

PROPOSAL FOR PERMANENT CENTER STATUS

To: Vice Provost W. Randy Smith, Office of Academic Affairs

From: Lee J. Strang, Executive Director, Salmon P. Chase Center for Civics, Culture, and Society, and Professor of Law, Mortiz College of Law

Date: October 31, 2024

Subject: Proposal to Establish the Salmon P. Chase Center for Civics, Culture, and Society as a Permanent University Center

EXECUTIVE SUMMARY

The Salmon P. Chase Center for Civics, Culture, and Society (“Chase” or the “Chase Center”) was created in 2023 by the State of Ohio. ORC § 3335.39. The Chase Center was “established as an independent academic unit within the Ohio state university . . . [that] shall conduct teaching and research in the historical ideas, traditions, and texts that have shaped the American constitutional order and society.” It aspires to become the leading center in the nation of civic thought and leadership research and teaching.

At the request of Trevor Brown, Dean of the John Glenn College of Public Affairs, the Council on Academic Affairs granted the Chase Center the designation of temporary university center status on September 6, 2023. Dean Brown stated in the application that the Chase Center’s director would develop a proposal for permanent center status. Below, please find the proposal to establish the Salmon P. Chase Center for Civics, Culture, and Society as a permanent university center “with the authority to house tenure-track faculty who hold their appointments in the center,” ORC § 3335.39(B), and “to offer courses and develop certificate, minor, and major programs as well as graduate programs, and offer degrees.” *Id.* § 3335.39(E)(3). Permanent center status is necessary for the Chase Center to achieve its mission of being a center of excellence in civic thought and leadership at Ohio State.

As the proposal details, the Chase Center will be a multi-disciplinary center of excellence for research and scholarship, teaching, and service in the field of civic thought and leadership. The Center’s faculty will come from a variety of disciplines related to citizenship, including current OSU faculty who partner with the Center as Chase Faculty Fellows to offer a class, host an event, offer a student opportunity, or collaborate in some other way. The Center’s courses will provide students with knowledge of our common civic tradition, hone their civic skills, and shape their disposition to flourish as citizens in our pluralistic Republic. The Center’s public-facing programming will present students, faculty, and Ohioans with substantive discussions from a variety of viewpoints on topics related to civic thought and leadership, and model dialogue among citizens. The Center’s multi-tiered student programming will invite students to join the Center’s robust academic community through its opportunities for conversation, academic discussion, and fellowship, with a capstone study abroad opportunity. In these and other activities, the Center will collaborate with OSU’s extraordinary colleges, departments, programs, faculty, and student

groups. In sum, the Chase Center will help propel Ohio State to become the nation’s leader in the burgeoning field of civic thought and leadership.

The Salmon P. Chase Center for Civics, Culture, and Society requests that the Council on Academic Affairs approve the Chase Center for permanent university center status. Below please find a proposal to establish the Chase Center as a permanent university center.

I. MISSION

A. The Chase Center Will Advance the University’s Mission to Educate for Citizenship

The Chase Center’s mission is to “conduct teaching and research in the historical ideas, traditions, and texts that have shaped the American constitutional order and society.” ORC § 3335.39 (A)(1). The Center’s mission is further explained:

Educate students by means of free, open, and rigorous intellectual inquiry to seek the truth;

Affirm its duty to equip students with the skills, habits, and dispositions of mind they need to reach their own informed conclusions on matters of social and political importance;

Affirm the value of intellectual diversity in higher education; [and]

Affirm a commitment to create a community dedicated to an ethic of civil and free inquiry, which respects the intellectual freedom of each member, supports individual capacities for growth, and welcomes the differences of opinion that shall naturally exist in a public university community.

Furthermore and specifically regarding curriculum, the Center is enjoined to “offer instruction in all of the following:

The books and major debates which form the intellectual foundation of free societies, especially that of the United States;

The principles, ideals, and institutions of the American constitutional order; [and]

The foundations of responsible leadership and informed citizenship.”

Id. § 3335.39(C)(1). Lastly, the Chase Center will “[o]ffer[] university-wide programming related to the values of free speech and civil discourse; [and e]xpand[] the intellectual diversity of the university’s academic community.” *Id.* § 3335.39(C)(2).

[Civic thought and leadership](#) is the label conventionally given to the Chase Center’s mission. Stated briefly, the Chase Center will research and teach on the subject of self-government in the American Republic, both self-government by individual citizens and by the entire political community. The Chase Center’s mission is in deep alignment with the University’s mission.

The Ohio State University educates students for citizenship in Ohio and throughout the United States. This is reflected in our motto, *Disciplina in civitatem*, and has been OSU’s mission since its beginning. In fact, over the course of OSU’s first year of existence in 1870-71, the Board of Trustees—in the midst of all the practical realities of buying land and hiring faculty and building buildings—engaged in a spirited debate on the nature of what would become The Ohio State University. Would Ohio State focus solely on providing remunerative, practical knowledge and

skills? Or would it also provide the knowledge and formation necessary for full citizenship in the growing Republic? Indeed, this question of mission was raised at the very first Board of Trustees meeting, on May 11, 1870. As reflected in our motto—“education for citizenship”—The Ohio State University charted a both-and course. As explained by Trustee Horton at the Jan. 5, 1871, meeting: “The institution . . . [should] educate American citizens—not farmer’s servants, as in England; nor as machines, as in Prussia; but for every kind of life. He was strongly in favor of admitting the classics and of making the college, from the very first, of the highest character.”

From its first days therefore, OSU has served Ohioans by equipping students from all backgrounds to be citizens. And today, the Chase Center will continue that mission through its classes, scholarship, and programming. The Chase Center’s support for OSU’s mission operates concretely in three primary domains.

First, Chase will provide students with the knowledge, the skills, and the disposition to flourish as citizens in whatever path life takes them. This knowledge will come from many sources, but primarily from the courses and public programming that leverages the Center’s faculty and speakers’ expertise to share with students. The Center’s courses will present the American civic tradition in all of its richness, including the debates (past and present) about the tradition itself: What is in the tradition? Which aspects of the tradition are sound or unsound? Similarly, the Center’s courses, public-facing programming, and especially its student program, will model for students and give them opportunities to acquire and hone the skills necessary for self-governing citizenship. Citizenship lived well in the United States also requires certain dispositions, most prominently civic friendship—treating fellow citizens as friends and not as enemies—and the Center’s activities will identify and help students cultivate them.

Second, over the following five years, Chase will mature into a robust multi-disciplinary academic community of scholars bringing different perspectives who, both as individuals and as a community, will research and publish on civic thought and leadership, and related disciplines. These scholars will come from all disciplines adjacent to citizenship including, but not limited to: law, politics, history, philosophy, economics, English, religious studies, and various hard sciences. The Chase Center will also engage with other disciplines that are not obviously related to citizenship. For instance, the Center is exploring collaboration with theatre to offer productions central to the American civic tradition, such as Joseph Addison’s eighteenth century drama, *Cato*.

Third, Chase will provide both public-facing programming and a robust student program. Chase’s public programming is relatively advanced and gives a flavor for the Center’s mission-in-action. In Spring, 2025, the Chase Center is planning to host three major events. First, it will host the first installment of its Chase Lecture Series, featuring the most important biographer of Salmon P. Chase, [Walter Stahr](#), who will speak on Chase as a model of civic life.¹ Second, the Center will host the first annual Ohio Civics Center Summit, which will bring together civics centers from Ohio’s public and private universities to begin robust collaboration.² Third, the Center is finalizing a *Conversation on Civics Education in Research Universities* with [Johns Hopkins’ President Ron Daniels](#), the author of the important work, [What Universities Owe Democracy](#).

¹ The Chase Lecture Series will continue in the 2025-2026 academic year with speakers who will highlight various aspects of Salmon Chase’s life, such as his work with Abraham Lincoln.

² The Chase Center is also planning to host the first annual national scholarly conference on civic thought and leadership in Fall, 2025.

The Chase Center’s student program will launch in Fall, 2025. The goal of the student program is to invite students into the Center’s dynamic academic community. The Center will do so through multi-tiered engagement with students: ranging from attendance at Center events, to taking Center courses, to participating in the Center’s weekly community events, students will share comradeship with fellow citizens while they learn about America’s civic tradition.

To be clear: in each these three areas, the Chase Center is not duplicating the excellent offerings that currently exist at the University in related areas of inquiry. Instead, Chase’s goal is to complement and collaborate with those efforts. The Center director has met with dozens of administrators, chairs, and faculty to advance these collaborative efforts.

Moreover, in an era of significant pressure on higher education, the Chase Center is a concrete way to respond to this pressure and ensure that OSU continues to have broad-based support to carry out its missions. Data suggests that many Ohioans and Americans have growing mistrust of higher education.³ There are at least three inter-related reasons for growing mistrust of American higher education.⁴ First, many citizens believe that institutions of higher education are being stifled by an increasing culture of ideological conformity, and this conformity has led to classes not offered, questions not asked, and answers not considered. Second, many Ohioans have come to question the value-proposition of higher education. They wonder how their children will receive an education that equips them for the multiple potential careers their children are likely to pursue. Third, Americans of all different perspectives see universities as failing to prepare young Americans for the opportunities and challenges self-government presents in our pluralistic Republic. Many of our young people don’t know our common civic tradition, and they haven’t been invited to dialogue in a civil manner with citizens who have different views.

The Chase Center is a tangible response to these growing concerns and it will enhance OSU’s capacity to secure support and buy-in for its mission of education for citizenship. First, the Chase Center takes focus away from (perceived) ideological conformity and instead focuses on the Center’s mission of “conduct[ing] teaching and research in the historical ideas, traditions, and texts that have shaped the American constitutional order and society.” This is a mission that unites Americans of many backgrounds. Second, Chase will cultivate knowledge and skills that are important to all career paths including the capacity for independent and critical thinking, oral and written communication, and leadership. Third, the Chase Center will equip students with the knowledge, skills, and dispositions that Ohio and America needs in our young people to continue our experiment in republican self-government: knowledge of what we Americans hold in common; skills to debate, discuss, and compromise with our fellow, free and independent citizens; and dispositions of a citizen, including (among many others) civic friendship.

As outlined below, the Center’s goal is to advance its mission with and through existing University structures. To this end, the Center is currently working with the Provost and other University officials, the University Senate, and other University administrators and faculty to outline the means of beneficial cooperation with other units.

B. The Chase Center is Multi-Disciplinary

³ See, e.g., Gallup, *U.S. Confidence in Higher Education Now Closely Divided* (July 8, 2024), available at <https://news.gallup.com/poll/646880/confidence-higher-education-closely-divided.aspx>.

⁴ To be clear, Chase is *not* saying that anyone should agree with any or all of these views. They are, however, the widespread views of Americans of all viewpoints.

As described in more detail in Part II, the Chase Center’s faculty will be multi-disciplinary. This is a necessary product of the Center’s mission, which requires it to teach and research on citizenship in the American Republic. Flourishing citizens need knowledge of law, and history, and politics, and economics, and many other disciplines; they do not need a Ph.D. in any particular discipline. For instance, a citizen will need to know about supply and demand, some basic information about the Federal Reserve, and fundamentals of American economic history, but she would not need to complete an advanced degree in order to thrive as an American citizen.

For this reason, the Chase Center director has already met with dozens of faculty, chairs, and deans to explore possibilities for the Chase Center to enrich and in turn be enriched through partnerships. These partnerships will range from joint faculty hiring to cross-listed courses to co-sponsored programs, and many other possibilities.

The Chase Center’s multi-disciplinary faculty will include faculty whose homes are within other colleges and departments, along with faculty housed in Chase. This collaboration expands the faculty and expertise available to Chase’s students—enhancing Chase’s academic community—while at the same time integrating Chase into the broader OSU community.

C. The Chase Center Complements and Augments—and Collaborates With—Existing Academic Units

The Chase Center’s mission complements and augments that of other academic units. There are two complementary aspects of Chase that enable it to avoid duplication and enhance opportunities for collaboration with other units: first, the Chase Center’s subject matter is American citizenship; and second, the Center approaches its subject matter using a multi-disciplinary lens.

First, the Chase Center is charged with researching and teaching citizenship in the American Republic. Chase’s subject-matter—its focus—is flourishing American citizenship. This is self-government both by individual Americans and also self-government by the United States and Ohio as political communities. What is citizenship? What is republican citizenship? What is American republican citizenship? These, and many related questions, will animate the Chase Center’s teaching and research. While other units, such as law or history or political science, engage citizenship, it is not the singular focus of these disciplines. The Chase Center will serve as a focal point on campus for American citizenship.

Second, the Chase Center employs a purposefully multi-disciplinary approach to its subject of American citizenship. Chase’s faculty will possess expertise from numerous disciplinary perspectives relevant to teaching and researching American citizenship. These include obvious examples such as politics, history, law, philosophy, religious studies, and economics, and less obvious disciplines such as English. This multi-disciplinary approach is necessary to ensure that the Chase academic community has access to the bodies of knowledge relevant to flourishing American citizenship. To take just one of many examples, American citizens should have read and become familiar with key documents in the American civic tradition, including (but of course not limited to) the Declaration of Independence, the Constitution, the Gettysburg Address, and the Letter from Birmingham Jail. The Chase Center’s faculty will engage with these documents from their many disciplinary perspectives. One could imagine faculty from political science, history, philosophy, law, and English, among others, teaching and researching these documents in mutually enriching ways.

When you put these two characteristics together, you see a unit that is engaged in academic activities that complement those of other academic units and creates a center of gravity to pull together multi-disciplinary programming around American citizenship. The Chase Center's multi-disciplinary citizenship-focused teaching and research does not duplicate, for example, the good work of the College of Law. Yet, Chase's multi-disciplinary citizenship-focus enables it to partner with the College of Law (and other disciplines) because citizenship encompasses so many bodies of knowledge. Furthermore, Chase will have faculty from numerous disciplines, which builds natural bridges to those units and invites collaboration.

II. FACULTY

A. Chase Center Faculty

The Chase Center's faculty will be the core of the diverse Chase academic community, and they will be comprised of two groups. First will be Chase Faculty Fellows. These are OSU faculty from other departments who wish to partner with the Center to, for example, offer a course, host a program, or engage in research and scholarship. The Center has already begun conversations with faculty, and extends an open invitation to faculty to initiate conversations.

Second will be Chase tenure-track faculty. The Chase Center will be a tenure-initiating unit because the law states that the Center has "the authority to house tenure-track faculty who hold their appointments within the center." ORC § 3335.39(B). These will be faculty from a variety of disciplinary backgrounds and levels of seniority, hired over the course of the following two years. Some of these faculty may be joint-appointments with other units. Such conversations are in progress. The Chase Center will utilize a committee of faculty from a variety of disciplines to hire its tenure-track faculty.

There are two key criteria for all Chase Center faculty: first, how have and will the faculty member support the Center's mission to teach and research on the American civic tradition?; and second, will the faculty member's research and scholarship achieve the highest standards of scholarly excellence in that member's discipline? There is no ideological litmus test; indeed, the Center's focus on America's common civic tradition has and will attract faculty from the broad range of American viewpoints. Faculty, both tenure-track and fellows, will come from a variety of disciplines, especially those that bear directly on civic thought and leadership.

The Center will also hire postdocs and visiting assistant professors. These faculty will receive the opportunity to pursue their scholarship, and while in residence they will enhance Chase's intellectual community through teaching, presentation of scholarship, and participation in the student program.

At the other end of the career spectrum, the Center plans to host senior eminent scholars to offer courses, give public lectures, and generally to enrich the Center's academic community. These visits may occur anywhere from a short period of time to a year.

B. Faculty Interest Partnering with the Chase Center

The Chase Center director has met with dozens of existing faculty inviting them to consider ways they may wish to partner with the Chase Center. It could be through offering a class, hosting an event, or participating in student programming. The Center is also going to ask faculty to participate in the Center's faculty hiring. These conversations have been fruitful and are ongoing. Attached are letters from deans, chairs, program directors, and faculty, expressing their support for the Chase Center.

C. Student and Staff Involvement in the Chase Center

Students are *the* key focus of the Chase Center. It is charged with teaching, educating, instructing, and equipping students for citizenship. ORC § 3335.39. The Center will invite students to be part of its robust intellectual community through courses, public events, and especially through its student program. This student program will have multiple tiers of engagement that meet varying student expectations. At its most robust, students will be Chase Scholars who will take the Center's core courses, join the Center's regularly-offered student-focused programming, receive guidance from a faculty mentor, and partake in the study abroad opportunity.

The Chase Center's courses, its public programming, and its student program events will typically be open to staff who are likewise invited to become members of the Chase academic community.

III. ADMINISTRATION

A. Chase Center Executive Director

The Chase Center is led by its inaugural Executive Director, [Professor Lee J. Strang](#), a twenty-year veteran of higher ed. Professor Strang was selected by the President after an extensive nation-wide search by the [Center's Academic Council](#). Professor Strang is a nationally recognized legal scholar who has published [dozens of articles](#) in leading journals in the fields of constitutional law and interpretation, property law, and religion and the First Amendment. He co-edits the textbook *Federal Constitutional Law*, and [his most recent book](#), *Originalism's Promise: A Natural Law Account of the American Constitution*, is the first book-length natural law justification for originalism. He currently is writing on civic thought and leadership, and he is finalizing a book on the history of American Catholic legal education (with John M. Breen). Prior to leading the Chase Center, he was the inaugural director of the [Institute of American Constitutional Thought & Leadership](#).

The Executive Director is currently hiring the Center's administrative team. The Chase Center administrative team will initially consist of an associate director, up to two assistant directors, a project manager, and an executive assistant. The associate director will be a mid-to-senior career, tenured scholar, who will primarily administer, and also teach and research and write. The associate director will work closely with the executive director on all aspects of the Center's administration. The assistant director will be a non-tenure track faculty member with a terminal degree, who will primarily administer, and also teach and research and write. The assistant director will report to the associate director and have as a portfolio one or more key aspects of the Center's activities, such as public-facing programming, curriculum, or student programming. The project manager will be a high-level staff person who will oversee and implement various aspects of the Center. The associate director will be hired through a process that includes a faculty committee. Over time, as the Center matures, its administrative team will also evolve.

B. Chase Center Executive Director Responsibilities

The Chase Center Executive Director is responsible for the faithful implementation of Chase's mission. The Center is required to offer courses, hire faculty and staff, engage in research and scholarship, provide public-facing programming, and host a robust, multi-tiered, student

program, and Professor Strang will guide these activities. As the Chase Center hires its administrative team, it will assist the Executive Director carrying out the Center's mission.

Professor Strang has proven himself a thoughtful steward of the Center's mission. At OSU, Professor Strang meets on a weekly basis with an advisory group that includes Trevor Brown (Dean of the John Glenn College of Public Affairs), Ben Kanzig (Associate Vice President for Government Affairs), Brandon Lester (Senior Associate General Counsel), and Randy Smith (Vice Provost for Academic Programs). This group has been meeting for over a year with the goal to launch the Chase Center to be a valuable asset to the OSU community and meet the requirements of the Chase Center's enabling legislation. Professor Strang also meets on a monthly basis with a group of faculty, the Chase Faculty Advisory Committee.⁵ This group includes faculty from a variety of disciplines adjacent to civic thought and leadership, such as political science, philosophy, economics, and history, who receive updates from Professor Strang and share their counsel with him. Professor Strang is also in regular communication with the Provost to give updates and receive guidance. In short, Professor Strang has invested in and is supportive of collaborative implementation of the Center's mission.

Prior to leading the Chase Center, Professor Strang directed the [Institute of American Constitutional Thought & Leadership](#). A perusal of the Institute's website shows that its courses, faculty, public programming, and student program are a fair and even-handed implementation of the Institute's mission, one that Americans of all viewpoints can support.

C. Chase Center Oversight Committee

The Chase Center oversight committee will be a valuable addition to the Chase Center. It will provide relationships between the Chase Center and other academic units, its members will contribute to and participate in the Center's intellectual life, and the committee will consult regularly with the Director to provide feedback and guidance.

As noted, Professor Strang has met with dozens of faculty, chairs, administrators, and students. One of the goals of these meetings is to engage potential members of the Center's oversight committee. These meetings have been very productive and in a variety of ways. The Chase Center will finalize its oversight committee in the Spring, 2025, semester.

The Chase Center also has an Academic Council.⁶ The Council was appointed by the Board of Trustees and includes scholars of national reputation from universities around the country, including OSU. The Council has informed the Chase Center that it wishes to continue in an advisory capacity and be an asset for Chase. The Chase Center will meet with the Council at least twice a year to describe its progress, opportunities, plans, and obstacles to achieving the Center's mission.

D. Chase Center Executive Director Reports to the Provost and President

⁵ The Committee's membership includes: Mike Abito, Sarah Cole, Jared Gardner, Peter Hahn, Winston Thompson, and Sara Watson.

⁶ The Council's members are: Robert P. George (Princeton University); Vladimir Kogan (The Ohio State University); Lucas Morel (Washington and Lee University); Colleen Sheehan (Arizona State University); Bradley Smith (Capital University); David Van Slyke (Syracuse University); and Jean Yarbrough (Bowdoin University).

In addition to the formal and informal reporting and advising, described above, the Executive Director reports the Provost and President. The Executive Director meets with the Provost to provide updates and receive guidance.

E. The Chase Center's Bylaws

The Chase Center will finalize its bylaws before the beginning of the 2025-2026 academic year. These bylaws will describe the Center's organization and its operations. The bylaws will govern the Center's administration, its faculty, and its students. They will also include a variety of key policies on financial and academic matters.

The Center's bylaws are legally required to highlight the core of the Center's mission:

- (a) Educate students by means of free, open, and rigorous intellectual inquiry to seek the truth;
- (b) Affirm its duty to equip students with the skills, habits, and dispositions of mind they need to reach their own informed conclusions on matters of social and political importance;
- (c) Affirm the value of intellectual diversity in higher education and aspire to enhance the intellectual diversity of the university; [and]
- (d) Affirm a commitment to create a community dedicated to an ethic of civil and free inquiry, which respects the intellectual freedom of each member, supports individual capacities for growth, and welcomes the differences of opinion that shall naturally exist in a public university community.

ORC § 3335.39(A)(2). The Center will develop its bylaws over the course of the current academic year, as it grows and learns.

IV. BUDGET AND FINANCING

The Chase Center, like other OSU academic units, has three key sources of revenue. First, the Chase Center receives support from Ohio. The Chase Center has received \$5 million per year for the current and prior fiscal years. Given the high degree of support for the Chase Center and similar centers, Ohio's support is very likely to continue and is likely to increase over time. Second, the Chase Center will receive tuition revenue from students taking its courses. The Center will offer its first handful of courses in Fall, 2025, and then grow course offerings over time. Third, the Chase Center has begun to cultivate support from donors. Indeed, Chase already received its first donation. And Chase has already received grants to support its programming. There are numerous alumni, foundations, and other potential supporters who have expressed interest in the Chase Center's mission, and the Center is working with the development office to foster relationships with these and other potential supporters.

During its first year of operation, the Chase Center did not expend any of its resources. During its second year of operation, it expects to spend approximately eight-hundred thousand dollars. At the end of this academic year, therefore, Chase will have over \$9 million in reserves.

Chase's expenses are anticipated to grow beginning with the 2025-2026 academic year as it hires faculty. Chase will have approximately fifteen employees, including approximately ten tenure-track faculty. The Chase Center is currently evaluating un-utilized space on campus and is

likely to occupy such space by Fall, 2025. The Center has budgeted \$100,000 each for its public programming and its student program. It will also have one-time costs to purchase furniture and office equipment.

The Chase Center is committed to living within its means. It is working tirelessly to identify and grow revenue to support its mission. The experience of sister centers around the country shows that these civics centers receive significant support from both internal and external constituencies, and that they have the resources necessary to carry out their mission. Indeed, they tend to attract substantial monetary support.

V. EVALUATIVE CRITERIA AND BENCHMARKS

The Chase Center’s mission requires it to perform three concrete duties: (1) offer classes; (2) hire faculty; and (3) provide public and student programming. By the conclusion of the 2025-2026 academic year, the Chase Center will have: (1) offered approximately ten courses on civic thought and leadership; (2) hired approximately ten tenure-track faculty and partnered with approximately five faculty fellows; and (3) offered approximately nine public facing events and launched its multi-tiered student program.

More prosaically, the Center is tasked with creating an academic community of faculty and students that conducts “teaching and research in the historical ideas, traditions, and texts that have shaped the American constitutional order and society.” The focal case of this is faculty and students together engaged in the common, coordinated project of teaching and researching the American civic tradition. This will be evidenced by the civic knowledge gained, the civil conversations pursued, and the civic friendships shared.

The Chase Center will report annually the Board of Trustees and the General Assembly and “provide a full account of the center’s achievements, opportunities, challenges, and obstacles in the development of [the center].” ORC § 3335.39(F).

VI. SUPPORTING MATERIALS

A. Temporary Center Status Proposal

B. Internal Letters of Support for Chase Center Permanent Center Status

- i. Kent Barnett, Dean and J. Gilbert Reese Chair in Contract Law, Moritz College of Law
- ii. Douglas Berman, Newton D. Baker-Baker & Hostetler Chair in Law; Executive Director of the Drug Enforcement and Policy Center, Moritz College of Law
- iii. Trevor Brown, Dean, John Glenn College of Public Affairs
- iv. Ange-Marie Hancock, Executive Director, Kiran Institute for the Study of Race and Ethnicity and ENGIE-Axium Endowed Professor of Political Science
- v. Vladimir Kogan, Professor, Department of Political Science, and Director of Undergraduate Studies
- vi. Stéphane Lavertu, Professor, John Glenn College of Public Affairs
- vii. Scott Levi, Professor and Chair, Department of History
- viii. Alan C. Michaels, Dean Emeritus and Edwin M. Cooperman Chair in Law, Moritz College of Law

- ix. Michael A. Neblo, Professor, Department of Political Science, Director of the Institute for Democratic Engagement and Accountability, Professor (by courtesy) of Philosophy, Communication, and Public Policy
- x. Winston C. Thompson, Associate Professor, Educational Studies, College of Education and Human Ecology, Associate Professor of Philosophy (by courtesy), and CEHV Director-elect
- xi. Piers Norris Turner, Associate Professor, Department of Philosophy, PPE Coordinator, and Director, Center for Ethics and Human Values
- xii. E.J. Westlake, Chair and Professor of Theatre, Film, and Media Arts, Department of Theatre, Film, and Media Arts

C. External Letters of Support for Chase Center Permanent Center Status

- i. Jed Atkins, Director, Dean, and Professor of Civic Life and Leadership, School of Civic Life and Leadership at the University of North Carolina at Chapel Hill
- ii. Paul Carrese, founding Director and Professor, School of Civic and Economic Thought and Leaders at Arizona State University
- iii. Justin Dyer, Dean of the School of Civic Leadership at the University of Texas

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The Salmon P. Chase Center for Civics, Culture, and Society is new, but its mission is as old as The Ohio State University. After the Civil War, Ohio, like the rest of the nation, faced the twin challenges of deep division and a lack of knowledge of what Ohioans had in common. In the late-nineteenth century, Ohio had to face deep disagreement caused by political and religious differences, along with tremendous waves of immigration that brought to Ohio people who looked, talked, and believed differently than existing Ohioans, and these new Americans lacked knowledge about America's unique civic tradition. A key part of Ohio's answer to this division and lack of knowledge was to create, fund, and grow what was then known as the Ohio Agriculture and Mechanical College.

Today, Ohio, like the rest of the United States, faces those same problems of polarization and loss of what we Americans share in common. These problems are threats to a country like ours, where people are not united by blood, or religion, or language. Instead, Americans are united by our common civic tradition. The Chase Center is one part of Ohio's answer to this new . . . and old problem. Your approval of the Center's application for permanent center status will help the Center achieve its important mission of cultivating flourishing citizens.