



# Division of Student Affairs Diversity Report

2016-2017

## **Division of Student Affairs February 2017 Board of Trustees Report**

### **J. Andrew Shepardson—Vice President for Student Affairs/Dean of Students**

As you recall, this academic year we are trying something new in the Division of Student Affairs for our divisional report. Rather than a summary of departmental accomplishments and challenges (still available on Diligent), we will be taking a more in depth look at important strategic themes impacting the institution through a Student Affairs lens followed by an in depth conversation in the committee meeting. In the fall, we focused on graduate student life. This report highlights our work surrounding diversity and inclusion. I look forward to a discussing it further in person on February 24, 2017.

### **Introduction**

Diversity is critical to the University's mission of educating creative, ethical, and socially responsible business leaders. The verdict is clear (documented in Forbes, BusinessWeek, and Bloomberg) that a diversity of thought, grasp of social issues, and value of social identities are qualities that set leaders—and companies—apart from one another. As a place-based institution, having a diverse and inclusive community is critical to students feeling welcome and safe on campus. Through the meaningful diverse interactions that they have within our community, students become better prepared for the world beyond Bentley.

The student goal in the strategic framework states: Ensure that all students engage in diverse interactions by increasing opportunities to do so and by providing an inclusive environment conducive to living and learning.

As a division, we have identified three key elements to help us achieve this strategy—implement a divisional development program designed to prepare all staff members to be leaders in this area, support all students who bring diversity to our campus, and develop programs for all students to engage in meaningful diverse interactions.

This report is divided into three sections—divisional development, student support, and diverse interactions—in order to provide more detail on each of these elements. The information presented is designed to give a baseline for further conversation at the Student Affairs Committee meeting on February 24.

## **Divisional Development**

### **Implement a divisional development program designed to prepare all staff members to be leaders in diversity and inclusion**

We have long encouraged students to seek out resources on diversity and have dialogue across difference by creating safe spaces and structured facilitation. In order to support our divisional strategic plan, we have put more attention on providing these opportunities for staff members as well.

For the past three years, the Office of the Dean of Student Affairs (ODSA) has been responsible for a comprehensive monthly professional development series and has used this opportunity to provide education and resources in which diversity and inclusion are centered. Given the breadth of functions

included in the Division of Student Affairs, a wide array of opportunities have been offered in order to have everyone gain a basic level of understanding and a set of common experiences.

Our determination to learn more and do more is driven by our commitment to support all of our students. While every student has taken a different path to get to Bentley, our journeys have all brought us to the same place. With the leadership of ODSA, the division has been working to bring the concepts of storytelling and vulnerability at the forefront of the diversity and inclusion discussion. All students have a story, the premise of which is used to unite our community across difference. There has been a lot of success that has been achieved through our work with storytelling and vulnerability in order to make diversity more accessible to all of those in the community. This is on full display during our Dear World program in Orientation.

As we approached this academic year, we formed a Diversity and Inclusion committee to address the climate in the division and plot a way forward. We encourage students to have conversations around difference but do not always role model how to do it effectively. The goal of our committee is to provide all staff in the division resources for education, opportunities for reflection, and lists of on-campus events to attend in order to increase foundational competencies and expand each staff member's capacity for this work.

The Committee consists of the following members of the division:

- Michael McCorvey, Director for the Multicultural Center
- Nina DeAgrela, Associate Director of the Multicultural Center
- Claudette Blot, Director of STEP
- Christine Lookner, Director of the Center for International Students and Scholars
- Antonio Willis-Berry, Assistant Director of the Residential Center
- Kat Keyes, Associate Director of the Residential Center
- Roatha Kong, Program Coordinator of Student Programs and Engagement
- Robin Olson, Director of Spiritual Life
- Peter Forkner, Director of the Counseling Center
- Jessie Traue, Director of Wellness
- Cindy Scott, Assistant Athletics Director
- Jess Kenerson, Director of Student Affairs

Members of the Committee have been broken down into three working groups in order to efficiently and effectively address multiple aspects of the continued development of our professional staff members. The three working groups are entitled Reflection, Education, and Application.

- The group focused on **Reflection** aims to create questions and prompts for individuals to be more in tune with their own experiences with difference throughout their life as well as begin integrating dialogues about difference in one-on-ones and staff meetings.
- The **Education** working group is compiling resources for the division. Often, we have heard that staff want to do more around diversity and inclusion but do not know where to go for reputable information. Whether a staff member has five minutes, five hours, or five days to spend on this work, the Education group will point them in the right direction.

- The **Application** team is gathering all of the events focused on diversity and inclusion that happen on campus and sharing them with the division. If a staff member is not ready to have a dialogue, they can choose to more passively attend an event to engage with the topic.

Since the beginning of the fall semester, we have set a goal that each member of the division, over the course of a year, will spend 5-10% of their time focused on diversity and inclusion efforts. Some of the ways that we are helping staff members accomplish this are listed below.

### **Opening Division Meeting**

We started the fall semester with a divisional meeting focused on vulnerability and storytelling. This session followed the format of a similar program that all first year students participated in during orientation. The goal of this meeting was to build trust with one another in order to have deeper discussions across difference throughout the year.

### **Implicit Bias**

All members in the division were asked to spend some time completing an implicit bias assessment. This online tool provided all staff in the division an opportunity to have a working knowledge of what implicit bias is and why it is important to recognize our own implicit bias in our interactions with those around us. The importance of administering the implicit bias assessment was to get staff comfortable with the thought that having bias does not make you racist but instead makes you human. Everyone has bias, so we need to refocus our mindset to learn on how to manage these potential blind spots.

### **Common Ground Conversations**

After staff members in the division took the implicit bias assessment on race, they were encouraged to attend a Common Ground Conversation to debrief the experience. Staff members were able to share as much or as little as they wanted to about their own personal results. The important aspect of the Common Ground Conversation was to have a safe and structured environment to talk about implicit bias and how it can show up on campus. While not a mandatory event, the vast majority of full time staff members attended at least one of the conversations.

### **Divisional Development**

Every month, we offer five to 10 professional development opportunities that are free for staff to attend. Each opportunity is categorized according to Gallup's five essential elements of well-being: purpose, social, community, physical, and financial. In addition, nearly all of the offerings are now trying to increase awareness and competence around diversity and inclusion. Examples of events held in the last few months include: the Carlos Doesn't Remember podcast with Malcolm Gladwell, BRIDGE (Building Interfaith and Religious Dialogue Engagement and Experience) Workshop, Tackling Unconscious Bias in Decision-Making Webinar, *Hidden Figures* Film Screening, and the Student Affairs book club featured title of *Small Great Things* by Jodi Picoult.

### **Divisional Workshop with Kathy Obear**

The Diversity and Inclusion Committee realized through its work during the summer that every member in the division was coming from a different starting point in terms of their education and experience with diversity. This presents an added challenge when trying to facilitate a meaningful dialogue across difference. In order to ensure that everyone in the division could honor their personal experiences and then reflect on them through a lens of privilege and marginalization, we asked Dr. Kathy Obear, social justice consultant, to facilitate a two-day training for members of the division. The first day was entitled

Creating Inclusive, Socially Just Campus Environments: Our Role and Responsibility. This training was focused on a breadth of social identities with race being centered. Over 75 members of the division attended and explored their own privilege and marginalization through personal reflection activities done in pairs and small groups.

During the second day, Dr. Obear continued the conversation with smaller groups of dedicated staff members. She spent the morning with the Diversity and Inclusion Committee and worked with the vice president and deans of student affairs for the second half of the day. Day two allowed key campus stakeholders to reflect on themes that came out the previous day and start planning actionable ways to continue moving the division forward on diversity and inclusion.

### **Upcoming Opportunities**

In the spring semester, the Diversity and Inclusion committee is working on a structured Common Ground Conversation to debrief the divisional workshop with Kathy Obear. Five opportunities have been created for staff to talk about their experience during the day-long workshop. The Common Ground Conversations will be offered based on level within the division in order to reduce the power dynamics that can occur when supervisors are present. The opportunities will be rooted in the five question Critical Incident Questionnaire.

The Committee is also creating a guide for members of the division that will contain a tiered model for diversity development. The guide will contain a glossary of terms, educational resources, training materials, and question prompts to facilitate dialogue in one-on-ones, staff meetings, and across peer groups.

A divisional campus climate survey will be administered in the summer with work identifying an instrument taking place over the course of the spring semester. While the divisional workshop provided an excellent starting point to assess the wide range of views embodied by members of our diverse division, it is important to capture thoughts and feelings of policies, programs, and initiatives in a climate survey to enact a systemic culture change. This survey, ideally, will be conducted every two years.

Finally, the Diversity and Inclusion committee will be engaging in environmental audits of students spaces, in particular, to ensure that they are welcoming to all members of our community. This will allow us to align our philosophical commitment to diversity and inclusion with visible signage and artwork throughout our spaces.

## **Supporting Students**

### **Support all students who bring diversity to the community**

Bentley has a long history of providing support for our diverse student population. Within the division, there are four departments/centers that work specifically to support marginalized student populations: Multicultural Center (MCC), Center for International Students and Scholars (CISS), Spiritual Life Center, and the Equity Center.

Three of these Centers have long histories at Bentley. Spiritual Life was vibrant when I arrived in 1993 with the MCC and CISS arriving shortly thereafter. The Equity Center, on the other hand, opened its doors following the renovation of the Student Center two years ago.

Each of these areas has undergone significant transformations to create centers that rely on student development theory, best practices, annual assessments, and an evidence-based programming model. In the past two years, we have brought in external reviewers to work with both the MCC and CISS to interview students and alumni to get their perspectives, analyze available data and programs, as well as share best practices from other institutions.

The results have given us a strong road map to guide us going forward. As a result of vacancies within the department and recommendation from external reviewers, we have transformed the entire CISS staff in the past 12 months. The MCC program review established a new vision for the department and helped usher in a new director to lead us in the right direction.

Our Spiritual Life director came to us from Boston University and has spent the past two years transforming the department into a Center for interfaith engagement. The number of student communities has increased during this time as has the collaboration between the groups. This collaboration has highlighted how our community can come together through diverse faith traditions.

Opening with the renovation of the Student Center in 2015, the Equity Center has provided support and education to the community around gender, gender identity, and sexual orientation. In addition to Equity Center Educators (a peer education model), two student groups are based in the Center—SAGE (previously the Women’s Center) and PRIDE (LGBTQ student organization). While we do not have a current FTE managing the Equity Center, we do have synergy around the various student organizations and offices that support students with these social identities.

Below are descriptions of the four departments/centers that work to specifically support marginalized students populations. Included are their mission statements, key facts, student breakdown, and examples of two key programs that are sponsored by their areas.

**The Center for International Students and Scholars (CISS)** strives to keep the institution, students, scholars, and their dependents in compliance with immigration regulations. CISS also supports and fosters divisional goals by investing time and resources in international student development and by promoting interactions between domestic and international students. Through these interactions, CISS assists all Bentley students gain a global perspective and a broader world view.

International Student Breakdown 2015-2016	
Total Countries of Citizenship	97
Total J1 Exchange Students	97
Total J1 Grad Students	13
Total F1 Undergraduate	711
Total F1 Grad Students	569
<b>Total</b>	<b>1,280</b>
Percentage of Undergraduates	17%
Percentage of Grad Students	40%

CISS engages in campus-wide events and other activities that target international students. Culture Fest, organized collaboratively by CISS and the Multicultural Center, is an annual tradition that takes place in November. The week of programming has grown to be a campus-wide festival of events with support from students, staff, and academic departments to educate the Bentley community on global issues. It increases cultural awareness about nationalities represented on campus, and it remains a source of cultural identity and pride for international students. Culture Fest routinely features over 20 events sponsored by 20+ undergraduate and graduate student organizations as well as 10+ Bentley offices and external organizations. Over 2,000 students participate in at least one of the activities.

Festival of Colors (FOC) takes place in March and is organized by the International Student Association (ISA) in collaboration with other student organizations such as the Honors program and South Asian Student Association (SASA). FOC features cultural dances, skits, drama, musical performances, poem recitations, and exposes attendees to food from over 10 countries. FOC continues to be a family-friendly annual campus-wide event with over 400 guests in attendance.

**The Multicultural Center (MCC)** develops new initiatives that promote inclusion and diversity in all aspects of the student experience, while supporting the ongoing social justice efforts throughout the Bentley University community. Through the promotion of awareness, knowledge, and inquiry, students gain the skills to be more culturally competent about themselves and others. The Multicultural Center believes our differences should not only be accepted and celebrated, but fully woven into the fabric of the University.

ALANA Student Breakdown 2015-2016	
Asian	321
Black	130
Hispanic	296
Multi-Ethnic	77
Native America	0
Pacific Islander	1
<b>Total</b>	<b>825</b>

This year, 26 women attended the Coming Full Circle (Women of Color Affinity Group) Retreat with a faculty member, two staff, and three alumni. We had a total of 14 alumni agree to participate in the retreat but could only accommodate three. We also had 12 graduate students apply for the retreat.

The ALANA Experience program transformed into a two day experience instead of the 4 ½ days that it occupied last year. Shortening the program allowed it to be a more focused experience than it has been in the past. Additionally, by asking students to arrive closer to the full orientation, it has yielded a larger percentage of our incoming ALANA students. In the past, students have indicated that needing to be on campus so much earlier than the full orientation was a barrier to them attending the program.

**The Spiritual Life Center** offers opportunities for education and awareness of religious observances among the major world religions, while also encouraging community members to seek an understanding of the practice of spirituality that may not be associated with a faith tradition. The Center supports interfaith learning, while respecting the secular nature of the University and demonstrates the importance of understanding religion and spirituality in a global business context.

Class of 2019 Religious Identity Breakdown	
Christians	52%
Buddhist	1%
Hindu	3%
Jain	1%
Muslim	3%
Sikh	0%
Jewish	4%
None	36%

The second annual We're Better Together week of interfaith engagement was a great success. Planned by our Student Interfaith Council, events met our outcome objectives of interfaith literacy, community formation, and outreach to new students. There were 11 events in six days. Each of the faith communities held teaching services to instruct adherents and guests alike on practices, hosted an event called Can You Guess My Belief, sponsored two events welcoming six national and Boston area religious leaders, and led a service project for the Pine Street Inn homeless shelter. Through it all, participants connected as seekers, allies, and friends.

The third Reading Day Study Retreat again quickly reached its 40 student capacity. The theme this semester was Letting Go. Throughout the day, each of our Chaplains and Health and Wellness practitioners encouraged the group with Letting Go wisdom from many traditions. 94% of participants agreed that "today I accomplished the academic goals that I intended to." And 100% "I would recommend this to other students."

**The Equity Center** provides a safe space for students who seek to create a more inclusive, informed, and compassionate community. The Equity Center promotes an ethos of leadership focused on social justice and provides campus-wide workshops, dialogues, and programs for students, faculty, and staff. We welcome all members of campus and strive to develop leaders who celebrate gender, sexuality, and their intersection with other dimensions of identity.

Equity Center Education Fall 2016	
Number of Programs & Trainings	22
Number of Participants	1,719

The number of trainings and educational offerings for students, faculty, and staff has increased and diversified this semester. An example of this included a screening of *The Hunting Ground* and discussion with Harvard Law Professor Diane Rosenfeld. This event brought nearly 100 students, faculty, and staff together to learn more about sexual assault on college campuses, and the program was co-sponsored by the Center for Women and Business, the Valente Center, the Gender Studies Program, and the Law, Taxation, and Financial Planning department.

Over the course of the academic year, a team of 11 peer educators and one head peer educator were recruited and trained to serve as Equity Center Educators (ECEs). These student leaders help to educate the Bentley campus on issues of sexual assault, harassment, and healthy relationships. In their first year, the ECEs facilitated six bystander workshops, hosted two-hour blocks of office hours through the Equity Center each week, and supported various large-scale programs.



## **Divisional Commitment**

While these offices are central to ensuring the day-to-day support of our diverse student body, these are just four of the 12 departments that make up the division. We believe that it is the responsibility of all departments to ensure policies, procedures, programming have an inclusive viewpoint, welcome all students, engage in dialogue, and ensure that staffs (professional and student) are representative of our community.

Some examples include:

- The importance of inclusivity of a physical environment cannot be overlooked. The welcome sign in the Health Center states "Come in, We're Open...To people of all shapes, sizes, ethnicities, identities, sexual orientation, and mindsets". The artwork on the wall is reflective of our broader community, and the magazines on the tables also mirror the experiences and languages that students bring with them to campus. The environment was intentionally created to ensure that all students know that it was a safe and inclusive space.
- Members of the University Police department and the Waltham Police department participated in a program with staff in the MCC, the Black United Body, and students of color entitled Bridging the Gap. The program was moderated by Michael McCorvey, Director of the Multicultural Center. Police officers and students of color were able to engage in a dialogue related to the current climate regarding police and race relations across the country. Thoughts, opinions, and perspectives were shared by all because of the safe and structured environment that was created.
- Student Programs and Engagement (SP&E) student staffs are hired and trained with the values of diversity and inclusion central to the process, team development, and programming and work expectations. Not only is there a commitment to hire students from diverse backgrounds, training is planned to ensure that our student employees are aware of the importance of their role to represent and program for the many different students, interests, and perspectives we have in our student body. The primary student teams in SP&E all show commitment to and investment in these values.
- For the 2016-2017 academic year, the Residential Center offered Gender Inclusive Housing across all of campus. The Residential Center is committed to creating an affirming community for our transgender and gender non-conforming students and works with students to find housing that is supportive of each student's academic growth. This year, we have five different rooms/suites/apartments— Spruce Hall, North Campus, Fenway, Stratton, and Rhodes Hall— that are fully mixed gender.

These are just four examples of how departments are trying to ensure that the services and programs provided are meeting the needs of our diverse population. While I am proud of the work that we have done, the data that we have collected through our partnership with Gallup and a limited number of focus groups, has not always been positive. Gallup data shows significant differences between our privileged and marginalized student populations when it comes to engagement and positive feelings about Bentley, and focus groups done in conjunction with a faculty member confirms these findings. We

need to invest more resources—time and money—to further assess and understand how to have the greatest impact on our marginalized student populations.

## **Diverse Interactions**

### **Develop programs for all students to engage in meaningful diverse interactions**

By having a diverse community and supporting marginalized student populations, we move closer to achieving our goal of encouraging meaningful diverse interactions. In Student Affairs, we believe that our most important strategic goal is having students engage with others who are different from themselves. Educationally, we know that cognitive development comes from diverse interactions. Bentley faces an additional challenge with this as a result of our business focus. Unlike other colleges and universities, our business-minded students do not interact with philosophy or political science majors.

We know that critical thinking comes from challenging conversations from those who are different. In a recent meeting with employers, we asked what we can do outside the classroom to help prepare students for their careers. The answer was a universal—ensure that they can work in a diverse workplace and communicate in an interview their ability to do so.

Below is a list of the key programs that we have implemented over the past few years. In our meeting at the end of the month, we will discuss further ideas to expand current and future offerings. At the end of this section is some data that measures student perceptions of our efforts as compared to other institutions.

#### **Dear World**

This year, we incorporated Dear World into our August Orientation program. Over 300 first year students came to the Student Center to reflect on a message that they wanted to share with the community. Through this process, students and staff heard the countless stories that demonstrate the resilience and grit of the class of 2020. Later that night, a handful of students went on stage in front of their classmates to share their stories. The last student to get his portrait taken was also the last student to step on stage to reveal his journey to Bentley. Across his arms read: Homeless to Bentley. The vulnerability that he displayed and the support his classmates gave him on stage was truly a moment of connection and impact shared amongst the 1,300 in attendance.

After the experience, staff conducted a focus group to review the effectiveness of the overall Orientation program. One of the components that received the most attention was Dear World. Some comments from participants included:

- “It changed the way I saw college.”
- “Helped people discover things about themselves as well as other people.”
- “Made me feel like people care here at Bentley.”
- “Set Orientation apart from any other college – we [students] talk a lot about it still.”

The Bentley partnership with Dear World has turned into a model that is used with schools across the region. By building an entire day around the Dear World program, the Bentley framework expands on the basic storytelling foundation and gets at the heart and importance of vulnerability, active listening, and deep connection. Bentley staff members presented with Dear World at our professional organization's regional conference in November (NASPA Region 1) and have served as educational consultants helping other student affairs professional to implement our model at their institutions.

### **Intergroup Dialogue (IGD)**

Intergroup Dialogue (IGD) is a leadership series that strives to deepen self-awareness, enhance critical thinking, and hone communication skills through a social justice lens. IGD has a section theme based on a social identity, which is explored through the six week dialogue series with an off campus retreat. Sections on race, gender, sexuality, and socioeconomic class have all been offered.

### **Intergroup Dialogue (IGD) for Athletes**

This semester, an IGD session was offered specifically for athletes. This IGD section focused on gender, and it brought 18 members of the men's and women's lacrosse teams together to engage in dialogue about social identities and their dynamics in athletics. This session took place over the course of a weekend. During this time, the student athletes were challenged to share their stories regarding their life and experiences and learn critical listening and teamwork skills. Assessment data indicated movement among participants in the areas of effective communication, feeling empathy for members of other genders, and feeling validated in their own identity.

### **Empowering Student Leaders**

Throughout the fall, students were encouraged and empowered to find their voice on campus advocating for greater diversity and inclusion. Members of various fraternities tabled in the Student Center and petitioned over 500 students to sign the White Ribbon Campaign banner and take a ribbon as a symbol of solidarity to end gender-based violence. Additionally, the football team branded their game on Family Weekend as the White Ribbon game, and 1,000 White Ribbon bracelets were given to students and their families. Another 40 student leaders from different athletic teams and organizations came together at halftime during the White Ribbon Game to form a ribbon and offer their support of those who have been victimized by gender-based violence.

A day-long Equity Center retreat was held with members of the Equity Center Educators (ECEs), PRIDE, and Students Advocating Gender Equality (formerly the Women's Center). These students utilized this time to delineate the values of the Equity Center and forged deeper relationships with one another on future initiatives to facilitate a deeper culture of inclusion on campus.

This semester, the ECEs offered 10 Escalation workshops to educate the campus about dating and domestic violence in the college environment. The ECEs connected with seven athletic teams and three student organizations for a total of 185 students who participated in the workshops. The ECEs also coordinated a screening of the film, *Zootopia*, and they created a relaxed environment to discuss topics of social justice. Nearly 30 students gathered in the EDR to view the movie and watched for subtle messages related to social identities embedded in the film.

### **Defined Communities**

Two Defined Communities were newly established this semester that highlight the importance of diversity both within social identities and thought.

The Social Justice Community is designed for students of all majors who desire to engage in meaningful, intentional, and open discussion on societal issues. Having an understanding of social justice is imperative when entering the workforce in today's global corporate market. Students within this community will attend speakers, intentional floor programs, are encouraged to engage in Bentley's Intergroup Dialogue program, and interact with faculty and staff across disciplines and functional areas to enhance their first year experience.

The Arts Community strives to provide an open environment that encourages students to connect and interact with their peers through art and creative expression. While a career in business may be what you are at Bentley for, the floor provides students the opportunity to engage with the various artistic mediums available at Bentley.

### **Diversity Student Summit**

The Residential Center, in collaboration with the Multicultural Center, Student Programs and Engagement, and the Office of the Dean of Student Affairs, hosted the 2016 Diversity Student Summit. The summit, facilitated by Dr. Maura Cullen, focuses on the education and development of student leaders in creating more inclusive and welcoming campuses. The day-long Summit was held on October 15 and welcomed over 20 different institutions and 200 students from the New England Region. We provided space for 20 Bentley students to take part in the day, with an additional 15 upper-class student volunteers.

### **Co-Ed Floor Assignments**

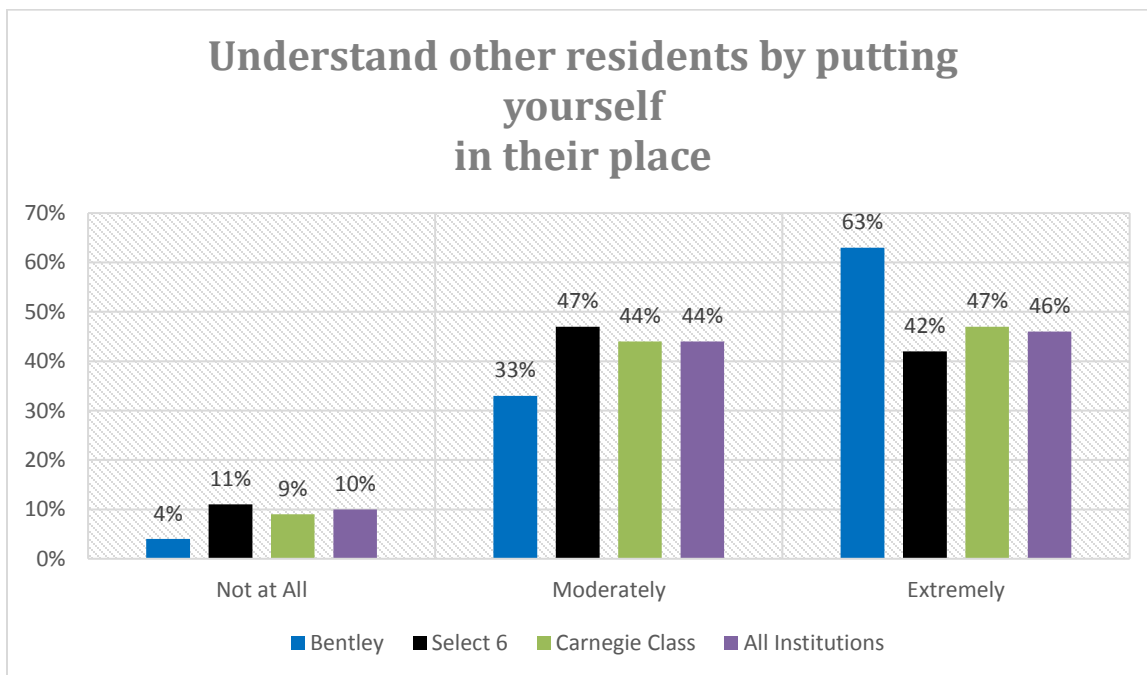
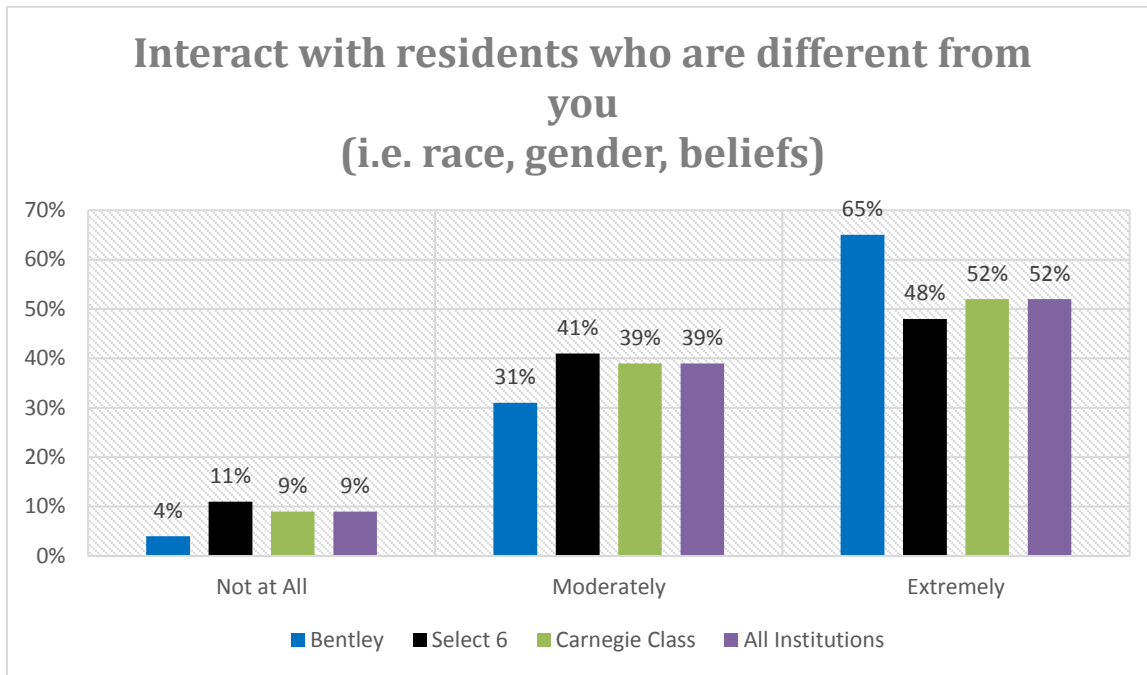
Three years ago, the Residential Center made the decision to change Slade Hall from single sex floors into co-ed floors. Making the first-year community reflect the demographics of the suites and apartment area living environments. This change was in keeping with best practices related to housing and has allowed students to interact more frequently with members of a different gender.

In fall 2014 and spring 2015, the Residential Center completed a survey of students living in Miller Hall (which was still single-gendered by floor) and Slade Hall (which was now a mixed gender residence hall). Based on these results, we made the decision to turn Miller Hall into co-ed floors for the 2015-2016 academic year. For the 2016-2017 academic year, we changed the last first-year building the Trees Complex into co-ed floors. The Trees Complex still has seven single sex floors. After three years, all first-year buildings are more inclusive and offer students the opportunity to interact with people from various genders.

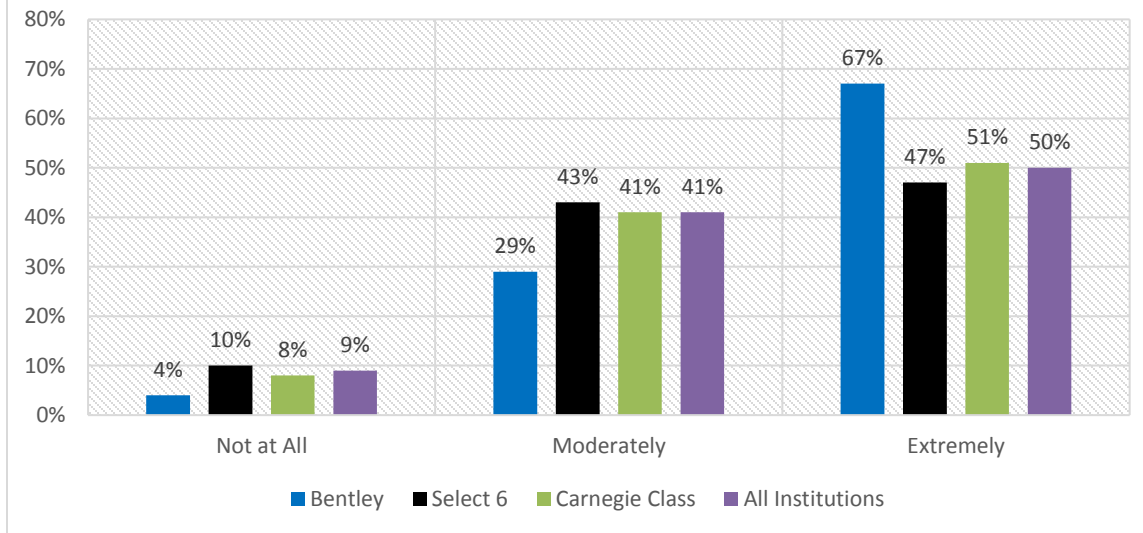
### **Student Leadership Trainings**

Diversity sessions are included in all of the trainings for the division's key leadership experiences. Both the Resident Assistants (RA) and Orientation Leaders (OL) receive a week of training to prepare them for their roles on campus. A full day diversity retreat has been incorporated in the training in order to give RAs and OLs the language and intervention skills to ensure that all students feel safe and welcome in the community from their first day on campus. ALANA Leaders are also taught about the concepts of privilege and marginalization throughout their summer training. While these roles involve well over 200 students, it is important to note that nearly all other student leadership experiences incorporate diversity and inclusion in their trainings as well. From the 12 Equity Center Educators to over 125 student employees within the division, diversity and inclusion remains a critical element in preparing students for their roles on campus.

The following data highlights data from the 2015 ACUHO-I Educational Benchmarking Institute (EBI) on Diverse Interactions:



## Benefit from the interactions with residents who are different from you



Select 6: Emerson College, Northeastern University, Providence College, Roger Williams University, University of Connecticut, and UMass Amherst

Carnegie Class:

Master's Colleges and Universities: Larger Programs – 86 Institutions

Generally includes institutions that awarded at least 200 master's degrees and fewer than 20 doctoral degrees during the update year (with occasional exceptions).

All Institutions: 296 Institutions

This data is encouraging; however, there are some concerns. First, this is student perception data, and the qualitative perception is slightly less positive. Even taking this data at face value, hundreds of students are not meeting our goals of engaging in diverse interactions. This should be a universal Bentley experience much like having an internship. I believe that we can accomplish this goal.

### Conclusion

I could not be more proud of the division of student affairs and the work we have accomplished to date. Engagement in conversations around diversity and inclusion is at every level and in every department in the organization. While it is a clear expectation, the staff are coming to the conversation willingly and with enthusiasm. This is not to say we are finished or even close. We are not. We have much work to do. However, the enthusiasm and encouragement of the members of my team makes more confident in our ability to succeed than ever.

At the core of this work is the belief that without a diverse student population, we cannot be the educational institution that we aspire to be. If diverse interactions are central to our educational goals and a key attribute that employers are looking for when hiring graduates, we must have a diverse student population that feels supported.