

Academic Freedom

Academic Freedom for faculty members, as defined by the American Association of University Professors, is the freedom “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.”

CHC Faculty strongly believe that our ability to promote and sustain equity for all rests with our widest ability to express and engage in the marketplace of ideas: that is, to question authority, challenge status quo, pushback against power structures, and then test these ideas against rival hypotheses in the pursuit of truth and knowledge. For these reasons, Crafton endorses the policies set forth by the UC Chicago Kalven Report on institutional neutrality and the ALA’s Intellectual Freedom Principles for Academic Libraries: An Interpretation of the Library Bill of Rights. Academic Freedom gives space for Crafton to promote equity, the pursuit of knowledge, and change and transform lives.

- **University of Chicago Kalven Report**
- **ALA’s Intellectual Freedom Principles for Academic Libraries: An Interpretation of the Library Bill of Rights**

What does Academic Freedom Look Like at Crafton?

In practice, Academic Freedom at Crafton may include, but is not limited to, adopting texts, curriculum and/or pedagogy that promote intellectual discourse through diverse voices, leading to more comprehensive and nuanced understandings of complex and challenging issues:

- to incorporate One Book One College into different areas of study;
- to develop new and revise existing curriculum with flexibility for innovative, antiracist teaching practices;

- to develop new and revise existing curriculum that represent a variety of underrepresented perspectives and ethnic studies;
- to invite guest speakers from varying backgrounds to discuss controversial but culturally relevant issues;
- to curate library collections more representative of diverse populations for open dissemination of knowledge;
- to foster and invite discussions about such ideas (ie: linguistic justice, feminist/queer theory, white supremacy, uncomfortable histories) in the classroom;
- to take responsibility for fostering safe and brave spaces that do not perpetuate harm or discrimination in the exploration of controversial or challenging topics;
- to include controversial topics, content and language (including profanity, nudity, and taboo topics) for the purpose of instruction.
- to encourage critical re-evaluation of any and all current popular ideologies, policies, and agenda that lead to homogenated thought.