



Inclusive & Equitable Campus Interactions: In the most recent data available, our undergraduate students show a high level of willingness to engage in conversations with people who are from different backgrounds, but significantly fewer report having serious conversations with peers who are different from them. If this is also true in the graduate school and among faculty and staff, we have an environment that only promotes inclusivity on a surface level. In order to make more substantive change and to create opportunities where people feel comfortable bringing their full selves to Bentley, we must develop a community that promotes these types of interactions.

Inclusive & Equitable Campus Interactions Goals:

- By October, each Resident Assistant and professional staff member will engage in the “You Can Talk To Me About” activity developed in the Spring of 2021 by the Residential Center. This activity requires each staff member to reflect on a series of questions related to various interest areas. Once complete, the staff member will fill out the activity template and write in topics they are passionate and comfortable talking about with community members. Prompts will include questions around social justice issues, social identities, and other various interest areas that the staff member may have in common with fellow students. Staff members will then post these on their doors so residents know, on a deeper level, who may have a similar interest or life experience. In the spring semester, each RA will ask their residents to complete the same activity. RAs will seek out space to have intentional conversations with each resident that completed the activity by February.
- Critically review the RA recruitment process. Focus on recruitment, hiring, training, and retention of student staff of color. Consider more intentional ways to check-in with these staff members to provide safe spaces to share about their experiences. Explore departmental affinity spaces or groups and the creation of staff exit surveys to directly collect feedback and implement changes.
- Increase transparency with students regarding departmental efforts on racial justice. Incorporate the racial justice action plan in departmental communication such as building welcome emails, the departmental website, and within the housing system (THD) to increase awareness of resources and encourage feedback/suggestions from students.
- By March 2022, incorporate a cultural competency or DEI component to the RA Performance Management Cycle (PMC) in either the programming capacity or within community engagement.
- Collaborate with campus partners (MCC, CISS, Spiritual Life, Gender & Equity) by attending staff meetings and student organization meetings to help attract, develop, and retain a diverse applicant pool for RA’s and SOA’s.
- Each semester, use resident interaction data housed within THD to track trends of particular identity/affinity groups. Provide alternative methods of outreach to ensure these students are being connected to resources and aware of other support networks on campus.
- Once a semester, provide ongoing training and development opportunities for RAs to reflect on how to create and maintain inclusive communities.
- Ensure all members of the Residential Center Staff are adequately trained in topics such as but not limited to; motivational interviewing, CRT, intersectionality, dialogue foundations, implicit bias self-reflection, etc. Potential Assessment: incorporating a specific assessment question into the individual interactions to gather qualitative data that can later be open coded.
- Develop easily accessible resources via the department’s website and Instagram for students that address financial, cultural, basic services (i.e. laundry resources for students in a financial hardship).
- Work in tandem with The Office of Diversity and Inclusion to promote the BIRT system within the residence halls to ensure students are aware how to report concerning biased behaviors.



Policies & Procedures: Consequential thinking explores how policies and procedures (in promotion, rewards and recognition, advancement, hiring, etc.) can reinforce inequity and access to organizational and systemic power. By identifying, talking about, and intervening around policies and procedures in our units that perpetuate a system of inequity, we can help disrupt and dismantle it.

Goals:

- Develop and implement recognition strategies for Resident Assistants and residential students which acknowledges above and beyond actions and behaviors supporting inclusive excellence within the halls.
- Explore Inclusion Assistant positions at peer institutions and use insights to inform updates to the RA position description and RA Contract.
- Review hall policies and guidelines to ensure policies and procedures do not negatively impact a student's cultural or religious beliefs (e.g., policy against rice cookers vs. Keurigs). Specifically review how these policies are enforced with particular attention paid to Health and Safety inspections. Bring the policy reviews to the Student Equity Group on campus for further consideration.
- When administering the EBI survey, utilize at least two of the open-ended questions to ask for student feedback on barriers to promoting equity within the residence halls. Review the collected data and create policy changes based on information gathered.
- Critically review and reevaluate major departmental processes (housing selection, RA selection, opening/closing, etc) to ensure that these processes promote equity and do not create barriers to access for students. This review should also include open forums with students to collect feedback by April.