

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3370-19/FA/EX (Rev)
March 14-15, 2019

**REQUEST THAT THE ASCSU SCHEDULE AN *INTERRUPTING RACISM*
TRAINING SESSION IN SEPTEMBER 2019**

RESOLVED: That the Academic Senate of the California State University (ASCSU) acknowledge the compelling need to recognize racial, ethnic, age, social class, gender, sexuality, disability, and religious-based biases; and be it further

RESOLVED: That the ASCSU assert that providing an effective learning environment for our students, especially our students from historically marginalized communities, requires us to minimize the negative impacts of our unconscious biases; and be it further

RESOLVED: That the ASCSU encourage the 2019-2020 ASCSU Executive Committee to allocate sufficient time at the September 2019 plenary for a complete session of the *Interrupting Racism* training provided by our California Faculty Association (CFA) colleagues (or equivalent training) to be offered to all ASCSU Senators; and be it further

RESOLVED: That the ASCSU distribute this resolution to the CSU Board of Trustees, CSU Chancellor, CSU campus Presidents, CSU campus Senate Chairs, CSU campus Senate Executive Committees, California Faculty Association (CFA), California State Student Association (CSSA), and the Emeritus and Retired Faculty and Staff Association (ERFSA).

***RATIONALE:** According to Dr. Renee Navarro, "Unconscious biases are social stereotypes about certain groups of people that individuals form outside their own conscious awareness. Everyone holds unconscious beliefs about various social and identity groups, and these biases stem from one's tendency to organize social worlds by categorizing. Unconscious bias is far more prevalent than conscious prejudice and often incompatible with one's conscious values. Certain scenarios can activate unconscious attitudes and beliefs. For example, biases may be more prevalent when multi-tasking or working under time pressure¹."*

¹ <https://diversity.ucsf.edu/resources/unconscious-bias>

Given the prevalence of students from historically marginalized communities at the CSU, we believe faculty should be at the forefront of reflexivity in our conduct in the classroom and the ways in which our personal values and worldviews impact how we see, understand, and interact with students.

Faculty days are spent reflecting on attained knowledge, understanding that knowledge in different contexts, and questioning the reliability and validity of that knowledge. In other words, we recognize what we don't know and seek to learn. Given our inclinations for intellectual pursuits it should be a small leap for faculty to be curious about our own reactions to people for whom we have conscious and unconscious affinity or antipathy and to seek pathways for better engagement with those for whom we may have an unconscious bias.

Approved Unanimously – May 16-17, 2019