5 Ways to Publish Your Book

Which one is right for you?

- How to Get a Small Business Loan
- From M.P.A. to Runway
- The Emergence of the Transgender Professional
Negotiating workplace settings in the gender continuum.

“This is a society that still doesn’t deal well with left-handed people. If it’s different, it’s either wrong or scary.”

—Dr. Colleen Logan, president of the American Counseling Association
5 Ways to Publish Your Book

Which one is right for you?

Remember these words every time you gloss over the books on your home office shelves: labor of love. Unless you’re a celebrity who’s just received a seven-figure book advance from Simon & Schuster for your ghostwritten memoir, publishing a book—be it fiction or nonfiction—can be downright vexing. But it’s not impossible. With our guide, find out what type of publishing is best for you and collect must-read tips from Walden authors who have gone before you.

The Transgender Professional

Negotiating workplace settings in the gender continuum.

“We can’t afford to pay your salary.” That was the official reason Jolene Gillies heard when she was laid off recently from her job at a home health/hospice care company in Michigan. But, adds Gillies, her boss also said “they were worried that I was going to get a sex change.” Although companies and organizations are increasingly taking steps to prohibit discrimination based on gender identity, it can still be challenging for transgender men and women to negotiate their professional spheres. Here, Walden faculty, students, and staff share their personal stories and discuss how organizations can create equal, safe, and supportive workplaces.
FOR EDUCATORS:  
ConnectEd.WaldenU.edu

Teaching is Very Stressful: Here’s How to Relax

One boss can be stressful. And as former teacher Kristin Galles said, being a teacher means she had 150 bosses to answer to every day. “What I found to be most stressful about teaching was being ‘on stage’ all day,” she added.

Read more at ConnectEd.WaldenU.edu

FOR MANAGEMENT PROFESSIONALS:  
ThinkUp.WaldenU.edu

R&D Spending in a Tough Economy

In March 2009, computer software maker Adobe Systems Inc. announced it had cut its research and development spending by 10 percent for the year. Adobe’s decision is just one answer to the question facing many companies in this economic downturn: “Where do we trim the fat?”

Read more at ThinkUp.WaldenU.edu

Walden alumni are also connecting on

LinkedIn  
Twitter  
Facebook  
MySpace
Tacoma Research Study

A study reveals students of Walden M.S. in Education alumni who graduated from the Elementary Reading and Literacy specialization outperform students of non-Walden-master’s educated teachers in reading fluency.

The findings have been confirmed by Arroyo Research Services, a research firm that conducted a subsequent research study over three years and included a larger group of teachers from Tacoma, Washington, public schools.

The study evaluated student achievement based on oral reading fluency. The study revealed

- Students of teachers who graduated from Walden's Elementary Reading and Literacy degree program had gains in reading fluency that were on average 4.8 words per minute or 14 percent, greater than students of non-Walden-master’s educated teachers.
- Gains were largest in grade 1 where students of Walden teachers averaged 5.4 more words per minute than students of the non-Walden-master's educated teachers.
- The positive impact Walden teachers had on students’ reading fluency translated into more efficient use of instructional time. The findings suggest that the cumulative effect of having a Walden teacher in grades 1 to 5 would show a combined gain in reading fluency of 11.6 words per minute. When translated into weeks of instruction, this gain is equivalent to a total of 10.6 weeks, or one-third of an entire school year.

More than 99% of employers of Walden graduates said they would hire another Walden graduate*

*Based on Walden’s 2007 employer survey respondents

State Teachers of Year Attend Walden

Walden University is the choice of 22 state teachers of the year, each of whom are now gaining new knowledge and sharing their expertise with other students in their online courses. Among these exceptional educators is AnnMarie Taylor, of South Carolina, who is the first special education teacher to receive this award. She chose to earn her Doctor of Education (Ed.D.) at Walden in order to refine leadership and teaching skills that will help her inspire and motivate other special education teachers.

Interact with several of the state teachers of the year and other inspiring educators at ConnectEd.WaldenU.edu.
Lecture Series

Walden University’s Office of Alumni Relations and Career Services Center present tip-oriented lectures to Walden alumni and students. Alumni and career professional speakers deliver 45–50 minute presentations on topics of their expertise.

Alumni Lecture Series Highlights

“A restorative justice program is a commitment in faith: faith in your and their ability to learn from mistakes they have made, faith in the community to be able to evaluate situations and respond appropriately, and faith in the values of repairing harm and making amends.”

— “New Strategies for Helping Young Offenders: The Case for Restorative Justice” presented by Barbara Benoliel ’07, Ph.D. in Human Services with a specialization in Criminal Justice

“Help your clients gain self-esteem and self-worth by showing them kindness and patience.”

— “Nine Management Secrets to Inspire Clients and Curb Health Care Professionals’ Burnout” presented by Madeline Frank ’94, Ph.D. in Administration/Management

“Each of the 13 principles of intelligence are recognized as intelligence we all possess. Intelligence is defined as recognizing data and the ability to place it into a meaningful context. Ultimately, it is all encompassing.”

— “Your Exceptional Mind: Enhance Intelligence” presented by Robert Flower ’94, Ph.D. in Administration/Management

Career Lecture Series Highlights

"Rather than a career ladder, consider how to widen your circle of influence inside and outside your organization."

— “Career Management Strategies” presented by Lisa Cook, director of Walden’s Career Services Center

“Overall, build your career capital—your value to both your current and prospective employers. It’s not the time to keep your head down, to keep quiet, and try not to draw attention to yourself.”

— “How to be a Valued Employee in These Challenging Times” presented by LaBarre Spence, career coach at the University of St. Thomas and career and leadership coach at the University of Minnesota

“Don’t write or post anything you wouldn’t want your grandparents to see, that you wouldn’t want to see on a billboard, and that you wouldn’t want published on the front page of USA Today.”

— “Leveraging Social Networking Tools” presented by Vic Massaglia, career counselor and Minnesota Career Development Association board member

Register for an upcoming online lecture and watch archived lectures at www.WaldenU.edu/alumni.

Read the Career Services Center’s career management blog—with topics such as expanding one’s network, how to develop a personal brand, and best practices for interviewing—at www.WaldenU.edu/magazine.

3 out of 4 Walden graduates received a pay raise within 1 year of earning their degrees*

*Based on Walden’s 2007 graduate survey respondents
New Programs

Walden University has developed new programs targeting high demand, professional areas around the world.

Walden’s new offerings include
- M.S. in Instructional Design and Technology
  - General
  - Online Learning
  - Training and Performance Improvement
- New specialization in M.S. in Mental Health Counseling program
  - Forensic Counseling
- M.S. in Forensic Psychology
  - Forensic Psychology in the Community
  - General Program
  - Mental Health Applications
  - Program Planning and Evaluation in Forensic Settings
  - Psychology and Legal Systems
- New specializations in M.P.A. program
  - Public Finance and Budgeting
  - Public Management and Leadership
  - Terrorism, Mediation, and Peace
- B.S. in Criminal Justice
  - Computer Information Systems and Security
  - Crime and Criminals
  - Criminal Justice Management and Administration
  - Homeland Security
  - Human Services for Criminal Justice
- New specializations in M.B.A. program
  - International Business
  - Sustainable Futures
- B.S. in Communication
  - Marketing Communications
  - New Media
  - Online Work and Communities
  - Organizational Communication

Scholarships

Walden’s scholarships reinforce the university’s commitment to assist lifelong learners. Scholarships based on accomplishments are still available for new and returning students.

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<td>For new students in the College of Education and Leadership, including Ed.S. students</td>
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Learn more about available scholarships at www.WaldenU.edu/scholarships.
Behind the Scenes

A film crew sets up to capture a classroom scene of a teacher making a difference in the lives of her students in Walden’s latest TV commercials. Airing on CNN, A&E, BET, and elsewhere with the message, “You can make a bigger difference,” the ads show nurses, entrepreneurs, counselors, and others using the knowledge they gained at Walden. Watch the commercials and read about Walden change agents at Change.WaldenU.edu.

Brand Campaign Celebrates the Walden Difference

Walden University has launched a new brand campaign that captures the university’s mission of effecting positive social change. With the theme of “Advanced degrees advancing the quality of life,” the multimedia campaign effectively integrates the many facets of the Walden experience to tell the Walden story in a single compelling voice. The campaign includes broadcast, online, and print elements, as well as a video contest for Walden students and graduates, demonstrating how Walden has helped them make a positive change in their careers, their lives, or the lives of others. The campaign launched with a national television commercial featuring vignettes that represent how Walden students can make a difference in their communities.

More than 80% of Walden doctoral graduates obtained a promotion as a result of earning their degrees*

*Based on Walden’s 2007 graduate survey respondents
Walden students and graduates
Has Walden University helped you make a positive change in your career, your life, or the lives of others? Has Walden helped you make a greater contribution to the greater good? If so, enter our Scholars of Change video contest by creating a short video (3 minutes or less) that tells us your story.

5 Grand Prizes
$5,000 for you and $2,500 for your favorite charity or nonprofit organization

25 $500 Honorable Mentions

Our judges will evaluate videos based on how well they illustrate Walden’s mission and vision.

We also will feature the winning video and additional videos on our Web site where they will provide inspiration to prospective Walden students who, like you, want to advance the greater global good. And, as part of this contest, your friends and family will have a chance to vote, too!

So grab your video camera and start shooting!
Entries must be received by September 14, 2009.

For more information, go to www.WaldenU.edu/contest

Walden University
A higher degree. A higher purpose.
Laura Ybarra goes to great depths to treat America’s most isolated patients.

In the bedroom of her Tucson, Arizona, home, in the calm of evening after a taxing day, Laura Ybarra, a 50-year-old home health care nurse, packs camping gear into a duffle bag in preparation for life at the bottom of the Grand Canyon.

Ybarra, a Californian native, has finally landed her dream job: to serve the Havasupai Indians, who have lived for more than 800 years at the bottom of the Grand Canyon. The assignment, says Ybarra, “is more of an adventure than a job.”

A Master of Public Health student at Walden University, Ybarra says she’s still not sure if her new canyon home has Internet access. “I was told the clinic has it,” she says. “So if I have to, I’ll stay after work and do my coursework.”

For as long as Ybarra can remember, she has wanted to work for the U.S. Department of Health and Human Service’s Indian Health Service program. Her career began 12 years ago in Southern California on the Pala Indian Reservation. As a senior at Point Loma Nazarene University’s School of Nursing in San Diego, Ybarra was the first student allowed to do an internship on Mission Indian territory.

Her first few house calls were contentious. Patients were distrustful of outside help. One diabetic woman padlocked the chain-link fence in front of her house to avoid treatment. Undeterred, Ybarra climbed the woman’s fence with a cooler full of insulin.

“I allowed her to speak her peace and I constantly came back to check on her,” says Ybarra. “Little by little she let her guard down.”

Drawing on her own Yaqui Indian heritage, the soft-spoken nurse was able to break through cultural barriers, educating patients about diabetes, depression, and breast cancer.

“I gave them all the time they needed,” she says. “The whole picture, physically, emotionally, and spiritually.”

When the internship was over, tribal leaders hired her on a full-time basis. Three and a half years later, she left to pursue a public health position with Paiute Indian tribes outside of Reno, Nevada. Low wages and high living expenses forced her to work for a home health care agency instead.

In August 2008, Ybarra earned her M.S. degree in Nursing with a specialization in Education from Walden, which she used to teach cultural sensitivity classes to other home health care nurses.

Using the critical-thinking skills and assignments she completed at Walden, Ybarra developed programs and questionnaires to help nurses understand ingrained cultural mores in Hispanic and Native American households.

“I didn’t know I had it in me,” she says. “The discussions I had with Walden students and teachers just blew me away. Whenever I’d find myself critically thinking, it was like whoa, let’s apply this to an in-service class.”

Ybarra says her next goal is to obtain a Ph.D. in Public Health from Walden. She wants to focus her research on Native American healthcare to introduce pre-natal and eldercare programs to Indian tribes living in Southern California, Nevada, and Arizona.

“I’ve always felt like public health was my calling,” says Ybarra. “If you work in a hospital, it’s always go, go, go. I don’t want my patients to feel like they’re being rushed.”

The first public health nurse in three years to live inside the Grand Canyon, Ybarra admits she’s so enamored with the Havasupai’s research potential that she’s given little thought to how she’ll actually reach the canyon floor.

Residents of Supai, Arizona, have three choices of transportation when descending the canyon walls: hike eight miles to the bottom, pack light and take a pack-mule, or hitch a helicopter at Hualapai Hilltop.

True to her bold-but-practical instinct, Ybarra says, “I’m leaning helicopter.”

— Heidi Kurpiela

To learn about special benefits for Walden graduates who return for additional programs, visit www.WaldenU.edu/lifelonglearning or call 1-866-492-5336.
Michael Cox could teach Tony Robbins a thing or two about personal achievement. Diagnosed with bipolar disorder 10 years ago, the 56-year-old is at first glance, blithe. Armed with a warm smile, southern drawl, and contagious sense of humor, Cox is empathetic, candid, and the first person mental health patients see when they walk through Westbrook Health Services’ doors in Parkersburg, West Virginia, where he works as an intake clinician.

It wasn’t long ago that he too was admitted to Westbrook, distraught, trembling, and feeling alone. Cox can recall with visceral detail the day his own life spiraled out of control.

He was working as a chemical operator at a Union Carbide plant in Sistersville, West Virginia, a city dubbed “Chemical Valley” by the locals. A Vietnam War veteran with a wife and three children, Cox was grateful for the job. Plant operator positions, albeit unglamorous, were hard to come by. Battling back depression, frustration, fear, and anxiety, he stayed the course for 14 years—until one day when his spirit broke and repressed emotions triggered a manic episode like none he’d ever experienced before.

“Tears chafed my face,” says Cox. “It felt as if a heavy chain was wrapped around my chest, squeezing the life from me.”

Buckling under the weight of his illness, Cox went on disability, retired from his job, and spent four years in and out of psychiatrists’ offices. He was prescribed antidepressants that made him listless and unable to communicate. Doctors told him he’d never recover.

“Basically they said I was a vegetable,” says Cox. “I had no desire for human contact whatsoever, and I was on such a high dose of medication that I couldn’t carry on a conversation.”

Determined to overcome his diagnosis, he began pouring over books about bipolar disorder and eventually enrolled at West Virginia University.

“I was so unsure of myself,” says Cox. “I was the oldest student in class—older than my professors even. I remember thinking, ‘What am I doing here? Maybe the doctors are right. Maybe I can’t do this.’”

Stirred by his desire to help other psychology students, Cox pioneered an internship program at Westbrook and also wrote a book, *Behind the Smiles*, which he distributed for free to friends and family.

In 2003, he received a regents bachelor of arts degree with an emphasis in psychology from West Virginia University and was hired as a full-time clinician at Westbrook, where he helped launch a community outreach program aimed at placing Parkersburg’s mentally ill homeless population in supervised homes with access to clinical resources.

“I did whatever I could do to shed the stigma,” says Cox. “I’d talk to people in assisted-living homes and say, ‘Hey, I once sat where you are. You can lead a normal life.’”

After researching ways to become a licensed psychologist, Cox enrolled in Walden’s M.S. in Psychology program, thrilled to be able to work and go to school without having to leave his hometown.

In 2007, he earned his M.S. in Psychology and began working as an adjunct psychology professor at West Virginia University. He’s encouraged so many of his students to pursue higher degrees at Walden that enrollment advisors nicknamed him their “unofficial West Virginia spokesman.”

Cox is now pursuing a Ph.D. in Psychology at Walden on the track for education and research. He says he’s found ways to extend the euthymia, or neutral stage, in patients suffering from mood disorders, and he’s applying for a grant to research adherence to treatments for bipolar disorder.

“Walden has made me feel more fulfilled as an instructor,” says Cox. “I had doctors tell me I’d never work again, and now I’m out in the community making changes, going for my Ph.D., telling students that they can do it too if they just put their shoulder to the wheel and push.” —Heidi Kurpiela

**Michael Cox ’07**
M.S. in Psychology > Ph.D. in Psychology

Against the Odds

Doctors said he’d never work again, but Michael Cox is beating mental illness through education—and helping others.
How to get a small business loan in tough economic times.

Solidify Your Idea. You must be very clear in your own head about what the business will be and who you will serve. Whether you are expanding a current venture or starting a new one, you need to develop your idea fully in your mind before you put anything on paper. It is always helpful to talk to friends or other people in your life who have shown an interest in your idea. You need good sounding boards.

Identify Available Resources. There are plenty of free services for training and technical assistance to take you through the steps of opening and running your own business. Throughout the country, microlending programs have been created with the sole purpose of funding new business ventures, from website design firms to childcare and adult care services. Visit the Web sites for the Association for Enterprise Opportunity (www.microenterpriseworks.org) and the Small Business Administration (www.sba.gov). Funding through the SBA for small business loans is expected to increase—find local banks offering SBA loans. Talk to your banker about what you are planning. A smaller, local bank can be much more receptive than larger national banks when it comes to lending.

Develop a Business Plan. You don’t need a professional plan that costs a few thousand dollars to write. I work with 12 different local banks, and from my experience, they would prefer a strong one-page summary that describes your background and your business. Develop a one-page breakdown of start-up costs, including rent and equipment needs. Present a snapshot of your expected costs and revenues over five years. You want to provide a quick summary that is easy to read.

Have a Credit Report in Hand. If your credit report has problems, you need to explain those problems and how you are resolving them. We all have situations in our lives that affect our finances. Be honest about your debts and how you intend to repay them. In Barbados, I had someone show up at my front gate with half a pig as repayment for a loan. As long as you are trying to repay your debt, banks may show some flexibility.

Persistence Pays. Make the case for your new business in every possible way. Demonstrate to a lender that you know the market for your business, service, or product and that you are building a customer base. Show your lenders any signed contracts or share testimonials from current or prospective clients. Be flexible and creative in promoting your business to prospective lenders. —Nancy Grund

— Nancy Grund
As a third-grade teacher in Compton, California, where most of her students are English-language learners, Kimberly Adame-Davis faces a tough audience each and every school day. A former accountant, Adame-Davis experienced a change of heart after the birth of her son and decided to pursue a career in teaching so that she could return to her roots and help change the lives of culturally diverse students in her native Compton. The lessons she has learned in the classroom and through her coursework at Walden inspire her work in a family involvement program that equips parents with tools and activities to encourage English-language development in their children. In weekly sessions, she leads groups of parents, most of whom are acquiring English language skills along with their children.

Throughout her career, Adame-Davis has attended her share of professional conferences and acknowledges there is nothing worse than a presenter who is anything less than dynamic and engaging. She believes the same strategies she applies to students in the classroom can be employed to keep any audience interested and involved.

**Put Yourself in Their Shoes.** When I develop my presentation, I often put myself in the shoes of audience members. What would keep me interested? What do I want to hear? I want my audience to be informed and share the presentation highlights with others. I am also respectful of how valuable time is to everyone these days. As a presenter, you must be on time and be prepared.

**Involve Your Audience.** Once an audience tunes you out, it is difficult to pull them back in. I like to spend a minute or two getting a read on my audience and learning what I can do to reach them and make the presentation fun for them. Try something new, whether it is using music or introducing a dance step. As I get into my presentation, I typically slow down at three different points to ask the audience a few questions and check on their level of understanding.

**Break the Ice.** For smaller groups, participants may need help warming up to you and to each other. You need to move people out of their comfort zone. That’s when a tried and true icebreaker comes in handy. I like to give each person a blank sheet of paper and a pencil and have them choose a partner. Then they have two minutes to draw each other’s portrait without the pencil ever leaving the paper. As they draw, they talk, make excuses for their drawings, and share a few laughs. As portraits are shared, the group bonds and it gives you a chance to bond with your audience.

**Give Your Audience Something They Can Use.** You want to convey meaningful information that your audience can immediately apply to work or to home. Tweak your presentation to be sure you are meeting the needs of the audience and giving them useful skills. When I work with parents who are teaching reading at home, I often share takeaways such as reading packets and timers that parents can use with their children.

**Reward Their Attention.** Eliminate the tendency for side conversations, texting, or cell phone use during your presentation by offering your audience an incentive. There are just too many distractions with technology today. I typically give each audience member a ticket as they enter my presentation and alert them that if they maintain the ticket throughout the presentation, they will be eligible for a prize—a gift certificate from Starbucks or something similar. As much as teachers lecture their students about paying attention, they can be a tough audience. If a cell phone rings, I take the ticket and the prize is forfeited. It helps keep people alert and on their toes. —Nancy Grund

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KIMBERLY ADAME-DAVIS ’08, M.S. IN EDUCATION

_How to be a dynamic presenter._

1-866-492-5336 | A higher degree. A higher purpose. 11
Show an Interest. Volunteer your time, attend an event, or make a monetary contribution. Until you make yourself known and make some kind of commitment, the organization may not be aware of your willingness to support its efforts. Interest goes beyond wearing a lapel pin. Those days are long gone. You must take an active role in the organization.

Give Yourself the Time. You need to have the flexibility in your schedule and be sure you can make meetings during the business day and after work. Uncommon Friends holds monthly general board meetings, hosts one to two special events each year, and holds a variety of committee meetings. The organization recently moved its headquarters to a historic building and board members were asked to attend a city hearing to show their support. Those kinds of requests always come up, and you must be able and ready to participate.

Make Connections. Who do you know, and how can you bring those connections to bear? Part of my job is to build relationships in the community. As I make professional contacts, I often have an opportunity to talk about Uncommon Friends. As a board member, you may be expected to make introductions or use personal contacts on behalf of the organization. When a national television anchor participated in our speaker series, he requested that Uncommon Friends fly him to the event in a specific type of airplane. Two of our board members had the right contacts, which meant that we could accommodate the speaker’s requests. A nonprofit depends on those kinds of connections.

Offer All Types of Support. Board members are often expected to financially support an organization to the best of their abilities, no matter their personal financial situations. Generally speaking, you need to write a check or know individuals who can assist the organization by purchasing tickets, attending events, or making a financial commitment. Other types of support can be just as helpful. One of the founders of Uncommon Friends was Henry Ford, and my family happens to know the Ford family. In addition to my financial support, the leadership is aware that I may have access to memorabilia that has great meaning and historical value for the organization.

Take a Larger Role. Typically board members move through a process that takes them from interest to volunteer to board member to committee member to board chair. Along the way, you learn about the organization from top to bottom. As your reputation for service to the community grows, you will find that other groups will approach you about board membership.

—Nancy Grund

How to serve on a nonprofit board.
What do you wish more people knew about domestic violence? First, that it can happen to anyone. And, second, that there are resources available—shelters, support groups, counseling—not just for women, but for battered men, too. About five percent of abusive relationships are women abusing men.

What domestic violence issues especially pertain to the Hispanic community? Immigrant women might not know the laws concerning domestic violence, and there may be a language barrier to seeking assistance. Also, they might not have a support system, because their family may be far away.

What signs indicate that someone may be experiencing domestic violence? There are obvious physical signs, such as bruises, and the person comes up with all kinds of reasons, like “I fell down the stairs.” Or there might be other physical symptoms: Someone might always have headaches or an upset stomach, or they might be depressed. Some of the more obscure signs are that the wife doesn’t go out, because the husband doesn’t let her have friends. Or if she does go out, he’s always calling and checking up on her.

What should someone do if they suspect abuse? I would try to talk to the woman and convince her that she should seek some assistance—and go with her if I have to, to make sure that it’s safe for her. If she refuses, I would try to work with her on a plan in case she ever has to leave. This might involve saving money, making copies of important documents and having a friend keep them, having an extra set of car keys, and figuring out where she would go. And sometimes women will not act on their own behalf, but they’ll act on behalf of the kids, if the children are in danger.

How do your research goals relate to Walden’s social change mission? I’d like to develop more interventions to assist battered women—and to assist the batters, too, because they need help. And I’d like to increase awareness, because with more awareness and education, domestic violence is less likely to happen.

How are Walden students encouraged to make a difference in areas that are important to them? Every week, School of Nursing students have assignments and discussions based on issues in the workplace that are especially important to them. Toward the end of the program, students get the opportunity to directly act upon these issues in their practicum courses, which pair them with an agency for hands-on training. During their practicum, students take action to resolve their workplace concerns through projects that they develop themselves and to improve the agency that they are working with. —Deirdre Schwiesow

For Dr. Sara Torres’ recommended resources on domestic violence, visit www.WaldenU.edu/magazine.
The Presidential Award for Faculty Excellence is conferred annually on Walden University faculty members who have made outstanding contributions in the past year. In 2009, Walden recognized two faculty members, both of whom are dedicated to preparing students for careers in mental health. Here, they answer five questions. —Deirdre Schwiesow

What is the primary thing you hope Walden psychology and counseling students learn?

**Dr. Tracy Marsh, School of Psychology:** One of the key things is being flexible. No matter how well you plan out your path, students who can adapt to unexpected change fare better.

**Dr. Robyn Williams, School of Counseling and Social Service/School of Psychology:** More than anything, I hope they learn ethical practice, so that whatever they do does not harm the client in any way.

What are the most important factors to becoming successful in your field?

**Marsh:** Having a passion for this area. Being willing to put in the time and hard work. And having a good support system and a really good sense of humor.

**Williams:** Being a counselor is not just what you do, it’s who you are. Most people who pursue counseling already come with good interpersonal skills. But if not, they can learn skills like empathy and how to listen.

What Walden resources should students take advantage of more than they do?

**Marsh:** The library, without a doubt—the library staff will go above and beyond to help you find a resource. And the Writing Center. It’s very valuable to have an expert in academic writing look over your work.

**Williams:** All of the faculty really do want to mentor students and have students co-publish and co-present with us. Students should search out those opportunities.

What are the benefits of an advanced degree in your field?

**Marsh:** A doctorate opens up your career opportunities tremendously—it allows you to teach and do research at a university level, as well as work as a clinician. Also, some of what you learn in graduate school will become obsolete within several years, so it’s imperative that you continue your learning to be effective in your field.

**Williams:** People can’t practice as counselors without a master’s degree. Earning a Ph.D. opens the door for upward movement within the profession—if you want to train other counselors or pursue certain positions, such as being director of an agency. Lifelong learning is kind of inherent to the counseling profession because almost all states mandate continuing training, and post-master’s coursework can contribute to CEUs (continuing education units).

What does mentoring mean to you?

**Marsh:** Modeling appropriate knowledge, skills, and attitude. And sharing—when appropriate—some of my own developmental experiences, to help normalize what students might be going through.

**Williams:** It’s my mission to teach students that counseling is more than a job; it’s about being part of a group of people who can stand together and advocate for the rights of our clients and for the profession.

Read about past faculty award recipients at www.WaldenU.edu/magazine.
Encourage and Inspire Your Colleagues

Join the Walden Ambassador Program.

Why am I a Walden Ambassador? For a simple reason … It is my goal to promote life long learning and encourage the pursuit of dreams. Walden empowers us by providing the skills and tools to reach these goals. I want everyone to know about Walden’s possibilities!

Sheryl Neely
Ed.D. Graduate, July 2009
Walden Ambassador

As a Walden University graduate, you’ve successfully demonstrated how your degree has changed your life and the lives of those around you. Now encourage and inspire other professionals to take their career to the next level through Walden’s Ambassador Program. This program brings together a select team of alumni who share the Walden experience with others. We’d like you to join us.

Ambassadors are friends of Walden University who guide and support university representatives. Ambassadors are experts who participate in the Walden Ambassador’s Speakers Bureau. Ambassadors are dedicated professionals who value Walden University’s mission to develop leaders and advocates of positive social change.

For more information about the program, send a resume to ambassador.program@waldenu.edu

Walden University
A higher degree. A higher purpose.
FROM M.P.A. TO RUNWAY

Magaly Cajigas ’09 teaches Latinas about leadership through beauty pageants.
Though she coaches Latinas on the runway, Cajigas’ main focus is influencing their lives offstage. “I hope to help these young women become community leaders down the road,” she says. “I want them to build the skills to give back to their communities.”

Cajigas says her finance course at Walden University taught her invaluable lessons about handling the pageant business. “That class taught me how to allocate funds, how to fundraise, and how to collaborate with organizations and not just individuals.”

The day Cajigas received her diploma in the mail, she brought it to the pageant rehearsal to show her students. “My girls said, ‘I cannot wait to go to college, I cannot wait to get my diploma, I want to be somebody.’ It is great teaching them that education comes first, and that is the way to go if you want to succeed,” says Cajigas.

— Ricci Shryock

To tell us about your Beyond the Degree career, email alumniassociation@waldenu.edu with “Beyond the Degree” in your subject line.
Remember these words every time you gloss over the books on your home office shelves: labor of love.

Unless you’re a celebrity who’s just received a seven-figure book advance from Simon & Schuster for your ghostwritten memoir, publishing a book—be it fiction or nonfiction—can be downright vexing.

Before vanity presses took off and self-publishers started vying for niche markets, aspiring authors used to court agents and publishers, submit manuscripts, and keep their fingers crossed for months before receiving a response. Landing a book deal was a nail-biting endeavor contingent on a list of factors beyond mere writing prowess and subject matter. The process, according to some contemporary authors, is even more cutthroat today.

So where does that leave you, the educator, the business executive, the nurse practitioner, the mental health counselor, or software engineer? If you’re ready to disseminate your knowledge on a particular topic, choosing where to pitch your book depends on your endgame, audience, and chutzpah.

Packaging a book proposal, then steering it in the right direction, is just as critical as penning the book itself. There are a variety of publishers at your disposal with different audiences and standards. And like books, no two are the same.

By Heidi Kurpiela
1 Trade Publishing

BEST FOR YOU IF: You've got writing chops, clout, or popularity. These are the big guns—Random House, Penguin Putnam, Simon & Schuster—and signing a contract with a trade publishing house is like getting Paramount Pictures to produce your film. The odds are against you, but that doesn't mean you can't aim high. If your objective is to gain recognition by lining the shelves of brick-and-mortar bookstores in shopping plazas across the country—and you've got the wherewithal to pitch multiple agents on a blockbuster topic with mass appeal—then a trade publishing house might suit you.

PROBABLY NOT FOR YOU IF: Your audience is so unique you wonder if Barnes & Noble has a section for your book. You want full control over your book's design and marketing plan. You can't imagine losing the rights to your work, and you aren't comfortable with multiple parties taking a piece of your sales figures.

WALDEN STORY: When Dr. Carolyn Chambers Clark, a faculty member in the Ph.D. in Health Services program at Walden University, set out to write Living Well with Menopause, her agent pitched the proposal to several large trade publishers before HarperCollins finally signed her. Chambers Clark, a board-certified holistic nurse practitioner, had already published a dozen textbooks on wellness education and enjoyed commercial success with her trade paperbacks on topics ranging from weight loss to leadership; so a book on menopause, which affects more than 50 million American women, was a relatively easy sell with her track record. The recipient of three Book of the Year awards from the American Journal of Nursing and a frequent source for daily newspaper reporters and magazine writers, Chambers Clark had the kind of risk-free résumé trade publishers look for. “I started writing textbooks because the books available for the courses I taught were never right,” says Chambers Clark. “I went into the trade market because I thought I had new and different information to share, but no matter who's the publisher, you have to explain why the book is important.”

TIPS FOR SUBMITTING TO TRADE PUBLISHERS

Write a riveting book proposal. Authors should prepare a compelling book proposal before approaching agents. In Telling the Story, HarperCollins author and literary agent Peter Rubie recommends proposals be enthusiastic but pragmatic: “Make them feel they must have your book at all costs—but do it without being too cute, or arrogantly obnoxious, or obviously trying to make a silk purse out of a sow’s ear.”

Find an agent. Most traditional publishing companies won’t accept a book proposal unless an agent has submitted it. How to find one? Consult the Literary Market Place 2009 (LMP) or Jeff Herman’s Guide To Book Publishers, Editors, & Literary Agents 2009. Research other authors’ agents. Once you narrow down your list, consult each agent’s Web site to determine exactly what material they want to receive (i.e., query letter, proposal, first chapter) and respect submission guidelines. Query dozens of agents at once (include “this is a simultaneous submission” on your query letter), and don’t be afraid to follow up with an email or quick phone call. Take this confidence boost from novelist John Grisham: “If your writing is good, an agent will see it, sooner or later.”

Know your field and your competition. Comb bookstores, Web sites like Amazon.com, and book reviews for similar books in your genre. Read these books and determine what makes your work better or different. Read reviews of these titles and understand how they have been received by readers and the review media. Know what unique qualities you bring to the table as author, but realize that with more than 190,000 books published each year, yours won’t necessarily break through.

When you see an opening, make a break. Chambers Clark got her start by answering an advertisement in a professional journal looking for writers. “I was lucky because my first book was part of a series and someone else determined the content. Always take advantage when a great opportunity presents itself,” she says.
BEST FOR YOU IF: Your primary objective is to impart knowledge to students. You are a college instructor itching to teach a specific course, but have discovered that too few textbooks exist on the subject. You work in an ever-changing industry that requires new or updated materials for students in high school or college. You’re already publishing in academic journals and want to expand to a student audience.

PROBABLY NOT FOR YOU IF: You’re too busy to take on a long-term project with frequent (and tight) deadlines. You fear updating a chapter every time your subject area undergoes the slightest transformation. Your research and writing is too complex or too simple for your target audience.

WALDEN STORY: When pharmacist Elaine Tompary, an M.S. in Mental Health Counseling student at Walden, was an instructor at William Rainey Harper College in Palatine, Illinois, she taught a pharmacology course that required a textbook she and her colleagues bemoaned using every semester—not because the text was abysmal, but because it sorely needed updating. “The original author had passed away and we were still using it,” says Tompary of the original version of Human Diseases: A Systemic Approach. “One of my colleagues actually remembered helping the author type the manuscript on a typewriter.” So Tompary rounded up three professors who were using the text, contacted the book’s publisher, Prentice Hall, and pitched a revised edition. The editors at Prentice Hall were thrilled with the proposal. With so many instructors using the book every year and so few resources available on the subject, the publisher gave Tompary and her co-authors freedom to overhaul entire sections and add new chapters. In fact, says Tompary, Prentice Hall was so receptive to the project it published three revised editions by the same trio of instructors over the course of eight years. “If you’re teaching a course and there’s a publication you want, just go for it,” says Tompary. “The publishers were motivated because the book needed updating, and we were motivated because we actually use the book.” Luckily the rights to revise this particular book were available, but those attempting to revise an existing work should be prepared to address this issue with the publisher and possibly the author or author’s agent/estate.

TIPS FOR SUBMITTING TO TEXTBOOK PUBLISHERS

Be compelling. Just because you’re writing a textbook doesn’t mean you have to be dull. Cite real-life examples in your book proposal. For example, in her chapter on mental health, Tompary discusses psychiatric patient Shirley Mason’s multiple personalities, made famous by the 1973 book Sybil. “When I wrote a chapter about blood, I included a story on the use of medicinal leeches,” says Tompary. “Students like sensational stuff. The more gory the picture, the more dramatic the details, the likelier your chapter is to be read.”

Think interactively. Textbooks often come with CD-ROMs, instructor manuals, test banks, and extra online features. Include proposals for the content and design of these materials in your book proposal. Consider technology options and tailor your materials to today’s student body.

Network. Textbook publishers frequently send sales representatives to colleges and high schools to promote their books. If you work in a school, chat up a sales rep and find out what’s selling on his or her list. Attend professional and academic conferences. When Tompary worked for a pharmaceutical company, she attended American Diabetes Association meetings, where any number of textbook publishers were on hand to peddle new books in the exhibit hall.

Incorporate feedback and move on. “Just because you get rejected doesn’t mean you don’t have something to say,” says Tompary. “Work with the feedback you get from publishers and you’ll be better equipped to find the right one.”
BEST FOR YOU IF: After combating sleepless nights penning a 300-page dissertation, you feel the next logical step is publishing a book on the same topic. You seek credibility and recognition from scholars in your field. You would love to contribute your knowledge to the discipline. You’ve published articles in academic journals and are comfortable writing for an intellectual audience. You’re an academic.

PROBABLY NOT FOR YOU IF: You would hate for readers to feel as if your book was over their heads. Your goal is to reach a wide variety of people, not just those studying the topic. Your subject is so popular it might be worth pitching your book to a trade publishing house.

WALDEN STORY: When Dr. Leslie Van Gelder was working toward her Ph.D. in place studies and experiential education at Union Institute & University she wrote a dissertation on what she calls, “the last emotional landscape left unarticulated”—people’s ties to places. Determined to add her voice to her field’s breadth of research, Van Gelder, a faculty member in Walden’s Richard W. Riley College of Education and Leadership, drew on her strengths as a scholar and creative nonfiction writer and pitched a book based on her doctoral dissertation. The concept was part environmental literature, part memoir, part travel narrative, and part anthropological study. After querying 10 university presses that were closely associated with the subject, Van Gelder signed a contract in 2003 with the University of Michigan Press. Five years later, Weaving a Way Home: A Personal Journey Exploring Place and Story was published. The process, says Van Gelder, required more doggedness than she had expected. The book underwent multiple and lengthy peer reviews, changing hands numerous times as editors left the press and new ones were hired. But rather than dwell on the pace, Van Gelder says she focused her energy on the positive feedback she received from notable colleagues, specifically those who had agreed to write flattering endorsements for her book. “It’s important to recognize that university presses have limited time and resources,” says Van Gelder. “The more willing you are to develop a network of colleagues who can support your work, the better off you’ll be.”

TIPS FOR SUBMITTING TO A UNIVERSITY PRESS

Write intellectually, but think commercially. “University presses are interested in work that has a scholarly base but might still reach a larger audience,” says Van Gelder, who admits she struggled with the concept the first time she saw the cover for her book. “My editors wanted something that looked like a memoir, and I wanted something that looked closer to wilderness literature. I think from a marketing perspective they were probably right.”
**Academic integrity matters.** Academic presses can be more discerning about the rigor of your work than traditional publishers. Your proposal should include a summary of your professional experience as well as an explanation of how your book will contribute to the scholarly literature in a particular area and measure up against other scholarly texts in the same genre. Consider sending a sample chapter complete with endnotes and references along with your proposal and your CV.

**Be picky.** Look at your own library to see which scholarly presses published the books on your shelves. Does one press outshine another in a particular field of research? Where does your audience study? Where do they teach? Where will your book be reviewed and distributed?

**Play to your peers.** One of the fundamental differences between scholarly presses and trade publishing houses is that scholarly books undergo anonymous peer reviews by experts in the field. “You’re being vetted by the academic community long before your book comes out,” says Van Gelder. “Remember, you’ve got to answer to the satisfaction of the reviewer first.”

**4 Niche Press**

**BEST FOR YOU IF:** You’re the only one in your extended family who takes an interest in the topic, but every time you talk about your book at work, your colleagues’ tongues start wagging. You’re a specialist in your industry and have discovered something useful that you think will be valuable to a small or underserved segment of the population.

**PROBABLY NOT FOR YOU IF:** Your target audience is already inundated with similarly themed books. You feel your subject matter has a broader consumer reach and you wish to spread the information beyond office water coolers.

**WALDEN STORY:** Leslie Minton, a math teacher from Augusta, Maine, knew she had a winning niche topic when she started scanning her own library of books at home and realized none addressed a concept she conceived years ago—that students struggling with math learn better when teachers approach the subject from a literacy point of view. Drawing on her own hurdles as a child, Minton, who received her M.S. in Education from
Wa lden in 2006, theorized that the same comprehensive reading strategies used to teach English might also help students understand math. “After I began playing around with some strategies in my classroom, I realized it was something that needed to get out,” says Minton. “We’ve always taught math as such a procedural process, but it’s not just a straight line. Plenty of teaching strategies cross over.” Motivated by her students’ success, Minton decided to pitch the concept to niche publishers at a teacher’s conference in Anaheim, California. An editor at Corwin Press, an educational publishing company that specializes in practice-oriented books for grades K–12, instantly warmed to the idea. Two years later, *What If Your ABCs Were Your 123s?* was released. “At first I thought, ‘I don’t know how to write a book,’” says Minton. “But after my conversations with Corwin, it occurred to me that my message could absolutely change the way we teach math.”

**TIPS FOR SUBMITTING TO A NICHE PRESS**

**Know your field.** Corwin Press prides itself on publishing content-rich and practical books based on sound theory and research. View your book proposal like you would a term paper. Experience alone won’t cut it.

**Be user-friendly.** Does the expression “sounds great in theory” ring a bell? Keep in mind that no matter how well you articulate a concept or thoroughly cite your research, niche publishers also want to offer readers hands-on advice.

**Know your audience.** Go to conferences. Read online message boards. Find out what your audience is reading and what they wish they could read about. Figure out what inspires them and irritates them. Ask them how they hear about the latest books.

**Be creative.** Minton used her sense of humor to come up with entertaining chapter titles. “Education books can be so dry sometimes,” says Minton. “No matter your audience, you should be able to identify your message in a sound bite. People want to be intrigued.”

**BEST FOR YOU IF:** You could wallpaper your office in rejection letters from traditional publishing houses. You want your book to go from manuscript to printed copies in less than six months. You have the time, tools, pluck, and aplomb to promote your book. You’re looking to earn more money off each copy sold and prefer to own all the rights to your work. Your topic is so taboo that very few publishers will touch it. You wish to quickly make your research available to colleagues, clients, or students.

**PROBABLY NOT FOR YOU IF:** You have high expectations—Oprah endorsements, Katie Couric interviews, movie options, etc. You want your book displayed near cash registers in bookstores nationwide. You’re looking for prestige, name recognition, and a sizeable advance.

**WALDEN STORY:** After receiving his Ph.D. in Applied Management and Decision Sciences from Walden in 2007, New York City leadership expert Mario Barrett was ready to publish his first book—*Leading from the Inside-Out: Using the Barrett Leadership Model to Achieve Sustainable Happiness by Creating and Pursuing the Fulfillment of Your Life’s Vision*. However, after weighing his options, Barrett decided it was more important to own the rights to his work and get his message out quickly, rather than pursue a traditional publisher and risk losing control and postponing his release date. “Unless you get to a point where you’re Dean Koontz, it’s just not worth it,” says Barrett. “You could send your manuscript to a traditional publisher and it might be six months before an editor sees it.” Self-publishing seemed like the most appropriate fit for the
self-help guru, so Barrett settled on Dog Ear Publishing, a small print-on-demand self-publishing company offering affordable publishing packages with four-month production schedules and total author rights. Already a successful consultant, Barrett was confident he’d be able to sell his book at seminars and workshops and on his company Web site and personal blog. Barrett’s $14 paperback was published in April 2008 for $1,100 and has already earned him more than $4,000. “I look at everything as a business venture,” says Barrett. “I believe first you create something of worth, then you find a demand. I didn’t write for money. I wrote because I wanted to put something out in the world.”

**TIPS FOR SELF-PUBLISHING**

*Let the Internet be your publicist.* Get a Web site. Write a blog. Sign up for Facebook, Twitter, and MySpace accounts. Sell your work online. Film a YouTube commercial. Remember that social networking sites spark viral marketing campaigns.

*Keep it real.* “If you find a ton of books available on your topic, make yours stand out by being authentic,” says Barrett. “The book shouldn’t be disconnected from who you are. When you go out on the street and have conversations with people, you and the book should be one and the same.”

**Compare publishers.** Research different companies—Lulu vs. iUniverse vs. AuthorHouse vs. Publish America, etc. Read the contracts. Find out what kind of royalties you’ll receive. Can you name your retail price? Or design your book cover? Do you own all the rights to your work?

**Heed success stories.** For instance, in 2003, former Wall Street analyst Andy Kessler slapped together his self-published memoir *Wall Street Meat* after a literary agent suggested the story only warranted a magazine-length article. One year later, HarperCollins called, bought the paperback rights, and offered to publish Kessler’s second book, *Running Money.*

Learn more about books published by the Walden community, including those pictured on the cover of this magazine, at [www.WaldenU.edu/magazine](http://www.WaldenU.edu/magazine).

Listen to the alumni lecture series called “How to Find a Publisher” with host Dr. Mary Ellen Cooper, author of *The Greeter,* at [www.WaldenU.edu/magazine](http://www.WaldenU.edu/magazine).

### Publishing At a Glance

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<tr>
<th>What are the approximate author royalties?</th>
<th>Trade</th>
<th>Textbook</th>
<th>Scholarly</th>
<th>Niche</th>
<th>Self</th>
</tr>
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<tbody>
<tr>
<td>7-12% (or about $1-1.50 per hardcover sold)</td>
<td>15%</td>
<td>10%</td>
<td>10%</td>
<td>5% to 100% depending on the company</td>
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<th>Who usually markets the book?</th>
<th>At first the publisher, then you</th>
<th>The publisher</th>
<th>The publisher</th>
<th>The publisher</th>
<th>You</th>
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<tr>
<th>Do you usually need an agent?</th>
<th>Yes</th>
<th>No</th>
<th>No</th>
<th>No</th>
<th>No</th>
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<th>Who usually owns the rights?</th>
<th>The publisher</th>
<th>The publisher</th>
<th>The publisher</th>
<th>The publisher</th>
<th>You</th>
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<tr>
<th>Average time from completed manuscript to publication</th>
<th>9 months to 2 years</th>
<th>9 months to 2 years</th>
<th>5 to 13 months</th>
<th>7 months to a year</th>
<th>3 to 5 months</th>
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Note: Information in this chart is provided as a general guideline and is not applicable to each book at every type of publisher.
"I can’t afford to pay your salary." That was the official reason Jolene Gillies heard when she was laid off recently from her job at a home health/hospice care company in Michigan. But, adds Gillies, her boss also said “they were worried that I was going to get a sex change.”

“Like a lot of transgender people, I knew at a very early age—probably 5 or 6—that I was different, that I didn’t fit in with other boys,” says Gillies, a licensed social worker and doctoral student in Psychology at Walden University who was born biologically male but identified with females. Nonetheless, she served in the Navy as a male (“If I hadn’t been able to hide so well, I probably wouldn’t be alive,” she notes), and then worked as a Christian missionary before returning to school for a bachelor’s degree in social work. After working in the field and obtaining her master’s degree, she decided to pursue a Ph.D. in Psychology to increase her professional credentials and opportunities.

Gillies is a transgender woman, who, after living socially as a woman for several years, had decided to transition to a female gender expression at work. “I just decided that I wasn’t afraid anymore—that I didn’t care about what I would lose,” she says.

This decision has had serious professional consequences. Gillies had attempted to transition at other jobs, always with a similar result. For example, she was working as a mental health counselor at a clinic, but once she started taking hormones and growing her hair, she says, “a lot of people didn’t want me to be their therapist.” A job offer with another company was rescinded after Gillies told her prospective employer that she planned to transition. And an assisted living facility had asked her employer not to send her back because they felt “the residents would not like a person like me there.”

“This loss builds upon other losses,” Gillies says, “and I began thinking that there was no place for me in the professional world.”
Illies’ experience is not unique. Although companies and organizations are increasingly taking steps to prohibit discrimination based on gender identity, it can still be very challenging for transgender men and women—especially those who go through the process of transitioning on the job—to negotiate their professional spheres.

Like Illies, while seeking inclusive, respectful professional environments, transgender men and women—just by being who they are—often challenge the gender norms that people hold. The resulting discomfort on the part of employers and colleagues can be compounded by unfamiliarity and can lead to bias. Dr. Tracy Marsh—a faculty member in the School of Psychology who supervises a number of students conducting research about transgender issues—explains that, “In many instances, people don’t even necessarily understand the distinction between gender identity and sexual orientation.”

The distinction between “transgender” and “transsexual” is also not well understood. As Dr. Andrew Forshee—a faculty member in the School of Counseling and Social Service whose dissertation addressed perceptions of masculinity among transgender men—puts it, “‘Transgender’ is an umbrella term for many people who may be what we call ‘gender non-traditional.’ ‘Transsexual’ is a term oftentimes reserved for people who go through what we call ‘sex affirming’ procedures, such as surgery or hormone therapy.” (See sidebar for a glossary of terms.)

Transgender is “a dynamic experience on a continuum, not a fixed point,” Marsh says. And because of this, it’s impossible to know how many people are transgender. Marsh explains, “More and more transgender men and women are choosing to live at varying points on the continuum”—that is, someone’s internal sense of gender may be expressed through clothing, behavior, and perhaps hormonal therapy, but not necessarily through total gender re-assignment surgery. Particularly for people born female-bodied, “genital surgery is still rather crude and the results vary,” says Marsh, “so they’ll go through what’s called ‘top surgery,’ a mastectomy, but not make a complete transition.

“The concept of a ‘continuum’ is really important, because it honors that there are many expressions of gender, not just two,” Forshee explains. “And what one expresses may not be one’s felt gender, or someone may identify as ‘genderqueer.’” This gender fluidity can be disturbing to those with more traditional perspectives on gender, Marsh says. “One of the first things we do when we meet somebody is to try and figure out their gender, and when that’s not crystal clear, those instances throw us off.”

Dr. Colleen Logan, president of the American Counseling Association (ACA), agrees that in this culture, “We’re very binary in our thinking—we’re either a man or a woman, we’re either gay or straight—nothing in between,” says Logan. But she believes that the problem isn’t some kind of “transphobia.” Rather, she says, “People in general are uncomfortable with difference across the board. This is a society that still doesn’t deal well with left-handed people. If it’s different, it’s either wrong or scary. I think it’s as simple and complex as that.”
In this context, transgender women and men—particularly those about to transition from one gender expression to another or in the process of doing so—face particular challenges in the workplace. Logan explains that, for a transgender person, transitioning—“taking steps to be congruent” with an internal sense of identity—is “far along the mental health continuum.”

Nevertheless, says Forshee, transitioning often becomes a problem for a transgender person, “because they become the victim of bias and discrimination in the workplace.” No federal law protects transgender people from discrimination in the workplace, and workplaces vary widely in supportiveness, from very negative environments—where there may be threats of violence or where the employee, like Gillies, may be terminated if they risk transitioning—to companies that strive to facilitate transitions.

Dr. Stacee Reicherzer—a faculty member in the School of Counseling and Social Service and a transgender woman who has published and presented extensively on gender identity issues—made her transition while working for AT&T a number of years ago. “The corporate structure was supportive, and I was in leadership for my last six years there,” she explains. Out & Equal Workplace Advocates, a national organization devoted to the gay, lesbian, bisexual, and transgender (GLBT) community in the workplace, lists AT&T—along with a number of other companies such as Bank of America, FedEx, McDonald’s, Procter & Gamble, and Target—as a corporation that supports GLBT workplace equality by encouraging and fostering employee resource groups.

However, even in relatively supportive workplaces, difficulties show up around very basic concerns. On a day-to-day level, aspects of life in the workplace that most employees take for granted, such as being addressed by the correct pronoun or simply using the bathroom, can become minefields for transgender employees and their co-workers. Reicherzer explains that “transgender people aren’t looking for special rights and privileges. They just want to use the bathroom and receive respect for [their preferred] gender pronouns.” In the workplace, she says, “the bathroom is always the last frontier.” Gillies, who has experienced awkward situations when using a women’s bathroom, agrees, joking that “the slogan of the transgender movement should be, ‘Let my people pee!’”

On a more subtle level, Reicherzer says, “There are often people who will aggressively refuse to use the correct pronoun [when addressing or referring to a transgendered person] or refuse to use the person’s chosen name. For a person who’s transitioning, those experiences are very painful. People just want to live and not talk about gender. But what happens is that we have to be advocates for our own rights and hope that someone’s going to care enough to be an ally.”

Supporting Transgender Teens

With the experience of being transgender manifesting in very young children, elementary, middle, and high school teachers should also take steps to support transgender students. This is important particularly, says Dr. Tracy Marsh, faculty member in the School of Psychology, because “the suicide risk is so high among GLBT youth.”

“With teenagers there’s an added vulnerability, because they’re oftentimes living in situations with caregivers who are not supportive,” Dr. Stacee Reicherzer, faculty member in the School of Counseling and Social Service, adds. “In our adult lives, people can choose their community of support, but teens can’t. You want to be the one who was there for the kid.”

Here’s how to help:

• “The counselor, the teacher—whoever is the interface with the family—needs to be willing to be a guide and a mentor,” says Reicherzer.

• “At the same time,” Reicherzer says, “don’t overwhelm them—don’t assume they have needs that they don’t.”

• To ensure the safety of transgender students, Equality California (www.eqca.org) recommends that schools adopt written policies that prohibit harassment of gay, lesbian, bisexual, and transgender students and train teachers to identify and prevent harassment.

• A PDF, Beyond the Binary: A Tool Kit for Gender Identity Activism in Schools, with tools to help make schools safe and welcoming for transgender students, is available to download for free at www.transgenderlawcenter.org.

Workplace issues are just part of the larger public policy and societal picture of transgender acceptance or lack thereof. High-profile cases such as the recent murder of transgender teenager Angie Zapata and the 2007 firing of a Largo, Florida, city manager who planned to have gender-reassignment surgery indicate the need for consistent legislation and policies.

A Human Rights Campaign report states that “nearly 100 cities and counties, 12 states, and the District of Columbia have laws and ordinances that prohibit discrimination based on gender identity.” According to Dr. Mark Gordon, interim associate dean at Walden’s School of Public Policy and Administration, in
addition to employment, important public policy issues related to the transgender population include healthcare (specifically, training doctors and other healthcare workers to understand and address the needs of this group) and the treatment of transgender people in the legal system—particularly family court.

“There is no silver bullet,” Gordon says. “Just like any large-scale public education effort, it takes extensive community outreach, with non-profit organizations leading the way.”

WORKING TOWARD ACCEPTANCE

When it comes to transgender employees, ACA President Logan says, “the onus is not on the [transgender] person to make everyone else OK; the onus is on me as your co-worker to work toward acceptance.”

Key to this process is developing empathy, says Dr. Savitri Dixon-Saxon, associate dean for the School of Counseling and Social Service. “We all have those places [where] we are powerful and privileged, and we all have those places where we are marginalized. Maybe I don’t understand everything that a transgender person experiences in the work environment, but as an African-American woman, I do understand [limitations to] access and opportunity.” To understand the subtleties of discrimination and bias, she suggests, pay attention if a manager makes a negative comment about a transgender person—“reflect on how a statement like that would impact you, coming from someone in a leadership position.”

Open dialogue can facilitate awareness, Dixon-Saxon says, but “don’t make that person be the ambassador for all the transgender people in the world” or approach the person in a voyeuristic way. She recommends creating “a rubric for genuine inquiry” by prefacing questions with, “I’d like to know this information because I want there to be genuineness in our relationship, and I want to know how to interact in the workplace.”

To begin with, Forshee believes that managers and co-workers should ask all employees, regardless of whether or not they are “out” as transgender, which pronoun they choose—male, female, or third-gender pronoun such as “ze,” “sie,” or “hir”—and use that pronoun in all conversations related to the employee, whether or not the employee is present. “I think we don’t do that enough with everyone,” he says. “We often take people’s pronouns for granted. But who am I to assume someone’s gender? I also don’t want to assume that someone has grown up as the gender they’re expressing currently.”

Dixon-Saxon believes that managers of transgender employees should “facilitate a respectful and productive environment,” and validate the person’s experience of discrimination. But, at the same time, she says, “don’t take that person’s power by trying to protect them.”

“A person who goes through sexual reassignment is not losing skills,” Reicherzer emphasizes. “They’re going through changes, but those changes are not a basis for discrimination.” She encourages transgender men and women who plan to transition in the workplace to proactively team with management—to ask themselves what kind of support they need to continue to perform well during the transition and work with management and HR to have those needs met.

Workplace Recommendations

*Transgender Inclusion in the Workplace, 2nd Edition,* a report by the Human Rights Campaign Foundation, recommends that organizations adopt the following policies and practices to promote transgender inclusion:

- Include “gender identity or expression” as a protected category
- Establish gender-transition guidelines
- Provide information and training
- Ensure employees’ privacy
- Update personnel records
- Grant restroom and locker room access according to an employee’s full-time gender presentation
- Make dress codes gender neutral and apply consistently
- Remove discriminatory health insurance exclusions
Dr. Susan Jespersen, program coordinator for the Ph.D. in Applied Management and Decision Sciences in Walden’s School of Management, enumerates steps HR professionals can take to support transgender employees, including conducting training, developing support groups, and communicating clearly the organizational policies regarding gender identity and expression. “It becomes a matter of making it clear to the entire workforce that this is the policy and that the company is going to stand behind it,” she says. (See sidebar on page 30 for the Human Rights Campaign’s recommendations.)

Whether as part of standard corporate diversity and awareness training or on an ad hoc basis in response to a specific situation, effective training around gender identity issues is crucial. This requires a commitment to “talking about issues that are sensitive,” says Logan. “If you name it, if you look at what’s really going on, then you can work with it.” Forshee elaborates, “A video is not going to do it. A lecture is not going to do it. Interactive, role-playing training is most effective. People have to play with the concept of gender in order to understand it.”

An inclusive atmosphere makes business sense as well. As Gordon notes, “Corporate America is really finding that having a satisfied workforce is a competitive advantage, and the way to do that is to embrace and value diversity in all its forms.” In addition, Jespersen explains, a workforce comprising diverse groups is much better able to meet the needs of the customers who are members of those groups.

Whether at work or in our personal lives, ultimately, “we all benefit from seeing gender on a continuum,” Forshee says. “Binary gender definitions limit us—you see that in historical struggles of women to get the vote or the more contemporary challenges of men trying to enter the childcare field.”

Gillies is still experiencing that limitation. Having completed everything except for her dissertation and field work, she continues to look for work in her field that will allow her to express her gender identity, beginning with a practicum that can pay her for her work. “I feel caught in a no-win situation,” she says. “Progressing in my transition with face feminization surgery would make it easier to find and keep a job, but [to do that] I need money, which I don’t have because I have not found a place that would accept me.”


Transgender Individuals in Popular Culture

Both real and fictional transgender individuals have been featured in the media over the past decade. Here is just a sample:

- **The film Boys Don’t Cry** stars Hilary Swank, who won an Academy Award for portraying a transgender man.
- **The film Transamerica** stars Felicity Huffman, who was nominated for an Academy Award, as a transgender woman.
- **The ABC comedy Ugly Betty** features a transgender woman played by Rebecca Romijn.
- **Southern Comfort**, a documentary about Robert Eads, a transgender man, won the Documentary Grand Jury Prize at the 2001 Sundance Film Festival.
- **MTV’s Real World: Brooklyn** included the show’s first transgender roommate.
- **Tom Wilkinson portrayed a transgender woman in the film Normal.**
- **Transgender M.D.,** on the Discovery Health channel, tells the story of Dr. Marci Bowers, who specializes in gender reassignment surgery.
- **Chaz (formerly Chastity) Bono**, child of Cher and the late Sonny Bono, publicly announced his female to male gender transformation in June 2009.
The Richard W. Riley College of Education and Leadership

Dr. Patricia D. Hoge ’08, who earned a Ph.D. in Education with a specialization in K–12 Educational Leadership, was named vice president of Curriculum and Instruction at Connections Academy, which operates virtual public schools nationally. She presented “Professional Learning Communities and Social Networking for Online Teachers” at the North American Council for Online Learning Virtual School Symposium 2008 held Oct. 27–28, 2008 in Phoenix.

Dr. John C. Owens ’08, who earned a Doctor of Education (Ed.D.) with a specialization in Teacher Leadership, was appointed professor of theater and drama director at Central Arizona College.

Kim Ewertz ’07, who earned an M.S. in Education with a specialization in Higher Education, was recently promoted to associate professor of communications at Central Florida Community College. She teaches health sciences and coordinates the Health Science Technology program at the Fort Morgan, Colo., college.

Dr. Cassandra Robison ’07, who earned a Ph.D. in Education with a specialization in Higher Education, was recently promoted to associate professor of communications at Central Florida Community College, where she also is the faculty advisor to the award-winning student literary and fine arts magazine, Imprints. For two years, she has offered poetry workshops to the local chapter of the National Alliance on Mental Illness, and she has published a book of poetry written by workshop attendees. One of her poems, “No Small Deaths,” which was published in the literary magazine Clapboard House, is being nominated for the Pushcart Prize in poetry this year. Her collection of poems, Leaving the Pony, will be published this summer.

Bryna Schreier ’06, who earned an M.S. in Education with a specialization in Integrating Technology in the Classroom (Grades K–12), became a National Board Certified Teacher in November 2008.

Judy Averill ’05, who earned an M.S. in Education with a specialization in Curriculum, Instruction, and Assessment, was named Transition Practitioner of the Year by the Virginia Division on Career Development and Transition.

Laura Nungester ’05, who earned an M.S. in Education, became a National Board Certified Teacher. Nungester teaches third grade at Scioto Elementary School in Commercial Point, Ohio.

Gloria Brown Brooks ’04, who earned an M.S. in Education with a specialization in Integrating Technology in the Classroom and is now a student in the Ed.D. (Doctor of Education) program, was named a Teacher of the Year for 2008 by the San Benito County (Calif.) Office of Education. She is also the Thinkfinity presenter for the county’s Office of Education.

Rena Frasco ’04, who earned an M.S. in Education with a specialization in Elementary Reading and Literacy, was named principal of Pioneer Elementary School by the Fort Morgan (Colo.) Board of Education.

Dr. Deborah W. Proctor ’04, who earned a Ph.D. in Education with a specialization in Educational Technology, has been awarded the 2009 MERLOT Stewardship Award by the Multimedia Educational Resource for Learning and Online Teaching (MERLOT) organization. The award is given to someone whose commitment and dedication are exemplary in helping to spread MERLOT’s use and services throughout the higher education community. Dr. Proctor is eCurriculum director for Minnesota Online, part of the Academic Innovations Department of Minnesota State Colleges and Universities.

Vicky Panasuk ’03, who earned an M.S. in Education with a specialization in Elementary Reading and Literacy (PreK–6), has been named principal at Jefferson Elementary School in Glendive, Mont.

Dr. Ellen Stoltz ’01, who earned a Ph.D. in Education, recently completed two consecutive three-year terms as a commissioner for the New England Association of Schools and Colleges. Dr. Stoltz is the director of Special Education Instructional Support Services for Hartford Public Schools in Connecticut.


School of Health Sciences

Dr. Tammy L. Chavis ’09, who earned a Ph.D. in Public Health with a specialization in Community Health Promotion and Education, was chosen by Harvard Medical School’s Office for Diversity and Community Partnership and the Biomedical Science Careers Program to present her study, “A Mixed Method Study Pertaining to the Level of Knowledge About Alzheimer’s Disease Among African American Caregivers,” at the New England Science Symposium April 3 in Boston.

Dr. Bolarinwa Bayode ’08, who earned a Ph.D. in Applied Management and Decision Sciences with a specialization in Leadership and Organizational Change, was appointed associate program dean at Strayer University. He had previously taught management and business courses at the graduate and undergraduate levels at Strayer and at Montreat College in N.C.

Dr. Mario O. Barrett III ’07, who earned a Ph.D. in Applied Management and Decision Sciences, wrote Leading from the Inside Out: Using the Barrett Leadership Model to Achieve Sustainable Happiness by Creating and Pursuing the Fulfillment of Your Life (Dog Ear Publishing, 2008). The book has appeared regularly in the Top 10 of Buy.com’s bestsellers for personal happiness books. Read more about Barrett’s publishing experience in the cover story of this magazine.

Dr. Anita Cassard ’07, who earned a Ph.D. in Applied Management and Decision Sciences, co-authored the paper “Women and Their Relationship to Leader, Follower Commitment, and Job Performance: Netherlands, Belgium, and North Carolina,” which has been incorporated as study material in business research classes at the University of Phoenix’s Charlotte, N.C., campus.

Dr. Louis David Edwards ’00, who earned a Ph.D. in Applied Management and Decision Sciences, served on the security detail at the presidential inauguration of Barack Obama. Dr. Edwards works in Washington, D.C., for the U.S. Department of Education.
How to Overcome Cultural Barriers

The recipient of the Frank Dilley Award for Outstanding Dissertation shares key takeaways from her research.

In her award-winning dissertation, *Bridging the Gap: Home-School Partnerships in Kindergarten*, Dr. Keenjal Pattni-Shah ’09, Ph.D. in Education, explored how immigrant parents in Toronto interact with their children’s teachers. “Toronto is considered to be an international city,” says Pattni-Shah. “It’s becoming more and more diverse. The challenge becomes how teachers can connect with immigrant parents and help students succeed.”

Pattni-Shah encountered innovative teachers who developed methods that bridge the cultural gap. Here, she shares a few problems—and solutions—she learned while working with resourceful Toronto teachers.

**Bring on the Questions**

**Barrier:** In some cultures, you don’t approach a teacher, says Pattni-Shah. “You can’t ask questions. It’s considered disrespectful.”

**Solution:** Teachers take the first step to break down that barrier. They immediately tell parents it is expected that they ask questions and become involved in the learning process.

**Speak to Your Audience**

**Barrier:** Often a student’s parents do not speak English, so they feel timid when speaking to the teacher about their child’s education.

**Solution:** The teacher studies the list of student names at the beginning of each year. She identifies the language each student speaks and learns a few phrases in that language. The teacher then greets the parents in their own language. By acknowledging the teacher is not fluent in the parents’ language, but is willing to try, she encourages the parents to do the same with English.

**Be Flexible**

**Barrier:** Many immigrant parents work two shifts to support their families, and they have trouble finding the hours to come in and speak to the teachers.

**Solution:** The teachers give up their own time, such as lunch hours, to meet with the parents.

Read more about Dr. Pattni-Shah and other Frank Dilley Award recipients at www.WaldenU.edu/magazine.

Dr. Ntiedo J. Umoren ’00, who earned a Ph.D. in Applied Management and Decision Sciences, has been appointed director of the Centre for Entrepreneurial Development at the University of Uyo in Nigeria, where he is a faculty member.

Dr. Dennis E. Morrow ’92, who earned a Ph.D. in Applied Management and Decision Sciences, has been named chairman of the Massey School of Business at Herzing College’s Atlanta Campus.

**School of Nursing**

Katherine P. Kelly ’08, who earned an M.S. degree in Nursing, published an article titled “Code 42: A Quality Initiative Program for Improving Door-to-Balloon Times in ST-Elevation Myocardial Infarction” in the Nov. 4, 2008, issue of Cath Lab Digest, a peer-reviewed publication.

John Allan Menez ’08, who earned an M.S. degree in Nursing published two articles in Med-Surg Matters!, the official newsletter of the Academy of Medical-Surgical Nurses: “Research in Evidence-Based Nursing Practice” (Volume 16, Issue 4) and “Chronic Pain: A Prevailing Public Health Issue” (Volume 16, Issue 6).

Jodi Zastrow ’08, who earned an M.S. degree in Nursing with a specialization in Leadership and Management, is serving as the associate director of nursing in the School of Nursing at Rasmussen College’s Brooklyn Park, Minn., campus.

Recipient of the Outstanding Thesis Award Robert E. Hoot ’09, M.S. in Psychology

For her doctoral study, The Attitudes of Regular Education Teachers Regarding Inclusion for Students With Autism, Dr. Kimberly Showalter-Barnes ’09, Doctor of Education, explored how teachers can identify and help students who are being wrongfully excluded. Her research unearthed methods that can be useful for educators looking to improve their classrooms and cites proper teacher training as key to student success. Here, she shares three tips.

1. Identify the Problem
As a speech-language pathologist, Showalter-Barnes noticed a problem in her classrooms: Every student with autism was placed in special education, including those children who would have learned better within the main-stream educational structure. “The varied ability of students with autism was not being taken into consideration,” says Showalter-Barnes, adding, “You must search out the group that is being neglected.” If an aspect of your operation is being broadly categorized, consider reassessing that aspect so you can best handle the issue in question.

2. Persevere with Patience
“With inclusion, every step you take is not necessarily a forward step,” says Showalter-Barnes. “Sometimes you take one step forward and two steps back.” She recalls one student with autism who was placed in main-stream classes. After weeks of progress, he relapsed into tantrums and aggressive behavior. “It might not be an easy ride, but you have to be willing to work through it.”

3. Possess a Willingness to Change
Whenever there is an effort to include new members in a group, current members must be flexible. Regular education teachers might tweak their lesson plans for students with autism whose learning abilities have certain needs, such as more visual learning methods. “You have to be willing to change,” she says. “That will take more time and more foresight on your part to plan for problems.”
Insights Into New Research

Poster session award recipients share research findings on grassroots schools and histoplasmosis.

During the January 2009 Winter Session academic residency, Walden University faculty and students participated in a poster session to share their research. Dr. Vicky Eiben and Joann Cloud received awards for their posters.

Defining and Achieving Sustainability

Dr. Vicky Eiben studies grassroots education initiatives in rural areas of the United States, including Wisconsin, Arkansas, and Maine. Eiben uses her research to improve the Driftless Folk School in rural Wisconsin, which she co-founded in 2005. The school employs a folk education model, pioneered in 19th-century Denmark, which gives individuals in rural communities a way to share their knowledge with each other through non-traditional classes such as gardening and sculpture.

For her poster presentation, Eiben shared findings that could help others make their grassroots education initiatives sustainable. Specifically, she stressed that leaders of education initiatives should listen attentively to the input of community stakeholders.

“The schools I researched shared their stories about key elements that have made their organizations click and sustain over time,” she says. “Then the Driftless Folk School looked at those stories and asked ‘How does this apply to us?’”

One way it applied was when the school’s board was making a real estate decision. The Driftless Folk School had never owned its own building—the farmers and artists who taught at the school had always used their barns and studios as classrooms. So when the school’s board considered buying a building, they allowed the students and teachers to voice their opinions on the issue.

Because of Eiben’s study, the teachers and students had seen the financial troubles other initiatives encountered when they took on a mortgage. “The supporters felt a facility would just become a money drain,” Eiben says, and the board ultimately voted against the purchase.

Eiben hopes the research she presented at the poster session will help more education initiatives thrive, because they give residents a way to positively impact their communities. “It brings together all the diversities of the community to share in ideas and resources,” she says.

Tracking a Public Health Threat

As a research investigator for ARUP Laboratories, Joann Cloud views her Walden research as the perfect opportunity to combine her work with her desired area of study. For both, Cloud receives samples from doctors and hospitals that she tests for histoplasmosis, a disease often beginning with respiratory symptoms caused by inhalation of a fungus found in certain soils in the Mississippi and Ohio River Valley regions.

In her poster presentation, Cloud advocated that the Centers for Disease Control (CDC) and Prevention should track histoplasmosis, because a formal tracking system would allow authorities to pinpoint where the disease occurs the most. Then health professionals could inform the most vulnerable populations in those regions, including outdoor workers, on how to prevent infection.

Histoplasmosis can be fatal if it attacks a vital organ, but because the disease is not formally tracked, the number of cases is unknown. Cloud says four percent of her samples test positive for the disease, with increased numbers in Texas and California. She expects those numbers to increase, because histoplasmosis occurs more commonly in patients who have weakened immune systems—a number that is growing due to an aging population and the increasingly longer life expectancies of HIV-positive and other immunocompromised patients.

“I think the CDC should track it,” says Cloud, “and I think they will in the future, as they improve their software systems.”

To find out what famous musicians suffered from histoplasmosis, visit www.WaldenU.edu/magazine.
The Family Who Studies Together, Graduates Together

How three family members supported each other through their Walden journey.

Although Kimberly Gombola is the youngest of her family, she was the first to enroll at Walden University, in the M.S. in Education program. Soon after enrolling, Gombola referred her mother, Sharon Kershner, who enrolled in the M.S. degree program in Nursing, and brother, Chris Kershner, who chose to pursue a Master of Public Administration.

Thanks to Gombola’s head start, she was the first to graduate, in 2008, followed by her mother. But because the experience had become a family affair, Gombola and her mother waited for Chris Kershner to complete his program so they could celebrate graduation as a family.

At the January 2009 Walden University Commencement Ceremony, all three walked across the stage and received their degrees. Here, they reminisce about sharing the Walden experience.

From left, Sharon Kershner ’08, M.S. degree in Nursing, Chris Kershner ’09, M.P.A., Kimberly Gombola ’08, M.S. in Education

In the future, how will you describe the process of earning your graduate degree, alongside your family, to your children and grandchildren?

**Sharon:** I will tell them how we worked so hard together, and it took a lot of determination. Many times, with our different family gatherings, we had to work on papers. We ate our popcorn, and we would have three laptops going at the dining room table. I think it will be fun to tell them stories like that when they’re students.

**Kim:** I’ll explain to them that I wanted to finish my degree before I had them, and I was pregnant during the program.

**How did having a new family member on the way affect your family’s experiences at Walden?**

**Sharon:** When Kim had the baby, I was toward the end of my program. I had so much work to do, so I would stay up with Kim to help with the baby, and then work on my laptop. It worked out so wonderfully, because with Walden you can get your higher degree from anywhere in the world.

**Where did you hang your diplomas? Are they all in one place at mom and dad’s house?**

**Kim:** Actually, we all hung them in our offices.

**Chris:** But if mom would like me to hang it at her house, that would be fine with me.

**Did you use one another’s test scores to motivate each other?**

**Chris:** My mom led the pack with the best grades. She set the bar for us.

**Kim:** We never had real competitions, but we would call each other and say, “I got a four out of four” or “I got an A”—it was an indirect motivation to push harder.

**Did you organize any special family events around the educational process?**

**Sharon:** While we were all students, we had a family vacation in Hilton Head. I had to make sure that there were places to plug in all the computers and that we could get the Internet, You’re always thinking that way.

**Chris, you said your mother was your ‘inspiration.’ What in particular inspired you about her and her experience?**

**Chris:** My mom is the mother of three children, she has two grandchildren, and she has been married for 36 years. She has been a nurse for over 30 years, and she is in her 50s. To take on the challenge of pursuing a higher education degree at this point in her life is a tremendous task. If she could do it, I knew I could do it.

**How are you applying your degrees?**

**Kim:** I am using my master’s focus in reading to improve the literacy of my students.

**Sharon:** My degree marks a personal achievement after 30 years of nursing.

**Chris:** My advanced public administration education serves my role as vice president of public policy and economic development at the Dayton Area Chamber of Commerce in Ohio.
Why I Refer

Nancy Keenan, RN

DEGREE EARNED: M.S. degree in Nursing with a specialization in Leadership and Management, 2008

CURRENT JOB: Vice President/Chief Nurse Executive at CHRISTUS St. Michael Health System, Texarkana, Texas

HOW DID YOU LEARN ABOUT WALDEN? One of the instructors at a nursing school in town told me about Walden’s master’s degree in Nursing.

WHY DID YOU ENROLL? I was a diploma nurse with a bachelor’s in health care administration and a master’s in business. My hospital was working toward achieving Magnet designation from the American Nurses Credentialing Center and one of the requirements was that the nurse executive have a degree in nursing, so I went back to school to meet those qualifications.

WHAT DID YOU TAKE AWAY FROM THE PROGRAM? Walden reemphasized the importance of concepts like evidence-based practice and shared governance in building an infrastructure for my nursing team. I’ve been a nurse executive for 17 years—Walden brought to light aspects of my nursing practice that required more emphasis and validated many of the actions that I had already taken.

SINCE THEN, HOW MANY NURSES HAVE YOU REFERRED TO WALDEN? I’ve referred three nursing directors and one clinical coordinator. All four are in the program right now.

WHY DO YOU REFER THEM TO WALDEN? My goal is to get my staff back into school to obtain their bachelor’s or master’s degree in nursing. Walden is convenient for people who are already working full time. When you have multiple priorities, you obviously can’t go to school during the day, so I recommend Walden because people can work it into their schedules and earn a degree on their own terms.

WHAT ARE YOUR REFERRAL CONVERSATIONS LIKE? People’s biggest concerns usually revolve around how much time and effort the degree is going to take and the process for getting started. I tell them that the enrollment advisor is very helpful and will guide them through the entrance process. In respect to time commitment, I acknowledged that it is a significant commitment but if they are determined, Walden gives them the means to accomplish the goal.

WHAT HAS REFERRING SHOW N YOU? I wish I had known about Walden sooner. I wasn’t a young chick when I started—53 years old and going for a master’s degree. I guess I needed someone to take me by the hand, which is what I’m doing for people now. I think we all need someone to say to us at one point or another, “Hey I did it and you can do it too.” If you look at the bigger goal it seems overwhelming, but if you take it one piece at a time you’re there before you know it.


If you’ve already referred someone who is a current student at Walden, send an email to alumniassociation@waldenu.edu.

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New Offerings

Walden University is proud to announce several new offerings to help working adults accomplish personal goals and prepare for future career advancement. Now is the perfect time to re-enroll and share information about Walden’s offerings with friends, family, and colleagues.

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- Project Management
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Sustainable Futures

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- Managing Global Software and Service Supply Chains

For more information about Walden’s programs, call 1-866-492-5336 or go to www.WaldenU.edu.


* Not applicable in all states. Walden University’s endorsement programs are approved by the Minnesota Board of Teaching for endorsement or add-on licensure in Minnesota. Candidates for this program must already hold a valid P-12 teaching license. Note that some states’ endorses or add-on licensure can be awarded by passing a state-specified test, rather than completion of a course-based program. Walden’s enrollment advisors can provide individuals with guidelines and other information about endorses. It remains the individual’s responsibility to understand and comply with the out-of-state endorsement requirements for the state in which he or she seeks to be endorsed.

† Walden University’s teacher preparation program is approved by the Minnesota Board of Teaching for licensure in Minnesota. Walden’s enrollment advisors can provide individuals with guidelines and other information about licensure. It remains the individual’s responsibility to understand and comply with the out-of-state licensure requirements for the state in which he or she seeks to be licensed.

Prospective Alabama students: Contact the Teacher Education and Certification Division of the Alabama State Department of Education at 1-334-242-9935 or www.alsde.edu to verify that these programs qualify for teacher certification, endorsement, and/or salary benefits.

Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at 1-360-725-6320 or prof.edu@k12.wa.us to determine whether Walden’s programs in the field of education are approved for teacher certification or endorsements in Washington state. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.
Scott Kerwood '08

Degree earned: Ph.D. in Public Policy and Administration with a specialization in Public Safety Management and Homeland Security Policy and Coordination

How I paid for it: It was all student loans.

How long it took: Five years—from November of 2003 to November of 2008. I needed to take all my master’s classes again, because it had been so long since I completed my master’s degree. The value of that was this time, I had real-world experience to go with the theoretical knowledge—I didn’t take things at face value, and I was a lot more vocal in my classes. And the classes were all relevant to what I’m doing now.

What I was doing at the same time: I’m the fire chief for Orange County Emergency Services District #1 in Vidor, Texas. Hurricane Rita hit on September 24, 2005, and destroyed our fire station, and so, while working on the degree, I had to rebuild the station. Our firefighters were living in tents and trailers for three years, and in 2007, Hurricane Humberto destroyed our temporary facilities. During the entire process we went through five hurricanes, one tropical storm, and countless floods. But we never dropped our level of service, and we moved into our new fire station in December 2008.

When I studied: Every night when I got home from work, until the wee hours of the morning. I adjusted my work schedule so I could be off on Fridays and study all day Friday, Saturday, and Sunday.

Where I studied: I converted one of our extra rooms into a home office and study. When we went on vacation or away for the holidays, I took my computer with me.

What kept me motivated: I have a phrase that kept me going: “The tassel is worth the hassle.” And my wife was a motivating force—she saw me doing bigger and brighter things. When I got discouraged, she’d say, “You’re doing this not just for you, but for us—this is our future.” They believed in me being able to do it when I didn’t believe in myself. And they were right.

Lowest point: When I had to withdraw from school because of Hurricane Rita. I was in New Orleans helping with Katrina about a month before, so I knew how bad it was fixing to be. And I knew that one thing we wouldn’t have was access to the Internet. So right before the storm hit, one of my last emails was to my son, and I had him withdraw me from school for a quarter.

Highest point: Walking across the stage in Dallas, with my family there.

Best thing my family did to help me: It unlocks so many opportunities, and it opens your eyes—you see things in a different way.

Best reason to get a doctorate: I’m pursuing being a fire chief in a larger fire department. I’d also like to write a book and teach at a university. But for now I’m just taking things a day at a time.
Do you know a prospective student?

Walden’s alumni are our greatest resource and a vital part of our mission to effect positive social change. We would love to know about potential students, the women and men you know, who want to make a change in their lives and make a difference in the lives of children, the health of a community, or the success of an organization. Please email priorityconnection@waldenu.edu.

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