

UNIVERSITY SENATE
UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

RESOLUTION TO PROMOTE AND DISSEMINATE TO FACULTY AND SENATE MEMBERS, TRAUMA INFORMED CAMPUS TRAININGS, PROGRAMS, AND FORA ADDRESSING THE SOCIAL FACTORS PRODUCING TRAUMA AND IMPACTS FOR SOCIALLY MARGINALIZED GROUPS AND PROTECTED CLASSES

Introduced by: the University Life Council (ULC)

Date: November 12, 2018

GOALS:

- To work together to promote and create fora to support “excellence in diversity” through offerings of information and training on how historical trauma is experienced and recycled,ⁱ particularly for socially marginalized or disadvantaged groups and protected classes.
- To support our faculty and students in growing awareness on the impacts of trauma and diverse approaches to addressing trauma in the classroom, or in the “out of classroom” experience.
- To create more understanding of lived experience and human interactions by offering knowledge and skills to help prevent “othering” and de-escalate potential trauma triggers or potential violence. To inform conflict resolution strategies and policies and potentially broaden inclusion and violence prevention.
- To study and share information and intersectional analysis on social historical trauma. To encourage more sharing of research and strategies to overcome bias, and support faculty and student instructors, administrative offices to continue to learn, seek and share conversation and models of trauma informed transformative teaching and learning which address how to facilitate dialogue and strategies related to areas such as dismantling racism, sexism, classism, homophobia, and ableism.

- To promote and create trauma informed education and skills through campus activities or programs. While the effects of systemic racism, sexism, and other forms of exclusion in the United States have been well researched and documented, trauma informed education and training is growing in importance. Our campus has addressed these skills for students though models for faculty and staff are needed to grow diversity on our campus. This resolution would both encourage forums and trainings for faculty and staff for the benefit of our students and the campus community. This resolution would encourage efforts already created by campus citizens to provide broader context and insight into experience, events, incidents, and interactions that may occur as well as make contributions to creating positive strategies and outcomes.
- To contribute to campus community awareness on the complexity of potential interactions of trauma triggers based on social marginalization.
- To provide equitable remedies in our campus policies that respect all persons, this resolution seeks to create a broader awareness of experience that could potentially prevent campus incidents and resulting campus seclusion and exclusion within our community and also advocates for Senate recommendations for policy change where needed.

WHEREAS, “Excellence in Diversity” is a key UAlbany strategic goal and excellence in teaching and learning could be encouraged by offering facilitation training addressing trauma; and

WHEREAS, compelling research on varieties of trauma include impacts from racial trauma which may be less understood. Researchers foundⁱⁱ that the perception of racism—“defined as an ideology of racial superiority followed by discriminatory and prejudicial behavior—can cause symptoms of depression, anxiety, low self-esteem, feelings of humiliation, poor concentration, or irritability (Pieterse et al, p.2).” Racial trauma may result from racial harassment, witnessing racial violence or experiencing institutional racism. Findings also indicate that those who have already been traumatized, may experience re-traumatization when these incidents occur; and

WHEREAS, incidents of hate speech and hate crimes are on the rise ⁱⁱⁱ throughout the United States and can cause re-traumatization and potential violence; and

WHEREAS, minoritized ethnic groups and allies are often accused of oversensitivity^{iv}, "because when they respond, they are responding not only to the incident but to the pervasive, covert, ambiguous, and unnamed institutional and cultural events against which the overt incidents are framed"; and

WHEREAS, processes and education/training which acknowledge the experience of trauma in the lives of historically marginalized persons is necessary to understand and/or inform efforts to dialogue, educate and shape policy; and

WHEREAS, a stronger Senate initiative to promote and disseminate campus-wide training, workshops, and trauma informed dialogues offered by faculty collaboration, student scholars, campus offices to address the impacts of systemic oppression -- is needed to sufficiently address and promote efforts initiated by the campus community, the Senate, and the Office of Diversity and Inclusion (ODI); and

WHEREAS, Senate initiatives advocate for support for our faculty and students, these offerings that develop trauma informed understanding could improve teaching, campus climate and policy if disseminated.

RESOLVED that the Senate encourages and supports initiatives that create awareness, programs, trainings and dialogue addressing history, research and findings that focus on the impacts of historical racial trauma and consider together how to de-escalate potential conflicts that could arise due to the lack of this awareness.

RESOLVED that the Senate and Administration act to create trauma informed response policies that take into account lived/perceived experience of historical trauma of marginalized groups.

RESOLVED that the Offices of Intercultural Student Engagement (ISE), Diversity & Inclusion (ODI), other campus offices or departments and participating campus community members who host workshops or activities addressing this urgent need, be supported by the Senate and that information on events or programs be disseminated through Senate communication.

RESOLVED that the Senate initiate sustained inquiry and discussion to educate ourselves as a university community on trauma based experiences and trauma based responses to incidents of racism and other pathologies of oppression as acknowledged above; and

RESOLVED that the Senate support and promote faculty & student scholar led programmatic series developed in partnership with collegiate scholars, invited speakers, and campus citizens, to educate Senate members and the Campus community at large to learn and develop trauma informed responses or facilitation skills, to inform policy recommendations and alternatives to campus seclusion and exclusion.

¹ Derezotes, D. S., (2014). Transforming historical trauma through dialogue. Salt Lake City: University of Utah.

ⁱⁱ Pieterse, A.L., Todd, N.R., and Neville, H.R., (2012). Perceived racism and mental health among Black American adults: A Meta-Analytic Review, *Journal of Counseling Psychology*, Vol 59, (1) 1-9.

Bryant-Davis, T., Ocampos, C. (2006). A therapeutic approach to the treatment of racist-incident-based trauma. *Journal of Emotional Abuse* Vol. 6, (4) 1-22.

Holmes, S., Facemire, V. and DaFonseca, A. (2016). Expanding Criterion A for Posttraumatic Stress Disorder: Considering the Deleterious Impact of Oppression. *Traumatology* Vol. 22, (4), 314–321.

Sanchez-Hucles, J.V. (2008). Racism: Emotional abusiveness and psychological trauma for ethnic minorities, *Journal of Emotional Abuse*, 1: (2) 69-87, DOI: 10.1300/J135v01n02_04

Turner, E. and Richardson, J. (2016). Racial trauma is real: The impact of police shootings on African Americans. <https://blackdoctor.org/494914/racial-trauma-is-real-the-impact-of-police-shootings-on-african-americans/2/>

Report cited: <http://www.heinz.org/userfiles/impactofracialtraumaonafricanamericans.pdf>

ⁱⁱⁱ Hate crimes jump for fourth straight year in largest U.S. cities, study shows.

https://www.washingtonpost.com/news/post-nation/wp/2018/05/11/hate-crime-rates-are-still-on-the-rise/?noredirect=on&utm_term=.135b717b67cb

New data shows US hate crimes continued to rise in 2017.

<http://theconversation.com/new-data-shows-us-hate-crimes-continued-to-rise-in-2017-97989>

Hate Crimes Rise in U.S. Cities and Counties in Time of Division and Foreign Interference. (2018). Center for the Study of Hate and Extremism; California State University, San Bernardino.

https://csbs.csusb.edu/sites/csusb_csbs/files/2018%20Hate%20Report%205-141PM.pdf

^{iv} Bryant-Davis, T., Ocampos, C. (2005). The trauma of racism: Implications for counseling, research, and education, *The Counseling Psychologist*, Vol. 33, (4) 574-578.