



Ohio Faculty Senate  
of Community & Technical Colleges

**RESOLUTION**  
**FACULTY CONGRESS OF OHIO**  
**APRIL 18, 2023**

*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, including the Ohio Department of Education (ODHE) 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, as affirmed by the joint statement of the American Council on Education (ACE), the Association of Governing Boards of Universities and Colleges (AGB) and the American Association of University Professors (AAUP);”[2]

*Whereas* university and college faculty model and promote the robust discussion of topics within their academic disciplines, taking most seriously our professional responsibilities that are grounded in shared commitment to the pursuit of objective knowledge, the freedom of expression and recognition of the diversity of viewpoints;

*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* our universities and colleges already maintain robust channels through which students convey concerns about their faculty, courses, or educational experiences;

**Whereas** university faculty and staff remain focused on fostering accessibility, affordability, and opportunity to the citizens of Ohio, responding to the workforce and development needs of our communities and beyond;

**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,

**Resolves** that the current legislative items under consideration by our elected officials, including S.B. 83 and H.B. 151, designed to regulate academic programs and faculty, are examples of unnecessary overreach that will create additional layers of bureaucracy, costing taxpayers more money and damaging the success and competitiveness of our students and graduates;

**Resolves** that legislative initiatives to unduly monitor and limit discussion, debate and diversity in our esteemed institutions of higher education damage the intellectual contributions of our faculty, infringing upon students, graduates and academic institutions;

**Be it further resolved** that the Faculty Congress of Ohio strongly opposes legislative actions designed to micromanage our campuses and classrooms, and further commits to working with the relevant committees in the Ohio House and Ohio Senate to continue to ensure the best educational opportunities for all of our students.

[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.