

WINTER/SPRING 2019

WALDEN

MAGAZINE



Dear Walden Community,

BEING INTERIM PRESIDENT OF MY ALMA MATER brings daily reminders of why I am proud to call Walden “my university.” This magazine is one of them, because it shares so many inspiring stories from our diverse alumni, students, and faculty.

This issue introduces you to our vice provosts in the “Meet the Leadership” section on page 2. They offer hard-earned advice that is valuable for anyone who aspires to excel in leadership. Leadership is a focus in many of our programs and courses—in education, nursing, business, and psychology to name a few—because we know that when you are empowered with the knowledge to make a difference, you’ll want to lead others toward your shared goals.

We have a fun lesson in leadership on page 14 from **Dr. Benjamin Hartnell ’11**, who ran for president of the United States to teach his students about civic engagement. There is another lesson in leadership on page 12 about **Dr. M. Michele Williams ’16** who is on a mission to expand health programs that detect lung disease when it is most treatable.

This issue also includes a feature on page 24 about the impact social media has on social change. Our faculty and alumni cut through the chaos and confusion of this rapidly evolving communication tool so that you can use it to advance the causes that are important to you.

I encourage you to join me on social media. Through LinkedIn, I share my thoughts on leadership, social change, higher education, innovation, and much more. I look forward to connecting with you online or at one of our in-person events.

Sincerely,

Dr. Ward Ulmer '04
Interim President
PhD in Applied Management and Decision Sciences



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ON THE COVER: Supporting each other
through two doctoral degrees – page 48.
Photo by Greg Dohler



24 FROM THE SCREENS
TO THE STREETS
How social media is
being used for social change

8

LIFELONG LEARNERS

Nowhere to Go but Up

From high school dropout
to five graduate degrees

MY MISSION POSSIBLE

Early Screening for
Longer Lives

A rural community benefits
from a new lung cancer
detection program

12

22

INSIGHTS

Breaking Down Barriers
Practicing real-world learning
in the classroom

SPOTLIGHT

The Life-Changing Magic
of Goal Setting

Tips for inspiring
accountability for the things
you wish to accomplish

37

Meet the Leadership

New vice provosts strengthen the academic voice

By Susan Walker



IN EARLY 2018, interim president Dr. Ward Ulmer '04 unveiled a new academic leadership structure designed to help Walden continue to deliver student-centered, quality programs in a changing world. This restructured team replaced the chief learning officer role with three new vice provosts, **Dr. Savitri Dixon-Saxon**, **Dr. Andrea Lindell**, and **Dr. Marilyn Powell**. The vice provosts serve as members of the president's cabinet and are responsible for academics, policy, and governance on a university-wide basis, as well as the operations and administration of their respective colleges. In the previous academic leadership structure, there were 10 deans, each with his or her own focus, all working to get their concerns and points of view heard at the leadership level.

Here, the vice provosts share their thoughts on how their new roles will streamline administration, enhance collaboration, and benefit faculty, staff, and students.

Illustrations by Mike Austin



DR. SAVITRI DIXON-SAXON

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

HIGHER EDUCATION EXPERIENCE:
27 years, 13 at Walden

PREVIOUS ROLES AT WALDEN:
Dean of the School of Counseling and dean of the Barbara Solomon School of Social Work and Human Services

ACCOMPLISHMENTS:
Led the creation of two schools and 11 academic programs. Provided oversight of accreditation for five counseling programs. Served as founding chairperson of Diversity and Inclusion Working Group. Named a "Woman Worth Watching" by *The Diversity Journal*.

RALLYING THE TEAM TOWARD OUR VISION:

To understand how Dr. Savitri Dixon-Saxon views her new role, you need to know the story of the little red hen. In the original story, none of the other animals help the hen gather the ingredients or make the bread, so she decides they're lazy and should get no bread. "The reason they didn't help is because no one told them why or how what they were doing contributed to the goal," she says. "Sharing that information, showing every member of our team how they're integral to our success, and rallying them to bring our vision to fruition is the better approach. It's a collaborative process, rather than something I'm undertaking in a vacuum. With this new structure, our university leadership has decided to make how we educate our students the top priority so we can make sure we're providing the education employers are calling for and creating an engaging student experience that responds to their needs. We're also working with research coordinators, directors of assessment, and directors of licensure and compliance. They observe things from a different perspective, so it's valuable to integrate them into the strategy."



Meet the Leadership *continued*



DR. ANDREA LINDELL

COLLEGE OF HEALTH SCIENCES

HIGHER EDUCATION EXPERIENCE: 30+ years, 6 at Walden

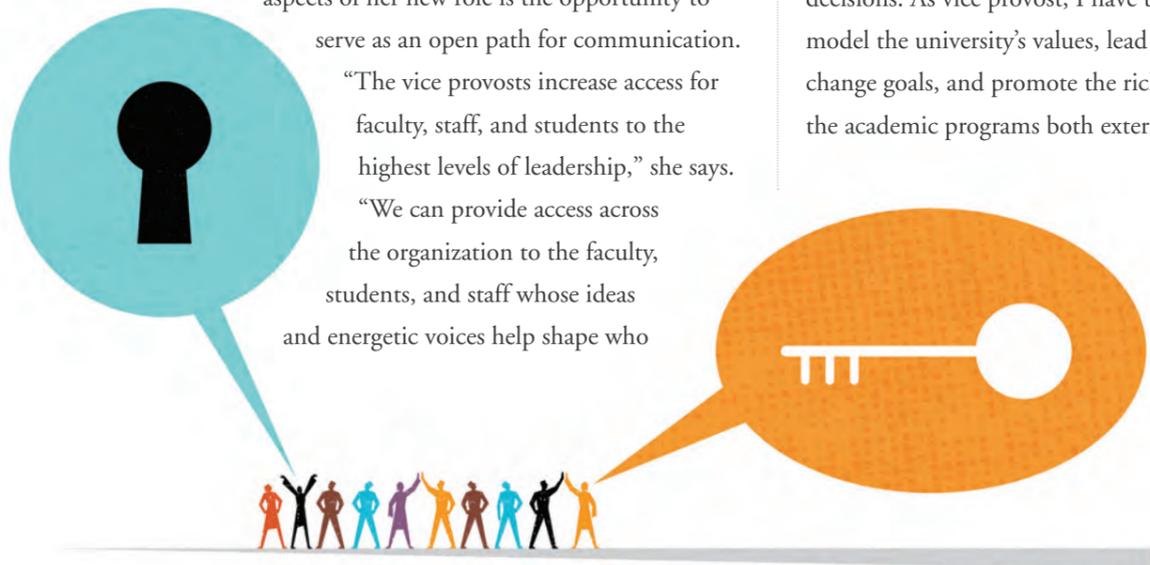
PREVIOUS ROLES AT WALDEN: Program director of the Doctor of Nursing Practice (DNP) program and associate dean and dean of the School of Nursing

ACCOMPLISHMENTS: Led the establishment of two doctoral programs and four new graduate specialties. Oversaw the initial accreditation of the DNP program. Recipient of numerous awards, including the Outstanding Leadership in Nursing Award and the National Armiger Award for Outstanding Leadership in Nursing Education.

OPEN COMMUNICATIONS:

For Dr. Andrea Lindell, one of the most important aspects of her new role is the opportunity to serve as an open path for communication. “The vice provosts increase access for faculty, staff, and students to the highest levels of leadership,” she says. “We can provide access across the organization to the faculty, students, and staff whose ideas and energetic voices help shape who

we are now and who we will be in the future, ensuring that academics are at the forefront of the university’s decisions. As vice provost, I have the opportunity to model the university’s values, lead actions for our social change goals, and promote the richness and quality of the academic programs both externally and internally.”



DR. MARILYN J. POWELL

RICHARD W. RILEY COLLEGE OF EDUCATION AND LEADERSHIP

COLLEGE OF MANAGEMENT AND TECHNOLOGY

ACADEMIC RESIDENCIES

HIGHER EDUCATION EXPERIENCE: 15 years, 10 at Walden

PREVIOUS ROLES AT WALDEN: Program director of PhD in Counseling Psychology and associate dean and dean of the School of Psychology

ACCOMPLISHMENTS: Served as a program chair at the undergraduate, master’s, and doctoral levels. Served as a vice president of academic affairs for business, education, psychology, and counseling programs. Served as president of Argosy University, Dallas campus.

CHAMPIONING THE FACULTY VOICE:

As a psychologist and systems specialist, Dr. Marilyn Powell likes to fix things. “I started my career in psychology, working with big systems in homelessness solutions, correctional institutions, hospitals, and government,” she says. “My goal was always to make things better for the clients and communities I served, and I look at my role as vice provost in the same way. I want to create an environment where our students, faculty, and staff can thrive and meet

their goals. We now have a stronger, more concentrated voice that reaches the president and provost. In the old structure, there wasn’t a lot of direct line faculty representation at the level of the president. Now, we can bring forward opinions in a condensed, prioritized way and get them the attention they deserve. We champion the academic voice and work with the deans to accomplish their goals faster by removing barriers and getting them the resources they need to serve students.”





Matthew P. Spangler

Connections

A Chance Encounter

Graduates spanning three decades find common ground at alumni events

By Rebecca Kirkman

WHEN DR. PHILIP TERRY-SMITH REGISTERED FOR THE ALUMNI BRUNCH during the summer 2018 commencement weekend in Minneapolis, a staff member

was surprised to learn he had graduated in 1992.

“She told me, ‘We think you’re the oldest graduate here,’” Philip recalls with a chuckle. Philip was attending commencement in support of

his husband, **Dr. Justin Terry-Smith ’18, ’15, a Doctor of Public Health and Master of Public Health** graduate. Soon, word of a brunch attendee who graduated 26 years ago spread to **Dr. Prince Ordu ’00, a PhD**

in Health Services graduate and **Alumni Ambassador**.

“Up until that point, Dr. Ordu always knew he would be one of the alumni who had graduated the longest ago. I unseated him that day,” Philip says jokingly.

“We had a bit of a laugh about that.”

Philip and Ordu were eager to share their memories of attending the university more than two decades ago. The pair also learned that they both work in higher education—Ordu as a professor at Strayer University and Ashford University and Philip as a department chair at Anne Arundel Community College in Maryland. Shortly after this conversation, Philip and Justin sat at a table with **Dr. Andrea Vajdic-Pena ’18**, who was celebrating earning her **PhD in Human Services**—the same program Philip had completed 26 years prior.

Attending his first alumni event more than two decades after graduating reminded Philip about the value of staying connected to the university, no matter how much time has lapsed. “Networking in our

“You can help others develop processes and connections that will help them in their work, too.”

professions is everything,” he says. “You find out about opportunities to engage and do the work that you love. You can help others develop processes and connections that will help them in their work, too.”

Since the brunch in July, Philip has joined Ordu in the ranks of the Walden Ambassadors Network and attended events hosted by the Maryland alumni chapter. The experience convinced Justin of the benefits of staying connected as well.

“I never really thought about being a part of any alumni



Dr. Prince Ordu '00 and Dr. Philip Terry-Smith '92

association except for my high school because, well, we go to school online,” says Justin, an Air Force veteran who works for the U.S. Department of Health and Human Services, teaches at Anne Arundel Community College, and works as an HIV and gay civil rights activist, columnist, and speaker. “When I walked into the brunch in Minneapolis, I noticed that there were a lot of people from Maryland. I realized that there’s probably a Walden graduate out

there who is doing very similar work to me.”

It’s the ability to make meaningful connections with their peers that keeps the Terry-Smiths coming back. “There’s that camaraderie, like, ‘What are you doing with your degree? How can we work together?’” Justin says. “It’s really amazing to have that connection to someone who has been through the same experience you have.”



Dr. Philip Terry-Smith '92 and Dr. Andrea Vajdic-Pena '18



Lifelong Learners

Nowhere to Go but Up

How a high school dropout with a learning disability rebounded to earn 5 graduate degrees

By Kevin C. Thornton

HE WAS LYING IN A DRIVEWAY AT THE AGE OF 27 WHEN HIS LIFE CHANGED. Dr. W. Sumner Davis '18, '15, '11 didn't learn to read or write until he was nearly 11 years old, and after years of being told he was intellectually slow, he left high school as a sophomore to take a job in construction. On the day that changed everything, he literally hit bottom—a roofing bracket collapsed under him, resulting in a 30-foot fall.

Davis broke his neck in two places, and full recovery took several years. During his rehabilitation, Davis was forced to accept that he could no longer work such a physically demanding job. It was then that he realized there was nowhere to go but up.

After the accident, Davis was placed on permanent disability and assigned a counselor. "I didn't want to sit around watching TV. I wanted to do something meaningful and help people," he says. When Davis mentioned an interest in vocational school, he was referred to a psychologist who told him he lacked the aptitude for higher education. His wife, Catherine, disagreed.

"She laughed and said I was one of the smartest people she knew and that I could do anything I wanted to do," Davis says.

With that encouragement, Davis enrolled in a local community college, but he struggled to maintain a C average during his first term. "I was in the library one day and overheard two education majors talking about methods of learning," he says. "I offered to buy them coffee, and our resulting conversation made me think that I might have a learning disability."

A follow-up with a psychiatrist led to a diagnosis of a severe form of dyslexia, a learning disorder characterized by difficulty matching text with the sounds those letters and words make. After working with educational consultants and using adaptive education tactics, such as audio text and large print, the man who struggled to read as a child suddenly began to excel.

He pursued his bachelor's degree at the University of Maine Farmington at age 32, completing the program in 2 years. But he didn't stop there. Davis earned four master's degrees, numerous advanced certificates, and a PhD.



Davis discovered Walden when researching options for his third master's degree. "After talking to current and former students, I liked what I heard," Davis says. "I'm a big believer in learning *how* to think, but I don't like being told *what* to think."

He earned his **Master of Public Health (MPH)** in 2011 and re-enrolled that same year in the **PhD in Public Health** program, which he completed in 2015.

"Walden's been a good fit. I have continued to come back because of the flexibility and the quality of the faculty."

In addition to his MPH, PhD, and certificates in **Clinical Research Administration** and **Project Management**, Davis has most recently completed his **Master of Healthcare Administration**, which he uses as a health consultant. He works with groups and organizations to make sense of changing healthcare regulations and performs infection control assessments, health-related risk analyses, and data analyses for various organizations.

"I'm like a kid in a candy store when it comes to learning," Davis says. "If something interests me, I want to learn more about it. I don't think that desire will ever stop or that I'll ever feel as though I've learned everything I can."

Greta Rybus



Help Walden Build Bridges

The Walden Ambassadors Network

is made up of bridge builders who raise awareness of the Walden community as leaders of social change. We need your leadership voice to increase outreach and grow our network to more than 5,000 Ambassadors by 2020.

AS AN ALUMNI AMBASSADOR, YOU CAN:

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- Be recognized for your achievements; and
- Partner locally and online for research, speaker, and professional opportunities.

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

Become an Alumni Ambassador today at Alumni.WaldenU.edu/alumni-ambassadors/



Making a Difference

Global Days of Service 2018

Thank you to the students, alumni, faculty, and staff who participated in Walden's 2018 Global Days of Service! With more than 400 participants in events in Maryland, Minnesota, Texas, and Arizona, the Walden community contributed to projects serving schools, food banks, community centers, animal shelters, and more.

In Baltimore, more than 250 members of the Walden University and Laureate Education family brought much-needed color and life to Beechfield Elementary Middle School by refreshing the teachers lounge, creating Orioles and Ravens cafes, and transforming two classrooms into "Mindful Me" rooms as safe havens for overwhelmed students. The Walden community in Minneapolis participated in six projects throughout the city, while those from the San Antonio office sorted and packed 54,000 pounds of produce, nonperishable food, and household items. In Tempe, employees partnered with United Way to build sheds, tend flower beds, and paint concrete for kids' activities at a local school for children with developmental delays.

Walden's annual Global Days of Service is an opportunity to make an impact in neighborhoods around the world and advance the university's mission of positive social change.

My Mission Possible

Saving Lives through Early Cancer Detection

Dr. Michele Williams creates lung cancer screening program to serve rural communities

By Kyra Molinaro



ONE YEAR AGO, THE AMERICAN CANCER SOCIETY estimated that there would be more than 230,000 new cases of lung cancer diagnosed in the U.S. in 2018. Due to the efforts of Dr. M. Michele Williams '16, a Doctor of Nursing Practice (DNP) graduate, several of these cases may have been detected early enough for lifesaving treatment.

Williams, an oncology and palliative care nurse practitioner at University of Maryland (UM) Shore Regional Health, worked with members of the UM Community Medical Group Pulmonary Care team to create and implement a lung cancer screening program at the hospital in July 2017.



“When people hear the word ‘cancer,’ they immediately get anxious. I try to put them at ease and explain everything in great detail.”

Matthew P. Spangler

Within a year, she screened 211 patients, of which there was at least one confirmed case and more than 40 with positive results to necessitate further screening. Williams’ program aims to detect lung cancer at its earliest, most treatable stages using low-dose computed tomography (CT) imaging for high-risk patients.

“Lung cancer is typically detected at Stage 3 or 4 because patients often don’t show symptoms until that point,” Williams says. “Usually by then, surgery is no longer an option. With our program, we can detect cancer at Stage 1 and remove it before it gets worse.”

Located on Maryland’s Eastern Shore, UM Shore Regional Health provides a broad array of inpatient and outpatient healthcare services to a five-county region that includes several rural at-risk communities with sizable smoker populations. Patients with significant smoking histories are recommended for the screening program and receive a CT scan. If the results of the scan show any nodules that could be cancerous, Williams will order a follow-up test. If cancer is detected, she will work closely with the patient’s medical provider to determine a course of treatment.

To alleviate patient stress throughout the process, Williams engages in what she calls a “shared decision-making” conversation where she guides patients through the steps of the program and counsels them on developing and maintaining healthy habits.

“When people hear the word ‘cancer,’ they immediately get anxious,” Williams says. “I try to put them at ease and explain everything in great detail. I see their facial expressions change when I tell them I will deliver their results within a day after the scan. The great thing about

this program is that patients aren’t waiting and agonizing for weeks.”

Providing top-quality patient care has always been Williams’ passion, which is why she decided to pursue her DNP at Walden. Inspired by the university’s focus on social change and a desire to make an impact on her community, Williams laid out the foundation for the screening program in her final project under the instruction of Dr. Eileen Fowles. This involved creating an educational program about palliative care for nurses and developing a process for assessing patient pain thresholds.

“My DNP gave me the academic resources and skills needed to bring this screening program to life,” Williams says. “Without it, I wouldn’t have had the confidence to implement something of this caliber.”

In recognition of the impact she’s had on her community through this work, Williams received the Martin D. Abeloff Award for Excellence in Public Health and Cancer Control from the Maryland Department of Health Center for Cancer Prevention and Control in November 2017. The award honors Abeloff, a renowned medical oncologist and researcher who passed away from leukemia in 2007.



In addition to her work at UM Shore Regional Health, Williams is an associate medical director for Talbot Hospice and holds a variety of volunteer leadership positions nationally and statewide. In October 2018, she began teaching online graduate courses as an adjunct professor for Wilmington University.

“Walden inspired me to pursue teaching and continue to grow myself professionally,” Williams says. “I can’t wait to see where this path takes me.”

From the Field

A Teachable Moment

How a run for president made this grad a better teacher



I'M KNOWN FOR TWO THINGS AS A TEACHER—the period outfits I dress up in for class (imagine a suit of chain mail armor) and my beard. Now I'm known for another: I was a write-in candidate in 26 states during the 2016 U.S. presidential election.

This started as a class project to spice up the ho-hum 2012 presidential election. When 2016 rolled around, the seniors who had been in that history class said, “You should run again—but for real this time.”



I told them I was game, but they had to be my campaign managers. They researched requirements to get on the ballot in all the states we ran in, made lawn signs, set up and ran our social media, and even helped develop our platform. We created a section on the campaign website where people could vote for what issues they wanted me to focus on and what my stance should be.

That sparked an amazing dialogue among these teenagers. I'd never seen students come to class this excited. Every day, they'd walk in, drop their books, and say, “Let's talk.” That excitement and engagement are pretty rare. And it was contagious. I'd been teaching for 16 years and had gotten stuck in my comfort zone. This shook things up and made me a better teacher. I now run classroom discussions differently, include more current events, and give more context about what was going on in the average person's life during the time periods we study. This project reminded me of what I love about teaching and the impact I can have.

We all learned a lot—how important it is to get involved in the political process rather than sitting on the sidelines and complaining, how we're all part of a much



bigger world and can have a positive impact on the lives of others, and how to have a passionate but civil conversation about issues and ideas that matter to us. And we helped make some real changes. Write-in candidates aren't allowed in South Carolina, but as a result of our campaign, a bill has been introduced to change that. My students also found incorrect information and broken links on several state election board websites that are being fixed since they pointed them out. They were empowered by what they learned and did, and they walk a little taller because of that.

— As told to Susan Walker



“We're all part of a much bigger world and can have a positive impact on the lives of others.”



Dr. Benjamin Hartnell '11 is a **Doctor of Education** graduate and a **2018 Outstanding Alumni Award** nominee. He teaches history at Westerville North High School in Ohio, the same high school he graduated from. He got 721 votes in the 2016 U.S. presidential election.



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* Offers are exclusive to new students who enroll and start classes in 2019.

How It Paid Off

From Training Manager to Associate Director

MBA alumna uses technology,
networking skills to climb the ladder

NAME: Brandy McNeil '11

DEGREE: Master of Business Administration
(MBA)

CURRENT PROGRAM: Doctor of Business
Administration (DBA)

JOB TITLE BEFORE MY DEGREE:
Learning and Development Training Manager,
New York Public Library

JOB TITLE AFTER MY DEGREE:
Associate Director of Technology Education
and Training, New York Public Library

PUTTING SKILLS TO WORK: I pursued my MBA to make a difference in the community, so I was excited to start working at the New York Public Library (NYPL) soon after receiving my degree. My coursework taught me the value of business networking and building relationships, so I made sure to practice those concepts in my role. NYPL was in the process of upgrading to Google platforms, so I used my knowledge and skills to help ease the transition. I believe that's what initially got upper management to think about me for a promotion. They sought me out. I didn't apply for the job, and it wasn't on my radar at the time. But I was so flattered that multiple people had been discussing this



Michael Paras Photography

opportunity on my behalf. I think they noticed my big-picture thinking and my ambition, and that's what sealed the deal.

MAKING A DIFFERENCE: In my new position, I oversee technology education for the library's 89 locations throughout Manhattan, Staten Island, and the Bronx. My duties include creating innovative technology programs, designing computer labs, and ensuring access and equity of digital literacy throughout New York's libraries. I create partnerships with organizations such as Google, Codecademy, and MIT on community outreach projects to educate citizens and meet their technological needs. In 2014, my team and I launched Project Code, a free introductory coding program, which boasted a waitlist of 6,000 participants. Overall, NYPL's attendance has

increased by 200 percent since I took ownership of technology education and training in 2012. We've helped people get jobs and reconnect with family by providing digital literacy education that is free to all. The work I do is impacting the lives of New Yorkers every day.

PURSuing A DREAM: I remember visiting my older sister when I was young while she was working in her office at the World Trade Center, and I thought: "I want to be like her. What can I do to get there?" As I got older, I knew a bachelor's degree alone wouldn't get me where I wanted to be. My MBA has truly helped me achieve my dreams. Now, I'm pursuing my DBA with Walden, which I think will have an even bigger impact on my career. I've gotten to this point, and now I can't wait to get to the next level. — *As told to Kyra Molinaro*



Broadening My Horizons

An Integrated Approach

Dr. Amanda Robison-Chadwell matches culture and cause to improve public health

By Kevin C. Thornton



AMID THE COTS AND CONCERNS IN A COMMUNITY SHELTER

in August 2017, **Dr. Amanda Robison-Chadwell '17, '11** had the chance to do what she'd spent a lifetime working toward. Surrounded by families and individuals displaced by Hurricane Harvey in Texas, the epidemiologist did her best to understand the diverse population around her while working to reduce the possibility of any of them falling ill.

Robison-Chadwell, currently the director of the Bell County Public Health District in Texas, traveled an unlikely but thoughtful path to do just that.

A self-proclaimed “military brat,” Robison-Chadwell grew up all over the

world. Her introduction to public health education and disease reduction came from a teacher in Turkey when she lived there in her early teens. The teacher recommended a book called *The Hot Zone*, an account of the first emergence of the Ebola virus. She read it, and she was hooked.

“That book helped spark my interest in public health,” Robison-Chadwell says. “I’d always wanted to become an epidemiologist, but I also wanted to stand out.”

So, she made the somewhat unconventional decision to pursue her undergraduate degree in anthropology. “Most epidemiologists study biology, chemistry, or health science,” she says. “Because of my background, I recognized the importance of culture on public health. To be effective, I felt I needed to understand how to communicate cross-culturally.”



Getty Images/The Washington Post

Robison-Chadwell knew she was onto something when the World Health Organization began to talk about social determinants of health in the early 2000s. But to pursue those dual passions, she also knew she'd have to validate that connection.

She earned her **Master of Public Health (MPH)** from Walden in 2011. “The MPH was a must-have to be an epidemiologist. I knew I was never going to get where I wanted to be without it,” she says. “After that, I thought that a **PhD in Public Health** would set me apart professionally, and it has. I was offered my current position largely because I was a PhD candidate when I applied.”

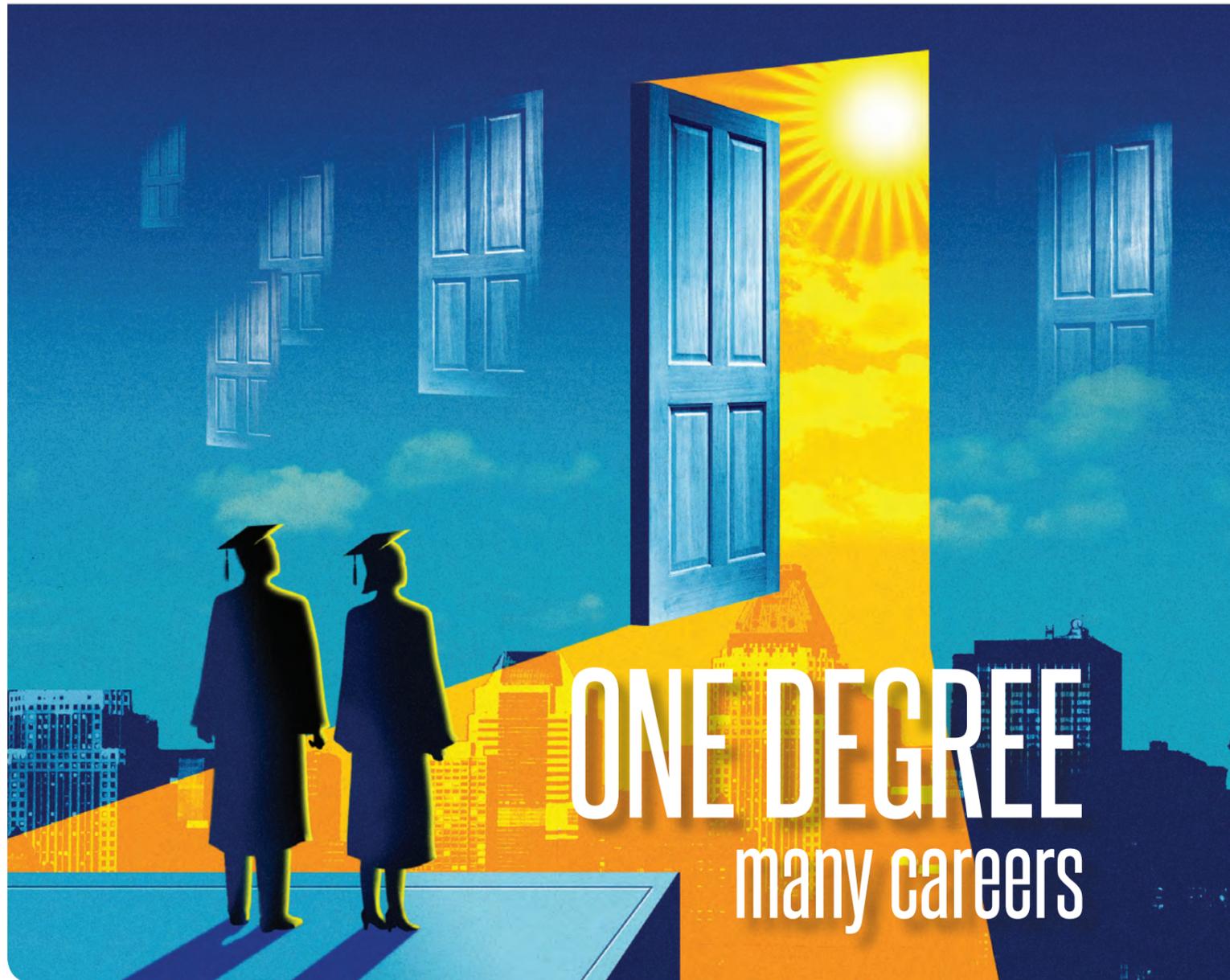
“Because of my background, I recognized the importance of culture on public health. To be effective, I felt I needed to understand how to communicate cross-culturally.”

Robison-Chadwell's experience with Walden was rewarding, she says, and both degrees have solidified the beliefs she's had all along: Public health is starting to focus more widely on the lived environment as a health indicator. In her current position, she has used her degrees in a variety of public health situations, from travel vaccine warnings to foodborne outbreaks to cases of cholera.

“With my MPH, I was less aware of how practical the education really is at Walden,”

Robison-Chadwell says. “But when I finally got to working in the field, I recognized the focus on practical public health education. That made taking what I learned in courses and applying it on the job such an easy transition.”

In other words, thanks to her background, her strategic focus, and Walden, she's precisely where she has always wanted to be.



Stuart Briers/TheisSpot

BS in Business Administration (BSBA)

Walden's BSBA puts working professionals on a clear path to lifelong learning and success. This foundational degree can open the door to a lifetime of career growth and allows graduates to find a meaningful career in which they can truly make a difference.

These are just a few of the career choices of our BSBA alumni. For more, please go to WaldenU.edu/magazine.

Mohamad Ali Obeid '16

TELECOM CONSULTANT
Du – Emirates Integrated
Technologies
Dubai, United Arab Emirates

Kristyn Williams '16

FINANCIAL MANAGER
Carnegie Mellon University
Pittsburgh, Pennsylvania

Robert Bubeck '15

NUCLEAR EQUIPMENT
OPERATOR
PSEG
Pennsville, New Jersey

Adrienne Greaves '15

DIVISIONAL DIRECTOR,
HUMAN RESOURCES
Comcast Cable
Atlanta, Georgia

Tara Cotumaccio '14

DIRECTOR OF REAL ESTATE
OPERATIONS
Texas Health Resources
Fort Worth, Texas

Anita Sykes '14

GRANT FINANCIAL SPECIALIST
DC Government
Temple Hills, Maryland

Cari Andera '13

BUSINESS OFFICE DIRECTOR
Keystone Treatment Center
Canton, South Dakota

Peter Fallone '12

EDUCATION DIRECTOR
Universal Technical Institute
Bloomfield, New Jersey

Shannon Lake '12

VP OF OPERATIONS
First Sun EAP
Columbia, South Carolina

Oscar Alejandro Medina '11

INTERNATIONAL LOGISTICS
AND SHIPPING SUPERVISOR
Vitechmex Nonwovens
Aguascalientes, Mexico

Teresa Alexander Clemons '09

SENIOR CLAIMS REPRESENTATIVE
Allstate
Humble, Texas

Barbara Malbrue '09

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RECRUITING SPECIALIST
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Cincinnati, Ohio

Trish Keller '08

DIRECTOR, SECURITY &
COMPLIANCE
Comprehensive Health Services
Cape Canaveral, Florida

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SENIOR BUSINESS ANALYST
JetBlue Airways
Hempstead, New York

William "Bill" Krull '07

GLOBAL SALES MANAGER
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Cynthia Bowers '06

SOCIAL WORKER III
Cabarrus County Department
of Human Services
Charlotte, North Carolina

Tonaya Moss '05

INVESTIGATOR AIDE
DeKalb County Police
Atlanta, Georgia

Continuing the Journey

The BSBA graduates below have returned to Walden for their Master of Business Administration (MBA) and Doctor of Business Administration (DBA).

Andrea Bennett '18, '16

MBA Graduate

Contina Jones-Graves '18, '13

MBA Graduate

MaryJane A. Deakin '17

MBA Student

Sheree Chambers '15

MBA Student

Kimberly Lee '14

MBA Student

Greta Dunn '12

MBA Student

Markus Makari '12, '10

MBA Graduate
DBA Student

Khan Mosleh '09, '07

MBA Graduate

Gregory Gryczan '06, '05

MBA Graduate
DBA Student

Expanding Opportunities

With the foundation of an undergraduate degree, these BSBA grads are pursuing newfound or long-held passions.

Stacy Layne '18, '14

MS in Human Resource
Management Graduate

Santyanna Felder '16

MS in Project Management
Student

Sandra Walker '15, '09

MS in Leadership Graduate

Dennis Kiesel '14, '10

MS in Information Technology
Graduate

Sheila Vaughn '13

MS in Human Resource
Management Student

Jennifer McBride '12

Master of Public Administration
Student

Janera Harvey '09, '05

Master of Public Health Graduate

Valerie James '09

Master of Science in Nursing
Student

Christia V. Rey '07

MS in Management Student

Insights

Breaking Down Barriers in Education

High school teacher Adam Burns gives tips for practicing real-world learning

By Kyra Molinaro

WHEN IT COMES TO OVERCOMING OBSTACLES, Adam Burns '10, an MS in Education graduate and 2018 Outstanding Alumni Award finalist, is a pro. In his third year of teaching at Athens High School in Troy, Michigan, Burns undertook the daunting task of revamping the school's outdated broadcasting curriculum. After he secured community funding to acquire updated technology, Burns' class went from zero enrollments to 125 students each year.

His determination has since encouraged his students to take on their own challenges. In 2015, one student took the skills he learned in class to travel to Haiti and make a documentary about the Joan Rose Foundation, a nonprofit group that supports impoverished Haitian children. Inspired by the film, the school's student body selected the foundation to benefit from its 2016 Charity Week and raised \$84,000.

Burns shares his advice on how fellow educators can break down the walls of the traditional classroom setting to encourage real-world innovation and learning.

ENGAGE WITH THE COMMUNITY. "Your students may be afraid to reach out to local organizations for help with a project, but if they are willing to try, good usually comes of it. One of my students wanted to provide new clothing for girls in foster care, but she wasn't sure how to start. She got in touch with Threads for Teens, a nonprofit clothing boutique in California, and convinced them to host a pop-up shop with her and a dozen volunteers to give

"I always tell my students that people will want to work with you if you show a passion for what you are both doing."

away donated clothing to those in need. That only happened because she wasn't afraid to ask. I always tell my students that people will want to work with you if you show a passion for what you are both doing and demonstrate how you could work together."

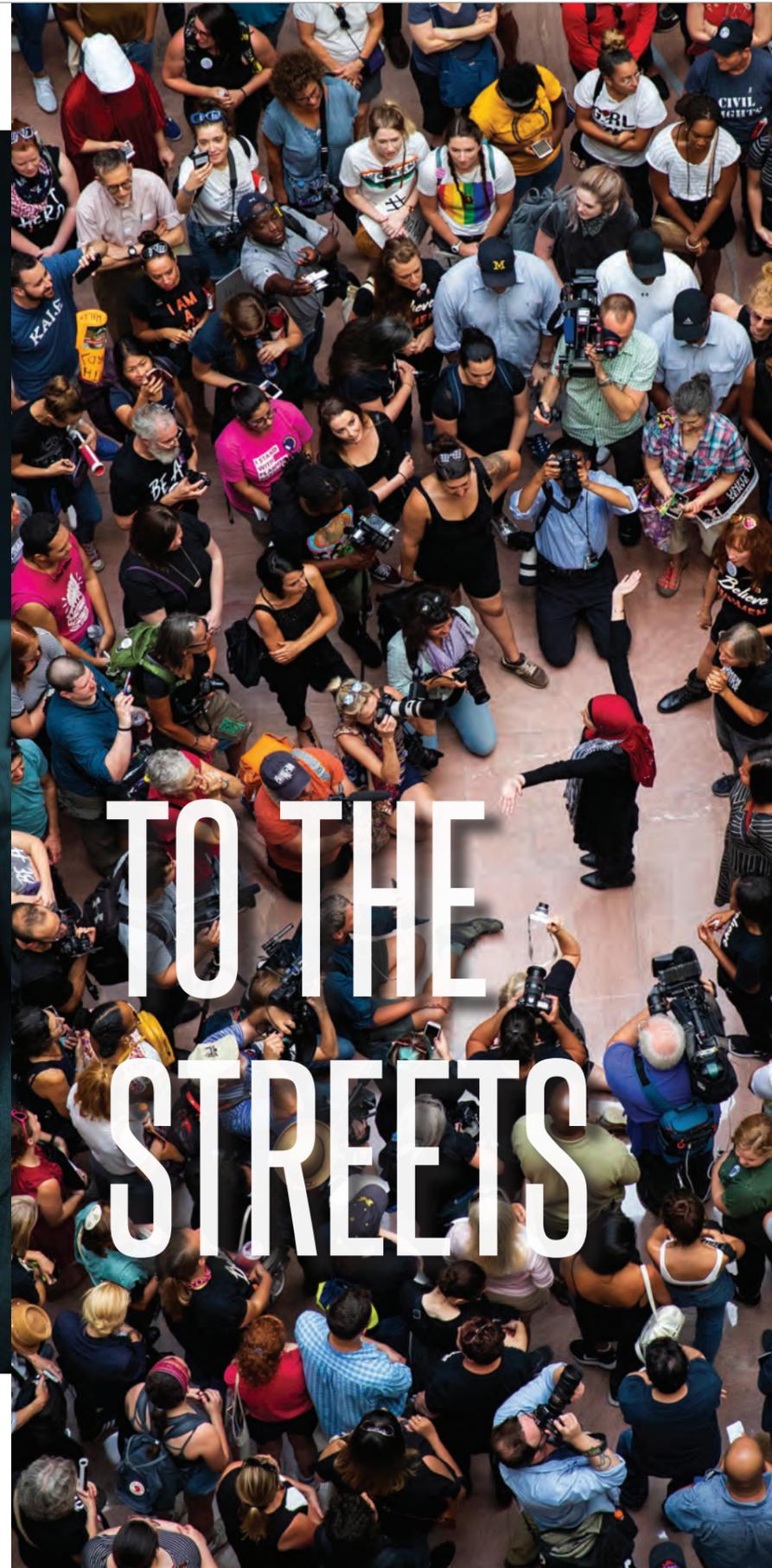
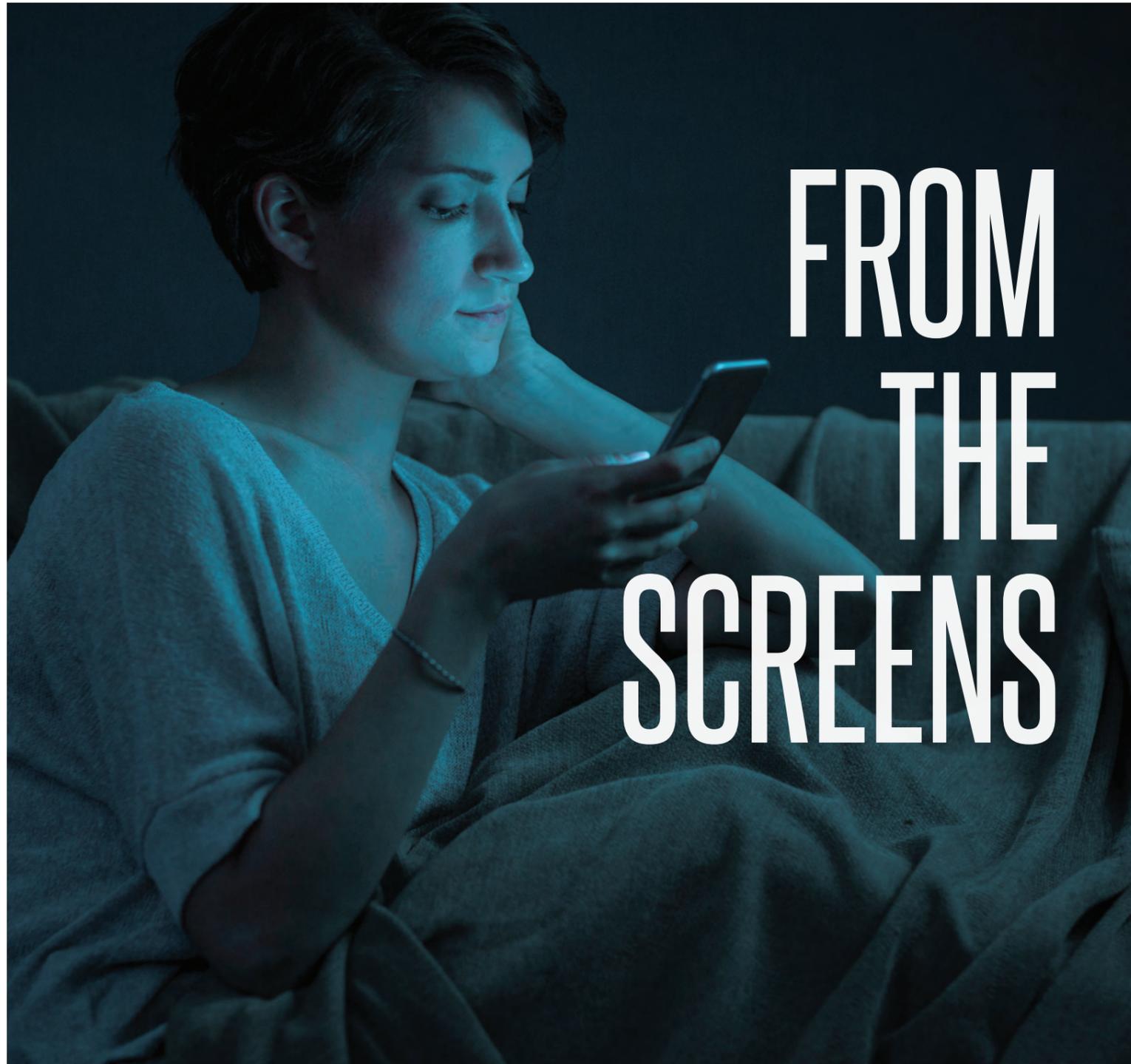
EXPERIMENT WITH TECHNOLOGY. "Technology changes daily, so it's important to stay current with new apps and tools. But don't be afraid to admit if you're not sure how to use something. Sometimes it's even better to put the technology into the hands of



your students and see what they can do with it. The podcast curriculum I originally taught in my class has evolved into more of a music creation studio using software that my students discovered. It's something I had no experience with, but they tinkered with it and learned it on their own. Even if you may not see how something can have an impact in your class, your students might."

ENCOURAGE INTERDISCIPLINARY COLLABORATION. "I personally feel that isolated school subjects are becoming

irrelevant. Students need to acquire the mental agility to adapt to different fields in their future careers. That's why it's important to collaborate with other classes outside your own. Maybe you can study animation with an art class or discuss marketing and promotion techniques with a business class. Cross-curricular projects help students develop their creative processes and familiarize them with working on complex challenges as part of a team. Be open to facilitating those connections in your classroom."



FROM THE SCREENS TO THE STREETS

How social media is being used for social change

By Lindsay Sherman

GO TO YOUR FACEBOOK FEED RIGHT NOW, and you're almost guaranteed to find a handful of posts asking for shares or likes of whatever the latest "in" cause is, often accompanied by a healthy dose of subtle shaming. One of the best examples of this has been making the rounds for years but resurfaced in various forms in 2018 after a spate of celebrity suicides:

"This week is Suicide Prevention Week. We all need prayers and positive thoughts. If I don't see your name, I'll understand. ... I hope to see this on the walls of all my family and friends just for moral support. I know some will."

Sure, millions of people may "like" that post or share the suicide prevention hotline number—but how many are checking in on their friends and family or donating to or volunteering for organizations that offer support services? Slacktivism at its finest. This isn't to say that raising awareness isn't a worthwhile cause. If a hashtag or a share can start an important conversation, more power to it.



Getty Images/Noam Galai

“Even though the name itself has a very negative connotation, there are some good things about slacktivism in terms of increasing awareness,” says **Dr. Marcia A. Dawkins**, a senior core faculty member in the **College of Management**

and Technology. “It’s much harder for people to say that they don’t know about something today than it was in years past.”

From “Me” to “We”

Dawkins has taught Communicating with Social and Digital Media at Walden for about 8 years, and the evolution has been interesting for her both to watch and to participate in.

“When I started teaching the class, we were talking about the Dignity Revolution, the social media-

fueled revolutions in Egypt and the Middle East also known as the Arab Spring,” she says. “It’s been interesting to see how starting the conversation online and moving to in-person rallies has been adopted to the American context since then. We’ve seen these strategies used effectively to address #BlackLivesMatter; the water crisis in Flint, Michigan; school shootings; domestic violence; and the #MeToo movement.”

Today, there is more behind a hashtag than most people could have ever predicted. Over the years, social media has moved away from the personal networking we were

all so excited to see take shape online and moved more toward a meaningful conversation with—and about—society as a whole. That’s exactly why and how social media activism has become a way to inspire and lead real social change.

“As social media has gotten more complex, more corporate, and more targeted, I have engaged with it less over the years to share personal updates and much more with regard to what is happening here and all over the world in terms of issues that are important to me,” Dawkins says. “It’s less about ‘me’ and more about ‘we’ now.”

Dr. Marcia A. Dawkins



No longer are people hiding behind their screens to have conversations about large social issues. Instead, they’re taking it to the streets, in the form of protests, marches, walk-outs, volunteer work, and fundraising.

“There is definitely more engagement between our screens and our streets than there has been previously,” Dawkins says. “People no longer think of these as two different worlds. We used to talk in terms of our ‘online’ and ‘offline’ lives or physical and virtual spaces. That doesn’t exist in the same way anymore.”

Social media is not going away: As of August 2017, two-thirds of Americans reported to the Pew Research Center that they got at least some of their news from social media. As the lines have blurred, what we read online naturally becomes part of our offline conversations, inspiring us to attend a protest, donate to a nonprofit, or write to a congressperson.

“When we see real human suffering—black people being killed by police or a little boy washed up on the shore in Syria—we just can’t help ourselves,” Dawkins says. “That’s what moves us from that stage of slacktivism to what we traditionally thought of as activism.”

Not All Protests Are Equal

“We’ve talked about #BlackLivesMatter, #MeToo, and March For Our Lives in real time in our class,” Dawkins says. Each of these movements has its roots in social media but has become a tangible example of democracy and the right to protest in action.

#BlackLivesMatter was first used in the summer of 2013 after the acquittal of George Zimmerman in the death of Trayvon Martin. In the 5 years since, more than 20 Black Lives Matter chapters have been organized, and the hashtag has resurfaced with the high-profile deaths of other African Americans, including Michael Brown in Ferguson,

Missouri, and Freddie Gray in Baltimore—both of which led to protests that were televised internationally. As of May 1, 2018, the Pew Research Center reported the hashtag had been used nearly 30 million times on Twitter—an average of 17,002 times per day.

The phrase “Me Too” was first used in 2006 on Myspace by Tarana Burke, an American social activist and community organizer, as part of a campaign to “promote empowerment through empathy” among women of color who have experienced sexual abuse. In October 2017, actress Alyssa Milano helped it go viral in hashtag form (#MeToo)

after accusations of sexual assault involving Harvey Weinstein surfaced. It has led to an ongoing international conversation about sexual assault and violence, from Hollywood to politics to private industry.

In March 2018, more than 1 million people—young children, teens, and adults alike—stepped from behind their computer screens and participated in 800 **March For Our Lives** events across the country. Awareness of this march was spread through hashtags such as #NeverAgain and #EnoughIsEnough after a school shooting in Parkland, Florida.



Getty Images/Jim Young



Although it has been the high-profile voices that have largely fueled these movements' virality, it is the influence of social media and the stories of everyday survivors and activists that have given them staying power. Long after the latest celebrity allegation, for example, falls out of favor with mainstream media, your coworker, neighbor, or family member could be sharing their own story. That is the power of social media to create social change today.

But Dawkins points out that we can't have this conversation without addressing the elephants in the room: access and equity. "When you remark on what the people in Ferguson were able to do compared to the kids in Parkland, you have to look at socioeconomic status," Dawkins says. "You have to look at where people are and what resources they have access to, right down to the speed of their internet connection."

She's not trying to discount the work of the students from Marjory Stoneman Douglas

High School in Parkland, but it's an important distinction to make. "If I'm a teacher in a more affluent area like Parkland, there is money in my budget for training on how to use social media effectively in my classroom and how to teach my students with it," Dawkins says. "These kids are coached to really engage civically. That isn't always present in communities like Ferguson and Baltimore, and it leads to different framing in the media about why, how, and what people are protesting. Tweeting, in many social and political contexts like Ferguson and Baltimore, is also a very brave act. Given surveillance, sometimes it's even braver than marching in the streets."

The Pew Research Center found in 2018 that minority groups find social media platforms to be an especially important tool for their own political engagement. "Roughly half of black social media users say these platforms are at least somewhat personally important to them as a venue for expressing their political views or for getting involved with issues that are important to them," Pew reports. "Those shares fall to around a third among white social media users."

So perhaps it is those who are underrepresented in politics—people of color, women, and children—who are finding a voice in social media.

The Conversation Is Just Starting

As social media's role in social change continues to evolve, Dawkins says it's going to be interesting to see what other social and political issues are tackled through these channels. She thinks, for example, that there is potential to use social media to address the opioid crisis.

Youth Today reports that the Rise Above Colorado campaign is already using social media to try to discourage opioid drug use among teens by meeting them where they already are—Instagram. The campaign uses research data to reinforce social norms against drug use, such as a video highlighting the number "99," which represents the "99% of high schoolers who didn't misuse pills last month."

"I think the conversation is just starting, and people are figuring out how to address it," Dawkins says. She says this is because there are a lot of legal implications that need to be ironed out, including patient privacy and past precedent on sentencing for drugs like marijuana and cocaine.

As stakeholders figure out the right ways to talk about the opioid crisis, it might be a little while before the leap from screen to street happens on this particular movement. But with successful predecessors like #BlackLivesMatter, #MeToo, and #NeverAgain, there is plenty of potential to use social media for the greater social good on this and countless other social issues. #



How #MeToo started a conversation in rural North Dakota

By Susan Walker



EARLY IN HER NURSING CAREER, Dr. Analena Lunde, '18, '13, a Doctor of Nursing Practice and Master of

Science in Nursing graduate, suspected there was more going on with some of her patients than she was being told. At the time, she was working in an emergency room in the Northern Virginia suburbs around Washington, D.C. Often, because of the patients' behavior or injuries, she would wonder, "Is this person a victim of abuse or intimate partner violence?"

This was nearly a decade ago, and there wasn't yet a great deal of training, awareness, or openness about sexual violence in either the medical community or the community at large. "Most healthcare providers

essentially had blinders on when it came to these patients," Lunde says. "If patients didn't volunteer the information, providers didn't ask."

Today, Lunde is working hard to make sure healthcare providers, members of law enforcement, and community members approach each sexual violence survivor with both their eyes and their minds open. That job is more challenging now that she's moved to rural Dickinson, North Dakota, and works as a community-based, grant-

funded Sexual Assault Nurse Examiner (SANE) and nurse manager.

When she began working with Central Dakota Forensic Nurse Examiners, people in the community would tell Lunde, "We don't have sexual assaults here." There was a lot of hesitation to talk about sexual and intimate partner violence, although Lunde knew all too well that it could happen anywhere, to anyone.

To overcome that stigma, she and her team built relationships with partners in the

"Sexual violence can happen anywhere. As healthcare providers, it's our duty to become educated about sexual violence and human trafficking. We can't turn a blind eye."

community, including the local rape crisis center, the Catholic hospital that serves the area, and local law enforcement. “Word-of-mouth was the best avenue for spreading awareness and getting the word out about our services,” Lunde says.

In late 2017, the rise of the #MeToo movement helped expand awareness of the prevalence of sexual assault around the world. In Lunde’s community, many survivors saw that they were not alone and didn’t have to keep their experience a secret.

“Awareness and education are the most powerful tools we have to not only reach and help survivors but also to prevent this from happening,” she says. “All the nurses in the program do outreach and take every opportunity to educate people about the signs of sexual violence and human trafficking and where they can turn for help.”

Although Lunde warns of human traffickers who use social media to target victims, she has used social media to disseminate



Heather Landis Photography

helpful information to her community. “Our Facebook page provides information and links to resources and our partner organizations,” Lunde says. “We have programs in the local prison and are trying to get into schools and businesses.”

Lunde uses her experiences—both as a SANE and as a Title IX and affirmative

action investigator handling complaints of sexual misconduct, harassment, and gender-related violence at Dickinson State University—to spread education to her community in hopes of making a difference. She includes information on screening for sexual assault in the nursing courses she teaches as an assistant professor at Dickinson State so the next generation of nurses can continue the conversation brought into the spotlight by #MeToo.

“Sexual violence can happen anywhere,” Lunde says. “As healthcare providers, it’s our duty to become educated about sexual violence and human trafficking. We can’t turn a blind eye.”

Just as the #MeToo movement helped women all over the world see that they aren’t alone in their experiences, Lunde hopes that her work will leave an impact on survivors and providers alike.

“There are so many resources available that we can use to learn more and can share with our colleagues, friends, and families,” Lunde says. “We all need to be advocates for each other.” #

Sexual Violence, Intimate Partner Violence, and Human Trafficking Resources

Rape, Abuse & Incest National Network (RAINN)

The nation’s largest anti-sexual violence organization | www.rainn.org

National Coalition Against Domestic Violence

The nation’s leading grassroots voice on domestic violence | www.ncadv.org

Futures Without Violence

A nonprofit organization with the goal of ending domestic and sexual violence | www.futureswithoutviolence.org

Office for Victims of Crime, U.S. Department of Justice’s Office of Justice Programs

An office committed to changing attitudes, policies, and practices to promote justice and healing for all victims of crime | www.ojp.gov/ovc

Social Change Starts at Home.

We’re committed to keeping our Walden community

strong and vibrant by connecting alumni in the places you call home.

If you’re a Walden graduate and you live in one of these states, join the Facebook group today and get to know the Walden professionals who are networking in your area.



7 Alumni Chapters are LIVE

- **Arizona:** [Facebook.com/groups/WaldenArizonaAlumni](https://www.facebook.com/groups/WaldenArizonaAlumni)
- **California:** [Facebook.com/groups/WaldenCaliforniaAlumni](https://www.facebook.com/groups/WaldenCaliforniaAlumni)
- **Florida:** [Facebook.com/groups/WaldenFloridaAlumni](https://www.facebook.com/groups/WaldenFloridaAlumni)
- **Georgia:** [Facebook.com/groups/WaldenGeorgiaAlumni](https://www.facebook.com/groups/WaldenGeorgiaAlumni)
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- **Minnesota:** [Facebook.com/groups/WaldenMinnesotaAlumni](https://www.facebook.com/groups/WaldenMinnesotaAlumni)
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To learn more, please contact Alumni Chapters Manager Tiffany Solarin at Tiffany.Solarin@mail.waldenu.edu.



CHANGE STARTS WITH SMALL STEPS

Using social media for social justice

By Susan Walker



GROWING UP IN THE HOUSING PROJECTS OF NEW YORK CITY, Dr. Jack Monell '05

could not get one question out of his mind: “Why does it seem like this community is stuck in a rut?”

Monell, a **PhD in Human Services** graduate, looked at

the poverty, drug abuse, and social injustice around him and was drawn to explore it through his education and career.

He has worked on juvenile justice and community justice programs for the government and currently serves as associate professor and program coordinator of justice studies at Winston-Salem State University

(WSSU) in North Carolina. Monell takes special interest in the issues surrounding masculinity and young black men, the inaccurate profile that the media perpetuates of these young men, and how that warped perception leads to violence and harm in black communities.

“I was always aware of these issues and working to help individuals affected by them, but once social media became part of the conversation, I was struck by the enormity of the problem,” Monell says.

Movements such as Black Lives Matter—which began with a hashtag and led to chapters of activists across the nation—have shone a light on these injustices in a new way.

“Every day, you see the abuse and social disparities taking place across the country that didn’t get press coverage before,” he says. “There is a nationwide movement to increase awareness and redress these wrongs, and social media has become

a tool to encourage people to take action.”

Monell has seen the power of social media activism firsthand. “In 2016, students at WSSU and Wake Forest University started a social media campaign to advocate for the release of Calvin Michael Smith, a black man who had been wrongfully incarcerated for 20 years,” he says.

“That campaign spurred marches and protests, significantly increasing the visibility of the cause,” Monell says. “I believe that played some part in his release from prison. It’s a great example of how students can gather information and move with it. They started



a movement that worked with the constructive use of social media.”

Passion is important, but Monell reinforces the importance of thinking critically about where the movement comes from and where it’s going rather than getting caught up in emotions alone. In one of his classes, students work together to identify a social injustice, go into the community to research its effects, and present how they

would solve the problem if they had unlimited resources.

This project recently led to a partnership with a local retiree group, which will help students learn about ageism. They will then work to educate their peers and the community about the stereotypes older people face.

“A lot of people feel intimidated by marching or protesting, but there are other ways to express yourself,” Monell says. “Find the best modality to protest, one that works for you. Use your gifts and strengths to speak up. Make small sacrifices, and you’ll be surprised how everyone’s small actions add up to bigger change.” #



Garrett Garms, Winston-Salem State University

“Once social media became part of the conversation, I was struck by the enormity of the problem.”



Is social media the next big thing in nonprofit fundraising?

By Susan Walker



SHE WAS SCROLLING THROUGH HER FACEBOOK FEED when **Dr. Kelley Malcolm '16, '10**

noticed a friend's post looking for people to sponsor her in an Alzheimer's Association fundraising walk in honor of her late father. Malcolm, an **MS in Nonprofit Management** and **PhD in Public Policy and Administration** graduate, did sponsor her friend—but she says for her that was the exception and not the rule.

"When I see a fundraising appeal directly from a nonprofit organization on social media, I don't feel compelled to donate," she says. "But when it's a personal connection who's raising the money and I know why that cause is important to him or her, then I'll donate."

Malcolm, who has worked in fundraising for several nonprofits over the course of her 15-year career, believes she's not alone in

needing that personal connection. She got the inspiration for her dissertation, which focused on the effect of social media on nonprofit organizations' fundraising efforts, when she was recruited by the Parkinson's Foundation to start a new fundraising walk event. As part of the project, she was responsible for creating and managing social media event pages.

"I understood that a presence on social media was an integral part of fundraising, but I wondered if it really helps raise money," Malcolm says. She soon discovered that few people had studied the issue and there were very few organizations that claimed they could track donation revenue raised through social media campaigns.

"For the most part, people weren't clicking through to the donation page from social media posts that came directly from the organization," Malcolm says. "I studied the

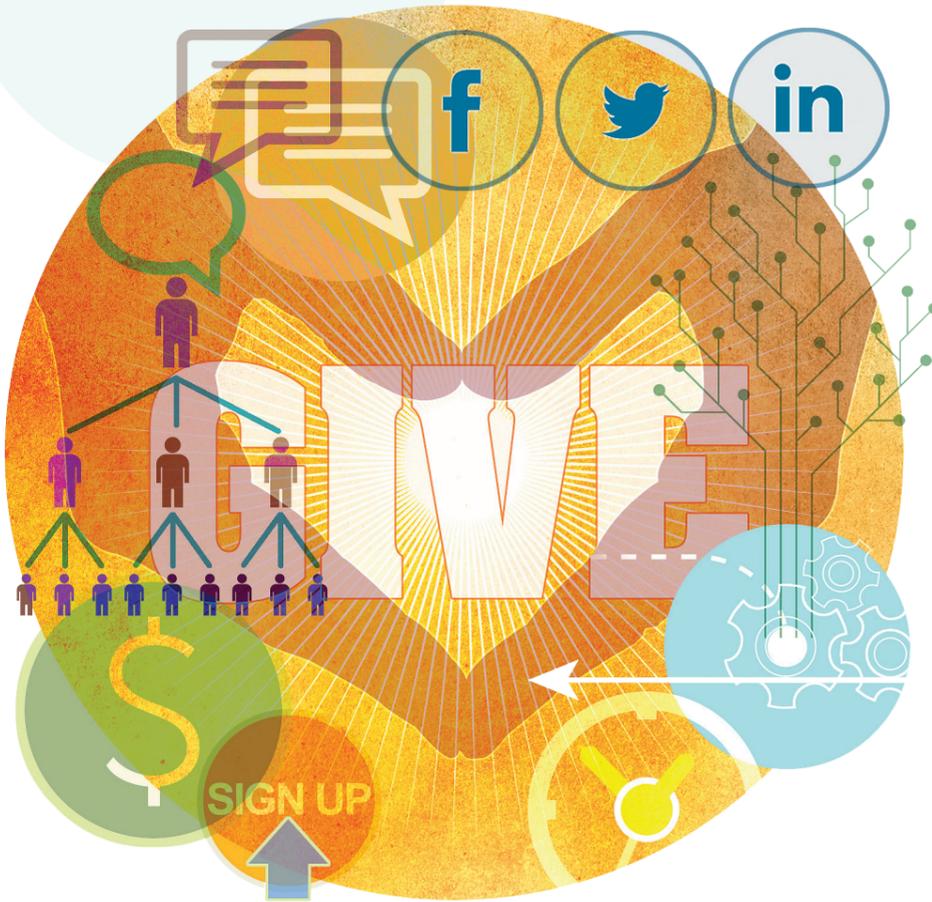
"Social media is a new way to connect with donors, but you still have to earn their trust and investment."



Roy Scott Illustration

Top Tips for Social Media Fundraising

1. **Be specific about your goals.** Are you trying to raise a certain amount of money, sign up new volunteers or members, or build awareness about your cause?
2. **Know where your prospective donors spend their time and what content they're engaging with.** Streamline your social media presence, and start with just one channel, such as Facebook, Twitter, or LinkedIn.
3. **Figure out how much time you can dedicate to managing your social media.** Just putting up a post three times a week isn't enough. You need to respond to questions and comments and create that online conversation.
4. **Realize there is no quick fix.** It takes time and consistent effort to build your donor base.



Pediatric Brain Tumor Foundation in 2015 and found that, while their social media posts at that time did bring in registrations and volunteers for their walk event, the posts did not raise a lot of money.”

Malcolm believes that’s because people are less likely to donate when they don’t have a personal connection to the cause, the person, or the organization soliciting the donation. On the other hand, Facebook announced in November 2018 that more than 20 million people have helped raise \$1 billion for nonprofits and personal causes since the feature launched in 2015. More than 1 million nonprofits in 19 countries can now receive donations directly through Facebook. These donations often come from friends in honor of the birthday of the person who posts the appeal, creating the personal tie Malcolm says is essential.

“Effective fundraising requires a layered approach,” Malcolm says. “Social media posts should go beyond appeals for funds and show how the organization’s mission is being furthered in the community.”

The connection shouldn’t be cut off once the funds have been received, either. “When people donate, you need to thank them personally by e-mail or phone. It all comes down to that personal touch,” Malcolm says. “Social media is a new way to connect with donors, but you still have to earn their trust and investment.” ■



SPOTLIGHT

The Life-Changing MAGIC of Goal Setting

3 tips for inspiring accountability for the things you wish to accomplish

By Kristin Hanson



“ I can’t extend the length of my life, but I can make it more colorful and more enjoyable. ”

Dr. Albert Cruz



THE CHINESE WORD FOR “CRISIS” INCLUDES TWO CHARACTERS, explains Dr. Albert Cruz ’11: danger and opportunity.

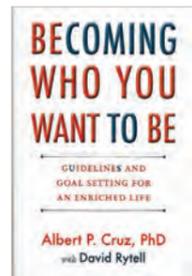
“When I see a crisis, I ask myself, ‘What opportunity is going to be in front of me to uncover?’” he says. “The opportunity won’t come to you. You have to find it.”

Cruz adopted that attitude in his early 30s when he found himself mired in personal and professional struggles. Before emigrating from Hong Kong to the U.S., he put pen to paper and wrote a wish list for what he wanted from his life. Thus began a commitment to goal setting, a process he credits with his bountiful success: a lucrative career in computing, a college degree, three advanced degrees including his Walden **PhD in Applied Management and Decision Sciences** (now **PhD in Management**), and a second career as a college instructor and author.

To secure those achievements, he didn’t compile an arbitrary list of ambitions.

Instead, over more than 4 decades, he has created a structured, dynamic, balanced group of goals rooted in his personal values.

“If you become successful financially at the expense of your family life, that’s not success. If you’re successful professionally at the expense of your health, that’s not success,” says Cruz, whose recent book, *Becoming Who You Want to Be*, provides a detailed guide for following in his footsteps.



He recommends starting by identifying four “core” goals: physical, financial, social, and mental. Next, select two levels of goals—central and supporting—that relate to each core goal. Finally, identify three duration goals—short term, intermediate, and long term—that can help you achieve each core goal.

In the end, Cruz says, you should have 24 total goals: four core goals, each with two levels of goals and three duration goals. What’s the key to following through on your goals? Cruz has advice for that, too:

- 1. MAKE SURE YOUR GOALS ARE ATTAINABLE.** “Setting goals is not important. Completing the goals is important,” Cruz says. “A goal should be challenging, but you need to be able to complete it. If not, set it aside.”
- 2. WRITE DOWN—OR TYPE OUT—YOUR GOALS.** Cruz started his goal-setting journey decades ago with loose-leaf paper in three-ring binders. He still has the binders, but for his most recent goals, he turns to Microsoft Excel. “It’s easier to update and organize,” he says, “but that’s the only difference.”
- 3. REVISIT YOUR GOALS.** Goal setting should be a dynamic process, Cruz says, and he uses his birthday and half-birthday as benchmarks for refreshing his goals. You may discover that some of your duration goals have moved from long term to short term, or perhaps you’ve completed a core goal and need to replace it with a new one.

When Cruz looks back at his initial wish list, he’s happy to see he’s accomplished nearly everything. But goal setting isn’t just about making it to the finish line. It’s about enriching the journey you take to get there.

“You can’t extend your life span; that’s based on your DNA, your health, all the

other variables,” Cruz says. “But one thing you can do is expand the width of your life. I can’t extend the length of my life, but I can make it more colorful and more enjoyable.”



Dr. Cruz’s Goal-Setting Framework in Action

CORE physical goal:

Run a marathon

TWO levels of goals:

1. Lose 20 pounds (*central*)
2. Adopt a healthier diet (*supporting*)

THREE duration goals:

1. Read a book about the Whole30 diet, follow the diet, and begin a rigorous running schedule (*short term*)
2. Run a half-marathon within a year (*intermediate*)
3. Complete a marathon within 3 years (*long term*)





Announcing the President's Council

In 2018, Interim President Ward Ulmer partnered with the Walden University Alumni Association and Walden's human resources team to launch the President's Council for Student and Alumni Employees. There are more than 220 eligible members for this innovative new alliance designed for people with a dual perspective of Walden as both an employee and a student—just like Ulmer himself. Moving forward, this group will work closely with Interim President Ulmer to share feedback and insights that can strengthen the Walden community.



Still looking for a chance to celebrate?

If you were unable to join us for the Winter 2019 Commencement Ceremony, there are more chances to cross the stage. It's never too late to celebrate your accomplishments with your Walden family!

Save the dates below for future celebrations:

August 3, 2019 | Gaylord National | National Harbor, Maryland

January 18, 2020 | Tampa Convention Center | Tampa, Florida

July 18, 2020 | Gaylord National | National Harbor, Maryland

For more information, go to WaldenU.edu/commencement.



Are YOU our next Outstanding Alumni Award winner?

Nominations for the 2019 Outstanding Alumni Award

are now open and can be submitted online at myWaldenAlumni.com/OAA2019. For the last 18 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 providing crisis intervention and information resources to families affected by incarceration, for dedicating 8 decades to public service, and for establishing a nonprofit to instill better decision-making skills in young women.

To be eligible, nominees must:

- have earned a degree from Walden University,
- be available to attend the awards ceremony on August 2 in National Harbor, Maryland,
- be a first-time recipient, and
- be nominated by a third party.

Important dates:

- Jan. 1, 2019: Nominations open
- April 30, 2019: Nominations close
- May 2018: Judging
- Early June 2018: Finalists and winner notified
- August 2, 2019: Awards ceremony

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

Catching Up With Alumni

In 2018, the Walden University Alumni Association was thrilled to reconnect with alumni all over the U.S. From commencement weekend celebrations to networking events in your hometowns, we loved learning about what you've been up to since graduation. We can't wait to catch up at more events near you in 2019!



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. Angelica Christie '17 | Doctor of Education (EdD) | **Named vice president of academic and student affairs** at Denmark Technical College in South Carolina.



Lisa A. Wesley '17, '11 | MS in Instructional Design and Technology and BS in Instructional Design and Technology | **Won gold in the 2018 MARCOM Awards** in the category

of e-learning for her course, Horse Safety Sense, which was developed as her capstone for her Walden master's. Wesley is a freelance instructional designer and developer and founder of Instructional Learning Solutions, LLC in Arizona.

Dr. Christie Elam

'16, '06 | EdD and MS in Education (MSEd) | **Published** *Timothy, the Shooting Star: A Social Story About Autism*. Elam also runs a nonprofit agency to train teachers and administrators, church workers, and parents on strategies to use with children who have an emotional and/or behavioral disorder.



Dr. Valerie Pauli '16 | EdD | **Named assistant professor in nursing** at Eastern Michigan University. She also **presented** at the Sigma Theta Tau International Leadership

Conference about effective communications to enhance chapter membership engagement, and at the Zeta Theta chapter's Fall Evidence-Based Practice Event on healthcare provider assessment of human trafficking.

Sharisse Turner '16 | MS in Adult Learning | **Presented** "Math Champions: Embedded Peer Mentoring as High Impact Practice" at the National Association for Developmental Education Conference and the Innovations Conference. She also presented "New Directions in Developmental Education" at the Florida Developmental Education Association Region I Workshop.

Derek Beet '09 | MSEd | **Appointed assistant principal** of Governor Thomas Johnson Middle School in Frederick, Maryland.

College of Health Sciences

Dr. Analena Lunde '18, '13 | Doctor of Nursing Practice and Master of Science in Nursing | **Named the 2018 Nurse Educator of the Year** for Dickinson State University's nursing program. She also received the **2018 TRIO Student Support Services Outstanding Faculty Award**. Lunde is a forensic nurse and an assistant professor of nursing at Dickinson State University.

Angela White '18 | BS in Health Studies | **Named the executive of the board of directors** for the nonprofit Raising a Village. White is a new patient coordinator at Virginia Commonwealth University Health.

Dr. Harold Taitt '15 | PhD in Health Services | **Published** "Global Trends and Prostate Cancer: A Review of Incidence, Detection, and Mortality as Influenced by Race, Ethnicity, and Geographic Location" in *The American Journal of Men's Health*.



Dr. Pius Omolewa '12 | PhD in Health Services | **Published** "The Impact of C-SSRS (Columbia-Suicide Severity Rating Scale) Usage on Quality of Care in John George Psychiatric Hospital (San Leandro, CA): A Medical Care Evaluation Study" in *California Healthcare News*. Omolewa is director of nursing, behavioral health services, at Alameda Health System in California.

College of Management and Technology

Dr. Markey Pierre '17 | Doctor of Business Administration (DBA) | **Received the 2018 Virginia K. Shehee Most Influential Woman Award**, given by Red River Bank and the *Shreveport Times*. Pierre is president and managing partner of Southern Strategy Group-NLA in Shreveport, Louisiana.

Dr. Frank-Pieter M. Naus '16 | DBA | **Co-published** with Dr. Rocky J. Dwyer and Dr. Carole-Anne Faint, contributing faculty members in the School of Management, an article titled "Are Hospital Efficiency and Quality of Care Affordable Without External Revenue?" in *International Journal of Applied Management and Technology*.

Dr. Patrick Rockett '15 | DBA | **Received recognition as "highly commended"** in the 2018 Emerald Literati Awards for "A Human Resource Management Perspective of Workplace Bullying" in the *Journal of Aggression, Conflict and Peace Research*, which was co-published with Dr. Rocky J. Dwyer and Dr. Susan K. Fan, contributing faculty members in the School of Management.

Dr. Robert L. Farmer '13 | PhD in Applied Management and Decision Sciences (now PhD in Management) | **Published** *Managing Your Own Retirement: Can You Do It, Should You Do It, and How You Do It*. Farmer is a vice president at Presidential Wealth Management in Colorado.

Dr. Natalie Hruska '12 | PhD in Management | **Promoted to associate professor** for The Art Institute of Pittsburgh Online Division. She also published *Managing the First Global Technology: Reflections on a relevant application of the Internet*.



Dr. Richard Pitts '10 | PhD in Applied Management and Decision Sciences (now PhD in Management) | **Gave the commencement address at Western University of**

Health Sciences. His address was titled "The Real Work Starts Now." Pitts is a vice president and senior medical director at St. Joseph Heritage Healthcare in Orange County, California.

College of Social and Behavioral Sciences

Dr. Warren Miller '18 | PhD in Social Work | **Named assistant professor** at Rhode Island College. His dissertation research has also been accepted for dissemination at three conferences.

Dr. Patsy McKenzie '16 | PhD in Psychology | Honored as **adjunct faculty member of the year** at Allegany College of Maryland, an award given to acknowledge teaching excellence, dedication to students, and service to the college. McKenzie has recently been offered a position as a tenure-track associate professor at the college.

Mariana Perez '13 | MS in Mental Health Counseling | **Named a 2018 Distinguished Healthcare Diversity Advocate** by the Florida Diversity Council. The award recognizes individuals who have made a difference in the diversity and inclusion realm through their research or achievement and exemplify the ability to excel in the healthcare field. Perez is the clinical coordinator at the David Lawrence Center in Immokalee, Florida.

Jose Alicea '12 | Master of Public Administration | **Promoted to human resources manager** at Homebridge, a privately held, non-bank loan company in San Francisco. He previously served as human resources generalist and earned a Graduate Certificate in Human Resource Management in 2014.



Dr. John McCauley '11 | PhD in Public Policy and Administration | **Promoted to sergeant** in the Eastlake Police Department in Ohio.

Dr. Jack S. Monell '05 | PhD in Human Services | **Published** "A Preliminary Examination of Hegemonic Masculinity: Definitional Transference of Black Masculinity Effecting Lethal Tactics Against Black Males" in *Handbook of Research on Black Males*.



On Sept. 24, 2018, **Dr. Walter McCollum '04**, a PhD in Management graduate and the dean of student affairs, saw his 2-year partnership with buildOn come to life at the groundbreaking of a new primary school funded entirely by his Walter McCollum Education Foundation. The school, located in the Lahatte de Barreau Village in Haiti, will open in early 2019 with an initial intake of 300 K-6 students. buildOn's Global School Construction Program provides rural communities in developing nations with access to clean, safe learning environments.

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

CONGRATULATIONS to Laureate's 2018 Here For Good Award honorees and winner!

This year, we received nearly 250 submissions from institutions in the Laureate Education network. One winner and nine honorees in the student/graduate category, including a Walden alumnus, were selected from the applicants.

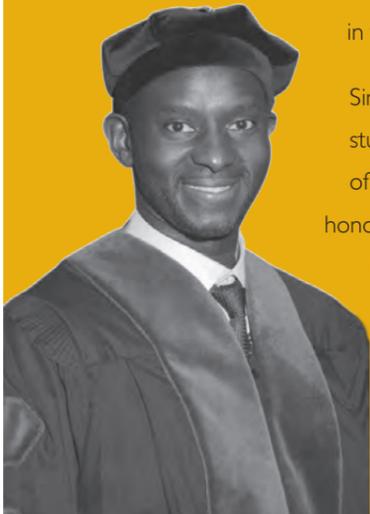
Please join us in congratulating Here For Good honoree **Dr. Richard Kara '12**, a PhD in **Public Health** graduate and founder of the Tara School, Inc. for youth in Namutumba, Uganda.

Kara grew up in Uganda, spending his early years in a remote village before his family moved to the city of Jinga, where he enrolled in school. On the weekends, he traveled to a nearby village with his uncle to buy groceries and was confused about why so many children lined the streets selling groceries when he got to go to school.



After coming to the U.S. for higher education and completing his Walden doctorate, Kara founded the Tara School in 2013 in Namutumba, the same village he'd visited as a child. The school has since enrolled more than 200 students and in 2017 graduated its inaugural class of six students, who all passed the Uganda National Examinations with highest honors and were accepted into some of the best secondary education schools in the country.

Since 2012, the Here for Good Award has recognized Laureate students, graduates, faculty, and staff who are exceptional examples of what it means to be Here for Good in their communities. Those honored by the awards are demonstrating permanence and purpose in their communities and are using their Laureate education to create positive social change. They are a reminder of the power of a quality education to change the world.



Reconnect with Walden *at your next conference*

Will you be at any of these conferences or tradeshows in the first half of 2019? Stop by the Walden exhibitor booth to reconnect. For a full listing, go to WaldenU.edu/connect/events-and-webinars.

Healthcare & Nursing

Association of Nurses for Professional Development
April 1-4
Phoenix, Arizona

National Student Nurses Association
April 3-7
Salt Lake City, Utah

AORN Global Surgical Conference
April 6-10
Nashville, Tennessee

American Organization of Nurse Executives
April 10-13
San Diego, California

ANA/ANCC Pathway to Excellence Conference
April 24-26
Kissimmee, Florida

American Association of Critical Care Nursing NTI Institute
May 19-23
Orlando, Florida

American Association of Nurse Practitioners
June 18-23
Indianapolis, Indiana

Social & Behavioral Sciences

Baccalaureate Program Directors Meeting
March 13-17
Jacksonville, Florida

National Conference for Behavioral Health
March 25-27
Nashville, Tennessee

American Counseling Association
March 27-31
New Orleans, Louisiana

Education

National Head Start Association
April 29-May 3
San Antonio, Texas

NAEYC Professional Learning Institute
June 2-5
Long Beach, California

International Society of Technology Education
June 23-26
Philadelphia, Pennsylvania

Management & Technology

SHRM Atlanta
March 25-27
Atlanta, Georgia

HR Retail
April 8-10
Austin, Texas

Association for Talent Development
May 19-22
Washington, D.C.

SHRM Annual Conference and Exposition
June 23-26
Las Vegas, Nevada



How We Did It

Dr. Raven Cornelius '18 & Dr. Avon Cornelius II '18

How the pursuit of doctoral degrees brought a family closer together



Dr. Raven Cornelius and Dr. Avon Cornelius II made sure that their pursuits of a higher degree were a true family affair. The couple, who have been married for 10 years, are both active duty military officers.

Between deployments and a growing family, they knew they needed a different kind of university to achieve their goals.

Raven began her pursuit of a doctoral degree at another university while she was stationed in Seoul, South Korea. She took a break due to work and family requirements, then she transferred to Walden in 2016.

It wasn't long before her husband joined her.

Here, the Corneliuses reflect on what brought them to celebrating their hooding as **Doctors of Business Administration (DBA)** in Minneapolis last summer.

SHARED GOALS: "When I came back from deployment in Mali, Africa, Raven told me she was going back to school to work on her DBA, and I jumped on board," Avon recalls. "It was challenging, juggling each other's course loads while managing family and work commitments."

TRUE PARTNERS: "We have four children, and our youngest was born while we were both students at Walden. I remember sitting in our hospital room

catching up on our assignments online after Avon III was born," Raven says. "Having both of us in the program together was a blessing because we understood the demands. When I was in class, Avon was with the kids, and vice versa. We truly did it together as partners."

UNPARALLELED SUPPORT: "Our experience at Walden was great," Raven adds. "Our chairs, committee members, and the staffs at the research and writing centers were outstanding and so helpful. We wouldn't be here without their continued dedication and support."



A SPECIAL CONNECTION: "My mother, **Dr. Judith Cornelius**, is a faculty member in the School of Nursing," Avon says. "She was instrumental in not only me pursuing my degree but also in choosing Walden. She was supportive from Day One and helped us every step along the way."

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

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* Offers are exclusive to new students who enroll and start classes in 2019.



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Every graduate has a story to tell.

WHAT'S YOUR STORY?

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Adam Burns '10, MS in Education, is featured on page 22.