Principles for Responsible Management Education SIP Report

2016
Letter of Support – Statement of Support and Commitment to PRME

To: 
PRME Steering Committee

c/o Jonas Haertle, Head PRME Secretariat at United Nations Global Compact Office

801 2nd Avenue, 2nd Floor
New York, New York 10017

September 15, 2016

Dear Mr. Haertle,

Walden University was proud to become a signatory member of the Principles for Responsible Management Education (PRME) initiative in 2014, and we are pleased to provide our first Sharing Information on Progress (SIP) report.

Walden is deeply committed to its mission of helping working professionals transform themselves as scholar-practitioners so that they can effect positive social change. This includes, of course, our students in the School of Management’s programs, and we are pleased to see so much overlap in how the Principles for Responsible Management Education support our efforts to advance social change through responsible management education.

We understand that our own organizational practices should serve as example of the values and attitudes we convey to our students, and we encourage other academic institutions, and associations to adopt and support these Principles.

With this Sharing Information on Progress report, we provide you with an update on the progress Walden University is making in implementing improvements in our curriculum, and in other PRME-related initiatives.

Respectfully,

Jonathan Kaplan
President
Walden University
Practical Actions Walden has Taken in the Past Year that Support PRME

Becoming a Public Benefit Corporation (PBC)

Walden University operates as part of Laureate Education, Incorporated, which in October 2015 became a Public Benefit Corporation. Laureate is the largest educational organization to become a Public Benefit Corporation.

Douglas L. Becker, Founder, Chairman and CEO explains why the conversion to PBC is a good fit for Laureate and Walden: “We recognized the enormous importance that society places on education as a public good. This inspired us to create a culture that combines the ‘head’ of a business enterprise with the ‘heart’ of a non-profit organization.”

In striving to live up to the ideals of the Benefit Corporation ethos, Laureate chose to measure our overall public benefit performance against an objective third-party standard. We were assessed by B Lab®, an independent non-profit organization that has developed an accepted set of certified standards for B Corp™ members, much like an accrediting body.

In 2015, Laureate, and each of its colleges and universities, including Walden, passed a rigorous assessment by B Lab®, an independent non-profit organization that serves as a global movement of people using business as a force for good, and became a Certified B Corporation®—the largest corporation ever to become a B Corp™.

The School of Management recognizes the importance of this corporate conversion in helping us to include the PRME principles into our curriculum and practice, as they are principles that are also compatible with, and reinforce our commitments as a B Corp™. As each of our programs reaches its next program review, the curriculum will also be examined for opportunities to infuse it with PRME principles and values.

These actions support Principles: 1, Purpose; and 2, Values
School of Management Faculty are Directly Contributing to a Major Social Change Initiative for Walden University

Walden University is leveraging this year’s 46th anniversary not only as a milestone, but also as an opportunity to renew our vision of how the university can better foster positive social change through research, practice, and the education of motivated scholar-practitioners.

The core framework of this effort, *Walden 2020: A Clear Vision for Social Change*, is a 5-year working plan that will shape Walden’s overall strategic thinking about the future. That framework is now circulating in the community for comment. Now that Walden is part of a public benefit corporation, we are obliged to demonstrate how we make a positive impact on society and create a public benefit beyond our obvious impact on societies through helping students earn degrees. Therefore, our efforts to live the PRME values will intensify.

It is our intention to have *Walden 2020: A Clear Vision for Social Change* provide a road map that will help us launch a positive social change movement designed to carry us through our 50th anniversary year in 2020 and beyond.

Both a core faculty member and a contributing faculty member of the School of Management were appointed to the university-wide Social Change Working Group charged with developing the plan mentioned above. These faculty members are aware of and support the PRME initiative, and they act as bridges between the Walden 2020 plans with PRME actions.

The working 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 and School of Management Contributing Faculty)**
- Lisa Pertiller-Brevard (Academic Coordinator, Center for General Education)
- **Bruce Huang (Core Faculty, School of Management)**
- 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)
These actions support Principles: 1, Purpose; 2, Values; 6, Dialogue

School of Management Course Upgrades

A major Walden-wide initiative taken during 2015 and led, in part, by the School of Management, has been to include social change concepts and frameworks into our analysis of curriculum. We seek to improve our courses and programs and align them more closely with both PRME principles and values that support organizational social responsibility, corporate citizenship, and servant leadership.

This framework, which we call the “8-Features of Social Change Framework,” is now used, with appropriate discipline-related changes in terminology, to help improve our management curriculum (Figure 1).

Figure 1. Walden’s 8-Features of Social Change Framework
The course upgrades, now underway and described below, are part of this initiative:

**Examples from the MBA Program**

**WMBA 6030 - Managing Business Information Systems**

In Week 8 Shared Practice Discussion, students analyze change in the business information system (BIS) realm, by learning about the current trends and challenges that managers need to focus on in business information systems 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.

**WMBA 6650 - Impact of Entrepreneurship**

- In Week 1 Discussion, students assess the potential (positive or negative) impact capital venture investments have on business and society either directly or indirectly.
- In Week 4 Peer-Review Investor-Entrepreneur role play exercise, students share their research and learning of 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.
- In Week 8 Discussion, students learn about how entrepreneurship has the power to create great impact on local and global societies. Through a literature review, students learn about how entrepreneurs make positive social change through creating employment opportunities, offering products and services to help the economically disadvantaged individuals, or giving to local communities. Students reflect on what motivated them to become an entrepreneur besides making profits; 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.
- In Week 8 Assignment, students reviewed the case "LazyBones" on page 526 of the course text, *Entrepreneurship*, then reflect on the impact of franchising on the business, the community, and society.

**WMBA 6653 - Entrepreneurship and New Venture Creation**

- In Week 2 Peer-Review exercise, students presented their 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 threats to the venture idea including legal, political, social, ethical, and technological considerations.
- In Week 8, students learn about the role of social entrepreneurs through reading of Chapter 12, "Social Entrepreneurship" (pp. 535–568) of the course text *Entrepreneurship* by Bygrave and Zacharakis. In Week 8 Discussion, students research on local resources available to support entrepreneurs and social entrepreneurs.

**WMBA 6657 - Managing a Sustainable Small Business**

- In Week 8 Blueprint for Action Assignment, students assess strategies for risk management and response within small business ownership. Drawing upon the information they have learned, they will synthesize an action plan for small business
ownership and management. In the action plan, they will reflect on the potential impact of their small business in their community; and the extent that their small business contributes to positive social change.

**WMBA 6070 - Managerial Finance**

- In Week 8 Shared Practice Discussion, students review this week's resources and the "Code of Ethical Conduct for Financial Management" from Eli Lilly and Company, then 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.
- In Week 8 Individual Reflection: Blueprint for Professional and Personal Growth Assignment, students reflect on the most important things that they learned from this course that will shape their future and enable them to make a positive difference. Students reflect on the extent the contents from this course contribute to social responsibility and positive social change.

**Examples from Other Programs**

**Doctor of Business Administration (DBA)**

- Completed focused academic program review (APR) to upgrade discussion or assignment with positive social change contents for all DBA courses.

**Doctor of Philosophy**

- Currently undergoing an APR that will result in upgrading curriculum to align with PRME and positive social change goals.

**Master of Science in Leadership (MMSL)**

- Completed focused APR to upgrade discussion or assignment with positive social change contents for all MMSL courses.

**Master of Science in Management (MSM)**

- Completed focused APRs to upgrade discussion or assignment with positive social change contents for all MSM courses.

**Bachelor of Science in Business Administration (BSBA)**

- Completed focused APR to upgrade discussion or assignment with positive social change contents for all BSBA courses.
In addition to these school-specific course and program improvements, our School of Management students have also benefited from university-wide improvements that enhance our commitments to developing agents for positive social change including:

**Walden Writing Center**
- The Walden Writing Center began a *Writing for Social Change webinar series* for students, which discusses the connection between writing and positive social change.
- The center is also discussing positive 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 positive social change have been published over the years.

**Career Services Center**
- The Career Services Center is also developing a positive social change webinar series including: “How to Start a Nonprofit,” “Social Entrepreneurship,” and “How to Influence Others Without Formal Authority.”
- Students’ positive 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 October.
- In November 2015, two staff members presented on volunteerism as a valuable way to gain work experience at a local Career Planning and Adult Development meeting.

**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.

**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*
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 sponsored its third international public service trip to Panama. Students from across programs and degree levels participated 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 completed 20–30 hours of public service. Undergraduate students also took 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.

Scholars of Change

Walden students, alumni, and potential students are invited to share their work in positive 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. The following School of Management and Technology students received Honorable Mention Awards for their Scholars of Change videos:

- Joseph Davis from Baton Rouge, Louisiana; Doctor of Business Administration (DBA)
- Lindsey Neimo from Blacksburg, Virginia; MS in Nonprofit Management and Leadership
- Charles Emukowh from Gillingham, England; Doctor of Business Administration (DBA)

These actions support Principles: 1, Purpose; 2, Values; 3, Method; 6, Dialog
School of Management PRME-Related Published Research and Presentations

Currently, Walden hosts the *Journal of Social Change*, which is a fully indexed peer-reviewed journal (http://scholarworks.waldenu.edu/jsc/), and whose editor, Dr. John Nirenberg, is a core faculty member from the School of Management. In addition, Walden funds research dissemination grants each year. During the 2014–2015 academic year, the following publications and presentations have been funded that relate to PRME:

- **Evans, V.** (2015, April). *The Inclusive Classroom: Creating Assignments that Promote and Value Diversity*. Panel session at the Broadcast Educators Association in Las Vegas, NV.


  - Five of the co-authors of this article are members of Walden’s School of Management, as the article features how the School has implemented Walden’s 8-Features of Social Change Curriculum Evaluation Framework.
These actions support Principle 4, Research

School of Management Faculty Service Activities

- College of Management and Technology faculty member Tom Kohntopp volunteered and served on a Kettering research committee that developed a National Issues Forum guide to help communities address substance abuse and prevention.

- College of Management and Technology faculty member Rollis Erickson volunteered and served as board member for a startup mission. The organization will be focusing on working with churches throughout Costa Rica in developing local leaders to support social change. Rollis Erickson will be hosting short-term teams to help this effort and there will be opportunities for social change via a variety of activities such as building projects and relief work for the needy in Nicaragua. Dr. Erickson will be meeting and networking with local church leaders in Costa Rica and in Nicaragua in developing an initial strategic plan to move forward.

- College of Management and Technology faculty member Olivia Herriford volunteered to work in Ethiopia and Kenya through October 5, 2015 with women-run micro-businesses, young entrepreneurs, and NGO partners on the ground (see www.womensharingwisdom.org)

- College of Management and Technology faculty member Doron Zilbershtein was invited (and accepted) to join the Board of Directors of BBIF Florida (BBIF). BBIF’s mission is to develop and promote Black business enterprises by providing loan capital, training, and education and to create an environment conducive to their development. For nearly 30 years, the organization has had a positive impact on social change in the lives of hundreds of minority entrepreneurs, making capital resources available for underserved small businesses. This specific alignment between both Walden and BBIF’s missions was yet another driving factor in Dr. Zilbershtein decision to be a part of the board. BBIF is certified by the U.S. Department of Treasury’s CDFI Fund as a CDFI (Community Development Financial Institution) and CDE (Community Development Enterprise) and as a Black Business Investment Corporation (BBIC) by the State of Florida.

These actions support Principles: 5, Partnership; 6, Dialogue
Our Assessment of Outcomes Relative to our Initial PRME Application Goals

During the past 24 months, Walden’s School of Management has begun the process of socializing the PRME initiative with various internal and external stakeholders. The School of Management has been a leader in helping Walden expand its understanding of how to better integrate positive-social-change agent skill elements into its curricular revision and design processes.

The School of Management has undertaken curriculum reviews in a few of its master’s programs, looking for opportunities to enhance and make PRME-related changes to courses, assignments, and reflections.

As an institution with a primary focus on teaching and the scholarship of teaching, we have focused on implementing curriculum changes that are compatible with the PRME initiative, though we see opportunities to support our faculty who wish to do more research on PRME/Positive Social Change topics.
Key, Specific Objectives for Supporting PRME Initiatives in the Next 24 Months

Objective One

Expand formal positive social change and PRME-related curriculum analysis to all programs scheduled for formal review.

The School of Management is currently undergoing substantial reviews and updates of a number of its larger programs, such as the MBA and the DBA. We will be using Walden’s framework for analyzing curriculum through the lenses of enhancing positive-social-change-agent skill-building for our students—which translates directly into support for the PRME initiative. In part, this also supports a focus on some of the U.N.’s Sustainable Development Goals (#4 Quality Education, #5 Gender Equality, #8 Decent Work and Economic Growth, #10 Reduced Inequalities, #16 Peace, Justice and Strong Institutions).

Objective Two

Support efforts by School of Management faculty members to obtain competitive Positive Social Change Fellowship grants in support of research and/or positive social change applications/projects.

Walden University is expanding its request for proposals for research and/or application of positive social change ideas grants in 2016–2018. The School of Management will be supporting efforts by its faculty members to enter strong applications to this Fellows grant process.