



**PRME** Principles for Responsible Management Education



**BENTLEY**  
UNIVERSITY

**PRME SHARING INFORMATION ON  
PROGRESS  
&  
UN GLOBAL COMPACT  
COMMUNICATION ON ENGAGEMENT**

***AY2016-  
2018***



## Bentley University's Commitment to UNGC PRME

**B**entley University, as a member of the United Nations Global Compact (UNGC) Academic Network, has an ongoing commitment to the Global Compact's Principles for Responsible Business and Principles for Responsible Management Education (PRME). As Bentley's 8<sup>th</sup> President, I am pleased to reaffirm our pledge for continuous improvement in our actions and activities toward these ideals. Our mission reflects a long-standing tradition embedded in ethics, social responsibility, civic engagement, governance, and sustainability that grew out of the intersection of business and the arts and sciences. Our tradition in ethics began over 40 years ago in the Philosophy Department, which is now an internationally recognized business ethics center, and our Service Learning program, with its beginning in the English and Sociology Departments, is university-wide and nationally-ranked. Guided by Bentley's commitment to ethical leadership, the Service-Learning and Civic Engagement program engages all students in social change, social justice, and social entrepreneurship. Bentley also has one of the only corporate governance institutes focusing on student research and bridging the academic and practitioner worlds. Our focus on diversity, inclusion, and the advancement of women starts from the very first day of a student's education and Bentley is one of a handful of universities to achieve a *STARS* Gold, the highest rating from the Association for the Advancement of Sustainability in Higher Education. As a signatory of the UN PRME initiative, Bentley is committed to innovative pedagogy and research focused on responsible management practice, embedding this focus throughout the curriculum and our research agenda, and instilling these ideals throughout our campus community. In the spirit of the UNGC, we have also institutionalized these principles in our campus operations. Our [Alliance for Ethics and Social Responsibility](#) facilitates the collaboration of these institution-wide initiatives, working to inform what we research and teach, how we engage with our stakeholders, and how we operate as a university community.

This document is our ninth report, summarizing our activities and initiatives during the 2016-2018 academic years. It is a continuing reflection of our ongoing commitment to provide updates on our efforts to fulfill the principles underlying PRME and the UNGC. Building on our previous Communication on Progress/Engagement (COP/COE) and Sharing Information on Progress (SIP) reports, once again this year's summary includes comparative assessments with earlier efforts, with our ongoing emphasis on learning and continuous improvement in our endeavors, and our plans going forward. The report also aligns our programs and activities with the UNGC's Sustainable Development Goals (SDGs) as a way to highlight our commitment to these goals and to raise their visibility across our campus community and with our stakeholders.

Dr. Alison Davis-Blake  
President, Bentley University

## BENTLEY'S MISSION

*To educate creative, ethical, and socially responsible organizational leaders by creating and disseminating impactful knowledge within and across business and the arts and sciences.*

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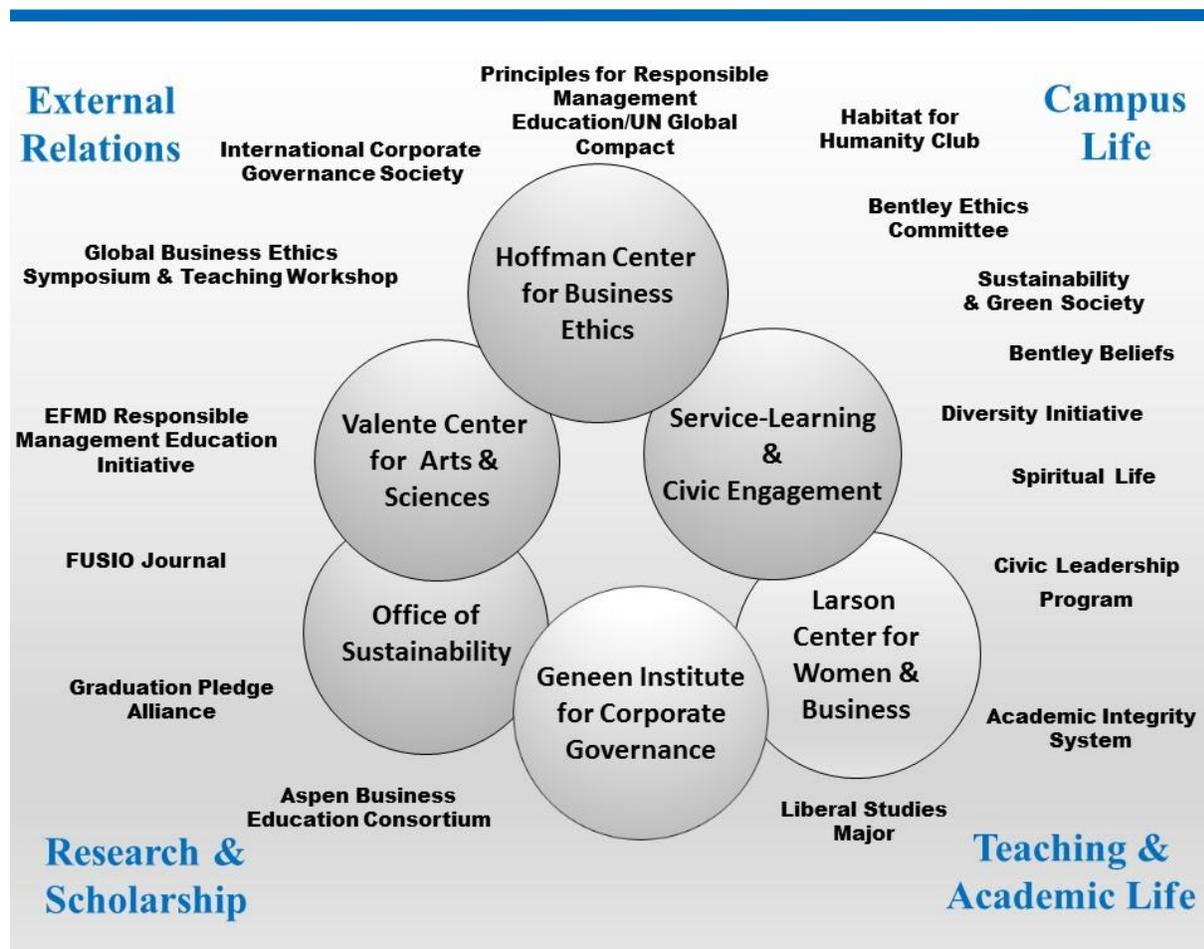
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**Note:** The AY2016-18 report integrates Bentley’s Sharing Information on Progress for PRME and Communication on Engagement as part of its commitment to the UNGC.

## THE BENTLEY ALLIANCE FOR ETHICS & SOCIAL RESPONSIBILITY (BAESR)

Building on the institution’s long-standing commitment to ethics, civic engagement, social responsibility, and sustainability, the Alliance continued to develop an explicit focus on the way in which these areas inform how we operate as a university. This commitment is engrained in every aspect of our work and is reinforced regularly through the efforts of the Alliance. Now in its fifteenth year, the Alliance serves as the embodiment of the intersection between the arts & sciences and business. In doing so, it encompasses six centers and numerous campus initiatives that share resources and ideas to support and encourage greater awareness of, respect for, and commitment to ethics, service, social responsibility and sustainability in our research, curricula and campus culture.



### BENTLEY ALLIANCE FOR ETHICS & SOCIAL RESPONSIBILITY

As illustrated above, the Alliance serves as an umbrella for more than 6 campus centers and 20 initiatives that share resources and ideas to encourage greater internal and external engagement around important issues regarding ethics, social responsibility, civic engagement, and sustainability. BAESR seeks to:

- Support and encourage collaborative, transdisciplinary and applied *research* that has the potential to significantly affect current practice.
- Influence *curriculum* development and pedagogical innovations intended to make our students more ethically sensitive and socially aware.
- Ensure a broader application of these principles and ideals in *campus life*.
- Attempt to foster *responsible management* among our business and liberal arts students while instilling a life-long appreciation for *civic engagement*
- Work closely with external organizations—*partnering* with academic and professional associations, corporations and civil society organizations in pursuit of these goals.



As the Alliance has evolved, this initiative continues to reflect the UN Global Compact’s call for: (1) the development of useful management tools and multi-stakeholder procedures that can facilitate the integration of environmental, social and governance (ESG) concerns in day-to-day operations; (2) “good practice” case studies illustrating responsible businesses; and (3) new reporting procedures. Our goal is to provide our students with the knowledge, attitudes and skills to succeed in the new environment of business. The Alliance operates in the spirit of the UNCG and PRME.

Founded in 2003, this ongoing initiative is a collaborative effort that is dependent on the commitment of a broad range of stakeholders, including Bentley faculty, staff, students and alumni, as well as business executives, corporate partners, relevant associations and other colleges and universities in an effort to enhance and disseminate these ideals. BAESR was founded by management professor **Anthony F. Buono** and since 2013 has been under the direction of **Cynthia E. Clark**, professor of management and director of Bentley’s Harold S. Geneen Institute.

The 2016-18 Alliance is built on six “core pillars” that continue to operate as autonomous entities, but collaborate under its aegis (each center title is hyperlinked for more information).

- [W. Michael Hoffman Center for Business Ethics](#). The HCBE, founded in 1976, is dedicated to promoting ethical business conduct in contemporary society. Its mission is to lead in the creation of organizational cultures that align business performance with ethical business conduct. HCBE strives to: (1) connect ethical thought and action, (2) inspire ethical leadership, (3) enrich ethical knowledge; and (4) promote ethical collaboration. With a vast network of practitioners and scholars, and an expansive library, the Center provides an international forum for benchmarking and research in business ethics. In 2017 the Center established the [Faculty Advisory Council](#) designed to advance a dynamic conversation on current business ethics across multiple Bentley faculty.



- Harold S. Geneen Institute of Corporate Governance.** Established in 2008 through the generosity of the Harold S. Geneen Charitable Trust, the Geneen Institute is dedicated to the pursuit of directed, leading-edge research on important corporate governance issues via a consortium of faculty and students dedicated to researching social, comparative and reformative approaches to governance. The Institute has begun sponsoring the International Corporate Governance Society and associated International annual conference. It also sponsors a speaker series and a best paper award for the journal, *Corporate Governance: An International Review*.



- The Gloria Cordes Larson Center for Women and Business.** The Gloria Cordes Larson Center for Women and Business at Bentley University, so-named in 2018, is dedicated to advancing women and workplace diversity from the classroom to the boardroom. The CWB identifies and leverages best-in-class policies and practices and provide tools and training to foster inclusive organizations. Emphasis is placed on designing programs to inform and support students and business professionals. The CWB works with corporate partners, Bentley faculty, alumni and students to focus on critical workplace diversity issues and strategies for self-advocacy and inclusive leadership



- Bentley Service-Learning and Civic Engagement Center.** Established in 1990, the BSLCE, which has built an international reputation, seeks to enhance student learning through academically-connected service and co-curricular programs, working with our local, national, and international nonprofit community partners to help address important public issues. Guided by the undergraduate curriculum, the Service-Learning program provides a service experience that complements student coursework, while developing impactful programs in partnership with the community. Guided by Bentley’s commitment to ethical leadership, the Civic Engagement program engages students in social change, social justice, and social entrepreneurship work toward creating sustainable solutions to local, national, and international issues.



- Bentley Office of Sustainability.** One of the primary goals of the Sustainability Office is for Bentley students to understand that companies need to consider the triple bottom line—people, planet, and profit. By helping students integrate sustainability into their Bentley experience—in the classroom, in sustainability-focused student organizations, and in the corporate world through internships and



service-learning—the Office of Sustainability aims to set an example for sustainable business practices. The university has committed to carbon-neutrality by the year 2030 and toward that end, in 2017, it achieved a *STARS Gold* rating from the Association for the Advancement of Sustainability in Higher Education (AASHE).

- ***Valente Center for Arts & Sciences:*** Created in 2007, The Valente Center is dedicated to integrating the arts & sciences into the educational, scholarly, and cultural life of Bentley University. We host a variety of campus-wide programs aimed at supporting Bentley’s core mission through diverse and creative A&S-related research, teaching, and learning. We offer opportunities for students and faculty such as fellowships, seminars, and research opportunities.

The Valente Center has teamed up with the Honors program to expand resources for Undergraduate students developing research skills by offering a Research Skills “Boot Camp”. Building on the success of our previous groups of fellows, the center is also continuing the Student Research Fellowship for students interested in working on year-long student-motivated research projects.



### ***Progress and AY018-20 Goals***

Continuing to support a broad series of programs and activities across the institution, this initiative has significantly raised the visibility of ethics, corporate social responsibility, service and civic engagement, and sustainability across the university.

The main goals for AY2018-2020 reflect our ongoing efforts to continue to build on the institution’s commitment to these ideals, informing our teaching and curriculum, research and scholarship, relationships with our surrounding community, other organizations, and, in general, how we operate as a university. As we continue to move forward with our assurance of learning initiative, our goal is to further explore and assess the effectiveness of our efforts and their contribution to our commitment to the ideals of the UN Global Compact’s Principles for Responsible Business and Principles for Responsible Management Education. As an institution, we understand our own organizational practices should serve as an example of the values we convey to our students and other stakeholders.

We will continue to build on our 2017 vision from our centennial celebration:

- Bentley University is known nationally and internationally as a business-focused center of learning that operates in an ethical and socially engaged environment.
- We distinctively integrate business and arts and sciences to produce graduates respected for their professional and societal contributions throughout their lives.
- The school’s identity is based upon promoting principled and transformative enterprise through education and impactful research, building on its historical strengths in accountancy, business ethics and information technology.
- Thanks to its achievements, Bentley is highly sustainable in resources and scale, and an attractive partner for global centers of teaching and research excellence.

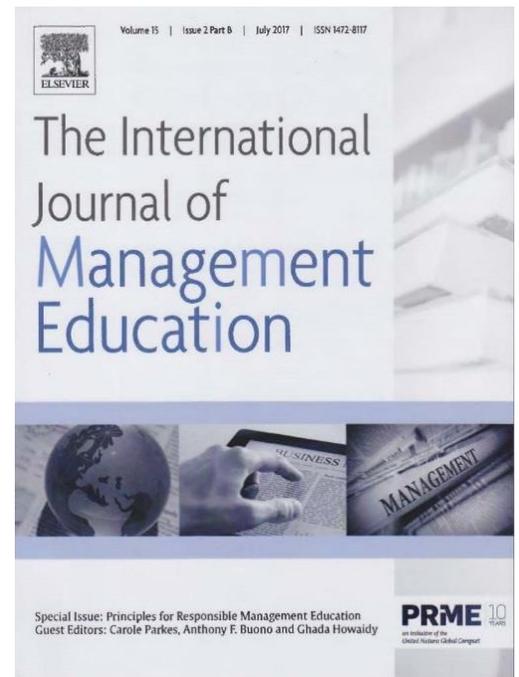


## PARTICIPATION IN UNGC AND PRME INITIATIVES

As part of our ongoing commitment to the Global Compact and PRME initiative, Bentley was, once again, actively involved in UNGC and PRME meetings and Working Group activities during this reporting period.

**Anthony F. Buono**, professor of management & sociology and founding director of the Bentley Alliance, was involved in several activities with PRME:

- Session moderator—“Catalysing Local Collaboration and Collective Action to Advance the SDGs”—at the 2017 PRME Global Forum for Responsible Management Education, New York, NY.
- Plenary panelist on “Greystone Bakery and Open Hiring” at the 2017 North American PRME Regional Chapter Meeting, Guelph, Canada.
- Guest Co-editor, Special Issue (with C. Parkes & G. Howaidy), “The Principles of Responsible Management Education (PRME): The First Decade – What has been Achieved? The Next Decade – Responsible Management Education’s Challenge for the Sustainable Development Goals (SDGs),” *International Journal of Management Education* (2017).



**Patricia M. Flynn**, Trustee Professor of Economics & Management was:

- Continued in her role as co-chair of the UN PRME Working Group on Gender Equality
- Wrote the PRME Gender Equality Working Group, Annual Report for 2017 & 2018.
- Served as a moderator for two sessions at the 2017 Global Forum—“PRME Working Group Session: Missions, Activities and Future Plans” and the “Cross-Working Group Meeting.”

Flynn also co-edited two books on Gender Equality and two books on ESG and Sustainability as part of the PRME book series with Greenleaf.



At the 2017 Global Forum for Responsible Management Education—10 Years of PRME meeting at the UN in New York City, **Buono** (“Inspirations and New Opportunities”) and **Flynn** (“Thought Leadership—Translating PRME Into Action”) were honored as “PRME Pioneers.”

**PRME Pioneers Anthony Buono & Pat Flynn with Jonas Haertle, Head of the PRME Secretariat at the 2017 Global Forum**

**Cynthia E. Clark**, the current director of the Bentley Alliance:

- Participated in the UNGC Leaders’ Summit in New York City, NY in June 2016.
- Served as a Discussion Leader at the 2017 PRME Global Forum for Responsible Management Education on “Educating for Responsible Management” and “Leveraging PRME to contribute to SDG’s”.



**Robert E. McNulty**, director of programs for the Hoffman Center for Business Ethics, was also active in a number of UNGC and PRME programs. McNulty continued in his role as co-chair of the Business for Peace Working Group, offering a number of webinars for global participants:

- May, 2017, “Business for Peace: What’s Next?”
- March, 2018, “Managing Risks for Peace and Stability.
- August, 2018, “Renewable Energy Companies, Technologies, and ‘Business for Peace.’”

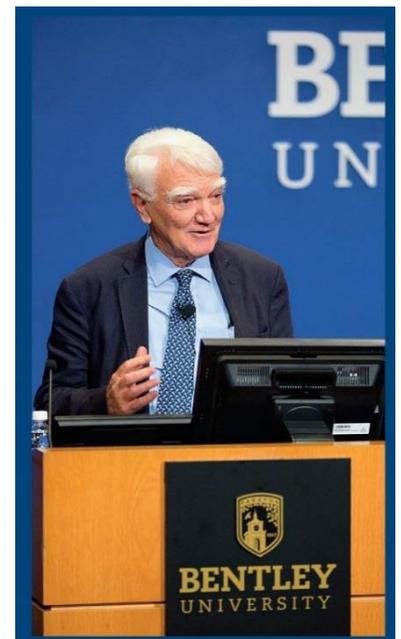
McNulty also:

- Moderated a panel at the 2016 UNGC PRME Business for Peace conference in Sharjah, UAE.
- Presentation on “PRME and the Emerging Place of Business for Peace in Business Education,” 2017 United Nations Global Compact Business for Peace Annual Meeting in Bogota, Colombia.
- Led a plenary session for PRME Working Groups at the 2017 Global Forum, New York, NY. He also led a roundtable discussion on the PRME Business for Peace Working Group mission, activities, and goals for development.

Finally, **Sir Mark Moody-Stuart**, Chairman of the Global Compact Foundation, delivered the Raytheon Lectureship in Business Ethics on March 27, 2017. He was Chairman of the Royal Dutch/Shell Group of Companies from 1998 to 2001, having worked for Shell since 1966. Sir Mark is also Chairman of the Global Compact’s Business for Peace initiative. His Bentley lecture—The Ethical Challenges of Operating in Difficult Countries—focused on how business can have an important role in contributing to peace, attenuating conflict, and helping to rebuild communities in post-conflict settings. His talk was published as a monograph and approximately 6,500 copies were distributed nationally and internationally.

### *AY 2018-2020 Goals*

Bentley plans to continue to play a leadership role within PRME and UNGC’s Academic Network.



**Sir Mark Moody-Stuart giving his Raytheon Lecture**

## PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

### Principle 1 Purpose

We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

As detailed in our earlier reports, beginning with our AY 2006-07 COP, the guiding philosophy at Bentley is that no one course or approach is sufficient to instill a sense of ethics, social responsibility, civic engagement, and sustainability in our students. As part of an attempt to maintain and nurture the university community and to maximize the potential for learning, the institution continues to embrace what we refer to as the **Bentley Beliefs**, a set of principles that govern conduct in classrooms, residence halls and places of work:

- We strive at all times to treat one another with respect.
- We acknowledge and learn from our differences.
- We act with integrity and honesty in our academic, personal and professional affairs.
- We seek to further the growth and learning of each member of our community and ourselves.

As we have done with the beginning of each academic year, the 2016-2018 incoming classes cited and pledged their commitment to these beliefs during the opening convocation ceremony. Additional information is available at:

<http://www.bentley.edu/about/bentley-beliefs>

To explore the Bentley Beliefs in greater detail, this hyperlinked [video](#), created by a student for Orientation, explains these values to other students.

### BENTLEY BRAVE

Bentley Brave is a series of events and programs offered to provide meaningful opportunities in our community for education, conversation, and reflection on topics like race, gender, sexual orientation, religion, nationality, ability, and socio-economic status. Although conversations about the things that make us different can be hard, it also requires a willingness to ask honest questions of ourselves and others and a desire to engage even when we are afraid we might say the wrong thing. In short, it requires us to be *brave*. Bravery is knowing you might not have all of the information, but being curious and prepared to be a little uncomfortable on the journey towards understanding.



LEARN | SHARE | ENGAGE



We understand that we all come to this conversation at different places in terms of our understanding and our comfort. That is why we have organized events that allow for introductions to basic concepts, opportunities for dialogue and training, and experiences that push us to dig deeper into our own beliefs and views. These experiences are targeted for students, faculty, and staff so that we can all find a way to be a part of this initiative. Faculty are also encouraged to include such topics in their classes. Examples of programming include:

- **Real Talk through Intergroup Dialogue**, provide a leadership experience with a social justice lens. Through dialogue and an off campus retreat, participants learn how to communicate better across difference, increase facilitation competencies, talk about “hot topics,” and create an action plan to benefit Bentley and beyond.
- **Bentley Brave Conversation Groups**, open to any member of the faculty or staff, are intended to create spaces for sustained dialog on the complex social issues we face as a society. These small groups of 8 – 10 meet monthly over the course of one semester to share personal experiences and learn from others on topics taken from current events, campus programming, or other materials of interest to members of the group. A facilitator is assigned to each group and is responsible for creating a confidential and supportive atmosphere to encourage full participation.



## ACADEMIC INTEGRITY

Bentley students and faculty are held to the highest standards of ethical behavior and moral conduct. Faculty are expected to adhere to Bentley’s [Ethics Policy](#) and the ethics conventions of their disciplines. Each student is expected to abide by the [Honor Code](#) and to become familiar with the entire Academic Integrity System.

Bentley overhauled its Academic Integrity policy in AY 2015-2016 with the goal of increasing transparency and equity, as well as guaranteeing due process. The policy, developed by the Academic Standards committee and the Faculty Senate, reduced the number and complexity of violation types, while providing for a new Academic Integrity Council and a Director of Academic Integrity.

The **Academic Integrity Council** consists of at least five faculty volunteers, as well as a graduate and undergraduate student designated annually by their respective student government associations. The Council reviews the state of academic integrity at Bentley, advises the Director and recommends Faculty Manual revisions as appropriate. A faculty AIC representative serves as Chair of each Academic Integrity Hearing.

The **Academic Integrity Director** is appointed on an annual basis. **Chris Beneke**, Professor of History serves as Director. The Director is appointed by the Provost and works with academic departments and student organizations to implement proactive education and prevention related to issues of academic integrity, reports to the Deans Council, oversees the academic integrity process to ensure its adherence to the spirit and letter of Bentley’s Academic Integrity System, and consults frequently with faculty, students, and the Academic Integrity Council. The Director is also available to consult with faculty to

determine how to proceed with a suspected violation, assist faculty with investigations, and consult with both faculty and students once a violation is alleged.

### ***Progress and AY2018-19 Goals***

Over the last two years, the Office of Academic Integrity has undertaken a significant outreach effort to educate new faculty, incoming graduate students, and first-year undergraduates. An entire week of our First Year Seminar is now devoted to academic integrity. The goal is to make every student aware of AI as an integral part of their education in ethics.

During AY 2015-2016, the AI Office created the Society for Academic Integrity, consisting of graduate and undergraduate students, who are nominated by professors and staff and approved by their respective student government associations. Over the last two years, the SAI has sponsored “Cheating Awareness Week” with the intention of helping students recognize the deleterious effects that dishonesty has on their reputations, educations and careers.

With the Teaching Council, the office is organizing a fall 2018 workshop on methods for deterring cheating. Representatives from the faculty, Academic technology center, and the student body will make presentations at this event. Bentley’s teachers should come away with a better sense of how to incorporate effective AI practices into their classes.

<http://www.bentley.edu/centers/alliance/academic-integrity>

## **CIVIC ENGAGEMENT & LEADERSHIP: SERVICE-LEARNING, CIVIC INITIATIVES & THE GRADUATION PLEDGE ALLIANCE**

Students also have the opportunity to directly immerse themselves on campus and in the surrounding community through the Bentley Service-Learning and Civic Engagement Center (BSLCE) and the Civic Leadership Program, which serves as home to the national Graduation Pledge Alliance.

### **Service-Learning**

The Bentley Service-Learning and Civic Engagement Center (BSLCE) promotes academic learning through service in the local, regional and international community. BSLCE does so with the understanding that students’ community involvement outside the classroom contributes significantly to what they learn within it. BSLCE also seeks to enhance students’ ability and disposition to become socially responsible working professionals. Through academically-linked student involvement in the community, BSLCE partners with schools and organizations in the community who are serving the human needs and interests of their constituencies in Waltham and the wider Boston area.

Each year, the BSLCE pairs approximately 1,000 Bentley students with sustainable community partners for 20+ hour commitments through courses run by over 100 faculty members across disciplines. BSLCE aims to help students develop the skills that will lead to a lifelong commitment to civic engagement, while gaining important course-related experience in both business and liberal arts disciplines. The BSLCE partners with more than 60 nonprofit organizations, government offices, and schools in the

Greater Waltham area, facilitating projects that benefit thousands of residents each semester. In “America’s Best Colleges 2010,” U.S. News & World Report placed Bentley among the top service-learning programs in the country — a category recognizing academic programs nationwide that enhance learning and lead to student success. Bentley is considered a national thought-leader in service-learning, an academic pedagogy which enables students to gain valuable applied and career experience while making a contribution to social change in the community. As such, the Director and Associate Directors of the BSLCE are frequently invited in consultancy roles for other universities and high schools seeking to incorporate service-learning.

Service-learning at Bentley encompasses: (1) a service project that meets identified community needs, and (2) structured reflection and other academic assignments that promote greater student understanding of the subject matter, civic needs, and the students themselves. At BSLCE, student service projects generally fall within one of four clusters: technology, skills development, not-for-profit organizational enhancement, and business and the arts. A few illustrative projects include tutoring Waltham residents in computer skills, developing marketing plans and accounting systems for not-for-profit corporations, establishing business strategies for not-for-profit organizations, offering free tax assistance clinics for lower income individuals, and working on a variety of social service projects for children, the elderly, the economically disadvantaged, and individuals whose native language is not English.



## Community Partners

Our local S-L Community partners and programs for AY 2016-2018 included:

AFTERSCHOOL PROGRAMS	ESOL PROGRAMS
Chesterbrook Afterschool Program	English Language Learners
Dana Court Afterschool Program	HomeSuites
Guyz Only	Pax Populi English Tutoring
Hanscom Afterschool	Prospect Hill community Center ESOL
HomeSuites Afterschool Program	Whittemore ESOL
I Love to Read - Whittemore	French at Brookhaven
Passport to Manhood – Waltham Boys and Girls Club	
Prism Project	COMPUTER ASSISTANCE PROGRAMS
Prospect Hill Afterschool	America Clicks!
Smart Girls –Waltham Boys and Girls Club	Brookhaven Cyber Coaches
Teen Centers – Chesterbrook   Dana Court   Prospect Hill	Skills For Life
Waltham Boys and Girls Club	IN-SCHOOL MENTORING AND TUTORING
Waltham YMCA Afterschool Program	2+2=5: The Power of Teamwork
Watertown Boys and Girls Club	A Step Ahead
Whittemore Afterschool	Fitzgerald Drama program
Woburn Boys and Girls Club	Waltham Family School Programs
COMMUNITY ASSISTANCE PROGRAMS	DEVELOPMENTAL DISABILITIES
Bentley Low Income Taxpayer Clinic	Edinburg Center
Gender Focused Research	Eye to Eye
Grant Research	GWarc
Memoir Project - Chronicles of Your Life	Special Olympics
Memoirs/Snapshots - Leland	
Brighton Food Pantry	

## International Service-Learning

BSLCE has established international service-learning partnerships with University College Dublin (UCD), Bond University in Australia, University of Manchester in England, University of Glasgow in Scotland, and Lorenzo DeMedici Institute in Florence. BSLCE has also sponsored the Ghana Project, where students work and learn in organizations dedicated to micro-finance, women's development, organic farming, sustainable business practices and sanitation. In Spring 2016, the BSLCE began offering International Service-Learning trips, in partnership with Bentley's Cronin International Center, with the initial trip taking place to Ecuador through a Latin American History course. Bentley students, faculty, and staff spent a week in Ecuador, helping to construct doctor's quarters for a new health clinic,

further developing their leadership skills, and connect their learnings in the community with their learnings in the classroom, enhancing their academic experience through service-learning. Through this experience, students had the opportunity to learn about holistic and sustainable international development while immersing themselves in a new culture and community.

In addition to these programs, the BSLCE began offering International Service-Learning trips in Spring 2016, in partnership with Bentley's Cronin Center, with the initial trip taking place to Ecuador through a Latin American History course. Bentley students, faculty, and staff spent a week in Ecuador, helping to construct doctor's quarters for a new health clinic, further developing their leadership skills, and connect their learnings in the community with their learnings in the classroom, enhancing their academic experience through service-learning. Through this experience, students had the opportunity to learn about holistic and sustainable international development while immersing themselves in a new culture and community. Prior to the trip, Bentley students had fundraised over \$10,000 to build a school in Ecuador, which they then visited on their trip. A second service-learning trip to Ecuador is slated for January 2019. This trip will focus on social entrepreneurship and micro-enterprise and students will be exposed to a renowned sustainable international development model, which includes the 5 pillars of Education, Water and Sanitation, Sustainable Agriculture, Health, and Microenterprise. Students on the trip will spend several hours each day helping to build a new school in a community, working in partnership with local community members.

### *Program Highlights*

During the 2017-2018 academic year the Bentley Service-Learning and Civic Engagement Center supported roughly 1,000 students and approximately 100 faculty members who worked with more than 60 community partners in service-learning projects. Two programs of particular note are Pax Populi English Tutoring (discussed in more detail on page 30) and the Prospect Hill Terrace Community Center.

#### *Pax Populi English Tutoring*

Bentley students continued to tutor Afghan students via Skype through Pax Populi English Tutoring, a technology-based international service-learning program. Bentley students worked with students in Afghanistan to help them advance their English language skills. The program provided opportunities for Afghan students to readily engage with their American and international counterparts, and for both tutors and students to learn about each other's culture and life experiences.

#### *Prospect Hill Terrace Community Center*

The Prospect Hill Community Center provides nearly 200 children from the Prospect Hill Terrace low-income housing development with a safe and fun place to spend their afternoons. Children who attend the Center receive homework help, participate in educational programs, and engage in healthy activities. The Community Center provides after-school programs in a safe environment and healthy snacks at no cost to the families. In addition to academic support, the Center offers children daily exposure to positive role models who encourage them to strive for a college education. In addition to afternoon enrichment for children, the Community Center offers English Language



classes, Computer Assistance, Social Entrepreneurship education, and other programs geared toward adults in the community.

### *Civic Engagement Initiatives*

BSLCE offers a variety of curricular-connected civic engagement opportunities. Programs are created and run by student leaders, through our innovative student leadership model, and are inclusive of faculty and their classes, staff, and the broader campus and regional community. Several notable examples of broad-ranging civic engagement initiatives include the Graduation Pledge Alliance, AP With WE Service program, and BUIILD.

#### *Graduation Pledge Alliance*

BSLCE is home to the national Graduation Pledge Alliance (GPA). Through the GPA, graduating students across the U.S. take a pledge at commencement to take into account the social and environmental consequences of their future workplaces. The pledge reads *“I pledge to explore and take into account the social and environmental consequences of any job I consider and will try to improve these aspects of any organization for which I work.”* Bentley students are currently creating action campaigns for the GPA which will be available as resources on over 100 different campuses. These campaigns focus on wide-ranging issues such as economic inequality and sustainability, and will be used by students to educate their peers about these important issues, while also gaining the skills to be civic leaders in their future workplaces. <http://www.graduationpledge.org>



#### *Advanced Placement (AP) With We Service*

The BSLCE, particularly center Director Dr. **Jonathan White**, has taken a high level consultancy role in a groundbreaking civic engagement partnership initiative between the College Board and WE Charity’s WE Schools curricular program. Piloting in September 2016, specific AP subject areas are carrying the option of an integrated service-learning component to engage 7<sup>th</sup>-12<sup>th</sup> grade students in their communities and to provide university admissions offices a deeper measure of civic involvement. Dr. White is Senior Consultant to the project, and has taken a lead in developing the white paper, the learning framework, the assessment rubrics, and some of the initial curriculum, as well as training teachers to move the program forward. [www.we.org/ap](http://www.we.org/ap)

#### *BUIILD*

Started by Bentley students in 2014, BUIILD (Bentley Unites to Improve International Livelihood and Development) raised over \$10,000 in its inaugural year to build an elementary school in Ecuador through a partner organization; and in 2015 raised over \$4,000 to support clean water in the same community. During this annual two-week initiative, the Bentley community learns about global social issues, and the opportunity to participate in fundraising, focusing on holistic development needs such as alternative income, water, health, agriculture, and education in order to help bring sustainable development to communities overseas.

### *Nonprofit Internships and Minor*

BSLCE is the home of Bentley's Minor in Nonprofit Management, beginning Fall, 2018. The center aims to build the number of students coming through the minor while revisiting the current curricular makeup of the minor and revising it based on this assessment. In 2016, the BSLCE also was awarded a generous grant from the Yawkey Foundations, \$500,000 over the next 5 years to support stipended nonprofit internships, curricular development, support to partner with Career Services to continue improving Bentley's Nonprofit Career Fair, Nonprofit Board training to encourage Bentley students and alumni to develop skills and seek positions on local, national, and international nonprofit boards of directors, and other supports such as speakers to increase the presence at Bentley for students interested in pursuing nonprofit internships, careers, and involvement.

### *Progress and AY2018-20 Goals*

2016 marked the 25<sup>th</sup> Anniversary of the Bentley Service-Learning and Civic Engagement Center. The next two years will have focus on building and supporting the Nonprofit Minor, the Yawkey Internship program, International Service-Learning trips, co-curricular civic engagement events and programs, and continuing to fortify the already robust service-learning programs.

<http://bentley.edu/bslce>

### **Volunteer Income Tax Assistance (VITA) Program**

Each year as part of our Service-Learning program, Bentley undergraduate and graduate students, under the direction of graduate tax students and Bentley tax faculty, offer free tax return preparation for residents of Waltham, the Bentley community and the surrounding area. This was the 20<sup>th</sup> consecutive year that Bentley offered this service through the IRS-sponsored VITA program. Students receive tax training in order to pass an IRS VITA exam and are trained to use tax preparation software.

Group VITA training is held on two Saturdays in early February and self-study materials are also available for Bentley students. The VITA program provides students with a meaningful service opportunity that also directly benefits the student by providing real-world professional experience as well as supplementing their formal tax curriculum.

Many of the assisted taxpayers would not be able to correctly complete their own tax returns. With VITA assistance, they can be assured that their tax **returns** are appropriately completed and **e-filed** so that returns are accepted by State and Federal taxing authorities within a 48 hour period.

<http://www.bentley.edu/centers/service-learning-center/volunteer-income-tax-assistance>

### **Bentley Civic Leadership Program: Graduation Pledge Alliance**

The visibility of the Alliance and Service-Learning Program has also prompted undergraduate students to get more actively involved through the Bentley Civic Leadership Program (BCLP), which is the Bentley chapter of the Graduation Pledge Alliance. The BCLP, which is



student initiated and led, has three foci: campus involvement, civic engagement, and ethical and responsible behavior. *Campus Involvement* is designed to encourage students to become actively involved early in their undergraduate career, helping them feel comfortable in becoming a leader within their immediate community. *Civic Engagement* is intended to facilitate student appreciation of the importance of the greater community, which includes aspects of political participation, cultural awareness, and service, with an emphasis on experiences that lie outside of Bentley. Finally, *Ethical and Responsible Behavior* is designed for students to realize the importance of ethics and social responsibility in their lives. Emphasis is placed on striving for exemplary behavior, being a role model, and active and responsible involvement.

<http://www.bentley.edu/centers/alliance/bentley-civic-leadership-program>

The Pledge program at Bentley has adapted the national pledge to more closely reflect the broad goals of a business school. Graduating seniors who have taken part in the program take the following pledge:

***"I \_\_\_\_\_ pledge to continue my role as a civic leader by carrying on the Bentley tradition of ethics, service, social responsibility and sustainability as an active member of the organizations in which I work and the communities in which I live."***

As part of the BCLP, to date over 350 Bentley students have taken the Graduation Pledge prior to commencement and the university's baccalaureate ceremony. Prior to taking the pledge, students track and reflect on their campus involvement, civic engagement, and ethical and socially responsible behavior through an e-portfolio, where they capture their activities each semester and reflect on their development as civic leaders via a Tracking Form. Our main goal is to continue developing the program, expanding the number of our undergraduates who complete the BCLP requirements and take the pledge.



## DIVERSITY AT BENTLEY

Diversity refers to the wide array of human differences, including ethnicity and race, gender identity, age, sexual orientation, disability status and other cultural, socio-economic background, experience, and perspective, that exist in the workforce and in the wider community. Bentley believes that promoting diversity plays an essential role in its educational mission, fostering greater innovation and creativity, attracting the widest pool of qualified applicants to its work force, and enhancing its communication and relationships with the community. Valuing diversity is one of Bentley's greatest strengths and is a core value.

Bentley has had a long-term commitment to working on issues, challenges and opportunities related to the mix of people who make up this institution. In 1993, Bentley created a formal “diversity initiative” to build on and coordinate the many diversity-related efforts already underway on campus. Since then, different structures, committees and approaches have been used to continuously develop and implement strategies intended to improve the diversity climate on campus. Diversity work at Bentley has been concerned with both:

### *To truly educate all our students...*

- developing our capacity as an institution to value and work with all significant difference; and
- dealing intensely with particular dimensions of diversity including sex/gender, race, nationality/culture, sexual orientation/gender identity, disability, and religion.

### *Bentley's Vision for Diversity*

At the center of our work is a vision to create an institution in which people do not experience barriers because of aspects of their identity unrelated to their performance. The following three goals drive this effort:

- ***To truly educate all our students:*** The recognition that diversity is a business imperative for the 21<sup>st</sup> century lies at the heart of our concern with diversity. As the workforce in the United States becomes increasingly diverse and the economy becomes ever more global, we must address these issues if we are to fulfill our responsibilities to all of our students. Our graduates cannot be successful if they are unprepared to work with a wide variety of people.
- ***To maintain our institutional viability:*** Broadening the pool from which we attract our students, faculty and staff promises to increase our quality. Especially as the groups from which we have traditionally drawn our people represent a smaller proportion of the population, adding people of color, women, international citizens and people from other underrepresented groups will contribute to our long-term viability.



- ***To enhance our organizational effectiveness:*** As we become more diverse, we must also increase our ability to work effectively across differences if we are to fully utilize all the available resources. Our increasing diversity offers additional opportunities, but it also presents significant challenges. Ultimately, the goal is to create an institution in which all of us can fulfill our potential. To meet this goal it is particularly important that members of the Bentley community who are “in the majority” develop their effectiveness in relation to diversity.

The University provides students with opportunities to take an active approach to learning about diversity and inclusion. These opportunities exist in a variety of space on campus including in the classroom, residential spaces, and student organizations. Examples of some of the events, programs, and initiatives include:

- **Diversity in the Curriculum:** All Bentley undergraduate students are required to take a diversity intensive course as well as an international intensive course to graduate. This curricular requirement has existed for more than ten years and there are over 30 courses offered each semester that satisfy this requirement. Diversity is also a major theme explored in the First Year Seminar (FYS). Workshops dedicated to exploring identity are led by faculty and peer facilitators for all incoming freshman during their first semester.
- **Residential Experience:** Defined communities are designated floors in our residential housing that provide opportunities for students to take ownership of their living and learning to enhance their overall experience on campus. There are several themed floors including the Social Justice Community, the Women’s Leadership Community, the Service Learning Community, and the Global Living Community. These residential experiences provide dedicated spaces for programming on campus and off campus, as well as access to faculty and staff members who are experts in the floor’s chosen theme. Resident Assistants in all residential spaces receive extensive training on diversity and inclusion principles and practices.
- **Awareness Programs:** Bentley offers students the opportunity to join with students across the nation and the world in various ways including: The Day of Silence and the White Ribbon Campaign. In addition, Bentley-specific events like Disability Awareness Day, Consent Day, Walk a Mile in Her Shoes, Culture Fest and Guess the Straight Person help keep the diversity message at the forefront of student’s experiences. In the spring of 2018 students organized a **Diversity Celebration Parade**. Almost one hundred students, faculty and staff participated in the walk that began on upper campus and ended in the Student Center with a series of student delivered reflections and speeches.
- **Speaker Series:** Several offices and departments including the Office of Diversity & Inclusion, the Valente Center for Arts & Sciences, Student Affairs and Academic Affairs offer public lectures or panels featuring speakers representing diverse perspectives and communities. The 2017-2018 academic year included Laverne Cox (Ain’t I a Woman), Byron Hurt (Hazing & Toxic Masculinity), Dr. Anny Dominique Curtius (Of Beheaded Statues and Other Colonial Legacies), Dr. Jabari Mahiri (Deconstructing Race), Dr. Marianne Schmid Mast (When Female Doctors Talk to their Patients), and Dr. Michael Eric Dyson (Tears We Cannot Stop).



- **Student Leadership**

- **Equity Center Educators:** Located in Bentley's Student Center, the Equity Center provides a safe space for students who want to create a more inclusive, informed and compassionate campus community. The center is staffed by a student peer education group called the Equity Center Educators (ECEs). The 12 ECEs undergo a semester-long training program to better understand gender-based violence and discrimination, and they act as referral agents for all students. Additionally, the ECEs offer programs about gender roles, the hook-up culture, Title IX, and privilege during weekly brown-bag discussions in the Equity Center.
- **Global Classroom Connectors** – Sponsored by the Center for International Students and Scholars The WorldView program at Bentley University aims to promote global awareness, intercultural sensitivity, and unity amongst the campus community. By connecting academic classroom lessons, student events, and gatherings with first-hand perspectives of international students, the WorldView program is committed to encouraging dialogue around international themes and promoting global citizenship. Global Classroom Connectors educate the Bentley community about their home country, culture, and traditions. There are more than 80 GCC who offer classroom sessions and workshops like the very popular Chinese Name Pronunciation session that is always oversubscribed.
- **Service-Learning:** Through the [Bentley Service-Learning & Civic Engagement Center](#), our students become mentors and collaborators with area nonprofits and start-ups, using what they learn in the classroom to develop marketing plans, build websites and write grant applications. They can earn academic credit through a [Fourth Credit Option](#) or a [Service-Learning Certificate](#), showing potential employers their understanding of how social responsibility plays a key role in the American business world. Two examples of fourth credit projects included research and analysis of all-gender restroom policies across the country and research and development of a student focused privilege workshop.

Bentley has invested in creative approaches to widening our reach and expanding the pool of students, faculty, and staff we recruit to campus.

- In 2017, Bentley became one of the original signatories for **CEO Action for Diversity & Inclusion**, the largest CEO-driven business commitment to advance diversity and inclusion in the workplace.

*To maintain our institutional viability...*

Bentley was invited to include best practices on the CEO Action website and Bentley's president attended the launch of this initiative in New York. During a recent visit to campus Tim Ryan, US Chairman of PwC and lead sponsor of the CEO Action initiative, recognized Bentley for our leadership in advancing inclusion in the workplace and encouraged our work of raising awareness on unconscious bias on campus. Bentley also has a seat on the President's Circle, a group of academic institutions working to translate the elements within the CEO Action pledge into actions that engage students, faculty and staff around diversity and inclusion.

- The Office of Diversity & Inclusion has partnered with the Human Resources Office to offer workshops designed to develop capacity among faculty for reducing the impact of unconscious

bias in the faculty search process. Faculty search committees participate in a two-hour interactive workshop that introduced the cognitive and structural biases that exist in the search process and provides research on their impact as well as suggestions for ways to create a more inclusive process. A modified version of the workshop is being developed for staff hiring managers. This initiative received a mention in a Chronicle article about how Universities are addressing bias in hiring. <https://www.chronicle.com/article/How-Serious-Are-You-About/243684>

- The Office of Diversity & Inclusion has partnered with the Graduate Admissions Office to create a program called *Discover Bentley*, which targets underrepresented students of color who are interested in graduate degrees in business. Participants are flown to campus and spend two days exploring all that Bentley has to offer through class visits, conversations with current graduate students and faculty, and an introduction to the admissions process. Candidates for the program are identified through partnerships with Historically Black Colleges and Universities nationwide.
- Bentley is a member of the *Business School Collaborative*, a collective of nine business and management schools in Massachusetts that have joined forces to recruit underrepresented faculty of color. These schools that normally compete for new faculty have come together to make their campuses more inclusive, connected, and culturally competent. Through combined efforts to recruit and support faculty as they build their careers in Massachusetts.
- Bentley University has developed a strong partnership with the *PhD Project*, whose mission is to increase the diversity of business school faculty. The organization has more than quadrupled the number of minority faculty in its 20 year history and Bentley has benefited from this partnership having hired three participants of the program in the last four years.
- To create a broader pipeline of applicants Bentley offers targeted scholarships to members of organizations like the National Association of Black MBAs, Association of Latino Professionals in Finance and Accounting, and the National Association of Asian American Professionals. These organizations also work collaboratively with Bentley through the Office of Diversity & Inclusion to advertise open positions and to recruit talented applicants for the graduate and undergraduate programs.

One of the most visible elements of the diversity initiative has been two-day off-site retreats to which all members of the faculty and staff are invited. Among the participants in the very first retreat in 1993 were the president, vice presidents, and deans. Bentley has sponsored more than 60 retreats since then, and approximately 900 faculty, staff, and administrators have participated.

The University also offers:

- **Ally and Trans Awareness workshops**, introducing participants to being an “ally” on sexual identity and gender identity issues as well as raising awareness of transgender identities for members of the Bentley community; and
- **(dis)Ability Awareness Workshops, which** are offered jointly with the Office for Disability Services. This workshop stimulates discussion of issues relating to both “visible” and “invisible” disabilities facing members of the Bentley community.
- **Pedagogy at Bentley: Fostering an Inclusive Classroom Environment:** interactive two-day orientation session for all new faculty, designed to support faculty effectiveness in the classroom and enhance their ability to create a

meaningful environment for student learning. This developmental workshop, designed by current Bentley faculty, includes experiences drawn from across the curriculum.

While the retreats and workshops have been an important component of Bentley's efforts to become more inclusive and take fuller advantage of its diversity, the University's diversity initiative has also included:

- Educational/developmental activities to help increase the capacity of all members of the Bentley community to deal more effectively with diversity.
  - **Bentley Brave Series** – A campus-wide initiative to build capacity for difficult dialogs on difference. The series includes speakers, films, dialog groups, and workshops. Previous events have included:
    - **Bentley Brave Dialog Groups** for faculty and staff were created to increase the comfort and ability of faculty and staff to engage in difficult conversations about social identity through a facilitated semester-long dialog experience. Designed as a professional development program focused on diversity, the curriculum allows participants to develop six essential skills necessary for effective dialog through the exploration of three core concepts related to diversity and inclusion. Sessions are structured so group members can identify and reflect on the cognitive, emotional, and physical aspects of engaging in dialog. These skills and concepts provided the foundation for participants to develop a practice of dialog that will enhance their effectiveness in their current roles on campus. Thirty-eight staff members have participated in a dialog group.
    - **Conversation Café's** on topics like gender equity, DACA, and the NFL kneeling controversy.
    - **Citizen Read** – staff, faculty, and students participated in a reading and discussion group based on the book *Citizen* by Claudia Rankine.
  - **Diversity Intensive Faculty Symposium** – Academic Affairs and the Office of Diversity & Inclusion brought together faculty who teach courses that satisfy student's diversity intensive requirement for a day-long symposium. Participants were given the opportunity to be students in classes taught by colleagues in three different departments.
  - **Community-wide Brown Bag Lunch Workshop Series** – Open to the entire campus and sponsored by a variety of organization, these workshops include topics like How does Gender Affect our Conversations?, Infusing all Colors of the Rainbow: The Experience of Being a Person of Color and LGBT, Coming

*To enhance our organizational effectiveness...*

Out in the Locker Room: Being an Ally to our LGBTQ Athletes, and Images of East Asian Women.

- Direct work with students in key roles such as resident assistants, orientation leaders, first year seminar facilitators and academic tutors.
  - **Intergroup Dialog Series** – Student Affairs is launching a series of student intergroup dialogs around diversity topics. The first two dialog groups are focused on race and gender.
  - **Service-Learning Leaders** – A diversity workshop was developed specifically for the Office of Service Learning with support from the Office of Diversity & Inclusion.
- Support for employee resources groups
  - The Office of Diversity & Inclusion, in partnership with Human Resources, sponsors several employee resource groups that meet monthly and act as a networking and support system for employees. There are two active groups - The Faculty & Staff of Color group and the LGBTQ affinity group.
- **Annual Programs:** Two annual programs eagerly anticipated by the Bentley community are the Martin Luther King, Jr. Breakfast and the Rainbow Luncheon
  - The annual **Martin Luther King Jr. Breakfast/Luncheon** is one of Bentley's largest diversity events and celebrates the life and legacy of the late humanitarian. In existence since 1986, the breakfast/luncheon is hosted by campus student leaders who deliver the MLK Statement and all presentations. Members of the community are recognized for their leadership and dedication to diversity initiatives that impact the campus with the Dr. Earl L. Avery MLK Leadership Award, named in honor of the special assistant to the president and ombudsman at Bentley, who founded the event. The breakfast/luncheon also features prominent national speakers who deliver the keynote address and often meet with students and faculty after the event
  - The annual **Rainbow Lunch** is a celebration of the lesbian, gay, bisexual, transgender, queer and questioning (LGBTQ) community at Bentley University. The popular event is hosted by the group Bentley People Respecting Individuality and Diversity through Education (P.R.I.D.E.) and features keynote addresses by prominent national speakers. The luncheon puts the spotlight on Bentley individuals who make outstanding contributions to the safety and well-being of our LGBTQ community and to educating the overall community in order to foster a supportive, inclusive environment on campus. Every year two people are recognized at the event with a Rainbow Award for demonstrating courage of conviction by taking a public stand in support of the LGBTQ population and commitment to the ongoing effort for understanding and acceptance on campus.

*Diversity is everyone's responsibility ...*

At Bentley, diversity is everyone's responsibility. Fulfilling our mission as an institution depends on the ability of everyone in our community becoming more competent in dealing with people who seem different from us. Formal responsibility for coordination of university-wide diversity-related programs and activities at Bentley is located in the Office of Diversity & Inclusion. Many other departments, centers, offices, and organizations at Bentley contribute to improving the diversity climate through varied and persistent efforts.

### *Diversity Council*

The **Diversity Council** is comprised of 30 staff and faculty members from throughout campus who have explicit responsibility for diversity issues. The Diversity Council meets regularly to facilitate communication and collaboration, and develop input to senior administration. The Council also invites proposals from students, faculty, staff and alumni for Diversity Mini-Grants. The purpose of this program is to support activities, not funded through other budgets, which contribute to Bentley being a place that values the diversity of its people. The first ever Bentley Diversity Council mini-grants were awarded during the 2008-09 academic year. Past grants supported have been: the Accessible Icon Project, Spot o' Tea discussions regarding religion and spirituality, Reject Stereotypes photo campaign and more.

<http://www.bentley.edu/offices/diversity-inclusion>



### *LGBTQ*

The LGBTQ @Bentley Steering Committee is comprised of staff, faculty, and students who provide support, programming, professional development, and advocacy for LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer) and allied members of the Bentley University community. Through ongoing initiatives, the committee works to educate the campus community in order to create a more inclusive and welcoming climate for LGBTQ individuals and their allies. The committee focuses on three core concepts: professional development, action/business, and Bentley community/ social involvement. Highlights of the accomplishments of last year include:

- **All Gender Restrooms:** Bentley affirms the rights of all members of the community to use the restroom that best fits their gender identity or expression, whether it be gender-specific or all-gender restrooms. Bentley is currently working to convert all single-stall bathrooms on campus to all-gender bathrooms, which are facilities inclusive of all gender identities and not defined by “men” or “women” on the door.
- Career Services Office achieved certification by an independent organization called **Out for Work**. The office was recognized for the services and support offered to LGBTQ students. Ten Bentley students also received scholarships to attend the OutForWork annual conference and career fair.
- Office of Undergraduate Admissions participates in Campus Pride college fairs in Boston and New York.
- Center for Parent Alumni and Friends hosts alumni receptions twice annually for LGBTQ alumni and allies.

- Participate in Boston PRIDE parade with more than 30 Bentley staff, students, faculty and alumni.

<http://www.bentley.edu/campus-life/student-life/lgbtq>

### *Equity Center*

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

There are two student organizations housed in the space that are committed to creating change on campus – P.R.I.D.E. and the Women’s Center. These groups promote values of inclusion and social justice and empower students of all genders and sexualities to feel welcome on campus.

<http://www.bentley.edu/campus-life/culture-diversity/equity-center>



### *Multicultural Center*

Bentley’s Multicultural Center (MCC) continues to serve as the “home” to many ALANA students at the university, with the underlying goal of furthering their retention and academic success. The MCC provides academic monitoring, guidance, and referrals; initiatives for leadership development; and one-on-one connections for advocacy and ongoing personal support. The MCC also serves as a campus-wide resource, promoting the university’s efforts to foster diversity and to develop a richly varied, learning community.

<http://www.bentley.edu/campus-life/student-life/multicultural-center>

### *Disability Services*

Our Office of Disability Services is committed to providing equal educational opportunities for students with disabilities and impairments through an accessible, equitable and inclusive learning environment. It is the University’s policy that no qualified student be excluded from participating in any university program or activity, be denied the benefits of any university program or activity, or otherwise be subjected to discrimination with regard to any university program or activity. Accommodations and services are designed to promote individual growth and self-advocacy for students with all types of disabilities.

<http://www.bentley.edu/campus-life/student-development-services/disability-services>



## SUSTAINABILITY

The Bentley University Office of Sustainability aspires to make Bentley a model for campus and community sustainability. It is Bentley University's ambition to establish institutional practices that promote environmental sustainability and social well-being.

### Our Mission

To mobilize sustainability leadership in business by:

- Modeling sustainable operations through balancing environmental resource efficiency, financial stability and societal benefit;
- Supporting sustainability teaching in the classroom with opportunities to apply this knowledge to real-world situations; and
- Partnering with the business community to expand career opportunities in emerging markets.

### Our Vision

- Bentley alumni are ethical, environmental and socially responsible organizational leaders and entrepreneurs.
- Bentley is continually striving for carbon neutrality and zero waste generation.
- The university has a framework and decision-making process in place that upholds sustainability is a core value and commitment across all departments and throughout the student body.
- Each member of the campus community has a functional understanding of the environmental and social principles of sustainability.



The Office of Sustainability was established in 2010. Over the past eight years sustainability has been integrated into many parts of the university. The office has built many partnerships by engaging students, staff and faculty in campus sustainability initiatives and through education and outreach efforts. Highlights of current initiatives are provided below.

### 2020 GOALS

The Office of Sustainability aspires to help Bentley achieve the following by 2020:



- 70% reduction in carbon footprint
- 70% waste diversion rate
- 15% reduction in water use
- 5% reduction in drive alone commute trips
- Increased student, faculty and staff engagement in Office of Sustainability programs.

## OPERATIONS

### *LEED Platinum Certified Arena*

In February 2018, the university opened the first new building constructed on Bentley's campus since 2007. The Bentley Arena serves as home ice for the university's D1 hockey team and is a venue for student life events like career fairs, speakers and concerts. Sustainability was prioritized in the design from the outset and the resulting building became the first standalone ice arena in the country to achieve LEED Platinum certification. Highlights include a 500KW solar array on the building's roof that produces nearly 50% of the building's electricity annually, a state-of-the-art heat reclamation loop that uses waste heat from the equipment in the ice plant to heat domestic hot water and high efficiency bathroom fixtures resulting in a 48% less plumbing water use as compared to standard arenas.

### *STARS Certification:*

During the summer of 2017 Bentley applied for the Association for the Advancement of Sustainability in Higher Education's (AASHE) Sustainability Tracking and Rating System (STARS) program. This is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance. STARS measures social, environmental and fiscal factors that impact the university. In 2017, Bentley received a Gold rating (up from Silver in 2014) indicating continued progress in campus-wide sustainability efforts.



**A nighttime view of Bentley's new LEED Platinum certified multi-purpose arena**

### *Reducing Bottled-Water Use*

In an effort to reduce the amount of bottled water consumed on campus, Bentley installed bottle filling stations throughout campus buildings. In the past four years the Office of Sustainability has expanded the number of these filling stations from 2 to 53. The installation of the bottle filling stations has contributed to a change in behavior across campus with far more students carrying reusable bottles. In 2017, water filling station use across campus offset approximately 3 million plastic bottles.

### *Greenhouse Gas Reductions*

Bentley University is a signatory of the American College and University Presidents' Climate Commitment (ACUPCC). The Office of Sustainability and Facilities Management are working diligently to achieve the carbon footprint reduction goals that Bentley committed to making energy efficiency improvements and considering other strategic projects to reduce or mitigate carbon emissions.

The university's FY2015 carbon footprint has been completed and analyzed. The data shows that the university has met our first public carbon footprint reduction target (50% by 2015 as compared to FY2008). The following factors played a role in this reduction:

- *Using less* - energy efficiency projects lead by the Facilities Management team have helped Bentley reduce the amount of energy used in campus buildings.
- *Fuel switching* - investments in wind power via Green-e certified renewable energy certificates help the university offset unavoidable electricity use.
- *Cleaner grid* - overall the electricity grid in New England has become less carbon intense as utilities are burning more natural gas and less coal in our power plants and bringing renewables on line.

As we look ahead towards the university's 2020 carbon footprint reduction goal, the Office of Sustainability and the Facilities Management Department are considering the most cost-effective ways to reduce greenhouse gas emissions.

### *Green Revolving Fund*

In July 2017 Bentley's first Green Revolving Fund was established with a \$250,000 donation from an alumnus. This fund is used to invest in energy efficiency projects that result in operational savings like LED lighting upgrades. Electricity cost savings from each project are then routed back to the fund to fund future projects. It is the university's goal to grow the fund to \$1 Million in three years.

### *Waste Diversion*

Recent changes to the global recycling market have impacted Bentley's recycling program and diversion rate. The university's diversion rate decreased from 50% in 2017 to 40% in 2018, reflecting more strict contamination rules a number of rejected recycling loads. The Office of Sustainability has worked to train Bentley students, faculty and staff on the new recycling rules and provided additional infrastructure to support the program with the goal of achieving a cleaner recycling stream and eventually increased diversion rate.

### *Recycling*

Bentley University's recycling program is quite robust. Started in 2009 along with the Office of Sustainability the program utilizes blue for recycling and black for trash color code that is pervasive on campus. Recycling has buy in from the majority of the campus and the Office of Sustainability is continuously working to keep the community informed on performance and best practices for separation of materials.



### *Compost*

Bentley continues to compost in all its commercial kitchens on campus. Bentley Dining Services composted an average of 179 tons of food waste in FY2017 and FY2018. In FY2018 the Office of Sustainability and Bentley Dining Services launched a leftover food donation program working with Food for Free (a local non-profit) to freeze and package leftover prepared food for donation to those in need in the Greater Boston Area. During the 2017/2018 academic year Bentley donated 8,930 pounds of prepared food to hungry individuals and families.

### *Move Out Donations*

Every spring semester the Office of Sustainability runs a move out donation program called “Give ‘N Go.” This program encourages residential students to donate unwanted items to charity rather than throwing them out when moving out of residence halls for the summer. Give ‘N Go collects non-perishable food, clothing, furniture, office supplies, books and electronics and donates all goods to a local charity. Bentley students are encouraged to “swap” during Give ‘N Go as a means to promote reuse. In May 2018 residential students donated 10.54 tons of material to charity.

## **SUSTAINABILITY AND CAREER SERVICES**

### *Career Services for Sustainability Majors*

The Office of Sustainability has partnered with the Office of Career Services to address increasing student demand for information on careers in socially and environmentally conscious companies. The Office of Career Services has assigned one career counselor to be dedicated to careers in sustainability. The Office of Sustainability and the Office of Career Services collaborate on sustainability career education projects including corporate site visits and speaking panels.

An increasing number of Bentley students are finding internships and full time jobs in socially responsible investment firms, renewable energy companies, clean tech start-ups, environmental consulting firms and energy efficiency organizations.

## **STUDENT CO-CURRICULAR EDUCATION**

### *Internships*

Through its Sustainability Student Leadership program, the Office of Sustainability provides students with opportunities to apply what they have learned in the classroom to real-world situations on campus. The office employs five interns during the academic year and one summer intern to assist with campus sustainability initiatives.

### *Students for Sustainable Business*

Students for Sustainable Business was founded in Fall 2015 after two student groups (The Bentley Green Society and the Bentley Eco- Reps) merged. This new group was structured to mirror the three key pieces of the triple-bottom line: people, planet and profit. Students for Sustainable Business is led by an executive board including the President, the Vice President of Social Programs (representing “people”), the Vice President of Environmental Programs (representing “planet”) and the Vice President

of Net Impact Programs (also the Net Impact Chapter leader, representing “profit”). General body members join one of these three groups and work on campus projects to expand Bentley-students engagement in sustainability topics.

### *Delongchamp Fund*

The Delongchamp Family Endowed Fund (the “fund”), was established in 2015 to support undergraduate professional and extra-curricular activities associated with the three pillars of sustainability: people, planet, and profit. The fund was designed to allow students to explore opportunities that might otherwise be out of reach due to funding issues. These include: attending a conference, going to a networking event, taking an unpaid or a limited paid internship or creating a research or public awareness campaign around sustainability. Thus far the Delongchamp Fund Committee has made 24 awards.

Visit <http://www.bentley.edu/green> to find out more about Bentley’s sustainability efforts.

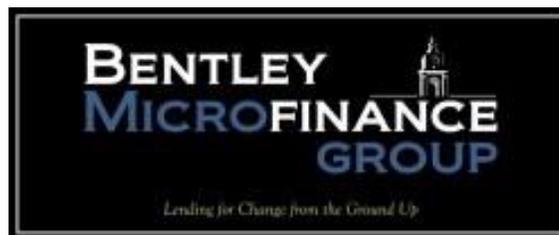


## ILLUSTRATIVE STUDENT PROGRAMS AND INITIATIVES

### Bentley Microfinance Initiative

The student-run Bentley Microfinance Group (BMG) strives to integrate microfinance into the Bentley community and to promote community development through education and innovation in microlending activities.

The club promotes microfinance by selecting loan candidates, monitoring loan portfolios, working with external partnerships, networking, and providing business plan assistance. Key objectives of the club are education, community development, operational sustainability, and innovation. BMG is unique in that members merge business experience with service – it is one of the first U.S. student run microfinance funds in the Greater Boston Area.



Since its inception in 2008, the BMG has continued to increase its presence in the local area, providing eight loans to small businesses in the Boston area. With a mission to raise awareness about and to integrate the practice of microfinance into the Bentley and Boston communities, the program has four main foci:

- **Education:** To provide Bentley students, faculty and staff with practical experience, encouraging their awareness of microfinance practices, empowering them to develop a framework for change, and facilitating the education of the borrowers from BMG to extend the academic community.
- **Community Development:** To promote development of the local community by providing credit and services to those excluded from traditional financial markets.
- **Operational Sustainability:** To operate and maintain a cash-flow neutral/positive loan portfolio, covering or exceeding operational expenses with interest income and student sweat equity.
- **Innovation:** To develop a new microfinance paradigm locally and openly scale the model globally.

*“Upon visiting campus in my senior year of high school, I met the students of the Bentley Microfinance Group and immediately recognized the motivation and drive that each member possessed. Thus, I joined BMG as a freshman because I felt that this organization was one in which I could see myself develop and apply my strengths, all while encouraging the advancement of local businesses in the Greater Boston area. Linking concepts that I am learning in the classroom to the real world problems that our clients face has truly enhanced my undergraduate education and has been the most rewarding experience of my college career thus far.”*

**Brianna Ryan, President, BMG, 2018**



The Initiative has grown to include three major components:

- **Curricular Component**

- Courses have been developed to give students a deeper understanding of the role microfinance has in the real world.
- Students have the opportunity to participate in a directed study of microfinance in Ghana or intern in Ghana at either Chapter 58 Trust or ACCION.
- Elective courses including seminars in microfinance.



- **Microfinance Initiative**

- The fund is almost completely student-managed
- The organization has over 60 members to manage and ensure the success of the fund.
- Members reach out to organizations in the Greater Boston area to provide loans.
- The governance within the group includes the Strategic Advisory Board, the Loan Approval Board, and the Student Executive Board.

<http://bentleylends.org/bentley-micro-finance/>

## Fair Trade Fair

The BSLCE hosts an annual Fair Trade Fair, bringing co-curricular conversation to the Bentley campus regarding alternative models of business for the social good. Illustrative vendors have included Pierce Brothers Coffee, RUNA Tea, Equal Exchange, Once Again Nut Butter, Lake Champlain Chocolates, and Ben & Jerry’s. Each year, hundreds of staff, students, and faculty—including many courses—visit the fair, sample free ice cream and coffee, purchase fairly traded gifts, and attend talks about the fair trade business model from leaders in the industry.



## ALTERNATIVE SPRING BREAK



Each year, the BSLCE runs an alternative spring break trip to Florida to support a Habitat for Humanity building project. Students are selected through an application process and receive pre-trip training from the center. Those who will be participating on the trip, help to throw an annual Pasta Dinner fundraiser to defray trip costs. The trip consists of a combination of Habitat building, reflection on social issues and citizenship, and time for fun and relaxation. Over the past 16 years, dozens of Bentley students have participated in helping to bring affordable housing to many worthy families.



Please join us on **January 31<sup>st</sup>** at **6:30pm** in **Wilder Auditorium** for the screening



**BENTLEY UNIVERSITY**  
W. Michael Hoffman  
Center for Business Ethics

**26<sup>TH</sup>**  
**RAYTHEON LECTURE IN**  
**BUSINESS ETHICS**



**Sir Mark Moody-Stuart**  
Chairman of the UN Global Compact Foundation & Former Chairman of Royal Dutch Shell/Shell Group



**The Ethical Challenges of Operating in Difficult Countries**  
Monday, March 27, 2017, 3:30 p.m.  
Wilder Pavilion, Adamian, Bentley University, Waltham, MA

Based on experiences of living and working in many countries for a global company, Sir Mark Moody-Stuart will discuss some of the challenges faced by responsible businesses in contributing to more peaceful societies. What, for example, are the responsibilities of a company working in countries with governments which have poor human rights records or are very corrupt? Should it go or stay, and if it chooses to remain, what are legitimate means of trying to improve the situation? Is there a positive role for businesses to work across fractious political boundaries? Sir Mark may not be able to fully answer these and related questions, but hopes that asking them will enhance our understanding of working in these complex conditions.

Sir Mark Moody-Stuart is Chairman of the Global Compact Foundation and the Innovative Vector Control Consortium. He was Chair of the Royal Dutch/Shell Group (1998-2001), Anglo American plc, (2002-09) and Hermes Equity Ownership Services (2009-16). He was Chair of the of the Global Business Coalition for HIV/AIDS (2002-11). After receiving a doctorate in geology in 1966 from Cambridge, he began working at Shell as an exploration geologist, living in Holland, Spain, Oman, Brunei, Australia, Nigeria, Turkey, the UK, and Malaysia. He is the author of "Responsible Leadership – Lessons from the Front Line of Sustainability and Ethics."

Raytheon Company is a technology and innovation leader specializing in defense, homeland security and other government markets throughout the world. With a history of innovation spanning 92 years, Raytheon employs 61,000 people worldwide and had annual sales of \$23 billion in 2015.

Presented by the Hoffman Center for Business Ethics at Bentley University with the generous support of the Raytheon Company. The Center is a partner in the Bentley Alliance for Ethics and Social Responsibility.

## Who are the **Standing Rock Water Protectors** and why are they against the **Dakota Access Pipeline**?



**THE TRUE COST**

WHO PAYS THE PRICE FOR OUR CLOTHING?

**WEDNESDAY MARCH 29TH**  
**6:30 PM**  
**WILDER PAVILION-ADAMIAN**

**PART OF THE SUSTAINABILITY SPEAKER & FILM SERIES**

BENTLEY UNIVERSITY Sustainability

CO-SPONSORED BY THE MANAGEMENT DEPARTMENT & THE BENTLEY SERVICE-LEARNING & CIVIC ENGAGEMENT CENTER





**BENTLEY UNIVERSITY**

The Faculty Advisory Council of the Hoffman Center for Business Ethics, the Center for Women and Business, and the Bentley Alliance for Ethics and Social Responsibility invite you to join us for a special event

**You've Earned It:**  
*Leadership Insights from Top Executive Women*



Featuring a Wall Street Journal Editor and Pulitzer-Prize Winning Writer

**Joann S. Lublin**

Wednesday, January 18, 2017  
8:00 a.m. – 10:00 a.m.  
Bentley University Waltham, MA  
LaCava Building, Room 325 ABC

Cover Art: Covey Creative

To reserve your seat at this complimentary breakfast and talk please visit <https://JoannLublinAtBentley.eventbrite.com>

Joann Lublin was among the first female reporters at the Wall Street Journal. After many uphill battles, she became the deputy bureau chief in the Journal's important London office – its first run by women. Part of the team of Wall Street Journal writers who won the Pulitzer Prize in 2003, Lublin is currently the Wall Street Journal's management news editor.

*Earning It* chronicles major milestones and dilemma of the world unique to women as illustrated through the lives and insights of many of the most successful women in business. In this talk, Ms. Lublin will describe how these pioneering women managed to navigate corporate battlefields and share their most valuable leadership lessons.

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## *PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION*

### **Principle 2** *Values*

**We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.**

### **CURRICULUM DEVELOPMENT**

In addition to required courses, as well as integration throughout the curriculum at the undergraduate and graduate levels, a series of dedicated electives focusing on ethics, social responsibility and sustainability express our university-wide effort to incorporate the values of global social responsibility. In addition, the curriculum also includes courses specializing in labor issues, human rights, the environment and anti-corruption in the spirit of the UNGC's Principles for Responsible Business. The full list of these courses has been noted in prior SIP/COE reports.

This year's report focuses on continued curricular developments related to the spirit of the UNGC, the Sustainable development Goals, and PRME.

### **Undergraduate Business Core**

The 27-credit undergraduate business core emphasizes the integration of ethics, social responsibility and sustainability across the curriculum:

- GB 110 Legal and Ethical Environment of Business
- GB 112 Tools & Concepts in Accounting and Finance
- GB 212 Practice and Applications in Accounting and Finance
- GB 213 Business Statistics
- GB 214 Marketing-Operations Fundamentals
- GB 215 Human Behavior & Organizations
- GB 310 Business Processes & Systems
- GB 320 Integrated Business Project
- GB 410 Global Strategy

### **SUSTAINABILITY**

Bentley continues to develop an extensive curriculum focused on the integration of environmental sciences and global sustainability with business studies. At the undergraduate level, as part of the Liberal Studies Major (LSM) program, "Earth, Environment and Global Sustainability" is one of 8 distinct concentrations students can select. In addition, a new B.A. degree in Sustainability Science was launched in fall semester, 2012. The LSM program is discussed more fully in Principle 3: Method.

## Earth, Environment & Global Sustainability

The Earth, Environment and Global Sustainability LSM focuses on the challenges inherent in environmental issues and the sustainability of our planet's resources. Emphasis is placed on the ways in which scientific and technological solutions to these problems are dependent on economic, political, and social constructs that require global cooperation. This concentration provides students with a background in Earth and environmental systems combined with global, societal and economic perspectives on the challenges of sustainable development.



The concentration includes eight courses, 3-4 courses selected from Natural & Applied Sciences courses and 4-5 liberal arts and business electives listed below. Programs may use no more than two business department courses, and no more than 4 courses may be taken in any one discipline.

### NAS Courses

- NASC 100 Astronomy: Solar System
- NASC 111 Green Biology: Ecological & Botanical Connections
- NASC 121 Chemistry of Sustainable Products
- NASE 305 U.S. Space Program: Going Beyond
- NASE 314 Coastal Biology of Cape Cod
- NASE 317 Economic Botany
- NASE 318 Global Health Challenges
- NASE 350 Industrial Ecology
- NASE 335 Oceanography
- NASE 337 Global Climate Change
- NASE 344 Energy Alternatives
- NASC 122 Environmental Chemistry
- NASC 130 Principles of Geology
- NASC 140 Energy and the Environment
- NASE 311 Ecology: Principles & Applications
- NASE 315 Human Health & Disease in Today's World
- NASE 328 Water Quality
- NASE 334 Coastal Geology of Cape Cod
- NASE 336 Water & the Environment
- NASE 339 Weather & Climate
- NASE 364 Science of Sustainability
- NASE 380 Science in Environmental Policy

### Electives

#### A&S Courses

- EXP 201 Expository Writing: Critical Thinking (with appropriate theme)
- HI 267 The Past and Present in Africa
- HI 314 History of the World Economy
- HI 355 American Environmental History
- HI 346 Economic History of the United States
- GLS 116 International Relations
- GLS 246 Geographic Information Systems
- GLS 310 Perspectives on Global Commerce
- LIT 363 American Literature: Realism & Naturalism
- LIT 262 Native American Literature
- MA 263 Continuous Probability for Risk Management
- GLS 230 Politics & Public Policy
- HI 355 American Environmental History
- HI 280 The Caribbean: Past, Present, Futures
- GLS 110 Global Regions
- GLS 243 The Developing World
- GLS 325 Global Transportation & Tourism
- GLS 330 Politics of Risk
- MA227 Mathematical Modeling in Environmental Management
- PH 130 Business Ethics: Corporate Social Responsibility

- PH 133 Business Ethics: International Business Ethics
- PH 301 Environmental Ethics
- PH 351 Perspectives on Poverty
- PS 305 Environmental Psychology

**Business Courses:**

- EC 311 International Economics
- EC 321 International Economic Growth & Development
- EC 341 Urban and Regional Economics
- EC 346 Environmental Economics
- LA 102 Environmental Law
- LA 308 International Business Law

**Sustainability Science**

A B.A. degree, with a major in Sustainability Science, was launched in 2012. As one of two new science-based majors offered at Bentley, the program prepares students to analyze the impacts on, interactions with, and limitations of the Earth’s environmental systems as they relate to societal and business activities, and to act as business and community leaders in ways that are sustainable in terms of environmental, economic and societal considerations. The program includes a strong foundation in laboratory sciences, field experience in environmental science, and a capstone project or internship in which students apply their knowledge in an original research project or an approved workplace-based internship. All students enrolled in the Sustainability Science major must also complete the new Business Studies major or minor, which will better prepare them to apply principles of environmental sciences in addressing sustainability challenges of business and society.



The new major has four broad learning goals:

1. Enhance environmental science literacy and its application in business and personal decision making.
2. Promote active- and problem-based learning in Earth and environmental sciences by incorporating the use of field and laboratory technology.
3. Improve creative problem-solving and critical thinking skills.
4. Integrate and apply scientific knowledge across students’ multidisciplinary liberal arts & sciences and business curriculum.

**Required Courses**

- NASC 122 Environmental Chemistry
- NASC130 Principles of Geology or NASC 111 Green Biology: Ecological & Botanical Connections
- NASE 364 Science of Sustainability
- NASE 380 Science in Environmental Policy

**Field Experience** (One of the following illustrative options):

- NASE 336 Water and the Environment
- NASE 314 Coastal Biology of Cape Cod
- NASE 334 Coastal Geology of Cape Cod
- NASE International Faculty-led program

**Sustainability Science Electives** (3)

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• NASE 311 Ecology: Principles &amp; Applications</li> <li>• NASE 328 Water Quality</li> <li>• NASE 337 Global Climate Change</li> <li>• NASE 344 Energy Alternatives</li> <li>• EC 346 Environmental Economics</li> <li>• PS 305 Environmental Psychology</li> <li>• PH 301 Environmental Ethics</li> <li>• GLS 243 The Developing World</li> </ul> | <ul style="list-style-type: none"> <li>• NASE 318 Global Health Challenges</li> <li>• NASE 336 Water &amp; the Environment</li> <li>• NASE 339 The Atmosphere</li> <li>• MA 227 Mathematical Modeling in Environmental Management</li> <li>• LA 102 Environmental Law</li> <li>• GLS 101 Globalization</li> </ul> |
|---|---|

**Senior Capstone Experience**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• NASE 415 Research in Natural &amp; Applied Sciences</li> </ul> | <ul style="list-style-type: none"> <li>• NASE 412 Internship in Natural &amp; Applied Sciences</li> </ul> |
|---|---|

**ILLUSTRATIVE COURSES**

Our earlier COP and SIP reports covered the broad range of courses offered at Bentley that emphasize and integrate ethics, corporate social responsibility, and sustainability related topics across the curriculum at both the undergraduate and graduate levels. These courses explicitly capture the spirit of the UNGC’s Principles for Responsible Business, highlighting human rights, labor, the environment, and anti-corruption.

For a complete list of courses with coverage of ethics, social responsibility, service-learning and civic engagement, diversity, and sustainability see the Alliance [webpage](#).



This year’s report draws special attention to illustrative course offerings in Bentley’s Honors Program.

**ID 306 H01 The Role of Community Service in a For-Profit Organization**

A seminar-style class focused on the role of corporate social responsibility provides students with a unique experience that will enhance their understanding of the business profession and corporate social

Responsibility. Students have the opportunity to acquire valuable skills, gain hands-on experience in a for-profit setting and participate in a service-learning initiative, teaching once a week (as part of a team) at a local high school. Students also spend part of a week at a for-profit organization—companies that have participated in the course



include: Deloitte, EY, Grant Thornton, PricewaterhouseCoopers, KPMG, Liberty Mutual, RSM, and State Street Corporation.

### **PS 301 H01 Behavioral Health: Natural Disaster Zones**

This undergraduate course explores the behavioral health issues suffered by survivors of natural disasters. Proactive preparedness behavioral health measures, intervention strategies and the associated implications for governing agencies, business, actuarial and insurance industry will be addressed. The course will introduce the unique behavioral trauma characteristics for children, adolescents, adults and the elderly. Concepts from social psychology will be applied to understanding community psychological identity disruption. This course employs a case study methodology.

### **GB110 H01 Legal and Ethical Environments in Business**

This Honors course provides an introduction and overview of the legal environment of business with an emphasis on legal and ethical issues. Ethics is introduced in the beginning and then crosscut through the material. The course discusses the legal system, constitutional law, business crimes, torts including product liability, contracts, employment law, intellectual property, business organizations, corporate governance, and government regulation of business among others. The course will also include reference to environmental concerns and international law. Course pedagogy incorporates discussion, legal research and analysis, group projects, and moot court simulations.

### **Columnas Newsletter**

*Columnas* is the award-winning, semi-annual newsletter of the Honors Program at Bentley University. The newsletter provides feature stories and articles about its students, alumni, faculty, and other members and events of the honors and Bentley community, written from the perspective of those involved in the Honors Program. It is managed and edited by Honors students.

*Columnas* won 1st place among electronic, student-edited newsletters for Honors Programs at the 2015 National Collegiate Honors Council conference and more recently, won 2nd place at the 2017 conference.



With a nod to Latin traditions, *Columnas* celebrates intellectual curiosity, highlights the achievements of those within and around the program, and underscores the importance of service, culture and community. Like its name suggests, *Columnas* (Latin for “pillars” or “columns”) references the written columns, but also the pillars of support and is intended to demonstrate the strength and finesse of the Honors Program, while also recognizing the four pillars upon which the Honors Program and its students are guided: *Excellentia* (merit), *sapientia* (wisdom), *integritas* (integrity) and *latitudo* (breadth).

PDFs of the *Columnas* newsletter are available at:

<https://www.bentley.edu/academics/honors-program/columnas-newsletter>

## Courses and the Sustainable Development Goals

The UN Sustainable Development Goals are also explored throughout the curriculum. The following illustrates how all 17 goals are reflected across Bentley's undergraduate program.

**PH351 Perspectives on Poverty** examines such questions as: What are the moral obligations of government, other institutions, and individuals in dealing with poverty? Should just societies satisfy the basic needs of all their members? How should we deal with conflicting claims about justice, right, needs, freedom and equality? The course explores answers to these questions through the study of different philosophical theories as well as investigation of current problems areas as cases. Investigation will include substantial service-learning experiences in inner-city schools or other institutions that serve poor people.



**NASE318 Global Health Challenges** examines the forces of environmental, social, and political change that are expected to intensify in the decades to come. The reverberations of these inevitable changes will impact not only the magnitude of domestic and global health threats, but also their specific nature. Citizens and health systems must be prepared to deal with public health risks and consequences as they never have before. The balance between these evolving risks and our ability to deal with them will be critical in determining our future quality of life. The course investigates public health from a community-based, global perspective, looking at health issues beyond our shores as well as the unwelcome risks and intrusions that global phenomena introduce in our lives at home.



**NASE315 Human Health and Disease in Today's World** examines human health and disease from the structure and function of the human body to its interaction with the environment. The genetic, physiological and behavioral factors that influence the physical and mental well-being of individuals is explored on all levels, including molecules, cells, organs, individuals and communities. Risk factors such as diet, sexuality, occupation, tobacco, alcohol and drugs are similarly evaluated, with an emphasis on behavioral changes that optimize personal health or help manage adverse conditions. Modern challenges such as emerging diseases, pandemic flu and bioterrorism and their potential impact on students' lives are discussed. The healthcare system, from research and development, healthcare markets, access to insurance, and alternative and complementary medicines are presented with the goal of helping students become more discerning consumers.



**Service-Learning Course Projects** in both business and arts & sciences courses involve wide-ranging community activities, including tutoring Waltham residents in computer skills and working on a variety of social service projects for school-aged youth, elders, the economically disadvantaged, and individuals whose native language is not English. Community partners include public service agencies, schools, after-school programs, governmental entities, and nonprofit corporations.



**LA104 Gender and the Law** explores the law both as a force in maintaining the second-class citizenship of women and as a tool in dismantling gender discrimination throughout society. The course examines ways in which the law, in the name of patriarchy and protection of women, has been unfair to men and reviews legal milestones in women's history whereby women gained such rights as the right to vote, to serve as jurors, to serve in the military. It studies the evolution of law as a tool for



empowerment of women from early case law through modern statutes that seek to prevent gender discrimination in such societal arenas as the workplace, education, and health care. Finally, it addresses what many believe is the failure of the legal system to adequately handle areas women arguably have unique needs, by examining such topics as the laws surrounding pregnancy, rape and domestic violence.

**NASE328 Water Quality** examines the sources, delivery, and treatment received as water is delivered to us as well as the treatment and disposal of wastewater. The course has a lab-oriented project where students select a topic and do specific chemical analysis on their samples, comparing them with EPA guidelines. Common water pollutants such as bacteria, heavy metals, pesticides, and fertilizers are described and many tested in lab activities. Samples from such places as the Bentley Pond, Charles River, and Waldon Pond are collected and purified through acceptable treatment method to see if it can be made “drinkable.” Student projects include laboratory activities, a written paper, and an oral presentation.



**NAS3344 Energy Alternatives** surveys the fundamental laws governing energy and energy sources—a subject of major international significance in today’s worldwide economy. Applications of the production and uses of power sources, including fossil fuel, nuclear fission, nuclear fusion, solar energy, hydrodynamic resources, wind resources, biomass resources, and geothermal reserves are discussed. The practicality, availability, and environmental impact of these energy alternatives, as well as the associated short-, medium- and long-term conservation strategies will be examined.



**MG345 Organizations, Society & Responsible Management** explores issues in organizational theory and macro-organizational behavior. It focuses on the changing environment of business and the implications raised for organizational structure and design, organizational effectiveness, internal organizational dynamics including culture and culture change, and organization-environment relations.



**NASE350 Industrial Ecology** examines the relationships between the production of material goods and the effect of these processes on humans and the environment. The course systematically examines the practices of extraction processing, production, distribution and consumptions of goods by quantifying material and energy flows through every step of the cradle to grave process. The course emphasizes that the solutions to global ecological sustainability are not found in the abandonment of technology, but through the embrace and proliferation of it. Topics include material flow analysis, life cycle assessment, energy policy, urban ecosystems, and the circular economy.



**LA 106 "Outsiders" and the Law** provides a focused study of the law as a dynamic force in social change by examining law as both an instrument of institutionalized oppression and a tool for liberation and empowerment of oppressed groups—those “outside” the majority. This particular course will focus on traditionally disenfranchised groups *other than* women and racial minorities. (For a parallel study of these groups, the Law Department offers LA 104, Gender and the Law, and LA 105, Race and the Law, respectively.) Groups studied in *this* course include: religious minorities, the physically challenged, the elderly, minors (including students), gay and bisexual persons, non-citizens, the homeless, the



mentally ill, and criminals. The course will address the law's historical and current role both in maintaining the second-class citizenship of these groups and in dismantling discrimination against them.

**HNR440 H01 Honors Capstone Course “Smart Cities”** designed to provide the students with a general conceptual framework and analytical tools to understand and analyze the phenomenon of Smart Cities, and learn how to conduct research using this domain as an example. The course guides students to develop an understanding of the phenomenon of smart cities based on readings from scholarship and practice, interactions with those who design smart city solutions, and the research process by engaging in an authentic research investigation in the domain of smart cities—cities that use digital sensors, information technologies, and social media to make a city more efficient, allow better utilization of the transportation and energy infrastructure, and to design and provide better and more appropriate service to its citizens. The ultimate aim of many smart cities initiatives is to ensure sustainable growth that minimizes the burden on the environment while improving quality of life for citizens.



**GLS310 Perspectives on Global Commerce** surveys the phenomenon of global commerce within a broad interdisciplinary context. It considers the meaning and changing nature of global commerce and examines contemporary trade patterns from a geographic perspective. Reviews the history of global commerce and its impacts, and provides an overview of the development of economic ideas concerning trade and commerce. The course also examines specific areas of interest, such as commerce and culture, the role of government and international organizations, the legal framework of global commerce, selected contemporary issues, and possible future scenarios for trade and commerce.



**NASE337 Global Climate Change** examines the basic concepts of weather and climate, such as structure of the atmosphere, ocean and atmospheric circulation, and latitudinal and seasonal changes in relationship to distribution of land and water bodies on earth. Also considered are temporal changes in large-scale climatic phenomena, such as atmospheric carbon dioxide, glaciations, sea-level change, monsoons, impact of volcanoes, El Nino/Southern Oscillation (ENSO), greenhouse effect, stratospheric ozone depletion, desertification, as well as human impacts on climate.



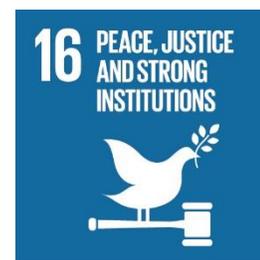
**NASE335 Oceanography** examines chemical and physical aspects of oceans and sea water, including geologic history of ocean basins, ocean currents, waves, tides, composition of sea water, types and movement of marine sediments, natural resources that oceans provide, and human impacts, such as pollution in the coastal and deep marine environment.



**NASE380 Science of Environmental Policy** examines national laws protecting the environment and governing the use, conservation and preservation of natural resources, which are partly based on current scientific understanding but almost always profoundly affect the way businesses operate. The U.S. has a long history of attempting to balance economic growth with the preservation of the environment and human health by passing new laws and creating new regulations. The course explores the science behind environmental and natural resource policy, from its historical roots to bills being debated in the U.S. Congress today. In addition to covering the role of science in the legislative process, specific topics will include major environmental laws and amendments, as well as proposals dealing with energy production and climate change.



**GLS11 International Relations** introduces students to International Relations (IR) as a field of study in political science. The course begins with an overview of the central themes, core principles and key concepts of IR, as well as the changing nature of the international system in both the pre-Cold War and post-Cold War eras. It discusses various theoretical approaches of IR and then focuses on several key issue areas, including peace and security, conflict and terrorism, weapons of mass destruction, international cooperation and organizations, international law and regimes, global trade and finance, relations between developed and developing regions, poverty and economic development, and the challenges of managing the environment, resources, and technological and information revolution in the age of globalization.



**MG337 Managing Strategic Alliances** introduces students to the rationale for establishing strategic partnerships, alliances and collaborations in the contemporary global business world. The course then discusses the major managerial issues associated with alliance creation, implementation and evolution. Based on these foundations, the course moves on to tools and frameworks that enable managers to respond effectively to the challenges of strategic alliances and maximize their value. The course explores the mindset, skillset and toolset of partnering, the value as a strategic tool, and the pitfalls to avoid and tactics to help improve the probability of partnering success.



### *Progress and AY2018-20 Goals*

Bentley is, once again, committed to ongoing curricular development and the exploration of ways to continue to weave issues of ethics, social responsibility, sustainability, and civic engagement across campus, capturing the essence of the UNGC's Principles with respect to human rights, labor, the environment, and anti-corruption and the Sustainable Development Goals.



## PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

### Principle 3 Method

We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

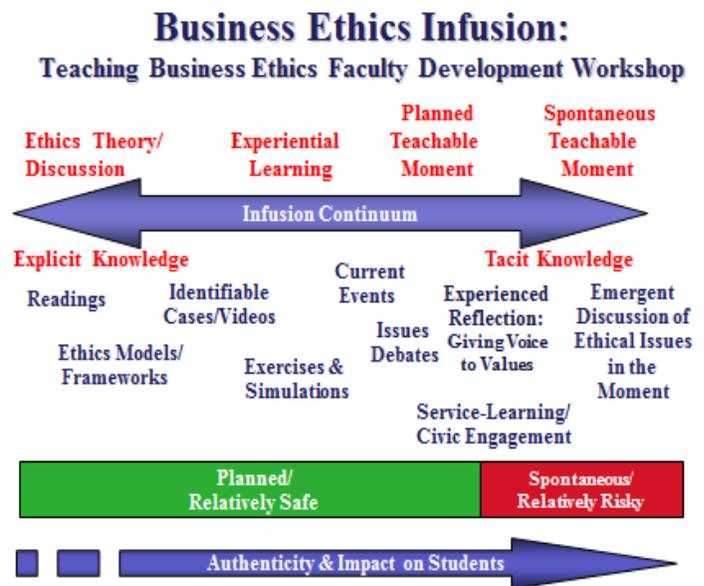
As a way of influencing curriculum development – at both the undergraduate and graduate level – across the university, Bentley’s Alliance for Ethics and Social Responsibility (BAESR) continues to work with Bentley faculty to provide them with assistance in integrating ethics into their departmental courses. The “Gadfly Program,” which was originally created by the Center for Business Ethics in 1991, continues today as the Global Business Ethics Teaching Workshop, with an expanded focus on corporate social responsibility and sustainable business practices within the context of the UN Global Compact. The BAESR has run the teaching workshop for the past 15 years.

### TEACHING BUSINESS ETHICS FACULTY WORKSHOP

Background information on the Teaching Business Ethics workshop is provided in our initial AY2006-07 COP. The intent of the program remains the same since its inception—to encourage faculty to address ethical issues and questions of corporate social responsibility (CSR) in required and elective courses across Bentley’s curriculum. Each Spring Bentley faculty members and visiting faculty from around the world participate in a 5-day workshop to explore ways of integrating ethical and CSR issues into their discipline-based courses.

The workshop is designed to accomplish this goal through: (1) facilitated discussions among faculty from several different disciplines (and institutions) intended to provide them with a basic grounding in ethical theory and corporate responsibility, and (2) presentations by the faculty participants on integrating ethics/CSR into their courses, with the opportunity for feedback from the workshop facilitators and other participants. The program is currently supported by a grant from the State Street Foundation.

By focusing on pedagogical tactics and approaches to incorporating ethical and social responsibility issues, the teaching workshop has stimulated a greater comfort level across our faculty. Over time, our experience



suggests that faculty become increasingly skilled at engaging students via in-depth discussions of ethical issues, going beyond planned activities (cases, exercises, videos) to service-learning projects and drawing on student work-related experiences and issues that emerge “in the moment.”

The May 2016 and 2017 workshops were held on the Bentley campus. Complete information on the Global Business Ethics Teaching Workshop, including past workshop agendas and plans for the 2019 program, is available [here](#).



### ***Progress and AY2018-2020 Goals***

To date over 225 Bentley faculty, representing every academic department on campus, have participated in the annual Global Business Ethics Teaching Workshop. As a result, ethics, social responsibility, and sustainability topics are integrated throughout the business and liberal arts core as well as in departmental courses across the university. In addition, through the support of the State Street Foundation, over 140 faculty outside Bentley have participated in the week-long workshop.

The 2019 program, which is in the planning stages, will be held on the Bentley campus in May.

### **LIBERAL STUDIES MAJOR (LSM)**

As part of our undergraduate program, Bentley has created an optional second major that complements a business major with a concentration built around a particular theme of interest. The impulse behind the LSM is to help students increase the value and meaning of their liberal arts education by combining some required courses in the general education curriculum with arts and sciences electives and some business electives within a concentration. The LSMs include majors in “*Ethics and Social Responsibility*” (designed to create a framework for more fully understanding these issues in work and life), “*Earth, Environment and Global Sustainability*” (focused on developing insights into environmental systems and the economic, political and social constructs necessary to achieve sustainable development on a worldwide scale), and “*Global Perspectives*” (focused on understanding the global economy as well as distinct regions and cultures, with an emphasis on understanding diverse ways of thinking, communicating, acting, doing business and governing).

#### **Ethics and Social Responsibility**

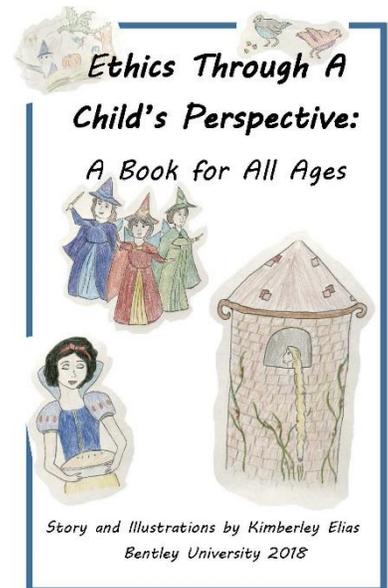
As future leaders in the world of business, Bentley graduates will have to understand and be prepared to deal with many issues concerning ethics and social responsibility in both work and life. The Ethics and Social Responsibility LSM, which is grounded in philosophy, is designed to give students the opportunity for in-depth study of these issues from theoretical, practical, and cross disciplinary perspectives.

Illustrative student final projects have included:

- Comparative analyses of attitudes toward ethics and social responsibility in the United States, Italy and Spain, based on student personal experiences
- Case study exploring why companies participate in socially responsible and ethics programs
- A comparative analysis of sustainable performance in UNGC signatories and non-signatories in the professional services industry
- A creative application of ethics through fairy tales—for children of all ages

“By telling a simple, almost ‘childlike’ version of ethical theories, I hoped to allow the reader to learn ethics in a fun, interesting way. But I also hope that it causes the reader to realize that ethical theories are both applicable and relatable. Their significance expands beyond the academic environment, especially for business leaders... it is only through this knowledge [that] one can begin to understand and act ethically.”

Kimberly Elias,



The Ethics and Social Responsibility LSM is composed of eight courses:

**Two core courses:**

- PH 251 Ethics; and either
- PH 130 Business Ethics: Corporate Social Responsibility
- PH 131 Philosophy of Work or
- PH 133 Business Ethics: International Business Ethics

**One course from the following list:**

- PH 134 Healthcare Ethics
- PH 135 Spec Problems in Bus and Professional Ethics
- PH 301 Environmental Ethics
- PH 351 Perspectives on Poverty
- Five courses from the following list:
- EXP 201/201L Advanced Inquiry in Writing
- GLS 116 International Relations
- GLS 203 Contemporary Issues in US Politics
- GLS 230 American Public Policy
- GLS 242 Terrorism and National Security
- GLS 248 Business & Politics of the News Media
- HI 306 War and Society
- HI 308 Drug Trades in American History
- HI 350 Serfs, Slaves, and Sojourners
- HI 330 Women, Work and Family in European Perspective
- HI 307 Through Children’s Eyes
- ID 260 Sex and American Culture
- ID 306 Role of Community Service in for Profit Organizations
- LIT 260 Intro to African-American Literature & Cultural Studies

- LIT 262 Native American Literature and Culture
- LIT 330 Literature of the Holocaust
- LIT 333 Literature and Film of the Vietnam War
- LIT 365 Immigrant and Ethnic Literature
- NASC 112 Evolution, Human Genetics & Behavior
- NASE 315 Health and Disease in Today's World
- NASE 318 Global Health Challenges
- NASE 337 Global Climate Change
- NASE 344 Energy Alternatives
- NASE 364 Science and Sustainability
- PH 130 Business Ethics: Corporate Social Responsibility
- PH 131 Business Ethics: Philosophy of Work
- PH 133 Business Ethics: International Business Ethics
- PH 134 Healthcare Ethics
- PH 135 Problems in Bus & Professional Ethics
- PH 217 Contemporary Philosophy
- PH 301 Environmental Ethics
- PH 311 Social Philosophy
- PH 313 Political Thought from a Global Perspective
- PH 351 Perspectives on Poverty
- PS 266 Psychology of Adjustment
- PS325 Cyber-Psychology
- PS 311 Social Psychology
- PS 388 Abnormal Psychology
- SO 241 Diversity, Minorities and Social Change
- SO 242 Social Problems
- SO 244 Deviance and Social Control
- SO 300 Community Involvement
- SO 333 Sociology of the Edge

**Business Department(s):**

- AC 332 Fraud Examination
- IDCC 250 Public Relations Theory and Practice
- LA 101 Law and Society
- LA 104 Gender and the Law
- LA 105 Race and the Law
- LA 106 "Outsiders" and the Law
- LA 109 Law and Ethics
- LA 309 Current Issues in Labor and Employment Law
- MG 228 Managing Diversity in the Workplace
- MK 402 Conscious Capitalism in Business

**Additional Requirement:** Every student is required to take at least one course with a service-learning component. Any course with such a component will fulfill the requirement.

[www.bentley.edu/undergraduate/academics/lsm.cfm](http://www.bentley.edu/undergraduate/academics/lsm.cfm)

***Progress and AY2018-20 Goals***

Now thirteen years old, the LSM program has over 900 students enrolled, with approximately 90 students currently enrolled in the "Ethics and Social Responsibility" and "Earth, Environment and Global Sustainability" majors. Our goal is to continue to expand the number of undergraduates involved in this program.



## *Teaching Sustainability & Ethanol: Integrating Business, Public Policy, and Science*

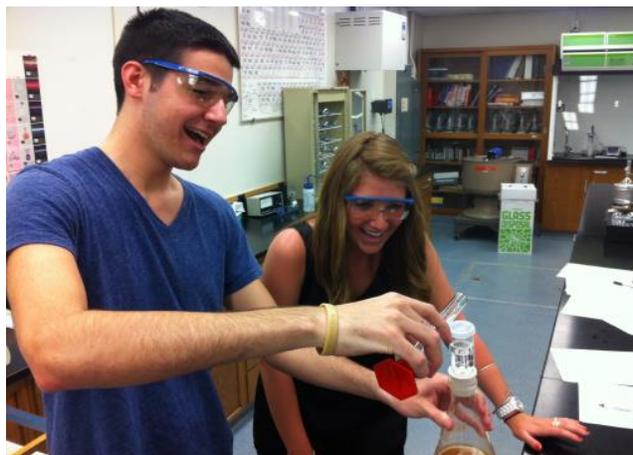
Over the last eight years, faculty in Natural & Applied Sciences have taken a transdisciplinary approach to sustainability curriculum development through the development of integrated course modules that focus on integrating STEM, business and the liberal arts.

The modules came out of a National Science Foundation (NSF) grant in its former Course, Curriculum and Laboratory Improvement program, now called the Improving Undergraduate STEM Education (IUSE) program. During the first summer workshop funded by the grant, faculty from different natural science disciplines were brought together to develop technology-enhanced laboratory and classroom modules that applied basic science concepts to real-world problems.



Since most Bentley students major in business-related disciplines, part of the core mission was to integrate liberal arts and sciences with the business curriculum. For example, one ongoing project is a three-week module for a course in Environmental Chemistry where students investigate changes in the chemical composition of rainwater as it moves through “natural” and human-impacted reservoirs near the earth’s surface. Students then measure chemical changes in the water after two weeks using cutting-edge analytical equipment in Bentley labs and predict how business and personal decisions may impact the chemical composition of private and municipal water sources. By teaching basic scientific concepts in the context of real-world problems, the pilot attempted to show students the importance of scientific literacy to business and society as well as to their personal lives.

In the second round of workshops, these concepts were extended to include larger transdisciplinary challenges of sustainability, which are inextricably linked to other fields like political science and economics. Due to the pedagogical challenges related to teaching such interdisciplinary topics related to sustainability, which require individual faculty to teach beyond their areas of expertise, as well as institutional barriers that commonly limit opportunities for cross-disciplinary team-teaching, faculty from several disciplines were recruited to develop a cross-course module to overcome some of these challenges. At the time, **Rick Oches**, now Dean of Arts & Sciences at Bentley, and **David Szymanski**, Associate professor and Chair of the Natural & Applied Sciences department, brought together faculty in accountancy, political science, geography, economics, and the natural sciences created a common exercise and reading



that was done by students in all participating courses.

The module – “Will Corn Ethanol Fuel U.S. Energy Needs?” – provides students in the different courses with a brief introduction to ethanol and the ethanol biofuel industry in its full complexity. Students use U.S. Department of Agricultural crop and production data – more than 500 total data points – to plot the change in relevant variables over time.

Later, they hypothesize about their relationships to broader agricultural, scientific, economic, and political forces. Instructors then contextualize core concepts from their own courses (e.g., Environmental Chemistry, American Government, Microeconomics, Science of Sustainability), helping students gain perspective on a complex, multidisciplinary problem. Within this cross-course model: the **Microeconomics** course taught cost-benefit analysis from the perspective of corn-ethanol; **Environmental Chemistry** class produced ethanol from corn and cane sugar and learned about the chemistry and energy efficiency involved; the **Science of Sustainability** class explored agricultural systems and food vs. bio-fuel production; and **American Government** looked at the legislative process related to the renewable fuels standard act and the role of science, lobbyists, constituents, and other stakeholders in developing federal legislation.

Specific program goals included:

- Enhancing science literacy;
- Promoting active- and problem-based learning by incorporating the use of technology and data analysis;
- Improving problem-solving and critical thinking skills; and
- Integrating and applying scientific knowledge across students' transdisciplinary business and liberal arts & sciences curriculum.



After completing this integrative module, students were expected to be able to:

- Describe the interdependence of the natural sciences and social sciences in decision-making for business, society, and the environment.
- Provide examples of ways in which human modification of complex natural and established social systems may lead to unintended consequences.
- Explain ways in which human decision making and natural systems impact one another on various time scales.
- Evaluate proposals for moving society toward greater sustainability.

### *Progress and AY2018-20 Goals*

The module, which was well received by students and faculty, has been revised several times, focusing on assessment of student learning. The module continues to be used in a number of courses and has been adopted by at least one other institution. An underlying goal is to encourage the business and the arts and science faculties to work more closely together on these types of modules that contextualize issues of sustainability across the curriculum.

Oches and Szymanski began expanding the scope of the curriculum development projects by developing a collaboration with two other institutions of higher education and applying for a scaled-up, multi-institutional grant from the National Science Foundation to continue the work. Using pedagogic strategies resulting from the ethanol module, and developed in partnership with this multi-institutional collaboration, Oches and Szymanski led a workshop titled “Teaching Sustainability and the Environment Within and Across Disciplines” for 24 teaching faculty from across the U.S., at the July 2016 Earth Educators Rendezvous, Madison, Wisconsin. Oches and Szymanski are currently leading the revision of the multi-institutional grant to the NSF Improving Undergraduate STEM Education (IUSE) program for submission in December 2018.

## PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

### Principle 4 Research

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

Bentley continues to encourage applied transdisciplinary research, emphasizing collaborative projects that involve faculty members across different academic departments and research streams that have the potential to significantly affect current practice. Several of the core centers under the Alliance for Ethics and Social Responsibility conduct this type of research. For example:

- The **Harold S. Geneen Institute of Corporate Governance** supports interdisciplinary research on governance, ethics and corporate responsibility and sponsors campus-wide panels and presentations for practitioners and academics.
- The **Gloria Cordes Larson Center for Women and Business (CWB)** sponsors attenuated research on women and hosts a variety of events for corporate partners and students.
- The **Hoffman Center for Business Ethics (HCBE)** undertakes research – surveys and data syntheses – of trends in business ethics.

For more information on each please see the section below on Faculty Publications.

### *BUSINESS AND SOCIETY REVIEW*

The HCBE also publishes *Business and Society Review* in partnership with Wiley/Blackwell Publishers. **Robert Frederick**, professor of philosophy, serves as the editor of the journal.

During AY2016-2018, HCBE published 8 issues of *B&SR*.

## 2016

### Fall: Vol. 121, Issue 3

- S.L. Reiter, Corporate Profit, Social Welfare, and the Logic of Capitalism
- Frank Jan de Graaf, CSR as Value Attunement within Governance Processes: Stakeholder Dialogue, Corporate Principles and Regulation
- Stewart Clegg, Miguel Pina E Cunha, & Arménio Rego, Explaining Suicide in Organizations: Durkheim Revisited
- Lars Moratis, Consequences of Collaborative Governance in CSR: An Empirical Illustration of Strategic Responses to Institutional Pluralism and Some Theoretical Implications
- Donna Hicks & Sandra Waddock, Dignity, Wisdom, and Tomorrow's Ethical Business Leader



**Winter: Vol. 121, Issue 4**

- Paul F. Buller & Glenn M. McEvoy, A Model for Implementing a Sustainability Strategy through HRM Practices
- Ali M. Shahzad, Matthew A. Rutherford, & Mark P. Sharfman, In Good Times but Not in Bad: The Role of Managerial Discretion in Moderating the Stakeholder Management and Financial Performance Relationship
- Thomas A. Hemphill, U.S. Pharmaceutical Gray Markets: Why Do They Persist—and What to Do about Them?
- Gordon Pearson & Martin Parker, Is Small Always Beautiful? A Dialogue
- Patricia L. Nemetz, The Good, the Bad, and the Ugly of Corporate Personhood and Corporate Political Spending Implications for Shareholders
- Gabriella Lewis, Sergio Palacios, & Marcus A. Valenzuela, An Integrational Framework of Organizational Moral Development, Legitimacy, and Corporate Responsibility: A Longitudinal, Intersectoral Analysis of Citizenship Reports

**2017****Spring: Vol. 122, Issue 1 Special Issue devoted to papers from the 40<sup>th</sup> Anniversary of the W. Michael Hoffman Center for Business Ethics**

- Richard de George, Rethinking Global Business Ethics: The North-South Paradigm
- Kenneth Goodpaster, Human Dignity and the Common Good: The Institutional Insight
- John R. Boatright, The Corporate Objective after eBay v. Newmark
- Laura P. Hartman, Patricia H. Werhane, Cynthia E. Clark, Craig V. Vansandt, & Mukesh Sud, Strategic Global Strategy: The Intersection of General Principles, Corporate Responsibility and Economic Value-Added
- Michael O'Mara-Shimek, Levels of Ethical Quality of Metaphor in Stock Market Reporting
- Thomas I. White, Dolphins, Captivity, and SeaWorld: The Misuse of Science

**Summer: Vol. 122, Issue 2**

- S. Prakash Sethi, Janet L. Rovenpor, & Mert Demir, Enhancing the Quality of Reporting in Corporate Social Responsibility Guidance Documents: The Role of ISO 26000, Global Reporting Initiative and CSR-Sustainability Monitor
- Ronald Paul Hill, Failure of Ethical Leadership: Implications for Stakeholder Theory and “Anti-Stakeholders
- Holger Görg, Aoife Hanley, Stefan Hoffmann, & Adnan Seric, When Do Multinational Companies Consider Corporate Social Responsibility? A Multi-country Study in Sub-Saharan Africa
- William Throop & Matt Mayberry, Leadership for the Sustainability Transition
- Jamie D. Collins & Christopher R. Reutzler, The Effects of Interfirm Ties on Illegal Corporate Behavior

**Fall: Vol. 122, Issue 3**

- Joanne Bauer & Elizabeth Umlas, Making Corporations Responsible: The Parallel Tracks of the B Corp Movement and the Business and Human Rights Movement
- Eleanor O'Higgins & Thibault Thevissen, Revisiting the Corporate Social and Financial Performance Link: A Contingency Approach

- Angeli Weller, Professional Associations as Communities of Practice: Exploring the Boundaries of Ethics and Compliance and Corporate Social Responsibility
- Dinah Payne & Pamela A. Kennett-Hensel, Combatting Identity Theft: A Proposed Ethical Policy Statement and Best Practices
- Michael Hadani, Natasha Munshi, & Kim Clark, The More You Give, the More You Get? The Impact of Corporate Political Activity on the Value of Government Contracts
- R. Edward Freeman, The New Story of Business: Towards a More Responsible Capitalism

### Winter: Vol. 122, Issue 4

- James Weber & Michael J. Urick, Examining the Millennials' Ethical Profile: Assessing Demographic Variations in Their Personal Value Orientations
- Richard H. Herbert, The 2008 Wall Street Crash: A Failed Organizational Response to Complexity
- Wade M. Chumney, David M. Wasieleski, & E. Günter Schumacher, The Conflict between U.S. Patent Protection and Technological Innovation: Analysis and Problem Solving by Means of the Integrated Causal Model for Innovated Ethics
- Marsha Katz, Yvette P. Lopez, & Helen LaVan, Domestic Violence Spillover into the Workplace: An Examination of the Difference between Legal and Ethical Requirements
- Richard Peters, Joe M. Ricks Jr., & Christopher Doval, Jesus Centered Leadership and Business Applications: An Alternative Approach
- Ronald Adams, Standard of Living as a Right, Not a Privilege: Is It Time to Change the Dialogue from Minimum Wage to Living Wage?

## 2018

### Spring: Vol. 123, Issue 1

- Lisa A. Kramer & Ray Greek, Human Stakeholders and the Use of Animals in Drug Development
- Thomas A. Hemphill & Gregory A. Laurence, Employee Social Responsibility: A Missing Component in the ISI 26000 Social Responsibility Standard
- Ian D. Parkman & Alan J. Krause, The Diamond Model of Authentic Green Marketing: Evidence from the Sustainable Architecture Industry
- Kathy Babiak & Lisa A. Kihl, A Case Study of Stakeholder Dialogue in Professional Sport: An Example of CSR Engagement
- Stephen R. Luxmore, Clyde Eirikur Hull, & Zhi Tang, Institutional Determinants of Environmental Corporate Social Responsibility: Are Multinational Entities Taking Advantage of Weak Environmental Enforcement in Lower-Income Nations?
- Laura Pincus Hartman & Kanwalroop Kathy Dhanda, Cross-Sector Partnerships: An Examination of Success Factors

### Summer: Vol. 123, Issue 2

- Thomas L. Carson, My Correspondence with Milton Friedman about the Social Responsibilities of Business
- Trevor T. Moores, H. Jeff Smith, & Moez Limayem, Putting the Pieces Back Together: Moral Intensity and Its Impact on the Four-component Model of Morality
- Dekuwmini Mornah & Raymond J. Macdermott, A Non-Proxied Empirical Investigation of Cultures Effect on Corruption

- Julia Dare, Do Actions Speak Louder than Words? An Exploratory Study on CSR
- Yvette P. Lopez & William F. Martin, University Mission Statements and Sustainability Performance
- Joanne B. Cuilla, Verizon Lecture: Why is it so Difficult to be an Ethical Leader?

## HAROLD S. GENEEN INSTITUTE FOR CORPORATE GOVERNANCE

Established in 2008 through the generosity of the Harold S. Geneen Charitable Trust, the Geneen Institute is dedicated to the pursuit of directed, leading-edge research on important corporate governance issues and is committed to researching social, comparative and reformative approaches to governance. Bentley Management Professor **Cynthia E. Clark** directs the Institute.

The Institute supports a diverse portfolio of research projects that have clear, practical implications for managers and for society. Current initiatives examine the role of governance in five main areas: ethics and corporate boards, regulation and compliance, social and environmental reporting, executive compensation, and women on boards.

The Institute engages students, faculty and practitioners through books, articles, reports, teaching cases, curricula, conferences, and workshops. Bentley currently has faculty in several disciplines who are interested in various dimensions of corporate governance. For example, we have faculty in accounting (auditing and risk management), management (corporate social responsibility, diversity, director selection, executive management compensation, women and the glass-ceiling), and finance (director independence) who are active researchers in the broad view of governance.

The Institute's goal is to foster a dynamic community of scholars, practitioners, and students, who come together through such programs as the Geneen Fellows, the International Society of Corporate Governance annual conference, Geneen Speaker Series, and meetings of the 2020 Women on Boards and Society for Governance Professionals organizations. The Institute reaches out beyond the Bentley community to engage practitioners through activities such as lecture series, informal colloquia, and workshops.

The Institute has begun sponsoring the International Corporate Governance Society and associated International annual conference. It also sponsors a speaker series and a best paper award for the journal, *Corporate Governance: An International Review (CGIR)*.

### *Progress and AY2018-20 Goals*

Since inception, the Institute has brought in eight doctoral students and is set to provide scholarships for Bentley MBA students starting in Spring 2019. Currently, we have 3 students who are in the PhD Program and 5 who have graduated, 4 of whom are now in tenure-track positions as assistant professors, one student took a directorship at Boston University. The Institute has successfully awarded best paper and runner-up awards for CGIR and is about to conduct its 4th annual international conference in Shanghai in October 2018. The Institute has been instrumental in creating the International Corporate Governance Society (ICGS), which has 200 members in only its 3rd year.



Harold S. Geneen

## FACULTY RESEARCH

Bentley faculty are also committed to research in this broad area. During 2016 to 2018, publications in the PRME domain—focused on business ethics, social responsibility, stakeholder management, governance, sustainability, and civic engagement—included the following (note: Bentley faculty member names are in **bold face**):

### PUBLICATIONS

- Adams, S.M.** (Ed.) (2018). *Time for Solutions! Addressing Gender Barriers in the Workplace*. New York: Routledge-Greenleaf Publishing.
- Alexander, M.**, Sulkowski, A., & **Wiggins, W.** (2016). Sustainability & Tax Policy: Fixing a Patchwork of Policies with a Coherent Federal Framework. *Virginia Environmental Law Journal*, 35(1), 1-58.
- Anderson, A., **Brown, J.**, & Gupta, P. (2017). Jurisdictional competition for corporate charters and firm value: A reexamination of the Delaware effect. *International Journal of Disclosure and Governance*, 14(4), 341-356.
- Blanch-Hartigan, D.** (2018). Gendered Perceptions in Healthcare: Overcoming Subtle Bias. In **Adams, S.M.** (Ed.) *Time for Solutions! Addressing Gender Barriers in the Workplace*. New York, NY: Routledge-Greenleaf Publishing.
- Block, C.J., **Cruz, M.**, Bairley, M.M., Harel-Marian, T., & Roberson, L. (2018, in press). Inside the prism of an invisible threat: Shining a light on the hidden work of contending with systemic stereotype threat. *Journal of Vocational Behavior*.
- Bouldin, R. M.**, Xia, Z., Klement, T. J., Kiratitanavit, W., & Nagarajan, R. (2017). Bioinspired flame retardant polymers of Tyrosol. *Journal of Applied Polymer Science*, 134(41), 45394-45396.
- Brown, E. A.**, (2017). Workplace Wellness: Social Injustice. 20 *New York University Journal of Legislation and Public Policy*, 1.
- Brown, E. A.** & Inara, S. (2018). Sanctuary Corporations: Should Liberal Corporations Get Religion? 20 *University of Pennsylvania Journal of Constitutional Law*, 1101.
- Brown, E. A.** & Inara, S. (2018). Belief v. Belief: Resolving Religious Conflicts in the Workplace, 49 *Academy of Legal Studies in Business National Proceedings*.
- Brown, J.** (2018). Corporate boards and performance. *Oxford Research Encyclopedia*. UK: Oxford University Press.
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- Buono, A.F.** (2018). Beyond the Classroom: Instilling Responsible Management Principles, Practices, and Possibilities in our Business Schools. In P.M. Flynn, M. Gudić, & T.K. Tan (Eds.), *Redefining Success: Integrating Sustainability into Management Education*. Sheffield, UK: Greenleaf Publishing, pp. 131-144.
- Buono, A.F.** (2018). Mergers, Acquisitions and Takeovers. In R.W. Kolb (Ed.), *The SAGE Encyclopedia of Business Ethics and Society*, 2<sup>nd</sup> ed. Thousand Oaks, CA: Sage, pp. 2237-2241.
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- Burke, J. & Clark, C.** (2016). The Business Case for Integrated Reporting: Insights from Leading Practitioners, Regulators and Academics. *Business Horizons*, (May-June), 273-283.
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**Yang, J., Ming, X., Wang, Z. & Adams, S.M.**  
(2017) Are gender effects on ethical decision-making fake or real? A meta-analytic study of the contaminating role of social desirability response bias. *Psychological Reports, 120*(1), 25-48.



## PRESENTATIONS

**Asgary N., Li, G., & Twerago, S.** (2017). The Theory of “Believe me” and Corporate Social Responsibility: A Comparative Analyses. Cyrus Institute of Knowledge 5<sup>th</sup> International Conference, Massachusetts Institute of Technology, Cambridge, MA, April.

**Brown, E. A.** (2017). Sanctuary Corporations: Should Liberal Corporations Get Religion? Academy of Legal Studies in Business. Annual Meeting.

**Brown, E. A.** (2018). Business Values v. Employee Religion: Who Wins Now? North Atlantic Regional Business Law Association. Annual Meeting.

**Brown, E. A.** (2018). Religious Freedom and Civil Rights in the Workplace. Academy of Legal Studies in Business. Annual Meeting.

**Brown, J. & Moriarty, J.,** (2016). Global Business Ethics Teaching Workshop. 12<sup>th</sup> annual. Bentley University, Waltham, MA, May.

**Brown, J.** (2018). Centers for Business Ethics and Responsible Leadership: Hoffman Center for Business Ethics. Professional Development Workshop, Academy of Management, Chicago, IL, August.

**Buono, A.F.** (2016). CSR Approaches in Business Schools. 13<sup>th</sup> ADERSE Conference (Association for the Development of Education and Research on Corporate Social Responsibility), ISEOR and IAE Lyon, Lyon, France, June.

**Buono, A.F.** (2016). PRME’s Role in Responsible Management Education: Reflecting Back, Looking Forward,” 13<sup>th</sup> ADERSE Conference (Association for the Development of Education and Research on Corporate Social Responsibility), ISEOR and IAE Lyon, Lyon, France, June.

**Clark, C.E.** (2016). Reflections on Business Ethics. 12<sup>th</sup> annual Global Business Ethics Symposium. Bentley University, Waltham, MA, May.

**Clark, C.E.** (2016). Authentic Governance. Paper presented at the Strategic Management Society, Berlin, Germany.

**Clark, C.E.** (2016). Ethics and Compliance. *Boston Regional Business Ethics Network*, Boston, MA, October.

**Clark, C.E.** (2017). The Director Selection Process: A Field Study from the Candidates’ Perspective. Paper presented at the Strategic Management Society, Houston, TX.

**Clark, C.E.** (2017). Corporate Governance and the Director Selection Process: Accountability and Value Creation. Paper presented at the Society for Business Ethics, Atlanta, GA, August.

**Clark, C.E.** (2017). Bias in Corporate Board Selection and Composition. Paper presented at the Workshop on Women in Leadership, Cátedra USPCEU-Mutua Madrileña. Madrid, Spain.

**Clark, C.E.** (2017). Challenges and Opportunities in Corporate Governance. Fundación de Estudios Bursátiles y Financieros (FEBF), Valencia, Spain, March.

- Clark, C.E.** (2017). Ethics in Business Schools. Facultat de Economica a la Universitat de Valencia, Valencia, Spain, March.
- Clark, C. E.** (2017). Business Ethics in Context: Lessons from Health Care, Finance and Marketing. 13th annual Global Business Ethics Symposium. Bentley University, Waltham, MA, May.
- Clark, C. E.** (2018). The Ethics of Inclusion. 14<sup>th</sup> annual Global Business Ethics Symposium. Bentley University, Waltham, MA, May.
- Clark, C. E.** (2018). Board Priorities and Best Practices for Small-cap Companies. National Association of Corporate Directors. Annual Meeting, Washington D.C., September.
- Clark, C. E.** (2018). Corporate Governance, Accountability and Value Creation. TransAtlantic Business Ethics Conference. Rutgers University, NMJ, October.
- Clark, C. E.** (2018). ESG and Sustainability. Society for Governance Professionals, Eastern New England Chapter Meeting, September.
- Clark, C.E.** (2018). On-Boarding Diversity in Corporate Boards Research: A Paper Development Workshop. Academy of Management, Chicago, IL, August.
- Clark, C.E. & Gabaldon, P.** (2018). Corporate Board Selection, Process and Structure: Implications for Diversity and Efficacy. Paper presented at the 2018 JMS Conference, Babson College, Wellesley, MA.
- Clark, C. E., Riera-Esteve, M., & Iborra-Juan, M.** (2018). Corporate Social Responsibility and Irresponsibility: Definitional Gray Zones and Corporate Hypocrisy. EURAM Conference, Reykjavik Iceland, June.
- Cruz, M. & Foster, P. & Pine, D.** (2018). Harness the Power of Men as Allies. The Commonwealth Institute, LockeLord LLP, Boston, MA, March.
- Davi, W. & Pine, D.** (2018). Unconscious Bias for Inclusive Workplaces. Artisan Leadership Team, Artisan Healthcare Consulting, Inc., Waltham, MA, September.
- Davis, P.T.** (2018). Warm periods in Earth's geologic record for comparison with Anthropogenic Global Warming. 43<sup>rd</sup> Annual Northeast Storm Conference, Abstracts with Programs (p. 25), Saratoga Springs, NY, March.
- Donnelly, R., Manolova, T., Edelman, L., & Buono, A.F.** (2017). The Quadruple Bottomline: The Multinationality-Performance Relationship Revisited. Academy of International Business Meeting, Dubai, UAE.
- Erhemjamts, O. & Huang, K.** (2017). Reexamination of the Relationship between Institutional Ownership Horizon and Corporate Social Responsibility. Paper presented at the Financial Management Association Annual Meetings, Boston, MA.
- Erhemjamts, O. & Huang, K.** (2016). Effect of Institutional Ownership Horizon on Corporate Social Responsibility. Paper presented at the 19th IESE International Symposium on Ethics, Business and Society, Barcelona, Spain.

- Edelman, L.,** Brush, C., Harrison, R.T., Hechavarría, D., Justo, R., & McAdams, M. (2018). A Gendered Look at Entrepreneurship Ecosystems. Showcase Symposium, Academy of Management, Chicago, IL, August.
- Foster, P.** (2018). Men as Allies. Harvard Business School, Harvard University, Cambridge, MA, April.
- Foster, P. & Hirs, A** (2018). Engaging Men as Allies. Eagle Leadership Team, Eagle Investments, Wellesley, MA, September.
- Foster, P. & Pine, D.** (2017). Men as Allies. Higher Education Recruitment Consortium, Bentley University, Waltham, MA, October.
- Foster, P. & Pine, D.** (2018). Mentorship, Sponsorship & Networking. Women's Association of Verizon Employees (WAVE), Verizon, Waltham, MA, January.
- Foster, P. & Pine, D.** (2018). Sponsors, Mentors, and Networks – Building Relationships that Foster Success. Eagle Engage Conference, Boca Raton, FL, April.
- Foster, P. & Pine, D.** (2018). Gaining Influence through Your Developmental Networks. Broad Institute Women's Group. The Broad Institute, Cambridge, MA, June.
- Flynn, P. M.** (2016). Transformational Change in the Investment Management Industry: The Independent Director's Perspective. National Investment Company Service Association Annual Meeting, Boston, MA, September.
- Flynn, P.M.** (2017). Understanding the responsibilities of a mutual fund director. Board Leaders, Babson College, Wellesley, MA, November.
- Flynn, P.M.** (2017). Effective communications at the senior executive and board levels. Board Leaders, Babson College, Wellesley, MA, May.
- Flynn, P.M.** (2017). Are Business Schools Helping to Reduce Gender Inequality in the Workplace – or not?" The Role of Business and Business Schools in Addressing Gender Equality & Women's Empowerment," Economic Social and Research Council, Hull University Business School, March
- Flynn, P.M.** (2017). Differences between public and private corporate boards and mutual fund boards. Bootcamp for Aspiring Directors, National Association of Corporate Directors, Boston, MA, June.
- Flynn, P.M.** (2018). Gender and diversity on boards. 14<sup>th</sup> Annual Global Business Ethics Symposium, Bentley University, Waltham, MA, May.
- Flynn, P.M.** (2018). Corporate and Mutual Fund Directors: Characteristics and Pathways to the Boardroom. The Harvard Club of Boston, Boston, MA, January.
- Gentry, J. & **Steinfeld, L.** (2017). The Feminization of Poverty: Recognizing the Intersection of Age and Gender among the Global Poor. Macromarketing Conference. Queenstown, New Zealand.
- Ghaddar, S. & Clark, C. E.** (2018). Women on Boards: Moving Beyond the Business Case to a Moral Justification. Society for Business Ethics. Annual Meeting. Chicago, IL. August.

- Ghaddar, S., Brown, J., & Clark, C.E.** (2018). Board of Director Tenure and Corporate Social Performance: An Investigation of the Moderating Role of Board Gender Diversity. Academy of Management Annual Meeting. Chicago, IL. August.
- Grosvold, J., **Clark, C. E.**, & Baker P. (2017). Do as we say not as we do: A study of board level policy-practice decoupling. Academy of Management Annual Meeting. Anaheim, CA. August.
- Manolova, T.**, Hojnik, J. & Ruzzier, M. (2018). What Determines Green Consumerism? The Case of Slovenian Consumers. Management International Conference, Bled, Slovenia.
- Manolova, T.**, Hojnik, J., & Ruzzier, M. (2016). Competitive in Global Markets: The Mediating Role of Eco-Innovation. Paper presented at the 22<sup>nd</sup> International Sustainable Development Research Society Conference, Lisbon, Portugal.
- Manolova, T.**, Traikova, D., Möllers, J., & Buchenrieder, G. (2016). Entrepreneurial Intentions in the Shadow of Corruption: Empirical Evidence from Three Rural Regions in Bulgaria. EGOS Colloquium, Naples, Italy.
- Marabelli, M. & Markus, M.L.** (2017). Researching Big Data Research: Ethical Implications for IS Scholars, Proceedings of the Twenty-Third Americas Conference on Information Systems, Boston, MA.
- Markus, M.L.** (2016). Big Data: Implications for Responsible Research on Technology and Organizations. Academy of Management, Anaheim, CA, August.
- Markus, M.L.** & Jarvenpaa, S. (2017). Controversies about Genetic Databanks and their Commercialization: Is There More to Learn from deCODE Genetics? 8<sup>th</sup> Healthcare@McCombs Symposium, University of Texas at Austin, April.
- Moriarty, J.** (2017). Risky Pay and the Financial Crisis: Who's Responsible? International Association of Business and Society annual meeting, Amsterdam, The Netherlands, June.
- Page, X.W. & Marabelli, M.** (2017). Designing for Networked Privacy: Ethical Dilemmas that Come to the Forefront for the User. Paper resented at the CSCW 2017's Workshop on Ethical Concerns in Privacy-Focused Agenda, Portland, OR.
- Perry, E. L., Golom, F. D., Block, C. J., **Cruz, M.**, Noumair, D. A., Ferdman, B. M. (2018). Moving beyond he said/she said: A systemic approach to sexual harassment in organizations. Paper presented at the Academy of Management, Chicago, IL, August.
- Pine, D.** (2017). Ensuring Mutual Success by Managing Up. Massachusetts Conference for Women, Boston, MA, December.
- Sorensen, K.**, (2016). Human Rights and Historical Memory in Northern Chile: Cycles of Violence and Forgetting. Paper presented at the New England Council of Latin American Studies Conference, Trinity College, Hartford, CT, November.
- Steinfeld, L. & Wu, M.** (2018). Exploring the Category of Gender: Heterogeneity in 'Men' and 'Women' in Intra-household Consumption and Implications for Children's Education. ACR Conference on Gender Marketing and Consumer Behavior, Dallas, Texas, October.

**Steinfeld, L.** (2018). Structures and Bodies that Matter: Casting an Intersectionality Perspective on Climate Change and Women Subsistence Farmers. Macromarketing Conference, Leipzig, Germany.

**Steinfeld, L.** & Venugopal, S. (2018). An Intersectionality Perspective of Climate Change, Global Value Chains and Vulnerable Consumers, Transformative Consumer Research Conference, Florida State University, Florida, FL.

**Steinfeld, L.** & Holt, D. (2018). Mapping out the Impact of a Social Intervention: The Embeddedness of the Subsistence Prosumer in the Natural and Human World. Subsistence Marketplaces Conference, Champaign, Illinois.

**Steinfeld, L.** (2018). Education Reconsidered: Bridging the Gap between the Marketing Literature and Attainments of the Human Right to Education. Marketing and Public Policy Conference, Columbus, Ohio.

Stuart, A., **Bedard, J.**, & **Clark, C. E.** (2018). The Value of Assurance and Ethics in Difficult Times: Investor Decisions and Corporate Social Responsibility Disclosures. American Accounting Association Annual Meeting. Washington, D.C. June.

**Szymanski, D.W.** (2018). Using the Earth Science Literacy Principles at the intersection of education, geoscience advocacy, and public decision-making. Paper in the Geological Society of America Abstracts with Programs, Vol. 50, No. 7.

**Weiss, J.W.** & Harakal, K. (2019). Gamification and Scholarly Ethical Perspectives on Industries: A Bibliometric Analysis. Paper to be presented at the Hawaii International Conference of System Sciences, Maui, HI. January.

Wixom, B.H. & **Markus, M.L.** (2017). To Develop Acceptable Data Use, Build Company Norms Research Briefing, Center for Information Systems Research, Sloan School of Management, Massachusetts Institute of Technology, Volume XVII, Number 4.



## **FUSIO: The Bentley Undergraduate Research Journal**

Launched in fall 2016 as part of Bentley's mission of creating impactful knowledge within and across business and the arts and sciences, *Fusio* is a multidisciplinary undergraduate journal committed to the dissemination of original, high-quality undergraduate research. *Fusio*, which is Latin for fusion, references Bentley's emphasis on Business and the Arts and Sciences. The journal provides a forum for highlighting and disseminating the very best student research at Bentley, and as a way to encourage our students to engage in high quality, impactful research as part of their academic experience. The journal is published by Bentley University's Honors Program and edited by students and faculty across disciplines.

Recent illustrative articles that cover topics in the PRME realm include:

- G. Iliopoulos & O. Erhemjamts, Doing Well and Doing Good: Performance of ESG Integration Approaches
- C. Woodman, ESG Rating Accuracy: The Case of Greenhouse Gas Emissions
- N. Lee & M. Boeri, Managing Stigma: Women Drug Users and Recovery Services

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Volume: I Spring 2017 Issue: II



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## **PHD PROGRAM**

Bentley's doctoral program also includes a number of students focusing on business ethics and corporate social responsibility. This concentration includes research on business ethics, civic engagement and social responsibility in general, as well as a seminar in social, environmental and governance issues. The types of issues our doctoral students are pursuing includes such topics as corporate governance and ethical conduct, corporate social responsibility and profitability, reputational capital, social and financial performance, stakeholder management and the social role of business, women in leadership, and risk management.

## **BENTLEY FACULTY RESEARCH COUNCIL**

The mission of the Research Council is to provide intellectual leadership on research at the University. The council engages in three interrelated activities aligned with the university's vision, mission, and strategy:

- Develop and articulate a perspective on why research is essential to continuing and enhancing the achievement of Bentley's mission.
- Present a clear vision of what constitutes quality research at Bentley and position this vision within the broader context of faculty scholarship.

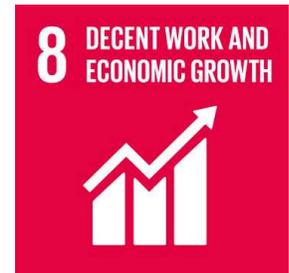


- Support Bentley faculty as they pursue and enhance the quality of their research endeavors and advise academic leadership about actions and platforms needed to further Bentley’s research agenda.

The colloquia showcase a broad intersection of research topics and approaches by Bentley faculty and PhD students:



- 2016: The Business of Healthcare: Research, Opportunity, and Innovation
- 2017: The Future of Work: The Changing Workplace, Workforce, and Nature of Work



The goals of this annual event include: (1) demonstrating the breadth and depth of the scholarly work on currently ongoing at Bentley University and (2) creating opportunities for Bentley scholars to find synergies and collaboration opportunities between their projects and related initiatives both internally and externally.

### INSTITUTIONAL REVIEW BOARD (IRB)

In accordance with University’s mission, Bentley’s IRB is committed to ensuring the safe and ethical treatment of human participants in our research. Federal and university regulations stipulate that all faculty, staff, and student research projects, involving human subjects, are reviewed and approved by the IRB prior to their initiation. This requirement covers all human participant research conducted at, or sponsored by, Bentley, and all research involving human subjects conducted at other institutions in which Bentley faculty, staff, or students will be involved. Our ultimate goal is to provide timely service, support and assistance in promoting the ethical conduct of all research involving human subjects and to assure the safety, rights and welfare of all participants in our research projects.

Professor **William Wiggins**, Department of Law, Taxation and Financial Planning, is the current chair of Bentley’s IRB. Federal Assurance number FWA00007335.

<http://www.bentley.edu/centers/alliance/institutional-review-board>



## *PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION*

### **Principle 5 Partnership**

**We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.**

As a way of inspiring ethical leadership and promoting discussion concerning business ethics, social responsibility, civic engagement and sustainability, Bentley's Hoffman Center for Business Ethics have established corporate and NGO partnerships to support Bentley's workshops, seminars, lecture series and research in the area of business ethics, corporate responsibility, and civic engagement, and to provide internships and opportunities for interested students.

### **ETHICS AND COMPLIANCE INITIATIVE [FORMALLY THE ETHICS AND COMPLIANCE OFFICER ASSOCIATION]**

Working with the Ethics and Compliance Initiative, which was established through the Hoffman Center for Business Ethics, the HCBE offers a "Managing Ethics and Organizations" (MEO) program. Over the years, the course has provided attendees with practical advice and tools for creating and managing an effective ethics and compliance initiative. MEO is also one of the required courses for Bentley's Graduate Certificate in Business Ethics. Hallmarks of the Program include:

- An outstanding faculty of experienced ethics officers and nationally recognized subject-matter experts.
- In-depth sessions devoted to the Impact of the Current Legal and Regulatory Environment on Ethics and Compliance Programs, Managing Helplines, Globalizing an Ethics Program, Ethical Reasoning, and Managing Change.
- Interactive sessions, extensive Q&A and the opportunity to form an invaluable network of colleagues and peers.



### ***Progress and AY2018-20 Goals***

Since 1995, over 1,000 ethics and compliance officers and others have completed the five-day seminar. Planning for the June 2019 program is currently in progress.

<http://www.bentley.edu/centers/center-for-business-ethics/managing-ethics-organizations>

## RAYTHEON LECTURESHIP IN BUSINESS ETHICS

In its efforts to inspire ethical leadership, while sparking a vital discourse around ethics in business, Bentley's W. Michael Hoffman Center for Business Ethics created lectureship programs in which prominent corporate leaders and ethical thinkers come to Bentley to share insights and ideas with students, faculty and invited guests. Established in 1998 with the generous support of Sears, Roebuck and Co., the Sears Lectureship was given twice annually until the end of 2002. The series gained considerable prestige based on the caliber of CEO speakers it attracted and the high quality of their remarks. In 2003, the Raytheon Company took on the mantle of supporting the Center's CEO lecture series, and continues as the program's sponsor with two annual lectureships a year. Monographs containing the text of each lecture and highlights of question-and-answer sessions are published by the Hoffman Center for Business Ethics.

### *Progress and AY2018-20 Goals*

To date over 14,000 students and members and friends of the Bentley community have attended the Raytheon lecture series. Our goal is to continue this popular program with its emphasis on ethics, corporate social responsibility, stakeholder management, governance, and sustainability.

The scheduled speaker for Fall, 2018 is **Sandra L. Fenwick**, President and CEO of Boston Children's Hospital (September 24). Ms. Fenwick's public lecture is entitled "*Overcoming Contradictions in the Business of Compassion and Care.*" She is expected to discuss Boston Children's story and how it responds to countless ethical dilemmas with a consistent commitment to doing the right thing, the right way.

The scheduled speaker for Spring, 2019 is the **Honorable Mark L. Wolf**, Senior United States District Judge and former Chief Judge, of the United States District Court for the District of Massachusetts. Judge Wolf is also the Chair of Integrity Initiatives International, which is leading efforts to establish an International Anti-Corruption Court.

Previous lectures on business ethics to date include:

- **2018 (March): Paul Marvin**, President & CEO of The Marvin Companies: "105 Years of Family Leadership: Living by Purpose and Values for four Generations"
- **2017 (October): Dr. H. Fisk Johnson**, Chairman and CEO of S.C. Johnson & Sons, Inc.: "Earning Goodwill in a Crisis of Consumer Trust"
- **2017 (March): Sir Mark Moody-Stuart**, Chairman of the Global Compact Foundation: "The Ethical Challenges of Operating in Difficult Countries"
- **2016 (April): Alex Whitmore**, Co-Founder and Managing Director of Taza Chocolate: "Beyond Giving: Engaging Communities to Create Value"
- **2015 (October): Bob Maresca**, President, CEO and Chairman of the Board of Bose and **Sherwin Greenblatt**, Bose Member of the Board and former President of Bose: "Guided by Our Principles"
- **2015 (March): Jim Sinegal**, Co-Founder and former CEO of Costco: "Costco: How Our Ethics Evolved Over the First 30 Years"

- **2014 (November): S.D. Shibulal**, Co-Founder and former CEO, Managing Director, and Member of the Board of Infosys, Ltd: “Ethical Corporate Governance as a Competitive Advantage”
- 
- **2014 (April): Rich Statuto**, President and CEO, Bon Secours Health System: “Healthcare and the Ethics of Building Healthy Communities”
- **2013 (October): Georg Kell**, Executive Director, UN Global Compact: “The UN Global Compact and Business: Creating the Architecture of a Better World”
- **2013 (April): Roger Ferguson**, CEO and President, TIAA-CREF: “Business Ethics and the Financial Services Sector: The Way Forward”
- **2012 (April): Muhtar Kent**, CEO and Chairman, Coca-Cola Company: “Toward a Sustainable Future”
- **2011 (October): Gary Hirshberg**, Chairman, President, and CEO, Stonyfield Farms: “Inventing a Win-Win-Win-Win Future”
- **2011 (April): Steve Pagliuca**, Director, Bain Capital and Co-owner, Boston Celtics: “The Ethics of Teams: Playing Fair in Business.”
- **2010 (October): Andrew N. Liveris**, President, Chairman and Chief Executive Officer of The Dow Chemical Company: “Ethics as a Business Strategy.”
- **2010 (April), Rosabeth M. Kanter**, Ernest L. Arbuckle Professor, Harvard Business School and Co-Founder & Chair of Goodmeasure, Inc.: “Values Investing: How Companies Create Innovation, Profits, & Social Good.”
- **2009 (November): Howard Putnam**, Former CEO of Southwest Airlines and former CEO of Braniff International: “Turbulence is Inevitable...Misery is Optional: Ethics and integrity are your greatest assets in good times and in crisis.”
- **2009 (April): Tom Chappell**, Co-founder and CEO, Tom's of Maine: “Goodness in Business.”
- **2008 (October): John A. Swainson**, CEO, CA, Inc.: “Back from the Brink: Rebuilding A Company After A Near Fatal Ethics Breakdown.”
- **2008 (March): Bruce Bodaken**, Chairman, President and CEO, Blue Shield of California: “Playing Fair: Balancing Business Imperatives With Healthcare Needs.”
- **2007 (September): James H. Quigley**, CEO, Deloitte & Touche USA LLP: “Trust - An Essential Asset: Creating Individual and Corporate Value.”
- **2007 (March): William W. George**, Former Chairman and CEO, Medtronic Inc.: “In Search of Ethical True North.”
- **2006 (October): Lawrence S. Benjamin**, CEO, U.S. Food Service: “Rebuilding Trust After a Corporate Crisis.”
- **2006 (March): Dov Seidman**, Founder, Chairman and CEO, LRN: “The Power of How: Achieving Enduring Success Through Ethics.”
- **2005 (October): Michael L. Eskew**, Chairman and CEO, UPS: “The Ethics of Globalization: Oxymoron or Path to Peace and Prosperity?”
- **2005 (April): Anne Mulcahy**, Chairman and CEO, Xerox Corporation: “Social Responsibility: Building a Culture of Strong Ethics, Good Deeds and Smart Business.”

- **2004 (October): Jamie S. Gorelick**, Board Member, United Technologies Corporation: “Keepers of the Corporate Conscience: The Role of the Board in Ethical Oversight.”
- **2003 (November): Raymond V. Gilmartin**, President and CEO, Merck & Co. Inc.: “Ethics and the Corporate Culture Ethics and the Corporate Culture.”
- **2003 (October): Michael C. Ruetters**, Executive Chairman, EMC Corporation: “The Integrity of Management and the Management of Integrity.”

Additional information on the Raytheon Lectureship and copies of the lecture monographs can be found at:

<http://www.bentley.edu/centers/center-for-business-ethics/about-center/thought-leadership/raytheon-lectures>



**BENTLEY UNIVERSITY**  
W. Michael Hoffman  
Center for Business Ethics

**29<sup>TH</sup>  
RAYTHEON LECTURE IN  
BUSINESS ETHICS**



**Sandra L. Fenwick**  
President & CEO  
**Boston Children's Hospital**



**Overcoming Contradictions in the  
Business of Compassion and Care**

Monday, September 24, 2018, 3:30 p.m.

Wilder Pavilion, Adamian Academic Center, Bentley University

As the top pediatric hospital in the nation, Boston Children's Hospital has built a 150-year reputation for providing the safest, world-class care to children and families from around the world, while also leading healthcare forward as the world's largest pediatric research and innovation enterprise. The aim has always been to provide maximum safety while relentlessly challenging the status quo. By embracing these contradictions, Boston Children's clinicians and researchers have achieved countless breakthroughs from the first to repair congenital heart defects to advancing genetic therapies. As a non-profit with a mission of compassion and care, the Hospital is the largest provider of care to uninsured children in Massachusetts and the safety-net hospital for some of the sickest, most complex patients in the world. It is also a business that must make its margin to grow, progress, and do more for patients and families. Boston Children's story is one of responding to countless ethical dilemmas with a consistent commitment to doing the right thing, the right way.

President and CEO Sandra Fenwick will share some of the questions and insights that drive her to reconcile the contradictions inherent in leading one of the world's leading research hospitals. She has been the driving force to improve the effectiveness and efficacy of the care provided at Boston Children's Hospital, while at the same time reducing the costs of care. Ms. Fenwick joined Boston Children's in 1999 as senior vice president and was appointed Chief Operating Officer that year. She was named President in 2008 and was President and CEO in 2013. Boston Children's is a 415-bed Harvard teaching hospital with over \$2.6 billion of revenues including \$375 million in research funding. The Hospital has 1,600 physicians, trains over 1,000 residents and fellows annually, and has over 12,000 employees.

**Raytheon Company** is a technology and innovation leader specializing in defense, homeland security and other government markets throughout the world. With a history of innovation spanning 96 years, Raytheon employs 64,000 people worldwide and had annual sales of \$25 billion in 2017.

Presented by the Hoffman Center for Business Ethics at Bentley University with the generous support of the Raytheon Company. The Center is a partner in the Bentley Alliance for Ethics and Social Responsibility. This lecture is cosponsored by the Gloria Cordes Larson Center for Women and Business at Bentley University.

## VERIZON VISITING PROFESSOR OF BUSINESS ETHICS

For one week each year, now in the Fall, the Hoffman CBE brings to Bentley a leading academic from another institution of higher learning or a thought leader from the business world. This program is made possible through the generous support of Verizon Communications, which has been our sponsor since the program's inception in 1999. The Verizon Visiting Professor delivers a public lecture dealing with issues at the intersection of business ethics and information technology. Throughout the week of the Visiting Professor's stay, he or she typically visits five to six undergraduate or graduate classes to lead a discussion on topics arising from the public lecture. In addition, the Visiting Professor facilitates a workshop for Bentley faculty.

### *Progress and AY2018-20 Goals*

To date over 7,000-8,000 students and members and friends of the Bentley community have attended the Verizon lecture series. Our goal is to continue this popular program with its emphasis on ethics and information technology. The scheduled speakers for Fall 2018 are **Peter Cohan**, Lecturer of Strategy, Babson College and his brother **William Cohan**, *New York Times* best-selling author, Financial Journalist and a special correspondent at *Vanity Fair*. Their public lecture is entitled "Executive Compensation and the Ethics of Misguided Incentives."

The Verizon Visiting Professors to date include:

- **2017: Joanne B. Ciulla**, Professor of Management & Global Business at Rutgers Business School: "Why Is It So Difficult to Be an Ethical Leader?"
- **2016: R. Edward Freeman**, University Professor, Academic Director of the Institute of Business in Society, The Darden School, University of Virginia: "Responsible Capitalism: Business for the 21<sup>st</sup> Century."
- **2015: Donna Hicks**, Associate at the Weatherhead Center for Internal Affairs, Harvard University and **Sandra Waddock**, Gilligan Chair of Strategy, Carroll School of Management, Scholar of Corporate Responsibility and Professor of Management, Boston College: "Dignity, Wisdom, and Tomorrow's Ethical Business Leaders."
- **2014: Kirk O. Hanson**, Executive Director, Markkula Center for Applied Ethics and John Courtney Murray SJ University Professor, Santa Clara University: "The Six Ethical Dilemmas of Every Professional Career."
- **2013: Kenneth E. Goodpaster**, Koch Endowed Chair in Business Ethics, Opus College of Business, University of St. Thomas: "Tenacity: The American Pursuit of Corporate Responsibility."
- **2012: Patricia Werhane**, Wicklander Chair of Business Ethics in the Department of Philosophy and Managing Director of the Institute for Business and Professional Ethics at DePaul University: "Globalization and its Challenges for Business in the 21st Century."
- **2011: Patrick Gnazzo**, Former Chief Ethics, Risk & Compliance Officer at CA Technologies and former Chief Ethics & Compliance Officer at UTC: "The Chief Ethics & Compliance Officer: A Test of Endurance."
- **2010: John R. Boatright**, Raymond C. Baumhart, S.J., Professor of Business Ethics, Graduate School of Business and Director, Graduate Certificate Program in Business Ethics, Loyola University, Chicago: "Ethics of Risk Management in the Information Age."

- **2009: George Brenkert**, Director, Georgetown University's Business Ethics Institute and Professor of Business Ethics, McDonough School of Business, Georgetown University: "Corporate Control of Information: Ethical Challenges and Dilemmas."
- **2008: Jennifer M. Moore**, Member, Epstein Becker & Green P.C.: "Your E-mail Trail: Where Ethics meets Forensics."
- **2007: Thomas I. White**, Hilton Professor of Business Ethics, Director of the Center for Ethics and Business, Loyola Marymount University: "Data, Dollars and the Unintentional Subversion of Human Rights."
- **2006: Deborah G. Johnson**, Olsson Professor of Applied Ethics, Department of Science, Technology and Society, University of Virginia: "Corporate Excellence, Ethics and the Role of IT."
- **2005: Rushworth M. Kidder**, Founder and President, Institute of Global Ethics: "Moral Courage, Digital Distrust: Ethics in a Troubled World."
- **2004: Norman E. Bowie**, Elmer L. Andersen Chair in Corporate Responsibility, Carlson School of Management, University of Minnesota: "Information Technology and Intellectual Property."
- **2003: Francis J. Daly**, Corporate Director, Ethics and Business Conduct, Northrop Grumman Corporation: "Reply, Delete ... or Relate? IT's Human Dimension."
- **2002: Richard O. Mason**, Carr P. Collins Distinguished Professor of Management Information Sciences and Director of the Cary M. Maguire Center for Ethics and Public Responsibility: "Leadership, Ethics, and the Information Imperative."
- **2001: Thomas Donaldson**, Mark O. Winkelman Professor, Wharton School, University of Pennsylvania and Director of the Wharton Ethics Program: "Ethics in Cyberspace: Have We Seen This Movie Before?"
- **2000: Laura P. Hartman**, Grainger Chair of Business Ethics, University of Wisconsin: "Technology and Ethics: Privacy in the Workplace."

Further information on the Verizon Visiting Professorship initiative and videos of the lectures can be found at:

<http://www.bentley.edu/centers/center-for-business-ethics/about-center/thought-leadership/verizon-lectureship>

## HOFFMAN CENTER FOR BUSINESS ETHICS VISITING SCHOLARS PROGRAM

Or over 20 years, one of the Hoffman Center for Business Ethics' greatest resource is the Visiting Scholar Program. These individuals work in the Center's collegial setting with its extensive business ethics library and other scholars in the Bentley community to advance their PhD dissertation or research project.

The list the present and past Visiting Scholars can be found at:

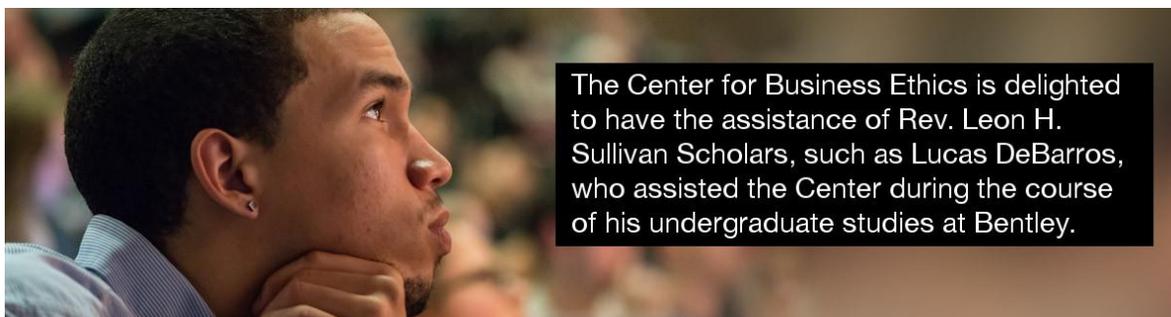
<http://www.bentley.edu/centers/center-for-business-ethics/about-center/knowledge-sharing/visiting-scholars>.

## LEON SULLIVAN SCHOLARS PROGRAM

One of the great early advocates of business ethics was the human rights leader and campaigner against apartheid, Reverend Leon H. Sullivan. In honor of him, an endowed Sullivan Scholars program was established to support students from minority backgrounds with an interest in business ethics through internships at the Hoffman Center for Business Ethics. In a multitude of ways, these Sullivan Scholars play an essential role in supporting the Center in carrying out its activities throughout the academic year.

Bentley's Sullivan Scholars include:

- |      |   |      |  |
|------|---|------|--|
| 2018 | Divine Onyeoziri / Harshpreet Singh                                   | 2017 | Lisa Quang / Joey Zhuo   |
| 2016 | Kiana Kanoa / Fardin Salam  | 2015 | Christopher Landestoy / Deanna Leung   |
| 2014 | Amanda Lee / Nina Thirakoune  | 2013 | Evania Paz Santiano / Kenneth Miller-Lopez / Carlos Torres / Michael Noelsaint |
| 2012 | Faidat Olamuyiwa / Christopher Fevry / Catherine Meyer / Alanah Jones | 2011 | John Ngo / Arjun Agarwala  |
| 2010 | Lucas DeBarros / Dario Matos  | 2009 | Kyle Dinkjian / Laura Cordero  |
| 2008 | Carla Pierre / SzeNga Or / Edgar Esquivel                             | 2007 | Ka Shun Li / Sammy Yu  |
| 206  | Jeff Shek / Amy Yeh / Eddie Lim                                       | 2005 | Dhwani Thaker / Tom Vasconcelos / Jodi Overton                                 |
| 2004 | Marcella Alvarez / John Paul Sebastian / Donald Washington            | 2003 | Parita Patel   |
| 2002 | Debra Lee / Rathana Bun   | 2001 | Jamie Carrier  |
| 2000 | Mabel Espinal   | 1999 | Yan Truong   |
| 1998 | PJ Pollawit   | 1997 | Cindy Yu   |
| 1996 | Catherine Cruz  | 1995 | Quentin Jones  |



## THE GLORIA CORDES LARSON CENTER FOR WOMEN AND BUSINESS

The Gloria Cordes Larson Center for Women and Business (CWB) is dedicated to advancing women in the workplace, from the classroom to the boardroom. We design and offer robust programs and tools to inform and support students and business professionals. All programs and content focus on critical issues impacting workplace and gender diversity.

The CWB focuses on such issues as: inclusive leadership/unconscious bias, overcoming the gender confidence gap, negotiating and presentation skills, measuring success towards increased diversity, workplace culture, workplace flexibility, sponsorship and mentorship, generational impacts, men as allies, women on boards, and the wage gap.



The Center serves:

- Students – undergraduate women and men
- Emerging leaders – women in first decade of their careers
- Front line managers – often ignored and having a direct impact on women’s daily work lives
- Senior managers and C-suite – critical leaders who establish policies and influence culture
- Boardroom – because research shows that companies with women on boards yield greater ROI and income growth
- Bentley faculty and staff – to inform, collaborate with, and provide support on diversity and gender balance issues, particularly as they pertain to students

### CWB History and Accomplishments

The CWB was established in 2011, based on former President Gloria Larson’s belief that a business school should prepare women for the gender-based issues they confront when entering the workforce and her conviction that businesses should be doing more to close the gender and wage gaps that exist throughout the corporate pipeline.

Highlights of the center’s accomplishments include:

- Establishing numerous strong relationships with corporate and other organizational leaders, resulting in approximately 50 successful, revenue-generating partnerships for the CWB and the University. Key collaborative efforts with employers include a roundtable discussion series called the Executive Working Group, an annual oversubscribed skills-building conference for emerging women leaders called Gearing Up, and numerous custom, in-house workshops and conferences on diversity and inclusion issues, all led by CWB staff and Bentley faculty members.
- Curating current research and media coverage of critical D&I issues and writing accessible reports for businesses and other organizations.
- Spearheading Bentley’s membership in CEO Action for Diversity & Inclusion, which has become the country’s largest CEO-driven business commitment to advance diversity and inclusion in the workplace.

- In collaboration with Institutional Advancement and Admissions, winning a Liberty Mutual Grant to establish a Women’s Leadership Program (WLP), now in its second year; the grant award provides student scholarships and supports programming development and delivery to outstanding female student leaders.
- Introducing a Men of Alliance undergraduate program to encourage and support male students who want to serve as allies to women and other underrepresented groups, and creating a new, multi-gender semester fellowship for students to learn more about workplace D&I and gender issues.
- Expanding the size, shape, and influence of our annual event for 2020 Women on Boards, which promotes the importance of women in leadership and on corporate boards.
- Collaborating in 2014 with then MA Governor Deval Patrick to create *The Corporate Challenge*, an initiative that coalesced more than 100 employers throughout MA that committed to working on specific, measureable gender balance goals in their workplaces.

**CEO ACTION**  
**FOR DIVERSITY**  
**& INCLUSION**

## **HAROLD S. GENEEN INSTITUTE OF CORPORATE GOVERNANCE**

The Harold S. Geneen Institute of Corporate Governance was established in 2008 with a grant from the Geneen Charitable Trust. The intention of the Institute is to pursue original and leading-edge research on important corporate governance issues. In doing so, it is committed to bridging research with practice through lecture series, informal colloquia and workshops. The Institute’s goal is to provide a forum for business leaders, scholars, board members and students to come together and tackle the pivotal issues of our times.

As a result, the Institute has partnered with the Society for Governance Professionals to offer its corporate members a platform to discuss relevant issues in corporate governance. The Society is a professional organization of executives in governance, ethics and compliance focusing on supporting the board of directors in matters such as board practices, legal matters and shareholders relations. The first of such meetings was held on September 28, 2018 and focused on: “Environmental, Social and Governance Issues: Board-level Considerations”

The Institute also oversees and sponsors the annual conference of the International Corporate Governance Society (ICGS). ICGS is focused on uniting business leaders with academics in a forum for discussion about key governance issues.

The past three conferences:

- Boston – Bentley University, 2016: “Taking Stock of Corporate Governance Research”

- Rome – Luiss Business School, 2017: “Balancing Value Creation with Stakeholder Accountability”
- Shanghai – Fudan University, 2018: “Navigating Corporate Governance in Emerging Markets”

The Institute is committed to reaching out beyond the Bentley community to engage practitioners through activities such as lecture series, informal colloquia, and workshops.

### *Progress and AY2018-20 Goals*

In addition to continuing to grow these programs, the Geneen Institute is also exploring expanding its partnerships abroad with a program called the Global Board Leadership Initiative. GBLI is a collaboration between governance centers at Copenhagen Business School, National University of Singapore and Stanford Law School and their local business communities and partners.

## **INTERNATIONAL SERVICE-LEARNING PARTNERSHIPS**

The Bentley Service-Learning and Civic Engagement (BSLCE) Center’s International Service-Learning program is aimed at enriching the experience of Bentley’s Study Abroad students. Every year several hundred Bentley students travel to Europe, Latin America, Asia, and Australia for a semester of study at one of Bentley’s international partner universities. While taking courses in management, marketing, finance, and other business disciplines, the service-learning (S-L) program provides the additional opportunity of helping students to learn about and appreciate the local culture while making a positive contribution to their host communities.

Our international S-L partnerships were detailed in our AY2008-09 COP:

- Quinn School of Business, University College Dublin (Ireland)
- Lorenzo de’Medici Institute (Italy)
- Bond University (Australia)
- University of Manchester (UK)

In addition to these programs, the BSLCE began offering International Service-Learning trips in Spring 2016, in partnership with Bentley’s Cronin International Center, with the initial trip taking place to Ecuador through a Latin American History course. Bentley students, faculty, and staff spent a week in Ecuador, helping to construct doctor’s quarters for a new health clinic, further developing their leadership skills, and connect their learnings in the community with their learnings in the classroom, enhancing their academic experience through service-learning. Through this experience, students had the opportunity to learn about holistic and sustainable international development while immersing themselves in a new culture and community. Prior to the trip, Bentley students had fundraised over \$10,000 to build a school in Ecuador, which they then visited on their trip.

A second service-learning trip to Ecuador is slated for January 2019. This trip will focus on social entrepreneurship and micro-enterprise and students will be exposed to a renowned sustainable international development model, which includes the 5 pillars of Education, Water and Sanitation, Sustainable Agriculture, Health, and Microenterprise. Students on the trip will spend several hours each day helping to build a new school in a community, working in partnership with local community members.

### *Progress and AY2018-20 Goals*

In addition to continuing to grow these programs, Bentley is also exploring expanding our partnerships abroad.

## BENTLEY-CITY YEAR “GIVE-A-YEAR” PARTNERSHIP



During AY 2008-09 Bentley began a new venture with City Year – The Bentley—City Year *Give-a-Year* Partnership, a program that enables Bentley students, who volunteer for a service year with City Year, to enjoy a variety of benefits. Bentley students receive a \$20,000 *Give-a-Year* scholarship from the university and Bentley Service-Learning credits in exchange for their year of service. Bentley awards up to 3 scholarships annually to Bentley National Service Scholars who participate in the program. The “*Give-a-Year*” Scholarship Program provides selected Bentley students with scholarships for spending a year serving as a City Year Corps Member. As teachers, tutors, mentors, and role models, idealistic leaders are able to make a difference in the lives of children, and transform schools and neighborhoods in underprivileged locations throughout the U.S.

Through work with City Year, Corps Members build on their own strengths and assets, and learn new skills as they achieve their service and professional goals. Clear guidance, constructive training and coaching, and feedback are provided often so that all Corps Members have the greatest opportunity to succeed. Each Corps Member is assigned to a team and learns about the team's specific service focus during Basic Training Academy. Training is provided to prepare the team to deliver that service effectively. In some cases, corps members are trained by the school system in which they work.

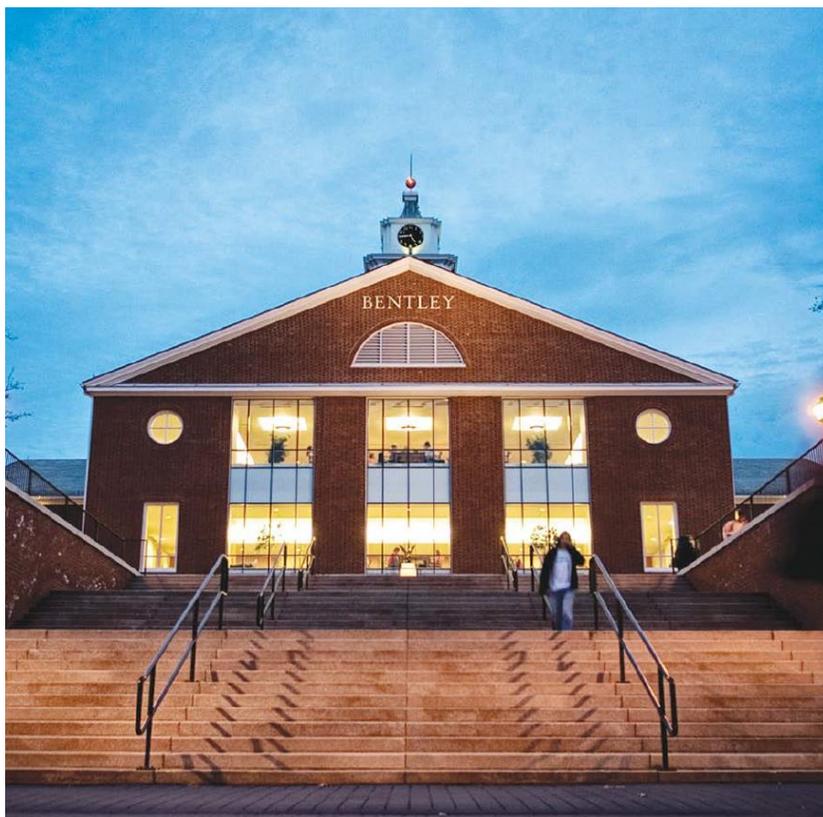
Bentley undergraduate students who apply for and are awarded a “give a year” scholarship will receive a \$20,000 credit toward their senior year Bentley tuition. Bentley graduate students who apply and are awarded the scholarship will receive the \$20,000 tuition credit for their graduate study. All “give a year” scholars must apply for and be accepted as a Corps Member by City Year. In addition to receiving the \$20,000 tuition credit from Bentley, “give a year” scholars receive a \$4,725 education award from AmeriCorps.



Additionally, as City Year Corps Members, the students receive a weekly stipend to defray living expenses during their service year, health insurance, deferment of any college loan payments during their service year, an orientation and training program at the start of service, weekly leadership development sessions throughout their service year, a uniform, a cell phone, and a public transit pass.

Bentley University was the first university to establish a “give a year” partnership with City Year, and this program has now expanded to over 75 universities nationwide.

<http://service-learning.bentley.edu/content/bentley-city-year-give-year-scholarship-program>



## *PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION*

### **Principle 6** *Dialogue*

**We will facilitate and support dialogue and debate among educators, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.**

The final component of Bentley's commitment to PRME is in our outreach to other colleges and universities, the corporate sector, and the not-for-profit world. As part of the Alliance for Ethics and Social Responsibility, our **Global Business Ethics Symposium and Teaching Workshop** continue to invite scholars and practitioners from around the world to examine these issues. The Business Ethics Teaching Workshop (discussed on pages 44-45) now over has 140 faculty alumni from other colleges and universities across the globe.

Complete information on the Global Business Ethics Teaching Workshop, including information on the 2017 and 2018 programs, and upcoming 2019 event, can be found [here](#).

### **GLOBAL BUSINESS ETHICS SYMPOSIUM**

Begun in 2005, the annual Global Business Ethics Symposium program brings together international experts for in-depth discussions of current practices and challenges in business ethics, corporate social responsibility and sustainability. Sponsored by the State Street Foundation, the purpose of the symposium is to:

- explore current practices in other institutions, countries and cultures;
- identify ways to enhance issues of ethics and corporate responsibility in business education and in outreach to the larger corporate community; and
- disseminate this experience throughout the academic and practitioner worlds.

Emphasis is placed on uniting business and higher education in the common goal of building a strong ethical foundation from which to serve our many constituencies and communities.



For complete information, including the agenda and panel videos for the 2017 and 2018 programs are available:

- 2017: “Business Ethics in Context: Lessons from Health Care, Finance and Marketing”—see: <https://www.bentley.edu/gbes-2017-agenda>
- 2018 “The Ethics of Inclusion”—see: <https://www.bentley.edu/2018-global-business-ethics-symposium-ethics-inclusion>



Paul Francisco, Chief Diversity Officer & Head of Workforce Development Program, State Street Corporation

### *Progress and AY2019-20 Goals*

Planning for the 2019 program is currently underway and will be held on Tuesday, May 21<sup>st</sup>—the 15<sup>th</sup> Symposium in partnership with the State Street Foundation. The event will once again bring together international academicians, corporate and civil society leaders, and media to explore best practices and challenges in business ethics. The 2019 symposium theme is “**Artificial Intelligence and the Responsibilities of Business: Mapping the Ethical Terrain.**” The event will be co-hosted by the W. Michael Hoffman Center for Business Ethics.

Symposium programs and themes to date:

- **2018 Symposium:** “The Ethics of Inclusion”
- **2017 Symposium:** “Business Ethics in Context: Lessons from Health Care, Finance and Marketing
- **2016 Symposium:** “Reflections on Business Ethics”
- **2015 Symposium:** “Sustainability in a Scandinavian Context” (in partnership with the Copenhagen Business School, in Frederiksberg, Denmark)
- **2014 Symposium:** “The Opportunities and Challenges of Integrated Reporting: Stakeholder Perspectives in a Global Environment”
- **2013 Symposium:** “Responsibility & Accountability in Managing Organizational Integrity.”
- **2012 Symposium:** “The Future of Capitalism: Ethics, Sustainable Practice & the Global Economy”
- **2011 Symposium:** “Stakeholder Engagement in Practice: Global Challenges, Possibilities, and Limitations” (in partnership with Euromed Management, in Marseille, France).
- **2010 Symposium:** “What is Sustainability? Differing Perspectives on Sustainable Business Practice in the Global Context”
- **2009 Symposium:** “Building Responsible Global Cultures: The Role of Ethics, Corporate Social Responsibility and Sustainability.”
- **2008 Symposium:** “Ethics, Governance and Enterprise Risk Management: A Global Perspective.”
- **2007 Symposium:** “Business Ethics and Corporate Social Responsibility: Different Sides of the Coin? A Comparison of European and North American Perspectives” (in partnership with the Universidad Pontificia Comillas, in Madrid, Spain).
- **2006 Symposium:** “Corporate Social Responsibility in the 21<sup>st</sup> Century: Coping with Globalization.”
- **Inaugural 2005 Symposium:** “Ethics and Risk Management in a Global Environment.”

Complete information on the Symposium series, with *Agendas* and *Panelists videos* of the various programs, can be found [here](#).

## GLORIA CORDES LARSON CENTER FOR WOMEN AND BUSINESS

Bentley's Center for Women and Business provides thought leadership on critical diversity issues, and offer tools and training to foster inclusive organizations. The Center's programs inform and empower students, alumni, and business professionals. Through a dynamic suite of programs, CWB focuses on critical issues impacting workplace and gender diversity:



- Building Confidence and Overcoming Unseen Barriers
- Men in Partnership to Advance Women
- Mentorship, Sponsorship, and Networks
- Advancing Women to the C-Suite and Boardroom
- Women's Workplace Retention and Re-Entry
- Corporate Culture and its Impact on Workplace Diversity
- Unlocking Unconscious Bias for Inclusive Leadership
- Workplace Flex and Parental Leave
- Pipeline Issues
- Measuring Success
- Wage Parity
- Employee Resource Groups

For a complete listing of current programs, see:

<https://www.bentley.edu/centers/center-for-women-and-business/cwb-upcoming-conferences-and-events>

## JEANNE AND DAN VALENTE CENTER FOR ARTS & SCIENCES

The Jeanne and Dan Valente Center for Arts & Sciences is dedicated to integrating the arts & sciences into the educational, scholarly, and cultural life of Bentley University. It hosts a variety of campus-wide programs aimed at supporting Bentley's core mission through diverse and creative arts & sciences-related research, teaching, and learning. Dr. **Johannes (Hans) Eijmberts** is the director of the Valente Center. The Center receives funding from various sources, including a vested grant from the National Endowment for the Humanities (NEH).

The Valente Center contributes to the overall intellectual life on campus by organizing special events on a variety of topics and by hosting visiting scholars from a range of fields in the arts and sciences. The center supports faculty and student research through research fellowships, student research assistantships, a visiting scholars program, and various workshops & seminars, including a humanities research seminar with participating fellows from across



**BENTLEY UNIVERSITY**  
Valente Center for Arts & Sciences

Boston-area institutions, self-directed student seminars, and an annual undergraduate ("Round Table") seminar.

Past years' interdisciplinary humanities seminar and visiting scholar program welcome the following topics and speakers:

### Fall 2017 - Spring 2018

**Virtual Reality & Social Interaction: Marianne Schmid Mast**, Spring 2018 (**Danielle Hartigan**, Natural and Applied Sciences, Faculty Host).

**Climate Wars: The Battle Continues: Michael E. Mann**, Fall 2017 (**Thom Davis**, Natural and Applied Sciences, Faculty Host).

**Racial Literacy – Behind Being Color-Blind: Jabari Mahiri**, Fall 2017 (**Gesa Kirsch**, English and Media Studies, Faculty Host).



### Fall 2016 - Spring 2017

**How to Be an Ethical Adversary: Business Ethics: Wayne Norman**, Spring 2017 (**Jeff Moriarty**, Philosophy, Faculty Host).

**International Civil Service: Natalia Voutova**, Fall 2016 (**Asbed Kotchikian**, Global Studies, Faculty Host).

Through its programs, the Valente Center aims to promote individual scholarship while cultivating research and teaching at the intersection of arts, sciences and business.

The Valente Center for Arts and Sciences is a member of Bentley University's Alliance for Ethics and Social Responsibility (BAESR), given the university's mission to educate ethical and socially responsible organizational leaders via impactful knowledge within and across business and the arts and sciences.

### Progress and Goals

For the 2018-2019 academic year, the Valente Center for Arts & Sciences placed eleven student research assistants and awarded eight research fellowships. In the Spring 2019 semester, undergraduate students with faculty members will join in the "Round Table" seminar to read and interpret Malka Older's *Infomocracy* (2016) and Aldous Huxley's *Brave New World* (1932). The Valente Center facilitates four visiting scholars in the Fall 2018 and Spring 2019 semesters, but organizes and is involved in numerous other events such as film screenings, museum visits, discussion panels, exhibitions etc.

<https://www.bentley.edu/centers/valente-center>

## CENTER FOR INTEGRATION OF SCIENCE & INDUSTRY

The Center's mission to understand the process by which science is translated for public value, and accelerate this translation by engaging science and industry in interdisciplinary dialogue, scholarship, and education. To accomplish this mission, the Center brings together teams of researchers, post-doctoral fellows, undergraduate and graduate students, and Executives in Residence with skills and experience spanning the basic and applied sciences, data analytics, management, financing, and policy to fully understand the dynamics of organizations involved in translational science.



Key activities include:

- *Quantifying the public sector contribution to research leading to new medicines.* This work, published in the [Proceedings of the National Academy of Sciences](#), identified >\$100 billion in funding from the National Institutes of Health (NIH) for research related to new medicines approved in this decade (2010-2016). Significantly, NIH funding was associated with every new medicine approved in this interval, and was primarily focused on basic, rather than applied, science. This work demonstrated the critical contribution of public sector funding to translational science.
- *Analytical models for the growths of biomedical science.* This work involves developing analytical models to map the growth of biomedical technologies and readiness for applications in new drug development. Our model builds on evidence that technological maturity is a critical determinant of product success in other sectors, and introduces the possibility of using technology forecasting in biomedical science to accelerate the emergence of new cures, reduce costs, and promote evidence-based policy.
- *Characterizing the finances of healthcare companies in the S&P 500 2000-2015.* Analysis of the 82 largest healthcare companies identified combined revenues over this interval of >\$24 trillion. Of this companies reported >\$1.3 trillion in R&D expense, considerably more than generally reported. This study examines the relationship between revenues, earnings, R&D spending, cash outlays to shareholders (dividends, buybacks), and corporate valuations. This work identifies opportunities to better balance the needs of stakeholders who are dependent on existing medicines or a pipeline of new cures, but also suggests that the industry has little margin for extreme price reductions.
- *Characterizing value creation in the biotechnology sector.* This work examines the finances and product pipelines of all biotechnology companies completing their initial public offerings since 1997. We demonstrate that >60% of companies will ultimately develop approved products, and that the risk of investing in small, public biotechnology companies is no greater than investment in matched controls with more conventional business models and products.
- *Representation of industry in STEM education.* Text analysis was performed to identify mentions of industry in introductory, college-level biology textbooks. This study demonstrated that these texts provide few examples for how science can be used in business occupations, and most commonly mention business in a negative context. These findings are discussed in the context of how the science curriculum can best engage non-STEM majors and help them learn how to apply scientific learning in their careers.

- *Public Health: the missing metric in Corporate Social Responsibility.* We have previously observed that public health concerns are almost uniformly absent from proposed standards and reporting metrics for Corporate Social Responsibility. We have now identified instance of public-health related activities in the Social Responsibility reports of companies in the Fortune 100. A typology has been developed, which distinguishes those that represent greenwashing, those that are intended to benefit both the company and the public, and those that leverage the often-unique expertise of corporations. This typology can provide a framework for engaging corporations in activities that promote public health.

Founded by a generous grant from the National Biomedical Research Foundation, the Center’s scholarship draws on the strength of Bentley University’s unique position promoting the fusion of business with the arts & sciences.

<http://www.bentley.edu/centers/center-for-integration-science-and-industry>

## Cyrus Institute of Knowledge

The CYRUS Institute of Knowledge (CIK) was created in March, 2011 to establish an intellectual atmosphere for scholars and practitioners to engage in the educational activity of generating theoretical and applied knowledge in management sciences, economic development, and sustainable growth as well as related disciplines applicable to the Middle East, Central Asia, and North Africa. CIK’s vision is “to cultivate the discourse on human capital potentials for better living.” CIK’s aim is to “Make A Difference” which is highlighted on its logo, website, and marketing documents and it is consistent with its stated



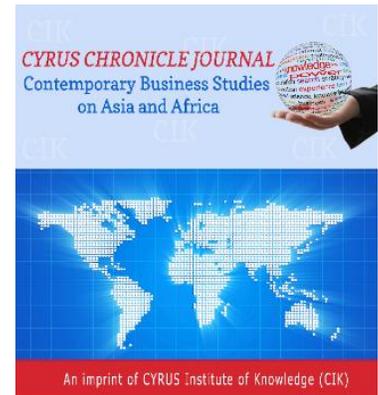
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Thus far, CIK has held six international conferences, which have been co-sponsored by Bentley University and several other highly ranked universities domestically and internationally. Many Bentley faculty and students have contributed intellectually and have participated in these events. In the themes of all of the CIK conferences, special emphasis has been on **responsible leadership, responsible management, CSR, and sustainable development**. Between 70 to 130 domestic and international scholars, practitioners, and students from about 25 countries and 35 institutions participated in the conferences as speakers, presenters, and participants. The Abstracts, Proceedings, and PowerPoint presentations are posted on its website (<http://www.cyrusik.org/>).

CIK has also published three volumes of its journal entitled: **CYRUS CHRONICLE JOURNAL (CCJ): Contemporary Economic and Management Studies in Asia and Africa.** (<http://www.cyrusik.org/ccj>)

The theme of **CIK 4<sup>th</sup>** international conference (March 15-17, 2016), held in collaboration with the School of Business at the American University in Cairo (AUC) was **Entrepreneurship, Responsible Management, and Economic Development.** Bentley University, Southern New Hampshire University, Suffolk University, University of Stellenbosch, and Uninove University co-sponsored and participated in the conference.



The **5<sup>th</sup>** **CIK** event was held in collaboration with the Iranian Studies Group (ISG) at MIT, and several institutions including Bentley co-sponsored the conference.



**Bentley Professor Nader Asgary speaking at the 6<sup>th</sup> CIK International Conference, Casablanca, Morocco**

The **6<sup>th</sup>** **CIK** International conference in collaboration with the ESCA Ecole de Management, Casablanca, Morocco entitled “**Entrepreneurship, Innovation, Responsible Management, and Sustainable Economic Development.**” The conference provided intellectual discussions and networking environment for participants.

The conference was co-sponsored by, Bentley University, Southern New Hampshire University, Mohammed V University (UM5), Rabat, Morocco, and Uninove University, Brazil.



Overall CIK’s aim is to build bridges between developed and developing countries intellectually and practically to advance conventional education, which will lead to further development. In all of the coverpages of the conferences we use a bridge that represents linkage objective. Our ultimate goal has been to “Make A Difference” for the well-being of citizens in developing countries.



Co-sponsored by:





For questions or additional information on the Bentley University UNGC and PRME initiative and/or the combined AY2016-18 Communication on Engagement and Sharing Information on Progress Report, please contact:

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**BENTLEY UNIVERSITY** is one of the nation's leading business schools, dedicated to preparing a new kind of business leader with the technical skills, global perspective and ethical standards required to make a difference in an ever-changing world. Bentley's diverse arts and sciences program combined with an advanced business curriculum prepares graduates to make an impact in their chosen fields. The university enrolls approximately 4,000 undergraduate and 1,000 graduate students.

