



PRME Principles for Responsible
Management Education



BENTLEY
UNIVERSITY

**PRME SHARING INFORMATION ON
PROGRESS**

&

**UN GLOBAL COMPACT
COMMUNICATION ON ENGAGEMENT**

AY2014-2016



Bentley University, as a member of the United Nations Global Compact (UNGC) 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 tradition embedded in ethics, social responsibility, civic engagement, and sustainability that grew out of the intersection of business and the arts and sciences. Our initial emphasis on business ethics stemmed from the Philosophy Department, which launched the Center for Business Ethics in 1976, 40 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 focused on responsible management practice, embedding this focus throughout the curriculum and our research agenda, and instilling these ideals

throughout our campus community. In the spirit of the GC, we have also institutionalized these principles in our campus operations. Our Alliance for Ethics and Social Responsibility facilitates the collaboration of these institution-wide initiatives, working to inform what we research and teach, how we engage with our stakeholders, and how we operate as a university community.

This document is our eighth report, summarizing our activities and initiatives during the 2014-2016 academic years. It is a continuing reflection of our ongoing commitment to provide updates on our efforts to fulfill the principles underlying PRME and the UNGC. Building on our previous Communication on Progress/Engagement (COP/COE) and Sharing Information on Progress (SIP) reports, this year's summary includes comparative assessments with earlier efforts, with our ongoing emphasis on learning and continuous improvement in our endeavors, and plans going forward.



Gloria C. Larson
President, Bentley University

Gloria C. Larson

BENTLEY'S MISSION

To educate creative, ethical, and socially responsible organizational leaders by creating and disseminating impactful knowledge within and across business and the arts and sciences.





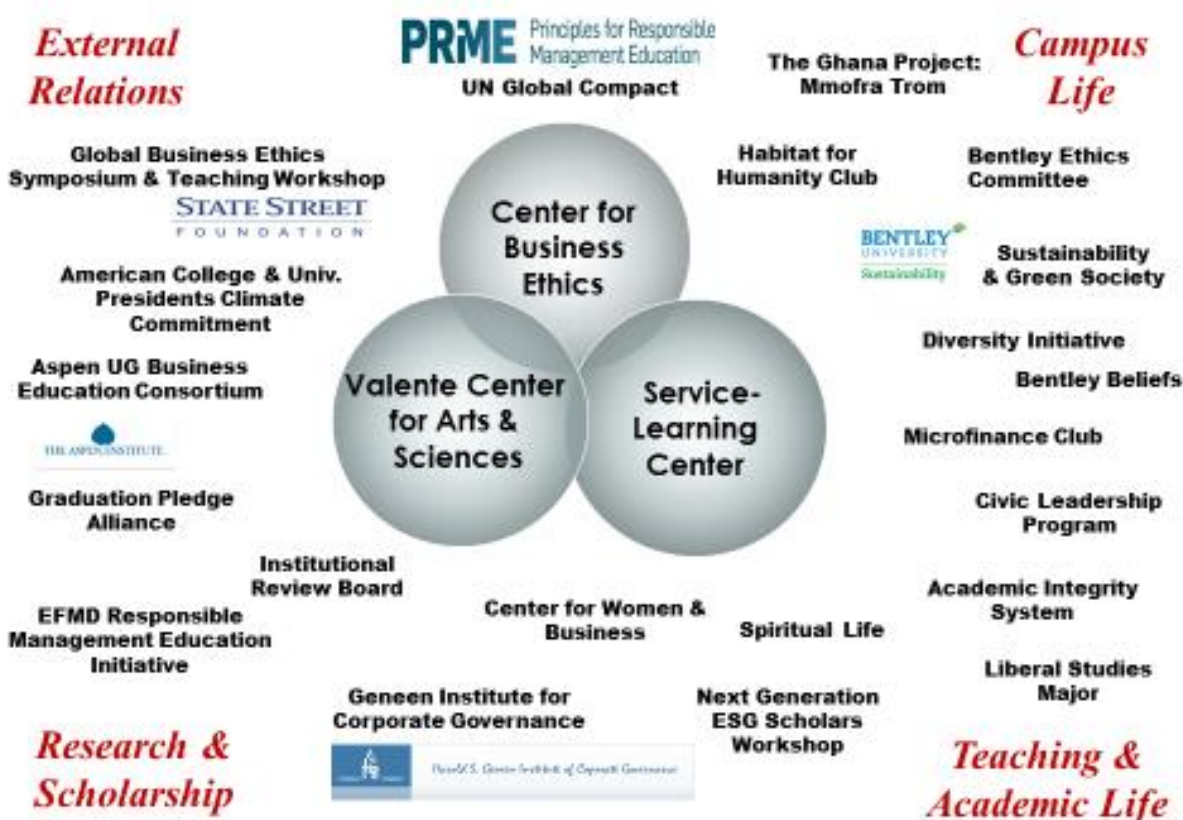
AY 2014-2016 SIP & COE CONTENTS

The Bentley Alliance for Ethics & Social Responsibility	.....	4
Participation in UNGC and PRME Initiatives	.....	7
PRME Principle 1: Purpose	.....	10
PRME Principle 2: Values	.....	34
PRME Principle 3: Method	.....	44
PRME Principle 4: Research	.....	51
PRME Principle 5: Partnership	.....	63
PRME Principle 6: Dialogue	.....	73

Note: The AY2014-16 report integrates Bentley’s Sharing Information on Progress for PRME and Communication on Engagement as part of its commitment to the UNGC.

THE BENTLEY ALLIANCE FOR ETHICS & SOCIAL RESPONSIBILITY (BAESR)

Building on the institution's long-standing commitment to ethics, civic engagement, social responsibility, and sustainability, the Alliance continued to develop an explicit focus on the way in which these areas inform how we operate as a university. This commitment is engrained in every aspect of our work and is reinforced regularly through the efforts of the Alliance. Now in its twelfth 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.*



The 2015 Alliance for Ethics & Social Responsibility

As illustrated above, the Alliance serves as an umbrella for more than 20 campus initiatives that share resources and ideas to encourage greater internal and external engagement around important issues regarding ethics, social responsibility, civic engagement, and sustainability. BAESR seeks to:

- Support and encourage collaborative, transdisciplinary and applied *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 *responsible management* among our students.
- Work closely with external organizations – *partnering* with academic and professional associations, corporations and civil society organizations in pursuit of these goals.

As the Alliance has evolved, this initiative continues to reflect the UN Global Compact’s call for: (1) the development of 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 UNCG and PRME.

Founded in 2003 by management professor **Anthony F. Buono**, 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. **Cynthia Clark**, associate professor of management and director of Bentley’s Harold S. Geneen Institute, is the current director of the Alliance.

The 2014-16 Alliance was built on three “core pillars” in the Bentley community that continue to operate as autonomous entities, but collaborate under its aegis:

- **Hoffman 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. In 2016 the Center was renamed in honor of its founding director, **W. Michael Hoffman**, Hieken Chair of Business and Professional Ethics.



<http://www.bentley.edu/centers/center-for-business-ethics/about-center>

- ***Bentley Service-Learning and Civic Engagement Center***: Established in 1990, the BS-LC, which has built an international reputation, seeks to promote academic learning, develop socially responsible working professionals, and assist community partners in serving the human needs and interests of their constituencies. In 2016 the Center's mission was formally expanded to include civic engagement



<http://www.bentley.edu/centers/service-learning-center>

- ***Valente Center for Arts & Sciences***: 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 the arts and sciences and business, supports individual scholarship, and encourages cross-disciplinary discussion and research.

<http://www.bentley.edu/centers/valente-center>

Progress and AY2016-18 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 goals for AY2016-2017 and AY2017-2018 reflect our ongoing efforts to continue to build on the institution's commitment to these ideals, informing our teaching and curriculum, research and scholarship, relationships with our surrounding community, other organizations and associations, and, in general, how we operate as a university. As we continue to move forward with our assurance of learning initiative, our goal is to further explore and assess the effectiveness of our efforts and their contribution to our commitment to the ideals of the UN Global Compact's Principles for Responsible Business and Principles for Responsible Management Education. As an institution, we understand that our own organizational practices should also serve as an example of the values and attitudes we convey to our students and other stakeholders.

Our vision is that by our centennial celebration in 2017:

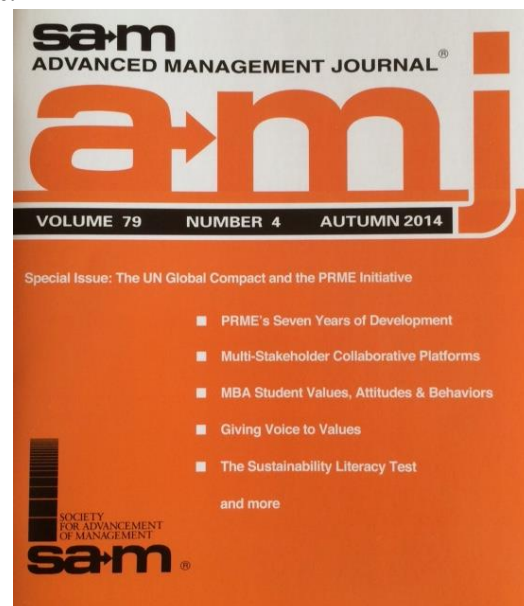
- Bentley University is known nationally and internationally as a business-focused center of learning that operates in an ethical and socially engaged environment.
- It distinctively integrates business and arts and sciences to produce graduates respected for their professional and societal contributions throughout their lives.
- Its identity is based upon promoting principled and transformative enterprise through education and impactful research, building on its historical strengths in accountancy, business ethics and information technology.
- Thanks to its achievements, Bentley is highly sustainable in resources and scale, and an attractive partner for global centers of teaching and research excellence.

PARTICIPATION IN UNGC AND PRME INITIATIVES

As part of our ongoing commitment to the Global Compact and PRME initiative, Bentley was actively involved in UNGC and PRME meetings and Working Group activities during this reporting period.

Anthony F. Buono, professor of management & sociology and founding director of the Bentley Alliance, was involved in several activities with both the UNGC and PRME:

- He was a speaker at the 2nd PRME North American Regional Meeting hosted by Kennesaw State University in Atlanta, Georgia in February 2016, focusing on “Introduction to the PRME Implementation Transformational Model: The Bentley Experience.”
- Opening Panel Moderator, “Pathways to Achieving Sustainable Development: Opening Dialogue,” at the 2015 Global Forum for Responsible Management Education, in New York City, NY in June 2015.
- Guest Co-editor, Special Issue (with C. Parks & G. Howaidy), “The Principles of Responsible Management Education (PRME): The First Decade – What has been Achieved? The Next Decade – Responsible Management Education’s Challenge for the Sustainable Development Goals (SDGs),” *International Journal of Management Education* (forthcoming 2017).
- Guest Editor, Special Issue, “The UN Global Compact and the PRME Initiative: Principles for Responsible Business and Responsible Management Education,” *SAM Advanced Management Journal* (2014, Vol. 79, no. 4).



Cynthia E. Clark, the current director of the Bentley Alliance, participated in the UNGC Leaders’ Summit in New York City, NY in June 2016 and the Global Forum for Responsible Management Education in New York City in June 2015. In addition, she was also a panelist for the:

- Humanistic Management Workshop at the Academy of Management annual meeting, focusing on the Global Compact; and
- “UN Global Compact and UN PRME: What we Practice and What we Teach in Business Ethics”—at the 2015 International Vincentian Business Ethics Conference 2015.

She is also working on a publication called, “The United Nations Global Compact: Looking for a Balance Between Implicit and Explicit CSR” with Bentley colleagues Anthony Buono and Jill Brown.



2015 International Vincentian Business Ethics Conference panel on the UN Global Compact and UN PRME”

Patricia M. Flynn, Trustee Professor of Economics & Management, was:

- Co-chair of the UN PRME Working Group on Gender Equality; and
- Co-editor of two books on Gender Equality and two books on ESG and Sustainability as part of the PRME book series with Greenleaf.

Robert E. McNulty, director of programs for the Hoffman Center for Business Ethics, has been active in a number of UNGC and PRME programs:

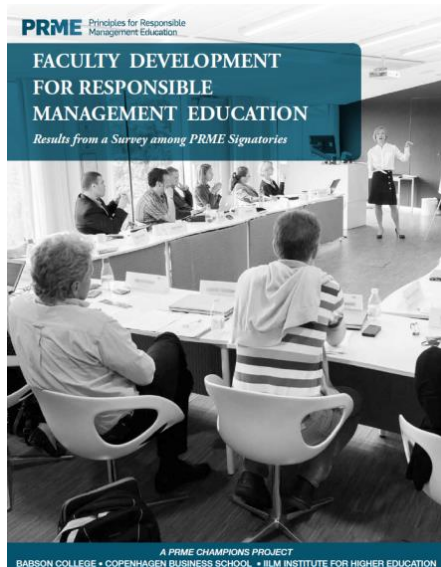
- Steering Committee member, UNGC Business for Peace initiative.
- Co-chair, along with John Katsos of the American University of Sharjah, of the PRME Business for Peace Working Group.

He also attended previous annual meetings of the Global Compact's Business for Peace initiative and will be traveling to the UAE on Oct. 20th to attend the next event.

Bentley was recognized in several *PRiMETIME* articles, as examples:

- Bentley's 2014 SIP was noted for the use of innovative visuals to enhance the document, focusing on the Alliance for Ethics and Social Responsibility (April 1, 2015).
- The University's commitment to all new campus construction meeting LEED Silver or beyond (April 14, 2015).
- Bentley's prior SIPs were noted by the PRME Secretariat as example of good reporting from the North America region (June 26, 2015).

PRiMETIME



Bentley's Business Ethics Teaching Workshop was highlighted as an example of PRME-related Faculty Development Programmes in the PRME Working Group on Faculty Development report.

Finally, **Sir Mark Moody-Stuart**, Chairman of the Global Compact Foundation, is scheduled to deliver the Raytheon Lectureship in Business Ethics on March 27, 2017. He was Chairman of the Royal Dutch/Shell Group of Companies from 1998 to 2001, having worked for Shell since 1966. Sir Mark is

also Chairman of the Global Compact's Business for Peace initiative, and at his Bentley lecture he is expected to discuss ways in which business can have an important role in contributing to peace, attenuating conflict, and helping to rebuild communities in post-conflict settings.

AY 2017-2018 Goals

Bentley plans to continue to play a leadership role within PRME and UNGC's Academic Network.



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 reports, beginning with our AY 2006-07 COP, the guiding philosophy at Bentley is that no one course or approach is sufficient to instill a sense of ethics, social responsibility, civic engagement, and sustainability in our students. As part of an attempt to maintain and nurture the university community and to maximize the potential for learning, the institution continues to embrace what we refer to as the ***Bentley Beliefs***, a set of principles that govern conduct in classrooms, residence halls and places of work:

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

As we have done with the beginning of each academic year, the 2016 incoming class cited and pledged their commitment to these beliefs during the opening convocation ceremony.

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

BENTLEY BRAVE

Bentley Brave is a series of events and programs offered to provide meaningful opportunities in our community for education, conversation, and reflection on topics like race, gender, sexual orientation, religion, nationality, ability, and socio-economic status. Although conversations about the things that make us different can be hard, it also requires a willingness to ask honest questions of ourselves and others and a desire to engage even when we are afraid we might say the wrong thing. In short, it requires us to be *brave*. Bravery is knowing you might not have all of the information, but being curious and prepared to be a little uncomfortable on the journey towards understanding.

We understand that we all come to this conversation at different places in terms of our understanding and our comfort. That is why we have organized events that allow for introductions to basic concepts, opportunities for dialogue and training, and experiences that push us to dig deeper into our own beliefs and views. These experiences are targeted for students, faculty, and staff so that we can all find a way

to be a part of this initiative. Faculty are also encouraged to include such topics in their classes. Examples of programming include:

- **Real Talk through Intergroup Dialogue**, a leadership experience with a social justice lens. Through dialogue and an off campus retreat, participants learn how to communicate better across difference, increase facilitation competencies, talk about “hot topics,” and create an action plan to benefit Bentley and beyond.
- **Bentley Brave Conversation Groups**, open to any member of the faculty or staff, are intended to create spaces for sustained dialog on the complex social issues we face as a society. These small groups of 8 – 10 will meet monthly over the course of one semester to share personal experiences and learn from others on topics taken from current events, campus programming, or other materials of interest to members of the group. A facilitator will be assigned to each group and is responsible for creating a confidential and supportive atmosphere to encourage full participation.

ACADEMIC INTEGRITY

Bentley students and faculty are held to the highest standards of ethical behavior and moral conduct. Faculty are expected to adhere to Bentley’s Ethics policy and the ethics conventions of their disciplines. Each student is expected to abide by the Honor Code and to become familiar with the entire Academic Integrity System.

Bentley overhauled its Academic Integrity policy in AY 2015-2016 with the goal of increasing transparency and equity, as well as guaranteeing due process. The policy, developed by the Academic Standards committee and the Faculty Senate, reduced the number and complexity of violation types, while providing for a new Academic Integrity Council and a Director of Academic Integrity.

The **Academic Integrity Council** consists of at least five faculty volunteers, as well as a graduate and undergraduate student designated annually by their respective student government associations. The Council reviews the state of academic integrity at Bentley, advises the Director and recommends Faculty Manual revisions as appropriate. A faculty AIC representative serves as Chair of each Academic Integrity Hearing.

The **Academic Integrity Director** is appointed on an annual basis. Chris Beneke, Associate Professor of History now serves as Director. The Director is appointed by the Provost and works with academic departments and student organizations to implement proactive education and prevention related to issues of academic integrity, reports to the Deans Council, oversees the academic integrity process to ensure its adherence to the spirit and letter of Bentley’s Academic Integrity System, and consults frequently with faculty, students, and the Academic Integrity Council. He or she is also 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.

Progress and AY2016-17 Goals

During AY 2015-2016, the AI Office created the Society for Academic Integrity, which consists of sixteen students (eight undergraduate and eight graduate students), nominated by professors and staff and approved by their respective student government associations. This past spring (with feedback from SAI students), the office created a module for Bentley's new first-year orientation program. With the Office of Academic Advising, the office has developed an electronic template, as well as a one-hour orientation session, to guide student tutors in their interactions with tutees. With the Research Council, the office organized a spring 2016 symposium on integrity in research. That successful event was attended by dozens of faculty, PhD students, and staff.

For AY 2016-2017, the Office of Academic Integrity has undertaken a significant outreach effort to educate new faculty, incoming graduate students, first-year undergraduates, and international students. Our goal is to make every student aware of our AI policy as an integral part of their education in ethics.

<http://www.bentley.edu/centers/alliance/academic-integrity>

CIVIC ENGAGEMENT & LEADERSHIP: SERVICE-LEARNING, CIVIC INITIATIVES & THE GRADUATION PLEDGE ALLIANCE

Students also have the opportunity to directly immerse themselves on campus and in the surrounding community through the Bentley Service-Learning and Civic Engagement Center (BSLCE) and the Civic Leadership Program, which serves as home to the national Graduation Pledge Alliance.

Service-Learning

The Bentley Service-Learning and Civic Engagement Center (BSLCE) promotes academic learning through service in the local, regional and international community. BSLCE does so with the understanding that students' community involvement outside the classroom contributes significantly to what they learn within it. BSLCE also seeks to enhance students' ability and disposition to become socially responsible working professionals. Through academically-linked student involvement in the community, BSLCE partners with schools and organizations in the community who are serving the human needs and interests of their constituencies in Waltham and the wider Boston area.

Each year, the BSLCE pairs approximately 1,000 Bentley students with sustainable community partners for 20+ hour commitments through courses run by over 100 faculty members across disciplines. BSLCE aims to help students develop the skills that will lead to a lifelong commitment to civic engagement, while gaining important course-related experience in both business and liberal arts disciplines. The BSLCE partners with more than 60 nonprofit organizations, government offices, and schools in the Greater Waltham area, facilitating projects that benefit thousands of residents each semester. In "America's Best Colleges 2010," U.S. News & World Report placed Bentley among the top service-learning programs in the country — a category recognizing academic programs nationwide that enhance learning and lead to student success. Bentley is considered a national thought-leader in service-learning, an academic pedagogy which enables students to gain valuable applied and career experience while

making a contribution to social change in the community. As such, the Director and Associate Directors of the BSLCE are frequently invited in consultancy roles for other universities and high schools seeking to incorporate service-learning.

Service-learning at Bentley encompasses: (1) a service project that meets identified community needs, and (2) structured reflection and other academic assignments that promote greater student understanding of the subject matter, civic needs, and the students themselves. At BSLCE, student service projects generally fall within one of four clusters: technology, skills development, not-for-profit organizational enhancement, and business and the arts. A few 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, offering free tax assistance clinics for lower income individuals, and working on a variety of social service projects for children, the elderly, the economically disadvantaged, and individuals whose native language is not English.

Community Partners

Our local S-L Community partners and programs for AY 2015-2016 included:

Afterschool Programs

Chesterbrook Afterschool Program
Dana Court Afterschool Program
Guyz Only
Hanscom Afterschool
HomeSuites Afterschool Program
I Love to Read - Whittemore
Passport to Manhood – Waltham Boys and Girls Club
Prism Project
Prospect Hill Afterschool
Smart Girls –Waltham Boys and Girls Club
Teen Centers – Chesterbrook | Dana Court | Prospect Hill
Waltham Boys and Girls Club
Waltham YMCA Afterschool Program
Watertown Boys and Girls Club
Whittemore Afterschool
Woburn Boys and Girls Club

Community Assistance Programs

Bentley Low Income Taxpayer Clinic
Gender Focused Research
Grant Research
Memoir Project - Chronicles of Your Life
Memoirs/Snapshots - Leland
Brighton Food Pantry

ESOL Programs

English Language Learners
HomeSuites
Pax Populi English Tutoring
Prospect Hill community Center ESOL
Whittemore ESOL
French at Brookhaven

Computer Assistance Programs

America Clicks!
Brookhaven Cyber Coaches
Skills For Life

In-School Mentoring and Tutoring

2+2=5: The Power of Teamwork
A Step Ahead
Fitzgerald Drama program
Waltham Family School Programs

Developmental Disabilities

Edinburg Center
Eye to Eye
GWarc
Special Olympics

International Service-Learning

BSLCE has established international service-learning partnerships with University College Dublin (UCD), Bond University in Australia, University of Manchester in England, University of Glasgow in Scotland, and Lorenzo DeMedici Institute in Florence. BSLCE has also sponsored the Ghana Project, where students work and learn in organizations dedicated to micro-finance, women's development, organic farming, sustainable business practices and sanitation. In Spring 2016, the BSLCE began offering International Service-Learning trips, in partnership with Bentley's Cronin Center, with the initial trip taking place to Ecuador through a Latin American History course. Bentley students, faculty, and staff spent a week in Ecuador, helping to construct doctor's quarters for a new health clinic, further developing their leadership skills, and connect their learnings in the community with their learnings in the classroom, enhancing their academic experience through service-learning. Through this experience, students had the opportunity to learn about holistic and sustainable international development while immersing themselves in a new culture and community.

Program Highlights

During the 2015-2016 academic year the Bentley Service-Learning and Civic Engagement Center supported roughly 1,000 students and approximately 100 faculty members who worked with more than 60 community partners in service-learning projects. Two programs of particular note are Pax Populi English Tutoring (discussed in more detail on page 30) and the Prospect Hill Terrace Community Center.

Pax Populi English Tutoring

Bentley students continued to tutor Afghan students via Skype through Pax Populi English Tutoring, a technology-based international service-learning program. Bentley students worked with students in Afghanistan to help them advance their English language skills. The program provided opportunities for Afghan students to readily engage with their American and international counterparts, and for both tutors and students to learn about each other's culture and life experiences.

Prospect Hill Terrace Community Center

The Prospect Hill Community Center provides nearly 200 children from the Prospect Hill Terrace low-income housing development with a safe and fun place to spend their afternoons. Children who attend the Center receive homework help, participate in educational programs, and engage in healthy activities. The Community Center provides after-school programs in a safe environment and healthy snacks at no cost to the families. In addition to academic support, the Center offers children daily exposure to positive role models who encourage them to strive for a college education. In addition to afternoon enrichment for children, the Community Center offers English Language classes, Computer Assistance, Social Entrepreneurship education, and other programs geared toward adults in the community.

Civic Engagement Initiatives

BSLCE offers a variety of curricular-connected civic engagement opportunities. Programs are created and run by student leaders, through our innovative student leadership model, and are inclusive of faculty and their classes, staff, and the broader campus and regional community. Several notable examples of

broad-ranging civic engagement initiatives include the Graduation Pledge Alliance, AP With WE Service program, and BUIILD.

Graduation Pledge Alliance

BSLCE is home to the national Graduation Pledge Alliance (GPA). Through the GPA, graduating students across the U.S. take a pledge at commencement to take into account the social and environmental consequences of their future workplaces. The pledge reads “I pledge to explore and take into account the social and environmental consequences of



any job I consider and will try to improve these aspects of any organization for which I work.” Bentley students are currently creating action campaigns for the GPA which will be available as resources on over 100 different campuses. These campaigns focus on wide-ranging issues such as economic inequality and sustainability, and will be used by students to educate their peers about these important issues, while also gaining the skills to be civic leaders in their future workplaces.

<http://www.graduationpledge.org>

Advanced Placement (AP) With We Service

The BSLCE, particularly center Director Dr. Jonathan White, has taken a high level consultancy role in a groundbreaking civic engagement partnership initiative between the College Board and WE Charity’s WE Schools curricular program. Piloting in September 2016, specific AP subject areas are carrying the option of an integrated service-learning component to engage 7th-12th grade students in their communities and to provide university admissions offices a deeper measure of civic involvement. Dr. White is Senior Consultant to the project, and has taken a lead in developing the white paper, the learning framework, the assessment rubrics, and some of the initial curriculum, as well as training teachers to move the program forward. www.we.org/ap

BUIILD

Started by Bentley students in 2014, BUIILD (Bentley Unites to Improve International Livelihood and Development) raised over \$10,000 in its inaugural year to build an elementary school in Ecuador through a partner organization; and in 2015 raised over \$4,000 to support clean water in the same community. During this annual two-week initiative, the Bentley community learns about global social issues, and the opportunity to participate in fundraising, focusing on holistic development needs such as alternative income, water, health, agriculture, and education in order to help bring sustainable development to communities overseas.

Progress and AY2016-17 Goals

This year marks the 25th Anniversary of the Bentley Service-Learning and Civic Engagement Center. In October, 2016 the center will celebrate its quarter-century of achievements with a gathering of 275 community partners, students, faculty, and alumni, as part of Bentley’s Centennial Celebration. In April, 2017, the BSLCE will plan and host the New England Campus Compact regional student leadership conference. 2016 also marks an important transition, as seen in a name change from Bentley Service-Learning Center (previously) to our new name Bentley Service-Learning and Civic Engagement Center, representing deepening programs on the co-curricular civic front, while continuing to increase engagement and rigor on the service-learning front.

<http://bentley.edu/bslce>

Volunteer Income Tax Assistance (VITA) Program

Each year as part of our Service-Learning program, Bentley undergraduate and graduate students, under the direction of graduate tax students and Bentley tax faculty, offer free tax return preparation for residents of Waltham, the Bentley community and the surrounding area. This was the 20th consecutive year that Bentley offered this service through the IRS-sponsored VITA program. Students receive tax training in order to pass an IRS VITA exam and are trained to use tax preparation software.

Group VITA training is held on two Saturdays in early February and self-study materials are also available for Bentley students. The VITA program provides students with a meaningful service opportunity that also directly benefits the student by providing real-world professional experience as well as supplementing their formal tax curriculum.

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 **returns** are appropriately completed and **e-filed** so that returns are accepted by State and Federal taxing authorities within a 48 hour period.

<http://www.bentley.edu/centers/service-learning-center/volunteer-income-tax-assistance>

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.



<http://www.bentley.edu/centers/alliance/bentley-civic-leadership-program>

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

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

As part of the BCLP, to date over 300 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.



DIVERSITY AT BENTLEY

Diversity refers to the wide array of human differences, including ethnicity and race, gender identity, age, sexual orientation, disability status and other cultural, socio-economic background, experience, and perspective, that exist in the workforce and in the wider community. Bentley believes that promoting diversity plays an essential role in its educational mission, fostering greater innovation and creativity, attracting the widest pool of qualified applicants to its work force, and enhancing its communication and relationships with the community. Valuing diversity is one of Bentley's greatest strengths and is a core value.

Bentley has had a long-term commitment to working on issues, challenges and opportunities related to the mix of people who make up this institution. In 1993, Bentley created a formal "diversity initiative" to build on and coordinate the many diversity-related efforts already underway on campus. Since then, different structures, committees and approaches have been used to continuously develop and implement strategies intended to improve the diversity climate on campus.

Diversity work at Bentley has been concerned with both:

- developing our capacity as an institution to value and work with all significant difference; and
- dealing intensely with particular dimensions of diversity including sex/gender, race, nationality/culture, sexual orientation/gender identity, disability, and religion.

Bentley's Vision for Diversity

At the center of our work is a vision to create an institution in which people do not experience barriers because of aspects of their identity unrelated to their performance. The following three goals drive this effort:

- ***To truly educate all our students:*** The recognition that diversity is a business imperative for the 21st century lies at the heart of our concern with diversity. As the workforce in the United States becomes increasingly diverse and the economy becomes ever more global, we must address these issues if we are to fulfill our responsibilities to all of our students. Our graduates cannot be successful if they are unprepared to work with a wide variety of people.
- ***To maintain our institutional viability:*** Broadening the pool from which we attract our students, faculty and staff promises to increase our quality. Especially as the groups from which we have traditionally drawn our people represent a smaller proportion of the population, adding people of color, women, international citizens and people from other underrepresented groups will contribute to our long-term viability.
- ***To enhance our organizational effectiveness:*** As we become more diverse, we must also increase our ability to work effectively across differences if we are to fully utilize all the available resources. Our increasing diversity offers additional opportunities, but it also presents significant challenges. Ultimately, the goal is to create an institution in which all of us can fulfill our potential. To meet this goal it is particularly important that members of the Bentley community who are “in the majority” develop their effectiveness in relation to diversity.

To truly educate all our students...

The University provides students with opportunities to take an active approach to learning about diversity and inclusion. These opportunities exist in a variety of space on campus including in the classroom, residential spaces, and student organizations. Examples of some of the events, programs, and initiatives include:

- **Diversity in the Curriculum:** All Bentley undergraduate students are required to take a diversity intensive course as well as an international intensive course to graduate. This curricular requirement has existed for more than ten years and there are over 30 courses offered each semester that satisfy this requirement.
- **Residential Experience:** Defined communities are designated floors in our residential housing that provide opportunities for students to take ownership of their living and learning to enhance their overall experience on campus. There are several themed floors including the Social Justice Community, the Women's Leadership Community, the Service Learning Community, and the Global Living Community. These residential experiences provide dedicated spaces for programming on campus and off campus, as well as access to faculty and staff members who are experts in the floor's chosen theme.

- **Awareness Programs:** Bentley offers students the opportunity to join with students across the nation and the world in various ways including: The Day of Silence (April 15) and the White Ribbon Campaign. In addition, Bentley-specific events like Disability Awareness Day (October 26), Consent Day (April 14), and Guess the Straight Person (November 18) help keep the diversity message at the forefront of student's experiences. A new event this year was ***Walk a Mile in Her Shoes***, stemming from the saying, "You can't really understand another person's experience until you've walked a mile in their shoes." This event held on April 15th asked men to literally walk one mile in women's high-heeled shoes to raise awareness about the serious causes, effects, and remediations to men's sexualized violence against women. A hundred students participated in the walk that began on the green space outside of the Student Center and continued throughout Bentley's upper campus.
- **Speaker Series:** The Office of Diversity & Inclusion, in partnership with the Valente Center for Arts & Sciences and The Diversity Council, offers a series of public lectures and panels featuring speakers representing diverse perspectives and communities. This year's speakers included Skylar Kergil (Transitioning Online), Dr. Nicholas D. Hartlep (The Model Minority Stereotype: Demystifying Asian American Success), Debby Irving (Waking Up White and Finding Myself in the Story of Race), Celene Ibrahim (Exploring Muslim Identity on Campus), and Alfred L. Martin (Trapped in a Generic Closet: the Queer Politics of Post-Network Black Sitcoms).
- **Student Leadership**
 - **Equity Center Educators:** Located in Bentley's Student Center, the Equity Center provides a safe space for students who want to create a more inclusive, informed and compassionate campus community. The center is staffed by a student peer education group called the Equity Center Educators (ECEs). The 12 ECEs undergo a semester-long training program to better understand gender-based violence and discrimination, and they act as referral agents for all students. Additionally, the ECEs offer programs about gender roles, the hook-up culture, Title IX, and privilege.
 - **Service-Learning:** Through the Bentley Service-Learning Center, our students become mentors and collaborators with area nonprofits and start-ups, using what they learn in the classroom to develop marketing plans, build websites and write grant applications.

To maintain our institutional viability...

They can earn academic credit through a Fourth Credit Option or a Service-Learning Certificate, showing potential employers their understanding of how social responsibility plays a key role in the American business world.

Two examples of fourth credit projects included research and analysis of all-gender restroom policies across the country and research and development of a student focused privilege workshop.

Bentley has invested in creative approaches to widening our reach and expanding the pool of students, faculty, and staff we recruit to campus.

- The Office of Diversity & Inclusion has partnered with the Graduate Admissions Office to create a program called ***Discover Bentley***, which targets underrepresented students of color who are interested in graduate degrees in business. Participants are flown to campus and spend two days exploring all that Bentley has to offer through class visits, conversations with current graduate students and faculty, and an introduction to the admissions process. Candidates for

the program are identified through partnerships with Historically Black Colleges and Universities nationwide.

- Bentley is a member of the ***Business School Collaborative***, a collective of nine business and management schools in Massachusetts that have joined forces to recruit underrepresented faculty of color. These schools that normally compete for new faculty have come together to make their campuses more inclusive, connected, and culturally competent. Through combined efforts to recruit and support faculty as they build their careers in Massachusetts.
 - Increasing the numbers of women and faculty of color:
 - Almost half of our full-time faculty hires since 2011 have been women
 - One in four of our hires in the last six years has been a person of color
 - Of 289 Full-Time Faculty: 40% are women, 16% are faculty of color
- Bentley University has developed a strong partnership with the PhD Project, whose mission is to increase the diversity of business school faculty. The organization has more than quadrupled the number of minority faculty in its 20 year history and Bentley has benefited from this partnership having hired three participants of the program in the last four years. Bentley also hosted a teaching workshop for recent doctoral graduates from the PhD Project during the summer of 2015.
- To create a broader pipeline of applicants Bentley offers targeted scholarships to members of organizations like the National Association of Black MBAs, Association of Latino Professionals in Finance and Accounting, and the National Association of Asian American Professionals. These organizations also work collaboratively with Bentley through the Office of Diversity & Inclusion to advertise open positions and to recruit talented applicants for the graduate and undergraduate programs.

One of the most visible elements of the diversity initiative has been two-day off-site retreats to which all members of the faculty and staff are invited. Among the participants in the very first retreat in 1993 were the president, vice presidents, and deans. Bentley has sponsored more than 60 retreats since then, and approximately 900 faculty, staff, and administrators have participated.

The University also offers:

- **“Ally” workshops**, introducing participants to being an “ally” on sexual identity and gender identity issues for members of the Bentley community; and
- **(dis)Ability Awareness Workshops, which** are offered jointly with the Office for Disability Services. This workshop stimulates discussion of issues relating to both “visible” and “invisible” disabilities facing members of the Bentley community.
- **Pedagogy at Bentley: Fostering an Inclusive Classroom Environment:** interactive orientation session for all new faculty, designed to support faculty effectiveness in the classroom and enhance their ability to create a meaningful environment for student

To enhance our organizational effectiveness...

learning. This developmental workshop, designed by current Bentley faculty, includes experiences drawn from across the curriculum.

While the retreats and workshops have been an important component of Bentley's efforts to become more inclusive and take fuller advantage of its diversity, the University's diversity initiative has also included:

- Educational/developmental activities to help increase the capacity of all members of the Bentley community to deal more effectively with diversity.
 - **Bentley Brave Series** – A campus-wide initiative to build capacity for difficult dialogs on difference. The series includes speakers, films, dialog groups, and workshops.
 - **Diversity Intensive Faculty Symposium** – Academic Affairs and the Office of Diversity & Inclusion brought together faculty who teach courses that satisfy student's diversity intensive requirement for a day-long symposium. Participants were given the opportunity to be students in classes taught by colleagues in three different departments.
 - **Community-wide Brown Bag Lunch Workshop Series** – Open to the entire campus and sponsored by a variety of organization, these workshops include topics like How does Gender Affect our Conversations?, Infusing all Colors of the Rainbow: The Experience of Being a Person of Color and LGBT, Coming Out in the Locker Room: Being an Ally to our LGBTQ Athletes, and Images of East Asian Women.
- Direct work with students in key roles such as resident assistants, orientation leaders, first year seminar facilitators and academic tutors.
 - **Intergroup Dialog Series** – Student Affairs is launching a series of student intergroup dialogs around diversity topics. The first two dialog groups are focused on race and gender.
 - **Service-Learning Leaders** – A diversity workshop was developed specifically for the Office of Service Learning with support from the Office of Diversity & Inclusion.
- Support for employee resources groups
 - The Office of Diversity & Inclusion, in partnership with Human Resources, sponsors several employee resource groups that meet monthly and act as a networking and support system for employees. The Faculty & Staff of Color group is the longest running affinity group on campus, and last year the office launched an LGBTQ affinity group and a Working Parents group.

- **Annual Programs:** Two annual programs eagerly anticipated by the Bentley community are the Martin Luther King, Jr. Breakfast and the Rainbow Luncheon
 - This year Bentley's MLK Jr. Breakfast celebrated its 30th anniversary. On January 26, more than 400 students, alumni, staff, faculty and guests in attendance enjoyed a gospel choir, heard remarks from four student leaders and were treated to a poignant speech from keynote speaker Cornell William Brooks, president and CEO of the National Association for the Advancement of Colored People (NAACP). In addition, a new award was announced. The Dr. Earl L. Avery MLK Leadership Award, named in honor of the special assistant to the president and ombudsman at Bentley, recognizes Dr. Avery's continued commitment to creating a diverse community at Bentley University. The award is given to Bentley community members who have gone above and beyond at their jobs and whose work with the Bentley community has been consistent with the ideas of Martin Luther King Jr. The first two recipients of the newly named award were Dr. Donna Maria Blancero, associate professor of management, and Leslie Doolittle, assistant dean and director of academic support services.
 - The **Rainbow Luncheon**, hosted by **Bentley PRIDE** and the **LGBTQ Steering Committee**, was held on November 12th. The keynote speaker was Terri Cook, the mother of a child who transitioned from female to male. Cook shared her personal story and stressed the critical role ally support programs played for her son and can play for many others struggling with gender identity at a time of incredible fragility. In addition, Cook addressed the need for open and inclusive environments in both social and professional settings and how being your authentic self at work and in your community is the only way to change society's views on the LGBTQ community. This year's winners of the Rainbow Award were student Kayla Marandola, and Associate Professor of Law Marianne Delpo Kulow, who have stood in public support of the LGBTQ population and demonstrated their dedication to the pursuit of understanding and acceptance on campus.

At Bentley University, diversity is everyone's responsibility. Fulfilling our mission as an institution depends on the ability of everyone in our community becoming more competent in dealing with people who seem different from us. Formal responsibility for coordination of university-wide diversity-related programs and activities at Bentley is located in the Office of Diversity & Inclusion. Many other

departments, centers, offices, and organizations at Bentley contribute to improving the diversity climate through varied and persistent efforts.

Diversity is everyone's responsibility ...

Diversity Council

The **Diversity Council** is comprised of 30 staff and faculty members from throughout campus who have explicit responsibility for diversity issues. The Diversity Council meets regularly to facilitate communication and collaboration, and develop input to senior administration. The 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.

The first ever Bentley Diversity Council mini-grants were awarded during the 2008-09 academic year. Past grants supported have been: the Accessible Icon Project, Spot o' Tea discussions regarding religion and spirituality, Reject Stereotypes photo campaign and more.

<http://www.bentley.edu/offices/diversity-inclusion>

LGBTQ

The LGBTQ @Bentley Steering Committee is comprised of staff, faculty, and students who provide support, programming, professional development, and advocacy for LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer) and allied members of the Bentley University community. Through ongoing initiatives, the committee works to educate the campus community in order to



create a more inclusive and welcoming climate for LGBTQ individuals and their allies. The committee focuses on three core concepts: professional development, action/business, and Bentley community/social involvement. Highlights of the accomplishments of last year include:

- **All Gender Restrooms:** Bentley affirms the rights of all members of the community to use the restroom that best fits their gender identity or expression, whether it be gender-specific or all-gender restrooms. Bentley is currently working to convert all single-stall bathrooms on campus to all-gender bathrooms, which are facilities inclusive of all gender identities and not defined by “men” or “women” on the door.
- Career Services Office achieved certification by an independent organization called Out for Work. The office was recognized for the services and support offered to LGBTQ students. Ten Bentley students also received scholarships to attend the OutForWork annual conference and career fair.
- Office of Undergraduate Admissions participates in Camus Pride college fairs in Boston and New York.
- Center for Parent Alumni and Friends hosts alumni receptions twice annually for LGBTQ alumni and allies.
- Participate in Boston PRIDE parade with more than 30 Bentley staff, students, faculty and alumni.

<http://www.bentley.edu/campus-life/student-life/lgbtq>

Equity Center

The Equity Center provides a safe space for students who seek to create a more inclusive, informed, and compassionate community. This resource center promotes an ethos of leadership focused on social justice and provides campus-wide workshops, dialogues, and programs for students, faculty, and staff. We welcome all members of campus to this space and strive to develop leaders who celebrate gender, sexuality, and their intersection with other dimensions of identity.



There are two student organizations housed in the space that are committed to creating change on campus – P.R.I.D.E. and the Women’s Center. These groups promote values of inclusion and social justice and empower students of all genders and sexualities to feel welcome on campus.

<http://www.bentley.edu/campus-life/culture-diversity/equity-center>

Multicultural Center

Bentley’s Multicultural Center (MCC) continues to serve as the “home” to many ALANA students at the university, with the underlying goal of furthering their retention and academic success. The MCC provides academic monitoring, guidance, and referrals; initiatives for leadership development; and one-on-one connections for advocacy and ongoing personal support. The MCC also serves as a campus-wide resource, promoting the university’s efforts to foster diversity and to develop a richly varied, learning community.

<http://www.bentley.edu/campus-life/student-life/multicultural-center>

Disability Services

Our Office of Disability Services is committed to providing equal educational opportunities for students with disabilities and impairments through an accessible, equitable and inclusive learning environment. 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. Accommodations and services are designed to promote individual growth and self-advocacy for students with all types of disabilities.

<http://www.bentley.edu/campus-life/student-development-services/disability-services>



SUSTAINABILITY

The Bentley University Office of Sustainability aspires to make Bentley a model for campus and community sustainability. It is Bentley University's ambition to establish institutional practices that promote environmental sustainability and social well-being, including measures to increase energy and water efficiency while decreasing waste generation and air pollution with the ultimate goal of shrinking both our carbon and ecological footprints.

Our Mission

To mobilize sustainability leadership in business by:

- Modeling sustainable operations through balancing environmental resource efficiency, financial stability and societal benefit;
- Supporting sustainability teaching in the classroom with opportunities to apply this knowledge to real-world situations; and
- Partnering with the business community to expand career opportunities in emerging markets.



Our Vision

- Bentley alumni are ethical, environmental and socially responsible organizational leaders and entrepreneurs.
- Bentley is continually striving for carbon neutrality and zero waste generation.
- The university has a framework and decision-making process in place that upholds sustainability is a core value and commitment across all departments and throughout the student body.
- Each member of the campus community has a functional understanding of the environmental and social principles of sustainability.

The Office of Sustainability was established six years ago and over that time has integrated sustainability into many parts of the university. The office has built many partnerships by engaging students, staff and faculty, and planning events to further Bentley's ambitious sustainability goals. Highlights of current initiatives are provided below.

2020 GOALS

The Office of Sustainability aspires to help Bentley achieve the following by 2020:

- 70% reduction in carbon footprint
- 70% waste diversion rate
- 15% reduction in water use
- 5% reduction in drive alone commute trips

- Higher student participation rate
 - Measured by: enrollments in student sustainability groups, film and speaker series attendance, enrollment in sustainability majors, and number of students pursuing sustainability careers.
- Higher faculty and staff engagement rate
 - Measured by: number of faculty and staff in the Office of Sustainability's Faculty and Staff Eco-Rep program

OPERATIONS

STARS Certification:

During the summer of 2014 Bentley applied for the Association for the Advancement of Sustainability in Higher Education's (AASHE) Sustainability Tracking and Rating System (STARS) program. This is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance. It measures Social, Environmental and fiscal factors that impact the university. Bentley scored Silver certification with 56.91 points. We hope to apply again in January of 2016 to achieve gold certification.

Reducing Bottled-Water Use

In an effort to expand access to filtered drinking water around campus and reducing the amount of bottled water consumed on campus, Bentley has made a concerted effort to install Elkay water filters throughout campus. In the past two years we have expanded the number of these stations from 2 to 40+. We are constantly asked by faculty, staff and students to install more. We are happy to report that over the course of 3 year time period we have had more than 84,000 fills at our stations.

Greenhouse Gas Reductions

Bentley University is a signatory of the American College and University Presidents' Climate Commitment (ACUPCC). The Office of Sustainability and Facilities Management are working diligently to achieve the carbon footprint reduction goals that Bentley committed to making energy efficiency improvements and considering other strategic projects to reduce or mitigate carbon emissions.

The university's FY2015 carbon footprint has been completed and analyzed. The data shows that the university has met our first public carbon footprint reduction target (50% by 2015 as compared to FY2008). The following factors played a role in this reduction:

- **Using less** - energy efficiency projects lead by the Facilities Management team have helped Bentley reduce the amount of energy used in campus buildings.
- **Fuel switching** - investments in wind power via Green-e certified renewable energy certificates help the university offset unavoidable electricity use.
- **Cleaner grid** - overall the electricity grid in New England has become less carbon intense as utilities are burning more natural gas and less coal in our power plants and bringing renewables on line.

As we look ahead towards the university's 2020 carbon footprint reduction goal, the Office of Sustainability and the Facilities Management Department are considering the most cost-effective ways to reduce greenhouse gas emissions.

WASTE MANAGEMENT

Increased Diversion Rate

After a recent program overhaul, Bentley University achieved an 18% increase in waste diversion through recycling and composting efforts. Recent data shows a slight slip back from an average diversion rate of 52% to an average rate of 46% over the last twelve months. The Office of Sustainability plans to increase outreach efforts as means to increase this rate again.

Recycling

Our Recycling program is quite robust. It was founded in 2009 along with the Office of Sustainability and has a blue for recycling and black for trash color code that is pervasive on campus. Recycling has buy in from the majority of the campus and we constantly work on education and communication to keep the community informed on performance.



Compost

Bentley has had a compost program in place for pre-consumer waste for nearly 4 years now. We started with a rudimentary program but have moved to a program where our compost is picked up in totes and moved to a farm where are compost is processed in windrows. We are lucky that our food service vendor takes pride and ownership of the program. In the last two years we have composted more than 300 tons of food waste.

Give N' Go

Give 'N Go began with a few Resident Assistants who saw mountains of usable goods piled into Bentley's trash dumpsters every spring. It is the sustainable Move-Out Program that reduces trash generation, encourages community via student exchange, and reduces students' expenses by reusing a fellow student's "trash." Above all, the program promotes donation because it provides a smart, convenient solution to redistribute reusable items that students no longer need or want. The spring of 2016 was the first time when Bentley was able to have the donated waste weighed.

1. Donated Non-Perishables – 844lbs (We also delivered about 150lbs of food to the Salvation Army)
2. Donated Reusables from the Bentley Community - 14,205lbs (4,318lbs from the first haul, 7,367lbs from the second haul and 2,600lbs from the third haul)

Office Swap

Historically, the Office of Sustainability has hosted two Office Swaps per year to give academic and staff departments the opportunity to donate, trade, or take unwanted office supplies. These were



extremely popular because this transfer system reduced costs for the departments and reduced clutter. In the spring of 2014, we were able to implement an online Office Swap process, which allows users to quickly make targeted messages on MyBentley, Bentley's online resource for the community. The messages will appear for all faculty and staff. Now, this ongoing opportunity is much more convenient to participate in and coordinate.

SUSTAINABILITY AND CAREER SERVICES

Career Services for Sustainability Majors

The Office of Sustainability has partnered with the Office of Career Services to address increasing student demand for information on careers in socially and environmentally conscious companies. The Office of Career Services has assigned one career counselor to be dedicated to careers in sustainability. The Office of Sustainability and the Office of Career Services have been working together on a few projects to develop the tools students need to be successful including the establishment of the Sustainability Advisory Board, creating a guide with "steps to launch your Sustainability Career," and starting a database of companies that could be relevant to future graduates.

A number of Bentley students have been placed in summer internships and full-time jobs in renewable energy companies, clean tech start-ups, socially responsible investment firms, and energy efficiency organizations. The Career Services office has begun tracking the number of students going into these fields and targeting such companies that are hiring.

Sustainability Advisory Board

The Office of Career Services and the Office of Sustainability established the Sustainability Advisory Board which is comprised of members of the private, public, and non-profit sectors as well as members of the Bentley community. The purpose of the Board is to gather industry professionals to discuss the best ways to prepare college graduates for work in this sector and create connections that can be helpful for students in the long term. This group allows Bentley to hear about new trends and expectations for college graduates from professionals in the field while also learning about job prospects for students focusing on sustainability. From these discussions the Career Service office will be better able to tailor their programming to be relevant to today's employers.

STUDENT EXTRA-CURRICULAR ENGAGEMENT

Through its internship program, the Office of Sustainability provides students with opportunities to apply what they have learned in the classroom to real-world situations on campus. The office employs four interns including two Greenbean Ambassadors, a Public Relations Intern, and an Office Assistant.

In addition, the office works closely with Bentley's food provider, Sodexo, which hires a Green Dining Intern each year.

Students for Sustainable Business

Students for Sustainable Business was founded in Fall 2015 after two student groups (The Bentley Green Society and the Bentley Eco- Reps) merged. This new group was structured to mirror the three key pieces of the triple-bottom line: people, planet and profit. Students for Sustainable Business is led by an executive board including the President, the Vice President of Social Programs (representing "people"), the Vice President of Environmental Programs (representing "planet") and the Vice President of Net Impact Programs (also the Net Impact Chapter leader, representing "profit") General body members join one of these three groups and work on campus projects to expand Bentley-students engagement in sustainability topics.

Delongchamp Fund

The Delongchamp Family Endowed Fund (the "fund"), was established in 2015 to support undergraduate professional and extra-curricular activities associated with the three pillars of sustainability: people, planet, and profit. The fund was designed to allow students to explore opportunities that might otherwise be out of reach due to funding issues. These include: Attending a conference, going to a networking event, taking an unpaid or a limited paid internship or creating a research or public awareness campaign around sustainability. In the first year of the fund it has given grants to nine students with an average grant award of \$698.00.

Visit <http://www.bentley.edu/green> to find out more about Bentley's sustainability efforts.

ILLUSTRATIVE STUDENT PROGRAMS AND INITIATIVES

Bentley Microfinance Initiative

The student-run Bentley Microfinance Group (BMG) 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. BMG 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.

Since its inception in 2008, the BMG has continued to increase its presence in the local area, providing eight loans to small businesses in the Boston area. With a mission to raise awareness about and to integrate the practice of microfinance into the Bentley and Boston communities, the program has four main foci:

- **Education:** To provide Bentley students, faculty and staff with practical experience, encouraging their awareness of microfinance practices, empowering them to develop a framework for change, and facilitating the education of the borrowers from BMG to extend the academic community.
- **Community Development:** To promote development of the local community by providing credit and services to those excluded from traditional financial markets.
- **Operational Sustainability:** To operate and maintain a cash-flow neutral/positive loan portfolio, covering or exceeding operational expenses with interest income and student sweat equity.
- **Innovation:** To develop a new microfinance paradigm locally and openly scale the model globally.

The Initiative has grown to include three major components:

- **Curricular Component**
 - Courses have been developed to give students a deeper understanding of the role microfinance has in the real world.
 - Students have the opportunity to participate in a directed study of microfinance in Ghana or intern in Ghana at either Chapter 58 Trust or ACCION.
 - Elective courses including seminars in microfinance.
- **Microfinance Initiative**
 - The fund is almost completely student-managed
 - The organization has over 60 members to manage and ensure the success of the fund.
 - Members reach out to organizations in the Greater Boston area to provide loans.
 - The governance within the group includes the Strategic Advisory Board, the Loan Approval Board, and the Student Executive Board.
- **Bentley Microfinance Review**
 - Undergraduate peer reviewed academic journal focused on microfinance, community development, and microenterprise.
 - Day to day operations run by Bentley students.
 - Single blind editorial process by distinguished faculty and students.



<http://bentleylends.org/bentley-micro-finance/>

Pax Populi

As part of the Bentley Alliance for Ethics and Social Responsibility, Pax Populi—which is Latin for “the peace of the people”—is the people-to-people peacemaking program of the nonprofit organization, Applied Ethics, Inc. The initiative’s mission is to empower ordinary people to work for peace through educational and economic development programs within a framework of human rights and moved by a spirit of love, compassion, and respect for all people and the world in which we live.

Acting on these principles, in 2010, Pax Populi became a community partner of the Bentley Service-Learning Center with the introduction of the Pax Populi Tutoring program. Bentley students join with other tutors from around the world to engage in English language tutoring of students in Afghanistan via video conferencing. Since the launch of the program, over 250 tutors and teachers in twelve countries have worked with a similar number of Afghan students. In the autumn of 2015, Pax Populi launched a beta version of its own online school, Pax Populi Academy that integrates an online curriculum with embedded video-conferencing capabilities. In June 2016, it launched a second, significantly improved, version of the Academy. Currently, besides Bentley University, instructors from two other American universities—Purdue and Salem State—are working with Pax Populi Academy as tutors, along with teachers and tutors in various other countries. For over a year, Pax Populi Academy has been working with Afghan students located in the four largest cities in Afghanistan, Kabul, Kandahar, Mazar-e-Sharif, and Herat.

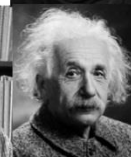


Pax Populi Academy

A Place of Learning for
a More Peaceful World

Welcome!!!

خوش آمدید!



During a semester, Bentley students will typically hold ten sessions with students in Afghanistan, each for 1.5 hours. Many tutors continue working with their Afghan students after the formal program ends. In the autumn semester of 2016, 15 Bentley students have enrolled in the program, making it the largest Bentley cohort to date.

For more information on Pax Populi, please see the program's website at: <http://www.paxpopuli.org/> or its Facebook page at: <https://www.facebook.com/paxpopuli>. One may visit Pax Populi's online school, Pax Populi Academy, at: <https://paxpopuli.schoolology.com/>. To enter the school, please use the username "paxguest" and password "**Abc1234\$**" (without quotes, the password is case sensitive). Please look at the "Pax Populi Demo Course, Sec. 1."

Project Eye To Eye

Eye To Eye is a national mentoring program that matches college and high school students with LD/ADHD, acting as 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.



The Eye to Eye program (see <http://www.eyetoeyenational.org/>) is based on a network of roughly 56 local chapters driven by dynamic community partnerships with public and private schools, colleges, universities, and local businesses. Although the mentor/mentee model is very straightforward – coming together once a week to create art projects specifically designed to share similar experiences – the

program has a clearly defined set of principles that focus on participant needs, distinguishing it as one of the most innovative movements in the country in support of students labeled with language, reading, and math based learning disabilities (LD) and/or attention deficit hyperactivity disorder (ADHD).

Bentley is one of more than 56 chapters 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 Eye To Eye by spreading word of the program or joining the board of directors. 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 share experiences, build confidence, and raise self-esteem.

The Bentley chapter of Eye To Eye works with 4th and 5th grade students at the MacArthur Elementary School in Waltham. Currently, our Bentley students work with the McDevitt Middle school in Waltham, where students are paired together based on their ‘dis’ability. Each week they complete different art projects, focusing on the strengths and talents of the middle school students.

Each local Eye to Eye chapter follows these core principles, which serve as the foundation of the program’s curriculum, including one-on-one mentoring, helping participants build the skills needed for success (such as metacognition, self-advocacy, proactive learning strategies), creating a safe and fun community environment through art, and encouraging and inspiring professional development.

<http://www.bentley.edu/centers/service-learning-center/eye-eye>





The Bentley University Police Department is asking for your help in collecting toys for needy children in and around the city of Waltham.

Donated toys should be:

- . New
- . Unwrapped
- . Non-violent
- . Suitable for ages 1-16



Toy donations or gift cards of \$10 or more may be dropped off at the University Police Station. The deadline to donate is December 18th.

Contact Detective Sergeant Jess Roche or Dispatcher Melissa Diglio at 781-891-2201 with any questions or to arrange for pick up of large donations.



BENTLEY
UNIVERSITY
Sustainability

EARTH DAY AT BENTLEY

April 22, 2015



2:00 pm to 4:30 pm - Wilder Pavilion, Adman Academic Center
Innovator's Business Series:
Innovation for a Sustainable Sea

A symposium highlighting the potential and challenges of new technologies in protecting oceans, coral reefs and fisheries while providing food and energy for a growing population.

Panelists include:

- Nigella Hillgarth, PhD, President & CEO of New England Aquarium
- Brian Helmuth, PhD, Professor, Dept of Marine & Environmental Sciences and School of Public Policy & Urban Affairs, Northeastern University
- Ron Stotish, PhD, CEO of AquaBounty Technologies
- Michael Jay Walsh, PhD, Energy and Sustainability Technologies Fellow, Center for the Integration of Science and Industry, Bentley University
- Joshua Boger, PhD, Former CEO, Vertex Pharmaceuticals



4:30 pm to 6:30 pm - Dandes Room, Room G340, Adman Academic Center
Earth Day at Bentley Reception (for Faculty, Staff & Visitors)
Join us for a reception and light dinner to continue the discussion.

6:00 pm to 7:00 pm - McGladrey Gallery in the Bentley Library
Meet the Artist: Wakaya Photographic Art Exhibit
Featuring photographic art from Fiji's coral reefs by Joshua Boger



7:00 pm to 8:30 pm - Wilder Pavilion, Adman Academic Center
Sustainability Film Series: How and Why are Businesses Implementing Sustainability?

What does it mean to be a sustainable business? We'll use short films and commercials to guide discussion about how businesses are incorporating sustainability into their strategy and marketing.

Discussion led by Bentley professors:

- Alina Chircu, PhD, Information and Process Management
- Rick Oches, PhD, Natural and Applied Sciences
- Henri Weijo, PhD, Marketing

Join the conversation
#Earthdayatbentley



Everyone Matters Day

Who: You! This is a campus wide event!

What: What is Everyone Matters?

Everyone Matters is a nationwide campaign to encourage acceptance of others and ourselves as we all are - and celebrate everyone's individuality and uniqueness!

Why: Why are we bringing this to Bentley?

Our goal is to allow Bentley students, faculty, and staff to express why they matter through arts and crafts projects. Everyone has the right to be who they are - without ridicule or judgment

Where: Various locations on campus including LaCava and the Student Center

When: April 2nd: 10am-3pm

How: How do I get involved?

There are a variety of ways you can get involved! Please email student coordinators Sarah Plis at pls_sara@bentley.edu or Michael Chase at chase_mich@bentley.edu and they will further direct you with how you can help!



Follow us on:
@EMDBentleyU

Check out our Facebook
Event: Everyone Matters
Day-Bentley University

Please visit
www.everyonemattersday.com
for additional information

Can business be a deterrent to war?

The United Nations says, "YES!"

Come hear Melissa Powell, the head of the United Nations Global Compact's Business for Peace initiative talk about the exciting work being done through the UN to help empower businesses around the world for the advancement of peace.



United Nations
Global Compact

"Business for Peace"

Melissa Powell

Head, Strategy and Partnerships,
and the Business for Peace initiative,
United Nations Global Compact



Tuesday, April 14, 2015, 3:30 PM
LaCava 305 A & B

For more information please contact:
Robert McNulty x-2501 or rmcnulty@bentley.edu

Sponsored by the Center for Business Ethics, the Valente Center
and Alpha Kappa Psi

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.

CURRICULUM DEVELOPMENT

In addition to required courses as well integration throughout the curriculum at the undergraduate and graduate levels, a series of dedicated electives focusing on ethics, social responsibility and sustainability are available for interested students. In addition the curriculum also includes courses dedicated to labor issues, human rights, the environment and anti-corruption in the spirit of the UNGC's Principles for Responsible Business.

This year's report focuses on continued curricular developments related to the spirit of the UNGC and PRME.

Undergraduate Business Core

The 27-credit undergraduate business core emphasizes the integration of ethics, social responsibility and sustainability 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 Business Statistics
- GB 214 Marketing-Operations Fundamentals
- GB 215 Human Behavior & Organizations
- GB 310 Business Processes & Systems
- GB 320 Integrated Business Project
- GB 410 Global Strategy

The Bentley MBA

Launched in Fall 2012, the Bentley MBA is a collaborative program drawing together faculty in business and the arts and sciences. The program foregoes the standard discipline-based course format to engage students in four 8-week themes—Innovation, Value, Environments and Leadership—and three field-based experiences, each of 1- to 2-weeks' duration. Each theme includes three or four three-credit modules where students work in a cohort with faculty and corporate guests, balancing individual development with teamwork to promote creativity.

Further information on the Bentley MBA can be found in our AY2012-2014 SIP/COE report.

SUSTAINABILITY

Bentley continues to develop an extensive curriculum focused on the integration of environmental sciences and global sustainability with business studies. At the undergraduate level, as part of the Liberal Studies Major (LSM) program, Earth, Environment and Global Sustainability is one of 7 distinct concentrations student can select. In addition, a new B.A. degree in Sustainability Science was launched in fall semester, 2012.

Earth, Environment & Global Sustainability

The Earth, Environment and Global Sustainability LSM focuses on the challenges inherent in environmental issues and the sustainability of our planet's resources. Emphasis is placed on the ways in which scientific and technological solutions to these problems are dependent on economic, political, and social constructs that require global cooperation. This concentration provides students with a background in Earth and environmental systems combined with global, societal and economic perspectives on the challenges of sustainable development.

The concentration includes eight courses, 3-4 courses selected from Natural & Applied Sciences courses and 4-5 liberal arts and business electives listed below. Programs may use no more than two business department courses, and no more than 4 courses may be taken in any one discipline.

NAS Courses

- NASC 100 Astronomy: Solar System
- NASC 111 Green Biology: Ecological & Botanical Connections
- NASC 121 Consumer Chemistry
- NASE 305 U.S. Space Program: Going Beyond
- NASE 314 Coastal Biology of Cape Cod
- NASE 317 Economic Botany
- NASE 318 Global Health Challenges
- NASE 333 Natural Disasters
- NASE 335 Oceanography
- NASE 337 Global Climate Change
- NASE 344 Energy Alternatives
- NASC 122 Environmental Chemistry
- NASC 130 Principles of Geology
- NASC 140 Environmental Physics
- NASE 311 Ecology: Principles & Applications
- NASE 315 Human Health & Disease in Today's World
- NASE 328 Water Quality
- NASE 334 Coastal Geology of Cape Cod
- NASE 336 Water & the Environment
- NASE 339 Weather & Climate
- NASE 364 Science of Sustainability
- NASE 380 Science in Environmental Policy

Electives

A&S Courses

- EXP 201 Expository Writing: Critical Thinking (with appropriate theme)
- HI 267 The Past and Present in Africa
- HI 314 History of the World Economy
- HI 346 Economic History of the United States
- GLS 116 International Relations
- GLS 246 Geographic Information Systems
- GLS 310 Perspectives on Global Commerce
- GLS 230 Politics & Public Policy
- HI 355 American Environmental History
- HI 280 The Caribbean: Past, Present, Futures
- GLS 110 Global Regions
- GLS 243 The Developing World
- GLS 325 Global Transportation & Tourism

- LIT 363 American Literature: Realism & Naturalism
- MA 263 Continuous Probability for Risk Management
- PH 133 Business Ethics: International Business Ethics
- PH 351 Perspectives on Poverty
- MA227 Mathematical Modeling in Environmental Management
- PH 130 Business Ethics: Corporate Social Responsibility
- PH 301 Environmental Ethics
- PS 305 Environmental Psychology

Business Courses:

- EC 311 International Economics
- EC 321 International Economic Growth & Development
- EC 341 Urban and Regional Economics
- EC 346 Environmental Economics
- LA 102 Environmental Law
- LA 308 International Business Law

Sustainability Science

A B.A. degree, with a major in Sustainability Science, was launched in 2012. As one of two new science-based majors offered at Bentley, the program prepares students to analyze the impacts on, interactions with, and limitations of the Earth's environmental systems as they relate to societal and business activities, and to act as business and community leaders in ways that are sustainable in terms of environmental, economic and societal considerations. The program includes a strong foundation in laboratory sciences, field experience in environmental science, and a capstone project or internship in which students apply their knowledge in an original research project or an approved workplace-based internship. All students enrolled in the Sustainability Science major must also complete the new Business Studies major or minor, which will better prepare them to apply principles of environmental sciences in addressing sustainability challenges of business and society.



The new major has four broad learning goals:

1. Enhance environmental science literacy and its application in business and personal decision making.
2. Promote active- and problem-based learning in Earth and environmental sciences by incorporating the use of field and laboratory technology.
3. Improve creative problem-solving and critical thinking skills.
4. Integrate and apply scientific knowledge across students' multidisciplinary liberal arts & sciences and business curriculum.

Required Courses

- NASC 122 Environmental Chemistry
- NASC130 Principles of Geology or NASC 111 Green Biology: Ecological & Botanical Connections

- NASE 364 Science of Sustainability
- NASE 380 Science in Environmental Policy

Field Experience (One of the following illustrative options):

- NASE 336 Water and the Environment
- NASE 314 Coastal Biology of Cape Cod
- NASE 334 Coastal Geology of Cape Cod
- NASE International Faculty-led program

Sustainability Science Electives (3)

- NASE 311 Ecology: Principles & Applications
- NASE 328 Water Quality
- NASE 337 Global Climate Change
- NASE 344 Energy Alternatives
- EC 346 Environmental Economics
- PS 305 Environmental Psychology
- PH 301 Environmental Ethics
- GLS 243 The Developing World
- NASE 318 Global Health Challenges
- NASE 336 Water & the Environment
- NASE 339 The Atmosphere
- MA 227 Mathematical Modeling in Environmental Management
- LA 102 Environmental Law
- GLS 101 Globalization

Senior Capstone Experience

- NASE 415 Research in Natural & Applied Sciences
- NASE 412 Internship in Natural & Applied Sciences

ILLUSTRATIVE COURSES

Our earlier COP and SIP reports covered the broad range of courses offered at Bentley that emphasize and integrate ethics and corporate social responsibility related topics across the curriculum at both the undergraduate and graduate levels. This year's report provides examples of courses across the curriculum that explicitly capture the spirit of the UNGC's Principles for Responsible Business, highlighting human rights, labor and anti-corruption (environment-related courses are discussed in the Section on Sustainability, pp. 36-38).

For a complete list of courses with coverage of ethics, social responsibility, service-learning, diversity, and sustainability go to: <http://www.bentley.edu/centers/alliance/teaching-initiatives>

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. The course involves guest speakers, including agents from the IRS and FBI.

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. The increased scrutiny of the audit profession is also covered. These issues are woven through the course discussion of internal control and process assessment.

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

The 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. Analytical tools are also developed to evaluate environmental policy solutions, including direct regulation, pollution taxes, abatement subsidies, and the trading of emissions rights.

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.

**EC 232 Labor Economics**

The course analyzes the economic forces influencing employment, wages and working conditions in the United States. Examines topics such as the decline in job security, the rise in educational and training requirements, the impact of technology and trade on employment and wages, and the extent and effects of unionization. Discusses managerial compensation and the use of incentive packages to reduce labor turnover and encourage productivity. Course also addresses public policy issues regarding income inequality, safety and health, discrimination, minimum wage, and unemployment compensation.

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 led 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.

GLS 243 The Developing World

As the forces of globalization increase the flow of goods, services, capital, people, ideas and images across borders, many social, political and economic consequences have arisen for developing, as well as developed, countries. This course takes an interdisciplinary approach to examining the dynamic

interaction of the social and political factors with regional and transnational economic forces in the developing world. More specifically, it discusses the social and political conditions for successes or failures of development as well as the consequences of development and underdevelopment. The United Nations Human Development Index is used to analyze the consequences of global socio-economic interactions. Students in this course will acquire a deep understanding of the global and socioeconomic interactions measured by HDI and develop skills to analyze the multifaceted impact of globalization on the developing world.

GLS 255 Global Commerce and Human Rights: Short-term Program – Chile

The course looks at Chile as a test case for global commerce and a free market economy. Emphasis is placed on the benefits and opportunities that are available to Chileans who live in a nation whose recent governments have embraced a liberal marketplace and free trade, as well as the hardships that the Chilean people and their environment have endured as a result of such unrestricted free trade combined with a lack of human rights, social services, and environmental protections. Staying in Santiago, Temuco, and Renaca while visiting some of the surrounding coastal and mountainous regions in central and south-central Chile, we will speak with representatives from the Central Bank of Chile, the Santiago chapter of the Association of Relatives of the Detained-Disappeared, the Mapuche indigenous people of Chile, a journalist and communication professor, a filmmaker and blogger, and a TV journalist/host, among others.

GLS 282 Race in Southern Africa

This course explores the development and impact of racism in Southern Africa, with special reference to *apartheid* in South Africa. Students examine print and web sources as well as primary sources including historic documents, political tracts, political music, literature, newspaper clippings, and recorded interviews with political leaders. Although the focus of the course is on South Africa, students gain insight on the economic, political and social impact of *apartheid* on other countries in Southern Africa, especially Zimbabwe and Mozambique. Students also study the role of the United States, Europe, the United Nations and other “players” in southern African history and current events.

GLS 285 Case Studies in Culture and Commerce of Africa

The course introduces students to the history and culture of South Africa as they relate to economic development and business practices. A former Bentley student from South Africa serves as the local program coordinator. Students visit governmental and nongovernmental agencies engaged in business development and meet with local business leaders. Topics covered include women in development, U.S./South Africa commercial relations, the impact of social issues, such as HIV/AIDS, South Africa's economic role in the continent and others. Students visit the Johannesburg Stock Exchange, Coca Cola, a gold mining company as well as cultural sites. The travel portion takes place over spring break.

GLS 315 Human Rights in Global Media

This course looks at how media covers themes of human rights across the globe. It focuses primarily on documentary and feature films, but includes television, radio, print journalism, music, poetry, textiles, and the Internet. It explores styles, forms, and techniques of media production and reception. Many films and videos will be in languages other than English, with English subtitles. The course examines how media influence and are influenced by recent history, politics, violence, and culture in different parts of the world, with emphasis on media influence in judicial human rights cases. The course emphasizes team projects, fieldwork and student creativity.

HI 347 Work and the American Worker

This course looks at the history of work and the American worker from, roughly, the late 19th century to the present. It considers such issues as shifting styles of work, i.e., the evolution and meaning of the assembly line, scientific management, and the re-engineered workplace of today. It also examines the

changing nature of working-class life and community among native-born and immigrant workers, women, and racial minorities. It explores the evolution of organized labor movements in the U.S. and their relationships to government and politics. This leads us into discussion of the role of law and government in workers' lives through the state response to strikes, government support or opposition to unionization, and anticommunism.

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. The course examines the impact that a hyper-capitalist state (first, under dictatorship and now under democracy) and its relationships with more powerful countries like the United States have on issues such as poverty, child welfare, women's rights, and the violent repression of social movements, and environmental problems such as air and water pollution, the depletion of marine life, and deforestation. Students are also asked to consider how the companies they will work for may impact vulnerable populations and environments and how they as employees may be able to offer solutions to some of these ethical and social problems.

LA 104 Gender and the Law

Explores the law both as a force in maintaining the second-class citizenship of women and as a tool in dismantling gender discrimination throughout society. Examines ways in which the law, in the name of patriarchy and protection of women, has been unfair to men. Reviews legal milestones in women's history whereby women gained such rights as the right to vote, to serve as jurors, to serve in the military. Studies the evolution of law as a tool for empowerment of women from early case law through modern statutes that seek to prevent gender discrimination in such societal arenas as the workplace, education, and health care. Addresses what many believe is the failure of the legal system to adequately handle areas in which women arguably have unique needs, by examining such topics as the laws surrounding pregnancy, rape and domestic violence.

LA 105 Race and the Law

Examines the role of the law both as a force in maintaining the second-class citizenship of racial minorities and as a tool in dismantling racial discrimination throughout society. Considers the law as an instrument of oppression of racial minorities through historical reviews of laws and court decisions that have treated whites and non-whites differently; examines legal efforts to liberate and empower racial minorities. Focuses on selected topics particular to Native Americans, Asian Americans, Hispanic/Latino Americans, and African Americans, as well as legal issues common to all racial minorities (hate crimes, housing segregation, equal education opportunity, discrimination in the criminal justice system, workplace discrimination, affirmative action). Looks at the intersection of gender and race to identify issues unique to female members of racial minorities.

LA 106 "Outsiders" and the Law

This course provides a focused study of the law as a dynamic force in social change by examining law as both an instrument of institutionalized oppression and a tool for liberation and empowerment of oppressed groups—those "outside" the majority. This particular course will focus on traditionally disenfranchised groups *other than* women and racial minorities. (For a parallel study of these groups, the Law Department offers LA 104, Gender and the Law, and LA 105, Race and the Law, respectively.) Groups studied in *this* course include: religious minorities, the physically challenged, the elderly, minors (including students), gay and bisexual persons, non-citizens, the homeless, the mentally ill, and criminals. The course will address the law's historical and current role both in maintaining the second class citizenship of these groups and in dismantling discrimination against them.

LA 309 Current Issues in Labor and Employment Law

Introduces the student to labor and employment laws that govern the rights of employers and employees in the workplace. Federal and state statutes, leading court and agency decisions are examined. Topics include union representation, collective bargaining, unfair labor practices, the right to strike, dispute resolution, the erosion of the doctrine of employment-at-will, minimum wage law, occupational safety regulation, drug and alcohol testing, plant closing laws, employer-related immigration issues, and public sector employment topics. Fair employment practice law encompasses race, sex, religion, national origin, handicapped and age discrimination including the topics of equal pay for equal work, affirmative action and sexual harassment. Collaborative textual analysis is supplemented with lectures, guest speakers, films and panel discussions.

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. Using a review of court cases, business case examples, and ethical readings, the course will help managers to identify and deal with major legal issues, to avoid potential legal liability, and to maintain ethical integrity in a competitive global marketplace. Topics will include applied ethics, business torts and crimes, consumer protection, product liability, equal employment opportunity, securities regulation, and antitrust law.

LA 725 Cyberlaw

The course explores the ways in which electronic commerce has changed the laws relative to doing business in the on-line environment. Focus is placed on the legal and ethical issues associated with such topics as on-line privacy policies relative to company e-mail, database information and management, and business computer use. Trademarks and on-line copyright protection will also be discussed.

MG 228 Managing Diversity in the Workplace

Explores the opportunities and challenges of the United States' increasingly diverse work force. Addresses the knowledge and skills that managers must develop in working with others who are different from themselves. Special attention is paid to the effect of gender and racial diversity on individuals, work groups, and the organization as a whole.

MG 340 Special Topics: Morality and Profit Maximization

The 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. It has been done repeatedly by firms around the world, although these successes are rarely reported in the press, management texts, and the organization theory literature. The purpose of this course is to show students how it has been done (and how it should be done), while simultaneously examining the difficulties associated with such endeavors. Students will create an internal "Social Audit" document for Bentley and other organizations while studying theories of networks, organic structures, and morality. They will also interact with guest speakers, examine business plans, develop marketing strategies, and analyze business case studies of business organizations (large and small) in the U.S., Europe, Central American, and Asia.

MG 601 Competing in a Global Marketplace: Analysis of the Business Environment

This interdisciplinary course presents a conceptual framework for scanning the global business environment. This scanning or information-gathering process is a critical part of how the corporate general manager formulates strategy. The course comprises four main areas that identify internal and external forces affecting the firm's ability to compete domestically and internationally: 1) sociocultural and ethical forces and issues; 2) global economic and financial forces; 3) political/legal forces and issues;

and 4) global technological forces. The objective is to provide the student with the skills and methodology necessary for market analysis and business strategizing on a global scale.

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 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

What should work look like in the 21st Century? Explores personal work values and a wide range of moral questions about contemporary work. Includes topics such as: globalization, technological change, wages and working conditions, work-life balance, discrimination and diversity, and workplace democracy. Texts include cases, academic articles, documentary films, literature, journalism, and discussions of public and institutional policies. Draws on moral theories and students' overall academic expertise to identify problems and defend solutions.

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 351 Perspectives on Poverty

What are the moral obligations of government, other institutions, and individuals in dealing with poverty? Should just societies satisfy the basic needs of all their members? How should we deal with conflicting claims about justice, rights, needs, freedom and equality? Are current U.S., state, and local policies dealing with poor people morally justified? What alternative policies might be better? Explores answers to these questions through study of different philosophical theories and through investigation of one or two current problem areas as cases. Investigation will include substantial service-learning experiences in inner-city schools or other institutions that serve poor people.

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.

SO 241 Diversity, Minorities and Social Change

Examines the growing social diversity of contemporary societies. Considers the changing nature and significance of minorities in historical and cross-cultural perspective. Minority status, ethnicity and race, group formation, structural disadvantage, migration and multiculturalism are among the key ideas considered. Other dimensions of social diversity, such as gender, age, class, disability and sexual orientation, will also be studied. Social policy implications of current issues in diversity and minority status will be addressed.

Progress and AY2016-18 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, capturing the essence of the UNGC's Principles with respect to human rights, labor, the environment, and anti-corruption.



PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

Principle 3 *Method*

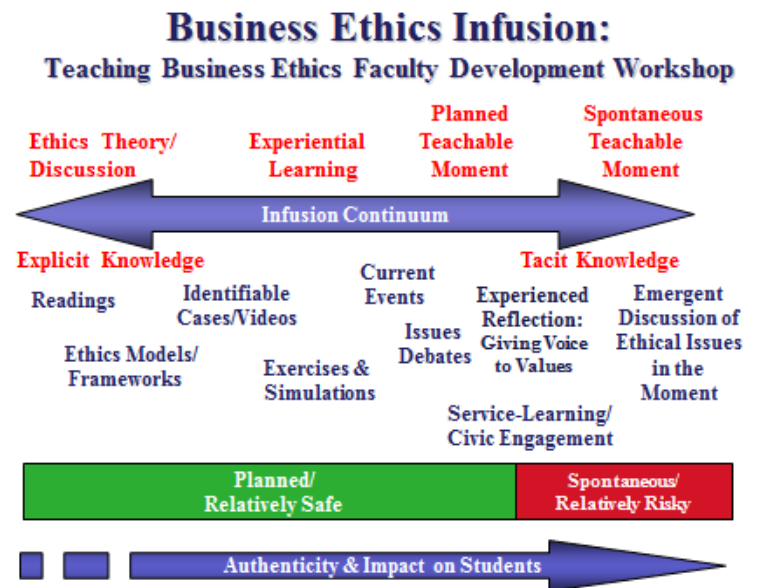
We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

As a way of influencing curriculum development – at both the undergraduate and graduate level – across the university, the Hoffman 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. The intent of the program remains the same since its inception—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 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.”

The June 2015 workshop was held in partnership with the Copenhagen Business School in Fredericksburg, Denmark and the May 2016 program was held on the Bentley campus. Complete information on the Global Business Ethics Teaching Workshop, including past workshop agendas and plans for the 2017 program, is available at:

<http://www.bentley.edu/centers/alliance/global-business-ethics-teaching-workshop>

Progress and AY2016-18 Goals

To date over 220 Bentley faculty, representing every academic department on campus, have participated in the annual Faculty Development Business Ethics Teaching Workshop. As a result, ethics, social responsibility, and, now, sustainability topics are being integrated throughout the business and liberal arts core as well as in departmental courses across the university. In addition through the support of the State Street Foundation, over 130 faculty outside Bentley have participated in the week-long workshop.

The 2017 program, which is in the planning stages, will be held on the Bentley campus in June.

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).

Ethics and Social Responsibility

As future leaders in the world of business, Bentley graduates will have to understand and be prepared to deal with many issues concerning ethics and social responsibility in both work and life. The Ethics and Social Responsibility LSM is grounded in philosophy and designed to give students the opportunity for in-depth study of these issues from theoretical, practical, and cross disciplinary perspectives.

The E/ST LSM is composed of eight courses:

Two core courses:

- PH 251 Ethics; and either
- PH 130 Business Ethics: Corporate Social Responsibility
- PH 131 Philosophy of Work or
- PH 133 Business Ethics: International Business Ethics

One course from the following list:

- PH 134 Healthcare Ethics
- PH 135 Spec Problems in Bus and Professional Ethics
- PH 301 Environmental Ethics
- PH 351 Perspectives on Poverty
- Five courses from the following list:
- EXP 201/201L Advanced Inquiry in Writing
- GLS 116 International Relations
- GLS 203 Contemporary Issues in US Politics
- GLS 230 American Public Policy
- GLS 242 Terrorism and National Security
- GLS 248 Business & Politics of the News Media
- HI 306 War and Society
- HI 308 Drug Trades in American History
- HI 350 Serfs, Slaves, and Sojourners
- HI 330 Women, Work and Family in European Perspective
- HI 307 Through Children's Eyes
- ID 260 Sex and American Culture
- ID 306 Role of Community Service in for Profit Organizations
- LIT 260 Intro to African-American Literature & Cultural Studies
- LIT 262 Native American Literature and Culture
- LIT 330 Literature of the Holocaust
- LIT 333 Literature and Film of the Vietnam War
- LIT 365 Immigrant and Ethnic Literature
- NASC 112 Evolution, Human Genetics & Behavior
- NASE 315 Health and Disease in Today's World
- NASE 318 Global Health Challenges
- NASE 337 Global Climate Change
- NASE 344 Energy Alternatives
- NASE 364 Science and Sustainability
- PH 130 Business Ethics: Corporate Social Responsibility
- PH 131 Business Ethics: Philosophy of Work
- PH 133 Business Ethics: International Business Ethics
- PH 134 Healthcare Ethics
- PH 135 Problems in Bus & Professional Ethics
- PH 217 Contemporary Philosophy
- PH 301 Environmental Ethics
- PH 311 Social Philosophy
- PH 313 Political Thought from a Global Perspective
- PH 351 Perspectives on Poverty
- PS 266 Psychology of Adjustment
- PS325 Cyber-Psychology
- PS 311 Social Psychology
- PS 388 Abnormal Psychology
- SO 241 Diversity, Minorities and Social Change
- SO 242 Social Problems
- SO 244 Deviance and Social Control
- SO 300 Community Involvement
- SO 333 Sociology of the Edge

Business Department(s):

- AC 332 Fraud Examination
- IDCC 250 Public Relations Theory and Practice
- LA 101 Law and Society
- LA 104 Gender and the Law
- LA 105 Race and the Law

- LA 106 “Outsiders” and the Law
- LA 109 Law and Ethics
- LA 309 Current Issues in Labor and Employment Law
- MG 228 Managing Diversity in the Workplace
- MK 402 Conscious Capitalism in Business

Additional Requirement: Every student will be required to take at least one course with a service learning component. Any course with such a component will fulfill the requirement.

Earth, Environment and Global Sustainability

Our Earth’s environmental issues and the sustainability of its resources will provide humanity with one of its biggest challenges for the foreseeable future. Scientific and technological solutions to environmental problems will be dependent on economic, political, and social constructs that will require global cooperation. This concentration provides students with a background in Earth or environmental systems together with global perspectives on the challenges of sustainable development.

This concentration of eight courses provides students with a background in Earth or environmental systems together with global perspectives on the challenges of sustainable development.

Three or four courses in Natural and Applied Sciences:

- NASC 100 Astronomy: Solar System
- NASC 111 Green Biology: Ecological and Botanical Connections
- NASC 121 Consumer Chemistry
- NASC 122 Environmental Chemistry
- NASC 130 Principles of Geology
- NASC 140 Environmental Physics
- NASE 305 U.S. Space Program: Going Beyond
- NASE 311 Ecology: Principles & Applications
- NASE 314 Coastal Biology of Cape Cod
- NASE 315 Human Health and Disease in Today’s World
- NASE 317 Economic Botany
- NASE 318 Global Health Challenges
- NASE 328 Water Quality
- NASE 333 Natural Disasters
- NASE 334 Coastal Geology of Cape Cod
- NASE 335 Oceanography
- NASE 336 Water and the Environment
- NASE 337 Global Climate Change
- NASE 339 Weather and Climate
- NASE 344 Energy Alternatives
- NASE 364 Science of Sustainability

Four or five courses from the following list:

- EXP 201 Expository Writing; Critical Thinking and Writing
- GLS 230 Politics & Public Policy
- HI 267 The Past and Present in Africa
- HI 280 The Caribbean: Past, Present, Futures
- HI 314 History of the World Economy
- HI 346 Economic History of the United States
- HI 355 American Environmental History
- GLS 110 Global Regions
- GLS 116 International Relations
- GLS 243 The Developing World
- GLS 246 Geographic Information Systems
- GLS 325 Global Transportation and Tourism
- GLS 310 Perspectives on Global Commerce

- LIT 363 American Literature: Realism and Naturalism
- MA 227 Mathematical Modeling in Environmental Management
- MA 263 Continuous Probability for Risk Management
- PH 130 Business Ethics: Corporate and Social Responsibility
- PH 133 Business Ethics: International Business Ethics
- PH 301 Environmental Ethics
- PH 351 Perspectives on Poverty
- PS 305 Environmental Psychology

Business Departments: (LSMs may use no more than two business department courses).

- EC 311 International Economics
- EC 321 International Economic Growth and Development
- EC 341 Urban and Regional Economics
- EC 346 Environmental Economics
- LA 102 Environmental Law
- LA 308 International Business Law
- MG 343 Project Management

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

Progress and AY2016-18 Goals

Now eleven years old, the LSM program has over 800 students enrolled, with approximately 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.

BENTLEY LEARNING AND TEACHING COUNCIL

The mission of the Bentley Learning and Teaching Council (BLTC) is to sustain and strengthen Bentley’s historical commitment to the highest quality education for our students. The BLTC supports the university’s mission: “To educate creative, ethical, and socially responsible organizational leaders by creating and disseminating impactful knowledge within and across business and the arts and sciences.”

The BLTC assists faculty in fulfilling their potential as “teacher-scholars,” thereby enhancing the learning experience of all Bentley students. To achieve this, the BLTC:

- Engages the Bentley community in conversations about what constitutes effective teaching and enhances graduate and undergraduate learning.
- Encourages, supports and disseminates pedagogical research.
- Supports faculty at all stages of their career in enhancing their teaching.
- Develops programs designed to improve teaching and foster a productive learning environment.

Teaching Sustainability & Ethanol: Integrating Business, Public Policy, and Science

Over the last six years, faculty in Natural & Applied Sciences have taken a transdisciplinary approach to sustainability curriculum development through the development of integrated course modules that focus on integrating STEM, business and the liberal arts.

The modules came out of a National Science Foundation (NSF) grant in its former Course, Curriculum and Laboratory Improvement program, now called the Improving Undergraduate STEM Education (IUSE) program. During the first summer workshop funded by the grant, faculty from different natural science disciplines were brought together to develop technology-enhanced laboratory and classroom modules that applied basic science concepts to real-world problems. Since most Bentley students major in business-related disciplines, part of the core mission was to integrate liberal arts and sciences with the business curriculum. For example, one ongoing project is a three-



week module for a course in Environmental Chemistry where students investigate changes in the chemical composition of rainwater as it moves through “natural” and human-impacted reservoirs near the earth’s surface. Students then measure chemical changes in the water after two weeks using cutting-edge analytical equipment in Bentley labs and predict how business and personal decisions may impact the chemical composition of private and municipal water sources. By teaching basic scientific concepts in the context of real-world problems, the pilot attempted to show students the importance of scientific literacy to business and society as well as to their personal lives.

In the second round of workshops, these concepts were extended to include larger transdisciplinary challenges of sustainability, which are inextricably linked to other fields like political science and economics. Due to the pedagogical challenges related to teaching such interdisciplinary topics related to sustainability, which require individual faculty to teach beyond their areas of expertise, as well as institutional barriers that commonly limit opportunities for cross-disciplinary team-teaching, faculty from several disciplines were recruited to develop a cross-course module to overcome some of these challenges. Led by **Rick Oches**, Chair of the Natural & Applied Sciences, and **David Szymanski**, Associate professor in the Natural & Applied Sciences Department and Director of the Valente Center for Arts & Sciences, faculty in accountancy, political science, geography, economics, and the natural sciences created a common exercise and reading that was done by students in all participating courses.

The module – “Will Corn Ethanol Fuel U.S. Energy Needs?” – provides students in the different courses with a brief introduction to ethanol and the ethanol biofuel industry in its full complexity. Students use U.S. Department of Agricultural crop and production data – more than 500 total data points – to plot the change in relevant variables over time. Later, they hypothesize about their relationships to broader agricultural, scientific, economic, and political forces. Instructors then contextualize core concepts from their own courses (e.g., Environmental Chemistry, American Government, Microeconomics), helping students gain

perspective on a complex, multidisciplinary problem. Within this cross-course model: the economics course taught cost-benefit analysis from the perspective of corn-ethanol; environmental chemistry students produced ethanol from corn and cane sugar and learned about the chemistry and energy efficiency involved; the science of sustainability class explored agricultural systems and food vs. bio-fuel production; and public policy looked at the legislative process related to the renewable fuels standard act and the role of science, lobbyists, constituents, and other stakeholders in developing federal legislation.

Specific program goals included:

- Enhancing science literacy;
- Promoting active- and problem-based learning by incorporating the use of technology and data analysis;
- Improving problem-solving and critical thinking skills; and
- Integrating and applying scientific knowledge across students' transdisciplinary business and liberal arts & sciences curriculum.

After completing this integrative module, students were expected to be able to:

- Describe the interdependence of the natural sciences and social sciences in decision-making for business, society, and the environment.
- Provide examples of ways in which human modification of complex natural and established social systems may lead to unintended consequences.
- Explain ways in which human decision making and natural systems impact one another on various time scales.
- Evaluate proposals for moving society toward greater sustainability.

Progress and AY2016-18 Goals

The module, which was well received by students and faculty, has been revised several times, focusing on assessment of student learning. The module continues to be used in a number of courses and has been adopted by at least one other institution. An underlying goal is to encourage the business and the arts and science faculties to work more closely together on these types of modules that contextualize issues of sustainability across the curriculum. Oches and Szymanski began expanding the scope of the curriculum development projects by developing a collaboration with two other institutions of higher education and applying for a scaled-up, multi-institutional grant from the National Science Foundation to continue the work. Using pedagogic strategies resulting from the ethanol module, and developed in partnership with this multi-institutional collaboration, Oches and Szymanski led a workshop titled "Teaching Sustainability and the Environment Within and Across Disciplines" for 24 teaching faculty from across the U.S., at the July 2016 Earth Educators Rendezvous, Madison, Wisconsin.



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 Center for Women and Business (CWB) similarly sponsors collaborative research on women in the organizational world and the Hoffman Center for Business Ethics (CBE) undertakes research – surveys, studies and data syntheses – of trends in business ethics.

BUSINESS AND SOCIETY REVIEW

The Hoffman CBE also publishes *Business and Society Review* in partnership with Wiley/Blackwell Publishers. **Robert Frederick**, professor of philosophy, serves as the editor of the journal.

During the past two academic years, CBE published 8 issues of *B&SR*.



Fall 2014: Volume 119, Issue 3

- James Weber & Jeffrey Gladstone, “Rethinking the Corporate Financial–Social Performance Relationship: Examining the Complex, Multistakeholder Notion of Corporate Social Performance”
- Kathryn J. L. Jacobson, Jacqueline N. Hood & Harry J. Van Buren III, “Beyond (But Including) the CEO: Diffusing Corporate Social Responsibility throughout the Organization through Social Networks”
- Andrew H. T. Fergus & Adina Gray, “Fair Trade Awareness and Engagement: A Coffee Farmer's Perspective”
- Ronald Venn & Nicola Berg, “The Gatekeeping Function of Trust in Cross-sector Social Partnerships”
- Michael A. Webb, “When and How to Pursue Corporate Social Responsibility with Core Competencies”

Winter 2014: Volume 119, Issue 4

- Al Gini & Ronald M. Green, “Three Critical Characteristics of Leadership: Character, Stewardship, Experience”
- Elise Perrault, “Zombies and Originals: How Cultural Theory Informs Stakeholder Management”
- Jacques Boettcher, Gerald Cavanagh S.J. & Min Xu, “Ethical Issues that arise in Bankruptcy”
- Philipp Bagus, David Howden & Amadeus Gabriel, “Causes and Consequences of Inflation”
- Thomas A. Hemphill & Francine Cullari, “The Benefit Corporation: Corporate Governance and the For-profit Social Entrepreneur”
- Kirk O. Hanson, “Six Unavoidable Ethical Dilemmas Every Professional Faces”

Spring 2015: Volume 120, Issue 1

- Jiyun Wu & Richard E. Wokutch, “Confucian Stakeholder Theory: An Exploration”
- Amy Klemm Verbos & Maria Humphries, “Amplifying a Relational Ethic: A Contribution to PRME Praxis”
- Young Kim, “Toward an Ethical Model of Effective Crisis Communication”
- David J. Hagenbuch, Steven W. Little & Doyle J. Lucas, “Beyond Association: How Employees Want to Participate in Their Firms' Corporate Social Performance”
- Karen A. Jehn & Elizabeth D. Scott, “Lies in the Sky: Effects of Employee Dishonesty on Organizational Reputation in the Airline Industry”
- Yuhei Inoue & Priscila Alfaro-Barrantes, “Pro-environmental Behavior in the Workplace: A Review of Empirical Studies and Directions for Future Research”
- Book Review, Anthony F. Buono, “Natural Corporate Management: From the Big Bang to Wall Street – By William C. Frederick”

Summer 2015: Volume 120, Issue 2

- Laura Pincus Hartman, Julie Gedro & Courtney Masterson, “Navigating the Life Cycle of Trust in Developing Economies: One-size Solutions Do Not Fit All”
- Manuel Wörsdörfer, “Equator Principles: Bridging the Gap between Economics and Ethics?”
- Helena Hede Skagerlind, Moa Westman & Henrik Berglund, “Corporate Social Responsibility through Cross-sector Partnerships: Implications for Civil Society, the State, and the Corporate Sector in India”
- Earl Spurgin, “Do Business Leaders Have Role-Model Obligations to Be Good Political Actors?”
- Denis Collins, “Operational Best Practices in Business Ethics: A Practical and Systematic Benchmarking Tool”

Fall 2015: Volume 120, Issue 3

- Michael Schwartz & Debra R. Comer, “De Beers, Anglo American and *Optima* Magazine”
- Gerard A. Callanan, “They Reap but Do Not Sow: How Multinational Corporations Are Putting an End to Virtuous Capitalism”
- Juan Morillo, Callie McNally & Walter E. Block, “The Real Walmart”
- Jijun Gao & Natalie Slawinski, “The Impact of Stakeholder Management on Corporate International Diversification”
- Thomas A. Hemphill & Syagnik Banerjee, “Genetically Modified Organisms and the U.S. Retail Food Labeling Controversy: Consumer Perceptions, Regulation, and Public Policy”

- Hasko von Kriegstein, "Shareholder Primacy and Deontology"

Winter 2015: Volume 120, Issue 4

- Nora Junaid, Opal Leung & Anthony F. Buono, "Institutionalization or Decoupling? An Exploratory Analysis of the UN Global Compact LEAD Initiative"
- Gary Douglas Rubin, "Advisers and the Fiduciary Duty Debate"
- Richard G. Brody, Frank S. Perri & Harry J. Van Buren, "Further Beyond the Basic Background Check: Predicting Future Unethical Behavior"
- Jegoo Lee and Sylvia Maxfield, "Doing Well by Reporting Good: Reporting Corporate Responsibility and Corporate Performance"
- Samuel V. Bruton, "Looks-Based Hiring and Wrongful Discrimination"
- Book Review, Cynthia E. Clark, "Intellectual Shamans: Management Academics Making a Difference – By Sandra Waddock"

Spring 2016: Volume 121, Issue 1

- Editor's Note: Center for Business Ethics 40th Anniversary
- S. Prakash Sethi & Janet L. Rovenpor, "The Role of NGOs in Ameliorating Sweatshop-like Conditions in the Global Supply Chain: The Case of Fair Labor Association (FLA), and Social Accountability International (SAI)"
- Miho Taka, "Emerging Practice in Responsible Supply Chain Management: Closed-Pipe Supply Chain of Conflict-Free Minerals from the Democratic Republic of Congo"
- Nathan Andrews, "A Swiss-Army Knife? A Critical Assessment of the Extractive Industries Transparency Initiative (EITI) in Ghana"
- Julia Dare, "Will the Truth Set Us Free? An Exploration of CSR Motive and Commitment"
- Cynthia E. Clark, Erica L. Steckler & Sue Newell, "Managing Contradiction: Stockholder and Stakeholder Views of the Firm as Paradoxical Opportunity"
- David Kohn & James S. Sagner, "Residential Mortgages and Public Policy: What to do with Fannie and Freddie?"

Summer 2016: Volume 121, Issue 2

- Andrea Iff & Rina M. Alluri, "Business Actors in Peace Mediation Processes"
- Jeremy P. Fyke, Sarah Bonewits Feldner & Steven K. May, "Discourses about Righting the Business \longleftrightarrow Society Relationship"
- Brian W. Kulik & Michelle Alarcon, "Manipulative Businesses: Secular Business Cults"
- Eri Nakamura, "Is Corporate Social Responsibility in Japanese Firms at the Theoretically Derived Achievable Level? An Analysis of CSR Inefficiency Using a Stochastic Frontier Model"
- Kareem M. Shabana & Elizabeth C. Ravlin, "Corporate Social Responsibility Reporting as Substantive and Symbolic Behavior: A Multilevel Theoretical Analysis"

Additional information on the journal can be found at:

<http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291467-8594/issues>

FACULTY RESEARCH

Bentley faculty are also committed to research in this domain. During AY2014-15 and AY2015-2016, publications in the PRME domain – focused on business ethics, social responsibility, stakeholder management, governance, sustainability, and civic engagement – included the following (note: Bentley faculty member names are in **bold face**):

Publications

Adams, S. M. (2015). From theory to practice: A university promoting gender equality in business. In *Gender equality as a challenge for business and management education*. Sheffield, UK: Greenleaf Publishing.

Adams, S. M. (2015). Breaking down barriers. In A. Broadbridge & S. Fielden (Ed.), *Handbook of gendered careers: Getting in, getting on, getting out*. Edward Elgar.

Adams, S. M., Flynn, P. M., & Wolfman, T. G. (2015). Orchestrating the Demise of All Male Boards. *Journal of Management Inquiry*, 24(2), 208-211.

Adams, S. M. (2015). What U.S. companies can learn from Scandinavia. *Fast Company*.

Adams, S. M. (2015). The right ways to bring diversity to your business. *Fast Company*.

Adams, S. M. (2015). How your board's personality dictates your gender diversity. *Fast Company*.

Adams, S. M., Flynn, P. M., & Wolfman, T. (2015, December 4). *The Public Sector Weighs In: 2015 Census of Women Directors and Executive Officers*.

Adams, S. M. (2015). Addressing the challenges of placing women on corporate boards. *Journal of Management Inquiry*.

Asgary, N. (2015). Role of institutions in sustainable and socially equitable development. *Cyrus Chronicle Journal: Contemporary Economic and Management Studies in Asia and Africa*, 1(1).

Asgary, N. & Li, G. (2016). Corporate social responsibility: Its economic impact and link to the bullwhip effect. *Journal of Business Ethics*, 135 (4): 665-681.

Asgary, N. & McNulty, R. (forthcoming). Contributions and challenges in the struggle to end poverty: The case of Kiva. *Journal of Information Technology for Development*.

Baptista, J., Wilson, A., **Galliers, R.D.** & Bynghall, S. (2016). Social media and the emergence of *reflexiveness* as a new capability for open strategy. *Long Range Planning* (forthcoming).

Barua, S. K. & **Gujarathi, M. R.** (in press). Himachal Fertilizer Corporation (A), (B) and (C): An ethical conundrum. *Case Research Journal*. Forthcoming.

Beal, C.M., Gerber, L.N., Sill, D.L., Huntley, M.E., Machesky, S.C., **Walsh, M.J.**, Tester, J.W., Archibald, I., Granados, J., & Green, C.H. (2015). Algal biofuel production for fuels and feed in a 100-ha facility: A comprehensive techno-economic analysis and life cycle assessment. *Algal Research*, 10, 266-279.

Bouldin, R.M., **Hall, G.J.**, **Oches, E.A.**, **Szymanski, D.W.**, & **Ledley, F.D.**, 2015. Connecting business and STEM education through undergraduate research. *CUR Quarterly*, 35 (4), p. 17-23.

Brown, J., Buchholtz, A., Butts, M., & Ward, A. (2016). An empirical study of board socio-cognitive decision making and task performance. *Business & Society*, (in press).

- Brown, J., Dunn, P., & Buchholtz, A.** (2016). The role of moral salience in firm-stakeholder repair. *Business Ethics Quarterly*, 26 (2), 181-199.
- Brown, J., Gianiodis, P., & Santoro, M.** (2015). Following doctors' orders: Organizational change as a response to human capital bargaining power. *Organization Science*, 26 (5), 1284-1300.
- Buono, A.F.** (2014). Setting the stage: Facilitating global partnerships for a better world. *SAM Advanced Management Journal*, 79 (4), 4-7.
- Buono, A.F.** (2014). The collaboratory in the classroom – Bentley University. In K. Muff (Ed.), *The collaboratory: A co-creative stakeholder engagement process for solving complex problems* (pp. 127-133). Sheffield, UK: Greenleaf Publishing.
- Buono, A.F.** (in press). Beyond the classroom: Instilling responsible management principles, practices, and possibilities in our business schools. In P.M. Flynn, M. Gudić, & T.K. Tan (Eds.), *Redefining success: Integrating the UN global compact into management education*. Sheffield, UK: Greenleaf Publishing.
- Buono, A.F., Gitsham, M., Carteron, J.-C., & Haertle, J.** (2015). Sowing the seeds of sustainability. *BizEd*, 14 (4), 46-49.
- Buono, A.F., Haertle, J. & Kurz, R.** (2015). UN-supported principles for responsible management education (PRME): Global context, regional implementation, and the role of signatories. In L. Leonard & M.A. Gonzalez-Perez (Eds.), *The UN global compact: Fair competition and environmental and labour justice in international and domestic markets (Advances in Sustainability and Environmental Justice, Vol. 16)*. (pp. 1-5). Sheffield, UK: Emerald.
- Campbell, S.** (in press). A better understanding of moral distress. *American Journal of Bioethics*.
- Campbell, S.** (2016). The concept of well-being. *The Routledge handbook of philosophy of well-being*. London: Routledge.
- Carroll, A., **Brown, J.**, & Buchholtz, A. (In press). *Business & society: Ethics, sustainability and stakeholder management*, 10th edition. Cengage Publishing.
- Clark, C. & Brown, J.** (2015). Multinational corporations and governance effectiveness: Toward an integrative board. *Journal of Business Ethics*, 132 (3), 565-577.
- Cornett, M.M., Erhemjamts, O., & Tehranian, H.** (2016). "Greed or good deeds: An examination of the relation between corporate social responsibility and the financial performance of U.S. commercial banks around the financial crisis. *Journal of Banking and Finance*, 70, 137-159.
- Deng, N., Joshi, K.D., & **Galliers, R.D.** (2016). The duality of empowerment and marginalization in microtask crowdsourcing: Giving voice to the less powerful through value sensitive design. *MIS Quarterly*, 40(2), 279-302.
- Deng, X., Wang, T. & **Galliers, R.D.** (2015). More than providing 'solutions': Towards an understanding of customer-oriented citizenship behaviors of IS professionals. *Information Systems Journal*, 25(5), 489-530.
- Earle, B. & Cava, A.** (2016). The princelings and the banks: When does a legitimate business practice become criminal corruption in violation of the Foreign Corrupt Practices Act? *Northwestern Journal of International Law and Business* (forthcoming).
- Earle, B. & Cava, A.** (2015). The Mystery of Declinations Under the FCPA: A Proposal to Incentivize Compliance. *U. California Davis Law Review*, (2 December), 567-622.

Earle, B. & Cava, A. (2014). The penumbra of the United States' Foreign Corrupt Practices Act: Brazil's Clean Companies Act and the Implications for the pharmaceutical industry. *Richmond Journal of Law and Global Business*, (Fall), 439-468.

Earle, B. & DelPo Kulow, M. (2015). The 'deeply toxic' damage caused by the abolition of mandatory retirement and its collision with tenure in higher education: A proposal for statutory repair. *University of Southern California Interdisciplinary Law Journal*, 24(2), 369-418.

Farooqi, H. & **Asgary, H.N.** (2016). Natural resources and economic development: Case of Afghanistan. *Cyrus Chronicle Journal: Contemporary Economic and Management Studies in Asia and Africa*, 1 (1), 38-51.

Flynn, P., Adams, S., & Wolfman, T. (2014). *Census of women directors & executive officers in MA public companies: No more excuses*. Boston, MA: The Boston Club.

Flynn, P., Adams, S. & Wolfman, T. (2015). Orchestrating the demise of all-male boards. *Journal of Management Inquiry*, 24 (2): 208-211.

Flynn, P., Adams, S., & Wolfman, T. (2015). *Census of women directors & executive officers in MA public companies: The Public Sector weighs in*. Boston, MA: The Boston Club.

Flynn, P., Cavanagh, K.V., & Bilimoria, D. (2015). Gender equality in business schools: The elephant in the room. In P. Flynn, K. Haynes, & M.A. Kilgour (Eds.), *Integrating gender equality into business and management education: Lessons Learned and challenges remaining* (pp. 26-54). Sheffield, UK: Greenleaf Publishing. Inc., pp. 26-54.

Flynn, P., Cavanagh, K.V., & Bilimoria, D. (2015). Closing the gender gap. *BizEd*, (March-April): 38-40.

Flynn, P., Haynes, K. & Kilgour, M.A. (2015). *Integrating gender equality into business and management education: Lessons learned and challenges remaining*. Sheffield, UK: Greenleaf Publishing.

Flynn, P., Hayes, K., & Kilgour, M.A. (Eds.) (2016). *Gender equality in the workplace*. Sheffield, UK: Greenleaf Publishing.

Grimley, David A. & **Oches, E.A.** (2015). Amino acid geochronology of gastropod-bearing Pleistocene units in Illinois, central USA. *Quaternary Geochronology*, 25, 10-25.

Gujarathi, M. R. (in press). Diamond Foods, Inc.: A comprehensive case in financial auditing. *Issues in Accounting Education*. Forthcoming

Gujarathi, M. R. (2015). Diamond Foods, Inc.: Anatomy and motivations of earnings manipulation. *Issues in Accounting Education*, 30 (1).

Hanselman, J.A., **Oches, E.A.**, Sliko, J., & Wright, L., 2015. Interdisciplinary approach to enhance climate literacy among K-12 teachers. *Geological Society of America Abstracts with Programs*, 47 (3), 100.

Henton, E., McCorriston, J., Martin, L., & **Oches, E.A.** (2014). Seasonal aggregation and ritual slaughter: isotopic and dental microwear evidence for cattle herder mobility in the Arabian Neolithic. *Journal of Anthropological Archaeology*, 33, 119-131.

Junaid, N., Leung, O., & Buono, A.F. (2015). "Institutionalization or decoupling? An exploratory analysis of the UN global compact LEAD initiative. *Business and Society Review*, 120 (4), 491-518.

Kellogg, D. M. (in press). The world's sanitation crisis: A role for business. *Beyond the Bottom Line*. Greenleaf Publishing

Kellogg, D. M. (2014). Partners in learning on the front lines of poverty: Relationships that educate and motivate. In M. Gudic, C. Parkes, & A. Rosenblum (Eds.), *Socially responsive organizations and the challenge of poverty*. Greenleaf Publishing.

Marabelli, M. & Galliers, R.D. (2016). A reflection on information systems strategizing: The role of power and everyday practices. *Information Systems Journal* (forthcoming).

Meldrum, H., Szymanski, D.W., Oches, E.A., & Davis, P.T. (2016). Speaking out about sustainability: broadcast meteorologists who will and those who won't. *Communication and Culture in a Sustainable World*, World Communication Association, Winnipeg, Manitoba, Canada.

Meldrum, H., Szymanski, D.W., Oches, E.A., & Davis, P.T. (In press). A picture is worth a thousand words: Commentary of broadcast meteorologists on the visual presentation of climate change. *International Journal of Social Ecology and Sustainable Development*.

Meldrum, H., Szymanski, D.W., Oches, E.A., & Davis, P.T. (In press). Speaking out or staying quiet on climate change: Broadcast meteorologists influenced by the need to be pithy, popular and politically cautious. In W. Leal Filho & J.M. Keenan (Eds.), *Climate change adaptation in North America: Experiences, case studies and best practice*. Springer, Berlin (Forthcoming).

Moriarty, J. & Hussain, W. (In press). *Accountable to Whom? Rethinking the Role of Corporations in Political CSR*, *Journal of Business Ethics*, (Forthcoming).

Moriarty, J. (In press). Is 'equal pay for equal work' merely a principle of nondiscrimination? *Economics and Philosophy*, (Forthcoming).

Moriarty, J. (In press). *Employee ethics and rights*, In E. Heath, B. Kaldis & A. Marcoux (Eds.), *The Routledge companion to business ethics*. New York: Routledge, forthcoming

Moriarty, J. (In press). *Desert-based justice*. In S. Olsaretti (Ed.), *The Oxford handbook of distributive justice*. New York: Oxford University Press, forthcoming.

Moriarty, J. (2016). *The demands of stakeholder theory for corporate governance*. *Business Ethics Journal Review*, 4 (8), 47 – 52.

Moriarty, J. & Hussain, W. (2014). *Corporations, the democratic deficit, and voting*. *Georgetown Journal of Law & Public Policy*, 12 (special issue), 429 – 450.

Moriarty, J. (2014). *Compensation ethics and organizational commitment*. *Business Ethics Quarterly*, 24 (1), 31 – 53.

Moriarty, J. (2014). *The connection between stakeholder theory and stakeholder democracy: An excavation and defense*. *Business & Society* 53 (6), 820 – 852.

Purkayastha, S., **Manolova, T. S., & Edelman, L. F.** (2015). Business group effects on the innovation-internationalization relationship: Evidence from the Indian pharmaceutical sector. In L. Tihanyi, E.R. Banalieva, T.M. Devinney, T. & Pedersen (Eds.), *Advances in international management: Emerging economies and multinational enterprises* (pp. 379-402). Bingley, UK: Emerald.

Skaletsky, M., Galliers, R.D., Haughton, D. & Soremekun, O. (2016). Exploring the predictors of the international digital divide. *Journal of Global Information Technology Management*, 19(1), 44-67.

Soundararajan, V. & **Brown, J.** (2015). Voluntary governance mechanisms in global supply chains: Beyond CSR to a stakeholder utility perspective. *Journal of Business Ethics*, 134 (1), 83-102.

Szymanski, D.W., Oches, E.A., Fletcher, D., Sipe, T.W., Nesteruk, J., Turner, S., Mooney, C., & Iverson, E. (2015). Fusing STEM, liberal arts and business in transdisciplinary undergraduate sustainability curricula. *Geological Society of America Abstracts with Programs*, 47, No. 7.

Szymanski, D.W., Meldrum, H., Davis, P.T., Oches, E.A., Foley, K., & Doner, L.A. (2014). Views of broadcast meteorologists on climate change communication with their audiences. *Geological Society of America Abstracts with Programs*, 46, No. 6.

Szymanski, D. W., Oches, E. A., Fletcher Brown, D., Sipe, T. W., Nesteruk, J., Turner, S. P., Mooney, C. H., & Iverson, E. R. (2016). Developing transdisciplinary sustainability curricula requires an academic culture change. *In The Trenches*, 6 (3), p. 12-13.

Walsh, M.J., Gerber, L.N., Sills, D.L., Archibald, I., Beal, C.M., Lei, X.G., Huntley, M.E., Johnson, Z., & Green, C.H. (in press). Large-scale emissions, land-use and water savings through algal food and fuel co-production. *Algal Research* (forthcoming).

Presentations

Adams, S. M. (2015). A few good (feminist) men: How to get men on board with gender equality & what men stand to gain. Academy of Management, Vancouver, Canada, August.

Adams, S. M. (2015). What role do men play in women's leadership development? Academy of Management, Vancouver, Canada, August.

Brown, J., Anderson, A. & Gupta, P. (2015). U.S. state chartering competition: Evidence of director primacy in corporate governance? Presented at the annual Academy of Management Conference, Vancouver, CA, August.

Brown, J.A., Clark, C., Buono, A.F. & Stuart, A. (2015). The UN global compact: Looking for a balance between implicit and explicit CSR. 22nd Annual International Vincentian Business Ethics Conference, New York, NY, October 22.

Brown, J. & Gianiodis, P. (2015). When organizational form influences ethics: Intrafirm co-opetition in hybrid organizations. Presented at the annual Sustainability, Ethics and Entrepreneurship Conference (SEE), Denver, CO.

Buono, A.F. (2016). PRME's Role in responsible management education: Reflecting back, looking forward [Keynote presentation]. 13th ADERSE Conference (Association for the Development of Education and Research on Corporate Social Responsibility), "Corporate Social Responsibility of Organizations and Higher Education Institutions," ISEOR and IAE Lyon, Lyon, France, June 13.

Davis, P.T., Doner, L., McGarry, M.A., Meldrum, H., Szymanski, D., Oches, R., Kelsey, E., Perello, M., Gaudette, E., & Foley, K. (2014). Climate change communication between broadcast meteorologists and their viewing audiences. NSF Advancing Informal STEM Learning PI Conference, Washington, D.C., August.

Davis, P. T., Szymanski, D. W., Meldrum, H., Oches, E. A., Foley, K., Mercer, R., Doner, L., McGarry, M., Kelsey, E., & Perello, M. (2015). Broadcast meteorologists and climate change. Northeast Storm Conference, Lyndon State University, Saratoga Springs, New York.

Deng, N., **Galliers, R.D.**, & Joshi, K.D. (2016). Crowdfunding – a new digital divide? IS design and research implications. Proceedings: 24th European Conference on Information Systems, Istanbul, Turkey, June 12-15.

Earle, B. & Cava, A. (2016). Collective action to counter corruption: Learning from mothers against drunk Driving (MADD) et al. and Leveraging the Power of Social Media. OCED, Paris, April 20.

Edelman, L.F., Purkayastha, S. & **Manolova, T.** (2014). Innovation and internationalization in the Indian pharmaceutical sector: The moderating role of ownership structures. Academy of International Business Meeting, Vancouver, BC.

Erhemjamts, O. & Huang, K. (2016). The effect of institutional ownership horizon on corporate social responsibility. 19th IESE International Symposium on Ethic, Business, and Society. Navarra, Spain, July.

Fedorowicz, J., Sawyer, S., & Tomasino, A.P. (2015). Patterns of governance among Inter-organizational coordination hubs. International Conference on Information Systems. Fort Worth, Texas, December 13-16.

Flynn, P. (2014). Addressing gender equality issues in management education and in the marketplace. Exploring New Horizons for Societal Change, National Center on Women (NCW) 125th Anniversary Celebration, Cooper Union for the Advancement of Science and Art, New York City, March 28.

Flynn, P. (2016). Women managers & leaders across the globe. International Labour Organization and Institute for the Study of Labour (ILO/IZA) Conference on “Assessing the effects of labour market reforms: A global perspective. ILO Headquarters, Geneva, March 10.

Frechen, M., **Oches, E.A.**, & Tsukamoto, S. (2014). OSL chronology of dust accumulation along the Mississippi Valley. 14th International Conference on Luminescence and Electron Spin Resonance Dating, Montreal, Canada, July.

Hanselman, J.A., **Oches, E.A.**, Sliko, J. & Wright, L. (2014). Using an interdisciplinary approach to enhance climate literacy for K-12 teachers. American Geophysical Union Fall Meeting.

Huang, J., Teng, W. & **Galliers, R.D.** (2016). Transitioning beyond the economic-environmental trade-off in the city of Hangzhou. Proceedings: 76th Academy of Management Annual Meeting, Anaheim, CA, August 5-9.

Kellogg, D. M. (2015). Bentley's 'partners in learning' program: Promoting social enterprises in Ghana. Pan-African Enterprises Research Council's Conference on Black Entrepreneurship in the 21st Century. Atlanta, GA.

Kellogg, D. M. & Mohammed, A. (2016). Ecoloo Economy: Scaling up On-Site Decomposition Toilets. United Nations High Commission for Refugees' Waste-to-Value Solutions for Refugee Camps: Stakeholder's Workshop, Nairobi, Kenya.

Kellogg, D. M. & Anno, K. (2015). Biological filters & composters: Case study of Ghanaian entrepreneurship. Pan-African Enterprises Research Council's Conference on Black Entrepreneurship in the 21st Century, Atlanta, GA.

Li, G. (2015). Achieving sustainability and cost efficiency through sourcing plan and supplier development. Decision Sciences Institute 46th Annual Conference. Seattle, WA, November.

- Li, G.** (2015). Supplier selection problem in a triple bottom-line decision framework. Service Management and Science Forum, Waltham, MA, June.
- Li, G.** (2015). Optimal, socially responsible, and sustainable supplier selection problem. POMS 26th Annual Conference, Washington, D.C., May.
- Li, G.** (2015). Corporate social responsibility: Its economic impact and link to the bullwhip effect. CYRUS Institute of Knowledge Annual Meeting, Cambridge, MA, April.
- Manolova, T., Edelman, L.F., & Purkayastha, S.** (2016). Business group effects on the R&D intensity-internationalization relationship. Academy of Management, Anaheim, CA.
- Manolova, T., Traikova, D., Möllers, J. & Buchenrieder, G.** (2016). Competitive in global markets: The mediating role of eco-innovation. 22nd International Sustainable Development Research Society Conference, Lisbon, Portugal.
- Marabelli, M., Newell, S. & Galliers, R.D.** (2015). The role of power and materiality in healthcare improvement initiatives: A strategy-as-practice perspective. Proceedings: 36th International Conference on Information Systems, Fort Worth, TX, December.
- Marabelli, M., Newell, S. & Galliers, R.D.** (2016). The strategic role of power and materiality in managing network change. Proceedings: 76th Academy of Management Annual Meeting, Anaheim, CA, August 5-9.
- Meldrum, H., Szymanski, D.W., Oches, E.A., & Davis, P.T.** (2016). Speaking out about sustainability: Broadcast meteorologists who will and those who won't. Communication and Culture in a Sustainable World, World Communication Association, Winnipeg, Manitoba, Canada
- Meldrum, H., Szymanski, D.W., Oches, E.A., & Davis, P.T.** (2016). Speaking out or staying quiet on climate change: Broadcast meteorologists influenced by the need to be pithy, popular and politically cautious. North American Symposium on Climate Change Adaptation, Columbia University, New York.
- Oches, E.A., Szymanski, D.W., Fletcher, D., Sipe, T.W., Nesteruk, J., Mooney, C.H., & Turner, S.P.** (2015). Toward reciprocal integration: Fusing STEM, liberal arts, and business curricula in undergraduate sustainability education. NAGT/InTeGrate, Earth Educators Rendezvous, Boulder, CO, July.
- Pinet, A., Szymanski, D.W., and Dave, D.** (2015). Quantifying the economic effects of energy literacy. International Atlantic Economic Conference, Boston, MA, October 8-11.
- Salimbene, F.** (2016). Seeking peaceful coexistence: Streetcars and bicycles in the urban environment. Annual Conference Academy of Legal Studies in Business, San Juan, PR.
- Salimbene, F.** (2014). Service-learning as a component of undergraduate legal pedagogy: A model that both serves the LGBT community and enhances student learning. Annual Conference Academy of Legal Studies in Business, Seattle, WA.
- Salimbene, F. & Delo Kulow, M.** (2015). Making service-learning work for undergraduate business law education: Issues and Answers, 46 Academy of Legal Studies in Business National Proceedings.

Sliko, J., **Oches, E. A.**, Hanselman, J., & Wright, L. (2016). Cli-Fi: Teaching climate change using literature. Earth Educators' Rendezvous, National Association of Geoscience Teachers, Madison, Wisconsin.

Soundararajan, V., **Brown, J.**, & Wicks, A. (2015). Value creation for stakeholders and the success of multi-stakeholder initiatives in global supply chains. Presented at the annual European Group for Organizational Studies Conference (EGOS), Athens.

<https://faculty.bentley.edu/>

BENTLEY FACULTY RESEARCH COUNCIL

The mission of the Research Council is to provide intellectual leadership on research at the University. The council does this through the following three interrelated activities aligned with the university's vision, mission and strategy:

- Develop and articulate a perspective on why research is essential to continuing and enhancing the achievement of Bentley's mission.
- Present a clear vision of what constitutes quality research at Bentley and position this vision within the broader context of faculty scholarship.
- Support Bentley faculty as they pursue and enhance the quality of their research endeavors and advise academic leadership about actions and platforms needed to further Bentley's research agenda.



Reflecting on the UNGC Post-2015 Sustainable Development Agenda, the 2015 Colloquium focused on “**Sustainable Worlds: Individual, Business, Societal, and Scientific Perspectives.**” The colloquium showcased a broad intersection of research topics and approaches by Bentley faculty and PhD students. It brought together Bentley faculty, staff, and students with key members of external stakeholder groups to

highlight Bentley's research within this important topic area, to identify synergies and collaboration opportunities, and to develop Bentley's research agenda related to sustainability further.

The event accomplished the following:

- Engaged the participants in a conversation regarding the importance of sustainability in business and society and the future direction of sustainability research
- Demonstrated both internally and externally the breadth and the depth of the scholarly work on and related to sustainability that is currently ongoing at Bentley University
- Created opportunities for Bentley scholars to find synergies and collaboration opportunities between their projects and related initiatives both internally and externally
- Developed further the agenda of Bentley's research related to sustainability.



**Jonas Haertle, PRME Secretariat
2015 Research Colloquium
Keynote Speaker**

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.

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.

Plans are currently in process for the June 2017 program.

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. Bentley Management Professor **Cynthia Clark** directs the Institute. Its primary

focus is to fund the research efforts of selected doctoral students and as a central part of the educational process; the fellows undertake an in-depth doctoral research internship.

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

The Institute has begun sponsoring the International Corporate Governance Society and associated International annual conference. It also sponsors a speaker series and a best paper award for the journal, *Corporate Governance: An International Review*. In addition to funding doctoral research, the Institute is also funding the newly created Geneen Research Professor of Governance designed to focus on helping the Institute more directly support faculty research.

Progress and AY2016-17 Goals

Since inception, the Institute has brought in seven doctoral students and is set to bring in two more in the Fall of 2017. Recruitment will begin during the 2016 Fall semester. Thus far, two students have graduated and are now in tenure-track positions, one student took a directorship at Boston University, two have defended their dissertation proposals are preparing to interview on the job market and two are in their first year of coursework.

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.

Professor **William Wiggins**, Department of Law, Taxation and Financial Planning, is the current chair of Bentley's IRB. Federal Assurance number FWA00007335.

<http://www.bentley.edu/centers/alliance/institutional-review-board>



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 Hoffman 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 INITIATIVE [FORMALLY THE ETHICS AND COMPLIANCE OFFICER ASSOCIATION]

Working with the Ethics and Compliance Initiative, which was established through the Hoffman 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. MEO is also one of the required courses for Bentley's Graduate Certificate in Business Ethics. 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.


Managing *Ethics* in Organizations

June 8–12, 2015 • Bentley University • Waltham, Massachusetts USA



Managing Ethics in Organizations prepares you to become LPEC certified.

• additional exam registration required



Progress and AY2016-17 Goals

Since 1995, over 1,000 ethics and compliance officers and others have completed the five-day seminar. Planning for the June 2017 program is currently in progress.

<http://www.bentley.edu/centers/center-for-business-ethics/managing-ethics-organizations>

RAYTHEON LECTURESHIP IN BUSINESS ETHICS

In its efforts to inspire ethical leadership, while sparking a vital discourse around ethics in business, Bentley's W. Michael Hoffman 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, the Raytheon Company took on the mantle of supporting the Center's CEO lecture series, and continues as the program's sponsor with two annual lectureships a year. Monographs containing the text of each lecture and highlights of question-and-answer sessions are published by the Hoffman Center for Business Ethics.

Progress and AY2016-17 Goals

To date over 11,000-12,000 students and members and friends of the Bentley community have attended the Raytheon lecture series. Our goal is to continue this popular program with its emphasis on ethics, corporate social responsibility, stakeholder management, governance, and sustainability. Our scheduled speaker for Spring, 2017 is **Sir Mark Moody-Stuart** the Chairman of the Global Compact Foundation. He will deliver the Raytheon Lectureship in Business Ethics on March 27, 2017. Sir Mark is a Director of HSBC Holdings PLC, Accenture Ltd, and Saudi Aramco. He was Chairman of Anglo American plc, a global mining company from 2002 to 2009. He was Chairman of the Royal Dutch/Shell Group of Companies from 1998 to 2001, having worked for Shell since 1966. Sir Mark is also Chairman of the Global Compact's Business for Peace initiative, and he is expected to discuss ways in which business can have an important role in contributing to peace, attenuating conflict, and helping to rebuild communities in post-conflict settings.

Previous Raytheon Speakers to date include:

- **2016 (April): Alex Whitmore**, Co-Founder and Managing Director of Taza Chocolate "Beyond Giving: Engaging Communities to Create Value"
- **2015 (October): Bob Maresca**, President, CEO and Chairman of the Board of Bose and **Sherwin Greenblatt**, Bose Member of the Board and former President of Bose: "Guided by Our Principles"
- **2015 (March): Jim Sinegal**, Co-Founder and former CEO of Costco: "Costco: How Our Ethics Evolved Over the First 30 Years"
- **2014 (November): S.D. Shibulal**, Co-Founder and former CEO, Managing Director, and Member of the Board of Infosys, Ltd: "Ethical Corporate Governance as a Competitive Advantage"
- **2014 (April): Rich Statuto**, President and CEO, Bon Secours Health System: "Healthcare and the Ethics of Building Healthy Communities"
- **2013 (October): Georg Kell**, Executive Director, UN Global Compact: "The UN Global Compact and Business: Creating the Architecture of a Better World"
- **2013 (April): Roger Ferguson**, CEO and President, TIAA-CREF: "Business Ethics and the Financial Services Sector: The Way Forward"
- **2012 (April): Muhtar Kent**, CEO and Chairman, Coca-Cola Company: "Toward a Sustainable Future"

- **2011 (October): Gary Hirshberg**, Chairman, President, and CEO, Stonyfield Farms: “Inventing a Win-Win-Win-Win Future”
- **2011 (April): Steve Pagliuca**, Director, Bain Capital and Co-owner, Boston Celtics: “The Ethics of Teams: Playing Fair in Business.”
- **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, Deloitte & Touche USA LLP: “Trust - An Essential Asset: Creating Individual and Corporate Value.”
- **2007 (March): William W. George**, Former Chairman and CEO, Medtronic Inc.: “In Search of Ethical True North.”
- **2006 (October): Lawrence S. Benjamin**, CEO, U.S. Food Service: “Rebuilding Trust After a Corporate Crisis.”
- **2006 (March): Dov Seidman**, Founder, Chairman and CEO, LRN: “The Power of How: Achieving Enduring Success Through Ethics.”
- **2005 (October): Michael L. Eskew**, Chairman and CEO, UPS: “The Ethics of Globalization: Oxymoron or Path to Peace and Prosperity?”
- **2005 (April): Anne Mulcahy**, Chairman and CEO, Xerox Corporation: “Social Responsibility: Building a Culture of Strong Ethics, Good Deeds and Smart Business.”
- **2004 (October): Jamie S. Gorelick**, Board Member, United Technologies Corporation: “Keepers of the Corporate Conscience: The Role of the Board in Ethical Oversight.”
- **2003 (November): Raymond V. Gilmartin**, President and CEO, Merck & Co. Inc.: “Ethics and the Corporate Culture Ethics and the Corporate Culture.”
- **2003 (October): Michael C. Ruetters**, Executive Chairman, EMC Corporation: “The Integrity of Management and the Management of Integrity.”

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

<http://www.bentley.edu/centers/center-for-business-ethics/about-center/thought-leadership/raytheon-lectures>

VERIZON VISITING PROFESSOR OF BUSINESS ETHICS AND INFORMATION TECHNOLOGY

For one week each year, now in the Fall, the Hoffman 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 AY2016-17 Goals

To date over 7,000-8,000 students and members and friends of the Bentley community have attended the Verizon lecture series. Our goal is to continue this popular program with its emphasis on ethics and information technology. The scheduled scholar for November 1, 2016 is **R. Edward Freeman**, University Professor, Academic Director of the Institute of Business in Society, The Darden School, University of Virginia: "Responsible Capitalism: Business for the 21st Century."



R. Edward Freeman
2016 Verizon Visiting Professor of
Business Ethics and Information
Technology

The Verizon Visiting Professors to date include:

- **2015: Donna Hicks**, Associate at the Weatherhead Center for Internal Affairs, Harvard University *and* **Sandra Waddock**, Gilligan Chair of Strategy, Carroll School of Management, Scholar of Corporate Responsibility and Professor of Management, Boston College: "Dignity, Wisdom, and Tomorrow's Ethical Business Leaders."
- **2014: Kirk O. Hanson**, Executive Director, Markkula Center for Applied Ethics and John Courtney Murray SJ University Professor, Santa Clara University: "The Six Ethical Dilemmas of Every Professional Career."
- **2013: Kenneth E. Goodpaster**, Koch Endowed Chair in Business Ethics, Opus College of Business, University of St. Thomas: "Tenacity: The American Pursuit of Corporate Responsibility."
- **2012: Patricia Werhane**, Wicklander Chair of Business Ethics in the Department of Philosophy and Managing Director of the Institute for Business and Professional Ethics at DePaul University: "Globalization and its Challenges for Business in the 21st Century."
- **2011: Patrick Gnazzo**, Former Chief Ethics, Risk & Compliance Officer at CA Technologies and former Chief Ethics & Compliance Officer at UTC: "The Chief Ethics & Compliance Officer: A Test of Endurance."

- **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: “Ethics of Risk Management in the Information Age.”
- **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, 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.”

Further information on the Verizon Visiting Professorship initiative and videos of the lectures can be found at:

<http://www.bentley.edu/centers/center-for-business-ethics/about-center/thought-leadership/verizon-lectureship>

HOFFMAN CENTER FOR BUSINESS ETHICS VISITING SCHOLARS PROGRAM

During the past 20 years, one of the Hoffman CBE's greatest resources is the Visiting Scholar Program. These individuals work in the Center's collegial setting with its extensive business ethics library and other scholars in the Bentley community to advance their PhD dissertation or research project.

The list the present and past Visiting Scholars can be found at:

<http://www.bentley.edu/centers/center-for-business-ethics/about-center/knowledge-sharing/visiting-scholars>.

CENTER FOR WOMEN AND BUSINESS

The Center for Women and Business (CWB) is dedicated to advancing women from the classroom to the boardroom. The Center identifies and leverages best-in-class policies and practices and provides tools and training to apply them to the workplace. Emphasis is placed on designing programs to inform and support students and business professionals.

CWB's programs and content focus on critical issues impacting workplace and gender diversity. Focus issues include: *The Multigenerational Workforce – Issues and Impact*; *Unlocking Unconscious Bias for Inclusive Leadership*; *Women's Workplace Retention and Re-Entry*; *Corporate Culture and its Impact on Workplace Diversity*; *Advancing Women in the C-Suite and Boardroom*; *Workplace Flex and Parental Leave*; *Wage Parity*; and *Measuring Success*.



Corporate Work

In 2014, the CWB and the MA Governor's Office partnered to establish the Corporate Challenge, an initiative bringing workplaces throughout the Commonwealth together to work collaboratively toward women's workplace advancement. More than 100 companies joined the program, pledging to work to advance women in specific, measureable areas. After then-Governor Deval Patrick left office, the CWB assumed sole responsibility for the Corporate Challenge. During the two years since its inception, the CWB has sponsored a variety of forums for participating companies. Currently, the center is building upon the progress already made by targeting unique programs and content to the following specific workplace audiences: early career/emerging leaders, front-line managers; senior leaders; C-suite/boardroom executives. Signature programs and products, supported through corporate sponsorships, include: CWB Curated Research on critical issues; Executive Working Groups to explore issues and identify solutions;

Executive Blueprints for Action; Benchmarking Surveys; and Gearing Up, a skill-based conference for women in the first decade of their career.

Students

Since 2014, the center has sponsored a Leadership Fellowship that enhances students' real-world understanding of contemporary women's and families' workplace issues, with a focus on the advancement of women in the corporate sector. Students gain knowledge and experience through academic instruction, roundtable discussions, mentorship, conferences, and special events. Men began participating in the fellowship this past year. Additional CWB-supported student initiatives include the Women's Leadership Community, Men of Alliance (men supporting women), and Dresses to Dreams (leadership for high school women).

Faculty Research

In 2016, the CWB and Bentley Research Council introduced a faculty roundtable series to highlight Bentley faculty research in gender and workplace diversity. Faculty members also speak at student and corporate forums on workplace issues such as unconscious bias.

INTERNATIONAL SERVICE-LEARNING PARTNERSHIPS

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

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

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

In addition to these programs, a new service-learning partnership was started in Ghana, as part of Bentley's Mmofra Trom project. The Mmofra Trom Project is a long-term economic development partnership between Bentley University and the Mmofra Trom Center near the village of Trom in Ghana, West Africa. The Project is focused on helping the Center, which is a home for orphans, to become self-sustaining over the next ten years by creating sources of income to increase the children's opportunities for education, healthcare, and jobs to support themselves.

In Spring 2016, the BSLCE began offering International Service-Learning trips, in partnership with Bentley's Cronin Center, with the initial trip taking place to Ecuador through a Latin American History course. Bentley students, faculty, and staff spent a week in Ecuador, helping to construct doctor's quarters for a new health clinic, further developing their leadership skills, and connect their learnings in the

community with their learnings in the classroom, enhancing their academic experience through service-learning. Through this experience, students had the opportunity to learn about holistic and sustainable international development while immersing themselves in a new culture and community. Prior to the trip, Bentley students had fundraised over \$10,000 to build a school in Ecuador, which they then visited on their trip.

Progress and AY2016-18 Goals

In addition to continuing to grow these programs, Bentley is also exploring expanding our partnerships abroad.

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



During AY 2008-09 Bentley began a new venture with City Year – The Bentley—City Year *Give-a-Year* Partnership, a program that enables Bentley students, who volunteer for a service year with City Year, to enjoy a variety of benefits. Bentley students receive a \$20,000 *Give-a-Year* scholarship from the university and Bentley Service-Learning credits in exchange for their year of service. Bentley awards up to 5 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 teachers, tutors, mentors, and role models, idealistic leaders are able to make a difference in the lives of children, and transform schools and neighborhoods in underprivileged locations throughout the U.S. 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 is 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.

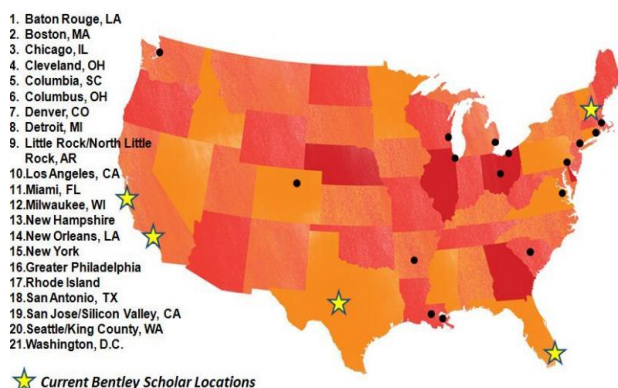
Bentley undergraduate students who apply for and are awarded a “give a year” scholarship will receive a \$20,000 credit toward their senior year Bentley tuition. Bentley graduate students who apply and are awarded the scholarship will receive the \$20,000 tuition credit for their graduate study. All “give a year” scholars must apply for and be accepted as a Corps Member by City Year. In addition to receiving the \$20,000 tuition credit from Bentley, “give a year” scholars receive a \$4,725 education award from AmeriCorps. Additionally, as City Year Corps Members, the students receive a weekly stipend to defray living expenses during their service year, health insurance, deferment of any college loan payments during

their service year, an orientation and training program at the start of service, weekly leadership development sessions throughout their service year, a uniform, a cell phone, and a public transit pass.

Bentley University was the first university to establish a “give a year” partnership with City Year, and this program has now expanded to over 75 universities nationwide.

Thus far 19 students have been awarded Bentley National Service Scholars. Each student received a \$20,000 scholarship and a Segal AmeriCorps Education Award.

Where You'll Serve



Past Scholars

2013 – 2014

- Miguel Mora
- Joshua Splinski

2012 – 2013 Scholars

- Max Sossa, City Year Boston, MA
- Andres Kaypaghian, City Year San Jose, CA
- Rollin Kocher, City Year San Antonio, TX

2011-2012 Scholars

- Brenna Foley, City Year Miami, FL
- Katie Auger, City Year San Antonio, TX
- Keisha Johnson, City Year Miami, FL
- Ma-Kirah Wilkerson, City Year Miami, FL
- Michael Chanler, City Year San Jose, CA
- Molly Godfrey, City Year Los Angeles, CA
- Travis Vigneault, City Year Manchester, NH



2010-2011 Scholars:

- Kaylyn Frazier, City Year San Jose
- Kiernan Patenaude, City Year Seattle
- Brian LeBlanc, City Year Philadelphia
- Max Rogers, City Year Boston
- Marc Schleif, City Year Los Angeles

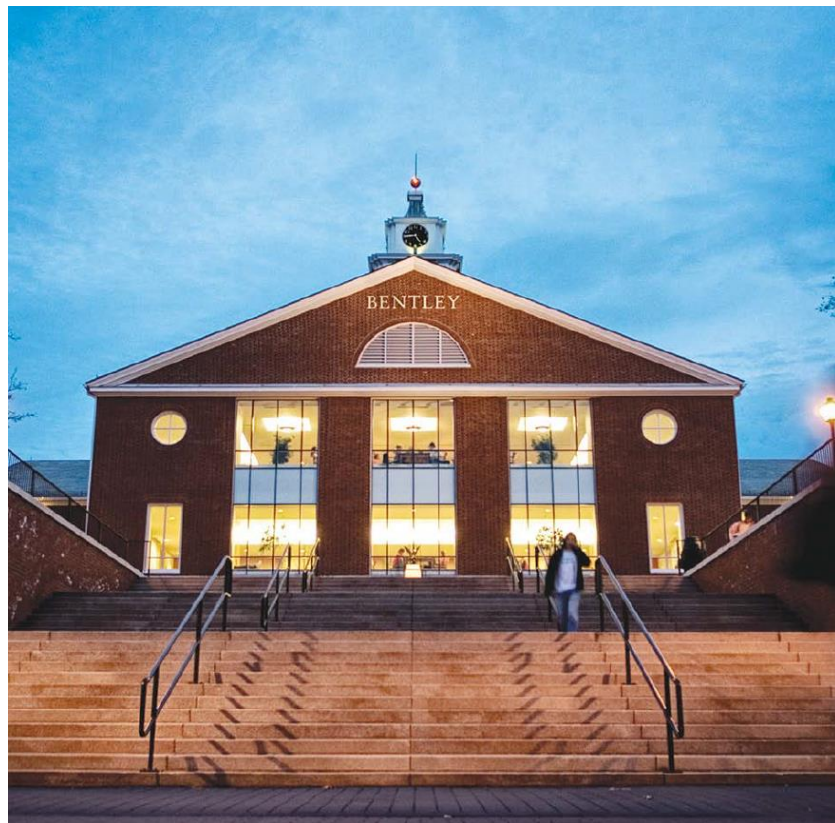
2009-2010 Scholars:

- Tara Meehan, City Year Miami
- Jenna Nakamura, City Year Louisiana

These Bentley National Service Scholars have joined over 1,700 City Year corps members working in 21 locations across the United States and one in South Africa who change the world each day through full-time service as tutors, mentors and role models for children.

Additional information on the program can be found at:

<http://service-learning.bentley.edu/content/bentley-city-year-give-year-scholarship-program>



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 Hoffman Center for Business Ethics' programs, our Global Business Ethics Symposium and Teaching Workshop continued to invite scholars from around the world to examine these issues. The **Business Ethics Teaching Workshop** (discussed on pages 44-44) now over has 130 faculty alumni from other colleges and universities across the globe.

Complete information on the Global Business Ethics Teaching Workshop, including information on the 2015 and 2016 programs, and upcoming 2017 event, can be found at:

<http://www.bentley.edu/centers/alliance/global-business-ethics-teaching-workshop>

GLOBAL BUSINESS ETHICS SYMPOSIUM

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

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

Emphasis is placed on uniting business and higher education in the common goal of building a strong ethical foundation from which to serve our many constituencies and communities.





The focus of the June 2015 Symposium, which was held in partnership with the Copenhagen Business School, was held in Frederiksberg, Denmark and focused on “Sustainability in a Scandinavian Context.” The program’s agenda as well as videos of the panels and keynote speakers are available at:

<https://vimeo.com/132837309>

The 2016 program returned to the Bentley campus, focusing on “Reflections on Business Ethics” as part of the celebration of the 40th anniversary of the university’s Center for Business Ethics. The program’s agenda as well

as videos of the speakers and panels are available at:

<http://www.bentley.edu/gbes-2016-program-agenda>.

Progress and AY2016-18 Goals

Planning for the 2017 program, which will be held in June on the Bentley campus, is currently in progress.

Symposium programs and themes to date:

- **2016 Symposium:** “Reflections on Business Ethics”
- **2015 Symposium:** “Sustainability in a Scandinavian Context” (in partnership with the Copenhagen Business School, in Frederiksberg, Denmark)
- **2014 Symposium:** “The Opportunities and Challenges of Integrated Reporting: Stakeholder Perspectives in a Global Environment”
- **2013 Symposium:** “Responsibility & Accountability in Managing Organizational Integrity”
- **2012 Symposium:** “The Future of Capitalism: Ethics, Sustainable Practice & the Global Economy”
- **2011 Symposium:** “Stakeholder Engagement in Practice: Global Challenges, Possibilities, and Limitations” (in partnership with Euromed Management, in Marseille, France).
- **2010 Symposium:** “What is Sustainability? Differing Perspectives on Sustainable Business Practice in the Global Context”
- **2009 Symposium:** “Building Responsible Global Cultures: The Role of Ethics, Corporate Social Responsibility and Sustainability”
- **2008 Symposium:** “Ethics, Governance and Enterprise Risk Management: A Global Perspective.”
- **2007 Symposium:** “Business Ethics and Corporate Social Responsibility: Different Sides of the Coin? A Comparison of European and North American Perspectives” (in partnership with the Universidad Pontificia Comillas, in Madrid, Spain)
- **2006 Symposium:** “Corporate Social Responsibility in the 21st Century: Coping with Globalization.”
- **Inaugural 2005 Symposium:** “Ethics and Risk Management in a Global Environment”

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

<http://www.bentley.edu/events/symposium>

CENTER FOR WOMEN AND BUSINESS

One of Bentley's Center for Women and Business' key initiatives is the **Corporate Challenge**, a groundbreaking effort to increase workplace gender balance and more effectively harness the talents of women employees, provides the cornerstone for the CWB's programming. A current list of Challenge companies is available at:

<http://www.bentley.edu/centers/center-for-women-and-business/corporate-challenge-organizations>

Recent Challenge events include:

- **2020 Women on Boards** (November, 2015): Recruiting Beyond the C-Suite: Why and How Winning Companies Recruit to Maximize Board Effectiveness
- **Liberty Mutual Roundtable Discussion** (April, 2016): Unconscious Bias Awareness (UBA) – What companies are doing to drive change beyond awareness to inclusive behavior
- **Why Women—The Leadership Imperative to Advancing Women and Engaging Men** (March 2015)

CENTER FOR INTEGRATION OF SCIENCE & INDUSTRY

The Center brings together the perspectives of natural science, business, analytics, and policy to understand, and advance, the path of translational science and the business models that create public value from the fruits of scientific discovery. Founded in 2012, the Center focuses on accelerating the translation of scientific discoveries for public benefit.



Although we are in the midst of a golden age of scientific discovery and technological invention, a growing body of evidence suggests that the amazing scientific and technological advances of our age are not producing proportional value for the public. Over the past half century, the power of information technologies have increased more than a hundred million fold and connected people across our planet; the molecular and genomic basis of life has been elucidated and synthetic life forms have been created; nanotechnologies have produced materials with unprecedented physical properties; renewable sources of clean energy have been harvested, and we have a growing ability to visualize and anticipate weather patterns and climate change.

The Center's mission to understand the process by which science is translated for public value, and accelerate this translation by engaging science and industry in interdisciplinary dialogue, scholarship, and education. To accomplish this mission, the Center brings together teams of researchers, post-doctoral fellows, undergraduate and graduate students, and Executives in Residence with skills and experience spanning the basic and applied sciences, data analytics, management, financing, and policy to fully understand the dynamics of organizations involved in translational science.

Key activities include:

- Application of innovation theories and numerical modelling to characterize patterns in the maturation of biomedical technologies and the relationship between technology maturation and successful development of new medical therapies.
- Application of machine learning and data analytics for technological forecasting to accelerate translation of advances in biomedical science for new cures, inform investment, shape business strategy, and promote evidence-based policy.
- Analysis of innovation contributing to the development of new cures for cancer, cardiovascular disease, and Alzheimer's disease.
- Assessment of the value creation and environmental impact from cultivating algae for biofuels and coproducts.
- Analysis of the relationship between technology and value creation in the biotechnology industry.
- Examining financial statements of health-related companies in S&P 500 to examine influences on R&D investment and product pipelines.
- Examining the representation of Public Health concerns and metrics in emerging standards for Corporate Social Responsibility/Ethics Social Responsibility and Integrated Reporting.
- Developing typology for contributions to Public Health reported in Fortune 100 corporate responsibility reports.
- The Innovator's Business Series, which brings leaders from science, industry, and government together with faculty and students to discuss issues involved in translating scientific advances for public value.

Founded by a generous grant from the National Biomedical Research Foundation, the Center's scholarship draws on the strength of Bentley University's unique position promoting the fusion of business with the arts & sciences.

<http://www.bentley.edu/centers/center-for-integration-science-and-industry>



For questions or additional information on the Bentley University UNGC and PRME initiative and/or the combined AY2012-14 Communication on Engagement and Sharing Information on Progress Report, please contact:

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



BENTLEY UNIVERSITY is one of the nation's leading business schools, dedicated to preparing a new kind of business leader – one with the deep technical skills, broad global perspective, and high ethical standards required to make a difference in an ever-changing world. Our rich, diverse arts and sciences program, combined with an advanced business curriculum, prepares informed professionals who make an impact in their chosen fields. Located on a classic New England campus minutes from Boston, Bentley is a dynamic community of leaders, scholars, and creative thinkers. The 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 customized executive education programs. The university enrolls approximately 4,200 full-time undergraduate, 1,420 graduate, and 40 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.