BENTLEY UNIVERSITY
Sharing Information on Progress
Academic Year 2010-11
United Nations Global Compact Academic Network

PRIME Principles for Responsible Management Education
Bentley University, as a member of the United Nations Global Compact 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 commitment to ethics, social responsibility, service, and sustainability that grew out of the intersection of business and the arts and sciences. The emphasis on business ethics emanated from the Philosophy Department, which launched the Center for Business Ethics in 1976, 35 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. The Alliance for Ethics and Social Responsibility facilitates the collaboration of these institution-wide initiatives, working to inform what we research and teach, and how we operate as an organization.

This report is our fifth communication, Sharing Information on Progress (SIP) on activities and initiatives during the 2010-11 academic year. It is a reflection of our ongoing commitment to provide an annual update on our efforts to meet the six PRME principles. Building on our previous Communication on Progress (COP) and SIP reports, this year’s summary includes comparative assessments with earlier efforts, with an emphasis on learning and continuous improvement in our endeavors.

Gloria C. Larson
President, Bentley University

THE BENTLEY ALLIANCE FOR ETHICS & SOCIAL RESPONSIBILITY (BAESR)

Building on the institution’s long-standing commitment to ethics, civic engagement, and social responsibility, over the past year BASER continued to develop an explicit focus on sustainability and sustainable business practices. Now entering its eighth 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 and applied transdisciplinary 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 responsive corporate citizenship among our students.

• Work closely with external organizations – partnering with academic and professional associations, corporations and not-for-profit organizations in pursuit of these goals.

---

The 2010-11 Bentley Alliance for Ethics & Social Responsibility

This initiative continues to reflect the UN Global Compact’s call for: (1) 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 PRME.

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 2010-11 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 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.
  
  [www.bentley.edu/cbe](http://www.bentley.edu/cbe)

- **Bentley Service-Learning Center**: Established in 1990, the BSLC, which has built an international reputation (recognized by US News & World Report), seeks to promote academic learning, to develop socially responsible working professionals, and to assist community partners in serving the human needs and interests of their constituencies. The BSLC has continued to expand its international programs for Bentley study abroad programs through service-learning partnerships with the Quinn School of Business at University College Dublin (Ireland), Bond University (Australia), University of Manchester (UK), the Mmofra Trom Project (Ghana), and the Lorenzo de’Medici Institute (Italy).
  
  [www.bentley.edu/service-learning](http://www.bentley.edu/service-learning)

- **Women’s Leadership Institute**: The WLI was established in 2003 with a grant from the Patrina Foundation. The Institute works to shape business education and practice as they relate to ethics, social justice and cultural diversity, with a particular mission of promoting the advancement of women in leadership positions throughout the professions. The WLI has a two-fold mission: to empower women to achieve personal and professional success as they advance into leadership positions, and to shape a generation of women leaders who are ethically and socially responsible as well as fully prepared for the challenges and opportunities presented by the global business environment.
  
  [www.bentley.edu/wli](http://www.bentley.edu/wli)

- **Valente Center for Arts & Sciences**: Newly 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 arts, sciences and business, supports individual scholarship and encourages cross-disciplinary discussion and research. Over the past two years, the Valente Center has hosted postdoctoral and visiting fellows from Germany and Italy, and this coming spring semester will host an internationally recognized Cairo-based social entrepreneur.
  
  [www.bentley.edu/arts-sciences-center](http://www.bentley.edu/arts-sciences-center)
Progress and AY2011-12 Goals
Continuing to support a broad series of programs and activities across the institution, this initiative has significantly raised the visibility of ethics, corporate social responsibility, service and civic engagement, and sustainability across the university.

The main set of goals for AY2011-12 reflects our commitment to continue working on expanding 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.

This coming year our Women’s Leadership Institute will be going through a major transformation, being restructured as the Center for Women and Business. The mission of the Center will focus on developing effective ways to realize the goal of shared collaborative leadership among women and men as we confront the challenges in today’s global marketplace. The new Center will be directed by Betsy Myers, a noted leadership expert and author of Take the Lead (Atria Books, 2011).

PARTICIPATION IN UN PRME INITIATIVES
As part of our commitment to the PRME initiative, Bentley was actively involved in PRME meetings and Working Group activities over the past academic year:

- At the European Foundation for Management Development (EFMD)-PRME Summit in Brussels this past June, 2011, Anthony F. Buono, Coordinator of the Bentley Alliance for Ethics and Social Responsibility, served as a panelist on “PRME Principle #3: Methods.” The theme of the meeting was Partnership in Responsibility: Embedding the Principles for Responsible Management Education in Support of the Corporation of the 21st Century.

- Buono was also the keynote speaker at the 1st Australian-New Zealand PRME Forum held at the Australian Business School, University of New South Wales in Sydney in July. The focus of his talk was “The Organizational Change Challenges of PRME.”

- As part of the 2011 Academy of Management meeting in San Antonio, Texas in August, Buono was a presenter in a jointly sponsored Professional Development Workshop (Management Education, Organization Development and Change, Social Issues in Management) on “Where West Hears East: Context-Sensitive and System-Wide Management and Business Ethics Education.” The focus of his remarks was on “Strategies for Implementing PRME,” drawing on Bentley’s experience.
• **Buono**, who is a member of the “Sustainable Leadership in the Era of Climate Change” working group, is also a member of the Working Group on “Guidelines for Academic Institutions in Implementing the Principles of the UN Global Compact.” This past year, the Climate Change Working Group has focused on its role in the upcoming 3rd Global Forum on PRME, to be held in Rio in June 2012. The Working Group on Academic Institutions created the *Guide for the Implementation of the Global Compact in Institutions of Higher Education*, which will be formally presented at the Rio Forum.

![Tony Buono](image)

**Tony Buono**

1st Australian-New Zealand PRME Forum, July 2011

• **Pat Flynn**, Trustee Professor of Economics and Management, is one of the coordinators and a steering committee member of the PRME Working Group on Gender Equality. The Working Group is in the process of developing a repository with links to the various gender-related curricula and research resources that will be highlighted at the UN PRME Global Forum in Rio in June, 2012.

• **Bentley’s 7th Global Business Ethics Symposium**, which was held in partnership with Euromed Management in Marseille, France in May 2011, was a PRME co-sponsored event. The theme of the day-long symposium was “Stakeholder Engagement in Practice: Global Challenges, Possibilities, and Limitations.”

**AY2011-12 Goals**

Bentley plans to have a strong presence at the 2012 PRME Global Forum, sharing various outputs from the “Sustainable Leadership in the Era of Climate Change,” “Guidelines for Academic Institutions in Implementing the Principles of the UN Global Compact,” and “Gender Equality” Working Groups.

The 8th Global Business Ethics Symposium will also be a PRME co-sponsored event, this coming year focused on “The Future of Capitalism: Ethics, Sustainable Practice, and the Global Economy.” The 2012 program will be held on the Bentley campus in Waltham, Massachusetts.

Finally, Bentley is planning to serve as one of the pilot schools in the implementation of “Guidelines for Academic Institutions in Implementing the Principles of the UN Global Compact” during 2012.
<table>
<thead>
<tr>
<th>Principle</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principle 1: Purpose</td>
<td>7</td>
</tr>
<tr>
<td>Principle 2: Values</td>
<td>26</td>
</tr>
<tr>
<td>Principle 3: Method</td>
<td>37</td>
</tr>
<tr>
<td>Principle 4: Research</td>
<td>40</td>
</tr>
<tr>
<td>Principle 5: Partnership</td>
<td>47</td>
</tr>
<tr>
<td>Principle 6: Dialogue</td>
<td>55</td>
</tr>
</tbody>
</table>
### PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

<table>
<thead>
<tr>
<th>Principle 1</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

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, 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 2015 cited and pledged their commitment to these beliefs during the opening convocation ceremony.

[www.bentley.edu/shandbook/index.cfm](http://www.bentley.edu/shandbook/index.cfm)

### 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 throughout the university. 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 behavior as part of business education and subsequent practice.
Ellen Snedeker, a senior lecturer in the Law, Financial Planning, and Taxation (LFPT) Department is our current academic integrity coordinator (AIC).

Progress and AY2011-12 Goals
In Fall 2010, Bentley’s Academic Integrity Coordinator and two students attended the annual international conference of the Center for Academic Integrity (CAI) in California, where they presented a seminar on “Academic Integrity, Ethics and Service-Learning.” In her AIC role, she developed and taught seminars to over 1,000 entering students on Bentley’s AI policy and procedures.

Looking ahead to AY 2011-12, under Snedeker’s leadership, the AI System will be going through a major review, updating its policies and procedures, and further institutionalizing its role on campus.

www.bentley.edu/alliance/acadintegrity.cfm

CIVIC LEADERSHIP: SERVICE-LEARNING, THE GRADUATION PLEDGE
ALLIANCE AND NET IMPACT
Students also have the opportunity to directly immerse themselves in the surrounding community through the Bentley Service-Learning (S-L) Center, the Civic Leadership Program, and, at the graduate level, our Net Impact chapter.

Service-Learning Program
The Bentley Service-Learning Center (BSLC) promotes academic learning through service in the surrounding 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 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) reflection and other assignments that promote greater student understanding of both the subject matter and 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. Additionally, BSLC has established a technology partnership with the Waltham Public Schools. During the last several years, as a result of the efforts of BSLC students and the contribution of computer equipment by Bentley University, computer labs have been designed, built and staffed at the MacArthur, Whittemore, and Fitzgerald elementary schools in Waltham. BSLC students are currently designing, building, and staffing a new lab at Waltham’s Fitch Elementary School.
Community Partners
Our local S-L Community partners for AY 2010-11 included:

<table>
<thead>
<tr>
<th>Afterschool Programs</th>
<th>Computer Assistance Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Fitzgerald Drama Program</td>
<td>• America Clicks!</td>
</tr>
<tr>
<td>• Chesterbrook Afterschool Program</td>
<td>• Charles River Public Internet Care</td>
</tr>
<tr>
<td>• Waltham Boys and Girls Club</td>
<td>• Skills For Life</td>
</tr>
<tr>
<td>• Watertown Boys and Girls Club</td>
<td></td>
</tr>
<tr>
<td>• Waltham Home Suites</td>
<td></td>
</tr>
<tr>
<td>• Woburn Boys and Girls Club</td>
<td></td>
</tr>
<tr>
<td>• Waltham Day Care</td>
<td></td>
</tr>
<tr>
<td>• Salvation Army After-school Program</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ESL Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Creative Starts</td>
</tr>
<tr>
<td>• English Language Learners</td>
</tr>
<tr>
<td>• Home Suites</td>
</tr>
<tr>
<td>• Power Program ESL Tutoring</td>
</tr>
<tr>
<td>• Pax Populi English Tutoring</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mentoring/Tutoring Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 2+2=5: The power of Teamwork</td>
</tr>
<tr>
<td>• A Step Ahead</td>
</tr>
<tr>
<td>• America Reads</td>
</tr>
<tr>
<td>• Anti-Bullying</td>
</tr>
<tr>
<td>• Book Worms</td>
</tr>
<tr>
<td>• Case Guatemala</td>
</tr>
<tr>
<td>• Character Matters</td>
</tr>
<tr>
<td>• Edinburg Center</td>
</tr>
<tr>
<td>• Fitzgerald Math Program</td>
</tr>
<tr>
<td>• For the Love of Numbers</td>
</tr>
<tr>
<td>• Mac Math Masters</td>
</tr>
<tr>
<td>• Minute Man Arc</td>
</tr>
<tr>
<td>• Mary's House</td>
</tr>
<tr>
<td>• Project Eye-to-Eye</td>
</tr>
<tr>
<td>• Edinburg Center</td>
</tr>
<tr>
<td>• Waltham Day Care Center</td>
</tr>
<tr>
<td>• Waltham Family Schools</td>
</tr>
<tr>
<td>• Waltham YMCA Teen Afterschool Prgm</td>
</tr>
<tr>
<td>• Work, Community, Independence (WCI)</td>
</tr>
</tbody>
</table>

BSLC students also participate in two specialized programs funded by government agencies. Accounting students play a lead role in the Voluntary Income Tax Assistance (VITA) program and help staff the Bentley Low-Income Tax Clinic. Other students staff the Bentley Consumer Action Line (BCAL) operated in conjunction with the Massachusetts Attorney General’s Office and Bentley’s Law, Taxation & Financial Planning Department.

During the past academic year, once again, roughly 1,400 students and over 75 faculty members worked with over 30 community partners in service-learning projects.

Student-Led Anti-Bullying Program
Bentley students and faculty, in cooperation with the Bentley Service-Learning Center, launched an anti-bullying campaign that extends from campus into local schools and nearby communities. Designed to be run by students, the One Goal, One Community: Moving Beyond Bullying and Empowering for Life initiative is focused on educating community members and
Students, faculty and administrators from Bentley University and Milton High School gather at Milton High School to lead their anti-bullying rallies.

soliciting their commitment to help change behaviors and put an end to bullying. As part of the effort, Bentley student leaders have been trained to lead anti-bullying programs for schools, organizations, parents, and teachers that provide the tools needed to develop a stronger support system and a proactive environment. Schools across the country have recognized the need to develop anti-bullying initiatives, yet the challenge lies in implementing such programs.

The One Goal, One Community program was established in April 2010 at Bond University in Australia by Associate Professor of Management and Director of the Bond University LEAP Research Centre, Dr. Amy Kenworthy. A Bentley alum, Kenworthy brought Bentley service-learning student Sarah Benson on to help her grow the program while she studied abroad at Bond. Upon Benson’s return to Bentley she began leading the charge to replicate the program internationally.

One of Bensons’ goals in bringing the initiative to Bentley was to have 20,000 community members sign the pledge against bullying by May 2011. Students at Bentley kicked-off their commitment to stand against bullying with a rally on campus in October. Hundreds of students attended and signed the pledge.

Milton, Massachusetts was the first community to participate in Bentley’s anti-bullying program. November 2010, Bentley students and Bentley Psychology Professor Greg Hall presented workshops on bullying and cyber-bullying to parents and teachers, providing them with the skills they need to recognize, prevent and act on bullying. The program included an overview on bullying and its impact, with break-out sessions designed specifically for the parents of elementary, middle school and high school students. In the Waltham community, a team of students reached out to key community organizations including the Waltham Police Department, Boys and Girls Clubs, non-profit organizations and local businesses, which have all committed to support the One Goal, One Community program.

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
Pax Populi English Tutoring
As an illustration of these programs, this past year Bentley students tutored 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 engage American and international communities more readily, and for both tutors and students to learn about each other’s culture and life experiences.

The Ghana Service-Learning Project and the United Nation Commission on the Status of Women
The Ghana Project (see Principle 5 on Partnerships for additional detail) is refining its strategic plan and solidifying plans to support an increased number of students for an 8-week Global Social Responsibility Practicum.

An exciting new opportunity emerged as a result of Professor Diane Kellogg’s relationship with the Virginia Gildersleeve International Fund (VGIF). Virginia Gildersleeve was one of four women who signed the original U.N. Charter in the 1940's, and her legacy has resulted in a foundation that supports small projects for women in the developing world wanting to improve their economic status. Kellogg was invited to attend as an observer to the VGIF Workshop held during the U.N. Commission on the Status of Women meetings held in New York City in late February, where women from the developing world were given guidance in how to write VGIF proposals. As a result, Bentley students will be trained to assist women in the developing world to develop appropriate proposals to submit to VGIF.

A second opportunity emerged through Bentley’s membership in the Higher Education Alliance for the United Nations because The Ghana Project was recognized as a program that worked toward the UN’s Millennial Development Goals to reduce poverty and increase the number of children who received an education. Students from other HEA schools that do not have programs in Africa were invited to apply for Bentley’s 8-week Practicum. Virginia State University, Morgan State University and Albany State University each registered one student who joined Bentley students for Summer 2011.

Progress and AY2011-12 Goals
Bentley partnership with City Year continued its “give-a-year” scholarship program for Bentley students (the program is discussed more fully in Principle 5: Partnership). The program allows selected students to take a year away from their academic studies to work as tutors and mentors in urban school systems at one of 21 locations across the United States. These students receive a $20,000 scholarship to complete their studies upon their return to campus after the year of service. In 2008-2009, the first year of the program, two students were selected; five additional students were added to the program in AY 2009-2010 for assignment in AY2010-2011.

This past year Franklyn Salimbene, Senior Lecturer in Law, stepped down as director of Bentley’s Service-Learning program, and Edward Zlotkowski, the founding director of the Center, assumed the leadership role. The service-learning program will be going through a major evaluation over the next academic year, focusing on ways to enhance the learning experience for our students and community partners.

www.bentley.edu/service-learning
**Volunteer Income Tax Assistance (VITA) Program**
Each year as part of our S-L program, Bentley undergraduate students, under the direction of graduate tax students and Bentley tax faculty, offer free tax return preparation for residents of Waltham, our local community, and surrounding communities. This was the 13th 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 a Saturday 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. 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 liability is as low as possible or their refund is as large as possible.

[www.bentley.edu/service-learning/programs/volunteer-income-tax-assistance.cfm](http://www.bentley.edu/service-learning/programs/volunteer-income-tax-assistance.cfm)

**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 see: [www.graduationpledge.org](http://www.graduationpledge.org).

**Progress and AY2011-12 Goals**

To date, over 180 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.

**Net Impact**

As the BCLP/Graduation Pledge program is focused on undergraduates, one of our goals for AY2009-10 was to establish an active Net Impact chapter on campus for our MBA and MS students. In 2009, Bentley launched a Net Impact (NI) chapter, the international nonprofit organization with a mission to inspire, educate, and equip individuals to use the power of business to create a more socially and environmentally sustainable world. In its first year of operation, the chapter co-sponsored several events, including the 2010 TIME Leadership Forum and the 2nd International Research Conference on Conscious Capitalism.

**Progress and AY2011-12 Goals**

Now that the Net Impact chapter has been established, the goals for the upcoming year focus on institutionalizing the program and continuing to involve our NI students in events and activities across campus.

**Bentley’s Policy Toward Members of Disadvantaged Communities**

The University continues to have a number of programs and offices that focus on the needs of the entire community, with an emphasis on historically disadvantaged groups. Our Office of Disability Services, for example, is committed to providing equal educational opportunities for students with disabilities. 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. [www.bentley.edu/counseling/disability_services.cfm](http://www.bentley.edu/counseling/disability_services.cfm)

**Diversity**

Bentley also runs a series of diversity workshops and retreats. Sponsored by Bentley’s campus Diversity Program, these training programs include a 2-day diversity retreat, follow-up workshops, and “Ally” workshops (introducing participants to being an “ally” on sexual identity issues). This initiative is further supported by University’s Diversity Council, which facilitates the use of diversity-related data to inform decision-making on campus, helps to coordinate and develop diversity-related education and training for students, faculty and staff, encourages the alignment of institutional systems and practices with diversity objectives, and represents the university to external audiences on diversity related matters. [www.bentley.edu/diversity/index.cfm](http://www.bentley.edu/diversity/index.cfm)
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.

www.bentley.edu/multicultural-center/index.cfm

**Progress and AY2011-12 Goals**
The University’s ongoing commitment to diversity has resulted in a broad array of accomplishments across campus, continuing work on these initiatives during the upcoming academic year:

- The Undergraduate Curriculum requires exposure to diversity for all students through the required First Year Seminar, Diversity and International course requirements, and the new General Business core.
- Diversity programming on campus is frequent, deep and broad, including speakers, events and activities.
- Offices, programs and affinity groups provide substantial support, for example, the Multicultural Center, International Services, Spiritual Life Center, Disability Services, LGBTQ@Bentley, Women’s Center, and Faculty and Staff of Color.
- The Diversity Council, comprised of staff and faculty members who have explicit responsibility for diversity issues, meets regularly to facilitate communication, collaboration and input to senior administration
- Key Student Groups, including resident assistants in the residence halls, first year seminar facilitators, and orientation leaders, are provided training/development opportunities related to diversity.
- Ally Workshops for Sexual Orientation are also offered several times each year.

The Bentley Diversity Council also invites proposals from students, faculty, staff and alumni for Diversity Mini-Grants. The purpose of this program is to support activities, not funded through other budgets, which contribute to Bentley being a place that values the diversity of its people. Projects supported by these grants focus on making the Bentley culture healthy in relation to differences of race, nationality, gender, religion, sexual orientation, (dis)ability, class, age and/or other key differences.

With respect to our ALANA representation on campus, our goals include:

- Increasing the number of ALANA faculty.
- Increasing the degree to which Bentley is known among qualified ALANA candidates as an institution that actively seeks and supports faculty diversity.
- Developing and implementing a Visiting Professor Program.
- Increasing the number of ALANA graduate students in both the part and full-time programs.
- Continuing to identify outstanding ALANA candidates for our PhD program.

**ETHICS POLICY AND UNIVERSITY-WIDE ETHICS COMMITTEE**
Bentley expects all members of the campus community – students, faculty and staff alike – 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

**SUSTAINABILITY**

*Amanda King*, Bentley’s Manager of Sustainability, continues to guide the university’s efforts to achieve carbon and ecological footprint reductions per the university’s Climate Action Plan, which was finalized in January, 2010. The carbon footprint target reductions laid out the Climate Action Plan are as follows:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Reduction Over FY 2008 Base Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>50%</td>
</tr>
<tr>
<td>2020</td>
<td>70%</td>
</tr>
<tr>
<td>2030</td>
<td>100%</td>
</tr>
</tbody>
</table>

Thus far we have achieved a 7% reduction in our carbon footprint. At the date of submission of this report, an updated carbon footprint for FY2011 (July 1, 2010 – June 30, 2011) was not yet complete. Forty-eight percent of Bentley’s greenhouse gas emissions are attributable to electricity used in campus buildings. As such the Bentley Office of Sustainability and Facilities Management have focused their efforts on energy efficiency projects across the campus.

Carbon footprint reductions have been achieved via a threefold effort by the Office of Sustainability and Facilities Management which includes energy efficiency upgrades to campus buildings, continuous upgrades of the energy management system (EMS) and community outreach to encourage students, faculty and staff to adopt energy conservation habits.

Bentley’s Facilities Management Department continued EMS upgrades projects, which included:

- Adding occupancy sensors for lighting and HVAC systems in academic/administrative buildings and residence halls
- Adding digital controls to HVAC systems which allows the Energy Systems Engineer greater ability to schedule buildings (such as relaxing the cooling set-points overnight so that air conditioning and heating systems aren't running full blast in a building that is unoccupied).
Facilities Management has also worked continuously to upgrade light fixtures to the most efficient models available and is installing Energy Star rated windows during window replacement projects. The Office of Sustainability continues to work with student Eco-Reps, faculty and staff Eco Reps, and the student-run Bentley Green Society to promote energy conservation awareness.

**Sightlines, LLC**

Sightlines, LLC assists the Office of Sustainability in calculating the university’s carbon footprint every year. The firm also measures, monitors, and benchmarks the carbon footprint of over 50 higher education institutions in the United States. In the FY2010 benchmark, Bentley outperformed both its peer group (institutions of similar size, operation and complexity) and the majority of schools in Sightlines’ database (despite size and complexity differences). Bentley’s energy consumption and gross greenhouse gas emissions per square foot of built space are far below the peer and database average. The University’s greenhouse gas emissions per student are also far lower than both peers and the database average. These measures are indications of energy efficiency on the Bentley campus.

**Sustainability Policies for the University**

The Office of Sustainability drafted the following policies and submitted them to the Sustainability Task Force during the Fall 2010 meeting for approval. All policies were approved with minor changes:

- “No Idling” policy for campus vehicles, delivery trucks and buses.
- “Green Cleaning Policy and Procedures”
- “Recycling Policy and Procedures”
- “Temperature Policy”

**Student Engagement**

The Office of Sustainability continues to work with student groups such as the Student Government Association, student Eco-Representatives and the Green Society on student engagement in sustainability initiatives on campus. The Manager of Sustainability meets weekly with the Presidents of each organization (the “Green Team”) to facilitate collaboration on sustainability programs across student groups.

**Faculty and Staff Engagement**

The Office of Sustainability started a Faculty/Staff Eco-Rep program to engage faculty and staff in sustainability initiatives. The Manager of Sustainability is leveraging faculty and staff Eco-Reps to set up “Recycling Lunch and Learn” presentations, which allow the Manager of Sustainability to meet with various university departments face-to-face to provide information on the recycling program and answer questions about sustainability initiatives.

**New Website, Increased Social Media**

Over the past year Manager of Sustainability has worked to develop a new sustainability website which provides an in-depth look at Office of Sustainability initiatives. In summary the website provides:

- transparency into sustainability initiatives;
- resources for the campus community to get involved in sustainability projects;
- answers to simple questions like “where can I recycle batteries”
- details on sustainability in the curricula; and
- career advice and resources for students interested in sustainable business.
The new website was launched on Earth Day (April 22):

http://sustainability.bentley.edu/

**Green Career Services**

Over the past year, Bentley students have increased requests for information on careers in sustainable business. In response to these requests, King worked unofficially as a career counselor for numerous students interested in summer internships and full-time positions.

During the summer of 2011 students she found and coached internships and full-time positions at the following companies and organizations: Mass Energy, Wagner Solar, ATDynamics (clean tech startup), SoLiCo (high efficiency lighting manufacturer), and 3BL Media (corporate social responsibility media outlet), among others.

In June 2011, King partnered with The Office of Career Services to address increasing student demand for information on green careers. The Office of Career Services has assigned one career counselor (Colleen Murphy) to be dedicated to careers in sustainability. Colleen Murphy and Amanda King have been working together to develop a network of green employers who are interested in recruiting Bentley students. Contacts include:

- Clean tech startup companies
- Renewable energy companies
- Sustainable business consulting firms
- Sustainable business associations (The Green Restaurant Association)
- The public sector (New York City Mayor’s Sustainability Office)

Students also have access to green career information on the Bentley Office of Sustainability website. The website provides students with a directory of potential employers and Bentley’s Green Career Guide which contains information for students on green career options by major (e.g., accounting students can consider positions in green cost accounting).

The Office of Career Services is providing full-time and internship positions on Bentley Link and will be teaming with King to offer three Green Careers Panels during the 2011/2012 academic year to educate students about their options in this field and expose them to local green business leaders.

**Give ‘N Go – “The Sustainable Move-Out Program”**

During the spring, King managed a team of seven student leaders and 60 volunteers in Bentley’s first sustainable move out program “Give ‘N Go.” Give ‘N Go was designed by King and a student team to address a long-time issue noted by students, faculty, and staff during “Move Out” in May – an incredible amount of usable items thrown into campus dumpsters. To combat this issue, in her role as Manager of Sustainability, King worked with a group of dedicated students to design a sustainable move out program that promoted the donation of usable materials to local charities via several drop off spots around campus. The program also supports reuse on campus as students are encouraged to swap donated items for anything they would like at the drop off locations. At the conclusion of the event all left over items are donated to local charities.
**Green Dining**

The Office of Sustainability has worked closely with Sodexo to initiate recycling programs in all kitchens and dining areas on campus. Sodexo staff members have been trained on recycling procedures and the areas are audited weekly by a Green Dining Intern to ensure compliance. Student Eco Reps are used to educate faculty, staff and students about proper recycling in dining areas.

**Recycling and Solid Waste Data – Annual Totals**

<table>
<thead>
<tr>
<th></th>
<th>Fiscal Year</th>
<th>2010</th>
<th>2011</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Single-Stream Recycling (does not include cardboard dumpsters)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sum</td>
<td></td>
<td>134.28 tons</td>
<td>158.73 tons</td>
<td>24 ton increase</td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td>13.43 tons</td>
<td>14.43 tons</td>
<td>1 ton increase</td>
</tr>
</tbody>
</table>

**Total Recycling (single-stream plus cardboard dumpsters)**

<table>
<thead>
<tr>
<th></th>
<th>Fiscal Year</th>
<th>2010*</th>
<th>2011</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum</td>
<td></td>
<td>N/A</td>
<td>203 tons</td>
<td>--</td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td>N/A</td>
<td>18.48 tons</td>
<td>--</td>
</tr>
</tbody>
</table>

**Municipal Solid Waste**

<table>
<thead>
<tr>
<th></th>
<th>Fiscal Year</th>
<th>2010**</th>
<th>2011</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum</td>
<td></td>
<td>N/A</td>
<td>1,427.48 tons</td>
<td>--</td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td>N/A</td>
<td>109.81 tons</td>
<td>--</td>
</tr>
</tbody>
</table>

**Note:** * Solid waste and cardboard dumpster data not collected for FY2010

**Note:** * Municipal Solid Waste (all trash collected in campus dumpsters)

**Note:** ** Solid waste and cardboard dumpster data not collected for FY2010
**Diversion Rate (amount of material diverted from the solid waste stream by recycling)**

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Diversion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2010</td>
<td>N/A</td>
</tr>
<tr>
<td>FY2011</td>
<td>13.69%</td>
</tr>
</tbody>
</table>

**Electronics Recycling**

<table>
<thead>
<tr>
<th>Date</th>
<th>Amount Recycled</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>Recycling event</td>
<td>4,341 lbs</td>
</tr>
<tr>
<td>August</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>September</td>
<td>1 bucket</td>
<td>Approx 55 lbs</td>
</tr>
<tr>
<td>October</td>
<td>1 bucket</td>
<td>Approx 55 lbs</td>
</tr>
<tr>
<td>November</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>December</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>January</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>August</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>March</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>April</td>
<td>2 buckets</td>
<td>Approx 110 lbs</td>
</tr>
<tr>
<td>May</td>
<td>3 buckets</td>
<td>Approx 165 lbs</td>
</tr>
<tr>
<td>June</td>
<td>1 bucket</td>
<td>Approx 55 lbs</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>Approx 4,785 lbs</td>
</tr>
</tbody>
</table>

A campus-wide *Speaker and Film series* on sustainability-related issues is also being planned for AY 2011-12.
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 Dr. 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 AY2011-12 Goals

In the 2010-11 academic year, there were 23 undergraduate papers and 23 graduate papers submitted. The winner of the undergraduate prize was Stephanie Ryan and the graduate student award was given to a coauthored paper by Anne Marie Warner and Iren Miteva.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Undergraduate Papers</th>
<th>Graduate Papers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2009-10</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2008-09</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>2007-08</td>
<td>21</td>
<td>4</td>
</tr>
<tr>
<td>2006-07</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>2005-06</td>
<td>27</td>
<td>9</td>
</tr>
</tbody>
</table>

A goal for the upcoming academic year is to expand the number of submissions at both the undergraduate and graduate levels.

BENTLEY MICROFINANCE INITIATIVE

The student-run Bentley Microfinance Club (BMC) 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. BMC 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.

This past year, the Club hosted a day-long seminar on “Investing in India’s Underprivileged,” with featured speakers from the Women’s World Bank, ACCION USA, MIT, the American India Foundation, and the William J. Clinton Fellowship.

From the beginning, the Bentley Microfinance Initiative has had a mutually beneficial collaboration with Bentley’s partnership with Mmofra Trom and the Ghana Project (see page 52 of this report): 1) the program was an instrumental component of the first microfinance course (FI 333 Seminar in Microfinance); 2) 4 of the 14 Ghanaian summer interns are working with microfinance organizations; and 3) Diane Kellogg, head of the Ghana Project, serves on the Loan Approval Committee for BMC’s student-managed domestic fund.
**Progress and AY2011-12 Goals**

Goals for the next academic year are to continue the fundraising effort toward the $300,000 loan portfolio goal.

![Link to Bentley campus life](https://campus-life.bentley.edu/student-groups/microfinance-club)

**ILLUSTRATIVE STUDENT INITIATIVES**

**Ranfurly Home for Children: Bahamas**

As part of the 2011 Senior Class trip to the Bahamas, students collected donations for the Ranfurly Home for Children. Two options were available for donations from Bentley’s faculty and staff and departments: backpacks for teenaged children and a garden plot as part of the service project “Gardening for the Future.” Donations went toward the purchase of gardening equipment as well as sustainable fruits and vegetables which will be planted at the Ranfurly Home to provide a source of sustainable food for residents. Overall, more than $1,000 and over 140 pounds of donated supplies and items were collected for the children of the Ranfurly Home.

**Enchanted Closet**

The Enchanted Closet is a new program on campus that aims to help underprivileged young women go to their school prom. Bentley students collected gown, shoe, and jewelry donations, and volunteered as advisors and makeup artists to run workshops for teenage girls in the surrounding community.

Eighty young women participated in the first event, participating in workshops focused on life after high school, creating resumes, budgeting, connecting to their “inner beauty,” and makeup. They also received gowns and accessories for their upcoming proms. The successful program is being planned again for spring 2012.

**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. Vulnerable children attending the Center’s K-9 school at no cost, do not have funds for going on to High School and University. As an after-school, after-homework art project, they string recycled-glass beads into elastic bracelets which 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.

![Welcome to the Mmofra Trom Bead Project](http://initiatives.bentley.edu/ghana/student-initiated-projects)
**Project Eye-To-Eye**

Project Eye-To-Eye is a national mentoring program that matches college and high school students with LD/ADHD, acting as tutors, 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” (projecteyetoeye.org).

Bentley is one of more than 20 colleges 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 Project Eye-To-Eye by spreading word of the program or joining the board of directors. The Bentley chapter of Project Eye-To-Eye works with 4th and 5th grade students at the MacArthur Elementary School in Waltham. 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 build confidence and self-esteem.

**Bentley Model UN**

The Bentley Model UN (BMUN) program is an organization of Bentley students interested in international affairs and 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 educational institute at the UN Headquarters; 2) encouraging and supporting Bentley students as they participate in collegiate Model UN conferences including in recent years meetings at Harvard University and McGill University; 3) organizing and running a one-day Model UN conference on the Bentley campus for approximately 300 Middle School students from throughout New England; and 4) organizing and running a three-day High School Model UN conference on the Bentley campus for approximately 100 students from schools along the East coast and including schools from Mexico and the Dominican Republic.

Approximately 30 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. The Bentley students organize the conferences and then preside over the sessions of the General Assembly, Security Council, and ECOSOC. These conferences enable students to learn about the United Nations and 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.

[http://student-organizations.bentley.edu/modelun/index.html](http://student-organizations.bentley.edu/modelun/index.html)

**Relief for Tuscaloosa, Alabama**

Bentley’s Gamma Phi Beta Sorority created a fund-raising drive the victims of the devastating tornado in Tuscaloosa, Alabama. Baby supplies, school supplies, clothing and toiletries, blankets, towels and raingear as well as monetary donations were provided to the Red Cross for the Tuscaloosa area.
CAMPUS-WIDE LECTURES AND EVENTS
A sample of campus-wide lectures and events focused on ethics, CSR, sustainability and civic engagement included:

SEPTEMBER 2010

- **No One Would Listen: The Whistleblowers' Story of the Bernard Madoff Fraud**
  Frank Casey, President (USA), Fortune Group, and Gaytri Kachroo, Founder, International Center for Corporate and Finance Ethics and Responsibility, shared their work in uncovering and litigating the biggest Ponzi scheme in history.

OCTOBER

- **Raytheon CEO Lecture Series in Business Ethics**
  The Center of Business Ethics hosts the Raytheon Lectureship in Business Ethics, highlighting respected corporate leaders of companies that have a manifest and deep-rooted commitment to doing business in the right way. Leading CEOs share their insights and ideas and engage in discussion about how the business community can and should achieve ethical excellence. The fall semester speaker was Andrew N. Liveris, President, Chairman and Chief Executive Officer of The Dow Chemical Company: “Ethics as a Business Strategy.”

- **The Political Climate and Climate Politics**
  David Goldston, Director of Government Affairs, Natural Resources Defense Council NRDC), has been at the center of national science and environmental policymaking for over 20 years. Among his notable accomplishments on and off Capitol Hill, he served as chief of staff of the U.S. House Committee on Science from 2001-2006 and was director of the Bipartisan Policy Center report “Improving the Use of Science in Regulatory Policy.” Before joining NRDC in 2009, he taught at Princeton and Harvard and his insider’s column “Party of One” ran in the preeminent science journal Nature from 2007 to 2009.

NOVEMBER

- **Doing Virtuous Business**
  Theodore Roosevelt Malloch, Research Professor, Yale University, aired his upcoming PBS documentary, *Doing Virtuous Business*, focusing on the ancient virtues once studied by Aristotle and other great minds in spiritual history and examining how these deeply respected concepts and beliefs are practiced within our contemporary business environment. Following the documentary, Malloch will join Doug Rauch, former President of Trader Joe's, Raj Sisodia, Professor of Marketing, and Tony Buono, Coordinator of the Alliance for Ethics and Social Responsibility, in a panel discussion on the issues raised in the documentary.

- **Leadership, Rhetoric and Ethics: Crossing Disciplinary Boundaries**
  Lena Lid Andersson, Stockholm School of Economics, focused on the role of leadership in today’s society. Among the questions she addressed are: How and why are individual leaders given importance? What leadership ideals exist in the international arena? Her work builds on two case studies: mapping of the eight General Secretaries of the UN and the life and leadership of Dag Hammarskjöld.
DECEMBER

- **Implementing a Sustainable Energy Future**  
  Christina Lampe-Onnerud, Founder and CEO of Boston Power, a well-known authority in the battery industry and sustainability innovator, has pioneered the use of lithium-ion and other materials to deliver more powerful, longer lasting, safer, cost-effective and environmentally sustainable batteries. She engaged the Bentley community in a conversation about sustainability, the importance of the alternative energy sector to the national and local economies, and the role of entrepreneurs in the development of alternative energy.

FEBRUARY 2011

- **Awakening the Dreamer, Changing the Dream Symposium**  
  The workshop, in partnership with the Pachamama Alliance, provides the opportunity to explore ways to make a real difference in accelerating the emergence of an environmentally sustainable, spiritually fulfilling, and socially just human presence on our planet. The program will examine: 1) our environmental, social, and personal well-being; 2) the underlying causes that led to our current imbalance; 3) new ways of relating with each other and with the Earth; and 4) the role we want to play in the world and our personal and collective impact.

- **Verizon Visiting Professorship in Business Ethics & Information Technology**  
  Inaugurated in 1999 with support from Verizon Communications, this annual series brings distinguished ethics professors to Bentley for a week to deliver a public lecture, make a number of class visits, and facilitate a faculty workshop. Within Bentley's technology-intensive learning environment, the Verizon Visiting Professor provides opportunities to explore ideas and develop academic thinking at the intersection of business ethics and information technology. This year’s scholar was Pat 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.”

APRIL

- **Raytheon CEO Lecture Series in Business Ethics**  
  The Center of Business Ethics hosts the Raytheon Lectureship in Business Ethics, highlighting respected corporate leaders of companies that have a manifest and deep-rooted commitment to doing business in the right way. Leading CEOs share their insights and ideas and engage in discussion about how the business community can and should achieve ethical excellence. The spring semester speaker was Steve Pagliuca, Managing Director, Bain Capital & Co-Owner of the Boston Celtics, “The Ethics of Teams: Playing Fair in Business.”

- **Confessions of a Lapsed Historian**  
  Dr. Eric Schultz, an experienced entrepreneur and senior executive, is currently President of Sensitech, a former "Inc. 500" company acquired by Carrier Corporation/United Technologies in 2006. He is also a Partner in the Ascent Venture Partners program. His non-profit work includes a current stint as Chairman of the New England Historic Genealogical Society, and as Director Emeritus of Brown Broadcasting Service (WBRU-FM). He is co-author of *King Philip's War: The History and Legacy of America's Forgotten Conflict*. He will talk about the value of the liberal arts in the business world.
The full list of speakers focused on ethics, civic engagement, social responsibility and sustainability for the 2010-11 academic year is available at:

www.bentley.edu/alliance/events.cfm
**PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION**

<table>
<thead>
<tr>
<th>Principle 2</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>

**REQUIRED CURRICULUM**

In addition to integration throughout the curriculum and a series of dedicated electives at both the undergraduate and graduate level, during AY2009-10 a new business core curriculum was launched with specific required offerings that included enhanced modules in the required courses. At the MBA level, all students take a required course on “Leadership, Ethics and Corporate Responsibilities,” which also has a Business Ethics and Social Responsibility Concentration. There is also a required course on “Ethics and Corporate Social Responsibility” in the PhD program.

In addition, PH 101 Problems of Philosophy continues to incorporate a significant focus ethics and ethical frameworks, with a special focus on business ethics.

The new 27-credit undergraduate business core is currently being rolled with an emphasis on the integration of ethics and social responsibility 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 Statistical Analysis of Business Data
- GB 214 Marketing-Operations Fundamentals
- GB 215 Human Behavior & Organizations
- GB 310 Business Processes & Systems
- GB 320 General Business Field Project
- GB 410 Global Strategy

**THE EMERGING LEADERS MBA**

Bentley is in the process of developing a new MBA program – the Emerging Leaders MBA – a two-year, full-time program designed for students with relatively little or no work experience, ranging from recent college graduates to those with perhaps four years of professional employment. The program is built on a solid disciplinary foundation upon which students can build, taking advanced courses and concentrations, in preparation for future organizational leadership.

In addition to basic business fundamental courses, students will be able to acquire valuable understanding of working in an international economy through the Global Business Experience. This required course, between the fall and spring semesters of the first year, comprises a ten day trip to an
international country where students visit with a series of companies and meet with business and government officials to further their global mindset and cultural awareness.

Four required courses will further provide a firm grounding in business, ethics and leadership. Three courses (Accountable Leadership, Global Strategy and Law, Ethics and Social Responsibility) prepare students for the Corporate Immersion Project course. In this course, faculty-supervised teams build upon what they have learned and apply consulting skills to define, analyze and recommend solutions for a clients’ strategic management problem.

Additional information on the program and its launch will be reported in our AY2011-12 SIP.

SUSTAINABILITY
Bentley is also in the process of developing an extensive curriculum focused on environmental science and global sustainability. A new graduate elective in our MBA program, MG799 “Business Sustainability” was introduced. A major component of the course was student team projects involving the creation of sustainability plans for local not-for-profit organizations. The team project reports are available at: www.bentley.edu/sustainability/sustainability-news.cfm.

At the undergraduate level, sustainability-related courses include:

- NASC111 – Green Biology
- NASE330 – Global Resources
- NASE334 – Energy Alternatives
- NASE334 – Energy Alternatives
- NASE352 – Air Pollution & Health Issues
- NASE360 – Solar Energy
- MA 227 – Mathematical Modeling in Environmental Management
- EC346 – Environmental Economics
- NASC112 – Environmental Chemistry
- NASE332 – Environmental Geology
- NASE337 – Global Climate Change
- NASE351 – Environmental Hazards
- NASE354 – Science of Sustainability
- HI 399 – U.S. Environmental History
- LA102 – Environmental Law
- LA109 – Current Issues in Labor & Environmental Law

A new undergraduate major in Sustainability Science is also under consideration.

ILLUSTRATIVE COURSES: MCCALLUM GRADUATE SCHOOL OF BUSINESS
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. This year’s report focuses on the Graduate School and courses offered during the 2010-11 academic year.

AC744 Internal Auditing: Course focuses on the duties and responsibilities of the Internal Auditor within the management team of the organization. Topics covered in this course include the organization of the Internal Audit Department, staff qualifications and development, long/short range audit plans, ethical responsibilities of the auditor, and the elements of the internal auditing process.

AC 730 Business Processes and Systems Assessment: Course covers the responsibility of companies and employees to operate and report on their business in a responsible manner. Relevant topics include Sarbanes-Oxley and related legislation, setting the “tone at the top,” the role of the external audit, designing and evaluating internal controls, and preventing identity theft of customer data.
AC766 Risk & Performance Management: The course presents techniques for identifying and measuring business risk and devising strategies incorporating risk analysis into strategic planning. Provides students with a framework to develop a company's enterprise wide-risk management process. The course ties strategic objectives, risks, internal controls, and critical success factors to business performance measurements to evaluate an entity's progress toward achieving strategic goals. Students investigate the design and implementation of a performance measurement system based on the entity's strategic plan, identifying relevant leading indicators and appropriate industry benchmarks. A comprehensive project provides students with experience in designing or evaluating a company's risk management system. Course uses balanced scorecard analysis, drawing in economic, social, organizational and environmental factors.

AC 793 Professional Accounting Research and Policy Formulation: Introduces graduate students to professional accounting research. Focuses on how research can help address measurement, uniformity and disclosure issues that regularly arise in business. Reviews and critiques research works and their implications for the practice of accounting. Investigates ethical perspectives and emerging professional issues. Evaluates policy formulation of professional accounting standards and their impact on business reporting. Students research, analyze, develop and present proposed solutions to accounting and related business cases found in practice using modern information technology resources. Emphasis is placed on individual ethics (cognitive developmental theory), professional ethics (AICPA Code of Conduct, ethics "bingo game"), corporate ethics, and the corporate ethics audit.

AC714 Business Reporting & Analysis: The course examines current financial reporting and disclosure practices and financial reporting trends. Develops the student's skills in financial reporting measures for solvency, earnings, investment and forecasting implications. Looks at internal measures useful for management decision-making. Discusses behavioral and social implications of internal and external reporting through use of current research findings.

AC773 Fraud and Forensic Accounting: The course focuses on complex frauds (including financial statement fraud, tax fraud and money laundering), and on non-fraud forensic accounting engagements (including cases of patent infringement, commercial damages, and anti-trust.) Covers related investigation methods and legal issues, valuation models, reporting and communicating findings, testifying as an expert witness, and other litigation advisory services. Emphasis is placed on student ability to demonstrate an awareness of ethical and legal issues related to fraud investigation and litigation services.

AC781 International Dimensions of Accounting: Course examines major international dimensions of financial and managerial accounting. Discusses national and cultural influences on accounting and on the accounting profession. Investigates financial regulation and varying financial reporting standards in selected foreign countries. Analyzes methods of translation and accounting for gains and losses from exchange rate fluctuations. Introduces students to managerial accounting issues raised by international business. As part of the course, students analyze foreign company sustainability reports.

CS801 Information Technology Management & Policy: This course explores the issues and approaches in managing the information systems function in organizations. It takes a senior management perspective in exploring the development and implementation of plans and policies to achieve efficient and effective information systems. The course addresses issues relating to defining the IT infrastructure and the systems that support the operational, administrative and strategic needs of the organization. Ethical considerations in IT management are emphasized in case analysis.
EC655 Economics of Globalization: Course focuses on developing a global perspective, with an emphasis on being able to understand and interpret events from around the world and to see how the world is connected, thus becoming a global citizen. Students will gain knowledge about important economic and social issues of globalization and acquire the skills necessary to make these connections. The course uses economic analysis to examine the controversial issues related to globalization and its consequences. One of the course objectives is to help students better understand the ethical aspects of globalization.

ETH 700 Ethical Issues in Corporate Life: Introduces principles of ethical thinking and applies them to situations and models for business decision making. Explores and analyzes business ethics issues relating to the nature of the corporation, work in the corporation, the corporation and society, and the development of the corporate culture. Provides a conceptual and systematic study of corporate ethics in an effort to develop consistent criteria for business ethics decision-making.

ETH 750 Managing Ethics in Organizations: The growth of the ethics officer profession has created the need for an executive development program designed specifically for ethics officers. This course provides practical advice and theoretical tools for creating an effective ethics and compliance program. The primary objective of the course is to achieve the Ethics and Compliance Officer Association's (ECOA) educational mission by providing more of the fundamental, theoretical knowledge and general skills that ECOA members themselves have discovered would facilitate carrying out their responsibilities. Offered each year since 1995, nearly 750 ethics and compliance officers and Bentley graduate students have completed this five-day course developed by Bentley’s Center for Business Ethics and the Ethics and Compliance Officer Association. The course offers a unique and time-tasted approach to addressing the issues facing ethics, compliance, and business conduct managers.

ETH 701 Business Ethics Internship: This field-based learning experience provides Bentley graduate students with the opportunity to (1) observe ethics and compliance practices, (2) apply and test the ethics/value concepts and methods learned in classes, (3) develop leadership skills, (4) test aptitude and personal preferences for various career directions, and (5) establish a basis for future professional employment. In order to receive academic credit, students must work 12-14 weeks at an organization suitable for the individual student’s field learning experience and complete specific requirements during the Internship, demonstrating the ability to apply and integrate business ethics strategies and concepts.

ETH 810 Research in Business Ethics: Allows students to develop specialized knowledge in business ethics by structuring and completing a faculty-supervised research project. This area of investigation is proposed in writing to a faculty supervisor by the student and must be approved by the supervisor and the program director. Students demonstrate research skills and technical competence through the presentation of a written report outlining the nature and significance of the project chosen and the resulting conclusions. The project may be completed in conjunction with an internship in a sponsoring company having an ethics program.

FI 640 Equity Valuation: Teaches students to value equity securities, starting with the top-down approach and industry analysis/forecasting. Examines valuation theory, models and applications. Students analyze the IPO process to gain a detailed understanding of equity market operation, issues that affect these markets and where they are headed. The course has an ethics and governance component and evaluation assignment.

FI735 Mergers and Acquisitions: This course examines the process by which mergers and other control changes take place and their role in the search for maximizing shareholder value. Two broad
course objectives include (1) developing an analytical framework within which value-enhancing deals can be designed and (2) using this framework to evaluate a series of real world transactions. Readings include Chase, et al’s *Journal of Business Ethics* article, “A Suggested Ethical Framework for Evaluating Corporate Mergers and Acquisitions.”

**FI751 International Financial Management:** This course covers topics such as the foreign exchange markets, interbank trading, government interventions, interest rate parity, purchasing power parity, covered and uncovered interest rate arbitrage, options in foreign currencies, exchange rate forecasting, foreign exchange exposure management, portfolio diversification across international capital markets and financing international trade. Course examines economic, social, ethical and cultural background of market participants, with a goal of understanding how these factors can affect international investment and project evaluation.

**FI685 Financial Strategy:** The course has three broad objectives: 1) examine a framework for formulating value-enhancing corporate strategies, both short term and long term; 2) study a variety of financial policies, and develop an understanding of how financial policy is an integral part of any value-maximizing corporate strategy; and 3) apply the value-maximization framework and tools to conduct an in-depth evaluation of corporate strategy for a selected firm. Various strategic decisions to create stakeholder wealth – going beyond shareholders per se – will be discussed through case discussions and analysis of actual companies. Analysis of financial decisions in a framework that views a business strategy as a series of options rather than a series of static cash flows is also discussed.

**FI787 Introduction to Large Investments & International Project Finance:** The course provides an overview of project finance employing the latest techniques for structuring transactions, including risk mitigation by financial intermediaries. The course stresses decision making and prioritization of tasks, policy formulation, the selection of world-class partners and on-the-ground operational skills necessary to ensure timely completion of construction, budget adherence and efficient start-up. Much of the course deals with risk and valuation concepts that are at the core of capital budgeting investment decisions. Additionally, we focus closely on the funding / financing and ethical decision making that must be thoughtfully coordinated with investment decisions. Students will develop a deeper understanding of foreign investment, country risk and cross border exchange analyses. Two case studies specifically stress a project's development impact which involves the International Finance Corp (IFC) as the IFC only supports projects that contribute to sustainable development -- and one of the key determinants of sustainability is the degree to which the project is "fair" to all parties involved. Another case raises critical ethical issues related to investment in developing countries. These cases assess not only private returns but also social returns as measured by the project's economic rate of return.

**FP 600 Professional Financial Planning Practice:** The course provides student with an understanding of the complex issues involved in financing planning for individuals. Students will learn financial planning strategies, research techniques and methods of analysis. The course will also assist students in identifying ethical issues that arise in the course of financial planning.

**FP 601 Investments and Capital Accumulation:** Explores tools and techniques central to personal investment planning. Students concentrate on developing the skills that guide financial planners in developing and monitoring client investment plans. Covers the investment decision process and its underlying concepts; financial markets; and the characteristics, analysis, valuation, taxation, and trading of various domestic and offshore investment alternatives. Introduces portfolio management and performance measures. In conducting relevant research and analysis, students use specialized information technology resources such as the college's Trading Room as well as public domain
databases. The ethical responsibilities of an investment planner and the role of the SEC in protecting investors and the integrity of the securities markets are integral elements of class discussion and assignments as is a comparison of ethics in academic and professional settings. Throughout the semester, students explore creative ethical solutions to potential pitfalls in investment planning.

**FP 620 Trusts, Gifts and Estates:** The course focuses on the planning, administration and taxation of trusts, gifts and estates. A focus throughout the semester is to assist students in identifying the ethical issues that arise in the course of estate planning.

**FP 705 Elder Planning Techniques:** This course deals with financial, legal and personal planning issues facing older Americans, not just senior citizens but their families as well. Retirement, health care, long-term care, asset protection, investments, income taxes, estate taxes, gift taxes, Social Security, housing, Medicare, Medicaid, estate planning and substitute decision making are some of the issues which affect our aging population which will be discussed in this class. The course will also assist students in identifying ethical issues that arise in the course of elder planning.

**FP 706 Psychology of Financial Planning:** The course is designed to assist students in understanding the psychology of money and wealth in order to enhance their client interaction skills during the process of personal financial planning. It provides an understanding of the money beliefs and skills possessed by clients requesting financial planning or wealth advising; clarifies the nature of different subgroups of clients based upon class, gender, age, wealth history in the family, and psychological characteristics; provides an overview of behavioral finance; teaches communication skills in the advising relationship; and, explains how to access resources and consultants to help clients with their money-related stresses. Analysis, critical thinking and ethics are integral elements of the course. The course will integrate and cover many of the communication skills advocated by the CFP Board in its Addendum to the 2006 examination topic areas.

**FP 710 Risk Management and Insurance:** Course offers a comprehensive understanding of insurance, including risks to be insured, levels of insurance, best products available, and key policy provisions. Covers types of insurance that include workers’ compensation, life, health, disability, personal liability, professional liability, and long-term care. Emphasizes protection and preservation of client assets, with additional focus on annuities, tax planning with life insurance, irrevocable life insurance trusts, estate liquidity and life insurance as an employee benefit. The course integrates case studies to bridge the gap between technical knowledge and a variety of real-world client situations. The course covers a broad range of ethical issues. Moral hazard, for instance, is examined for all insurance products that are covered (life, disability, health, vehicles, property/casualty). Course also covers the role of the CFP Disciplinary and Ethics Commission and FPA Ethics Review Board, addressing ethical issues throughout the CFP financial planning process.

**HF 700 Foundations in Human Factors:** Designing usable products and an effective user experience requires a deep understanding of the human behaviors underlying the user's interaction with the product or service. The course introduces students to applied theories relevant to the design of information products, technology systems, user interfaces and the larger user experience. Focus is placed on creating applications compatible with the user's goals and the strengths and weaknesses of the user's cognitive and perceptual systems. Course learning objectives include appreciating the potential de-humanizing aspect of technology and related ethical considerations and demonstrating sensitivity to the requirements of the global market.

**HF 720 Localization and the Global Market:** In today's global marketplace, long-term success requires a strategy for tailoring products to the requirements of the international community. This course introduces participants to the theory and practice of internationalizing all aspects of a
technology business, including documentation, training, user interface, and marketing. Moving beyond the simple translation of language, this course addresses internationalization from the more comprehensive perspective of cultural theory. The course begins by recognizing the ethnocentric biases that affect all aspects of information design, then proposes a strategy for creating a globalized core design for all aspects of the product line. Working from this globalized core, developers can more easily and economically tailor product design to serve the needs of a local community. The course will focus on the major markets for technology, medical and scientific products, including Japan, China, France, Germany and England.

HF750 Testing and Assessment Programs: The course examines the principles, methods and tools for addressing usability issues. Covers the principles and practices of the ethical treatment of human subjects in usability evaluations and the responsibilities of a human factors professional in regards to safeguarding the identity and data of participants. There is a required student class presentation on professional ethics. A major issue in this area is ensuring that business organizations that conduct usability evaluations have a written policy on ethical treatment and the human factors professional's responsibility to make sure the policy is created and followed. A related issue is the responsibility of human factors professionals to encourage the organizations they work for or consult with to make their products accessible to the widest possible audience. There is a class presentation and readings on Federal laws requiring accessibility to all products.

HFID799 Ethnography of Work for Design: This course introduces students to the ethnographic method of research, involving naturalistic inquiry aimed at capturing social phenomenon as they occur in a particular setting. Ethnographic approaches are increasingly being applied in the IT/IS field to achieve better technological designs, improve the user experience, and facilitate collaborative work. This course will introduce the student to the origins of the ethnographic method, its theoretical bases, strategies for successful ethnographic inquiry, and examine ethnographic studies of work and technological use have been used in a variety of business and organizational contexts. The course also focuses on ethical considerations in ethnographic research.

IDCC711 Argumentation Strategies for Business: This course is designed to develop in-depth oral presentation and critical skills in persuasion for a variety of business situations. The course will cover strategies for effectively advocating new proposals and defending current policies; addressing audience attitudes and concerns in formulating positions (discovering hidden agendas); establishing arguments through analysis and evidence; creating conditions for mutual persuasion; handling question and answer sessions; enhancing well-reasoned arguments and establishing tone through effective language usage; establishing personal credibility (reputation); and recognizing logical and psychological fallacies in arguments. Students will gain experience in thinking on their feet, as well as preparing coordinated sets of strategies for a team position defense and creating effective individual persuasive presentations.

IPM723 Information Security, Controls and Ethics: This course presents an overview of information security issues that must be addressed by organizations in today's ubiquitously networked environments. Specific coverage will include information security risks and related protection of data, networks and application software. While the primary focus is on how to protect organizational information assets, other topics will include strategic uses of security in business, the impact of security risk on various industries as well as the security and privacy rights and responsibilities of end users and home computer operators. The course is designed to help students think critically about the local, national and global information security and related ethical issues in our highly networked society.
**LA720 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, case studies, and ethical readings, the course will help managers to identify and deal with major legal issues, to avoid potential 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.

**LA725 Cyberlaw:** Electronic commerce has changed the laws relative to doing business in the online environment. This course will discuss and explain the latest cyberlaws that have developed by court decision, federal statutes and administrative rulings. Its major focus will be on such legal and ethical topics as online privacy policies relative to company e-mail, database information, business computer use, trademarks and online copyright protection.

**LA 730 Real Estate Law:** This course discusses and explains the latest trends in real estate law applicable to the management and development of real estate. It will examine the legal and ethical issues confronted by the manager/developer of small residential projects as well as large commercial projects. Students with no previous experience in real estate law will study basic principles and then expand that study to see how these principles impact the constantly changing real estate world. Topics to be explored include: residential and commercial leasing, security deposit issues, zoning law, environmental issues, and historic and green space issues facing the modern day developer. We will also take a look at condominium conversion including its impact on the residential leasing market and how best to mesh the two potentially competing interests.

**MG601 Competing in a Global Marketplace:** 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.

**MG 630 Interpersonal Behavior in Management:** Develops a conceptual foundation in the theory of interpersonal dynamics. Considers such topics as perception, personality, attitudes and interpersonal communication. Applies these models of interpersonal behavior to managerial and organizational issues. Enhances interpersonal competence, especially listening and assertiveness skills. Ethics is a subject woven throughout. It is most directly considered in learning about the self-concept and the application of values as part of developing interpersonal competence. It also comes into play with the concept of emotional intelligence and empathy in relations with others.

**MG632 Managing Effective Work Teams:** Purpose of the course is to help students manage and work effectively in teams and groups. Focus is placed on developing a greater understanding of task group dynamics, individual behavior on teams, and team management skills. Examines the ways in which team dynamics (as influenced groupthink, peer pressure, organization hierarchy, goals) can lead to flawed decision making, which is tied it into current ethical scandals. Focus is placed on the ways in which “good” people can make unethical choices when team dynamics do not promote effective discussion of tough issues.
MG 635 Negotiating: Ethical issues in negotiation are covered throughout the course and become particularly salient when the class discusses “dirty” negotiating tactics done by them or to them by other students. Emphasis is placed on ethical concerns regarding tactics used in negotiation, including the use of lies and deception, the total value one should take from a negotiation, and the impact of negotiations on third parties that are not directly involved in the particular negotiation. One of the required course books (G.R. Shell, *Bargaining for Advantage*, Second Edition, Penguin Books, 2006) devotes a full chapter to negotiating ethics and legal issues involving negotiation, which is highlighted in the syllabus. Emphasis is also placed on understanding fraud and the three fundamental schools of negotiating ethics identified in the Shell book.

MG640 Managing Collaborative Relationships: The course is rooted in collaborative business, an emerging discipline that enables individuals and organizations to effectively innovate and grow through collaborative networks. Students gain the mindset, skillset and toolset required to build trusting, purposeful, mutually beneficial collaborative relationships. Ethical issues underlying collaborative relationships are interspersed throughout. The course is oriented around current real-world experiences, through which students learn to: 1) identify, measure, and manage relationship-based sources of value for strategic benefit and financial gain, 2) correlate non-financial input of individuals to bottom-line financial outcomes for the organization, and 3) form win-win collaborative relationships with all stakeholders.

MG645 Managing Organizational Change: This course examines the nature and process of organizational change in our contemporary business environment. The course focuses on the difference between managing planned change and guiding organizational changing, looking at change as an iterative process, which often involves organizational strategy, structure and technology, as well as individual, interpersonal, group and organizational dynamics and processes. Attention will be devoted to the dynamics of envisioning change, assessing the need for change, developing intervention strategies, understanding ethical issues in conceptualization and implementation, understanding and managing resistance, and assessing the impact of change on the organization, its members and other key stakeholders. Since efforts to improve organizations are increasingly being viewed as at least partly multi-organizational in nature, the course also focuses on change and development in an inter-organizational context.

MG651 Project Management: The Project Management course discusses the principles of sustainable development (e.g., social equity, economic efficiency and environmental performance) as part of the overall project management framework, including some issues of aligning enterprise strategies with sustainable project life cycle management.

MG656 Managing Human Resources in a Customer-Focused Environment: The course is designed to inform students about basic concepts and topics in human resources management (HRM), with emphasis on customer orientation and the service industry. The course has two primary goals: 1) increase your knowledge of strategic and tactical uses of HR practices and policies - particularly those that increase organizational productivity via return on HR investments; and 2) develop your critical and strategic thinking skills as they relate to the application of HRM. Topics covered include diversity and EEO issues, and ethical issues related to performance appraisal, compensation and collective bargaining.

MG 661 International Management Behavior: This course contributes to the development of knowledge and skills needed to manage effectively in international environments and/or to work effectively with people from other cultures. Students will develop an awareness of the pervasive and hidden influence of culture on behavior, particularly with respect to management and management practices; become familiar with the types of situations and issues which managers often confront when
working internationally; and gain an appreciation for the impact on personal behavior of living and working in another culture. This course is concerned with understanding differences in behavior which stem from diverse national cultures and developing tools for effectively managing those differences. The readings, cases and exercises have been chosen to focus students’ attention on effective international behavior - their own as well as that of others. A culture and ethics module focuses on the process of ethical decision-making in a global context. The increased complexity of ethical decision-making is considered through cases and discussions, and the course routinely draws on practitioners as guest speakers to illustrate these challenges and engage students in "live" case analyses.

**MG670 Managing in a Diverse Workplace:** Course address the knowledge, skills and attitudes managers need to fully employ all the resources of an increasingly diverse work force emerging in the United States today. In the context of exploring how people who are different from each other can work together effectively, we specifically examine the dynamics of race, gender, nationality and sexual orientation in the workplace. We will investigate the impact of diversity on individuals, groups and the organization as a whole. Ethical issues are interwoven throughout each of these topics. The course incorporates a number of readings and assignments that build off the Aspen Institute’s “Giving Voice to Values” (GVV) program. As a final assignment, students create their own GVV case and teaching notes that will be submitted for consideration for inclusion in the GVV collection on the Aspen site.

**MG 671 Management of the Transnational Corporation:** This course focuses on the management challenges associated with developing strategies and managing the operations of companies whose activities encompass more than one nation. The course analyzes the internationalization process in small, medium and large corporations, compares and contrasts different internationalization strategies, examines managing political risk and ethical issues in international business, and studies functional management of the transnational corporation (e.g., financial management, marketing management and human resource management).

**MK612 Strategic Marketing:** Strategic Marketing is a case study course on actual business situations and marketing challenges. It integrates key marketing concepts and theories in applied settings. The course focuses on thorough analysis and development of effective plans of action. It develops skills in marketing decision-making, critical analysis and communication. It covers both qualitative and quantitative/financial analyses leading to successful formulation of the “4Ps” in real-world problems. One of the course objectives is to help students understand be prepared to handle the ethical dilemmas that marketers can face.

**MK700 Risk and Environmental Sustainability:** The research project addresses how Generation Y business students value risk and issues of environmental sustainability. The study aims to provide insight into how the changing values of Generation Y might impact “green” decision making and specifically how Generation Y reacts to a new set of values that will impact their individual and collective sense of risk. Additionally, this issue of risk is very much connected in the world of Generation Y, with attitudes towards sharing information in social networks and public/private communications.

**MK711 Marketing Research and Analysis:** The course focuses on the development of information systems for marketing decisions. Includes identification of information needs, market and consumer analysis, methodology for collection of information, and analysis of data with respect to marketing problems. Explores the ethical issues embedded in the marketing research process. Field research project and management reports expected.

**MK 713 Marketing Promotion and Communication:** Examines marketing promotions from a communication standpoint. Discusses advertising, sales promotion, personal selling and publicity as
components of the promotional program of an enterprise, including profit and nonprofit institutions marketing products and/or services. Emphasizes the planning, design and implementation of advertising campaigns. Ethics module focuses on common criticisms often leveled at marketing communication (MC), for example, MC increases costs of products, helps to sell inferior products, sets unrealistic expectations, and is done in bad taste. Course encourages students to determine if these criticisms are warranted and, if they are, what they can do about them. Students also focus on the ethical questions involved in marketing communication and be able to discuss the question “Do marketers shape society, or merely reflect it?”

**MK716 International Marketing:** The principal objective of this course is to help students develop a critical appreciation of both the opportunities and challenges associated with the increasing globalization of markets. Focus is placed on the key environmental forces shaping consumer needs and preferences, the impact of foreign political and economic factors on U.S. companies, the influence of international competition, market segmentation and strategy decisions specific to international marketing. Course includes discussions of the influence of cultural, social, political and economic factors on marketing strategies, and ethical considerations when focusing on emerging markets.

**MK755 Conscious Capitalism:** The world of business today is urgently in need of a new paradigm because “business as usual” is simply not working well any more. Public distrust of business is at historic highs and key stakeholders are disconnected from and disillusioned with the companies they interact with. The course focuses on the three core elements of “conscious capitalism”: companies having a purpose that transcends profit maximization, managed for the benefit of all stakeholders in their ecosystem, not just shareholders; and led by spiritually evolved, self-effacing servant leaders. Issues of ethics, CSR and stakeholder management are interspersed throughout.

**TX 604 Multi-Jurisdictional Taxation:** Ethical standards in tax practice and the exploration of international differences are integral elements of class discussion and assignments. The course also explores ethical issues in academic and professional settings. Throughout the semester, students practice reasonable interpretation of tax law dealing with international and multi-state transactions, contrasting it to cases of abusive tax avoidance.

For a complete list of courses with coverage of ethics, social responsibility, service-learning, and diversity, go to:

www.bentley.edu/alliance/teaching.cfm

**Progress and AY2011-12 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.
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.” An illustrative list of the range of courses across the curriculum, which includes ethics, social responsibility and/or sustainability modules, themes and perspectives, was included in Principle 2 (pp. 27-37).

Complete information on the Global Business Ethics Teaching Workshop, including past workshop agendas and plans for the 2012 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 2011 program was held in partnership with Euromed Management in Marseille, France. Faculty from across the globe participating in this year’s program included:

- Kajsa Adu, Ashesi University (Ghana)
- Serap Atakan, Istanbul Bilgi University (Turkey)
- Breeda Comyns, Euromed Management (France)
- Ignacio Ferrero, University of Navarre (Spain)
- Elizabeth Franklin-Johnson, Euromed Management (France)
- Fred Kakaire, Multitech Business School (Uganda)
- Larry Kalbers, Loyola Marymount University (California, US)
- Jolene Lampton, Park University Austin (Texas, US)
- Virginia Maurer, University of Florida (Florida, US)
- Isabelle Pignatel, Euromed Management (France)
- Prem Ramburuth, University of New South Wales (Australia)
- Ben Shaw, Bond University (Australia)
- Hui Yun Yu, National Yunlin University (Taiwan)

Progress and AY2011-12 Goals

To date over 170 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 90 faculty outside Bentley have participated in the week-long workshop.

The May 2012 program will be held on the Bentley campus in Waltham, Massachusetts.

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).

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

Progress and AY2011-12 Goals

Now six years old, the LSM has over 750 students enrolled, with 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.
**COMPLEX PROBLEMS / CREATIVE SOLUTIONS**

From 2002 to 2008 Bentley has assigned a class book to the freshman class. Entering students were expected to read the book prior to matriculating 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. Recent class books include 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 is 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 is 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 integrates 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 are thematically linked to an over-arching theme. The initial theme for the pilot is *The Unintended Consequences of our Consumer Choices*. For a two-year period, students in the program focus 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 is placed on learning to solve real-world issues on a global scale; see: [www.bentley.edu/complex-problems-creative-solutions/index.cfm](http://www.bentley.edu/complex-problems-creative-solutions/index.cfm).

The program includes such courses as: specially-designated sections GB110 (The Legal and Ethical Environment of Business), GB 112 (Tools and Concepts in Accounting and Finance), GB 214 (Marketing-Operations Fundamentals), GB 215 (Human Behavior and Organizations), PH 101 (Problems of Philosophy), HI 399 (American Environmental History), IT 101 (Information Technology and Computer System Concepts), PS 266 (Psychology of Adjustment), EC 111 (Principles of Microeconomics), Expository Writing II (Advanced Inquiry in Writing), and NASC 122 (Environmental Chemistry).

**Progress and AY2011-12 Goals**

The program is currently in its second year. A faculty team has formed a pedagogical research project group to study this initiative’s impact on students, and the study is currently in progress. A review of the program and its potential will be undertaken in spring 2012.
**PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION**

<table>
<thead>
<tr>
<th>Principle 4</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

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 Women’s Leadership Institute similarly sponsors collaborative research on women in the organizational world and the Center for Business Ethics undertakes research – surveys, studies and data syntheses – of trends in business ethics. The CBE also *Business and Society Review* in partnership with Blackwell Publishers.

During this past academic year, CBE published 4 issues of *B&SR*. Additional information can be found at:

[http://cbe.bentley.edu/research/bs-review](http://cbe.bentley.edu/research/bs-review)

**FACULTY RESEARCH**

Bentley faculty are also committed to research in this domain. During AY2010-11, publications in the PRME domain included (note: Bentley faculty member names are in **bold face**):

**Journal Articles**


**Books**


**Book Chapters**


For a complete listing of faculty research and publication, please go to:

https://faculty.bentley.edu/

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 include 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.

Current doctoral students pursuing their studies in these areas include:

- Nate Cannon, auditing and judgment and decision making
- Joy Gray, fraud detection, internal auditing, audit ERP systems
- Denise Hanes, audit process, auditor judgment and decision making, fraud
- Allen Hartt, behavioral accounting, capital markets research
- D. Kip Holderness, auditor judgment and decision-making, and fraud
- Tien-Shih Hsieh, behavioral accounting and executive characteristics
- Michele Jurgens, multinationals, knowledge management
Bentley University SIP: AY 2010-11

- Paul Ledoux, ethics and corporate social responsibility
- Luisa F. Melo, corporate governance, international policy
- Christine Nolder, auditor judgments and quality

In partnership with the State Street Foundation, Bentley also launched the State Street Doctoral Fellowship in Corporate Social Responsibility. The first recipient of the State Street Doctoral Fellowship is Ms. Elise Perrault Crawford. Elise, who holds an MBA from McGill University, began the program in Fall 2008 and is currently in her fourth year. This past year she served as a Scoring Fellow with the Aspen Institute’s Beyond Grey Pinstripes program, and she is scheduled to defend her dissertation in spring 2012: “Refining the firm-stakeholder engagement model: An expanded theory of stakeholder salience and firms’ responses to stakeholder engagement tactics.”

**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 AY2011-12 Goals**

For each the past three years, three internationally recognized experts and competitively selected doctoral students 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), with the goal of promoting practically relevant research in the ESG area. Students also had the opportunity to participate in Bentley’s teaching business ethics workshop occurring the same week.

Visiting faculty for the 2011 Next Generation ESG Scholars workshop included:

- Ann Buchholz, *Professor of Leadership and Ethics, Rutgers Business School*
- Andrew Millington, *Director of the Centre for Business, Organisations and Society, University of Bath*
- Monica Winn, *Associate Professor of Business Strategy & Sustainability and Francis G. Winspear Scholar, Champion for Sustainability & Social Responsibility, University of Victoria*

Our third cohort of Next Generation Scholars included:

- Sébastien Fosse, *IE Business School*
- Patricia Kanashiro, *George Washington University*
- Yipeng Liu, *Mannheim University*

Planning for the 2012 program, which will be on the Bentley campus, is in process. The visiting faculty for the program are:

- Andy Hoffman, *Holcim Professor of Sustainable Enterprise, University of Michigan*
- Kathleen Rehbein, *Associate Professor of Management, Marquette University*
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. The Institute is directed by Bentley Management Professor Cynthia Clark Williams. As a central part of the educational process, the fellows undertake an in-depth doctoral research internship. These research opportunities are designed to take place in corporate and/or professional organizational settings over an extended period in order to foster the student’s research along with the site organization’s own goals.

Corporate governance is broadly defined as embracing the rights and responsibilities among all parties who have a stake in the firm. In doing so, our faculty and doctoral students will 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. 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

www.bentley.edu/geneen/index.cfm

Progress and AY2011-12 Goals

The first two Geneen fellows are:

- Darin "Kip" Holderness, Geneen Fellow in Accountancy
- Michele Jurgens, Geneen Fellow in Business

Two additional fellows were added in 2011:

- Jace Garrett, Geneen Fellow in Accountancy
- Su Zhang, Geneen Fellow in Business

The Geneen Doctoral Fellows conduct quantitative and qualitative research that focuses on understanding what can foster good corporate governance, examining this at multiple levels, from individuals through organizations to institutions and regulations. They will also consider what the short- and long-term impact of good governance is on individual businesses and societies, both local and global. The results of the research will be prepared for both academic and practitioner audiences through symposia sponsored by the Harold S. Geneen Institute of Corporate Governance at Bentley. The ultimate goal of the Geneen Doctoral Fellowship is to create a bridge between academic research and practical application. In this way, the fellows will look objectively at a variety of issues related to
corporate governance, many of which will have direct impact on business and the broader stakeholder and stockholder environments.

**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.

[www.bentley.edu/alliance/irb.cfm](http://www.bentley.edu/alliance/irb.cfm)
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 AY2011-12 Goals

Since 1995, over 1000 ethics and compliance officers and others have completed the five-day seminar. Planning for the July 2012 program is currently in progress.

http://cbe.bentleyweb.org/events/programs-managing

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 AY2011-12 Goals
To date over 5,000 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, and sustainability. Our scheduled speaker for Fall 2011 is Gary Hirshberg, CE-Yo, Stonyfield Farms, who will speak on “Inventing a Win-Win-Win-Win-Win Future.”

Raytheon Speakers to date include:


- **2010 (October): Andrew N. Liveris**, President, Chairman and Chief Executive Officer of The Dow Chemical Company: “Ethics as a Business Strategy.”


- **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.”


- **2007 (March): William W. George**, Former Chairman and CEO, Medtronic Inc.: “In Search of Ethical True North.”


• **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.”


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

[www.bentley.edu/cbe/events/lectures.cfm#raytheon](http://www.bentley.edu/cbe/events/lectures.cfm#raytheon)

**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 AY2011-12 Goals**

To date over 3800 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 2012 is **Pat Werhane**, The Wicklander Chair of Business Ethics in the Department of Philosophy and Managing Director of the Institute for Business and Professional Ethics at DePaul University. The focus of her talk will be: “Globalization and its Challenges for Business in the 21st Century.”

Verizon Visiting Professors to date include:

• **2011: Patrick Gnazzo**, Former Chief Ethics, Risk & Compliance Officer at CA Technologies and former Chief Ethics & Compliance Officer at UTC

• **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.

• **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.”


• **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:

[www.bentley.edu/cbe/events/lecture-verizon.cfm](http://www.bentley.edu/cbe/events/lecture-verizon.cfm)

**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 AY2011-12 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. The project began in 2006 with one partner and has grown to include eight partner organizations. Bentley’s first partner was originally an orphanage but has evolved to become the Mmofra Trom Education Center, which provides access to education, health care, job skills training and employment for vulnerable Ghanaian children. Bentley established a business consulting partnership with the Center to help develop social enterprises that would result 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.

**Program Partners**
Other partners include the Kasapreko Foundation, Ashesi University, Ghana Trade and Livelihood, Darsfield Earthcare Foundation, Trashy Bags, the Disabled Farmers for Livelihood Association, Deng Corporation, Ghana Poultry Network and Biofil. The Ghana Project represents a life-changing learning opportunity for Bentley students. Each of our semester-long courses involving 10-14 days of embedded travel visits 2-3 of our partner organizations, depending on the course topic. Partners also host one to two students who spend 8 weeks in Ghana as part of our Global Social Responsibility Practicum (see http://initiatives.bentley.edu/ghana).
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.

As the role of Bentley students in Ghana has expanded – working with partner organizations as consultants – they were faced with the challenge of establishing better accounting systems to improve the day-to-day operations of these organizations, positioning them for long-term growth and eligibility to receive development funds. Critical to the goal of implementing better accounting systems is having the appropriate technology – and Quickbooks has proven to be the perfect tool for this undertaking. Intuit, Inc. maker of Quickbooks, donated a 50-seat license to Bentley to support this endeavor.

Hope for Africa, a Newton-based NGO with several economic development projects in Ghana and Benin, has partnered with Bentley to create opportunities for students to learn and work in Ghana. Alga Hope, the Executive Director of Hope for Africa, has worked with the program to help identify partner organizations and plan projects.

The Diaspora African Forum (DAF) provided Bentley with an office in Accra, which serves as the program’s home base. Students use the conference room, provided by the DAF, for weekly reflection sessions. Our partner organizations will also attend planning sessions at the Bentley DAF Office, where the plans include the provision of additional business consulting services.

**Progress and AY2011-12 Goals**

Current Initiatives include: ongoing faculty teaching and research; ongoing training with QuickBooks through the donation from Intuit; IT training centers at the Mmofra Trom Center and the Diaspora Africa Forum; a micro-finance project between the Bentley Micro-Finance Initiative and two Ghana partners that offer micro-loans in two small villages; and development of entrepreneurial skills for Ghanaian youth. Our plan is to continue to grow and evolve these initiatives.
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. The initial plan was that Bentley would award 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, you and other 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 your service year, health insurance, deferment of any college loan payments during your service year, an orientation and training program at the start of service, weekly leadership development sessions throughout your service year, a uniform, a cell phone, and a public transit pass.

**Progress and AY2011-12 Goals**

The program was successfully launched and thus far 14 students have been awarded Bentley National Service Scholars. Each student received a $20,000 scholarship and a Segal AmeriCorps Education Award.
Current 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
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 38-39) now over has 90 faculty alumni from other colleges and universities.

Complete information on the Global Business Ethics Teaching Workshop, including information on the 2011 and upcoming 2012 programs, can be found at:

www.bentley.edu/alliance/global_business_ethics_teaching_workshop.cfm

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 2011 Symposium was “Stakeholder Engagement in Practice: Global Challenges, Possibilities and Limitations.” Held in partnership with Euromed Management in Marseille, France, over 280 participants from the academic, corporate, 

Bernard Belletante, Euromed Management, Tony Buono, Bentley University, Lisle Ferreira, PRME Secretariat and UN Global Compact, and Jean-Pierre Bugada, UN Global Compact.
government and NGO worlds gathered to explore and discuss the challenge of creating responsive stakeholder management.

**Progress and AY2011-12 Goals**
Planning for the 2012 program is currently in progress. The theme of the symposium is “The Future of Capitalism: Ethics, Sustainable Practice, and the Global Economy.” The program, which will be a PRME-sponsored event, will be held at Bentley in May 2012.

Symposium programs to date:

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

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

http://alliance.bentley.edu/symposium

**Conscious Capitalism**
Building on the success of the 2009 and 2010 Bentley University gathering of thought leaders laying the intellectual and conceptual foundations of Conscious Capitalism, the May 2011 program continued
to identify challenges and key research questions in this area. Conscious capitalism has four key elements, emphasizing companies that:

- have a higher purpose that transcends profit maximization;
- are managed for the benefit of all stakeholders in their ecosystem, not just shareholders;
- are led by spiritually evolved, self-effacing servant leaders; and
- have a supportive and facilitative culture.

Companies that practice conscious capitalism embody the idea that profit and prosperity go hand in hand with social justice and environmental stewardship. They operate with a systems view, recognizing and benefiting from the connectedness and interdependence of all stakeholders. They tap into deeper sources of positive energy and create greater value for all stakeholders. They utilize creative business models that are both transformational and inspirational, and can help solve the world’s many social and environmental problems.

2011 program speakers included:

**John Mackey**  
Founder & CEO, Whole Foods Market

**Rosabeth Moss Kanter**  
Ernest L. Arbuckle Professor, Harvard Business School

**Ted Mallach**  
Research Professor, Spiritual Capital Initiative

**Doug Rauch**  
Former President, Trader Joe’s

**Kip Tindell**  
Co-founder, Chairman & CEO, Container Store

**Phil Kotler**  
S.C. Johnson & Son  
Distinguished Professor of International Marketing, Northwestern University
Progress and AY2011-12 Goals

Building on the success of the first three conferences, a fourth academic conference to be held on the Bentley campus in May 2012 is currently in the planning stage. The underlying goal is to (1) further our understanding of this unique approach to business and (2) deepen commitment to such responsible management practice.
For questions or additional information on the Bentley University UN PRME initiative and/or the AY2010-11 Sharing Information on Progress, please contact

**Anthony F. Buono, Ph.D.**  
Professor of Management and Sociology  
Coordinator, Bentley Alliance for Ethics & Social Responsibility  
Adamian Academic Center 315  
Bentley University  
175 Forest Street  
Waltham, Massachusetts 02452  
USA  
E-mail: abuono@bentley.edu  
Phone: 781-891-2529