



**GRAND RIVER** | SOLUTIONS

# Title IX and Bias Series

Utilizing Assessments to  
Identify and Reduce Bias

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Equity, and Inclusion  
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## Vision

We exist to help create safe and equitable work and educational environments.



## Mission

Bring systemic change to how school districts and institutions of higher education address their Clery Act & Title IX obligations.



## Core Values

- ❖ Responsive Partnership
- ❖ Innovation
- ❖ Accountability
- ❖ Transformation
- ❖ Integrity

# Your Facilitators

**Tibisay Hernandez**  
(she/her/ella)



**Manager of DEI  
Solutions**

**Martha Compton**  
(she/her/hers)



**Director of Strategic  
Partnerships & Client  
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# Goals and Objectives

- Identify how biases can be created
- Identify several different types of biases
- Utilize mitigation strategies to create more bias-informed assessments
- Understanding assessments

# Today's Agenda

01

Bias: What Is It?

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02

Assessment: Challenges and Opportunities

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03

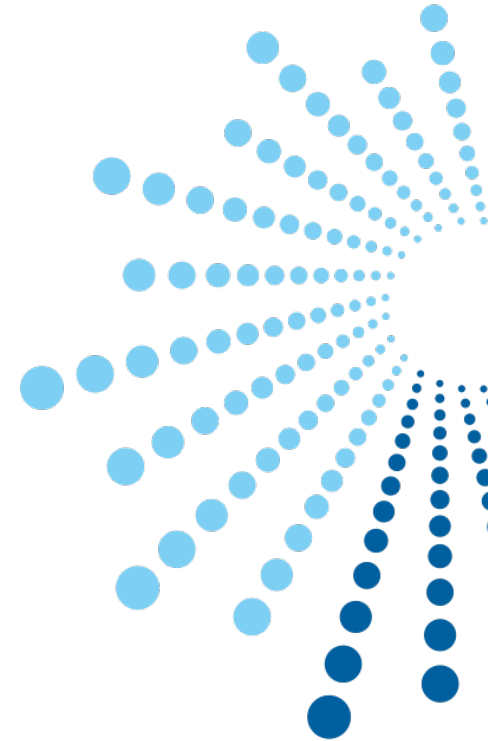
Where to Begin? Data

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04

So What? Now What?

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# Bias: What Is It?



01

# What is Implicit Bias?

**Stereotypes:**  
Automatic  
thoughts

**Prejudice:**  
Feelings

**Discrimination:**  
Actions

**Implicit Bias:** Stereotypical thoughts below conscious awareness, which can be followed by feelings of liking or disliking (prejudice) and/or discriminatory behaviors; tends to involve a limited or inaccurate perception of others.



Experiences

Implicit Bias

Actions

- Media
- Beliefs
- Education

- Automatic Thoughts
- Feelings

- Discriminatory
- Non-Discriminatory
- Overt
- Covert







# Interpersonal Bias

## **Affinity Bias:**

- To favor others who are like us. Affinity bias leads us to favor people who we feel we have a connection or similarity to.

## **Anchoring Bias:**

- The tendency to be overly influenced by the first piece of information that we hear.

## **The Halo/Horns Effect:**

- The tendency for an initial impression of a person to influence what we think of them overall. If our initial impression of someone was positive/negative, we want to look for proof that our assessment was accurate.

B.E. FOR DOGS:

# HALÓ EFFECT

Duke |  CENTER FOR  
ADVANCED  
HINDSIGHT



BERMAN, FOEHL, TROWER 2018

# Where can we find bias?

When survey is active, respond at [pollev.com/grsbias](https://pollev.com/grsbias)

**0 done**

 **0 underway**

Start the presentation to see live content. For screen share software, share the entire screen. Get help at [pollev.com/app](https://pollev.com/app)

# What percentage of CEO's are 6 feet or taller?

20%

30%

60%

75%

# What percentage of men are actually 6 feet or taller?


15%

25%

30%

40%

# When a woman's name was replaced with a man's name on a résumé, how much more likely were evaluators to say they would hire the applicant?



15%

35%

40%

60%

# Interpersonal Bias Mitigation Techniques

## Affinity Bias

- Question your assumptions and first impressions
- Would your view of the person change if they were different/similar to you?
- Justify your decision by writing down the reasons for it

## Anchoring Bias

- Ensure you have enough time to evaluate the situation
- Reflect on whether you have rushed to judgement in the past
- Ask yourself if you have thoroughly considered all key factors

## The Halo/Horns Effect

- Remind yourself that people are complex
- Create two possible impressions of people when you first meet them
- Collect objective information on which impression is more accurate

# DEI Feedback Survey

To complete the survey, go to [pollev.com/grsbias](https://pollev.com/grsbias)

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# Bias in Data Analysis

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# Bias in Decision- Making and Assessment

- **Confirmation Bias:** To search for, interpret, focus on, and remember information that aligns with our preconceived opinions.
- **Information Bias:** Based on the incorrect belief that more information—even irrelevant information—must always be acquired before deciding.
- **Attentional Bias:** The tendency to pay attention to some things while simultaneously ignoring others.
  - i.e. Tunnel vision

# Bias in Action

Look at the presented sequence of numbers and propose a set of numbers that follows the rule.

2

4

8

What is the rule?

*Rule: The numbers are in ascending order!!*



# What just happened?



# Bias Mitigation Strategies

## Confirmation Bias

- Take notice every time you feel strongly about a conclusion
- Seek out missing perspectives that challenge your opinions
- Assign someone on your team to play "devil's advocate" for major decisions

## Information Bias

- Be realistic about what information is critical, what is not, and why
- Write down key factors that should be considered

## Attentional Bias

- Remind yourself that you can be wrong
- Mood and physiological discomfort affect your attentiveness and decision-making
  - Check for hunger, fatigue, and emotional unease

# Bias in Assessment Survey

When survey is active, respond at [pollev.com/grsbias](https://pollev.com/grsbias)

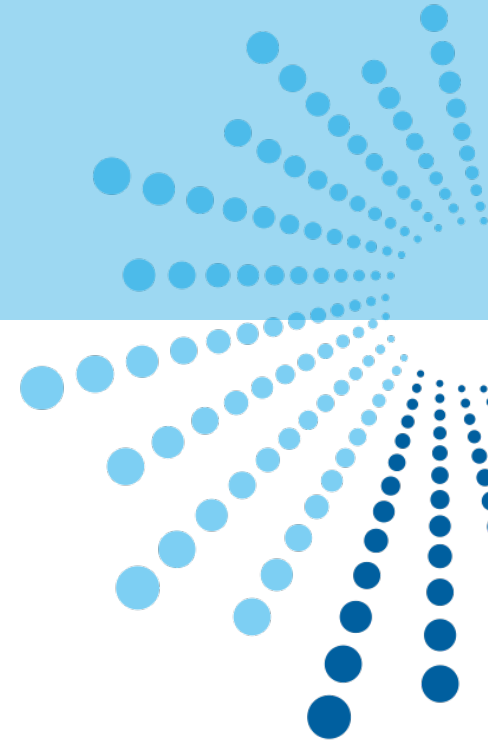
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# Assessment: Challenges and Opportunities



02

# What do we mean by “assessment”?

There are many different types of assessment; for the purposes of this discussion, we are focusing on program-level assessment.

## Key features:

- Objective, systematic method;
- Ongoing gathering, analyzing, and use of information;
- From various sources;
- About a program;
- Measuring program outcomes.



# How is assessment in Title IX and sexual misconduct processes unique?



The highly sensitive and personal nature of the work.



Lack of time and resources for most programs.



Significant scrutiny that already exists.



Erroneously equating good work with satisfaction of the parties.

# Assessment

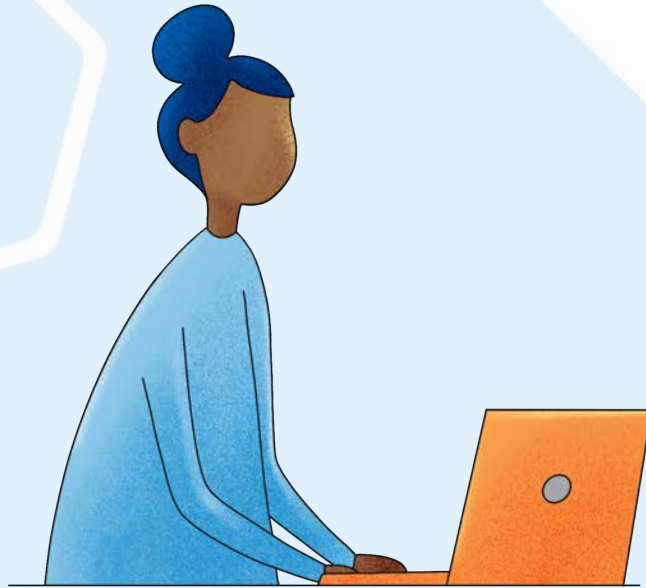
## Getting Started

- What do you want to know?
- What does the institution want to know?
- Where are the pain points/fears?
- Who do you need to get on board?
  - Who are your allies?
  - Who is resistant?



# Assessment

## Getting Started



- What are your obligations to disclose information or findings?
  - Public?
  - Internal only?
- Who will be your audience(s)?
- What will you communicate?
- Who wants to know what?
  - Focus on data & information – not names or details



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# Equity and Inclusion

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Focused  
assessment  
can:

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Build credibility

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Identify and address  
bias in the process

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Assist in creating more  
equitable outcomes

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Increase access to  
services and assistance

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*Danger Will Robinson*

Do this post-resolution—not before or during.



# Where to Begin? Data

03





**Begin with the data  
you already have.**

Value
183.102
154.178
2455

# What do you currently track?

Number of Reports	Number of Formal Complaints	Types of Prohibited Conduct	Mandatory & Discretionary Dismissals
Withdrawn Complaints	Number of Informal Resolutions	Informal Resolution Outcomes	Live Hearings
Outcomes of Live Hearings	Sanctions	Number of Appeals	Outcome of Appeals



What about other things to consider tracking?



# Are you tracking information related to...?

## Identity

Race

Ethnicity

Gender

Religion

Disability

Immigration Status

Sexual Orientation

## Academics

Major

Academic Standing

Transfer Status

GPA

## Campus Involvement

Residential Student

Student Athlete

Student Organization Affiliation

## Reporting Factors

How did they find your office?

Delay in Reporting

Law Enforcement Involvement

Medical Care

# Demographics

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To fully understand what your information is telling you about who is in your process, you must first understand who is on your campus.



# Finding Demographic Information

Student and Employee Information Systems

Integrated with your case management software

Office of Institutional Research

Affirmative Action Data

Human Resources

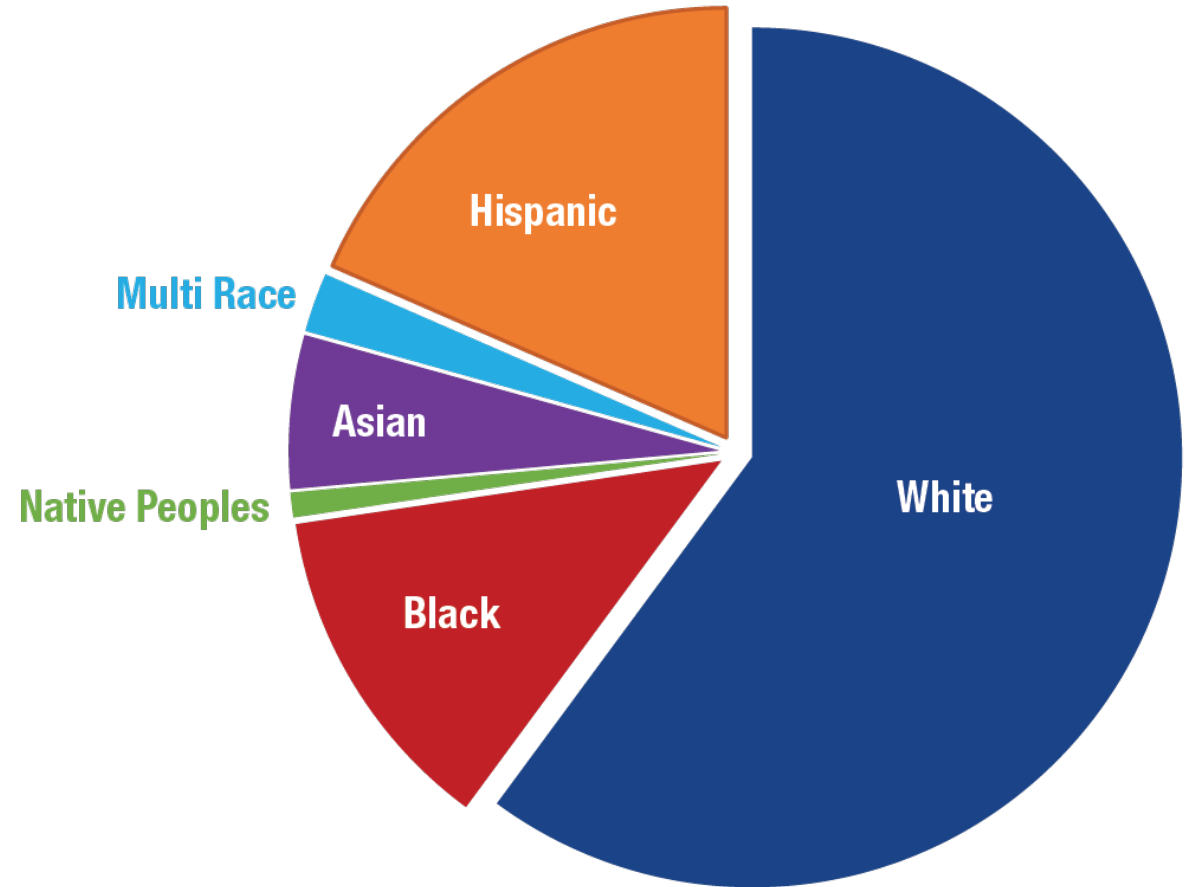
Admissions

Integrated Postsecondary Education Data System (IPEDS)

# Proportionality

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- Who is represented in your process?
- How are those same folks represented in your larger campus community?
- How do those numbers compare?



Example of a demographic breakdown by race



A<sub>1</sub>

S<sub>1</sub>

S<sub>1</sub>

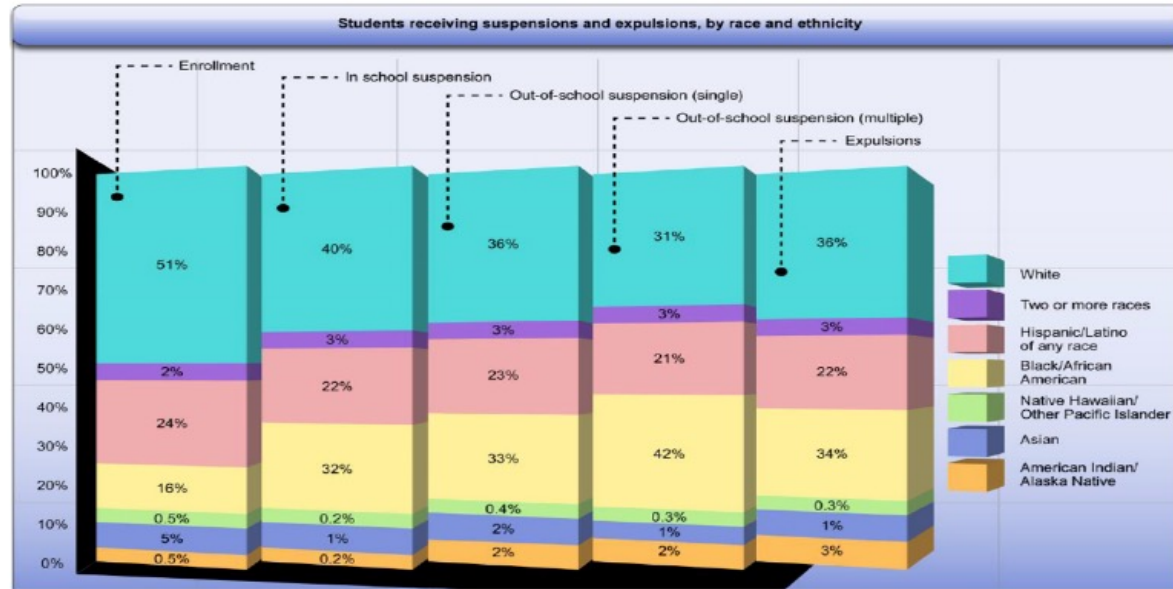
E<sub>1</sub>

S<sub>1</sub>

S<sub>1</sub>

# Assessing Proportionality

# Which groups are experiencing disproportionality?



Whites

Two or more races

Latinx/Hispanics

Black/African American

Native Hawaiian/ Other Pacific Islander

Asian

American Indian/Alaska Native

# Equity Through Proportionality

To fully understand what your information is telling you about who is in your process, you must first understand who is on your campus.

Consider...

OUTLIERS

APPROACHING  
WITH  
CURIOSITY

WHAT STORY  
THE DATA  
TELLS



# Special Considerations

If you are:

A small school;

A non-residential campus;

A professional school; or

A school with a very low caseload

Change your parameters and look for information over a longer period of time.





# So What? Now What?



04

# What does this all mean?

## Utilize campus resources to help you make sense of the information

- Department/divisional assessment professionals
- Institutional Research
- Faculty

## All information can be good information

- It can confirm you are on the right track or helps you see where to focus your efforts.



# Addressing Issues

Remember that what you are not seeing is just as important as what you are seeing.

Who is not making reports?

Who is not being reported?

Why is that?



**Prioritize, Partner, and Plan**

What is most important to address first?

Who do you need to help you address it?

How are you going to go about it?



# Example 1

A review of the last two years of data shows that only 3 of the 75+ reports received by the Title IX office involve members of the LGBTQIA+ community. The institution has an active and visible LGBTQIA+ community, and that number seems very disproportionate to you.

- **What are ways you could begin to explore this?**



## Example 2

A review of the last two years of data shows that 15% of the reports made to your office involve Black men as the Respondent. Only 7% of your campus population is Black.

- **What are ways you could begin to explore this?**

# Sharing Information: Strategies



Begin with the end in mind

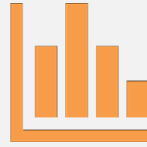


Share what you are required to by law or institutional policy



Discuss possible benefits of sharing other information

# Sharing Information: Format



Charts and Graphs



Narrative Report

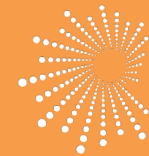
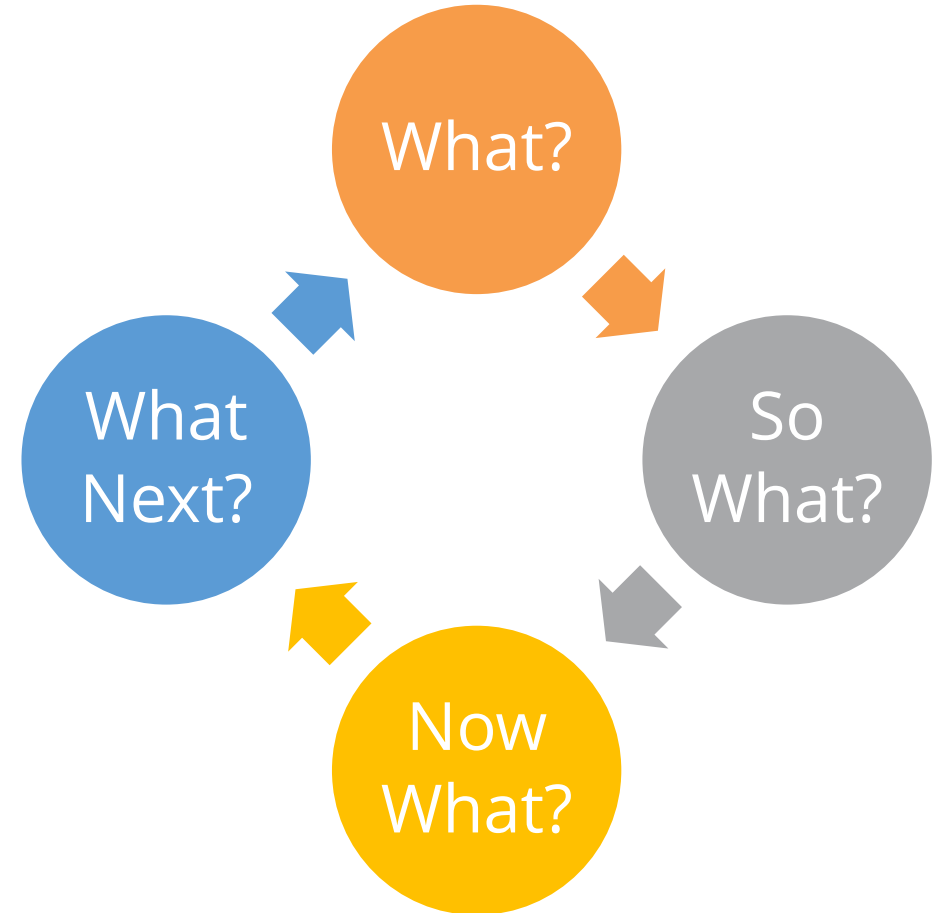


Presentations



# Assessment is Iterative

- What?
  - What do you want to know?
- So What?
  - What does this mean?
- Now What?
  - What do we do about it?
- What Next?
  - Did it work?



# Continue the Journey



Sanctioning

Hearings

Investigations

Charging,  
Emergency  
Actions, &  
Supportive  
Measures

# Save the Date!

## Title IX & Bias Series

**September 15, 2021**

*Understanding Bias in Charging, Emergency Actions, and Supportive Measures* with Darci Heroy & Tibusay Hernandez

**October 13, 2021**

*Reducing Bias in Investigations* with Chantelle Cleary Botticelli & Tibusay Hernandez

**November 10, 2021**

*Mitigating Bias in Hearings* with Kelly Gallagher & Tibusay Hernandez

**December 8, 2021**

*Reducing Bias in Sanctioning* with Jody Shipper & Tibusay Hernandez

## DEI Trainings

**September 14, 2021**

*Diversity Foundations: Bias Awareness and Mitigation*

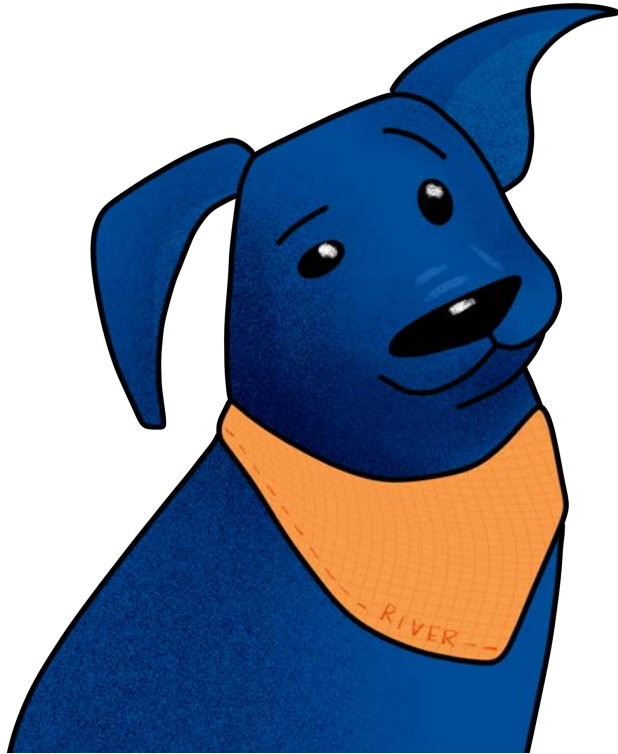
**October 14, 2021**

*Critical Conversations: Practical Tools for Navigating Difficult Dialogues*

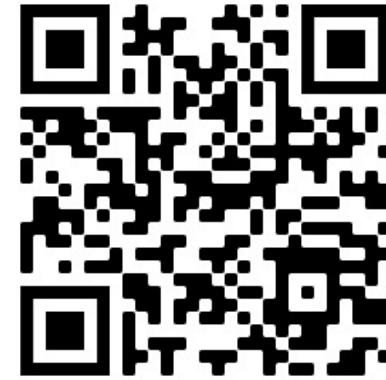
**November 14, 2021**

*Inclusive Search Practices: Culture Add vs. Culture Fit Recruitment*

# Questions?



Leave Us Feedback:



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