

WALDEN

WINTER/SPRING 2018

ALUMNI MAGAZINE

From MD to MBA



Empowering Youth

Developing sensible women for a better world

Crisis Control

Can the national nursing faculty shortage be solved?

Never Too Late

Giving boys in foster care another chance

Dear Alumni,

IT IS WITH A GREAT SENSE OF GRATITUDE that I write to you for the last time as Walden University's president. As my tenure draws to a close, I reflect on the tremendous impact our Walden graduates have had on their communities, professions, and on the lives of those around them. Together, we achieved extraordinary milestones in academics, technology, and service—all of which blaze a pathway for Walden's future.

During my time with Walden, I have seen our student and alumni communities grow in both numbers and in passion—and today our Alumni Association is 115,000 graduates strong. As our alumni, you have brought great honor to our university by advancing in your careers and becoming leaders in fields such as nursing, education, social work, and business.

By the time you read this letter, Dr. Ward Ulmer, a Walden graduate and devoted colleague, has stepped in as Interim President. I am confident that President Ulmer will use this new beginning to amplify our unique position as a vibrant community of change agents.

Alumni stories of perseverance and triumph have always inspired me, and the graduates featured in this issue deliver that steadfast thread of motivation. Walden does not ask its alumni for donations, but as we embark on new endeavors and experiences, I leave you with two simple asks to ensure that this great university retains its prominence:

1. Help to advance our cause of social change by applying your knowledge to help your community.
2. Commit to paying it forward and help a friend or colleague excel in their careers.

Thank you for the opportunity to serve and work with you. It has been a privilege to lead this illustrious university and to be a part of the Walden story.

Sincerest farewell,

Jonathan A. Kaplan
President
2007–12, 2014–18



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Photo by Steven E. Gross



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APPLYING MY RESEARCH

Creating Change Through Research



Oliver Parini Photography

Dr. Susan Barber Skinner focuses on mental health research to help those living in poverty

By Kyra Gemberling

IMAGINE EXPERIENCING HOMELESSNESS AND HAVING TO RELY ON A FRIEND'S COUCH FOR A BED—or worse, living in the woods with nothing but a sleeping bag and a thin blanket to keep you warm.

This is a reality for many individuals in upstate New York and one that **Dr. Susan Barber Skinner '17, a PhD**

in Psychology graduate and **Walden Alumni Ambassador**, has become all too familiar with as she works to develop solutions relating to the health effects of poverty and sleep behavior.

Skinner earned a master's degree in clinical mental health counseling in 2008 from Union Institute & University

while pursuing work as an independent researcher and grant writer for mental health nonprofits. Afterward, she served as a counselor and a clinician for addiction recovery and family preservation agencies in the Adirondack region of New York.

As a clinician, she worked with a young, low-income father of five who was battling to maintain custody of his children. Among the issues was his choice to not let his children nap. He hoped that if the children did not sleep during the day, then they would fall asleep earlier in the evening. Instead, they were struggling to stay awake in school.

This case opened Skinner's eyes to the negative health outcomes linked to rural environments and poor sleep. Many of her clients were unable to focus on their own health or that of their children because there were so many other things going on in their lives. Skinner decided she wanted to focus on her independent research to

develop impactful solutions to these issues and help this rural population prioritize their own health.

"I've always been interested in doing research to get a sense of the big picture of what might help an individual or a family move forward," Skinner says. "Looking at the larger context of sleep behavior allowed me to explore commonalities among populations and develop strategies to help."

As part of her Walden dissertation, Skinner conducted qualitative research on the lived experience of sleep among young adults living in rural poverty. Out of a dozen people in her study, seven indicated they had limited ability to control their sleep environment due to



"I've always been interested in doing research to get a sense of the big picture of what might help an individual or a family move forward."

homelessness or substandard housing conditions. "Your sleep schedule is dependent on with whom or where you're living, so any control you have over it is limited by your ability to create a healthy sleep environment," she says.

Skinner is exploring the development of sleep hygiene programs to educate people about the importance of sleep and provide them with useful resources. She's participating on a subcommittee for Community Conversations on Poverty in St. Lawrence County, which has given her great insights into people's experiences relating to food security and housing. She is also pursuing a collaboration with the Empire State Poverty Reduction Initiative to conduct community-based action research.

With its rigorous academic standards and challenging curriculum, Walden has given Skinner the analytical tools necessary to create positive social change in her community, she says. While working on her dissertation, Skinner conducted interviews at Head Start programs, and she is working on developing a protocol for sleep hygiene that Head Start can use in workshops.

"Walden taught me to approach clinical situations as an academic scholar rather than just a practitioner," she says. "I'm confident in my ability to conduct and implement research projects because of the support I received at Walden, which will help me in my mission to amplify the voices of those living in rural poverty."

INSIGHTS



© Getty Images / Gaston De Cardenas

Weathering the Storm

Dr. Harry Kemp offers tips on how small businesses can survive a natural disaster

By Kevin Thornton

IN HIS 25-YEAR CAREER AS A FIRE RESCUE CAPTAIN in Jacksonville, Florida, **Dr. Harry Kemp '16**, a **Doctor of Business Administration (DBA)** graduate, saw his share of small businesses go underwater—literally. “I saw everything from a flood that wiped out a business when a nearby river ran over its banks to a restaurant being struck by lightning, setting the kitchen on fire,” he says.

The common denominator in whether those businesses survived those disasters was whether the owners were prepared. “If you own a small business, that’s your livelihood,” Kemp says. “If you haven’t planned a response, it can be a disaster for you both personally and professionally.”

While working on his DBA, Kemp used his natural disaster experience as a first responder to inform his doctoral study, *The Survival of Small Businesses*

in Northeastern Florida After a Natural Disaster, for which he received the Walden University **Frank Dilley Award for Outstanding Doctoral Study**.

Now retired from the fire department, Kemp works as a consultant, partnering with small businesses to ensure they don’t lose everything as the result of a natural disaster. As Hurricane Irma crashed into Florida in September 2017, Kemp shared his survival advice for small businesses.

1 PROTECT YOUR BUILDINGS. If you know a natural disaster is coming, take proactive steps to protect your building and business. That can include installing concrete barriers, surrounding the building with sandbags or inflatable barriers, and laying antimicrobial carpet padding. It’s all about protecting the building where your business operates and the stock inside it.

2 COVER YOUR BASES. Having insurance to shield your business from the costs of recovering and rebuilding after a natural disaster is vital. Is there a large tree that could fall and prevent customers from coming in? Are you in a

flood zone or a high-risk fire area? At a minimum, invest in flood and business interruption insurance, which covers the losses you may experience if you’re not able to do business immediately following a natural disaster. Always have some cash on hand, too. It can come in handy if the power is out for an extended period and you are unable to access ATMs.

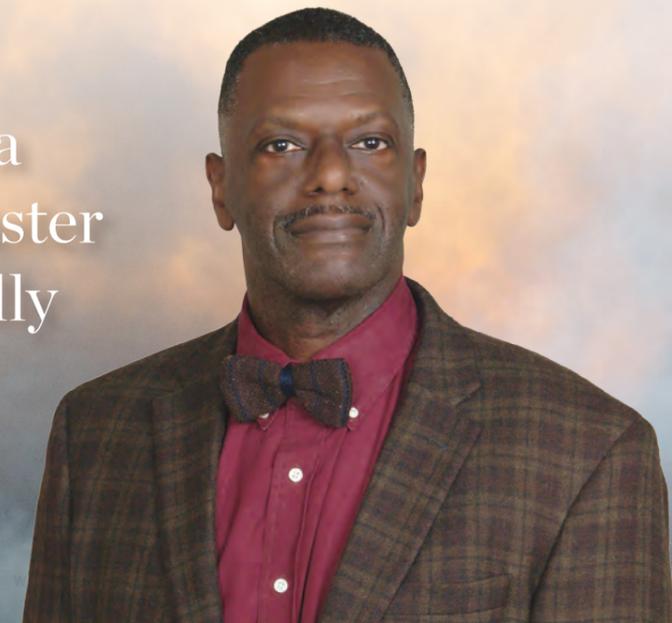
3 FIND YOUR TRIBE. It can take time to collect on insurance. In the meantime, if your business is damaged, you’ll need to move quickly to reopen, and you’ll need a network of people to help you do it. Build a tribe of friends, family, and community members who can

help you do quick repairs and cleanup to minimize downtime.



4 DO YOUR HOMEWORK. No one knows more about how a small business can survive a natural disaster than a business owner who has been through one. Do your research, partner with your local municipality, and find local small-business owners who have been through recent natural disasters. Continually seek the information you need, prepare every year, and have a plan. If a natural disaster hits, you must know in advance how you’re going to keep your business running.

“If you haven’t planned a response, it can be a disaster for you both personally and professionally.”



LIFELONG LEARNERS

Nursing From the Heart

Dr. Angela Mackay is eager to learn for—and from—her patients

By Kevin Thornton

THE PATIENT COULDN'T SPEAK AND DIDN'T UNDERSTAND ENGLISH.

A member of the Hmong community from southeastern China, she had been diagnosed with tuberculosis and depression, was placed under court-ordered treatment, and was dealing with a strained family relationship.

This would have been an easy time to give up, but the patient was under the care of **Dr. Angela Mackay '17, '13**, and the psych consult nurse refused to give up. “Some of nursing is based on what you know,” she says. “And some

is doing what you feel, what you need to do to reach each patient.”

Mackay began visiting her daily—sometimes for 2 hours—and arranged with executive leaders and legal for the patient to be able to go outside for walks. After 112 days, she was discharged. “I did all I could to assist the patient and her family,” she says. “It was very emotional, but I knew we could reach her.”

Mackay’s instincts for mental health nursing began in Sierra Leone, where she was born



“A medical staff has to feel safe to provide the quality and compassionate care patients deserve.”

Matthew P. Spangler

and where mental health patients are often shunned by their families and communities. At 15, she moved to England to further her education, and in 1990, she began her career in healthcare, supervising a rehabilitation unit for patients with brain injuries.

In 2000, she moved to the U.S., where she earned her associate degree in nursing from Century College and her Bachelor of Science in Nursing from Metropolitan State University. In 2006, she became a mental health resource nurse, and workplace violence and patient-staff assault became the focus of her attention. “Maintaining a safe work environment is important for both healthcare providers and patients,” Mackay says. “A medical staff has to feel safe to provide the quality and compassionate care patients deserve.”

While serving as a mental health consult nurse at Regions Hospital in St. Paul, Minnesota, Mackay began her **Master of Science in Nursing (MSN)**

at Walden. She applied the knowledge and leadership skills she was gaining to form the Psychiatric Emergency Response Team (PERT), a group trained to intervene if a patient becomes disruptive. The PERT program earned her the American Psychiatric Nurses Association 2015 Award for Innovation for individuals as well as the Minnesota March of Dimes Nurse of the Year Award for mental health. She expanded on her work with PERT when she began her **Doctor of Nursing Practice (DNP)**.

“It was always my dream to earn my doctorate and to continue to grow as a person and a professional,” Mackay says.

Her passion for nursing led her to Northwest Hospital in Maryland, where she mentors the nurses around her, encouraging them to further their education, to look for opportunities to help move mental health treatment forward, and to get their psych certifications.

“Continuing my education has made me more confident in my written communications and research skills,” she says. “I’m also more confident in discussing them with my leaders and peers. That’s the only way we’re going to implement evidence-based change. You have to speak up.”

Mackay’s passion has not gone unnoticed, especially by her four daughters. Her two oldest have earned bachelor’s degrees and are pursuing master’s degrees in psychology at Walden, seeking to help others—just like their mother.

“I’m proud of all my daughters and am hopeful they’ll work to help others as well,” Mackay says. “As for me, I’m already thinking about what’s next. There’s plenty more to learn and plenty more to give. I’m not tired just yet.”



Putting Social Change at the Heart of All His Endeavors

Dr. Mahaman Moussa | School of Nursing

By Susan Walker



BORN AND RAISED IN NIGER, AFRICA, Dr. Mahaman Moussa is well acquainted with the challenges his country faces,

especially lack of access to healthcare. Niger is one of the poorest countries in the world—ranked 187 out of 188 in the United Nations Human Development Index in 2015—and had fewer than 300 doctors working there from 2000 to 2010,

according to the World Health Organization. With a population of more than 19 million, this means many people go without care every day.

Moussa immigrated to the United States in 1998, leaving his career as a veterinarian behind, and earned his bachelor's, master's, and doctoral degrees in nursing from 2005 to 2011. Now a family nurse practitioner and a Walden **School of Nursing** faculty member since 2012, Moussa has dedicated himself to helping the people back in his

native country, earning him Walden's **2017 Commitment to Social Change Award**.

He funded and built the Raouda Medical Center of Tahoua and now oversees and treats patients via telemedicine and during regular visits to Niger. The 50-bed hospital opened in 2015 and provides low- and no-cost care for patients of all ages. In addition to his work in Niger and with Walden, Moussa also volunteers at a clinic for underserved patients where he lives in Winston-Salem, North Carolina.

What inspired you to open the Raouda Medical Center?

People in Niger were dying from preventable diseases such as diabetes and high blood pressure. I could not sit idly by. Our facility provides evidence-based treatments—something other medical centers in the area don't. Our healthcare team is using Eighth Joint National Committee (JNC 8) guidelines for diagnosis and management of high blood pressure as well as American Diabetes Association guidelines for diagnosis and management of diabetes. We also have access to the

latest technology—including digital mammography and X-ray and a state-of-the-art lab—for patients of all ages from all income levels.

What services do you provide?

We also provide free medications to those who cannot afford them for the treatment of hepatitis, HIV, malaria, and diabetes, and we send medical teams and our mobile health unit to help people in remote villages. On my most recent trip, we treated more than 1,200 people at our free clinics and offered free screenings and

medications for hepatitis, HIV, malaria, high blood pressure, diabetes, and more.

How does teaching at Walden allow you to further your passion for social change?

I believe in the power of education to close economic gaps and open doors to opportunity. Walden lets me bring those opportunities to the citizens of the world. Walden's focus on critical thinking and analysis gives my students the knowledge and confidence they need to find success and lift themselves up. The support of the Walden administration and faculty to allow me to do my clinical work in Niger and North Carolina and bring healthcare to those who need it most while still teaching is invaluable.

Why is your social change work so important, and how can people get involved?

I'm not a person who likes to judge others and the lives they lead. Instead, I prefer to invest my energy in making a difference, which is why I started the hospital. But you don't have to be in the healthcare field to make things better. There are opportunities for interprofessional collaboration. I work with lawyers, accountants, and others who donate their time and expertise to make the work I do at the hospital possible.



"You don't have to be in the healthcare field to make things better."



Micah Griffin

FROM THE FIELD

Live Long and Live Well

“EVERYONE DESERVES ACCESS TO ANSWERS ABOUT THEIR OWN HEALTH.

Often, African-American men are diagnosed later and die more often from a variety of preventable diseases compared to women and other racial and ethnic groups. Heal Our People Incorporated’s mission is to enhance the lives of these men through campaigns to improve overall health and access to services, academic success, and training in fatherhood so they can function more productively in their families, careers, schools, and communities.

I created the Shape-Up Men’s Barbershop health initiative for Heal Our People to educate men about and screen them for diabetes, hypertension, and HIV/AIDS. We held a men’s health fair at the Y in 2015 and started holding events at Exclusive Kutz Barbershop and Lounge in Salisbury, North Carolina, in 2017. At our first barbershop event, we screened



21 men for high blood pressure and tested 10 participants for HIV/AIDS. We distributed health literature to more than 60 participants, provided healthy snacks, and offered \$5 off haircuts for any men who completed a health screening or HIV test.

The men in our community were extremely receptive to the services, and many volunteered to get HIV testing

when they noticed we were offering them free of charge. We plan to expand to two other barbershops and include screenings for diabetes and prostate cancer in the future. I am excited about changing the narrative and moving the needle on African-American health disparities to ensure our community members can live long and live well.”

— MICAH GRIFFIN '15 is a **Master of Healthcare Administration** graduate, **PhD in Health Services** student, and 2015 **Scholar of Change**. He is the founder and chairman of Heal Our People Incorporated. He recently relocated to serve as director of Student Health & Counseling Services at Alabama A&M University. Heal Our People will continue to serve the people of North Carolina, but Griffin plans to bring some of the services to Alabama as well.

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BROADENING MY HORIZONS

The Bigger Picture

Putting business skills to work to become a better physician

By Rebecca Kirkman



WHILE COMPLETING HER INTERNAL MEDICINE CLINICAL ROTATION in spring 2013, **Lincey Alexida '16** was consumed with the typical concerns of a busy second-year medical student: balancing days at a clinic and nights at a hospital, and studying for her licensing exams.

In between seeing patients and filling out medical charts at a private primary care clinic in Palos Heights, Illinois, Alexida and her mentor often discussed the challenges of operating a private practice, one of Alexida's goals. "He asked simple questions like, 'What do you know about the current healthcare bill?'" Alexida says. "I didn't really know anything."

It was then that she realized it would take more than medical knowledge to open her own practice. "With my MD, I would know how to treat people," she says. "But I realized there was no way I could properly run my own practice without a business education."

"Thanks to my MBA, I became a great writer and a great listener, and I have more confidence."

Eight weeks into her 12-week rotation, she contacted Walden to enroll in the **Master of Business Administration (MBA)** program. Taking one course at a time, Alexida took about a year longer to complete her MBA than Walden's average time to completion, but with a medical school workload, she considers her June 2016 graduation a great accomplishment.

Steven E. Gross

"Colleagues who saw me go through all the extra work didn't understand why," she says. "They'd say, 'You're a medical doctor. Why do you need an MBA?'"

But Alexida found her confidence improved in more than just business practices. "Before I earned my MBA, I was hesitant in writing, presenting, or even speaking English because it is my third language," says the Haitian immigrant, who spoke only Creole and French when she moved to the U.S. at 14. "Thanks to my MBA, I became a great writer and a great listener, and I have more confidence."

Earning her MBA ignited a new passion, too: clinical research. Since late 2016,

to use serving the Haitian community in Boston as an approachable expert on issues ranging from healthcare to taxes to immigration papers. "There are a lot of people with chronic conditions who don't really understand them," she says.



To help, she creates simple brochures on health topics in French and Creole, and her mother passes them out at church. "I put my e-mail on there, and they reach out to me with personal questions," she says.

"It makes a big difference."

Alexida is nearing the end of her medical school journey—she plans on graduating from Saint James School of Medicine with her Doctor of Medicine in May—but she's made it her mission to never stop

Alexida has published three articles as a first author, including a case report on large B-cell lymphoma in *Consultant*, an independent, peer-reviewed journal for primary care clinicians. "To see that I'm already reaping the benefits makes me feel like I made the right choice," she says.

Alexida has put her well-rounded skills

learning. She is now pursuing her **MS in Clinical Research Administration** at Walden and has dreams of becoming a research scientist.

"Broadening your horizons is always a good thing," Alexida says. "When you are well-rounded, you are more valuable in any field."

BEYOND BORDERS

Go Tell It on the Mountain

Dr. Steve Gardiner ascends the world's summits to raise funds and awareness for Tibet

By Kevin Thornton



IT WAS 1988, AND HE WAS ALMOST AT THE SUMMIT of the north face of Mount Everest in Tibet. “We had to turn back because of 100 mph winds,” says **Dr. Steve Gardiner '12**, a **Doctor of Education (EdD)** graduate.

That was the first time Gardiner saw Tibet—and it wouldn't soon leave his mind. In 1949, the Chinese military took over, and that occupation continues today. During that 1988 visit, Gardiner saw the area's altered culture firsthand. The mountain is what drew the seasoned climber to Tibet, but the career high school English and journalism teacher—and 2008 Montana Teacher of the Year—couldn't imagine leaving without seeing a school and learning about the people and the culture.

“The English teacher in a Tibetan school invited me to speak to his class,” Gardiner says. “When he introduced me, he said, ‘Comrades, we have a visitor today.’ I realized then that the occupation had been harsh, but the people were still so happy. That was a powerful experience.”

Gardiner would soon be drawn back to mountains around the world to tell others about it. In 2006, he was contacted by his friend John Jancik. The two

climbers had met in 1995 while preparing for an expedition to northern Greenland and soon started doing other climbs together. Jancik wanted to combine his love of mountain climbing with his love for the spirit and culture of Tibet, and he wanted Gardiner involved.

The group they formed is called 50 for Tibet, a volunteer nonprofit effort to raise awareness of and funds for Tibetans by climbing the highest point in each of the 50 United States. Money raised by the project was donated through the Rowell Fund for Tibet, named in honor of photographer and mountain climber Galen Rowell and his wife, Barbara. The Rowell Fund provides grants to Tibetans

involved in environmental, cultural, and women's projects, many of which are reflective of the peaceful, happy nature of Tibetans.

“Fifty for Tibet spoke to me on many levels,” Gardiner says. “This opportunity to change lives and careers has allowed Tibetan artists to continue their work and make contributions to their communities through preservation of a Tibetan library, an outdoor education program for Tibetan students, a film about Tibetan music, and more.”

Over the next several years, Gardiner joined other climbers to conquer the highest points in 48 states—some as humble as the 345-foot Britton Hill in Florida; others as challenging as the 12,800-foot summit of Granite Peak in Montana. The group would later add international peaks to their list.

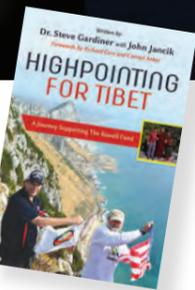
During many of his climbs, Gardiner was still working in the classroom and pursuing his own education. In 2012, he completed his doctorate, an



Dr. Steve Gardiner (right) shakes the hand of the Dalai Lama.



“Find something you love, and use it to help others. Social change is sometimes that easy.”



educational journey that he says made his mission clearer.

“Many of the assignments in the EdD program emphasized cultural awareness,” he says. “I'd already been climbing for more than 30 years all around the world, but my experiences became even deeper and more meaningful.”

Now retired from teaching, Gardiner has more time to dedicate to his passion for mountain climbing and the people of Tibet. In July, he and Jancik published *Highpointing for Tibet: A Journey Supporting the Rowell Fund*, a book

detailing their 50 for Tibet experiences. Gardiner plans to continue writing and publishing and climbing whatever mountains he can, whether for the experience or to tackle social change.

“What made my experience with 50 for Tibet such a perfect fit was that I took something I valued and tied it to a passion,” he says. “Find something you love, and use it to help others. Social change is sometimes that easy.”



MY MISSION POSSIBLE

Empowering Today's Youth

Dr. Lovely Thornton dedicates her career to developing well-rounded young adults

By Kyra Gemberling



“If we can influence a young woman’s mindset, we can change the mindset of the world.”



IN 1995, DR. LOVELY THORNTON WROTE A POEM called “A Sensible Woman” in honor of her mother, Margaret. Margaret was a sharecropper’s wife with eight children, and although life certainly wasn’t easy for her, she consistently exuded a sense of responsibility, integrity, and poise. Thornton admired these qualities in her late mother, and the poem paid tribute to her. So would Thornton’s life work.

Nearly 17 years later, Thornton founded Sensible Women Initiative Inc. (SWI). The organization is dedicated to assisting young ladies ages 5 to 25 in developing common sense and decision-making skills. SWI has expanded its membership since its founding in 2012, establishing chapters in Rochester, New York; Dover, Delaware, at Delaware State University; and Towson, Maryland, at Towson University, where Thornton currently works as an adjunct professor.

“I want youth to choose right over wrong and understand that their decisions create the foundation for the rest of their lives,” she says.

With more than 600 participants in the program, SWI has hosted six national conferences in Connecticut, Illinois,

Maryland, New York, and South Carolina. The 2018 conference will be held in Alexandria, Virginia, in July.

But SWI is only one aspect of Thornton’s decades-long career working to improve the lives of youth around the world. An impressive résumé of social change activities earned the **1993 PhD in Education** grad distinction as Walden’s **2017 Outstanding Alumni Award** winner.

As a 20-year military spouse, Thornton left her mark wherever she and her family traveled. In 1987, she co-founded and served as president of Parents Assisting Youth in Germany. A desire to broaden her skill set led her to pursue her PhD in Education with Walden in the early 1990s. Thornton expanded upon her personal

mission through her coursework and her dissertation, which explored parental involvement with a child’s teachers.

Walden’s commitment to social change hit home with Thornton, and it soon became an ever-present theme in her career. After graduating, she served in leadership roles to develop and implement a transition program for a Department of Defense school in Japan that served more than 400 students; to increase diversity in New York and Delaware schools; and to develop a program for student support at the Howard University College of Pharmacy’s Center of Excellence in Washington, D.C.

Now, Thornton is focused on developing a Washington, D.C., and Maryland chapter of elementary school girls who SWI can mentor throughout their formative years. She and the SWI team aim to establish a chapter in every state.

“We are committed to encouraging young ladies to focus on the power of common sense,” she says. “If we can influence a young woman’s mindset, we can change the mindset of the world.”



WHY I REFER

Guiding Others to a New Path

Inspired by her successful career switch, this alumna encourages others to follow their passions with a Walden education

By Kyra Gemberling

THERE'S NOTHING LIKE WATCHING THE PEOPLE YOU LOVE SUCCEED IN LIFE. That's why **Dr. Jennifer DeSouza '14**, a PhD in Psychology graduate, continues to refer her colleagues, friends, and family members to Walden. DeSouza comes from an education background, but witnessing



her mother-in-law foster disadvantaged children inspired her to pursue a new path. Now clinical director of the Women's Therapeutic Residential Center in Henning, Tennessee, she strives to teach others through the power of healing.

HOW DID YOUR WALDEN DEGREE ADVANCE YOUR CAREER?

I already had a master's degree in education from University of Phoenix, but I knew getting a PhD would grant me more options to

start a new career. I was a teacher, but I wanted to pursue psychology to learn how to help people one-on-one. Walden gave my classmates and me the opportunity to perform psychological assessments on one another, which allowed me to advance my skills in a real-world setting. I had some wonderful experiences and met some amazing people at Walden.

WHOM DID YOU REFER AND WHY?

So far, I have referred three people: my niece, Nicolette Reid; my best friend, Karol Kelly; and my coworker, Lea King. Lea has already enrolled for her PhD in Psychology, and Nicolette and Karol plan to pursue a bachelor's degree in social work and a master's degree in nursing, respectively. All three of these ladies told me they wanted to advance their careers, but they needed a program that would allow them to continue working. That's when I knew that Walden would be the perfect choice for all of them.

WHAT CHANGES DO YOU ANTICIPATE SEEING IN THE LIVES OF THOSE YOU'VE REFERRED?

With a PhD, Lea will be able to help her clients with more in-depth analytical experience. With a higher degree in nursing, Karol will find more opportunities in the medical field and hopefully will get promoted from her current position as an RN. Nicolette is currently working in customer service, but getting her bachelor's degree will help her move forward in a social work career that she feels more passionate about.

■ Make the path a little easier: When your referrals enroll and begin their program in 2018, they'll receive a tuition savings of 15%. Go to WaldenU.edu/refer for more information.

The Walden Ambassador Program is Growing!



The Walden Alumni Ambassador Program is an elite network of 1,500 alumni leaders who advocate for the university and one another by raising awareness of Walden as a leader of social change in their local communities, workplaces, professional associations, and social groups. All alumni, students, faculty, and staff benefit from their work as loyal champions.

Our goal is to have 5,000 Alumni Ambassadors by December 31. Are you ready to step up as a leader to increase outreach and amplify Walden's mission of social change?

CONNECTING ONLINE

Alumni Ambassadors can now interact using a brand-new social-sharing platform called the Walden Ambassadors Network.

AS AN ALUMNI AMBASSADOR, YOU CAN:

- Get invitations to special university events in your area.
- Be recognized for your professional achievements.
- Receive special PR and media training opportunities.
- Partner locally and online for research, speaker, and professional opportunities.
- Share your Walden experience in publications, videos, or media outlets.
- Help current students gain experience in your field or industry.

Join other alumni who leverage their positive experiences and career success to inspire others.

■ Become a Walden Alumni Ambassador today at WaldenU.edu/experience/alumni



BY THE NUMBERS

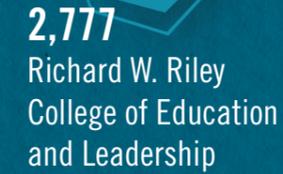
Congratulations, Class of 2017!

More than 11,000 graduates joined the Walden University Alumni Association in 2017.

Here, we look at the makeup of Walden University's Class of 2017.*

We welcome these graduates into the Alumni Association and are proud to have them as part of the fabric that makes this community so vibrant well after graduation.

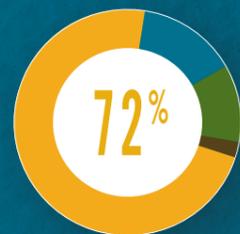
By Colleges



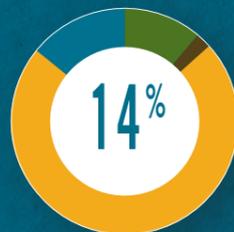
11,623 TOTAL STUDENTS

GRADUATED IN 2017

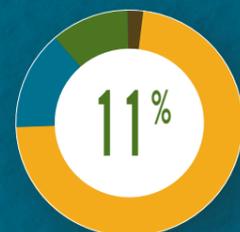
By Degrees



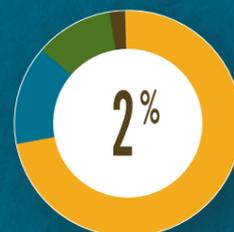
8,416 Master's



1,667 Bachelor's



1,331 Doctoral



209 Specialists



10,927

Reside in the United States

551

Reside Internationally

(Country data not available for 145 graduates)

473 have become Alumni Ambassadors



1,283 graduates from the Class of 2017 attended commencement last year

*Source: Walden University Alumni Association records as of December 5, 2017.

HOW IT PAID OFF



From Task-Based Work to Empowering Others

NAME: Leana Bowman '17

DEGREE: Master of Business Administration (MBA), Tempo Learning® by Walden

TITLE BEFORE MY DEGREE: Grant Coordinator, Santa Barbara City College

TITLE AFTER MY DEGREE:

Director of Institutional Grants, Allan Hancock College

MY MOTIVATION: It all started 3 years ago with an invitation to apply for a job at another college. I applied, but I didn't

even get an interview because I didn't have a degree. I got my associate degree in 2015 and that turned into, "Well, I might as well get my bachelor's." I earned that in 2016 from Capella University, and by that time, I thought I would really like to teach, so that led to my master's.

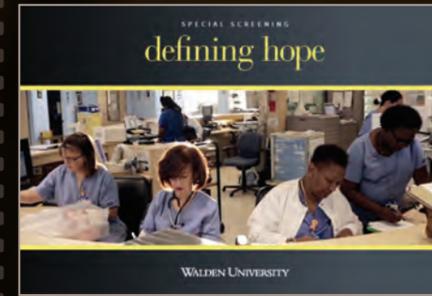
JUMPING IN FAST: Two months after Walden conferred my master's degree, I was hired to teach online in the Johns Hopkins Certificate in Nonprofit Management program. My MBA put that opportunity within my reach because the interviewer liked my teaching philosophy about online learning, which was formed from my Tempo Learning® experience.

A STEP UP: Soon after that, I was offered a management-level position at Allan Hancock College. It's a huge change in culture and responsibility. I was previously classified as staff. Now I'm in the upper echelon of administration at the college. I could become a dean or a VP because of this job. The sky's the limit, and I'm waiting to see what opportunities are going to present themselves.

THE RIPPLE EFFECT: As a grant writer, I can only write so many grants or, to use a metaphor, throw so many pebbles into a pond. But every time I teach one of my grant-writing classes at Cuesta College and those students go out and start grant writing, they're throwing pebbles, too. That's how I expand my reach beyond what I can do myself—by teaching and empowering other people.

IT'S NEVER TOO LATE: I went back to school at 51 years old. That was part of my worry. I have about 10 years until retirement, so I couldn't go to a traditional school and finish at, what, 57? Online programs—self-paced ones, such as Tempo Learning® by Walden, in particular—really make it possible for anybody to go back to school. I earned my MBA in 7 months because I just held my nose and jumped in the deep end and kept plugging away.

— As told to Rebecca Kirkman



Photos: Hunter Canning

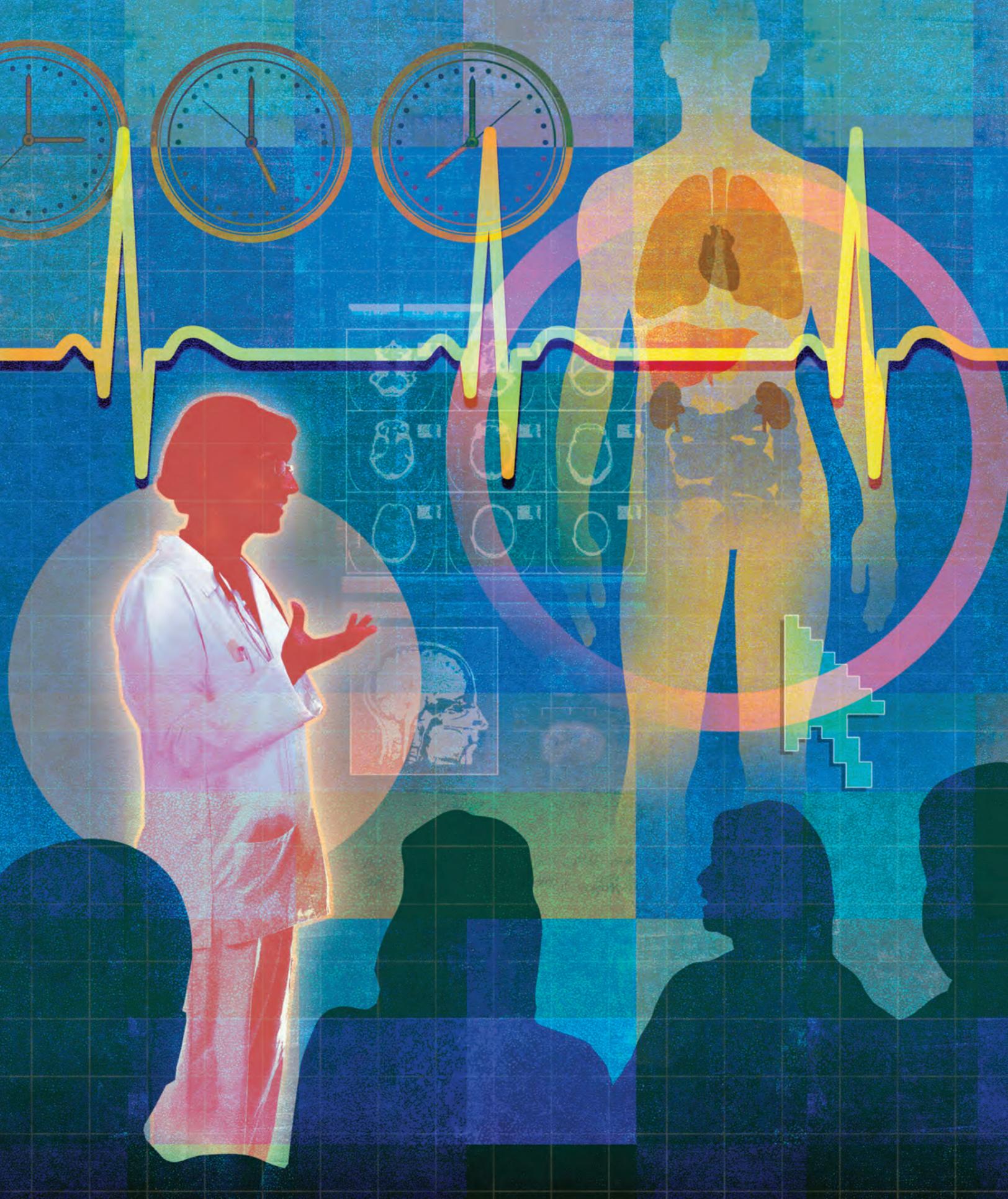
defining hope

Highlighting the importance of palliative care

This past November, Walden was pleased to partner with filmmaker and director Carolyn Jones to host several screenings of her latest documentary film, *Defining Hope*. Screenings were held in Atlanta, Baltimore, Houston, and St. Paul, Minnesota. Nurses could receive 1.25 free contact hours for watching the film and completing the evaluation thanks to the generous support of Walden University.

Defining Hope explores what makes life worth living and what to do—for ourselves and our loved ones—as we get closer to the end of life.

"We recognize the urgent need for hospice and palliative care services has never been greater," says Walden University President Jonathan A. Kaplan. "We provide nurses and healthcare professionals with the tools and knowledge to make a difference in the lives of others, and we are proud to partner with Carolyn Jones Productions to jump-start this critical conversation impacting our nation."



Can the National
**NURSING
FACULTY**
SHORTAGE be solved

Stakeholders need to come together
to address the crisis

By Susan Walker

Illustrations by Roy Scott



WHAT does the

SHORTAGE mean for faculty, nurses, and patients



Katie Notch

THE SUN HASN'T EVEN RISEN YET, but **Katie Notch '16**, a **Master of Science in Nursing (MSN)** graduate, has already started her work day. An associate instructor in an associate degree in nursing program in St. Cloud, Minnesota, Notch is on her way to the clinical site where she'll oversee the care, assessments, and care planning her students provide to the residents of a long-term care facility.

For the past three academic quarters, Notch, who previously worked as a nurse in medical/surgical and intensive care units, has been working time and a half as a nursing faculty member. She's been teaching lecture sections of about 30 students each, two to four lab sections of up to 16 students each, and four sections of clinicals. Her intense workload is the result of both the college's no-waitlist policy—which means the institution has a large and growing number of nursing students—and the pressing national nursing faculty shortage.

What we're seeing is a graying in the population," says **Dr. Andrea Lindell**, dean of the **School of Nursing**. "A lot of the nursing faculty nationwide is moving toward retirement, and the discipline is losing a lot of the wisdom, knowledge, and experience that's made nursing what it is today. We're looking to the new generation to step into those roles and continue to advance the profession of nursing."

That shortage not only affects current nursing faculty, but it also has a significant impact on the continuing shortage of nursing professionals across the country, the workload nurses face in hospitals and other clinical settings, and the quality of care patients receive.

"In my experience, for every 3% to 4% vacancy in nursing positions, there's a 20% to 25% increase in overtime hours required by the current nursing staff," says **Dr. Robert McWhirt '13**, a **Doctor of Nursing Practice (DNP)** graduate and School of Nursing contributing faculty member. McWhirt is a former chief nursing officer with more than 25

years' experience in nursing operations at hospitals in Maryland, New Jersey, and Virginia.

"It's not like you can decrease patient numbers when your hospital doesn't have enough nurses, so burnout, stress, and turnover rates tend to rise," he says. "Nurses end up needing to triage patients' needs, which can increase the risk of readmission, hospital-acquired infections, and patient mortality."

Many people probably don't think that this shortage of nurses stems from a shortage of nursing educators, but that's exactly the problem. And it touches everyone who could potentially need medical care.

Notch remembers this as she arrives at her clinical site around 5 a.m. "Frequently, I am met with the same nurse who was there the day before who was convinced to work a double shift," she says. "I watch him struggle through report and silently pray that sleep deprivation did not negatively impact his care."

*Source: American Association of Colleges of Nursing.



National nursing faculty vacancy rate in 2016*

HOW do we FIND the cure

M

uch like the care of patients with complicated medical histories, the nursing faculty shortage won't be solved with a single strategy. Nursing schools, faculty members, healthcare organizations, and other stakeholders need to come together to develop a range of tactics that address the different causes of the shortage.

Lindell, McWhirt, and Notch note four key areas that are contributing to this crisis—and the strategies that could help solve those issues.

GROWING Pains

1. ISSUE: Working as a clinical nurse leaves little time for furthering your education.

A critical shortage of nursing professionals leaves many nurses working overtime and burning out sooner. Add families and personal lives into the mix, and how are they to find time for an advanced degree?

STRATEGY: Take education out of the traditional classroom.

Online graduate nursing programs are the future, according to Lindell. Walden's MSN students who specialize in education learn to design, implement, evaluate, and revise educational programs. The online curriculum is supplemented by fieldwork experience, which gives students an opportunity to apply learning in a real-world environment. Those in the PhD in

Nursing program who specialize in education focus on distance learning principles and the use of multimedia technology to facilitate learning—topics that will improve access to nursing education for those who cannot find time to report to a classroom a couple times a week.

“Walden produces more nurses with advanced degrees than any other university,”[†] Lindell says. “We currently have students in the bachelor's, master's, and doctoral nursing programs, and we are eager to see these students make a dent in the national shortage—both as practitioners and scholars. Walden's model for education works very well for a generation of nurses that is looking for ways to advance in their careers while continuing to treat patients and raise families.”

[†]Source: National Center for Education Statistics (NCES) IPEDS database. Retrieved July 2017, using CIP codes 51.3801 (Registered Nursing/Registered Nurse), 51.3808 (Nursing Science), and 51.3818 (Nursing Practice). Includes 2016 preliminary data.

2. ISSUE: There is a lack of diversity in the profession.

Diversity in the nursing profession and among nursing faculty can be a challenging obstacle—or a key differentiator. In many places, nurses and nursing faculty all look the same. But that doesn't have to be the case.

STRATEGY: Look beyond traditional candidates.

Students benefit from diverse faculty members who prepare them to serve all populations.

Nursing schools should be focusing on recruitment and retention of groups that are underrepresented in nursing education—including men, Hispanics, African Americans, Asians, and Native Americans—through mentoring and targeted recruitment programs.

Walden's master's and doctoral programs—in fields including public health, health professions, nursing, health services, mental health and social services, psychology, management, and education—were ranked among the top five in multiple categories in *Diverse: Issues in Higher Education's* 2016 Top 100 Producers of Minority Graduate Degrees.

[†]Source: *Diverse: Issues in Higher Education* analysis of U.S. Department of Education reports submitted by institutions, on the internet at <http://diverseeducation.com/top100/>.

[§]Source: American Association of Colleges of Nursing's 2016–2017 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing.

Walden's MSN program ranked No. 1 among African Americans, Asian Americans, Hispanics, Native Americans, and total minorities[‡].

“As an industry, we need faculty who can teach from diverse perspectives and backgrounds so our students have models of those like them who have excelled in the profession,” McWhirt says. “Nursing institutions need to highlight the value of the faculty member and how their diversity can and will enrich the student experience.”



64,067

Qualified applicants turned away from all baccalaureate and graduate nursing programs nationwide in 2016[§]

We're Social

#WaldenU



Stay connected with us on your favorite social media sites!



Facebook | facebook.com/waldenu



LinkedIn | linkedin.com/school/17473



Twitter | twitter.com/waldenu



Instagram | instagram.com/waldenuniversity



YouTube | www.youtube.com/user/WaldenUniversity

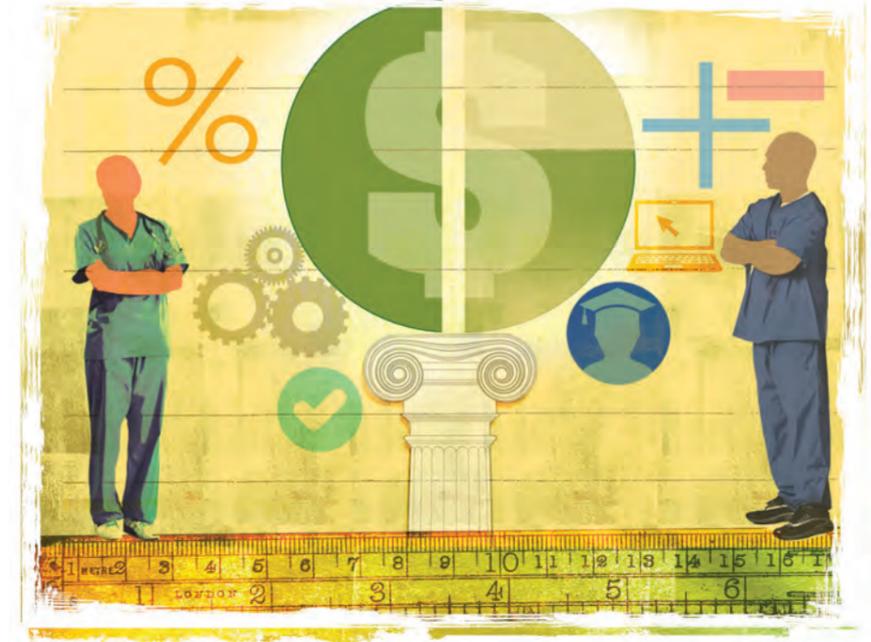
COMPENSATION Complaints

3. ISSUE: Nursing faculty positions often pay less than clinical nurse positions. “I believe the biggest barrier to recruiting highly qualified nursing faculty is the financial compensation for the position,” Notch says. “After investing time and money in graduate school, full-time instructors in a nursing program may end up earning less than they were making as a full-time floor nurse.”

STRATEGY: Offer help with graduate school costs and recruitment incentives.

Statewide initiatives to lower or offset the cost of the graduate education needed to teach in a Bachelor of Science in Nursing (BSN), MSN, or doctoral nursing education program are increasing in number. The University of Wisconsin, for example, provides \$3.2 million to fund fellowships and loan forgiveness for future nurse faculty who agree to teach in the state after graduation.

Walden offers a Higher Education Professional Development Program, which provides a 10% tuition reduction on degree programs to



faculty or staff employed at a U.S. institution of higher education, as well as scholarship opportunities for new students and returning alumni who are registered nurses.

As for healthcare organizations, McWhirt says it's not uncommon for them to dedicate as much as 33% of their budgets to recruiting and retaining nurses through scholarships, signing bonuses, or professional development opportunities.

STRATEGY: Emphasize the benefits of working in academia.

“We're very fortunate that we have all of our nursing faculty positions filled at Walden,” Lindell says. She believes more people would consider teaching positions if they were aware of the

many benefits that are available at educational institutions.

“We provide our faculty members with a wide range of benefits, including financial support for ongoing professional development and opportunities to write research development grants and present their findings at conventions and workshops,” Lindell says. “We really work to motivate and keep our faculty involved in developing curriculum, working with students, serving on committees, attending our national faculty meetings, and building a community.”

Notch thinks that connection to students is paramount. “Teaching the next generation of nurses means you

aren't just having a positive impact on your students; you're affecting all the patients they will help throughout their careers," she says. "Walden helped me think of it that way and prepared me for all the joys and challenges of teaching future nurses."

Notch is tireless in her efforts to spread the word about the need for nursing faculty and the benefits the job offers. "I never stop recruiting," she says. "I'm always talking about it. I plant the seed wherever I can and let people know that as an adjunct faculty member, they can choose to work 2 hours in a lab or 1 clinical day per week and choose times that work best for them."



Dr. Robert McWhirt

36
PERCENT
BSN PROGRAMS

43
PERCENT
MSN PROGRAMS

47
PERCENT
NURSING DOCTORAL
PROGRAMS

Qualified applicants
NOT
admitted
nationwide
in 2011-2012*

*Source: National League
for Nursing.



RETHINKING Retirement

4. ISSUE: An increasing number of nurses and nursing faculty are reaching retirement age. Lindell's note about the "graying" of the profession is supported by the article "The Shortage of Doctorally Prepared Nursing Faculty: A Dire Situation." The authors projected a wave of nursing faculty retirements, with up to 300 doctorally prepared faculty members eligible for retirement annually from 2003 to 2012.

STRATEGY: Take steps to retain faculty and nurses near retirement. As nursing faculty approach retirement age, nursing schools need to develop creative approaches that will encourage them to continue teaching or sharing their expertise. Some options include creating opportunities to help develop new programs, offering a phased approach to retirement that allows faculty to lower the number of hours they teach or switch to a mentoring role for junior faculty, and providing the option to increase their focus on research while teaching one or two classes in their area of expertise per year.

"We value the expertise and wisdom of the individuals who are at the end of their clinical or faculty careers," Lindell says. "But we need to look at their retirement as a second career."

Nursing is a physically and emotionally demanding career, which can get even more challenging as the years progress. Traditionally, nurses look to move from bedside to desk jobs, but there's no reason they shouldn't be looking at classrooms, too. "Many in the industry don't want to lose the collegial interaction and want to continue to advance the profession," Lindell says.

McWhirt has seen this throughout his career. "As nurses get into their 40s, many can't or no longer want to tackle such strenuous work," he says. "I teach many nurses in this situation in Walden's DNP program."

Because these seasoned nurses have seen successes and failures throughout many transitions in models of care delivery, McWhirt

says they are well suited to prepare students for constantly evolving healthcare environments. "They are in a great position to coach, mentor, and educate future leaders," he says.

STRATEGY: Attract younger nurses to faculty positions. Helping students who are interested in pursuing an MSN, PhD in Nursing, or DNP explore the wide range of career options possible with those degrees is an effective way of getting a teaching career on their radar. Despite the urgent clinical need, there is also a need for faculty members to help groom those traditional bedside nurses.

"At Walden, our enrollment staff works with prospective students who are not interested in direct patient care to get an understanding of what other options are available, including teaching," Lindell says. "We find out where their interests lie and what their goal is and talk about becoming a faculty member as one option to consider."

WHERE do we GO from here

As Notch wraps up her day and thinks about her alarm going off at 4 a.m. yet again, she fights with herself about the reality of getting up so early. But she is reminded of why she's doing it.

"I chose to teach in a nursing program because it's a chance to impact the future of nursing through classrooms full of students, rather than one nurse trainee at a time like when I worked in a hospital," Notch says. "One faculty member can make

a huge difference in the lives of hundreds of students and thousands of patients over time."

Not every institution has been hit by the faculty shortage, but Lindell notes that Walden has had some difficulty recruiting faculty members for the MSN Psychiatric-Mental Health Nurse Practitioner specialization. "We require a doctoral degree in that specialty, and there aren't many prepared at that level nationally," she says. "We're having to work hard to recruit and/or develop faculty in those areas."

With Walden having so many students depending on it to get their degrees, Lindell hopes the university won't be facing a widespread shortage anytime soon. But she knows the problem is not being overhyped, and she's still engaging in discussions to create strategies to address it.

"I'm part of a dean's group, and there is a lot of conversation about the faculty shortage," Lindell says. "I read in journals and receive the numerous requests from other academic nursing programs needing faculty

members. We're constantly talking about how to garner and even share the expertise of the faculty members in our networks."

Notch sees the reality of the problem every day. As a lab section enters its third or fourth hour, Notch's students start to ask if they can leave early. Although she's sometimes been up for 12 hours at that point, she reminds them—always with a smile—that the next time they perform these skills will be on a real patient, so they need to take advantage of the time to practice proper procedure to ensure competency. "When fatigue tries to overtake me, I think of my parents, grandparents, children, and myself," she says. "We all need and deserve high-quality care from nurses in all care settings. The golden rule prevails, and I am carried through another day focused on teaching my passion."

Sometimes tasked with covering eight chapters in a week, Notch faces a daunting task, but it's a worthy one. Dedicated nursing faculty leads to dedicated nurses, and dedicated nurses benefit all. 🌟



Dr. Andrea Lindell



Join Us for Summer Commencement

This summer, Walden returns to its roots and its academic headquarters for our **60th Commencement Ceremony**.

Any graduate who has not previously walked in a commencement ceremony is invited to join us at the Minneapolis Convention Center on **Saturday, July 28**, to celebrate your accomplishments.



Registration will open in the spring. New graduates can watch for their invitation in their e-mail. Past graduates wishing to participate should e-mail commencement@mail.waldenu.edu to request an invitation.

We look forward to seeing you in Minnesota!

For all future commencement dates and locations, go to WaldenU.edu/experience/commencement.



Save the Dates

for Alumni Networking Opportunities

Are you looking for chances to connect with your fellow alumni in person and online?

We're bringing those opportunities to you in 2018.

Minnesota Alumni Chapter Chats

March 15 | 6 p.m. CT

Georgia Alumni Chapter Kickoff Brunch

March 24 | 10 a.m. ET
Atlanta

Maryland Alumni Chapter Chats

April 4 | 12 p.m. ET

New York Alumni Online Networking

April 9 | 7 p.m. ET

Ambassador Online Meetup

April 26 | 1 p.m. ET

Maryland Alumni Chapter Kickoff

April 28 | 10 a.m. ET
National Harbor

College of Education and Leadership Alumni Connections

May 10 | 5 p.m. ET

Divine Nine Alliance Social Change Brainstorming

May 17 | 7 p.m. ET

Georgia Alumni Chapter Chats

May 22 | 7 p.m. ET

College of Health Sciences Alumni Connections

May 31 | 1 p.m. ET

Texas Alumni Online Networking

June 6 | 6 p.m. CT

Minnesota Alumni Chapter Chats

June 29 | 6 p.m. CT

Minnesota Alumni Chapter Kickoff

July 26 | 10 a.m. CT
Minneapolis

Class of 2018 Networking Hour

August 3 | 7 p.m. ET

College of Management and Technology Alumni Connections

August 14 | 12 p.m. ET

Divine Nine Alliance Online Mixer

August 16 | 7 p.m. ET

Watch your e-mail for your invitations to these chances to connect with your fellow alumni.



Announcing the 2017 Research Dissemination Award recipients

The Presidential Alumni Research Dissemination Awards (PARDA) are designed to showcase the wide variety of high-quality research by our doctoral graduates. They are awarded to alumni who have presented or published their Walden research outcomes within the last 5 years, and recipients are granted either a \$100 award for a presentation or a \$250 award for a publication.

Congratulations to the 2017 PARDA recipients!

PUBLISHED

Cynthia Waddell '12
PhD in Management
“The Impact of Collusion on the Operation of a Fraudulent Mortgage Origination Network”

Loïse Jeannin '16 *
Doctor of Education
“Professional Development Needs of Faculty Members in an International University in Thailand”

Nuriel Mor '16
PhD in Psychology
“Impact of Sense of Community, Ideology, and Religiosity on Post Traumatic Stress Disorder Symptomatology From Chronic Terror Attacks”

Jennifer Miller '17 *
Doctor of Business Administration (DBA)
“Strategies for U.S. City Government Enterprise Resource Planning System Implementation Success”

**Also presented*

Talaya Waller '15
DBA
“Marketing Strategies of Mobile Game Application Entrepreneurs”

Ardian Shajkovci '16 *
PhD in Public Policy and Administration
“Radicalization and Safety and Security in the Balkans: An Ethnographic Study”

■ For more information about PARDA, please go to WaldenU.edu/awards.

PRESENTED

Janie Hall '15
DBA
“Tribal Gaming Leader Strategies Toward a Sustainable Future”

Olubusayo Akinola '15
PhD in Public Health
“Mental Health Professionals’ Attitude and Perception of Their Role in Tackling Substance Abuse and Related Disorders in Nigeria”

Say Hello to Walden at Your Next Conference

Attending or presenting at any of these conferences or trade shows in the first half of 2018? Be sure to stop by the Walden exhibitor booth, and bring a friend. For a full listing, go to WaldenU.edu/connect/events-and-webinars.

EDUCATION

American Association of Community Colleges
April 28-May 1 | Dallas, Texas

NAEYC Professional Development Institute
June 10-13 | Austin, Texas

HEALTHCARE & NURSING

American Nurses Association
March 21-23 | Orlando, Florida

American Organization of Nurse Executives
April 12-15 | Indianapolis, Indiana

ANCC Pathway to Excellence Conference
May 2-3 | West Palm, Florida

MANAGEMENT & TECHNOLOGY

National Institute of Standards and Technology Quest for Excellence Conference
April 8-11 | Baltimore, Maryland

Interop ITX Independent Conference for Tech Leaders
April 30-May 4 | Las Vegas, Nevada

Society for Human Resource Management
June 17-20 | Chicago, Illinois

SOCIAL & BEHAVIORAL SCIENCES

American Society for Public Administration
March 9-13 | Denver, Colorado

Society for Industrial and Organizational Psychology
April 19-21 | Chicago, Illinois

American Counseling Association
April 26-29 | Atlanta, Georgia

National Association of Social Workers National Conference
June 20-23 | Washington, D.C.

National Organization of Black Law Enforcement Executives
July 28-August 1 | Hollywood, Florida



one degree many careers

MS in Human and Social Services

Walden's **MS in Human and Social Services** (formerly the MS in Human Services) graduates are committed to improving the quality of life for others. Whether the focus is on conflict management, mental health, crisis intervention, or other community needs, our MS in Human and Social Services alumni are using their holistic, interdisciplinary skills to effect positive social change in their industries and communities around the world.

These are just a few of the career choices of our MS in Human Services and MS in Human and Social Services alumni. For more, please go to WaldenU.edu/magazine.

Jane Callender '17
TEAM LEADER/SUPERVISOR
Puerto Rican Family Inc.
New York, New York

Angela Figgs '17
INVESTIGATOR, CHILD PROTECTIVE SERVICES
Tioga County Department of Social Services
Owego, New York

Lakisha Fuzz '17
SERVICE COORDINATOR
Serenity Behavioral Health System
Augusta, Georgia

Renee Boston '16
PREVENTIVE CASE PLANNER
Graham Windham
Brooklyn, New York

Dorothy Crockran '16
PRESIDENT
The Joshua House Nonprofit Youth Organization
Bolingbrook, Illinois

Kenyata M. Fletcher-Miller '16
ADDICTIONS COORDINATOR FOR WOMEN'S HIGH-RISK HIV PROGRAM
Haymarket Center
Chicago, Illinois

Alicia Hammett '16
CAREER SPECIALIST
Sumter School District
Dalzell, South Carolina

Rosalyn Henderson-Dixon '16
PROGRAM COORDINATOR
Cheyney University of Pennsylvania
Wilmington, Delaware

Nhi Hoang '16
CASE MANAGER
Lewis-Mason-Thurston Area Agency on Aging
Olympia, Washington

Stephanie Holt '16
INTERVENTION SPECIALIST
Youth Villages
Vancouver, Washington

Jennifer Jarrett '16
GUIDANCE COUNSELOR
Ministry of Education
Kingston, Jamaica

Oluwadamilola Olaniyan '16
CORRECTIONAL PRACTITIONER
State of Maryland
Gwynn Oak, Maryland

Jasmine Rivera '16
YOUTH LEADERSHIP COORDINATOR
Compass Mark
Lancaster, Pennsylvania

Cheryl Smith '16
PRINCIPAL ADMINISTRATIVE ASSISTANT
NYC Human Resources Administration
New York, New York

Novelett Stennett '16, '15
BS in Health Studies Graduate RESIDENT CARE COORDINATOR
Enlivant Senior Living
Atlanta, Georgia

Christa Ardoin '15
CLINICAL SUPERVISOR
Care for You Social Services LLC
Mamou, Louisiana

Jessica Coppage-Wesley '15
SUBSTANCE ABUSE COUNSELOR AND DUI RISK REDUCTION INSTRUCTOR
State of Georgia
Jonesboro, Georgia

Ann Greene '15
DIRECTOR OF CHILDREN SERVICES
Ministry of Social Protection
Greater Georgetown, Guyana

Rose Kurtz Howard '15
DIVISION DIRECTOR
Catholic Charities
Newark, New Jersey

Elizabeth Rodano '15
EARLY CHILDHOOD QUALITY SPECIALIST
Child Care Council of Westchester Inc.
Monroe, New York

Kristi Anderson '14
SELF-SUFFICIENCY COORDINATOR
Community Violence Intervention Center
Grand Forks, North Dakota

Mary Golden '14
REGIONAL GENERALIST
Mississippi Action for Progress
Tupelo, Mississippi

Iesha Hall-Jackson '14
CARE COORDINATOR
Optima Health Community Care
Virginia Beach, Virginia

Catrina Hogan '14
PARENT LIAISON/SOCIAL SERVICES COORDINATOR
Columbia-Brazoria I.S.D.
Brazoria, Texas

Kimberley Thrash '14
ASSISTANT DIRECTOR OF MEDICAL/HEALTH ADMINISTRATION
University of Central Florida
Orlando, Florida

Nicolle Tourdot '14
ADMINISTRATOR
St. Bernard Parish Drug Court
Chalmette, Louisiana

Phyllis Watkins '14
PATHOLOGY ASSISTANT
Greater Baltimore Medical Center
Baltimore, Maryland

Derah Black-Day '12
DIRECTOR OF PROGRAM OPERATIONS
Council on Addiction Recovery Services Inc.
Olean, New York



SPOTLIGHT

Matt Odom

Never Too Late

Giving boys in foster care another chance

By Kristin Hanson

ELEVEN KIDS—WITH SEVEN IN DIAPERS—WOULD BE TOUGH FOR ANYONE. Just ask **Dr. John DeGarmo '12** and his wife, Kelly. They have fostered dozens of children over the past 13 years, and they've adopted three of them. But a few years ago, when the DeGarmos had 11 children under their roof, they reached a breaking point.

"We realized we couldn't keep doing that," says DeGarmo, a **Doctor of Education (EdD)** graduate. "But at the same time, we knew we needed to keep helping foster children."

The solution they came up with was Never Too Late, a group home for foster boys ages 9 to 18, which had an official open house at the end of October in Monticello, Georgia.

"Kelly and I truly believe it's never too late for a child to find healing and hope," he says. "Now, we can help make that a reality."

Among the more than 400,000 foster children in the United States annually, preteen and teenage boys are typically the hardest to place. Compared to 89% of the general foster care population who exited to reunification, adoption, or legal guardianship in 2014, youth older than 12 exiting to permanency was only 63.9%. Believed barriers to that permanency for teen boys include higher rates of risky behavior such as substance use, incarceration, and fathering children, according to *Child Welfare Outcomes 2010-2014*, prepared by the Children's Bureau of the U.S. Department of Health and Human Services. These older foster care children usually bounce between homes, develop anxiety and

attachment issues, and struggle to assimilate into new families.

As a result, they're more likely to face dire outcomes: According to the U.S. Department of Education, only 65% of students who are in foster care at age 17 graduate from high school by age 21. Recent studies of foster youth in different states indicate that anywhere from 25% to 46% experience at least one incidence of homelessness after they age out of the system.

DeGarmo drew upon his Walden dissertation, which focused on the needs of foster children in rural areas, to design Never Too Late and create a new path for these children. Sixteen boys live at the home, and their

"Kelly and I truly believe it's never too late for a child to find healing and hope."

guidance and care are managed by an on-site house family.

The boys go to school; attend music, art, play, and animal therapy sessions with professional counselors; and learn skills that will help them succeed when they age out of the foster care system, such as how to cook meals, clean their living spaces, and apply for driver's licenses and jobs.

But Never Too Late can only impact so many lives at a time. The home was filled within a week of its opening. DeGarmo is now traveling



the country, seeking additional funding for the nonprofit and meeting with people interested in bringing the model to their own communities.

In the 5 years since DeGarmo graduated from Walden, he has dedicated his life and career to helping foster children. He knows not all people have the resources to give but stresses that everyone can help a foster child in some way. In addition to Never Too Late, DeGarmo recently launched F10K, a nationwide effort to recruit 10,000 foster families by 2020. Walden alumni can help by signing up or sharing the information with friends and family interested in adopting or fostering children.

"The area of need is right there, in your own state or your own city," DeGarmo says. "We're all called to help these children. If not us, then who?"





Are YOU our next Outstanding Alumni Award winner?

Nominations for the 2018 Outstanding Alumni Award

are now open and can be submitted online at myWaldenAlumni.com/OAA2018. For the last 17 years, Walden has recognized the achievements of our graduates through this award, which is given each year to one alumna or alumnus.

If you take Walden's mission to effect positive social change to heart every day—or know a former classmate who does—we want to see your nomination!

In recent years, our winners have been honored for their contributions to healthcare during the Ebola crisis, for dedicating 8 decades to public service, and for establishing a nonprofit to instill better decision-making skills in young women.

For more information about the Outstanding Alumni Award, please go to WaldenU.edu/awards.

To be eligible, nominees must:

- Have earned a degree from Walden University.
- Be available to attend the awards ceremony on July 27 in Minneapolis.
- Be a first-time recipient.
- Be nominated by a third party.

Important dates:

- January 1: Nominations open
- April 30: Nominations close
- May 2018: Judging
- Early June: Finalists and winner notified
- July 27: Awards ceremony



Get Engaged with New Alumni Chapters



The Walden University Alumni Association is thrilled to announce the launch of our official alumni chapters, being hosted right where you already are: **FACEBOOK!**

In November, private alumni chapter Facebook groups went live for alumni in Georgia, Maryland, and Minnesota.

Joining your state chapter's Facebook group will allow you to:

- **Meet** other alumni who live or work in your state.
- **Receive** invitations to special events and career development opportunities.
- **Discover** new ways to give back to your community.
- **Celebrate**, share memories, and build a local network of graduates just like you.

As the chapters grow, you can look forward to in-person and virtual networking events; social change activities; student, faculty, and alumni mixers; welcome events for new graduates; and much more.

Join your local chapter today, and then invite your fellow alumni!

GEORGIA: [Facebook.com/groups/WaldenGeorgiaAlumni/](https://www.facebook.com/groups/WaldenGeorgiaAlumni/)

MARYLAND: [Facebook.com/groups/WaldenMarylandAlumni/](https://www.facebook.com/groups/WaldenMarylandAlumni/)

MINNESOTA: [Facebook.com/groups/WaldenMinnesotaAlumni/](https://www.facebook.com/groups/WaldenMinnesotaAlumni/)

Coming in 2018 ...

California, Florida, New York, Ohio, Pennsylvania, and Texas alumni: Watch for your invitation to the launch of new chapters this year.

Don't see your state represented yet? Don't worry—more chapters are on the way! Would you like to start a chapter or help spread the word about the existing or upcoming chapters above? Contact Valescia Lee-Collick (valescia.lee-collick@mail.waldenu.edu) to learn more.

Accolades

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

Congratulations to all on your accomplishments!

The Richard W. Riley College of Education and Leadership

Dr. J. Shannon Chamberlin '15 | PhD in Education | Co-wrote the chapter "Competencies Community Engagement Professionals Need for Faculty Development" in the book *The Community Engagement Professional in Higher Education: A Competency Model for an Emerging Field*.

Dr. Daniel Timm '12 | Doctor of Education (EdD) | Received the Excellence in Diversity Award from the University of Wisconsin-Madison School of Education. Timm is a faculty associate in the department of kinesiology.



Anna (Karmazinas) Capobianco '10 | MS in Education (MSEd) | Received the Milken Educator Award.

Capobianco is an English and language arts teacher at Hall High School in West Hartford, Connecticut.

Dr. Cindy Morton '10 | EdD | Featured in OnlineCounselingPrograms.com's Top Counseling Blogs of 2017 for her blog, *For High School Counselors*.

Dr. Joseph L. Ricca '10 | EdD | Named superintendent of schools for White Plains Public Schools in White Plains, New York. He previously served as superintendent for the Elmsford Union Free School District for 4 years.

Lisa Millner '08 | MSEd | Named assistant superintendent of teaching and learning for

Henry County (Virginia) Public Schools. She has been with the school system for 18 years in a variety of capacities.

Nicole Warr Charleson '08 | MSEd | Named elementary principal of Heuvelton (New York) Central School. She previously served as an instruction coach and regional teacher leader for St. Lawrence-Lewis BOCES.

Robert Carr '06 | MSEd | Named provost and vice chancellor for academic affairs at the University of Arkansas at Pine Bluff.



Dr. Ivy Pfeffer '03 | MSEd | Named deputy commissioner of the Arkansas Department of Education. Pfeffer has been with the department since 2013, when she was hired as the director of educator evaluation. In July 2014, she was named assistant commissioner of educator effectiveness and licensure.

College of Health Sciences

Dr. Cynthia J. Hickman '16, '09 | PhD in Health Services and Master of Science in Nursing (MSN) | Presented "Social Influence on Nutritional Health With Daycare Advocates" at the Gingerbread House Learning Center in Rosenberg, Texas.

Dr. Nanah Sheriff Fofanah-Sesay '15 | Doctor of Nursing Practice (DNP) | Published "Effecting Positive Social Change in Koya Chiefdom" in Sierra-Leone's *The Patriotic Vanguard*.



Dr. Tawa Ibikunle-Salami '15 | DNP | Named clinical assistant professor, coordinator of the new master of science in nursing family nurse practitioner program, and director of the campus health and wellness center at the Indiana University Northwest School of Nursing.

Naomi Jones '14 | MSN | One of four nurses in the nation among 800 applicants to receive ATI Nursing Education's Nurse's Touch Award. Jones is the department chair for the practical nursing program at Ivy Tech Community College of Indiana. The Nurse's Touch Award is intended to improve interpersonal communication between nurses and their patients.

Donnamarie Lovestrand '14 | MSN | Published "Management of Emergence Delirium in Adult PTSD Patients: Recommendations for Practice" in the *Journal of PeriAnesthesia Nursing*. Lovestrand is a faculty member at the Pennsylvania College of Technology.

Dr. Diane Whitehead '14 | DNP | Co-published *Leadership and the Advanced Practice Nurse: The Future of a Changing Healthcare Environment* and



"Development and Testing of an Instrument to Measure Informatics, Skills, and Attitudes Among Undergraduate Nursing Students" in the *Online Journal of Nursing Informatics*.

Deborah Millstone '11 | MS in Health Informatics | Promoted to division clinical specialist – computerized physician order entry for the Hospital Corporation of America's East Florida Division.



Jennie De Gagne '07 | MSN | Selected as a Fellow of the American Academy of Nursing and also received the 2017 Alumni of the Year Award from Northcentral University, where she earned her PhD in Education. De Gagne is an associate professor at Duke University School of Nursing.

Dr. Anne Drabczyk '05 | PhD in Public Health | Received the Basil L. King Endowed Teaching Chair from Indian River State College (Florida) in recognition of her outstanding teaching. She will receive a stipend and funds to implement her project that will help students in IRSC's healthcare management program benefit from professional development and service learning activities.



Dr. Leo Parvis '98 | PhD in Health Services | Received the 2017 Building Community Award from Dunwoody College of Technology for his outstanding commitment to diversity and cultural awareness.

College of Management and Technology

Dr. Abimbola Peter Alamu '16 | Doctor of Business Administration (DBA) | Published "Strategic Steps for Nigerian Hospitality Human Capital Development" in *World Journal of Entrepreneurship, Management and Sustainable Development* with School of Management faculty member Dr. Rocky J. Dwyer.

Dr. Tommy Foy '15 and **Dr. Patrick Rockett '15** | DBA | Co-published "A Human Resource Management Perspective of Workplace Bullying" in the *Journal of Aggression, Conflict and Peace Research* with College of Management and Technology contributing faculty members Dr. Susan K. Fan and Dr. Rocky J. Dwyer.



Dr. Valencia T. Johnson '15 | PhD in Applied Management and Decision Sciences (now PhD in Management) | Appointed by the mayor of

Baltimore to oversee the Community Oversight Task Force.

Dr. Melvia Scott '15 | DBA | Co-published "Strategies for Retaining Employees in the Hospitality Industry" in the *Journal of Business and Economic Perspectives* with College of Management and Technology contributing faculty member Dr. Rocky J. Dwyer.

Lens Martial '14 | MS in Accounting | Joined R. A. Mercer & Co. P.C. as a staff accountant in Cattaraugus, New York.



Melissa (Neild) Tighe '10 | Master of Business Administration (MBA) | Joined IMN Solutions as vice president of client development. Prior to this, she spent 6 years with Starwood Hotels and Resorts in the Washington, D.C., market.

Jessica Mayorga '07 | MBA | Named vice president of communications for Stand for Children, a national organization dedicated to ensuring better education for all children.

College of Social and Behavioral Sciences



Herbert Sablan '17 | Master of Social Work | One of only 36 individuals chosen by the Association of Addiction Professionals as a NAADAC

Minority Fellow for Addiction Counselors.

Sablan is a supervisor in the substance abuse treatment program at the Commonwealth Healthcare Corporation's Community Guidance Center in the Commonwealth of the Northern Mariana Islands.

Dr. Avon Hart-Johnson '15, '11 | PhD in Human Services and MS in Forensic Psychology | Published *African American Women With Incarcerated Mates: The Psychological and Social Impacts of Mass Imprisonment*.

Dr. Napoleon Imarhiagbe '14 | PhD in Public Policy and Administration | Published *Managing Public Organization Through Leadership: Bottom-Up Leadership and Future Sustainability of Social Security Trends in Higher Unemployment and Retirement Benefits*.

Dr. John C. Mohl '14 | PhD in Psychology | Named president-elect of Division 30 of the American Psychological Association. Mohl is a faculty member in the Department of Social and Behavioral Science at Bucks County Community College in Newtown, Pennsylvania.

Derrick Goetsch '12 | BS in Criminal Justice | Named sergeant in the Fontana (California) Police Department. He has been with the department for 11 years, starting as a part-time officer in 2007 before moving on to a full-time position in patrol.

Dr. Steven J. Golightly '10 | PhD in Public Policy and Administration | Received the Clarence A. Dykstra Award for Excellence in Government at the 69th Annual Awards Luncheon of the Southern California Chapter of the American Society for Public Administration. Golightly is the director of the Los Angeles County Child Support Services Department.

Dr. Damon Wade '09 | Master of Public Administration and PhD in Public Policy and Administration | Appointed associate dean for student services and enrollment management at the University of Virginia.

Dr. Galen Duncan '07 | PhD in Psychology | Named vice president of the Kings Academy and Professional Development for the Sacramento Kings. Duncan spent the previous 10 years working with the Detroit Lions.



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



How I Did It



Hannah Mayo Photography

DR. KAREN BAUMANN '17

How one Walden grad turned a setback into the ultimate motivation

DEGREE EARNED: Doctor of Nursing Practice (DNP)

HOW LONG IT TOOK: 5 years

A PSYCHOLOGICAL ROADBLOCK: I remember visiting potential nursing schools with my father when I was a junior in high school. The dean—an old lady in a starchy white uniform—said I didn't have what it took to be

a successful nurse because I was an “average student.” I was embarrassed when she said that. I felt ashamed. It made me feel like I couldn't do anything or be anything. That was in 1973.

FOLLOWING MY DREAMS: Over the years, I worked odd jobs and took prerequisite courses. I wanted to be a nurse, even though she told me I would never

make it. But each time I hit a new milestone, what she said to me was still in the back of my mind. I carried it with me for 44 years—until I earned my DNP in July 2017. I wrote a letter telling my story to the current dean of the school that turned me down. I had finally proven the former dean wrong.

STAYING DEDICATED: I had great support from my husband. He knew that when I came home from work, I had to go straight to my computer and study. If we went somewhere, I would take

my books with me. I remember studying for statistics on a cruise ship. We have a picture of it.

WHAT I'VE LEARNED: Since graduating, I've established a research council at our hospital, and I have people coming to me with questions because I have this breadth of knowledge now. The council serves as an opportunity for our nurses to learn about current evidence-based practices by reviewing and evaluating research articles. We are also available to help nursing students with their projects for school. Walden prepared me to have an evidence-based perspective and an open mind so that I can take care of my patients safely.

HOW I'M HELPING OTHERS: I became certified as an adjunct clinical instructor, so now I can apply to teach at a college or university. I don't want people who are trying to become nurses to be discouraged the way I was at the beginning of my journey all those years ago. I want them to be able to find a nurse to help them, to be their mentor. That's what I'm doing right now—mentoring several nurses—and it's really fulfilling.

— As told to Rebecca Kirkman

Who or what was your inspiration for completing your degree? Tell us at myWaldenAlumni.com/shareyourstory.

“Walden prepared me to have an evidence-based perspective and an open mind so that we are taking care of our patients safely.”



Discover an Inspiring Doctoral Journey

Degree of Impact is a Roadtrip Nation documentary sponsored by Walden University that follows the journeys of three doctoral students—including two who are currently studying at Walden.



These students traveled across the country in an RV on a journey to discover the importance of achieving the highest educational degree. The students meet and interview professionals and doctoral graduates who pursued their educational dreams, overcame challenges, and went on to successful and diverse careers.

Degree of Impact began broadcasting on public television in February 2018.

Please check your local listings or go to WaldenU.edu/roadtrip for more information.



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*Every graduate
has a story to tell.*

WHAT'S YOUR STORY?

myWaldenAlumni.com/shareyourstory

Leana Bowman '17, Master of Business Administration, is featured on page 22.