

A RESOLUTION FOR THE INTEGRATION OF BLACK STUDENT SUPPORT STAFF INTO ALL OHIO STATE UNIVERSITY COLLEGES

Sponsor: Executive Committee

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

WHEREAS the mission of the Ohio State University is to “prepare a diverse student body to be leaders and engaged citizens”²; and

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

WHEREAS the Ohio State University's current support system for Black students includes the Hale Black Cultural Center, which offers a few select community-building programs for Black students, a single African-American Student Liaison within the Multicultural Center, a handful of Black Student organizations, and a small number of Chief Diversity Officers within individual colleges that offer inconsistent diversity programming¹⁰; and

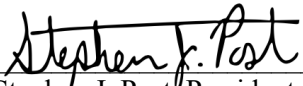
² The Ohio State University. (2020a). Mission, vision, values, and core goals. Retrieved from <https://oaa.osu.edu/mission-vision-values-and-core-goals>

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

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.

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.

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
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37 WHEREAS the 2019 four-year graduation rate for Black students was only 45.8%, as compared to 62.3% for white
38 students¹⁴, indicating that many Black students are still facing barriers to success on campus that are not impeding white
39 students and are not resolved by existing services.
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41 THEREFORE, BE IT RESOLVED the Council of Graduate Students advises The Ohio State University to permanently
42 fund at least two positions for Black Academic Liaisons (BAL) in each college and regional campus, who will be charged
43 with providing personal, academic, and professional support for Black students according to the strengths, vulnerabilities,
44 and perspectives of the Black student body of their particular department; and
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46 BE IT FURTHER RESOLVED that preference for each BAL be given to Black applicants, as existing research confirms
47 that a racial match between service provider and client result in increased utilization of services, more favorable
48 outcomes, and greater client satisfaction^{15,16}; and
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50 BE IT FURTHER RESOLVED that each BAL should have experience within the field of their college of employment so
51 that they are able to provide field-specific mentorship and programming to their students, as studies document that Black
52 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
55 practices, including peer mentoring programs⁴, networking events with representation of Black professionals¹¹, and
56 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 McPherson, Vice Provost for Graduate Studies and Dean of the Graduate School Alicia Bertone, Vice President for
61 Student Life Melissa Shivers, Vice President for Government Affairs Stacy Rastaukas, and the Chair of the Council on
62 Student Affairs Jordan Vadja, Vice Provost of Diversity and Inclusion Dr. James Moore, and all other relevant leadership
63 and authorities of The Ohio State University and its partners.
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65 Approved: Yes/No
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67 Date: __11/6/20__
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70 Stephen J. Post, President
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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-colleges-edge.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.