



DISCLAIMERS

1. This project is supported by Grant No. 2019-WA-AX-0037, awarded by the Office on Violence Against Women, U.S. Department of Justice. Points of view in this training document are those of the author and do not necessarily represent the official position or policies of the U.S. Department of Justice.
2. The videos & case examples are only a portion of the different types of gender-implicit bias incidents & by no means encapsulates all forms of gender-based violence (GBV) incident(s).

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About Us

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About Your Presenter

- Maggie M. Gross, MSW, LCSW is a project director under the direction of Dr. Kimberly Werner, PhD at UMSL's College of Nursing & Missouri Institute of Mental Health departments.
- Currently she manages:
 - 2 research grants involving gender based violence
- And coordinates the UMSL's Coordinated Community Response Team called the Tritons United: Against Gender Based Violence. We are both prevention/education as well as a response team.
- Maggie is a St Louis native who earned both her bachelor's degree in psychology and master's degree in social work from Washington University in St Louis, Mo.
- She has 15 years plus experience providing psychotherapy services and community referrals as a licensed clinical social worker, a certified substance abuse counselor, and a clinical member of the Association for the Treatment of Sexual Abusers (ATSA).



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We are Tritons United!



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Creating a Safe Space

- We utilize a trauma-informed systemic approach within this training session and in all of our other campus and community services and programming
- Although we can never truly ensure a safe space for everyone due to the information we will review today is sensitive in nature.
- You might experience discomfort when reviewing this material.
- Please be mindful that this material might cause triggering/re-traumatizing emotions for some survivors who personally have dealt with implicit biases and/or through vicarious trauma as a professional expert working in the field of implicit bias incidents and diversity, equity, and inclusion who are in attendance today.
- Please be kind to yourself during today's training.



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Today's Objectives Will Cover:

- Definitions: What is Gender-Based Implicit Bias?
- Their Impact: How Can Implicit Bias Impact Our interactions?
- How to Overcome or Challenge Implicit Biases?
- What Can We Do Next? Building Blocks for Inclusion
- How Do I get help or Support?



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2 Things To Think About During Today's Training:

- 1) How would you like to be known for, as a participant in the resolution process, regarding, how **YOU TREAT OTHERS**?
- 2) How would you want **OTHERS TO BE TREATED**, if they experienced gender-based implicit bias within our campus culture(s)?



University of Missouri System
COLUMBIA | KANSAS CITY | ROLLA | ST. LOUIS

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Definitions

What is Implicit Bias?

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DEFINITIONS:

- **BIAS:** An **INCLINATION**, stereotype, or outlook for or against something or someone or against a specified protected social category of individuals.
- **Implicit Bias:** associating bias without our conscious knowledge
- **PREJUDICE:** An **OPINION**, preconceived judgement or attitude based on a strong bias against a group of people, usually based on negative stereotypes.
- **DISCRIMINATION:** An individual's **CONDUCT** based on the protected social classes under CRR 600.010
 - Adverse Event or Gender-Based Violence (GBV)
 - Clery Act



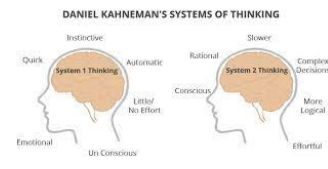
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Definitions:

Unconscious or Implicit Biases

DANIEL KAHNEMAN'S SYSTEMS OF THINKING



- An **automatic and unconscious** process of assigning and categorizing things and/or individuals. Fast thinking & quick shortcuts! May even conflict with our conscious thoughts & feelings.
- Can be linking **negative or positive** attitudes, past memories, social or media stimuli, or stereotypes to a particular item and/or group of people, or to an individual associated with a group. It occurs without awareness, intent, or conscious control & they work behind the scenes.
- **Implicit Cognition:** An automatic & unconscious process where we identify, categorize, differentiate, and label those around us and the world.

Source: Kahneman, D. (2011). Thinking, fast and slow. New York: Farrar, Straus, and Giroux.

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DEFINITIONS:

According to CRR 600.010: **Specific protected social categories:** race, color, national origin, ancestry, religion, sex, pregnancy, sexual orientation, gender identity, gender expression, age, disability, protected veteran status, and any other status protected by applicable state or federal law. In this policy, the word "sex" is also inclusive of the term "gender".



CRR 600.010:
https://www.wa.gov/system/uploads/attach_data/filename/local_employment_educational_opportunity/ch600/600.010.pdf
https://www.wa.gov/system/uploads/attach_data/filename/local_employment_educational_opportunity/ch600/600.010.pdf

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Sex or Gender Biases:

Includes on the basis of one's sex, sexual orientation, gender expression, gender identity, or pregnancy.

Examples of Sex or Gender biases:

- Females/Women
- Non-Binary gender identity, gender expression, sex, or attraction to
- LGBTQIA+
- Pregnancy, childbirth, or pregnancy-related medical conditions

Biases present directly or indirectly:

- Verbal
- Written
- Non-verbal expression/gesture
- Electronic
- Etc.

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The Impact

How can Gender Implicit Biases negatively influence our decision making and resolution processes?

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Implicit Gender Bias Impact

During the resolution process:

- 1) The disbelief one party was victimized
- 2) Thoughts of how the decision will impact an individual party
- 3) Focusing on circumstantial information and not factual evidence of the case
- 4) Adding assumptions regarding how the complainant responded
- 5) Decisions are made based off of your "gut" or "intuition."

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Defining Implicit Bias



Source: <https://www.youtube.com/watch?v=Uobvzi-YZt4>

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Any Questions?



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Case Scenario #1

Li Yan (she/her) = Complainant
&
Ralph (he/his) = Respondent



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Case Scenario #2

Ted (he/his)= Complainant
&
Ron (he/his) = Respondent



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Case Scenario #3

Leonard (he/his)= Complainant
&
Margaret (she/her) = Respondent



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Overcoming Implicit Biases

What can we do next? Building blocks for inclusion

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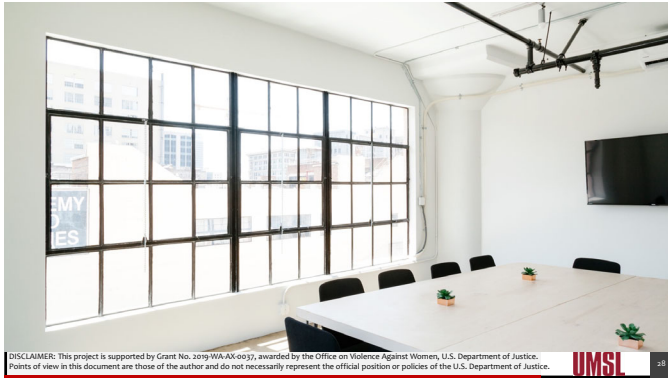
Tips for Overcoming Biases

- 1) Be Aware & Slow Down
- 2) Consider any current factors that may be influencing your decision(s)? Is there anything you can do to create a barrier from implicit biases (i.e. blindfold)?
- 3) Reflect on your past memories and/or patterns.
- 4) Be and stay curious—Actively listen!
- 5) Strive for inner growth
- 6) Identify what makes you uncomfortable
- 7) Take a more critical look at things—embrace the opposite
- 8) Take in multiple perspectives
- 9) Look for disconcerting evidence
- 10) Practice humility-- What are you missing here?

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University of Missouri Campus Resources for Faculty and/or Staff

- Your Campus Equity & Title IX Administrator/Coordinators
- Your Campus Human Resources Representatives
- Your Campus EAP Provider (Confidential Resource)
- Your Medical Health Providers or Social Support Systems (i.e. doctor, counselor/therapist, clergy member)



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Any Questions and/or Discussion Points?



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Please fill out Your Satisfaction Surveys!
Turn them into UM System.

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Gender Implicit Bias
Professional Training Program
For
Title IX, Decision Makers, & Hearing Board Panelists

HANDOUTS

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Social Media Handles: Follow us at @umsltritonsunited



Definitions

- ▶ **BIAS:** An INCLINATION, stereotype, or outlook for or against something or someone or against a specified protected social category of individuals.
 - ▶ **Implicit Bias:** associating bias without our conscious knowledge

- ▶ **PREJUDICE:** An OPINION, preconceived judgement or attitude based on a strong bias against a group of people, usually based on negative stereotypes.

- ▶ **DISCRIMINATION:** An individual's CONDUCT based upon one of the campus protected classes (CRR 600.010)

- ▶ **UM System Collected Rules and Regulations: CRR 600.010:** Equal Employment/Educational Opportunity and Nondiscrimination Policy- for matters involving conduct alleged to have occurred on or after August 14, 2020:
https://www.umsystem.edu/ums/rules/collected_rules/equal_employment_educational_opportunity/ch600/600.010-equal-employment-educational-opportunity-and-nondiscrimination

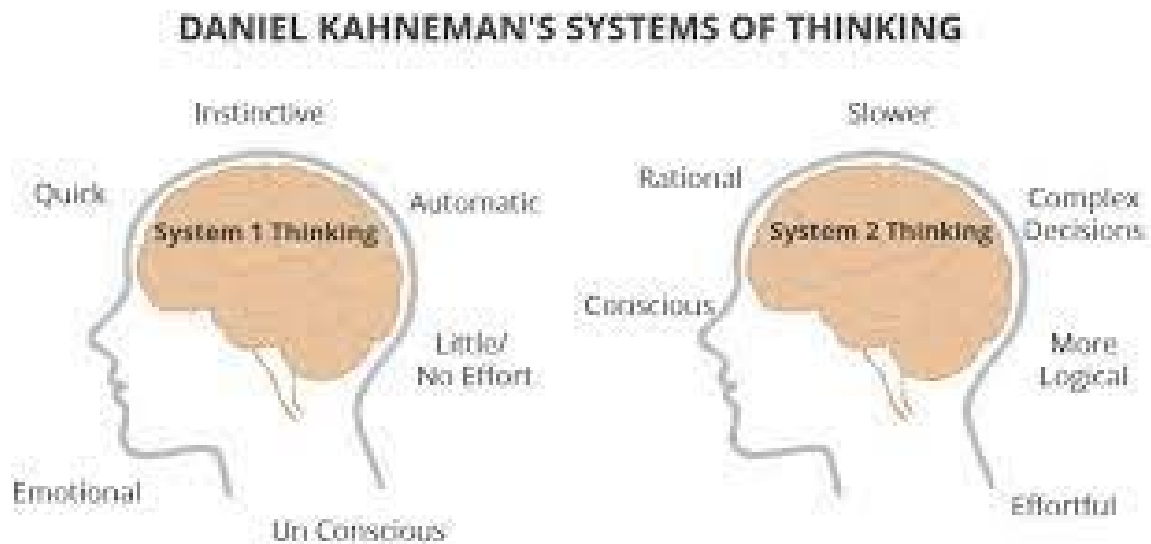
- ▶ **Gender Based Violence (GBV):** This is any sexual act or attempt to obtain a sexual act by either violence or coercion, regardless of the relationship to the victim. Gender based violence can take a number of forms, including physical, verbal, emotional, mental, economic and sexual harm regardless of one's gender identity. This is to include any acts and/or threats of such acts, whether it is occurring in public or private life.

- ▶ **Clery Act:** The Jeanne Clery Act of Campus Security Policy and Campus Crime Statistic Act or it is simply called The Clery Act. The Clery Act is a consumer protection law that aims to provide transparency around campus crime policies and crime statistics. The Clery Act requires colleges and universities that receive federal funding to disseminate a public annual security report (ASR) to all employees and students every October 1st. This ASR must include statistics of campus crime for the preceding 3 calendar years, plus details about the campus' efforts taken to improve their campus safety. ASRs must also include policy statements regarding (but not limited to) crime reporting, campus facility security and access, law enforcement authority, incidence of alcohol and drug use, and the prevention

of/response to sexual assault, domestic or dating violence, and stalking. As it relates to gender implicit biases the crimes covered under the Clery Act include sexual assault, dating and/or domestic violence, and stalking (including cyberstalking). An example: At the UMSL campus, both the Equity/Title IX Office and UMSL Campus Police Department submit UMSL's Clery Act Security Report and the report is called UMSL Campus Crime and Fire Safety Report. That report is located here:

<http://www.umsl.edu/safety/police/campus-crime-info/campus-crime-report.html>

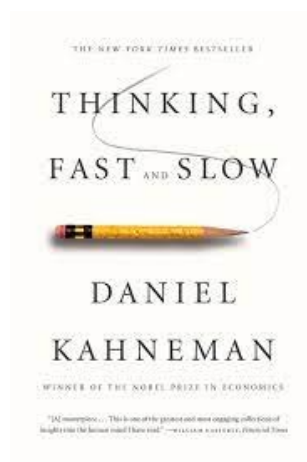
Unconscious or Implicit Bias



Where do implicit biases originate? According to Dr. Daniel Kahneman's system of thinking, from our System #1 thinking which is:

The **automatic and unconscious** process of assigning and categorizing things and/or individuals.

This system #1 thinking can link to **negative or positive** attitudes, past memories, social or media stimuli, or stereotypes to a particular item and/or group of people, or to an individual associated with a group.



Source: Kahneman, D. (2011).
Thinking, fast and slow.
New York: Farrar, Straus, and Giroux.

Tips for Overcoming Biases

- 1.) **Be Aware & Slow Down**: The first tip to overcome these biases is to acknowledge that they exist. When we know there are factors that can alter the way we see things, we're more likely to slow down our thinking, become more aware, and be more careful as we form judgments or make everyday decisions.
- 2.) **Consider current factors that may be influencing your decision**: Is there anything in the current situation that could lead you to feel overconfident in your convictions? Or cause you to ignore certain information? Make sure you are not falling into the bandwagon effect, or adopting attitudes simply because others are. Is there anything you can do to create a barrier from implicit biases (i.e. creating a blindfold system like the example of the curtain between the musician and the judges)?
- 3.) **Reflect on the past**: Look for patterns in how you have perceived prior situations and where you might have made mistakes. If, for example, you see that you tend to ignore facts or overemphasize your intuition. Then lean into opportunities to further explore data that is presented to you.
- 4.) **Be & stay curious**: Actively listen to others! Being curious can help us avoid cognitive biases. Curiosity can help us pause long enough to ask questions and look into something further. It stops us from assuming we are right.
- 5.) **Strive for inner growth & a growing mindset**: Be flexible, develop a growing cognitive ability, and steer clear from thinking that is "fixed" or unchangeable. We tend to learn from criticism, so rather than covering up mistakes, they see them as an opportunity to learn.
- 6.) **Identify what makes you uncomfortable**: Are there people or situations that rub you the wrong way? Ask yourself what makes you respond this way and whether you could have a bias that's impacting your perspective.
- 7.) **Take a more critical look at things-Embrace the opposite**: Trying to understand an issue from both sides can make you a stronger critical thinker and help you see the world with more empathy. Push yourself to believe the opposite of your initial reaction and pay attention to and see what happens.
- 8.) **Seek multiple perspectives from others**: Solicit feedback and perspectives from others. Asking others for their input can help us find potential blind spots and stops us from being overconfident in our decision-making.

9.) **Look for disconfirming evidence:** Go out of your way to seek out information that runs counter to your existing belief.

10.) **Practice intellectual humility:** Intellectual humility is about remaining open to the idea that you might be wrong. Rather than blindly standing by our convictions. It's about asking yourself, "what am I missing here?"

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Created by Maggie M. Gross, MSW, LCSW for University of Missouri-St Louis, Gender-Implicit Bias Professional Training Programming on behalf of Tritons United: Against Gender Based Violence. Version 07/2022

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IMPLICIT GENDER BIAS TRAINING

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