



WALDEN 2020
A VISION FOR SOCIAL CHANGE

2017 REPORT

WALDEN UNIVERSITY
A higher degree. A higher purpose.



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WALDEN 2020

A VISION FOR SOCIAL CHANGE

Working to better foster social change through research, practice, and the education of motivated scholar-practitioners.

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Our Commitment Is Strong

“Every day around the world, Walden students, alumni, faculty, and staff serve their communities in many ways large and small. This continual commitment to service is not only a reflection of our mission, it is part of our DNA.”



Jonathan Kaplan

A letter from Jonathan Kaplan, president of Walden University

In 1970, more than 45 years ago, when Bernie and Rita Turner founded Walden University, they could scarcely have predicted the force for social change our institution would become. Today, more than 160,000 students and alumni, from all 50 U.S. states and 180 countries, have pursued an online education at Walden.

While we are still primarily the doctoral degree-focused university we were when we were founded, today we have grown into a multifaceted institution that holds many highly regarded specialized accreditations across a broad range of fields of practice and research.

The quality of our faculty, staff, and programs, along with our international scope and scale, provide us with an opportunity to publicly renew our vision of how the university can better foster social change through research, practice, and the education of motivated scholar-practitioners.

Walden 2020: A Vision for Social Change is a working plan that will guide the university's efforts to become a leader in connecting our virtual presence with both local and global actions to make a difference—and to be here for good.

We're continuing the arc and extending the goal of aspiring toward the highest that Bernie and Rita had in mind when they founded Walden. Now, just as then, we're committed to supporting the social good that is integral to our ongoing mission.

This is who we've been from the beginning, who we are today, and who we are committed to remaining.

A handwritten signature in black ink that reads "Jonathan A. Kaplan". The signature is written in a cursive, flowing style.

Jonathan Kaplan, JD
President



 **50** U.S. states
180 countries

160,000+
Walden students and alumni



About Walden: Our History and Our Future

The university was founded in 1970 by two teachers who sought a way for adults in the workforce to pursue their doctoral degrees. Bernie Turner, an economist, and his wife Rita, a peace activist, laid the groundwork for the university in collaboration with Harold “Bud” Hodgkinson, a faculty member at the University of California, Berkeley. The journal *Soundings* had just published Hodgkinson’s “Walden U.: A Working Paper,” an attempt to develop a university rooted in mutual inquiry and social change.

Hodgkinson contacted the Turners and—in 1970—Walden University was born.

For more than 45 years, Walden University has been serving the higher education needs of working professionals. Our students are earning bachelor’s, master’s, and doctoral degrees and certificates online in a broad range of disciplines, including health sciences, counseling, criminal justice, human services, management, psychology, education, public health, nursing, social work, public administration, and information technology.

Through programs that reflect current professional trends and promote positive social change, we are committed to helping students achieve their goals, enabling them to make a difference in their careers and communities as Walden graduates and effective agents of social change.

Walden has always been focused on fostering social change through the education of scholar-practitioners, increasing access to higher education, and applying research to helping solve problems in the world. We intend to continue this focus into the next 50 years—and beyond.



“ Go confidently in the direction of your dreams.
Live the life you’ve imagined. ”
Henry David Thoreau



1970

Walden is founded by Bernie and Rita Turner.

1971

Walden opens office and holds first Summer Session in Naples, Florida.



1972

Walden confers 46 PhDs and 24 EdDs at its first commencement in Naples, Florida.

1979

The Minnesota Higher Education Coordinating Board approves Walden's request for licensure. Walden is allowed to grant PhDs and EdDs in Minnesota.



1984

The curriculum is restructured to emphasize how professions are affected by social change.

1990

Walden is accredited through the North Central Association of Colleges and Schools (NCACS).



2001

Walden introduces new programs: the MBA, MPA, and PhD in Public Policy and Administration.

2005

Walden celebrates 35 years of Inquiry for Social Change.

2008

The College of Education is named The Richard W. Riley College of Education and Leadership in honor of the former Secretary of the U.S. Department of Education.

2010

Walden celebrates its 40th anniversary.

2012

Walden University is accredited by the National Council for Accreditation of Teacher Education (NCATE). This accreditation covers initial teacher preparation programs and advanced educator preparation programs.



2013

Walden celebrates its 50th Commencement.

Walden receives reaffirmation of accreditation from The Higher Learning Commission, which grants accreditation to Walden for 10 more years.

2014

Jonathan A. Kaplan is named the 10th president of Walden University.

2015

Walden introduces Tempo Learning™ and offers the nation's first competency-based MS in Early Childhood Studies program using the direct assessment model. Walden becomes only the sixth institution with direct assessment approval by the U.S. Department of Education.

Walden University completed a rigorous assessment by B Lab®, an independent non-profit organization that serves as a global movement of people using business as a force for good, and became a Certified B Corporation®. Walden is a member of the Laureate International Universities network and Laureate Education, Inc. is a Certified B Corp® – the largest corporation ever to become a B Corp™.



2016

Barbara Solomon School of Social Work and Human Services

In 2016, Walden renamed its School of Social Work and Human Services in honor of Dr. Barbara Solomon to recognize her impact on the social work profession and her service to Walden as a longtime board member. The Barbara Solomon School of Social Work and Human Services honors her legacy as a leader who has transformed the field of social work, contributing both as a social worker and as an academic who helped shape the careers of countless professionals during her 50-year career.



Walden University is the flagship online university in the Laureate International Universities network.



Kristen Anderson Class of 2015
MS in Education

Our 2020 Vision: A Roadmap for the Future

Walden 2020: A Vision for Social Change is a five-year working plan that began in 2015 and will shape Walden's thinking about the future and its vision for social change within the university. The plan will focus on opportunities to demonstrate, as a public benefit corporation, how we make a positive impact on society and create benefits for the public.

Our goals as part of this vision include:

- Leveraging Walden research capacities, expertise, networks, and curricula to serve external organizations and communities in the application of social change.
- Strengthening the impact of Walden curricula to educate agents of social change across all of our programs.
- Raising the social change consciousness, skills, and knowledge of Walden's internal communities.
- Continuing to improve how we support ongoing social change initiatives that engage current students, faculty, alumni, and our partner communities.

These four major goals encompass our key commitments to:

- **Reinforce and expand Walden's internal and core capabilities to support the development of social change thought-and-practice leaders** through research, professional development, and the education of motivated scholar-practitioners who can become more effective social change agents.
- **Leverage Walden's resources and passions to better serve our external stakeholders and build partnerships** with organizations and communities that can benefit from our expertise, networks, and research capacities.

WALDEN 2020
A VISION FOR SOCIAL CHANGE

Our 2020 Vision is both inward-focused and outward-directed. The central challenge that it attempts to address is how to continue to build and leverage core values, skills, capabilities, and networks, as they relate to delivering research, educational, and practical social change-related services to society and with our communities.

Goal 1: Leveraging Our Research and Networks

Leverage Walden research capacities, expertise, networks, and curricula to serve external organizations and communities in the application of social change.

Over the years, Walden University has developed a global footprint and routinely celebrates commencements for students from around the world. In terms of fostering positive social change, Walden's learning community has great potential to affect lives across the globe. However, this footprint is widely dispersed, with more than 160,000 students, alumni, and faculty living and working throughout the world. This provides a distinct challenge in how we can best share our knowledge, skills, and passions to foster social change with our community partners.

Contributing to social change through our doctoral student research

Tens of thousands of Walden scholar-practitioner graduates have done research, and each, as required, has explored how his or her research impacts positive social change. In February 2015, the Walden Library launched the *Social Change Collection* in ScholarWorks. This new platform makes the scholarly and creative output of the Walden University community publicly available to generate new knowledge, conserve past knowledge, and transform knowledge by making connections among and between ideas to improve human and social conditions. Since its launch, more than **865,000 publications** have been downloaded from the institutional repository. Readers come from **more than 27,000 institutions** across **223 countries**.

Walden showcases the wide variety of high-quality research by our students, alumni, and faculty through a number of awards, research grants, and recognitions, including the Harold L. Hodgkinson Award for best dissertation, the Frank Dilley Award for outstanding doctoral study, and Presidential Alumni Research Dissemination Awards (examples below).

Harold L. Hodgkinson Awards

Dr. Ardian Shajkovci

Radicalization and Safety and Security in the Balkans: An Ethnographic Study

Dr. Wayne A. Wallace

The Effect of Confirmation Bias on Criminal Investigative Decision Making

Dr. Stacey Pilling

A Qualitative Analysis of Migrant Women Farmworkers' Perceptions of Maternal Care Management

Frank Dilley Awards

Dr. David Finch

The Stakeholder Scorecard: Evaluating the Influence of Stakeholder Relationships on Corporate Performance

Dr. Sharon K. Powell-Laney

Use of Human Patient Simulators to Enhance the Clinical Decision Making of Nursing Students

Dr. Krista K. Laursen

Leadership Strategies and Initiatives for Combating Medicaid Fraud and Abuse

Presidential Alumni Research Dissemination Awards

Dr. Leah Grebner '14

Learning Style Needs and Effectiveness of Adult Health Literacy Education

Dr. LaMont Rouse, '13

The Impact of Workplace Bullying on Health Care Workers

Dr. Kevin Newmeyer '14

Cybersecurity Strategy in Developing Nations: A Jamaica Case Study



Goal 1: Leveraging Our Research and Networks

Connecting our ongoing student and faculty research

Part of our goal to leverage Walden research capacities, expertise, networks, and curricula means being more intentional in connecting our ongoing student and faculty research in ways that directly help organizations and communities improve and solve the problems that are unique to them.

While Walden doctoral students are asked to address the social change implications of their research in both the dissertation and the final oral defense, Walden also has begun to explore deeper ways to connect student research with a community partner focus.

For example, the Walden Doctor of Business Administration (DBA) program recently launched a pilot of a new doctoral capstone option: the Alternative Work-Based Capstone. DBA students in this unique capstone work directly with organizations, serving in what is essentially a consultant capacity that allows them to bring their learning into practice while gaining outstanding, real-world experience.

The social change implications of the Alternative Work-Based Capstone are profound. While capstone students are directly supporting these organizations and documenting the engagement through real-world problem solving, organizations that might not be able to afford consultants are getting valuable assistance and insights.



Lenora White **Class of 2007**
BS in Business Administration

This capstone follows our tradition of offering Walden students extensive field experience. We have already built the organizational capacity to place our students on-site for skill building and formal educational goals. Now we can also infuse social change elements into our field experience and community-based research partnerships.

Walden also is committed to supporting faculty and staff who undertake research or applications focused on social change and innovation. We have recently expanded our **Research and Applications for Social Change Grant** program, which was established to enable members of the Walden community and others to make a significant and meaningful change in academic and social communities, both locally and globally.

The competitive grants are awarded to applicants who submit outstanding proposals that reflect the university's mission to foster social change through research and the education of scholar-practitioners, as well as Walden's determination to uniquely effect positive social change worldwide.

Current and past grant recipients have focused on a range of topics, including examining resilience factors that enable high school graduation of some Pueblo Indian students; the development of microenterprises in Bulgaria; the promotion of mental health among adolescent girls in India; the socio-ecological factors impacting Zika virus transmission in Peru; and the impact of direct-to-consumer advertising on health-seeking behavior for depressive symptoms.

73%

of Walden graduates have volunteered their time to an organization in the past year.*

*According to respondents from the 2016 Walden University Study: Career and Well-Being Outcomes

Building networks to expand our reach

We support our faculty, staff, emerging scholar-practitioners, and alumni in building wide-ranging, inter- and trans-disciplinary learning networks that can serve and partner with communities to address challenges that they share across the world.

Here are some ways we're doing that:

- **A new way to teach.** Through her dissertation research at Walden, Dr. Heather Macdonald '13, a PhD in Psychology graduate and 2013 Scholar of Change, has developed an entirely new way to approach teaching and learning called the Tri-Optimal Learning Model. "The model is based on the interaction between attachments students have in the classroom to teachers and fellow students, their specific learning needs, and the level of support they receive at home and in the community," Dr. Macdonald explains. She is currently working in partnership with Dr. Karine Clay '07—a Walden faculty member, PhD in Education graduate, and K–12 educator—as a consultant with school systems in Canada and the Philippines to adapt and implement her innovative model, which is focused on children who have learning disabilities.
- **Social Changers without Borders.** Elizabeth Ndubisi-Ukandu, a Walden University Public Health doctoral candidate, came up with the idea for Social Changers without Borders, Inc. The group was founded as a self-organized grassroots community of Walden University students, faculty, alumni and friends involved in promoting positive social change around the world. They come together as a community inspired by their education at Walden University and the university's mission to promote positive social change.



Claris Green-Mills Class of 2015
MS in Management

Broadening My Horizons: Expanding Healthcare

When two people close to her passed away, Claris Green-Mills '15 realized proper dialysis care could have saved them. "I pondered what could have prevented those deaths," she explains. "It inspired me to find a way to meet the needs of the community."

Green-Mills figured the best way to prevent future tragedies was to establish a new dialysis center for regions in need. "I thought about how it could enhance both health and the economy," she says. "I combined my nursing and business backgrounds in one idea."

Green-Mills soon discovered that establishing a new dialysis center required a deeper understanding of the business side of caregiving, which she admittedly lacked. So in 2013 she enrolled in the MS in Management program and is now applying the management skills she learned at Walden while laying the groundwork for her new business venture. "Realistically, we are looking at three to five years before opening. But my Walden education is bringing me closer."

Goal 1: Leveraging Our Research and Networks

- **Launched the Walden University Center for Social Change**

Another key component of the Walden 2020 Vision is the Walden University Center for Social Change. Established in early 2017, the Center will partner with our Walden community and other stakeholders to promote and support ongoing, sustainable, community-based research and other initiatives, such as Global Days of Service, Service Learning Initiatives, Scholars of Change Video contests, and other social change-related programs.

- The Center will be a connective hub to foster networks to support research, practice, partnerships, and collaborations related to social change initiatives. It will be a resource for the university to:

- Support academic programs to strengthen the impact of Walden curricula in helping our students enhance their skills and knowledge to be effective agents of social change.
- Coordinate with the Director of the Office of Research and Sponsored Programs to award Walden Social Change Grants to qualified Walden faculty, students, and external stakeholders (Social Change Fellows).
- Support efforts to bring knowledge, skills, and passions from Walden's learning community into partnership with external communities who can benefit from sustained relationships with Walden that foster positive social change.

The Center will also:

- Promote relationships and partnerships to support social change initiatives, from volunteerism to sustainable community-based research.
- Connect our students, alumni, faculty, staff, and other university stakeholders with one another around social change opportunities.
- Facilitate and support efforts to build ongoing, interdisciplinary streams of social change research and practice.



**Molly Raymond:
Committed to Social Change**

Molly Raymond, a recipient of our Commitment to Social Change Award, lives her commitment to social change in her role as Field Education Coordinator for the Master of Social Work (MSW) program at Walden. But that's just the beginning. She also co-founded and chairs the Board of Directors of a Minneapolis-based nonprofit organization, EDIT.

EDIT, which stands for Equity, Diversity, Inclusion, Together, empowers youth to promote social change in their communities through arts programming. Since 2009, EDIT has sponsored programs to raise awareness of racism, sexism, classism, social justice, and bullying, touching the lives of more than 2,000 local students. Youth participants are encouraged to explore social justice themes that are relevant to their lives and experiences and act to increase diversity, inclusion, and equity on the local level.

In addition to her work with EDIT—which she does outside of her full-time employment at Walden—Molly is the co-chair of the Community Building Committee in Walden's Minneapolis office and has spearheaded many successful projects, such as the volunteer fair, the annual networking event, and events during Global Days of Service.



Jackie Moon (center) Class of 2011
Bachelor of Science in Nursing (RN-BSN)

Goal 2: Strengthening Our Curricular Impact

Strengthen the impact of Walden curricula to educate agents of social change across all of our programs.

The Walden University community believes that education and social change are fundamental to the provision and maintenance of democratic ideals and principles—especially that of the common good.

The central means for Walden to contribute to improving the common good is by offering relevant educational curricula and experiences to emerging scholar-practitioners so they can enhance their knowledge and build skills that support their efforts to be more effective agents of social change.

We believe that our current curricular offerings are relevant to the task of preparing scholar-practitioners to be agents of social change. We recognize that there are important opportunities to strengthen our focus on helping our students develop skills that are directly related to becoming more effective agents for social change in any field, and to support their efforts to integrate their curriculum-based knowledge through social change leadership.

André Lynch Class of 2006, 2007
BS in Business Administration
Master of Business Administration



Goal 2: Strengthening Our Curricular Impact

The 8-Features Framework of Social Change and Leadership

One way we hope to strengthen the impact of Walden curricula is by embedding the Core 8-Features of Social Change framework from Walden's Curriculum Guide for Social Change—which was developed as part of Walden's 2012 Higher Learning Commission (HLC) Special Emphasis analysis—into the way Walden revises both existing and new programs and courses. This includes institutionalizing a process by which the Core 8-Features will be explicitly included in our formal assessment review. This will move us toward system improvement and integration when it comes to our curricula and social change.

- 1 Scholarship:** application of research and theory to real issues and challenges in the community.
- 2 Systemic Thinking:** the examination of the multiple causes, contributing factors, and solutions needed for complex social problems.
- 3 Reflection:** personal and group reflection during and after a phase in a social change project to enhance practical and theoretical knowledge of the issues involved.
- 4 Practice:** the ability to plan, execute, and assess a social change project.
- 5 Advocacy:** the ability to raise awareness of an issue through education and advising.
- 6 Collaboration:** identification of likely partners and the ability to work in and/or lead a team of change agents.
- 7 Political or Civic Engagement:** the ability to engage in the process of developing or reforming policies and laws to support a social change initiative in the community, institution, profession, or wider society.
- 8 Ethics and Values:** commitment to promoting the good of others, including the ecosystem.

Research suggests that all social change efforts begin with the individual and build out from there, based on the individual's knowledge, skills, and passions. These efforts are amplified by the individual's ability to build teams and networks of others who can collectively address problems at the group, organizational, community, and societal levels of application.



Anthony Moyer Class of 2011
Doctor of Education

9 out of 10

Walden alumni responding to our survey say that their program helped them to advance positive social change.

*According to respondents to the 2015 Walden Alumni Satisfaction Survey.



Dr. Anita Alston Ellis (right) [Class of 2011](#)
PhD in Public Health

My Mission Possible: [Healing Foster Youth](#)

“Believing in yourself is the first step to making a change in your life,” says Dr. Anita Alston Ellis ’11, a PhD in Public Health graduate and currently a health scientist with the CDC. Anita has been an advocate for foster care and adopted youth since 2005, when she started a nonprofit called Through Their I’s—Mentoring Program. The group focuses on mentoring and bringing about change in the foster care system.

“Mentoring is a big piece of the support system that’s missing,” she says. “The chances of young adults overcoming their circumstances are much higher if they have at least one caring and supportive mentor.”

Anita says her belief in the power of mentoring was fostered at Walden. “The support and mentorship at Walden really framed how I live my life today,” she says. Anita hopes to use her experience in foster care to inspire youth to believe that they can do anything they want. “I want to help them see that it’s OK to dream, and there are resources available to help them.”

Goal 3: Raising Social Change Consciousness

Raise the social change consciousness, skills, and knowledge of Walden's internal communities.

Throughout its history, Walden University has been committed to fostering social change through the education of a diverse community of career professionals who share our passion to improve the world. Indeed, the core of our mission is to help our students transform themselves into scholar-practitioners who can effect positive social change.

In 2015, Walden completed a rigorous assessment by B Lab®, an independent non-profit organization that serves as a global movement of people using business as a force for good, and became a Certified B Corporation®. Walden has demonstrated that we meet the highest standard of verified, overall social and environmental performance, public transparency, and legal accountability. Our B Corp™ status reflects our history, and our values and aspirations as an educational institution focused on being a force for good in the world.

A Diverse Student Population

More than 57,000 students* from all 50 states in the U.S. and more than 155 countries are pursuing their bachelor's, master's, or doctoral degrees online at Walden.

74%
of total student population is female

41%
of total student population is Black or African American

4% 4%
Hispanic/Latino Asian

2% 1%
Multiracial American Indian/Alaskan Native

Source: Walden University's Office of Institutional Research and Assessment.
Statistics are based on Fall 2016 enrollment data.

*Total enrollment as of December 31, 2016.



Mercy Chikhosi Nyirongo Class of 2014
Master of Public Health

Goal 3: Raising Social Change Consciousness

Throughout its history, Walden University has been committed to fostering social change through the education of a diverse community of career professionals who share our passion to improve the world. Indeed, the core of our mission is to help our students transform themselves into scholar-practitioners who can effect positive social change.

We are committed to identifying opportunities to engage our faculty, staff, administrative leaders and alumni in becoming more effective agents of social change. We believe it's the responsibility of every member of our Walden community to have the opportunity to make a difference at Walden—and in the world—as agents of social change.

In order to raise the social change consciousness, skills, and knowledge of Walden's internal communities, we intend to:

- Recognize the extraordinary efforts of members of the Walden community who make tangible impacts in how we understand and practice social change in the world. This includes continued support of our Global Days of Service initiative and the Walden community leaders who organize these events.
- Continue to publicly celebrate members of our community who are taking tangible actions for good, through our Commitment to Social Change Award.
- Increase ongoing professional development opportunities for all internal community members. These opportunities specifically focus on building skills to be more effective agents of social change and leaders outside our workplace.

- Expand the reach and depth of our engagement with Walden alumni so we can support their lifelong learning commitments to be more effective agents of social change and grow our social change networks to serve more communities. Our recent social change virtual networking events offered by the Office of Career Services, has had strong alumni participation and continues to grow.
- Continue to help Walden alumni effect positive social change—almost 90% of alumni who responded to our 2015 Alumni Satisfaction Survey felt that their Walden program helped them accomplish this.
- Strengthen Walden's commitment to diversity and inclusion within our community as Walden continues to serve an even more diverse group of professional change agents from around the world.

In March 2015, Walden leadership and its Board of Directors convened to discuss Walden's mission of positive social change and the vision for its mission in the future. Following this meeting, a Social Change Working Group was formed to develop a five-year working plan to shape Walden's overall strategic thinking about the future and enhance and deepen Walden's commitment to social change.



Micah Griffin **Class of 2015**
Master of Healthcare Administration graduate
PhD in Health Services student



Reshaping Fatherhood

Micah Griffin, a 2015 Scholar of Change, is the founder and executive director of the nonprofit Heal Our People Incorporated, which is designed to educate the community by focusing on three areas: fatherhood success, academic advancement, and improving access to healthcare.

“I founded the nonprofit two years ago, primarily to create programs that focus on African-American men,” he says. “I was fortunate to have my dad instill ideals and values that led to where I am today.”

In April, Heal Our People launched its first six-week Fatherhood Success Academy in partnership with Head Start. “We want to influence fatherhood development because it directly impacts family development,” explains Micah.

Micah, who earned his Master of Healthcare Administration (MHA) in 2015 and is enrolled in the PhD in Health Services program, says Walden’s focus on effecting positive social change is what drew him to the university. “Everything I have learned at Walden has helped me build my nonprofit, from administration to putting together a health assessment,” he says.

Goal 4: A Spirit of Continuous Improvement

Continuously strive to improve how we support ongoing social change initiatives that engage current students, faculty, alumni, staff, and our partner communities.

Walden University considers itself a learning organization and believes that quality and integrity are the cornerstones of all academic processes. The fourth goal of our *Walden 2020: A Vision for Social Change* plan is to commit to an ongoing process of measurement, accountability, and improvement as it relates to the goals and plans set forth in *Walden 2020* so that we institutionalize best practices in advancing the development of agents of social change.

Walden provides an inquiry/action model of education that fosters research, discovery, and critical thinking. This results in professional excellence that can—and should—be used to effect positive social change.





Diversity and Inclusion Working Group

In 2016, we formed the Diversity and Inclusion Working Group, led by Dr. Savitri Dixon-Saxon, dean of the School of Counseling and the Barbara Solomon School of Social Work and Human Services.

The working group, which includes faculty and staff from each school and several academic departments, was formed to be a vital part of our commitment to positive social change, to prepare evidence-based practices, and to make recommendations to leadership on how we can ensure a welcoming learning environment for all.



[changemaker]

Someone who is taking
creative action to solve
a social problem.

Goal 4: A Spirit of Continuous Improvement

Walden University considers itself a learning organization that seeks continuous improvement and believes that quality and integrity are the cornerstones of all academic processes.

In the spirit of ongoing improvement and institutional learning, here are some of our social change initiatives:

- **Expanded the Presidential Fellowship in Research and Applications for Social Change program** to support both research-based and practical application projects that focus on social change. The expanded program supports individual social change-related projects and prioritizes social change projects that are inter- or trans-disciplinary in nature and include external community partnerships. The program now also supports projects from external applicants, and funding for the program has doubled.
- **Included the 8-Features of Social Change Framework into the formal curriculum assessment process.** Working with program leadership and assessment directors, Walden has formally incorporated the 8-Features of Social Change framework as a tool for assessing whether Walden curricula is helping develop skills needed for our students to become effective agents for social change.
- **Revised and increased our support of the faculty research dissemination grants process** to emphasize quality research that has impact and helps advance Walden as a thought leader in applying knowledge toward positive social change.
- **Published our Diversity and Inclusion Position Paper, written by our Diversity and Inclusion Working Group**, which offers strategies for implementing best practices for increasing diversity and inclusion at Walden, ensuring that such inclusiveness is modeled in every area of our students' education. To help foster courageous, community-building discussions around these issues, Walden has established a Diversity and Inclusion Ambassadors program.
- **Establishing ongoing community partner training** for faculty, students, and alumni to assist them as they build sustainable relationships with community partners. This training helps ensure all research projects that rely on access to community partners (via interviews, surveys, observation, case histories, etc.) are conducted with the highest integrity and courtesy.
- **Increased support for our Global Days of Service projects, Scholars of Change video contest, and other programs** that provide opportunities for our community members to participate in social change-related activities.

220,000+

volunteer hours to help underserved populations build new partnerships and demonstrate how the Walden community makes a positive impact for the greater good.





Effecting Positive Social Change in Panama

In March, more than a dozen Walden faculty and students led by Dr. Lulu Williamson, Walden's director of cross-college initiatives, traveled to Panama for a service learning trip. Two attendees shared how the trip has changed their views of volunteerism—and their lives:

Yolanda Noriega '12

Doctor of Education (EdD) student and MS in Education (MSEd) graduate who lives in Arizona: "The people we visited helped me see the difference each of us can make. I am more receptive and commend those who ask for donations, volunteer, and help the world. We each model positive social change for others to follow. Positive social change begins with me!"

Morgan Foster '11

Doctor of Public Health (DrPH) student and Master of Public Health (MPH) graduate who lives in North Dakota: "This trip inspired me to volunteer more. I think anyone can effect social change. In my experience in Panama, just holding a child's hands was enough for the child—and myself—to be calm and content. It is a wonderful feeling knowing you have made a difference in someone's day."

WALDEN 2020

A VISION FOR SOCIAL CHANGE

A Powerful Vision for the Future

Walden 2020: A Vision for Social Change is more than a vision. It's a five-year working plan that will shape Walden's overall strategic thinking about the future. Along the way, we intend to demonstrate how we make a positive impact on society and create a public benefit beyond our obvious impact on societies through helping students earn degrees.

We see Walden 2020 as an essential part of our mission and larger strategy; a roadmap that will guide us in launching a positive social change movement that can carry us through our 50th anniversary year in 2020—and well beyond.

We invite you to follow our journey at www.WaldenU.edu.



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