

Chair Roegner, Vice Chair Cirino, Ranking Member Ingram, and members of the Senate Higher Education Committee,

Thank you for allowing me to testify today. My name is Catalina Mackaman-Lofland. I am a lecturer in the Department of History at The Ohio State University. I received my PhD from the same department in 2024. I am strongly opposed to SB 1 and its companion bill HB 6.

My dissertation, which I was able to complete due to the fantastic professors in OSU's Department of History, looks directly at the history of higher education, which I believe gives me some vantage point on the current issue. Looking at the case study of the French university in Algeria under French colonialism in the twentieth century, I found that France's failure to take proactive efforts at inclusion in its colonial university had drastic outcomes. In the 1950s, 90% of the students enrolled at the university were white and French while 10% were Algerian, at a time when Algerians made up 90% of the total population and French citizens the other 10%. This imbalance, due to France's refusal to acknowledge the reality of structural inequity, *perpetuated* existing social and economic inequalities and resulted in a *decline* in research quality. Tellingly, Algerians resorted to violence to overthrow French colonialism. I am deeply concerned that the Ohio legislatures efforts to ban DEI will result in a similar exacerbation of social, gender, racial, ethnic, and economic tensions and inequality—since these are all areas DEI programs seek to provide assistance.

As an educator, I am further concerned about how SB1 will affect my undergraduate students at OSU. I have always prioritized teaching students to evaluate differing perspectives and develop their own *evidence-based* understandings of past and current issues. As an educator to undergraduates, a key part of my job is offering them feedback to arrive to such conclusions. Since this is a skill many undergraduates are learning, I am deeply concerned about the wording of SB1 that suggests any attempt to guide students to evidence-based learning can be reported as “indoctrinating” students on controversial beliefs or policies.

Finally, SB1's emphasis on “intellectual diversity” suggests that the bill's writers are misinformed about what professors do. In its current form and with the current state of university education, the bill's insistence on promoting “intellectual diversity” actually reinforces *conformity* to the political ideology of the bill writers, by dictating what educators can and can not teach. In its current form, I would be at risk of report for teaching the facts of history when it does not conform to legislators own conceptions of the past—regardless of the fact that they are not trained historians. These include such topics as US imperialism in the Americas; the history of racism, sexism, and ableism; and the history of capitalism.

I therefore ask you to consider my testimony and vote NO on this disastrous, misinformed, and extremist bill.

Thank you again for the opportunity to testify.



Catalina Mackaman-Lofland