



## **BENTLEY COLLEGE** **UN Global Compact Academic Network**

### **Communication on Progress: Academic Year 2007-2008**

**B**entley College, as a member of the United Nations Global Compact Academic Network, is committed to the Global Compact's Principles for Responsible Business and Principles for Responsible Management Education (PRME). As a signatory institution with the PRME initiative, we are continuing the process of ensuring that these Principles inform our teaching, research, interaction with key stakeholders, and how we operate as an institution.

As noted in our initial Communication on Progress (COP) for AY 2006-07, since the creation of the Center for Business Ethics (CBE) in 1976, Bentley has continually promoted a sense of ethics and social responsibility through teaching, research, and corporate and community relations. Our Service-Learning Center, established in 1991, continues in its commitment to providing our students with the guidance and opportunity to develop into engaged citizens and civic leaders. The mission of our Alliance for Ethics & Social Responsibility, established in 2004, is intended to further enhance our performance in these important areas. This Communication on Progress attempts to capture our efforts during the 2007-08 academic year.



### **The Bentley Alliance for Ethics and Social Responsibility**

In January 2004, the College formally launched the Bentley Alliance for Ethics and Social Responsibility (BAESR), a

collective effort dedicated to encourage and promote an institution-wide sense of ethics, civic engagement and social responsibility. The Alliance's ongoing mission 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 social responsibility in faculty research, curricula and campus culture*. Since its inception, the Alliance has continued to evolve, including the addition of

**Gloria Cordes Larson**  
President, Bentley College

the Valente Center for Arts & Sciences, the Bentley Green Society, a campus-wide Sustainability Task Force, and additional curriculum development over the past year.



## The Bentley Alliance for Ethics & Social Responsibility

A unique feature of the Alliance is its integrative focus on ethics, social responsibility, civic engagement and sustainability. In pursuit of its mission, BAESR's efforts focus on:

- Supporting and encouraging collaborative and applied transdisciplinary *research* that has the potential to significantly affect current practice.
- Influencing *curriculum* development and pedagogical innovations intended to make our students more ethically sensitive and socially aware and focused on sustainable business practice.
- Ensuring a broader application of these principles and ideals in *campus life*.

- Attempting to foster life-long *civic engagement* and a commitment to *responsive corporate citizenship* among our students.
- Seeking to work closely with external organizations – *partnering* with academic and professional associations, corporations and not-for-profit organizations in pursuit of these goals.

This approach reflects 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, perspectives and skills to succeed in the new environment of business. It is also very much in the spirit of the PRME initiative.

This 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 Alliance is built on six “core pillars” in the Bentley community that continue to operate as autonomous entities, but collaborate under its aegis:

- ***Center for Business Ethics:*** Founded in 1976, the Center for Business Ethics (CBE) is an internationally recognized Center that promotes ethical leadership, conduct and cultures as critical to an effective and legitimate role for business in society.  
(<http://www.bentley.edu/alliance/centers/businessethics.cfm>)
- ***Service-Learning Center:*** Established in 1991, the Bentley Service-Learning Center (BSLC), which has built a national 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.  
(<http://www.bentley.edu/alliance/centers/servicelearning.cfm>)
- ***Cronin International Center:*** Created in 1987, the Cronin Center prepares students to be ethical and responsible participants in the global business environment, promotes faculty teaching and research in global issues, and fosters partnerships with universities, companies and governments around the world.  
(<http://www.bentley.edu/alliance/centers/international.cfm>)
- ***Global CyberLaw Center:*** Established in 2002, the Center focuses on exploring the vast legal, social and ethical issues relevant to cyberstudies and e-commerce.  
(<http://www.bentley.edu/alliance/centers/cyberlaw.cfm>)
- ***Women’s Leadership Institute:*** Created in 2003, the Institute focuses on strengthening the presence of women in society and fostering partnerships with the business community that highlight and address issues on women in leadership.  
(<http://www.bentley.edu/wli/index.cfm>)
- ***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.  
(<http://www.bentley.edu/arts-sciences-center>)

Combined with a series of programs and activities across the institution, this initiative has led to a four-part approach that attempts to shape and influence a sense of ethics, service and responsibility throughout (1) the curriculum, (2) campus life, (3) the university's research agenda, and (4) in outreach to the academic, corporate and not-for-profit worlds.

## **The Curriculum and Academic Life**

The guiding philosophy at Bentley is that no one course or approach is sufficient to instill a sense of ethics and social responsibility in our students. As a way of influencing curriculum development (at both the undergraduate and graduate level) at the college, 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.

### **Teaching Business Ethics Faculty Workshop**

Background information on the Teaching Business Ethics workshop is provided in our AY2006-07 COP. The intent of the program remains the same – to encourage faculty to address ethical issues and questions of corporate social responsibility in required and elective courses across Bentley's curriculum. Each Spring Bentley faculty members and visiting faculty from around the world participate in a 5-day workshop to explore ways of integrating ethical 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 the State Street Foundation. Over 115 Bentley faculty members have participated in the workshop and, as a result, ethics and social responsibility issues have been integrated throughout the business and liberal arts core as well as departmental courses across the college.

Additional information on the Business Ethics Teaching Workshop is available at:  
[http://www.bentley.edu/alliance/global\\_business\\_ethics\\_teaching\\_workshop.cfm](http://www.bentley.edu/alliance/global_business_ethics_teaching_workshop.cfm).

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

<http://www.bentley.edu/alliance/teaching.cfm>

### **Required Curriculum**

In addition to integration throughout the curriculum and a series of dedicated electives at both the undergraduate and graduate level, specific required offerings include modules in the required freshman-level (GB101) and senior-level (GB401) strategy courses, a required course on "Leadership, Ethics and Corporate Responsibilities" in the MBA program, a Business Ethics and Social Responsibility Concentration in the MBA, and a required course on "Ethics and Corporate Social Responsibility" in the PhD program.

## 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).

## Sustainability

Bentley is also in the process of developing an extensive curriculum focused on environmental science and global sustainability. In 2008, 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: <http://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 – American Environmental History
- LA102 – Environmental Law
- LA109 – Current Issues in Labor &  
Environmental Law

An elective at the undergraduate level – “Introduction to Sustainable Development” – is also in development, planned to be offered during AY 2008-09.

## Campus Life

As part of an attempt to maintain and nurture the college 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:

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

- 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.

## Campus Lectures and Visiting Scholars

Building on these principles, the next dimension of the strategy is to go beyond the classroom and curriculum, supporting classroom-based discussions of ethics and corporate responsibility through extra-curricular activities. Among its myriad initiatives, for example, CBE hosts the annual Raytheon Lectureship in Business Ethics, bringing prominent CEOs to campus to talk about ethics and corporate responsibility in their companies. This past year our Raytheon lectures featured:

- James H. Quigley, CEO, Deloitte & Touche USA LLP, speaking on “Trust - An Essential Asset: Creating Individual and Corporate Value”
- Bruce Bodaken, President and CEO, Blue Shield of California, speaking on “Playing Fair: Balancing Business Imperatives With Healthcare Needs”

A copy of the lecture monograph for both speakers can be found at:  
<http://www.bentley.edu/cbe/events/lecture-raytheon.cfm>

CBE also hosts the Verizon Visiting Professor of Business Ethics. For one week each spring, a prominent business ethics scholar is invited to campus, giving public lectures, visiting classes and, in general, promoting greater awareness of ethical issues. This past year our Verizon Professor was Jennifer Moore, a lawyer with Epstein Becker & Green P.C., speaking on “Your E-mail Trail: Where Ethics meets Forensics.”

Additional information on the Verizon Professorship and a monograph of Moore’s lecture is available at:  
<http://www.bentley.edu/cbe/events/lecture-verizon.cfm#Jennifer%20M.%20Moore>

A sample of other campus-wide lectures and events focused on ethics, CSR, sustainability and civic engagement included:

### SEPTEMBER 2007

- **Gender Issues across the Fields and Professions.** A roundtable discussion with distinguished faculty who spoke about their ongoing gender-related research: Jane Tchaicha (ML): “Tunisian Women Re-defining the Feminist Movement to Meet the Challenges of the Twenty-first Century”; Jeff Gulati (IS): “Media Coverage of International Human Trafficking and Its Consequences”; Linda Edelman (MG) and Tatiana Manolova (MG): “One Size Doesn’t Fit All: Growth Expectancies of U.S Women and Men Nascent Entrepreneurs”; and Susan Adams (MG), John Leeth (EC) and Atul Gupta (FI): “Female CEOs: Investor expectations and corporate Performance.”
- **Current Issues in War Crimes Trials.** David Cohen, Director of the UC/Berkeley War Crimes Study Center, shared his work on a comparative study of international tribunals (East Timor, Sierra Leone, Cambodia, Kosovo), focusing on current issues and concerns.
- **Neoproterozoic ‘Snowball’ Glaciations and Extreme Climate.** Paul F. Hoffman, Sturgis Hooper Professor, Department of Earth and Planetary Sciences, Harvard University, discussed one of the most exciting hypotheses to come out of the geosciences in the past two decades: “Snowball Earth,” the idea that the entire Earth underwent multiple episodes of extensive freezing, glaciation and thawing between about 750 and 580 million years ago.

## OCTOBER

- **Ethical Standards for Tax Professionals.** Michael Chesman, Director of the Office of Professional Responsibility for the Internal Revenue Service, spoke on “Do the Right Thing: Recent Developments Under Circular 230 and How the Office of Professional Responsibility Can Help You Meet Your Obligations.”
- **Entrepreneurship and Small Business Development in Emerging Markets: The Case of Brazil.** Giovani Harvery, Executive Director of the Incubadora Afro Brasileira (Brazilian Afro Business Incubator), and Dalton Franco, Director of Research and Development, spoke about Brazil’s initiative that integrates economic strategy with social inclusion.
- **The Causes of Ice Ages in Earth’s History.** Maureen Raymo, Research Professor, Department of Earth Sciences at Boston University, spoke on the Milankovitch hypothesis, that the most recent Ice Ages were triggered by the tectonic uplift of the Himalaya and Tibetan Plateau roughly 55 million years ago.
- **From An Individual to Global Awakening: A World of Communities That Work for All.** A.T. Ariyaratne, founder of the Sarvodaya Shramadana Movement of Sri Lanka, gave a talk on globalization, community empowerment, and holistic approaches to living in harmony.
- **Human Rights, Terrorism and Counterterrorism.** Louise Richardson, Executive Dean of the Radcliffe Institute for Advanced Study, talked about the threats to human rights presented by both terrorism and counterterrorism.

## NOVEMBER

- **The Global Text Project.** Richard T. Watson, J. Rex Fuqua Distinguished Chair for Internet Strategy and Director of the Center for Information Systems Leadership in the Terry College of Business at the University of Georgia, talked about the Global Text Project, an initiative focused on creating a free library of 1,000 electronic textbooks for students in the developing world
- **Firms of Endearment.** Raj Sisodia (MK) talked about his latest book, *Firms of Endearment*, about companies that are loved – not just liked – by all who come in contact with them - customers, employees, suppliers, environmentalists, the community, and even governments.
- **The Humanities and Business: A War or a Conversation?** As part of the English Department Colloquium Series, Maureen Goldman, Professor and Chair of the English Department, will review the historically contentious relationship between business and the humanities. The high regard for business in the U.S. is often accompanied by a low regard for the humanities — and the discussion explored whether this relationship is closer to a war or simply fodder for good conversation.

## DECEMBER

- **Global Warming Impacts on Hurricane Intensity.** Kerry Emanuel, professor of Atmospheric Science at Massachusetts Institute of Technology, addressed the connection between global warming and the hypothesis that hurricane intensity is increasing with time.

- **Second Annual Darfurfast.** Bentley STAND: Students for Taking Action Now — Darfur is hosting its second annual Darfurfast in which members of the Bentley community fast for a day to help raise awareness of the crisis in Darfur.

## JANUARY 2008

- **The 2% Solution.** A live, interactive webcast for a discussion of global warming solutions with Stanford University climate scientist, Stephen Schneider, sustainability expert Hunter Lovins and green jobs pioneer Van Jones and youth climate leaders.
- **22nd Annual Martin Luther King Jr. Celebration.** Alabama civil rights lawyer Morris Dees, chief trial counsel and founder of the Southern Poverty Law Center, was the keynote speaker.
- **How Long Must Dr. King's Dream Be Deferred? Understanding and Responding to Incidents of Hate at Bentley and Beyond.** This workshop brought together students, faculty and staff to consider how we can respond when hate incidents occur and what we can do to reduce the likelihood of their happening. Samantha Elliott Briggs, Director of the Southern Poverty Law Center's "Mix It Up" Program, was the program facilitator.

## FEBRUARY

- **Three Cups of Tea.** Greg Mortenson, author of the New York Times bestselling book, *Three Cups of Tea: One Man's Mission to Promote Peace One School at a Time*, talked about his work.
- **Screening and Privacy: Dueling Risk Management Regimes.** Stuart Shapiro, from the Privacy Practice at MITRE Corporation, spoke on this timely topic related to risk management.

## MARCH

- **Black Maria Film Festival.** One of the most influential touring film festivals of independent film and videos in the United States.
- **Teaching Value in Diversity: On the Folly of Espousing Inclusion, while Practicing Exclusion.** Marcus Stewart (MG) spoke on a topic of consequence, relevance and immediacy given the current public discourse on the necessity for and the significance of diverse communities where disparate 'voices' can be heard.
- **Tunisian Women's Panel.** Four remarkable Tunisian women talked about their commitment to service and activism as it relates to Arab-Muslim women in North Africa.
- **Equal Respect for Persons: A Culturally Sensitive Reexamination.** Ranjoo Herr (PH) spoke about "Equal Respect for Persons." Juliet Gainsborough (IS) and Lionel McPherson (PH, Tufts University) served as commentators.

## APRIL

- **Development, Inequality and Democracy in South America.** Denilde Holzhaecker, visiting scholar, University of São Paulo, Brazil explored the challenges of democracy, development and combating poverty in South American countries.

- **Gender Mainstreaming and the United Nations.** Carol Cohn, director of the Boston Consortium on Gender, Security, and Human Rights at the Fletcher School of Law and Diplomacy, Tufts University, discussed her work on gender mainstreaming in international peace and security institutions.
- **Lethal Injustice.** A compelling evening of film and discussion featuring two films – *Race to Execution* and *Juror Number Six* – by Bentley Professor and Emmy Award-winning director Rachel Lyon. Commentary was provided by Charles Ogletree, director of the Charles Hamilton Houston Institute for Race and Justice at Harvard University, who narrated both films, and *Race to Execution* co-producer and media law specialist Jim Lopes.
- **Online Justice.** An open discussion of some of the most pressing issues with regard to poverty alleviation, legal empowerment of the poor, and connecting developed world resources to developing world opportunities.
- **Social Entrepreneurship.** Bentley alumnus Pankaj Shah, with a proven track record for building companies that have measurable environmental and social impact, spoke on his latest venture, Tonic, a new company that finds uplifting ways to invigorate and strengthen people's lives and the planet.

The full list of speakers focused on ethics, civic engagement and social responsibility for the past academic year is available at: <http://www.bentley.edu/alliance/events.cfm>

### Academic Integrity

An increased focus on ethics and personal responsibility became the foundation for Bentley's new Academic Integrity System (AIS). Developed jointly by students, faculty, and administration, the AIS sets and regulates standards of academic integrity throughout the college. 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/college 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 (see <http://www.bentley.edu/alliance/acadintegrity.cfm>).

### Civic Leadership: Service-Learning and the Graduation Pledge Alliance

Students also have the opportunity to directly immerse themselves in the surrounding community through the Bentley Service-Learning (S-L) Center. Over each of the past four academic years, the S-L program has averaged roughly 700 students in 90 credit-bearing courses, taught by over 70 faculty members in 12 different departments. 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 (see <http://www.bentley.edu/alliance/bclp/index.cfm>).

Beginning in the 2007-08 academic year, the international headquarters of the Graduation Pledge Alliance moved to Bentley. 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.

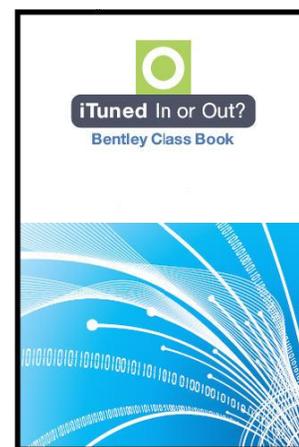
For additional information on the Graduation Pledge see: <http://www.graduationpledge.org>.

## Class Book

Since 2002, Bentley has identified a "class book" that has been assigned to the incoming freshman class. Entering students are expected to read the book during the summer and complete a 3-page essay on the issues raised in the book, to be handed in when they come to campus. The book is discussed in First-Year courses and serves as the focus of a series of activities, including panel discussions, community conversations, a film series and web site. One of the selection criteria for the class book is the extent to which it raises questions of ethical and socially responsible behavior. The resulting opportunities for shared academic interaction are intended to create a central intellectual focus for the First-Year class and others in the institution who care to join in.

The 2007 class book was *iTuned In or Out?*, a collection of essays selected by the class book committee, explores the potential impacts, both subtle and obvious, that technologies can have on our individual psychology, interpersonal relations and social organizations

For information on the class book program go to:  
<http://www.bentley.edu/alliance/classbook.cfm>.



**The 2007 Class Book**

This year, Bentley's First Class Book Play – Nero's Favorites – was held, an original work representing a critical response to the 2007 Class Book. Playwright Larry Weinstein (EN), working in consultation with members of the Class of 2011, wrote the play that was performed by a professional cast under the direction of Diego Arciniegas, the award-winning Artistic Director of the Publick Theatre in Boston. The play focused on Cass, a young woman who is the lead singer in a band, who has hysteric and prophetic reactions when her mother dies of a heart attack as Cass is immersed in listening to music at the time and can't hear the noises that her mother makes to try get her attention.

## Sustainability



This past year, President Larson signed the American College and University Presidents Climate Commitment, pledging to eliminate Bentley's greenhouse gas emissions over time. This commitment involves: completing an emissions inventory; settling a target date and interim milestones for becoming

climate neutral (within two years), taking immediate steps to reduce greenhouse gas emissions by choosing from a list of short-term actions; integrating sustainability into the curriculum and making it part of the educational experience; and making the action plan, inventory and progress reports publicly available.

A Sustainability Task Force, composed of faculty, staff and students, was created to collectively address, foster and monitor Bentley's sustainability efforts. The task force will examine all aspects of activity at Bentley, including procurement, computing, energy consumption, recycling and waste, dining services, and grounds management and recommend ways to become more environmentally friendly.

Facilities Management's current sustainability initiatives include:

- Waste to Energy for trash — trash does not go to landfills
- Lighting upgrades — eliminating antiquated light fixtures and installing motion sensors
- All asphalt removed on campus is reclaimed
- Installing water-conserving fixtures
- Installing web-based building controls for better monitoring
- Purchasing 10.21% of our energy from renewable sources
- Sub-metering (electric) for all buildings
- Green Cleaning Program



Members of Bentley's Sustainability Task Force with the College's new recycling disposal bins and pick-up truck.

All new construction will also be built to LEED-silver standards, and each project will be assessed on an individual basis for further certification. The goals of sustainable design include:

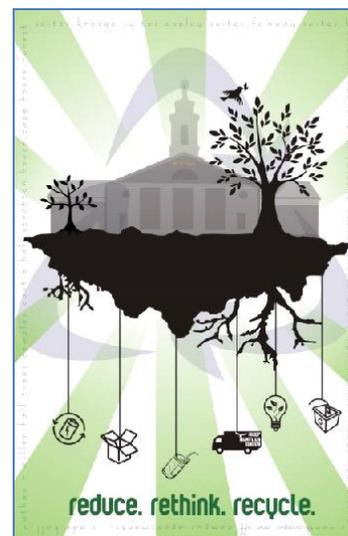
- Reducing the destruction of natural areas and habitats

- Reducing air pollution, water pollution and solid waste
- Healthier and safer indoor environments
- Healthier outdoor environments
- Occupant satisfaction

In addition, Bentley has become a member of the U.S. Green Building Counsel (USGBC), an Energy Star partner, and an early adopter of the INFOR EAM Green Application, which monitors electricity consumption by equipment allowing facilities to perform maintenance on this equipment when the electrical consumption starts to rise.

In a parallel initiative with the Sustainability Task Force, students launched the Bentley Green Society (BGS), a group dedicated to raising eco-consciousness across campus. One of the BGS's first activities was the "Battle of the Bulbs," a competition among residence halls to challenge students to reduce energy consumption. The winning residences cut their energy use by nearly 17 percent compared with the same period last year. Students also became more attuned to lights left on, windows left open, and computers set to standby.

The expanded campus recycling program also received new visibility from a student poster design contest. The first-place winner, designed by Bentley juniors Vinay Gokaldas and Hadi Dib, is being placed across campus.



### **Bentley's Policy toward Members of Disadvantaged Communities**

The College has a number of programs and offices that focus on the needs of the entire community, with an emphasis on traditionally disadvantaged groups. Our Office of Disability Services, for example, is committed to providing equal educational opportunities for students with disabilities and impairments. It is the College's policy that no qualified student be excluded from participating in any College program or activity, be denied the benefits of any College program or activity, or otherwise be subjected to discrimination with regard to any College program or activity. See:

[http://www.bentley.edu/counseling/disability\\_services.cfm](http://www.bentley.edu/counseling/disability_services.cfm)

The College also runs a series of diversity workshops and retreats. Sponsored by Bentley's campus Diversity Program, the college these training programs include a Diversity Retreat and follow-up "Dealing with Diversity Day-to-Day" workshops, "(dis)Ability Awareness" workshops, and "Ally workshops (introducing participants to being an "ally" with respect to sexual identity issues). This initiative is further supported by the position of Director of Diversity, which was created in 2005, who reports to the Special Assistant to the President for Equal Opportunity. The Director chairs the Diversity Strategy Group and the Diversity Council. The Director's other responsibilities include facilitating the use of diversity-related data to inform decision-making on campus, coordinating and developing diversity-related education and training for students, faculty and staff, encouraging the alignment of institutional systems and practices with diversity objectives and representing the College to external audiences on diversity related matters.

Bentley's Multicultural Center (MCC) is the "home" to many ALANA (Asian, Latino/a, African-American, Native American and multiracial) students at the college. Formed in 1991, the MCC serves to

further the retention and success of the college's ALANA students. The Center 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 college's efforts to foster diversity and to develop a richly varied, learning community. See:

<http://www.bentley.edu/multicultural-center/index.cfm>

### **Institutional Review Board (IRB)**

In accordance with College'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 (For additional information see: <http://www.bentley.edu/alliance/irb.cfm>).

### **Ethics Policy and College-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 College 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 College-wide Ethics Committee (<http://www.bentley.edu/alliance/ethicspolicy.cfm>)

## **The Production of Knowledge**

In addition to the research interests of individual faculty, Bentley also encourages and sponsors 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, the Cyberlaw Center stimulates research on the growing field of cyberstudies, and the Cronin International Center encourages work on global ethics and corporate responsibility issues through its Faculty Research Fellows Program. Finally, the Center for Business Ethics undertakes research – surveys, studies and data syntheses – of trends in business ethics, publishes a quarterly on-line magazine, *Ethics Matters* (available on request, without charge: [cbeinfo@bentley.edu](mailto:cbeinfo@bentley.edu)), and publishes *Business and Society Review* in partnership with Blackwell Publishers.



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 interdisciplinary research in this area. The types of issues our doctoral students are pursuing includes such topics as corporate governance and ethical conduct, corporate social responsibility and profitability, reputational capital, social and financial performance, stakeholder management and the social role of business, women in leadership, and risk management.

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 Elise Perrault. Ms. Perrault, who holds an MBA from McGill University, will begin the program in Fall 2008.

For a fuller listing of faculty research and publication in this area, please go to:

[http://www.bentley.edu/academics\\_research/faculty\\_research/faculty\\_database](http://www.bentley.edu/academics_research/faculty_research/faculty_database).

## **Outreach to the External World**

The final component of Bentley's approach is outreach to other colleges and universities, the corporate sector and the not-for-profit world. As part of the Center for Business Ethics' programs, our 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 p. 4) now has 50 faculty alumni from other colleges and universities. The 2008 Workshop group included: Carolyn Erdener, *Middle East Technical University* (Northern Cyprus); Hamidullah Farooqi, *Kabul University* (Afghanistan); Obaid Nejati, *American University of Afghanistan* (Afghanistan); Francy Milner, *University of Colorado* (Colorado); Bruce Paton, *San Francisco State University* (California); Anne Reino, *Tartu University* (Estonia); Isidoro Talavera, *Franklin University* (Ohio); and Maaja Vadi, *Tartu University* (Estonia).

Complete information on the Business Ethics Teaching Workshop, including information on the 2008 and upcoming 2009 programs, can be found at:

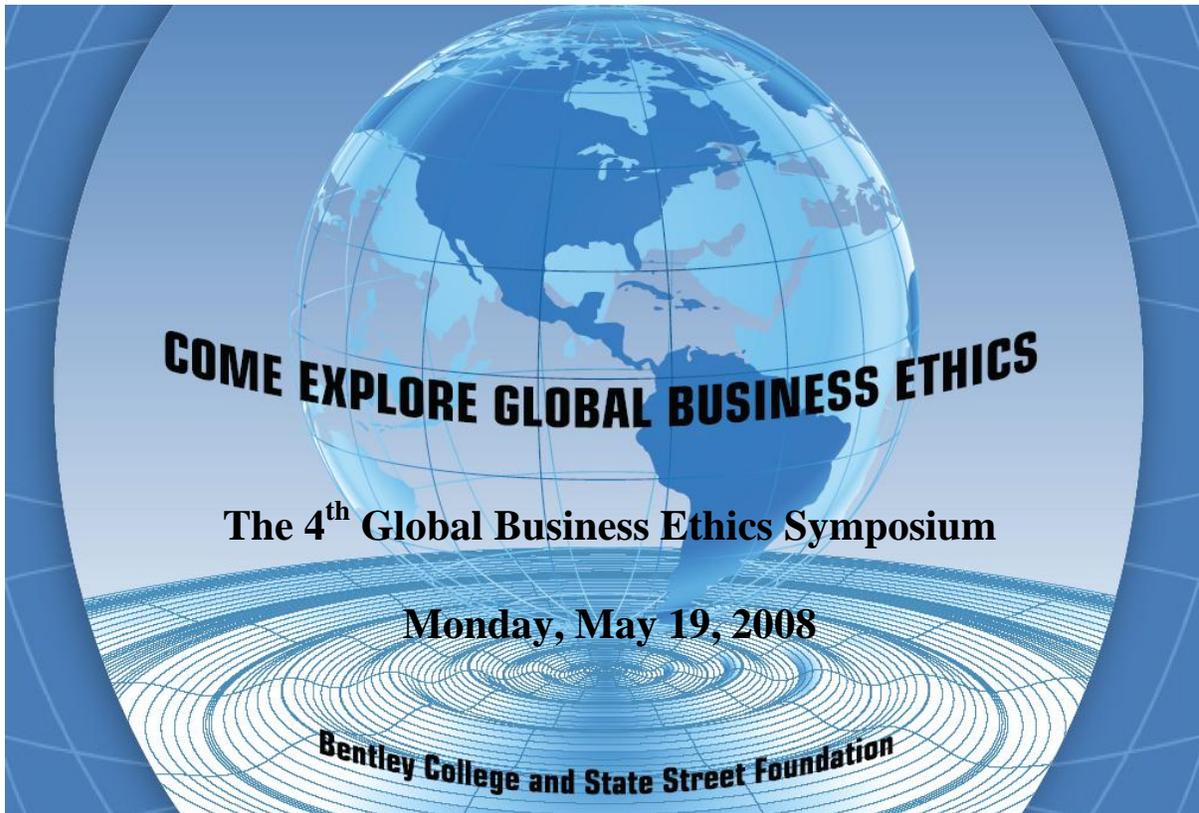
[http://www.bentley.edu/alliance/global\\_business\\_ethics\\_teaching\\_workshop.cfm](http://www.bentley.edu/alliance/global_business_ethics_teaching_workshop.cfm)

## **Global Business Ethics Symposium**

In 2005, the State Street Foundation became the program sponsor of the Teaching Business Ethics Faculty Workshop (see pp. 4-5). As an extension of this program, a day-long symposium on ethical issues was also added that is open to other academic institutions and the corporate and not-for-profit sectors. The intent of the Symposium is to bring together international experts for in-depth discussions of current practices and challenges in business ethics and corporate responsibility. The purpose of the daylong event is to both learn and inform by:

- Exploring current practices in other institutions, countries and cultures
- Identifying ways to enhance issues of ethics and corporate responsibility in business education and in outreach to the corporate community
- Disseminating 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 2008 Symposium was "Ethics, Governance and Enterprise Risk Management: A Global Perspective."



Complete information on the program can be found at: <http://www.bentley.edu/symposium>.

### **The Global Educators Workshop**

The Cronin International Center launched its first Global Educators Workshop in May, 2008, focused on “Envisioning the Global Classroom.” The goal of the workshop is to help faculty better prepare our students to thrive in increasingly globalized economic, social and cultural contexts. The objectives are to provide faculty with the requisite pedagogical tools and resources that can be used to more fully globalize the educational environment that our students experience. The workshop attempts to balance exposure to discipline-specific understandings of globalization with interdisciplinary theories, creating opportunities for sharing academic expertise, ideas for curriculum development, and practical tips for in-class work with students.

The workshop emphasizes *personal* (understanding our own individual cultural conditioning in all its complexity), *social* (understanding the US as a multicultural nation) and *international* (understanding the US in transnational contexts of world economies and cultures) perspectives. An underlying goal is to help participants develop *theoretical* (incorporating key concepts, terminology, organizing frameworks), *expert* (incorporating the insights of guest lecturers or expert opinion presented in video and other formats), and *practical* (developing techniques, exercises and resources to globalize courses in and across various disciplines) pedagogical strategies.



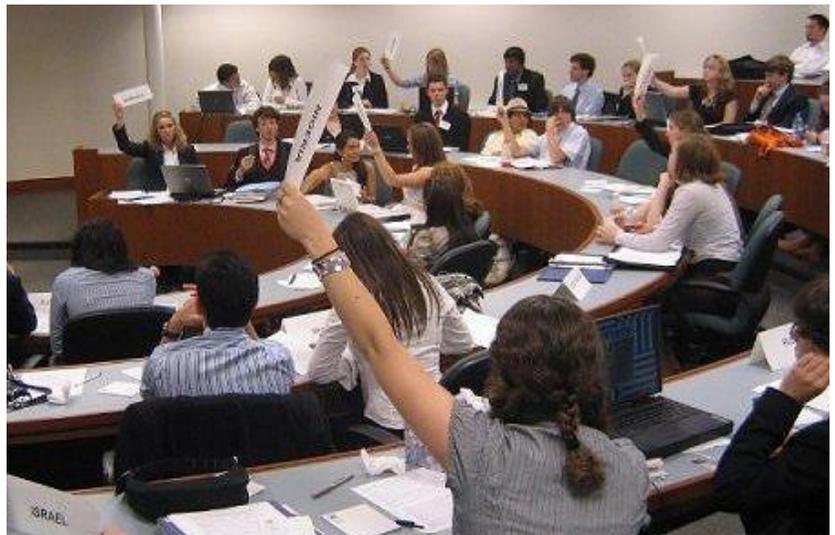
Since one of our goals is to share expertise and perspectives across different disciplines and institutions, Bentley faculty from a range of departments as well as faculty members from our international partners participated in the program. This year faculty from Deusto University (Spain) and ESC Rouen (France) were involved.

Participants in the 2008 Global Educators Workshop.

## Bentley Model UN

The Bentley Model UN (BMUN), an organization of Bentley students interested in international affairs, has been an active and thriving part of the Bentley community and student life since it was established in 1987. Its core mission is the planning and hosting of two annual Model UN conferences, one for middle school and one for high school students. The conferences infuse hands-on, experiential learning in which each student represents a country and participates in a UN body. Each year, approximately 20 Bentley students conduct the conference, handling everything from travel arrangements to presiding over the sessions. Over 100 students from more than 10 schools from different countries and states participate in the event. In May 2008, the 21<sup>st</sup> Annual BMUN program, with more than 100 high school students from the Dominican Republic, Massachusetts, New Hampshire, New Jersey and New York, discussed and negotiated a range of international affairs issues.

At this year's BMUN high school event, the agenda included HIV/AIDS, Millennium Development Goals, Climate Change, Human Trafficking, Human Rights, and Peace Keeping as students represented nations in three UN bodies – the General Assembly, Economic and Social Council, and Security Council. Once again, the conference enabled students to learn about the United Nations and to develop skills in public speaking, negotiation and resolution writing. They also learned how to research current international issues and to further their cultural understanding as they represented specific countries in the conference.



Complete information on the 2008 program is available at:

<http://ecampus.bentley.edu/org/modelun/id128.htm>

## **Partnerships**

As a way of inspiring ethical leadership and promoting discussion concerning business ethics, social responsibility and civic engagement, 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.

### ***The 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. Since 1995 nearly 750 ethics and compliance officers and graduate students have completed the five-day MEO course. Over the years, the course has provided attendees with practical advice and tools for creating and managing an effective ethics and compliance initiative.

### ***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.

### ***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.

## **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.

### ***Quinn School of Business, University College Dublin (Ireland)***

The Bentley-UCD Quinn S-L program is now in its third year, offering an embedded S-L course each spring semester. Since 2006, 25 Bentley students have studied abroad at UCD during the respective spring semesters and 15 of them have opted for the service-learning course. The course carries three credits in international studies. Bentley students in the course have engaged in organizational enhancement projects for several non-profits in the greater Dublin area. These projects have ranged from developing website materials for a women's shelter and marketing materials for a psychological counseling center to preparing a staff "policies and procedures handbook" for a school and promoting events at a Dublin theatre company. From exit interviews it is clear that Bentley students who engage in service-learning at UCD Quinn are more likely to meet and learn from Irish nationals than Bentley students who do not undertake service-learning. As we had hoped, students have had a more meaningful international experience in the process.

### ***Lorenzo de'Medici Institute (Italy)***

The Lorenzo de'Medici Institute (LDI) in Florence is a popular location for Bentley study abroad students. Students studying abroad at LDI can opt for a 3-credit Italian language course with an embedded service-learning project. The course is entitled "Language and the Community (in Italian)." Because the ability to speak Italian is key to working on the range of service projects in the community, the opportunity is limited to Bentley students who have achieved a high level of Italian language proficiency.

"Language and the Community" provides opportunities for students to perform socially meaningful service in Florence at a variety of sites for 30 hours during the semester while enhancing their ability to speak Italian. The service sites include musical and cultural associations, women's organizations, societies for the disabled, and organizations that promote a cleaner environment.

### ***Bond University (Australia)***

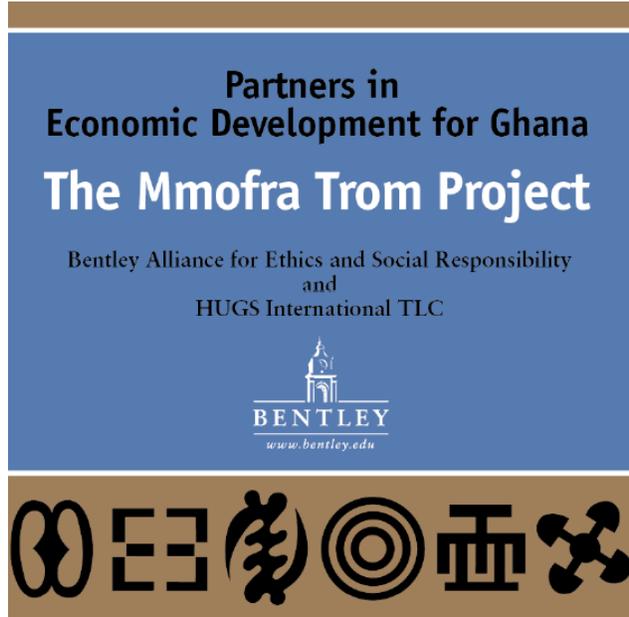
In 2008, Bentley established an international partnership with Bond University in Brisbane, Australia, which offers valuable S-L opportunities for Bentley business students. Bond has identified two management courses in its business curriculum that provide Bentley study abroad students with S-L opportunities: "Negotiation" and "Human Resource Management." A management internship is also available for selected students.

### ***University of Manchester (UK)***

The Bentley S-L program at the University of Manchester in England is part of Manchester's "leadership and service" program. The program offers participating students a number of service opportunities in the greater Manchester area. Unlike the UCD and Bond programs, the Manchester program is akin to a 3-credit lecture series with leadership as the overarching theme. The program offers participating students insights into leadership in a wide range of contexts including business, public, and nonprofit sectors. Students also develop invaluable skills from project management to commercial awareness. Specific topics include "volunteering and leadership," developing sustainable communities and leadership, and building business leaders, among others.

The program also bestows the Manchester Leadership Award to students who complete a total of 60 hours of service, some of which can be completed within the S-L program upon returning to Bentley. Bentley students who successfully complete the leadership lecture program also receive three credits as a Management elective.

## *The Bentley-Mmofra Trom Partnership*



The goal of Bentley’s involvement with the Mmofra Trom Center is to contribute to its own intention of become self-sustaining in ten years’ time. With the successful development of this 38-acre site near the village of Trom in the Somanya Region of Ghana, children orphaned by AIDS can live near their original home instead of joining the throngs of AIDS orphans who become street children in Accra, the capital city which is roughly an hour’s drive away. Villagers in this economically depressed area can also find new opportunities as the site becomes more developed.

The primary objective of the Mmofra Trom Center is to provide access to education, health care, job skills training and employment for vulnerable children. The site currently has a K-8 school, a soccer field, three large homes for orphans, a fresh water well, an orchard and vegetable garden, a chicken coop, a tilapia pond and the beginnings of an internet café business.

Future plans include building: a high school for grades 9-12, medical facility, Computing and Adult Literacy Center, wood-working shop, soccer fields and a stadium to support league play for



street children, and a social services facility for other orphans in the region (e.g., job counseling, medical services, one meal/day).

Bentley has established an economic development partnership with the Mmofra Trom Center, such that Bentley will assist the center in developing sustainable sources of income to eliminate dependence on private donations. Mmofra Trom (MT) represents a life-changing learning opportunity for Bentley students, where they will also be able to share business skills with youth who want to begin small businesses and develop job skills. While building one-to-one relationships with the children of Mmofra Trom, Bentley students will learn the complexity of issues that work for and against economic development and the alleviation of poverty in the developing world. Further, they will have the opportunity to witness first-hand the systemic relationship between education, healthcare, political forces, economic opportunity and culture. Learning to “enable without disabling” will be a key component of student learning.

The program includes 8-week internships and 14-day intensive courses with a 20-hour service-learning component, both on-site, which focus on such projects as: training teachers and students to use computers

in educational settings, setting up an accounting system for the MT school and for the project in general, developing marketing plans for attracting street children to the site for daytime activities, developing and submitting grant proposals, developing small business plans in conjunction with older teen-agers, and developing a long-range strategic and financial plan for Mmofra Trom.

Complete information on the Bentley-Mmofra-Trom initiative can be found at:

<http://www.bentley.edu/ghana/index.cfm>

## Bentley-TIME Leadership Forum and the Tomorrow25

Bentley and TIME Magazine have partnered to address critical issues of the day in an annual leadership forum. Held during the spring semester on the Bentley campus, the Forum spotlights issues in business ethics, leadership and social responsibility across a variety of industries. The 2008 program continued the theme of last year's program, focusing on "Business of Healing Our World: The Global Imperative to Do Good."

This year's program speakers included: Patty Stonesifer, chief executive officer of the Bill & Melinda Gates Foundation; Swanee Hunt, former U.S. Ambassador (Austria) and founding director of the Women and Public Policy Program at the John F. Kennedy School of Government, Harvard University; Charles Stith, former U.S. Ambassador (Tanzania) and director of the African Presidential Archives and Research Center at Boston University; and Carol Cone, chair of Cone, specializing in Cause Branding<sup>sm</sup> and strategic philanthropy. Co-founder and CEO of City Year, Michael Brown, gave the luncheon speech.

### THE BUSINESS OF HEALING OUR WORLD THE GLOBAL IMPERATIVE TO DO GOOD

As the world moves closer to one global economy, so does the mandate for corporations to address societal concerns crossing international borders, like the environment, disease and famine.

Nearly 13% of total corporate giving in 2006 was to organizations serving international recipients, up from 9.6% in 2004, according to a survey by the Committee Encouraging Corporate Philanthropy.

Just a decade ago, international corporate volunteering, or ICV, essentially did not exist. Today, two out of every five major companies support employees' volunteer activities around the world.

#### "DEEP AND INTENSE SUBJECT"

"Corporate social responsibility is a very deep and intense subject – especially for global companies," says Carol Cone, a pioneer in "cause branding" and strategic philanthropy. "The Internet has made everything transparent. What companies stand for becomes more and more important. Corporations must differentiate, generate loyalty and gain approval of the communities they do business in."

Cone's 2007 survey on corporate philanthropy found a greater number of American consumers, employees and investors expect companies to have responsible practices regarding economics, the environment and health. As Cone notes, "doing good has become an expected business strategy."

#### "DO MORE," WORKERS SAY

Some 72% of Americans now want their employers to do more to support a cause or societal issue, a significant increase from the 52% who felt this way in 2004.

This new attitude is spurring bold ideas to encourage philanthropy. For instance, the nonprofit City Year enlists young people to do a year of full-time public service in the U.S. or South Africa. The Bill & Melinda Gates Foundation, the world's largest charitable organization, has funded new models for collaboration between governments, nonprofits and for-profits. As one example, the Foundation forged a series of incentive-based investment partnerships that provide support



"We're happy if a market develops to meet the needs of the poor. That's the most sustainable solution."

—Patty Stonesifer, CEO, Bill & Melinda Gates Foundation

to developing nations for vaccinations and immunizations based on demonstrable results in their health care system.

Patty Stonesifer, CEO of the Gates Foundation, summarizes the organization's philosophy by paraphrasing an old saying: "If you want to go fast, go alone. If you want to go far, go together."

#### STRONGER SEEDS

The Foundation's latest grants have expanded to economic programs, including one in Africa that established a network of entrepreneurs who sell quality seeds that can withstand pests, disease and drought. "Don't talk about 'philanthropy,'" Stonesifer says. "Philanthropy is just one of a suite of tools. ... We're happy if a market develops to meet the needs of the poor. That's the most sustainable solution."

Bottom-line talk like "sustainable solution" denotes the new attitude toward corporate social responsibility. Now that addressing social issues has become a core business strategy, companies – and their employees and customers – demand the highest possible impact from those efforts. And in this age, that means a company must extend corporate social responsibility to every part of the world in which it does business.

#### 2008 BENTLEY LEADERSHIP FORUM

*The Business of Healing Our World: The Global Imperative to Serve the Public Good*

The 2008 Bentley Leadership Forum, in cooperation with TIME<sup>®</sup> magazine, featured leaders from business, technology, science, academia and nonprofits taking part in panel discussions, dynamic dialogues and keynote addresses. Participants included:

Patty Stonesifer  
CEO, Bill & Melinda Gates Foundation

Anthony F. Beone  
Professor of Management and Sociology, and Coordinator of the Bentley Alliance for Ethics and Social Responsibility

Michael Brown  
Co-Founder and CEO of City Year

Carol Cone  
Chairman, Cone Inc.

Ambassador Swanee Hunt  
Founding Director of the Women and Public Policy Program, Harvard's Kennedy School of Government

Ramesh Ratnesar  
Deputy Managing Editor, TIME

Ambassador Charles R. Stith  
Founding Director of the African Presidential Archives and Research Center, Boston University

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Complete information on the program, with video of the speakers and panelists can be found at:

<http://www.bentley.edu/leadership-forum/index.cfm>

## The 2008 Tomorrow25

**25 REASONS FOR HOPE:**  
BENTLEY COLLEGE SALUTES THE NEXT GENERATION OF LEADERS

THEY HAVEN'T EVEN FINISHED HIGH SCHOOL, but these 25 young leaders from around the world have already started big things. Like anti-genocide coalitions, intercultural nonprofits, technology businesses and recycling programs. They've authored books and founded tutoring programs. Raised funds for children in India, Romania and Africa. And organized against hunger, homelessness, poverty and disease. Join us in honoring these 25 high school juniors, their accomplishments and the ideals they embody — ideals we celebrate at Bentley College every day. To learn more about the Tomorrow25, we invite you to visit us at [Bentley.edu/tomorrow25](http://Bentley.edu/tomorrow25).

THE BENTLEY Tomorrow25 2008



*Standing, left to right: Edgar Alarcón (Norwalk, CA); Nicholas Foster (Shawchland, VT); Amy Malinowski (Jericho, VT); Hyungjeon Kim (Cliffside Park, NJ); Zachary Brown (Scarsdale, NY); Lauren Hickey (Finksburg, MD); Christian Birky (Glenn, MI); Samuel Peisch (Still River, MA); Grace Do (Chandler, AZ)*

*Seated: Hannah Rubin (Wayfield, NJ); Emily Cunningham (Weymouth, MA); Thomas Gunkrey (Bonn, Germany); Ashim Mishra (Cresskill, NJ); Nikesh Shah (Dunnellen, FL); Miriam Rosa-Blinch (Warwick, NY); Pratyusha Jalamanchi (Rochester Hills, MI); Julia Joang (San Ramon, CA); Harika Rayala (Columbus, OH); Tara Sari (Scarsdale, NY)*

*Floor: Nusal Qatib (Suezik, Jordan); Maya Madhavan (Brookline Heights, OH); Billy Dornany (McDonough, CA); Ali Godecker (Washington, D.C.); Hannah Goldberg (Aston, CT); Victoria Yee (Westminster, CA)*

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The Tomorrow25 is an international leadership competition launched in 2005 by Bentley to identify exemplary leaders of tomorrow. Each year, the 25 winners receive national recognition and interact with high-profile leaders at the annual Leadership Forum (all expenses paid), in cooperation with TIME magazine. The Tomorrow25 students will also appear in an ad in TIME magazine as part of Bentley's national campaign.

The Tomorrow25 winners are chosen through an international nomination process, and selected by an international Advisory Board, established by Bentley. Nominations may be submitted by business and community leaders, teachers, school administrators and guidance counselors. Candidates for this honor have demonstrated initiative, citizenship, intelligence, technological savvy, cultural awareness, social responsibility, a passion for the real world of people and organizations, and a commitment to making positive change in their communities or schools. The criteria for the award emphasize students

who have: 1) demonstrated initiative and leadership in their schools, communities or organizations, with a positive impact through their efforts; 2) clearly and consistently shown good citizenship, ethical behavior, social responsibility and character; 3) a solid academic record; and 4) demonstrated abilities in, or specific accomplishments with, new technologies, global culture or international affairs, the arts and sciences, and/or business or related professional interests.

## Conclusion

A basic feature of the Bentley approach continues to be its collaborative and integrative focus, drawing together an emphasis on ethics, social responsibility, civic engagement and sustainability across the entire campus. As we move forward with our assurance of learning initiative, our goal is to continue to explore and assess the effectiveness of this approach and its 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.

Plans for the 2008-09 academic year include an expanded emphasis on sustainability, growing emphasis on socially responsible leadership across the curriculum, and a new venture with City Year. The Bentley

College—City Year *give a year* Partnership is a new program that will enable young people who volunteer for a service year with City Year to enjoy a variety of benefits as Bentley students, including a \$20,000 *give a year* scholarship from Bentley, Bentley service-learning credits, and internship opportunities with leading global corporations. Bentley is planning to award up to 10 scholarships annually to Bentley National Service Scholars who participate in the program (for more details, go to: <http://www.cityyear.org/giveayear.aspx>).



The Bentley College-City Year “Give a Year” Partnership

### SUMMARY ACTIONS

<i><b>PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION</b></i>	
<b>Principle</b>	<b>Summary Actions in COP</b>
<b>Purpose: We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.</b>	<ul style="list-style-type: none"> <li>• The Curriculum and Academic Life (pp. 4-5)</li> <li>• Campus Life (pp. 5-13)</li> </ul>

<p><b>Values: We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.</b></p>	<ul style="list-style-type: none"> <li>• The Bentley Alliance for Ethics &amp; Social Responsibility (pp. 1-3)</li> <li>• Campus Life (pp. 5-13)</li> </ul>
<p><b>Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.</b></p>	<ul style="list-style-type: none"> <li>• The Bentley Alliance for Ethics &amp; Social Responsibility (pp. 1-3)</li> <li>• The Curriculum and Academic Life (pp. 4-5)</li> </ul>
<p><b>Research: We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.</b></p>	<ul style="list-style-type: none"> <li>• The Bentley Alliance for Ethics &amp; Social Responsibility (pp. 1-3)</li> <li>• The Production of Knowledge (p. 13-14)</li> </ul>
<p><b>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.</b></p>	<ul style="list-style-type: none"> <li>• Partnerships (pp. 14-21)</li> </ul>

<p><b>Dialogue: We will facilitate and support dialogue and debate among educators, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.</b></p>	<ul style="list-style-type: none"><li>• Outreach to the External World (pp. 14-21)</li><li>• Partnerships (pp. 14-21)</li></ul>
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Additional information on the Bentley Alliance for Ethics & Social Responsibility and the Center for Business Ethics can be found at: <http://www.bentley.edu/alliance>.

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