

WINTER/SPRING 2020

WALDEN

MAGAZINE



EMPOWERING
THE
GREATER
GOOD

Dear Walden Community,

This year we celebrate Walden University's golden anniversary. Fifty years is a major milestone! It provides an opportunity for all of us to pause, look back, and pay tribute to Walden—a truly remarkable and trailblazing institution of higher education.

In this special edition of Walden's alumni magazine, we highlight what makes our shared community so special. You will hear from founders, graduates, faculty, and staff as they reminisce about their experience as members of the Walden community throughout the past 50 years. It has been an honor for me to have worked with many of those featured, and their experience mirrors my own throughout the past 20 years and as Chair of Walden's Board of Directors.

When I first started, Walden was a distance education school providing correspondence and course-based programs for about 1,000 students. We had what was in those early years a crazy and truly revolutionary idea for advancing Walden's mission and access: establish Walden as a *fully online* institution of higher education specifically for *adult learners*. At the time it was, well, unheard of to be only online, offer only graduate degrees, and serve only working professionals. Walden led the way. We were one of the first to design and deliver fully online doctoral degree programs for working professionals. Walden was also one of the first to hire full-time, fully online faculty. We were the first to offer online nursing degrees and the first to receive accreditation for online social work degrees. There are more "firsts" than I can mention here, and what they represent is proof of Walden's longstanding reputation for setting the standard for innovation in online higher education and serving students like you.

I invite you to join us in recognizing and celebrating Walden University's 50-year anniversary. I look forward to the innovations and leadership we will bring to our working professional students and the communities we serve over the next 50 years!

Paula R. Singer
Chair of the Board
Walden University



WALDEN MAGAZINE

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50 YEARS

*SUMMER SESSION FACULTY
UNIV. OF CALIFORNIA - LAJOLLA
1979*

The story of Walden is the story of effecting change. In 1970, Bernie and Rita Turner founded the university on the belief that higher education should be available to more people. At the time, it was a radical idea. But it was also needed.

OF EMPOWERING THE GREATER GOOD

BY ALAN CARL AND DR. SEAN CARTON

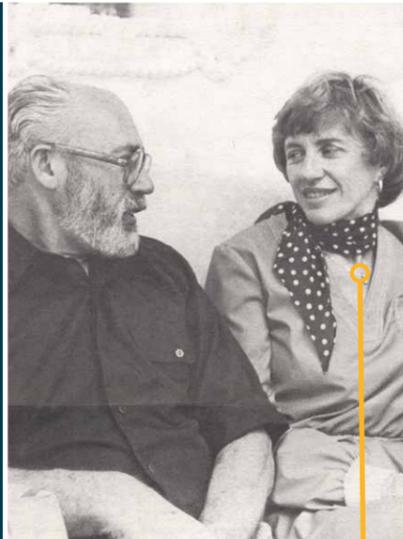
When Walden held its first summer session in Naples, Florida, in 1971, students who would not have otherwise had the opportunity to earn a graduate degree arrived with hope. They left with the conviction that they, too, could make the world a better place.

This spirit has guided us ever since. Now, two decades into the 21st century, Walden is a premier provider of higher education online, empowering tens of thousands of students across the world. In them, Bernie and Rita Turner's bold ideas continue on.

1970

1980

WORLD MILESTONE



1969

HAROLD L. HODGKINSON
publishes "Walden U.: A Working Paper."

1970

WALDEN FOUNDED
by Bernie and Rita Turner to help working teachers and school administrators finish their doctoral degrees.

—
BERNARD L. TURNER
named Walden's first president.



1971

FIRST CLASSES HELD IN NAPLES, FLORIDA
Classes focused on helping students form their dissertation topics so that in the fall they could go back to their schools prepared to start working on their dissertations.

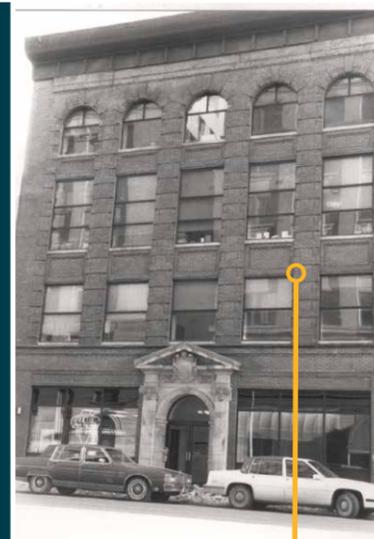
1972

FIRST COMMENCEMENT
Walden awards 46 PhDs and 24 EdDs.
—
DR. BUD HODGKINSON
appointed as the first dean of Walden University.



1979

WALDEN EARNS LICENSE TO GRANT PHDs AND EdDs IN MINNESOTA
Minnesota Higher Education Coordinating Board licenses Walden University.
—
CREATION OF THE U.S. DEPARTMENT OF EDUCATION
under President Jimmy Carter.



1980

REAGAN ELECTED PRESIDENT
Concern for America's standing in the world leads Ronald Reagan to push for massive educational reforms.

1982

WALDEN MOVES HEADQUARTERS
to Minneapolis, Minnesota.
—
BOARD OF EDUCATION VS. PICO
U.S. Supreme Court rules in Board of Education vs. Pico that school libraries cannot remove books because administrators find them to be offensive.

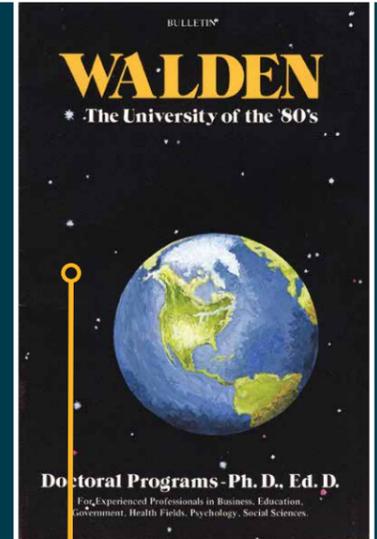


1984

SOCIAL CHANGE CURRICULUM ESTABLISHED

1987

NEW INDIVIDUALIZED DOCTORAL PROGRAM
Walden reformats program to include professional development plan, knowledge area modules, and dissertation.



1988

WALDEN GRANTED CANDIDACY STATUS
The Higher Learning Commission of the North Central Association of Colleges and Schools grants Walden candidacy status.

1989

DR. HOWARD ABEL
named Walden president after Bernie Turner steps down.

1990

2000

1999
KENT MORRISON
named Walden president.

1996
FIRST INTERNET
DEPENDENT PHD
DEGREE AT WALDEN
PhD in Psychology.



1990
ACCREDITATION
Walden is granted accreditation through the Higher Learning Commission of the North Central Association of Colleges and Schools.

SIR TIM BERNERS-LEE INVENTS WORLD WIDE WEB
The first web page was served in December 1990, leading the way for a digital world of higher education.

1991
GLENDRON DRAKE
named Walden president after Dr. Abel's two-year leave of absence from Central Michigan University expires.

MINNESOTA PASSES THE FIRST CHARTER SCHOOL LAW IN THE UNITED STATES.

1992
BERNIE AND RITA
TURNER RETIRE
from Walden University.



1995
TURNERS AWARDED HONORARY DOCTORATES
at Walden's 25th commencement.

—
DAVE R. PALMER
named Walden president.

—
FIRST FULLY ONLINE MASTER'S IN EDUCATION
Walden offers its first master's program, an MS in Educational Change and Technology Innovation—the first completely online master's program in education in the country.

2001
SYLVAN LEARNING SYSTEMS
makes first investment in Walden University.

2002
ROBERT SCALES
named Walden president.

2003
PAULA PEINOVICH
named Walden president.



2004
WALDEN UNIVERSITY BECOMES PART OF THE LAUREATE EDUCATION INC. NETWORK OF UNIVERSITIES
—
WALDEN MERGES with National Technological University.

2006
WALDEN BECOMES TOP GRANTER OF MASTER'S DEGREES AND DOCTORATES to minority students in the U.S.¹
—
WALDEN LAUNCHES FIRST FULLY ONLINE SCHOOL OF PUBLIC POLICY AND ADMINISTRATION

2007
JONATHAN KAPLAN
named Walden president.



2008
WALDEN RANKED IN TOP 20 FOR HIGHER EDUCATION OF HISPANICS²
—
WALDEN LAUNCHES NEW CENTER FOR INTERNATIONAL PROGRAMS

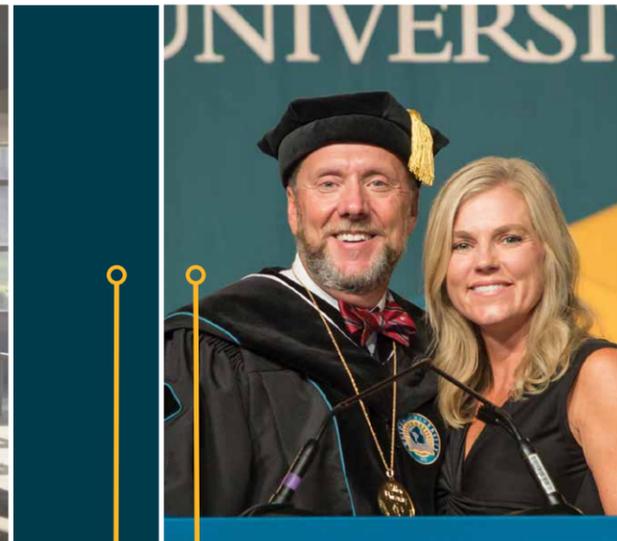
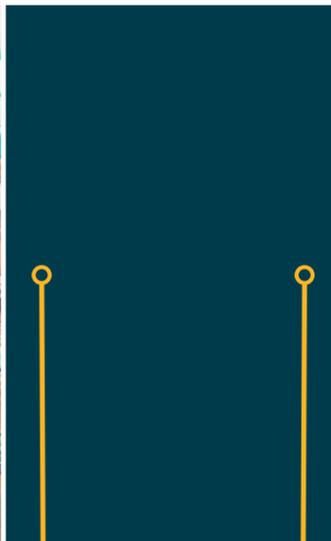
¹ Source: 2006 Top Graduate Degree Producers analysis by Diverse: Issues in Higher Education

² Source: "The Hispanic Outlook in Higher Education," May 2008.

2010

Over the past decade, Walden has grown tremendously. We welcomed the decade by honoring Nelson Mandela, a man whose life exemplified the courage and conviction we strive for at Walden. In fact, our commitment to standing up for what's right inspired another major moment of the 2010s: the opening of the Center for Social Change, an initiative that helps the entire Walden community and beyond do more for our communities and the world. In many ways, doing more was the theme of this decade. We were one of the first online universities to be awarded

a number of accreditations, from agencies including the Commission on Collegiate Nursing Education (CCNE), Council for Accreditation of Counseling and Related Educational Programs (CACREP), National Council for Accreditation of Teacher Education (NCATE), and Accreditation Council for Business Schools and Programs (ACBSP). We became the largest granter of doctorates to African Americans, were named a National Center for Academic Excellence in Cyber Defense by the NSA, and launched multiple new degree programs. And we'll strive to do even more in the 2020s.



2010

WALDEN ALUMNI ASSOCIATION FORMED

WALDEN GRANTS HONORARY DEGREE TO NELSON MANDELA

ACCREDITATION
Commission on Collegiate Nursing Education (CCNE) accredits Walden University's Bachelor of Science in Nursing (BSN) Completion Program.

2011

PRESIDENT BILL CLINTON speaks at Walden commencement.

WALDEN BECOMES LARGEST GRANTEE OF DOCTORATES TO AFRICAN AMERICANS IN THE U.S.³

ACCREDITATION
Accreditation Council for Business Schools and Programs (ACBSP) awards Walden University initial accreditation of select business programs.

2012

ACCREDITATIONS
The Richard W. Riley College of Education and Leadership and its educator preparation programs are accredited by the National Council for Accreditation of Teacher Education (NCATE), and the Doctor of Business Administration (DBA) program receives ACBSP accreditation.

DR. CYNTHIA G. BAUM named Walden president.

2013

50TH COMMENCEMENT HELD IN MINNEAPOLIS

ACCREDITATIONS
Walden receives reaffirmation of regional accreditation from The Higher Learning Commission, which grants accreditation to Walden for 10 more years. The MS in Project Management program receives Project Management Institute accreditation, and the DNP program receives Commission on Collegiate Nursing Education accreditation.

2014

JONATHAN KAPLAN named Walden president.

CONDOLEEZZA RICE speaks at Walden commencement.

ACCREDITATION
Counseling programs receive Council for Accreditation of Counseling and Related Educational Programs accreditation.

2015

ACCREDITATION
Walden's Master of Social Work program receives Council on Social Work (CSWE) Education accreditation.

DESIGNATION
Walden named a National Center of Academic Excellence in Cyber Defense Education by the National Security Agency and Department of Homeland Security.

2017

CENTER FOR SOCIAL CHANGE FOUNDED AT WALDEN

2019

DR. WARD ULMER named Walden president.

ACCREDITATIONS
Walden's Bachelor of Social Work (BSW) program receives CSWE accreditation. Walden University receives Council for the Accreditation of Educator Preparation (CAEP) accreditation. Walden's Master of Public Health (MPH) program receives Council on Education for Public Health (CEPH) accreditation.

AWARD
Walden's College of Management and Technology and School of Management earn the first-ever Accreditation Plus Award from the ACBSP.

2020

WALDEN'S 50TH ANNIVERSARY

³ Source: "The Journal of Blacks in Higher Education," February 2017.

Fifty years ago, few thought a university like ours could exist, let alone last. Nevertheless, we did. And we are thriving, with students, faculty, and alumni all over the world, studying and working in a wide range of fields.

In the years to come, we will be doing even more to advance our mission of social change and expand access to higher education. The Center for Social Change will continue to grow, providing resources, knowledge, and opportunities to the entire Walden community and all those who want to partner with our students, faculty, and alumni to effect positive change.

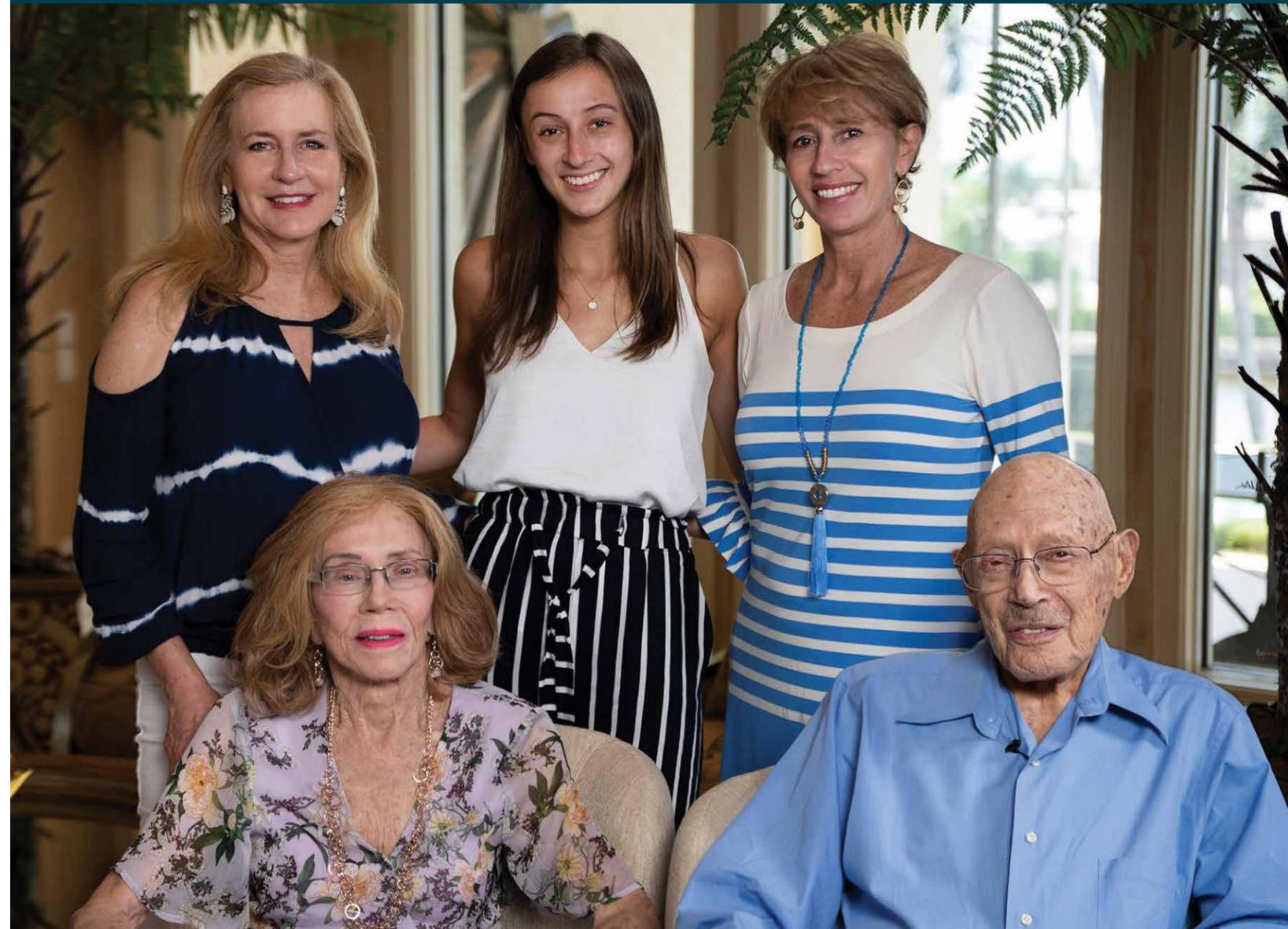
We'll also continue to expand our annual Global Days of Service, working with our worldwide community to take on more initiatives in more places to help strengthen even more communities.



On the technology front, we'll remain pioneers, pushing the field of online learning forward by investing in the latest educational tech and developing new ways to deliver courses. We will make our learning options even more flexible, collaborative, and immersive.

We'll also expand our educational offerings and grow our existing degree and certificate programs as well as specialty designations so that, no matter how the world may change, our courses will always meet the needs of students and the priorities of employers. Since our founding, we've taken a forward-looking view of curriculum and will carry that mindset into the years to come, providing new educational opportunities whenever new learning needs arise.

We've embraced change since the Turners first conceived of the university. And, although we can't definitively say what Walden will look like in 50 years, at our 100th anniversary, we know we'll still be doing everything we can to help our students change the world for the better.



GROWING UP WALDEN

BY KYRA MOLINARO



Amy Turner and Tammy Turner Kipp, daughters of Walden founders Bernie and Rita Turner, share their memories from the early days of Walden and the lasting impact of their parents' legacy.

On a summer evening in 1970 in Long Island, New York, 9-year-old Amy Turner and 5-year-old Tammy Turner Kipp sat at their dining room table with their older brother, David, diligently stuffing hundreds of letters into envelopes.

Their parents, Walden founders Bernie and Rita Turner, had enlisted the children's help in preparing the mailing, which would provide information to nearly 2,000 potential faculty members and students about the Turners' groundbreaking vision: a nontraditional university for working professionals who wished to pursue a doctorate on a flexible schedule.

The next day, the family went on vacation to Atlantic City, New Jersey. "When we came back a few days later, there were two huge

sacks of mail sitting on the front porch," Amy says. "They were both full of all the responses from folks who were very excited about this new concept."

A commitment to social change

"My parents were activists in their younger days and were always rooting for the underdog," Tammy says. "That was an enormous part of their world before Walden. They wanted to perpetuate equality on every level."

Adds Amy: "As kids, we were on every protest line. We always had big signs, whether it was for women's equality, the civil rights movement, peace marches, or anti-nuclear protests. My parents had a deep sense of responsibility

to humankind. They wanted to contribute something of significance to the world, and they wanted to right the wrongs, but they knew they couldn't do it by themselves. They wanted to use education as a social force so each person could be a change agent, exponentially amplifying the effort to make the world a better place."

Tammy can vividly recall the Turner family hosting the first Walden summer session residency in Naples, Florida, in 1971. "We moved into the Cove Inn hotel for a month," she says. "We all chipped in and served coffee and doughnuts every morning after the first big lecture hall meeting of the day."

As the siblings grew older, the annual summer sessions presented them with unique educational opportunities. "At such young ages we sat in on lectures with high-caliber faculty and were fascinated by topics such as economics presented by Bud Hodgkinson, one of Walden's founding board members and faculty, who had served under President Nixon, for example," she says. "We were continually surrounded by this amazing caliber of faculty and board members, like executives from GM or GE. We never felt intimidated, as that was our norm."

As the years passed, Amy and Tammy witnessed firsthand their parents' wholehearted devotion to the development of Walden. Still, the tight-knit family always sat down over dinner every night to chat and discuss not only their days but also how they could solve the world's problems, Tammy says.

"We would often end up talking about politics and issues around the world, offering solutions for how to fix this problem and that problem," Tammy says. "Our parents always threw out the question, 'What's missing out there? What's the void?'"

full-time faculty, without a library," Amy explains. "I remember an awful article coming out about 'motel universities' [which satirized distance learning by saying its students could earn their degrees from a motel room]."

But this skepticism was erased in 1972 when Bernie was appointed to the Florida State Board of Independent Colleges and Universities. "My father gained the respect of so many fellow members of academia," Amy says. "That elevated the position of Walden and really put it on the map."

"My parents had a deep sense of responsibility to humankind. They wanted to contribute something of significance to the world."



Through the establishment of Walden, Bernie and Rita were attempting to fill a void for adult learners by offering distance education opportunities for doctoral students. But the road to success included many obstacles, especially as the couple worked to boost the national reputation and credibility of Walden.

"There was a lot of skepticism about a university that existed without a football team, without walls, without

Change, growth, and carrying the mission forward

The next two decades were characterized by much change and growth for Walden. Its academic and administrative offices moved from Florida to Minnesota in 1982, and the Walden curriculum was restructured to focus more on social change in 1984. Finally, in 1990 (20 years after its inception), Walden was granted regional



“Tammy and I have always been vigilant about doing something with social value and making sure we are contributing to society in a positive way.”

accreditation by the North Central Association of Colleges and Schools.

Tammy calls the accreditation a “game changer” and says the accomplishment is one of her parents’ most rewarding moments. Another historical benchmark for the Turners was selling Walden in 1992 to Florida businessman Don Ackerman, who assumed the position of chair of the Board of Directors.

“Our parents were elated that Don was able to embrace the social change mantra and carry the torch forward,” Tammy remembers. “Honestly, to this day, it puts a smile on their faces knowing that Walden’s worldwide impact as an epicenter of social change agents is still having its ripple effect and continuing their dream of social good.”

Tammy and Amy were inspired by their parents’ entrepreneurial spirit as they pursued their own careers. Both sisters received bachelor’s degrees in marketing (Amy worked in marketing for Walden for six years) and later went on to open several retail stores together. Currently, they both work on real estate and technology projects.

They remain committed to meeting needs in society by volunteering with local nonprofits. Amy is working on a clean water project in affiliation with environmental activist Erin Brockovich’s water quality team. They will use artificial intelligence to predict contamination outbreaks to alert the public about upcoming health and environmental catastrophes.

Although Tammy is in real estate development, she has volunteered in multiple capacities for disadvantaged children and school boards. She is currently very involved with local government, focusing on environmental concerns and other projects.

“Tammy and I have always been vigilant about doing something with social value and making sure we are contributing to society in a positive way,” Amy says.

As the sisters consider Walden’s next 50 years and the legacy of the university their parents created, they hope that Walden faculty, staff, and students will continue to think critically about the world around them and use the power of education as a force for good.

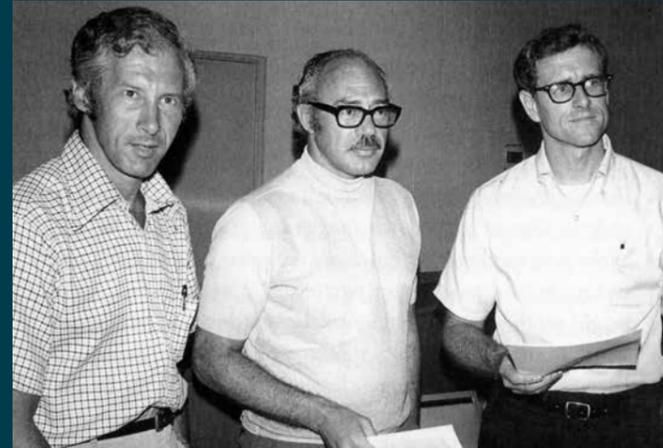


GOING THE DISTANCE

WALDEN PIONEERS A LEARNING REVOLUTION

BY KYRA MOLINARO

Long before colleges and universities could even imagine offering online programs for adult learners, Bernie and Rita Turner had a revolutionary idea. Their creation of Walden University would make postgraduate education accessible to more people than ever before.



“Walden leadership and faculty have always been forward-thinking, and this mindset will keep Walden solidly positioned as a learning leader for years to come.”

For most of the 20th century, nearly all graduate programs were taught in a full-time, face-to-face format. This made it almost impossible for working professionals to achieve an advanced degree without quitting their jobs or attending evening classes, placing financial and emotional strain on students and their families.

Walden reinvented that learning model, offering PhD programs in psychology and education through a distance learning format that made education possible without face-to-face interactions. For those first courses, students and faculty connected over the phone and used mail to receive materials such as articles and textbooks and send assignments back and forth.

With these revolutionary early programs, Walden was a trailblazer in distance learning. Gradually, the national market for this educational model grew as more

institutions began exploring the concepts of adult learning theory and developing their own methodologies. But by the late 1990s, there were still only a handful of educational institutions offering distance learning degree programs.

Rapid growth and overcoming doubts about online learning

By the early 2000s, distance learning had experienced rapid growth with the advance of online technology. Walden's leadership at the time, including Kathy Winberry, former divisional vice president at Laureate, and Barbara Schadlow, former vice president of

product development at Laureate, realized they needed to build on Walden's academic support systems as they worked to develop a variety of programs that would be delivered online.

“At that time, a lot of people believed you couldn't learn online,” Winberry says. “Very few people knew how to teach or present information online. So, in a sense, we became some of the first instructional designers as we worked to find industry experts who could help us develop new content that worked for our students and professors.”

In 2001, Walden acquired OnlineLearning.net, a technology partner that had been

successfully used by several West Coast universities. Through the acquisition, Walden gained access to Blackboard, one of the earliest online learning management systems, as well as a devoted technology staff whose job was to support the complex transition to online learning.

To ensure that student needs were at the forefront of program development, Winberry and Schadlow led their teams based on a highly detailed, research-based strategy. Tactics included creating a persona of a potential student to ensure that developers understood the context for learning, as well as holding focus groups to make sure the programs provided students with the skills and knowledge they needed to be successful in their jobs.

As Walden worked to resolve Blackboard's early limitations, students continued to receive recorded and printed materials in the mail until 2008, at which time all media was streamed directly through Blackboard to create a seamless experience for students.

“Our technology and operations changed continually to meet student needs,” Winberry says. “It was a very fluid time in Walden's history, but it was all done to support our students as best as possible.”

These challenges didn't stop Walden's team from rolling out dozens of new programs at the master's and doctoral levels in areas such as nursing, business, IT, psychology, and criminal justice. Today, Walden offers more than 80 degree programs and more than

340 specializations and concentrations. Thousands of students from more than 145 countries pursue their passions with Walden.

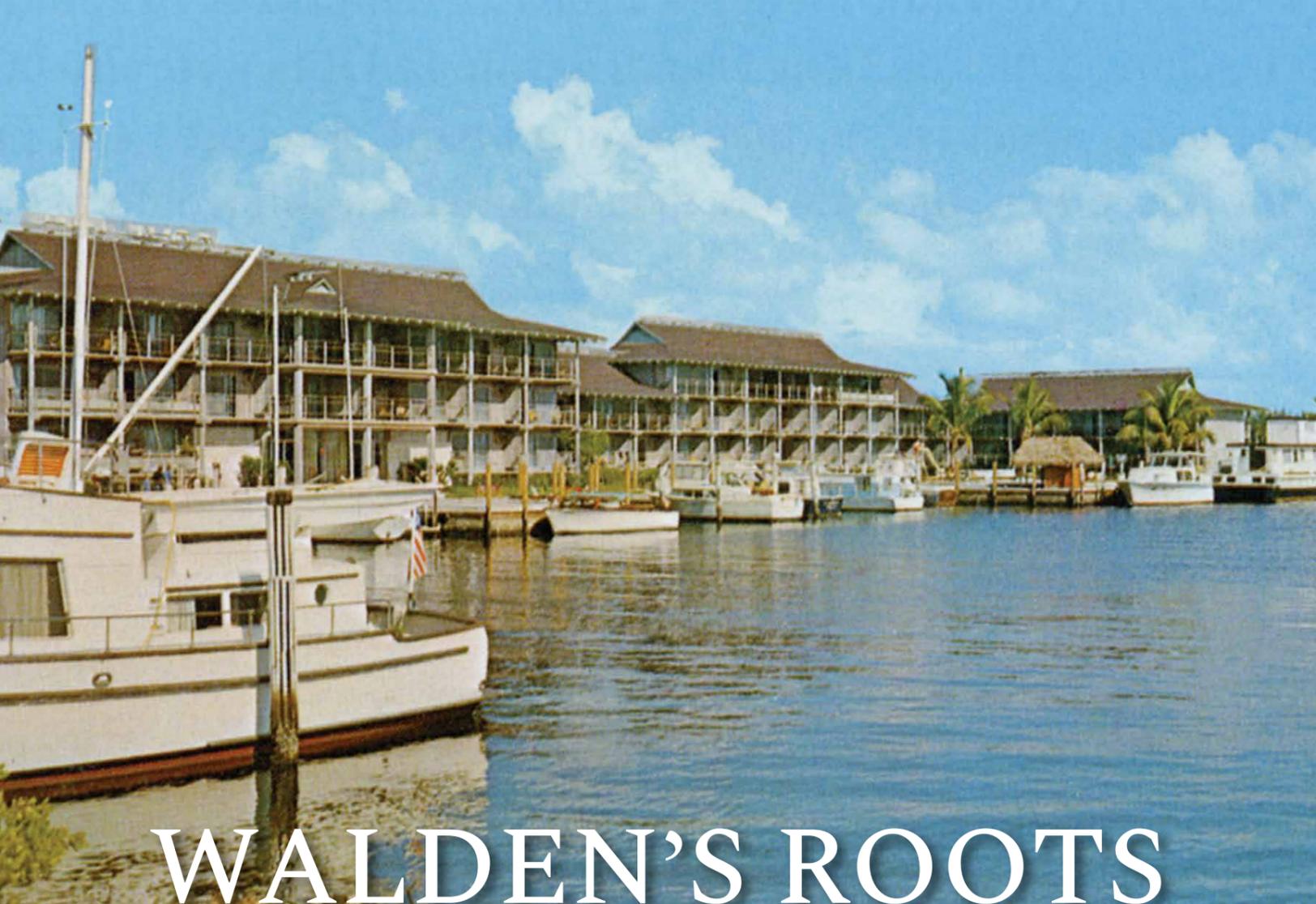
A leader in a growing learning space

Nationally, the role of online learning in higher education continues to gain ground. According to BestColleges' “2019 Online Education Trends Report”, over the past three years, school administrators across the country report the demand for online programs has increased compared to the previous years. Nearly all (99%) report that this demand is either increasing or has stayed the same.

Schadlow and Winberry predict that, as higher education evolves, Walden will remain a leader in online learning by continuing to innovate.

“As the needs of students and alumni evolve, Walden will continue to search for practical, high-need degrees for working professionals; innovate as learning technologies advance; and evolve the learning model to best serve students,” Schadlow says. “We predict Walden programs will look different in the future since the industry is evolving so rapidly. Walden leadership and faculty have always been forward-thinking, and this mindset will keep Walden solidly positioned as a learning leader for years to come.”





WALDEN'S ROOTS

PLANTED IN FLORIDA AND STILL GROWING STRONG AROUND THE WORLD

BY KEVIN THORNTON

It wasn't the swaying palm trees or the blue waters of the Gulf of Mexico on the west coast of Florida that made the gathering of 70 or so doctoral candidates so exceptional. What was memorable about the first Walden summer session held at the Cove Inn in Naples, Florida, in 1971 was that it was the start of something special that still beats in the heart of Walden today.

The idea for that initial monthlong summer session—Walden's first in-person seminars, which have evolved to become today's residencies—was born from the experiences of Walden founders Bernie and Rita Turner and Harold "Bud" Hodgkinson, a faculty member at the University of California, Berkeley who would later join Walden, first as dean of summer residencies and later as a board member.

Bernie Turner had been denied admittance to a doctoral program because of his age and the long gap since his graduate work. The experience fueled his desire to increase access to education for those who didn't fit into the traditional graduate student mold. That, and his passion for teaching and learning, eventually drove the Turners to the Cove Inn and ultimately to an innovative approach to higher education.

"In those early years, students who came to Walden's summer sessions were people who had completed coursework for their PhD but stumbled when it came time to write their dissertation," says Dr. Iris Yob, associate director for Walden's Center for Teaching and Learning, who is currently writing a history of Walden. "What was different was that students were being treated as adults and not just lectured to. Those early students were professionals with much knowledge and experience. Walden's approach was to build on what they already knew."

Building a learning community from the ground up

The 1970s were long before the age of Google searches and e-mail, so building a learning community of people living and working all

over the country required significant legwork. Those first summer sessions were more like living in a learning collective. Students, many of whom brought their families, spent four intense weeks, eight hours a day in classroom settings and many hours of individualized work outside of those hours. They also worked with mentors who led them in the early steps of their dissertation work. All students stayed at the Cove Inn, ate meals together, and often held parties at the motel pool. Both students and faculty, according to Yob, were "completely immersed in the experience. For those four weeks, they lived education."

Walden's early doctoral candidates were also trendsetters in terms of curriculum, pursuing independent learning coursework called Knowledge Area Modules, or KAMs, that allowed each doctoral student to focus on independent studies that fit their unique interests. The consistent theme through all the research was finding a way to bring about positive change. Students pursued a range of topics, from culinary arts education to how horses should be transported—head or tail first?

The thread that connects Walden's first students to today's scholar-practitioners

Despite the distinctive location and circumstances, there's a strong thread connecting those first doctoral gatherings beneath the palms and the values and focus of Walden in the 21st century. After several years in Naples, Walden summer sessions expanded, giving access to doctoral



1972 Summer Session

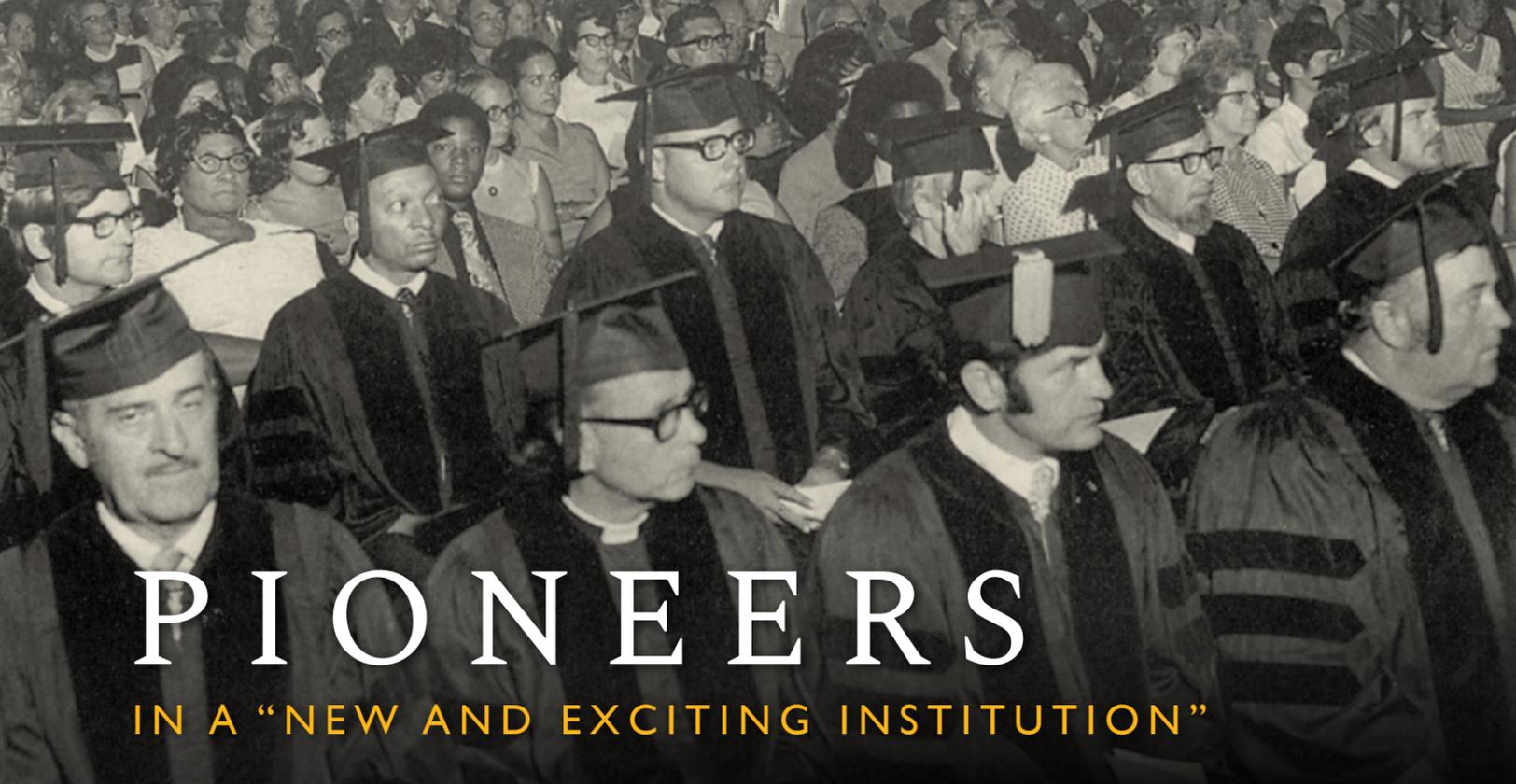
Class of '72 grad Phil Clayton Robinson was the first African American principal from Michigan to be named a Distinguished National Principal by the U.S. Department of Education.

candidates in places such as Indiana, Rhode Island, Minnesota, Maryland, and California. And today, although palm trees and pool parties have

been replaced by cellphones and Skype, what hasn't changed is Walden's approach to flexible offerings for master's and doctoral candidates.

Dr. Gary Burkholder, a senior research scholar and Walden contributing faculty member, has seen much change in his 20 years with the university, but he can still see the ideals that took root in a resort motel in Florida a half-century ago at work now.

"Walden has changed with the culture and what the workforce and students' needs are, but we're still finding different ways to be flexible for students," he notes. "Over the years, we have expanded degrees to include undergraduate, master's, and professional doctorates. We've reduced the number of days students are required to attend residency. We now have Tempo Learning, which is competency-based and allows students to complete [coursework] at their own pace. And we have greatly increased the number of specializations, which gives students a large variety of options that align with their careers. We've changed with the times and provide education differently than Rita and Bernie did, but we are still fulfilling their dream."



PIONEERS

IN A “NEW AND EXCITING INSTITUTION”

Walden’s Inaugural Class of 1972 made their marks in their careers—and on their alma mater

BY KRISTIN SIMONETTI HANSON

Students in Grambling State University’s College of Education prepare for their Praxis I exams in a laboratory that bears the name of one of Walden’s first graduates, **Dr. Alice Brown Smith**. Smith, who died in 2007 at 91, was a pillar at the historically black university for years, serving as a professor of education and director of adult education.

“Walden opened new horizons for me,” said Smith, the first African American woman to earn a **Doctor of Education (EdD)** from Walden.

“It taught me that determination brings success.”



Alice Brown Smith

Smith was one of 24 people who earned EdD degrees and another 46 who received Doctor of Philosophy (PhD) degrees as graduates of Walden’s inaugural class in 1972. But they weren’t typical doctoral students for the time. Many had been out of college for years, most had full-time jobs, and some were raising families while pursuing their graduate studies.

“Walden afforded me the opportunity to achieve a personal goal of attaining a PhD at a critical time in my life, without disruption to my family and organizational responsibilities,” said alumnus **Dr. Walter Dember**, who taught at The State University of New York for 25 years. “I’ve carried the people I met and the lessons I learned there through the years.”

Making a mark in education

Creating alternative pathways in higher education for adult learners like Smith and Dember remains a foundational principle at Walden. The university also sought to attract students committed to positive social change. Another Class of 1972 graduate, **Dr. Phil Clayton Robinson**, was a textbook example.

Robinson spent more than 30 years as a principal in River Rouge, Michigan, and helped students in the greater Detroit area prepare for career success through his leadership of the DuBois-Bethune Academic Achievement Program. He also chaired a team that established a literacy program for inmates at Michigan State Prison in Jackson.

“I’ve carried the people I met and the lessons I learned there through the years.”

Robinson, who died in December 2006 at age 86, earned several accolades for his efforts in education. He was named to the Michigan Educators Hall of Fame, elected national president of the Association for Supervision and Curriculum Development, and became the first African American principal from Michigan to be named a Distinguished National Principal by the U.S. Department of Education.

Other members of the Class of 1972 applied their Walden degrees to careers in higher education.



William D. Isaacson

Dr. William D. Isaacson served as a professor teaching English as a second language for

students at Nassau Community College on Long Island before becoming associate dean of instruction and chair for business technology at Five Towns College in Dix Hills, New York. **Dr. Roger Silver** taught composition, introduction to literature, and American studies on land and at sea. During what he called his “proverbial gypsy scholar’s life,” he held positions at Edward Waters College in Florida, Skyline College in California, Missouri State University, and Chapman University in California before joining

a Navy program that offered college courses on ships around the world.

Dr. Roger B. Solomon, who died in April 2013, grew up just a mile from the birthplace of Davy Crockett in Tennessee and channeled Crockett’s adventuring spirit into his pursuit of lifelong learning. In addition to his Walden PhD in Psychology, Solomon earned six degrees and taught at several colleges and universities. The author of numerous articles and books, Solomon’s most notable book was *Bridge Over Troubled Waters: Drug Abuse*, which chronicled the causes and consequences of drug abuse and the rehabilitation of young people with substance abuse problems.

Some members of the class forged career paths in a combination of higher education and K–12 settings. **Dr. Edward Vician** served as a superintendent, principal, and adjunct professor before retiring. **Dr. Eugene Peter Whitney** taught courses related to his Walden dissertation at the University of Arkansas, Husson University in Maine, and McGill University in Canada before taking various positions with colleges and school systems. He also created six educational games, authored two textbooks, and wrote several short stories.

Dr. William H. Fairman worked as a public school administrator while he pursued his doctoral degree from Walden and was promoted to superintendent of schools in Niles, Michigan, upon graduation. He later served as an adjunct professor at several institutions, including Michigan

State University, before taking a position as director of Head Start in St. Paul, Minnesota. He retired in 1994 but remained connected to the education profession, volunteering for a school system in Mounds View, a Twin Cities suburb.

Walden education opens the door to diverse careers

Other Class of 1972 alumni found success in careers outside of education.

Dr. Theodore H. “Ted” Kittell, who died in November 2015, was a Vietnam U.S. Air Force veteran. He worked for 30 years as a hospital administrator and was a fellow of the American College of Healthcare Executives. He also earned a law degree from the Mitchell Hamline School of Law in Minnesota. In his later years, Kittell practiced law and taught at Oxford Graduate School and Tennessee Wesleyan University.

Dr. Karl Koenig, who earned his **PhD** from Walden, is a premier researcher on southern Louisiana jazz. He has written numerous articles and books and presented to the National Association of Jazz Educators, the American Federation of Jazz Societies, and the American Musicological Society. In the mid-1990s, he created basinstreet.com to share information with jazz scholars, historians, and educators.

And some 1972 alumni, such as **Dr. Dominick DiNunzio**, remained closely engaged with Walden as their careers took flight. DiNunzio worked as an educational administrator and shared his experience with Walden as a member of its Academic Policy Board and president of the Walden University Middle States Regional Association. He also served as editor of the Walden University alumni newsletter:

“[Walden] allowed me to continue my education and career simultaneously,” said DiNunzio, who received the 1982 Walden University Distinguished Alumnus award. “It was great being a pioneer in a new and exciting institution.”

“Walden opened new horizons for me.”

WALDEN BY THE NUMBERS

Over the past 50 years, Walden has grown from a small but passionate university to a large (and still passionate) university with students, alumni, and faculty all over the world. Take a look at how Walden has grown over the decades and where we are now.



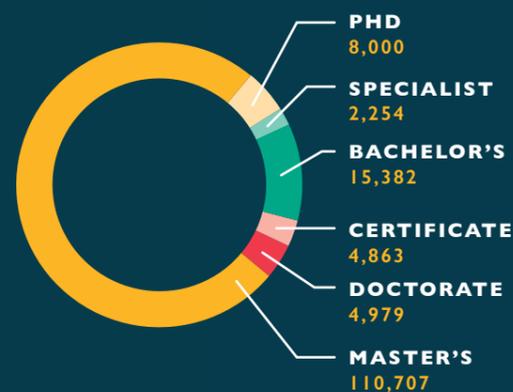
141,027 ALUMNI IN 160+ COUNTRIES

DEGREES AWARDED BY YEAR

1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
60	76	122	147	157	129	134	89	91	123	150	153	209	1,689	2,596	4,894	5,478	6,804	7,318	8,633	9,192	9,257	9,902	10,245	11,502	12,369	13,406	13,087	12,499	5,644+ and counting

DEGREES, CERTIFICATES, AND DESIGNATIONS EARNED BY TYPE

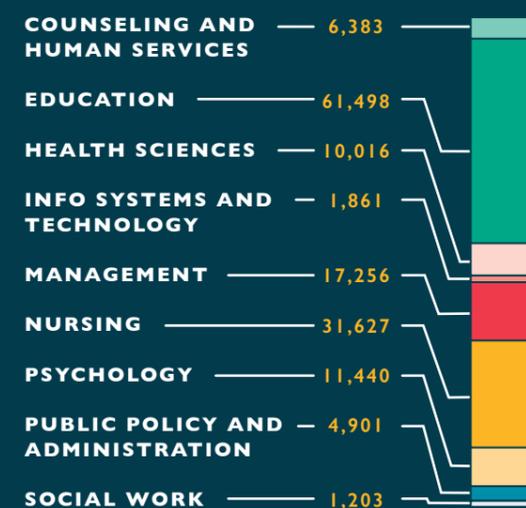
Each year, we award thousands of degrees, certificates, and specialist designations. These degrees span fields from nursing to social work to IT and are earned by hardworking students who use them to change their lives, their communities, and the world.



MORE THAN
3,000
FACULTY¹

#1
GRANTER OF MASTER'S
AND DOCTORAL
RESEARCH DEGREES.²

DEGREES EARNED BY SCHOOL³



MORE THAN **90%**
OF FACULTY HOLD
DOCTORAL DEGREES⁴

15:1 STUDENT
FACULTY
RATIO⁵

88%
OF WALDEN ALUMNI SURVEYED SAY
THEIR PROGRAM HELPED THEM TO
ADVANCE POSITIVE SOCIAL CHANGE.⁶

¹ 3,067 as of July 2019 per Walden University Office of Institutional Research and Assessment (OIRA), based on information provided by faculty members via FIT.

² Source: Analysis of National Center for Education Statistics (NCES) Integrated Postsecondary Education Database (IPEDS). Retrieved July 2018; includes 2017 preliminary data and all classifications of instructional programs (CIP) codes.

³ Some programs changed schools over time. Counts reflect the school they were under when award was earned.

⁴ 93.6% composed of core and contributing faculty, Academic Skills Center staff, and academic leadership, as of July 2019 per OIRA.

⁵ Source: OIRA (as of Fall 2018).

⁶ Walden University 2018 Alumni Satisfaction Survey administered by OIRA; % calculated on total number of survey respondents.



THE FACES *of* WALDEN

Our students, faculty, and staff look at the world differently—and that is what makes our university unique. Like Walden founders Bernie and Rita Turner, they look for the voids, for what's needed to make their communities and the world a better place. They are innovators, advocates, change agents, visionaries, and catalysts, and they're making a difference all over the world.

Here you'll read about some of the inspiring students, alumni, and faculty whose stories we've shared with readers over the years: a graduate showing journalists the important role they play in peace building, another working to stop domestic violence, and a faculty member who funded and built a hospital in one of the world's poorest countries. They—and so many others—are the heart of Walden.

BY KYRA MOLINARO, KEVIN THORNTON, AND SUSAN WALKER

INNOVATORS

Dr. Uchenna Ekwo

PhD in Public Policy and Administration '11

A journalism career in his native Nigeria led Ekwo to ask this question: There are war correspondents at every international conflict, but where are the peace correspondents? As an answer, he created the Diaspora Media Initiative in 2011, part of the Center for Media and Peace Initiatives, a nonprofit he co-founded in 2005. The center partnered with Rutgers University to host a weeklong institute and six-month certificate program and has trained editors, producers, photographers, reporters, and civil society leaders on four continents in 19 countries, including China, India, Mexico, Poland, Kenya, and Haiti. "It's important that journalists appreciate their role in peace-building and conflict resolution in a world characterized by intolerance, political paralysis, and a clash of civilizations," Ekwo said.



Dr. Laurel Walsh

The Richard W. Riley College of Education and Leadership Faculty

Helping Walden students do their best writing has always been a passion for Walsh. Through an investigation of capstone quality, she and her Walden colleagues discovered that students made very few changes to their writing based on boilerplate cut-and-paste APA-rule edits. What did inspire them to make changes were comments and suggestions that were more like a conversation between reader and writer. Walsh and her colleagues used that approach to create a set of best practices for faculty reviewers and editors. "When I'm mentoring faculty and working in the classroom, I still use the insights we discovered creating those best practices," she said.



Dr. Eric W. Barton

Doctor of Business Administration (DBA) '16
Master of Public Administration (MPA) '06

Former U.S. Marine Capt. Barton founded several defense contracting companies in his home state of Tennessee, managing contracts in excess of \$2 billion and employing more than 11,000 people over the past decade. His career also awakened a commitment to make the world a better place. He continued this important work through his family's foundation, which donates \$500,000 to \$1 million each year, and through LexLin Gypsy Ranch, where he raises horses to donate to equine-assisted therapy programs across the U.S. "Nothing makes me feel more whole than doing something that improves another life," Barton said. "Take a chance to make a difference and it will make a great impact in your life."



Aubrey Mast

Master of Public Health (MPH) '12

Mast is a nutrition, lifestyle, and health promotion professor at the University of North Carolina Asheville. She has helped create programs that can be implemented across the state to impact health behaviors. Her largest project has been helping develop a website that makes peer-reviewed scholarly research accessible to consumers so they can improve their relationship with food. "Giving people tools to prevent diseases that are accessible at their farmers markets, their grocery stores, and maybe even in their backyards is the most important work I can possibly do," Mast said.

Global Innovator

Dr. Sharon Freeman opens trade doors across the world

Dr. Sharon Freeman has worked in more than 100 countries and traveled more roads than she can count. But the distance that best defines the 1998 **PhD in Applied Management and Decision Sciences** alumna and innovator extraordinaire is as modest as 10 miles.

Every day, Freeman, an entrepreneur, author, and global change agent walks 10 miles, no matter where she is in the world. "It's so important to clarity of thought," she says.

It's that kind of rigorous commitment that has defined Freeman's career. As an African American woman, she's a groundbreaker in global economic development and trade. She is CEO of Gems of Wisdom Consulting, a firm she founded in Washington, D.C., that is focused on international development, trade, and regulatory compliance. She is also the author of 31 books and an appointed advisor to the U.S. secretary of commerce and U.S. trade representative on trade policy matters.

When she first began doing international work decades ago, she says it was "virtually unprecedented for a black American woman to work in this domain." That didn't deter her. She spent the early part of her career with a global consulting and government contracting firm, then went to Hong Kong to serve as regional director for Asia for the U.S. Trade and Development Agency before founding several global trade consulting firms.

Freeman is essentially a problem solver. Much of her work focuses on developing strategies for improving ecosystems of support for business startups and firms owned by minorities and women. It's a complex process, and her Walden PhD with a focus on decision sciences research helped hone her systematic approach.

She sees every problem as one that exists within an ecosystem of interrelated functions and connections. The trick, she says, "is understanding how the parts fit together and figuring out how to

create more efficacious critical paths for the connections."

One key area Freeman focuses on is comparing business ecosystems around the world with those in the U.S., examining policies and government financial support and educational institutions that support innovators and growth-oriented firms owned by women and minorities.

"You have to master yourself to know how you can do things," she says. "If someone asks me a question and I don't know the answer, I know what my process is and how long it will take to get that answer."

Whether on a global, local, or personal scale, "if you're willing to do the work, you can go from ignorance to enlightenment in a pretty short period," Freeman says.





Advocating for His Community

Yehiel Mark Kalish answers a call to service

After earning his **Master of Public Administration (MPA)** at Walden in 2007, Yehiel Mark Kalish took his passion for social change to another level. Specifically, the state level.

In January 2019, Kalish, who goes by Mark, was appointed to the Illinois House of Representatives for the 16th District, which includes part of Chicago. An Orthodox Jew, he is the first ordained rabbi to be seated

in the Illinois General Assembly. In addition to his own civic engagement, community service runs in the family. His older sister, Dafna Michaelson Jenet, has been serving in the Colorado House of Representatives since 2017.

Kalish has a long and deep background advocating for change. After earning his BA from Hebrew Theological College in Chicago, he honed his change ideals and strategies in the nonprofit sector, serving as both vice president and national director of government affairs for Agudath Israel of America, a national nonprofit community-focused organization. “The organization is mainly about advocating for First Amendment rights,” Kalish says. “Working to ensure religious and civil rights are protected is challenging work, but it’s what defines me.”

On his journey to the Illinois Statehouse, he started his own lobbying firm, giving him even deeper roots in the state’s legislative system. In early 2019 when the state representative for his Chicago district stepped down, Kalish’s experience and commitment were impossible to ignore. He was chosen to fill the seat.

“It wasn’t necessarily my goal to become a state representative,” he says, “but I have a very strong call to serve the community.”

As a state representative, his key focus areas are community, education, and funding for mental health. He’s currently working to create a mental health ombudsman’s office in Illinois that would provide information and resources for those seeking to help loved ones with mental health issues.

Kalish adds that he would not be in this position today if he hadn’t earned his master’s at Walden, a degree that not only helped him move forward in his career but also stoked his passion to help others.

“Social change is what I’m all about,” he says. “When I attended Walden, I was working for an organization making sure society was accepting of everyone and making sure we could make a better world for those still around after we leave it. That fit very well with Walden’s approach.

“The ability to serve 108,000 residents in my district in Illinois is an amazing opportunity,” he continues. “There’s an inner fulfillment. To do it for the right reasons, to be down there at the state capital fighting for people who need appropriate representation, is just awesome.”

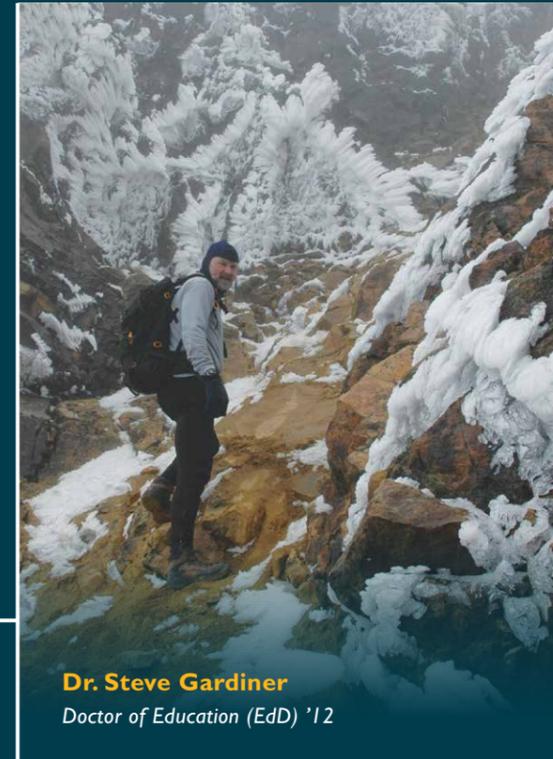


ADVOCATES

Dr. Mahaman Moussa
School of Nursing Faculty



Moussa, a native of Niger, came to the U.S. in 1998 and earned his bachelor’s, master’s, and doctoral degrees in nursing. A family nurse practitioner and Walden School of Nursing faculty member since 2012, Moussa has dedicated himself to helping the people in his native country, which earned him Walden’s 2017 Commitment to Social Change Award. He funded, built, and oversees the Raouda Medical Center of Tahoua and treats patients via telemedicine and during regular visits. The hospital provides low- and no-cost care for patients of all ages. He is also the assistant medical director at Triad Free Health Clinic, which treats underserved patients in his hometown of Winston-Salem, North Carolina. “People in Niger were dying from preventable diseases such as diabetes and high blood pressure,” he said. “I could not sit idly by.”



Dr. Steve Gardiner
Doctor of Education (EdD) '12

Gardiner and a friend launched the 50 for Tibet project to raise awareness and funds by having volunteers climb to the highest point in each of the 50 United States. Money raised by the project was donated to the Rowell Fund for Tibet, which provided grants to Tibetans involved in environmental, cultural, and women’s projects. “What made my experience with 50 for Tibet such a perfect fit was that I took something I valued and tied it to a passion,” he said. “Find something you love and use it to help others. Social change is sometimes that easy.”

Dr. Shannon Irvine
PhD in Psychology '12
MS in Psychology '07



Irvine started the nonprofit Mosaic Vision in 2004 to help Ugandan children orphaned by AIDS and caring for their siblings. Irvine and her Ugandan staff provide the children access to much-needed healthcare and bring local widows or grandparents to live with them and act as parents. They also help the children return to school. The organization helps not only the children but also their communities. It rebuilds homes, staves off disease-carrying insects, and initiates community-oriented projects such as rainwater collection. “It’s exciting to see the children go from a hopeless situation to become leaders and change agents for their communities,” she said.

Jackie Moon
Bachelor of Science in Nursing (RN-BSN) Completion Program

Moon, a 2015 Scholar of Change, and the current supervisor of clinic operations for Advocate Aurora Health in Lake Geneva, Wisconsin, faced a crisis that confronts many families: Her son became addicted to opiates and ended up in jail. The realization of how huge the opioid crisis had become inspired her to start the nonprofit FAITH (Fighting Addiction: It Takes Help). The organization raises awareness about the dangers of addiction and provides support for families struggling with addiction. “Obtaining my degree from Walden gave me the tools I needed to start a nonprofit of this magnitude,” Moon said. “My goal is to decrease the stigma surrounding addiction, and my whole family is involved to help show other families that they are not alone.”



CHANGE AGENTS

Dionysica Stewart

MS in Clinical Mental Health Counseling '16

Stewart, a therapist, was shaken when she lost a friend—a successful career woman and mother who said her marriage was great—to domestic violence. That loss inspired her to focus her education on finding ways to prevent abuse and support survivors. She focused on educating people about the issue. Talking to pastors about the dangers of encouraging victims to remain in a relationship at all costs and talking to teens about dating violence. “My goal is to give people the information they need to be part of the fight against this epidemic,” Stewart said. “The more people understand and the more the system works to get victims and offenders the help they need, the more impact we can have.”



Alvin Mena Cantero

Master of Science in Nursing (MSN) '15

In Houston and around the world, nurse practitioner Cantero has provided critical healthcare to more than 6,000 low-income patients. A physician in his native Cuba, Cantero came to the U.S. as a refugee and earned a Bachelor of Science in Nursing so he could continue to be a healthcare provider. After earning his MSN from Walden, he opened an urgent care and walk-in clinic that provides cost-effective healthcare for patients in Houston’s Hispanic and African American communities. Through traveling clinics, he expanded his impact worldwide, providing home health visits in rural Texas towns, sponsoring a community clinic in Cairo, and traveling to Haiti to provide wellness checks to people affected by the 2010 earthquake. “Walden not only gave me an opportunity to become the healthcare professional I always wanted to be but also a leader capable of creating a global impact,” he said.



Dr. Nina Nabors

School of Psychology Faculty

Nabors, a 2016 Walden Faculty Excellence Award winner, is senior director for academic quality for the School of Psychology. Her research focuses on the relationship between identity and the environment and the role of oppression and privilege, looking at the influence of race and ethnicity, gender, sexual orientation, and ability status. “Walden provides opportunities for students from underserved and marginalized populations that might not otherwise have the chance to obtain an advanced degree,” she said. “I enjoy being a part of the social change mission that graduates strong scholar-practitioners who bring that social change to their own communities.”



Dr. Irwin Harrington

PhD in Public Policy and Administration '11

A Navy veteran and former New York City firefighter who spent 45 days on duty at ground zero after 9/11, Harrington puts the knowledge he’s gained on the job and during his doctoral studies into action in his current role as a human factors specialist for the U.S. Navy. He believes the events of 9/11 and Hurricane Katrina presented a clear lesson: People died because they and public safety professionals were unprepared. With that understanding, he found a personal mission—saving lives by educating people about safety and preparation. “Now that I’ve earned my PhD, people listen,” he said.



Leading the Charge for Change

From the Army to Academia, Dr. Yvonne Doll is a trailblazing role model

The moment she stepped onto the grounds of the U.S. Military Academy at West Point, Walden School of Management faculty member Dr. Yvonne Doll’s resolve was tested. But those challenging her had no idea the strength of the woman they were trying to break.

“Right from the start we were hazed,” she says. “There were men who thought if they were disruptive with us, we’d leave. I and the women who stayed were not quitters. No matter how hard they tried to discourage us, we wanted to prove we could do it.”

The year was 1977, only the second year women were admitted to federal service academies. Forty percent of the women who started with her class would leave before graduation. Not Doll.

Doll is the very definition of a change agent. When she sees something that needs to be changed or improved, she doesn’t just talk about it—she makes the change happen.

From West Point she would launch a groundbreaking 26-year military career, often serving in leadership roles once reserved for men. After graduation, she chose the Military Police branch of the Army, a decision that would take her to posts around the world. Over the years she oversaw pre-stock ammunition depots



in West Germany, was a company commander at the United States Disciplinary Barracks at Fort Leavenworth in Kansas, and taught military leadership courses to officers at the U.S. Army Command and General Staff College.

Doll retired from the Army in 2003 as a lieutenant colonel, but her passion for change remained strong. She shifted her focus to teaching and guiding students to become change-makers.

While serving in the military, she earned her master’s in systems management and, after retirement, her doctorate in management. After leaving the Army, she moved into higher education, including mentoring doctoral students at two online universities.

In 2010, she brought all that experience to Walden, where she teaches and serves as faculty onboarding and development coordinator. She’s also served on over 60 successful doctoral committees.

And what does the ultimate agent of change tell students who want to follow her trailblazing example? “You have to understand yourself, your strengths and weaknesses, and you have to set goals,” she says. “And education is certainly a key.”

“We all have windows of opportunity to change things,” she adds. “You have to be courageous to step outside the norms. You have to be a little bit of a risk-taker. I think it’s the right thing to do. When I see something that needs to be changed, I work to change it.”



Healthcare Innovations That Change Lives

How Dr. Michele Williams is improving patient outcomes

For Dr. M. Michele Williams '16, taking care of the needs of her patients is of critical importance. That's why Williams, a **Doctor of Nursing Practice (DNP)** graduate, has devoted herself to implementing two programs that have changed the lives of those she serves.

As an oncology and palliative care nurse practitioner at University of Maryland (UM) Shore Regional Health, Williams worked with members of the UM Community Medical Group Pulmonary Care team to create and implement a lung cancer screening program at the hospital in July 2017.

Within a year, she screened 211 patients, of which there was at least one confirmed case of cancer and more than 40 patients who required

further screening. By the third year, more than 400 patients had been screened through the program. In recognition of her work, Williams received the Martin D. Abeloff Award for Excellence in Public Health and Cancer Control from the Maryland Department of Health Center for Cancer Prevention and Control.

In addition to her work at UM Shore Regional Health, Williams is an associate medical director for Talbot Hospice. Two years ago, Talbot's executive director asked Williams to create and execute a home-based palliative care program for patients with chronic illnesses, such as heart failure and dementia.

"Palliative care is about symptom management, so we see patients in their homes, assess their symptoms,

call their primary care providers, and give recommendations for treatment," Williams says. "Managing their illnesses in their homes keeps patients from going to the emergency room and being admitted to the hospital over and over again."

Since the program went live in February 2019, more than 20 local healthcare providers have referred patients to Talbot Hospice. The program has become so busy that they hired an additional nurse practitioner to assist Williams with her caseload.

This turned out to be beneficial for Williams in more ways than one, as she and her co-worker recently opened their own practice, Chesapeake Integrative Medicine. They specialize in evaluating and certifying palliative care patients for

treatments and services to improve their quality of life.

Another recent change for Williams involves a new role as a nursing administrative supervisor at UM Shore Regional Health. She will oversee nursing staff in every unit at two facilities to ensure that operations are running efficiently.

Williams says Walden's focus on social change inspired her to undertake these initiatives to help her community. "You have to follow your passion," she says. "I couldn't have done any of this without getting my doctorate, which gave me the tools to make change and feel confident and comfortable while doing so."

VISIONARIES



Ryan Greene

MS in Instructional Design and Technology '16

A staff development teacher for Baltimore County Public Schools in Maryland, Greene never thought that learning how to use PowerPoint would excite his students when he taught in an elementary school classroom. But it did. They asked to learn more about the program and use it for their upcoming presentations. Greene's goal is to use technology in the classroom in a purposeful way that furthers the lesson and improves how he meets the needs of students with a range of learning styles and capabilities. "Walden helped me take my instruction to the next level," he said. "My kids are more engaged in class and have higher attendance. The biggest rewards are the positive outcomes I've seen for my students."

Dr. Lovely Thornton

PhD in Education '93

Helping young women prepare for a successful future is at the heart of the work done by this 2017 Outstanding Alumni Award winner. Thornton founded the Sensible Women Initiative Inc. (SWI) to help young women



and girls ages 5 to 25 sharpen their decision-making skills and develop responsibility and integrity. With more than 600 participants, SWI has hosted seven national conferences. The nonprofit has expanded its membership since its founding in 2012, establishing chapters in Rochester, New York; Dover, Delaware; and Towson, Maryland. She and her team hope to establish a chapter in every state. "If we can influence a young woman's mindset, we can change the mindset of the world," she said.

Dr. Michelle Burcin

Master of Public Health (MPH) Program Director

An American College Health Association (ACHA) fellow, Burcin steered ACHA's Healthy Campus 2020 initiative, which provided research, training, and resources for colleges and universities across the U.S. and Canada on nutrition, mental health, and sexual assault prevention. Winner of Walden's Faculty Excellence Award and Presidential Award for Faculty Excellence, she received grant funding for her research assessing the health needs of online higher education students. "We don't really know what affects online students' academic success because no one has asked them," Burcin said. "Our research will help us better understand how we can help."



Dr. Jonas Nguh

PhD in Public Health '13

Bachelor of Science in Nursing (BSN) '11

A native of Kob Village in Cameroon who immigrated to the U.S. as a teenager, Nguh knew that access to healthcare for pregnant girls and women as well as babies could be lifesaving. So he saved \$1,000 a month for three years to fund the construction of a maternal and infant health clinic in Kob Village and secured grants and donations of equipment and vaccines to fill it. Educating villagers about the importance of medical care and providing that care, his clinic had a significant impact. He said his ultimate goal is to offer more services, such as cardiology and care for chronic diseases. "Find your cause and start small," he said. "Then opportunities to create social change will present themselves to you."

CATALYSTS



Dr. Sandra Rasmussen
School of Psychology Faculty

A published author, addiction therapist, and board member of Walden's *Journal of Social Change*, Rasmussen has taught at Walden for 20 years. She has been awarded the Walden College of Social and Behavioral Sciences Faculty Excellence Award and the Presidential Award for Faculty Excellence. She encourages her students to take the role of scholar-practitioner to heart and develop a rigorously researched and sound plan for change. She shares this advice for students and alumni: "It's an exciting time to be an instrument of social change. Continue that intensity. Enrich and extend this mission beyond Walden."

Dr. Micah Griffin

PhD in Health Services '19
Master of Healthcare Administration (MHA) '15

Griffin, a 2015 Walden Scholar of Change winner, founded Heal Our People to enhance the lives of African American men. The nonprofit's mission is to improve their overall health and access to healthcare services, help them achieve academic success, and provide parenting training. One initiative brings health screenings for blood pressure, diabetes, mental health issues, and HIV/AIDS to local barbershops to reach men where they're more comfortable. "I am excited about changing the narrative and moving the needle on African American health disparities to ensure our community members can live long and live well," he said. Today, in addition to running Heal Our People, he's the director of health programs for The City University of New York.



Dr. Renata Hedrington Jones

PhD in Human Services Administration '15
Barbara Solomon School of Social Work Faculty

Retired from a 40-year career in social work and nearly 30 years as a lobbyist for the Virginia Association of School Social Workers, Jones always strived to make a difference, sharing her knowledge and passion for social work with her students. She inspires her students to think beyond their textbooks, consider every scenario, and apply the policies they're studying. Her dedication to making the lives of others better has been recognized by the National Association of Black Social Workers with the NIA Lifetime Achievement Award. "As long as I'm focused on making life better for others, I'm happy," she said.



Caroline Cárdenas

Master of Science in Nursing (MSN) '14

Cárdenas' career as an oncology nurse was fulfilling but extremely stressful. Like many healthcare practitioners, she began to burn out and realized she wasn't the only one. Walking in Central Park, she discovered a unique approach to battling burnout. A man played bongos while people tried to hula hoop to the beat. That inspired her to make the movement meditation practice of hoop dancing the centerpiece of her master's capstone on interventions to decrease burnout among nurses. She encourages her fellow nurses and others to practice this unique form of self-care as part of her business, The Hula Hoop Girl. "Walden's philosophy of creating positive social change is incredibly important for me," she said. "I have accomplished so much more than I ever thought I could."

Catalyst for Lifesaving Change

Dr. Prince Ordu uses leadership to inspire lasting change

When it comes to improving communities and inspiring others, Dr. Prince Ordu has a track record of great success that spans two decades.

After graduating with a **PhD in Health Services** from Walden in 2000, he achieved his lifelong dream of establishing a clean water initiative in his home of Rivers State, Nigeria. The Clean Water Project, which started as a community service initiative of the Etche America Foundation, makes clean water available to Nigeria's Ozuzu community. This work helped Ordu earn Walden's Outstanding Alumni Award in 2009, and today, he serves as an Alumni Ambassador to advocate for and spread awareness about the university.

Ordu wasn't satisfied to stop there. Walden's focus on social change inspired him to do even more. In 2016, he founded the Cassava Project in response to food shortages in Nigeria and around the globe. Native to South America, cassava is a drought-tolerant, starchy root vegetable that's a major source of calories and carbohydrates in developing countries.

Through the project, residents of Rivers State—including single parents and students—are hired to harvest cassava. "These people are highly engaged and empowered as they raise funds to sustain their families and send their children to school while learning how to provide food for their families," Ordu says.



A resident of Atlanta, Ordu regularly travels to Nigeria to oversee these projects, but he is just as driven about making an impact in the U.S. He serves as chief executive officer of Excellence in Teaching, Learning and Leadership, a consulting firm where he and his team support individuals, schools, and organizations in education, management, human resources, and related fields. He is also an associate faculty member at Ashford University, and, in 2018, he became a chaplain and vice provost of Global Oved Dei Seminary University.

Ordu was recently inducted into the National Society of Leadership and Success (NSLS) and is completing the advanced/executive leadership

certification program. He was given a scholarship to attend the National Leadership Summit in Raleigh, North Carolina, in the fall of 2019, and this year he has plans to serve NSLS as a traveling national speaker. "Leadership is part of my DNA, so I am excited for the opportunities ahead," he says.

Ordu's passion for inspiring others stems from a deep respect for cultural differences and embracing the inherent worth of all people. "We must respect each other's cultures and understand that we are all children of God," he says. "Once we understand this purpose, we can work together to achieve success."



A PERFECT PAIR

THE PARTNERSHIP THAT HELPED WALDEN MAGNIFY ITS MISSION

BY REBECCA KIRKMAN

When Laureate Education founder Douglas Becker thinks back over the 17 years since his company, then Sylvan Learning Systems, invested in Walden University in 2002, what stands out isn't the rapid growth of programs or industry-leading technology. It's the first time he experienced a Walden commencement.

The acquisition “allowed us to dream bigger, faster, and be the leader.”

“The beauty of how entire families come out to cheer on an adult student—kids cheering on their mom, instead of the mom applauding at the kid's graduation,” Becker recalls, “That level of family support and commitment and achievement on the part of the students was incredibly moving.”

Initially, the investment in Walden stemmed from Sylvan's need for degree-granting authority for its growing distance education division. Over time, Becker found the partnership to be worth more.

At the time, Sylvan primarily focused on K–12 students. But its remote teacher training wing, Canter, which partnered with outside higher education institutions to grant degrees, was becoming popular with busy professionals.

“It seemed we could grow faster and build a better offering if we had our own degree-granting authority, and that started a search for a university we could invest in,” Becker says. “We knew that there was a big demand for this type of flexible, practical education for professionals balancing work and family.”

With long histories of increasing access to education, Sylvan and Walden were uniquely positioned to help each other achieve their missions. “A commitment to social impact was always important to us, but we didn't have the vocabulary at that point. We didn't talk about it; we just did it,” Becker says of Sylvan. “In that sense, Walden's social impact mission resonated with me. The way Walden articulated its mission influenced our thinking about how to articulate our own.”

Today, “Here for Good” is the energizing principle that drives Laureate Education and unites its

member institutions around the power of education to change lives. It mirrors Walden's longstanding mission to be a force for positive social change.

At the time of Sylvan's initial investment, Walden had about 1,000 students, the majority of whom were pursuing doctoral degrees. But Walden needed a partner to reach more students across the country with its scholar-practitioner model. In 2004, Laureate Education fully acquired Walden University, becoming that partner.

The acquisition “allowed us to dream bigger, faster, and be the leader,” says Paula Singer, president of the Laureate Higher Education Group at the time of the acquisition and now CEO of Laureate Online.

After the acquisition, Walden began the transformation from a graduate institution to a comprehensive university offering bachelor's, master's, and doctoral degrees. Ahead of its time, the university reached more students who wanted to be a force for social change and needed the flexibility of a remote program.

“At the time, the whole idea of a fully online education was not well understood,” Becker says. “One of the early moments when I knew we were really onto something was when the Department of Education created a pilot program that permitted hand-selected universities to be the first to deliver fully online education, and Walden was selected.”

Tearing down boundaries to increase access to education

As a result, Walden became eligible for Title IV of the Higher Education Act, authorizing programs

that provide financial assistance to students to aid them in obtaining a postsecondary education. This was extremely important, says Singer, because it allowed Walden to increase access to higher education regardless of financial or physical boundaries.

“One of the most positive outcomes of the acquisition was the emphasis on being student-centered,” recalls Dr. Denise DeZolt, former senior vice president of academic accreditation and compliance and chief academic officer at Walden.

In recognition of Walden and Laureate's missions of social change, the nonprofit B Lab certified both organizations as B Corporations in 2015. In 2018, the certifications were renewed, with Walden earning higher marks for its increased impact on the communities it serves. For example, in 2017, Walden employees logged nearly 16,000 volunteer service hours, almost 10,000 hours more than in 2015.

It's all part of the university's vision for social change, building upon its founding mission and strengthened by its partnership with Laureate. In its 2017 report, “Walden 2020: A Vision for Social Change” Walden outlined its plan to become a leader by connecting the university's virtual presence with local and global actions to make a positive difference—a future firmly rooted in the past. “We challenge the status quo of higher education through innovation to create the next standard,” Singer says.

It's what Walden has done for the past 50 years and will continue to do for the next 50.

FROM STUDENT TO PRESIDENT

BY ERIC BROSCHE

Dr. Ward Ulmer, a 2004 PhD graduate, was installed as president in August 2019 after seven years in leadership at Walden and nearly 20 years of experience in higher education. His doctoral journey is a classic Walden story: helping raise four young children; climbing the ladder after a career change; pursuing an advanced degree through a brick-and-mortar university—until the next required course was only offered on a campus three hours away, at 8 a.m. on Tuesdays and Thursdays.



We sat down with President Ulmer for a candid conversation to learn how that unexpected turning point led him to where he is today, as well as where he is leading Walden next.

How did you find Walden?

Like so many of our students and graduates, Walden was recommended to me. I was a dean at a community college in South Carolina, and Walden faculty member Dr. Raghu Korrapati heard from a colleague about my situation trying to earn a PhD on campus and told me about Walden. He had been teaching at Walden since 2000 and is still a member of our faculty today. I'm so grateful he referred me.



What was it like attending Walden?

It was scary at first. I was taking my first online course and trying to do everything on my own instead of asking for help. Then one day I was just completely lost. I was trying to write a paper for a course, and I wasn't even sure what the due date was. So I started looking up student services and found the team that is now our Writing Center staff. When I figured out how much support was in place for students, I became a high-volume consumer of advising, writing, and library services. The librarian would help me find articles and even send me resources in hard copy. Her level of personal service was just amazing. The Walden Library was by far my best experience from student services through my undergrad, my master's, or either of my PhDs.

“Being a graduate helps me empathize with students. . . . I’ve been there and I know their struggles, and that they can accomplish their goals.”

How did you balance family, career, and education?

I've had support throughout my entire academic and professional career from my wife and kids. When I was at Walden, we had three children. I was working, I was traveling for work, I was writing my dissertation. I was doing all that, and my wife, Rachel, was running our house. She was doing everything. She's a math teacher and was even helping me with school. Had it not been for her, I probably would have never gotten through my statistics course or been able to write the methodology chapter of my dissertation. I would not be who I am today. Now the very first advice I give any student, especially a doctoral student, is you have to have a support system.

How does being a Walden graduate affect how you lead the university?

This is my alma mater, and my love for Walden drives everything I do. Being a graduate helps me empathize with students. I hear from students all the time and talk to them at residencies and other events. I can honestly tell them that I've been there and I know their struggles, and that they can accomplish their goals.

But I'm not the only graduate leading Walden into the next 50 years. I get an insider point of view from my President's Council of Employee Students and Alumni. I created the council because, as I was sitting in meetings, I realized, "You know what? I know this because I was a student, not because I'm an administrator and not because I taught classes here." There are a lot of folks in our institution who know how Walden operates because they have been a student or are one right now. They tell it to me straight, which helps us make this an even more student-centered university.

How did you find your way back to Walden eight years after graduating?

Walden reached out to me about an administrative position, but I ended up not getting the job. It was a blessing for me because instead I worked on a startup. It was exciting and taught me as much as any position I ever had, especially about business. That experience helped me grow my career. Then, just under three years later, the person in the position I didn't get at Walden was promoted, and he hired me to be dean of the College of Management and Technology. Not in a million years did I imagine it would lead to being president at my alma mater.

You recently visited Walden founders Bernie and Rita Turner. How was that?



Sitting across from the people who had the vision to build the university, it was simply humbling. When they started talking, I was immediately transported back to the days when they were forming Walden. There was so much detail, so much imagery, so much of what was going on in the world and in their lives at that time. They saw that what society needed was for mid-career professionals to earn a doctorate and use that knowledge to make a difference. When you look at what they were doing and listen to the intricacies of how they did it at a time when no one was embracing something like this, you see the essence of social change.

What are you focused on as president?

I'm focused on diversity, equity, and inclusion; innovation; and, of course, social change. I want Walden to be a community that is safe, inclusive, and diverse. And I'm not just talking about diversity of ethnicity or age. I'm also talking about diversity of opinion, expertise, ability. Because when you are known as the place where everybody's safe, you can recruit world-class faculty, world-class staff, and world-class students.



I'm also focused on innovation in our learning model. Walden was innovative in its founding and when it offered its first online degree program 25 years ago. Now that modality is mainstream, and we continue innovating. That includes simulations and artificial intelligence-powered chatbots as well as competency-based education and micro degrees that give adult learners even more flexibility to focus on professional development that's relevant to them. When Google writes about you on its education homepage for your use of virtual reality, you're doing something right.

Social change will always be our mission and something that differentiates us, even if it isn't always what attracts students to us. I'm the perfect example of this. I did not come to Walden because of social change. My PhD was in the College of Management and Technology with a

heavy technology focus. But there was always an aspect of social change in every course I took. And you start asking yourself, "Why is that the case?" Fairly quickly, I recognized that as a scholar-practitioner, I needed to use my knowledge and ability to pay it forward for the blessings I have. Most of our students don't come to Walden for social change, but we see that our alumni volunteer at a higher rate than other college graduates.

What do you envision for Walden's next 50 years?

A hundred years after our founding, I want Walden to be exactly what it is today and what it has always been: a pioneer. I hope that we're doing what our founders did, disregarding the naysayers and delivering high-quality education to people who need it.



UNIQUE PERSPECTIVE

WHEN EMPLOYEES BECOME ALUMNI

BY KRISTIN SIMONETTI HANSON

Walden employees who earn a degree from the university understand better than anyone what the student experience is like. Their time as students influences their work every day and gives them insights that shape their interactions with students.

Understanding what students need because you've been in their shoes

Improving students' experiences—whether at the outset of their Walden studies or well beyond their graduation—is something many Walden employees say is an easier task when you've been a student yourself. Chris Williams (left), an enrollment advisor for Walden's doctoral programs and an employee since 2011, received his **Master of Business Administration (MBA)** from Walden and is currently working toward his **Doctor of Business Administration (DBA)**. He uses his own experiences to relate to prospective students.

"I understand where they are because I've been in those shoes," he says. "It gives you a different kind of connection. I'm not just talking about it with them; I've lived it.

"Our mission is helping our students obtain a higher degree for a higher purpose," Williams adds. "Walden has allowed me to take advantage of completing my postgraduate degrees, but it's also allowed me to be in a position to take what I've learned and give it to someone else."



Putting her education to work every day

Brenda Kruse, academic operations manager for Walden, always planned to pursue a master's degree. After working in higher education at Walden for about a decade, she knew she needed to have an advanced degree to, well, advance. But she didn't have a clear idea of the area in which she wanted to focus.

"I credit my boss at the time for helping me," recalls Kruse. "He really cared about my professional development and wanted me to be prepared with my master's in hand when I was ready to advance to another position."

Kruse completed her **MS in Industrial and Organizational (I/O) Psychology** in 2015, becoming one of hundreds of Walden employees who have joined the ranks of the university's alumni. Much of her work in the program focused on employee engagement in remote and hybrid situations—knowledge that dovetails nicely with what she does at Walden today.

"We have people in different offices, and almost all of our faculty and program directors are remote," Kruse explains. "My degree helps me work with people across the university to help make a better experience for all our students."



The importance of Walden's mission

Ulysses Wilcox has worked in enrollment, academic advising, and, most recently, alumni engagement during his 10 years at Walden. He earned his **MS in Leadership** from the university in 2012 and in the process gained a deep appreciation for the quality of the institution for which he works.

"From the student perspective, it's a great institution that caters to professional,

development-minded people. Once you connect with your enrollment advisor, through your whole life cycle of being a student, we're really going to support you," Wilcox says. "The technology stack is top-notch. There are so many resources available."

Beyond the strength of the academic programs and the support that Walden provides for all students, one of the distinguishing characteristics

that attracted Wilcox to work at Walden was its commitment to positive social change. It's also one of the factors that encouraged him to become a student, he says, and now makes him a proud alumnus ready to make an impact in his community.



Guiding students to success

Some students who are considering Walden are unsure how a fully online education works and whether they have the commitment needed to succeed. Wanda Jenkins, associate director of international enrollment and a Walden alumna, understands that hesitancy and worry about making it as an online student and helps students overcome their concerns and get on the path to successfully completing their degrees.

Jenkins has worked for Walden since 2006 and has earned two degrees—a **BS in Criminal Justice** and an **MS in Higher Education**—and two certificates—in criminal justice and leadership—during her tenure.

"Walden has everything that a university with a physical campus has except for the commute," Jenkins says. "When you've gone through the student experience, it really makes a difference in the insights you can share with students. I can tell them, 'Here's how you do it. Let me walk you through that.'"



SOCIAL CHANGE

THE PASSION THAT DRIVES US

BY SUSAN WALKER

Since the beginning, one of the fundamental principles of Walden has been the creation of social change-makers whose ideas, innovations, and actions transform communities and lives all around the world. That focus has intensified and grown over the years as social change has been embedded in all the university's degree programs, from coursework, dissertations, and capstones to support services such as the Writing Center.

"We empower our students to take what they learn and improve their communities," explains Molly Raymond, associate director of community engagement. Adds Dr. William Schulz, director of the Walden University Center for Social Change, "Walden's definition of social change is exceptionally inclusive—a deliberate process of creating and applying ideas, strategies, and actions to promote the worth, dignity, and development of individuals, communities, organizations, institutions, cultures, and societies. Broad access to higher education at the graduate level, especially for communities that traditionally have been underserved in this arena, is another important aspect of our mission."

Social change at Walden involves not only students but also alumni, faculty, and staff. The Walden community is making a difference through the work that students and graduates do to empower their communities; research grants to doctoral students, alumni, faculty, staff, and external researchers whose work dovetails with the Walden mission; and projects for Global Days of Service.

Here's a closer look at two initiatives that highlight Walden's social change mission in action.

Crossroads Elementary Partnership | St. Paul, Minnesota

What started in 2012 as a connection to provide Walden teacher candidates in The Richard W. Riley College of Education and Leadership with access to the field experience they needed has blossomed into a partnership that benefits not only Walden students but also the kindergartners through fifth graders at Crossroads Elementary. The St. Paul-area public school serves approximately 630 students, many from low-income families. Over 70% of Crossroads students are from racial and ethnic minority backgrounds,

approximately 25% of them are English language learners, and around 13% of the students receive special education services.

When Walden asked the school's leadership how the university could help, the administration explained many of their students would benefit from being tutored and from having additional positive adult role models in their lives. So, Walden created a tutoring program that brings faculty and staff to the school to help the grade-schoolers with reading, writing, and math.



"We empower our students to take what they learn and return to and improve their communities."



Crossroads' cultural specialist, Sylvia Perez, says that volunteers have had a big impact on the students. Because they really enjoy working with their tutors and don't want to miss the chance to spend time with them, attendance has improved.

In addition to the tutoring program, the Riley College of Education and

Leadership also recognizes the teachers during Teacher Appreciation Week and conducts a school supply drive in August. Crossroads was also a site for a Global Days of Service project last year, with volunteers holding a reading workshop with students and sprucing up the school's outdoor learning spaces.





Garrison Forest Veterans Cemetery Cleanup | Baltimore, Maryland

For the 2019 Global Days of Service initiative, Walden employees and students in the Baltimore area came together to beautify the Garrison Forest Veterans Cemetery so that it would be ready for the 300 people expected for Veterans Day observances and family visits. The cemetery has a small grounds crew responsible not only for upkeep of the property but also for the work needed for the six funerals that occur there each

day. The volunteers spread mulch, painted signs, and spruced up benches, which the grounds crew says saved them about 2 ½ weeks' work.

Walden Alumni Ambassador Manager Ulysses Wilcox came up with the idea for the event and coordinated it with the Maryland Department of Veterans Affairs. He says the feedback he received from veterans' families was overwhelming.

"Many of them thanked us for this work, explaining that their parents, grandparents, and other family members are buried here," he says. "It was humbling to honor the veterans who've served our nation. As we all worked together at the cemetery, it was a joy to see the connectedness of a group of people from many different backgrounds working together to help others. It was a powerful example of Walden's mission in action."

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