

The Role of Academics in the 21st Century: An Introduction

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I don't have 'a box-ticking' manual, and I am proud that I don't!

- 1. Conceptual Level- As an Educator**
- 2. Institutional Level- As a professional**
- 3. Civil Level - As an Intellectual/citizen**

Let's review some thoughts on university education:

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නිදහස්කාරක අධ්‍යාපනය ආශ්‍රිත අධ්‍යයනයක්

ලියනගේ අමරකීර්ති



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No matter what century we are in,
We need to revisit “the idea of the university”

The Idea of a University- John Cardinal Newman(1831)

The Idea of the University- Karl Jaspers(1946)

The Idea of the University: A Reexamination- Jaroslav
Pelikan (1992)

“An Idea of a University” Andreas Nell (1910?)

Ponnambalam Arunachalam’s speech as the president of
Ceylon University movement in 1906.

"...When, then, we speak of the communication of Knowledge as being Education, we thereby really imply that the Knowledge is a state or condition of mind; and since cultivation of mind is surely worth seeking for its own sake we are thus brought once more to the conclusion... that there is a Knowledge, which is desirable, though nothing come of it, as being of itself a treasure and a sufficient remuneration for years of labour."

John Cardinal Newman(*The Idea of University*)

“The ideal university aimed to increase the sum total of human knowledge through research. The Pedagogic relationship between lecturer and student would be replaced with a sense of comradeship in the pursuit of scholarly excellence.”

Wilhelm von Humboldt

1988 Magna Charta in celebrating the 900th Anniversary of Bologna University, the first university in Europe

Its preamble “Consider: 1) that at the approaching end of this millenium the future of mankind depends, largely on cultural, scientific and technical development; and that this is built up in centres of culture, knowledge and research as represented by **true universities; ...”**

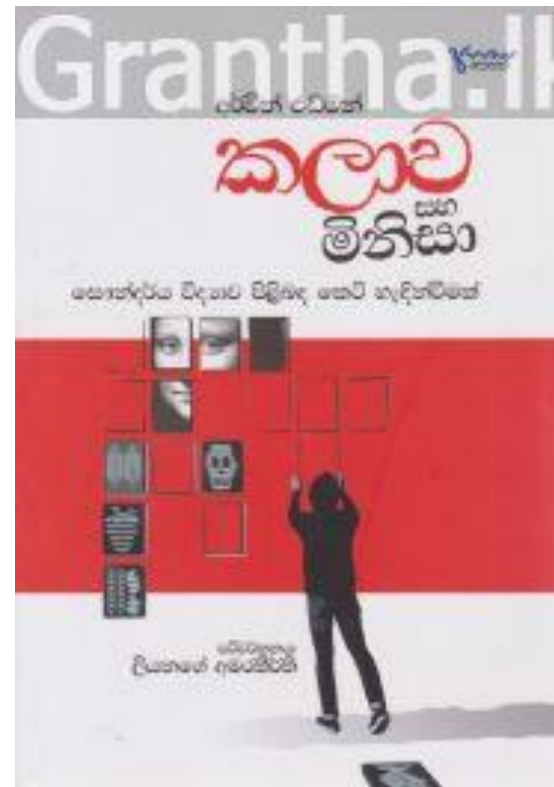
Fundamental principles:

“The university is an autonomous institution at the heart of societies differently organized because of geography and historical heritage; it produces, examines, appraises and hands down culture by research and teaching. To meet the needs of the world around it, its research and teaching must be morally and intellectually independent of all political authority and intellectually independent of all political authority and economic power.”

“Freedom in research and training is the fundamental principle of university life, and governments and universities, each as far as in them lies, must ensure respect for this fundamental requirement. Rejecting intolerance and always open to dialogue, the university is an ideal meeting-ground for teachers capable of imparting their knowledge and well equipped to develop it by research and innovation and students entitled, able and willing to enrich their minds with that knowledge.”

Instrumental Rationality

Value Rationality



A sense of holistic education

“යම් තෝරාගත් විෂයධාරාවක ප්‍රවීණත්වය අත්පත් කරගන්නා අතර විචාරාත්මක සහ සංවේදී පුරවැසියෙකු ලෙස ජීවත්වීමට අවශ්‍ය පරිවාර විෂය ශ්‍රෝතයද ඒ ඒ විෂයවල අභිනව වර්ධනයද ගැන නිරන්තර කුතුහලය සහිත, තමන්ගේ සංස්කෘතිය, භාෂාව, ආදිය ගෞරවයෙන් යුතුව ආරක්ෂා කරමින්ද, ඒවා විචාරාත්මකව පරීක්ෂා කොට සංස්කරණය කරමින්ද, අන්‍ය මනුෂ්‍යයන්ගේ සංස්කෘතිවලට සමබර මනසින් යුතුව ගෞරව කරමින්ද, ඒ මනුෂ්‍යයන්ට තම තම සංස්කෘතිවලට ගරු කිරීමට ඇති අයිතිය පිළිගනිමින්ද, හුදෙක් මූල්‍යමය නොවන මනුෂ්‍ය වටිනාකම් අගය කරමින් සහ ආරක්ෂා කරමින්ද ප්‍රජාතාන්ත්‍රික පුරවැසියෙකු සේ ආර්ථික, දේශපාලන, භාවමය සහ බුද්ධිමය ස්වාධීනත්වයෙන් යුතුව ජීවත්වීමට අවශ්‍ය අධ්‍යාපනය සාකලයවාදී අධ්‍යාපනය යැයි මට සිතේ”

කලාව සහ මිනිසා (2018)

Holistic Education

- **Expertise in single subject area**
- **But knowledgeable in adjacent fields that help one to become a critical, a considerate citizen.**
- **Constantly curious about the new development in major fields of knowledge.**
- **Not only that holistically educated person safeguards one's own language, culture but also critically examines them.**
- **Respects other cultures and admits other people's right to respect their own cultures**
- **Appreciate values that are beyond financial and material ones and actively work to project them.**

Holistic Education

**Holistic education should help us to
Live with financial, political, emotional and
intellectual independence.**

Let's give a twist to a twist!!

here is a twist: University VS Multiversity (Clerk Kerr 1963)

- 1. Undergraduate liberal education(Newman)**
- 2. Research- Production of knowledge(Humboldt)**
- 3. University as a place of Professional Education**
- 4. Serving Contemporary Society: Applied Research**

Fallis, G(2007) *Multiversities, Ideas and Democracy*.

Kerr, Clerk(1963) *The Uses of the University*.

Continuing with the idea of multiversity:

Lord Dearing Committee(1997)

A vision for a contemporary University

- 1. To inspire and enable individuals to develop their capabilities to the highest potential levels throughout life so that they grow intellectually, are well-equipped for work, can contribute effectively to society and achieve personal fulfillment.**

- 2. To increase knowledge and understanding for their own sake and foster their application to the benefit of the economy and society.**
- 3. To serve the needs of an adaptable, sustainable, knowledge-based economy at local, regional and national levels.**
- 4. To play a major role in shaping a democratic, civilized, inclusive society.**

Economic growth Vs Human Flourishing

“Useful machines or complete citizens”

Martha Nussbaum(2010)

Not for Profit: Why Democracy Needs the Humanities.



Economic
growth
alone?

Nussbaum shows that economic growth very poorly correlates with fulfilling lives(human flourishing).

**1. China- a huge economic growth
but little growth in human
liberty and political freedom.**

**2. South Africa *under apartheid*
obtained high marks in economic
indices and GNP!**



Read: Michael Sandel(2012) *What Money Can't buy: The Moral Limits of Markets*

Not for Profit: Why Democracy Needs the Humanities
Martha C. Nussbaum



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පරිවර්තනය
ලියනගේ අමරකීර්ති



Some
“mundane”
stuff

**Our role within the
institution: some thoughts**

Elements of Academic Citizenship

1. Political Literacy:

Understanding of the decision-making process at all levels within the university

2. Social and Moral Responsibility:

Appreciation of responsibilities towards students, colleagues, the university, professional bodies, local communities, and wider society

3. Community Involvement:

Skills in nurturing students, supporting academic and professional colleagues, developing and applying knowledge communicating with public

Avoiding parochialism in own expertise : making connections!

New research neuro-science and the Humanities

Reason Vs Emotion

'IDIOSYNCRATIC AND ENGAGING'
THE TIMES

DESCARTES' ERROR



**ANTONIO
DAMASIO**

'A TOUR DE FORCE OF SHEER REFLECTIVE IMAGINATION'
TIMES LITERARY SUPPLEMENT

REVISED EDITION WITH A NEW PREFACE

VINTAGE

Antonio Damasio and others

BEHAVE

THE BIOLOGY
of HUMANS *at* OUR
BEST *and* WORST



ROBERT M.
SAPOLSKY

“Amygdala”

**Being a University teacher in Sri Lanka in the 21st Century : -
Some additional attributes**

- Being highly qualified**
- A rewarding combination of teaching, research and publication**
- Being able to work in international languages/Cosmopolitan attitude**
- Being able to creative connect one's own expertise with other vibrant discourses and dialogues**

- **being equipped with educational thought that can resist market capitalism and managerialism**
- **resist the temptations to restrict yourself to narrow, nativist parochialism**

"To educate as the practice of freedom is a way of teaching that anyone can learn. That learning process comes easiest to those of us who teach who also believe that there is an aspect of our vocation that is sacred; who believe that our work is not merely to share information but to share in the intellectual and spiritual growth of our students. To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin.

Throughout my years as student and professor, I have been most inspired by those teachers who have had the courage to transgress those boundaries that would confine each pupil to a rote, assembly-line approach to learning. "

bell hooks

“නිදහස භාවිතයට දැමීමක් සේ ඉගැන්වීම යනු ඕනෑම කෙනෙකුට උගත හැකි සේ ඉගැන්වීමය. ඒ ඉගෙනීමේ කාර්ය පහසුවෙන් පැනෙන්නේ අපගේ වෘත්තියෙහි එක්තරා උත්තම වූ අංගයක් ඇතැයි විශ්වාස කරන අප වෙතය; එනම් අපගේ කාර්ය යනු හුදෙක් තොරතුරු බෙදාහදා ගැනීම නොව අපගේ ශිෂ්‍යශිෂ්‍යාවන් සමග බුද්ධිමය සහ ආධ්‍යාත්මික වර්ධනය බෙදාහදා ගැනීමක් බව විශ්වාස කරන අප වෙතය. ඉගෙනීම යන්න ගැඹුරු ලෙසද කුළුපග සම්පතාවෙන්ද යුතුවද ආරම්භවීමට අවශ්‍ය කොන්දේසි සැපිරීමට නම් අපගේ ශිෂ්‍යශිෂ්‍යාවන්ගේ ආධ්‍යාත්ම කෙරෙහි ගෞරවයෙන්ද සැලකිල්ලෙන්ද යුක්ත විලාසයෙන් ඉගැන්වීම අත්‍යවශ්‍ය වේ. ශිෂ්‍යාවක ලෙසත් මහාචාර්යවරියක ලෙසත් මා ගෙවූ කාලය පුරා මා වඩාත් ආනුභාවය ලබා ඇත්තේ සෑම ශිෂ්‍යයෙකුම ඒකාකාරී කටපාඩම් අධ්‍යාපනයකට, කර්මාන්ත ශාලාවක කොටස් එකලස් කරන්නාක් වැනි අධ්‍යාපනයකට සිසුන් හිර කරන සීමා මායිම් බිඳලන්නට ධෛර්ය තිබූ ගුරුවරුන් වෙතිනි... ශිෂ්‍යයාගේ සහභාගිත්වය කෙරෙහි සතුරු වූ ආචාර්යවරයා යනු නිදහස භාවිතයට නගන අධ්‍යාපනය යටපත් කරන්නෙකි.”

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