

Sierra College

Disrupting Racial and Identity Profiling—Strategic Goals and Procedures Action Plan

Sierra College stands against and is committed to disrupting racial and identity profiling and discrimination. The purpose of this Plan is to provide strategic goals (as referenced in this document) for disrupting instances of racial and identity profiling and to provide prompt and equitable means to address this alleged profiling.

Sierra College is committed to unbiased encounters between officers/security personnel, student conduct, and any members of the campus community as well as between any members of the campus community.

Definition

Racial and identity profiling refers to the targeting of particular individuals for suspicion of a crime, a student conduct violation, and/or violation of an Administrative Procedure/Board Policy based not on their behavior, but rather on their personal characteristics, such as race, color, ethnicity, natural hair styles associated with race/ethnicity, national origin, age, religion, gender identity or expression, mental or physical ability.

Data Collection, Reporting, and Public Education

Collecting Security Data

The Department of Community Safety Office will collect and review individual data as well as will collect on an annual basis data relating to all security stops/contacts, including where an individual was an arrestee,¹ subject or suspect. To the extent possible, this data must include:

1. the alleged subject or suspect's race or ethnicity;
2. any other intersecting identities of the alleged subject or suspect (e.g., gender, disability, LGBTQIA+, etc.)
3. identifying information of the individual who initiated the security report/referral
 - a. Names will remain confidential and only be reported to the Title IX/EEO Office. For purposes of this report, only the job classification or student status will be reported (i.e., faculty, Student Services classified professional, Facilities classified professional, Campus Safety Officer, Student, etc.).
4. time and location of stop/contact

¹ Sierra College Security/Campus Safety Personnel do not arrest individuals. Any arrests would be conducted by outside law enforcement.

5. outcome of stop/contact, if any (e.g., warning, citation, referred to law enforcement, referred to student conduct, no action, etc.)
6. race or ethnicity of individual who initiated the security report/referral
7. any other intersecting identities of the individual who initiated the security report/referral (e.g., gender, disability, LGBTQIA+, etc.)
8. comparison of security reports/referrals based on the general campus population

Collecting Student Conduct Data

Data will be collected annually capturing student conduct referrals. Student conduct referrals refer to any instance where a student is referred to the student conduct officer for an academic violation or behavioral issue. Students included in this list may also appear in the security data described above. To the extent possible, this data must include:

1. the alleged violator's race or ethnicity;
2. any other intersecting identities of the alleged violator (e.g., gender, disability, LGBTQIA+, etc.)
3. alleged student conduct violation
4. level of discipline imposed as a result of this referral, if any or outcome
5. comparison of student conduct referrals based on the general campus student population
6. identifying the individual who initiated the student conduct report/referral, where feasible and where accurate information is available
 - a. Names will remain confidential and only be reported to the Title IX/EEO Office. For purposes of this report, only the job classification or student status will be reported (i.e., faculty, Student Services classified professional, Facilities classified professional, Campus Safety Officer, Student, etc.).

All data as described above will be provided to the Title IX/EEO Office for review.

Data Reporting

Each year, District administration will share a report to the Presidential Equity Advisory Committee (PEAC) that includes the information gathered from all security and student conduct referrals during the preceding 12 months. The purpose of the report is to provide a comparative analysis of the information from previous data/reports collected in order to (a) determine the prevalence of racial and identity profiling at Sierra College campuses (b) examine if progress has been made based on the strategic goals (as outlined in this document) to eliminate instances of racial and identity profiling and c) determine if new actionable items need to be established. Where appropriate, the Office of Student Equity and Equal Employment Opportunity (EEO)/Title IX Office in conjunction with other constituent groups will provide this data to the campus community along with additional resources and/or information (Strategic Plan, healing circle information, action items that challenge profiling, etc.).

Professional Development and Trainings

Campus-Wide Professional Development

Restorative justice training will be provided for the campus community on a regular basis.

The District will provide trauma-informed professional development opportunities that include topics such as racial injustices, battle fatigue, microaggressions, racism, bias, profiling, and hate incidents both in and out of the classroom.

The District will provide professional development for faculty regarding classroom management strategies focusing on equity and inclusion as well as restorative justice practices/approaches.

Mediators/Trained Facilitators

The District will identify employees to be trained as facilitators or mediators in restorative justice practices/approaches. These trained facilitators/mediators will be charged with engaging in a facilitated discussion with all parties involved in a racial and identity profiling or similar incident. The District may also engage trained consultants to address such incidents.

Department of Community Safety Personnel

All community safety personnel on campus must complete onboarding and ongoing training relevant to this issue that will include topics such as:

- Implicit Bias
- Trauma-informed care
- Restorative Justice
- De-escalation
- Use of Force (managing violent situations)
- Making referrals to campus and community resources and services

For contracted vendors, this professional development requirement or similar training must be considered for inclusion as part of the vendor contract.

The District will hold regular forums and campus community gatherings (at all campuses) involving the community safety team, Student Conduct Officer, inviting local law enforcement, and the campus community to improve the communication and relationship between all parties.

Student Conduct Hearing Committee

All Student Conduct practitioners, including individuals who serve on the Conduct Hearing Committee as well as Division Deans must complete training as prescribed and certified by the District prior to serving in this role. The completion of this training will take place at least once per term. The curriculum will cover the student conduct process and restorative justice approaches/techniques.

Student Trainings

As part of student onboarding, the District will provide students with information about the District's commitment to diversity, equity and inclusion, available support services, student responsibilities, and ways to file a complaint/grievance.

In conjunction with the Student Engagement Center and Campus Life, the District will explore student led/peer-to-peer discussion opportunities and restorative circles. Input from these circles may be provided to the President Equity Advisory Committee or other key stakeholders for review and further potential action.

Continuous Review of Policies, Procedures and Practices

Utilizing both quantitative and qualitative data, the District will continue to monitor the progress made against racial and identity profiling and make data-informed decisions for process improvement, modification or additional trainings needed, and modifications/edits to the current policies and procedures.

Student Conduct and Grievance

The District will continue to review and revise policies and procedures related to student conduct and/or grievance, including BP 5500, BP 5515, AP 5520, AP 5521, and AP 5522 to reflect transparency, equity-mindedness, and restorative justice approaches/practices.

Student Handbook

The District will revise the Student Handbook to include a conduct philosophy statement, provide multiple ways to inform students of their rights and the conduct process in a transparent manner, and incorporate restorative justice approaches/practices. The handbook will be distributed to students in a variety of accessible and meaningful ways.

Process for Filing a Complaint

The [Title IX/EEO Office](#) will accept complaints from all who believe they have experienced racial and identity profiling. Investigation of a complaint will follow the process outlined in AP 3435 Discrimination and Harassment Investigations or any other relevant Board policies and procedures. No person shall be discouraged, intimidated, or coerced from filing a complaint, nor discriminated against because of filing such a complaint.

The Title IX/EEO Office regularly collects data relating to discrimination and harassment complaints, and where appropriate, will include complaint data regarding instances of allegations of racial profiling, when reporting data as described above.

All employees will make a reasonable effort to report any allegation of racial and identity profiling to the Title IX/EEO Office as soon as practical. Any employee who receives an allegation of racial and identity profiling will provide all relevant information to the Title IX/EEO Office.