

WALDEN

SUMMER/FALL 2016

ALUMNI MAGAZINE



Dear Alumni,

WHEN YOUR DEGREE WAS CONFERRED, we charged you with the noble mission of using it for a higher purpose.

As alumni, you represent the university’s rich past and the legacy built by Bernie and Rita Turner and the late Bud Hodgkinson, but you are also our future. As we reflected on the life of Bud Hodgkinson after his passing this year, it was your stories that reminded us—faculty, staff, students, and fellow graduates—that we are all here to give and achieve more than our founders ever dreamed of, and to change the world that future generations will inherit. And while your stories can bring us together through shared milestones and accomplishments, they are also very personal and powerful in many different ways.

Starting on page 22, you’ll read about three motivated alumni who challenged the expectations of others to reach their own dreams. Each of them—children of parents from other countries who settled in America—faced language barriers, lack of support, and limited confidence. But today, they each hold a doctoral degree and believe that they are responsible for helping children with roots similar to theirs find their own paths to success.

Likewise, we are all responsible for the future of Walden. I continue to be proud of the innovative and extraordinary institution that we’ve become. And when people ask me about the best part of my work here, I talk about you.

Sincerely,
Jonathan A. Kaplan
Jonathan A. Kaplan
President



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Photo by Michael Paras



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BROADENING MY HORIZONS

Expanding Healthcare

Claris Green-Mills takes healthcare to the next level—in the next country

By Mike Dunphy



WHEN TWO PEOPLE CLOSE TO HER PASSED AWAY, Claris Green-Mills '15 realized that proper dialysis care

could have saved them. “I pondered what could have prevented those deaths,” she explains. “It inspired me to find a way to meet the needs of the community.”

Green-Mills knew she had to find a way to make a difference. A native Jamaican, she relocated to the British Virgin Islands (BVI) in 2008 for a job at Peebles Hospital. Today, she is the charge nurse at the hospital in Tortola, but she has her sights set on being an entrepreneur.

“My relative died before I started my **MS in Management** program, which was one of the things that inspired me to take on my course of study at Walden,” she recalls. “My decision was validated when my friend’s sister died.”

This friend’s sister lived in an area with no hemodialysis centers, so she received peritoneal dialysis instead. While both methods treat kidney failure, hemodialysis uses a manmade membrane to clean the blood, while peritoneal uses the lining of the abdomen. “She got much sicker, and it was impossible to airlift her to an overseas facility since her condition was too fragile for air transport,” Green-Mills recalls.

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

Green-Mills soon discovered that establishing a new dialysis center required

a deeper understanding of the business side of caregiving, which she admittedly lacked: “I did not have the know-how to set up a business in another country.” Walden helped her find the answers. “The wide range of programs allowed me to choose one that would not only help me venture into having my own business but could also apply to my current role as a nurse,” Green-Mills says.

With the support of her husband, Green-Mills enrolled in the MS in Management program in 2013. “The global management specialization helped me think about ways to work with people in other countries to make this dialysis center a reality,” she says.

Despite working full time and facing personal challenges—including major

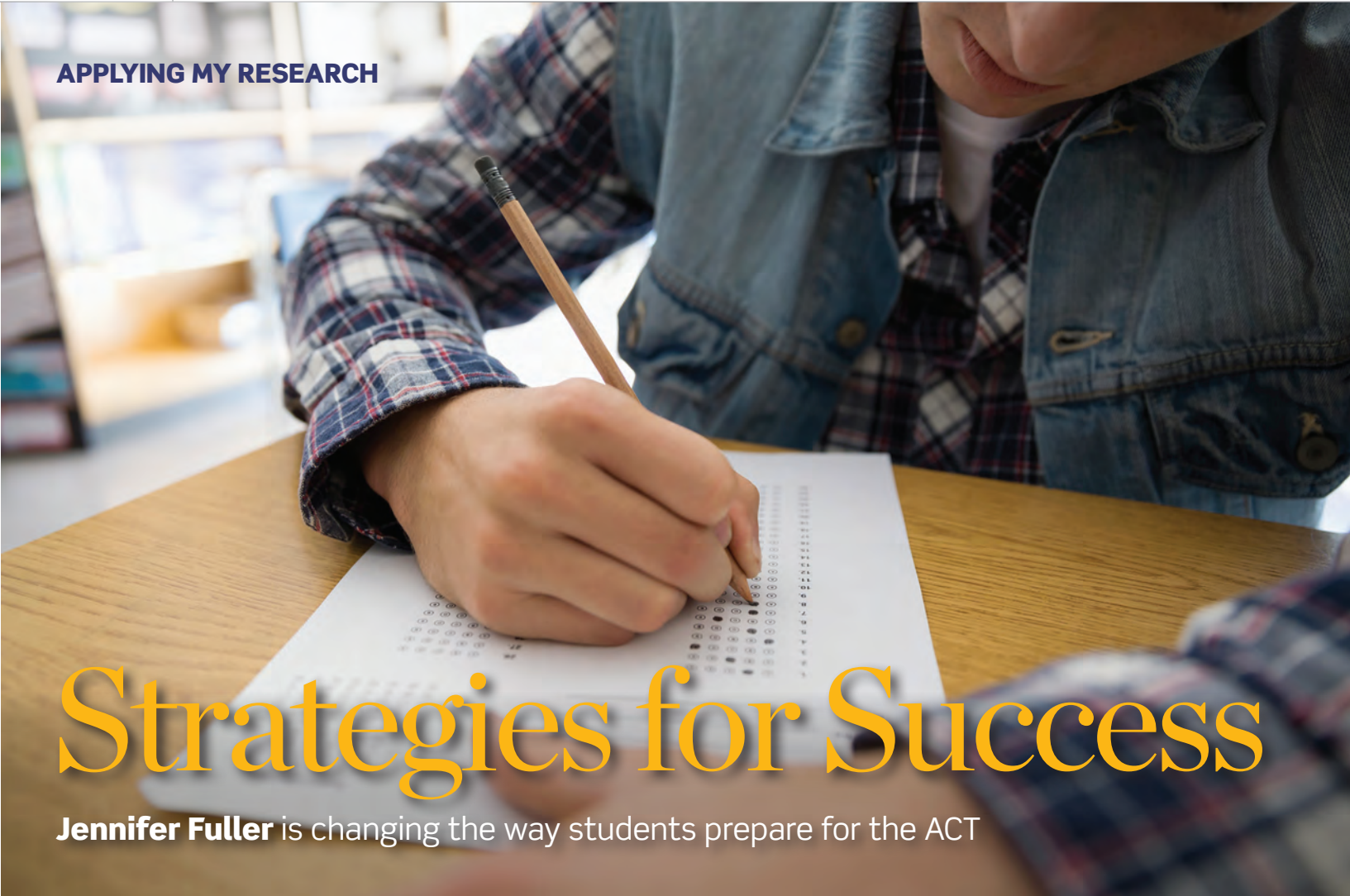
surgery that forced her to miss an entire semester—it took her only three months longer to graduate than the usual duration. “I was determined to finish what I started,” Green-Mills says. “Not just to finish but to finish strong.”

Green-Mills is now applying the management skills she learned at Walden by laying the groundwork for her new business venture. “We are scheduling meetings with the relevant officials—like the ministry of health—to identify properties that would be most suitable for the hemodialysis center,” she says. “Realistically, we are looking at 3 to 5 years before opening. But my Walden education is bringing me closer.” Beyond adding greater value to the healthcare system of the region, the center will bring something more to Green-Mills’s life: “It will satisfy my lifelong desire to leave an indelible mark on healthcare.”



Scott Cook

“It will satisfy my lifelong desire to leave an indelible mark on healthcare.”



APPLYING MY RESEARCH

Strategies for Success

Jennifer Fuller is changing the way students prepare for the ACT

Getty Images

By Lesley Tkaczyk

BEN SAT WITH HIS PENCILS AND CALCULATOR, ready to take the ACT exam. With ADD and reading difficulties, timed tests were usually stressful for him. This was the third time Ben was taking the test; but this time, he was excited. Before the timer started, he snapped a quick selfie to send to **Jennifer Fuller '07**, his ACT coach. The caption read, "It's go time!"

When Fuller, an **MS in Education** graduate, first met Ben, he had an ACT composite score of 16 (out of 36), and he was far from the confident student he would become. With Fuller's guidance, he earned a composite score of 27—an 11-point increase.

Students like Ben are the reason Fuller started LogicMax Learning Systems, Inc. After spending 10 years as a high

school teacher in Illinois, the frustration of seeing so many students disappointed by their poor ACT scores became overwhelming. When she moved to Texas, she decided to make a change. Fuller now provides ACT coaching and preparation classes full time. One of her clients is Ben's younger brother. In fact, 95% of her clients are referrals.

“Everybody just assumed the way it’s always been done was the best way.”



The referrals speak to the spectacular results produced by her unique approach, which focuses on timing techniques and logic strategies. Fuller developed these methods as her master’s research project at Walden. Her professor, Dr. Erica Wattson, thought she was crazy to try teaching students how to make better guesses on the math ACT.

“Everybody just assumed the way it’s always been done was the best way,” Fuller explains. “I started from square one. I wanted to go at it with a clean slate and not be influenced by what anyone else was doing, because I knew that wasn’t working.”

Her method, on the other hand, was working. Students in her study were able to choose nearly 50% of the answers correctly—without even seeing the questions. Fuller had taught them to narrow down the correct answer by thinking about why the test writers provided those particular response options.

Wattson’s doubts vanished. After seeing the results, she called to say, “You’re going to be a millionaire! Nobody has approached the test this way before.”

“It was a huge moment,” Fuller recalls. “That one professor was my motivation to believe in myself to make this happen.”

The leap to starting her own business paid off. Without any advertising, revenue has doubled every year for the last 4 years, meaning she could make that professor’s prediction a reality far sooner than she had thought possible. Fuller is now focusing on offering her service online, utilizing the knowledge she gained from her Integrating Technology in the Classroom

specialization. The online component of the business will cost about half as much as the in-person program, making it accessible to many more students.

“The online program ties right back in with what I learned at Walden,” she says. “I love applying it.”

Since earning her Walden degree, Fuller has continued her master’s research. “You really have to be prepared to work harder than you could ever imagine to make your dreams come true,” she says. “It’s insane how much of myself I had to put into starting this business. I wanted to make it really meaningful—to make connections with people. I’ve been so lucky.”



BEYOND THE DEGREE



Advocacy for the **ARTS**

Dr. Jay Seller supports arts education from outside the classroom

By Lesley Tkaczyk

HIGH SCHOOL SENIOR SCOTTY ROMANO ISN'T AFRAID TO SPEAK HIS MIND—and he makes sure the right people are listening. Earlier this year, Romano, a state thespian officer, visited Washington, DC, to share his passion for arts education with the legislators and senators who make change happen. Arts education, he told them, is the reason he's been admitted to the University of Denver, where he will study business and law.

"It was through theater that Scotty was given a platform for self-expression, for standing up and taking on debate. It's just amazing to see what art can do," says **Dr. Jay Seller '10**, a **PhD in Education** graduate. Seller is working with Romano and about 10 other Colorado students to encourage arts advocacy at the local and national levels.

As executive director of Think 360 Arts for Learning, Seller is showing his community the profound impact that advocacy can have. The nonprofit organization focuses on bolstering the arts and their importance in

a complete education, in part by bringing professional artists in to teach workshops for grades K-12. In the 2015-2016 academic year alone, Think 360 Arts for Learning impacted more than 40,000 students with in-school programs and 4,500 teachers with professional development opportunities. Seller also works in his community as vice president for Arts for Colorado, and as a member of CAST3 (a local arts board), Colorado State Thespians, Friends of Culture, and Arts16.

Previously, Seller was a theater teacher. But as he watched public education

priorities shift toward standardized testing, he knew arts programs like dance, theater, music, media, literature, and visual arts were at risk—and that he had to do something about it.

"I thought, 'I've got to share what I'm doing in my classroom and the importance and relevance of it,'" he says. "If I don't, then my classroom is going to go away and these kids are going to miss out on this opportunity to be expressive and see the world through a new lens." Broadening the reach of his arts education message has been the goal since Seller jumped in with both feet at Think 360 Arts for Learning 3 years ago.

Walden's focus on social change was important to Seller during his program, but it is even more vital now.

"I believe that the arts are the wrench to make social change happen," he says. "The arts transcend politics and connect to the soul."

And he can't diminish the importance of his degree in his new nonprofit career. From the ongoing support of his advisor to the powerful research skills to back up his advocacy of arts education, he says his Walden degree has been the perfect foundation for his outside-the-classroom career.

"We tell our students, 'You are a tree and those branches go far; reach and grow!' Scotty using theater as a platform for business and law education is a great example of that," he says. "You have to have a passion for what you do. It's my passion that's brought me as far as I am today."



"I believe that the arts are the wrench to make social change happen."



A Compassionate CEO

Martin Herbst

Gia Smith brings high-quality healthcare to a community in need

I WAS A SINGLE MOM, WORKING IN ACCOUNTING, and my oldest son—he was about 2 years old—was home with my mom. They were making tea, and he pulled it down and ended up with severe burns on his chest. He stayed in the hospital burn unit for 45 days. During that time, I was so touched by the compassion the nurses showed our family. They took care of my son like he was one of their own. I knew then that I wanted to do this for someone. So I went to nursing school.

By 2007, I was the chief nursing officer of a long-term acute care hospital (LTACH) in New Jersey. LTACHs are small, specialty hospitals that take care of chronic, critical-care patients who need more time to recover than a typical hospital ICU allows—25 to 40 days, on average.

A physician I'd worked with previously had told me, "I'm going to open a hospital someday. When I do, I'm going to call you and ask you to be my CEO." Five years later, he called, and he asked me to run his LTACH in Modesto, California. I wasn't sure about moving my family across the country, but once I got here, I knew this was my chance to give back, just like those nurses gave back to my son and me in the burn unit more than 22 years ago.

Modesto is very rural; it's a low-income, high-unemployment area. In New Jersey, LTACHs are only about 15 or 20 miles apart. But here, there's no other LTACH for more than 100 miles. How can your family visit? How do patients have that incentive to get better? We're taking care of people whose families would have to travel so far if we weren't here.

In July 2013, we opened our facility. We have 100 beds, and we're consistently operating at 90–95% occupancy. I'm now CEO



“My Walden education gave me courage to move to California and become a change agent.”

of the American Specialty Healthcare Corporation, which owns this hospital and is expanding into home healthcare and opening a training school for vocational nurses, medical assistants, and other healthcare providers this year.

We are helping so many previously unemployed people in this area; 900 people came to our first job fair in February 2013. We've hired more than 600 employees since then, and our training school will provide a pathway to education and a career for even more healthcare providers.

My Walden education gave me courage to move to California and become a change agent. If you don't have that impetus—if someone doesn't tell you, “Hey, you can do this”—it's hard to take that step. Walden ingrained that philosophy in me from the very beginning, taught me that I could make a difference—and I did.

— As told to Kristin Hanson



Gia Smith '12, a Master of Science in Nursing (MSN) alumna and a current Doctor of Business Administration (DBA) student, is the CEO of Central Valley Specialty Hospital and American Specialty Healthcare Corporation in Modesto, California.

BEYOND BORDERS

Creating Sustainable Networks

Dr. Kristina Harris cultivates connections across cultures

By Rebecca Kirkman



Jill Mettler

WHEN SHE WAS INVITED TO PRESENT HER RESEARCH on the microenterprise development industry at the World Forum for a Sustainable Society at Sofia University in Bulgaria, **Dr. Kristina Harris '15** was thrilled to return to the country where she had conducted her study. But as the event neared, her excitement was mixed with nerves.

“If somebody came from outside to tell the U.S. what it is doing wrong, we might take offense to that,” Harris explains.

“You have to have that relationship, that connection. You have to understand the dynamics of that culture to successfully effect positive social change.”

“I thought Bulgarians might have the same reaction. Were they going to accept what I was recommending? Were they going to challenge me on it?”

Fears aside, her presentation, which provided recommendations on how microenterprise development companies (MEDs) can better assist small business owners, was well received—by all but one attendee. “He was a very proud Bulgarian and he took offense to some of the information that might imply Bulgaria has a long way to go in microenterprise development,” Harris remembers.

But she took the gentleman’s opposition as an opportunity to have a discussion about the challenges and potential solutions from his perspective. “We’ve talked since then, and we have an open dialogue,” she says. “I referred him to some of the entrepreneurs I worked with during my research whom he could help, as well.”

Harris’s experiences in Bulgaria have been marked by this spirit of networking. When she was awarded Walden’s 2014 Fellowship in Research and Applications in Social Change, a scholar at Sofia University helped open doors for Harris to complete her study; this same colleague invited Harris back to the university to present her findings about a year later. Harris’s personal networking skills dovetail nicely with the findings of her study: that networking can open doors to otherwise unseen opportunities.

MEDs are supposed to pool resources and link individuals and organizations to sustainable business solutions, but many of the organizations in Bulgaria haven’t been working together to fulfill that role. Harris had shared the potential for networking with the MEDs that participated in her study, and when she returned to Bulgaria, she was eager to reconnect with her participants to share more of her findings.

“They loved it. They’re implementing a lot of things that we talked about to ensure sustainability and scalability and make access to capital easier,” Harris says. One company has networked to find the resources to grow a once-informal farmers’



Steve Stankiewicz

market into a recurring event with a permanent location. “Most Bulgarian entrepreneurs are farmers, so that is giving them more opportunities to sell to customers and to market their products,” she says.

Although now she’s back at home in Minnesota, Harris’s influence beyond borders hasn’t ended. A Bulgarian PhD student who was an intern for one of the MEDs that participated in her study has used Harris’s findings as a starting point for further research. Harris is also setting up a Walden faculty member interested

in conducting research in Bulgaria with the contacts he needs to establish a local presence.

“You can’t just go in there not knowing anyone. You have to have that relationship, that connection,” she says. “You have to understand the dynamics of that culture to successfully effect positive social change there as an ‘outsider.’”

■ Tell us about your experience at myWaldenAlumni.com/shareyourstory.

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Financial Manager to Counselor and Educator

NAME: Dr. Lotes Nelson '15, '11

DEGREES: PhD in Counselor Education and Supervision, MS in Mental Health Counseling

TITLE BEFORE MY DEGREE: Financial Sales Leader

TITLE AFTER MY DEGREE: Psychotherapist (private practice); Assistant Professor of Counselor Education, Montreat College Charlotte

CHANGING COURSE: I decided to go to graduate school in 2008, but I had no idea what degree I wanted to pursue—I just knew I wanted to help people. I worked in financial management for nearly 15 years, but I was thinking about a transition into the counseling field. When I reached out to Walden, my enrollment advisor helped me translate what I was looking for in a career and assign a label to the degree program that would be best to help me get there. They were so

“Becoming a counselor educator and providing one-on-one clinical work were two of my long-term goals.”

genuine in their approach, and I was happy to have someone understand what I was looking for. It was crucial for me to be able to hold a full-time job and balance my personal life (specifically spending time with my family and traveling) while pursuing my degree, and I was able to do so through Walden’s online capabilities.

MAKING AN IMPACT: I took a year off in between getting my master’s in 2011 and going back for my PhD in 2012. During that time, I opened my own private practice in Charlotte, North Carolina, where I counsel individuals, couples, and families as a licensed professional counselor (LPC). After obtaining my PhD, I accepted a professorship role in the clinical mental health counseling program at Montreat College Charlotte, with occasional

teaching assignments at other campuses. I also work with immigrants and refugees to help them transition from their native country to mainstream U.S. I love making an impact on the underserved and unserved populations and bringing about positive change in people’s lives by helping them navigate the challenges they’re going through.

MOVING FORWARD: As a part of my professional development, I plan to increase my publication work and take on leadership roles in various counseling professional associations. Becoming a counselor educator and providing one-on-one clinical work were two of my long-term goals, which were made possible by my Walden education. Now that I’m doing both, I feel like I’m where I need to be. — K. G.

■ Tell us how your degree paid off at myWaldenAlumni.com/shareyourstory.

LIFELONG LEARNERS

Third Time, Same Charm

Why two-time alumnus **Derrick Carter** has stuck with Walden since 2010—and is back for his PhD

By Lindsay Eney



Corey Reese

LIKE ANY HIGH SCHOOL STUDENT, Derrick Carter '15, '12 had a dream of what his life was going to look like after graduation. “I never thought I was the smartest kid growing up, so basketball and band were going to be my way in to college,” he recalls. “I certainly never envisioned myself getting a master’s degree.” His music and basketball dreams were dashed when scholarships didn’t materialize. Reality truly set in when Carter realized that his parents couldn’t afford to pay for him to go to college. But he didn’t let that stop him.

“The connection that I have with Walden is just beyond words.”

“I went to a two-year technical school right after graduating high school in 1998 so I could jump right in,” Carter says. “I finished my program in computer information systems, but as I sat there at graduation, I couldn’t help but think, ‘This isn’t it for me.’ ”

Carter spent a few years working full time, but the urge to learn wouldn’t subside. “I just said, ‘I’ve got to go back to school. I want to go back to school,’” he explains. Knowing that he couldn’t sacrifice his full-time job—or his role as a husband and father—it seemed like a perfect fit when Walden kept popping up in his searches for educational opportunities.

After researching the university, Carter spoke with a representative and was highly impressed. “He cared about me as a person,” he says. “I wasn’t just a student or a number in a system to him. I got a really warm feeling about Walden from that moment on.”

Just a few weeks after completing his **BS in Business Administration**, Carter jumped right back in to get his **Master of Business Administration (MBA)**. It’s no surprise that after walking at commencement this January, Carter re-enrolled at Walden in February to complete his journey by earning his **PhD in Management**. “I don’t have time to waste,” he says.

Carter, project director for the African-American Male Initiative program at Valdosta State University and a first-generation college graduate, just can’t seem to stay away from Walden and the nurturing environment he’s found here. “I can actually go to Valdosta for free. You get that benefit after 6 months, and I’ve been here for 8 years,” he says. “But Walden helped me get to the level I’m at now; I would not trade Walden for any other university.”

And Carter is spreading the Walden love to family and friends—including his brothers, sisters-in-law, and his kids, ages 7 and 2. “The connection that I have with Walden is just beyond words,” he says. “I talk to my son all the time about it. I let him know that I’m building a legacy for him and his sister. He and his sister have ‘Future Walden Graduate’ T-shirts from commencement. He knows that college isn’t an option; it’s a requirement.”

Return to Walden this year for another degree and receive a 30% tuition reduction over the lifetime of your next degree program. Go to WaldenU.edu/apply to learn more.



Stephanie Dalton Cowan

“We don’t know for sure what affects online students’ academic success—because no one really has asked them.”

she hopes her new research will improve experiences for online students—including Walden students.

Why did you choose a career in public health?

I remember writing an essay for graduate school admission that asked that question: Why do I want to go into this field, this program? I remember thinking about HIV and AIDS—both were still fairly new at the time; people were dying from AIDS, and education and prevention in the area was really lacking among young adults. I wrote something like, “No one dies because they don’t know how to add or complete a calculus problem, but they can die because they lack information about how to take care of themselves.” And that’s really why I’m in this field.

How does Healthy Campus work?

Every 10 years, new objectives come out of Healthy People, a federal health-promotion and prevention initiative that we consider to be our sister document. Healthy Campus looks at that as well as data about impediments to academic success. Tools like the ACHA National College Health Assessment, administered on many

campuses, help us do that by asking: What’s affecting students inside and outside of the classroom? Stress? Sleep? Drug and alcohol use? We collect this data and use health behavior models and theories to build evidence-based programs and initiatives to address the identified health needs. The Healthy Campus Coalition then provides webinars and trainings that can help our partner coalitions—comprising faculty, staff, students, administrators, and community partners—apply Healthy Campus in ways that work for their communities.

How are your awards from Walden helping you bring the spirit of Healthy Campus to online students?

People have assumptions that a full-time online student sits too much, has too much anxiety and stress from working while they go to school. But we don’t know for sure what affects their academic success—because no one really has asked them. The 2016 Research Fellowship in Distance Education grant funded our data collection this spring and analysis this summer. My research partner, Dr. Shelley Armstrong, and I hope our information will guide some thought processes and initiatives at the Walden institutional level.



Dr. Michelle M. Burcin | College of Health Sciences

By Kristin Hanson

LONG BEFORE HEALTHY LIVING BECAME A PRIORITY ON COLLEGE CAMPUSES, Dr. Michelle Burcin manned the battle’s front lines. A member of the American College Health Association (ACHA) since 2000 and a fellow since 2013, she has steered ACHA’s Healthy Campus 2020 initiative, which provides research, training, and resources for colleges and universities across the U.S. and Canada on topics including nutrition, mental health, and sexual-assault prevention.

Burcin applies that knowledge and experience today as the undergraduate programs director in the College of Health Sciences. Recently, her efforts earned both the college’s Faculty Excellence Award and Walden’s Presidential Award for Faculty Excellence. She also received grant funding that has supported her current research assessing the unique health needs of online higher education students so future iterations of Healthy Campus can take them into account. Here, she sheds light on how



FROM THE FIELD

Top Chef

“HIGH SCHOOL IS A LOT LIKE A KITCHEN—fast-paced, a lot of people, and plenty of pressure. Because of that, teaching and cooking are very similar: You have to be organized, have patience, be an incredible multitasker.

I’d been working in restaurants since I was 16 years old, and I loved working in the kitchen but have always had a passion for working with youth. I took some time off and traveled to Africa and Europe; when I came back to the States, a job as a chef instructor opened up at my local high school. Upon hiring me, the district requested that I complete a bachelor’s degree. I already had the chef skills, but I was lacking professional teaching experience. Walden gave me the skills to become a better teacher.

Cooking is an essential life skill that my students need to know. They can eat healthier and save money by cooking at home as opposed to eating out. A lot of students lack basic nutritional knowledge, but it’s so easy to teach anybody how to cook simple, healthy recipes.

I have the best job in the world: I’m still able to work in a kitchen, but I get to share my skills with over 100 students every day and improve their lives in the process.”

— **CHRISTOPHER CORREA ’15** had a long restaurant career before pursuing his **BS in Educational Studies**. He is now a culinary arts teacher in the career technology education program at El Molino High School in West Sonoma County, California, as well as an adjunct professor in hospitality at Santa Rosa Junior College.

Submit photos of your field experiences at myWaldenAlumni.com/fromthefield.

WHY I REFER

Moving on Up

Jewel Pointer shares the secret of her success with her husband

NAME: Jewel Pointer ’15, ’13

DEGREES EARNED: MS in Leadership and Master of Information Systems Management (MISM)

CURRENT PROGRAM: Doctor of Business Administration (DBA)

CURRENT JOB: Zoning Inspector III, City of Dallas

YOUR HUSBAND RECENTLY COMPLETED HIS MASTER OF PUBLIC ADMINISTRATION (MPA) AT WALDEN. WHY DID YOU REFER HIM TO WALDEN?

James has served as a police officer for several years, and he wanted to build the skills and knowledge he needed to advance in his department.

He knew from seeing me earn two master’s degrees that working one-on-one with the instructors helps you understand the material much better. Walden has an amazing

staff that provides students with all the information they need. The workload was more manageable for working parents like us; the hours of our jobs didn’t work with classes offered at local colleges. Walden was a great solution for both of us.

WHAT CHANGES HAVE YOU SEEN IN JAMES SINCE HE EARNED HIS MPA? Not only is he using what he learned at work, he’s also mentoring young men in our community. He teaches them the importance of education and why it’s so important for them to see and act on the

potential within them. He tells them, “Don’t quit. Always keep moving forward. Look at me. I’m older, but I still took the time and effort to go back to school and earn an advanced degree.”

YOU’VE ALREADY EARNED TWO DEGREES FROM WALDEN. WHY HAVE YOU DECIDED TO ENROLL AGAIN TO PURSUE YOUR DBA? My master’s degrees helped me get a promotion and move up in my career. Now I’d like to prepare myself to move into management, and the DBA will give me the additional communication and leadership skills I need to make that next move. Eventually I want to open a facility for single parents to help them complete their education and assist them with finding employment. I’m also teaching computer science at a local community college and I want to show them how they can tap into their own leadership potential. It will be my opportunity to step up and help individuals who cannot do it by themselves. — S. W.



Teresa Berg



Building a Support System for Professional Growth

Phi Nu helps nurses expand the horizons of their careers and excel in their field

By Susan Walker

TWICE A YEAR, WALDEN NURSING STUDENTS ARE INVITED to join an elite group of colleagues who will soon feel like family as they celebrate one another's accomplishments. At commencement in January,

Darcy Duncan '11, Master of Science in Nursing (MSN) graduate and Doctor of Nursing Practice (DNP) student, was among those issuing the invitations. She and several other nursing faculty members, graduates, and students staffed a booth for



Phi Nu, Walden's chapter of the Honor Society of Nursing, Sigma Theta Tau International (STTI).

Founded in 2011, the chapter has more than 2,300 members worldwide. The mission of STTI and Phi Nu is to advance world health and celebrate nursing excellence in scholarship, leadership, and service—all of which are key elements of any Walden education. Graduate students who have a minimum GPA of 3.5 and have completed at least 25% of their program are invited to join the organization, and alumni can also become members by applying to become nurse leaders.

Duncan currently serves as Phi Nu's board secretary and is the unit manager and educator for four med/surg floors at Mercy Ardmore Hospital in Oklahoma—but she didn't always feel like a leader. She credits her fellow Phi Nu members with showing her that there is more than one path to success within the field.

“Nursing and leadership are tough gigs; I could not do it without their support.”

“I loved nursing and the pediatric unit I work on, but I didn't have a plan for what would come next,” she says. “After seeing the paths that other Phi Nu members were taking—like management and teaching—I discovered new opportunities that would allow me to do the work I love and continue my professional growth.”

Through Phi Nu, she stays in touch with faculty members and former classmates across the U.S. and in Sweden, Asia, and Jordan. “I have a support system I never could have



Sigma Theta Tau International Honor Society of Nursing®
Phi Nu Chapter
Walden University

imagined,” Duncan explains. “I can call or email anytime to ask advice or share ideas. They give me an unbiased perspective on whatever I'm dealing with, whether it's a management issue at work, an assignment for my DNP, or how the stress of the job impacts life outside of work.

“Nursing and leadership are tough gigs; I could not do it without their support,” Duncan says. “I have every intention of sticking around with this great group of people; they're like a

second family. When my time on the board is over, I have already volunteered for some other projects.”

When she encourages others to join Phi Nu, Duncan emphasizes that by staying connected with Walden, they'll benefit from the unique global perspective of the university's students, alumni, and faculty, an important resource for both professional growth and personal satisfaction in their careers.

Share how your Walden connections have shaped your community or career at myWaldenAlumni.com/shareyourstory.



Against All Odds *in* Pursuit of Education

Lessons from the journeys of three Walden graduates
after their families settled in America

By Mike Dunphy

MOST CHILDREN, REGARDLESS OF AGE,
WANT TO MAKE THEIR PARENTS PROUD.

And for children of immigrants to the United States, this desire can be even more acute. Expectations fueled by cultural, educational, and generational differences may lead to serious family conflicts over a child's decision to pursue higher education. Walden **PhD in Psychology** and **MS in Psychology** graduate **Dr. Eduardo Diaz '15, '10** often heard from his father: "If you have time to go to school, then you have time to go to work."

Other children of immigrants have reported similar experiences. **Dr. Angela Valdez '12**, a **Doctor of Education (EdD)** graduate born to a Korean mother and a Mexican-American father said that her decision to pursue higher education after high school confused her father, who thought it would be much better for her to get a job immediately. Fellow EdD graduate **Dr. Edwin Quezada '12**, on the other hand, had a severe obstacle to pursuing *any* education in the United States at all: When he arrived in the U.S. from the Dominican

Republic at the age of 16, he didn't speak a word of English.

The journeys of these three Walden alumni not only reflect many of the common challenges for immigrant students but also provide apt lessons in perseverance, determination, and success.

What the numbers say—and don't

In the United States, Hispanic communities have long struggled with barriers to education, including a high percentage of high school dropouts. But after decades of dismal statistics, there are finally some strong signs of improvement: The Hispanic high school dropout rate has decreased dramatically, from 32% in 2000 to 14% in 2013, according to the U.S. Census Bureau. College enrollment rates have also improved, with Pew Research reporting that the number of Hispanic students enrolling in

two- or four-year colleges has tripled since 1993. With 2.2 million Hispanic students enrolling in college in 2013, Hispanics are now the largest minority group on U.S. college campuses.

However, what the statistics can't show is how far a college degree goes *after* graduation. These effects don't just help the graduate's workplace, but the Hispanic community as a whole, according to Diaz, Quezada, and Valdez. As they found in their journeys to Walden and after, the impact is significant, if only to serve as an inspiration to all students of immigrant backgrounds facing challenges on the road to a higher education.

**2.2
MILLION
HISPANIC
STUDENTS
ENROLLED IN
COLLEGE
IN 2013**

From super student to superintendent



Michael Paras

Quezada’s journey to Walden began upon his arrival to the United States at the age of 16—he just didn’t know it yet. He came to the States from the Dominican Republic and entered his junior year at a Bronx, New York, high school barely speaking a word of English. A testament to his dedication and the support of his mother and school counselors, he managed to both learn the language *and* complete high school on time with the rest of his class just two years later. It was this monumental success that taught him an important life lesson that influenced his

career choice: “I realized that when adults come together on behalf of children, wonderful possibilities open up.”

The following years saw Quezada climbing ever higher on the education ladder: master’s degrees in school counseling from Lehman College and school supervision and administration at Fordham University, and then 26 years of work in varying roles, including high school teacher, bilingual counselor, human relations facilitator, assistant principal, and principal for Bronx and Yonkers public schools. Eventually,

he became the assistant and then deputy superintendent—and now, finally, he is head superintendent.

All this experience in education made Quezada thirsty for more. His good friend, colleague, and mentor, **Dr. Angela Arias ’12**, a graduate of Walden University, encouraged him to enroll in the Doctor of Education program, which he did in 2008. Like many students new to online classes, Quezada found that the Walden program was far more challenging than he anticipated. “I thought it was going to be easier than the face-to-face interaction because it would be on my own time; how wrong I was,” he remembers. “The program at Walden is so demanding and the expectations are so high that it was a challenge for me.

A welcome challenge, but a challenge nonetheless.”

Thankfully, the self-discipline, work ethic, and adaptability Quezada had cultivated throughout his years in education helped him succeed in the EdD program. And then the lessons he learned from Walden paid off in his work afterward, particularly his commitment to basing decisions on research rather than personal opinion.

“Effectiveness is driven by what we’ve learned, and not by what we think will work,” Quezada explains. “I learned the meaning of educational discourse and the importance of staying focused on social justice.”



All these lessons are on display in his ongoing efforts to create “a fiscally responsible budget that will address the needs of the students I serve,” and his most ambitious goal of building a relationship with the international high school network. “I want to pilot an international high school for students who are new to the country, students who are coming here facing the same challenges I overcame,” he says.

Based on his own start in the U.S. as a teenager, Quezada understands that these students must not only master English, embrace a new culture, and quickly adapt to the fast pace of the educational system; they must appreciate America’s diversity. “New immigrants must understand the beauty of our differences,” Quezada says. “By understanding our differences, we discover common qualities that ultimately help us create a new and better society.”

“I learned the meaning of educational discourse and the importance of staying focused on social justice.”



Theo Stroomer

Valdez arrived in the United States with limited English proficiency after spending the first three years of her life in Korea. Her mother insisted that she speak only English at home instead of her native Korean after Valdez's ESL teachers shared that speaking two languages was only confusing her. Her parents valued education, but they considered a basic one enough: "When it came time for me to apply to college, my dad was confused about why I wanted to go to college rather than getting a job or joining the military in the footsteps of my father and grandfather."

Originally, Valdez had no intention of going into education as a career, but a scholarship opportunity at the University of Northern Colorado led her to major in Spanish with an emphasis on bilingual education—and she hasn't looked back since. She studied abroad in Mexico, earned a master's degree in linguistically

diverse education at the University of Colorado Boulder, and taught bilingual education for 7 years in Denver public schools.

Hoping to advance her skills even further and follow her passion at the same time, Valdez looked into studying at Walden for her doctorate. Being a single mother, she was attracted to the flexibility of online programs, albeit with some hesitations. "The enrollment advisor whom I spoke with addressed my concerns, explaining that Walden is accredited by the Higher Learning Commission, and that the doctoral program would be just as rigorous as a traditional brick-and-mortar school," she recalls.

Enrolling in the Doctor of Education program in 2007, she found her studies as challenging as she'd hoped. "The entire dissertation writing process was the most challenging—and the most rewarding—experience of my life," Valdez remembers. After graduating, she immediately put her doctoral education to use at Pikes Peak Elementary in Harrison School District 2 in Colorado Springs, Colorado, where she is assistant principal.

Where she has made the biggest impact is in the debate over bilingual or immersive instruction in her school system. "The research I conducted on English language learners

"Instead of getting too hung up on the language of instruction, our focus is more on effective instruction."

Her overall goals center on young girls of minority backgrounds, especially since she herself graduated from the school district where she is now assistant principal. "I hope to inspire and empower our young girls to believe that they can do and be anything they are willing to work for," she says. "I also want them to know that being bilingual is beautiful." Although she can no longer speak her native Korean, she doesn't want to see the same fate for the bilingual girls in her district.

"I hope to inspire and empower our young girls to believe that they can do and be anything they are willing to work for."

In the end, hearing success stories from others helped her make the decision to enroll. "Reading about the things alumni had achieved and what Walden meant to them spoke to me more than anything else," she says.

informs practices within our building. My doctoral study ultimately taught me that the language of instruction wasn't the most important component of raising achievement scores for English language learners," she says.



But ultimately, she lets them know that achieving any success begins with finding self-motivation. "Be the positive change," she encourages them. "Don't wait for someone else to do it!"

Aiming for the stars

Diaz faced strong resistance to his pursuit of higher education. He realized while working three jobs after high school that he would need further education to advance professionally. However, his father believed hard labor was the only way to succeed. In fact, Diaz remembers that when one of his older brothers was accepted to the University of California, Berkeley, “My dad laughed and said he wouldn’t pay the tuition.”

“I think that my father finally understood that I would continue to pursue a higher education no matter the odds. I never gave up.”

It took a lot of determination to push through that discouragement, but Diaz gained admission to Santa Rosa Junior College, where he devoted himself to psychology and languages. It was there that he began learning American Sign Language (ASL), which was a particular inspiration for his continued studies. “ASL had an incredible impact on my understanding of the ways people interact,” Diaz says. “It helped me to better understand facial expressions and body language, and it has helped shape my pursuit of psychology.”



Martin Herbst

Later, Diaz continued his studies at Sonoma State University, earning a bachelor’s degree in psychology, which included a course in neuroscience and biological psychology. It was this study that formed the basis of his career in organizational and team development, including his current job at Alexan Consulting Enterprise Services (ACES). As director of talent acquisition and expert human factors scientist, Diaz “supports the development of teams by performing assessments that identify characteristics that influence team outcomes.”

Diaz enrolled in Walden’s PhD program in 2009 and earned his master’s degree while completing his PhD. “What stood out to me about Walden was the number of educators who were involved in their passions while they were with Walden,” he says. “And the amount of opportunity for psychology was wonderful. It was all laid out there for me.”

It was in the doctoral coursework that he focused on his main area of interest and developed his role as expert human factors scientist. “After graduation, I took my dissertation research and applied it to developing an organizational team index, which is used to align candidates to specific teams and greatly improve team outcomes,” Diaz says.



With these skills grounded in research, Diaz proposed a lofty goal to his employer—doubling their current recruitment efforts—that he hoped to meet within 12 months. In just 3 months, he exceeded those goal expectations, earning him a permanent, full-time position.

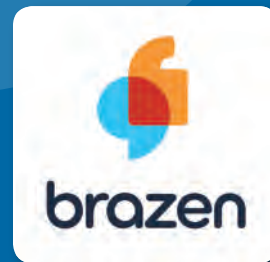
More importantly, his success at Walden also helped heal deep wounds with his father. “After I earned my master’s degree I showed my father the certificate, hoping for his approval,” Diaz recalls. “He held me in his arms and tears filled his eyes. I think that he finally understood that I would continue to pursue a higher education no matter the odds. I never gave up.”

It’s with this happy ending in mind that Diaz works hard to support and inspire his own children and others at The Space Station Museum in Novato, California. He volunteers to lead tours and on-site education for children K-12 and college students. “I hope that they are inspired to dream about the endless possibilities,” Diaz says, “and to apply their passion toward achieving their dreams.”

LEVERAGE YOUR WALDEN NETWORK

Introducing Online Career Networking Powered by Brazen

The Walden University Alumni Association has partnered with Brazen, an innovative communications platform offering online networking events. The text-based chats are individual and timed—allowing you to make introductions, exchange contact information, and end the hour with new career connections. Watch for e-mail invitations to network with fellow alumni and current students this year!



SAVE THESE DATES: September 13 | October 20 | November 10

"I look forward to sharing ideas on this platform. I hardly come across Walden graduates in Ghana, so I'm excited to connect more on Brazen!"
— Lily Asare '14, Master of Public Health graduate

"This type of networking is important and can create synergies in ways that haven't been readily available before."

— Dr. LaMont Rouse '13, PhD in Public Policy and Administration graduate



Why Walden?

Four key takeaways to share with others

By Susan Walker

The question can come up almost any time.

When you tell colleagues, friends, family, or even the person sitting next to you on the plane that you're a student or graduate of Walden University, they're likely to ask, "Why Walden?"

Certainly everyone has their personal story for choosing any university, but Walden offers unique benefits to its students and alumni that are the foundation of that story. So, the next time someone asks you why you chose Walden, here are key talking points to help them understand what we're all about.

We Are Pioneers

Walden understands that working professionals need a different way to further their education.

Life can be incredibly busy once you reach a certain point in your career. Between your work and family responsibilities, it was probably daunting to find the time to earn a degree that would help you advance your career or open whole new paths. Teachers Bernie and Rita Turner understood that obstacle. In collaboration with University of California Berkeley faculty member Harold "Bud" Hodgkinson, they founded Walden University in 1970 to make higher education more accessible to working professionals like you.

"Walden was a very early pioneer of education that puts the student—and the student's needs—first," explains **Dr. Brett Andrews '97, a PhD in Management** graduate. "The university

was one of the first to recognize the changing cultural needs and wants of adult students who needed something different than what a traditional, campus-bound college could offer. Walden crafted a delivery model around academic excellence and student support, delivered in a new way.

"I was attending a traditional college when my wife became ill, and I had to take a break from school," Andrews says. The recently named dean of Newman University's new business school in Wichita, Kansas, recalls when he realized there was a better way. "A friend took me to a Walden residency, and I realized that I could continue my education and support my family. It's not a one-size-fits-all education. You are an active collaborator in the excellence of your own education."





We Are Globally Minded

Walden has a diverse, committed community of faculty and students around the world.

Learning at Walden isn't limited to a campus and its immediate community. Our network of faculty members, students, and alumni like you reside all over the world: The January 2016 graduating class alone represented more than 90 countries. What's the benefit of our diverse community of learners? As you collaborated through our online classrooms, you likely gained a broader perspective on what you were studying.

You also built an expanded understanding of different cultures and workplaces, an important insight in an increasingly global and interconnected world, and you developed a wider network of connections.

Walden is also part of a global network of more than 80 accredited online and campus-based universities that spans 28 countries with more than 1,000,000 students worldwide. It is the

flagship online university in the unique, multinational *Laureate International Universities* network, which focuses on providing our students with broader opportunities to advance their careers and change the world for the better.

Residencies, like the one Andrews attended, and commencement often bring people together for the first time, but the relationships and opportunities for

connections don't stop after graduation. It's likely you're still in touch with at least one other person whom you met through Walden. And with our new online networking events, you can connect in real time with fellow alumni with the same interests, degrees, or backgrounds as you, wherever they may be located.

3 We Are Here for Good

A Walden education provides you with the knowledge and skills you need in pursuit of positive social change.



At Walden, you certainly got an academically rigorous education, but you also built the knowledge, skills, and connections you needed to make a difference in your life and in your community.

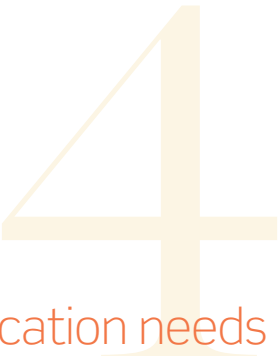
Diana Shaw '15, a **Master of Public Policy (MPP)** graduate and one of Walden's two 2016 Laureate Here for Good Award honorees, embodies that commitment to positive social change. An attorney and legal consultant, Shaw moved from her native Jamaica to Belize to practice law. "In Belize, I observed children and women being trafficked and sexually exploited," she says. "They did not have adequate advocacy services or any understanding of how to get help. I got involved to raise awareness of the issue and provide psycho-social support for victims. I also led advocacy efforts for legal reform on the national level, drafting laws to better protect victims, and providing training to government officials when those laws were passed."

For the past decade, Global Days of Service have brought students, faculty, staff, and alumni together to share their time

and expertise helping neighbors in need all around the world. Positive social change is embedded in the curriculum and essential to the dissertation process, and Walden awards scholarships and fellowships to students and faculty who are bringing the university's commitment to social change to life. There is also a growing community of alumni who have received the annual Outstanding Alumni Award in recognition of their dedication to excellence in service since earning their degrees.

"In 2008, I started The Child Development Foundation to expand this work. We're currently building a rescue and rehabilitation shelter for people who need long-term rehabilitative support," Shaw says. "Fostering community requires that we are not just concerned about the problems they face, but that we intervene in a way that respects the dignity of those in need and empowers them to make positive change happen in their own lives. My Walden education equipped me with the practical and leadership skills I needed to improve and sustain the operations and programs of our organization."

We Help You on Your Path



Walden supports your education needs today and tomorrow so you can achieve your career goals.

Walden is built on the belief that learning is a lifelong endeavor. For **Dr. William Washington '15**, a **Doctor of Education (EdD)** graduate, his Walden education continues to open doors. He is now assistant principal of Rappahannock High School in rural Virginia and chief academic administrator of Transition Academy, a school-within-a-school program at Rappahannock High.

"I came out of Walden with a comprehensive understanding of the philosophies behind the buzz words," Washington says. "Others look to me for expertise and expect me to be a resource for them. That expectation continually drives me to use the Walden alumni library

and work on literature reviews that keep me current and establishes a body of work that I will use to publish my own studies."

Like Washington, you earned the degree you needed to achieve your career and life goals. When you want the skills to take the next step or change your career path, we'll still be here to help you along the way. As an alumnus, you are eligible for re-enrollment benefits, including a 30% tuition reduction* over the life of your program, waived enrollment fee, eligibility for scholarships, and the opportunity to transfer credits from other programs.

"I would never be doing any of this had it not been for my Walden experience," Washington says. "If you desire a deep understanding, then this is your place to learn. My EdD has helped me make a real difference at my school and has allowed "me to reinvent my professional role."

To help others find their place at Walden, contact us at alumni@waldenu.edu or submit a referral at myWaldenAlumni.com/refer.



*All tuition reductions, grants, or scholarships are subject to specific eligibility requirements. Contact a Walden University enrollment advisor for details. Only one tuition-reduction benefit may be applied to tuition.

Announcing Our 2016 Outstanding Alumni Award Winner

Congratulations to this year's winner, Dr. John Henry Felix!

Dr. John Henry Felix graduated from Walden in **1975** with a **PhD in Public Policy and Administration**. He currently serves as the executive chair and chief operating officer of the Hawaii Medical Assurance Association, but is also a partner/owner in several other businesses and remains dedicated to positive social change in Hawaii and around the world.



Felix's dedication to service started early; he achieved the rank of Eagle Scout at the age of 14, and has been nationally recognized for his continued service to the Boy Scouts of America. Felix was the first American awarded the International Red Cross Medal of Honor in 1983 and he has been nationally and internationally recognized for his service to the American Red Cross and March of Dimes.



This year we received a record 56 nominations, representing 18 class years and 21 degree programs.

We applaud the following four finalists for their commitment to effecting positive social change in their communities:

- **Laura Bulluck '10, MS in Nonprofit Management and Leadership**
- **Dr. Raymond Chimezie '13, PhD in Public Health**
- **Dr. Rafael Matos '13, PhD in Psychology**
- **Dr. Ramen Saggu '15, PhD in Psychology**

The Outstanding Alumni Award is granted each year to a graduate who exemplifies our mission to effect positive social change by making an impact on his or her profession, discipline, or community. The recipient of the award is honored at an awards dinner during commencement weekend each summer. Nominations for the 2017 award will open in the spring.



Dr. Felix joins the esteemed community of previous winners of the Outstanding Alumni Award:

- 2015 Crystal Johnson
- 2014 Dr. Walter McCollum
- 2013 Dr. Jonas Nguh
- 2012 Dr. Tia Campbell
- 2011 Dr. Gary Bickford
- 2010 Ivy Garcia-Zwicker
- 2009 Dr. Prince Augustine Ordu
- 2008 Dr. Souror Baetjer
- 2007 Dr. Leo Parvis
- 2006 Dr. David Boyd
- 2005 Dr. Sharon Freeman
- 2004 Dr. Freida Pemberton
- 2003 Dr. Michael Wanko
- 2002 Dr. Craig Swenson
- 2001 Dr. Joy Erlichmen Miller



SAVE THE DATE for Winter Commencement



HAVE YOU CELEBRATED YOUR ACCOMPLISHMENTS? It's never too late to walk across the stage to commemorate the completion of your Walden degree. Our 57th Commencement Ceremony will be held on Saturday, January 7, 2017. Join your classmates from around the world for a weekend of celebration with family, friends, and faculty members in Orlando, Florida, at the Gaylord Palms Resort and Convention Center.

Confirm the email address in your alumni profile at myWaldenAlumni.com to receive an invitation when registration opens in the fall.



SPOTLIGHT

Forging Lasting Bonds

How one DBA graduate-turned-professor
guided his first student to success

By Kyra Gemberling

DR. SEAN STANLEY '11 FELT ANXIOUS, YET EXCITED as he drove to Orlando, Florida, for Walden's Winter 2016 commencement ceremony. For him, the festivities began with a dinner to celebrate the graduation of **Dr. Michael Donaldson '15**, Stanley's mentee and close friend of nearly 3 years. But this was no ordinary dinner—it was actually the first time the men met face-to-face.

The following day—commencement day—Stanley proudly placed the doctoral hood on Donaldson. This act would represent the graduation of Stanley's first student since becoming a faculty member in the **Doctor of Business Administration (DBA)** program—the same program he graduated from in 2011. What made this even more special was that Stanley was in the first graduating class of the DBA program.

Stanley said he was intrigued by Walden's commitment to social change, which led him to develop an ongoing activist relationship with his chair, **Dr. Walter McCollum '04**. "Dr. McCollum and I travel to Haiti together to do social work with children," Stanley says. "He instilled in me the idea that my degree was not about me, but about bettering the lives of others."

When Stanley became a contributing DBA faculty member in 2013, he aimed to pass on the same emphasis on enacting social change in his students. He first "met" Donaldson in the online classroom for his DBA 8100 course; the pair immediately bonded when Stanley reached out to Donaldson to reassure him of his decision to enter the program. "It put me at ease knowing I had a mentor who had been in my exact same position and understood what I was going through," Donaldson says. "I was grateful that Dr. Stanley could guide me from a student perspective, not just as a faculty member."

After Stanley became Donaldson's doctoral study chair, their one-on-one interactions

"I was grateful that Dr. Stanley could guide me from a student perspective, not just as a faculty member."



and not be bothered by it psychologically. This made our ability to work together as chair and student even more special. I was able to help him endure despite setbacks."

Just because they are no longer required to communicate doesn't mean their relationship has ended. On the contrary, they continue to keep in touch today: Donaldson is serving as a mentor for Stanley's current students, and Stanley is providing recommendations to assist with Donaldson's professional development.

increased despite their distance; regular texts, emails, and weekly phone calls were the norm for the two men. Stanley soon developed a cohort of student mentees, and Donaldson emerged early on as the group's leader—Stanley said Donaldson often vocalized ideas for the group to discuss before he did. "My trust in Michael began to grow as I realized he was serious about the program," Stanley says. "Michael understood that it was a process that demanded that you accept critical reviews

"We have this idea that if we don't see a person, we don't know them," Stanley says. "But the most important aspect of developing any relationship is communication. Walden provides an incredible venue for direct communication through teleconferences and residencies. Through our cohort conference calls, we got to learn more about each other each week. We became close like a family; it's the greatest networking opportunity I have ever been part of."



Help Walden nursing students gain field experience

Are you a nursing graduate? Currently, we have hundreds of motivated MSN students who need field experiences in order to complete their programs. As a successful graduate, you can support Walden students who are ready for this critical academic milestone. You may be able to help a nursing student if:

- You are currently working at a site that could host a nursing student,
- You can share how you were successful at securing a preceptor,
- You could serve as a preceptor, or
- You know someone who could serve as a preceptor.

Social change begins at home—and the greater Walden community benefits when alumni and students are professionally connected in the workplace.

To raise your hand as a field experience advocate for nursing students, sign up at myWaldenAlumni.com/MSNfieldexperience.

2016 Trade Shows & Conferences

ATTENDING OR PRESENTING AT ANY OF THESE CONFERENCES OR TRADE SHOWS IN 2016? Be sure to stop by the Walden exhibitor booth and bring a friend.

BUSINESS AND MANAGEMENT

National Society of Hispanic MBAs
Conference and Career Expo
September 29–October 1 |
Houston, Texas

EDUCATION

National Association for the Education
of Young Children Conference & Expo
November 2–5 | Los Angeles, California

NURSING

American Nurses Credentialing Center
National Magnet Conference
October 5–7 | Orlando, Florida

PUBLIC HEALTH AND HEALTH SCIENCES

American Public Health Association
Annual Meeting & Expo
October 29–November 2 |
Denver, Colorado

SOCIAL WORK AND HUMAN SERVICES

National Organization of Human Services
National Conference
October 19–21 | Tampa, Florida

Congratulations to Laureate’s 2016 Here For Good Award honorees and winner!

This year, we received more than 350 applications from more than 40 institutions in the Laureate Education network. One winner and nine honorees, including two Walden alumnae, were selected from the applicants. **Ganesh Muren** from **INTI International University and Colleges Malaysia** was named the 2016 winner for his work with Saora Industries to provide the basic right of safe drinking water.

Please join us in congratulating the two Here For Good Award honorees from Walden University:



Mercy Chikhosi Nyirongo '14 Master of Public Health

Nyirongo formed Wandikweza to train community health workers to engage and build community-based approaches to health issues affecting women and girls in the Dowa district in Malawi. Since its founding, Nyirongo’s organization has served more than 475 households and 45 vulnerable women.

Diana Marian Shaw '15 Master of Public Policy

The Child Development Foundation provides counseling for women and children who have experienced domestic violence, sexual abuse, or human trafficking; support groups for teachers and parents; and legal support for victims. Under Shaw’s leadership, the Child Development Foundation has reached more than 5,000 children and 1,100 parents and teachers through its programming and training.



Since 2012, the Here for Good Award has recognized Laureate students, graduates, faculty, and staff who are exceptional examples of what it means to be Here for Good in their communities. Those honored by the awards are demonstrating permanence and purpose in their communities and are using their Laureate education to create positive social change.

Coming Soon:
President's Circle

Walden University proudly introduces the *President's Circle*, our new loyalty recognition society dedicated to thanking alumni who consistently support strategic initiatives each year. Created by President Jonathan Kaplan to acknowledge the contributions of our most passionate graduates, the *President's Circle* will comprise active alumni leaders who continue to advance the mission of the university through advocacy, public outreach, referrals, and mentorship. For more information, please contact Valescia Lee-Collick at valescia.lee-collick@waldenu.edu.



Introducing New Tempo Learning™
Competency-Based Programs



Walden has recently introduced two new programs offered through Tempo Learning™, our self-paced educational experience for students who want to earn their degree on their terms.

In the competency-based **Master of Business Administration (MBA)** and **Master of Healthcare Administration (MHA)** programs, students can progress at their own pace by applying their existing knowledge and prior experience while focusing on mastering the new skills they need to meet the demands of the workforce.

Walden's initial Tempo Learning™ offering, a competency-based **MS in Early Childhood Studies** with a specialization in Administration, Management and Leadership, was the nation's first online competency-based master's program in early childhood using a direct assessment model.

To learn more about Tempo Learning™ and its growing portfolio of competency-based programs, visit WaldenU.edu/tempolearning.



Walden
Alumni Calendar

Don't miss out on your chance to connect with colleagues, both old and new.

Tuesday, September 13, 2016

Walden Alumni Online Networking
7:00-8:00 p.m.

October 17-23, 2016

Global Days of Service

Thursday, October 20, 2016

Walden Alumni Online Networking
7:00-8:00 p.m.

Thursday, November 10, 2016

Walden Alumni Ambassadors
Online Networking
6:30-7:30 p.m.

Saturday, January 7, 2017

57th Commencement Ceremony
Orlando, Florida

All times listed are Eastern time

Mark your calendars and watch for your invitations to register.



Getty Images

one degree
many careers

MS in Early Childhood Studies

From classroom teacher to administrator, an MS in Early Childhood Studies can lead to many paths that help nurture the developmental needs of children. See where some of our graduates have taken their careers.

Diane McCullough '15

PRESCHOOL TEACHER
Devine, Chinn, Garrett Center
Canton, Mississippi

TaShanna Norrell '15

PROGRAM ASSESSOR
HighScope Educational
Research Foundation
Ypsilanti, Michigan

Jasmyn Adwaters '14

Education Specialist (EdS) in
Early Childhood Studies Student
FOUNDER
Education and Enrichment Services
Atlanta, Georgia

Mercy Olayinka Odunayo '14

DIRECTOR
Victory International Ministries
Port Harcourt, Nigeria

Jay Rodriguez '14

Doctor of Education
(EdD) Student
ADJUNCT PROFESSOR
Kaplan University
Ft. Lauderdale, Florida

Seletha Tucker '14

Doctor of Education
(EdD) Student
TEACHER
Capstone Education Group
Memphis, Tennessee

Lois Wachtel '13

EARLY CHILDHOOD CONSULTANT
AND EDUCATOR
Creative Beginning Steps
Port St. Lucie, Florida

Teri Peasley '12

Doctor of Education
(EdD) Student
PROGRAM DIRECTOR
Pathways of Central Ohio
Newark, Ohio

Where do you work? Update your employer info at myWaldenAlumni.com


Accolades

Alumni have a significant impact on their organizations, communities, and disciplines. Here are some recent highlights.

Congratulations to all on your accomplishments!

The Richard W. Riley College of Education and Leadership

Dr. Martha B. Evans ’14
Doctor of Education (EdD)
Named West Virginia American Legion’s **College Professor of the Year**. Evans is an assistant professor and campus liaison at Ohio University Southern.

 **Dr. Tabatha L. Tierce ’13**
EdD
Named Floyd County (Georgia) Schools’ 2016 **Teacher of the Year** and was the school system’s representative for the Georgia Teacher of the Year. She has been teaching at Cave Spring Elementary for 9 years and has helped raised more than \$7,000 for technology at the school.

Dr. Melissa Reed ’11
EdD
Joined the Immaculata University faculty as **chairwoman of the Division of Education**. She will oversee the graduate and undergraduate education programs and supervise 10 full-time faculty members.

Dr. Jim Berry ’10
EdD
Received the **Most Distinguished Athletic Trainer Award** from the National Athletic Trainers’ Association. Berry is one of only 15 trainers nationwide to receive the award in 2016. He has been the head athletic trainer at Conway High School in South Carolina since 2013.

Dr. Lynn Carey ’10
EdD
Named **superintendent** for Frontier Regional School District in Massachusetts. Carey was previously the director of curriculum, instruction, and assessment for the Monadnock Regional School District in Swanzey, New Hampshire.

Dr. Keith Levatino ’10
EdD
Named **superintendent of schools** for the Little Falls, New York, district. Levatino was previously principal of Perry Junior High School in New Hartford, New York.


Dr. Christopher A. Dignam ’07
EdD
Named **superintendent of schools** by the Township High School District 113 Board of Education in Highland Park, Illinois. Dignam previously served as principal of Deerfield High School.

Brian Myrup ’07
MS in Education (MSEd)
Named **managing director** of York Preparatory Academy, a charter school in Rock Hill, South Carolina. Myrup has been working there as a consultant since July 2015, helping the school learn to use student test data to design its instruction.

C. Damon Osborne ’04
MSEd
Named **associate vice president** for online and alternative delivery programs at The University of Findlay in Ohio.

College of Health Sciences

Dr. Stacey Pilling ’15
PhD in Public Health
Published “Barriers to Perinatal Care Among Migrant Women Farmworkers in Northern Ohio” in the *Universal Journal of Public Health*. The paper was coauthored by Larissa J. Estes, a faculty member in Walden’s School of Health Sciences.

 **Susan Bartholomaus ’14**
MS in Health Informatics
Appointed **director of patient care** services at Mercy Medical Center in Sioux City, Iowa, where she will oversee and manage acute inpatient care units.

Cindy Clos ’14
Master of Science in Nursing (MSN)
Promoted to **associate director of clinical services** for Arbor Hospice and Palliative Care in Ann Arbor, Michigan. She is a member of the nonprofit’s operations team.

Dr. Jo Andrea Watson ’14 ’08
Doctor of Nursing Practice (DNP) and MSN
Named **director of organizational development and learning** at St. Mary’s Medical Center in West Virginia.

Melissa A. Harvey ’12
MSN
Elected as a board member for the Lima Convalescent Home Foundation’s **board of trustees**. Harvey is a registered nurse and full-time teacher and practical nursing coordinator at Rhodes State College in Ohio.

Melissa Kline ’07
MSN
Promoted to **vice president of nursing and chief nursing officer** at MetroHealth in Cleveland, Ohio. She has been with MetroHealth since 1998.

College of Management and Technology

Dr. Douglas Merriman ’15
PhD in Applied Management and Decision Sciences (now PhD in Management)
Appointed the **city administrator** for Oak Harbor, Washington. He previously served as the city’s finance director.


Lakesha Walker ’14
Master of Business Administration (MBA)
Appointed to **United Way’s Local Board** in Cumberland County, New Jersey. Walker is vice president and store manager for TD Bank’s Bridgeton branch.

Jason R. Griess ’07
MBA
Appointed **president of Nebraska Land Title and Abstract**. He was previously the title manager at Nebraska Title Company, Inc., in Lincoln, Nebraska.

Dr. Michael Kluzinski ’93
PhD in Applied Management and Decision Sciences (now PhD in Management)
Published *Pennies to Thousands*.

Dr. Richard Leonard ’93
PhD in Applied Management and Decision Sciences (now PhD in Management)
Published *Summer Sports Camps 101: A Guidebook for Development and Operation*.


College of Social and Behavioral Sciences

 **Dr. Lisa Mallory ’16**
PhD in Public Policy and Administration
Appointed to the Federal Home Loan Bank of Atlanta’s **Affordable Housing Advisory Council**. Mallory is CEO of the District of Columbia Building Industry Association, a trade association for all aspects of real estate development. She is also president and CEO of PeopleStrat, LLC, a full-service consulting firm.

Dr. Rebecca M. Webster ’14
PhD in Public Policy and Administration
Published a piece of her dissertation, “This Land Can Sustain Us: Cooperative Land Use Planning on the Oneida Reservation,” in the peer-reviewed *Planning Theory & Practice*.

 **Dr. Sallie M. Poepsel ’13**
PhD in Public Policy and Administration
Appointed by the Secretary of Health and Human Services to serve a 4-year term on the **National Advisory Committee on Rural Health and Human Services**.

Tomorrow L. Allen-Collins ’10
MS in Psychology
Appointed **general manager** for the Doris W. Jones Family Resource Building in Niagara Falls, New York.

 **Dr. Bill Burrichter ’06**
PhD in Psychology
Named **director of counseling services** at Houghton College in Houghton, New York, where Burrichter earned his bachelor’s degree in psychology 23 years ago.

Dr. Patrick Ford ’03
PhD in Applied Management and Decision Sciences (now PhD in Management)
Appointed **grant manager** for Big Bend Community College’s new drone technology program. The program will train drone technicians and pilots with a focus on agricultural applications of drone technology.

 **Dr. Danita A. Johnson-Hughes ’02**
PhD in Human Services
Nominated for the 2016 **Drum Major Award**, inspired by the “Drum Major Instinct” sermon given by Dr. Martin Luther King Jr. The award recognizes people who dedicate their lives to improving the human condition. Johnson-Hughes has been president and CEO of Edgewater Behavioral Health Services in Gary, Indiana, for 20 years.

Want to see your name here? Submit your accomplishment to myWaldenAlumni.com/shareyourstory.



DR. MARCIA HAGEN '15

How I Did It

With the support of her husband, one grad overcame loss to finish her doctorate

WHEN I STARTED AT WALDEN for my **Doctor of Nursing Practice (DNP)**, I had recently made the transition from working in internal medicine to building a family practice in a rural clinic. I'd been in nursing for more than 35 years, but the field pushes for academic progression. It may soon be a requirement to have a doctoral degree in order to take the nurse practitioner exam, so I went for it.

Maintaining balance was my biggest struggle; I tried hard to keep one day a week open for downtime, but it didn't always happen. I worked on building my clinic practice during the day,

sometimes putting in extra time there. After supper, I worked on my schoolwork until I was finished. I had a day full of commitments, and that didn't leave me with a lot of personal time.

My husband, Sonny, helped keep the roadblocks out of my way. He always made sure there was something on the table for supper, and he took care of our bills and other responsibilities. He encouraged me to continue, even when it got to the point where I couldn't see the end. He never doubted me; he would say, "Of course you can do it—just keep at it."

It was particularly difficult when my father passed away in February 2014. I was halfway through the program at that point. Both of my parents were proud of me for pursuing my education because neither of them had gone to college. I remember telling my father that the process was going to take longer than I thought, and he said, "The time will come and go, and you'll either say you wish you would've finished or you'll know you're almost done." It was extremely hard losing him, but I'm

so glad he and Sonny encouraged me to finish.

Since earning my degree, I've gotten a new job offer that I have accepted, and it feels so good to have the credibility that comes with a doctorate. I will now be an assistant professor in a DNP program's clinical track at Viterbo University. I will still be able to work in clinical practice a couple days a week—the best of both worlds!

— As told to Kyra Gemberling

Sonny says:

"It's always been important to Marcia to continue her education. When she's finished with one thing, she finds something else to pursue. It tickled me

to see her graduate, knowing that her father was always very excited about her becoming a doctor someday."



Announcing

The Barbara Solomon School of Social Work and Human Services

honoring Walden Board Member Dr. Barbara Solomon's dedication to social work and the university.

Thank you, Dr. Solomon, for your commitment to social change and to Walden.

Barbara Solomon
School of Social Work and Human Services

WALDEN UNIVERSITY

Who or what was your inspiration? Tell us at myWaldenAlumni.com/shareyourstory.



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*Every graduate
has a story to tell.*

WHAT'S YOUR STORY?

myWaldenAlumni.com/shareyourstory

Christopher Correa '15, a BS in Educational Studies graduate, is featured on page 18.