

## **BP 4030 Academic Freedom**

Chaffey College's central function—teaching, learning, research, and scholarship—depends upon an atmosphere in which freedom of inquiry, thought, and expression are given the fullest protection. Colleges are established by society to perpetuate democratic values; therefore, faculty and students must be able to examine ideas in an atmosphere of freedom. Academic freedom focuses on the obligation to ask difficult and meaningful questions and to pursue the truth of those inquiries wherever this pursuit leads. It is the freedom to challenge ideas, pose questions, support problem-solving within the classroom, and encourage students and colleagues to freely ask questions, suggest possible solutions, and, as a result of critical thinking, accept or reject ideas. Expression of a wide range of viewpoints should be encouraged, free from institutional orthodoxy and internal or external coercion. These rights also come with professional responsibilities, such as continued learning, study, research, and personal development within one's subject area.

In furtherance of these general principles, freedom of the faculty to develop curriculum and determine methods of classroom instruction and student evaluation shall include the following:

- Freedom to develop curriculum, including academic programs, courses, course descriptions, course outlines, course goals, objectives, and standards in accordance with college procedures that have been mutually agreed upon by the Governing Board and the Academic Senate and conform with state requirements and existing articulation agreements with other higher learning institutions.
- Freedom to develop course instructional content consistent with faculty-generated course outlines approved by the Curriculum Committee.
- Freedom to participate effectively in governance and interdisciplinary academic matters, maintaining professional duties and obligations.
- Freedom to explore all avenues of scholarship, research, publication, and academic and/or creative expression in the classroom, at the college, and within the larger community, without institutional discipline or restraint, save in violation of professional ethics or disciplinary incompetence.

References: Title 5 Section 51023;  
ACCJC Accreditation Eligibility Requirements 13 and 20;  
ACCJC Accreditation Standard 4.1

Policy  
Category: Executive Expectations



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Adopted: 3/28/13  
*(Replaces former Statement of Philosophy 9.1)*

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