



Winter/Spring 2010

ALUMNI MAGAZINE

# WALDEN

## AN ENLIGHTENED PATH

*How to achieve positive social change  
through professional reinvention.*

**ALSO INSIDE:**

**Leadership Tips**

**How to Be a Social Entrepreneur**

**Overcome Your Research Challenges**

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# Research Challenges

(And how to overcome them)

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# features



## Second Act Careers

*Through professional reinvention, four members of the Walden community achieve positive social change for themselves and others.*

Career reinvention is a highly strategic, executive endeavor, and for those in the Walden community who are penning new professional plans, social change is the intended profit. In a world in which people are living decades longer and retirement is becoming almost obsolete, more and more professionals are hungry for career transformation and are designing moves into entirely new industries—be it a switch from a 46th floor boardroom into a middle school classroom or parlaying a social change passion into a full-fledged entrepreneurial venture. Here, Walden students and alumni share how they peeled off layers of professional stagnation and created exciting second acts—so you can too.



## 7 Research Challenges (And how to overcome them)

*Make a bigger impact by learning how Walden faculty and alumni got past the most difficult research roadblocks.*

Whether you are a current student or a doctoral graduate, conducting research is an integral part of being a scholar-practitioner with the skills and credibility to effect social change. Fortunately, many of the research challenges you will face—from choosing a topic, to finding study participants, to staying sane throughout the process, and every step in between—have already been addressed by members of the Walden community. Here, they share their insights on how to overcome seven top research challenges.

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[www.WaldenU.edu/magazine](http://www.WaldenU.edu/magazine)



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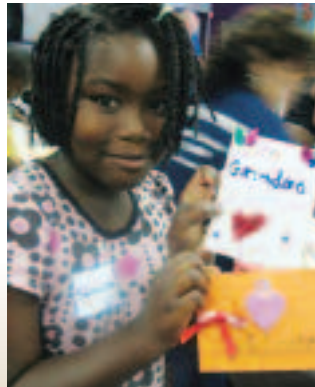
# in brief

## Get Involved by Joining the New Walden Service Network

**Walden's new Service Network** is an interactive resource to find volunteer opportunities or to recruit volunteers to support a cause or organization. The network is open to all Walden alumni, students, faculty, and staff. Volunteers may search for projects based on location, social group, or issue.



Get involved today with volunteer opportunities at [www.WaldenU.edu/servicenetwork](http://www.WaldenU.edu/servicenetwork).



Photos from the fourth annual Global Day of Service

## Advance Your Professional Potential With New Walden Programs

**Responding to the needs of working professionals**, Walden now offers three new programs:

**M.S. in Project Management**, which teaches the skills needed to manage complex projects and lead diverse teams. With courses such as Integrated Project Process Management and a hands-on capstone, the M.S. in Project Management provides students the opportunity to gain both the management and technical expertise to lead projects across industries and help organizations achieve strategic goals.

**Education Specialist (Ed.S.) in Educational Leadership and Administration (Principal Preparation)**, a post-master's program designed to help develop the knowledge, skills, dispositions, and experience to become a licensed principal in P-12 schools. Throughout the program, students respond to authentic case studies, participate in school leadership experiences, and work side by side with principal mentors to develop the necessary skills to lead schools.

**Ph.D. in Counselor Education and Supervision**, which provides counseling professionals with the skills and experience they need to assume leadership positions in clinical, community, nonprofit, academic, and research settings. One of the only programs of its kind offered online, Walden's Ph.D. in Counselor Education and Supervision offers five specializations in Consultation, Counseling and Social Change, Forensic Mental Health Counseling, Nonprofit Management and Leadership, and Trauma and Crisis.

For a complete list of Walden programs, including additional new programs and specializations, see page 42 of this magazine or visit

[www.WaldenU.edu](http://www.WaldenU.edu).

Learn about tuition benefits for Walden graduates at [www.WaldenU.edu/lifelonglearning](http://www.WaldenU.edu/lifelonglearning).

To speak with a Walden enrollment advisor about your degree options, call 1-866-492-5336.

## State Teachers of the Year Share Best Practices

**40 State Teachers of the Year** are currently pursuing degrees from Walden University. The teachers, who represent 29 states, plus the Northern Mariana Islands, American Samoa, Guam, and the Department of Defense, are now sharing practical teaching tips and inspiring stories on Walden's Web site. Below are excerpts from the teachers' stories, which can be viewed in full at [www.WaldenU.edu/topteachers](http://www.WaldenU.edu/topteachers).

**Name:** Laura Jones

**School:** Pasco High School

**Award:** 2008 Washington State Teacher of the Year

**Studying at Walden:** Doctor of Education (Ed.D.)

"I can be that adult figure who gives positive feedback and helps my students make goals and see possibilities. Having the ability to influence kids in that way—that's one thing you can't put a price tag on."



**Laura Jones**

**Name:** Michael Flynn

**School:** William E. Norris Elementary School

**Award:** 2008 Massachusetts Teacher of the Year

**Studying at Walden:** Doctor of Education (Ed.D.)

"I try to set up learning experiences for kids that are authentic and engaging. In my classroom, I have the students create a TV show. The broadcast is watched by the entire school. The kids have to really learn the topics in order to teach it, and it's something that the kids take seriously because they know other people are going to see it."



**Michael Flynn**

**Name:** Cathleen Marziali

**School:** Department of Defense

**Award:** 2008 Department of Defense Education

Activity Teacher of the Year

**Studying at Walden:** Doctor of Education (Ed.D.)

"It's always important to me to build a sense of community. When school starts, I tell my kids and their families, 'When you walk into this classroom, we treat each other like family. We're here to help each other.'"



**Cathleen Marziali**

**Name:** Steve Gardiner

**School:** Billings Senior High School

**Award:** 2008 Montana Teacher of the Year

**Studying at Walden:** Doctor of Education (Ed.D.)

"The first year I taught, I had a few classes that were really struggling. And I heard about Sustained Silent Reading—having students read whatever they wanted at the beginning of class. I've had hundreds of kids come back to me and say, 'That was the thing that really changed my education path.'"



**Steve Gardiner**

See the growing list of State Teachers of the Year attending Walden, and read their practical teaching tips, at [www.WaldenU.edu/topteachers](http://www.WaldenU.edu/topteachers).

## Walden Enhances Student Learning With MobileLearn<sup>SM</sup>

**Walden students can now choose when and how to learn** with MobileLearn.<sup>SM</sup> This new application allows Walden students to use laptops and personal mobile devices to download videos, field-experience simulations, text, lectures, and additional course content. MobileLearn gives students the flexibility to choose the format that best matches their learning style, whether it's:

- **Online**—Access course content, videos, transcripts, or audio playback via the traditional online classroom.
- **Offline**—Download online classroom files to a desktop or laptop computer, then use the files offline, with no need for an Internet connection.
- **On-the-go**—Download podcast versions of course content to a personal mobile device, such as a smartphone or MP3 player, to study when and where it's convenient for you.

Learn how MobileLearn can enhance your learning experience at

[www.WaldenU.edu/mobilelearn](http://www.WaldenU.edu/mobilelearn).

To learn about tuition benefits for Walden graduates, visit

[www.WaldenU.edu/lifelonglearning](http://www.WaldenU.edu/lifelonglearning)

or call 1-866-492-5336.





## National Day of Service Goes Global

**Walden celebrated its fourth annual Global Day of Service on October 3, 2009**, with more than 1,000 Walden University alumni, faculty, students, and staff participating around the world. Volunteers completed 40 service projects—almost double that of 2008—with 25 projects across U.S. cities and 15 international projects from Mexico to Nepal.

Projects included:

- Working at schools in Atlanta, Baltimore, Los Angeles, Phoenix, and San Diego
- Rebuilding a house in New Orleans
- Assisting with a motivational day at the Battered Women's Foundation in Dallas
- Working at food banks in Boston, Houston, Miami, New York, and Washington, D.C.
- Selling handmade baskets made from recycled material to benefit the village of Tipling, Nepal
- Teaching nutrition and health techniques to women and children in El Zamorano, Honduras
- Teaching English and providing food to an orphanage in Querétaro, Mexico

**Save the date—Saturday, October 2, 2010—** and bring your friends, family, and colleagues to Walden's fifth annual Global Day of Service.

*Find a volunteer opportunity near you by visiting the Walden Service Network at*

[www.WaldenU.edu/servicenetork](http://www.WaldenU.edu/servicenetork) 

*Suggest a volunteer project for the 2010 Global Day of Service by sending an email to*

[servicenetork@waldenu.edu](mailto:servicenetork@waldenu.edu) 



**In Baltimore, volunteers worked with Baltimore Volunteers Unlimited to clean and refurbish Northwestern High School.**



**In Los Angeles, volunteers at Westport Heights Elementary School worked on beautification projects that included painting a mural and gardening.**



**In New Orleans, volunteers helped rebuild a house damaged by Hurricane Katrina.**

## See How Walden Alumni and Students are Making an Impact

**Walden invited students and alumni to submit a short video** on how Walden has helped them to make positive changes in their lives, careers, and communities.

Last summer, nearly 100 current students and graduates submitted videos as part of the Scholars of Change Video Contest. To view the videos—including the grand prize winners—go to [www.WaldenU.edu](http://www.WaldenU.edu).

*View the Scholars of Change contest videos at*

[www.WaldenU.edu/scholarsvideos](http://www.WaldenU.edu/scholarsvideos) 



On our 40th anniversary, Walden is proud to celebrate serving the higher education needs of working professionals through advanced degrees that encourage positive social change.

Thank you for helping us build a brighter future for our students, graduates, and the communities we serve.

**WALDEN UNIVERSITY**

*A higher degree. A higher purpose.*

# Comeback Player

Fed up with the sidelines, a former football player with a passion for public policy aims for his Ph.D.



**Erikson Conkling '08**

Presidential Scholarship Recipient  
Master of Public Administration > Ph.D.  
in Public Policy and Administration

**Erikson Conkling has longed to improve the lives of American workers since he watched his father, a Midwestern farmer, and his mother, a bus driver, labor every day to make ends meet. Even with two incomes, the family of five barely got by.**

“Everybody in my family pretty much struggled from start to finish,” says Conkling, a Tipton, Indiana, resident. “They never got ahead. They always accepted things as they were, which pained me. I knew I could step out and make an impression on the world. The desire was there. The passion was there. I just needed to back it up with an education.”

Yet Conkling did little to break the cycle as he spent his early 20s playing football, working odd jobs, selling computers, and landscaping yards. It wasn't until he got married and had three children of his own that he realized the importance of a college education.

“I had a deep desire to positively impact the working class via social and economic change,” says Conkling, now 33. “I wanted workers and their families to avoid the hardships my family was forced to endure.”

In 2004, he earned his bachelor's degree in political science from Indiana University South Bend while working as a full-time, third-shift security officer. Eventually, he landed a position at Verizon Telecom as an account services representative. With a growing interest in instituting economic policy changes for his home state—specifically those that benefit working class families—Conkling began researching graduate programs.

The busy father says he selected Walden University for the flexibility of online education along with Walden's esteemed faculty list and alumni network. “People of real substance have taken these degrees and really made something of themselves,” Conkling says.

Conkling credits Walden's Master of Public Administration program for challenging him in ways his undergraduate education hadn't. Within weeks he was hooked on Walden's social change mission, in particular the scholarly tête-à-têtes he had with public policy professor Dr. Patricia Ripoll, who tactfully taught Conkling to substantiate what he calls his brash, often sweeping opinions.

At the urging of Ripoll, he began reading academic journals and integrating sources into his work. Equipped with better writing skills, he was able to articulate suggestions for correcting income disparities among Indiana's working class—a subject that would later become the focus of his Ph.D. dissertation.

In December 2008, he earned a Master of Public Administration and immediately enrolled in Walden's Ph.D. in Public Policy and Administration

program. Eager to finally start building on his dissertation topic, Conkling wasted no time pitching the topic to instructors. His ideas for boosting low wages and benefits by offering tax incentives to small businesses helped Conkling earn Walden's Presidential Scholarship in May 2009.

“Politics permeates everything,” says Conkling. “The reason I studied it in the first place was because I wanted to understand the policies that affected me and my family. I wanted to know what I could do to change them.”

In fall 2009, he started his first semester as an adjunct economics and political science teacher at Ivy Tech Community College in North Central Indiana. By teaching both subjects, Conkling plans to share his appreciation for economic policy by illustrating its effects on students' everyday lives. A natural lecturer, Conkling hopes to become a full-time professor once he earns his Ph.D. in June 2010.

“I was scared to death when I went to graduate school,” says Conkling. “I thought I would never measure up. I thought I wouldn't stick with it. It's amazing what a little bit of support, inspiration, and guidance will do.”

—Heidi Kurpiela

*To learn about special benefits for Walden graduates who return for additional programs, visit*

[www.WaldenU.edu/lifelonglearning](http://www.WaldenU.edu/lifelonglearning) 

*or call 1-866-492-5336.*

*The Presidential Scholarship offers \$5,000 to alumni of a Walden master's program who are pursuing a doctorate at Walden. Details are online at*

[www.WaldenU.edu/scholarships](http://www.WaldenU.edu/scholarships). 



# Unexpected Blessings

When Barbara Bole lost her job, she found her true calling.



**Barbara Bole '08**

Presidential Scholarship Recipient  
Master of Public Administration > Ph.D. in  
Public Policy and Administration

## Barbara Bole sighs. Loudly. It's 3 p.m. on a Monday and Bole is tirelessly combing through job listings.

"Often we let our identity get bound up in what we do for a living," says Bole, a former nonprofit executive. "If anything, I've learned that what really matters is connecting with your community and doing something purposeful—paycheck or no paycheck."

Checking the classifieds wasn't something Bole ever expected to do. In 2001, at age 34, she was hired by a nonprofit academic grants organization outside of Philadelphia to help build an international grant program from the ground up—a position so meaningful to Bole that she had to pinch herself on the commute home.

In just five years, Bole, a headstrong and analytical dreamer who spent much of her 30s bouncing between jobs at underfunded nonprofits, had successfully grown the newly launched program into a global community of more than 240 grant recipients in 42 countries.

"It was a cultural bubble," Bole says, "but it was incredibly fulfilling."

A communications graduate from West Chester University, Bole wanted to take her career to the next level, deepen her ability to foster civic discourse, and expand her organization's grant outreach program. In 2006, she enrolled in Walden University's Master of Public Administration program.

"Walden focused on practical applications," says Bole. "I had created a global network of like-minded folks, but I needed something to keep my feet on the ground."

She was attracted to Walden's dedication to social change and emphasis on intercultural communication. Tailoring her coursework to fit her work schedule, Bole found that many of the online discussions she had with Walden students and faculty carried over into her personal and professional relationships.

In February 2008, she earned her Master of Public Administration with a 4.0 GPA. Spurred by this accomplishment, she immediately enrolled in Walden's Ph.D. in Public Policy and Administration program. Bole had intended to use her grantee groups for dissertation research on transformative intercultural communication and even received preliminary approval to run a survey through her office. Five months into the program, however, her position at the nonprofit was eliminated.

"My initial reaction was one of utter shock and disillusion," says Bole. "For the first couple of weeks I sat dazed at my computer, searching through nonprofit job lists, trying to make sense of the situation."

Incensed and demoralized, Bole threw herself into Ph.D. work, coauthoring an article on civic engagement with her mentor and the director of her doctoral program, Dr. Mark Gordon. The article, which began as a 150-page research paper, was published in the United Kingdom's *Journal of Public Affairs* in November 2009.

She began volunteering part-time at Ten Thousand Villages, a fair trade retailer in her hometown of Media, Pennsylvania—a suburb of Philadelphia that in 2006 was designated as North America's first official Fair Trade Town.

Hoping to do more to promote the fair trade industry, she began researching and writing grants for the local Fair Trade Town Committee in early 2009. The experience prompted Bole, who now calls herself an "uber-volunteer," to change the focus of her dissertation to the country's emerging fair trade movement.

Though she never lost her philosophical sensibilities, Walden professors have encouraged Bole to use her intellect to focus on core interests and develop realistic problem-solving skills. With only a year and a half left in her Ph.D. program, Bole says she plans to use these skills to spread Media's fair trade message to other cities and towns.

"I've never been so civically engaged," says Bole, who has spent so many hours navigating Walden's Career Services Center that faculty asked her to host a webinar on unemployment. "In a way, losing my job has been an amazing blessing—and an amazing challenge." —Heidi Kurpiela

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[www.WaldenU.edu/scholarships](http://www.WaldenU.edu/scholarships) 

# Clean Water in Africa

*How to lead a large international initiative.*



Prince Ordu was only 19 years old when he left his family in River State, Nigeria, to pursue his college education in the United States. Though Ordu would eventually make the U.S. his permanent home, his lifelong goal of bringing clean water to Nigeria remained



**PRINCE ORDU '00,  
PH.D. IN HEALTH SERVICES**

steadfast. Following his graduation from Walden University's Ph.D. in Health Services program, Ordu put his plan into practice. The college professor and healthcare consultant's clean water initiative, which is supported, in part, by volunteers affiliated with the Etche America Foundation, earned him Walden's 2009 Outstanding Alumni Award. Ordu credits his Boy Scout experience in Nigeria for teaching him to give back—a value he has since passed on to his four children who regularly volunteer in their hometown of Atlanta. Ordu offers the following tips for tackling large international social change missions.

**Choose a Project Close to Your Heart.** Clean water has always been a major challenge in Nigeria. I wanted to make a difference and address this huge need. It became my passion.

I constantly visualized the results of the project—happy people who would have clean water to perform the most basic functions of life such as drinking, bathing, and cleaning their clothes. My passion helped motivate other people to support the project.

**Solidify Your Goals.** What do you want to achieve? What challenges will you face? You must be very clear in setting your goals and be ready to invest emotional as well as financial resources to achieve those goals. I learned a valuable lesson from my doctoral thesis research that involved surveying healthcare practices in five Nigerian hospitals: You must have the time to visit the country and be willing to champion the project yourself.

**Look Before You Leap.** You need to develop an action plan and outline the resources you will need to achieve the desired results. Then you must begin building support among your own network, including government and foundation contacts abroad.

**Be Aware of Cultural Differences.** Even though I grew up in Nigeria, I still faced cultural challenges. You cannot enter a community with your plan in hand and say, "You don't have water, let me supply it." In Africa, you must talk with the elders, the youth, and the community leaders before you begin a project. My ability to under-

stand the community-building process and to meet with all the players and hear their opinions helped move the project forward.

**Know How to Raise Funds.** As a young student in Nigeria, I saw firsthand how politicians raised funds. I traveled with them and saw how they won community support. When you have a good cause and can make a strong presentation, people will support your agenda, particularly when it makes a positive contribution to humanity. I was committed to use my own funds to get the project started. I later received government and foundation support and am still looking for long-term funding to maintain the project.

**Relinquish Control.** Life is a learning process and all human beings encounter challenges. To overcome those challenges together, we must learn to respect the opinions of others and to give up control when needed. The world in which we live belongs to every one of us, and we all have something to contribute. We must overcome our differences as individuals, as a society, and within organizations to reach our common goal.

—Nancy Grund

Read more about Dr. Prince Ordu's clean water initiative at

[www.WaldenU.edu/magazine](http://www.WaldenU.edu/magazine)



# To the TOP

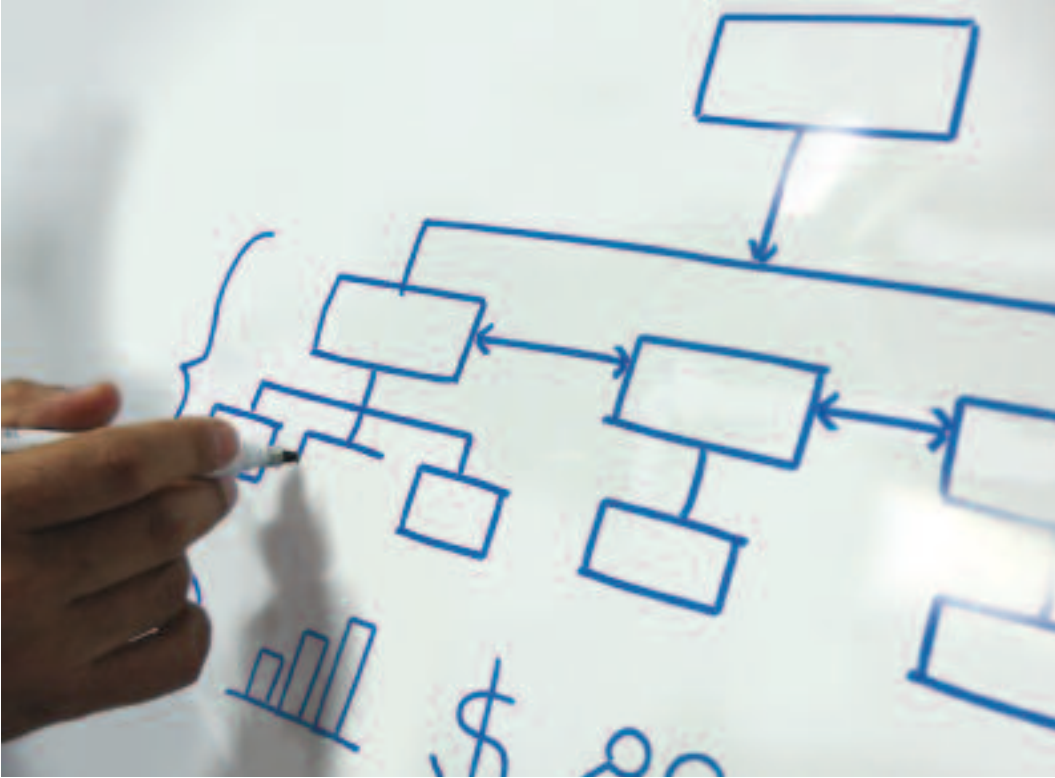
*How to become a leader in your profession.*

out to individuals, organizations, and businesses to establish relationships and educate them about the essential role of public health in everyone's lives.

**Join Professional Associations.** Throughout my career, I have served on numerous state and local public health committees, focusing on community health and healthcare access issues. I was president of Nebraska's public health association before serving as an officer of NACCHO. Membership in the appropriate organizations broadens your exposure in the field and puts you in contact with other bright, motivated professionals who are also charting leadership courses.

**Find the Voice for Your Profession.** You must have the confidence and knowledge to represent the views of your colleagues, and you must be able to adapt your perspective in response to their needs. As president of NACCHO, I must be an appropriate voice for all of those individuals who work in local health departments around the country. One of my goals is to make the field of public health more visible. In a profession supported by state and federal funding, it is critical that citizens recognize public health is key to the well-being of our communities. —Nancy Grund

Read more about Dr. Bruce Dart at [www.WaldenU.edu/magazine](http://www.WaldenU.edu/magazine).



**BRUCE DART '05,  
PH.D. IN HEALTH SERVICES**

From the ongoing debate on healthcare reform to recent outbreaks of the H1N1 flu virus, healthcare is dominating the national agenda. Participating in many of the discussions is Bruce Dart.

As president of the National Association of County and City Health Officials (NACCHO),

Dart is playing an integral role in shaping U.S. health policy. In recent months, he has worked with public health officials nationwide, attended White House meetings on pandemic policy, and helped the Centers for Disease Control formulate H1N1 vaccination procedures. A former Nebraska Environmental Health Administrator of the Year, Dart has worked in the public health field for more than 30 years and currently directs the Lincoln-Lancaster County Health Department, a local public health agency serving more than 275,000 people in Nebraska. Dart draws on his own experience to provide the following steps for achieving a leadership position in virtually any profession.

**Gain as Much Experience as Possible.** The public health field is diverse and you can take many different directions. In my early positions, I had the opportunity to learn all about public health, from the lab to health inspection to epidemiology to managing programs and grants. Every position I've held has allowed me to grow and develop personally and professionally.

**Be Willing to Risk Your Popularity.** Throughout your career, whether you are a leader or not, you must make tough decisions. I was very unpopular when I instituted a smoke-free workplace ordinance for the city of Lincoln. The ordinance covered all public places within the city limits. The local political opposition was tremendous, but the ultimate benefit to the community was much greater. My philosophy is that as a leader, you must make decisions for the greater good. If you do this, you will gain a reputation for getting the job done and for doing it well.

**Inspire Others to Meet Your High Standards.** Those who work with me know I set high expectations for myself and for those around me. For instance, there is a common perception that government employees are not pushed to perform to their highest potential. I turned that perception on its head and told my staff, "We are going to provide the highest level of service to our customers." My staff met that challenge. They reached





# A Higher Direction

*How to become a university administrator.*



**TIM WILSON '97,  
PH.D. IN EDUCATION**

The turning point in Tim Wilson's career came when he received a phone call from a newly appointed university president asking for help with a struggling institution. Wilson, whose previous experience with academia was on the corporate level, couldn't resist the challenge. The project was a success, and he has subsequently served in a number of deputy vice chancellor (vice-president) positions in the U.K. Since 2003, Wilson has served as vice chancellor (president) and chief executive officer of the University of Hertfordshire, located just north of London. Throughout his higher education career, Wilson has lived by what he considers the three most important words in leadership and management: "please," "thank you," and "sorry." He claims it is the consistent use of those three words "that generates commitment to your vision." To move to the top of the career ladder in higher education, Wilson offers the following tips.

**Obtain Your Doctoral Degree.** A doctoral degree is a prerequisite for leading any major university. Your doctoral qualifications ensure your credibility with the faculty, and to be successful, any university leader must gain the respect of faculty. You can also use your doctoral program as an opportunity

to gain a broad knowledge of the operational and strategic dimensions of universities, the different aspects of university life, and what leadership styles are most successful.

**Learn Effective Leadership Styles in Higher Education, and Publish Your Findings.** You must understand how higher education institutions work. One way to gain that knowledge is through your doctorate work. For my doctoral thesis, I conducted an analysis of the effectiveness of community colleges in preparing students for four-year institutions. I also used the Knowledge Area Modules (KAMs) in my doctoral program to look at the changing profiles of research universities and pedagogic developments in different disciplines. The whole idea is to obtain a wide knowledge of the higher education business, preferably from different universities. Then you can take your findings and publish them in a higher education management or research journal.

**Market Yourself.** Enhance your reputation by serving on national committees and boards based on either your subject area expertise or university management experience. It is important to demonstrate that you can operate successfully on the highest level. When hiring a university president—or a chief executive officer, as we call them here in the U.K.—appointment panels look for individuals who have led committees and who are highly regarded by their peers.

**Establish a Track Record of Successful Change Management.** If you can't lead change, you won't survive in university management. Higher education is a highly volatile world in which students now view their university career as a contract that ensures they will be prepared for the world of work upon graduation. The influence of political and business interests on a university is greater than ever. You have to operate with many different groups and build consensus, effecting change with each audience through their commitment.

**Understand Your Role in the Community.** The higher education environment is dramatically different than it was 10 years ago or will be 10 years from now. The university's role in society is changing. A university is part of the community infrastructure and has the ability to support economic development in a positive way. Five years ago, our university adopted a new strategy as a business-facing university. We have aligned the university with local, high-technology- and knowledge-based companies to ensure we are producing talented students with high-level skills, developing their ability to find and use knowledge with business enterprises in the region. I believe this is a model that many universities will adopt during the next decade. —Nancy Grund

Read more about Dr. Tim Wilson at [www.WaldenU.edu/magazine](http://www.WaldenU.edu/magazine).



# MEET THE FACULTY:

**Dr. Iris Yob**

Iris Yob began her career in education as an elementary school teacher in Australia. She went on to earn her Ed.D. in the philosophy of education from Harvard University, where she studied the languages of music and spirituality. “The question that was driving me was, ‘How can we make education really meaningful?’” she says. While working at Indiana University, she was invited to attend a Walden University commencement. Impressed by the KAM model of learning and intrigued by Walden’s “forward looking, student-centered approach,” Yob began teaching at Walden in 1997. Now, as associate director for Walden’s Center for Teaching and Learning, Yob’s focus is in part on maximizing the value of the KAM model of learning.



**Let’s start with the million-dollar question:**

**What is a KAM?** KAM stands for “Knowledge Area Module.” A KAM is a guided independent study that takes doctoral students in select programs through theory and research to practice, in the context of a long paper related to the student’s interests.

**What was the impetus behind Walden’s introduction of the KAM model in 1986?** The KAM model fits in with the progressive education outlook of the university—giving the students control over their learning and learning by doing. And the structure of the KAM was influenced by Walden’s social change mission: learning in order to bring about change.

**As the author of Walden’s guide to KAMs, what is the greatest benefit to the KAM model?** KAMs help students address issues of concern in

their professional lives and develop critical and creative thinking skills, so they’re better equipped to go out and make social change in their fields. It gives adult learners the skills and confidence they need to do the biggest project of all—the dissertation.

**What are the components of a KAM?** A KAM paper comprises three parts: theory, research, and application. First, students look at various theories around whatever the topic is. Then they look for research that relates to the theory and connects the theory to their own interests. Finally, the theory and research parts inform some kind of practical project that relates directly to their work.

**How do you grade a KAM?** We have a rubric that we use to judge them and it has dozens of small points, and each one has to be graded on a five-point scale. We’re going to use a grant from the Laureate Higher Education Group to look at the factors that contribute to effectiveness in assessment. —*Deirdre Schwiesow*

Read more about Dr. Iris Yob at

[www.WaldenU.edu/magazine](http://www.WaldenU.edu/magazine)



# TOP OF MIND

Recipients of the 2009 Extraordinary Faculty Award answer **four** pressing questions.

The Extraordinary Faculty Award is conferred annually on a Walden University faculty member from each college who demonstrates the university's core values of quality, integrity, and student-centered instruction. Here, the recipients of the 2009 award each answer four key questions. —*Deirdre Schwiesow*

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

MARSH: Neuropsychology is advancing rapidly; that's probably the most exciting area that impacts all of the specializations within the field. As we gain more opportunities to use technology to look at the brain—whether it's through imaging or understanding how chemicals affect the brain—we **have windows into information we didn't have before.**

MORRELL: In the field of environmental health, we are now integrating molecular and genetic biology with screening, monitoring, chemical toxicity testing, and risk assessment models. This is why **it is so important for our graduates to have a basic understanding of human biology and genetics**, such as it relates to common diseases and medical discoveries. The themes of biology and molecular and genetic information cut across many public health disciplines.

O'BANION: There's no question about it: The most exciting development is the Obama administration allocating \$12 billion to help community colleges improve student success rates. In addition to increased attention to persistence and graduation rates, we'll also be able to use those funds to **expand our role in training the workforce that will keep America competitive.**

WARD: The most exciting thing happening right now is the use of broad wireless capabilities for continuous access to the Internet. Things are cheap enough that everyone can have access all the time, and **it's just amazing to watch technology change the way everyone operates.**

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

MARSH: The doctorate provides the most unlimited career options, particularly in a challenging economic climate. I tell my students that **circumstances will change, so it's better to get as much education in now rather than having doors closed down the road.** Once you achieve your Ph.D., there's a sense of tremendous accomplishment—it becomes a part of your identity and stays with you the rest of your life.

MORRELL: A Walden M.P.H. will give you a knowledge base across the five areas of public health: environmental health, biostatistics, epidemiology, social and behavioral health, and public health administration. It's really valuable for moving up the ladder, **as is a Ph.D. And with a Ph.D., you can teach at the university level, have more career advancement opportunities, and develop strong research skills.**

O'BANION: The obvious benefits are increased opportunities for promotion and increased salaries. But I'm always amazed at the number of students in our program who spend time and money getting a degree for personal satisfaction—**it gives them the opportunity to dive deep into an area of knowledge.**

WARD: **In engineering, a master's degree allows students to specialize**—that's very important as far as the job market is concerned, because an entirely different subset of jobs opens up at that point. It can also give a bit of a salary increase and is important for a lot of engineers to have in terms of establishing expertise and having an impact in the field.





DR. TRACY MARSH  
*College of Social and Behavioral Sciences*



DR. SHANA MORRELL  
*College of Health Sciences*



DR. TERRY O'BANION  
*Richard W. Riley College of Education and Leadership*



LISA WARD  
*College of Management and Technology*

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

MARSH: Students are presented with information, some of which will be outdated in 10 to 15 years. Therefore, I'm invested in instilling critical thinking skills so that they can purposefully evaluate all new information, become lifelong learners, and remain active in their communities. When they earn those letters behind their name, **they'll be heard and will have a responsibility to effect social change.**

MORRELL: **I want to instill interest in environmental health and public health biology.** What I've found is that a high percentage of students ultimately find environmental health fascinating—a lot of them say that they're making personal changes as a result of something they've learned in the class about air quality, toxicants in their food and water, recycling, and so on. They tell me, "I'm going to go buy a radon detector."

O'BANION: I hope they take away my own commitment to making a difference in community colleges. **If you make a difference in community colleges, you're going to make a difference in the lives of many, many students in your community**—and hopefully in American society.

WARD: What I feel like I really give them as an instructor is **practice with communicating and applying the knowledge** from the textbook. On the communication side: "How do you share information with a marketing person or a customer who needs to understand it?" And then on the application side: "Here is a specific situation—try it out."

### 4 What is the greatest lesson your Walden students have taught you?

MARSH: They've taught me to **continually challenge my own assumptions.** They come with a tremendous amount of life experience, and always bring as much to the learning process as I do.

MORRELL: **Perseverance.** Walden students are dealing with more than most of us who went through a traditional program did, and yet they're so excited and passionate about getting their degrees and making change in the world.

O'BANION: They have renewed my faith in the **commitment of educators to make a difference in the world.** Every one of my students is highly motivated and deeply committed. I think they're the hope of the future, and that keeps me going. And that's why I love working in the Walden program. It keeps me attuned and attached.

WARD: The biggest thing I've learned from my students is that everyone has experience and expertise that is in some way relevant to every class. **You have the wealth of everyone else's knowledge, too—not just yours.**

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Read about past Extraordinary Faculty award recipients at

[www.WaldenU.edu/magazine](http://www.WaldenU.edu/magazine). 

# Re-visioning Social Entrepreneurship

**Lessons from the 2009 Walden Social Change Conference**

By Deirdre Schwiesow

On September 30, 2009, at the National Press Club in Washington, D.C., 168 attendees—including members of the Walden University community as well as the general public—gathered for Walden’s fifth annual Social Change Conference. Some 600 others attended virtually through a live webcast of the event.

The topic of this year’s conference, “Social Entrepreneurship: Taking Action, Leading Change,” brought together luminaries in the field to discuss how the phenomenon of social entrepreneurship is breaking down the traditional barriers between government, business, and the nonprofit world, and what we can learn from the experiences of successful social entrepreneurs.

## The State of Social Entrepreneurship Now

In his opening remarks, President Jonathan Kaplan said social entrepreneurs “bring together concern for the public good with the innovation and drive required in a market economy. They believe the same entrepreneurial spirit that has driven great economic progress can also foster new solutions to complex social problems all over the world.”

Social entrepreneurship or social innovation, said conference speaker Michele Jolin, senior advisor for social innovation for the Domestic Policy Council at the White House, is “about new and different and better ways to solve social problems.” Other terms for social entrepreneurship include “philanthrocapitalism” and “venture



**Walden University President Jonathan Kaplan, Dr. Kathia Castro Laszlo, David Bornstein, Anthony Jewett, and Dr. John Nirenberg**

philanthropy,” but the overall idea is the same—aligning business principles and practices with the drive to make a difference.

“Social entrepreneurship has existed as long as there have been social problems,” said panelist Anthony Jewett, president of Bardoli Global, an organization that provides study-abroad opportunities to minority scholars. However, social entrepreneurship as a field is relatively new—the term has only ascended in the past 25 to 30 years—explained speaker Dr. Cheryl Dorsey, president of Echoing Green, a global nonprofit that awards start-up capital to social entrepreneurs.

Panelist David Bornstein, author of *How to Change the World: Social Entrepreneurs and the Power of New Ideas*, discussed the history of social

entrepreneurship. “Social entrepreneurship 1.0” was focused on individual entrepreneurs, he said. “Social entrepreneurship 2.0,” which started about 10 years ago, was about creating institutions to cause social change. And today, “social entrepreneurship 3.0,” said Bornstein, “is really the recognition that social change requires a whole ecosystem” with many different actors.

In this context, social entrepreneurs are increasingly “sector-agnostic,” said Bornstein—crossing traditional barriers between business, government, and the social sector and using “whatever tool fits.” And social entrepreneurial organizations are no longer necessarily nonprofits; they may be for-profits and hybrid entities.

In the U.S., Jolin explained, the Obama administration is committed to expanding support for social innovation, beginning with the national service bill—the Edward M. Kennedy Serve America Act—that the President signed in April 2009. “We also are focused on expanding opportunities for more participation in communities for those people who may not be able to give up a year or two of their time,” Jolin said. The administration hopes to encourage public/private partnerships and create a climate for more innovation in the nonprofit sector through, among other things, the proposed Social Innovation Fund, which will help successful nonprofits expand their reach.

Panelist Dr. John Nirenberg, a Walden faculty member and author of *Global Leadership*, believes increased social entrepreneurship is a necessity now: “We are at a transition point ... you see problems that neither government alone nor business alone has been able to address,” he said. “If we don’t do it ourselves, it won’t get done.”



Conference speaker Michele Jolin

In terms of trends, Dorsey believes that increased attention to social innovation is “going to change the conversation on civic engagement and civic partnership.” She predicts more partnerships between the three sectors—“the opportunity

for more resources to be conjoined”—as well as increased participation from retiring Baby Boomers.

## What it Takes to be a Social Entrepreneur

What does an effective social entrepreneur look like? Dorsey, who has helped to develop a Social Entrepreneurship Quotient (SEQ)—a list of qualities that distinguish social entrepreneurs from other people in the nonprofit world—explained that, among other qualities, they:

1) Are “phenomenal resource magnets”—they can leverage financial capital from numerous

sources and attract “evangelists” to their cause  
 2) Have an “asset-based worldview”—they see problems as opportunities  
 3) Realize they’re part of a larger organization/movement—it’s not about the person as an individual

“Social entrepreneurs are some of the best experts I’ve ever seen in their issue area,” she said, advising social entrepreneurs to “know your issue cold.” This may involve doing additional academic work, going to work for an existing organization, or working with the community

## 6 Characteristics of Successful Social Entrepreneurs

After the conference, David Bornstein spoke to Walden about social entrepreneurship in more depth. Bornstein’s newest book, *Social Entrepreneurship: What Everyone Needs to Know*, co-authored with Susan Davis, was published in January 2010. Here, he discusses characteristics of successful social entrepreneurs.

Social entrepreneurs are:

- 1) **Empathetic.** “In general, social entrepreneurs are people who recruit other people into an organization to advance a new idea. So they have to be able to excite other people with possibilities. They generally have a lot of empathy because they have to be able to put themselves in other people’s shoes in order to get them excited and to recruit them.”
- 2) **Not Afraid to Fail.** “They tend to be the kind of people who learn more through experimentation than relying on theory, although they use theory. So they really are people who take ideas, try them out, usually have failures in their early versions, but then instead of stopping and quitting, they sort of fail forward—they keep trying.”
- 3) **Boundary-crossers.** “People who are effective social entrepreneurs ... have multiple cultural exposures—they often have exposures across sectoral boundaries, meaning that they may have worked in the private sector, in the social or nonprofit sector, or in government, or all three, so they’re able to really see things from different points of view. And also, if they’re working with a community, whether it’s in India or in an inner city in the United States, they really understand what you might call the symbolic universe of that community, so they very often have primary experience talking to people in that community.”
- 4) **Inspirational.** “You get buy-in and support from community members by exciting them about the impact that you can create and how that will satisfy their goals.”
- 5) **Facilitators.** “What social entrepreneurs do when they’re at their best is they create platforms that enable many, many other people to make contributions that they couldn’t make before because those platforms didn’t exist. But the bottom line is you must give people opportunities where they can express their love and their respect and their caring for other people. If you do that, you’ll never have a shortage of people wanting to work with you, because that’s inherently joyful and motivating.”
- 6) **Visionary.** “The most universal pattern that I’ve seen around the world among social entrepreneurs is finding ways to unleash trapped potential in everybody.”



you want to serve. The value of “experiential learning,” Dorsey said, cannot be overstated.

Most importantly, effective social entrepreneurs are totally committed, said Dorsey. When it comes to predicting who will be successful, “I will bet on a passionate leader any day of the week,” she said. “I want someone who gets up every day, who is completely accountable to and responsible for that

really interested in.” What’s needed is not more organizations, she said, but “more hands on deck, working on problems that you really care about.”

Jewett noted that one of the drawbacks of starting your own organization is that you can end up spending more of your time dealing with the business end of things than focusing on your passion. “In hindsight ... I probably would’ve leaned toward being more of an intrapreneur,” he explained.

However, whether you create your own organization, work as an intrapreneur by pursuing social innovation within an established organization, or do something as simple as “microvolunteering” by logging onto a Web site such as The Extraordinaries ([www.beextra.org](http://www.beextra.org)), you can make a difference. “Everyone can be—and in some ways, some people would argue, should be—a change-maker, because change-making is actually a very powerful way to live,” said Bornstein. “If you see a problem in front of you, you say, ‘I have the

skills and the understandings to actually change the situation.”

Whatever the context, the first step, said Jewett, is to “start off with the recognition of a problem.” You then “go to the definition of the problem,” which then allows you to “put together what you think could be the beginning of a solution to it.”

Panel moderator Peter Kannam, executive director of New Leaders for New Schools in Maryland, stressed, “There’s need everywhere, but what really hits home for you? What is your passion? ... What means the most for you? And where do you want to make the most difference?”

For social entrepreneurs, taking action “really begins by somebody making a phone call and

saying, ‘Hey, I have an idea. Can I have lunch with you and discuss it with you?’ And you start a relationship,” said Bornstein, who suggested taking an inventory of people who care about the same issues that you do and recruiting them. Once you have buy-in, an important key in effectively spearheading a cause, said Nirenberg, is learning “how to share the energy in a way that is empowering to others without diminishing the cause.”

## Measuring Impact

Getting started is one thing, but if your goal is social change, how do you measure social return on investment?

According to panelist Dr. Kathia Castro Laszlo, Walden University faculty member and co-founder and executive director of Syntony Quest, “The easy part is the financial part: ‘Are you viable? Where’s your break-even point?’ ... But when it comes down to the social and/or environmental impact that you are seeking to have ... what are the indicators that are going to really give you a sense of ‘Are you making progress?’” Impact must be measured not only in terms of the number of people you impact—quantitatively—but also qualitatively: What are those people thinking and feeling?

Dorsey agreed that “attention to outcomes, metrics, and measurements is a really important part of the social entrepreneurship and social change conversation these days.” The challenge is in creating relevant metrics. “Every organization has their own metric or way of measuring impact,” Bornstein explained. “But it’s really related to their idea of the changes that they want to create.”

Challenging as it may be to judge your progress, another consideration is the impact that pursuing social entrepreneurship has on you and your life. As Laszlo put it, becoming a social entrepreneur is about “a shift from looking at how to make a living to how to make a life.” Or, as Nirenberg said about switching to a career in social entrepreneurship, “What’s reported most often is an incredible sense of purpose.”

*Read more conversations from the Social Change Conference at*

[www.WaldenU.edu/magazine](http://www.WaldenU.edu/magazine).



Conference speaker Dr. Cheryl Dorsey

problem, who has the ability to execute, and who will stop at nothing to get there.” (For David Bornstein’s thoughts about the qualities that make a good social entrepreneur, see sidebar.)

## What You Can Do

Despite the pressing need for social entrepreneurship, not everyone can or should start a new organization. In fact, says Dorsey, often it can be better to work with organizations that are already established. She tells young people interested in becoming social entrepreneurs, “Please don’t start another nonprofit organization. ... If you just Google a little bit more, you’re going to find an organization that’s already working on what you’re

# SECOND ACT CAREERS

Through professional reinvention, four members of the Walden community achieve positive social change for themselves and others.



**CAREER REINVENTION IS A HIGHLY STRATEGIC**, executive endeavor, and for those in the Walden community who are penning new professional plans, social change is the intended profit. In a world in which people are living decades longer and retirement is becoming almost obsolete, more and more professionals are hungry for career transformation and are designing moves into entirely new industries—be it a switch from a 46th-floor boardroom into a middle school classroom or parlaying a passion for social change into a full-fledged entrepreneurial venture.

Preparing for the second act requires thorough planning and an unfailingly positive mindset, says Stephen M. Pollan, author

of *Seconds Acts: Creating the Life You Really Want, Building the Career You Truly Desire*, who holds titles such as New York attorney, financial consultant, and best-selling author (and who returned to school at 58 to earn the bachelor's degree he'd passed over on the way to law school). From the music teacher turned disabilities advocate to the young real estate broker who found his true calling in psychology, here's how four Walden students and alumni peeled off layers of professional stagnation and created exciting second acts—so you can too.

**Second Act:** A life-changing endeavor that involves evaluating your deepest desires and designing a strategy to create social change and launch yourself on a more fulfilling professional or personal path.

By Lindsay Downey





## *From Music Teacher to* **Disabilities Advocate**

**ALYSON ROTH '05**, M.S. in Education

**ON A JULY AFTERNOON IN 2000**, Alyson Roth walked along a winding, Sequoia-lined path back to her BMW. With her best friend Jennifer in the passenger's seat, Roth pulled the car out of Yosemite National Park and the women—both music education seniors at Samford University—began the drive back to Birmingham, Alabama.

At 5 a.m., Jennifer took the wheel. On a desert road 90 miles south of Las Vegas, Jennifer lost control of the car. Though she was wearing a seatbelt, Roth was ejected through the back window of the passenger's side door—and, in an instant, she was paralyzed. Following the accident, the petite brunette struggled internally to come to terms with her disability, but vowed to transform herself from victim to outspoken advocate.

After graduating with her bachelor's degree in 2002, Roth began teaching music at a low-income school near her hometown of Atlanta. She thrived in the classroom and began to adjust to life in a wheelchair, but continued to battle the depression she kept hidden. The outspoken young woman, who had fallen in love with California during her summers at Yosemite, realized she needed a change. "The accident happened and it seemed as if all my dreams and aspirations went out the window," Roth says. "Over time, however, I was able to see that life was still valuable and worth living and I decided to pursue that dream of living in California."

As she re-evaluated her life and prepared for her move to the West Coast, Roth knew she wanted to do something to angle herself more competitively career-wise. She had always hoped

to incorporate a core curriculum, such as reading, into her music classes, so Roth began researching schools through which she could obtain a higher degree. Because she wanted to continue teaching full-time while she took classes, the violinist—who grew up with a music teacher mother—knew online classes would be ideal. "Many of my colleagues had graduated from Walden, so after doing some investigation on my own and talking with them, I knew Walden would give me the best education with the flexibility I needed," Roth says.

In 2005, she earned an M.S. in Education from Walden. At a private school in California, Roth taught her music students the importance of treating people with disabilities as equals, even speaking at conferences about how teachers could better accommodate students with disabilities. But



she knew there was more she could do. On a whim, Roth searched an online job site and was thrilled to find an opening for development manager at the California-based nonprofit Free Wheelchair Mission, which distributes wheelchairs to impoverished handicapped people around the world.

Through Free Wheelchair Mission, where she is the only wheelchair-bound staff member, Roth has worked with former Mexican President Vicente Fox to provide free wheelchairs to Mexico's citizens. She has traveled to Nicaragua to work at an orphanage for children with disabilities, taught music at a school for the blind, and assisted Habitat for Humanity in building a home for a disabled Atlanta resident. She has returned to Yosemite as a member of the park's board of directors to spearhead wheelchair-friendly enhancements, including a bus system with lifts, hand-powered bicycles, wider doorways, shower benches, and accessible guest cabins.

In 2009, Roth was crowned Ms. Wheelchair California, and judges chose her as second runner-up in the Ms. Wheelchair America pageant. The best day of her life thus far, she says, was surfing at Huntington Beach—nearly nine years to the day after her accident—as the first disabled woman to participate in the Hurley U.S. Open of Surfing.

Roth recently finished filming the documentary *Defining Beauty*, which features Ms. Wheelchair America contestants and is expected to premiere at the 2010 Sundance Film Festival. She is searching for a publisher for a memoir she's written about her journey. Through all her efforts, Roth is now educating more people than ever. "I'm not confined to four walls anymore," she says. "I'm able to use the world as my classroom."

## SECOND ACT TIP:

*Focus on finding your calling.*

"Once you figure out what your purpose is, it's important to go after that," Roth says. "If you have passion, drive, and confidence in yourself, you can carry that into your next career."



# From Restaurant Manager to Teacher of the Year

**ANDREW MOGLE**, Doctor of Education (Ed.D.) student

**AS A HIGH SCHOOL STUDENT**, Andrew Mogle got his first taste of the culinary arts working in a grocery store deli. He quickly moved on to restaurants, and by his senior year, he was cooking on a fast-paced sauté line in a busy hotel. Over the next 10 years, he moved to front-of-house operations at various eateries and it became clear that not only did Mogle have a talent for creativity in the kitchen, he thrived as a manager

and took pride in training young employees. The man who constantly learned new recipes and experimented with ingredients realized his dream job would require him to step outside of the dining room and into the classroom.

After leaving his position as manager of an Olive Garden and returning to school at the age of 31 to earn his bachelor's degree from Iowa State University, Mogle began teaching family and

consumer sciences at Norwalk High School in Norwalk, Iowa. At the 700-student high school, he created the student-run Warrior Café, which allows teenagers to hone culinary as well as business skills in preparing meals, balancing food costs, and operating the café, which serves approximately 1,300 local residents each semester. “There are a lot of culinary programs around the country, but the business opportunity we attach to it is something different,” says Mogle.

The teacher, who incorporates his love of history into the curriculum through authentic period meals—be it a taste of the French Revolution or Civil War-era cuisine—helped students expand the café to include a catering business, through which students prepare food for Chamber of Commerce events, church functions, and even local weddings. Students who complete Mogle’s culinary program have the opportunity to transfer to the local community college having already earned six credits, which is equivalent to their first year of food labs. The student-run culinary ventures are so popular, students have

moved to Norwalk because of it, and some of Mogle’s graduates now work as restaurateurs, chefs, and managers as far away as Arizona.

In 2008, the state of Iowa named Mogle its Teacher of the Year for his inventive curriculum. And reaching that pinnacle helped motivate the culinary artist and instructor to take on a new endeavor himself—there had to be more he could learn to elevate the teachings inside his kitchen-classroom even further. “Every day I learn something new from the kids, but I wanted the challenge of learning something new for myself,” Mogle says. “Having a doctorate and being a high school teacher, it’s not going to get me any more money, but it will give me the opportunity to use new skills and new information I’ve learned.”

Mogle, who previously earned a master’s degree from Iowa State, enrolled in Walden’s Ed.D. program in March 2009 and says he has already been inspired by the university’s dedication to social change. He’s always known his mission to educate doesn’t stop on the soup line or in the dining room, and his classes at Walden are helping

Mogle search out new ways to evoke passion in his students. The State Teacher of the Year is currently analyzing his method of transformational leadership through in-depth analysis and interviews with other leaders. Eventually, Mogle hopes to expand the results into a real-world teaching model. He’s a classically trained chef, but his recipe for leadership in the classroom is always evolving.

### SECOND ACT TIP:

*Don’t put off planning the move to your second act.*

“The decision isn’t going to be any easier or safer down the road,” Mogle says.

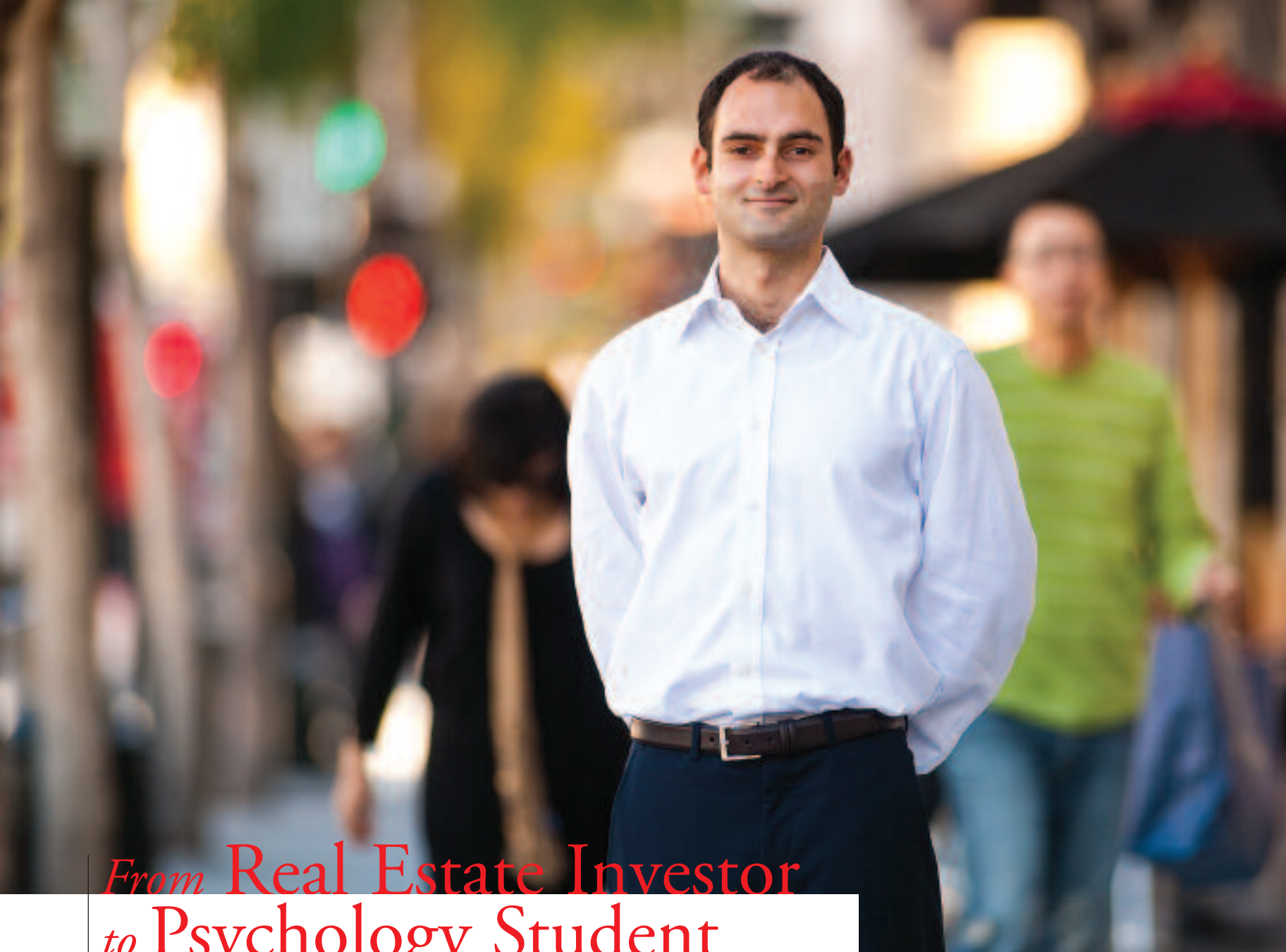
“Make up your mind and just do it.”

## Creating a Second Act Strategy

**Preparation is the key to designing a new career, says Stephen M. Pollan, author of *Second Acts: Creating the Life You Really Want, Building the Career You Truly Desire*. In sharing his advice for Walden graduates, Pollan suggests viewing the job change through an executive lens. “You do a second act the way you do a business,” he says. “When you create a business plan, one of the things the business plan does is it helps test feasibility. When you prepare a plan for a second act, you’re going to really know if it’s possible because you’re going to be out in the marketplace, looking to see how practical it is, looking to see how feasible it is.” Whether it’s fueled by necessity or desire for personal growth, it’s becoming more and more common for people to reassess their goals and enter new industries as they delve into second, third, even fourth acts. Here are some of Pollan’s tips for creating a successful second act:**

- Write down your favorite places, most memorable life experiences, passions, and goals—no matter how impractical—to begin to distill the second act dream.
- Analyze your strengths and weaknesses.
- Develop a second act mission statement.
- Find a mentor. Reach out to people who may be able to help you get started on your new career path. Asking for assistance is not a sign of weakness.
- Resolve not to settle on your second act. You may be tempted to compromise your dream for the sake of practicality, but you’ll never be truly fulfilled if you only go half way.
- Think about the closed doors you’ll face during your reinvention—whether it’s fear of failure or feeling like your age could hold you back—and plan now for how you’ll overcome them.





## *From Real Estate Investor to Psychology Student*

**LEVON MARGOLIN '08**, M.S. in Psychology graduate and Ph.D. in Psychology candidate

**HE WAS A HIGH-POWERED**, Boston real estate broker earning six figures at the age of 24. But as he closed major deals and dabbled in the stock market, Levon Margolin couldn't escape his deep-seated desire to influence people in a more profound way. "I had this urgency to do something to help other people out, but it really wasn't developed," he says. "It was just kind of lingering."

Growing up, friends and family had always told Margolin that because of his confidence and his ability to put people at ease, he'd be a natural in the business

world. But when he began taking undergraduate business courses at Babson College, Margolin's grades fell so low that he was suspended from school. The staunch business acumen that echoed through lecture halls didn't resonate with Margolin, who constantly showed up late to class and failed to complete assignments. "I really kind of rebelled against it," he says of his business studies.

Still, after earning his bachelor's degree, Margolin's entrepreneurial spirit took reign and his real estate company—which he operated with only a car and a

Web site—quickly flourished. The Moscow native so impressed homebuyers with his knowledge and professionalism that he was closing more sales than real estate veterans twice his age.

With each deal, Margolin tried to calm anxious clients and was much more drawn to the meaning behind the emotions they felt than any numbers on a contract. After taking a few psychology courses at the University of Massachusetts Boston, Margolin thought seriously about his future. "I said, 'What if I was making 10 times what I'm making now and



was the ultimate businessman? Would I be happy with myself? Would I feel like I was achieving something significant in my life? And the answer to that was no.”

When he decided to leave real estate and pursue his second act in psychology, Margolin was drawn to Walden because of its dedication to societal impact. He was accepted to Walden on probationary terms and soon discovered instructors were willing to look past his poor undergraduate grades if he was willing to prove himself in their classes. Margolin found their open-mindedness refreshing and he excelled in his coursework, earning an M.S. in Psychology in 2008, with a 4.0 GPA, and a prestigious Presidential Scholarship to apply toward a doctoral degree at Walden.

Margolin is now working toward his Ph.D., with a specialization in Clinical Psychology. He says the field of psychology is at a turning point now and needs to place more emphasis on how it can help medical patients and not just those who seek counseling. “If psychology is going to move forward instead of becoming stagnant, it’s going to have to become more scientific, it’s going to have to become more medical,” he says.

When Margolin, now 27, completes his doctorate, he plans to search for work in private practice in California. A self-described city person, he recently moved to Los Angeles, which he considers a perfect metropolis to put real-world, psychological applications to use. He ultimately hopes to work with medical doctors to offer mental health services to people who have limited access, as well as to patients who are being treated for physical ailments. “People with cancer, people with heart disease, people who have pain ... can benefit greatly from psychosomatic and psychoeducational interventions. Integrated care is the way forward,” Margolin says. “I know that’s an area I need to target.”

And through his practicum at Aurora Charter Oak Hospital in Covina, Margolin has already applied his persuasion skills for a higher purpose. When a suicidal man called the hospital during one of Margolin’s shifts, the psychology student calmed

the caller (after consulting with his supervisor) and convinced him to drive to Aurora for treatment. “He said it was the last call he was going to make, and after that, he would’ve committed suicide,” Margolin says. “He shook my hand and was very grateful. Something small like that, showing someone you care, it’s already the start of their treatment and it automatically puts them on the path toward greater health.”

## SECOND ACT TIP:

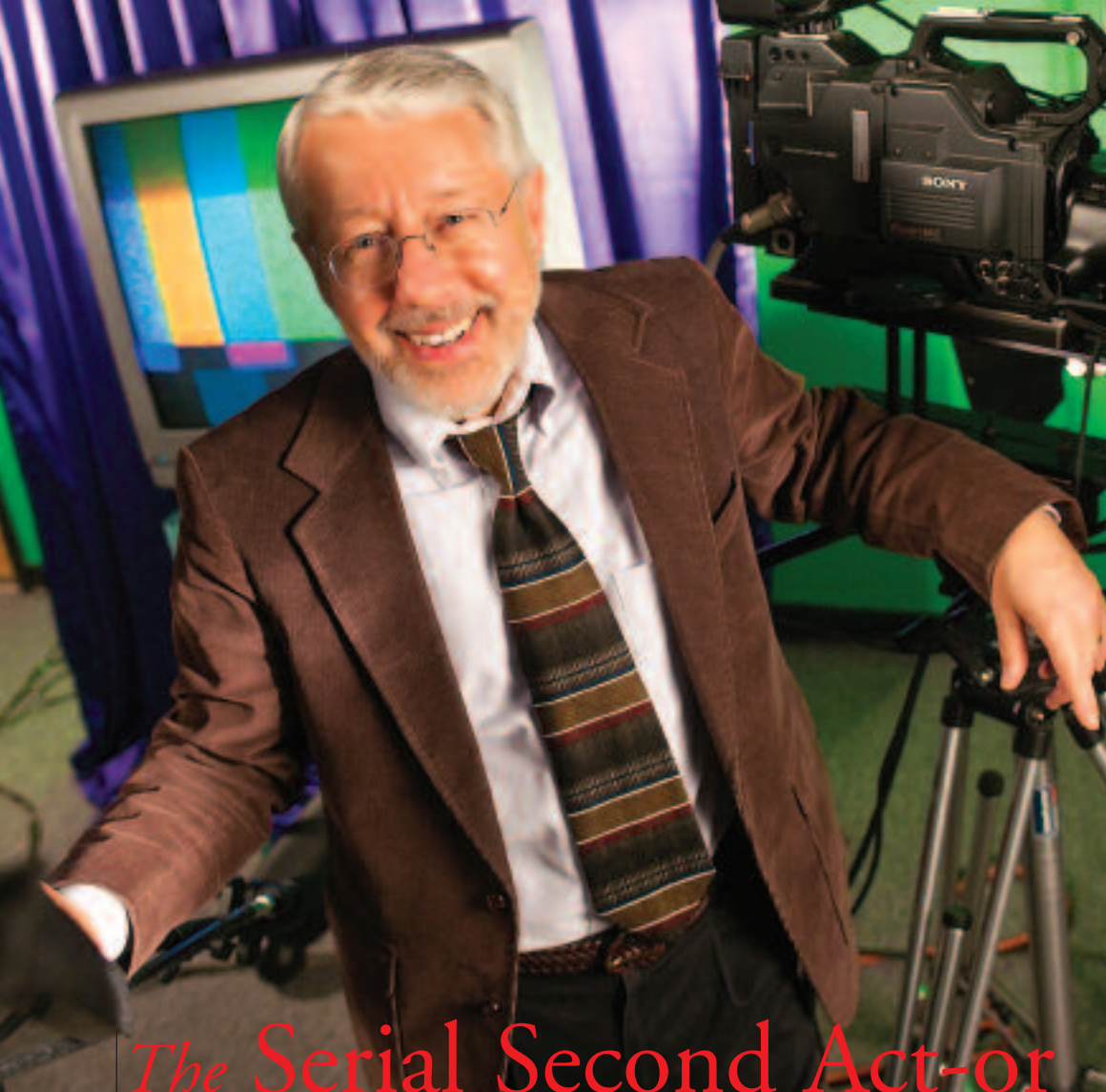
*Don’t be afraid to give up external rewards, such as money or prestige, to pursue a new, more enlightened, career path.*

“You’re going to have to give up money right now, you’re going to have to give up this business right now, but the reward may be greater,” Margolin says. “Who knows if it will be monetarily greater, but it will be greater psychologically.”

## Walden Resources for Career Reinvention

**When it comes to breaking into a new industry, connections are paramount. “Networking is the number one way people get jobs,” says Lisa Cook, director of Walden University’s Career Services Center. “It’s not just about professional networking—it’s about social networking.” And with an alumni base that spans thousands of people across the U.S., Walden provides a large networking pool from which to create relationships that could help shape your second act. The Career Services Center offers a wealth of services for Walden students and alumni to help get you started on your new path:**

- Join the approximately 1,000 members of Walden’s LinkedIn site to make new contacts in your desired industry.
- Visit Walden’s Career Services Center Web site at [CareerCenter.WaldenU.edu](http://CareerCenter.WaldenU.edu) to view sample résumés and curriculum vitae to learn how to best highlight your skills and achievements as they apply to the second act. Through the Web site, you can research topics such as networking, interviewing strategies, and professional development.
- Schedule a one-on-one telephone counseling session with a Career Services staff member through the online scheduling system on the Career Services WIRE.
- Stay up to date on Walden’s Career Services blog ([WaldenCareerServices.wordpress.com](http://WaldenCareerServices.wordpress.com)), which often highlights stories of alumni who have reinvented their careers.
- Visit Walden’s Web site to view archived, bimonthly Career Services webinars on topics such as how to get an online teaching job, online social networking, workplace diversity, and the nonprofit industry.



## The Serial Second Act-or

**RONALD PAIGE '07**, Ph.D. in Education

**RONALD PAIGE'S LIFE IS A STUDY IN SECOND ACTS.** English teacher, bartender, magazine publisher, photo lab owner, salesman, advertising exec, restaurateur—there isn't much Paige hasn't tried. And for him, the transitions always occurred organically. "There is not a single career move I made that was difficult and the reason was, at the time, I had no idea I was making a career move. Everything was an evolution of what I was doing," says Paige, now the director of instructional technology and media services at Cleveland State Community College in Cleveland, Tennessee.

And though he wasn't aware of it at the time, Paige unintentionally began research on his award-winning dissertation, *The Relationship Between*

*Self-Directed Informal Learning and the Career Development Process*, when he was in high school. As a teenager in western New York, Paige spent summers working in a factory that manufactured partitions. There, he became fascinated by the learning styles of employees at the factory, several of whom dropped out of high school but were bright and incredibly quick to pick up new tasks.

The man who has made approximately 15 job changes over the years and counts Studs Terkel's *Working* among his most influential reads began considering the evolution of his career arc as he set out to work on his Ph.D. in Education. "I became very, very aware while at Walden of some of the unique paths I had followed," he says. Paige

realized his career transitions were born out of circumstances at the time.

When he bought a building to house his photo company, for example, and one of the four storefronts in the building didn't rent, Paige launched a vegetarian restaurant in the empty space. His only venture into hospitality at the time had been working as a bartender in the Catskill Mountains, but Paige knew he would acquire the knowledge he needed. "I often put myself in a position where I don't have any choice but to learn what I'm going to learn," he says. "When it's your livelihood, you sink or swim, so you know you have to learn it."

For his 400-page dissertation, which received Walden's Harold L. Hodgkinson Award for Outstanding Dissertation in 2007, Paige employed a unique, narrative research methodology, through which he analyzed stories recounted from people of various backgrounds. "The stuff that kept popping up in story after story began to really fit my own patterns of where I was most successful in my own learning," Paige says. The technology director discovered through his research that much of what people learned was self-directed. More importantly, those who were successful utilized clear strategies, multiple resources, and they oftentimes worked with a mentor. "Very few people were successful in isolation," he says.

### SECOND ACT TIP:

*Analyze the evolution of your career to realize the direction in which the professional compass is pointing you next.*

**"If people can see the evolution and they have confidence in their ability to self-direct the learning they need to proceed, by all means, they should make the move," Paige says.**

Read more about how you can join the ranks of Walden community career reinventors at

[www.WaldenU.edu/magazine](http://www.WaldenU.edu/magazine).





# Research Challenges

(And how to overcome them)

**Make a bigger impact by learning how Walden faculty and alumni got past the most difficult research roadblocks.**

Whether you are a current student or a doctoral graduate, conducting research is an integral part of being a scholar-practitioner with the skills and credibility to effect social change. Fortunately, many of the research challenges you will face—from choosing a topic, to finding study participants, to staying sane throughout the process, and every step in between—have already been addressed by members of the Walden community. Here, they share their insights on how to overcome seven top research challenges.

*By Deirdre Schwiesow*





## Challenge: Choosing the Right Topic

*Your research topic is the foundation on which everything else rests, so it's crucial to choose carefully.*

"You can't do anything else until you figure out the basic focus of your topic," says Dr. Susann V. Getsch '08, who earned her Ph.D. in Psychology from Walden. The topic of her dissertation, *Educating Students With Pervasive Developmental Disorders: An Exploration of Government Mandates and Teachers' Perspectives*, was close to her heart—Getsch has a child on the autism spectrum. After first attempting to "take on the entire world" with her research, Getsch chose to focus on how special education teachers select the protocols for classrooms with students with autism in the context of No Child Left Behind and the Individuals with Disabilities Education Act. She shares her recommendations for choosing an effective research topic.

- **Develop a doable topic.** Determine what resources you have available—time, money, people—and choose a topic that you can do justice. Getsch scrapped an initial study idea of replicating another researcher's study because it would be too resource-intensive.

“You'll be spending at least a year on a dissertation or any large research project, so it has to be compelling enough that you'll go the distance.”

- **Read everything you can on the topic.** Getsch “stumbled across” systems theory, an interdisciplinary framework for understanding systems in science and society. The topic was outside her required class reading, but ultimately provided Getsch's theoretical framework.
- **Find a theoretical basis to support your topic.** The key is having an overarching theoretical context for your results. “I was really thrilled when I found these theories that fit my study like a glove,” Getsch says.
- **Make sure the topic will hold your interest.** You'll be spending at least a year on a dissertation or any large research project, so it has to be compelling enough that you'll go the distance.
- **Look for a niche in which you can make a difference ...** “My view is that you really should be offering something new to the field,” says Getsch.

- **... but remember you can't change the world with one dissertation.** Getsch's dissertation committee chair, Dr. Stephanie Cawthon, helped her focus on the crux of what she wanted to explore. “She gently pointed out that I couldn't change the whole world with my dissertation, but I could add to the body of knowledge,” says Getsch.

- **Let yourself shift gears.** Getsch admits that the topic she started out with was “in no way” what she ended up with.

- **Fine-tune your topic based on input from others.** “Take every opportunity you can to pick the brains” of experts, Getsch recommends. “I went across disciplines. I drove people crazy. And each time, I would revise slightly based on what the last person taught me.”

## Challenge: Choosing the Right Methodology

*Once you've chosen a topic, you'll need a methodology—a procedure for conducting your research—in order to move forward.*

Dr. Linda Crawford, a faculty member in Walden's Ph.D. program, has received the Bernard L. Turner award two times for chairing outstanding dissertation recipients. She offers several techniques for getting on the right path when it comes to choosing the appropriate methodology for your study.

- **“The best way to choose it is not to choose.”** In other words, Crawford says, “the methodology that's used comes from the research question, not from your personal preferences for one design or another.” She recommends refraining from choosing between a qualitative or quantitative methodology until you:

Complete the sentence: “The problem is ...”

Complete the sentence: “The purpose of this study is ...”

Formulate your research questions.

- **Let your answers guide you.** Determine what kind of design and methodology can best answer your research questions. If your questions include words such as “explore,” “understand,” and “generate,” it's an indication that your study is qualitative. Whereas words such as “compare,” “relate,” or “correlate” indicate a quantitative study. The design comes out of the study, rather than being imposed on the study.
- **Hone your study design.** Once you become clear whether you're going in a quantitative or qualitative direction, you can begin to look in more detail at the methodology. This will be determined by figuring out “from whom you're going to collect data, how you're going to collect the data, and how you're going to analyze it once you collect it,” says Crawford.
- **Be crystal clear.** For a qualitative study, you might use focus groups and interviews, for example, to collect data, whereas a quantitative study may use

test scores or survey results. Either way, the methodology should be so clear that any other trained researcher should be able to pick it up and do it exactly the same way.

- **Be honest about your abilities.** Ask yourself, “This is what the study demands—do I have the skills to do it?” says Crawford. If not, determine if you can develop the skills or bring together a research team.
- **Take your time with the planning process.** “It’s worth consulting other researchers, doing a pilot study to test it, before you go out spending the time, money, and energy to do the big study,” Crawford says. “Because once you begin the study, you can’t stop.”

### Challenge: Assembling a Research Team

*Research is never done in a vacuum. Once your topic and methodology are in place, you will need a research team to support you, as well as study participants.*

Dr. Lynette Savage '09, Ph.D. in Applied Management and Decision Sciences, recommends assembling a network of advisors before starting your research:

- **Solicit useful feedback.** Savage suggests that you “cultivate friendships with people who are going to help you think critically” about your topic. These people are invaluable for helping you consider your idea from a different angle or perspective.
- **Vet your committee.** If you need a formal committee, choose your chairperson carefully, Savage says, “because you’re going to work closely with him or her for a while.” She recommends interviewing your potential chair and committee members to make sure there’s a match and discussing upfront what each party needs in order to go through the process. This includes asking whom your chairperson is comfortable working with—“The chair helps negotiate things if the committee can’t come to agreement, so he or she needs to get along with everyone else,” Savage explains.
- **Be clear about your needs.** Similarly, when it comes to finding mentors, or getting help for tasks such as creating a survey tool or writing your research question, Savage suggests being very clear about what you need from them. “People are very willing to help when you come structured and prepared,” she says.

### Challenge: Finding Study Participants

*Once you have your team together, it’s time to conduct your study, and that means finding participants.*

Dr. Rodney Lemery '08, Ph.D. in Public Health, managed to overcome a big challenge to recruiting participants for his study: “Like a lot of epidemiology researchers, I was trying to target a ‘hidden population’—men who have sex with men,” he explains. Lemery shares how, through trial and error, he recruited 125 participants for his study.

- **Don’t waste your money.** Lemery first tried hiring a third-party email marketing group to send his survey to 50,000 self-identified men who fit his criteria. While email marketing might work in some cases, it’s a costly risk—Lemery spent \$2,500 and got just four subjects.
- **Leverage the power of a network.** Lemery’s next attempt to reach his target group was more successful. He used what are called “snowball” sampling techniques—“targeting a particular group, locating advocates within





that social network,” and then asking them to recommend others who might be willing to participate in the study. “You almost get a domino effect, if it works,” Lemery explains.

• **Don’t be afraid to reach out.** Lemery also approached established researchers in his field for guidance and networking. “I was very nervous, but I went ahead anyway and contacted two very well-known researchers, and one of them turned out to be a very key advocate in my research and recruitment,” he explains. “If I had listened to my fear, I never would have gotten 45 of my participants.” His advice to others looking for mentors: “Just go for it—the worst thing that can happen is that people can say no.”

## Research Support: The Walden Advantage

Because Walden is dedicated to creating scholar-practitioners who will make a difference in their fields, students in Walden graduate programs have an exceptional level of support for conducting research that can effect social change. In addition to the support provided by faculty members, mentors, and dissertation committee members, Walden graduate students have access to the targeted resources of the Center for Research Support and the Center for Student Success.

The Center for Research Support can assist students with many of the specific research challenges outlined in this article. For instance, when it comes to choosing a topic and a methodology, the center regularly updates its Web site with new resources about different content areas and offers poster sessions at the January and July residencies.

“These are good opportunities to see the research being done by Walden students and faculty and to talk to the presenters,” explains Dr. George Smeaton, former executive director of the center. Students can also discuss their research projects through the center’s Communities of Scholarship in Practice—an online forum for groups of people interested in the same topic to meet electronically.

Smeaton says that other valuable resources for conducting research include access to a large number of data sets through the Inter-University Consortium for Political and Social Research and access to a participant pool of Walden students, alumni, and faculty for Web-based surveys. In addition, the center offers a statistics course for students who need to improve their skills to conduct research and provides guidelines and rubrics for developing theses and dissertations.

The Center for Research Support also offers graduate students assistance in pursuing funding for research projects, help with publishing research, and access to the Institutional Review Board (IRB), which ensures that Walden research complies with the university’s ethical standards and federal regulations.

## Challenge: Getting Institutions to Participate

*Sometimes recruiting study participants requires going through institutions, which may put up barriers, particularly if your research is controversial or sensitive, and this presents an additional challenge.*

Dr. Eileen Berg ’09, Doctor of Education (Ed.D.), conducted her doctoral study on the relationship between teachers’ unions and educators throughout schools and districts in Ontario, Canada, and came up against strong resistance due to the political nature of her topic. And Dr. Christopher Plum ’09, Ph.D. in Education, needed to observe Individualized Education Program (IEP) meetings—in which a plan is developed to help students

More support is available through the Center for Student Success (CSS), which provides the following student-centered resources:

**Career Services:** Practical online tools for complete career planning, management, and advancement cycle, as well as individual consultations.

**Academic Residencies:** Opportunities for doctoral and some master’s students to meet with faculty, network with other students, and build research skills.

**Walden Library:** Extensive digital resources, as well as dedicated staff who will help students identify, evaluate, and obtain the materials they need for their research.

**Writing Center:** Comprehensive support for academic writing, including tutoring, writing courses, one-on-one consultations, and samples and templates.

**Student Success Courses:** Supplemental courses for students who would like to enhance or refresh their skills in a particular area.

Dr. Lorraine Williams, executive director of the CSS, explains that the individual units of the CSS “work in a synergistic way to support students in their research.” For example, the Writing Center will work with students one-on-one—as well as in group skill sessions at residencies—and will also direct students to appropriate graduate writing courses, if necessary, and work collaboratively with the library to help students create a literature review. “We all work closely together as a team and strategize as to how we can best support our students,” Williams says.

Access the Center for Research Support and the Center for Student Success at

[www.WaldenU.edu/supportservices](http://www.WaldenU.edu/supportservices).





If it's an extremely hot topic, you're going to have the doors blocked. You need to persevere, you need to make contacts, you need to network with people and make phone calls and ask, 'How can you help me?'



with disabilities—in order to conduct his research. These meetings are often very difficult for parents and students, and getting access required permission from school districts, as well as the parents, student, and school psychologists attending each meeting. Berg and Plum offer suggestions for getting institutional buy-in:

- **Don't stop at the first rejection.** “I went to one of the superintendents, and she said, ‘That’s interesting, but you’re not going to get any support from this school district,’” says Berg. “So I started to apply to different districts and got all these rejections—the influence of the unions in Ontario was so strong that nobody wanted to participate.”
- **Pursue alternate avenues.** After extensive research online and networking, Berg eventually found an organization that would promote the study to principals and another organization that agreed to publish a notice about the study in its bulletin for teachers.
- **Persevere.** “If it’s an extremely hot topic, you’re going to have the doors blocked,” Berg says. “You need to persevere, you need to make contacts, you need to network with people and make phone calls and ask, ‘How can you help me?’ ... Just sending emails won’t work.”
- **Build relationships.** Plum agrees that when going through institutions to find study participants, the key “is trying to form relationships with the people who will help you gain access.”
- **Learn to sell yourself.** “You’ve got to do a lot of selling of yourself and what you’re trying to do,” Plum says. But, he warns, there’s a fine line between being persistent and not turning people off. “That’s the art,” he says. “You have to finesse it and understand the importance of building that comfort level. The people who are the gatekeepers have to believe that you’re coming in objectively and that what your research yields will potentially positively impact the institution in some way. How does this add value?”
- **Be prepared.** Plum also stresses the importance of having all of your forms and information—such as a copy of your abstract and a thumb drive with supporting documents—on hand at all times, in case someone wants more information.
- **The importance of image.** Finally, Plum says, “presentation is important—it all paints a picture in terms of how you’re going to come across.”



## Challenge: Staying Motivated and Working Your Plan

*Sometimes, in the course of a large research project, the biggest challenge can be internal—maintaining the motivation to keep going despite obstacles in your research and the pressures of work and personal commitments.*

Dr. Latrice Y. Walker '08 completed her Ph.D. in Education in just eight quarters (while also working “non-stop” on her business). She shares her strategies for maintaining an upbeat, confident attitude and staying the course with any large-scale research project.

- **Follow your passion and your purpose.** “The first component of motivation is working on something you’re passionate about, that you believe in,” Walker explains. “It’s cyclical—if you’re passionate about what you’re researching, the research will increase your passion to complete your research.” Passion, she says, comes from the belief that your work will have some kind of social impact, that an injustice in the world could be improved “even just 10 percent.”
- **Plan your work, work your plan.** Determine your purpose—your “higher mission”—and then “move constantly in that direction” by making and sticking to a plan. “If you plan your work, you have something to do every day,” Walker says. “When you complete that work, it’s a self-actualizing positive movement that’s going to propel you forward.” She recommends creating a Plan of Study (POS) and then putting the deadlines from the POS onto your calendar: “Having a plan in and of itself is a motivator—if you have that plan in writing, you can see clearly how to reach that goal.”

- **Monitor your attitude.** “When there’s so much to do, attitude does make a difference,” Walker says. “There can be no doubt in your mind that you can do this. You must believe that you can make it through this process.” To stay positive, she suggests thinking of the mind like a garden: “We have to pluck out the negative thoughts like weeds and constantly plant positive thoughts.”
- **Reward yourself.** “Make rewards part of your work plan, and then give yourself those rewards,” Walker says. “It could be going to the movies, going out to lunch, spending time with your family—whatever it is, make it something meaningful to you.”
- **Ask for help.** Walker credits her family—especially her husband—with helping her handle all her commitments. “If you share your goals with those individuals you care about, they will get to buy in and help you achieve those goals,” she says. “But only share your greatest dreams and goals with people who are going to be positive and supportive.”

“

The first component of motivation is working on something you’re passionate about, that you believe in. It’s cyclical—if you’re passionate about what you’re researching, the research will increase your passion to complete your research.

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## Challenge: Dealing With Your Data

*When you've completed your study, the final challenge is knowing how to make sense of the data you've collected.*

Dr. Ronald Paige '07, Ph.D. in Education, was faced with 900-plus pages of transcribed stories from the interviews he conducted. And Dr. Paula Dawidowicz, a faculty member in The Richard W. Riley College of Education and Leadership, is the author of *Literature Reviews Made Easy: A Quick Guide to Success*. Paige and Dawidowicz offer tips for working with your data.

- **Ground yourself in the research.** Paige realized that, to address his large volume of research, he had to connect his own research to the existing research. Grounded in a “huge survey of the literature,” he had the parameters to organize his research. Dawidowicz adds that your data should be presented in a way that demonstrates how your research adds to the body of knowledge.
- **Get back to your methodology.** Paige credits a course in research methodologies taught by his mentor and committee chair, Dr. Linda Crawford, with preparing him to deal with his data. “The books we had to read were excellent,” he says, “and we compared methodologies in class—that was very helpful.”
- **Listen to the data.** “When you have that kind of qualitative data, and you're looking at it cold, the biggest challenge is not to look at it with any preconceived ideas—you literally have to step back and wait for the data to come alive and start speaking,” Paige says.
- **Take advantage of technology.** “The key thing in qualitative research is looking for patterns, and that's where having a software program—I used one called HyperRESEARCH—was invaluable,” Paige says. “I couldn't have done it without that.”
- **Stay focused.** Dawidowicz cautions against being distracted by irrelevant data as you do your analysis. She suggests “keeping a really close eye” on your research questions and your hypothesis, “because sometimes the data you collect will take you away from that.”
- **Account for biases.** Dawidowicz explains that, in a quantitative study, the researcher needs to address the biases of the individuals completing the survey before the results can be generalized to a larger population. Whereas qualitative work requires researchers to discuss “how their bias or interpretation may have played into their conclusions.”
- **Let the data drive your presentation.** Dawidowicz says, “The data should drive how you present what you're doing. It's your job to organize it around the research questions.”
- **Draw on the details.** “A good quote or a good point pulled from a quantitative survey—that information can always give us a greater sense of what actually occurred,” Dawidowicz says.

# accolade highlights

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## The Richard W. Riley College of Education and Leadership

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**Pedro Nino '08**, who earned a Doctor of Education (Ed.D.) with a specialization in Teacher Leadership, **published** “SOSA and SOSE: Mnemonics for Verb Endings” in the May 2009 issue of *Hispania Journal*, the peer-reviewed journal of The American Association of Teachers of Spanish and Portuguese. Nino is an **adjunct assistant professor** of Spanish at the North Carolina Agricultural and Technical State University and a **program reviewer** for the National Council on the Accreditation of Teacher Education.

**Dr. Edwisimone Rodriguez-Dorestant '06**, who earned a Ph.D. in Education, **co-authored** the article, “Going D.E.E.P.: Developing Experiential Education Programs to Enhance Teaching, Learning, Retention, and Outcomes for Minority Students” in *Models of Success: Successful Models for Effectively Retaining and Graduating Students* (TMCF Publications, 2009).

**John Hoving '06**, who earned his M.S. in Education with a specialization in Middle Level Education (Grades 5–8), has been **named principal** at All Saints Central High School and Middle School in Bay City, Mich.

**Gloria Brown Brooks '04**, who earned an M.S. in Education and is now a student in the Doctor of Education (Ed.D.) program, received the Duke Energy **award** for conference travel at TODOS: Mathematics for All in April 2009. The award was presented during the National Council of Supervisors of Mathematics conference.

**Katherine White '03**, who earned an M.S. in Education with a specialization in Elementary Reading and Literacy (PreK–6), has been **named principal** at West Terrace Elementary School, Evansville, Ind. She has been assistant principal at Highland Elementary School in Evansville since 2007.

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## School of Health Sciences

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**Jeannette Bryant '09**, who earned a Master of Public Health (M.P.H.), **designed a program** called “Kids Be Aware” during her practicum experience. She **gave a presentation** on the program at the Ninth Annual Tuberculosis Education and Training Network conference on July 28–30, 2009, in Atlanta. Bryant also **presented** at the United States Conference on AIDS in San Francisco on Oct. 30, 2009.

**Dr. Moshe S. Dreyfuss '09**, who earned a Ph.D. in Public Health, **gave a presentation** of his dissertation results entitled “Norovirus: Foodborne or Pandemic Pathogen?” at the International Association for Food Protection 2009 Annual Meeting in Grapevine, Texas, on July 13.

**Dr. Marlene M. von Friederichs-Fitzwater '08**, who earned a Master of Public Health (M.P.H.), is **director** of the UC Davis Cancer Center Outreach Research and Education Program and recently **released research findings** on the issue of low breast cancer screening and survival rates among American Indian and Alaska native women.

**Ruthy Watson '08**, who earned a Ph.D. in Public Health with a specialization in Community Health Promotion and Education, **presented two workshops** on healthy nutrition and stress management techniques for Broward College Professional Development Day, held on March 20, 2009. Watson also joined more than 80 other professors and graduate students from universities throughout the U.S. and around the world to **participate** in the National Institutes of Health Office of Dietary Supplements course “Dietary Supplement Research Practicum 2009” held on June 1–5, 2009.

**Hoa Appel '05**, who earned a Ph.D. in Health Services, **presented** “Diverse Faith Influence on Complications and Hospital Stay of Cardiac Patients” at the American Public Health Association’s 137th Annual Meeting and Exposition on Nov. 10, 2009.

**Dr. Bruce Dart '05**, who earned a Ph.D. in Health Services, assumed the duties of **president** of the National Association of County and City Health Officials (NACCHO) at the association’s annual meeting in Orlando, Fla., July 29–31, 2009. NACCHO is the national organization representing the nation’s nearly 3,000 local health departments.

**Vanessa Briscoe '04**, who earned a Ph.D. in Health Services, has been named the **recipient** of the 2009 Davis-Galloway Empowerment Award by the National Coalition of 100 Black Women–Metropolitan Nashville Chapter. The award is given to recognize and honor women of color across Middle Tennessee who ascend to leadership through outstanding advocacy, effective networking, and superlative community service. Briscoe is currently a **research assistant** and **professor** of medicine at Vanderbilt University.

**Dr. Prince Ordu '00**, who earned a Ph.D. in Health Services, received a Career Education Corporation **Educator of the Year** award in the category of Student Success. He also received the **Best Service and Philanthropist** award from the Etche-America Foundation.

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## School of Management

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**Starla (Hairston) Blanks '08**, who earned a Master of Business Administration (M.B.A.), joined the staff of Atlanta’s Morehouse School of Medicine in June 2009 as a **program manager** for “Community Voices: Healthcare for the Underserved.” She will be responsible for the management and evaluation of community health programs.

**Dr. Anita Cassard '07**, who earned a Ph.D. in Applied Management and Decision Sciences, is the **Baltimore Women in Leadership Examiner** for Examiner.com. She writes articles about leadership and associated topics.

**Nur Nazmetdinov '07**, who earned a B.S. in Business Administration, was one of 15 local artists who **showcased** their work at the “Palate to Palate” premiere event at the Rochester Art Center, Rochester, Minn., on June 18, 2009.

# Understanding the Stages of Addiction and Recovery

**Student poster session award recipient**  
**Todd Daniel shares key results from his research on methamphetamine addiction.**

For his poster at Walden University's July 2009 residency in Minneapolis, Ph.D. in Psychology student Todd Daniel documented his year-long examination of 32 methamphetamine users. Through his research, Daniel discovered that when the addict's family and friends understand the downward spiral of addiction, they are better prepared to assist in the recovery process. Here, he shares three key stages of addiction and recovery.

## Entering Addiction: Nothing to Lose

Daniel remembers the first client he met as a drug counselor. "She told me how her life had fallen apart, and I felt there was nothing I could do to help her. Her situation was so dire that she had nothing to lose." Daniel encountered this sentiment in nearly every methamphetamine addict he counseled. "The people that we deal with really lack for a larger purpose in life."

## Confronting Addiction: Powerlessness in the Face of Drugs

A turning point in addiction happens when an addict realizes he does not have power over drugs. This realization, says Daniel, often signals the first step to recovery. Daniel remembers one addict's vivid confrontation with powerlessness during a police raid. "He said he knew he was in over his head when he was lying face down on the carpet with a gun pressed to his head."



**Todd Daniel,**  
**Ph.D. in Psychology student**

## Escaping Addiction: Something to Live For

Daniel's research revealed a key factor for successful addiction recovery: "If you have something to live for, you have a reason to stay away from drugs," he says. Daniel recalls one woman who came in for treatment. "Counselors educated her, but they also showed her how to use new makeup she had purchased. This was perhaps the first time in her life anyone had shown her kindness and compassion." She made friends who were also committed to sobriety. "For the first time in her life, she had something to lose," Daniel says, adding that the last time he talked to the woman, she was still drug-free.

Watch Todd Daniel's *Scholars of Change* video at  
[www.WaldenU.edu/scholarsvideos](http://www.WaldenU.edu/scholarsvideos).

**Dr. Kozhi Makai '06**, who earned a Ph.D. in Applied Management and Decision Sciences, **delivered the keynote address** at the official Sam Houston State University "welcome" on Aug. 22, 2009, during the First Year Experience's fifth annual New Student Convocation in Huntsville, Texas.

**Dr. Nick A. Fabrizio '98**, who earned a Ph.D. in Applied Management and Decision Sciences, has been **named principal** with Medical Group Management Association Health Care Consulting Group. He **teaches** in the Sloan Program in Health Administration at Cornell University and **presented** at several American College of Healthcare Executive cluster meetings in 2009.

**Dwayne P. Seymour '94**, who earned a Ph.D. in Applied Management and Decision Sciences, recently **completed his post-doctoral work** at The Brookings Institution, Harvard Kennedy School, and Columbia Business School. His studies focused on leadership, nonprofit management, and public administration/governance.

## School of Nursing

**Robynn F. Anwar '07**, a graduate of the Master of Science in Nursing program, received a 2009 Camden Hero **award** from the Greater Camden Partnership for her contributions to workforce training for the local health care industry.

## School of Psychology

**Trista Dunsmoor '08**, who earned an M.S. in Psychology, is now the **outreach services coordinator** for Kilian Community College in Sioux Falls, S.D.

**Frank Wood '07**, who earned a Ph.D. in Psychology, with a specialization in Clinical Psychology, is slated to become a **licensed psychologist** in Ohio. In addition, Wood is working on **two notable collaborations**. The first involves crafting a modification of the traditional functional behavioral assessment that will emphasize rewarding adap-



tive behaviors in concert with efforts to extinct maladaptive behaviors. The second collaboration is with Ted Wiard and Golden Willow Retreat, an organization that serves people dealing with grief and loss. They offer grief support groups, retreats, and training and education on grief.

**Austin Lane '03**, who earned a Ph.D. in Psychology, has been appointed to serve as the **next president** of Lone Star College–Montgomery. Lane has been vice president for student affairs at Tyler Junior College, Tyler, Texas, since November 2005.

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## School of Public Policy and Administration

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**Phelosa Collaros '08**, who earned a dual Master of Business Administration (M.B.A.) and Master of Public Administration (M.P.A.), was selected to be a **fellow** for the Robert Wood Johnson Foundation program “Ladder to Leadership: Developing the Next Generation of Community Health Leaders.” As

part of the program, fellows learn core leadership skills through intensive training sessions and individual coaching.

Send your accomplishments to

[alumniassociation@waldenu.edu](mailto:alumniassociation@waldenu.edu)



# How to Create a Positive Learning Community

## The recipient of the Contribution to the Profession Award shares takeaways from her research.

In her dissertation, *Perceived Effects of Teachers' Unions on Administrators' Roles and Morale*, Dr. Eileen Berg determined that teachers' unions have a negative effect on the performance of school administrators in Ontario, Canada. Berg's study, which shed light on a controversial and underreported subject, was awarded Walden University's 2009 Contribution to the Profession Award.

“Ontario is very unionized, and my dissertation was a hot topic that no one thought I should be discussing,” says Berg. “People still aren't quite ready to hear what I have to say, but Walden recognized the phenomenal worth of my study.” As an elementary school principal in Toronto, Berg has experienced the negative effects of teachers' unions on teacher and administrator morale firsthand. Below, she shares some of the problems she encountered and offers solutions based on her own experiences.

### Bridge the Gap

**Barrier:** Administrators were taken out of Ontario's teachers' unions in 1998, which created a sharp divide between the two sides, especially because administrators aren't entitled to the same protective, collective agreements.

**Solution:** “Close the gap between the administrators and the whole union by creating meaningful relationships. Spend time working closely with teachers to show them that teachers and administrators can work together without union interference.”



**Dr. Eileen Berg '09,**  
**Doctor of Education (Ed.D.)**

### Foster Positivity

**Barrier:** Unhappy teachers contribute to a negative environment among their peers and discourage camaraderie.

**Solution:** “Create an open-door policy that encourages teachers to meet with administrators at lunch, after school, and anytime that a problem arises. Your dialogue will create a contagious learning environment, and if you have happy teachers, you're going to have happy students.”

### Celebrate a Job Well Done

**Barrier:** Teachers do not feel appreciated for the hard work they put in.

**Solution:** “Celebrate school accomplishments. This past year, our standardized test scores improved tremendously and we had a luncheon to celebrate. Everyone at school, including secretaries, support staff, and caretakers were invited to reward the teaching staff for their hard work and to encourage them to continue on the path of excellence.”

Read more about Dr. Eileen Berg at

[www.WaldenU.edu/magazine](http://www.WaldenU.edu/magazine)



# How to Cultivate a Culture of Care

**Faculty poster session award recipient Dr. Tom Cavanagh emphasizes the importance of building individual relationships.**

At the July 2009 academic residency in Minneapolis, Dr. Tom Cavanagh received the faculty poster session award for a poster based on his dissertation, *Creating a Continuity of Caring Relationships in Schools*. Cavanagh's research has received positive public feedback—the Colorado government recently announced it would replicate Cavanagh's study in 10 high schools across the state. Here, Cavanagh answers questions about his research.

**Your dissertation advocates for developing a “Culture of Care” in schools and workplaces. What is a Culture of Care and why is it important?**

A Culture of Care is a theory that says schools and workplaces should put more importance on relationships than curriculum when determining their institutional purpose. It encourages one-on-one relationships. Normally in a school, the curriculum is at the center of the focus, but if you do not put relationships first, you can still fail to ensure that students meet their potential.

**What did your research in New Zealand uncover?**

I conducted my research at a school in New Zealand where most of the students were Maori—an indigenous culture—but most of the teachers were from a European background. There is often a cultural divide in the classroom or workplace when teachers or managers are from different backgrounds than their students or workers. This causes misunderstandings, but a Culture of Care can bridge this gap when everyone is understood as an individual.

**Can a Culture of Care improve workplaces as well as schools?**

Yes. There is a plant where I live that employs a lot of immigrants. At one point, managers were firing multiple employees who left work unannounced following the death of a family member, which was customary in this particular culture. After talking to the



**Dr. Tom Cavanagh, faculty member,  
The Richard W. Riley College of Education and Leadership**

employees, the managers understood it had nothing to do with the loyalty of the employees. They came to be far more understanding about the employees' needs.

**What is one way to practice a Culture of Care in the classroom?**

It is best to begin right away. Teachers should spend time getting to know their students and letting their students get to know them. One way to do this is to ask the students to prepare a video clip about what is most important to them. The teacher should prepare a similar video clip. This lets the student know someone cares about his or her life outside of the classroom.

Read more about Dr. Tom Cavanagh's research at

[www.WaldenU.edu/magazine](http://www.WaldenU.edu/magazine). 

# Improving Individualized Education Program Meeting Practices

**Outstanding Dissertation Award recipient Dr. Christopher Plum discovers a gap between policy and practice in special education placement.**

For his dissertation, *Interaction Within Individualized Education Program Meetings: Conversation Analysis of a Collective Case Study*, Dr. Christopher Plum analyzed numerous taped conversations between school psychologists and students' parents during the high-stakes meetings held to determine the education plan for students with disabilities.

His research, which received the 2009 Harold L. Hodgkinson Award for Outstanding Dissertation, focused on the interactions that occur just before a student's education placement decision is reached—a decision that, according to the Individuals with Disabilities Education Act, should be collaborative.

## A Unique Research Approach

Plum used a method called conversation analysis to examine the data he collected from observing 13 Individualized Education Program (IEP) meetings in three schools across the greater Detroit area. Conversation analysis studies natural conversation patterns—such as deep breaths and overlapping talk—to determine more about the interactions of those involved.

Using this method, Plum repeatedly found that little interaction occurred between parents and the school psychologist in the minutes leading up to a student's diagnostic information and placement decision.

But his “aha” moment came late one night while listening to playback from an IEP meeting he observed. “The school psychologist was sharing the diagnostic testing information and the parent asked, ‘How come?’” The interruption caught the school psychologist off guard, and noting the psychologist's inability to respond to the parent's question, Plum concluded both parties had unknowingly been playing designated roles.

The parents, Plum says, had taken on passive roles and allowed the school psychologist too much sway in determining the student's future—which resulted in anything but a collaborative agreement.



**Christopher Plum '09,**  
Ph.D. in Education

## Putting Research Into Practice

Plum's dissertation later revealed that IEP meetings do have a predetermined script followed by the school psychologist. “The meetings are supposed to be collaborative, but are really driven by the diagnostic results and the school psychologist's power. There's a clear gap between policy and practice,” he says.

As a school principal, Plum has the opportunity to make informed adjustments to IEP meeting protocol. “Now we don't reveal the child's diagnostic information until the end of the meeting,” he says, “and everyone around the table has informed conversation about the needs of the child. Once we have our picture painted together, we turn to the diagnostic results to see if the tests supports the work we've done.”

## Beyond the Classroom

Conversation analysis, Plum says, can be used not only in education, but also in healthcare to improve the interactions between doctors and patients, or among a group of doctors who are working together to improve their diagnostic process.

The essential element is to analyze how information is being exchanged and taken in. Often, Plum says, stakeholders do not realize where the communication problem lies until someone properly analyzes how their conversations are taking place.

Watch a video of Dr. Christopher Plum sharing key takeaways from his doctoral study at

[www.WaldenU.edu/magazine](http://www.WaldenU.edu/magazine)





# Lessons From Africa

**Hannah Strand, a B.S. in Interdisciplinary Studies student, is working toward her degree from rural Tanzania.**

## The Download

**Student:** Hannah Strand, B.S. in Interdisciplinary Studies

**Location:** Maweni, Manyara, Tanzania

**Closest City on a Map:** Babati, 21 miles away

**Equipment:** Laptop computer and mobile phone with Bluetooth

Living in a remote village in northern Tanzania without a university for hundreds of miles, Hannah Strand knew that if she wanted a higher degree, she would have to study online.

“It was really important for me to find a degree that was flexible, and that I could apply to my daily life,” says the Tanzanian native by way of Britain.

Strand, who works as a logistics coordinator for a farm cooperative, lives in the tiny village of Maweni on the southern tip of Tarangire National Park. Though her days are full of consulting with local farmers and coordinating land contracts to sustainably change farming practices in Tanzania, Strand wanted a higher degree to back up her social change work.

It was through a Ph.D. in Psychology student and fellow Tanzania resident that Strand first learned about Walden. Through Walden’s B.S. in Interdisciplinary Studies program, Strand realized she could not only learn about communication, management, accounting, business, and psychology entirely online, she could also directly apply that knowledge to her position at the farm cooperative. She enrolled in 2009.

Because of her rural location, Strand’s Web access is limited. She uses her mobile phone as a modem to connect to the Internet and downloads her coursework and additional resources as quickly as possible.

“The Internet is slow and expensive so I download my assignment, discussion, and any other resources, and copy it straight into Word,” says Strand. “I try to do everything I can on the actual Internet and then I cut it off. That way I can just take my time with my assignments.”

Despite her limited Internet access, Strand connects with her classmates and enjoys adding her international perspective to class discussions.



**Hannah Strand, B.S. in Interdisciplinary Studies student, talks to a visiting Walden professor about living and learning in Tanzania.**



**Strand’s thatched roof hut in Maweni.**

“The people in my class who are from other countries or who have traveled a lot are better at understanding that I’m really far away. People in the U.S. often don’t realize that their class is going to be so multicultural. They get really excited and ask questions. It’s a great opportunity to learn how other people live.”

*See how Walden University is making it easier for Walden students to conduct coursework while on the go at*

[www.WaldenU.edu/mobilelearn](http://www.WaldenU.edu/mobilelearn) 

# The Family Who Studies Together, Graduates Together

## Two students, one household: How one couple completed their Walden journey.

As husband and wife, Jim and Cindy Sytsma supported each other every step of the way as they each pursued advanced degrees at Walden University. Here, Jim '06, M.P.A., and Cindy '09, Ph.D. in Human Services, share how they juggled the demands of higher degrees and emerged stronger as career professionals, and as a family.

**Before Enrolling:** Cindy, who enrolled first, inspired Jim to address his own future as an employee of the federal government. "I realized my future became clearer with the education than without," he says.

**During Their Studies:** Walden was part of nightly conversation. Cindy would read Jim's papers as he anxiously looked over her shoulder. Meanwhile, Jim would run errands or prepare dinner so that Cindy could finish her KAMs by the time she gave birth in early 2007.

**Post Graduation Reflection:** Although vacations and date nights suffered, the sacrifice was worth it. "Stress yes, but I would not have traded it for anything in the world," says Jim. "As a couple, and a team, you really learn each other's strengths in that type of environment."



Cindy Sytsma '09 and Jim Sytsma '06

**What They're Doing Now:** Jim and Cindy say they're busier now than ever before. Their Walden degrees have given them new credentials in their respective workplaces to positively effect social change—Cindy trains professionals in the juvenile justice system to work with behaviorally challenged youth, while Jim is working to implement an efficient and ethical pay policy for federal employees. "Ultimately, we want to achieve the highest goals before our children are old enough to remember what we endured," says Cindy. And, as newly appointed Walden Ambassadors, the Sytsmas remain close to Walden and encourage others to strive for the same education success they've attained.

*Walden Ambassadors encourage professionals to take their careers to the next level with a Walden degree.*

*For more information, send a résumé to*

**[ambassador.program@waldenu.edu](mailto:ambassador.program@waldenu.edu)**



# Leading by Example

**Groundbreaking women speak out on overcoming obstacles and effecting social change.**

**T**his past July, Walden University hosted a panel forum called “In Power for a Change: Women Leading Social Change” in Minneapolis. Moderated by Walden Board of Directors Chair Paula Singer, the panel brought together three women—Lilly Ledbetter, Dr. Anita McDonald, and Gloria Lewis—to discuss the challenges women leaders face in the workplace. What emerged from the discussions were three different perspectives on hardship and challenges, and how three women navigated the hurdles of discrimination to come out on top and lead social change. Here are their stories.

Lilly Ledbetter, a Goodyear Tire & Rubber employee from Alabama, transformed herself from a victim of pay discrimination to a global advocate for equal pay. Dr. Anita McDonald, a university administrator, overcame stereotypes to eventually become chancellor of Penn State DuBois. And Gloria Lewis persevered through biased doubts about her abilities as a black woman to become CEO of one of the largest Big Brothers Big Sisters affiliations in the nation—Big Brothers Big Sisters of the Greater Twin Cities. Though each one of these women has improved her career and the lives of those around her, none has reached that point without a fight.

## Uncovering Injustice

All three women discovered injustice at some point in their careers. Though Ledbetter had performed well during her nearly 20 years working at the Goodyear tire plant in Gadsden, Alabama, she saw her fellow male managers could afford luxuries that she could not. But she continued her work without questioning her pay, because under company policy, employees could be fired for discussing their wages.

One day in 1998, Ledbetter found an anonymous note on her desk that revealed she was being paid between 25 and 40 percent less than her male counterparts. Ledbetter never discovered who wrote the note



**Dr. Anita McDonald, Paula Singer, Lilly Ledbetter, and Gloria Lewis**

that launched her decade-long legal battle, though she says it proves the importance of always respecting others, even if their position is below yours on the corporate totem pole.

“Networking, I believe, is the key,” she says. “Know everybody from the janitor all the way to the top and learn as much as you can about each person.”

Anita McDonald first encountered pay discrimination as an administrator, when an employee who suspected that she was being unfairly compensated approached her for advice. As it turned out, an intern was receiving the same pay as the employee, though the employee had a college degree. This reminded McDonald of her own struggles, such as when she was unfairly passed over for a dean position. “I knew, of the three candidates, that I was the best qualified for the position,” she reflects. But when she brought up the possibility of discrimination because she was a black woman, the hiring authorities took offense, so she let the subject drop.

Gloria Lewis says labels—like “woman” and “black” that impeded Ledbetter and McDonald—are also hurting the youth she encounters at Big Brothers Big Sisters. She says the children she works with are negatively labeled by many factors such as “poor,” “single-parent household,” and “child of a convict.” “I don’t know how many people can understand what that does to a child, but it is an incredible thing,” she says. “It takes away from them.” Lewis has suffered under labels, as well. “I am the first woman, first person of color—male or female—to lead [Big Brothers Big Sisters],” she says. “And I cannot tell you [the surprised looks I receive] from people who say, ‘You’re the CEO?’”



## Taking a Stand

In the face of these injustices, all three women took action. Ledbetter immediately showed the anonymous note to her husband and they discussed legal action. “I said, ‘I need to go to EEOC [Equal Employment Opportunity Commission] and file a charge my first day off, if you have no objections. And you do realize that this will take a minimum of eight years of our life?’ He said, ‘Well, what time do you want to leave?’” When she took her case to the authorities, Ledbetter was embarrassed to admit she had been treated unfairly. After enduring 10 years of legal battles, Ledbetter was eventually awarded \$3.6 million in damages—a reward she never received. According to the law at the time, Ledbetter should have filed her complaint within 180 days of the start of the unequal pay. This was impossible, because Ledbetter didn’t discover the inequality until 7,300 days after it had begun.

When McDonald was confronted with the employee’s claim, she knew action had to be taken, but she also knew the value of patience when dealing with these issues. When McDonald herself was passed over for a dean position, even though she knew that she was the most-qualified candidate, she chose not to burn bridges. Her patience paid off: The same dean position opened up again, and this time, McDonald was hired.

McDonald believes she was initially passed over for the job because she is a black woman, and Lewis says this practice of stereotyping affects not only the current workforce, but also children growing up in America. Lewis recalls an eight-year-old boy who had moved from Somalia to Minneapolis. “He was kind of hard to relate to at first, because we didn’t know what had happened in his prior life before coming to this country,” she says. The boy had come from a country embroiled in turmoil and fighting and had lived in a refugee camp. Instead of giving up and labeling him because of past difficulties, his

mentor “stuck with him,” says Lewis. The mentor guided him through his studies all the way through high school.

## Passing the Torch

When Ledbetter was unable to claim awarded damages because of a law that stated she must have filed her claim within 180 days of her first discriminatory check, she took the fight to Washington. On January 29, 2009, President Obama signed his first bill into law, the Lilly Ledbetter Fair Pay Act, which resets the 180-day statute every paycheck, thus extending the deadline for filing a complaint. On inauguration day, Ledbetter danced with Obama at the inaugural ball, but she says the celebration does not mark an end to her fight. “This is a national problem,” she says.

Since overcoming her own struggles, McDonald continues to steer higher education institutions toward creating positive social change. Prior to her current position, she held senior academic administration positions at the University of Arizona and the University of Missouri–St. Louis. Under her current position as chancellor at Penn State DuBois, students have increased volunteer hours, community fundraising, and a focus on concern for veterans.

At Big Brothers Big Sisters, reaching out to others on an individual level is something Lewis advocates on a daily basis. Mentoring is one of the most efficient ways to make positive change, she says. The Somali-American boy who was mentored recently received a full scholarship to the University of Minnesota, where he plans to study medicine. “He is going to be a doctor. One day you’re going to walk into a room, and you will not know his story because he will be Dr. Hassan. And he will not tell you of the days he spent in the refugee camp and the days that they didn’t eat.”

## At a Glance: The Lilly Ledbetter Fair Pay Act

As President Barack Obama signed the Lilly Ledbetter Fair Pay Act into law on January 29, 2009, he remarked on how it would symbolically uphold one of the nation’s first principles. “We are all created equal and each deserve a chance to pursue our own version of happiness,” said Obama, as Lilly Ledbetter stood behind him.

In 1998, Ledbetter discovered that after nearly 20 years of working for Goodyear Tire & Rubber Company, she had been paid significantly less than her male counterparts. Though a lower court found that she was the victim of pay discrimination, the Supreme Court ruled against her in 2007. At that time, the law required an employee to file an equal-pay lawsuit within 180 days of the first discriminatory paycheck. Ledbetter had not discovered the discrimination until nearly 20 years after the first paycheck.



President Obama signing the Lilly Ledbetter Fair Pay Act.

Ledbetter did not surrender, and after more than 10 years of legal battles, the new act bearing her name changed the statute of limitations for filing a lawsuit. The Lilly Ledbetter Fair Pay Act, which amends the Civil Rights Act of 1964 and the Age Discrimination in Employment Act of 1967, now restarts the 180-day time limit with every unequal paycheck that an employee receives.

“In the year 2009, countless women are still losing thousands of dollars in salary, income, and retirement savings over the course of a lifetime,” added Obama. “Making our economy work means making sure it

works for everybody. It’s not just unfair and illegal, it’s bad for business to pay somebody less because of their gender or their age or their race or their ethnicity, religion, or disability.”

## Turning Inspiration Into Action

Walden University Board of Directors Chair Paula Singer, who moderated “In Power for a Change: Women Leading Social Change,” praised Ledbetter, McDonald, and Lewis as “great inspirations” who will influence future generations with their advice and their actions.

Ledbetter says, “I tell young women today to be sure that you start out and negotiate your salary and make sure that you’re being paid fairly.” McDonald agrees, and says the first step is realizing your worth. “Know what you’re about. You really do have to build your support and

your relationships one at a time. That’s where I would start—with being confident and stepping out there.” Lewis echoes those sentiments: “Do not be afraid to step out from the status quo. If you know something and it’s different, say it, but be able to back it up with what you have and stand firm.”

Watch the “In Power for a Change: Women Leading Social Change” panel video at

[www.WaldenU.edu/magazine](http://www.WaldenU.edu/magazine).



# Why I Refer

## Severo Balason

**WHEN DID YOU KNOW WALDEN WAS THE RIGHT PLACE FOR YOU?** When I learned about Walden’s intent to effect social change by developing scholar-practitioners. At that time, I also realized that I wasn’t getting my degree just to have an extra letter after my name—I want my dissertation to effect change in my community and beyond.

**WHAT HAS WALDEN TAUGHT YOU SINCE YOU STARTED IN 2008?** Though I’ve worked in the community college system for 16 years, it wasn’t until I came to Walden that I understood that many middle-level administrators never get the opportunity to become leaders in their schools. Right now, community college leaders around the country are getting ready to retire. I want to start a program that will enhance the skills and abilities of middle-level administrators so they can step up to the next level. I want to see that people in my own community college who want to be leaders have the chance to do so.

**WHY DO YOU REFER OTHERS TO WALDEN?** Walden offers my colleagues higher learning that will enhance their professional roles, and their research will effect social change in society. The work is rigorous, but offers the convenience of working, researching, and interacting with colleagues and faculty without the constraints of travel.

**HOW MANY PEOPLE HAVE YOU REFERRED TO WALDEN?** I have referred approximately 10 colleagues to Walden.

Refer someone to Walden at

[www.WaldenU.edu/refer](http://www.WaldenU.edu/refer).



If you’ve already referred someone who is a current student at Walden, send an email to

[alumniassociation@waldenu.edu](mailto:alumniassociation@waldenu.edu).



**DEGREE PROGRAM:** Ph.D. in Education with a specialization in Community College Leadership

**CURRENT JOB:** Dean of Student Services at Lone Star College in Houston, Texas

**HOW DID YOU LEARN ABOUT WALDEN?** There are quite a few Walden graduates among my colleagues at Lone Star College—including the president of the Montgomery campus, Dr. Austin Lane. But I was actually referred by my mentee, Dr. Kozhi Makai, who I originally referred to Walden.

**SOMEONE YOU REFERRED TO WALDEN REFERRED YOU TO WALDEN?** Yes! I became Kozhi’s mentor in 1995, when he moved to the United States from Zambia to attend Lone Star College. He worked as my student assistant, and because he is such a gifted individual, I really pushed him to excel. He eventually transferred to Sam Houston State for his bachelor’s, and then went on to Jones International University for his master’s. I told him not to stop, and by 2005, he had received his Ph.D. in Applied Management and Decision Sciences from Walden.

When Kozhi finished, he told me that it was his turn to push me toward a higher degree. Now he’s my advisor, and now he has insight for me.

# Walden Programs *at a glance*

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

## New Offerings

### CENTER FOR UNDERGRADUATE STUDIES

B.S. in Interdisciplinary Studies

**Undecided major**

### THE RICHARD W. RILEY COLLEGE OF EDUCATION AND LEADERSHIP

Ph.D. in Education  
General Program  
Adult Education Leadership  
Community College Leadership  
Curriculum, Instruction, and Assessment  
Early Childhood Education  
Educational Technology  
Higher Education  
K-12 Educational Leadership  
Self-Designed  
Special Education

Doctor of Education (Ed.D.)  
Administrator Leadership for Teaching and Learning  
Higher Education and Adult Learning  
Teacher Leadership

Education Specialist (Ed.S.) in Administrator Leadership for Teaching and Learning

**Educational Specialist (Ed.S.) in Educational Leadership and Administration (Principal Preparation)**

Education Specialist (Ed.S.) in Educational Technology

Education Specialist (Ed.S.) in Teacher Leadership

M.S. in Education  
Adolescent Literacy and Technology (Gr. 6-12)  
Curriculum, Instruction, and Assessment (Gr. K-12)  
Educational Leadership (Non-Licensure) (Gr. K-12)  
Elementary Reading and Literacy (PreK-6)

Elementary Reading and Mathematics (Gr. K-6)  
Integrating Technology in the Classroom (Gr. K-12)  
Literacy and Learning in the Content Areas (Gr. 6-12)  
Mathematics (Gr. K-5)  
Mathematics (Gr. 6-8)  
Middle Level Education (Gr. 5-8)  
Science (Gr. K-8)  
Special Education (Non-Licensure) (Gr. K-12)  
Teacher Leadership (Gr. K-12)

M.S. in Instructional Design and Technology  
General  
Online Learning  
Training and Performance Improvement

B.S. in Child Development  
Infant/Toddler  
Preschool  
Dual Concentration (Preschool and Infant/Toddler)

B.S. in Instructional Design and Technology  
General Program  
Business and Organizational Change  
Human Factors and Interface Design

Minnesota state-approved special education endorsement programs with an optional M.S. in Education with a specialization in special education  
Emotional/Behavioral Disorders (K-12)  
Learning Disabilities (K-12)

Minnesota state-approved Teacher Preparation Program with a Master of Arts in Teaching (M.A.T.)  
Early Childhood Education (Birth-Gr. 3)  
Special Education, Emotional/Behavioral Disorders (K-12)  
Special Education, Learning Disabilities (K-12)

Graduate Courses for teachers

Instructional Design and Technology Certificate

### COLLEGE OF HEALTH SCIENCES

#### School of Health Sciences

Ph.D. in Health Services  
General Program  
Community Health Promotion and Education  
Health Management and Policy

Ph.D. in Public Health  
Community Health Promotion and Education  
Epidemiology

Master of Healthcare Administration (M.H.A.)

Master of Public Health (M.P.H.)

M.S. in Clinical Research Administration

#### M.S. in Health Informatics

**B.S. in Health Studies**  
**Child Development**  
**Health Informatics**  
**Health Management**  
**Health Psychology and Behavior**

#### School of Nursing

Post-Master's Certificates  
Nursing Education Certificate  
Nursing Informatics Certificate  
Nursing Leadership and Management Certificate

Master of Science in Nursing (MSN)  
Education  
Leadership and Management  
Nursing Informatics

Bachelor of Science in Nursing (BSN)

### COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

#### School of Counseling and Social Service

**Ph.D. in Counselor Education and Supervision Consultation**  
**Counseling and Social Change**  
**Forensic Mental Health Counseling**  
**General Program**  
**Nonprofit Management and Leadership**  
**Trauma and Crisis**

Ph.D. in Human Services  
General Program  
Clinical Social Work  
Counseling  
Criminal Justice  
Family Studies and Intervention Strategies  
Human Services Administration  
Self-Designed  
Social Policy Analysis and Planning

M.S. in Mental Health Counseling  
Forensic Counseling

#### School of Psychology

Respecialization Certificate (all post-doctoral)  
Clinical Psychology  
Counseling Psychology  
General Psychology  
Health Psychology  
Organizational Psychology

Specialized Learning Certificates  
Clinical Assessment (post-doctoral)  
Clinical Child Psychology (post-doctoral)  
Teaching Online (post-master's)  
Organizational Psychology and Development (post-bachelor's)

Ph.D. in Psychology  
Clinical Psychology  
Counseling Psychology  
General Psychology  
Educational Psychology Track  
Research and Evaluation Track  
Health Psychology  
Organizational Psychology

M.S. in Forensic Psychology  
Forensic Psychology in the Community  
General Program  
Mental Health Applications  
Program Planning and Evaluation in Forensic Settings  
Psychology and Legal Systems

M.S. in Psychology  
Crisis Management and Response  
General Program  
Health Psychology



Leadership Development and Coaching  
 Media Psychology  
 Organizational Psychology and Development  
 Organizational Psychology and Nonprofit Management  
 Program Evaluation and Research  
 Psychology of Culture  
 Psychology, Public Administration, and Social Change  
 Social Psychology  
 Terrorism and Security

B.S. in Psychology

**Child Development—Infant/Toddler**  
**Child Development—Preschool**  
**Criminal Justice**

Psychology Applied to Everyday Life  
 Psychology Applied to the Helping Professions  
 Psychology Applied to the Workplace  
 Preparation for Graduate Studies

#### School of Public Policy and Administration

Ph.D. in Public Policy and Administration  
 General Program  
 Criminal Justice  
 Health Services  
 Homeland Security Policy and Coordination  
 International Nongovernmental Organizations (NGOs)  
 Law and Public Policy  
 Local Government Management for Sustainable Communities  
 Nonprofit Management and Leadership  
 Public Management and Leadership  
 Public Policy  
 Public Safety Management  
 Terrorism, Mediation, and Peace

Master of Public Administration (M.P.A.)

General Program  
 Health Policy  
 Homeland Security Policy  
 Interdisciplinary Policy Studies  
 Law and Public Policy  
 Local Government Management for Sustainable Communities  
 Nonprofit Management and Leadership  
 Policy Analysis  
 Public Management and Leadership  
 Terrorism, Mediation, and Peace

M.S. in Nonprofit Management and Leadership

B.S. in Criminal Justice  
 Computer Information Systems and Security  
 Crime and Criminals  
 Criminal Justice Management and Administration  
 Homeland Security  
 Human Services for Criminal Justice

Certificates

Graduate Certificate in Government Management  
 Graduate Certificate in Nonprofit Management

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# how i did it

**Jessie Kilgore, Jr. '09**

**Degree earned:**

Ph.D. in Education with a specialization in K–12 Educational Leadership.

**What inspired me to pursue a Ph.D.:**

I was the first in my family to receive a college degree, and I've had a lifelong goal of doing everything I can do in education.

**How I paid for it:**

A combination of student loans and personal funds.

**How long it took:**

Four years, two months, and 22 days.

**When I studied:**

When I started the Ph.D. program, I made a promise to my family that I would do everything in my power to keep life normal. So, after our nightly activities were concluded, I would study until 3 or 4 a.m., two to three times per week. Additionally, after Saturday family time, I would study throughout the night.

**Where I studied:**

We have a home office—when the door's open, others can come in; when the door's closed, it's off limits.

**Best advice I got from a Walden faculty member:**

My dissertation advisor, Dr. Deanna Boddie, encouraged me to take the dissertation one chapter at a time. The human reaction is to look at the totality of it all, but she always brought me back to focusing on small pieces of the bigger pie.

**Best thing my family did to help me:**

My wife would often take the kids somewhere when I needed quiet time, and the kids came to understand that they had to leave dad alone so he could “write his book.”

**Most challenging part:**

In year two of my Ph.D. studies, my father was diagnosed with cancer. When it became apparent that he would not survive, I faced a critical decision—withdraw from the program to spend more time with Dad or do everything in my power to complete the program prior to his passing. I chose the latter, as he would not have had it any other way. There was nothing more challenging than trying to maintain a focus at such a high level and grieve at the same time.

**What kept me motivated:**

My mission became doing whatever was necessary to provide my father with “proof of completion” prior to his transition. It was his spirit really pushing me to work through it.

**Lowest point:**

The passing of my father and the realization that, for the first time, he would not be present at a significant event in my life.

**Highest point:**

Two days before my father's passing (which was also my 40th birthday), I was able to present him with a framed copy of my dissertation cover page—proof of completion!

**My next big challenge:**

After taking a few months to relax, I plan to begin the process of getting my work published in a few peer-reviewed journals. I also plan to write a book focusing on urban education reform.



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

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