



BENTLEY UNIVERSITY

Hoffman Center
for Business Ethics

PRME

Principles for Responsible
Management Education



AY2018-2020

SHARING INFORMATION ON PROGRESS

UN GLOBAL COMPACT COMMUNICATION ON ENGAGEMENT

Bentley University's Commitment to UNGC PRME

Bentley 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 Management Education (PRME). As President of Bentley, I am pleased to reaffirm our commitment to these Principles.

Our Mission

"Bentley University changes the world with a transformative business education, integrated with arts and sciences, that inspires and prepares ethical leaders who will confront the challenges of today and shape the opportunities of tomorrow."

This mission reflects a long-standing tradition embedded in ethics, social responsibility, civic engagement, governance, and sustainability across business and the arts and sciences. It began over 40 years ago in the Philosophy Department, out of which grew what is now the internationally recognized Hoffman Center for Business Ethics. It now flourishes in a multitude of centers on campus, including the Service-Learning and Civic Engagement Center, the Gloria Cordes Larson Center for Women and Business, the Harold S. Geneen Institute of Corporate Governance, the Center for the Integration of Science and Industry, and the Office of Sustainability.

As a signatory of the UN PRME initiative, Bentley is committed to innovative pedagogy and research on responsible business, embedding this focus throughout the curriculum and our research activities, and instilling these ideals throughout our campus community. In the spirit of the UNGC, we have also institutionalized these principles in our campus operations.



This document is our 10th report, summarizing our activities and initiatives during the 2018–2020 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.

E. LaBrent Chrite
President, Bentley University



The background image shows a bright, modern university interior. On the left, there are large windows and a glass-enclosed staircase. In the foreground, there are comfortable-looking armchairs and a small table with a lamp. The floor is made of large, dark tiles. The overall atmosphere is clean, bright, and professional.

MISSION

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The Structure of PRME at Bentley

There are numerous centers and initiatives on the Bentley campus that make contributions to PRME's six principles. These include:

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:

- Connect ethical thought and action
- Inspire ethical leadership
- Enrich ethical knowledge
- 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 (CWB) at Bentley University creates more inclusive and equitable workplace cultures where all employees thrive and succeed. The Center partners with organizations to help them create and nurture more inclusive, equitable, and diverse workplaces. The CWB designs and delivers innovative, transformative programs, training, and tools to help organizations create inclusive cultures. Its interactive, customized programs and curated research inform and empower people and organizations to advance diversity, equity, and inclusion (DE&I). The CWB's work is informed by its experience with hundreds of organizations, industry research, and Bentley's academic and business expertise. In addition to working with businesses, the CWB serves and collaborates with Bentley University faculty and students.



BENTLEY OFFICE OF SUSTAINABILITY

One of the main 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 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. To that end, in 2019, Bentley achieved a 70% reduction in its carbon footprint (from a 2008 baseline).

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 community engagement 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.

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.

CENTER FOR THE INTEGRATION OF SCIENCE AND INDUSTRY

The Center for Integration of Science and Industry focuses on advancing the translation of scientific advances for public value. To do this, the Center brings together teams of faculty researchers, post-doctoral, undergraduate and graduate students, and Executives in Residence with expertise spanning the sciences, medicine, data analytics, business, and public policy to understand dynamics of pharmaceutical innovation systems. A particular focus of the Center’s work has been on describing the role of public and private sector investments in pharmaceutical innovation and their respective returns on this investment in terms of improved medicines and health outcomes, new markets, companies, and jobs, and economic growth. The Center’s research has contributed to public policy related to affordable drug prices, federal funding for biomedical research, pandemic response, and technology transfer.

These centers and initiatives:

- 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.

Our collective endeavors 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.



PROGRESS AND AY2020–22 GOALS

The main goals for AY2020–2022 reflect our ongoing efforts 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 vision from our centennial celebration in 2017.

- 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 faculty and staff were actively involved in UNGC and PRME meetings and Working Group activities during this reporting period. Among our most engaged colleagues are:

Cynthia E. Clark, professor of management and director of the Geneen Institute of Corporate Governance:

- Participated in the UNGC Leaders' Summit in New York, September 2018.
- Presented paper on Sustainable Development Goals in specialized conference "Responsible Leadership in Rising Economies," October 2019.
- Served as representative at the 2019 PRME Global Week to Act for SDGs, September 2019.
- Attended the UNGC Leaders' Virtual Global Forum, June 2020.

Patricia M. Flynn, trustee professor of economics & management:

- Served as co-chair of the UN PRME Gender Equality Working Group (GEWG).
- Moderated the webinar "Updates and Looking Ahead" for the GEWG.
- Wrote the PRME GEWG Annual Reports for 2018 and 2019.

- Editorial Board, Routledge (UK)/PRME Book Series Editorial Board.
- Co-Editor of multiple books in the Greenleaf/Routledge PRME Book Series:
 - *Redefining Success: Integrating Sustainability into Management Education*, 2018
 - *Global Champions in Sustainable Development*, 2020
 - *Struggles and Successes in the Pursuit of Sustainable Development*, 2020

Robert E. McNulty, director of programs of the Hoffman Center for Business Ethics (retired):

- Organized the webinar "Managing Risks for Peace and Stability" for the Business for Peace Working Group, March 2018.
- Organized the webinar "Renewable Energy Companies, Technologies, and 'Business for Peace'" for the Business for Peace Working Group, August 2018.



PROGRESS AND AY2020–22 GOALS

Bentley plans to continue to play a leadership role within PRME and UNGC's Academic Network. Some of our faculty who were most involved with PRME have retired or are nearing retirement, so we are actively recruiting new faculty to participate in these activities.

1 Principle: 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.

Bentley Values

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 embraces a set of [seven core values](#) that govern conduct in classrooms, residence halls and places of work:

- Caring
- Collaboration
- Diversity
- Honesty
- Impact
- Learning
- Respect

As we have done with the beginning of each academic year, the 2018–2020 incoming classes cited and pledged their commitment to these values during the opening convocation ceremony.

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.

Civic Engagement & Leadership: Service-Learning and Civic Initiatives

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 Bentley Civic Leadership Program.

SERVICE-LEARNING

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

Each year, the BSLCE pairs approximately 800 Bentley students with sustainable community partners for 20+ hour, semester-long

commitments, through courses run by 70-plus faculty members across disciplines. The 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. Bentley is acknowledged as a national leader in service-learning, including by U.S. News & World Report which has placed BSLCE 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.

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 the 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 nonprofit organizations, establishing business strategies for not-for-profit organizations, offering free tax assistance clinics for individuals with lower incomes, and working on a variety of social service projects for children, the elderly, those who are economically disadvantaged, and individuals whose native language is not English.



Community Partners

Our local service-learning community partners and programs for AY 2018–2020 included:

AFTERSCHOOL PROGRAMS

- Chesterbrook Afterschool Program
- Dana Court Afterschool Program
- G.R.E.A.T. Mentoring Program
- Guyz Only
- Hanscom Falcon Flyers
- Hanscom Prism Project
- HomeSuites Afterschool Program
- I Love to Read – Whittemore
- Let's T.O.C.
- Passport to Manhood –
Waltham Boys and Girls Club
- Prism Project
- Prospect Hill Afterschool
- Smart Girls –
Waltham Boys and Girls Club
- Teen Centers –
Chesterbrook | Dana Court | Prospect Hill
- Waltham Boys and Girls Club
- Waltham YMCA Afterschool Program
- Watertown Boys and Girls Club
- Whittemore Afterschool
- Whittemore Literacy Program
- Woburn Boys and Girls Club

COMMUNITY ASSISTANCE PROGRAMS

- Bentley Low Income Taxpayer Clinic
- Career Success Institute
- Gender Focused Research
- Grant Research

- Leland Home
- Memoir Project — Chronicles of Your Life
- Memoirs/Snapshots – Leland
- Brighton Food Pantry

ESOL PROGRAMS

- English Language Learners
- HomeSuites
- Pax Populi English Tutoring
- Prospect Hill Community Center ESOL
- Whittemore English/Spanish Exchange
- French at Brookhaven

COMPUTER ASSISTANCE PROGRAMS

- America Clicks!
- Brookhaven Cyber Coaches
- Skills For Life

IN-SCHOOL MENTORING AND TUTORING PROGRAMS

- 2+2=5: The Power of Teamwork
- A Step Ahead
- Fitzgerald Drama Program
- Waltham Family School Programs

DEVELOPMENTAL DISABILITIES

- Edinburg Center
- Eye to Eye
- GWarc
- Gym Buddies
- Special Olympics

CIVIC ENGAGEMENT INITIATIVES

The 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 organizational consultancies, Fair Trade Fair, and the Volunteer Income Tax Assistance (VITA) program.

ORGANIZATIONAL CONSULTANCIES

BSLCE works with local, national, and international nonprofit organizations in organizational consultancy capacities that range from full strategic planning to specific consultancy components on marketing, technology, pedagogical visioning and alignment, Theory of Change development, nonprofit and programmatic mergers, etc. Students, faculty, and staff are involved in these projects, and they are generally overseen by the BSLCE Director. Some recent nonprofit organizational consultancies include:

- African Cultural Services
- Boston in 100 Words
- Borderlands Restoration Network
- Center for Teen Empowerment
- Changemaker High School
- Deep Dirt Farm
- DREAM Mentoring Program
- Fair Trade Campaigns/Fair Trade USA
- Mexicayotl Academy of Excellence
- Muhammad Ali Center
- Patagonia Area Resource Alliance (PARA)
- Right to Immigration
- SEED (Students Educating and Encouraging Development)

- Student Clinic for Immigrant Justice (SCIJ)
- Urban Action Institute, Worcester State University
- Usher Syndrome Society (USS)
- Watch CDC (Community Development Corporation)
- Waltham Family School

Through these consultancies, BSLCE broadens its reach in helping nonprofit organizations to move their important work forward, while creating a space for members of the Bentley community to apply their skills to creating real world change.

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.



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 20th 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. 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.

Specialized Student Program

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

Diversity at Bentley

Diversity refers to the wide array of human differences, including those of 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 workforce, 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.

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 21st 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 Structure of Diversity at Bentley

The following are but some of the structures that support diversity and inclusion at Bentley

OFFICE OF DIVERSITY & INCLUSION

The Office of Diversity & Inclusion is responsible for fostering an inclusive community by leveraging interactions between offices, educating the entire community and working to increase the diversity at all levels of the University. The Office is headed by Bentley's Chief Diversity and Inclusion Officer, a cabinet-level position.

DIVERSITY COUNCIL

The Diversity Council comprises 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.

LGBTQ

The LGBTQ@Bentley Steering Committee comprises 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.

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.

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.

OFFICE OF 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.

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:

- **Racial Justice Taskforce.** The Racial Justice Task Force was created in the wake of the Black Lives Matter Protests in the summer of 2020. The Task Force has been charged with creating recommendations for Bentley University to implement to create a more equitable, anti-racist campus. Chaired by Bentley's Provost and Vice-President for Academic Affairs, it meets weekly and provides updates to the campus community.
- **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 students 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, Culture Fest and Guess the Straight Person help keep the diversity message at the forefront of student's experiences. One of

the most visible elements of our diversity program has been two-day off-site retreats to which all members of the faculty and staff are invited. Bentley has sponsored more than 60 retreats, and approximately 900 faculty, staff, and administrators have participated. In addition, the University also offers workshops that address trans awareness, (dis)ability awareness, and inclusivity in the classroom.

- **Hallmark 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. 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.

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.

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** provides a leadership experience with a social justice lens. Through dialogue and an off campus retreat, participants learn how to communicate better across differences, 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.

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.



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

The university has a framework and decision-making process in place that upholds sustainability as 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.
- Bentley alumni are ethical, environmental and socially responsible organizational leaders, entrepreneurs and citizens.
- Bentley is continually striving for carbon neutrality, zero waste generation, and a socially just and inclusive community.

2020 GOALS

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

- 70% reduction in carbon footprint
- 60% waste diversion rate
- 5% reduction in water use
- 25% of employees and commuting students using low-carbon community methods
- 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.

Greenhouse Gas Reductions

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

The university's FY2019 carbon footprint has been completed and analyzed. The data shows that the university has met our public carbon footprint reduction target (70% by FY2020 as compared to FY2008) one year early. 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.
- **Onsite Solar** — construction of a 500KW solar system which allows Bentley to supply the Bentley multipurpose arena with about 40% of its annual electricity needs.
- **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 2030 carbon neutrality 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 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 such as LED lighting upgrades. To date, five projects have been funded and completed. These include LED lighting upgrades to residence halls, a kitchen fume hood optimization in the Dana Center, an ERV replacement, and LED retrofit in the Dana Center. Electricity cost savings from each project are then returned to the fund to fund future projects. Projects are selected by the Green Revolving Fund Committee, which meets three times per year to review project proposals from Facilities Management and the Bentley community. It is the university's goal to grow the fund to \$1 Million by 2025.

Waste Diversion

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 2019, reflecting more strict contamination rules. 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.

SUSTAINABILITY AND CAREER SERVICES

The Office of Sustainability has partnered with the Office of Career Services to address increasing student demand for information on careers in sustainability. 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

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 academic year interns and one summer intern to assist with campus sustainability initiatives.



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 Chair of Social Programs (representing “people”), the Chair of Environmental Programs (representing “planet”) and the Chair of Financial Programs (also the Net Impact Chapter leader, representing “profit”). Each week, the executive board gives a presentation on a sustainability topic, followed by an interactive activity or discussion.

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 44 awards.





PROGRESS AND AY2020–22 GOALS

Bentley has long maintained a set of active and forward-thinking centers that advance principles for responsible management education. So it is well-positioned to make further strides in these areas in the coming years. A major focus over the next two years will be diversity, equity, and inclusion. Bentley has recently formed a robust task force in this area and plans to make significant moves, especially with respect to personnel, in the near future.

Principle: Values

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

Curriculum

Bentley offers courses in ethics, social responsibility, and sustainability at all levels in its curriculum. All undergraduate students take both The Legal and Ethical Environment of Business and Problems of Philosophy, which includes an extensive ethics unit. All MBA students take an advanced course in law and ethics.

The curriculum also includes electives 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 curricular developments related to the Sustainable Development Goals

COURSES AND THE SUSTAINABLE DEVELOPMENT GOALS

Bentley students engage in reflection about all 17 Sustainable Development Goals in a variety of electives across its curriculum. The following is a selection of such courses. To be sure, these aren't the only courses in which these goals are addressed. They are chosen as outstanding examples of relevant courses.



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.



PH 272 Perception and Perspectives

examines the nature of perception from a philosophical and psychological lens. It inquires into the connection

between perception and perspectives. All perception is from some perspective, but we see whole things, not the surfaces from which we have perceptual information. One question we will be considering is how this is possible. Another, closely related question is how perspectives inform our thinking about the objects of perception. How can we know that we are perceiving, and communicating about, the same objects if our perspectives on them are distinct? And how can we come to terms with differences in our value judgments

about perceived objects (or events or actions) if perspectives are value-laden? Thinking about perception turns out to be vital for making sense of a world in which our perspectives on public events are starkly distinct.



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.



NASE3344 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.



PH 140 Disability, Values & Society examines disability in society. Disability is and always has been a universal aspect of human experience. Every year,

millions of people live with some form of physical or cognitive disability, and all of us have the potential to become disabled at any time. But what is disability exactly? Is it simply a medical problem? Or do disabilities arise from a mismatch between a person's body and her social environment? Is having a disability necessarily bad for you? What value does disability contribute to society? Drawing upon philosophy, memoirs, film, and other sources, this course will explore these and related questions with a particular focus on disability in the United States. Potential topics include different models of disability, the disability rights movement in the U.S., the ethics of causing and preventing disability, feminist perspectives on disability, disability in popular culture, and the relationship between disability and technology.



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.

The background of the slide features a photograph of a brick building with large, arched openings. In the foreground, there are several large, terracotta-colored pots filled with green plants and small pink and red flowers. The scene is brightly lit, suggesting a sunny day.

PROGRESS AND AY2020–22 GOALS

Bentley is 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.

3 Principle: Method

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

Bentley has created a number of highly successful programs that advance the principles for responsible management education. In this chapter of our report, we highlight three, viz., the global business ethics teaching workshop, the liberal studies major, and sustainability education.

Global Business Ethics Teaching Workshop

Background information on the Global Business Ethics Teaching workshop is provided in our initial AY2006–07 COP. The intent of the program remains the same since its inception, which is 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 three 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 2019 and 2020 workshops were held on the Bentley campus. More information is available [here](#).

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](#), [Earth, Environment and Global Sustainability](#), and [Global Perspectives](#).

Sustainability Education

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; the 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 AY2020–22 GOALS

Oches and Szymanski's project has been a huge success. The National Science Foundation recently awarded Bentley a five-year, \$1.4 million grant to develop, implement and evaluate curricula for college students that combine STEM and business, with an eye toward unraveling the “wicked” web of sustainability wrought by poverty, hunger, gender inequality, climate change, energy use and other complex global issues. As lead principal investigator for the project, Szymanski will coordinate the efforts of 30 faculty members from Bentley and two other universities: Wittenberg University, a small, private liberal arts college in Springfield, Ohio, and Northern Illinois University, a large, public research institution in DeKalb.

Bentley looks to increase its footprint at the intersection of science and industry, thanks to the efforts of the Center for the Integration of Science and Industry. This Center's work has been featured in a number of media outlets and has been cited in testimony to the U.S. Congress.

The Global Business Ethics Teaching Workshop continues its long successful run. To date over 250 faculty from universities around the world have participated in the annual Global Business Ethics Teaching Workshop. The Workshop will be held again in 2021 thanks to the generosity of the State Street Foundation. Now fifteen years old, the LSM program has over 500 students enrolled, with approximately 50 students currently enrolled in the “Ethics and Social Responsibility” and “Earth, Environment and Global Sustainability” majors. We plan to grow these programs in the coming years.

4 Principle: 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 encourages 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.

Faculty engage in this research, sometimes alone and sometimes with colleagues at Bentley and/or at other institutions. Students at all levels at our institution are involved in research.

We are especially proud of the research output of our centers and institutes. Below we highlight the work of just three of them, though there are many more that produce research related to PRME at Bentley. The ones we highlight are:

- The **Gloria Cordes Larson Center for Women and Business (CWB)** engages in and sponsors attenuated research and offers extensive training in diversity, equity, and inclusion (DE&I) for corporate partners and students.

- 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.
- **Hoffman Center for Business Ethics (HCBE)** undertakes research—surveys and data syntheses—of trends in business ethics.

Gloria Cordes Larson Center for Women and Business

The [Gloria Cordes Larson Center for Women and Business](#) (CWB) is a primarily externally facing organization that designs and delivers innovative, transformative programs, training, and tools to help organizations create inclusive cultures.

The CWB provides thought leadership on critical diversity, equity, and inclusion (DE&I) issues, and offers tools and training to foster inclusive organizations. Learn more about the [CWB's corporate programs](#).



The CWB's work is informed by its experience with hundreds of organizations, its industry research, and Bentley's academic and business expertise.

The CWB has worked for hundreds of partner organizations. A sampling includes Biogen, Clarks, Deloitte, iRobot, John Hancock, Liberty Mutual, Fidelity, TJX Companies, and Sun Life.

The CWB's Executive Working Group is an annual membership-based community of corporate executives who collaborate to share best practices and knowledge about DE&I. The CWB offers roundtables and panel discussions on critical DE&I topics—often related to the Center's curated research reports—for this group.

The CWB also hosts numerous conferences and events. Its annual Gearing Up Conference is dedicated to professionals in the first decade of their career. This highly interactive one day annual event focuses on the leadership aspirations of women, non-binary individuals, and allies. Gearing Up prepares individuals to take risks, to aspire to higher leadership, and to grow as inclusive leaders.

The Center publishes two curated research reports annually on DE&I topics. A sampling of reports published in recent years includes:

Foster, P. (2018). *The Pipeline Predicament: Fixing the Talent Pipeline*. Gloria Cordes Larson Center for Women and Business at Bentley University, Waltham, MA.

Foster, P. (2020). *Workplace Inclusion - Nurturing a Culture of Care and Belonging*. Gloria Cordes Larson Center for Women and Business at Bentley University, Waltham, MA.

Foster, P. (2020). *Workplace Negotiations, Gender, and Intersectionality*. Gloria Cordes Larson Center for Women and Business at Bentley University, Waltham, MA.

Foster, P. (2019). *The Workplace Journey: Caregiving, Career Breaks, and Reentry*. Gloria Cordes Larson Center for Women and Business at Bentley University, Waltham, MA.

Foster, P. (2019). *Intersectionality in the Workplace: Broadening the Lens of Inclusion*. Gloria Cordes Larson Center for Women and Business at Bentley University, Waltham, MA.

Foster, P. (2018). *The Pipeline Predicament: Fixing the Talent Pipeline*. Gloria Cordes Larson Center for Women and Business at Bentley University, Waltham, MA.

Foster, P. (2018). *The Value of Workplace Flex: Options, Benefits and Success Stories*. Gloria Cordes Larson Center for Women and Business at Bentley University, Waltham, MA.

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 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 and Speaker Series. The Institute reaches out beyond the Bentley community to engage practitioners through activities such as lecture series, informal colloquia, and workshops.

Hoffman Center for Business Ethics

The HCBE boasts a group of talented [Faculty Fellows](#) who produce groundbreaking work in the area of business ethics, broadly construed. They hail from a variety of departments on the Bentley campus, including management, philosophy, and accountancy. The Fellows' research is supported by the HCBE, and they offer advice to its executive director.

The HCBE brings a number of distinguished speakers to campus each year through its brown bag series and major lectureships, sponsored by Verizon, Raytheon, and State Street. Information about the HCBE's events can be found on its [website](#).



In addition, the HCBE owns the journal *Business and Society Review (BASR)*. For 20 years, it was edited by Robert Frederick of the Philosophy Department at Bentley.

In 2020, after a competitive application process, the editorship was assumed by David Wasieleski and James Weber of Duquesne University. Wasieleski is the Albert P. Viragh Professor of Business Ethics in Palumbo-Donahue School of Business, and Weber is Professor of Business Ethics and Management and managing director of the Albert Paul Viragh Institute for Ethics in Business. HCBE retains ownership of the journal, and it continues to be published by Wiley.

The new editorial team has significantly revitalized the journal, adding several new Associate Editors and a host of new editorial board members. The new editorial team plans to increase the number of issues published per year from four to five. The fifth issue will be a special issue with guest editors devoted to a current topic. This year the fifth issue will focus on “business and society in the age of covid-19.”

During AY2018–2020, Wiley published eight issues of BASR, information about which can be found on the journal’s [website](#).

Faculty Research

Bentley faculty are committed to research in the area of ethics, sustainability, and social responsibility. During 2018 to 2020, publications in the PRME domain included the following. Bentley faculty member names are in bold.

PUBLICATIONS

AbuJarour, Safa’a, Wiesche, M., Diaz Andrade, A., **Fedorowicz, J.**, Krasnova, H., Olbrich, S., Tan, C.W., Urquhart, C., and Venkatesh, V. (2019). ICT-enabled Refugee Integration: A Research Agenda, *Communications of the Association for Information Systems*, Vol. 44, pp. 874–891.

Adams, S.M. (Ed.) (2018). *Time for Solutions! Addressing Gender Barriers in the Workplace*. New York: Routledge-Greenleaf Publishing.

Barnes, W. (under submission, expected 2020/21). *Polarity, Politics, and Peace* Editor. Part of Brill Rodopi’s *Philosophy of Peace* series, in conjunction with *Concerned Philosophers for Peace* Brill,

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Faculty aren't the only members of the Bentley community who produce innovative research. Students at all levels also advance our understanding of the ethical and social environment of business. Below are two illustrative examples.

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 of encouraging 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

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.





PROGRESS AND AY2020–22 GOALS

Faculty and students at Bentley continue to produce groundbreaking research that explores the ethical and social dimensions of business activity. Some of this research comes out of our centers and institutes, including the Gloria Cordes Larson Center for Women and Business, the Geneen Institute of Corporate Governance, and the Hoffman Center for Business Ethics. But there is a great deal of relevant research produced outside of these (and other) centers, by individual faculty members, working alone and with colleagues at Bentley and other institutions. Students are encouraged to collaborate with us and frequently take the opportunity to do so.

In the coming years, Bentley community members will continue to produce research in these areas. Faculty across the institution have built up important research streams in these areas and will continue to pursue them. The institution as a whole is committed to supporting impactful research in PRME-related areas, and faculty and students are excited to advance this research.

Principle: 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.

Managing Ethics in Organizations

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.

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. 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.

In recent years, the HCBE has hosted the following individuals as Raytheon speakers. A full list of speakers in this series can be found on the HCBE's [website](#).

- **2019 (April): Judge Mark L. Wolf**, Former Chief Judge of the United States District Court (Massachusetts): “The Cost of Corruption and How to Combat It”
- **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”

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 society. Throughout the week of the Visiting Professor's stay, he or she typically visits three or four 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.

In recent years, the HCBE has hosted the following individuals as Verizon Visitors. A full list of speakers in this series can be found on the HCBE's [website](#).

- **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 21st 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."*



HCBE Advisory Board

The HCBE is honored to have an [advisory board](#) comprising highly regarded business ethics practitioners and scholars. The board (1) assists HCBE in its efforts to foster an ethical framework for the conduct of business and to establish greater cooperation on ethical issues among academic, corporate, government, labor, and public interest groups; (2) builds relationships with the business community and the public at large that advance HCBE's interests, contributions, and reputation; (3) contributes to the creation of an atmosphere of intellectual discourse on matters of business ethics at the center and the university that respects and values all points of view; and (4) recognizes and responds to public concerns on ethical business practices both in the United States and abroad.

On occasion, board members speak to classes on matters pertaining to business ethics. They also gather for informative conversations about [best practices in business ethics](#).

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, and with the generous assistance of American Express, an endowed [Sullivan Scholars program](#) was established to support students from minority backgrounds with an interest in business ethics through internships at the HCBE. Sullivan Scholars play an essential role in supporting the Center in carrying out its activities throughout the academic year.

A full list of Sullivan Scholars can be found on the HCBE's [website](#).

Here is a list of Sullivan Scholars from the past decade:

2020 Meghna Chhabra / Augustine Peprah
2019 Wasif Shawman / Ashley Talla
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

Gloria Cordes Larson Center for Women and Business

The Gloria Cordes Larson Center for Women and Business (CWB) is a primarily externally facing organization that designs and delivers innovative, transformative programs, training, and tools to help organizations create inclusive cultures.

The CWB focuses on such issues as: inclusive leadership, unconscious bias, racial equity, allyship across difference, mentorship and sponsorship, negotiations, workplace culture, the gender wage gap, women's confidence, and more.

The Center serves and partners with: senior executive teams; front-line managers; entry level professionals; corporate boards; Bentley University faculty; and Bentley 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.

As the CWB evolved, its mission and work broadened to address the changing nature of workplace gender equity issues along with diversity, equity, and inclusion (DE&I) goals.

Highlights of the center's accomplishments are detailed below:

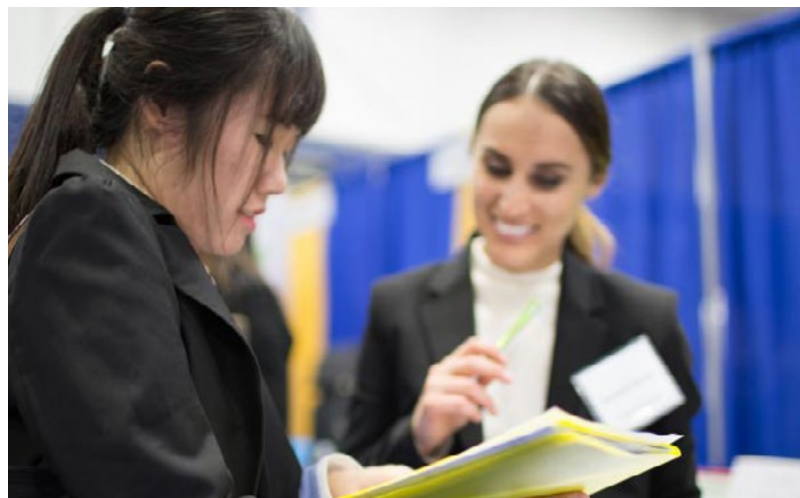
- The CWB has established hundreds of relationships with corporate and other organizational leaders, resulting in successful, revenue-generating partnerships for the CWB and Bentley University.
- Signature offerings include:
 - **Custom Workshops** – A broad range of revenue-generating DE&I educational programs for corporate partners. Topics range from unconscious bias to allyship and racial justice.
 - **Executive Working Group** – An annual membership-based community of corporate executives who collaborate to share best practices and knowledge about DE&I. The CWB offers roundtables and panel discussions on critical DE&I topics for this group.
 - **Gearing Up Conference** – Dedicated to professionals in the first decade of their career. This highly interactive one day annual event focuses on the leadership aspirations of women, non-binary individuals, and allies. Gearing Up prepares individuals to take risks, to aspire to higher leadership, and to grow as inclusive leaders.

- **Curated Research Reports** – The Center publishes two curated research reports annually on DE&I topics. These reports provide concise, up-to-date analysis of issues along with strategies to advance DE&I.
- **CEO Action for Diversity & Inclusion** – The country's largest CEO-driven business commitment to advance DE&I in the workplace. The CWB spearheaded Bentley's membership in this initiative.
- **Women's Leadership Program (WLP)** – Co-curricular four-year undergraduate program for outstanding female student leaders. The program focuses on leadership, DE&I training, mentorship, and other skills to prepare students to thrive when they enter the workforce. In collaboration with Institutional Advancement and Admissions, the CWB won a Liberty Mutual Grant to support this program, which includes student scholarships.
- **The Corporate Challenge** – A 2014 initiative in partnership with then MA Governor Deval Patrick. The effort coalesced more than 100 employers throughout MA that committed to working on specific, measurable gender equity goals in their workplaces.

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



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, Africa, 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 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 service-learning partnerships have included relationships with the following universities:

- 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 occurred in January 2019. This trip focused on social entrepreneurship and micro-enterprise and students were exposed to a renowned sustainable international development model, which includes the five pillars of Education, Water and Sanitation, Sustainable Agriculture, Health, and Microenterprise. Students on the trip spent several hours each day helping to build a new school in a community, working in partnership with local community members.





PROGRESS AND AY2020–22 GOALS

The Hoffman Center for Business Ethics (HCBE) continues to offer innovative and impactful programs, including its executive education course, Managing Ethics in Organizations. Since 1995, over 1,000 ethics and compliance officers and others have completed the five-day seminar. The seminar is now a three day event, and was offered virtually in 2020. Due to the ongoing pandemic, we plan to offer it virtually again in 2021. Planning is underway.

To date over 14,000 students and members and friends of the Bentley community have attended the Raytheon lecture series, and over 7,000-8,000 students and members and friends of the Bentley community have attended the Verizon lecture series. We plan to continue holding these large-scale lectures on a regular basis, in collaboration with corporate and other sponsors.

While our past programs have been hugely successful, we are constantly looking to innovate. To take but two examples, HCBE has started a new workshop series for faculty and the CWB has developed a variety of new training programs, especially in the area of diversity & inclusion, and offered them to its growing list of corporate partners. Each center is run by a dynamic group of faculty and staff who produce impactful research and programming that is relevant to issues of ethics and social responsibility, and hence to the principles of responsible management education.

6 Principle: Dialogue

We will facilitate and support dialog and debate among educators, students, 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.

To this end, the Hoffman Center for Business Ethics's Global Business Ethics Symposium and Teaching Workshop invites scholars and practitioners from around the world to examine issues of ethics and social responsibility.

The teaching workshop was described previously. Here we will say a bit more about the symposium.

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.

Each year the symposium has a theme. 2020's theme was "Business and Social Media: Opportunities and Risks." Social media has become a pervasive communications tool for billions of people across the globe. Businesses, too, use a variety of social media platforms to engage with their stakeholders, including employees, shareholders, and consumers. But it is increasingly clear that social media has a "light" and a "dark" side. What are the ethical and strategic risks and opportunities businesses face as they seek to avail themselves of the great potential of social media, without becoming inadvertently ensnared in the growing web of problems undermining it?



How should businesses engage with their stakeholders in a productive and responsible way?

Recent symposium themes include:

- 2019: “Artificial Intelligence and the Responsibilities of Business: Mapping the Ethical Terrain”
- 2018: “The Ethics of Inclusion”
- 2017: “Business Ethics in Context: Lessons from Health Care, Finance and Marketing”
- 2016: “Reflections on Business Ethics”

A full listing of symposium themes dating back to 2005 can be found on the HCBE’s [website](#).

Gloria Cordes Larson Center for Women and Business

Bentley’s Center for Women and Business (CWB) provides thought leadership on critical diversity, equity, and inclusion issues and offers tools and training to foster inclusive organizations. The Center’s programs inform and empower students, alumni, and business

professionals. The CWB focuses on critical issues impacting workplace and gender diversity and inclusion, and offers a dynamic suite of programs including:

- Understanding Unconscious Bias and Creating Inclusive Cultures
- Intersectionality in the Workplace
- Exploring the Confidence Gap & Impostor Syndrome
- Allyship Across Difference (including race and men as allies)
- The Role of Mentorship, Sponsorship and Networks
- Creating an Anti-Racist Culture
- Bridging Difference with Brave Dialogue
- DE&I Briefing for Executives or Frontline Managers
- Establishing and Leveraging Employee Resource Groups
- Managing Up: A Framework for Workplace Success
- Maximizing your Talent via CliftonStrengths
- Effective Communication & Conflict Styles
- Effective Workplace Negotiations
- Understanding the Multigenerational Workforce

The CWB has delivered training programs to hundreds of leading corporations, such as Biogen, Clarks, Deloitte, iRobot, John Hancock, Liberty Mutual, Fidelity, TJX Companies, and Sun Life. The CWB is one of Bentley's leading centers in terms of external partnerships.

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

The Valente Center hosts dozens of events each year. Here is a selection of the events that they held within the last two years.

- "Let's Talk about Environmental Justice." A conversation with Rev. Lennox Yearwood. November 2020.
- Undergraduate Research Workshop, October 2020.
- "Tacit Racism: A Clear and Present Danger." Anne Rawls (Bentley University) and Waverly Duck (University of Pittsburgh), October 2020.
- "Unlocking Economic Growth: Investing in Racial Equity." Nick Noel (McKinsey), September 2020.
- "No Can't, No Won't, Only How: Overcoming Obstacles to Make a Difference," Spencer West, April 2020.
- Undergraduate Roundtable: Pursuits of Capital, Spring 2020.
- "Regimes of Inequality: The Political Economy of Health and Wealth," Julia Lynch (University of Pennsylvania), February 2020.
- "Investing Wisely, Living Richly: A Female Business Leader's Experience, from Liberal Arts to Finance," Kara Murphy (United Capital).
- "Toxic Masculinity." Valerie Sperling (Clark University), November 2019.
- "Making Change Through Civil Resistance." Erica Chenoweth (Harvard University), October 2019.

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

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 (NID) 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.



A bronze statue of an eagle, facing left, is perched on a light-colored stone pedestal. The pedestal features a circular logo with the word "PARATUS" at the top and a bell tower illustration below. The background shows a brick building with windows and some greenery.

PROGRESS AND AY2020–22 GOALS

Bentley has made important strides in the area of Dialogue in recent years. One of its signature programs is the Global Business Ethics Symposium, which is now in its 17th year. This event, hosted by the Hoffman Center for Business Ethics and sponsored by the State Street Foundation, brings together academics and corporate and civil society leaders to explore challenges and best practices in business ethics. Each year has a different theme. The 2020 event was held virtually on November 12th and 13th, with a theme of *Business and Social Media: Opportunities and Risks*. The 2019 event was held on May 21st, with a theme of *Artificial Intelligence and the Responsibilities of Business: Mapping the Ethical Terrain*. Planning for the 2021 symposium is underway.

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.

Bentley University

UNGC and PRME Initiative

For questions or additional information on the Bentley University UNGC and PRME initiative and/or the combined AY2018–20 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.



BENTLEY UNIVERSITY

Hoffman Center
for Business Ethics