



GRAND RIVER | SOLUTIONS

Title IX and Bias Series

Utilizing Assessments to Identify and Reduce Bias

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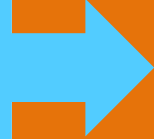
Martha Compton
Director of Strategic
Partnerships & Client
Relations





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
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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?

02

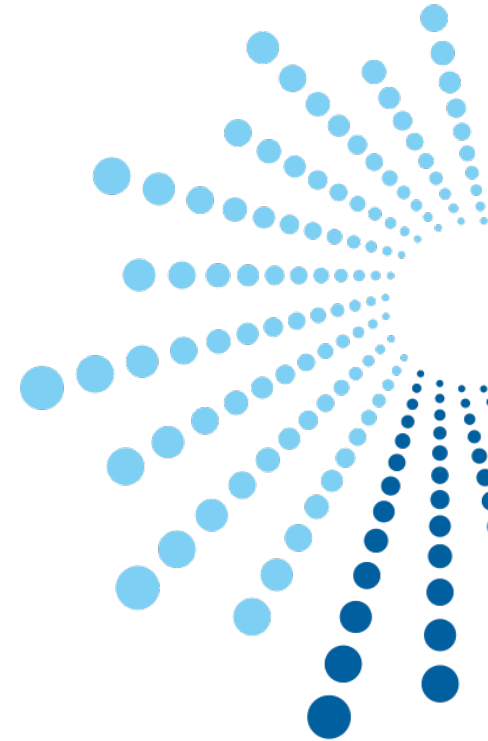
Assessment: Challenges and Opportunities

03

Where to Begin? Data

04

So What? Now What?





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

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Start the presentation to see live content. For screen share software, share the entire screen. Get help at 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

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Bias in Data Analysis

The background of the slide is a dark blue gradient with a complex network of glowing blue nodes and connecting lines, resembling a data network or a molecular structure. The nodes are small circles, and the lines are thin and light blue, creating a sense of depth and connectivity.

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

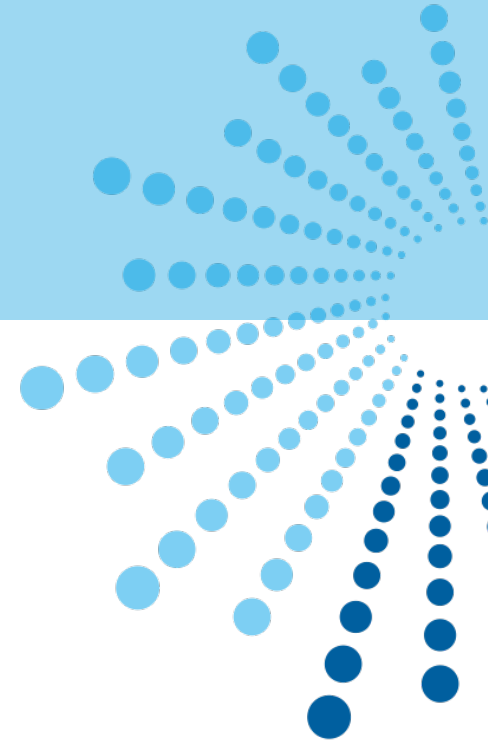
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Assessment: Challenges and Opportunities



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



Equity and Inclusion

Focused
assessment
can:

Build credibility

Identify and address
bias in the process

Assist in creating more
equitable outcomes

Increase access to
services and assistance



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

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

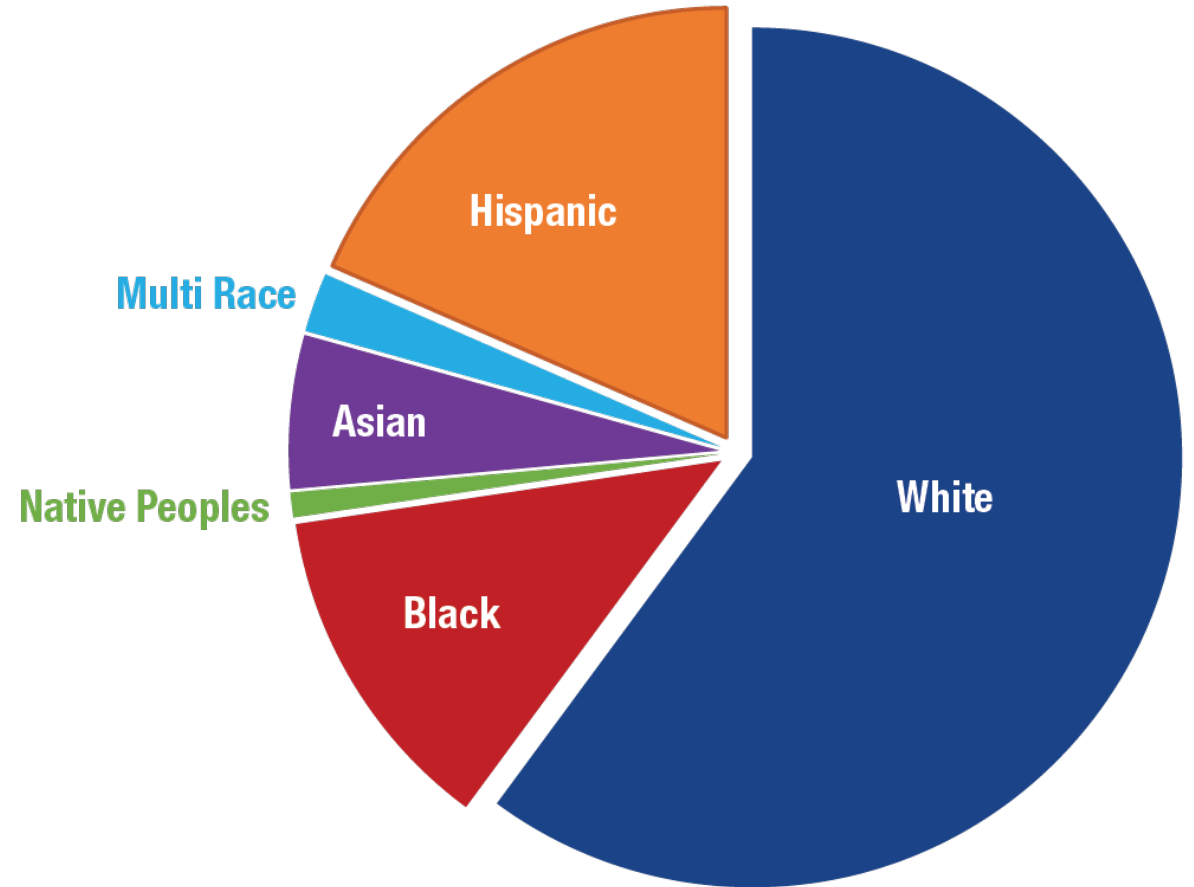
Human Resources

Admissions

Integrated Postsecondary Education Data System (IPEDS)

Proportionality

- 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



A₁

S₁

S₁

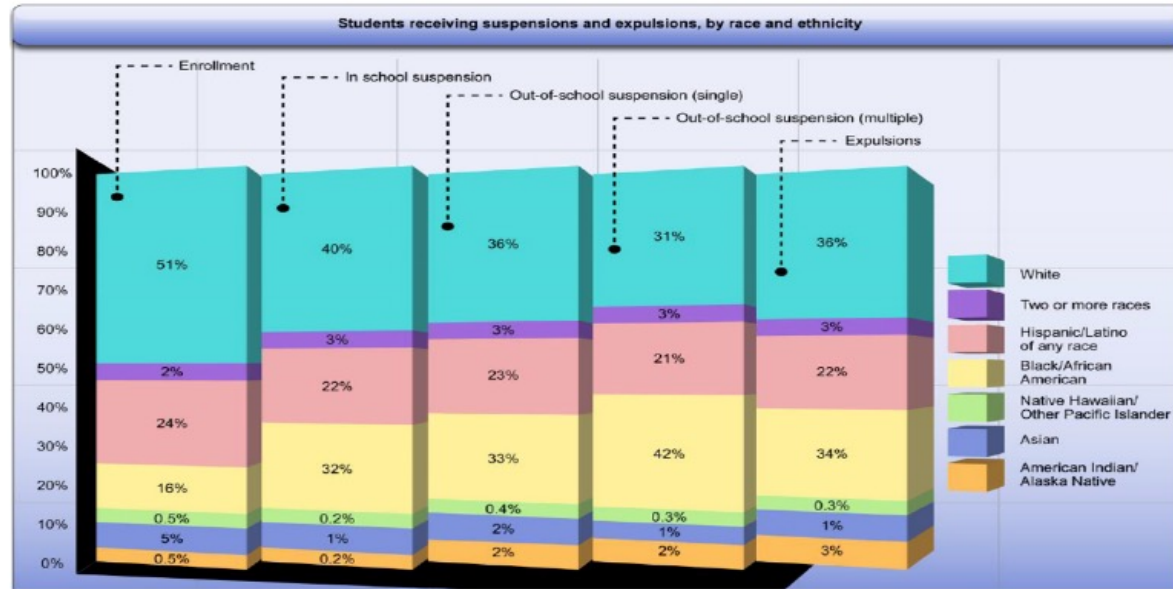
E₁

S₁

S₁

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

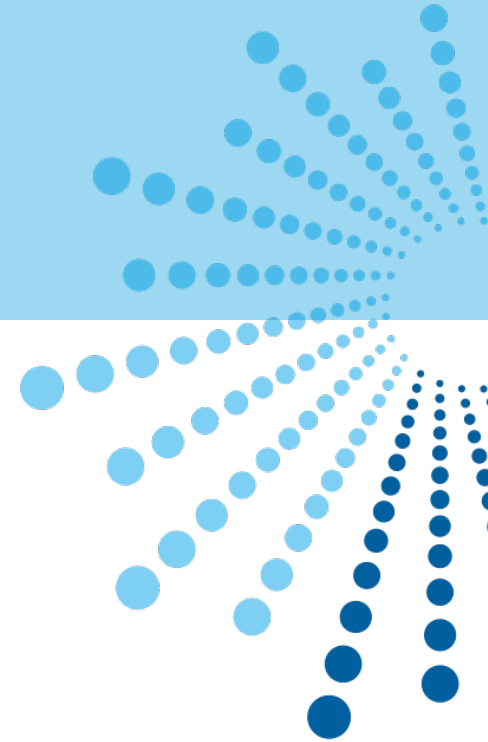
A school with a very low caseload

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

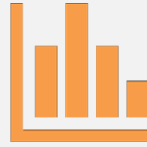


Share what you are required to by law or institutional policy



Discuss possible benefits of sharing other information

Sharing Information: Format



Charts and Graphs



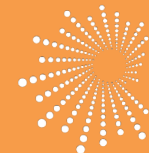
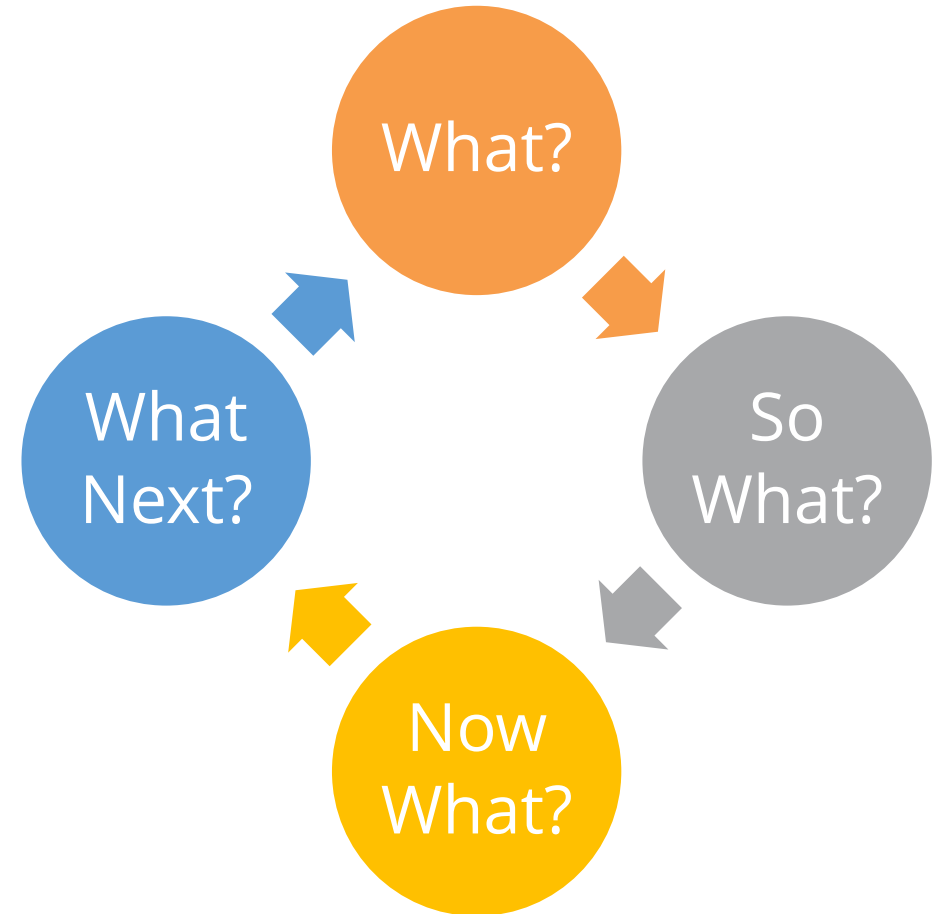
Narrative Report



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

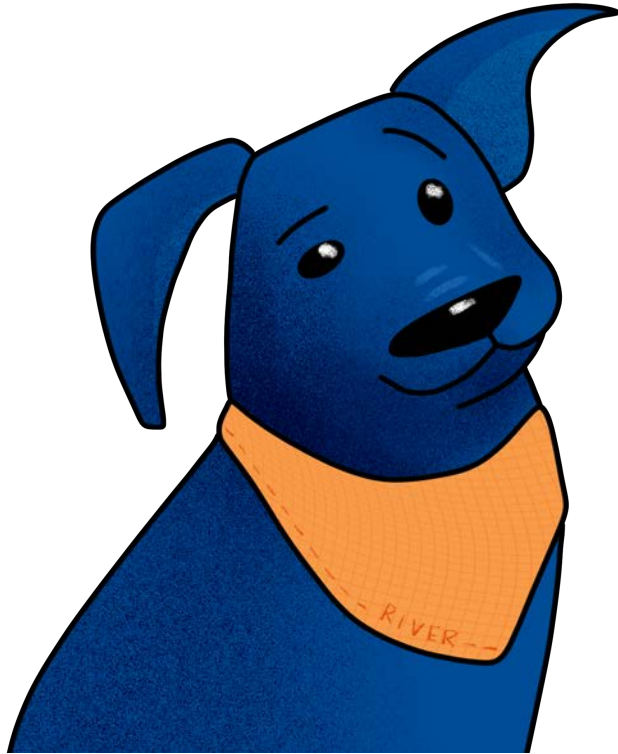
October 14, 2021

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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