Celebrating 40 Years of Social Change

A look at Walden’s impact past, present, and future

How to Inspire Teens

Autonomy is In Says Author Daniel Pink

Kick-Start Your Career
Dear Walden University Alumni,

Welcome to your newly redesigned Alumni Magazine. It’s a celebration of you—the 38,000+ alumni who make up this community—and the work you are doing worldwide to effect positive social change. This new format features more alumni, more stories, and more tips you can apply in your work and your life. It’s just one of the great changes taking place within the Office of Alumni Relations as we transform the ways you can connect with, engage, and inspire the Walden learning community.

Another way we are uniting graduates across the globe is through the new online alumni portal. Called myWaldenAlumni, this interactive communications tool is exclusively for Walden graduates and allows you to network with your peers, locate alumni in your area, celebrate one another’s achievements, trade career advice, and get alumni news in one common space. myWaldenAlumni also offers information on how to become a mentor, event speaker, regional host, or other type of alumni network volunteer.

You have a proud and exceptional group of Walden graduates in your corner, and it’s time for you to meet them, both in the pages of this magazine and through the new online portal. I look forward to working with you!

Warmest regards,

Valescia Lee-Collick
Senior Manager, Alumni Relations
Walden University
Toll-Free: 1-877-235-3561
www.myWaldenAlumni.com

Visit www.myWaldenAlumni.com today to join fellow alumni and friends.

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BEYOND THE DEGREE

Arctic Weather Guru

Dave Seibert teaches the northernmost psychology class in the world—where he also reports the weather

By Andrea Minarcek

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PREDICTING WEATHER PATTERNS at the U.S. Air Force base in Thule, Greenland—located some 900 miles north of the Arctic Circle, at 76 degrees 45 minutes north latitude—is no easy task. “You’ve heard of the northern lights?” Seibert asks. “We can’t even see those because we’re so far north.”

Storms whip across the vast tundra here quickly, with winds as fast as 50 knots and visibility less than 100 yards. Even during mild weather, the conditions are anything but ordinary. For nearly four months a year, Thule is shrouded in complete darkness, and temperatures regularly dip below –30˚ F.

If a blizzard looms, Seibert’s job is to brief the base commander and issue safety recommendations for the 500 personnel at Thule. “We have guys out doing work on elevated platforms; we have scientists from NASA along with civilian and international military units flying in and out of the base,” he says. “They depend on my weather reports to stay safe.”

Seibert’s career has taken a circuitous route. He first learned to read the weather as a young enlistee in the Air Force, and then stayed in the military for 20 years. But attaining an advanced degree was always his ultimate goal. “Most psychologists follow a pretty linear path—from undergraduate studies right on to graduate school and beyond,” he says. “But I needed the free education that the GI Bill provided to be able to afford college, so I had to serve in the military, and that experience really shaped my life and perspective.”

When he accepted the meteorology post at Thule, the Walden University graduate didn’t expect to use his master’s degree. But now he teaches an introductory psychology course—and has become a de facto counselor on base. “After duty, soldiers and commanders will come speak with me to get their mind off things,” he says. “It can be tough up here, and having served overseas in the military myself, I identify with the struggles they’re coping with.”

Seibert’s Walden degree gives him a greater appreciation for meteorology, too. “I’ve been observing the weather most of my life, but it’s only now, having the right tools to understand the human brain, that I recognize the link between all things, and that is balance,” he says. “Most people’s problems arise because they’re struggling to find balance within themselves. The same goes for the weather.”

—Dave Seibert ’08, M.S. in Psychology

To tell us about your Beyond the Degree career, email MyWaldenImpact@waldenu.edu.
How to Become an Expert Source

INSIGHTS BY ANDREA MINARCEK

DR. MOLLY BARROW ’98, PH.D. IN PSYCHOLOGY, may know better than anyone how to parlay the wealth of media outlets available today into a successful career as a consultant. The practicing clinical psychologist regularly appears as an expert source on television, hosts her own weekly radio show, speaks for universities, companies, and community organizations, and is the author of several books. Here is her game plan for making a stamp on your industry—and becoming a go-to contact for the media.

1. ESTABLISH YOUR AUTHORITY. Concentrating on one topic is better than trying to be all things to all people. Make yourself an expert in a narrow subject matter. The best way to do that is by writing a solid base of articles. Start with short, informative stories for the Web about a few topics, rather than writing broad articles that dilute your impact as a definitive expert in your subject. Ask Walden University and your associations to publish your articles on their blogs and to disseminate your press releases.

2. BE REALISTIC. Depend on your written articles to make you a star expert, not fleeting celebrity moments. Landing a great interview on a major television or radio show is a dream, but cranking out informative stories is work you can count on. Unlike the brief exposure of a television or radio show, articles are a long-range and reliable approach to marketing your brand that will produce results for years.

3. TEND YOUR SOCIAL NETWORK. Utilize free social networking opportunities, such as LinkedIn, Facebook, and Twitter to distribute your articles. Also, people hire familiar names and faces for speaking engagements, so use these tools to make new connections and start conversations.

4. MAINTAIN YOUR MESSAGE. Keep continuity in all your published materials. Use the same photo, typestyle, colors, and imagery to cement yourself as a recognizable brand. Your business cards, letterhead, press kits, and Web site should be immediately identifiable with you. Also, I repurpose my articles so I can use them on my blog (www.drmollybarrow.blogspot.com), on Twitter (twitter.com/drmollybarrow), on The Dr. Molly Barrow Show on Progressive Radio Network (barrow.progressiveradionetwork.org), in multiple articles, and even as a page in a future book.

5. MIND YOUR MANNERS. When contacting the media, follow all protocols for submissions, which are usually published on each organization’s Web site. If you cross the secretary, you’ll never reach any higher in the chain of command.

6. STAY INSPIRED. Tens of thousands of people have read my articles and forwarded them to friends. Knowing that somewhere, someone is benefiting from my efforts is truly satisfying and motivates me to write the next article, book, or speech. Imagine your reader and decide how you can best help him with his problems.

ON MY NIGHTSTAND

Kick-Start Your Career

As a career services advisor at Walden, Nicolle Skalski helps students and alumni look for new jobs, enhance their résumés, and brainstorm fresh professional goals. But there’s always room for additional research, so she recommends these books to fill in the gaps. Read on—and take your career to the next level.

THE MID-CAREER SUCCESS GUIDE: PLANNING FOR THE SECOND HALF OF YOUR WORKING LIFE, by Sally J. Power

Staying up-to-date with trends in your career field is vital. But it can be hard to filter the abundance of information available online and in the library. Power gives clear and specific tips to help you stay one step ahead of the competition.

WORKING IDENTITY: UNCONVENTIONAL STRATEGIES FOR REINVENTING YOUR CAREER, by Herminia Ibarra

If you want to transition into a new job field, really take action. Throw yourself into experimental learning opportunities: volunteer, enroll in a course, do freelance work, go on informational interviews, and join a local professional organization. You can’t be passive and wait for opportunities to create themselves.

HOW TO FIND A JOB ON LINKEDIN, FACEBOOK, TWITTER, MYSPACE, AND OTHER SOCIAL NETWORKS, by Brad and Debra Schep

LinkedIn is the best of the online networking tools because it maintains a strictly professional environment. The Schepps’ guide helps you optimize all of its features and really create a brand for yourself online. —A.M.

For more career resources, visit CareerCenter.WaldenU.edu.
Four for the Faculty

By Deirdre Schwiesow

The recipients of the 2010 Presidential Award for Faculty Excellence answer four questions about the top issues in their fields.

1. DR. PETER HOFFMAN-KIPP
THE RICHARD W. RILEY COLLEGE OF EDUCATION AND LEADERSHIP

What is the most exciting advancement in your field right now?

There have been very big developments in teacher education, curriculum, and instruction. We’re beginning to see schools where teachers are really acknowledging that they can connect with students more effectively with technology, and that their students of all ages are learning through new media.

2. DR. STACEE REICHERZER
COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

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

In the case of both K-12 teachers and administrators, the immediate benefit is that they have an opportunity for greater influence in their school and school district. They begin to realize that their constituency is larger than their immediate classroom. And, in any Ph.D. program, we help students realize that their degree will give them the tools to be knowledge-makers.

3. Self-efficacy: a belief in their own ability to conduct original research. My number one goal is to give students the belief that they can do it.

What is the main thing you hope students take away from your classes?

My number one goal is to give students the belief that they can do it.

4. They’ve taught me that they have the ability to make the transformation into a researcher. I am a guide, but I am not the source of either the information or the courage to make that transformation.

What is the greatest lesson your students have taught you?

They’ve taught me that they have the ability to make the transformation into a researcher. I am a guide, but I am not the source of either the information or the courage to make that transformation.

Q & A

How It Paid Off

From ER Nurse to Director

NAME: Derek Kouwenhoven

DEGREE: Master of Science in Nursing (MSN) ’08

JOB TITLE BEFORE MSN DEGREE: Emergency room staff nurse at the Central Vermont Medical Center (CVMC).

JOB TITLE AFTER MSN DEGREE: Director of critical care services— the ER and the ICU—at the CVMC.

HOW MY DEGREE HELPS ME MAKE A LARGER IMPACT: It’s helped me to see the bigger picture—to see the scope at which performance improvement can make a difference.

BIGGEST BENEFIT OF EARNING A DEGREE AT WALDEN: There were three managers doing the job I’m doing now. Not only did the program give me the ability to do the job, it empowered me to even consider the role.

Tell us how your degree paid off at MyWaldenImpact@waldenu.edu.
faculty in only four programs. Now we have four colleges, an estimated 40,000 students, and more than 1,400 faculty members spread all over the world. We are also connected with over 50 universities through the Laureate International Universities network. In addition, the quality of doctoral work has improved.

ONE OF YOUR PRIMARY AREAS OF RESEARCH IS GLOBALIZATION. WHAT ARE THE MOST IMPORTANT ISSUES IN GLOBALIZATION TODAY?

There is skepticism about the future of the global economy. About a year ago, when the cracks began to develop in national economies, the same scholars who had jumped on the bandwagon of endorsing globalization said, ‘We’ll have to go back to the past’—meaning nationalizing economies. I think that’s untenable. The international monetary institutions have had a dual impact—it’s neither all negative nor entirely positive. The power structure is still controlled by the American and European interests. We have to neutralize that for these organizations to play a judicious role in the development of the world community.

WITH THAT IN MIND, HOW CAN GLOBALIZATION ENCOURAGE POSITIVE SOCIAL CHANGE?

It needs to be accompanied by global consciousness at all levels of political, economic, and human action. Global consciousness can be generated by globalization of our education and the popular culture. Another way for people to better understand globalization and develop global consciousness is to travel abroad, particularly in countries outside their own culture area.

WE HEAR YOU HAVE QUITE A COLLECTION OF WALDEN T-SHIRTS.

Yes, I have every Walden T-shirt ever distributed in a summer session since 1992. If an occasion arises, I would be delighted to put them up for a public display!

Dr. Iris Yob, Walden faculty member and the associate director of the Center for Teaching and Learning.

Dr. Yob is one of just two faculty members from more than 50 institutions to receive the 2010 David A. Wilson Award for Excellence in Teaching and Learning.

This prestigious honor is awarded to faculty across the Laureate International Universities network, of which Walden is a member. The award recognizes and supports the excellence and innovation of the Laureate network faculty members.

This award provides $50,000 in funding for Dr. Yob’s project, “Factors Predicting Faculty Assessments of Doctoral Student Independent Studies.”
"I like creature comforts. I’ve never had dreams of joining the Peace Corps or living in a developing country. But when I visited Chichicastenango to attend a ceremony honoring my late grandfather, who had worked as a missionary there, I knew I had to stay. I felt a strong spiritual pull to serve the people there in whatever capacity I could. Luckily, my husband agreed—we quit our jobs when we returned home, and eight months later we were living with our three young children in Chichicastenango.

“This is an extremely impoverished area. Only 0.6 percent of the local population receives education beyond middle school, 46.9 percent receive no education at all, and half the population is illiterate. It quickly became obvious that developing the Chichicas-tenango economy would be the best way for us to make a difference here, so we founded Missions Frontier. Rather than dispensing food or medical aid, our organization focuses on self-sustainable projects that empower locals to work and earn for themselves.

We now employ about 100 locals. On average, each of them supports a family of eight. “Rejecting the cultural norms here is a constant challenge. Women are seen as next to nothing. If a family has 10 kids, they might send one or two of the boys to school, but they’d never ‘waste’ an education on a girl. Handicapped people are typically pushed aside, too. These are just some of the givens here. So when we hire, we try to fill in those gaps. We facilitate local leadership without creating an unhealthy dependence on outside aid.

“Several years ago I met a young woman who was wheelchair-bound due to arthritis. She’d never been any place alone—her parents always had to accompany her. When they both unexpectedly died, we played a part in helping her get hip replacement surgery. Then we hired her. Now she holds one of our top administrative positions. She needed a job and a chance, not a handout. Now she supports herself, and I think that’s made all the difference.”

—As told to Andrea Minarcek

Tell us about your Mission Possible at MyWaldenImpact@waldenu.edu.
“WHENEVER ANYTHING WASHES ASHORE here in Puerto Lopez, Ecuador, we use it as an educational opportunity. This pilot whale died from a puncture wound in its side, probably inflicted by a fisherman trying to free it from his net. We showed the whale to local fishermen and walked them through safer ways to free whales or dolphins that accidentally get caught. In the long term, we’re working to obtain money to buy acoustical warning devices, which attach to the nets and send out a low-decibel ping to drive whales away. But even more importantly, we’re educating schoolchildren here about conservation. If they can learn to appreciate the environment as kids, hopefully they’ll treat it well as adults.”

—Dr. Jim Lehmann ’07, Doctor of Education (Ed.D.)
President of the Foundation for the Center for Research of Whales
THE MOMENT SHE FIRST clicked her fingers across a computer keyboard, a whole new world opened up for Laquetta Shaw. She was a sophomore in high school, and her parents, Lillian M. Shaw and the late Elder L. J. Shaw, who had always preached to their three daughters about the importance of faith and higher education, had just bought Shaw her first computer, a late ‘80s IBM-compatible model. “My dad said, ‘You can do anything with this computer,’” Shaw remembers. “It was magic.”

Now, as she walks the halls at George Washington Carver Learning Center and Cedar Valley College in Dallas, with years as a computer specialist under her belt, Shaw is determined to create a similar techno-epiphany for her students by minimizing the digital divide. Too many at-risk children who attend schools in the Dallas Independent School District (ISD)—which has the seventh highest dropout rate in the nation—don’t have access to personal computers. To learn how she could bridge the technology gap, Shaw knew she had to return to school. But when the Dallas native enrolled at Walden University, she had no idea just how profoundly the social change message that glowed on her computer screen would become enmeshed in her life.

As Shaw worked toward her M.S. in Education, she talked to her sisters, Karen and Lillian, about the empowerment she felt in completing her coursework and about big social change plans that began to percolate in her mind. When they attended graduation events with Shaw in 2007, Lillian and Karen began to envision their own futures at Walden. “When Karen saw me cross the stage at graduation, she said, ‘That’s the school for me,’” Shaw recalls. Today, both sisters are enrolled in master’s programs at Walden.

Laquetta Shaw has returned to Walden for a Doctor of Education (Ed.D.) to gain more credibility for her business ventures and to transition to a role as a school administrator. She’s enhanced her research skills through work on her digital-divide doctoral study and will put her knowledge into practice after she graduates. “I would like to place a laptop in the hand of every sixth grade student,” she says.

Laquetta Shaw works to empower the disadvantaged—and she’s bringing her family along on her mission

By Lindsay Downey

The Graduate: Laquetta Shaw ’07
M.S. in Education ➞ Doctor of Education (Ed.D.)

Tell us what mission your second Walden degree is helping you achieve at MyWaldenImpact@waldenu.edu.
WHY I REFER

**The Road Warrior**

NAME: Jacob Koehn  
DEGREE EARNED: Master of Business Administration (M.B.A.), 2009  
CURRENT JOB: Senior Large Loss Commercial Property Adjuster at Grinnell Mutual Reinsurance Company in Grinnell, Iowa.

My wife, Mandy, graduated with a Master of Arts in Teaching (M.A.T.) in 2009. She started out on the brick-and-mortar approach to getting her teaching certificate, but between her job and our two children, physically going to a classroom two nights a week wasn’t panning out. When she started at Walden, the online classroom format really appealed to me. I travel a lot and Walden’s program was flexible.

WHEN DID YOU KNOW WALDEN WAS THE RIGHT PLACE FOR YOU?  
When I took the first class. You have dedicated professors who have actually been in the workforce. They’re not just academics—they actually know the application.

WHAT DID YOU TAKE AWAY FROM THE PROGRAM?  
Walden’s M.B.A. program taught me time management, analytical skill assessment, how to look at the financials of a business, and how to effectively communicate my message. It showed me—and my children—what you can achieve if you are willing to do the work that is necessary.

WHY DO YOU REFER OTHERS TO WALDEN?  
I refer colleagues who, like me, travel quite a bit and are not able to walk into a classroom once or twice a week. I recently referred my professional mentor, who wants to reinvent himself in a new corporate environment and ascend to the executive level. I sent him my final project for Walden, and he was so impressed that he’s planning to pursue his M.B.A. at Walden, too. —L.D.

A social change mentor helps Bolivian students find hope through creativity

Photography by Eric Greitens

“A social change mentor helps Bolivian students find hope through creativity.”

—President Jonathan Kaplan to Entrepreneur Journeys magazine
Inspiring the Next Generation of Change Agents

HOW FIVE MEMBERS OF THE WALDEN COMMUNITY ARE PREPARING TEENAGERS FOR LIVES OF LEADERSHIP

By Lindsay Downey

A TWO-TIME FELON—ONCE HARD-EDGED AND SUSPICIOUS OF OTHERS—proudly flashes a sonogram and chats with his GED school counselor about impending fatherhood. An orphan who grew up embroiled in violence works toward his college degree. A Hurricane Katrina refugee from the Ninth Ward of New Orleans forges a special bond with a nursing home resident from one of South Carolina’s most prestigious families.

These dynamic transformations occurred thanks to Walden University alumni, students, and faculty who are changing teenagers’ lives through paths of service. Empowered by all they’ve learned in and out of the Walden classroom and inspired by its social change mission, five experts share their best practices here on cultivating relationships with Generation Y and guiding them toward lives of leadership.
Step 1. Build a Culture of Giving

On a sunny afternoon outside a nursing home in Cayce, South Carolina, shortly after Hurricane Katrina devastated New Orleans in 2005, a high school student named Ron Cole pushed a nursing home resident in a wheelchair. Cole had fled to Cayce in the aftermath of Katrina, and the nursing home resident happened to be a direct descendent of a signer of the Declaration of Independence. As the teen wheeled the aristocrat around the grounds, they shared stories of their divergent upbringings while Cole’s teacher watched in amazement. “This child, who completely

How to Instill Altruism in Teens

• Never get angry about their unreliability. Teens need invitations to do service work—usually numerous ones. Just invite them again, alleviating any sense of pressure. Often, they consider joining you but need time to muster courage. —Dr. Sarah Jane Byars ’08, Doctor of Education (Ed.D.)

• Model altruistic behavior. If you’re going to ask kids to do a service project, be there with them. Take time to engage students in conversations and lessons that focus on why we try to do things to help others. Our country has a great tradition of giving, and it pays to let students know they are carrying on that tradition. —Tom Webb, faculty, The Richard W. Riley College of Education and Leadership

• Make altruism the norm in the family by giving to charity and showing benevolence of shared time, energy, and money. —Dr. Helen Sung ’07, Ph.D. in Education

• Suggest that students do things they’re passionate about. Leaders have to show some sort of passion in life. —Jason Lum, faculty, School of Public Policy and Administration

• Provide exposure to cultural activities and activities that highlight service. At-risk students may have no concept of what it means to go to a symphony or even to the next town. A world they hadn’t imagined opens up to them and they become inspired. —Susan McGilloway, student, M.S. in Mental Health Counseling

58 percent

of kids ages 6 to 13 said they would rather spend a Saturday helping people or animals in need than watching TV or playing video games. (Just Kid Inc.)

LEARNING TO GIVE

Free Philanthropy Lesson Plans

During his 33 years as a seventh grade teacher at Fulton Public Schools in Middleton, Michigan, Tom Webb, faculty in The Richard W. Riley College of Education and Leadership, engaged his students through classroom lessons on civic responsibility. In 1997, he served as one of 35 Michigan teachers who helped launch Learning to Give. As the curriculum arm of the youth philanthropy organization The League, Learning to Give offers educators more than 1,400 free lesson plans to promote community service in their classrooms. Webb wrote Learning to Give lesson plans that weaved in service ideals, and afterward, students applied what they’d learned through community projects—whether it was picking up trash along the banks of a river or raising money for the local animal shelter.

Teaching service-based lessons in the classroom helps students understand America’s history of civic engagement. Educators should present regular lessons rooted in philanthropy to instill in students a natural desire to help. “Do not wait for a big catastrophe to occur before doing something,” says Webb. “Conduct regular and local service activities at school. If a major event occurs—such as the earthquake in Haiti—students will automatically step up and ask to get involved.”

Get free service-based lesson plans at www.learningtogive.org/lessons.
Earn Teens’ Trust

A troubled young felon needed someone to talk to. But like many students from disadvantaged backgrounds, he had difficulty trusting people outside of his cultural group, says Susan McGilloway, an M.S. student in Mental Health Counseling. As a student support services specialist at the Community College of Baltimore County’s Center for Adult & Family Literacy, McGilloway talked with the young man, who was studying for his GED exam and searching for an employer willing to look past his criminal record, and slowly broke through his emotional wall. He eventually opened up about his family and even shared a sonogram with McGilloway as he spoke of his unborn child. “He said, ‘I don’t have anyone to talk to. Nobody listens to me,'” McGilloway says. “He seems so macho but he’s starving for someone to pay attention to him.”

When she began her work with at-risk GED and ESOL students, McGilloway quickly realized the immense challenges they faced in getting their lives on track. She knew she needed to enroll in a graduate program to further her work with at-risk teens, and when she read about Walden’s social change mission and the counseling component incorporated in its degree program, she knew she’d found the ideal fit. Through her degree program, McGilloway is learning the importance of collaborating with communities in her mission to empower at-risk students.

To gain the trust of disadvantaged teens—who often don’t have role models—adults should first show interest in them, McGilloway says. She strikes up conversations with young people about their families and about pop culture and social networking. It’s important to talk to at-risk students about things they care about to forge a relationship. “It takes a lot of patience and a lot of bonding to get to a point where they trust you’re not going to take advantage of them or marginalize them or oppress them,” McGilloway says.

How to Build Trust With Teens

• Be real. Teens can spot a fake a mile away. They need to know we really are who we say we are, that our caring is genuine, and that we make mistakes. —McGilloway

• Don’t target students—let them choose you. Many students are eager to spend time with an adult who is genuinely interested in them. Encourage them to bring friends to volunteer. —Byars

• It’s important that we can relate to teens on their level and talk intelligently about things like text messaging, Facebook, and Twitter. —McGilloway

• Find ways to chat about their personal lives and interests. Listen to their answers and reflect their responses with empathy. Keep conversations low-pressure. Offer suggestions but never lecture. —Byars

• Once you gain the trust, talk about your own experiences. Say, “This is what happened to me when I was an adolescent—maybe it’s going to help you.” —Sung

38 percent of young people have participated in community service as part of a school activity. Only five percent of youth attribute their volunteer activities to a school requirement.

Teach Them About the Power of Education

When a Hmong-American immigrant he’d been working with lost both parents to a murder-suicide, Jason Lum, faculty member in the School of Public Policy and Administration, offered support to the teen and encouraged him to focus on his academics. “I constantly reminded him that education was the only escape valve from the violence dominating his neighborhood,” says Lum, adding that the young man is now thriving in college.

If anyone knows how education can elevate a disadvantaged person to a level playing field, it’s Lum. Growing up the son of a blue-collar worker and a homemaker, Lum knew that if he wanted to go to college, he’d have to pay for it himself. “There was no other option,” he says. “My parents had no money.” Lum’s family encouraged him to aspire to the best schooling possible and instilled a sense of resourcefulness in their son. “My parents always taught me that I’m not owed anything from anyone,” says Lum, who won more than 40 scholarships for a total of $250,000—enough to pay for his bachelor’s, master’s, and law degrees. “If you want something, you have to go and get it.”

Through his ScholarEdge College Consulting company, which he founded in 2000, Lum inspires students to reach for their educational goals—even if there’s no funding in sight—and coaches them on winning scholarships and grant money in part by pursuing their interests. “I’ll meet students who think that the way you want to impress a scholarship committee is by attending a summer institute somewhere when really what the student wants to do is spend a month volunteering to build homes in New Orleans,” Lum says. “I tell them to do things they’re passionate about.” In sharing the story of how he transformed himself from blue-collar background to civil rights attorney, professor, and entrepreneur, Lum is not only helping teens get to college—he’s proving persistence can pay off well after the scholarship money rolls in. “When you see a problem, you don’t just put your head in your hands,” he says. “You do something about it.”
How to Encourage Teens to Reach for a Higher Education

• Help them think long-term. Reinforce the idea that in America, we don’t all have the benefits of coming from wealth, but that education is the great leveling. School and life may present some roadblocks, but the ultimate goal is to secure great knowledge and better yourself. —Lum

• At-risk students often don’t have people within their families who can help them navigate the education system. We need to prepare them academically and with the non-cognitive skills they need to survive in post-secondary education. —McGilloway

• Encourage them to have goals and talk about the steps to get there. Discuss how higher education is a way to reach their goals, open doors for opportunities, and network with people in the field. —Sung

• Build on strengths. The self-esteem of Generation Y is very fragile. They are searching for their giftedness and beauty, and need all the encouragement they can get. —McGilloway

• Teach teens that you don’t spend money on education—you invest it. Pursuing higher education is a pathway to greater social good, which really has no price tag. —Lum

parents to thank for that—the teen’s mother and father, who are second-generation Chinese-Americans, shared equal authority, listened to their daughter’s thoughts without judgment, and disciplined her fairly. The supported Sung’s research, published in School Psychology International in April 2010, which found emotionally intelligent teens had open, collaborative relationships with their parents. “Teenagers who had high emotional intelligence said they liked to talk to their parents about everything,” Sung says. Parents who were critical, directive, and didn’t listen to their children growing up found that as teens, their kids shut them out, turned to their friends with their problems, and rebelled against parental advice.

To raise emotionally intelligent, altruistic teens, parents have to create reciprocal relationships with their children during their formative years. “If you haven’t developed the trusting relationship, it’s much harder to start it when they’re adolescents,” says Sung, who works as a school psychologist for Cupertino Union School District in California, an adjunct professor at Alliant International University, and a private consultant for educational and emotional well-being. Adults should also engage young people in philanthropy to increase their emotional connectedness and to help them grow into philanthropic leaders, which will spark positive social change for decades to come. “When teens do service work, it helps them see beyond themselves,” Sung says. “It promotes caring, altruism, and perspective—the qualities that enhance who we are as human beings.”

How to Develop Collaborative Partnerships with Teens

• Don’t bend your character or values to have relationships with teens. Bring them up to your standards. They want someone to admire and someone to inspire them. —Byars

• Respect that Generation Ys live on a very different timeline than us. What seems urgent to us is not always seen as urgent to them. Their priorities are not always ours. —McGilloway

• Be optimistic. We live in the most interesting time of times, with an interconnected world, unparalleled travel opportunities, and distance education. Remind teens there is no better time to be alive than today. —Lum

• Provide students with an opportunity to make decisions regarding things they will do to help others. When given a choice, they are much more engaged and enthused. —Webb

• You have to be a good listener and you cannot be judgmental. Allowing them to talk is sometimes really important. Recognize the goodness in teenagers and let them know how much they are valued. —Sung

Nurture Emotional Intelligence Through Reciprocal Relationships

A California high school student named Mandy sang in the school choir and volunteered at an animal shelter. She described herself as the “spokeswoman” among her group of friends because she was perceived as being assertive. As Dr. Helen Sung ’07, Ph.D. in Education, worked on her Walden dissertation—which focused on emotional intelligence in East Asian adolescents—she interviewed Mandy and categorized the teen as having high emotional intelligence. Sung says Mandy has her best friend’s father as her role model. “Whenever I go over to his house, my friend and I have a lot of conversations with his dad,” she says. “He has helped me so much.”

At-risk students often don’t have people within their families who can help them navigate the education system. We need to prepare them academically and with the non-cognitive skills they need to survive in post-secondary education. —McGilloway

Interested in playing a role in the lives of teenagers? Register with the Walden Service Network, a free online resource where you can find service opportunities, record volunteer hours, and network with members of the Walden community who are ready to lend a hand to your cause. Registration is open to all. Visit www.WaldenU.edu/servicenetwork to get started.
Analytics are Out
Autonomy is In

AUTHOR DANIEL PINK SAYS RIGHT-BRAIN SKILLS AND INTRINSIC MOTIVATIONS ARE KEY FOR MODERN LEADERS

CHALLENGE YOUR ASSUMPTIONS, THROW OUT YOUR SPREADSHEETS, and let your creative side reign. Residency plenary speaker Daniel Pink, bestselling author of A Whole New Mind: Why Right-Brainers Will Rule the Future and Drive: The Surprising Truth About What Motivates Us, says empathy, big-picture thinking, and purpose are driving the new business paradigm. Walden recently talked with Pink about why storytelling matters in the workplace and how leaders and educators can question conventional wisdom. —Lindsay Downey
Why has right-brain thinking become more important in the workplace?

D.P. The abilities that matter less are abilities characteristic of the left side of the brain—the logical, linear, sequential, analytical, SAT, spreadsheet kind of abilities. You have to have them, but they’re not sufficient. The ones that matter most are the right-brain abilities—artistry, empathy, design, big-picture thinking, things that are hard to outsource, hard to automate, and that help create something the world didn’t know it was missing.

How can organizations use this knowledge to innovate?

D.P. What you want are almost radical levels of autonomy. The [software] company Atlassian gives people one day, once a quarter, to work on anything they want and show it to the company 24 hours later. That day of autonomy has led to ideas for new products and fixes for existing products. Steve Jobs at Apple said, ‘I want to put a dent in the universe.’ He said, ‘I want to make a computer for right-brain people, not only for left-brain people.’ Google said, ‘We want to organize the world’s information and make it accessible.’ If you have that sense of purpose, and you give people autonomy, they will do amazing things.

You’ve spoken about people telling their stories. How can storytelling be used in the workplace?

D.P. We see the world as a series of episodes. People leave their office and come home, and their spouse or their partner says, ‘How was your day?’ They don’t whip out a PowerPoint presentation with pie charts. They narrate it. Storytelling has been too often banished from organizations as something that is not serious or is deceitful. Effective leaders are very good at hearing other people’s stories and creating a story that allows people to see themselves as part of that narrative and an important force and protagonist in moving that narrative forward.

What advice would you give to the educators of future teachers and business leaders?

D.P. The most important thing one can learn is the capacity to recognize embedded assumptions and challenge them. Our embedded assumption is that most people wouldn’t do very good work unless they were rewarded or punished for it. Maybe people actually want to do great work. They’re inherently active and engaged, as long as they’re treated fairly. Management is something somebody invented. Do we even need something like management? School is something human beings invented to address a certain problem at a certain time. It doesn’t mean what a school is should never change. Education is about challenging assumptions, challenging premises, and surfacing really false premises.

“Why has right-brain thinking become more important in the workplace?”

–Daniel Pink, Author of Drive: The Surprising Truth About What Motivates Us
Celebrating 40 Years of Social Change

A look at Walden’s impact past, present, and future

Compiled by Andrea Minarcek

{1970-2010}
A transformation takes place when you come to Walden. And there’s no better proof than looking at the graduates and faculty who are working to create change worldwide. Whether it’s advancing social and economic growth in developing countries, preserving art and architecture around the world, or providing that whisper of encouragement to help others reach their dreams, it is our tireless commitment to change that connects us. Past, present, and future.
NAME: Dr. Asoka Jayasena

CURRENT JOB: Faculty member in the School of Counseling and Social Service; independent consultant and researcher

TEACHING AT WALDEN SINCE: 2007

SOCIAL CHANGE MISSION:
“I work to improve the lives of women, children, and deprived community members in regions around the world.”

HOW I’M MAKING A DIFFERENCE: I have helped make a significant difference in many people’s lives by specifically identifying their problems and bringing them to the notice of authorities. For instance, I’ve helped garment workers get better salaries and migrant women get better benefits.

BEST LESSON I LEARNED FROM A STUDENT: I was a bit nervous when I first started teaching, and I actually expressed my fears to one of my students. She reassured me that my style was fine and told me never to change it. It’s a simple thing, but hearing that from someone else—to just be who I am—gave me a lot of confidence.

NAME: Dr. Prince Augustine Ordu ’00, Ph.D. in Health Services

CURRENT JOB: Chief operations officer with Excellence in Teaching, Learning, and Leadership Consulting Group, LLC; professor of business, Argosy University

SOCIAL CHANGE MISSION: I work to strengthen communities and promote unity and understanding around the globe through shared common interests and sustainable development projects.

HOW I’M MAKING A DIFFERENCE: I founded the Clearwater Project in Nigeria, which works to bring clean, drinkable water to communities where before they had to walk 20 miles, barefoot, to reach a decent water source. Also, I provide counseling and donate money to the Atlanta Union Mission, which helps the homeless. I also provide leadership development counseling to Etche-America Foundation, Inc., which promotes unity and understanding between the Etche people of Nigeria and the U.S.

FAVORITE WALDEN MEMORY: Receiving the 2009 Outstanding Alumni Award from Walden was definitely a highlight.

WORDS OF WISDOM: Thank a service member. They are leading social change around the world on your behalf.

NAME: Brigadier General Russell L. Frutiger ’02, Ph.D. in Applied Management and Decision Sciences

CURRENT JOB: Vice president of strategic development, Army Security Monitor Research

SOCIAL CHANGE MISSION: I strive to make the world a better place by taking care of my family—my biological family and my work family—and leading by example. Good role models produce even better role models for the next generation. Social change and stability start at home and spread through the workplace, producing a better society. I work to make a difference by setting a good example.

HOW I’M MAKING A DIFFERENCE: I create and implement business-development strategies across the human resources and information technology spectrums for the federal government.

BEST ADVICE I RECEIVED FROM A FACULTY MEMBER: Stay focused on the prize. Little setbacks are only a way to make the prize even better.

WORDS OF WISDOM: “Define your personal mission statement.”

I work to improve the lives of women, children, and deprived community members in regions around the world.”

BIGGEST BENEFIT OF MY DEGREE: “As a senior military leader, I thought I understood leadership fairly well. And I did—but not in a holistic way. My Walden degree gave me a broader understanding of what leadership is.”
BY THE NUMBERS

81,500+
Walden students and alumni

Students and alumni represent
50 states, 115+ countries

Walden alumni who felt that their program helped them to advance positive social change
75 percent

Walden doctoral graduates who obtained a promotion as a result of earning their degrees
85%+

Academic Residencies in 2009, including one international site (Liverpool, United Kingdom)
30

NAME: Dr. Alan W. White ’95, Ph.D. in Administration/Management
CURRENT JOB: President and chief executive officer of Alan White Associates, LLC; an international consulting business
SOCIAL CHANGE MISSION: I work to provide assistance to developing countries advancing social and economic growth.
HOW I’M MAKING A DIFFERENCE: I help to bridge the gap between North American and West African countries. Historically, it’s been extremely difficult for West African countries to attract direct foreign investment, but I’ve lived and worked in Africa and traveled to 31 foreign countries, so I have unique insight. I can help businesses in North America, specifically the U.S., understand that even though this region may be a bit unstable, there are great opportunities there for investments.
FAVORITE WALDEN MEMORY: I grew up in Indianapolis, a real Hoosier, in basketball country. Walden had a special relationship with Indiana University, and my graduation ceremony was held on that campus. To be able to come home and graduate and have all my family members—aunts, uncles, Mom and Dad, and especially my grandmother, who’d never graduated high school—come and see me graduate from Walden was a very special, emotional occasion for me. I was the first of any in our family who’d been able to get a doctorate.

BEST ADVICE I RECEIVED FROM A FACULTY MEMBER:
“Maloney encouraged me to scope it down to a topic that was more doable. ‘Right now,’ he’d tell me, ‘it’s important to have a dissertation you can complete, then you can build on it later as a professional. You can save the world after you graduate.’”

NAME: Marvin Kelly ’05, M.B.A.
CURRENT JOB: Executive director of Texas Property & Casualty Insurance Guaranty Association
SOCIAL CHANGE MISSION: I’m working to increase the levels of diversity in the insurance industry.
HOW I’M MAKING A DIFFERENCE: I’m creating insurance programs at historically black colleges and universities and at universities geared toward Hispanics and other minorities. There are only two other minorities in the entire United States who do what I do.
FAVORITE WALDEN MEMORY: Graduation. At the time, my son was 17, and I was receiving my degree. He stood in the front screaming, ‘All right, Dad! That’s what I’m talking about!’ And it was very loud. My son was more proud of me than I was of myself. That was a great moment.
WHY I REFER PEOPLE TO WALDEN: I believe very strongly in Walden’s social change mission. If you’ve been blessed with something, you have an obligation to give back. Not every program has that. People at Walden are trying to do more than get an education—they’re also trying to make a difference.

WORDS OF WISDOM: “Never listen to other people’s negativity.”
Forty years ago, our founders planted a seed from which a new model for higher education emerged.

She was a peace activist. He was an economist. But the social change work of New York state teachers Bernie and Rita Turner reached a new level after frustrations with a lack of higher education opportunities available to older students and those who had spent time in the workforce inspired them to send out 2,000 letters describing their vision for a new type of university.

One of the letters’ recipients, Dr. Harold “Bud” Hodgkinson, was a faculty member at the University of California, Berkeley. The journal Soundings had recently published Hodgkinson’s “Walden U.: A Working Paper,” an attempt to develop a university rooted in freethinking and social change. Hodgkinson contacted the Turners and, in 1970, Walden University was born.

Named after Henry David Thoreau’s Walden—in which the author described his search for independence, intellect, and societal values—the university would offer students of all ages the opportunity to pursue individualized higher education programs that would build upon the knowledge they had gained in the workforce and during previous schooling. Today, the Turners discuss the seeds of social change they planted 40 years ago, and reflect on the university’s growth and maturation.

“We achieved a doctorate that was completely different than what existed elsewhere. It was the first of its kind that enabled people to develop their own personal doctoral program related to their own belief system and their own personal goals. It offered ways for them to grow and stretch and learn, rather than being fixed into a program designed by someone else.” —Rita

“When we view Walden 40 years later, we’re virtually staggered by what we see. The level of sophistication the institution has achieved is beyond anything we could have possibly imagined. Even though administration has changed over four decades and ownership has changed over four decades, the significant mission that Walden has is still in place.” —Bernie

“It is absolutely incredible. They have a feeling that the institution is a mission in and of itself. Those who are in the programs, those who mentor them, and the staff together feel that this coordinated effort is going to involve meaningful accomplishments as time goes on. You sense the bubbling of excitement that exists. This is an institution that will support you, will energize you, and will enable you to achieve the highest.” —Bernie

“Very basic to our personal philosophies was the thought that an educational institution can literally be a source of social action—not simply the transmission of knowledge, but providing the motivation to utilize that knowledge in a particular fashion—playing some role in bettering society.” —Bernie

Read the paper that sparked the vision and mission for Walden University at www.WaldenU.edu/workingpaper.
Walden Timeline

Rooted in social change

"Go confidently in the direction of your dreams! Live the life you’ve imagined.”
–Henry David Thoreau

1970
Bernie and Rita Turner

1971
Harold “Bud” Hodgkinson publishes "Walden U: A Working Paper"

1972
Walden is founded by Bernie and Rita Turner

1979
Enrollment grows to 550, Glen Drake becomes the third president

1982
Academic offices move to Minneapolis

1984
Walden confers 46 Ph.D.s and 24 Ed.D.s at its first commencement

1988
Harold Abel becomes second president

1990
Walden is accredited through the North Central Association of Colleges and Schools (NCACS)

1992
Sylvan changes its name to Laureate Education, Inc., and fully acquires Walden

1994
Lt. Gen. Dave Palmer becomes fourth president

1999
Curriculum restructured to emphasize how professions are affected by social change

2001
National Technological University merges with Walden, creating the NTU School of Engineering and Applied Science

2004
Walden introduces new programs: M.B.A., M.P.A., and Ph.D. in Public Policy and Administration

2005
Walden is approved for licensure and allowed to grant Ph.D.s and Ed.D.s in Minnesota

2006
Walden sold to Don Ackerman, a Florida businessman, who becomes chair of the Board of Directors

2008
Curriculum restructured to emphasize how professions are affected by social change

2010
The College of Education is renamed The Richard W. Riley College of Education and Leadership

"Social change has been at the heart of our mission for 40 years. Part of what drives our students, faculty, staff, and alumni is a shared desire to make a positive difference in their neighborhoods, their communities, their careers, and in the broader world.”
–Jonathan Kaplan, President
NAME: Dr. Iris M. Yob
CURRENT JOB: Associate director for teaching and learning, Center for Faculty Excellence
TEACHING AT WALDEN SINCE: 1996
SOCIAL CHANGE MISSION: I help promote excellence in teaching and learning at Walden by supporting faculty development.
HOW I’M MAKING A DIFFERENCE: At many universities, the professors have to focus on advancing their careers through research and publishing. While this is also important at Walden, we keep the focus on students and teaching—and that can make a big difference to the students’ success.
FAVORITE WALDEN MEMORY: Years ago, I worked with one student here who was really struggling with her work. I was worried she’d never finish her program successfully, but we continued meeting for advising sessions together because she was so motivated. She did end up graduating, and it transformed her. She became more confident and articulate and later even went on to earn her doctorate.

“Now, she symbolizes to me what can happen to all of our students during their studies here. A transformation takes place.”

NAME: Dr. Georgia Gene Berryhill ’93, Ph.D. in Education
CURRENT JOB: Professor of art history at the University of Maryland University College; documental photographer for art historians, archaeologists, and antiquity restorations
TEACHING AT WALDEN SINCE: 1996
SOCIAL CHANGE MISSION: I help to record, archive, and work toward restoring architecture, wall paintings, frescoes, artifacts, weaponry, and other items across the world.
HOW I’M MAKING A DIFFERENCE: I often travel to and work in places that don’t have the money, personnel, and other resources to record, restore, and maintain their cultures. In many instances, the locals don’t even know about their own history, so with my tools and knowledge as an art historian, I am able to open doors about their own countries’ histories.
BEST ADVICE I RECEIVED FROM A FACULTY MEMBER: When I told my department chair, Stanley Rothstein, I was having trouble getting started on my dissertation, he firmly said, ‘All it takes to start is just five minutes a day.’ That really got my attention. And you know how it is, if you sit down for five minutes, then you get involved with your work and before you know it, you’ve invested one, and then two hours into it. Now I think of that advice every time I have to tackle a big project.
WORDS OF WISDOM: Aim high. Years ago, I never would have dreamed that I could possibly get a Fulbright Scholarship, but I did—simply because I worked hard and applied for it. Shoot for your dreams, no matter how far off they seem.
Persistence is always a winner. Don’t take the path of least resistance and give up.”

NAME: Dr. Esperanza Suarez ’04, Ph.D. in Education
CURRENT JOB: Adjunct professor, bilingual early childhood education, Universidad de las Américas, Quito, Ecuador
SOCIAL CHANGE MISSION: I work with future teachers, one by one, to help them realize that education can create global solutions.

HOW I’M MAKING A DIFFERENCE: I teach bilingual education, and I’m not just talking about English language versus Spanish language. Here in Ecuador, we have many Indian cultures with their own separate languages, and we need to be attuned to their needs, too. I help teachers see that giving students the right language tools can really help them to bridge cultural divides and be successful.

WHY I REFER PEOPLE TO WALDEN: I recommend Walden to a lot of older students because that’s the demographic there. It’s great to be studying with peers who are at your same experience level.

WORDS OF WISDOM: Degrees have to be based on a dream, a dream that needs to be sustained. It is hard work to maintain that dream. If you understand that up front—acknowledge that it will be hard but that you’re determined to do it anyway—it makes the journey easier.

NAME: Dr. Donald Grady ’97, Ph.D. in Administration/Management
CURRENT JOB: Chief of police and public safety, Northern Illinois University; president of Grady Consulting Services
SOCIAL CHANGE MISSION: I have devoted my life to the development of socially healthy and humane institutions of policing. Fledgling democracies around the globe require visionaries capable of cultivating progressive paradigms of humane policing predicated on the enhancement of safety and security without compromising individual dignity. Our global well-being cannot be secured through repression, incarceration, or apartheid, but only through the efforts of ordinary citizens with the hearts of heroes.

HOW I’M MAKING A DIFFERENCE: In addition to my duties as chief of police and public safety, I provide consulting services to various governments and national police executives or administrators around the world regarding the best practices in policing and methods they can use to cultivate a sustainable democratic institution of policing.

BIGGEST BENEFIT OF MY DEGREE: I now question the status quo and refuse to accept tradition as an excuse for the continuation of stale, outdated protocols or processes. That has allowed me to effectively compete for several senior-level national and international police executive or command positions.

NAME: Dr. Bernice Folz
CURRENT JOB: Teacher and advisor for The Richard W. Riley College of Education and Leadership and the School of Management
TEACHING AT WALDEN SINCE: 1990
SOCIAL CHANGE MISSION: To me, positive social change means helping society and individuals—locally, nationally, and globally. We should think of everything we do as relating to the world around us.

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Kathleen Conlee-Griffin '06, M.P.A.

**NAME:** Kathleen Conlee-Griffin '06, M.P.A.

**CURRENT JOB:** Director of program management for animal research issues at the Humane Society of the United States

**SOCIAL CHANGE MISSION:** I work to promote the mission of the Humane Society, which is to celebrate animals and protect their rights. I lead a campaign called 'Chimps Deserve Better' that seeks to end the use of chimpanzees for invasive research and to retire them to sanctuaries.

**NAME:** Dr. Bruce Dart '05, Ph.D. in Health Services

**CURRENT JOB:** Health director at the Lincoln-Lancaster County Health Department, Nebraska

**SOCIAL CHANGE MISSION:** We're working to bring healthcare access and equality to those in states of inequality.

**HOW I'M MAKING A DIFFERENCE:** We have programs designed specifically to improve the health status of vulnerable populations. We reach out and proactively work with families in cultural centers, in rural populations, and in low-income areas and provide services that hopefully directly improve their health status.

**HOW WALDEN CHANGED ME:** Before I came to Walden, I don't think I realized the full extent of my work could have on other people, on society. Walden made me think on a much broader scale about what I was doing. The Walden program really took up, by several notches, my desire to help others with my work.

**BIGGEST BENEFIT OF MY DEGREE:** My advanced degree directly led to a promotion at work, but it also improved my policy work related to animal protection. It helped me better understand the importance of considering the perspectives of other stakeholders, how government works, and what factors must be addressed to successfully influence policy changes, among other things. A combination of degrees in science and policy has proven very beneficial to my career.

**FAVORITE WALDEN MEMORY:** One of my professors always told me this great line: 'Stay in the now, but don’t forget where you’re going.' Basically, he was reminding me to focus on the present, but keep the bigger picture out in front of me, so I wouldn’t forget my long-term goals. Knowing that I had that big carrot, my degree, out in front of me was really motivating, but staying focused on today made it all less overwhelming.

Dr. Harold C. Cohen '00, Ph.D. in Health Services

**CURRENT JOB:** Senior project manager at System Planning Corporation, TriData Division

**SOCIAL CHANGE MISSION:** My goal is to influence the development and delivery of emergency-medical and fire-protection services to our citizens in the 21st century.

**HOW I'M MAKING A DIFFERENCE:** I look at how to integrate emergency-medical services better with the delivery of healthcare to both improve access and patient outcomes and to control costs. For fire-protection services, I help to advise municipalities using modern quantitative and qualitative evaluation methods on types of equipment, staffing, and technologies to improve fire prevention and reduce fire loss. I’m also very involved in helping to reduce work-related deaths and injuries of first-responders, such as firefighters and EMTs.

**BIGGEST BENEFIT OF MY DEGREE:** My degree has widened my perspective on how public safety impacts healthcare and community. It’s allowed me to further understand how emergency medical services is really the integration of public safety and public health.

**FAVORITE WALDEN MEMORY:** The access was incredible. I interacted with fellow professionals who had great ranges of perspectives and faculty whose knowledge and experience allowed me to view things from a wider perspective. I grew to understand how my profession could effect social change.
Out of the Rubble

Dr. Tim Bristol helps the wounded while empowering future nurses in Haiti

By Wendy Joan Biddlecombe

Soon after the 7.0-magnitude earthquake in Haiti, School of Nursing faculty member Tim Bristol was on the ground helping the relief effort in Léogâne, a town of 200,000 people and the epicenter of the January 12, 2010, catastrophe.

For 10 days, Bristol, along with a small group of nursing students, doctors, and a translator, awoke hours before sunrise and traveled from village to village to help people in desperate need of medical attention. Bristol recalls one man they encountered who was sitting in a chair with a crutch leaning on the wall beside him.

“We stopped to ask how he was doing. He said he was in a bit of pain—a block had fallen on his leg—but one of our surgeons examined him and discovered that his femur was completely fractured. The bones between his knee and his hip were mush, and he had spent the past seven days severely injured,” says Bristol. “We ran into so many situations like that.”

Some patients had to be airlifted to a Navy ship, the USS Comfort, while others were treated at the Episcopal University of Haiti (FSIL) School of Nursing in Léogâne, which had been converted into a fully functioning hospital.

Bristol’s involvement with FSIL, the first baccalaureate school of nursing in Haiti, began in 2007. In addition to making several trips to help support the new nursing school, Bristol and his family would host FSIL graduates and administrators in their Minneapolis home. “When the earthquake hit, I knew I had to get to Haiti and help our friends,” Bristol says. “I didn’t know how or when, but I knew I had to go.”

In late January, Bristol returned to his work and family in Minneapolis but couldn’t stop thinking about the new threats facing Haiti. There was the risk that toxic water could introduce a new wave of illness, and the possibility that millions of people would still be living in tents when hurricane season arrived.

By early March, Bristol was back on the ground in Haiti, leading a team of 28 people as they cleared rubble from Léogâne homes and churches, worked in medical clinics, and prepared FSIL classrooms for the return of nursing students.

Today, Bristol—who has shared his experiences with students in his Walden nurse-educator classes—remains in close contact with FSIL. “These trips have solidified my commitment to empowering Haitians,” he says. “What really makes an impact is us continuing to support education and growth in Haiti. I can only go down for 10 days at a time, but the nursing students will be there for the rest of their lives. If we give them the tools they need to learn and excel, we’ll really see some good things come out of the rubble.”
Mandela Awarded Honorary Doctorate

Nobel Peace Prize winner and former South African president Nelson Mandela was awarded an honorary doctorate degree from Walden University and five other universities in the Laureate International Universities network on May 7, 2010, in Madrid, Spain, for his tireless fight against apartheid. Attending the award ceremony on behalf of Mandela was Vusi Bruce Koloane, South African ambassador to Spain.

“Nelson Mandela embodies the potential in each of us to effect positive change, and Walden is proud to present this honorary degree to a legendary leader whose historic accomplishments will continue to inspire future generations,” said Walden President Jonathan Kaplan.

“Education knows no boundaries, and through Walden’s unique, multinational community, we are creating educational opportunities for people everywhere to advance their lives and the communities they serve.”

President Kaplan Addresses Capitol Hill

On May 4, 2010, President Jonathan Kaplan testified on Capitol Hill at the U.S. House Committee on Education and Labor hearing on “Supporting America’s Educators: The Importance of Quality Teachers and Leaders,” one of several hearings underway to examine the reauthorization of the Elementary and Secondary Education Act.

“At Walden, we are proud of the fact that more than 40,000 teachers and other educators have chosen our programs over the years with the goals of increasing their knowledge and skills,” said Kaplan. “Education knows no boundaries, and through Walden’s unique, multinational community, we are creating educational opportunities for people everywhere to advance their lives and the communities they serve.”

See Kaplan’s testimony at www.WaldenU.edu/capitolhill.

President Kaplan addresses Capitol Hill.

Expand Your Opportunities with Individual Courses

Walden now offers hundreds of individual courses at every degree level for students to earn academic credit and help advance their careers. Students, who can register for up to two courses at a time, may be able to apply academic credit toward a degree at Walden or another higher education institution. Some courses may satisfy requirements for earning or renewing a license, credential, or certification.

To learn more, contact an enrollment advisor at 1-866-492-5336 or visit www.WaldenU.edu/individual-courses.

Walden Now Offers hundreds of individual courses at every degree level for students to earn academic credit and help advance their careers.
Riley Speaks at Top U.S. Education Conference

In March 2010, former U.S. Secretary of Education Richard W. Riley and current Secretary Arne Duncan spoke at The Celebration of Teaching & Learning 2010 in New York City. The 13th annual conference was sponsored by The Richard W. Riley College of Education and Leadership.

During the plenary panel session, Riley—for whom Walden’s Richard W. Riley College of Education and Leadership is named—and Duncan discussed the critical turning point the U.S. education system has reached and called upon leaders to broaden school curricula and raise academic standards. Following the plenary, Riley and Duncan wrote an op-ed on the future of education reform that appeared in the New York Daily News.

Watch the complete plenary video and read the op-ed at www.WaldenU.edu/rileyplenary.

Walden Programs at a Glance

Walden University offers degrees at the bachelor’s, master’s, and doctoral levels to help working adults accomplish personal goals and prepare for career advancement. Now is the perfect time to re-enroll and share information about Walden’s offerings with friends, family, and colleagues.

(new programs in bold)

CENTER FOR UNDERGRADUATE STUDIES
B.S. in Interdisciplinary Studies
Undecided Major

THE RICHARD W. RILEY COLLEGE OF EDUCATION AND LEADERSHIP
Ph.D. in Education
Doctor of Education (Ed.D.)
Education Specialist (Ed.S.)

M.S. in Early Childhood Studies
M.S. in Education
M.S. in Higher Education
M.S. in Instructional Design and Technology
B.S. in Child Development
B.S. in Educational Studies
B.S. in Instructional Design and Technology
Endorsement Programs
Teacher Preparation Program with a Master of Arts in Teaching (M.A.T.)
Instructional Design and Technology Certificate

COLLEGE OF HEALTH SCIENCES
School of Health Sciences
Ph.D. in Health Services
Ph.D. in Public Health
Master of Healthcare Administration (M.H.A.)
M.S. in Clinical Research Administration

Master of Public Health (M.P.H.)
M.S. in Health Informatics
B.S. in Healthcare Management
B.S. in Health Studies
School of Nursing
Post-Master’s Certificates in Nursing
Master of Science in Nursing (MSN)
Bachelor of Science in Nursing (BSN)
Completion Program

M.S. in Early Childhood Studies
M.S. in Education
M.S. in Higher Education
M.S. in Instructional Design and Technology
B.S. in Child Development
B.S. in Educational Studies
B.S. in Instructional Design and Technology
Endorsement Programs
Teacher Preparation Program with a Master of Arts in Teaching (M.A.T.)
Instructional Design and Technology Certificate

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES
School of Counseling and Social Service
Ph.D. in Counselor Education and Supervision
Ph.D. in Human Services
M.S. in Marriage, Couple, and Family Counseling
M.S. in Mental Health Counseling

School of Psychology
Ph.D. in Psychology
M.S. in Forensic Psychology
M.S. in Psychology
B.S. in Psychology
Psychology Certificates

School of Public Policy and Administration
Ph.D. in Public Policy and Administration
Master of Public Administration (M.P.A.)

For more information on education licensure and professional accreditation, visit www.WaldenU.edu/educationlicensure.

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

Richard W. Riley, right, and moderator Paula Kerger

Participate in the Global Day of Service

Saturday, October 2, 2010

Invite your friends, family, and colleagues to participate in Walden’s fifth annual Global Day of Service. Find a volunteer project in your community at www.WaldenU.edu/servicenetwork.

To suggest a volunteer project in your community, email servicenetwork@waldenu.edu.

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••• AFTER MEDIATING COUNTLESS MISUNDERSTANDINGS between employees, Dr. Shantay Bolton ’10, Ph.D. in Psychology, resolved to get to the bottom of the communication breakdowns. Through her research, the former human resources manager found that understanding generational differences can play a large role in creating workplace harmony. Her dissertation research, “Workplace Development Through Generational Differences,” received the Best Poster Award during the January 2010 winter academic residency in Dallas. Take this quiz based on Bolton’s research to see how well you know your co-workers. —L.D.

### How Well Do You Understand Your Colleagues?

Test your knowledge on generational differences

#### 1. What motivates your colleagues the most?

- **A. Seniors** (1920-1945)
- **B. Boomers** (1946-1964)
- **C. Generation X** (1965-1980)

   1. Enjoy autonomy to have a social life during work hours.
   2. Look for a lot of positive feedback and do not like to be micromanaged. If they do not feel appreciated at a job, they have no problem moving on to the next one. They’re trying to get into management positions to increase their salaries—they would uproot their family and go to China if it meant an opportunity for advancement.
   3. Have an allegiance to management. Their mentality is “You tell me what to do and I’m not going to question it—even if I disagree with it. They work hard and hope it gets noticed. It’s important to them that people who come in after them know what they’ve contributed.
   4. Enjoy being in positions of authority. They’re trusting and loyal to the people who report to them, and tend to be very matter-of-fact.

   **ANSWERS:** 1. A-3; B-4; C-2; D-1

#### 2. When it comes to collaborating, what are your teammates’ work styles?

- **A. Seniors** (1920-1945)
- **B. Boomers** (1946-1964)
- **C. Generation X** (1965-1980)

   1. Like to work at their own pace. They enjoy computer-based projects. They like to feel like part of a team, rather than being told what to do.
   2. Self-sufficient. They like to feel respected and want to be acknowledged for their work.
   3. Tolerant. They tend to be self-starters and they try to be fair—to treat everyone consistently. They will voice their needs in the workplace.
   4. Like to take on a mentor role in the workplace. They don’t like to rock the boat and they’re not particularly interested in socializing at work. They’re not going to tell you if they’re struggling because they don’t want you to think they’re incompetent.

   **ANSWERS:** 1. A-3; B-2; C-4; D-1

#### 3. Who is more likely to leave the company to start a business?

- **A. Seniors** (1920-1945)
- **B. Boomers** (1946-1964)
- **C. Generation X** (1965-1980)

   1. The middle to younger end of this generation is very open to entrepreneurial ventures and wants to feel like they’ll be paid for the work they’re doing.
   2. They’re at an age where often they don’t want to go into debt to start a business. Members of this generation who are entrepreneurs have probably been doing it for a while.
   3. They think very highly of themselves. They have a sense of entitlement. If they’re not getting what they want at a company, they will go out and start their own businesses.
   4. Because of issues like retirement money and health care, they have to reinvent themselves and may start their own companies.

   **ANSWERS:** 1. A-4; B-3; C-2; D-1

For resources to help navigate your career path, visit CareerCenter.WaldenU.edu.
Accolades

THE RICHARD W. RILEY COLLEGE OF EDUCATION AND LEADERSHIP

Dr. Ayanna Cooper ’09
Doctor of Education (Ed.D.)
Serves as president of the Georgia chapter of Southeast. Teachers of English to Speakers of Other Languages (TESOL) and chaired the 2009 TESOL Regional Conference in Atlanta.

Dr. Daniele Kass ’09
Doctor of Education (Ed.D.)

Carmilla Young ’09
M.S. in Education (M.S.Ed.)
Accepted into New Leaders for New Schools, a national principal-preparation program dedicated to promoting positive change in schools throughout the United States.

David Andrade ’08
M.S. in Education (M.S.Ed.)
Writes a blog called “Educational Technology Guy.” The high school English teacher is an advisor for Technology & Learning Magazine, and has been published in NEA Today Magazine.

Dr. James Lehmann ’07
Doctor of Education (Ed.D.)
Serves as president and CEO of the Foundation for Center for Research of Whales, a nonprofit organization in Ecuador that conducts environmental research and provides educational initiatives. In 2009, the Foundation for Center for Research of Whales worked with more than 700 students in 21 schools.

Dr. Edwina Suit ’07
Doctor of Education (Ed.D.)
Appointed human resources supervisor for teacher placement in the Indianapolis Public School System.

Bryna Schreier ’06
M.S. in Education (M.S.Ed.)
Certified by the National Board for Professional Teaching standards in early childhood through young adulthood physical education.

Dr. Dorsey L. Kendrick ’94
Ph.D. in Education
Received two prestigious awards, one from the Connecticut Women’s Education and Legal Fund and another from the Connecticut State Conference of NAACP.

SCHOOL OF COUNSELING AND SOCIAL SERVICE

Dr. Fred Nance, Jr. ’09
Ph.D. in Human Services
Serves as president and CEO of C.L.I.C.K. Services, a not-for-profit business working to empower and enhance the lives of the culturally disadvantaged and disenfranchised. Nance is currently working with the Corporation for Supportive Housing and the Human Resources Development Institute, Inc. to develop more than 50 permanent supportive housing units for the severely mentally ill in Illinois.

SCHOOL OF HEALTH SCIENCES

Jeanette Bryant ’09
Master of Public Health (M.P.H.)
Author: the book How Far Can You Go for Love? Bryant is the CEO of Kids Be Aware, a nonprofit organization that creates children’s books that aim to raise awareness of chronic and infectious diseases.

Dr. Sandra Kuntz ’04
Ph.D. in Health Services

SCHOOL OF MANAGEMENT

Dr. Brian Grizzell ’09
Ph.D. in Applied Management and Decision Sciences (now Ph.D. in Management)
Appointed to the review board for the 2010 Joint Conference of the Academic Business World International Conference and the International Conference on Learning and Administration in Higher Education. Grizzell is an assistant professor of business administration at TUI University in Cyprus, Calif., and an adjunct professor at Grand Canyon University in Phoenix, Ariz.

Dr. Mike Haydock ’09
Ph.D. in Applied Management and Decision Sciences (now Ph.D. in Management)
Accepted a position with IBM as vice president and partner of advanced customer analytics and optimization. Haydock will be involved with IBM’s “Smart Planet” initiative, which is using advanced mathematics to improve customer relationships.

Dr. Emmanuel Onyekwere ’09
Ph.D. in Applied Management and Decision Sciences (now Ph.D. in Management)

Dr. Terrill Bittner ’06
Ph.D. in Applied Management and Decision Sciences (now Ph.D. in Management)
Teaches in the School of Management. Bittner also teaches at the Roy Cloud School in Redwood City, Calif., where she started an honors program for advanced math students in 2005. The honors program was recently awarded San Mateo County’s Kent Award for excellence in education.

Dr. Allen J. White ’91
Ph.D. in Applied Management and Decision Sciences (now Ph.D. in Management)
Received the John F. Kennedy Jr. Community Service award from the Hyannis (Mass.) Area Chamber of Commerce for his volunteer service in the community, which includes housing for veterans, initiatives on homelessness, and raising funds for Red Cross disaster relief.

Dr. Thomas E. Sawyer ’90
Ph.D. in Applied Management and Decision Sciences (now Ph.D. in Management)
Wrote two chapters on organizational preparation and leadership in Disaster Nursing: A Handbook for Practice. The book was named the 2009 Book of the Year by the American Journal of Nursing.

SCHOOL OF PSYCHOLOGY

Dr. Erica King ’09
Ph.D. in Psychology
Works as the director of Little Hands Therapy, LLC, based in Avondale, Ariz. Her future plans include expanding her free internet-based stress management program to include working and stay-at-home moms and businesses in the West Valley that are interested in easily improving their overall health and well-being.
One Degree, 10 Careers

SEE THE DIVERSE MIX OF CAREERS held by graduates who all completed the same degree program—the Ph.D. in Management.

1. CONSULTANT
   Dr. Roger Mason '06
   LEC Management
   Winnetka, California

2. PROFESSOR OF ORGANIZATIONAL BEHAVIOR
   Dr. John Antonakis '01
   University of Lausanne
   Lausanne, Switzerland

3. PRESIDENT AND CLO/CONSULTANT AND EXPERT WITNESS
   Dr. John G. Peters, Jr. '99
   The Institute for the Prevention of In-Custody Deaths, Inc./John G. Peters, Jr. & Associates
   Henderson, Nevada

4. DEAN, SCHOOL OF HOSPITALITY MANAGEMENT
   Dr. Nicholas J. Hadgis '06
   Widener University
   Chester, Pennsylvania

5. CEO, SECRETARY, TREASURER
   Dr. Thomas E. Sawyer '90
   Dynamic Alert Ltd.
   Palm Springs, California

6. ADVANCED MATHEMATICS TEACHER/SCHOOL OF MANAGEMENT FACULTY
   Dr. Terri Bittner '06
   The Roy Cloud School and Sequoia High School
   Redwood City, California

7. VP AND PARTNER OF ADVANCED CUSTOMER ANALYTICS AND OPTIMIZATION
   Dr. Michael Haydock '08
   IBM
   Minneapolis, Minnesota

8. CHAIRMAN OF THE BUSINESS DEPARTMENT
   Dr. Dennis E. Morrow '92
   Herzing University
   Atlanta, Georgia

9. WRITER AND THINKER
   Dr. Anita Cassard '07
   www.bestthinking.com
   Baltimore, Maryland

10. CHAIRMAN OF THE BUSINESS DEPARTMENT
    Dr. Leslie Capehart '00
    Missions Frontier
    Guatemala

Dr. Wilfredo Nieves '04
Ph.D. in Psychology
Hired by Webster University in St. Petersburg, Fla., to be its statewide counseling coordinator. Nieves is a qualified Florida state supervisor for clinical social work, marriage and family therapy, and mental health counseling, and also serves as a psychologist for the federal government’s Disaster Medical Assistance Team.

Dr. Leslie Capehart '00
Ph.D. in Psychology
Serves as vice president of Missions Frontier, a nonprofit organization that focuses on leadership and economic development in Guatemala. Capehart has worked with the indigenous Mayan population in Chichicastenango, Guatemala since 2003.

Dr. Molly Barrow '08
Ph.D. in Psychology
Wrote Mala & Teacup Awesome African Adventure and Mala & Teacup Out on a Limb. These self-esteem books for young readers have been nominated for the 2010 Sunshine State Young Readers Award.

We want to hear from you! Send your accomplishments to MyWaldenImpact@waldenu.edu.
How I Did It

ALISSA RUSSELL ’09

DEGREE EARNED: M.S. in Education
WHAT I STUDIED: Mathematics (Grades 6–8)
HOW I PAID FOR IT: Student loans
HOW LONG IT TOOK: 18 months

WHAT ELSE I WAS DOING AT THE SAME TIME: I was teaching mathematics at the Life School in Dallas, Texas, and raising seven children ages three years to 18. I was also pregnant with our eighth child while I got the degree.

WHEN I STUDIED: When my kids were asleep—either late at night or early in the morning. If my teaching work was caught up, I’d work on research during my planning period. On Saturdays my husband would take the little ones with him so I’d have two or three uninterrupted hours.

WHERE I STUDIED: In the bedroom. I have a desk with a computer there. I also locked myself in the bathroom to read.

MOST CHALLENGING PART: Researching was hard, but time was the biggest challenge—finding the time to study amongst all my cooking and other household duties and lesson plans and grading papers and spending time with my husband and church activities. When I completed my last assignment, a huge weight was lifted from my shoulders. I finally knew I had what it takes to earn a master’s degree.

BEST THING MY FAMILY DID TO HELP ME: My husband created what he called a “Walden schedule.” It organized my time so I could go to work, come home, have some me time, cooking time, cleaning time, family time, study time, look at the news, and still get to bed at a reasonable hour. He helped me get organized so I wasn’t just studying whenever I could fit it in.

WHAT KEPT ME MOTIVATED: I’ve never liked the thought of not finishing something. So when the low times would come, I’d just push through, because I needed to finish. Once, my Internet went down with exactly one hour left to post my assignment. At that point, I thought about giving up, but my husband encouraged me to continue.

HIGHEST POINT: Handing in my last paper and seeing the end!

BIGGEST CHANGE IN MY LIFE SINCE GETTING A DEGREE: I am now the head of the math department—that was directly a result of my degree. And I get more respect from the administration. Many of them seek my opinion now.

MY NEXT BIG CHALLENGE: I’m a student in the Ed.D. program—it’s actually the reason I went back to school in the first place. With my Ed.D, I plan on being able to reach a lot more students by impacting their teachers. I want to help implement educational policies that are positive for all involved parties. —D.S.
Make the Most of your powerful worldwide network of 38,000 Walden alumni with a Web site exclusively for our graduates. This is your place to reconnect with friends, exchange ideas, share your news, learn what Walden offers alumni, and much more.

Get connected today. Visit www.myWaldenAlumni.com to update your profile and start building your Walden alumni network.