

SUMMER/FALL 2018

WALDEN

ALUMNI MAGAZINE



Saluting Our Founders, Bernie & Rita Turner

Dear Fellow Alumni,



I AM TRULY HUMBLED to serve as interim president of Walden after serving in leadership positions here for 6 years. Like you, I owe much of my success to this university.

In 2001, I was halfway through a doctoral program at Clemson University. On weekends, a faculty member would travel to our location 3-4 hours away. But when our cohort dwindled, the program ended. I needed a course that was only offered on campus Tuesdays and Thursdays at 8 a.m. With three children then and a job that required frequent travel, I couldn't continue toward my dream of a PhD.

I'm sure this story sounds familiar to you. It certainly did to our founders, Bernie and Rita Turner, featured on page 24. They started Walden to help people overcome barriers to continuing their education. Fortunately, long-time faculty member Dr. Raghu Korrapati recommended Walden, and I earned my PhD here in 2004. When you share your Walden experience with others, it is life changing.

That's my story, but what energizes me are your stories. This 25th issue of the magazine is so inspiring. You'll read about the great things that happen when our alumni connect, such as Dr. Alvin Mena Cantero '17, '15 and Dr. Cynthia Hickman '16, '09 on page 6. You'll also see what Dr. Rachel Ivory '17, '09 (page 2), Kara Ball '11 (page 4), Dr. Fredrick Murphy '17 (page 18), Dr. Donald Schlomer '17 (page 8), and Dr. Joan Murray '16 (page 16) are doing to improve the lives of people serving our country in the military. And those are just a few of the stories from our more than 126,000 alumni around the world.

This summer, we are celebrating our 60th Commencement Ceremony—more than 1,100 new graduates contributing their stories to the legacy of our founders by overcoming barriers and making their world a better place. I look forward to hearing their stories and yours.

Sincerely,

Handwritten signature of Dr. L. Ward Ulmer.

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

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A Dream 48 Years Young

Celebrating the legacy of Bernie & Rita Turner and the future of Walden University page 24



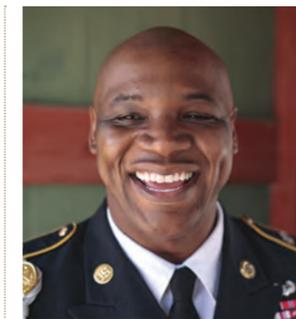
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One grad's MSN helped her start her own business
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Changemakers

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News & Notes

Table listing articles like 'ALUMNI CHAPTER KICKOFF' and 'SPOTLIGHT' with page numbers.



Thank you to all our alumni who have shared their stories with the Walden community over the last 25 issues. You are an inspiration to us all!



LIFELONG LEARNERS

Becoming a Leader of Cultural Change

Dr. Rachel Ivory's love of learning fueled her rise through the Postal Service and the military

By Susan Walker



AS DR. RACHEL IVORY WALKS THROUGH THE HUGE MAIL PROCESSING AND DISTRIBUTION CENTER in Los Angeles, an employee calls out, "Hey, there's the engagement ambassador!" Encounters like this, which happen often, never fail to make the 2009 **Master of Public Administration (MPA)** and 2017 **PhD in Public Policy and Administration** graduate smile.

For the past 2 years of her 30-year career with the United

States Postal Service, Ivory has been the engagement ambassador, training managers and supervisors to create a safer, better workplace for their employees. But her path to her current position as a leader of cultural change in the Postal Service began after she graduated from high school in LA and moved to Roanoke, Virginia, to live with her grandparents.

"I had applied for a job with the Postal Service, but since I hadn't heard back from them, I decided to follow the path

of my uncles and grandfather and join the Army," Ivory says. "Right after I signed my commitment papers, I was offered a job with the Postal Service. I didn't want to let that opportunity slip by, so I switched to the Army Reserve and started working as a distribution clerk at the post office in Roanoke."

As she worked her way up in the Postal Service—eventually becoming the manager of learning, development, and diversity for her district—she was also advancing through

the ranks of the military, despite becoming disabled after an injury.

By the time she retired from the Army Reserve after 14 years, she had received seven promotions and attained the rank of sergeant first class. As if two careers weren't enough to keep Ivory busy, she was also working toward earning her college degree and raising a family.

"Learning has always been important to me," Ivory says. "As soon as I finished my undergraduate degree, I was



Martin Herbst

"One voice can make a lot of change, and Walden has given me a strong voice. I don't plan to stop using that any time soon."

ready to get my master's. I looked at several programs in public administration, but Walden's MPA curriculum was the only one that had a real policy focus."

After earning her master's degree, Ivory was ready for the next step and re-enrolled for her PhD in Public Policy and Administration.

"The skills and knowledge I gained at Walden helped me obtain my positions as engagement ambassador, acting human resources manager responsible for 10,000 employees, and an

acting district labor relations manager," she says. "My cultural competency course was one of the most powerful courses I took because, at the Postal Service, our employees come from a wide variety of backgrounds and cultures. Learning how to build diverse teams and communicate with people from different backgrounds helps me ensure all views are represented and we get the benefit of the insights each employee brings to the table."

Although Ivory plans to retire from the Postal Service in the next 5 to 7 years, it won't be the end of her career. She would like to continue the research she did for her doctorate on post-traumatic stress disorder in combat veterans by working with the Department of Veterans Affairs, as well as teaching at a college or university.

"I was also attracted to Walden's mission of social change, something that's always been part of my life," Ivory says. "One voice can make a lot of change, and Walden has given me a strong voice. I don't plan to stop using that any time soon."





Teaching Kids to Create Their Own Futures

Teacher of the Year finalist Kara Ball shows how young students can change the world

PEOPLE SAY MY STUDENTS ARE “THE FUTURE.” In their minds, these elementary schoolers are going to do phenomenal things when they get to high school and college. What I want everyone to know is that they’re capable of doing phenomenal things right now.

The best example is our shark project. In our coastal community, there have been several shark bite incidents over the past few years. The kids were afraid to go in the water. How do you overcome fear? With knowledge.

My second-graders do research on sharks and how we impact them and their environment. Then they dissect sharks—with the help of military volunteers from our base community who wield

the scalpels—and collect data about any injuries they find, what’s in the shark’s stomach, and whether the shark was pregnant. The volunteers are always surprised by how capable our students are of handling such a complex project. Another great example is our invention convention. We ask students to think of a problem that they, their family, or community faces that they could create a solution for. The kids do the research, create a prototype, and explain to the panel what problem their invention solves and why it’s unique. They also come up with a project cost and budget. I want my students to walk away from their science, engineering, technology, and math (STEM) education with the ability to communicate their thinking and the knowledge that they can bring about change.

STEM education has been part of my life since I was diagnosed with dyslexia around third grade. School was challenging because I had trouble connecting the concepts I learned with why they were important. My dad—who is also dyslexic and has a degree in biology—used science and engineering activities to help me see the importance of what I was learning. We built model rockets to show why the concept of force in motion matters. I do many of the same hands-on, project-based learning activities with my students now to help them see how they can apply what they learn in real life.

Walden gave me the skills to help my students become learners and leaders and helped me become a teacher leader. In my previous job with Montgomery County (Maryland) Public Schools, I shared tiered instruction techniques I learned to help my fellow teachers implement Common Core math standards for students of all skill levels and learning styles. My curriculum design and assessment courses provided me with the background I needed for my current position as STEM coordinator. STEM not only prepares students for a rapidly changing job market, but it also gives them the chance to struggle. Struggle may sound like a negative, but it is actually a very important experience. It teaches them to persevere through challenges on their path to success. They learn to be resilient, adaptable, and resourceful—incredibly beneficial skills in

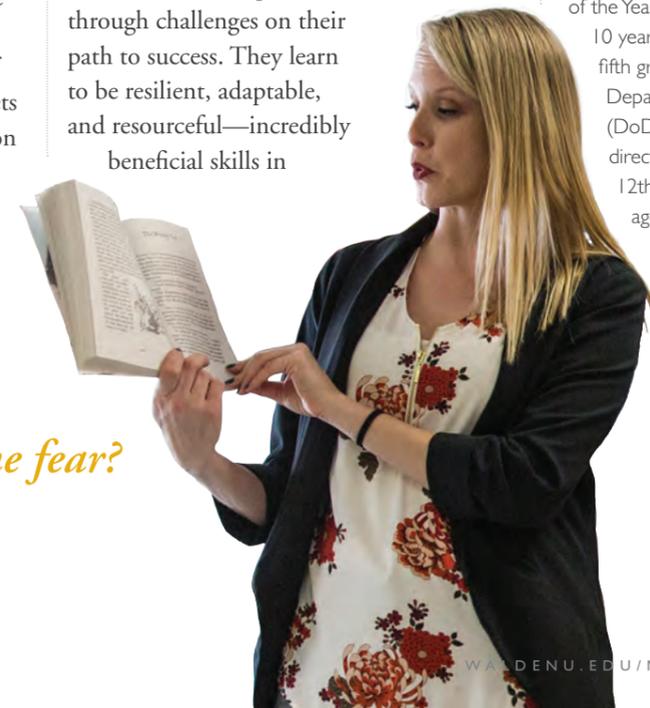


STEM or any other field they’ll encounter throughout their school years and in their careers. I can’t predict the future, so I need to give my students the skills they’ll need to create that future—the ability to collaborate, be creative, and think critically.

— As told to Susan Walker

Kara Ball ’11, an **MS in Education (MSEd)** graduate, was one of four 2018 National Teacher of the Year finalists. She has been teaching for 10 years and currently teaches fourth and fifth grade at DeLalio Elementary School, a Department of Defense Education Activity (DoDEA) elementary school. DoDEA plans, directs, coordinates, and manages preK through 12th-grade education programs for school-aged children of Department of Defense personnel who would otherwise not have access to a high-quality public education. Ball also serves as STEM coordinator for all Camp Lejeune district schools in Jacksonville, North Carolina.

“How do you overcome fear?
With knowledge.”



CONNECTIONS



Cultivating a Community of Engaged Alumni

Alumni Ambassadors join forces to make a difference for current Walden students and their Houston community

By Susan Walker



Terry Halsey Photography

WHEN DR. CYNTHIA J. HICKMAN WALKED INTO THE PRIMARY CARE CLINIC that Dr. Alvin Mena Cantero '17, '15 opened this past year in Houston, she expected to learn more about the clinic and watch how he worked as a clinical preceptor with current Walden nursing students. It's a role he is happy to fill to repay the support and encouragement he received when he was a Walden student and a recent emigrant from Cuba.

But Cantero had a surprise for Hickman on the day of her visit.

"Dr. Cantero said, 'Why don't you take over?'" Hickman recalls. Although she was surprised to be taking center stage, she didn't miss a beat. Hickman—a 2016 **PhD in Health Services** and 2009 **Master of Science in Nursing (MSN)** graduate—told the students about her 25-year career as a cardiology case manager and heart failure patient educator at CHI St. Luke's Health in Houston, and then took part in a lively Q&A about her career and experiences at Walden.

"It was like Dr. Hickman, the students, and I had known each other for years," says Cantero, a **Doctor of Nursing Practice (DNP)** and **MSN** graduate. "She shared so much great advice with them on how to be truly prepared when they enter the workforce. At the end of our time together, they were all asking when she'd be back again."

Although Hickman and Cantero are both very active Walden Alumni Ambassadors, they hadn't met until Alumni Ambassador Manager **Ulysseses Wilcox '12** introduced them earlier this year. Now they're making plans for Hickman to visit the clinic a few times a month to teach Cantero's students



"Connecting with like-minded people might spark a great idea or open a new path. You just need to take that first step and reach out."

about nutritional health, her area of specialization.

"We're also working on planning an event for Walden's Global Days of Service, providing basic health screenings and education to the underserved residents of the Houston community," Hickman says. "And I'm thinking about joining Dr. Cantero on one of his international mission trips."

To date, Cantero has traveled to India, Mexico, Egypt, Croatia, China, and Honduras to provide healthcare services and educate local medical professionals about health promotion and disease prevention.

Serving as Alumni Ambassadors has provided Hickman and Cantero with opportunities to give back to the university and current students as well as connections for growth in their field. Hickman has recently connected

with two fellow Walden scholars, written an abstract that was accepted by a peer-reviewed journal, and is working on a poster presentation for a fall conference.

Hickman and Cantero both encourage current students as well as graduates to build relationships with alumni. "Walden has one of the most powerful international alumni associations," Cantero says. "It's a great resource as you're working to earn your degree and build your career."

Hickman adds: "Use Walden's resources. Read about your fellow alumni and the alumni programs. Find alumni near you or in the same field. Connecting with like-minded people might spark a great idea or open a new path. You just need to take that first step and reach out."

APPLYING MY RESEARCH



Acquiring the Future

Dr. Donald Schlomer's research helps modernize the military

By Kevin C. Thornton

WHEN HE BEGAN HIS DOCTORAL RESEARCH IN MAY 2014, Dr. Donald Schlomer '17 had no idea the future influence he might have.

Then, in October 2016, the U.S. Army announced the formation of the Army Futures Command, a cross-functional task force that looks at modernizing all aspects of military equipment. Schlomer's doctoral research was a study on how to more efficiently acquire the future. It was a perfect match.

"I went to my **Doctor of Business Administration (DBA)** program chair, Dr. Douglas Campbell, and he said, 'Do you realize with this announcement that your research is bigger than us, bigger than Walden?'" Schlomer recalls. "He said, 'It affects the Army,

"If we speed up modernization and our military capabilities and do it more efficiently, the military benefits, civilians are safer, and it saves significantly on costs. Everybody wins."



the entire military, and the safety of everyone in the country.' That's when it became clear to me that this could have a real impact."

Schlomer is the first to research and write a doctoral study on improving the Army's Joint Capabilities Integration and Development System (JCIDS), the process used to identify and purchase equipment and weapons needed to keep the military running and relevant. His research focused on the inefficiencies and delays caused by the approval processes.

As an Army officer and acquisition specialist, Schlomer spent 13 years of his 30-year military career working with the JCIDS. What he learned was that the same approval process was being used to purchase a jet or tank as it was for a pair of boots, and all purchases required review by the chief of staff of the Army.

According to Schlomer, there are only about 80 military programs at the jet or tank level but thousands at the boots and backpacks level that could be approved locally.

"Technology advances every 14 to 18 months, but the current process takes 72 to 90 months," he says.

"That effectively leaves our military personnel inadequately equipped."

Retired from the Army Reserve since 2008, Schlomer now works for Special

Operations Command in Tampa, Florida. He enrolled in Walden's DBA program, in part, for the possibility of increasing credibility.

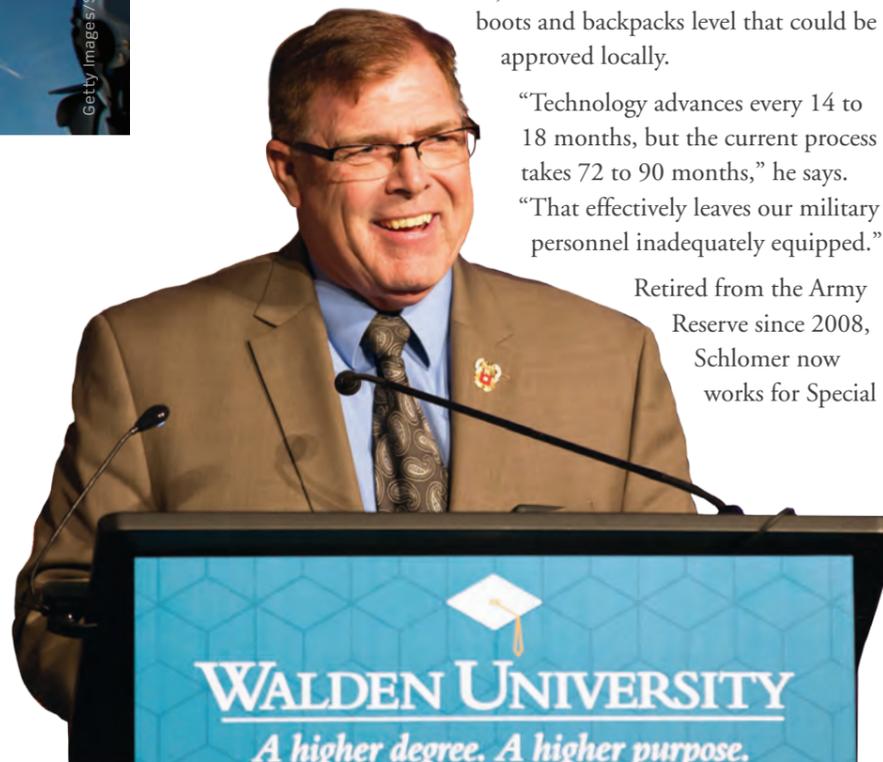
"I wanted to do the research on streamlining acquisitions for years," he says. "But I didn't think leaders would listen to a retired guy. If I did it as part of a doctoral program, I thought the Army might pay attention."

He was right. His research has been widely recognized and has gotten him a literal seat at the table. In addition to receiving Walden's 2018 **Frank Dilley Award for Outstanding Doctoral Study**, Schlomer has discussed his research recommendations with top brass, from generals to the secretary of the Army. He has twice shared his insights with former National Security Advisor Lt. Gen. H. R. McMaster.

Schlomer has also been handpicked as the only nonmilitary, nongovernment civilian member of the Army Futures Command task force, the group setting up the new Army modernization function. The task force began setting up in July and will be fully functional in October 2020.

Schlomer plans to leverage his doctoral research to help write processes and regulations for the Army Futures Command. Once the task force's work is fully implemented in 2020, he plans to retire and then move on to teaching.

"The truth is, none of this would have happened if I had not had the opportunity to do my doctoral work with Walden," he says. "It's been humbling, especially when you realize the potential impact the work can have. If we speed up modernization and our military capabilities and do it more efficiently, the military benefits, civilians are safer, and it saves significantly on costs. Everybody wins."



HOW IT PAID OFF



Joshua Aaron Photography



From RN to FNP and Entrepreneur

NAME: Brittany Winestock '14

DEGREE: Master of Science in Nursing (MSN)

JOB TITLE BEFORE MY

DEGREE: Registered Nurse (RN), Providence Health

JOB TITLE AFTER MY

DEGREE: Family Nurse Practitioner (FNP), Providence Health; owner, The Nursing Studio

GOING FOR THE GOAL:

Becoming a nurse practitioner has always been the end goal for my career, but I wanted to get experience as an RN first and then go back to get my master's. That's what led me to Walden. I already had clinical skills, but Walden's program taught me the next level, such as how to interpret lab values and various symptoms a patient may have and to apply my best judgment in carrying out a plan

to treat them. I'm now able to quickly identify key factors so that we don't prolong or worsen a patient's condition in any way.

EXTRA RESPONSIBILITY:

One of the biggest changes I've experienced in my new role is understanding that there's more liability as an FNP. As an RN, you are often implementing orders from the physician. Now, I'm not only providing care to

the patients, but I'm also the one making those decisions and giving direction to others. Because of Walden, I was prepared for that. I don't need someone to hold my hand. I am confident in giving direction and making big decisions. I've been able to hit the ground running and be independent because of the wealth of knowledge I gained at Walden.

APPLYING KNOWLEDGE:

In addition to my work as a nurse practitioner, I've started my own business called the Nursing Studio. I assist nurses and other nurse practitioners in passing their board certifications. For me, taking my boards was challenging because I couldn't rely solely on my knowledge. I had to understand what the test was expecting from me. I don't want people to be discouraged and think they're not prepared for boards. It's about understanding how to take what you know and successfully apply it to the test. At the Nursing Studio, I provide coaching and instruction on this topic. So far, we've had a 98% pass rate, and we've worked with 1,200 reviewers. I'm excited to see how we continue to progress in the future.

— *As told to Kyra Molinaro*

Social Change Starts at Home

5 New Alumni Chapters are Live!



We're committed to keeping our Walden community strong and vibrant by connecting alumni in the places you call home. This year, we united graduates in Florida, Georgia, Maryland, Minnesota, and Texas via Facebook, online chats, and in-person events.

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.

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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To learn more, please contact Alumni Chapters Manager Tiffany Solarin at Tiffany.Solarin@mail.waldenu.edu.

BROADENING MY HORIZONS

Journey to Forgiveness

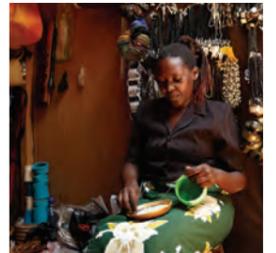
Dr. Christy Heacock forges a path to universal healing

By Kevin C. Thornton



“Our problems are the same, no matter where we’re from. Forgiveness is an issue for everyone.”

Johnny Sundby Photography



AS SHE STOOD BEFORE A GROUP OF WOMEN IN NAKURU, KENYA, preparing to deliver a talk on forgiveness, Dr. Christy Heacock '17 looked out and saw not just an eager audience but also a new horizon.

A lifelong high school and college educator, Heacock was pursuing a new challenge. Although she loved teaching and had experience in a range of subjects, she craved something different, something inspiring.

“It was a leap,” she says. “I gave up a stable and comfortable career because I wanted to expand, to learn something new and valuable.”

She chose to pursue her **PhD in Psychology** at Walden, eventually researching and writing her dissertation on forgiveness as experienced by people with different sacred beliefs.

Heacock interviewed people of diverse religious backgrounds—from the well-known religions of Christianity, Islam, and Buddhism to lesser-known faiths such as the Red Road and Sacred Pipe of the Lakota. Ultimately, what she learned was that forgiveness is universal. It can be a healing agent no matter your location or your spiritual roots.

But the proof was in the audience in front of her at a women’s center more than 8,000 miles from her home in the Black Hills of South Dakota. She was in Kenya as part of a church mission trip to provide

eyewear to those who couldn’t afford it. Heacock saw things more clearly after that trip, too.

“Our team leader and the center director knew about my dissertation and asked me to speak to the women there. The director felt forgiveness would be important to their journeys,” she says. “They were all struggling to raise families and earn extra money through sewing and making craft items to sell. They were in difficult situations, many of which involved forgiveness issues.”

The presentation in Kenya was not the first or the last based on Heacock’s research. But it left an impression on her.

“My goal is to help people heal and move forward,” she says. “I felt like I connected with those women.

It was a perfect example of how our problems are the same, no matter where we’re from. Forgiveness is an issue for everyone.”

The next steps on Heacock’s journey are to continue to perfect and deliver her forgiveness presentation, teach occasional courses, and pull her research and stories together into a book to increase understanding of the physical, mental, and spiritual healing power of forgiveness.

“Psychology is becoming more open to forgiveness because of its health benefits,” she adds. “I selected forgiveness as a focus because it can help people from diverse backgrounds better understand each other.

“I’ll keep teaching,” she says, “but I’ll also keep pursuing forgiveness as an agent for social change.”



Making a Global Impact

Getty Images/Tesia Wilcox

Dr. Nicole Rankine teaches leadership skills in communities around the world

By Kyra Molinaro

WHEN A VOLUNTEER TRANSLATOR QUIETLY PULLED HER ASIDE during her first day in Costa Rica, **Dr. Nicole Rankine '15, '10** could feel the intensity of the woman's emotion.

"You don't know what this means for our country," the translator said as she choked back tears. "You are changing our society."

That was the moment when Rankine, a **PhD in Public Health** and **Master of Public Health (MPH)** graduate, knew that she was truly an agent of positive social change.

As part of the John Maxwell Team, Rankine and 250 other certified international coaches, volunteers, and leaders traveled to Costa Rica this March to serve with a special delegation called Transformación Costa Rica. This national leadership education project reached around 400,000 Costa Ricans over the course of 5 days as the team worked to teach value-based principles that can be used in social and professional environments.

Rankine's public health education from Walden fueled a successful career as a

microbiologist for the Centers for Disease Control and Prevention in Atlanta for nearly 10 years, but she longed to make a larger impact.

"I was in the lab all the time, so I didn't feel that I was using my talents to create change in a broader sense," she says. "It was a pivotal moment in my life that led me to doing international mission work so I could directly see and interact with who I was serving."



In 2013, Rankine went on a mission to Nairobi, Kenya, to develop and administer health education workshops centered on HIV/AIDS awareness for a local church. Two years later, she became a certified member of the John Maxwell Team, one of the fastest growing leadership and skills training programs in the world.

Through this program, she is certified to teach leadership and personal growth courses, and she can join Maxwell as he



travels and works with different countries to transform their social values. But Rankine says it was Walden's culture of effecting positive social change that inspired her to pursue these initiatives.

"Being in public health, you always have the desire to help people," she says. "But when you talk about social change, it's understanding that your actions are what will create change. Even if it's something small, I can use my skills and talents to impact the way someone thinks and acts. Walden's reinforcement of this idea is what made me realize how I can make a difference."

In addition to her work with Maxwell, Rankine is the founder of two organizations. The COLE Academy of Personal Growth, LLC is a company that helps new professionals and leaders address workplace relationships, leadership styles, internal motivation, work-life conflicts,



and communication and social skills. Healthy Young People Excel Inc. (HYPE) is a nonprofit devoted to helping youth worldwide develop soft skills so they can shift their behaviors and attitudes to increase their self-esteem to live healthy and productive lives. She hopes to expand these organizations on a global scale. In the meantime, she encourages everyone to take advantage of opportunities to make a difference in global communities.

"The opportunities are out there—you just have to get out of the box," she says. "When you get comfortable with being uncomfortable, you can experience so much more in life and have a greater impact on the world around you. You truly can go out and become the change agents of the world."



"When you talk about social change, it's understanding that your actions are what will create change."



FROM THE FIELD

Animal Instinct



One alumna's retirement gift to herself is a gift to those in need

WHEN I FIRST MET HARLEY, he jumped right into my lap. I was surprised at how fiercely this cuddly ball of fur was guarding his kennel at the animal shelter. He had so much spirit. When I heard he was scheduled to be euthanized the next day, I knew I had to take him. He became my retirement present to myself after leaving the military.

After Harley underwent a partial amputation for cancer, he had a hard time interacting with people. A friend suggested I take him to the K-9 Academy to rebuild his trust. Within 10 months, he was completely transformed.

I decided to tackle therapy training with Harley. Now, we have worked at the United Service Organizations, the Richland Care Center, and the Missouri Veterans Home. We combine my Walden education and Harley's loving demeanor to spread joy to those in need.

When I heard Harley was nominated for the therapy dog category in the American Humane Hero Dog Awards, I couldn't have been prouder. We have done more than 150 missions together and intend to do many more. I look forward to treasuring every day with my companion as we change the world together. — *As told to Kyra Molinaro*

Dr. Joan Murray '16 is a Doctor of Education (EdD) graduate who honorably served more than 20 years in the U.S. Army as a professional musician and has more than 10 years of teaching experience as a supervisor of K-12 and K-8 music programs. When she isn't going on therapy missions with Harley, she can be found teaching music at Phelps County R-III School in Edgar Springs, Missouri, or music history as an adjunct professor at Drury University's St. Robert Annex campus. She has also recently been hired by Rolla (Missouri) Middle School as their music teacher for the 2018-19 school year, which she credits to completing her EdD.



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ALUMNI ASSOCIATION



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* Offers are exclusive to new students who enroll and start classes in 2018.

WHY I REFER

Making Military Education More Accessible

Dr. Fredrick Murphy believes Walden is a perfect military match



Greg Samborski Photography

IN HIS CAREER AS A SERVICEMAN, Dr. Fredrick Murphy '17, has traveled the world. As a master sergeant in the U.S. Army, Murphy has lived in Asia, Africa, Europe, and multiple locations in the U.S. But when he enrolled at Walden to pursue his **Doctor of Business Administration (DBA)**, Murphy discovered a whole new world. That world not only offered excellent resources and educational value but also accommodated the mobile lifestyle of the military. It served him so well that he doesn't want to keep it to himself. So, Murphy encourages others to uncover new worlds and opportunities of their own.

WHY DID YOU CHOOSE WALDEN FOR YOUR DBA?

Walden is a perfect university for anyone in the military because it's flexible and you can do your work 24/7. My military career hasn't given me the luxury of being in one location long enough to attend a brick-and-mortar school. When I decided to pursue my doctorate, I looked at Walden for the online platform. But I also spoke with peers who were going to Walden, and they all highly recommended it. I looked at the program structure and accreditations, the excellence of the faculty, and what kind of resources they made available. I was confident I'd made the right choice, and I was excited to get started. I finished my DBA at my current station in Seoul, South Korea. That's something I couldn't have done at a traditional university.

WHOM HAVE YOU REFERRED?

So far, I've referred eight colleagues. One will be attending the July commencement in Minneapolis, and another is a Master of Business Administration graduate whom I've encouraged to pursue a doctoral program. Four others I mentor haven't



committed just yet, but they're looking at Walden as they begin their doctoral journeys. Two others are waiting for military funding, but they're leaning toward Walden.

WHY DO YOU REFER?

I love to see people grow, develop, and learn as leaders and individuals. From my experience, there's no better place to do that than Walden. What sets Walden apart is not only the exceptional academic experience but the faculty, resources, and tools the institution provides. What's most impressive is that the journey isn't done alone. Walden is like family. I stay in constant contact with some of my colleagues and my chair, even after earning my doctorate. I refer people to Walden because it is the best choice out there. If anyone says they want to further their education, I immediately recommend Walden.

ANY REGRETS?

Absolutely not. I've had nothing but great experiences with Walden. I'm the school's biggest fan. My only regret is that I didn't know about Walden sooner. If I could do it all over again, I'd still choose Walden. It's a great academic institution.

— As told to Kevin C. Thornton



"Walden is like family. I stay in constant contact with some of my colleagues and my chair, even after earning my doctorate."

BEYOND BORDERS

Expanding the Impact of Tourism Education

Dr. Lorie Tuma transforms college students into global citizens

By Susan Walker



“When I started applying what I learned at Walden to my teaching, I realized I could extend the reach of my commitment through my students.”

FOR MOST COLLEGE STUDENTS, losing their passport at the Cannes Film Festival would be the beginning of the story of how their trip to France went badly awry. But for one of **Dr. Lorie Tuma’s** students, it was one of the high points of the trip.

Tuma is a 2012 **Doctor of Education (EdD)** graduate and assistant professor in the Department of Hospitality and Tourism Management at Grand Valley State University in Michigan. For the past 8 years, she has taken a group of students to Cannes

each year as part of the international event management course she developed. The students work with industry professionals at the American Pavilion and other festival venues, gaining the kind of hands-on experience that will set them apart when they seek jobs in their field.

Rather than the lost passport becoming a crisis, it became a chance for the student to test his independence, resilience, and confidence as he traveled alone by train to the nearest U.S. Embassy several hours away.

His experience led him to the revelation that Tuma hopes all her students take away from her classes: They are global citizens in a world where there’s always something new to discover, not only about themselves but also about people and cultures very different from their own.

Tuma’s classes and the experiences she provides for her students locally, nationally, and internationally are part of her commitment to getting more people involved in sustainable tourism.

“The United Nations’ World Tourism Organization (UNWTO) created a plan to fight poverty, social inequalities, and climate

change through sustainable tourism,” she says. “That means visitors, the tourism industry, and travel destinations take full account of the current and future social, economic, and environmental impact of tourism and work to protect against negative impacts like pollution, damage to local infrastructure, and loss or manipulation of native cultures.”

One way Tuma believes sustainable tourism can be promoted is through social media. She conducted a study, which she presented at a UNWTO meeting in Spain, that examined her students’ understanding of sustainable tourism and whether they shared their sustainable travels on social media.

“Several tourism ministers said they planned to share my ideas with their colleagues,” she says. She has written case studies that were shared with graduate students while she was serving as a visiting scholar at Vancouver Island University in Canada and was a speaker at the International Society of Travel and Tourism Educators conference in Germany.

Although social change has always been part of her life, it was her time at Walden that



helped Tuma realize she could do more. “I had never connected the ability to create social change to my career,” she says. “When I started applying what I learned at Walden to my teaching, I realized I could extend the reach of my commitment through my students.

“Social change happens when we share our experiences—in person, through a blog or social media, and through our professions. We can all make a difference. Live your life consciously. Look for opportunities to make contributions to the world, and share those experiences to encourage others to do the same.”

LIFELONG LEARNERS

Finishing by Degrees



How an unconventional path opened new doors for Dr. Calvin Cupidore

By Kevin C. Thornton

DR. CALVIN CUPIDORE MAY HAVE WORKED HIS EDUCATION AND CAREER PATHS IN REVERSE, but he managed to script a story with a very good ending.

The New York City native had already built a strong résumé when he decided it was time to put the finishing touches on a journey he'd begun 36 years before. And he decided the place to do it was Walden.

"People usually build their education credentials first, then pursue their career," Cupidore says. "I did it in reverse. I built the career, then I got the diplomas. Because of its reputation and history of educating working professionals, Walden was the perfect place for me to do it."

Cupidore earned his **Master of Business Administration (MBA)** in 2011, followed shortly after by his **Doctor of Education (EdD)** in 2017. His degrees reflected a career that had already followed two unique vocations: finance and education.

Cupidore earned his bachelor's degree

in the 1970s and then built the foundation of his career through jobs in the banking and finance industries. In the 1980s, he was recruited into education, moving from New York to the Midwest, where he spent a dozen years in financial management executive positions with the Michigan Department of Education.

"I was thrown into situations where people might think I wasn't qualified because I didn't have the educational credentials," he notes. "But I did the jobs, and I did them well."

The apex of Cupidore's career came in 2006 when he was hired as chief financial officer (CFO) for the School District of the City of Pontiac in Michigan, an urban school system with significant financial and student achievement challenges. After a year as CFO, he was appointed interim superintendent, bringing his experience in finance and education together.

This dual role, though, would only last 1 year,

as the troubled school district continued a long leadership search that resulted in the hiring of six interim superintendents over 6 years. But the job provided a perfect place for Cupidore to evaluate his career options and pursue his long-deferred higher education goals.

programs sent a clear message to him and others. "You can go back to school and continue to learn any time and at any age," he says. "I'm a perfect example." Now he's ready to start again. This time, he'll start at the beginning. He's in the process of forming his own consulting business, though he's reluctant

"You can go back to school and continue to learn any time and at any age. I'm a perfect example."

"I realized that you don't meet many school district superintendents who are 'Mr. Calvin Cupidore,'" he says. "They all have their doctorates. I'd achieved a lot in my career, but I didn't have the academic part buttoned down. After the interim superintendent assignment was complete, it was the perfect time to cap that part of my career."

Cupidore credits Walden for taking in a student who hadn't been in the classroom for more than three decades, noting that his acceptance and completion in the master's and doctoral

to reveal its focus. "I'm early in the process," he says. "Essentially, I'm reinventing myself." Cupidore has come full circle, starting at the end and working his way back. Now, with his advanced degrees and an impressive résumé, he's looking forward to the next step in his journey. "I'm proud of what I've accomplished," he says. "Now, thanks in part to Walden and my advanced degrees, I'm ready to start again. My story's not complete yet. Not even close."

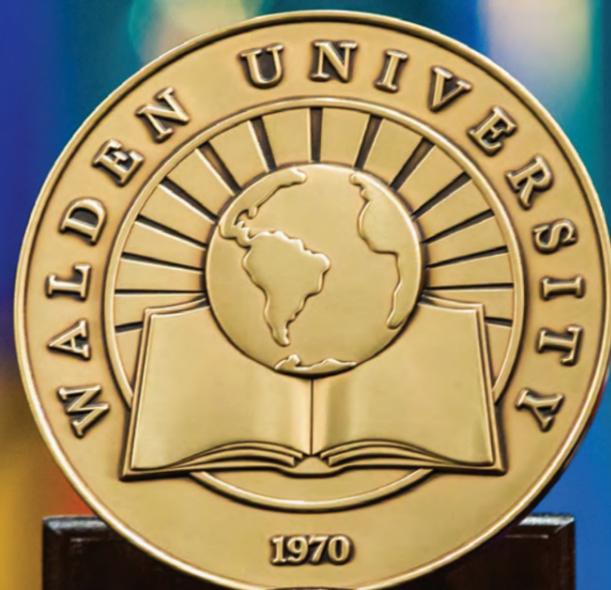
Brad Ziegler



A DREAM 48 Years Young

The Founding, History, and
Future of Walden University

By Lindsay Sherman



IT ALL STARTED IN A LIVING ROOM with \$15,000, a guerilla marketing campaign, and—most importantly—a dream to create better access to doctoral education for mid-career professionals. Forty-eight years later, thousands of lives have been changed and the paradigm of higher education has shifted.



But well before the founding of Walden University in 1970, Bernie and Rita Turner were making a difference in the lives of the unprotected and the underserved. Both were born to immigrant parents from Poland and Russia, and seeing how hard their parents had worked to create a new life for their families in New York, they each knew they had a legacy to uphold. Today, that legacy lives on as we return to the academic headquarters in Minnesota to celebrate Walden University's 60th Commencement Ceremony.

“When I think about Bernie and Rita, I think about their partnership. I don’t think it would have gotten done with just one of them. Their journey is just a remarkable story.”

— Paula Singer, CEO



MEET THE TURNERS: THE FOUNDERS OF WALDEN UNIVERSITY

Driven by Ideas



Bernie Turner had a profound love of ideas, which he credits to his elementary school teacher. But without proper intellectual stimulation in high school, Bernie simply didn’t excel academically. Regardless, he graduated at 16 and soon

enlisted in the Organized Reserve Corps (now known as the Army Reserve), knowing he would then be able to get a university education through the military. During that time, he worked with the Department of Veterans Affairs’ (VA) insurance division and enrolled in an engineering program at Cornell University. Six months later, he was activated in the infantry and then was deployed to Europe in January 1945 to fight in World War II.



What he saw during the war—exploitation of the defenseless—stuck with him. Upon his homecoming, Bernie returned to work at the VA and applied to Columbia University. “Going back to school was not so much an attempt to become a scholar as it was to get clues as to how this screwed-up society worked,” he says.

Bernie majored in economics, and after taking summer classes, he graduated with his degree in 3.5 years. After graduation, he worked as an economist with the National Industrial Conference Board, where he traveled the country to get information about the cost of living index. He didn’t know it at the time, but this would inspire his next great passion.

Acting on Her Dreams



Rita (Morrison) Turner comes by her passion for activism naturally. During World War II, her whole family pitched in from home to help with the war efforts. “My parents had a keen interest in not only what they believed was right for the United States but for the world as well,” she recalls.

Even still, Rita’s parents were confused by her desire to pursue a college education and a career. When she was 18, she got a job at Woolworth to contribute to the household expenses. One day, she told her boss that she was leaving to enroll in college. “Good for you,” he told her. “The money you make here will disappear, but your education will always stay with you.”



That may have been all the encouragement she needed. Rita found a way to make her dream of a higher education possible, enrolling at Brooklyn College. But she still had to contribute to the family, so she worked throughout her schooling, sometimes having to attend school part time so she could pull in a full-time income.

That determination and insatiable passion for education would serve Rita well—and continues to do so to this day. Her major? Not surprisingly, education.

Finding Their Passions—and Each Other

While working for the Conference Board, Bernie learned a lot: “What I came away with was the feeling that the workers were simply treated as assets of the corporation and could be discarded, ignored, or what have you at

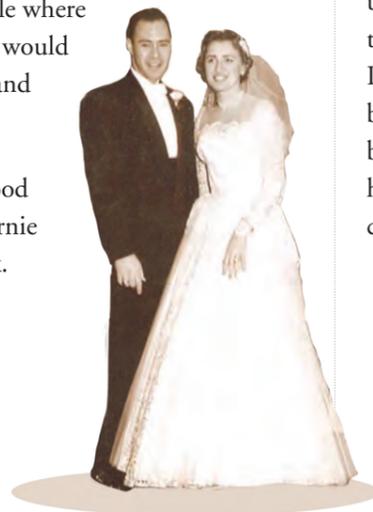


the pleasure of the corporation.” Soon, he enrolled in graduate school to study labor-management relations and sociology and began working as a business agent and labor organizer for the Amalgamated Clothing Workers of America.

Bernie simply believed every person deserved a fair shake at whatever they were trying to accomplish. Rita felt the same way about her students. She focused on special education in college and taught third grade and served as a reading specialist on Long Island, New York, where she focused on teaching her students in the ways they needed to learn individually. By the end of the year, many of her third-graders were reading on a fifth-grade level.

This inclination to meet people where they are to help them succeed would be the foundation for Bernie and Rita’s greatest dream.

After meeting at a neighborhood pub in the spring of 1954, Bernie and Rita’s courtship was quick.



Just 8 months later, they were married. As they built their life together, the Turners continued to follow their passions.

Rita enrolled at City College of New York for a master’s degree to work toward her goal of helping learning-disabled children. Her school system conducted standardized testing at the end of first grade, which could have been incredibly beneficial as a diagnostic tool. Unfortunately, nothing was done to find solutions for the children who were identified by this test as having learning disabilities. Wanting to help however she could, Rita did a lot of outside research to help her students succeed, and she became more involved in helping other interested teachers focus on these underserved children.

At the age of 30, Bernie left the labor movement, which was becoming violent, to become a teacher. He pursued his master’s degree at Hofstra University part time while also teaching at the university. Bernie was told that getting his PhD would greatly benefit his career, but the required yearlong residency would mean putting his career and family time on the backburner. He just couldn’t see doing that.



Illustration: Roy Scott

THE SPARK FOR A NEW KIND OF UNIVERSITY

As Rita and Bernie each navigated the complicated realm of education in America, they continued to realize that education could be used as an impetus for social change. In *Aspire Toward the Highest: Bernie and Rita Turner and the Founding of Walden University*, author Wade Keller writes, “One could impact teachers and administrators, who in turn could impact the student body, who in turn could impact the family, who in turn could impact general society.”

But how could they make it more effective?

As Rita and Bernie talked about what they were seeing in their careers, they kept coming back to one thing. In Rita’s own words: “... if we put our heads together and concentrated on the development of an educational institution that devoted itself to positive social change, we would not only make a very good team, we would also accomplish the larger mission.”

And thus the seeds of Walden University were sown.

NEW LOOK, *More Information*

CHECK OUT THE NEW ALUMNI HUB AND EXPLORE YOUR EXCLUSIVE ALUMNI BENEFITS!

As you expand your connections beyond graduation, you can motivate and inspire others and prepare for success in your career.

Learn more about:

- How to become a Walden Alumni Ambassador.
- Where you can join your local network of thought leaders.
- Exclusive tuition savings as loyal Walden alumni.
- How you can be featured in *Walden* magazine.
- How you can refer your network.

Visit us at Alumni.WaldenU.edu

Fulfilling a Need: *Vision Meets Execution*

From his own experience, Bernie realized that there must be many others who had gone as far as they could without a doctorate but were either too old to be considered for admission or had family and financial obligations that would keep them from fulfilling the residency requirement. There had to be another way.

Keller writes: “Perhaps a nontraditional ... intensive summer program with top-rate faculty from existing universities might just work. After the intensive summer session, the students would maintain contact with their faculty members by personal visits, phone, and mail. That was the vision.” But Bernie knew he needed a partner who could help him get it done.

Fortunately, he didn’t have to look beyond his own living room. Bernie told Rita about his dream and asked her to help him make it happen. With \$15,000 saved up, they wrote a two-page description of their vision, ran copies, addressed envelopes, and mailed them to several thousand school administrators across the country.



They received hundreds of responses, including one from **Harold L. “Bud” Hodgkinson**, who had the year prior written a white paper, called “Walden U: A Working Paper,” that articulated his ideal university with the student at the center of it.

Walden CEO **Paula Singer** thinks that was just the validation the Turners needed to take the leap. “What seems like a creative or crazy idea sometimes needs a validator,” Singer says. “Good ideas need early supporters who have the experience and the credentials of the traditional while supporting the new.”



After talking with the Turners, Hodgkinson was on board to be a faculty member for the first summer session. Now Bernie and Rita just had to find a home for it. They traveled the Tamiami Trail in Florida in the summer of 1970 in search of an area that was both kid-friendly to accommodate the students’ families but remote enough to ensure focus on studies. They found exactly that at The Cove Inn on Naples Bay, the site of the first four summer sessions from 1971 to 1974.

Walden University began preparations for the first class in December 1970. The admissions requirements were relatively simple: Applicants had to have a master’s degree plus 9 credits and 3 years’ experience in education or an allied professional field.

In July 1971, 141 doctoral students traveled to The Cove Inn to begin their studies with Walden. Many came to Walden having already begun their research projects at other institutions. Because of that, the first Walden University commencement ceremony was held July 1, 1972, conferring 46 PhDs in Education and 24 Doctors of Education (EdDs). The second summer session began July 5.



Illustration: Roy Scott

AN EVOLVING UNIVERSITY

Just as the Walden of today looks very different from that first summer session, the Turners understood the need to adapt and evolve from the beginning to be sure that they were truly living the mission. It was all about increasing access to education for those who didn't fit into a traditional model.

A Better Option

“Our students get sandwiched. They have children, they have aging parents, and they have work responsibilities,” Singer says. “They’re looking for their education to be convenient, flexible, affordable, and relevant. That’s what the Turners saw in 1970, and that’s what still makes Walden so appealing to working professionals today.”

You have to look no further than interim president **Dr. L. Ward Ulmer '04**, who earned his **PhD in**

Applied Management and Decision Sciences (now **PhD in Management**) from Walden, to see just how much opportunity this university presents. In 2001, Ulmer was in a doctoral program at Clemson University, but he worked full time, had three kids, and traveled a lot for business. The next class he needed in his program was only offered on Tuesdays and Thursdays at 8 a.m.—and he lived 3-4 hours from campus. When Clemson couldn't offer him any alternatives, he needed to look elsewhere.

“No one was working with adult students like Walden was at the time,” Ulmer says. “Walden was clearly the most reputable of the institutions. It was just a great fit for me. That’s the first thing I told Bernie and Rita when I met them at a commencement weekend several years ago. I thanked them. If it weren’t for Walden, I probably never would have finished my doctorate, much less gotten two.”

He eventually returned to Clemson to complete his PhD in Higher Education Leadership. But Ulmer’s story is like that of many of Walden’s earliest students.

Walden University Timeline

- 1969** Harold “Bud” Hodgkinson publishes “Walden U: A Working Paper,” an article that initiated the concept of a student-centered university.
- 1970** Bernie and Rita Turner send out information about their idea for a new university to gauge interest and are overwhelmed with the response they get.
The Turners travel the Tamiami Trail to find a home for Walden. Walden University chooses Florida to offer its first in-person sessions.
- 1971** First summer session is 4 intensive weeks at The Cove Inn on Naples Bay in Florida.
- 1972** Walden is granted licensure by the Florida state board of Independent Colleges and Universities after a lengthy process. Walden University confers 46 PhDs and 24 EdDs at its first commencement ceremony.
Second summer session begins with Bud Hodgkinson as the first dean of the university.
- 1979** The Minnesota Higher Education Coordinating Board approves Walden’s request for licensure, permitting the university to grant PhDs and EdDs in Minnesota.
- 1982** Walden’s academic and administrative offices move to Minneapolis, while the finance office remains in Naples.
- 1984** The Walden curriculum is restructured to emphasize how professions are affected by social change.
- 1987** The academic catalog outlines the new format of the individualized doctoral program, which is structured into a professional development plan (PDP), knowledge area modules (KAMs), and then the dissertation.
- 1988** The North Central Association Commission on Accreditation and School Improvement (NCA) grants Walden candidacy status.

continued on page 35

Growing Pains

By the third academic year, the Turners had to turn several qualified applicants away due to a full class. Having outgrown The Cove Inn, they looked for alternative locations. Over the next several years, Walden University's summer sessions moved from Florida to Rhode Island, Delaware, Indiana, and Minnesota.

The popularity of the university aside, the road to accreditation and licensure proved to be a challenge for the nontraditional university. Walden was first granted licensure in Florida, but it would first be accredited by California, allowing it to be listed in the federal registry of degree-granting universities.

A series of curriculum and leadership changes ultimately led to the 1979 licensure in Minnesota (where the new



academic and administrative headquarters would be) and the 1990 regional accreditation by the North Central Association Commission on Accreditation and School Improvement. "Minnesota really became home base for us," says **Dr. Eric Riedel**, Walden's provost and chief academic officer.



THE PERFECT TEAM

"One of the things you see when you meet them is the love and passion they have for one another and their family. All of that is part of the love and passion they have for Walden. It's just another manifestation of that. When you see them, you just hope that you will know that love, passion, and sustained commitment."

— Dr. Denise DeZolt, Senior Vice President, Academic Accreditation and Compliance

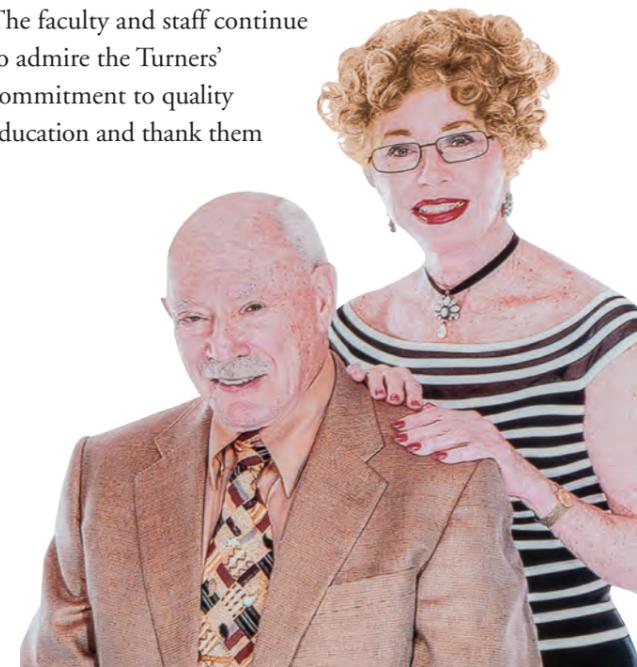
Dreaming Bigger

In 1992, having seen their dream come true and feeling confident in the future now that Walden was regionally accredited, Bernie and Rita Turner retired. Three years later, they were awarded honorary doctorates from the university with this promise from then-vice president for academic affairs, Kent Morrison: "Twenty-five years after the birth of Walden University, you can be assured that the institution you founded will continue to pursue your dream."

And continue it has. Although Walden's leadership is vastly different than it was in the 1970s, there is no fear of "out of sight, out of mind" here. The university is still on the Turners' minds, just as the Turners are still on ours.

Dr. Iris M. Yob, faculty emerita who has been with Walden since 2002, recently interviewed the Turners and found that they still have creative ideas about what Walden could be doing. "They can't help themselves when it comes to pushing the envelope for Walden to do better," she says.

The faculty and staff continue to admire the Turners' commitment to quality education and thank them



Walden University Timeline continued

- 1990** Walden is granted regional accreditation by NCA.
- 1995** Bernie and Rita Turner are awarded honorary doctorates at the 25th Commencement Ceremony.
- 2001** Walden introduces the MBA, MPA, and PhD in Public Policy and Administration.
- 2004** Walden University becomes part of the Laureate Education, Inc. network of universities.
- 2005** To celebrate Walden's 35th anniversary, Bernie and Rita Turner deliver the commencement address.
- 2010** Walden celebrates its 40th anniversary. The Walden University Alumni Association is founded.
- 2012** The Richard W. Riley College of Education and Leadership and its educator preparation programs are accredited by the National Council for Accreditation of Teacher Education (NCATE).
- 2013** Walden celebrates its 50th Commencement Ceremony in Minnesota. Walden receives reaffirmation of regional accreditation from the Higher Learning Commission, which grants accreditation to Walden for 10 more years.
- 2015** Walden University introduces Tempo Learning™ for competency-based education, becoming only the sixth institution with direct assessment approval by the U.S. Department of Education.
- 2018** Walden celebrates its 60th Commencement Ceremony in Minnesota. Walden magazine publishes its 25th issue.

for the vision that's led the university to where it is today. "Their willingness to take a gamble on making their dream a reality is inspiring. That mission is what still draws students, faculty, and staff here today," says **Dr. Denise DeZolt**, senior vice president of academic accreditation and compliance, who first joined Walden as a faculty member in 1995 and went on to serve as chief academic officer.

"Bernie and Rita's foresight is still so relevant today," Ulmer says. "They created an environment that is so conducive to collegiality—to us all being in this together—that they really put us in a place to be comfortable around each other. I think the fact that they want to be called Bernie and Rita instead of Mr. and Mrs. Turner speaks volumes about their leadership and how they are the very epitome of all Walden represents."

Since that first graduating class in the summer of 1972, Walden has awarded degrees to more than 126,000 people at the undergraduate, graduate, and doctoral levels of education. And those alumni have gone on to found nonprofits, start or transform companies, teach others, and work in their communities with the same fervor that the Turners have always had.

"We have a community of diverse scholar-practitioners in 2018," Riedel says. "Bernie and Rita's mission is still alive and relevant every day. We have long roots here in Minnesota, so it's great to come back here for this milestone commencement to honor them and their work." ■



To this day, Walden presents awards in honor of its founders and early leaders. This connection to the past keeps the mission of the university at the forefront of our thinking as students and faculty.

HAROLD L. HODGKINSON AWARD: Presented to a graduating student whose dissertation is judged as meeting the highest university standards of academic excellence

BERNARD L. TURNER AWARD: Presented to the Hodgkinson award winner's dissertation committee

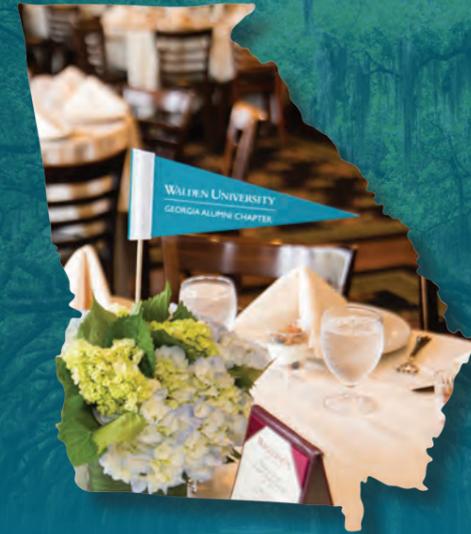
FRANK DILLEY AWARD: Presented to a graduating student whose doctoral study is judged as meeting the highest university standards of academic excellence

RITA TURNER AWARD: Presented to the Dilley award winner's doctoral study committee



LEAVING A LASTING IMPRESSION

Since leaving Walden in 1992, the Turners have returned to events held by the university from time to time, whether residencies or commencement weekends. Their presence leaves a lasting impression on those in the Walden community.



Bringing Walden to you

Georgia Alumni Chapter Kickoff

In April, we celebrated the launch of the new Georgia Alumni Chapter with a brunch at Maggiano's Little Italy in Atlanta.

As the state with the largest representation of alumni, Georgia was the first state-based chapter kickoff this year. Thanks to all who came out for networking!

For more information on alumni events, go to WaldenU.edu/experience/alumni and click on "Upcoming Events."





SPOTLIGHT

Calming the Mind

How a Buddhist monk with a PhD in Psychology combines Eastern and Western philosophies to find inner peace

By Rebecca Kirkman

GRADUATE STUDENTS ARE NO STRANGERS TO STRESS. In fact, a 2012 study by University of California, Berkeley researchers showed that 45% of graduate students reported having an emotional or stress-related problem in the past year.

Although students can't make the stresses of life disappear, they can control how they

react to them. For **Dr. Quyen Ho '17**, a Buddhist monk living in Baton Rouge, Louisiana, who earned a **PhD in Psychology** from Walden, the solution may be found by looking inside. Since arriving in the U.S. from a small Vietnamese village in 1994, Ho has dedicated his life to helping others find peace and happiness through mindfulness meditation.

Illustrations: Roy Scott

“Mindfulness meditation is a technique through which an individual becomes aware of his or her thoughts, feelings, emotions, and physical sensations in the moment without judgment and without reaction,” explains Ho, known to his students as “Thay,” which means spiritual teacher in Vietnamese. “Everyone can practice it.”

Through his studies, Ho seeks to bring Eastern and Western philosophies into harmony. “Modern society makes it very challenging for most people to look inward into themselves,” he says. “I believe people who have a chance to practice mindfulness meditation can achieve a balance between the inner life and outer life.”

After leading a meditation therapy group at a local substance abuse treatment center, Ho was inspired to focus his dissertation on the practice of mindfulness meditation

by substance-dependent individuals. “The more they practice and reflect on themselves, the more they see that the value of their lives does not depend on their feelings, emotions, and perceptions. It is more than that. They find the real meaning of their lives through looking beyond the challenges they have been experiencing,” he says.

“Based on their self-reported accounts, they gained more inner peace, self-confidence, self-awareness, and self-regulation. That's improving their coping skills,” Ho continues.

day-to-day routines can be much simpler.

He says that normal moments in each day, such as driving or eating lunch, can be opportunities for reflection. “I call it informal meditation, informal mindfulness,” Ho says. “In daily life, whenever you're doing something, be aware of your thoughts, feelings, and sensations. For example, when you're eating, just focus on enjoying what you eat. Put your cell phone away. Put your book away. Turn off the television. Just be with yourself.”

expect zero stress—that's unrealistic,” he says.

But when thoughts of his dissertation made him feel overwhelmed, he says, “I would take a deep breath, smile, and maintain positive thinking despite how challenging it was, thinking, ‘I will finish this dissertation research at the right time.’”

His unique background has allowed him—as a spiritual leader, therapist, and teacher—to help others find inner peace. “I have the opportunity to contribute to the community,” Ho says.

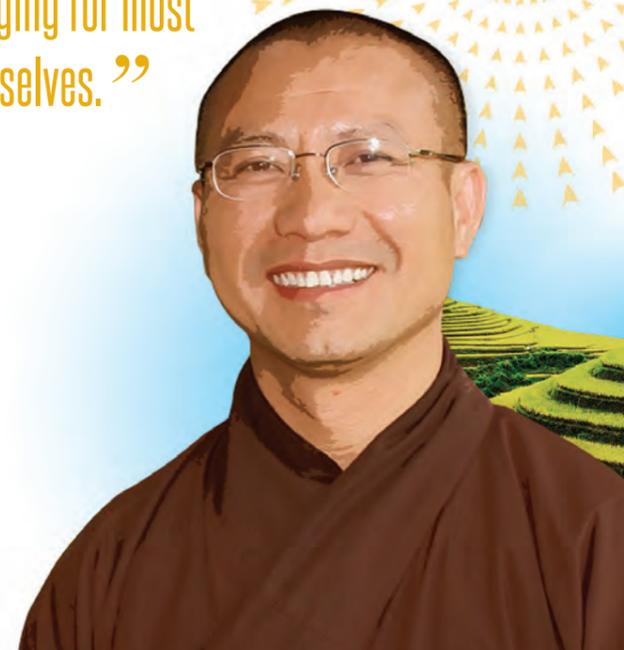
“On a personal level, I want to set a good example for my nephews and nieces as well as for the next generation to invest more energy and time into their education. If they focus on themselves, they may discover amazing potential.”

“Modern society makes it very challenging for most people to look inward, into themselves.”

“The more they practice, the more they benefit.”

Ho leads groups of 60 to 75 people in meditation each week at the Baton Rouge Tam Bao Temple, but incorporating mindfulness into

Ho uses mindfulness to cope with stresses in his own life, whether completing assignments on time as a student or dealing with unexpected duties as a monk. “We have to learn how to accept stress at a reasonable level. I don't





Celebrations with the Class of 2017!

In January, the Walden University Alumni Association welcomed the Class of 2017 to the family during the 59th commencement weekend. On Thursday night, Ambassadors and local alumni were invited to network with each other, the Board of Directors, and university leadership. Friday morning, all new graduates were invited to a celebratory brunch to kick off the weekend with fun and fellowship.

Congratulations once again to all who walked across the stage in January, and we look forward to seeing you again soon!



Walden is Renewed as a Certified B Corporation®



Following a rigorous evaluation led by the global certification nonprofit B Lab®, Walden was recently recertified as a Certified B Corporation® (B Corp™). Walden received a final score of 92.3, an increase of more

than 3 points from 89 in 2015, when the institution first became eligible for assessment.

It is Walden's mission to make quality higher education accessible so more students can pursue their dreams. According to the B Lab assessment, 72% of Walden's students are from traditionally underserved communities.

In addition to celebrating its 10th annual Scholars of Change video contest and its 12th Global Days of Service, Walden also launched the Center for Social Change and announced its inaugural class of Social Change Fellows in 2017.

To learn more about the social change initiatives that guide Walden and support its certification as a B Corp™, visit WaldenU.edu/socialchange.



Missing this summer's commencement?

If you were unable to join us for our 60th 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:

January 19, 2019

Tampa Convention Center | Tampa, Florida

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.



RECONNECT
with Walden at your
next conference

Getty Images/George Doyle

Will you be at any of these conferences or tradeshows through the end of the year?

Stop by the Walden exhibitor booth to reconnect. For a full listing, go to WaldenU.edu/connect/events-and-webinars.

Healthcare & Nursing

ANCC Magnet Conference
October 24-26
Denver, Colorado

American Public Health Association
November 10-14
San Diego, California

Social & Behavioral Sciences

International Association of Chiefs of Police
October 6-9
Orlando, Florida

National Organization of Human Services
October 24-27
Philadelphia, Pennsylvania

Council on Social Work Education
Annual Program Meeting
November 8-11
Orlando, Florida

Education

Association for Educational Community & Technology
October 23-27
Kansas City, Missouri

National Association for the Education of Young Children
November 14-17
Washington, DC

Management & Technology

Annual Community College Cyber Summit
August 2-4
Portland, Oregon

National Black MBA Association
September 12-14
Milwaukee, Wisconsin



Walden DNP awarded CCNE accreditation

Vice provost of the College of Health Sciences Dr. Andrea Lindell recently announced that Walden University's Doctor of Nursing Practice (DNP) has been awarded continued accreditation by the Commission on Collegiate Nursing Education (CCNE). Having met all accreditation standards for CCNE, the DNP program's accreditation is valid through June 2028.

Officially recognized by the U.S. Secretary of Education as a national accrediting agency, the CCNE is an autonomous accrediting agency, contributing to the improvement of the public's health. CCNE ensures the quality and integrity of baccalaureate, graduate, and residency programs in nursing.

To learn more about Walden's DNP, go to WaldenU.edu/doctoral/doctor-of-nursing-practice.

For more information on CCNE accreditation, go to aacnnursing.org/CCNE.

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. Alberto Vazquez Matos '14 | Doctor of Education | Appointed superintendent of schools for Hartford (Connecticut)

Public Schools. He is also pursuing a doctorate in second language research from La Universidad Interamericana de Puerto Rico.

Rechelle McIntyre '07 | MS in Education | Named chair of the career technical educational department at Jacksonville (North Carolina) Commons Middle School. She also received a \$1,500 Bright Ideas grant for geocaching equipment.

College of Health Sciences

Dr. M. Michele Williams '16 | Doctor of Nursing Practice (DNP) | Created and implemented a new lung cancer screening program at the Cancer Center at University of Maryland Shore Regional. Williams has received awards from the Nursing Research Council and the Maryland Department of Health for her program. She is the lung cancer-screening coordinator and an oncology nurse practitioner at the Cancer Center, as well as an associate medical director for Talbot Hospice. She is currently working on a palliative care program for oncology patients.

Thomas Flynn '13 | Master of Science in Nursing (MSN) | Named vice president of account and clinical services by PeraHealth, a provider of predictive, real-time clinical surveillance solutions.

Dr. Obinna Oleribe '16 | Doctor of Public Health (DrPH) | Co-authored "Is the Prevalence of HIV Wrongly Estimated in Nigeria? Some Insights from a 2017 World AIDS Day Experience from a Nigerian Nongovernmental Organization," "Gaps and Strategies in Developing Health Research Capacity: Experience from the Nigeria Implementation Science Alliance," and "Public-Private Partnership in In-Service Training of Physicians: The Millennium Development Goal 6-Partnership for African Clinical Training (M-PACT) Approach" in the *Pan African Medical Journal*.



Dr. Kyle Riding '13 | PhD in Public Health | Promoted to assistant professor of medicine at the University of Central Florida.

Dr. Jonas Nguh '13, '11 | Bachelor of Science in Nursing (BSN) and PhD in Public Health | Received the American Nurses Credentialing Center's 2018 Certified Nurse



Award in the Nurse Executive – Advanced category. He also received a 2018 Social Impact Award from the British Council.

Dr. Cynthia J. Hickman '16, '09 | PhD in Health Services and MSN | Presented "Obesity, Nutrition, and Nursing Practitioners" at the American Red Cross in Houston for a women's health symposium sponsored by the Fort Bend County Black Nurses Association. Her abstract, "Influences of Nutritional Food Label Understanding in African American Women with Obesity," was recently accepted by the Healthy Aging Summit sponsored by the Department of Health and Human Services, Office of Disease Prevention and Health Promotion, Office on Women's Health, and American College of Preventive Medicine.

Dr. LaurieLynn Squillaci '15, '11 | DNP and MSN | Published "Mindfulness as a Tool for Student Achievement in Higher Education: Insights, Benefits, and Exercises" in *Journal of Online Higher Education*.

Armiel Suriaga '14 | MSN and DNP student | Received the 2018 Distinguished Alumni Award for Nursing Excellence from West Visayas State University.



Suriaga is a full-time faculty member at Florida Atlantic University in Boca Raton.

College of Management and Technology

Dr. William Yaw Adufutse '10 | PhD in Applied Management and Decision Sciences (now PhD in Management) | Published *You Are a Leader in Your Own Way*.

Dr. Richard Leonard '93 | PhD in Applied Management and Decision Sciences (now PhD in Management) | Published his seventh textbook, *The Administrative Side of Coaching: Applying Business Concepts to Athletic Program Administration and Coaching*.



Dr. Jason Newcomer '13 | Doctor of Business Administration (DBA) | Published "Elements of an Effective Squadron: An Air Force Organizational Study"

in *Air and Space Power Journal*. He was also promoted to lieutenant colonel in the U.S. Air Force and associate professor at Embry-Riddle Aeronautical University.

Brandy McNeil '11 | Master of Business Administration and DBA student | Promoted to associate director of tech education at the New York Public Library. McNeil was previously the manager of tech education.



College of Social and Behavioral Sciences

Minerva Spurlock '16 | MS in Psychology and PhD in Clinical Psychology student | Profiled in her local newspaper for her work in the Will County (Illinois) Health Department Behavioral Health Division, where she has been interning and helping to create a conflict resolution program for children in the county.



Dr. Michael Johnston '14 | PhD in Public Policy and Administration | Invited to present at a roundtable at the American Society for

Environmental History in Riverside, California. He presented his work "Down Lovers' Lane: A Brief History of Necking in Cars." He also recently became the host of a podcast that is featured on New Books in Sociology, a channel of the New Books Network.

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

Announcing our 2018 Outstanding Alumni Award Winner



Congratulations to this year's Outstanding Alumni Award winner, **Dr. Avon Hart-Johnson!**

Hart-Johnson earned her **MS in Forensic Psychology** in 2011 and her **PhD in Human Services** in 2015. She studied the effects of incarcerated men on their partners and published her research in a book called *African American Women with Incarcerated Mates: The Psychological and Social Impacts of Mass Imprisonment*. She is the co-founder and president of DC Project Connect, a nonprofit in the greater Washington, DC, area, which provides women and families

of incarcerated individuals with support and programming. Hart-Johnson is also a contributing faculty member at Walden and serves as the faculty liaison for the Alpha Chi chapter of the TUA Honor Society at the National Organization of Human Services.



"Dr. Avon Hart-Johnson inspires her colleagues and students with her actions, and her continued contribution to the field of human services reflects brightly on Walden University and all our graduates can achieve." — Dr. Barbara Benoliel, Academic Coordinator for Human and Social Services

"Dr. Avon Hart-Johnson shows strong examples of both social change scholarship and community service." — Dr. Eric Riedel, Provost and Chief Academic Officer

This year we received 44 nominations, representing 11 class years and 21 degree programs.

We applaud the following 4 finalists for their commitment to effecting positive social change in their communities:

Adam Burns '10, MS in Education

Dr. Raymond Chimezie '13, PhD in Public Health

Dr. Tonya Howard-Calhoun '15, PhD in Public Policy and Administration

Dr. Robin Joseph '12, PhD in Psychology

The Outstanding Alumni Award is granted each year to a graduate who exemplifies our mission to effect positive social change by making an impact on his or her profession, discipline, or community. Nominations for next year's award will open in early 2019.



one degree many careers

Master of Social Work

Walden's Master of Social Work (MSW) allows graduates to become a voice for those in need. The MSW is designed to address some of the most pressing issues facing society today, and our graduates go on to effect change in individuals, families, communities, and programs.

With four concentrations, the MSW can lead to many paths. Graduates may pursue clinical practice or military social work, or work with children and families or in healthcare settings.

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

Raenequa Baker '17
OUTPATIENT THERAPIST
Chrysalis Health
Tampa, Florida

Alessandra Bassanello '17
FACULTY DEVELOPER
Department of Defense
Marina, California

Denise Anderson '16
SOCIAL WORKER
Laurel Lake
Hudson, Ohio

Connie Davis '16
AREA OFFICE SUPERVISOR
Sinnissippi Centers, Inc.
Oregon, Illinois

Tory Gard '16
VIOLENCE PREVENTION
INTEGRATOR
U.S. Air Force
Portales, New Mexico

Cyndi Hawkes '16
SOCIAL WORKER
Innovage
Denver, Colorado

Viergelie Jean '16
OUTPATIENT THERAPIST
Henderson Behavioral Health
Lauderhill, Florida

Doudrige Meme '16
ASSESSMENT THERAPIST
Drug Abuse Foundation
Coral Springs, Florida

Jeanine Sullivan '16
MEDICAL SOCIAL WORKER
Sutter Care at Home
Hayward, California

Paula Giles '15
LICENSED CLINICAL
SOCIAL WORKER
Sand Ridge Secure Treatment
Center
Eau Claire, Wisconsin

Juan M. Medina '15, '12
BS in Psychology Graduate
MENTAL HEALTH CLINICIAN
Texas Tech University Health
Sciences Center
Iowa Park, Texas



Blanca Valentim Photography

How I Did It

JASON MERZLAK '17

How one grad finished his degree—on time—in the eye of Hurricane Irma

DEGREE EARNED: BS in Business Administration

HOW LONG IT TOOK: 2 years

LOCATION: Pompano Beach, Florida

IN THE EYE OF THE STORM:

We were looking at the weather reports, and they were going back and forth trying to figure out where Irma was going to hit. Figuring out the plans for my husband and I and our two dogs

to evacuate was challenging, but always in the back of my mind was graduation. It was so close. Even with the hurricane, I said, "I have to finish this."

TAKING SHELTER: One of the nurse practitioners where I was working at the time invited us to his house where he still had electricity. I had my laptop, so I reached out to my professors and advisors and just went from there to finish what I needed to do.

WORKING WITH OTHERS:

The business capstone was dependent on working with four classmates. My group members were on the west coast of Florida and in California, Iowa, and Texas. We had planned to finish the project October 2, not knowing the hurricane was coming. Once we learned about Irma, I coordinated the group so we could be proactive and delegated the pieces we needed to complete for the project.

A BIG ASSIST FROM WALDEN...: The support from the staff and my academic advisor, Kelsey Schlichting-Johnson, was so important. And the students who were in my group were the most supportive group I've ever worked with in my life. They understood the situation I was in and the severity—but they also knew my determination and that I wasn't giving up on my goal. Without them, I wouldn't have finished on time.

...AND ANOTHER FROM ABOVE: My determination and my brother in heaven were directing the whole thing. He's led my life in a direction I never thought was possible. He absolutely gave me strength during the whole process.

LIFE AFTER WALDEN: I now run operations for the cardiology unit at Holy Cross Hospital. Walden taught me a broad number of things I use running the office. All the courses I took at Walden have made me a better manager. I was also recently accepted into a local Master of Business Administration program. My long-term goal is to be a hospital administrator or senior vice president.

— *As told to Kristin Hanson*

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 2018.



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Every graduate has a story to tell.
WHAT'S YOUR STORY?

myWaldenAlumni.com/shareyourstory

Dr. Lorie Tuma '12, Doctor of Education (EdD), is featured on page 20.

