



# BENTLEY

## UNIVERSITY

**Sharing Information on Progress**

**Academic Year 2009-10**

**United Nations Global Compact Academic Network**

**PRME** Principles for Responsible  
Management Education



**B**entley University, as a member of the United Nations Global Compact Academic Network, has an ongoing commitment to the Global Compact's Principles for Responsible Business and Principles for Responsible Management Education (PRME). As part of our mission, the University has a long-standing commitment to ethics, social responsibility, service and sustainability that grew out of the intersection of business and the arts and sciences. The emphasis on business ethics emanated from the Philosophy Department, which launched the Center for Business Ethics in 1976, over 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 is our fourth communication, Sharing Information on Progress (SIP) on activities and initiatives during the 2009-10 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 Communication on Progress (COP) reports, this year's SIP includes comparative assessments with earlier efforts, with an emphasis on learning and continuous improvement in our endeavors.

A handwritten signature in black ink that reads "Gloria C. Larson". The signature is written in a cursive, flowing style.

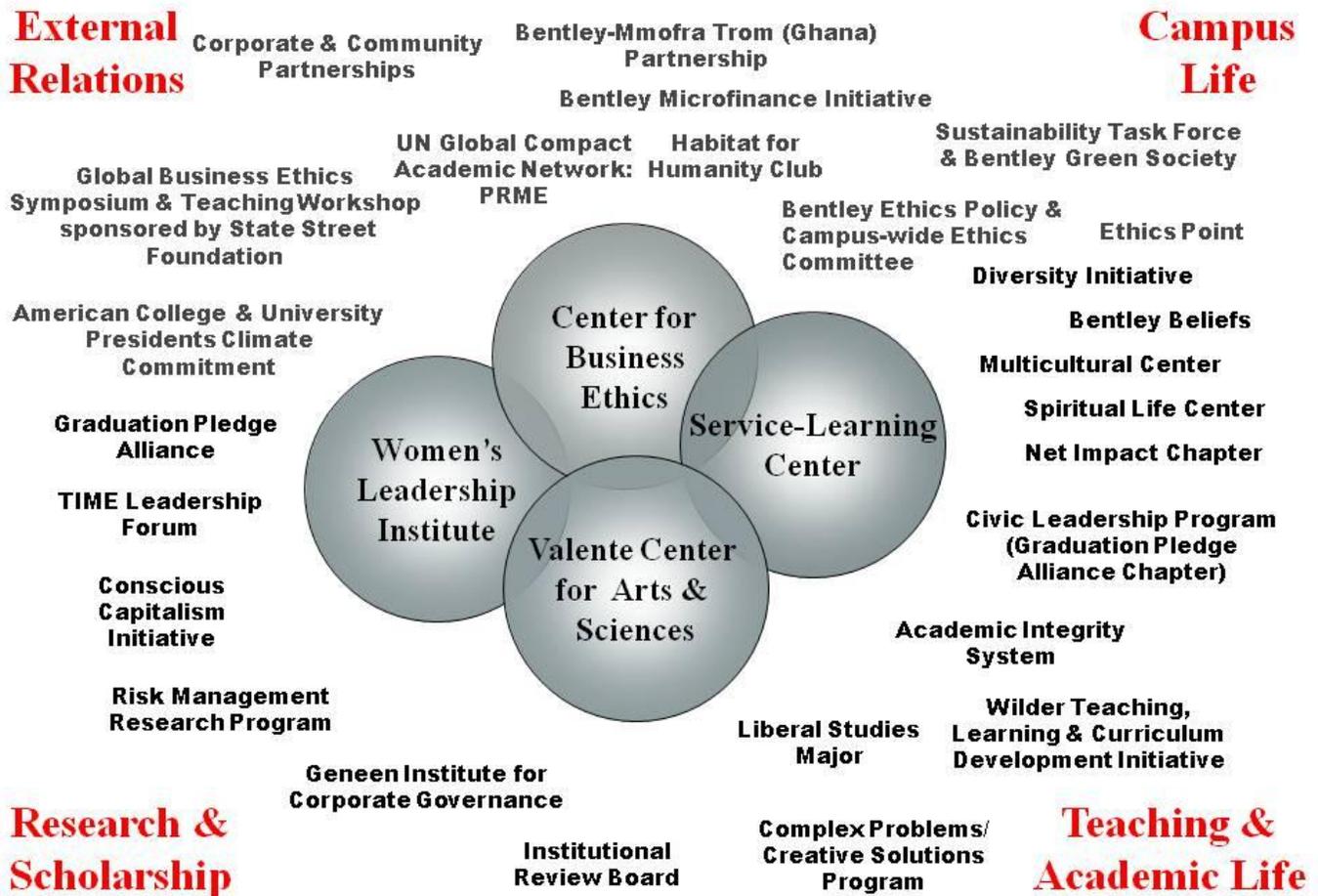
**Gloria C. Larson**  
**President, Bentley University**

## **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, civic engagement and sustainability. BAESR seeks to:

- Support and encourage collaborative and applied transdisciplinary *research* that has the potential to significantly affect current practice.
- Influence *curriculum* development and pedagogical innovations intended to make our students more ethically sensitive and socially aware.
- Ensure a broader application of these principles and ideals in *campus life*.
- Attempt to foster life-long *civic engagement* and a commitment to *responsive corporate citizenship* among our students.
- Work closely with external organizations – *partnering* with academic and professional associations, corporations and not-for-profit organizations in pursuit of these goals.



The 2009-10 Bentley Alliance for Ethics & Social Responsibility

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

This ongoing initiative is a collaborative effort that is dependent on the commitment of a broad range of stakeholders, including Bentley faculty, staff, students and alumni, as well as business executives, corporate partners, relevant associations and other colleges and universities in an effort to enhance and disseminate these ideals. The 2009-10 Alliance was built on four "core pillars" in the Bentley community that continue to operate as autonomous entities, but collaborate under its aegis:

- ***Center for Business Ethics***: The CBE, founded in 1976, is dedicated to promoting ethical business conduct in contemporary society. Its mission is to lead in the creation of organizational cultures that align effective business performance with ethical business conduct. CBE strives to: (1) connect ethical thought and action, (2) inspire ethical leadership, (3) enrich ethical knowledge; and (4) promote ethical collaboration. With a vast network of practitioners and scholars, and an expansive library, the center provides an international forum for benchmarking and research in business ethics.

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

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

[www.bentley.edu/service-learning](http://www.bentley.edu/service-learning)

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

[www.bentley.edu/wli](http://www.bentley.edu/wli)

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

research. Over the past two years, the Valente Center has hosted postdoctoral and visiting fellows from Germany and Italy, and this coming spring semester will host an internationally recognized Cairo-based social entrepreneur.

[www.bentley.edu/arts-sciences-center](http://www.bentley.edu/arts-sciences-center)

### *Progress and AY2010-11 Goals*

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

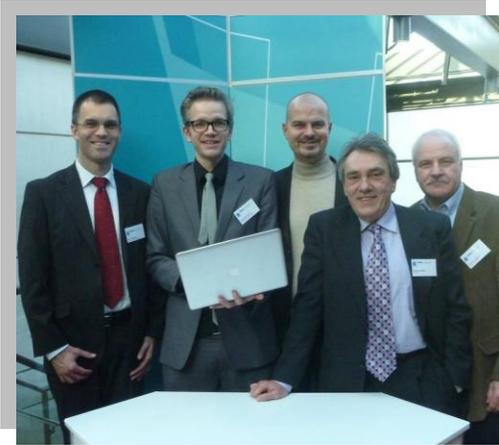
The main set of goals for AY2010-11 is to continue to work on expanding the institution's commitment to these ideals, informing our teaching and curriculum, research and scholarship, relationships with our surrounding community, other organizations and associations, and, in general, how we operate as 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, Bentley was actively involved in meetings and events over the past academic year:

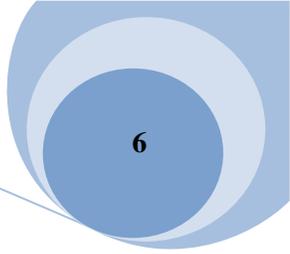
- At the 2<sup>nd</sup> Global Forum for Responsible Management Education at Fordham University in June, **Anthony F. Buono**, Coordinator of the Bentley Alliance for Ethics and Social Responsibility, served as a panelist on “The Future of Management Education: A Learning Community for Sharing Information on Progress – New Research.” **Rajendra Sisodia**, Professor of Marketing and Chairman of the Conscious Capitalism Institute, also attended the meeting.
- **Buono** presented a webinar on “Integrating Issues of Climate Change in Business Schools,” as part of the PRME Sustainable Leadership in the Era of Climate Change Working Group on June 15<sup>th</sup>. He was also a plenary panelist on “Revamping the Curriculum: Innovative Approaches to Curriculum Change in an Era of Climate Change,” at the UN PRME/Copenhagen Business School Conference on “Sustainable Leadership in the Era of Climate Change,” Copenhagen Business School, Copenhagen, Denmark in November 2009.
- **Buono**, who is a member of the “Sustainable Leadership in the Era of Climate Change” working group, has also been appointed to the new working group on “Guidelines for Academic Institutions in Implementing the Principles of the UN Global Compact.”
- As part of the 2010 Academy of Management meeting in Montreal, Canada in August, **Buono** was a presenter in the Social Issues in Management (SIM) Professional Development Workshop (PDW) on “Energizing the Teaching of Corporate Responsibility: The Role of the Principles for Responsible Management Education (PRME).”
- **Sisodia** was also an active participant in the 1<sup>st</sup> Asian Forum for PRME at Kyung Hee University in Seoul, Korea this November. He gave a keynote address on “The New Realities for Business in

- the Age of Conscious Capitalism,” served as a panelist on a follow-up discussion on the future of business education, and served as a panel moderator.
- Bentley’s 7<sup>th</sup> Global Business Ethics Symposium, which will be held in partnership with Euromed Management in Marseille, France in May 2011, will be a PRME co-sponsored event.



**Finalizing the Copenhagen Conference  
Declaration: A Call to Action for Management  
Education**

Peter Mollgaard, *Copenhagen Business School*,  
Jonas Eder-Hansen, *Copenhagen Business  
School*, Jean-Christophe Carteron, *Euromed  
Management*, Manuel Escudero, *UN PRME  
Secretariat*, Tony Buono, *Bentley University*



## AY 2009-10 SIP CONTENTS

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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 (AY 2006-07, 2007-08, 2008-09), 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/shandbook/index.cfm](http://www.bentley.edu/shandbook/index.cfm)

### **ACADEMIC INTEGRITY**

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

Coralee Whitcomb (CIS) stepped down in her role as AIC in June, and Ellen Snedeker (LFPT) assumed the role.

### ***Progress and AY2010-11 Goals***

During AY2008-09, 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. They continued these efforts during AY 2009-10.

Once again, the Bentley Academic Integrity Coordinator and two students attended the annual international conference of the Center for Academic Integrity (CAI), where they presented a workshop on “Harnessing the Popularity of Service-Learning to Teaching Academic Integrity.” As our new AIC, Snedeker has also been working on a pilot program with Service-Learning throughout the semester at a local elementary school on a program she developed for a 4<sup>th</sup> credit option for Bentley students. The program entitled “Character Matters” is a drama-based program aimed at teaching core values to elementary aged children and will be fully up and running in several schools this Spring, 2011.

Looking ahead to AY 2010-11, under Snedeker’s leadership, 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; 5) continuous awareness building of Bentley’s Cheating School, Faculty Workshops, and web site; and 6) building an on-line tutorial for students and faculty.

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

## **CIVIC LEADERSHIP: SERVICE-LEARNING, THE GRADUATION PLEDGE ALLIANCE AND NET IMPACT**

Students also have the opportunity to directly immerse themselves in the surrounding community through the Bentley Service-Learning (S-L) Center, the Civic Leadership Program and our Net Impact chapter.

### **Service-Learning Program**

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

The service-learning program encompasses: (1) a service project that meets identified community needs, and (2) reflection and other assignments that promote greater student understanding of both the

subject matter and themselves. At BSLC, student service projects generally fall within one of four clusters: technology, skills development, not-for-profit organizational enhancement, and business and the arts. Illustrative projects include tutoring Waltham residents in computer skills, developing marketing plans and accounting systems for not-for-profit corporations, establishing business strategies for not-for-profit organizations, and working on a variety of social service projects for children, the elderly, the economically disadvantaged, and individuals whose native language is not English. Additionally, BSLC has established a technology partnership with the Waltham Public Schools. During the last several years, as a result of the efforts of BSLC students and the contribution of computer equipment by Bentley University, computer labs have been designed, built and staffed at the MacArthur, Whittemore, and Fitzgerald elementary schools in Waltham. BSLC students are currently designing, building, and staffing a new lab at Waltham's Fitch Elementary School.

Illustrative community partners for AY 2009-10 included:

<p><b><u>Afterschool Programs</u></b></p> <ul style="list-style-type: none"> <li>• The Fitzgerald Drama Program</li> <li>• Chesterbrook Afterschool Program</li> <li>• Waltham Boys and Girls Club</li> <li>• Watertown Boys and Girls Club</li> <li>• Waltham Home Suites</li> <li>• Woburn Boys and Girls Club</li> <li>• Waltham Day Care</li> <li>• Salvation Army</li> </ul>	<p><b><u>Computer Assistance Programs</u></b></p> <ul style="list-style-type: none"> <li>• America Clicks!</li> <li>• UpLink at Brookhaven Retirement Home</li> <li>• Charles River Public Internet Care</li> <li>• Skills For Life</li> </ul>
<p><b><u>ESL Programs</u></b></p> <ul style="list-style-type: none"> <li>• Creative Start</li> <li>• English Language Learners</li> <li>• Power Program</li> <li>• Skills For Life</li> <li>• Waltham Home Suites</li> </ul>	<p><b><u>Mentoring/Tutoring Programs</u></b></p> <ul style="list-style-type: none"> <li>• 2+2=5: The power of Teamwork</li> <li>• America Reads</li> <li>• Fitzgerald Math Program</li> <li>• Mac Math Masters</li> <li>• Mary's House</li> <li>• More Than Words Teen Leep Tutoring</li> <li>• Project Eye-to-Eye</li> <li>• Edinburg Center</li> <li>• Waltham Day Care Center</li> <li>• Waltham Family School</li> <li>• Waltham Home Suites</li> </ul>

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

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

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

### ***Progress and AY2010-11 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; three additional students were added to the program in AY 2009-2010. Our goal is to continue to fund additional students in the program each year.

[www.bentley.edu/service-learning](http://www.bentley.edu/service-learning)

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

Each year as part of our S-L program, Bentley undergraduate students, under the direction of graduate tax students and Bentley tax faculty, prepare tax returns for individuals from the Waltham community. Students receive tax training in order to pass an IRS VITA exam and are trained to use tax preparation software.

Group VITA training is held on a Saturday in early February 4 and self study materials are also available for Bentley students. The VITA program provides students with a meaningful service opportunity that also directly benefits the student by providing real-world professional experience.

Many of the assisted taxpayers would not be able to correctly complete their own tax returns. With VITA assistance, they can be assured that their tax liability is as low as possible or their refund is as large as possible.

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

### **Bentley Civic Leadership Program: Graduation Pledge Alliance**

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

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

The international headquarters of the Graduation Pledge Alliance moved to Bentley in 2007. Started at Humboldt State University (California) in 1987, the Graduation Pledge of Social and Environmental

Responsibility asks students to "pledge to explore and take into account the social and environmental consequences of any job [they] consider and ... try to improve these aspects of any organizations for which [they] work." The pledge operates at three levels: students making choices about their employment; schools educating about values and citizenship rather than only knowledge and skills; and the workplace and society being concerned about more than just the bottom line.

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

*"I \_\_\_\_\_ pledge to continue my role as a civic leader by carrying on the Bentley tradition of ethics, service 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](http://www.graduationpledge.org).

### ***Progress and AY2010-11 Goals***

To date, over 150 Bentley students have taken the Graduation Pledge prior to commencement and the university's baccalaureate ceremony. Prior to taking the pledge, students track and reflect on their campus involvement, civic engagement, and ethical and socially responsible behavior through an e-portfolio, where they capture their activities each semester and reflect on their development as civic leaders via a Tracking Form. Our main goal is to continue developing the program, expanding the number of our undergraduates who complete the BCLP requirements and take the pledge.

### **Net Impact**

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

The chapter was highlighted in the 2010 Net Impact *Business as Unusual: The Student Guide to Graduate Programs*.

### ***Progress and AY2010-11 Goals***

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

## **BENTLEY'S POLICY TOWARD MEMBERS OF DISADVANTAGED COMMUNITIES**

The University continues to have a number of programs and offices that focus on the needs of the entire community, with an emphasis on historically disadvantaged groups. Our Office of Disability Services, for example, is committed to providing equal educational opportunities for students with disabilities. It is the University's policy that no qualified student be excluded from participating in any

university program or activity, be denied the benefits of any university program or activity, or otherwise be subjected to discrimination with regard to any university program or activity.

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

### **Diversity**

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

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

Bentley's Multicultural Center (MCC) 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](http://www.bentley.edu/multicultural-center/index.cfm)

### ***Progress and AY2010-11 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 course requirements, and the new General Business core.
- Diversity programming on campus is frequent, deep and broad, including speakers, events and activities.
- Offices, programs and affinity groups provide substantial support, for example, the Multicultural Center, International Services, Spiritual Life Center, Disability Services, LGBTQ@Bentley, Women's Center, and Faculty and Staff of Color.
- The Diversity Council, comprised of staff and faculty members who have explicit responsibility for diversity issues, meets regularly to facilitate communication, collaboration and input to senior administration
- Key Student Groups, including resident assistants in the residence halls, first year seminar facilitators, and orientation leaders, are provided training/development opportunities related to diversity.
- More women are in top administrative positions across the university.

- Diversity Retreats continue as an important university 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.

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](http://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 ongoing 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.

The Bentley University Office of Sustainability was established in FY2010. The Bentley Office of Sustainability, which operates within the Facilities Management department, has the following mission and vision:

**Mission:** We aspire to make Bentley a model for campus and community sustainability.

**Vision:** It is Bentley University's ambition to establish institutional practices that promote environmental sustainability, including measures to increase energy and water efficiency while decreasing waste generation, with the ultimate goal of shrinking both our carbon and ecological footprints.

Leading by example, Bentley has pledged to take both aggressive and achievable steps towards sustainability. The Bentley Office of Sustainability is building partnerships with student groups and with Faculty and Staff to engage the Bentley community fully in the sustainability mission – challenging students, faculty and staff to develop green habits that will last lifetimes.

Bentley's sustainability efforts are defined as commitments and behaviors that are ecologically viable, economically sound, and socially just; now and for future generations. 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 is 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.

### **Sustainability and the Student Government Association**

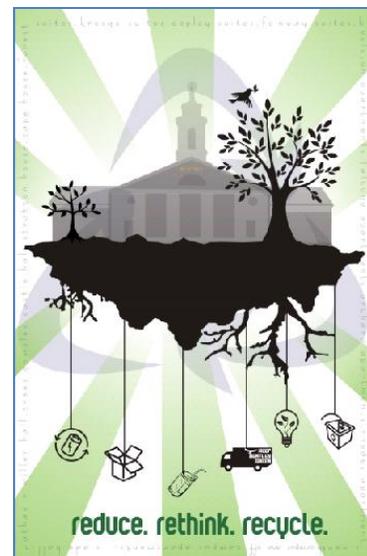
During the Fall 2009 semester, the Student Government Association created the Sustainability Project Group as a means to ensure that students are engaged in sustainability initiatives. The group has been extremely successful in bringing changes to Bentley's campus including the passage of a Recycles

Paper Content Bill which requests that the Bentley Library provide paper with at least 30% recycled content. The Manager of Sustainability meets weekly with the SGA Sustainability Project Group.

### **Bentley Green Society**

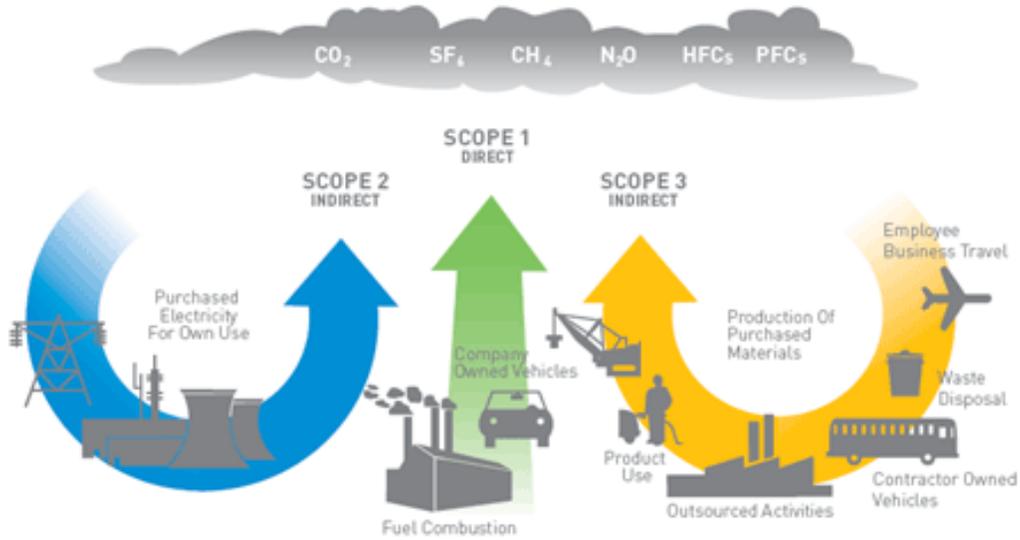
In a parallel initiative with the Sustainability Task Force, students continue to support the Bentley Green Society (BGS), a group dedicated to raising eco-consciousness across campus.

The programs that were outlined in our AY2008-09 COP are still ongoing. The remainder of this section will focus on updates and new initiatives in our sustainability efforts.



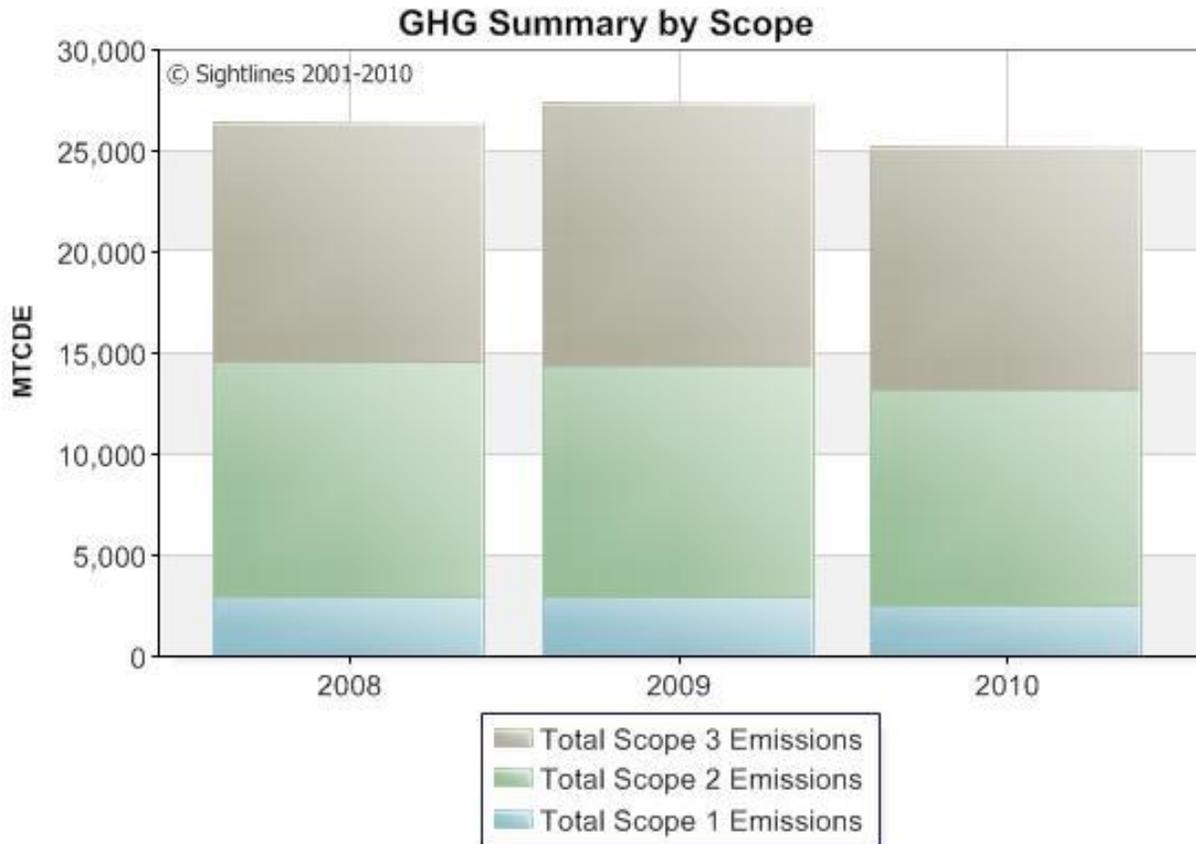
### **Bentley's Carbon Footprint**

The Office of Sustainability works with Sightlines, LLC to calculate Bentley's annual carbon footprint. A Carbon Footprint is the total amount of greenhouse gases produced to directly and indirectly support human activities. It is the sum of all emissions of CO<sub>2</sub> (carbon dioxide) and greenhouse gases, in the form of equivalent tones of CO<sub>2</sub>, which were induced by your activities in a given time frame. 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.



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

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



As can be seen from the Graph above, greenhouse gas emissions increased from FY2008 to FY2009 but decreased to this point in 2010. This increased of 1,019 metric tons of CO<sub>2</sub> equivalent (MTCDE) is due to an increase in Scope III emissions (emissions from travel). Scope I and Scope II emission (emissions from using energy for campus buildings and operations) decreased. The increase in Scope III emissions could be due to increased travel or simply a result of better data collection as the process of gathering travel data was greatly improved when compiling the FY2009 carbon footprint

### Climate Action Plan

A climate action plan was completed during FY2010 and submitted to the American College and University President's Climate Commitment on January 15, 2010. In the Climate Action Plan, which is Bentley's roadmap to reducing its carbon footprint, we have committed to becoming carbon-neutral by the year 2030. This ambitious goal reflects an institutional response to growing concerns over the negative effects of climate change. It is Bentley University's objective to establish institutional practices that promote environmental sustainability, including measures to increase energy and water efficiency while decreasing waste generation, with the ultimate goal of shrinking both our carbon and ecological footprints. The actions needed to achieve these goals are outline in the climate action plan entitled: *Bentley University: A Plan for Carbon Neutrality*.

### Climate Action Plan Kick Off Event

The Bentley Office of Sustainability teamed with the Bentley Marketing Association (BMA), a student marketing group to organize a launch event for the Climate Action Plan. The event, called “Go Green or Go Home,” kicked off Bentley’s climate commitment and announced the Climate Action Plan. The event included eco-minded games like “recycling pong” and “stack the can.” President Gloria Larson addressed the group of student, faculty and staff attendees and solidified Bentley’s commitment to “going green.”



President Larson and Bentley Marketing Association students:  
*Go Green or Go Home* campaign.

### Policies

During AY2009-10 the Office of Sustainability worked to develop the following sustainability policies:

- General Sustainability Policy
- Recycling and Solid Waste Disposal Policy
- Construction and Demolition Policy
- Green Cleaning Policy
- No-idling Policy
- Compost Policy
- Sustainable Purchasing Policy

### The Blackout Challenge

Together with the Green Society the Office of Sustainability held the most successful energy reduction competition at Bentley thus far. During the “2010 Blackout Challenge” Bentley students competed to reduce energy use in their residence halls. Students were provided with weekly updates on the standings which created rivalry between residence halls to see who would win.

During the 2010 Blackout Challenge, residence halls Cape, Castle, and Stratton produced the highest percentage reduction in electricity use at 9.4 percent. Together, all of the residence halls on campus saved 56,670 kWhs of electricity during the month of February which is enough electricity to power 5.3 homes for an entire year. An outside donor volunteered to match the total kWhs saved with a \$5,667 donation to The Water Project, a non-profit organization working to rebuild drinking water wells in Haiti after the 2010 earthquake. Both the Green Society and the Office of Sustainability hope to continue this partnership in the future.

### Green Dining

Together with Sodexo, Bentley’s dining services provider, the Office of Sustainability has expanded the single-stream recycling program to include the food prep and kitchen areas in Seasons. It is expected that the recycling program will be expanded again to include food prep and kitchen areas in La Cava during the 2010/2011 academic year.



## Compost

During FY2010 the Office of Sustainability commenced research into developing a compost program where food scraps will be collected from Bentley's kitchens and dining halls and donated to the Waltham Field Community Farm located approximately .5 miles from Bentley's campus. Organization from this program is ongoing and it is expected to be kicked off in FY2011.

## Sustainability at the Bentley-Time Leadership Forum

The Office of Sustainability was incorporated into the planning for the Bentley-Time Leadership Forum held on April 22, 2010. The FY2010 forum, entitled "The Business of Healing Our World: Accountable Leadership in Action" featured speakers who were leaders in healthcare, corporate philanthropy, environmental change and corporate social responsibility. The Manager of

Sustainability worked with conference organizers to bring sustainability to the event by providing plenty of recycling bins with clear signs to educate conference attendees on Bentley's single-stream recycling program.

## LEED Existing Building Certification

In May of 2010 the Office of Sustainability commenced work on attaining LEED Existing Building Certification for the four North Campus Residence Halls. Once all documentation is submitted to the USGBC it is reviewed by a committee which determines whether each projected credit has been achieved to the LEED standard. The project is given a final score based on credits earned and the certification level (if achieved) is determined.

## Recycling

During FY2010 the Office of Sustainability worked to increase education and awareness about Bentley's single-stream recycling program. New, permanent signs were placed in every residence hall recycling center to help communicate the single-stream program. The Office of Sustainability supported Resident Advisor and Eco Rep recycling programs to educate students about recycling procedures. New permanent indoor bins were installed in corridors and entranceways of all academic and administrative buildings.

## Electronics Recycling

In 2010 Bentley's Eco-Reps implemented an electronics recycling program for the Bentley campus. The electronics recycling program allowed students, faculty, and staff to recycle batteries and handheld electronics (Ipods, cell phones, etc.) at two collection stations throughout the year. The electronics collected are shipped to Battery Solutions, Inc. (a reputable electronics recycler) for recycling.





*2010 Electronics Recycling Event*

***Progress and AY2010-11 Goals***

Bentley has made definite strides in its commitment to sustainability. The University has been evaluated by the *College Sustainability Report Card*, the only independent evaluation of campus sustainability activities at colleges and universities in the United States and Canada that examines colleges and universities through the lens of sustainability. Over the past three years, Bentley’s Sustainability Report Card scores have steadily increased – this past year by an entire letter grade:

FY2010	<b>B+</b>
FY2009	<b>C+</b>
FY2008	<b>C</b>

[www.greenreportcard.org/report-card-2011/schools/bentley-college](http://www.greenreportcard.org/report-card-2011/schools/bentley-college)

In its climate action plan, Bentley University has made a commitment to the following greenhouse gas (or carbon footprint) reductions:

Fiscal Year	Reduction Over 2008 Base year
2015	50%
2020	70%
2030	100%

While ambitious, these targets are achievable. Bentley’s emissions reduction goals will be achieved via a multi-pronged approach which includes reducing energy use on campus first by implementing a building retro-commissioning and energy efficiency upgrade program, continuously upgrading building controls for more efficient operation of heating, ventilation and air conditioning systems, educating and engaging Students, Faculty, and Staff in sustainability efforts, and purchasing renewable energy via Renewable Energy Certificates (RECs) last.

### **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 AY2010-11 Goals***

In the 2009-10 academic year, there were 21 undergraduate papers and 21 graduate papers submitted. The winner of the undergraduate prize was Lindsay Sauve and Arthur Dor won the graduate student award.

<b>Academic Year</b>	<b>Undergraduate Papers</b>	<b>Graduate Papers</b>
<b>2009-10</b>	<b>21</b>	<b>21</b>
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.

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

From the beginning, the Bentley Microfinance Initiative has had a mutually beneficial collaboration with Bentley’s partnership with Mmofra Trom and the Ghana Project (see page 55 of this report): 1) the program was an instrumental component of the first microfinance course (FI 333 Seminar in Microfinance); 2) 4 of the 14 Ghanaian summer interns are working with microfinance organizations; and 3) Diane Kellogg, head of the Ghana Project, serves on the Loan Approval Committee for BMC’s student-managed domestic fund. This year the Microfinance Initiative provided a gift of \$5,000 to

support the summer interns working with microfinance organizations in Ghana, which is the club's first international lending effort.

### *Progress and AY2010-11 Goals*

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

[campus-life.bentley.edu/student-groups/microfinance-club](http://campus-life.bentley.edu/student-groups/microfinance-club)

## ILLUSTRATIVE STUDENT INITIATIVES

### **Bentley-Bahamian Red Art Supply Drive**

During the 2010 Senior Week, Bentley students partnered with the Bahamian Red Cross for an Art Supply Drive to support the program's after-school center. In addition to hundreds of dollars worth of supplies, Bentley also donated 10 computers and tables to the space.

### **Project Eye-To-Eye**

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

Bentley is one of more than 20 colleges across the country participating in this "first of its kind" project. Across the country, leaders in education, business, psychology, and medicine have acknowledged the success of Project Eye-To-Eye by spreading word of the program or joining the board of directors. The Bentley chapter of Project Eye-To-Eye works with 4<sup>th</sup> and 5<sup>th</sup> 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.

### **Operation Christmas Child**

For the second year in a row, the Spiritual Life Center packed shoeboxes for Operation Christmas Child an organization sponsored by *Samaritan's Purse*. The goal is to give children around the globe the opportunity to experience some holiday cheer. While the program understands that not everyone

### **WANTED: ART SUPPLIES!!**

Spring Clean your home and office:

- Markers, Pens, Pencils, Paints, Colored Paper, Glue
- Cash (monetary donations accepted)

Service Group Members of the 2010 Graduating Class are collecting for the children in the Bahamas. All supplies will be donated to the Bahamian Red Cross After-School Center.

Drop donations in boxes around campus :

1. Morrison- Outside of Service Learning Center
2. LaCava Human Resources
3. Spiritual Life
4. Info Desk

Contact Mariela with questions. [spillar\\_mari@bentley.edu](mailto:spillar_mari@bentley.edu)

shares in the same spiritual journey, an underlying goal is to try to provide opportunities for people to participate in programs that are relevant to them.

In 2009, the project collected and sent 110 shoeboxes filled with toys, school supplies, hygiene items and other personal items to Africa, South America, Asia, and Europe. Student volunteers packed the donations.

### The Mmofra Trom Bead Project

The Mmofra Trom Bead Project raises funds to cover high school education costs for vulnerable Ghanaian children. Who are given a scholarship to the Mmofra Trom elementary school, located near Somanya, Ghana. The Mmofra Trom Bead Project's priority is to ensure that each child has the opportunity to have a high school education: 100% of all profits, 90 cents of every dollar, go directly into an account for their future tuition costs.

### Project Haiti

With the support of the administration, Bentley students initiated a fundraising campaign titled "Project Haiti: The Redevelopment." The campaign consisted of three major Project Haiti events on campus along with other smaller pre-planned events (e.g., grad student pub night; Festival of Colors – a celebration of cultural diversity; "Almost, Maine" – a play produced by Bentley students) focused on raising additional funds for Project Haiti. Major fundraising events included: 1)

**Project Haiti Launch Event** focused on raising community awareness of the Bentley fundraising efforts. Local Haitian experts spoke at the event, which included performance by our own Bentley Professor, Dr. Barbara Paul-Emilie, a poet, and her husband, Serge, a flutist of Haitian descent; 2) **Project Haiti Carnival Event**, which included a concert by local, popular band *Elephant House*; and 3) **Spring Day**, an annual event featuring performances by student bands and a major recording artist.



*Project Haiti* raised over \$33,500, which was donated to short-term (e.g., Shelterbox, a nonprofit organization that delivers trackable aid boxes to those most in need after a natural disaster) and long-term (e.g., Partners in Health, Yéle Haiti) relief efforts. The Project will continue to work on micro-finance initiatives to help restore normalcy to Haitian lives.

[www.bentley.edu/projecthaiti](http://www.bentley.edu/projecthaiti)



### One Warm Coat

Working with our Spiritual Life Center, our students partnered with *One Warm Coat*, an organization that helps workplaces identify organizations that need winter coats. The coat drive, held in December and January, provided new and gently used coats to Cradles to Crayons (Quincy), The Haley House (Boston) and the Women's Lunch Place (Boston).

## Bentley Model UN

The Bentley Model UN (BMUN) program is an organization of Bentley students interested in international affairs and has been active on campus since 1987. The program's primary activities are: 1) promoting understanding of the United Nations and international affairs through on campus speakers, conferences, and an educational institute at the UN Headquarters; 2) encouraging and supporting Bentley students as they participate in collegiate Model UN conferences including in recent years meetings at Harvard University and McGill University; 3) organizing and running a one-day Model UN conference on the Bentley campus for approximately 300 Middle School students from throughout New England; and 4) organizing and running a three-day High School Model UN conference on the Bentley campus for approximately 100 students from schools along the East coast and including schools from Mexico and the Dominican Republic.

Approximately 30 Bentley students are currently active in the programs of the Bentley Model United Nations. The activities of the group enable Bentley students to develop expertise in the operation of the United Nations and on such international topics as: Iran and nuclear weapons, clean water shortage, peace in the Middle East, and sustainable development. The Bentley students organize the conferences and then preside over the sessions of the General Assembly, Security Council, and ECOSOC. These conferences enable students to learn about the United Nations and to develop skills in public speaking, negotiating, and resolution writing. They also learn to research international issues and to understand cultures and perspectives different from their own.

<http://student-organizations.bentley.edu/modelun/index.html>

## CAMPUS-WIDE LECTURES AND EVENTS

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

### SEPTEMBER 2009

- **Ecology of New Technologies: Will the Global Environment be Saved or Destroyed by Technology?** Jacob Park, Associate Professor of Business Strategy and Sustainability, Green Mountain College, specializes in the teaching and research of global environment and business strategy, corporate social responsibility, and community-based entrepreneurship and social innovation. He is the author of *Crisis of Global Environmental Governance: Towards a New Political Economy of Sustainability* (2008). Part of the Complex Problems/Creative Solutions Series.

### OCTOBER

- **Design for Responsibility.** Jeroen van den Hoven, Professor of Moral Philosophy and Vice Dean of the Faculty of Technology, Policy and Management, Delft University of Technology. As Scientific Director of the Centre for Ethics and Technology of the Three Technical Universities in The Netherlands and Editor in Chief of *Ethics and Information Technology* (Springer), Dr. Van den Hoven will share his latest research, focused on his recently published *Information Technology and Moral Philosophy* (Cambridge University Press, 2008).
- **Green Economy.** The Boston Pledge in partnership with the Bentley University Graduate Finance Association and Net Impact hosted a discussion with thought leaders and emerging green economy business leaders. Key Speakers included: Prof. William Moomaw (Fletcher School of Law & Diplomacy, Tufts University); Prof. John Sterman (MIT, Director of Systems

Dynamics Group); Dr. Harvey Michaels (Urban Planning MIT); Barbra Batshalom (Founder & Executive Director of Green Roundtable); Ray Anderson (Chairman of Interface, Founder A123 System); Marty Metro (Founder & CEO CardboardBox.com); and Partha Ghosh (Global Strategist & Policy Advisor, Ex-partner, McKinsey & Co.).

- **Litigation Risk and Executive Compensation.** Li Jin, Harvard Business School, discussed an event study approach (litigation lawsuits) to test both standard principal-agent model and CEO power theory on the relationship between pay-performance-sensitivity (PPS) and risk.
- **Values-Based Leadership and Systems Thinking.** Dr. Satish Thatte, CEO, New Synergy Group, examined the business value of values from ancient wisdom traditions. His talk focused on three specific values and their applications: integrity, least harm, and “may it benefit the most, may the majority be happy.” He also discussed the principles and practices of a value-based leadership system, emphasizing the need for applying a holistic Systems Thinking approach to business leadership with a focus on wealth of all kinds: financial, intellectual, emotional, social and spiritual.
- **Between Barack and a Hard Place: Challenging Racism, Privilege and Denial in the Age of Obama.** Tim Wise, one of the most prominent anti-racist writers and activists in the U.S., talked about his recent book, *Between Barack and a Hard Place* and explored issues of race within the context of the Obama presidency.

## NOVEMBER

- **Finance and the Real Economy.** Allen White, Vice President and Senior Fellow, Tellus Institute and co-founder of the Global Reporting Initiative, examined the disproportionate influence that financial markets have in shaping the mindset and priorities of companies in the real economy. Restoring the primacy of the real economy and enabling conscious capitalism to flourish requires rethinking the role of finance in the economy and creating both internal mechanisms and an external policy environment that enables companies to manage for long-term wealth creation.
- **Transgender Issues in the Classroom and the Workplace.** Alexander Pangborn led a discussion on transgender issues, with the goal of dispelling myths, stereotypes and fear. He focused on ways to support transgender people, speaking from personal experience as a transman who has been in transition for over 10 years and as a professional counselor, consultant and educator for transgender youth and the trans community.
- **The Business of Peace: Reflections on Afghanistan.** Robert McNulty, Director of Programs, Center for Business Ethics at Bentley and Executive Director, Applied Ethics, Inc., shared his experiences in reaching out to the people of Afghanistan. Based on his recent travels to Kabul and towns to its north, he met with educators, scholars, former Taliban and Mujahedeen fighters, foreign aid workers, US Embassy officials, and Afghan government officials including two District Governors and the nation’s Minister of Transportation and Civil Aviation. Bob chronicled his recent visit to Afghanistan, describing his time in Afghanistan and sharing his views on how we can lend a hand to this nation struggling to emerge from more than three decades of war.
- **Integrating Ethics Across the Curriculum.** Tony Buono, Department of Management and Bob Frederick, Department of Philosophy, discussed Bentley’s Gadget program focused on helping

faculty to address ethical issues and questions of social responsibility in courses across the curriculum. The session included a brief simulation from the workshop, incorporating a video case discussion on ethical issues in a business context.

- **Green Careers.** Patrick Burke, Manager, Talent Acquisition & Staffing for A123 Systems, one of the world's leading suppliers of high-power lithium ion batteries designed to deliver a new combination of power, safety and life. Utilizing environmentally friendly chemistry, A123 strives to develop clean technologies, extracting and using fewer natural resources, and creating less waste. Burke shared his career experiences and talked about one of the fastest growing job arenas in the world – green careers.
- **Turbulence is Inevitable... Misery is Optional: Ethics and Integrity are Your Greatest Assets in Good Times and in Crisis.** Howard Putman, Former CEO, Southwest Airlines and Braniff International Airlines, talked about the challenge of building Southwest Airlines and trying to restructure and save Braniff International. He reflected on his experience in attempting to save the billion dollar company, when the company had sufficient cash for ten days of operation. As he explained, “When you have no cash, your ethics, integrity, and your ability to communicate openly and honestly with ten thousand employees and all of your stakeholders are your only assets.”
- **The Business Case of Corporate Social Responsibility.** Sandra Taylor, Senior Vice President of Corporate Social Responsibility, Starbucks Coffee Company (2003-2008), reflected on her role as CSR officer with Starbucks. She focused on the strategic development and day-to-day direction of CSR programs, including community affairs, the Starbucks Foundation, support for disaster relief, development of responsible and sustainable standards for business practices and product procurement, and the management of programs to reduce the environmental impact of business operations.

## JANUARY 2010

- **Race and Diversity after Obama.** Orlando Patterson, Harvard University, shared his insights into contemporary race relations.

## FEBRUARY

- **Ethics and Risk Management in the Information Age.** John Boatright, Raymond C. Baumhart, S.J., Professor of Business Ethics, Graduate Business School, Loyola University Chicago, examined the ethical problems in our risk management systems as a way of addressing needed reforms in our financial system.

## MARCH

- **Values Investing: How Companies Create Innovation, Profits & Social Good.** Rosabeth Moss Kanter, Ernest L. Arbuckle Professors at the Harvard Business School, discussed key insights from her multi-year research project that served as the basis of her recent book *SuperCorp*. She argued that there are strong potential synergies between financial performance and attention to community and social needs. By embracing values and focusing on the world outside the organization, her message is that companies can gain competitive advantage while responding to social problems.

**APRIL**

- **City Confidential Boston: Betrayal in Beantown.** Ron Bell, Senior Advisor for Community Affairs for Governor Deval Patrick, talked about the shocking story that tore Boston apart racially when police were fooled into believing that a black man had killed Carol Stewart, a pregnant white woman. It took days before the city discovered the horrible truth – her husband shot her and then called 911 claiming that an African-American carjacker committed the crime. The screening of the A&E film on the subject was followed by a lecture and discussion with Bell.
- **The Challenge of Change in our Financial Markets.** Maureen Miskovic, Executive Vice President and Chief Risk Officer, State Street Corporation, drew on her insights and experience with the State Street Corporation, Lehman Brothers and Morgan Stanley in addressing the challenges of the changes in the financial markets and how these changes will impact business and financial institutions in future years.

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](http://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 AY2009-10 a new business core curriculum was launched with specific required offerings that included enhanced modules in the required courses. At the MBA level, all students take a required course on “Leadership, Ethics and Corporate Responsibilities,” which also has a Business Ethics and Social Responsibility Concentration. There is also a required course on “Ethics and Corporate Social Responsibility” in the PhD program.

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

The new 27-credit undergraduate business core is currently being rolled with an emphasis on the integration of ethics and social responsibility across the curriculum:

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

### **SUSTAINABILITY**

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

At the undergraduate level, sustainability-related courses include:

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

An elective at the undergraduate level – “Introduction to Sustainable Development” – was 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.

### **ILLUSTRATIVE COURSES**

#### **FOCUSED ELECTIVES**

##### **Undergraduate**

- **FI 333 Seminar in Micro-Lending**

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

- **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 (ECO) 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.
- **MK 755 Conscious Capitalism: Theory & Practice**  
Conscious Capitalism companies have a purpose that transcends profit maximization, are managed for the benefit of all stakeholders in their ecosystem, and are led by spiritually evolved, self-effacing servant leaders. The course explores the nature of Conscious Capitalism, distinguishing it from traditional perspectives on business. We will critically examine the evidence on the impact of practicing Conscious Capitalism on the tangible and intangible well-being of all stakeholders, analyzing how to operationalize the three key tenets of conscious capitalism (higher purpose, stakeholder orientation, conscious leadership). The course also examines the steps required to help a conventionally defined business transform into a conscious business as well as the fundamental elements of personal transformation that must accompany any effort to implement Conscious Capitalism.

## 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: Illustrative Courses

- **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: Illustrative Courses

- **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](http://www.bentley.edu/alliance/teaching.cfm)

### *Progress and AY2010-11 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.” 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 2011 program, is available at:

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

**Progress and AY2010-11 Goals**

To date over 160 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, 80 faculty outside Bentley have participated in the week-long workshop. The 2011 program will be held in partnership with Euromed Management in Marseille, France.

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

Samir Abuznaid, <i>Hebron University</i> (Palestinian Territories, 2010)	Andreas Budihardjo, <i>Prasetiya Business School</i> (Indonesia, 2009)
Ruth Alas, <i>Estonian Business School</i> (Estonia, 2006)	Jeanne Calderon, <i>New York University</i> (New York, 2006)
Abdelwehab Alwehab, <i>University of Baghdad</i> (Iraq, 2009)	Fred Calvert, <i>Executive Jets Management</i> (Ohio, 2010)
Semra Ascigil, <i>Middle East Technical University</i> (Turkey, 2009)	Victoria Caparas, <i>University of Asia &amp; Pacific</i> (Philippines, 2005)
Rebecca Awuah, <i>Ashesi University</i> (Ghana, 2009)	Juan Carrillo Hermosilla (Instituto de Empresa Business School (Spain, 2007)
Mohammed Bader, <i>Al-Quds University</i> (Palestinian Territories, 2010)	Tania Casado, <i>University of São Paulo</i> (Brazil, 2010)
Henri Bailey, <i>Prairie View A&amp;M University</i> (Texas, 2005)	Carol Cirka, <i>Ursinus College</i> (Pennsylvania, 2009)
Anna Bajo, <i>Universidad Pontificia Comillas</i> (Spain, 2007)	Frank Christmann, <i>University of Seattle</i> (Seattle, 2005)
Anne Barraquier, <i>CERAM Sophia Antipolis School of Business</i> (France, 2006)	Sandra Chrystal, <i>University of Southern California</i> (California, 2005)
Juan Benavides Delgado, <i>Complutense University of Madrid</i> (Spain, 2007)	Julia Dare, <i>University of Southern California</i> (California, 2009)
Margaret Benefield, <i>Andover Newton Theological School</i> (Massachusetts, 2005)	Lea Dippenaar, <i>University of Pretoria</i> (South Africa, 2004)
Zsolt Boda, <i>Budapest University</i> (Hungary, 2004)	Noha El-Bassiouny, <i>The German University in Cairo</i> (Egypt, 2010)
Tommy Borglund, <i>Stockholm School of Economics</i> (Sweden, 2005)	Carolyn Erdener, <i>Middle East Technical University</i> (Northern Cyprus, 2008)
Cynthia Brusman, <i>Executive Jets Management</i> (Ohio, 2010)	Hamidullah Farooqi, <i>Kabul University</i> (Afghanistan, 2008)
	Jose Luis Fernandez, <i>Universidad Pontificia Comillas</i> (Spain, 2007)

**Global Business Ethics Teaching**

- Fred Guy, *University of Baltimore* (Maryland, 2005)
- Eldrid Gynnild, *Norwegian School of Management* (Norway, 2004)
- Olga Voronina Hawn, *Duke University* (North Carolina, 2010)
- Eric Hauer, *Vienna University of Economics and Business Administration* (Austria, 2006)
- Rosemary Hartigan, *University of Maryland* (Maryland, 2005)
- Ralph Huenemann, *University of Victoria* (Canada, 2009)
- Vishwanathan Iyer, *ICFAI Business School* (India, 2006)
- Eugene Jaffee, *Ruppin Academic Center* (Israel, 2010)
- Ann Jennings, *University of Houston-Downtown* (Texas, 2007)
- Avi Kay, *Jerusalem College of Technology* (Israel, 2005)
- Howard Kanter, *DePaul University* (Chicago, 2004)
- Liora Katzenstein, *ISEMI – Entrepreneurship Israel* (Israel, 2010)
- Patricia Kelley, *University of Washington* (Washington, 2007)
- Bruce Kibler, *University of Wisconsin-Superior* (Wisconsin, 2010)
- Senthil Kumar, *ICFAI Business School* (India, 2006)
- Cubie Lau, *University College Dublin* (Ireland, 2010)
- Bill Lawrence, *New York Institute of Technology* (New York, 2005)
- Joanne Lawrence, *Hult International Business School* (Massachusetts, 2010)
- Julie Lockhart, *Western Washington University* (Washington, 2004)

**Workshop “Alumni” (cont’d)**

- Garry McDaniel, *Franklin University* (Ohio, 2007)
- Paul Melendez, *University of Arizona* (Arizona, 2006)
- George Miaoulis, *Lynchberg College* (Virginia, 2006)
- Amalia Milberg, *IAE* (Argentina, 2004)
- Obaid Nejati, *American University of Afghanistan* (Afghanistan, 2008)
- Francy Milner, *University of Colorado* (Colorado, 2008)
- Miguel Olivas-Lujan, *Tecnológico de Monterrey* (Mexico) and *Clarion University*, Pennsylvania (2006)
- Jacob Park, *Green Mountain College* (Vermont, 2009)
- Bruce Paton, *San Francisco State University* (California, 2008)
- Gayle Porter, *Rutgers, The State University of New Jersey* (New Jersey, 2006)
- Anne Reino, *Tartu University* (Estonia, 2008)
- MaryAnn Reynolds, *Western Washington University* (Washington, 2005)
- Alan Richardson, *York University* (Canada, 2004)
- Melissa Samuelson, *Thunderbird University* (Arizona, 2010)
- Arthur Shacklock, *Griffith University* (Australia, 2006)
- Yuliya Shymko, *Institute Empressa* (Spain, 2009)
- Heja Sindi, *University of Kurdistan* (Iraq, 2009)
- Rieneke Slager, *Nottingham University* (England, 2009)
- Anthony Elbow Spio, *Ashesi University* (Ghana, 2010)

<p><b>Global Business Ethics Teaching</b></p> <p>Elankumaran Srinivasan, <i>TA Pai Management Institute</i> (India, 2009)</p> <p>Erica L. Steckler, <i>Boston College</i> (Massachusetts, 2010)</p> <p>Robert Strand, <i>Copenhagen Business School</i> (Denmark, 2010)</p> <p>Isidoro Talavera, <i>Franklin University</i> (Ohio, 2008)</p> <p>Anne Tercinet, <i>EM Lyon</i> (France, 2004)</p> <p>Thomas Thijssens, <i>Maastricht University</i> (Netherlands, 2009)</p> <p>Greg Unruh, <i>Thunderbird University</i> (Arizona, 2005)</p> <p>Maaja Vadi, <i>Tartua University</i> (Estonia, 2008)</p>	<p><b>Workshop “Alumni” (cont’d)</b></p> <p>Lucy Vannata-D’Aprile, <i>Victoria University</i> (Australia, 2006)</p> <p>Virginie Vial, <i>Euromed Marseille School of Management</i> (France, 2007)</p> <p>Nuria Villagra Garcia, <i>Villanueva University</i> (Spain, 2007)</p> <p>Ruojian Zheng, <i>Xiamen University</i> (China, 2005)</p> <p>Aron Zylberman, <i>Tipo Consultores Associados</i> (Brazil, 2010)</p>
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## LIBERAL STUDIES MAJOR (LSM)

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

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

### *Progress and AY2010-11 Goals*

Now five years old, the LSM has over 600 students enrolled, with 90 students currently enrolled in the “Ethics and Social Responsibility” and “Earth, Environment and Global Sustainability” majors. Our goal is to continue to expand the number of undergraduates involved in this program.

## COMPLEX PROBLEMS / CREATIVE SOLUTIONS

Since 2002 Bentley has assigned a class book to the freshman class. Entering students were expected to read the book prior to matriculating and complete a three-page essay on the issues raised in the book. The book was discussed in freshman-level courses and served as the focus of a series of activities, including a visit by the author, panel discussions, community conversations, a film series and web site. Recent class books include Pietra Rivoli’s *Travels of a T-Shirt in the Global*

*Economy* and David Callahan's *The Cheating Culture*. One of the selection criteria for the class book is the extent to which it raises questions of ethics and social responsibility.

In Fall 2009, the class book program was phased out and replaced with a pilot program, "Complex Problems / Creative Solutions" (CP/CS). Because ethical, effective, and nuanced problem solving is required of future business leaders, this new program is designed to enable students to study a globally important, difficult problem from the perspectives of both business and arts and sciences disciplines, thereby developing skill in the kind of "kaleidoscope thinking" creativity requires. CPCS integrates classroom and extracurricular learning as well as disciplinary approaches to problem solving by including guest speakers, corporate site visits, and film viewing. When students enroll in CP/CS, they join other students in classes that are thematically linked to an over-arching theme. The initial theme for the pilot is *The Unintended Consequences of our Consumer Choices*. For a two-year period, students in the program focus on environmental sustainability in general and the challenge of "techno-trash" in particular, examining in detail what happens when we dispose of our cell phones, iPods, computer and other electronic gadgetry across a range of different courses. Throughout the program emphasis is placed on learning to solve real-world issues on a global scale; see: [www.bentley.edu/complex-problems-creative-solutions/index.cfm](http://www.bentley.edu/complex-problems-creative-solutions/index.cfm).



When students enroll in CP/CS, they will join other students in classes that are thematically linked to an over-arching 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).

### ***Progress and AY2010-11 Goals***

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 also being established. Faculty are working to develop the second-year curriculum, which should be finalized early in the Spring term.

## 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 and the Center for Business Ethics undertakes research – surveys, studies and data syntheses – of trends in business ethics. The CBE also *Business and Society Review* in partnership with Blackwell Publishers.

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



### FACULTY RESEARCH

Bentley faculty are also committed to research in this domain. During AY2009-10, the following illustrative refereed journal articles were published (with Bentley faculty noted in **bold face**):

#### Journal Articles

**Abdolmohammadi, M. J., Fedorowicz, J.** & Davis, O. (2010). Accountants' Cognitive Styles and Ethical Reasoning: A Comparison Spanning Fifteen Years. *Journal of Accounting Education*.

**Abdolmohammadi, M. J., Read, W. J.** & Asare, K. N. (2010). Corporate Governance Factors Associated with Financial Fraud. *Journal of Forensic and Investigative Accounting*, 2 (2).

**Abdolmohammadi, M. J. & Ariail, D.** (2009). A Test of the Selection-Socialization Theory in Moral Reasoning of CPAs in Industry Practice. *Behavioral Research in Accounting*, 21 (2), 1-12.

- Adams, S. M., Gupta, A. & Leeth, J. D.** (2010). Maximizing compensation: Organizational level and industry gender composition effects. *Gender in Management: An International Journal*, 25 (5), 366-385.
- Adams, S. M., Gupta, A. & Leeth, J. D.** (2009). Are Female Executives Overrepresented in Precarious Leadership Positions? *British Journal of Management*, 20 (1), 1-12.
- Asare, K., Abdolmohammadi, M. J. & Hunton, J. E.** (in press). The Influence of Corporate Governance Ratings on Buy-Side Analysts' Earnings Forecast Certainty: Evidence from the United States and the United Kingdom . *Behavioral Research in Accounting*.
- Boss, S. R., Kirsch, L. J., Angermeier, I., Shingler, R. & Boss, R. W.** (2009). If someone is watching, I'll do what I'm asked: Mandatoriness, Control, and Information Security. *European Journal of Information Systems*, 18 (2), 151-164.
- Callan, S. J. & Thomas, J. M.** (in press). Executive Compensation, Corporate Social Responsibility, and Corporate Financial Performance: A Multi-equation Framework. *Corporate Social Responsibility and Environmental Management*.
- Chavez, G. A. & Silva, A.** (2009). Brazil's Experiment with Corporate Governance. *Journal of Applied Corporate Finance*, 21 (1), 34-44.
- Culnan, M. J. & Carlin, T. J.** (2009). Online Privacy Practices in Higher Education: Making the Grade? *Communications of the ACM*, 52 (3), 126-130.
- Culnan, M. J. & Williams, C. C.** (2009). How Ethics Can Enhance Organizational Privacy: Lessons from the ChoicePoint and TJX Data Breaches . *MIS Quarterly*, 33 (4 (December)), 673-687.
- Dave, D. M. & Kaestner, R.** (2009). Health Insurance and Ex Ante Moral Hazard: Evidence from Medicare. *International Journal of Health Care Finance and Economics*, 9 (4), 367-390.
- Demirkan, S. & Platt, H.** (2009). Financial status, corporate governance quality, and the likelihood of managers using discretionary accruals. *Accounting Research Journal*, 22 (2), 93-117.
- Faleye, O., Hoitash, R. & Hoitash, U.** (in press). The Costs of Intense Board Monitoring. *Journal of Financial Economics*.
- Fedorowicz, J., Gogan, J. L. & Culnan, M. J.** (2010). Barriers to Interorganizational Information Sharing in e-Government: A Stakeholder Analysis. *The Information Society*, 26 (5), 315-329.
- Feldmann, D. A., Read, W. J. & Abdolmohammadi, M. J.** (2009). Restatements, Audit Fees and the Moderating Effect of CFO Turnover . *Auditing: A Journal of Practice and Theory*, 28 (1), 205-223.
- Frederick, R. E.** (2010). Collusive Price Fixing: An Ethical Analysis. *Revue Lamy de la Concurrence* (22), 4.

- Frederick, R. E.** (2009). What is Commonsense Morality? *Think*, 8 (23), 7-20.
- Hoffman, W.M.** (2010). Repositioning the Corporate Ethics Officer. *Business Ethics Quarterly*, 20 (4).
- Hoffman, W.M.** & Driscoll, D. (2009). Why Ethics Matter: A business without values is a business at risk. *Transaction Trends*.
- Hoffman, W.M.** & **McNulty, R. E.** (2009). International Business, Human Rights and Moral Complicity: A Call for a Covenant on the Universal Rights and Duties of Business. *Business and Society Review*.
- Hoitash, R.** & Hoitash, U. (2009). The Role of Audit Committees in Managing Relationships with External Auditors after SOX: Evidence from the US. *Managerial Auditing Journal*, 24 (4), 368-397.
- Hoitash, U. & **Hoitash, R.** (2009). Conflicting objectives within the board: Evidence from overlapping audit and compensation committee members. *Group Decision and Negotiation*, 18 (1), 57-73.
- Hoitash, U., **Hoitash, R.** & **Bedard, J. C.** (2009). Corporate Governance and Internal Control over Financial Reporting: A Comparison of Regulatory Regimes. *The Accounting Review*, 84 (3), 839-867.
- Hunton, J. E.** & Rose, J. (2010). Effects of Anonymous Whistle-Blowing and Board Interlock Threats On Investigations of Whistle-Blowing Allegations . *Journal of Management Studies*.
- Jurgens, M., **Berthon, P.** & Papania, L. (2010). Stakeholder theory and practice in Europe and North America: The key to success lies in a marketing approach. *Industrial Marketing Management*, 39 (5), 769–775.
- Malgwi, C. A.** & Rakovski, C. C. (2009). Combating Academic Fraud: Are Students Reticent about Uncovering the Covert? *Journal of Academic Ethics*, 7 (3): 1-15.
- Minnick, K. L.** & **Noga, T. J.** (2010). Do Corporate Governance Characteristics Influence Tax Management? *Journal of Corporate Finance*.
- Minnick, K. L.** & Zhao, M. (2009). Backdating and Director Incentives: Greed or Reputation. *Journal of Financial Research*, 32 (4), 449-477.
- Moriarty, J.** (2010). Participation in the Workplace: Are Employees Special? *Journal of Business Ethics*, 92 (3), 373-384.
- Moriarty, J.**, Heath, J. & Norman, W. (2010). Business Ethics and (or as) Political Philosophy. *Business Ethics Quarterly*, 20 (3), 427-452.
- Moriarty, J.** (2009). How Much Compensation Can CEOs Permissibly Accept? *Business Ethics Quarterly*, 19 (2), 235-250.

- Moriarty, J.** (2009). Rawls, Self-Respect, and the Opportunity for Meaningful Work. *Social Theory and Practice*, 35 (3), 441-459.
- Moriarty, J.** (2009). Teaching and Learning Guide for Business Ethics: An Overview. *Philosophy Compass*, 4 (1), 1-4.
- Perrault, E. & **Williams, C. C.** (2010). Should corporate social reporting be voluntary or mandatory? Evidence from the banking sector in France and the United States *Corporate Governance: The International Journal of Business in Society*, 10 (4), 512-526.
- Salimbene, F. P.** (2009). Teaching Social Responsibility through Service-Learning: Are We Responsible? *EFMD Global Focus*, 3 (3), 36-39.
- Saraswat, S.** (2010). Reflections on Contemporary Business Ethics and the Ancient Wisdom of Kalidasa. *International Journal of Indian Culture and Business Management*, 3 (6), 15.
- Sisodia, R. S.** (2009). Doing Business in the Age of Conscious Capitalism. *Journal of Indian Business Research*, 1 (2-3), 188-192.
- Thomas, J. M. & Callan, S. J.** (2009). Corporate Financial Performance and Corporate Social Performance: An Update and Reinvestigation. *Corporate Social Responsibility and Environmental Management*, 16 (2), 61-78.
- Williams, C. C. & Mas, E. S.** (2010). Corporate governance and business ethics in the European Union: A cluster analysis. *Journal of Global Responsibility*, 1 (1), 98-126.

### Books

- Thomas, J. M. & Callan, S. J.** (2011). *Resources and Learning Tools in Environmental Economics*, 2nd edition; forthcoming (2nd ed.). Mason, OH: South-Western/Cengage Learning.
- Thomas, J. M. & Callan, S. J.** (2010). *Environmental Economics and Management: Theory, Policy, and Applications*. 5th edition (5th ed.). Mason, OH: South-Western/Cengage Learning.

### Book Chapters

- Adams, S. M.** (2009). Enabling or Facilitating Discriminatory Board Practices in Board Appointments: Where Are the Women? In P.-Y. Gomez & R. Moore (Eds.), *Board Members and Management Consultants: Redefining Boundaries* (pp. 193-201). Greenwich, CT: Information Age Publishing.
- Berthon, P., DesAutels, P., Donnellan, B. & Williams, C. C.** (2010). Green Digits: Towards an Ecology of IT Thinking. In R. D. Galliers and Currie, W. L. (Eds.), *The Oxford Handbook of Management Information Systems: Critical Perspectives and New Directions*. Great Britain: Oxford University Press.

- Buono, A. F. & Wiggins, R. A.** (2010). Acquisitions, Mergers and Takeovers. In J. Boatright (Ed.), *Finance Ethics: Critical Issues in Theory and Practice* (pp. 531-546). Hoboken, NJ: John Wiley & Sons.
- Fletcher Brown, D, Abdolmohammadi, M. J. & Thibodeau, J. C.** (2009). Entity-Level Control and the Monitoring Role of Corporate Boards. In R.W. Kolb & D. Schwartz (Eds.), *Corporate Boards: Managers of Risk, Sources of Risk* (pp. 199-216). Boston, MA: Wiley - Blackwell Publishing Ltd.
- Hoffman, W. & McNulty, R. E.** (in press). A Business Ethics Theory of Whistleblowing: Responding to the \$1 Trillion Question. *In Defense of Proper Action: The Whistle-blowing* Transaction Publisher.
- Hoffman, W. & McNulty, R. E.** (2009). Business Ethics Perspectives on International Negotiations. *The ABA Guide to International Business Negotiations*. Chicago, IL: American Bar Association.
- Newell, S. M. & Williams, C. C.** (2010). A Multi-theoretic approach to IT governance: The need for commitment as well as alignment. In R. D. Galliers & W.L. Currie (Eds.), *The Oxford Handbook of Management Information Systems: Critical Perspectives and New Directions*. Great Britain: Oxford University Press.
- Perrault, E. & Williams, C. C.** (2010). Non-financial Reporting. In O. Ihlen, J. Bartlett & S. May (Eds.), *The Handbook of Communication and Corporate Social Responsibility*. New York: Wiley Blackwell
- Williams, C. C. & Ryan, L.** (2010). Ethics in Investor Relations. In J. Boatright (Eds.), *Finance Ethics: Critical Issues in Theory and Practice* (pp. 475-493). Hoboken, NJ: John Wiley & Sons

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

[www.bentley.edu/academics\\_research/faculty\\_research/faculty\\_database](http://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 third year. This past year she was accepted into the Academy of Management's Social Issues in Management Doctoral Workshop at the annual meeting.

She also presented her work as the State Street sponsored Conference Board's Fall meeting of the Center for Corporate Citizenship & Sustainability in October 2009.

### **NEXT GENERATION ESG SCHOLARS WORKSHOP**

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

#### ***Progress and AY2010-11 Goals***

In May 2009 and 2010, three internationally recognized experts and 10 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 2010 Next Generation ESG Scholars workshop included:

- Robert Hoskisson, *George R. Brown Professor of Management, Rice University*
- Jorge Rivera, *Associate Professor of Strategic Management and Public Policy, George Washington University*
- Duane Windsor, *Lynette S. Autry Professor of Management, Rice University*

The 2010 Next Generation ESG Scholars were:

- Olga Voronina Hawn, Duke University
- Michele Jurgens, Bentley University
- Cubie Lau, University College Dublin
- Elise Perrault, Bentley University
- Erica L. Steckler, Boston College
- Robert Strand, Copenhagen Business School

Planning for the 2011 program, which will be held in partnership with Euromed Management in Marseille, France, is in process. The visiting faculty for the program are:

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

### **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](http://www.bentley.edu/geneen/index.cfm)

The first two Geneen fellows are Darin "Kip" Holderness, *Geneen Fellow in Accountancy*, and Michele Jurgens, *Geneen Fellow in Business*.

### ***Progress and AY2010-11 Goals***

The Geneen Institute of Corporate Governance is offering two additional 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](http://www.bentley.edu/alliance/irb.cfm)

## *PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION*

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

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

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

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

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

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

[www.bentley.edu/cbe/events/programs-managing.cfm](http://www.bentley.edu/cbe/events/programs-managing.cfm)

### ***Progress and AY2010-11 Goals***

Since 1995, over 1000 ethics and compliance officers and others have completed the five-day seminar. Planning for the 2011 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 AY2010-11 Goals*

To date over 4700 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.

- **2010 (October): Andrew N. Liveris**, President, Chairman and Chief Executive Officer of The Dow Chemical Company: “Ethics as a Business Strategy.”
- **2010 (April), Rosabeth M. Kanter**, Ernest L. Arbuckle Professor, Harvard Business School and Co-Founder & Chair of Goodmeasure, Inc.: “Values Investing: How Companies Create Innovation, Profits, & Social Good.”
- **2009 (November): Howard Putnam**, Former CEO of Southwest Airlines and former CEO of Braniff International: “Turbulence is Inevitable...Misery is Optional: Ethics and integrity are your greatest assets in good times and in crisis.”
- **2009 (April): Tom Chappell**, Co-founder and CEO, Tom's of Maine: “Goodness in Business.”
- **2008 (October): John A. Swainson**, CEO, CA, Inc.: “Back from the Brink: Rebuilding A Company After A Near Fatal Ethics Breakdown.”
- **2008 (March): Bruce Bodaken**, Chairman, President and CEO, Blue Shield of California: “Playing Fair: Balancing Business Imperatives With Healthcare Needs.”
- **2007 (September): James H. Quigley**, CEO, Delloite & Touche USA LLP: “Trust - An Essential Asset: Creating Individual and Corporate Value.”
- **2007 (March): William W. George**, Former Chairman and CEO, Medtronic Inc.: “In Search of Ethical True North.”
- **2006 (October): Lawrence S. Benjamin**, CEO, U.S. Food Service: “Rebuilding Trust After a Corporate Crisis.”
- **2006 (March): Dov Seidman**, Founder, Chairman and CEO, LRN: “The Power of How: Achieving Enduring Success Through Ethics.”
- **2005 (October): Michael L. Eskew**, Chairman and CEO, UPS: “The Ethics of Globalization: Oxymoron or Path to Peace and Prosperity?”
- **2005 (April): Anne Mulcahy**, Chairman and CEO, Xerox Corporation: “Social Responsibility: Building a Culture of Strong Ethics, Good Deeds and Smart Business.”
- **2004 (October): Jamie S. Gorelick**, Board Member, United Technologies Corporation: “Keepers of the Corporate Conscience: The Role of the Board in Ethical Oversight.”
- **2003 (November): Raymond V. Gilmartin**, President and CEO, Merck & Co. Inc.: “Ethics and the Corporate Culture Ethics and the Corporate Culture.”

- **2003 (October): Michael C. Ruettgers**, Executive Chairman, EMC Corporation: “The Integrity of Management and the Management of Integrity.”

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

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

## VERIZON VISITING PROFESSOR OF BUSINESS ETHICS AND INFORMATION TECHNOLOGY

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

### *Progress and AY2010-11 Goals*

To date over 3800 students and members and friends of the Bentley community have attended the Verizon lecture series. Our goal is to continue this popular program with its emphasis on ethics and information technology.

- **2011: Patrick Gnazzo**, Former Chief Ethics, Risk & Compliance Officer at CA Technologies and former Chief Ethics & Compliance Officer at UTC
- **2010: John R. Boatright**, Raymond C. Baumhart, S.J., Professor of Business Ethics, Graduate School of Business and Director, Graduate Certificate Program in Business Ethics, Loyola University, Chicago.
- **2009: George Brenkert**, Director, Georgetown University's Business Ethics Institute and Professor of Business Ethics, McDonough School of Business, Georgetown University: “Corporate Control of Information: Ethical Challenges and Dilemmas.”
- **2008: Jennifer M. Moore**, Member, Epstein Becker & Green P.C.: “Your E-mail Trail: Where Ethics meets Forensics.”
- **2007: Thomas I. White**, Hilton Professor of Business Ethics, Director of the Center for Ethics and Business, Loyola Marymount University: “Data, Dollars and the Unintentional Subversion of Human Rights.”
- **2006: Deborah G. Johnson**, Olsson Professor of Applied Ethics and Department Chair, Department of Science, Technology and Society, University of Virginia: “Corporate Excellence, Ethics and the Role of IT.”

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

## INTERNATIONAL SERVICE-LEARNING PARTNERSHIPS

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

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

- Quinn School of Business, University College Dublin (Ireland)
- Lorenzo de’Medici Institute (Italy)
- Bond University (Australia)
- University of Manchester (UK)

In addition to these programs, a new service-learning partnership was started in Ghana, as part of Bentley’s Mmofra Trom project (see page 55). The Mmofra Trom Project is a long-term economic development partnership between Bentley University and the Mmofra Trom Center near the village of Trom in Ghana, West Africa. The Project is focused on helping the Center, which is a home for

orphans, to become self-sustaining over the next ten years by creating sources of income to increase the children's opportunities for education, healthcare, and jobs to support themselves.

### *Progress and AY2010-11 Goals*

In addition to continuing to grow these programs, Bentley is also exploring a potential S-L partnership with the University of Glasgow (Scotland).

## **THE GHANA PROJECT: PARTNERS IN LEARNING**

The Ghana Project is a multi-disciplinary experiential learning program that offers the Bentley Community opportunities for learning, teaching and research. We are “Partners in Learning” with Ghanaian-led organizations working toward sustainable economic development. A central focus of this effort is Bentley’s partnership with the Mmofra Trom Center, which provides access to education, health care, job skills training and employment for vulnerable Ghanaian children. Bentley has established an economic development partnership with the center, under which Bentley assists in developing sustainable sources of income to eliminate dependence on private donations.

An underlying goal of Bentley’s involvement with the Mmofra Trom Center is to contribute to its goal of becoming self-sustaining over the next decade. With the successful development of this 38-acre site near the village of Mmofra Trom in 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.



**The Mmofra Trom Center**

Other partners include the Kasapreko Foundation (support for educational enterprises), Chapter 58 Trust (micro-finance for the economically-active poor), Chrismek Foundation (multi-service human rights agency), Ashesi University (educating ethical leaders for Africa), Women’s Business Assistance (sustainable enterprises for women), Ghana Trade and Livelihood (trade policies impacting agriculture), Darsfield Earthcare Foundation (environment and food security) and the All Africa Farmers Network (agriculture and food security). The Ghana Project represents a life-changing learning opportunity for Bentley students. Each of our semester-long courses involve 10-14 days of embedded travel visits with 2-3 of these Partners in Learning. Many of these Partners host one to two Bentley students who spend 8 weeks in Ghana as part of our Global Social Responsibility Practicum (see <http://initiatives.bentley.edu/ghana>).

### *Progress and AY2010-11 Goals*

Current Initiatives include: ongoing faculty teaching and research; the introduction and training of QuickBooks through donation from Intuit; IT training centers at the Mmofra Trom Center and the Diaspora Africa Forum; a micro-finance project between the Bentley Micro-Finance Club and Chapter 58 Trust, a small Ghanaian-led micro-bank; and development of entrepreneurial skills for Ghanaian youth. Our plan is to continue to grow and evolve these initiatives.

## 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](http://www.bentley.edu/service-learning/give-a-year.cfm)



### *Progress and AY2010-11 Goals*

The program was successfully launched and thus far six students have been awarded Bentley National Service Scholars. Each student received a \$20,000 scholarship and a Segal AmeriCorps Education Award.

The scholars are:

**Kaylyn Frazier** – Old Lyme, Connecticut

- Bentley Class of 2010 – Corporate Finance and Accounting
- Returning to Bentley next year to enroll in the MBA program
- Year of Service with Dorsa Elementary School, CA

**Kiernan Patenaude** – Plattsburgh, New York

- Bentley Class of 2010 with a BS in Management and Global Perspectives and a minor in Information Design and Corporate Communication
- Returning to Bentley next year to enroll in the MBA program.
- Year of Service with Roxhill Elementary School, Seattle, WA

**Marc Schleif** – Durham, Connecticut

- Bentley Class of 2013 – Computer Information Systems major
- Year of Service with Malabar Street Elementary School, Los Angeles, CA

**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 Bentley National Service Scholars have joined over 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 page 38) now over has 70 faculty alumni from other colleges and universities.

Complete information on the Global Business Ethics Teaching Workshop, including information on the 2010 and upcoming 2011 programs, can be found at:

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

### GLOBAL BUSINESS ETHICS 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.



What is **Sustainability?**

Differing Perspectives on Sustainable Business Practice in the Global Context

Monday, May 17, 2010  
8:00 a.m. to 5:00 p.m.

Bentley University  
175 Forest Street  
Waltham, Massachusetts

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 2010 Symposium was “What is Sustainability? Differing Perspectives on Sustainable Business Practice in the Global Context.” Over 130 participants from the academic, corporate, government and NGO worlds gathered to explore and discuss the challenge of creating responsive and responsible organizations.



Tracy Atkinson, *Executive Vice President and Chief Compliance Officer, State Street Corporation*, giving the opening address at the 2010 Symposium.

### ***Progress and AY2010-11 Goals***

Planning for the 2011 program is currently in progress. The theme of the symposium is “Stakeholder Engagement in Practice: Global Challenges, Possibilities and Limitations.” The program, which will be a PRME-sponsored event, will be held in partnership with Euromed Management in Marseille, France in May 2011.

- **2010 Symposium:** “What is Sustainability? Differing Perspectives on Sustainable Business Practice in the Global Context”
- **2009 Symposium:** “Building Responsible Global Cultures: The Role of Ethics, Corporate Social Responsibility and Sustainability.”
- **2008 Symposium:** “Ethics, Governance and Enterprise Risk Management: A Global Perspective.”
- **2007 Symposium:** “Business Ethics and Corporate Social Responsibility: Different Sides of the Coin? A Comparison of European and North American Perspectives” (in partnership with the Universidad Pontificia Comillas, in Madrid, Spain).
- **2006 Symposium:** “Corporate Social Responsibility in the 21<sup>st</sup> Century: Coping with Globalization.”
- **Inaugural 2005 Symposium:** “Ethics and Risk Management in a Global Environment.”

Complete information on the Symposium series can be found at:

[www.bentley.edu/symposium](http://www.bentley.edu/symposium)

### THE BUSINESS OF PEACE INITIATIVE

In conjunction with the annual Global Business Ethics Symposium and Teaching Business Ethics Faculty Development Workshop, in 2008 Bentley launched the Business of Peace Initiative, a program that brings to campus noted scholars from conflict zones around the world. The program explores tensions in these different regions and how a focus on ethics, responsibility, sustainability and progressive business activity can play a role in bringing about peace. Thus far, for the past three years two scholars from these conflict areas have participated in the program:

- 2010: Israel and the Palestinian Territories
- 2009: Iraq
- 2008: Afghanistan



Eugene Jaffe, *Ruppin Academic Center (Israel)*, Samir Abuznaid, *Hebron University (Palestinian Territories)*, Liora Katzenstein *ISEMI – Entrepreneurship Israel*, Mohammad Bader, *Al-Quds University (Palestinian Territories)* and Robert E, McNulty, *Bentley University*

### BENTLEY-TIME LEADERSHIP FORUM AND THE TOMORROW25

For the past 6 years, 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, sustainability and social responsibility across a variety of industries. The 2010 program continued the successful theme of “The Business of Healing Our World,” focusing on “Accountable Leadership in Action.”

The Bentley-TIME  
Leadership Forum  
2010

The Business of Healing our World

ACCOUNTABLE LEADERSHIP  
in ACTION

The 2010 program, which had over 1,200 people in attendance, included: **Rick Stengel**, editor of *Time* magazine; **Dr. Mehmet Oz**, vice chair and professor of Surgery at Columbia University and director

of the Cardiovascular Institute and Complementary Medicine Program at New York Presbyterian Hospital; environmental justice activist **Majora Carter**, president of The Majora Carter Group; **Julie Cottineau**, vice president of Brand at Virgin USA; **Margaret McKenna**, president of the Walmart Foundation; and luncheon speaker **Ted Hoff**, vice president, Center for Learning and Development of the IBM Corporation.



Margaret McKenna, President of the Walmart Foundation, and Bentley Professor Anthony Buono.

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

[www.bentley.edu/leadership-forum/index.cfm](http://www.bentley.edu/leadership-forum/index.cfm)

The Leadership Forum series to date includes:

- **2010 Forum:** The Business of Healing Our World: Accountable Leadership in Action.
- **2009 Forum:** The Business of Healing Our World: Leveraging Innovation, Social Enterprise and Service
- **2008 Forum:** The Business of Healing Our World: The Global Imperative to Do Good
- **2007 Forum:** The Business of Healing Our World
- **2006 Forum:** Global Perspectives in Times of Dramatic Change.
- **2005 Forum:** Can Social Responsibility Be Profitable?

### **The Tomorrow25**

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

BENTLEY FACULTY RESEARCH SERIES

## Problem Brands

*Brands in crisis may get a second chance, if they are proactive and accountable.*

— A conversation with **Dipayan Biswas**, Assistant Professor of Marketing, Bentley University



We have seen some of the world's most respected names become the subject of recalls and ridicule in just a few short months. Whether it is cars, financial giants, oil companies or celebrity athletes, one serious misstep can quickly undo a long legacy. Can these brands get a second chance? Marketing expert Dipayan Biswas studies brands in crisis and offers this advice to those seeking to salvage their reputations.

**In your experience, where do brands go wrong when faced with a crisis?** The most common mistake is not being upfront and honest about what's going on. Brands in trouble—including brand-name celebrities—often suffer from their reluctance to own up to a failure.

**Nip it in the bud?** Exactly. Dell did this very well in 2006 when a few of their Sony-supplied laptop batteries began bursting into flames. Instead of waiting to see how widespread the problem was, they issued an immediate recall, replacing millions of batteries. They were proactive and successfully controlled the narrative of the event.

**Can the narrative really be "controlled" in the age of YouTube and 24-hour news?**

Not entirely, but you have to take a leading role in your own story. Social media is used by politicians, celebrities and consumer brands to engage their audiences in a positive way. But it only works if you are relating to consumers on a personal level, about what excites or interests them.

**How do you regain trust?** First acknowledge the problem. Don't confuse people with new explanations month after month. Be consistent, be sincere, and then do something that's powerful enough to change the public's negative associations with your brand.

**Do brands get second chances?** Audi and Tylenol have faced crises and survived. If you have strong brand equity, if you hold yourself accountable, if you quickly refocus attention on what you want to be known for, most consumers around the world are willing to grant you a second chance.

*To learn more about education, research and the development of accountable leadership at Bentley University, please visit our website.*

[MORE](#) Professor Biswas discusses his work at Bentley.edu/research



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BENTLEY HONORS TOMORROW'S LEADERS

## Problem Solvers

They have founded nonprofits to benefit children in Africa, Haiti, China, India and Mexico. They are engaged in feeding the hungry, reducing teen suicide and helping the homeless. They work for Mid-East peace...and fight against malaria, AIDS and diabetes.

When you learn about the achievements of these high-school juniors, the future looks very bright indeed. Join us in honoring these young leaders, selected through an international competition — the **Bentley Tomorrow25, Class of 2010**.

## Tomorrow<sup>25</sup>

**Left to right—Row 1 (seated):** Bridger Johnston (Vero Beach, FL), Vivek Joshi (London, UK), Tiffany Zeng (Brookville, NY), Zac Baker (Poughkeepsie, NY), Rajeev Ramasathan (Pleasanton, CA) **Row 2 (seated):** Niki Zhang (Carmel Valley, CA), Ceshao Lee (Cape Tappan, NJ), Ashley Chouath (Darien, FL), Aya Darwazah (Amman, Jordan), Ansharya Govil Gupta (Irvine, CA) **Row 3 (seated):** Michael Grant (Levittown, PA), Taylor Hunt (Mills, MA), Andrew Franklin (Elkscott City, MD), Won (Ryan) Lee (Montvale, NJ), Malvi Hemani (Wachung, NJ), Rachel Waldman (Cranford, NJ), Wendt Oppenheim (Southwest Ranches, FL) **Row 4 (standing):** Leah Lubert (Wilmington, NY), Abdulrah Khalilayah (Zorqa, Jordan), Meli Canturk (Istanbul, Turkey), Daniel Fine (West Windsor, NJ), Danielle Colson (Pembroke Pines, FL), Andrew Hong (Ayer, MA), Kurt Giffen (Andover, MA), Katy Hsieh (Franklin Lakes, NJ)



Learn [MORE](#) about the Tomorrow25 at Bentley.edu/tomorrow25



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## The 2010 Tomorrow<sup>25</sup>

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 AY2010-11 Goals

To date, 150 young women and men from around the globe have been recognized for their accomplishments and their leadership potential in the future. The 2010 program marked the end of this initiative and its next iteration is currently in the planning process for 2011.



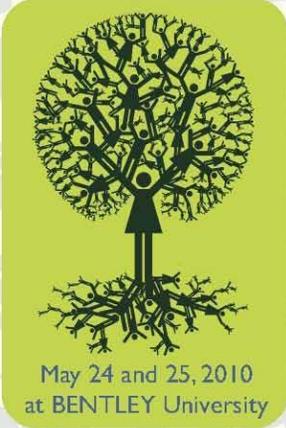
Luncheon honoring the 2010 *Tomorrow25*

## CONSCIOUS CAPITALISM

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

- companies have a higher 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.



**Conscious Capitalism®**

*Issues,  
Insights  
and  
Implementation*

May 24 and 25, 2010  
at BENTLEY University

Organized and hosted by Bentley University and the Conscious Capitalism Institute

Speakers at the 2010 program included:



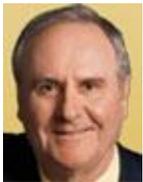
**Dipak Jain**  
Former Dean  
Kellogg School  
Northwestern University



**Doug Rauch**  
Former President  
Trader Joe's



**Gary Hirshberg**  
CEO  
Stonyfield Farm



**James O'Toole**  
University of Denver



**Kip Tindell**  
CEO  
Container Store



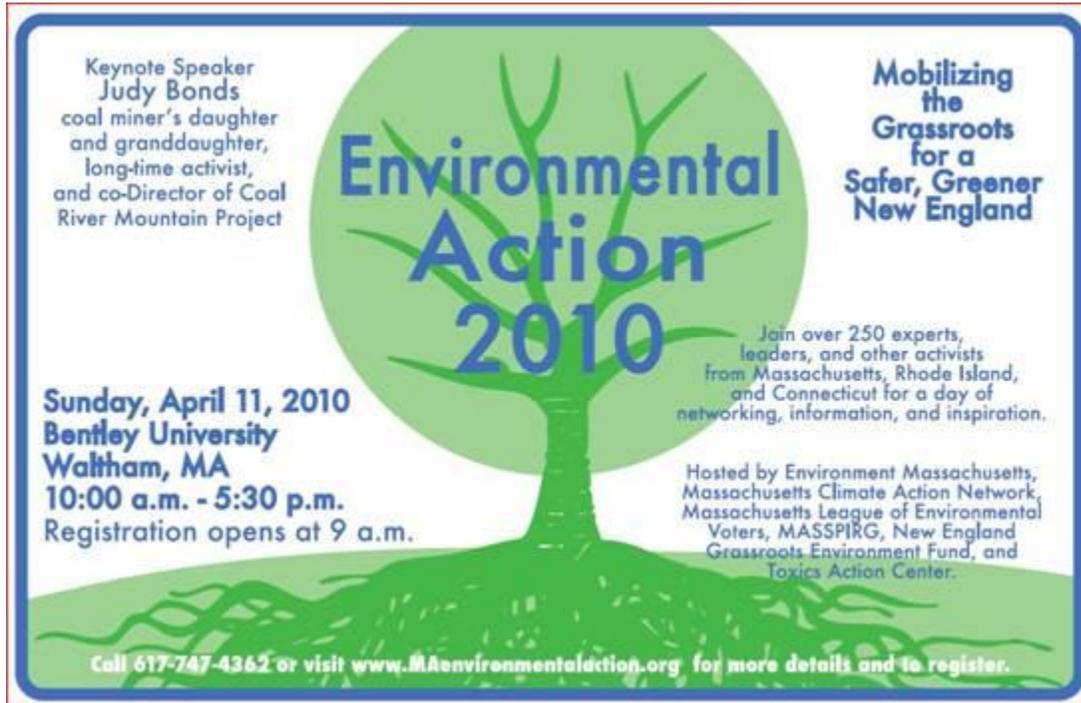
**Stuart Hart**  
Cornell University  
Author, *Capitalism at the  
Crossroads*

### ***Progress and AY2010-11 Goals***

Building on the success of the first two conferences, a third academic conference to be held on the Bentley campus in spring 2011 is in the planning stage.

## ENVIRONMENTAL ACTION 2010

Bentley partnered with the Environmental Toxics Action Center (a local environmental group) for a conference at the University in April 2010. The conference covered a number of environmental topics and was geared to provide attendees with information about how to organize communities or groups to combat environmental issues.



Discussion and workshop topics included:

- Getting Organics Out of the Waste Stream: How to Fight Global Warming, Reduce Trash and Make Landfills Safer
- Solving Climate Change At Home
- Using Water Wisely
- How to Run For Office
- Global Warming Policy-Federal, State, and Local
- What are We Going to Do with all our Trash? The New Threat (Incinerators in Disguise) and the Solution (Zero Waste)
- Smart Growth
- Toxic Trespass: Chemicals in Consumer Products and In Our Bodies

Bentley will continue to pursue such partnerships and events as part of our institutional commitment to sustainability.

For questions or additional information on the Bentley University UN PRME initiative and/or the AY2009-01 Sharing Information on Progress, please contact

**Anthony F. Buono, Ph.D.**

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



**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.