

WALDEN

WINTER/SPRING 2015

ALUMNI MAGAZINE

Saving Children, Saving Herself

Make the Dream Work

How to Build Strong,
Productive Teams

An Everyday Aha!

A Career-Changing
Stroke of Genius

My Mission Possible

Providing the Tools
For a Better Life

Dear Alumni,

● ● ● **WE APPLAUD YOUR RESILIENCE.** It takes hard work, long hours, and personal motivation to complete a degree. Add full-time jobs, volunteer work, and families into the mix, and there's no doubt that your success is a remarkable journey of dedication. As I talk with you on the phone and at regional events, I am continually impressed by both what you've achieved and by the challenges you've overcome along the way.

In this issue of *Walden* magazine, you will find the inspiring stories of several alumni who found strength and courage to change the world around them through education. One graduate left behind an environment of illiteracy and abuse to become a national expert on family violence counseling. Another, a mother who tragically lost her daughter through suicide, became a vocal advocate for suicide awareness. Both journeys were unquestionably difficult but clearly demonstrate resilience and how personal tragedies can fuel positive collective movements.

We encourage you to continue sharing your stories as changemakers. Your experiences and accomplishments demonstrate the passion and mission of our Walden community. Your courage to turn ordeals into opportunities to change your world is worth celebrating, and we thank you for choosing us to be a part of your journey.

Warmest Regards,
Valescia Lee-Collick
Valescia Lee-Collick
Director, Alumni Relations

P.S. Tell us about your successes at myWaldenAlumni.com/shareyourstory.



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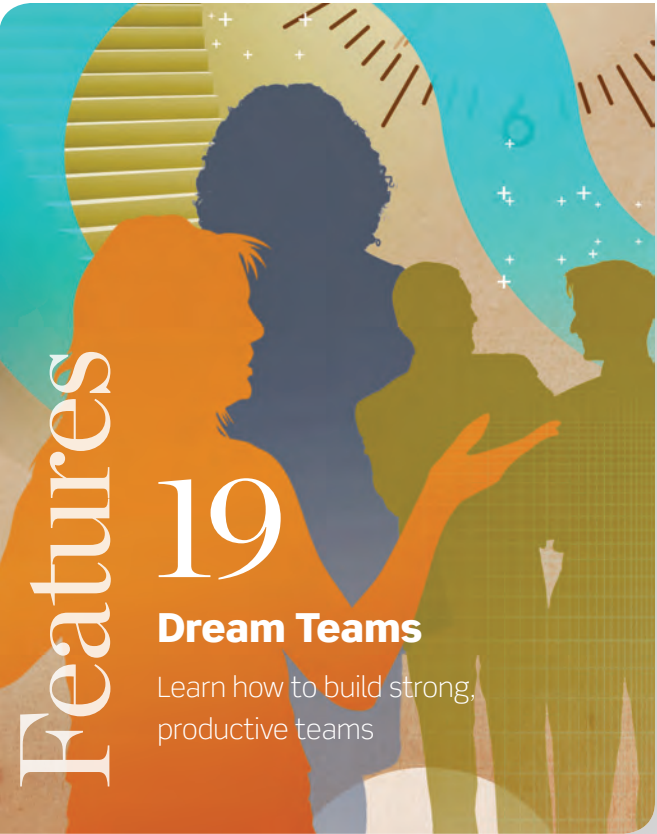
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University of Guyana

Special Deliveries



Dr. Shamir Andrew Ally brings business books—and hope—back to his home country of Guyana

By Christine Van Dusen

● ● ● **IN THE LIBRARY**—its shelves nearly bare, save for a few battered and outdated volumes—a young man was hungrily reading through the pages of a crisp, new textbook on accounting. **Dr. Shamir Andrew Ally '94** watched nearby, peering to see if there was a telltale dot on the tome. When he saw it, he smiled.

Ally, a **Ph.D. in Applied Management and Decision Sciences (now Ph.D. in Management)** graduate and Alumni Ambassador, donated that textbook to the University of Guyana's library. It's just one of the more than \$100,000 in books on management, accounting, leadership, and health that the Guyana native and his wife, Dr. Maryann Renee Beebe Ally,

“I believe that education is one of the key drivers for success for individuals and for a nation as a whole.”

have gifted to the school (and marked with a dot) since 2004.

“I believe that education is one of the key drivers for success for individuals and for a nation as a whole,” says Ally, president and CEO of International Consulting Services, based in North Carolina. “I wanted to do something to give back.”

Giving back is something Ally has always wanted to do, especially to help his home country of Guyana, the third-poorest country in South America. Although he had studied business at the University of Guyana in 1978, he briefly considered politics as a way to help change his country for the better but soon realized



that approach wasn't likely to be effective. He moved to the U.S. and completed a bachelor's and master's in business administration, but having an academic understanding of business wasn't enough. He wanted to go to a university that could help him use his business background to improve the picture for Guyana. So he enrolled at Walden.

“Walden's professors encouraged me to give back to my country, knowing that development and business could be better than aid,” he says.

Meanwhile, he got a message from a friend in Guyana: The library at his alma mater was perilously low on business textbooks. The books that were available were either out of date or based on British laws. Ally was inspired to buy 50 books in the U.S. and send them to the school. His donations have increased during the last seven years. When he visits the university, he sees that nine out of 10 business students are using the books he donated. And that feels good.

“We all can give more of ourselves. We can start small and do something



that fits with our lives and what we understand,” says Ally, now a professor of management at William Loveland College in Colorado and a visiting professor at the Romanian-American University, Qatar University, and the University of Guyana. “You can pick something near and dear to your heart, and the rest will follow. Walden helped me see this through.”

Tell us how you're making an impact at myWaldenAlumni.com/shareyourstory.



INSIGHTS

The Road to Market-Winning Products

Dr. Chad A. McAllister | School of Management faculty member

© Getty Images



● ● ● **DR. CHAD MCALLISTER**
LEARNED A LOT IN HIS RV.

For 54 weeks and more than 22,000 miles, he traveled the U.S. to ask entrepreneurs and business owners questions including, “Where do your ideas come from?” and, “How do you turn

them into products or services customers truly value?” Here, the author of the ebook *Turning Ideas Into Market-Winning Products* shares what he learned about creating successful products.

1 GET AHEAD OF TRENDS. Bob Tiffin, founder of Tiffin Motorhomes, was the first business owner to alert me to the importance of keeping tabs on new features or benefits that customers value—and it became a recurring theme on my trip. Tiffin attributes his trendspotting ability when it comes to building RVs to deep industry experience and constant customer contact. To refine your trendspotting powers, watch what competitors are

doing, participate in industry events, and, most important, talk with customers daily. If you see a trend taking shape, act on it before others do.

2 FOLLOW YOUR FRUSTRATION. After going through the difficult process of finding the right preschool for her son, Tejal Shah founded KidAdmit. The website helps parents search for, compare, and apply to preschools. Shah talked to parents, software developers, and preschool administrators to understand how to create a solution. Remember, sometimes personal experience has a direct correlation to a strong business idea.

3 INVOLVE YOUR CUSTOMERS. Ask your customers to co-create new products with you. Andrew Warner, the founder of Mixergy (a site that provides business tips for entrepreneurs), had an idea for a web-based training program to help entrepreneurs push through mental barriers. To gauge interest, he asked past customers to share their experiences with mental blocks. He then created a potential solution, which they

critiqued and he tweaked, ultimately posting new (customer-approved) training on his site that customers love.

4 INNOVATE DESPITE CONSTRAINTS. Mike Yontz not only owns and operates a McDonald’s but also created a community coffee-shop experience within his store that his customers love. Although franchise owners must comply with processes and systems set by the corporate office, he always finds opportunities to innovate. His passion for treating people the way he likes to be treated, and infusing his business practices and management team with strong ethics, has created a culture of respect—for employees and customers alike. Although it’s not a corporate requirement, Yontz interviews applicants in groups to observe how they interact with each other and identify which candidates are professional, engaged, and people-oriented to maintain his coffee-shop vibe.

5 EXPAND ON YOUR PASSION. Dan Rattigan, founder of French Broad Chocolates, created a powerful business culture based on his personal connections with the people of Costa Rica. His factory and shop source organic products locally and directly import fair-trade cacao beans from small farmers in Costa Rica whom he’s met and supports. On French Broad’s website, he shares the compelling stories of his travels and industry relationships, which have turned his customers into ardent fans of the company.

— As told to Camille LeFevre



HOW IT PAID OFF

From Teacher to District Supervisor

NAME: Dr. Eloise Denise Stewart ’11

DEGREE: Doctor of Education

TITLE BEFORE MY DEGREE: English teacher in the special services department at Randolph High School in New Jersey

TITLE AFTER MY DEGREE: Supervisor, Special Services for Hillsborough

Township (New Jersey) Public Schools and an adjunct faculty member at Fairleigh Dickinson University

HOW MY DEGREE HELPS ME MAKE A DIFFERENCE: I believe all students can learn. In my new role, I am using my research findings to encourage educators, program developers, and researchers to try multisensory reading programs that allow struggling readers to use their hands, eyes, ears, and voices to understand and internalize what is taught. They don’t just sound out words—they use hand motions to indicate syllables or sense of touch to trace the word. It makes all the difference to learners who have, in the past, been counted out.

WHY I SHIFTED FROM TEACHING TO ADMINISTRATION: As a classroom teacher, my impact was often confined within the walls of my classroom. As an administrator, I can help create opportunities beyond the classroom. I stay connected to the teachers and make a personal effort to meet with the students and listen to what they need, even though I’m working throughout the district.

BIGGEST BENEFIT OF EARNING A DEGREE AT WALDEN: The focus on social change really struck a chord with me. Walden gave me the chance to do research that I could use to truly make a difference, and it has helped me advance my career. — C.V.D.

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



FROM THE FIELD

Ambulance in the Sky

● ● ● **“I’LL NEVER FORGET MY FIRST ANGEL FLIGHT.** We’re a group of volunteer pilots who fly medical patients. Ricky was 18 and weighed 90 pounds. I flew him from Gainesville back to his home in Melbourne, Florida, after chemo. As we climbed above the clouds, Ricky’s face lit up. He said, ‘When I beat this cancer, I want to fly.’ When I learned he’d passed away, I was heartbroken—but then I realized I made him smile. That meant a lot to me. Recently, I flew a kid with a cranial disorder. When we landed next to a big jet, he said, ‘One day I want to fly that.’ I smiled and said, ‘I hope you do.’”

— **Dr. John C. Leavitt ’12** (right) is a D.B.A. graduate and deputy managing director of the ITSS Contract for Technik Inc., at the Kennedy Space Center in Florida.

Submit photos of you in action to myWaldenAlumni.com/shareyourstory.

MEET THE FACULTY

Dr. Patrick Palmieri

By Camille LeFevre



● ● ● **HE MOVED TO PERU FOR LOVE,** but now Dr. Patrick Palmieri’s connection reaches far beyond family ties. His wife, a native of Peru, convinced him that her country needed his medical knowledge and clinical expertise to improve its healthcare system. So he has spent nearly a decade in Peru working to advance evidence-based knowledge in clinical nursing practice. Here, Palmieri describes how his students benefit from his expertise as a contributing faculty member in the School of Nursing.

HOW HAS LIVING AND WORKING IN PERU SHAPED YOUR TEACHING? As a scholar focused on global nursing scholarship in Peru—through education, research, practice, and service—my perspective in our classroom is global. Because of my experience in South America, I push my students to think critically about their world, especially about how to work successfully in low- and middle-income national health sectors. When students are able to think of healthcare in a global context,

the discussions are richer and the horizons become wider.

IN WHAT OTHER WAYS HAVE YOUR STUDENTS BENEFITED FROM YOUR WORK? Life in Peru has made community service part of my professional life. It’s also a personal passion. Whenever possible, I give or volunteer to support projects that promote social change. My wife and I created a micro-lending program where we loan \$400 a month to a very bright girl from an economically challenged family so she can attend Peru’s best university. When she graduates, we’ll help her find a good job, and she’ll begin to repay the loan

so we can repeat this process. On my website, my students read about these endeavors and seek my help to identify their own opportunities for service learning. I also help Walden faculty and students access volunteer opportunities working with vulnerable populations throughout South America.

WHAT DO YOU STILL HOPE TO ACCOMPLISH IN PERU? My achievements prove that a vision and hard work can create unbelievable results. For three years, I was often called *gringo loco* for thinking I could change what is *costumbre* in the health sector. Today there are seven accredited private hospitals in Peru. My goal is to continue advancing nursing science to improve healthcare quality and patient safety. Nursing is critical to gender equity and empowerment of women, improving maternal health and reducing child mortality. Educating new healthcare professionals is one key to achieving social change. This is where I will spend many hours and personal resources to make an impact. I want to leave my footprint, as well as the footprints of my friends and colleagues, on Peru.



“I want to leave my footprint, as well as the footprints of my friends and colleagues, on Peru.”

LIFELONG LEARNERS

Mindful Medicine

Marren Chunga talks about how she’s becoming a better nurse in Kenya by studying psychology—again

By Christine Van Dusen

● ● ● **THE LITTLE GIRL WATCHED** as her father suddenly lost control, shaking violently, convulsing in his chair, then falling to the floor. She was just 9 years old. She was alone with him in their house in Kisumu, by the shores of Lake Victoria in Kenya, and she was absolutely terrified.

“I felt helpless,” remembers **Marren Chunga ’11**. “I didn’t know what to do.”

So Chunga did what came naturally: She comforted him until her older sisters arrived and took him to the hospital. And she helped care for him when he returned home.

This frightening chapter in Chunga’s life didn’t just drive her to pursue a career in nursing—it also showed her that there’s more to medical care than physical assessment and treatment. Patients need doctors and nurses who recognize the importance of compassion and empathy and understand how the human brain processes distress, pain, and tragedy.

After obtaining a degree in general nursing and midwifery and working as a charge nurse in the accident and emergency department at The Nairobi Hospital, Chunga began her journey at Walden by completing her **M.S. in Psychology**. She’s now pursuing her



The Graduate:
Marren Chunga ’11
M.S. in Psychology >>
Ph.D. in Psychology

Gibel Kuria

second degree: a **Ph.D. in Psychology**, with a specialization in Health Psychology.

“I liked the honest and sincere support I got at Walden and the mission of making a difference in society,” she says. “I was able to evolve from being a nurse to being

something more. And now I can go out there and make a positive social change.”

Chunga’s psychology training helped her rise to the position of nurse administrator in charge of the surgical wards, the operating room, and the pediatric ward at The Nairobi Hospital, where she worked for 30 years. Her psychology education allowed her to take a

holistic approach to nursing—caring for the patient’s medical and mental well-being.

That holistic approach was essential when a 42-year-old banker came to the hospital with chest pain. He was told he was having an evolving heart attack, but he didn’t want to face the facts. He didn’t want to be admitted or treated

“Walden helped me make a difference for myself so that I can make a difference in my community.”

and wanted to go home. Chunga was able to talk him through what was happening and learn important information from him that he’d hidden from the other nurses, including that he smoked and drank quite a bit, and that he was afraid to tell his family what had happened.

“By talking to him and educating him respectfully while understanding his perspective and his fears, I was able to make him feel comfortable and not rushed,” she says. “He understood and agreed to call his family and be admitted.”

Once she completes her Ph.D., Chunga hopes to go into consultancy while working with policymakers to provide expertise on health issues from a psychologist’s perspective.

“Walden helped me make a difference for myself so that I can make a difference in my community,” she says. “I don’t know of any other university that does that.”

BROADENING MY HORIZONS

The Problem-Solver

Dr. Krista K. Laursen

shares how her D.B.A. has furthered her work as a project manager

By Claire Blome

●●● **AT FIRST GLANCE, IT'S HARD TO CALCULATE** why someone with a bachelor's in physics and a master's in atmospheric sciences took a sharp left turn and pursued a **D.B.A.** When you meet **Dr. Krista K. Laursen '13**, though, it becomes quite clear: She's a born problem-solver.

Laursen has dedicated her career to the sciences, first as an associate scientist and project manager at the National Center for Atmospheric Research (NCAR), where she managed the \$80 million NCAR-Wyoming Supercomputing Center project; later as the COO and project manager at the National Ecological Observatory Network. Now she is a project manager at the University of Wyoming, where she oversees the construction of the approximately \$30 million High Bay Research Facility and the \$110 million Engineering Building.

Laursen loves a challenge and tackling new subjects; she researched Medicaid fraud and abuse in her doctoral



“Completing the D.B.A. program changed my life. It broadened my perspective and my willingness to learn new things.”

study. After interviewing 10 leaders in the healthcare field, she came up with more than a dozen recommendations to simplify Medicaid, reduce abuse, and save taxpayers millions of dollars (“every year, the U.S. spends \$2 trillion on healthcare and 3–10% is lost due to fraud, abuse, and waste,” she says).

How did Laursen land so far afield of science? Faculty member Dr. Jon M. Corey, who later became part of her D.B.A. doctoral study committee, suggested she look into the topic. “The more I read about Medicaid, the more interested I became,” she explains. “I like challenging myself to step into a field where I haven’t done a lot of work.”

Laursen says there are more parallels between her Walden doctoral study—how she approached and wrote it—and her work in Wyoming. “My doctoral study helped me develop a laser focus,” she shares. “I acquired deep listening skills, an ability to be objective, and assimilate other people’s perspectives,” she explains. “I really had to listen for the nuances and learn how to interpret them, which has helped me manage major construction projects successfully.”

When she leads projects at the University of Wyoming, she may not directly manage a team, but she acts as a conductor by stimulating and providing direction to her colleagues. During her day-to-day work, she may consult with the university president or vice presidents, facilities managers, and faculty members, as well as general contractors while she builds schedules, maps out the team’s progress, and, most important, hosts design meetings, where she acts as the conduit.

“Design meetings are kind of like qualitative research. You gather a lot of data, synthesize it, and try to get consensus,” Laursen says. “One of the most important things I can do is help others land on a solution. Letting people talk in a constructive fashion is one of the most rewarding things I do, and it involves a lot of the same listening, research, and synthesizing skills I fine-tuned at Walden.

“Completing the D.B.A. program changed my life,” she continues. “It broadened my perspective and my willingness to learn new things. It’s also given me a lot of confidence. Now I know I can take on a new subject area, master it, and work with a team to produce a project we’re proud of.”

WHY I REFER

Pursuing a New Passion



NAME: Dr. Samuel O. Ijoma '13, '10


DEGREES EARNED: Ph.D. in Public Health and Master of Public Health (MPH)

CURRENT POSITION: Independent Healthcare Advisory Consultant for Mobile Healthcare Services in Washington, D.C., and Maryland Health Connection in the capital region

WHAT INSPIRED YOU TO PURSUE ADVANCED DEGREES AT WALDEN? I was making a good living in the hospitality industry, but I wanted to make a difference for African immigrants. Many find it difficult to access healthcare in the U.S. because of money, legal status, pre-existing conditions, or fear. Walden’s programs steered me toward social change.

HOW DID YOUR CAREER CHANGE? After completing my Ph.D., I got a job with Maryland Health Connection to enroll people in the Affordable Care Act, with a focus on Nigerian and African immigrants, who often think they are ineligible for care. What a delight for me to explain that they are eligible! My degrees give me status in my community. People trust me when I say, “You deserve to be insured, and I can help.”

WHY DO YOU REFER OTHERS TO WALDEN? I have referred two family members, both of whom have enrolled. For me the motivation was the social change concept, the idea that you help others who, in turn, help their communities. Walden’s rigor and the accreditation of the programs my family members are enrolled in make it a great fit for them; they found a passion for education they didn’t have before. — *L.W.*

 We want more graduates just like you. Introduce friends and family at myWaldenAlumni.com/refer.

BEYOND THE DEGREE

Down to a Science

David Andrade, who took a winding path from engineering to teaching, shares how he landed in his ‘dream job’ as a chief information officer

By Christine Van Dusen

● ● ● **HIS FATHER WAS A CHEMIST**, but on Saturdays the man became Mr. Fix It. He’d tinker under the hood of the family car, caulk a tub, and patch a hole that his daughter inexplicably made in the wall with a vacuum cleaner.

As a child, **David Andrade ’08** followed his father around on Saturdays in Milford, Connecticut, eagerly sopping up the lessons his dad was happy to impart. And when the rounds were done, then-12-year-old Andrade would sit down with his clock radio and take it apart, then put it back together again and again.

He was fascinated by how things were made, how they worked, and how quickly someone could learn so many of the answers with the help of a good teacher. So it makes sense that Andrade’s professional life would follow a similar trajectory—exploring one career path after another before finally landing in the perfect position that combines all of his skills.

He began as an aerospace engineer, then became a paramedic, an EMT instructor, a physics teacher, and an educational technology specialist before completing his **M.S. in Education** at Walden so he could go after his dream job. Andrade is now the chief information officer for the Bridgeport Public Schools in Connecticut.

There, he oversees the school system’s information technology department and advises on all projects that relate to technology. “This job has both the education and the technology side to it,” he says. “It puts everything together for me.”

On a daily basis, Andrade manages and runs the information technology department for the school system, assessing the need to upgrade equipment while working with academic staff to evaluate new educational products and software systems. He also trains teachers to use technology in the classroom and

consults with district officials on how to incorporate technology renovation plans.

With his staff of 14, Andrade has brought 1,600 new desktop computers and 250 new Smart Boards to teachers and administrators, and 11,000 Chromebooks to the district’s high schools.

Though he has always been a techie—and a problem-solver thanks to his Eagle Scout training—he credits Walden with preparing him well for what he sees as his perfect job. “Everything I learned in classes has been used in some way in my new role,” he said. “At Walden, we had a project where we had to analyze different software and figure out how to pick what to use. And that’s what I do on a daily basis. Walden really teaches you how to think through each topic so you can apply similar decisions in the future.”

■ Tell us how your degree opened an unexpected door at myWaldenAlumni.com/shareyourstory.

Kate Eisemann





MY MISSION POSSIBLE

Teaching Hope

Laura Bulluck gives disenfranchised women tools to achieve a better life

● ● ● **EVERY TIME I SEE MARY** at her life skills class at Hope’s Crossing, she says I saved her life. She left home at 14 because of her father’s abuse. When he discovered that she had become a prostitute to survive, he made her work for him. That led to a life of drugs, alcohol, and more abusive relationships. She was incarcerated in her 30s for aggravated assault. I started Hope’s Crossing for women like Mary whose traumatic experiences have led to bad choices. They need tools to transition to a successful life. That’s our mission.

I founded my nonprofit in Phoenix, Arizona, in 2010, the same year I graduated from Walden with an **M.S. in Nonprofit Management and Leadership**. I had worked in healthcare for 20 years when I decided I wanted to make a change.

My husband encouraged me to go back to school and suggested Walden. At orientation, I was moved by the university’s philosophy of academic excellence and commitment to social change. One phrase stuck out: “scholar-practitioners.” I wanted that badge.

I had started a small group called “Ladies in Power” and hosted quarterly meetings where guest speakers would talk to women from underprivileged communities about empowerment and other issues. Through these lunches, I met many women who had been incarcerated and did not know how to transition back to the normal life we all take for granted.

They were starving for knowledge—they just didn’t know where to find it.

That inspired me: Maybe I could give them the tools they needed. That idea started small, but grew into what became Hope’s Crossing—thanks to Walden and to my late husband, who suggested the nonprofit’s name (and designed its logo) and encouraged me to make my passion my career.

In an early course, we had to define the organization we wanted to lead. That exercise helped me zero in on the



leader I needed to be to make Hope’s Crossing succeed: loving, caring, and nonjudgmental. A class on strategic planning helped me redefine its mission: to help underprivileged women lead successful lives by teaching them basic life skills, from balancing a checkbook to setting boundaries and having integrity. We also focus on stress and anger management as well as co-dependent behavior.

Most of our funding comes through private donations—my strategic planning course helped with this as well. I realized that I have to convince donors that the women I’m serving have value and that they are worth more as vital participants in our world and economy than behind bars. But first, I have to make the women realize that they are worthy. That they can get beyond their trauma and lead healthy and successful lives. Like Mary.

I have witnessed her blossom. She got a job at a call center and is moving into her very first apartment.

She is becoming a vibrant member of society. Stories like this inspired Hope’s Crossing. Walden helped me make it a reality—for me, Mary, and more than 100 other women. — *As told to Liz Welch*



Laura C. Bulluck '10, an M.S. in Nonprofit Management and Leadership graduate, is the founder and CEO of Hope's Crossing. The Phoenix-based nonprofit helps women restore hope in their lives and create a pathway to personal and economic sustainability.



HOW IT PAID OFF

From Corporate to Academic

NAME: Dr. Lee Ann Walker '12

DEGREE: D.B.A.

TITLE BEFORE MY DEGREE: Senior Marketing Planner

TITLE AFTER MY DEGREE: Academic program manager for the M.B.A. in Marketing program at Post University in Waterbury, Connecticut

HOW I MADE THE SWITCH: For 15 years, I worked as a graphic designer, then as a marketing specialist and planner. During my first year as a D.B.A. student, I spoke at a residency about my Scholars of Change video. A colleague approached me afterward about bringing my passion for social change to the school she worked for. When I graduated, I began working as an adjunct at five schools, including Post—all at the same time—before Post recruited me for this full-time position.

HOW WALDEN PREPARED ME: Walden armed me with many skills, especially the ability to conduct research. I have become the go-to person in my academic community when colleagues need information. My new position takes everything the D.B.A. stands for and brings it to life.

HOW WALDEN SHAPED THE WAY I TEACH: I blend my own passion for sharing knowledge with what I learned from working with professors, like Dr. Denise Land. She made me feel like I was her only student and responded to emails quickly, whether it was 6 a.m. or 9 p.m. I do the same with my students. Getting them information quickly means they can continue their work with confidence. — *C.L.*

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

APPLYING MY RESEARCH

Ready for Anything

Dr. Jeremy W. Francis
uses research to help first responders better prepare for disaster

By Christine Van Dusen

● ● ● **THE MOOD WAS SOMBER** in the squad room of the small-town police department the night of 9/11. The officers were thinking about the lives lost. **Dr. Jeremy W. Francis '12** was thinking about that too—and something else. A police officer at the time, Francis wondered how he and his colleagues would respond if a terror attack occurred in their Kentucky town. He realized that his fellow officers,

“Walden changed the way I thought about being a scholar-practitioner.”

emergency responders, and local officials were simply not prepared. “It would have been mass chaos,” he says. “How could we keep people safe, control the situation, and respond to more threats without the right kind of preparation?”



Fast-forward two years to 2003. Francis is working as a police officer in a larger department in Missouri. The disaster response system was better (upgraded equipment, a common radio system, and defined procedures), but the individual officers were still woefully unprepared. This gap haunted Francis, even as he accepted a job at the Federal Bureau of Investigation in January 2005. To understand the reasons for the gap and find ways to fill it, he enrolled in the **Ph.D. in Public Policy and Administration** program at Walden and wrote his dissertation on terrorism preparedness. His research showed that while rural police departments and other agencies were more aware of what could

happen in a disaster, they were ill-equipped to handle terrorist attacks and catastrophes. “I wanted to find tools I could put in their hands to improve the system, and it couldn’t be money. The priorities for funding are focused elsewhere,” he says. “I realized it was possible to tweak standard operating procedures and fine-tune training so that first responders could be ready.” When his bosses at FBI headquarters decided to offer a class on counterterrorism at the FBI’s National Academy in Quantico, Virginia, Francis jumped at the chance to share his findings. His course taught essentials such as in-the-moment critical thinking and the importance of agency partnerships. “It doesn’t cost anything to go to a neighboring chief, shake hands, and come up with a way to host a large-scale response,” he explains. He taught the 10-week course for two years before being transferred to the FBI’s Chicago field office. As a special agent in the field, he volunteers often to teach first responders. “I love being an agent, and one of the highlights of my career was teaching this course,” he says. “Walden prepared me for that challenge. It changed the way I thought about being a scholar-practitioner—really putting my research into practice so I can be part of change that makes a real difference.”



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CONNECTIONS

Coming Full Circle

Dr. Alvin Perry explains how his Walden connections are leading to a successful career

By Liz Welch

●●● **DR. ALVIN PERRY '12 WASN'T SURE** he had the academic ability to pursue a doctoral degree. “I lacked academic confidence,” the serial entrepreneur and author explains. “Getting a C was fine in my family, but I learned that I needed more.”

“Before I graduated, I was published in an academic journal and presented at a conference—all through my connection to Dr. Rahim.”

Perry went to college, then on to his M.B.A. He learned about Walden when a college fraternity brother enrolled in a Ph.D. program at the university. “That was the linchpin,” Perry says.

He was intrigued by Walden’s focus on entrepreneurship and decided to enroll for his **D.B.A.** “I thought, ‘They might kick me out, but I won’t quit!’ ” he recalls.

To ensure his success, Perry focused on building academic confidence through the connections he made at Walden. Dr. Emad Rahim, a professor and entrepreneur he met during his first residency, ultimately became his ongoing mentor. “We collaborated on an

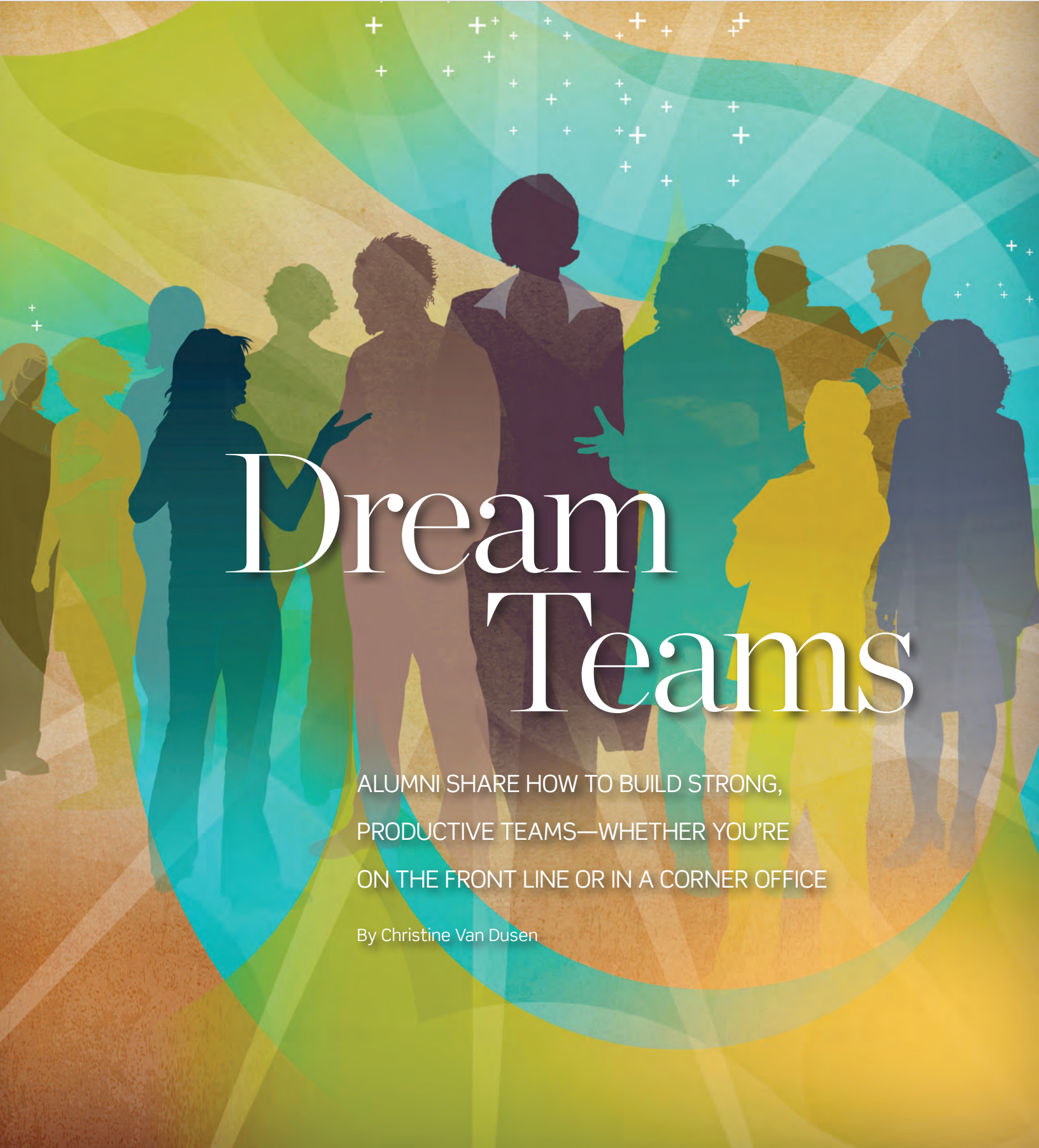
academic paper about entrepreneurship,” Perry explains. “Before I graduated, I was published in an academic journal and presented at a conference—all through my connection to Dr. Rahim.”

He also connected with fellow students who helped him through tough moments. “Walden is a virtual classroom, so I made as many friends as possible at the residency so I could draw on them for support,” he

says. “I ended up calling many of them to discuss assignments or compare notes on our program.” As a result of his tenacity and networking, Perry was invited to speak at a residency in 2012. “On my way there, I received word that my degree was conferred,” he says. “I introduced myself to the students as Dr. Perry for the very first time.”

His connections brought him full circle, from an uncertain but determined student just starting out to a successful graduate standing in front of students. “I’m always happy to provide advice to students; I want Walden to become the Harvard of online education.”

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



Dream Teams

ALUMNI SHARE HOW TO BUILD STRONG, PRODUCTIVE TEAMS—WHETHER YOU’RE ON THE FRONT LINE OR IN A CORNER OFFICE

By Christine Van Dusen

● ● ● **WE'VE ALL HEARD THE CLICHÉS** (and seen them printed over pictures of sunsets): *There is no "I" in team. Together Everyone Achieves More. Teamwork makes the dream work.* But it takes more than poster-sized platitudes to build the team of your dreams: one that is efficient, productive, accountable, and successful. Consider this your playbook for building a winning team.

Write the Game Plan

Know and Express Yourself

"Be aware of how you work," says **Dr. Chernoh M. Wurie '13, '08, a Ph.D. in Public Policy and Administration** and **MPA** grad and police planner in the Prince William County Police Department in Virginia.

Take frank inventory of your skills, strengths, and weaknesses and pinpoint the work strategies that are most efficient and productive for you. Then share that information with your team so everyone knows not only how to interact with you, Wurie says, but also sees that you've set an example and they can set their own personal standards.

Being upfront is essential when leading a team, says **C. Damon Osborne '04, an M.S. in Education** graduate and the dean of the School of Education and Professional Studies at Mount Vernon Nazarene University in Ohio.

"My team has to trust that I represent them appropriately and that I'm as transparent as possible when sharing information with them," Osborne says. "It is far easier for me to be honest in all contexts than to remember subtle nuances I share with each person."

As a result of your initiative, your team members will be more likely to be honest with you. "We trust each other," says **Jazmin Chi '12, a B.S. in Business Administration** graduate and founder and CEO of Mexico-based LevGrow. "We get to know each other, and that makes the work easier to do."

Dr. Pinkey Stewart '06, a Ph.D. in Psychology graduate and owner of SuccessZone in Illinois, says team members can tell when their leaders are not being real or forthcoming. "Without trust and transparency, people become

anxious, disengaged, and uninspired," Stewart says. "I have seen morale and productivity decline in organizations where communication was non-existent. That breeds distrust."

Osborne agrees that team leaders must be genuine and inspiring. "No one's looking to follow an actor," he says. "You need to establish yourself as a fierce advocate for the team. Show that you can convey their needs to superiors, and they'll be more likely to follow your lead."

Get to Know Your Team

You can't put together a great team without knowing the strengths and weaknesses of its members. "When we first meet, I tell everyone to put everything on the table," Wurie says. "I tell them I'm not good at quantitative things like graphs and charts, but I'm good at analyzing. By telling them this upfront, they're more likely to be honest about what they can and can't do."

Once the information is laid out on the table, suggest that team members get training in areas that could be strengthened (point to what your workplace already makes available), Wurie says, and encourage them to be proactive about it.

Osborne suggests using tools like Gallup's StrengthsFinder to pinpoint strengths and weaknesses among your team. "This will help you identify gaps to fill," he says. "And it provides a detailed understanding of what projects the team should be able to do with ease, and those that may present a challenge to the group."

When Chi first assembles a team, she asks the members to talk about their passions. "That helps me know where to place them," she says. "If people love what they do, they will be productive."



Stress Teamwork

It may seem obvious, but it’s still important. Far too often, team members don’t work together; they focus on individual tasks and fail to make the most of the team’s greater goals.

Be sure to do what you can to help team members bond, even if that means getting personal. **Lorre Allen ’07**, an **M.B.A.** graduate and director of human resources in the School of Social Work at the University of Washington, once had staff members write their challenges on a balloon and then release them, agreeing to move forward without those roadblocks. Stewart believes you have to give team members the opportunity to grow and learn by stretching themselves and each other during team-building events. “When people are given growth opportunities, they will give 200%,” Stewart says.

“We are a chain,” Chi says of her team. “If one person doesn’t do her part, it delays the process of work, so we are committed to the company and to each other.”



Give Feedback and Be an Advocate

Don’t keep your people guessing—feedback provides team members with a much-needed road map, Chi says. “It’s the guide for the path we are walking together,” she says. “Without it, it’s difficult to achieve the goal.” When your team understands how individual actions contribute to year-end or long-term goals, they will be more motivated to work hard.

“Without feedback, a team doesn’t know if they are heading in the right direction—or anywhere at all,” Osborne says. But it matters greatly how that feedback is delivered, Wurie says. “You do not want to cut someone off at the knees,” he says. “Build them up first, give them confidence, and then suggest ways to improve.”

And timeliness is important. If you fail to give feedback quickly and leave team members twisting in the wind, their minds can run wild—and their productivity can grind to a halt.

Actively Manage Conflict

Disagreement is natural—and it can either strengthen or sideline a team. “Conflicts need to be addressed immediately, because they have the power to destroy a strong team,” Allen says. But a solid leader knows to listen, understand the issues, and ask the team for solutions.

It’s important to address conflict as soon as possible because sometimes conflicts can cause a slowdown in productivity, Wurie says. For instance, a high-ranking supervisor tells officers they need to write more tickets and put in longer hours. The officers will become overworked and burned out. “They will shut down,” he says. A mid-level supervisor who expresses understanding for both sides will have to intervene and talk with the officers and explain the reasoning behind the initiative while also understanding the officers’ concerns. “Open communication resolves conflicts,” Wurie says.

Stewart agrees that conflict can be very productive. “Maybe a team member has an innovative idea for a product or service, but traditional thinkers cannot wrap their brains around it,” she says. “Conflict ensues until the innovator demonstrates how it will work. That’s growth.”

Encourage debate but keep the conversation cordial, Osborne says. “I don’t allow the debate to become personal; this only drives wedges between team members,” he says. “I do not hesitate to get directly to the issue at hand so that those affected can begin to solve the problem.”

Help team members get to the root of a problem and arrive at an amicable solution so that, “instead of tearing apart, we work to create synergy,” Chi says. “We do not compete against each other. If one wins, we all win.”

Go for the Win

Encourage and Recognize

Once you have the signs figured out, be prepared to celebrate every victory. Recognition can be very motivating, Chi says, and can inspire stellar team members to set good examples for others.

“When team members go above and beyond, I give them a coupon for a free cupcake at a nearby bakery,” Osborne says. “I also post the person’s accomplishment on our Facebook page to promote them and the school. This recognition can strengthen the team overall, particularly for people who typically work behind the scenes. The simple act of recognizing extraordinary effort can inspire others to step up their own game.”

All team members need reassurance now and then, Allen says, so give credit where credit is due. “Share team successes with upper management,” she says. “Make it part of your agenda.”

Stewart believes people need to know their work is appreciated. “When people are recognized for their work, it gives them a sense of accomplishment and



validation,” she says. “I send ‘kudos’ emails to each individual, including specifics about how what they did contributed to the outcome. I have a very analytical lens, so when I talk specifics, they know I was giving their work my full attention.”

Make Time to Mentor

To keep the team growing, every member should have a mentor who can meet one on one to work on strengths and weaknesses, and set goals. “Mentoring is how you groom future leaders,” Stewart says. “The whole purpose of a team is to develop their talents and, ultimately, prepare them to replace you or someone else in the organization.”

Often, team members want the leader to provide that personal coaching. This can be productive, to an extent, but challenging. “I have to be available for them,” Chi says. “But we work virtually right now, with me in China and most of our team in the Americas and Russia.” Even with the time difference, she makes sure to carve out time to work with individual team members, although calls could take place late at night for her.

Leaders can also incorporate mentoring and development into existing meetings: Set aside 15 minutes to address any questions your team might have about their development (or a specific project). If conversations like these are always on your agenda, you’ll never miss an important discussion.

Celebrate

Celebrating milestones (no matter how big or small) every once in a while can be a great way to boost morale. “While retreats and lavish parties can certainly be used to celebrate the efforts of your team, the budget doesn’t always support that,” Osborne says. “Celebrations can also be simple affairs.”

When his department was celebrating the winter holidays, they hosted a potluck dinner, sang along to a karaoke CD of holiday tunes, and held a tacky sweater contest—all things that cost very little money but did a lot to make the team feel more like a family.

“We would have staff meetings in the local coffee shops,” Allen says. “Sometimes we held staff retreats, like cookouts in the

park, and let the creativity flow because it’s an open environment that can encourage creative thinking.”

Taking it a step further, when one of Allen’s team members finishes a project ahead of schedule, she sometimes offers to do that person’s job for the rest of the day. “They can transfer their phones to me,” she says. “A strong leader motivates and inspires employees all the time.” ■

Meet the Coaches



“A leader shouldn’t only tell employees when something goes wrong; it’s important to be the first to tell them when something goes right.”

— **Lorre Allen ’07**, an **M.B.A.** alumna and the director of human resources in the School of Social Work at the University of Washington



“Society is in constant change, so we have to be flexible in all that we do. Find several ways to solve any problem.”

— **Jazmin Chi ’12**, a **B.S. in Business Administration** alumna and founder and CEO of LevGrow, which creates educational toys, music, books, and other products for children



“Have vision. It’s awfully hard to see the future if you have no idea where you stand today or where you stood yesterday.”

— **C. Damon Osborne ’04**, an **M.S. in Education** alumna and dean of the School of Education and Professional Studies at Mount Vernon Nazarene University in Ohio



“Whether it is one-on-one coaching, attending seminars and conferences, or assigning a challenging project, leaders should help individuals grow and mature as professionals—and as individuals.”

— **Dr. Pinkey Stewart ’06**, a **Ph.D. in Psychology** alumna and owner of SuccessZone, an Illinois-based provider of training and development for small and midsize businesses



“Quality always supersedes quantity. Boost morale and your people will be capable of producing their best work.”

— **Dr. Chernoh M. Wurie ’13**, a **Ph.D. in Public Policy and Administration** and **MPA** alumna and police planner in the Prince William County Police Department in Virginia

Saving children, Saving herself

AFTER ESCAPING AN ABUSIVE HOME, **CHRISTINA DALPIAZ** FOCUSED HER CAREER ON CREATING SAFE HAVENS FOR CHILDREN

By Christine Van Dusen

●●● **ABUSE VICTIMS MIGHT FEEL LIKE THEY HAVE NO CONTROL**—and **Christina Dalpiaz '07** understands that. She remembers all too well how she felt the first time a loved one's hand became a weapon: She believed that her life's path was set.

Dalpiaz narrowly escaped a life dictated by circumstance. She fled at age 18 from her abusive environment. Addiction and mental health issues were rampant in that small, impoverished town in the Appalachian foothills of Ohio Valley. She was functionally illiterate and knew her future would be limited if she stayed there. Not sure where else to turn, she enlisted in the U.S. Navy. "I'm a coal miner's daughter and granddaughter, and both of my parents had substance abuse problems," Dalpiaz says. "The military gave me the opportunity to redefine myself."

At the urging of a bunkmate, Dalpiaz opened an educational account to save for college. Eventually, she went on to earn her associate and bachelor's degrees in psychology. Dalpiaz rose to the rank of lieutenant commander, almost certainly a success she never could have imagined as a child. And while her 22-year military career was satisfying, she never escaped the memories of her past. She couldn't stop thinking about the children who couldn't get away like she did, and adults who didn't know how to parent without violence. Dalpiaz thought that maybe there was something she could do to help them, to save lives, and to strengthen families and communities.

Since the 1980s, her empathy and compassion for victims of family violence have helped Dalpiaz build a career as a counselor and change agent. She's focused on improving the lives of children living in the aftermath of family violence in Denver,

Colorado. "I'm trying to make a difference for the next generation," Dalpiaz says. "When people are hurt, they often end up hurting others."

Nearly 20 people suffer an act of physical violence by an intimate partner every minute, according to the National Coalition Against Domestic Violence. And children are disproportionately affected by these crimes: They're frequently the targets or witnesses of abuse. Retrospective studies in the *Journal of Interpersonal Violence* have shown a possible increase in instances of depression, low self-esteem, domestic violence, or other criminal behavior in adulthood when children are exposed to violence. "I'm trying to stop the cycle," Dalpiaz says.

TESSA of Colorado Springs—an independent agency dedicated to building a community without domestic and sexual violence—reports that in 2011 alone, more than 13,000 domestic violence incidents were reported in Dalpiaz's current home state of Colorado. That number doesn't include the incidents that go unreported for reasons of shame, fear, or lack of resources and guidance.

Dalpiaz's first step was to begin teaching parenting classes at Families First in Denver. "I was hopeful about how willing these people were to improve their parenting," she says. "The classes gave them permission to let go of what they'd done and commit to doing things differently and changing their lives—and their children's."

The experience inspired Dalpiaz to reach out and educate as many families in the Denver area as possible. She counseled mothers at a drug rehabilitation center in Littleton, taught DUI and relapse-prevention classes in Aurora, counseled

All images: Theo Stroomer

NEARLY

20

PEOPLE
PER MINUTE

60
SECONDS

suffer
**PHYSICAL
VIOLENCE**
by an intimate



felons from a halfway house, and worked with young adults struggling with mental health and addiction issues.

“I was already trained to work with children and with victims of family violence, but I could not find one place that worked specifically with kids affected by witnessing or experiencing violence,” she recalls. “I thought to myself, ‘if I can’t get resources and I am in the field ... what do average victims running for their lives do?’ ”

In 1996, she founded CHANCE (Changing How Adults Nurture Children’s Egos),

a nonprofit agency in Denver that trains parents, partners, and professionals to be advocates. CHANCE provides psychoeducation and therapy to those seeking better lives, offers support during court proceedings, and helps people make changes to facilitate better relationships. Drawing from her personal experiences, her education, and her career as a counselor, Dalpiaz has written four self-help books, including *Breaking Free*, *Starting Over: Parenting in the Aftermath of Family Violence* and *Sparrows in a Hurricane: One Family’s Courage to Weather the Storm of Addiction and Mental Illness*.



“When the goal is healthy behavior— as opposed to punishing people for bad behavior—it’s amazing how open and receptive they can be.”

All the while, Dalpiaz was just as focused on another project that hit even closer to home. Her sister’s struggle with addiction and family violence eventually led her to use drugs with her own son. Dalpiaz had raised her nephew for the majority of his life, but his desire for his mother’s love led him down the same dark path of addiction. Combining her psychology education and her unrelenting love for her nephew, Dalpiaz encouraged him to get sober and stay clean. She offered him parenting tips that taught him how to raise his own children in a healthy and loving way.

“My work is about empathizing and building on compassion. I educate people about how to shift behaviors and thoughts. I use a positive approach and, instead of focusing on what not to do, I encourage them on what to do,” she says. “When the goal is encouraging healthy behavior—as opposed to punishing people for bad behavior—it’s amazing how open and receptive they can be. Even though we may take a child out of a violent environment, it could take years to take the violent environment out of the child. I’m helping people break down barriers.”

And her clients’ words speak to her ability to do just that: “I never believed in counseling and was always dubious as to whether people can change. I witnessed people go from noncommunicative to opening up about very personal topics,” one client says. “I changed for the better and I never saw it coming.”

Seeing that her “healthy habits, happy homes” philosophy resonated everywhere she went, she enrolled at Walden to earn her **M.S. in Psychology** and advance her knowledge and ability to educate others in her community.



If a workday was particularly challenging or she couldn't sleep at night, Dalpiaz turned to her newest project: She got on her computer to do coursework for her Walden program. Walden's online library became her refuge, teaching her the value of a more scientific approach and helping her keep her own emotional bias in check when counseling others. The program gave her resources she could use every day—in her personal and professional lives.

But in 2013, Dalpiaz nearly walked away from her life's work. Her nephew passed away unexpectedly, and she found herself

at a crossroads: Could she really make a difference? Did advocating for others really matter? Despite her educational and professional successes, Dalpiaz wasn't sure; in losing her nephew, she temporarily lost herself. "I had always been driven to save him, but now he was gone," she says. "A young man in one of my groups said, 'I know he was your purpose, but could we be your purpose? Every day when I walk out of this room, I'm a better person because I take your lessons home with me.' "

“It's never too late to have a happy childhood.”

It was the affirmation she needed that she had done what she could for her nephew and that there was still more work to be done for children and families in Colorado and across the U.S. These days, in addition to continuing her work at CHANCE, she's taking a lighter approach, focusing on humor to spread the message of safe and healthy relationships. She recently penned *How to Depolarize Your Jerk Magnet* to help individuals stop seeking disastrous relationships by challenging their personal senses of value and esteem. The book looks at why some people are innately attracted to unkind people and how they can create healthier habits in an effort to build solid foundations for families—and safer homes for children.

At the heart of her “healthy habits, happy homes” philosophy are the lessons Dalpiaz has taken from her education both inside and outside of the classroom. “My life, my career, and my future are fundamentally different because of Walden,” Dalpiaz says. “Earning the degree boosted my credibility, opened doors, and gave me the gift of objectivity. That's helped me show people that it's never too late to have a happy childhood. Anyone can break free, just like I did.” ■

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An everyday Aha!

FIVE ALUMNI RECALL A SIMPLE STROKE OF GENIUS THEY HAD AS STUDENTS—AND HOW THEY'RE STILL USING IT TODAY

By Liz Welch

Do It Now

Dr. Mattie Roig-Watnik '08, Ed.D.



My mother always said, “Why put off until tomorrow what you could do today?” I was the biology department chair at Miami Dade College when I enrolled in the **Ed.D.** program at Walden with a specialization

in Teacher Leadership. During my first seminar, the professor asked, “What’s your passion?” As I thought about it, I realized it was motivating my students.

I decided to write a proseminar paper about how to incorporate classroom tools to ensure students understood what was being taught in real time. I was already using clickers, which enabled students to answer multiple-choice questions throughout the class so I could see who didn’t grasp a concept before moving forward in the lesson.

Suddenly, I realized there was no reason to wait to finish my degree—or to even finish that paper—before sharing this idea and making a positive change. I set up faculty lunches to discuss best practices and faculty members immediately began implementing these ideas in the classroom. I believe that moving forward and making positive teaching experiences allowed me to move upward in my career. I continue to use my “do it now” philosophy as campus president. My approach is always, “What can we accomplish today and how can that make a positive change?” I know my mother would approve.

Push for Results

Dr. Raymond Marbury '12, D.B.A.



I was already working at the Internal Revenue Service as a management analyst when I started my **D.B.A.** at Walden. I wanted to choose a dissertation topic that applied to my work, and began reading articles about the fiscal state of the federal government. I came across an interesting study written by the Partnership for Public Service that said more than 760,000 federal employees were eligible to retire in 2016—this “workforce tsunami” could negatively impact government operations and national security.

That was my lightbulb moment: I realized that without solid succession planning—where the senior employees train the incoming younger ones, institutional knowledge would be lost, which could cost the federal government billions of dollars in human capital expenses and pose a significant threat to national security. I decided to research the importance of succession planning for the federal government to help avert this looming disaster.

In the midst of my dissertation research, I was promoted to program manager at U.S. Customs and Border Protection. Post-dissertation, I continued to write about emerging issues related to knowledge management and succession planning. In one article, “Connecting the Dots Between People, Budgets, and Missions,” co-authored with professor Dr. Roger Mayer, we found that it costs two to three times more to utilize government service contracts to meet mission requirements versus hiring federal employees. A solid succession plan could save taxpayers between \$10 billion and \$100 billion over the next 10 years. I shared these research findings with the Federal Managers Association (FMA). The FMA agreed with the research findings and adopted succession planning as part of their 2014 legislative issue briefs presented to the U.S. Congress.

Aha}

● ● ● **AN AHA MOMENT CAN HAPPEN ANYWHERE**—waiting in line for coffee, riding the bus, or even when discussing coursework with students. The key is to act on that revelation, as these five alumni have done, and continue to nurture it to change the way you work for the better.

© Masterfile



Never Give Up

Jill Yvonne Reed '13, MPA

I was a single mother working two jobs when I decided to go back to school to earn my **MPA**. I wanted a better life for myself and my daughters. But adding school to my workload meant catching a bus at 5:28 a.m. for my first job, doing my homework on my lunch break, going to my second job at 3:30 p.m., and studying during my dinner break. I'd catch up on reading on the bus home.

I realized then that self-discipline was the only way to succeed. But I loved my classes so much that when I graduated, I said, "What now?" I was living in Kansas City and didn't feel like there was enough diversity in the local government to represent people like me. I started volunteering with the Democratic Party—and saw I could apply the same self-discipline that got me through my MPA toward running for local office. I ran for town clerk. My 23-year-old daughter was my campaign manager and my 20-year-old daughter went door to door with me and helped with phone banks. I didn't win, but my hard work and determination got me 13% of the vote.

Recently, I moved to Michigan for a new job—and I'm getting ready to run for public office again. I won't give up; I want to be a voice for single moms. And I know self-discipline and determination will get me there.



"I feel like the universe set me on a path to use my voice for good. I wish I could change what brought me to that path with all my heart—but I do feel like beautiful things have come out of it." — Jenny Wolpert

© F. Verhelst/Getty Images



Find— and Use— Your Voice

Jenny Wolpert '12, B.S. in Communications

I woke up the day after my daughter Grayson died by suicide and said, "I cannot be silent." I had put the pursuit of my communications degree on hold to start a family, but losing my oldest daughter made me realize that life was too short, and I needed to finish what I had started. At Walden, I found a school that believed in the power of communication—and social change.

Around the same time, I shared my personal story at a local suicide prevention event. The gentleman running it said he was impressed that I was able to talk so eloquently about something so painful. He encouraged me to pursue public speaking. At first, I wasn't sure I could—it's hard to get up in front of a crowd to share such a personal story. But every time I did it, I was overcome with a peaceful determination. I didn't even get teary-eyed. It's bigger than that.

Now, in addition to speaking about suicide prevention, I also coach people on public speaking through a company called Own the Room. I feel like the universe set me on a path to use my voice for good. I wish I could change what brought me to that path with all my heart—but I do feel like beautiful things have come out of it.

Ask the Customer

Tori Newby-Gonzalez '12, MSN



I travel nationwide as an informatics specialist, which means I work with doctors to help them learn how to use technology to better serve their patients. One day as I waited for a latte,

I was thinking about the importance of healthy eating for people who don't have access to healthy ingredients. I decided to ask the people around me for their opinions: a man in a three-piece suit in front of me, a lady with a screaming kid behind me, and a woman in a tie-dyed shirt beside me. The guy said, "It's all about food access." The older woman said, "Schools should teach these things." And the mother chimed in, "I barely have time to eat, let alone think about it." It was an instant community response.

Seeing them all working together to solve these real-life problems made me realize how valuable it is to think outside the box and find new "experts." Instead of asking doctors—"What do you need? What do you want?"—I realized that I needed to start asking patients those questions. It's a common thread in my life that people I encounter in line help me realize I'm thinking too much about some of the problems I'm trying to solve. The best way to solve complex problems is to ask the very people who you're trying to help. ■



SPOTLIGHT

Teacher Tech

How two alums built an app to revolutionize the way educators track student progress

By Christine Van Dusen

● ● ● **THE LITTLE GIRL HAD MOVED FROM JAPAN TO NEW JERSEY** and was stuck—stuck because she knew too much to continue to receive intensive daily services as an English language learner but not enough to pass a high-stakes standardized test. So her teacher, **Andy Raupp '09**, an **M.S. in Education** graduate, advocated for the next best option: basic

skills instruction for 30 minutes, twice a week, to help her assimilate into the mainstream classroom.

The student worked diligently; she was very serious, rarely cracking a smile. And Andy kept close tabs on her progress, taking detailed notes and making audio recordings of her reading aloud.

“I was able to play back her reading from the beginning of the year and at the end of the year,” he says. “Not only were we able to hear the difference in her fluency, she was able to see that her rate for reading 100 words had improved by 20 seconds. And she’d made this 20-second improvement while reading something that was four levels more difficult than what she was reading at the beginning of the year.”

After Andy shared this information with her, the student did something he’d rarely seen before. “She smiled,” he says. “That smile reminded me of why I became a teacher.” She proceeded to pass the fifth grade high-stakes test.

This may sound too good to be true to those educators who feel as if they can’t possibly track progress at this level of detail while keeping up with daily paperwork and instruction.

But Andy uses a not-so-secret weapon: Chronicle, an iPad application that he and his wife, **Ellen C. Raupp '07**, also an M.S. in Education graduate, created in 2013 in conjunction with their company, Powerhouse Education. Chronicle helps teachers capture student progress and guide instruction, feedback, and communication. The Raupps, both teachers at Hawes Elementary School in Ridgewood, New Jersey, wanted to provide themselves and other teachers with tools to implement best practices more easily and effectively.

“The app really allows us to add a new dimension to student assessments and communication with

parents,” Ellen says. “The demands on teachers continue to increase,” Andy adds. “Teachers are expected to be extremely meticulous in their documentation and proof of student growth—and this app allows them to do just that.”

The Raupps hope to soon transition Chronicle to a multi-user format so different teachers can add notes to the same student file. They also want to make the app available to Android users. In the meantime, they’re celebrating their app’s success. “It’s been a fun and crazy ride so far,” Ellen says.



Make the Grade

Could Chronicle solve the challenges of tracking student progress? The Raupps hope so. It’s packed with these capabilities:

- **ORGANIZATION.** Users can create class rosters with detailed information for each student, including a photo, contact emails, the student’s proficiency level, and test scores.
- **DOCUMENTATION.** Grades are easily entered, but teachers can also keep notes on student progress and file them according to customizable topics, including instructional needs and comments.
- **EVIDENCE.** Chronicle allows teachers to capture pictures and make audio and video recordings filed under each student’s name to share with the student and their parents, providing evidence of progress and areas for improvement.

Learn more at www.powerhouseed.com/apps.



Meet the 2014 Scholars of Change

THE SIXTH ANNUAL SCHOLARS OF CHANGE VIDEO CONTEST demonstrates how students and graduates make a positive difference in their lives and their communities.



Benjamin Isaac, a **Doctor of Education** student, is creating an animated show to inspire children with special needs. “It is my goal to show the world that students with special needs are just that: special,” he says.



Carol Zoffinger, a **Ph.D. in Human Services** student, helps mothers rebuild after addiction, incarceration, or homelessness. She believes implementing parenting skills on a daily basis through her organization is imperative to long-term success.



Heather Hefner '13, a **Ph.D. in Psychology** graduate, partners with an after-school program to provide mental health support for children. Hefner is hoping to help the Refuge open a mental health facility to further serve the children.



Jazmin Chi-Aguillon '12, a **B.S. in Business Administration** graduate, founded LevGrow, an organization that transforms how children learn. LevGrow also gives school supplies to children in need of tools to succeed in their education.



Dorsey Kendrick '92, a **Ph.D. in Education** graduate, works to impact students and the community as president of an urban college. Under her leadership, Gateway Community College has increased its student population by about 5,000.

Watch their inspiring videos at waldenu.edu/scholarsvideos.

Take the 2015 Alumni Satisfaction Survey!

WHO

Classes of 2012, 2013, and 2014

WHEN

The survey will be open from February 6–March 22, 2015.

HOW

You will receive a personal survey link via email that is designed specifically for alumni in your degree program and industry.

WHY

Because your success matters to us! This annual survey measures how we can positively impact your career and the knowledge and skills of current and future students.

TOP PARTICIPATION FACTS:

- CONGRATULATIONS! Georgia, California, Texas, New York, and Florida had the highest U.S. participation rates last year.
- Canada, Mexico, and Nigeria were the TOP THREE NATIONS outside of the U.S.
- THE CLASS OF 2013 shared more student and career insights than any other class.



Celebrate Your Accomplishments

WALK ACROSS THE STAGE at the 54th Commencement Ceremony, Saturday, July 11, 2015, in National Harbor, Maryland, at the Gaylord National Resort and Convention Center. Registration will open this spring. If you can't join in person, mark your calendar now and plan to watch the live webcast at WaldenU.edu with family and friends.

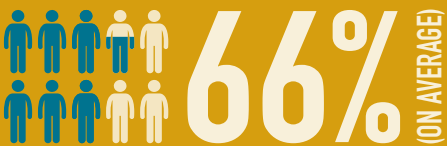
Remember, if you missed your commencement ceremony after graduating, you can still walk. The list of upcoming ceremonies through 2017 is available at myWaldenAlumni.com/commencement.

The Need to Close the Social Change Gap

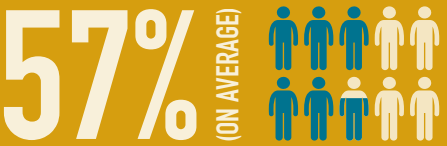
● ● ● **WHEN IT COMES TO SOCIAL CHANGE, THERE IS STILL WORK TO BE DONE.** Walden's 2014 Social Change Impact Report found that only 27% of adults overall are extremely or very satisfied with how much the lives of individuals are improving, and a similar number (24%, on average) are not at all satisfied.

Findings also reveal that adults feel they could be doing more for social change and that there is plenty of room for improvement in their communities. There is a strong feeling that young adults are more passionate than older adults about positive social change, though many feel older adults can make more of a difference than younger ones. The vast majority of adults

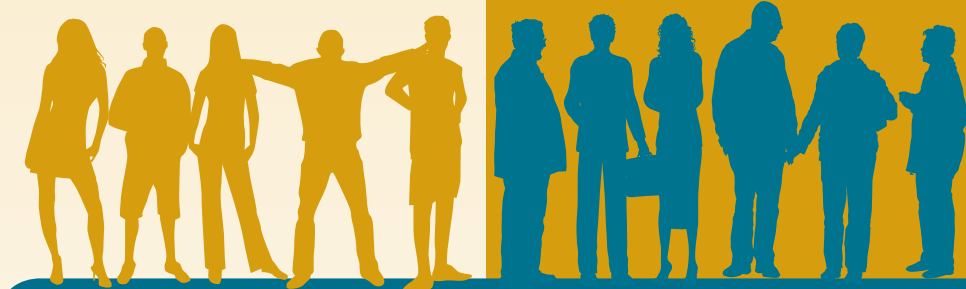
agree that older adults need to share their knowledge to effect social change. Commissioned by Walden University and conducted online by Harris Poll in June 2014, the fourth annual report surveyed more than 9,000 adults in Brazil, Canada, China, Germany, India, Jordan, Mexico, and the United States.



of adults agree that younger adults are more passionate about positive social change than older adults.



of adults agree that when it comes to positive social change, older adults can make more of a difference than younger adults.



CAN YOU HELP CLOSE THE GAP? Take the quiz to discover what kind of social change agent you are at impactreport.WaldenU.edu and figure out how you can make a renewed commitment to using your degree for a higher purpose.



THE NEED FOR POSITIVE SOCIAL CHANGE ENGAGEMENT STILL EXISTS.



Fewer than half of adults feel they are having a major or moderate impact on changing social structures and systems.



For more data, go to WaldenU.edu/impactreport.

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. Katrina Fuller '13
Doctor of Education

Received the **2014 Faculty of the Year award** from the Childbirth and Postpartum Professional Association. Fuller is the founder and owner of Natural Nesters, a business in Hobbs, New Mexico, that provides education, support, and therapy services to pregnant women, new mothers, and their families.

Dr. Julie Hentges '12
Doctor of Education

Awarded the 2013-2014 Midwest Regional Chapter **Counselor of the Year Award** for the Kappa Delta Pi International Honor Society in Education. Hentges is an associate professor of elementary and childhood education at the University of Central Missouri.

Dr. Raymond Marbury '12
Doctor of Business Administration

Awarded the **2014 Merit Award** in the Big Data category, which recognizes federal leaders who perform extraordinary work, by MeriTalk, The Government IT Network. Dr. Marbury is a program manager and analyst at U.S. Customs and Border Protection.

Max Mills '10
M.S. in Education

Named the 2014 **Wyoming History Teacher of the Year** in June. Mills is a teacher at Shoshoni High School.

Cristy J. Wittig '10
Master of Science in Nursing

Honored with a **clinical excellence award** by Presence Covenant Medical Center in Urbana, Illinois, in May. The award is given for commitment, compassion, and skill in the nursing profession. Wittig is a labor and delivery nurse and lactation consultant.

Eric Barton '06
Master of Public Administration

Was the keynote speaker at the Domestic Estate Management Association (DEMA) National Convention in September. Barton is the president and CEO of Vanquish Worldwide and was awarded **DEMA's Humanitarian of the Year award** for a \$7.5 million donation in 2013 to wounded warrior therapy programs, educational nonprofits, and conservation efforts in the Appalachian and Cumberland areas of Tennessee. Barton also recently received the **Philanthropist of the Year Award** and Vanquish won the **Large Business Award** at the Blount Partnership's Best of Blount Awards.

Board Leaders

Betsy Carlin '14
M.S. in Early Childhood Studies

Chosen as one of six candidates for a **governing board at large** position with the National Association for Education of Young Children. Three members will be elected for four-year terms on the governing board. Carlin is an early childhood consultant and teacher in Wilson, Wyoming.

Dr. Bruce Furr '13, '07
Master of Public Health and Ph.D. in Health Services

Appointed to the **board of directors** of the peer-reviewed *American Orthoptic Journal*. He also co-authored an article in the journal and presented his research at the American Association of Certified Orthoptists regional meeting in Cleveland.

Dr. Tony Cappello '12
Ph.D. in Public Health

Appointed to the **State Board of Health** by the governor of Colorado. Cappello is the public health director for the Northeast Colorado Health Department in Sterling.

Leslie P. Mills '06
M.S. in Education

Elected **president** of Georgia's largest teacher organization, The Professional Association of Georgia Educators (PAGE), for the 2014-2015 school year. PAGE has a membership of more than 84,000. Mills is a mathematics consultant for First District RESA.

Presentations

Dr. Heather Craig Alonge ’13, ’07
Ph.D. in Health Services and Master of Public Health
Presented her dissertation research, *Using Diffusion of Innovation Theory to Determine Missouri Providers’ Perceptions of Telemedicine*, during a poster presentation at the American Public Health Association’s annual meeting and exposition in New Orleans in November.

Angela M. Miller ’11
Master of Business Administration
Gave two presentations at the Society of Critical Care Medicine’s 43rd conference in San Francisco.

Mary M. Golway ’06
Master of Science in Nursing
Gave a poster presentation at the 2014 Association for Nursing Professional Development conference in Orlando, Florida. She is a program manager at the American Nurses Credentialing Center in Silver Spring, Maryland.

Promotions

Dr. David Hazen ’13
Doctor of Education
Now **associate professor of education** at Hannibal-LaGrange University in Hannibal, Missouri. Hazen was previously a high school teacher.

Dr. Jonas Nguh ’13, ’11
Bachelor of Science in Nursing and Ph.D. in Public Health
Obtained **Fellow status** from the American College of Healthcare Executives. He was also appointed **editor-in-chief** of the *International Journal of Healthcare Policy*, where he will be responsible for editorial control and maintaining academic quality of the journal.

Allison Sansom ’13
Master of Science in Nursing
Appointed **director of nursing** at Clatsop Community College in Astoria, Oregon.

Dr. Jennifer Methvin ’12
Ph.D. in Education
Started as the **president of Crowder College** in Neosho, Missouri. Methvin formerly served as the vice chancellor of academics at the University of Arkansas Community College at Hope.

Kathryn Moratti ’12
Master of Science in Nursing
Named an **adult-gerontology acute care nurse practitioner** at Borgess Cardiology Group in Kalamazoo, Michigan.

Tammy Hurley ’11
M.S. in Education
Now **principal** of Fred Moodry Middle School in Anaconda, Montana. She previously served as a geography teacher at the school. Last fall, Hurley started the BackPack Program in Anaconda, which sends backpacks full of food home with children who may not otherwise get enough to eat on the weekends.

Ayanna Cooper ’09
Doctor of Education
Accepted the position of **educational specialist** for the Hawaii State Department of Education.

Dr. Daniele Kass ’09
Doctor of Education
Hired as **director of curriculum and instruction** by The Winston School in Short Hills, New Jersey, a school for students in grades 3–8 with language-based learning differences.

Tara Raymore ’09
B.S. in Business Administration and Master of Business Administration
Named the **new human resources director** of Williamson County, Texas.

Ivy Pfeffer ’03
M.S. in Education
Named **assistant commissioner** for human resources, educator effectiveness, and licensure for the Arkansas Department of Education in July. In her new role, Pfeffer oversees human resources, teacher licensure, teacher and principal evaluation programs, and educator ethics investigations.

Publications

Alaba Omolaye-Ajileye ’14
M.S. in Criminal Justice
Contributed an article to *The Nation* in Nigeria about the Boko Haram menace and suggests ways to defeat the insurgents. Omolaye-Ajileye is a Judge of the High Court of Justice of Kogi State.

Mercy Chikhosi Nyirongo ’14
Master of Public Health
Subject of a **feature article** on her work as a healthcare coordinator in her home country of Malawi. The article was published on the United Methodist Church’s website.

Dr. Mohamed Al Mazeedi ’13
Doctor of Business Administration
Featured in *The National*, an English-language daily newspaper in the United Arab Emirates, in an article about how his education allowed him the opportunity to gain a broader understanding of supply chain management.

Dr. Rhonda Cunningham ’13
Ph.D. in Psychology
Quoted in an article on Bloomberg.com about research from her doctoral dissertation, which demonstrates the effectiveness of using Cogmed learning software to teach students with learning and attention-deficit issues.

Jenny Medley ’13
Master of Science in Nursing
Published “Cost-Effectiveness of a WOC Nurse Practitioner in the Acute Care and Outpatient Setting” in the *Journal of Wound, Ostomy and Continence Nursing* (Vol. 41, Issue 4).

Dr. Rhondra O. Willis ’12
Ph.D. in Applied Management and Decision Sciences (now Ph.D. in Management)
Published her second book, *I Always Eat My Dessert First: Seven Days of Encouragement, Affirmation, and Reflection* (Nicole Group Inc., 2014).

John Chiokwe ’11
Master of Business Administration
Profiled in This Day Live in Nigeria about how his Walden education led him to personal enlightenment. Chiokwe is an IT manager for WaterAid, part of a global vision to create a world where everyone everywhere has access to safe water by the year 2030.

Dr. Anita Alston Ellis ’11
Ph.D. in Public Health
Published *From Abandonment to Abundance*, which tells the true life story of how she was abandoned as a child, but was determined to live a life of abundance. Ellis, who was brought up in foster care until her adoption, announced the upcoming release of her book during National Adoption Month. The book provides insight into the world of foster care and how Ellis overcame challenges on her road to empowerment.

Yamit Armbrister ’10
Master of Business Administration
Published her first novel, *One Moroccan Woman* (CreateSpace, 2014).

Benjamin Banks ’10
Master of Public Health
Published an article in *Time* magazine about his success having a healthy biological child with his wife despite being HIV positive since childhood. He is an ambassador for the Elizabeth Glaser Pediatric AIDS Foundation, a nonprofit dedicated to preventing pediatric HIV infection and eliminating pediatric AIDS through research, advocacy, and prevention, care, and treatment programs.

June C. Smith ’10
Master of Science in Nursing
Co-authored the article “Glasgow Coma Scale: How to Improve and Enhance Documentation” in the *Journal of Trauma Nursing* (Vol. 21, Issue 3). She is the trauma coordinator at NorthShore University HealthSystem’s Glenbrook Hospital in Glenview, Illinois.

Dr. Wanda Robinson Lee ’08
Ph.D. in Education
Published her memoir, *God’s Voice: Choices That Led My Journey*. Robinson Lee spent 30 years teaching in North Carolina public schools and is now an adjunct instructor at Johnston Community College in Smithfield, North Carolina.

Dr. Diane Bryan ’05
Ph.D. in Psychology
Signed a publishing deal with CelebrityPress to co-author a new book, *Get in the Game*. Her co-authors will include experts from various industries, and royalties from the book will be given to Entrepreneur’s International Foundation.

Dr. Ellen J. Stoltz ’01
Ph.D. in Education
Co-authored “Reading Cross-Training: Meeting the Challenges of the Common Core With Common Instructional Routines for Readers of All Ages” in the *New England Reading Association Journal* (January 2014). She is the chief academic officer for Bloomfield Public Schools in Connecticut.

 We want to hear from you! Share your accomplishments at myWaldenAlumni.com/shareyourstory.

Cultivating Alumni Connections

● ● ● **OUR ALUMNI LIVE ALL AROUND THE WORLD**—but they make a point to come together to introduce themselves, catch up with colleagues, and build friendships. Here, we share a few photos from our most recent commencement ceremony in National Harbor, Maryland.



▲ Dr. Walter McCollum '04, pictured with board chair Paula Singer, received the 2014 Outstanding Alumni Award.

▶ Alumni and their guests enjoyed the opportunity to hear from university officials during the Meet the President reception.



▼ JC Zambrano encouraged local alumni and new graduates to stay involved with the Walden community.



▲ Nneka Akarakiri and her daughters visited Maryland from Nigeria to celebrate at commencement.



▲ Graduates and their friends and family celebrated at July's commencement ceremony in National Harbor.



▲ Penelope Gill, a South African graduate, shared her Walden story during a video shoot at the Gaylord National.



▲ Alumni gathered in National Harbor in July.



Ways TO STAY INVOLVED

Take advantage of these chances to get to know your fellow alumni and increase your engagement with the Walden community:

February 6–March 22

2015 Alumni Satisfaction Survey
Open to graduates from the classes of 2012, 2013, and 2014

February 25

Walden's Expert Meet and Greet
Chicago, Illinois

March 25–26

WOBI | World of Business Ideas on Leadership
Mexico City

April–May

Outstanding Alumni Award Nominations
Nominate a graduate who exemplifies Walden's mission of social change

July 9

Meet the President
National Harbor, Maryland
New graduates and Maryland alumni are invited to a special reception with the president during commencement weekend.

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



one degree many careers

Master of Public Health (MPH)

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

1. **Adenike Alaga '14**

RN, SUPERVISOR CARE
MANAGEMENT
PruittHealth
Norcross, Georgia

2. **Audrey Bergin '14**

MANAGER, DOMESTIC
VIOLENCE PROGRAM
Northwest Hospital
Randallstown, Maryland

3. **Cyprian Ndonwie Foba '14**

CONSULTANT OBSTETRICIAN/
GYNECOLOGIST
(INTERNATIONAL
VOLUNTEER)
United Nations Development
Programme/United Nations
Volunteers
Zomba, Malawi

4. **Ruba Kawafha '14**

REGIONAL COMMUNICATION
OFFICER (SYRIA CRISIS)
United Nations Population
Fund Jordan
Amman, Jordan

5. **Church Tophill '14**

FOUNDER AND
EXECUTIVE DIRECTOR
African Health Development
Geneva, Maryland

6. **Ernestina Yirkyio '14**

NUTRITION OFFICER
Tamale Teaching Hospital
Tamale, Ghana

7. **Annisa White '13**

ENVIRONMENTAL SCIENTIST
C-K Associates
Houston, Texas

8. **Patricia E. Parsons '12**

HIV PREVENTION MANAGER
Mercy Care
Atlanta, Georgia

9. **Amanda Robison-Chadwell '11**

EPIDEMIOLOGIST AND
PHEP MANAGER
Ector County Health
Department
Odessa, Texas

10. **Selim Khan '10**

COORDINATOR,
HEAD OF OFFICE
World Health Organization
Nyala, Sudan

11. **Sharon Page '09**

RN III, NEWBORN SCREENING
PROGRAM
Texas Department of State
Health Services
Austin, Texas

12. **Gwendolyn Battiste '08**

ASSISTANT PROFESSOR
Tennessee State University
Nashville, Tennessee

13. **Kenneth Onye '10**

PROJECT MANAGER
World Bank ACE: African
Center of Excellence for
Genomics of Infectious
Disease (ACEGID) and
National Institutes of Health
(NIH) Human Heredity and
Health in Africa (H3Africa)
Mowe, Ogun State, Nigeria

Share your career path
with Walden magazine at
[myWaldenAlumni.com/
onedegree](http://myWaldenAlumni.com/onedegree)

Programs at a Glance

Are you ready to advance your education and career? Remember: You'll save 15% on all tuition* over the lifetime of your program by returning to Walden for your next degree! Look at our current program offering and help family, friends, and colleagues get started at myWaldenAlumni.com/refer. *Only one tuition-reduction benefit may be applied to tuition.

(New programs in bold.)

DOCTORAL

Business Administration (D.B.A.)
Counselor Education and Supervision
Criminal Justice
Education (Ed.D.)
Education (Ph.D.)
Health Services
Human Services

Industrial and Organizational Psychology

Information Technology (D.I.T.)
Management
Nursing Practice (DNP)
Nursing (Ph.D.)
Psychology
Public Health (DrPH)
Public Health (Ph.D.)
Public Policy and Administration
Social Work (DSW)
Social Work (Ph.D.)

MASTER'S

Accounting
Addiction Counseling
Adult Learning
Business Administration (M.B.A. and
Executive M.B.A.)
Clinical Mental Health Counseling
Clinical Psychology
Clinical Research Administration
Communication
Criminal Justice
Criminal Justice Leadership and Executive
Management
Early Childhood Studies

Education
Emergency Management
Forensic Psychology
Health Education and Promotion
Health Informatics
Healthcare Administration (MHA)
Higher Education
Human Resource Management
Human Services
Information Systems Management
Information Technology
Instructional Design and Technology
Leadership
Management

Marketing

Marriage, Couple, and Family Counseling
Nonprofit Management and Leadership
Nursing (MSN)
Project Management
Psychology
Public Administration (MPA)
Public Health (MPH)
Public Policy (MPP)
Social Work (MSW)
School Counseling
Teaching (M.A.T.)

BACHELOR'S

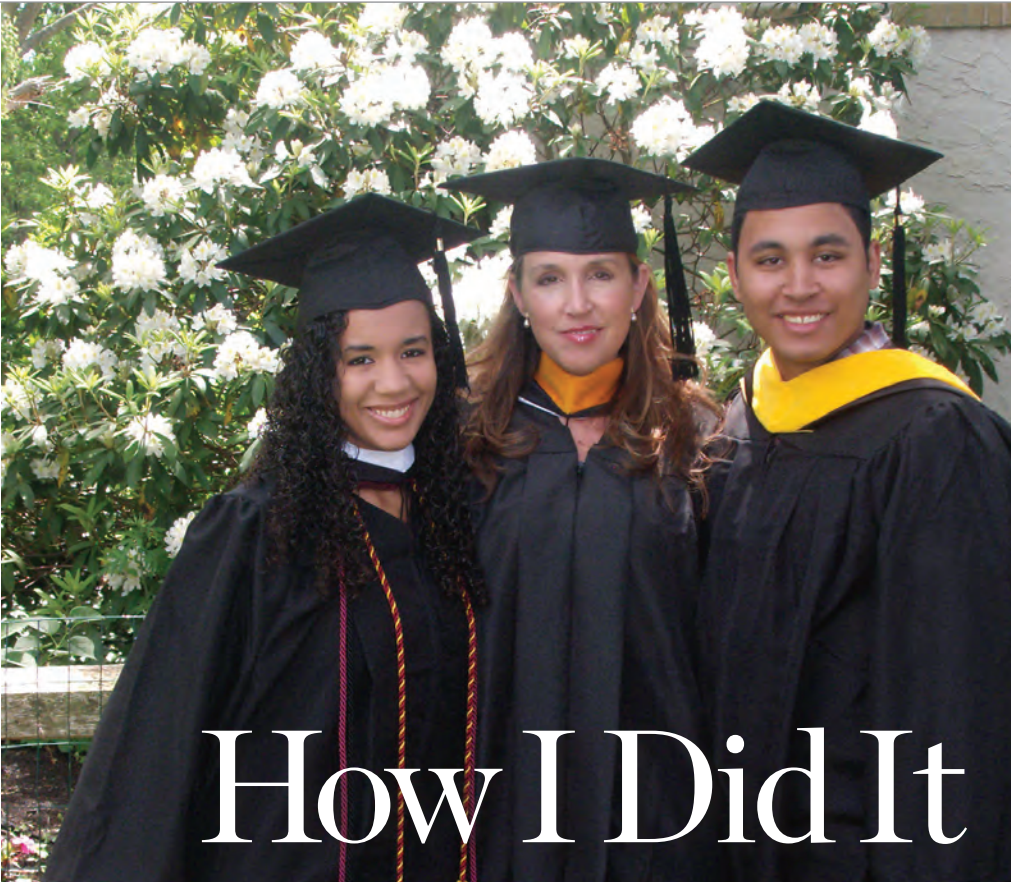
Accounting
Business Administration
Business Communication
Child Development
Communication
Computer Information Systems

Criminal Justice
Forensic Psychology
Health Studies
Healthcare Management
Human Services
Information Technology
Instructional Design and Technology
Interdisciplinary Studies
Nursing (RN-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
(Non-Licensure)
Special Education (Non-Licensure)
Teacher Leadership

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



DONNA WALDEN '13

Pictured above (center) with two of her children

DEGREE EARNED: B.S. in Psychology

CURRENT PROGRAM: M.S. in Nonprofit Management and Leadership

WHAT I WAS DOING AT THE SAME TIME: I head a finance department at the Hospital of the University of Pennsylvania, which includes an hour-long commute each way. I'm also a single mom with four kids. I helped three stay focused on their studies at college by setting a good example myself. The fourth is in middle school. During my studies, I was diagnosed with thyroid cancer. I had surgery and radiation therapy. Right before graduation, the cancer returned and I had surgery again. Thankfully, I'm in remission now.

BEST THINGS MY FAMILY AND FRIENDS DID TO HELP ME: My youngest son chipped in with housework and took care of our dogs, which was a great help. Overall, my kids were amazing—very encouraging. My best friend, Ginny, also helped out at the house and took care of my youngest while I had surgery. I had great people cheering me on, which is why I was able to complete my degree despite these challenges.

HOW I MADE TIME TO STUDY: Before I started my first course, I called a family meeting to talk about the changes we would need to make once I started school and to write a fair chore chart. We worked out a system, particularly for my youngest and me. We'd have dinner together, do homework, and then watch a movie. I did a lot of my research during my lunch hours to be sure I could make more time for him at home. I'd write papers after he went to bed or before he got up on the weekends. I stumbled at first. I'd wait until

a deadline to start on a big project, then had to scramble. I figured out how to take things day by day, breaking each assignment into bite-sized chunks.

“ Education broadens your horizons, challenges your worldviews, and helps you find your passions.”

WHY I STAYED MOTIVATED: I've told my kids since they were young that they would graduate from college. I believe higher education is critical for success. It broadens your horizons, challenges your worldviews, and helps you find your passions. I finished my degree so my kids would see me as a leader, not someone who is all talk and no action.

MY HIGHEST POINT: I graduated one month before my two eldest children graduated from college. We celebrated our accomplishments at a combined graduation party with family from Chicago, New York, and New Jersey, which made it special. It was one of my proudest moments.

MY NEXT CHALLENGE: I've volunteered my entire adult life with organizations like Meals on Wheels, UNICEF, and the Special Olympics. My volunteerism is one way I show I am committed to creating a better world. Walden reinforced that passion for community service by emphasizing the importance of social change. My next goal is to find a career at a nonprofit to help change peoples' lives every day. — C.L.

■ Tell us how you did it at myWaldenAlumni.com/shareyourstory.

DID YOU KNOW?

Each year, more than 2,000 alumni return to Walden to pursue another degree.

» TO *thank you* FOR
CONTINUING TO CHOOSE WALDEN,
WE OFFER ALUMNI A...

15% SAVINGS*

ON THE LIFETIME OF YOUR NEXT PROGRAM'S TUITION.

READY TO RE-ENROLL?

Go to myWaldenAlumni.com/re-enroll for more information.



“I am looking forward to getting my Ph.D. from Walden—a university that has been there for me every step of the way during my academic journey.”

— TIERRA WILSON '13, M.S. in Psychology

* Only one tuition-reduction benefit may be applied to tuition.



Walden is printed on Forest Stewardship Council™ certified paper.

FSC® certification ensures that the paper used in this magazine contains fiber from well-managed and responsibly harvested forests that meet strict environmental and socioeconomic standards.

The FSC logo on our magazine signals not only FSC certification but also Walden's commitment to improving the environment.

Every graduate has a story to tell. What's yours? **Share your journey with us.**

How has your degree advanced your career?

What motivated you along the way?

Have you been published?

How are you changing our world?

Did you recently get a promotion?



Tell us today! myWaldenAlumni.com/shareyourstory