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

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Manager of DEI Solutions

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(she/her/hers)
Director of Strategic Partnerships & Client Relations
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?
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
- Media
- Beliefs
- Education

Implicit Bias
- Automatic Thoughts
- Feelings

Actions
- 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.
Halo Effect

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HE HAS SUCH LUXURIOUS FUR!

STUNNING
PERFECT

WOW

I BET HE IS A REALLY REALLY GOOD BOY!

BUT IN TRUTH...

German, Foehl, Trower 2018
Where can we find bias?

When survey is active, respond at pollev.com/grsbias
What percentage of CEO's are 6 feet or taller?
What percentage of men are actually 6 feet or taller?
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?
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
Bias in Data Analysis
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.

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
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?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The highly sensitive and personal nature of the work.</td>
<td>The sensitive and personal nature of the work is a unique aspect of Title IX assessment.</td>
</tr>
<tr>
<td>Lack of time and resources for most programs.</td>
<td>Resources and time constraints add complexity.</td>
</tr>
<tr>
<td>Significant scrutiny that already exists.</td>
<td>Scrutiny increases the difficulty of assessment.</td>
</tr>
<tr>
<td>Erroneously equating good work with satisfaction of the parties.</td>
<td>This misconception complicates effective assessment.</td>
</tr>
</tbody>
</table>
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?
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
Begin with the data you already have.
What do you currently track?

<table>
<thead>
<tr>
<th>Number of Reports</th>
<th>Number of Formal Complaints</th>
<th>Types of Prohibited Conduct</th>
<th>Mandatory &amp; Discretionary Dismissals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrown Complaints</td>
<td>Number of Informal Resolutions</td>
<td>Informal Resolution Outcomes</td>
<td>Live Hearings</td>
</tr>
<tr>
<td>Outcomes of Live Hearings</td>
<td>Sanctions</td>
<td>Number of Appeals</td>
<td>Outcome of Appeals</td>
</tr>
</tbody>
</table>
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
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

Start the presentation to see live content. For screen share software, share the entire screen. Get help at pollev.com/app
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?
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

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?

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?
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?

What?
So What?
Now What?
What Next?
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 & Tibisay Hernandez

**October 13, 2021**
*Reducing Bias in Investigations* with Chantelle Cleary Botticelli & Tibisay Hernandez

**November 10, 2021**
*Mitigating Bias in Hearings* with Kelly Gallagher & Tibisay Hernandez

**December 8, 2021**
*Reducing Bias in Sanctioning* with Jody Shipper & Tibisay 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*
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