



# Overcoming Academic Freedom Objections to QM



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# Session Objectives

1. Define “academic freedom”.
2. Implement strategies and tactics to support faculty work with the QM Rubric.



# Definition from AAUP

*Academic freedom is the freedom of a teacher or researcher in higher education to investigate and discuss the issues in his or her academic field, and to teach or publish findings without interference from political figures, boards of trustees, donors, or other entities. Academic freedom also protects the right of a faculty member to speak freely when participating in institutional governance, as well as to speak freely as a citizen.*

- AAUP FAQs on Academic Freedom



# Examples of Academic Freedom

***Walsh University:*** 1) ...we teach students “**how to think**” rather than “**what to think**” 2) research projects....contribute to the **common good**

***University of Akron:*** Provide a forum for the **examination of ideas and concepts** and the **generation of scholarly dialogue** within the established principles of academic freedom



# Tackling Tough Topics: Addressing Tricky Questions

Amy & Steve Role Play Notes:

Questions for Amy to ask Steve: (Several here, so we'll practice and see which makes the most effective impact for our audience)

1. Doesn't this force me to make my course look like everyone else's?  
(interfering with my AF)
2. Is QM telling me what to teach?
3. Is this a reflection on my teaching ability?
4. Can this work count toward my yearly review?
5. Isn't this just ANOTHER initiative?
6. Making my course accessible seems like a ton of work that I don't have time to do.



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# Unlocking the Faculty Door

Amy's Perspectives from the Role Play:

Steve's input helped unlock the faculty door by:

1. Can we both agree that student success is one of the most important things that we should all focus on?
2. He was respectful, positive, and really cares about my students.
3. Agreed with me that student success is why we are all here!
4. He shined new light so I could see that **Quality Assurance is the Goal & QM is the tool.**
5. He helped me realize that I need to create learning experiences for all learners including those with diverse needs. So, no student is left out.

**REMEMBER: It can be hard for colleagues to admit what they don't know.**



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# Answering with Impact: Keys to Successful Faculty Interactions

## Answers:

- QM will SAVE YOU TIME
- Helps to ensure equity, helps to ensure that no student is left out due to travel/medical absence
- It's the ID's job to know where all the LMS checkboxes are, and they design courses across disciplines for years
- It helps level-set quality across the institution
- Ensures consistency from course to course
- Accrediting bodies want to know: "How do you ensure that your online delivery is just as good as your face-to-face delivery?"
- We've been walking into the same classroom forever, students here, the teacher there. In online courses, that's all out the window. Social presence is vital so that students don't say or write on course evaluations that "the professor was not present in the course".





# Handout: How to Overcome an Objection

1. Listen to the objection with full attention.
2. Repeat it back to confirm understanding.
3. Validate and empathize.
4. Respond with a value proposition, what's in it for them, and/or common ground
5. Seek confirmation



# Your Approach

“You have to BBQ first.”

~Steve Kaufman

“Success in dealing with people depends on a sympathetic grasp of the other person’s viewpoint.”

-How to Win Friends and Influence People”



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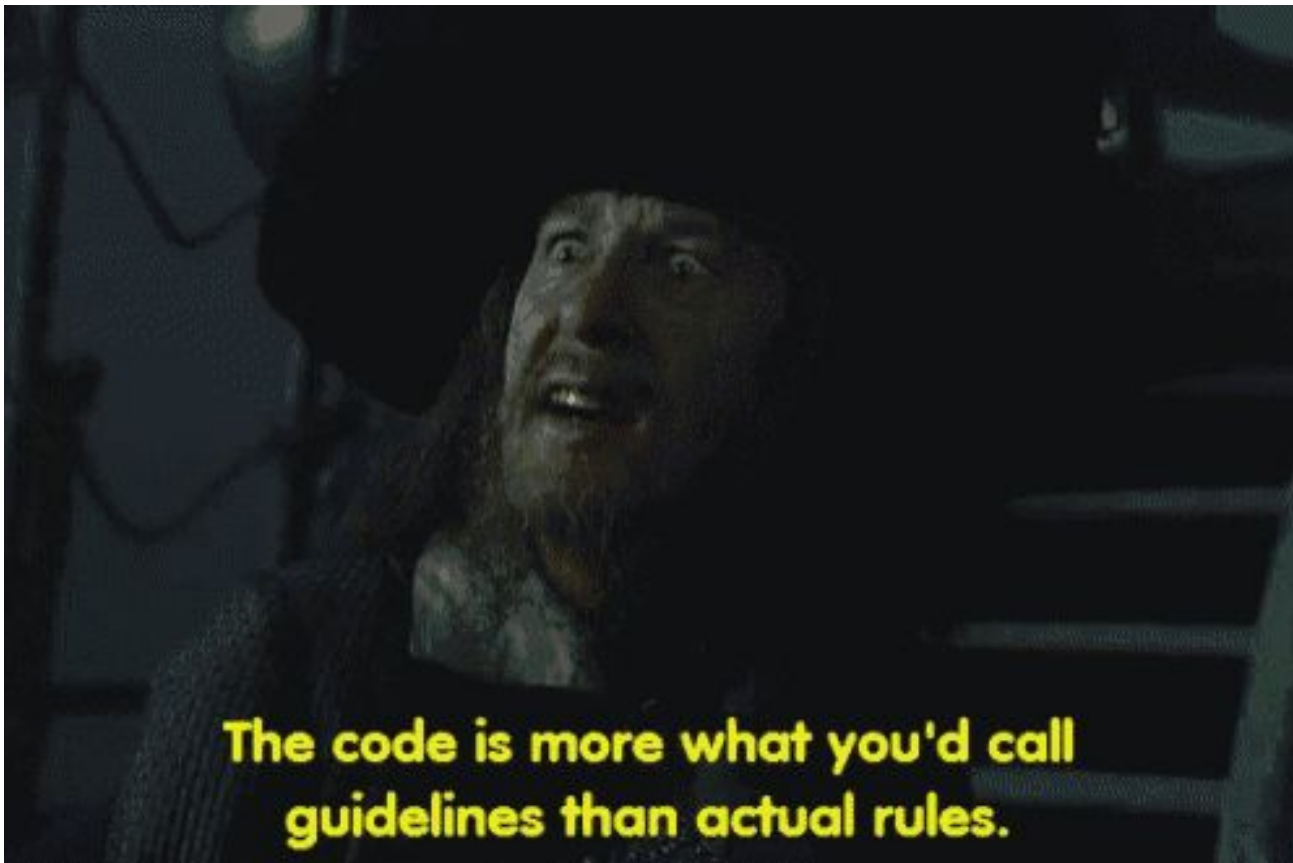
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# Now What About This Question?

Remember you can encourage faculty by asking:

“What is it that you want to do in your course that you think QM won’t let you do?”





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# Now You Try!

Find a partner and use the prompts to practice conversations to encourage faculty to get on the QM train!



# Debrief

How did it go?

What objection was most difficult to discuss?



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# Thank you!

What questions do you have?  
What insights do you care to share?