



BENTLEY COLLEGE **UN Global Compact Academic Network**

Communication on Progress: Academic Year 2006-2007

Bentley 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. We are in the process of ensuring that these Principles continue to inform our teaching, research, interaction with key stakeholders, and how we operate as an institution.

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. With an international network of practitioners and scholars, the CBE serves as a forum for benchmarking and research in business ethics. Our Service-Learning Center, established in 1991, is committed to providing our students with the guidance and opportunity to develop into engaged citizens and civic leaders. These efforts were given stronger emphasis based on the recommendations of a 2002 Task Force on Ethics, Service and Social Responsibility, convened by Robert Galliers, the College's Provost and Academic Vice President. The Task Force was asked to comprehensively scrutinize the college's status with regard to issues, programs and accomplishments in the areas of ethics, social responsibility and civic engagement, with the goal of enhancing our performance in these areas. This Communication of Progress attempts to capture our efforts to date, with an emphasis on activities through Academic Year 2006-07.



Gloria C. Larson

Gloria Cordes Larson
President, Bentley College

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 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.



The Bentley Alliance for Ethics & Social Responsibility

A unique feature of the Alliance is its integrative focus on ethics, social responsibility and civic engagement. 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.
- 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 initiative 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, attitudes and skills to succeed in the new environment of business. It is also very much in the spirit of the Principles for Responsible Management Education.

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 1990, 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.

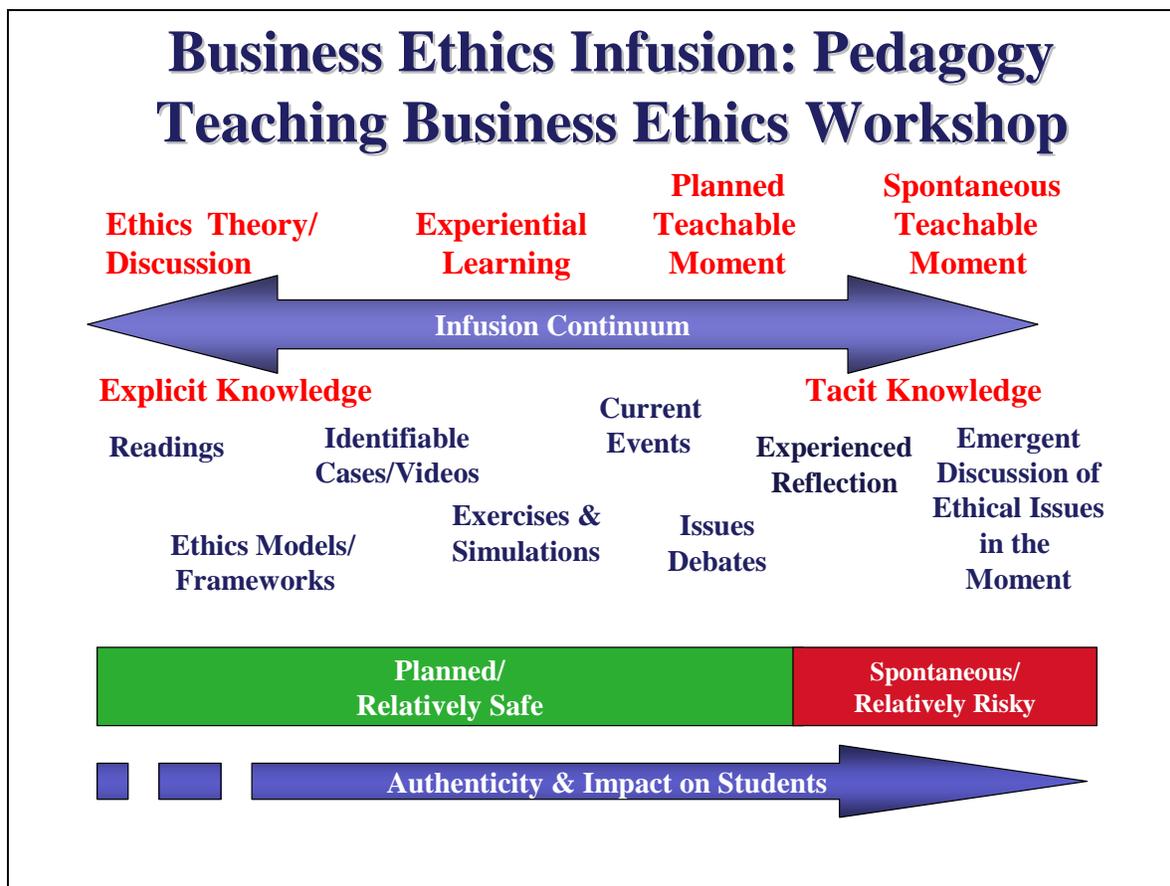
Teaching Business Ethics Faculty Workshop

Initially referred to as the Business Ethics “Gadfly” Workshop, the intent has remained the same since its inception – to encourage faculty to address ethical issues and questions of corporate social responsibility in courses across Bentley's curriculum. The Gadfly reference dates back to Socrates, who described himself as a “gadfly,” whose purpose was to harass and “sting” the citizens of Athens out of their ignorance and intellectual complacency. By “seeding” each academic department with such gadflies, the goal was to develop a core group of faculty who would prod and influence their colleagues to incorporate informed discussions of ethical issues and corporate responsibility in their classes.

Each May eight Bentley faculty members participate in a 5-day workshop to explore ways of integrating ethical issues into their disciplinary courses. The workshop is designed to accomplish this goal through: (1) facilitated discussions among faculty from several different disciplines intended to provide them with a basic grounding in ethical theory and corporate responsibility, and (2) presentations by the faculty participants on integrating ethics into their courses, with the opportunity for feedback from the workshop facilitators and other participants. Guest speakers have included representatives from the Ethics Officer Association, Fortune 500 Ethics Officers, and Boston-area business people who are responsible for ethics and corporate social responsibility initiatives. Over the years, corporate sponsors of the program have included the GE Foundation, Guardsmark, Liberty Mutual, Monsanto, Sears, Texas Instruments, and Verizon. There are over 110 business ethics faculty “gadfly alumni” on the Bentley campus, cutting across virtually every business and arts and sciences department, and its effect has had a clear influence on the content of the curriculum.

Our Workshop experience suggests that faculty often fear that incorporating business ethics into their courses means lecturing about ethical theory, something that most b-school faculty are very uncomfortable doing. As illustrated in the Figure below, the goal is to broaden the ways in which faculty think about drawing discussions of ethics and corporate social responsibility into their courses. On a programmatic basis, students are exposed to ethical theory in orientation workshops and required courses/modules, and its application is infused in other courses. As examples, at the graduate level students are exposed to the ethical responsibilities of investment planners in “Investments and Capital Accumulation” (FP601), ethical issues and social responsibility challenges in “Global Strategy” (IA605), ethical considerations in negotiating tactics in “Negotiating” (MG635), and legal and ethical issues (from

privacy to copyright protection) in Cyberlaw (LA725), as well as “Computer Security, Controls and Ethics” (CS723) and “E-Privacy: Policy, Strategy and Technology” (MG751).



By focusing on pedagogical tactics and approaches to incorporating ethical and social responsibility issues, the teaching workshop has stimulated a greater comfort level across the 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 drawing on student work-related experiences (through what Henry Mintzberg has referred to as “experienced reflection,” going from work experience to reflection in the classroom, back to the job, classroom, and so forth) and issues that emerge “in the moment.”

Via the school’s Gadfly Program, ethics has been integrated throughout the business core as well as departmental courses in management and organizational behavior, accountancy, finance, CIS, and marketing. At the undergraduate level, students are required to take courses in the business core that include modules on ethics and corporate responsibility in both the freshman and senior years. At the graduate level, MBAs have a required course on “Leadership, Ethics and Corporate Responsibilities.” Both programs are also supported by an array of electives, including PH130 “Corporate Social Responsibility,” PH131 “Philosophy of Work,” and PH133 “International Business Ethics Business Ethics” at the undergraduate level, and ETH700 “Ethical Issues in Corporate Life,” ETH750 “Managing Ethics in Organizations” and ETH810 “Research in Business Ethics” at the graduate level. Bentley also offers a concentration in Business Ethics in the MBA program and a minor in Cyber Law (with a strong

ethics and social responsibility component) at the undergraduate level. Additional information on the Business Ethics Teaching Workshop is available at:

http://www.bentley.edu/alliance/global_business_ethics_teaching_workshop.cfm.

Campus Life

As part of an attempt to maintain and nurture the college community and to maximize the potential for learning, the institution embraces 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. Recent Raytheon lectures have included Raymond Gilmartin (Merck), Anne Mulcahy (Xerox), Jamie Gorelick (Board member, United Technologies Corporation), Michael Ruettgers (EMC Corporation), Michael Eskew (UPS), Dov Seidman (LRN), Lawrence Benjamin (U.S. Food Service) and James Quigley (Delloite & Touche USA). 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. Past Verizon Professors have included such noted ethics scholars as Richard DeGeorge, Norman Bowie, Thomas Donaldson, Laura Hartman, Rush Kidder and Thomas White. The other Centers also sponsor a series of speakers and events that reinforce issues of ethics and corporate responsibility. Additional information on these programs is available at:

<http://www.bentley.edu/cbe/events/lectureships.cfm>.

Academic Integrity

The 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

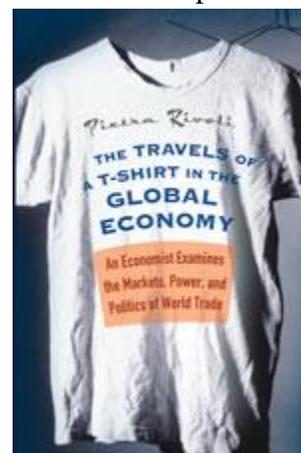
Students also have the opportunity to directly immerse themselves in the surrounding community through the Bentley Service-Learning (S-L) Center. Over each of the past four academic years, the S-L program has averaged roughly 700 students in 90 credit-bearing courses, taught by over 70 faculty members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

Class Book

For the past five years, 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 a visit by the author, panel discussions, community conversations, a film series and web site. Class books have included by Adam Hochschild’s *King Leopold's Ghost*, Thomas Friedman’s *The Lexus and the Olive Tree*, Eric Schlosser’s *Fast Food Nation*, David Callahan’s *The Cheating Culture*, and, most recently, Pietra Rivoli’s *Travels of a T-Shirt in the Global Economy*. 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. For information on the class book program, see: <http://www.bentley.edu/alliance/classbook.cfm>.



The 2006 Class Book

Related Campus-wide Initiatives

Finally, a campus-wide commitment to these ideals has further renewed the college's emphasis on the protection of human participants in research through a newly constituted Institutional Review Board, a campus-wide College Ethics Policy and Oversight Committee, and institutionalization of EthicsPoint (an on-line assist line). Additionally, the Alliance supports diversity workshops for faculty, staff and students (e.g., "Day to Day Diversity," "Becoming an 'Ally' on Sexual Identity Issues"), and a series of campus-wide panels and presentations on current issues, from peer-to-peer file sharing to business ethics and the arts.

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), and publishes *Business and Society Review* in partnership with Blackwell Publishers.



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.

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, for example, the 2004 Business Ethics Gadfly workshop went global, and since then 42 visiting scholars have joined us, from such institutions as: Budapest University (Hungary), Euromed Marseille School of Management (France), the University of Pretoria (South Africa), the Norwegian School of Management (Sandvika, Norway), York University (Toronto, Ontario), IAE (Argentina), Instituto de Empresa Business School (Spain), L'Ecole de Management de Lyon (France), Stockholm School of Economics (Sweden), University of Asia & the Pacific (Philippines), Jerusalem College of Technology (Israel), Universidad Pontificia Comillas (Spain), and Xiamen University (China); from the U.S., DePaul University (Chicago), University of Arizona, New York Institute of Technology, Franklin University, Prairie View A& M University (TX), University of Seattle (WA), University of Southern California, University of Baltimore, University of Maryland, University of Houston-Downtown, Thunderbird University (AZ), Andover

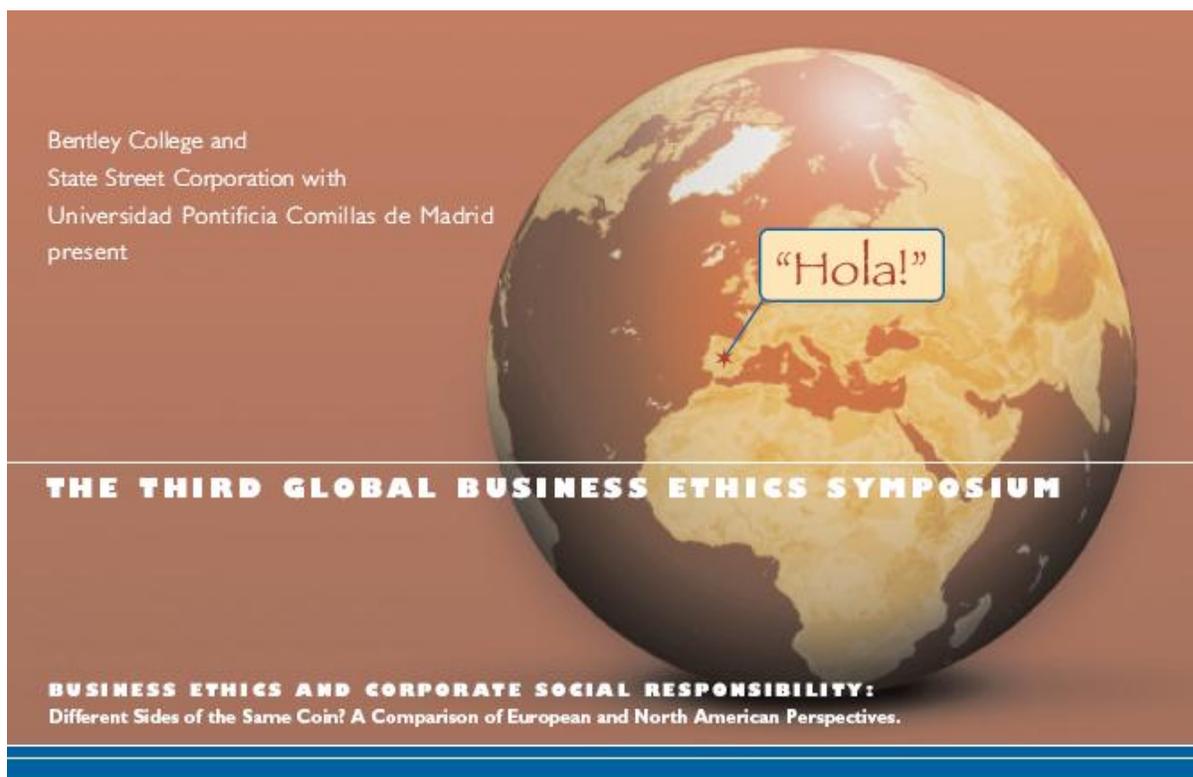
Newton Theological School (MA), Western Washington University (WA), and the University of Washington.

Global Business Ethics Symposium

In 2005, State Street Corporation 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 inaugural 2005 Symposium was “Ethics and Risk Management in a Global Environment.” The 2006 Symposium focused on “Corporate Social Responsibility in the 21st Century: Coping with Globalization.” The 2007 program, in partnership with the Universidad Pontificia Comillas, was held on the Comillas campus in Madrid, Spain, and focused on “Business Ethics and Corporate Social Responsibility: Different Sides of the Coin? A Comparison of European and North



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

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 2007, the 19th 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 the right to self-determination, security council reform, weather-related phenomenon, and immigration as students represented nations in three UN bodies – the General Assembly, Economic and Social Council, and Security Council – as well as the European Union. 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.

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

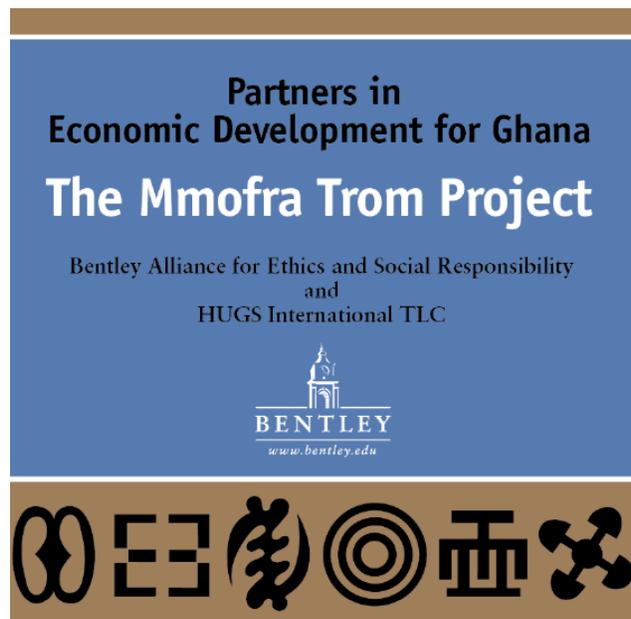
In its efforts to inspire ethical leadership, while sparking a vital discourse around ethics in business, Bentley's Center for Business Ethics has created lectureship programs in which prominent corporate leaders and ethical thinkers come to Bentley to share insights and ideas with students, faculty 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.

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.

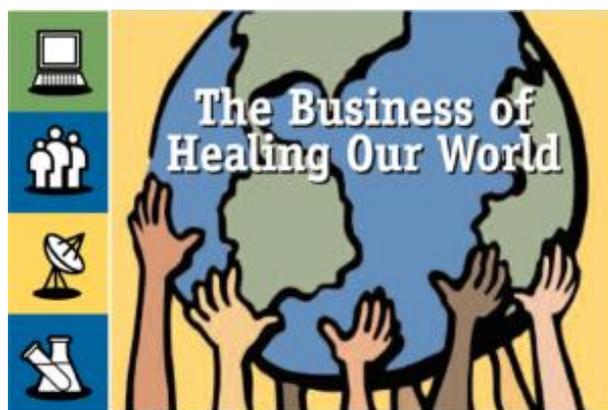
Future plans include building: (1) a high school for grades 9-12, (2) medical facility, (3) Computing and Adult Literacy Center, (4) wood-working shop, (5) soccer fields and a stadium to support league play for street children, (6) a social services facility for other orphans in the region (e.g., job 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.

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 first Forum in 2005 focused on the question “Can Social Responsibility Be Profitable?” and the 2006 Forum examined “Global Perspectives in Times of Dramatic Change.” The 2007 program explored the “Business of Healing Our World.”



Complete information on the program, with video of the speakers and panelists can be found at:
<http://www.bentley.edu/leadership-forum/index.cfm>



Humanitarian. Ambassador. Entrepreneur. Mentor. Meet the next generation of leaders.

Tomorrow25

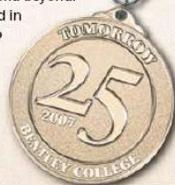
Standing, left to right:

Amanda Martin
(Galatasay, CA)
Tornika Zurabashvili
(Albuquerque, NM)
Claudia Hahnroudt
(Wichita, KS)
Kathryn Leonnig
(Dallas, TX)
Enes Ayaz
(Istanbul, Turkey)
Kendra Kline
(Queensbury, NY)
Perla Jimenez
(Monterrey, Mexico)
Lauren Boldon
(Minnelona, MN)
Michael White
(Atlanta, GA)
Pelge Dawk
(Baker Charter, LA)
Erika Solanki
(Castro Valley, CA)
Carla O'Connor
(Wollaston, MA)

Sated:

Warner Lee Phipps
(Keamey, NJ)
Milena Grigas
(San Pedro, CA)
Douglas Gera
(San Francisco, CA)
Samuel Avery
(Managua, Nicaragua)
Melissa Oppenheim
(Douthwest Ranches, FL)
Azad Nalib
(Clifton, NJ)
Sharon Kim
(Fort Lee, NJ)
Jordana Confino
(Westfield, NJ)
Patrick Silano
(East Hanwich, MA)
Floor
Mariana Cobo
(Cali, Colombia)
Lorna Haslock
(Dunsmuir, FL)
Brenton Partridge
(Clifton, NJ)
Amanda Becker
(Vero Beach, FL)

Bentley College salutes the next generation of leaders: 25 high school juniors from around the world whose energy, creativity and commitment have earned them recognition in their schools, communities and beyond. They've battled AIDS in Africa, volunteered in cancer wards, campaigned against tobacco and brought relief to tsunami victims. They've been entrepreneurs, humanitarians, ambassadors and political cartoonists. Join us in honoring these outstanding young leaders, their accomplishments and the ideals they embody—ideals we celebrate at Bentley every day. To learn more about the Tomorrow25, we invite you to visit us at Bentley.edu/tomorrow25.



BENTLEY
Business in a Whole New Light™
www.bentley.edu

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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 is its collaborative and integrative focus, drawing together an emphasis on ethics, social responsibility and civic engagement 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.

<i>PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION</i>	
Principle	Summary Actions in COP
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.	<ul style="list-style-type: none"> • The Curriculum and Academic Life (pp. 4-5) • Campus Life (pp. 6-8)
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.	<ul style="list-style-type: none"> • The Bentley Alliance for Ethics & Social Responsibility (pp. 1-3) • Campus Life (pp. 6-8)
Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.	<ul style="list-style-type: none"> • The Bentley Alliance for Ethics & Social Responsibility (pp. 1-3) • The Curriculum and Academic Life (pp. 4-5)
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.	<ul style="list-style-type: none"> • The Bentley Alliance for Ethics & Social Responsibility (pp. 1-3) • The Production of Knowledge (p. 8)

<p>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.</p>	<ul style="list-style-type: none"> • Partnerships (pp. 10-13)
<p>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.</p>	<ul style="list-style-type: none"> • Outreach to the External World (pp. 8-10) • Partnerships (pp. 10-13)

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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