

WALDEN

SUMMER/FALL 2011

ALUMNI MAGAZINE

Going the Distance

Dr. Lois Engelbrecht '10
shares how she bridges cultures
around the world to protect
children from abuse



Bill Clinton's
Personal Message to Alumni

Public Speaking Tips
to Get Your Message Out

Dr. Michael Eric Dyson
on His Unexpected Path to a Ph.D.

Dear Walden Alumni,



●●● **IN READING THROUGH THIS MAGAZINE,** I'm once again reminded of what an exceptional community we have at Walden University. Your accomplishments demonstrate that positive social change is more than an aspiration; it is a guiding principle that you constantly live by in meaningful ways.

I am particularly excited to have the privilege of welcoming President Bill Clinton, one of our generation's great humanitarians and global leaders, into our Walden community this week. As our speaker at Walden's 46th Commencement ceremony, President Clinton will inspire us to consider our interdependence with people around the world and to continue using our knowledge to make a difference. As honorary chancellor of *Laureate International Universities*, he offers strategic counsel in social responsibility, youth leadership, and increasing access to higher education.

Making a difference is something we have been dedicated to since Walden's founding. As you know, during our 40th anniversary year in 2010, we surpassed our goal of 400,000 service hours. I am pleased to report that we are well positioned to double those hours in 2011. I hope you will help us meet that goal. I encourage you to stay involved in volunteer activities—your own as well as ours. Consider joining us for Walden's Global Day of Service on Saturday, Oct. 1, or find opportunities year-round through the Walden Service Network.

Thank you for your dedication to Walden, for your service to your communities, and for sharing your accomplishments with us.

Sincerely,

Jonathan A. Kaplan

Visit www.WaldenU.edu/servicenetwork today to join fellow alumni and friends.

Volume 6, Number 2
Summer/Fall 2011

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WALDEN

ALUMNI MAGAZINE



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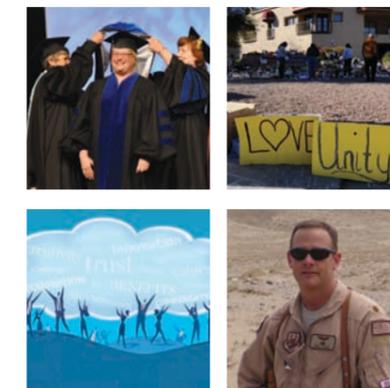
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BEYOND THE DEGREE



Reclaiming Lives

On the hit A&E TV show “Hoarders,” **Dr. Darnita L. Payden '05**, helps people reclaim their lives

By Christine Van Dusen



● ● ● **THERE WAS LITTLE JOY IN CLAUDIE'S HOUSE IN ILLINOIS**, just tons of stuff, knee-deep and everywhere: stacks of old newspapers, broken-down musical instruments, empty bottles, canned foods long past the date of safe consumption, and her granddaughter's cherished stuffed bear, now moldy from months buried under clutter.

To part with these items seemed insurmountable for Claudie, and it was ruining her life. Her marriage was in trouble, her 12 children no longer wanted to visit, and she slept at a homeless

shelter because her house was uninhabitable. But things changed when Dr. Darnita L. Payden walked through the door with the crew from the A&E television show “Hoarders.”

Days later, Claudie and Payden were standing at the upstairs window, watching as a crew placed item after item out in the snowy front yard and then into trucks. Claudie looked at the 22,000 pounds of stuff—things she'd long thought were her treasures—and instead of being traumatized, she was doing something she hadn't done in a long time: She was laughing.

“She said, ‘I can let it go. My family is more important;’” Payden recalls. “We were able to give her what she wanted: a home for her children to gather.”

Payden was cast on the hit show after sending an email to the producers. Now, serving as an expert on organization on the television program is just one of the things she does as owner and executive director of Dr. DClutter Life Management in Washington, D.C. For the last three years she has also provided one-on-one life-management sessions, training, seminars, and onsite coaching for organizations and individuals. She helps people who are overwhelmed, disorganized, isolated, and feeling out of control by focusing on improving their thinking, language, and behavior.

Her interest in this field took root from watching her mother and grandmothers while growing up in Washington, D.C. The women were extremely organized and led by example, and they told Payden she could be whatever she wanted to be. So, at age 12, she wrote down her goal in an elementary school yearbook: to become a doctor.

During her experience at Walden, it wasn't just the coursework that prepared Payden for her current career. It was the

structure of pursuing a Ph.D. in Psychology with a specialization in Counseling Psychology in an online format. “I found out pretty quickly that with distance learning you have to be organized and disciplined,” she says. And though her current focus seems far from that of her dissertation, which is titled *Life Outside the Bars: The Psychosocial Effects of Incarceration on the African-American Female Spouse*,

the fundamentals are similar. “My dissertation talked about removing stigma and shame. That's my goal when working with my clients,” she says. “I want to make sure my clients can hold their heads up high and not be stigmatized. They're easy targets; people don't understand how they can live like that. My goal is to give them tools and strategies they need to live the lives they desire and deserve.”

before and after



Images This Page: Screaming Flea Productions

“My dissertation talked about removing stigma and shame. That's my goal when working with my clients.”

To tell us about your Beyond the Degree career, email myWaldenImpact@waldenu.edu.

Calculate the Value of Corporate Giving

INSIGHTS AS TOLD TO SANDRA BIENKOWSKI



●●● **BRAIN SCAN RESEARCH SHOWS** that when people give to others, it makes them feel better. Giving is a reciprocal relationship, and it's no different with corporations. When people run a business with the goal of serving others, financial benefits will follow. People want to support businesses that serve. Dr. David Finch, the 2011 recipient of Walden's outstanding dissertation award, demonstrates the return on investment (ROI) of corporate giving in his dissertation research. Here, the assistant professor of marketing at Mount Royal University in Calgary, Alberta, highlights the benefits from two perspectives.

Dr. David Finch '10 | Ph.D. in Applied Management and Decision Sciences (now Ph.D. in Management)



Sally Elford/Corbis

The Corporate Perspective

- 1 DON'T UNDERESTIMATE THE POWER OF ADVOCACY.** Is it possible to measure the value of people liking your company? Maybe not directly, but you can measure how people behave differently when they like your business. One of the key behaviors that can be measured is advocacy. Will your employees talk about your company in their community? Will your customers refer your company to their friends? People will only be your advocate if they trust you. Trust takes time, but it is an authentic demonstration that you share the same values. This is the power of corporate giving.
- 2 EXAMINE THE NUMBERS BEHIND LOYAL BEHAVIOR.** Loyal behavior can be defined by consumer purchasing habits. If consumers are more likely to purchase your products because they believe they share your values, you can measure this behavior and track its impact.
- 3 OFFER YOUR EMPLOYEES A WAY TO GIVE BACK.** One advertising agency donates \$100,000 a year in creative services to two charities, including full rebranding for the nonprofits. In return, the agency is recognized as more than just a place to work, because it's providing a way for employees to give back. The company gains public recognition and fosters goodwill with its employees because of the partnership.
- 4 CONNECT WITH A CAUSE THAT MATTERS TO YOUR CUSTOMERS OR EMPLOYEES.** CIBC bank in Canada is the title sponsor for the national breast cancer run called CIBC Run for the Cure. The run raised \$33 million for breast cancer research, education, and awareness programs in 2010. CIBC got involved because many of its bank teller employees are women between the ages of 35-54 who are passionate about the cause. The bank's management team strategically decided that if the cause matters to frontline employees, it's important to them. When employees stay because they believe the bank cares about them—that's measurable value to the bank.

The Nonprofit Perspective

- 1 VIEW CORPORATE SPONSORSHIP AS A LONG-TERM BUSINESS RELATIONSHIP.** Know that a partnership will build value for both parties, as opposed to a one-time contribution to your cause. By forming a long-term relationship with a corporate sponsor, you are appealing to something they want—long-term visibility and association with a reputable cause to build credibility.
- 2 OFFER A SOLID MARKETING INVESTMENT TO THE SPONSOR.** You can help corporate sponsors by touting the promotional value you will offer them. Pitch the amount of publicity you can provide to them during events, receptions, and in marketing materials as well as press coverage on TV, print, and radio. Let the corporate sponsor know how you will feature them in a prominent way.
- 3 SHOW CORPORATE SPONSORS YOUR MISSIONS ARE IN SYNC.** Research the demographics of your corporate sponsors' consumers and look for connections to your nonprofit's cause. The NFL Play 60 program, for example, recognizes childhood obesity as a major issue. Celebrity athletes encourage young fans to be active, and the NFL partners with nonprofits with similar missions to promote healthy lifestyles.
- 4 BE THE BRIDGE TO SOCIAL AND ECONOMIC VALUE.** Nonprofit partnerships can increase employee retention rates, job satisfaction, and productivity. By showing how your nonprofit can provide social and economic value, corporations will want to form an alliance to further your mission.

Read an extended version of this article and watch a video of Dr. Finch discussing his dissertation with his faculty mentor, Dr. Howard Schechter, at www.WaldenU.edu/magazine.

MEET A FUTURE GRADUATE

Hollis Easter

By Dawn Reiss

●●● **WHERE I WORK:** Reachout of St. Lawrence County, a nonprofit 24-hour crisis intervention, information, and referral hotline in Potsdam, N.Y., that handles more than 28,000 calls a year.

WHAT I DO: As hotline coordinator, I teach volunteers to care for everyone who calls. I show them how to handle everything from suicide and domestic violence to people who can't buy fuel to heat their houses.

WHAT INSPIRES ME: I still remember taking my first call on the hotline when I was 18 years old. I listened for nearly six hours as a suicidal man shared his sorrow, pain, and grief with me—things he had never told anyone before. I'll always treasure his message the next day, "Thank you to the volunteer who saved my life last night." It's a really powerful reminder of why this work matters and why it's important to get it right.

HOW I WANT TO MAKE A DIFFERENCE: Having grown up in a rural area, I'm very committed to acting locally. I want to use the skills I'm learning at Walden to make our training more effective, and I want to help raise awareness about the value of distance education.

WHY I'M PURSUING MY DEGREE: I attended a top-notch liberal arts college for my bachelor's degree. When I decided to pursue my master's, I wanted to see if a distance-learning degree program could



Jennifer McCluskey

Meet:
Hollis Easter

Program:
M.S. in Instructional Design and Technology with a specialization in Training and Performance Improvement

Started:
January 2010

be as effective. The answer is "Yes!" I can immediately apply what I'm learning.

WHEN I STUDY: I usually study from 10 p.m. to 3 a.m. and on the weekends. Flexibility is key since my work at the hotline can come calling at any hour, day or night. There are always one to five volunteers on the hotline, and I'm always on backup duty if they need help.

HOW I MANAGE MY TIME: I spend a lot of time in the car. Thanks to Walden's MobileLearnSM, I can download lectures, upload them to my iPod, and listen to them while I'm driving.

HOW WALDEN HAS HELPED ME: When a major funder for the hotline angrily threatened to cut our program, I used it as an opportunity to teach. I built and delivered a brief training program—in less than two days—to explain our position. Thanks to the training I received at Walden, I was able to teach our funders what we do, the reality of the intense situations we work in, and how their requests did not conform to the laws governing us. As a result, I defused the situation and saved our business-sustaining \$250,000 operating budget. Our board of directors was thrilled and later told me, "Your master's degree just paid for itself."

Refer a friend to Walden by visiting www.WaldenU.edu/refer.

MEET THE FACULTY

Dr. Karen L. Kelly and Dr. Jock Schorger

By Christine Van Dusen

●●● **FOR THREE YEARS, FACULTY MEMBERS AND SPOUSES** Dr. Karen L. Kelly and Dr. John "Jock" Schorger lived and worked in Doha, Qatar, to help develop a P-20 education system that included high-quality educators who could address the country's literacy needs and promote educational excellence.

WHAT IS THE EDUCATION SYSTEM LIKE IN QATAR?

Schorger: Prior to education reform in Qatar the schools were managed by the Ministry of Education, with all curricula delivered entirely in Arabic, often by unqualified teachers. Accountability for student achievement was minimal, and the majority of students did not graduate with sufficient skills to be admitted into colleges and universities. The current reform promotes school choice, professional development of teachers and leaders, and a blended curriculum that includes English and Arabic for K-12 students.

Kelly: A similarity with other nations is that the key leaders in the country really believe that improving the education system is critical to economic and social success. Qatar is one of the richest countries in the world, so school funding is not an issue; however, there's a growing need for qualified teachers. As with any change, there is often some resistance. We spent 75% of our time building relationships so that our guidance would be heard and appreciated.

"It's all about finding solutions."

— Dr. Karen L. Kelly

WHAT WORK DID YOU DO FOR QATAR'S EDUCATION SYSTEM?

Kelly: I advised the education director on a wide range of issues, including standards and curriculum for grades preK-3, mentoring of curriculum specialists and school leaders, and the creation of professional development courses for teachers. I also guided the design and construction plans for new school buildings for kindergarten children. We opened more than 40 schools in three years, designed to serve about 8,000 children.



Schorger: Education is a priority there, even though some members of the previous generations remain illiterate. The current generation is rapidly embracing technology literacy, and funding is provided for wide-ranging initiatives that are invigorating K-12 classrooms. We helped develop an e-school initiative that started with 14 schools, then grew to 25, then 80, then 100.

HOW HAVE YOU SHARED YOUR INTERNATIONAL EXPERIENCES WITH THE WALDEN COMMUNITY?

Kelly and Schorger: We used Skype almost daily, and we created a Web site to show students and faculty the challenges and success stories. During our three years in Doha, we continued to teach and mentor doctoral students in the Ph.D. in Education program, serve on university committees and projects, and promote Walden's mission.

MAKING A DIFFERENCE

Paper or Plastic?

Why hyper-realistic mannequins are better than textbooks and tests

By Sandra Bienkowski

●●● **YOU'RE HAVING A HEART ATTACK.** Quick: Will you receive better care from a nurse trained with traditional pen-and-paper tests or with state-of-the-art simulation mannequins? Mannequins give nurses an edge that could save your life, says Dr. Sharon Kay Powell-Laney '10, who earned an Ed.D. and received Walden's Outstanding Doctoral Study Award for her research into the topic. Here she shares how mannequins benefit students and patients.

REPLICATE ANY SCENARIO

Powell-Laney's hyper-realistic, 75-pound human patient mannequins can breathe, talk, and mimic common patient conditions that students might encounter in real life. Simulations include a patient having a heart attack or a stroke, a patient who is pregnant, and patients who have had operations where something went wrong.

Dr. Sharon Kay Powell-Laney is the coordinator at the Princeton Information Technology Center (PITC) School of Nursing in Glenside, Pa. She is also an adjunct professor at Liberty University in Lynchburg, Va., and teaches nursing classes several times a year in Cap Haitien, Haiti.



THINK LIKE A NURSE

"For many years, we struggled with getting students to think like nurses and not nursing students, because the instructor is always there to help. The human patient simulators help students bridge the gap from theory to practice more easily," Powell-Laney says.

INCREASE SPEED OF CARE

"My research found students educated in the care of a patient with a heart attack through simulation were able to perform CPR 30 seconds faster than students taught through a traditional pen-and-paper case study," she explains. "In traditional clinical training, nurses may take care of a few patients a day, but they never encounter all the patient problems you can replicate with human patient simulators," Powell-Laney says.

IMPROVE CONFIDENCE

Studies show simulators increase confidence. "If you have done something once, the next time you do it, it's easier," Powell-Laney reasons. "Simulated encounters are still encounters. Through patient encounters, nurses gain expert status."

TEACH CRITICAL THINKING

One scenario replicates a motorcycle accident. "Students have to use critical thinking to figure out that the patient is getting pneumonia, while taking care of immediate needs—like wrapping her leg—at the same time," Powell-Laney explains.

Read an extended version of this article at www.WaldenU.edu/magazine.

Lisa Godfrey

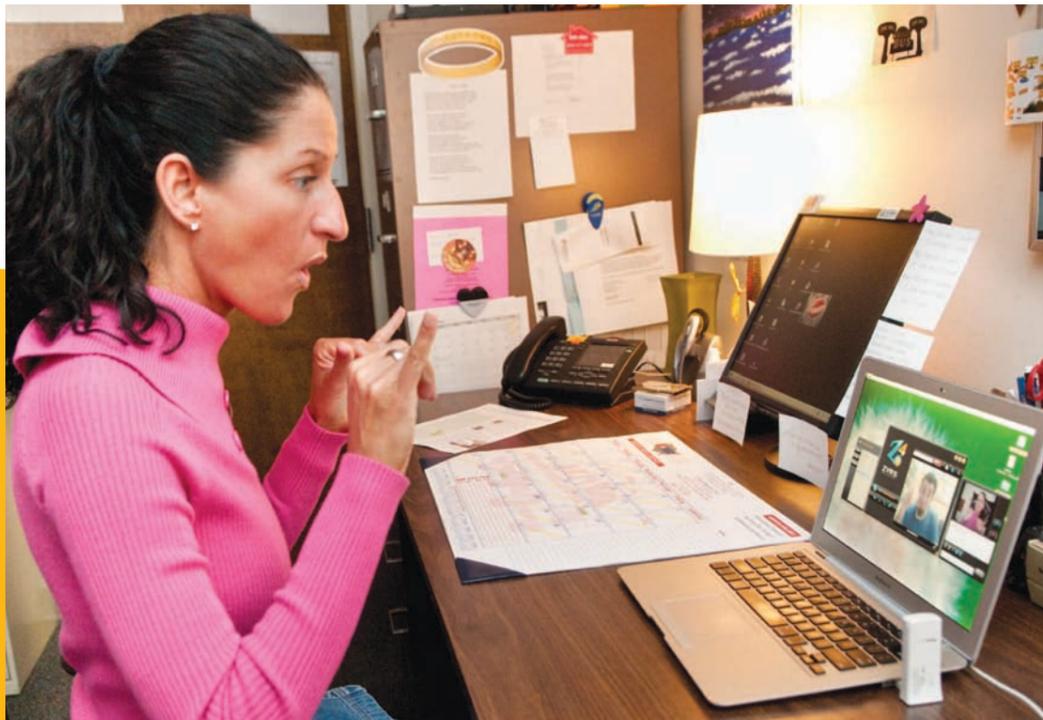
MY MISSION POSSIBLE

Improving Counseling for the Hearing Impaired

Psychotherapy patients with hearing impairments aren't improving as well as their counterparts.

Dr. Amy Storch '10, Ph.D. in Psychology, is on a mission to change that.

●●● **"I WAS BORN INTO A DEAF FAMILY.** I'm not sure if I was born with a hearing impairment or if it happened when I got an infection as a young child. We communicated using American Sign Language—in fact, that was my first language.
 "Given that I had some hearing ability, my family relied on me to be their interpreter—making phone calls, talking to adults—and it put a big responsibility on me as a child. So as I got older, I tried to run away from the hearing-impaired community as fast as I could. But by the time I reached college, I had regained my ties with the deaf community and made my peace with it.



“ I realized my dissertation topic was staring me right in the face. ”

Dr. Amy Storch is a licensed clinical social worker for the Hospital of Central Connecticut in Southington. She also teaches graduate social work students as an online adjunct professor for the University of New England.

“When it came time to choose a thesis for my dissertation at Walden, I initially thought I wanted to work on hearing impairment and eating disorders. After doing some research, I saw how difficult it would be to tap into that particular community. So I said to myself, ‘What resources and population groups do I have access to?’

“Since I was already a social worker, I realized the topic of comparing the effectiveness of psychotherapy treatment methods within the hearing-impaired community was staring me right in the face.
 “I studied the different rates of effectiveness in treatment outcomes for those who worked with therapists who used sign language, versus those who worked with non-signing therapists paired with interpreters. I conducted a



survey with both sets of therapists and their clients, and the results clearly demonstrate that outcomes among deaf clients with a signing therapist improved over time, whereas outcomes among deaf clients with a non-signing therapist did not.

“Walden was a huge help in my ability to conceive and complete this project. My fellow students were amazing! We would often meet late at night, on chat or the phone, and sometimes some of us in neighboring states would get together to study.

“Ultimately, I would like to continue leveraging research to create more support services for the hearing-impaired community. For example, therapists who work with the deaf community need more training opportunities. In addition, the therapists need better visual tools—the deaf community tends to be behind in reading comprehension levels because it is harder to learn to read without hearing pronunciation.

“What all this boils down to is equal access—the deaf community does not yet have equal access to behavioral healthcare services. There is so much work still to be done!”

— As told to Jackie Krentzman

■ Tell us about your Mission Possible at myWaldenImpact@waldenu.edu.



HOW IT PAID OFF

From Dean to Deputy Commissioner

NAME: Dr. John E. Cech '10

DEGREE: Ph.D. in Education with a specialization in Community College Leadership

JOB TITLE BEFORE MY DEGREE: Dean and Campus Chief Executive Officer, Montana State University

JOB TITLE AFTER MY DEGREE: Deputy Commissioner for Two-Year and Community College Education for the Montana University System

HOW MY DEGREE HELPS ME BE A MORE EFFECTIVE EDUCATOR:

Community colleges are affordable and nimble and can prepare students for a career or to continue their studies at a four-year university. With my Ph.D., I was able to assume one of the key positions in the state to help create a change movement that will help transform the system and encourage more students to enroll.

BIGGEST BENEFIT OF EARNING A DEGREE AT WALDEN:

I had been following Dr. Terry O'Banion's work for more than 20 years. He is one of the giants in the community college field, both for his research and his innovation. When I found out he was the architect of Walden's Community College Leadership program and the program's director, I quickly realized Walden's program was exactly what I was looking for.

■ Tell us how your degree paid off at myWaldenImpact@waldenu.edu.

LIFELONG LEARNERS

Growing a Business by Helping Others

Willie F. Jones '09 is leveraging the skills he's learned at Walden to grow a multimillion dollar technology business that helps college interns get the real-life experience they need

●●● **IT'S NOT AN UNDERSTATEMENT**

to say that education is a lifelong pursuit for Willie Jones. He completed his B.S. in Business Administration in '09, is scheduled to complete his Master of Information Systems Management (M.I.S.M.) this summer, and plans to enroll in the Doctor of Business Administration (D.B.A.) degree program at Walden this fall.

His interest in technology started in high school, when he absorbed everything he could about the subject after class. "Technology has been a never-ending fascination of mine," Jones says. But he had to overcome more than a few obstacles to become the successful entrepreneur he is today.

After a tour in Vietnam, Jones was honorably released from the U.S. Army in 1972 but realized he didn't have the financing he needed to pursue a four-year degree and re-enlisted in 1974, launching a military career that totaled 26 years. Education, however, never disappeared



Aliyah Dastour

The Graduate:
Willie F. Jones '09
B.S. in Business Administration >>
Master of Information Systems Management (M.I.S.M.)

from his life. He earned an associate degree in psychology in 1983 through a satellite learning program. "It was a sacrifice to attend class after you've worked 16 hours," Jones admits. "But it was a welcome challenge."

And when Jones officially retired from the Army in 1998, he went straight back to school—this time for a two-year degree in computer information systems from a local technical college. After graduation in 2000, he worked as a systems administrator for a bank and oversaw its technology and software systems. "It was an awakening for me, in terms of being in the civilian sector of information technology," Jones explains.

In 2006, he says, "Another light came on." Jones founded Systems Solutions in Hinesville, Ga., to land some of the information technology contracts he knew

Walden, it was like something jumped off the screen and said, 'This is it,' " he explains. "I also knew it would prepare me to be a better entrepreneur." Jones earned his bachelor's degree in 2009 and immediately

enrolled in the M.I.S.M. degree program, which he hopes to graduate from this summer.

He credits Walden with giving him the skills he needs to excel. A course in entrepreneurship helped Jones start planning how to expand his business globally, and he's recently jumped into e-commerce to sell information technology services.

Other courses taught him how to market to his client base. As a result, he's expanded Systems Solutions' advertising, which has helped him land subcontracting partnerships with companies in Minnesota, Ohio, and West Virginia. "We want to be sure we are reaching an area much larger than our own local community," Jones says. Combined, these courses gave Jones the business savvy he needed not just to survive, but to thrive in a difficult economy.

But owning and running his company isn't enough for Jones; he has an innate sense of community service. For example,

he partners with local colleges to create internship opportunities for students. "There's nothing more valuable than learning something in class and then being able to put it to practical use," he says. "When I was attending a local technical college, I saw employers turning graduates away because they didn't have experience. I want to give people the skills they need to find reliable employment."

Jones instructs a crew of 25 to 30 interns annually on how to do everything from repair computer operating systems to run computer forensics. "Over the years, the program has been very productive," Jones reflects. "Some of my interns have gone on to major positions with the federal government. That's a huge plus for them. I'm just happy to be able to help."

Jones eventually hopes to teach at the university level and to be an even greater positive influence on his community. "It humbles me that I can achieve all of these goals," he says. "Whenever you achieve something of magnitude at any time in your life, you should strive to give back as a result. I want to give back by sharing what I've learned."

■ Tell us what mission your second Walden degree is helping you achieve at myWaldenImpact@waldenu.edu.

“ There’s no limit for higher education as far as I’m concerned. ”

were available. "I had always wanted to own my own company, to be an entrepreneur," he explains. Systems Solutions offers services that range from in-house and mail-order computer hardware and software repair to subcontracting for other companies across the United States.

Shortly after launching his business, Jones applied to Walden University for his B.S. in Business Administration. He was encouraged by Sheryl Stroud-Jones (then his fiancée, now his wife), who had enrolled at Walden as a Doctor of Education (Ed.D.) student the same year. "When I researched

WHY I REFER

Learning With My Colleagues at Yale

NAME: Lisa Rioux

DEGREE EARNED: Master of Science in Nursing (MSN)

CURRENT JOB: Clinical nurse and internal consultant at Yale-New Haven Hospital, the primary teaching hospital for Yale University's School of Medicine, in New Haven, Conn.

HOW DID YOU LEARN ABOUT WALDEN?

I always wanted to go back to school but it was never the right time, what with the house, the kids, and working part time in my career. One day a colleague who was a doctoral student asked if I'd considered looking online. I was not computer literate. But I did some research into a few online universities. At the time, I was taking care of my best friend from childhood, who was dying of cancer. She put a fire under me and told me I had to do this for myself.

WHEN DID YOU KNOW THAT WALDEN WAS THE RIGHT PLACE FOR YOU?

I knew from the first phone call to an enrollment advisor. I'm not an online person, and I never read emails. It was a great comfort to realize I would have 24/7 help as a student. There was always someone to communicate with, and someone to offer help when I needed it.



“ There is no question that Walden has made me a better nurse. ”

WHY DO YOU REFER OTHERS TO WALDEN? For the richness of the coursework, the simplicity and clarity of the approach, and the support. The pace of instruction is absolutely perfect. They

take students' needs into consideration when they plan out the programs. The thinking is fresh and current, not musty and old. My colleagues can see my proud enthusiasm for Walden and ask me about it. I immediately jump on Walden's Web site to show them what it's like, and I always tell them how comfortable I am speaking with people at Walden. So far I've successfully referred several co-workers to Walden's MSN degree program—three are in classes now and two are seriously considering enrolling. Walden is now on the hospital's list of preferred education providers.

WHAT DID YOU TAKE AWAY FROM THE WALDEN PROGRAM? Getting my degree feels like the beginning of a greater thing for me. It's really given me a lot of encouragement and confidence. Now I'm considering the doctoral program.

There is no question that Walden has made me a better nurse. I am more aware of my leadership abilities, and my colleagues see me as a scholar. Recently I became a professor at Sacred Heart University and am proud to show my students that anyone, at any age, can return to higher education, accomplish their goals, and succeed. — C.V.D.

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

★ ★ ★
 A MESSAGE FROM PRESIDENT
BILL CLINTON
 HONORARY CHANCELLOR OF
LAUREATE INTERNATIONAL UNIVERSITIES



Dear Walden University Graduates,

Congratulations on your graduation from Walden University. Today is the day when all your hard work, dedication, and sacrifice are rewarded. It will always have great meaning for you, your family, and your community. This is also the day when you enter the world with the potential to effect positive change for those in need, for our environment, for our shared future.

Walden is a member of the *Laureate International Universities* network, which means you are now part of a group of alumni from more than 55 institutions of higher education in 28 countries, a worldwide community that shares a commitment not just to personal advancement but also to social responsibility and community leadership. I hope that you, as a graduate of a *Laureate International Universities* institution, will commit yourself and your time to giving back to those less fortunate, to your own community, and to our common challenges.

Our world needs new leaders like you—people with passion, vision, and critical knowledge and skills. Throughout my life in public service, and now through my Foundation, I have seen the power individuals have to make a difference in their communities and around the world. With all our problems, there are tremendous opportunities for change and renewal. It is now your profound responsibility, as you build your own lives, to apply what you have learned to address the large, long-term challenges of your nation and our world.

Sincerely,

President William Jefferson Clinton
 Honorary Chancellor
Laureate International Universities



Aaron Lockwood

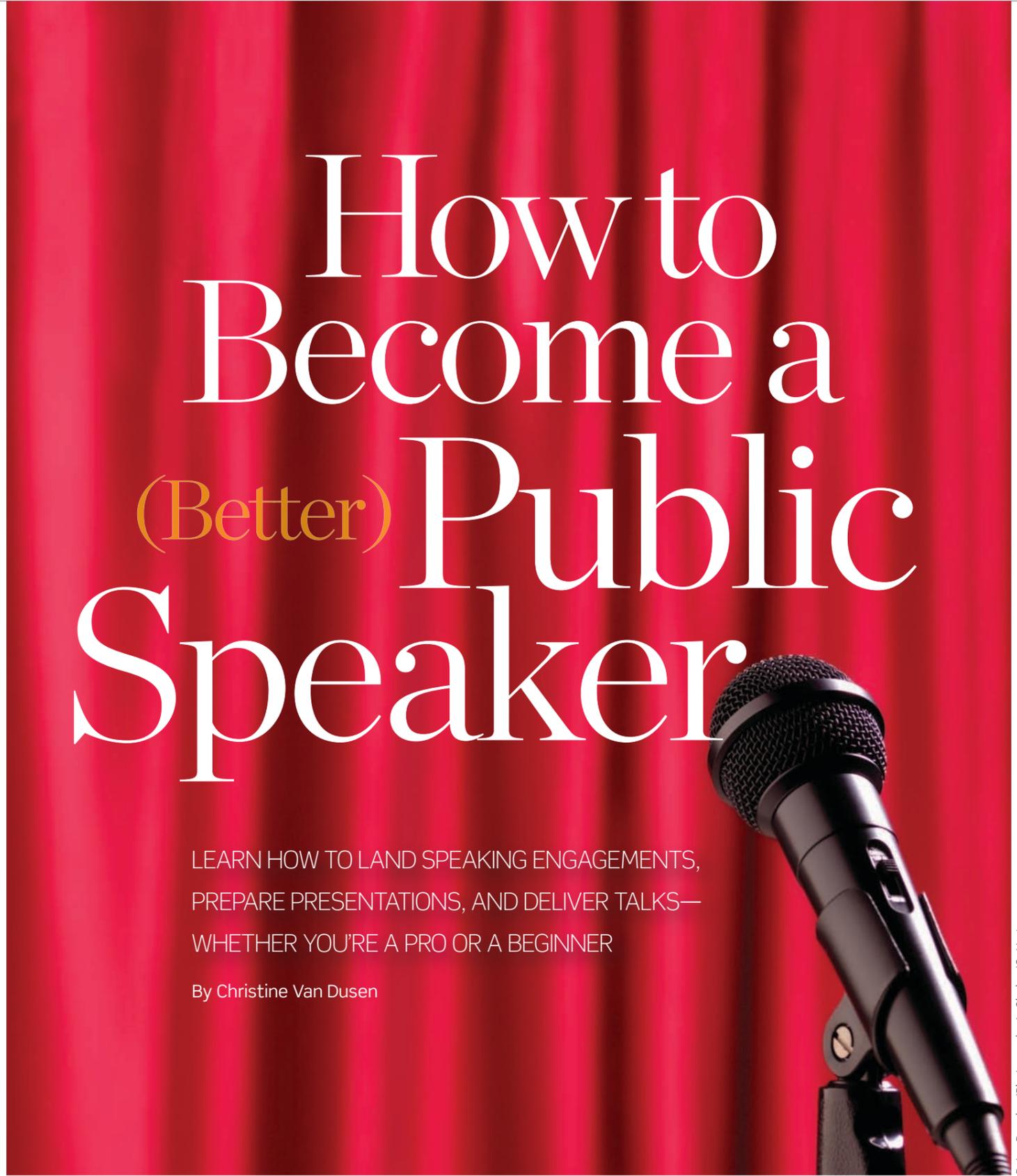
●●● **“WHEN KIDS ARE NOT ABLE TO SEE OR ARE IN PAIN,** we provide on-site medical services to get them back in the classroom, which in turn can improve their academic performance. That’s the whole point of having the Ronald McDonald Care Mobile, a 40-foot-long medical vehicle affiliated with Ronald McDonald House Charities of Tampa Bay and the University of South Florida Department of Pediatrics. There is one student I think about who had vision problems. He was a high schooler, from outside the United States, and was failing all of his courses miserably. He’d had surgery in a developing country, and the nurse on the van saw some abnormalities.

“ The student’s grades moved from Ds to As as a result of the Care Mobile intervention. ”

She referred him to a specialist who uncovered a condition that was easily repaired. That child’s vision improved dramatically. It was all free, and his grades moved from Ds to As as a result of the intervention. It took various outreach efforts to expand funding for Care Mobile services, but you know you’re doing the right thing when you see the faces of these children and their big smiles.”

— Lisa Kern '10, Master of Science in Nursing (MSN) graduate, Supervisor for Health Services, Pasco County, Fla., School Board

■ Submit your photos from the field to myWaldenImpact@waldenu.edu.



How to Become a (Better) Public Speaker

LEARN HOW TO LAND SPEAKING ENGAGEMENTS, PREPARE PRESENTATIONS, AND DELIVER TALKS—WHETHER YOU’RE A PRO OR A BEGINNER

By Christine Van Dusen

Peter Dazeley/Photographer’s Choice/Getty Images

S tanding

on the stage, palms a little sweaty, with a PowerPoint presentation on the screen and a room full of people eager to hear what you have to say—this is the moment when a true public speaker comes alive. But getting to the podium to share your message of social change at a top-notch event takes more than just desire.

CONSIDER THIS YOUR PRIMER: Tips for novices and seasoned speakers alike, from experts, faculty members, and alumni who know what it takes to win speaking engagements, present successful speeches, and leave their audiences with a lasting message.

STEP ONE

Get the Gig

Conferences, community meetings, rallies, coffee klatches—opportunities abound for public speakers. If your goal is to share your scholarship, you can find an audience. Here's how to land a presentation:

1. Volunteer to speak at local events or teach a class in your community.

Volunteering to speak at events large and small, and doing so without asking for a fee, can improve your visibility, give you valuable experience, and open the door to bigger—and even paid—speaking opportunities. “Volunteer to teach community education classes or speak at your church. Any opportunity to speak in front of five, or 25, or more people will help you become more comfortable,” says Dr. Gary Kelsey, a faculty member in Walden’s School of Public Policy and Administration.

2. Market yourself through networking opportunities.

Whether you’re engaged in daily tasks or attending a professional networking event, think about ways you can market yourself. “Let people know what you’re interested in and what you’re doing. Promote your agenda when you talk to people,” says Dr. Savitri Dixon-Saxon, associate dean of Walden’s School of Counseling and Social Service. Above all, self-confidence is key, says Gregory Parker ’09, a Master of Public Administration (M.P.A.) graduate, Ph.D. student, and commissioner of the Texas Commission on State Emergency Communications. “Believe in yourself. If you don’t, no one else will see that in you.”



“A good speech should pull in the audience, inform them, amuse them, and make them think.” — Gregory Parker ’09

3. Promote yourself online.

Build your credibility by networking with other influential speakers on social media sites, regularly writing compelling blog posts—or guest posts on well-known blogs—and developing your own information-packed Web site that offers examples of your writing, research, and speeches.

“I try to set myself up as the expert in a field by visiting social networking Web sites and posting comments that lead back to who I am,” says author and motivational life coach Pennie Murray ’06, M.S. in Psychology alumna. “I’ve also done little teleseminars and teleconferences for free, where I invite people to engage in an informal, relaxed conversation with me, virtually. It’s like a focus group experience, but online.”

4. Write for a wider audience.

Take your thesis, dissertation, or research and convert it into an article

that can run in a journal, anthology, or other publication. Or write a book. This will build up your reputation as an expert, make you more attractive to event planners and organizations that need speakers, and give you a ready-made audience for your material.

“Getting published in your area of expertise can give you credibility as a speaker,” says Saul Farber, a program consultant with the speakers bureau Leading Authorities.

5. Research a range of conferences.

“Take advantage of opportunities with state, regional, and national conferences. They’re always soliciting proposals for conference presentations,” explains Dixon-Saxon. Start with professional associations you’re a member of and branch out into related conferences in your field. Another tack is to research the publisher of the professional

journals you read. You might find the association behind it also runs a successful conference.

But remember that patience is a virtue. “Many companies and organizations book speakers far in advance and hold events just once or twice a year, so it may take a long time before you are chosen,” Farber says.

6. Sign up with a speakers bureau.

Though signing up with a speakers bureau may seem like a logical idea, be aware that the competition is fierce. “Everyone on those lists wants speaking engagements, and it can be difficult to stand out,” Farber notes. The people who do stand out have proven track records of success as speakers and compelling stories to tell. If you want to compete on this plane, figure out what makes you unique and pitch yourself accordingly.

STEP TWO

Prepare a Polished Presentation

Great presentations are interesting, entertaining, emotional, intellectual, and connect with the audience through skilled storytelling, Parker says. “A good speech should pull in the audience, inform them, amuse them, and make them think,” he continues. Getting there takes more than a set of note cards and good enunciation. Here are some tips on proper preparation:

1. Start with an outline. “Never underestimate the power of an old-fashioned outline,” says Dixon-Saxon. “It allows you to map out your journey. There’s nothing worse than a speech with no destination.”

2. Boil it down to three big concepts and load it with real-life examples. When fashioning your outline, consider that most listeners can’t process more than three large ideas at a time. “A speech with broad concepts in it is good,” Kelsey says. “But broad concepts with specific life examples are even better. That makes your speech much more meaningful and helps people relate to it.”

3. Avoid technical terms. Use clear, concise language. If you’re building your speech from your thesis paper, dissertation, or research study, “make sure you simplify any technical language or acronyms so that anyone can understand what you’re talking about,” Kelsey says.

Don’t assume your audience travels in academic circles. Instead, give the speech in the same tone you’d use to explain the basis of your research to a new acquaintance at a cocktail party.

“Any opportunity to speak in front of people will help you become more comfortable.” — Dr. Gary Kelsey

4. Tell stories. Making your content relatable is extremely important. What’s the best way to do that? Simply put: Tell stories. “Communicate your research in a way that will connect with your audience by putting it into a narrative framework—what is the story of your research?” says Dr. Eric Greitens, an accomplished speaker and author of *The Heart and the Fist: The Education of a Humanitarian, The Making of a Navy SEAL*.

5. Offer detail, but don’t overwhelm with statistics. Pick out the main points of each concept you present; don’t bombard your listeners with every last detail. “Figure out what it is that you really want your audience to know,” Murray says.

Remember, it all comes back to your story. “People have a hard time remembering lots of statistics, but if you tell someone a really good story, they can often hold on to that and remember the facts,” Greitens adds.

6. Tailor the speech to your audience. When creating your narrative, consider who your audience is and how your speech will sound. “Know what it is that they already know, so you don’t tell them too much or too little,”



George Shelley Productions/Photographer's Choice/Getty Images

Farber says. “And tailor your speech to fit the venue and the purpose of the meeting or event. Try to hear what you have to say through the ears of the people you’re speaking to.”

7. Practice, practice, practice. “I like to write a speech in silence, in a quiet room, and visualize the audience and what I’m going to say to them,” Parker explains. “Then I give my speech in front of a mirror and visualize where the audience might laugh or how it will be received.”

Practicing your speech alone or in front of a trusted and constructive critic can help you fine-tune your message and your delivery. “Practice will allow you to become really comfortable with the material so when you’re in front of the audience, you can concentrate on the mechanics of the message,” Greitens says.

8. Include a call to action. Give your presentation lasting power. Provide a call to action for the audience to take home. “It’s really important for your audience to know what to do with your message,” Greitens says. “Ask the question of yourself and then communicate the answer to your audience—what do I want them to do now?”

meet the experts

Dr. Gary Kelsey, School of Public Policy and Administration faculty member

Dr. Savitri Dixon-Saxon, associate dean of the School of Counseling and Social Service

Pennie Murray '06, M.S. in Psychology graduate, Ph.D. in Psychology student, author, and motivational life coach

Gregory Parker '09, Master of Public Administration (M.P.A.) graduate, Ph.D. in Public Policy and Administration student, and commissioner of the Texas Commission on State Emergency Communications

Saul Farber, a program consultant with the speakers bureau Leading Authorities

Dr. Eric Greitens, an accomplished speaker and author of *The Heart and the Fist: The Education of a Humanitarian, The Making of a Navy SEAL*

STEP THREE

Deliver a Stand-Out Speech

So now you've got the gig and you're standing in front of the audience. This is where the superstars are separated from the ho-hum. Conquer your fears, steady your hands, and keep your listeners on the edge of their seats by following these tips for giving a stellar, engaging presentation:

1. Engage, inform, and amuse.

As you're delivering your speech, think of ways to keep your audience engaged. "Help your listeners be active, not passive, by asking them to think about how they'd handle a certain situation," Kelsey says. "Put an idea out there and ask them to consider it. In some instances, it's good to do small breakout groups. You can involve your audience in different ways."

2. Use your eyes and your voice to reach your audience.

Even the best message will evaporate if you mumble and fail to project your voice to the back of the hall. "Make sure you're speaking to all the corners of the room," Greitens says. You'll lose your audience if you're

always looking down at your notes or your hands. Maintain good eye contact and use your eyes to connect with individual people in the room.

3. Incorporate visuals and video clips.

Successful talks often incorporate visuals and alternate between informative slides and video clips, Farber says. "And err on the shorter side. People's attention spans are much shorter than you'd think."

4. Complement your speech with a PowerPoint presentation.

It's always a good idea to adapt your speech into a PowerPoint presentation. "If you can put your research into a simple five- to 10-slide PowerPoint, that's all you'll need to say in the speech," Parker says. "All the rest is fluff." It also serves as a great set of visuals to give the audience something to look at—something relevant, instead of their phones—during the presentation.

5. Read the audience's physical cues—and adjust your presentation as necessary.

As you're presenting your speech, assess your audience for physical cues, Murray says. "Watch the audience's body language. If you're losing them, make sure you can shift gears quickly to get them back on track." Adjust your tone, vary your pace, or rethink your body language—are you too animated? Too relaxed? You can also try to reengage your audience by asking a question. Once they respond, work their feedback into your presentation: It can be a great way to reconnect.

6. Reinforce your main point.

Throughout your speech, make sure to restate your point often, Dixon-Saxon says. "It will show that you have a clear message. It makes an impression. The best messages are the messages that are simply presented and allow the listener to come along with you on the journey."



Author Eric Greitens, right, was the plenary speaker at Walden's academic residency in Dallas, Texas, last January.

More Tips From the Pros

You can spend hours writing and preparing a speech and working to book engagements, but there are a few other points you should also include on your to-do list.

Here's a cheat sheet with a handful of insider tips from the experts:

- **Check out the venue's acoustics ahead of time, and find out whether you'll be using a microphone.** Tailor the volume of your speech accordingly.
- **Study your audience.** What kinds of speeches have they liked? Which ones bombed? How can yours be one of the former?
- **Know your intro.** Find out how you'll be introduced to the audience. Will it focus on just a few things from your bio or follow it word-for-word? What will the listeners expect from you based on your introduction?
- **Get testimonials.** Your work isn't done when you step off the stage. Take time to get feedback from audience members—preferably in writing so you can share testimonials in your marketing materials.

“The best messages are the messages that are simply presented and allow the listener to come along with you on the journey.” —Dr. Savitri Dixon-Saxon

Learn from the pros. Watch videos of past academic plenary speakers and alumni at www.WaldenU.edu/videos.

Going the Distance

DR. LOIS ENGELBRECHT '10 SHARES HOW SHE BRIDGES CULTURES AROUND THE WORLD TO PROTECT CHILDREN FROM ABUSE

By Christine Van Dusen

Lois Engelbrecht doesn't talk much about what happened to her when she was 6 years old, a student at a boarding school nestled in a beautiful mountain range in southern India. It was 1961, and her parents were American missionaries working in India to improve medical conditions and open up a dialogue between Muslims and Christians.

It's not that Engelbrecht is ashamed. She knows the sexual abuse she suffered for years at the school was not her fault. She's simply too focused on today—on the sexual abuse still being suffered by children around the world—to talk much about her yesterdays.

Since founding the nonprofit Center for the Prevention and Treatment of Child Sexual Abuse in 1993, Engelbrecht has helped create systems of prevention and response in 394 schools in the Philippines, Malaysia, China, India, Saudi Arabia, and Vietnam.

"There are often good laws about sex trafficking, but not enough related to what happens to children in their families and communities," says Engelbrecht, who earned her Ph.D. in Human Services from Walden in 2010. "So I created an agency to focus on abuse within families and communities."

Her approach is to go in, learn the culture, find the right partners, help out, and then train them to carry on the work once she's gone. Every time she must learn new societal norms while also challenging them. She doesn't just franchise her program; she adapts it to the mores of each country and community she enters.

Though this work has kept her firmly focused on the present, she has recently allowed herself to recognize its direct link to the past—and its ability to heal not just the wounds of others, but her own.

"I have protected myself emotionally for so long that these cases, by themselves, did not find their way through my protective barriers. But five years ago, when my mother died, it really hit me," she says. "There was no support when it happened to me. When children are in trouble, they have to have access to somebody who can help them. I want to help make that possible."

Engelbrecht was born in India during her parents' mission there and attended a boarding school. Every Sunday the students were required to go into the dining room and write a letter to their parents. In one



Lois Engelbrecht, center, partners with the team at Arpan, a registered organization based in Mumbai, India, to prevent child sexual abuse.

“ I’m like the missionary. I find all the research, and I find the right people to give it to, but then it’s up to them to determine how it impacts them and what we can do together. ”

letter, Engelbrecht wrote about how some older children had tied her hands and hung her from a rafter. The boarding mother who read the letter forbade Engelbrecht to send it. "I got into big trouble," she recalls. "We all learned that we could not communicate anything negative to our parents."

After graduating from high school, Engelbrecht took a year off to study Indian music and dance and then went to college in Indiana to earn her degree in social work. After that, she went back home to India and met her future husband, Dennis, an international educator. His work requires a

great deal of travel and relocation, so theirs is a transient life.

In 1984, the couple moved to Hong Kong, where Engelbrecht worked with Vietnamese refugees through a Salvation Army program. It wasn't until she and her husband moved to Manila, Philippines, in 1988, and she began working in a Lutheran church program, that the idea for her nonprofit started to take shape.

It seemed that no matter where she went in the city, she encountered children begging in the streets and looking for little

jobs. As a social worker, she felt moved to talk to them and help them get back into the school system. In these discussions, she learned that many of the children had been sexually abused.

“They didn’t know what to do, and there weren’t necessarily any services for these children,” she says. So in 1993, she formed the Center for the Prevention and Treatment of Child Sexual Abuse in Manila.

Engelbrecht’s first big case came in 1995 through her affiliation with the Lutheran church, where the agency conducted its first pilot test to work in schools in the Philippines. An 11-year-old boy had complained that his school’s

contractual karate teacher had touched him inappropriately. School administrators were baffled. The concept of sexual abuse was a foreign one, even in the capital city. There were clear laws in place to protect victims of sexual trafficking, but most judges, police officers, and social workers were unfamiliar with the laws regarding child molestation. That meant that the majority of cases were mishandled or brushed aside.

In this case, the school was part of a church community whose leaders decided they would handle the situation internally by requiring the karate teacher to ask for forgiveness. But the man refused to admit



Children participating in an educational session singing a song about safety.

“When children are in trouble, they have to have access to somebody who can help them. I want to help make that possible.”



Engelbrecht’s programs focus on the children’s strengths rather than their deficiencies.

any wrongdoing and quickly went into hiding. The school administrator who had hired him was distraught and ended up in the hospital.

Engelbrecht, who felt it was her duty as a social worker, helped create a system of prevention and response by enlisting the government as a partner and by teaching the school’s personnel how to better prevent abuse, spot victims, and provide the right support.

She found allies in the school and the community to help create an improved system for recognizing and treating child

molestation. She also recognized the importance of getting buy-in from the government.

“As a result of our intervention and 14 years of hard work, the government has stepped in and mandated that all schools must teach children personal safety and protective behaviors, and this must be supported by community-based multidisciplinary teams,” she says. “Our role was to be there every step of the way and to train the teachers, the parents, and the community. We created the necessary support system. The first time a teacher and a parent talked through tears about

the impact of the project on them and requested that they take it further—that’s when we knew we’d really done our job.”

Engelbrecht and her husband stayed in Manila until 1996, when they decided to relocate, and he took a job at the International School of Kuala Lumpur in Malaysia. Almost as soon as they arrived, Engelbrecht was out looking for an opportunity to bring her programs and ideas to her new community.

“As a good social worker, you have to try to meet everyone and knock on everyone’s door,” she explains. “I knocked

on so many doors. They’d say, ‘This is very interesting. We’ll look at your materials but you should talk to this other person.’ So I’d leave my materials behind and go to the next place. And then I’d get the same story.”

She was an outsider, a foreigner. And she quickly learned the importance of humbling herself and showing deference to the local culture and leaders. Too often, Westerners approach other cultures with preconceived notions and the assumption that they know best, she says.

“It’s better to say, ‘I’m here, what do you need? How can I facilitate what you

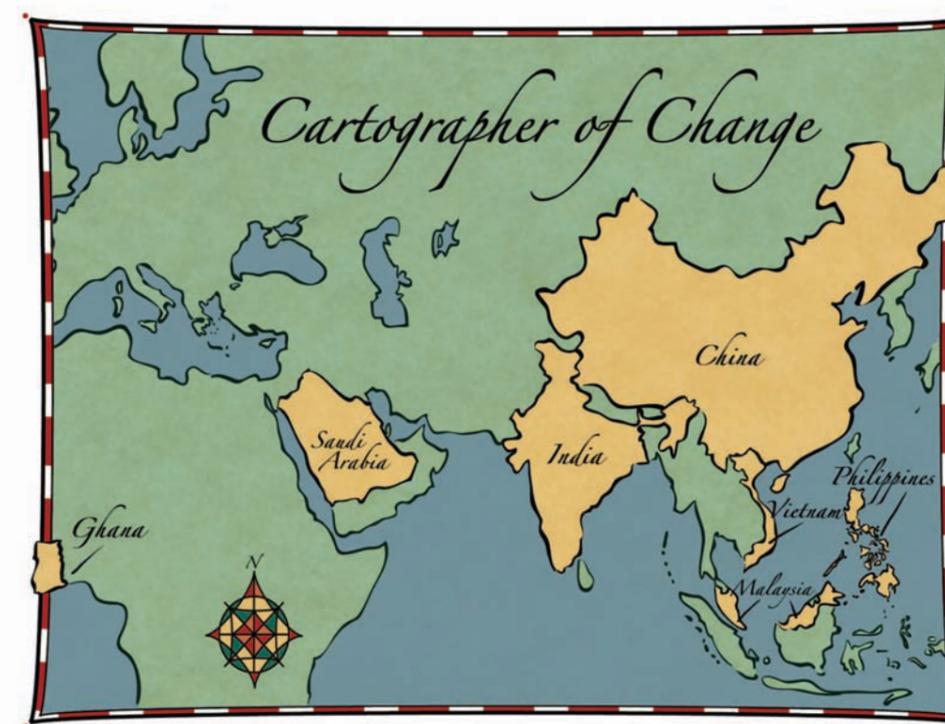
need?’ ” she explains. “But I don’t want to just be a facilitator. I very much want to be a part of the action.”

Eventually she found people who were working to stop sexual abuse in Malaysia, and Engelbrecht was asked to replicate the program she’d created in the Philippines. This was particularly challenging, given that the country has at least three distinct religious cultures that all address similar problems differently. So she had to find people on the ground who could help her bridge the gaps.

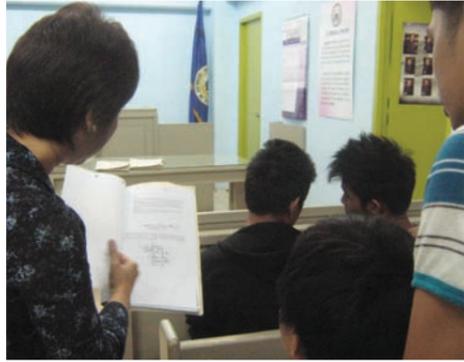
“You need to find people who already have the leadership skills,” she says. “I’m like the missionary. I find all the research, and I find the right people to give it to, but then it’s up to them to determine how it impacts them and what we can do together.”

In 2000, her husband was hired as a superintendent of the American International School–Riyadh in Saudi Arabia, so the couple again relocated. It was during her time there that Engelbrecht decided to pursue her Ph.D. at Walden. She’d read about the university in a professional journal and felt that the school’s online structure would be a perfect fit for her nomadic lifestyle.

Living in Saudi Arabia also presented its own challenges: Women were given only restricted access to places like libraries. “But I loved that I could make my own program and not have to sit in a class,” she says. “I really was able to tailor it for what



Lois Engelbrecht partners with organizations in a growing list of countries to improve the lives of children through her nonprofit Center for the Prevention and Treatment of Child Sexual Abuse.



Judge Cecilyn Villabert of Quezon City, Philippines, shows children legal documents to educate them about how to file a case in court concerning sexual abuse.



Court personnel conduct orientation about court procedures during an educational session in the Philippines.

“ My dissertation is designed to empower social workers. ”

works best to meet my needs in my rather unique situation.”

Engelbrecht was able to direct her research to help her achieve the goals of her nonprofit organization, which in turn made her a better social worker, advocate, and authority on the subject—and reminded her that there’s always more to learn.

While in Saudi Arabia, Engelbrecht applied for and received a grant to bring her programs to Hanoi, Vietnam, where her brother lived. She traveled there frequently and founded the Prevent Child Sexual Abuse Project, the first of its kind in Vietnam.

She also frequently returned to Manila to work on her dissertation, which focused

on the empowerment of social workers in the Philippines.

Social workers are often the ground-level change agents in any community, she says, but in countries like the Philippines, the career is considered low in the professional hierarchy. “They are not empowered to do what they need to do,” she says. “My dissertation is designed to empower social workers. I worked to develop a theory to figure out what we need to do and put it into practical pieces. Then I take that to other organizations.” As a result of her research, Engelbrecht created a map anyone—in any country—can follow to implement the principles of her nonprofit.

She continued traveling between Saudi Arabia, Vietnam, and the Philippines until 2005, when the couple moved again, this time to Shanghai, China. Engelbrecht had expected to spend almost all her time on her degree and dissertation, but after stumbling upon a discussion on a Listserv for social workers in China, she was asked to speak at a conference on the prevention and treatment of child abuse. That speaking engagement led a local advocate to seek out her help in creating training and awareness programs in Shanghai.

Four years later, the couple moved to Ghana, where they currently live. Engelbrecht is again attempting to replicate her program in the country’s schools.

But even with her widespread success as a calling card, Engelbrecht must still sell herself and her services, given that awareness of child sexual abuse in Ghana is fairly new and any advocacy movements are in their infancy.

Despite the significant obstacles, Engelbrecht is unwilling to give up. She has connected with several Lutheran schools and will work with them to start a pilot program. “I’ve been told that they’re not ready and it can’t be done, but I will prove it can be done,” she says. “I’ve made it my mission to use my talents to benefit the world.”

And in doing so, she’s been able to mend her own heartbreaks, bit by bit. “It’s like therapy,” she says. “When it happened to me, there was nothing you could do to stop it. Now, I can do something.”

Alumni picnic, Minneapolis, 2010



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Brad Newton

Rewriting the Rules of the Road

DR. MICHAEL ERIC DYSON EXPLAINS WHY “FAILING” AS A CHURCH PASTOR INSPIRED HIM TO BUILD HIS OWN PATH TO A PH.D.—AND BECOME A SOCIAL ACTIVIST

● ● ● **“YOU ARE NOT A PASSIVE CONSUMER IN THE CAFETERIA OF KNOWLEDGE,”** Dr. Michael Eric Dyson declared during his riveting plenary speech to Walden students and faculty members in Atlanta. “You’re obligated as a scholar to change the world in which you live.” The arresting orator, best-selling author, Georgetown University professor, and real-world activist underlined that learning is not a solitary quest—there is a very real responsibility to share your knowledge to positively impact your community. “Use your knowledge to transform the world,” he stressed. Walden met with Dyson to learn more about his path to a Ph.D., his mission of social change, and how higher education opens up “horizons of opportunity.”

YOU ARE A SELF-MADE MAN WHO STARTED YOUR CAREER AS A CHURCH PASTOR AND BECAME A COLLEGE PROFESSOR. YOU ENROLLED IN COLLEGE AT 21 AND WENT ON TO COMPLETE YOUR PH.D. WHY EARN A DOCTORATE?

DYSON I got a Ph.D. at Princeton University because I failed as a church pastor. I failed in a sense that I tried to ordain three women in the '80s and it went over like a brick cloud. I was trying to live the principles I talk about today. One Sunday morning, I went to my church and the locks to my office had been changed. I went in the pulpit and preached, and afterward one of the deacons said, “Reverend, we have a problem.” And they voted me out on the spot. That was the bitter comeuppance I received as a result of trying to institute real change and to bring about the transformation of gender roles within a specific local church. It was an eye-opening experience. I knew then that I really wanted to become a scholar. So I went back to college with an eye toward earning a Ph.D.

OBTAINING YOUR PH.D. WASN'T A STRAIGHT PATH FROM POINT A TO POINT B. WHAT CHALLENGES DID YOU HAVE TO OVERCOME TO COMPLETE YOUR DEGREE?

DYSON I left graduate school after the first three years. I needed an outlet to express myself vocationally and that would permit me to grow in my field as I was seeking to gain a master's and then a Ph.D. So I went to teach at the Hartford Seminary and run a poverty project there for a year. And then I was recruited to go to Chicago Theological Seminary for three years. I completed my master's degree in '91. In 1992, I went to Brown University, and the next year I completed my Ph.D. and published my first book in the same month. A year after I finished my Ph.D., I was a full professor. I was off to the races.

WHAT IS YOUR PERSONAL MISSION FOR SOCIAL CHANGE?

DYSON I'm a social critic. So I have to try to bring the prophet's tongue to the social practices of human community, as we struggle toward clarifying the goals of democracy, freedom, and justice. I write about those things and talk about those things, but I also have to act on them. I'm a social activist. I'm marching, speaking at rallies and organizations that are devoted to social change. And I'm also an intellectual who's trying to think out loud in the public space about how to change the world. My role is to try to raise as much consciousness and, on occasion, as much hell to bring attention to problem areas and defend the vulnerable and those who wouldn't ordinarily have a voice to speak for themselves.

IS THERE A DIVIDE BETWEEN YOUNGER AND OLDER GENERATIONS IN AMERICA? IF THERE IS, HOW DO WE BRIDGE THAT GAP? HOW DO WE LEARN FROM EACH OTHER?

DYSON The generation that was once the young one turns into the established generation; their stories become the stories of the mainstream. Their outsider stories become insider stories. I think it's inevitable that there is tension. I try to point out, sometimes in a humorous fashion, to older generations, hey, you used to be young, and now you're beating up on young people, and you sound worse than the parents you claimed you'd never become. And yes, as you grow older, you get more sense and a better perspective, but you don't have to become calcified and rigid. The ultimate good does not necessarily reside in your generation's way of doing things. I think we have to challenge ourselves to be open to new generations' ideas and identities. It's

WHO WAS THE MOST IMPORTANT MENTOR IN YOUR LIFE?

DYSON I've had extraordinary mentors. There are so many teachers who were instrumental. And they mentored me in their various ways and various stages of my life and career and gave me a sense of who I was. And that provided the springboard for me into higher education. I started hanging out with my mentor Dr. Sampson when I was about 12 years old, when he came to my church to be the pastor. We would quote poetry to each other. He was invested in me in a very serious way. He said, "Use your education to help others." He was my model, the inspiration for me to go on to become a minister, a pastor, and then a professor.

“ You're obligated as a scholar to change the world in which you live. ”



Brad Newton

incumbent upon older people to reach out to younger people. I'm not a young guy by any stretch of the imagination, but when I'm spitting their lyrics and listening to them, it shows them that, hey, here's an old dude who's actually so interested in our culture that he's not just gonna trash it. He takes it seriously enough to understand us and to defend us to his peers. That takes you a long way.

AS A PROFESSOR, HOW DO YOU CONNECT WITH YOUR OWN STUDENTS AND COLLEAGUES?

WHAT TOOLS DO YOU USE TO BRING THE BEST OUT IN ALL OF THEM?

DYSON You have to have an open mind; you have to have the ability to innovate. You have to have creativity at the forefront of your academic regimen. A little humorous self-deprecation is always good. An identification with the culture of younger generations is good. If they know I'm interested in their culture, they tend to be more open to my insights about "my" culture. I write books, engage in the practices of a tenured professor, and try to be as intellectually rigorous as possible as a scholar. You have your mission; you're out there to effect change.

WHAT ADVICE WOULD YOU GIVE TO OUR STUDENTS, ALUMNI, AND FACULTY MEMBERS WHO ALSO WANT TO COMMUNICATE THEIR OWN MESSAGES OF SOCIAL CHANGE?

DYSON The obsession with learning is important: The desire to want to know and to expand the parameters of your knowledge and the desire to facilitate social change by becoming well-informed so that you can have empirical proof, the data at hand to engage in the examination of ideas, practices, or behaviors that are taken for granted. I think the online community opens up horizons of opportunity for people who might not otherwise get a chance to go to school, and I'm all for that. That's what my life is about as well—opening up horizons of opportunity for people who are otherwise left out.

“ We have to challenge ourselves to be open to new generations' ideas and identities. ”



Making Connections, Celebrating Community



Graduates at **Walden University's 45th Commencement** ceremony started a new chapter in their lives as they crossed the stage to formally accept their degrees



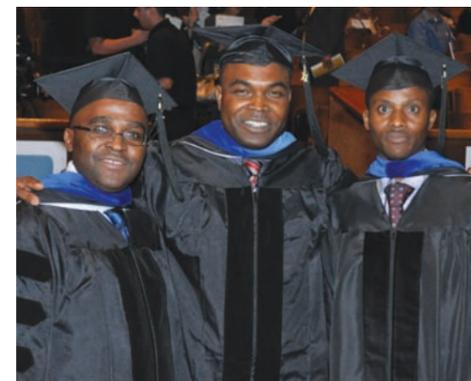
More than 4,500 students from 50 states and 43 countries celebrated their graduation this January, many at the James L. Knight International Center in Miami. Degrees awarded at commencement for the first time included B.S. in Communication, B.S. in Computer Information Systems, B.S. in Interdisciplinary Studies, Bachelor of Science in Nursing (BSN) Completion Program, M.S. in Clinical Research Administration, and Education Specialist (Ed.S.).



Commencement is only the beginning.
Continue to connect with your colleagues at myWaldenAlumni.com.

Alumni celebrated with family, friends, and colleagues in Bayfront Park in downtown Miami following the ceremony, enjoying live music, food, entertainment, and the chance to connect face to face with faculty members and classmates.

The Walden community gathers to honor its graduating students twice a year at summer and winter commencement ceremonies. Find all the details about commencement at www.myWaldenAlumni.com/commencement.



Christie's Photography



Kevork Djanezian/Staff/Getty Images News/Getty Images

SPOTLIGHT

Responding to Tragedy in Tucson

Public health graduate Khin Mar '11 offers support to victims and shows others how to help

By Sandra Bienkowski

● ● ● **IT WAS A SATURDAY MORNING IN JANUARY**, and Dr. Khin Mar was participating in a Red Cross disaster training class when she received a call to respond to a very real emergency. It was a mass shooting in Tucson, Ariz. Fourteen people injured. Six dead. Mar was called to the office of Rep. Gabrielle Giffords, where family, staff, and well-wishers were gathering as they heard false reports of the congresswoman's death.

On the scene, Mar provided support, food, and water to comfort people. News circulated that federal Judge John Roll was dead. Some people were in shock; others were inconsolable. Volunteers gathered around a car behind the office as a radio broadcast the news that Giffords was alive. Everyone cheered.

Mar, who earned an M.D. in 1982 and was pursuing a Master of Public Health (M.P.H.) at

Walden at the time, responded as part of the Disaster Action Team of the American Red Cross Southern Arizona Chapter. At Walden, Mar learned that emergency preparedness is one of the most important aspects of public health. "The immediate response to a disaster is important to a community," says Mar, who has 20 years of clinical experience. "I am prepared for whatever disaster I might face."

In the tight-knit city of Tucson, Mar says it was difficult to find anyone who was not impacted by the shooting. "As volunteers, we understand grief is a universal emotion," she says. "We are there to empathize and to listen carefully."

Mar earned her medical degree in Myanmar (formerly Burma), and although she has her U.S. medical license, she would have to attend a formal medical program in the United States to practice here. She decided instead to work full time as a volunteer so she could be close to her son, who is attending the University of Arizona on a full scholarship, and to apply what she's learned at Walden in the field.

The cultural competency Walden integrates into the M.P.H. degree program has helped Mar interact with a range of community members, she says. "It's important to understand the cultural beliefs, behaviors, and needs of individuals to produce intended public health outcomes," Mar explains. As a result of her work, she was quickly promoted to assistant supervisor of the Disaster Mental Health Team.

Cheryl Bender, director of emergency services at the American Red Cross Southern Arizona Chapter, says there are always volunteer opportunities available in every community, even for people who don't have mental health expertise.

Typically after an event—whether it's man-made or a natural disaster—people's basic needs come first. "People always need a place to stay, or need food and clothing. Volunteers can assist in a shelter or at an operations center. We need team members on call 24 hours a day to respond to anything from a single-family fire to major events."

“ Together we can all make a difference. ”

— Khin Mar

Bender says having a cadre of vetted volunteers to respond to a disaster is essential. "It doesn't need to be our organization, but we need affiliated volunteers so we can be sure we're putting the people involved in these emergencies into safe environments," she says.

Mar says there's a role for everyone who volunteers. At the Red Cross, it could be stuffing envelopes, teaching health and safety classes, offering comfort to a person who has lost everything, and even communicating the news of a birth to someone serving our country. "Together we can all make a difference."

Connecting With Students

● ● ● **TWO FACULTY MEMBERS KNOWN FOR MENTORING** and fostering a true connection with their students have been named recipients of the 2011 Presidential Award for Faculty Excellence, which recognizes leadership and commitment to Walden University's students and its mission of social change.



Dr. Patricia Thurmond, of The Richard W. Riley College of Education and Leadership, encourages her students

to think critically and create social change in ways large and small, including volunteering for school projects, tutoring, coaching, and working on committees.

She also mentors new faculty and serves on dissertation and governance committees while working on course and program development, including the implementation of the student assessment system and the redesign of the M.S. in Education (M.S.Ed.) specialization in Middle Level Education (Grades 5-8).

"I want to help change the climate of education by providing hope and direction," she says. "Our students complete our program with a renewed sense of purpose that generates positive change at the classroom, school, district, and national levels."



Dr. Tony Leisner, of the School of Public Policy and Administration, focuses on helping first-year students assimilate and

move toward completing their degrees. To do so, he brings to bear his years of professional experience—as an educator, a businessman, and a participant in poverty-fighting nonprofits—and a level of understanding as a Walden alumnus.

Knowing that a true connection can't be forged with a faceless professor, Leisner created a video to introduce himself, which, in turn, encourages his students to post photographs of themselves and their families in the class cafe and creates a personalized, collaborative environment.

"I still run a small business, but teaching gives me the most satisfaction," he says. "I have been where the students are, so I understand the challenges they face. I believe they can all achieve their goal of completing a degree and use it to create positive change." — C.V.D.

Read more about Walden faculty members and their accomplishments at www.WaldenU.edu/facultyaccomplishments.

ON MY NIGHTSTAND

Communicating in the 21st Century

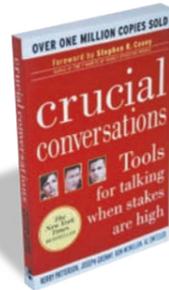


●●● Susanna Davidsen, Walden University's director of library services, is responsible for one of the world's largest online libraries, which offers access to more than 100,000 electronic books and 1.5 million dissertations. The library also houses more than 50,000 journals—many of which are now available to alumni. Davidsen suggests the following titles for those interested in learning about how we communicate in the 21st century.

CRUCIAL CONVERSATIONS: TOOLS FOR TALKING WHEN STAKES ARE HIGH

by Kerry Patterson, Joseph Grenny, Ron McMillan, and Al Switzler

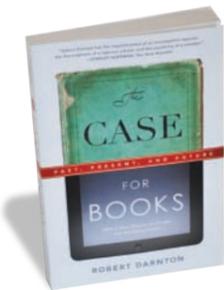
Think about all the tough conversations you face in life: Discussions with your manager, a heart-to-heart with a family member. Are you getting the most you can out of these exchanges? *Crucial Conversations* gives you the tools you need to prepare for conversations where emotions run high and teaches you how to be persuasive and make it safe to talk about anything with anyone.



THE CASE FOR BOOKS: PAST, PRESENT, AND FUTURE

by Robert Darnton

Darnton, the director of the Harvard University Library and a history scholar, is conflicted about how he feels about paper books—his first love—and about all the tempting opportunities the digital world offers. It's easy for librarians to conserve space by scanning and digitizing old newspapers, for instance, but is that system infallible? You can see his gears working as he writes about whether print will go away, and what it will mean for society if books do disappear.



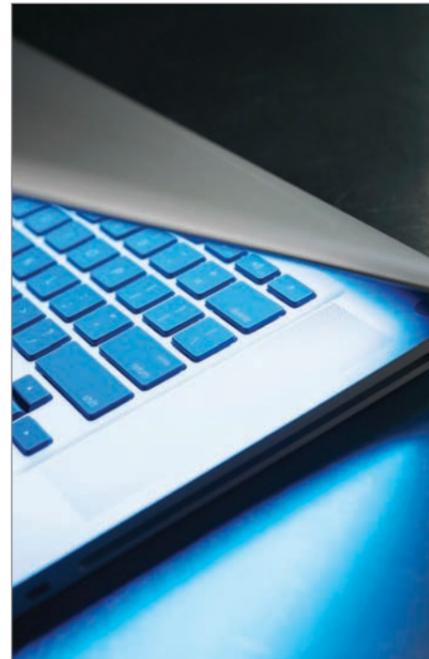
BORN DIGITAL: UNDERSTANDING THE FIRST GENERATION OF DIGITAL NATIVES

by John Palfrey and Urs Gasser

Our lives are filled with technology—TVs, personal computers, smartphones, and above all else, the Internet. Consider these advancements from the perspective of “Digital Natives,” children born after 1980: They learn and think differently than previous generations because they were born into it. This book will teach you how to connect to Digital Natives and advise them on matters of safety, privacy, and data protection. —J.K.



Alumni now have access to many journals in the Walden University Alumni Library. Join www.myWaldenAlumni.com today to continue your research.



Masterfile/Ron Fehling

share YOUR FEEDBACK

●●● **YOUR SUCCESS IS HOW WE MEASURE OURS** at Walden University. Watch for our upcoming alumni satisfaction survey in your email inbox. So that you don't miss this opportunity to participate, make sure your contact information is up to date at www.myWaldenAlumni.com. To see information from previous surveys—alumni career outcomes, social change, and more—go to www.WaldenU.edu/DATA.

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Putting Research Into Practice

●●● **THE RECIPIENTS OF THE 2010 PRESIDENTIAL FELLOWSHIPS** from Walden University understand that research is more than just a paper—it's a blueprint for social change.

Walden Doctor of Education (Ed.D.) student **Judith Buenaflor** received the 2010 Don E. Ackerman Research Fellowship in Educational Leadership for her examination of the challenges of mixing mandatory civic service with instruction. With the help of this \$10,000 award, she will use the findings from her study, *Service Learning: A Potential for Growth for Student Teachers*, to enrich the service learning experience for the students she teaches as an assistant professor of education at Northampton Community College in Bethlehem, Pa.

With the goal of helping patients find the best solutions for their mental health issues, **Joanne Souza '09** is investigating whether drug company advertising influences consumers as they pursue effective treatment. The M.S. in Psychology graduate and Ph.D. in Psychology student at Walden received the 2010 Fellowship in Research and Applications for Social Change, an award of \$10,000 toward her study, *The Impact of Direct-to-Consumer Advertising on Health Seeking Behavior for Depressive Symptoms*.

Dr. Leann Stadtlander's interest in examining the way students function in an



Join Walden's Global Day of Service

●●● **SIGN UP FOR GLOBAL DAY OF SERVICE**, scheduled for Saturday, Oct. 1. It's the perfect opportunity to effect positive social change in your community while collaborating with other Walden alumni, faculty, students, and staff. Our 2010 global effort included more than 1,700 Walden volunteers who gathered in 455 cities to make a difference. From Baltimore to Los Angeles, Minneapolis to Atlanta, Mexico to Germany, Uganda to South Korea, and in scores of places in between, volunteers worked to beautify beaches and schools, feed the hungry, and raise awareness of health and education issues, among other service projects. Global Day of Service is a growing, proud tradition at Walden. Join your colleagues today. Visit www.WaldenU.edu/servicenetwork to register.

online setting earned her the 2010 Research Fellowship in Distance Education, an award of \$10,000 to support the pursuit of her study, *Doctoral Students' Research Skills and Self Efficacy Gained in a Mentored Online Research Laboratory*.

As a faculty member in the School of Psychology, Stadtlander is researching whether the skills and self-confidence gained by students in a virtual laboratory are equal

to or greater than those gained by students in land-based labs. — *C.V.D.*

Read an extended version of this article at www.WaldenU.edu/magazine.

Visit www.WaldenU.edu/fellowships to learn about research grants.

A Call for Peace in the Middle East

●●● **JUST SIX DAYS BEFORE THE UPRISING IN EGYPT**, Jehan al-Sadat, the widow of the late Egyptian president Anwar al-Sadat and renowned social activist, discussed her mission for peace in the Middle East at Walden University's academic residency in Miami. Soon, millions of protestors would take to the streets to overthrow Egyptian President Hosni Mubarak in their struggle for basic freedoms.

While recent events highlight the complexity of achieving peace in the Middle East, Sadat is on a mission to keep her husband's legacy alive 30 years after he was assassinated. She says the answer lies in a tenet her husband believed: "Start from a position that all people want to live in peace. Accept history while



Christie's Photography

refusing to believe our history dictated a future of war.

"We all feel love and hate. We forgive and avenge ... our fears cause us to act without

thinking, to forego the ability to reason and keep our anger in check," she continued. Sadat concluded by explaining that today's leaders must be realistic and sincere, that they must forgive and exercise peaceful intent. "Ring the bells of peace, for then there will be no more hands to beat the drums of war," she said.

Sadat documented her efforts in her best-selling autobiography, *My Hope for Peace*. As a woman who waited until after marriage and children to complete her education, she attests, "Education opens vistas and doors in front of everybody." — *S.B.*

Watch Jehan al-Sadat's full speech at www.WaldenU.edu/videos.

Continue to Connect

●●● **THE EXCITEMENT IN THE ROOM WAS CONTAGIOUS** in April when Walden hosted an alumni brunch for graduates in Maryland. One of the many attendees, Walden graduate and faculty member Dr. Walter McCollum '04, shared news of his latest book, *Breakthrough Mentoring in the 21st Century: A Compilation of Life Altering Experiences*. Other graduates introduced themselves to the group and shared why they attended the event. The overwhelming reasons were to meet local alumni face to face and start building new friendships. Log on to www.myWaldenAlumni.com to reach out to other alumni in your area.



Jason Putsche



Above: Alumni relations manager Valescia Lee-Collick, second from right, stands with a range of graduates at the Maryland-D.C. Alumni Brunch in April.

Left: Dr. Walter McCollum, left, with alumnus Gideon Nwatu.

SPOTLIGHT



Larry Jones

Designing a Talent Management Cloud for Your Organization

Want to retain your top talent? Award-winning Ph.D. in Management student **Lisa Haneberg** explains how to start by asking the right questions

By Sandra Bienkowski

●●● **TALENT MANAGEMENT IS CRITICAL TO EVERY ORGANIZATION.** Retaining engaged employees is a lot more cost efficient than rehiring—and it helps you further your mission faster. Ph.D. in Management student Lisa Haneberg, a public speaker, consultant, author of 12 books, and the vice president of MPI Consulting, is on a quest to help organizations improve their ability to retain and develop top talent. For her efforts, she was recently awarded the Management Innovation eXchange (MIX) and Human Capital Institute's award, the M-Prize, for her idea "The Talent Management Cloud."

“I chose Walden because it will allow me the opportunity to research six meaty areas of study.”

At Walden, Haneberg plans to research many aspects of talent management, including how organizations can improve success while building employee psychological well-being and happiness. “I chose Walden because it will allow me the opportunity to research six meaty areas of study,” she says. “I love to take complex information and translate it to the practitioner.”

Here, she explains how anyone can apply her Talent Management Cloud principles to improve employee retention:

“Most people know that the reasons employees stay or go and whether they grow or stagnate are complex and numerous. For the last couple of years, I have been conducting an exercise during leadership training sessions that supports this assertion. I draw a long line on a large white board and ask participants to imagine that this line represents the employee life cycle from interest in employment to retirement or termination.

“Then I ask the entire class to walk up to the board and to write what most affects whether employees stay or go or are able to develop. Once they get started, the reasons begin to fly and number in the dozens. The board looks like a swarm (or cloud) of what most impacts retention and development. This ‘cloud’ can become an evolving

repository of practices, beliefs, or frames that are pulled into a plan for improving talent management. It should be continually tuned so that it is a good representation of what your employees are experiencing.”

Create Your Own Cloud

“Gather a small group of leaders together and ask these questions. You know more than you realize and will find a lot of agreement.”

1. What do your organization's turnover patterns tell you?
2. How can you describe the reputation your management teams have?
3. What feedback have you received from employees that might tell you more about why they stay or go and grow or stagnate?
4. What are a few of the reasons employees rank their workplaces as the best?
5. Does your organization have qualities that are similar to highly ranked workplaces?

“Next, build out the cloud. Don't simply create a list of what impacts retention; craft a guide that will help you improve your organization's business practices. Each piece within your cloud should be explained so that leaders and employees know how to build and reinforce strengths, solve problems, and remove barriers.

“Move from cloud to system. Share the contents of the cloud with your team, facilitate discussion, and select a focused list of opportunities, initiatives, or projects that have the greatest potential for improving retention and growth. Implement what you've learned.”

Want to create your own Talent Management Cloud? Visit www.WaldenU.edu/magazine to read Haneberg's award-winning idea.

Accolades

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

Awards

Dr. Laura E. Weidner '09
Ph.D. in Education

Received an Exemplar Award from the North American Council for Staff, Program and Organizational Development. Dr. Weidner is the dean of workforce development at Anne Arundel Community College.

Margaret Young Bennett '06
M.S. in Education

Won a WYFF-TV Golden Apple Award for excellence in teaching. Bennett was nominated by the parents of a special education student for her efforts to fully integrate their daughter into the classroom.

Kathleen Werner '03
M.S. in Education

Named 2011 Washington State Elementary Principal of the Year by the Association of Washington School Principals. Werner was selected from 18 statewide winners.

Dr. Robert G. Falter '93
Ph.D. in Health Services

Received the 2010 Educator of the Year Award from the Worcester, Mass., Regional Association of Realtors.

Presentations

Dr. Rose M. Handon '10
Ph.D. in Public Policy and Administration

Presented "Dangers in the Field: An Ethnographic Study on Client-Initiated Violence Affecting Child Welfare Workers" at the "Work, Stress, and Health 2011: Work and Well-Being in an Economic Context" conference held May 19-22, 2011, in Orlando, Fla. The conference is sponsored by the American Psychological Association, the National Institute for Occupational Safety and Health, and the Society for Occupational Health Psychology.

Dr. Marie Larcara '10
Doctor of Education

Presented at the United States Distance Learning Association's "International Forum for Women in E-Learning" in December 2010 and accepted a position as an instructional designer at Canisius College in Buffalo, N.Y.

Patrick McGee '08
M.S. in Education

Featured in *THE Journal* for his presentation on engaging students through technology at the FETC 2011 conference.

Dr. Geneva Craig '04
Ph.D. in Public Health

Was keynote speaker at the Alaska Statewide Nurses Convention in October 2010.

Promotions

Debra Huddleston '11
Master of Business Administration

Named program director for Redmond Wound Care and Hyperbarics Center in Rome, Ga., where she will oversee implementation, ongoing management, and strategic growth.

Dr. Terry Overton '10
Ph.D. in Psychology

Named dean of University College at the University of Texas at Brownsville and Texas Southmost College. Overton is the first dean of University College; the position was created to assist first-year undergraduates' transition to college.

Cyndi Stroburg '10
Master of Science in Nursing

Named chief nursing officer at StoneCrest Medical Center in Smyrna, Tenn.

Julie Mullikin Beard '09
Master of Science in Nursing

Accepted a position as a faculty member and full-time instructor in the Practical Nursing program at Tri-County Technical College in Pendleton, S.C.

Mary Ervi '08
Master of Science in Nursing

Certified as a nurse educator by the National League for Nursing and accepted a position as an associate professor at the University of Mary Hardin-Baylor in Belton, Texas.

Don Nelson '08
Master of Business Administration

Promoted to vice president of facilities operations at PRIDE Industries, a leading employer of people with disabilities.

Eric Beebe '07
Master of Business Administration

Launched Bee Squared Publishing, which will publish business, academic, and general nonfiction works.

Alex Camacho '07
Master of Public Health

Appointed to the Substance Abuse and Mental Health Services Administration in Rockville, Md., where he will combine his clinical expertise and research experience to help inform the collection, analysis, and interpretation of population-level data.

Patrick Lane '06
M.S. in Education

Named K-6 principal of Chase County Schools in Cheyenne, Wyo.

John Thompson '06
Ph.D. in Health Services

Heads the District of Columbia Office on Aging in Washington, D.C. Thompson is the senior policy advisor for the National Association of States United for Aging and Disabilities and the director of the National Aging Information and Referral Support Center.

Diane Zanetti '06
M.S. in Psychology

Named executive director of Turning Point of Lehigh Valley in Allentown, Pa., an organization committed to ending domestic violence.

David Buddenbaum '05
M.S. in Education

Named principal of North Hart Elementary School in Bowersville, Ga. Buddenbaum's new post culminates a 20-year career in education.

Publications

Virginia Chavis '10
Ph.D. in Applied Management and Decision Sciences (now Ph.D. in Management)

Authored "Learning Culture and Other Factors Affecting the Adoption of Electronic Medical Records in a Tertiary-Care Teaching Hospital," published in the *AAMA Executive Online* (January/February 2011). The article is based on her dissertation research.

Lorraine Marzilli Lomas '08
Master of Business Administration

Co-authored *Driving Operational Excellence: Successful Lean Six Sigma Secrets to Improve the Bottom Line* (MetaOps Publishing, 2011).

Chase J. Young '08
M.S. in Education

Co-authored a chapter, "Mentoring Authors' Voices Through Readers' Theater," in the book *Writing Strategies for All Primary Students: Scaffolding Independent Writing with Differentiated Mini-Lessons* (Jossey-Bass, 2011).

Dr. Stacey A. Anderson '07
Ph.D. in Psychology

Authored the article "Effect of Music on Reading Comprehension of Junior High Students," in *School Psychology Quarterly* (September 2010).

Dr. Cassandra Robison '07
Ph.D. in Education

Authored *A Brief Introduction to Writing Poetry: Heart's Craft* (Pearson Publishers, 2012).

Margaret M. Travis-Dinkins '07
Master of Science in Nursing

Co-authored *Schaum's Outline of Psychiatric Nursing* (McGraw-Hill, 2010).

Mirhonda Studevart '05
Master of Business Administration

Co-authored the chapter, "Collaborating with Customers Virtually to Improve Content" for *Virtual Collaborative Writing in the Workplace: Computer-Mediated Communication Technologies and Processes* (Information Science Reference, 2010).

Dr. Walter McCollum '04
Ph.D. in Applied Management and Decision Sciences (now Ph.D. in Management)

Authored and published *Breakthrough Mentoring in the 21st Century: A Compilation of Life Altering Experiences* (Dr. Walter R. McCollum, 2011).

Dr. Shamir Andrew Ally '94
Ph.D. in Applied Management and Decision Sciences (now Ph.D. in Management)

Authored a chapter, "A Look at the Watching Friends and Relatives Market Segment at the 2007 Cricket World Cup," in the book *Sports Event Management: The Caribbean Experience* (University of the West Indies, Trinidad & Tobago, 2010).

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



degree, many careers

Master of Business Administration (M.B.A.)

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

1. Sherry Amberson '10
DIRECTOR OF HUMAN RESOURCES & EMPLOYEE HEALTH SERVICES
Ochsner Health System
New Orleans, La.

2. Malica E. Dunnock '07
SENIOR FINANCIAL ANALYST, RESEARCH & DEVELOPMENT
SafeNet, Inc.
Belcamp, Md.

3. Harry Imbeau '10
DIRECTOR OF INTERNATIONAL EDUCATION
Emporia State University
Emporia, Kan.

4. Douglas Biere '07
PRODUCT MANAGER
Continental Western Group
Des Moines, Iowa

5. Kenneth Christine '10
FOUNDER/CONSULTANT
ThisIsItShops.com LLC/SOHO Consulting
Royal Oak, Mich.

6. Alicia Fereday '07
DIRECTOR, ANNUAL FUND
Cornell Law School
Ithaca, N.Y.

7. Terri Eileen Liggins '09
GHOSTWRITER
The Literary Front
San Diego, Calif.

8. Antonia Natale '10
OWNER
Abacus Daily Money Management
Mead, Colo.

9. Charles Richardson '10
SENIOR TECHNICAL SUPPORT ENGINEER
Raytheon
El Segundo, Calif.

10. Luc Riel '09
SERVER PRODUCT LEAD TEST EQUIPMENT ENGINEER
IBM
Essex Junction, Vt.

Read an extended version of this list at www.WaldenU.edu/magazine.

Programs at a Glance

Walden University offers programs at the bachelor's, master's, and doctoral levels to help working adults like you accomplish your personal goals and prepare for career advancement. Now is the perfect time to return to Walden or share this information with your friends, family, and colleagues.

(new programs in bold)

DOCTORAL

Business Administration (D.B.A.)
Counselor Education and Supervision
Education (Ed.D.)
Education (Ph.D.)
Health Services
Human Services
Management
Nursing Practice (DNP)
Psychology
Public Health
Public Policy and Administration

MASTER'S

Accounting
Accounting and Management
Adult Learning
Business Administration (M.B.A.)
Career Counseling
Clinical Psychology
Clinical Research Administration
Criminal Justice
Criminal Justice Leadership and Executive Management
Early Childhood Studies
Education (M.S.Ed.)
Forensic Psychology
Health Informatics
Healthcare Administration (M.H.A.)
Higher Education
Human Resource Management
Information Systems
Information Systems Management (M.I.S.M.)
Information Technology
Instructional Design and Technology
Leadership

Management
Marriage, Couple, and Family Counseling
Mental Health Counseling
Nonprofit Management and Leadership
Nursing (MSN)
Project Management
Psychology
Public Administration (M.P.A.)
Public Health (M.P.H.)
Public Policy (M.P.P.)
Teacher Preparation Program with a
Master of Arts in Teaching (M.A.T.)

BACHELOR'S

Accounting
Business Administration
Child Development
Communication
Computer Information Systems
Criminal Justice
Educational Studies
Forensic Psychology
Health Studies
Healthcare Management
Information Technology
Instructional Design and Technology
Interdisciplinary Studies
Nursing (BSN) Completion Program
Political Science and Public Administration
Psychology
Public Health

CERTIFICATE

Clinical Research Administration
Education
Information Systems

Nursing
Project Management
Psychology
Public Policy and Administration

SPECIALIST

Ed.S. in Administrator Leadership
for Teaching and Learning
Ed.S. in Curriculum, Instruction, and
Professional Development
Ed.S. in Educational Leadership and
Administration (Principal Preparation)
Ed.S. in Educational Technology
Ed.S. in Special Education
Ed.S. in Teacher Leadership

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Specialization in Special Education

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For more information about Walden's programs, including a complete list of program specializations, go to www.WaldenU.edu.

Refer someone to Walden at www.WaldenU.edu/refer.



How I Did It

DR. JOHN CHERRY '09

DEGREE EARNED: Ph.D. in Applied Management and Decision Sciences (now Ph.D. in Management) with a specialization in Engineering Management

HOW I PAID FOR IT: My tuition was subsidized by the federal government, USAF

HOW LONG IT TOOK: Five years, including two leaves of absence for deployments

WHAT I WAS DOING AT THE SAME TIME: After I was accepted at Walden in 2005, I volunteered to go to Iraq. When I came home, I began the program and completed Air War College for the U.S. Air Force. In 2008, I was assigned to a yearlong training and deployment mission to Afghanistan as the Commander for the

Document and Weapons Exploitation Detachment. That is where I wrote the bulk of my dissertation.

WHERE I LIVED: In Afghanistan, I lived in what could only be described as half of a semi-truck trailer. It was extremely cramped, dark, and dusty, with a single window that I tried to keep closed to limit the dust flow. I slept on a metal cot—which actually was pretty comfortable after 16-hour days!

WHEN I STUDIED: I got up around 5:30 each morning to review the flow and progress of my dissertation before I reported to my office at 7. I would usually stay until close to midnight to research material or draft sections of my dissertation—but only when the mission allowed. For example, whenever there was insurgent activity—and this could happen weekly—the mission’s focus required all of my attention.

MOST CHALLENGING PART: Trying to work in a war zone. I was stationed at a base in Kabul, just outside the Green Zone. I remember my first night there; it was close to 1 a.m., and I was just starting to fall asleep. I heard machine-gun fire in the distance—it was daunting, but I came to accept this as routine, like crickets back home. I had to get used to the idea that attacks on your compound are a fact of life there. When our base was hit directly with a rocket attack, we had to take cover in hardened bunkers. During one attack, I suffered a torn rotator cuff from a fall—this made typing challenging and hampered both my mission responsibilities and dissertation progress.

HOW OTHERS HELPED ME: I had the unwavering motivation from my family and unconditional support of my dissertation committee. My family would send study packages—mostly snacks and pictures from home—and reference material as needed, and my committee members were willing to listen to ideas about my research at odd hours due to the time difference.

WHAT KEPT ME MOTIVATED: I wanted my children and my wife to be proud of the fact that I had attained a Ph.D. I wanted my parents to be similarly proud.

MY NEXT BIG CHALLENGE: I currently have a civilian assignment with the F-35 Joint Strike Fighter Program as enterprise data architect, procuring the next generation strike aircraft for the Department of Defense. When that ends, I will rejoin the Air Force Research Laboratory. — J.K.

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