

2016

## 2015-2016 Social Change Review

Social Change Working Group  
*Walden University*

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# Review of Social Change at Walden University

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Prepared by Social  
Change Working  
Group

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2015

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**WALDEN UNIVERSITY**

*A higher degree. A higher purpose.*

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## Introduction

The 2015 *Review of Social Change at Walden University* identifies a number of initiatives that were put in place during 2015 to actualize and support the social change portion of the university mission. Many of these initiatives implemented proposals offered during the Special Emphasis Self-Study that was part of The Higher Learning Commission (HLC) reaccreditation project of 2012.

One of the most important social change initiatives in 2015 emerged from discussions among Walden's Board of Directors, president, and leadership teams, who agreed that Walden will move forward with development and implementation of a 5-year action plan to more fully realize its long-term commitment to social change.

A significant initiative this year is the appointment of a Social Change Working Group charged with developing a plan for social change developments over the next 5 years.

The first section of the review outlines continuing and new initiatives impacting the wider university community. The second section reports on developments in aligning each college's curricula with the mission, a major project conducted over the past 2 years that built on the work of faculty task forces during the HLC Special Emphasis Self-Study in 2012. The last section summarizes the findings from surveys conducted by the Office of Institutional Research and Assessment that assess efforts around preparing students as agents of social change.

## University Initiatives to Support the Social Change Mission

### Offices of the President and Chief Academic Officer

- University board members met in retreat and reaffirmed the mission of social change.
- Social change was discussed in a **faculty/board panel** at the winter 2015 National Faculty Meeting (NFM) as well as in a **board panel** at the summer 2015 NFM.
- In July 2015, members were appointed to the **Social Change Working Group** and charged with developing a 5-year strategic plan for social change initiatives. The group meets biweekly, developing initiatives to recommend to the university leadership. Members of the working group include:
  - Eric Riedel, Chair (Chief Academic Officer)
  - Jonathan Kaplan (University President)
  - William Schulz (Director of Academic Initiatives)
  - Lisa Pertillar-Brevard (Academic Coordinator, College of Undergraduate Studies)
  - Bruce Huang (Faculty, College of Management and Technology)
  - Gary Kelsey (Faculty, College of Social and Behavioral Sciences; School of Public Policy and Administration)
  - Brittany Elwood (Academic Advisor)
  - Tamara Chumley (Executive Director, External Relations, Laureate Online Education)
  - Lisa Cook (Director, Staff Development and Career Services)
  - Cheryl Keen (Faculty, The Richard W. Riley College of Education and Leadership)
  - Rosaline Olade (Faculty, College of Health Sciences, School of Nursing)
  - Kim Bright (Executive Administrative Assistant, Laureate Education)
  - Iris Yob (Director, Social Change Initiatives)

### Center for Student Success

#### Walden Writing Center

- In 2013, the Walden Writing Center began the [Writing for Social Change webinar series for students](#), which discusses the connection between writing and social change.
- The center is also discussing social change with students via social media. For example, a [word cloud](#) the students generated in the 2014 “Exploring Perspectives” webinar was posted to Facebook to generate discussion.
- Students are encouraged to listen to the Writing Center’s WriteCast podcast episode “[Social Change and Scholarly Writing: Balancing Passion and Objectivity](#).” Many [blog posts about social change](#) have been published throughout the years.

## Career Services Center

- The Career Services Center is also developing a social change webinar series, including webinars on “How to Start a Nonprofit,” “Social Entrepreneurship,” and “How to Influence Others Without Formal Authority.”
- Students’ social change efforts are highlighted in Career Spotlight videos and blog stories.
- Webinars, website resources, and advising appointments promote volunteerism as a great way to earn valuable work experience.
- The center’s staff engages in a team social change project once a year, typically in conjunction with Walden’s Global Days of Service.
- In November, at a local Career Planning and Adult Development meeting, two staff members presented on volunteerism as a valuable way to gain work experience.

## Walden Library

- The Social Change collection in ScholarWorks was introduced in February 2015. This collection is a showcase of alumni and faculty publications that exemplify Walden’s mission of positive social change. The collection is updated monthly to highlight award-winning dissertations and a variety of research from all of Walden’s schools and colleges.
- The library held a supply drive for The Family Partnership’s PRIDE (From Prostitution to Independence, Dignity & Equality) program in October 2015.
- In April 2015, the library developed a more flexible working-hours policy specifically to help create time for staff members to volunteer in their communities.

## Center for Faculty Excellence

### Faculty Development

- The Center for Faculty Excellence (CFE) maintains courses for faculty members that include preparation regarding social change:
  1. New Faculty Orientation: Stresses the role that positive social change plays in Walden’s curriculum and culture
  2. Undergraduate Faculty Orientation: Includes information on social change at the individual level in the context of higher education and access
  3. Dissertation Mentoring Module: Supports dissertation construction aligned with Walden’s positive social change mission
  4. University Research Reviewer Orientation: Enhances mentoring research with a focus on social change.
- The following social change sessions have been conducted at faculty meetings:
  1. [“Time for Change? Contexts and Implications for Social Change.”](#) winter 2015 NFM\*
  2. “Curriculum Guide for Social Change,” winter 2015 NFM
  3. “Walden Faculty Open House Social Change Activity”, summer 2015 NFM



4. [“The EdD Project Study Deliverable: Demonstrating Leadership and Achieving Social Change,”](#) summer 2015 NFM\*
5. “Social Change Panels”, fall 2015 regional faculty meeting

\*Also offered as a webinar (link to recording)

### Faculty Resources

A new tab, “Faculty Resources,” was added to the faculty portal in 2015. On that page, the “Social Change” link takes faculty members to *Resources for Teaching and Learning About Social Change*, *Internationalizing Social Change*, *Researching Social Change*, and *Reviews of Social Change at Walden*.

### Center for Research Quality

- **The Community Partners Study:** A community partner is a research site or organization where the student is gathering data for his or her dissertation or doctoral study. It is considered a research partner and a stakeholder in the research. This study investigates student engagement at partner sites for dissertation and doctoral study research: In particular, it explores the nature of their engagement and willingness to collaborate with Walden in the future. Findings from this study are directly informing research and academic residency curricula to enhance student training in data collection and partner engagement.
- **Stakeholder Dissemination Initiative:** Based on The Community Partners Study, this initiative was created to help students disseminate their research results to partners and to help partners use the data for quality improvement. Planning is underway, and full implementation will occur in 2016.
- **Faculty Research Initiative Grant:** The Faculty Research Initiative Grant awards \$10,000 to \$20,000 for the development of specific faculty research agendas. In 2015, priority was given to applications that emphasized social change and fostered student-faculty collaborations.
- **Social Change Impact Report Datasets:** These datasets are available to both students and faculty members for research purposes. The Center for Research Quality website includes guidance material, and methodology advisors are available to help individuals use these data.
- **Research and Residency Training on Social Change:** Research course revisions and residency revisions included curricula dedicated to social change and communicating the social change impact of research.

## Journal of Social Change

With an appointed editor and the adoption of an online journal management system in 2011, the *Journal of Social Change* has been published regularly as an e-journal since 2012.

<b>Admin Changes</b>	<b>Impact</b>
Currently recruiting a new associate editor	A highly motivated associate can help collaborate to improve and publicize the journal.
New marketing/promotion campaign initiated by journals coordinator Daniel Salter	This initiative should expand our reach and give the journals a new look and feel.
New reviewers recruited	Faster review times should be common now.
<b>Volume</b>	<b>Publication Titles</b>
Volume 7	<p>Cook, R., Barkley, W., &amp; Anderson, P. B. (2014). The sexual history polygraph examination and its influences on recidivism. <i>Journal of Social Change</i>, 6, 1–10.</p> <p>Graf, L. M., Rea, N. K., &amp; Barkley, W. M. (2013). An innovative approach to action research in family violence. <i>Journal of Social Change</i>, 5, 58–71.</p> <p>Lupo, C. V. (2015). Adoption of innovation in small-scale forestry: The case of portable-sawmill-based microenterprises. <i>Journal of Social Change</i>, 7, 28–38.</p> <p>Pendery, D. R. (2015). The Taiwanese Student Happiness Initiative: Fulfilling lives and success in the future. <i>Journal of Social Change</i>, 7, 1–12.</p> <p>Schlieder, M., Maldonado, N., &amp; Baltes, B. (2014). An investigation of “Circle of Friends” peer-mediated intervention for students with autism. <i>Journal of Social Change</i>, 6, 27–40.</p> <p>Smith, G. S., Brashen, H. M., Minor, M. A., &amp; Anthony, P. J. (2015). Stress: The insidious leveler of good, unsuspecting, online instructors of higher education. <i>Journal of Social Change</i>, 7, 56–68.</p>

## Study Abroad; International Public Service

Study abroad and international public service programs allow Walden learners to come to a better understanding of their own culture and life experiences while being immersed in another culture. The

understanding gained from these trips leads to a greater tolerance for difference, better understanding of the role stereotyping plays, and a deepened appreciation for one's own academic and career goals. The international public service trips are directly tied to Walden's mission of social change.

In 2015, the [Walden Study Abroad](#) program traveled with 32 students from varying programs to Ireland, Scotland, and England. In October 2016, the program will sponsor another trip to Eastern Europe.

In March 2016, Walden University will sponsor its third international public service trip to Panama. Students from across programs and degree levels will be participating at one of the five service sites, which include a women's prison, UNICEF SOS group homes for abused children, Nutrehogar services for malnourished children, a Conte Lombardo clinic for physical therapy, and an ecological reserve. All students will complete 20–30 hours of public service. Undergraduate students also take the course IDST 4002 - Seminar in Public Service to receive elective credit for their work. At this time, graduate students do not have a direct route for receiving credit for the hours they spend working on the public service trip.

## Marketing Group

### Scholars of Change

Walden students, alumni, and potential students are invited to share their work in social change through the [Scholars of Change](#) video contest. In 2015, five Scholars of Change each received \$7,500 plus a \$2,500 donation to the charity of their choice:

- Jackie Kundert, Bachelor of Science in Nursing (RN-BSN) Completion Program graduate from Monroe, Wisconsin: Inspired by her son, who suffered from addiction, she founded FAITH (Fighting Addiction It Takes Help), an organization that helps educate family members and addicts about the toll heroin has taken on her Wisconsin community.
- Jessica Christensen, Master of Social Work student from South Jordan, Utah: A former member of the polygamist cult known as Kingston Clan, she successfully escaped the oppression at the age of 15 and has been pursuing a new life with her two sisters, as can be seen in the documentary *Escaping Polygamy*. She is using her education and voice to inform a national audience about the cult and to help survivors of polygamy.
- Andrew Okoh, PhD in Human Services graduate from Moreno Valley, California: Driven to help his native Nigeria and its millions of children who are orphaned and women who are widowed by AIDS, he began Gilead Springs International, Inc. The organization helps African AIDS orphans, other vulnerable children, and widowed women thrive in their environments through health services, education, spiritual encouragement, and business acumen.
- Micah Griffin, PhD in Health Services student from Salisbury, North Carolina: As founder of Heal Our People, Inc., he works to impact underserved groups and minorities through the education of life skills, academic pursuits, healthy behaviors, and family values.
- Adam Kyne, PhD in Health Services student from Hamden, Connecticut: He went to Liberia to help with the psychological impact and social implications of the Ebola virus. During his time

there, he worked to give hope to those who needed it and to prepare the family members of those stricken with Ebola.

Honorable Mentions were awarded to:

- Alison Patton from Savannah, Georgia; Doctor of Education (EdD)
- Joseph Davis from Baton Rouge, Louisiana; Doctor of Business Administration (DBA)
- Marla Hatrak from Solana Beach, California; MS in Early Childhood Studies
- Lindsey Neimo from Blacksburg, Virginia; MS in Nonprofit Management and Leadership
- Prudencia Jacobs from Lithonia, Georgia; Doctor of Education (EdD)
- Christina Sally from Park City, Utah; MS in Forensic Psychology
- Rebecca Schou from Piney Point, Maryland; Doctor of Education (EdD)
- Charles Emukowh from Gillingham, England; Doctor of Business Administration (DBA)
- Richard Blodgett from Shingle Springs, California; PhD in Public Health
- Christin Topper from Toronto, Ontario, Canada; PhD in Psychology

The winner by public vote on social media was:

- Yudith Vargas from Houston, Texas; Doctor of Education (EdD)

### **Presidential Alumni Research Dissemination Award**

Inaugurated in 2013–2014, the [Presidential Alumni Research Dissemination Award](#) is awarded to alumni who have presented or published their Walden research outcomes within the last 5 years. Recipients are granted a \$100 award for a presentation or a \$250 award for a publication. The 2015 recipients are listed here:

#### **David Blum '13, DBA**

Dissertation Title: *Exploring best practice skills to predict uncertainties in venture capital investment decision-making*

Publication Title: "Exploring Gender Disparity in U.S. Based Venture Capital Firms"

Publication: *Journal of Diversity Management*

#### **Peggy Creighton '10, PhD in Education**

Dissertation Title: *Perceptions of Web 2.0 tools as catalysts for teacher and librarian collaboration: A case study*

Publication Title: *The Secret Reasons Why Teachers Are Not Using Web 2.0 Tools and What School Librarians Can Do About It*

Publisher: Linworth

#### **Abimbola Farinde '14, PhD in Psychology**

Dissertation Title: *Effects of memantine and one-on-one caregiver contact on antipsychotic medication prescribed to elderly veterans with dementia*

Publication Title: "Drugs for Treating Hypertension"

Publication: *Nursing*

**Grace Gachanja '12, PhD in Public Health**

Dissertation Title: *Child, parent, and healthcare professionals' perspectives on HIV infection status disclosure to children*

Presentation Title: "Healthcare Professionals' Perspectives on HIV Disclosure of a Parent's and a Child's Illness in Kenya"

Presentation Audience: 2015 American Public Health Association (APHA) Annual Meeting

**Leah Grebner '14, PhD in Health Services**

Dissertation Title: *Learning style needs and effectiveness of adult health literacy education*

Publication Title: "Addressing Learning Style Needs to Improve Effectiveness of Adult Health Literacy Education"

Publication: *International Journal of Health Sciences*

**April Jones '14, PhD in Psychology**

Dissertation Title: *Generational cohort differences in types of organizational commitment among nurses in Alabama*

Publication Title: "Organisational Commitment in Nurses: Is It Dependent on Age or Education?"

Publication: *Nursing Management*

**Joy Kieffer '09, PhD in Education**

Dissertation Title: *Nurse anesthetists' perception of their rigorous training program: A grounded theory study*

Publication Title: "Exploring Student Nurse Anesthetist Stressors and Coping Using Grounded Theory Methodology"

Publication: *American Association of Nurse Anesthetists (AANA) Journal*

**Kevin Newmeyer '14, PhD in Public Policy and Administration**

Dissertation Title: *Cybersecurity strategy in developing nations: A Jamaica case study*

Publication Title: "Elements of National Cybersecurity Strategy for Developing Nations"

Publication: *National Cybersecurity Institute Journal*

**Ina Marie Peoples '11, PhD in Public Health**

Dissertation Title: *A retrospective population based cohort study examining the black white gap in infant mortality*

Publication Title: "Exploring the Impact of Stress on Pregnancy Loss"

Publication: *International Journal of Childbirth Education*

**Ahmad Salih '12, DBA**

Dissertation Title: *A middle management perspective on strategy implementation*

Publication Title: "A Middle Management Perspective on Strategy Implementation"

Publication: *International Journal of Business and Management*

### **Assanatu Savage '12, PhD in Public Health**

Dissertation Title: *A NHANES 2005–2006 data analysis examining early childhood factors, food security, medical insurance, and childhood obesity*

Publication Title: “Examining Selected Patient Outcomes and Staff Satisfaction in a Primary Care Clinic at a Military Treatment Facility After Implementation of the Patient-Centered Medical Home”

Publication: *Military Medicine: International Journal of AMSUS*

### **Lorie Tuma '12, EdD**

Dissertation Title: *The impact of Facebook access in creating a sense of community in tourism and recreation classes*

Publication Title: “Flash Mob ‘Invades’ Sleepy Rural Town”

Publication: *Journal of Case Studies*

### **Outstanding Alumni Award**

Each year, Walden recognizes a distinguished graduate who demonstrates a profound commitment to social change. The winner is honored during commencement ceremonies with a special presentation of the [Outstanding Alumni Award](#). The 2015 winner was Crystal Johnson, Master of Science in Nursing (2014), for her work with Ebola patients at Emory University.

### **Alumni Magazine**

With pages of inspiration, insight, and news, [Walden](#) magazine shares our alumni success stories around the world. The magazine brings Walden’s mission to life, featuring stories about graduates who are leading initiatives for positive social change around the globe. For example, the winter/spring issue featured:

- Christina Dalpiaz, who creates safe havens from physical and drug abuse for children in Colorado Springs, Colorado.
- Shamir Andrew Ally, who has gifted \$100,000 worth of textbooks to the University of Guyana’s library.
- Laura Bulluck, who founded a nonprofit in Phoenix, Arizona, to empower women who had lost hope.

And the summer/fall issue featured articles on:

- Alexandria Osborne, who in retirement in Tanzania has founded a nonprofit to bring food, education, health services, water, and sanitation to the poorest people in her community.
- Tasha Holland-Kornegay, who sells cotton candy to raise funds for HIV/AIDS awareness (and was featured in Facebook’s weekly stories of people who impact their community).
- Annette Padilla, who builds cultural bridges with her Chinese students as a lecturer at Jiangnan University.

## Global Days of Service

Global Days of Service in 2015 attracted more than 20,500 volunteers around the globe. Members of the Walden and Laureate communities in more than 15 countries contributed more than 125,000 volunteer hours in more than 240 service projects. Projects included:

- Cleaning and organizing the Minneapolis American Indian Center.
- Building houses for hedgehogs and performing general cleaning and maintenance at a nature reserve in Gdańsk, Poland.
- Painting, assembling furniture, beautifying a courtyard, and organizing a food pantry at a middle school in Baltimore, Maryland.
- Launching a program to engage and to provide physical and artistic outlets for refugee children and their families in Germany.
- Serving orphans in Saudi Arabia.

## Invited Speakers

Scholars, journalists, social scientists, and activists with success in social change projects are invited to speak at residencies and commencement ceremonies. In 2015, speakers included the following:

### *Walden Residencies*

#### ***Scholars of Change Panels (composed of Walden graduates and students)***

**Dr. Ayanna Cooper**, a graduate of Walden's EdD program, is currently an independent educational consultant, author, and advocate for students identified as English language learners. She specializes in and works with clients nationwide by helping all educators improve outcomes for linguistically diverse learners.

**Andriel Brice**, a PhD in Psychology graduate, was diagnosed with cancer in 2007. She has used this experience and her Walden education as an opportunity to promote awareness of the importance of mammograms.

**Jeff Peterson**, a student in the MS in Clinical Mental Health Counseling program, founded the LGBT Affirmative Therapist Guild of Greater Kansas City to help improve the quality of healthcare services to LGBT individuals and their families.

**LeeAnn Walker** applied her learning experience from Walden's Doctor of Business Administration program to lead a public transportation educational program in her community.

**Nnenna Franciamore**, a PhD in Education graduate, founded both a preschool and a nonprofit organization that offer free educational resources and workshops to parents.

**Melissa Thomas** used her PhD in Public Health to empower her to launch a nonprofit organization dedicated to delivering life-changing cancer screening programs to those with little access to healthcare in rural Appalachia. Her mobile clinic has provided more than 5,000 women with



culturally competent health education and medical care. Dr. Thomas was honored by the Ohio Public Health Association with the 2015 Distinguished Health Educator Service Award, which "recognizes a health educator that has demonstrated outstanding performance and accomplishments in the area of community health education or in health education research."

### *Plenary Speakers*

Digital literacy advocate **Angela Maiers** is an award-winning educator, author, and speaker renowned for her pioneering efforts in education leadership and innovation. As a social media evangelist and consultant, she enlightens others on the transformative power of technology, both in the classroom and within the business organization.

**Stephen Lewis**, one of the world's most influential speakers on human rights issues, is a celebrated humanitarian, speaker, and best-selling author known for his powerful presentations on the topics of social justice, international development, HIV/AIDS, and climate change. He is the board chair of the Stephen Lewis Foundation, which is dedicated to turning the tide of HIV and AIDS in Africa, as well as cofounder and codirector of AIDS-Free World, an international advocacy organization.

**Dr. Rishi Manchanda**, a physician and public health innovator, is a practicing doctor, author, and public health advocate who is working to revitalize the primary care field. His bestselling TED Book, *The Upstream Doctors*, shines new light on the importance of prevention in building a better healthcare system for all.

**Dr. Steve Perry**, an accomplished education innovator, is the founder and principal of Capital Preparatory Magnet School in Hartford, Connecticut, which was cited by *U.S. News & World Report* as one of the top schools in America. Since 2006, Capital Prep has sent 100% of its primarily minority, low-income, first-generation high school graduates to 4-year colleges every year.

### *Commencement Speakers*

**Winter Commencement: Edna Adan**, women's rights advocate and former first lady of Somaliland, is an inspiring advocate for women and girls, and her maternity hospital in Somaliland is a haven of healing and care for the country's women. An activist and pioneer in the fight to abolish female circumcision, she is also the president of the Organization for Victims of Torture.

**Summer Commencement: Dr. William G. Durden**, a Johns Hopkins University master's and doctoral graduate and a Fulbright Scholar, is president emeritus and professor of liberal arts at Dickinson College and dean of academic affairs for Caliber Learning Network. He holds a joint professorship (research) in the School of Education at The Johns Hopkins University and is also dean of Bath Spa University's School of Business and Entrepreneurship, a public-private partnership between Shorelight Education and Bath Spa University in Bath, England. Dr. Durden previously served as chair of the advisory board of the Council for International Exchange of Scholars (the senior Fulbright



program) and as a member of the Board of Trustees of the Institute of International Education. He is a board member of Walden University and the Santa Fe University of Art and Design, among other institutions.

## College Initiatives to Support the Social Change Mission

A major initiative during 2015 has been to extend the curricular review to include items of social change, especially using the *Curriculum Guide for Social Change*. The team that worked on the 2014 pilot using the guide published an article about the experience and the results in the journal *Innovative Higher Education*: “Curriculum Alignment With a Mission of Social Change in Higher Education.” The course upgrades described below are similar revisions made to courses in 2015.

### College of Undergraduate Studies

#### *Course Upgrades*

<b>BIOL 1001S - Introduction to Biology</b>	Final Discussion rewritten to focus on ecological footprint and policy changes
<b>BIOL 2320C - Nutritional Science</b>	Final Discussion focus: food safety issues and policy changes
<b>CHEM 1001 - Introduction to Chemistry</b>	Final Paper focus: alternative energy sources and policy changes
<b>ENGL 2050C - Women's Literature and Social Change</b>	The upgrade features a timeline of pertinent authors and worldwide historical events and figures, including Bernie and Rita Turner, founders of Walden University.
<b>NASC 1001S - Environmental Science</b>	Whole course in revision; nature of the course is social change, cultural viewpoints, and policies—local, regional, national, and international
<b>PHSC 1001 - Earth Science</b>	Final Discussion focus: climate change and individual actions to help
<b>SCNC 4001C - Analyzing Contemporary Science Controversies</b>	Week 4 Discussion focus: climate change and policy changes; Final Paper focus: alternative energy sources and policy changes or stem cell research/human cloning; Final Discussion focus: vaccines
<b>HIST 2050C - U.S. History Through the Lens of Social Change</b>	New course
<b>SOCI 4080C - Social Responsibility</b>	Previously had social change emphasis but added new media pieces to reach students more directly
<b>SOCI 2001C - Multicultural Dimensions of Society</b>	Previously had social change emphasis but added new media pieces to reach students more directly

<b>COMM 4001 - Intercultural Communication</b>	In Week 4, students are asked to be intercultural communication consultants dealing with one of three situations that require social change thinking—infant mortality in West Africa, a combined online class between American and Chinese students, or a product recall for Coke products in Europe.
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## College of Management and Technology

### Course Upgrades

<b>WMBA 6030 - Managing Business Information Systems</b>	<b>Week 8 Shared Practice Discussion:</b> Students analyze change in the business information systems (BIS) realm by learning about the current trends and challenges that managers need to focus on in BIS today. Students learn how organizations can employ technology and business information systems to promote positive social change within the organization or for the greater good.
<b>WMBA 6650 - The Impact of Entrepreneurship</b>	<p><b>Week 1 Discussion:</b> Students assess the potential (positive or negative) impact capital venture investments have on business and society, either directly or indirectly.</p> <p><b>Week 4 Peer-Review Investor-Entrepreneur roleplay exercise:</b> Students share their research and learning about the power of entrepreneurship and the important role investors play in helping new ventures get off the ground. Students reflect on the extent this process enables positive social change.</p> <p><b>Week 8 Discussion:</b> Students learn about how entrepreneurship has the power to create great impact on local and global societies. Through literature review, students learn how entrepreneurs make positive social change through creating employment opportunities, offering products and services to help economically disadvantaged individuals, or giving to local communities. Students reflect on what motivated them to become an entrepreneur, other than making profit; the impact they would like to have on their community; and how their new business idea could contribute to job creation and economic growth of the local community.</p> <p><b>Week 8 Assignment:</b> Students review the case "Lazy Bones" on page 526 of the course text, <i>Entrepreneurship</i> by Bygrave and Zacharakis, and then reflect on the impact of franchising on the business, the community, and society.</p>
<b>WMBA 6653 - New Venture Creation and</b>	<b>Week 2 Peer-Review exercise:</b> Students present a feasibility analysis of their new venture idea, giving their assessment of the potential market; the growth or expansion potential; the potential for positive social change; and

<p><b>Entrepreneurship</b></p>	<p>threats to the venture idea, including legal, political, social, ethical, and technological considerations.</p> <p><b>Week 8 Discussion:</b> Students learn about the role of social entrepreneurs through reading Chapter 12, "Social Entrepreneurship," of the course text, <i>Entrepreneurship</i>. They research local resources available to support entrepreneurs and social entrepreneurs.</p>
<p><b>WMBA 6657 - Managing a Sustainable Small Business</b></p>	<p><b>Week 8 Blueprint for Action Assignment:</b> Students assess strategies for risk management and response within small business ownership. Drawing upon the information they have learned, they synthesize an action plan for small business ownership and management. In the action plan, they reflect on the potential impact of their small business in their community and the extent that their small business contributes to positive change.</p>
<p><b>WMBA 6070 - Managerial Finance</b></p>	<p><b>Week 8 Shared Practice Discussion:</b> Students review this week's resources and the "Code of Ethical Conduct for Financial Management" from Eli Lilly and Company; then they assess how comprehensive this organizational ethical code appears to be and what they feel may be missing. Students compare this code with a similar code from their organization or one with which they are familiar. Students assess the value of ethical codes for financial management in general.</p> <p><b>Week 8 Individual Reflection: Blueprint for Professional and Personal Growth Assignment:</b> The student evaluates at least three of the most important lessons he or she is taking from this course and explains how those lessons will shape his or her future and enable the author to make a positive difference. The author provides at least three concrete and specific examples illustrating how the learning supports his or her goal(s) for being or becoming an effective agent for positive social change within an organization, community, or more broadly. Typical examples might include how prudent financial management might be able to fund community service for the student to participate in his or company or perhaps serve on a committee to help determine financial contributions to nonprofit agencies.</p>

*Research and Publications*

House, C. N., & House, J. (2015, August 25). [Nanotechnology, drones, and 3D printing: The future of soldier efficiencies in 2025](#). *Small Wars Journal*.

The father/daughter team of Carole House and College of Management and Technology faculty member Dr. John House recently published an article in *Small Wars Journal*. The article began as a submission to the U.S. Army's Training and Doctrine Command G-2 Mad Scientist Conference. *Small Wars Journal* published the paper because of the future projection of technologies that could support soldiers on the battlefield. Carole, the lead author, is pursuing a master's degree in the Security Studies Program at Georgetown University after completing 4½ years of service in the U.S. Army, including a tour in Afghanistan.

**Smith, G., Brashen, H., Minor, M., & Anthony, P.** (2015). [Stress: The insidious leveler of good, unsuspecting, online instructors of higher education](#). *Journal of Social Change*, 7, 56–68.  
doi:10.5590/JOSC.2015.07.1.0x

College of Management and Technology faculty members Smith, Brashen, Minor, and Anthony wrote this article to build awareness for the need for faculty to have professional development opportunities that address the stress of working in the online environment.

#### *Extracurricular Activities*

**Global James McGuire Business Plan Competition:** This competition offers low-interest financing to enable students to realize their business startup dreams.

College of Management and Technology students participate in this annual competition sponsored by Laureate International Universities. The winning team of each category receives a \$50,000 low-interest loan to launch the business described in their proposals. The four runner-up teams receive a \$5,000 cash award to be distributed evenly among their members.

**Principles for Responsible Management Education (PRME):** The College of Management and Technology joined PRME in 2015.

The College of Management and Technology has been working to integrate corporate responsibility and sustainability in its curricula, research, and teaching methodologies—with the goal of developing a new generation of business leaders capable of managing the complex challenges faced by business and society in the 21st century.

#### *Community Service Activities*

College of Management and Technology faculty member Conna Condon volunteered at various community events to provide positive social change in the community. For the homeless in West Los Angeles, California, she put together packets of hygiene and eating necessities and a printout of various food programs in the area. She also participated in other L.A. Works volunteer opportunities, including a Martin Luther King Jr. day of service.

## College of Health Sciences

### Doctoral Program Residencies Upgrades

- Students share their prospectuses and proposals to show the emphasis on social change.
- Students prepare a poster session on their research.

## School of Nursing

### Course Upgrades for RN-BSN

<p><b>NURS 3100 - Issues and Trends</b> (revised 3000)</p>	<p><b>Week 6 - Powerful Caring Leads to Social Change</b></p> <p>Learning Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Analyze strategies related to advocating for patients and effecting positive social change in healthcare</li> <li>• Analyze the impact of nurses on shaping the future of the profession</li> <li>• Develop a personal education success plan</li> <li>• Develop solutions related to quality indicators in a clinical nursing environment</li> <li>• Reflect on personal and professional strengths and needs</li> </ul>	<p><b>Week 6 Discussion</b></p> <p><i>Option 1</i> As a nurse scholar-practitioner, how do you now, and how will you in the future, advocate for patients and effect positive social change in healthcare?</p> <p><b>OR</b></p> <p><i>Option 2</i> Address one of the six key areas of healthcare discussed in the American Nurses Association Social Policy Statement. Explain how you will shape the future for nursing to fulfill nursing’s social responsibilities.</p>
<p><b>NURS 4105 - Advocacy Through Healthcare Policy</b></p> <p>New policy course</p>	<p><b>Course Description</b></p> <p>Effective nurse advocacy is essential to the improvement of health in the United States. In this course, students learn about the power of advocacy through politics, policy, and professional associations. Students gain an understanding of how current issues, systems, policies, and related contexts impact advocacy. Students engage in a system-level analysis of healthcare policy issues of access, equity, affordability, and social justice. Students perform healthcare policy analysis by applying research as well as legislative, regulatory, and financial processes in order to positively impact the quality and safety of nursing practice in the healthcare system. Through this course, students gain the knowledge and skills needed to be empowered to advocate for vulnerable populations and promote social justice and positive social change.</p>	

### *Faculty Member's Social Change Activities and Research*

**Dr. Erica Sciarra, FT NP Faculty**, currently works for a company called MBO-LHI. As a nurse practitioner, she goes to various military bases and, alongside PAs and other NPs, performs Postdeployment Readiness Assessments. During these assessments, she addresses any physical concerns as well mental concerns. Due to the recent news events, and historically speaking, mental health has not been adequately assessed and treated amongst our service members. In order to combat this, the screening techniques to address these dire needs amongst soldiers have been drastically modified to offer three different phases of screening. The first phase is a surface screen in regards to sleeping habits, drug and alcohol usage, and ability to keep gainful employment. The second phase assesses depression and anxiety symptoms by asking direct questions. The third phase assesses threat to safety to self as well as others. After this comprehensive screen, alcohol and smoking usage is reassessed and teaching is implemented in accordance to their individual needs.

**Dr. Mahaman Moussa, FT NP Faculty**, is a U.S. citizen but is originally from Niger (West Africa). Niger is one of the poorest countries in the globe, classified by the United Nations/Human Development Index as the 187th poorest country out of 188. Education, healthcare system, food, and water continue to be a luxury. She and one of her uncles (who is illiterate) put their finances together and built a modern nonprofit hospital with a mission to provide high-quality care at little to no cost to all the patients. The hospital has the capacity for about 100 patients, and all rooms have air conditioning and modern hospital beds. The hospital has a three-dimensional ultrasound, a modern x-ray machine, electrocardiograph, hematology analyzer, and urine analyzer. It also has an ophthalmology unit and a fully equipped operation room. She designed the entire hospital, follows its progression, and orders the medical equipment. She will serve as chief executive officer of the hospital remotely, ensuring effective use of resources, developing clinical protocols, educating staff, and, more importantly, communicating with other nongovernmental organizations around the globe to assist her in fulfilling her OB/GYN, Ophthalmology practice. The hospital was fully operational around June 2015. This medical center is the only one of its kind in the entire country, unique in terms of infrastructure, but the vision and mission are exclusively to serve the community. Dr. Moussa refuses to take any compensation for this. The medical center will create job opportunities and prevent and help to address conditions early on as it focuses on areas such as primary care/screening, immunization, and infection control.

**Dr. Phyllis Morgan** has been conducting research on ways African American women can cope with fatigue and breast cancer. Her findings were recently published in *The ABNF Journal* and also local newspapers across the country and indicate many ways for healthcare providers to influence change in a debilitating disease (see <http://www.afro.com/saving-black-women/> and <http://michigancitizen.com/breast-cancer-study-saving-black-women/>).

**Dr. Linda Steele** works as a nurse practitioner in the local Flagler County (Florida) Free Clinic and provides healthcare to indigent clients in her community. This year, she has served on the Education Committee and been instrumental in influencing change in behaviors such through smoking cessation classes and education classes on managing diabetes with impoverished patients. She has also worked with a specialty clinic in the area to get comprehensive care for clients who are beyond the scope of the free clinic, such as those with heart and renal failure. She has organized cold-weather shelters and food assistance programs for her patients. She also works at the local hospice and, this year, started a

bereavement support program for the survivors of her patients to help them in the difficult days after losing a loved one and to help prevent physical and emotional problems after the death.

## College of Social and Behavioral Sciences

### School of Psychology

#### Course Upgrades

<p><b>PSYC 1001 - Introduction to Psychology</b></p>	<p>New course introduced winter 2015: Students compose a blog regarding how they plan to use what they learn about psychology in their everyday life and to effect social change.</p> <p><b>Week 6 Blog Assignment:</b> Reflecting on what they have learned in the first 6 weeks, students explain how their perception of psychology has changed. They describe how at least three specific topics or theories they’ve learned about this term can be applied to their personal and professional life. Finally, they explain how what they have learned in the course will impact their approach to social change.</p>
<p><b>PSYC 3002 - Introduction to Basic Statistics</b> (formerly Data Analysis and Presentation)</p>	<p>Revised course to be implemented spring 2016: Students discuss how they plan to use what they have learned about statistics in their everyday life and to effect social change.</p> <p><b>Week 6 Discussion:</b> Reflecting on what they have learned in the first 6 weeks, students explain how their perception of data analysis and presentation (i.e., statistics) has changed. They describe at least three specific ways they will apply what they’ve learned this term to their personal and professional life. They also explain how what they have learned in the course will impact their approach to social change.</p>

#### Research and Presentations

**Sreeroopa Sarkar**, PhD, program director of the MS in Psychology program, conducted an exploratory study of sexual aggression against young women in India and how it influences their psychological well-being. The study investigated the psychological well-being of young women in the city of Kolkata and how it relates to the following constructs: (a) cultural definition of sexual aggression as a social stressor, (b) personal and social resources available for coping with sexual aggression, and (c) social and cultural norms related to sexual aggression that may affect the psychological well-being of women.

Based on the findings from the exploratory study, Sarkar designed and implemented a culture-specific life skills intervention pilot program: *Mental Health Promotion Among Adolescent Girls and Young Women in India*. This program in the city of Kolkata aimed to raise awareness of sexual aggression among women and their families and to improve their life skills, with particular focus on dealing with sexual aggression. A 3-day life skills intervention program was conducted with 24 adolescent girls, age



14; in addition, a 3-day life skills, capacity-building program was conducted with 30 domestic workers and unorganized laborers in Kolkata, in collaboration with Protikar, a nongovernmental organization. Both programs focused specifically on educating the participants about sexual aggression in personal and professional environments and training them how to deal with sexually aggressive situations. The social change implications of this study include reducing sexual violence and aggression against women by providing women the support and resources they need to deal with such aggressive acts and behaviors and protecting the human rights of women to live in a safe and better world.

## School of Counseling

### Course Upgrades

<p><b>COUN 6101 - Foundations for Graduate Study in Counseling</b></p>	<p><b>Week 4 Application:</b> Students analyze their personal vision of social change, their professional and academic goals in relationship to social change, the relationship between their personal vision and Walden University’s mission and vision, and Walden University’s role in achieving their professional goals.</p>
<p><b>COUN 6361 - Human Sexuality</b></p>	<p><b>Final Project:</b> Students conduct an interview with a professional in their community who works in a sexuality-related job (e.g., pregnancy counselor, sex therapist, OB/GYN) to (a) learn about his or her work, (b) observe how the professional discusses the topic of sexuality, and (c) identify social change related to human sexuality that, from the perspective of the professional, is needed to advance his or her work. Based on this information, students outline an advocacy plan to address this need.</p> <p>An advocacy plan outlines a problem that will be addressed through professional advocacy practices. Such a plan should include a description of the problem to be addressed through the advocacy activities, the goal(s) of the advocacy activities, and some specific activities that can be undertaken to make progress toward these goals. This plan should outline specific actions that could be taken by a counselor to effect change at various levels of the social context (e.g., within organizations, in the local community, and in public policy).</p> <p>Students use the following interview guide for the interview:</p> <ol style="list-style-type: none"> <li>1. Describe the work you do and your work setting.</li> <li>2. What kind of training do you have specific to sexuality?</li> <li>3. What do you find helpful in talking to clients about sexuality?</li> <li>4. What social change related to human sexuality is needed to better serve clients?</li> <li>5. How do you see cultural, gender, and religious considerations impacting the clients you serve?</li> <li>6. What client populations are most difficult for you to work with and why?</li> </ol> <p>Students submit a 10- to 15-page paper that outlines a plan for an advocacy effort to</p>

	<p>promote social change. It must include the following:</p> <ol style="list-style-type: none"> <li>1. A description of common experiences of the client population served (literature review)</li> <li>2. A description of the type of professional interviewed (what type of work the person does and the organization in which he or she works)</li> <li>3. A summary of observations regarding how the professional communicates about sexuality (both how he or she communicated during the interview and how he or she described this aspect of his or her work)</li> <li>4. A summary of cultural, gender-related, and religious considerations discussed by the interviewee and a description of how these relate to current literature</li> <li>5. A description of an area of social change related to human sexuality that the professional indicated would be needed to more effectively do his or her work</li> <li>6. A description of how the student would address this specific need through an advocacy plan (should include at least three actions that could be taken)</li> <li>7. A description of the stakeholders involved and the issues that would need to be considered when implementing the plan</li> </ol>
<b>COUN 6722 - Counseling and Psychotherapy Theories</b>	<b>Week 1 Discussion:</b> Students explain how counseling and psychotherapy theories can contribute to their professional development as scholar-practitioners. Then, they explain how these theories can help them to effect social change in their community and empower a diverse range of clients and families to make changes in their lives. Finally, students describe the type(s) of clients they would like to work with and why.
<b>COUN 6723 - Multicultural Counseling</b>	<b>Week 1 Discussion:</b> Students explain what it means to be a culturally competent counselor and the importance of being culturally competent in their practice. They describe their level of self-awareness, knowledge, and skills related to cultural competence, and explain the training they will need to become culturally competent as a counselor.
<b>COUN 6730 - Counseling Addictive Disorders</b> (formerly COUN 6728 - Substance Abuse Counseling)	<b>Week 11 Discussion:</b> Students select a public policy topic, trend, or initiative that is of interest to them and write an overview of that topic, describing how it benefits or hinders access to treatment, motivation for treatment, and relapse prevention for addiction. Students then describe ways current policies or procedures could improve and their potential role as advocates and social change agents. (Students are to use their text and two journal articles from the last 5 years as supporting resources for this Discussion.)
<b>COUN 6785 - Prevention, Intervention,</b>	<b>Week 11 Final Project:</b> This assignment requires a description of how the student's project will influence social change. Students are identifying and addressing an issue, problem, or concern to which they can apply a prevention, intervention, or

<b>and Consultation</b>	consultation approach.
<b>Residency 1</b>	<b>Introduction to Social Change Activity:</b> After the instructor presents the introduction to social change PowerPoint (already in the curriculum), there is a group discussion regarding social change, advocacy, and why it is important for the counseling profession. Students self-assess their cultural competency and their position and development as social change agents, connecting each area to the relevant professional standards outlined by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).
<b>Residency 2</b>	<b>Social Change Activity:</b> Students work alone or in small groups to create a social change project. Students conduct research on the city where they are attending residency to identify an area where social change is needed. They research what is currently being done on the issue and identify the local and/or broader effects. They outline the gaps or limitations in current services and clarify the barriers to receiving services or having services be effective (funding, legislation, resistance, etc.). Then they create a social change solution that they share with the Residency 1 students and faculty.
<b>Practicum and Internship</b>	As of fall 2015, a social change item occurs every week of Practicum, Internship A, and Internship B in the Addiction Counseling; Clinical Mental Health Counseling; and Marriage, Couple, and Family Counseling master's programs; it also occurs every week for the PhD in Counselor Education and Supervision practicum. The language is as follows:  <i><b>Social Change Implications:</b> Discuss how your work with this client has informed your understanding of a larger social challenge/barrier. Offer recommendations for what you could do to effect positive social change at your site related to the social challenge/barrier you identified. Explain the steps you would take to implementing a social change project at your field experience site to address the social challenge/barrier you have identified.</i>

School of Social Work and Human Services

Course Upgrades

<p><b>SOCW 6000 - Changing Lives, Changing Society: Introduction to Social Work</b></p>	<p><b>Course Description:</b></p> <p>The course explores the history of the profession, the characteristics of generalist practice, social work practice settings, and professional values and ethics. Students also develop knowledge of current issues and directions for the profession, and the requirements and challenges of being a professional social worker.</p> <p><b>Week 5: Discussion 2: Poverty in Your Area</b></p> <p><b>Post by Day 4</b> a description of efforts currently in place to address poverty in the area where you live. Suggest two strategies for enhancing the current antipoverty efforts in your community and explain the rationale behind your suggestions.</p> <p><b>Written Assignment 2: Advocacy for Social and Economic Justice</b></p> <p>Choose one of the cases in this week’s Resources. Select among the following issues related to social and economic injustice: education, housing, or healthcare.</p> <p><b>By Day 7</b>, submit a two- to three-page paper in which you:</p> <ul style="list-style-type: none"><li>• Describe the social or economic justice issue in the case study, explaining how this issue influences the subject(s) of the case study.</li><li>• Identify at least two strategies you could use to address the issue when you encounter it among clients.</li><li>• Explain how the strategies would contribute to positive social change.</li></ul>
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<p><b>SOCW 6101 - Essential Skills for Social Work Practice</b></p>	<p><b>Course Description:</b></p> <p>Students in the course explore how to set professional boundaries and exhibit professional demeanor conducive to social work practice. They further examine appropriate ethical conduct, client engagement, active listening, empathetic responses, and interviewing skills. Students also apply the generalist intervention model in a culturally competent manner through engagement, assessment, planning, implementation, evaluation, termination, and follow-up with individuals, families, groups, organizations, and communities.</p> <p><b>Week 11 Discussion 1: Social Change</b></p> <p><b>Post by Day 4</b> an explanation of whether you think advocacy is a vital aspect of social work. Be sure to reference this week’s readings to support your position. Then, explain what section within the National Association of Social Workers code of ethics requires advocacy of social workers. Finally, describe the pending law you selected and explain why its passage might be important to the population effected by the issue, the broader community, and social work practice.</p> <p><i>Support your posts and responses with specific examples.</i></p>
<p><b>SOCW 6200 - Human Behavior and the Social Environment I</b></p>	<p><b>Course Description:</b></p> <p>Students in this foundation course are provided with an understanding of the intersection between the social environment and the healthy lifespan development of individuals, families, groups, and communities. Throughout this course, students increase their comprehension of how the environment and social context serve to mediate or intersect with the healthy development of each individual, family, group, or community. They examine the ways gender, socioeconomic status, sexual orientation, race and ethnicity, and disability impact human development. Students explore human behavior through the lens of human development, environment, and social context.</p> <p><b>Week 2 Assignment: Abortion Laws and Ethical Considerations</b></p> <p><b>Submit by Day 7</b> a two- to four-page paper that explains what you discovered about the laws of abortion in your state or country and why this information might be shared with clients. Further, explain your personal stance on abortion and how your ethical entanglements might impact your work with clients given the professional social worker ethic. Please use the Resources to support your answer.</p>

<p><b>SOCW 6051 - Diversity, Human Rights, and Social Justice</b></p>	<p><b>Course Description:</b></p> <p>This is a foundation course in which students broadly address race and ethnicity, socioeconomic status and class, culture, religion, gender, sexual orientation, ability and disability, and environment in an effort to better understand social identity. Throughout this course, students benefit from course assignments, discussions, and course materials to understand the role of power and privilege and oppression and marginalization on the social development of clients. Students specifically focus on activities that help them recognize systems that support or foster power inequities, oppression, and underutilization of human talent and skills. In addition, students engage in activities to foster self-awareness of their own role in the hierarchy of power and privilege</p> <p><b>Week 3 Discussion: Gender Stereotypes, Sexism, and Sexual Violence</b></p> <p><b>Post by Day 3</b> an explanation of gender and sexist stereotypes and assumptions around sexual assault made by a professional you observe in the case study episode. Explain how these stereotypes perpetuate violence against women. Apply social work skills for social change advocacy to address sexism. Explain how social workers can respond to the stereotypes and assumptions you have identified in the Johnson case and how you might advocate for social change related to sexism while working with families, clients, and groups and collaborating with other professionals. Be specific about the skills you would apply and the actions you would take.</p>
<p><b>SOCW 6351 - Social Policy, Welfare, and Change</b></p>	<p><b>Course Description:</b></p> <p>Students explore various methods of policy analysis and develop advocacy plans that involve collaboration with colleagues and communities to address policy issues. There is a special emphasis on policies that impact human rights and advance social and economic justice.</p> <p><b>Week 6 Discussion 2: Emerging Issues in Mental Healthcare</b></p> <p><b>By Day 4</b>, post an explanation of those emerging issues in the mental healthcare arena that the policymakers address and those that are in need of policy advocacy and why. Then, explain what strategies social workers might use to ensure that clients/populations receive necessary mental health services. Finally, explain the mental health commitment standards and mental health services in your state.</p>

<p><b>SOCW 6210 - Human Behavior and the Social Environment II</b></p>	<p><b>Course Description:</b></p> <p>This advanced course is designed to prepare students for clinical social work practice that reflects an advanced understanding of life-span development and sociopsychological identity development in individuals, families, groups, and communities. Throughout this course, students will use their learning around life-span development and sociopsychological identity development to understand human behavior and, particularly, individual and family functioning within the environmental context. With an emphasis on ethical practice in social work, this course gives students the opportunity to use this information to inform their assessments, evaluations, interventions, and advocacy for their clients.</p> <p><b>Week 8 Assignment: Community Resources for Older Individuals</b></p> <p>Students write a two- to four-page paper that includes:</p> <ul style="list-style-type: none"> <li>• A description of the services in their local community that support individuals in later adulthood.</li> <li>• An evaluation of the effectiveness of the services they identified.</li> <li>• A description of service gaps they identified.</li> <li>• An explanation of how to improve existing services.</li> <li>• A description of services that should be added, and why.</li> </ul>
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<p><b>SOCW 6060 - Social Work Theory and Practice</b></p>	<p><b>Course Description:</b></p> <p>This foundation course is designed to provide students with an overview of theories and intervention methods for generalist social work practice. Students explore the theoretical constructs and applications of various approaches to working with clients. The emphasis of the course is on the development of strengths based on person-in-environment perspectives, ecological systems theory, problem-solving skills, and person-centered methods. The focus is on the importance of choosing approaches that are compatible with the client’s cultural and ethnic background. The students integrate multiple sources of knowledge and models to interview, assess, and respond empathetically when working with individuals, families, groups, communities, and organizations.</p> <p><b>Week 5 Assignment: Women’s Roles, Feminist Theory, and Social Work Practice</b></p> <p>Students write a three- to five-page paper formatted in American Psychological Association style that includes:</p> <ul style="list-style-type: none"> <li>• A summary of the article they selected that focuses on a current event involving the role of women in society.</li> <li>• A description of the feminist theory they selected and how it relates to social work practice.</li> <li>• An explanation of how that feminist theory has influenced their understanding of women’s roles in society.</li> <li>• An explanation of whether their understanding has changed as a result of their research.</li> </ul>
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<p><b>SOCW 6362 - Human Sexuality</b></p>	<p><b>Course Description:</b></p> <p>Students are provided with a framework for understanding human sexuality in the context of couples, marriage, and family counseling in this course. Students explore empirically supported counseling approaches related to sexual functioning, intimacy, gender, and sexual orientation. They use a systemic framework for understanding the role and impact of sexuality on couples, marriages, and families. Students also explore and discuss specific topics related to issues of sexual diversity and gender identity.</p> <p><b>Final Project: Culture, Advocacy, and Sexual Practices</b></p> <p>In a four- to six-page paper, students respond to information on <a href="#">female genital mutilation (WHO Fact Sheet No. 241)</a> in the following:</p> <ul style="list-style-type: none"> <li>• Present <b>two to three</b> strategies that they, as a helping professional, would implement if working with a family that supports this cultural practice.</li> <li>• Provide a rationale for the strategies they have chosen and how those strategies relate to the underlying cultural beliefs and practices.</li> <li>• Summarize how they think helping professionals can help advocate for young girls within these cultures.</li> </ul>
<p><b>SOCW 6111 - Advanced Clinical Social Work Practice I</b></p>	<p><b>Course Description:</b></p> <p>This course has a particular focus on individuals and families from diverse cultural backgrounds and marginalized or oppressed populations. Students demonstrate therapeutic skills to engage clients, to define and prioritize issues, to set mutually developed goals, and to commit to the change process.</p> <p><b>Final Project</b></p> <p>Students write a scholarly paper eight to 10 pages long, with a minimum of six peer-reviewed articles as references. To complete the paper, students:</p> <ul style="list-style-type: none"> <li>• Choose a population of interest (children, adolescents, adults, elderly/aging).</li> <li>• Complete a literature review focused on a particular presenting problem of their choice (e.g., depression, trauma) and the interventions currently used for their chosen group.</li> <li>• Identify a gap in the literature. What potential intervention and research has not been done with their chosen group to address the presenting problem?</li> <li>• Create and describe in detail a unique intervention for their chosen group, including the theory that guides it.</li> <li>• Create an effective evaluation plan for this new intervention.</li> <li>• Summarize the main points of their paper.</li> </ul>

<p><b>SOCW 8116 - History and Development of Social Work</b></p>	<p><b>Course Description:</b></p> <p>The course addresses the strengths and weaknesses of the social work delivery systems; students review the origins of the profession as well as its various responses to the changing needs of society. Through critical literature reviews related to research, policy, and practice; discussions about social work and contemporary society; and course assignments, students can begin to develop their identities as leaders, researchers, and best practices informants in the area of social work.</p> <p><b>Week 4 Discussion: Cultural Variables and Ethics</b></p> <p>Students briefly describe the event they selected from the <i>History of Social Work Timeline: Evolution of Ethics</i>. Then they explain the cultural variables present in the event and how they might address them. Students explain how they might encourage future social workers to include cultural considerations as part of ethical social work practices and justify their responses using the Learning Resources.</p>
<p><b>SOCW 8117 - Diversity and Multiculturalism</b></p>	<p><b>Course Description:</b></p> <p>This course is designed to prepare students to provide leadership to communities, institutions, employees, and agencies to address social justice, fairness, and equity for diverse, vulnerable, and marginalized populations. Students examine the intersections of age, gender, race, ethnicity, sexual identity, ability, and socioeconomic status to understand individuals', communities', and families' experiences of oppression, power, access, and opportunity in society. In addition, students can engage in extensive self-awareness activities to address how their own values, attitudes, and beliefs will impact their ability to practice, advocate, and collaborate around social work, welfare, and policy. <b>Week 4 Discussion: Immigration Reform</b></p> <p>Students locate a social media campaign advocating for the Dream Act or another progressive immigration reform effort. They are to consider how intersectionality might inform improved advocacy efforts on behalf of this campaign and post at least two strategies to strengthen their selected progressive immigration reform social media campaign. These strategies should be rooted in intersectionality.</p>

**School of Public Policy and Administration**

*Course Upgrades: Master of Public Policy*

<p><b>MMPP 6111 - Leadership and</b></p>	<p>Below is what the course description was when the course upgrade was approved by</p>
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<b>Organizational Change</b>	<p>the SPPA CAP in 2014.</p> <p>Successful organizations in a rapidly changing and complex world require leaders who embrace change and are able to engage others in change. In this course, students use traditional literature, current articles, and interactive media to explore the qualities, characteristics, and skills of effective leaders as well as the theories, models, and relationships between leadership and organizational change. They assess the ethical issues and standards as well as the opportunities and challenges related to leading diverse organizations through change. Students also examine how current leaders employ leadership and organizational change to contribute to social change, and they consider how to use these lessons to make further positive changes within an organization or their own community.</p>
<b>MMPP 6112 - Governance and Public Policy</b>	<p>Democratic principles are the foundation of modern life. The course provides an overview of democratic governance in public administration, public policy, or nonprofit/nongovernmental organizations in modern society. Students examine the theoretical underpinnings of democratic governance and public policy in their chosen area of specialization necessary for doctoral-level research. Students review fundamental theories of governance, research current literature on a specialized topic, and apply best practices within the area of specialization. The emphasis is on the context in which public and nonprofit leaders function and the social institutions that influence public policy and guide administrative decision-making.</p>
<b>MMPP 6381 - Program Evaluation</b>	<p>Below is the course description from the upgraded course that was implemented June 1, 2015:</p> <p>There is a variety of tools available to policymakers and policy analysts to evaluate the impact of public programs. In this course, students examine these tools and work toward gaining the skills needed to develop plans for evaluation and to assess programs and planned program interventions effectively. Students engage in discussions and assignments designed to provide practical application of content on a variety of topics. These topics include selecting programs to evaluate, crafting program descriptions, identifying stakeholders and their interests, developing logic models, framing evaluation questions, using quantitative and qualitative tools to complete formative, process and summative evaluations, and providing evaluation reports and feedback to decision makers. Using concepts presented in the course, students gain hands-on experience developing an evaluation design for a public program.</p>
<b>MMPP 6280 - Policy and Politics in American Political</b>	<p>Below is the course description in the syllabus that was part of the upgrade implemented in December 2014:</p> <p>Students in this course are introduced to the policy process in the American federal system of government. From its intellectual foundations to its present-day impact on contemporary America, students explore a constitutional perspective to policy</p>

<b>Institutions</b>	making in the U.S. system of government. They examine the roles of each of the three branches of government in this process as well as the important roles of interest groups, the media, and the bureaucracy on policy processes. Students will also review the evolution of policy in the American federal system of government, particularly the role of the U.S. Supreme Court in influencing and shaping modern public policy. Upon completion of this course, students will be able to effectively develop and assess alternatives and strategies in the achievement of policy objectives and make important connections between the U.S. system of government and systems of government internationally, emphasizing the impact of U.S. policy internationally.
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*Course Upgrades: MS in Nonprofit Management and Leadership*

<b>NPMG 6200 - Introduction to the Nonprofit Sector</b>	Nonprofit (NPO) and nongovernment (NGO) organizations can serve to affect people and communities through positive social change. NPO and NGO leaders require a fundamental understanding of the nonprofit sector, including related ethical, legal, financial, and global perspectives. Through the lens of the NPO and NGO leadership, students in this course explore social entrepreneurship, marketing, communication, and governance. Gaining practical insight, students also apply theories presented in the course either to build a business plan for a new NPO/NGO or to evaluate an existing one.
<b>NPMG 6451 - Board Governance and Volunteer Management</b>	The success of nonprofit organizations (NPOs) is largely dependent on the effective management of program volunteers and board members—individuals who often serve as the lifeblood of NPOs. Students in this course explore the volunteer management process, including volunteer recruitment, orientation, training, supervision, and evaluation. They focus on methods that organizations use to create and maintain an effective board of directors to ensure that the board governs and guides the organization toward their mission. Students design a board development or volunteer management plan based on processes presented in the course and fundamental concepts acquired earlier in the program.
<b>NPMG 6461 - Resource Development</b>	All nonprofit organizations require financial resources. Obtaining philanthropic financial support is essential to program delivery and stability. Students in this course explore the concepts of philanthropy and development, identification of funding sources, donor/prospect cultivation and education, and solicitation and appreciation strategies. They focus on processes and strategies for creating an organizational philanthropic culture based on ethics and donor relationships. Using these strategies and other concepts presented in the course, students create a resource development plan for a nonprofit organization.

As part of the upgrade to the MS in Nonprofit Management and Leadership program, students are required to create an electronic portfolio using the OptimalResume software in Walden’s Career Services Center. As they complete major papers and projects, students upload these artifacts into their

portfolio. The purpose is to highlight how students are using the knowledge and skills they learn in the program to effect social change in their communities.

### *New Specialization: Global Leadership*

In the Global Leadership specialization, students explore strategies for helping global south countries or developing regions build modern, sustainable communities. The focus of the coursework is on the intricate relationships among strategic planning, management, and leadership from an international perspective. Students examine effective sustainability frameworks and models as well as approaches to building capacity for community change. Students also examine strategies for making effective and timely leadership decisions under complex and uncertain conditions.

Specialization Courses (15 credits)

- [NPMG 6540 - Management and Leadership in a Global Context](#)
- [NPMG 6541 - Sustainable Development for Global Communities](#)
- [NPMG 6542 - Transformative Change in a Global Environment](#)

### *Webinar*

**Developing Social Entrepreneurs:** The school hosted a webinar, inviting students, alumni, and prospects to participate and learn from thought leaders in social entrepreneurship. All presenters were Walden faculty members and PhD students.

Attendance of the original presentation: 211 (42% of the 499 who registered). Among the 499 registrants, 40 countries and the following colleges were represented:

- |  |            |
|--|------------|
| • College of Undergraduate Studies                         | 17         |
| • College of Social and Behavioral Sciences                | 145        |
| • The Richard W. Riley College of Education and Leadership | 51         |
| • College of Health Sciences                               | 79         |
| • College of Management and Technology                     | <u>111</u> |
|  | 403        |

Views of archived version: 75 between March 12 and March 31, 2015.

### *Presentation*

Andberg, W., & Kiltz, L. (2015, December 2). [Developing social entrepreneurs](#) [Webinar]. Washington, DC: American Society for Public Administration.

## **The Richard W. Riley College of Education and Leadership**

New social-change-oriented efforts in The Richard W. Riley College of Educational Leadership include new classes, new assignments, service projects, and community engagement through professional associations, as well as ongoing completion of PhD and EdD capstone projects that have implications for social change. After much work in 2014 to align new programs and courses with social change, 2015 reflected the results of that effort.

*Course Upgrades: MS in Education (MSEd)*

Last year, we spent a lot of time identifying opportunities to incorporate more social change into all the MSEd courses. Some of our recommendations are being implemented in current courses. Other courses will see these changes/additions at the time the courses are launched. The Integrating Technology in the Classroom specialization is currently being revised, so more social change items are being added to it.

*Course Upgrades: EdD, Specialization in Educational Administration and Leadership (Nonlicensure)*

Two new courses in this EdD program specifically speak to social change.

<p><b>EDDD 8010 - Collaborative Communication for Administrators</b></p>	<p><b>Week 7 Assignment: Community Collaboration (four to six pages)</b></p> <p>Schools do not exist in isolation. They require the assistance of an entire community to bridge gaps and to develop a process for educating and supporting youth. Community collaboration is an effective approach to make a difference in the learning experiences of students. It can increase student retention, improve grades, and increase students’ feeling of worth, just to name a few. For leaders in education, engagement in community collaboration is not only important, it is critical.</p> <p>Students think about how they would engage members of a community to work for the betterment of students. Students select and assume the role of an administrator in the media titled “Community Collaboration.” To consider how they would ensure effective community collaboration, students:</p> <ul style="list-style-type: none"> <li>• Identify the members of the community.</li> <li>• Explain why they selected those individuals.</li> <li>• Explain the goal of their task in this committee and their projected outcome.</li> <li>• Describe the resources they would use and how they would create buy-in for participation and explain why the resources are important in their program.</li> <li>• Describe creative ways they would collaborate to provide students an effective learning experience about work and postsecondary education.</li> <li>• Apply their personal, moral, and ethical platform to foster and enhance community collaboration.</li> <li>• Evaluate community collaboration as a tool and social change agent for schools.</li> </ul>
<p><b>EDDD 8011 - School Organizational Dynamics: Policies and Law</b></p>	<p><b>Week 11 Discussion: Educational Law and Policy as a Social Change Agent</b></p> <p>For some, educational laws and policies are not the most exciting topics to study. Yet, for leaders in education, knowing, creating, and adhering to laws and policies is an integral part of the position. As students come to the final week of the course, they reflect upon the topics they covered and the insights they gained about educational laws and policies and consider how this helps to inform their current or</p>

	<p>future role.</p> <p>Walden University encourages and expects all students to engage in social change. So, it is important that students consider each aspect of their studies as a platform for social change. As students reflect on this course of educational law and policy, they are to consider how law and policy can be effective social change agents. Students are to think critically about their role in educational law and policy and what they can do to create positive social change.</p> <p>Students explain how they will use educational laws and policies to promote social change in their educational setting and within the field of education as a whole. They describe a personal area of interest regarding educational law and policy that they may consider as a platform to create social change and explain how they might do so. (Students are also to respond to at least two colleagues with additional insight on how to create social change or provide other feedback on their colleagues' postings.)</p>
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*Course Upgrades: EdD, Specialization in Curriculum, Instruction, and Assessment*

<p><b>EDDD 8052 - Curriculum Design to Promote Social Change</b></p>	<p>This program now includes a whole course designed to promote social change:</p> <p><b>Course Description:</b></p> <p>Meaningful and engaging learning occurs when curriculum extends beyond the classroom to promote a climate for social change. In this course, education professionals will use a documentary case scenario to evaluate the use of service learning as a tool for connecting the curriculum to real-world experiences, while also supporting the community and its citizens. Educators will select an appropriate learner-centered curriculum model, design an interdisciplinary service project, and prepare a presentation for stakeholders' consideration, illustrating the potential of service learning as a catalyst for bringing a learner-centered curriculum, citizenship, and standards to life.</p>
<p><b>EDDD 8050 - Curriculum, Instruction, and Assessment: A Systems Perspective</b></p>	<p>The new "systems approach" course indirectly supports social change as it creates a more holistic landscape which includes things like relevant data, classroom set-up, barriers to student learning, technology proficiency, or anything that may impact or impede student learning or the educational environment.</p> <p><b>Course Description:</b></p> <p>Today's schools are dynamic organizations that require educators to take an iterative approach to designing curriculum, instruction, and assessment—one that responds to changing and diverse student needs, stakeholder perspectives, policies, accountability requirements, emerging technologies, family and community</p>



	resources, and other internal and external forces. In this course, education professionals engage in active inquiry at the systems level and address real-world scenarios and problems. Learners can gain experience and expertise in promoting best practices in education, overcoming barriers to student learning, and involving family and community partners, all while meeting and complying with relevant policies, laws, ethical practices, and standards. Education professionals explore key components of a successful learning community, the role of a leader within a dynamic system, professional dispositions, current educational trends and issues, and how technologies are creating new opportunities for organizational change and improved student performance.
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**New EdD in Early Childhood Education:** This program focuses on social change within each course. In the first course, Child Development in the Critical Early Years, students examine specific challenges from prenatal through 5 years old that can inhibit a child’s development. Some of these include nutrition, poverty, and resources. In the final course, students will focus on leadership and advocacy, where they will have a strong focus on becoming advocates for positive social change within the early childhood community.

**New PhD in Early Childhood Leadership and Advocacy:** Students will focus more extensively on becoming advocates for positive social change.

*Doctoral Studies and Dissertations*

The Final Quality Rubric for the EdD doctoral study is completed by the chair, committee member, and University Research Reviewer to provide an overall assessment of the doctoral quality and contribution of the study and to indicate that the student has met minimum standards. The rubric includes two criteria (listed below) related to social change. While these social change criteria were not a new requirement in 2015, the year witnessed the completion of hundreds of EdD capstone projects.

- Contribution to the Local Setting – The study outcomes are immediately applicable to the local setting.
- Contribution to Social Change – Implications are apparent and clearly demonstrated, follow from the data, and make sense given the scope of the study.

*Service Projects and Organizations*

The division of Teaching, Learning, and Professional Licensure continues to offer the **tutoring program** at Crossroads Elementary in St. Paul, Minnesota, Public Schools. The tutoring program is now in its fifth session, according to Jennifer Knutson, director of the Office of Field Experiences.

The program began in fall 2013 and consists of a fall/winter session and a spring/summer session during each academic year. The tutoring program strengthens the partnership that Walden has with St. Paul Public Schools and provides Walden volunteers the opportunity to reflect on and make a meaningful contribution to their local community.



The **Walden University Early Childhood Education Organization (WUECO)**, started in 2011 by the Early Childhood Education division, is a student-run, free scholarship and service organization open to faculty, alumni, and students interested in early childhood education. Among other things, WUECO leads coordinated efforts to celebrate National Association for the Education of Young Children (NAEYC) activities, such as the Week of the Young Child (WOYC), and Walden University's Global Days of Service. In 2015, WUECO's efforts led to the collection of more than 70 WOYC stories. Through Walden's Global Days of Service, members donated more than 1,000 new books and movies to children's hospitals in their local areas. With student leadership, the organization is housed on Facebook, which supports increased participation and discussion of topics. WUECO currently has more than 450 members and expects that number to grow.

All members of WUECO have access to an online community and are eligible to participate in activities such as:

- Ongoing, asynchronous forums where best practices and current research initiatives are discussed.
- Presentations and sharing of professional development opportunities.
- Synchronous chat sessions with guest presenters, such as representatives from NAEYC, Walden faculty, or Walden students.
- Leadership opportunities.
- Opportunities to participate in local service or social change opportunities with NAEYC and/or other organizations.

## Annual Surveys

Walden University conducts a number of annual surveys in which data related to social change activities and civic/community involvement are collected. These surveys include the student, graduate, and alumni satisfaction surveys, which gather self-reported data, and an employer survey, which gathers observational data on Walden graduates' performance in the workplace. The surveys analyzed in this report span from 2009 to 2015, allowing for trend analyses. This report summarizes the main social change related findings from each survey and provides trend and national-level comparison data when available.

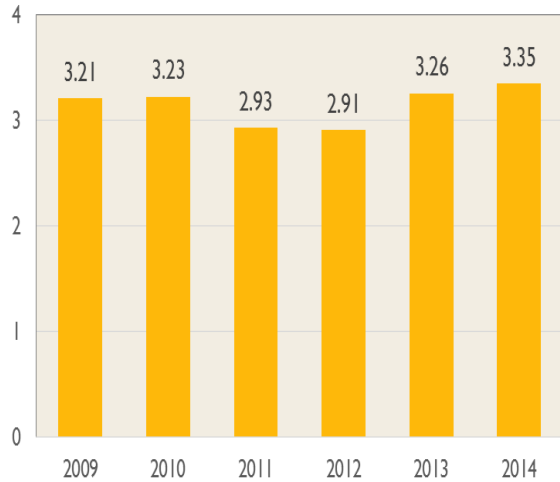
### Student Satisfaction Survey

The *Student Satisfaction Survey* is administered each fall term to all students enrolled at the university to assess current levels of satisfaction with their Walden experience. Walden's social change mission is central to the university's identity, and it has been assumed that this mission attracts like-minded students.

According to 2014 survey data, 89.2% of students felt that they "clearly" or "very clearly" understood the university mission regarding social change; moreover, 78.4% have found their Walden education as "helpful" or "very helpful" in promoting positive social change. However, PhD students ( $M = 3.49$ ) indicated they "very clearly" understood Walden's mission of social change significantly more than undergraduate ( $M = 3.26$ ), master's ( $M = 3.32$ ), and EdD ( $M = 3.30$ ) students (one-way analysis of variance [ANOVA],  $p < .001$ ). Furthermore, PhD students ( $M = 4.14$ ) found their Walden education to be "very helpful" in promoting positive social change, significantly more so than undergraduate ( $M = 4.02$ ), master's ( $M = 4.07$ ), and EdD ( $M = 3.93$ ) students (one-way ANOVA,  $p < .001$ ).

There was a statistically significant increase in students' understanding of Walden's mission of social change (Figure 1) and the helpfulness of their Walden education to promote positive social change in 2014 compared to 2011 and 2012 (one-way ANOVA,  $p < .001$ ).

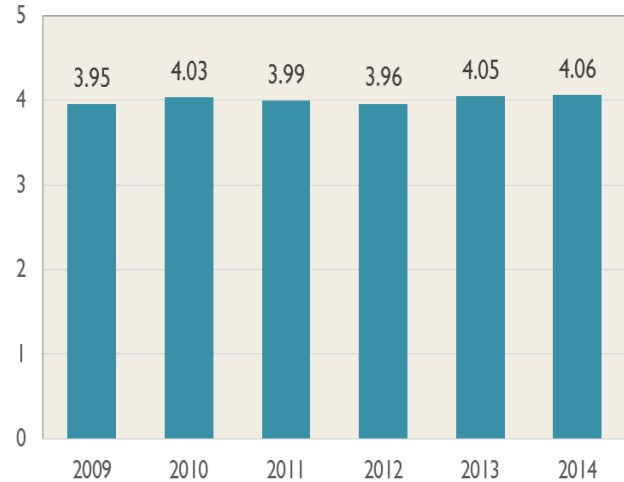
**Figure 1.** *How clearly do you understand Walden’s mission of social change?*



Understand scale: 1 (*Not clearly*) to 4 (*Very clearly*).

N: 2009 = 15,504; 2010 = 17,011; 2011 = 11,987; 2012 = 19,865; 2013 = 18,834; 2014 = 16,820

*How helpful has your Walden education been in your efforts to promote positive social change?*



Promote scale: 1 (*Very unhelpful*) to 5 (*Very helpful*).

N: 2009 = 15,498; 2010 = 16,947; 2011 = 11,995; 2012 = 19,880; 2013 = 19,880; 2014 = 16,805

Students were also asked about the types of community service in which they participated and the frequency of their participation, to gain a better understanding of students’ practical application of Walden’s mission. In total, 60.8% of students ( $n = 3,985$ ) indicated they volunteered in 2014 (Figure 2), which is consistent with 2013 (62.8% volunteered) and 2012 (62.6% volunteered). There were no statistically significant differences in the rates of volunteering between this year and the past year, although students in 2014 were significantly less likely to volunteer than students in 2011 (66%; one-way ANOVA,  $p = .000$ ).

**Figure 2. Within the past year, have you done any volunteer activities through or for an organization? (percentage of those who volunteered, over time and by degree level)**

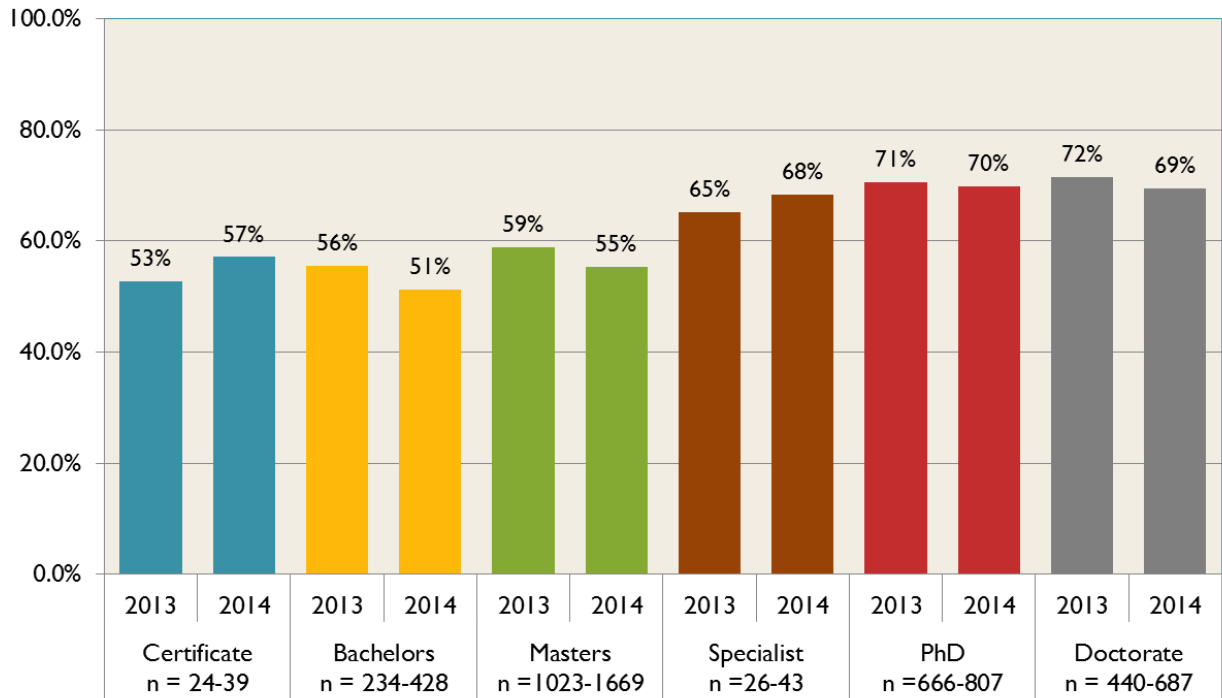
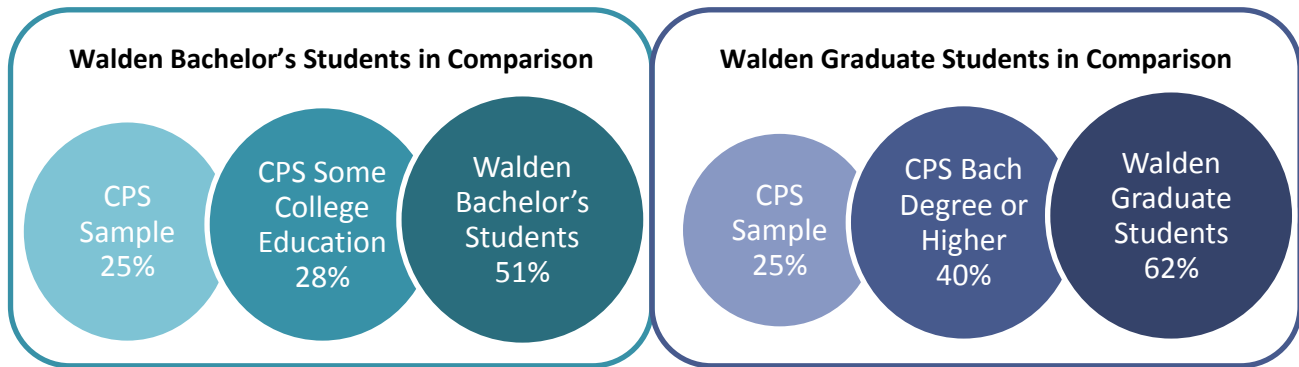


Chart does not include preparation, endorsement, or nondegree programs.

Note: Doctorate category refers to Doctor of Business Administration, Doctor of Information Technology, Doctor of Nursing Practice, Doctor of Public Health, Doctor of Social Work, and Doctor of Education programs.

Student data were compared to a national sample compiled through the September 2014 Current Population Survey (CPS).<sup>1</sup> Figure 3 illustrates the percentage of Walden students volunteering compared to the national sample overall and by education level.

**Figure 3. Walden students volunteering in comparison to national sample**



<sup>1</sup> Bureau of Labor Statistics, U.S. Department of Labor. (2015, February 25). *Volunteering in the United States – 2014* [news release]. Retrieved January 14, 2016, from [www.bls.gov/news.release/archives/volun\\_02252015.pdf](http://www.bls.gov/news.release/archives/volun_02252015.pdf)

When Walden students were asked about the types of community service in which they participate, religious groups (46%); organizations focused on children’s education, sports, or recreation (32%); and healthcare organizations (22%) were most popular. Immigrant/refugee assistance organizations (3%) were the least popular among the choices presented. Finally, most students "agreed" or "strongly agreed" with the statement, "My work has a positive impact on others" (94%,  $n = 3,928$ ). The majority (85%,  $n = 3,944$ ) also "agreed" or "strongly agreed" with the statement, "I am able to create positive social change in my community."

## Graduation Survey

The *Graduation Survey* is administered each month to graduates whose degrees were validated from the previous month. The goal of this survey is to measure graduates’ satisfaction with various aspects of their program and the university as a whole. About 83% of recent graduates "agreed" or "strongly agreed" that reference to social change was expected during all stages of their doctoral study; 87% stated that it was expected during all stages of their dissertation.

Graduates were also asked if what they learned in their program helped them to advance positive social change. Every year since 2011, the majority of graduates have responded "Yes": 92% in 2014. Figure 4 depicts the number of students indicating that their program has helped them to advance social change. These percentages have remained consistently high among all degree levels, with certificate programs consistently gaining over the past 5 years. The exception is the Education Specialist (EdS) level, which experienced a decrease from 85% to 79%, 2012 to 2013; however, in 2014, that number went up to 90%, putting it in line with the rest of the degree levels.

**Figure 4. Did what you learn in your program help you advance positive social change? ("Yes" responses only, by degree over time)**

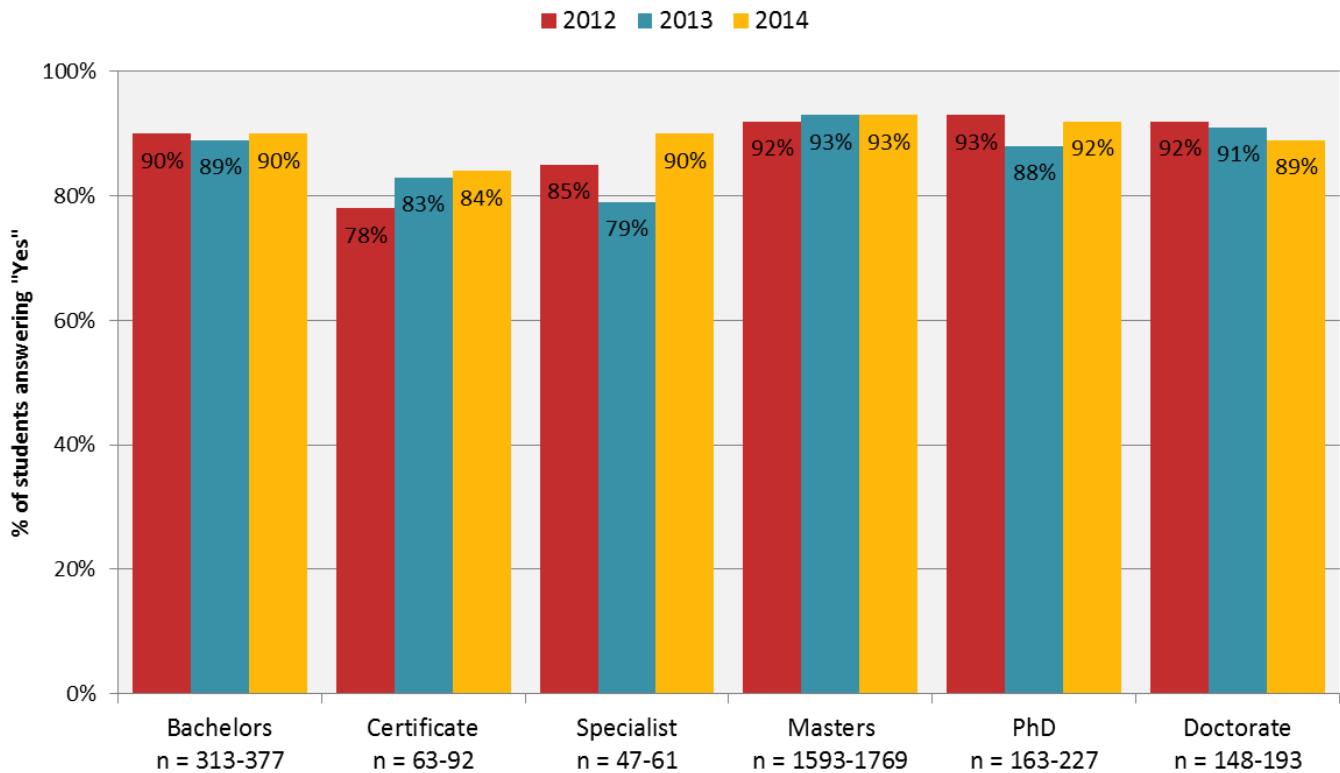
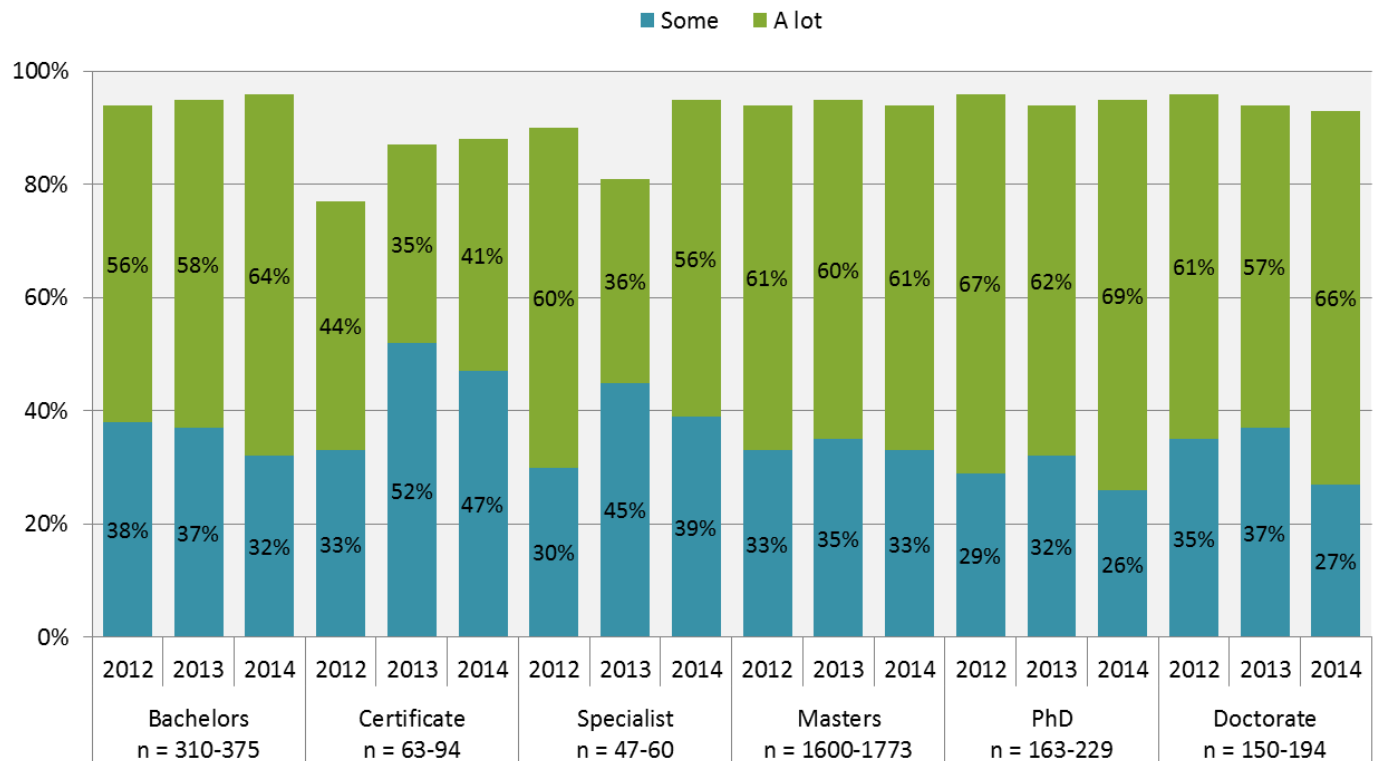


Figure 5 provides the percentage of students who felt their program emphasized social change “some” or “a lot.” Overall, in 2014, 94.1% of Walden graduates believed that their program placed importance on social change. The overall decline in certificate-level graduates’ perception of their program’s emphasis on social change was reversed in 2013, with the percentage of students answering their program emphasized social change “some” increasing from 33% to 52%. In 2014, only 47% of graduates from certificate programs believed that there was “some” emphasis on social change, but there was an increase in those who believed that the program emphasized change “a lot” (41%, up from 35% in 2013), which helped with a steady increase overall. While responses from the bachelor’s graduates have stayed relatively steady, the percentage answering “a lot” has been increasing every year since 2010, with 2014 showing a strong 64%. The largest gain was seen at the EdS level: Only 36% reported “a lot” of social change emphasis in 2013, compared to 56% in 2014. Across all degree levels in 2015, at least 80% of graduates feel that their programs emphasized social change.

Lastly, all students were assessed to examine their social attitudes and beliefs. When asked to indicate their ability to create positive social change in their community, 87.9% of all graduates “agreed” or “strongly agreed” that they are able to do so. Additionally, 90.3% reported that they feel a social responsibility to improve the human condition. These items have remained stable throughout the years and show no significant difference between 2014 and 2013.

**Figure 5. How much did your program emphasize social change? (“some” and “a lot” responses only, by degree over time)**

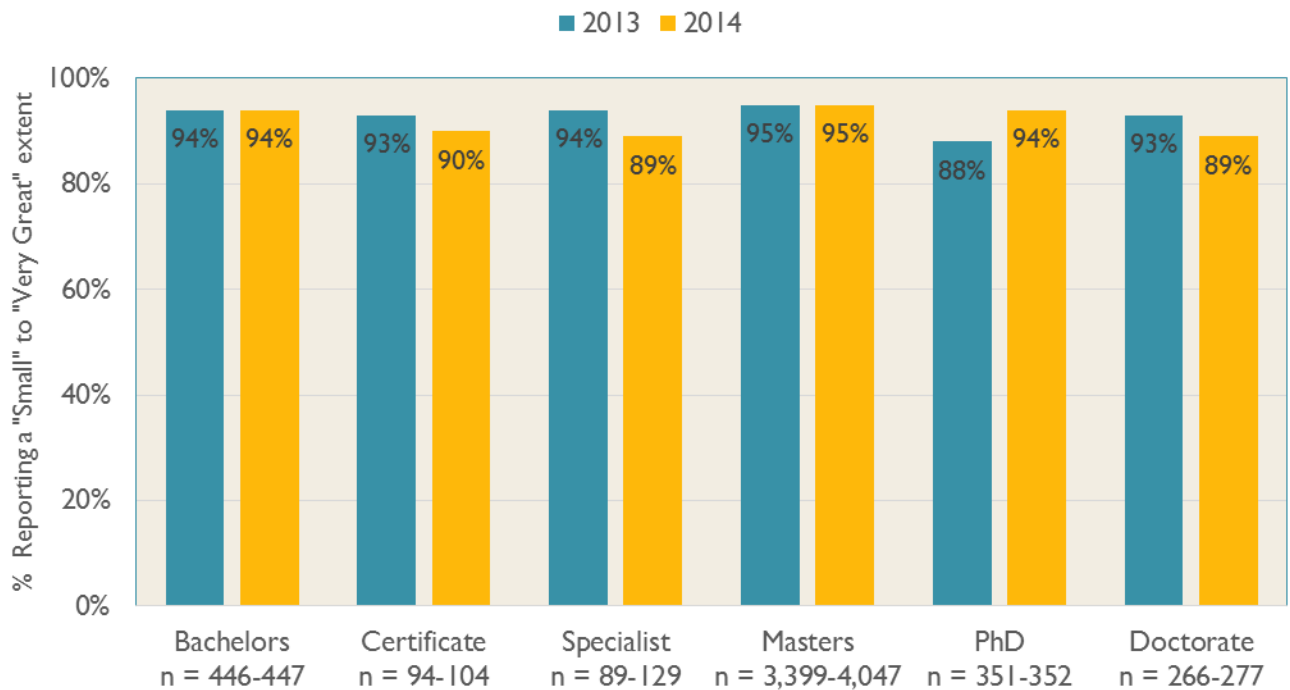


## Alumni Satisfaction Survey

The *Alumni Satisfaction Survey* is administered annually to collect the opinions of graduates about their experiences while at Walden University, their satisfaction with alumni services, their professional and community activities, the impact Walden has had on these activities, and their interest in future alumni services. The 2015 alumni survey was administered via the Web to all alumni who graduated within the past 3 years.

Alumni were asked to what extent their Walden studies helped them contribute to positive social change inside or outside their profession. As shown in Figure 6, the majority of alumni felt their Walden studies helped them contribute to positive social change to at least a small extent, with all degree levels at 89% or above in 2014. About a third of PhD students (32.1%) reported feeling that their education helped them contribute to social change by a “very great extent,” followed by doctorate (22.6%), and bachelor’s (21.5%) students.

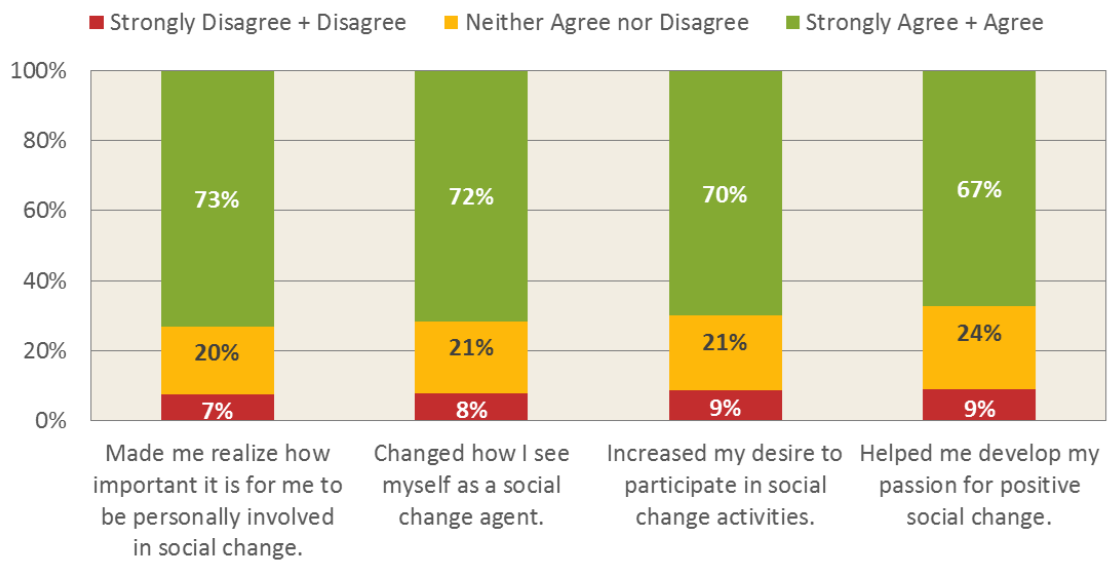
**Figure 6. Alumni felt their Walden studies helped them contribute to positive social change to at least a small extent**



New in 2015, alumni were asked to respond to items regarding their identity as social change agents as a result of their Walden education. Alumni responded with strong agreement that their Walden education solidified their identity as social change agents (Figure 7). Nearly three quarters of alumni reported that their Walden education made them “realize how important it is to be personally involved in social change.” In addition, 67% of respondents credited their Walden education with helping them “develop a passion for positive social change.”



**Figure 7. Social Change Agent: My Walden education...**



Scale: 1 (*Strongly disagree*) to 5 (*Strongly agree*)

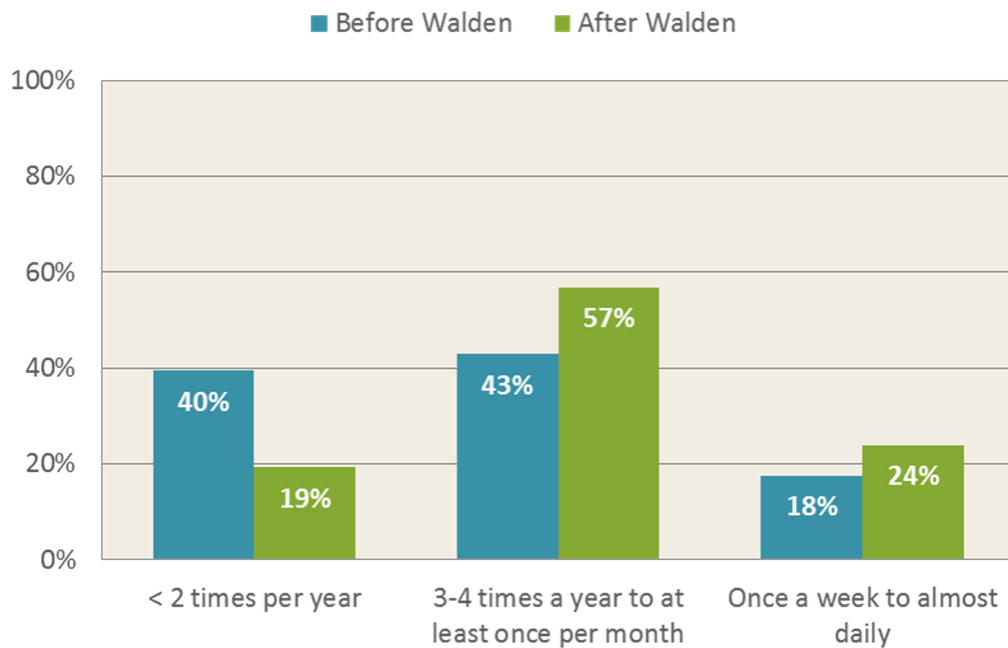
Note. Due to rounding, some bars do not add up to 100%.

Alumni were also asked how much they volunteered before attending Walden and how much they volunteer since attending Walden (Figure 8). Overall, respondents reported an increase from 43% to 57% for those who volunteer from three to four times per year up to at least once a month. In addition, 24% of alumni reported volunteering once a week to almost daily after they attended Walden, an increase from 18% before attending Walden. PhD and doctorate alumni reported volunteering more frequently after attending Walden. Similar to previous years, in 2014, Walden alumni reported volunteering more than the national average (64.3% vs. 25.3%<sup>2</sup>). Alumni frequently reported that course readings (54%) and class discussions (51%) most influenced them to engage in social change.

Alumni were also asked what kinds of social change activities they engaged in. They most commonly volunteered for religious groups (47.5%); children’s education, sports, or recreational groups (33.6%); and other education organizations (22.9%) during the past year. The least common area for volunteering was immigrant/refugee assistance (2.8%). More than half (54%) of Walden alumni indicated that the volunteer work they completed was related to their career.

<sup>2</sup> Bureau of Labor Statistics, U.S. Department of Labor. (2015, February 27). *TED: The Economics Daily: Volunteering in 2014*. Retrieved January 14, 2016, from [www.bls.gov/opub/ted/2015/volunteering-in-2014.htm](http://www.bls.gov/opub/ted/2015/volunteering-in-2014.htm)

**Figure 8. Change in volunteerism rates, before and after attending Walden**

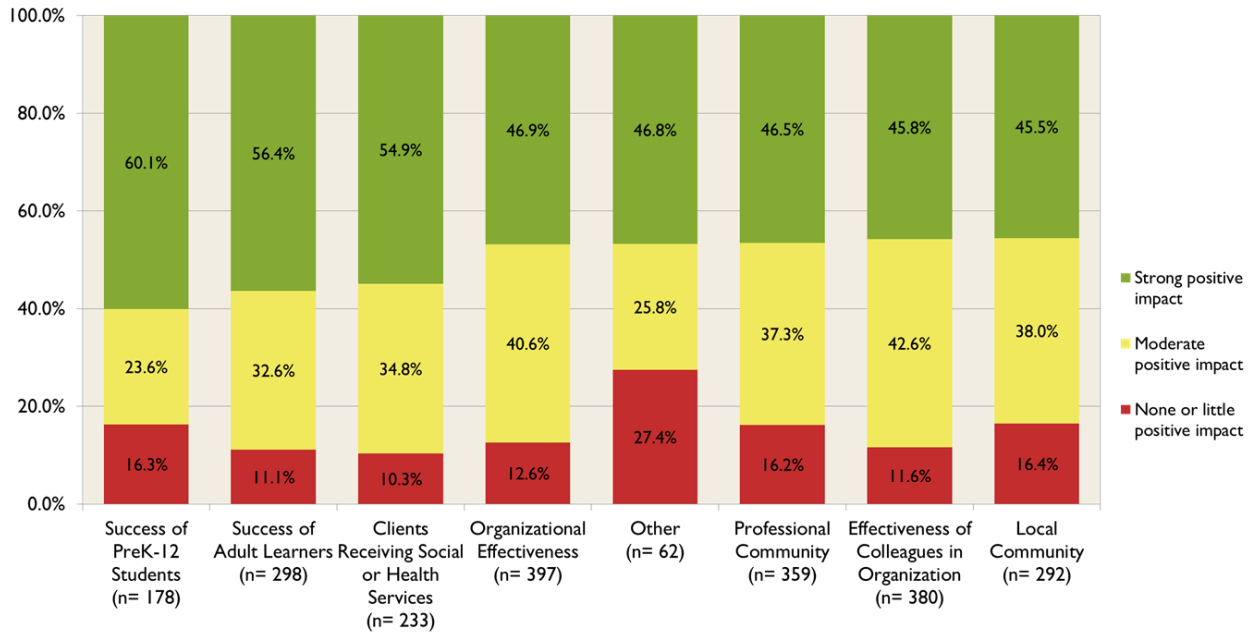


## Employer Survey

Walden University also administers an *Employer Survey*, with the purpose of assessing the progress of students after they leave the institution. Graduates provide Walden permission to contact their employers through responses on the graduation application and the graduation and alumni surveys. Employers are asked to provide information on a specific employee who is a Walden graduate, including topics such as skill comparison to other employees with similar degrees, skill changes since attending Walden, areas of social impact the Walden graduate engaged in, and the employer’s overall satisfaction with the Walden graduate. In 2015, the only item related to social change on this survey asked the employer to indicate the degree to which the employee made a positive impact in the following areas: success of Pre-K–12 students, success of adult learners, clients receiving social or health services, effectiveness of colleagues in company or organization, organizational effectiveness, local community, and professional community.

Results from the 2015 survey (Figure 9) show that Walden graduates made the most positive social change impact in the area of the success of Pre-K–12 students, with 60.1% receiving a rating of “strong positive impact” ( $n = 178$ ). Other areas where Walden graduates made a “strong positive impact” were success of adult learners (56.4%,  $n = 298$ ) and clients receiving social or health services (54.9%,  $n = 233$ ). A majority of the respondents to the 2015 survey come from education and nursing fields, so these results are not unexpected.

**Figure 9. Please indicate the degree to which the employee has made a positive social change impact in that area**



Overall, these surveys provide data that offers insight into how social change is viewed and practiced within Walden University. The availability of multiple years' worth of data for each survey allows us to track items over time and monitor significant changes closely, while the use of data from national survey samples allows us to benchmark Walden responses for comparison.

Despite the strengths of these data, there is a significant limitation because the student, graduate, and alumni surveys are all self-reported data. Further direct evidence of social change participation and practice is needed to validate and strengthen the usefulness of the self-reported survey data.