Walden University

PRME | This is our **Sharing Information on Progress** (SIP) Report on the Implementation of the **Principles for Responsible Management Education**

Principles for Responsible Management Education SIP Report

2018

Letter of Support – Statement of Support and Commitment to PRME

To:
PRME Steering Committee
United Nations Global Compact Office
801 2nd Avenue, 2nd Floor
New York, New York 10017

September 15, 2018

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 second *Sharing Information on Progress* (SIP) report.

Walden is deeply committed to its mission of helping working professionals transform themselves as scholar-practitioners so 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 examples 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,

Dr. Ward Ulmer
Interim President
Walden University

Practical Actions Walden has Taken in the Past 24 Months 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, explains why the conversion to a public benefit corporation 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 its overall public benefit performance against an objective third-party standard. We were assessed by B Lab®, an independent nonprofit 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 nonprofit 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.

To maintain certification, Laureate and its network are required to be recertified every 2 years. In 2017, Laureate and its network institutions successfully achieved B Corp recertification, increasing its score by nearly 10 points. Its largest area of improvement was its positive impact on students, increasing 25% since 2015.

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 these principles are also compatible with, and reinforce, our commitments as a B Corp. As each of our programs reaches its next program review, we will examine the curriculum 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

In 2016, Walden University leveraged its 46th anniversary not only as a milestone, but also as an opportunity to renew its 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. Because 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 Center for Social Change Advisory Council's 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 Advisory Council meets monthly, developing initiatives to recommend to the university leadership. Members of the council who are members of the Walden School of Management include the following:
- Dr. William Schulz (director of the Center for Social Change & Academic Initiatives; School of Management contributing faculty)
- Dr. Bruce Huang (core faculty, School of Management)
- Dr. Lisa Kangas (core faculty, School of Management), member—working group on UN SDG Integration
- Dr. Lynn Wilson (contributing faculty, School of Management)
- Dr. Pettis Perry (core faculty, School of Management; Walden Diversity & Inclusion Ambassador)

These actions support Principles 1, Purpose; 2, Values; and 6, Dialogue.

School of Management Course Upgrades

A major Walden-wide initiative taken since 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). This concept and framework is explained in greater detail later in this report.
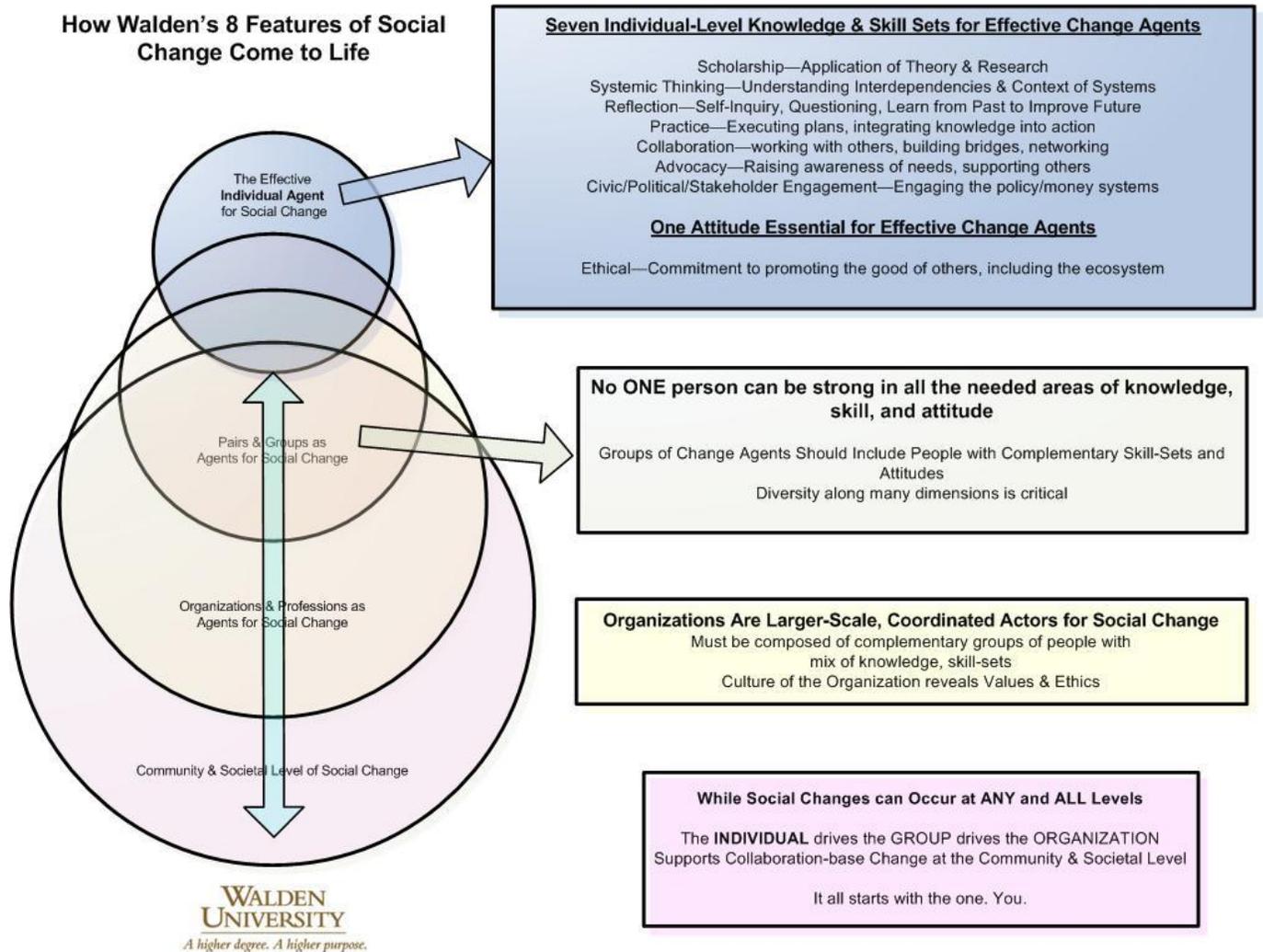

Figure 1. Walden's 8-Features of Social Change Framework

The course upgrades, now underway and described below, are part of this initiative:

Examples From the School of Management Programs

Bachelor of Science in Business Administration (BSBA)
- Currently upgrading curriculum to align with PRME and positive social change goals.

Master of Business Administration (MBA)

- The MBA program was developed to explicitly and implicitly integrate knowledge and skills that will enable our graduates to be effective agents of positive social change. To analyze the alignment of the core program's curricula to Walden's mission of positive social change, a systematic mapping of the MBA core courses was conducted to assess how each aligns and facilitates student learning and promotes commitment to this mission. For this assessment, the Core 8-Features Framework of Social Change and Leadership, as defined in the Walden's Curriculum Guide for Social Change, was utilized as the metric. Each assignment and discussion were assessed for their alignment to each of the Core 8-Features.

  The outcome of this assessment demonstrates that the discussions and assignments within the various courses of the MBA program provide students opportunities to practice skills and gain knowledge in becoming better decision makers and leaders. The cumulative effect of these experiences prepares MBA students to become more effective agents of social change. The assessment findings indicate that students in the MBA program have significant opportunity to focus on the following:
  - Transfer the MBA content as it relates to being an agent of positive social change through scholarship, practice, and systemic thinking
  - Apply business theories to creating positive social change through collaboration and reflection
  - Apply the practice and scholarship of ethical management and leadership

Master of Science in Project Management (MSPM)

- Completed focused academic program review (APR) to upgrade discussion or assignment with positive social change contents for all MSPM courses.
- Capstone course features social change-oriented project.

Master of Science in Leadership (MMSL) and Master of Science in Management (MSM)

- Students in the course Communication for Leaders and Managers create various types of communications that they would need to create in their professions. They consolidate their work into a communication portfolio where they are asked to create a personal social change statement that expresses their aspirations to make a positive difference (be an agent for positive social change). This course is used as a core requirement in both the MS in Leadership and MS in Management programs.

Doctor of Business Administration (DBA)

- Created a Consulting Capstone program that is providing not only direct positive social change in working with nonprofits to improve their organizational performance but is also addressing the sustainability issue by utilizing the Malcolm Baldridge Performance Excellence Award process in working with these nonprofits. The impact of our scholar-consultants working with these organizations is having a significant impact on them in addition to allowing our scholar-consultants to obtain their DBA degrees. Several have developed their own consulting firms after completing their degrees and having had this capstone experience.

Doctor of Philosophy in Management (PhD MGMT)

- Currently upgrading curriculum to align with PRME and positive social change goals.

In addition to these school-specific course and program improvements, Walden University's students have also benefited from university-wide improvements that enhance our commitments to developing agents for positive social change including the following:

Academic Skills Center

- The Center for Academic Excellence's (CAEX) support-course program, which is housed in the Academic Skills Center, includes a new series of classes designed to help students learn how to use specific skills to articulate and act on their passion for social change. One course, Critical Thinking for Social Change, is available to students in both quarter programs and in semester programs. Two more courses, Professional Writing for Social Change and Creative Writing for Social Change, are under development for launch in 2019.
- The Academic Skills Center hosts an annual free, online conference to help students network and learn strategies for skill development and success in various topics. The 2018 conference, Using Your Skills for Social Change, will take place on October 4 and be co-hosted with Walden's Center for Social Change. Four student/faculty pairs will co-present how students have used skills acquired in their Walden degree program to enact social change in their academic or professional communities. The conference will include a Social Change Networking Hour hosted by the Career Services Center as well. After the conference takes place, recordings of each session will be available in the Academic Skills Center's webinar archive.
- The Academic Skills Center leadership team participates in quarterly service projects to support positive social change in our local communities. Past partnerships have included volunteer events with the Greater Twin Cities United Way, the Harriet Tubman Center, and Minneapolis Animal Care & Control. The leadership team also volunteers individually throughout the year with the Alzheimer Association, Feed My Starving Children, People Serving People, and other national and local organizations.
- The Academic Skills Center currently employs 21 Walden students as graduate assistant tutors and peer mentors. We encourage our tutors and peer mentors to take part in Walden's annual Global Days of Service events in their local communities and to share their social change experiences with us. We include their contributions on the Academic Skills & Social Change web page.

Walden Writing Center

- The Walden Writing Center began a *Writing for Social Change* webinar series for students, which reviews the connection between writing and positive social change. Topics include; *Exploring Perspectives, Blogging,* and *Grant Proposals.*
- 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.
- **February 2018:** This February, members of the Writing Center participated in a celebration of Douglass Day, the day Fredrick Douglass chose for his birthday. On Douglass Day, we joined Colored Conventions, the Smithsonian, and universities across

the United States in a transcribe-a-thon of the Freedmen's Bureau Papers as part of the [Smithsonian's Digital Volunteers' Transcription Center](). Eight Writing Center staff members gathered virtually on February 14, each transcribing portions of the Freedmen's Bureau Papers, transcribing a total of 60 pages and reviewing a total of 13 pages. We were a part of over 1,500 other volunteers at the transcribe-a-thon.

- **October 2017:** For the Global Days of Service this year, Writing Center staff members partnered with [Breakthrough Twin Cities](), a Minnesota organization to help students practice writing ACT essays in preparation for taking the ACT test. As their [Mission and Vision]() report, Breakthrough Twin Cities assists high school students prepare for college and provides professional development for high school educators. Writing Center staff helped students prepare for their ACT essays by giving feedback and filling out a sample ACT rubric assessing their practice essays. This volunteer opportunity was fulfilling for both Writing Center staff, who could share their writing expertise, and the students, who received in-depth feedback.

Career Services Center

- The Career Services Center offers archived webinars on positive social change, including "How to Start a Nonprofit," "Social Entrepreneurship," "How to Influence Others Without Formal Authority," "Strategic Volunteering," and "Walden University Changemakers."
- Website resources and advising appointments promote volunteerism and internships as ways to gain valuable experience.
- Students' positive social change efforts are highlighted in blog stories.
- The center offers virtual Social Change Networking events to connect students, alumni, faculty, and staff based on their social change interests.
- The center's staff engages in team social change projects, 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. In April 2016, staff members presented on the same topic at the Minnesota Career Development Association Conference.
- One staff member serves on the Walden University Social Change Advisory Council, supporting the university's social change initiatives.

Walden Library

- The Social Change collection in ScholarWorks was introduced in February 2015 to showcase alumni and faculty publications that exemplify Walden's mission of positive social change. The library partners with the Center for Social Change to build the collection based on the disciplines and research programs supported by the center.
- 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.
- The library held a supply drive for The Family Partnership's PRIDE (From Prostitution to Independence, Dignity & Equality) program in October 2015.
- In April 2017, librarian Anne Rojas joined a [Librarians Without Borders]() service trip to Asturias, Guatemala. The Librarians Without Borders volunteers partnered with local

school librarians to develop library collections and programs at the [Miguel Angel Asturias Academy](#).

- Nykol Eystad, the library liaison and outreach manager, joined the team of Walden Diversity and Inclusion Ambassadors in January 2018.

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 2017, three Scholars of Change each received $7,500 plus a $2,500 donation to the charity of their choice. The following students were named the Grand Prize Winners in 2017 for their Scholars of Change videos:

- **Amina Khan**, Walden PhD in Psychology student. Amina is transforming health and fitness education in the South Asian and Middle Eastern communities by creating Amanah Fitness, which provides online research-based weight loss, diet, and exercise programs, as well as recipes, engaging videos, and more.
- **Angela Martilik**, Walden PhD in Psychology student. Angela is addressing the epidemic of police suicide and PTSD affliction in the United States by connecting officers with the services, resources, and information they need.
- **Caleb Lorensen**, Walden MS in Education alumnus. Caleb is contributing to educational development in Thailand by providing access to excellent education for disadvantaged and at-risk young people.

These actions support Principles 1, Purpose; 2, Values; 3, Method; and 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/). Dr. Kenneth C. Sherman, from the PhD in Management program, is currently the associate editor. In addition, Walden funds research dissemination grants each year. During the 2016–2018 academic years, the following publications and presentations that relate to PRME have been funded:

- **Alamu, A. P., & Dwyer, R. J.** (2017). Strategic steps for Nigerian hospitality human capital development. *World Journal of Entrepreneurship, Management and Sustainable Development, 13*, 318–333. doi:10.1108/WJEMSD-05-2017-0023
- **Amisano, D., & Anthony, P.** (2017). Relationship Between Ethical Leadership and Sustainability in Small Businesses. *Journal of Leadership, Accountability and Ethics, 14*(3), 76–90. ISBN 1913-8059.
- **Beehner, C. G.** (2018). Expanding sustainable business education beyond business schools. In S. Dhiman and J. Marques (Eds.) *Handbook of Engaged Sustainability*. Heidelberg, Germany: Springer Nature (advanced online publication: January 2018).
- **Church, A. M., and Truitt, T.** (2017). Brazilian women entrepreneurs: Exploring sustainability as a strategy for developing resilient business organizations. *Small Business*

Institute Journal, 13(1), 30–56. Retrieved from
https://sbij.org/index.php/SBIJ/article/view/263

- **Durodola, O., Fusch, P., & Tippins, S.** (2017). A case-study of financial literacy and well-being of immigrants in Lloydminster, Canada. *International Journal of Business and Management, 12*(8), 37–49.
- **Fusch, G. E., Fusch, C. J., Booker, J. M., & Fusch, P. I.** (2016). Why culture matters in business research. *Journal of Social Change, 8*(1), 39–47.
- **Kangas, L. M.** (2017, November). *Positive Social Change: Sustainable Development Goals (SDGs) and Principles for Responsible Management Education (PRME).* Presentation at the 66th Annual AAACE Conference, Memphis, TN.
- **Kangas, L. M., Salmons, J. E., & Wilson, L. A.** (2017, October). *Social Change in a Global Context: Assignments and Capstones*, Center for Faculty Excellence Series, Minneapolis, MN.
- **Schulz, W.C.** (2018). *Towards Social Change Leadership: Integrating UN SDG's & Walden's Social Change Skills Curricular Framework.* Presentation accepted to International Leadership Associate Conference, Palm Beach, FL, October.
- **Schulz, W.C., Raymond, M.** (2018). *Embedding Social Change Skills and Leadership Dispositions in an Online, Distributed Learning Environment: Towards Facilitating More Community Engagement.* Presentation accepted to Engagement Scholarship Conference, Minneapolis, MN, October.
- **Simmons, K., & Umezurike, A**. (2016). *Culturally Responsive Teaching.* Presented at Walden University National Faculty Meeting. Washington, DC, July 15, 2016.

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 in 2015 with women-run micro-businesses, young entrepreneurs, and NGO partners on the ground such as the Women Sharing Wisdom Institute (WSWI), of which she is the founder and executive director. WSWI provides education and training programs and mentoring and coaching support to current and future leaders wishing to influence positive change in their lives, careers, organizations, and communities.

- 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, and 6, Dialogue.

Our Assessment of Outcomes

During the past 24 months, Walden's School of Management has continued 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 several 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.

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 United Nations' (UN) Sustainable Development Goals (SDG; #4 Quality Education; #5 Gender Equality; #8 Decent Work and Economic Growth; #10 Reduced Inequalities; and #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 fellowship grant process.

Objective Three

Expand formal positive social change and PRME-related initiatives through the Walden Center for Social Change.

Bill Schulz, a member of the PhD in Management program faculty at Walden, and director of Walden's Center for Social Change, will be presenting at both the International Leadership Association's national conference in October 2018, and the Engagement Scholarship Consortium in Minneapolis, Minnesota, in October 2018, where he'll be talking about Walden's efforts to integrate the UN SDG framework with Walden's social change framework and initiatives.

At this point in time, Dr. Schulz, in consultation with faculty members on the Walden Center for Social Change Advisory Council, which includes several active faculty from the School of Management, has developed an integrated "systems" diagram of the SDG framework, and has also integrated Walden's Features for Social Change Leadership within this systems framework.

This analysis will illustrate how Walden university is integrating our Social Change Skills Leadership framework with a more systems-oriented approach to the UN's 17 SDG framework in order to assure that our curricula helps our students enhance their skills as social change leaders—and so that students can see more clearly how their efforts link to the UN's 2030 Goals.

The remainder of this report is an excerpt from an early draft of an integration paper that Dr. Schulz is editing:

Summary of the Integrated UN-SDG and Walden Features of Social Change Frameworks

The United Nations High-level Political Forum on Sustainable Development was established in 2012 from a mandated outcome document during the United Nations conference on Sustainable Development (Rio +20). The United Nations' 17 sustainable development goals (SDGs) were then formed in 2015, as a strategic plan called 'Agenda 2030'. The purpose of this plan was to promote a better future for all people throughout the world and at a global level by 2030.

While there are many variations of the UN SDG framework, *most do not attempt to show how the various elements of the framework link to one another within a causal dynamics framework*—and thus are not as helpful in showing how specific educational and leadership skill development curricula might help us reach the Agenda 2030 goals.

We, therefore, offer a particular "causal diagram" of the 17 SDG areas, and then show how Walden's specific *Features for Social Change Skill Development Framework* can assist curriculum designers and faculty to help students make more direct links between what they are learning in their programs of study, and how they can apply their skills and knowledge to affect positive social change within the UN SGD framework.

As a B Corp, Laureate and its network institutions, including Walden University, are committed to positive social change and helping all our students and stakeholders into becoming social change leaders. Walden is using our research-based Features for Social Change Skill Development Framework to help propel our mission forward.

The 8-features framework of social change and leadership include seven specific skill sets (scholarship, systematic thinking, reflection, practice, collaboration, advocacy, and civic/political/stakeholder engagement), one attitude (ethical), and an integrative leadership disposition and practice. These skills are exercised within a range of "levels of analysis/contexts", from the individual, to pairs and groups, organizations and professions, through community, society and global connection.

A More Systems Oriented Perspective on the UN SDG Framework

The UN SDG framework, which is composed of 17 different, but interrelated elements, is a comprehensive way of organizing the various categories of inputs and outcomes that one must address in order to reach a long-term, sustainable equilibria for quality survival of the human species. The framers argue that the 17 elements balance the economic, social and environmental dimensions of sustainable development.

Yet, having made these claims about the framework, the suggested "balance" is not intuitive within the framework, and other than "partnership for the goals", it is also not clear how the elements are integrated nor indivisible.

In order to be more useful as a framework for helping guide and prioritize curricula development, it is necessary to better understand how the 17 elements relate to one another from a cause-effect-cause feedback loop perspective, so that we can answer important questions, such as:

- Where can interventions in the system have the most direct, and/or long-lasting impact into the entire system?
- How does our curricula address such potentially important interventions and help our students acquire the knowledge and build the skills necessary to focus on or lead such change efforts?
- How can we help our students understand how the knowledge and skills they are learning in our program fits into the larger efforts (via the SDG's) to improve life on earth for everyone and everything?

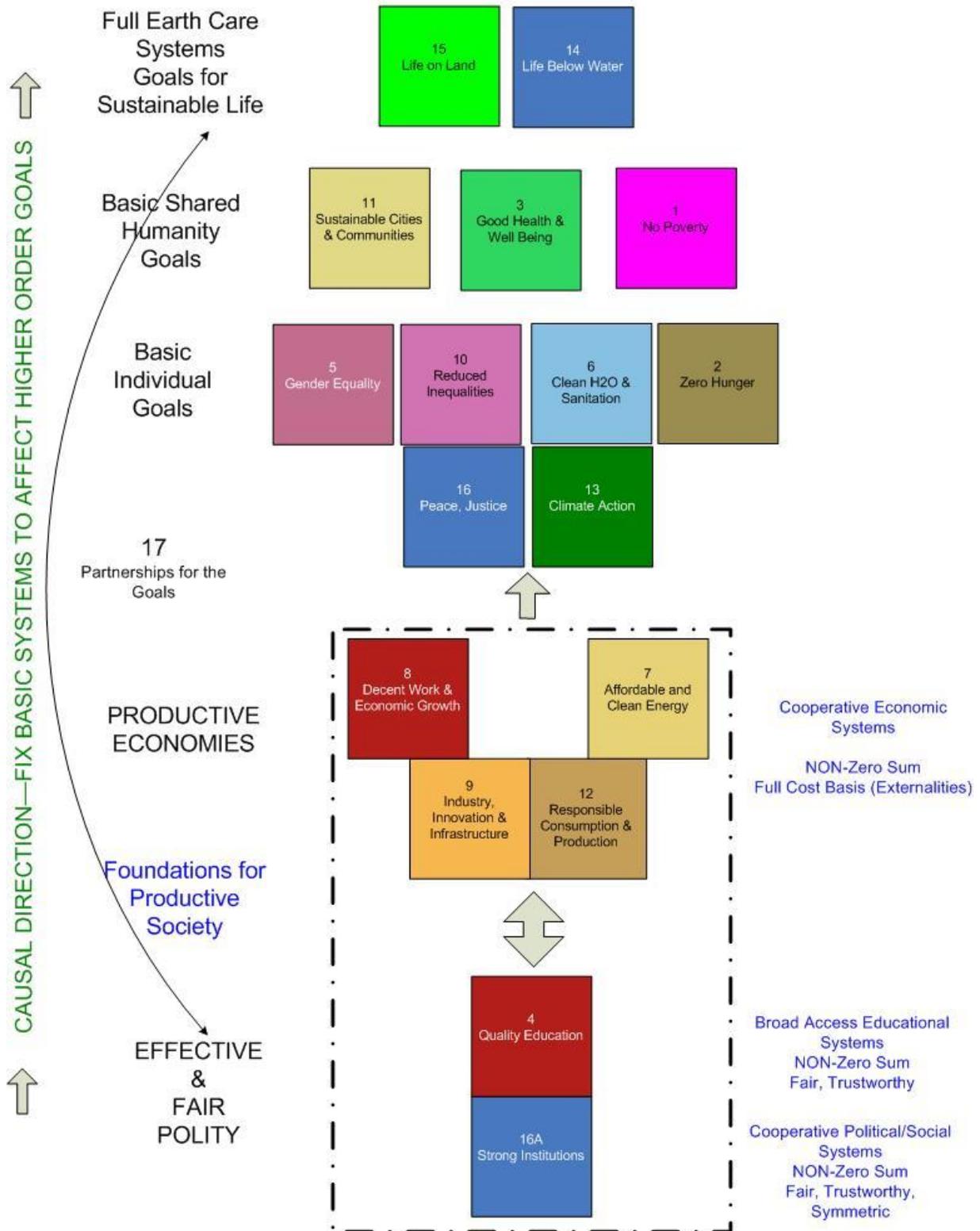Please review the diagram (Figure A) on the next page.

Figure A. A Systems Causal-Loop Diagram of the UN SDG Framework

This figure below describes how the SDG framework could be viewed, in terms of a causal-loop systems analysis. It is to be thought of as a loop (imagine rolling the page into a cylinder or

mobius strip), where the "end points" (the bottom of the page—"Effective and Fair Polity" and the top of the page ("Life on Land, Life Below Water) meet in a causal continuum that affect each other directly.

That is, without the high level outcomes of improving/preserving "Life on Earth and Life Below Water", it is impossible to sustain human flourishing (or even survival); and, without "Effective and Fair Polity (through #16A—Strong Institutions, and #4—Quality Education) there is much less of a chance of humans responsibly protecting and improving the life of people and societies, and the health of the biosphere.

The causal logic of this model is most usefully thought of through a "bottom-up" reading, with the most fundamental SDG goals—upon which other goals and outcomes are dependent—at the bottom, and the most general, high-level outcomes/goals at the top.

If one can build and sustain strong institutions (political, social/familial) AND provide fair access to education to all members of society, then one has the fundamental base needed to build industry, be innovative, be responsible in consumption—which are bases for having decent work, affordable and clean energy and economic growth that benefits all. These "productive economies" are then the base from which basic individual goals for equity, opportunity, peace, and justice can expand (and reinforce/grow the strength of institutions and education in a positive loop); and where societies can be in a stronger position to eliminate hunger, clean/keep clean the environment, and take larger climate actions.

If individuals have equitable access to opportunity, so that they can reach their own best potential to help themselves, their families and other (which is in one's rational self-interest), then it is possible to have sustainable cities/polities, the good well-being and health of everyone, and no poverty. Each of these outcomes, again, reinforces and strengthens the stability of strong institutions and a virtual causal loop ensues—protecting the biosphere as a by-product of human flourishing.

Walden's Features of Social Change Leadership Framework

So, how does this relate to Walden's Features of Social Change Leadership Framework and, ultimately, Walden's approach to building curricula?

Figure B on the next page is a graphic that describes Walden's framework. [Figure B is the same as Figure 1 earlier in the report.—Ed.]

This framework was developed by members of a Walden Social Change task force, as they prepared a White Paper in 2014 on Social Change at Walden for a Higher Learning Commission accreditation special emphasis review. The task force studied the current literature, discussed with their colleagues, and eventually identified eight general features that they thought captured the essence of the knowledge, skills, and attitudes needed to become more effective leaders for social change.
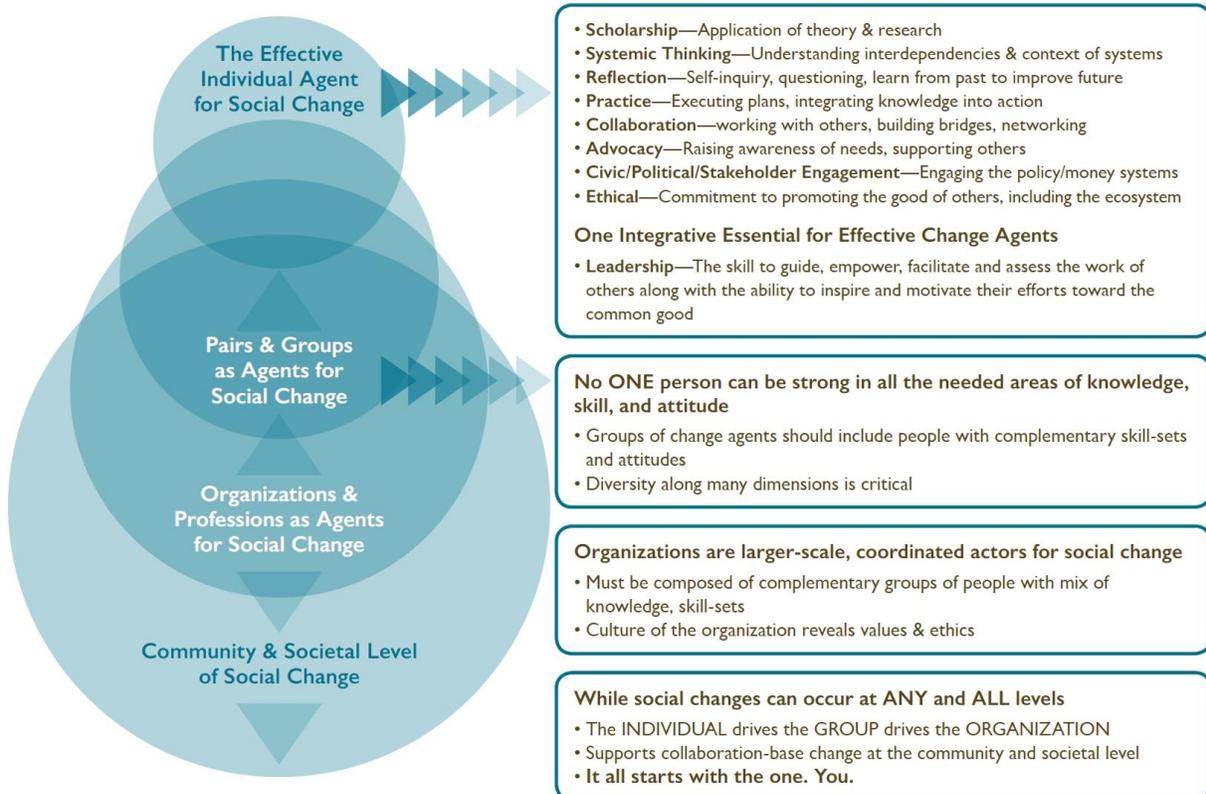
Figure B. Walden's 8 Features of Social Change

Like the UN SDG framework, these eight features are not necessarily discrete; that is, they are not always independent of each other but often flow together in practice. But they do seem to emerge as key elements in social change activity. What is really important about them is that they are all learnable. Or at least, by learning about them and practicing them, a person can usually get better at them.

Another important characteristic of these eight features is that they address the whole person. A social change agent needs to know things, be able to do things, and is guided by values and attitudes. Mind, body and heart are all part of being an effective agent for social change. This translates into education with three domains. That is, it includes learning experiences designed to develop cognitive abilities, practical know-how, and values and commitments. Here are the eight features in these three domains.

Cognitive abilities
1. **Scholarship**—The ability to employ trustworthy, effective research strategies that could be used to find answers to significant questions along with the ability to locate and assess the research findings and claims of others.
2. **Systemic Thinking**—The ability to analyze a set of inter-related causes and effects which can be applied to finding solutions to complex social problems.

3. **Reflection**—The ability to examine and assess one's owns skills, strengths, weaknesses, and contributions and to similarly evaluate one's team and partners in ways that can contribute to improved efficacy.

Practical know-how
1. **Practice**—The skills needed to plan, execute, manage, and evaluate a practical project to improve conditions or seize an opportunity that would advance the common good.
2. **Collaboration**—The ability to identify and connect with stakeholders, resources, experts, useful networks and potential partners combined with the personal skills needed to work with others on joint projects.
3. **Advocacy**—The ability to deploy strategies and actions appropriate to raising awareness in others around an issue or opportunity that calls for a response from them.
4. **Civic & Political Engagement**—The skill to work with policy-makers at various level in government, professional organizations and institutions to bring about improvement in rules, laws, policies, or practices.

Values and commitments
1. **Ethics**—The development of and commitment to a personal set of values, principles, attitudes and personal responses in relating to one's own responsibilities, to others and to the wider world.

The Essential Integrative Practice: Leadership

We've reviewed eight high-level learning and skill features that are elements which research indicates is important to being able to be an effective agent for positive social change. But there is also one important "integrating" process--leadership.

It is an overarching feature because strengths in the previous 8 features are foundational for leadership. At times strengthening this skill may also mean highlighting learning experiences that develop abilities in conflict resolution, motivation, organization and project management. Each of the general features above are part of the larger, more complex and integrative practice of leadership itself. When motivated, individuals step up to guide, empower, facilitate and inspire others to join them in efforts towards the common good.

We will not be addressing the many facets and approaches to leadership, but it is important to recognize that the eight features do comprise many elements necessary for individuals to become effective leaders.

How the Two Frameworks Combine to Provide Curricular Development Guidance

We've reviewed a systems-oriented framework of the UN SDG's that helps us understand the potential value and impact of specific interventions within the 17 core element areas; and we have also reviewed a features of social change leadership framework that identifies high-impact skill, knowledge and integration capabilities that can help individuals and teams affect positive social change. The figure on the next page grafts these two frameworks together.
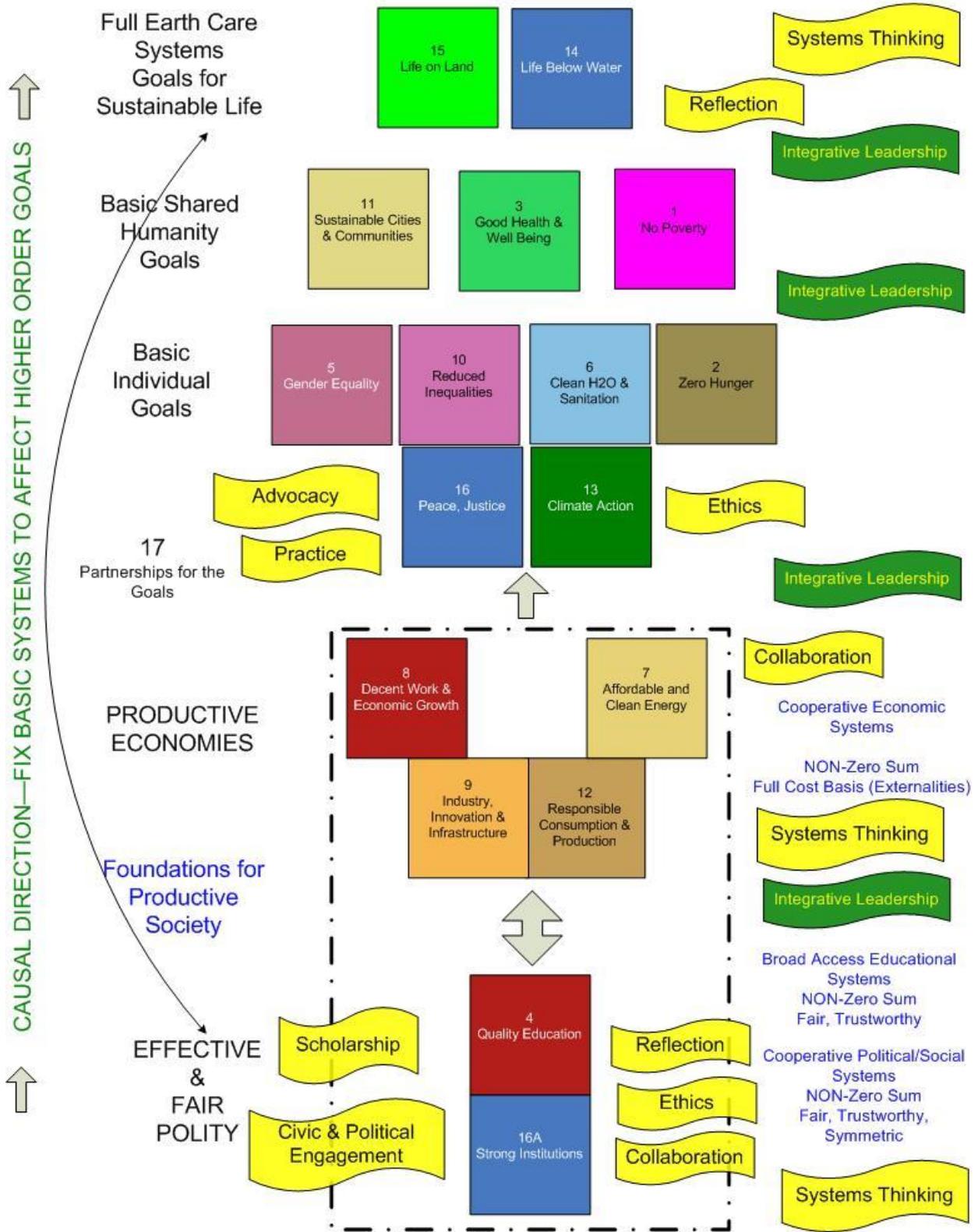
Figure C. Integration of Walden and UN Frameworks

In this overlay, we can explore how the core knowledge and skill elements of Walden's Features of Social Change framework can help us design and revise curriculum so that our students can be more prepared to take leadership roles, and to support leaders in efforts to achieve specific actions and target areas within the 17 SDG areas.

A number of implications of the overlay logic come to mind:

1. Walden, in the declaration of its very mission and its commitment to broad access to education, is fully engaged in supporting SDG #4, and it can be part of the systemic solution to expanding access to quality education in the U.S. and worldwide. Walden's dedication to quality education, as indicated by the number of specialized accreditations we hold, is a testament to how we help develop humane practitioner-scholars.

2. There is a significant opportunity for Walden to ensure that all its students, in all its programs, build knowledge and skills related to local, regional, national and global citizenship and civic/interdisciplinary stakeholder engagement. Building, and more importantly, maintaining strong institutions requires an active, collaborative citizenship that can talk across traditional political, economic, social and disciplinary boundaries. Walden can model these behaviors by scaffolding the curricula to require them.

3. There is an opportunity to expand curricula related to formal systems thinking, which would give students the needed skills to better understand vexing and difficult social change problems, and to seek to participate in collaborative solutions.

4. There is an opportunity for Walden to support the development of interdisciplinary research and practitioner teams that can address multiple SDG linkages. Walden's participation and support for the "Polarities of Democracy" project is an example.

Any particular discipline should be able to find a "home" within this combined framework. For example, the School of Management could use this framework to:

1. More clearly articulate the roles and responsibilities that B-Corp and other business organizations can play in sustaining healthy and productive economies that can be innovative and responsible (to the biosphere).

2. More clearly articulate how the PRME framework can help sustain stronger institutions, and build a more equitable and ethical set of expectations for what businesses should contribute to society as a price for having access to legal, and regulated markets.

3. Focus on the role of cooperative economic systems in helping ensure that individuals have fair and equitable access to organizational and societal opportunities—and to show that such equity leads to greater gains for everyone (are not zero-sum).