



BENTLEY

UNIVERSITY

Academic Year 2008-09

Communication on Progress

United Nations Global Compact Academic Network

PRME Principles for Responsible
Management Education



Bentley University, 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 part of our mission, the University has a long-standing commitment to ethics, social responsibility, service and sustainability that grew out of the intersection of business and the arts and sciences. The emphasis on business ethics emanated from the Philosophy Department, which launched the Center for Business Ethics more than 30 years ago. Our nationally ranked Service-Learning program was started out of the English and Sociology Departments in the early 1990s and now cuts across the entire institution. As a signatory of the UN PRME initiative, Bentley is committed to innovative pedagogy and research, embedding these areas throughout the curriculum and our research agenda. Faculty publish in many of the leading journals in this area, including *Academy of Management Learning & Education*, *Behavioral Research in Accounting*, *Business Ethics Quarterly*, *Corporate Governance: An International Review*, *Journal of Business Ethics*, *Journal of Public Policy & Marketing*, *Corporate Social Responsibility and Environmental Management*, *Research in Accounting Regulation*, and the *Women in Management Review*. The Alliance for Ethics and Social Responsibility facilitates the collaboration of these institution-wide initiatives, working to inform what we research and teach, and how we operate as an organization.



This report, our third Communication on Progress (COP), focuses on our activities and initiatives during the 2008-09 academic year. It is part of our ongoing commitment to provide an annual update on our efforts to meet the six PRME principles. Building on our previous reports, this year's COP includes comparative assessments with earlier efforts, with an emphasis on learning and continuous improvement in our efforts.

Gloria C. Larson

Gloria C. Larson
President, Bentley University

THE BENTLEY ALLIANCE FOR ETHICS & SOCIAL RESPONSIBILITY (BAESR)

Building on the institution's long-standing commitment to ethics, civic engagement, and social responsibility, over the past year BASER continued to develop an explicit focus on sustainability and sustainable business practices. Now entering its sixth year, the mission of the Alliance is to ***amplify and extend the work of the autonomous Centers and initiatives on campus, supporting and encouraging greater awareness of, respect for and commitment to ethics, service and civic engagement, social responsibility and sustainability in faculty research, curricula and campus culture.***

A unique feature of the Alliance continues to be its integrative focus on ethics, social responsibility,

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

This ongoing initiative is a collaborative effort that is dependent on the commitment of a broad range of stakeholders, including Bentley faculty, staff, students and alumni, as well as business executives, corporate partners, relevant associations and other colleges and universities in an effort to enhance and disseminate these ideals. The 2008-09 Alliance was 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.
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.
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.
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.
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.
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.
www.bentley.edu/arts-sciences-center

Progress and AY2009-10 Goals

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

The main goal for AY2009-10 is to continue to work on expanding the institution’s commitment to these ideals, informing our teaching and curriculum, research and scholarship, relationships with our surrounding community, other organizations and associations, and, in general, how we operate as a university. As we move forward with our assurance of learning initiative, our goal is to continue to explore and assess the effectiveness of our efforts and their contribution to our commitment to the ideals of the UN Global Compact’s Principles for Responsible Business and Principles for Responsible Management Education. As an institution, we understand that our own organizational practices should also serve as an example of the values and attitudes we convey to our students and other stakeholders.

PARTICIPATION IN UN PRME INITIATIVES

As part of our commitment to the PRME initiative, members of the Bentley community have been actively involved in several meetings and events:

- During the First Global Forum for Responsible Management Education at the UN last December, Mike Page, Bentley's Dean of Business, was a plenary panelist, speaking on "Global Trends for the Education of 21st Century Business Leaders." Anthony F. Buono, Coordinator of Bentley's Alliance for Ethics and Social Responsibility, also shared his comments on Bentley's latest Communication on Progress as a signatory of the PRME initiative.
- As part of the April PRME Affinity Group Meeting in Orlando, FL, Heikki Topi, Associate Dean of Business Graduate and Executive Programs, spoke on “Beyond the Business Ethics Course: Institutionalizing a Commitment to Ethics, CSR & Sustainability ~ The Bentley Experience.”
- Buono, who is a member of the PRME Curriculum Change Task Force, was appointed to the Advisory Board, UN PRME/Copenhagen Business School Conference Committee for its November 2009 “Sustainable Leadership in the Era of Climate Change” conference at the Copenhagen Business School. He is also scheduled on the opening plenary panel, focusing on “Innovative Approaches to Curriculum Change in the Era of Climate Change.”

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PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

Principle 1 *Purpose*

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

As detailed in our earlier COPs, 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 part of an attempt to maintain and nurture the university community and to maximize the potential for learning, the institution continues to embrace what we refer to as the ***Bentley Beliefs***, a set of principles that govern conduct in classrooms, residence halls and places of work:

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

At the beginning of each academic year, the incoming class cites and pledges their commitment to these beliefs.

www.bentley.edu/about/beliefs.cfm

ACADEMIC INTEGRITY

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

www.bentley.edu/alliance/acadintegrity.cfm

Progress and AY2009-10 Goals

This past year, the student Academic Integrity Council developed and administered a student survey on the perception of cheating at Bentley, the results of which were presented at the May General Faculty Meeting. The student council also developed a “Student Appreciation Award for Encouraging Academic Integrity at Bentley University.” Students also manned tables in central locations during final exam periods, spring and fall, to raise awareness about the importance of academic integrity.

The Bentley Academic Integrity Coordinator and two 2 students attended the annual international conference of the Center for Academic Integrity (CAI), where they presented a workshop on “Developing the Student Activist.” The presentation resulted in Turnitin.com representatives collaborating with our students to bring a student voice and vision to the Turnitin organization and web site. In addition, student members of the AICs performed outreach to area high schools, visiting and speaking about academic integrity at Dracut High School (twice), Boston Latin Academy (twice), and Dana Hall.

Looking ahead to AY 2009-10 plans include: 1) continued development of AI workshops for international students, transfer students and graduate students, with an emphasis on plagiarism; 2) further development of the AI web site and Blackboard site, with the goal of getting all students and faculty enrolled on AI Blackboard; 3) final development of a faculty manual on the AIS; 2) further development of the program on plagiarism during First Week; 3) finalizing language changes in our AI Policy to further refine its authority and domain within the college; 4) development of an assessment tool for the AI Program; and 5) continuous awareness building of Bentley’s Cheating School, Faculty Workshops, and web site.

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 and the Civic Leadership Program.

Service-Learning Program

During the 2008-2009 academic year, more than 1,000 Bentley students were engaged in service at approximately 30 community organizations. They were supported by more than 70 faculty members in 12 different academic departments. The Bentley S-L Program offers both community service and service-learning projects. The service-learning projects fall within three curricular alternatives: embedded course projects, 4th credit options, and internships. Embedded S-L courses require all students in a class to undertake a service project. The 4th credit option allows students in a standard 3-credit course to undertake an optional S-L project for which they receive one additional credit. Most students take three of these, spread out over 2-3 years, which then counts as a 3-credit course. Internships are not associated with specific courses in the curriculum, but serve as 3-credit standalone courses: S-L internships require a service component equivalent to 180 hours of service in the community and an academic work product related to that service.

www.bentley.edu/service-learning/index.cfm

Progress and AY2009-10 Goals

Bentley has partnered with City Year to establish a “give-a-year” scholarship program for Bentley students (the program is discussed more fully in Principle 5: Partnership). The program allows selected students to take a year away from their academic studies to work as tutors and mentors in urban school

systems at one of 19 locations across the United States. These students receive a \$20,000 scholarship to complete their studies upon their return to campus after the year of service. In 2008-2009, the first year of the program, three students were selected. Our goal in 2009-2010 is to double that number.

Bentley Civic Leadership Program: Graduation Pledge Alliance

The visibility of the Alliance and Service-Learning Program has also prompted undergraduate students to get more actively involved through the Bentley Civic Leadership Program (BCLP), which is the Bentley chapter of the Graduation Pledge Alliance. The BCLP, which is student initiated and led, has three foci: campus involvement, civic engagement, and ethical and responsible behavior. *Campus Involvement* is designed to encourage students to become actively involved early in their undergraduate career, helping them feel comfortable in becoming a leader within their immediate community. *Civic Engagement* is intended to facilitate student appreciation of the importance of the greater community, which includes aspects of political participation, cultural awareness, and service, with an emphasis on experiences that lie outside of Bentley. Finally, *Ethical and Responsible Behavior* is designed for students to realize the importance of ethics and social responsibility in their lives. Emphasis is placed on striving for exemplary behavior, being a role model, and active and responsible involvement.

www.bentley.edu/alliance/bclp/index.cfm

The international headquarters of the Graduation Pledge Alliance moved to Bentley in 2007. Started at Humboldt State University (California) in 1987, the Graduation Pledge of Social and Environmental Responsibility asks students to "pledge to explore and take into account the social and environmental consequences of any job [they] consider and ... try to improve these aspects of any organizations for which [they] work." The pledge operates at three levels: students making choices about their employment; schools educating about values and citizenship rather than only knowledge and skills; and the workplace and society being concerned about more than just the bottom line.

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

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

For additional information on the Graduation Pledge see: www.graduationpledge.org.

Progress and AY2009-10 Goals

To date, over 125 Bentley students have taken the Graduation Pledge prior to commencement and the university's baccalaureate ceremony. Prior to taking the pledge, students track and reflect on their campus involvement, civic engagement, and ethical and socially responsible behavior through an e-portfolio, where they capture their activities each semester and reflect on their development as civic leaders (see Tracking Form below). Our main goal is to continue developing the program, expanding the number of our undergraduates who complete the BCLP requirements and take the pledge.

As the BCLP/Graduation Pledge program is focused on undergraduates, another goal for AY2009-10 is to establish an active Net Impact chapter on campus for our MBA and MS students.

Diversity

The University also runs a series of diversity workshops and retreats. Sponsored by Bentley's campus Diversity Program, the university 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 Council, which is comprised of members of the staff and faculty who have responsibility for some aspect(s) of diversity as part of their jobs. 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 University to external audiences on diversity related matters.

www.bentley.edu/diversity/index.cfm

Bentley's Multicultural Center (MCC) is the "home" to many ALANA (Asian, Latino/a, African-American, Native American and multiracial) students at the University. Formed in 1991, the MCC serves to further the retention and success of the university'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 university's efforts to foster diversity and to develop a richly varied, learning community.

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

Progress and AY2009-10 Goals

The University's ongoing commitment to diversity has resulted in a broad array of accomplishments across campus, with a commitment to continue to work on these initiatives during the upcoming academic year:

- The Undergraduate Curriculum requires exposure to diversity for all students through the required First Year Seminar, Diversity and International Check-off requirements, and the new General Business core.
- Diversity programming on campus is frequent, deep and broad, including speakers, events and activities.
- Offices, programs and affinity groups provide substantial support, for example, the Multicultural Center, International Services, Spiritual Life Center, Disability Services, LGBTQ@Bentley, Women's Center, and Faculty and Staff of Color.
- The Diversity Council, comprised of staff and faculty members who have explicit responsibility for diversity issues, meets regularly to facilitate communication, collaboration and input to senior administration
- A Student Diversity Council began work in Fall, 2008
- Key Student Groups, including resident assistants in the residence halls, first year seminar facilitators, and orientation leaders, are provided training/development opportunities related to diversity.
- More women are in top administrative positions across the university.
- Diversity Retreats continue as an important college commitment and resource. Ally Workshops for Sexual Orientation are also offered several times each year.

The Bentley Diversity Council also invites proposals from students, faculty, staff and alumni for Diversity Mini-Grants. The purpose of this program is to support activities, not funded through other budgets, which contribute to Bentley being a place that values the diversity of its people. Projects supported by these grants focus on making the Bentley culture healthy in relation to differences of race, nationality, gender, religion, sexual orientation, (dis)ability, class, age and/or other key differences. The first Bentley Diversity Council mini-grants were awarded during AY2008-09. Last year's grants supported: a diversity trivia night offered for students in the Backstage; a field trip focused on African American history in Boston and the surrounding area; cultural events for the Graduate School Conversation Partners group; and a program entitled "Brazil in the 21st Century."

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

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

ETHICS POLICY AND UNIVERSITY-WIDE ETHICS COMMITTEE

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

www.bentley.edu/alliance/ethicspolicy.cfm

SUSTAINABILITY



In 2007, President Larson signed the American College and University Presidents Climate Commitment, pledging to eliminate Bentley's greenhouse gas emissions over time. The commitment involves: 1) completing an emissions inventory; 2) setting a target date and interim milestones for becoming climate neutral; 3) taking immediate steps to reduce greenhouse gas emissions through short-term actions; 4) integrating sustainability into the curriculum and making it part of the educational experience; and 5) making the action plan, inventory and progress reports publicly available.



Sustainability at Bentley University

The signing of the Climate Commitment spurred the creation of a the Sustainability Task force, which is a coalition of faculty, staff, students and alumni dedicated to fostering sustainability initiatives. The Task Force's mission is to:

- Develop, and assess initiatives to improve sustainability on campus;
- Provide the steering committee with recommendations for University-wide sustainability policies;
- Provide the Bentley community with information and education about sustainability efforts; and
- Promote environmental consciousness across campus operations.

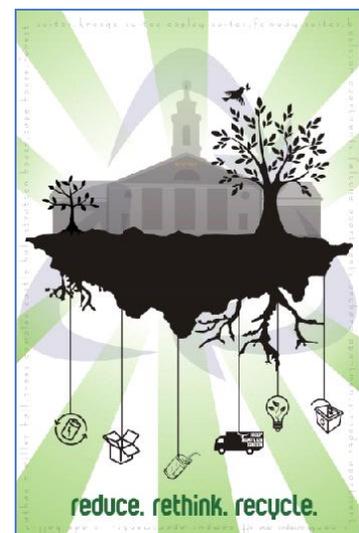
As part of Bentley's Climate Commitment, all new construction will be built to LEED-Silver standards. Leadership in Energy and Environmental Design (LEED) is an internationally recognized green building certification system developed and run by the U.S. Green Building Council (USGBC). The rating system addresses six major areas of green building:

- Sustainable sites (reducing the destruction of natural areas and habitats when constructing a new building);
- Water efficiency;
- Energy and atmosphere (building energy use and heating, ventilation and air conditioning systems); and
- Indoor environmental quality

In addition, Bentley has become a member of the 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 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.



Recycling Program

During AY2008-09, Bentley purchased a recycling truck and contracted with Save That Stuff, Inc. a recycling and waste management company located in Charlestown, Massachusetts.



Bentley also worked to provide each residence hall with a recycling collection center. In AY2008-09 Bentley kicked off the first full year of its recycling program. Facilities Management increased the number of recycling bins on campus and worked to educate students on recycling procedures. Glass, aluminum, plastic, and mixed paper are collected from bins around campus in the Facilities Management Recycling Collection Truck and stored in an on-site compactor. Save That Stuff, Inc., Bentley's recycling contractor, picks up the recyclables from the compactor once or twice per month for processing at their Charlestown facility.



Bentley recycled approximately 160 tons of material in AY2008-09, an average of 13 tons of material per month.



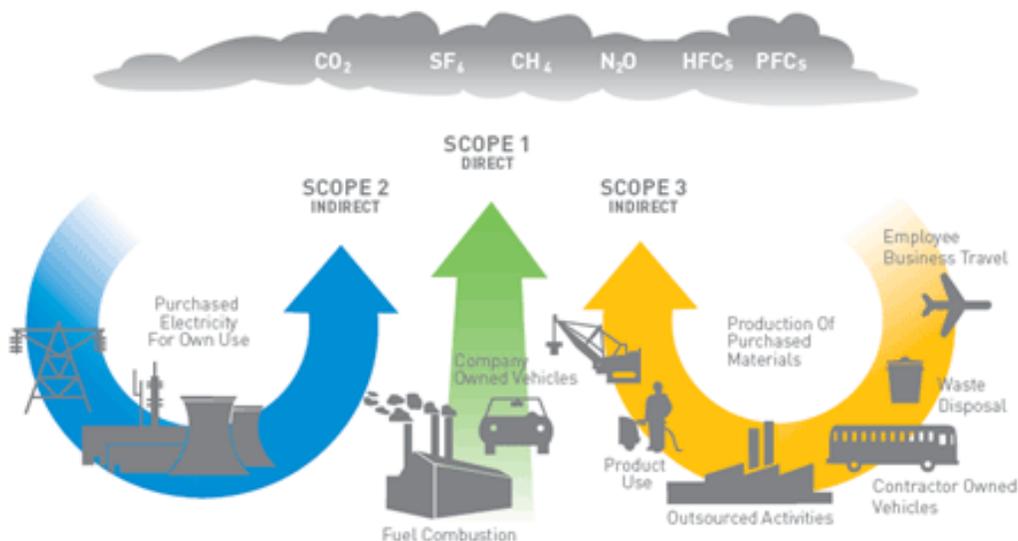
The Sustainability Task Force designated the week of September 15, 2008 as "Green Week." During this week, all members of the Bentley community were encouraged to become more aware of the everyday choices they make and identify ways that will lessen our environmental impact. Among the events were: David Gallo, Woods Hole Oceanographic Institute, presentation on climate change; Ben Jervy, author of *The Big Green Apple: Your Guide to Eco-friendly living in New York*, spoke living sustainably in an urban environment; trips to the Waltham Fields Community Farm (WFCF), a local organization that supports hunger relief efforts by providing fresh produce to local food pantries, soup kitchens, and shelters; and an on-campus booth by NSTAR focused on how to make your home more energy efficient.

Bentley's Carbon Footprint

During AY2008-09, Bentley contracted Sightlines to calculate the University's carbon footprint (or net greenhouse gas emissions) for AY2008-09 through AY2008-09. The AY2008-09 carbon footprint was completed and reported to the ACUPCC in November, 2008. Bentley's carbon footprint accounts

for greenhouse gas emissions from a number of different sources associated with the institution’s operations. These sources are categorized as Scope I, II and III emissions. The World Resources Institute (WRI) defines Scope I, II and III emissions in their Greenhouse Gas Protocol as the “direct” and “indirect” GHG emissions from an institution’s operations. Scope I, II, and III emissions as defined by the WRI are detailed in the diagram below.

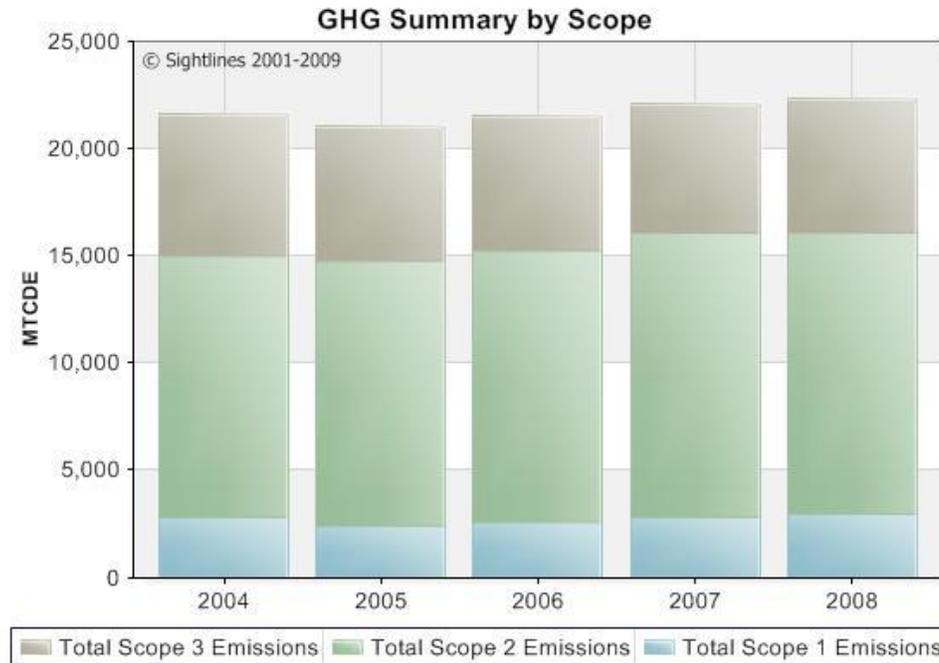
Bentley’s carbon footprint for AY2008-09 totaled 22,341 metric tons of carbon dioxide equivalent (MT CO₂e). This number includes Scope I, II and III emissions. As can be seen in the chart below, the majority of Bentley’s greenhouse gas emissions from FY2004 through FY2008 result from Scope II activities (purchased electricity). Electricity purchased and used on site accounted for approximately 60 percent of Bentley’s total carbon footprint for FY2008. The Bentley campus lacks a central plant therefore most buildings on campus are equipped with electric heat and cooling systems. While several buildings are also supplied with natural gas, majority of heating and cooling on campus is achieved via electricity purchased from the grid.



Bentley’s Scope I, II and III emissions are described in the following table:

Scope I Emissions <i>“Direct” emissions from activities on the Bentley campus.</i>	Scope II Emissions <i>“Indirect” emissions from utility energy production.</i>	Scope III Emissions <i>“Indirect” emissions from transportation and waste disposal.</i>
Emissions from driving University-owned vehicles. Emissions from on-site combustion of natural gas for heat and hot water boilers.	Emissions generated at regional power plants associated with supplying the University with electricity from the electrical grid.	Emissions from vehicles driven by faculty, staff and student commuters. Emissions from airline travel.

Scope III emissions (faculty, staff, and student commuting and airline travel) are the second largest contributor to Bentley’s carbon footprint accounting for 25 percent of the FY2008 footprint. In the calculation it was assumed that 100 percent of Bentley’s faculty and staff commute to campus in automobiles. An average commute of 12 miles each way was calculated using a database of faculty and staff zip codes and it was assumed that faculty travel to campus 150 days per year, while staff make 250 trips per year. All part-time undergraduate and both full and part-time graduate students were included as student commuters (approximately 30 percent of the student population). It was assumed that student commuter trips averaged 21.61 miles each way, 150 days per year.



At the time of submission of this report, Bentley University is in the process of completing the AY2008-09 carbon footprint.

Climate Action Plan

Bentley’s Climate Action Plan is being created as a “living document” which will be updated at least every two years. The Climate Action Plan sets a target date for achieving climate neutrality, interim targets for goals and actions that will lead to greenhouse gas emissions reductions, mechanisms for tracking progress toward goals, and actions to make climate neutrality and sustainability a part of the curriculum and campus culture. At the time of submission of this report, Bentley is close to completion of the Climate Action Plan. In the interim, Bentley has elected to commit to the following five “tangible actions”:

- Require that all new campus construction be built to at least the US Green Building Council’s LEED Silver standard or equivalent;
- Adopt an energy-efficient appliance purchasing policy requiring purchase of ENERGY STAR certified products in all areas for which such ratings exist;
- Establish a policy of offsetting all greenhouse gas emissions generated by air travel paid for by the institution;

- Encourage use of and provide access to public transportation for all faculty, staff, students and visitors; and
- Participate in the Waste Minimization component of the national RecycleMania Competition, and adopt three or more associated measures to reduce waste.

Sustainability Projects Completed in AY2008-09

The Dana Athletic Center

During AY2008-09 Facilities Management assessed the feasibility of installing a solar hot water heating system on the roof of the Dana Athletic Center. Based on a structural assessment and new building codes it was determined that the roof was not strong enough to support the photovoltaic cells needed for this project. However, after slating the field house for HVAC upgrades, Bentley investigated the feasibility of installing a solar thermal wall on the Dana Center to assist with heating loads. The HVAC upgrade (to be completed in September 2009) will include the installation of variable frequency drives and de-humidification equipment. In addition, Bentley is installing a solar thermal wall on the southern exterior wall of the Dana Center. The thermal wall will make heating the building more efficient by preheating outside air prior to its introduction into the HVAC system.

Bottle-less Water Coolers

During AY2008-09, Bentley experimented with replacing Poland Spring bottled water coolers with bottle-less coolers. These coolers are connected directly to the existing potable water line and act to filter and cool municipal water rather than using bottled water. Use of these coolers decreases the demand for plastic bottles thus creating less wasted plastic and conserving natural resources needed to create new bottles.

Tray-less Dining

Bentley University removed trays from all dining facilities (resident & retail) in AY2008-09. Research conducted by Sodexo (Bentley's dining contractor) demonstrated that removing trays reduced food waste by one ounce per person or approximately 52,000 pounds of food waste per academic year. Sodexo estimated that removing trays from the wash cycle saves ¼ gallon of water per tray. Furthermore, energy savings are realized from reduced dish washing cycles and fewer washes also means less detergent is introduced into wastewater effluent.

Wind Analysis

During AY2008-09 Bentley graduate students completed a study to determine the feasibility of constructing a wind turbine on Bentley's campus. The results of the study were presented to Facilities Management and indicated that wind speeds and other characteristics were not favorable for construction of a wind turbine.

Energy Efficiency Audits

Bentley hired several consultants to conduct energy efficiency evaluations of six campus buildings to identify feasible energy conservation measures and upgrades. Recommendations resulting from these evaluations will be integrated into the building upgrades schedule in AY2009-10.

Energy Management System (EMS) Upgrades

Bentley has been systematically upgrading EMS controls campus wide. The campus pneumatic systems are nearing the end of their useful life and are being replaced with direct digital controls (DDC). DDC use low-voltage wiring to control heating, cooling and lighting systems. The use of advanced building controls systems allows for more energy efficient operation of building heating and cooling systems.

Utilities Sub-metering

Bentley has sub-metered each campus building for electrical usage. Sub-metering assists with establishing a predictive maintenance program, which will lower building operating expenses. The new EMS controls have been integrated with the electrical meters to enable electrical load shedding, which relaxes the building's set points during peak loads. Sub-metering will be installed for water and gas usage in the future.

Lighting Upgrades

Bentley has been systematically upgrading lighting in buildings to include installing occupancy sensors and energy efficient ballasts and lamps. Bentley has installed a control system on the football field lights which maintain a lower level of lighting for all non-varsity football events such that full lighting power is only used approximately 6 times per season. Bentley is also converting to efficient lamps for all outdoor lighting.

Low Flow Fixtures North Campus

Low flow fixtures have been installed in all four of the residence halls on North Campus. Low flow toilets use a maximum of 1.6 gallons of water per flush, compared to approximately 3.5 gallons used by standard toilets. Low flow shower heads use 2.5 gallons of water per minute (gpm) compared to 4 or 5 gpm in conventional fixtures; low flow faucets can cut water usage from 4 gpm to 2.5 as well.

Hand Dryer Installation

During AY2008-09 Bentley installed Dyson Airblades in the Dana Athletic Center and the Student Center and Excelerator Hand Dryers in several other campus bathrooms. These hand dryers are higher efficiency than older models and reduce the need for paper towels.

Progress and AY2009-10 Goals

The University has a number of sustainability goals for the next academic year, including tackling the amount of waste generated on campus and increasing the efficiency of our energy use, all with the ambition of reducing the University's carbon footprint.

Attain Energy Star Rating for North Campus Buildings

In FY2010 Facilities Management and the Manager of Sustainability will work with EPA Energy Star and a third party consultant to achieve Energy Star ratings in the four North Campus residence halls.

Attain LEED Existing Buildings Certification for North Campus Buildings

Facilities Management and the Manager of Sustainability will work with a consultant to conduct a GAPS analysis of the four North Campus residence halls to determine the feasibility of achieving LEED Existing Buildings (EB) Certification. It is assumed that LEED EB Certification will be completed in FY2010.

Increase Recycling Efforts

A major initiative is Bentley's Single-Stream Recycling Program. With the Single-Stream Recycling program people will be able to place all recyclables together in any recycling receptacle on campus – without any sorting. Recycling receptacles will include: desk-side recycling bins; large recycling totes; outdoor receptacles including Big Belly Solar Units; and recycling receptacles in hallways.

Bentley also intends to recycling efforts on campus in FY2010. Facilities Management will increase the presence and number of recycling bins in interior and exterior areas of the campus while developing permanent informative signs about recycling procedures to be placed in each residence hall

Recycling Center and above recycling bins in academic and administrative buildings. The Manager of Sustainability plans to develop a Bentley University Recycling Policy which is communicated to the campus community via several avenues. The policy will highlight the case for recycling and how it fits in to the University's sustainability goals and campus culture. The Manager of Sustainability will also work with the Sustainability Task Force to provide increased transparency of Bentley's recycling program by providing "cradle to cradle" information on recyclables which are collected on Bentley's campus and up to date monthly reports on recycling volumes.



Energy Efficiency and LEED EB Evaluations

Facilities management will be incorporating the recommendations resulting from the AY2008-09 energy efficiency evaluations into the building upgrades schedule in FY2010. Facilities Management and the Manager of Sustainability plan to hire a single consultant in FY2010 to conduct comprehensive energy efficiency and LEED EB evaluations of many buildings on campus in an effort to increase overall energy efficiency and green building practices.

Change All University-Owned Vehicles and Equipment to Biodiesel

Facilities Management has been investigating the feasibility of changing all diesel-run machinery (vehicles, back-up generators, lawn mowers, etc.) to biodiesel. Facilities Management expects to switch to biodiesel in FY2010.

Bottle-less Water Cooler Change Out

In FY2010, the Manager of Sustainability will work with the Purchasing Office to change bottled water coolers to bottle-less water coolers across the campus.

Hand Dryer Installation

After a pilot study of the installation of both Dyson Airblades and XLeleator Hand Dryers, Facilities Management plans to replace paper towel dispensers with hand dryers in high-use bathrooms across campus. The installation of hand dryers will greatly decrease Bentley's paper use.

Develop and Enforce a "No Idling" Policy

In FY2010, Bentley will work to develop a written policy banning idling motor vehicles from campus. The policy will address University-owned diesel and gasoline powered vehicles, delivery trucks, subcontractor vehicles, and visitor vehicles. Banning idling will achieve emission and noise reductions while improving the health of the campus community.

Collect Driving Data

The existing carbon footprint calculation for the University assumes that 100% of Bentley Faculty and Staff drive to campus but does not account for the amount of personal vehicle use within the campus. As parking on campus is unrestricted, many students drive from their dorm rooms to classrooms and back. This “car culture” likely has a dramatic effect on the University’s carbon footprint. In FY2010, the Manager of Sustainability will partner with Sightlines to conduct a campus driving survey in an effort to capture more accurate driving data.

Develop a Campus Faculty and Staff Survey

The Manager of Sustainability is working with the Bentley’s Institutional Research Office to develop an email survey to be sent to Bentley University faculty and staff. The survey will measure awareness and opinions of environmental issues, feelings about sustainable practices on campus, and expectations for sustainability initiatives at Bentley. The survey will be administered in FY2010.

Increase Student involvement in Sustainability

The Manager of Sustainability will be partnering with staff members from the Residential Life Office to determine the best methods to communicate with students, generate student involvement in “green” activities on campus, and create a student culture in which living and working “green” is paramount.

W. MICHAEL HOFFMAN PRIZE IN BUSINESS ETHICS

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

Progress and AY2009-10 Goals

In the 2008-09 academic year, there were nine undergraduate papers and 14 graduate papers submitted: The winner for the undergraduate prize was Amanda Mongell; the winner for the graduate prize was James Lally.

Academic Year	Undergraduate Papers	Graduate Papers
2008-09	9	14
2007-08	21	4
2006-07	15	9
2005-06	27	9

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

BENTLEY MICROFINANCE INITIATIVE

The student-run Bentley Microfinance Club (BMC) strives to integrate microfinance into the Bentley community and to promote community development through education and innovation in

microlending activities. The club promotes microfinance by selecting loan candidates, monitoring loan portfolios, working with external partnerships, networking, and providing business plan assistance. Key objectives of the club are education, community development, operational sustainability, and innovation. BMC is unique in that members merge business experience with service – it is one of the first U.S. student run microfinance funds in the Greater Boston Area.

The Club was formed following an undergraduate honors finance course – “Seminar in Micro-Lending” – that paved the way for an innovative financing initiative: a domestic microcredit organization intended to fuel economic and community development by providing loans of \$1,500 to \$6,000 to local entrepreneurs at or below the poverty level. Students enrolled in the honors seminar developed a working model for the Bentley Microcredit Initiative (BMI) after researching microfinance successes and failures both abroad and domestically to create a framework that could operate in Greater Boston. The fund is being financed by donations from alumni and parents and has an initial equity line of \$100,000 on its way to a total loan portfolio of \$300,000.

The Bentley Microcredit Initiative identifies potential loan applicants by tapping into existing Bentley relationships with community organizations. To gather data for initial client screenings, the BMI works with the Bentley Service-Learning Center, which has strong ties to many centers and service-oriented organizations.

In April, 2009 the Bentley Microfinance Club celebrated and honored the club’s first successful loan applicant, Ms. Linda Joy, a former welfare mom turned entrepreneur who runs *Aspire Media*, a motivational publishing and conference company based in Lakeville, MA. Ms. Joy, who did not qualify for traditional financing, received a \$6,000 loan to be used to develop a marketing strategy. The loan will be paid back over two years with a twelve percent interest rate, which is the average rate for microloans in the U.S. It took Bentley students approximately one year to create an infrastructure for domestic micro lending they thought would work. According to Michaela Baca (class of 2012) the goal of the BMI is to serve as a “model for students and institutions around the country,” creating “a system that other schools and students can replicate to reach people in need in their communities.”

The on-line version of Ms. Joy’s *Aspire* magazine can be found at:

<http://content.yudu.com/Library/A18m3a/JuneJuly2009/resources/index.htm?referrerUrl=http%3A%2F%2Fyudu.com%2Fitem%2Fdetails%2F61988%2FJune---July-2009>

Progress and AY2009-10 Goals

The fund has currently raised \$125,000 and, as noted above, awarded its first loan. Goals for the next academic year are to continue the fundraising effort toward the \$300,000 loan portfolio goal.

BENTLEY-BAHAMIAN RED CROSS BOOK DRIVE

During the 2009 Senior Week, Bentley students partnered with the Bahamian Red Cross for a Book Drive to support the program’s after-school center. Over 300 books were collected and donated to the Bahamian Red Cross.

PROJECT EYE-TO-EYE

Project Eye-To-Eye is a national mentoring program that matches college and high school students

with LD/ADHD, acting as tutors, role models and mentors, with elementary, middle, and high school students with LD/ADHD in order to empower these students and help them find success” (projecteyetoeye.org).

In the fall 2005 semester, Bentley became the first college in Massachusetts to participate in Project Eye-To-Eye. Today Bentley is one of more than 20 colleges across the country participating in this “first of its kind” project. Across the country, leaders in education, business, psychology, and medicine have acknowledged the success of Project Eye-To-Eye by spreading word of the program or joining the board of directors.

The Bentley chapter of Project Eye-To-Eye works with 4th and 5th grade students at the MacArthur Elementary School in Waltham. Bentley “mentors” are paired with a “mentee” with a similar ‘dis’ability for the entire semester. Each Monday mentors and mentees meet together in the art room of the school to work together on projects designed to build confidence and self-esteem.

Typically the idea of having a disability surrounds what one can’t do. The children our students work with in the program – regardless of how well they understand their disability – understand that there are things they cannot do as well as their peers. Project Eye-To-Eye works to change that feeling, helping the children learn to see the value in what they can do. As the semester progresses it is evident that the mentees begin to take pride in themselves, their work, and the fact that they get to undertake “cool” projects with their college mentors.

CAMPUS-WIDE LECTURES AND EVENTS

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

SEPTEMBER 2008

- **Ethics and Risk Management Best Practices:** A Bentley Professional Forum moderated by Ken Highfield, Managing Director of the Exceder Group, and Jay Thibodeau, Edward F. Gibbons Research Professor of Accountancy at Bentley. Panelists included: Lyn Benton, Professor and Executive Consultant: “Best Practices for Ethics and Anti-Fraud Programs”; Michael Duffy, CEO, Open Pages: “Challenges/Best Practices in Implementing Enterprise Risk Management”; Chris Lee, Partner, Deloitte Touche: “AS5 Best Practices”; Peter Nessen, Chair Audit Committee, L-1 Identity Solutions: “Creating the Risk Intelligent Organization”; William Rose, Federal Bureau of Investigation: “Ethics in the SubPrime Loan Industry and Corporate America”; and Leo Sullivan, President, Viisage: “Lessons learned from SOX Failure to SOX Success.”
- **Gender Issues Across Disciplines: A Faculty Research Roundtable:** A panel of Bentley faculty shared their gender-related research. The panel was introduced by Provost Bob Galliers and moderated by Dean Kate Davy. The following faculty and projects were featured: John Leeth (EC) – Do Workers Earn Less in Female Jobs? The Impact of New Measures of Comparable Worth. Gesa Kirsch (EN) – Women in the Archives: Who gets in? Who is left out? Toni Wolfman (WLI) Where the Women Aren’t – In the Boardrooms of Massachusetts Public Companies. Marc Stern (HI) – Changes in the Fitness Industry.

- **The Past as Prologue: The Professionalization Project in American Business Education:** Rakesh Khurana, Professor of Business Administration and Organizational Behavior at the Harvard Business School, spoke on his latest book, *From Higher Aims to Hired Hands*, which received the American Sociological Association's Max Weber Book Award in 2008 for most outstanding contribution to scholarship in the past two years.

OCTOBER

- **Giving Voice to Values:** Based on a program developed with the support of the Aspen Institute and Yale University, Mary Gentile explored ways to teach managers (and students) to implement their beliefs, giving them the "scripts and skills" necessary to speak up in the workplace. As part of the discussion, Mary demonstrated how the program can be integrated into specific courses, such as accounting or finance, as well as into a social enterprise curriculum.
- **Raytheon Lecture in Business Ethics:** John A. Swainson, Chief Executive Officer, CA, Inc., spoke on "Back from the Brink: Rebuilding a Company After a Near Fatal Ethics Breakdown."
- **How Ethics Can Enhance Information Security: Lessons from the ChoicePoint and TJX Data Breaches:** Mary Culnan (IPM) and Cynthia Williams (MG) drew on these two high-profile data breaches to illustrate their arguments that one way for firms to enhance their information security programs is to integrate ethical reasoning into the risk management process.
- **The Financial Crisis: A Public Information Session:** A panel discussion about the current financial crisis. The session explored: What is the crisis? What caused it? Will the bailout fix it? What might the future hold? Moderated by Atul Gupta (FI Department Chair); Finance department panelists: David Milton, David Nelson, Leonard Rosenthal, David Simon and Philipp Uhlmann.

NOVEMBER

- **The Urgent Need for an Academic Revolution: From Knowledge to Wisdom:** Nicholas Maxwell, University College, London, shared his views on the need for a revolution in our universities. Instead of giving priority to the search for knowledge, academic inquiry as a whole should become a kind of people's civil service, doing openly for the public what actual civil services are supposed to do for governments, helping humanity learn how to create a good world.
- **Humans Began to Alter Climate Thousands of Years Ago:** William F. Ruddiman, Professor Emeritus, University of Virginia, authored two controversial scientific hypotheses: 1) humans began impacting global climate with agricultural practices 8,000 years ago (the early anthropogenic forcing of climate hypothesis), and 2) based on the length and structure of past interglacial intervals, we should be into the next glacial episode by now (the overdue glaciation hypothesis). He also is the author of two popular books: *Earth's Climate: Past and Future* and *Plows, Plagues & Petroleum: How Humans Took Control of Climate*.
- **Global Economic Development and Community Service Activities of the Aga Khan Development Network:** Iqbal Noor Ali, Chief Executive Officer of the Aga Khan Foundation, will share his insights into the work done by the Aga Khan Foundation in its fight against hunger, disease and illiteracy around the world.

FEBRUARY 2009

- **Scandalous Politics: Child Welfare Policy in the United States:** Juliet Gainsborough (IS) share her research examining Child Welfare Policy in the U.S. Mary Marcel (EN) and Anya Bernstein (Harvard University) served as discussants.
- **Mechanism Design for Demand-Driven Global Financial Reporting:** William Kinney, University of Texas at Austin, explored mechanisms for specifying demand-driven accounting and auditing standards to support global standardized reporting.
- **Shareholder Activism and Emerging Investor Networks: The Forgotten Construction of Corporate Social Responsibility:** Michael MacLeod, Postdoctoral Fellow, Valente Center, shared his research on shareholder activism and emerging investor networks. Cynthia Williams (MG) and Sandra Waddock (Boston College) served as discussants.
- **Corporate Control of Information: Ethical Challenges and Dilemmas:** George G. Brenkert, Georgetown University, addressed the challenges companies face when they attempt to control information on their products, customers and the business itself. Drawing on such cases as Google's filtering of the Internet in China and Wal-Mart's restricted sale of magazines and CDs, the discussion explored the complex ethical issues associated with information control.

MARCH

- **Technology Enabled Social Entrepreneurship:** Akhtar Badshah, Senior Director, Global Community Affairs, Microsoft Corporation, talked about the Microsoft Unlimited Potential Community Technology Skills Program (CTSP), a global initiative designed to help narrow the technology skills gap, aid global work-force development, and create social and economic opportunity by providing technology training through community technology centers. CTSP offers a comprehensive approach to broadening digital inclusion by bringing together critical components, including training grants, software donations, community learning curricula and a global support network. Microsoft is working to broaden digital inclusion and to bring the benefits of technology to the next billion people by 2015.

APRIL

- **Who Killed the Electric Car?:** The provocative film was followed with a Q&A session with a panel of Bentley experts: Susan Dobscha (MK), Charles Hadlock (MA), Steve Nichols (NAS), Marc Stern (HI), and Stan Tanenholtz (NAS), and Bruce Weinberg (MK), who developed marketing forecasts for the General Motors electric car prototype.
- **The Soiling of Old Glory: The Story of a Photograph that Shocked the World:** Louis Masr, William R. Kenan, Jr. Professor of American Institutions and Values at Trinity College, shared his thoughts on his new book, *The Soiling of Old Glory: The Story of a Photograph that Shocked the World*. The book focuses on Stanley Forman's Pulitzer Prize-winning photograph taken in April 1976 at a Boston rally against forced school busing — a stark image of an angry white teenager brandishing an American flag at a well-dressed African American man, apparently trying to impale him. Masr will address the source of the picture's power on a number of levels, focusing on the collision of the Civil Rights movement, racism and community concerns about court-ordered busing.

- **Goodness in Business:** Tom Chappell, Co-founder and former CEO, Tom's of Maine, talked about Tom's of Maine's commitment to ethical business leadership.
- **Starved for Science: How Biotechnology Is Being Kept Out of Africa:** Robert Paarlberg, Betty Frey of Johnson Professor of Political Science, Wellesley College, examined the not-so-helpful anti-science view of GM foods being sold successfully to all of us. The talk focused on global sustainability, ethics and social responsibility, green biology, human biology, health and industry, diversity and international studies, NGOs, Western Europe and Green Party movements.
- **Ethical Issues, Community Perspective and Standards of Care for Clinical Research on Women & Children in Africa:** Holly Rawizza, MD, Infectious Disease Specialist, Harvard PEPFAR (President's Emergency Plan for AIDS Relief)/Nigeria, spoke on the effects of PEPFAR/USAID funding on first-line antiretroviral drug treatments and the problems associated with intellectual property rights and patents when second-line treatments are necessary.

The full list of speakers focused on ethics, civic engagement, social responsibility and sustainability for the 2008-09 academic year is available at:

www.bentley.edu/alliance/events.cfm

PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

Principle 2 *Values*

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

REQUIRED CURRICULUM

In addition to integration throughout the curriculum and a series of dedicated electives at both the undergraduate and graduate level, during AY2008-09 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.

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

Progress and AY2009-10 Goals

During the 2009-10 academic year, a new 27-credit undergraduate business core will be rolled out that includes a more extensive integration of ethics and social responsibility across the curriculum:

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

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: www.bentley.edu/sustainability/sustainability-news.cfm.

At the undergraduate level, sustainability-related courses include:

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

An elective at the undergraduate level – “Introduction to Sustainable Development” – is also in development, planned to be offered during AY 2009-10.

MBA CONCENTRATION IN BUSINESS ETHICS AND SOCIAL RESPONSIBILITY

The 4-course concentration is intended to enhance students’ sensitivity to and consideration of ethical issues in a business context. The concentration builds knowledge and skills relevant for working with an organizational ethics office or corporate social responsibility program. Study options include Managing Ethics in Organizations – a course designed for and populated largely by ethics practitioners; faculty include ethics officers at major corporations. Students also have the opportunity to pursue ethics-related internships and research.

MBA CONCENTRATION IN RISK MANAGEMENT

The concentration focuses on guarding against business risks that arise from internal or external influences, and on managing the associated ethical and governance issues.

FOCUSED ELECTIVES

Undergraduate

- **ID 206 Preparing for the 21st Century: The New Model, the New Person, the New Corporation:** The course begins by studying the assumptions behind Western civilization's development over the last 400 years. It then examines an emerging set of new assumptions that may redefine the values, goals and interests by which we live our lives.
- **ID 306 The Role of Community Service in a For-Profit Organization:** Develops an understanding and appreciation of the issues related to the integration of community service initiatives and social responsibility in a profit-motivated organization. Considers the academic, theoretical and practical issues involved in planning and implementing a service-learning project that emphasizes the professional and social responsibilities of profit-motivated organizations and their employees. Assesses the social and ethical responsibilities of profit-motivated organizations as well as develops the skills and competencies needed in this area of the workplace.
- **LA 109 Law and Ethics for Cybersociety:** Course discusses the latest news and events relative to cybersociety from a Constitutional and national security perspective including a focus on recent anti-terrorism legislation. The balance between preserving civil rights and protection of our national security will be explained. Other topics will include the legal, social and ethical concerns relative to online privacy rights, the use of databases containing personal information,

and copyright encryption that may interfere with an individual's *fair use* of downloading digital products.

- **PH 130 Business Ethics: Corporate Social Responsibility:** Examines the various meanings of corporate social responsibility by looking at the nature of the corporation and the character structure of its managers, both historically and in the present. After investigating several philosophical theories concerning the ideal use of power, the emphasis is on the application of principled moral thinking concerning corporate responsibility to such topics as employees, consumers, local communities, government, environmental issues, advertising, payoffs and bribes, the role and structure of corporate whistleblowing, privacy rights, poverty and equal rights, and other ethical issues that relate to corporate technology and the individual. Some attention is given to the moral evaluation of entire economic systems.
- **PH 131 Business Ethics: Philosophy of Work:** Addresses these questions: Why are some people bosses and others subordinates? What is meaningful work? How do most people feel about their jobs? How is one's job related to one's self-image? Is it true that if you work hard you get ahead? Attempts to analyze perceptions about work, provide conceptual frameworks within which to place them, and explore conflicting interests and values as they pertain to work.
- **PH 133 Business Ethics: International Business Ethics:** Explores ethical issues confronted by corporations operating in the global marketplace, where laws, moral standards and cultural customs can vary widely from country to country. Possible issues to be discussed: bribery, environmental and safety standards, fair wages, sales and marketing, business-government relations, and the role of multinational corporations in developing nations. To assess the morals of multinational corporations, a number of cases will be analyzed from the perspective of a variety of ethical frameworks.
- **PH 135 Special Problems in Business and Professional Ethics:** An opportunity for students to examine in depth special issues and problems of business and professional ethics. Possible topics include accounting ethics, computer ethics, ethics and business-government relations, legal ethics, medical ethics, ethics and the problem of distributive justice, and private property.
- **PH 251 Ethics:** Surveys important traditional and contemporary ethical positions with emphasis on relating reflective morality to life in the world today. Includes an investigation of absolutism versus relativism, egoism versus altruism, utilitarianism, deontology, the nature of good, and the justification of ethical theories.
- **PH 301 Environmental Ethics:** Investigates the complex dimensions of the ethical relationship between humanity and the natural environment. Discusses a variety of theories and proposals concerning the nature of that relationship, including both anthropocentric and nonanthropocentric viewpoints. Relates these ideas to the present environmental crisis, and to the duties and responsibilities that businesses have to protect and preserve the environment.

Graduate

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

- **ETH 701 Business Ethics Internship:** This field-based learning experience provides Bentley graduate students with the opportunity to (1) observe ethics and compliance practices, (2) apply and test the ethics/value concepts and methods learned in classes, (3) develop leadership skills, (4) test aptitude and personal preferences for various career directions, and (5) establish a basis for future professional employment. In order to receive academic credit, students must work 12-14 weeks at an organization suitable for the individual student's field learning experience and complete specific requirements during the Internship, demonstrating the ability to apply and integrate business ethics strategies and concepts.
- **ETH 750 Managing Ethics in Organizations:** The growth of the ethics officer profession has created the need for an executive development program designed specifically for ethics officers. This course provides practical advice and theoretical tools for creating an effective ethics and compliance program. The primary objective of the course is to achieve the Ethics and Compliance Officer Association's (ECOA) educational mission by providing more of the fundamental, theoretical knowledge and general skills that ECOA members themselves have discovered would facilitate carrying out their responsibilities. Offered each year since 1995, nearly 750 ethics and compliance officers and Bentley graduate students have completed this five-day course developed by Bentley's Center for Business Ethics and the Ethics and Compliance Officer Association. The course offers a unique and time-tasted approach to addressing the issues facing ethics, compliance, and business conduct managers.
- **ETH 810 Research in Business Ethics:** Allows students to develop specialized knowledge in business ethics by structuring and completing a faculty-supervised research project. This area of investigation is proposed in writing to a faculty supervisor by the student and must be approved by the supervisor and the program director. Students demonstrate research skills and technical competence through the presentation of a written report outlining the nature and significance of the project chosen and the resulting conclusions. The project may be completed in conjunction with an internship in a sponsoring company having an ethics program.
- **LA 720 Law and Ethics:** Today managers are expected to make decisions that comply with legal principles and ethical theories. This course is designed to increase manager awareness of legal and regulatory controls that impact their business dealings with government agencies, consumers, employees, competitors, investors, and the general public. Topics include applied ethics, business torts and crimes, consumer protection, product liability, equal employment opportunity, securities regulation, and antitrust law.
- **MG799B Business Sustainability:** This course explores the nature of the "triple bottom line"—the simultaneous delivery of financial, social, and environmental performance—and teaches students to apply new strategic models, tools, and frameworks to incorporate social and environmental dimensions in a competitive manner. The course design includes active learning projects to illustrate issues related to sustainable development as well as modules on selected topics in Environmental Science to ground students in the science of sustainability and the related environmental challenges.

COURSE INTEGRATION/ETHICS INFUSION

Bentley has a long-term commitment to the infusion of business ethics and social responsibility, including an emphasis on diversity and service-learning, throughout the curriculum at the undergraduate and graduate levels. The following list of courses demonstrates the depth and range of

coverage, and illustrates the types of discussions and experiences that are integrated into discipline-based courses.

Undergraduate

- **AC 332 Fraud Examination** Coverage includes the prevention, detection, investigation and resolution of financial fraud, including fraudulent financial statements, employee fraud, and tax fraud. Ethical issues confronting accountants and fraud examiners are discussed, as well as the use of ethical codes of conduct as a means of reducing corporate fraud.
- **AC 340 Accounting Information Systems:** Coverage includes analyses of Sarbanes-Oxley and related governance legislation (e.g., the Health Insurance Portability and Accountability Act [HIPAA] and Check 21) and their impact on the control environment within companies. Ethical issues and the increased scrutiny of the audit profession is also covered.
- **AC350 Federal Income Tax:** Course covers the ethics of tax compliance, the ethics of tax policy, and the ethics of the accounting profession.
- **EC 346 Environmental Economics:** Course examines the importance of environmental issues to the corporate sector and ways in which businesses are responding both to new regulations and consumer awareness of environmental risks.
- **EXP 201 Advanced Inquiry in Writing: Ethics and the Conduct of Business:** Emphasis is placed on ethics and business conduct. Students are expected to write a research paper on a topic related to ethics in their future profession, attend lectures sponsored by the Center for Business Ethics, and bring examples of current ethics cases to class for discussion, reflection and analysis.
- **FI 390 Bentley Investment Group:** A hands-on course on equity valuation, explores ethical concerns underlying the tendency for equity analysts to avoid negative recommendations on the stocks they cover. Focus on potential conflicts of interest that analysts face by working for investment banks that depend on fees from the firms whose very stocks the analysts cover and recommend. Also discussed are the social responsibility implications of analysts herding together and avoiding a recommendation that differs from that of the majority of analysts covering the stock. Course emphasizes the types of issues that are central to the ethical dilemmas students will face when they work as analysts on Wall Street.
- **GB 102 Managing Teams:** Emphasis is placed on helping students to (1) recognize situations in which behavior may not be ethical, (2) hold considered, more factual discussions about what ethical behavior is and isn't, (3) generate more creative and responsible alternatives for handling situations in which someone's behavior is potentially unethical, and (4) think more deeply about ethical situations in organizations and how to flag and address them at early stages.
- **GO 299 Politics of Technology:** Emphasizes business/government relations, especially the social impacts of regulation, de-regulation and privatization, and the "digital divide" in information technology.
- **ID 305 The Science and Business of Biotechnology:** The course examines a number of ethical issues throughout the semester, including cases on: clinical trials and compassionate use, conflict of interest issues in technology transfer, taking and patenting someone's cells without their knowledge or consent, the FDA's role in approving prescription drugs, and genetic testing and discrimination.

- **ID 311 Gender in the Professions:** The course explores the role of gender in shaping the workplace, including remedies for such topics as gender segregation, the glass ceiling and glass escalator, sexual harassment, and pay inequalities. Discussion delves into gender inequalities in the global economy and proposes ways to mitigate them, including an examination of CEDAW, the international document to improve the lives of women worldwide.
- **IDCC 255 Public Relations Writing:** A strong emphasis is placed on truth, credibility and ethical conduct by public relations professionals in communications. Case studies, including the Tylenol tampering controversy, the Exxon Valdez oil spill, and Merck's withdrawal of Vioxx, are examined from an ethical and crisis communications vantage point.
- **INT 298 Global Commerce and Human Rights in Chile:** Focus is placed on the intersection of global commerce and free trade with the ethical issues of human rights, labor rights, and the environment.
- **LA 104 Gender and the Law:** Issues covered include job discrimination from both a legal and an ethical point-of-view.
- **LA 106 Outsiders and the Law:** Issues covered include job discrimination from both a legal and an ethical point-of-view.
- **LA 300 Cyberlaw:** Emphasis is placed on the ethical implications of the Internet and computer use.
- **MG 240 Interpersonal Relations in Management:** Course addresses issues of personal integrity, especially related to self esteem and emotional intelligence, and as a means of building trust and credibility in relationships at work.
- **MG 241 Leadership, Power and Politics:** An ethics module centers on Machiavelli's *The Prince*, and ethical issues are interwoven throughout the course, including a discussion of the types of ethical problems likely to arise from the use of different leadership styles.
- **MG 340 Special Topics: Managing in the Global Environment:** Strong emphasis is placed on questions of ethics and corporate social responsibility in international settings where issues of poverty, pollution, security, worker exploitation and natural environment exploitation are prevalent.
- **MG 340 Special Topics: Morality and Profit Maximization:** Course explores the possibility of maximizing profits (or achieving the goals of a not-for-profit) without hurting another individual, an individual's property, or society. Students will create an internal "Social Audit" document for Bentley and other organizations while studying theories of networks, organic structures, and morality.
- **MG 345 Organizations and Environment** Emphasis is placed on the dynamics of stakeholder management, business's economic, legal, ethical and social responsibilities, and the relationship between individual values, external pressures, organizational structure and culture, and ethical behavior.
- **MG 360 Negotiating** Emphasis is placed on ethical concerns regarding tactics used in negotiation, including the use of lies and deception, the total value one should take from a

negotiation, and the impact of negotiations on third parties that are not directly involved in the particular negotiation.

- **MK400 Marketing Management** Emphasis is placed on how successful organizations have a socially responsible purpose that improves the standard of living for a target set of customers. Discussion of competitive strategy includes a focus on social responsibility and ethical behavior. The power of ethical behavior is also addressed in terms of delivering products and services.
- **NS 130 Natural Disasters:** The course has an underlying thread of global social responsibility throughout the semester, emphasizing case studies of individual disasters that communities around the world have endured. Discussion includes why we should care about disasters around the globe, what effects we ourselves might experience as a result of a catastrophe elsewhere, what can be done to mitigate such situations, and how we as private citizens can respond to disasters in an empathetic and supportive manner.
- **PH 351 Perspectives on Poverty:** Course examines the moral obligations of government, other institutions, and individuals in dealing with poverty.
- **PS 132 Issues and Investigations in Psychology:** Course has an underlying thread of ethics and global social responsibility throughout the semester. Discussion includes why ethics is important both personally and professionally, by utilizing frameworks such as Kohlberg's theory of moral development, Milgram's obedience study, contrasting views of intelligence, and sundry other methods of psychological inquiry regarding human behavior.
- **PS 311 Social Psychology:** Coverage includes an examination of the impact of automatic processing on stereotyping and the resulting issues of racism, sexism, homophobia and xenophobia. Attention is given to the self-serving hypothesis and the need to believe what we think is accurate, honorable and justified, and how selective attention and reduction of cognitive dissonance can be used to justify unethical behavior. Discussion also focuses on the need to conform and how this might support certain unethical acts, and related processes of diminished responsibility in groups and the use of groupthink to reinforce unethical behavior.
- **SO 263 Sociology of Work and Organizations:** Modules explore issues of organizational culture and ethics, social responsibility and stakeholder management, and the broader relationships between business and other institutions in society and the global environment.

Graduate

- **LA725 Cyberlaw:** Course discusses and explains the latest cyberlaws that have developed by court decision, federal statutes and administrative rulings. Its major focus is on such legal and ethical topics as online privacy policies relative to company e-mail, database information, business computer use, trademarks and online copyright protection.
- **AC 730 Business Processes and Systems Assessment:** Course covers the responsibility of companies and employees to operate and report on their business in a responsible manner. Relevant topics include Sarbanes-Oxley and related legislation, setting the "tone at the top," the role of the external audit, designing and evaluating internal controls, and preventing identity theft of customer data.

- **AC 793 Professional Accounting Research and Policy Formulation:** Emphasis is placed on individual ethics, professional ethics, corporate ethics, and the corporate ethics audit.
- **FI 640 Equity Valuation:** Teaches students to value equity securities, starting with the top-down approach and industry analysis/forecasting. Examines valuation theory, models and applications. Students analyze the IPO process to gain a detailed understanding of equity market operation, issues that affect these markets and where they are headed. The course has an ethics and governance component.
- **FP710 Risk Management and Insurance:** The course covers a broad range of ethical issues. Moral hazard, for instance, is examined for all insurance products that are covered (life, disability, health, vehicles, property/ casualty). Course also covers the role of the CFP Disciplinary and Ethics Commission and FPA Ethics Review Board, addressing ethical issues throughout the CFP financial planning process.
- **FI787 Intro to Large Investments & International Project Finance:** The course provides an overview of project finance employing the latest techniques for structuring transactions, including risk mitigation by financial intermediaries. The course stresses decision making and prioritization of tasks, policy formulation, the selection of world-class partners and on-the-ground operational skills necessary to ensure timely completion of construction, budget adherence and efficient start-up. Much of the course deals with risk and valuation concepts that are at the core of capital budgeting investment decisions. Additionally, we focus closely on the funding / financing and ethical decision making that must be thoughtfully coordinated with investment decisions as well as critical ethical issues related to investment in developing countries.
- **FP 601 Investments and Capital Accumulation:** Ethical responsibilities of an investment planner and the role of the SEC in protecting investors and the integrity of the securities markets are integral elements of class discussion and assignments as is a comparison of ethics in academic and professional settings. Throughout the semester, students explore creative ethical solutions to potential pitfalls in investment planning.
- **GR630 Team Effectiveness: Theory and Skills:** Course develops the ability to lead and work effectively in teams as well as to know when teams are and are not the best way to reach organizational goals. Emphasis is placed on identifying competing values and beliefs as they influence differing perceptions of ethical dilemmas. Focus is placed on different ethical frameworks and the need for teams to identify when conflict is value based and the need to discuss values and beliefs as a way to work through the conflict.
- **GS 601 Strategic Information Fundamentals:** Course includes information privacy dilemmas, including uses of data mining techniques to identify people, and management's responsibility to anticipate "reasonable emergencies" that could affect both systems and the processes that rely on them.
- **HF750 Testing and Assessment Programs:** Covers the principles and practices of the ethical treatment of human subjects in usability evaluations and the responsibilities of a human factors professional in regards to safeguarding the identity and data of participants. There is a required student class presentation on professional ethics.
- **INT402 Global Commerce and Human Rights in Chile:** Staying primarily in Santiago, while visiting some of the surrounding coastal and mountainous regions in central and south-central

Chile, the course investigates the benefits and shortfalls to a free market economy on a developing country that is considered to be one of the most stable and economically prosperous nations in Latin America. The course explores the problems that the Chilean people and their environment have endured as a result of unrestricted free trade combined with a lack of social, human rights, and environmental protections.

- **IPM722 Information Privacy:** While there are increasingly more laws that govern security (which is part of privacy), much of the course also focuses on ethics, as privacy is a complex and unresolved issue with many practices not regulated. There is a consensus about principles (fair information practices), but not about their implementation. The course gets students to think critically about a range of different issues related to personal information.
- **MG601 Competing in a Global Marketplace:** This interdisciplinary course presents a conceptual framework for scanning the global business environment, focuses on: sociocultural and ethical forces and issues; global economic and financial forces; political/legal forces and issues; and global technological forces. The objective is to provide the student with the skills and methodology necessary for market analysis and business strategizing on a global scale.
- **MG 620 Business of Biotechnology:** Integrates science and business in studying the biopharmaceutical industry as a model for innovative business practices in high-technology, R&D-dependent companies and industries. Course modules devoted entirely to ethics: ethics in marketing, clinical trials, research and conflict of interest issues, and in the area of technology transfer and intellectual property.
- **MG 630 Interpersonal Behavior in Management:** Develops a conceptual foundation in the theory of interpersonal dynamics. Considers such topics as perception, personality, attitudes and interpersonal communication. Applies these models of interpersonal behavior to managerial and organizational issues. Enhances interpersonal competence, especially listening and assertiveness skills. Ethics is woven throughout.
- **MG632 Managing Effective Work Teams:** Purpose of the course is to help students manage and work effectively in teams and groups. Focus is placed on developing a greater understanding of task group dynamics, individual behavior on teams, and team management skills. Examines the ways in which team dynamics (as influenced groupthink, peer pressure, organization hierarchy, goals) can lead to flawed decision making, which is tied it into current ethical scandals. Focus on the ways in which “good” people can make unethical choices when team dynamics do not promote effective discussion of tough issues.
- **MG 635 Negotiating:** Ethical issues in negotiation are covered throughout the course and become particularly salient when the class discusses “dirty” negotiating tactics done by them or to them by other students. Emphasis is placed on ethical concerns regarding tactics used in negotiation, including the use of lies and deception, the total value one should take from a negotiation, and the impact of negotiations on third parties that are not directly involved in the particular negotiation.
- **MG640 Managing Collaborative Relationships:** The course is rooted in collaborative business, an emerging discipline that enables individuals and organizations to effectively innovate and grow through collaborative networks. Students gain the mindset, skillset and toolset required to build trusting, purposeful, mutually beneficial collaborative relationships. Ethical issues underlying collaborative relationships are interspersed throughout.

- **MG645 Managing Organizational Change:** This course examines the nature and process of organizational change in our contemporary business environment. Attention is devoted to the dynamics of envisioning change, assessing the need for change, developing intervention strategies, understanding ethical issues in conceptualization and implementation, understanding and managing resistance, and assessing the impact of change on the organization, its members and other key stakeholders.
- **MG651 Project Management:** The Project Management course discusses the principles of sustainable development (e.g., social equity, economic efficiency and environmental performance) as part of the overall project management framework, including some issues of aligning enterprise strategies with sustainable project life cycle management.
- **MG 661 International Management Behavior:** Culture and ethics module focuses on the process of ethical decision-making in a global context. The increased complexity of ethical decision-making is considered through cases and discussions, and the course routinely draws on practitioners as guest speakers to illustrate these challenges and engage students in "live" case analyses.
- **MG670 Managing in a Diverse Workplace:** Course address the knowledge, skills and attitudes managers need to fully employ all the resources of an increasingly diverse work force emerging in the United States today. In the context of exploring how people who are different from each other can work together effectively, we specifically examine the dynamics of race, gender, nationality and sexual orientation in the workplace. Ethical issues are interwoven throughout each of these topics. The course incorporates a number of readings and assignments that build off the Aspen Institute's "Giving Voice to Values" (GVV) program.
- **MK 713 Marketing Promotion and Communication:** Ethics module focuses on common criticisms often leveled at marketing communication (MC), for example, MC increases costs of products, helps to sell inferior products, sets unrealistic expectations, and is done in bad taste. Course encourages students to determine if these criticisms are warranted and, if they are, what they can do about them.
- **TX 604 Multi-Jurisdictional Taxation:** Ethical standards in tax practice and the exploration of international differences in are integral elements of class discussion and assignments. The course also explores ethical issues in academic and professional settings. Throughout the semester, students practice reasonable interpretation of tax law dealing with international and multi-state transactions, contrasting it to cases of abusive tax avoidance.

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

www.bentley.edu/alliance/teaching.cfm

Progress and AY2009-10 Goals

Bentley is committed to ongoing curricular development and the exploration of ways to continue to weave issues of ethics, social responsibility, sustainability and civic engagement across campus.

PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

Principle 3 ***Method***

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

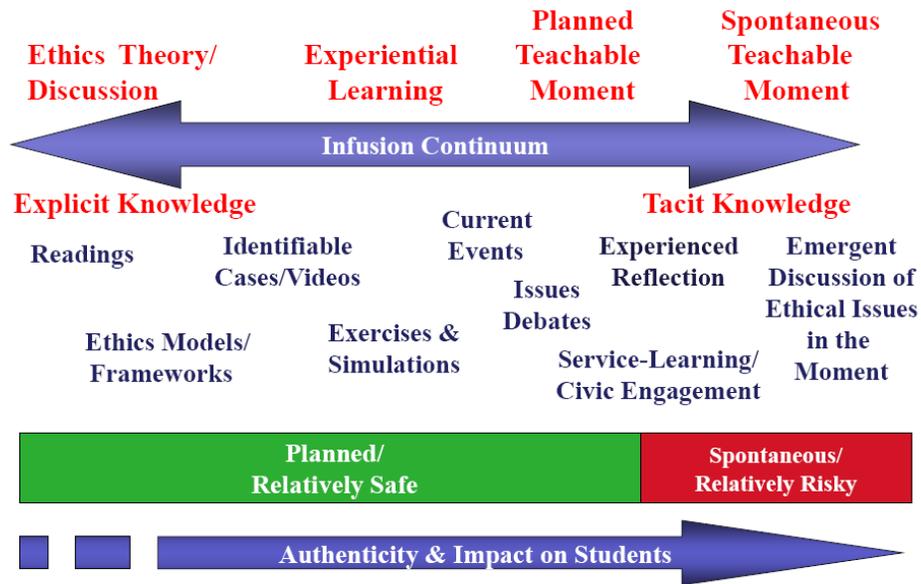
As a way of influencing curriculum development – at both the undergraduate and graduate level – across the university, in 1988 the Center for Business Ethics (CBE) began working with the chairs of Bentley’s Accountancy, Law and Computer Information Systems Departments, providing them with assistance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

Teaching Business Ethics Faculty Workshop

Background information on the Teaching Business Ethics workshop is provided in our initial AY2006-07 COP. Initiated in spring 1991, the intent of the program remains the same – to encourage faculty to address ethical issues and questions of corporate social responsibility (CSR) in required and elective courses across Bentley’s curriculum. Each Spring Bentley faculty members and (since 2004) visiting faculty from around the world participate in a 5-day workshop to explore ways of integrating ethical and CSR issues into their discipline-based courses. The workshop is designed to accomplish this goal through: (1) facilitated discussions among faculty from several different disciplines (and institutions) intended to provide them with a basic grounding in ethical theory and corporate responsibility, and (2) presentations by the faculty participants on integrating ethics/CSR into their courses, with the opportunity for feedback from the workshop facilitators and other participants. The program is currently supported by a grant from the State Street Foundation.

By focusing on pedagogical tactics and approaches to incorporating ethical and social responsibility issues, the teaching workshop has stimulated a greater comfort level across our faculty. Over time, our experience suggests that faculty become increasingly skilled at engaging students in in-depth discussions of ethical issues, going beyond planned activities (cases, exercises, videos) to service-learning projects and drawing on student work-related experiences and issues that emerge “in the moment.”

Business Ethics Infusion: Pedagogy “Gadfly” Program



An illustrative list of the range of courses across the curriculum, which includes ethics, social responsibility and/or sustainability modules, themes and perspectives, was included in Principle 2 (pp. 27-33).

Complete information on the Global Business Ethics Teaching Workshop, including past workshop agendas and plans for the 2010 program, is available at:

www.bentley.edu/alliance/global_business_ethics_teaching_workshop.cfm

Progress and AY2009-10 Goals

To date over 140 Bentley faculty, representing every academic department on campus, have participated in the annual Business Ethics Teaching Workshop. As a result, ethics, social responsibility, and, now, sustainability topics are being integrated throughout the business and liberal arts core as well as in departmental courses across the university. In addition through the support of the State Street Foundation, over 60 faculty outside Bentley have participated in the week-long workshop.

Global Business Ethics Teaching Workshop “Alumni”: External Faculty

Ruth Alas, <i>Estonian Business School</i> (Estonia, 2006)	Julia Dare, <i>University of Southern California</i> (California, 2009)
Abdelwehab Alwehab, <i>University of Baghdad</i> (Iraq, 2009)	Lea Dippenaar, <i>University of Pretoria</i> (South Africa, 2004)
Semra Ascigil, <i>Middle East Technical University</i> (Turkey, 2009)	Carolyn Erdener, <i>Middle East Technical University</i> (Northern Cyprus, 2008)

Global Business Ethics Teaching	Workshop “Alumni” (cont’d)
<p>Rebecca Awuah, <i>Ashesi University</i> (Ghana, 2009)</p>	<p>Hamidullah Farooqi, <i>Kabul University</i> (Afghanistan, 2008)</p>
<p>Henri Bailey, <i>Prairie View A&M University</i> (Texas, 2005)</p>	<p>Jose Luis Fernandez Fernandez, <i>Universidad Pontificia Comillas</i> (Spain, 2007)</p>
<p>Anna Bajo, <i>Universidad Pontificia Comillas</i> (Spain, 2007)</p>	<p>Fred Guy, <i>University of Baltimore</i> (Maryland, 2005)</p>
<p>Anne Barraquier, <i>CERAM Sophia Antipolis School of Business</i> (France, 2006)</p>	<p>Eldrid Gynnild, <i>Norwegian School of Management</i> (Norway, 2004)</p>
<p>Juan Benavides Delgado, <i>Complutense University of Madrid</i> (Spain, 2007)</p>	<p>Eric Hauer, <i>Vienna University of Economics and Business Administration</i> (Austria, 2006)</p>
<p>Margaret Benefield, <i>Andover Newton Theological School</i> (Massachusetts, 2005)</p>	<p>Rosemary Hartigan, <i>University of Maryland</i> (Maryland, 2005)</p>
<p>Zsolt Boda, <i>Budapest University</i> (Hungary, 2004)</p>	<p>Ralph Huenemann, <i>University of Victoria</i> (Canada, 2009)</p>
<p>Tommy Borglund, <i>Stockholm School of Economics</i> (Sweden, 2005)</p>	<p>Vishwanathan Iyer, <i>ICFAI Business School</i> (India, 2006)</p>
<p>Andreas Budihardjo, <i>Prasetiya Business School</i> (Indonesia, 2009)</p>	<p>Ann Jennings, <i>University of Houston-Downtown</i> (Texas, 2007)</p>
<p>Jeanne Calderon, <i>New York University</i> (New York, 2006)</p>	<p>Avi Kay, <i>Jerusalem College of Technology</i> (Israel, 2005)</p>
<p>Victoria Caparas, <i>University of Asia & Pacific</i> (Philippines, 2005)</p>	<p>Howard Kanter, <i>DePaul University</i> (Chicago, 2004)</p>
<p>Juan Carrillo Herмосilla (Instituto de Empresa Business School (Spain, 2007)</p>	<p>Patricia Kelley, <i>University of Washington</i> (Washington, 2007)</p>
<p>Carol Cirka, <i>Ursinus College</i> (Pennsylvania, 2009)</p>	<p>Senthil Kumar, <i>ICFAI Business School</i> (India, 2006)</p>
<p>Frank Christmann, <i>University of Seattle</i> (Seattle, 2005)</p>	<p>Bill Lawrence, <i>New York Institute of Technology</i> (New York, 2005)</p>
<p>Sandra Chrystal, <i>University of Southern California</i> (California, 2005)</p>	<p>Julie Lockhart, <i>Western Washington University</i> (Washington, 2004)</p>

Global Business Ethics Teaching Workshop “Alumni”: External Faculty (continued)

Garry McDaniel, <i>Franklin University</i> (Ohio, 2007)	Yuliya Shymko, <i>Institute Empressa</i> (Spain, 2009)
Paul Melendez, <i>University of Arizona</i> (Arizona, 2006)	Heja Sindi, <i>University of Kurdistan</i> (Iraq, 2009)
George Miaoulis, <i>Lynchberg College</i> (Virginia, 2006)	Rieneke Slager, <i>Nottingham University</i> (England, 2009)
Amalia Milberg, <i>IAE</i> (Argentina, 2004)	Elankumaran Srinivasan, <i>TA Pai Management Institute</i> (India, 2009)
Obaid Nejadi, <i>American University of Afghanistan</i> (Afghanistan, 2008)	Isidoro Talavera, <i>Franklin University</i> (Ohio, 2008)
Francy Milner, <i>University of Colorado</i> (Colorado, 2008)	Anne Tercinet, <i>EM Lyon</i> (France, 2004)
Miguel Olivas-Lujan, <i>Tecnológico de Monterrey</i> (Mexico) and <i>Clarion University</i> , Pennsylvania (2006)	Thomas Thijssens, <i>Maastricht University</i> (Netherlands, 2009)
Jacob Park, <i>Green Mountain College</i> (Vermont, 2009)	Greg Unruh, <i>Thunderbird University</i> (Arizona, 2005)
Bruce Paton, <i>San Francisco State University</i> (California, 2008)	Maaja Vadi, <i>Tartu University</i> (Estonia, 2008)
Gayle Porter, <i>Rutgers, The State University of New Jersey</i> (New Jersey, 2006)	Lucy Vannata-D’Aprile, <i>Victoria University</i> (Australia, 2006)
Anne Reino, <i>Tartu University</i> (Estonia, 2008)	Virginie Vial, <i>Euromed Marseille School of Management</i> (France, 2007)
MaryAnn Reynolds, <i>Western Washington University</i> (Washington, 2005)	Nuria Villagra Garcia, <i>Villanueva University</i> (Spain, 2007)
Alan Richardson, <i>York University</i> (Canada, 2004)	Ruojian Zheng, <i>Xiamen University</i> (China, 2005)
Arthur Shacklock, <i>Griffith University</i> (Australia, 2006)	

LIBERAL STUDIES MAJOR (LSM)

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

sustainable development on a worldwide scale), and “Global Perspectives” (focused on understanding the global economy as well as distinct regions and cultures, with an emphasis on understanding diverse ways of thinking, communicating, acting, doing business and governing).

www.bentley.edu/undergraduate/academics/lsm.cfm

Progress and AY2009-10 Goals

Now five years old, the LSM has over 500 students enrolled, with 90 students currently enrolled in the “Ethics and Social Responsibility” and “Earth, Environment and Global Sustainability” majors. Our goal is to continue to expand the number of undergraduates involved in this program.

FROM THE CLASS BOOK TO COMPLEX PROBLEMS / CREATIVE SOLUTIONS

Since 2002, Bentley has identified a “class book” that has been assigned to the incoming freshman class. Entering students were 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 was discussed in First-Year courses and served 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 were intended to create a central intellectual focus for the First-Year class and others in the institution who care to join in.

2002: *King Leopold's Ghost* by Adam Hochschild

2003: *The Lexus and the Olive Tree* by Thomas Friedman

2004: *Fast Food Nation* by Eric Schlosser

2005: *The Cheating Culture* by David Callahan *The Cheating Culture* by David Callahan

2006: *The Travels of a T-Shirt in the Global Economy* by Pietra Rivoli

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

2008: *The Pursuit of Happiness?*, a collection of essays by the class book committee exploring the complex and challenging relationship between money and happiness

www.bentley.edu/classbook/class-of-2012/index.cfm

Progress and AY2009-10 Goals

Beginning Fall 2009, the class book program will be phased out and replaced with a new program, “Complex Problems / Creative Solutions” (CP/CS) Because ethical, effective, and nuanced problem solving is required of future business leaders, Bentley is piloting the CPCS program, which is designed to enable students to study a globally important, difficult problem from the perspectives of both business and arts and sciences disciplines, thereby developing skill in the kind of “kaleidoscope thinking” creativity requires. CPCS will integrate classroom and extracurricular learning as well as disciplinary approaches to problem solving by including guest speakers, corporate site visits, and film viewing.



When students enroll in CP/CS, they will join other students in classes that are thematically linked to an overarching theme: *The Unintended Consequences of our Consumer Choices*. Beginning in Fall 2009, for the next two years, 60 Bentley students will focus on environmental sustainability in general and the challenge of “techno-trash” in particular, examining in detail what happens when we dispose of our cell phones, iPods, computer and other electronic gadgetry. Throughout the program emphasis is placed on learning to solve real-world issues on a global scale.

As an example of the new program, during Fall 2009, all CP/CS students will take three pre-scheduled courses each semester (the remaining two courses each semester will be scheduled by individual students). The CP/CS students are enrolled in specially-designated sections of GB 110 (The Legal and Ethical Environment of Business), IT 101 (Information Technology and Computer Systems Concepts), PH 101 (Problems of Philosophy) and HI 399 (American Environmental History). Several faculty members have also formed a pedagogical research project group to study this initiative’s impact on students. Contact with on-campus organizations such as The Bentley Green Society and off-campus organizations such as the World Computer Exchange are currently being established. Faculty are working to develop the second-year curriculum, which should be finalized early in the Spring term.

For detailed information on the CP/CS program, go to: www.bentley.edu/complex-problems-creative-solutions/index.cfm.

PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

Principle 4 *Research*

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

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

The 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. The CBE also *Business and Society Review* in partnership with Blackwell Publishers.



During this past academic year, CBE published 4 issues of *B&SR*:

Fall 2008, Vol. 111, no. 3:

Ronald J. Adams, Fast Food and Animal Rights: An Examination and Assessment of the Industry's Response to Social Pressure

Dima Jamali & Yusuf Sidani, Classical vs. Modern Managerial CSR Perspectives: Insights from Lebanese Context and Cross-Cultural Implications

Emily F. Carasci & Jan B. Singh, Human Rights in Global Business Ethics Courses

Angete C. Sundstrom & Akmal S. Hyder, Local management Response to Corporative Restructuring: A Case Study of a Company Town

Walter Block, Nicholas Stow & Edward Stringham, Banks, Insurance Companies, and Discrimination

James S. Sagner & David J. Rosner, Constitutional Philosophy, Pragmatism and Economic Regulation

Winter 2008, Vol. 113, no. 4:

Deborah Vidaver-Cohen & Peggy Simcic Bronn, Corporate Citizenship and Managerial Motivation: Implications for Business Legitimacy

Daryl Koehn & Alicia Leung, Dignity in Western versus Chinese Cultures: Theoretical Overview and Practical Illustrations

David L. Schwarzkopf, Karen K. Osterheld, Elliott S. Levy & Gregory J. Hall, Executives' Views of Factors Affecting Governance Change in a Not-For-Profit Setting

Franklin Strier, Rating the Raters: Conflicts of Interest in the Credit Rating Firms

Mary Grace Neville, Positive Deviance on the Ethical Continuum: Green Mountain Coffee as a Case Study in Conscientious Capitalism

Spring 2009, Vol. 114, no. 1:

George W. Watson, Robyn A. Berkley & Steven D. Papamarcos, Ambiguous Allure: The Value-Pragmatics Model of Ethical Decision making

Laura Albareda Vivo & Maria Rosario Balaguer Franch, The Challenges of Socially Responsible Investment among Institutional Investors: Exploring the Links between Corporate Pension Funds and Corporate Governance

Beverly Kracher & Kelly D. Martin, A Moral Evaluation of Online Business Protest Tactics and Implications for Stakeholder Management

Thomas A. Hemphill, A Regulatory Tale of Two Cities

Florian Wettsetin, Beyond Voluntariness, Beyond CSR: Making a Case for Human Rights and Justice

Summer 2009, Vol. 114, no. 2:

Henri-Claude de Bettignies & Francois Lepineux, Can Multinational Corporations Afford to Ignore the Global Common Good?

Pamela Stapleton & David Woodward, Stakeholder Reporting: The Role of Intermediaries

Miguel Rojas, Bouchra M'Zall, Marie-France Turcotte & Philip Merrigan, A Study of the Financial Reporting Dichotomy of Managers' Perceived Usefulness of the value Added Statement

Jennifer M. Moore, Your E-Mail Trail: Where Ethics Meets Forensics

FACULTY RESEARCH

Bentley faculty are also committed to research in this domain. During AY2008-09, the following illustrative refereed journal articles were published (with Bentley faculty noted in **bold face**):

Abdolmohammadi, M.J. & Baker, R. (2008). Moral Reasoning and Questionable Behavior. *The CPA Journal*, Vol. 78, no. 11.

This study investigated demographic variables associated with “cybercheating,” extensive copying from the Internet in papers by graduate and undergraduate accounting students. In aggregate, it found that over 28% of the written material in student papers was copied from Internet sources, however, students with higher moral reasoning engage in less copying.

Abdolmohammadi, M.J. & Ariail, D.L. (2009). A Test of the Selection-Socialization Theory in Moral Reasoning of CPAs in Industry Practice. *Behavioral Research in Accounting*, in press.

This paper investigates the Selection-Socialization Theory (SST) and its related Inverted-U Phenomenon (IUP) in the moral reasoning of Certified Public Accountants (CPAs) in industry and public practice.

Bedard, J.C., Deis, R.R., Curtis, M.B. & Jenkins, J.G. (2008). Risk Monitoring and Control in Audit Firms: A Research Synthesis. *Auditing: A Journal of Practice & Theory*, Vol. 27, no. 1.

This paper summarizes the research literature related to audit firm quality control, with a dual purpose: (1) to provide information on the current state of knowledge with regard to the ways in which audit firms monitor and control firm-level risk; and (2) to identify specific areas in which there is currently insufficient research.

Bedard, J.C., Hoitash, U, & **Hoitash, R.** (2008). “Audit Pricing and Internal Control Disclosures Among Non-Accelerated Filers,” *Research in Accounting Regulation*, Vol. 20, no. 1.

In this paper we examine internal control effectiveness under Section 302 of the Sarbanes Oxley Act of 2002 (SOX), focusing on non-accelerated filers, whose eventual compliance with the costly provisions of SOX Section 404 internal control reporting has become a contentious issue.

Callan, S. & **Thomas, J.** (2009). Corporate Financial Performance and Corporate Social Performance: An Update and Reinvestigation. *Corporate Social Responsibility and Environmental Management*, Vol. 16, no. 2.

The paper provides an updated study of the CSP-to-CFP relationship, testing two approaches to measuring CSP, controlling for key variables identified in the literature, and testing for nonlinearity of certain independent variables.

Ghosh, A. & **Fedorowicz, J.** (2008). The Role of Trust in Supply Chain Management. *Business Process Management Journal*, Vol. 14, no. 4.

The paper provides and illustrates a framework for the role of governance mechanisms in information sharing among supply chain members. Trust, bargaining power, and contract are three key constructs that support the governance of information sharing and material flow coordination in supply chains. A conceptual framework showing how these governance mechanisms affect coordination and, ultimately, supply chain performance is presented.

Hoffman, W.M. , Neil, J. & Stoval, O.S. (2008). Mutual Fund Compliance Officer Independence and Corporate Governance. *Corporate Governance: An International Review*, Vol. 16, no. 1.

The article examines recent SEC regulations intended to increase the independence of mutual fund compliance officers. The direct reporting relationship established by Rule 38a-1 between

mutual fund compliance officers and boards of directors sets the industry apart from corporate America, in general, where compliance/ethics officers typically report to management.

Hoffman, W.M., Neil, J. & Stoval, O.S. (2008). An Investigation of Ethics Officer Independence. *Journal of Business Ethics*, Vol. 78, nos. 1-2.

The article investigates how deans and directors at the top 50 global MBA programs (as rated by the Financial Times in their 2006 Global MBA rankings) respond to questions about the inclusion and coverage of the topics of ethics, corporate social responsibility, and sustainability at their respective institutions.

Hoitash, R., Hoitash, U. & **Bedard, J.C.** (2008). Internal Controls Quality and Audit Pricing Under the Sarbanes-Oxley Act. *Journal of Practice & Theory*, Vol. 27, no. 1.

This paper extends prior research on audit risk adjustment by examining the association of audit pricing with problems in internal control over financial reporting, disclosed under Sections 404 and 302 of the Sarbanes-Oxley Act [SOX].

Hunton, J.E., Mauldin, E. & Wheeler, P. (2008). Potential Functional and Dysfunctional Effects of Continuous Monitoring. *The Accounting Review*, Vol. 83, no. 6.

The trend toward continuous monitoring of automated business transactions by the internal audit function is growing as organizations seek to improve internal control. This study demonstrates that continuous monitoring and the time horizon over which performance-contingent incentives are based can interact, thereby yielding potential functional and dysfunctional effects on managerial decisions.

Jenkins, J. G., Deis, D.R., **Bedard, J.C.** & Curtis, M.B. (2008). "Accounting Firm Culture and Governance: A Research Synthesis," *Behavioral Research in Accounting*, Vol. 20, no. 1.

This paper summarizes research related to accounting firm culture and governance, bringing together several disparate lines of research on this broad topic in order to identify specific areas of insufficient research. We review literature related to the roles of culture and subcultures within audit firms, and the relation between culture and audit quality. We also consider governance and control mechanisms, including policies related to consultation, independent monitoring boards, ethics training, and acculturation

Malgwi, C.A. & Rakovski, C. (2008). Behavioral Implications and Evaluation of Academic Fraud Risk Factors. *Journal of Forensic Accounting*, Vol. 9, no. 1.

The study reports how 740 business students rated the relative importance of 35 academic fraud risk factors (red flags) identified in a newly designed academic fraud triangle. We conceptually demonstrate the hierarchy of the relative importance of the academic fraud risk factors using the Analytic Hierarchy Process.

McEwen, R.A., Mazza, C.R. **Hunton, J.F.** (2008). "Effects of Managerial Discretion in Fair Value Accounting Regulation and Motivational Incentives to "Go Along" with Management on Analysts' Expectations and Judgments," *Journal of Behavioral Finance*, Vol. 9.

The study examines the extent to which financial analysts expect firms to manage earnings when accounting rules allow a relatively high degree of discretionary choice and low level of transparency, and measures whether analysts' stock price estimates are upwardly biased when they are aware that management is taking advantage of the situation.

Stewart, M., Crary, L.M. & Humberd, B.K. (2008). "Teaching Value in Diversity: On the Folly of Espousing Inclusion, while Practicing Inclusion," *Academy of Management Learning and Education*, Vol. 7, no. 3.

Common approaches to teaching diversity suggest that while we espouse to teach inclusion in order to yield the potential workgroup and organizational value associated with diversity, we may be in effect teaching exclusion, perpetuating the practice of making distinctions between perspectives that are sanctioned and valued, and those that are not. The article explores ways this inclusion–exclusion conundrum emerges and is reinforced, potential inherent dangers, and strategies to yield more inclusive diversity courses.

Zagenczyk, T.J., Gibney, R., Murrell, A.J., & **Boss, S.R.** (2008). *Friends Don't Make Friends Good Citizens, But Advisors Do.* *Group and Organization Management Journal*, Vol. 33, no. 6.

The authors explore whether employees' willingness to perform organization citizenship behavior (OCB), or go "above and beyond" what is required by their jobs, is affected by social influence.

Other *illustrative articles* during 2008-09:

Abdolmohammadi, M.J., Asare, K.N. & Read, W.J., "Corporate Governance Factors Associated with Financial Fraud," *Journal of Forensic and Investigative Accounting*, in press.

Abdolmohammadi, M.J. & Read, W.J., "Corporate Governance Ratings and Financial Restatements," *Journal of Forensic and Investigative Accounting*, in press.

Abdolmohammadi, M.J., "Who should teach Ethics Courses in Business and Accounting Programs?" *Research on Professional Responsibility and Ethics in Accounting*, 2008, Vol. 13.

Adams, S.M., Gupta, A., & Leeth, J.D. , "Are female executives overrepresented in precarious leadership positions?" *British Journal of Management*, 2009, Vol. 20, no. 1.

Bedard, J.C., Deis, R.R., Curtis, M.B. & Jenkins, J.G., "Risk Monitoring and Control in Audit Firms: A Research Synthesis," *Auditing: A Journal of Practice & Theory*, 2008, Vol. 27, no. 1.

Bedard, J., Falsetta, D. Krishnamoorthy, G. & Omer, T., "Voluntary disclosure decisions of companies in a political climate: The context of auditor-provided tax services," *The Journal of the American Taxation Association*, in press.

Bedard, J.C., Hoitash, U. & **Hoitash, R.**, "Audit Pricing and Internal Control Disclosures Among Non-Accelerated Filers," *Research in Accounting Regulation*, 2008, Vol. 20, no. 1.

Cornett, M.M., Marcus, A. & Tehranian, H., "Earnings Management, Corporate Governance, and Financial Performance," *Journal of Financial Economics*, 2008, Vol. 87.

Culnan, M.J. & Williams, C.C., "How Ethics Can Enhance Information Security: Lesson from the ChoicePoint and TJX Data Breaches," *Management Information Systems Quarterly*, 2009, in press.

Earle, B. & Cava, A., "Are Ant-Corruption Efforts Paying Off? International measures in the Asia Pacific Region and their Impact on India and Multinational Corporations," *University of Hawaii Law Review*, 2008, Vol. 31, no. 1.

Feldmann, D., Read, W.M. & Abdolmohammadi, M.J., “Higher Audit Fees: A Cost of Compromised Organizational Legitimacy,” *Auditing: A Journal of Practice and Theory*, 2009 (May).

Ghosh, A. & **Fedorowicz, J.**, “The Role of Trust in Supply Chain Management,” *Business Process Management Journal*, 2008, Vol. 14.

Hoffman, W.M., Neil, J. & Stoval, O.S., “Mutual Fund Compliance Officer Independence and Corporate Governance,” *Corporate Governance: An International Review*, 2008, Vol. 16, no. 1.

Hoffman, W.M., Neil, J. & Stoval, O.S., “An Investigation of Ethics Officer Independence,” *Journal of Business Ethics*, 2008, Vol. 78, no. 1-2.

Hoffman, W. M. & Rowe, M., “Reinventing the Corporate Ethics Officer: A Strategy for Superior Governance and Integrity,” *Politeia*, 2008, Vol. 24, no. 89.

Hoitash, R., Hoitash, U. & **Bedard, J.C.**, “Internal Controls Quality and Audit Pricing Under the Sarbanes-Oxley Act,” *Journal of Practice & Theory*, 2008, Vol. 27, no. 1.

Hoitash R., Hoitash, U. & **Bedard, J.**, “Evidence from the U.S. on the effect of auditor involvement in assessing internal control over financial reporting,” *International Journal of Auditing*, 2009, Vol. 13, no. 2.

Hoitash, U., **Hoitash, R. & Bedard, J.**, “Corporate governance and internal control quality: A comparison of regulatory regimes,” *The Accounting Review*, 2009, Vol. 84, no. 3.

Hunton, J.E., Mauldin, E. & Wheeler, P. (2008). Potential Functional and Dysfunctional Effects of Continuous Monitoring. *The Accounting Review*, Vol. 83, no. 6.

Jenkins, J.G., Deis, D.R., **Bedard, J.C.** & Curtis, M.B. Accounting Firm Culture and Governance: A Research Synthesis *Behavioral Research in Accounting*, 2008, Vol. 20, no. 1.

Kirsch, G., “From Introspection to Action: Connecting Spirituality and Civic Engagement,” *College Composition and Communication*, 2009, Vol. 60.

Malgwi, C.A. & Rakovski, C., “Behavioral Implications and Evaluation of Academic Fraud Risk Factors,” *Journal of Forensic Accounting*, 2008, Vol. 9, no. 1.

McEwen, R.A., Mazza, C.R. & **Hunton, J.F.**, “Effects of Managerial Discretion in Fair Value Accounting Regulation and Motivational Incentives to “Go Along” with Management on Analysts’ Expectations and Judgments,” *Journal of Behavioral Finance*, 2008, Vol. 9, no. 1.

Moriarty, J., “How Much Compensation Can CEOs Permissibly Accept?” *Business Ethics Quarterly*, 2009, Vol. 19, no. 2.

Moriarty, J., “Rawls, Self-Respect, and the Opportunity for Meaningful Work,” *Social Theory and Practice*, 2009, Vol. 35, no. 3.

Moriarty, J., “Business Ethics: An Overview,” *Philosophy Compass*, 2008, Vol. 5, no. 3.

Moriarty, J., “McMahon on Workplace Democracy,” *Journal of Business Ethics*, 2007, Vo. 71, no. 4.

Schwarzkopf, D., Osterheld, K., Levy, E. & Hall, G., “Executives' Views of Factors Affecting Governance Change in a Not-For-Profit Setting,” *Business and Society Review*, 2008, Vol. 113, no. 4.

Sorensen, K., “Truth and Justice, Transience and Doubt in Chilean Documentary,” *Journal of Human Rights*, 2008 (October).

Williams, C.C., “Toward a Taxonomy of Corporate Reporting Strategies,” *Journal of Business Communication: Special Issue on Corporate Reporting*, 2008, Vol. 45, no. 3.

Books:

Callan, S.J. & Thomas, J.M., *Resources and Learning Tools in Environmental Economics*. Mason, OH: South-Western College Publishers, 2008.

Schaffer, A. & **Earle, B.**, *International Business Law and Its Environment*, 7th ed. Mason, OH: Cengage Learning, 2009.

Sorensen, K., *Media, Memory, and Human Rights in Chile*. Hampshire, England: Palgrave Macmillan, 2009.

Weiss, J.W., *Business Ethics: A Stakeholder & Issues Management Approach*. 4th ed. Mason, Ohio: South-Western Cengage Learning, 2009.

Williams, C.C., *Trust Diffusion: How Creating Climates of Trust can Influence Organizational Effectiveness*. Saarbrücken, Germany: VDM Publishing, 2008.

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

www.bentley.edu/academics_research/faculty_research/faculty_database

PHD PROGRAM

Bentley’s doctoral program also includes a number of students focusing on business ethics and corporate social responsibility. This concentration includes research on business ethics, civic engagement and social responsibility in general, as well as a seminar in social, environmental and governance issues. The types of issues our doctoral students are pursuing includes such topics as corporate governance and ethical conduct, corporate social responsibility and profitability, reputational capital, social and financial performance, stakeholder management and the social role of business, women in leadership, and risk management.

In partnership with the State Street Foundation, Bentley also launched the State Street Doctoral Fellowship in Corporate Social Responsibility. The first recipient of the State Street Doctoral Fellowship is Ms. Elise Perrault Crawford. Elise, who holds an MBA from McGill University, began the program in Fall 2008 and is currently in her second year. She recently presented at the 8th Annual Colloquium of the European Association of Business in Society (EABIS). Her paper focused on the socio-cultural, regulatory and normative motivations in voluntary reporting practices in the banking

industry. She will also speak at the Conference Board's Fall meeting of the Center for Corporate Citizenship & Sustainability in October 2009.

NEXT GENERATION SCHOLARS WORKSHOP

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

Progress and AY2009-10 Goals

In May 2009, three internationally recognized experts and four doctoral students (selected competitively) were invited to the Bentley campus in conjunction with the Global Business Ethics Symposium and Teaching Workshop sponsored by the State Street Foundation. The experts and students engaged in a series of presentations and discussions (including detailed one-on-one feedback between expert and student), with the goal of promoting practically relevant research in the ESG area. Students also had the opportunity to participate in the internationally recognized Bentley teaching-ethics workshop occurring the same week.

Visiting faculty for the inaugural Next Generation ESG Scholars workshop:

- Blair Feltmate, *Director of Sustainable Development, Ontario Power Generation*
- Lori Verstegen Ryan, *Professor of Management and Director, Corporate Governance Institute, San Diego State University*
- Duane Windsor, *Lynette S. Autry Professor of Management, Rice University*

The four Next Generation ESG Scholars were:

- Julia Dare, University of Southern California (California, 2009)
- Yuliya Shymko, Institute Empressa (Spain, 2009)
- Rieneke Slager, Nottingham University (England, 2009)
- Thomas Thijssens, Maastricht University (Netherlands, 2009)

Planning for the 2010 program is in progress.

GENEEN INSTITUTE FOR CORPORATE GOVERNANCE

Established in 2008 through the generosity of the Harold S. Geneen Charitable Trust, the Geneen Institute is dedicated to the pursuit of directed, leading-edge research on important corporate governance issues via a consortium of faculty and PhD students dedicated to researching social, comparative and reformative approaches to governance. As a central part of the educational process, the fellows undertake an in-depth doctoral research internship. These research opportunities are designed to take place in corporate and/or professional organizational settings over an extended period in order to foster the student's research along with the site organization's own goals.

www.bentley.edu/geneen/index.cfm

The first two Geneen fellows are Darin "Kip" Holderness, *Geneen Fellow in Accountancy*, and Ada Jin Wang, *Geneen Fellow in Business*.

Progress and AY2009-10 Goals

The Geneen Institute of Corporate Governance is offering two PhD fellowships in 2011 in six broad areas of corporate governance:

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

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

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

Institutional Review Board (IRB)

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

www.bentley.edu/alliance/irb.cfm

PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

Principle 5 *Partnership*

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

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

ETHICS AND COMPLIANCE OFFICER ASSOCIATION

Working with the Ethics and Compliance Officer Association, which was established through the Center for Business Ethics (CBE), CBE offers a "Managing Ethics and Organizations" (MEO) program. Over the years, the course has provided attendees with practical advice and tools for creating and managing an effective ethics and compliance initiative. Hallmarks of the Program include:

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

www.bentley.edu/cbe/events/programs-managing.cfm

Progress and AY2009-10 Goals

Since 1995, over 1000 ethics and compliance officers and others have completed the five-day seminar. Planning for the 2010 program is currently in progress.

RAYTHEON LECTURESHIP IN BUSINESS ETHICS

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

Progress and AY2009-10 Goals

To date over 4200 students and members and friends of the Bentley community have attended the Raytheon lecture series. Our goal is to continue this popular program with its emphasis on ethics, corporate social responsibility and sustainability.

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

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

www.bentley.edu/cbe/events/Lectures.cfm#raytheon

VERIZON VISITING PROFESSOR OF BUSINESS ETHICS AND INFORMATION TECHNOLOGY

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

Progress and AY2009-10 Goals

To date over 3500 students and members and friends of the Bentley community have attended the Verizon lecture series. Our goal is to continue this popular program with its emphasis on ethics and information technology.

- **2010: John R. Boatright**, Raymond C. Baumhart, S.J., Professor of Business Ethics, Graduate School of Business and Director, Graduate Certificate Program in Business Ethics, Loyola University, Chicago.
- **2009: George Brenkert**, Director, Georgetown University's Business Ethics Institute and Professor of Business Ethics, McDonough School of Business, Georgetown University: "Corporate Control of Information: Ethical Challenges and Dilemmas."
- **2008: Jennifer M. Moore**, Member, Epstein Becker & Green P.C.: "Your E-mail Trail: Where Ethics meets Forensics."
- **2007: Thomas I. White**, Hilton Professor of Business Ethics, Director of the Center for Ethics and Business, Loyola Marymount University: "Data, Dollars and the Unintentional Subversion of Human Rights."
- **2006: Deborah G. Johnson**, Olsson Professor of Applied Ethics and Department Chair, Department of Science, Technology and Society, University of Virginia: "Corporate Excellence, Ethics and the Role of IT."
- **2005: Rushworth M. Kidder**, Founder and President, Institute of Global Ethics: "Moral Courage, Digital Distrust: Ethics in a Troubled World."
- **2004: Norman E. Bowie**, Elmer L. Andersen Chair in Corporate Responsibility, Carlson School of Management, University of Minnesota: "Information Technology and Intellectual Property."
- **2003: Francis J. Daly**, Corporate Director, Ethics and Business Conduct, Northrop Grumman Corporation: "Reply, Delete ... or Relate? IT's Human Dimension."
- **2002: Richard O. Mason**, Carr P. Collins Distinguished Professor of Management Information Sciences and Director of the Cary M. Maguire Center for Ethics and Public Responsibility: "Leadership, Ethics, and the Information Imperative."

- **2001: Thomas Donaldson**, Mark O. Winkelman Professor, Wharton School, University of Pennsylvania and Director of the Wharton Ethics Program: “Ethics in Cyberspace: Have We Seen This Movie Before?”
- **2000: Laura P. Hartman**, Grainger Chair of Business Ethics, University of Wisconsin: “Technology and Ethics: Privacy in the Workplace.”
- **1999: Richard T. De George**, University Distinguished Professor of Philosophy and Business Administration, Director of the International Center for Ethics in Business, University of Kansas: “Business Ethics and the Information Age.”

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

www.bentley.edu/cbe/events/lecture-verizon.cfm

INTERNATIONAL SERVICE-LEARNING PARTNERSHIPS

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

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.

- In spring 2009, the first Bentley student with the requisite Italian proficiency participated in service-learning at LDI.

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.

- In spring 2010, a Bentley Service-Learning Student Scholar will attend Bond and work there with Professor. Amy Kenworthy-Uren to develop further Bond’s service-learning program.

University of Manchester (UK)

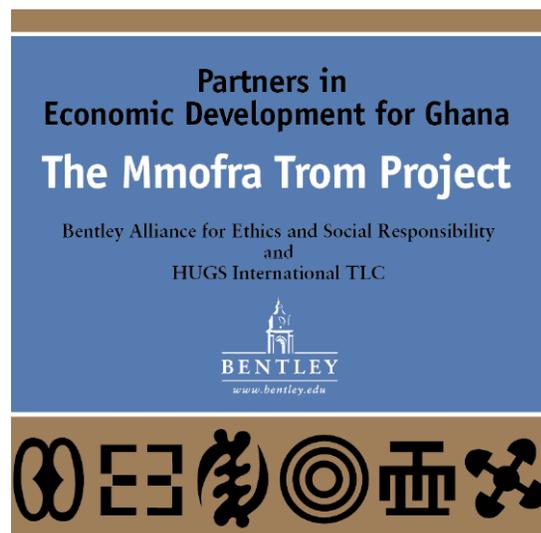
The Bentley S-L program at the University of Manchester in England is part of Manchester’s “leadership and service” program. The program offers participating students a number of service opportunities in the greater Manchester area. Unlike the UCD and Bond programs, the Manchester program is akin to 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.

Progress and AY2009-10 Goals

In 2009-2010, Bentley will explore with the University of Glasgow (Scotland) the establishment of a service-learning program for Bentley study abroad students.

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: 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 also 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:

www.bentley.edu/ghana/index.cfm

Progress and AY2009-10 Goals

This past year the Liberty Mutual Group honored Bentley senior Vinay Gokaldas with one of its five “Responsible Scholars™ Program” awards in recognition of his leadership of a “service program that had a widespread impact on campus.” Gokaldas’ project, “Bentley Goes Red for Africa,” has become an annual campus-wide HIV/AIDS awareness event, raising over \$20,000 and helping the Mmofra Trom orphanage reach its goal of \$25,000 for a new dormitory.” During his freshman year at Bentley, Gokaldas participated in a short-term study abroad program to Ghana, visiting Mmofra Trom and the boarding school. In an effort to raise money to help fund this school, he designed T-shirts to raise awareness around the Bentley campus about HIV/AIDS and the situation in Mmofra Trom. Going beyond fundraising, Gokaldas also organizes trips to the orphanage for student volunteers and has

added Mmofra Trom to the roster of a Hong Kong group that travels the world every summer volunteering at orphanages.”

Because the funding source for The Mmofra Trom Project is fees paid by student travelers, we are in the process of trying to broaden the number of students who can afford to participate in Ghana courses by attracting more funds to assist with travel costs. The Mmofra Trom Faculty started a “Global Social Responsibility Student Travel Fund” and took the initiative to ask other faculty members to contribute to the fund as well. The fund has reached the \$40,000 mark. To date, funds have been offered to STPs for travel to Chile, Ghana and South Africa. We hope the fund will attract more donations and more proposals for courses with a GSR component. The program has also submitted a proposal for a Global Interns Program in Ghana to Grant Thornton. The intent of the program is to help support student interns in business roles with NGOs.

Other goals and plans include course offerings and related travel during AY2009-10, revision of the Purpose / Mission / Vision for The Mmofra Trom Project, examination of the project with respect to its key stakeholders, related projects that might extend the influence of the program.

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



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

Bentley undergraduate students who apply for and are awarded a “give a year” scholarship will receive a \$20,000 credit toward their senior year Bentley tuition. Bentley graduate students who apply and are

awarded the scholarship will receive the \$20,000 tuition credit for their graduate study. All “give a year” scholars must apply for and be accepted as a Corps Member by City Year as well. In addition to receiving the \$20,000 tuition credit from Bentley, “give a year” scholars will receive a \$4,725 education award from AmeriCorps. Additionally, as City Year Corps Members, the students will receive a weekly stipend to defray living expenses during your service year, health insurance, deferment of any college loan payments during your service year, an orientation and training program at the start of service, weekly leadership development sessions throughout your service year, a uniform, a cell phone, and a public transit pass.

Additional information on the program can be found at:

www.bentley.edu/service-learning/give-a-year.cfm

Progress and AY2009-10 Goals

The program was successfully launched and three students who were dedicated to both academic excellence and national service were named the inaugural Bentley National Service Scholars. Each student received a \$20,000 scholarship and a Segal AmeriCorps Education Award.

The scholars are:

Joseph Lea Dzerkacz - Maynard, Massachusetts

- Bentley Class of 2009 – Economics/Finance major
- Year of Service 2009-2010 with City Year Los Angeles
- Graduate student at McCallum Graduate School of Business Fall 2010

Tara Bernadette Meehan - Canton, Massachusetts

- Bentley Class of 2009 – Management Major
- Year of Service 2009-2010 with City Year Miami
- Graduate student at McCallum Graduate School of Business Fall 2010

Jenna Naomi Nakamura, Kaneohe, Hawaii

- Bentley Class of 2010 – Economics/Finance Major
- Year of Service 2009-2010 with City Year Louisiana

These three Bentley National Service Scholars will join 1,700 City Year corps members working in 19 locations across the United States and one in South Africa who change the world each day through full-time service as tutors, mentors and role models for children.

PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

Principle 6 *Dialogue*

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

The final component of Bentley's commitment to PRME is in outreach to other colleges and universities, the corporate sector and the not-for-profit world. As part of the Alliance and Center for Business Ethics' programs, our Global Business Ethics Symposium and Teaching Workshop continued to invite scholars from around the world to examine these issues. The Business Ethics Teaching Workshop (discussed on pp. 33-34) now over has 50 faculty alumni from other colleges and universities.

Complete information on the Global Business Ethics Teaching Workshop, including information on the 2009 and upcoming 2010 programs, can be found at:

www.bentley.edu/alliance/global_business_ethics_teaching_workshop.cfm

GLOBAL BUSINESS ETHICS SYMPOSIUM

Begun in 2005, the annual Global Business Ethics Symposium program brings together international experts for in-depth discussions of current practices and challenges in business ethics, corporate social responsibility and sustainability. Sponsored by the State Street Foundation, the purpose of the symposium is to:

- explore current practices in other institutions, countries and cultures;
- identify ways to enhance issues of ethics and corporate responsibility in business education and in outreach to the larger corporate community; and
- disseminate this experience throughout the academic and practitioner worlds.

THE 5TH BENTLEY GLOBAL BUSINESS ETHICS SYMPOSIUM

MONDAY, MAY 18, 2009

Building Responsible Global Cultures:

The Role of Ethics, Corporate Social Responsibility and Sustainability

Bentley University and State Street Corporation



Frank Piantidosi, *Chief Executive Officer, North American Financial Advisory Services, Deloitte*, giving the luncheon address at 2009 Symposium.

Emphasis is placed on uniting business and higher education in the common goal of building a strong ethical foundation from which to serve our many constituencies and communities. The focus of the May 2009 Symposium was “Building Responsible Global Cultures: The Role of Ethics, Corporate Social Responsibility and Sustainability.” Over 130 participants from the academic, corporate, government and NGO worlds gathered to explore and discuss the challenge of creating responsive and responsible organizations.

Progress and AY2009-10 Goals

Planning for the 2010 program is currently in progress. The symposium is tentatively focused on: “What is Sustainability” Differing Perspectives on Sustainable Business Practice in the Global Context.” We are also exploring the possibility of holding the 2011 program at Zhejiang University, Hangzhou, China.

- **2009 Symposium:** “Building Responsible Global Cultures: The Role of Ethics, Corporate Social Responsibility and Sustainability.”
- **2008 Symposium:** “Ethics, Governance and Enterprise Risk Management: A Global Perspective.”
- **2007 Symposium:** “Business Ethics and Corporate Social Responsibility: Different Sides of the Coin? A Comparison of European and North American Perspectives” (in partnership with the Universidad Pontificia Comillas, in Madrid, Spain).
- **2006 Symposium:** “Corporate Social Responsibility in the 21st Century: Coping with Globalization.”
- **Inaugural 2005 Symposium:** “Ethics and Risk Management in a Global Environment.”

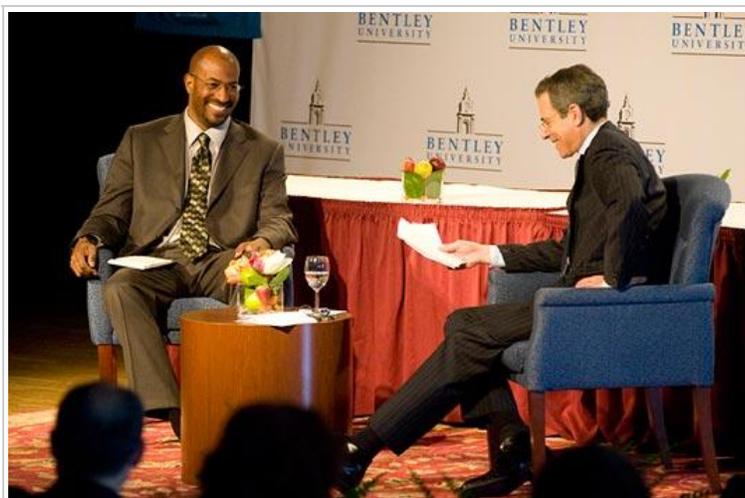
Complete information on the program can be found at:

www.bentley.edu/symposium

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 2009 program continued the successful theme of “The Business of Healing Our World,” focusing on “Leveraging Innovation, Social Enterprise and Service.”

This year’s program speakers included: **Van Jones**, founding president of Green for All and Special Advisor for Green Jobs, Enterprise and Innovation at the White House Council on Environmental Quality; **Priya Haji**, co-founder and CEO of World of Good; **Milton J. Benjamin**, president and CEO for the Initiative for a New Economy; **Kate Otto**, Director of the Keep a Child Alive College Program, and **Ophelia Dahl**, co-founder and executive director of Partners in Health. Bentley alumnus **Joseph Marchese**, co-founder and president of SocialVibe.com, gave the luncheon speech.



Van Jones, Special Advisor for Green Jobs, Enterprise and Innovation, and TIME Magazine Editor Richard Stengel.

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

www.bentley.edu/leadership-forum/index.cfm

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.

Progress and AY2009-10 Goals

To date, 125 young women and men from around the globe have been recognized for their accomplishments to date and their leadership potential in the future. Planning for the 2010 Tomorrow25 program is currently in progress.



Luncheon honoring the 2009 Tomorrow 25

CONCEPTUALIZING CONSCIOUS CAPITALISM



**Conceptualizing
Conscious
Capitalism®**

May 28 and 29, 2009

Building on the success of the first practitioner-centric conference – Catalyzing Conscious Capitalism® in Austin, Texas in November 2008 – the 2009 Bentley University gathering of thought leaders laid the intellectual and conceptual foundations of the field, identifying challenges and key

research questions. Focused on the theme of “Conceptualizing Conscious Capitalism,” the term reflects the fact that more people today are at higher levels of consciousness about themselves and the world around them than ever before. This is due in part to natural evolution, but also to the rapid aging of society, which has resulted in a higher proportion of people in mid-life and beyond, when consciousness is raised and higher-level needs predominate. The advent of the World Wide Web has accelerated this trend, simultaneously connecting hundreds of millions of people and placing great demands for transparency on companies.

The definition of conscious capitalism has three key elements:

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

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



John Mackey, Chairman & CEO, Whole Foods Market and co-founder, Conscious Capitalism, Inc. at the May 2009 conference at Bentley.

Progress and AY2009-10 Goals

Building on the success of the first two conferences, an invitation only event will be held in October 2009 in Austin, Texas. The 2009 Catalyzing Conscious Capitalism Summit will balance presentations, conversations, and experiential elements to inform, engage, and connect participants. The principal guide and facilitator for the event is renowned author, consultant, and creativity expert Michael Gelb, author of *How to Think Like Leonardo da Vinci*, *Innovate Like Edison*, and *Discover Your Genius*.

A fourth conference to be held on the Bentley campus in spring 2010 is in the planning stage.

For questions or additional information on the Bentley University UN PRME initiative and/or the AY2008-09 Communication on Progress, please contact

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BENTLEY UNIVERSITY is a leader in business education. Centered on teaching and research in business and related professions, Bentley blends the breadth and technological strength of a university with the core values and student focus of a close-knit campus. Our undergraduate curriculum combines business study with a strong foundation in the arts and sciences. The McCallum Graduate School emphasizes the impact of technology on business practice, in offerings that include MBA and Master of Science programs, PhD programs in accountancy and in business, and custom executive education programs. Located minutes from Boston in Waltham, Massachusetts, the school enrolls approximately 4,000 undergraduates, 250 adult part-time undergraduates, 1,400 graduate and 30 doctoral students. Bentley is accredited by the New England Association of Schools and Colleges, AACSB International – The Association to Advance Collegiate Schools of Business, and the European Quality Improvement System (EQUIS), which benchmarks quality in management and business education.