



**PRME** Principles for Responsible  
Management Education



**BENTLEY**  
UNIVERSITY

**PRME SHARING INFORMATION ON  
PROGRESS**

**&**

**UN GLOBAL COMPACT  
COMMUNICATION ON ENGAGEMENT**

*AY2012-2014*



**B**entley University, as a member of the United Nations Global Compact (UNGC) Academic Network, has an ongoing commitment to the Global Compact's Principles for Responsible Business and Principles for Responsible Management Education (PRME). As part of our mission, the University has a long-standing tradition embedded in ethics, social responsibility, civic engagement, and sustainability that grew out of the intersection of business and the arts and sciences. Our initial emphasis on business ethics stemmed from the Philosophy Department, which launched the Center for Business Ethics in 1976, almost 40 years ago. Our nationally ranked Service-Learning program was started out of the English and Sociology Departments in the early 1990s and now cuts across the entire institution. As a signatory of the UN PRME initiative, Bentley is committed to innovative pedagogy and research, embedding these areas throughout the curriculum and our research agenda, and instilling these ideals throughout our campus community. In the spirit of the GC, we have also institutionalized these principles in our campus operations. Our Alliance for Ethics and Social Responsibility facilitates the collaboration of these institution-wide initiatives, working to inform what we research and teach, how we engage with our stakeholders, and how we operate as a university.



This document is our seventh report, summarizing our activities and initiatives during the 2012-2014 academic years. It is a 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 (COP) and Sharing Information on Progress (SIP) reports, this year's summary includes comparative assessments with earlier efforts, with our ongoing emphasis on learning and continuous improvement in our endeavors.

A handwritten signature in black ink that reads "Gloria C. Larson". The script is fluid and cursive, with the first letters of each name being capitalized and prominent.

**Gloria C. Larson**  
**President, Bentley University**



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**Note:** The AY2012-14 report integrates Bentley's Sharing Information on Progress for PRME and Communication on Engagement as part of its commitment to the UNGC.

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

Building on the institution's long-standing commitment to ethics, civic engagement, social responsibility, and sustainability, over the past year BASER continued to develop an explicit focus on the way in which these areas inform how we operate as a university. Now entering its tenth year, the mission of the Alliance is to ***amplify and extend the work of the autonomous Centers and initiatives on campus, supporting and encouraging greater awareness of, respect for and commitment to ethics, service and civic engagement, social responsibility and sustainability in faculty research, curricula and campus culture.***

A unique feature of the Alliance is its ongoing integrative focus on ethics, social responsibility, civic engagement, and sustainability. BAESR seeks to:

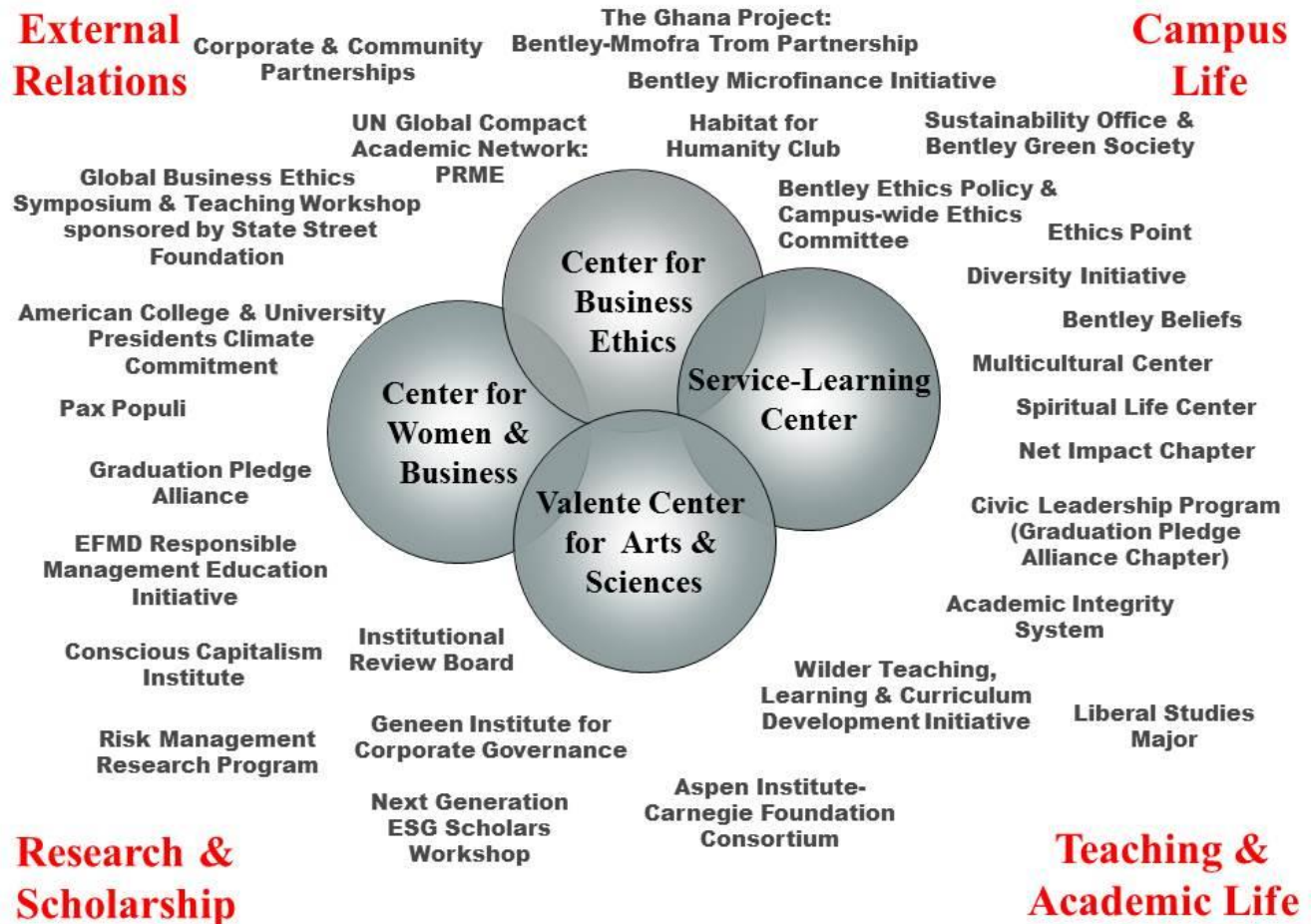
- Support and encourage collaborative, transdisciplinary applied ***research*** that has the potential to significantly affect current practice.
- Influence ***curriculum*** development and pedagogical innovations intended to make our students more ethically sensitive and socially aware.
- Ensure a broader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

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

Founded in 2003, this ongoing initiative is a collaborative effort that is dependent on the commitment of a broad range of stakeholders, including Bentley faculty, staff, students and alumni, as well as business executives, corporate partners, relevant associations and other colleges and universities in an effort to enhance and disseminate these ideals. The 2012-14 Alliance was built on four "core pillars" in the Bentley community that continue to operate as autonomous entities, but collaborate under its aegis:

- ***Center for Business Ethics***: The CBE, 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 effective business performance with ethical





### The AY2012-2014 Alliance for Ethics & Social Responsibility

business conduct. CBE strives to: (1) connect ethical thought and action, (2) inspire ethical leadership, (3) enrich ethical knowledge; and (4) promote ethical collaboration. With a vast network of practitioners and scholars, and an expansive library, the Center provides an international forum for benchmarking and research in business ethics.

<http://cbe.bentley.edu>

- **Bentley Service-Learning Center:** Established in 1990, the BSLC, which has built an international reputation, seeks to promote academic learning, develop socially responsible working professionals, and assist community partners in serving the human needs and interests of their constituencies.

<http://service-learning.bentley.edu>

- **Center for Women and Business:** This newly created Center is focused on helping women reach their full potential in the workplace and helping corporations engage the

full potential of talented women leaders. The Center's research and programs provide a roadmap for organizations and individuals alike to move this critical conversation forward.

<http://www.bentley.edu/centers/center-for-women-and-business>

- **Valente Center for Arts & Sciences:** Created in 2007, the Center's mission is to help make the arts and sciences a vital, integral and challenging aspect of undergraduate and graduate education at Bentley. The Center promotes research and teaching in the disciplines and at the intersection of the arts and sciences and business, supports individual scholarship, and encourages cross-disciplinary discussion and research.

<http://arts-sciences-center.bentley.edu>

### ***Progress and AY2014-15 Goals***

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

In January 2014, **Anthony F. Buono**, the founding director of the Alliance stepped down after 10 years, and **Cynthia Clark**, associate professor of management and director of Bentley's Geneen Institute, assumed the Alliance director role.

The main goals for AY2014-15 reflect our ongoing efforts to continue to build on the institution's commitment to these ideals, informing our teaching and curriculum, research and scholarship, relationships with our surrounding community, other organizations and associations, 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 that our own organizational practices should also serve as an example of the values and attitudes we convey to our students and other stakeholders.

## PARTICIPATION IN UNGC AND PRME INITIATIVES

As part of our ongoing commitment to the Global Compact and PRME initiative, Bentley was actively involved in UNGC and PRME meetings and Working Group activities over the past two academic years.

- **Anthony F. Buono**, professor of management & sociology, was involved in numerous activities with both the UNGC and PRME:

- During 2012, he completed his work with the UN Global Compact Academic Working Group, which produced *A Practical Guide to the United Nations Global Compact for Higher Education Institutions: Implementing the Global Compact Principles and Communicating on Progress* (2012).
- In 2012 and 2013, he was part of the Core Discussion Leader Groups, for both the 3<sup>rd</sup> Global Forum PRME Planning Group (Rio de Janeiro, 2012) and Summit in Bled, Slovenia (September 2013), which produced the *Participant Guides* for both meetings. He also participated as a keynote panelist in the PRME Summit in Slovenia.
- He also became a member of the newly formed PRME Faculty Development Working Group in 2013.
- Bentley was the North American representative on the UNGC-EABIS-Ashridge Business School research project on “Assessing the UN Global Compact LEAD Initiative Pilot Phase.” **Buono** worked with two of Bentley’s doctoral students – **Opal Leung** and **Nora Junaid** – on the project.
- He also gave several presentations on the UNGC/PRME initiative:
  - “The UN Global Compact and Corporate Responsibility in Higher Education,” Association of International Educational Administrators, Washington, DC, February, 2012.
  - “The UN Global Compact and Institutional Civic Engagement,” Intercultural Strategies in Civic Engagement: 2<sup>nd</sup> Annual Intercultural Horizons Conference, SUNY Global Center, New York, NY, October, 2012.
  - “2013 PRME Summit Discussion Leaders Webinar,” UN Global Compact PRME, March 22, June 17, & September 13, 2013.
  - “Going Beyond Sustainability and Corporate Social Responsibility,” AACSB Associate Deans Conference,



**Professor Tony Buono speaking at the 2013 PRME Summit in Bled, Slovenia**

Phoenix, Arizona, November 12, 2013.

- “Liberal Learning and Professional Education: Effecting Educational Innovation,” AAC&U Annual Meeting, Washington, DC, January 25, 2014.
- **Buono** was also guest editor of a special issue of the *SAM Advanced Management Journal* focused on *The UN Global Compact and the PRME Initiative: Principles for Responsible Business and Responsible Management Education*. The Table of Contents of the special issue, which is scheduled for publication during Fall 2014, is noted below:
  - SETTING THE STAGE: Facilitating Global Partnerships for a Better World, Anthony F. Buono, *Bentley University*
  - SEVEN YEARS OF DEVELOPMENT: United Nations Principles for Responsible Management Education, Jonas Haertle, *PRME Secretariat*, *UN Global Compact* and Satoshi Miura, *Nagoya University*
  - DESIGNING EFFECTIVE MULTI-STAKEHOLDER COLLABORATIVE PLATFORMS: Learning from the Experience of the UN Global Compact LEAD Initiative, Matthew Gitsham, *Ashridge Business School* and Nadine Page, *Ashridge Business School*
  - MBA STUDENT VALUES, ATTITUDES AND BEHAVIORS: A Cross-Cultural Comparison of PRME Signatory Schools, Debbie Haski-Leventhal, *Macquarie Graduate School of Management*
  - GIVING VOICE TO VALUES: An Action-Oriented Approach to Values-Driven Leadership, Mary C. Gentile, *Babson College*
  - EDUCATION FOR SUSTAINABLE DEVELOPMENT, THE UNGC PRME INITIATIVE, AND THE SUSTAINABILITY LITERACY TEST: Measuring and Assessing Success, Jean-Christophe Carteron, *Kedge Business School*, Kathryn Haynes, *New Castle University*, and Alan Murray, *Winchester Business School*
- **Patricia M. Flynn**, Trustee Professor of economics and management, serves as one of the three co-chairs of the PRME Gender Equality Working Group. Members of the Working Group from six countries developed a Global Repository of resources to help faculty integrate gender issues into management education; the Repository was officially launched at the 3rd Global Forum for Responsible Management Education in Rio. Encompassing over a dozen disciplines, the Repository is accessible on the UN PRME website and provides a searchable data base with links to syllabi, case studies, and other course materials.
- **Flynn** also:
  - Co-presented Working Group Webinars (November 2011, March 2012, November 2012, February 2013).
  - Gave presentations on the Working Group and its new initiative at the: PRME Affinity Group Meeting at the AACSB Deans in New Orleans, LA (February 2012); Rio+20 Corporate Sustainability Forum in Rio (June 2012); and Academy of Management Annual Meeting in Boston (August 2012).



- o Served as a discussion leader at the 2013 PRME Global Summit in Bled, Slovenia (September 2013), and as a speaker and moderator on Business Schools as Responsible Change Agents, at the CEEMAN 21st Annual Conference, in Bled, Slovenia (September 2013).
  - o Is co-editing two books in the PRME/Greenleaf Publishing Series related to the Working Group on Gender Equality. The first, *Gender Equality as a Challenge for Business Management Education*, is planned for publication in early 2015. Abstracts for potential chapters for the second book, *Overcoming Challenges to Gender Equality in the Workplace*, are due September 1, 2014; publication is anticipated in Spring 2016.
  - o Co-authored "Gender Gaps in Business Schools: The Elephant in the Room," forthcoming in *Gender Equality as a Challenge for Business Management Education*, noted above.
- **Susan Adams:** As part of the PRME Gender Equality Working Group, **Adams**, professor of management and senior director, Center for Women & Business, coordinated the creation of the Global Repository Resource on "Corporate Governance" and was co-coordinator for the "Management" resource materials. She continues to update the repository with additional materials.
- **Diane Kellogg**, associate professor of management, was actively involved in the Anti-poverty Working Group meeting during the PRME Summit in Bled, Slovenia (September 2013).
  - o She also contributed a chapter entitled "Partners in Learning on the Front Lines of Poverty: Relationships that Educate and Motivate," in the Working Group's book [M. Gudic, C. Parkes, & A. Rosenblum, (Eds.)], *Fighting Poverty as a Challenge for Business and Management Education*. Greenleaf Publishing.
- **Bentley's 9<sup>th</sup> and 10<sup>th</sup> Global Business Ethics Symposia** (May, 2013 & 2014) were PRME co-sponsored events. The themes of the day-long symposia were:
  - o Responsibility and Accountability in Managing Organizational Integrity (May 2013)
  - o The Opportunities and Challenges of Integrated Reporting (May 2014)
- Bentley, once again, participated as a Delegate sponsor for the Annual United Nations Day Luncheon in Boston. **Cynthia Clark**, the new Director of the Bentley Alliance for Ethics & Social Responsibility, and **Jill Brown**, associate professor of Management, attended the event. The University was noted for its commitment to the UNGC and PRME initiative.
- **Georg Kell**, Executive Director of the UN Global Compact, gave the 2013 Raytheon Lecture in Business Ethics on the Bentley campus, entitled "The UN Global Compact and Business: Creating the Architecture of a Better World" (October 2013).



**BENTLEY UNIVERSITY**  
Center for Business Ethics

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



**Georg Kell**  
Executive Director  
United Nations Global Compact



**The UN Global Compact and Business:  
Creating the Architecture of a Better World**

Note, change of venue!

**Tuesday, October 29<sup>th</sup>, 2013, 3:30 p.m.**  
**Koussantzelis Auditorium, Bentley University, Waltham, MA**

RAYTHEON

Since its founding, the United Nations has worked to achieve a shared, secure & sustainable future for all of the world's people. The vision of the first UN members in 1945, as they set out to be "architects of a better world," remain a beacon today – not just for governments, but also for companies and civil society organizations that have become key partners in tackling the world's pressing problems. The challenge is to move from incremental change to progress on a massive scale. Georg Kell will draw insights from the recent Global Compact Leaders Summit to reflect on the emerging architecture for responsible business and the role of the UN Global Compact in helping to shape the UN's public-private partnership agenda.

Georg Kell is the Executive Director of the UN Global Compact, the world's largest voluntary corporate sustainability initiative with 7,000 corporate participants in 135 countries. Mr. Kell also oversaw the conception and launch of the Global Compact's sister initiatives on investment and business education, the Principles for Responsible Investment (PRI) and the Principles for Responsible Management Education (PRME). Earlier in his career, Mr. Kell worked at the UN in Geneva, with the UN Conference on Trade and Development (UNCTAD). In 1990, he joined the New York office of UNCTAD, which he headed from 1993 to 1997. A key architect of the Global Compact, he has led the initiative since its founding in 2000. A native of Germany, Mr. Kell holds advanced degrees in economics and engineering from the Technical University of Berlin.

The Raytheon Company is a technology and innovation leader specializing in defense, homeland security and other government markets throughout the world. With a history of innovation spanning 91 years, Raytheon employs 68,000 people worldwide and had annual sales of \$24 billion in 2012.

Presented by the Center for Business Ethics at Bentley University with the generous support of the Raytheon Company.  
The Center is a partner in the Bentley Alliance for Ethics and Social Responsibility.  
This event is co-sponsored by Bentley's Academic Integrity Society and Bentley's Chapter of Delta Sigma Pi.

### *AY2014-15 Goals*

Bentley plans to continue to play a leadership role within PRME and UNGC's Academic Network. Planning has begun to bring Bentley's annual Global Business Ethics Symposium and Faculty Development Teaching Business Ethics Workshop to Copenhagen Business School (CBS) (June 2015), with a possible tie-in to a PRME-related meeting at CBS.



## ***PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION***

### ***Principle 1 Purpose***

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

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

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

As we have done with the beginning of each academic year, this year's incoming class of 2018 cited and pledged their commitment to these beliefs during the opening convocation ceremony.

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

## **ACADEMIC INTEGRITY**

An increased focus on ethics and personal responsibility serves as the foundation for Bentley's Academic Integrity System (AIS). Developed jointly by students, faculty, and administration, the AIS sets and regulates standards of academic integrity. An Academic Integrity Coordinator (AIC) oversees and facilitates the system's procedures for insuring fair and effective implementation. The AIC also provides educational outreach to students and faculty, and is 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. Finally, an Academic Integrity Board, which consists of faculty and students, becomes involved (1) when there is a prior record of academic dishonesty, (2) in cases that remain unresolved between student and instructor/university official, (3) when the AIC determines that a hearing is the most effective means of resolving a case, (4) when certain sanctions are recommended, and/or (5) in cases that represent the most serious breaches of intellectual honesty. In these cases, it is the responsibility of the Board to determine whether or not there has been a violation and what, if any, sanction should be imposed. Combined with outreach to



the student population – both undergraduate and graduate – about the importance of academic honesty, a goal is to instill a commitment to ethical and responsible behavior as part of business education and subsequent practice.

**Ellen Snedeker**, a senior lecturer in the Law, Financial Planning, and Taxation (LFPT) Department, who served as the academic integrity coordinator (AIC) during this period, initiated a review of the University's AI policy and procedures. The review focused on academic integrity within the context of study abroad programs, dealing with questionable or inappropriate professorial behavior, training for properly filing academic integrity incident reports, on-line/hybrid courses, and a reassessment of the system's levels of violation.

### *Progress and AY2014-15 Goals*

During AY 2014-2015, the AI System will be finalizing this major review, updating policies and procedures, and further institutionalizing its role on campus and instilling a more pronounced student presence with respect to academic integrity across campus. At the end of the academic year, Snedeker left Bentley and **Les Waguespack**, professor of Computer Information Systems, is serving as the interim AIC. A search is currently underway for a new Academic Integrity Coordinator.

Tentative goals, which included revising the Student Council, and exploring the possibility of a Student Ethics Bowl and a Student Ethical Honor Society, will be reassessed when the search for a new AIC has been finalized.

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

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

Students also have the opportunity to directly immerse themselves on campus and in the surrounding community through the Bentley Service-Learning (S-L) Center and the Civic Leadership Program, which serves as our chapter of the Graduation Pledge Alliance.

### **Service-Learning Program**

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

The service-learning program 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 BSLC, student service projects generally fall within one of four clusters: technology, skills development, not-for-profit organizational enhancement,

and business and the arts. Illustrative projects include tutoring Waltham residents in computer skills, developing marketing plans and accounting systems for not-for-profit corporations, establishing business strategies for not-for-profit organizations, and working on a variety of social service projects for children, the elderly, the economically disadvantaged, and individuals whose native language is not English.

### ***Community Partners***

Our local S-L Community partners and programs for AY 2013-14 included:

<b>Afterschool Programs</b> Chesterbrook Afterschool Program Dana Court Afterschool Program Guys Only HomeSuites Afterschool Program Prism Project Waltham Boys and Girls Club Waltham YMCA Afterschool Program Watertown Boys and Girls Club Woburn Boys and Girls Club	<b>ESOL Programs</b> Creative Start English Language Learners HomeSuites Pax Populi English Tutoring Prospect Hill community Center ESOL WATCH
<b>Community Assistance Programs</b> Bentley Low Income Taxpayer Clinic Community Tech Support Team Gender Focused Research Grant Research Graphic Design and Content Management Memoir Project - Chronicles of Your Life Public Relations Writing Social Media Strategy Sustainability Auditing and Mapping Web Design Assessment Web Site Content Assessment and Creation	<b>Computer Assistance Programs</b> America Clicks! Brookhaven Cyber Coaches Skills For Life
	<b>In-School Mentoring and Tutoring</b> 2+2=5: The Power of Teamwork A Step Ahead Big Brother and Sisters Finish Strong Fitzgerald Drama program Waltham Family School Programs
	<b>Developmental Disabilities</b> Edinburg Center Eye to Eye Special Olympics

### ***International Service-Learning***

BSLC's international presence has significantly expanded over the past few years, through partnerships with the Quinn School of Business at University College Dublin (Ireland), Bond University (Australia), University of Manchester (UK), the University of Glasgow (UK), the Ghana Project (Africa), and the Lorenzo de' Medici Institute (Italy).

### ***Program Highlights***

During the 2013-2014 academic year the Bentley Service-learning Center supported roughly 1,200 students and over 85 faculty members who worked with more than 60 community partners in service-



learning projects. Two programs of particular note are Pax Populi English Tutoring (discussed in more detail on page 30) and the Prospect Hill Terrace Community Center.

### ***Pax Populi English Tutoring***

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

### ***Prospect Hill Terrace Community Center***

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

### ***Progress and AY2013-14 Goals***

In summer 2013, **Jonathan White**, professor of Sociology, was announced as the new Director of Service-Learning, taking over from professor Edward Zlotkowski. Jonathan has continued to emphasize the strong tradition of academic service-learning the Bentley Service-Learning Center (BSLC) is known for and continued to evolve the BSLC by incorporating civic and social problem awareness raising and a structured and engaged student leadership model.

<http://service-learning.bentley.edu/>

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

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

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

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

### Bentley Civic Leadership Program: Graduation Pledge Alliance

The visibility of the Alliance and Service-Learning Program has also prompted undergraduate students to get more actively involved through the Bentley Civic Leadership Program (BCLP), which is the Bentley chapter of the Graduation Pledge Alliance. The BCLP, which is student initiated and led, has three foci: campus involvement, civic engagement, and ethical and responsible behavior. *Campus Involvement* is designed to



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

[www.bentley.edu/alliance/bclp](http://www.bentley.edu/alliance/bclp)

The international headquarters of the Graduation Pledge Alliance moved to Bentley in 2007. Started at Humboldt State University (California) in 1987, the Graduation Pledge of Social and Environmental Responsibility asks students to "pledge to explore and take into account the social and environmental consequences of any job [they] consider and ... try to improve these aspects of any organizations for



which [they] work." The pledge operates at three levels: students making choices about their employment; schools educating about values and citizenship rather than only knowledge and skills; and the workplace and society being concerned about more than just the bottom line.

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

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

For additional information on the Graduation Pledge program see: [www.graduationpledge.org](http://www.graduationpledge.org).

### *Progress and AY2014-15 Goals*

To date, over 250 Bentley students have taken the Graduation Pledge prior to commencement and the university's baccalaureate ceremony. Prior to taking the pledge, students track and reflect on their campus involvement, civic engagement, and ethical and socially responsible behavior through an e-portfolio, where they capture their activities each semester and reflect on their development as civic leaders via a Tracking Form. Our main goal is to continue developing the program, expanding the number of our undergraduates who complete the BCLP requirements and take the pledge.



## **DIVERSITY**

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

Diversity work at Bentley has been concerned with both:

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

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

The University also offers:

- “Ally” workshops, introducing participants to being an “ally” on sexual identity and gender identity issues for members of the Bentley community; and

- (dis)Ability Awareness Workshops, which are offered jointly with the Office for Disability Services. This workshop stimulates discussion of issues relating to both “visible” and “invisible” disabilities facing members of the Bentley community.

All workshops are available to faculty, staff and students.

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

- Teams working on a wide variety of issues such as curriculum, faculty development, recruitment, retention, and sexual orientation.
  - **Discover Bentley Program** – The Office of Diversity & Inclusion, in partnership with the McCallum Graduate School, hosts a three-day exploration program for underrepresented candidates who are interested in pursuing a graduate degree in business.
  - **Faculty Recruitment** – The Office of Diversity & Inclusion partnered with three academic departments to host recruiting receptions with candidates of color through the PhD Project, an organization that works to increase the pipeline of underrepresented students pursuing PhDs in business disciplines. More than 30 candidates attended these receptions and were given an opportunity to interact with current faculty and learn more about Bentley.
- Educational/developmental activities to help increase the capacity of all members of the Bentley community to deal more effectively with diversity.
  - **Diversity Intensive Faculty Symposium** – Academic Affairs and the Office of Diversity & Inclusion brought together faculty who teach courses that satisfy student's diversity intensive requirement for a day-long symposium. Participants were given the opportunity to be students in classes taught by colleagues in three different departments.
  - **Community-wide Brown Bag Lunch Workshop Series** – Open to the entire campus and sponsored by a variety of organization, these workshops include topics like How does Gender Affect our Conversations?, Infusing all Colors of the Rainbow: The Experience of Being a Person of Color and LGBT, Coming Out in the Locker Room: Being an Ally to our LGBTQ Athletes, and Images of East Asian Women.

- **Accessible Icon Project** – A diversity council mini-grant funded initiative, the accessible icon project, which works to update the commonly used symbol of handicapped accessibility from a passive, inactive image to one that is more active and engaged.
- Direct work with students in key roles such as resident assistants, orientation leaders, first year seminar facilitators and academic tutors.
  - **Intergroup Dialog Series** – Student Affairs is launching a series of student intergroup dialogs around diversity topics. The first two dialog groups are focused on race and gender.
  - **Service-Learning Leaders** – A diversity workshop was developed specifically for the Office of Service Learning with support from the Office of Diversity & Inclusion.
- Support for employee affinity groups for faculty & staff of color, as well as LGBTQ faculty & staff members.



### *Bentley's Vision for Diversity*

The importance of creating an institution in which people do not experience barriers because of aspects of their identity unrelated to their performance is a central driving force in the University's diversity work.

Three additional goals drive this effort:

- ***To truly educate all our students:*** The recognition that diversity is a business imperative for the 21<sup>st</sup> century lies at the heart of our concern with diversity. As the workforce in the United States becomes increasingly diverse and the economy becomes ever more global, we must address these issues if we are to fulfill our responsibilities to all of our students. Our graduates cannot be successful if they are unprepared to work with a wide variety of people.
- ***To maintain our institutional viability:*** Broadening the pool from which we attract our students, faculty and staff promises to increase our quality. Especially as the groups from which we have traditionally drawn our people represent a smaller proportion of the population, adding people of color, women, international citizens and people from other underrepresented groups will contribute to our long-term viability.
- ***To enhance our organizational effectiveness:*** As we become more diverse, we must also increase our ability to work effectively across differences if we are to fully utilize all the available resources. Our increasing diversity offers additional opportunities, but it also presents significant challenges. Ultimately, the goal is to create an institution in which all of us can fulfill our potential. To meet this goal it is



particularly important that members of the Bentley community who are “in the majority” develop their effectiveness in relation to diversity.

### *Multicultural Center*

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

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

### *LGBTQ*

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



- Annual Rainbow Luncheon: Keynote speakers - Sharon Lettman-Hicks (2012), Zach Whals (2013)
- Guess the Straight Person – Educational event co-sponsored with Residence Life and PRIDE (student organization)
- Four Ally trainings offered to faculty and staff each year. 272 members of the campus community trained as Allies (a 50% increase from 2012). Student ally workshops also being offered on an ad-hoc basis.
- Career Services Office achieved certification by an independent organization called Out for Work. The office was recognized for the services and support offered to LGBTQ students. Ten Bentley students also received scholarships to attend the OutForWork annual conference and career fair.
- With the support of President Larson, Faculty Senate and past/future members of the LGBTQ committee, the Board of Trustees approved an expansion of domestic partner benefits to include opposite sex couples and unmarried same-sex couples in Massachusetts.
- Office of Undergraduate Admissions participates in Campus Pride college fairs in Boston and New York.
- Center for Parent Alumni and Friends hosts alumni receptions twice annually for LGBTQ alumni and allies.
- Hosted International Queer Issues faculty roundtable as part of CultureFest programming and faculty workshop with transgender author Nick Teich.

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

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

### *Disability Services*

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

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

### *Progress*

Although much work remains to be done to accomplish our vision, a number of significant strengths related to diversity at Bentley can be identified:

**Diversity programming** is frequent, deep and broad, through speakers, events and activities sponsored by many groups on campus. Offices, programs and affinity groups provide substantial support: the Multicultural Center, International Services, the Spiritual Life Center, Disability Services, LGBTQ@Bentley, and the Center for Women in Business, to name just a few.

**More women are in top administrative positions** such as department chairs, deans, vice presidents, and president.

**There is greater comfort in reporting incidents** among staff, faculty and students and Bentley seems to have greater **capacity to respond to crises**.

**Faculty recruitment and retention of underrepresented faculty of color** is now being done in conjunction with eight Boston area schools of business through an initiative designed in large part by Bentley. The program is the Massachusetts Business School Collaborative.

The **Diversity Council** is comprised of 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.

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

## ETHICS POLICY AND UNIVERSITY-WIDE ETHICS COMMITTEE

Bentley expects all members of the campus community – students, faculty and staff – to adhere to the highest ethical standards of conduct and integrity. The University seeks to instill a sense of business ethics in our students, and our faculty and staff are expected to lead the ethics initiative by example. Bentley faculty and staff members are required to appreciate the general scope and application of business ethics in an institute of higher learning, and to abide by Bentley's Code of Ethics, which is supported by a University-wide Ethics Committee.

[www.bentley.edu/alliance/ethicspolicy.cfm](http://www.bentley.edu/alliance/ethicspolicy.cfm)



## 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, including measures to increase energy and water efficiency while decreasing waste generation and air pollution with the ultimate goal of shrinking both our carbon and ecological footprints.



The Office of Sustainability was established nearly six years ago and over that time has integrated sustainability into many parts of the University. The office has built many partnerships by engaging students, staff and faculty, and planning events to further Bentley's ambitious sustainability goals. Highlights of current initiatives are provided below.

## STRATEGIC PLANNING

In the spring of 2014, the Office of Sustainability underwent a strategic planning process to refocus and redouble our efforts to make Bentley a more sustainable campus. The intended outcomes of that process included redefining our Mission and Vision and writing a strategic plan for the next 5 years. Bentley's sustainability efforts will be defined as commitments and behaviors that are ecologically viable, economically sound, and socially just, now and for future generations.

## Our Mission

To mobilize sustainability leadership in business by:

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

## Our Vision

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

The strategic planning process involved different methods of brainstorming and data collection. The office started with a SWOT analysis to establish the current positioning of sustainability on campus. Next, the staff assessed current projects and conducted an environmental scan to find out about peer institutions' achievements. The third step involved multiple stakeholders throughout the University to make sure that we had incorporated ideas from the Bentley community at large. The Office invited a wide range of Bentley community members to two separate sessions where the Director of Sustainability brought the group up to speed on what was already happening on campus and asked for their feedback on new proposed projects. From this extensive research and engagement process, the Director of Sustainability was equipped with the necessary information to write a 5-year plan for the Office.

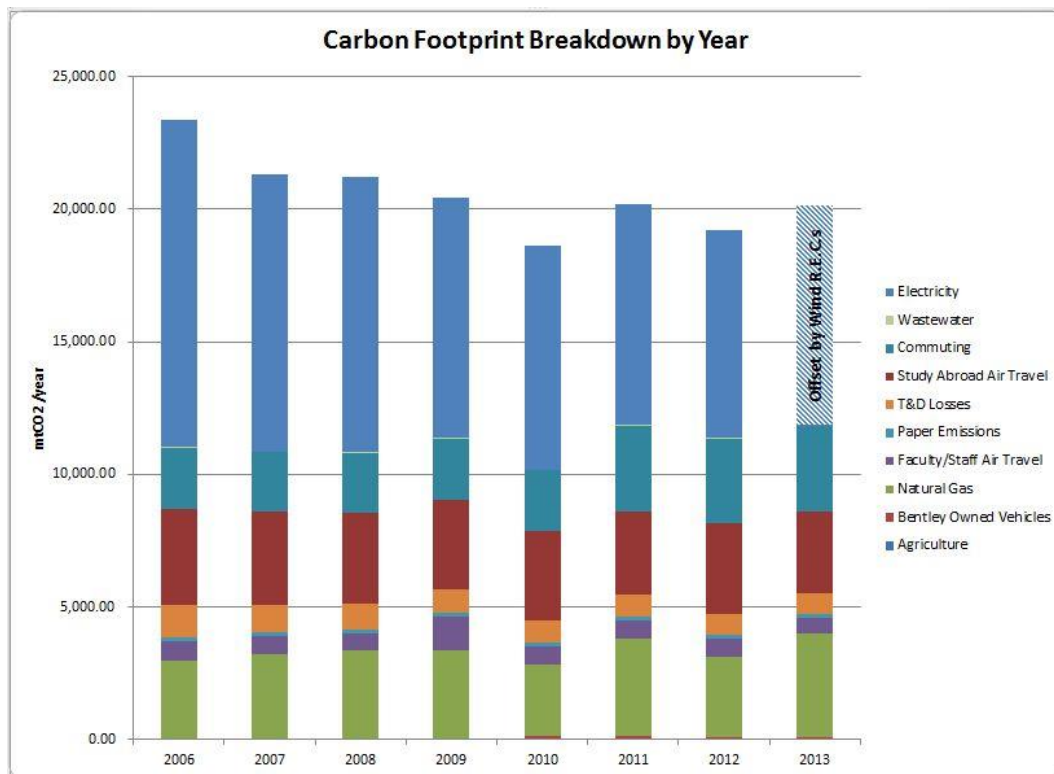


## *CARBON FOOTPRINT REDUCTIONS*

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

Bentley has been very successful in reducing its carbon emissions in line with the goals set out in the ACUPCC. As of FY 2013, Bentley has been able to reduce its carbon emissions by 42% against the 2008 baseline. This was due to a combination of energy efficiency projects and renewable energy credit purchases. Bentley used a portion of the savings from energy efficiency projects to invest in wind energy through Renewable Choice Energy. Bentley chose to offset its entire electricity

consumption with Renewable energy credits, greatly contributing to Bentley's goal of carbon neutrality by 2030.



## WASTE MANAGEMENT

### Waste Contract

In August 2014 Bentley made a big change to its waste collection system. Bentley shifted away from a waste hauling company that it was with for 40 some years and partnered with a waste management company that will help bring us closer to our waste reduction goals. Along with the logistics that follow such a change, we were able to outsource our recycling program – which was far beyond capacity – and implement a composting program.

### Recycling

Over the last four years, Bentley's recycling program has grown almost exponentially, to the point that the Facilities Management team was suffering from the success of the program. Bentley decided that it could no longer keep up with the volume while handling this material stream in house, so a new system of recycling dumpsters with the new company was implemented. This not only increased capacity but also brought the recycling program more prominence throughout campus, making waste disposal easier for students and Facilities Management alike.

### Compost

In November 2013, Bentley decided to start compost diversion from its two largest food service areas. Our waste hauler at that time suggested we divert these two locations to WE care an industrial



composting facility. This change was both out of anticipation of the statewide organics ban that was passed in the legislature and due to an interest in increasing Bentley's diversion rate. By doing this Bentley estimated their diversion rate climbed from 17% in FY2012 to 37% in FY14.

In October 2014, the Massachusetts waste ban on organics will go into effect. There was a 2 year grace period for compliance so Bentley started early to figure out what the best way to deal with this new waste stream. The transfer in waste companies helped upgrade our already robust compost program. Bentley immediately instituted a tote system in the kitchens of the three biggest food producing dining areas on campus. Staff made the change with few hiccups and Bentley is now separating pre-consumer food scraps on campus from all other waste streams. The new program diverts food waste only to a farm where it is processed for use. The Office of Sustainability intends to roll out post-consumer composting in the spring.

### *Electronics Recycling Program*

Bentley's electronics recycling program has maintained its success since its launch on February 1, 2012. The Office of sustainability created two programs to capture this waste. Two electronics recycling stations were set up on campus for the collection of batteries, cell phones, small hand-held devices, and ink jet cartridges. The Office of Sustainability also set up a "Tag & Snag" program where faculty and staff can set aside Bentley-owned electronics for recycling pick up once per month. All electronics, light bulbs and batteries are stored at the North Campus cold storage facility and picked up as needed by Institutional Recycling Network (IRN), a certified electronics recycler located in Concord N.H. The Office of Sustainability reviewed IRN's certifications and environmental record before entering in to a relationship with the company. On average, IRN picks up from our North Campus location quarterly. Since the beginning of the program, Bentley has diverted over 20 tons of e-waste.

### *Give N' Go*

Give 'N Go began with a few Resident Assistants who saw mountains of usable goods piled into Bentley's trash dumpsters every spring. It is the sustainable Move-Out Program that reduces trash generation, encourages community via student exchange, and reduces students' expenses by reusing a fellow student's "trash." Above all, the program promotes donation because it provides a smart, convenient solution to redistribute reusable items that students no longer need or want. In spring of 2014, Give N' Go collected 14,000 pounds in one week. Furniture, clothing, books and bedding are donated to local charities including The Salvation Army, Chesterbrook Afterschool program and Global Thrift Store in Waltham.

### *Office Swap*

Historically, the Office of Sustainability has hosted two Office Swaps per year to give academic and staff departments the opportunity to donate, trade, or take unwanted office supplies.




These were extremely popular because this transfer system reduced costs for the departments and reduced clutter. In the spring of 2014, we were able to implement an online Office Swap process, which allows users to quickly make targeted messages on MyBentley, Bentley's online resource for the community. The messages will appear for all faculty and staff. Now, this ongoing opportunity is much more convenient to participate in and coordinate.


### ***Single-Stream Recycling, Cardboard Recycling and Trash Generation***

The Office of Sustainability underwent a huge change in its waste, recycling, and compost programs in FY2014. Facilities Management no longer gathers recycling and transports it to a central location. The tables below detail recycling tonnage for FY2013 to FY2014.


#### **Single-Stream Recycling** (does not include cardboard dumpsters)

Fiscal Year	2014	2013	Difference	Net Result
Sum (tons)	190.69	166.16	24.53	
Monthly Average (tons)	15.89	13.85	2.04	


#### **Cardboard Recycling** (from La Cava and Student Center only.)

Fiscal Year	2014	2013	Difference	Net Result
Sum (tons)	40.86	49.70	-8.84	
Monthly Average (tons)	3.41	4.14	-.73	


#### **Municipal Solid Waste**

Fiscal Year	2014	2013	Difference	Net Result
Sum (tons)	756.20	876.74	-120.54	
Monthly Average (tons)	63.02	73.06	-10.04	

#### **Compost (Estimated)**

Fiscal Year	2014	2013	Difference	Net Result
Sum (tons)	215.23	158.38	+56.85	
Monthly Average	33.11	24.37	+8.74	

**Diversion Rate** (amount of material diverted from the solid waste stream by recycling)

Fiscal Year	Diversion Rate	Net Result
FY14	37%	
FY13	35%	

### *Greenbean Reverse Vending Machine*

Bentley invested in a reverse vending machine in summer of 2013. Two student interns in the Office of Sustainability made the proposal and presented their request to the CFO. A reverse vending machine allows users to redeem their bottles and cans to receive a \$0.05 deposit back on carbonated beverages purchased in Massachusetts. These deposits can be redeemed for Bentley's discretionary cash, transferred to a PayPal account, or donated to the user's favorite charity. The Greenbean Company was able to build gaming software to specifically attract college students to redeem by creating challenges between colleges. The machine has been very successful, diverting almost 5 tons of material from the landfill in less than one year.

## *SUSTAINABILITY CAREER SERVICES*

### *Career Services for Sustainability Majors*

The Office of Sustainability partnered with the Office of Career Services to address increasing student demand for information on careers in socially and environmentally conscious companies. The Office of Career Services has assigned one career counselor to be dedicated to careers in sustainability. The Office of Sustainability and the Office of Career Services have been working together on a few projects to develop the tools students need to be successful including the establishment of the Sustainability Advisory Board, creating a guide with "steps to launch your Sustainability Career," and starting a database of companies that could be relevant to future graduates.

A number of Bentley students have been placed in summer internships and full-time jobs in renewable energy companies, clean tech start-ups, socially responsible investment firms, and energy efficiency organizations. The Career Office has begun tracking the number of students going into these fields and targeting such companies that are hiring.

### *Sustainability Advisory Board*

The Office of Career Services and the Office of Sustainability established the Sustainability Advisory Board which is comprised of members of the private, public, and non-profit sectors as well as members of the Bentley community. The purpose of the Board is to gather industry professionals to discuss the best ways to prepare college graduates for work in this sector and create connections that can be helpful for students in the long term. This group allows Bentley to hear about new trends and expectations for college graduates from professionals in the field while also learning about job prospects for students focusing on sustainability. From these discussions the Career Service office will be better able to tailor their programming to be relevant to today's employers.

## ***STUDENT ENGAGEMENT OUTSIDE OF THE CLASSROOM***

Through its internship program, the Office of Sustainability provides students with opportunities to apply what they have learned in the classroom to real-world situations on campus. The office employs five interns including two Greenbean Ambassadors, a PR Intern, a webmaster, and an Office Assistant. In addition, the office works closely with Bentley's food provider, Sodexo, which hires a Green Dining Intern each year.

The Office of Sustainability works to support student groups on campus including the Bentley Green Society, the Student Government Association's Sustainability Project Group, and a Student Eco-Rep program.

### ***Student Eco-Rep Program***

The Student Eco-Rep program was created by the Office of Sustainability and the Bentley Residential Housing Association (RHA) in January 2010. Each residence hall has up to three Eco-Reps who serve as sustainability peer educators. The Student Eco-Reps are responsible for being the sustainability liaisons to each of the residence halls.

In 2013, the Student Eco-Reps developed a Green Certification Program. Through the Green Certification Program, student Eco-Reps act as sustainability auditors and consultants. Each Eco-Rep reaches out to a student group or department with an offer to audit the organization. The audit reveals sustainable behaviors already in practice and identifies areas for improvement. The student group or department receives a green certification rating ("seed," "sapling" or "tree") and recommendations from the Eco-Rep on ways to improve or maintain the rating. Through this program, students receive hands-on sustainability consulting experience.

In spring 2013, an alumna at the Boston Westin Waterfront contacted us to ask if the tool would be applicable to a hospitality environment. Students reformatted the calculator to do so and were able to do a site visit at the facility and give constructive feedback and recommendations to the hotels sustainability team and facilities management department

### ***The Bentley Green Society***

The Bentley Green Society's primary purpose is to educate the Bentley community on the environmental challenges that the institution and global community face. The Green Society runs many programs including; the Blackout Challenge, Recycling Exchange, and Earth Fest. The Blackout Challenge is an energy-reduction competition among the residence halls that goes on for one month per semester. This allows Green Society to educate the community about the carbon emissions associated with electricity use. Earth Fest is a locally-sourced barbeque in celebration of Earth Day each April. They also partner with different organizations to promote sustainability throughout the campus; for example, Green Society is piloting its first holiday clothing drive in the fall of 2014 in coordination with two other student organizations that are focused on empowering underprivileged communities through campus donations.

## *Sustainability and the Student Government Association*

During the fall 2009 semester, the Student Government Association created the Sustainability Project Group as a means to ensure that students are engaged in sustainability initiatives. The group has been extremely successful in bringing changes to Bentley's campus, including the creation of informational videos to address student confusion over heating and cooling systems in the residence halls. The Office of Sustainability supports this group's activities as they work to pass sustainability bills. In FY2012 the group passed a bill banning Styrofoam on campus and in FY13-14 they were able to convince purchasing to purchase default 30% recycled paper content in all copy paper.



## *Campus to Congress Fellows Program*

The office of Sustainability constantly looks for Sustainability and leadership opportunities for Bentley students. Bard College has developed a Sustainability Leadership workshop that travels throughout the country. Bentley was lucky enough to host one in October of 2013 with nearly 50 students attending from all over Boston. The fellows program is for undergraduates and recent graduates who want to work in Sustainable business and/or politics. The skills taught include how to raise money, tell your story, build your network, and pitch your idea. It was an empowering experience for the students that attended.

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

## **W. MICHAEL HOFFMAN PRIZE IN BUSINESS ETHICS**

The Hoffman Prize was established at the Center for Business Ethics' (CBE) 20th Anniversary Celebration in October 1996 by the CBE's corporate advisory board and executive fellows to honor Professor W. Michael Hoffman, CBE's founder and executive director. Two \$1,000 prizes are awarded each year: one to an undergraduate student and one to a graduate or a PhD student based on papers written in *any* course. Papers nominated for these prizes must demonstrate academic strength and must include an explicit business ethics component.



### ***Progress and AY2014-15 Goals***

Over the past two years, there were 28 undergraduate papers and 24 graduate papers submitted.

<b>Academic Year</b>	<b>Undergraduate Papers</b>	<b>Graduate Papers</b>
<b>2013-14</b>	<b>11</b>	<b>15</b>
<b>2012-13</b>	<b>17</b>	<b>9</b>
2011-12	16	9
2010-11	23	23
2009-10	21	21
2008-09	9	14
2007-08	21	4
2006-07	15	9
2005-06	27	9

Our continuing goal is to expand the number of submissions at both the undergraduate and graduate levels, bringing greater visibility to the Hoffman Prize, the importance of ethics in business, and the role of responsible management in organizational life.

## **ILLUSTRATIVE STUDENT PROGRAMS AND INITIATIVES**

### **The Mmofra Trom Bead Project**

The Mmofra Trom Bead Project is a social enterprise created by Bentley University students in partnership with The Mmofra Trom Education Center in Ghana, Africa (see pages 60-62). Vulnerable children who attend the Center's K-9 school at no cost do not have funds to go on to high school and university. As an after-school, after-homework art project, they string recycled-glass beads into elastic bracelets that Bentley students market in the United States. They sell bracelets to individuals and to retail stores through the project's website. The Bead Project's priority is to ensure that each child has the opportunity to have a high school and University education. The project continues to be a successful source of funding, with over \$70,000 generated.



<http://initiatives.bentley.edu/ghana/student-initiated-projects>

## 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.

The Initiative has grown to include three major components:

- **Curricular Component**
  - Courses have been developed to give students a deeper understanding of the role microfinance has in the real world.
  - Students have the opportunity to participate in a directed study of microfinance in Ghana or intern in Ghana at either Chapter 58 Trust or ACCION.
  - Elective courses including seminars in microfinance.
- **Microfinance Initiative**
  - The fund is almost completely student-managed
  - The organization has over 60 members to manage and ensure the success of the fund.
  - Members reach out to organizations in the Greater Boston area to provide loans.
  - The governance within the group includes the Strategic Advisory Board, the Loan Approval Board, and the Student Executive Board.

- **Bentley Microfinance Review**
  - Undergraduate peer reviewed academic journal focused on microfinance, community development, and microenterprise.
  - Day to day operations run by Bentley students.
  - Single blind editorial process by distinguished faculty and students.

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

## Pax Populi

As part of the Bentley Alliance for Ethics and Social Responsibility, Pax Populi — which is Latin for “the peace of the people” — is the people-to-people peacemaking program of the nonprofit organization, Applied Ethics, Inc. The initiative’s mission is to put the tools of peacemaking into the hands of ordinary people by supporting initiatives to advance peace through education and economic development within a framework of human rights.

Acting on these principles, in 2010, Pax Populi became a community partner of the Bentley Service-Learning Center with the introduction of the Pax Populi Tutoring program. Bentley students join with other tutors from around the world to engage in English language tutoring of students in Afghanistan via video conferencing. Since the launch of the program, roughly 120 tutors in twelve countries have worked with a similar number of Afghan students. In the process, both sides have come to learn about each other’s culture and life conditions in a spirit of friendship and respect.

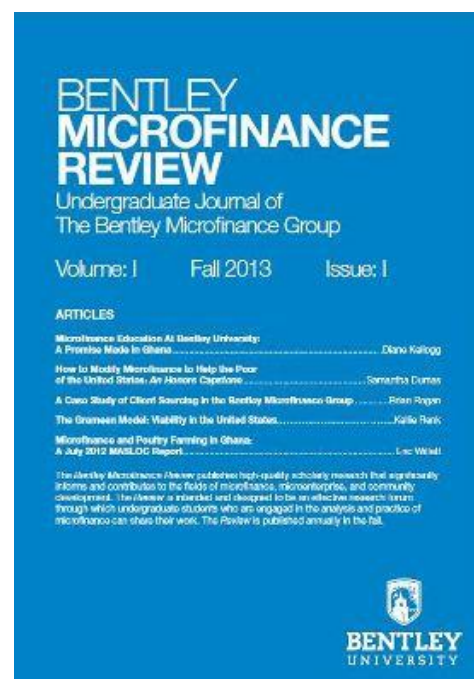
During a semester, Bentley students will typically hold ten sessions with students in Afghanistan, each for 1.5 hours. Many tutors continue working with their Afghan students after the formal program ends. Besides those working through Bentley, other tutors typically teach during 16-week programs. During the Spring 2014 semester, there were 9 Bentley tutors and in September 2014, 10 students were enrolled as tutors.



**A Pax Populi SKYPE exchange  
with an Afghani student**

Pax Populi works with a few Afghan educational organizations, but for the last year its primary partner has been the Kandahar Institute of Modern Studies. One can learn more about KIMS by visiting their website at <http://www.theafghanschool.org/>.

For more information on Pax Populi please see the program website at: <http://www.paxpopuli.org/> or the program’s Facebook page at: <https://www.facebook.com/paxpopuli>.



## Project Eye To Eye

Eye To Eye is a national mentoring program that matches college and high school students with LD/ADHD, acting as role models and mentors, with elementary, middle, and high school students with LD/ADHD in order to empower these students and help them find success.



The Eye to Eye program (see <http://www.eyetoeyenational.org/>) is based on a network of roughly 56 local chapters driven by dynamic community partnerships with public and private schools, colleges, universities, and local businesses. Although the mentor/mentee model is very straightforward – coming together once a week to create art projects specifically designed to share similar experiences – the program has a clearly defined set of principles that focus on participant needs, distinguishing it as one of the most innovative movements in the country in support of students labeled with language, reading, and math based learning disabilities (LD) and/or attention deficit hyperactivity disorder (ADHD).

**Bentley** is one of more than 56 chapters across the country participating in this “first of its kind” project. Across the country, leaders in education, business, psychology, and medicine have acknowledged the success of Eye To Eye by spreading word of the program or joining the board of directors. Bentley “mentors” are paired with a “mentee” with a similar ‘dis’ability for the entire semester. Each Monday mentors and mentees meet together in the art room of the school to work together on projects designed to share experiences, build confidence, and raise self-esteem.

The Bentley chapter of Eye To Eye has worked with 4<sup>th</sup> and 5<sup>th</sup> grade students at the MacArthur Elementary School in Waltham. Currently, our Bentley students work with the McDevitt Middle school in Waltham, where students are paired together based on their ‘dis’ability. Each week they complete different art projects, focusing on the strengths and talents of the middle school students.

Each local Eye to Eye chapter follows these core principles, which serve as the foundation of the program’s curriculum, including one-on-one mentoring, helping participants build the skills needed for success (such as metacognition, self-advocacy, proactive learning strategies), creating a safe and fun community environment through art, and encouraging and inspiring professional development.

<http://www.bentley.edu/centers/service-learning-center/eye-eye>

## Cradles to Crayons

Cradles to Crayons is a program that creates “KidPacks” that are hand-selected to meet a local boy or girl’s specific needs and wants. The initiative accepts donations of a wide range of new and gently-used goods that are





appropriate for use by children ages newborn to 12.

The mission of Cradles to Crayons is to provide every child with the essentials they need to feel valued. Bentley students take part in this program by helping to sort, organize and bag items for needy children. As Bentley Campus Connections volunteers, they make a significant difference in the lives of needy children and their families in the Boston area by giving the children the confidence they need to look their best while going to school and providing them with much needed school supplies.

## Bentley Model UN

The Bentley Model UN (BMUN) program is an organization of Bentley students interested in international affairs and committed to supporting the United Nations. The organization has been active on campus since 1987. The program's primary activities are: 1) promoting understanding of the United Nations and international affairs through on-campus speakers, conferences, and an occasional educational institutes at the UN Headquarters; 2) encouraging and supporting Bentley students as they participate in collegiate Model UN conferences; 3) conducting Model UN sessions on campus to enable Bentley students to learn about UN procedures and issues; 4) organizing and running a one-day Model UN conference on the Bentley campus for approximately 300 middle school students from throughout New England; and 5) organizing and running a three-day high school Model UN conference on the Bentley campus for approximately 100 students.



**Professor Don McNemar and student participants in the Model Security Council**



Approximately 50 Bentley students are currently active in the programs of the Bentley Model United Nations. The activities of the group enable Bentley students to develop expertise in the operation of the United Nations and on such international topics as: Iran and nuclear weapons, clean water shortage, peace in the Middle East, and sustainable development. Bentley students organize conferences for middle school and high school students on campus and then preside over the sessions of the General Assembly, Security Council, and the Economic and Social Committee (ECOSOC). These conferences also help the students to develop skills in public speaking, negotiating, and resolution writing. They also learn to research international issues and to understand cultures and perspectives different from their own. In recent years BMUN members have competed in collegiate Model UN conferences at Harvard, Boston University, McGill University, and UCLA.



**Student delegates in the Spring 2014 Model UN Security Council engaged in negotiation about a Resolution on the civil war in Syria.**

### *Progress and AY2014-15 Goals*

The 2014 Middle School Conference featured heated debate, intense negotiations, and skillful resolution writing by 300 middle school students from 12 schools in the New England region. The General Assembly considered Militarization of Outer Space, ECOSOC focused on child health issues, the Security Council discussed Iran and their nuclear program and the Historic Security Council focused on Suez and Hungary issues in 1956. The BMUN Club is currently planning for its 2015 Conference. Nora Bounar and Tadas Valentukevicius will serve as Secretaries General for the Conference in 2015.

BMUN is continuing to expand participation in Collegiate Model UN conferences. More Bentley students are representing countries at these sessions and BMUN is participating in more conferences. This year students are already registered for the Boston University conference in the fall and will be at the Harvard conference in the winter.

In the Spring of 2015, Professor **Donald McNemar** of the Global Studies Department will teach a seminar on the United Nations (GLS 403) in which students learn about the United Nations, research current issues before the UN, and prepare for and participate in a Model Security Council session on campus. The course will enable Bentley students participating in BMUN or interested in international organizations to pursue the academic study of the United Nations.



## *PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION*

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

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

## **CURRICULUM DEVELOPMENT**

In addition to required courses as well integration throughout the curriculum at the undergraduate and graduate levels, a series of dedicated electives focusing on ethics, social responsibility and sustainability are available for interested students. In addition the curriculum also includes courses dedicated to labor issues, human rights, the environment and anti-corruption in the spirit of the UNGC's Principles for Responsible Business.

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

### **Undergraduate Business Core**

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

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

### **The Bentley MBA**

The Bentley MBA was launched in Fall 2012. Through a collaboration between faculty in business and the arts and sciences, the program foregoes the standard discipline-based course format to engage students in four 8-week themes—Innovation, Value, Environments and Leadership—and three field-based experiences, each of 1- to 2-weeks' duration.

Each theme includes three or four three-credit modules where students work in a cohort with faculty and corporate guests, balancing individual development with teamwork to promote creativity.

**Innovation Theme:** Explores the psychology of innovation, personal and group creativity, the use of design and creativity in business, and the connections between strategy and innovation to sustain an innovative approach. Specific modules include:

- Psychology of innovation
- Personal creativity
- Design for business
- Sustaining innovation

Topic areas:

- Conditions for innovation
- Convergent and divergent thinking
- Idea generation
- Operationalizing innovation
- Innovation's role in strategy
- Ethical approaches to and consequences of innovation
- Gender and individual differences in creative approaches
- Product and service prototypes
- Dealing with failure

**Value Theme:** Examines what is valuable to different stakeholders, with a focus on developing a personal approach to generating value within an organization, emphasizing how to assess value in its many forms. Specific modules include:

- The value environment
- Deriving value
- Generating value

Topic areas:

- Stakeholder perceptions of value
- Human capital
- Financial capital
- Supply chains
- Internal use and management of information
- Pricing
- Investment
- New product development

**Environments Theme:** Goes beyond the boundaries of the firm to discover the importance of culture and acculturation, investigating the roles that social networks and local contexts play in business decisions. Specific modules include:

- Social Context
- Law, regulation and the economic environment
- Technology, communication and networks
- Analyzing complexity and change
- Uses of data and information in context

Topic areas:

- Culture and acculturation
- Institutions and institutionalization
- Markets
- Addressing conflicting interests
- Knowledge sharing
- Ethical approaches to using power, knowledge and communication
- Law and government roles
- Living with disruptive change

**Leadership Theme:** Emphasizes discovering one's leadership style and tracking one's personal development. Skills include learning how to communicate with different groups to earn their trust, working through the intricacies of strategic leadership. Specific modules include:

- Leadership fundamentals
- Thinking about thinking
- Global strategy
- Leadership ethics: Decision-making, influence and integrity

Topic areas:

- You as a leader
- Role of emotional intelligence
- Developing norms
- Ethical decision-making within an organizational culture
- Motivation
- Managing crises and stakeholder engagement
- Strategy

Course sessions are held in a specially designed high-tech studio intended to tap students as active contributors to the learning experience. Additional studio time allows for delving deeper into issues and ideas, as students work in teams with each other and with faculty.



**Field-based experiences:** The program also involves domestic and international field collaborations where students join faculty and organization representatives at sites around the world to address an emerging or persistent issue for the host organization. Students also explore the social role of business in the local culture.

## SUSTAINABILITY

Bentley has been developing an extensive curriculum focused on the integration of environmental sciences and global sustainability with business studies. At the undergraduate level, as part of the Liberal Studies Major (LSM) program, Earth, Environment and Global Sustainability is one of 7 distinct concentrations student can select. A new B.A. degree in Sustainability Science is also being launched in fall semester, 2012.

### Earth, Environment & Global Sustainability

The “Earth, Environment and Global Sustainability” LSM focuses on the challenges inherent in environmental issues and the sustainability of our planet's resources. Emphasis is placed on the ways in which scientific and technological solutions to these problems are dependent on economic, political,

and social constructs that require global cooperation. This concentration provides students with a background in Earth and environmental systems combined with global, societal and economic perspectives on the challenges of sustainable development.

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

### **NAS Courses**

- NASC 100 Astronomy: Solar System
- NASC 111 Green Biology: Ecological & Botanical Connections
- NASE 305 U.S. Space Program: Going Beyond
- NASE 314 Coastal Biology of Cape Cod
- NASE 317 Economic Botany
- NASE 318 Global Health Challenges
- NASE 333 Natural Disasters
- NASE 335 Oceanography
- NASE 337 Global Climate Change
- NASE 344 Energy Alternatives
- NASC 122 Environmental Chemistry
- NASC 130 Principles of Geology
- NASC 140 Environmental Physics
- NASE 311 Ecology: Principles & Applications
- NASE 315 Human Health & Disease in Today's World
- NASE 328 Water Quality
- NASE 334 Coastal Geology of Cape Cod
- NASE 336 Water & the Environment
- NASE 339 Weather & Climate
- NASE 364 Science of Sustainability

### **Electives**

#### ***A&S Courses***

- EXP 201 Expository Writing: Critical Thinking (with appropriate theme)
- HI 267 The Past and Present in Africa
- HI 314 History of the World Economy
- HI 346 Economic History of the United States
- GLS 116 International Relations
- GLS 246 Geographic Information Systems
- GLS 310 Perspectives on Global Commerce
- LIT 363 American Literature: Realism & Naturalism
- MA 263 Continuous Probability for Risk Management
- PH 133 Business Ethics: International Business Ethics
- PH 351 Perspectives on Poverty
- GLS 230 Politics & Public Policy
- HI 280 The Caribbean: Past, Present, Futures
- GLS 110 Global Regions
- GLS 243 The Developing World
- GLS 325 Global Transportation & Tourism
- LIT 362 American Literature 1830-1870
- MA227 Mathematical Modeling in Environmental Management
- PH 130 Business Ethics: Corporate Social Responsibility
- PH 301 Environmental Ethics
- PS 305 Environmental Psychology

#### ***Business Courses:***

- EC 311 International Economics
- EC 321 International Economic Growth & Development
- EC 341 Urban and Regional Economics
- EC 346 Environmental Economics
- LA 102 Environmental Law
- LA 308 International Business Law
- MG343 Project Management



## Sustainability Science

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



The new major has four broad learning goals:

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

### Required Courses

- NASC 122 Environmental Chemistry
- NASC130 Principles of Geology or NASC 111 Green Biology: Ecological & Botanical Connections
- NASE 364 Science of Sustainability
- NASE 402 Science in Environmental Policy

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

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

### Sustainability Science Electives (3)

- |   |  |
|---|--|
| • NASE 311 Ecology: Principles & Applications | • NASE 318 Global Health Challenges                        |
| • NASE 328 Water Quality                      | • NASE 336 Water & the Environment                         |
| • NASE 337 Global Climate Change              | • NASE 339 The Atmosphere                                  |
| • NASE 344 Energy Alternatives                | • MA 227 Mathematical Modeling in Environmental Management |
| • EC 346 Environmental Economics              | • LA 102 Environmental Law                                 |
| • PS 305 Environmental Psychology             | • GLS 101 Globalization                                    |
| • PH 301 Environmental Ethics                 |  |

- GLS 243 The Developing World

#### **Senior Capstone Experience**

- NASE 415 Research in Natural & Applied Sciences
- NASE 412 Internship in Natural & Applied Sciences

### **ILLUSTRATIVE COURSES**

Our earlier COP and SIP reports covered the broad range of courses offered at Bentley that emphasize and integrate ethics and corporate social responsibility related topics across the curriculum at both the undergraduate and graduate levels. This year's report provides examples of courses across the curriculum that explicitly capture the spirit of the UNGC's Principles for Responsible Business, highlighting human rights, labor and anti-corruption (environment-related courses are discussed in the Section on Sustainability, pp. 36-38).

For a complete list of courses with coverage of ethics, social responsibility, service-learning, diversity, and sustainability go to: <http://www.bentley.edu/centers/alliance/teaching-initiatives>

#### **AC 332 Fraud Examination**

Coverage includes the prevention, detection, investigation and resolution of financial fraud, including fraudulent financial statements, employee fraud, and tax fraud. Ethical issues confronting accountants and fraud examiners are discussed, as well as the use of ethical codes of conduct as a means of reducing corporate fraud. The course involves guest speakers, including agents from the IRS and FBI.

#### **AC 340 Accounting Information Systems**

Coverage includes analyses of Sarbanes-Oxley and related governance legislation (e.g., the Health Insurance Portability and Accountability Act [HIPAA] and Check 21) and their impact on the control environment within companies. The increased scrutiny of the audit profession is also covered. These issues are woven through the course discussion of internal control and process assessment.

#### **AC350 Federal Income Tax**

Course covers the ethics of tax compliance, the ethics of tax policy, and the ethics of the accounting profession.

#### **EC 346 Environmental Economics**

The course examines the importance of environmental issues to the corporate sector and ways in which businesses are responding both to new regulations and consumer awareness of environmental risks. Analytical tools are also developed to evaluate environmental policy solutions, including direct regulation, pollution taxes, abatement subsidies, and the trading of emissions rights.

#### **FI 390 Bentley Investment Group**

A hands-on course on equity valuation, explores ethical concerns underlying the tendency for equity analysts to avoid negative recommendations on the stocks they cover. Focus on potential conflicts of interest that analysts face by working for investment banks that depend on fees from the firms whose very stocks the analysts cover and recommend. Also discussed are the social responsibility implications of analysts herding together and avoiding a recommendation that differs from that of the majority of analysts covering the stock. Course emphasizes the types of issues that are central to the ethical dilemmas students will face when they work as analysts on Wall Street.

**EC 232 Labor Economics**

The course analyzes the economic forces influencing employment, wages and working conditions in the United States. Examines topics such as the decline in job security, the rise in educational and training requirements, the impact of technology and trade on employment and wages, and the extent and effects of unionization. Discusses managerial compensation and the use of incentive packages to reduce labor turnover and encourage productivity. Course also addresses public policy issues regarding income inequality, safety and health, discrimination, minimum wage, and unemployment compensation.

**FI 333 Seminar in Micro-Lending**

This course is a reading seminar designed for students who have an interest in micro-lending or micro-enterprises. The course will use journal articles and cases to present and develop the micro-lending issues. Much of the article and case identification and presentation, as well as the management of the class discussion will be led by the students in the class. Students will be expected to do a coordinated research project to learn how other universities, banks, enterprises and governments have become involved in micro-lending programs. This research will study micro-finance from both the international and the domestic perspectives, with discussions and coordinated research working toward a final course project developing a recommendation that can be implemented by the students operating the Bentley Microfinance Club and managing the loan fund.

**GLS 243 The Developing World**

As the forces of globalization increase the flow of goods, services, capital, people, ideas and images across borders, many social, political and economic consequences have arisen for developing, as well as developed, countries. This course takes an interdisciplinary approach to examining the dynamic interaction of the social and political factors with regional and transnational economic forces in the developing world. More specifically, it discusses the social and political conditions for successes or failures of development as well as the consequences of development and underdevelopment. The United Nations Human Development Index is used to analyze the consequences of global socio-economic interactions. Students in this course will acquire a deep understanding of the global and socioeconomic interactions measured by HDI and develop skills to analyze the multifaceted impact of globalization on the developing world.

**GLS 255 Global Commerce and Human Rights: Short-term Program – Chile**

The course looks at Chile as a test case for global commerce and a free market economy. Emphasis is placed on the benefits and opportunities that are available to Chileans who live in a nation whose recent governments have embraced a liberal marketplace and free trade, as well as the hardships that the Chilean people and their environment have endured as a result of such unrestricted free trade combined with a lack of human rights, social services, and environmental protections. Staying in Santiago, Temuco, and Renaca while visiting some of the surrounding coastal and mountainous regions in central and south-central Chile, we will speak with representatives from the Central Bank of Chile, the Santiago chapter of the Association of Relatives of the Detained-Disappeared, the Mapuche indigenous people of Chile, a journalist and communication professor, a filmmaker and blogger, and a TV journalist/host, among others.

**GLS 282 Race in Southern Africa**

This course explores the development and impact of racism in Southern Africa, with special reference to *apartheid* in South Africa. Students examine print and web sources as well as primary sources including historic documents, political tracts, political music, literature, newspaper clippings, and recorded interviews with political leaders. Although the focus of the course is on South Africa, students gain insight on the economic, political and social impact of *apartheid* on other countries in

Southern Africa, especially Zimbabwe and Mozambique. Students also study the role of the United States, Europe, the United Nations and other “players” in southern African history and current events.

### **GLS 285 Case Studies in Culture and Commerce of Africa**

The course introduces students to the history and culture of South Africa as they relate to economic development and business practices. A former Bentley student from South Africa serves as the local program coordinator. Students visit governmental and nongovernmental agencies engaged in business development and meet with local business leaders. Topics covered include women in development, U.S./South Africa commercial relations, the impact of social issues, such as HIV/AIDS, South Africa's economic role in the continent and others. Students visit the Johannesburg Stock Exchange, Coca Cola, a gold mining company as well as cultural sites. The travel portion takes place over spring break.

### **GLS 315 Human Rights in Global Media**

This course looks at how media covers themes of human rights across the globe. It focuses primarily on documentary and feature films, but includes television, radio, print journalism, music, poetry, textiles, and the Internet. It explores styles, forms, and techniques of media production and reception. Many films and videos will be in languages other than English, with English subtitles. The course examines how media influence and are influenced by recent history, politics, violence, and culture in different parts of the world, with emphasis on media influence in judicial human rights cases. The course emphasizes team projects, fieldwork and student creativity.

### **HI 347 Work and the American Worker**

This course looks at the history of work and the American worker from, roughly, the late 19th century to the present. It considers such issues as shifting styles of work, i.e., the evolution and meaning of the assembly line, scientific management, and the re-engineered workplace of today. It also examines the changing nature of working-class life and community among native-born and immigrant workers, women, and racial minorities. It explores the evolution of organized labor movements in the U.S. and their relationships to government and politics. This leads us into discussion of the role of law and government in workers' lives through the state response to strikes, government support or opposition to unionization, and anticommunism.

### **IB 701 Internship in International Business: Enhancing Afro Brazilian Incubator Business Performance and Incubates – An Entrepreneurial Business Experience in Rio de Janeiro.**

Students have the opportunity to learn about the business culture and economy in Brazil and how non-governmental organizations have emerged to address economic and social issues. Graduate students are placed with an Afro Brazilian Incubator (ABI), in Rio de Janeiro Brazil, where they spend four weeks learning how their business skills can be applied to organizations designed to address economic, business, and social issues.

### **IDCC 255 Public Relations Writing**

A strong emphasis is placed on truth, credibility and ethical conduct by public relations professionals in communications. Case studies, including the Tylenol tampering controversy, the Exxon Valdez oil spill, and Merck's withdrawal of Vioxx, are examined from an ethical and crisis communications vantage point.

**INT 298 Global Commerce and Human Rights in Chile**

Focus is placed on the intersection of global commerce and free trade with the ethical issues of human rights, labor rights, and the environment. The course examines the impact that a hyper-capitalist state (first, under dictatorship and now under democracy) and its relationships with more powerful countries like the United States have on issues such as poverty, child welfare, women's rights, and the violent repression of social movements, and environmental problems such as air and water pollution, the depletion of marine life, and deforestation. Students are also asked to consider how the companies they will work for may impact vulnerable populations and environments and how they as employees may be able to offer solutions to some of these ethical and social problems.

**LA 104 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. Examines ways in which the law, in the name of patriarchy and protection of women, has been unfair to men. 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. Studies the evolution of law as a tool for empowerment of women from early caselaw through modern statutes that seek to prevent gender discrimination in such societal arenas as the workplace, education, and health care. Addresses what many believe is the failure of the legal system to adequately handle areas in which women arguably have unique needs, by examining such topics as the laws surrounding pregnancy, rape and domestic violence.

**LA 105 Race and the Law**

Examines the role of the law both as a force in maintaining the second-class citizenship of racial minorities and as a tool in dismantling racial discrimination throughout society. Considers the law as an instrument of oppression of racial minorities through historical reviews of laws and court decisions that have treated whites and non-whites differently; examines legal efforts to liberate and empower racial minorities. Focuses on selected topics particular to Native Americans, Asian Americans, Hispanic/Latino Americans, and African Americans, as well as legal issues common to all racial minorities (hate crimes, housing segregation, equal education opportunity, discrimination in the criminal justice system, workplace discrimination, affirmative action). Looks at the intersection of gender and race to identify issues unique to female members of racial minorities.

**LA 106 "Outsiders" and the Law**

This course provides a focused study of the law as a dynamic force in social change by examining law as both an instrument of institutionalized oppression and a tool for liberation and empowerment of oppressed groups—those "outside" the majority. This particular course will focus on traditionally disenfranchised groups *other than* women and racial minorities. (For a parallel study of these groups, the Law Department offers LA 104, Gender and the Law, and LA 105, Race and the Law, respectively.) Groups studied in *this* course include: religious minorities, the physically challenged, the elderly, minors (including students), gay and bisexual persons, non-citizens, the homeless, the mentally ill, and criminals. The course will address the law's historical and current role both in maintaining the second class citizenship of these groups and in dismantling discrimination against them.

**LA 309 Current Issues in Labor and Employment Law**

Introduces the student to labor and employment laws that govern the rights of employers and employees in the workplace. Federal and state statutes, leading court and agency decisions are examined. Topics include union representation, collective bargaining, unfair labor practices, the right to strike, dispute resolution, the erosion of the doctrine of employment-at-will, minimum wage law, occupational safety regulation, drug and alcohol testing, plant closing laws, employer-related



immigration issues, and public sector employment topics. Fair employment practice law encompasses race, sex, religion, national origin, handicapped and age discrimination including the topics of equal pay for equal work, affirmative action and sexual harassment. Collaborative textual analysis is supplemented with lectures, guest speakers, films and panel discussions.

### **LA 720 Law and Ethics**

Today managers are expected to make decisions that comply with legal principles and ethical theories. This course is designed to increase manager awareness of legal and regulatory controls that impact their business dealings with government agencies, consumers, employees, competitors, investors, and the general public. Using a review of court cases, business case examples, and ethical readings, the course will help managers to identify and deal with major legal issues, to avoid potential legal liability, and to maintain ethical integrity in a competitive global marketplace. Topics will include applied ethics, business torts and crimes, consumer protection, product liability, equal employment opportunity, securities regulation, and antitrust law.

### **LA 725 Cyberlaw**

The course explores the ways in which electronic commerce has changed the laws relative to doing business in the on-line environment. Focus is placed on the legal and ethical issues associated with such topics as on-line privacy policies relative to company e-mail, database information and management, and business computer use. Trademarks and on-line copyright protection will also be discussed.



### **MG 228 Managing Diversity in the Workplace**

Explores the opportunities and challenges of the United States' increasingly diverse work force. Addresses the knowledge and skills that managers must develop in working with others who are different from themselves. Special attention is paid to the effect of gender and racial diversity on individuals, work groups, and the organization as a whole.

### **MG 340 Special Topics: Morality and Profit Maximization**

The course explores the possibility of maximizing profits (or achieving the goals of a not-for-profit) without hurting another individual, an individual's property, or society. It has been done repeatedly by firms around the world, although these successes are rarely reported in the press, management texts, and the organization theory literature. The purpose of this course is to show students how it has been done (and how it should be done), while simultaneously examining the difficulties associated with such endeavors. Students will create an internal "Social Audit" document for Bentley and other organizations while studying theories of networks, organic structures, and morality. They will also interact with guest speakers, examine business plans, develop marketing strategies, and analyze business case studies of business organizations (large and small) in the U.S., Europe, Central American, and Asia.

### **MG 601 Competing in a Global Marketplace: Analysis of the Business Environment**

This interdisciplinary course presents a conceptual framework for scanning the global business environment. This scanning or information-gathering process is a critical part of how the corporate

general manager formulates strategy. The course comprises four main areas that identify internal and external forces affecting the firm's ability to compete domestically and internationally: 1) sociocultural and ethical forces and issues; 2) global economic and financial forces; 3) political/legal forces and issues; and 4) global technological forces. The objective is to provide the student with the skills and methodology necessary for market analysis and business strategizing on a global scale.

### **NS 130 Natural Disasters**

The course has an underlying thread of global social responsibility throughout the semester, emphasizing case studies of individual disasters that communities around the world have endured. Discussion includes why we should care about disasters around the globe, what effects we ourselves might experience as a result of a catastrophe elsewhere, what can be done to mitigate such situations, and how we as private citizens can respond to disasters in an empathetic and supportive manner.

### **PH 130 Business Ethics: Corporate Social Responsibility**

Examines the various meanings of corporate social responsibility by looking at the nature of the corporation and the character structure of its managers, both historically and in the present. After investigating several philosophical theories concerning the ideal use of power, the emphasis is on the application of principled moral thinking concerning corporate responsibility to such topics as employees, consumers, local communities, government, environmental issues, advertising, payoffs and bribes, the role and structure of corporate whistleblowing, privacy rights, poverty and equal rights, and other ethical issues that relate to corporate technology and the individual. Some attention is given to the moral evaluation of entire economic systems.

### **PH 131 Business Ethics: Philosophy of Work**

What should work look like in the 21st Century? Explores personal work values and a wide range of moral questions about contemporary work. Includes topics such as: globalization, technological change, wages and working conditions, work-life balance, discrimination and diversity, and workplace democracy. Texts include cases, academic articles, documentary films, literature, journalism, and discussions of public and institutional policies. Draws on moral theories and students' overall academic expertise to identify problems and defend solutions.

### **PH 133 Business Ethics: International Business Ethics**

Explores ethical issues confronted by corporations operating in the global marketplace, where laws, moral standards and cultural customs can vary widely from country to country. Possible issues to be discussed: bribery, environmental and safety standards, fair wages, sales and marketing, business-government relations, and the role of multinational corporations in developing nations. To assess the morals of multinational corporations, a number of cases will be analyzed from the perspective of a variety of ethical frameworks.

### **PH 351 Perspectives on Poverty**

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, rights, needs, freedom and equality? Are current U.S., state, and local policies dealing with poor people morally justified? What alternative policies might be better? Explores answers to these questions through study of different philosophical theories and through investigation of one or two current problem areas as cases. Investigation will include substantial service-learning experiences in inner-city schools or other institutions that serve poor people.

**SO 263 Sociology of Work and Organizations**

Modules explore issues of organizational culture and ethics, social responsibility and stakeholder management, and the broader relationships between business and other institutions in society and the global environment.

**SO 241 Diversity, Minorities and Social Change**

Examines the growing social diversity of contemporary societies. Considers the changing nature and significance of minorities in historical and cross-cultural perspective. Minority status, ethnicity and race, group formation, structural disadvantage, migration and multiculturalism are among the key ideas considered. Other dimensions of social diversity, such as gender, age, class, disability and sexual orientation, will also be studied. Social policy implications of current issues in diversity and minority status will be addressed.

***Progress and AY2014-15 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.



## PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

### Principle 3 *Method*

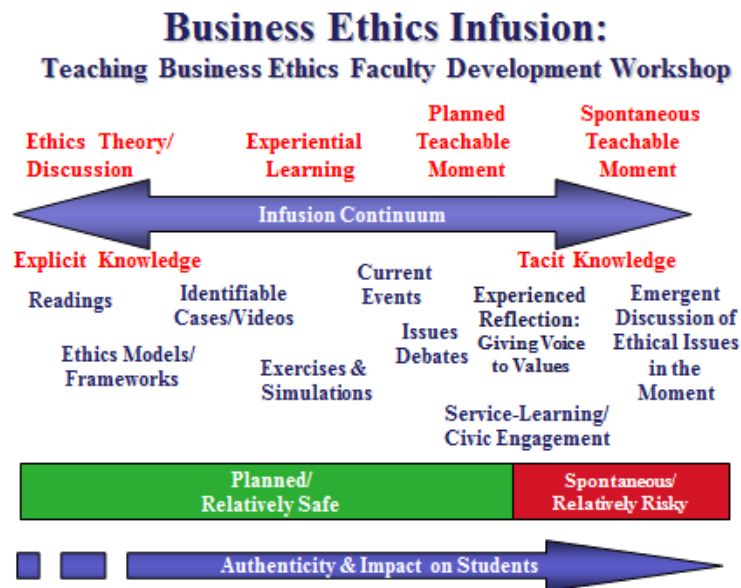
**We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.**

As a way of influencing curriculum development – at both the undergraduate and graduate level – across the university, in 1988 the Center for Business Ethics (CBE) began working with the chairs of Bentley's Accountancy, Law and Computer Information Systems Departments, providing them with assistance in integrating ethics into their departmental courses. The subsequent work with these departments – and its success in elevating the visibility of ethics in their curricula and stimulating faculty research in this area – prompted CBE to transform this initiative into a formal workshop. The first session was offered in May 1991, and it continues today. Expanding the initial focus on business ethics, the workshop also covers issues surrounding corporate social responsibility and sustainable business practices.

## TEACHING BUSINESS ETHICS FACULTY WORKSHOP

Background information on the Teaching Business Ethics workshop is provided in our initial AY2006-07 COP. Initiated in spring 1991, the intent of the program remains the same – 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 (since 2004) visiting faculty from around the world participate in a 5-day workshop to explore ways of integrating ethical and CSR issues into their discipline-based courses.

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



By focusing on pedagogical tactics and approaches to incorporating ethical and social responsibility issues, the teaching workshop has stimulated a greater comfort level across our faculty. Over time, our experience suggests that faculty become increasingly skilled at engaging students in 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.”

Complete information on the Global Business Ethics Teaching Workshop, including past workshop agendas and plans for the 2015 program, is available at:

[www.bentley.edu/alliance/global\\_business\\_ethics\\_teaching\\_workshop.cfm](http://www.bentley.edu/alliance/global_business_ethics_teaching_workshop.cfm)

### **Global Business Ethics Teaching Workshop “Alumni”: External Faculty**

The May 2013 and 2014 programs were held on the Bentley campus. External faculty from across the globe participating in these two programs included:

#### **2013 Participants**

- Darlene Augustine, Pratt Institute (New York)
- Rebecca Awuah, Ashesi University (Ghana)
- Monica Baraldi, University of Bologna (Italy)
- Andrea Bather, University of Waikato (New Zealand)
- Annlorraine Edwards, State University of New York at Oswego
- Ouaffa (Wafa) El Garah, Al Akhawayn University (Morocco)
- Tarek Hatem, American University in Cairo (Egypt)
- Shalini Sarin Jain, University of Washington (Seattle)
- Thoman Kjaergaard, Aarhus University (Denmark)
- Noomen Lahimer, Mediterranean School of Business - Tunis (Tunisia)
- Caterina Tantalo, San Francisco State University
- Tarek Tantoush, Libyan Academy of Graduate Studies (Libya)
- Gokhan Turgut, HEC Montreal
- Jonathan Ying, University of Wisconsin - La Crosse

#### **2014 Participants**

- Eshani Beddewela, University Huddersfield Business School (UK)
- Marta Bicho, Lisbon University Institute (Portugal)
- Norm Bishara, University of Michigan
- Julia Dare, University of the Pacific
- Fritz Gairing, Pforzheim University (Germany)
- Erin Henry, Harvard Business School
- Jegoo Lee, Stonehill College
- Yan Liu, Qingdao Technological University (China)
- Patricia Martinez, University of Cantabria (Spain)
- Ruth Massie, Cass Business School (UK)
- Monica Singhanian, University of Delhi (India)
- Vivek Soundararajan, University of London (UK)
- Eugene K.B. Tan, Singapore Management University (Singapore)
- Richard E. Wokutch, Virginia Tech

### ***Progress and AY2014-15 Goals***

To date over 210 Bentley faculty, representing every academic department on campus, have participated in the annual Faculty Development Business Ethics Teaching Workshop. As a result, ethics, social responsibility, and, now, sustainability topics are being integrated throughout the business and liberal arts core as well as in departmental courses across the university. In addition through the support of the State Street Foundation, over 130 faculty outside Bentley have participated in the week-long workshop.



The 2015 program, which is in the planning stages, will be held in partnership with the Copenhagen Business School in Denmark.

## LIBERAL STUDIES MAJOR (LSM)

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

### Ethics and Social Responsibility

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

The LSM is composed of eight courses:

#### Two core courses:

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

#### One course from the following list:

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

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

#### **Business Department(s):**

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

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

#### **Earth, Environment and Global Sustainability**

Our Earth's environmental issues and the sustainability of its resources will provide humanity with one of its biggest challenges for the foreseeable future. Scientific and technological solutions to environmental problems will be dependent on economic, political, and social constructs that will require global cooperation. This concentration provides students with a background in Earth or environmental systems together with global perspectives on the challenges of sustainable development.

This concentration of eight courses provides students with a background in Earth or environmental systems together with global perspectives on the challenges of sustainable development.

**Three or four courses in Natural and Applied Sciences:**

- NASC 100 Astronomy: Solar System
- NASC 111 Green Biology: Ecological and Botanical Connections
- NASC 121 Consumer Chemistry
- NASC 122 Environmental Chemistry
- NASC 130 Principles of Geology
- NASC 140 Environmental Physics
- NASE 305 U.S. Space Program: Going Beyond
- NASE 311 Ecology: Principles & Applications
- NASE 314 Coastal Biology of Cape Cod
- NASE 315 Human Health and Disease in Today's World
- NASE 317 Economic Botany
- NASE 318 Global Health Challenges
- NASE 328 Water Quality
- NASE 333 Natural Disasters
- NASE 334 Coastal Geology of Cape Cod
- NASE 335 Oceanography
- NASE 336 Water and the Environment
- NASE 337 Global Climate Change
- NASE 339 Weather and Climate
- NASE 344 Energy Alternatives
- NASE 364 Science of Sustainability

**Four or five courses from the following list:**

- EXP 201 Expository Writing; Critical Thinking and Writing
- GLS 230 Politics & Public Policy
- HI 267 The Past and Present in Africa
- HI 280 The Caribbean: Past, Present, Futures
- HI 314 History of the World Economy
- HI 346 Economic History of the United States
- HI 355 American Environmental History
- GLS 110 Global Regions
- GLS 116 International Relations
- GLS 243 The Developing World
- GLS 246 Geographic Information Systems
- GLS 325 Global Transportation and Tourism
- GLS 310 Perspectives on Global Commerce
- LIT 363 American Literature: Realism and Naturalism
- MA 227 Mathematical Modeling in Environmental Management
- MA 263 Continuous Probability for Risk Management
- PH 130 Business Ethics: Corporate and Social Responsibility
- PH 133 Business Ethics: International Business Ethics
- PH 301 Environmental Ethics
- PH 351 Perspectives on Poverty
- PS 305 Environmental Psychology

**Business Departments:** (LSMs may use no more than two business department courses).

- EC 311 International Economics
- EC 321 International Economic Growth and Development
- EC 341 Urban and Regional Economics
- EC 346 Environmental Economics
- LA 102 Environmental Law
- LA 308 International Business Law
- MG 343 Project Management

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

### ***Progress and AY2014-15 Goals***

Now nine years old, the LSM program has over 800 students enrolled, with approximately 90 students currently enrolled in the “Ethics and Social Responsibility” and “Earth, Environment and Global Sustainability” majors. Our goal is to continue to expand the number of undergraduates involved in this program.

## **EVOLUTION OF THE COMPLEX PROBLEMS / CREATIVE SOLUTIONS INITIATIVE**

From 2002 to 2008 Bentley assigned a class book to the freshman class. Entering students were expected to read the book over the summer and complete a three-page essay on the issues raised in the book. The book was discussed in freshman-level courses and served as the focus of a series of activities, including a visit by the author, panel discussions, community conversations, a film series and web site. Over the years, the class book program included Adam Hochschild’s *King Leopold’s Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*, Eric Schlosser’s *Fast Food Nation*, Pietra Rivoli’s *Travels of a T-Shirt in the Global Economy*, and David Callahan’s *The Cheating Culture*. One of the selection criteria for the class book was the extent to which it raises questions of ethics and social responsibility.

In Fall 2009, the class book program was phased out and replaced with a pilot program, “Complex Problems / Creative Solutions” (CP/CS). Because ethical, effective, and nuanced problem solving is required of future business leaders, this new program was designed to enable students to study a globally important, difficult problem from the perspectives of both business and arts and sciences disciplines, thereby developing skill in the kind of “kaleidoscope thinking” creativity requires. Recognized and supported by a grant from the Davis Educational Foundation, CP/CS integrated classroom and extracurricular learning as well as disciplinary approaches to problem solving by including guest speakers, corporate site visits, and film viewing. When students enrolled in CP/CS, they joined other students in classes that were thematically linked to an over-arching theme. The initial theme for the pilot was *The Unintended Consequences of our Consumer Choices*. For a two-year period, students in the program focused on environmental sustainability in general and the challenge of “techno-trash” in particular, examining in detail what happens when we dispose of our cell phones, iPods, computer and other electronic gadgetry across a range of different courses. Throughout the program emphasis was placed on learning to solve real-world issues on a global scale.

Although the pilot program was phased out in 2012 past year, its influence has shaped other curricular innovations. Ethical and corporate responsibility considerations related to electronic waste have been formally included in the freshman-year finance/accounting general business core sequence. Faculty who were involved in the pilot continue to be enthusiastic about the program’s possibilities, incorporating CP/CS topics and thought processes in their courses. CP/CS students also have designed a service-learning program to link local entities (businesses and other organizations) to sustainability initiatives and government sponsored energy programs.

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

Over the last four 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 Course, Curriculum and Laboratory Improvement (CCLI) 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. Led by **Rick Oches**, Chair of the Natural & Applied Sciences, and **David Szymanski**, assistant professor in the Natural & Applied Sciences Department, 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), helping students gain perspective on a complex, multidisciplinary problem. Within this cross-course model: the economics course taught cost-benefit analysis from the perspective of corn-ethanol; environmental chemistry students 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 public policy 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:

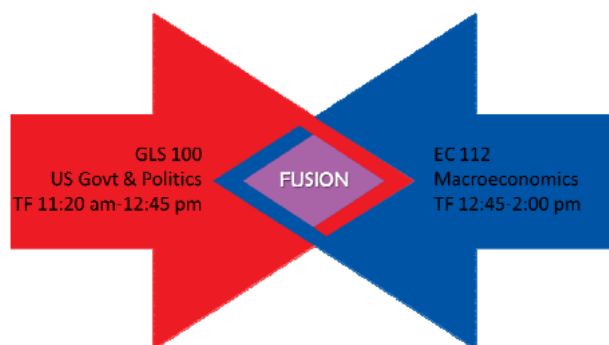
- Describe the interdependence of the natural sciences and social sciences in decision-making for business, society, and the environment.
- Provide examples of ways in which human modification of complex natural and established social systems may lead to unintended consequences.
- Explain ways in which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

### *Progress and AY2014-15 Goals*

The module, which was well received by students and faculty, has been revised several times, focusing on assessment of student learning. The module is continues to be used in a number of courses and has been adopted by at least one other institution. An underlying goal is to encourage the business and the arts and science faculties to work more closely together on these types of modules that contextualize issues of sustainability across the curriculum. Oches and Szymanski began expanding the scope of the curriculum development projects by developing a collaboration with two other institutions of higher education and applying for a scaled-up, multi-institutional grant from the National Science Foundation to continue the work.

### *Fusion Courses*

Another off-shoot of the CP/CS initiative is the creation of “fusion” courses, in essence, combining two different disciplines and looking at one through the lens of the other as a way of providing a more mature and better grounded perspective on business. The fusion course itself is a combination of two existing courses that are scheduled in back-to-back blocks with the same students.



**Faction and Friction:  
The Politics of Economic Policymaking**

The goal is to promote a more sophisticated and better grounded perspective on business. As a student in one of the fusion courses noted, “Combining two courses that at a glance seem mismatched without a doubt fostered thinking outside the box and pushed students to make connections and think in new ways. The course’s takeaway has stuck with me far more than any other course from the past semester.”

The “Faction and Friction: The Politics of Economic Policymaking” course examines how much of American politics today centers on disagreements over the role of the federal government. Students in the course explore issues surrounding the amount of government intervention in regard to the economy. As **Jeff Gulati**, associate professor of Political Science, reflected on the experience, “The students developed a better understanding of the big picture and explored issues such as why policymakers sometimes make irrational economic decisions. The answer requires that you know how a budget is put together and how various political stakeholders wield influence during that process. Courses that bridge disciplines help students learn what kinds of questions to ask.”

The fusion courses reject an “all or nothing” dichotomy, moving away from the siloed approach that is still dominant in many curricula. The ideal is to help students developed a multifaceted understanding of the world around them, underscoring the reality that most of the challenges our graduates will face in the workplace are going to be multidisciplinary rather than single-focused issues, prompting a greater need for creativity, problem-solving and interpersonal skills.



## PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

### Principle 4 *Research*

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

Bentley continues to encourage applied transdisciplinary research, emphasizing collaborative projects that involve faculty members across different academic departments and research streams that have the potential to significantly affect current practice. In conjunction with a Risk Management Research Program, BAESR also supports interdisciplinary research on governance, strategy and corporate integrity, and sponsors campus-wide panels and presentations on current issues.

The Center for Women and Business similarly sponsors collaborative research on women in the organizational world and the Center for Business Ethics (CBE) undertakes research – surveys, studies and data syntheses – of trends in business ethics.

### ***BUSINESS AND SOCIETY REVIEW***

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

During the past two academic years, CBE published 8 issues of *B&SR*.

#### **Autumn 2012: Volume 117, Issue 3**

- Ronald J. Adams, “Balancing Employee Religious Freedom in the Workplace with Customer Rights to a Religion-free Retail Environment”
- Timothy J. Hargrave, “Discerning Possibilities for Action: A Typology of Approaches to Moral Imagination”
- Julian Friedland, “Beyond Empiricism: Realizing the Ethical Mission of Management”
- Harry J. Van Buren III & Karen D. W. Patterson, “Institutional Predictors of and Complements to Industry Self-regulation with Regard to Labor Practices”
- Patricia H. Werhane, “Globalization and Its Challenges for Business and Business Ethics in the Twenty-first Century”
- Book Review: “Milton Moskowitz, *In Good Company: An Anatomy of Corporate Social Responsibility*” – Reviewed by Dinah Rajak



**Winter 2012: Volume 117, Issue 4**

- Jeroen Veldman & Martin Parker, "Specters, Inc.: The Elusive Basis of the Corporation"
- Jonathan Doh & Kenneth Taylor, "Framework for Understanding Fair Trade Disintermediation"
- Brian M. Nagle, David M. Wasieleski & Stephen Rau, "The Impact of Ethical Tools on Aggressiveness in Financial Reporting"
- Miguel Rojas, Bouchra M'Zali, Marie-France Turcotte & Philip Merrigan, "Characteristics of Companies Targeted by Social Proxies: An Empirical Analysis in the Context of the United States"
- Thomas A. Hemphill, Waheeda Lillevik & Francine Cullari, "The Long-term Unemployed: A New Protected Class of Employee?"

**Spring 2013: Volume 118, Issue 1**

- Mark S. Schwartz & David Salla, "Should Firms Go "Beyond Profits"? Milton Friedman versus Broad CSR"
- Terry Porter & Robbin Derry, "Sustainability and Business in a Complex World"
- Jessica Christie Ludescher, Rubina Mahsud & Gregory E. Prussia, "We Are the Corporation: Dispersive CSR"
- Jan Tullberg, "Integrity—Clarifying and Upgrading an Important Concept for Business Ethics"
- Vesela Veleva, Shoashana Parker, Allison Lee & Chris Pinney, "Measuring the Business Impacts of Community Involvement: The Case of Employee Volunteering at UL"

**Summer 2013: Volume 118, Issue 2**

- Richard Marens, "Calling in a Debt: Government's Role in Creating the Capacity for Explicit Corporate Social Responsibility"
- Mark N. Wexler, "Rachel Carson's Toxic Discourse: Conjectures on Counterpublics, Stakeholders and the "Occupy Movement"
- Rick N. Francis, Steven Harrast, James Mattingly & Lori Olsen, "The Relation between Accounting Conservatism and Corporate Social Performance: An Empirical Investigation"
- Thomas Macagno, "A Model for Managing Corporate Sustainability"
- Ronald J. Adams, "David v. Goliath: A Brief Assessment of the U.S. Supreme Court's 2011 Ruling Denying Class Certification in *Dukes v. Wal-Mart*"

**Autumn 2013: Volume 118, Issue 3**

- Julien Topal & Perrine Toledano, "Why the Extractive Industry Should Support Mandatory Transparency: A Shared Value Approach"
- Dan Hargrove & Cecily Raiborn, "The Problem Is Fraud: Is the Solution Government Bounties?"
- Andrew Gustafson, "In Defense of a Utilitarian Business Ethic"
- Shari R. Veil, Timothy L. Sellnow & Morgan C. Wickline, "British Petroleum: An Egregious Violation of the Ethic of First and Second Things"

- Nancy Christie, Bruno Dyck, Janet Morrill & Ross Stewart, “CSR and Accounting: Drawing on Weber and Aristotle to Rethink Generally Accepted Accounting Principles”
- Joe M. Ricks Jr. & Richard C. Peters, “Motives, Timing, and Targets of Corporate Philanthropy: A Tripartite Classification Scheme of Charitable Giving”

### **Winter 2013: Volume 118, Issue 4**

- R. Mitch Casselman & Linda M. Sama, “Microfinance, Mission Drift, and the Impact on the Base of the Pyramid: A Resource-Based Approach”
- Claire Hovenga, Devaja Naik & Walter E. Block, “The Detrimental Side Effects of Minimum Wage Laws”
- Thomas A. Hemphill, “The Global Food Industry and “Creative Capitalism”: The Partners in Food Solutions Sustainable Business Model”
- Mia Mahmudur Rahim, “Harnessing SD and CSR within Corporate Self-regulation of Weak Economies— A Meta-regulation Approach”
- Abu Shiraz Rahaman, Jeff Everett & Dean Neu, “Trust, Morality, and the Privatization of Water Services in Developing Countries”
- Kenneth E. Goodpaster, “Tenacity: The American Pursuit of Corporate Responsibility”

### **Spring 2014: Volume 119, Issue 1**

- William M. Martin, Helen LaVan, Yvette P. Lopez, Charles E. Naquin & Marsha Katz, “An Ethical Analysis of the Second Amendment: The Right to Pack Heat at Work”
- Ignacio Ferrero, W. Michael Hoffman & Robert E. McNulty, “Must Milton Friedman Embrace Stakeholder Theory?”
- Richard Peters, Ethan Waples & Peggy Golden, “A Real Options Reasoning Approach to Corporate Social Responsibility (CSR): Integrating Real Option Sensemaking and CSR Orientation”
- Mark S. Blodgett, Rani Hoitash & Ariel Markelevich, “Sustaining the Financial Value of Global CSR: Reconciling Corporate and Stakeholder Interests in a Less Regulated Environment
- William Beaver, “Environmental Concerns in the Marcellus Shale”
- Kent Walker & Bruno Dyck, “The Primary Importance of Corporate Social Responsibility and Ethicality in Corporate Reputation: An Empirical Study”

### **Summer 2014: Volume 119, Issue 2**

- Jerry Carbo, Ian M. Langella, Viet T. Dao & Steven J. Haase, “Breaking the Ties That Bind: From Corporate Sustainability to Socially Sustainable Systems”
- Adam D. Bailey, “Reconciling Traditional Morality and the Morality of Competition”
- Ronald J. Adams, “Consumer Deception or Unwarranted Product Disparagement? The Case of Lean, Finely Textured Beef”
- Stephen Kershner, “A Promissory Theory of the Duty to Tip”
- Adele Santana, “Firm Size and Ownership Structure: Effects on Motivations for Use of Business Community Involvement Practices”

Additional information on the journal can be found at:

<http://www.bentley.edu/centers/center-for-business-ethics/publications/business-and-society-review-journal>



## FACULTY RESEARCH

Bentley faculty are also committed to research in this domain. During AY2012-13 and AY2013-2014, publications in the PRME domain – focused on business ethics, social responsibility, stakeholder management, governance, sustainability, and civic engagement – included the following (note: Bentley faculty member names are in **bold face**):

### Journal Articles

- Abdolmohammadi, M.J.** & Reinstein, A. (2012). Practicing Accountants' Views of the Content of Accounting Ethics Courses. *Advances in Accounting Education: Teaching and Curriculum Innovation*, 13: 213-236.
- Adams, S. M., Flynn, P. M., & Wolfman, T. G.** (In press). Orchestrating the Demise of All Male Boards. *Journal of Management Inquiry*.
- Alexander, M.** (2014). Benefit Corporations – The Latest Development in the Evolution of Social Enterprise: Are They Worthy of a Taxpayer Subsidy? *Seton Hall Legislative Journal*, 38 (2): 219 – 279.
- Ariail, D., **Abdolmohammadi, M.** & Murphy, L.M. (2012). Ethical Predisposition of Certified Public Accountants: A Large-scale Study of Gender Differences. *Research on Professional Responsibility and Ethics in Accounting*, 16: 29-57.
- Ariail, D., Emler, N. & **Abdolmohammadi, M.** (2013). Value Preferences as Antecedents of Political Orientation and Moral Reasoning of Certified Public Accountants. *Advances in Accounting Behavioral Research*, 16: 183-203.
- Alexander, M. & Missirian, D.** (2014). From the Corvair to the Cobalt: Corporate Social Responsibility Lessons Unlearned. *Business Law Review*, 47 (Spring): 55-75
- Almobaireek, W.N. & **Manolova, T.S.** (2012). Entrepreneurial Motivations among Female Saudi University Youth. *Journal of Business Economics and Management* (in press).
- Almobaireek, W.N. & **Manolova, T.S.** (2012). Who Wants to be an Entrepreneur? Entrepreneurial Intentions among Saudi University Youth. *African Journal of Business Management*, 6 (11): 4029-4040.
- Ariail, D., **Abdolmohammadi, M.** & Murphy, L.M. (2012). Ethical Predisposition of Certified Public Accountants: A Large-scale Study of Gender Differences. *Research on Professional Responsibility and Ethics in Accounting*, 16: 29-57.
- Ballard, E., **Boeri, M.** & Lepadatu, D. (2013). Incorporating Ethics Holistically: A Case Study of Research Methods Courses for Undergraduates." *Journal of Public and Professional Sociology*, 5 (2).
- Baxter, R., **Bedard, J.C., Hoitash, R.** & Yezegel, A. (In press). Enterprise Risk Management program quality: Determinants, value relevance, and the financial crisis, *Contemporary Accounting Research*.
- Bedard, J.C., Hoitash, R. & Hoitash, U.** (In press). Chief Financial Officers as Inside Directors. *Contemporary Accounting Research*.

- Bedard, J.C.,** Hoitash, R., Hoitash, U. & Westermann, K. (2012). Remediation of internal control material weaknesses: A detailed examination. *Auditing: A Journal of Practice & Theory*, 31 (1): 39-56.
- Blodgett, M. S., **Hoitash, R.** & Markelevich, A. (2014). Sustaining the Financial Value of Global CSR: Reconciling Corporate and Stakeholder Interests in a Less Regulated Environment. *Business and Society Review*, 119 (1): 95-124.
- Brooks, J., Bodeau, D. & **Fedorowicz, J.** (2013). Network Management in Emergency Response: Articulation Practices of State-Level Managers – Interweaving Up, Down and Sideways. *Administration & Society*, 45 (8): 911-948.
- Brown, J.,** Anderson, A., Salas, J. & Ward, A. (2013). Market reactions to director exits: Human capital versus entrenchment. *Academy of Management Best Paper Proceedings*, Orlando, FL, August.
- Brown, J.,** Buchholtz, A., **Stewart, M.** & Dennis, B. (2012). Board diversity as a camouflage signal. *Academy of Management Best Paper Proceedings*, Boston, MA, August.
- Brown, J.** & Forster, W. (2013). CSR and Stakeholder Theory: A Tale of Adam Smith. *Journal of Business Ethics*, 112 (2), 301-312.
- Bouldin, R.M.,** Kokil, A., Ponrathnam, T., Urban, N., Kumar, J., Samuelson, L.A., & Nagarajan, R. (2014). Biocatalytic Synthesis of Unusually Photoluminescent Oligomers and Electrically Conducting Polymers of 4-(3-pyrrolyl)butyric Acid. *Journal of Applied Polymer Science*, 131, DOI: 10.1002/app.41035.
- Buono, A.F.** (In press). Setting the Stage: Facilitating Global Partnerships for a Better World. *SAM Advanced Management Journal*.
- Buono, A.F., Fletcher-Brown, D., Frederick, R., Hall, G. & Sultan, J.** (2012). Acting Ethically: Moral reasoning and business school student behavior. *SAM Advanced Management Review*, 77 (3): 18-26.
- Clark, C. & Brown, J.** (In press) Multinational Corporations and Governance Reform: Toward an Integrative Board. *Journal of Business Ethics*.
- Clark C. & Newell, S.** (2013). Institutional Work and Complicit Decoupling Across the U.S. Capital Markets: The Work of Rating Agencies. *Business Ethics Quarterly*, 23 (1): 1-30.
- Clark, C. & Newell, S. M.** (2013). Conflicts of Interest and Collusion in Capital Markets: The Ethical Risks of Maintaining an Institution.” *Business and Society Review*, 118 (1): 105-134.
- Clark, C. & Van Buren, H. J.** (2013). Compound Conflicts of Interest in the U.S. Proxy System. *Journal of Business Ethics*, 116 (2): 355-371.
- Clark, C.E. & Crawford, E.P.** (2012). Influencing Climate Change Policy: The Effect of Shareholder Pressure and Firm Environmental Performance, *Business & Society*, 51 (1): 148 – 175.
- Cornett, M.,** Cohen, L., Marcus, A.J. & Tehranian, H. (2014). “Bank Earnings Management and Tail Risk during the Financial Crisis. *Journal of Money, Credit, and Banking*, 46: 171-197.

- Cornett, M., Li, L. & Tehranian, H.** (2013). The Performance of Banks Around the Receipt and Repayment of TARP Funds. *Journal of Banking and Finance*, 37: 730-746.
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For a complete listing of faculty research and publication, please go to:

<https://faculty.bentley.edu/>

## BENTLEY FACULTY RESEARCH COUNCIL

Bentley's Faculty Research Council hosted the Inaugural Fall Research Colloquium that focused on **"Responsible Innovation: Environmental Sustainability, Financial Accountability, and Information and Communication Technology (ICT) Ethics."** The program was held on Friday, October 18, 2013 in conjunction with the Fall Trustees Meeting. The day began with a Trustee/Faculty luncheon featuring a keynote address by Bentley Trustee Dr. Jeroen van den Hoven, Professor of Moral Philosophy and Vice Dean of the Faculty of Technology, Policy and Management at Delft University of Technology in The Netherlands.

The afternoon session featured short presentations by Bentley faculty members and doctoral students about their work in and perspectives on responsible innovation. The program ended with a closing plenary keynote by Dr. Roger Simnett, a Scientia Professor (award given for outstanding research performance) of Accounting at the Australian School of Business at the University of New South Wales, Australia.

The faculty research program:

Panel/Theme	<i>Environmental Sustainability</i> Conveners: <b>David Szymanski</b> <b>Gesa Kirsch (RC)</b>	<i>Financial Accountability</i> Conveners: <b>Jay Thibodeau</b> <b>Marcia Cornett (RC)</b>	<i>ICT Ethics</i> Conveners: <b>Heikki Topi</b> <b>Bob Galliers (RC)</b>
<b><i>Discipline-based Scholarship</i></b>  MC and Keynote Listener: <b>Bob Galliers</b>	<ul style="list-style-type: none"> <li>• <b>Ryan Bouldin, NAS</b> "Environmentally benign material science"</li> <li>• <b>Thom Davis, NAS</b> Climate change communication between TV broadcast meteorologists and their viewing audience"</li> <li>• <b>Joni Seager, GS</b> Without Gender Analysis, There Will Be No Solution to Climate Change</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Atul Gupta, FI</b> Board diversity and CEO selection"</li> <li>• <b>Linda Edelman, MG</b> Exploration during development</li> <li>• <b>Rani Hoitash, AC</b> Trust and financial reporting quality"</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Alina Chircu, IPM</b> Ethical implications of emerging ICTs"</li> <li>• <b>Jeff Moriarty, PH</b> Privacy, autonomy, and data</li> <li>• <b>Les Waguespack, CIS</b> Responsible innovation – value-infused design</li> </ul>



<p><b><i>Policy and Practice</i></b></p> <p>MC and Keynote Listener: <b>Tony Buono</b></p>	<ul style="list-style-type: none"> <li>• <b>Tony Kiszewski, NAS</b> Sustainable interventions against malaria</li> <li>• <b>David Szymanski, NAS</b> Impacting energy policy through student engagement</li> <li>• <b>Pierre Berthon, MK</b> Green Digits: Towards An Ecology of IT Thinking</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Jean Bedard, AC</b> Auditing challenging fair value measurements</li> <li>• <b>Marcia Cornett, FI</b> Corporate social responsibility and its impact on financial performance</li> <li>• <b>Anne Schnader, AC</b> Auditor reporting in the broker-dealer industry”</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Tamara Babaian, CIS</b> Privacy in ubiquitous computing and digital identity management</li> <li>• <b>Susan Adams, MG</b> Responsible innovations for more inclusive work environments</li> <li>• <b>David Yates, CIS</b> Different paths to universal access</li> <li>• <b>Marc Resnick, IDCC</b> Ethical ICT to restore the privacy equilibrium</li> </ul>
<p><b><i>Curriculum and Engagement</i></b></p> <p>MC and Keynote Listener: <b>Aaron Nurick</b></p>	<ul style="list-style-type: none"> <li>• <b>Rick Oches, NAS</b> Fusing science and business education</li> <li>• <b>Mystica Alexander, LTFP</b> Integrating CSR and sustainability into the law curriculum</li> <li>• <b>Bryan Snyder, EC</b> Current projects in environmental sustainability from an economic pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Jay Thibodeau, AC</b> Simply Soups, Inc.: A teaching case on electronic confirmation</li> <li>• <b>Deborah Gregory, FI</b> Unmasking financial psychopaths</li> <li>• <b>Mohammad Abdolmohammadi, AC</b> Factors associated with CSR audits by internal auditors</li> <li>• <b>Patricia Flynn, EC/MG</b> Responsible management education and gender equality</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Bill Gribbons, IDCC</b> Avoiding the unintended consequence: Redefining the designers’ responsibility</li> <li>• <b>Kevin Mentzer, IPM</b> Can we plan for unintended consequences?</li> <li>• <b>Heikki Topi, CIS</b> Role of ICT Ethics in computing curricula</li> </ul>

### ***The Social, Cultural & Ethical Dimensions of ‘Big Data’***

**M. Lynne Markus** (Principal Investigator) and **Heikki Topi** (Co-Principal Investigator) received funding from the US National Science Foundation to host a research agenda-setting workshop on the social, economic, and workforce consequences of Big Data. The workshop, held in Washington, DC (January 30-31, 2014) included invited participants from academia, business, and government. The research agenda outlining the key conclusions of the workshop will be published by the end of 2014, and will be the focus of a panel at the International Conference on Information Systems to be held in Auckland, NZ in December (**Topi** will serve as panel chair).

Subsequent to the January Big Data workshop, **Markus** participated by invitation in one of three workshops held for President Barak Obama's 90-day review of Big Data. The workshop, entitled "The Social, Cultural & Ethical Dimensions of 'Big Data,'" was co-hosted by the White House Office of Science and Technology Policy (OSTP), the Data & Society Research Institute, and the New York University (NYU) Information Law Institute and was held in New York City (March 17, 2014).

This theme will also be the focus of the Fall 2014 **Bentley Research Colloquium**, which will take place in November: "**Big Data: Infrastructures, Applications, and Implications.**" Thirty two Bentley scholars (both faculty members and doctoral students) representing 14 departments have confirmed their participation as presenters. In addition, the event will feature two keynote speakers: Mr. Christopher Lynch MBA '91, Partner at Atlas Venture focusing on big data and disruptive infrastructure; and Dr. Theresa Pardo, Director of Center for Technology in Government at the University at Albany, State University of New York.

## 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.

## NEXT GENERATION ESG SCHOLARS WORKSHOP

The Next Generation Workshop focusing on Environmental, Social and Governance (ESG) issues is a week-long program that brings together promising young doctoral researchers and world-leading experts in ESG related research and practice for the purpose of fostering these young researchers' talents. The program aims to establish a dialogue between present and future ESG researchers, involving scholars from different disciplines with the underlying goal of supporting interdisciplinary conversations.

## *Progress and AY2014-15 Goals*

For each the past six years, three internationally recognized experts and competitively selected doctoral students from around the world were invited to participate in the program in conjunction with the Global Business Ethics Symposium and Teaching Workshop sponsored by the State Street Foundation. The experts and students engaged in a series of presentations and discussions (including detailed one-on-one feedback between expert and student on the students' dissertation topic), with the goal of promoting practically relevant research in the ESG area. The students also participate in Bentley's teaching business ethics workshop occurring the same week.

Visiting faculty for the 2013 and 2014 Next Generation ESG Scholars workshops included:

**2013:**

- **Marta Geletkanycz**, associate professor of Strategic Management, Carroll School of Management, *Boston College*
- **Jeanne Logsdon**, Jack and Donna Rust Professor of Business Ethics, *University of New Mexico*
- **Michael W. Toffel**, associate professor of Business Administration, *Harvard Business School*

**2014:**

- **Bryan W. Husted**, Erivan K. Haub Chair in Business and Sustainability, *York University Schulich School of Business* and Professor of Management, *EGADE Business School, Tecnologico de Monterrey*.
- **Jette Steen Knudsen**, professor of Political Science, *University of Copenhagen*
- **Andreas Rasche**, professor of Business in Society, Centre for Corporate Social Responsibility, *Copenhagen Business School*.

Our fourth (2013) and fifth (2014) cohort of Next Generation Scholars included:

**2013:**

- **Yoojung Ahn**, *University of Massachusetts – Amherst*
- **Jochen Botta**, *WHU - Otto Beisheim School of Management (Germany)*
- **Vanessa Burbano**, *UCLA*
- **Mert Demir**, *CUNY*
- **Shalini Jain**, *University of Washington*
- **Anna Karpovsky**, *Bentley University*
- **Thomas Kjaergaard**, *Aarhus University (Denmark)*
- **Gokan Turgut**, *HEC Montreal*

**2014:**

- **Marta Bich**, *ISCTE - Lisbon University Institute (Portugal)*
- **Jace Garrett**, *Bentley University*
- **Jinyoung Kang**, *University of Massachusetts - Boston*
- **Erin Henry**, *Harvard Business School*
- **Ruth Massie**, *Cass Business School (UK)*
- **Vivek Soundararajan**, *Royal Holloway College, University of London (UK)*

Planning for the 2015 program, which will be tentatively scheduled to be held in partnership with the Copenhagen Business School in Denmark, is in process.

## GENEEN INSTITUTE FOR CORPORATE GOVERNANCE

Established in 2008 through the generosity of the Harold S. Geneen Charitable Trust, the Geneen Institute is dedicated to the pursuit of directed, leading-edge research on important corporate governance issues via a consortium of faculty and PhD students dedicated to researching social, comparative and reformative approaches to governance. Bentley Management Professor **Cynthia Clark** directs the Institute. Its primary focus is to fund the research efforts of selected doctoral students and as a central part of the educational process; the fellows undertake an in-depth doctoral research internship.

At the Institute, corporate governance is broadly defined as embracing *the rights and responsibilities among all parties who may have a stake in the firm*. In doing so, our faculty and doctoral students focus on the ways in which policies, processes and people are used to fulfill these rights and responsibilities. The underlying belief is that the center of corporate governance should focus on promoting integrity and accountability within and across organizations from a financial, environmental, and social vantage point. In doing so the Institute focuses on six broad areas of corporate governance:

1. Ethics and corporate boards
2. Regulation and compliance
3. Social and environmental reporting
4. Corporate social responsibility
5. Executive compensation
6. Corporate governance and women in leadership positions

### *Progress and AY2014-15 Goals*

Since inception, the Institute has brought on six doctoral students, two in 2009, 2011 and 2013. The Institute will bring on 2 additional students in 2015, having received a third round of funding. Recruitment will begin during the 2014 Fall semester. Thus far, the first two students in the program have graduated and are now placed in tenure-track positions. We are currently working on placing our second cohort, and the Institute's third cohort is working on their coursework and publications.

### **INSTITUTIONAL REVIEW BOARD (IRB)**

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

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

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



## *PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION*

### **Principle 5** *Partnership*

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

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

### **ETHICS AND COMPLIANCE OFFICER ASSOCIATION**

Working with the Ethics and Compliance Officer Association, which was established through the Center for Business Ethics (CBE), CBE 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. Hallmarks of the Program include:

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


### ***Progress and AY2014-15Goals***

Since 1995, over 1000 ethics and compliance officers and others have completed the five-day seminar. Planning for the June 2015 program is currently in progress.

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


## **Managing *Ethics* in Organizations**

June 8–12, 2015 • Bentley University • Waltham, Massachusetts USA



Managing Ethics in Organizations prepares you to become LPEC certified.

• additional exam registration required





## RAYTHEON LECTURESHIP IN BUSINESS ETHICS

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

### *Progress and AY2014-15 Goals*

To date over 6,000 students and members and friends of the Bentley community have attended the Raytheon lecture series. Our goal is to continue this popular program with its emphasis on ethics, corporate social responsibility, stakeholder management, governance, and sustainability. Our scheduled speaker for Fall 2014 is **S. D. Shibulal**, Co-founder and Former CEO, Managing Director, and Member of the Board Infosys, Ltd., whose topic is "Ethical Corporate Governance as a Competitive Advantage."

Previous Raytheon Speakers to date include:

- **2014 (April): Rich Statuto**, President and CEO, Bon Secours Health System: "Healthcare and the Ethics of Building Healthy Communities"
- **2013 (October): Georg Kell**, Executive Director, UN Global Compact: "The UN Global Compact and Business: Creating the Architecture of a Better World"
- **2013 (April): Roger Ferguson**, CEO and President, TIAA-CREF: "Business Ethics and the Financial Services Sector: The Way Forward"
- **2012 (April): Muhtar Kent**, CEO and Chairman, Coca-Cola Company: "Toward a Sustainable Future"
- **2011 (October): Gary Hirshberg**, Chairman, President, and CEO, Stonyfield Farms: "Inventing a Win-Win-Win-Win-Win Future"
- **2011 (April): Steve Pagliuca**, Director, Bain Capital and Co-owner, Boston Celtics: "The Ethics of Teams: Playing Fair in Business."
- **2010 (October): Andrew N. Liveris**, President, Chairman and Chief Executive Officer of The Dow Chemical Company: "Ethics as a Business Strategy."
- **2010 (April), Rosabeth M. Kanter**, Ernest L. Arbuckle Professor, Harvard Business School and Co-Founder & Chair of Goodmeasure, Inc.: "Values Investing: How Companies Create Innovation, Profits, & Social Good."

- **2009 (November): Howard Putnam**, Former CEO of Southwest Airlines and former CEO of Braniff International: “Turbulence is Inevitable...Misery is Optional: Ethics and integrity are your greatest assets in good times and in crisis.”
- **2009 (April): Tom Chappell**, Co-founder and CEO, Tom's of Maine: “Goodness in Business.”
- **2008 (October): John A. Swainson**, CEO, CA, Inc.: “Back from the Brink: Rebuilding A Company After A Near Fatal Ethics Breakdown.”
- **2008 (March): Bruce Bodaken**, Chairman, President and CEO, Blue Shield of California: “Playing Fair: Balancing Business Imperatives With Healthcare Needs.”
- **2007 (September): James H. Quigley**, CEO, Delloite & Touche USA LLP: “Trust - An Essential Asset: Creating Individual and Corporate Value.”
- **2007 (March): William W. George**, Former Chairman and CEO, Medtronic Inc.: “In Search of Ethical True North.”
- **2006 (October): Lawrence S. Benjamin**, CEO, U.S. Food Service: “Rebuilding Trust After a Corporate Crisis.”
- **2006 (March): Dov Seidman**, Founder, Chairman and CEO, LRN: “The Power of How: Achieving Enduring Success Through Ethics.”
- **2005 (October): Michael L. Eskew**, Chairman and CEO, UPS: “The Ethics of Globalization: Oxymoron or Path to Peace and Prosperity?”
- **2005 (April): Anne Mulcahy**, Chairman and CEO, Xerox Corporation: “Social Responsibility: Building a Culture of Strong Ethics, Good Deeds and Smart Business.”
- **2004 (October): Jamie S. Gorelick**, Board Member, United Technologies Corporation: “Keepers of the Corporate Conscience: The Role of the Board in Ethical Oversight.”
- **2003 (November): Raymond V. Gilmartin**, President and CEO, Merck & Co. Inc.: “Ethics and the Corporate Culture Ethics and the Corporate Culture.”
- **2003 (October): Michael C. Ruettgers**, Executive Chairman, EMC Corporation: “The Integrity of Management and the Management of Integrity.”

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

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

## VERIZON VISITING PROFESSOR OF BUSINESS ETHICS AND INFORMATION TECHNOLOGY

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

### *Progress and AY2014-15Goals*

To date over 4,600 students and members and friends of the Bentley community have attended the Verizon lecture series. Our goal is to continue this popular program with its emphasis on ethics and information technology. The scheduled scholar for 2015 is

The Verizon Visiting Professors to date include:

- **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."



## The Six Ethical Dilemmas Every Professional Faces

A Public Lecture by

**Kirk O. Hanson**

Executive Director, Markkula Center for Applied Ethics and  
John Courtney Murray SJ University Professor  
Santa Clara University

- **2013: Kenneth E. Goodpaster**, Koch Endowed Chair in Business Ethics, Opus College of Business, University of St. Thomas: "Tenacity: The American Pursuit of Corporate Responsibility."
- **2012: Patricia Werhane**, Wicklander Chair of Business Ethics in the Department of Philosophy and Managing Director of the Institute for Business and Professional Ethics at DePaul University: "Globalization and its Challenges for Business in the 21st Century."
- **2011: Patrick Gnazzo**, Former Chief Ethics, Risk & Compliance Officer at CA Technologies and former Chief Ethics & Compliance Officer at UTC: "The Chief Ethics & Compliance Officer: A Test of Endurance."

- **2010: John R. Boatright**, Raymond C. Baumhart, S.J., Professor of Business Ethics, Graduate School of Business and Director, Graduate Certificate Program in Business Ethics, Loyola University, Chicago: “Ethics of Risk Management in the Information Age.”
- **2009: George Brenkert**, Director, Georgetown University’s Business Ethics Institute and Professor of Business Ethics, McDonough School of Business, Georgetown University: “Corporate Control of Information: Ethical Challenges and Dilemmas.”
- **2008: Jennifer M. Moore**, Member, Epstein Becker & Green P.C.: “Your E-mail Trail: Where Ethics meets Forensics.”
- **2007: Thomas I. White**, Hilton Professor of Business Ethics, Director of the Center for Ethics and Business, Loyola Marymount University: “Data, Dollars and the Unintentional Subversion of Human Rights.”
- **2006: Deborah G. Johnson**, Olsson Professor of Applied Ethics and Department Chair, Department of Science, Technology and Society, University of Virginia: “Corporate Excellence, Ethics and the Role of IT.”
- **2005: Rushworth M. Kidder**, Founder and President, Institute of Global Ethics: “Moral Courage, Digital Distrust: Ethics in a Troubled World.”
- **2004: Norman E. Bowie**, Elmer L. Andersen Chair in Corporate Responsibility, Carlson School of Management, University of Minnesota: “Information Technology and Intellectual Property.”
- **2003: Francis J. Daly**, Corporate Director, Ethics and Business Conduct, Northrop Grumman Corporation: “Reply, Delete ... or Relate? IT’s Human Dimension.”
- **2002: Richard O. Mason**, Carr P. Collins Distinguished Professor of Management Information Sciences and Director of the Cary M. Maguire Center for Ethics and Public Responsibility: “Leadership, Ethics, and the Information Imperative.”
- **2001: Thomas Donaldson**, Mark O. Winkelman Professor, Wharton School, University of Pennsylvania and Director of the Wharton Ethics Program: “Ethics in Cyberspace: Have We Seen This Movie Before?”
- **2000: Laura P. Hartman**, Grainger Chair of Business Ethics, University of Wisconsin: “Technology and Ethics: Privacy in the Workplace.”
- **1999: Richard T. De George**, University Distinguished Professor of Philosophy and Business Administration, Director of the International Center for Ethics in Business, University of Kansas: “Business Ethics and the Information Age.”

Additional information on the Verizon Professorship and monograph of the lectures are available at:

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

## CENTER FOR WOMEN AND BUSINESS

Bentley's Center for Women and Business provides programs for business corporations to address the challenges in retaining and advancing women to leadership positions. Recent workshops sharing best practices and providing specific action steps that companies can take focused on gender intelligence, sponsorship as type of mentoring, engaging men in the advancement of women and taming the culture of overwork. Additional resources are housed on the Center's website.

In March 2014, Massachusetts Governor Deval Patrick announced Bentley's Center for Women and Business as the state's partner for his three-part "Women in the Workplace" initiative.

- The Center is working with state officials to implement a one-year fellowship program for women to serve in positions of substantial responsibility in state agencies that entails leadership training, a mentoring program and a networking program designed by the Center.
- Two CWB staff members served on the Governor's Successful Families, Successful Economy task force that created a report outlining recommendations for the public and private sectors to address key challenges related to access, retention and advancement of women in the workplace and to promote greater wage equality for women.
- The Center is working with companies who have signed on to take the Governor's corporate challenge. The "Getting to More" program allows each company to identify an issue it wants to address over the next few years with support from the Center and periodic collective progress reports.



**Massachusetts Governor Deval Patrick announcing the Women in the Workplace Initiative**

## INTERNATIONAL SERVICE-LEARNING PARTNERSHIPS

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

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

- Quinn School of Business, University College Dublin (Ireland)



- Lorenzo de' Medici Institute (Italy)
- Bond University (Australia)
- University of Manchester (UK)

In addition to these programs, a new service-learning partnership was started in Ghana, as part of Bentley's Mmofra Trom project. The Mmofra Trom Project is a long-term economic development partnership between Bentley University and the Mmofra Trom Center near the village of Trom in Ghana, West Africa. The Project is focused on helping the Center, which is a home for orphans, to become self-sustaining over the next ten years by creating sources of income to increase the children's opportunities for education, healthcare, and jobs to support themselves.

### *Progress and AY2014-15 Goals*

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

## THE GHANA PROJECT

The Ghana Project is a multi-disciplinary experiential learning program that offers the Bentley Community opportunities in Ghana for inter-cultural learning, teaching and research. We partner with Ghanaian organizations working toward sustainable economic development. We partner only with organizations founded by, and led by, Ghanaians.

The project began in 2006 with one partner and has grown to include eight partner organizations. Bentley's first partner, originally an orphanage, has transformed itself, with the help of Bentley students and faculty, into a social enterprise that is now self-sustaining. The central social enterprise at the Mmofra Trom Education Center, which provides access to education, health care, job skills training and employment for vulnerable Ghanaian children, is a private K-9 school that educates 400 children, 20% of whom attend at no cost. Bentley has a business consulting partnership with the Center to help develop other social enterprises that have resulted in sustainable sources of income to eliminate dependence on private donations. As of 2011, that goal has been reached and the Center is financially self-sustaining through tuition generated through what became a private boarding school and by using the land for growing income-generating crops. With the successful development of this 38-acre site near Somanya, vulnerable children can still live near their home villages and retain ties to nearest living relatives, but they have a year-round home at the Center.



The Mmofra Trom Education Center

### *Biofilcom.com*



#### Biological Filters and Composters (BIOFILCOM)

Having had a successful business consulting partnership with the Mmofra Trom Education Center, Bentley is now working closely with Biological Filters and Composters ([biofilcom.com](http://biofilcom.com)), a social enterprise dedicated to the improving sanitation conditions and thereby preventing disease in Ghana, and throughout the developing world. The founder, Kweku Anno, has invented a "digestible toilet" system that successfully processes human waste without reliance on a sewer system and water processing infrastructure.

### *Corporate Support*

In 2009, Bentley University received a \$50,000 gift from Grant Thornton that established the Global Social Responsibility (GSR) Internship award. Bentley students who complete an eight week practicum with partner organizations in Ghana receive a \$1,000 stipend. The practicum allows Bentley students to engage in socially responsible work – applying their business skills, while gaining valuable life experiences in a developing economy. This successful partnership is ongoing.



Intuit donated 50 licenses to its Quickbooks software, which Bentley students use to assist local NGOs in transforming their paper bookkeeping records to a computer, thereby improving transparency and giving NGOs the ability to demonstrate their accountability with funds.



### *Diaspora Africa Forum (DAF)*

Bentley has deepened ties with Diaspora African Forum (DAF) with each passing year, as Bentley supports the Diaspora's goal of "bringing business to Africa." Ambassador Erieka Bennett provided Bentley with an office in Accra, which serves as Bentley's home base in Ghana. Students use the conference room, provided by the DAF, for weekly reflection sessions and for training sessions with partner organizations wishing to learn how to use Quickbooks.



### *Micro-finance Initiative*

The Bentley Micro-finance Group / Ghana has invested \$10,000 in micro-finance education in Ghana, by placing \$2500 with four different partner organizations that agree to use the \$2,500 to give micro-loans to their clients. Most importantly, they agree to give Bentley students opportunities to learn about micro-finance by giving them access to the books for semi-annual audits, introducing them to loan recipients who agree to let our students work alongside them for a day or a week, to learn more about micro-businesses in Ghana.

### *Summer Internship Program Participation*

In Summer 2013, the program had 12 interns in Ghana spending 8 weeks working with partner organizations, reflecting a program that has a strong infrastructure that we will enable us to keep up with student demand for opportunities.

<u>Year</u>	<u>Number of Interns</u>
2013	12
2012	15
2011	12
2010	8
2009	4
2008	2

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



During AY 2008-09 Bentley began a new venture with City Year – The Bentley—City Year *Give-a-Year* Partnership, a new program that will enable young people who volunteer for a service year with City Year to enjoy a variety of benefits as Bentley students, including a \$20,000 *Give-a-Year* scholarship from Bentley, Bentley service-learning credits, and internship opportunities with leading global corporations. Bentley awards up to 10 scholarships annually to Bentley National Service Scholars who participate in the program. The “*Give-a-Year*” Scholarship Program provides selected Bentley students with scholarships for spending a year serving as a City Year Corps Member. As tutors, mentors, and role models, idealistic leaders will be able to make a difference in the lives of children, and transform schools and neighborhoods in 18 U.S. locations. Through service with City Year, Corps Members build on their own strengths and assets, and learn new skills as they achieve their service and professional goals. Clear guidance, constructive training and coaching, and feedback are provided often so that all Corps Members have the greatest opportunity to succeed. Each Corps Member is assigned to a team and learns about the team's specific service focus during Basic Training Academy. Training will be provided to prepare the team to deliver that service effectively. In some cases, corps members are trained by the school system in which they work.

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

the \$20,000 tuition credit from Bentley, “give a year” scholars will receive a \$4,725 education award from AmeriCorps. Additionally, as City Year Corps Members, the students will receive a weekly stipend to defray living expenses during their service year, health insurance, deferment of any college loan payments during their service year, an orientation and training program at the start of service, weekly leadership development sessions throughout their service year, a uniform, a cell phone, and a public transit pass.

### *Progress and AY2013-14 Goals*

Thus far 19 students have been awarded Bentley National Service Scholars. Each student received a \$20,000 scholarship and a Segal AmeriCorps Education Award.

### Where You'll Serve



### Current Scholars

#### 2013 – 2014

- Miguel Mora
- Joshua Splinski

#### 2012 – 2013 Scholars

- Max Sossa, City Year Boston, MA
- Andres Kaypaghian, City Year San Jose, CA
- Rollin Kocher, City Year San Antonio, TX

#### 2011-2012 Scholars

- Brenna Foley, City Year Miami, FL
- Katie Auger, City Year San Antonio, TX
- Keisha Johnson, City Year Miami, FL
- Ma-Kirah Wilkerson, City Year Miami, FL
- Michael Chanler, City Year San Jose, CA
- Molly Godfrey, City Year Los Angeles, CA
- Travis Vigneault, City Year Manchester, NH

#### 2010-2011 Scholars:

- Kaylyn Frazier, City Year San Jose
- Kiernan Patenaude, City Year Seattle
- Brian LeBlanc, City Year Philadelphia
- Max Rogers, City Year Boston
- Marc Schleif, City Year Los Angeles



**2009-2010 Scholars:**

- Tara Meehan, City Year Miami
- Jenna Nakamura, City Year Louisiana

These Bentley National Service Scholars have joined over 1,700 City Year corps members working in 21 locations across the United States and one in South Africa who change the world each day through full-time service as tutors, mentors and role models for children.

Additional information on the program can be found at:

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



## PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

### Principle 6 *Dialogue*

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

The final component of Bentley's commitment to PRME is in outreach to other colleges and universities, the corporate sector and the not-for-profit world. As part of the Alliance and Center for Business Ethics' programs, our Global Business Ethics Symposium and Teaching Workshop continued to invite scholars from around the world to examine these issues. The **Business Ethics Teaching Workshop** (discussed on pages 46-48) now over has 120 faculty alumni from other colleges and universities across the globe.

Complete information on the Global Business Ethics Teaching Workshop, including information on the 2013 and 2014 programs, and upcoming 2015 event, can be found at:

<http://www.bentley.edu/centers/alliance/global-business-ethics-teaching-workshop>

## 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.



The focus of the May 2013 Symposium was “Responsibility & Accountability in Managing Organizational Integrity” and in 2014 we focused on integrated reporting. Both programs were held on the Bentley campus, with over 130 participants in each event from the academic, corporate, government and NGO worlds gathering to explore and discuss the challenges of the business world.



### *Progress and AY2014-15 Goals*

Planning for the 2015 program is currently in progress. The general theme of the symposium will focus on sustainability and responsible management in a Scandinavian context. The planned program, which will be another PRME-sponsored event, will be held in partnership with the Copenhagen Business School in Denmark June 2015.

Symposium programs and themes to date:

- **2014 Symposium:** “The Opportunities and Challenges of Integrated Reporting: Stakeholder Perspectives in a Global Environment”
- **2013 Symposium:** “Responsibility & Accountability in Managing Organizational Integrity.”
- **2012 Symposium:** “The Future of Capitalism: Ethics, Sustainable Practice & the Global Economy”
- **2011 Symposium:** “Stakeholder Engagement in Practice: Global Challenges, Possibilities, and Limitations” (in partnership with Euromed Management, in Marseille, France).
- **2010 Symposium:** “What is Sustainability? Differing Perspectives on Sustainable Business Practice in the Global Context”
- **2009 Symposium:** “Building Responsible Global Cultures: The Role of Ethics, Corporate Social Responsibility and Sustainability.”
- **2008 Symposium:** “Ethics, Governance and Enterprise Risk Management: A Global Perspective.”
- **2007 Symposium:** “Business Ethics and Corporate Social Responsibility: Different Sides of the Coin? A Comparison of European and North American Perspectives” (in partnership with the Universidad Pontificia Comillas, in Madrid, Spain).

- **2006 Symposium:** “Corporate Social Responsibility in the 21<sup>st</sup> Century: Coping with Globalization.”
- **Inaugural 2005 Symposium:** “Ethics and Risk Management in a Global Environment.”



Keynote Speaker **Fredrik Gjerstad**, *Senior Vice President and Head of Investment Risk Management, State Street Global Advisors*, during the 2013 symposium.

Complete information on the Symposium series, with *Proceedings* of the programs, can be found at:

<http://www.bentley.edu/events/symposium>

## CENTER FOR WOMEN AND BUSINESS

Bentley’s Center for Women and Business partners with **The Boston Club** to produce an annual report tracking the status of women serving as corporate board directors and as corporate officers. For the last three years, the Center has also conducted the analysis and assisted with programming for the non-profit organization, 2020Women on Boards to raise awareness of the need for more women directors.

Following its successful workshop on Engaging Men in the Advancement of Women, the Center is taking its message on the road. It partnered with Columbia University in New York City and has plans for additional locales in the United States and abroad. The key message is that businesses will not be competitive or sustainable without effectively using female talent, especially when women receive the



majority of college degrees. Men in positions of power are the key to removing biases and barriers to tapping that talent.

The Center continues its practice of hosting roundtable peer exchanges. On two occasions CEOs gathered to discuss challenges and promising initiatives for retaining and advancing women in their organizations. HR and diversity peers met to discuss what's working, what's not and what is needed. Future gatherings are planned for those running women's initiatives and for middle managers.

## ASPEN UNDERGRADUATE BUSINESS EDUCATION CONSORTIUM

Bentley University is part of the Aspen Institute's Business Education Consortium, focused on "Rethinking Undergraduate Business Education." The goal of the initiative is to more fully prepare students for lives as responsible, engaged citizens, with a fuller understanding of the role and place of business in larger institutional contexts.

Bentley is one of 39 colleges and universities that have committed to developing and sharing curricular and co-curricular ideas that tie liberal arts and business education together in ways that resonate for students – and for their employers. The Consortium also has a strong action learning component: as part of participation, each school is taking on a pilot project that attempts to further the integration of liberal learning and business education. Bentley committed to exploring different ways to encourage multidisciplinary courses and modules



Participants at the 2013 Consortium meeting at the University of Denver.  
Bentley professor **Tony Buono** speaking at the closing luncheon.

## *Progress and AY2014-15 Goals*

A team of Bentley faculty have participated in all three of the Aspen Consortium meetings. At the March 2013 meeting at the University of Denver, **Tony Buono**, professor of Management and Sociology and director of Bentley's Alliance for Ethics & Social Responsibility, **Gesa Kirsch**, professor of English and director of the Valente Center for Arts & Sciences, and **Rick Oches**, professor of Geology and chair of Bentley's Natural and Applied Sciences Department, gave a presentation on integrating the Arts &

Sciences in Business Education through faculty collaboration facilitated through interdisciplinary centers and alliances.

At the June 2014 meeting at the University of Richmond, **Cynthia Clark**, Associate Professor of Management and the new director of the Bentley Alliance for Ethics and Social Responsibility, **Juliet Gainsborough**, Associate Dean of Arts and Sciences, and **David Szymanski**, Assistant Professor of Natural and Applied Sciences, lead a roundtable discussion of Bentley's pilot program combining arts and science courses and business courses into integrated course clusters. Examples of these "fusion courses" include "Faction and Friction: The Politics of Economic Policymaking," combining an introductory American politics course with a macroeconomics course and "Management, Movies, and Freud," combining a management course with a cinema course.

Building on this work, we plan to continue offering more fusion courses, including one that combines a finance course and history course, "Hi-Fi: Capital Markets and the Origins of the American Century." We expect to be able to share more of what we have learned from offering these kinds of courses at the next convening of the Aspen Consortium in 2015. In addition, the Department of Natural and Applied Sciences, which has been actively involved in the past two Consortium meetings, will have an exciting cross-university initiative to share focused on their work with natural sciences and business faculty at several other campuses on cross-division teaching initiatives.





For questions or additional information on the Bentley University UNGC and PRME initiative and/or the combined AY2012-14 Communication on Engagement and Sharing Information on Progress Report, please contact:

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