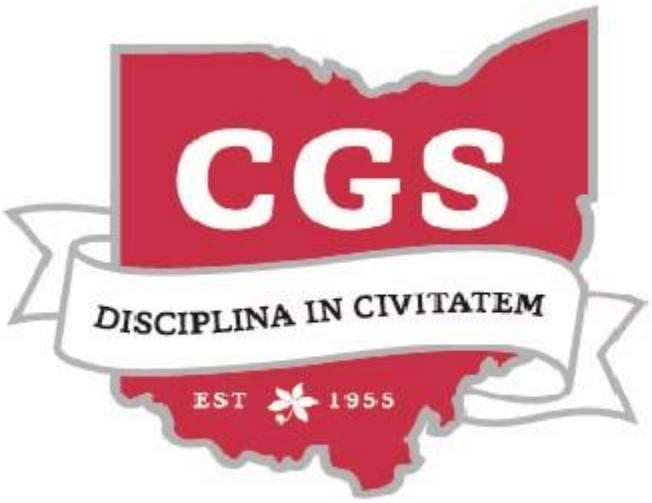
THE MEANING OF PROGRESS:

REPORT FOR RACIAL JUSTICE AND EQUITABLE POLICIES AT THE OHIO STATE UNIVERSITY

APRIL, 2021

Equity and Racial Justice ad Hoc Committee | Council of Graduate Students



COUNCIL OF GRADUATE STUDENTS

EQUITY AND RACIAL JUSTICE AD HOC COMMITTEE

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So many people have made this report possible. We would like to thank our previous Committee Chairs Verdaynea Eason Agondanou, Jack Brandl, and Rania Khamees, who shepherded this committee to the best of their abilities, in a strange and difficult year.

All our members dedicated themselves to these recommendations and resolutions and this report demonstrates this project and sacrificed their time for the completion of it.

Kendra Dickinson, Michelle Scott, Maritza Pierre, Story Edison, Abby Grieff, and Kathryn Holt have been leaders of this committee. Their passion and work have been invaluable to the completion of this report.

We would also like to thank the Counsel of Graduate Students for acknowledging a need for this committee and an in-depth analysis of issues which Black students experience at OSU every day. They have supported this committee and its members and have coordinated with other committees within CGS for further study on issues, and the passing of resolutions.

Thank you all,

Ben McKinley, Chair, ERJ Committee

PURPOSE

The Equity and Racial Justice ad Hoc Committee within CGS presents this report and these resolutions to The Ohio State University leadership for immediate implementation.

OSU has a duty to respond to the unique needs of Black students on campus by improving inclusion, safety, and academic support without any further delay.

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INTRODUCTION

Following the global protests against anti-Black violence in the summer of 2020, the Council of Graduate Students took a long overdue step to examine the ways in which Black students experience violence on The Ohio State University's campus. To this end, CGS instituted the Equity and Racial Justice Committee and charged its members with examining existing university policies and practices to identify areas for change.

From August of 2020 to April of 2021, the ERJ Committee convened regularly to discuss failures of the existing system and to develop recommendations and resolutions for improved policy and practice. These briefs have been compiled into this report. The work of each author is their own, but the intent of each brief is presented with the full support of the committee.

This report centers the unique experiences of Black students in order to capitalize on the recent heightened visibility of systemic anti-Blackness. This is not to say that only Black students are oppressed, however. The culture of the United States is founded in white supremacy, and all racial and ethnic minorities experience harm at the hands of institutions like the Ohio State University. Rather, this document means to serve as a beginning to intentional investigation of racism as it affects specific communities within The Ohio State University.

Importantly, this report is not comprehensive; bound by time and manpower, committee members explored just a few key issues. OSU and CGS, itself, have a great deal of improvement to do to protect and support Black students, and this document serves only to kickstart that overhaul.

GRADUATE OMBUDSPERSON

Michelle Scott.1445, Chair, Graduate Student Affairs; Olivia Degitz.2

All of the issues listed within this report are important concepts for OSU to implement and utilize as a guiding principles for future policies and advocacy. As a first step in addressing institutional racism embedding with OSU's culture, this process of advocacy should be delegated to the Graduate Ombudsperson, who should be tasked with civil rights advocacy in addition to their current duties. The Graduate Ombudsperson provides a unbiased, centralized resource for graduate students across a range of topics and will be the best resource to assist graduate students and ensure their rights are upheld.

As part of the Civil Rights Act of 1964, Title VI prohibits discrimination on the basis of race, color or national origin under any program or activity receiving federal financial assistance. Employment discrimination is covered by Title VI if the primary objective of the financial assistance is the provision of employment or where employment discrimination causes discrimination in providing services under such programs. Title VII prohibits discrimination in employment on the basis of race, color, religion, sex or national origin. Both Titles VI and VII provide protections against discrimination, but it is unclear what the division of responsibilities amongst university offices are for addressing instances of discrimination. Due to this ambiguity, it is necessary for there to be a centralized resource that is easily accessible to graduate students to help direct them to the necessary offices and resources regarding discrimination under these laws. A publicly identified, accessible office for graduate students will help students facing discrimination navigate what can feel like a complex and confusing system.

The recent creation of the Graduate Ombudsperson position provides a valuable and centralized resource for graduate students. We believe that this resource is the ideal place for graduate students to receive guidance and support for issues relating to Titles VI and VII because it is unbiased and centralized, and the main goal of this person is to help direct graduate students to the proper resources. In order to best serve

this objective, the Graduate Ombudsperson should receive the proper training to ensure that they understand the full protections and necessary actions against discrimination.

ACADEMIC SUPPORT

In higher education, as in life, institutionalized racism creates barriers for Black students that their white counterparts do not face. Research consistently documents that Black students in college are very likely to experience racial microaggressions and discrimination from peers as well as from faculty, to feel isolated and lack systems of academic support, and to drop out of university. In order to improve academic outcomes for Black students, Ohio State must take actions to mitigate these negative experiences and fully support their unique needs on their journeys to success.

INCREASING BLACK STUDENT RECRUITMENT AND ENROLLMENT

Benjamin McKinley.255, Chair, Equity and Racial Justice

Background

As a public institution and public university OSU has a duty to be reflective of the community at large. As such it must increase its representation of minority students to reflect the demographics of Ohio.

Per OSU records the class of fall 2020 was 7 percent black 5,013 students out of 67,957 students at OSU for all levels (Hume & Sanders, 2020). Comparing these numbers to the population of Ohio which is 13 percent black (US Census, 2019). These numbers demonstrate the number of Black student enrollment at OSU is underrepresented compared to their presence in the larger Ohio population. Educational attainment is prioritized in the United States, and OSU as a leading university should be leading the way in prioritizing black student enrollment.

Furthermore, Black students are less likely to go on for post-graduate education, making up approximately 5 percent of the 2019-2020 academic year (Haynes et al., 2020). This is well below the representation of Black students at OSU at 7 percent overall and is unfortunately the national average for Black PhD's in the United States (Harris, 2019).

Many Black students struggle with college attainment in the first place, on average Black students borrow more, their schools are less wealthy, and they deal with higher rates of poverty as well (Mervosh, 2019; Miller, 2020; Orfield & Jarvie, 2020). With the economic barriers many Black students experience it is difficult for many to complete college degrees, dropping out for a number of reasons before they are able to graduate (Libassi, 2018). A college degree earns over 50 percent more than their high school diploma counterparts (Gould, 2020). With this earning disparity it is hard to see why so many people struggle to pay their student loans back (Federal Reserve, 2019).

Increased enrollment will provide more of a voice for Black students at OSU and be representative of their presence within the state of Ohio.

Recommendations

- OSU must actively pursue increased Black representation within the student body and pursue a proportional rate of black student enrollment, retention, and graduation with the wider Ohio population. The current Black student population at OSU would need to almost double to be representative of the Black population of Ohio.
- Furthermore, an increase in the presence of black students on campus should not be utilized to reduce other POC populations at OSU
- Provide more admission scholarship opportunities to students of color who are from lower-income family backgrounds
- Provide more admission scholarship opportunities to students of color who are first generation college students
- Provide more onboarding counselling and education for first generation students. Attempting to navigate college admission, class enrollment, exams, and other social activities on campus can be very challenging for new students in general, more so for students without social education on how universities operate.
- Provide more outreach for Black students in low socioeconomic areas. This is of key importance for many prospective students in low socioeconomic areas who do not receive the social education necessary to be accepted into college, and then thrive in college.

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INCREASING BLACK STUDENT ENROLLMENT AND RETENTION THROUGH SUPPORTIVE NETWORKS

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Policy Issue

Over the last four decades, there has been heightened awareness of issues regarding student retention rates within universities. Specifically, research has exposed the disparity in retention rates between majority and minority students, with retention rates for Black students significantly lower than white students across different institution types and programs (Shapiro, 2019). Racial inequities prior to graduate school lead to opportunity gaps that affect student academic success as well as health, housing, and financial security. Furthermore, Black students enrolled within primarily white institutions (PWIs) lack a strong social support network, both from peers and faculty mentorship, that has been shown to affect academic success (Xu & Webber, 2018). Failure to address the gaps leading to attrition of Black graduate students not only erodes the educational system as a whole but furthers racial inequalities in this country. Within Ohio State, Black graduate student enrollment is already exceedingly low - Black students represent only 7.6% of all graduate student enrollment in 2019

(OSU, n.d). Immediate action must be taken to reduce attrition rates by directly mitigating social and racial inequities.

Background

Among first-time graduate student enrollment in 2018, Black students consisted of 11.8% of the total 1.8 million graduate students. While Black people make up 12.5% of U.S. citizens and permanent residents, Black graduate students accounted for just 3.7% of physical and earth science students. Similarly, they are underrepresented with only 5.6% in engineering, 5.8% in arts and humanities, and 6.0% in biological and agricultural sciences (Okahana & Zhou, 2019). Campus climate affects retention rates of Black students, with significant opportunity gaps within university areas of health, housing, nutrition, safety, and academic experiences. Such gaps impact on-campus resource access and achievement (Welner, 2013 & Banks & Dohy, 2019).

Dissonance between a student's academic, cultural, and social expectations and experiences is primarily caused by racist experiences and lack of support in the classroom and within the campus community at-large (Wright, 2008). Faculty at PWIs are not always culturally sensitive, nor do they recognize the "colder" campus atmosphere Black students experience (Easterwood, 2016). This holds particularly true for Black students in the field of science, who encounter faculty and administrators who are more likely to foster toxic ideology of Black students lacking the intellectual capacity to master the field (Easterwood, 2016).

Black students on college campuses are not mirrored by an appropriate number of Black faculty members (Bennett, 2001, Flowers & Jones, 2003, Reid, 1993). Black faculty members are severely underrepresented at the postsecondary level (Darden et al., 1998). A recent report focusing on Black faculty hiring and retention showed the lack of Black faculty at top-tier academic institutions in the U.S., ranging from a high of 6.8% of Black faculty at the University of Alabama at Tuscaloosa to a low of 2.7% at the University of California, Berkeley (Black Faculty, 2007). As of 2015, only 6% of full-time faculty at U.S. colleges and universities were Black (U.S. Department of Education, 2017 & Flaherty 2015; Libresco 2015; Strauss 2015).

Positive relationships with administrators, faculty members, and staff emerged as the most significant contributors to the students' capability to safely and successfully navigate academic and social pathways leading to graduation. Students of color seek out faculty and staff of color for both academic and emotional support. Racial diversity also builds a sense of representation and social belonging that can improve campus climate (Guiffrida 2005). Most of the students interviewed in research studies have credited their success to specific Black faculty and staff members in admissions and student services-type departments (Wright, 2008).

Though Ohio State has mechanisms in place to address some concerns, these strategies, initiatives, and spaces may not have been developed to the necessary extent needed to benefit the Black student population. To develop an effective retention plan, it is critical to first understand the obstacles that will hinder the success of this population. According to the American Council on Education (ACE), 3 factors contribute to attrition rates of Black students: (1) sense of belonging on campus through diverse faculty, staff, and community; (2) lack of family and professional support with their academic studies; and (3) finances (Eakins & Eakins, 2017).

Understanding these elements can guide Ohio State in challenging long-standing, outdated protocol and aid in the retention of Black students by creating initiatives that make them feel welcome (Hurtado et. al 1999). Of the factors proven to improve the retention of students of color at PWIs, included is direct efforts to be more inclusive of students and faculty/staff of color and initiatives targeted to retain individuals of color (Hurtado et al. 1999). Ensuring that there are institutional networks in place to support these students is necessary to achieve and maintain a racially and talent-diverse student body. Thus, it is not only important to attract students of color to graduate programs, but to create and support programs that aid in their retention and success at the Ohio State University.

Policy Options

- Black student to Black faculty long-term mentorship/cohort

  Diversity initiatives often work to increase support for Black students through a white lens without considering the unique perspective of underrepresented groups

who do not share the same experiences. Thus, to counteract this and fully and effectively support Black graduate students, Black-to-Black mentorship is essential. Black-to-Black relationships are critical to invest in at the onset of students' graduate careers. Mentorship must additionally be maintained throughout the first year via academic advising, career counseling, student workshops, and targeted mentorship opportunities. Each college must have minority/Black representation regularly available or upon request to enhance the student experience.

Historically, Black women faculty have undertaken heavier service loads within their respective fields with little to no recognition or influence on promotion (Miriti, 2020). In working to facilitate diversity and dismantle racial inequities, recognizing the work and service of Black academics is essential. Having faculty embody these same ideals will enhance the Black graduate student experience and help to build community, sources of support and networks amongst students of color that can positively improve their educational experiences (Milem et al., 2005).

Program Features:

1. *Continuous engagement*: Modeled after the Knights-Hennessey Scholars program at Stanford University, Black graduate students can enroll in the program during their first year on campus and have access to faculty and staff of color across the university through regular meetings, workshops, and sponsored events. For consecutive years in which the student is enrolled, they will be provided with academic development, career coaching, and opportunities for mentoring incoming graduate students.
2. *Focusing on the Professoriate*: Various initiates surrounding diversity and inclusivity aim at increasing the number of faculty of color within the university, but graduate students can be discouraged from pursuing such a career path due to the isolation and hardships faced during their degree pursuit. Thus, this program will have an additional focus of guiding Black graduate students into careers in research and academia. This program should build off of existing programing, such as the Preparing Future Faculty Fellows, that is operating with Black Graduate & Professional Student Caucus.

3. *University-wide Access*: Due to the underrepresentation of Black individuals within both the graduate student population and faculty, finding mentors for Black graduate students can vary in difficulty depending on one's department or discipline, which means that some students may continue their entire career without access to same-race mentors. This program will enroll students across the disciplines and recruit faculty and staff to be involved from various areas around the university to create a university-wide support system for Black graduate students.
4. *Financial Welfare*: Adding onto the current funding under the William E. Nelson Research & Travel Grant as well as others, this program should especially seek to enroll Black graduate students who are recipients of the University's Diversity fellowships or other university fellowships, therefore minimizing the allocation of new financial awards beyond ones already allocated. However, the program can provide grants for academic travel or professional development on a competitive basis to enrolled scholars.
5. *Service and Just Compensation*: Students outside of the first or dissertation years can act as mentees to incoming students and provide invaluable insights into navigating academia as a Black graduate student, especially for those students who may be one of a handful of minority students within their department. This service will allow mature graduate students to develop their skills as a mentor and increase the network of individuals that can serve to ensure degree progress.
    5a. Faculty of color often do this "care work" for a number of minority students who have limited opportunities to interact and connect with professors of the same race/ethnicity. However, these faculty are often not adequately compensated for this work nor does it serve as valuable criteria when they are considered for promotion or tenure. Thus, this program would require reasonable monetary compensation for participating faculty and formal recognition of their service.
    5b. Integration of this mentorship program into the service component for tenure track faculty is one way to firmly root the initiative at the university and ensures that recognition is given to such service work.

- Increase Black faculty on campus

    There have been several explanations given to explain why there are so few Black faculty: relatively little Black graduate students, discriminatory hiring practices, few qualified applicants. The factor that ties each of these explanations together is the inability for colleges to recruit and retain faculty of color (Darden et al., 1998; Allen et al., 2000; Blackwell, 1983).

    When universities do seek to diversify faculty, they often offer salary incentives for faculty of color "add a line for a person of color as an additional hire" (Taylor et al., 2010); however, these strategies are often not sustainable overtime and do not guarantee long-term success for faculty of color (Kelly et al., 2017). Even when Black faculty members are hired, they are often left without the support to be professionally successful (Darden et al., 1998; Wilson, 1995; Collins, 1990; Magner, 1990). Recruitment searches tend to seek out applicants that "fit" with a specific department, highlighting applicants with "similar training, academic backgrounds, and publication records to those conducting the search" (Darden et al. 1998 p.6). Magner (1990) suggests that recruiting Black candidates requires additional time and effort in which searches should actively recruit candidates of color.

Measures to Increase Black Faculty:

1. *Faculty mentorship*: Black faculty members to be paired with a mentor at the same rate as their White counterparts. Black faculty more often have little guidance about navigating the tenure and promotion processes, which later on excludes them from being qualified for such career moves (Edwards & Ross, 2018). Faculty mentorship should seek to match new Black faculty with veteran Black faculty across the university. This will create a space for Black faculty at Ohio State that does not confine them to their discipline or their respective department. Furthermore, it would help reduce the feeling of invisibility by Black faculty due to the lack of guidance on navigating academia. Black faculty more frequently report feeling socially isolated and marginalized in academic settings, and such a mentorship will aid them in their learning curve of a new university, making peers, and feeling welcome.

2. *Active recruitment efforts*: Research committees often complain about the lack of racial diversity in applicant pools for available faculty positions. To diversify the applicant pool and recruit more Black faculty members, Ohio State must make their searches broad and actively search for diverse applicants. Typical academic job descriptions are narrow leading many potential applicants to select out of applying to a particular post due to professional interests and academic fit (Stewart and Valian, 2018). Ohio State should also actively work on building a pool of diverse faculty applicants by cultivating relationships with current graduate students. This cultivation can take place in many forms; for example, informal talks and visits before posting a position, invite graduate researchers to speak during lecture series, create post-doctoral programs for graduate students of color (Griffin et al., 2020). Taking these additional measures to broaden the pool of possible applicants will help diversify the applications search committees receive while also helping prepare future faculty of color to be more competitive on the job market.
3. *Academia culture*: Research focusing on racialized inequalities are often viewed as trivial and more difficult to publish (Edwards & Ross, 2018). Ohio State should establish and play a larger role in setting the tone of academia at the institution. The Black narrative is often lost in research or downplayed to be less critical than traditional sciences or indifferent to White counterparts with the same research focus. Fenelon (2003) finds that faculty of color whose research and publications do not challenge the current status quo are often commended in the academic realm and amongst fellow faculty members, while those who focus on ethnic, gender and other social issues are dismissed or seen as “self-serving” (Edwards & Ross 2018; Allen et al., 2000; Dixon-Reeves, 2003; Fries-Britt et al., 2011). Thus, many faculty of color split their research between desires to balance a desire to research certain subjects with the need to conform to traditional academic expectations. As Ohio State is a leading research institution, it must create an environment that validates scholarly research that not only upholds the academic status quo, but also research that challenges it.
4. *Incentives*: Black faculty continuously represent less than 10% of PhDs (Edwards & Ross, 2018). Thus, Black academics interested in pursuing a career in academia

face a higher rate of rejection without a doctorate or other graduate-level degree. The university should onboard new Black faculty and have them serve in associate lecturer, lecturer, and research positions while providing the means to pursue a part-time PhD. This is an incentive for Black faculty to receive higher education necessary to be more competitive in their field at no cost to them, which is often the determinant in pursuing such a degree. Secondly, it also allows Ohio State to increase Black faculty and retain them as faculty while they pursue a PhD and afterward.

5. *Black leadership*: Black faculty seldom assume leadership positions that would allow for a voice or an opportunity to influence key decision-making. Black faculty even report having limited influence in their individual departments further taking away their voice at a decreased level (Edwards & Ross, 2018). The university should make a concerted, targeted effort to examine why current Black faculty do not possess leadership positions as well as develop initiatives to combat these barriers. Furthermore, it is often difficult for Black faculty to feel the support to step up into these roles even when qualified or interested in doing so. Ohio State must actively promote Black faculty to these positions to both encourage other faculty of color to feel comfortable doing so and be more representative of the disciplines and departments' diverse body of faculty, staff, and students.

Policy Recommendation

As an underrepresented minority, Black graduate students can find it especially difficult to find mentorship within the Academy and this mentorship is often crucial for the retention and success of minority students (Brown et al., 1999; Chavous, Leath, & Gamez, 2018; Glover et al., 2003). Mentorship involving an "ethic of care" from faculty and staff allows Black graduate students to not only feel included in the graduate community, but to acquire tangible academic benefits such as advice on navigating academia or career choices (Brunsma, Embrick, & Shin, 2017; Flowers et al., 2015; Lechuga, 2011). The costly outreach, recruitment, and enrollment of Black students would be fruitless without substantial effort to retain these students and ensure their well-being and completion. Thus, a university-wide program for entering Black graduate

students led by trained faculty and staff of color is proposed. The program would provide academic mentoring and socialization, cross-disciplinary networks, and career coaching. This program would go beyond providing a community of Black scholars, but a structure that provides concrete advice, skills, and resources that take into account the history, culture, and challenges of Black individuals within academia.

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INTEGRATING BLACK SUPPORT STAFF INTO ACADEMIC UNITS

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Background

In Autumn semester of 2019, The Ohio State University's Columbus campus' enrollment of Black students reached 3,953 students – a 6.5% increase from Autumn 2018 (The Ohio State University, 2019a; The Ohio State University, 2018). 2018 saw a 9.2% increase from 2017, and 2017 featured a 7.4% increase from 2016 as well (The Ohio State University, 2017; The Ohio State University, 2016). For the last three years, enrollment of Black students at OSU has been on the rise. As a key part of OSU's mission is to "prepare a diverse student body to be leaders and engaged citizens," these growing numbers emphasize how important it is that Ohio State provides targeted support services to ensure success for Black students (The Ohio State University, 2020a).

Research consistently finds that Black students face unique academic and personal experiences during college, as compared to their non-Black peers. Multiple studies report that Black students attending primarily white institutions (PWIs) deal with microaggressions and racial jokes by other students, low expectations and bias against their intellectual capabilities by faculty, and a generally hostile environment that leads to marginalization and feelings of isolation (Anderson, 2016; Brooms, 2018; Haskins et al., 2013; Haynes, Stewart, & Allen, 2016; Jackson & Hui, 2017; Ottley & Ellis, 2019; Perception Institute, 2013). In practice, this means that white instructors may award higher grades than those earned or fail to warn Black students of the potential negative

consequences of a difficult proposed course or plan, both of which leave Black students unprepared and struggling later on in their academic career due to the instructor's fear of appearing racist (Perception Institute, 2013). This also means that Black students miss out on the faculty connections and mentorship that students need for critical engagement in the classroom and networking to advance them in the career field (Seymour and Ray, 2015; Toldston, 2018).

Aside from the violence inherent to these experiences in themselves, the real danger is that they cause long-term harm to Black students. Because Black students at PWIs are more likely to encounter discrimination, isolation, and hypersurveillence, they are also at increased risk for attrition, high levels of stress, and poor health outcomes (Hannon et al., 2016; Havlik et al., 2018). This affects them not only in the classroom by creating significant roadblocks to adjustment, engagement, and completion of college, but can permanently alter their physical and mental health (Hannon et al., 2016). In order for the most Black students to be successful in higher education, they must have access to supportive services at their universities (Brooms, 2018; Lancaster & Xu, 2017; Sinanan, 2016).

Existing Policies and Programs

In summary of The Ohio State University's current support system for Black students, OSU houses the Hale Black Cultural Center, which offers a few select community-building programs Black students; employs a single African-American Student Liaison within the Multicultural Center; and recognizes a handful of Black student organizations, including the undergraduate Black Student Association and Black Graduate and Professional Caucus (The Ohio State University, 2020b). Several colleges within Ohio State do have Chief Diversity Officers (CDOs) and offer varied diversity programming, but do not focus exclusively on Black student services nor provide consistent services (The Ohio State University, 2020c; The Ohio State University, 2020d).

To be clear, whether Black students have access to support in overcoming the unique barriers they face on campus has a direct impact on whether or not they complete their degree. Through their literature review of support programs at PWIs,

Lancaster and Xu found that peer support and faculty mentorship found through campus programming is a significant mitigating factor in assuaging the shortcomings of hostile campus environments (2017). In fact, students interviewed by Ottley and Ellis explicitly stated that the support programs they accessed enabled their success in university, stating that those spaces were the only ones on campus where they felt a sense of belonging and could intentionally engage socially and academically with people who looked like them (2019). Research presented by Baker further evidence the importance of these spaces, confirming that connections between minority students reinforces excellence in academia, providing social support and information for navigating the college environment (2013). Put simply, when Black students participate in programs addressing social environment concerns, they experience enhanced adjustment and higher retention rates (Sinanan, 2016).

While it should not be overlooked that OSU provides these helpful support services for Black students, it is important to recognize the opportunity for improvement. In 2019, Ohio State claimed a four-year graduation rate for Black students of 45.8%, meanwhile boasting a 62.3% rate for white students (The Ohio State University, 2019b). This means that while some Black students are finding support in OSU's existing resources, many are still facing barriers to success on campus that are not impeding Ohio State's white students. The Ohio State University needs to do more to close that success gap.

Policy Recommendation

It is not enough to offer services only peripherally related to their pursuit of education. For support to be effective, services must be integrated into and provided by OSU's academic units.

More specifically, The Ohio State University should:

- Permanently fund at least two positions for Black Academic Liaisons (BALs) for every college.
    - BALs would be charged with providing personal, academic, and professional support for Black students within their college, with direct

attention to the strengths, needs, and perspectives of the particular Black student body of their departments. As examples, peer mentoring programs that match Black students within the same discipline, networking events that increase representation of Black professionals in the field, and cooperative study environments are each found to improve Black students' academic success (Brooms, 2018; Jackson & Hui, 2017; Lancaster & Xu, 2017; Ottley & Ellis, 2019). Programs that allow Black students to connect with one another, and with Black faculty, at PWIs like OSU are crucial for meeting both their socioemotional and pragmatic needs (Baker, 2013; Kodama, 2015; Lancaster & Xu, 2017).

- BALs should identify as Black in order to be able to effectively relate to the racialized experiences of students they would be working with. Countless studies confirm that a racial match between provider and client result in increased utilization of services, more favorable outcomes, and greater client satisfaction (Meyer & Zane, 2013). This is attributable to the empathy gap that occurs between white service providers and Black students: white individuals are unable to realistically anticipate, understand, and respond to the unique experiences Black folks have because they don't live it for themselves (University of Southern California, 2020).
- BALs should have experience in the field of their college of employment so that they have a personal understanding of the specific academic needs of students in that department and are able to provide field-specific mentorship for students. For example, Black students in STEM may encounter the social message that they are incompetent in sciences, negatively impacting their engagement in the classroom, and so require programs that explicitly empower them against this narrative (Lancaster & Xu, 2017).

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ACCESSIBILITY AND INCLUSION

All people exist at an intersection of identities: race, gender, mother tongue, disability, parenting status, and so on. People living at different intersections require different systems of support—removing barriers is not once size fits all. For this reason, Ohio State University must pay attention to the particular identities its work means to serve, and take intentional action to enable the success of Black students across intersections.

ABOLISHING THE CRIMINAL HISTORY AND BEHAVIORAL MISCONDUCT ASPECTS OF THE COMMUNITY ENROLLMENT QUESTION

Story Edison.22, Delegate, Sociology; Benjamin McKinley.255, Chair, Equity and Racial Justice ad Hoc Committee

Background

As part of the enrollment process, The Ohio State University requires all accepted students to disclose their criminal history as a condition of admittance. Potential students are informed they must check “yes” or “no” on the Community Enrollment Question, for which a positive response indicates past incidents of academic misconduct, behavioral misconduct, or a felony conviction. Answering “yes” to the Community Enrollment Question puts any potential student’s application on hold until they provide a detailed explanation of the situation. This statement is then reviewed by the University Community Enrollment Review Committee (UCERC), by whom the decision will be made if the applicant is of proper character to be ultimately permitted to attend OSU (The Ohio State University, 2020). Demonstrating the barrier the Community Enrollment Question poses, once going before the UCERC, 41% of

applicants did not make it through the application process at The Ohio State University in the fall term of 2018 (Angela Bryant, personal communication, May 15, 2018). Though there is limited data on the Community Enrollment Question outcomes due to lack of cooperation from The Ohio State University, a recent audit study found students who reported a felony offence during their college applications are approximately three times more likely than those with no convictions to be rejected for final admission (Stewart and Uggen, 2019), suggesting the inclusion of the Community Enrollment Question negatively impacts applicants with felony charges across the years.

Multiple factors compile to create this disparity. The subsequent investigation into applicants who answered “yes” to the Community Enrollment Question subjects potential students to a background check (The Ohio State University, 2017). Beyond the applicant’s felony and behavior misconduct status, the background check also reveals many other factors that are weighed in the consideration of barring the applicant from admittance, including misdemeanor charges and arrest history. Despite the important role the background check plays in the consideration of admittance, the FAQ on the Community Enrollment Question does not make clear to applicants that misdemeanors, previous arrests, and other factors from background checks will be considered in the decision-making process. This discrepancy is concerning, because in their seminal report on the use of criminal histories in college admission decisions, the Center for Community Alternatives (CCA) (2010) found failure to report the entirety of an applicant’s criminal history including arrests, misdemeanors, drug and alcohol convictions, and juvenile adjudications results in a diminished likelihood of final admission. In line with the report from the CAA, Dr. Angela Bryant has discovered by working closely with applicants who have been denied enrollment at The Ohio State University by the UCERC that the ambiguity on whether applicants need to disclose misdemeanor charges and whether these charges will be considered in the review process has resulted in applicants not disclosing misdemeanors to the review boards and the failure to disclose all criminal history proved detrimental to their application (Angela Bryant, personal communication, May 15, 2018).

Adding to the initial issue of potential bias introduced by the ambiguity of the Community Enrollment Question, studies have revealed the amount of additional time

and effort required to complete criminal history questions on college applications result in a higher attrition rate of students completing their final application to a university (Stewart and Uggen, 2019; US Department of Education, 2016). Supporting these findings, The Ohio State University admission data demonstrates burnout for applicants who respond “yes” to the Community Enrollment Question is present in the application process; In 2018, 24% of students who reported a felony on the community enrollment question did not finish the application process due to their own withdrawal, even though their admittance was only conditional on approval from the UCERC (Angela Bryant, personal communication, May 15, 2018). Taken together, these studies demonstrate the notable barrier the Community Enrollment Question serves for students applying to The Ohio State University and demonstrates the question at any stage of the application process perpetuates discrimination against those with a criminal history in academic institutions.

Further evidence suggests the Community Enrollment Question may not impact applicants equally; an array of articles find black students are disproportionately rejected relative to their white counterparts due to their reporting felony convictions more frequently (Stewart and Uggen, 2019; US Department of Education, 2016). Moreover, black men are 6 times more likely to be incarcerated in 2017 for a felony conviction than white men. Though less severe, black women are also notably charged, tried, convicted, and incarcerated at a higher rate (2x) than white women. This disparity is particularly salient for student-aged black individuals, as black men between the ages 18-19 were 12 times more likely to be incarcerated than white men their age and black women between the ages of 18-19 were 4.4 times as likely to be incarcerated than white women of that age (Bronson and Carson, 2017). Thus, this literature demonstrates that including sections in college applications such as the Community Enrollment Question instills a heightened level of discrimination against black applicants. Therefore, numerous studies suggest the application process for The Ohio State University would be more equitable for applicants with criminal histories, particularly black and other minority applicants, if the Community Enrollment Question no longer included language pertaining to criminal history and behavioral misconduct in any stages of the application.

Within the discussion of removing criminal history screeners from college applications, there is no evidence that the removal of the criminal history and behavioral misconduct aspects of the Community Enrollment Question will make The Ohio State University a more dangerous environment, as universities that do not ask students about their criminal history do not report a higher incidence of crime than universities that do (US Department of Education, 2016; Center for Community Alternatives., 2010). Furthermore, many academic institutions do not require the disclosure of criminal history as a condition for admittance (Stewart and Uggen, 2019; US Department of Education, 2016). Of note, multiple Big Ten universities no longer require students to disclose their criminal histories as a condition for admittance, including the University of Minnesota, the University of Wisconsin, and Rutgers University (Angela Bryant, personal communication, May 15, 2018).

Policy recommendations

- The Community Enrollment Question should no longer require students to disclose felony convictions, behavioral misconduct, and any other form of criminal history as a stipulation of admission in any part of The Ohio State University's application process. If this is unavoidable, the question should, at most, only require students to disclose prior academic misconduct.
- The Community Enrollment Question does not become optional on the application as opposed to required, given this may lead to students feeling obligated or pressured to disclose their criminal histories.
- The Ohio State University application process does not create an additional question, required or not, pertaining to the criminal convictions of students.
- The Ohio State University includes wording in the new policy that the university will not engage in statistical discrimination by admitting fewer students who are statistically more likely to have criminal histories once the Community Enrollment Question is removed.
- Until the Community Enrollment Question is altered as stipulated above, OSU admissions increases transparency on the use of the Community Enrollment

Question and makes available admissions data from the years 2017-2020 and forthcoming years. Data will include:

  - The number of students who apply to The Ohio State University
  - The number of students who are admitted to The Ohio State University
  - The number of students admitted to The Ohio State University who answer "yes" to the Community Enrollment Question
  - The number of students admitted to The Ohio State University who complete their final applications if they answered "yes" to the Community Enrollment Question
  - The number of applicants who attend OSU after completing the Community Enrollment Review process.

- The Ohio State University further provide supplemental demographic data on each applicant, including:
  - Race of applicant
  - Gender of applicant
  - Age of Applicant
- Until The Ohio State University alters the Community Enrollment Question to remove felony convictions, behavioral misconduct, and any other form of criminal history from all stages of the student application process, the community enrollment process must clearly specify to students what supplementary information will be reviewed from background checks in order to increase applicant understanding of what additional information applicants should provide in their response to the Community Enrollment Question.

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INCREASING SUPPORT FOR STUDENT PARENTS ON CAMPUS

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Overview

Today, having a degree can make the difference between living paycheck to paycheck and financial stability. After having children, there is an increased need for financial stability due to the added responsibilities of housing, childcare, education, and care. When a student parent enters college, they manage themselves and juggle the responsibilities of parenthood, college courses, and employment. This is the reality of the student parent experience. Being a non-traditional student presents a unique challenge, but when you are a student with children, college becomes extremely difficult to navigate and balance. Although there is no single student parent experience, the feelings of stigma and marginalization are universally relatable. Student parents lack visibility on campus. Non-traditional students are becoming more common in university environments. Students of color are especially likely to be students with dependent

children (Schumacher, 2013). It is important that the university creates a welcoming and responsive environment to promote the success of student parents.

The recent legislation brought forward by members of the Housing & Family Affairs Committee has begun to address the needs of graduate student parents (Resolution 2021-005). The focus of the legislation was primarily on the need for childcare and dependent assistance, but there are still other unmet needs among graduate student parents. It is imperative that these needs are considered so that students of all backgrounds are welcome at The Ohio State University.

Research

According to The Institute for Women's Policy Research, in Ohio, 22% of undergraduate students are parents and just under half are single parents (2019); notably, there is an absence of similar data for graduate students. Overall, student parents experience greater unmet financial need than non-parenting students. Student parents are also disproportionately members of marginalized populations, with 78% of single-parent students being considered low-income and almost half being first generation college students (Scott and Varner, 2020). Although student parents are not a population that is immediately visible on campus, they are a population that needs support that may differ from other populations. Student parents often choose to enroll specifically to be able to become productive and successful members of society and secure a better future for their children. Single parents with bachelor degrees go on to contribute more to society than without a degree. Specifically in Ohio, they save taxpayers $37,000 in public assistance and contribute over $186,000 more in taxes than single parents with only a high school diploma (Institute on Women's Research and Policy, 2019). For parents with graduate degrees, economic contribution is even greater. This is all to say that the community directly benefits from supporting student parents.

Ohio State University has programs in place to support this population with childcare funding through the Child Care Access Means Parents in School (CCAMPIS), but funding is limited and supports roughly one-tenth of a percent of low income student

parents (Miller, 2012). On Ohio State's campus, there is an expressed need by student parents for more comprehensive services.

Recommendations

Based on the research and evaluation conducted by the Equity and Racial Justice ad hoc committee, a number of recommendations informed by systems theory and research regarding student parents are provided in this section. There are several different areas in which specific improvements can be made.

Housing

Housing is a need that has proven to be a struggle for low-income people, especially parents. For the benefits to the campus and community at large, it may prove to be in both the university's and students' favor for a percentage of housing units owned by the university to be designated specifically to student parents and their families. Student parents bring rich lived experiences with them into the classroom and are vital to the OSU community--contributing through labor as graduate teaching assistants and research assistants, financially through tuition costs, and socioculturally, by producing research and sharing their knowledge with their peers. Furthermore, there is a need for visitation accommodations for parents living in residence halls or other nontraditional parenting experiences.

Childcare

Student parents need safe, reliable, affordable, and accessible childcare. Childcare is often one of the biggest barriers for student parents, and can make the difference in a student fulfilling their academic duties or not. At the very least, the university should provide emergency drop-in care opportunities for parents whose regular provider is suddenly unavailable.

Family Friendly Study Spaces

A protected space for student parents is critical. A designated space would need to be family friendly, accessible with strollers, small children, and accommodating for family

study. These protected spaces would also require adequate internet access to support students with school-aged children. Student parents face additional challenges with childcare needs and family friendly spaces help to facilitate access. Traditional library and study spaces are not designed with student parents in mind. These spaces often emphasize silence and a lack of disruption. The outreach and engagement initiatives by these libraries often only target traditional students and in doing so exclude student parents by design (Scott and Varner, 2020). Ohio State needs a family friendly study space in which student parents can have access to resources and support. It is important that this space allow students to reserve time in advance, have the convenience that other students have access to nearby, and that will keep their children safe (Moore, Croxton, and Sprague, 2020).

Transportation

There is also the burden and difficulty of navigating campus with small children or while pregnant. It is important that Ohio State is more accessible and easier to navigate for student parents. Parking for pregnant and parenting students can present challenges. In order to better accommodate pregnant and parenting students, Ohio State should grant temporary access to handicap spaces and increase the number of spaces available specifically for these students. It is also recommended that the university purchase temporary A passes for parenting students. Some of the challenges of accessibility could be overcome by providing parenting students with a certain number of day passes per semester. Additionally, busing can be made more stroller-friendly by training bus drivers on how to accommodate strollers. This is a simple measure that would make traveling around campus more student parent friendly.

Visibility on Campus

Most of the concerns that led to these recommendations stem from a larger problem of lack of visibility of parenting students on campus. An often overlooked challenge for student parents is the unwelcoming and unsupportive environment of many college campuses (Schumacher, 2013). These campuses are not designed to support this population, creating barriers for these students. Solving this can begin with

acknowledging student parents as a large part of the university's population by including the population in marketing resources and university data. It is important to highlight the presence of student parents and the existing supportive services offered. Adding an Ohio Department of Job and Family Services (ODJFS) navigator would support access to services used by both students and student parents. Implementing a peer mentor program for incoming parenting students would help to make the transition to the college environment easier and help to integrate parenting students into a supportive network. Specifically, implementing the Bridge Program for Parents would allow student parents and their families to establish familiarity and routine prior to the semester beginning.

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SUPPORTING BLACK TRANSGENDER STUDENTS AT THE OHIO STATE UNIVERSITY

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Scope of the Problem

To improve the health and well-being of Black Transgender students on college campuses, higher education institutions and policy makers must ensure that universities uphold systems of safety and inclusion for Black transgender students across various policies and procedures. To be clear, people within the transgender community may use a variety of terms when self-identifying, such as transgender or non-binary. The term transgender will be used throughout this recommendation to refer to individuals "whose gender identity differs from the sex they were assigned at birth," (GLAAD, n.d.).

Individuals who are members of two communities (i.e. have intersectional identities) may experience increased discrimination, systematic oppression, physical violence, and harassment (Coulter et al., 2017; Griner et al., 2017; Morales, 2014). This holds especially true for individuals who are both Black and transgender. For example, in a 2015 national survey of transgender individuals, 28% of Black respondents "who were out or perceived as transgender in college...were verbally, physically, or sexually harassed," (National Center for Transgender Equality, 2015). That is a whopping 1 in 4 Black transgender who are experiencing harm.

Issues

Physical violence and overt harassment are not the only barriers Black transgender students experience in college. Universities like Ohio State are hostile and unaffirming.

a. Gender neutral bathrooms

Some of the most dangerous places for Black transgender students on campus are bathrooms, as they are designated on the gender binary—for people

who look like “men” and “women” (Beemyn et al., 2005). Bathrooms are often a great source of anxiety for transgender students on campus; entering a restroom that they are not perceived to belong in can result in, at best, stares or an uncomfortable conversation, and at worst, physical violence. In fact, a 2015 survey of trans people in the United States by the National Center for Transgender Equality found that 12% of respondents were verbally harassed in a public restroom during the previous year, 1% were physically attacked, and 1% were sexually assaulted (Trotta, 2016). In the context of this survey, that is more than 550 people facing physical violence in a single year. In order to create safer spaces and prevent this harm, many universities have designated gender neutral bathrooms; that is, single user restrooms not limited by sex or gender.

OSU does currently provide gender neutral bathrooms in several dorms, and in public buildings like the Ohio Union and Thompson library (The Ohio State University, 2021). .That said, gender neutral bathrooms are limited and confined to one main area on campus (North Campus) meaning that at times, students must travel upwards of 25 minutes by foot to reach a publicly available gender neutral bathroom. Additionally, while both the Ohio State app and corresponding website do provide a map for where to locate gender neutral bathrooms, they do not demarcate which bathrooms are publicly available vs. which bathrooms are staff only and require a key. As such, if a student is not aware of the specifics (i.e. public vs. private access) of a gender neutral bathroom, they may travel upwards of 25 minutes by foot to reach a gender neutral bathroom which they cannot access. They are then forced to travel by foot again to a different location in hopes of accessing a public gender neutral bathroom. At this point, students may be late for a class or an important academic and/or student organization meeting, which are all crucial ways for transgender students to feel engaged and accepted in a college campus community. Students may also be placed at a serious health risk from having to wait a significant period of time to use the restroom. Using the restroom is a right, not a privilege, and so Ohio State University must make gender neutral bathrooms available in every building across campus.

b. Health insurance

The current student health insurance policy limits insurance coverage available for transgender students seeking to undergo gender confirmation surgeries, providing for up to one procedure, at most. Although this is better than nothing, it is simply not good enough. Gender confirmation surgeries are complex and often require follow-up services, procedures, or treatments not covered by student health insurance. Many transgender students also seek or require more than one gender confirmation surgery. Without insurance coverage, students are forced to either pay out of pocket or skip the procedures entirely. To be clear, for transgender students with gender dysphoria, gender confirmation surgery can literally be the difference between life and death. In a 2018 study of gender dysphoric clients seeking care at a gender identity treatment unit, 48.3% of participants reported suicidal ideation and 23.8% had attempted suicide (García-Vega, Camero, Fernández, and Villaverde, 2018). These numbers prove that while gender confirmation surgeries are often considered elective procedures, they are, in reality, a medically necessary treatment to resolve gender dysphoria so that students can experience a positive quality of life and, importantly, just stay alive (Owen-Smith et al., 2018).

c. Mental healthcare

Student health concerns arise around students' overall mental health and their access to mental healthcare from providers who can adequately support them. Research consistently shows that when client and clinician identities match, clients experience greater satisfaction and are more likely to show positive outcomes than clients without a match (Kim and Kang, 2018). For transgender students, receiving services from clinicians with experience supporting LGBTQ+ people and/or who identify as a member of the LGBTQ+ community increases the likelihood of positive treatment outcomes. Because

transgender students, and Black transgender students in particular, face specific and unique barriers and biases in their everyday life, accessing a counselor with a knowledge base about those issues is critically important. However, often when transgender students seek services at university-based counseling services, they are often referred to unknowledgeable and/or unsupportive staff, and thus receive inadequate support and services (McKinney, 2005).

Looking at OSU's Counseling and Consultation Services, there remains a need for an increase in mental health professionals who specialize in working with transgender individuals and/or identify as a member of the LGBTQ+ community. It is important for all existing clinicians to receive specialized training on the needs particular to transgender students, and equally necessary that the university make efforts to hire staff who already have this experience in working with transgender students (Walker and Prince, 2010). Without this direct effort, Black Transgender students may still remain unable to access the proper services to care for their overall health and well-being including both physical and mental health.

d. Name policies

It is critical for transgender students that their chosen name is used on all platforms. Misusing the names and genders on rosters, student accounts, and diplomas are all examples of microaggressions that undermine an individual's value and can result in increased feelings of anxiety and depression (Donovan et al., 2013; McInroy et al., 2019). The ability to alter student records is especially important for transgender students as it prevents potentially dangerous and uncomfortable situations for students, while validating and reflecting the students' identities (Beemyn et al., 2005). Further, the ability to change one's name "helps to make [transgender students'] campus experiences more affirming" (Seelman, 2014).

Currently, The Ohio State University does have a system in place for students to indicate a name change. Students are able to select a "preferred name" on

BuckeyeLink, the student information portal used across Ohio State's main and satellite campuses. However, this name does not translate over into third party services with whom OSU contracts. Third party services such as Qualtrics, Zoom, and others will default to the birth name with which the student is enrolled. Using a student's birth name rather than their chosen name can not only be detrimental to their mental health and well-being but can inadvertently out a transgender and/or non-binary student as trans, potentially putting them in physical danger (Clements, 2018).

Recommendations

The following action items can help to improve the overall safety, health, and well-being of Black transgender students on The Ohio State University's campus:

1. Create more publicly available gender neutral bathrooms spread across Ohio State's Columbus campus. Ideally, each building on campus would have one marked gender neutral bathroom. Focus should be placed at creating new publicly available gender neutral bathrooms on the south campus of Ohio State's Columbus campus. Potential locations include Hagerty Hall, Pomerene Hall, Younkin Success Center, among others.
2. Require newly constructed buildings on campus to include at least one single-stall, gender neutral bathroom.
3. Develop and include an accurate list of gender neutral bathrooms on campus that highlight which facilities are available for public usage in comparison to facilities that are staff-only or require a key. Such demarcation needs to be clearly displayed on both the Ohio State app and corresponding website.
4. Increase financial support provided by Student Health Insurance for hormones and gender confirmation surgeries. Financial increase should be enough to cover 100% or at least 75% of hormone therapy, gender confirmation surgeries, and other medical procedures and practices related to transitioning.

5. Hire at least 2 clinicians in Counseling and Consultation Services (CCS) who specialize in working with and/or identify as a member of the LGBTQ+ community..
6. Mandate training and offer continuing education units (CEUs) specifically addressing the diverse issues faced by Transgender students for mental health clinicians (Licensed Social Worker, Licensed Professional Counselors, etc.) employed by Ohio State's Counseling and Consultation Services.
7. Develop a consistent system for utilizing students' chosen name across all contracted third party services, including but not limited to Qualtrics and Zoom.

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WAVING ENGLISH ASSESSMENT REQUIREMENTS FOR ALL INTERNATIONAL STUDENTS FROM COUNTRIES WHERE ENGLISH IS AN OFFICIAL LANGUAGE

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Objective

This document provides a review of the current ESL policy for graduate students at The Ohio State University and gives recommendations aiming at rendering the process more adequate and just for non- domestic graduate students.

ESL policy for graduate students at OSU

Currently, the policy of Graduate and Professional Admissions at The Ohio State University exempts international students who are citizens of the countries of Australia, Belize, the British Caribbean and British West Indies (comprised of Anguilla, the Cayman Islands, Turks and Caicos Islands, Montserrat, the British Virgin Islands, The Bahamas, Barbados, Antigua and Barbuda, Dominic, Saint Kitts and Nevis, Grenada, Saint Lucia, Saint Vincent and the Grenadines, Jamaica, Trinidad and Tobago, and Bermuda), Canada (except Québec), England, Guyana, Ireland, Liberia, New Zealand, Scotland, and Wales from submitting proof of English-language proficiency in order to apply and eventually enroll at OSU (The Ohio State University, 2020).

For prospective students from countries that do not fall in the list of exemptions, the Graduate School requires official TOEFL (Test Of English as a Foreign Language) or IELTS (International English Language Test System) test scores[1]. Ohio State also requires non-exempt applicants who have not obtained specific minimum scores on the TOEFL/IELTS or have not graduated from an academic program at OSU to take an ESL

composition exam, as well as an oral proficiency exam, the latter being required if they are to have a graduate teaching associateship[1].

Why is OSU's ESL policy problematic?

The ESL policy as currently formulated: outlines different requirements for applicants from English speaking countries; lacks transparency; relies on biased and financially onerous testing systems; and holds international graduate students to a different standard than domestic students

a. *OSU's ESL policy outlines different requirements for applicants from English speaking countries.*

Currently, The Ohio State University's requirements for proof of proficiency in English as a second language extend to a group of international graduate students for whom English is a native/first language. Indeed, while the university provided exemptions from the English assessment requirements to a group of international students from countries where English is an official language, not all students who fit that description enjoy the same exemptions. The omitted countries include countries which count English as both a *de jure* and *de facto* official language such Botswana, Burundi, Cameroon, the Cook Islands, Eswatini, Fiji, Gambia, Ghana, India, Kenya, Kiribati, Lesotho, Malawi, Malta, the Marshall Islands, Mauritius, Micronesia, Namibia, Nauru, Nigeria, Niue, Pakistan, Palau, Papua New Guinea, the Philippines, Rwanda, Samoa, Seychelles, Sierra Leone, Singapore, the Solomon Islands, South Africa, South Sudan, Sudan, Tanzania, Tongo, Tuvalu, Uganda, Vanuatu, Zambia, and Zimbabwe. Exemptions are also not provided for applicants from countries like Bahrain, Bangladesh, Brunei, Cambodia, Cyprus, Eritrea, Ethiopia, Israel, Jordan, Kuwait, Malaysia, the Maldives, Myanmar, Oman, Qatar, Sri Lanka, or the United Arab Emirates where English is a de facto official language (Wikipedia, 2021).

b. *OSU's ESL policy lacks transparency*

There is also a lack of transparency with regard to how exemptions are granted or withheld: there is no explanation on any OSU website pertaining to the choice of exempt countries. It is also difficult when examining the list of exempts versus non-exempts countries which recognize English as an official language to identify any logical basis for the exemption. Moreover, there are similar institutions to OSU who have a more generous policy in that regard as they offer exemptions to a greater number of countries where English is an official language (see resolution attached below).

c. *OSU's ESL policy relies on biased and financially onerous testing systems*

The IELTS, owned by the British Council, tends to only employ native speakers of Australia, Canada, New Zealand, the UK and the USA as test developers (IELTS, n.d.), thus excluding many varieties of English in the creation of tests (specifically those varieties of English spoken in many African, Caribbean, and Asian countries) hence perpetuating linguistic imperialism and leading to the misevaluation of English proficiency of those not from these Western nations. The TOEFL test contains culturally biased questions referring to common American idiomatic phrases, American geography and history, and processes more likely to be common knowledge in industrialized countries, thus also likely to misevaluate the English proficiency of certain applicants (Ismail et al, 2019). Furthermore, having to take the TOEFL or IELTS, which range from $170 to $310, places an additional financial burden on students and serves as a deterrent for students from lower socio-economic classes whose admission is contingent upon a scholarship/fellowship or a graduate associateship (Ross, 2019; Global Exam Blog, 2019). The biases of these standardized exams make it more difficult for students to meet the rigid requirements for proof of English proficiency even if they are from countries where English is an official language or have attended secondary/post-secondary institutions where the primary language of instruction is English.

d. *OSU's ESL policy holds international graduate students to a different standard than domestic students*

Lastly, the oral proficiency exam is designed to test graduate students' presentation skills namely “pronunciation, fluency, grammar, vocabulary, listening, communicative strategies, and elaboration skills” which US natives and people from exempt countries are automatically assumed to perform well at (The Ohio State University, n.d.).

Because of all the reasons mentioned above, the policy comes off as arbitrary, outdated, and discriminatory and thus needs to be revised.

Recommendations

a. We recommend that all applicants from countries that list English as an official language, or from secondary/post-secondary institutions where the primary language of instruction is English, have the requirements for the TOEFL/IELTS, The Ohio State University ESL composition placement test, and the Ohio State oral proficiency assessment test waived, regardless of the specific variety of English spoken within said country.
b. We recommend that The Ohio State University makes its ESL composition and spoken English programs optional for applicants/students from countries that list English as an official language, or from high school or post-secondary institutions where the primary language of instruction is English.
c. We recommend that The Ohio State University demonstrates transparency and discloses the reasons why it exempts certain students and not others despite apparent congruence of qualifications.
d. We recommend that The Ohio State University includes international students in the decision-making process as ESL policies are revised to be more inclusive.
e. We recommend that The Ohio State University identifies resources and staff/faculty to propagate the implementation of a revised ESL policy based on the recommendations outlined above.

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COMMUNITY

As a large university with major economic and social capital, Ohio State University has the capacity to affect change in the surrounding community, for better or for worse. Yet, OSU is doing little to engage with programs that support Black people and even less to stand against practices that cause direct harm to them. It is time for that to change, for OSU to take their power seriously and capitalize on their capacity to contribute meaningfully to Columbus.

DIVESTING FROM PRISON LABOR

Benjamin McKinley, Chair, Equity and Racial Justice

Background

In “The New Jim Crow” Michelle Alexander (2020) detailed the relationship between Black people and the criminal justice / industrial prison system. Alexander traces the history of the current American prison system from the end of legal segregation to our current age of “color-blindness”. Alexander states the current prison system is designed as a means of control and segregation for black people, stemming from the history of control and domination of slavery and reinventing itself for mass incarceration.

As Alexander (2020) notes not only are people with criminal records discriminated against while they are incarcerated, but this discrimination extends when they are released from their incarceration. Often many people with criminal histories lose their ability to vote, to be eligible for public assistance, and their criminal history can be utilized to prevent them from being able to get a job (Alexander, 2020 p.73). Since the 1970’s the population of American prisons have increased by approximately 400 percent (Cox, 2015). This dramatic increase in incarceration rates have affected Black males disproportionately with them being over 5.5 times more likely to be incarcerated than their White peers (Bonczar, 2003). Women's presence in prisons have increased over 800 percent since the 1980’s and over 62 percent of these women have children at

home (Alexander, 2020). All of these figures demonstrate the increase of people being incarcerated in the United States, the “land of the free” has the largest percentage of incarcerated individuals in the world (Walmsley, 2013).

While these people are incarcerated they often find or are required to perform labor in the institution. These laborers are often paid pennies per hour for their hard work and are sometimes tasked with dangerous positions while being paid far less than the minimum wage (Sawyer, 2017). In California incarcerated persons have been utilized to fight forest fires, and after their release were barred from becoming paid firefighters up until 2020 (Romo, 2020). So even though these people went through a grueling training regime and worked to help to contain the wildfires raging in California but were not able to continue utilizing their training and experience after release. WOSU (2016) reported the inmates sorting trash for the Ohio Stadium were paid 11 cents an hour for their labor. 11 cents an hour is barely anything in the grand scheme of things, and is far undervalued compared to the promotional output OSU places on its “Zero Waste Initiative”

It is very concerning that OSU utilizes prison labor as an avenue for recycling for campus events. Many people who are incarcerated are denied basic human rights while in prison and are denied most forms of public assistance when released from prison. Black males are overwhelmingly represented in prisons and detention centers in the United States. The American prison system is a system of control, degradation, and stigmatization for all those who enter its grasp. These facts combined with the Community Enrollment question discussed above paints an ugly picture of OSU, where when it is convenient and easy incarcerated people can be used to help OSU achieve recycling goals, however once released those same people can be denied from being educated at OSU.

Recommendations:

- Ban the use of prison labor at OSU. This includes on campus and university related events

- Divestment of all university investments in private prisons. For-profit prisons have made billions of dollars of profit while maintaining unsanitary and unsafe conditions in their prisons for both their employees and the persons in custody.
- Examination of current contracts with companies or contractors and end ones which invest or utilize prison labor
- Promote fair wages and humane conditions for persons who are currently in custody in the United States

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EXPANDING THE OHIO STATE UNIVERSITY'S MBE/EDGE PROGRAM

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OVERVIEW:

The Ohio State University currently participates in the Minority Business Enterprise/Encouraging Diversity, Growth, and Equity (MBE/EDGE) program, which encourages minority-owned businesses to enter into contracts with the Ohio State University, promising that approximately 15% of goods and services come from state-certified minority vendors (Ohio Department of Administrative Services, n.d). We propose an overhaul of the MBE/EDGE program to include greater program transparency in the form of yearly reports, an action plan for growing partnerships over a five-year recommitment from 15% to 20%, and increased advertising for minority owned businesses. Additionally, there should be a commitment to financially supporting and advertising specifically for Black-owned businesses.

RESEARCH:

A minority-owned business is defined by the National Minority Supplier Development Council (NMSDC) as an enterprise of any size that is located in the United States and is owned, operated, and controlled by minority group members who are U.S. citizens. NMSDC defines a minority group member as an individual who is a U.S. citizen with at least 25% Asian-Indian, Asian-Pacific, Black, Hispanic, or Native American heritage. Additionally, at least 51% of the business or the company's stock must be owned by such individuals, and the management and operations must also be controlled by such individuals (National Minority Supplier Development Council, 2021).

Ohio State's Office of Business and Finance defines the MBE/EDGE Program as:

> "As an advocate of minority business development for more than two decades, equal opportunity is a basic philosophy at The Ohio State University. The Stores Department supports the university's ongoing commitment to encourage business opportunities and diversity among its suppliers. Suppliers should make sure their vendor profile set-up with University Purchasing is up-to-date. In 1981, State of Ohio Appropriations Bill 694 set the stage for the University to structure its approach to bring more minority suppliers into the Ohio State marketplace. It is the university's goal to procure approximately 15% of its goods and services from state-certified minority vendors."

There are few research results directly pertaining to OSU's quantitative relationship with minority-owned businesses, and no statistics pertaining to OSU's support for Black-owned businesses. As of 2019, 28.5% of Columbus' population is Black/African American, while "minority owned" businesses make up roughly 33.68% of Columbus firms (US Census Bureau, n.d.). A 2018 article provides further clarification to the racial demographics of business ownership: "Black people own 12% of businesses in metropolitan Columbus, according to the most recent U.S. Census Bureau data from 2012, but nearly all are solo entrepreneurs. Solo entrepreneurs are defined as businesses where the owner is the only employee, which differs from other business owners who hire W-2 employees (Horvath, 2019). These businesses are typically looked at as having a limited capacity for growth and have decreased economic contribution (Pofeldt, 2019). Black-owned businesses accounted for 0.6% of combined revenue in the metro area," (Ghose, 2018). Furthermore, using data generated by independent surveys and the 2012 US Census, Black owned businesses accrue roughly $187.6 billion in revenue per year. Compared to "$473.6 billion generated by [Latinx], $793.5 billion generated by Asian-owned businesses, and $12.9 trillion generated by white owned businesses (Black Demographics, 2021).

As the disparity between these figures demonstrates, it is vital that the growth and sustainability of Black owned businesses becomes a city-wide commitment, which the Ohio State University should take the necessary first step in modeling. Additionally,

there is a wealth of research that demonstrates the vital necessity of university and local business collaborations. In “A Review of Business—University Collaboration,” (2012) Wilson states:

> “Universities are an integral part of the supply chain to business—a supply chain that has the capability to support business growth and therefore economic prosperity. However, a sustainable supply chain is not a simple linear supplier–purchaser model; strength and resilience in such a supply chain is derived from close collaboration and an understanding of each party’s priorities and capabilities.”

RECOMMENDATIONS:

Given the ambiguous language available on the MBE/EDGE website and lack of transparency surrounding the aforementioned goals of collaborating with “minority businesses,” we strongly recommend:

1. The university adopt a policy articulating a quantifiable relationship with minority-owned local businesses as measured by percent of contracts and percent of total sales
2. Utilize Ohio State marketing and business liaisons as well as OSU faculty, staff, and students who will work toward building tangible connections between the university and local businesses. This will be achieved via:
3. Connections with local businesses should include, but are not limited to:
    a. Dedicated revenue for advertising
    b. Investing in Black-owned start-ups
    c. Providing educational support for emerging entrepreneurs
    d. Free or discounted services to aid in the development of Black owned businesses.
4. Furthermore, a five-year recommitment from 15% to 20% of procurement from state-certified minority vendors will reinforce Ohio State’s commitment to the Columbus community and better reflect the diversity of both the population and local business ownership.

5. Additionally, we recommend the formation of an advisory committee comprised of Black business leaders, OSU faculty, staff, and students committed to increasing the university's support for minority owned business and providing guidance for future opportunities and collaborations that OSU can spearhead.
6. The creation and review of transparent and publicly available yearly reports on the composition of OSU's vendors will inform this committee and the university of annual progress and areas for improvement.

CONCLUSION:

The Ohio State University is in a unique position to positively affect both the success and sustainability of local minority-owned businesses through financial partnerships, advertising, and educational and development efforts. The current policy (MBE/EDGE program), as it stands, is lacking in its specificity and should be revised to include intentional support for the Black community as well as greater transparency surrounding its progress and goals. We recommend an advisory board be formed in order to monitor and expand said policy so that it may foster longevity and growth within Black-owned businesses in Columbus. It is our hope that a leading institution of OSU's caliber can find more ways to invest in and sustain not just the minority community of Columbus, but intentionally support the financial wellbeing of Black Columbus residents.

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MENTAL HEALTH

Although mental illness can affect students of all racial identities, research shows that Black students in particular are at high risk for poor mental health outcomes at institutions of higher education. To be clear, poor mental health is correlated with poor academic outcomes, too. In order to support Black students in achieving academic success, good mental healthcare must be a central part of the conversation.

SUPPORTING THE MENTAL HEALTH NEEDS OF BLACK STUDENTS

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Overview

Research on the mental health of Black graduate students in the United States reveals a clear lack of necessary and appropriate resources and outreach initiatives. Additionally, the research indicates that institutions of higher education are significant sources of deleterious mental health outcomes for Black students. For the purposes of this report, we review research on mental health of Black students, specifically, in higher education as well as research indicating the importance of various mediating and moderating factors that increasing the number of Black mental health providers is likely to produce resulting in improved mental health outcomes for Black graduate students.

What Services are Offered?

One of The Ohio State University's main channels to serve student's mental health and well-being is through the Counseling and Consultation Service (CCS). CCS lists that its mission is to "promote the well-being and success of students through access to diverse mental health services and outreach, while providing a multidisciplinary training program" (The Ohio State University, 2021). The vision of CCS

is to create a place where all students feel welcome, supported, and safe. Furthermore, one of the main values of CCS is to create a therapeutic environment that respects diversity. Any student who is part- or full-time can request services from CCS. Spouses and partners who are covered by the OSU Comprehensive Student Health Insurance have access to CCS as well.

CCS is a campus mental health resource that students are encouraged to take advantage of if they are seeking help. A potential client will go through a screening process to see if CCS is a good fit or if they would be better served through another campus resource or an external referral. Mental health support concerns are divided into three different categories: mild, moderate, and severe concerns. Depending on what level of concern you present at, there are a multitude of other university resources and supports to help with mental health struggles, beyond just CCS; CCS tends to be the most well-known resource. These other resources include counseling, support groups, workshops, mental health courses, and healthcare provider appointments, to name a few. A full list can be found at: https://ccs.osu.edu/services/mental-health-support.

Why is university support of mental health services important?

According to a report completed by Pennsylvania State University, a fellow Big Ten university, in 2015 the need for mental health services on the Penn State college campus increased by five times the rate of enrollment growth (Penn State, 2015). This is an example of how large of a need there is for more mental health services on college campuses. However, many universities do not prioritize or focus on mental health nearly as much as they do GPA, retention, or economics (American Council on Education, 2019). It is evident that as enrollment increases, demand for mental health services increases. Yet, budgets for school counseling services remain stagnant resulting in counseling centers incapable of serving growing student populations.

Research shows that when a university emphasizes mental wellbeing and prioritizes resource allocation to campus counseling services, the university's academic mission and economic wellbeing are benefited. Substantial evidence supports that when mental health issues remain untreated among student populations, GPAs decline,

enrollment declines, and the dropout rate increases. Conversely, when greater resources and programs are directed to help improve student mental health, student persistence heavily increases, leading to better outcomes for students and universities (American Council on Education, 2019). Increased resource allocation to mental health services on college campuses will benefit the campus community broadly. Finally, when examining costs for service, service location, and the amount and types of services that are offered, colleges have been shown to reduce fees for mental health services by hiring more clinical staff to serve the student population (American Council on Education, 2019).

Mental Health with Black Students

Rates of mental illness in Black or African American students are greatly impacted by both systematic and interpersonal racism; racism increases feelings of anxiety and depression, and there are greater disparities in mental health services for Black clients. Black or African American individuals not only receive a lesser quality of care, but also typically lack access to care that is considered to be culturally competent (American Psychological Association, 2021). The Ohio State University Columbus Campus is made up of 6.4 percent African Americans, which is one of the largest racial/ethnic minority groups on Campus[4]. Additionally, 75 percent of all lifetime cases of mental health issues become prevalent by age 24, so for traditional college students, their graduate programs are a crucial time for mental health interventions and support (Primm, 2018). Untreated mental illness in college students greatly impacts a student's academic and social well-being. Specifically, for students of color, there is even more working against them.

The impacts of lack of adequate access to mental health services and culturally competent providers in college are particularly deleterious for Black students. For example, substantial evidence indicates that institutions of higher education are significant sources of deleterious mental health outcomes for Black students (New York University, 2016). However, Black students are less likely to be diagnosed or seek mental health services. This is largely due to stigma and a cultural mistrust of mental health professionals who lack cultural competence (Primm, 2018). Yet, research

indicates that Black clinicians can help Black students through racial/ethnic identity development, which has been shown to be a successful method for coping with racism and discrimination and improve mental health outcomes for Black students (McGee and Stovall, 2015). Thus, when an African American or Black student is unable to seek out culturally competent care, or more generally does not receive the same quality care as a non-black student would, Black students suffer and do not have the support they need from a university, leading to higher declines in GPA and retention of Black students.

Financial Burden on Students

African American and Black students are more likely to seek help and feel comfortable seeing a therapist or mental health provider who culturally understands their unique experiences (Primm, 2018). If an African American or Black Ohio State student goes to any mental health resources to seek services in hopes of finding a therapist or provider that they relate to, they might not find a therapist who is Black or African American that they can meet with quickly due to the limited number of providers of color. A student then might be forced to look at options other than what is on the OSU campus for mental health services. Additionally, if a Black or African American student does not have student insurance, or private insurance, they will not be able to access any services off of campus with ease.

Approximately 11 percent of Black African American individuals are not covered by health insurance (American Psychological Association, 2021). Additionally, about 27 percent of African Americans live below the poverty level compared to about 10.8 percent of non-Hispanic whites[2]. College students have limited-financial resources as it is, and a large barrier to receiving help is the financial burden it places on the individual who needs the services. If a student seeks help at The Ohio State University but is unable to connect with a mental health provider who represents them and who understands one's culture, they will be forced to seek outside services. When therapy and mental health services have copays, an individual is less likely to seek help due to this financial burden, especially within college students (Hines-Martin, Malone, Kim and Brown-Piper, 2009).

Cultural Competency with Mental Health Resources

When it comes to mental health resources in the United States, many individuals who are a part of a racial or ethnic minority group experience disparities in care. These disparities can include decreased access to medications or services, but even services are available, there are often individuals in those groups who cannot access these resources. For example, individuals with a need for mental health services who are less proficient in English are less likely to secure and receive the services that they need (Hernandez et al, 2009). This further creates disparities in mental health services. Research often shows that increasing cultural competence in mental health services is key in reducing these disparities. However, there is an overall lack of clarity on the exact actionable definition of cultural competence. According to a literature review done in Psychiatric Services, cultural competence means that there is compatibility between four different aspects: community context, cultural characteristics of local populations, organization with infrastructure, and access to direct services support (Hernandez et al, 2009). These aspects highlight the importance of the organization providing these services as well as the dynamics and variety of the different cultures within a community. Rather than focus on individual service providers, it is imperative to build cultural competence within the structure of the organization as a whole.

We recognize the importance of cultural competence in mental health services and the influence that it can have on patient outcomes. We are advocating for an overall emphasis and focus on culturally competent services throughout campus and an emphasis on understanding and valuing the different cultures that make up our diverse community. In order to ensure that we achieve improved mental health outcomes for all graduate students, regardless of cultural background, we must incorporate these four aspects of cultural competence into both our institution and mental health services.

Recommendations

1. As seen in research above, within Black students there might be a stigma about seeking mental health help, due to both racism in the system and a lack of counselors who are racially and ethnically similar to those students, therefore potentially feeling that the counselors might not share their same views/opinions

of the world. A recommendation for the university would be for them to conduct a needs assessment with the help of Black students to see what mental support they need most. Then, relevant university mental health entities should complete outreach with specific campus organizations that are represented by Black students and should offer outreach programming related to those topics where support need is expressed. Programming should be done so that the various mental health resources on campus can build relationships and work to more effectively support Black students. This outreach is crucial to build trust and connection with Black students, in an effort to better help their mental health needs.

2. We recommend that more culturally diverse mental health providers should be hired at The Ohio State University.
3. We recommend that more embedded clinicians, or clinicians that are housed in specific colleges, should be hired. More embedded clinicians, specifically embedded clinicians who identify as Black, will allow for more support for Black students.
4. Potentially look at some sort of referral program for Black, or any racial/ethnic minority groups of students, who cannot get in with a provider that meets their needs at the on campus resources, such as more promotion or awareness on the community provider database through CCS, and making sure students are referred there when they are seeking help and are not finding what they need on campus. Many of these providers are covered by the SHI, which you can filter. This step is crucial in terms of supporting Black and other minority groups of students' mental health needs, even if OSU does not have the immediate resources to do so on campus.

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SAFETY

Typical methods of ensuring campus and community “safety” cause documented and direct harm to Black people. Specifically, policing, militarization, and hyper-surveillance cause trauma to Black students, including harassment and discrimination at the hands of police, disproportionate contact with the criminal system, and even death. As the Columbus community—along with cities around the nation and the world—displayed this summer, the time for policing is over. It is past time for Ohio State to find effective, evidence based programs and dismantle the police state.

CAMPUS DEMILITARIZATION

Kathryn Holt.351, Chair, Arts and Culture; Kendra Dickinson.130, Delegate, Spanish & Portuguese

Introduction

Section 1033 of H.R. 3230 of the National Defense Authorization Act for Fiscal Year 1997 allowed for the U.S. Federal government to transfer excess military equipment to local law enforcement agencies (H.R. 3230, 1996). Both the Ohio State University Police Department and the Columbus Police Department possess and use military-style equipment acquired from this program. The possession and utilization of such equipment can be accompanied by other aspects of militarization, including cultural, operational, and organizational militarization.

An email sent to OSU students on 6/30/20 stated that "Ohio State’s Department of Public Safety has confirmed that there are no plans to acquire military equipment through the 1033 program or otherwise. Any potential participation in a similar transfer or grant program in the future would be reviewed with PSAC (Public Safety Advisory Committee) to obtain advance input." However, because militarization is multi-faceted and poses a risk to the safety and well-being of Ohio State students, in particular Black

students, and the community at large, we believe that this is not sufficient. We propose to address the many facets of militarization at Ohio State as a step towards protecting Black students and creating a safe campus community.

Key Terms

We define militarization as the "embrace and implementation of an ideology that stresses the use of force as the appropriate and efficacious means to solve problems" (Delehanty et al, 2017). Academic literature on militarization often refers to the *Four dimensions of militarization* (Kraska, 2007). These are defined as following:

1. **Material**: Material militarization includes the acquisition of martial weaponry, equipment, and advanced technology
2. **Cultural**: Cultural militarization includes the use of military language, style (appearance), beliefs, and values
3. **Organizational**: Organizational militarization includes the use of military-like structural hierarchies, including 'command and control' centers, or elite squads of officers patterned after military special operations
4. **Operational**: Operational militarization includes patterns of activity modeled after the military such as in the areas of intelligence, supervision, handling high-risk situations, or war making/restoration

Research

Section 1033 of H.R. 3230 of the National Defense Authorization Act for Fiscal Year 1997 (1996) allowed for the U.S. Federal government to transfer excess military equipment to local law enforcement agencies. A number of studies have studied the effects of these transfers on police civilian interactions. Delehanty, Mewhirter, Welch, & Wilks (2007) analyzes the relationship between 1033 transfers at the county level in Connecticut, Maine, Nevada, and New Hampshire (2006-2014) and police violence. The authors find that the receipt of more military equipment increases both the expected number of civilians killed by police ($\beta = 0.055$; $p = 0.016$) and the change in civilian deaths ($\beta = 0.017$; $p = 0.082$). Similarly, Lawson (2018) uses the police receipt of

surplus military equipment as a measure for militarization. Using a newly created database on civilian deaths by police deaths in all fifty states quarterly from the fourth quarter of 2014 through the fourth quarter of 2016, consisting of more than eleven thousand agency-quarter observations, the author finds a positive and significant association between militarization and the number of civilians killed. These findings reveal that increases in material militarization in law enforcement agencies pose significantly increased and credible risks and credible risks to civilian safety.

Black communities are disproportionately impacted by police brutality. Black men are subjected to lethal police force at nearly three times the rate of white men (Buehler 2017). This disparity is exacerbated and further solidified by militarization. Gamal (2016) demonstrates that the increased surveillance and use of force associated with militarization is mobilized most harshly against Black citizens, resulting in increased violence and likelihood of harm in interactions between militarized police forces and Black communities.

Other universities have sought fit to divest from the 1033 program and address campus police militarization. On July 1st, 2020 the University of Maryland announced that their campus would opt out of and fully divest from the 1033 program (WJZ, 2020). This type of policy already has support at OSU. In June, the Undergraduate Student Government, the Inter-Professional Council, and the Council of Graduate students sent a document entitled “Statement on the injustices against the Black Community and Columbus Protestors by the Columbus Police Department” to then-President Michael V. Drake, Senior Vice President Jay Kasey, Vice President Dr. Melissa Shivers, Chief Kimberley Spears-McNatt, and Director of Public Safety Monica Moll, urging that steps be taken to protect the Black community on campus (Higazi, Post, & Vajda, 2020). One of their demands included a call for campus-wide demilitarization and investment in campus institutes and resources that serve Black students. Furthermore, this was reported in the local news media (Varkony 2020), illustrating that there is not only support for campus demilitarization among students, but that the general public is aware of the issue.

Policy Recommendations and Action Items

Given that police militarization has been shown to increase risk to civilians, and that Black communities are disproportionately affected by police brutality, we recommend that:

1. Ohio State divest from all military equipment acquired through the 1033 program and refrain from all future 1033 acquisitions or any similar acquisition of military equipment
2. Acknowledge and condemn publicly the militarization of the Columbus Police Department and the risks that this poses to Black students.
3. Public Safety Advisory Committee to evaluate and publicly report on OSUPD with regard to the 4 key dimensions of militarization: material, cultural, organizational, and operational. From this report, create actionable recommendations for improvement based on the above-listed report, open for comment and participation from the student body

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SOCIAL WORKERS AND CRISIS INTERVENTION

Benjamin McKinley.255, Chair, Equity and Racial Justice

Background

Police agencies are implementing programs where social workers respond to mental health crisis calls. Some of these programs are focused on police and social workers being dispatched to a call in pairs, others only have social workers responding to the calls. Both of these models have demonstrated an effective response to mental health crises for the individuals suffering from mental health issues, to the responders themselves, and the community at large.

The Cohoots model, championed by Eugene, Oregon which utilizes only trained mental health workers to be dispatched to mental health crisis calls. This program initiated in 1989 and responded to 24,000 calls in 2019 with only 150 of those ever requiring police backup (Andrew, 2020). This model is also being implemented in Los

Angeles (Meeks, 2020) and has been approved for a pilot program in New York City (Peltz, 2021).

This program should be the end goal for OSU to implement for its campus community. As mental health issues are not a crime this program would allow for police officers to focus on any crimes which occur on campus. However, this program needs experience, dedication, and planning before being able to be effective, Eugene spent years analyzing the program as a co-responder model before it transitioned into its current form. Bearing this in mind OSU should implement a co-responder model for crisis intervention to begin the process towards a full Cohoots model.

The Co-responder model utilizes a police officer and a mental health professional to respond to mental health crisis calls. This program has been embraced by the Denver, Colorado (Alvarez, 2020), and the Dallas police department (Garcia & Cooper, 2021). This program still allows for officer backup if needed while still allowing for other officers to respond to other calls for service. Robertson, et al. (2019). suggests the implementation of a Co-responder model in Australia reports an increased use of de-escalation of and prevention of crisis situations (p.456). This implies that with an officer and a social worker the use of force is reduced and subsequent incidents are also reduced. Robertson, et al (2019) further suggests the Co-responder model reduced the number of man hours for first responders and for emergency department personnel (p. 456). Droubie (2020) concludes that while the initial barriers between social workers and police are difficult to bridge during initial implementation of a Co-responder model by Northern Arizona University was successful and benefited the community and the university (p.936). This research was backed up by Puntis et al., (2018) who found a reduction in the likelihood of police detainment, a reduction in psychiatric hospitalization, and an improvement of treatment for people experiencing a mental health crisis.

To this end OSU should also implement a program where social workers are dispatched to mental health crisis calls following the Co-responder model. These social workers should be highly trained and have 24 hour a day / 7 days a week coverage. In the initial implementation of this program the social workers should be paired with a crisis-trained police officer, under the Co-responder model. However, this program should be examined 1, 2, and 3 years after implementation to determine if police

officers should continue assisting the social workers, or should be unpaired with the social workers and have a pair of social workers respond to the calls by themselves. This program would work within the frame of other resolutions passed by ERJ ad Hoc and the CGS and deny the need for the police department to receive an increased budget for more officers to respond to calls they should not be sent to in the first place.

Recommendations:

- OSU implements a Co-responder model for trained social workers to respond with police officers on incidents where there is a mental health crisis, or a crisis is likely involved.
- This program operating as a joint venture between OSU Student Life and OSU Public Safety with the goal of promoting better mental health responses to incidents concerning mental health of students and staff at OSU
- This program would operate under the Public Safety Department but would not be a part of the OSU Police Department. This would only be for utilization of Public Safety resources.
- The social workers be partnered only with officers who are trained in mental health crisis response

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RESOLUTION 2021-012
A RESOLUTION FOR INCREASING BLACK STUDENT ENROLLMENT AND RETENTION THROUGH SUPPORTIVE NETWORKS

Author: Rania Khamees, Parliamentarian; Mary Sagatelova.2, Delegate, Evolution, Ecology, and Organic Biology; Christina Henry; Jasmine Whiteside
Sponsor: Executive Committee

WHEREAS the Council of Graduate Students (CGS) is the representative body of all graduate students enrolled at The Ohio State University as established by Article 2, Section 1 of the CGS Constitution; and

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 Black students enrolled within primarily white institutions (PWIs) lack a strong social support network, both with their peers and faculty mentors, which has been shown to affect both academic success and attrition[1]; and

WHEREAS Black graduate students at The Ohio State University represent only 7.6% of all graduate student enrollment in 2019[2]; and

WHEREAS, as an underrepresented minority, Black graduate students can find it especially difficult to find mentors within academia, whose support is often crucial for the retention and success of minority students[3]; and

WHEREAS faculty are not always culturally sensitive, nor do they recognize the colder campus atmosphere Black students experience, even more so in the field of science, where faculty and administrators are more likely to foster toxic ideology of Black students lacking the intellectual capacity to master the field[4]; and

WHEREAS students of color seek out faculty and staff of color for both academic and emotional support, with research studies indicating Black students largely credited their success to specific Black faculty and staff members in admissions and student services-type departments[5]; and

WHEREAS, faculty of color often perform service work for minority students without adequate financial compensation or service consideration in promotion and tenure decisions[6]; and

WHEREAS it is critical to understand the obstacles that hinder the success of this student population, including, but not limited to, difficulty finding a sense of belonging on campus, lack of diversity in faculty, staff, and student population, lack of family and professional support with their academic studies, and financial hardships[7]; and

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WHEREAS diversity initiatives often work to increase support for Black graduate students through a white lens without considering the unique perspective of underrepresented groups who do not share the same experiences; and

WHEREAS, to counteract this and fully and effectively support Black graduate students, Black-to-Black mentorship is essential; and

WHEREAS, to be successful, mentorship must be maintained throughout the first year via academic advising, career counseling, student workshops, and targeted mentorship opportunities.

THEREFORE, BE IT RESOLVED the Council of Graduate Students advocates for a university-wide program for incoming Black graduate students led by trained faculty and staff of color; and

BE IT FURTHER RESOLVED that this program will enroll students across all disciplines and recruit faculty and staff to be involved from various areas around the university to create a university-wide support system for Black graduate students; and

BE IT FURTHER RESOLVED that continuous engagement in the first year and through the duration of a student's graduate education be established, modeled after similar programs such as the Knights-Hennessey Scholars program at Stanford University[8], in which Black graduate students can enroll in the program during their first year on campus and have access to faculty and staff of color across the university through regular meetings, workshops, and sponsored events; and

BE IT FURTHER RESOLVED that the established program should provide academic mentoring and socialization, cross-disciplinary networks, and career coaching; and

BE IT FURTHER RESOLVED that such a program is to provide a community of Black scholars with formal structure and access to concrete advice, skills, and resources that take into account the history, culture, and challenges of Black individuals within academia; and

BE IT FURTHER RESOLVED that this program should seek to enroll Black graduate students who are recipients of the University's diversity fellowships or other university fellowships such as the William E. Nelson Research and Travel Grant[9]; and

BE IT FURTHER RESOLVED that the program can additionally provide grants for academic travel or professional development on a competitive basis to enrolled scholars; and

BE IT FURTHER RESOLVED for consecutive years in which the student is enrolled in a graduate program, Black graduate students will be provided with academic development, career coaching, and opportunities for mentoring incoming graduate students; and

BE IT FURTHER RESOLVED that this program will have an additional focus of guiding Black graduate students into careers in research and academia; and

BE IT FURTHER RESOLVED that this program should build off of existing programming, as modeled by Preparing Future Faculty Fellows[10] operating with Black Graduate & Professional Student Caucus; and

BE IT FURTHER RESOLVED that students outside of the first year or dissertation years can act as mentees to incoming students and provide invaluable insights about navigating academia as a Black graduate student and allow for professional development experience; and

[8] https://knight-hennessy.stanford.edu/
[9] https://aaas.osu.edu/about/giving
[10] Allen, W. R., Epps., E. G., Guillory, E. A., Suh, S. A., & Bonous-Hammarth, M. (2000). The Black Academic: Faculty status among African Americans in U.S. higher education. *Journal of Negro Education*, 69, 112–127.

BE IT FURTHER RESOLVED this program would require reasonable monetary compensation for participating faculty and formal recognition of their service; and

BE IT FURTHER RESOLVED that this mentorship program should be integrated into the service component for tenure track faculty as a means to firmly root the university initiative as well as to ensure recognition is given to such service work; and

BE IT FURTHER RESOLVED the Council of Graduate Students formally recognizes that of the factors proven to improve the retention of students of color at Ohio State, direct efforts to be more inclusive of students, faculty, and staff of color and initiatives targeted to retain individuals of color are necessary[11]; and

BE IT FURTHER RESOLVED the Council of Graduate Students will direct Black graduate students to participate in this initiative; and

BE IT FURTHER RESOLVED the Council of Graduate Students desires the Ohio State University to identify resources and faculty to propagate the implementation of this program; and

BE IT FINALLY RESOLVED that the Council of Graduate Students directs its President and Vice President to distribute this resolution to The Ohio State University President Kristina M. Johnson, Executive Vice President and Provost Bruce 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, and all other relevant leadership and authorities of The Ohio State University and its partners.

Approved: Yes/No

Date: __11/6/20____

Stephen J. Post

Stephen J. Post, President

[11] Hurtado, S., Milem, J., Clayton-Pederson, A., & Allen, W. (1999). Enacting diverse learning environments: Improving the climate for racial/ethnic diversity in higher education. ASHE-ERIC Higher Education Report Volume 26(8). Washington, DC: The George Washington University, Graduate School of Education and Human Development.

RESOLUTION 2021-011
A RESOLUTION FOR THE INTEGRATION OF BLACK STUDENT SUPPORT STAFF INTO ALL OHIO STATE UNIVERSITY COLLEGES

Author: Caroline Fitzpatrick.271, Co-Chair, Diversity, Equity, & Inclusion
Sponsor: Executive Committee

WHEREAS the Council of Graduate Students (CGS) is the representative body of all graduate students enrolled at The Ohio State University as established by Article 2, Section 1 of the CGS Constitution; and

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 Ohio State University's Columbus Campus' enrollment of Black students has increased for the last three years to 3,953 students in Autumn 2019[1]; 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 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 surveillance that leads to marginalization and feelings of isolation[3,4,5,6,7]; 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 programming[10]; and

[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
[3] 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-faced-discrimination/?utm_source=Pew+Research+Center&utm_campaign=9dca022fe6-_Weekly_July_28_20167_28_2016&utm_medium=email&utm_term=0_3e953b9b70-9dca022fe6-400094317
[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.
[7] 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

WHEREAS research documents the connection between quality support services for Black students and student adjustment, performance, motivation, and retention[11,12,13]; and

WHEREAS the 2019 four-year graduation rate for Black students was only 45.8%, as compared to 62.3% for white students[14], 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.

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

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

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 study[12]; and

BE IT FURTHER RESOLVED that programming instituted by each BAL should be grounded in evidence-based practices, including peer mentoring programs[4], networking events with representation of Black professionals[11], and cooperative study opportunities[17]; and

BE IT FINALLY RESOLVED that the Council of Graduate Students directs its President and Vice President to distribute this resolution to The Ohio State University President Kristina M. Johnson, Executive Vice President and Provost Bruce 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.

Approved: Yes/No

Date: __11/6/20____

Stephen J. Post, President

[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.

RESOLUTION 2021-004

A RESOLUTION AGAINST THE USE OF THE OHIO STATE UNIVERSITY'S COMMUNITY ENROLLMENT QUESTION IN ALL PARTS OF THE STUDENT APPLICATION PROCESS

Authors: Story Edison.22, Delegate, Sociology; Benjamin McKinley.255
Sponsor: Executive Committee

WHEREAS the Council of Graduate Students (CGS) is the representative body of all graduate students enrolled at The Ohio State University as established by Article II.I of the CGS Constitution; and

WHEREAS the Council is vested with the authority to voice graduate student concerns and needs to the university; and

WHEREAS the Ohio State University currently requires all accepted students to respond to the Community Enrollment Question post-admission[1];and

WHEREAS the Community Enrollment Question requires students to disclose prior felony charges, in addition to prior or pending academic and behavioral misconduct charges; and

WHEREAS answering "yes" to the Community Enrollment Question puts any potential student's admission on hold until they provide a detailed explanation of the situation pertaining to their felony conviction and this statement is reviewed by the Community Enrollment Review Committee[2]; and

WHEREAS the University Community Enrollment Review Committee has the discretion to prevent the student from attending The Ohio State University if they disclose a felony conviction when responding to the community enrollment question[2]; and

WHEREAS as part of the subsequent investigation into applicants who answered "yes" to the Community Enrollment Question at The Ohio State University, potential students are subjected to a background check that shows the committee not only their felony status but also other information such as misdemeanor charges and arrest history, all of which may be weighed in the consideration of barring the applicant from admittance[2]; and

WHEREAS the wording of associated background information regarding the Community Enrollment Question is ambiguous and does not make clear to applicants that misdemeanors, previous arrests, and other factors from background checks will be considered in the decision-making process; and

WHEREAS the ambiguity about whether applicants need to disclose misdemeanor charges and whether these charges will be considered in the review process has led applicants to not disclose misdemeanors and other supplementary information pertaining to their criminal history to the review board[3]; and

WHEREAS a report on the use of criminal histories in college admission decisions found a "broad array of convictions are viewed as negative factors in the context of admissions decision-making, including drug and alcohol convictions, misdemeanor convictions, and youthful offender adjudications. If it is discovered that an applicant has failed to disclose a criminal record, there is an increased likelihood that the application will be rejected"[4]; and

[1]The Ohio State University. (n.d) University Community Enrollment Review Committee Review Process http://enrollmentservices.osu.edu/community-enrollment-review/

[2] The Ohio State University. (2017). Self-Disclosure of Criminal Convictions, 4.17. https://hr.osu.edu/wp-content/uploads/policy417.pdf

[3] Bryant, Angela (personal communication, August 18, 2020) worked closely with multiple students who were denied admittance to OSU due to their failure to fully disclose their entire criminal history as a result of this ambiguity.

[4] Weissman, M., Rosenthal, A., Warth, P., Wolf, E., & Messina-Yauchzy, M. (2010). The Use of Criminal History Records in College Admissions Reconsidered. Center for Community Alternatives http://www.communityalternatives.org/wp-content/uploads/2020/02/use-of-criminal-history-records-reconsidered.pdf

WHEREAS beyond the initial issue of potential bias introduced by the ambiguity of the Community Enrollment Question, studies have revealed the amount of additional time and effort required to complete criminal history questions on college applications results in a higher attrition rate of students completing their application to a university[5,6]; and

WHEREAS The Ohio State University admission data demonstrates burnout for applicants who respond "yes" to the Community Enrollment Question is present in the application process. In 2018, 24% of students who reported a felony on the community enrollment question withdrew from the application process[7]; and

WHEREAS a recent audit study found students who reported a felony offense during their college applications are approximately three times as likely to be rejected for final admission[5]; and

WHEREAS in 2018, 41% of students who went before the University Community Enrollment Committee did not complete their enrollment at The Ohio State University[7]; and

WHEREAS taken together, these studies reveal the notable barrier the Community Enrollment Question serves for students applying to The Ohio State University and demonstrates that the question perpetuates discrimination against those with a criminal history in academic institutions; and

WHEREAS an array of articles find black students are disproportionately rejected relative to their white counterparts due to the fact that they report felony convictions more frequently[5]; and

WHEREAS black men are 6 times more likely to be incarcerated in 2017 for a felony conviction than white men. Though less severe, black women are also notably charged, tried, convicted, and incarcerated at a higher rate (2x) than white women. This disparity is particularly salient for potential black students, as black men between the ages 18-19 were 12 times more likely to be incarcerated than white men their same age and black women between the ages of 18-19 were 4.4 times as likely to be incarcerated than white women[8]; and

WHEREAS this literature demonstrates that including sections in college applications such as the Community Enrollment Question instills a heightened level of discrimination against black applicants; and

WHEREAS these studies suggest that the application process for The Ohio State University would be more equitable to applicants with criminal histories, particularly black and other minority applicants, if the Community Enrollment Question were no longer included in any part of The OSU application process; and

WHEREAS the argument that removing the Community Enrollment Question is unsafe due to a potential subsequent rise in crime is unfounded, as universities that do not ask students to disclose their criminal history do not report a higher incidence of crime than universities that do[4,6]; and

WHEREAS many academic institutions do not require the disclosure of criminal history as a condition for admittance[4,6]; and

[5] Stewart, Robert and Christopher Uggen. 2019. "Criminal records and college admissions: A modified experimental audit." Criminology (58): 1-33. https://onlinelibrary.wiley.com/doi/pdf/10.1111/1745-9125.12229

[6] US Department of Education: Beyond the Box. (2016). https://www2.ed.gov/documents/beyond-the-box/fact-sheet.pdf

[7] Bryant, Angela (personal communication, May 15,2018) Communication between Lisa Gilmore in OSU administration and Dr. Angela Bryant

[8] Bronson, J. and Carson, A. E. (2019). Prisoners in 2017. Bureau of Justice Statistics. https://www.bjs.gov/content/pub/pdf/p17.pdf

WHEREAS multiple Big Ten universities no longer require students to disclose their criminal histories as a condition for admittance, including the University of Minnesota, the University of Wisconsin, and Rutgers University[9,10]; and

WHEREAS some previous studies suggest removing felony conviction screeners in the employment setting results in statistical discrimination, as employers have been found to favor applicants from demographics that are statistically less likely to have criminal histories when it comes to interviews and employment[11]; and

WHEREAS subsequent studies have demonstrated removing the criminal history screener from employment applications does not result in statistical bias[12,13,14]; and

WHEREAS faculty at The Ohio State University also find the Community Enrollment Question and background checks of the OSU community to be discriminatory and request the question be removed from all aspects of student enrollment, in addition to faculty and staff hiring practices[15].

THEREFORE, BE IT RESOLVED the Council of Graduate Students desires the Community Enrollment Question to, at minimum, no longer require students to disclose felony convictions, behavioral misconduct, or any other form of criminal history as a stipulation of attendance.

BE IT FURTHER RESOLVED the Community Enrollment Question may only require students to disclose prior academic misconduct.

BE IT FURTHER RESOLVED the Community Enrollment Question should not be changed from required to optional, as this may lead students to feel obligated or pressured to disclose their criminal histories.

BE IT FURTHER RESOLVED that The Ohio State University application process should not create an additional question, required or not, pertaining to the criminal convictions of students.

BE IT FURTHER RESOLVED that The Ohio State University should not engage in statistical discrimination by admitting fewer students who are statistically more likely to have criminal histories if the Community Enrollment Question is altered to only refer to academic misconduct.

BE IT FURTHER RESOLVED the Council of Graduate Students requires university admissions to increase transparency on the use of the Community Enrollment Question and make available admissions data from the years 2017-2020 on who applies, who is admitted, who completes their final applications, who answers "yes" to the Community Enrollment Question, and the number of applicants who attend OSU after completing the community enrollment review process. The Council further requires supplementary racial, gender, and age demographic data corresponding to these admission statistics.

[9] Bryant, Angela (personal communication August 25, 2020) reports the University of Minnesota, University of Wisconsin, and Rutgers do not have the box

[10] Clarey, D. (2016, December 05). University nixes felony question on student applications. *Minnesota daily*.https://www.mndaily.com/article/2016/12/felony-question-taken-off-admission-application

[11] Agan, Amanda and Sonja Starr. 2018. "Ban the Box, Criminal Records, and Racial Discrimination: A Field Experiment."The Quarterly Journal of Economics 133(1):191–235. https://doi.org/10.1093/qje/qjx028

[12] Vuolo, Mike, Sarah Lageson, and Christopher Uggen. 2017. "Criminal Record Questions in the Era of 'Ban the Box': Criminal Record Questions." Criminology & Public Policy 16(1):139–65. https://onlinelibrary.wiley.com/doi/pdf/10.1111/1745-9133.12250

[13] Flake, D. F. (2018). Do Ban-the-Box Laws Really Work? Iowa L. Rev: (104):1079-1127. https://heinonline.org/HOL/Page?handle=hein.journals/ilr104&div=33&g_sent=1&casa_token=&collection=journals

[14] Emsellem, M., & Avery, B. (2016). Racial Profiling in Hiring: A Critique of New "Ban the Box" Studies. National Employment Law Project. https://s27147.pcdn.co/wp-content/uploads/Policy-Brief-Racial-Profiling-in-Hiring-Critique-New-Ban-the-Box-Studies.pdf

[15] Bryant, A. (2020). A CALL TO BAN THE BOX AT THE OHIO STATE UNIVERSITY. https://docs.google.com/document/d/10vrJATBs4NZN87lQsD_z1DTTxj-bUyqQd5cn_wQNcAQ/edit?usp=sharing

BE IT FURTHER RESOLVED that until The Ohio State University removes the felony charge and behavior misconduct portions of the Community Enrollment Question from all stages of the student application process, OSU must clearly specify to students what supplementary information will be reviewed from background checks in order to increase applicant understanding of what additional information they should provide in their response to the Community Enrollment Question.

BE IT FINALLY RESOLVED that the Council of Graduate Students directs its President, Vice President, and Chief of Staff to distribute this resolution to all proper leadership and authorities of The Ohio State University and its partners.

Approved: Yes/No

Date: __10/2/20____

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Stephen J. Post, President

RESOLUTION 2021-010

A RESOLUTION FOR DEMILITARIZATION OF THE OHIO STATE UNIVERSITY CAMPUS AND SURROUNDING COMMUNITY

Authors: Kathryn Holt.351, Chair, Arts and Culture; Kendra Dickinson.130, Delegate, Spanish & Portuguese
Sponsor: Executive Committee

WHEREAS the Council of Graduate Students (CGS) is the representative body of all graduate students enrolled at The Ohio State University as established by Article 2, Section 1 of the CGS Constitution; and

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 Section 1033 of H.R. 3230 of the National Defense Authorization Act for Fiscal Year 1997 allowed for the U.S. Federal government to transfer excess military equipment to local law enforcement agencies; and

WHEREAS both the Ohio State University Police Department and the Columbus Police Department possess and use military-style equipment acquired from this program; (add citation) and

WHEREAS the material acquisition of military-style equipment can be accompanied by cultural, organizational, and operational shifts that are associated with militarization[1]; and

WHEREAS the use of military-style equipment and the other dimensions of militarization are associated with increased violence towards citizens[2]; and

WHEREAS the violence associated with police militarization disproportionately harms Black citizens[3,4]; and

WHEREAS many Ohio State students and members of the Columbus community have called for and supported demilitarization in the wake of recent racial justice protests[5]; and

WHEREAS the university administration has stated there are no current plans to acquire equipment through the 1033 program but has not committed to ending all further acquisitions.

THEREFORE, BE IT RESOLVED the Council of Graduate Students calls on the university to divest from all military equipment acquired through the 1033 program; and

BE IT FURTHER RESOLVED the Council of Graduate Students asks Ohio State to refrain from all future 1033 acquisitions or any similar acquisition of military equipment; and

[1] Kraska (2007) defines the four dimensions of militarization: Material: includes the acquisition of martial weaponry, equipment, and advanced technology; Cultural: includes the use of military language, style (appearance), beliefs, and values; Organizational: includes the use of military-like structural hierarchies, including 'command and control' centers, or elite squads of officers patterned after military special operations; Operational: includes patterns of activity modeled after the military such as in the areas of intelligence, supervision, handling high-risk situations, or warmaking/restoration.

[2] Delehanty, C., Mewhirter, J., Welch, R., & Wilks, J. (2017). Militarization and police violence: The case of the 1033 program. *Research & Politics,* 4(2), 2053168017712885.

[3] Buehler, James W. (2017). Racial/Ethnic Disparities in the Use of Lethal Force by US Police, 2010–2014. *American Journal of Public Health*, 107(2), 295-297.

[4] Gamal, F. (2016). The racial politics of protection: critical race examination of police militarization. *California Law Review*, 104(4), 979-1008.

[5] https://www.cleveland.com/news/2020/06/ohio-state-student-governments-ask-for-university-to-cut-ties-to-columbus-police-department.html; https://www.wcbe.org/post/columbus-council-holds-hearing-demilitarizing-police; https://www.dispatch.com/news/20200703/written-statements-to-city-council-largely-support--police-demilitarization

BE IT FURTHER RESOLVED the Council of Graduate Students recommends the Public Safety Advisory Committee evaluate and publicly report on OSUPD with regard to the 4 key dimensions of militarization: material, cultural, organizational, and operational; and

BE IT FURTHER RESOLVED the Council of Graduate Students desires the Public Safety Advisory Committee to create actionable recommendations for improvement based on the above report that will be open for comment and participation from the student body; and

BE IT FURTHER RESOLVED the Council of Graduate Students calls on the university to acknowledge and publicly condemn the militarization of the Columbus Police Department and the risks that this pose to Black students; and

BE IT FURTHER RESOLVED the Council of Graduate Students urges the Ohio State Office of Government Affairs to advocate for police demilitarization at the city, state, and national levels; and

BE IT FINALLY RESOLVED that the Council of Graduate Students directs its President and Vice President to distribute this resolution to The Ohio State University President Kristina M. Johnson, Executive Vice President and Provost Bruce 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, and all other relevant leadership and authorities of The Ohio State University and its partners.

Approved: Yes/No

Date: __11/6/20____

Stephen J. Post, President