

INSTRUCTIONS FOR AUTHORS

JOURNAL OF ACADEMIC ETHICS

EDITOR-IN-CHIEF

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AIMS AND SCOPE

The *Journal of Academic Ethics* is an interdisciplinary, peer reviewed journal devoted to the examination of ethical issues related to all aspects of post-secondary education, primarily within a university context. The journal will provide a forum for the publication and discussion of original research on a broad range of ethical considerations in research, teaching, administration and governance. In the presence of the rapidly changing global knowledge economy, there is a need for sustained inquiry into the values, purposes and functions of the world's principal institutions responsible for the creation and dissemination of knowledge. The *Journal of Academic Ethics* aims to encourage, foster and promote this inquiry. Representative areas of investigation include ethical considerations in:

Research e.g.,

- Selection of research subjects and research methods; treatment of human and animal subjects;
- Treatment of diversity regarding race, gender, class, ethnicity;
- Referencing and citation behaviour;
- Grant and funding assessments;
- Publication editing, refereeing processes and procedures;
- Conflicts of interest;
- Plagiarism, deception, fraud; and
- Graduate training versus exploitation of graduate students.

Teaching e.g.,

- Broader education, including ethical education, versus disciplinary specialization;
- Character development with respect to treatment of students, colleagues, staff – harassment, discrimination, exploitation;
- Commitment to learning, keeping current in area of specialization;



- Performance standards – assignments, examinations, grading, office hours, mentoring, consultations;
- Carrying on the tradition (i.e. the Canon) versus challenging tradition;
- Graduate training versus exploitation of graduate students; and
- Online graduate and undergraduate education.

Service e.g.,

- To the institution;
- To the profession;
- To the larger community;
- Institutional versus individual outreach;
- Popularization and professional standards;
- Volunteering and merit assessment; and
- The role of the citizen scholar.

Administration e.g.,

- Accountability and management to all shareholders (students, the State, private and corporate donors, the public);
- Philanthropy, conditionality and university autonomy;
- Tenure and academic freedom;
- Collective agreements;
- Disciplinary matters;
- Recruitment and retention (competition for students and faculty);
- Administration of scholarships and bursaries;
- Leadership, integrity and compromise;
- Performance indicators, individual and institutional; and
- Private goods and public goods.

Governance e.g.,

- Selection of Governors and Trustees;
- Role of Boards of Governors, Trustees in management;
- Role of government in management; and
- Role of faculty and students in management.

Contributions: The journal publishes articles, short research notes, letters and book reviews.

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Number the pages consecutively with the first page containing:

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(Winograd, 1986a, b)

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Callahan, D. (1980). Goals in the teaching of ethics, In D. Callahan and S. Bok (Eds.), *Ethics Teaching in Higher Education*, New York: Plenum Press, pp. 61–80.

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Lehrer, K. (1990). Metamental ascent: Beyond belief and desire, *Proceedings and Addresses of the American Philosophical Association* **63** (3), 19–30.

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Bishop, T.B. (1992). Integrating business ethics into an undergraduate curriculum, *Journal of Business Ethics* **11**, 291–299.

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