1 RESOLUTION 2021-011 2 A RESOLUTION FOR THE INTEGRATION OF BLACK STUDENT SUPPORT STAFF INTO ALL 3 OHIO STATE UNIVERSITY COLLEGES Author: Caroline Fitzpatrick.271, Co-Chair, Diversity, Equity, & Inclusion 5 Sponsor: Executive Committee WHEREAS the Council of Graduate Students (CGS) is the representative body of all graduate students enrolled at The 8 Ohio State University as established by Article 2, Section 1 of the CGS Constitution; and 9 10 WHEREAS the Council or its appointed representative(s) have the power to sit as an advisory agent on behalf of graduate students on all matters brought before personnel, committees, or agencies of The Ohio State University involving the interest of graduate students as established in Article 3 Section 3 of the CGS Constitution; and 13 14 WHEREAS the Ohio State University's Columbus Campus' enrollment of Black students has increased for the last three 15 years to 3,953 students in Autumn 2019¹; and 17 WHEREAS the mission of the Ohio State University is to "prepare a diverse student body to be leaders and engaged 18 citizens"2; and 19 20 WHEREAS research consistently finds that Black students face unique academic and personal experiences in college as compared to their non-Black peers, including microaggressions and racial jokes by other students, low expectations and bias against their intellectual capabilities by faculty, and a generally hostile environment of discrimination and hyper

24 25 WHEREAS these violent experiences create barriers to adjustment, engagement, and completion of college, and increase 26 risk for long-term harm to Black students in the form of chronic stress and poor mental and physical health outcomes^{8,9}; 27

DISCIPLINA IN CIVITATEM 28

surveillance that leads to marginalization and feelings of isolation^{3,4,5,6,7}; and

29 WHEREAS the Ohio State University's current support system for Black students includes the Hale Black Cultural 30 Center, which offers a few select community-building programs for Black students, a single African-American Student 31 Liaison within the Multicultural Center, a handful of Black Student organizations, and a small number of Chief Diversity

32 Officers within individual colleges that offer inconsistent diversity programming¹⁰; and

33

Weekly July 28 20167 28 2016&utm medium=email&utm term=0 3e953b9b70-9dca022fe6-400094317

¹ The Ohio State University. (2019a). Highlights of fifteenth day enrollment for the autumn term 2019. Retrieved from https://oesar.osu.edu/pdf/student_enrollment/15th/enrollment/15THDAY_AUTUMN_2019.pdf

² The Ohio State University. (2020a). Mission, vision, values, and core goals. Retrieved from

https://oaa.osu.edu/mission-vision-values-and-core-goals

Anderson, M. (2016). Blacks with college experience more likely to say they faced discrimination. Retrieved from https://www.pewresearch.org/fact-tank/2016/07/27/blacks-with-college-experience-more-likely-to-say-they-faceddiscrimination/?utm source=Pew+Research+Center&utm campaign=9dca022fe6-

⁴ Brooms, D. (2018). 'Building us up': Supporting Black male college students in a Black male initiative program. Critical Sociology, 44(1), 141-155.

⁵ Haskins, N., Whitfield-Williams, M., Shillingford, M. A., Singh, A., Moxley, R., & Ofauni, C. (2013). The experiences of Black master's counseling students: A phenomenological inquiry. Counselor Education and Supervision, 52(3), 152-178.

⁶ Haynes, C., Stewart, S., & Allen, E. (2016). Three paths, one struggle: Black women and girls battling invisibility in U.S. classrooms. The Journal of Negro Education, 85(3), 380-391.

Ottley, J. A., & Ellis, A. L. (2019). A qualitative analysis: Black male perceptions of retention initiatives at a rural predominately white institution. The Journal of Educational Foundations, 32(1), 1-20.

⁸ Hannon, C., Woodside, M., Pollard, B., & Roman, J. (2016). The meaning of African American women's experiences attending a predominantly white institution: A phenomenological study. The Journal of College Student Development, 57(6), 652-666.

⁹ Havlik, S., Malott, K., Diaz Davila, J., Stanislaus, D., & Stiglianese, S. (2018). Small groups and first-generation college goers: An intervention with African American High School Seniors. The Journal for Specialists in Group Work, 45(1), 22-39.

¹⁰ The Ohio State University. (2020b). Diversity, Retrieved from https://www.osu.edu/initiatives/diversity.html

34 WHEREAS research documents the connection between quality support services for Black students and student 35 adjustment, performance, motivation, and retention^{11,12,13}: and

37 WHEREAS the 2019 four-year graduation rate for Black students was only 45.8%, as compared to 62.3% for white students¹⁴, indicating that many Black students are still facing barriers to success on campus that are not impeding white students and are not resolved by existing services.

40

41 THEREFORE, BE IT RESOLVED the Council of Graduate Students advises The Ohio State University to permanently fund at least two positions for Black Academic Liaisons (BAL) in each college and regional campus, who will be charged with providing personal, academic, and professional support for Black students according to the strengths, vulnerabilities, and perspectives of the Black student body of their particular department; and

45

46 BE IT FURTHER RESOLVED that preference for each BAL be given to Black applicants, as existing research confirms that a racial match between service provider and client result in increased utilization of services, more favorable outcomes, and greater client satisfaction^{15,16}; and

48 49

50 BE IT FURTHER RESOLVED that each BAL should have experience within the field of their college of employment so that they are able to provide field-specific mentorship and programing to their students, as studies document that Black students face varying barriers depending on their field of study¹²; and

53

54 BE IT FURTHER RESOLVED that programming instituted by each BAL should be grounded in evidence-based practices, including peer mentoring programs⁴, networking events with representation of Black professionals¹¹, and cooperative study opportunities¹⁷; and

57

58 BE IT FINALLY RESOLVED that the Council of Graduate Students directs its President and Vice President to distribute 59 this resolution to The Ohio State University President Kristina M. Johnson, Executive Vice President and Provost Bruce 60 McPheron, Vice Provost for Graduate Studies and Dean of the Graduate School Alicia Bertone, Vice President for Student Life Melissa Shivers, Vice President for Government Affairs Stacy Rastaukas, and the Chair of the Council on Student Affairs Jordan Vadja, Vice Provost of Diversity and Inclusion Dr. James Moore, and all other relevant leadership and authorities of The Ohio State University and its partners.

63 64

66

68 69

71 72

65 Approved: Yes/No

67 Date: 11/6/20

of Graduate Students The Ohio State University

¹¹ Baker, (2013). Social support and success in higher education: The influence of on-campus support on African American and Latino college students. The Urban Review, 45, 632-650.

¹² Lancaster, C., & Xu, Y. J. (2017). Challenges and supports for African American STEM student persistence: A case study at a racially diverse four-year institution. The Journal of Negro Education, 86(2), 176-189. https://news.gallup.com/poll/186362/grads-historically-black-collegesedge.aspx?g source=CATEGORY WELLBEING&g medium=topic&g campaign=tiles

¹³ Sinanan, A. (2016). The value and necessity of mentoring African American college students at PWI's. Africology: The Journal of Pan African Studies, 9(8), 155-166.

¹⁴ The Ohio State University. (2019b). Graduation and retention rates for NFYS. Retrieved from http://oesar.osu.edu/pdf/grad rates/Incoming NFYS by Ethnicity Entering Autumn.pdf

¹⁵ Meyer, O., & Zane, N. (2013). The influence of race and ethnicity in clients' experiences of mental health treatment. Journal of Community Psychology, 41(7), 884-901.

¹⁶ University of Southern California. (2020). The empathy gap between white social workers and clients of Color. Retrieved from https://dworakpeck.usc.edu/news/the-empathy-gap-between-white-social-workers-and-clients-of-color

¹⁷ Toldston, I. A. (2018). Why historically Black colleges and universities are successful with graduating Black baccalaureate students who subsequently earn doctorates in STEM (Editor's Commentary). The Journal of Negro Education, 87(2), 95-98.