BERT END OF YEAR STATUS REPORT
JULY 1, 2018 – JUNE 26, 2019

Bias Education & Response Team (BERT)
Lesley University
To offer an educational and developmental process for addressing the harm and impact of bias
This FY19 End of Year Status Report Does Not Include The Following:

• Reports to BERT that were re-directed to Equal Opportunity & Title IX Coordinator, Director of Human Resources, and/or Dean of Students

• Reports of incidents that were determined to be cases of sexual assault, harassment and/or discrimination
CONTENT

- Number of Reports
- Identity(ies) & Behaviors Within Reported Incident
- Affiliations of Individuals Involved
- Patterns in the Data
- Location of Incidents
- Educational Follow Up Taken
- Recommendations
There have been a total of 18 reported incidents that BERT has followed up on between July 1, 2018 and June 26, 2019.
Types of Behaviors:
• Jokes
• Insensitive comments
• Misgendering
• Graffiti/Posters
• Insensitive behaviors & gestures
• Differential treatment
• Derogatory Slurs
• Questioning others’ identity
There have been a total of **20 individuals** who have filed a report that was ultimately directed to BERT for follow up - but there were **18 incidents overall** for BERT to follow up on.

Three individuals were reporting on the **same incident**.

Three of these reports were made **anonymously**:
- One graduate student
- One undergraduate student
- One staff member
With 20 reported incidents through BERT, the sample size is small but there are some patterns between nature of incident and person(s) named in the report.

This report does not claim any statistical significance.

Three of the reports named two individuals as being responsible for insensitive/biased comments and behaviors during an incident.
Patterns In The Data

- With the **8 reports** where faculty were named, the reports centered on issues tied to race/ethnicity (7), country of origin (1) and gender identity (1).

- **Five of the 18 reports** centered on issues tied to gender identity.

- In the data, **13 of the 18 reports** were centered on race, ethnicity or culture.

- There were three reports tied to **gender identity** within graduate programs.

- The use of a racial derogatory slur was a concern in **four of the reports**.

- Misgendering and concerns tied to pronoun use was a concern in **four of the reports**.

- No one named in a report declined to meet with a BERT Responder.
Location of Reported Incident

- Of the **18 reported incidents** that BERT has followed up on so far in the current fiscal year (FY19), **16** of the reported incidents occurred **on campus**:  
  - On Campus  
    - Classroom/Residency (8)  
    - Public Space (4)  
    - Staff Meeting/Work Place (3)  
    - Residence Hall (1)  
  - Virtual/Off Campus  
    - Virtual Engagement (2)

- **Two of the incidents** did not physically occur on-campus, but was instead a virtual interaction of some kind.
Educational Follow Up Taken

**Offered:**
- Support and opportunity for future dialogue and meetings
- Resources for further learning (e.g. videos, readings, etc.)
- Strategies for disrupting problematic behaviors in sphere of influence
- Personal examples of learning and growth (i.e. modeling growth process)

**Examined:**
- Impact of comments and/or behavior on others
- Significance of context (e.g. socio-historical, location, etc.) relative to comments/behaviors
- Perspectives of others with respect to perceptions, intent and feelings

**Explored:**
- Use of new language and terminology for interpersonal interactions
- New/different interpretations of one’s behaviors relative to one’s own perception
- Strategies and approaches that could have prevented incident and/or similar future incidents
- Common dynamics that can lead to intercultural/identity based conflict, and intergroup conflict

**Facilitated:**
- Restorative Community Forum held on campus
- Pilot Efforts of Restorative Justice Pre-Conference and Conference Approach
Recommendations

1. Continue to provide tools and strategies that support enhanced communication and behavior during BERT follow up.

2. Build on opportunities to infuse intercultural competence based developmental activities into settings that capture groups/cohorts (e.g. divisions, offices, etc.).

3. Increase access to skills based and developmental supports for culturally responsive pedagogy; Activities that can be used for Referrals as well.

4. Opportunities for learning about historical context, lived experiences and personal narratives tied to identity intersections
Recommendations

5. Modifications to BERT to align with Restorative Justice follow up.

6. More education and awareness about BERT and Restorative Justice through virtual, print and in-person engagement

7. Revising terminology of BERT and “Reports” & perception in community

8. Track and monitor patterns and trends in subsequent years

9. Restorative Justice workshops that encompasses bias response, community building, skill development/training and support with implementation