



CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS ACADEMIC SENATE RESOLUTION

Resolution on Anti-Racist Actions to Realize the Truth that Black Lives Matter

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Resolution 20-xx: Resolution on Anti-Racist Actions to Realize the Truth that Black Lives Matter

Drafted By: Academic Senate

Approval Date:

Purpose:

A resolution to dismantle systemic institutional racism by (1) identifying institutional structures, processes, and practices that allow systemic racism to persist and (2) crafting an anti-racist guiding vision and supporting policies and practices to be implemented by the Academic Senate to foster an institutional culture in which Black Lives Matter.

Resolution:

WHEREAS racism underpins the brutalization and death of Black Americans, and sustains persistent structures of inequality and injustice in our country, with political, social, and economic systems rooted in white supremacy;

WHEREAS racism is evident in the daily experiences of Black/African American students, staff, faculty, and guests on our campus, in University Glen, and in our surrounding communities; and

WHEREAS policies, practices, and formations of culture have unintentional or accumulative effects that contribute to inequality and exclusion; and

WHEREAS CSU Channel Islands has frequently affirmed in multiple venues that we collectively value equity, fairness, and opportunity for all we serve (see for example Senate Resolution 11-03 “Resolution to Advance the Ethnic and Racial Diversity of Faculty, Staff, and Administrators from Historically Underrepresented Groups”), and yet there is a significant gap between our stated ideals and the lived experiences of Black/African American persons on our campus; and

WHEREAS it is the responsibility of every member of the campus community to create and live up to the ideals we have set as a campus, especially the ideal of equity for all; and

WHEREAS the CSU Channel Islands Black Faculty and Staff Association called on the Senate in June 2020 to develop specific plans with timeframes and implementation dates reflecting the urgent need to actively identify and eradicate any institutional structures, processes, and practices that allow racism to persist; and



CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS ACADEMIC SENATE RESOLUTION

Resolution on Anti-Racist Actions to Realize the Truth that Black Lives Matter

- 36 WHEREAS the CSU Channel Islands Black Faculty and Staff Association called on the Senate to
37 identify the specific structural/institutional practices that the Senate will target in its efforts to increase a
38 sense of belonging within the CI campus community for Black/African American students, staff, and
39 faculty; and
- 40 WHEREAS the Executive Committee of the Academic Senate at CSU Channel Islands committed in a
41 July 20, 2020 statement, on behalf of our faculty, to exercise the full extent of our authority to realize the
42 truth that Black Lives Matter; and
- 43 WHEREAS the Constitution of the Academic Senate gives that body the power to lead and establish
44 policy on matters including but not limited to faculty hiring; retention, tenure and, promotion (RTP); and
45 curriculum; and
- 46 WHEREAS no Senate standing committee charged with oversight on matters of equity and anti-racist
47 actions in Senate business currently exists; and
- 48 WHEREAS the Academic Senate understands that creating a university culture in which Black Lives
49 Matters requires transforming institutional practices and policies around hiring of Black, Indigenous,
50 and people of color (BIPOC) faculty and staff, systemic inclusion of BIPOC faculty and staff within the
51 university culture and within decision-making bodies at the administrative and executive levels; and
- 52 WHEREAS if the Academic Senates does not take actions to transform our institutional culture and to
53 dismantle practices that enact inequities, the stakes are the unacceptable perpetuation of structures of
54 inequality and injustice; of systems of exclusion and marginalization rooted in white supremacy; of anti-
55 black practices; and of the undervaluing of black belonging, equitable representation, and institutional
56 transformation that centers the eradication of pervasive racism; and
- 57 WHEREAS faculty should lead anti-racist structural and cultural changes through the creation of action-
58 focused policies and Senate Committee charges, and advocate for change in other units of the
59 University. This leadership involves work to be done by all of us in the campus community related to,
60 among other things, curriculum, hiring, evaluation, professional development, retention and promotion,
61 and our mission; and
- 62 WHEREAS manifestations of white supremacy and oppressive and racist assumptions, ideologies, and
63 perspectives have shaped knowledge and curriculum in all academic disciplines, and it is therefore
64 imperative to re-center our curriculum on historically silenced and marginalized voices, disciplines, and
65 ways of knowing in order to cease reinforcing default Eurocentrism, oppression, and white privilege;
- 66 WHEREAS increased racial/ethnic influence and representation among faculty has shown to positively
67 influence student success - particularly for students of color - yet only 2.6% of CSU Channel Islands
68 faculty members self-identify as Black/African American; and
- 69 WHEREAS proportional representation alone does not address power hierarchies; and



CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS ACADEMIC SENATE RESOLUTION

Resolution on Anti-Racist Actions to Realize the Truth that Black Lives Matter

70 WHEREAS fostering Black belonging and dismantling systemic marginalization at CI requires Black
71 faculty representation that is greater than the representation in the local community; and

72 WHEREAS equity work ought to be acknowledged as faculty service and rewarded through the RTP
73 process; and

74 WHEREAS the development of an anti-racist institutional culture requires the assessment, development,
75 and implementation of professional development initiatives and programming for staff, faculty, and
76 administrators that support BIPOC student, faculty, and staff success; and

77 WHEREAS the Mission Centers uphold the values of multiculturalism, internationalism,
78 interdisciplinarity, and community engagement in the generation of events and activities and in the
79 creation of opportunities for faculty development, student learning, and co-curricular activities that
80 promote civic action, the development of antiracist institutional practices, and social justice at CI and in
81 the broader community; and

82 WHEREAS the work of building an institutional culture of inclusion, equity, and anti-racism is a
83 continual process of direct action, reflection, discussion, and revision; therefore, this is a living
84 document meant to help focus our continual iterative development of anti-racist practices.

85
86 BE IT THEREFORE RESOLVED that the Academic Senate will take the following actions:

87 A. Structural changes

- 88 • Create in AY 20-21 an Equity and Anti-Racist Standing Committee of the Senate (first proposed
89 August, 2019) which will, among other charges, review policies and documents with the lens of
90 equity, anti-racism, diversity and/or inclusion and prepare an annual report on diversity, equity
91 and inclusion to be presented to the Faculty Senate, with recommendations to remedy systemic
92 and institutional racism.
- 93 • Charge the Equity and Anti-Racist Standing Committee of the Senate with annually reviewing
94 and re-committing to this Resolution.
- 95 • Advocate for a University-funded organizational audit of the university, unit by unit, by qualified
96 outside professionals, to identify cultural taxation of BIPOC students, staff, and faculty.
- 97 • Take actions toward and advocate for relieving cultural taxation of Black/African American
98 students, staff, and faculty through:
 - 99 ○ acknowledging the extra service labor that faculty of color carry in advising students
100 and implementing anti-racist institutional work with course releases, campus resources,



CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS ACADEMIC SENATE RESOLUTION

Resolution on Anti-Racist Actions to Realize the Truth that Black Lives Matter

- 101 and professional development opportunities to ensure we have senior faculty of color
102 who are prepared to assume leadership positions in the future
- 103 ○ developing curriculum in each discipline that addresses current disciplinary events,
104 power relationships, representations, and concepts in relation to race, racialization, and
105 anti-racism to examine, address, and dismantle effects of racialization and disciplinary
106 practices of exclusion on students, staff, and faculty (see section C below)
 - 107 ○ counting mentorship through university programs and informal mentorship done by
108 Black/African American faculty as meeting service requirements for RTP (see section B
109 below)
 - 110 ○ prioritizing temporary reassignment opportunities for Black staff and faculty to train for
111 leadership positions, including Department/Program chairs. (see section B below)
 - 112 ○ recognizing that everyone, not just people of color, must engage in anti-racist work (see
113 section C below)
 - 114 ○ encouraging all faculty to include an assessment of anti-racist pedagogical practices in
115 Professional Development Plan goal-setting and RTP narratives self-assessment
 - 116 ○ advocating that all faculty engage in intense and honest self-reflection, critical
117 engagement, and broad reading about the present crisis and its relationship to the past,
118 and how to become an anti-racist community
 - 119 ○ providing opportunities for the advancement of more Black/African American
120 representation among CI leadership and on committees University-wide (see section B
121 below)
 - 122 ○ facilitating intentional mentoring of faculty of color by Departments/Programs, Faculty
123 Affairs, and Faculty Development Advisory Committee as they become leaders in
124 education and trailblazers in their fields (see section B below)
 - 125 ○ promoting the research, scholarship, and creative activities of faculty of color as they
126 become leaders in education and trailblazers in their fields
- 127 ● Advocate for funding and providing regular access to evidence-based training for all elected
128 Senate committee members on anti-racism, specifically anti-Black/African American issues.
 - 129 ● Advocate for sufficient resources to provide all faculty on-going evidence-based training; rooting
130 out structural racism will take structural and cultural change.
 - 131 ● Advance as a best practice that all Department/Program Chairs take anti-racist training that
132 specifically targets racism in hiring, retention, and review of faculty.



CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS ACADEMIC SENATE RESOLUTION

Resolution on Anti-Racist Actions to Realize the Truth that Black Lives Matter

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- Urge more hiring of Black/African American tenure-track faculty across disciplines (see section B below)
 - Advocate for increasing numbers of Black/African American students and staff (see section B below)
 - Endorse the development of and investment in pipeline programs and relationship building with local high schools to support a strong community of black CI students
 - Support the development of pipeline investments and relationships with local colleges, universities, and community colleges to support deep viable tools for junior faculty, students, and staff of color
 - Advocate for developing pipeline investments and relationships for Black staff in local communities
 - Endorse evidence-based training for the campus community on anti-racism, specifically anti-Black/African American issues. This should include all members of the CI community, specifically for all those who are involved in student recruitment, counseling, public safety, the classification review process for staff, or are involved with receiving complaints or conducting investigations.
 - Urge all university divisions and units to examine, evaluate, and eliminate all institutional policies and practices that marginalize Black/African American students, staff, and faculty.
 - Partner with the Campus Police and Ventura County Sheriff’s Department to ensure full investigation of current practices and complaints regarding incidences of police profiling and unjust practices against Black/African American students, staff, and faculty on campus and in the community; annual reporting to Senate and BfSA on CI community policing and impact on the Black/African American community; regular bias and best practices training for law enforcement that has been approved by the BfSA and the Black Student Association on how to interact with persons of color on our campus; and creation of a task force or other mechanism for tracking incidents of police misconduct.
- B. Hiring and retaining faculty of color**
- In AY20-21 Faculty Affairs Senate Committee will collaborate with the Office of Faculty Affairs, Deans, Department/Program Chairs, and Faculty Search Coordinating Committee on a CI Faculty Recruitment Handbook, which will incorporate diversity/anti-racist initiatives and directives, such as
 - Requiring evidence-based anti-racist and equity training for all members of faculty hiring committees;



CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS ACADEMIC SENATE RESOLUTION

Resolution on Anti-Racist Actions to Realize the Truth that Black Lives Matter

- 166 ○ Formalizing the process by which faculty members are chosen to disciplinary search
167 committees so as to avoid disproportionately recruiting faculty of color to serve on such
168 committees.
- 169 ○ Centralizing under the Faculty Affairs Office the cost, coordination, and placement of ads
170 in diverse outlets (and not leaving underfunded Departments/Programs to do it).
- 171 ○ Reviewing and approving mandatory diversity questions to be included in every
172 screening interview.
- 173 ● Develop quantifiable metrics and goals related to hiring and retaining Black faculty. Charge the
174 Senate Standing Committee on Equity and Anti-Racist Standing Committee with regularly
175 (annually at a minimum) reviewing performance on these metrics and assessing progress toward
176 the stated goals.
- 177 ● In AY 20-21 the Senate Faculty Affairs Senate Committee will incorporate diversity/anti-racist
178 issues into its review of the University Retention, Tenure and Promotion Policy;
- 179 ● The Senate Faculty Development Advisory Committee will develop mentoring and programming
180 in support of anti-racist RTP policies.
- 181 ● Advocate for the transformation of exclusionary hiring and retention practices to diversify the
182 faculty ranks in all disciplines through the following practices:
 - 183 ○ instituting cluster hires, starting with AY20-21 open-rank searches for faculty with a
184 demonstrated record of success in teaching, research, and/or service with anti-racism and
185 Black/African American populations;
 - 186 ○ including in Department/Program governing documents such as Program Personnel
187 Standards and By-laws capacity building in and assessment of anti-racist pedagogical
188 practices
 - 189 ○ developing the relationships necessary to cultivate, attract, hire, and retain Black
190 faculty, including meetings with the CI Black community when Black candidates visit
191 campus.
 - 192 ○ securing funding from the Administration for consultants to provide training for
193 Program/Department chairs, evaluators of classroom teaching, and those reviewing RTP
194 files on implicit/unconscious bias as well as overt/conscious bias, and how to recognize
195 bias and contextualize it in evaluation documents, including SRTs
 - 196 ○ socializing new faculty members into anti-racist values.
 - 197 ○ advocating for funding to support opportunities for professional learning for all faculty
198 and academic administrators on eradicating anti-Blackness and promoting racial justice,



CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS ACADEMIC SENATE RESOLUTION

Resolution on Anti-Racist Actions to Realize the Truth that Black Lives Matter

199 including workshops on unpacking whiteness, racism in education, racial battle fatigue,
200 and equity-minded hiring.

201 C. Anti-racist curriculum, teaching, and learning opportunities

- 202 • The Senate Academic Policies and Planning Committee will create formal expedited pathways
203 for modifications and new courses and programs to be responsive to public diversity needs and
204 calls to action.
- 205 • Senate Local Curriculum Committees will review new course proposals in all disciplines through
206 an equity lens using a structured process guided by a written procedure.
- 207 • In AY 20-21 the AB1460 Implementation Senate Task Force will identify courses and develop
208 process for new courses to meet the competencies for the Ethnic Studies graduation requirement
- 209 • The Senate Faculty Development Advisory Committee will devote one or more Spring 2020
210 Faculty Inquiry Projects (FIPs) to enacting one or more of the recommended Anti-Racist Actions
211 in this Senate Resolution
- 212 • The Senate Faculty Development Advisory Committee will promote teaching evaluations/
213 observations for purposes of improvement, pedagogical problem-solving/improvement/
214 innovation, and career development (not for professional files).
- 215 • Urge the expansion of funding to strengthen existing ethnic studies majors and minors at CI to
216 further the study of the history, lives, and experiences of people of African descent at CI through
- 217 ○ providing base funding to Africana Studies Minor, with a commitment to getting the
218 minor up and running and hiring tenure-track faculty to develop a Major. This includes
219 the hiring of Black/African American staff to support the program and course releases for
220 Black/African American faculty running the program.
 - 221 ○ including Africana Studies in the AY20-21 tenure-track faculty cluster hire
 - 222 ○ allowing low-enrolled ethnic studies classes to run and reserve seats for Black/African
223 American students in targeted courses (i.e., Pinkard Living-Learning Community)
- 224 • Challenge departments/programs to reckon with manifestations of white supremacy and
225 oppressive and racist assumptions, ideologies, and perspectives in all disciplines in order to re-
226 center our curriculum on historically silenced and marginalized voices, disciplines, and ways of
227 knowing in order to cease reinforcing default Eurocentrism, oppression, and white privilege;
- 228 • Advocate for permanent funding to provide professional development for all faculty on the best
229 evidence-based actively anti-racist teaching and learning practices, including bringing in
230 consultants and compensating leads of faculty learning communities aimed at helping faculty to



CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS ACADEMIC SENATE RESOLUTION

Resolution on Anti-Racist Actions to Realize the Truth that Black Lives Matter

- 231 review their curriculum, individual courses, and syllabi, and to infuse allyship and anti-racism
232 into their classrooms.
- 233 • Advocate for funding to provide socialization training at the department (program) level for new
234 faculty to integrate into the culture of anti-racism
 - 235 • Institutionalize teaching evaluations/observations for purposes of improvement, pedagogical
236 problem-solving/improvement/innovation, and career development (not for professional files).
 - 237 • Expand funding for Broome library's holdings and strengthen its focus on the Black/African
238 American histories, life, and culture.
 - 239
 - 240 • Promote the institutionalization of visible celebrations of Black culture on campus, including
241 developing event programming for Black History Month.
 - 242 • Support funding for programs to develop murals and other forms of public art.
 - 243 • Recognize and fund efforts of the Mission Centers to focus explicitly on methods to increase
244 Black students' access to opportunities such as multicultural engagement, service-learning,
245 interdisciplinary courses, Study Abroad, and University 392, and to provide funding for faculty
246 development opportunities explicitly to increase participation of Black faculty in mission-
247 centered initiatives.