



UNFORESEEN CONSEQUENCES OF INSTITUTIONAL PRACTICES AND THEIR POTENTIAL IMPACT ON EDUCATIONAL INTEGRITY

7APCEI Conference

16-18th November 2015, CSU Albury

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Academic integrity is multi-dimensional and is enabled by all those in the educational enterprise, from students to teachers, librarians, advisors, research colleagues and administrators. It is for this reason that APFEI prefaces 'integrity' with '***educational***' rather than just the more conventional 'academic'.

Source: <http://apfei.edu.au/about/mission-statement>

Emphasis added

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**TEACHING, LEARNING
AND RESEARCH IN
HIGHER EDUCATION**

A CRITICAL APPROACH



...academics can find space for their own agency in the midst of system-wide and institutional policies and practices that serve to frame, as well as delimit and constrain, what counts as good academic work in teaching and research.

We argue that academics can develop a sense of agency through a reflexive engagement with the circumstances in which they find themselves.



COMPLEXITY OF ACCOUNTABILITY

“What is assured through audits for accountability is the quality of the control systems rather than the quality of first-order operations: the pedagogical relationship and content”

Blackmore 2009, p. 864



FORMS & DISCOURSES OF ACCOUNTABILITY

- Political
- Public
- Managerial
- Professional
- Personal

Sinclair 1995



PERSONAL ACCOUNTABILITY

“Personal accountability is fidelity to personal conscience in basic values such as respect for human dignity and accepts responsibility for affecting the lives of others”

Harmon & Mayer 1986 as cited in Sinclair 1995, p. 230

“Those who exhibit personal accountability are ‘regarded as difficult to manage.’”

Sinclair 1995, p. 231



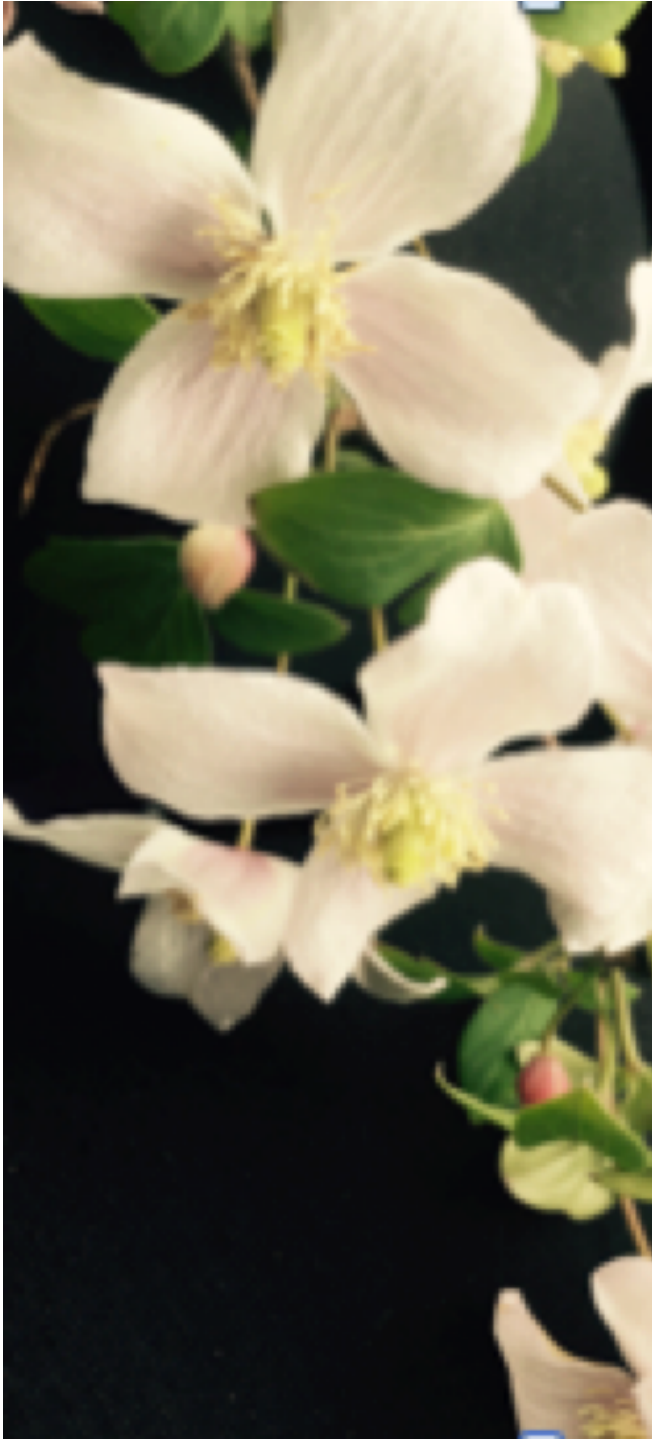
A WAY FORWARD?

The promise of distributive leadership?

“With distributive leadership, those people who may not sit in hierarchical positions of leadership have an opportunity to lead both upwards and sideways among their colleagues and through this mechanism have a real opportunity to influence others and more importantly influence those with power that comes with hierarchical positions of leadership. “

Parrish & Lefoe, 2008 as cited in Creanor, 2014, p. 576.

If you would like to continue this conversation please email me: cmcmullen@csu.edu.au



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