

A Plan for a Better Bentley

I. Introduction and Context: Mission Misalignment

The Sexism at Bentley project began in late October of 2020. Originally founded and maintained by a current senior, today, the project is run by a small group of both undergraduate and graduate students who have witnessed and experienced sexual violence at Bentley, share a passion for justice, a determination to see Bentley University made safer for future students, and a commitment to uplifting the voices of the marginalized.

The account administrators met with professors, staff, and alumni frequently during the past five months. In hearing their experiences, the experiences shared on the Instagram account, and sharing our own, we recognized that there was a problem, and decided it was high time someone addressed it. The requests below are intended to be the first step in addressing a complex and pervasive issue on Bentley's campus.

Bentley delineates its core values on its website, which include the following: caring, collaboration, diversity, honesty, impact, learning, and respect. If Bentley claims to have "caring" as a core value in which the institution practices "understanding, compassion, and kindness" while considering the "impact [their] actions have on other people," then why has the institution not considered the detrimental impact Bentley's *lack* of understanding, compassion, and kindness has had on survivors? With a tedious Title IX process that forces a survivor to recount trauma and lacks the proper resources to help survivors, how does Bentley show that it cares? That it is understanding, compassionate, kind?

If Bentley touts "diversity" and claims to "embrace and seek to understand those with different beliefs, backgrounds, and life experiences," how is it that they've allowed those who do not fit into the majority of students on campus to continue to be marginalized? Although this kind of marginalization impacts a number of minority groups (for examples of this, see @BlackatBentley), this document limits its observations and suggestions for improvement to those marginalized by sexism. A quick look at students' experiences detailed on @Sexism.at.Bentley (see Appendix A) dramatically demonstrates just a small selection of the types of ways in which this happens around sexism.

Be honest, Bentley. Aren't these core values, too? Act with honesty and integrity. Learn about your impact. Recognize your potential to make a difference. Use your power to do good. We ask that the administration have accountability and commit to being ethical and transparent as written in Bentley's mission statement. This is also an opportunity for Bentley to honor its "collaboration" value by working with us.

In addition to Bentley's mission and values, the core curriculum encourages us to be innovative, to be industry leaders, to determine a competitive advantage that elevates us from all the others. In classes like GB410, we learn how important a company's mission and values are to

ensure efficient operations. We are putting our knowledge to use and pinpointing the mission misalignment that is preventing Bentley from being the best institution it could be. This is an opportunity for Bentley to be an industry leader, to be innovative, and to set a standard that other universities can look toward. Isn't this what Bentley meant by committing to "doing business and doing good"? Isn't this a way that Bentley can "be a force"? We call upon Bentley University to heed its own words, realign its mission and values, and actively work to create a Better Bentley.

II. Themes

As we explored the deficiencies in Bentley's current policies and procedures, we noticed several themes. Those themes are as follows:

1. A lack of:
 - a. Transparency
 - b. Clarity
 - c. Resources
 - d. Data
 - e. Accountability
2. An outdated and dangerous campus climate and culture
3. An apparent preference to the status-quo over progress

In our roadmap toward making Bentley a safer and better university for its students, we use these themes as a foundation for our guidelines, which are separated by area of focus.

We modeled this roadmap after the document that @BlackAtBentley published. With the success that @BlackAtBentley had in capturing Bentley's attention, and after seeing the administration's willingness to work with @BlackAtBentley to make changes, we felt that @BlackAtBentley's document was a great foundation to base our document on. Therefore, we modeled this document after @BlackAtBentley's work in hopes that we would have the same success. They have our gratitude: for their commitment to justice, for the inspiration they've given us, and for the example they set.

III. Instructions:

- In the **"Response"** column, please write in a **"YES," "NO,"** or **"MAYBE"** to reflect the University's stance on each request.
- In the **"Explanation"** column, provide a detailed description that expounds upon why the University responded the way that it did. Also in the **"Explanation"** column, provide insight into whether the proposed timeline is feasible. If the proposed timeline is not feasible, please explain why that timeline is not possible and what the new timeline might be.
- Timeline Guide:
 - **Immediate:** before the end of the current school year (May 2021)
 - **Short term:** by the beginning of next school year (September 2021)
 - **Long term:** One academic year (by May 2022)

Administration: Overall

We believe that change starts with the tone at the top. For far too long, the tone at the top is one that perpetuates survivors' silence and allows the culture of sexism and misogyny to remain on campus. By implementing these actions, it is our hope that Bentley's campus climate and culture will become one that promotes safety and equality. Your students deserve an administration that not only talks the talk when it comes to addressing this inequity and violence at Bentley, but also walks the walk to take every possible measure to prevent students from becoming another college campus statistic.

Response	Requests	Explanation
	Issue: an acknowledgement that sexual discrimination and assault have occurred and continue to occur on Bentley University's campus; an apology to all those impacted by experiences of sexual discrimination and assault on campus; a vow that immediate changes will be made. <i>Proposed Timeline: Immediate</i>	
	Provide clarity on Bentley's tolerance of sexual violence by writing and releasing a comprehensive statement on what "no tolerance" means, the investigative options and associated timeline, the potential repercussions. This information must be readily accessible on the Bentley University website and publicly visible in all campus buildings. <i>Proposed Timeline: Immediate</i>	

	Create, with input from students as well as interested and supportive faculty and staff, a 1-page, trauma-informed document to be distributed to all incoming freshmen (as well as to survivors during University response) that details survivors' immediate options. Additionally, add a PDF file of information to the Guardian app to make it accessible on student phones. <i>Proposed Timeline: Immediate</i>	
	Create, with input from students as well as interested and supportive faculty and staff, a 1-page, trauma-informed document to be distributed to all incoming freshmen regarding appropriate support from bystanders (as well as to bystanders during University response) that details the support that is available to them. Additionally, add a PDF file of information to the Guardian app to make it accessible on student phones. <i>Proposed Timeline: Immediate</i>	
	Create a comprehensive working group with survivors, students, faculty, staff, and alumni to address gender-based violence on campus, modeled after the Racial Justice Task Force. The minutes and agendas from these meetings should be made public.	

	<i>Proposed Timeline: Immediate</i>	
	Institute a mandatory, comprehensive, and annual review of Bentley’s harassment and retaliation policy with community feedback through a variety of channels, including an anonymous channel and the comprehensive working group. <i>Proposed Timeline: Short-Term</i>	
	Create an anonymous Title IX reporting dashboard. <i>Proposed Timeline: Short-Term</i>	
	Hire additional staff to reinstate the capacity of the Wellness and Prevention Office, which has been historically and consistently understaffed. <i>Proposed Timeline: Short-Term</i>	
	Hire and train dedicated on-call, in-person, professional and trained Student Advocates available 24/7 to respond to calls for help alongside University Police to support survivors. These Student Advocates are present on calls to focus on students’ well-being and to ensure that they feel supported and have information they need to make decisions. These Student Advocates are available as	

	well to support students' who decide to take action within Bentley's Judicial system. (See Appendix B for examples of such Student Advocate groups at other universities.) <i>Proposed Timeline: Long-Term</i>	
	Create a Survivor Resource Office on campus, a 24/7, one-stop resource center for survivors, that includes a staff of Advocates and professional staff who give survivors that ability to access accommodations and support without filing a formal report. This center should provide both in-person and phone/chat access options for survivors.] <i>Proposed Timeline: Long-Term</i>	

Administration: Title IX

The current Title IX policies that Bentley has in place are compliant with the minimum requirements but not with policy best practices. (See, for example, Appendix B for links to other universities' approaches.) As we learned in GB110, legal compliance is the moral minimum. Bentley has a moral obligation to protect its students; however, the current Title IX policies and office fail to do so. There is a lack of clarity, transparency, resources, and support that makes an already traumatized student face more undue hardship. Further, even if there are certain resources in place, those resources are not adequately communicated to students. Bentley has an opportunity to ease the burden of a complex and antiquated Title IX process that often leaves survivors with no justice.

Response	Requests	Explanation
	Institute a full, proper, and stand alone Title IX office with a designated Title IX team that does not have any other jobs or responsibilities (including student conduct). Make it a policy that this office informs survivors of other available resources, both on and off campus, as well as the existence of other possible legal rights which they may wish to explore through these other resources. <i>Proposed Timeline: Short-Term</i>	
	Update the website to create a more user-friendly, trauma-informed, and clear way to understand judicial and Title IX options at Bentley, campus resources available for survivors (with both mandatory and not mandatory reporters clearly delineated), as well as legal options potentially available to survivors beyond those on campus. <i>Proposed Timeline: Short-Term</i>	

	Revise Bentley University's Title IX policies to go above the bare legal minimum, and instead reflect Policy Best Practices (based on Know Your IX; refer to Appendix B), included below, to do more to prevent sexual and domestic violence, support survivors, and keep students safe: ● Institute anonymous campus climate surveys annually across students, faculty, and staff, to more accurately reflect the prevalence of sexual violence and discrimination at Bentley University ○ <i>Proposed Timeline: Short-Term</i> ● Publish aggregate statistics each semester that are publicly accessible and shared through the Bentley website and email communications to students, faculty, and staff that disclose how many cases are reported; how many survivors were denied accommodations that they requested; how long, on average, cases remained open; how many students were found responsible; and how students found responsible were sanctioned. ○ <i>Proposed Timeline: Short-Term</i> ● Provide free transportation (separate from University Police) to vital services. ○ <i>Proposed Timeline: Immediate</i>	
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	● Include that a respondent's past findings of responsibility (whether in civil, criminal, or university disciplinary records) should be included as evidence at sanctioning. ○ <i>Proposed Timeline: Immediate</i> ● Ensure that members of the hearing panel are explicitly trained not to ask victim-blaming questions, including questions regarding the survivor's irrelevant sexual history. ○ <i>Proposed Timeline: Immediate</i> ● Install a closed-circuit camera system to allow survivors to participate in the hearing without fear of being in the same room as their perpetrator. ○ <i>Proposed Timeline: Short-Term</i> ● Allow survivors the opportunity (though not the obligation) to state the sanction they would most prefer during the point of the proceeding when the decision-maker is considering appropriate sanctions. ○ <i>Proposed Timeline: Immediate</i>	
	Create an evaluation form to be distributed to both the survivors and the respondent after the reporting and any proceedings. The results from these evaluation forms should be reviewed in the comprehensive working group listed directly above.	

	<i>Proposed Timeline: Immediate</i>	
	Restructure the Title IX office to better advocate for survivors and provide significantly shortened and as minimally re-traumatizing proceedings as possible. <i>Proposed Timeline: Short-Term</i>	
	Build advocacy for struggling students through the Title IX office in coordination with Academic Services and the Office of Financial Assistance to ensure that relevant staff and faculty are trauma informed. ● Academic Services will send notice to instructors to inform them of a student health crisis, while maintaining the students' privacy as to the details of this health crisis. This notice will contain specific instructions to have leniency and to follow-up with the student. ● Academic Services will send notice to the Office of Financial Assistance (specifically the student's Financial Aid Advisor) to give leniency on academic expectations for scholarships and financial aid. <i>Proposed Timeline: Short-Term</i>	

Staff and Faculty

The staff and faculty of Bentley often become trusted confidants during students' times of need. For many, they react compassionately and provide empathetic support, though this is not the case for all. Additionally, a culture of silence and fear of speaking up out of fear of retaliation has become commonplace across staff, faculty, and students. All staff and faculty need trauma-informed training so that disclosures can be appropriately handled and so that students can receive the ongoing support they deserve. The staff and faculty are some of the biggest advocates for students: let's give them the tools to be successful while creating a Bentley community free of this fear.

Response	Requests	Explanation
	Perform an annual review of staff and faculty training using the comprehensive working group (as mentioned above) and implement annual training for all faculty. Until all faculty have been trained, create and provide an office door sticker for faculty who have completed this training--similar to the triangle ally stickers displayed on office doors of faculty who have completed the LGBTQ+ Ally Training. Also parallel to LGBTQ+ Ally-trained faculty, until all faculty have been trained, provide a readily accessible list of those faculty who have completed this training. <i>Proposed Timeline: Immediate</i>	
	Create additional mandatory, ongoing training on trauma-informed practices and sensitivity for all campus staff, specifically University Police, faculty	

	(including tenured faculty), and residential life, on how to compassionately and effectively handle disclosures when they happen. <i>Proposed Timeline: Short-Term</i>	
	Create an anonymous reporting system for faculty, staff, and students to report discrimination, giving them an outlet to avoid retaliation. <i>Proposed Timeline: Short-Term</i>	

Student Onboarding

Education is a key preventative measure to mitigating sexual violence and sexual harassment. By mandating in-depth training sessions and by communicating issues surrounding sexual assault at Bentley, consent, and available resources in student onboarding programs, new students that will call Bentley their home will carry this newfound knowledge designed to make them aware and be safer. Studies show that the greatest number of college rapes occur during the first two years of college. This awareness and revised training will hopefully be a major preventative effort for this group of students specifically.

Response	Requests	Explanation
	Change the discussion of sexual assault and consent during orientations to eliminate the comedic portrayal, which is a highly inappropriate way to address this serious yet uncomfortable topic. <i>Proposed Timeline: Short-Term</i>	
	Ensure that orientations discussions provide information about what constitutes sexual harassment and discrimination, the frequency of sexual violence at Bentley, the policies and consequences for this behavior, and the resources available. <i>Proposed Timeline: Short-Term</i>	
	Provide the document described above in the “Administration” section, in both hard copy and electronic format through the Guardian app,	

	including a discussion of how to utilize the app and where resources can be found. <i>Proposed Timeline: Short-Term</i>	
	Make bystander training a mandatory part of orientation to appropriately train all students on how to most effectively intervene or speak out when they witness violence, as well as assurance that there will be no retaliation and as much confidentiality as legally possible for their support. <i>Proposed Timeline: Short-Term</i>	
	Create new online training on sexual misconduct for new and transfer students that clarifies Bentley's "no tolerance" stance on sexual violence. <i>Proposed Timeline: Short-Term</i>	
	Publicly disclose Bentley's "no tolerance" stance and commitment to survivors through expanded campus resources on campus tours to further support Bentley's commitment to all its students. <i>Proposed Timeline: Short-Term</i>	

SP&E, Greek Life, and Athletics

Campus activities, clubs, and athletics are at the heart of college life. As campus leaders, students in these activities have profound opportunities to make the campus more inclusive and more safe. These guidelines were created to not only stop inappropriate actions within these student organizations, but also to inspire and train the next generation of business leaders. This next generation of leaders will be able to stand up to violence and discrimination during their time here, and will take this education and these skills into their communities and careers.

Response	Requests	Explanation
	Create new leadership programs and partnerships with student organizations that provide opportunities for women to build confidence, assertiveness, leadership skills, and knowledge about their rights and the rights of their peers. <i>Proposed Timeline: Short-Term</i>	
	Create mandatory and frequent trainings and discussions for all campus student organizations, specifically including Greek life and Athletics, in partnership with experts in this field including the Boston Area Rape Crisis Center (BARCC) to improve widespread community response and knowledge about this topic. <i>Proposed Timeline: Short-Term</i>	
	Acknowledge and address aspects of Greek Life's culture that perpetuate the acceptance of sexual violence and	

	harassment on campus by utilizing the comprehensive working group. <i>Proposed Timeline: Short-Term</i>	
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University Police

University Police (“UP”) has the greatest amount of student interaction during times of urgent need. We are requesting transparency from the force to ensure that the needs of students are being consistently and appropriately met, and that key information about crime and response on campus is made publically available.

Response	Requests	Explanation
	In the interim, require that police responding to a situation of sexual violence provide information about both on-campus and off-campus resources and the survivor’s legal options. <i>Proposed Timeline: Immediate</i> In the long-run, require that both police and a survivor’s advocate respond to a situation of sexual violence. The survivor’s advocate will be the one who is responsible for informing the survivor about on-campus and off-campus resources as well as the survivor's legal options. <i>Proposed Timeline: Long-Term</i>	
	Purchasing and implementing high-quality body cameras for Bentley Police Officers to ensure officer and student safety on all calls and regularly reviewing captured footage to identify and address any potential issues, while increasing transparency. <i>Proposed Timeline: Short-Term</i>	

	Create new transparency by enhancing Bentley University's Police webpage by publicizing UP's policies and procedures, especially regarding campus violence. <i>Proposed Timeline: Short-Term</i>	
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Residential Life

Home should be a safe place. Bentley is home to the students who choose to live on-campus. How can students feel safe at home when Bentley lacks the appropriate resources to ensure students' safety?

In addition to Bentley's moral obligation to provide student safety, Bentley has an economic interest in ensuring students safety. Bentley is undeniably financially dependent on student room and board. If Bentley cannot provide a safe environment for students to live--especially its small fraction of female students--then this creates not only a financial issue but also a demographic issue. Thus, it is prudent for Bentley to enhance its residential life policies and procedures to better support its students and Residential Life employees--if not from an ethical standpoint, then from a financial one. If Bentley were to implement these requests, we believe that it will create a safer environment for female students. Consequently, there is the potential for increased female enrollment and retention.

Response	Requests	Explanation
	Create a permanent 1-page, trauma-informed document affixed to the doors within the student rooms in all residential buildings outlining immediate resources for survivors. <i>Proposed Timeline: Short-Term</i>	
	Create a fully executed Blue Light System, where another blue light is always visible when standing next to the initial blue light. <i>Proposed Timeline: Long-Term</i>	
	Provide more extensive training for RAs on how to direct survivors to resources and to disclose any mandatory reporter status they may have prior to a conversation	

	involving information they would have to report. <i>Proposed Timeline: Short-Term</i>	
	Limit RA ID Swipe access to rooms to only during on-duty shifts. <i>Proposed Timeline: Immediate</i>	
	Provide additional mental health support to RAs when assisting their residents in the reporting process and provide subsequent follow-up information about the incident while protecting student privacy concerns. <i>Proposed Timeline: Short-Term</i>	

The Health Center

Bentley University has already created healthcare availability during the week. However, the limited range of services and hours are constantly leaving students vulnerable when their health is in danger. Sexual assault most commonly occurs at night and the limited hours of the Health Center are limiting survivors' access to treatment and their ability to regain control in the aftermath of their trauma. The solution is not using an external hospital network, but instead giving students the opportunity to receive care close to home, in a setting and a process that minimizes the stress and trauma that navigating a new environment can be following sexual assault: the Health Center.

The Health Center is a part of the students' home environment. Though the University Police provides auxiliary support, the kind of support that the Health Center provides has a different tone. When a student is physically harmed, the immediate reaction is to seek medical support, especially with sexual trauma. That place is the Health Center where students have access to nurse practitioners. The University Police's presence can be associated with having to come forward, which can be a deterrent to seek care.

Response	Guidelines	Explanation
	Expand the operating hours of the Bentley Health Center to be available 24/7 and staffed with overnight clinicians. <i>Proposed Timeline: Short-Term</i>	
	Redefine the Health Center to create space for a Bentley University Rape Crisis Center, a subset of the Health Center. <i>Proposed Timeline: Short-Term</i>	
	Expand the Health Center services, under the Bentley University Rape Crisis Center, to provide rape kits (performed by external SAFE or SANE nurses), drug	

	testing, and complete sexually transmitted disease panels. <i>Proposed Timeline: Short-Term</i>	
	Guarantee and publicize access to emergency contraception and post-exposure prophylaxis (PEP) free of charge to all survivors. <i>Proposed Timeline: Short-Term</i>	
	Offer an externally contracted ambulance service staffed with female paramedics to transport students to the Newton-Wellesley Hospital Emergency Department, should they prefer treatment at their facility. <i>Proposed Timeline: Short-Term</i>	

The Counseling Center

In the light of COVID-19, mental health needs are on the rise, even outside of the ongoing college sexual assault crisis. As a University, Bentley needs to respond to this growing need and the expanded stressors by implementing new and expanded hours and support, especially those specific to trauma survivors.

Response	Guidelines	Explanation
	Expand the Counseling Center resources to have more appointment availability by hiring more counselors, specifically those trained in sexual violence/trauma and PTSD. <i>Proposed Timeline: Short-Term</i>	
	Expand Counseling Center hours to operate on weekends and to create opportunities for drop-in/emergency access. <i>Proposed Timeline: Short-Term</i>	
	Expand the after-hours Counseling phone line to be available 24/7 to allow students to receive immediate support and not have to navigate the slow appointment scheduling availability from the Bentley Counseling Center. <i>Proposed Timeline: Immediate</i>	

IV. Conclusion

A Bentley education is all about “doing business and doing good.” What good does Bentley do by tolerating the culture of sexism and misogyny on its campus? For an institution that frequently speaks about its belief in making a positive impact, Bentley fails to deliver. For years, students have suffered in silence. We are tired of things being swept under the rug, of keeping things quiet, of turning a blind eye. Taken directly from the Bentley University’s “About” page, Bentley encourages its students “to be a force” and “to make a difference, big or small.” By creating and sending this document, we are attempting to do just that.

V. Appendices

Appendix A: Selected examples of sexism, sex discrimination, sexual harassment and sexual assaults on the Bentley campus.

The following stories are a selected few in a sea of many. These stories highlight a range from casual sexism to gut-wrenching instances of sexual violence. Each story takes place in different contexts, which underscore how pervasive the issue is across Bentley's campus. The stories are the inspiration and the justification for our requests: they highlight the dire need for change and the need for resources to serve our students.

A1: From Anonymous, Class of 2021

"On the Saturday before I came home freshman year, we had our big accounting exam in the morning and then it's the Bentley tradition that all the freshmen go out that night as "GB 212 night" to celebrate. I went too hard and I remember falling over a little bit against a wall in the basement because I was so drunk, and he was the one to help me. My friends were dancing on their own and I realized I needed to go home. The boy told my friends he would take me back. Things from here get fuzzy to me. I know that I asked multiple times for him to just swipe me into my building and asked for him to just get me back. The next thing I remember is walking into his room being supported by him and guided to his couch. I was really out of it at this point, so I couldn't even stop him as he undressed me and put me into his t-shirt and shorts. I don't really know what happened from here.

The next morning, I asked multiple times for him to describe what happened the night before, but he just laughed at me. He forcefully kissed me at the door, making me realize that something definitely happened the night before. I went back to his room that afternoon because I needed answers. I was sitting on his couch just begging him to tell me what had happened because I honestly just needed to know. He told me that he had sex with me twice, once while I was conscious and once when I had passed out. I just sat there in silence. I left his room and went back to my own.

I read through how Bentley handles sexual assault cases and I realized it would be a "he said, she said" situation and I wouldn't be believed or heard. I couldn't bring myself to relive the trauma for months in front of a board who would just question me and potentially believe my rapist."

A2: From Jake, Class of 2021

"I had one professor who used to make really inappropriate comments - specifically to the girls in the class. He'd always comment on their appearances - saying things like "Well, you look like shit today" or "great hair day." I had a female friend in the class who he was really focused on. He would always cold call her, use her as an example in any hypothetical situation,

and even ask her what she thought of other students. They seemed to be joking a lot of the time but there were some times that were just too inappropriate, even among friends.

We were talking about Harvey Weinstein once and the professor acted out a scenario in which he sexually harassed her. It sounds crazy but that's actually how he introduced it. He kept getting closer and closer, leaning over the desk, asking how inappropriate is this? He moved behind her and said, "what would you do if I put my hands on your shoulders?" And she responded "I'd tell you to fuck off then report you." He laughed and brushed it off.

Another time, he was talking about proper presentation clothing. He told us that a former student had once worn a sheer blouse that her bra showed through. He laughed and said, "Unfortunately, it was a woman I didn't care to see in her bra." He turned to my friend and said, "But you, feel free."

The last thing that I remember being really uncomfortable was during partner work. We were paired together and I asked for her phone number - to finish our project later. The professor must have been listening because he goes "Oh son, get in line." I tried to brush it off but he kept going. He came and sat on the desk in front of her and goes "Seriously, you'd sleep with this guy?" I could tell she was pissed this time because she said, "Him sooner than you." The professor laughed, made some comment about her being one of a kind and moved on.

I didn't report it but I've heard other students have reported this guy. I texted this to my friend to make sure it was okay for me to share and she said yes."

A3: From Anonymous, Class of 2021

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A4: From Anonymous, Class of 2015

"One day during the required law and ethics class we all had to take, my professor was out and we had a substitute (the head of the law department). The sub made a comment that has stuck with me ever since—"I don't know why there are so many girls in this class. We know they are only here to get married and look pretty.""

A5: From Anonymous

"I was told by my IT 101 professor that he did not expect such strong work from a girl."

A6: From Anonymous, Class of 2022

"A boy in one of my classes compared women in business to chihuahuas barking at big dogs. There are only five females in this class, and we were all extremely offended."

A7: From Anonymous, Class of 2019

“I was a senior at a marketing and management job fair. I walked toward the Liberty Mutual table because they had a coop program I was interested in. The recruiter immediately stopped me. “Sorry pretty lady, I’m only here for the accounting boys that come by accident,” then proceeded to tell me to “turn my pretty booty the other way and keep looking elsewhere.”

A8: From Anonymous, Class of 2022

“The worst part about being assaulted is that while I think about it almost every day, I know the thought doesn’t cross his mind. He hurt me, left bruises on my neck, violated me, made me feel devalued, and I was just one night to him. To him I was just an object to be conquered, but I am more than that. I deserve more than that.”

A9: From Anonymous, Class of 2020

“During my sophomore year, I attended a dorm party. There was one outgoing male who approached me and asked if I wanted to take a shot with him. I agreed, and he took me to one of the bedrooms to do so. Thankfully, there were plenty of other people in the bedroom. After that, I tried mingling with other people but he kept begging for my attention. He offered me another shot and I agreed, knowing that I was still well aware of my surroundings. I pulled away again because I thought it was weird he kept giving me alcohol, but any time I looked over, he was staring at me.

As the party started to end, he approached me yet again even though I had given him enough cues that I was not interested. He pulled me onto the couch and started kissing me. I was very uncomfortable and tried to pull away, but then he began trying to take off my clothes. He kept asking to have sex with me even though I didn’t express consent to him kissing me. At that point, I pushed him off of me, told him I wasn’t feeling well, and grabbed my coat. He offered to walk me home, but I knew I couldn’t trust being alone with him any more than I already had.

I did not report it because I didn’t think it was a big deal at the time. Looking back, I wish I did so that the University could be aware of such behavior. At the same time, I knew that the University would not give this case the proper attention it deserved.”

A10: From Anonymous, Class of 2004

“A boy I had hooked up with in the past came home from a party with me. I was clearly drunk but we started to hook up. I remember closing my eyes and the next thing I knew my roommate was waking me up. I found a condom wrapper on my desk and it appears even though I passed out while we were hooking up, he proceed to have sex with me, and then leave me naked on my bed where my roommate found me later. I confirmed that we had sex through mutual friends that he had told about the night.

I didn't report it right away, but when I did, I was repeatedly asked "are you sure you want to make a big deal about this? you'll graduate soon and it'll all be in the past" reading all these stories 15+ years later, my only take-away is Bentley needs to do better. I know I was one of the lucky ones and don't remember much and was able to successfully move on. Not everyone is so fortunate.

What is there to say about how the administration (campus police) handled it? He was popular and well connected on campus and I was not on that level. I was made to feel like reporting it was wrong in that it could cause him problems later in life. I was asked multiple times what level of report I wanted to file - anything from "record without names" to "criminal charges." This was long before the days of "consent" so I get what I was going up against. Bentley needs to do better in signaling our actions as students can have repercussions, regardless of social standing."

A11: From Anonymous - Addressing Bentley's Reporting Process

"I went to a small dorm party in a friend's room. I knew most of the people and was comfortable with all of them before that night. The guy that assaulted me had been interested in me before and was angry that I had started dating someone else. He had cornered me at a party the semester before and was always just very intimidating. At the time, I thought we were fine and friends again so I trusted him.

He kissed me in his bedroom and I told him I didn't want anything like that. He asked me just to sit and talk so I did. He then got upset that I wouldn't lay down. Because he is a very strong person and had told me about his past with anger issues, I was scared I just laid down trying only to keep him calm. He undressed himself down to his boxers and kept making comments about just wanting to be with me. I was terrified.

He straddled me and wouldn't let me leave, grinding his hard on on my tightly crossed legs. When I finally got out from under him, i tried to leave and he grabbed my wrist and screamed at me for being "fucking crazy." I got out of his room and left the party immediately with friends.

I didn't report right away because I didn't want to ruin friendships since we had so many mutual friends. After that night, I ran into him at a party and I tried to leave the dorm as soon as he walked in. When I walked past him, he grabbed my arm and tried to talk to me. I pulled away and left, still terrified.

He would look into my classroom and stand outside of it after his class just watching me. I finally decided to report and it was the worst experience I have ever had at Bentley. It was worse to have to relive it and deal with all of the people than it was to keep it inside. Bentley did nothing. The board was kind but the title IX coordinator was not supportive and the process was

drawn out for more than 150 days. They let him walk free despite saying he didn't have clear consent and engaged in alarming behavior.

I would advise against going to Title IX. It was literally the worst experience I have had at Bentley. Lauren Bly is literally the only saving grace in that department and thankfully professors were so kind but administration and Title IX coordinators were horrible. The lawyer was unnecessarily aggressive and inaccurate in the first two drafts of her report. It was a horrible experience.

I considered transferring because of everything that happened. I still hate Bentley for how they handled my report and from everything I've heard about how they continuously handle title ix reports. I would never tell someone who confided in me about a violation to go to Title IX. Bentley would rather keep the peace on campus than actually hold the perpetrators responsible.

I prefer not to answer when this happened and what year I am, as I still attend the school and so does he."

A12: From Grace Shin, Class of 2020 & McCallum Graduate School Class of 2021

"The morning after I was assaulted, I sat in the common room of my suite contemplating a next course of action. I was relatively familiar with how to deal with the aftermath, but I was not equipped to put my knowledge into action. I knew enough from reading news articles, from watching crime shows, to know that I needed evidence. So, I put the clothes that I was wearing from that night in a plastic bag, tied my hair into a bun, and fought the urge to shower, or even go to the bathroom. All of me, my body, was now evidence.

As I scrambled to determine a next course of action, I remembered a lone flyer that I kept in my desk. This flyer detailed three resources: the counseling center, the health center, and the spiritual life center. In the health center portion, the flyer states that "the health center provides immediate confidential, non-judgmental medical care and support during office hours." So, I called Bentley's health center asking if I could get drug tested because I was certain that I had been drugged after explicitly saying that I had been assaulted. They told me that they did not conduct drug testing (I asked specifically for rohypnol) and instead they referred me to a rape crisis hotline.

This was a pathetic response from the health center. I was still processing what had just happened to me. This was a trauma that was only mere hours old. I still could not bring myself to even say that I was a victim of sexual assault. The health center should have been to ensure that I had access to proper resources, but their first response was to direct me to a hotline instead. In this way, Bentley failed me.

When I called the hotline, I asked the woman I was speaking to about whether I should go to the emergency room to get a rape kit. She told me that it was likely that I would have to file

a formal report if I did that. I asked her if I could remain anonymous and receive my results, but she told me that I needed to put my name on the kit if I wanted to know for certain that I had been raped. Let me repeat that: I could not know if I had been raped for certain if I did not come forward with my name. I then asked what would happen if I remained anonymous. What would become of that evidence? She told me it would likely remain untouched.

Looking for on-campus resources, I had gone to the Director of Student Conduct (Erin Kelley) who is responsible for Title IX cases. The Director connected me to a liaison with the campus police (Detective Roche). The liaison explained that in her experience, the likelihood that I could get charges brought up against him was slim to none. A kidnapping charge was, in her opinion, the closest thing that I could get to justice. Can you believe that? *Kidnapping*. For a case involving sexual assault. Way to make me feel supported and validated.

Enough is enough. Bentley University needs to do better.”

Appendix B: Selected examples of approaches by other universities, which combined begin to illustrate some best practices.

Potential Examples:

- Model for Student Advocacy
 - <https://www.berklee.edu/health/survivor-advocacy-services>
- Model for Best Practices Title IX policies
 - <https://www.knowyourix.org/>
- Model for Website Accessibility + Functionality
 - <https://www.brandeis.edu/parc/index.html>
 - <https://wheatoncollege.edu/campus-life/campus-safety/sexual-assault-information>