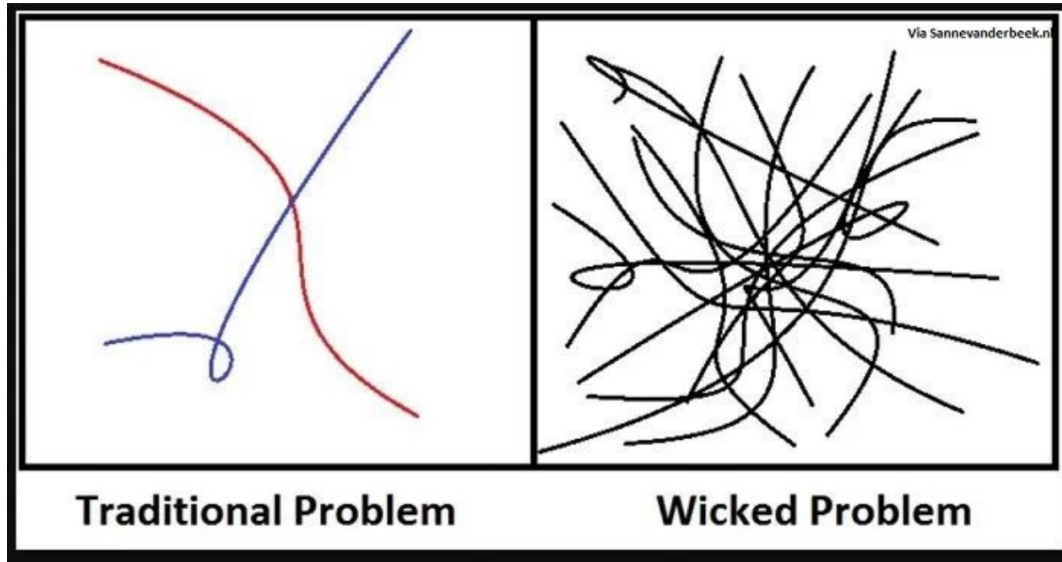


# ANTHROP 5505: Wicked Science

(or Transdisciplinary Problem Solving)

## Spring 2023



(Credit: image by Via Sannevanderbeek)

## Course Information

- **Course times:** Tuesdays and Thursdays 2:20 – 3:40 PM
- **Location:** Scott Lab E103
- **Credit hours:** 3
- **Mode of delivery:** In person

## Instructor

- **Name:** Dr. Nick Kawa
- **Email:** kawa.5@osu.edu
- **Office location:** 4030 Smith Laboratory
- **Office hours:** Fridays from 1 – 2:30 PM
- **Preferred means of communication:** email
  - My class-wide communications will be sent through the announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

## Course Description

The goal of this course is to **train students to become wicked scientists** who are able to tackle the grand challenges of today and tomorrow—what are otherwise known as wicked problems. The concept of wicked problems describes a wide range of local, national, and global challenges including: climate change, food security, biodiversity loss, marine plastic pollution, growing inequality, cyber security, and emerging infectious diseases. Wicked problems have two fundamental properties: they are complex with many interdependencies; and stakeholders have different values, interests and conceptions of the problem and its solution. Tackling them requires the skills and attitudes of wicked scientists. This is the idea behind this transdisciplinary course. You will learn what wicked problems are and learn strategies for tackling the politics and complexity of these problems. Rittel and Webber—who first developed the concept of wicked problems—suggested that because wicked problems are complex and political, it is virtually impossible to “solve” them. However, the premise of this course is that when researchers are trained to consider the politics and complexity of these wicked problems, it will lead to more equitable and sustainable resolutions and outcomes.

## Course Goal and Learning Outcomes

The goal of this course is **to train students to become wicked scientists who are able to tackle the grand challenges of today and tomorrow**—what are otherwise known as wicked problems. This entails that you will be able to meet the following learning outcomes.

- 1. Explain what wicked problems are.**
  - Explain the primary characteristics of wicked problems.
  - Apply concept of wicked problems to a wicked problem of personal interest.
- 2. Analyze the dynamics, complexities, and interdependencies of wicked problems.**
  - Describe the complex systems that create and perpetuate wicked problems.
  - Analyze interdependencies and system dynamics of a wicked problem.
- 3. Analyze the roles, interests and perspectives of diverse stakeholders and disciplines in wicked problems.**
  - Recognize diverse stakeholders and their respective interests in and conceptions of a given wicked problem.
  - Recognize how diverse disciplines might approach the wicked problem based upon their respective interests and conceptions
  - Analyze how wicked problems affect the interests of different stakeholders.
- 4. Design a project that tackles a wicked problem.**
  - List and prioritize research questions that will help to understand a wicked problem and its feedbacks.
  - Identify potential team members to develop and answer the research questions.
  - Identify questions that can be answered and ones that may be partially answered.
  - Identify and assess methodological approaches that can be used to collect and analyze the data to answer the questions.

- Reflect on possible unintended consequences and limitations of their chosen approach in tackling their wicked problem.
- 5. Leverage the diversity among stakeholders to tackle wicked problems.**
  - Reflect on how personal background shapes one's own values, interests, worldviews, and moral and ethical lenses.
  - Appreciate diversity in knowledge, beliefs, and practices as benefits and not as deficits in tackling wicked problems.
  - Leverage diversity to imagine new and creative ways to tackle wicked problems.
- 6. Communicate research on wicked problems to academic audiences.**
  - Evaluate the different academic venues available for communicating their work.
  - Select the most appropriate academic venues for their work.
  - Write clearly, compellingly and in appropriate formats for selected audiences.
  - Present clearly, compellingly and in appropriate formats for selected audiences.
- 7. Explain wicked problems and the study thereof to broader audiences.**
  - Recognize that different audiences have different needs.
  - Explain the requirements and expectations for different communication outlets and audiences.
  - Communicate research on wicked problems clearly and compellingly through different media formats to different audiences.
- 8. Recognize one's motivations for tackling a given wicked problem.**
  - Articulate one's personal reasons for tackling a given wicked problem.
  - Consider how one's motivations compare with or differ from other collaborators when addressing a given wicked problem.

## How this Course is Organized

**Mode of delivery:** This course is in-person and all the assignments and course materials can be found on Carmen.

**Pace of course activities:** The course is organized in **weekly modules** in CarmenCanvas that are organized as follows:

- Links to required **readings / videos / podcasts**.
- **Weekly Homework Assignments:** For these assignments, you will apply key concepts and strategies to a wicked problem of your choice. All the homework assignments will build towards a designing a (research) project to tackle a wicked problem of your choice, for example, analyzing interdependencies and system dynamics of the wicked problem and analyzing the roles, interests and perspectives of stakeholders in wicked problem.
- **Weekly Reflections:** At the end of each week – before Friday at midnight – you are expected to submit a brief written composition (between 300 and 500 words) in which you reflect on what you learned that week from course readings, assignments, and/or class discussions. The goal of these reflections is for you to develop your own



understanding of wicked problems and prepare you for the capstone assignments. There will be 12 reflections over the course of the semester.

- The **Capstone Assignment** is a proposal for tackling a wicked problem. The proposal builds on the weekly homework assignments and can take the form of either a written research proposal or multimedia project. Detailed instructions will be provided in CarmenCanvas. At the end of the semester, you will present your proposal in class to get critical feedback from your fellow students and instructor.

**Credit hours and work expectations:** This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](http://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and CarmenCanvas activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of C average.

## How Your Grade is Calculated

Assignment Category	Percentage
Attendance & participation	15%
Weekly reflections (12)	25%
Homework assignments (10)	35%
Capstone project	25%

## Late Assignments

Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. You can always submit assignments late and you will never lose points for late submissions, but it is your responsibility to stay on pace.

## Instructor Feedback and Response Time

Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university**.

- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **ten days**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

## Grading Scale

Final grades are based on the OSU Standard Scheme. A general guide to how you are doing is: A 93; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69; D 60-66; E < 60.

## Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates. **All the assignments – homework assignments and addenda – are due before midnight.**

### Part I: Wicked Concepts

#### Week 1 (Jan. 10 & 12) Introduction to Wicked Science

Agenda: Discuss course learning outcomes, introduce the concept of wicked science, and explain why training wicked scientists is important

Readings: Berezow 2022 “Problems with No Solution”; Moore 2015 “Universities Need to Adapt to Become Part of a Better Future”; Petryna 2022 Prologue & Ch. 1

Homework: Introduce yourself and your interest in wicked problems or the course.

#### Week 2 (Jan. 17 & 19) Okay, What the Hell Are Wicked Problems *Really*?!?

Agenda: Read the original paper by Rittel and Webber, identifying the 10 basic attributes of wicked problems. Discuss this model’s potential problems, limits, contradictions, or inconsistencies.

Readings: Churchman 1967; Rittel and Webber 1973; Petryna 2022 Ch. 2. “Building Perceptual Range”

Homework: Explain the concept of wicked problems and its components in your own words and illustrate each component with a short example.

### **Week 3 (Jan. 24 & 26) History of Conceptualizing Wicked Problems**

Agenda: Examine the historical origins of the concept, how it has changed over time, and what are the most common applications of it. Also consider what are common misunderstandings as well as points of confusion or dispute.

Readings: Alford and Head 2017; Head 2022 “The Rise of Wicked Problems”; Gil Scott Heron “Whitey on the Moon”; Petryna 2022 Ch. 3 “When Paths Disappear”

Homework: None (but begin working on next week’s assignment)

### **Week 4 (Jan. 31 & Feb. 2) How Do Different Disciplines Engage Wicked Problems?**

Agenda: Identify common uses of the concept and compare against the original concept. Explore which defining features are generally included, which are generally excluded, and what this can tell us about conventional approaches to wicked problems

Readings: DeFries and Nagendra 2017; Lönngren and Van Poeck 2021; Petryna 2022 Ch. 4 “Horizon Work”

Homework: Identify a wicked problem of deep personal interest and examine how the concept of wicked problems has been applied to it (if at all). Explain how the problem fits the model and why you would like to choose it as the basis for your capstone project.

### **Week 5 (Feb. 7 & 9) Transdisciplinary Training in Higher Education (Wicked Science)**

Agenda: Discuss how the concept of wicked problems is translated into the framework of wicked science and identify key attributes of wicked scientists. Identify challenges to developing such a form of educational training in North American higher ed.

Readings: Kawa et al. 2021; Moritz & Kawa 2022; Wade et al. 2020; Petryna 2022 Ch. 5 “Throw Away Your Mental Slides”

Homework: None

## **Part II: Wicked Strategies**

### **Week 6 (Feb. 14 & 16) Strategy 1: How to Systems-Think**

Agenda: Identify the basics of a systems-thinking approach, including the properties of complex systems and how to analyze complex systems.

Readings: Meadows 1999; Stroh 2015 Ch. 1-3; Petryna 2022 Ch. 6 “You Can’t Take Fire Away”

Homework: Create a visual representation of your wicked problem in which you identify the main actors, drivers, and interdependencies.

### **Week 7 (Feb. 21 & 23) Strategy 2: How to Incorporate Stakeholder Perspectives**

Agenda: Understand who stakeholders are, how to identify stakeholders, and how to include stakeholders in the process (as well as how not to)

Readings: Bammer 2013; Pyrko, Dorfler, and Eden 2017; Liboiron et al. 2018; Mason et al. 2018); Petryna 2022 Ch. 7 “Witnessing Professionals”

Homework: Building on last week’s homework, develop a concept map with all the relevant stakeholders describing their roles, interests, and perceptions of the problem. Identify who is affected by the problem (and how) while also determining strategies to ensure their participation.

### **Week 8 (Feb. 28 & March 2) Strategy 3: How to Leverage Diversity**

Agenda: Identify and characterize the core concepts of diversity, equity, and inclusion. Discuss conditions needed for creating inclusive transdisciplinary teams.

Readings: Philips 2017; Came and Griffith 2018; CLEAR 2020 (excerpts); Petryna 2022 Ch. 8 “Waiting for a Reality Response”

Homework: None (but prepare for next week’s assignment)

### **Week 9 (March 7 & 9) Strategy 4: How to Collaborate in Teams**

Agenda: Discuss the challenges of working in transdisciplinary teams. Identify what strategies can be used to support effective and innovative collaborations.

Readings: Bennett, Gadlin, and Levine-Finley 2018; Hall, Vogel, and Croyle 2019; Sahneh et al. 2021; Petryna 2022 Ch. 9 “Going through the Porthole”

Homework: Discuss how backgrounds shape stakeholder values, interests, and worldviews and how these perspectives help to tackle the wicked problem. Develop a collaboration plan using a simple template.

**\*\*\*SPRING BREAK (March 13–17)\*\*\***

### **Week 10 (March 21 & 23) Strategy 5: How to Tackle Ethical Challenges**

Agenda: Explore some of the ethical and moral challenges that researchers encounter in transdisciplinary teams. Identify effective strategies to work through these challenges.

Readings: Cockburn and Cundill 2018; Liboiron 2021 “An Anti-Colonial Pollution Science”; Simpson 2007; Petryna 2022 Ch. 10 “Beneath the Airshow”

Homework: Identify one or two primary ethical issues that you will have to confront in your project and discuss how stakeholders may view these issues differently.



### **Week 11 (March 28 & 30) Strategy 6: How to Communicate**

Agenda: Explore the modalities, venues, and norms for communicating with academics, general audiences, and policymakers.

Readings: Pinker et al. 2014; Petryna 2022 Conclusion; Video & Podcast exemplars (TBD)

Homework: Record an elevator pitch in which you clearly and compellingly explain your wicked problem project to a non-academic audience, for example through blogs, podcasts, YouTube videos.

Note: NO CLASS on 3/30 due to Conference Travel

### **Week 12 (April 4 & 6): Strategy 7: How to Keep Going**

Agenda: Consider potential careers in tackling wicked problems. Discuss key individual habits and qualities for long-term engagement with wicked problems.

Readings: Davis 2018 “A Counterculture of Commitment”; Heglar 2022

Homework: Write a statement of purpose that outlines your motivations, attitudes, and habits that prepare you for long-term engagement with the wicked problem you’re studying this semester.

## **Part III: Applying Concepts and Strategies**

### **Week 13 (April 11 & 13): Proposal Presentations**

Agenda: Students present their proposals and get critical feedback from students and the instructor.

Readings: None

Homework: Student presentations

Note: NO CLASS on 4/13 due to Conference Travel

### **Week 14 (April 18 & 20) Proposal Presentations & Final Reflections**

Agenda: Students present their proposals and get critical feedback from students and the instructor. As a class, synthesize what have we learned, discuss what is missing, and speculate about where we see our work going in the future.

Readings: None

Homework: Student Presentations



## Week 15 (April 28) Final Projects Due!

### Required Readings

**All the required readings are available in CarmenCanvas.**

Alford, John, and Brian W. Head. 2017. Wicked and Less Wicked Problems: A Typology and a Contingency Framework. *Policy and Society* 36 (3):397-413.

Bammer, Gabriele. 2013. *Disciplining Interdisciplinarity: Integration and Implementation Sciences for Researching Complex Real-World Problems*. Canberra (Australia): Australian National University.

Bennett, L. M., H. Gadlin, and S. Levine-Finley. 2018. *Collaboration and Team Science: A Field Guide*. Bethesda (MD): National Institutes of Health.

Bhasin, Ritu. 2017. *Authenticity Principle: Resist Conformity, Embrace Differences, and Transform How You Live, Work, and Lead*. Toronto (Canada): Melanin Made Press.

Came, H., and D. Griffith. 2018. Tackling racism as a "wicked" public health problem: Enabling allies in anti-racism praxis. *Social Science and Medicine* 199:181-188.

Churchman, C. West. 1967. Guest Editorial: Wicked Problems. *Management Science* 14 (4):B141-B142.

Civic Laboratory for Environmental Action Research (CLEAR). 2020. *Civic Laboratory for Environmental Action Research (CLEAR) Lab Book: A living manual of our values, guidelines, and protocols*.

Cockburn, Jessica, and Georgina Cundill. 2018. Ethics in Transdisciplinary Research: Reflections on the Implications of 'Science with Society'. In *The Palgrave Handbook of Ethics in Critical Research*, edited by C. I. Macleod, J. Marx, P. Mnyaka and G. J. Treharne: Springer Verlag.

Davis, Pete. 2018. A Counterculture of Commitment. Harvard Commencement Speech.

DeFries, R., and H. Nagendra. 2017. Ecosystem management as a wicked problem. *Science* 356 (6335):265-270.

Hall, Kara L., Amanda L. Vogel, and Robert T. Croyle, eds. 2019. *Strategies for Team Science Success: Handbook of Evidence-Based Principles for Cross-Disciplinary Science and Practical Lessons Learned from Health Researchers*. Cham (Switzerland): Springer Nature.

Head, Brian W. 2022. The Rise of 'Wicked Problems'—Uncertainty, Complexity and Divergence. In *Wicked Problems in Public Policy* (pp. 21-36). Palgrave Macmillan.

Heglar, Mary Annaise. 2022. What Happened When I Tried to Carry the World on My Back. The Cut. <https://www.thecut.com/article/climate-change-burnout-black-women.html>

Kawa, Nicholas C., Mark Anthony Arceño, Ryan Goeckner, Chelsea E. Hunter, Steven J. Rhue, Shane A. Scaggs, Matthew E. Biber, Sean S. Downey, Julie S. Field, Kristen Gremillion, Joy McCorriston, Anna Willow, Elizabeth Newton, and Mark Moritz. 2021. Training wicked scientists for a world of wicked problems. *Humanities and Social Sciences Communications* 8 (1).

Loboiron, Max. 2021 *Pollution Is Colonialism*. Durham: Duke University Press.

Liboiron, Max, Alex Zahara, and Ignace Schoot. 2018. Community Peer Review: A Method to Bring Consent and Self-Determination into the Sciences. *Preprints*.

Liboiron, Max, France Liboiron, Emily Wells, Natalie Richárd, Alexander Zahara, Charles Mather, Hillary Bradshaw, and Judyannet Murichi. 2016. Low plastic ingestion rate in Atlantic cod (*Gadus morhua*) from Newfoundland destined for human consumption collected through citizen science methods. *Marine Pollution Bulletin* 113 (1):428-437.

Liu, Jianguo, Vanessa Hull, Mateus Batistella, Ruth DeFries, Thomas Dietz, Feng Fu, Thomas W. Hertel, R. Cesar Izaurralde, Eric F. Lambin, Shuxin Li, Luiz A. Martinelli, William J. McConnell, Emilio F. Moran, Rosamond Naylor, Zhiyun Ouyang, Karen R. Polenske, Anette Reenberg, Gilberto de Miranda Rocha, Cynthia S. Simmons, Peter H. Verburg, Peter M. Vitousek, Fusuo Zhang, and Chunquan Zhu. 2013. Framing Sustainability in a Telecoupled World. *Ecology and Society* 18 (2).

Lönngren, Johanna, and Katrien Van Poeck. 2021. Wicked Problems: A Mapping Review of the Literature. *International Journal of Sustainable Development & World Ecology* 28(6): 481-502.

Mason, Tom H. E., Chris R. J. Pollard, Deepthi Chimalakonda, Angela M. Guerrero, Catherine Kerr-Smith, Sergio A. G. Milheiras, Michaela Roberts, Paul Rodrigue, and Nils Bunnefeld. 2018. Wicked conflict: Using wicked problem thinking for holistic management of conservation conflict. *Conservation Letters* 11 (6):e12460.

Meadows, Donella. 1999. *Leverage Points: Places to intervene in a system*. Hartland (VT): The Sustainability Institute.

Petryna, Adriana. 2022. *Horizon Work: At the Edges of Knowledge in an Age of Runaway Climate Change*. Princeton: Princeton University Press.

Philips, Katherine W. 2017. What is the real value of diversity in organizations? Questioning our assumptions. In *The diversity bonus: How great teams pay off in the knowledge economy*, edited by S. E. Page. Princeton (NJ): Princeton University Press.

Pinker, Steven. 2014. Why Academic Writing Stinks. *The Chronicle of Higher Education*.

Pyrko, I., V. Dorfler, and C. Eden. 2017. Thinking Together: What Makes Communities of Practice Work? *Human Relations* 70 (4):389-409.

Rittel, Horst W. J., and Melvin M. Webber. 1973. Dilemmas in a general theory of planning. *Policy Sciences* 4:155-169.

Sahneh, F., M. A. Balk, M. Kisley, C. K. Chan, M. Fox, B. Nord, E. Lyons, T. Swetnam, D. Huppenkothen, W. Sutherland, R. L. Walls, D. P. Quinn, T. Tarin, D. LeBauer, D. Ribes, D. P. Birnie, 3rd, C. Lushbough, E. Carr, G. Nearing, J. Fischer, K. Tyle, L. Carrasco, M. Lang, P. W. Rose, R. R. Rushforth, S. Roy, T. Matheson, T. Lee, C. T. Brown, T. K. Teal, M. Papes, S. Kobourov, and N. Merchant. 2021. Ten simple rules to cultivate transdisciplinary collaboration in data science. *PLoS Computational Biology* 17 (5):e1008879.

Scott Heron, Gil. 1970. "Whitey on the Moon."  
[https://www.youtube.com/watch?v=qoh2x\\_G0ct4](https://www.youtube.com/watch?v=qoh2x_G0ct4)

Simpson, Audra. 2007. On Ethnographic Refusal: Indigeneity, 'Voice' and Colonial Citizenship. *Junctures* 9:67-80.

Stroh, David Peter. 2015. *Systems Thinking for Social Change*. White River Junction (VT): Chelsea Green Publishers.

Wade, A.A., A. Grant, S. Karasaki, R. Smoak, D. Cwiertny, A.C. Wilcox, L. Yung, K. Sleeper, and A. Anandhi. 2020. Developing leaders to tackle wicked problems at the nexus of food, energy, and water systems. *Elementa - Science of the Anthropocene* 8 (1):11.

# Other Course Policies

## Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. I will provide specific guidance for discussions on controversial or personal topics.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the CarmenCanvas discussion.

## Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

### Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](http://studentconduct.osu.edu) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic**

**Misconduct.** If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

## Student Well-Being

The well-being of students is of primary importance. If you are facing any challenges related to your physical or mental health, or obstacles like food or housing insecurity, please do not hesitate to get in touch to discuss ways we can put you in the best possible position to succeed.

## Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at [equity.osu.edu](http://equity.osu.edu),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email [equity@osu.edu](mailto:equity@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

## Your 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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](https://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:614-292-5766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://www.suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:1-800-273-8255). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

## Accessibility Accommodations for Students with Disabilities

The university strives to make all learning experiences as accessible as possible. 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 \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.

### Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)

- Website: [slds.osu.edu](https://slds.osu.edu)
- Email: [slds@osu.edu](mailto:slds@osu.edu)
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

## Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- [CarmenCanvas accessibility](https://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](https://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

