagues without being punished, what hope is there that other types of organizations that impose stricter controls or offer far weaker support will not punish its employees or professionals for speaking out about perceived problems? If current protection of those who "speak truth to power" is a failure in an academic environment, society, and we as professors, should not encourage knowledgeable individuals, or our students, to report misconduct or illegal activity. For example, professional accountants should not be expected to bring to the attention of internal administrators or outside authorities "bad news" which has the potential of significant financial adverse consequences for stockholders and taxpayers. They should be educated and advised to keep silent in the current legal and regulatory environment.

This case study is also a critical case (Flyvbjerg 2006) because it is as favorable as possible to the thesis that silence is not the norm in any organization and speaking truth to power is not punished and is in fact protected. The case assumes that the environment best equipped to encourage and protect different ideas and critical speech is an academic organization, a university. If the thesis that “speaking truth to power” in this most tolerant of environments is severely punished, then it would most likely be severely punished for other organizations characterized by greater centralization, stricter controls over speech and behavior, and differences in gender, race, and age in the hierarchy of the organization. A conclusion would be that in the current environment our society should not expect its citizens—auditors and internal accountants among them—to fulfill obligations to the public, that is, to speak out to protect stockholders, taxpayers, and the public from harm.<sup>1</sup>

### **III. What University and AACSB Say**

University’s Faculty Handbook promises diversity of thought, academic freedom of inquiry and speech, protection from retaliation, and the decentralization of shared governance:

#### **“2.12 ACADEMIC FREEDOM AND SHARED GOVERNANCE**

Academic freedom and shared governance are long-established and living principles at the [University]. The University cherishes the free exchange of ideas, diversity of thought, joint decision making, and individuals’ assumption of responsibility. Academic freedom is fundamental to the central values and purposes of a university, which in turn protects freedom of inquiry and speech. Faculty and students must be able to study, learn, speak, teach, research, and publish, without fear of intimidation or reprisal, free from political interference, in an environment of tolerance for and engagement with divergent opinions. Each faculty member is entitled to freedom from institutional censorship or disciplinary action in discussing his or her subject in the classroom, and when speaking or writing outside the classroom as an individual. It is understood, however, that with academic freedom there must be concomitant responsibility for statements, speeches, and actions.”

This case study structures University’s diversity standard in the following hypothesis<sup>2</sup>: If the University puts into practice its diversity standard, then its administrators and faculty

“cherish the free exchange of ideas, diversity of thought, joint decision making, and individuals’ assumption of responsibility” ... and ... “protect freedom of inquiry and speech. Faculty and students must be able to study, learn, speak, teach, research, and publish, without fear of intimidation or reprisal, free from political interference, in an environment of tolerance for and engagement with divergent opinions.”

AACSB’s standards state similar commitments to diversity of ideas:

“SECTION 1. ELIGIBILITY PROCEDURES FOR AACSB INTERNATIONAL ACCREDITATION. Characteristics of institutions that offer business degree programs bear on the quality of those programs and on the educational value created for their students...An institution must demonstrate these characteristics before it enters the initial accreditation review process and to maintain its accredited status...

E. Consistent with its mission and its cultural context, the institution must demonstrate diversity in its business programs.

INTERPRETATION: AACSB reaffirms its **commitment to the concept that diversity in people and ideas** enhances the educational experience in every management education program...At a minimum, the school must show that within this context its business programs include **diverse viewpoints among participants** and prepare graduates for careers in the global context. Furthermore, the school must show how it participates in the changing environment surrounding **diversity within its area of influence and service. Accredited programs must demonstrate commitment and actions in support of diversity in the educational experience.**” (AACSB July 1, 2009. Emphasis added.)

The AACSB’s diversity standard is structured in the following hypothesis: If the AACSB puts into practice its diversity standard, then its accredited members “must show that within this (education) context its business programs include diverse viewpoints among participants [and]...[a]ccredited programs must demonstrate commitment and actions in support of diversity in the educational experience.” (See, DePree 2008.)

#### **IV. What University and AACSB Do**

University and AACSB representations advocating diversity are familiar words. Their actual practice, however, must be observed and the observations documented. A brief summary of their actual practices is provided as an overview of the details to follow: The Chairman of the Accreditation Committee emailed to College of Business faculty documents that were destined for submission to the AACSB and that several faculty noticed were copied without citation. Some faculty, informally at first, then in accordance with University's Faculty Handbook, asked administrators and involved faculty why the documents were copied without citation. The College's administrators and involved faculty ignored the inquiries. After a formal inquiry was initiated, university administrators denied there were procedures to investigate the apparent plagiarism. Instead, they sent the faculty, including the researcher, to consult with the Director of University's Office of Affirmative Action and Equal Employment Opportunity. University rules, however, stated that there were procedures to investigate alleged misconduct and they did not include the University's Director of Affirmative Action and Equal Employment Opportunity.

College of Business administrators later submitted the questionable documents to the AACSB in satisfaction of accreditation standards. Several faculty believed AACSB should be informed of the questionable nature of the documents. Evidence that the documents were copied "without proper citation" was offered to AACSB in accordance with its procedures. AACSB characterized the evidence as a "complaint." Although AACSB's characterization is used here, the communications and documents are more accurately identified as information and a request for a dialogue.

AACSB decided the documents did not violate its standards. Subsequently, University administrators suspended the researcher from teaching and service for asking questions and

offering the documents to the AACSB. The researcher advised University administrators that they were in violation of its principles of diversity of thought, freedom of speech, and academic freedom. He also advised the AACSB of his suspension and asked it to consider the punishment as a violation of AACSB's standard of diversity. The AACSB refused.

#### Details and Documentation

The AACSB requires “complainants” to “(1) identify the specific accreditation standard(s) relevant to the complaint, (2) provide documentation that supports the complaint, and (3) identify the relationship of the complainant to the member school.” (AACSB July 24, 2004.)

The researcher identified himself to the AACSB as a “complainant.” He stated that his relationship to the member school is a professor at the School of Accounting, College of Business at University. He also specified the AACSB accreditation standard relevant to the complaint and provided documentation and evidence supporting the “complaint.” (See the statement of AACSB standard above and documentation presented below.)

#### Documentation: What University Does in Practice

The College of Business Dean, hereinafter Dean, in a petition to University President, wrote, “[Researcher] worked exceptionally hard to derail our attempts at AACSB accreditation. He contacted the AACSB office and made allegations about our programs and processes that were not based on facts. This type of behavior is injurious to the College and the University...[I]t is my recommendation that the University proceed immediately to remove [the Professor] from his teaching, research, and service responsibilities...”<sup>3</sup>

Consider the Dean's claim that the “allegations...were not based on facts.”

Documentation and evidence were provided first to the involved faculty and administrators, then

to AACSB in accordance with the rules and procedures, and are summarized next: (Documents and evidence are provided in Appendix I. They are identified by their numbers.)

1. An email from the Chairman of College of Business Accreditation Committee asking faculty to review, among other documents to be submitted to the AACSB, the college's "Guidelines for Participating and Supporting Faculty".
2. Compare 1 with the "Guidelines for Participating and Supporting Faculty" from the X College of Business Administration, State University. 1 is copied from 2. See confirmation in 3. The internet address for X College of Business Administration's document was also provided so that direct confirmation could be made.
3. Confirmation of the source of the Chairman's "Guidelines for Participating and Supporting Faculty" comes via the MICROSOFT Word Properties function. It also shows the source as the X College of Business Administration's "Guidelines for Participating and Supporting Faculty." Note that no attribution was given by College of Business for use of X College of Business Administration's "Guidelines for Participating and Supporting Faculty."

Next consider additional facts offered to AACSB in a follow-up communication in support of the claim that there was no process for investigating allegations of faculty plagiarism at University:

4. Email from University Ombudsman, stating that "He [Vice President for Research] agrees [with the Ombudsman ] that we [University] don't have such a person [to investigate plagiarism] on this campus."
5. Email to University Ombudsman citing the Faculty Handbook: "...plagiarism or other misconduct in research or in any other scholarly or creative activity is

strictly prohibited...Every student and University employee is responsible not only to abide by the highest standards of integrity and professional ethics themselves but also to report violations...Alleged breaches...are investigated promptly and fully...” And that “[p]arties having reasonable cause to believe that a University employee or student has committed an act of scholarly misconduct must first consult informally with the University Research Ombudsman.” The emails between University Ombudsman and the researcher supports representations that the Ombudsman met informally with the researcher and that he, the Ombudsman, recommended, after meeting with the Vice President for Research, the researcher see the EEOC officer.

6. Emails between the EEOC officer and Professor relate that the EEOC officer advised him that the EEOC officer’s duties did not include investigations of alleged plagiarism.
7. After some faculty and the researcher asked administrators and involved faculty to discuss the documents that were copied without citation, Professor Accountant carried out the instruction of the Dean to obtain permission from the X College of Business Administration to copy their “Guidelines for Participating and Supporting Faculty” “without proper citation.” This was unknown to some faculty and the researcher at the time. The document was obtained only after an attorney interceded with a freedom of information request.

Also consider the following documents the researcher offered University administrators and AACSB of another suspected plagiarism found by other researchers:

8. A copy of the College of Business’ Academic Integrity Policy.

9. A copy of the Academic Integrity Policy from the School of Management, Z University. For the convenience of University administrators and AACSB, the portions of the College of Business' Academic Integrity Policy that were copied directly from the School of Management's Academic Integrity Policy without attribution were identified in red. Internet addresses for both Academic Integrity Policies were provided to accommodate direct independent verification.

The documents were forwarded to the University Provost and University President. They did not respond.

Consider the School of Management's attribution associated with its integrity policy:

*"Portions of this policy are adapted from the following sources, with permission: [Council of Writing Program Administrators](#). "Defining and Avoiding Plagiarism: WPA Statement on Best Policies." Council of Writing Program Administrators, January 2003. Howard, Rebecca Moore. "A Plagiarism Penitence." *Journal of Teaching Writing* (Summer 1993). 233-245. Portions of this policy are based on the academic integrity policies of Boston College, Cornell University, Duke University, Georgetown University, the University of Maryland, and former policies of Syracuse University's School of Architecture, College of Arts and Sciences, L.C. Smith College of Engineering and Computer Science, School of Education, College of Human Services and Health Professions, School of Information Studies, Whitman School of Management, and College of Visual and Performing Arts.)"*<sup>1</sup> [http://supolicies.syr.edu/ethics/acad\\_integrity.htm](http://supolicies.syr.edu/ethics/acad_integrity.htm)

College of Business and School of Accountancy did not include any citations in its copied version of School of Management's Academic Integrity Policy. The citations were the only item the College of Business did not copy from the School of Management's Academic Integrity Policy. In an email to the AACSB and obtained through a freedom of information request, the Dean explained that he was merely "benchmarking" the School of Management's Academic Integrity Policy and was "not reinventing the wheel."

These facts were independently verifiable—for example, internet addresses were often cited—and documents were provided first to University's administrators and involved faculty

then to AACSB for its consideration. Therefore, the Dean's assertion that the researcher "made allegations about [University's] programs and processes that were not based on facts" is demonstrable false. That University and its College of Business refused to entertain a discussion of an idea, plagiarism in this case, which demonstrates a failure of compliance with diversity of ideas. That University administrators chose to punish the researcher for his speech clearly demonstrates failure to protect speech. After all is said and done, plagiarism is a complex issue and everyone could have benefited from a discussion.

What seemed to be called for was a dialogue so that the interlocutors could discuss differences and learn from each other. The College of Business' and University's administrators did not allow any dialogue with regard to the documentation and evidence presented to them and provided in this research. Furthermore, they not only did not protect different views and evidence, they punished the speakers. AACSB was fully apprised of the documents supporting University's failure of its diversity standard and its actions to punish faculty for their speech. Alas, AACSB also refused to entertain a discussion of ideas and supporting documentation.

#### Documentation: What AACSB Does in Practice

Although the researcher offered an opportunity informally to discuss the apparent plagiarism with administrators and faculty who were involved in copying the AACSB submissions "without proper citation," when ignored, he complied with the University Faculty Handbook. Its states the following procedures:

Every student and University employee is responsible not only to abide by the highest standards of integrity and professional ethics themselves but also to report violations when they are known or reasonably suspected to have occurred. Alleged breaches of scholarly integrity are investigated promptly and fully by the University... (Faculty Handbook 2006, p. 50.) Parties having reasonable cause to believe that a University employee or student has committed an act of scholarly misconduct must first consult informally with the University Research Ombudsman.

(2006, p. 93.)

AACSB also encourages faculty to offer information about accredited institutions. AACSB rules specify procedures for “complaints”. Their “white paper” publications also announce an unequivocal commitment to ethics and seem to encourage communication. (E.g., see, AACSB June 25, 2004) So, the researcher exercised the option to file “complaints” only after exhausting attempts to discuss concerns internally. To the researcher, a full professor with tenure, this is like any other research question. Of significant interest was what the AACSB would do.

As stated above, AACSB was involved because the apparent plagiarized documents were submitted to it in partial satisfaction of AACSB reaccreditation standards. It responded to the first “complaint”, instance of apparent plagiarism, (discussed above) as follows:

**“From:** "Juliane Iannarelli" <[juliane@AACSB.edu](mailto:juliane@AACSB.edu)>  
**Date:** December 6, 2006 10:19:45 AM CST  
**To:** "Marc DePree" <[marcdepree@comcast.net](mailto:marcdepree@comcast.net)>  
**Cc:** "AACSB International Accreditation" <[accreditation@AACSB.edu](mailto:accreditation@AACSB.edu)>, "Jerry Trapnell" <[JerryT@AACSB.edu](mailto:JerryT@AACSB.edu)>  
**Subject:** RE: Allegation of Plagiarism

[Researcher],

AACSB International has received your memo dated December 1, 2006 and related documents alleging accreditation standards violations at the University.

In accordance with our complaint procedures, your complaint has been reviewed by the Chief Accreditation Officer, the Chair of the Maintenance of Accreditation Committee and the Chair of the Accounting Accreditation Committee. The Committees have determined that your complaint and supporting documentation will be provided to the members of the Peer Review Team conducting the next accreditation maintenance review at the [University]. The Peer Review Team will be asked to pay particular attention to the alleged standards violations within the context of the evidence presented in your complaint and the response from the school.

Sincerely,  
Manager, Accreditation Services, AACSB International”

Clearly, AACSB recognized the researcher's right to file "complaints." By its membership in AACSB, University and its College of Business and School of Accountancy were obligated, but failed, to recognize the researcher's and several colleagues' right to comply with AACSB procedures. Furthermore, the researcher and several colleagues did not hear from AACSB concerning notification of the second instance of alleged plagiarism.

University President suspended the researcher on the basis of the letters from the Dean and involved faculty, which demonstrates intolerance of different ideas on their part. The researcher then filed a "complaint" with the AACSB based on its Diversity Standard.

#### AACSB's Response To Diversity Concerns And The Resulting Dialog

AACSB provided the following response to the request to consider the University's failure to follow its or AACSB's diversity principles:

"Dear Professor,  
Your materials have been reviewed. AACSB previously addressed your [plagiarism] complaint, and there is no basis for any further review or actions. AACSB is not a party to any individual disputes that occur between an institution and individual faculty members or students since such are beyond the scope of our accreditation standards.  
Executive Vice President & Chief Accreditation Officer  
AACSB International

The researcher's response was:

"Dear Executive Vice President AACSB,  
Thank you for your prompt response and I do respect your decision. However, let me make clear that I was not asking the AACSB to become a party to an individual dispute or reconsider its determinations whether copying "without proper citation" of submissions to AACSB is a violation of AACSB standards. My complaint relates to issues pertaining to AACSB's standard of diversity and whether faculty can file complaints in accordance with AACSB without fear of retaliation or being fired. This is not one person's view. If signatures of additional faculty will encourage you to consider this a complaint about diversity, even given the threat of termination for complaining, I believe I can provide additional signatures.

Your attention to my additional information is appreciated.

[Researcher]”

Nothing more was heard from the AACSB until the Chairman and Vice Chairman of the Visitation Team were deposed. Under oath, the Chairman testified that the AACSB is not an appropriate subject for study by an accounting or business professor. The study of the AACSB, however, is an instance of intellectual contributions relevant to business colleges and schools of accounting. AACSB practices with regard to intellectual contributions differ from its rules. In “Eligibility Procedures and Accreditation Standards for Business Accreditation (and Accounting Accreditation)”, AACSB says:

A generalized categorization of intellectual contributions includes contributions to learning and pedagogical research, contributions to practice, and discipline-based scholarship... Many of the major issues that are subject of faculty inquiry and subsequent intellectual contributions require cross-disciplinary approaches and perspectives. Intellectual contributions that are cross-disciplinary in scope are appropriate outcomes for faculty scholarship activity and are consistent with the spirit and intent of this standard.

Furthermore, the Vice Chairman was not the least bit troubled by the fact that he received two degrees from University in an area that he has used extensively in the research throughout his career. In his biography, he highlights the degrees on his current school’s webpage. AACSB conflict of interest rules recommends against visitation team members having degrees from the schools they evaluate, but they, too, were ignored.

## **V. Conclusion**

### Race and Gender Implications

University’s President is a white woman; the Dean is African American male; and Executive Vice President AACSB is a white male; involved faculty included white males and females from all disciplines in the College of Business. Diversity of race, gender, and background, therefore, does not imply tolerance of different ideas. University and AACSB

proclamations of diversity of ideas is diametrically opposed to their practice. Although omerta, deception and punishment for speech, may be commonplace among gangsters and criminals, should we expect better from universities?

### The Relevance and Reliability of Case Research

Cooper and Morgan remind us of a useful method of research when they advise that “[c]ase research can...help articulate and explore the conflicts about values, interests, and the operation of power.” How else can we inform each other of powerful influences in our environment if not with the details of scientific based case research? Are we destined to promote continued misrepresentations and misconduct of powerful administrators and colleagues by our silence and inaction?

This case research offers a vehicle to explore ideas and influence the direction of our institutions and its leaders. It demonstrated that case research satisfies rigorous standards of science. The publication of case research also advances efforts to inform colleagues at other colleges and universities of problems common to all.

### Antecedents of Hypotheses Refuted

As hypothesized in this case research, if AACSB applies its diversity standard, then its accredited members “must show that within this (educational) context its business programs include diverse viewpoints among participants...Accredited programs must demonstrate commitment and actions in support of diversity in educational experience.” Also as hypothesized in this research, if the University puts into practice its diversity standard, then its administrators and faculty “cherish the free exchange of ideas, diversity of thought, joint decision making, and individuals’ assumption of responsibility” ... and ... “protect freedom of inquiry and speech. Faculty and students must be able to study, learn, speak, teach, research, and publish, without

fear of intimidation or reprisal, free from political interference, in an environment of tolerance for and engagement with divergent opinions.”

University, its College of Business, and School of Accountancy was and is an accredited member of the AACSB and it not only did not demonstrate a tolerance for diverse ideas, it punished different ideas. The author was suspended from teaching and service. He is not permitted to enter the business building and is not permitted to participate in research seminars or in governance of the College or University among other activities of all full professors. Furthermore, the AACSB was not the least concerned that University failed to “demonstrate commitment and actions in support of diversity” at University. Therefore, neither University nor AACSB abide by their diversity principles and standards and are not to be depended on to support diversity.

### Advise Silence

Since University enforced silence and punished speech about important internal failings and misconduct, insiders at less free, more controlling organizations cannot expect to be protected when they “speak truth to power.” Society should not expect its citizens to break silence for the betterment of its institutions or its other citizens. In the current environment, professors should advise their students and professional accountants to be silent until effective protections are guaranteed.

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[http://www.xxx.edu/provost/faculty\\_handbook.pdf](http://www.xxx.edu/provost/faculty_handbook.pdf)

## APPENDIX

1.

“Date: Fri. 10 Nov 2006 14:56:39 0600  
From: xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx  
Reply to: xxxxxxxxxxxxxxxxxxxxxxxx  
Subject: [Cob facStaff] AQ/PQ Faculty  
To: cob-[facstaff@xxx.edu](mailto:cob-facstaff@xxx.edu)”

To CoB Faculty,

The Accreditation Committee forwards the attached definitions of Participating/Supporting faculty and Academically Qualified/Professionally Qualified faculty for your consideration. Please provide your feedback to committee members: [Eco Professor], [Management Professor], [Accounting Professor], and [Marketing Professor].

[Economics Professor], Chairman, Accreditation Committee”

Attachment

(To conserve journal space, readers could access the documents on the internet along with all supporting evidence or they could be provided upon request.)

The portions marked in red are copied. (Compare with 2 below. Also, see, DePree 2008.)

### “Guidelines for Participating and Supporting Faculty

An important component of faculty sufficiency is the degree to which they participate in the life of the institution beyond teaching and research. Every full-time faculty member, including those in non-tenure track positions, is expected to contribute meaningfully to the non-teaching activities of the department, college, and university. These individuals will be classified as “participating faculty.” Classification as participating is necessary for tenure, promotions, merit pay increases, sabbaticals, and for competitive faculty awards such as professorships. A participating faculty member will generally teach for multiple semesters.

The following activities are critical to the success of the department, college, and university. Participating faculty are involved in activities such as:

1. Faculty governance (department, college, and university).
2. Curriculum development.
3. Student counseling and mentoring.
4. Student organizations.
5. Department, college, and university leadership.

6. Student placement.
7. Professional development.

The quality and quantity of involvement for a participating faculty member is expected to be significant and sustained. Determining significance and sustainability is the responsibility of the director/chair and dean. The amount and type of service expected varies based on the needs of the department and college, the interests of the faculty member, and the stage of the faculty member's career. To assure maintenance of this classification by the individual and the success of the university, college, and departmental missions; faculty participation should be included in the annual faculty development plan and in the annual evaluation process.

A supporting faculty member is an individual whose level of involvement in the life of the institution is generally limited to direct teaching duties. Supporting faculty members are typically employed on an ad hoc or part-time basis. Part-time faculty whose contracts are regularly renewed and who contribute to the non-teaching activities of the university may be classified as participating.”

2.

X College of Business Administration, State University

#### “Guidelines for Participating and Supporting Faculty

An important component of faculty sufficiency is the degree to which they participate in the life of the institution beyond teaching and research. Every full-time faculty member including individuals in non-tenure track positions are expected to contribute meaningfully to the non-teaching activities of the HCBA. These individuals will be classified as “participating faculty”. Classification as participating is necessary for tenure, promotions, market pay, merit adjustments, and eligibility for the HCBA research incentive grant.

Although the university and the HCBA missions are teaching based, the following activities are critical to success in meeting the missions. Participating faculty are involved in:

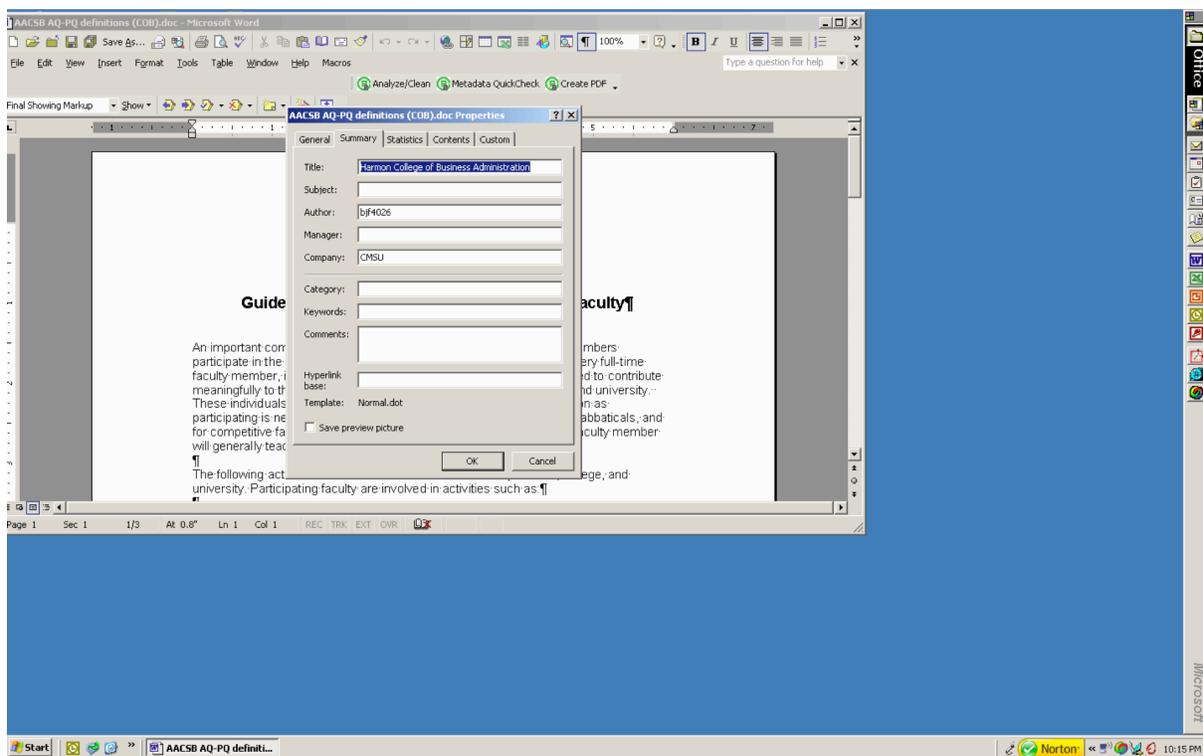
1. Faculty governance- department, college, and university committee and faculty senate membership.
2. Student advising- professional (career) and academic consultation.
3. Extracurricular activities- business student organizations.
4. Department, college, and university leadership.

The quality and quantity of involvement for a participating faculty member is expected to be significant and sustained. Determining significance and sustainability is the responsibility of the department chair and dean based on the criteria used for tenure and promotion, see Guidelines for Promotion and Tenure, Appendix 2 (Quantity and Quality of University Service). The amount and type of service expected varies based on the needs of the department and college and the interests of the faculty member. To assure maintenance of this classification by the

individual and the success of the university, college, and departmental missions, faculty participation should be included in the annual professional development process.

A supporting faculty member is an individual whose level of involvement in the life of the institution is limited to direct teaching duties. Supporting faculty members are typically employed on an ad hoc or part-time basis. Part-time faculty whose contracts are regularly renewed and who contribute to the non-teaching activities of the university may be classified as participating ...” ([X] Faculty Guide, Revised June 2006, pp. 5, State University.)

3.



4.

Researcher was advised by VP for Research that the University Ombudsman was Ombudsman. Researcher had a preliminary discussion with Ombudsman in accordance with the guidance in The Faculty Handbook. Ombudsman at that time was not sure whether allegations of plagiarism fell within his responsibilities. Ombudsman consulted with VP for Research and Ombudsman advised researcher the following:

**From:** [ombudsman@university.edu]  
**Subject:** RE: AACSB accreditation documents  
**Date:** December 4, 2006 1:11:15 PM CST

**To:** [research professor]

Hi [Research Professor],

I had the opportunity to speak to [VP of Research] about an appropriate “ombudsman” for issues like this... He agrees that we don’t have such a person on this campus. He suggested that I pass along to you that you might consider talking to the EEOC person on campus (EEOC person – phone 6-6618).

Ombudsman”

5.

In a follow-up email, researcher advised VP of Research and Ombudsman why he had sought their guidance.

**From:** Research Professor [mailto:Researchprofesor@university.edu]

**Sent:** Wednesday, November 29, 2006 02:30 PM

**To:** Ombudsman

**Subject:** AACSB accreditation documents

Ombudsman,

Let me give you the citations that I referred to that led me to seek advice through the procedures set out in The Faculty Handbook.

### **"7.3 SCHOLARLY INTEGRITY**

The University is dedicated to the discovery and dissemination of truth in research and in all other scholarly and creative activities, whether University-sponsored or conducted individually by members of the academic staff, by administrative officers and staff, or by students. Hence plagiarism or other misconduct in research or in any other scholarly or creative activity is strictly prohibited. Every student and University employee is responsible not only to abide by the highest standards of integrity and professional ethics themselves but also to report violations when they are known or reasonably suspected to have occurred. Alleged breaches of scholarly integrity are investigated promptly and fully by the University and may lead to University administrative proceedings and disciplinary action through Scholarly Misconduct Proceedings." (The Faculty Handbook, January 2006, p. 50, emphasis added.)

### **"11.2 SCHOLARLY MISCONDUCT PROCEDURE**

**11.2.1 Initiating Allegations.** Parties having reasonable cause to believe that a University employee or student has committed an act of scholarly misconduct must first consult informally with the University Research Ombudsman." (The Faculty Handbook, January 2006, p. 93)

Thanks again for taking the time to consider the apparent plagiarism in CoB's AACSB accreditation documents.

Research Professor

6.

EEOC is not the proper venue for an investigation of alleged plagiarism and the EEOC person confirmed it in the following email.

“From: EEOC Person  
Subject: AACSB accreditation documents  
Date: December 8, 2006 8:18:07 AM CST  
To: [Research Professor]

I’ll cut to the chase: if asked I would not agree to review an investigation of plagiarism. Not my area of expertise.

[EEOC Person]”

7.

“From: [Professor Accountant]  
Sent: Friday, December 01, 2006 2:41 PM  
To: [Dean] and [Chairman, Accreditation Committee]  
Subject: Participating/supporting faculty

[Dean] and [Chairman, Accreditation Committee],

Attached is my correspondence with [Dean] of the College of Business Administration, X University regarding permission to use [X University’s] definitions in our reports. As you can see, I clearly asked permission to use the adopted maintenance reports without proper citation and [the Dean] granted us permission. I sent her a reply thanking her and telling her a formal letter was not necessary since her email response would suffice.

Accounting Professor”

8.

The portions of the College of Business’ Academic Integrity Policy marked in red are copied from the School of Management, Z University’s Academic Integrity Policy. (Compare with 9 below.) No quotes or attribution are included by College of Business for using the School of Management’s Academic Integrity Policy. Note that the Appendices contained in the School of Management’s Academic Integrity Policy are integrated in the body of College of Business’ Academic Integrity Policy. However, the wording is unchanged. (See, DePree 2008.)

## COLLEGE OF BUSINESS

### “ACADEMIC INTEGRITY POLICY

#### I. PREAMBLE

The students, faculty (i.e, any person hired to conduct classroom activities or research at the university), and administrators of the College of Business (CoB) recognize that honesty and integrity are fundamental expectations in the academic and business communities. Accordingly, we hereby establish this Policy to be adhered to by all CoB administrators, faculty, and students.

#### II. FACULTY AND ADMINISTRATORS’ RESPONSIBILITIES IN SUPPORT OF ACADEMIC INTEGRITY

The faculty and administrators of the CoB share responsibility with our students for implementing the CoB’s Academic Integrity Policy. This includes, but is not necessarily limited to, accepting responsibility for:

A. Informing students that every student enrolled in a CoB course is automatically bound by the college's Academic Integrity Policy. Additionally, faculty will include the following paragraph in their course syllabi that references the Academic Integrity Policy:

Because this course is offered in the College of Business, all students enrolled in this course will adhere to the CoB’s Academic Integrity Policy.

Students may access the policy directly at [www.xxx.edu/business/students/acad\\_policy.html](http://www.xxx.edu/business/students/acad_policy.html)

Or by going to [www.xxx.edu/colleges/cbed](http://www.xxx.edu/colleges/cbed) and clicking on Academic Integrity Policy in the upper right hand corner.

B. Clearly specifying parameters of permissible and impermissible conduct in specific contexts, such as course assignments.

C. Ensuring that examinations are properly proctored.

D. Whenever feasible, updating and modifying examinations and other graded assignments.

E. Responding to violations of this Policy according to the established procedures (see “Procedures for Responding to Violations of Academic Integrity Policy”).

F. Communicating information regarding violations of this Policy and proceedings of the Academic Conduct Committee only to the Chair of the Academic Conduct Committee, the relevant CoB Department Chair, the Associate Dean of the CoB, the Dean of the CoB, the appropriate administrator of student affairs for the CoB, and persons who are present at any proceeding held by the Academic Conduct Committee.

G. Treating all students in a fair, nonarbitrary, and nondiscriminatory manner.

H. Using students' work for their own purposes only with their knowledge, permission, and proper crediting.

### III. STUDENT RESPONSIBILITIES IN SUPPORT OF ACADEMIC INTEGRITY POLICY

Academic dishonesty threatens the entire University community. It undermines the personal and intellectual development of our students. It is unfair to those who do not cheat because it devalues their efforts to learn and the grades they have earned through honest effort. It is unfair to graduates because it degrades the reputation of the CoB and undermines the value of their degrees. It is unfair to faculty because it trivializes their efforts to educate and assess the progress of their students. Finally, it is unfair, as well as harmful, to the student who engages in it because it interferes with his or her moral and intellectual development.

According to this policy, cheating is the unauthorized and inappropriate behavior as defined by the instructor. However, academic dishonesty can take many forms, but not limited to, the following:

#### A. Preparation of Course Work

1. Plagiarism (copying words, concepts, or ideas from any source and submitting the material as one's own without acknowledging the source by the use of footnotes, quotation marks, or both).
2. Submission of the same or substantially similar assignment to two different faculty members, without permission of both.
3. Unauthorized use of outside sources or another student's material.
4. Citation of sources not actually used in preparation of an assignment.
5. Providing to or receiving from any source assistance inconsistent with the instructor's expressed expectations regarding collaboration.
6. Revealing information to other students regarding pending written or other assignments, unless authorized by the instructor.
7. Falsification of data or results from research or laboratory experiments; deliberate written or oral misrepresentation of results in all matters of research and reporting.
8. Obtaining course assignment answers in a manner or from sources not authorized by the instructor (includes but is not limited to inappropriate use of the Internet).

#### B. Examination Behavior

1. Unauthorized use of books, notes, papers, calculators, or other materials or devices during exams.

2. Taking an exam for another student, or permitting another student falsely to identify himself or herself in taking an exam.
3. Receiving unauthorized help from or giving help to another student during an in-class or take-home exam.
4. Taking longer than the allotted time to complete an exam.
5. Revealing information to another student about an examination which has not been returned to students by the instructor or has not been authorized by the instructor.
6. Obtaining examination answers in a manner or from sources not authorized by the instructor (includes but is not limited to inappropriate use of the Internet).
7. Altering answers on an examination after it is given back by the instructor in an attempt to change one's grade.

### **C. Communications**

1. Knowingly making a false charge under this Policy.
2. Disclosing information about any charge or proceeding under this Policy to anyone other than the Chair of the Academic Conduct Committee, the relevant CoB Department Chair, the Associate Dean of the CoB, the Dean of the CoB, and the persons who are present at any hearing held pursuant to this Policy.
3. Knowingly giving false information to a member of the faculty to request an alternative date or time for an examination or assignment.
4. Knowingly giving false information to another academic institution or a prospective employer about academic performance.

### **D. Use of the University Libraries and Library materials**

1. Improperly removing materials from a library (e.g., by failing to sign out materials or falsifying an authorizing signature).
2. Intentionally misplacing materials within a library.
3. Marking, cutting, or otherwise defacing library materials.

### **E. Use of Computer Facilities**

1. Unauthorized use of a computer file, program, user name, user ID or user password.

2. Making unauthorized copies of software licensed by the University or acquired for use in a course.

3. Interfering with others' use of computer programs or facilities (i.e., imposition of a "virus," "worm," or other malware or alteration of a class program).

#### IV. POLICY VIOLATIONS

All members of the CoB community are strongly encouraged to report all suspected violations of this policy. A faculty member who is responsible for a course may respond to a violation within the context of the course in the manner he or she deems appropriate in accordance with the [University] Student Handbook and will report the violation and his or her disposition of the violation using the “[Academic Misconduct Incident Reporting Form](#)” to the Associate Dean of the CoB. Instances of academic dishonesty may also be referred to the Academic Conduct Committee of the CoB by a faculty member, administrator, or student. When the Committee, after holding a hearing on a complaint, determines that a student has engaged in academic dishonesty, it may recommend an appropriate sanction.

9.

School of Management

### “ACADEMIC INTEGRITY POLICY

#### I. PREAMBLE

The students, instructional staff, and administrators of the Whitman School recognize that honesty, integrity, and respect for others are fundamental expectations in the academic and business communities. Accordingly, we hereby establish this Policy, to be adhered to by all Whitman School administrators, instructional staff, and students.

#### II. INSTRUCTIONAL STAFF AND ADMINISTRATORS' RESPONSIBILITIES IN SUPPORT OF ACADEMIC INTEGRITY POLICY

The administrators and instructional staff of the Whitman School share responsibility with our students for supporting and expecting a high standard of conduct from all members of our community. Examples of instructional staff and administrators' actions which reinforce academic integrity and should be their responsibility are included in Appendix A.

All students at Syracuse University have certain rights, as enumerated in the Statement of Student Rights and Responsibilities published in the University Handbook. When a student alleges that one of these rights has been violated by an administrator, instructional staff member, or any other agent of the University, he or she may file a grievance with the University's Dean of Student Relations.

### III. STUDENT RESPONSIBILITIES IN SUPPORT OF ACADEMIC INTEGRITY POLICY

A student's academic dishonesty threatens the entire University community. It undermines the central mission of the University: the personal and intellectual development of our students. It is unfair to students who do not cheat, because it devalues their efforts to learn and the grades they have earned through honest effort. It is unfair to graduates, because it degrades the reputation of the School and undermines the value of their degrees. It is unfair to instructional staff members, because it trivializes their efforts to educate and assess the progress of their students. Finally, academic dishonesty is unfair, as well as harmful, to the student who engages in it, because it interferes with his or her moral and intellectual development. Illustrations of forms of academic dishonesty are given in Appendix B.

### IV. POLICY VIOLATIONS

All members of the Whitman School community are strongly encouraged to report all suspected violations of this policy. An instructional staff member who is responsible for a course may respond to a violation within the context of the course in the manner s/he deems appropriate, up to and including course failure. Instances of academic dishonesty may also be referred to the Academic Integrity Committee of the Whitman School by an instructional staff member, administrator, or student. When the Committee, after holding a hearing on a complaint, determines that a student has engaged in academic dishonesty, it may impose an appropriate sanction.

### V. CERTIFICATION

All students who take courses in the Whitman School shall be required to certify in writing that they have read, understand, and agree to comply with this Policy.

### APPENDIX A

Instructional staff and administrators share responsibility with our students for implementing the Whitman School's Academic Integrity Policy. This includes, although it is not limited to, accepting responsibility for:

- A. Clearly specifying parameters of permissible and impermissible conduct in specific contexts, such as course assignments.
- B. Giving timely notice of changes to previously announced grading and other policies.
- C. Ensuring that examinations are properly proctored.
- D. Updating and modifying examinations and other graded assignments to avoid imparting an unfair advantage to students who have access to such materials from prior classes or prior class periods.
- E. Responding affirmatively to violations of this Policy according to established procedures (see document entitled "Procedures for Responding to Violations of Academic Integrity Policy").

F. Communicating information regarding violations of this Policy and proceedings of the Academic Integrity Committee (described in "Procedures for Responding to Violations of Academic Integrity Policy") only to the Chair of the Academic Integrity Committee, the relevant Department Chair, the Director of Army Programs (in cases involving a participant in an Army program), the relevant Associate Dean, the Dean of the Whitman School, and persons who are present at any proceeding held by the Academic Integrity Committee.

G. Treating all students in a fair, nonarbitrary, and nondiscriminatory manner.

H. Crediting any use of a student's work.

## APPENDIX B

Academic dishonesty can take many forms, including, but not limited to, the following:

### A. Preparation of Course Work

1. Plagiarism (copying words, concepts, or ideas from any source and submitting the material as one's own without acknowledging the source by the use of footnotes, quotation marks, or both).
2. Submission of the same or substantially similar assignment to two different instructional staff members, without permission of both.
3. Unauthorized use of outside sources or another student's material.
4. Citation of sources not actually used in preparation of an assignment.
5. Providing to or receiving from any source assistance inconsistent with the instructor's expressed expectations regarding collaboration.
6. Imparting an unfair advantage by revealing information regarding pending written or other assignments.

### B. Examination Behavior

1. Unauthorized use of books, notes, papers, calculators, or other materials or devices during exams.
2. Taking an exam for another student, or permitting another student falsely to identify himself or herself in taking an exam.
3. Receiving unauthorized help from or giving help to another student during an in-class or take-home exam.

4. Taking longer than the allotted time to complete an exam.
5. Imparting an unfair advantage to another student by revealing information to another student about an examination which has not been returned to students by the instructor.

#### C. Communications

1. Knowingly making a false charge under this Policy.
2. Disclosing information about any charge or proceeding under this Policy to anyone other than the Chair of the Academic Integrity Committee, the relevant Department Chair, the Dean of the Whitman School, and persons who are present at any hearing held pursuant to this Policy.
3. Knowingly giving false information to a member of the instructional staff to postpone an examination or assignment.
4. Knowingly giving false information to another academic institution or a prospective employer about academic performance.

#### D. Use of the Syracuse University and SUNY College of Environmental Science and Forestry Libraries and Library Materials

1. Improperly removing materials from a library (for example, by failing to sign out materials or falsifying an authorizing signature).
2. Intentionally misplacing materials within a library.
3. Marking, cutting, or otherwise defacing library materials.

#### E. Use of Computer Facilities

1. Unauthorized use of a computer file, program, user name or user ID.
2. Making unauthorized copies of software licensed by the University or acquired for use in a course.
3. Interfering with others' use of computer programs or facilities (such as imposition of a "virus" or alteration of a class program).

Portions of this policy are adapted from the following sources, with permission: [Council of Writing Program Administrators](#). "Defining and Avoiding Plagiarism: WPA Statement on Best Policies." Council of Writing Program Administrators, January 2003. Howard, Rebecca Moore.

"A Plagiarism Pentimento." *Journal of Teaching Writing* (Summer 1993). 233-245. Portions of this policy are based on the academic integrity policies of Boston College, Cornell University, Duke University, Georgetown University, the University of Maryland, and former policies of Syracuse University's School of Architecture, College of Arts and Sciences, L.C. Smith College of Engineering and Computer Science, School of Education, College of Human Services and Health Professions, School of Information Studies, Whitman School of Management, and College of Visual and Performing Arts.)"

## ENDNOTES

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<sup>1</sup> “In 2002, the Sarbanes-Oxley ("SOX") law was enacted to combat accounting fraud on Wall Street in the aftermath of the Enron, Worldcom and Arthur Anderson scandals. At the time, SOX was the most far reaching expansion of corporate oversight and reform of corporate regulatory law since the depression-era securities laws were passed. The purpose of SOX was to combat corporate fraud and restore public confidence in Wall Street and corporate America. Whistleblower protection provisions were included in SOX and the stated Congressional intent was to broadly construe those provisions in order to carry out the ambitious goal of stamping out corporate fraud. However, in practice, the SOX whistleblower law has become a major disappointment. There are several reasons that the SOX whistleblower provisions did not live up to their expectations and stated congressional intent. First, and foremost, the current administration failed to properly implement and enforce the SOX whistleblower law. Second, corporate defendants were well organized and funded, and with sympathetic Bush administration appointees in the Department of Labor, were able to convince the administration to narrowly construe the SOX whistleblower provisions to exclude most employees who report corporate wrongdoing despite the congressional intent to the contrary.”  
([http://www.whistleblowers.org/index.php?option=com\\_content&task=view&id=738](http://www.whistleblowers.org/index.php?option=com_content&task=view&id=738))

<sup>2</sup> A form of inference for testing social reality is:

R → O  
~O \_\_\_\_\_  
Therefore, ~R

where R is an institution’s representation of mission, goal, principle, policy, procedure, code of ethics, or rule and O is observation of a leader’s or institution’s behavior that reflects on an its representation. (“→” is read as If R, then O. Tilde, “~”, indicates negation.) The form of inference structures valid reasoning—if the premises are true, *i.e.*, well-justified, so too is the conclusion. Validity is a step toward sound reasoning. If facts support the premises as well-justified, the conclusion is also well-justified. (Jeffrey) Valid reasoning is then sound. Sound reasoning is the gold standard of research. Note that a structure that accommodates an affirmative observation (O) of behavior is not offered. The purpose of tests of social reality is not to prove that institutional leaders are fulfilling their promises or representations. Rather, they are expected to function as promised. (DePree 2009) Note that if the reasoning and evidence provide a sound conclusion, the general hypothesis of institutional principles (rules), is refuted, as any general statement would be refuted. Note that this does not prove that the entire institution does not follow its principles, but like a showing of a negative finding in science, the general theory is in need of revision or further testing.

<sup>3</sup> On the first day of, and one hour before, class, Fall 2007, the Dean hand delivered a letter to the researcher from University President which banned the researcher from the business college building (but not other areas of the campus), suspended his teaching privileges, excluded him from all service and university governance, and commenced an investigation of him with the

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stated purpose of terminating his employment. As of January 2010, he is paid his full salary, but is still suspended from teaching, service, and is banned from the business building. Furthermore, University administrators are paying faculty to teach his classes and do his service.