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Division of Student Affairs Strategic Plan

VISION: As a key component of a Bentley education, the Division of Student Affairs will be known for creating a distinctive student experience.

MISSION: We create a distinctive learning environment with strong values intended to foster student development beyond the classroom by maximizing opportunities to live what is learned.

PREPARATION FOR LIFE AND WORK
Work is only a part of life and Bentley students are being educated for both. Success in a career cannot come at the expense of a fulfilling life.

- Strong connections to the academic experience are intentionally created
- Commitment to diverse interactions at every level
- Environments are designed to make student learning part of student living
- Autonomy, interdependence, leadership, and integrity are realized by all students

BALANCE IN CLASS AND LIFE
The complexity of life requires that those who are to be successful will master many skills. Depth and breadth of experience is the path to the future.

- A community is created that values health and wellness
- Students are provided strong opportunities for fitness, intramurals, and club sports
- Ethics and socially responsible decision-making are promoted throughout campus life
- Fostering commitment to programs, activities, and organizations while achieving high academic standards

PRIDE IN THE CAMPUS AND SELF
Full appreciation of the environment that shapes personal growth and education is vital to continuing the success of students and the University.

- Varsity athletics are academically and athletically competitive
- Events, programs, and traditions are designed to solidify the Bentley community
- Community spirit is built through a student-centered philosophy
- Investment in quality facilities, our mission, and our community is essential for success
From the Vice President for Student Affairs/Dean of Students

As I read through the 2016-2017 annual report for the Division of Student Affairs, I take great pride in the accomplishments of the division since the start of the University strategic plan in 2012. As a division, we have worked to come together to improve the lives of our students and further the reputation for the exceptional education Bentley provides. We know that a place-based education is major investment at the undergraduate and graduate level. We know that what we provide extends the learning from the 15 hours a week spent inside the classroom to a 24 hour per day endeavor. I would like to highlight three areas that we have focused on to achieve the strategic plan—creating student-centered operations, assessing our efforts (and implementing what we learn), and most importantly, creating a co-curricular experience.

Student-centered Policies and Operations

Although not the most glamorous of work, to be a great division of student affairs, we must put students first in all that we do. To accomplish all that we want to accomplish within our budget and human resource constraints, we need to be as efficient as possible, especially as new issues, concerns, and compliance expectations arise each year.

All departments have taken a deep dive into their day to day operations to determine a path forward that makes sense for both students and our institution. The Residential Center has systemically revamped almost all of its policies and procedures. Sometimes this was to make the process more student centric—such as making housing selection for rising sophomores in person as opposed to solely online—and sometimes it was to make a process more efficient—such as revamping the damage billing process.

Technology upgrades and development, while will ultimately improve efficiency, consume staff time upfront to ensure a successful implementation. New technologies have been added to improve operations and tracking for our CARE team, Title IX, conduct system, and student organizations. Significant upgrades and enhancements have occurred in the Center for International Students and Scholars, Health, Counseling and Wellness, University Police, and Athletics. We are currently in the process of implementing a new housing software package to replace Banner.

We have also had to reorganize and adjust as national trends impacted our operations. Title IX is probably the most visible trend in higher education. While we were able to add staff to assist, the creation and implementation of an entirely new policy and a new educational programming model was significant. Our goal was not to merely meet the standards, but instead, we strived to create a policy and program that focused on all students involved, providing the most impactful opportunities for educational outreach to prevent Title IX issues.

At the same time, we have seen a rise in mental health concerns. This necessitated the creation of a CARE team (cross-divisional with academic affairs) to review concerns raised by the community and to ensure appropriate and timely follow up. Our Counseling Center, to meet the demand, readjusted policies and created more opportunities for group counseling as well as greater outreach to be proactive not just reactive. These issues are complex and take a collective response.
Assessment

“How do we know?” has been our mantra when we review programs. We don’t rely merely on our own individual perceptions of how we are doing or a one-time perspective from a student. We assess our programs and services to determine if they are meeting the needs of students and achieving our learning outcomes. We benchmark ourselves with our peer institutions. We measure student satisfaction. Finally, we work to understand students by gathering measurable feedback from them.

As you see in this report, each department has assessment as part of their work. Our work adds to the educational value of a student’s experience at Bentley, and we have learning outcomes for our programs to measure our success.

When available, we have employed national tools to help us measure our student satisfaction. Currently, our residential program, health services offerings, and conduct system are measured against a national peer set. I am pleased to report that in all areas (with the exception of campus dining) we come out above the national average, and in many cases, we are leaders. When national data sets are not available, we still measure student satisfaction qualitatively and quantitatively and work to improve year over year.

Key to this is understanding our students and knowing that needs and expectations evolve over time. We conduct a national health assessment survey every two years (through the American College Health Association) and use that data to develop programming strategies for our wellbeing programs. The same approach is used with our Title IX Climate survey, allowing us to meet needs as well as chart results. Our Gallup data has helped us determine a focus for our programming efforts.

Place-based Education and Co-Curricular Learning

By creating efficient and student-centered operations and assessing and determining greatest need, we have been able to set “higher level” goals for the division to ensure that the investment in a place-based education results in learning beyond the classroom walls and is designed to ensure success at Bentley and beyond.

To do so, we have created a Co-Curricular Development Model. Using what we have learned from our own Gallup survey as well as student development theory, we have created an opportunity to evaluate our own programs and services to ensure they meet our co-curricular goals. Dividing our work with students into three areas—advisement/mentorship, leadership opportunities, and programming—we have created an outline (or rubric) of what best practices would suggest should be a part of these programs. Some key elements include opportunities to reflect on experiences, creating faculty connections, mentorship development, and commitment to a project/experience over time.

In addition, the model allows us to create a roadmap for students to plan their Bentley experience. For students, we know that there are many key experiences that correlate to engagement and wellbeing. These include faculty/staff mentorship, reflection and the ability to articulate what has been learned, investment in projects a semester or longer, as well as an experience that incorporates classroom learning. Too often, students, by happenstance, may or may not get these opportunities. While not an outline for how every student puts their experience together, this model helps students examine the multitude of opportunities and refine that into an experience that meets their interests, allowing them
to get the most of the experience. In addition, by cataloging these experiences, the division as a whole can ensure that we have the opportunities students need to be successful.

Moving Forward
A division as diverse and complex as student affairs, has many goals—operational and strategic. However, we have four main areas of focus as we move forward into the 2017-2018 academic year.

Co-Curricular Development Model: With the framework in place, we will spend the year helping develop and implement the roadmap for students to guide them in their work. We will continue to review and assess our programs to ensure that they are meeting our high standards. Finally, we will develop a gap analysis and response to that analysis to ensure we meet student needs.

Student Employment: We continue to work to ensure that our student employment strategy meets our operational needs while providing students with an experiential education at the same time. Some of this is basic skill-building for employment—arriving on time, being proactive, and learning customer service skills—some of this is also providing students with opportunities for leadership and real world experiences.

Diversity and Inclusion: Located on the divisional website is the 2016-2017 Diversity Report for the division. Focused on divisional development, student support and increasing diverse interactions, this annual report chronicles our efforts to date. It will be updated annually.

Bentley LEAD: Our signature leadership program follows the guidelines of our co-curricular development model but allows students wishing to have a more formalized approach to achieve certification. Beginning in the sophomore year and continuing to commencement, this leadership development program matches experiences with mentorship, resulting in students being able to reflect and articulate their skills.

I could not be more excited about the future. The division has worked incredibly hard to create an optimal experience for our students through educational opportunities as well as the programs and offerings we provide. Our leadership in this area continues to be recognized.
Multipurpose Arena

One of the most significant projects for the division was beginning the construction of the Multipurpose Arena. Andrew Shepardson, Vice President for Student Affairs, chaired the building committee (committee included Ken Cody, Vice President for Administration and Finance, Bill Torrey, Vice President for Advancement, Judy Malone, General Counsel, Tom Kane, Executive Director of Facilities, Jon Nattinville, Director of Construction and Planning, Amanda King, Director of Sustainability, Bob DeFelice, Athletic Director, and Andy Hajducky, Trustee and Chair of the Facilities Subcommittee of the Board of Trustees).

Following the approval to move forward with the project in May 2016, we worked with our partners—Suffolk Construction, Architectural Resources Cambridge, and CSL (owner’s representatives)—to begin the process. Most significant to this effort was our permitting approval, which included working with the City of Waltham’s Conservation Committee and the building department. Despite some delays, approvals were granted, and we have remained on our original timeline of having D1 Hockey in the Arena in the spring of 2018.

Construction officially began in December of 2016 (site work started earlier) and despite some unusual winter and spring weather, construction has remained on target for the spring semester opening (with substantial completion at the end of 2017). In addition, as we closed out the FY17 fiscal year, the project was on target to be completed within the $45M project budget. The “topping off” ceremony in April, despite a cold and wet day, brought faculty, staff, students, and members of the Waltham community together to celebrate the milestone.
The venue will serve a multitude of needs, with 1,917 fixed seats for hockey (plus 400-500 standing room), 3,400 for a concert, and the ability to do smaller lectures (750-1,000) and campus wide events. The Advancement team has worked with alumni and other donors, and several significant naming gifts will be announced as we get closer to the opening.

Two unique areas to highlight are the sustainability efforts of the design and the academic impact of the building. The arena has been designed to the U.S. Green Building Council’s LEED Platinum Certification standards. The building is already setting a new standard for the sustainable design of ice arenas. Sustainable features include a solar-panel roof that will provide the building with 40% of its annual electricity needs, high efficiency LED lighting, and the most efficient water-saving bathroom fixtures on the market, which help the building use approximately 48% less water than similar buildings.

In addition, the multipurpose Arena’s media control room will provide Bentley students with an opportunity to gain hands-on experience. Designed to be staffed by students, the media control room will allow students majoring in Creative Industries and Media and Culture to develop their technical expertise on state-of-the-art media equipment. Students majoring in Mathematical Sciences will be able to collect and post statistics for our Division 1 hockey team. Given the capabilities of the media control room, it will also be a space for our Marketing majors to produce ad banners and other promotional materials. Students majoring in English will be able to write profiles that feature our student athletes. Bentley prides itself on the intersection of business and the Arts and Sciences, and the Multipurpose Arena’s media control room will showcase that unique characteristic.

The division is excited as we see the building come closer and closer to completion. While our eye is on the successful completion of construction, we are preparing to bring the building on line for spring 2018. An Arena manager will be hired in early fall and an operations team is being set in place to help ensure the first events are successful.
Athletics

NCAA tournament appearances by women’s basketball, men’s cross country, and men’s golf, along with conference championships by women’s basketball and men’s swimming topped the list of achievements for Bentley University athletic teams during the 2016-17 academic year.

Women’s basketball captured the Northeast-10 Northeast Division regular season title before making its record 33rd appearance in the NCAAs. Golf qualified for the NCAA East/Atlantic Super Regional for the seventh straight year, and men’s cross country qualified for the NCAA Championships for the third time in five years.

Men’s swimming completed its dual schedule undefeated and earned its second Northeast-10 championship in program history, its first since 2010.

Five Bentley student-athletes earned All-America recognition, including women’s basketball standout Jen Gemma, a first-team Women’s Basketball Coaches Association Division II All-America for the second straight year, and the program’s all-time leading scorer.

Also receiving All-America recognition were Max Adler (men’s lacrosse), Tori Ellis (field hockey), Tyler Ford (football), and Holt Sihvonen (men’s outdoor track).

Bentley student-athletes also excelled in the classroom, amassing numerous honors for their successes. Five earned selection to the prestigious CoSIDA Academic All-America team, including first-team honoree Bryan Hardy (football), and Bentley had 29 student-athletes selected Academic All-Northeast-10, the second highest total in the conference. Much more about the academic successes is detailed later in this report.

Baseball

- In a season that began with 15 games in Florida, one of the youngest teams in Bob DeFelice’s 49 years at the helm, finished at 11-30 overall and 9-12 in Northeast-10 Northeast Division action.
- Freshman Ryan Berardino was selected as the Division II East Region Rookie of the Year by the American Baseball Coaches Association and also the Northeast-10 Rookie Hitter of the Year.
- Berardino hit a team-best .355, best by a Falcon during the last seven seasons, while the pitching staff featured graduate student Bill Sullivan (6-5, 2.86 ERA).
- Sullivan broke the Bentley single season strikeout record, finishing with 90.
- Bentley received a Team Academic Excellence Award from the American Baseball Coaches Association.
- Head Coach Bob DeFelice is the longest-tenured active NCAA baseball coach in nation following the retirement of Texas' Augie Garrido after the 2016 season.

Men’s Basketball

- Bentley turned in a winning season for the 21st time in the last 22 years, finishing at 14-13 overall and 11-10 Northeast-10.
• The Falcons qualified for the Northeast-10 Championships for the 35th time in the conference’s 37-year history.
• There was no sophomore jinx for guard Ryan Richmond, whose 22.6 scoring average was the best ever for a Bentley guard and third best in program history.
• Richmond finished the season with a school-record 45 points against Adelphi in the first round of the Northeast-10 Championships. That bettered the former best of 40, achieved by Ray Andersen in 1969 and Bill Holden in 1990.
• Head coach Jay Lawson earned his 500th career victory January 7 against New Haven.
• Bentley received a Team Academic Excellence Award from the National Association of Basketball Coaches, and all seven juniors and seniors on the roster were named to the NABC Honors Court for achieving a cumulative GPA of 3.2 or better.

**Women’s Basketball**

• Coach Barbara Stevens’ team captured the Northeast-10 Northeast Division regular season title, reached the NE10 championship game, and earned a record 33rd trip to the NCAA Division II championship tournament. The Falcons finished 26-6, including 20-1 NE10.
• Senior post Jen Gemma became Bentley’s all-time leading scorer, surpassing Lauren Battista ’14, during a March 2 game against Saint Anselm. She finished her standout career with 2,151 points and 1,084 rebounds, becoming the first player in the program’s storied history to surpass both the 2,000-point and 1,000-rebound milestones.
• Gemma repeated as Northeast-10 Player of the Year and was selected to multiple All-America teams, including the Women’s Basketball Coaches Association Division II team for the second straight year.
• Junior Lauren Green became the 35th player in Bentley women’s basketball history to reach the 1,000-point plateau.
• Stevens was a finalist for the WBCA Division II National Coach of the Year award and was selected as the NE10 Coach of the Year for the record 15th time.
• The victory over Assumption on February 4 came in coach Barbara Stevens’ 1,000th Bentley game with the Falcons clinching a tie for the NE10 Northeast Division title.
• Bentley was ranked 19th in the final WBCA Division II national coaches poll.

**Men’s Cross Country**

• Bentley finished third in the NCAA Division II East Regional to qualify for the NCAA Division II Championships for the third time in the last five years.
• The Falcons were also third in the Northeast-10 Conference Championships.
• Paul Bolick and Erik Alatalo were both selected for the CoSIDA Division II Academic All-America Men’s Track and Cross Country third team.
• Nik Haas, Cody Murphy, and Graham Chapski earned All-East recognition from the U.S. Track and Field & Cross Country Coaches Association.
• Bentley placed six student-athletes on the USTFCCCA All-Academic list, tying for the most in Division II men’s cross country. The Falcons were also recognized as an All-Academic team with their 3.48 GPA tying for the best in Division II men’s cross country nationally.

Women’s Cross Country
• Bentley finished third in the Northeast-10 Championships and fifth in the NCAA Division II East Regional.
• Senior Julia Morena earned first-team All-Northeast-10 honors with a fourth-place finish in the conference championships and All-Region recognition with an eighth-place showing in the NCAA East Regional.
• Morena, Marianne Bartolotta, and Paige Fehskens were named to the USTFCCCA All-Academic team, and Bentley also was recognized as an All-Academic team.

Field Hockey
• Bentley finished the season with records of 7-11 overall and 5-7 Northeast-10.
• Senior Tori Ellis was selected first-team All-Northeast-10 and also received All-America (Division second team) from Synapse Sports.
• Ellis finished her career with 11 goals, 15 assists, 37 points, six game-winners, and 23 defensive saves, the most by any active Division II player.
• 14 members of the team, 3rd most among Northeast-10 programs, were named to the National Field Hockey Coaches Association National Academic Squad for achieving a 3.30 cumulative grade point average through the first semester of the 2016-17 academic year. Included was senior Tori Castro, who made her fourth straight appearance on the team.
• Freshman Sam Pavano led the team in scoring with six goals and four assists for 16 points. That was tied for the fourth most by a Division II freshman nationally during the 2016 season.

Football
• The Falcons finished with a 5-4 conference record and posted a 5-6 overall record for the third straight season.
• Senior punter Tyler Ford earned All-America honors from the Division II Conference Commissioners Association (first team) and Don Hansen’s Football Gazette (second team) after record-setting year in which he finished second nationally in Division II (45.3 average).
• Bentley had two seniors selected as CoSIDA Academic All-Americans with linebacker Bryan Hardy a first-team honoree and defensive back Sam McDonald a second-teamer.
Hardy received the Northeast-10 Sport Excellence Award for football as the conference’s premier student-athlete in the sport.

Hardy finished his career with 332 tackles, most in Bentley’s varsity history.

Sam McDonald finished with 17 career interceptions, a total that ranks second in program history (one shy of the school record) and was third most among active Division II players.

**Golf**

- Coach Mickey Herron’s team was selected to participate in the NCAA Division II East/Atlantic Super Regional for the seventh straight year.
- The Falcons finished fourth in the Northeast-10 Championships and third in the NEIGA Division II Championships. They also won two tournaments, Southern New Hampshire’s Quechee Classic and their own Newport Classic.
- Bentley finished the NCAA Division II East/Atlantic Regional 12th among 20 teams. The 12th-place finish came after back-to-back 13th-place showings in 2015 and 2016, and was the team’s best since 2014 (sixth place).
- Junior Cal Meyers was selected for the PING Division II All-East Region team.
- Meyers also received the NE10’s Sport Excellence Award for golf as the conference’s premier student-athlete in the sport.
- Coach Mickey Herron’s team was selected to participate in the NCAA Division II East/Atlantic Super Regional for the seventh straight year and the 12th time in the last 16 years.

**Hockey**

- Bentley tied for sixth place in Atlantic Hockey, finishing with records of 10-12-6 conference and 13-19-7 overall.
- The Falcons started the year with a convincing 5-1 win at New Hampshire on October 8. That was the seventh time in the last nine seasons they’ve beaten a team from Hockey East. The team followed that up with a 1-1 tie with Northeastern at the JAR on October 14.
- The Falcons made it two-for-two at Frozen Fenway with a 3-1 victory over Army West Point on January 5. Junior goalie Jayson Argue made 25 saves to earn the win while freshman defenseman Brett Orr sealed it with an empty-net goal late in the 3rd period.
- Bentley defeated Sacred Heart 3-2 in double overtime in a dramatic game three in the Atlantic Hockey first round. Freshman Ryner Gorowsky scored the winning goal 30 seconds into the 2nd OT. The win advanced Bentley to the Atlantic Hockey quarterfinals, where they faced Air Force.
- Senior Max French finished a stellar career with 17 goals and 22 assists for 39 points. He was named first team All-Atlantic Hockey for the second straight season, as well as being named a CoSIDA Third Team Academic All-America.
- Junior Kyle Schmidt established himself as one of the top players in the conference. He finished the year 4th in goals (18) and T-7th in points (33). Ryner Gorowsky was named to the All-Rookie
team, and fellow freshmen Jonathan Desbiens, Brett Orr and Aidan Pelino also had strong rookie years.

Men’s Lacrosse

- Bentley tied for seventh in the Northeast-10, finishing at 5-6 conference and 6-7 overall.
- Senior Max Adler was one of the most dominant face-off specialists in the nation. Among many postseason awards, he was named a 2nd team USILA/Nike All-American. He also excelled academically, and was chosen as a USILA/Nike Scholar All-American.
- Adler also became the 4th Bentley player all-time to be drafted by a Major League Lacrosse team, when he was chosen by the Denver Outlaws 61st overall.
- Three players were bunched together as the team’s leading goal scorers. Senior John Wheeler and junior Matt Sanford tied with a team-best 24, while sophomore Sam Hurley was a tick below at 23.
- Four Falcons were named Northeast-10 All-Conference. Adler to the first team, Hurley and Eli Morrissey to the second team, and Matt Brooks to the All-Rookie team.
- In the highly competitive NE10, Bentley dropped three one-goal games to top-20 ranked teams, including a 13-12 overtime heartbreaker to No. 3 Adelphi, in which they rallied from a 9-4 halftime deficit to force overtime.
- The team had three players selected to the NE10 All-Academic team, Adler, defenseman Connor Holbrook and goalie Robert Hamerman, which led the conference.

Women’s Lacrosse

- The Falcons rebounded from a 1-5 start to make the NE10 playoffs for the 6th straight season. They finished the season 7-6 in the highly competitive NE10.
- The team won two straight overtime games, 11-10 over Saint Anselm on March 29, and 9-8 over AIC on April 1. Seniors Ciara Morley and Hannah Lindgren had the winning goals, respectively.
- Lindgren scored her 100th career goal against Assumption on April 8. She became the 11th player in program history to reach that milestone. She was named second team All-Conference at season’s end, and finished her career with the 7th most goals (122) and 9th most points (164) in program history.
- Goalie Lauren Ochs capped her career by being chosen to play in the IWLCA Senior All-Star game. The 2016 NE10 Goalie of the Year and a third team All-American that season, she finished her career with the second most wins (31) in program history and the fourth lowest goals against average (10.43), while playing the second most minutes (3,076).
- Bentley was selected as an IWLCA Academic Squad and four players qualified for the IWLCA Academic Honor Roll.
Men’s Soccer

- Junior forward Sean Sullivan led the team in each of goals (4), assists (3) and points (11). Sullivan has scored a team-best 13 goals over the last two seasons.
- Sophomore Harrison Rapant was named the Northeast-10 Goalkeeper of the Week on Oct. 3 after a stellar effort against No. 16 ranked Adelphi on Sept. 27. He made 11 saves to help the Falcons earn a 0-0 draw.
- Head coach Gary Crompton, the 2015 Northeast-10 Coach of the Year, featured the youngest team of his nine-year tenure at Bentley. The team included 13 newcomers, six of whom averaged more than 60 minutes per game.

Women’s Soccer

- The Falcons posted a 9-6-2 overall record and a 6-6-2 Northeast-10 record, recording its most wins since 2003. They missed qualifying for the NE10 playoffs by just two points, on the final day of the season.
- Senior Ana Tantum had a stellar season. Her 10 goals ranked fifth in the NE10, and her 24 points were tied for fifth. She was named second team All-Conference, first team All-New England and Academic All-NE10. Tantum finished her career tied for second in Bentley history in goals (28) and fourth in points (67).
- Sophomore forward Alyssa Valente also had a strong season. She finished second in the NE10 in assists (9) and eighth in points (21). She was named second team All-New England.
- The team started the season on a seven-match unbeaten streak (5-0-2). Their biggest win of the year was over American International, 2-1 in double overtime on October 26. Junior Peyton Kent scored the winning goal with 19 seconds left against the team that finished the season in second place in the NE10.

Softball

- Bentley finished the season with a 12-24 record, including 7-17 in the Northeast-10 Conference.
- Senior outfielder Kelsey Kennedy was selected to the National Fastpitch Coaches Association All-East second team after posting the highest batting average (.385) by a Falcon in more than 20 years.
- Kennedy was one of seven Bentley student-athletes recognized as a Division II Scholar-Athlete by the NFCA.

Men’s Swimming

- After posting an 11-0 dual record, Bentley captured the Northeast-10 Conference championship for the first time since 2010 and the second time in program history.
• The 11 wins was a single season Bentley record, and it marked the first time in program history that the men have had an unblemished dual record.
• During the conference championships, the Falcons broke 14 school records.
• Mary Kay Samko was named the Northeast-10 Men’s Swimming Coach of the Year.
• Freshman Daniel Sausto was selected as the Northeast-10 Men’s Rookie of the Year and was the NE10 champion in the 1650 yard freestyle.
• Bentley received Scholar All-America team recognition from the College Swimming Coaches Association of America following both the fall and spring semesters.

Women’s Swimming
• Following a dual season in which the Falcons won 11 of 12 meets, Bentley finished third in the Northeast-10 Conference Championships.
• During the championships, Bentley amassed five gold medals, six silvers, six bronze, and seven school records.
• Junior Emily Niemiec was named the Northeast-10 Women’s Swimmer of the Meet following an outstanding performance that included NE10 championships in the 200 individual medley, the 400 IM, the 200 breaststroke, and the 800 free relay.
• Niemiec was also recognized as an honorable mention Scholar All-America by the College Swimming Coaches Association of America.
• Bentley received Scholar All-America team recognition from the CSCAA following both the fall and spring semesters.

Men’s Tennis
• Bentley, which finished 12-9 overall and 5-4 NE10, advanced to the Northeast-10 Semifinals for a ninth straight season with a 5-1 victory over Le Moyne in the first round.
• Sophomore Michael Fuca led the squad in overall singles wins (13). He was a two-time All-Conference selection (3rd team, No. 5 singles and 2nd team, No. 3 doubles).
• Three other Falcons earned All-Conference honors: senior Chase Rosa (3rd team, No. 4 singles), sophomore Brett Gilman (2nd team, No. 3 doubles), and freshman Kendall Au (1st team, No. 6 singles and All-Rookie).

Women’s Tennis
• Bentley (15-9 overall) set a program record for wins in a single season.
• The Falcons qualified for the Northeast-10 playoffs with an 8-4 conference record in the regular season and defeated Merrimack in the first round, 5-3.
• Three players were named NE10 All-Conference: senior Susan Stowe (3rd team, No. 5 singles), junior Katie Brandow (3rd team, No. 6 singles), and freshman Katie Tynan (All-Rookie).
• Three different players earned NE10 weekly awards during the spring. Senior Rachel Petrini and sophomore Hannah Fabianski were each named Player of the Week, and freshman Tiffany Suchanek was twice named Rookie of the Week.

Men's Indoor and Outdoor Track and Field
• Junior Holt Sihvonen finished ninth in the javelin at the NCAA Division II Outdoor Track & Field Championships to earn second-team All-America honors.
• Sihvonen, who broke his own school record in the javelin, was selected as the Northeast-10 Outdoor Field Athlete of the Year.
• Seniors Paul Bolick and Erik Alatalo were both selected for Division II Academic All-America third-team accolades by the College Sports Information Directors of America. They were also USTFCCCA All-Region honorees.
• For the eighth straight year, both the Bentley University men's indoor and outdoor track and field teams have earned Team Academic Excellence Awards from the Northeast-10 Conference. Both have received the recognition each of the eight years since the award was created in 2010.

Women's Indoor and Outdoor Track and Field
• Sophomore Stephanie Mattson broke the school records in five indoor and three outdoor events. The indoor records came in the 300, 400, 500, long jump, and triple jump, while the outdoor marks were achieved in the 400, long jump, and triple jump.
• Mattson was also a three-time All-New England and three-time USTFCCCA All-East honoree.
• During the Northeast-10 Championships, freshman Dom Balzora-Rivert posted the fifth best indoor triple jump distance (35’2”) in program history. Outdoors, she turned in the fifth best 100-meter time (12.99).
• Senior Julia Morena climbed to fourth on Bentley's outdoor 10,000 list with a time of 17:49.76 during the NE10 Championships.
• Also at the outdoor NE10’s, Balzora-Rivert and Mattson combined with Monica Levy and Chantel Lewis for Bentley's second-best time in the 4x100 meter relay, 49.88 seconds.

Women’s Volleyball
• Bentley, 11-18 overall, finished in a tie for sixth place in the Northeast-10, turning in an 8-6 record in conference play.
• Bentley qualified for the Northeast-10 championship tournament for the 34th time in 36 years.
• Dani Milner and Lori Bruno were selected for the NE10’s All-Rookie Team.

Academic Success
It was another impressive year for Bentley student-athletes in the classroom as each of the University’s athletic teams amassed a grade point average over 3.0 for the second straight academic year.
Being selected as an Academic All-America by the College Sports Information Directors of America (CoSIDA) is one of the highest honors in college athletics. For the second consecutive year, Bentley had five student-athletes earn this prestigious recognition.

Football linebacker Bryan Hardy gained first-team Academic All-America accolades while teammate Sam McDonald was voted to the AAA football second team. Third-team honors were earned by Erik Alatalo (men’s track and cross country), Tim Bolick (men’s track and cross country), and hockey standout Max French (men’s at-large). French was the first hockey student-athlete to be honored as an Academic All-America in program history.

The five student-athletes boosted Bentley’s all-time count to 77, 11th most amongst all Division II programs. They were among 12 Falcons who were chosen as CoSIDA Academic All-District honorees with the others being Max Adler (men’s lacrosse), Nik Haas (track/cross country), Jack Hansbury (football), Kelsey Kennedy (softball), Steph Mattson (women’s track), Cal Meyers (golf), and Ana Tantum (women’s soccer).

Since 2010, Bentley student-athletes have earned a total of 34 Academic All-America awards.

Hardy and Meyers received Sport Excellence awards from the Northeast-10 as the premier student-athletes in the conference in their respective sports.

During the course of the year, Bentley student-athletes amassed 29 Academic All-Northeast-10 awards, a total that ranked second among all NE10 institutions.

A couple other numbers that show the excellence displayed by Bentley student-athletes includes 376 named to the Northeast-10 Commissioner’s Honor Roll following the spring semester, 368 achieving the same after the fall, 117 recognized for Athletic Achievement awards by the D2 Athletic Directors Association, and 20 players named to the Atlantic Hockey All-Academic Team.

The Commissioner’s Honor Roll required a 3.0 GPA for the semester, the Atlantic Hockey conference includes those with a 3.0 for the year, and the D2ADA Achievement Awards consists of those sophomores, juniors, and seniors with a 3.5 or better.

The spring marked the 17th straight semester that Bentley has had the most selections on the NE10 Commissioner’s Honor Roll, and the 16th straight that Bentley’s percentage of student-athletes recognized (75% in spring 2017) has been among the conference’s top three.

Other individual honors based only on academic performance included 14 named to the National Field Hockey Coaches Association National Academic Squad, all seven juniors and seniors on the men’s basketball team named to the National Association of Basketball Coaches Honors Court, eight women’s tennis players and three men’s players tabbed as Intercollegiate Tennis Association Scholar-Athletes, four softball players tabbed as National Fastpitch Coaches Association Scholar-Athletes, and four women’s lacrosse players qualifying for the Intercollegiate Women’s Lacrosse Coaches Association Academic Honor Roll.
Bentley was well represented on the U.S. Track & Field and Cross Country Coaches Association All-Academic teams, particularly in men’s cross country where the Falcons’ six honorees were tied for the most in Division II. Based on GPA and athletic performance, Bentley also had three in women’s cross country, two in men’s track, and one in women’s track.

Junior swimmer Emily Niemiec was recognized as an honorable mention Scholar-Athlete by the College Swim Coaches Association of America for achieving a GPA over 3.5 and posting a “B” cut time in the pool.

Senior men’s lacrosse player Max Adler was selected as a Nike Division II Scholar All-American by the United States Intercollegiate Lacrosse Association.

Three Bentley football players – Hardy, McDonald, and Eric Beckwith – were named to the Hampshire Honor Society by the National Football Foundation for being a starter or important reserve in his final year of eligibility and also achieving a 3.2 GPA for his career.

The men’s indoor and outdoor track teams both received Team Academic Excellence Awards from the Northeast-10. They are presented to the team in each conference sport with the highest team GPA. Remarkably, it’s the eighth straight year both have garnered the honor.

A number of other teams received Team Academic Excellence or All-Academic awards from their respective coaches association. They were baseball, men’s basketball, men’s cross country, women’s cross country, golf, women’s lacrosse, men’s swimming, women’s swimming, men’s tennis, women’s tennis, men’s track, and women’s track.

Bentley received a Presidents’ Award for Academic Excellence from the NCAA for the sixth straight year after achieving an Academic Success Rate of 98%, second best nationally in Division II and best among D-II institutions with football. The ASR is the percentage of student-athletes who graduate within six years of initial college enrollment.

**Community Service/Student Initiative**

**Center for Women and Business**

Attended the National Conversations on Board Diversity. Held an Event for our Female Student athletes with the Center for Women and Business (CWB) in the Dana Center Carleton room to create awareness of Women in the Business world.

**Make-a-Wish Fundraising**

Student Athlete Advisory Committee (SAAC) runs a MAKE-A-WISH table at our fall and spring Open Houses where they sell t-shirts with 100% of the proceeds going directly to Make-A-Wish. Division II began its alliance with Make-A-Wish in 2003 when DII SAAC member and Bentley volleyball player Nicole (DeBlois) Semeraro helped create a vision to align community efforts across all Division II institutions.

**Junior Falcon Day**

Junior Falcon Day is an event run by SAAC in both the fall and spring. Letters are sent out to all of the elementary schools in the town of Waltham. Kids between grades K-5 come to Bentley and participate in
different sporting activates with our athletes. This day is one of SAAC’s most popular events every year with great feedback from the community.

**Cradles to Crayons**
The organization was founded in 2002, with the mission of providing to children ages 0 to 12 some of the most important basics of life—free of charge. These basics include clothing, school supplies, toys, and much more. In other words, they provide all the physical goods that children need to be safe, protected from the elements, and ready to learn. SAAC visits this facility and helps puts together packages for these children in need.

**Big Pink Volleyball**
Big Pink Volleyball is a tournament put on by the Resident Hall Association (RHA). The tournament goal is to raise awareness for breast cancer and raise money for the Susan G. Komen Foundation. SAAC has volunteered at this event for the past two years, helping with running it as well as refereeing games. This past year, RHA donated a portion of the money raised to Dana Farber in honor of Coach Hoffman.

**Waltham Youth Hockey**
Waltham Youth Hockey (WYH) has teamed up with Bentley Athletics to give youth hockey players the chance to come out and enjoy a Division 1 Hockey game. To start off the season, we had Waltham Youth Hockey night during one of our first games with over 150 people involved with WYH attending. From there on out, we were booked at almost every home game with one or two teams coming each night to participate.

**Relay For Life**
Each year, Bentley Athletics has come together to help make this a successful night. Each team creates their own fundraising page to help raise money for the event. All teams have an hour time slot throughout the night where they come to walk and help support the cause. Last year, our athletes teamed up to help run some activities during the event such as a knock-out basketball game.

**White Ribbon Campaign**
The White Ribbon Campaign is the world’s largest movement of men and boy’s to end violence against women and girls. The campaign asks men to wear white ribbons as a pledge to never commit, condone, or remain silent about violence against women or girls. Bentley Athletics teamed up with the Equity Center to help promote this day. The campaign was centered around one of our football games this year where we helped promote awareness to this great cause.

Activities by various teams include the following:

- **Volleyball:** Dana Farber Cancer Institute Fundraiser, Dig Lavender Volleyball game
- **Field Hockey:** Think Pink Field Hockey Game (had merchandise at the game to raise money)
- **Men’s Basketball:** Boys and Girls Club visits for five weeks in the fall; Coaches vs. Cancer (coaches spread awareness by wearing sneakers)
- **Women’s Basketball:** G3 Inner City Girls Basketball, Prospect Hill Waltham, Team Impact
**Men’s Lacrosse:** University of New England Lax-4-Life Fall Tournament (money that is raised is donated to the Barbara Bush Children’s Hospital in Portland Maine), Northeast Classic. The team drafted a six year old boy to the team who was fighting cancer and is now in remission. Wounded Warriors Project

**Women’s Lacrosse:** Yards for Yeardley. In support of the One Love Foundation and its goal to raise awareness for relationship violence.

**Football:** Bentley University Freshman Move In Day (helped move all first year students into their dorms), White Ribbon Campaign, Walk A Mile In Her Shoes

**Men’s Soccer:** Bentley University International Student Move In Day (helped move all international students into their dorms)

**Women’s Soccer:** Think Pink soccer game to raise money for breast cancer

**Men’s and Women’s Swimming:** Special Olympics Coaching, Breast Cancer Walk

**Ice Hockey:** Jumbo Ice Hockey, Special Olympics

**Intramurals**

During the 2016-17 academic year, a total of 1,773 students participated in at least one of nine intramural activities that Bentley offers (flag football, men’s soccer, co-ed soccer, ultimate Frisbee, co-ed volleyball, men’s basketball, women’s basketball, co-ed dodgeball, and co-ed softball).

There were a total of 317 teams, 3,227 players, and 850 scheduled regular season games, with men’s basketball (86 teams, 807 players) and co-ed soccer (43 teams, 473 players) the most popular. The intramural program employs 42 students who have various jobs such as referees, scorekeepers, and supervisors.

Of the 850 regular season and 129 playoff games, only 21 games were forfeited. The 2.15% was the lowest percentage in the last 10 years. Helping this was the fact that there were 281 (28%) requests to reschedule games that were fulfilled.

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<tr>
<th>2016-2017</th>
<th>Teams</th>
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<tr>
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<tr>
<td>Co-ed Dodgeball</td>
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<td>305</td>
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<tr>
<td>Co-ed Softball</td>
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<td>382</td>
</tr>
<tr>
<td><strong>317</strong></td>
<td><strong>3,227</strong></td>
<td></td>
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<tr>
<td>2016-2017</td>
<td>Regular Season Games</td>
<td>Playoff Games</td>
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<tr>
<td>-------------------------</td>
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<td>---------------</td>
</tr>
<tr>
<td>Flag Football</td>
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<td>15</td>
</tr>
<tr>
<td>Coed Soccer</td>
<td>106</td>
<td>15</td>
</tr>
<tr>
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<td>90</td>
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<tr>
<td>Ultimate Frisbee</td>
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<td>Mens A League Basketball</td>
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<tr>
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<td>Coed Dodgeball</td>
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<tr>
<td>Coed Softball</td>
<td>33</td>
<td>-</td>
</tr>
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</table>

**Media Coverage**

**Hockey**

- Boston Globe West: "Finally, a rink at Bentley for the Falcons to call home"
- Daily News Tribune: "Bentley coach talks impact of new on-campus hockey arena"
- TheHockeyWriters.com: “Bentley University announces new arena”
- USCHO.com: “New 2,000-seat Bentley arena planned to open in 2018”
- Collegehockeyinc.com: “Bentley plans new arena”
- Collegehockeynews.com: “Bentley getting new on-campus arena”
- Gettopical.com: “Bentley University announces plans for state-of-the-art multipurpose arena”
- USCHO.com: “With Bentley’s plans, ‘we’re seeing the commitment’ to new facilities, Atlantic Hockey’s DeGregorio says”
- NACDA.com: “Bentley announces on-campus multi-purpose center”
- Boston Herald: “Bentley hockey builds a future”
- New England Hockey Journal: Hockey player Connor Brassard, about his path to college hockey
- USCHO.com: Bentley hockey encouraged by mix of young and older players
- College Hockey News: Bentley focused on present with bright future ahead
- USCHO.com: Bentley takes 3 of 4 points from Army, including Fenway win
- Boston Herald: “Not many like Bentley’s French”
- AmericanSportsNet.com: “When it comes to hockey, Max French and Bentley mean business”

**Football**

- News Tribune: "Experience now on Bentley University football team's side"
- Nashua Telegraph: Football player Jesse Clauss battling through injuries
- Nashua Telegraph & The Cabinet: All-America punter Tyler Ford
- MetroWest Daily News: Where are they now feature with former QB Marc Eddy

**Men’s Basketball**

- Littleton Independent: Men’s basketball player Chris Murray
Women's Basketball

- News Tribune: “Bentley coach lends strong voice to girls at Boston Basketball Camp”
- HeroSports.com: Women’s basketball season preview
- Manchester Union Leader: Assistant women’s basketball coach Christiana Bakolas
- Patriot Ledger: “Milton’s Jen Gemma wants to end Bentley basketball career with a flourish”
- NCAA.com: “Bentley star Jen Gemma takes team-first approach”
- Boston Herald: “Jen Gemma shoots to the top in Bentley’s women’s basketball win”
- Waltham News Tribune: “Bentley University women’s basketball team on road to NCAAs”
- Ipswich Chronicle: “Ipswich’s Davis sees college basketball career, captaincy end at Bentley”
- Fox 25 Boston: Coverage of Jen Gemma breaking the scoring record

Other

- Boston Globe West: Q&A with women’s track and cross country standout Julia Morena
- New England Baseball Journal: Bentley’s Brandon Grover and the impact of nutrition
- Bedford Minuteman: Sophomore swimmer Brooke Jameson
- Wilmington Town Crier: “Excelling in classroom and on the track at Bentley University: Consistency the name of the game”
- MetroWest Daily News: “Patience paying off for Hopkinton’s Tim Bolick at Bentley”
- Meriden Record Journal (Conn.): “Meriden’s Niemiec the golden girl of Northeast-10 swimming”
- Boston Globe West: “Bedford sisters star in pool at Yale, Bentley”
- New England Lacrosse Journal: “Never say die: Alex Astarita battles back from ACL tear to continue family tradition at Bentley”
- Boston Globe West: Q&A with sophomore baseball player Austin Farry

2016-17 Bentley Athletics Records

<table>
<thead>
<tr>
<th></th>
<th>Overall Record</th>
<th>Conference Record</th>
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<tr>
<td>Football</td>
<td>5-6</td>
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<td>4/10</td>
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<td>Hockey</td>
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<tr>
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<td>t-4/13</td>
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<tr>
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<td>11-18</td>
<td>8-6</td>
<td>t-6/15</td>
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</table>

Bold indicates team qualified for NCAA championships
Center for Health, Counseling, and Wellness

Our vision is to be the national model for a high quality, evidence-based, collaborative Health, Counseling and Wellness Center for students on a university campus.

Our mission is to provide high quality, confidential, evidence-based clinical medical and mental health care and to support optimal personal and academic growth and advance lifelong well-being with best practice outreach programs. We do this through providing direct services, promoting healthy lifestyle choices, offering prevention-focused initiatives and supporting student resilience. These efforts create a foundation for balance, ethical decision making and personal and social accountability.

We believe that this can best happen for Centers for Health, Counseling and Wellness with professional accreditation as a validation of the high quality of care provided. We further believe that the centers should be located in one space, where professional staff can work together to provide coordinated care for our students.

Our ultimate goal is to prepare students with the skills to be healthy and resilient. Our vision is for Bentley University to be known as an environment where health and well-being is valued by all and recognized as critical to academic and personal success.

Bentley University has executed an intentional plan over the past 20 years to build a system for collaborative health care for our students. Such a model allows professionals to communicate without barriers, to provide coordinated care so students do not “fall through the cracks”, and to create an environment where health, lifestyle decision making and balance are values which students embrace while at Bentley and post-graduation.

Executive Summary

This past year, we were charged with looking at diversity initiatives on campus as well as the impact of the increased numbers of graduate and international students at Bentley. Diversity initiatives are strong in our areas. 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”. This is just one example of the atmosphere that was intentionally created in our areas that demonstrates our commitment to all of our students.

Counseling staff members have played active roles in facilitating diversity discussions with staff and students, serving on committees and working with staff in the Multicultural Center and Center for International Students and Scholars on orientation programs. In weekly case meetings, staff members regularly discuss how we can better provide culturally competent care and meet the needs of students who may be different in any way. Wellness staff members have ensured that our programming and services are equitable through a multitude of inclusionary lenses. Satisfaction surveys show a very high level of satisfaction from all students who have received care in our areas.

We have seen a significant impact on our areas by the increased numbers of graduate and international students at Bentley. The Health Center and Counseling Center see a large number of international graduate students. We believe this is primarily due to their being far from home and family. We also see students who come to our offices to be evaluated for medical or mental health conditions, which
have never been addressed in their countries. Students often are unable to obtain vaccines or certain medications before coming to Bentley. Due to language and lack of understanding of our health care system, visits take a long time. International students also may wait until a mental health issue is severe before seeking care. We have worked to provide more outreach to graduate international students with orientation programs and education on the US health care system and plan to have regular meetings and focus groups with this population in the upcoming year to identify their ongoing needs.

We continue to focus on collaboration. Four years ago, our areas were working primarily independent of each other. Over the past few years, we have been working towards a collaborative care model bringing together Health, Counseling, and Wellness and Health Promotion. The Health Center provides medical care, but also sees students with mental health issues of anxiety, depression, sleep problems, eating disorders, relationship issues, and alcohol or drug concerns. The Counseling Center sees students with mental health problems as well as those with co-existing serious medical issues. The Wellness and Health Promotion area sees students with alcohol and drug issues—many of which have undetected emotional health concerns. They also provide general health coaching assessing all areas of health.

There is significant overlap where a student is being seen by professionals in each area. We have intentionally built a management team committed to this goal with Dr. Peter Forkner, Director of the Counseling Center, Jessica Greher Traue, the Director of the Office of Wellness and Health Promotion and Gerri Taylor, Director of the Health Center. We have purposefully fostered the development of strong relationships among our staff with their commitment to work together to provide the best care and programs for our students. Our concept became even more solidified as we all contributed to our new designation as the Centers for Health, Counseling and Wellness.

We have laid a sturdy foundation for the collaborative care model through the intentional development of a management team, the establishment of an experienced, expert staff, and a structure facilitating strong working relationships. We plan to continue our advocacy for a wellness center, which would house all three of our areas in one location.

Our four major goals for the upcoming year include attainment of a committed plan for construction of a Health, Counseling and Wellness Center, achievement of accreditation by the Accreditation Association for Ambulatory Health Care, increased focus on diversity and culturally competent care, and increased prevention education and programming for our student groups and student leaders.

We are never stagnant and always looking towards the future. We need to be prepared to respond to current and future issues in college health. A few areas that will likely need consideration in the upcoming years include health care legislation, health insurance changes, medical cyberattacks, budgetary considerations, increased mental health needs on campus, potential public health crises and outbreaks of illness, the opioid crisis, marijuana legislation among others.

**Health, Counseling and Wellness Highlights**

**Smoke Free Campus**

Bentley became a “smoke-free” campus on June 1, 2016 as a result of the hard work of Jessica Greher Traue and her campus wide committee. Jessica led the group in a very thoughtful and intentional
process, first assessing smoking attitudes of our community, holding focus groups for smokers and non-smokers, and developing policy and procedures. Smoking cessation treatment and education is being offered to all staff, faculty, and students, and a marketing and enforcement plan is being implemented this fall.

**Wellness Center**
A highlight has been our forward movement to establish an integrated wellness center. While our functional areas have become fully integrated, we are now looking for a physical space to reflect this new structure. We continue to work with our Vice President and Advancement to identify a donor whose mission is to provide college students with programs and services to create opportunities for students to be as healthy as possible to achieve academic and lifelong success.

In March 2017, the Disability Services, which had been housed adjacent to the Counseling Center, moved to upper campus with Academic Services. We took this opportunity to move the Wellness area to the vacated space. The rationale for this move was two-fold. First, this space provided more room for the Wellness staff, peer educators, and student employees. Second and most important, it brought the Wellness staff in closer proximity to the Counseling staff providing more opportunities for collaboration and for better understanding of each other’s roles.

**Diversity**
The Division of Student Affairs provides programs and resources to encourage staff to intentionally focus on diversity this year. To this end, several staff are on working committees—the Student Affairs Diversity and Inclusion Committee, Bentley Brave Committee, Bentley Diversity Council, and LGBTQ Steering Committee. Our staffs attended a diversity retreat and also regularly discuss diversity issues in their staff meetings.

In addition, we asked all staff to take at least one step to intentionally foster diversity and to share it with the other staff members in Health, Counseling and Wellness. Several staff members read books or saw films with diversity themes and discussed them with other staff members, while one staff member participated in the selection process for Mosaic Ambassadors (multicultural student leaders). She was able to let them know of the resources in our offices, and she developed a relationship with them to foster their trust in health and counseling services. The Counseling Center staff have instituted use of their personal pronouns on their email signatures. Another staff member participated in a dinner with a diverse group of Boston business representatives, while someone else applied for a diversity mini-grant. Wellness staff conducted an assessment of inclusion within the wellness programs offered to students by the department.

**International Students**
With a focus also on the impact of international students, we held meetings with the Center for International Students and Scholars to discuss how we could be most helpful. The session was very valuable, and we hope to continue the conversation in the fall to increase our knowledge and understanding of these students. We also met with AJ LaPan (Assistant Director of Graduate Programs & Engagement), Fern Remedi-Brown (Director of the English Language and American Culture Institute),
Colleen Murphy (Senior Associate Director of Graduate Student and Academic Services), and Christine Lookner (Director of the Center for International Students and Scholars) to see how we could best meet the needs of incoming international graduate students. Margaret Fitzgerald will be the liaison to the international graduate students and will prepare an orientation for these new students along with Peter Forkner and Jessica Greher Traue.

Data
Although we initially saw an increase in visits in the Health Center in the fall, the numbers evened out by the end of the year. We believe this was due to the very mild flu season and decreased staffing (due to staff family illnesses and family death) yielding fewer appointments. Our number of students seen is dependent on the number of exam rooms and number of staff. The center would not be able to see more students unless we had more space and more staff. At the current rate, we still have not had to turn anyone away.

The trend of increased visits to the Counseling Center did continue into the spring. This percentage mirrors national trends for Counseling Centers. We will be following this trend closely in the upcoming year. The high level of satisfaction with our services makes it more likely for students to seek care when they need it, and it is not a surprise that numbers in all of the health areas have stayed high. With the pilot of our Health Coaching program, wellness appointments also increased this year.

American College Health Association Annual Meeting
Due to the popularity of his presentation at the 2016 annual conference (“Resilience and the Student Experience: Building Grit and Perseverance in our Students”), Peter Forkner’s program was accepted again for the 2017 ACHA annual meeting in Austin, Texas as a three hour pre-conference session. Jessica Greher Traue also led a three hour pre-conference at this meeting on reorienting the area of Student Affairs to the field of health promotion.

New England College Health Association Conference
As president elect this past fall, Jessica served as program planner for the annual conference in Newport, RI. Karen Cutting, in collaboration with a colleague from Amherst College, presented at the fall 2016 New England College Health Association Conference on building successful group therapy programs in university college counseling centers ("If you build it they will come": Creating a successful mental health group program).

Marketing and Communication Campaign
We continue to work on the development of a marketing and communication plan for the upcoming fall to communicate to students, families, faculty, and staff information about our services, what we do and how we work together in our collaborative care model. To this end, Jessica Greher Traue presented to our staff on “storytelling”. She continues to update our evolving Impact Statement (see below). We intend to use this statement as a snapshot of our services to be handed out for orientations and meetings with staff, faculty and students.
Health Center Summary

The fall was busier than usual clinically, however, with the hard work of the staff, most students have been able to obtain same day appointments. In addition to more patient visits, we also noted a significant increase in the number of phone calls from worried parents. We saw six students for severe anxiety and two for significant weight loss, requiring medical and legal consultation. We also had more parent phone calls requesting and at times, demanding transportation off campus for medical specialist appointments.

There are many possible reasons for this including the earlier start to the academic year, changes in family orientation structure and communications, and cultural trends of parenting styles. Last year, in lieu of in-person sessions, we presented to families in a live webinar format. Though positively received, the reach was lower than for the in-person sessions. In June 2017, along with other partners in student affairs, we created short videos to discuss our services and resources. We are hopeful that these videos provide sufficient information to allay the concerns of these families.
Clinical Issues
By the end of September, Mary McCarthy once again achieved close to 100% compliance with state immunization laws after reviewing over 1,500 forms from incoming students.

As far as patient illness, we continued to see from 40 – 70 students per day. We had a few students hospitalized for pneumonia, kidney stones, intestinal blockage, and appendectomies, and saw more students than usual with mononucleosis, strep infections, staph infections, anxiety, panic attacks, depression, and homesickness. We managed a few students with eating disorders. Concussions continue to take up quite a bit of clinical time for assessment and follow-up. We have seen a few students with Coxsackie Viral Illness also known as “Hand, foot and mouth” disease. Some colleges across the country have had outbreaks of this illness, and we are emphasizing prevention through handwashing and encouraging students to avoid contact with others during the acute phase of the illness.

We provided four flu immunization clinics through Maxim Health Systems from October through February with 311 doses of flu vaccine given. We also gave 40 doses of free, state-provided flu vaccine in the Health Center to students with high risk medical conditions. As reported by the CDC (Centers for Disease Control and Prevention), flu type A was more prevalent this year in January through March and then flu type B emerged. We have seen the same trend in the Health Center, and we continue to see students with influenza type B. Although the vaccine was reported to be effective, we have seen some cases of flu in students who had received the vaccine.

Student Health Insurance
The Student Health Insurance Committee decided to accept the Blue Cross/Blue Shield proposal for a 4% increase for 2017 – 2018. As our loss ratio increased this past year, the 4% increase was reasonable. Many programs at other universities are seeing increases of 10 – 20%. We continue to have no complaints about this plan, which has thus far very effectively met the health care needs of our students. We have made sure that the plan covers students not only when they are at Bentley, but also when they are anywhere in the United States or traveling abroad.

Alcohol and Other Drug Concerns
Margaret Fitzgerald attended a training program on use of Narcan, a narcotic antagonist used for opioid overdoses. We now have it in our office and all staff will be trained in its use by this fall. Fortunately, we have not seen this problem at Bentley thus far.

Crisis Planning
Gerri Taylor is working with Chief Ernie Leffler on crisis planning for the University. They are currently setting up a list of resources for staff, an email to go to the community, and a schedule for educational sessions on how to respond in a crisis for faculty, staff, and students.

Professional Activities
Gerri Taylor was asked by the American College Health Association to be the chair for the program planning committee for the 2018 annual meeting to be held in Washington, DC. The theme for the meeting is “Uniting, Leading and Transforming”. She also continues to serve as a consultant for the
Gerri Taylor, Ryan Travia, Associate Dean at Babson College and John Miner, retired Psychiatrist from Williams College, presented a proposal on “Reflections, Trends and Visions for the Future of College Wellness; A Working Workshop” for the NECHA and NYSCA (New England College Health Association and New York State College Health Associations) combined annual meeting to be held in Burlington VT this fall, and it was accepted.

Accreditation
We have, for many years, looked at accreditation standards as the best practices for health care at Bentley. We have implemented many of the standards. At this time, in Massachusetts, only two small to medium sized college health centers are accredited – the College of the Holy Cross and Hampshire College. The other health centers that are accredited are larger schools including UMASS Boston, UMASS Worcester, and UMASS Amherst.

This year, Associate Director Margaret Fitzgerald and NP Marty Reuman Pieper were charged with obtaining information about the detailed accreditation process. They visited and consulted with the directors from The College of the Holy Cross and UMASS Boston. They also attended the AAAHC (Accreditation Association for Ambulatory Health Care) Accreditation Conference in Tampa, Florida in March. When Marty and Margaret returned, they worked with Anne Herzog and set up a detailed plan with the goal to achieve accreditation by August of 2018.

Accreditation would be a significant accomplishment for Bentley as this credential would provide validation of the high quality work being done by the centers, influence prospective families and students, and bring positive publicity to Bentley.

Assessment
Patient Satisfaction Survey
The American College Health Association Patient Satisfaction Survey was used to assess satisfaction with care. This survey is sent to all students who access care in the Health Center. Satisfaction continues to be very high, and students who were either very satisfied or satisfied with their care in the Health Center increased from 93% to 94% since last semester. The national average for the universities participating in the survey is about 87%. 76% of the students completing the survey identified the Health Center as being their primary source of health care while in school. Students who reported being very likely to recommend the Health Center to another student increased from 85% to 89% this semester. 96% of students report they are very satisfied and satisfied with appointment scheduling.
Health Center Data

<table>
<thead>
<tr>
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<td>medicat/emr</td>
<td></td>
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<td>July</td>
<td>4</td>
<td>7</td>
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<td>6</td>
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<tr>
<td>August</td>
<td>63</td>
<td>44</td>
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<td>September</td>
<td>817</td>
<td>887</td>
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</tr>
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<td>January</td>
<td>306</td>
<td>310</td>
<td>279</td>
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<tr>
<td>February</td>
<td>699</td>
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<td>March</td>
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<td>833</td>
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<td>May</td>
<td>245</td>
<td>215</td>
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<td>274</td>
</tr>
<tr>
<td>June</td>
<td>10</td>
<td>6</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

|                      | 5,508       | 5,674       | 5,503       | 5,512       |

Health Center – Graduate Student Impact

We see three distinct cohorts of graduate students: 1) fifth year Bentley students who have completed their baccalaureate degree at Bentley and are taking an additional year to earn a masters’ degree, 2) international graduate students and 3) part-time graduate students who are currently employed. These cohorts have different needs and have different impacts on services. As the number of graduate students increases at Bentley, we have seen a significant impact on the demand for clinical services in the Health Center. Statistically, graduate students represent 16% of our student population. Of the 814 graduate students, 290 of them have received care at the Health Center this past year—this represents 36% of all grad students.

The largest number of graduate students seen at the Health Center are international graduate students. We believe that this is because of several reasons—they are far from home and family, many of their countries do not provide “primary care”, many of their countries do not have vaccines, and many do not have specialty medical care. Data from the Center for International Students and Scholars show that 40% of our graduate students are international students. Almost two thirds, or 64%, of our international graduate students who have sought our services this past year.

The impact by international graduate students has been the greatest. Medical appointments often take almost twice as long as normal appointments due to complex medical and mental health issues, the need for health education, as well as cultural and language issues. The Health Center finds it necessary to provide many hours in order to give vaccines and perform tuberculosis screening, which are required...
by the state of Massachusetts for attendance. Many international graduate students come to the Health Center as their first stop for anxiety, stress and other mental health issues due to their own cultural taboos on mental health care. These students also come to Bentley usually without any or most immunizations, without having had primary health care, without health education in their schools, women’s health or sexual health. Many come with complex medical needs which have not been fully addressed in their countries. They also lack understanding of the health care system in the United States, and are unfamiliar with western medicine modalities. There are significant language issues especially in the area of description of symptoms, understanding of medical treatments and medications, and when medical care and follow up is critical. Language issues often require Google Translator for the students and/or the medical providers.

Most likely, the second largest group of graduate students to use the Health Center are the fifth year students. Having earned their undergraduate degrees at Bentley and had prior access to our services, they know the value of the Health Center. As seen in the table below, 5th Year students were likely were represented in the 29% of domestic graduate students seen at the Health Center. We hypothesize that the smallest group using the Health Center are the full-time employed individuals who are taking classes on a part-time basis. They do understand the value and convenience of health care on campus available the same day as they call and that the care is covered by their tuition.

As the enrollment numbers of domestic and international graduate students have increased, the number of clinicians in the Health Center have not increased accordingly. In order to address the needs of graduate students if their numbers continue to increase, there may be need for more staff. More specific, directed health education and more informational sessions about health care and health insurance. We also need more continuing education on culturally sensitive health care issues and international health issues.

### Graduate Student Data—August 2015 to May 2016

<table>
<thead>
<tr>
<th></th>
<th>Total Visits</th>
<th>Total Students/Patients (distinct)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergrad Domestic</td>
<td>4215 (86%)</td>
<td>1720 (85%)</td>
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<tr>
<td>Undergrad International</td>
<td>690 (14%)</td>
<td>299 (15%)</td>
</tr>
<tr>
<td>All Undergrad</td>
<td>4905</td>
<td>2019</td>
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<tr>
<td>Grad Domestic</td>
<td>158 (26%)</td>
<td>83 (29%)</td>
</tr>
<tr>
<td>Grad International</td>
<td>447 (74%)</td>
<td>207 (71%)</td>
</tr>
<tr>
<td>All Grad</td>
<td>605</td>
<td>290</td>
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</table>

### Counseling Center Summary

Mirroring national trends in collegiate mental health, the Counseling Center saw significant growth in utilization of services. This year, the Counseling Center met with 408 students, surpassing the record 376 students seen last year. Over the past few years, we have intentionally made an effort to move students who no longer need weekly appointments into either group or bi-weekly appointments. This change helped decrease the average number of sessions per student, opening time slots for other students in need. Nevertheless, the increased efficiency was not sufficient to accommodate the number
of new students accessing our services, and the office had to go to a waitlist for the first time this year. Students presenting with urgent issues were not put on the waitlist but were seen immediately.

When students come to the office for appointments, they are asked to complete an online assessment called the Behavioral Health Measure (BHM), which assesses the reasons for their visit as well as the severity of their situation. The most common presenting issues during the spring semester were anxiety (63.8%), issues with interpersonal functioning (39.4%), depression (34.9%), family problems (32.2%), stress (27.6%), and specific relationship problems (22.5%). Of new students presenting for services, 36.6% came in self-reporting moderate to severe distress, an indication of substantial functional impairment. Additionally, 14.7% of these students presented with suicidal ideation, and 3.5% of students were identified by the Behavioral Health Measure (BHM) as “moderate” to “high risk” for acting upon their suicidal thoughts. The students with suicidal ideation (suicidal thoughts) were seen right away.

This year, students presented for emergency services 79 times. In those instances, 44.8% reported being in severe distress and 14.9% were at moderate to high risk for suicide. As a result of these emergency appointments, five students were sent to the hospital for immediate psychiatric evaluation. In total this year, 38 students have been referred to the hospital for psychiatric evaluation (that we are aware of). Nine were sent directly from the Counseling Center and the rest were self-referred, sent from residence halls or off campus apartments. 21 of the 38 students sent to the hospital were admitted for inpatient psychiatric care.

Group therapy continues to be a significant part of the services provided by the Counseling Center. Many of the problems students seek services for are rooted in discomfort with vulnerability and the struggle to connect with others. Our group process was designed to address these issues. Over the past two years, we have promoted an interpersonal process group called Understanding Yourself and Others. We believe that it is important to teach our students basic stress reduction skills and as a result, our doctoral interns are running a series of workshops on topics including “Stress in the Body,” “Mindfulness,” and “Managing Strong Emotions.”

The issue of college student mental health has been a highly publicized topic in recent years. With this in mind, our Center has been tracking the extent to which we assist the campus community as consultants for those who are concerned about a student’s mental health.

A notable change this semester has been welcoming Wellness and Health Promotion into the space previously occupied by Disability Services. With our collaborative approach to care, we look forward to working more closely with Wellness and Health Promotion with their office adjacent to ours. And certainly, we continue to hope for a dedicated place for Health, Counseling and Wellness to be together, where we can all work more closely together to help our students and our community.

One significant challenge this year has been meeting student mental health needs without the aid of an in house psychiatrist to provide mental health medication and psychiatric evaluative services. Our previous psychiatrist moved out of state last summer. We have just completed our search process and Dr. Rob Kitts, a psychiatrist with experience with young adults at Children’s Hospital and Massachusetts General Hospital, will be joining us for 11 hours per week starting this fall.
Outreach Programs

The Counseling Center worked this summer to prepare for a campus wide mental health awareness initiative called “Fresh Check Day”, which increased awareness of mental health resources, reduced stigma and misconceptions around mental health and suicide, empowered students to understand mental health warning signs in their peers, and increased willingness among struggling students to ask for help. The event was held on the afternoon of September 20 and was attended by over 400 students, easily the largest mental health related event in the history of our campus. It was a very successful event, and we believe was instrumental in more students seeking care or assistance from the Counseling Center, and more faculty and staff seeking consultation. In fact, statistics show that the staff was consulted over 196 times this year by students, parents, staff, and faculty regarding concerns about students who are struggling.

The Counseling Center also held National Depression Screening Day and many members of the Division of Student Affairs assisted with the screening. Furthermore, this spring the Counseling Center piloted a program we have called “Pop Up Wellness” in which we brought the principles of positive psychology (the science of increasing flourishing) to the wider campus community in brief yet impactful interventions. Our first event was based on the theme of increasing gratitude as it has been shown to significantly improve one’s mood and connectedness. In this event we set up a table in front of the library with a sign that said “Improve Your Life in Three Minutes.” Interested students were given an information sheet on gratitude and told what it is and why it is important. They were then told that we were going to do an exercise and asked them to recall a time when they felt grateful for someone in the past week. We had them tell the story and explain in detail why they were grateful for that person. We then asked them to pull out their phones and call that person to tell them that (some texted instead). This led to some uncomfortable, yet moving exchanges between our students and meaningful people in their lives. We had 55 students come up in 90 minutes and sent them each a brief survey. Of the 20 people who responded:

- 79% said that exercise improved their mood
- 68% said that exercise made them feel more connected
- 74% said that they will be more likely to practice gratitude

We are very pleased with how this event was received and plan on doing multiple events like this throughout next year.

Peter Forkner presented at the Department of Natural and Applied Sciences faculty department meeting on the state of student mental health on Bentley’s campus, Counseling Center resources, and how to make a referral to our office. For orientation purposes, he also presented on Counseling Center services to parents, graduate students, STEP students, international students, and orientation leaders. Garima Lamba presented similarly to parents of STEP students.

We accomplished our goals for the year in hiring a qualified consulting psychiatrist planning a prevention gatekeeper training for key staff members in the QPR (Question, Persuade, Refer) suicide prevention method and are in the process of designing a resilience training program for student groups.
based on the principles of positive psychology. Over the past few months, the Counseling Center has been integrating elements of resiliency and flourishing into the trainings we offer to groups on campus.

The Counseling Center had a productive summer in 2016, primarily due to two of our 10 month staff psychologists being approved for 12 month positions. This allowed our team to engage in planning and preparation for the year to come as well as focus on projects that had been long deferred due to insufficient planning time.

First, we gave our outdated website a much needed overhaul. Through careful benchmarking and research, we redesigned the website to be more user-friendly and have more resources for students seeking help for issues like stress, anxiety, and sleep problems. Furthermore, we created separate content for different users so that students, parents, and staff/faculty could easily find the information that was most relevant to them. In addition to this project, we created a comprehensive manual for our doctoral internship training program. As detailed in prior reports, making the Bentley University Counseling Center the most sought after college mental health training site in the area has been one of our primary goals over the past two years. As such, the creation of a training manual that details our expectations, policies, and procedures was essential. We are confident that this document will aid us in ensuring high standards for our interns during their training as well as attracting the most qualified interns in the future.

Counseling Center Data

As can be seen in the table below, we have seen more students this year than in the past few years. Our successful efforts to shift over to a briefer model of service provision has led to a decrease in the average number of sessions per students and allowed us to accommodate the growing utilization of our Center. This trend is reflected in the fewer number of intake and individual therapy appointments over the past two years despite growing number of total clients.

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<tbody>
<tr>
<td><strong>Therapy Appointments</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Clients</td>
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<td>376</td>
<td>347</td>
<td>369</td>
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<tr>
<td>Intake/Individual</td>
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<td>1,774</td>
<td>2,083</td>
<td>2,386</td>
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<td>Couples</td>
<td>0</td>
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<td>0</td>
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<tr>
<td>Group</td>
<td>71</td>
<td>63</td>
<td>38</td>
<td>46</td>
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<tr>
<td>Emergency</td>
<td>79</td>
<td>84</td>
<td>83</td>
<td>90</td>
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<tr>
<td>Meeting with Student of Concern (SOC)*</td>
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<td>n/a</td>
<td>n/a</td>
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<td></td>
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<td>Initial Evaluation</td>
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<td>57</td>
<td>55</td>
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<tr>
<td>Follow-up Sessions</td>
<td>0²</td>
<td>182</td>
<td>217</td>
<td>205</td>
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</table>

* SOC meetings are defined as meetings with students who are recommended to speak with a clinician from the Counseling Center, but are not legally considered clients of the Counseling Center. Typically these meetings occur following a student being evaluated at the ER and released (not admitted for inpatient care). These meetings were previously counted as “emergency” appointments.

² We did not have a psychiatrist on staff this year and thus we did not have any appointments. A part-time psychiatrist has been hired for 2017-2018.
**Counseling Center – Graduate Student Impact**

Without question, the majority of the services provided by the Counseling Center are accessed by undergraduate students. As detailed in the tables below, during the 2015-2016 academic year, graduate students accounted for about 10% of the clients seen for therapy appointments and 7% of the clients seen for psychiatry appointments. With respect to services provided, graduate students accounted for 12% of intake/individual appointments, group appointments, and follow up sessions with our psychiatrist. Of the 85 emergency appointments, only 6% were taken by graduate students. Given that the number of full time graduate students during this time frame (814) represent approximately 16% of the Bentley student population, their service utilization at the Counseling Center is less than one would expect. This is likely in part due to graduate students living off campus and thus have access to services elsewhere.

As a relatively small portion of our services are delivered to graduate students, the Counseling Center is able to meet their needs at this time. However, an increase in graduate student enrollment or graduate student utilization would likely have a significant impact on our services. The number of students served by our Center continues to grow, and we are struggling to meet demand. Recent analysis of data collected by the Center for Collegiate Mental Health found that across 93 institutions between 2009-2010 and 2014-2015 a 1% increase in institutional enrollment was associated with a 5% increase in the number of students served in the counseling center. As such, even a modest increase enrollment could force our center to introduce a waitlist, a scenario that is challenging and limits our ability to adequately serve students in need. A significant increase in graduate student enrollment may prove to be particularly impactful as this would mean an increase in international students, a population that typically requires more services given language barriers, cultural adjustment issues, and sometimes untreated pre-existing mental health conditions.

As such, going forward it will be important to continue to evaluate the impact of the graduate student population on our services. If graduate enrollment continues to increase, the Counseling Center would require an additional staff psychologist to adequately meet demand. Further, given the challenges associated with navigating health insurance and the referral network, we would need a part-time case manager to assist with ensuring that those students who need more care than we can responsibly provide are easily connected with the appropriate services.

<table>
<thead>
<tr>
<th>Therapy Appointments</th>
<th>Undergraduate (%)</th>
<th>Graduates (%)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Clients</td>
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<td>Intake/Individual</td>
<td>1,567 (88%)</td>
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<td>Couples</td>
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<td>0 (0%)</td>
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<tr>
<td>Group</td>
<td>317 (88%)</td>
<td>42 (12%)</td>
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<tr>
<td>Emergency</td>
<td>80 (94%)</td>
<td>5 (6%)</td>
<td>85</td>
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<table>
<thead>
<tr>
<th>Psychiatry Appointments</th>
<th>Undergraduate (%)</th>
<th>Graduates (%)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Clients</td>
<td>52 (93%)</td>
<td>4 (7%)</td>
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<tr>
<td>Initial Evaluation</td>
<td>52 (93%)</td>
<td>4 (7%)</td>
<td>56</td>
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<tr>
<td>Follow-up Sessions</td>
<td>160 (88%)</td>
<td>22 (12%)</td>
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<td>Outreach Recipients</td>
<td>Programs</td>
<td>Hours</td>
<td>Estimate of Population Served</td>
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<tr>
<td>-------------------------------------</td>
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<td>-------</td>
<td>-------------------------------</td>
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<tr>
<td>Undergraduates</td>
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<tr>
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<td>Both Graduate and Undergraduates</td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>20</strong></td>
<td><strong>39.25</strong></td>
<td><strong>1,917</strong></td>
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**Wellness and Health Promotion Summary**

Wellness and Health Promotion continue to provide diverse enrichment, outreach, and behavioral health programs for our students. Since January, over 1,000 student interactions took place. This does not include office visits, attendance at the Take a Paws therapy dog visits, fitness class enrollment, or Bystander training sessions. We are particularly proud of our new Health Coaching program, the Wellness Educator events, the online B-fit fitness challenge and the melanoma prevention program, Your Skin is In.

Our new Health Coaching program was introduced in pilot form to campus in February. Interested students made appointments to meet with a Wellness team member. Sessions were set up based on motivational theory, to help students discuss their health goals, identify barriers to achieving those goals, determine action steps and resources, and promote accountability. Referrals to medical, mental health and nutrition staff were given when indicated. In total, 22 students participated. Each student visited the office twice. Three students came for multiple visits.

The Wellness Educators also had a busy semester of programming, including the launch of their blog [https://bentleywes.wixsite.com/wellnesseducators](https://bentleywes.wixsite.com/wellnesseducators), and programs such as I’m Perfect Week, Paint Night, a brown bag luncheon discussion with S.A.G.E. (Students Advocating for Gender Equity), and a video project featuring students sharing what they love about themselves. Additional events included Eat this Not That, Make Your Own (flower) Pot, and the launch of a new program initiative titled Adulting 101, which aims to build self-efficacy and competency for essential life skills. For this program, the Wellness Educators brought in expert speakers on topics such as budgeting, choosing a bank, kitchen safety and basic cooking, roadside safety, and navigating health insurance plans. The students are already connecting with faculty and staff to continue the program next year. A separate report on the Wellness Educators programs can be furnished upon request.

Another Wellness program to highlight is the Spring B-fit Online Fitness Challenge sponsored by Wellness and Student Programs & Engagement. Over 117 students registered with about two thirds of them having competed in our fall challenge. Each week, they tracked their fitness activities to compete for prizes including chair massage, therapy dog visits, Lizzy’s ice cream, and a Spring Day VIP experience. In the first week alone, they collectively logged 3,606 miles of walking or running. We also hosted the New England Melanoma Foundation who brought in an event called Your Skin is In. This program focused on prevention of skin cancer and how to protect yourself from harmful sun or tanning exposure. One participant plans to replicate the event for their residence hall floor.
Professional Activities

Jessica Greher Traue, is the current President of The New England College Heath Association (NECHA). She works very closely with the board of directors to manage the association’s business functions and financial operations including overseeing an annual conference to be held in November. In early March, she participated in the program planning meeting and a site visit for a future annual conference.

The American College Health Association (ACHA) accepted Jessica’s three hour pre-conference workshop proposal called “Reorienting Student Affairs to Wellness” for the ACHA national conference that took place in May in Austin, Texas. Jessica presented with colleagues from Notre Dame, Villanova, and University of Alabama. Jessica and colleagues from Babson and Wellesley College had a three hour pre-conference workshop accepted for the combined New England College Health Association/New York State College Health Association annual conference to be held in Burlington, Vermont in November.

Prevention Programs

Alcohol EDU and Haven Pre-Matriculation Alcohol and Relationship Violence Education Programs

The mandatory, pre-matriculation required online education programs, AlcoholEdu (alcohol education program) and Haven (sexual assault and relationship violence education programs), were implemented for all incoming students in August and January.

AlcoholEdu Impact Data

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Feel prepared to prevent overdose</td>
<td>88%</td>
<td>84%</td>
<td>87%</td>
</tr>
<tr>
<td>Prepared to help peer in danger</td>
<td>93%</td>
<td>88%</td>
<td>89%</td>
</tr>
<tr>
<td>Helped to plan ahead to make responsible decisions</td>
<td>89%</td>
<td>85%</td>
<td>87%</td>
</tr>
</tbody>
</table>

Campus Alcohol Programs

In addition to the online education programs, Jessica Greher Traue, Tony Martin and Erin Kelley contracted with Mike Green, an alcohol prevention specialist, to present to 900 first year students in September. Mike has been addressing students at Bentley for over 15 years.

In partnership with athletics, Brighid Courtney invited alumnus, Mike Duggan, to speak to campus. We had met Mike Duggan at a program at Boston College this winter. He was a featured speaker for District
Attorney Marion Ryan’s conference for college administrators working in the alcohol and drug prevention field. Mike started a business called Wicked Sober, which assists people in finding substance abuse treatment. He spoke candidly to about 225 student athletes about his experiences as someone in recovery as well as in establishing his businesses. He has offered his help to be a resource to any of our students who are themselves or have family members or friends struggling with substance abuse.

The Be A Spotter social marketing campaigns, CUSP of Danger alcohol poisoning awareness materials and Choose One Less programs, continue to provide students with valuable information to avoid risk. Jamie Bang and Brighid Courtney worked to develop a new peer educator program that builds upon Choose One Less. The group is being referred to as the One Less Ambassadors. In Brighid’s absence, Jessica will work with Jamie Bang to ensure the program trajectory continues. We anticipate recruitment and training to take place this next year.

Lastly, Jessica and Brighid provided consultation for five resident assistants on Alcohol prevention programs in the residence halls, and Erin Kelley and Jessica presented to one of the fraternities.

**Drug Free Schools and Community Act Biennial Review**
Jessica completed the biennial review for Bentley’s DFSCA compliance. Institutions of Higher Education are required to have these on file as title IV funding is connected to our compliance. This is a lengthy process and the final report is on file.

**Bystander Intervention Trainings**
Once again, all new members of fraternity and sorority life were asked to participate in our Spot-On Bystander trainings. Our number of programs this year was lower due to increased responsibilities in other areas for the facilitators. In order to meet the demand for the future, new Student Affairs’ staff members from Student Programs & Engagement and the Counseling Center were trained as facilitators. In order to continue this very important program, we may need to consider other staffing options for the future. We hope to be able to offer more sessions in the upcoming year.

Our curriculum is designed to reduce barriers to intervention, build self-efficacy in intervening and increase confidence and likelihood to take action. Data from trainings will be evaluated against previous semesters to ensure we are still meeting our learning objectives.

**BASICS (Brief Alcohol Screening Intervention for College Students)**
Jessica and Brighid continue to offer BASICS, Brief Alcohol Screening Intervention for College Students for both Alcohol and Marijuana. We also offer Tobacco Cessation Services and Individual Health Coaching. This past semester, we made a few changes to their procedures for these appointments. First, we created a general release form where students can give permission for us to consult with health and counseling staff if concerns arise about one of the students. Second, we incorporated the PHQ 2/PHQ 9 Depression Screening questionnaire into our initial screenings. The PHQ 2 asks two questions. If someone answers yes to one of them, the student then takes the PHQ 9. The PHQ 9 has general scoring guidelines. Students with scores greater than 11 are referred to Counseling. As always, if a student scores lower, but presents a need for counseling, we will provide a referral. If a student is of great concern at any time, the Associate Dean is notified and an immediate call is made to the Counseling Center to speak with a psychologist before the student is allowed to leave.
the office. Lastly, BASICS files will now be shredded after a student graduates. After consulting with several colleagues who administer BASICS at other institutions and presenting their findings to our general counsel, it was determined that they no longer need to keep files for seven years.

**Marijuana Programs**

After Massachusetts voted to legalize recreational marijuana, Jessica, Tony Martin and Erin Kelley coordinated a campus wide communication strategy and sent an email to all members explaining how our policies will not change due to federal guidelines. On April 20, the Wellness Educators hosted Make your own Pot. This tongue and cheek nod to marijuana and culture attracted 56 students. There, they decorated and assembled a flower pot, while addressing the following learning objectives:

- Understand what the legalization of marijuana means for Massachusetts
- Explain how legalization impacts campus
- Discuss what we can expect to see over the next few years as a result of the new legislation
- Connect students with resources if they would like to continue the conversation around substance use
- Learn warning signs of marijuana dependency

**Assessment**

**Health Impacts on Exam and Course Grades National College Health Assessment (NCHA) – 2017**

The results from the 2016 NCHA Survey sent to our students just arrived. As we have not had time to delve into the depths of the report, we are providing initial impressions on health and academics (see comments and also representative graph below). A more detailed analysis will be reported in the Trustee Report in September 2017 and the Annual Report in 2018:

Stress, sleep, anxiety and colds/flu/sore throat have remained consistently as the top four causes of low grades as reported by students.

Anxiety was reported by more students than was sleep and was reported as the second most significant reason this past year.

We have seen a steady decrease in relationship difficulties causing impediments. This could be partially due to the increased focus our area and the Office of the Dean of Student Affairs have placed on promoting healthy relationships through Haven (our pre-matriculation online relationship education program), relationship workshops, bystander training, and more emphasis for the Health and Counseling staff checking in on how students are doing at each visit to their offices.

Depression also appears to be decreasing as a cause for academic impact though we continue to see higher numbers clinically. The reason for the decreased impact may be a result of improvement as more students are seeking care and getting help to manage depression.

One thing we never see on this list is alcohol or marijuana use. Developmentally, students traditionally do not cite these issues and do not appear to connect their usage to academic concerns. That being said, alcohol and marijuana use contribute to stress, poor quality of sleep, illness, and anxiety, which are
all in the top 4. This is an area that we plan to provide more education to our students about so that they can begin to make the connection.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total N</th>
<th>Response rate</th>
<th>Top 9 Reported factors causing academic impacts</th>
</tr>
</thead>
</table>
| 2012 | 521     | 13.3%         | 1. Stress (30.1%)  
|       |         |               | 2. Sleep (23.6%)  
|       |         |               | 3. Anxiety (18.9%)  
|       |         |               | 4. Cold/Flu/Sore Throat (15.8%)  
|       |         |               | 5. Participation in extracurricular activities (14.1%)  
|       |         |               | 6. Relationship difficulties (13.3%)  
|       |         |               | 7. Internet use/social media/video games (12.9%)  
|       |         |               | 8. Work (12%)  
|       |         |               | 9. Depression (11.6%) |
| 2014 | 727     | 17.7%         | 1. Stress (27.5%)  
|       |         |               | 2. Sleep (20.3%)  
|       |         |               | 3. Anxiety (16.9%)  
|       |         |               | 4. Cold/Flu/Sore Throat (16.7%)  
|       |         |               | 5. Participation in extracurricular activities (13.1%)  
|       |         |               | 6. Internet use/social media/video games (11.1%)  
|       |         |               | 7. Work (9.7%)  
|       |         |               | 8. Depression (9.1%)  
|       |         |               | 9. Relationship difficulties (8.9%) |
| 2016 | 586     | 12.1%         | 1. Stress (26.9%)  
|       |         |               | 2. Anxiety (18.6%)  
|       |         |               | 3. Sleep (16.9%)  
|       |         |               | 4. Cold/Flu/ Sore Throat (14.7%)  
|       |         |               | 5. Work (9.9%)  
|       |         |               | 6. Participation in extracurricular activities (9.6%)  
|       |         |               | 7. Depression (8.7%)  
|       |         |               | 8. Internet use/social media/video games (8.4%)  
|       |         |               | 9. Relationship Difficulties (8.1%) |
Center for International Students and Scholars

The Center for International Students and Scholars (CISS) strives to keep the institution, students, scholars and their dependents in compliance with immigration regulations through advising and record keeping, and serves as a resource for campus and cultural adjustment. 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 with gaining a global perspective and a broader world view.

Executive Summary

This year, we went from minimal/temporary staff coverage to a fully functioning team. We have been working to establish ourselves both to the students we serve as well as to colleagues. Specifically, we have worked closely with the Registrar, Admissions, Career Services, Academic Advising, the CARE team, faculty internship coordinators, and IT on a number of different initiatives.

In terms of immigration process updates, we have significantly improved both our OPT and CPT procedures and are working on improvements to our initial I-20 processing. As a result of being fully staffed, we have taken on sole responsibility of our ISSM database and all the accompanying data management and reporting that goes along with that. Student Systems had been managing the system as we were filling vacancies.

Programmatically, we overhauled our orientation and check-in process to provide more streamlined service for our students and enhanced some of our long-standing events such as CultureFest and OPT/CPT workshops. We started a new program this year entitled Global Classroom Connectors, which pairs trained international student presenters with faculty who are covering a relevant topic. We also began a new tradition of interactive Travel Signature Events and added themes and fun give-a-ways to increase attendance and student satisfaction.

Highlights

Global Classroom Connector Program
In our pilot semester of the Global Classroom Connectors program, we managed to recruit 12 committed students who participated in training, and we had five successful presentations. These students were also used in special advisory projects, such as videos for orientation. We began advertising next year’s program at the end of this academic year so that faculty can be proactive about including GCC presentations in their syllabus for fall courses. In addition, our future graduate intern will be charged with managing and enhancing this program next semester.

Staff Advocacy/Education Retreat to Washington, DC
CISS had a fabulous team trip to Washington, DC during June 2017. Our purpose was to learn from government personnel, advocate for international students, and compare notes with reputable institutions in the area. The highlight was our visit to the SEVP Response Center, where we met with upper-level administrators and witnessed the Help Desk assistants in action. Bentley became the first school to visit this site in their 14 years of existence. We also met with Congresswoman Katherine Clark, and staffers in Senator Ed Markey’s office to give a voice to our international students on matters of policy and regulation. We also met with officials in the State Department who oversee the J exchange
visa program. Finally, we had a collaborative meeting with the entire staff of the American University ISS office, spending two hours comparing notes with them, which is a rare occurrence but an extremely valuable opportunity that we hope to repeat again with other schools in the future.

**Initial I-20 Processing and Collaboration with Admissions**

We have been working very hard to improve communication with both Undergrad (UG) and Grad Admissions. While there are still many technical challenges, there is a much better sense that each team understands the others’ challenges, and that we are working toward the same goal of processing things efficiently. We have already begun discussions about proactive changes that can be made next year before their applications go “live.”

**OPT Clinics and OPT Blackboard Course**

Based off a model used at UMass Boston, we established group OPT clinics, capped at six students per session. The goal was to provide individualized service to students without having to set up separate appointments for each student applying (which would have been impossible given our numbers). The sessions themselves were successful, and we are going to use them again next year. We had some scheduling challenges with signing up and registering for the sessions, which will be corrected.

Part of the reason we were able to accommodate students in a group setting is because of our success with the OPT Blackboard course. Building on what was initially created by the temporary staff last year, we improved and rolled out a Blackboard course with detailed step-by-step instructions for students to complete their OPT application. Many did not even feel the need for a clinic after attending the online session, and they were able to just drop off their materials for review. This has been a huge success and will continue into the future. Statistics upon review of the Blackboard course show that the slideshow was viewed over 4,000 times this academic year.

**Collaborative Efforts Related to the ELACI program**

We are grateful to have been included in an advisory capacity as Academic Affairs reviews and overhauls the English Language and American Cultural Institute (ELACI) program. This program is now under the leadership of the Dean’s Council, and they are hoping to make adjustments and improvements to better serve our students (and our institution). CISS is often the first stop for student difficulties, so having a seat at the table as they review the feasibility of this program is a necessity for our office.

**J-1 Visa Improvements**

This year, we changed the model of issuing DS-2019s for exchange students by adding an authorized ARO in the Cronin Office of International Education. Under our supervision, that office is now issuing their own documentation for exchange students, making for a much more timely and seamless flow from the point of receiving information to the point of issuing visa paperwork. Both offices are extremely satisfied with the change.

In addition, because our J students and scholars are such a small part of the population we serve, there has historically been a lack of process and documentation for working with these visa types. We have put a lot of effort into documenting what we do, how we do it, and creating documents for students to be able to better understand the J visa, its regulations, and limitations. We have collaborated closely with the Academic External Relations Office as well as the PhD administrators in doing so.
Challenges

Our biggest challenge continues to be the processing of initial I-20s for newly admitted international and transfer students. While we have worked to reduce errors and issues and have managed to remove a few items from this list over the past few months, the following challenges still remain:

- There is no automated system to alert us to when a student is ready to be issued paperwork.
- Graduate Admissions and Undergraduate Admissions have very different processes, making it confusing for us to determine where to go for what information.
- Data is being brought in from the Common Application incorrectly, requiring manual error-catching and correction which results in days of delay for issuing I-20s.

Departmental Vision

Our vision going forward is to continue to build upon our consistently-increasing level of customer service to our students and with colleagues in offices around campus. Each staff member has been loosely assigned to troubleshooting certain functionalities of CISS, and collaborating with colleagues across campus to do so. For example, our Assistant Director is not only the point person for all J scholars, she is also responsible for SEVIS correction requests and solving any and all data errors that are discovered by anyone on the team. As a result, she is in regular communication with the Registrar’s Office. One of our International Student Advisors was the point person for incoming I-20s this past year, causing her to have frequent interaction with both Undergraduate and Graduate Admissions. Alternately, our other Advisor oversaw OPT and CPT this year, so he overlaps with Career Services and faculty internship coordinators. The Director has been monitoring and managing cases of concern, particularly with regard to progress reports and course loads, so she interacts regularly with Academic Services at both levels. Our Administrative Assistant is the front face for all student inquiries, whether by phone or in person and serves as our primary professional greeter as she triages and manages our traffic flow.

Together, all these interactions help us build relationships and learn what the needs of our constituents are. Regular communication with each other about our various areas helps keep our messaging consistent, professional, and timely. We are always working to assist our students as much as possible to their benefit, within the bounds of their immigration regulations.

As a longer term goal, CISS hopes to eventually have the capacity to become much more than just an immigration processing office for our students. With proper resources and task allocation, we could have the potential to step aside from the details of the data and really address some of our students’ critical needs. CISS strives to be a “Center” in the truest sense of the word, serving students from before they even arrive on campus to well after they graduate.
### Countries with the Highest Student Representation (F and J visas only)

<table>
<thead>
<tr>
<th>Country</th>
<th>% of Int'l Students 2015-2016</th>
<th>% of Int'l Students 2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brazil</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Canada</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>China</td>
<td>51%</td>
<td>44%</td>
</tr>
<tr>
<td>Columbia</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Ecuador</td>
<td>2%</td>
<td>-</td>
</tr>
<tr>
<td>India</td>
<td>12%</td>
<td>10%</td>
</tr>
<tr>
<td>Indonesia</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Kuwait</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Saudi Arabia</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Spain</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Venezuela</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Vietnam</td>
<td>3%</td>
<td>2%</td>
</tr>
</tbody>
</table>

### Employment Application Processing Statistics:
OPT: 317 initial OPT applications processed this academic year (as of June 14, 2017)
**STEM OPT Extensions:** 57 applications processed during AY 16-17
**Spring 2017 CPT Authorizations:** 84 students who had spring 2017 internships
**Summer 2017 CPT Applications:** 91 students who have summer 2017 internships

**Initial I-20 Processing Statistics:**
**UG:** 193 I-20s processed (to date) for fall 2017 admits
**Grad:** 217 I-20s processed (to date) for fall 2017 admits
**Anticipated total for both:** approximately 475 by August

**Student Traffic**
We implemented a new swipe system to track student visits to CISS to account for both attendance numbers and reasons for visits.

- Since April 19 when our system was implemented, we have had 616 unique swipes from students visiting our office
- 107 of the visits were for work authorization (CPT or OPT)
- 46 were dropping off documents for review and submission
- 291 were picking up completed documents, sometimes reviewing them with staff upon pickup
Graduate Student Life
Executive Summary
Significant resources were set aside by the University for a review of the graduate school. Enrollment, innovative programs offered by competitors, and external market forces resulted in a new focus. At the October meeting with the Student Affairs Board of Trustees, the divisional strategy of integrating graduate student life into student affairs was the main topic. Examination of best practices, similar programs at peer institutions and student surveys identified areas in need of attention. Overall, graduate students are satisfied with their overall experience, with 72% stating that if they had to do it all over again, they would choose Bentley. However, when comparing their perception of how the Bentley experience compares to that of other campuses, only 46% of students believe that Bentley is better, while more than half (54%) have no opinion or believe that their peers at other universities are provided a better overall experience.

Lack of identifiable graduate student services, including a strong orientation to campus, a perceived lack of community and hidden identity for graduate students impact this perception. Boston University, for example, has a strong graduate cohort/program affinity model, with one of the tenants being cohort competitions that regularly and visibly bring students together around specific challenges or cohort based activities, positively impacting students’ sense of belonging and connection to the institution.

Strengthening Bentley’s identity and community for graduate students remains a priority for the department in 2017-18.

Highlights
Identifying a need to provide new students with a strong information baseline, an online orientation program specifically for new graduate students was designed and implemented for July 1. This five module program provides a working knowledge of next steps and available resources for new students entering the McCallum Graduate School. This resource is designed for all programs, including Human Factors and Information Design (HFID) and Professional MBA (PMBA) and will prove especially valuable for students unable to visit the campus in advance. Expanded opportunity for connection and community building has been added to the on campus Orientation program scheduled for August 21-22, 2017. The new format aligns with student development theory and provides a foundation for community building and connection to the graduate school.

The Graduate Student Association’s (GSA) role in university governance was reestablished at meetings of the Graduate Council, Calendar Committee, and Board of Trustee Student Affairs committee. Sanjay Patel, GSA President 2016-17 was thrilled to share the student perspective and actively participated in the governance process, affirming the student-centered philosophy of the division and University.

A formalized Leave of Absence process for graduate students was implemented in January 2017.

To provide current and incoming graduate students with information about graduate student life, the tab called “Campus & Community” on the graduate website was changed to “Student Life.” The tab now
houses content regarding new student information, housing, transportation, and involvement in one easy to find location.

**Challenges**

The day to day management of the Bentley shuttle would be best served outside of the Student Affairs division. Currently the Assistant Director for Graduate Student Programs & Engagement is responsible for day to day shuttle operations. Although managed well, resources required to do so encompass 20% of a full time equivalent employee, 20% that should be focused on achieving the goals and vision for graduate student life.

As an example of the challenges ahead, graduate students are no longer offered campus housing and identifying ways to get to campus is important, especially for full time international students. Undergraduate students living in North Campus for 2017-18 have expressed considerable frustration with what they perceive to be a lack of transportation to the main campus. The BMBA students living at Garden Crest have continually asked for expanded service. While the current manager is willing to address this concern in conjunction with the service provider, the University would be better served by employing staff who manage transportation, town/gown relations and city resources.

Lack of strong services that meet the needs of the graduate population impacts students overall perception of satisfaction. When asked about satisfaction with dining options on campus, 63% of graduate students responded that options were either average, poor or terrible compared to 48% in 2015. For hours of dining options, 58% of graduate students rated dining hours as average, poor, or terrible, with 36% in 2015. Student comments specifically mention wanting dining hours and library hours to be extended and to have more vegetarian options in LaCava.

**Assessment**

**Shuttle**

Ridership numbers on the Campus Loop have decreased by nearly 49%. For this year, that could be a result of inserting additional Garden Crest stops, which have not been consistently tracked by Local Motion. The Harvard Square service, on the other hand, increased its ridership from last year. This is likely attributed to the addition of shadow buses during the winter months to avoid students being turned away. When graphed, the overall trend for ridership on the Harvard Square shuttle is up about 10%.

<table>
<thead>
<tr>
<th>Shuttle Ridership</th>
<th>Aug/Sept</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>Jan/Feb</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>TOTAL RIDERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Loop</td>
<td>Fall 2014</td>
<td>8,047</td>
<td>9,795</td>
<td>11,195</td>
<td>5,428</td>
<td>Spring 2015</td>
<td>11,285</td>
<td>11,285</td>
<td>3,619</td>
</tr>
<tr>
<td></td>
<td>Fall 2015</td>
<td>8,650</td>
<td>9,201</td>
<td>7,429</td>
<td>8,168</td>
<td>Spring 2016</td>
<td>16,000</td>
<td>12,073</td>
<td>8,115</td>
</tr>
<tr>
<td></td>
<td>Fall 2016</td>
<td>4,962</td>
<td>4,158</td>
<td>4,266</td>
<td>4,286</td>
<td>Spring 2017</td>
<td>7,996</td>
<td>4,298</td>
<td>5,253</td>
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</table>

<table>
<thead>
<tr>
<th>Harvard Loop</th>
<th>Aug/Sept</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>Jan/Feb</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>TOTAL RIDERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2014</td>
<td>23,945</td>
<td>21,228</td>
<td>16,195</td>
<td>10,338</td>
<td>Spring 2015</td>
<td>25,560</td>
<td>9,420</td>
<td>6,831</td>
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<tr>
<td></td>
<td>Fall 2015</td>
<td>14,092</td>
<td>14,740</td>
<td>11,249</td>
<td>9,942</td>
<td>Spring 2016</td>
<td>19,727</td>
<td>11,736</td>
<td>9,475</td>
</tr>
<tr>
<td></td>
<td>Fall 2016</td>
<td>18,260</td>
<td>15,375</td>
<td>12,037</td>
<td>13,439</td>
<td>Spring 2017</td>
<td>17,827</td>
<td>12,447</td>
<td>5,212</td>
</tr>
</tbody>
</table>
**Graduate Student Life**

During March 2017, Graduate Programs & Engagement, with the Office of Institutional Research, administered a survey to all of our current, active graduate students. We replicated some of the questions that were used during the 2015 survey administered by Graduate Student Academic Services for comparison. The survey provided a look at the experience of graduate students satisfaction and awareness of engagement opportunities as well as resources outside of the classroom. 346 (31%) of the 1,134 graduate students completed the survey, and overall, according to this year’s survey, the majority (69%) of graduate students are either satisfied or extremely satisfied with their experience at Bentley University outside of the classroom.

**Status** – Our survey respondents matched the breakdown of the graduate school based on the profile.

**Ethnicity** – Our breakdown by ethnicity was very similar to the entire graduate school cohort. We had a higher percentage of international students and Asian American students respond, and a smaller percentage of White, Non-Hispanic and students labeled as Domestic Unknown.
Common Themes
Among the responses, we identified three common themes that emerged as major areas of improvement:

- Sense of graduate school community
- Quality engagement opportunities for graduate students.
- University services available for graduate students

Sense of graduate school community
When asked to rate their satisfaction on “I feel that there is a sense of Graduate School community at Bentley,” 53% of respondents indicated that they neither agree nor disagree, disagree, or strongly disagree. When compared to the 2015 survey of graduate students, 31% of respondents indicated that they neither agree nor disagree, disagree, or strongly disagree when asked a similar question. When reviewing the comments about creating a sense of community, three areas were observed:

Orientation
Students mentioned that orientation should be the place were building community begins. Historically, orientation has been optional for students and has only been directed towards international students who need to complete specific requirements for F-1 visa holders. During a recent focus group of graduate students, they echoed the remarks that incoming students who are not international students are not aware or feel welcomed to attend the fall Orientation program. In addition, some students indicated they were not satisfied with the quality of the orientation program for students who started in January.

Non full-time, traditional student experience
Students indicated that they do not feel included if they are not full-time students who attend classes on campus. We had part-time students and remote students comment that they do not have a sense of community because of messaging and access. There are also a portion of these students who feel that having a sense of community is not important to them. For these students, they do not feel a sense of community; however, it is not entirely a bad experience (nonetheless, we do not have the data to indicate if this is consistent among many remote and part-time students).
Graduate School Identity
Some students mentioned that lack of sense of community from the graduate students because there is a lack of Graduate School identity. Some graduate students mentioned that they do not know other graduate students, and even at times within their programs. Graduate students tend to only come to campus for class and then leave.

Quality engagement opportunities for graduate students
Although engagement opportunities are related to building a sense of community, the responses regarding events within programs and sponsored by the Graduate Student Association merited its own theme. This past year, we’ve noticed a decline of student involvement in programs coordinated by GSA and other graduate organizations. Anecdotally, GSA members have said that students have less interest; however, according to this year’s survey, we have noticed an increase in dissatisfaction with “programs offered by GSA and sister organizations.” This year, 38% of responses found programs offered by GSA and sister organizations as either average, poor, or terrible, compared to 21% in 2015. Students have found the quality of programs, lack of diversity in programs, and cost to attend as issues. We have also become more aware of graduate students wanting to be involved in opportunities that are sponsored or geared towards the undergraduate student population.

University services available for graduate students
Graduate students have previously mentioned their dissatisfaction with the variety and access to services available to them when they are on campus for their evening classes. When comparing the two recent surveys, we are able to identify that this trend still exists when asking about the library, shuttle, and dining. Specifically, when asked about satisfaction with dining options on campus, this year 63% of graduate students responded that options were either average, poor, or terrible compared to 48% in 2015. For hours of dining options, 58% of graduate students rated dining hours as average, poor or terrible with 36% in 2015. Student comments specifically mention wanting dining hours and library hours to be extended and to have more vegetarian options in LaCava.

Next Steps for Graduate Programs & Engagement
Based on the survey, focus groups and interactions with graduate students, Graduate Programs & Engagement is attempting to make changes to assist graduate students with their transition and engagement while here.

Orientation
We’re creating an online graduate orientation module. The program will be a resource for incoming graduate students to help make them aware of the services provided to graduate students and prepare them for any necessary tasks prior to them starting coursework.

Services
We are continuing the same shuttle service provided this current academic year by providing an off-campus extension to Garden Crest which should assist graduate students who live in that area. We will re-examine the times of those extensions to make sure they are the most convenient for both graduate classes and North Campus resident.
To assist graduate students (especially incoming students) looking for resources, we are updating the Graduate Student Life website to be more user friendly. We will also be providing graduate students with more housing and transportation resources.

Engagement
With GSA now under Student Affairs, we are hoping to provide them with more intentional advising that gives them the support to attempt new programming that will be more directed towards the graduate school community. The GSA has traditionally been repeating similar events (that utilize much of the graduate student activity fee) every year with attendance decreasing. We hope to help GSA rethink those events in a more affordable manner, so they can have additional events during the year that do not cost students as much out of pocket. In addition, students mentioned that it could be beneficial to stream certain events.

Graduate Lounge
To provide graduate students with a specific space and opportunity to create organic connections with other graduate students, it has been discussed with Purchasing to use the Lower Café after hours as a graduate lounge once a week. When discussed with GSA and at graduate student focus groups, students have supported the idea. Our hope is that GSA can collaborate with Sodexo/Catering to support the event.

Departmental Vision
As the Graduate School solidifies marketplace identity, efforts to create a visible graduate student community are a priority. Building stronger cohort connections by creating spaces for students to meet, dialogue and exchange ideas is part of this vision. Exploration of off campus venues for the PMBA to gather and connect as a Bentley community are being explored in the Seaport, Financial District, and Waltham Center for next year. The Dandes Room may also provide opportunities for greater visibility providing staffing resources are allocated.

Additional exploration and implementation of a strengths based co-curricular program for PMBA, Emerging Leaders MBA (ELMBA) in particular is worth pursuing.

Rising number of graduate students in CARE continue to strain resources. Understanding graduate students emotional and mental health needs and developing effective strategies to provide support could be impactful.

Given the lack of connection to the overall University, rethinking the student governance model at the graduate level is critical. The current iteration, based largely on the undergraduate model, limits participation to full time, residential (close to campus) students (in large part the ELMBA), excluding a large number of students from having voice in University governance and related co-curricular issues. Models that allow for more flexible participation or incentivizing the program may allow for a greater diversity in student leadership.
Staff Achievements

AJ LaPan, Assistant Director for Graduate Student Programs and Engagement was invited to accompany the ELMBA students to San Antonio, Texas as part of an embedded class. He later was sent to New York to become a certified Strengths Based Coach/Facilitator.
Multicultural Center

Mission
The Multicultural Center (MCC) promotes cultural awareness, knowledge, and inquiry for students to gain the skills to learn more about their personal identity and appreciate the uniqueness of others.

Values
Our differences should not only be accepted and celebrated but fully woven into the fabric of the University.

Support students of color, first generation students, and their allies
Creating and maintaining a safe space for dialogue, and providing resources for students to succeed

Educate the campus community
Empower students to seek out meaningful diverse interactions and engage in thoughtful dialogue

Collaborate with faculty, staff, and other stakeholders
Enhancing the richness of our community by utilizing the mosaic of experience and expertise of the Bentley community

Executive Summary
The Multicultural Center (MCC) developed a new mission and value statement that effectively articulates the areas in which our office touches the student experience, specifically through support, education, and collaboration. Over the course of the academic year, the MCC has been able to do significant work in all three areas.

In addition to the typical support that the MCC offers to our African-American, Latinx, Asian-American, and Native American (ALANA) populations, there was a noticeable spike in traffic through our office between the day after the election and Thanksgiving break as there was a significant amount of anxiety about what views had been validated by the results of the presidential election. To accommodate this spike in demand, we worked to make ourselves more available for student drop-in meetings to hear their concerns and to reassure them that the University would do all it could to ensure it remained a welcoming environment.

One of our most wide reaching educational initiative was CultureFest, which was a joint endeavor between our office and the Center for International Students and Scholars (CISS). The highlights of the week included a day focused on Native Americans indigenous to Massachusetts, and a campaign entitled Greater Than which brought into focus that we are not defined solely by any one of our social identities.

The output from Coming Full Circle (CFC) and the ManKind Movement (MKM) – our women’s and men’s groups respectively – continues to grow due to the increasing effectiveness of the student leadership. Each organization had a weekend where they held workshops and discussions focused on issues unique to them. Additionally both retreats included sessions run by Bentley alumni and their colleagues from the corporate world. In addition to the retreats, CFC and MKM have held events focused on women’s
empowerment and sponsored film viewings with follow-up discussions to process what they just viewed.

This semester we worked with a student group in a Marketing 322 course to develop and administer a market research survey to ascertain the needs of first-generation college students. We received over 150 responses to the survey and are sharing that data with offices across campus. We expect that this data will provide a clear path as we being to develop programs and resources aimed at supporting first-generation students, and their parents. Supporting this group of students effectively is critical as we know they make up about 18% of our incoming first year class.

**Highlights**

122 students registered for the **ALANA Experience** program that took place Monday, August 22 to Wednesday, August 24. With the help of four student coordinators and 25 upperclassmen leaders, the newly condensed program proved successful. Only 2.5 days (as opposed to the previous 4.5 days), this program centered on identity and culture. Students participated in conversations on race and ethnicity and how to navigate a predominately white institution as an incoming ALANA student and/or ally.

**CultureFest** was a successful collaboration between our office, CISS, and a myriad of other offices and student organizations over the course of the week. The first program was a Reggae Band that played in the 921 and was done with a Caribbean inspired menu being offered that day. Throughout the performance, the band provided those in attendance with historical perspective on Caribbean music. The second program was a tribute to our Native American students and honored the land that we share. The Native American dedication was highlighted with a plaque dedication, workshops, and cultural displays that allowed the members of our community to ask questions and learn more about the Native American heritage. The Greater Than campaign brought our campus together after a night of tension (it occurred the night after the election). It allowed students, staff, and faculty to come together and learn about social identities and why they are important in a college environment. The campaign brought together Athletics, Center for International Students and Scholars, Disability Services, Spiritual Life, Diversity and Inclusion, the Equity Center, and the Multicultural Center to offer engaging activities designed to create greater understanding of, and appreciation for different social identities.

A newly revamped **front desk model** has proven to be most beneficial for the Multicultural Center. We had five students who had specific responsibilities (marketing, Peer2Peer advisement, front desk supervision, operations) but shared a common responsibility of sitting the front desk. We purchased an iPad so that the Street Team can update social media, frequently sharing events and information from the MCC and all over campus. We also built a phone application specifically for the Street Team that houses their manual, FAQs, contact information, a chat component, and more. While this semester has been more of a pilot run, we envision the use of technology playing an even bigger role in the coming academic year.

In our graduating **STEP** class, we had a total of 22 students graduate this year. Three students will finish during the summer (not included in the number listed above). We had two other students graduate May 2017 from prior classes. The first year class ended their year with a class average grade point of a 2.9, sophomores with a 2.69, juniors with a 2.7, and seniors ended with 2.92.
We have completed the recruiting process for the class of 2021 and have confirmed 24 students will arrive on campus on July 5, 2017. We have a geographically and racially diverse group of students from Connecticut, New York, Texas, and Massachusetts. We have 13 women and 11 men in this summer class.

**Challenges**

We saw a noticeable increase in student traffic through our office in the days and weeks immediately following the presidential election. Some of the most common concerns we had were students nervous about the immediate increase in hate crimes around the country and what it could mean for their safety; students with undocumented family members were concerned about their status in this country; and Muslim students were concerned about showing religious artifacts publicly (Hijabs for example). We worked to triage the concerns of students, and to refer them to other offices such as the Counseling Center and Spiritual Life when appropriate. The MCC staff stayed in close contact with the Residential Center and University Police to make certain we were prepared to respond should any incidents arise on our campus and fortunately none did.

The Peer2Peer program, coordinated mostly by a student coordinator from the Street Team, has proved to be a challenge this semester. While individual mentor/mentee pairs seem to be doing well meeting with each other, we have yet to pull off a successful group activity. Having a student supervisor that was never part of the program as a student and also in her second semester senior year, has given us less then optimal time to have this program reach its full potential. The hope is that the person we hire as our graduate assistant will be able to take the lead on this, but at this point we are still working to address how we will move forward with this in the fall.

Coordinated in tandem with Undergraduate Admissions, the ALANA Overnight has traditionally helped recruit students of color. This year, students registered for the overnight weeks ahead of Accepted Students Day. 78 students were selected to participate in the program (seven waitlisted) due to the number of upperclassmen hosts we were able to confirm. While we have been able to promise 100 hosts for the very popular weekend, this year’s overnight happened the same night as the senior boat cruise and the Caribbean Ancestry Student Association (CASA) party. This limited the number of hosts we could recruit to participate. This program is notorious for last minute cancellations and this year was no different. The final number of incoming students was 68. We must assess the program, recreate learning outcomes from the program, and decide if we should proceed with another overnight. Most students at the program mentioned that the overnight did solidify Bentley as their top choice, but financial aid might remain a barrier to enrolling.

**Departmental Vision**

In order to present a more effective narrative around the programs that the MCC develops for students, we are going to build within our programming a framework that helps to more effectively tell the story. Our programming will fit within following categories:

**Cultural Education Programs**

These programs are centered in learning. They are scholarly programs that integrate interdisciplinary studies into co-curricular programming venues.
Cultural Engagement Programs
Provide opportunities for students (faculty and staff) to be a part of the practice, celebration, and demonstration of culture. These programs enhance the campus environment by providing opportunities for meaningful and intentional intra-cultural and cross cultural interactions.

Cultural Student Development Programs
Focus on holistic development, paying attention to the intersecting identities that students hold. These programs offer an opportunity for college students to deeply reflect on and engage in learning about the critical intersection of such issues as ethnicity, gender, class, sexuality, ability, and age.

Cultural Community Building
Initiatives that seek to strengthen outreach to various constituents, including undergraduate and graduate students, alumni, parents, and campus partners.

We are also making a conscious choice to no longer use the acronym ALANA in our programming or communications with students and families. The simple reason for this is that all of our students’ identities are not accurately reflected in the acronym. Consider the following examples for why this can be problematic:

- Of the 37 black students in the incoming class only six identify as African American whereas nine identify as African, and other nine identify as Caribbean. In the acronym, only African-American is represented.
- Students who identify as Asian must choose from 10 options to identify their ethnicity on the common application, including ‘other’ as a choice. In fact, there are no fewer than 25 different categories that a student may actually identify as. Simply using Asian American to define massive swath of ethnicity and culture does not allow us to fully recognize how different students will experience the world despite all being Asian.

Additionally, the MCC has developed a new logo that effectively reflects our departmental mission and values. The incorporation of the tree in our new logo reflects the familial nature of our work and the lifelong connection that students make with the institution through our office. Also it communicates that the MCC is a place where students are able to lay a safe, deep foundation in understanding who they are and the growth that happens to them over time.

Staff Achievements
Nina DeAgrela attended an Accelerated Strengths Coaching workshop through Gallup to become a certified Strengths Coach.

Nina and Michael presented at the National Conference on Race and Ethnicity and received glowing reviews on their presentation entitled “Making Meaning out of Media’s Messages.” There were 60 higher education and other professionals in the room for the presentation and many stayed after to discuss and ask us to present again next year. While we were able to do a preview for Bentley Student Affairs professionals, it was encouraged that we potentially offer this as an event or workshop open to the entire Bentley community.
Claudette Blot will be attending a 3-day summer institute at Bridgewater State University entitled Cognitively-based Racial and Ethnic Diversity Training.
Office of the Dean of Student Affairs

The Office of the Dean of Student Affairs (ODSA) is motivated by the common goal of ensuring that Bentley students are aware of and receive all possible benefits afforded by their enrollment at this institution. We strive to develop students, Bentley pride and spirit, and connections on campus using our shared community values as a guide. ODSA has various functional areas that include supporting new student programs, building pride in Bentley through campus traditions and programming, maintaining community values through the student conduct system, and promoting gender equity initiatives to ensure that all members of our community feel safe and included in our campus.

Executive Summary

In the Office of the Dean of Student Affairs, we strive each day to make Bentley a more welcoming, safe, inclusive, spirited, and supportive campus for all members of our community. We put this into action at the start of each academic year with our Orientation program, which is intentionally crafted to provide each new student the essential transitional and educational information they need to be successful. Once all students arrive, our department collaborates with the Residential Center on the Welcome Back Event, which provides all students the opportunity to safely gather together to celebrate their return to campus and the start of the academic year. As a bookend experience, our department takes the lead on organizing and managing the Commencement Week experience in the Bahamas for graduating seniors.

Throughout the year, the ODSA team continues to work towards achieving its mission. In order to bolster pride and spirit amongst students, the Falcon Pep band was created. In addition to increasing fan engagement at athletic events, it has provided the 19 members of the team a creative outlet on campus.

Ensuring the safety and support of our students are critical components to the department. This year, staff thoroughly reviewed the Student Handbook to enhance its usefulness to the undergraduate and graduate student populations. In addition, the number of programs and preventative efforts to eliminate sexual violence on campus increased. In its second year, the CARE system has been further refined to identify students of concern and provide them with resources, intervention, and additional support.

In addition to the daily responsibilities of our roles, ODSA staff have also taken the lead in key divisional initiatives that affect hundreds—if not thousands—of students. The divisional Co-Curricular Development Model, Student Employment Program, and Bentley LEAD have all been implemented or piloted this year and have seen initial indicators of success as well as areas of future growth. ODSA staff has had a significant role in forming the committee and continuing efforts around diversity and inclusion education for all staff members of the division. Finally, the integration of StrengthsFinder into aspects of a student’s experience—community, career, and curriculum—from a divisional perspective started within the department.

We are constantly looking for ways to connect what we do to the curriculum. Increasing faculty connections and articulating how our work complements in-the-classroom learning, has been a priority. This year, and particularly in the spring semester, we have made great strides in this area. Staff members have been asked by faculty to present to their classes and intentional networks of faculty and students have formed, which will ultimately make the student experience exponentially stronger.
Highlights

Divisional Initiatives
Bentley LEAD—learn, engage, act, develop—is a three year program that helps students leverage their strengths, connect with a staff mentor, and complete a co-curricular project that takes a semester or longer. In the fall, over 60 students applied for 20 spots in the program. Throughout the year, the students were matched with a staff mentor and have been putting together a portfolio that incorporates both skill-based components as well as reflection in order to help them articulate their leadership style and experience. In the spring semester, the cohort of students participated in an off campus retreat. In addition to building cohesion amongst the group, the retreat was focused on using Strengths to work together as a group and solve problems.

The Student Affairs Co-Curricular Development Model also continues to move forward. All departments in the division completed internal self-assessment rubrics that provided data on the learning outcomes and strategies as part of leadership initiatives, programs, and advisory opportunities offered to students. Initial analysis of this data has been used to better market opportunities to students as well as address gaps in the programs and initiatives currently being offered. The next steps for this project include the development of consistent divisional assessment surveys, student focus groups, and feedback from faculty.

Staff in ODSA and a member of the Residential Center team have been working to create a student employee curriculum that will provide a consistent and meaningful experience for all employees in the division. In order to do this, they have created trainings for both supervisors and student employees. These trainings have focused on implementing best practices and expectations across departments and ensuring that students leave positions with valuable work experience. All supervisors were required to attend a training during the fall semester, which covered data collected over the summer through both surveys and focus groups with past and current student employees within the Division of Student Affairs. They were also informed of best practices that should be implemented across the division, including consistent meeting times with student employees and performance appraisals each semester.

On Monday, January 16, 2017, the first divisional large-scale student employee training for all student employees was hosted. 106 students participated in this training, representing each office in the division. The training consisted of an introduction into student employment, a look at leadership using the FISH philosophy, Clery Act compliant Campus Security Authority (CSA) training, StrengthsFinder, and future career application.

Strengths
When people know how to utilize their strengths, they perform better at work, in the classroom, and on the field. The divisional Strengths committee created a session specifically geared to athletes and contacted coaches in March. This session gives athletic teams an opportunity to explore how their individual talents can contribute to team success through a 90 minute workshop. In just three weeks in late March and early April, Strengths-based workshops have been given to three teams—baseball, field hockey, and women’s basketball—with sessions being scheduled for women’s volleyball and women’s soccer.
Strength-based learning and programming also continues to move forward with the development of the Strengths Fellows program. Strengths Fellows are a group of students who will assist with marketing and educational opportunities related to the StrengthsFinder assessment tool.

**Conduct and Community Development**

In August 2016, Erin Kelley and Jamie Bang, along with Chief Leffler of University Police, attended the City United meeting with many stakeholders across the city of Waltham. At this meeting, we were able to showcase positive actions Bentley has made to support students living off-campus and hear from officials from Brandeis University. This meeting has informed the development of an online course for students who have been documented at an off-campus house for noise or other complaints. The module gives students tips for living off campus, making connections with their neighbors, and reflecting on how their actions affect the community in which they live. You can view this module at [https://sites.google.com/bentley.edu/goodneighbor](https://sites.google.com/bentley.edu/goodneighbor).

A more in-depth student conduct website has been developed. The site will offer students, parents/families, and staff/faculty more information regarding the conduct system as a whole, as well as provide targeted pages on policies, conduct hearings and conduct boards, appeals, and information specific to faculty who may encounter problematic behavior in the classroom. This will provide higher level of transparency on the conduct system for our community and serve as an important resource to those who may have questions outside of our business hours.

**Gender Equity and Development**

Gender Equity and Development initiatives have increased for a third consecutive year through the addition of new large-scale programs, marketing efforts, peer education, and emphasis on sexual assault awareness month. Trainings and educational programs run out of the Equity Center were attended by increased significantly, and a retreat in September 2016 facilitated by Alex Hirs was attended by all members of PRIDE, SAGE (formerly the Women’s Center), and the Equity Center Educators. A new feature of the Equity Center this year included open forums on topics such as the Brock Turner verdict, the Pulse night club shooting, and the Access Hollywood tape. These forums have transitioned to monthly forums facilitated by the Equity Center Educators.

A highlight from this year included bringing Wade Davis, a former NFL player and social advocate, to campus to address issues of sexism, patriarchy, and homophobia. Davis’s talk brought 80 members of the community together for a thought-provoking program. This event also brought together a variety of offices to co-sponsor the program including Student Programs & Engagement, the Center for Women and Business, Men of Alliance, the Office of Diversity and Inclusion, the Gender Studies Program, the Valente Center, and the Sociology department.

Additionally, programmatic efforts have been expanded to spotlight April as Sexual Assault Awareness Month. This year, the range of events have included: Equal Pay Day (in collaboration with the Center for Women and Business), Survivor Speakers from the Boston Area Rape Crisis Center, Consent Day, and Walk a Mile in Her Shoes.
Orientation and New Student Programs
This year, a developmental three-tiered Orientation program was piloted. The three tiers of this program had students participating in the following learning activities: 1) Online Orientation, 2) reviewing newsletters, engaging in social media, and engaging in webcasts and webinars, and 3) attending a five day long mandatory Orientation program in August 2016. This reimagined program was highly successful, especially given that it was the first time that an in-person June orientation was not offered. Key indicators of this success included:

Online Orientation
- 76% of students reported that they felt more prepared for their transition after completing online orientation
- 40% of residential student and 86% of commuter students already felt more connected to campus after participating in online orientation

August Orientation Program
- 99% participation rate of the program compared to a 78% participation rate in 2015.
- 90% of transfer students reported that they made close connections at orientation
- 100% of commuter students reported “feeling included” in the orientation program
- Over 90% of students answered yes to the question “Do you feel more prepared for your transition after participating in the August Orientation?”

Spirit and Pride
The Bentley Pep Band has grown to 19 members and played at home hockey games and some home basketball games. Initial feedback from Bentley community members has been positive, and there is a noticeable difference in crowd engagement as well. The band is also being featured at campus-wide events that are separate from athletics. Their presence at Admitted Students Day helped showcase Bentley spirit and pride to prospective students.

This spring has seen continued collaboration with the Campus Activities Board (CAB) to develop programing that supports spirit initiatives at Bentley. Together, we introduced a new tradition to build excitement around spring athletics. The event consisted of games, raffles, and prizes to promote spring athletic teams as well as overall spirit. CAB also collaborated with the Student Alumni Leadership Council (SALC) and the Student Athlete Advisory Council (SAAC). Teaming up with all of these student organizations has helped increase attendance and excitement at these types of programs as well as overall awareness about Bentley athletics.

Title IX
Title IX record keeping and management was transitioned from a paper-based system to an online format within the ADVOCATE program. This was a critical update to our Title IX compliance efforts, as it ensures all documentation of Title IX cases are retained in one central location.

To provide additional support to the Fraternity and Sorority Life community, the Title IX staff and Equity Center Educators facilitated risk management and Title IX workshops with 10 of the 11 Greek
organizations. These conversations have been focused on brand management, creating inclusive environments, and campus resources related to Title IX.

In the spring semester, new Title IX trainings were developed for staff and faculty members designated as responsible employees. These trainings ranged from trauma-informed sessions with the Boston Area Rape Crisis Center to workshops on dating violence in the college environment. Moving forward, this model will provide a tiered structure to the annual trainings required for all Title IX responsible employees.

Diversity and Inclusion

Given the growth of the division’s Diversity and Inclusion committee over the past year, the group has restructured to accommodate everyone’s strengths and prevent repetition and overlap of responsibilities. The Advisory Council will meet throughout the year and serve as the visionary body for diversity and inclusion efforts for the division. The group’s main purpose is to revisit the mission of the Diversity and Inclusion committee periodically and set broad goals for each semester. The Working Committee is comprised of four to eight individuals who meet weekly to execute the mission and goals set forth in advisory council meetings. This group is responsible for producing visible and tangible outcomes each semester.

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.

Faculty Collaboration

This year, increased emphasis has been put on connecting with faculty in meaningful ways, and there were several outlets in which this happened. Alex Hirs, Assistant Director of Gender Equity and Development, served as a guest lecturer in two sociology classes on campus, where he discussed the University’s climate survey data in the context of rape culture. Alex Hirs and Erin Kelley were also guests in Liz Brown’s Gender and the Law course and facilitated a session on LGBTQ harassment, discrimination, and legal protections.

Stephanie Cohen and Jamie Bang hosted “lunch with a professor,” where a select group of students were invited to attend a luncheon with Professor Lucy Kimball of the Mathematical Sciences department.
Jessica Kenerson, Director of Student Affairs, reached out to Mike Tesler in the Marketing department to strategize ways to revamp athletics marketing on campus. Professor Tesler is a leader in retail marketing but also teaches a number of sports marketing classes at Bentley.

**Challenges**

**Student Employment Divisional Initiative**
A challenge for this initiative has been getting buy-in from all supervisors on campus. Many of them run their own retreats and or trainings and may not yet see the need for additional divisional training. Supervisor buy-in is essential to our success with this program so we can be sure that all aspects are being implemented. The staff taking the lead on this initiative are aware of this challenge, and have been developing strategies for promoting buy-in across the division.

**Bandwidth and Limited Personnel for Gender Equity/Title IX**
With just one FTE, there is a finite amount of human resources available to help advise students leaders in the Equity Center, coordinate programs, facilitate trainings and workshops, and assist in the case management of Title IX investigations. At this time, the number of programs and leadership initiatives that can be offered by Gender Equity staff have plateaued. To begin to address this challenge, we are currently recruiting a graduate student to serve as a part-time intern to support the programmatic efforts of the Equity Center.

**Departmental Vision**
In the upcoming year, the Office of the Dean of Student Affairs seeks to continue to improve upon the current programs and initiatives offered, as well as to create and implement new and innovative opportunities for students. Our priority divisional programs and initiatives for next year include building upon the first year of Bentley LEAD, providing students a detailed road map of their co-curricular options, continuing to enhance the Student Employment program, and building on the momentum of our diversity and inclusion to focus on impact to systems and how individuals fit within them.

Other functional, strategic goals include the addition of optional pre-arrival programs to enhance our new student offerings, increased education for targeted student populations on healthy relationships, consent, and sexual violence, a renewed focus on creating opportunities that reflect an environment that values and encourages meaningful diverse interactions, increased connections with faculty, and more visible pride and spirit throughout campus (e.g. attendance and awareness of athletic competitions, enhanced game day experience, large-scale events that allow the students to come together to celebrate their community, etc.). It is the goal of the department to also make operational components of our area easier to navigate for students, most notably the leave of absence and withdrawal processes as well as how to access information on the website.

**Departmental Achievements**
Alex Hirs and Erin Kelley facilitated, for a second year in a row, a Title IX training session for all Wheelock College student-athletes on September 19, 2016.

Alex Hirs, Erin Kelley, and Tony Martin (Associate Director in the Residential Center) presented “Telling Our Stories: Creating a Co-Curricular Development Model to Articulate the Importance of Student
Affairs” at the NASPA Region I Conference in November. This session reviewed promising practices for assessing and marketing leadership roles, programs, and advising opportunities with division of student affairs. Among the various metrics includes analyzing diversity education within divisional initiatives.

Jess Kenerson, Alex Hirs, and Justin Woodard (Assistant Director in the Residential Center) partnered with Dear World to present on vulnerability and storytelling at the NASPA Region I conference in November. The conversations among participants in the session reinforced the sense of validation that all people experience when they’re given the space to share their voice.

Jess Kenerson received the Delta Sigma Pi Regional Advisor of the Year award, which was announced in a ceremony at Syracuse University in November.

Stephanie Cohen and Jamie Bang presented “Orientation Doesn’t Just happen on Campus: Infusing Technology to Build Community” at the National Orientation Directors Association (NODA) Region IX Conference in February. 50 student affairs professionals from several different institutions in the northeast attended this session and provided positive feedback.

Bobbi-Lynn Kekic served as a co-leader for a faculty-led study abroad trip with Professor Franklyn Salimbene (Senior Lecturer, Law, Tax & Financial Planning) to London during Spring Break. The course was entitled “English Origins of the Law.” Students were able interact in a new culture and live what is learned by engaging in diverse opportunities that broaden their experiences as a Bentley student.

Alex Hirs, Erin Kelley, Tony Martin, and Andrew Shepardson presented “Telling our Stories: Creating a Co-Curricular Development Model to Articulate the Importance of Student Affairs” at the NASPA National Conference in March. This session, attended by 75 professionals representing colleges and universities across the country, reviewed promising practices for assessing and marketing leadership roles, programs and advising opportunities within the Division of Student Affairs.

Alex Hirs facilitated a roundtable discussion at the request of the Center for Women in Business on the topic of men as allies. This session was attended by 15 student leaders as well as the Vice President of AXA Insurance, and all participants were invited to unpack patriarchy and masculinity in the workplace.

Jamie Bang completed a 40-hour intensive mediation course in May 2017 at MWI in Boston. MWI provides mediation, training and ombuds services to clients such as General Motors, Bose Corporation, Coca-Cola, BMW, Visa International and others. MWI’s clients choose MWI for results with a seasoned panel of mediators and our trainers who deliver impactful mediation and negotiation training programs.

Jamie Bang attended the Novak Institute for Hazing Prevention in Atlanta, GA. This four-day, interactive experience taught diverse participants a strategic, comprehensive, and interdisciplinary approach that focuses on preventing hazing rather than just responding to incidents.

Jamie Bang, along with Liz Humphries and Stephanie Cohen, presented on the Student Employment Divisional Strategy at the national ACUHO-I conference in Providence, RI.
A testimonial written by Alex Hirs and Erin Kelley has been published on the back cover of a Title IX Primer written by Peter Lake, Professor, Stetson Law School (2017).

Assessment
The Office of the Dean of Student Affairs completed a wide-variety of assessment projects during the 2016-2017 academic year. A snapshot of these projects are listed below, and the full assessment documents are attached as appendices.

Conduct and Community Development
Conduct and Community Development engaged in the following assessment activities:

- Participation in the NASCAP (National Assessment of Student Conduct Adjudication Processes), which provides student learning outcomes data for our students who have gone through the student conduct process, and benchmarks our results with those of the 33 other schools participating in this survey.
- A review of staffing levels for student conduct offices at our competitor institutions.
- A best practices review of how conduct offices collaborate with admissions departments regarding acceptance decisions for transfer and graduate students that have prior conduct and/or criminal histories.
- Two focus groups with members of the conduct board were held this semester regarding the Bentley Student Handbook. The students provided insight on content and layout that will be used to reinvent the handbook and address opportunities for further clarification of Bentley policies and student conduct processes.

Gender Equity and Development/Title IX
The Title IX and Gender Equity Staff engaged in the following assessment activities:

- The learning, development, and efficacy of the Equity Center Educators (ECEs) was assessed in fall 2016. Specifically, the learning of the new ECEs was measured using pre- and post-training surveys. A general feedback form administered in December collected data regarding the achievements of the group, any obstacles they faced, and goals for the future.
- A focus group was co-facilitated by Gender Equity and Orientation staff to identify opinions regarding how inclusive the current new student and orientation programs are for incoming students. Members of the Equity Center leadership were consulted to discuss opportunities for diverse interactions, messaging, programs, and the overall feel of the Orientation program. Tangible education opportunities for new students were identified through this focus group.
- A review of staffing levels of Title IX staff at our competitor institutions.
- The Office of Gender Equity partnered with Dr. Traci Abbott of the English and Media Studies department to receive approval and funding for six focus groups with students. These focus groups were developed and facilitated according to accepted scholarly practice. The information gleaned from these focus groups will assist the Division of Student Affairs in better understanding how students experience inclusion (as well as exclusion) on campus through their own words.
- Third Annual Climate Survey on sexual violence was conducted in April 2017. The Education Advisory Board (EAB) instrument was used again to provide insight into the rates of sexual misconduct, our students’ knowledge of campus resources, and students’ experiences with bystander intervention. Now that we have year-over-year data from a consistent Climate
Survey, we are able to examine trends and the effectiveness of our efforts better than ever before. Though we have increased our marketing efforts each year, our participation rate has declined, leading us to believe there is some survey fatigue for this instrument. However, we were encouraged to see that the number of students who have come forward to file formal reports has doubled this year. Here are some key data points and trends that we are focused on:

### Three-Year Summary of Climate Survey Data

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation Rate</td>
<td>26%</td>
<td>17%</td>
<td>16%</td>
</tr>
<tr>
<td><strong>Climate Questions</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel safe at this school.</td>
<td>97%</td>
<td>97%</td>
<td>98%</td>
</tr>
<tr>
<td>I feel close to people at this school.</td>
<td>80%</td>
<td>86%</td>
<td>82%</td>
</tr>
<tr>
<td>I think faculty are genuinely concerned about my welfare.</td>
<td>89%</td>
<td>91%</td>
<td>91%</td>
</tr>
<tr>
<td>I think staff are genuinely concerned about my welfare.</td>
<td>80%</td>
<td>83%</td>
<td>82%</td>
</tr>
<tr>
<td>I agree/strongly agree that the accused or their friends would retaliate against the person making the report.</td>
<td>57%</td>
<td>47%</td>
<td>42%</td>
</tr>
<tr>
<td><strong>Unwanted Sexual Contact Questions</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I experienced at least one incident of unwanted sexual contact since the beginning of the school year.</td>
<td>12%</td>
<td>9%</td>
<td>11%</td>
</tr>
<tr>
<td>I experienced unwanted sexual contact prior to college.</td>
<td>11%</td>
<td>14%</td>
<td>12%</td>
</tr>
<tr>
<td>I experienced sexist jokes or remarks since the beginning of the school year.</td>
<td>57%</td>
<td>59%</td>
<td>61%</td>
</tr>
<tr>
<td><strong>Reporting Questions</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I utilized Bentley’s formal reporting procedures to report an incident of unwanted sexual contact.</td>
<td>4%</td>
<td>4%</td>
<td>8%</td>
</tr>
<tr>
<td>I told no one about an experienced incident of unwanted sexual contact.</td>
<td>26%</td>
<td>32%</td>
<td>33%</td>
</tr>
<tr>
<td><strong>Prevention and Education Questions</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I receiving prevention information or training since the beginning of the school year.</td>
<td>63%</td>
<td>64%</td>
<td>67%</td>
</tr>
<tr>
<td>I agree/strongly agree that I understand Bentley’s formal procedures to address complaints of sexual violence.</td>
<td>56%</td>
<td>58%</td>
<td>57%</td>
</tr>
</tbody>
</table>

### Orientation and New Student Programs

The Orientation and New Student Programs staff completed the following assessment projects:

- A comprehensive review and assessment report was developed for the fall 2016 New Student Orientation as this was the first time that this program was offered.
- A staffing level review of all competitor institutions.
- A survey was distributed to the student participants of the New Student Program on January 17, 2017. The January program was condensed from a five day program to a three day program based on feedback that was received from the previous two January programs. Below is the feedback from the students who participated in January 2017.
The GB 110/112 and StrengthsFinder session were mentioned as the two top sessions that helped in the students’ transition. In addition, the Boston Trip was noted as the most enjoyable social opportunity for students.

**Conduct and Community Development**

We believe it is important to pay close attention to the types of policies that are violated each year. This year, we have noted that our most common policies violations (underage alcohol, quiet hours, and creating a health or fire hazard), remain consistent with prior years, and for the most part, are low-level violations. The chart below denote documentations and not unique students documented. Therefore, the grand total does not represent the number of students documented but the number of violations documented. The number of students placed in protective custody (either sent to the hospital or Waltham jail for intoxication) is consistent with the 2015-2016 academic year (45 students were placed in protective custody that year).

<table>
<thead>
<tr>
<th>Number of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vehicular Violation</td>
</tr>
<tr>
<td>Vandalism</td>
</tr>
<tr>
<td>Unregistered Party</td>
</tr>
<tr>
<td>Underage Alcohol</td>
</tr>
<tr>
<td>Uncooperative with University Official(s)</td>
</tr>
<tr>
<td>Unauthorized Possession of Bentley Property</td>
</tr>
<tr>
<td>Tampering with Fire Equipment</td>
</tr>
<tr>
<td>Suspicious Behavior</td>
</tr>
<tr>
<td>Screen Policy Violation</td>
</tr>
<tr>
<td>Room Capacity Violation</td>
</tr>
<tr>
<td>Quiet Hours</td>
</tr>
<tr>
<td>Public Intoxication</td>
</tr>
<tr>
<td>Protective Custody</td>
</tr>
<tr>
<td>Possession/Use of Controlled Substance</td>
</tr>
<tr>
<td>Possession of Firearms/Weapon</td>
</tr>
<tr>
<td>Violation</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Possession of Drug Paraphernalia</td>
</tr>
<tr>
<td>Physical Confrontation</td>
</tr>
<tr>
<td>Open Consumption of Alcohol</td>
</tr>
<tr>
<td>Noise Ordinance</td>
</tr>
<tr>
<td>Malicious Behavior</td>
</tr>
<tr>
<td>Harassment</td>
</tr>
<tr>
<td>Guest Policy</td>
</tr>
<tr>
<td>Fire Alarm (Pulled or Set)</td>
</tr>
<tr>
<td>Fire Alarm (Accidental)</td>
</tr>
<tr>
<td>False Identification</td>
</tr>
<tr>
<td>Failure to Evacuate</td>
</tr>
<tr>
<td>Failure to Dispose of Trash Properly</td>
</tr>
<tr>
<td>Failure to Comply with University Request</td>
</tr>
<tr>
<td>Endangering Health &amp; Safety</td>
</tr>
<tr>
<td>Disrespect to University Official(s)</td>
</tr>
<tr>
<td>Disorderly Conduct</td>
</tr>
<tr>
<td>Damage</td>
</tr>
<tr>
<td>Creating a Health or Fire Hazard</td>
</tr>
<tr>
<td>Courtesy Hours</td>
</tr>
<tr>
<td>Balcony Policy</td>
</tr>
<tr>
<td>Assault/Assault &amp; Battery</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

**Gender Equity and Development/Title IX Educational Sessions**

The following chart showcases the various Title IX trainings, healthy relationship workshops, and gender equity programs that were facilitated this academic year.

<table>
<thead>
<tr>
<th>Program</th>
<th># of Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>New RD Responsible Employee Training</td>
<td>3</td>
</tr>
<tr>
<td>Responsible Employee Training for STEP Leaders</td>
<td>8</td>
</tr>
<tr>
<td>Title IX Overview with MBMA Students</td>
<td>35</td>
</tr>
<tr>
<td>Residential Center Professional Staff Training</td>
<td>14</td>
</tr>
<tr>
<td>Residential Center Professional Staff Title IX and Conduct Training</td>
<td>14</td>
</tr>
<tr>
<td>New RA Responsible Employee Training</td>
<td>45</td>
</tr>
<tr>
<td>Returning RA Training</td>
<td>53</td>
</tr>
<tr>
<td>OL Title IX Training</td>
<td>64</td>
</tr>
<tr>
<td>RA and OL Inclusive Leadership Training</td>
<td>50</td>
</tr>
<tr>
<td>Event Description</td>
<td>Duration</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>ALANA Leader Title IX Training</td>
<td>35</td>
</tr>
<tr>
<td>ALANA Experience Gender Equity and PRIDE Overview</td>
<td>152</td>
</tr>
<tr>
<td>Student Center Building Manager Training</td>
<td>10</td>
</tr>
<tr>
<td>Title IX Overview with New Graduate Students</td>
<td>15</td>
</tr>
<tr>
<td>Healthy Relationship/Title IX Session</td>
<td>1200</td>
</tr>
<tr>
<td>Title IX Responsible Employee Training with OAS Peer Advisers</td>
<td>6</td>
</tr>
<tr>
<td>Responsible Employee Training: The Office of Academic Services</td>
<td>8</td>
</tr>
<tr>
<td>Title IX Hearing Panel Training</td>
<td>8</td>
</tr>
<tr>
<td>Escalation Workshop</td>
<td>20</td>
</tr>
<tr>
<td>Title IX Responsible Employee Training with CISS and Graduate SP&amp;E</td>
<td>5</td>
</tr>
<tr>
<td>Escalation Workshop</td>
<td>30</td>
</tr>
<tr>
<td>Escalation Workshop</td>
<td>39</td>
</tr>
<tr>
<td>Open Forum in Response to Access Hollywood Video</td>
<td>8</td>
</tr>
<tr>
<td>Risk Management and Title IX Session</td>
<td>20</td>
</tr>
<tr>
<td>Escalation Workshop</td>
<td>5</td>
</tr>
<tr>
<td>Escalation Workshop</td>
<td>18</td>
</tr>
<tr>
<td>Escalation Workshop</td>
<td>18</td>
</tr>
<tr>
<td>Escalation Workshop</td>
<td>20</td>
</tr>
<tr>
<td>Training for Faculty Led Trips</td>
<td>2</td>
</tr>
<tr>
<td>Training for Center for Health and Wellness Clinicians</td>
<td>6</td>
</tr>
<tr>
<td>SAGE Feminism Brown Bag</td>
<td>12</td>
</tr>
<tr>
<td>SO 132 Presentation</td>
<td>30</td>
</tr>
<tr>
<td>Screening of The Hunting Ground</td>
<td>100</td>
</tr>
<tr>
<td>Escalation Workshop</td>
<td>35</td>
</tr>
<tr>
<td>Training for January Faculty Led Trips</td>
<td>4</td>
</tr>
<tr>
<td>Men of Alliance/Bentley Brave Dialogue</td>
<td>25</td>
</tr>
<tr>
<td>Trauma-Informed Training with FSL Presidents</td>
<td>13</td>
</tr>
<tr>
<td>Responsible Employee Training with University Police</td>
<td>20</td>
</tr>
<tr>
<td>Escalation workshop with Responsible Employees</td>
<td>5</td>
</tr>
<tr>
<td>Title IX Responsible Employee Training</td>
<td>4</td>
</tr>
<tr>
<td>Risk Management and Title IX</td>
<td>35</td>
</tr>
<tr>
<td>Title IX Responsible Employee Training</td>
<td>3</td>
</tr>
<tr>
<td>Risk Management and Title IX</td>
<td>19</td>
</tr>
<tr>
<td>Risk Management and Title IX</td>
<td>24</td>
</tr>
<tr>
<td>Risk Management and Title IX</td>
<td>22</td>
</tr>
<tr>
<td>Risk Management and Title IX</td>
<td>17</td>
</tr>
<tr>
<td>Risk Management and Title IX</td>
<td>14</td>
</tr>
<tr>
<td>Risk Management and Title IX</td>
<td>18</td>
</tr>
<tr>
<td>Risk Management and Title IX</td>
<td>22</td>
</tr>
<tr>
<td>Risk Management and Title IX</td>
<td>15</td>
</tr>
<tr>
<td>Title IX Training for Faculty-Led Abroad Trip Leaders</td>
<td>4</td>
</tr>
<tr>
<td>Event</td>
<td>Cost</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Faculty-Led Abroad Title IX Training (2/8/17)</td>
<td>10</td>
</tr>
<tr>
<td>Escalation Workshop with Student Leaders in the MCC</td>
<td>25</td>
</tr>
<tr>
<td>Risk Management and Title IX</td>
<td>20</td>
</tr>
<tr>
<td>Men as Allies Round Table</td>
<td>18</td>
</tr>
<tr>
<td>Escalation Workshop with AGP</td>
<td>5</td>
</tr>
<tr>
<td>Guest Speaker Wade Davis</td>
<td>80</td>
</tr>
<tr>
<td>Equal Pay Day Table</td>
<td>200</td>
</tr>
<tr>
<td>Title IX Training for Faculty-led Domestic Trip</td>
<td>2</td>
</tr>
<tr>
<td>Title IX Training for Student Affairs Interns</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,715</strong></td>
</tr>
</tbody>
</table>
Residential Center
The Residential Center is dedicated to creating a safe, civil, and inclusive residential community. Our staff strives to develop a comfortable living environment where the personal and intellectual growth of all residential students is fostered.

Safety and civility are facilitated by creating strong interpersonal connections within the residential community in conjunction with the judicious application of University rules and policies designed to promote personal accountability and responsibility. Personal growth and inclusiveness are supported through student-centered programming efforts, highlighting the importance of celebrating differences, building healthy relationships, and creating leadership opportunities. Intellectual growth is also stimulated by creating residential environments where the interchange of ideas, beliefs, and backgrounds is encouraged and facilitated. Those same environments must also allow students to pursue the academic endeavors, which are necessary for the successful completion of a Bentley education.

By achieving the goals stated above, the Residential Center seeks to complement the academic mission of the University and prepare students to become valuable and contributing members of the global community.

Executive Summary
The Residential Center continues to provide an experience that blends the operational needs of the department with the educational needs of the students.

This year, the Residential Center created the first winter damage billing process, holding students accountable for the condition of their rooms upon mid semester departure. The Residential Center, in collaboration with Sodexo, offered meal services for students during Thanksgiving break, Spring Break, and the Interim Housing period in May, ensuring for the first time that all students were provided either a meal plan or a kitchen whenever they were housed on campus.

To better assess the Housing Selection Process, upper class and first year students were surveyed upon completing the housing selection process. In total, 481 first year students and 275 upper class students utilized the survey. The Residential Center also sent out an electronic survey to all 189 residents of North Campus in an effort to gauge their overall satisfaction with living on North Campus. As the semester comes to a close, staff in the Residential Center are working on the creation and implementation of The Housing Director, a housing software program. The new software will allow for the housing selection process to become more student-centered and allow for all housing functions to be better managed by the Residential Center.

The Residential Center’s educational priorities focused on continued faculty and campus partner collaborations. Working with both the faculty advisory team and offices such as Career Services, Academic Advising, and Health Promotions, the Residential Center’s programming continues to educate students to maximize their development both as students and young professionals. Through these connections, the department began conversations with faculty to discuss the possibility of faculty in
residence liaison programs and an increased commitment to programs complementing the academic curriculum.

Lastly, applying the principles of continued engagement, the Residential Center has developed a plan to increase the participation of the Resident Assistant cohort past and present. Collaborating with the Office of Alumni, Parents, and Friends, the Residential Center has developed a Resident Assistant alumni database and Facebook that plans to further the commitment of keeping alumni connected and engaged with the University and with the office.

Our processes, programs, interactions, and trainings continue to blend the operational goals and educational goals of the department to achieve coherent student development goals. A consistent emphasis was placed on assessing current programs and processes to ensure these developmental goals are being met. Students learn by how they are treated.

**Highlights**

**Programming Model**
Over the summer of 2016, the Resident Engagement Model was transitioned to a Residential Curriculum. A number of learning outcomes were created that detail the expected learning of students in living within the residence halls. RA programming and engagement will focus on four competency areas: Critical Thinking and Conduct, Interpersonal and Intrapersonal Skills, Diverse Interactions and Social Justice, and Connection to the Curriculum and University Resources. The learning within these four competency areas will be achieved through a number of strategies including resident check in, floor and community programming, roommate mediations, and one-on-one interactions.

**Community Connectors**
The pilot Community Connector program took place within the first year residential community. In collaboration with the Office of the Dean of Student Affairs, members of the Division of Student Affairs were asked to take part in this new program aimed at connecting first year students to staff from across the division. The goals of the program focused on creating staff-student connections, developing a sense of belonging in those students, and also providing them with some of the resources necessary to successfully navigate their first year on campus. Community Connectors were assigned to specific floors, which housed between 20 and 40 students and made introductory connections during the Orientation program in late August. Community Connectors were trained in Strengths and were expected to meet with each student on their floor to discuss their individual strengths and how they can help them to achieve success while at the university and beyond.

**Diversity Student Summit**
The Residential Center, in collaboration with the Multicultural Center, Student Programs & Engagement, and the Office of the Dean of Student Affairs, hosted the 2016 Diversity Student Summit. The summit, facilitated by Dr. Maura Cullen, focused on the education and development of student leaders to create more inclusive and welcoming campuses. The day long summit was held on October 15 and welcomed over 200 students from over 20 different institutions from the New England Region. Student Affairs provided space for 20 Bentley students to take part in the day, with an additional 15 upper-class student volunteers.
Leaders of Tomorrow
On November 7, 2016, the First Year Area launched a program focused on providing first-year students an opportunity to investigate on-campus leadership opportunities. The goal was to encourage first year students to consider leadership opportunities on campus and also to learn more about how to write a cover letter and resume. The program began with a panel of 10 upperclassmen student leaders. Over 50 students were in attendance.

Do’s, Don’ts, Dogs, and Donuts
In collaboration with University Police, the Slade Hall Council held a program to facilitate interaction between University Police officers and first year students. Questions related to parking, Spring Break, Spring Day, as well as University Police’s accreditation and jurisdiction at Bentley University were asked and answered. The program was made less intimidating and more fun by the inclusion of three dogs owned by University Police officers. Nearly 40 residents attended. It was a great opportunity for students to meet officers in a more familiar atmosphere and it gave a better understanding and appreciation of the role University Police play on the campus.

Career Conversations
The Apartments Area staff and Undergraduate Career Services collaborated to facilitate a multi-part program called “Career Conversations”. The multi night event brought a variety of employers and alumni to campus to speak to current students about their preferred career functional area. Employers and alumni targeted marketing, economics, accounting, and finance majors. In total, 169 students attended one of the Career Conversations. The program also included an advanced interview prep segment during activity period.

100 Hours of Service
In celebration of the Bentley Centennial, the Residential Center launched a spring 100 hours of Service campaign within the residence halls. Each RA has set out a goal to reach at least one hour of community service throughout the spring semester within the Waltham or greater Boston communities. With assistance from Service Learning, RAs were provided a list of opportunities in the area including work at the Prospect Hill living community, Chesterbrook, and Allston/Brighton Food Pantry. RA service has also included card making for veterans and children in hospitals and assistance with the Spiritual Life food pantry.

Faculty Involvement in Residential Education
Faculty continued to contribute to the learning taking place within residence halls. Over the summer, information was sent to all faculty on the four competency areas, learning outcomes and learning strategies of the residential curriculum. Faculty involvement this year will include the RA lunch series (RAs will have the opportunity to invite a faculty member to lunch in the 921 with their floors), participation in the Faculty Advisory Team, and opportunities to take part in programming with the Defined Communities program.

Associate Director Tony Martin assisted Professor Kiana Pierre-Louis, Lecturer in Law, Tax & Financial Planning, on the development and planning of the travel component of her course LA 298: Social Justice
Law. Tony and Professor Pierre-Louis traveled with 15 students during spring break to Atlanta for a week-long trip that included stops at the Martin Luther King Jr. Center, the Southern Center for Human Rights, Global Ministries, the Jimmy Carter Museum, and the Civil Rights Human Rights Museum. In addition, the Residential Center funded a day long excursion to Alabama where the students met with Judge Myron Thompson at the Montgomery branch of the United States District Court and later traveled to Selma, Alabama to walk the historic Edmund Pettus Bridge. The trip was a successful blend of the academic expertise of a faculty member, with the practical planning and student development expertise of the Residential Center. Students had a real world experience that anchored and bolstered what they had been learning in the classroom.

Early Arrivals
Total early arrivals this year were 835 (excluding first-year students). Of that number, approximately 74 students not affiliated with a program, team, or office, were granted an early arrival date due to an extenuating circumstance. These students were charged $25.00 a night for arriving early. Additionally, for the fall 2016 semester, the Residential Center and Sodexo partnered to create an early arrival meal plan for a daily rate of $16.74 per person for three meal swipes per day.

New Student Move-In Process
With Orientation shifting from a June to August program, the University moved all new students (first-year, transfer, and exchange students) into housing on the same day. The Residential Center created a more efficient way for check-in. Utilizing department I-pads, the Central Office was able to see, live, who had not checked in and the percentage of students checked in by 10:00 a.m.

Another change was implemented when all new students were asked to submit photos online to University Police (UP). UP continued to produce the student IDs, but the Residential Center distributed the IDs at the check-in tables.

Residence Director Competency Track
Results of a survey taken by the Residence Director staff assisted in the creation of a three-tier Residence Director Competency Track, a program that will be implemented beginning in FY 17-18. Bentley University’s Residence Director Competency Model is a framework and guide for a staff member’s professional development and takes into consideration years of graduate and professional experience. RDs will focus on the following Competency Areas:

- Supervision
- Conduct
- Crisis Management
- Diversity and Social Justice
- Housing Operations
- Community Development
- Professional Development

Defined Communities
The Residential Center changed how it traditionally recruited first year students to the various Defined
Community programs. Rather than using an application based selection process, the Housing Application was adapted to allow students to indicate preferences for communities as opposed to apply for them. Incoming first year students could select no interest in a Defined Community program, a first choice, and/or a second choice. As a result of this change, each Defined Community was fully occupied. The Thrive Community, previously our Wellness community, had such interest it became necessary to expand from half a floor in Slade to an entire floor. Numbers below reflect the number of students who began the year in each community.

- Thrive – The Wellness Community: 66
- The Honors Community: 52
- The Women’s Leadership Community: 20
- The Social Justice Community: 19
- The Arts Community: 19

Upper-class recruitment which occurred in the spring of the 2015-2016 academic year was also a tremendous success, securing more applicants than could fit within each community.

- Service Learning Community: 32 Applicants for 25 spaces
- Emerging Leaders Community: 40 applicants for 36 spaces
- Global Living Community: 40 applicants for approximately 40 spaces (reserving 10 spaces for Exchange Students)

**Winter 2017 Damage Billing**
Traditionally, a damage billing process had not happened in the mid-year period (at the close of the fall semester), and students who would complete a room change or leave housing/the University due to education abroad, transferring to another institution, moving off-campus, or a spring semester leave of absence were not billed for damages caused throughout the fall semester.

During the end of semester closing period, Residence Directors and Resident Assistants inspected rooms, suites, and apartments for 362 students and billed 36 students for damages found in their space. Three students appealed the charges and were granted their appeal.

**2017 – 2018 Returning Student Housing Selection Process**
At the conclusion of the 2017-2018 Housing Selection Process, 2,400 students were given a housing assignment.

This year, for the first time, housing selection information sessions were created for the Athletics Staff and Transfer Students to better explain the process to those constituencies. Information sessions to first year and upper class students continued as in the past. Additionally, for the second year, the Residential Center offered a roommate finder board and social.

We were unable to give 78 rising sophomores a housing assignment on the last day of selection. Those students, along with eight students who missed their housing selection appointments, were placed into a holding room, in the housing system but without a specific assignment. The holding room confirms the student will have an assignment once cancellations begin to arrive into the system. The list in the
holding room was larger than usual this year due to the uncertain size of the incoming class. As of June 7, 2017, all students who were placed in the Pending Room Assignment, were given an assignment on campus.

Assigning Apartment Bedrooms
For the first time, the residential campus will open in the fall of 2017 with every student assigned to a specific bedroom on campus. For the purposes of student safety and security, student development and accountability, and fairness and equity in the billing process, this is a major step forward for Bentley University that will pay future dividends in each of the aforementioned areas.

Community Billing
The Residential Center launched the Community Billing Process in spring 2017. The Residential Center hosted two open forums with students about the community billing process in fall 2016. The first open forum had approximately 20 students present, and the second forum had five students present. In the spring semester, students were directly billed or a community was directly billed for 14 different incidents and damages to common spaces within the residence halls. These incidents totaled $3,962.73. While the recuperation of the funds is fiscally prudent, the real benefit of appropriately assigning these charges is the ethical and moral development of our students. As the result of this program, our communities are better, safer, and cleaner places to live.

North Campus Student Satisfaction Survey
On March 30, an electronic survey was emailed to all 189 residents of North Campus to gauge their overall satisfaction with living on North Campus. The survey asked if students chose to live there or were placed there, which amenities they enjoy, what amenities they would like to see added, their perception of the availability of staff, and their feelings of connectedness to the Bentley community. To date, 93 students have responded to the survey. As a result of the feedback provided by the residents of North Campus, the Residential Center has moved forward with a plan to convert the lounge space on the ground floor of North Campus D into a workout facility, which would serve the nearly 200 residents of North Campus. Two lounge spaces, located in North Campus A and North Campus B, will remain dedicated to more general purposes where residents are welcome to gather and study.

Meal Plan and Campus Dining
To increase the flexibility of the meal plan, the Associate Director worked with Sodexo to introduce the new 921 meal swipe exchange program in La Cava in January. At this point, 1,000 meals have been purchased in LaCava utilizing a meal swipe for the 921 exchange program. Additionally, to further increase satisfaction, we worked to expand the hours of the Nest retail venue to include weekend hours, the shift continues to be well received amongst students.

The Residential Center and Sodexo Catering worked to create a meal plan for students who would be on campus during Thanksgiving, Spring Break, and the Interim Housing Period. Over spring break 249 students signed up to take part in the meal plan.

Adirondack Solutions – The Housing Director
The Residential Center is working with the IT Division to build and implement our new housing software,
Adirondack Solutions, The Housing Director (THD). The new software will allow for the housing selection process to become more student-centered and will also allow the Residential Center to run reports, monitor trends, and manage the inventory in ways not currently possible. The project is currently in the second phase of the building process and the goal is to begin moving key features from Banner/MyBentley to THD by August 13, 2017, and to go live with the student portal on August 23.

**Resident Assistant Cohort**
In the fall of 2016, the Residential Center launched an RA 101 course for all new Resident Assistants. The course was spread over five weeks focused on specific job related topics including community development, conflict resolution, equity and inclusion, and leadership development. Activities during the course ranged from in-class journaling to the facilitation of a tunnel of oppression. Assessment of the course shows that overall, RAs found the course enjoyable and useful though further development of course content and materials will continue.

**Challenges**

**Meal Plan**
Students’ dissatisfaction with the meal plan and especially with the 921 remains strong. The quality of the food continues to be inconsistent. Over the course of the semester the Residential Center received several complaints with photos attached.

**Software/Banner**
In collaboration with Student Systems, the Residential Center used MyBentley for all early arrival students to access their residence hall room combination. This change allowed for the elimination of printed combination packets for each individual room. Issues were encountered with MyBentley and the room combination display not working, and offices within the IT Division that would have assisted with those issues during business hours were closed as it was a weekend. The issues were resolved later on in the day, but the support was not as immediate while numerous students were moving-in. At this time, The Housing Director will not be able to display room combinations, so we will have to continue to utilize MyBentley to display room combinations.

**Space**
Appropriate lounge and programming space continues to impact the ability for group socialization and the resultant growth and learning that takes place in residence halls. As new ideas for faculty involvement develop, some barriers to a faculty in residence program include lack of available apartments on campus for faculty and their families. Additionally, over the last 20 years, the expansion of the housing inventory through the conversion of lounges, offices, and attics rather than through the construction of new facilities, has added subpar accommodations to the inventory while eliminating the very spaces that students need to gather, interact, and learn from one another. Reducing subpar spaces and regaining common areas would enhance learning opportunities and increase diverse student interactions both within their specific defined communities as well as larger building communities.
Staff Accomplishments

On November 15, 2016, Residential Center Staff, Kathryn Keyes, Justin Woodard, Sarah Thomas, and Paco Payne presented – Footing the Bill: Creating a Student Centered Damage Billing Process at the NASPA Region 1 conference in Burlington, MA.

On November 15, 2016, Residence Director Sarah Thomas presented – Hello From The Other Side: What Matters in the Job Search at the NASPA Region 1 conference in Burlington, MA.

The Residential Center and Bentley University, led by Sarah Thomas, Residence Director, and Liz Humphries, Assistant Director, hosted the NPMI (New Professionals Mentor Institute) day conference for NASPA on Friday, January 27, 2017.

Felina Kelly, Residence Director, was a member of the 2016 BACHA RA Conference Planning Committee.

On October 11th, Residence Director, Felina Kelly, presented – Crossroads of Identity and Leadership: Intersectionality of Perception of Identity and Leadership Styles for the Resident Assistants at the Massachusetts College of Pharmacy and Health Science.

On March 25th, Residence Director, Felina Kelly, presented, Choosing My Race? – Multiracial Identity Development and Racial Fluidity, at the University of Rhode Island’s D.I.V.E. conference in Kingston, RI.

Residence Director Sarah Thomas began serving on the NASPA Region I Historian committee as part of the group preparing for the 100th anniversary of the NASPA organization. Sarah was tasked with reading over 300 pages of scholarly literature and researching the past 27 years of Region I history.

Bentley University submitted a bid to host the New England Student Affairs Placement Conference (NESAPC), and was confirmed as the host site for the June 2017 conference. Approximately 50 institutions from within New England and the Tri-State Area were represented to interview candidates who are searching for a job within the various functional areas of Student Affairs. The conference is funded and sponsored by the Boston Area College Housing Association (BACHA).

On January 27, Bentley University hosted a day-long drive-in conference for the New Professionals Mentor Institution (NPMI), an organization formed through NASPA Region I. Approximately 50 participants attended the session, and the professional development segment focused on budgeting within a Student Affairs division.

Kathryn Keyes, Associate Director in the Residential Center is assisting in planning of the NEACUHO Annual Conference in October. She will be serving as Sponsorship Coordinator for Corporate Relations.

Liz Humphries, Assistant Director of the Residential Center, and Jamie Bang, Conduct and Community Development Specialist and Stephanie Cohen, Program Coordinator, presented at the National ACUHO-I Conference entitled Everybody’s Working for the Weekend.
Assessment

North Campus Resident Satisfaction Survey
To date, 93 students have responded to the survey out of the possible 189 who live there. Some amenities that students would like to see added include:

- Access to a printer in a lounge space
- Additional times added to the shuttle schedule, more consistent pick-up and drop-off, etc.
- Some form of dedicated workout or fitness space (i.e. basic equipment, a basketball hoop)
- Some form of food retail (i.e. coffee, something grab and go)

Housing Selection Survey
To better assess the Housing Selection Process, upper class and first year students were surveyed upon completing the housing selection process. In total, 481 first year students and 275 upper class students utilized the survey. Student indicated that the housing website was where they got their information (nearly three times more likely than email, bulletin boards, phone, or roommate finder).

In addition, the vast majority of students indicated that they got their first choice of assignments through the process.

Departmental Data

Occupancy Management
The Residential Center opened the academic year with 3,379 students and closed the spring semester with 3,252 students in housing.

The Residential Center was able to house the entire first-year class by converting a professional staff apartment into five beds, moving nine non-traditional first-year students into suites, and converting 39 double bedrooms into forced triples. The triple count on move-in day affected 117 students living in forced triples. The bed inventory remains full beyond our designed capacity.

Additionally, from the conclusion of Housing Selection on April 1, 2016 until the conclusion of the spring 2017 semester, there have been 304 students who have withdrawn or left housing for various reasons.

<table>
<thead>
<tr>
<th>Withdrawal from Housing Type</th>
<th># of Students</th>
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<tbody>
<tr>
<td>Leave of Absence</td>
<td>57</td>
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<tr>
<td>Transfer Institutions</td>
<td>40</td>
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<tr>
<td>Move Off-Campus</td>
<td>137</td>
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<tr>
<td>Personal</td>
<td>8</td>
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<tr>
<td>Academic</td>
<td>10</td>
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<tr>
<td>Graduated in December</td>
<td>38</td>
</tr>
<tr>
<td>Other</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>304</strong></td>
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Students in residence at the beginning of the academic year:

<table>
<thead>
<tr>
<th></th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Years</td>
<td>962</td>
<td>902</td>
<td>1,029</td>
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<tr>
<td>Transfer</td>
<td>74</td>
<td>93</td>
<td>58</td>
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<tr>
<td>Exchange</td>
<td>59</td>
<td>60</td>
<td>64</td>
</tr>
<tr>
<td>Grads (New)</td>
<td>37</td>
<td>28</td>
<td>23</td>
</tr>
<tr>
<td>Grads (Returning)</td>
<td>5</td>
<td>5</td>
<td>1</td>
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<tr>
<td>Returners</td>
<td>2,228</td>
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<td>2,204</td>
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Ethnicity (this information was self-identified)

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<td>253</td>
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<tr>
<td>Black</td>
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<td>Multiracial</td>
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<td>Non-Resident Alien</td>
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<td>260</td>
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<tr>
<td>Pacific Islander</td>
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<td>3</td>
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<tr>
<td>Unknown</td>
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<td>136</td>
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<tr>
<td>White</td>
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<td>2181</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>3,256</strong></td>
<td><strong>3,252</strong></td>
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International Students (this information was self-identified)

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<th></th>
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<tr>
<td>Yes</td>
<td>281</td>
<td>281</td>
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<tr>
<td>No</td>
<td>2,975</td>
<td>2,971</td>
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<td></td>
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Meal Plan

<table>
<thead>
<tr>
<th>Meal Plan</th>
<th>8/29/16</th>
<th>10/7/16</th>
<th>12/22/16</th>
<th>01/16/17</th>
<th>03/03/17</th>
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<tr>
<td>Apartment Plan</td>
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<td>301</td>
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<tr>
<td>921 60</td>
<td>81</td>
<td>86</td>
<td>85</td>
<td>61</td>
<td>55</td>
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<tr>
<td>Value 12</td>
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<td>555</td>
<td>553</td>
<td>599</td>
<td>687</td>
<td>687</td>
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<tr>
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<td>586</td>
<td>580</td>
<td>680</td>
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<td>584</td>
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<tr>
<td>Unlimited</td>
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<td>1,160</td>
<td>1,004</td>
<td>958</td>
<td>955</td>
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<tr>
<td></td>
<td>2,675</td>
<td>2,694</td>
<td>2,678</td>
<td>2,626</td>
<td>2,575</td>
<td>2,571</td>
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</table>

Damage Billing
Out of 3,253 residents, 1,005 residents incurred some type of charge through this process. Compared to 2016, 848 less residents were charged in 2017.

Students Charged by Residential Area
Top Ten Charges

- Trash bag removal (small): 93
- Ceiling or wall paint touch up: 73
- Vacuum charge: 41
- Graffiti/wall cleaning: 34
- Bathroom no cleared to: 32
- Trash bag removal (large): 32
- Carpet clean: 31
- Screen replacement: 28
- Left behind item removal (small): 25
- Refrigerator interior clean: 21
**Spiritual Life**

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.

**Executive Summary**

This year has been a time of program expansion and across-campus collaboration for our Center. Our six faith communities are well-structured in student and chaplain leadership and many are reaching out in new service and program initiatives. A brand new Orthodox Christian Fellowship (OCF) joins our Center. Our presence on campus is established, and many previously uninvolved students are now aware and interested in our Center. Inclusion of students who do not identify with any faith community deepens, with great success in our retreats, art, and service programs. We have been strategic in our growth plan: careful to listen to student needs, connecting with diverse groups and perspectives, and improving operational systems. Given national turmoil, it has been a difficult year for our religious, ethnic, and racial minority students. We believe that we have made significant contributions to our campus climate by gentle listening, bold inclusion, and always, radical hospitality.

Our challenge continues to be the limited hours of our part-time staff. As our program expands, we are stretched to our limits with our current staffing plan. We are not able to meet all the requests for very worthwhile co-sponsored events. In addition, while we are creatively using every available inch of the Sacred Space, we have a full-to-capacity “problem.”

**Highlights**

**Expanding the Welcome of our Space and Faith Communities**

Our Center stewards the Sacred Space located in the Student Center and the Prayer Room located on the upper campus in Lindsay Hall 30b. We made advances in the welcome of these spaces, with particular focus this year on the Prayer Room on upper campus. Both of our spaces are well-used for worship, reflection, and numerous initiatives for spiritual formation and community service.

**Orthodox Christian Fellowship (OCF)** is our newest group. An approved Volunteer Associate, Fr. Aaron Walker, has guided OCF in several gatherings: from worship to meals to small group discussions. Faculty member Prof. James Poulisoplis serves as our OCF Advisor. A highlight was the blessing of the Sacred Space with a thorough dousing in holy water during a service attended by 20 students. Community meals, the gift of our first icon, and good integration into the Center’s interfaith work have been hallmarks.

**Hillel,** our Jewish community continues in spirited strength. They had an average of 50 students attend several holiday meals, compared to 28 the previous year. They enjoyed events with the Jewish communities at Brandeis University and Babson College. A Boston scavenger hunt was a fun highlight, and a Jewish Jeopardy educational event, Israel discussions, Shabbat services, and Yom HaShoah remembrance rounded off the year. Offering a survey to new students, Hillel learned that 16 are Reform, seven Conservative, and three Orthodox. The increase in current and prospective Orthodox students is a change for Bentley.
Bentley Islamic Community (BIC) has revived student leadership and an enthusiastic group of undergraduate and graduate students. 50 students gathered for an Eid gathering, more than double the previous year. Over 60 students gathered for Falafels with Friends, and another 50 enjoyed the Art and Soul: Mandala evening. Friday afternoon Jum’ah prayers brought together a steady 10-12 from the community. One special Friday they were joined by a diverse Bentley congregation to learn from Captain Haseeb Hosein, Boston’s first Muslim Police Captain. Our Muslim community is deeply appreciative of the upper campus Prayer Room, used for daily salat prayers.

The Protestant Community expanded to formally include Cru Bentley, a newly recognized student group of the Cru parachurch campus ministry. Students are guided by a Cru staff member, Bentley alumnus Andrew Nilson, and our Chaplain. Included are Athletes in Action, a Bible study geared for student athletes. The Bentley Protestant Worship service included the newly formed Gospel Choir, an ensemble that performed at the Martin Luther King Jr. breakfast and at a local church. The Protestant Chaplain also led numerous service opportunities, Bible studies, and social justice events. Between these groups, about 60 students are involved each week.

The Catholic Community continued in strength under the guidance of our Advisor, visiting Priests, and biweekly piano accompanist. Highlights were Bible studies, off campus retreats, a celebrity guest musician sharing vocational witness, student music ensemble playing for Mass, and three service projects. Students gathered each month to make over 100 sandwiches for homeless folks, 21 students volunteered at a local parish, and the End Hunger Meal Packaging event was championed. Over 80 students participate each week.

The Buddhist Community had an all-time high number of Sitting Meditation participants with 26 (many first timers) at the first gathering. Over the year the meditators settled into an average of eight, with many enjoying the meditation cushions throughout the week. Students, faculty, and staff attended. Koan practices of reflecting on a zen writing were especially enjoyed by the community.

All-Campus and Interfaith Engagement
In addition to meeting the needs of the religiously-identified students, we are intentional about reaching out to serve those who make no such claim. This year our events welcomed many such students, who were eager to reflect, create, and make a difference together. Popular Art and Soul events, funded in part by a Diversity Council mini-grant, drew 220 students to create spirit-inspired art. Our two Reading Day retreats welcomed 65 who learned to balance academic success with spiritual wellness. Our multi-faith staff led a room-packed CultureFest Head and Heart station for religious literacy and mindfulness labyrinth walking. We received hundreds of “gratitude” statements at our Fresh Check day booth. And, a highlight of the year was the second annual Silent Mindfulness Walk for the Orientation Leaders. 70 students, no phones, no conversation, and full attention.

Our We’re Better Together week of interfaith engagement brought our six faith communities together to have fun while learning about each other’s traditions. Each religion offered a teaching service for experiential learning and interpersonal connections. In addition, we gathered for fellowship meals, a service project, a Can you Guess My Belief? game show, and two social justice events on racism and
Islamophobia. Six guest speakers including lawyers, clergy, social justice advocates, and Boston’s first Muslim Police Captain joined us for these events. It was a week to celebrate our rich diversity.

In January, we sent a delegation of two chaplains and six students to Atlanta for an Interfaith Leadership Institute with the collegiate-dedicated organization Interfaith Youth Core (IFYC). It was a great opportunity to learn about interfaith programs with peers across the country.

**Pastoral Care for the Campus Community**
Our Center responded with pastoral care, community organizing, and advocacy in times of need. We held two Memorial Services in our Sacred Space for Bentley alumni. First, many classmates returned to campus to honor their friend, 26 year old Miles Burton, class of 2011. Also, during Alumni Weekend we have established a new tradition of an annual service to remember deceased alumni. This is a lovely time of candle lighting, storytelling, tears, and laughter.

Our Jewish, Muslim, and Christian chaplains led a 9/11 Remembrance service in honor of our four Bentley alumni who died in 2001: Amy Toyen ’99, Peter O’Neil ’01, Terry Gazzani ’00, and David Carlone ’77. The service was a collaborative gift on this 15th anniversary year from the Health and Wellness Center, University Police, and Spiritual Life. Rick Cronin, former Bentley Police Officer, graced us with the bagpipes.

We have been honored to journey alongside those who seek us out for guidance and care. In addition to undergrad and grad students, we counseled with Sodexo folks, facility workers, professional staff, and faculty members. In particular, we had a high increase the days and weeks following the presidential election of November 8. We reached out through the year to advocate for our Muslim community, affected by rising Islamophobia in our nation and world. Our Art and Soul students and Faith Communities created a bulletin-board-sized Valentine emblazoned with hearts, signatures and messages of peace for our Muslim community. It was presented in person at a Friday Jum’ah prayer. One international Muslim student commented “this was the most powerful thing I have experienced in the US. I’ve been surprised and so happy to see Bentley caring for us so well.” We also collaborated with the Center for International Students and Scholars (CISS) to hold a forum with guest lawyers and Global Studies professors following the Travel Ban from (then seven) Muslim majority countries.

Moments of grace stand out as beacons of light. One of our athletic teams surrounded a teammate with care following the tragic death of his brother; the entire team came to Sunday night Mass with some sitting on the floor as we reached capacity to support their friend. A student returned from a service trip, newly awakened to faith and immediately stepped into leadership. A heartbreak consequent to poor decisions led a student to deep self-reflection and counsel. Substance struggle became a clarion call for a student’s spiritual search, another who wrestled with questions of faith was relieved to hear a deep welcome, and many others seeking to integrate multiple identities of race, culture, sexual orientation with their spiritual lives found a mentoring community.

**Community Service**
Our students reached out in service to the wider community this year. One student from Miami by way of Massachusetts came to our Center with a desire to provide warm clothing for homeless neighbors. We connected her to a group of service-passionate students, and they collected 593 items of winter
clothing. On a brutally cold winter’s day, a group of 12 students delivered the clothing to downtown Boston shelters: Pine Street Inn and St. Francis House.

21 of our Catholic students volunteered every week at St. Mary’s Parish in Waltham in their afterschool program for underserved students. Each month our Catholic group met to make over a hundred sandwiches to share with homeless folks in Boston. Our Protestant Community led the way to volunteer at Haley House and Cradles to Crayons.

Our biggest event was the Interfaith Meal Packaging event with End Hunger New England, held on Palm Sunday. Our original goal was to package 2,500 meals to be shared with food pantries in Waltham and Cambridge. Students from each of our communities rallied behind this cause, holding bake sales, worship service offerings, and tabling at the 921 Dining Hall. They recruited over 120 volunteers and raised enough money to package 5,700 meals. This ambitious service to neighbor was a very rewarding and faithful start to Christian Holy Week and Jewish Passover. Feedback from this event inspires us to raise the goal to 10,000 meals next year.

Challenges
With a growing program and expanding mission and vision, it is challenging to accomplish our goals with our part-time staffing structure. While the Director is a full-time staff member, all of the chaplains and advisors have very limited part-time hours. We hired a work study student for administrative help, which proved immensely helpful. We are careful to divide up and prioritize work responsibilities. However, in times of crisis and in times when interfaith cooperation is both the method and the goal, it is difficult to have such limited hours. With more resources, we would like to offer domestic and international service trips. We also face some challenges with the size limitations of the Sacred Space.

Assessment
We received written evaluations from participants in our Reading Retreats and Meal Packaging project, enabling us to make refinements for future events. Focus groups with each of our Faith communities, and post-event assessment for all programs helped us be more effective stewards of our resources.

Our Reading Retreats continue to sell out rapidly. Student comments indicate the value of these retreats for success and spirit:
Departmental Vision

In the new academic year, the Center will build on programmatic strengths, offering two Reading Retreats, a Better Together week of interfaith engagement, and Art and Soul interfaith reflection events. We are excited to be selected by a Boston area Interfaith Art coalition, with whom our students will actually make a stained glass window for our Sacred Space.

We will focus on best communications and planning practices with faith communities to position them for continued growth. An expanded area of deep welcome will be to our LGBTQ community.

We will continue our goals of communication, collaboration, and effective response to campus need. A Center Advisory Council will be established, comprised of faculty, students, and staff representing a cross section of campus. We will guide the campus regarding religious observances and provide education about multifaith cooperation in residential and work contexts. We will continue to offer faith-based explorations of the Gallup Strengths Finder inventory. Attention to physical space will continue as we steward the active use of our sacred spaces.

Staff Achievements

Sheik Abdallah Ddumba, Muslim Chaplain, worked as a social justice advocate for the Myanmar Rohingya Muslim community and led a weekly radio show broadcast in Luganda, his native language. He was a frequent consultant and guest speaker to Muslim community organizations.

Rabbi Jeff Foust, Jewish Chaplain, was awarded the Dr. Earl Avery: Martin Luther King Jr. Service Award at the MLK breakfast in January. This high honor recognized his 17 years of faithful service to our Jewish community and as an advocate for justice and compassion to the entire University. He also partnered
with Natalie Berland, Assistant Director of Sustainability, to present “Obtaining Stakeholder Buy-In on Sustainability Initiatives” at the Greater Boston Jewish Food Conference.

**Rev. Dr. Robin Olson** brought the annual conference of the National Campus Ministers Association (NCMA) to Bentley. Campus Ministers and Chaplains from across the nation gathered for several days of study. She also assisted the Interfaith Youth Core (IFYC) by piloting a “Bridge” interfaith engagement curriculum for Bentley student affairs professionals.

**Pastor Tonia Petty** advanced her ordination process through the Massachusetts Association of American Baptists. She is on track for ordination in the next year. Beyond Bentley she worked as a speech therapist.

**Departmental Data**

The following data was gleaned from the Common Applications of our first year students. This is consistent with previous years’ data.

![Religion Data Class of 2020](image)

The scheduled use of the Sacred Space in the Student Center is increasing. The following data reflects the number of times the Space is reserved for worship, spiritual formation, or Center events. It does not reflect the numerous times throughout the week when community members enter to reflect and pray.

**2015-16:** Scheduled about 12 times per week  
**2016-17:** Scheduled 479 times for an average of 17 events a week. Several times we needed to find other space on campus to accommodate religious life groups as the Sacred Space was not available.
Student Programs & Engagement
The Office of Student Programs & Engagement (SP&E) enriches the Bentley student experience through programs and resources that promote student and community development. We facilitate student skill advancement, sense of self, leadership capacity, social connections, and pride. Our motto – explore, engage, empower – is reflected in our dynamic programming, diverse student organizations, transformational leadership opportunities, and innovative student center.

Executive Summary
This year, the department has achieved its mission through strategic reorganization and hiring of staff, a deep investment in the trainings, policies and support of our Fraternity and Sorority Life community, and a commitment to innovative, large-scale and high-energy programs that enhance campus spirit and community building. Departmental processes related to student employment, assessment, and financial accountability were also evaluated and updated for alignment with institutional priorities and goals.

Following multiple full-time position vacancies in summer and fall, the opportunity arose to reconsider the staffing model for the department. A new organizational structure was developed with consistency, efficiency, continuity and professional development central to its success. The new model allows the director to work at a more strategic level while positioning an associate director to manage much of the day-to-day programming and student organization support. Two assistant directors, each supervising an entry-level staff member, maintains consistent experience and responsibility for these roles while also offering strong professional development and mid-level experience. Additionally, as we go into our first full year with a full-time administrative support staff member, professional staff have more time to support student connections, diverse interactions and innovative programming and collaboration.

Student Programs & Engagement has committed significant resources to the enhancement of the Fraternity and Sorority Life community this year. In response to concerning trends related to conduct, Title IX and community engagement, a vision and standards plan was developed and rolled out to the fraternity and sorority leaders late in 2016. Since January, we have invested a sizable amount of resources in the community in the form of online and in-person trainings on Title IX, risk management and hazing prevention, increased standards and accountability for recruitment and new member education, the acquisition of student affairs staff members as chapter advisors for all but one Greek organization, and strengthened relationships with chapter members and the department. As a result of these efforts, students report a higher likelihood to intervene in situations of misconduct, and stronger understanding of policies and standards.

In alignment with the University’s increased focus on financial accountability, there has also been ongoing review and evaluation of Allocation and Internal Audit (AIA), Bentley’s student organization that manages the activity fee. Processes, accounting measures, tracking mechanisms, and allocation policies are all under review to ensure efficiency and accuracy in fee management along with compliance with new and existing University policy. This assessment project and ongoing relationship building with AIA and our financial partners at the University is essential to our continued management of the Activity Fee and our student organization community.

Additional assessment projects related to student organization leader experience, student organization member data, governing organization structure, and fraternity and sorority life member experience complete our strong and well-rounded efforts to adequately assess a majority of our functional areas and continue to prioritize the student voice and experience.
In line with the divisional focus on Student Employment, the department also refocused efforts on student employee training, expectations, leadership development and recognition. Students have since reported an increased connection to the department, to their staffs, and most importantly to their long term academic and career goals. Consequently, the Student Center user experience has improved and users are reporting a higher quality service experience in the building.

Finally, the department conceptualized, planned, and executed, with the help of many student leaders, a full year calendar of large-scale, innovative, collaborative, and vibrant programs and events. Beginning with our first-ever Labor Day Back2Bentley weekend, continuing through Halloween and Winterfest, and ending on a very high note with this year’s Spring Day, the program offerings for students this year were high impact and well attended by students.

As we move into preparation for next academic year, we will be continuing our efforts on training and standards for our fraternity and sorority life students while also expanding our sorority community, preparing to celebrate the opening of the multipurpose Arena with engaging and cutting-edge grand opening events, increasing outreach and training opportunities for our faculty and staff advisors, and streamlining policies, processes, and protocols for student organizations and departmental functions.

**Highlights**

**Fraternity & Sorority Life**
The Fraternity & Sorority Life (FSL) community at Bentley comprises 11 chapters and almost 800 members who strive to enact Greek Life’s mission of service, scholarship and social connection.

Over the course of the 2016-2017 academic year, the FSL community hosted an array of traditional and new events. Many of these events were collaborations with other chapters, student organizations, and University departments. FSL member participation in these events, especially in Lip Sync and Greek Week this year, was markedly stronger than in previous years. This energy and enthusiasm is likely a major reason why the FSL community as a whole raised over $60,000 this year for philanthropic and charitable causes at Bentley, in the Waltham community, and for national charities. One example of the FSL community’s fundraising strengths and campus connections is the community’s participation in Bentley’s Relay for Life. This year, the top 10 fundraising teams at Relay were FSL chapters.

**Departmental Support to Chapters**
This year, the department made a commitment to expand connections to executive board members through more regular meetings with chapter officers, as well as build relationships with general members through event attendance, visiting new member study hours, and stronger support during recruitment. According to spring 2016 survey data, perceptions of SP&E’s support for the FSL community nearly doubled between fall 2016 and spring 2017.

In addition to support from department staff, 10 of 11 chapters now have a dedicated Student Affairs advisor. This advisor guides the chapter in event planning, risk management, and membership development, providing an added level of more regular, proactive staff contact to chapters. As a result, students now more strongly agree that they know who to seek out for support (62.5% in May 2017 compared to 55.9% in October 2016).

**Chapter Standards & Risk Management**
A major initiative this year has been to streamline and increase departmental requirements for chapter
risk management. This included mandatory trainings, education on policies, and tracking chapter progress. In addition to submitting an annual report outlining their successes in the areas of programming and philanthropy, recruitment and new member education, risk management, and leadership and membership development, each chapter was asked to partner with the department on new standards and risk management requirements.

- In collaboration with the Office of the Dean of Student Affairs, current members of our FSL chapters participated in a Risk Management and Title IX training during February and March 2017. This requirement was completed by 10 of 11 chapters.
- In collaboration with the Office of Wellness & Health Promotion, new members participated in a Bystander Intervention/Spot On Training during March and April 2017.
- New this year, all new members are now required to complete an online, one-hour hazing prevention training offered by HazingPrevention.org. About 60% of all new members completed the training or are in progress.
- A new set of standards was introduced in spring 2017, including compliance with the above trainings and other new risk management policies, and benchmarking and focus groups were conducted to support the development of a full FSL Standards Program. This Standards Program will be introduced in fall 2017.

Likely a result of these trainings and renewed focus on risk management, new members demonstrated a stronger understanding of Title IX and hazing policies and an increased willingness to intervene in situations of misconduct compared to more senior members, according to spring 2017 survey data. Additionally, the vast majority of respondents defined risk management in terms of proactive prevention and individual safety.

**Student Center**

This year, guests have noticed an increased level of customer service and an enhanced experience within the building as a result of changes and improvements that have occurred within the Student Center. Updates in policies, procedures, and equipment have allowed the Student Center to see progress in areas such as student employment, customer service, and technology.

Efforts were made this year to build stronger relationships with important campus partners in order to improve efficiency and productivity in the building. Monthly meetings with staff from Facilities and Sodexo have improved communication regarding building maintenance and activity, while consistent walk-throughs for testing and maintenance of audio/visual equipment have provided opportunities to build relationships with staff from IT who are now more familiar with all of the equipment in the Student Center. As a result of these efforts, problem solving has become easier and response time on service needs has reduced significantly.

Steps were taken at the start of the spring 2017 semester to make Business Center operations paperless. This has allowed the student staff to keep better records of information and services. The Business Center staff were able to assist over 100 student organizations in areas such as printing, posters and stamping flyers. Students have continued to utilize the Business Center as a hub for their personal and organization needs. Additional assessment to collect usage data and resource needs will be completed in FY 2018 to ensure the Student Center continues to meet and exceed user expectations.
**Student Organization Development & Success**

**New Student Organizations**

In addition to Bentley’s 110 existing student organizations, four new student organizations were approved by the Association of Bentley Activities (ABA) this year:

- **Culinary Arts Society (CAS):** The purpose of CAS is to give club members an opportunity to learn skills, techniques, and tricks necessary in being able to safely and effectively navigate and use a kitchen.

- **Future Business Leaders of America (FBLA):** The purpose of FBLA is to provide students with opportunities and resources at Bentley to develop specialized skills in their business field while working alongside professionals.

- **Tamid:** Bentley Tamid provides an opportunity for experiential business learning through hands-on experience with investing and consulting for companies in Israel – the “startup nation.”

- **Momentum:** The purpose of Momentum is to bring students together to learn and/or continue their passion for hip-hop dance in a positive and engaging environment.

**Org Success Programming**

In alignment with the departmental vision for student organization support, Org Success Programming was designed, delivered, and assessed throughout the year. 2016-2017 programming included the Org Success Seminars, Org Success Workshops, Orgs@Bentley Challenge, and Student Organization of the Month. Based on participation and evaluation data for these programs the overall impact of student organization success programs has been very positive.

During fall 2016, the department offered a two-hour seminar program for each student organization officer. Replacing the previous leadership conference model, each seminar provided role-based training and leadership development that intended to empower all officers to perform their respective job functions. A total of 163 individual students participated in the seminars with 25-50 participants attending each session. Through program evaluations, students reported being more prepared and knowledgeable about their respective roles after having attended the Org Success Seminars. One key takeaway was participants felt collaboration was encouraged throughout the program.

Through the Orgs@Bentley Challenge, student organizations have the opportunity to earn points for participating in programs offered by Student Programs & Engagement each semester. These programs are focused on student organization success, and organizations can accumulate points toward a prize each semester. We have seen increased participation at student organization success programs given this new competition. International Student Association won the Orgs@Bentley Challenge in fall 2016, with Colleges Against Cancer, Alpha Psi Omega, and South Asian Student Association were the top three organizations to win in spring 2017.

**Faculty Advisors and Academic Partnership**

In November, the department rolled out a new training series for student organization faculty/staff advisors. The first three workshop sessions focused on the basics of advising, advising through the event planning process, and understanding student organization policies. Initial anecdotal feedback from participants has been positive, and we will be planning additional sessions for future semesters.
In the interest of academic partnership and furthering our department’s assessment of learning outcome achievement among our student leaders, SP&E again worked with Dr. Susan Adams, Management professor and Chair of the department and her fall 2016 course, MG 241: Leadership, Power & Politics. For the course’s final project, teams of students again acted as consultants to Student Programs & Engagement. The students generate research questions related to how students in executive board positions are achieving SP&E’s intended leadership development learning outcomes.

The class teams generated findings related to the activities which promote learning outcome achievement, the specific outcomes students are achieving, and recommendations for improving learning outcome achievement among student leaders. Continued work with Dr. Adams’ course and department is proving to be an exciting and rewarding academic partnership. The department has incorporated findings generated by the course into Org Success Programming and subsequent assessment methods.

**Campus Programming**

Programming highlights this year started with our first-ever Labor Day Back2Bentley Weekend. The weekend offered a combination of new events and traditions, all of which encouraged a celebration of Bentley pride, reconnecting with the campus community, and supporting our student leaders and athletes. Camp Bentley, the theme for the weekend, offered students opportunities to celebrate the kick off to the Centennial Year, engage in conversations about difference and identity through a new speaker event featuring Michael Sam – the first openly gay football player to be drafted to the NFL, and stay on campus for an engaging four days of programs and events.

This year, collaborations on new Arts programming provided innovative opportunities for students to learn more about music, the theatre, and visual arts. The department collaborated with Project C.I. for the Student Arts Showcase, worked with Professor Aaron Nurick to organize a trip to Symphony Hall at which Professor Nurick provided a tour to students, and partnered with Spiritual Life, TNT, and Bentley Asian Student Association on other arts-based programming.

During the 2016-2017 academic year, 44 student organizations met with CPB to discuss and prepare for 77 large-scale events (100+ in attendance). Of these events, 23 were open to non-Bentley guests and 23 of these events had more than 250 people in attendance. These student organization events and programs covered a wide array of categories (see below).
Diversity and Inclusion
The department sponsored and supported an array of programs that encouraged diverse interactions, community-building for students from diverse backgrounds, and education on related topics. Some of these programs include the following.

- The department added a new speaker component to Back2Bentley weekend this year, featuring Michael Sam – the first openly gay football player to be drafted into the NFL. Sam discussed his personal background and identities, experience in the NFL, and took questions from attendees. This program provided a meaningful opportunities for students to engage in conversations about intersecting identities and brought together students from a cross-section of student communities and campus groups.

- SP&E staff worked closely with the Bentley Democrats and Bentley Republicans to sponsor debate watch events, a Presidential Election watch party, and community conversations throughout the fall semester. These events provided space for students who identify across the political spectrum to engage in dialogue about the election and current political issues. SP&E staff also followed the election with outreach and support to students and student organizations in conjunction with divisional efforts to provide support for students impacted by the election results.

- Staff in SP&E worked closely with the student organization Project C.I. (Creative Industries) to host the Students Arts Showcase this fall. The event brought together students from various groups on campus, local artists to showcase their work, and vendors to showcase their wares. The range of artists present included musicians, sculptors, photographers and designers. Arts programming provides innate diversity in a community primarily focused on business, however this program further exemplified the values of diverse interactions by allowing various students to present their own art to their peers and community members. Additional Arts programming, such as the Bowles Cultural Arts Series, provide opportunities for students to gain new experiences and perspectives while enjoying programs and events.

In the area of student organizations, the department has implemented assessments that have generated information on diversity and inclusion within our student organization community and staff have provided advising support to a variety of student organizations with a diverse set of needs.

- Assessment efforts this year indicate that 70% of student organization executive board members had meaningful interactions with students from different cultural backgrounds as a result of membership in their organization. Additionally, 79% of survey respondents agreed they learned to see things from different perspective as a result of their membership in their organization. This is an exciting finding and one that the department will explore further and continue to support through staff Cluster Advisor relationships.

- The department has expanded assessment efforts for student organization membership, building on data collected in FY16 on demographic characteristics of student organization leaders. By adding other Student Affairs Leadership roles into this year’s round of reporting and by comparing this year’s organization data with last year’s, the department seeks to understand more about what students are represented in our community of student leaders. Moving forward, the department will use this data to identify strategies for making representation and participation in these opportunities more equitable.
• By incorporating organization recognition efforts we are able to celebrate organizations that might not otherwise get campus-wide attention. We support all of the student organizations in their event planning efforts, bringing countless programs diverse in nature to campus or providing students the opportunity to get off campus to gain new experiences.

• SP&E has worked closely with Bentley’s Panhellenic Council to initiate the process of adding a fourth sorority to the campus community. A major driver of this initiative is the comparatively fewer sorority options compared to fraternity chapters on our campus, which has resulted in larger chapter sizes and unique challenges for our sorority community. By providing additional sorority chapter options, the department will be better able to support the experiences of women in existing chapters while also providing women interested in joining the FSL community with more variety.

Club Sports Risk Management
In the area of Club Sports, work was undertaken in fall 2016 to improve injury and risk management policies and protocols. Student Programs & Engagement staff conducted benchmarking, met with staff from Health & Wellness and the University’s risk management and legal staff, and assessed injury trends within the Club Sports community to create new policies for injury prevention, response/notification, and return to play, that align with best practice and institutional needs.

Department Marketing and HYPE Team
HYPE, the department’s student marketing team, articulates SP&E’s mission and encourages student engagement in departmental programs through a variety of relevant mediums that build participation, community, and spirit on campus. HYPE generates anticipation before, connection during, and reflection after SP&E programs – producing a cohesive student engagement experience.

Challenges
Student Organization Management Software
The department has stopped using the Community software. Last year, it was decided that the department would only use the software for staff reporting needs, rather than rolling out to students, given the limitations of the product. Now, it is clear that even the basic reporting needs are insufficient, and staff are using a combination of excel spreadsheets and Banner lists to conduct manual data analysis an increasingly time-intensive process. Our department has been staying aware of alternate product options, maintaining communication with other companies and participating in demos on updates to other products. The current “work around” process for reporting is unsustainable, especially as the need to quickly pull data increases, and the expectation for good, reliable data is reinforced. It is critical that the department is able to pursue and obtain a new management software as soon as possible.
Arts Programming
Identifying and implementing a series of Arts programs that meet the needs and wants of students proved difficult this year. Primarily, few Arts events were hosted on campus, while most events took the form of off-campus trips to shows in Boston. Additionally, attendance data demonstrates the same students participated in Arts programming. It is exciting to see a group of students continue to attend these programs, but it is clear the department is not reaching a broader audience through these events. Finally, additional efforts will be taken in future semesters to prepare an Arts calendar further in advance in order to support marketing efforts.

Student Center Technology & Audio/Visual Equipment
The usability of the technology within the Student Center has been an ongoing challenge. This is an area that has made progress over the past year, but still has a great deal of room for improvement. Some of these issues have been corrected through collaboration with University departments who have been able to make suggestions on cable management and prevention of further misuse. Other problems come from the way in which users handle the media and technology in the building. Constant tampering with and movement of cables and cords causes things to become unplugged, mistreated, or broken. In addition to misuse, some of the technology problems are related to their age and needing to be renovated or replaced, such as some of the wall plates and connections in the Back Bay rooms. As an ongoing initiative, we are working to assess the technology and identify areas that need adjustment.

Assessment
Fraternity & Sorority Life Community Survey
Throughout November and December the department conducted an initial student satisfaction assessment to inform the work being prioritized within the Fraternity and Sorority life community. A survey was sent out to all members of Greek organizations and two focus groups were conducted, one with Presidents of chapters and one with general members. In an effort to assess positive change within the Fraternity & Sorority Life community and the effectiveness of delivery of the fall 2016 recommendations, a second iteration of the survey was developed and sent to members in April 2017. Overall, respondents reported feeling more connected to and supported by the department, more likely to know who chapter’s respective Student Affairs Advisor, and new members were more likely to report their understanding of risk management and intervention responsibilities, compared to Fall 2016 data. These positive increases are likely a result of expanded support and trainings that were introduced to the community this spring.

Student Leader Membership Assessment (Student Organizations & Student Affairs)
Data on student organization executive board membership (including position, student organization, and student organization cluster) was collected and yielded 497 individuals serving in at least one executive board position in the spring 2016 and fall 2016 semesters. This data set was compared against similar 2015 membership data in an attempt to describe any differences related to the academic experience and demographic information of students who served in these positions during those years. Overall, the array of Student Affairs leadership opportunities includes a diverse set of student leaders with consistently high GPAs across all class years from Sophomores through Seniors. The table below highlights GPA and demographic information for students within these roles.
### Student Leader Demographics

<table>
<thead>
<tr>
<th></th>
<th>All Positions</th>
<th>Student Org E-Boards</th>
<th>Wellness Eds</th>
<th>RHA</th>
<th>ALANA Leaders</th>
<th>Equity Center Eds</th>
<th>RAs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>601</td>
<td>497</td>
<td>13</td>
<td>7</td>
<td>29</td>
<td>15</td>
<td>98</td>
</tr>
<tr>
<td>Avg GPA</td>
<td>3.39</td>
<td>3.39</td>
<td>3.39</td>
<td>3.54</td>
<td>3.34</td>
<td>3.38</td>
<td>3.43</td>
</tr>
<tr>
<td>Female</td>
<td>366</td>
<td>272</td>
<td>10</td>
<td>5</td>
<td>17</td>
<td>12</td>
<td>50</td>
</tr>
<tr>
<td>ALANA</td>
<td>186</td>
<td>123</td>
<td>3</td>
<td>1</td>
<td>29</td>
<td>2</td>
<td>28</td>
</tr>
<tr>
<td>Int'l</td>
<td>65</td>
<td>54</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>11</td>
</tr>
</tbody>
</table>

### Student Organization Experience Survey

This year, the department distributed a survey to all student organization officers (497 students) to learn more about the relevance of co-curricular outcomes to their organizational experience. The survey examined student demographic information, skill development, academic connections, diverse interactions, and the impact of organizational leadership development on their Bentley experience. The survey also measured perceived effectiveness of organization success programming and support provided by faculty/staff advisors. 84 (about 17%) student leaders completed the survey. Major themes emerged from the data generated by the Student Organization Experience Survey. Results provide clear direction for changes to existing programs and opportunities for new programs that support the co-curricular experiences of student organization members.

### Marketing Survey

Over 500 students responded to the department’s annual marketing survey. Results indicate it is clear that students feel more positively informed about events happening on campus than in previous years.

### Departmental Vision for 2017-2018

The department has identified priorities in specific functional areas that will be engaged and advanced over the course of the next year. First, the department will build on this year’s successes in the area of Fraternity and Sorority Life (FSL) by fully implementing a new FSL Standards Program, which will be both student-driven and supported by departmental tracking of progress for each chapter. Additionally, the department will support the ongoing sorority expansion process with the goal of adding an additional sorority to campus by fall 2018.

In the area of student organizations, efforts will be undertaken to expand training and resources for organization advisors, streamline Student Activity Fee processes, and promote divisional goals related to diversity and inclusion as well as connections to the academic curriculum and member skill advancement. This year’s assessment data indicates relevant and meaningful opportunities to make these connections moving forward.

In advancing departmental programming efforts, we will introduce an expanded Arts program series, create a plan for existing and new departmental and organization programming that will be housed in the new Multipurpose Arena, and employ consistent program planning and assessment practices across the department.
In the area of marketing, the department will develop a sustainable process and HYPE staffing model for supporting Divisional marketing needs through HYPE and continue to promote departmental branding and outreach goals. Finally, we will work towards actualizing on the goals laid out for the Student Center in the vision report, increasing wayfinding and welcome opportunities in the building, enhancing marketing and passive programming, and continuing to improve furniture, technology, and Back Bay design.

**Departmental Data**

**Student Activity Fee Assessment**
The undergraduate activity fee this year was $1,374,175. In total, $1,289,070.21 of the undergraduate fee was spent leaving 6% of the fee unspent at year’s end. Below is a breakdown of allocations versus expenses for FY17.

The top five types of student organization expenses are outlined below:

**Most Common Student Organization Expenses**

The Total Year to Date Balance of the fee rollover is $776,304.30 of which $691,199.51 from revenue and rollover from previous years. The difference between these two numbers amounts to a delta of $85,104.79, or 6% of the undergraduate student activity fee, which is the total rollover for fiscal year 2017. This amount is significantly lower (an average of $35,000 less) than rollover amounts in the last two years.
Given the state of the Undergraduate Student Activity Fee, recommendations for future management of the Fee include:

- Spend the accumulated rollover on capital projects per recommendations made by AIA.
- Reduce yearly rollover in future years by increasing over-allocations from 12% to 15% and lowering the spending cushion from $75,000 to $25,000.
- Create a monthly system of monitoring spending of the activity fee and approve allocations accordingly.
- Create a new system of tracking deposits and fundraised dollars so that annual rollover for individual organizations is easily identifiable and consistently maintained.
- Create an incentive for organizations to plan new and different types of programs that will more fully utilize the fee.
- Enhance the training program for organization treasurers to maximize understanding of how to estimate expenses based on prior year actual cost and reduce under-spending.

**Major Campus Event Attendance**

Attendance data for Campus Activities Board and Arts programs is provided below.

<table>
<thead>
<tr>
<th>Spring Day 2017</th>
<th>Tickets Sold</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Admission $1.00 (All Eligible Undergraduate Students)</td>
<td>3,201</td>
</tr>
<tr>
<td>General Admission $20 (Graduate and Study Abroad Students)</td>
<td>55</td>
</tr>
<tr>
<td>Daytime Activities Only (All Students)</td>
<td>69</td>
</tr>
<tr>
<td>Total:</td>
<td>3,325</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Campus Activities Board Events</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back2Bentley Weekend (Speaker &amp; Concert)</td>
<td>2,600</td>
</tr>
<tr>
<td>GrooveBoston – Halloween Party</td>
<td>1,600</td>
</tr>
<tr>
<td>Spring Comedy Show – Trevor Noah</td>
<td>1,300</td>
</tr>
<tr>
<td>Super Bingo</td>
<td>1,000</td>
</tr>
</tbody>
</table>
Bentley Bubble Room Use
Since the opening of the new Bentley Bubble space in April 2015, Student Programs & Engagement has engaged in ongoing efforts to encourage student organization use of and connection to the space. In this year’s survey assessment, the Bentley Bubble was the most frequently cited resource student organization members utilize (75% of respondents) – a positive indicator of student connection to the space.

Additionally, similar to 2015-2016, data was obtained from Bentley’s EMS (Event Management System) this year that detailed reservations made in the Bentley Bubble rooms during the 2016-2017 academic year. Data on student organization use of Bubble rooms show the spaces are being utilized frequently, in alignment with intended use and are becoming more regularly utilized during the day in comparison to last year’s data. This year, almost half of all student organizations (50 out of 110) regularly used the Bubble rooms for meetings. In total, student organizations held almost one thousand meetings in the Bubble during the 2016-2017 academic year. The table below shows the number of meetings held in each room type has increased gradually and significantly since the opening of the new space.

<table>
<thead>
<tr>
<th>Arts Programs</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project C.I. – Student Arts Showcase (Partnership)</td>
<td>150</td>
</tr>
<tr>
<td>Boston Symphony Orchestra Trip</td>
<td>47</td>
</tr>
<tr>
<td>Boston Ballet – The Nutcracker Trip</td>
<td>45</td>
</tr>
<tr>
<td>Spiritual Life - Art and Soul: Mandala Paint Night (Partnership)</td>
<td>25</td>
</tr>
<tr>
<td>TNT - Slam Poetry &amp; Soul Food Night (Partnership)</td>
<td>70</td>
</tr>
<tr>
<td>TNT - Winterfest Coffee House (Partnership)</td>
<td>35</td>
</tr>
<tr>
<td>Broadway in Boston – The King and I Trip</td>
<td>45</td>
</tr>
<tr>
<td>Disney Wonderland (Partnership)</td>
<td>60</td>
</tr>
<tr>
<td>TNT Block Party (Partnership)</td>
<td>400</td>
</tr>
<tr>
<td>Bentley Asian Student Association – Asian Cultural Gala (Partnership)</td>
<td>200</td>
</tr>
</tbody>
</table>

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Meetings in Small Rooms (Total)</td>
<td>160</td>
<td>195</td>
<td>355</td>
<td>221</td>
<td>224</td>
<td>445</td>
</tr>
<tr>
<td>Meetings in Room 353</td>
<td>170</td>
<td>278</td>
<td>448</td>
<td>230</td>
<td>271</td>
<td>501</td>
</tr>
<tr>
<td>Total</td>
<td>330</td>
<td>473</td>
<td>803</td>
<td>451</td>
<td>495</td>
<td>946</td>
</tr>
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</table>
Social Media Engagement
This year HYPE maximized digital engagement through expanded use of existing platforms and introduction of new digital media. Starting in fall 2016, the department began utilization of Facebook advertisements to expand social media post reach (1,880 total reach for the year), creation of Snapchat Geofilters on campus for events (12 geofilters total and 8,340 views this year), as well as use of Instagram’s new “Stories” format to share content. As a result, there has been an increase in following and engagement in social media platforms since last year:

- Facebook: 34% increase in Likes (from 875 to 1,179) and 154% increase in post reach (from 165 to 420 on average)
- Instagram: 92% increase in Followers (from 490 to 940) and Likes Per Post (from 31 to 64 on average)
- Twitter: 17% increase in Followers (from 709 to 833)
- Video: 18,800 video views on Facebook and 4,556 views on YouTube this year. The Greek Life Lip Sync video alone reached 11,000 views.

The department has increased social media engagement while also expanding use of the SPEHyperlink blog. 12 blog posts this year written about an array of programs, services, and opportunities offered by the department led to increased blog engagement by 26% this year – a total of 44,000 views, compared to 34,000 last year. At the same time, HYPE’s Live Engagement Team covered 89 department and student organization events this year, capturing content for 47 Facebook photo albums (up from 17 albums last year), distributing branded promotional items, and advertising how to engage with event content on digital platforms following the event.

Staff Achievements
Michelle Dabenigno served on the ACUI Regional Conference Committee.
University Police
The University Police Department is comprised of 42 professionally trained employees. The breakdown of the staff consists of 27 sworn police officers (including the chief), six dispatchers, five security officers, and four administrative support staff.

The mission of the University Police Department is to provide quality police, security, and related public safety services for the purpose of protecting lives and property within the Bentley University community and to help ensure that the campus remains a safe and pleasant place in which to live, study, and work.

In addition to the police and security functions that the department performs, we are also responsible for the administration of the University’s parking system, which includes the distribution of parking decals and passes to members of the University community, as well as the enforcement of parking rules and regulations. We are responsible for the administration, management, and distribution of all University ID cards, which includes managing building access for members of the campus community and assigning food plan and discretionary funds to the ID card.

Executive Summary
University Police continues its commitment to community policing initiatives. We strongly believe in the philosophy of community policing by engaging with our community members in providing programs to foster strong relationships that enhance the community’s awareness of the services that we provide and keep the campus a safe place for all. Some of the programs that we offered and/or participated in this past year include: Basic and Advanced Rape, Aggression and Defense (RAD) training, various resource fairs, Orientation Leader and Resident Assistant trainings, family and student orientation presentations, Relay for Life, Breakfast by Moonlight, and First Week safety presentations to all first year students. In addition, Chief Leffler meets regularly with Waltham city officials and planning boards to address mutual issues of concern regarding the behavior of students residing off campus.

The department continues to conduct regular training for all employees and ensures that all sworn police personnel are in compliance with mandatory training requirements in order to maintain their police powers certification in accordance with statutory guidelines. Various training programs including legal updates, defensive tactics, firearms recertification, CPR, and first aid are conducted on an annual basis.

Chief Leffler continues to serve on the executive boards of both the Massachusetts Association of Campus Law Enforcement Administrators (MACLEA) as a former president and its current treasurer as well as the Massachusetts Association of Chiefs of Police (MCOPA) as the college and university law enforcement liaison. The chief is also a member of the Middlesex County Chiefs of Police, attending monthly meetings and remains a member of the International Association of Campus Law Enforcement Administrators (IACLEA) and the International Association of Chiefs of Police (IACP).

Highlights
Diversity and Inclusion
University Police is committed to having a safe, inclusive, and affirming viewpoint. More than half of the department attended an all-day diversity training session facilitated by Dr. Kathy Obear. In May, Dr.
Obear presented another session, specifically designed for University Police, focusing on challenges we encounter in law enforcement, particularly with the current national climate. The training was well-received by the department. Additionally, many of our staff attended a Common Ground Conversation facilitated by various divisional department heads. Chief Leffler continues to serve of the Bentley Brave committee. Melissa Diglio of our department remains a member of the Student Affairs Diversity and Inclusion Committee.

In the fall of 2016, members of the University and Waltham Police departments participated in a program entitled Bridging the Gap, which was hosted by our Multicultural Center. The program provided a forum with our students of color and was designed to listen and learn of the misunderstandings between police and people of color. The program was very well-received and it is our intention to host a similar program once our students return in the fall of 2017.

**Emergency Preparedness/Security**

As part of our emergency preparedness and readiness, 1,200 Emergency Response Guidebooks were installed in each classroom and lab at the start of the fall 2017 semester. The remainder were distributed to faculty and staff, serving as a quick reference on what to do in the event of a specific type of emergency. In addition to the hard copies, a broadcast email was sent to the community with instructions on how to download an electronic app. The same emergency information was placed on the University’s emergency website. We continue to assess the need to update these guidebooks, install them where necessary, and to keep the community informed of our emergency preparedness procedures. We anticipate holding several informational sessions, beginning in the fall 2017 semester, for the university community concerning emergency preparedness and to educate them of their responsibility to be prepared and know what to do in the event of an emergency.

In March 2017, the installation of four (4) exterior sirens was completed and all were tested to ensure proper functioning. The external sirens will be a component of our emergency notification procedures and testing will occur annually. Emails will be sent in advance to the university community. We will also notify our abutting neighbors and the Waltham Police and Fire Departments prior to any testing as the siren’s alarms project beyond university property.

**CCTV Cameras**

Approximately 90 closed circuit television cameras (CCTV) are now on campus. Over the past year we upgraded about 39 of our existing cameras to digital format improving their overall functionality. There are now CCTV cameras at the swipe card entrances of each residence hall, as well as various locations throughout and within the campus. We anticipate the installing of additional new cameras on campus, primarily in and around the academic and administrative areas beginning in the fall.

**Secure Electronic Key Boxes**

Secure electronic key boxes are being installed in certain buildings on campus allowing for quick access to keys for authorized personnel using card swipe and pass code access. These secure key boxes, along with an overhaul of the entire university’s key control system, is progressing. A key control policy is being prepared and reviewed. The intent of the new key system is to tighten overall security, minimize the distribution of keys and to clearly identify and track who has been issued keys.
Union Contract Renewed
The collective bargaining agreement for police staff was renewed, effective July 1, 2017. It is a 4-year contract with minimal changes made other than some adjustments to compensation (see Assessment section below). The working relationship between union personnel and management is very good with the chief meeting monthly with union leadership to keep open the lines of communication and to address any issues of mutual concern promptly.

Assessment
Compensation Study
In 2016, the University hired Margolis-Healy to conduct an assessment of our current compensation for department personnel. This was done in order to ensure that the department personnel’s compensation was in line with market data. As a result of this survey and the recommendations made, it was determined that our personnel were in need of an adjustment to their salaries. Chief Leffler worked with Vice President Andrew Shepardson and Human Resources personnel to develop a compensation package that is more in line with the market and that we feel will significantly improve our ability to not only attract but retain good, qualified personnel.

State Accreditation
The Massachusetts Police Accreditation Commission (MPAC) offers an accreditation program process for police agencies across the Commonwealth. Like other accreditation programs, the process consists of two major components. First is the establishment of a body of professional standards for police agencies to meet, and second, a voluntary assessment process by which agencies can be publicly recognized for meeting those standards considered best practices for the profession.

Standards generally dictate topical areas an agency must have policies and procedures on leaving the development and enforcement of agency-specific policies and procedures up to the agency’s CEO or Chief and supervisory staff. The vast majority of the Commission’s standards require agencies to commit their policies and procedures to writing. The remaining standards are equipment or facility related generally found in communication centers, holding facilities and property/evidence rooms. The program involves a thorough examination of the agency by the agency to determine compliance with program standards.

That internal review, or self-assessment, that is initiated by the agency’s CEO is then followed by an external, peer review by Commission-appointed assessors. Assessors are typically Police Chiefs and Accreditation Managers who have been specially trained to conduct on-site assessments on behalf of the Commission. Assessments for these awards are similar in purpose to line and staff inspections in that they both serve to monitor compliance with standards and provide a timely means for corrective action to be taken when necessary.

In January 2017, the University Police Department’s accreditation manager, Lieutenant Bill Williams, along with our department’s other accreditation staff, assisted with a two-day review, by external assessors from the Massachusetts Police Accreditation Commission (MPAC), as part of our efforts to become an accredited department. Five accreditors, from the MPAC, worked diligently, poring over all of our written rules, regulations and procedures to ensure the department was in compliance with the
rigorous standards established by the MPAC. At the end of the review, we were awarded accreditation and in May 2017, the department was officially recognized at a ceremony, as an accredited police agency of Massachusetts. Vice President Shepardson, Chief Leffler, Lt. Williams and the other members of our accreditation committee attended the ceremony. We prepared for accreditation over a several year period, ensuring that all of our policies and procedures met the required standards and we are very proud of this accomplishment. We are among 70 accredited police departments in Massachusetts and, one of only 14 campus law enforcement agencies in the state.

Challenges

Staffing/Training
The department is very close to being at full capacity. Within the next month we will be filling the two remaining police officer vacancies which will bring us to full staffing.

One of the highlights of our new hire process is the Meet and Greet Session, which provides a face-to-face welcoming environment among new staff and divisional stakeholders, allowing our new employees during their first weeks of employment and before undergoing field training to meet some of the people they will be working with on campus. The program has been well-received and we will continue to do this in the future.

One of the biggest challenges we continually face is the ability to staff the various functions, activities, and construction sites with our own personnel to ensure safety and security. The demands for police and security coverage at various events has continued to tax our resources, and we would prefer to have our own department personnel staff these events rather than utilize outside police and contract security agencies, whenever possible. The recent changes in compensation for department personnel should assist us with this; however, we will continue to require the use of external sources to supplement our staff simply due to the demand for services.

Another challenge we face is the constant pressure of adapting to the potential threats our college campuses face across the country with respect to terrorism, crisis management, and emergency preparedness. We take pride in the fact that our department personnel receive training on a regular basis and have trained, and continue to train with the Waltham and Brandeis University Police departments as well as other first responder agencies in order to be prepared should a serious incident occur. Some of our personnel, including Chief Leffler, serve on task forces and committees with other law enforcement and public safety personnel to keep abreast of the ever-changing climate we face as law enforcement practitioners.

Space
Even with the addition to our police building a number of years ago, we have quickly outgrown our space. Over the years, we have improvised and converted a few file rooms to office areas to accommodate some of our staff, and we are always looking at ways to increase our square footage. The nature of our work does not allow for us to move certain functions outside the confines of the department; however, we will continue to request consideration for more office space but understand that our department is not the only one seeking additional space.
Departmental Vision
With the ever-changing demands placed upon the University Police Department to provide safety and security and to make people feel safe on campus, we plan to continue our outreach efforts with all members of the university community by continuing our officer liaison program, assigning officers to meet with specific departments on campus and to address concerns that may arise and keep open the lines of communication. We will be working to continue to foster a campus environment of inclusiveness for all and to work with the community. Additionally, we plan to maintain and improve upon the excellent working relationship we have with the city of Waltham and surrounding cities and towns to ensure the campus remains safe.

Staff Achievements
At this year’s Commencement exercises, Sergeant David Wade received his MBA from Bentley and Sergeant Carmelo Echevarria’s son, Brandon, graduated with a Bachelor’s degree from Bentley.

Lt. Bill Williams, my assistant Diana Tisbert, Card Program Administrator Melissa Diglio, Technical Data Coordinator Dottie McGuire, Sergeant Glen Preston, Detective Sergeants Lenny Imbraciso and Jess Roche and Officer Danielle Meroli, were all recognized for their outstanding efforts in getting us to achieve state accreditation.

Departmental Data

<table>
<thead>
<tr>
<th>Incident Type</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2015 vs 2016 % change</th>
<th>2016 vs 2017 % change</th>
<th>2015 vs 2017 % change</th>
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<tr>
<td>Alarm - Fire</td>
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<td>Alcohol Violation</td>
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<td>2015 vs 2017 % change</td>
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<td>5%</td>
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<td>Tows</td>
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<td>897</td>
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<td>2016 vs 2017 % change</td>
<td>2015 vs 2017 % change</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------</td>
<td>------</td>
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<tr>
<td>Staff (Blue)</td>
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<td>Motorcycle - Moped</td>
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<td>51</td>
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<tr>
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<td>137</td>
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<td>-10%</td>
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<tr>
<td>Commuter (Yellow Both)</td>
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<td>643</td>
<td>583</td>
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<td>-16%</td>
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<td>5</td>
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<table>
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<th>2015 vs 2016 % change</th>
<th>2016 vs 2017 % change</th>
<th>2015 vs 2017 % change</th>
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<td>Yellow (New)</td>
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<td>-67%</td>
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<td>Green(Damaged)</td>
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<td>Temporary Passes</td>
<td>671</td>
<td>581</td>
<td>552</td>
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<td>-5%</td>
<td>-18%</td>
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</table>
Compliance

The Division of Student Affairs Compliance Inventory tracks the federal, state, local and other compliance requirements for the entire division and individually for ten of the division’s departments during the 2016 – 2017 academic year. The purpose of this inventory is to provide individuals within and outside of the division with an understanding of the scope of the compliance needs that Student Affairs professionals must address in their work, and to maintain continuity and institutional memory regarding these requirements as staff transition in and out of the division.

In total, the division’s 183 staff members fulfill or observe over 140 compliance requirements for the Bentley University community in addition to their other professional responsibilities. Not including personnel, other human resources, or indirect expenses, the Division of Student Affairs spends over $79,000.00 on compliance-related expenses. As higher education institutions continue to face more scrutiny from external stakeholders, it is anticipated that the number of compliance requirements, and the financial and human resources needed to comply with them, will only increase in the coming years.

For additional information about compliance, contact Andrew Shepardson, Vice President for Student Affairs/Dean of Students.
BENTLEY INSTITUTIONAL AWARDS
Max French, HOC Edward J. Powers Scholar-Athlete Award
Jen Gemma, WBB Outstanding Female Senior Athlete
Bryan Hardy, FB Outstanding Male Senior Athlete

ALL-AMERICA
Max Adler, M. Lacrosse USILA/Nike Div. II, 2nd team
Tori Ellis, Field Hockey Synapsesports.com Div. II, 2nd team
Tyler Ford, Football D2CCA, 1st team (P)

Don Hansen FB Gazette, 2nd team (P)

Jen Gemma, W. Basketball WBCA Div. II, 1st team
W. Div. II Bulletin, 1st team
HEROSports.com Div. II, 1st team
D2CCA Div. II, 3rd team

Holt Sihvonen, M. Outdoor Track Div. II, 2nd team (Jav)

ALL-REGION
Max Adler, M. Lacrosse NEILA All-New England, 1st team
Erik Alatalo, M. Track & Cross Country USTFCCCA Div. II (10,000)
Tim Bolick, M. Outdoor Track USTFCCCA Div. II (800)
Graham Chapski, M. Cross Country USTFCCCA Div. II
Tyler Ford, Football D2CCA, 1st team (P)

Don Hansen FB Gazette Div. II, 1st team (P)
NEFW Div. II-III All-New England, 2nd team

Jen Gemma, W. Basketball WBCA Div. II, 1st team
D2CCA, 1st team

Nik Haas, M. Cross Country USTFCCCA Div. II
Bryan Hardy, Football NEFW Div. II-III All-New England
Sam Hurley, M. Lacrosse NEILA All-England, 2nd team
Kelsey Kennedy, Softball NFCA Div. II, 2nd team
Deidre Macrorie, W. Soccer NEWISA All-New England,
2nd team

Steph Mattson, W. Indoor Track USTFCCCA Div. II (LI)
Steph Mattson, W. Outdoor Track USTFCCCA Div. II (400)

All-New England (indoor LJ)
All-New England (outdoor 400, LJ)

Cal Meyers, Golf PING Division II
Eli Morrissey, M. Lacrosse NEILA All-New England, 2nd team

Julia Morena, W. Cross Country USTFCCCA Div. II
Cody Murphy, M. Cross Country USTFCCCA Div. II

 Ryan Richmond, M. Basketball NABC Div. II, 2nd team
Holt Sihvonen, M. Outdoor Track USTFCCCA Div. II (Jav)
All-New England (outdoor jav)

Haley Story, W. Soccer NEWISA All-New England, 2nd team
Ana Tantum, W. Soccer NEWISA All-New England, 1st team
Alyssa Valente, W. Soccer NEWISA All-New England, 2nd team

John Wheeler, M. Lacrosse NEILA All-New England, 2nd team

COSIDA ACADEMIC ALL-DISTRICT
Max Adler, M. At-Large (M. Lacrosse)
Erik Alatalo, M. Track & Cross Country
Tim Bolick, M. Track & Cross Country
Max French, M. At-Large (Hockey)
Nik Haas, M. Track & Cross Country
Jack Hansbury, Football
Brian Hardy, Football
Kelsey Kennedy, Softball
Steph Mattson, W. Track
Sam McDonald, Football
Cal Meyers, M. At-Large (Golf)
Ana Tantum, W. Soccer

NORTHEAST-10 MAJOR AWARDS
Jen Gemma, W. Basketball Player of the Year
Holt Sihvonen, M. Outdoor Track Field Athlete of the Year
Ryan Berardino, Baseball Rookie Hitter of the Year
Daniel Sausto, M. Swimming Rookie of the Year
Emily Niemiec, W. Swimming W. Swimmer of the Meet,
NE10 Championships

NORTHEAST-10 COACH OF THE YEAR
Mary Kay Samko, M. Swimming
Barbara Stevens, W. Basketball
<table>
<thead>
<tr>
<th>Team</th>
<th>Event</th>
<th>Athlete</th>
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<td>Cal Meyers, Golf</td>
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<td>Julia Morena, W. Cross Country</td>
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<td>Aidan Karam, M. Swimming</td>
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<td>Johnny Boains, M. Swimming</td>
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<td>Track</td>
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<td>Christopher Vukas, M. Swimming</td>
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<td>Davis Wilson, M. Swimming</td>
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<td>Jarod Yoshihara, M. Swimming</td>
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<td>3rd team (800 meters)</td>
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<td>Tim Bolick, M. Indoor Track</td>
<td>Cross Country</td>
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<td>3rd team (No. 6 singles)</td>
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<td>Katie Brandow, W. Tennis</td>
<td>Tennis</td>
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<tr>
<td>3rd team (500 meters)</td>
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<td>Steph Mattson, W. Indoor Track</td>
<td>Cross Country</td>
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<td>3rd team (5,000 meters)</td>
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<td>Julia Morena, W. Indoor Track</td>
<td>Cross Country</td>
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<tr>
<td>3rd team (No. 4 singles)</td>
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<td>Chase Rosa, M. Tennis</td>
<td>Cross Country</td>
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<tr>
<td>3rd team (No. 5 singles)</td>
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<td>Susan Stowe, W. Tennis</td>
<td>Cross Country</td>
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<td>Bill Sullivan, Baseball</td>
<td>Cross Country</td>
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<td>Matt Brooks, M. Lacrosse</td>
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<td>Lori Bruno, Volleyball</td>
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<td>Stephanie Helin, W. Soccer</td>
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</table>

**ALL-ATLANTIC HOCKEY**
Max French, 1st team (F)
Ryner Gornowsky, All-Rookie (F)

**NORTHEAST-10 SPORT SCHOLAR EXCELLENCE**
Brian Hardy, Football
Cal Meyers, Golf

**ACADEMIC ALL-NORTHEAST-10**
Max Adler, M. Lacrosse
Matt Ahlmeyer, M. Swimming
Erik Alatalo, M. Indoor Track & M. Outdoor Track
Tim Bolick, M. Indoor Track & M. Outdoor Track
Brett Chatfield, Golf
Frank Elenio, M. Swimming
Nik Haas, M. Cross Country
Robert Hamerman, M. Lacrosse
Jack Hansbury, Football
Brian Hardy, Football
Connor Holbrook, M. Lacrosse
Kate Kaduboski, W. Swimming
Doug Kulikowski, Golf
Stephanie Mattson, W. Indoor Track & W. Outdoor Track
Sam McDonald, Football
Kaitlin McGahie, W. Swimming
Cal Meyers, Golf
Julia Morena, W. Indoor Track
Ciara Morley, W. Lacrosse
Cody Murphy, M. Cross Country
John Perkins, Golf
Katie Quilty, Field Hockey
Susan Stowe, W. Tennis
Ana Tantum, W. Soccer
Frankie Tossona, Field Hockey
Anne Warren, W. Swimming

**USTFCCCA ALL-ACADEMIC**
Erik Alatalo, M. Cross Country
Marianne Bartolotta, W. Cross Country
Tim Bolick, M. Cross Country & M. Track
Ryan Cadorette, M. Cross Country
Paige Fehskens, W. Cross Country
Nik Haas, M. Cross Country
Seamus Higgins, M. Cross Country
Steph Mattson, W. Track
Julia Morena, W. Cross Country
Cody Murphy, M. Cross Country
Holt Sihvonen, M. Track
CSCAA SCHOLAR ALL-AMERICA (Swim Coaches)
Emily Niemiec Honorable Mention

TEAM ACADEMIC
Baseball ABCA Team Academic Excellence
M. Basketball NABC Team Academic Excellence
M. Cross Country USTFCCCA All-Academic
W. Cross Country USTFCCCA All-Academic
Golf GCAA Team Academic Award
W. Lacrosse IWLCA Academic Squad
M. Tennis ITA All-Academic Team
W. Tennis ITA All-Academic Team
M. Indoor Track Northeast-10
M. Outdoor Track Northeast-10
M. Track USTFCCCA All-Academic
M. Swimming CSCAA All-Academic (1st & 2nd sem.)
W. Swimming CSCAA All-Academic (1st & 2nd sem.)
W. Track USTFCCCA All-Academic

ADDITIONAL INDIVIDUAL ACADEMIC AWARDS
Men’s Basketball – 7 players NABC Honors Court
Field Hockey – 14 players NFHCA National Academic Squad
Football – 3 seniors NFF Hampshire Honor Society
Hockey – 20 players Atlantic Hockey All-Academic Team
Women’s Lacrosse – 4 players IWLCA Academic Honor Roll
Softball – 4 players NFCA Scholar-Athlete
Men’s Tennis – 3 players ITA Scholar-Athlete
Women’s Tennis – 8 players ITA Scholar-Athlete
117 Student-Athletes (all sports) D2 ADA Achievement
376 Student-Athletes (all sports) NE10 Commissioner’s Honor Roll (spring semester)
368 Student-Athletes (all sports) NE10 Commissioner’s Honor Roll (fall semester)

OTHER SIGNIFICANT AWARDS
Max Adler, MLAX USILA/Nike Div. II Scholar All-American
Ryan Berardino, BASE ABCA Div. II East Region Rookie of the Year
Sam Pavan, FH Synapsesports.com Div. II All-Rookie
Kyle Schmidt, HOC Semifinalist, Walter Brown Award (Gridiron Club of Greater Boston)
Barbara Stevens, WBB Finalist, WBCA Div. II National Coach of the Year
Appendix B | Divisional Development Opportunities

Wednesday, July 20 | 9:00 a.m. to 10:30 a.m. | 240 Beaver Street
Waltham Fields Community Farm
Waltham Fields Community Farm (WFCF) promotes local agriculture and food access through our farming operations and educational programs, using practices that are socially, ecologically, and economically sustainable. Volunteer for an hour to help WFCF continue their work distributing over $100,000 worth of vegetables for food assistance, feeding 700 households through our CSA program. We will meet together as a group at the Student Center Fire Pit before heading to the farm.

Wednesday, July 20 | 2:00 p.m. to 4:30 p.m. | Equity Center
Race Film Screening
In the 1930s, Jesse Owens is the first in his family to go to college. However, Owens struggles both with the obligations of his life and the virulent racism against him. With US participation confirmed at the Olympics in Berlin, Jesse enters a new racial and political minefield.

Thursday, July 21 | 9:00 a.m. | Greenspace
Intro to Yoga w/ Heather
The sun is shining (hopefully) and students are gone (for now), so take advantage of the weather and quiet by experiencing the power of yoga for the first time or continuing your practice!

Monday, July 25 | 1:30 p.m. to 2:30 p.m. | Student Center 336
Money Matters: Budgeting Best Practices
Nearly every student affairs professional spends money while supporting student development and engagement; however, financial management of higher education is not often a class that is required in master’s level programs. Overall, this session (first offered at the 2015 NASPA Region I Conference) aims to strengthen budgeting skills of participants, emphasize fiscal stewardship amongst student affairs professionals, and institutionalize financial management best practices.

Wednesday, July 27 | 3:00 p.m. to 3:45 p.m. | Student Center 261
Conversation w/ Coach Kavanaugh
Join football coach, Bill Kavanaugh, in an informal conversation centered on how athletics fits in the American higher education model. He’ll talk about his experience as a student-athlete at Bentley as well as his philosophy as a Bentley coach balancing athletics with the entire student experience.

Thursday, July 28 | 4:30 p.m. | Student Center Fire Pit
Happy Hour
Not quite your typical happy hour...instead, set aside an hour to enjoy the outdoors, play lawn games, and connect with co-workers over a seasonal treat!

Gallup Elements of Well-Being
Thursday, September 8 | NFL Football Season | ESPN.COM
Pigskin Pick ‘Em

We have renewed our ESPN group for Pigskin Pick ‘Em once again this year. New participants will have to create an account on ESPN. Previous participants can log in with their username and password. Once you are logged in, choose “fantasy and games” and click on “Pigskin Pick ‘Em”. The game is set up as a straight pick (no spread involved). Our group name is: Army of Falcons ‘16-‘17. The password is: falcons2016. The first game is on Thursday, September 8, so picks for that week need to be made before that date. Thank you to Antonio for organizing!

Wednesday, September 21 | 8:30 a.m. – 10:30 a.m. | TBD
Student Affairs Fall Divisional Meeting

Hear updates from around the Division and more about our strategic priorities moving forward in this academic year. Breakfast will be provided. Outlook Invite to follow for RSVP.

Wednesday, September 21 | 12 p.m. – 1 p.m. | Rauch Boardroom B
Discussion with the Dean (New Professionals)

Designed for new professionals in the Division of Student Affairs, this ongoing series will feature discussion with the Vice President for Student Affairs/Dean of Students. Attendees should have between 1-3 years of higher education experience. Lunch is provided.

Tuesday, September 27 | 3:15 p.m. – 4:00 p.m. | Student Center Sacred Space
Introduction to Meditation

Destress after a long month (or two) by joining Professor Pierce Butler as he leads Student Affairs staff in a guided meditation session. The session will include the meditation itself as well as an opportunity for questions around meditation and mindfulness.

Thursday, September 29 | 3:30 p.m. – 4:30 p.m. | Student Center 336
How To: Excel Basics to Make Your Work Easier

This session, facilitated by our very own Excel expert Sarah Thomas from the Residential Center, will go over basic formatting and Excel tips and tricks (her words 😊). All participants should bring their laptop if possible.
Wednesday, October 19 | 12:00 p.m. to 1:00 p.m. | Rauch Boardroom C
Discussion with the Dean (Mid-Level Professionals)

Designed for mid-level professionals in the Division of Student Affairs, this ongoing series will feature discussion with the Vice President for Student Affairs/Dean of Students. Attendees should have between 4+ years of higher education experience. Lunch is provided.

Wednesday, October 19 | 4:00 p.m. to 6:00 p.m. | Waltham Landmark Embassy Cinema
*The Birth of a Nation* Film Screening

Set against the antebellum South, *The Birth of a Nation* follows Nat Turner, a literate slave and preacher, whose financially strained owner, Samuel Turner, accepts an offer to use Nat’s preaching to subdue unruly slaves. As he witnesses countless atrocities—against himself and his fellow slaves—Nat orchestrates an uprising in the hopes of leading his people to freedom. Movie is free for participants.

Friday, October 21 | 12:00 p.m. to 1:00 p.m. | Student Center Kitchen Area
*The Birth of a Nation* Discussion

A space for people who have seen the movie *A Birth of a Nation* to debrief the film and its surrounding controversy. Lunch is provided.

Friday, October 21 | 2:00 to 4:30 p.m. | Student Center Equity Center & City Streets
Student Employment Supervisor Training (supervisors) & Social Gathering (all are invited)

A committee of Student Affairs staff has been working to create a student employee curriculum to help enhance the student experience and create a sense of consistency throughout all offices within the division. The curriculum will include content areas such as a student manual, performance evaluation materials, and effective ways to provide feedback. If you supervise student employees you are encouraged to attend this training to learn more about this exciting new initiative. Calendar invite to follow. After the training there will be a division wide social at City Streets in Waltham with appetizers and a cash bar.

Wednesday, October 26 | 2:00 p.m. to 2:45 p.m. | Student Center Sacred Space
Meditation

Focus on mindfulness by joining Professor Pierce Butler as he leads a weekly guided meditation session.

Gallup Elements of Well-Being

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Friday, November 4 | 10 a.m. to 12:00 p.m. | Student Center Sacred Space
BRIDGE (Building Interfaith and Religious Dialogue Engagement and Experience) Workshop
Over the past several years, leaders in higher education have recognized a call to engage with religious, spiritual, and secular identity (collectively understood as “worldview”) to prepare college graduates for the realities of global citizenship. However, despite this identified need, data indicates that professionals often express a lack of preparation and confidence to engage this element of identity with students. The BRIDGE (Building Interfaith and Religious Dialogue Engagement and Experience) Workshop is a two hour program designed to offer educators space for self-reflection about their own worldview and practice engaging with others around worldview identity.

Tuesday, November 8 | 3:00 p.m. - 4:30 p.m. | Student Center Office Suite
Election Viewing Party
No matter your political affiliation, you are cordially invited to come celebrate a live viewing of the Presidential Election to see who your 45th President of the United States will be! The results may be in later in the night, but this will be a chance to enjoy some red, white, and blue sweet treats and snacks to mark this historic day.

Wednesday, November 9 | 2:00 p.m. to 2:45 p.m. | Student Center Sacred Space
Meditation
Focus on mindfulness by joining Professor Pierce Butler as he leads a weekly guided meditation session.

Thursday, November 10 | 3:00 to 4:30 p.m. | Student Center 336
Carlos Doesn’t Remember
“Carlos Doesn’t Remember” is an episode from Malcolm Gladwell’s “Revisionist History” podcast that takes a critical look at the idea of capitalization—the measure of how well America is making use of its human potential. In this segment, Gladwell spotlights Carlos, who is a bright and low-income student in Los Angeles. Join us as we listen to the podcast and discuss the landscape of access to education in the U.S. and its intersections with race, class, and other social identities. This session will be lead by Alex Hirs, Assistant Director of Gender Equity and Development.

Thursday, November 17 | 1:00 p.m. to 2:00 p.m. | Student Center 336
Drafting those Dreaded Learning Outcomes!
Join Brent Plouge, Assistant Director of the Residential Center, to learn more about identifying and constructing learning outcomes. Special attention will be focused on why learning outcomes matter, and how we can design learning outcomes that are both effective and measurable.

Tuesday, November 22 | 10:00 a.m. to 10:30 a.m. | Student Center 336
365 Days of Thank You
In honor of Thanksgiving, take 30 minutes out of your day to pause and reflect on the power of gratitude. We’ll watch TEDx Talks, 365 Days of Thank You with Brian Doyle, and close with an activity.

Gallup Elements of Well-Being

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EXECUTIVE SUMMARY
This year, the department distributed a survey to all student organization officers (497 students) to learn more about the relevance of co-curricular outcomes to their organizational experience. The survey examined student demographic information, skills development, academic connections, and the impact of organizational leadership development on the Bentley experience. The survey also measured perceived effectiveness of organization success programming and support provided by faculty/staff advisors. Eighty-four (about 17%) of student leaders completed the survey.

Findings & Analysis
Major themes emerged from the data generated by the Student Organization Experience Survey. These takeaways are summarized below.

Cluster Representation

Skills Development
A strong majority of participants reported developing an array of skills as a result of serving in an executive board position. The top 5 reported skills include:
1. Taking Initiative (84.5%)
2. Managing Others (82.1%)
3. Relationship Building (75%)
4. Patience (75%)
5. Event Planning (73.8%)
The list of skills used in this survey was taken from findings of research conducted in academic partnership with Dr. Susan Adams’ MG 241 course. The survey data confirms the top skills developed by executive board members.

Academic Experience
When asked to describe any ways in which their position on the executive board has supported their academic experience, students cited the following most frequently:
1. The skills students learned in their position directly correlated to their major. For example, Treasurers commonly cited learning budgeting and accounting skills benefiting their work as Finance majors.

2. Students developed transferable skills which helped them attain an internship. Sometimes, students cited developing complementary skills, making them more well-rounded candidates. One student said, “My major is Actuarial Science, so being PR VP is a completely different zone for me, but it’s a great way for me to challenge myself in new ways and give me experience to add to my resume.”

3. The leadership experience that comes from serving in an executive board position promotes student abilities to manage team dynamics.

Bentley Experience
When examining how student leaders’ experiences have helped them grow at Bentley, the vast majority of respondents reported that they were able to meet new people – many of whom they would have not met if they had not joined the organization. Similarly, building meaningful relationships with peers and staff members was another consistent theme. One student shared, “My org has helped me so much throughout my time at Bentley. They have been my family away from home. Thank you for allowing me to truly have a place at Bentley and a group of friends I will have for the rest of my life.

Another common trend among respondents was building confidence in oneself to be able to take risk, lead others, and be more sure confident in the classroom.

Diversity & Inclusion
On questions of diversity and inclusion within student organizations, results indicated positive experiences within our student organizations. 70% of participants agreed they had meaningful interactions with students from different cultural backgrounds. Additionally, 79% of respondents agreed they learned to see things from different perspective as a result of their membership in their organization.
Student Program & Engagement Resources
The most utilized Student Programs & Engagement resource by student organizations is the dedicated meeting spaces in Bentley Bubble, as indicated by survey responses. Department staff Cluster Advisors were the second-most utilized resource by organizations.

Additionally, students found Org Success Workshops to be effective, especially in improving understanding of student organization policies.

Faculty/Staff Advisor Support
Overall, 73% of participants responded that their faculty/staff advisor provides support to their organization.

Recommendations
Given these findings, the department should implement the following recommendations moving forward:

1. Further explore academic connections and diverse interactions that take place within the student organization community. Provide resources and advisement that helps guide these important developmental processes.
2. More consistently advertise the positive impact membership in student organization leadership positions offers one’s academic and personal experience.
3. Continue offering Student Organization Success Workshops to promote ongoing understanding of policies.
4. Strengthen connections with and expectations for faculty/staff advisors.
5. Host social programming for organization members in the Bubble to continue to encourage use of that space and build on peer connections that are evident by this survey.
INTRODUCTION

The 2016-2017 academic year presented opportunities for Student Programs and Engagement to provide many opportunities for members of student organizations to engage in co-curricular learning to enhance their skills, connection to academics, and overall Bentley experience. Additionally, membership in student organizations affords student leaders experience with cross-cultural connections and interactions with students from different backgrounds and perspectives. In an effort to explore co-curricular learning in our student organization community and to provide more intentional programs, the department conducted a survey of members to better understand the organization member experience.

FINDINGS & ANALYSIS

Respondent Information

84 student leaders responded to a survey sent out to student organizations at the end of 2016-2017 academic year. With the exception of gender, in which female students are overrepresented in this survey, respondents were demographically representative of Bentley student organization leaders.

<table>
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<td>Senior</td>
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International vs. Domestic Students: The breakdown of the respondents included 76 domestic students, 7 international students, 1 student preferred not to answer.

Ethnicity of Participants: The majority of participants that participated in the survey identified as White (66.7%), with Hispanic or Latino (11.9%) and Asian/Pacific Islander (9.5%) in the second and third most represented identities.

Please indicate your ethnicity.

Cluster Representation: Cultural Organizations and Club Sports made up the top two clusters of respondents. Religious & Service, Arts & Media, and Academic falling closely behind.
Skill Development

A strong majority of participants reported developing an array of skills as a result of serving in an executive board position. The top 5 reported skills include:

1. Taking Initiative (84.5%)
2. Managing Others (82.1%)
3. Relationship Building (75%)
4. Patience (75%)
5. Event Planning (73.8%)

The list of skills used in this survey was taken from findings of research conducted in academic partnership with Dr. Susan Adams’ MG 241 course. The survey data confirms the top skills developed by executive board members.

These skills were shown to be present across all clusters of organizations, thus displaying the importance of involvement in student organizations, no matter the type of organization, in enhancing the student experience.
Academic Experience
When asked to describe any ways in which their position on the executive board has supported their academic experience, students cited the following most frequently:

1. The skills students learned in their position directly correlated to their major. For example, Treasurers commonly cited learning budgeting and accounting skills benefiting their work as Finance majors.
2. Students developed transferable skills which helped them attain an internship. Sometimes, students cited developing complementary skills, making them more well-rounded candidates. One student said,
3. The leadership experience that comes from serving in an executive board position promotes student abilities to manage team dynamics.

When looking at academic versus non-academic clusters, our survey shows student leaders from academic organizations more commonly cited gaining specific skills in networking, communication, working in a group setting, and management of others.

A deeper dive into our results by cluster indicates that Cultural Organizations indicate the most responses for using their skills in internships and utilizing their skills to lead a team. This was also consistent among Club Sports, Recreation, and Religious and Service organizations. Two students wrote:

“Many interviewers ask about my involvement with the club as they are interested in how I have had the opportunity to lead a team in a creative fashion outside of my numbers based major. It shows communication skills and likeability.”

“The experience I got from being a social media manager got me an internship at a real estate company as a marketing intern.”

Additionally, students reported finding value in the experiences and skills gained from their positions that they would otherwise not get in the classroom.

“My major is Actuarial Science, so being PR VP is a completely different zone for me, but it’s a great way for me to challenge myself in new ways and give me experience to add to my resume.”

“Being president has taught me how to manage a large group of people with different personalities which is something that I don’t necessarily learn in the classroom.”

One student explained how their experience in Campus Activities Board helped them feel more confident in the classroom and step outside their comfort zone:

“The events we plan encourage myself, along with the rest of the Board of Directors, to step up and become leaders. We are taught to help others, step out of our comfort zone, and be the people our committee members and eboard members look up to. This has helped me be more confident in class and participate more than I usually would have without my CAB experience.”

Bentley Experience
When examining how student leaders’ experiences have helped them grow at Bentley, the vast majority of respondents reported that they were able to meet new people – many of whom they would have not
met if they had not joined in the organization. Similarly, building meaningful relationships with peers and staff members was another consistent theme. One student shared,

“My org has helped me so much throughout my time at Bentley. They have been my family away from home. Thank you for allowing me to truly have a place at Bentley and a group of friends I will have for the rest of my life.”

When looking at responses from different clusters of organizations, student leaders from cultural orgs mentioned the following:

“Grow through networking, meeting people from all groups at Bentley and all different nationalities.”

“It has given me a very different group of friends than the people I originally met and it has brought out a new side of me that I did not know was there before.”

One notable response from a student shared how their involvement in their organization helped shape their professional confidence outside of the business majors offered at Bentley.

“I have grown greatly due to the Adamian Law Club. It has shown me the path to becoming the lawyer I always wanted to be. I always felt nervous and feared for the future when it came to going to a business school but wanting to be a lawyer. However, this club has made me confident and has encouraged me to expand my resume and abilities further with actions such as applying for the honors program.”

Finally, one student noted how they were able to balance leading their peers who were both older and younger than themselves in a professional way.

“I have been able to learn how to be in charge of people older than me and younger than me in a respectful way where we are all still friends even if someone gets in trouble.”

**Diversity & Inclusion**

On questions of diversity and inclusion within student organizations, results indicated positive experiences within our student organizations. 70% of participants agreed they had meaningful interactions with students from different cultural backgrounds.

55% of the respondents agreed that their experience with their organizations has primarily involved interactions with students from similar cultural backgrounds (“students like me”).

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79% of respondents agreed they learned to see things from different perspective as a result of their membership in their organization.

52% of respondents reported that they do not usually think about cultural differences within their organization.

Lastly, 98% of respondents reported that their organization values all members, regardless of their cultural background or social identity.
Student Program & Engagement Resources

Each semester, Student Programs & Engagement offers a variety of workshops called the Org Success Workshops to enable new and returning student leaders opportunities to engage in leadership skill development, networking, and education on student organization policies and processes. Additionally, the department highlights student organization achievements by selection one organization as the “Student Org of the Month,” which is featured in a monthly blog post. The office serve as a resource and provides support through cluster advising, large-scale event planning oversight through the Cooperative Programming Board committee, HYPE Marketing Team resources, and use of the Bentley Bubble space for organizations meetings and workshop offerings. Our survey indicates:

40% of respondents stated that participating in Org Success Workshops helped them to be successful in their position.

Participating in the Org Success Workshops has helped me be successful in my position.
46% stated that participating in the Org Success Workshop helped them understand student organization policies.

70% indicated they were aware of SP&E efforts to recognize and celebrate student organization success.

Lastly, the most utilized resource offered by SP&E was the use of the Bentley Bubble (a dedicated student organization space). SP&E cluster advisors was the second-most utilized resource.

Faculty & Staff Advisor Support
All student organizations are required to have a faculty or staff advisor, in addition to the having the support of their assigned cluster advisor in the SP&E office. Our data collection shows student feel strongly supported to their faculty or staff advisor. Our survey indicates:
73% agreed that their faculty or staff advisor provides support to their organization.

73% responded that their faculty or staff advisor are aware of organizational activities and events.

77% responded that their faculty or staff advisor is knowledgeable about student organization policies.
Lastly, 43% responded that their faculty or staff advisor were present at their events and/or meetings.

![Bar chart showing responses to faculty/staff advisor presence at events/meetings.]

### Additional Feedback

Our last question on the survey allowed student to provide feedback to the office. These responses are outlined below.

<table>
<thead>
<tr>
<th>Feedback</th>
</tr>
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<tbody>
<tr>
<td>All of the people in this organization work so hard to make it work and to make it official. I think they deserve a reward for restarting the Adamian Law Club all of those years ago.</td>
</tr>
<tr>
<td>I find that student leaders have helped me more than SP&amp;E. Faculty advisors have the role of advice in my organizations when needed about external affairs with those outside of the Bentley community, thoughts on what to add for events, help with connections, and to look over the budget request and the communication is mostly between the president and the advisor which has worked really well. I was president of this organization for three years and it has more than quadrupled in events as well as membership, we are considered a successful organization.</td>
</tr>
<tr>
<td>Megan Girmai &lt;3</td>
</tr>
<tr>
<td>My org has helped me so much throughout my time at Bentley. They have been my family away from home. Thank you for allowing me to truly have a place at Bentley and a group of friends I will have for the rest of my life.</td>
</tr>
<tr>
<td>Never heard back from our faculty advisor all semester.</td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td>None.</td>
</tr>
<tr>
<td>Our advisor is very unsupportive of our organization.</td>
</tr>
<tr>
<td>Thanks for all the help!</td>
</tr>
<tr>
<td>We feel that there should be a better form of communication between orgs and SP&amp;E so that events can get done in the most efficient and effective manner possible. It would also be nice to have some sort of master calendar to know when events from different orgs are taking place so that events do not interlap each other and we can either collaborate with other orgs or adjust our personal events if needed.</td>
</tr>
</tbody>
</table>
RECOMMENDATIONS
Given these findings, the department should implement the following recommendations moving forward:

1. Further explore academic connections and diverse interactions that take place within the student organization community. Provide resources and advisement that helps guide these important developmental processes.
2. More consistently advertise the positive impact membership in student organization leadership positions offers one’s academic and personal experience.
3. Continue offering Student Organization Success Workshops to promote ongoing understanding of policies.
4. Strengthen connections with and expectations for faculty/staff advisors.
5. Host social programming for organization members in the Bubble to continue to encourage use of that space and build on peer connections that are evident by this survey.
Conference Presentations and Professional Association Positions

Andrew Shepardson, Vice President for Student Affairs & Dean of Students

- Andrew Shepardson was appointed to the board of The James E. Scott Academy. This 21 member board is comprised of accomplished vice presidents for student affairs from the NASPA - Student Affairs Administrators in Higher Education seven regions. The Board provides advice and thought leadership on critical issues in student affairs and higher education and advises the NASPA president and staff regarding these issues.

- Andrew Shepardson, Alex Hirs, Erin Kelley, and Tony Martin presented “Telling Our Stories: Creating a Co-Curricular Development Model to Articulate the Importance of Student Affairs” at the NASPA Region I Conference in November.

Health, Counseling, and Wellness

- Peter Forkner presented a three hour pre-conference session, “Resilience and the Student Experience: Building Grit and Perseverance in our Students,” at the 2017 American College Health Association Annual Meeting in Austin, Texas.

- Jessica Greher Traue led a three hour pre-conference session, “Reorienting Student Affairs to Wellness,” at the 2017 American College Health Association Annual Meeting in Austin, Texas.

- Jessica Greher Traue, then president elect of the New England College Health Association (NECHA), served as program planner for the annual conference in Newport, RI. She is now the current President of the NECHA.

- Karen Cutting, in collaboration with a colleague from Amherst College, presented at the fall 2016 New England College Health Association Conference on building successful group therapy programs in university college counseling centers entitled "If you build it they will come: Creating a successful mental health group program.”

- Gerri Taylor was asked by the American College Health Association to be the chair for the program planning committee for the 2018 annual meeting to be held in Washington, DC. The theme for the meeting is “Uniting, Leading and Transforming”. She also continues to serve as a consultant for the college consultation program of ACHA and is a consulting editor for the national Journal of American College Health.

Multicultural Center

- Nina DeAgrela and Michael McCorvey presented at the National Conference on Race and Ethnicity on “Making Meaning out of Media’s Messages.”
Office of the Dean of Student Affairs

- Jess Kenerson, Alex Hirs, and Justin Woodard (Assistant Director in the Residential Center) partnered with Dear World to present on vulnerability and storytelling at the NASPA Region I conference in November.
- Stephanie Cohen and Jamie Bang presented “Orientation Doesn’t Just happen on Campus: Infusing Technology to Build Community” at the National Orientation Directors Association (NODA) Region IX Conference in February.
- Alex Hirs, Erin Kelley, Tony Martin, and Andrew Shepardson presented “Telling our Stories: Creating a Co-Curricular Development Model to Articulate the Importance of Student Affairs” at the NASPA National Conference in March.
- Jamie Bang, along with Liz Humphries and Stephanie Cohen, presented on the Student Employment Divisional Strategy at the national ACUHO-I conference in Providence, RI.
- A testimonial written by Alex Hirs and Erin Kelley has been published on the back cover of a Title IX Primer written by Peter Lake, Professor, Stetson Law School (2017).

Residential Center

- On November 15, 2016, Residential Center Staff, Kathryn Keyes, Justin Woodard, Sarah Thomas, and Paco Payne presented “Footing the Bill: Creating a Student Centered Damage Billing Process” at the NASPA Region 1 conference in Burlington, MA.
- On November 15, 2016, Residence Director Sarah Thomas presented “Hello From The Other Side: What Matters in the Job Search” at the NASPA Region 1 conference in Burlington, MA.
- The Residential Center and Bentley University, led by Sarah Thomas, Residence Director, and Liz Humphries, Assistant Director, hosted the NPMI (New Professionals Mentor Institute) day conference for NASPA on Friday, January 27, 2017.
- Felina Kelly, Residence Director, was a member of the 2016 BACHA RA Conference Planning Committee.
- On March 25, Residence Director, Felina Kelly, presented, “Choosing My Race? – Multiracial Identity Development and Racial Fluidity,” at the University of Rhode Island’s D.I.V.E. conference in Kingston, RI.
- Residence Director Sarah Thomas began serving on the NASPA Region I Historian committee as part of the group preparing for the 100th anniversary of the NASPA organization.
- On January 27, Bentley University hosted a day-long drive-in conference for the New Professionals Mentor Institution (NPMI), an organization formed through NASPA Region I.
- Kathryn Keyes, Associate Director in the Residential Center is assisting in planning of the NEACUHO Annual Conference in October. She will be serving as Sponsorship Coordinator for Corporate Relations.
- Liz Humphries, Assistant Director of the Residential Center, and Jamie Bang, Conduct and Community Development Specialist and Stephanie Cohen, Program Coordinator, presented at the National ACUHO-I Conference entitled “Everybody’s Working for the Weekend.”
**Spiritual Life**

- Rabbi Jeff Foust partnered with Natalie Berland, Assistant Director of Sustainability, to present “Obtaining Stakeholder Buy-In on Sustainability Initiatives” at the Greater Boston Jewish Food Conference.
- Rev. Dr. Robin Olson brought the annual conference of the National Campus Ministers Association (NCMA) to Bentley.

**Student Programs & Engagement**

- Michelle Dabenigno served on the ACUI Regional Conference Committee.
Divisional Leadership Team

J. Andrew Shepardson, PhD, Vice President for Student Affairs and Dean of Students
Achiever • Individualization • Learner • Deliberative • Strategic

Doreen Floyd, Associate Dean
Adaptability • Empathy • Includer • Positivity • Arranger

John Piga, Associate Dean
Strategic • Learner • Individualization • Arranger • Futuristic

Gerri Taylor, Associate Dean
Achiever • Learner • Individualization • Self-Assurance • Responsibility

Nicole Chabot-Wieferich, Director of Student Programs and Engagement
Empathy • Developer • Communication • Intellection • Positivity

Bob DeFelice, Athletics Director
Responsibility • Strategic • Deliberative • Adaptability • Relator

Peter Forkner, Director of Counseling
Harmony • Includer • Consistency • Empathy • Analytical

Erin Kelley, Director of the Office of the Dean of Student Affairs
Individualization • Learner • Achiever • Input • Context

Jessica Kenerson, Director of the Office of the Dean of Student Affairs
Maximizer • Achiever • Discipline • Futuristic • Strategic

Ernie Leffler, Chief of University Police
Includer • Belief • Context • Responsibility • Communication

Christine Lookner, Director of the Center for International Students and Scholars
Individualization • Responsibility • Harmony • Maximizer • Woo

Michael McCorvey, Director of the Multicultural Center
Strategic • Restorative • Learner • Ideation • Intellection

Robin Olson, PhD, Director of Spiritual Life
Empathy • Positivity • Developer • Input • Strategic

Jessica Traue, Director of Wellness
Activator • Maximizer • Adaptability • Communication • Empathy