



Walsh University

President's Report
2022 – 2023

The Brothers of Christian Instruction arrived in the late 1950s and built a Catholic college for men in Northeast Ohio: Walsh version 1.0. By the late 1960s, we were ready to reimagine ourselves and Walsh 2.0 is born with the matriculation of women students. As Walsh College became Walsh University over two decades later, version 3.0 unfolded with new and exciting opportunities and extensive physical campus growth.

Looking toward the future, Walsh 4.0 is our framework for future success during this tsunami of change that is occurring across the domain of higher education and on our campus.

We continue to conduct full-scale reviews on every aspect of university life – from philanthropic efforts to residential life and everything in between – as we recognize higher education in America is experiencing headwinds unseen in any of our lifetimes.

Walsh 4.0 responds to this changing landscape as we evolve in response to the contemporary needs of students and our workforce ... ever mindful of maintaining continuity in our Catholic traditions.

Academics is building upon the past with a re-engineered core curriculum, our renown programs in the health sciences, and new academic programs such as Business Logistics. We have reignited our intellectual life with the Education for Life Colloquiums ... all the while emphasizing the need to teach our students “how” to think rather than “what” to think.

Athletics represents the largest leadership laboratory on campus – and it’s getting bigger. For the first time in our history, we hosted NCAA Division II football on campus as well as men’s and women’s soccer and lacrosse in our new open-air stadium. We are bringing on emerging sports and new facilities. We are concentrating on the scholar-athlete experience in innovative ways. We are developing a program to further integrate into the athletics teams a ministerial presence to support our scholar-athletes. And we are working to achieve tighter integration with residential life and the broader student population.

Faith and Action is active on campus. You may recall our work with Cavs Cor Cordium ... and that learning network initiative continues to mature. We continue to support the National Right to Life March in Washington, D.C., and this year we added supporting the Ohio effort, as well. Our “Study Beyond” is purposefully Catholic with new partnerships with the Australian Catholic University in Rome, Italy; Franciscan University of Steubenville in Gaming, Austria; Carlow College St. Patrick’s in Carlow, Ireland; and Catholic University of Erbil, Iraq. Walsh 4.0 will continue to reflect the heritage of our founding Brothers.

The Venerable Jean de la Mennais wrote, “my schools were instituted to teach Christ.” This has served as an underpinning for us for 63 years – and will continue to illuminate our decision-making as we build-out Walsh 4.0. As you flip through this President’s Report, we hope you will sense the promise of Walsh University as it “comes alive” for the next phase of this storied institution’s life.

Swords Up!

A handwritten signature in blue ink, appearing to read "Tim", with a stylized flourish above it.

Dr. Tim Collins
President



VISION

The Walsh University vision statement was developed as a collective University effort to serve as the University's North Star and emphasize our commitment to develop leaders with a moral foundation and an awareness of the common good.

Become a leading Catholic university known globally for inspiring others to pursue ingenious practices that serve the common good.

MISSION STATEMENT

Walsh University is an independent, coeducational Catholic, liberal arts and sciences institution. Founded by the Brothers of Christian Instruction, Walsh University is dedicated to educating its students to become leaders in service to others through a values-based education with an international perspective in the Judeo-Christian tradition.

Walsh University believes in the desirability of a small university that promotes academic excellence, a diverse community and close student-teacher interactions. The University provides its students a higher education that fosters critical thinking, effective communication, spiritual growth, and personal, professional and cultural development. Walsh University encourages individuals to act in accordance with reason guided by the example and teachings of Jesus Christ.

CORE VALUES

We commit ourselves to these values in all that we do as a framework for helping each other take our place as we discover our life's purpose.

FAITH: We recognize that individual spiritual journeys and prayer are foundational in all of our efforts to fulfill the mission

EXCELLENCE: We embrace the notion that our best efforts and selves are critical components to reaching our goals and ultimate purpose

INTEGRITY: There is harmony and truth in our thoughts, words and deeds

SERVICE: We selflessly place the needs and interests of others ahead of our own

COMMUNITY: We share a passion for the mission of the University and the values espoused therein as we care for and support one another to achieve the common good

More than a degree.

Your Education Partner *for* Life

Walsh University has always been grounded in faith and committed to preparing leaders in service. For 63 years, we've offered endless opportunities for students, faculty, staff, coaches and alumni to gain knowledge, understanding and wisdom through a well-rounded university experience and a values-based Catholic education. The benefits of a Walsh University education extend well beyond a degree. The relationships formed are lifelong and our holistic approach has fostered skills that uphold the test of time. And now, as we look ahead, Walsh University is positioning itself with sustainability in mind.



Built on a Foundation of Faith and Fortitude

When we consider the history of Walsh University, the past can be divided into three phases, each with its unique challenges that have created opportunities for the future. With Walsh 1.0, the Brothers of Christian Instruction founded a Catholic liberal arts college for undergraduate men in 1960. The Brothers played an active role at Walsh, serving as faculty and staff during the early years, and playing a critical role in the growth and development of facilities and programs for years to come. Walsh 2.0 signaled a transformation to a coed experience for commuter and residential students, which contributed to an enrollment of more than 1,000 for the first time. That growth escalated during Walsh 3.0 as the college transformed into a University to meet a diverse set of traditional academic needs as well as a significant expansion in athletics. Today, as universities nationwide face steeper competition, changing demographics and contemporary student needs, Walsh is once again at a crossroads in its evolution with strategic plans for the future to not only survive but to thrive.

Higher education is rapidly changing. How we face it is a choice. A sustainable future requires imagination, strategy and the shared commitment of many to be agile and forward-thinking. After a cross-enterprise strategic planning process, the ideas behind Walsh 4.0 will serve to guide Walsh University in all that we do through the year 2035, with yearly review and assessment and the flexibility to adjust as needed. Walsh 4.0 places an emphasis on meeting students' academic needs as well as their emotional and physical needs. It means prioritizing experiences that translate what they've learned in the classroom and through co-curricular activities into useful real-world skills. While Walsh 4.0 is preparing students to be entrepreneurial, successful and fulfilled, it's also expanding academic offerings on a global scale, fulfilling unmet needs in our community and building opportunities for nontraditional students who want to develop new technical skills as well as people at mid-career seeking to make a change.

Meeting Students Where They Are

Today's college students have more complex needs than ever before. Many students work while attending school, hope to get more involved in clubs and organizations during their college experience, or want greater flexibility while balancing athletics and classes. Walsh University has responded by reducing the number of credit hours to graduate with a B.S. or B.A. from 125 to 120. In addition, Walsh moved from a standard 15-week semester to 8-week terms starting every other month. As a result, students and faculty are experiencing greater focus, flexibility and more time for collaboration, research and scholarship.

Walsh 4.0

Preparing Leaders to
Discover Their Life Purpose
and Serve Our World



Reimagining Student Life

As higher education grapples with the challenges of supporting our students in a post-pandemic environment, we have entered a critical time for colleges and universities to be agile, adaptive and even more responsive to serving the needs of 21st century students. Walsh University is taking this opportunity to reimagine student life with a goal of providing a robust and transformational experience that is not only unique to Walsh University but distinctive across Catholic higher education.

In January 2022, the Reimagining Student Life Task Force was formed in an effort to evaluate all aspects of

our student life experience and seek new and innovative approaches to engage, develop and support students. The campus wide initiative involved students, faculty, coaches and staff participating in discussions, surveys, focus groups, and took a critical look at current efforts and best practices from peer institutions. The task force identified focus areas of strengthening student engagement, connection and support, developing pathways to grow a vibrant faith-filled community, and enhancing the residential experience.

As a result, this past fall, working groups were established to focus on seven key initiatives to help build the **Walsh 4.0 Student Life Experience**: Student Life Campus Events and Programming, Cavs Cor Cordium Learning

Networks, Communication and Marketing, Faith and Sacramental Life, Funding Opportunities, Residence Life Experience and Student Space.

While the working group deliverables are underway, the student affairs team is consistently working toward creating a culture of engagement and community to foster students' cognitive, emotional, physical, social, and spiritual development through holistic experiences, programs and services that will help students connect what they learn in the classroom to how they will lead their lives with respect for self and others, integrity, gratitude and selfless service.





Proud to Champion Cultural Humility as an Extension of our Faith

As Christians we are called to love thy neighbor. In an increasingly polarized society, this idea of serving others with a humble spirit is sometimes forgotten. Walsh University has made a concerted effort over the past two years to adopt cultural humility as a framework to promote a campus environment that welcomes and supports each person, treating everyone with charity, dignity and respect. Recognizing that our backgrounds and our interactions play an important role in our daily lives and having a humble and respectful attitude that contributes to an inclusive environment where everyone can thrive is a necessity on a Catholic college campus. In partnership with Dr. James Knight, an educator, author, and inclusion strategist,

5 STEPS TO Leading with HUMILITY



Walsh University has been introducing cultural humility skills to the entire community since 2020. Dr. Knight has hosted two-day seminars and small group workshops where critical components of cultural humility were explored with faculty, staff, coaches and students to create greater awareness and increase emotional and cultural intelligence. Cultural humility was a key topic during Welcome Weekend this past fall when Dr. Knight spoke to the entire student body, encouraging the students to think of each other as children of God, and to act with compassion and humility toward one another. He has also held training sessions with the Walsh University Board of Directors so that they can embrace the framework as well. First year students are also furthering their knowledge of cultural humility as part of their First Year Experience class. Walsh will continue to pursue a campus culture of cultural humility as an extension of its core values and commitment to fulfilling its mission grounded in faith.



Education for Life Colloquium Series

Walsh University's longstanding tradition of inviting the greater community to explore philosophical and theological issues continues as the Education for Life Colloquium Series which launched this academic year. Designed as an academic meeting of the minds with intellectually challenging talks from experts in their fields, the series explores different aspects of multidisciplinary Catholic education. The series was established with the intent to not only deepen the connection between the University and the local community but to also introduce students to the Judeo-Christian Tradition: Jews and Christians thinking, talking and acting together out of a shared commitment for the common good. The Brothers of Christian Instruction imparted on Walsh University from its earliest years with the importance of Judeo-Christian studies.



With Chris Seeman, Ph.D., Professor of Theology and Chair of the Division of Humanities,

...serving as convener of the spirited academic talks, the inaugural event, "Facing the Future Together," an interfaith lecture held in October, brought local religious leaders to share their thoughts on the challenges facing communities of faith in the 21st century. The Most Reverend David J. Bonnar, Bishop of the Diocese of Youngstown, and Rabbi David Komerofsky of Temple Israel Synagogue in Canton, were asked to speak on the contemporary



In November, the series brought Jan Willem van Henten, Ph.D., Professor Emeritus, University of Amsterdam, who presented "Contested Early Jewish Martyrdom: The Case of the Maccabean Martyrs." Dr. van Henten discussed aspects of the contestation of early Jewish

martyrdom, while giving examples of the Christian appropriation of the Maccabean martyrs. He also highlighted the political significance of the martyrdoms in their original context and concluded with the Jewish reclaiming of the Maccabean martyrs in the influential medieval Hebrew work of Sefer Yosippon.

The Education for Life Colloquium Series, funded in part by the Wilkof and Nolan families, is also reviving Walsh University's support for the continuing religious education of members of the Diocese of Youngstown, who may acquire diocesan certification hours for attending events.



challenges for their respective religious communities. Bishop Bonnar discussed the challenge of closed communities and how the crisis of polarization, anger, and distorted communication extends into the immediate concentric circle of faith. Rabbi Komerofsky focused on the challenge of three denials in contemporary culture, including the Denial of Truth and Reality, the Denial of Progress, and the Denial of Accountability.



Welcoming Homeschoolers

According to the U.S. government and education researchers, the number of students being homeschooled has doubled in the last decade. Roughly 5.56% of all school-age children in the United States were homeschooled during the 2021-22 academic year. The homeschool population in Ohio has seen significant growth over the last decade and in particular, post COVID-19. Ohio saw an increase in the homeschool population of more than 3% in 2021. Parents choose homeschool as an option for a variety of reasons including medical, social, financial and religious reasons. There is evidence that homeschooled children are in most cases equally and sometimes more prepared for higher education. On average, homeschoolers have higher ACT scores and higher GPAs their first semester compared to other freshmen. Many have a value system that aligns with a

faith-based environment. Walsh University is making a concerted effort to attract and welcome the homeschool population in a variety of ways, including continuing the test optional policy for standardized tests, expanding College Credit Plus to the homeschool population, creating a dedicated resource page on the website for prospective homeschool students and connecting with homeschool groups and organizations throughout the region.

Serving those who Served Our Country



Walsh University is proud to be a military friendly institution and is forging ways to expand access to Walsh's excellent program offerings to military students and their families. Plans are underway to create a Center for Veteran Affairs for the purpose of recruiting and retaining

military students for our traditional or online offerings. A search is currently underway for a new Coordinator of Veteran Affairs, who will organize the office, actively recruit potential military students and their families, create programming designed to make these students successful, and establish a campus climate that is consistent with the University's commitment to serving our veterans and their families. Walsh University is a proud member of the Yellow Ribbon program in partnership with the VA to fund tuition expenses that exceed the highest public in-state undergraduate tuition rate. Walsh will contribute up to 50% of those expenses and the Department of Veteran Affairs will match that amount. Veterans interested in pursuing post-secondary education make up a population that presents a wide range of needs and issues – mental, physical, financial, and more – that could significantly impact the success of their efforts to attain a college degree. The Center for Veteran Affairs office will be prepared to address those needs and ensure our military students and their families are set up for success.



Connecting to the Middle and Far East Through Faith

Walsh University is creating new opportunities for education and understanding in the Middle East, where Catholics are a minority and Catholic higher education has faced enormous challenges. Though the survival of endangered Christian communities throughout the world is the responsibility of every Catholic, Walsh is one of only three universities in a relationship with the Catholic University in Erbil, Iraq. The CUE, established in 2015 in northern Iraq, when much of the country was under threat from the Islamic State, aims to strengthen educational and professional opportunities for young people, while giving the Christian community a sense of worth and belonging. Walsh recently welcomed The Most Reverend Matti Warda, Chaldean Catholic Archbishop of Erbil, to campus to sign a memorandum

of understanding that will foster a mutually beneficial collaboration for students, faculty and staff from both Catholic institutions and the broader populations we serve. The two universities agreed to host groups of faculty and students and provide support for educational trips of Iraqi students to Northeast Ohio. Walsh University has many partners throughout the world and continues to expand its relationships with educational institutions both domestic and abroad. We are now finalizing plans for partnerships in Vietnam to bring a Walsh University education to Asia.



From the “Career Center” to Career Connections. This is the Way of the Future for Walsh University Students and Alumni

As a significant community asset and a natural pipeline for local businesses, Walsh’s Career Connections engages global corporations as well as the business community to interact with us by considering our students for externships, internships and employment opportunities.

Students attend college with the expectation that they will earn a degree that prepares them for a career. Walsh University is delivering on that value proposition while also serving as their education partner for life. Career Connections is a new relational approach to academic advising and career services that begins with students’ first interaction with admissions and spans beyond the traditional 4-6 years into a 40-60 year relationship. Traditionally, students would seek out advice for identifying career paths and ask for help writing resumés, applying for internships or securing their first jobs after graduation. Our new approach is a robust and multifaceted culture shift that involves the entire Walsh community, including faculty, staff, coaches and alumni who come alongside our students to have meaningful career conversations, encourage the use of technology platforms, such as Handshake and LinkedIn, and connect our academic programs to what students will do in the workforce. Our alumni partners, in particular, help students understand what it means to not just acquire a degree but how to activate that degree in a job that aligns with their education from Walsh.





Dr. Aaron Palmer
Resident Physician

Fostering Scholar Athletes and Expanding Athletics

Our scholar-athletes continue to excel on the field and in the classroom while demonstrating core values of faith, excellence, integrity, service and community. This year brought many successes for our athletic programs including 17 GMAC Athletes of the Week, 22 named All-Conference, national placements, countless hours of community service, and being named a finalist for the NCAA Division II Award of Excellence.

After three decades of anticipation, Walsh University's Cavalier football team played its first regular season game at home on Larry Staudt Field in September. The new stadium serves as the home field for multiple Cavalier athletic teams including football, lacrosse, soccer and track. Not only does it boost school spirit, it gives us a true home-team advantage that fans and alumni can now enjoy on campus.

Walsh is continuing to provide access and opportunity to a new population of athletes as part of our strategic framework of fueling growth for the University. After a year of research and reflection, we are enhancing our portfolio of competitive athletic programming with the addition of women's varsity STUNT, the fastest growing female intercollegiate sport in the country, and a men's sprint football team through the newly formed Midwest Sprint Football League (MSFL).







A Leader in STEM and Workforce Development

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This fall Walsh University was lauded by members of the National Science Board (NSB) for being an exemplar and leader in the nation in the area of STEM and workforce development. At the national level the NSB challenged higher education in their *Vision 2030 Report* to foster new and innovative approaches to meet the needs of businesses and provide relevant education and training programs that would prepare our workforce to be globally competitive and promote prosperity and national security. Walsh University has been a leader in meeting that challenge.

Partnering with Industry to Foster Research and Collaboration

Walsh University is partnering with industry in a model rarely seen in a small, private liberal arts setting, to provide a resource for research and innovation. The Center for Analytical Excellence Laboratory, established in 2021, was designed to train the next generation of scientists to be proficient with high-end equipment so they are workforce ready. The multimillion dollar analytical equipment was awarded to Walsh as a highly selective SPARQ (Shimadzu Partnership Academics, Research and Quality of Life) grant from Shimadzu Scientific Instruments (SSI), one of the world's largest and most well-respected manufacturers of high-end scientific equipment. Additionally, the lab is a resource that fosters collaboration and promotes innovation that directly impacts the economic future of our country. Rather than have this state-of-the-art equipment and only use it for academic purposes, the University has established partnerships with several clients in manufacturing, chemicals, materials, and polymers, many of which have resulted in long-term, ongoing relationships.

Companies that need elemental chemical materials analysis but lack the internal resources and would otherwise have to outsource to a professional lab now have access to our analytical instruments, faculty who have expertise in the area, and analysis that can improve their business performance and create competitive strengths in the marketplace at a much lower cost. At the same time, Walsh faculty and students are benefiting from the opportunity to gain access to new data, become familiar with high-end analytical equipment used to contribute to challenging research and real-world applications, and see their research have tangible benefits. These partnerships also provide internships and employment prospects for Walsh science students while building a talent pipeline for businesses of young professionals instilled with a strong sense of social responsibility, critical thinking skills, and problem-solving abilities.



Ray Ridsen, the newly appointed Director of the Center for Scientific Research Laboratory, brings over 30 years of industry experience to this role. As he works with key stakeholders to coordinate strategic cross-enterprise initiatives and manage the operations of the lab, he's also working directly with clients to run analysis and design proper procedures and protocols.

Walsh has bold and ambitious plans for the Center for Scientific Excellence Laboratory. Dan Passerini, Ph.D., Executive Director of Cross-Enterprise Initiatives, is in negotiations with Shimadzu about SPARQ II, a plan to expand not only the capabilities in terms of the suite of instruments, but the program in general.

Enhancing the Quality of Life through the Sciences

For the second year in a row the Walsh University Science and Technology Summit, *Enhancing the Quality of Life Through the Advancement of the Sciences*, drew hundreds of education administrators, government officials, economic development professionals, and business leaders from around the world, as well as science students from area high schools, to Walsh University to discuss how science continues to shape our world.

The Fall 2022 event featured National Science Board member Steven Leath, Ph.D., who delivered welcoming remarks following a pre-recorded message from Victor McCrary, Ph.D., Vice Chair, National Science Board. Both Dr. Leath and Dr. McCrary congratulated Walsh University for being at the center of the national discussion and taking the lead on answering the call.

The speakers each commended Walsh University for building new and innovative models, like the Skilled Technical Workforce program, whereby academia, businesses and government work together in a collaborative effort to prepare our workforce to meet the challenges of tomorrow.

Jason Kalirai, Ph.D., Astrophysicist, Space Exploration Sector Mission Area Executive for Civil Space, Johns Hopkins Applied Physics Lab, delivered the keynote, which addressed how when we dream big and push the boundaries of science and technology with ambitious projects like exploring space and looking for other life in the universe, we create new business opportunities in the private sector that require advances in education and training for our workforce.



As Walsh University continues to play an important role providing learning experiences that engage, motivate, and prepare students for STEM careers, it's also invested in educating a workforce that is grounded in ethics, has a sense of humanity, and understands they do this for a greater purpose-for the common good.

More than 850 Credentials Awarded in Skilled Technical Workforce Training

The country's demand for skilled technical workers is growing, and Walsh University has stepped up in a big way, setting an example for the nation with its Skilled Technical Workforce (STWF) program. The program is helping Northeast Ohio companies including MAC Trailer Enterprises, Inc., explore digital connectivity and use technology to improve efficiency.

In just two years, Walsh's STWF program has issued 850 credentials in topics including Microsoft Office, Data Analytics, Internet of Things (IoT), Artificial Intelligence (AI) and Robotic Process Automation (RPA). Courses are tailored to a company's needs and taught by industry professionals who have expertise in the field. The courses also align with core competencies and select modules that meet the criteria for the Ohio TechCred initiative that reimburses employers for tuition dollars invested in training Ohio residents in technology skills to promote a skilled workforce and fulfill in-demand jobs across the state.

Walsh University and MAC Trailer recently celebrated the successful completion of the workforce development training program, which resulted in improvements to MAC Trailer's operational processes. MAC Trailer employees who completed credentials used their newly acquired skills to successfully integrate technology to

upgrade and automate elements of their manufacturing and safety inspection processes.

Representative Jon Cross from the Ohio House District 83, who led the priority legislation (House Bill 2) that created TechCred Ohio congratulated Walsh University and MAC Trailer for a job well done. Additionally, Lt. Governor Jon Husted sent a representative from his office to present both organizations with a proclamation.

"This is a perfect example of how the TechCred Program was envisioned to work: a strong partnership between academia and the public and private sectors that would strengthen the skills of our Ohio workforce and stimulate innovation within Ohio businesses," said Representative Cross. "This will continue to advance our mission to attract and retain companies to our great state and provide good, high-paying jobs to our residents."



"Historically, with universities and industry, one group educated, and one group trained, and it was territorial. That was always a bad idea," said Dr. Leath, NSB member. "To see an innovative, creative, and courageous university like Walsh say, we're going to step out of that model, we're not going to be constrained by the way it's been done, we're going to take our expertise and not only educate, but we're going to train – that's what our country needs. I am here to congratulate you. Thank you for setting a great example for the nation."

Faith in Action:

Meet Fr. Louis Bertrand Lemoine, O.P.



Fr. Louis Bertrand, originally from Louisiana, had a typical Catholic family upbringing. He went to Holy Mass on Sundays, attended Catholic school, and participated in church youth group. As a teenager, he began to have a personal relationship with the Lord, praying and intellectually engaging with faith, and was inspired by other young men who were priests or studying to become priests. He started his seminary formation straight out of high school. While on track to become a diocesan priest, he made the decision to transfer into religious life.

“I wanted to follow the Lord and give my life to Him in a deeper way, and that took the form of religious life, where you have a rule of life, poverty and obedience and live in a community with other Dominican friars,” he said.

On a quiet corner of campus, you might see Associate Chaplain and faculty member Father Louis Bertrand Lemoine, O.P. praying with a student or quietly reading from scripture. Arriving in 2021, Walsh University has been blessed to have Fr. Louis Bertrand, a Catholic priest and Dominican friar, on campus to minister to students in a variety of ways. When he’s not helping out in Campus Ministry or celebrating Holy Mass, you might find him lending a hand with campus events such as grilling hot dogs for the student body during this past Spring Fest celebration. Fr. Louis Bertrand also teaches in Walsh’s Division of Theology, a vocation he believes is reaching young people at a crucial time in their lives.

“For most students, this is the first time they’re living away from home and making enormously important choices about who they are, what their values are, and what direction their life will go,” Fr. Louis Bertrand said.

Today, he splits his time between the Saint Dominic’s Parish in Youngstown and the Walsh University campus.

“While I spend part of each week here at Walsh teaching and ministering to the students, I spend the weekends serving in our Dominican parish in Youngstown,” Fr. Louis Bertrand said. “The weekends also provide an opportunity to reconnect with my Dominican brothers and also to have more opportunities for solitude, study and prayer.”

The Dominican Order, also known as the Order of Preachers, is based in Rome and was founded in 1216 by Saint Dominic de Guzman, a Spanish priest. Dominicans embrace a life of Gospel poverty and simplicity, just as Benedictine or Trappist monks do; but unlike monks, Dominican friars are able to minister in the world and carry out their mission of study, prayer and teaching for the salvation of souls.



“The whole point of Dominican life is that teaching overflows from that spiritual connection with the Lord,” said Fr. Louis Bertrand. “I want to make an impact and help students put their lives in a life-giving direction and introduce them to the Lord.”

In addition to leading lectures, Holy Mass and confessions, Fr. Louis Bertrand values the time he has to connect with students in a deeper way off campus on mission trips and retreats.

“I eat where they eat, I pray where they pray, I’m with them in the classroom, I see them on good days and on bad days,” Fr. Louis Bertrand said. “It offers such a chance to build a deeper connection with them that leads naturally to mutual trust and being able to serve and minister them in a way that otherwise probably wouldn’t happen. I think about the students in my class, for almost all of them, this is the most contact they’ll have with a Catholic priest in their entire lives. There’s something awesome in every sense of the word about that. There’s a huge opportunity to give someone a positive experience about the Catholic Church and the priesthood and Jesus Christ.”

Raising the Bar on Excellence in Online Learning

“I wanted to gain more skills and practice what we learned in the rubric course to a greater level so that I could help others. Now, I am blazing the trails at Walsh!”

Amy Heston, Ph.D.
Professor of Inorganic Chemistry





Walsh University is leading the way for excellence in online course design through Quality Matters (QM) training thanks to a dedicated Elearning team with experienced Instructional Designers, and committed faculty who are motivated by student success and a calling to inspire others. One faculty member who is leading the charge is Dr. Amy Heston.

“I asked myself, what can I do as a faculty member to help Walsh move forward? It came to me, Quality Matters!” said Amy Heston, Ph.D., Professor of Inorganic Chemistry. “I knew I had to start with myself first, so I planned out my own QM professional development pathway and registered for several courses that night.”

Dr. Heston, who has been teaching online courses at Walsh since 2013, was invited to take part in training for Quality Matters’ foundational workshop, Applying the Quality Matters Rubric, and the result was intrigue to learn more. Grounded in research and driven by best practices, QM is the global organization leading quality assurance in online and innovative digital teaching and learning environments. With the right subject matter, a QM certified course results in learner-friendly course design, which makes navigation easier for students, reduces barriers to student achievement, and ensures an equivalent learning experience for all learners. When you see QM certification marks on courses or programs, it means they have met QM Course Design Standards or QM Program Review Criteria in a rigorous review process.

“I wanted to gain more skills and practice what we learned in the rubric course to a greater level so that I could help others,” she said. “Now, I am blazing the trails at Walsh!”

Walsh University has embraced the flexibility of teaching and learning anywhere, anytime, through online education and blended/hybrid courses for more than a decade, and has seven QM certified courses to date. There are 42 standards used to evaluate a course for it to earn QM certification. Dr. Heston’s course, Fundamentals of Clinical Chemistry, is the only QM certified chemistry course from a Catholic institution of higher education in Ohio. In addition, it’s one of four QM certified chemistry courses in Ohio and one of only four QM certified biochemistry-related courses in the United States.

“This is extremely special for me. It’s been a privilege to be a part of it,” she said. “It’s been a lot of work and time, but it’s great to see momentum building and now my QM dreams have become my reality.”

Each of her 15 digital certification badges represents a completed training or certification. Her involvement in QM includes earning QM’s Teaching Online Certificate and serving as Walsh’s first and only Master Reviewer for higher education and K-12. She’s also a Peer Reviewer for higher education, Continuing and Professional Education, and K-12. She serves as Walsh’s QM Coordinator and Walsh’s first QM Faculty Liaison for e-Learning to generate QM momentum and positive impacts across campus. Additional roles include the Northeast Ohio Regional Representative for the QM Ohio Executive Committee, QM Ohio Research Committee, and Chair of the 2023 QM Ohio Annual Member Meeting.

Designing a high-quality course takes a community of faculty, learners and researchers in the spirit of improving online learning. Instructional Designers like Walsh’s Carley Truckey and Patty Merrell are critical to the effort. Each QM review team is comprised of a Peer Reviewer, a Subject Matter Expert, and a Master Reviewer who serves as Chair. Once the initial review is completed, the team meets to discuss the course. The Master Reviewer follows up with the faculty member, oversees the amendment phase, and reviews the final corrections and revisions before approving the certification. Dr. Heston has reviewed eight courses as a Peer Reviewer, some in Ohio and some out of state, and she’s led five course reviews as a Master Reviewer, with each one taking up to 14 weeks to complete. She also serves as a Subject Matter Expert for chemistry, biochemistry, nutrition, inorganic chemistry and forensic sciences.

“QM training provides us with a special opportunity to see online course design in a new way, through the eyes of the learner,” she said. “It helps you become a better educator.”

QM certified courses have a far-reaching impact in terms of accreditation and excellence in assessment designation. As a member of Walsh’s Higher Learning Commission Accreditation Subcommittee for Criterion 4, Chair of the University Program Assessment Committee, and Assessment Coordinator for the Division of Math and Science, she is in a position to impact the university-wide adoption of QM standards, tools, and resources. In addition, Walsh University has been selected to host the 2023 Quality Matters Ohio Annual Member Meeting. The annual meeting is expected to draw faculty, instructional designers, and administrators throughout Ohio. Dr. Heston serves as the Northeast Regional Representative and Chair for the conference.

“This is a highlight of my career because it’s a big win for Walsh University,” she said. “It’s been a significant honor to represent Walsh at the QM Ohio-level and National-level conferences. In particular, two of my dreams came true this fall when I was invited to present projects at the National QM Success Stories Webinar and Connect Conference. It’s a privilege to network with dedicated individuals from across the globe who know that quality in online learning matters.”

Embracing Collective Participation, Personal Accountability and Healing in Higher Education

On a college campus, community is essential as we encourage all students, staff, coaches and faculty to participate in lifelong learning that encourages critical thought and action, participation in civil discourse, and a life of service to others. At times, communities experience challenges or conflict. Restorative Justice practices can provide space for voicing concerns and repairing harms.

Restorative Justice practices encourage individuals to voluntarily cooperate, understand different perspectives, and repair relationships when conflict occurs, aligning with a community health model that points to the importance of social connections within communities. People who are connected to their community in positive ways are more likely to experience and promote positive health and wellbeing.

Walsh University is committed to supporting restorative processes through the provision of educational opportunities and intense trainings and workshops that are offered through the Center for Restorative Justice and Community Health. This philosophy aligns with Walsh's Catholic values by placing an emphasis on preserving the dignity of all people, encouraging participation in one's community, recognizing rights and responsibilities as individuals and community members, encouraging the inclusion of all people regardless of social group membership and emphasis on subsidiarity.

Michelle Bemiller, Ph.D., Director of the Center for Restorative Justice and Community Health, trains individuals and facilitates restorative dialogue practices and restorative conferencing. She teaches Restorative Justice to aide students in self-development and recognition that justice comes in many forms. Dr. Bemiller is an active member of the Restorative Justice Network for Catholic Campuses and the Peace and Justice Studies

Association. In addition, she serves as an Informal Resolution Officer to aide with such cases.

“Restorative Justice processes allow individuals to have their story heard in a space that encourages learning about one another's different perspectives, encouraging responsible citizenship. When applicable, restorative processes may be used to work through conflict, encouraging parties who feel that they have been harmed to share their story and for parties who have harmed to take responsibility for their actions, resulting in a solution so all parties may move forward peacefully,” said Dr. Bemiller. “In such cases, the ultimate outcome is to heal to the extent possible, move forward together and to coexist in a positive manner.”

To further support Walsh University's commitment to these practices, educational opportunities and restorative facilitations are offered to communities to aide in community building and problem solving, and in cases of misconduct on campus, Walsh University provides students restorative options. Members of the Office of Student Conduct and Community Standards and Campus Police have been trained in the use of restorative processes. Alignment with restorative justice is also discussed in the Student Handbook.

“I believe there is always hope for reform movements,” said Dr. Bemiller. “Harnessing the power of people coming together as a community and having productive, respectful conversations is at the heart of progress and change. Restorative processes provide opportunities to move beyond our differences through structured, restorative conversations, goal setting and collective solutions.”

“I believe there is always hope for reform movements. Harnessing the power of people coming together as a community and having productive, respectful conversations is at the heart of progress and change. Restorative processes provide opportunities to move beyond our differences through structured, restorative conversations, goal setting and collective solutions.”

Michelle Bemiller, Ph.D.
Director of the Center for Restorative Justice and Community Health





Catholic Education is Coterminous with Critical Thinking and Lifelong Learning

“Walsh has made me excited to be a lifelong learner. Throughout my time here, I’ve had opportunities to defend many of my positions. I’ve done this by thinking critically and articulating my ideas in a clear and concise manner.”

Madeline Weisburn '23
Marketing

Walsh University's motto is "sed deus dat incrementum." It's Latin for "but God grants the increase," a phrase that resonates with senior Madeline Weisburn as she reflects on her time as an undergraduate marketing major and prepares to defend her honors thesis: *Understanding Undergraduate Entrepreneurship Programs: What currently exists and how collegiate studies can be leveraged to address the gender gap*, a topic she was inspired to explore after participating in a national student entrepreneurship competition where she was one of only 11 women out of 90 finalists.

"Walsh has made me excited to be a lifelong learner," Weisburn said. "Throughout my time here, I've had opportunities to defend many of my positions. I've done this by thinking critically and articulating my ideas in a clear and concise manner. My hope is that while I am here, I will learn as much as possible, and then upon graduation I will go out and do something for the world that is larger than itself."

Gratitude is one thing that Weisburn never takes for granted as she pursues her purpose. Protecting her inner peace and her strong moral character are what guide her decision-making as she balances her roles as co-founder of *Free. Period Project* and marketing intern for Advanced Drainage Systems, Inc., with her involvement as student president of the American Marketing Association (AMA), co-president of The Garage: Nolan Family Center for Innovation, and a member in campus clubs, including Campus Ministry Women of the Word, Cavs Cor Cordium (Ambition), Business Club and others. She also values reading, practicing her harp, spending time with family and friends and helping others. Above all, she is a soldier for Christ.

.....

"One of my favorite Bible verses is: Whoever loves discipline loves knowledge (Proverbs 12:1)," she said. "I am an extreme scheduler, and for me, organization habits help me to be productive, focused and accountable. Creating habits allows me to think critically about what I am filling my day with and to be intentional with my time."



Finding Strength in God as a College Student

For Isaiah Jackson, his Catholic faith has been a source of strength, motivation and belonging throughout his college years. As someone who has always been interested in the medical field and wanting to make a difference in people's lives, Jackson chose Walsh University's nursing program because it's a reputable program at a Catholic university.

While he takes his faith seriously, and expects it will be an important factor in the quality of spiritual care he can provide patients in his care, he believes he's grown both academically and spiritually at Walsh.

"Going to Mass has impacted me because I have become a lot closer to God this past year," Jackson said. "Campus ministry provides outstanding support for students to investigate their faith, to encounter God, and to connect deeply while serving others."

In addition to his major in nursing, Jackson is also active in intramural sports, and he attends weekly student activities on campus including sporting events.

"Being involved on campus can make your college experience much better; everyone supports each other," Jackson said. "I seek out opportunities to get out of my comfort zone, meet new people, and get involved on campus to make college a positive, enriching experience."

As he reflects on the past three years in nursing, a challenging yet rewarding program, he recognizes it has taught him to deal with adversity, to think critically and to manage high-pressure situations. Participating in clinical rotations has given him hands-on learning, helped him achieve personal goals and given him the opportunity to choose a meaningful and fulfilling career path.

"I want to make a positive impact in the world by helping others and being supportive," Jackson said. "I love to meet new people and put a smile on their faces."

After graduation, he plans to gain valuable work experience as he prepares for graduate school to continue his education and become a nurse practitioner or nurse anesthetist.



“Going to Mass has impacted me because I have become a lot closer to God this past year. Campus ministry provides outstanding support for students to investigate their faith, to encounter God, and to connect deeply while serving others.”

Isaiah Jackson '23
Nursing



Connecting Purpose with Passion Gives Meaning to a Medical Career

“Walsh has given me the opportunity to be a student leader on and off campus which has allowed me to become a well-rounded individual.”

Louis Gentile '24
Biology Pre-Medicine





For Louis Gentile, Walsh University's mission aligns perfectly with his philosophy that a career in medicine requires a unique commitment to put the service of others first. The more involved he's become on campus, the more he feels he's able to connect his skills and talents with his personal purpose to not only pursue a successful medical career, but one that is about impacting others.

"Walsh has given me the opportunity to be a student leader on and off campus which has allowed me to become a well-rounded individual," Gentile said.

A member of the Honors Program, Gentile is the Walsh University Student Government President, a Cavs Cor Leader and is involved with the Sigma Zeta honors society, Pre-Healthcare Professionals Association and Science Club. He also appreciates being able to connect with faculty both inside and outside the classroom to ask questions when needed.

"The relationships I have built have allowed me to be a part of amazing research opportunities as early as freshman year," Gentile said. "I would not be able to have these opportunities at another university, and now that I am starting my honors thesis project, these connections have been so beneficial when it comes to conducting my own research."

After graduation from Walsh, Gentile will go on to the University of Dayton to earn a master's degree in biomedical engineering before going on to medical school. During summer 2022, Gentile interned as a patient care technician at Aultman Hospital, where he learned to perform essential functions such as observing and charting patient vital signs and assisting the nursing staff and physicians.

"I gained critical experience in how to care and communicate with patients in a clinical setting. I had some of the most impactful discussions with the patients, and these interactions have taught me how to not only physically help patients but also connect with them on an emotional level," Gentile said. "Many people who come into the hospital are scared or nervous for either themselves or a family member, so learning how to support these individuals emotionally is a major aspect of the medical field. This was a skill that I would not be able to learn in a classroom but only by physically interacting with patients."

Gentile credits his classes at Walsh and the relationships he has built with faculty for preparing him not only for graduate school and a profession in the medical field but also for leading him to discover his life's purpose.

International Student Aims High for Future in Tech

“When I enter the job market after graduation, I want to get into a bigger company, and they look for previous experience. During my internship I was hoping to work on an actual team of software engineers to see how they assign and manage projects. I got exactly that at Eventbrite.”

Shruti Gupta '23, Nepal
Computer Science Programming and Mathematics



Walsh University senior Shruti Gupta knew exactly what she wanted from her internship experience, and she wasn't afraid to go after it. With a double major in Computer Science Programming and Mathematics, Gupta loves programming and coding, and wanted to gain experience in the software engineering field. She set her sights on big tech companies like Amazon, Meta (formerly Facebook) and Eventbrite – and scored interviews with all three. Ultimately, Gupta accepted an internship with Eventbrite, an event management and ticketing website.

“When I enter the job market after graduation, I want to get into a bigger company, and they look for previous experience,” Gupta explained. “I was hoping to work on an actual team of software engineers to see how they assign and manage projects. I got exactly that at Eventbrite.”

In June 2022, Gupta left North Canton and headed to Nashville, Tennessee, where she spent 10 weeks as an intern for Eventbrite's event infrastructure team. When Gupta arrived, the team was already in the midst of a huge project. After a few weeks of onboarding and shadowing software engineers, Gupta was ready to dig in and help. Although her mentor wanted her to just observe and learn from the rest of the team, Gupta wanted to stretch her goals. She offered to take one part of the project and tackle it on her own.

“My mentor believed in me and let me go with it. I finally felt like, instead of an intern, I was a software engineer on the team,” Gupta said. “I felt nervous because I was working on something that would actually go into production. Because the project was so huge, I did a lot of self-study and self-research in the evenings. I didn't have an option to mess it up.”

Thankfully, Gupta was part of a supportive team. In addition to her internship mentor, she also had a manager, internship buddy and other team members who would willingly give a few hours out of their day to help her. They created a space where she felt safe to make mistakes and they reminded her they were all in the same place once.

“I loved this experience and now I'm pretty sure I want to work as a software engineer on a team like this one,” Gupta said.



Top 10 Reasons to say Swords Up for Walsh University in 2023!

1.

Our Mission is Steeped in a 900-year Catholic Tradition of Excellence

At Walsh University, our Catholic identity and academic rigor go hand-in-hand. Since its founding by the Brothers of Christian Instruction in 1960, Walsh has provided students a holistic and comprehensive educational experience that fosters critical thinking, effective communication, spiritual growth, and personal, professional and cultural development. As part of our commitment to our Catholic faith, Walsh works to meet the pastoral and spiritual needs of our students through Campus Ministry retreats, daily Holy Mass, Adoration, confession, and numerous faith-filled events and opportunities throughout the year.



2.

Our Forward-Thinking Strategy Ensures a Walsh University Education Delivers Value

Walsh University is transforming the lives of individuals, our local communities, and making a global impact through strategic partnerships around the globe that create real-world learning opportunities, connect students and faculty to cutting edge research, and offer educational experiences far beyond our campus. From the Middle East to Europe, we understand that the key to success is strategic partnerships that strengthen our mission and expand our footprint.



Carlow College, Ireland

3.

We are a Nationally Recognized Leader in STEM and Workforce Development

Walsh's award-winning Skilled Technical Workforce program has been recognized by the State of Ohio, the National Science Board, and others as a leader in STEM education and workforce development. Through partnerships between academia, business leaders and government, and with funding support from benefactors such as Shimadzu Scientific Instruments, The Skilled Technical Workforce program is successfully upskilling the next generation of well-rounded, collaborative problem-solvers.



Ohio | TechCred

4.

We are Committed to Serving Those Who Served Our Country

In alignment with the University's mission of faith, lifelong learning and service to others, Walsh University is launching a Center for Veteran Affairs with a dedicated director and commitment to demonstrating our appreciation and respect for the wealth of strengths they bring to campus, such as discipline, work ethic, a focus on achievement and a service mindset. Our supportive campus, small class sizes and wide range of resources inside and outside the University community make it possible for current and prospective veterans and military-affiliated students to thrive.



5.

We Prepare Our Students for Success Through Experiential Learning

Walsh University is nationally recognized for its return on investment with exceptional faculty, personalized attention, a challenging academic curriculum and strong faculty-student relationships. Experiential learning is where theory meets action, and 100% of our students have access to internships, service work, mentorship, shadowing and study beyond opportunities within our nation's borders and around the world.



6.

We Were the First Institution in the World of Higher Education to Embrace Cultural Humility



Walsh University is tackling diversity and inclusion, leadership training, and professional development through the lens of culture of humility. Cultural humility cultivates a positive community through the establishment of programs and services which foster respect, dignity, and respect for the background and culture of others.

7.

We are Located in a State Where Economic Development is Exploding



With large scale companies such as Intel and Amazon setting up shop in Ohio and numerous others on the way, Walsh University is filling a vital need to upskill the current workforce while producing college graduates who are more likely to stay here and benefit from an affordable cost of living, quality of life and high-paying jobs as a result of the booming economy.

8.

Our Faculty are Ensuring Student-Centered Quality in Online Learning



At a time when universities were scrambling to get courses online during the pandemic, Walsh University was expanding its efforts to design courses according to the best practices in higher education provided by Quality Matters. With numerous courses already QM-certified, and faculty trained as peer and master reviewers, we are continuously improving the learning experience for our students and providing excellence in online education.

9.

Our Blouin Scholars are Tackling Poverty in Stark County and Beyond

After learning about Walsh's Blouin Scholars program and its mission, a philanthropic couple seeking to effect change in Stark County gifted the program \$1.25 million to make an immediate impact on the sustainability of the program and contribute to an ongoing body of work that can be used to address the root causes of poverty.



10.

Once a Cavalier, Always a Cavalier

Through our newly minted Cav Connections initiative, our promise is to provide real-world value that transforms lives and enables partnerships that connect our students and graduates to the workforce community and beyond. Members of Cav Nation will always have access to a network of amazing mentors, colleagues, and academic and professional development programming to foster continuous learning and character development – not only for 4-6 years, but for 40-60 years and longer!



Our Impact

2,311 Students



3.4 GPA



37 states and **24** countries



17,000+ Alumni

Spanning all 50 states and 48 countries



North Canton tax withheld on all employees calendar year 2022

\$268,263.68

FY 23 Operating budget =

\$70,783,000



Endowment value as of 6/30/22 =

\$33,679,794



Full time employees



277

Financial Aid paid in FY22 =

\$28,730,311



Fundraising Highlights

Thank you to the generosity of our benefactors. Your contributions make all that we do possible.



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The Brother Thomas S. Farrell Heritage Society was established to recognize the permanent value of legacy gifts to Walsh University. This society is named after Walsh's first president. Walsh honors alumni, friends, and employees who have demonstrated outstanding commitment to our institution by choosing to benefit the University through planned giving. Planned gifts include gifts through wills, charitable trusts, gift annuities, life insurance, endowed scholarships or other estate planning arrangements. Following is a list of those visionaries who have made such provisions for the University.

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