



Ohio Faculty Senate
of Community & Technical Colleges

RESOLUTION
FACULTY CONGRESS OF OHIO
MARCH 3, 2022

Whereas the faculty of the public institutions of higher education across the state of Ohio are committed to the creation and dissemination of knowledge;

Whereas academic programs within our educational institutions prepare students to contribute to Ohio's cultural, economic, and civic life;

Whereas the Ohio Faculty Council (representing faculty from Ohio's 14 public universities) and the Ohio Faculty Senate (representing faculty from the 23 community and technical colleges in the state) combine to form the Faculty Congress of Ohio;

Whereas these organizations are formally recognized by statewide educational leaders as providing a crucial faculty voice in statewide policy discussions impacting higher education;¹

Whereas university and college faculty have "primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process;"²

Whereas university and college faculty model and promote the robust discussion of topics within their academic disciplines, even when they may be perceived as divisive;

Whereas as part of required external accreditation processes, faculty regularly submit course materials, including syllabi and evidence of teaching effectiveness, to accrediting bodies including, but not limited to, the Higher Learning Commission (HLC), the Accreditation Board for Engineering and Technology (ABET), and the Council for the Accreditation of Educator Preparation (CAEP), which establish and maintain professional standards;³

Whereas more than 140 professional associations, including the Higher Learning Commission (HLC), the American Association of University Professors (AAUP) the Association of American Colleges and Universities (AACU), and the American Association of Community Colleges (AACC), are signatories to the [Joint Statement on Legislative Efforts to Restrict Education about Racism and American History](#) which affirms that "In higher education, under principles of academic freedom that have been widely endorsed, professors are entitled to freedom in the classroom in discussing their subject. Educators, not politicians, should make decisions about teaching and learning;" and

Whereas employers seek employees who are able to engage in critical thinking and problem-solving,⁴ and learning to manage disagreement is an important skill to develop to participate in the labor force and in democracy;⁵

Now, therefore, be it resolved, that the Faculty Congress of Ohio, representing the faculty of the 37 public institutions of higher education in the state, affirms the [Joint Statement on Legislative Efforts to Restrict Education about Racism and American History](#), authored by the American Association of University Professors, PEN America, and the American Association of American Colleges and Universities, including its conclusion that “A free and open society depends on the unrestricted pursuit and dissemination of knowledge.”

Be it further resolved that the Faculty Congress of Ohio strongly opposes legislative actions designed to limit topics of discussion deemed by faculty as appropriate to their discipline, as such actions undermine the core educational missions of our colleges and universities.

¹ [ODHE Directive 2019-011](#) (OFC) and [ODHE Directive 2019-010](#) (OFS)

² Language from the 1966 [joint statement](#) formulated by the American Association of University Professors, the American Council on Education (ACE), and the Association of Governing Boards of Universities and Colleges (AGB).
<https://www.aaup.org/report/statement-government-colleges-and-universities>.

³ [HLC criteria for accreditation](#) include but not limited to:

1.C. The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves...

2. The institution’s processes and activities demonstrate inclusive and equitable treatment of diverse populations.

3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

2.D. The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

3.B. 3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.

⁴ [“Employers Seek Problem-Solving Skills in 2021,”](#) *Business Wire*, December 16, 2020.

⁵ Amy Gallo, [“Why We Should Be Disagreeing More at Work,”](#) *Harvard Business Review*, January 3, 2018.