Comparative Analysis of Personal Moral and Professional Ethical Commitments in Universities

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EXECUTIVE SUMMARY

The major theme of this article is about: “Welcome to the utopian world of professional idealistic academic freedom and to the real pragmatic world of paradoxical mixture of utopian-dystopian occupational campus practices.” Professional campus ethics and the personal moral characters of academicians are controversial issues in our contemporary E-societies. This article has analyzed differences between idealistic and realistic conceptions and perceptions of faculty members and academic administrators concerning their personal moral characters and the professional ethical behavior of university incumbents. In an idealistic world, the public’s expectations would be reflected in academicians’ characteristics that would be ethical, moral, and legal. However, in the realistic world, academicians’ thinking and practices are often vibrant and challenging influential results of multi-socio-cultural and politico-economical reflections of the public.

Key Words: Utopian, Dystopian, kakistocracy, eudaemonostic, hedonistic

INTRODUCTION

Dramatic changes in today’s global higher educational systems and the widespread of multimedia informative devices, specifically through application of the Internet has brought not only a new worldwide system of awareness but also has caused numerous pleasant and unpleasant consequences for governmental officials and elite groups, such as university professors and campus academic administrators. The academic’s virtual multicultural new environment is known as global E-societies. Colleges and universities through online cyberspace and onsite campus space are viewed as a novel phenomenon associated with accelerated intellectual innovativeness and operational synergy through prodigy. Campus’s ethical, moral, and legal implications stand alone in their concern of contentious problems such as prejudice regarding issues of preferences on ethnicity, race, gender, color, political ideologies, religious faiths, and class stratification. In such a modern universal blending found in E-societies, the most problematic issues are the friction caused by different cultures, along with consideration and philosophies among different ethical and moral beliefs, cultural values, political indoctrinations, and religious denominations.

Our objective is to clarify a view concerning multicultural higher educational systems and the challenge is not to be biased based on segmented ideological and theological views of different cultures. All nations culturally, technologically, demographically, and politically are different, but they are similar in appreciating scientific knowledge. Modern colleges and universities are often vibrant and debating workspaces that challenge social issues. However, communities of scholars and researchers are pressured by the public, by legislators, by funding agencies, and in some countries by governmental authorities to deviate from ethical and moral principles.

A university is a place where all students should win the crop of knowledge. It is a place where metropolitan minds should be integrated with village minds in order to provide opportunities for all. In other words, colleges and universities should not follow the rule of a business society; only serve an economically elite class of people and deprive the intellectual class of