Gateway to collaboration

An evidence-based course design process driven by shared governance

2018 QM Connect Conference

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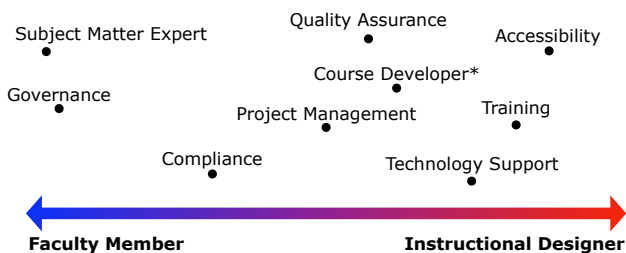eddie.andreo@cowley.edu
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Session objectives

After this session, you will be able to…

- identify the various tasks that are associated with course design/development and the perceptions of who should lead the task.

- describe key concepts (i.e. faculty governance and academic freedom) and how they are applied to course design teams.

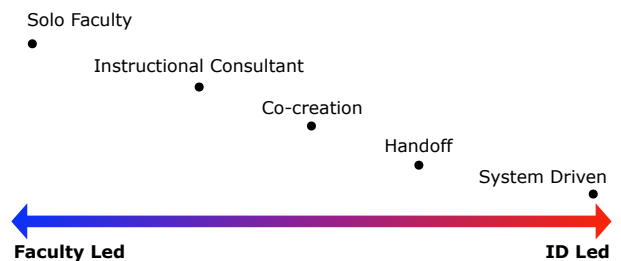- discuss the factors that need to be considered while negotiating your role on a course design team.

Background and foundation

Leading Course Design Tasks

Subject Matter Expert
Quality Assurance
Accessibility
Course Developer*
Governance
Project Management
Training
Compliance
Technology Support

Faculty Member → Instructional Designer

Models for Course Design

Solo Faculty
Instructional Consultant
Co-creation
Handoff
System Driven

Faculty Led → ID Led

Framework for collaboration

What is your role on a course design team?

- Determine your collaboration approach

- Are there key policies to consider

- Using an evidenced-based approach

- Who are the stakeholders

Institutional Documents to Review

Faculty handbook

Policy manuals

Accreditation standards

Stakeholder committees

Union contract (if applicable)

Defining Key Terms

Faculty Governance

The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.

Source: *Statement on government of colleges and universities*

Defining Key Terms

The Three Types of Academic Freedom

Institutional Academic Freedom: entails the freedom to determine who may teach, the freedom to determine what may be taught, the freedom to determine how the subject matter will be taught, and the freedom to determine who may be admitted to study.

Source: *The law of higher education, 5th edition*

Defining Key Terms

The Three Types of Academic Freedom

Faculty Academic Freedom: This is the essential characteristic of an institution of higher education. It encompasses the right of faculty to full freedom in research and in the publication of results, freedom in the classroom in discussing their subject, and the right of faculty to be free from institutional censorship or discipline when they speak or write as citizens.

Source: *Informal glossary of AAUP terms and abbreviations*

Defining Key Terms

The Three Types of Academic Freedom

Student Academic Freedom: the freedom to learn

Source: *The law of higher education, 5th edition*

Conflict in Academic Freedom

Edwards v. California University of Pennsylvania, 156 F. 3d 488 (3d Cir. 1998)

The court rejected the free speech claims of a tenured professor who was disciplined for failing to conform his course content to the syllabus provided by the departmental chair and faculty. The court held flatly that "the First Amendment does not place restrictions on a public university's ability to control its curriculum," and therefore "a public university professor does not have a First Amendment right to decide what will be taught in the classroom"

Source: *The law of higher education, 5th edition*

Course Syllabus and Shell Template

Who are involved in this activity at your institution? Who leads this activity?

What are the policies and procedures that are established that address this role?

What are the challenges, barriers, and opportunities for negotiating this role?

Course development - alignment

Quality assurance

Project management

Final reflection

Where do we go from here?

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References

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Kaplin, W. A. and Lee, B. A. (2013). *The law of higher education, 5th edition.* Wiley. Kindle Edition.

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Course Design Activity:

Who are involved in this activity?

Who leads this activity? Who are the stakeholders?

What are the policies and procedures that are established that address this role?

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