



**BENTLEY UNIVERSITY**

Hoffman Center  
for Business Ethics

**PRME**

Principles for Responsible  
Management Education



# BENTLEY UNIVERSITY'S

Commitment to the United Nations Principles  
for Responsible Management Education

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UPDATE ON OUR PROGRESS: 2020–2022

# Our Mission

“Since opening our doors in 1917, Bentley University has been a leader in business education, providing students with a transformative learning experience that skillfully combines business with the arts and sciences. More than a century later, we are proud to continue the tradition of ensuring that the leaders of tomorrow aren’t just educated on the business world’s best practices, but that they are intuitively equipped with an understanding of how business must be combined with ethics, social responsibility, civic engagement and sustainability.

The United Nations Principles for Responsible Management Education (PRME) are closely aligned with Bentley University’s mission and values. The future of business is *good* business. Doing business and doing good are what we are all about. We have long supported the PRME initiative and are proud that our own Professor Emeritus in Management Tony Buono helped the UN to develop PRME in 2007. A decade later, Buono and Professor in Economics and Management Patricia Flynn were honored as PRME Pioneers for their contributions to the development of these principles, making Bentley the only academic institution with two award recipients.

Along with our expert faculty, longstanding resources like our Hoffman Center for Business Ethics, Service-Learning and Civic Engagement Center, and Gloria Cordes Larson Center for Women and Business ensure that our faculty and staff continue to lead in the teaching of responsible management practices.

And importantly, we’ve developed innovative new approaches to ensure that Bentley continues to be a national authority on good business, including our partnership with Gallup that explores through an annual, nationwide survey how Americans feel business is doing when it comes to making a positive impact on society.





This document is our 11th report, summarizing our activities and initiatives during the 2020–2022 academic years. It reflects our ongoing commitment to provide updates on our efforts to fulfill the principles underlying PRME and the United Nations Global Compact. This year’s summary includes comparisons with our earlier efforts, highlighting our focus on learning and continuous improvement. The report also aligns our activities with the UN Global Compact’s Sustainable Development Goals to emphasize our ongoing commitment to them and raise their visibility across our community.”

*E. LaBrent Chrite*  
*President, Bentley University*



A photograph of a red brick building with a white clock tower, set against a clear blue sky. The building has arched windows and a decorative top. In the foreground, there is a green lawn and a paved path.

# MISSION

Bentley University changes the world with a transformative business education, integrated with arts and sciences, that inspires and prepares ethical leaders who will confront the challenges of today and shape the opportunities of tomorrow.



# TABLE OF CONTENTS

<b>06</b>	<b>PRME Principles</b>
<b>08</b>	<b>Curriculum</b>
<b>13</b>	<b>Research</b>
<b>17</b>	<b>Supporting Institutions</b>
20	Academic Integrity
21	Bentley Service-Learning and Civic Engagement Center
27	Center for the Integration of Science and Industry
30	Division of Equity & Inclusion
36	Geneen Institute of Corporate Governance
37	Gloria Cordes Larson Center for Women and Business
41	Health Thought Leadership Network
45	Hoffman Center for Business Ethics
48	Office of Sustainability
50	Valente Center for Arts & Sciences



# PRME Principles

*In the following pages we explain how Bentley's curriculum, research, and supporting institutions embody the ideals and goals articulated in the six principles of PRME. They are:*

## 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.

## PRINCIPLE 2 | VALUES



We will incorporate into our academic activities, curricula, and organizational practices the values of global social responsibility as portrayed in international initiatives such

as the United Nations Global Compact.

## PRINCIPLE 3 | METHOD



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

## 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.

## 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.

## PRINCIPLE 6 | DIALOGUE



We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organizations and other

interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

## Curriculum

Our curriculum is the centerpiece of Bentley's engagement with principles 1, 2, and 3—purpose, values, and method. The primary way we “develop the capabilities of students to be future generators of sustainable value” is through education, and the primary way students are educated is through curricular instruction. Our courses “incorporate... the values of global social responsibility,” as can be seen in the number of courses that address the UN's Sustainable Development Goals. But these aren't the only courses at Bentley that address social issues. All students at Bentley take a course on ethics, values, and society as part of their general education requirements, and ethical and social issues arise in many other courses and programs. The results are “educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.”

## Research

Given our institutional orientation, much of the research produced at Bentley is research that addresses principle 4. This is research “that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.” This research happens in every department and center on campus, from the finance and managements departments to the departments of history and philosophy, and all other departments in between. Researchers are focused both on normative questions about what our obligations are, and descriptive questions about how we can best meet them. We inquire into what the right thing is to do, and how to do it.

## Supporting Institutions

Principles 5 and 6—partnership and dialogue—are most effectively pursued in Bentley's supporting institutions. These include centers such as the Gloria Cordes Larson Center for Women and Business and the Center for the Integration of Science and Industry, as well as campus-wide efforts focusing on academic integrity and diversity and inclusion. Centers at Bentley aim to bridge theory and practice, which means “interact[ing] with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities.” This creates opportunities for rich and productive “dialogue and debate” both within the university and between the university and its many stakeholders.

While different aspects of Bentley's activities can be seen as correlated with different principles, it would be a mistake to think that certain principles are only addressed in those activities. For example, dialog and debate happen in the classroom as well, and global values are explored in the impactful research of Bentley University faculty members. And many events, programs, activities, and groups within Bentley address one or more of the six principles. Below we say more about Bentley's efforts in this area, focusing on our curriculum, our research, and our supporting institutions (including centers and campus-wide initiatives).



# Curriculum

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

Bentley offers courses in ethics, social responsibility, and sustainability at all levels in its curriculum. All undergraduate students take a course in ethics, values, and society as part of their general education requirements. All MBA students take an advanced course in law, ethics, and social responsibility. The curriculum also includes electives in labor issues, human rights, the environment and anti-corruption in the spirit of the UNGC's Principles for Responsible Business.

## COURSES AND THE SUSTAINABLE DEVELOPMENT GOALS

Bentley students engage in reflection about all 17 Sustainable Development Goals in a variety of electives across its curriculum. The following is a selection of such courses. These aren't the only courses in which these goals are addressed. They are chosen as outstanding examples of relevant courses.



**PH351 Perspectives on Poverty** examines such questions as: 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, right, needs, freedom and equality? The course explores answers to these questions through the study of different philosophical theories as well as investigation of current problems areas as cases. Investigation will include substantial service-learning experiences in inner-city schools or other institutions that serve poor people.



**NASE318 Global Health Challenges** examines the forces of environmental, social, and political change that are expected to intensify in the decades to come. The

reverberations of these inevitable changes will impact not only the magnitude of domestic and global health threats, but also their specific nature. Citizens and health systems must be prepared to deal with public health risks and consequences as they never have before. The balance between these evolving risks and our ability to deal with them will be critical in determining our future quality of life. The course investigates public health from a community-based, global perspective, looking at health issues beyond our shores as well as the unwelcome risks and intrusions that global phenomena introduce in our lives at home.





### **NASE315 Human Health and Disease in Today's World**

examines human health and disease from the structure and function of the human body to its interaction

with the environment. The genetic, physiological and behavioral factors that influence the physical and mental well-being of individuals is explored on all levels, including molecules, cells, organs, individuals and communities. Risk factors such as diet, sexuality, occupation, tobacco, alcohol and drugs are similarly evaluated, with an emphasis on behavioral changes that optimize personal health or help manage adverse conditions. Modern challenges such as emerging diseases, pandemic flu and bioterrorism and their potential impact on students' lives are discussed. The healthcare system, from research and development, healthcare markets, access to insurance, and alternative and complementary medicines are presented with the goal of helping students become more discerning consumers.



### **PH 272 Perception and Perspectives**

examines the nature of perception from a philosophical and psychological lens. It inquires into the connection between

perception and perspectives. All perception is from some perspective, but we see whole things, not the surfaces from which we have perceptual information. One question we will be considering is how this is possible. Another, closely related question is how perspectives inform our thinking about the objects of perception. How can we know that we are perceiving, and communicating about, the same objects if our perspectives on them are distinct? And how can we come to terms with differences in our value judgments about perceived objects (or events or actions) if perspectives are value-laden? Thinking about perception turns out to be vital for making sense of a world in which our perspectives on public events are starkly distinct.



**LA104 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. The course examines ways in which the law, in the name of patriarchy and protection of women, has been unfair to men and to women, and 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. It 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. Finally, it addresses what many believe is the failure of the legal system to adequately handle areas women arguably have unique needs, by examining such topics as the laws surrounding pregnancy, rape and domestic violence.



**NASE328 Water Quality** examines the sources, delivery, and treatment received as water is delivered to us as well as the treatment and disposal of wastewater.

The course has a lab-oriented project where students select a topic and do specific chemical analysis on their samples, comparing them with EPA guidelines. Common water pollutants such as bacteria, heavy metals, pesticides, and fertilizers are described and many tested in lab activities. Samples from such places as the Bentley Pond, Charles River, and Walden Pond are collected and purified through acceptable treatment method to see if it can be made "drinkable." Student projects include laboratory activities, a written paper, and an oral presentation.



**NASE3344 Energy Alternatives** surveys the fundamental laws governing energy and energy sources—a subject of major international significance in

today's worldwide economy. Applications of the production and uses of power sources, including fossil fuel, nuclear fission, nuclear fusion, solar energy, hydrodynamic resources, wind resources, biomass resources, and geothermal reserves are discussed. The practicality, availability, and environmental impact of these energy alternatives, as well as the associated short-, medium- and long-term conservation strategies will be examined.



**MG345 Organizations, Society & Responsible Management** explores issues in organizational theory and macro-organizational behavior.

It focuses on the changing environment of business and the implications raised for organizational structure and design, organizational effectiveness, internal organizational dynamics including culture and culture change, and organization-environment relations.



**NASE350 Industrial Ecology** examines the relationships between the production of material goods and the effect of these processes on humans and the

environment. The course systematically examines the practices of extraction, processing, production, distribution and consumptions of goods by quantifying material and energy flows through every step of the cradle to grave process. The course emphasizes that the solutions to global ecological

sustainability are not found in the abandonment of technology, but through the embrace and proliferation of it. Topics include material flow analysis, life cycle assessment, energy policy, urban ecosystems, and the circular economy.



**PH 140 Disability, Values & Society** examines disability in society. Disability is and always has been a universal aspect of human experience. Every year,

millions of people live with some form of physical or cognitive disability, and all of us have the potential to become disabled at any time. But what is disability exactly? Is it simply a medical problem? Or do disabilities arise from a mismatch between a person's body and her social environment? Is having a disability necessarily bad for you? What value does disability contribute to society? Drawing upon philosophy, memoirs, film, and other sources, this course will explore these and related questions with a particular focus on disability in the United States. Potential topics include different models of disability, the disability rights movement in the U.S., the ethics of causing and preventing disability, feminist perspectives on disability, disability in popular culture, and the relationship between disability and technology.



**HNR440 H01 Honors Capstone Course "Smart Cities"** designed to provide the students with a general conceptual framework and analytical tools to understand

and analyze the phenomenon of Smart Cities, and learn how to conduct research using this domain as an example. The course guides students to develop an understanding of the phenomenon of smart cities based on readings

from scholarship and practice, interactions with those who design smart city solutions, and the research process by engaging in an authentic research investigation in the domain of smart cities—cities that use digital sensors, information technologies, and social media to make a city more efficient, allow better utilization of the transportation and energy infrastructure, and to design and provide better and more appropriate service to its citizens. The ultimate aim of many smart cities initiatives is to ensure sustainable growth that minimizes the burden on the environment while improving quality of life for citizens.



**GLS310 Perspectives on Global Commerce** surveys the phenomenon of global commerce within a broad interdisciplinary context. It considers the meaning and

changing nature of global commerce and examines contemporary trade patterns from a geographic perspective. Reviews the history of global commerce and its impacts, and provides an overview of the development of economic ideas concerning trade and commerce. The course also examines specific areas of interest, such as commerce and culture, the role of government and international organizations, the legal framework of global commerce, selected contemporary issues, and possible future scenarios for trade and commerce.



**NASE337 Global Climate Change** examines the basic concepts of weather and climate, such as structure of the atmosphere, ocean and atmospheric circulation, and

latitudinal and seasonal changes in relationship to distribution of land and water bodies on earth. Also considered are temporal changes in large-scale climatic phenomena, such as



atmospheric carbon dioxide, glaciations, sea-level change, monsoons, impact of volcanoes, El Nino/Southern Oscillation (ENSO), greenhouse effect, stratospheric ozone depletion, desertification, as well as human impacts on climate.



#### **NASE335 Oceanography**

examines chemical and physical aspects of oceans and sea water, including geologic history of ocean basins, ocean currents,

waves, tides, composition of sea water, types and movement of marine sediments, natural resources that oceans provide, and human impacts, such as pollution in the coastal and deep marine environment.



#### **NASE380 Science of Environmental Policy**

examines national laws protecting the environment and governing the use, conservation and

preservation of natural resources, which are partly based on current scientific understanding but almost always profoundly affect the way businesses operate. The U.S. has a long history of attempting to balance economic growth with the preservation of the environment and human health by passing new laws and creating new regulations. The course explores the science behind environmental and natural resource policy, from its historical roots to bills being debated in the U.S. Congress today. In addition to covering the role of science in the legislative process, specific topics will include major environmental laws and amendments, as well as proposals dealing with energy production and climate change.



#### **GLS11 International Relations**

introduces students to International Relations (IR) as a field of study in political science. The course begins with an

overview of the central themes, core principles and key concepts of IR, as well as the changing nature of the international system in both the pre-Cold War and post-Cold War eras. It discusses various theoretical approaches of IR and then focuses on several key issue areas, including peace and security, conflict and terrorism, weapons of mass destruction, international cooperation and organizations, international law and regimes, global trade and finance, relations between developed and developing regions, poverty and economic development, and the challenges of managing the environment, resources, and technological and information revolution in the age of globalization.



#### **MG337 Managing Strategic Alliances**

introduces students to the rationale for establishing strategic partnerships, alliances, and collaborations in the

contemporary global business world. The course then discusses the major managerial issues associated with alliance creation, implementation and evolution. Based on these foundations, the course moves on to tools and frameworks that enable managers to respond effectively to the challenges of strategic alliances and maximize their value. The course explores the mindset, skillset and toolset of partnering, the value as a strategic tool, and the pitfalls to avoid and tactics to help improve the probability of partnering success.

# 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 University's distinguished faculty produce outstanding research at the intersection of business and society, broadly construed to include business ethics and related fields. This includes work on corporate governance, corporate political activity, corporate social responsibility, diversity and inclusion, environmental sustainability and justice, technology and data ethics, marketing and advertising ethics, and much more.

Following is a list of Bentley faculty producing research in these areas. While many have produced multiple relevant publications, for space reasons we include a single representative publication.

At Bentley, our commitment to research in ethics and social responsibility is university-wide. The researchers hail from 12 distinct departments on campus, including those in the humanities, social sciences, natural sciences, and business.

## **Aaron Ancell**

Ancell, A. "Corporate Counterspeech." (Forthcoming). *Ethical Theory and Moral Practice*.

## **Pierce Berthon**

Berthon, P., Ferguson, S., Pitt, L., & Wang, E. (2021). "The virtuous brand: The perils and promises of brand virtue signaling." *Business Horizons*. 1–15.

## **Jill Brown**

Clark, C. and Brown, J. (2022). "Meet the new board—Same as the old board.." *MIT Sloan Management Review*, (August 15).

## **Xuemei Cao**

Cao, Xuemei, and Ken Chih-Yan Sun. (2021). "Seeking Transnational Social Protection during a Global Pandemic: The Case of Chinese Immigrants in the United States." *Social Science & Medicine* 287:114378.

## **Nikita Carney**

Carney, Nikita. (2021). "All Work Is Cultural Work: Paid labor and cultural citizenship." *Journal of Haitian Studies*, 27 (1), 112–134.



#### **Cynthia Clark**

Clark, C. Gabaldon, P., Arora, P. (2021). "Female Representation on Corporate Boards in Europe: The Interplay of Organizational Social Consciousness and Institutions." *Journal of Business Ethics*. 1–22.

#### **Carolyn Corretti**

Corretti, C. (2022). "Fornication and Illegitimacy in Reformation Geneva: Cases from the Consistory, 1542–1558." *Journal of Family History* (February 2022) (online first with Sage Publishers).

#### **Zana Cranmer**

Cranmer, A., Ericson, J. D., Ebers Broughel, A., Bernard, B., Robicheaux, E., Podolski, M. (2020). "Worth a thousand words: Presenting wind turbines in virtual reality reveals new opportunities for social acceptance and visualization research." *Energy Research & Social Science*, (67) 101507.

#### **Mateo Cruz**

Cruz, M., & Nagy, N. (2022). "Profiles in persistence: A latent profile analysis of coping strategies among women in the sciences." *Journal of Organizational Behavior*.

#### **Jonathan Ericson**

Ericson, J. D., Albert, W. S., Bernard, B. P., Brown, E. (2022). "End-User License Agreements (EULAs): Investigating the impact of human-centered design on perceived usability, attitudes, and anticipated behavior." *Information Design Journal*, (26)3, 1–19.

#### **Daniel Everett**

Everett, Daniel L. (2022). "Underspecified Temporal Semiosis in Pirahã," Kasia Jaszczolt, ed. *Understanding Human Time*, Oxford University Press.

#### **Arianna Falbo**

Falbo, A. (2022). "Hermeneutical Injustice: Distortion and Conceptual Aptness," *Hypatia: A Journal of Feminist Philosophy*, 37(2): 343–363.

#### **Jane Fedorowicz**

AbuJarour, Safa'a, Ajjan, H., Jane Fedorowicz, J. & Owens, D. (2021). "How Working from Home During COVID-19 Affects Academic Productivity," *Communications of the Association for Information Systems*, Vol. 48.



**Erin Flynn**

Flynn, F., "The Future of Running: Racial Inclusion in the Running Industry" (Phase 1).

**Pat Flynn**

Flynn, P. (2020). *Struggles and Successes in the Pursuit of Sustainable Development*, Routledge (UK). Co-editor with Milenko Gudic (Serbia) and Tay Keong Tan (Singapore/U.S.)

**Gopal Krishnan**

Krishnan, G., Shaw, T., Raithatha, M., & Cordeiro, J. (Forthcoming). "Did Mandatory CSR Compliance Impact Accounting Conservatism? Evidence from a Natural Experiment." *Journal of Contemporary Accounting & Economics*.

**Gang Li**

Li, G., Y. Xia. (2022). "A Supply Chain Sourcing Model at the Interface of Operations and Sustainability." *IISE Transactions*.

**Angela Garcia**

Garcia, Angela Cora. (2022). "Interactional challenges for non-native speakers of English in emergency telephone calls." *Journal of Pragmatics*, 193(May 2022): 223–234.

**Mahendra Gujarathi**

Gujarathi, M., Dugar, A., & Ruff, M. (2022). "Earnings Management using 'Carryovers': Accounting Practices in Toshiba's Visual Products Business." *Journal of Accounting Education*, Vol. 60, 100796, pp. 1–12.

**Haijing Hao**

Hao, Haijing, Garfield, Monica, and Purao, Sandeep. (2022). "The Determinants of Length of Homeless Shelter Stays: Evidence-Based Regression Analyses," *International Journal of Public Health (IJPH)*, Jan. 28.

**Philipp Klaus**

J. Philipp Klaus. (Forthcoming). "CSR Activity in Response to the Paris Agreement Exit." *European Financial Management*.

**Fred Ledley**

Ledley, FD., McCoy, S.S., Vaughan, G., Cleary, E.G. (2020). "Profitability of Large Pharmaceutical Companies Compared with Other Large Public Companies." *Journal of the American Medical Association*, 323(9):834–843.

**Tatiana Manolova**

Brush, C.G., Eddleston, K., Edelman, L.F., Manolova, T.S., McAdam, M., & Rossi-Lamastra, C. (Forthcoming). "Catalyzing Change: Innovation in Women's Entrepreneurship." *Strategic Entrepreneurship Journal*.

**Marco Marabelli**

Marabelli, M., Newell, S., Handunge, V. (2021). "The Lifecycle of Algorithmic Decision-Making Systems: Organizational Choices and Ethical Challenges." *Journal of Strategic Information Systems (A+)*, (30) 1–15.

**Rick Miller**

Miller, R. (2018). *Be Chief: It's a Choice, Not a Title*. Motivational Press.

**Ahmad Mohammadpour**

Soleimani, K. & Ahmad Mohammadpour (2022). "Fire at will: Islamic Republic of Iran and Everydayness of Spectacle Violence." *Journal of Security Dialogue*.

**Marieke Möhlmann**

Möhlmann, M. & Henfridsson, O. (2021). "What people hate about being managed by algorithms." *Harvard Business Review*, Special Issue, November.

**Jeffrey Moriarty**

Moriarty, J. (2021). "Why Online Personalized Pricing is Unfair." *Ethics and Information Technology* 23:3 495-503.

**Sandeep Purao**

Herwix, A., Haj-Bolouri, A., Rossi, M., Chairini-Tremblay, M., Purao, S., & Gregor, S. (2022). "Ethics in Information Systems and Design Research: Five Perspectives." *Communications of the AIS*, 50 (1).

**Anne W. Rawls**

Rawls, Anne W. and Waverly Duck. (2020). *Tacit Racism*. Chicago: University of Chicago Press.

**Amanda Sargent**

Banks, G.C., Gooty, J., McBride, Sargent, A.C., & Stock. "Leader emergence for women: A test of charismatic and ethical leadership behaviors." *The Leadership Quarterly*.

**Joni Seager**

Seager, J. (2021). "Gender and illegal wildlife trade: Overlooked and underestimated." WWF. Glanz, Switzerland.

**Curtis Smith**

Smith, Curtis. (2022). *Homelessness and Housing Advocacy: The Role of Red-Tape Warriors*. New York: Routledge.

**David Stamps**

Stamps, D. (2022). "Black audiences' identity-focused social media use, group vitality, and consideration of collective action." *Journalism and Mass Communication Quarterly*, 1-16.

**Euthemia Stavoulaki**

Pangburn, M. S., & Stavoulaki, E. (2022). "From Used to New: Committing to Product Refresh Services." *Sustainability*, 14(8), 4594.

**Jason Ziyuan Zhou**

Zhou, Z. (2021). "Matching words with actions: understanding the effects of CSA stance-action consistency on negative consumer responses." *Journal of Corporate Communications*.



# Supporting Institutions

*There are numerous centers and initiatives on the Bentley campus that make contributions to PRME's six principles. These include:*

## 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 Service-Learning and Civic Engagement Center

Established in 1990, the BSLCE, which has built an international reputation, seeks to enhance student learning through academically-connected service and co-curricular programs, working with our local, national, and international nonprofit community partners to help address important public issues. Guided by the undergraduate curriculum, the Service-Learning program provides a service experience that complements student coursework, while developing impactful programs in partnership with the community.

## Center for the Integration of Science and Industry

Founded in 2012, the Center for Integration of Science and Industry focuses on accelerating the translation of scientific discoveries for public benefit. The Mission of the Center for Integration of Science and Industry is "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."

## Division of Equity & Inclusion

The Division of Equity & Inclusion is responsible for fostering an inclusive community by leveraging interactions between offices, educating the entire community and working to increase the diversity at all levels of the University. While the Division coordinates university-wide, diversity-related programs and initiatives, many other departments, centers, offices, and organizations at Bentley contribute to improving the diversity climate through varied and persistent efforts.





## Geneen Institute of 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 students dedicated to researching social, comparative and reformative approaches to governance.

## Gloria Cordes Larson Center for Women and Business

The Gloria Cordes Larson Center for Women and Business at Bentley University is dedicated to advancing women and workplace diversity from the classroom to the boardroom. The CWB identifies and leverages best-in-class policies and practices and provide tools and training to foster inclusive organizations.

## Health Thought Leadership Network (TLN)

The Health Thought Leadership Network, formed in 2014, builds on Bentley's strengths as a business university to advance impactful, transdisciplinary programs in health. The Health TLN efforts are guided by a multidisciplinary approach that bridges traditional boundaries of academia and the health industry to enable the Bentley community to transform the business of better and more equitable health systems and beyond

## Hoffman Center for Business Ethics

The HCBE, 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 business performance with ethical business conduct. HCBE strives to: (1) connect ethical thought and action, (2) inspire ethical leadership, (3) enrich ethical knowledge; and (4) promote ethical collaboration.

These centers and initiatives:

- 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 **responsible management** among our business and liberal arts students while instilling a life-long appreciation for **civic engagement**.
- Work closely with external organizations—**partnering** with academic and professional associations, corporations and civil society organizations in pursuit of these goals.

Our collective endeavors 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 practice" case studies illustrating responsible businesses; 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.

## Office of Sustainability

One of the main goals of the Sustainability Office is for Bentley students to understand that companies need to consider the triple bottom line—people, planet, and profit. By helping students integrate sustainability into their Bentley experience—in the classroom, in sustainability-focused student organizations, and in the world through internships and service-learning—the Office of Sustainability aims to set an example for sustainable business practices.

## Valente Center for Arts & Sciences

Created in 2007, The Valente Center is dedicated to integrating the arts & sciences into the educational, scholarly, and cultural life of Bentley University. We host a variety of campus-wide programs aimed at supporting Bentley's core mission through diverse and creative A&S-related research, teaching, and learning.





# Academic Integrity

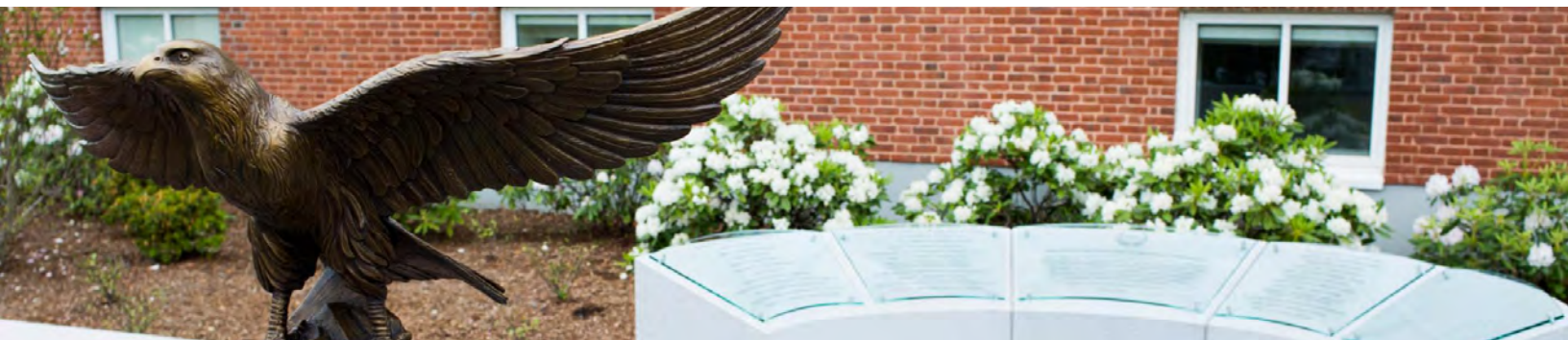
*Bentley students and faculty are held to the highest standards of ethical behavior and moral conduct. Faculty are expected to adhere to Bentley's Ethics Policy and the ethics conventions of their disciplines. Each student is expected to abide by the Honor Code and to become familiar with the entire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

[bentley.edu/centers/alliance/academic-integrity](http://bentley.edu/centers/alliance/academic-integrity)

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, Professor of History 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, 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. The Director 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.





# Bentley Service-Learning & Civic Engagement Center

*Established in 1990 as one of the first service-learning programs in the world, the BSLCE seeks to enhance student learning through academically connected community engagement and co-curricular programs.*

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

Working with our local, national, and international nonprofit community partners the BSLCE, which has built an international reputation, aims to provide real-world, course-connected experience for students as they to help address important public issues. Guided by the undergraduate curriculum, the Service-Learning work of the Center provides a community experience that complements student coursework, while developing impactful programs in partnership with the community. Aligning with Bentley's commitment to ethical leadership, the Civic Engagement work of the Center engages students in social change, social justice, social entrepreneurship, and diversity, equity, inclusion, and justice work toward creating sustainable solutions to local, national, and international issues.

## Service Learning

The Bentley Service-Learning and Civic Engagement Center (BSLCE) promotes academic learning through service in the local, regional and international community. The BSLCE does so with the understanding that students' community involvement outside the classroom contributes significantly to what they learn

within it. The BSLCE also seeks to enhance students' lifelong desire and ability to become socially responsible working professionals. Through a classroom-to community-to classroom model, the BSLCE partners with schools and organizations in the community who are serving the human and environmental sustainability needs and interests of their constituencies in the Greater Waltham and wider Boston area, along with opportunities for national and international service-learning engagement.

Each year, the BSLCE pairs approximately 850 Bentley students with sustainable community partners for 20+ hour, semester-long commitments, through courses run by 85-plus faculty members across disciplines. The 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, facilitating projects that benefit thousands of area residents each semester. Bentley is acknowledged as a national leader in service-learning, including



by U.S. News & World Report which has placed BSLCE 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. The Center’s Director, Dr. Jonathan White, has published several service-learning based books, as well as a list of book chapters, keynotes, and conference presentations.

**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 the 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 nonprofit organizations, establishing business strategies for not-for-profit organizations, offering free tax assistance clinics for individuals with lower incomes, and working on a variety of social service projects for youth, elders, those who are economically disadvantaged, individuals whose native language is not English, and for the sustainability of the planet.

## Community Partners

Our local service-learning community partners and programs for AY 2020–2022 included:

### AFTERSCHOOL PROGRAMS

- Chesterbrook Afterschool Program
- Dana Court Afterschool Program
- G.R.E.A.T. Mentoring Program
- Guyz Only
- Hanscom Falcon Flyers
- Hanscom Prism Project

- HomeSuites Afterschool Program
- I Love to Read – Whittemore
- Let's T.O.C.
- Passport to Manhood –  
Waltham Boys and Girls Club
- Prism Project
- Prospect Hill Afterschool
- Smart Girls Smart Guys–  
Waltham Boys and Girls Club
- Teen Centers –  
Chesterbrook | Dana Court | Prospect Hill
- Waltham Boys and Girls Club
- Waltham Family School
- Waltham Fields Community Farm
- Waltham YMCA Afterschool Program
- Watertown Boys and Girls Club
- Whittemore Afterschool Program
- Whittemore Literacy Program
- Woburn Boys and Girls Club

## COMMUNITY ASSISTANCE PROGRAMS

- Bentley Low Income Taxpayer Clinic
- Career Success Institute
- Gender Focused Research
- Grant Research
- Leland Home
- 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 English/Spanish Exchange
- French at Brookhaven

## COMPUTER ASSISTANCE PROGRAMS

- America Clicks!
- Brookhaven Cyber Coaches
- Skills For Life

## IN-SCHOOL MENTORING AND TUTORING PROGRAMS

- 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
- Gym Buddies
- Special Olympics

## CIVIC ENGAGEMENT INITIATIVES

The 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 organizational consultancies such, Fair Trade USA, the AP With WE Service program, and the Volunteer Income Tax Assistance (VITA) program.



## ORGANIZATIONAL CONSULTANCIES

BSLCE works with local, national, and international nonprofit organizations in organizational consultancy capacities that range from full strategic planning to specific consultancy components on marketing, technology, pedagogical visioning and alignment, Theory of Change development, nonprofit and programmatic mergers, etc. Students, faculty, and staff are involved in these projects, and they are generally overseen by the BSLCE Director. Some recent nonprofit organizational consultancies include:

- African Cultural Services
- Boston in 100 Words
- Borderlands Restoration Network
- Center for Teen Empowerment
- Changemaker High School
- Charity Navigator
- College Board – AP Courses
- Deep Dirt Farm
- DREAM Mentoring Program
- Fair Trade Campaigns/Fair Trade USA
- Jackie Robinson Foundation
- Mexicayotl Academy of Excellence
- Muhammad Ali Center
- Patagonia Area Resource Alliance (PARA)
- Right to Immigration
- SEED (Students Educating and Encouraging Development)
- Student Clinic for Immigrant Justice (SCIJ)
- Urban Action Institute, Worcester State University
- Usher Syndrome Society (USS)
- Watch CDC (Community Development Corporation)
- Waltham Family School

Through these consultancies, BSLCE broadens its reach in helping nonprofit organizations

to move their important work forward, while creating a space for members of the Bentley community to apply their skills to creating real world change.

## BUSINESS FOR THE GREATER GOOD: FAIR TRADE FAIR, FRIENDSGIVING FARMERS MARKET, GREATER GOOD CAREER FAIR, NONPROFIT BOWL

The BSLCE hosts an annual Fair Trade Fair, bringing co-curricular conversation to the Bentley campus regarding alternative models of business for the social good. Illustrative vendors have included Pierce Brothers Coffee, RUNA Tea, Equal Exchange, Once Again Nut Butter, Lake Champlain Chocolates, and Ben & Jerry's. Each year, hundreds of staff, students, and faculty—including many courses—visit the fair, sample free ice cream and coffee, purchase fairly traded gifts, and attend talks about the fair-trade business model from leaders in the industry. Fair Trade USA has deemed Bentley's Fair Trade Fair as the largest in New England.

Beginning November 2021, student leaders of the BSLCE created a new annual campus-wide initiative. Noting that Bentley students share Friendsgiving together in their dormitory rooms prior to traveling home for the holidays, and that these gatherings were having a negative environmental impact, the students created a now annual Friendsgiving Farmers Market. The Market invites small, local vendors to campus to sell their food, thus decreasing carbon impact, and there is an emphasis on women-owned and BIPOC-owned businesses. During the first year, 5 vendors joined with over 300 attending from the Bentley community, and in November 2022, 12 vendors attended with over 400 attending from the Bentley community.

Student leaders and Staff of the BSLCE also have helped to organize an annual Career Fair for the Greater Good, highlighting

nonprofit, government, social welfare, social enterprise, and social innovation careers; an annual Nonprofit Bowl, with 2022 seeing 8 teams of 4 students competing. Two nonprofit organizations joined to bring organizational problems to the students to create plans—one being a supply chain issue and one being a price-scale issue—and the teams competed through several rounds of judges, ultimately with 2 teams being declared winners and each receiving a \$1,000 prize from Nonprofit Bowl sponsors.

### **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. 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.

### **NONPROFIT INTERNSHIP PROGRAM**

The BSLCE oversees a generous grant from the Yawkey Foundation to support students seeking to gain experiences in nonprofit work. The grant allows students to receive stipended internship opportunities as they enroll in a capstone course attached to Bentley's Nonprofit Minor, also run through the BSLCE.

The stipends provide interested students with the opportunity to conduct a semester-long internship in a nonprofit organization from one of three categories: 1) current BSLCE community partners; 2) local and state government agencies; 3) targeted nonprofits seeking specific, skill-based project support. Additional funds from this grant allow the BSLCE to expand on other nonprofit activities, speakers, and events. Each semester, an average of 100 students apply for the Nonprofit Internship Program, from which 15 students are selected, for a total of 30 students each academic year.

### **International Service-Learning and Alternative Spring Breaks**

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, Africa, 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 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 service-learning partnerships have included relationships with the following universities:

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

In addition to these programs, the BSLCE has offered International Service-Learning trips, in partnership with Bentley's Cronin International Center, including a trip 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 connecting their learnings in the community with their learnings in the classroom, enhancing their academic experience through service-learning.

This trip focused on social entrepreneurship and micro-enterprise and students were exposed to a renowned sustainable international development model, which includes the five pillars of Education, Water and Sanitation, Sustainable Agriculture, Health, and Microenterprise. Students on the trip spent several hours each day helping to build a new school in a community, working in partnership with local community members.

BSLCE also runs annual Alternative Spring Break trips, having brought students on a Habitat for Humanity trip for the past nearly two decades. For this trip, students are selected through an application process, receive pre-trip training and reflection, and help to throw a fundraiser to defray costs of the trip. The trip consists of a combination of Habitat building and reflection on social issues and citizenship. Beginning Spring, 2023 the BSLCE will be running an Alternative Spring Break trip to Arizona. This trip will focus on issues related to the borderlands, an important and at-risk national wildlife corridor, and intercultural education in a state that has laws against bilingual education. Students on the trip will meet leaders from social, environmental, and educational movements, will participate in a service experience connected to habitat restoration, and will be brought through a series leadership for social change exercises and reflections.





# Center for Integration of Science and Industry

*The mission of the Center for Integration of Science & Industry is to advance the translation of scientific discoveries for public value.*

[bentley.edu/centers/center-for-integration-science-and-industry](https://bentley.edu/centers/center-for-integration-science-and-industry)

To accomplish our mission the Center engages in broadly interdisciplinary research spanning the biomedical sciences, business, finance, economics, data analytics, and public policy. Specifically, our work focuses on pharmaceutical innovation and the synergies between science, public and private investment, and policy necessary to bring innovative medicines to the public. Research includes:

## **Characterizing public sector (government) contribution to research and development of new medicines.**

Expanding on our 2018 study of public sector (US National Institute of Health, NIH) spending on research related to drugs approved by the FDA from 2010–2016,<sup>1</sup> we identified NIH funding for research associated with each of the products approved 2010–2019 totaling \$187 billion.<sup>2</sup> These studies showed that >80% of this spending supported basic research on the drug target and its involvement in health and disease, with smaller fractions for applied research on the drug itself and <3.5% for clinical development. These studies showed that the NIH contribution to development primarily involved establishing clinical research capabilities and infrastructure, rather than investigator-initiated clinical trials.<sup>3</sup>

Two studies have compared the magnitude of NIH spending related to new products to reported industry spending. These studies show that the magnitude of NIH spending is similar to reported spending by industry,<sup>4</sup> though NIH spending on clinical development was only 10% reported industry costs.<sup>5</sup> The NIH investment was significantly lower than industry investment after accounting for spending on failed clinical compounds, the cost of capital (discount rates on government spending), and spillover effects from NIH-funded basic research to multiple products.<sup>6</sup> Two papers addressed the scope and impact of NIH spending on vaccine preparedness and antiviral drugs targeting RNA viruses prior to the emergence of COVID-19. One study identified >\$15 billion in NIH funding for vaccine technologies, but inconsistent funding for vaccines explicitly targeting Coronavirus after the SARS and MERS breakouts.<sup>7</sup> A second study identified >\$8 billion in NIH funding for research related to antivirals against RNA viruses or the advanced chemistries required for nucleotide therapies for RNA viral disease.<sup>8</sup> This funding provided on-the-shelf technologies that enabled rapid development of vaccines and antiviral drugs for COVID during the first months of the pandemic.



### **Economic returns on NIH investments in pharmaceutical innovation.**

A series of studies have explored the mechanism by which the public sector may receive a return on NIH investment in new medicines. This work builds on emerging economic theory that contextualizes government spending on biomedical science as an “early stage” investments and posits that the public sector could expect a return on these investments comparable to analogous investments by industry. Our studies demonstrate that <1% of the NIH funded research related to drugs approved 2010–2019 were associated with patents cited as providing market exclusivity that would be subject to the provisions of the Bayh-Dole Act that provide for licensing of government-funded research to industry for development.<sup>9</sup> In a separate study, we examined the economic terms of licenses between academic institutions and biopharmaceutical companies, demonstrating that the terms of these licenses were significant less favorable to academic institutions than the terms of analogous licenses between corporate entities.<sup>10</sup> Together, these studies suggest that

the scope of current policies are limited in their ability to provide the public with an economic return on investments in pharmaceutical innovation.

### **Social and private returns from pharmaceutical innovation.**

A series of studies are currently underway aimed at characterizing the broader, social return on government investments in pharmaceutical innovation, recognizing that a primary rationale for these government investments is to promote health. One study examined the association between the products approved 2010–2019 and the burden of disease (WHO GBD19) associated with their lead indication.<sup>11</sup> These studies demonstrate that more products are being approved for diseases associated with a greater US, but not global, burden of disease. The study also demonstrated that policies for expedited review and approval of therapies for “serious diseases” are prioritizing diseases with greater years of life lost (YLL) than those with greater disability (YLD). Other studies are focused on developing a novel methodology to estimate the “health value” (improved health,

reduced disability) accruing from individual pharmaceutical products.<sup>12</sup> This “health value,” together with metrics of job creation, new scientific knowledge, and taxes, provides an estimate of the “social value” generated by a new pharmaceutical, which contrasts with the “private value” generated for shareholders and for-profit entities in the value network. Initial results suggest that the balance of social value and private value generated by different companies and products varies widely and may not be associated with metrics of social responsibility.

### **Finances, returns, and innovation in the biopharmaceutical industry.**

A series of studies have examined the finances of the biopharmaceutical industry, focusing explicitly on the distinct business models and financial structures of large pharmaceutical companies and smaller biotechnology companies. Our studies have characterized the profitability of large pharmaceutical companies, demonstrating that from 2000 to 2018, 35 large pharmaceutical companies, which account for >75% of pharmaceutical sales, reported cumulative revenue of \$11.5 trillion and earnings (net income) of \$1.9 trillion, while spending \$1.8 trillion on R&D (16% of revenue) and returning \$1.8 trillion to shareholders through dividends or stock buybacks. This study also demonstrated that the earnings (net income) of these companies (after accounting for R&D) was significantly greater than that of other large companies in the S&P500.<sup>13</sup> In contrast, studies of emerging, public biotechnology companies, which currently sponsor >60% of clinical trials) demonstrates that these companies consistently have negative earnings (losses) while investing the proceeds of stock sales in R&D.<sup>14</sup> A second study modeled the potential impact of legislation to reduce (US) drug prices on innovation based

on the historical association between revenue and R&D expense in large or small companies as well as their different contributions to development of new products. These studies demonstrated that, while revenue and R&D expense are closely associated in the largest pharmaceutical companies (<5% of companies), no such relationship was evident for smaller companies.<sup>15</sup> Combined, these studies suggest that reducing revenues from drug sales up to 10% could have little or no impact on the number of drug approvals.

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- 1 Cleary et al., 2018, doi.org/10.1073/pnas.1715368115
  - 2 Cleary et al., 2020, www.ineteconomics.org/uploads/papers/WP\_133-Revised-2021.0719-Cleary-Jackson-Ledley.pdf; Cleary et al., submitted.
  - 3 Zhou et al., submitted.
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  - 7 Kiszewski et al., www.sciencedirect.com/science/article/pii/S0264410X21002905.
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  - 9 Cleary et al., 2020, www.ineteconomics.org/uploads/papers/WP\_133-Revised-2021.0719-Cleary-Jackson-Ledley.pdf Cleary et al., submitted.
  - 10 Shah et al., in press.
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  - 14 Cleary et al., journals.plos.org/plosone/article?id=10.1371/journal.pone.0243813.
  - 15 Vaughan et al., www.westhealth.org/press-release/pharmaceutical-industry-could-experience-no-impact-to-innovation-under-h-r-3-new-research-finds/; Vaughan et al. submitted.



# Division of Equity & Inclusion

*The University has made significant investments in diversity, equity and inclusion throughout its history. The Division of Equity & Inclusion is one facet of a university-wide network of offices and individuals who support these efforts.*

[bentley.edu/offices/diversity-inclusion](http://bentley.edu/offices/diversity-inclusion)

The Division is comprised of the Office of Diversity & Inclusion and the Office of Institutional Equity which report to the Chief Diversity & Inclusion Officer. The efforts of the Division are focused on four areas within the Inclusive Excellence Framework: Institutional Commitment & Capacity, Access & Success, Climate & Intergroup Relations, and Education & Scholarship.

## Institutionalized Structures to Support Inclusive Excellence

### OFFICE OF DIVERSITY & INCLUSION

The Office of Diversity and Inclusion creates, fosters, and upholds an institution where inclusive excellence is prioritized in our philosophy and strategic planning, implemented in our actions, and championed by all members of our community. The office seeks to move Bentley forward in the ever-evolving landscape of business and higher education. The office seeks to enhance efforts to position Bentley as a thought and industry leader in connecting business, interdisciplinary education, and diversity, equity, and inclusion.

### OFFICE OF INSTITUTIONAL EQUITY

This newly created office is responsible for coordinating Bentley's response and compliance efforts with respect to state and federal anti-discrimination and anti-harassment laws. The office expands the University's ability to coordinate resources, prevention, and response procedures ensuring equity for all community members. This new campus resource is intended to reinforce our values by interweaving our commitment to diversity, equity, inclusion, and justice with a centralized and resourced office charged with ensuring the timely, consistent, and equitable response to reports of bias, discrimination, harassment, and sexual misconduct.

### INCLUSIVE EXCELLENCE COUNCIL

The Inclusive Excellence Council is charged with the implementation of strategic campus-wide initiatives that operationalize the University's commitment to diversity, inclusion, equity, and justice. This Council broadens the mandate of the previous Diversity Council by actively engaging in activities that measure the campus climate, develop equity scorecards, and provide opportunities for cross-cultural

engagement. The Council is comprised of representatives from every division and includes undergraduate and graduate student representatives.

## **STANDING COMMITTEE – BOARD OF TRUSTEES**

The Board of Trustees unanimously voted to create a new standing committee of the Board to ensure institutional progress towards the DEI objectives identified in the strategic plan and to integrate DEI practices into the Board's decision-making efforts. The committee members act as equity anchors for the Board, responsible for ensuring an equity lens is applied to all conversations at that level.

## **Initiatives, Programs, and Projects to Support Inclusive Excellence**

### **INCLUSIVE EXCELLENCE LEARNING & DEVELOPMENT MODEL**

In Fall 2021, the Office of Diversity & Inclusion launched the new Inclusive Excellence Learning & Development Model (IELDM). This new model harnesses the energy and passion so many of our community members have shown in engaging in opportunities to build our individual and collective capacity to create a more inclusive and equitable community. The IELDM provides a structure to guide learning and identifies the outcomes you can work to develop along the way by outlining a set of core mindsets and practices with a scaling and development pathway to help faculty and staff easily build and grow our individual capacity for DEI.

Learning and development focused on DEI at Bentley had been individually focused and self-motivated. While several options for learning exist, little connection existed between these opportunities and no expectations had been established to guide faculty and staff as they continue to grow their own understanding of DEI in practice. This new model provides a scaling development path called the Attributes of Inclusive Excellence, where employees can start at Awareness before moving into Allyship, Advocacy and Agency. This path ensures faculty and staff can identify developmentally appropriate opportunities for their growth.

The model offers a common set of Core Mindsets and Core Practices that facilitate DEI development and help guide employees as they move deeper into their development. These mindsets and practices will help faculty and staff prepare themselves to effectively engage with DEI in their roles and divisions and will be actively incorporated into ODI's programming, both through explicit discussion or through incorporation into the program design.

To ensure faculty and staff can readily and easily identify opportunities for DEI development, the Office of Diversity & Inclusion has created a new program called Bentley Baseline. Designed as a self-guided professional development series to be completed within the first two years of employment at Bentley, Baseline is the place to begin or continue professional development within DEI. To assist faculty and staff in planning their development, we have developed a Bentley Baseline Roadmap, which assists faculty and staff in tracking their progress and reflecting on and planning for future development opportunities.



Bentley Baseline combines three Universal Experiences with a Personal Growth Plan each employee creates in consultation with their manager and division. This combination ensures each employee has the ability to customize their learning and growth to their particular job function and duties along with a baseline of knowledge and skills.

### **NEW L&D LEARNING**

Over the past two years, the Office of Diversity & Inclusion was worked closely with a number of campus partners to evaluate and expand the number of standing DEI focused learning opportunities for faculty and staff. This has led to several new developments.

First, in response to conversations stemming from the Racial Justice Task Force, ODI developed and launched a new Anti-Racism 101 Workshop in Fall 2021 focused on building individual knowledge of and ability to engage with anti-racist practice. This workshop launch was followed by our new Accessibility 101 Workshop around disability justice in Spring 2022 and a new Global Ally Workshop in Fall 2022. All of three of these workshops were

added to the existing workshop line up of Ally 101 and Trans Ally.

Additionally, to provide more sustained dialogue opportunities, the Office of Diversity & Inclusion, in partnership with the Center for Women and Business, developed and launched two Racial Equity Working Groups, or racial caucuses. Designed as race-alike dialogue spaces, the Whiteness Accountability Group and BIPOC Solidarity group create spaces for employees interested in intentional work in divesting from white supremacy culture.

Finally, the Office of Diversity & Inclusion hosted the first Diversity Retreat since the onset of the COVID-19 Pandemic. An annual, three-day intensive, the Diversity Retreat brings together employees interested in exploring topics of identity, power, privilege and culture.

### **BENTLEY EQUITY EXPERIENCE**

In the 2020–2021 academic year, Bentley University established the Racial Justice Task Force with the goal of engaging in discovery process to identify cultural barriers to success within the University. At the conclusion



of this work, the Task Force identified key strategic imperatives to support the facilitation of a culture that centers and values Black, Indigenous and People of Color (BIPOC) community members and institutionalize stewardship and accountability for diversity, equity, and inclusion efforts.

The Inclusive Excellence Council, formed in the summer of 2021 in response to the recommendations of the Racial Justice Task Force, began its efforts to conduct a campus-wide climate study during the Fall 2021 semester. The goal of this study—the Bentley Equity Experience—was to gather baseline data to understand the Bentley community’s perceptions of campus climate, while simultaneously engaging the community in dialogue about the state of the campus climate across the University.

The intentionality behind the engagement within the Bentley Equity Experience study was grounded in engaged inclusivity, a concept defined by the Association of American Colleges and Universities (AAC&U). Engaged inclusivity “transforms the dialogue on inclusion from

general acceptance and tolerance of difference to active institutional transformation, based on the belief that the richness of our culture is because of our diversity and a recognition of our common humanity” (AAC&U, 2019). This philosophy, married with the spirit of participatory action research (Taylor, Pyawasay, Yarbrough, Urgo & Hensley, 2018), allowed us to adopt a more unique campaign approach that invited the full Bentley community to engage in this effort and permitted us to:

- Facilitate dialogue about inclusion and equity across the community
- Practice critical inquiry about the lived experiences of key populations
- Reflect consistently on our overall context and cultural norms to identify key areas of transformative change
- Engage the community in the journey towards inclusive excellence

The campaign approach adopted by the Bentley Equity Experience study allowed for broad engagement that generated results for the study while also fostering a culture of having critical conversations about Bentley’s culture. The various forms of community engagement included the following:

- Campus Climate Survey: A validated and tested questionnaire designed to measure community members’ perceptions of campus climates and describe their lived experiences was issued to the community. About 1,600 Bentley community members responded to the survey sharing their perceptions of campus climate, commitment to diversity, equity and inclusion, feelings of agreeableness and inclusiveness, and other important attributes to the University environment.



- **Quick Questions:** Periodic pulse checks designed to collect narratives about people's experiences with Bentley's climate and culture were sent to the community. More than 160 community members shared narratives about how they experienced Bentley at its best and how Bentley has helped or hindered their success.
- **Big Questions:** These dialogue sessions were created to facilitate sense-making around a common understanding of Bentley's climate through the lens of data. More than 400 community members have engaged in conversations about the data from the study to reflect on the results to identify areas of strength, concern, and opportunities for cultural change.

For details of the effort and to view the results of the survey please visit [bentley.edu/diversity-inclusion/bentley-equity-experience](https://bentley.edu/diversity-inclusion/bentley-equity-experience).

## PROMOTING EQUITY TOGETHER (PET) PROJECTS

The Office of Diversity & Inclusion has created a new way for the community to participate in short-term, cross-divisional, systemic change projects to enable inclusive excellence on our campus. These projects work to identify solutions to obstacles that prevent Bentley from achieving our diversity, equity and inclusion goals. Three projects have been completed since this effort launched.

- **Inclusive Gender Categories:** This project emerged from requests within the community to provide for greater representation for transgender and gender expansive students, faculty, and staff in technological systems. This cross-functional workgroup reviewed current best practices for gender inclusive language, examined the limitations currently present within

technological systems and considered the reporting and benefit requirements for the university. In March, the group introduced the expansion of gender categories and the creation of a new pronoun field in Workday. Community members are now able to update their gender and pronoun fields to reflect their identity more accurately. Read more about why this is so critical to our inclusion efforts at [blog.workday.com](https://blog.workday.com).

- **Honoring Indigenous Communities:** This group was charged with assessing best practices, reviewing educational resources, and engaging in learning and development efforts to identify strategic efforts that Bentley University can implement to promote an honest, genuine recognition and support of Indigenous communities through institutional resources, use of physical spaces, and establishing key partnerships with Indigenous communities. Their efforts led to the development of a comprehensive land acknowledgment for Bentley University that recognizes the legacy and contributions of the Indigenous and First Nations communities who are the first and current inhabitants on the land that is now called Back Bay (Boston) and Waltham in the Commonwealth of Massachusetts as well as a list of six recommendations currently under review by University leadership.



- **Equitable Space Design:** This project emerged from the Discovery Document produced by the Racial Justice Task Force, where community members of color, particularly students, asked for more safe space on campus. A group convened to study what safe space means and utilizing an exercise called a “dotmocracy” collected information about the places on campus where people of color feel they can be their most authentic or where they feel excluded. The exercise revealed that students feel hyper-visible on a campus where they are in the minority and academic and residential spaces are often places of exclusion. These experiences of exclusion make the need for safe spaces or what the group referred to as “counter spaces” necessary. One of these spaces, the Multicultural Center Lounge, is too small at only 250 sq. ft. and lacks natural

light or proper ventilation. The university is currently engaging the students in renovating this space to expand the footprint and to add features identified by the students to make the space more responsive to the needs of this growing community. While an investment like this may seem to further segregate the community, the discoveries that emerged from this study demonstrated that these spaces are necessary for inclusion. These counter spaces can be thought of a recharging station where students can be themselves, find community, and remove themselves from the spotlight that they often feel is on them making them better prepared to engage in the full community. The construction on the expanded lounge took place over the winter break and a reopening took place at the start of the Spring semester.





# Geneen Institute of Corporate Governance

[bentley.edu/centers/geneen](http://bentley.edu/centers/geneen)

The Geneen Institute of Corporate Governance supports a diverse portfolio of research projects that have clear, practical implications for managers and for society. Our current initiatives examine the role of governance in five main areas: ethics and corporate boards, social and environmental reporting, board composition and diversity, internal controls, CEO appointments and executive compensation. Please see our recent media attention in the *Boston Globe*, *Climate Wire*, *Forbes*, *CNN Business*, *Boston Business Journal* and *Reuters*.

We engage doctoral students, faculty and practitioners through books, articles, reports, teaching cases, curricula, conferences, and workshops. Bentley currently has faculty in several disciplines who are interested in various dimensions of corporate governance.

For example, we have faculty in accounting (auditing and risk management), management (corporate social responsibility, diversity, director selection, executive compensation, women and the glass-ceiling), and finance (director independence) who are active researchers in the broad view of governance.

We reach out beyond the Bentley community to engage people through various activities that foster a dynamic community of scholars, practitioners and students, who come together through such programs as the Geneen Speaker Series, 50/50 Women on Boards, National Association of Corporate Directors, Society for Governance Professionals, the Society of Corporate Compliance and Ethics and the Ethics and Compliance Initiative.



# Gloria Cordes Larson Center for Women and Business

*The Gloria Cordes Larson Center for Women and Business advances intersectional gender equity from the classroom to the boardroom. We center the voices of leaders from historically excluded communities to empower women and gender-diverse leaders through innovative research & professional development opportunities.*

[bentley.edu/centers/center-for-women-and-business](https://bentley.edu/centers/center-for-women-and-business)

## New Leadership & Mission

In 2022, under President Chrite, the Center appointed Yaromil Fong-Olivares as its new Executive Director, an innovative leader who expanded the Center's focus to include student leadership development and faculty research programs. Since its founding in 2011, the Gloria Cordes Larson Center for Women and Business (CWB) has catalyzed gender equity within and outside Bentley University. Given the expansion of its partnerships—students, alumni, families, faculty, staff, and corporate partners—and because the CWB occupies a unique role within the Bentley community, the need for a new, more inclusive mission emerged, one which advances intersectional gender equity from the classroom to the boardroom.

### MISSION

The Gloria Cordes Larson Center for Women and Business advances intersectional gender equity from the classroom to the boardroom. We center the voices of leaders from historically excluded communities to empower women and gender-diverse leaders through innovative research & professional development opportunities.

## INTERSECTIONAL GENDER EQUITY

By intentionally including trans and nonbinary people, the Center acknowledges that the interaction of multiple identities impacts access and opportunities for those individuals whose group identity has been historically excluded from equal rights. The Center remains aligned with its history of innovating at the intersection of Diversity, Equity, and Inclusion (DEI), organizational transformation, practice and theory scholarship, and executive leadership by centering women in all their diversities.

## Work Outside Bentley

The CWB is a trusted partner to companies seeking innovative, learner-centered inclusion and equity professional development for employees across all levels. Over the last two years, the CWB served as an internal and external thought partner to leaders seeking to advance intersectionality, inclusion, and diversity and supported the advancement of leaders from diverse backgrounds.

During the summer of 2020, the COVID-19 pandemic and the national reckoning with

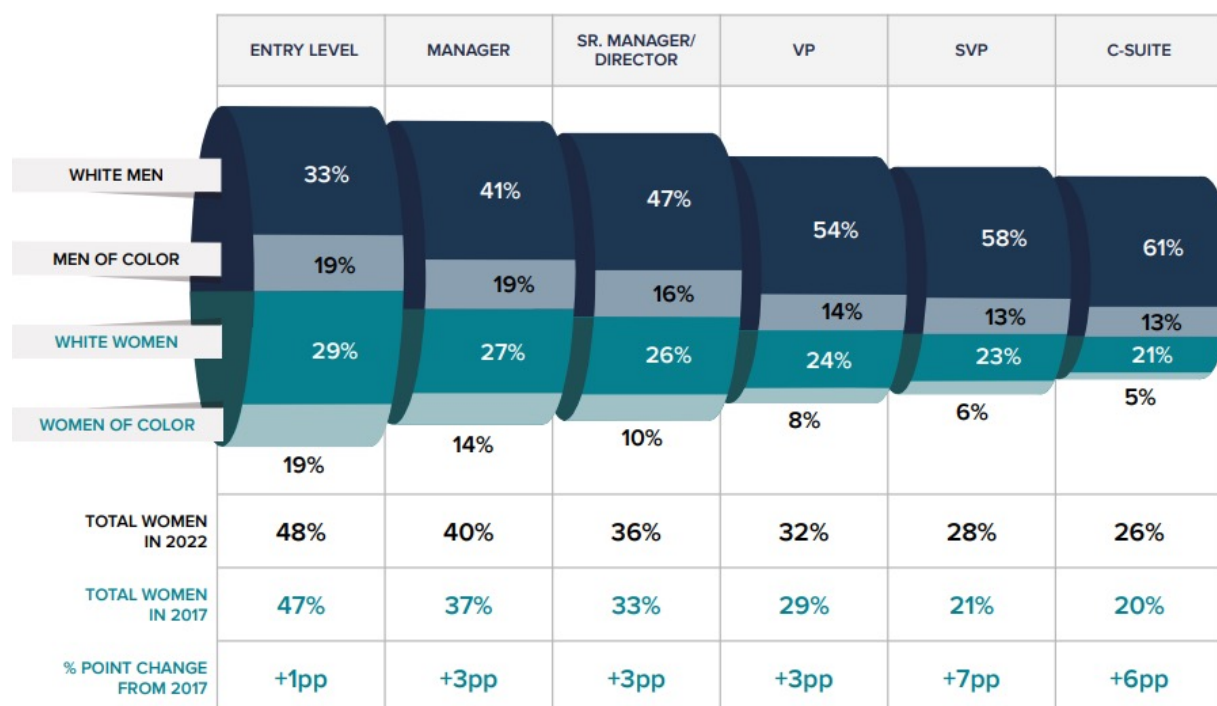
racism created much uncertainty. Nevertheless, the CWB contributed to university efforts and responded to the need of many employees to learn how to lead DEI change by launching the DEI Champion Certificate program for executives. In one example of success, CWB educators trained a 2,000-person organization to undo unconscious bias at work, including satellite offices in Boston, Tokyo, Hong Kong, and London. CWB also designed and launched a sponsorship-based leadership development program for 50 senior women at a legal firm to target the “leaky pipeline” for women, a metaphor highlighting the negative correlation between gender and leadership representation in the corporate pipeline (consult the image below).

CWB’s programs, such as Bentley Brave Dialogues are evidence-based, designed using best practices in organizational behavior, change, and leadership, and are highly interactive and customizable for different industries and audiences—from ERGs to executive teams. CWB programs create a psychologically safe and brave space for learning inclusive behaviors and unlearning bias. CWB programs stand out because participants expand their inclusion competencies and thus transform their teams and organizational cultures.

#### REPRESENTATION IN THE CORPORATE PIPELINE BY GENDER AND RACE<sup>8</sup>

■ MEN ■ WOMEN

% of employees by level at the start of 2022





## Work Within Bentley

### STUDENTS

In 2016, the CWB launched the Women's Leadership Program (WLP) for incoming undergraduate women—now housed under student affairs. Today, the CWB supports the WLP by delivering programs on topics ranging from intersectionality to engaging in conversations about bias and serves as a thought partner to WLP program leaders.

Our vision is a campus and community where all genders thrive and succeed. We work with Bentley's thought leadership centers, world-renowned faculty, and business experts to teach our students how to lead change in organizations and to change the corporate pipeline, which still needs to represent the full diversity of the US and us. The CWB works on campus to create a safer and more affirming environment for all genders in the classroom and on campus. We will continue to support our partners in developing intersectionally trained business leaders who are values-driven and care about the triple bottom line—people, profit, and the planet.

### STAFF & FACULTY

Executive Working Groups feature Bentley's faculty and experts in DEI and serve as a community of learning that leverages research to develop and implement organizational interventions that work. EWG events focus on DEI topics such as inclusive leadership, mindfulness, and positive leadership.

### CONFERENCES AND EVENTS

The CWB also hosts numerous conferences and events. For example, its annual Gearing Up Conference reinvigorates the leadership aspirations of early and mid-career women and gender-diverse professionals across industries. In addition, our empowering program expands from diversity, equity, and inclusion to include justice as a business imperative. Throughout our conference, we develop the critical skills and tools needed for sustained career growth while cultivating a supportive and diverse professional community.

### Our Future

The work of advancing intersectional gender equity and removing all barriers to the equitable advancement of women, trans, and nonbinary workplace leaders belongs to all, not just women. As such, the CWB aims to graduate intersectionally-trained leaders equipped with the skills to create workplaces with no difference in outcomes because of the diversity of genders or social identity intersections. Our vision is to allow ambition and competence to dictate advancement rather than identity, social networks, and systems upholding implicit and inherited forms of bias.



## CWB Programs 2020–2022

### GEARING UP CONFERENCE IMPACT TO-DATE

- 4400 participants
- 170 Corporate Sponsors
- 100 Workshops
- 18 Years



### CWB CORPORATE EDUCATION DURING 2020–2022

- Unconscious Bias for Inclusive Organizations
- Allyship Across Difference
- Bentley Brave Dialogues
- Creating an Antiracist Organization
- Intersectionality—Broadening the Lens of Inclusion
- Beyond the Gender Binary
- The Power of Mentorship, Sponsorship, and Networks
- Inclusive Hiring
- A DE&I Briefing for Executives or Frontline Managers
- Effective Communication & Conflict Styles
- Confidence: Owning your Influence & Authority
- Managing Up: A Framework for Workplace Success
- Employee Resource Groups—Inclusion in Action
- Values-Driven Negotiations: Negotiating Skills for Women
- Maximizing your Talent via CliftonStrengths

### CWB COHORT PROGRAMS DURING 2020–2022

- Diversity, Equity, and Inclusion Champion Certificate Levels 1 & 2
- Inclusive Management Certificate in partnership with the Boston Chamber of Commerce

### CWB EDUCATION EVENTS DURING 2020–2022

- Intersectional Impacts of Negotiations
- Creating a Culture of Belonging
- Beyond the Gender Binary: A Conversation with Trans and Nonbinary Leaders
- One Year In – COVID-19, Virtual Work, and Intersectional Impacts in the Workplace
- Allyship Across Difference in the Workplace
- Creating an Anti-Racist Organization: Reflections by Women of Color Leading DE&I
- Disability Inclusion in the Workplace
- Inclusive Hiring and Retention during the Great Resignation led by Bentley faculty Dr. Veronica Barber
- Executive Roundtable on Intersectional Impacts of Burnout on Women (in partnership with Massachusetts High Technology Council)

# Health Thought Leadership Network:

## Redefining the business of health

*The mission of the Health Thought Leadership Network is to transform the business of health by unifying academic disciplines and industry to advance actionable research, reinvent experiential education and establish external collaborations.*

[bentley.edu/centers/health-thought-leadership-network](https://bentley.edu/centers/health-thought-leadership-network)

The business of health encompasses industries and markets that deliver health services and products to consumers, including (but not limited to) pharmaceuticals, medical devices, biotechnology, healthcare services, health insurance, well being and fitness and digital health. The health sector in particular faces unprecedented levels of complexity, uncertainty and persistent technological acceleration. The global pandemic further elucidated the interrelation of business processes and outcomes with public health and healthcare delivery. For example, one of this nation's most complex, structural and enduring challenges remains the inequitable access to high-quality, affordable healthcare.

The solution to this problem, and many others in the health industry, will not be found in one sector, one policy or one institution—it will require a new, multidisciplinary approach that brings together experts dedicated to promoting healthy lives by building a better health ecosystem. The next generation of business leaders will not only respond to the health-related challenges of today and tomorrow,

but engineer approaches towards life science innovation, better healthcare delivery and ultimately a healthier society.

Others in the health industry see the need for disruption in this space. Bentley alumni brothers, Christopher R. Smith '91, MBA '92, P '19/'20 '24 and Gregory D. Smith '91, wholeheartedly agreed. In spring 2022, [they made a gift of \\$5M](#) to the university to expand and amplify health initiatives at Bentley that will grow and transform the business of health and make Bentley a leader in educating the next generation of health business leaders.

### Vision

The Health TLN is the hub for integrative and strategic health-related opportunities for the Bentley and surrounding community—by advancing interdisciplinary research, creating and facilitating educational offerings, supporting emerging health leaders and cultivating meaningful external partnerships that sparks innovation and improves outcomes.





The Health TLN builds on Bentley's strengths as a business university to advance impactful, transdisciplinary programs in health.

Efforts are guided by multiple perspectives that bridge traditional boundaries of academia and the health industry. The Health TLN enables the Bentley community to transform the business of better and more equitable health systems and beyond.

## Areas of Focus

The Health TLN's three areas of focus impact prospective and current learners, alumni, faculty and staff, external stakeholders, companies and organizations in the health industry.

### ACTIONABLE RESEARCH

The Health TLN brings together faculty across disciplines to conduct research that sparks innovation and improves health-related outcomes, stimulating and strengthening impactful projects through:

- Fostering collaborations between faculty across disciplines through supporting and contributing to innovative projects. Each year the Health TLN hosts a number of events for faculty across disciplines to share ideas and bridge departmental boundaries.
- Seed funding for research projects to accelerate results. Over the past two years, the Health TLN has provided seed funding to 24 projects. Examples of recent funding:
  - Support for research assistants for research on Alzheimer's disease and related dementias, family caregiving and children's labor supply in Denmark, led by an Economics Assistant Professor.
  - Support for graduate research assistants for research on the use of virtual reality mindfulness meditation to reduce preoperative distress by improving patient experience, led by an Information Design and Corporate Communication Associate Professor.

- Grant application support through letters of support and Health TLN resources.
  - These efforts led to the successful submission to the National Institutes of Health for an R15 grant as a primary awardee for a 3-year research project titled “COVID-19 Vaccine Uptake and Risk Mitigation Behaviors: Understanding the Role of Institutional Trust,” with the total budget of \$379,139. The project is aimed at exploring the relationship between trust and risk mitigating health behaviors and represents a collaboration of PIs from economics, global studies and health psychology.
- Connecting students who are dedicated to learning more about the business of health or plan to pursue a career in the health industry following graduation to opportunities and resources.
- Developing executive education offerings in conjunction with Bentley’s Office of Strategy and Innovation.
- Supporting student research opportunities around all aspects of health in collaboration with Bentley’s Jeanne & Dan Valente Center for Arts & Sciences through their Undergraduate Research Program. The Health TLN has funded 10 students through this program. Examples of recent student research projects include:
  - “Exploring the Relationship Between Microplastics and Pharmaceutical in a Groundwater Medium and Their Potential Implications on Human Health”
  - “Sexual Harassment on College Campuses”

## IMPACTFUL EDUCATION

The Health TLN inspires learners to bring multidisciplinary and forward-thinking perspectives into their lives and careers in the health industry and beyond through:

- Innovative undergraduate health programming, giving students a broad overview of the health industry, incorporating multidisciplinary knowledge and skills they can use to make an impact. The Health TLN developed and deployed the course, Multidisciplinary Studies in Healthcare Delivery (ID 320), which traverses traditional departmental and disciplinary barriers to engage students in a systems approach to healthcare delivery. Each class is taught by faculty or staff from various disciplines at Bentley, offering the opportunity for students to engage multiple areas of expertise and contemplate future coursework or research projects. Each class facilitator invites an expert in practice to address a major healthcare challenge. The course won a 2019 Bentley Innovation in Teaching Award.
  - Visiting Scholars: Roland J. Thorpe Jr., PhD, MS; Mohan Tanniru, PhD; Anthony Suchman, MD, MA, FACP
  - Recent events: “Improving the Patient Experience through Business” featuring Bentley alums Estefania Barneuevo, MBA ’21, Suraiya Gobeil, ’96, Jake Koppelman, ’10, Tyler Miguel, MSBA ’18; “Improving the LGBTQ+ Patient Experience: Research and Clinical Perspectives” featuring Mollie Ruben, PhD, Vincent C. Smith, MD, MPH, Joshua St. Louis, MD, MPH, AAHIVS; “Learning to Adapt: Transition and Transformation at Catholic Health Services of Long Island” featuring Tom Bigda-Peyton, EdD.
- Hosting numerous external speakers and an annual visiting scholar.

## EXTERNAL PARTNERSHIPS

Cultivating meaningful external partnerships with organizations and individuals in the health industry is pivotal in developing a wide-reaching, inclusive and diverse center for excellence through:

- Building a robust alumni network in the health industry and engaging those alumni in career and educational opportunities for Bentley learners through a Bentley Alumni in Healthcare LinkedIn page, power lunches centered around a hot topic in healthcare led by a Bentley alum and a presence at the highly attended undergraduate Bentley career fair.
- Applying research to practice by connecting external partners to our faculty and collaborative research.
- Providing experiences for learners with our health industry partners.

- Engaging an advisory board consisting of thought leaders in the health industry to keep the Health TLN abreast of the most up-to-date information, innovation and trends in the industry.
- Networking opportunities between health industry companies, partners, students, alumni and organizations to foster a sense of community in and around Bentley.

## Our Future

Aligned with Falcons Forward 2030: The Strategic Plan for Bentley and thanks to the generous gift, the Health TLN is entering a period of exponential growth. We plan to grow as an impact hub to catalyze health-related offerings and opportunities across the university, building additional programming in precollege, undergraduate, graduate and executive education and connecting strategically with external partners.





# Hoffman Center for Business Ethics

*The W. Michael Hoffman Center for Business Ethics, 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 business performance with ethical business conduct.*

[bentley.edu/centers/center-for-business-ethics](http://bentley.edu/centers/center-for-business-ethics)

HCBE 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.

## Events and programs

In its efforts to inspire ethical leadership, while sparking a vital discourse around ethics in business, the HCBE created two distinctive lectureship programs. In its Executive Lectureship, prominent corporate leaders come to Bentley to share insights and ideas with students, faculty and invited guests. Recent speakers in this series include John King, EY Americas Vice Chair – Assurance, and Tim Ryan, Chair and Senior Partner, PwC.

In its Visiting Professorship, the HCBE brings to Bentley a leading academic from another institution of higher learning. The Visiting Professor delivers a public lecture dealing with issues at the intersection of business ethics and society. Throughout the week of the Visiting

Professor's stay, he or she typically visits three or four 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. Recent speakers in this series include Linda Treviño (Pennsylvania State University) and John Hasnas (Georgetown University).

To date over 14,000 students and members and friends of the Bentley community have attended one or more Executive Lectureships, and over 7,000–8,000 students and members and friends of the Bentley community have attended an event featuring the Visiting Professor. In the past these events have attracted generous support from companies such as Raytheon Technologies and Verizon Communications.

In addition to these large-scale events, the HCBE hosts two other regular programs. One is its brown bag business ethics research series. In this series, the HCBE invites a select group of academics to campus to present their work-in-progress on topics in business ethics, broadly construed, to the Bentley community. Our aim to assemble a group of speakers that represent



a diversity of intellectual backgrounds and perspectives. The second is a series of webinars which bring together academics and practitioners to discuss ethical issues confronting working professionals. Among the topics that we have explored are retaliation, diversity, moral courage, and moral motivation. The series features the unique perspectives and experiences of both practitioners who have dealt with these issues and academics who have studied them.

## Education

The HCBE regularly hosts educational programs. One of these is the Global Business Ethics Teaching workshop. This is a three-day workshop designed encourage faculty to address ethical issues and questions of corporate social responsibility (CSR) in required and elective courses. Each Spring Bentley faculty members and visiting faculty from around the world participate in a three-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 has been supported by a grant from the State Street Foundation.

Working with the Ethics and Compliance Initiative, the HCBE offers a “Managing Ethics and Organizations” (MEO) program. Over the years, the course has provided attendees with practical advice and tools for creating and managing an effective ethics and compliance initiative. Hallmarks of the program include in-depth sessions devoted to topics such as 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 are especially appreciated by attendees. Since 1995, over 1,000 ethics and compliance officers and others have completed the five-day seminar.

## Associates

In addition to its programs and events, the HCBE is fortunate to count among its associates a group of Faculty Fellows, several student interns, and a distinguished Advisory Board. The HCBE Faculty Fellows produce groundbreaking work in the area of business ethics, broadly construed. They hail from a variety of departments on the Bentley campus, including management, philosophy, and accountancy. The Fellows' research is supported by the HCBE, and they offer advice to its executive director.

The HCBE is honored to have an advisory board comprising highly regarded business ethics practitioners and scholars. The board (1) assists HCBE in its efforts to foster an ethical framework for the conduct of business and to establish greater cooperation on ethical issues among academic, corporate, government,

labor, and public interest groups; (2) builds relationships with the business community and the public at large that advance HCBE's interests, contributions, and reputation; (3) contributes to the creation of an atmosphere of intellectual discourse on matters of business ethics at the center and the university that respects and values all points of view; and (4) recognizes and responds to public concerns on ethical business practices both in the United States and abroad.

On occasion, board members speak to classes on matters pertaining to business ethics. They also gather for informative conversations about best practices in business ethics.

One of the great early advocates of business ethics was the human rights leader and campaigner against apartheid, Reverend Leon H. Sullivan. In honor of him, and with the generous assistance of American Express, an endowed Sullivan Scholars program was established to support students from minority backgrounds with an interest in business ethics through internships at the HCBE. Sullivan Scholars play an essential role in supporting the Center in carrying out its activities throughout the academic year.





# Office of Sustainability

*The Office of Sustainability's mission is to mobilize sustainable leadership in business by educating students on the business imperative of the "triple-bottom line"—considering the social and environmental impacts of business decisions along with the economic results..*

[bentley.edu/offices/sustainability](http://bentley.edu/offices/sustainability)

## Our Mission

To mobilize sustainability leadership in business by:

- Modeling sustainable operations
- Supporting sustainability teaching in the classroom
- Partnering with the business community to expand career opportunities for Bentley's graduates

## Our Vision

Bentley is a model for sustainability in higher education, developing organizational leaders committed to making their institutions, communities and the world more sustainable.

Our operations and education reflect a commitment to sustainability and climate justice by students, faculty and staff. Our community is equitable and resilient, promoting innovative thinking to solve the sustainability issues of today and tomorrow.

## Sustainability and Climate Action Plan

Bentley's Sustainability and Climate Action Plan (SCAP) is the result of a ten-month planning process that engaged over 300 Bentley students, faculty, staff, and alumni. The plan consists of 16 goals in the following categories:

- Energy and Building Systems
- Transportation and Mobility
- Materials Management
- Lifelong Learning and Engagement
- Outreach and Education

Three of the five focus areas specifically address the university's greenhouse gas emissions (GHGs) through sustainable campus operations and resource use. The remaining focus areas address Bentley's impact as an educational institution, with goals to develop organizational leaders who think critically about the broad range of sustainability issues in society and business and support the Bentley community with resources and knowledge to engage in sustainability, climate justice and resiliency.



## SWIPE OUT HUNGER

During the fall semester of 2020, the university launched its Swipe Out Hunger program, a program designed to both provide support to Bentley students who are experiencing food insecurity and educate our campus community about this important social issues. Through this program, students with meal plans can donate five meal swipes per semester to the Swipe Out Hunger fund. One meal swipe allows a student into Bentley's main dining hall which is an "all you can eat" food service and dining area open for breakfast, lunch and dinner. Students experiencing food insecurity can apply for free meal swipes. This program was designed using best practices provided by Swipe Out Hunger, a national non-profit that supports colleges in developing programs to meet the needs of food insecure students. As of fall 2022 this program has supported an average of 215 students per semester who are experiencing food insecurity. The number of individual students seeking support through Swipe Out Hunger has increased each semester that the program has been offered.

## SUSTAINABILITY AND CLIMATE ACTION PLAN

The plan was approved by the university's Cabinet and launched in September 2023. Implementation will take place over the next five years. The university is currently moving forward with working groups in all five focus areas who have commenced execution of the plan's goals and strategies.

The SCAP Advisory Board will continue to serve as a governing body for the plan and its implementation. The Office of Sustainability will update the Advisory Board on implementation progress throughout the year using the metrics identified for each strategy in the implementation plan. The Office of Sustainability will meet with the Advisory Board each June to connect more deeply on plan implementation. Students, faculty, staff and alumni will receive SCAP progress updates throughout the year and formally through the Office of Sustainability's Annual Report, released each January. Progress updates will also be posted to the Office of Sustainability's website.

[Read Bentley's Sustainability & Climate Action Plan](#)

# Valente Center for Arts & Sciences

*The Jeanne and Dan Valente Center for Arts & Sciences is dedicated to integrating the arts, humanities, and sciences into the educational, scholarly, and cultural life of Bentley University.*

[bentley.edu/centers/valente-center](https://bentley.edu/centers/valente-center)

Our center hosts a variety of campus-wide programs aimed at supporting our university's core mission through diverse and creative arts, humanities, and sciences related research, teaching and learning. In addition, the Valente Center sustains advanced and collaborative interdisciplinary work between the humanities and other areas such as business and the social sciences.

By organizing many events on a variety of topics and by hosting visiting scholars from a range of fields in the arts, humanities and sciences, the Valente Center seeks to greatly enhance the overall intellectual life on campus. The center supports faculty and undergraduate student research through scholarships, student research assistantships, workshops, and seminars including an annual humanities research seminar with participating scholars from the US and other countries, self-directed student seminars and the annual Undergraduate Research Day. Through its programs, the Valente Center aims to promote individual scholarship by cultivating research and teaching in the arts, humanities, sciences and at their intersection with management, technology, finance, accounting, economics, and business in general.

Below follows a selection of highlights and examples of programming by the Valente Center for Arts and Sciences from 2020 to 2022, which meet some of the Principles for Responsible Management Education (PRME), such as purpose, values, method, and research. The last few years, recurring themes in programming offered by the Valente Center have included anti-racism, health, sustainable (business) solutions for pressing issues.

## Purpose

- Various talks, webinars, and panels addressed sustainable solutions for pressing issues. A couple of examples: In November 2020, Rev. Lennox Yearwood spoke to the Bentley University community on Environmental Justice. We invited Mark Bittman for a talk followed by a Q&A on Sustainable Food Production in October 2021. An interdisciplinary panel discussed Translating Climate Change Research into Sustainable and Equitable Solutions in April 2022. And we were pleased to host Majora Carter on campus to talk about Sustainability and Urban Revitalization in September 2022.



## Values

Our university emphasized the value of anti-racism even more in recent years. Some samples of our recent programing include a talk and Q&A with the authors of *Tacit Racism: A Clear and Present Danger*, Anne Rawls and *Waverly Duck* in October 2020. We organized a webinar on Blackness and Anti-Blackness in American Public Life in February 2021. And in April 2021, Julie J. Park came to speak about her book *Race on Campus: Debunking Myths with Data*.

## Method & Research

- The Valente Center for Arts & Sciences offers a wide range of programs to support research by faculty as well as students. Over the years, undergraduate research in particular has become a focal point for our university. To develop that further, we organized a panel on Engaging students and Faculty in Undergraduate Research Internships as a Best Practice for Teaching and Learning in March 2022, in support of our UG Student Research Assistantship Program, which allows students to work on faculty-led research projects, as well as our UG Researcher Program, which offers students a stipend and a structure to do their own research projects. Students present their results on our annual Undergraduate Research Day in April.
- To foster research by faculty, the Valente Center for Arts and Sciences has set up an annual Humanities Seminar, which brings together a group of scholars and experts from Bentley University faculty and other institutions on various moments during the year to explore a common field of interest, often resulting in publications. In addition, every semester we organize our READ—Reading & Engaging across Disciplines—seminar, during which various members of the faculty discuss a publication or book, which tends to be a little removed from most of the expertise of the participants, in order to stimulate the mind.
- While generally focused on fostering research and teaching in the arts, humanities, and sciences at Bentley University, the Valente Center welcomes and supports interdisciplinary work which routinely includes projects rooted in fields of inquiry which could be considered management, technology, finance, accounting, economics, or business in general.



# Bentley University

## UNGC and PRME Initiative

*For questions or additional information on the Bentley University UNGC and PRME initiative and/or this combined AY2020–2022 Commitment to the United Nations Principles for Responsible Management Education report, please contact:*

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**Bentley University** is one of the nation's leading business schools, dedicated to preparing a new kind of business leader with the technical skills, global perspective and ethical standards required to make a difference in an ever-changing world. Bentley's diverse arts and sciences program combined with an advanced business curriculum prepares graduates to make an impact in their chosen fields. The university enrolls approximately 4,000 undergraduate and 1,000 graduate students.



**BENTLEY UNIVERSITY**

Hoffman Center  
for Business Ethics