"A cademic freedom has a counterpart, academic duty, that is much more seldom used. Democratic societies such as ours regard these two as opposite sides of the same coin. John Gardner put it well when he said, of the symmetry between individual freedom and communitarian obligation, "Liberty and freedom, freedom and responsibility: that's the deal"

Donald Kennedy, Academic Duty, 1997, p. 2.

# **Academic Duty**

Raymond P. Perry, John C. Smart

#### **Academic Duty:**

**Academic Duty** Donald Kennedy, 1997 Aware of the numerous pressures that academics face from the pursuit of open inquiry in the midst of culture wars to confusion and controversy over the ownership of ideas to the scramble for declining research funds and facilities he explores the whys and wherefores of academic misconduct be it scholarly financial or Current Issues in Chinese Higher Education OECD, 2001-01-11 As China s open door economic policies result in remarkably high and sustained levels of growth demands on the skills and knowledge of its population have fundamentally changed with inevitable pressure on the education system This volume **Ethics for Living and Working** Simon Robinson, John Strain, 2008 In this work Botin begins by reflecting on the development of electronic records in the Danish healthcare system Richard Cooper takes the theme of electronic health records into the field of pharmacy On the face of it both of these would seem to provide a way of improving service However the more we use technology the more it is important to examine underlying values and ethical issues and this leads to an increased focus on developing and maintaining the autonomy and responsibility of the patient or customer Rolv Blaker Eileen Nafstad and Norman Andressen then take the focus to psychology Blaker directly addresses the ideology that may be predominant in a society and thus may be reflected in any professional practice whereas Norman Anderssen and Ingrid Dundas take this further in analyzing underlying ideologies in teaching research methodology in psychology Hilde Eileen Nafstad in the following chapter takes this theme to a more profound level by focusing on the ideology based assumptions in research on human suffering concretized by studies of Post Traumatic Stress Syndromes in relation to war experiences Simon Robinson invites us to look at the moral context of employability and Elizabeth Ozorak looks at the world views and values underlying the student experience of service or volunteer learning Bruce Macfarlane takes the debate further in chapter eight by focusing on the academic profession and the idea of academic citizenship Derek Sellman takes this theme and applies it to the profession of nursing while Joan Whitman Hoff in her chapter takes us into what still for many people is uncharted ethical territory the world of IT as it used in teaching Suzy Jagger's chapter focuses on the teaching of computer ethics Like Sellman she wants to focus on the moral development of the students and looks to how this might be charted Development ethical development or any other involves change and John Strain considers whether we ought to take history more seriously in the ethical education In an age which is persistently confronted with innovation it is understandable that ethics is regarded as something that people will find compelling on account of its innovative character This book then argues that Applied and Professional Ethics is not to be confined to any predetermined shape Along with the dilemmas and the theories there are those underlying values and world views that are of equal importance in creating ethos and community and in enabling creative response Such values are there at the heart of virtue ethics Because of the plurality of the educational and professional community values and perspectives and assessments of values differ and thus dialogue is at the heart such ethics This book suggests that the

teaching of Applied and Professional Ethics has to engage at all these levels and thereby both take seriously all aspects of ethics for living and working All of these chapters began their life as either keynote lectures or papers at the Second International Conference on Teaching Applied and Professional Ethics in Higher Education the Real World Real People Conference Ethics in a Virtual World London 30th August to September 1st 2005 The Scholarship of Teaching and Learning in Higher Education: An Evidence-Based Perspective Raymond P. Perry, John C. Smart, 2007-06-04 Pivotal to the transformation of higher education in the 21st Century is the nature of pedagogy and its role in advancing the aims of various stakeholders This book brings together pre eminent scholars from Australia Canada Europe the Middle East and the USA to critically assess teaching and learning issues that cut across most disciplines In addressing long standing and newly emerging issues the researchers examine the scientific evidence on what constitutes effective teaching in college classrooms on the psychometric integrity of measures of teaching effectiveness and on the use of such measures for tenure promotion and salary decisions Systematically explored throughout the book is the avowed linkage between classroom teaching and motivation learning and performance outcomes in students In so doing the book deals with the nexus between knowledge production by researchers and knowledge utility for end users made up of classroom instructors department heads deans directors and policymakers The book will appeal to researchers interested in teaching and learning faculty members developing evidence based pedagogical practices academic administrators and policymakers responsible for instituting teaching and learning protocols and faculty development officers promoting the effective teaching practices Tomorrow's Professor Richard M. Reis, 2012-03-16 Tomorrow's Professor is designed (Infantry School (U.S.)) ,1980 to help you prepare for find and succeed at academic careers in science and engineering It looks at the full range of North American four year academic institutions while featuring 30 vignettes and more than 50 individual stories that bring to life the principles and strategies outlined in the book Tailored for today s graduate students postdocs and beginning professors Tomorrow's Professor Presents a no holds barred look at the academic enterprise Describes a powerful preparation strategy to make you competitive for academic positions while maintaining your options for worthwhile careers in government and industry Explains how to get the offer you want and start up package you need to help ensure success in your first critical years on the job Provides essential insights from experienced faculty on how to develop a rewarding academic career and a quality of life that is both balanced and fulfilling NEW Bonus material is available for free download at http booksupport wiley com At a time when anxiety about academic career opportunities for Ph D s in these field is at an all time high Tomorrow's Professor provides a much needed practical approach to career development Trusting in the University Paul T. Gibbs, 2004-08-30 The world changes and we are encouraged to change with it but is all change good This book asks us to stop and consider whether the higher education we are providing and engaging in for ourselves and our societies is what we ought to have or what commercial interests want us to have In claiming that there is a place for a higher education of

learning such as the university amongst our array of tertiary options the book attempts to explore what this might be Drawing from the existential literature and in particular Heidegger the book investigates the case for such a form of higher education and settles on existential trust as the ground upon which the community of scholars that ought to be the university can flourish This book is written for those who are concerned about the trends towards performativity and for those who are not yet so concerned It offers a controversial and some might say idealistic view of what might be but makes no apology for that since the book proposes that higher education is becoming evermore unacceptable for those who value democracy A Professor's Duties Peter J. Markie, 2000-01-01 Professors administrators and trustees talk a lot about education but give little attention to teaching especially at major research universities In A Professor's Duties the distinguished philosopher Peter J Markie adds to the expanding discussion of the ethics of college teaching Part One concentrates on the obligations of individual professors primarily with regard to issues about what and how to teach Part Two expands Professor Markie's views by providing a selection of the most significant previously published writings on the ethics of college teaching Proceedings, American Philosophical Society (vol. 142, no. 2, 1998) of the Library School Richard J. Cox, 2010 In The Demise of the Library School Richard J Cox places the present and future of professional education for librarianship in the debate on the modern corporate university The book is a series of meditations on critical themes relating to the education of librarians archivists and other information professionals playing off of other commentators analyzing the nature of higher education and its problems and promises Restoring the Soul of the University Perry L. Glanzer, Nathan F. Alleman, Todd C. Ream, 2017-03-28 Has the American university gained the whole world but lost its soul Christian universities must reimagine excellence in a time of exile placing the liberating arts before the liberal arts and focusing on the worship love and knowledge of God as central to academia This pioneering work charts the history of the university and casts an inspiring vision for the future of higher education **Beyond the Campus** Debra Harkins, 2013-04-01 This book explores how we approached the issue of community development in the context of competing interests and a differential power imbalance We used a process based model for supporting community transformation a phenomenon in which university community partnership is but one example The people who most will want to read and use Beyond the Campus are faculty e g executive coaches and consultants staff and action focused researchers seeking to learn how to enhance their relationships with community leaders e g principals executive program directors teachers and parents Catalogue for the Academic Year Pennsylvania Military College, 1871 in urban educational settings Intellectual Leadership in Higher Education Bruce Macfarlane, 2013-07-03 This book provides a theoretical exploration of the meaning of intellectual leadership with particular reference to university professors and other senior academics It draws on new international research data online survey and interviews and provides a practical series of ideas and recommendations for defining the role of a university professor Women Scholars in Hong Kong Nian Ruan, 2024-01-02 This book depicts the

diverse approaches of established women professors in perceiving and developing intellectual leadership in Hong Kong It analyzes the combined influences of various disciplines different higher education institutions and gender on the careers of female scholars in the East Asian region The complexity and interaction of academic careers for women disciplinary contexts higher education systems and socio cultural environments may present a relatively holistic landscape for readers interested in academic life and leadership Scholars administrators managers and policymakers in higher education related fields may gain comprehensive ideas to facilitate faculty and institutional development through a cultural and sociological lens This may empower female academics and students while also providing benefits for doctoral students and early career researchers seeking insights into the evolving advantages and disadvantages in women s academic careers Audiencesinterested in gender issues may find it intriguing to compare women scholars with women in other professions and in different cultural contexts

1981, Infantry Multiversities, Ideas, and Democracy George Fallis, 2011-01-01 Multiversities are sprawling conglomerates that provide liberal undergraduate graduate and professional education As well springs of innovation and ideas these universities represent the core of society s research enterprise Multiversities Ideas and Democracy forcibly argues that in the contemporary world multiversities need to be conceptualized in a new way that is not just as places of teaching and research but also as fundamental institutions of democracy Building upon the history of universities George Fallis discusses how the multiversity is a distinctive product of the later twentieth century and has become an institution of centrality and power He examines five characteristics of our age the constrained welfare state the information technology revolution postmodern thought commercialization and globalization and in each case explains how the dynamic of multiversity research alters societal circumstances leading to the alteration of the institution itself and creating challenges to its own survival The character of our age demands reappraisal of the multiversity Fallis argues in order to safeguard them from so called mission drift Writing from a multi national perspective this study establishes how similar ideas are shaping multiversities across the Anglo American world Ultimately Multiversities Ideas and Democracy seeks to uncover the ethos of the multiversity and to hold such institutions accountable for their contribution to democratic life It will appeal to anyone The University Becoming Søren S. E. Bengtsen, Sarah Robinson, Wesley interested in the role of education in society Shumar, 2021-06-23 This volume wholeheartedly engages with the current climate in higher education and provides not only a thorough analysis of the foundational elements constituting higher education but also a critical discussion of possible connections to societal and cultural domains and policy debates Today higher education institutions and programs are beset with multiple and often conflicting pressures and demands Higher education is regarded by societies in general and at the political level in particular as a pathway to securing continued economic growth and ensuring cultural growth in surrounding societal contexts Future academics are expected to become experts within their disciplines and at the same time to acquire and develop generic competences and transferable skills directly translatable into job market and professional contexts

These conflicting and fragmented policy approaches to higher education leaves academic leaders teacher researchers and students with an incoherent curriculum and a confused and eroded academic identity and societal outlook Much literature within higher education research that engages with similar topics are dominated by a backwards looking and heavy critique of current political and educational conditions for the university and higher education This volume suggests a new tack that is defined by openness and optimism towards possibilities for a transformative higher education curriculum that at the same time stays firmly rooted within the foundational academic soil By drawing on and contributing to the emerging research field the philosophy and theory of higher education the book combines critique with a constructive and future oriented approach and outlook on higher education Further it combines and links philosophical discussions on the idea of the future university with societal responsibility and a curricular and formational awareness **Curriculum Development in Nursing Education** Carroll L. Iwasiw, Dolly Goldenberg, 2014-07-17 Curriculum Development in Nursing Education Third Edition provides nursing students with the theory and practical ideas necessary to develop an evidence based context relevant unified curriculum Throughout the text the authors guide students to develop this type of curriculum with an emphasis on a concept based curriculum The Third Edition also emphasizes the importance of a conceptually and visually unified curriculum and offers ideas on how to achieve this throughout the text The Third Edition focuses on the concepts of faculty development ongoing appraisal and scholarship which are new to nursing education literature This text includes a chapter dedicated to each of these concepts curriculum development implementation and evaluation as well as concrete examples around how to execute them New content also addresses development implementation and evaluation of a curriculum offered via distance learning New to the Third Edition Continued emphasis on the development of evidence informed context relevant and unified nursing curriculums New sections on designing a concept based curriculum and concept based courses Exploration of new ideas around readiness for curriculum implementation including fidelity of implementation Expanded section on distance learning in nursing education featuring ideas around exemplary teaching Key Features Specific examples around the development of an evidence based curriculum In depth coverage of the role of faculty development ongoing appraisal and scholarship as core processes of curriculum work Instruction for how to design concept based courses Brain based learning Register of the University of California University of California (1868-1952),1897

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