PREFACE: The Defense Language Institute Foreign Language Center (DLIFLC) serves as the nation’s largest foreign language teaching and resource center. The mission of the Institute is to provide culturally based foreign language education, training, evaluation, and academic degrees for the Department of Defense, globally; to afford a comprehensive understanding of the joint operational environment, a competitive edge to our warfighters; and to safeguard the national security of the United States.

Within the context of this mission, the Institute upholds the value of academic freedom by encouraging its faculty to pursue their academic interests in second language acquisition in their teaching and through any research, presentations, and/or publications.

**Individual and Institutional Academic Freedom:** Academic freedom at DLIFLC is based on two complementary but slightly divergent concepts of academic freedom. Taken together, these concepts embrace the intent of both the American Association of University Professors (AAUP), with its focus on the concerns of individual faculty members, and the U.S. Supreme Court, with its focus on both individual and institutional concerns.

One of these concepts of academic freedom is expressed in the 1940 AAUP Statement on Academic Freedom and Tenure. This document, rooted in a 1915 declaration by the AAUP, divides academic freedom into three parts: (1) freedom of research and publication of results; (2) freedom of classroom teaching; and (3) freedom from institutional censorship when the issue at hand concerns faculty members’ right to “speak or write as citizens.”

The other of these concepts of academic freedom was first stated in 1957 by the U.S. Supreme Court in *Sweezy v. New Hampshire*. The Court specified “the four essential freedoms of a university—to determine for itself on academic grounds who may teach, what may be taught, how it shall be taught, and who may be admitted to study.” In this statement, which has been referenced by the Court in subsequent rulings, the Justices established the rights of academic institutions to fulfill their missions.

These divergent concepts of academic freedom illustrate the tension that is inherent between the desire of faculty members to be free of administrative restraints and the need of the institution to accomplish its mission. This duality of competing freedoms places responsibilities on both the faculty and the institution. For an academic community to properly function, all members of the academic community must be willing to accept both their rights as members of the community and their obligations and responsibilities to that community.

The Institute’s leadership believes that an organizational climate openly committed to candid communication, mutual trust and confidence, teamwork, and collegiality is vital to maintaining a healthy and creative learning environment. The faculty and staff are encouraged to engage in empirical research and classroom-based experimentation to ensure excellence in their teaching and research. The Institute’s leadership also encourages the faculty to present their findings at professional conferences and to publish in professional literature within the foreign language education discipline, in accordance with applicable DoD and Army regulations, to include DoD Directive 5230.09, paragraph 4.e. and Joint Ethics Regulation DoD Directive 5500.07-R 2-207. DOD Directive 5230.09, paragraph 4.e states: To ensure a climate of academic freedom and to encourage intellectual
expression, students and faculty members of an academy, college, university, or DoD school are not required to submit papers or materials prepared in response to academic requirements for review when they are not intended for release outside the academic institution. Information intended for public release or made available in libraries to which the public has access shall be submitted for review. Clearance shall be granted if classified information is not disclosed, DoD interests are not jeopardized, and the author accurately portrays official policy, even if the author takes issue with that policy. Joint Ethics Regulation paragraphs 2-207 and 3-305 require that the findings presented at professional conferences and in professional literature contain the following disclaimer: The views expressed are those of the author and do not reflect the official policy of the Defense Language Institute Foreign Language Center, the Department of Army, the Department of Defense, or the U.S. Government.

The unique mission of DLIFLC requires that its graduates acquire the knowledge, skills, and abilities described in the Final Learning Objectives. Because all students must understand the range of linguistic variation and cultural diversity that exists within the languages being taught, the faculty is organized into teaching teams that consist of individuals with wide ranges of backgrounds and specialties. These teaching teams have the responsibility to teach the core curriculum provided by the Institute they also have the freedom, according to teacher performance standards, to supplement that curriculum with additional materials to meet the education and training objectives.

**Academic Responsibilities:** Academic freedom cannot exist without academic responsibilities on the part of both the Institute and its faculty.

The Institute’s leadership realizes that the Institute is responsible not only to the students and the American public, but to the faculty as well. The leadership and faculty should work collaboratively with their colleagues within the department, school, and institution, as well as with relevant administration, to fulfill the Institute’s mission. Therefore, the Institute solicits the faculty’s advice on curriculum, assessment, and other academic matters through the internal organizational structure, as well as through the Institute’s Representative Groups.

Faculty members are obligated to exercise their academic freedom responsibly. As recognized in both the AAUP Statement and the rulings of the Supreme Court, the exercise of academic freedom takes place within generally accepted societal norms. Therefore, extremist, sexist, racist, or religious viewpoints will not be advocated or defended. Furthermore, any Institute publications that include controversial statements drawn from authentic materials should not be construed as representing the opinions of the writers, the Defense Language Institute Foreign Language Center, or the Department of Defense.

**Summary:** At DLIFLC, individual academic freedom is based on an understanding of the value of free inquiry, tempered by recognition of the Institute’s unique mission and its position in American society. Therefore, the Institute’s leadership encourages the faculty to research and experiment, share their findings with others, exercise good judgment when presenting potentially controversial topics in the classroom, and use teaching methodologies that support the attainment of the mission-required Final Learning Objectives. Adherence to these principles will allow the Institute to accomplish its goals while still allowing ample opportunities for the faculty’s professional expression and development.

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