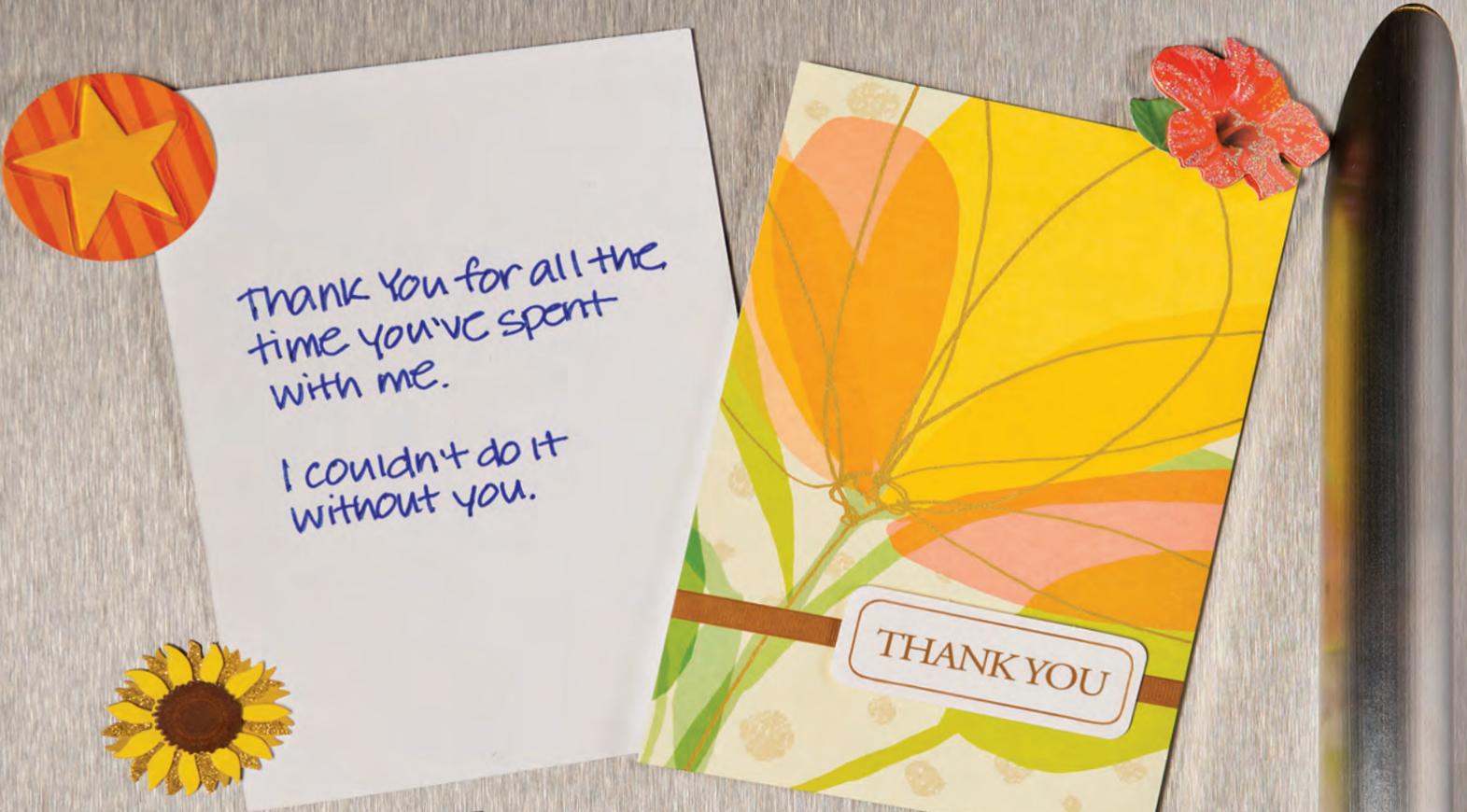


WALDEN

WINTER/SPRING 2014

ALUMNI MAGAZINE



Thank You for all the
time you've spent
with me.

I couldn't do it
without you.

THANK YOU

You Inspire Me

Master Mentors

Positively impact children and coworkers alike

Light Up Your Cause

Launch and Run
A Successful Nonprofit

Combating Childhood Obesity

Solutions Anyone Can Apply

The Power of Words

Advice From Hotel Rwanda's
Paul Rusesabagina

Dear Walden Alumni,

●●● **MENTORSHIP IS REWARDING** at all points in your life. As I've shared with many of you, I was a first-generation college graduate. Although I had extremely supportive parents, I relied on my faculty to guide my academic journey. My professors encouraged me at every step—helping me to develop the skills I needed to pursue graduate school and, once there, guiding me in the development of my research and clinical psychology skills. Ultimately, my faculty mentors supported me as I entered the competitive academic field. Their guidance helped strengthen my career and has inspired me to mentor others.

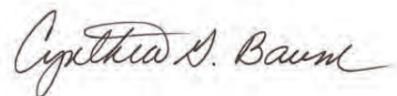
When I reflect on what I considered to be the best characteristics of the mentors I have had, I believe that it was their ability to both clarify my goals and support me. As a mentor, I think the relationship works best when my expertise aligns with my mentees' overall goals and also supports their success in their workplace or community.

As president, I view mentoring in terms of individual success and how that individual can contribute to the success of the university. The development of our faculty and staff has a powerful impact on our institution. As people grow and take on more responsibilities, we provide more services and expertise for our alumni and students.

Our collective reward is that the university becomes stronger academically: Alumni and students gain fresh insights and build new partnerships for their careers; and in turn, we all share responsibility for continuing the transfer of knowledge in our community.

As you think about your own roles as either a mentor or a mentee, turn to page 24. There, you'll find the stories of three alumni who motivate others in very different ways. I hope you're inspired by their passion and renew your dedication to mentorship.

Sincerely,



Cynthia G. Baum, Ph.D.



Volume 9, Number 1
Winter/Spring 2014

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WALDEN

ALUMNI MAGAZINE



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Launch and run a successful nonprofit

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At work and in the community, alumni are making an impact—and finding meaning—by mentoring

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Three faculty members discuss how parents can become healthy role models for their children

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BEYOND THE DEGREE

Opening Doors to Education

Dr. Christopher Arori explains how his upbringing in Kenya influenced him to open a college for the fast-growing healthcare field in North Carolina

By Christine Van Dusen

●●● HE CLIMBED IN THROUGH THE CHURCH WINDOW

toting textbooks. He spent the entire sunlit day studying between empty pews. Only when the sky turned dark did he stop; there was no electricity in this building in the eastern Kenyan countryside.

The 14-year-old boy wasn't a straight-A student, but when it came time to take an exam to determine which grade he would enter next, he set his mind on acing the test.

His score was so high that he skipped 10th and 11th grades, going straight into his final year at an advanced high school. After he graduated, he made a point to return to his rural village to tutor other children,

often helping them prepare for exams late into the night.

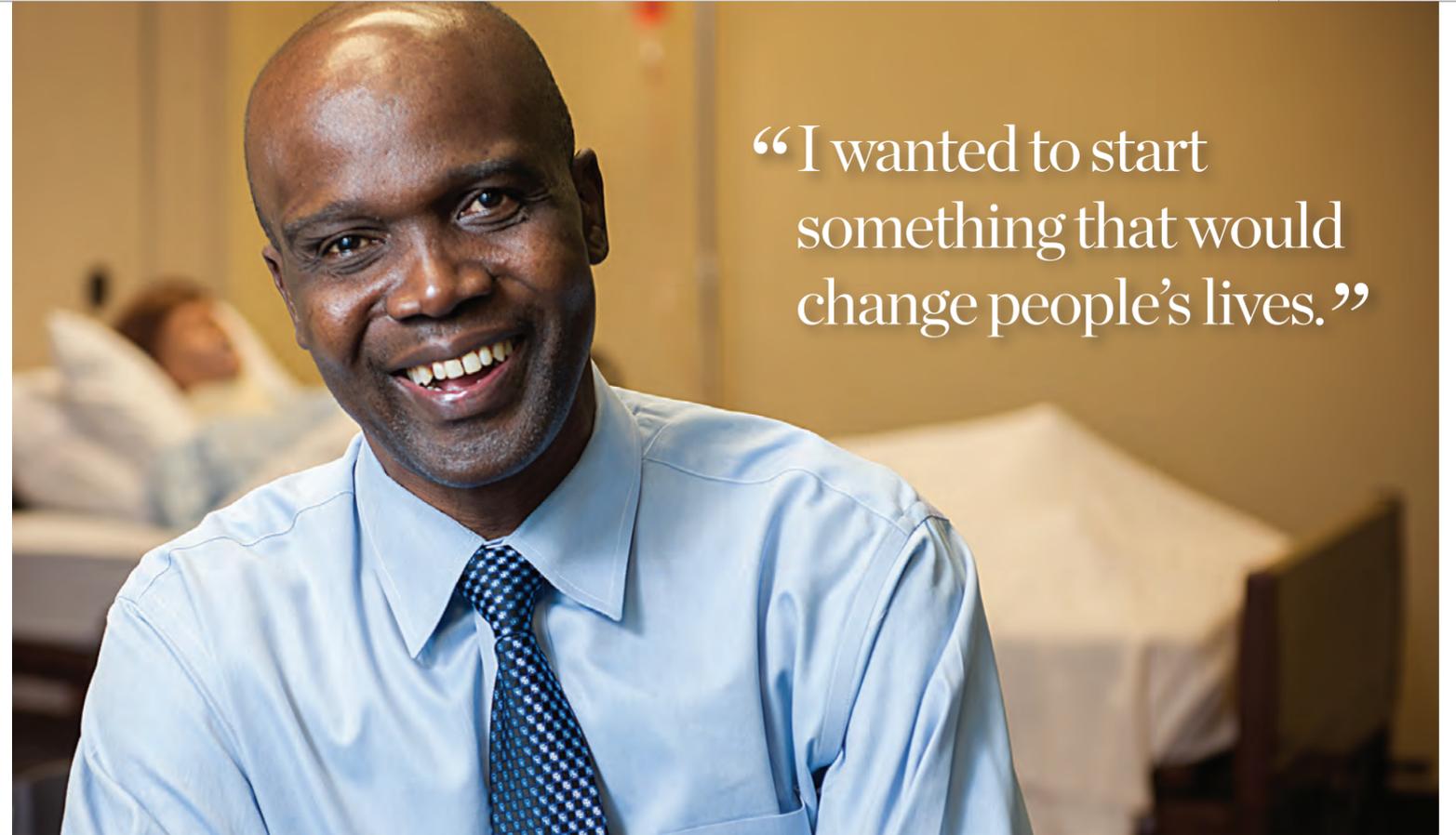
He may not have known it then, but **Dr. Christopher Arori '11** would go on to design and open the Research Triangle College of Health Sciences and Technology in Morrisville, N.C., in 2013. The college, which offers nursing assistant, phlebotomy technician, electrocardiogram technician, and medical assistant programs, opened in July and graduated its first class in August.

A dedication to education clearly led Arori to this point in his career, but it takes a careful look at his professional background to discover exactly how he was able to pull off this extraordinary accomplishment.



Simon Griffiths

In the 1980s, Arori worked as a teacher in rural Kenya before immigrating to the United States to study psychology at North Carolina Central University.



“I wanted to start something that would change people’s lives.”

After he graduated, he worked as a faculty member, a nursing assistant, and, after earning his BSN, as a nurse. When Arori learned of a job in hospital management, he pivoted again to become the director of a small acute-care hospital in Durham, N.C. But all of these positions within the healthcare field—and the perspectives they provided—weren't enough on their own, he says. He wanted to earn a Ph.D.

When Arori came across Walden, he was impressed by the rigor of the **Ph.D. in Public Health** program, the professional experience of the teaching staff, and the residencies. Ultimately, his doctoral work

led him back to Kenya, this time to collect, monitor, and analyze data on malaria.

But his mind kept returning to the same issue: Education helped him achieve his career goals. How would he help others do the same? “All the time I was thinking of positive social change,” he says. “I wanted to start something that would change people’s lives. My philosophy has always been that students can succeed. I made it my goal to start a college to assist low-income students.”

He returned to North Carolina soon after and began the arduous task of researching and designing a college to connect students with careers in the fast-growing healthcare field.

Arori insists that opening the college, where he is the president, CEO, and a faculty member, is just the beginning of his work. His sights are set again on Kenya, where he would like to open a similar college. “Educating students is my calling,” he says.

Tell us about your career by emailing myWaldenImpact@waldenu.edu.



Bruce Bennet

INSIGHTS

Field Guide to Avoiding Fraud

Dr. Gregory Campbell '12 | Ph.D. in Management

●●● **WHEN IT COMES TO FRAUD, KNOWLEDGE IS POWER.** “Scams have been around for years. What’s changed is technology,” says Dr. Gregory Campbell, deputy chief inspector of Western Field Operations for the U.S. Postal Inspection Service. “The Internet has allowed scams to expand and become more complex. Ultimately, it’s created a borderless, global arena in which we investigate crimes.” Campbell knows this personally; his niece was a target.

After befriending her on a dating site, a scammer asked Campbell’s niece to deposit his check for \$45,000 into her bank account and wire him \$20,000 to aid a sick relative. The scammer promised her the remaining \$25,000. Fortunately, the bank alerted her father that the check was counterfeit before the transaction was complete. “The lure to accept the offer is so strong,” Campbell says, “especially with the economic downturn, the elderly on fixed incomes, and college students trying to live on their own.” Here, he offers tips for spotting and reporting fraud.

1 IS IT TOO GOOD TO BE TRUE? IT IS. I know it’s a cliché, but listen to your sixth sense when something seems too easy. Scammers take advantage of generational susceptibilities: baby boomers and the elderly who grew up when a handshake or someone’s word was a bond and college students who trust people via social networking. If an ad promises thousands of dollars while working from home, why isn’t everyone doing it? If you’re notified that you’ve won the lottery in a country you’ve never visited, don’t bite.

2 MOVE SLOWLY. Scammers try to make you act quickly to capitalize on banking industry regulations regarding the time required for checks to clear. Be cautious when wiring money to someone you don’t know personally or have only met online.

3 NEVER GIVE PERSONAL INFORMATION OVER THE INTERNET. For example, don’t click on a link in an email supposedly from a financial institution. Instead, go to the bank’s website to determine whether the institution really does require your information. Or call the bank and ask about the email request to verify it is not a scam.

4 BE BOLD. COME FORWARD. Criminals prey on susceptibility and guilt. One reason these crimes are so terrible is that victims are embarrassed, ashamed, or afraid to share their stories. Don’t be. Talk to family members, a caregiver, a local police department, or the Postal Inspection Service if you fear you’ve been scammed. If you are solicited, call the Better Business Bureau to verify with whom you’ve spoken and the legitimacy of the business. The more the public knows, the safer we’ll all be. — *As told to Camille LeFevre*

Learn more at deliveringtrust.com.

OUR MUST HAVES

Applications at Your Fingertips

●●● **ARE YOU LOOKING FOR THE NEXT SITE, APP, OR TOOL** to further your work? Here, alumni share what’s helped them advance their careers and causes:

Wix.com “Wix allows you to create a professional website for free. I have been using this tool to develop my small business, Cultivating Gardens. It’s so user-friendly. I highly recommend it for anyone who wants to create a website.”
Claudia Noble-Levingston '12 | Master of Public Administration (M.P.A.)

Remember the Milk “This is the best to-do app out there. I use it to keep track of important dates, events, deadlines, and even shopping lists. You can access it on any device or on the Web and create multiple lists, add tags, and delegate tasks to others.”
Tiffany Turpin Johnson '08 | M.S. in Psychology

AccuTeach.com “I love this site because it allows me to organize and categorize my classroom books on an online bookshelf, which means everything is in one place. The site also offers lesson plan ideas, activities to use in the classroom, and a crossword puzzle maker!”
Amy Brooks '11 | M.S. in Education

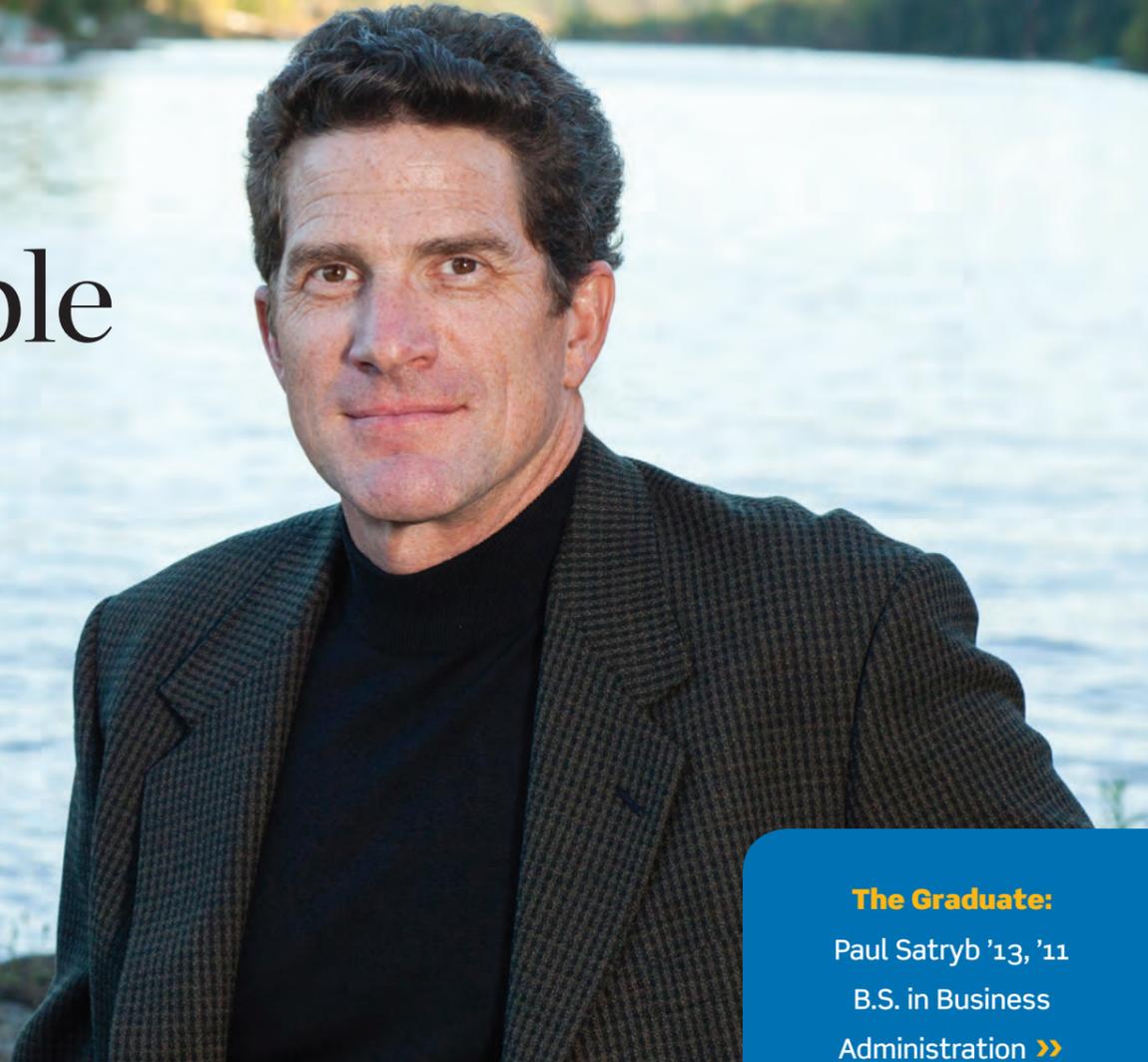
Read more recommendations at WaldenU.edu/magazine.

LIFELONG LEARNERS

Two Degrees Toward the Triple Bottom Line

Paul Satryb explains how his degrees from Walden resulted in an opportunity to improve people, profits, and the environment

By Camille LeFevre



The Graduate:
Paul Satryb '13, '11
B.S. in Business
Administration >>
M.S. in
Management

Kerri Ann Garfield

IN THE BUSINESS WORLD, SUSTAINABILITY IS OFTEN A BUZZWORD. For **Paul Satryb '13, '11**, it drives his career. After completing his bachelor's and master's at Walden, he found himself in a completely new position tailor-made for his skills.

He innately knew he could effect sustainable environmental change at Hydra-Power Systems in Portland, Ore., where he has worked for nearly 20 years. The company specializes in distributing and manufacturing fluid power products for the construction, marine, mining,

and agricultural industries worldwide—custom systems like power units that control a hydro-electric dam or the mooring units for an offshore oil rig. As the first quality manager for the company, he created and implemented a system to improve company

performance, consumer responsiveness, and environmental responsibility. In this new position, Satryb documents all processes with employees (an essential task, he says, to obtain their buy-in), audits those processes, and develops supplier and customer management programs

to capture performance information and metrics—and ensures each process is sustainable. He's also using industry guidelines to develop his quality management system.

He's currently working to become a certified manager of quality and organizational excellence with the American Society for Quality. This and other certifications, he explains, not only continue his goals to be a lifelong learner, they will also help him contribute to growth and sustainability in his 100-member company. "Since implementing this

the triple bottom line, which includes people, the environment, and profits. By refining my skills, I gained the tools to create and maintain quality controls that limit the use of natural resources to only what's required to run the business, while simultaneously raising profits." This new role for Satryb was years in the making. He

a university would encourage students and alumni to use their knowledge to improve the societies in which they live or have influence." But one degree wasn't enough to achieve his career goals. He decided to get his master's next and says he was very transparent about his ongoing education with Hydra-Power's director of

“My degrees gave me the tools, experience, opportunity, and authority to guide our organization toward positive change.”

new program alters so much of what we do, I've relied heavily on what I learned at Walden and my experience in change management," Satryb says. Through his courses in the **M.S. in Management** and **B.S. in Business Administration** programs, he learned that "the most difficult barrier to change is leading the culture of an organization in a new direction."

"Since my studies introduced me to sustainability in business, I've felt a moral and ethical imperative to help employees understand

decided to enroll at Walden to earn his bachelor's after 30 years in the fluid-power industry, 17 of them as a manufacturing manager at Hydra-Power Systems. Essentially, he wanted the academic credentials to support his on-the-job experience. He chose Walden for its social change philosophy. "I connected with the concept that an education should do more than afford a person a higher salary or promotion," he says. "It appealed to me that

manufacturing, who values a master's degree. A month before graduation, the director offered Satryb a new position designed for him: quality manager. "I want our employees to see that their impact is much broader than the four walls that they work within. It's about thinking further and more broadly than just getting a product out the door," he says. "My degrees gave me the tools, experience, opportunity, and authority to guide our organization toward positive change."

MY MISSION POSSIBLE

Reclaiming Childhood in Southeast Asia

Jodi Vermaas offers stable homes and mental health counseling to orphans in India and Myanmar

●●● **“MY FAMILY TRAVELED TO CENTRAL INDIA TO VISIT AN ORPHANAGE** as missionaries six months after I started my **M.S. in Mental Health Counseling** at Walden. There, I saw an overwhelming need for mental health counseling for kids who were living in group homes or on the streets, many who had been severely abused. Advocating for mental health in a community where kids don't have shoes or pants, let alone access to medical doctors or schools, seemed ridiculous.

“I knew almost immediately I wanted to create a nonprofit that met the desperate needs in this

community, but I wasn't sure how. Then I met faculty member Dr. Judy Green during a residency. She was doing similar work with youth in Africa and suggested I train local paraprofessionals in appropriate triage counseling techniques. I loved the idea of both empowering locals and getting kids immediate

help. That spurred the development of what became my nonprofit, Priority One Worldwide.

“Dr. Patricia Brawley, my crisis and trauma professor, then taught me the importance of securing a victim's safety first—both physically and emotionally. I learned



I had to get these kids into stable homes where they would be fed and clothed—and feel safe—before any real counseling could start.

“After I finished my coursework, Walden connected me with another mentor and former Walden student who supervised my counseling practicum and internship and introduced me to a host of effective techniques and resources to use when working with survivors of trauma from culturally diverse backgrounds. I am particularly excited about eye movement desensitization and reprocessing, which may be effective in multicultural settings.

“Since we began, Priority One has helped approximately 200 kids who live in India and Myanmar. Some have been rescued from local gangs and placed with foster families, and all have been supported emotionally and financially, benefiting directly from Priority One's commitment to making sure that 100% of our donations go to the children's housing, education, and physical and emotional support. We ultimately hope to work with local government offices to connect them with adoptive families.

“While our home base is southern Florida, my family spends months in India each year so I can train staff and work with the kids. Recently, two board members moved there full time, and we hope to do the same one day soon.

“Walden inspired me and supported me in this work. Every course it offers, whether statistics or human development, is focused from beginning to end on making a positive impact on our world. I've always wanted to help people and to effect social change, but Walden gave me the skills and access to research, resources, and other professionals to make this passion my life's work.”

— As told to Liz Welch



Jodi Vermaas '13, an M.S. in Mental Health Counseling alumna, founded Priority One Worldwide to build orphanages and offer mental health counseling to children in India and Myanmar.

Watch Jodi's Scholars of Change video at WaldenU.edu/JodiVermaas.

WHY I REFER

Writing Her Way to a Promotion

NAME: Sharronda F. Blackman-Carter '12

DEGREE EARNED: Master of Public Administration (M.P.A.)

CURRENT JOB: Paralegal in the DeKalb County District Attorney's Office in Decatur, Ga.

HOW DID YOU LEARN ABOUT WALDEN?

I researched schools for a year. My first thought was to get a master's in paralegal studies, but I wanted a broader background in law.

What really drew me to Walden's M.P.A. program was the specialization in Law and Public Policy.

WHAT DID YOU TAKE AWAY FROM WALDEN'S PROGRAMS?

The greatest benefit for me was the emphasis on writing. My writing has improved so much, and I'm more conscious of any written piece, whether it's a brief or an email. When I started the program, I was a trial secretary. Now that I'm a paralegal, I do a lot of writing, and I keep going back to what I learned in my courses. My master's helped me earn that promotion.

WHY DO YOU REFER OTHERS TO WALDEN?

My husband wanted to earn a Doctor of Business Administration (D.B.A.), and Walden has a specialization in Entrepreneurship—exactly what he was looking for. We both love that the coursework is designed so that we can complete it on our own schedules. We both work full time and have kids, so we're often pulled in several directions. You have to make a point to dedicate your time to your education, but it pays off. I promote Walden whenever I can to whomever is willing to listen. — A.D.



Kimberly Murray Photography

Refer friends, family, and colleagues at WaldenU.edu/refer.

LEADING BY EXAMPLE

How Passion Translates



As told to Camille LeFevre

●●● **THE KEY TO FURTHERING YOUR CAREER** and rising to the top of an organization, according to these alumni, is to identify and pursue your passion.

Dr. Jim Smucker '01

PROGRAM: Ph.D. in Applied Management and Decision Sciences (now Ph.D. in Management)

FIRST JOB: Mowing lawns at his father's business

CURRENT JOB: Dean of graduate studies at Eastern Mennonite University in Harrisonburg, Va., and president of the Bird-in-Hand Corp., a family-run inn, restaurant, and bakery in Lancaster County, Pa.

"I'm a big believer in pursuing what we are passionate about and not what might be the most lucrative career. I have also been very active in the local business community, including serving as chair of the board of our Chamber of Commerce, and was struck by how many people were in highly successful careers but lacked passion for their work. They did not seem happy in what they were doing. I constantly remind my three college-age children to pursue their passion, a vocation, not just a job that pays well. If we find our true passions, I believe the rest will take care of itself."



Dr. Wanda Corner '13

PROGRAM: Ph.D. in Management

FIRST JOB: Cashier at a department store restaurant

CURRENT JOB: CEO of Corner of Success Inc., a small management consulting company that offers executive coaching, strategic planning, and business consulting

"If money were no object, would you work in your current position for free? This simple question will help you identify your passion. Once you've identified it, build your career around it. I found my passion in college when I volunteered for a main street business association. Through my work as an advocate, I promoted economic change and slowly watched a two-mile economic corridor flourish. I loved this work, and many years later I launched a business to center my work on this passion. I never lost sight of my goal to be a community leader. Develop a similar focus. It will provide centeredness to your performance and keep you on a path to success."

Dr. Joshua Thomas-Acker '10

PROGRAM: Ph.D. in Psychology

FIRST JOB: Associate at a funeral home

CURRENT JOB: Executive director of the National Alliance on Mental Illness in Delaware, which provides advocacy, education, support, and housing for individuals with mental illnesses, their families, and friends



"My work as a volunteer and as a student at Walden provided me with opportunities to find issues that excited me and helped me determine how I could contribute to finding solutions. Along the way, I've surrounded myself with positive people who support, believe in, and educate me. This has empowered me to tackle challenging situations and overcome obstacles. Creating positive social change and contributing to our community require a lot of time and energy. Enthusiasm is noticed by others and can set us apart when pursuing our professional aspirations. Passion propels us to achieve!"

All illustrations: Andy Ward

OVERHEARD

“No matter what the struggle or sacrifice, we all have opportunities every day to be leaders in making a positive difference.”

— Paul Rusesabagina to graduates at the 50th Commencement Ceremony. Read his story on page 16.

“People are caught off guard by the idea that adults bully, too. Bullying in the workplace is similar to what happens on the playground.”

— Dr. Colleen Logan, a program director in the School of Counseling, in an interview on New York’s WHUD-FM. Read tips from Dr. Logan at www.WaldenU.edu/bullyprevention.

“All children can learn, given a safe and positive learning environment that welcomes exploration and enhances student confidence.”

— Bridgette Cornelius '07, an M.S. in Education graduate, quoted in Austin’s *Statesman* after being named principal of Bluebonnet Elementary in Round Rock, Texas.



HOW IT PAID OFF

From Police Officer to Psychologist

NAME: Dr. Timothy Barclay '10

DEGREE: Ph.D. in Psychology with a specialization in Clinical Psychology

JOB BEFORE MY DEGREE: Detective sergeant in the New Castle Police Department in Pennsylvania

JOB AFTER MY DEGREE: Licensed clinical psychologist at Wyndhurst Counseling Center in Lynchburg, Va., and associate professor at Liberty University

HOW MY DEGREE HELPS ME MAKE A LARGER IMPACT: As a police officer, I was disheartened by the quality of care that was available. As I was nearing retirement, I realized police work had sparked my interest in psychology. As an officer, I saw people in my community at their worst—often requiring the help of local mental health agencies. My Ph.D. gave me the knowledge and ability to help others as a psychologist so they can achieve their goals. Police work also piqued my interest in human behavior, and the courses at Walden really increased my interest in research. My research has revealed four traits that create a state of well-being and resilience: hope, commitment, accountability, and passion. I’m currently writing a textbook on the clinical use of the model.

BIGGEST BENEFIT OF EARNING A DEGREE AT WALDEN: As I was finishing my dissertation, I became a professor at Liberty University—my ultimate career goal. I’ve used the framework I experienced at Walden to develop my own teaching style and assignments for my students. I use everything I learned at Walden on a regular basis, whether in my teaching, research, or clinical practice. My Ph.D. was the linchpin that allowed me to do what I do now.



●●● **“THE ODIDI OIL PRODUCTION FACILITIES WERE ABANDONED** in 2007 by Shell in response to the Niger Delta crisis, which began in the late 1990s. I recently helped assess the facilities’ status as part of the inspection crew. Our team’s goal is to work with our partner to develop a greenfield while protecting the community and the environment. We want to be fully operational by 2015. You need leadership and teamwork to execute and complete this type of multimillion dollar project. Thanks to Walden, I have the skills that equip me to succeed. The courses I took helped me improve my technical and managerial skills and develop a better approach to problem-solving. As a result, I’ve been given more responsibility, which gives me tremendous confidence.” — *As told to Claire Blome*

— **DAVID ESHMITAN '12** is an M.S. in Engineering Management graduate and a senior facility engineer at Sinopec International Petroleum Company of Nigeria (SIPEC)

Send photos of yourself making a difference to myWaldenImpact@waldenu.edu.

MEET THE FACULTY

Judith L. Fitzgerald

By Camille LeFevre



“It’s very rewarding to reach back and pull folks forward.”

●●● **AFTER BEING RECOGNIZED BY U.S. REPRESENTATIVE** Dutch Ruppersberger III of Maryland with the 2013 Dream Keeper Award for her 30-year career and contributions to education in the state, **Judith L. Fitzgerald, J.D.**, summed up her accomplishment in one word: mentorship. Whether teaching in the School of Public Policy and Administration, co-founding and leading the nonprofit organization RelInvent for at-risk youth, or volunteering with advisory boards, mentorship is at the forefront of her work. Here, she explains why she strives to be a valued mentor.

WHAT IS THE VALUE OF MENTORING? It’s a reality check. When I was interested in law school, no one told me what was ahead, what I could look forward to, or what the opportunities were. While I was a lecturer in the criminal justice program at Bowie State University in Maryland, I made a point to be a pre-law advisor. I’d ask new students why they wanted to go to law school. Most said because they wanted to make money. I’d ask if that was the only reason and remind them of the many unemployed attorneys. Ultimately, I’d ask them to re-evaluate why they were passionate about the profession. It’s very rewarding to reach back and pull folks forward.

IN 2007, YOU CO-FOUNDED THE MUSIC AND ARTS PROGRAM REINVENT. WHY? I’ve always been a fan and a supporter of the arts. I’ve also researched—and firmly believe—that the arts are a critical component of the educational system, particularly secondary education. We serve about 75 kids each summer. They come from homes in or around high-crime areas where there is drug use. RelInvent is a respite for them. In addition to learning dance or how to play music, children take self-esteem and etiquette workshops.

Our students become attached to our volunteer teachers who come from high-profile organizations like the Dance Theatre of Harlem. It is so rewarding to see their metamorphoses from the time they begin the program to the end.

WHAT ARE THE REWARDS OF TEACHING? My son Gary is autistic, so I need flexibility. RelInvent was an after-school program, but now it only operates in the summer. I decided to stop practicing law and focus on academia. Walden provides me not only the flexible schedule I need but also the opportunity to mentor a diverse student body. I strive to interact with and mentor students in each course. Just as teaching at Walden keeps me fresh and relevant, my mentoring through RelInvent, Bowie State, and other organizations provides me with experiences that help me enrich the lives of my students.



MEET A FUTURE GRADUATE

Dr. Dhammika Perera

By Amy DerBedrosian

●●● **WHAT I DO:** I’m the senior advisor for reproductive health for the International Rescue Committee. I’m based in New York City, but I oversee the entire reproductive health spectrum in 24 countries.

WHY I WANT A PH.D. AFTER EARNING AN M.D.: I worked as an M.D. in clinical practice in Sri Lanka—that’s where I’m from—and thought, why not go where I’m really needed? Then I realized the problem was bigger than diagnosing and treating people; I found that health systems were broken in many of the countries where I worked. That motivated me. As an M.D., I’m trained to focus on clinical

“With a Ph.D. in Public Health, I look at the human side of medicine.”

better public health professional. Also, the way the field of medicine is moving, especially in the humanitarian and development fields,

a doctoral degree is preferred. A Ph.D. will allow me to advance my career.

WHY I CHOSE WALDEN: Online study is currently the only option for me because I have a very demanding job and travel extensively. I also like Walden’s focus on making a difference in societies. In the countries where I work, dramatic changes are needed in a relatively short time if lives are going to be saved.

HOW I MAKE TIME TO STUDY: I have two advantages: I have a great team of seven people to support my work, and, most of the time, I’m in places with a seven- or eight-hour time difference from the United States. That gives me the crucial three- or four-hour period to do my studies. I’m most productive in the mornings, so I wake up at 6:30 or 7 a.m. to study. If I’m in Nairobi, where I spend three or four months each year, I take a few hours to study until the New York office opens. I enjoy what I’m studying, so I don’t think of it as work.

Meet:
Dr. Dhammika Perera

Program:
Ph.D. in Public Health with a specialization in Community Health Education

Started:
August 2012

WHAT I’VE LEARNED SO FAR: I’ve had a chance to look at what’s cutting edge in public health, such as social determinants of public health outcomes, mixed-method research, and automated disease surveillance. I’m also learning a lot about the U.S. and Canadian health systems and how public health differs in low- to high-income countries. Comparing these health systems gives me the perspective I need to look at the roles social structure, culture, and finances play in health.

WHAT I WANT TO RESEARCH: I’m considering a qualitative study that will look at the long-term contraceptive choices of African women. More and more, contraception is viewed as a crucial and cost-effective tool for maternal and reproductive health in general. Evidence shows that good birth spacing saves maternal lives as well as the lives of neonates and children under 5. I love what I’m learning. A doctorate enriches you in a way that changes you as a person. If you give it all you’ve got, the rewards are there.

MAKING A DIFFERENCE



Lee Prohofscky

The Weight of the Spoken Word

●●● **WHEN THE RWANDAN GENOCIDE** began in April 1994, Paul Rusesabagina, then the manager of the Hotel des Mille Collines in Kigali, found himself at home with his wife, four children—and 26 neighbors seeking asylum from the horror in their neighborhood. The brief calm would be broken when a Hutu army captain knocked on his door.

“We saw soldiers climbing the gate [in front of my home],” he explains. “There was no other choice than to meet.” When Rusesabagina opened his door, the captain told him the president was dead and a new government had been set up. The captain, who knew he managed the hotel, ordered him to take his soldiers there.



“These experiences were the scariest moments of my life but at the same time taught me one of the most important lessons: how to deal with evil.”



“I believe in the power of words.”



I believe that by standing up, talking about what is going on, and being the voice for the voiceless, we raise awareness—and by raising awareness we can change the world. Words can be the most powerful weapons. Your words can make people survive.”

“We can never change the world unless we raise awareness and talk about what is going on and keep repeating it again and again and again.”



“We have to look at each other in our eyes and then come up with a compromise through dialogue. **Shape the world the way you want it to be.**”

En route, their Jeeps—replete with soldiers and Rusesabagina’s family and neighbors—came to a full stop. The captain told him, “You are lucky. We are not killing you today, but all of these cockroaches of yours are enemies of the country.” Rusesabagina was handed a gun and ordered to kill them.

Consider for a moment, if you were placed in this situation, what you might do. How would you defend your family and neighbors?

When faced with this choice, Rusesabagina relied on the power of words. He negotiated with the captain—literally ransoming the lives of his family and neighbors.

“If you see so many bodies all along the street, what do you say? Who are you not to be killed? After a few minutes I told him I do not know how to use guns.” At that point, the negotiations started.

Rusesabagina pointed to his neighbors, asking, “Are you sure these are the enemies we are fighting today? I don’t blame you, but I don’t understand you. You are hungry, thirsty, tired. You are stressed by the war. But we can find solutions.” Ultimately, the captain spared all of their lives and led everyone to the hotel.

In the harrowing days that followed, Rusesabagina became a vital mediator—not only saving his family and neighbors, but ultimately more than 1,200 people who found their way to the hotel in the months that followed.

Above, Walden’s summer 2013 commencement speaker, who wrote the autobiography *An Ordinary Man* and is portrayed by Don Cheadle in the film *Hotel Rwanda*, shares what the genocide taught him and how anyone can effect positive social change for an entire community.

■ Watch his speech at WaldenU.edu/AnOrdinaryMan.

CONNECTIONS

Publishing With Colleagues

Dr. Linda Moerschell shares how staying connected with faculty has furthered her research

By Camille LeFevre

●●● **FOR MANY ACADEMICS, THE ADAGE “PUBLISH OR PERISH”** drives their research. For **Dr. Linda Moerschell '09**, the phrase could be rewritten as “publish and flourish.” Publishing her dissertation, *The Spontaneous Nature of Leadership Emergence*, was just the beginning.

After earning her **Ph.D. in Applied Management and Decision Sciences (now Ph.D. in Management)**, Moerschell asked her dissertation chair, Dr. Teresa M. Lao, to co-author an article based on her research. That article was published in *Emergence: Complexity & Organization (E:CO)* (Vol. 14, Issue 2).

Next, Moerschell looped back in with Lao and her committee members, Dr. David Banner and Dr. Thea Singer, to continue her research by co-authoring another article. Their piece appeared in the *Leadership & Organizational Management Journal* (Vol. 2013, Issue 1).



Kathryn Deuel Photography

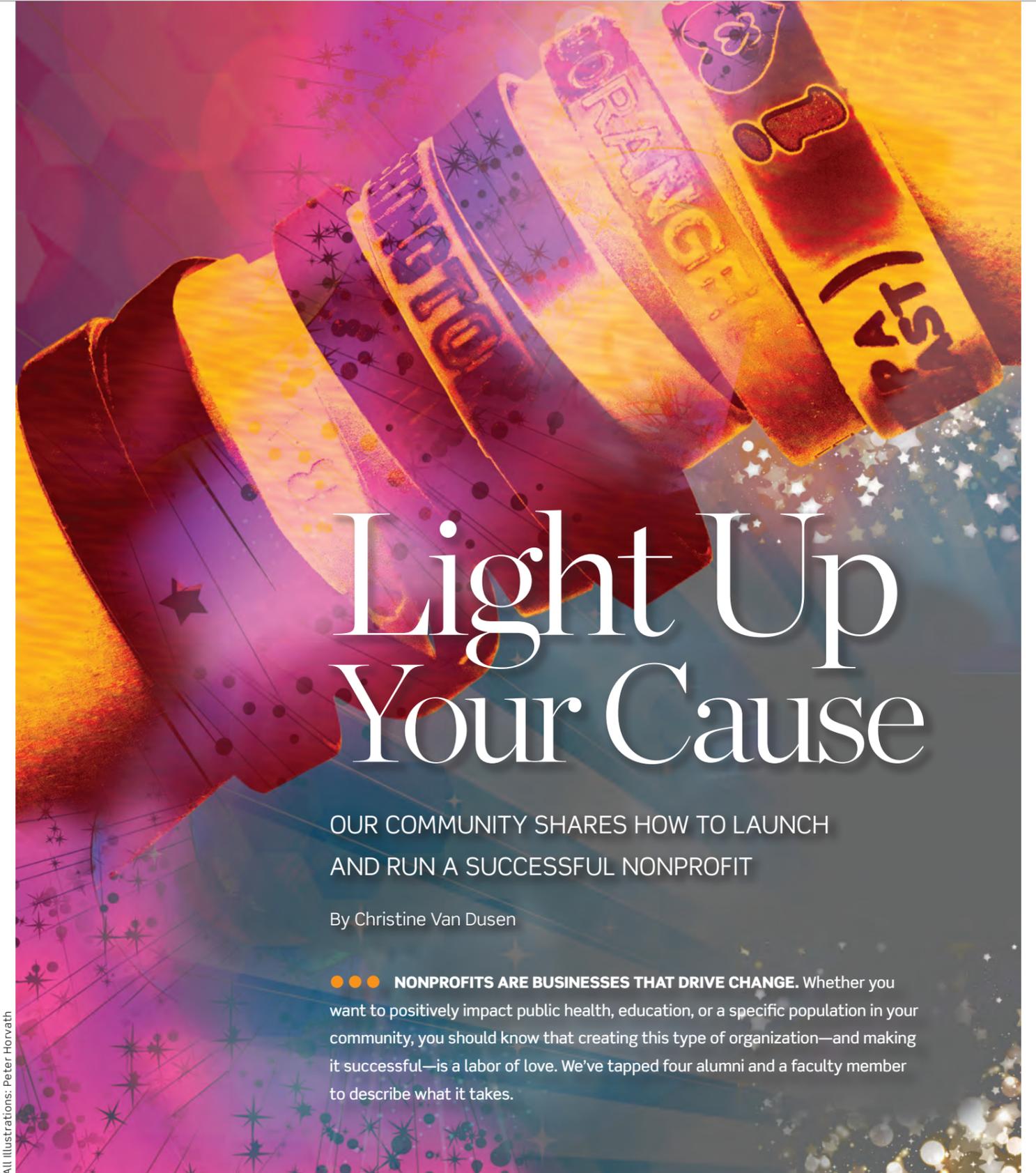
And in September 2013, Moerschell and Banner presented the team’s paper at a business conference in Chicago, sponsored by Roosevelt University’s Heller College of Business and the Franklin Publishing Co. “After working on the research with my committee members, I’ve found I’m never short of ideas,” Moerschell says.

The research continues to be self-sustaining. Dr. Christopher Burman of the University of Limpopo in South Africa asked her—having seen one of her publications—to partner on a new article to leverage her research in HIV/AIDS intervention.

“Aligning my research with Walden’s mission was the coolest part of getting a

doctoral degree,” says Moerschell, who is a lecturer at the State University of New York at Potsdam and an instructor at Kaplan University. “Positive social change is the heartbeat that sustains my continuing research and publications.”

For Walden Ph.D. students who want to publish, Moerschell offers a few words of advice. “Don’t think that once you defend your dissertation and the chief academic officer signs off that your work is complete. Maintain open communication with your dissertation committee. It’s only the beginning of friendships that support incredibly valuable opportunities.”



All Illustrations: Peter Horvath

Light Up Your Cause

OUR COMMUNITY SHARES HOW TO LAUNCH AND RUN A SUCCESSFUL NONPROFIT

By Christine Van Dusen

●●● **NONPROFITS ARE BUSINESSES THAT DRIVE CHANGE.** Whether you want to positively impact public health, education, or a specific population in your community, you should know that creating this type of organization—and making it successful—is a labor of love. We’ve tapped four alumni and a faculty member to describe what it takes.

Launch

1. TAKE A GOOD LOOK AT YOURSELF.

A new nonprofit is typically a one-person operation. Do you have what it takes to be the chief executive, secretary, and accountant? Are you the type of person who can attract money to your cause?



“The financial and social status of the founder is critical because it greatly influences the funding avenues, the magnitude and complexities of the fundraising activities, and the success and survival of the organization,” says **Dr. Peter Njenga '06**, who founded a nonprofit to help orphans in Kenya and Canada.

Focus your nonprofit on an industry you understand, says **Jeannette Bryant '09**, who launched Kids Be Aware in 2009 to educate parents and children about infectious and chronic diseases.

You may have the passion for your purpose, but compassion should fuel your mission, says **Terrence Thornton '11**, the director of investor services and development at the Las Vegas Global Economic Alliance. Assess who you are, what you hope to accomplish, and what you're willing to do.

“Operating a nonprofit without a business plan is like walking in a jungle with no clear path to follow.” — Dr. Peter Njenga

2. RESEARCH YOUR MARKET. Consult watchdog websites like Charity Navigator, GuideStar, GreatNonprofits, and GiveWell. Research which nonprofits serve the community you're targeting, but know you may not need to abandon your idea just because other groups already serve your market. “Sometimes it's better to look for a nonprofit that's serving the same population and volunteer to see what the business is like,” says **Robert C. McKim '10**, a senior partner with McKim Nonprofit Consulting. Thornton adds: “You're not wasting your time to launch a program that's similar to one that's out there so long as you figure out where you can fill in the gaps.”

3. FIND FUNDS. From the get-go, make sure you know where your funds could come from. “The major question to ask is,

who will support you financially and at what financial magnitude?” Njenga says. “What are the strings attached? Do market research and identify possible funding sources.” Finally, he says, judge whether the nonprofit will succeed beyond five years. Your goal should be long-term sustainability.

It's also useful to do a market analysis to see how the population will respond to your idea, Bryant says.

4. WRITE A PLAN. “A nonprofit is a business like any other,” Bryant says. “A business plan maps where the nonprofit wants to be in three to five years, and how it will generate income.” A mission statement is a good place to start. Make sure it is clear, concise, and communicates exactly what the nonprofit will do, says **Dr. Gary Kelsey**, a faculty member in the School of Public Policy and Administration.

Next, develop a strategic plan, looking at the charity from a bird's-eye view and analyzing the global issues that might affect the organization's growth and sustainability, McKim says. “Do revenue

projections on a monthly basis, determine how many clients you're likely to reach, how many volunteers will be needed, what kind of marketing should be done, and where the contributors are going to come from.” The business plan also serves as a base for a fundraising plan, Bryant says, since “it could also be used to obtain a bank loan.”

Njenga adds: “Operating a nonprofit without a business plan is like walking in a jungle with no clear path to follow.” Finally, a nonprofit should also establish bylaws, Kelsey says. “It's a rulebook for the nonprofit,” he explains.

5. CEMENT YOUR STATUS. To operate as a nonprofit in the United States, and therefore be exempt from certain taxation, your organization must be granted 501(c)(3) status from the Internal Revenue Service. “You will be asked to define your organization clearly,” Bryant says. “Be ready to show you will not misuse the status of your organization.”

Many new nonprofit leaders wonder whether they can start their organizations before having a Letter of Designation from the IRS. The answer, says McKim, is yes and no. “In some states, you will be unable to open a nonprofit bank account without a letter from the IRS for 12 months,” McKim says. Consult IRS regulations to determine which category you fall into.



Lead

1. KNOW YOUR ROLE. Recognize when you start or lead a nonprofit, you'll likely serve in every role, from chief executive to volunteer coordinator. “A leader of a nonprofit has to be able to spin lots of plates at once because often, as the nonprofit begins, there may be no paid staff, which means you will also need to be a good fundraiser and raise the visibility of your organization in your community,” Kelsey says.

2. PICK THE RIGHT STAFF. The success or failure of a nonprofit can hinge on the people hired to manage it and raise its funds. “A leader needs employees who will embrace the organization's mission and mirror it in their daily lives,” Bryant

says. “They need to be reliable, motivated, and ambitious.” Conduct background checks and make sure these employees, particularly fundraisers, have solid track records. “Raising funds is no easy task,” Bryant says, “so it's important to be meticulous when hiring these personnel.”

Once they're on board, make a point to continually engage them. “Identify skill sets and conduct team-building exercises,” Thornton says. “Help everyone to see their value in the organization.”

Finding high-quality volunteers can be another big challenge, Bryant says. She suggests VolunteerMatch and Idealist as places to start your search. The Walden Service Network is another great resource.

3. BUILD YOUR BOARD. Building a knowledgeable, dependable, and supportive board of directors is another crucial step. “You must, at minimum, have a board president, a treasurer, and a secretary,” McKim says. “Well-meaning friends or relatives can get your paperwork started, but a real board includes people with appropriate skill sets and a passion for your cause.” Find people who will bring different voices and abilities to the table.

“Start by preparing a profile of the types of skills your board needs. Then ask core board members who they may recommend to fill those roles,” McKim continues. He also recommends looking at the National Council of Nonprofits and BoardSource to find resources to get started.

Next, let the board members know from the start what will be expected of them. Also make sure your mix of members includes those who have served on boards before so that the learning curve isn’t steep. “The board is essential to the sustainability and health of an organization,” McKim says.

4. MAKE PARTNERSHIPS. “Join a Chamber of Commerce, network by going to community events, participate in fairs,” Bryant says. “Portraying a professional image of your organization is very important.”

Njenga spread the word about his nonprofit through social media, emails, texts, telephone calls, and discussions with friends. As a result of these efforts,

he met a philanthropist who ultimately helped him organize charitable walks and fundraising dinners. “She became one of the cornerstones of the nonprofit,” he adds.

Next, enlist your board of directors. “Use your board to develop a list of people who can help find clients, personnel, and volunteers to administer programs and fund the development of the organization,” McKim says. “Then, create a database of the contacts you make.”

5. CREATE A BRAND. With so much competition for limited charity dollars, a nonprofit must stand out to make a positive and lasting impression. A strong brand—one that tells the nonprofit’s story and communicates how it is different and credible—is key. “It is essential to have a name that resonates and a logo that is appealing and professional,” Bryant says. “Create a survey to get a feel of what your name says to others.”

When you pick a name, go to your secretary of state’s office to make sure it’s not already taken, then register the name, but realize that’s just the start. “Brand-building takes years,” Bryant says. “Providing newsworthy information to people in the community will help build the organization’s brand.”

Everyone in the organization needs to understand the brand and contribute to its strength. “A strong brand will help the organization stand out, distinguish its cause, and inspire others to support your nonprofit,” McKim concludes.



Translating Prevention and Treatment for Kids

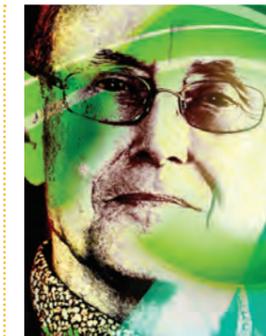
While working at the Board of Health in Woburn, Mass., and on her Master of Public Health (M.P.H.), **Jeanette Bryant '09** was presented with a harsh truth: Children and their families don’t know nearly enough about preventing and treating illnesses. Bryant decided to do something about it. In 2009, she founded a nonprofit.

Kids Be Aware publishes books and holds seminars to teach families about infectious and chronic diseases like tuberculosis, HIV, and asthma. It also hosts seminars and hands-on programs that focus on exercise and healthy eating habits. “I had an instructor at Walden who would tell stories about what she was accomplishing,” says Bryant, who is now pursuing her Ph.D. in Public Health. “That encouraged me to continue doing what I wanted to do.” In the spring of 2013, she expanded the nonprofit’s offerings by opening a center to provide fitness, dance, arts and crafts, and nutrition education classes for local children.



Ending Poverty in Kenya and Canada

When **Dr. Peter Njenga '06** went back to Kenya in 2007 to visit Kamuchege, the village where he was born, he learned that some of his former schoolmates had died of HIV and AIDS, leaving their children orphaned. In that moment, the certified public accountant found his purpose. “I realized what you do for others is the key to mankind’s joy and survival,” the Ph.D. in Applied Management and Decision Sciences (now Ph.D. in Management) graduate says. He launched the Dr. Njenga Foundation of Sustainable HIV/AIDS Projects, a nonprofit that addresses poverty by providing food, clothing, shelter, and medical care to orphaned children, children with disabilities, and families in Kenya and Canada. “I’m very proud that 20 children at our orphanage in Kenya are going to school and doing well,” Njenga says. **“My education from Walden molded me into who I am: a socially responsible person who gives back to society as much as I can.”**



Helping Nonprofits Expand Their Reach

Bob C. McKim '10 decided he wanted to do more for his community after selling his data management company and retiring. He started by joining several boards, which he was surprised to find weren’t operating very efficiently, so he created balance sheets and encouraged the organizations to operate more efficiently. “The reaction was mostly positive,” he says. “But I needed to understand nonprofits more completely.” So he enrolled at Walden in the M.S. in Nonprofit Management and Leadership program. **“What I learned during my master’s program reaffirmed my instinctive belief that nonprofits should be run like a for-profit business,” he says.** “After graduating, I started a nonprofit consulting firm to put into action what I had learned.” As a senior partner with McKim Nonprofit Consulting, he now advises nonprofits on growth strategies, fundraising, diversity, and other issues.



Cultivating Community in Las Vegas

As the director of investor services and development for the Las Vegas Global Economic Alliance, **Terrence Thornton '11** became responsible for funding programs that focus on bringing new businesses and industries to the city and highlighting available community assets in Southern Nevada. “We decided to leverage the Vegas brand to promote our organization’s initiatives,” explains Thornton, who graduated with an M.S. in Nonprofit Management and Leadership. “What happens in Vegas are amazing communities, churches, schools—and thriving opportunities for businesses. We are helping the world see these opportunities. **The work I’m doing not only benefits my organization but also educates the world.** As industries and businesses locate to our region, new jobs become available, which positively impacts the lives of more than 2 million people.”



Serving Nonprofits and Students Alike

Important work that offers a challenge—that’s what **Dr. Gary Kelsey** wants and that’s what he gets from his work as a consultant for nonprofits and by serving as a faculty member at Walden. He’s been with the university for 17 years, now as a faculty member in the School of Public Policy and Administration. During his 20-year consulting career, Kelsey has worked with more than 250 nonprofit, philanthropic, education, and government organizations. “I don’t need to be the person in charge, but I want to do really meaningful work that challenges me,” he says. In his consulting work, Kelsey focuses on creating and cultivating boards of directors, development, and strategic planning primarily for organizations that focus on peace, justice, and social change. **“Consulting has informed my teaching and teaching has informed consulting,” he says.**

Master Mentors



Stephen Spartana

AT WORK AND IN THE COMMUNITY, ALUMNI ARE MAKING AN IMPACT—AND FINDING MEANING—BY MENTORING. HERE, THREE ALUMNI SHARE LESSONS YOU CAN APPLY TO YOUR OWN LIFE

By Amy DerBedrosian

●●● MENTORING STICKS.

CONNECTIONS CLICK. LESSONS LAST.

When calls continue, bonds stay strong. Most of all, mentoring motivates. Just ask Debbie Pender, the hospital vice president who found her first mentor in a night-shift nursing colleague nearly 30 years ago. Or Ralphiel Farrar, whose one-year commitment to a program for African-American and Latino teens earned him honors and an ongoing volunteer role. Or Dr. Curtis Alston, the educator who saw boys struggling socially and academically and started a school-based mentoring program. These three alumni are among the many Walden graduates who recognize that mentoring matters—in schools, in communities, in the workplace, and in their own lives.



Reflections by Christina

Helping Boys Thrive in School

Your environment does not dictate the outcome of your life. That's what **Dr. Curtis Alston '13** told himself as a boy, growing up in Boston in a single-parent household in

a high-crime neighborhood. "When I was a grade-school student, a teacher told me that because I was African American and male, I should forget my dreams, that

I probably wouldn't finish high school, and I would likely end up in jail," Alston says. "That motivated me."

Determined to defy the teacher's low expectations, Alston found three mentors. "They taught me that you can be whatever you set your heart on being," he recalls.

Those mentors' messages stayed with Alston when he became a Maryland middle school teacher. Working with his principal, he created a plan for a school-based mentoring program for young male students—and made it a reality. Called

“I shared my doctoral findings with our superintendent and he was so impressed that he wants the mentoring program at every school in the district.” —Dr. Curtis Alston

Gentlemen on a Mission, the program provides positive role models and guidance for boys who are at risk both academically and socially.

“These are the kids who act out, disrupt class, and assert their will. They have influence but don't know what to do with their natural leadership abilities,” says Alston. “Through this program, we give them leadership positions by asking them to be hallway monitors. We also require them to complete community service so the positive behavior extends beyond our school. The program has shown a reduction

in office referrals and an increase in academic performance.”

As he moved on to teach at other Maryland schools and into administration roles, Alston established additional chapters of the program—and began earning his **Doctor of Education (Ed.D.)**. He launched a chapter immediately upon joining Lexington Park Elementary School in St. Mary's County, Md., where he is now principal. Parents clamored to extend the mentoring program to the middle school as their sons grew older; a high school chapter is next.

Oprah Winfrey also noticed Gentlemen on a Mission, highlighting it on her show. Calls followed from schools across the United States and as far away as South America. Every chapter Alston has started is still in place, led by the mentors he trained to take over. “Any program you build has to outlive you,” he explains. “I train and run the chapter the first year, but then I back off. As a result, the program stays strong.”

Alston also remains part of the students' lives. “The boys I started with are now grown men and 75% of them still contact me once a month,” he says. “They say, ‘Thank you, Dr. Alston. If not for you, I wouldn't be in college,’ or ‘I wouldn't have direction.’ There are many success stories.”

More than anecdotes validate the mentoring program's success. With

encouragement from Walden faculty member Dr. Joe Ann Hinrichs, Alston focused his doctoral study on Gentlemen on a Mission, with Hinrichs as his chair. “I consider her my first female mentor,” he says. “At my first residency, she asked a group to speak about their life's passion. She was so moved by what I said about mentorship that she said she'd be honored to serve as my doctoral study chair. As a result, we developed a phenomenal friendship.”

Alston's research findings are helping to strengthen the mentoring program. For example, he says, “A survey showed that the boys were in class more of the time because of the social aspect of the program, but they were still struggling. When I did a literature review, I saw a lot of mentoring programs have a strong academic component. My doctoral study helped me flesh out the academic core of our mentoring program. We now dedicate the first half an hour of each meeting to reading and math strategies.”

It's also led to new growth. “I shared my doctoral findings with our superintendent and he was so impressed that he wants the mentoring program at every school in the district,” Alston explains. “The program at our school will be a model other schools can modify for their needs and student populations. There will also be a program for girls. This is not just a mentoring program for me,” he says. “This is my life, and I'm going to take it as far as I can.”



Working as a Mentor and a Mentee

Mentors kept **Debbie Pender '13** in nursing when she was wavering, served as leadership role models, and gave her strategies to succeed. Now, Pender is the vice president of nursing at the same Oklahoma hospital where she was a nursing student almost 30 years ago.

“My organization is oriented toward growth and mentorship, but mentorship is something I also believe in personally,” says Pender, who was promoted to vice president of Mercy Hospital Ardmore last June and marked another major milestone in 2013 by earning her **M.B.A.** with a specialization in Healthcare Management.

Pender's predecessor groomed her for her new role in senior management. The former vice president involved her in meetings and projects that provided her with opportunities to grow. “She mentored me to be the next vice president of nursing because she saw I had the ability,” Pender says. “She exposed me to situations that were new to me, including meetings with the physicians when we were expanding our services.”

As a registered nurse, nursing instructor, director, and senior hospital administrator, Pender has developed relationships with peers and supervisors who offered professional



Reflections by Christina

guidance and encouragement that many people would consider mentoring. Pender personally believes a mentoring relationship runs deeper.

“A mentor can be intrinsic. A connection develops with someone within your expertise or even another department. You have someone who’s invested in you as a person. There’s a desire to see you succeed and grow. When you have a mentor, you learn what kind of professional you want to be and how you want to lead,” Pender says. “It’s rare to find a true mentoring relationship. You have to be open to mentorship and foster it as a mentor and a mentee. If you already have a working relationship with someone, have a conversation about wanting to be a mentor—or to become a mentee.”

To Pender, mentoring is part of being a leader. She shares what she’s learned on her path to a vice presidency with others at her hospital, including a nurse manager who succeeded her as nursing director and considers Pender a mentor.

Pender believes her own degree from Walden helps her guide a wider circle of hospital staff members. “My degree has had a positive impact on my ability to mentor,” she says. “I’ve set an example for my mentees by being a lifelong learner and moving from nursing to business.”

Though her new role is demanding, Pender remains committed to mentoring. “If it’s something you value, you make the time, even if it’s challenging. Mentoring can be a phone call; it can be strategizing with someone in your office for an hour; it can also be as simple as recommending a book to read.” Pender concludes, “I’m where I am today because I had mentors along the way.”

“When you have a mentor, you learn what kind of professional you want to be and how you want to lead.”

— Debbie Pender

Challenging Teens to Succeed

Ralphfiel Farrar’s manager was the first to realize his potential impact. A senior recruiting specialist for Johnson & Johnson Global Recruiting Services, Farrar was a long-time basketball coach, active at his church, and involved with a school program for at-risk children. He was the ideal choice to represent his company as a business mentor in the Black and Latino Achievers program at the YMCA of Greater Cincinnati in Ohio.

Today, Farrar ’08 is part of a team of local business leaders who mentor teens through the YMCA’s program. There, they teach skills such as setting goals, writing a résumé, interviewing for a job, and budgeting for college. His required commitment is one hour per month, but Farrar chose to make it six.

“Mentoring is not about you—it’s about the person you’re mentoring, and you need to establish a connection,” he explains. “Kids will know if you’ve made a real commitment. The kids know I will be there.”

Farrar welcomed the opportunity to be both a mentor and role model to the teens since it reminded him of his own childhood experiences. “I always tell my mentees

the story of my upbringing,” he explains. “I lived in a housing project. My family didn’t have a lot, yet I never saw my situation as my destination. My dad was my biggest motivator. I had an opportunity to go to a prestigious prep school and worked hard to get where I am today. I feel very strongly about giving back, and I’ve always been the type of person to encourage others.”

His experiences in the **B.S. in Business Administration** program at Walden also motivated him. “The classes on social change and ethical leadership and the overall experience helped me bond to the Walden community,” Farrar explains. “Everyone at Walden is a strong advocate of social change. Seeing what other alumni were doing made me start to think about what I could do.”

In just one year as a volunteer with the YMCA program, Farrar discovered how much he could do as a mentor. “I challenge students to think bigger when they consider their career aspirations and provide them with industry knowledge,” he says. “I knew I was making a difference when someone came to me and said, ‘I got the job because I asked the questions you told me to ask about the team, hours, and management style—and was told that was



Art Dickinson

“Everyone at Walden is a strong advocate of social change. Seeing what other alumni were doing made me start to think about what I could do.”

— Ralphfiel Farrar

the differentiator between me and the other candidates.’ That gave me a good feeling.”

Others also noticed Farrar’s impact. The YMCA recognized him at its annual salute to the Black and Latino Achievers Program in 2012. His dedication to mentorship also earned him recognition at his business. His company nominated him for the national African American Leadership Council Leadership Award—and he won.

“The award put me in the spotlight. Now I’ve been asked to help make the program even stronger,” says Farrar. “I want to see the kids succeed. Five years from today, I want to be able to talk about each of their outcomes.”

The Making of Mentors

Whether you want to mentor others or seek someone to guide you, three alumni offer a few tips to help you get started.

As a Volunteer

FIND YOUR PLACE. “Go to your local school, church, or look for an established program,” says Dr. Curtis Alston. “Schools are always looking for mentors, even if they don’t have a set program.” Ralphfiel Farrar agrees. “Uncover a need, and you’ll find your passion,” he says.

START SMALL. Be realistic about the time you can devote to mentoring. “Take baby steps,” says Farrar, who recommends mentors set clear expectations about the time they will dedicate and make an effort to communicate that clearly.

SET GOALS. Milestones will give purpose to your meetings with mentees. “Set goals, timelines, and milestones so you, your mentees, and other stakeholders in their lives can see their progress,” Alston says.

STAY ENGAGED. “You have to commit to being a presence in the lives of kids who need that constant voice,” says Alston. “You have to make sure they reach their pinnacle.”

In the Workplace

CHEMISTRY COUNTS. Respect and support are crucial, but personal chemistry is another factor. “Finding a mentoring relationship is a journey,” Debbie Pender explains. “If an ingredient is missing, you’ll know it.”

BE DIRECT. “It’s OK to say you’re looking for a mentor,” Pender says. “Seek out people with similar day-to-day experiences.”

BE RECEPTIVE. Whether you’re asked to become a mentor or find yourself assuming this role, be open. “Everyone has something to offer,” Pender says. “Seeing others develop is one of the most rewarding parts of my job.” — A.D.



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Combating Childhood Obesity

FACULTY MEMBERS PROVIDE STRAIGHTFORWARD SOLUTIONS TO IMPROVE THE HEALTH OF OUR FAMILIES

meettheexperts

moderator

●●● **OUR CHILDREN ARE TOMORROW'S LEADERS.** Physical health, self-care, and nutrition are critical to ensuring their academic and professional success. Dr. Melanie Storms led a discussion with three faculty members who are experts in fitness, counseling, and nutrition to tease out tactics we can implement to positively affect the health of our kids and, ultimately, our communities.

STORMS How important is it for parents to set positive examples as role models for leading a healthy lifestyle?

RUSH-WILSON Parents are the first role models children have. They emulate our behavior. So, as parents, we must realize the messages that we send to our children are powerful, including the messages about eating and taking care of our bodies. Consider having discussions with your children about food choices—and also extending those same honest conversations to yourself. Think about why you're eating and what you're eating. If you have a sudden craving for cookies, is it really that you're hungry? Is your blood sugar low because it's been a while since you've eaten? Just be really honest and clear with yourself.

DR. MELANIE STORMS is the vice president of the College of Social and Behavioral Sciences and the College of Health Sciences. Prior to working in academia, Storms was an administrator and care provider in community mental health and hospital settings. Both her current and previous roles focused on the benefits of interdisciplinary approaches to promote well-being.

speakers



DR. SHELLEY ARMSTRONG, a faculty member in the School of Health Sciences, believes a lifetime of heart health begins in childhood. That's why she founded YOUTH FIT and Kids on the Run, programs that teach children exercise is integral to heart health and is fun. Armstrong is a certified health educator, physical educator, running coach, and a regular author and presenter on health- and fitness-related research projects.



DR. TIFFANY RUSH-WILSON, a faculty member in the School of Counseling, is co-owner of a counseling and eating recovery practice in Ohio and volunteers at a nonprofit eating disorders center in Toronto. Rush-Wilson is a licensed psychologist and supervising professional clinical counselor in Ohio, a nationally certified counselor in the United States, and a certified Canadian counselor. She believes that learning to recognize mental eating "cues" and talking to our children about healthy eating habits will help us raise a generation of healthy children.



DR. TIMOTHY RADAK, a Ph.D. in Public Health program coordinator, School of Health Sciences faculty member, and registered dietitian, has built his career around his interests in nutrition. Before becoming a full-time faculty member, he was a senior research program manager at the Cancer Prevention Institute of California and served as the director of nutrition at the Physicians Committee for Responsible Medicine in Washington, D.C.

Have a great relationship with yourself and food and try to support others in developing that kind of relationship, too.

STORMS Dr. Radak, let's talk a little more about nutrition. What are a few ways parents can set positive examples of healthy nutrition for their families?

RADAK Eating together is a great way to enhance community within a family but also has health benefits. Sharing meals at breakfast or dinner are great opportunities to "walk the talk" by showing appropriate food portions and talking about why certain foods are better for our health.

STORMS Communication and nutrition are obvious cornerstones, but many people lead fairly sedentary lives. We may drive to work, sit at a desk all day, and sit down in front of the TV after dinner. Dr. Armstrong, what are the leading barriers to exercise? How can we overcome them?

ARMSTRONG The leading barriers to exercise are lack of time and self-motivation. The first strategy I suggest is to set goals that follow the SMART method: They should be specific, measurable, attainable, relevant, and time-oriented. For example, I might put a reminder on my calendar to get up and move around for 10

minutes every three hours. Small goals like that will help us get started. I encourage all people to put fitness activities on their calendar every day just like any other meeting, lunch date, class deadline, or conference call. It should be the most important appointment of your day. A plan will help you make gradual, steady progress.

STORMS Even if we make enough time for exercise, the average family is still likely to watch television. Dr. Radak, what is the relationship between television viewing and fruit and vegetable intake?

RADAK American surveys indicate that television watching is the top leisure activity and the most common activity after sleeping and working. Numerous studies suggest that the more television children watch, the higher their risk for obesity. Children often reach for a snack, then sit to watch television, which can be a hard habit to break. One step parents can take is to offer healthy snacks. Fresh fruits and vegetables are packed with nutrition and are low in calories.



STORMS Parents are one set of role models for children. But their peers are another. Dr. Rush-Wilson, why is it important that children have social support networks among their peers? How can you ensure that healthy networks develop for your children?

RUSH-WILSON If kids are able to access community resources like a running club or school activities, it

allows them to be active and connect with other kids their age who are doing the same things. Team sports are wonderful in that respect. In addition, it's important for students and children to talk about their nutritional interest, what they like to eat with their peers and with other kids. My daughter regularly comes home for lunch. She and her best friend recently planned to make lunches for each other, so I bought the ingredients. I monitored what they made and ate, which allowed me to praise the decisions that they made.

STORMS Dr. Armstrong, I know that running is a part of your life. Why were you motivated to start a running program called YOUth FIT in your community? How can people find motivation to exercise regularly?

ARMSTRONG When I graduated from college, I didn't have enough money to purchase a gym membership. The easiest thing for me was to keep running. I also began

coaching college cross-country teams. The director of the local parks and rec watched our races and was blown away by the sport since it's so simple and such a great fitness activity. He asked me to send a proposal for a running program. Six months later I started YOUth Fit, a summer running program for kids 7 to 17 that uses local parks and targets kids who don't have access to fitness facilities. Three years ago, I created a spin-off during the school year called Kids on the Run. This program creates running clubs for elementary school children. The past two years, we've had more than 1,200 kids participate each year. Once the kids get excited about running, they want their parents to do it with them. I've seen it impact the entire family: Parents then see how important it is to get involved with their children.

We've seen weight loss and fitness improvement in the parents as well. No matter what you choose to do, set personalized goals to stay motivated and committed to a healthy lifestyle. ■



“A plan will help you make gradual, steady progress.”



Cusp & Flirt/Masterfile



SPOTLIGHT

Expedition to Space



Michele Mailhot gives students an astronaut's view of Earth to bring math to life in the classroom

By Christine Van Dusen

Ali Ender Birrer

●●● **AS A LITTLE GIRL** growing up in Connecticut and Maine, **Michele Mailhot '09** and her six siblings loved to lay in the grass and stare up at the stars, hoping to catch one streaking across the sky. It was the 1960s, and Mailhot wanted to know what astronauts saw when they peered back down at Earth.

Today, she has helped answer that question for herself and for countless children. She worked with a team of educators and scientists to develop a curriculum that gives students a view of the world from outer space—quite literally. The NASA-sponsored program she co-created, called “ARES: Expedition Earth and Beyond,” uses astronaut photography from shuttle missions and the International Space Station, allowing students to study geological features on Earth in ways that mirror the investigations conducted by NASA scientists.

Mailhot isn't an astronaut; she is a mathematics specialist for the Maine Department of Education and the secretary of the Association of State Supervisors of Mathematics. But her involvement in the “Expedition Earth” program makes sense, she says, because through it math and science come alive—an important part of educating young minds.



Michele Mailhot, far left, stands with the NASA team.

With initial funding from a three-year grant, Mailhot, three teachers, NASA scientists, and NASA's science education specialist Paige



Graff from the Johnson Space Center created the curriculum in which students looked at astronauts' photos and collected data on Earth's volcanoes, impact craters, glaciers, sand dunes, rivers, and deltas. Then, using several years of photos of the same sites, students used math to analyze how those features changed over time.

“Sometimes students don't come in at grade level; I felt I lacked the knowledge to support those struggling students,” Mailhot explains, which is why she pursued her **M.S. in Education** with a specialization in Mathematics (Grades 6-8). “My courses at Walden gave me tools to help students look at mathematics differently,” she says. “They often ask, ‘When will I ever use math and

why do I have to learn this?’ Expedition Earth answers those questions.”

Students used math to calculate environmental changes such as how far a glacier has grown or retreated or whether a land mass has changed over time. From that data, they drew conclusions and presented their findings not only to their teachers but also directly to NASA scientists.

Teachers who were involved in the project are still doing workshops, creating new lessons, training educators, and looking for funding to expand and enhance the Expedition Earth program. Plus, the archived curriculum is free and easily found online. “We hope more teachers will use this,” Mailhot says. “This is bringing math to life.”

Click on WaldenU.edu/space to find a link to the curriculum.

Make an Ongoing Commitment to Social Change

As a Graduate of Walden, You're a Social Change Agent.

You already know the value of volunteering. Make a point to positively impact your community all year long. Visit the Walden Service Network to:

- **Locate local volunteer opportunities.**
- **Post projects and recruit volunteers.**
- **Explore global projects using the international search feature.**
- **Create a volunteer profile to share your background and expertise.**

Alumni, faculty, students, and staff have already logged more than 660,000 volunteer hours on the Walden Service Network. Join them today to discover new opportunities to create social change in your community.

WALDEN SERVICE NETWORK

Visit www.WaldenU.edu/servicenetwork to choose a project today.

Meet the Newest Scholars of Change

●●● **READ THE STORIES OF THE 2013 SCHOLARS OF CHANGE.** They share how—and why—they are driven to improve the lives of people across the world:



Andrea Baer, a B.S. in Political Science and Public Administration student,

partnered with Little Mended Hearts to make a difference in the lives of families of children who are born with congenital heart defects. "Advocating for our children's future is my passion," she says. "No family should walk this path alone."



"My studies inspired me to think

not only nationally, but globally about the way society looks at learning disabilities," says **Dr. Heather Macdonald '13,** a Ph.D. in Psychology alumna. She developed a revolutionary learning model that is being used around the world to provide students of all abilities an opportunity to learn.



Bakali Mukasa, a Ph.D. in Health Services student,

founded the nonprofit Face of Hope International to improve the livelihood of and create opportunities for underprivileged children and families in rural communities in Uganda. "I want to make education—the magic that transformed my life—accessible to every child in Uganda," he says.



"Transition isn't easy, but it doesn't

have to be hard. I want to create a new paradigm for how veterans are treated," explains **Derek Neuts,** an M.S. in Psychology student and veteran. He co-created the Institute of Veteran Cultural Studies with his wife to rethink how they reintegrate, heal, and excel in the civilian world.



Courtney Skiera, a Ph.D. in Psychology student and a Tennessee native, divides her time between the Kwagala Project, a nonprofit that empowers young victims of human trafficking, and a.k.a. HOPE, an organization that assists families in Uganda. "Thanks to Walden, I could advance my education and make a positive impact" she says.

Watch their inspiring videos at www.WaldenU.edu/scholarsvideos.



Discover Your Social Change Identity

●●● **NO TWO SOCIAL CHANGE AGENTS ARE ALIKE.** In fact, according to Walden's 2013 Social Change Impact report, there are six distinct types of social change agents: Ultracommitted Change-Makers, Faith-Inspired Givers, Socially Conscious Consumers, Purposeful Participants, Casual Contributors, and Social Change Spectators.

What's more, the findings reveal that education continues to play a vital role in providing opportunities for social change engagement, which, if started at a young age, may lead to more involvement in adulthood.

Commissioned by Walden University and conducted online by Harris Interactive in April-May 2013, the third annual report surveyed more than 9,000 adults in Brazil, Canada, China, Germany, India, Jordan, Mexico, and the United States.

Take the quiz to discover what kind of social change agent you are at WaldenU.edu/impactreport.

WHERE Are They Now?

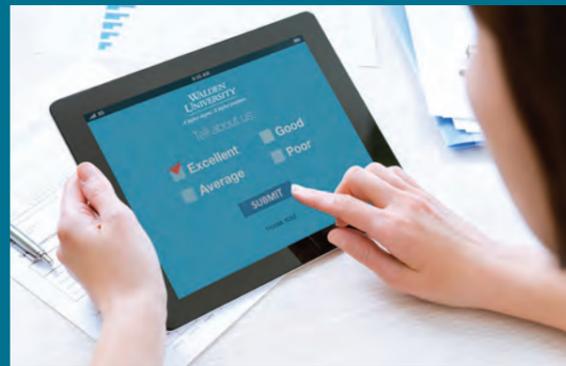
●●● **THIS YEAR, MANY ALUMNI WILL CELEBRATE A MILESTONE ANNIVERSARY**—five, 10, 20 years or more—as proud Walden alumni. If your graduation year ends in a four or a nine, share your career accomplishments with us in a short email to alumni@waldenu.edu. Make sure to include the year in which you graduated, the name of your current employer, and your job title. Your updates will be organized by class and featured in Walden publications.

Congratulations to the classes of 2009, 2004, 1999, 1994, and earlier!



Participate in the 2014 Alumni Survey

●●● **THE MOST IMPORTANT OUTCOME** at Walden is the success of our graduates. It's our goal to equip you with knowledge and skills that you can immediately apply to positively impact your career. To ensure we're reaching that goal, we ask our graduates to provide annual feedback about how they are using their Walden education to advance their careers and effect positive social change. The next survey will open in February 2014. Confirm your email address at www.myWaldenAlumni.com to be sure your voice is heard.



Summer '14 Speaker

●●● **DR. CONDOLEEZZA RICE WILL BE THE KEYNOTE SPEAKER** at Walden's 52nd Commencement Ceremony on July 12, 2014, in National Harbor, Md., at the Gaylord National.

In addition to serving as the Secretary of State under President George W. Bush (the second woman and the first African-American woman to hold the post), she also served as his assistant to the president for National Security Affairs and earlier as the provost of Stanford University.



She is also the co-founder of the Center for a New Generation, an innovative after-school academic enrichment program for students in California that ultimately merged with the Boys and Girls Club of the Peninsula, in which she remains an active voice.

Visit www.myWaldenAlumni.com/commencement in the coming months for more information. Registration opens in the spring.

*Share ideas.
Spread knowledge.
Showcase your work.*

Presidential Alumni Research
Dissemination Awards

Walden University is proud to announce the Presidential Alumni Research Dissemination Awards, which are designed to recognize doctoral graduates who share their knowledge.

If you have published or presented your Walden research outcomes within the last three years, you may be eligible to receive a \$100 award for a presentation or a \$250 award for a publication.

To learn more and to submit your work, please visit www.myWaldenAlumni.com/dissertations.

WALDEN UNIVERSITY
ALUMNI ASSOCIATION

Accolades

The professional activities of Walden's alumni are having a significant impact on their organizations, communities, and disciplines. Here are some recent highlights.

Awards

Dr. Laura Kieran '12

Ph.D. in Education

Recognized with a 2013 College of Education and Human Services **Excellence in Teaching With Technology Award** from Western Illinois University, where she is an assistant professor.

Preeti Singh '12

Master of Science in Nursing

Named the **Authentic Leader of the Year** by the Northwest Organization of Nurse Executives. Singh is a registered nurse at PeaceHealth St. Joseph Medical Center in Bellingham, Wash.

Dr. Shawn C. Boone '10

Doctor of Education

Recognized as a Los Angeles Unified School District **Teacher of the Year** for 2013–2014. Dr. Boone teaches at Orchard Academies 2C in Bell, Calif.

Dr. Alison Grizzle '10

Doctor of Education

Honored as the Alabama **Teacher of the Year** for 2013–2014. She is a math teacher at P.D. Jackson-Olin High School in Birmingham, Ala.

Dr. Anthony D. Jackson '10

Doctor of Education

Named the Central Carolina Regional Education Service Alliance **Superintendent of the Year**. He is the superintendent of Nash-Rocky Mount Public Schools in North Carolina.

Ronald Algeo '05

M.S. in Education

Received the 2013 **Henry P. and M. Page Laughlin Educator Award** from Ursinus College for dedicating his professional life to providing quality education and creating an environment where students can stretch themselves academically, athletically, and morally. He is the head of the upper school at Malvern Preparatory School in Pennsylvania.

Dr. LeRoy Nattress Jr. '96

Ph.D. in Human Services

Honored by the Los Angeles County **Commission on Disabilities** for his work as an advocate for people with disabilities. Dr. Nattress is the executive director of the Services Center for Independent Living.

Board Appointments

Terri Tuttle '09

Master of Public Administration

Became the **board liaison** for the Texas Department of Motor Vehicles.

Shawn Kehoe '08

B.S. in Business Administration

Elected a member of the Los Angeles County Employees Retirement Association's Board of Investments, a public pension fund that administers and manages the largest county retirement system in the United States. Kehoe is responsible for setting and overseeing a \$60 million dollar operational budget through December 2016.

Stacci Barganz '06

M.S. in Education

Chosen to serve as **director at large** for the Wisconsin Educational Media & Technology Association. She is a technology innovation specialist in a Wisconsin school district.

Dr. Shelley Hamill '97

Doctor of Education

Elected president of the South Carolina Alliance for Health, Physical Education, Recreation, and Dance. Dr. Hamill is a professor at Winthrop University in Rock Hill, S.C.

Presentations

Dr. Adrianna Flavin '12

Ph.D. in Psychology

Gave a poster presentation at the American Psychological Association convention in Honolulu. She is a post-doctoral fellow at Aloha House, Inc., an addiction and mental health treatment facility.

Dr. Daniel Timm '12

Doctor of Education

Gave two presentations as the **featured speaker** at the Midwest District of the American Alliance for Health, Physical Education, Recreation, and Dance leadership development conference.

Dr. Steven Matarelli '11

Ph.D. in Public Health Graduate and School of Public Policy and Administration Faculty Member

Presented at the Hospital Revenue Management Conference in Bangkok on the topics "Measures of True Success: Revenue vs. Profitability in Healthcare" and "Sourcing and Retaining Patients: Drivers of Satisfaction."

Persephone Munnings '10

Master of Science in Nursing

Spoke at a conference of the Nurses Association of Belize. Munnings is a regional director for Region 1 of the Caribbean Nurses Association and a past president of the Nurses Association of The Commonwealth of the Bahamas.

Promotions

Dr. Curtis Alston '13

Doctor of Education

Named the **principal** of Lexington Park Elementary School in Maryland in June. He previously served as an assistant principal for St. Mary's County Public Schools. Read more about his work as a mentor on page 24.

Debbie Pender '13

Master of Business Administration

Named the **vice president** of Mercy Hospital Ardmore in Ardmore, Okla., in June. She had served as the interim vice president since the fall. Read her insights on leadership on page 24.

Dr. Edilberto A. Raynes '13

Ph.D. in Public Health

Received tenure and was promoted to associate professor at Tennessee State University.

Beverly Tilson '13

B.S. in Psychology

Named **assistant director** at Baker Places' Joe Healy Medical Detox Project in San Francisco.

Vicki Baker '12

Master of Science in Nursing

Appointed **director of emergency services** at West Florida Healthcare.

Dr. Zickeyous Byrd '12

Doctor of Education

Promoted to **project administrator** for the Alabama State Department of Education. He now oversees the instructional leader evaluation system for the state.

Carlotta Challenger '12

M.S. in Education

Appointed **principal** of the Dominica Seventh-Day Adventist Secondary School in Bridgetown, Barbados.

Sharon Cochran '12

Master of Science in Nursing

Named **administrative director of cardiovascular services** for Holmes Regional Medical Center in Melbourne, Fla.

Laura Hoffman '12

Master of Science in Nursing

Became **nurse manager** for the critical-care unit at Sanford Worthington Medical Center in Minnesota.

Jim Ruel '12

B.S. in Psychology

Named **vice president** of outside plant, maintenance, and construction at Cox Communications in Virginia.

Dr. Christopher Arori '11

Ph.D. in Public Health

Opened The Research Triangle College of Health Sciences and Technology in Morrisville, N.C. Dr. Arori is serving as the college's **president and CEO**. Read more about his college on page 2.

James T. McDaniel '11

Master of Science in Nursing Graduate and Doctor of Nursing Practice Student

Named the **first inpatient facility director** at Hospice of the Panhandle in Martinsburg, W.Va. He is also a faculty member at Shepherd University.

Dr. Suzan Nelson '11

Doctor of Education

Named the **director for the master of science in education program** at Saint Joseph's College Online, which is based in Standish, Maine.

Dr. Richard Fort '10

Ph.D. in Psychology

Became the **president and COO** of CereScan Corp., a diagnostic brain-imaging company.

Dr. Amy Catherine Howard '10, '08

Ph.D. in Public Health and M.S. in Public Health (now Master of Public Health)

Named the **coordinator of the Healthiest Weight initiative** of the Florida Department of Health.

Dr. Richard Pitts '10

Ph.D. in Applied Management and Decision Sciences (now Ph.D. in Management)

Appointed as the **medical director** of Arrowhead Regional Medical Center in Colton, Calif.

Dr. Joseph L. Ricca Jr. '10

Doctor of Education

Named **superintendent** of Elmsford Board of Education in New York. He was formerly the superintendent of schools for the East Hanover Township School District in New Jersey.

Tracy Temple '10

Master of Science in Nursing

Named the **chief nursing officer** of Central Carolina Hospital in Sanford, N.C. She most recently served as director of nursing operations and support services at Piedmont Medical Center in Rock Hill, S.C.

Dr. Joshua Thomas-Acker '10

Ph.D. in Psychology

Named the **executive director** of the National Alliance on Mental Illness in

Delaware. Read about his perspective on leadership on page 10.

Kenneth “Trey” Cox ’09
M.S. in Education Graduate and Ed.S. in Administrator Leadership for Teaching and Learning Student
 Named the **principal** of Patrick County High School in Stuart, Va.

Sylvia Hanna ’09
M.S. in Education
 Promoted to **principal** of Foothill Oaks Elementary in Sacramento, Calif., in July. She had been the school’s curriculum and instruction neighborhood network coordinator.

Dr. Gayle D. Jones ’09
Ph.D. in Public Health
 Promoted to **director of the Office of Child Health** at the Georgia Department of Public Health.

Benjamin Grey ’06
M.S. in Education
 Appointed **chief innovation officer** of Elk Grove Township Elementary District 59 in Arlington Heights, Ill.

Julie Grow ’05
Master of Business Administration
 Hired as the **vice president of finance** at Hocking Valley Community Hospital in Logan, Ohio.

Dr. Ross A. Wirth ’04
Ph.D. in Applied Management and Decision Sciences (now Ph.D. in Management)
 Promoted to **assistant provost** at Franklin University in Columbus, Ohio. He previously served as the dean of the university’s Ross College of Business.

Publications

Dr. Maureen Kroning ’13, ’07
Doctor of Education and Master of Science in Nursing
 Published an essay titled “The Guilt Suicide Leaves Behind” in *American Nurse Today* (Vol. 8, Issue 6). She is an **associate professor of nursing** at Nyack College in New York.

Dr. John DeGarmo ’12
Doctor of Education
 Published his **second book**, *The Foster Parenting Manual: A Practical Guide to Creating a Loving, Safe and Stable Home* (Jessica Kingsley Publishers, 2013). Dr. DeGarmo is a media specialist in the Jasper County School District in South Carolina.

Dr. Satoko Nguyen ’12
Ph.D. in Human Services
 Co-authored “Fear as a Predictor of Life Satisfaction in Retirement in Canada” in *Educational Gerontology* (Vol. 39, Issue 10). Dr. Nguyen is a teacher at the Sundai Michigan International Academy in Novi, Mich., and a Japanese-English translator for the U.S. Patent and Trademark Office.

Levon Margolin ’11, ’08
Ph.D. in Psychology and M.S. in Psychology
 Wrote the article “Inclusion vs. Exclusion” in the National Alliance of Professional Psychology Providers’ journal, *The Clinical Practitioner* (Vol. 8, No. 3). Dr. Margolin is the **CEO and chief psychologist** of ibemed, a company that works to improve patient care while decreasing healthcare costs.

Joanne Souza ’09
M.S. in Psychology Graduate and Ph.D. in Psychology Student
 Co-authored two articles in *Evolutionary Anthropology* (Vol. 22, Issue 3): “Introduction:

Social Complexity and the Bow in the Prehistoric North American Record” and “Theory Testing in Prehistoric North America: Fruits of One of the World’s Great Archeological Natural Laboratories.”

Dr. Hope Blecher ’08
Doctor of Education
 Wrote “The Common Core ‘Network’” in *Educational Viewpoints* (Spring 2013), the journal of the New Jersey Principals and Supervisors Association.

Dr. James B. Huntington ’07
Ph.D. in Applied Management and Decision Sciences (now Ph.D. in Management)
 Published *Choosing a Lasting Career: The Job-by-Job Outlook for Work’s New Age* (Royal Flush Press, 2013).

Dr. Richard Schuttler ’98
Ph.D. in Applied Management and Decision Sciences (now Ph.D. in Management) and School of Management Faculty Member
 Co-authored an article, “Grieving, Learning, and Growing: A Mentoring Model for Organizational and Personal Growth,” in the *Journal of Psychological Issues in Organizational Culture* (Vol. 4, Issue 1) with **Dr. Cheryl A. Lentz**, a faculty member in the School of Management.

Dr. Gary R. Bickford ’97
Ph.D. in Health Services
 Published a book, *Our Stress Is Killing Us: Money-Back Guaranteed Solutions* (Outskirts Press, 2013). Dr. Bickford is the founder of Healthy Life Clinic Inc., which offers medical services to the poor and underserved.

■ We want to hear from you! Share your accomplishments at myWaldenImpact@waldenu.edu.

Celebrating Connections

●●● **OUR ALUMNI ARE LIKE FAMILY.** They make a point to celebrate each other’s accomplishments and catch up in person. Here, we share a few photos from recent events in Minneapolis, Minn., and Baltimore, Md.



Laura Randleman ’13 (second from left) and her guests met with Dr. Cynthia Baum (far left) at the alumni reception in Minneapolis.



Dr. Harold Cohen ’00 and Dr. Roderick French ’13 connected at the Baltimore alumni reception in October.



Bryan Ortiz ’13 (center) celebrated his graduation at commencement in August with family friend Dr. Albitth Colón ’92 (left) and his mother Dr. Maritza Soto ’93.



Ronald Burke ’13 (right) and his wife, Dorothy, (left) listened to speeches at the reception in Minneapolis.



Dr. Walter McCollum ’04, Dr. Raymond Marbury ’12, André Lynch ’07, and T.R. Rowe ’11 renewed their friendship in Baltimore.

■ Visit www.myWaldenAlumni.com to view and upload your own alumni event photos.

Programs at a Glance

Are you thinking about earning another degree to help you accomplish your personal goals and prepare for career advancement? Do you know a family member, friend, or colleague who would benefit from Walden's programs? Have a look at our current program offerings to see what inspires you.

(New programs in bold.)

DOCTORAL

- Business Administration (D.B.A.)
- Counselor Education and Supervision Education (Ed.D.)
- Education (Ph.D.)
- Health Services
- Human Services
- Information Technology (D.I.T.)** Management
- Nursing Practice (DNP)
- Psychology
- Public Health
- Public Policy and Administration
- Social Work (DSW)**
- Social Work (Ph.D.)**

MASTER'S

- Accounting
- Accounting and Management
- Addiction Counseling
- Adult Learning
- Business Administration (M.B.A. and Executive M.B.A.)
- Career Counseling
- Clinical Psychology
- Clinical Research Administration
- Communication**
- Criminal Justice
- Criminal Justice Leadership and Executive Management
- Early Childhood Studies
- Education (M.S.Ed.)
- Emergency Management
- Forensic Psychology

- Health Informatics
- Healthcare Administration (M.H.A.)
- Higher Education
- Human Resource Management
- Human Services
- Information Systems
- Information Systems Management
- Information Technology
- Instructional Design and Technology
- Leadership
- Management
- Marriage, Couple, and Family Counseling
- Mental Health Counseling
- Nonprofit Management and Leadership
- Nursing (MSN)
- Project Management
- Psychology
- Public Administration (M.P.A.)
- Public Health (M.P.H.)
- Public Policy (M.P.P.)
- Social Work (MSW)
- School Counseling**
- Teacher Preparation Program with a Master of Arts in Teaching (M.A.T.)

BACHELOR'S

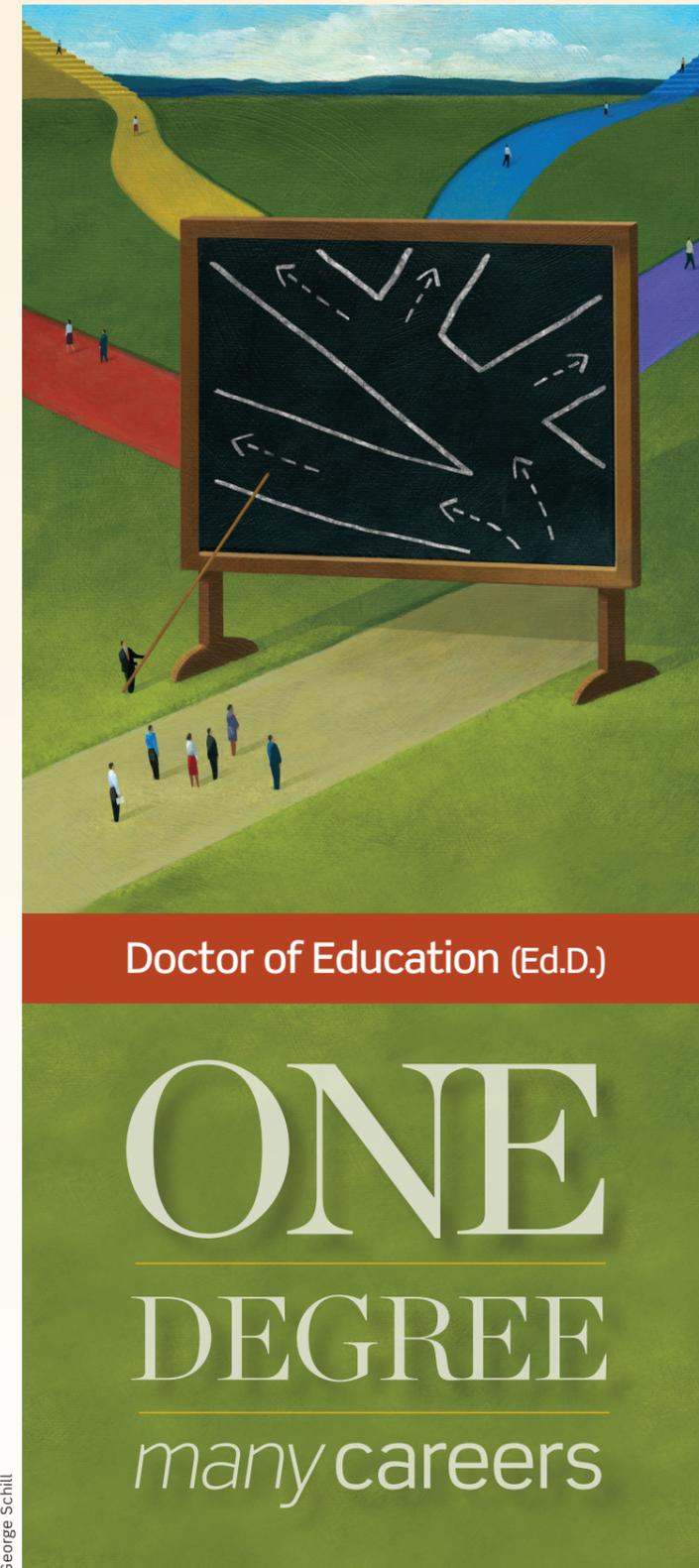
- Accounting
- Business Administration
- Business Communication
- Child Development
- Communication
- Computer Information Systems
- Criminal Justice
- Educational Studies

- Forensic Psychology
- Health Studies
- Healthcare Management
- Human Services
- Information Technology
- Instructional Design and Technology
- Interdisciplinary Studies
- Nursing (BSN) Completion Program
- Political Science and Public Administration
- Psychology
- Public Health

EDUCATION SPECIALIST

- Administrator Leadership for Teaching and Learning
- Adult Education
- Assessment, Evaluation, and Accountability
- College Teaching and Learning
- Curriculum, Instruction, and Professional Development
- Early Childhood
- Educational Leadership and Administration (Principal Preparation)
- Educational Technology
- Reading and Literacy Leadership
- Special Education
- Teacher Leadership

Walden also offers more than 45 certificates. Learn more at WaldenU.edu.



Doctor of Education (Ed.D.)

ONE
DEGREE
many careers

George Schill

See the **diverse mix of careers** held by graduates who all completed the same degree program.

Dr. Veronica F. Christian '13
GUIDANCE COUNSELOR
Eva Gordon Elementary School
Magnolia, Miss.

Dr. Leavery Y. Davidson '13
INSTRUCTIONAL/EDUCATIONAL
TECHNOLOGIST, ADJUNCT
INSTRUCTOR, and CONSULTANT
Houston Community College,
Houston ISD, and A Plus
Business Solutions
Houston, Texas

Dr. Cindy Fairchild '13, '08
DIRECTOR OF NURSING
High Desert Medical College
Lancaster, Calif.

Dr. Kimberly McDuffie '13
DEAN OF STUDENTS/PRINCIPAL
INTERN
Eugene Ashley High School
Wilmington, N.C.

Dr. Maryjane Burdge '12
ASSISTANT PROFESSOR
University of Wisconsin-Superior
Superior, Wis.

Dr. Virginia Duncan '12, '07
INSTRUCTIONAL COACH
Liberal High School-USD 480
Liberal, Kan.

Dr. Salimah A. McCallum '12
INSTRUCTIONAL SPECIALIST/
TEACHER/DEAN
New York City Department
of Education
Brooklyn, N.Y.

Dr. Dan Timm '12
FACULTY ASSOCIATE
University of Wisconsin,
Department of Kinesiology
Madison, Wis.

Dr. Donis Toler Jr. '12
PRINCIPAL
Dublin Scioto High School
Dublin, Ohio

Dr. Dorothea E. Gordon '11
DIRECTOR OF SPECIAL EDUCATION
Grand Prairie Independent
School District
Grand Prairie, Texas

Dr. David Parks '11
ASSISTANT PRINCIPAL
Premier Charter High School
Phoenix, Ariz.

Dr. Teri Cox '11
EDUCATIONAL CONSULTANT
Cox Consulting
Little Rock, Ark.

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How I Did It

BECKY FLEMING '13

DEGREE EARNED: B.S. in Communication with a concentration in Emerging Media

WHY I WANTED TO EARN A DEGREE:

I knew I wouldn't get far in my career without a bachelor's degree. It's a staple in today's world. I also wanted to be a role model for my kids. My oldest is 8 now. At my graduation, it became very apparent to him what I had accomplished—and he is very proud of me.

WHAT I DID AT THE SAME TIME: I worked as a coordinator in trauma services at Barnes-Jewish Hospital in St. Louis, Mo. I'm married with two children, so I had family responsibilities, and I also actively volunteered at a shelter for pregnant women with children.

HOW I BALANCED EVERYTHING: I've always been very organized; I'm good with timelines and schedules. I broke my projects into small, manageable pieces I'd complete during lunch or after my boys went to bed. The support of my family was very important. I explained to my kids that I needed to do homework, and my older son made a point to help out by entertaining our younger son. My husband also helped with child care during the week. We're a very good team.

HOW OTHERS HELPED ME SUCCEED:

It was great to share my ideas with my husband. We always talked about my classes,



Dionne Jones

“I've taken everything I've learned at Walden and implemented it in my work or life in some way.”

and sometimes I'd ask him to read my papers and give me feedback. At work, my boss supports everyone who wants to obtain higher education. She was very flexible, allowing me to work different days or hours if I had a lot of schoolwork. Someone I work with also went to Walden—that's how I found out about it—and we supported each other. We'd share ideas about our papers and assignments, which helped both of us succeed. Three other people in my department are also going to school, and we would read each other's papers. It was a very supportive atmosphere. The collaborative environment challenged me to learn even more.

HOW MY EDUCATION HAS IMPACTED MY LIFE:

I've taken everything I've learned since I started at Walden and implemented it in my work or life in some way. In one course, we were asked to use social media to make

an impact. As I was writing the assignment, which involved linking Facebook and Twitter accounts to a website I created, I realized I could expand the project to help parents who are new to the school my son attends. I created an FAQ page to help the school improve its communication with parents. In 2013, the school implemented those changes, which was very rewarding.

BIGGEST CHANGE IN MY LIFE SINCE GRADUATION:

I am more confident in everything I do, especially now that I've taken on the additional responsibility of being one of the contacts for the hospital's media department for trauma services. I'm proud I had the drive to complete my degree. — A.D.

■ Tell us how you did it at myWaldenImpact@waldenu.edu.

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just like you.



4 *out of* 5

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- Volunteering as guest speakers for webinars.
- Attending local Information Sessions and alumni events.