



STPSB1 2025: The Stop SB1 Syllabus

Course Description

Academic freedom is at the center of a truly democratic education. It ensures faculty can teach topics, issues, and point of views that span the spectrum of the human condition and that support the development of critical thinking. Without it, education becomes a tool for whoever holds power to maintain it and shape society to their benefit. The current attacks on education implore us to ask: Who holds power at this moment? What purposes do the current attacks serve? Toward what ends are these extremist efforts?

The current political moment is part of a long history of far right extremist politics weaponizing policy to work toward the dismantling of public education. Current attacks on Diversity, Equity, and Inclusion (DEI), Critical Race Theory (CRT), and any programs or services seen as serving marginalized communities are a not just a continuation, but an escalation of this political extremism whose goal is the expansion of a fascist, White Supremacist, White Christian Nationalist state.

This course will allow for the critical examination of Ohio Senate Bill 1 (SB1).

Expected Learning Outcomes (ELOs)

By the end of this course students will be able to:

- Articulate the purposes and implications of SB1 on various stakeholders
- Identify at least three ways SB1 is at odds with democratic education
- Critically examine how historical policies and movements have influenced the current sociopolitical and educational climate
- Evaluate various strategies to resist governmental overreach in higher education

Guiding Questions: *What is SB1? What is the history of authoritarian and far right movements in/through education? What implications do these extremist policies have for students, communities, and society? How have students, faculty, and communities*

resisted against attacks on freedom of speech, academic freedom, civil and human rights in and through schooling?

Modules

Senate Bill 1

In this module, you will learn more about SB1 using mostly resources from Honesty for Ohio Education. Honesty for Ohio Education is an organization whose mission aims to “convene, educate, and activate individuals and communities to protect honest and inclusive education, building a more representative democracy for every Ohioan.” Below are links to specific resources they have compiled around SB1.

General Information on SB1: <https://www.honestyforohioeducation.org/sb-1.htm>

Opposition to SB1: <https://www.honestyforohioeducation.org/sb-1.html>

Watch House Testimony on SB1 : [Watch House Testimony](#)

Watch Senate Testimony on SB1: [Watch Senate Testimony](#)

Stahl, M. (2025, January 29). A sweeping effort to reshape Ohio’s colleges has stalled for years. Now it’s back, and even broader. *The Chronicle of Higher Education*.

<https://www-chronicle-com.proxy.lib.ohio-state.edu/article/a-sweeping-effort-to-reshape-ohios-colleges-has-stalled-for-years-now-its-back-and-even-broader>

Academic Freedom and Shared Governance

In this module, you will learn about the concepts of *academic freedom* and *shared governance*, which are foundational to higher education in the United States. In short, academic freedom is the right for educators to openly teach and research what they choose, as well as their right to free speech. Shared governance refers to the way that leadership of a college or university includes the voices of faculty, staff, governing boards, and often, students. You will also learn about the connection between these concepts and democratic education.

Academic Freedom

American Association of University Professors [AAUP]. (n.d.). FAQs on Academic Freedom. <https://www.aaup.org/programs/academic-freedom/faqs-academic-freedom>

Fuchs, R. F. (1963). Academic freedom. Its basic philosophy, function, and history. *Law and Contemporary Problems*, 28(3), 431-446.

<https://www.jstor.org/stable/pdf/1190640.pdf>

Whittington, K. (Host). (2022, February 18). Reaching bipartisan consensus on campus free expression. [Audio podcast episode]. In *The Academic Freedom Podcast*. Academic Freedom Alliance. <https://www.podbean.com/ew/pb-xwhnk-11adf09>

Shared Governance

American Association of University Professors [AAUP]. (n.d.). FAQs on Shared Governance.

<https://www.aaup.org/programs/shared-governance/faqs-shared-governance>

BrownVotes. (2020, May 13). What is Shared Governance? [Video]. YouTube.

<https://www.youtube.com/watch?v=ctBwMaJut5s>

Zahenis, M. (2021, May 26). Shared governance was eroding before COVID-19. Now it's a landslide, AAUP report says. *The Chronicle of Higher Education*.

<https://www-chronicle-com.proxy.lib.ohio-state.edu/article/shared-governance-was-eroding-before-covid-19-now-its-a-landslide-aaup-report-says>

The Relationship Between Academic Freedom, Shared Governance, and Democracy

Quinn, R. (2025, February 6). As the DEI Crackdown escalates, faculty choose between silence and resistance. *Inside Higher Ed*.

<https://www.insidehighered.com/news/faculty-issues/diversity-equity/2025/02/06/trump-attacks-dei-faculty-pick-between-silence>

Stahl, M. (2025, May 26). States are once again taking aim at tenure. This time might be different. *The Chronicle of Higher Education*.

<https://www-chronicle-com.proxy.lib.ohio-state.edu/article/states-are-once-again-taking-aim-at-tenure-this-time-might-be-different>

United Campus Workers of Virginia. (2022). Shared governance is critical to democracy.

<https://ucwva.org/shared-governance-is-critical-to-democracy/>

West, D. M. (2025). Why academic freedom challenges are dangerous for democracy.

<https://www.brookings.edu/articles/why-academic-freedom-challenges-are-dangerous-for-democracy/>

Funding and Organizing behind Attacks on Academic Freedom and Public Education

In this module, you will learn about the concerted effort to strategically dismantle academic freedom and public education. This module highlights organizations, strategic plans, and funding to attack democratic education.

ACLU (n.d.) Project 2025 explained. <https://www.aclu.org/project-2025-explained>

Ayers, B. (Host). (2024, August 8). Talking Project 2025 with Kevin Kumashiro (Episode 105) [Audio podcast episode]. In *Under the Tree Podcast*.
<https://underthetreepod.com/2024/08/08/episode-105-talking-project-2025-with-kevin-kumashiro/>

Cunningham, M. (2024, September 5). The dark money defunding rural schools. *Barn Raiser*.
<https://barnraisingmedia.com/what-is-moms-for-liberty-the-dark-money-defunding-rural-schools/>

Kamola, I. (2024, June 5). Manufacturing backlash. *Inside Higher Ed*.
<https://www.insidehighered.com/opinion/views/2024/06/05/whos-behind-legislative-attacks-higher-ed-opinion>

Wallace-Wells, B. (2021, June 18). How a conservative activist invented the conflict over Critical Race Theory. *The New Yorker*.
<https://www.newyorker.com/news/annals-of-inquiry/how-a-conservative-activist-invented-the-conflict-over-critical-race-theory>

Kaepernick, C., Kelley, R., Taylor, K. (2024). *Our History Has Always Been Contraband: In Defense of Black Studies*. Haymarket Books.

Far Right Attacks on Education

Anyon, J. (2017). What “counts” as educational policy? Notes toward a new paradigm. In *Exploring Education* (pp. 52-68). Routledge.

Apple, M. (2004). *Ideology and Curriculum*. Routledge.

Apple, M. (2006). *Educating the Right Way: Markets, Standards, God, and Inequality*. Routledge.

Hagopian, J. (2025). *Teach Truth: The Struggle for Antiracist Education*. Haymarket Books.

Schrecker, E. (2010). The roots of the right-wing attack on higher education. *Thought & Action*, 26, 71-82.

https://web.archive.org/web/20180411214948id_/http://www.nea.org/assets/img/PubThoughtAndAction/A10schreckerSF.pdf

Labor Movement and Higher Education Workers

In this module, you will learn about various aspects of labor organizing in higher education, as well as attempts to repress higher education workers.

Unions, Strikes, and Collective Bargaining

Charney, M., Hagopian, J. and Peterson, B. (2021). *Teacher Unions and Social Justice*. Rethinking Schools. —> And read short newsletters about teacher union organizing by scrolling down on [this page](#)

Ehrenberg, R. G., Klaff, D. B., Kezsbom, A. T., & Nagowski, M. P. (2004). Collective bargaining in American higher education. In R. G. Ehrenberg (Ed.) *Governing academia* (pp. 209-232). Cornell University Press.

Herbert, W. A., & Apkarian, J. (2019). You've been with the professors: An Examination of higher education work stoppage data, past and present. *Employee Rights & Employment Policy Journal*, 23(2), 249 - 278.

<https://heinonline.org/HOL/P?h=hein.journals/emprght23&i=262>

Julius, D. J. (2022). Collective bargaining in higher education: Best practices for promoting collaboration, equity, and measurable outcomes. Routledge.

<https://osu.on.worldcat.org/oclc/1251740368>

Attacks on the Labor Movement in Higher Education

Knox, L. (2023, March 13). Privatization push prompts 'union busting' charges. *Inside Higher Ed*.

<https://www.insidehighered.com/news/2023/03/16/public-university-wants-privatize-advancement-jobs>

Marcus, J. (2022, March 25). With tenure under attack, professors join forces with a powerful teachers' union. *The Hechinger Report*.
<https://hechingerreport.org/with-tenure-under-attack-professors-join-forces-with-a-powerful-teachers-union/>

Trau, M. (2023, May 31). Ohio labor unions fight back against higher education bill banning strikes.
<https://ohiocapitaljournal.com/2023/05/31/ohio-labor-unions-fight-back-against-higher-education-bill-banning-strikes/>

DEI Bans and The Reversing of Civil Rights Gains

In this module, you will learn more about efforts to ban diversity, equity, and inclusion initiatives and curriculum in higher education.

Crudo Creative. (2024, June 12). The Chronicle explains the assault on DEI. *The Chronicle of Higher Education*.
<https://www-chronicle-com.proxy.lib.ohio-state.edu/article/the-chronicle-explains-the-assault-on-dei>

Gretzinger, E., Hicks, M., Dutton, C., & Smith, J. (2025, February 28) Tracking higher ed's dismantling of DEI. *The Chronicle of Higher Education*.
<https://www-chronicle-com.proxy.lib.ohio-state.edu/article/tracking-higher-eds-dismantling-of-dei>

Harper and associates. (2024). Truths about DEI on college campuses. Evidence-based expert responses to politicized misinformation. USC Race and Equity Center.
<https://race.usc.edu/wp-content/uploads/2024/03/Harper-and-Associates-DEI-Truths-Report.pdf>

Klinkner, P., & Smith, R. M. (2025, February 13). 60 years of progress in expanding rights is being rolled back by Trump – a pattern that's all too familiar in US history. *The Conversation*.
<http://theconversation.com/60-years-of-progress-in-expanding-rights-is-being-rolled-back-by-trump-a-pattern-thats-all-too-familiar-in-us-history-248526>

Abrams and colleagues. (2025, February 20) DEI Programs Are Lawful Under Federal Civil Rights Laws and Supreme Court Precedent [Memorandum].
<https://app.box.com/s/2me4mszr6p4oinnucw8i4jmb8d7570kp>

On Mandated & Scripted Curricula

Crawford, K. (1995). [A history of the right](#): The battle for control of national curriculum history 1989–1994. *British Journal of Educational Studies*, 43(4), 433–456.

[Gould, S. J. \(1996\). *Mismeasure of man*](#). WW Norton & company. (critique of IQ tests and biological determinism)

Petit, E. & Zahenis, M. (2025, January 29). The curricular cull: Inside a sweeping attempt to regulate general education in Florida.

<https://www-chronicle-com.proxy.lib.ohio-state.edu/article/the-curricular-cull>

Science of Reading

Aukerman, M. (2022, November 23). *The Science of Reading and the Media: Is Reporting Biased?* Literacy Research Association.

<https://literacyresearchassociation.org/stories/the-science-of-reading-and-the-media-is-reporting-biased/>

Aukerman, M. S. (2022, December 14). *The Science of Reading and the Media: How Do Current Reporting Patterns Cause Damage?* Literacy Research Association.

<https://literacyresearchassociation.org/stories/the-science-of-reading-and-the-media-how-do-current-reporting-patterns-cause-damage/>

Durán, L., & Hikida, M. (2022, May 2). Making sense of reading's forever wars.

Kappanonline.Org. <https://kappanonline.org/readings-forever-wars-duran-hikida/>

Hoffman, J. W., & Martin, J. L. (2020). Abolitionist Teaching in an Urban District: A Literacy Coup. *Urban Education*, 004208592094393.

<https://doi.org/10.1177/0042085920943937>

Student Resistance on College Campuses

In this module, you will learn about historical and contemporary student resistance movements on college campuses.

General Student Activism and Resistance

Linder, C., Quaye, S. J., Lange, A. C., Evans, M. E., & Stewart, T. J. (2019).

Identity-based student activism: Power and oppression on college campuses.

Routledge.

<https://www.taylorfrancis.com/books/mono/10.4324/9780429060588/identity-based-student-activism-chris-linder-stephen-john-quaye-meg-evans-terah-stewart-alex-lange>

Rhoads, R. A. (2016). Student activism, diversity, and the struggle for a just society. *Journal of Diversity in Higher Education*, 9(3), 189–202. <https://doi.org/10.1037/dhe0000039>

Wright, B. (Host). (2024, May 9). Student protests (Episode 145) [Audio podcast episode]. In *15 minute history*. University of Texas at Austin. <https://15minutehistory.org/podcast/episode-145-student-protests/>

The OSU34 (Ohio State)

[The OSU34 Timeline](#). The Ohio State University Archive, [The Carmen Collection](#).

Jeffries, B. S. (2019). Race relations in higher education: The case of the OSU 34. *Ohio Valley History*, 19(4), 45-71. <https://osu.on.worldcat.org/oclc/8495405628>

The Ohio State University Libraries. (2018, September 26). 1968 and the OSU34 [Video]. YouTube. <https://www.youtube.com/watch?v=bu0Bx51wi0M>

OccupyOSU (Ohio State)

Schueller, E. (2012). Inside Occupy Ohio State University (OSU): Values, media, and the role of public universities in the Occupy Movement. *Student Anthropologist*, 3(1), 63-81.

<https://anthrosource.onlinelibrary.wiley.com/doi/epdf/10.1002/j.sda2.20120301.0006>

The Anti-Apartheid Movement (Columbia and Nationwide)

Del Toro, N. (Host). (2024, September 2). Lessons from the student anti-apartheid movement [Audio podcast episode]. In *The Take*. Al Jazeera English Podcasts. <https://www.aljazeera.com/podcasts/2024/9/2/the-take-lessons-from-the-student-anti-apartheid-movement>

Hall, A. J. (2023). Students are the spark: Anti-apartheid in the long 1980s. *The Journal of African American History*, 108(3), 369-397. <https://doi.org/10.1086/725828>

Zinn Education Project. (n.d.). This day in history: April 4, 1985: Students blockade Columbia Univ. to protest apartheid. <https://www.zinnedproject.org/news/tdih/students-blockade-columbia-university-to-protest-apartheid/>

Free Speech Movement (Berkeley)

Bancroft Library. (2014). Free speech movement digital archive.

<https://web.archive.org/web/20221211154121/https://bancroft.berkeley.edu/FSM/>

Cohen, R. & Zelnik, R. E. The free speech movement: Reflections on Berkeley in the 1960s. *University of California Press*. <https://osu.on.worldcat.org/oclc/48851477>

San Francisco Chronicle. (2014, September 19). Free Speech Movement: 50 years. [Video]. YouTube. <https://www.youtube.com/watch?v=6OLPA0rqSMk>

Concerned Student 1950 (Mizzou)

Field of Vision. (2016, March 22). Concerned Student 1950. [Video]. YouTube.

<https://www.youtube.com/watch?v=fxJLvMxVFdQ&t=1385s>

Larkins, E. L. (2019). "The struggle continues": An analysis of the Concerned Student 1950

demands at the University of Missouri [Unpublished masters thesis]. Oregon State University.

https://ir.library.oregonstate.edu/concern/graduate_thesis_or_dissertations/n583z159z

The 1970 Anti-War Demonstrations (Kent State and Jackson State)

Al Jazeera English. (2010, May 5). Four Dead in Ohio. [Video]. YouTube.

<https://www.youtube.com/watch?v=TdCpl2qdsd8>

Bristow, N. K. (2020). *Steeped in the blood of racism: Black Power, law and order, and the 1970 shootings at Jackson State College*. Oxford University Press.

<https://global.oup.com/academic/product/steeped-in-the-blood-of-racism-9780190215378?cc=us&lang=en&>

Lewis, J. M., & Hensley, T. R. (1998). The May 4 shootings at Kent State University: The search for historical accuracy. *The Ohio Council for the Social Studies Review*, 34(1), 9-21.

<https://www.stetson.edu/law/conferences/highered/archive/media/higher-ed-archives-2009/document/ii-lewis-may-4-shooting-at-kent-state-pdf.pdf>

Zinn Education Project. (n.d.). This day in history: May 15, 1970: Jackson State Killings

<https://www.zinnedproject.org/news/tdih/jackson-state-killings/>

Committee on Gay Education (University of Georgia)

Bartunek, C. J. (2016). Dance revolution '72. *The Delacorte Review*.

<https://medium.com/thebigroundtable/dance-revolution-72-34d1e9089b5d>

University of Georgia Libraries (n.d.). Committee on gay education.

<https://digilab.libs.uga.edu/scl/exhibits/show/makingspace/lgtbtq/cge>

Assignments

Mini-Assignment 1: The statements below usually appear in official OSU syllabi.

After reviewing the statements, reflect on the intention of the statements. What do they indicate to students reading them? What do the statements protect/provide?

Then, review Ohio Senate Bill 1. Talk with a partner about how this policy might impact the following university commitments. How might academic and social life on campus change if these commitments no longer exist?

On Disability

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

On Religion

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with

applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

On Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on

campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

On Sexual Misconduct/Relationship Violence

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

On Diversity

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. (To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit: <https://odi.osu.edu/> or <https://cbsc.osu.edu>)

Mini-Assignment 2:

Compare and contrast the following messages sent from two different Ohio State University presidents.

- Identify the political contexts in which each message was created. Using knowledge gained from the course, what interests are protected and what values are served with each approach?
- Assess each statement's alignment with particular political ideologies.
- Which works toward a more democratic society and why?
- Who are the perceived audiences?

- What has changed in the five years between the two messages?

Statement 1

The following statement was sent to OSU community June 10, 2020

Dear Ohio State Community:

Together, we grieve for George Floyd, Ahmaud Arbery, Breonna Taylor — and so many other black and brown people who have lost their lives as a result of institutional racism.

We are outraged, and we are all reflecting on what this moment means. We must be the change we want to see.

We support the citizens around the world, across the country and here in Columbus, including our Ohio State students, faculty and staff, who are demonstrating passionately but peacefully. We do not condone vandalism or other illegal behavior, and we simply will not tolerate aggression by police against peaceful protesters and journalists. We will continue to follow these actions closely, and we are seeking answers.

In close collaboration with other university leaders, I have been and will continue to be in active dialogue with the community and our students on these issues. We are engaging in the following activities and taking the following steps:

Support for Citizens Review Board

I have reached out to Mayor Andrew Ginther, City Council President Shannon Hardin and others in city leadership to offer my support for the creation of an independent Citizens Review Board to review instances of alleged police misconduct, as recommended by the Columbus Community Safety Advisory Commission. I have asked that this board include an Ohio State student representative.

Fight Against Disparities in Health Care

On June 1, I testified in support of a Columbus City Council [resolution](#) that declared racism a public health crisis. The resolution passed and joined a previous [declaration](#) by the Franklin County Board of Commissioners. This further enables our efforts already underway at the Wexner Medical Center to mobilize and concentrate research and clinical efforts to end disparities in health outcomes in infant mortality, diabetes, COVID-19 and other conditions. The Ohio Senate is considering a similar [resolution](#), which I also support.

University Task Force

We are establishing a university task force to examine issues related to racism and racial disparities on our campuses and in our community. The task force will bring forward specific recommendations for changes to specific policies, processes, practices, programs and/or positions that will help us be a better example of the ideal university.

The task force will be chaired by James L. Moore III, vice provost for diversity and inclusion and chief diversity officer, and Tom Gregoire, dean of the College of Social Work. There will be diverse faculty, student and staff representation from across the university.

President-elect Kristina M. Johnson and I have spoken about this. She supports the establishment of this task force and is committed to seeing its work to conclusion after she takes the helm of our university on Sept. 1.

Funds for Research and Solutions

The Office of Research has partnered with the Office of Diversity and Inclusion to establish a \$1 million fund to provide seed grants for Ohio State's research and creative expression community to study the causes and effects of, and solutions to, racism and racial disparities. A webpage describing the application process and funding parameters will go live in the coming weeks

Forums

Scholars, researchers and leaders across the university are doing what Buckeyes do best and living up to our institutional motto, "Education for Citizenship." Critical and incisive discussions are occurring across our campuses, including "[The Role of the Land-Grant University in Addressing Racial Tensions](#)," organized by our Office of Diversity and Inclusion (ODI). ODI also has partnered with the Office of Academic Affairs to establish a [website](#) that serves as a clearinghouse for information and resources about forums and opportunities to contribute to fostering meaningful change.

For decades, university-wide initiatives such as the Young Scholars Program, Morrill Scholarship Program and others have helped push us forward as an institution. The success of these initiatives serves as a reminder that the work we do at the university is important — and has a far-reaching impact in Ohio and beyond.

I want to thank our students, faculty, staff, alumni and friends who have participated in these peaceful demonstrations. Our gratitude goes to journalists, including student journalists, who are covering these events. And our appreciation goes to all Ohio State community members who have been at the forefront of this issue. During our 150th year we have taken meaningful steps to better exemplify the ideals of the modern 21st-century land-grant research university. In our 151st year and beyond, it is our challenge to be the model inclusive community of the future.

Sincerely,

Michael V. Drake, MD

Information and resources *[Note: links embedded in original email no longer work]*

- I encourage you to listen to the powerful message from incoming Ohio State student Playon Patrick, who delivered his poem "[2020 Quarantine Killings](#)" at a national virtual town hall that brought people together to discuss how we can move forward and at last transform our pain into change.

- [A call for renewed effort to address racial injustice.](#)
- On Monday, June 15, from 3 - 4:30 p.m., the Office of Diversity and Inclusion will be holding its second virtual discussion about "[The Role of the Land-Grant University in Addressing Racial Tensions.](#)" University thought leaders from several colleges, campuses and units will focus on current racial disparities and prospects for social change.
- Students, faculty members or staff may seek support resources or report incidents of harassment, discrimination or sexual misconduct to the Office of Institutional Equity at (614) 247-5838, equity@osu.edu or equity.osu.edu.
- For students, [counseling services](#) are also available through the Office of Student Life.
- Faculty and staff can seek [employee assistance](#) through the Office of Human Resources.
- For additional resources, please visit the [Office of Diversity and Inclusion](#), [Office of International Affairs](#) and [Office of Student Life](#)

Statement 2

The following statement was sent out to OSU community February 27, 2025

Dear Students, Faculty and Staff:

As we shared with you earlier this month, our university has been working carefully to review policy developments at all levels of government, including a review of the work we do in diversity, equity and inclusion (DEI). Our goal is to ensure that Ohio State continues to be a place where all are welcomed and treated with respect, while following the letter and spirit of the laws and regulations that govern us.

Since I last wrote to you, we have seen a number of developments at both the state and federal levels regarding DEI in public education. The federal government has signaled its intent to enforce guidance invalidating the use of race in a broad range of educational activities, including by withdrawing federal dollars that are so important to our student, academic and operational success. Here in Ohio, a bill barring DEI is also making its way through the legislature, and the Attorney General of Ohio – our statutory counsel – has advised us that his office concurs with the federal government’s position regarding the use of race in educational activities.

This is a complex and rapidly changing environment, involving multiple court cases at various stages in the legal process. We can’t predict the outcome of any one legal case, but what we do know is this: Taken together, the actions at the state and federal levels and the guidance we’ve received from our state and federal leaders provide a clear signal that we will need to make changes now in the way we have historically gone about our work in DEI.

These are difficult conversations, as we knew they would be. All of higher education is facing a challenging environment. Nonetheless, I continue to believe that the best course for our university is to take actions proactively so that we can manage this new landscape in ways that best uphold the values of excellence, access and opportunity that we hold dear.

Today I want to let you know that we are taking the following initial steps:

- We will sunset the Office of Diversity and Inclusion (ODI) along with some of its services, effective February 28, 2025. Scholarships administered by the Office of Academic Affairs, including the Morrill Scholarship Program and the Young Scholars Program, will be maintained with modified eligibility criteria going forward.
- The programming and services offered by Student Life's Center for Belonging and Social Change (CBSC) will be discontinued effective February 28, 2025.
- The Office of Institutional Equity will be renamed the Office of Civil Rights Compliance to more accurately reflect its work and will report solely to the Office of University Compliance and Integrity. The Office of Civil Rights Compliance will continue to serve as a university-wide resource for receiving, investigating and resolving all reports of discrimination, harassment and sexual misconduct.

I want to note that these changes will not impact current student scholarships, financial aid or student employment. Selection criteria for existing scholarships connected with these programs may be modified if necessary to ensure compliance with the law, but every current student who has earned an award will retain their scholarship. Some services will remain and be transitioned into other areas within Academic Affairs or Student Life, and staff in those areas will remain with Ohio State.

For impacted staff who are connected to programs that are being discontinued, we will follow our usual practice of working with those individuals to find other opportunities at Ohio State where possible. All student employees impacted by the program changes will be offered alternative jobs at the university. The university is communicating directly to impacted staff, students and faculty to provide further details.

Both ODI and the CBSC have historically done valuable work for our campus and students. I know these decisions will be disappointing for many in our community, particularly as we navigate an already uncertain and challenging period. We may not know all the answers, but I have heard your concerns, I understand the varied emotions many on our campus are feeling, and I have been heartened to witness the grace and care with which we are treating each other in uncertain moments.

I am particularly grateful to the many colleagues who have been working under an accelerated timeline to make the best decisions we can for our university with the rapidly changing information we have in front of us. We will share more information as

our work goes along. As decisions are made, information about services and programs will be removed or changed across university websites, social media and materials.

Ohio State has always been a place where every member of our community matters, where each of us is seen and heard, and where we all have opportunities to succeed. Protecting all our students, faculty and staff so that they can all be successful in their time at Ohio State will remain our North Star. We will continue to celebrate the richness of backgrounds and ideas that makes us strong, and to uphold the time-honored value of academic freedom that has long defined the excellence of America's universities.

I have great resolve about our ability to navigate these challenges together. Most importantly, I am grateful that each of you is part of the Ohio State community. Thank you for all you do.

Ted Carter
President
The Ohio State University

Final Assignment

Personal Reflection & Community Engagement

After engaging sincerely with the readings and your colleagues, take some time to reflect on how your thinking may have shifted. What new insights have you gained? What ideas have been affirmed or challenged? What do you still have questions about or what new questions have arisen?

Then, choose one/all of the following ways to be involved: (1) Form a book club with friends/neighbors/family to discuss the texts or share what you learned throughout this course, (2) Join a local community organization working to challenge these attacks on education (AAUP, OSA, etc.), (3) Write and call your elected officials and share your disagreement with these current attacks on education and DEI programs, services, and policies.