3.7.4 The institution ensures adequate procedures for safeguarding and protecting academic freedom. *(Academic freedom)*

**Non-Compliance**

*Broward College defines academic freedom according to the 1940 Statement of Principles of Academic Freedom and Tenure formulated by the Association of American Colleges and the American Association of University Professors. The commitment to academic freedom is published in the institution's Policy and Procedures Manual and the Faculty Handbook.*

*The Off-Site Reaffirmation Committee did not find evidence of institutional policies and procedures for safeguarding and protecting the academic freedom of faculty.*

**Response:**

Broward College policies and procedures safeguard and protect the academic freedom of the faculty. The Board of Trustees has adopted the *1940 Statement on Academic Freedom* that is published in the College’s *Policy and Procedure Manual*. Broward College publishes its *Academic Freedom* policy and Article 2.90 of the 2010-13 Collective Bargaining Agreement between Broward College and the Broward Chapter of the United Faculty of Florida. Violations of the Collective Bargaining Agreement, including Article 2.90, can be formally grieved, thus safeguarding the academic freedom of faculty.

**2.90 Academic Freedom**

All members of the Faculty are entitled to academic freedom as generally defined in the *1940 Statement of Principles of Academic Freedom and Tenure* formulated by the Association of American Colleges and the American Association of University Professors. The College policy on *Academic Freedom* (6Hx2-4.08) specifically incorporates the following relevant provisions of this *Statement of Principles*:

1. A teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his/her other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the College.

1. The teacher is entitled to freedom in the classroom in discussing his/her subject, but he/she should be careful not to introduce into his/her teaching controversial matter, which has no relation to his/her subject “and should not permit personal prejudice to interfere with his/her grading of his/her students on their performance in his/her classes.” Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

2. The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he/she speaks or writes as a citizen, he/she should be free from institutional censorship or discipline, but his/her special position in the community imposes special obligations. As a person of learning and an educational leader, he/she should remember that the public may judge his/her institution by his/her utterances. Hence, he/she should at all times be accurate, should exercise appropriate
restraint, should show respect for the opinions of others, and should make every effort to indicate that he/she is not an institutional spokesperson.

Both of these documents safeguard and protect the academic freedom of the faculty and both are available on the College's website (2).

This information is disseminated through the New Faculty Institute (3), which is provided for all new full-time faculty in their first year of employment, as well as the New Faculty Orientation (4), a three-day required program, held each August prior to the start of the academic year, and the Adjunct Faculty Institute (5) (6). The Adjunct Faculty Institute is a professional development program that brings together Adjunct Faculty from all campus locations and across multiple disciplines. This blended-format program provides an overview of academic/student policies and procedures, student engagement techniques, classroom management techniques, learning management system, and a host of other topics which are vital to the success of adjunct faculty in the classroom.
<table>
<thead>
<tr>
<th>References/Documentation</th>
<th>3.7.4-1 Academic Freedom Policy 6Hx2-4.08</th>
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<tbody>
<tr>
<td>1. Broward College Policy 6Hx2-4.08, Academic Freedom</td>
<td>3.7.4-1 Academic Freedom Policy 6Hx2-4.08</td>
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<tr>
<td>2. Broward College Policy and Procedure Manual webpage</td>
<td>3.7.4-2 Policy and Procedure Manual webpage</td>
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<tr>
<td>3. New Faculty Institute PowerPoint Presentation Slide</td>
<td>3.7.4-3 New Faculty Institute August 21 2012 PowerPoint</td>
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<td>4. New Faculty Orientation Material</td>
<td>3.7.4-4 ENG Adjunct Orientation 2011</td>
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<td>5. Adjunct Faculty Institute webpage</td>
<td>3.7.4-5 Adjunct Faculty Institute</td>
</tr>
<tr>
<td>6. Adjunct Faculty Institute Tentative Program Sessions—Summer 2012</td>
<td>3.7.4-6 Summer 2012 Adjunct Faculty Institute Tentative Sessions</td>
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</tbody>
</table>
All members of the Faculty are entitled to academic freedom as generally defined in the 1940 Statement of Principles of Academic Freedom and Tenure formulated by the Association of American Colleges and the American Association of University Professors. Relevant provisions of this Statement are accepted by the College as follows.

1. A teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his/her other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the College.

2. The teacher is entitled to freedom in the classroom in discussing his/her subject, but he/she should be careful not to introduce into his/her teaching controversial matter which has no relation to his/her subject “and should not permit personal prejudice to interfere with his/her grading of his/her students on their performance in his/her classes.” Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

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History: Issued on December 16, 1986; re-numbered on April 16, 1997; revised July 9, 2013
Welcome to the BC Policy and Procedures Manual. We have integrated the Board of Trustees' Policy Manual and the Procedures Manual and put them in an online format to make them more accessible to the employees of the college and to members of the public who want to know the rules under which the college operates.

Policies are approved by the Board of Trustees. The President may issue procedures to implement policies adopted by the board if they are necessary. The Policy Manual is separated into sections as indicated in the Table of Contents. You can go directly to the Index for each section by clicking on the appropriate section. By clicking on the Policy number, you will get the actual text of the Policy. We also have incorporated an alphabetical subject index of the Policy Manual to aid you in finding the Policy you need. If there is a Procedure for the Policy, it follows the Policy.

You may view and print Policies from this site. These manuals are maintained by the President's office and proposed changes or additions to the Policy Manual emanate from the appropriate vice president or from a campus president. If you have any comments or suggestions about the Policy and Procedures Manual, please call my office.
General Education Outcomes and Assessment

New Faculty Orientation
August 21, 2012
Dr. Joyce Walsh-Portillo
District Director, Teaching, Learning & Assessment
Course Outlines and Academic Freedom

- The course outlines, available online are what we promise our students will be covered in the course.
- “Academic freedom” refers to how we cover that content. Professors are free to decide how they will present and evaluate the course content, which has been developed by academic discipline content experts and endorsed by the Faculty Senate, the Curriculum Committee and Academic leadership.

WHAT VS. HOW
Here’s who is coming:

✓ Eugene Arnone  
✓ Clarence Bornstein  
✓ Lezly Borge  
✓ Tanya Brito  
✓ Dana DeFalco  
✓ Valorie Ebert  
✓ Michael Ewart  
✓ Margetta Geerling  
✓ LaTrell Kielbas  
✓ Debra McGoldrick  
✓ Bindu Ranaut

We are waiting to hear from Jason Touvi and Laura Hoffman.

Roy Pocknee, Shireen, you, I.

It’s going to get a little crowded.
Request for Reimbursement  
Central Campus Hospitality Funds

Name of Event: Adjunct Orientation

Purpose of Event: Provide New Adjunct with Information about Department/College.

Date: 8/10/11  Beginning Time: 11:30 am  Ending Time: 2:00 pm

Location: Central  Building: 6  Room #: 146

Number of Attendees: 15  Attach Sign-In Sheet (Roll sheet)

Department Making Request: English

Original receipt Attached  
Employee Being Reimbursed: William (Bill) Senior, P13255
Amount Being Reimbursed: $9.51
Employee P-Card to be Paid: William (Bill) Senior
Amount to be Paid on P-Card: $59.97

Original Invoice Attached
Vendor to be Paid:
Amount to be Paid:

Special Notes: Attach a copy of Meeting Agenda/Event Announcement/Etc.

Associate Dean's Approval:  
Dean's Approval:  

Form revised 12/13/10 bml
**Bill**

**Publix**

Westport Plaza
6525 Nova Drive
Davie, FL (954) 423-9599

Store Manager: Gerald Wetts

Remember! BYOB
Bring Your Own Bags!

<table>
<thead>
<tr>
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<tr>
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</tbody>
</table>

Order Total: 9.18
Sales Tax: 0.35
Grand Total: 9.53

Debit: 9.51
Change: 0.00

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PRESTO!
Reference #: 071679-003
Trans #: 0010016511
Acct #: XXXXXX07395
Debit: Purchase FROM CHECKING
Amount: $9.51

Your cashier was Kyle

08/03/2011 16:47 S0837 R197 0393 00260

Love to shop here. Love to save here.
Visit publix.com/save

Publix Super Markets, Inc.

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** Orientation**

Hunley Homes + Publix

$7.97 on Visa
9.51 in Cash

Total: $17.48

For Karen
The Adjunct Faculty Institute is a professional development program that brings together Adjunct Faculty from all campus locations and across multiple disciplines. This blended-format program provides an overview of academic/student policies and procedures, student engagement techniques, classroom management techniques, D2L and a host of other topics which are vital to the success of our adjunct faculty in the classroom.

Some of these topics include:

- Classroom Management Techniques
- Student Engagement Techniques
- Course Outlines and Learner-Centered Syllabus Construction
- Learning Outcomes and Assessment
- Effective Use of Library, LRC, and Campus Instructional Resources
- Teaching and Learning Theory, Learning and Teaching Styles
- Incorporating Academic Service Learning in the Curriculum
- Integrating Assignments for Learning Communities, Linked/Paired Classes

**APPLICATION FOR ADJUNCT FACULTY INSTITUTE**

**Due Date: Give to Associate Dean by Feb 11, 2013**

**Tentative Schedule for Winter 2013**
May 11, 2012

9:00 – 12:00 - Community College Philosophy, History, Vision/Mission, Strategic Plan; Adjunct Faculty Role in Student Success; Academic and Student Affairs policies and procedures

1:00 – 4:00 - Syllabus Construction; Course Outlines; General Education; Outcomes and Assessment

May 18, 2012

9:00 – 12:00 - Teaching and Learning Theory and Techniques; Learning Styles/Teaching Strategies; Academic Service Learning

1:00 – 4:00 - Student Engagement Techniques; Learning Communities/Integrating Assignments

June 1, 2012

9:00 – 12:00 - Classroom Management Techniques/Civility in the Classroom; Legal Issues in the Classroom

1:00 – 4:00 - Effective Use of Library/LRC/Instructional Resources; Copyright Laws

June 8, 2012

9:00 – 12:00 - Overview of Online, Blended and Web-Enhanced Instruction; Hands-on D2L Instruction

1:00 – 4:00 - Classroom Assessment Techniques; Evaluating my Teaching Effectiveness; Professional Development Opportunities; SACS – QEP