

# WALDEN

WINTER/SPRING 2017

ALUMNI MAGAZINE

**SOCIAL**  
*change*

A MISSION FOR ALL SEASONS

# Dear Alumni,

**TWICE PER YEAR**, we share a new issue of *Walden* magazine with you. In each, we spotlight examples of the successes our graduates are experiencing in their workplaces and in the broader communities they serve.

Each instance of good work shows the impact of one Walden graduate. That, in and of itself, often is very profound. But collectively, the work you all do helps advance social change in the United States and around the world.

The feature story in this issue ["Four Seasons of Social Change," page 22] will help you see how in all seasons and for all reasons—whether related to justice reform, addiction, access to education, sustainability, or domestic violence—we are a unified community with a common mission of effecting positive social change.

Please share with us the change you are making locally and how your Walden education has played a role in that change.

I look forward to seeing some of you in this magazine in the very near future.

Sincerely,

Jonathan A. Kaplan  
President



Volume 12, Number 1  
Winter/Spring 2017

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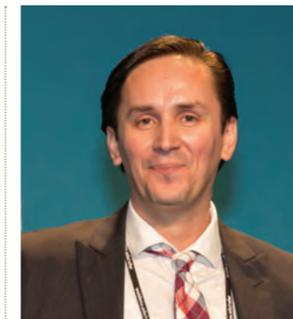


## A mission for all seasons

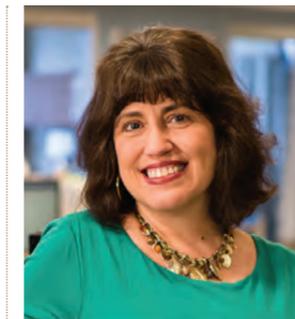
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is using his research to transform the war on terror *page 8*



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**ON THE COVER:** Our yearlong social change agenda gives you the chance to get involved in a new cause. *page 22*

Photo by iStock Rotofrank



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MY MISSION POSSIBLE

# Rising from Hardship

Motivated by personal experience, **Jackie Moon** raises awareness of addiction

**I'M A NURSE AND A MOTHER OF TWO SONS** in Monroe, Wisconsin. My older son was always very involved in the community growing up, participating in sports and Boy Scouts. But, like many other teenagers, he occasionally did drugs and drank alcohol.

He soon became severely addicted to pain medication. He signed himself into inpatient rehabilitation, but the addiction was too strong. The addiction led to heroin, and he eventually found himself in prison.

One day, I stumbled across a map of Wisconsin that showed a huge increase in the number of overdoses in the state from 2008 to 2012. When my son was taken away, I thought my world had ended. But later

I realized he had received a second chance at life—at least I didn't have to worry about him becoming one of those statistics. In that moment, I realized I had to do something to make a positive change. That's how my mission began.

In 2015, I founded the nonprofit FAITH, or Fighting Addiction: It Takes Help. It started with a community walk/run to commemorate International Overdose Awareness Day, where more than 300 people participated. Now we raise awareness about the dangers of addiction through education for children and adults, and we provide support for families struggling with addiction through networking and resources such as articles and books. After receiving Walden's 2015

Scholars of Change award, I sponsored a 2-day event produced by Rise Together to educate nearly 2,500 students in grades 6–12 in Green County, Wisconsin.

Obtaining my **Bachelor of Science in Nursing (RN-BSN)** from Walden in 2011 gave me the tools I needed to start a nonprofit of this magnitude. While completing

**“My biggest goal for FAITH is to decrease the stigma surrounding addiction.”**

my coursework, I learned to locate reliable sources and derive evidence-based information to share with the community through FAITH.

My biggest goal for FAITH is to decrease the stigma surrounding addiction, and my whole family is involved to help show other families struggling with it that they are not alone. I don't want them to be afraid to discuss the issues that they or a loved one are

facing, and I want children and parents to have open conversations about the effects of addiction.

My career in orthopedic nursing has helped me along this journey because I often deal with patients who recently had surgery and are taking pain medication. It has made me aware that addiction can happen to anyone, rich or poor, educated or uneducated. My son realizes that, too, and is thrilled with the work we've been doing with FAITH while he was away.

When I see all of the positive actions my fellow Walden graduates have taken and how they have put their education to work, I realize that I can do that, too. After nearly 6 years, my son is home with me again. We are doing well but taking things one day at a time. I hope that I can help people like my son who are returning home and readjusting to life after prison. I truly believe he is still on this earth for a reason and know he will do good things, too.

— As told to Kyra Gemberling



**Jackie Moon '11**, right, is an **RN-BSN** graduate and 2015 Scholar of Change. She is a registered nurse at The Monroe Clinic in Monroe, Wisconsin, and the founder of FAITH Addiction Awareness of Green County. To learn more about FAITH's initiatives, go to [faithgreencounty.wixsite.com/addictionawareness](http://faithgreencounty.wixsite.com/addictionawareness).

CONNECTIONS



Mark Gooch

# The Power of Together

How **Dr. Gabriel Warren's** connections led to new opportunities

By Kevin Thornton

**WHEN HE FIRST MET FOUR OTHER STUDENTS** in his **Doctor of Business Administration (DBA)** program, **Dr. Gabriel Warren '16** had no idea what benefits those connections would bring him down the road. He was simply looking for people who could empathize with the journey he was on.

Early in his doctoral journey, he connected with his department chair, **Dr. Lynn Szostek**, who he says was instrumental in helping him complete his degree.

"We stayed in contact while I was in the program and still do today," he says. "We're talking about collaborating on a research project. She's my mentor."

But that was only the beginning of the support his Walden connections would provide. As part of the DBA coursework, Warren completed two residencies. At one of those, he met four fellow DBA candidates with whom he formed a powerful alliance.

"We were going through all the same things—working full time, balancing families, and working toward our doctorates—at roughly the same time," he says. "The five of us started holding weekly calls to talk about what we were working on, how we were balancing things, and how to get past any roadblocks. We really encouraged one another."

Those connections paid off: All of them have since completed their doctoral degrees, thanks, in part, to the support they received from one another.

One of those fellow students, **Dr. Linda G. Crosby '16**, became a close associate of Warren's. What he didn't realize, however, was how she could connect him to new career opportunities. An associate department chair at Davenport University

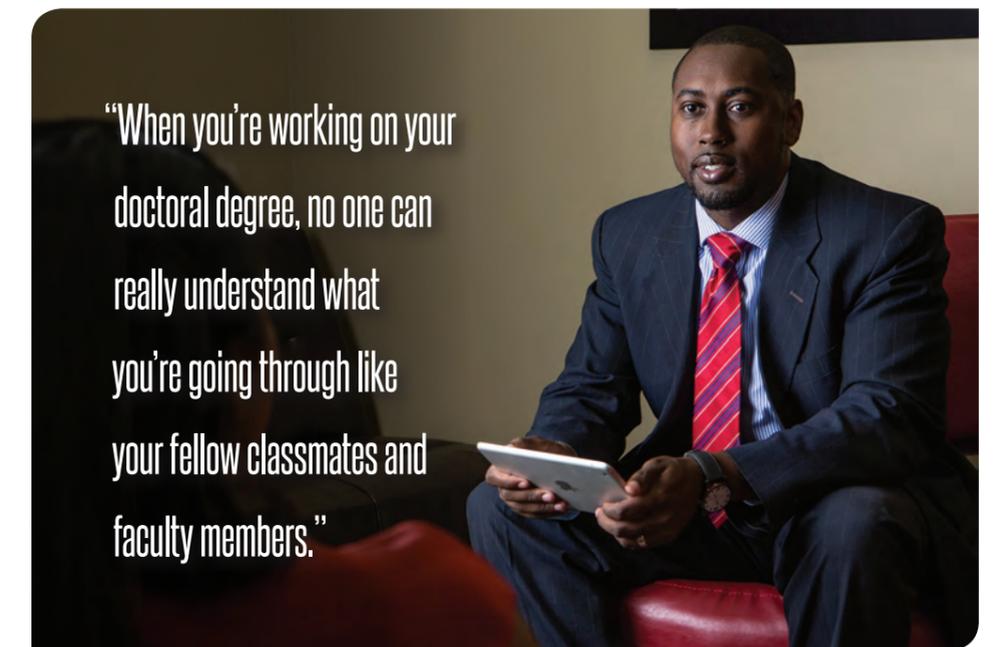
in Michigan, Crosby contacted Warren after he completed his degree.

"I had no idea she even worked for a university," Warren says.

Crosby knew about a teaching opportunity he'd be great for. Would he be interested? He was already an instructor at Brown Mackie College in Alabama, but this opportunity opened new doors. Warren is also a professional speaker, author, and

founder of an organization that mentors married couples.

"When you're working on your doctoral degree, no one can really understand what you're going through like your fellow classmates and faculty members," he says. "I advise students to start building relationships with professors and classmates from the first class. I can't tell you how much I benefited from the relationships I've built."



"When you're working on your doctoral degree, no one can really understand what you're going through like your fellow classmates and faculty members."

BEYOND THE DEGREE



Bella Photography

# Making Community Impact

**Jessica Bailey** utilizes her MPA to bridge various nonprofit roles for community benefit

By Kyra Gemberling

**ON ANY GIVEN DAY,** Jessica Bailey '16 could be selecting a keynote speaker for a luncheon event, attending school board meetings, planning a food drive at a local business, or delivering inflatable units for a child's birthday party. Bailey admits having a dislike for downtime, but with the wide variety of leadership roles she currently serves in her community, it's not difficult for her to find ways to stay busy.

Bailey's resume is extensive—and interesting. She is the director of marketing and community development at the Greater Portage (Indiana) Chamber of Commerce; president of the Friends of Portage Township Foundation; secretary of the board of trustees for Portage Township Schools; food donation coordinator for the nonprofit 500 Turkeys; and owner of Bounce N Around, a bounce house rental company.

The bounce house company came about 10 years ago. Bailey comes from a family of small-business owners, and after talking to a colleague who owns a bounce house business in a nearby town, she and her husband were inspired to start their own company.



"It's a joy seeing children—and adults—get excited when we drop off the units," Bailey says. "We love making people smile."

Bounce N Around expanded on the passion Bailey already had for being an advocate in her community, particularly involving the parks in Portage.

"When I was doing some research in preparation for my new role as president of the parks foundation, I came across information about Walden's **Master of Public Administration (MPA)** program," she says.

It was the perfect fit for her many roles in the community.

"Once I learn one new thing, I want to learn something else," Bailey says. "My mind has to keep growing. Because I was already on the school board and taking on a role in

the parks, I decided to focus on nonprofit management. I couldn't wait to apply my knowledge to my roles at that time and do even more in the community."

Previously, Bailey felt like her roles were largely just volunteering. But now, she has the expertise to implement social change, starting with structuring the boards of the organizations she helps run. Based on her MPA research, Bailey analyzed the strategic selection of board members based on what is most needed to make the organization successful.

"We have taken a step back in filling board positions and are conducting a SWOT [strengths, weaknesses, opportunities, and threats] analysis to see which skills are currently represented and which ones we are lacking.

"Working as a community toward a common goal is so important," Bailey says. "Having my connections in the business and nonprofit worlds, I'm excited to bring that into the school system. In today's global economy, children need every advantage they can get, and I believe working as one cohesive unit will give students the best training possible."



"Once I learn one new thing, I want to learn something else. My mind has to keep growing."

APPLYING MY RESEARCH



# Transforming the War on Terror

**Dr. Ardian Shajkovci's** research on disengagement from radical groups could change the fight against ISIS

By Susan Walker

Getty Images/Haidar Hamdani

**A 15-YEAR-OLD BOY, HIS IDENTITY**

**CAREFULLY HIDDEN** by a keffiyeh (an Arabic male scarf) and sunglasses, raises his glasses slightly for just a second to wipe away a tear. He is a defector from the Islamic State in Syria, and he is telling the chilling story of his experiences with the radical group to an interviewer with a video camera. The boy recounts the violence he and others were forced to participate in and how the group's leaders were only interested in making money, not upholding the principles of Islam. These are the reasons he fled the group.

**Dr. Ardian Shajkovci '16, a PhD in Public**

**Policy and Administration** graduate and recipient of the Harold L. Hodgkinson Award, watches this video made by the International Center for the Study of Violent Extremism (ICSVE) and knows how powerful of a tool the boy's story is. His Walden research focused on discovering why people choose to leave radical and terrorist groups, gathering information through predominantly face-to-face interviews with law enforcement and government officials in the Balkans.

"There has been a good deal of research on why people join radical and terrorist organizations," Shajkovci explains, "but very little on what motivates them to leave. Understanding why they disengage, and if and how they deradicalize, can be very valuable in terms of homeland security. It can help us dissuade people from joining radical groups by exposing what the experience is really like."

His passion for and interest in the topic, as well as his recent findings, helped him obtain a position as a research fellow at

the newly formed ICSVE, an independent, nonpartisan research center in Washington, D.C. At ICSVE, he is continuing his study of disengagement and fieldwork, working with a team of professionals to gather more data that can help governments counter the recruiting efforts of ISIS and other radical organizations. His work helps shape key ICSVE projects, including videos, such as the one of the 15-year-

old ISIS defector, and memes designed to counter ISIS' strong online recruiting presence; presentations to lawmakers, law enforcement, religious institutions, and civil groups around the world; and articles in academic journals focused on issues in international terrorism.

"I never saw myself just sitting in an office," Shajkovci says. "I enjoy being in

"I'm grateful to be able to use my skills to be part of hands-on efforts to spark incremental positive social change in the world."

the field. That's the reason I chose to do my PhD at Walden. I needed an

institution that shared my passion for issues that affect our communities every day."

Walden also offered him the chance to work and connect both virtually and in person with fellow students and faculty members, including a large pool of professionals in the field of homeland security,



a resource he did not have access to while earning his bachelor's and master's degrees at brick-and-mortar universities. That connection at Walden provided him not only with valuable insights into the challenges that needed to be solved but also helped focus his research on seeking solutions for those pressing problems.

"Knowledge is not static to me," Shajkovci says. "Research is most powerful when it's immediately applied to help solve problems in the real world, which is what I was able to do at Walden and continue to do at ICSVE. I'm grateful to be able to use my skills to be part of hands-on efforts to spark incremental positive social change in the world."



**Dr. Ardian Shajkovci**

Jenny Abreu

# Aim Higher



“I obtained my master’s in 2011 and decided that was not enough—I wanted my PhD in Psychology. So I re-enrolled and completed my education.”

MONICA DUNNAGAN  
MS in Psychology and  
PhD in Psychology Graduate



“I chose Walden for my master’s degree because I know from earning my bachelor’s degree with Walden that the education is high-quality and relatable to industry standards.”

SANDRA WALKER  
BS in Business Administration and  
MS in Leadership Graduate



“Upon completion of my undergraduate degree, I was promoted to administrative director at my workplace, and I immediately started my MHA program.”

JIMMY WATSON  
BS in Health Studies Graduate and Master of  
Healthcare Administration (MHA) Student

Contact an enrollment advisor today to learn about the benefits available to you when you re-enroll this year.

To get started, go to [myhomepage.WaldenU.edu](http://myhomepage.WaldenU.edu).

**WALDEN UNIVERSITY**  
*A higher degree. A higher purpose.*



## HOW IT PAID OFF

## Practitioner to Professor

**NAME:** Dr. Ana Abad-Jorge '13

**DEGREE:** Doctor of Education

**JOB TITLE BEFORE MY DEGREE:** Clinical Nutritionist and Nutrition Internship Program Director, University of Virginia Health System

**JOB TITLE AFTER MY DEGREE:** Program Director and Assistant Professor, Health Sciences Management Programs, School of Continuing and Professional Studies, University of Virginia

**IMPETUS FOR CHANGE:** In 2008, you did not need a graduate degree to become a registered nutritionist and dietitian. But I sensed that would be changing—we were one of only a few healthcare

professions (nursing being another) that didn't require advanced degrees for entry-level practice at the time. I had an idea to take our internship program—a stand-alone, 10-month, hospital-based program—and expand it to a master's degree program. I spoke with some people at the University of Virginia's School of Continuing and Professional Studies, and they said the

**“My Walden journey and the experience I had as an adult learner helps me connect with my students.”**

program would be possible—but if I wanted to create and lead it, I'd need a terminal degree. That became my dream: not just to get my doctorate but to make that new master's degree program happen.

**RIGHT PLACE, RIGHT TIME:** The Academy of Nutrition and Dietetics, which governs our field, announced in June 2013 that by Jan. 1, 2024, anyone sitting for our exam would require a master's degree and supervised practice. Right now, there are a lot of freestanding internships—the kind that I used to manage—and they'll need to be integrated into master's programs. It'll probably take about 10 or 15 years for those changes to happen, but it's gratifying to know that, only 9 years later, I'm in the exact right place to implement my original plan here at the University of Virginia.

**BEEN THERE, DONE THAT:** The experience I had as an adult learner helps me connect with my students. I've lived what they're living—working hard all day, coming home and doing what needs to be done for my family, then sitting down to start my homework at 9 p.m. In the case of my research, *Job Satisfaction and Professional Characteristics of Registered Dietitians: A Survey of the Impact of Educational Level on Entry Level Practice*, it supported a major educational policy change within

my profession. That experience informs the coaching and mentoring I give to my students. — K. H.

■ Tell us how your degree paid off at [myWaldenAlumni.com/shareyourstory](http://myWaldenAlumni.com/shareyourstory).

LIFELONG LEARNERS

# Caring Commitment

After getting a bachelor's in her 40s, **Mary Carmel Basuil** is ready for her master's

By Kyra Gemberling



Martin Herbst

**MARY CARMEL BASUIL BEGAN HER ROLE AS A CARETAKER** long before she knew it would become her career. Basuil's father became seriously ill when she was 17, just 2 years after the family moved to California from the Philippines. Although she aspired to attend Stanford as a pre-med student, she opted to stay home to help her mother and four younger siblings take care of her father.

Several years later, when her father recovered and was well enough to return to work, Basuil became trained as an emergency medical technician. Five years later, she went to paramedic school. She eventually became an emergency-trauma department technician at Eden Medical Center in Castro Valley, California, and Kaiser Permanente in Antioch, California. Then in her mid-40s, she thought again about pursuing higher education.

"Working in emergency medical services doesn't give a lot of flexibility to go to school," Basuil says. "But I started slow by taking one class a semester at a community college; then I increased to two classes per semester. One day I saw a commercial on TV promoting online education. I said to myself, 'I think I can do that.' That's how I ended up at Walden."

Basuil graduated with her **BS in Public Health** in February 2016. She cites time management as one of the biggest challenges she faced, especially while working 10- to 12-hour days as an emergency department technician at Kaiser Permanente, where she still works. But Basuil decided to challenge herself even more. She enrolled in Walden's **Master of Healthcare Administration** only 3 months later.

"I'm really inspired by Walden's mission of social change, and I've taken it on as my personal mission as well," she says.



**"I have almost 20 years of experience in the medical field, but I want to move beyond patient care and make an impact on my community through policy changes and education."**

"I have almost 20 years of experience in the medical field, but I want to move beyond patient care and make an impact on my community through policy changes and education."

Basuil is applying her educational findings directly to her role at Kaiser Permanente. While learning about healthcare financing and budgeting, she started a program in the emergency department that aims to cut down on total usage of medical items and supplies. In the past two quarters, her program has saved the department more

than \$27,000. In addition, she established a disaster response protocol within the hospital as a result of her disaster management class. She now leads a team that educates the community on how to prepare for natural disasters.

After her anticipated graduation this May, Basuil hopes to obtain a leadership position at Kaiser Permanente. She is actively making herself known among senior leaders and is receiving mentorship from current healthcare administrators. But wherever she winds up, Basuil says her primary goal will always be working to best serve her local community.

"When my father was sick, we were so new to the country that we had no idea how to navigate healthcare," she says. "I don't want anyone to have to experience that, which is a huge part of why I've pursued these degrees through Walden. I will continue to help people in whatever way I can."

Return to Walden this year for another degree. Go to [myhomepage.WaldenU.edu](http://myhomepage.WaldenU.edu).

MEET THE FACULTY

**Dr. Steven Case** | School of Information Systems and Technology



By Kevin Thornton

**IN A TECHNOLOGY-DRIVEN WORLD,** Dr. Steven Case is a bit of an anomaly. As academic coordinator for the **Doctor of Information Technology (DIT)** program, Case can talk algorithms and microchips with the best in the industry. But what sets him apart is his perspective on the positive changes made possible by technology rather than simply the engineering behind it.

Case has a broad background ranging from developing the real-time operating system for the F-14D aircraft to mentoring high school robotics teams in Florida. We talked to Case about what drives him and what's next in IT.

**Who is usually drawn to the DIT program?**

Students in Walden's DIT program reflect a broad range of cultures and experience,

most with a rich technical background. A quarter of the students are from outside the U.S., and we're seeing a lot more women in the program than in the IT world at large. We have quite a few students performing research that has a broader perspective than just IT, such as improving their local economy or positively impacting healthcare.

**What does the future of IT look like?**

When I first started, the focus was on the technology. Now the focus, appropriately, is on how IT can improve people's lives. That's what draws me into it. If someone can imagine a new application, there's someone else who can figure out how to do it. That's what's so exciting. The field and the future are only limited by people's ideas.

**Do you see interest in STEM (science, technology, engineering, and mathematics)-related careers increasing?**

I do, but I have a bias and passion for computer-related fields. The challenge is to reach out to young people who think STEM opportunities aren't available to them, or they can't do it. My job is to show them they're available, and they can.



“When I first started, the focus was on the technology. Now the focus, appropriately, is on how it can improve people's lives.”

**You've worked with students in robotics competitions. What kind of robots were they developing?**

Each year's competition challenges the students to solve a predefined problem. One year the challenge was to simulate a robot to deliver resources and return waste from a space station. Another was developing a robot to gather components and assemble a wind energy generator. The challenges gave students a broad perspective of more than just building a robot.

**Is a technical background required to go into it?**

I had an experience with a student who wanted to be involved with the robotics team at her school, but she wasn't interested in technology. She was a photographer, so she volunteered to take photos of the team's development process. She was the only person to see every step of the development and soon became the one student who really understood the school's complete solution. The next year, she became the school's robotics team lead. There's much more to STEM than just the technical part.

**What do you do for fun?**

My wife and I have a sailboat and do a fair amount of sailing. I've been spending time restoring the boat, including replacing the diesel engine with an electric engine that will run from solar panels. For me, it always comes back to technology. It's always an adventure.

■ Tell us about your experience at [myWaldenAlumni.com/shareyourstory](http://myWaldenAlumni.com/shareyourstory).

BROADENING MY HORIZONS

# CSI: A PROFESSIONAL REINVENTION

Joan Swart followed a passion just in time to save her career

By Kristin Hanson

POLICE LINE



**LIKE MANY AVID TELEVISION VIEWERS** at the turn of the century, **Joan Swart '11** found herself swept up in the “CSI” effect—even at home in South Africa. The popular American series ignited Swart’s interest in forensic science and the

psychology underlying violent crimes and dysfunctional behavior. She wondered: Do real-life investigations actually play out as they do on TV?

The question not only led her to Walden but also opened the door to a second career, just as the global recession closed the door on her first.

A chemical engineer by training, Swart had several years of success in sales and management, working in the pulp and paper industry. But the intrigue of crime scene investigation and profiling proved irresistible to her.

“I had taken a short online course in forensic psychology, and I realized how complex and nuanced people’s behavior is,” she recalls. “I just had to know more.”

In 2008, she enrolled in Walden’s **MS in Forensic Psychology**, which provided her with the knowledge and research skills she still uses today. But perhaps most important, it gave her a mentor: the late Dr. Jack Apsche, then the program director for Forensic Psychology.

“Dr. Apsche was excellent at recognizing and developing people’s strengths,” Swart says.

Under Apsche’s tutelage, she broadened her focus from solely criminal behavior to disordered adolescent behavior and family psychology. She helped Apsche research and

develop Mode Deactivation Therapy, an intervention similar to, but less confrontational than, the widely used Cognitive Behavioral Therapy approaches. Their partnership eventually produced a book and eight published journal articles.

“His validation meant so much,” Swart says. “Working with him helped me build my network and credibility as a scientist.”

Shortly after she graduated, Swart’s pulp and paper firm closed its South Africa branch, leaving her without a job but allowing her to pursue her passion full time. She enrolled in a doctor of psychiatry program while writing, consulting, and strengthening her professional network.

“I had taken a short online course in forensic psychology, and I realized how complex and nuanced people’s behavior is. I just had to know more.”

“It was a journey to see if I could make it work financially. Realistically, you need to put food on the table, and the choices are usually between having a secure job and being innovative and building skills that are in demand,” she says.

Swart chose the latter; she completed her doctorate in 2013 and has thrived ever since. A lecturer, freelance forensic

psychologist, and researcher, Swart says that in the past 3 years, she’s written two books, two book chapters, and more than a dozen journal articles; led 11 doctoral courses; and consulted on death penalty, armed robbery, and murder cases in the U.S. She also serves as a business developer for Open Forest LLC, a California-based company that offers mental health information and self-help courses.

It’s a life she couldn’t have imagined sitting on a couch, watching “CSI”—but she’s grateful for the opportunities that have made a dream come true.

“I believe Walden—and more specifically, the support of Dr. Apsche—made my personal reinvention possible,” Swart says.



DNA photographers

WHY I REFER



Corey Reese

# Paying It Forward

**Dr. Danette O'Neal** is calling for new referral champions

**ONCE YOU'VE GRADUATED, IT'S UP TO YOU** to make sure the best students fill your seat in the classroom. When someone at work, home, or in your community

mentions that earning a degree might be in their future, refer them to Walden to become the next generation of leaders. After all, social change begins with you.

It's been awhile since I earned my **Master of Public Administration** and my **PhD in Public Policy and Administration** at Walden, but 6 years later, I'm still talking about my experience.

As the owner of Danette O'Neal Realtors and a professor and curriculum developer for several universities, I'm blessed to come into contact with a lot of diverse and ambitious people every day. I never hesitate to tell them how Walden helped me come back from the life-altering events of Hurricane Katrina, and how I would not be as successful as I am today without that education. In fact, the ideas

for my books—*Money Matters 101* and the newly released *Kidpreneur 101*—were inspired by my work in my Walden curriculum.

I challenge you as alumni to reach back and refer new students to our alma mater. I don't wait for people to ask me about it—there is always a way to work it into the conversation! Just think of



what Walden did for you and what it could do for someone else.

I pay it forward because I want to see our community of scholars and changemakers continue to grow and strengthen. As alumni, we have the opportunity to

help someone take the next step in the greatest journey of their lives. There is no better investment than that.

## referral tips

**Dr. O'Neal has been our referral champion for years, sending friends, family members, students, and colleagues to Walden for their degrees. Why not be the next big advocate for referring others to Walden?**

As one of our more than 100,000 alumni, you have the power to effect change in the lives of countless others who are looking to further their education. Share your story with them, and refer them to Walden today.

1. Connect colleagues, family members, friends, and mentees to an enrollment advisor by calling **1-866-492-5336**.
2. Go beyond mentioning Walden in conversation. Share this magazine, WaldenU.edu, and our social media profiles.
3. Send names of future students to us via **myWaldenAlumni.com/refer** so we can thank you.
4. Highlight your Walden education in your LinkedIn profile, and be on the lookout for contacts who are seeking opportunities to advance their careers.

BY THE NUMBERS



# Celebrating 100,000 ALUMNI



## TOP 10 STATES

1. Georgia (12,347)
2. California (7,207)
3. Ohio (6,200)
4. Texas (5,642)
5. New York (5,618)
6. Florida (4,819)
7. New Jersey (4,395)
8. Maryland (4,216)
9. Washington (3,766)
10. Pennsylvania (3,683)

### A GROWING NETWORK

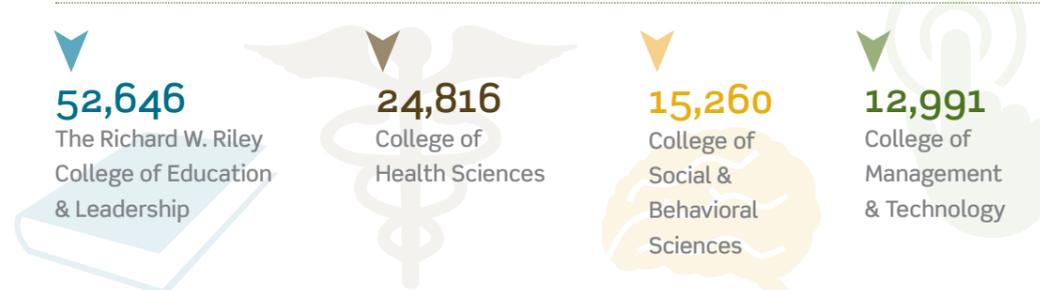
As alumni of Walden University, you are part of a robust network of scholar-practitioners around the world. Here's a quick snapshot of our alumni community.

### COUNTRY BREAKDOWN

- 105,713 alumni worldwide
- 101,721 in the United States
- 3,992 international



### COLLEGE BREAKDOWN



All data is as of July 31, 2016.



GET INVOLVED!

# FOUR *seasons*

## OF SOCIAL CHANGE

to help you make a difference in 2017

By Susan Walker

**MAKING POSITIVE SOCIAL CHANGE HAPPEN,**

whether around the corner or across the globe, has been at the core of what we do as Walden alumni, students, and faculty since the university was founded in 1970. From fighting bias in law enforcement and advocating for victims of domestic violence to ensuring access to education and protecting the planet, you are leading the way. A Walden education provides the knowledge, insights, and connections you

need to effect real, life-altering change for those who may not have the voice or power to make those changes on their own.

This yearlong social change agenda gives you the chance to get involved—perhaps with a cause that you haven't previously supported—and to learn more about how your fellow alumni are making a difference. We hope you'll find ways to participate at all levels: building awareness, taking action, or even becoming an advocate.



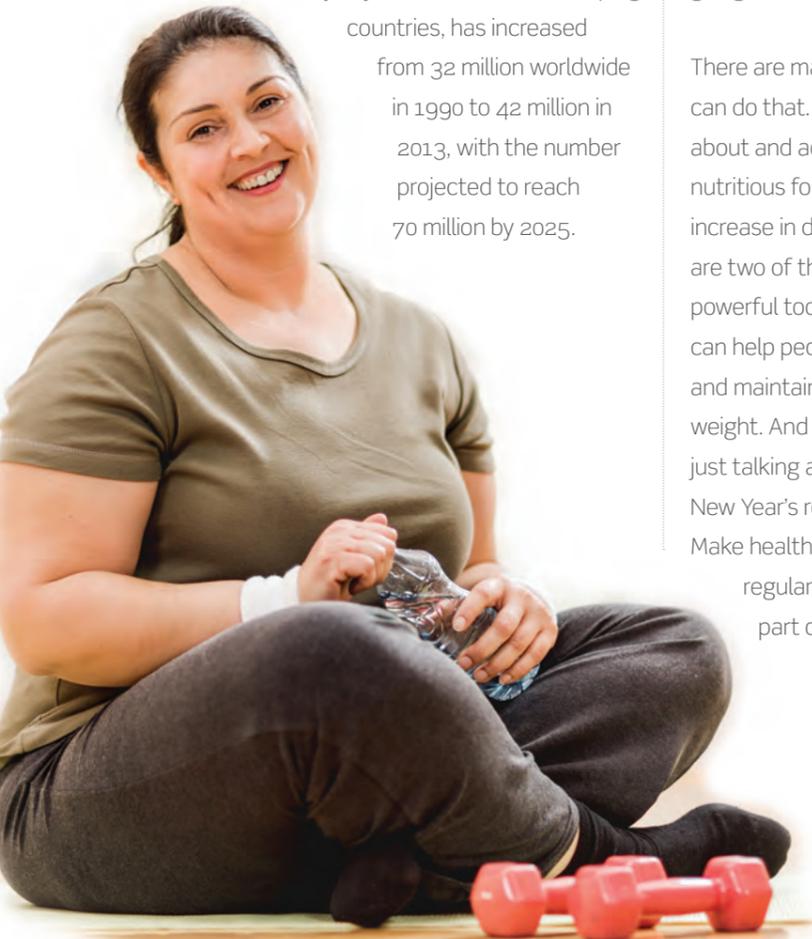
# Winter

Focus on **Fitness, Nutrition, and Obesity**

## Combating the worldwide obesity epidemic

There's no way around it: We are getting fat. According to the World Health Organization (WHO), the rate of obesity globally has more than doubled since 1980. Today, approximately 200 million men and 300 million women are obese. But the problem extends to those who can't always fend for themselves. The number of overweight and obese infants and children, the majority of whom live in developing countries, has increased

from 32 million worldwide in 1990 to 42 million in 2013, with the number projected to reach 70 million by 2025.



When first lady Michelle Obama announced her Let's Move! initiative in 2010, she said, "We've got to stop citing statistics and wringing our hands and feeling guilty and get going on this issue."

There are many ways you can do that. Education about and access to nutritious food and an increase in daily activity are two of the most powerful tools that can help people reach and maintain a healthy weight. And we're not just talking about that New Year's resolution. Make healthy eating and regular exercise part of your daily



life. Join with neighbors to start a community garden, or support urban farms that make fresh vegetables and fruits available in underserved areas. Teach healthy cooking classes at your neighborhood school, or volunteer as a coach at your local rec center to help kids get more active.

As part of our 2016 Global Days of Service, Walden community members packaged meals at Feed My Starving Children in Tempe, Arizona, and cooked healthy meals for families of sick children at the Ronald McDonald House in Amsterdam. Although these acts may seem small, they go a long way toward improving access to nutritious food and combating this worldwide epidemic.

### What you can do:

**AWARENESS:** HealthyPeople.gov and the Centers for Disease Control and Prevention provide the latest statistics about obesity and steps every person can take to help reverse the epidemic by making healthier food choices and getting regular exercise. For a global perspective, the WHO offers international statistics and other resources.



**ACTION:** Action for Healthy Kids has information on childhood obesity, as well as volunteer opportunities, such as organizing family fitness nights, encouraging the inclusion of healthy snacks and lunches in the cafeteria, and advocating with your school

**ADVOCACY:** The Food Trust works to ensure that healthy food is available to everyone across the country and through partnerships overseas. It offers a range of volunteer and fundraising opportunities for individuals, groups, and companies to advocate on the institutional, city, state, and federal level. Some of those opportunities include creating and implementing healthy in-store marketing policies in supermarkets and corner stores; working with organizations to secure funding for healthy food access programs in low-income areas; and advocating for the national Healthy Food Financing Initiative, a partnership between the U.S. Departments of the Treasury, Agriculture, and Health and Human Services to encourage fresh food retail development across the country.



district to enact health and wellness programs and policies, to help kids get more active and achieve academic success.

### Meet the experts

In our Winter/Spring 2014 issue, we talked with three faculty members about the issue of childhood obesity. Take a look back at their thoughts at [WaldenU.edu/magazine](http://WaldenU.edu/magazine).





**\$5.8 BILLION** per year is spent globally on therapy, relocation, hospital stays, and days missed from work by domestic violence victims.

Focus on **Domestic and Intimate Partner Violence**

# Shining a light on the impact of domestic violence

Every 9 seconds, someone somewhere in the world is physically abused or threatened by a spouse or partner. More than 1 in 4 women and more than 1 in 10 men ages 18 and older in the United States have experienced sexual violence, physical violence, or stalking by an intimate partner and reported negative impacts and health consequences, according to the Centers for Disease Control and Prevention. This is a fact **Dionysica Stewart '16, an MS in Clinical Mental Health Counseling** graduate, knows all too well.

"My best friend from college was a confident, beautiful, and successful woman," Stewart says. "She was a social work supervisor making six

figures. She said her relationship with her husband was great, and I thought he was very charming. Then one day he murdered my friend and killed himself in front of their 8-year-old daughter. Of all the people in the world, I would never have thought my friend's life would be ended by domestic violence.

"People often think there's a specific type of person who becomes a victim of domestic and intimate partner violence," Stewart says. "But anyone can be a victim, and it's often difficult to see the warning signs from the outside."

The death of Stewart's friend inspired her to focus her education on finding ways to prevent this type of violence and support survivors.

"I spent a year being angry and confused," she says. "Then I knew I had to learn more and find ways to become part of the solution."

**"I would never have thought my friend's life would be ended by domestic violence."**

She started volunteering at her local YMCA, which offers a range of support services to domestic violence survivors, including accompanying them to the hospital and providing individual and family therapy.



Dionysica Stewart

Stewart also regularly attends conferences hosted by the National Coalition Against Domestic Violence to learn more about how to advocate for victims and what prevention and treatment approaches are most effective.

In her current role as a therapist, Stewart takes every opportunity to educate the people she works with about the subtle complexities of the issue. When she was a parole officer, she gave presentations on the topic at the all-staff meetings for the court employees. She also worked with attorneys prosecuting and defending domestic violence cases to help them better understand the impact of this crime on survivors and their families.

Stewart also educates community pastors about the dangers of encouraging domestic violence victims to remain in the relationship at all costs. She's even talked with teens about dating violence and what makes a relationship healthy or unhealthy.

"My goal is to give people the information they need to be part of the fight against this epidemic," Stewart says. "The more people understand and the more the system works to get both victims and offenders the help they need, the more impact we can have. We need to get the information out there. There's too much stigma and silence around domestic violence. That's what keeps it in the dark where the cycle can continue."

**THE HEALTH EFFECTS OF DOMESTIC VIOLENCE**

The health effects of domestic violence go well beyond the injuries inflicted by abusers. Women who are victims of domestic and intimate partner violence are:

- 70% more likely to have heart disease;
- 80% more likely to have a stroke; and
- 60% more likely to develop asthma.

## Know the Warning Signs

Someone you know may be a victim of domestic or intimate partner violence. The signs are not always obvious, and the abuse can be psychological and/or physical. Some of the signs of an abusive relationship include:

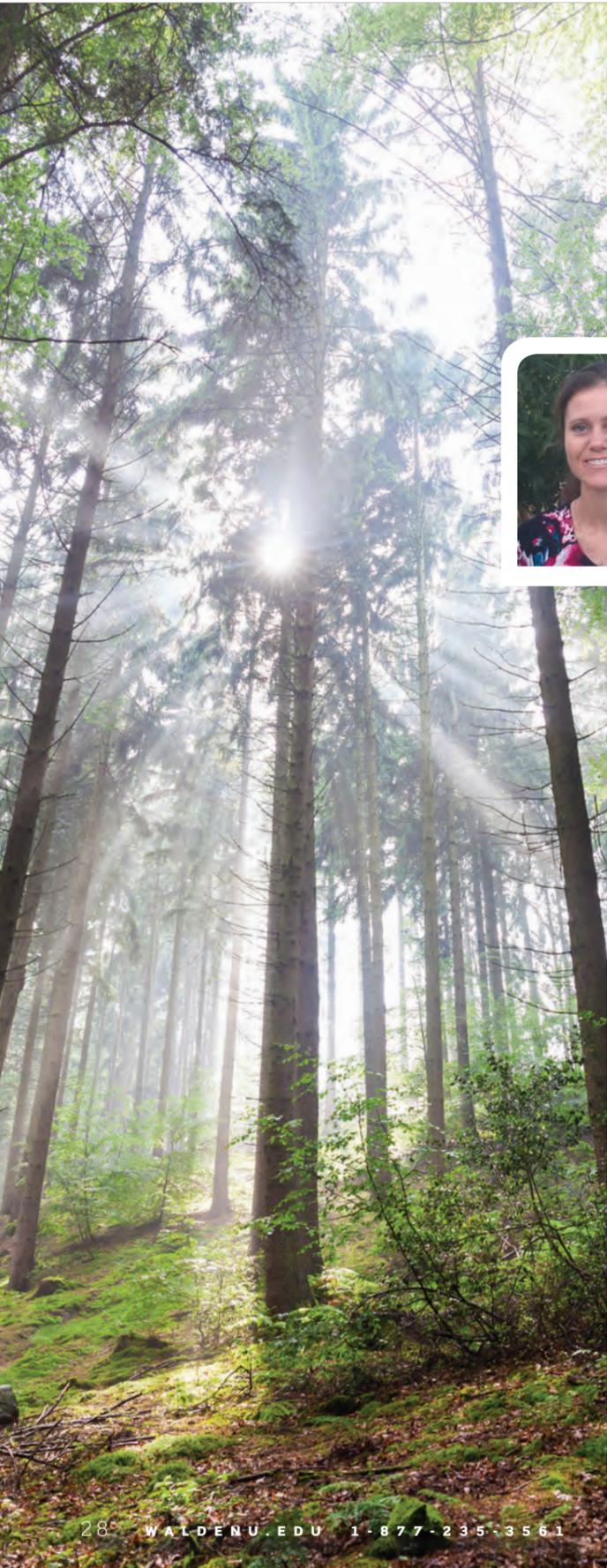
- Making all decisions and expecting the other to obey
- Insulting, name-calling, and shaming to break down self-esteem
- Isolating the partner by keeping them away from friends and family or preventing them from attending school or work
- Threatening to commit suicide if the partner leaves or tells anyone about the abuse
- Intimidating looks and gestures, such as breaking things or harming pets
- Denying the abuse and blaming the victim for the violence

## What you can do:

**AWARENESS:** The National Coalition Against Domestic Violence is a good resource to learn more about the issue in the U.S. The National Domestic Violence Hotline provides tools and support to victims and their families.

**ACTION:** No More provides education and a state-by-state online tool that helps you find volunteer opportunities in your community, such as working at a shelter for domestic violence victims, providing dating violence workshops in high schools and on college campuses, and collecting toys and books for children displaced by domestic violence.

**ADVOCACY:** Futures Without Violence offers information on how to advocate for women and girls around the world who are victims of domestic violence, trafficking, child marriage, and other forms of violence against women. Through the That's Not Cool Ambassador Program, teens educate their peers about digital dating abuse, and educators are encouraged to use the Start Strong toolkit to implement school-based programs for their students.



# Spring

Focus on **Environment and Sustainability**

## Even the smallest steps help the planet



**Dr. Danielle Camacho '12**, a **Doctor of Business Administration** graduate, recently took her young sons on an unusual field trip. Their destination?

The local landfill.

"I reminded them that everything we make has to go somewhere when we're done using it," Camacho says. "If it goes in the trash, it can hang around for generations and have a negative impact on the environment. However, if we recycle everything we can, our impact on the planet could be vastly reduced."

Camacho strives to educate everyone she comes in contact with on the importance of taking even the smallest of steps to lead a more sustainable and environmentally friendly life at home and work. As

part of the research she did for her doctoral study at Walden, she toured construction sites to look for potential areas for improvement.

"I was shocked to see huge dumpsters overflowing with materials that could have been recycled," Camacho says. "Subcontractors told me how difficult it is to get permission to take that extra step and recycle those materials, and I couldn't believe it."



The focus of her research was changes small-business leaders could make to lower their effect on the environment and make their businesses more sustainable over time.

"If businesses don't meet their social and environmental goals as well as their financial goals, they won't

"If we recycle everything we can, our impact on the planet could be vastly reduced."

survive in the long run," Camacho says. "Sustainability needs to be part of every business's bottom line."

It's a lesson she reinforces in the course on international human resource management she developed and teaches as an online instructor at Keller Graduate School of Management and the courses she teaches at Upper Iowa University and Southern New Hampshire University.



Camacho is also mentoring an Arizona State University School of Sustainability undergraduate student, sharing her insights and ideas on the changes businesses need to make to have a more positive impact on the environment as well as on their own bottom lines. In addition, she has written a chapter on her thesis research for a book, and articles on sustainability for academic journals.

She's also committed to educating the next generation on the importance of living sustainably by greening how her own family lives and teaching her sons how to have a smaller ecological footprint. Camacho also volunteers at organizations in her community to talk about the environmental consequences of the big and small choices we make every day, assists with the Green Club at her son's school, and works with her sons' Cub Scouts troop on activities designed to have a positive influence on the environment.

"It's important to understand the impact your choices and actions have," Camacho says. "Whether you're making decisions as a business leader or as an individual, you have a real and lasting impact on the environment. Look at the bigger picture, and ask yourself what effect your choices will have on our sustainability as a society. That's the first step."

Americans make up about 5% of the world's population, but each year, we produce 27% of the world's garbage.

### What you can do:



#### AWARENESS:

Business leaders can find information on how others around the world are working to make their organizations more sustainable at [greenbiz.com](http://greenbiz.com).



**ACTION:** The Nature Conservancy has an online tool that helps you find events and hands-on conservation-oriented volunteer opportunities across the country.

**ADVOCACY:** The Earth Policy Institute provides information on how to advocate for environmental policy change with your local and national government officials.

### SIX SIMPLE WAYS to protect the planet

- 1 Switch from paper bank statements and bills to electronic ones.
- 2 Compost and recycle rather than throw things away.
- 3 Eat plant-based meals several times a week.
- 4 Air dry clothes rather than use an electric or gas dryer.
- 5 Have your local power company do an energy audit of your home, and implement suggested changes to cut your energy consumption.
- 6 Plant a tree.



**WALDEN UNIVERSITY**  
ALUMNI ASSOCIATION

# Leverage Your Network

## SAVE THE DATES FOR WALDEN NETWORKING IN 2017

You asked us for more opportunities to connect with fellow alumni and current students, so we're giving them to you in 2017.

Be on the lookout for invitations to **ONLINE**  and **FACE-TO-FACE**  networking events throughout the year.

[myWaldenAlumni.com/events](http://myWaldenAlumni.com/events)

-  FEBRUARY 9
-  MARCH 15
-  MAY 8
-  JUNE 14
-  SEPTEMBER 13
-  OCTOBER 11
-  NOVEMBER 9

## GET INVOLVED!

### Focus on **Mental Health**

# End the stigma and increase access to care

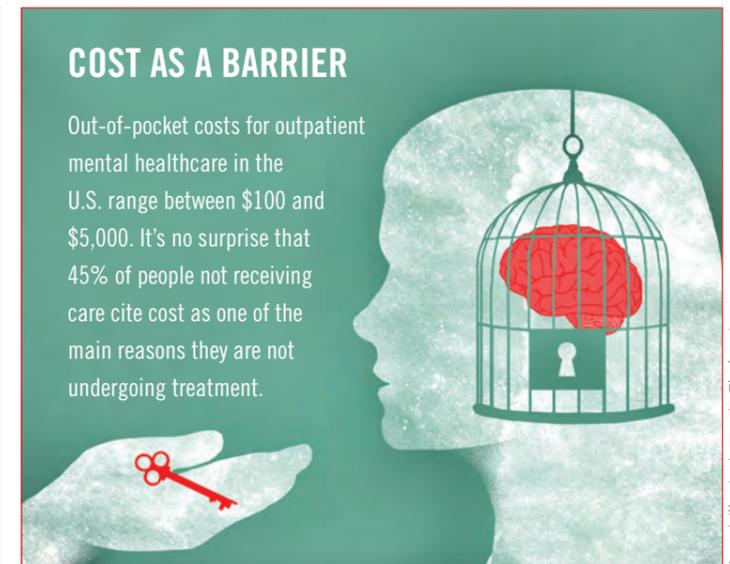
It feels taboo to talk about it. Although mental illness affects 20% of the population, there's an unwarranted stigma associated with it. Some people believe it's a sign of weakness or something to be ashamed of. The reality is mental illness is a treatable brain disorder that can be caused by genetic, chemical, biological, environmental, and social factors.

Approximately **60% of young people with major depression do not receive any treatment.**

"The most important thing you can do to help those affected by mental health disorders is to educate yourself," says **Dr. Tracy Senstock**, program director of the **MS in Clinical Mental**

**Health Counseling** program. "Education reduces the fears and misconceptions surrounding mental illness. You can also learn ways to support those with mental health disorders to have healthy and productive lives rather than being ostracized within the community."

Mental illness can be a highly disruptive force, interfering with work, school, and other major life activities. Unfortunately, access to quality mental healthcare is extremely limited for many. In low- and middle-income countries, there is fewer than one psychiatrist per



100,000 people, leaving people with mental illnesses essentially nowhere to turn for treatment. There's also a shortage of mental health professionals in the U.S. More than 89 million Americans

live in areas that the federal government has designated as Mental Health Professional Shortage Areas.

But that's where Walden alumni come in. All of the degree programs in the School of Counseling have curricula that focus on working with clients with mental illness, and the more than 2,500 alumni of the MS in Clinical Mental Health Counseling program have the tools necessary to educate individuals, families, and members of the community about mental health.

Agent Illustrateur c/o TheisSpot

## What you can do:

**AWARENESS:** The National Alliance on Mental Illness provides background information, statistics, warning signs, and resources to help people in the U.S. find mental healthcare in their community. The organization also sponsors fundraising walks and takes part in advocating for better mental health services with policymakers.

**ACTION:** Active Minds is a nonprofit organization that works on college campuses to educate young people about mental illness and provide support for students living with mental health issues. Consider bringing an Active Minds speaker to your community. There are more than 400 chapters nationwide.

**ADVOCACY:** The Treatment Advocacy Center is a national nonprofit that works to get laws and policies put in place to remove barriers to treatment for people with severe mental illnesses.

# Summer

Focus on **Justice Reform**

## Doubt and truth are not enemies

In his 30-year career in law enforcement in both the military and civilian justice systems, **Dr. Wayne Wallace '15**, a **PhD in Psychology** graduate and 2015 winner of the Harold L. Hodgkinson Award, saw the negative impact confirmation bias among law enforcement officers had on the outcome of cases. Now, as a forensic consultant and criminal justice and psychology faculty member at several colleges and universities,

he's working to eliminate that bias and ensure justice is served.

Confirmation bias is a belief that is not supported by facts. In law enforcement, it happens when an officer decides a suspect is guilty or innocent based on subjective or circumstantial information.

"Rather than following the facts and evidence of the case to its logical conclusion, you seek evidence that supports your bias, interpret ambiguous evidence so it supports your belief, and ignore evidence to the contrary,"

Wallace says. "This can lead to officers doing less complete work when investigating a case, which can lead to wrongful arrests and convictions."

Wallace's dissertation examined the many factors that can contribute to confirmation bias in law enforcement, including emotion, order of evidence presentation, and duty assignment.

"You need to look at all the evidence with a dispassionate, skeptical eye and let it lead you to the truth for justice to prevail."

"What often happens is that an officer is faced with someone who has committed a certain type of crime in the past," he says. "The officer assumes if he did it once, it's likely he did it again. With that assumption, the officer pursues that lead only, doesn't do a thorough investigation, and interprets any evidence to fit that bias."

After years of seeing the ramifications of bias in law enforcement, Wallace is now devoting his time to sharing the research and results of his dissertation.

"People often forget that doubt and truth are not enemies," he says. "You need to

The United States has less than 5% of the world's population but more than 25% of the world's prisoners.

look at all the evidence with a dispassionate, skeptical eye and let it lead you to the truth for justice to prevail."

Wallace has been sharing his results in the classroom, developing and teaching in-service training courses for members of law enforcement, and presenting his research at law enforcement conferences.

"Teaching is where I can make the biggest impact," he says. "You have to gain the trust of law enforcement to get this message to them and achieve the common goal of improving the profession. This is where social change is effected. It happens at the individual, local, and small-group level as you give people the information and tools they need to change the system for the better."

### What you can do:

**AWARENESS:** The Marshall Project provides information and reporting on issues affecting criminal justice and law enforcement reform.

**ACTION:** The Innocence Network provides free legal and investigative services to wrongfully convicted people who are working to be exonerated. You can also work to help prisoners and their families in your community.

**ADVOCACY:** The Sentencing Project offers information on issues in criminal justice reform and nationwide justice reform organizations seeking volunteers, as well as how to contact national government officials to advocate on behalf of reform legislation.

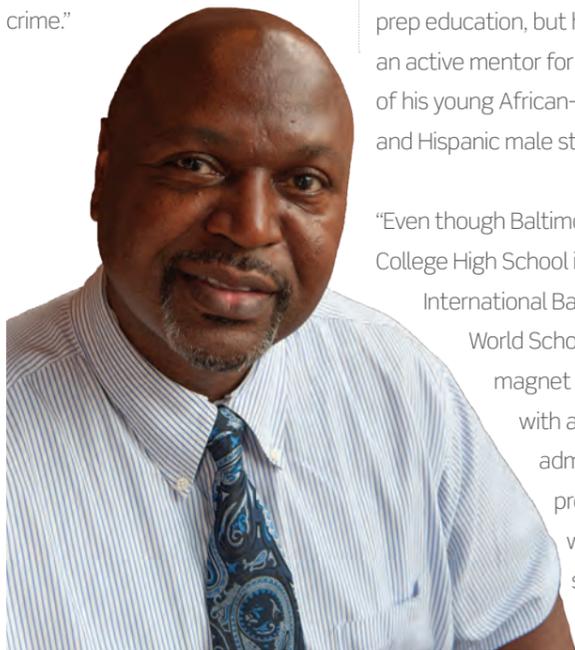
EVERY YEAR, THE U.S. SPENDS \$80 BILLION TO KEEP PEOPLE INCARCERATED.

Focus on **Access to Education**

# Inequality in education hurts us all

If you think lack of access to quality education only affects students in economically disadvantaged neighborhoods, **Nathaniel Larimore '16, an MS in Education graduate**, would like to set the record straight.

“Inequality in access to education hurts all of us,” he says. “Failure to provide access to an education that prepares young people to be successful workers and productive members of society in the 21st century has a negative effect on our country’s economy and our communities in the form of high unemployment, a less-skilled workforce, and increased crime.”



For nearly 20 years, Larimore has been on the front line of the fight to ensure every student has access to the high-quality education needed to succeed. As a teacher in Baltimore City Public Schools since 1999, he not only provides his students with an academically rigorous college-prep education, but he is also an active mentor for many of his young African-American and Hispanic male students.

“Even though Baltimore City College High School is an International Baccalaureate World School and a magnet school with a selective admissions process, we were still seeing some

students who were struggling,” Larimore says. “Data has shown that black men are at risk as they move through school, regardless of their social or economic background. Several years ago, we saw that with a number of our own students who repeatedly got into trouble, which impeded their academic progress.”

As part of the school’s effort to solve this problem, the assistant principal did away with detention and created a therapeutic mentoring program for these young men. Led by Larimore, A Few Good Men is designed to address the factors outside the classroom that impede academic progress, such as family background and support, and social and communication skills. Students in the program learn the study, organizational,

social, and leadership skills they need to make the most of their educational opportunities at City College and to move on to college or get good jobs.

**16% of recent high school dropouts are unemployed, and 32% live below the poverty line.**

“Students who come into the program with grades in the 60 to 70 range leave with grades in the mid-80s, a solid B,” Larimore says. “Several of these young men are now in college or have recently graduated. I recently received an email from a former

group member who lived in the Sandtown-Winchester neighborhood of Baltimore—a very poor neighborhood that gained national attention after the arrest and death of Freddie Gray. This former student told me how he used the skills he learned in A Few Good Men to succeed

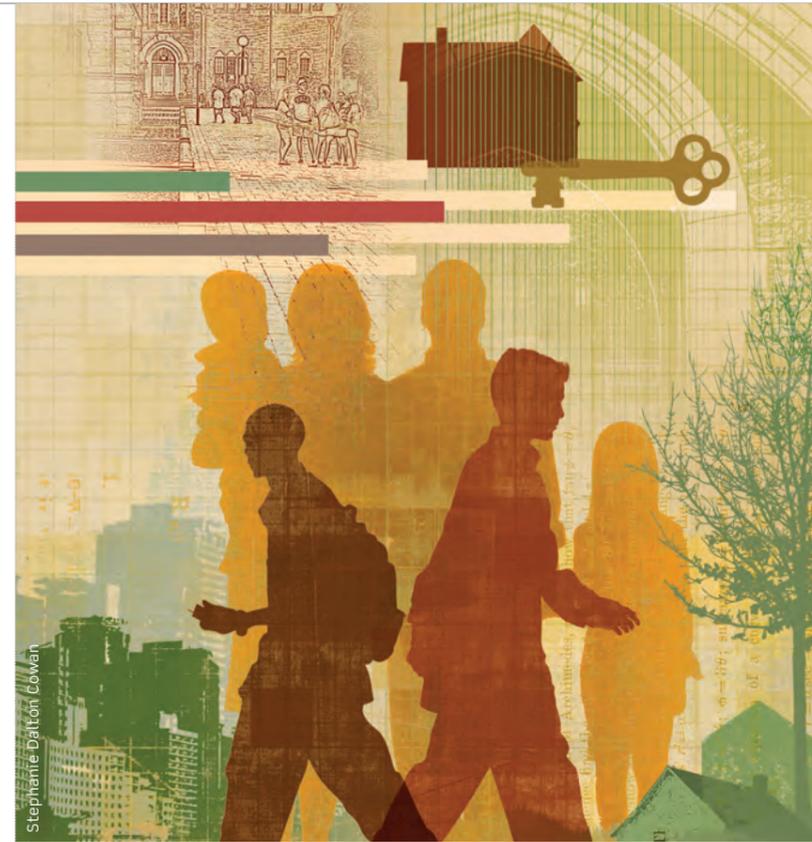


in college and that he will be graduating from the University of Maryland, College Park debt-free thanks, in part, to what he learned about managing his finances and paying for college in the program.

“That’s why I teach and mentor,” Larimore says. “To help my students get on—and stay on—that path to higher achievement.”

As a teacher, Larimore knows that one size does not fit all in terms of instruction. Different strategies are needed to help different students succeed. He says the same is true for working to ensure that all students have equal access to education. Each community and each school needs to develop a strategy that addresses its specific challenges. Funding is a major component of the problem. The richest 25% of school districts in the country get 15.6% more state and local funding for their schools than the poorest 25% of school districts.

“People need to make their voices heard by the state and federal government to ensure adequate, fair funding for their schools,” Larimore says. “You don’t have to be a teacher or a school administrator to make a difference for the students in your community. If your school has limited resources, contact the school, and volunteer to help fill in the gaps in the day-to-day operations. It may seem small, but it does make a difference for the students.”



Stephanie Dalton Cowan

## What you can do:

**AWARENESS:** An in-depth report from The Century Foundation details the effects on U.S. students when schools are segregated by socio-economic factors and race.

**ACTION:** The School Fund gives you the chance to help fund scholarships for children in sub-Saharan Africa.

**ADVOCACY:** The Education Trust works with students, parents, teachers, policymakers, and civic and business leaders to ensure all students, especially students of color and those living in poverty, have access to the education they need. You can also get involved in your state and local government to advocate for fair funding of the school districts in your area. Start a parent group that lobbies for more funding with legislators and school district leaders. Parents for Public Schools has a list of local chapters and ways to get involved.

# Autumn

Focus on **Gender Equality**

## Why it's not just a women's issue

At first glance, gender equality may look like a women's issue, but it actually touches all lives—women, men, girls, and boys. Gender inequality takes many different forms, from women making less money for doing the same work as men to the 62 million girls around the world who are not enrolled in school. In many countries, women are barred from voting or holding political office. Although women make up 40% of the agricultural labor force globally, less than 20% own the land they work.



**62 MILLION GIRLS**  
around the world are  
not enrolled in school.

The goal of gender equality is to ensure that women and girls have the same rights and protections as men and boys, including equal access to healthcare, education, and jobs, and ability to actively participate in the political process.

"The reality is, if we do nothing, it will take 75 years before women can expect to be paid the same as men for the same work," said UN Women Goodwill Ambassador Emma Watson when introducing the UN Women's HeForShe Campaign, a program that promotes men and boys acting as change agents for global gender equality. "At current rates, it won't be until 2086 before all rural African girls will be able to receive a secondary education."

At Walden's 53rd Commencement Ceremony, former foreign minister and Somaliland first lady Dr. Edna Adan Ismail shared her story of making education for all girls a basic human right. "I can encourage girls to go to school and say to those who hesitate, 'You think I could have built this hospital without education? Now just think what you can do

### What you can do:

**AWARENESS:** U.S. Agency for International Development offers a global perspective on gender equality and its effects. The White House Council on Women and Girls blog provides background on issues of gender equality in the U.S.

with education now that you have seen what an old woman can do after retirement!"

When women and girls have the same rights and resources as their male counterparts, the whole society benefits. For example, when all women are able to be part of a country's workforce, national economic growth increases significantly. One study found that if the gap between men's and women's participation in the workforce in Latin America were closed, the gross

**ACTION:** Amy Poehler's Smart Girls highlights opportunities and ideas for ways to get involved in projects that help girls in the U.S. and around the world, such as donating much-needed sanitary products to homeless shelters and knitting blankets for Syrian refugees.

domestic product per person would be approximately 16% higher.

Women's employment also raises household incomes, reducing poverty rates now and for future generations. The Institute for Women's Policy Research found if American women were paid the same as men, the poverty rate for all working women would be cut in half, dropping from 8.1% to 3.9%, and the poverty rate for working single mothers would fall from 28.7% to 15%.

**ADVOCACY:** Equality Now provides information about global gender equality issues and how to take action on issues affecting women and girls, such as working with partners to pass the International Violence Against Women Act.



Getty Images/Rob Kim

Focus on **Your Cause**

## Where do you want to make a difference?

What issues are you passionate about? Access to clean water? Animal cruelty? LGBTQ rights? Food deserts or global hunger? Homelessness?

There are millions of opportunities for you to get involved and make a difference in your community or across the globe. You could:

- Organize a food drive for neighbors in need;
- Volunteer at a school or rec center in your community;
- Travel abroad to help set up clean water systems or help disaster victims; or
- Advocate for legislation that ensures protection for victims of domestic violence.

No matter what your interests and concerns are, there's a volunteer opportunity that fits with the time and resources you're able to share.

### Where to Start

There are a number of websites that list volunteer opportunities in communities across the U.S. as well as overseas, including:

- Create the Good
- VolunteerMatch.org
- Idealist
- Hands On Network
- Network for Good
- CatchaFire
- International Volunteer HQ
- Global Vision International





**Your Cause** *continued*

**How to Vet a Nonprofit Organization**

If you're thinking of volunteering your time or making a donation to a nonprofit, it's wise to do a bit of research first to find out more about the organization. There are a number of online resources that provide information about nonprofit, charitable organizations, including their mission, leadership, executive compensation, how much is spent on professional fundraisers, what percentage of money raised goes to support programs, and how the charity evaluates its effectiveness.

To gather the information you need to decide where you'd like to help, start with these websites:

- **Charity Navigator** provides information about an organization's financial health, accountability and transparency, and the results it achieves.
- **Give.org**, a site developed and run by the Better Business Bureau, monitors charities' finances, governance, effectiveness, and solicitation materials, and accredits them based on that information. The site also includes detailed reports about each charity.
- **CharityWatch** does in-depth research on charities' finances, leadership, and accountability, and flags wasteful or unethical practices at nonprofits.
- **GuideStar** provides information about a nonprofit's finances and leadership.

**Good for the World, Good for You**

Helping to bring about social change in the world not only helps others, but it can also benefit the volunteer in a number of different ways:

- Volunteers can learn new skills that advance their careers and build their leadership skills.
- Volunteers can try out a new field if they're considering switching careers.
- Volunteers have lower rates of depression later in life.
- Volunteers can make new friends who share their passion for making a difference for others. ■

HOW ARE  
**YOU**  
MAKING A DIFFERENCE?

We're eager to hear about how our alumni are effecting social change. Share your story with us!

[myWaldenAlumni.com/shareyourstory](http://myWaldenAlumni.com/shareyourstory)

# Inspire Others

*Become a Walden Alumni Ambassador.*



Join our worldwide network of more than 800 ambassadors.

*As a Walden Alumni Ambassador, you can:*

- Motivate potential students at local Walden Information Sessions.
- Interact with the Walden community online.
- Help current students gain experience in your field or industry.
- Share your Walden experience in publications or media outlets.

*You'll enjoy benefits such as:*

- Growing your professional networks.
- Being recognized for your achievements.
- Refreshing your leadership skills.
- Connecting locally with fellow Alumni Ambassadors.

If you're interested in becoming a Walden Alumni Ambassador, please apply at [myWaldenAlumni.com/ambassadors](http://myWaldenAlumni.com/ambassadors).

SPOTLIGHT

# Among the Best

Walden ranks as  
19th-best university  
for adult learners  
by *Washington Monthly*

**ADULT LEARNERS NEED A SPECIAL KIND OF UNIVERSITY**—one that understands balance, pushes its students to high levels of achievement, and provides support services for those who are often working around their families and full-time jobs. Walden has known the importance of educating adult learners since our founding by Bernie and Rita Turner in 1970. That demographic is growing evermore important as professionals in the workforce look to advance their careers and knowledge.

But according to *Washington Monthly*, no national publication has ever ranked colleges based on which best serve adult learners —the people who make up our student body and alumni community that, combined, is more than 152,000 strong.

According to the *Washington Monthly 2016 College Rankings* released in September, Walden was ranked one of the Best Colleges for Adult Learners — 4-Year Colleges. For its list, *Washington Monthly* reviewed 571 public and private 4-year

institutions and ranked them on the following criteria:

- Adult student median earnings
- Services for adult learners
- Ease of transfer
- Flexibility of programs
- Tuitions and fees
- Number of adult students
- Loan repayment rank

“We are proud to be listed among some of the most recognized universities in the country,” says President Jonathan Kaplan. “This ranking is an affirmation of Walden’s commitment to serving the educational needs of working professionals by providing access to a high-quality online education.”

Data was used from the U.S. Department of Education’s Integrated Postsecondary Education Data System survey and the department’s College Scorecard database, as well as results from the College Board’s Annual Survey of Colleges. These rankings were compiled in collaboration with the Council for Adult and Experiential Learning and will also be a part of its upcoming college guide for prospective adult learners.



This new ranking reaffirms that Walden is committed to the unique needs of adult learners. Walden has a diverse community of working professionals from more than 155 countries. The average age is 39, and the student population is more than 50% minority and 76% female. Approximately 92% of Walden students are employed full time or part time, or are self-employed.

You can read more about the *Washington Monthly* rankings at [washingtonmonthly.com/college\\_guide](http://washingtonmonthly.com/college_guide).

■ Ready for an advanced degree?  
To learn about the benefits of re-enrolling, go to [myhomepage.WaldenU.edu](http://myhomepage.WaldenU.edu).

## Gallup study shows Walden alums thriving

According to the *2016 Walden University Study: Career and Well-Being Outcomes*, conducted by Gallup, Walden University master's and doctoral graduates are thriving and advancing in their careers.

Gallup conducted web surveys of Walden master's and doctoral degree holders and a nationally representative sample of graduate degree holders, including an online comparison group. The results of this study demonstrate that Walden's graduates fare well not only when compared with other online graduates but also with graduate programs nationally.



Most notably, among graduates who have been promoted, achieved a salary raise, or changed careers

since obtaining their graduate degrees, Walden graduates are more likely to cite their degree as being important to getting promoted (81% vs. 76% online comparison group and 70% nationally), achieving a salary raise (74% vs. 71% and 69% respectively), and successfully changing careers (82% vs. 76% for both comparison groups).

*"The Gallup study is an affirmation of our success in serving the educational needs of our diverse working professional students. We are encouraged by the findings, further demonstrating that our graduates are advancing in their careers, are thriving in their personal lives, and are positively engaged in their communities."* — Jonathan A. Kaplan, president of Walden University

**GALLUP**® Read more at [WaldenU.edu/gallup](http://WaldenU.edu/gallup).

*Results from the Gallup-Walden Study of Graduate Degree Holders are based on web surveys conducted in early 2016. The online comparison group refers to graduate degree holders who completed at least half of their graduate courses online and who were interviewed via the national graduate study.*



## Share Your Walden Experience

### HLC is seeking third-party comments

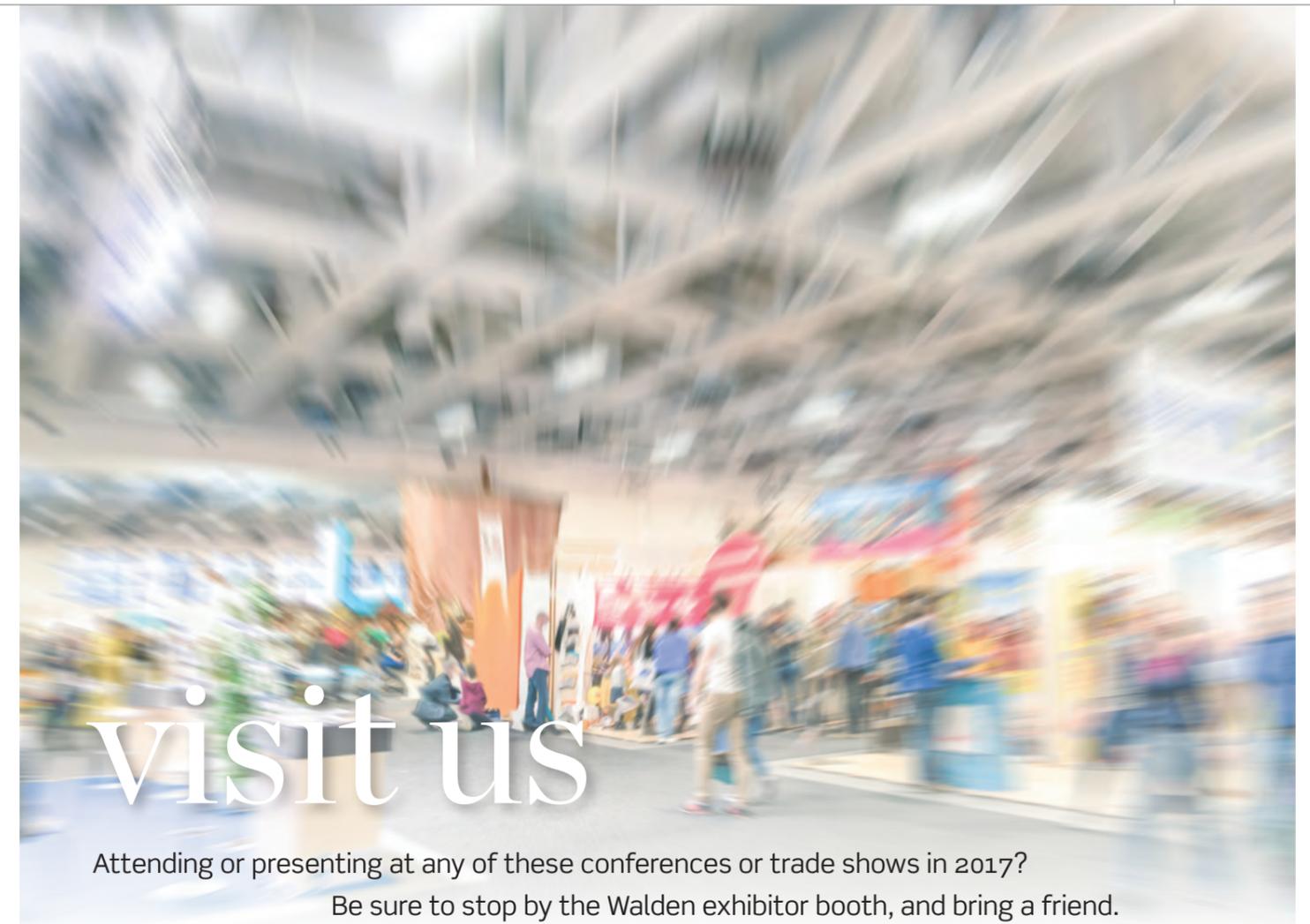
We are requesting your input because you are valued members of our Walden family. The university will host a team from The Higher Learning Commission (HLC) for its periodic evaluation of Walden May 1–2, 2017.

Prior to the visit, HLC is seeking comments from the public about Walden and the quality of our academic programs. All comments must be received by April 1, 2017.

You can submit your comments online at [hlcommission.org/comment](http://hlcommission.org/comment), or mail them to:

Third-Party Comment on Walden University  
Higher Learning Commission  
230 South LaSalle Street, Suite 7-500  
Chicago, IL 60604-1411

We invite you to join us on the Pathway to HLC Excellence at [WaldenU.edu/hlcblog](http://WaldenU.edu/hlcblog).



# visit us

Attending or presenting at any of these conferences or trade shows in 2017?

Be sure to stop by the Walden exhibitor booth, and bring a friend.

#### NURSING

American Nurses Association  
Annual Conference  
March 8–9  
Tampa, Florida

American Organization of Nurse  
Executives Annual Meeting  
March 29 – April 1  
Baltimore, Maryland

American Nurses Credentialing Center  
Pathway to Excellence Conference  
April 27–28  
Dallas, Texas

#### PSYCHOLOGY AND COUNSELING

American Counseling Association  
Conference & Expo  
March 16–19  
San Francisco, California

Society for Industrial and  
Organizational Psychology  
Annual Conference  
April 27–29  
Orlando, Florida

#### PUBLIC POLICY AND ADMINISTRATION

American Society for Public  
Administration Annual Conference  
March 17–21  
Atlanta, Georgia

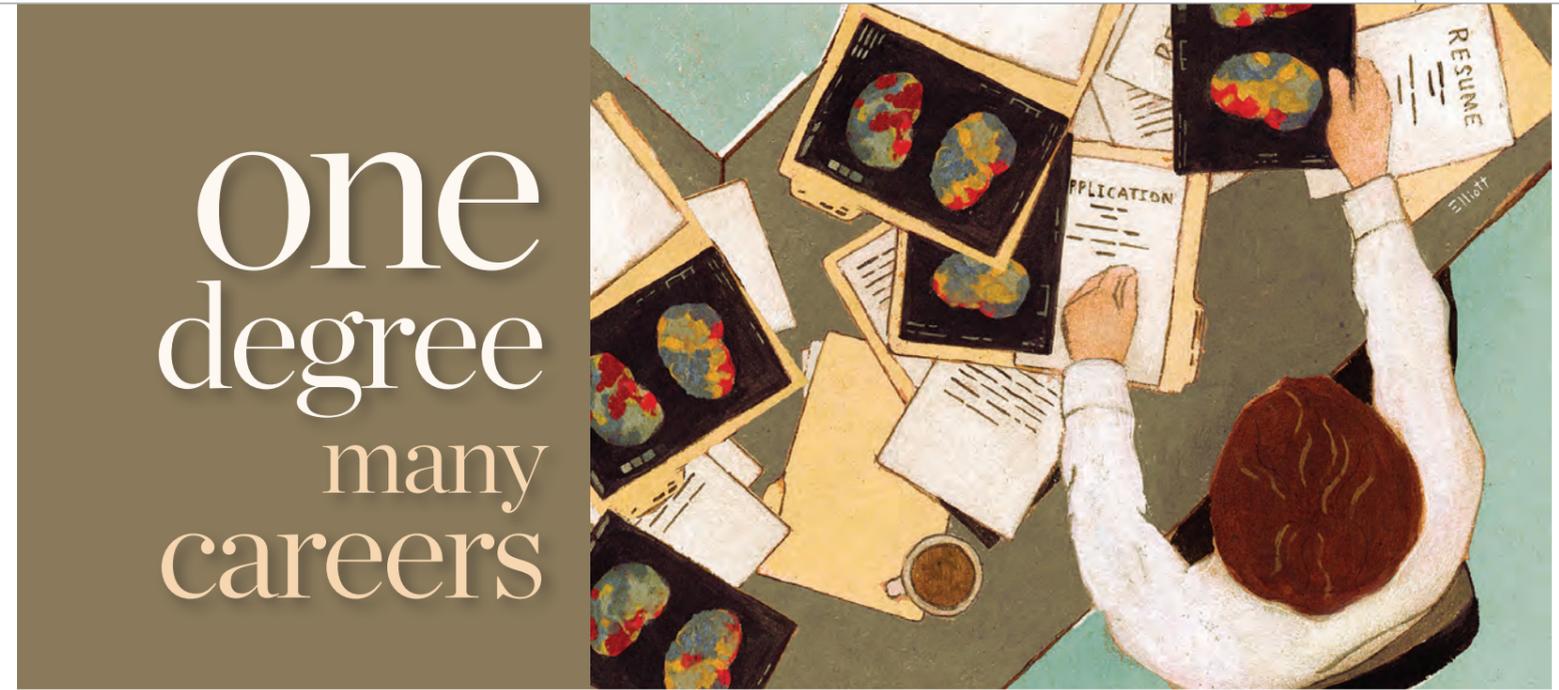


**SAVE THE DATE: July 15, 2017**



Share your pride by walking across the stage at our 58th Commencement Ceremony on **July 15, 2017**, at the **Gaylord National Resort and Convention Center in National Harbor, Maryland**. Join your fellow graduates, faculty members, and family and friends to celebrate your achievements.

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



**MS in Forensic Psychology**

With specializations including Family Violence, Sex Offender Behavior, Cybercrimes, Terrorism, and Police Psychology, our MS in Forensic Psychology graduates have a wide variety of career paths to choose from. See just a handful of these on this page, and an extended list online at [WaldenU.edu/magazine](http://WaldenU.edu/magazine).

**Erin Van Putten '16**  
CRISIS INTERVENTION ADVOCATE  
Center for Women in Transition  
Holland, Michigan

**Denise Brown '15**  
SENIOR SPECIAL INVESTIGATOR  
FOR MEDICAID/MEDICARE FRAUD  
Centene Corporation  
Chesterfield, Missouri

**La'Bianca Champion '15**  
PhD in Psychology Student  
BEHAVIORAL HEALTH  
COUNSELOR  
Georgia Department of  
Corrections  
Athens, Georgia

**Nicklaus Sprouse '15**  
SPECIAL AGENT  
South Carolina Law Enforcement  
Division  
Lexington, South Carolina

**Lynda Wilson '15**  
DIVERSION COORDINATOR  
Navajo County Juvenile  
Probation  
Show Low, Arizona

**Nicole (Adolfino) Pavone '14**  
INTELLIGENCE OFFICER AND  
DEPARTMENT OF DEFENSE  
SEXUAL ASSAULT VICTIM  
ADVOCATE  
United States Air Force  
Bronson, Michigan

**Matthew Shoener '14**  
LEAD THERAPIST  
GEO Reentry Luzerne County  
Moosic, Pennsylvania

**Jessica Kraus '13**  
EXECUTIVE DIRECTOR  
Office on Mental Health  
Bel Air, Maryland

**Traci (Snell) Des Lauriers '12**  
PhD in Psychology Student  
YOUTH SERVICES SUPERVISOR,  
PREVENTION SERVICES  
City of Newport News  
Newport News, Virginia

**Randy Marcoz '12**  
DIRECTOR  
Intelligent Communication/JS2  
Application Development  
Charles Town, West Virginia

**Norman Floyd '11**  
MS in Clinical Mental Health  
Counseling Student  
SUBSTANCE ABUSE COUNSELOR  
St. Clair County Day Program  
Ashville, Alabama

**Alyson Showell '11**  
Master of Public Policy  
Student  
DEVELOPMENT ASSOCIATE  
Hispanic Family Center of  
Southern New Jersey  
Camden, New Jersey

Where do you work? Update your employer info at [myWaldenAlumni.com](http://myWaldenAlumni.com).

# Accolades

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

*Congratulations to all on your accomplishments!*

## The Richard W. Riley College of Education and Leadership

**Dr. Kelley M. Jones '15** | PhD in Education | Named director of the Wallace State Community College instructional site in Oneonta, Alabama.

**Dr. Catherine Griswold '14** | Doctor of Education (EdD) | Named dean of the Catherine McAuley School of Nursing at Trocaire College in Buffalo, New York.

 **Dr. David Arencibia '13** | EdD | Named principal of Colleyville Middle School in Colleyville, Texas.

**Lynn Carmouche '13** | Education Specialist (EdS) | Named principal of Redemptorist St. Gerard School in Baton Rouge, Louisiana.

**Dr. Marcia J. Ballinger '12** | PhD in Education | Named president of Lorain County Community College in Ohio.

**LaDonna Braswell '12** | EdS | Named principal of Lincoln Elementary School in Jackson, Tennessee.

**Dr. Noreen Lishak '11** | EdD | Named superintendent of the South Plainfield School District in New Jersey.

**Dr. Jillian Tsoukalas '11** | EdD | Named director of pre-K-5 math and science for Valley View School District 365U in Illinois.



**Dr. Derek (Bo) Hannaford '10** | EdD | Promoted to vice president of academic affairs at Northwestern Oklahoma State University.



**Joseph (Cody) Moncrief '10** | MS in Education (MSEd) | Named the runner-up for the 2017 Georgia Teacher of the Year award.



**Nicole Simonsen '10** | MSEd | Received the 2016 Aspiring Principal Scholarship Award at the 65th Annual Montana Association of Elementary and Middle School Principals' Winter Conference.



**Teresa St. Angelo '10** | MSEd | Appointed teacher-in-residence at the Library of Congress (LOC) for the 2016-17 school year, where she researches and develops primary-source lessons for teachers using the digitized collections from the LOC.



**Dr. Jill Takacs '10** | EdD | Named superintendent of Jenkintown School District in Jenkintown, Pennsylvania.



**Craig Forth '09** | MSEd | Named principal at Mechanicville Junior High School in New York.



**Robert Pruitt '09** | MSEd | Named supervisor of student services for Robertson County Schools in Tennessee.

**Danielle Thomas '08** | MSEd | Named director of professional development and community engagement at Footsteps2Brilliance.

**Desiree Fisher '07** | MSEd | Named assistant principal at Lakeridge High School in Lake Oswego, Oregon.



**Celeste Waltermeyer '05** | MSEd | Named school leader at the Olympia Regional Learning Academy in Washington.

**Melanie A. Witkowski '05** | MSEd | Appointed executive director of the Chautauqua Alcoholism & Substance Abuse Council in Jamestown, New York.

**Karen T. Leo '04** | MSEd | Named Fernwood Avenue Middle School's 2016 Teacher of the Year.

**Christine Zelaya '04** | MSEd | Named the principal of Holmes Elementary School in Illinois.



**Dr. Reza Namin '91** | PhD in Education | Named 2016 Massachusetts Outstanding Educator by the Massachusetts Coalition for Adult Education.

## College of Health Sciences

**Dr. Rosa M. Cooper '15 '09** | Doctor of Nursing Practice and Master of Science in Nursing (MSN) | Received the Wong Moss Outstanding Alumni Award from Delaware County Community College. Cooper is a nursing supervisor at Good Shepherd Rehabilitation Hospital Pediatric Unit.



**Dr. James Worthy '14** | PhD in Public Health | Co-authored "Analysis of the Community Benefit Standard in Texas Hospitals" with Dr. Cheryl L. Anderson, a faculty member in the School of Health Sciences, in the *Journal of Healthcare Management*.

**Dr. Raymond Chimezie '13** | PhD in Public Health | Awarded a Fulbright Scholarship to advance his dissertation research on primary healthcare in Nigeria.



**Stacie Jenkins '13** | MSN | Named senior director of quality and patient safety at the Louisiana Hospital Association Trust Funds.

**Dr. Jonas Nguh '13 '11** | Bachelor of Science in Nursing and PhD in Public Health | Presented the keynote address at the National Association of Kenya Nurses annual conference, launching the Menemo Scholarship Fund to provide nursing students in seven sub-Saharan African countries one year's tuition.

**Dr. Brett Stone '13 '08** | PhD in Public Health and Master of Public Health | Named Outstanding Professor of the Year by the Guy Fenter Education Cooperative. Stone is the dean of education at the University of the Ozarks.

**Tadd Greenfield '11** | Master of Healthcare Administration (MHA) | Appointed executive vice president and chief operating officer for Regional West Health Services in Nebraska.

**Alfred (Al) Montoya '11** | MHA | Appointed director of the White River Junction Veterans Affairs Medical Center in Vermont.

**Michele Zucconi '09** | MSN | Appointed to the American Association of Critical Care Nurses Leadership Board Nominating Committee.

**Margaret (Louise) Thornell '07** | MSN and PhD in Nursing student | Named vice president and chief nurse executive for Christus St. Michael Health System in Texarkana, Texas.

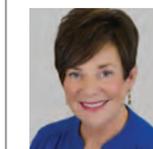
**Dr. Wendy Whitner '05** | PhD in Health Services | Named to the board of examiners for the 2016 Malcolm Baldrige National Quality Award by the U.S. Commerce Department's National Institute of Standards and Technology.



## College of Management and Technology

**Lauren Beaver '14** | Executive Master of Business Administration | Named client development executive at Fierce Inc., a leadership and training organization based in Seattle.

**Alan Lewis '12** | Master of Business Administration (MBA) | Joined Breckenridge Insurance Services as a vice president and broker.



**Devon L. Alexander '09** | MBA | Named director of community and public relations for Kingwood Medical Center in Houston.

**Jonathan Kalbfeld '05** | BS in Business Administration | Named chief technology officer of Ubiquity, Inc.

**Dr. Walter McCollum '04** | PhD in Management | Launched the Walter McCollum Education Foundation, Inc. to support STEM education initiatives in Port au Prince, Haiti. Through a partnership with BuildOn, the foundation will be breaking ground on a new school in Haiti in June 2017.

**Dr. Kathleen Sindell '93** | PhD in Management | Published *Social Security: Maximize Your Benefits (2nd Edition)*.



## College of Social and Behavioral Sciences

**Dr. Susan L. Ruiz '14 '07** | PhD in Psychology and MS in Psychology | Published "Social Media as Support for Partners of Veterans with Post-traumatic Stress Disorder" in the *Journal of Social, Behavioral, and Health Sciences*.

**Dr. William (Dan) Stallard '14** | PhD in Psychology | Named a captain in the U.S. Navy.

**Dr. Heather J. Macdonald '13** | PhD in Psychology | Opened the TriOptimal Learning Community in Calgary, Alberta, Canada.

**Trudi Lebron '11** | MS in Psychology and PhD in Psychology student | Named one of Central Connecticut's 40 Under 40 Leaders in Business.

**Dr. Linda Erlich '10** | PhD in Psychology | Hired as a consultant to the medical and support staff at St. Mary Medical Center in Langhorne, Pennsylvania.

**Dr. Terry R. Tinsley '10** | PhD in Psychology | Appointed to the board of counseling by Gov. Terry McAuliffe of Virginia. Tinsley is the director of clinical services for Youth for Tomorrow.

**Dr. Debra Rose Wilson '06** | PhD in Psychology | Awarded the 2016 American Holistic Nurses Association Service Award.

**Dr. Jack S. Monell '05** | PhD in Human Services | Awarded the Dr. Martin Luther King Jr. Award for his social justice and community service work by Winston-Salem State University and Wake Forest University. Monell is an assistant professor of justice studies at Winston-Salem State University.



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



JAIME MCCORMICK '16

I was terrified about going back to school and how I would do. Self-study has never been a strong suit of mine, so I knew I would really have to apply myself.

**BALANCING ACT:** I studied after I dropped my son off at school, usually from 9 a.m. until 1 p.m. I would also do coursework when I had downtime during night shift, submitting a lot of assignments

“Much of my success is due to Walden’s vast array of online resources.”

at 2 a.m. Not having an in-person class was such a huge benefit to me because there’s no way I would’ve been able to work full time on the night shift as well as go to classes.

**RECEIVING SUPPORT:** The 2-year associate degree program ended up taking me 4 years to complete. But with Walden, the RN-BSN program took me less than 2 years. I think much of my success is due to Walden’s vast array of online resources. I had access to everything I needed to produce quality work, including every type of nursing journal you can imagine. Another valuable resource was software that allowed me to

assess a virtual patient. I could ask questions, and it would answer as if it were a real person.

**PLEASANT SURPRISES:** Before I came to Walden, I was a B student. I never thought I would be so self-motivated, but Walden made it attainable for me to maintain a 4.0 GPA. Outside of school, I was also able to maintain a 120-pound weight loss that

occurred after I underwent gastric bypass surgery in 2013. Despite the stress of going back to school, working, and parenting, I kept the weight off. I consider that a huge success.

**BIGGEST CHANGE SINCE EARNING MY DEGREE:** My degree has made me a more marketable job candidate. I now have the flexibility to apply to more selective hospitals that are closer to my home. I’m interested in following the family nurse practitioner route, and I intend to re-enroll with Walden to obtain my Master of Science in Nursing soon.

— As told to Kyra Gemberling

Who or what was your inspiration for completing your degree? Tell us at [myWaldenAlumni.com/shareyourstory](http://myWaldenAlumni.com/shareyourstory).

# How I Did It

One grad credits Walden’s digital resources for setting her up for success

**DEGREE EARNED:** Bachelor of Science in Nursing (RN-BSN) Completion Program

**TAKING THE PLUNGE:** When I began Walden’s nursing program in October 2014, it had been

11 years since I had earned an associate degree and immediately went into the workforce. I work night shifts as a registered nurse at Sibley Memorial Hospital in Washington, D.C., and I’m a single mother to my 8-year-old son.

# SCHOOL SPIRIT BEYOND THE CLASSROOM

Your education changed you. It helped you become who you are.



[WWW.WALDENGEAR.COM](http://WWW.WALDENGEAR.COM)

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A higher degree. A higher purpose.

SHOW PRIDE FOR YOUR UNIVERSITY FROM HEAD TO TOE.

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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 YOUR STORY?

[myWaldenAlumni.com/shareyourstory](http://myWaldenAlumni.com/shareyourstory)

Dr. Gabriel Warren '16, a DBA graduate, is featured on page 4.