

LIVE & LEARN

Magazine of Excelsior College

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Working Learning into Life

p.2

Cover Story:
A Passion for
Health Care
Informatics



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WORKING LEARNING INTO LIFE

A PASSION for Health Care Informatics

Karen "Missy" Belotti, RN, emergency room nurse, educator, and student in the Graduate Certificate in Health Care Informatics program

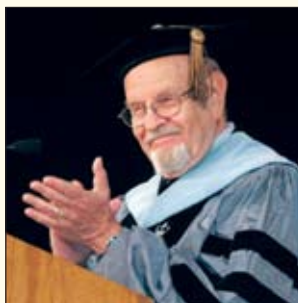
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Ford Foundation Grant Awarded

in support of Excelsior's proposal for an exciting new project, "Taking Root: Teaching Our Teachers about Diaspora"

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First President's Medal

Board of trustees honors Dr. Murray Block, interim president and acting provost from 2005-2006

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WORKING LEARNING INTO LIFE

My "American Dream"

Staff member and Excelsior College graduate, Emilsen Salazar Holguin, talks about her new life in the U.S.

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WORKING LEARNING INTO LIFE

Earning Credit from Experience

First Portfolio-Based Assessment program graduate shares the process of her success

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DEAR STUDENTS, ALUMNI, FACULTY, AND FRIENDS



I am delighted for the chance to communicate with you, the Excelsior College community, through this letter in *Live & Learn* magazine. Many of you have known me through the past 16 years, first as dean of the School of Nursing, and later, as vice president for Health Sciences. Providing leadership to the faculty and staff of such well-regarded and highly innovative programs has been very rewarding.

I'm pleased to tell you that I have a new position at the College now — vice president for Outcomes Assessment and Faculty Development. In this new role, I am responsible for ensuring that we clearly measure our students' learning in courses and academic programs. As a recognized leader in the areas of learning assessment and competency-based education for the past 35 years, Excelsior intends to continue to be at the forefront of learning outcomes assessment.

In terms of faculty development, I will be working with both on-site faculty members as well as those at a distance. My focus will be on bringing faculty, who reside worldwide, into a more cohesive academic community. With them, I will be helping to define and measure expected learning outcomes so that we may be certain our students are receiving the benefit of the education Excelsior College strives to offer.

Faculty who develop sound measurements of learning also benefit by being able to improve their courses, based on feedback received. Our efforts will help to build a student success model that sees increased retention and graduation rates as well as quality of academic offerings. I'm very pleased for the opportunity to serve in this new role and look forward to working with the entire college to build a comprehensive program of outcomes assessment and faculty development.

In closing, I want to say that it's especially meaningful to me to be writing this letter in the same issue that features an article about Karen "Missy" Belotti (page 2). She is a tremendously caring nurse at St. Peter's Hospital in Albany, NY, who also happens to be an Excelsior College student! My husband Mike and I had the chance to spend some time with her during an unexpected visit to the emergency room. She is a wonderful example of how Excelsior College can help working adults work learning into life!

Best wishes,

A handwritten signature in white ink that reads "Mary Beth Hanner". The script is fluid and cursive.

Mary Beth Hanner

Vice President for Outcomes Assessment and Faculty Development

A PASSION for Health Care Informatics

KAREN "MISSY" BELOTTI, RN, CLINICAL EDUCATION SPECIALIST



A Fateful Collision

Earlier this year, Dr. Mary Beth Hanner, vice president for Outcomes Assessment and Faculty Development, received a call from her husband, Mike. Dr. Hanner, who has previously served as Excelsior's vice president for Health Sciences and dean, School of Nursing, remembers, "I was on my way to a meeting in Albany, and he was in an ambulance on the way to the hospital after having been hit by a truck!" As it turned out, Mike had some head injuries and needed immediate evaluation by the emergency room staff at Albany's St. Peter's Hospital.

When Dr. Hanner arrived at the ER, she was met by Karen "Missy" Belotti, RN, who immediately recognized Hanner from a conference she'd attended on health care informatics, sponsored by Excelsior College. As Dr. Hanner would soon learn, Missy herself is a student in the College's Graduate Certificate in Health Care Informatics program—with only one course to go! "It was interesting," says Missy. "I was working with one of the nurses that day—out in the critical area, precepting her, when they [Mary Beth and her husband] came in—and they were lovely people."



Dr. Mary Beth Hanner and husband, Mike

Dr. Hanner recalls that because Mike needed a number of tests, "we spent several hours in the ER, and I had a chance to talk with Missy further. I was so impressed with her caring attitude and her excellent clinical skills. When I asked her how she was using the knowledge she was gaining in the informatics program, she showed me the computer program that she actually helped to design for the ER at St. Peter's. Many nurses are interested in the informatics area but don't know how they would use information management skills to improve patient care. I asked Missy if she would be willing to help explain more about it in an article for *Live & Learn*, and she agreed to do it."

Thankfully, Dr. Hanner's husband fully recovered from his brush with a truck. "What began as a stressful and frightening day ended on a high note," said Hanner. "My husband would be fine, and I had a chance to see what one student (in my own neighborhood) has been able to accomplish, based on the very knowledge, principles, and skills that she and so many others are gathering from the Excelsior College certificate program."

Missy Belotti, RN, earned her Bachelor of Science in nursing from SUNY Plattsburgh, did graduate work at Duke University, and is currently enrolled in the Excelsior College Graduate Certificate in Health Care Informatics program. Her son Rich Jr., 18, attends Schenectady Community College and wants to be a pilot. Daughter Tess, 14, attends Catholic Central in Troy, NY, and wants to be a neonatal nurse someday. Missy credits husband of 20 years, Rich Sr., maintenance director at a Capital Region long-term care facility, for being "the biggest supporter of all that I do."

Designing an Emergency Room System for the 21st Century

St. Peter's Hospital, where Missy works, has a wonderful reputation, both regionally and nationally. It is an organization known for valuing and encouraging staff initiative and collaboration. Named among the Top 100 Hospitals for cardiovascular, stroke, and overall clinical care, St. Peter's is consistently at or near the top 20 percent of all hospitals in national patient satisfaction surveys.

When the St. Peter's emergency department was expanded and redesigned, it also became necessary to redesign the ER computer database system, and Missy played a large role in the new system's development. In fact, she says, she became "passionate" about health care informatics during her realization that the old way of keeping records would no longer work. Crediting most of her success in helping to establish the new, computer-based emergency department system to St. Peter's Information Technology programmer, Dick Stewart, Missy says, "He worked tirelessly with the emergency room team to develop a database system that would be user friendly and worlds beyond 'the old grease board' that everyone had always used." For most hospitals, marking up a big white board with grease-pencil notes and meaningfully placed magnets was the hallmark of emergency room record-keeping.



The "old grease board"

"What we did with Dick in the very beginning," says Missy, "is to have him stand by the grease board for a few hours and just watch the dynamics. The original system relied on grease pencils and magnets. If a physician wrote an order on the grease board, he'd put up an MD magnet. If the patient was going to be admitted, there was a blue A magnet to indicate they were admitted. If the doctors were just thinking about admitting a patient, the blue A would be turned upside down. So it's these intricacies that Dick had to learn. Nurses interacted with the grease board. The techs (patient-care technicians) interacted with the grease board—the secretaries, the physicians, etc."

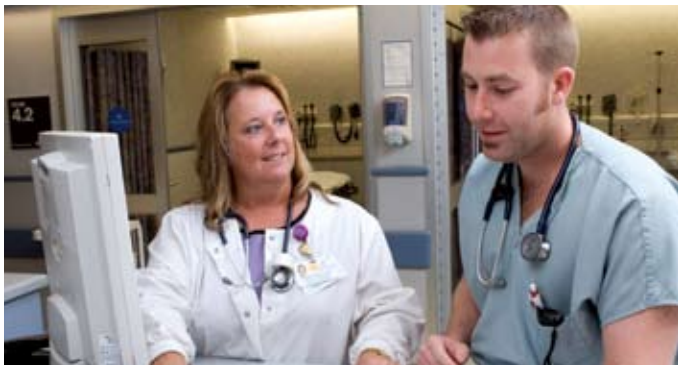
So, Dick took down all that information in order to get a sense of what the team wanted to automate on the computer. From a language perspective, he would say, "Okay, why is the A upside down? And what is it that happens to cause that A to get turned right side up?" And then he would talk to Missy about certain intricate details regarding the creation of the program or an Access database, and, as she says, "I had no idea what he was talking about. So we learned a lot from each other; we sort of bounced stuff off each other all the way along the journey—and it was a long journey."

Continued on next page

It took three months before the new system was up and functioning—in its novice, newborn stages. Missy and Dick, with feedback from staff, continued to tweak the process, making it both more detailed and more responsive. “The grease board had been part of this emergency department long before I came here,” Missy recalls. “The white board with the patient name—the chief complaint. When a patient was discharged, you merely needed to take the eraser and erase it.”

When the new online tracking system was ready to be tested, the team continued to maintain the grease board along with the electronic tracking system, until one day, Missy said “There will be no more grease board in this area.” She remembers going out and buying a “really pretty, flowery fabric. It was beautiful. I covered the grease board, and people rung their hands, gnashed their teeth, and said, ‘This will never work. We need our grease board back.’” And so after about three months, Missy actually snuck in one morning around 5:00 a.m. and took the grease board down. She folded up the material, and put it in her desk (because she still thought perhaps it would be needed again). But after about a week or ten days, she looked at the staff and said, “Does anybody notice anything different?” They didn’t! And now, they’ve really embraced it completely and rely on it tremendously. It’s a system that works—one that’s never really completed but just keeps getting enhanced and embellished due to feedback from hospital staff and managers.

Today, St. Peter’s tracking system lives on its own dedicated server, because, as Missy points out, “If we can’t find the patients—we can’t place them. It also helps us keep track of EKGs, lab work, and admissions. You can tell how many people are in the waiting room; it gives four different views—each team has its own view—and then there’s a global view, and there’s also a counter at the bottom so people always know how many folks are in the waiting room. Even if you’re just in your own team view, you’ll always know, one, two, four, 12 people are waiting to be seen. And it helps to motivate and drive people to work a little faster, work a little more efficiently. Because that’s what we all are aware of—that someone is sitting in the waiting room—an unknown entity—and we need to get them in as quickly as we can. That’s what we strive to do.”



Missy and John Hopper, RN, complete “critical thinking rounds”

Missy also ticks off a number of additional uses for the tracking data. She says, “We do lots of ‘throughput’ studies, because you really need data to trend what patients are coming in for, or at what hour do we get the largest number of patients? We’ve flexed our staffing based on data we’ve been able to pull out of tracking. Throughput times are: What is the door-to-physician time? What is the door-to-nurse time? Door-to-disposition (discharge or admission)? And then, what is the door-to-exit time? Our director actually puts that information out every day for the staff to see from the day before. It validates that they worked really hard, and they really like to see those numbers.”



An RN, an Educator, a Dynamo

Currently, Missy’s job entails working with “all the new nurses who come to the emergency department... I have about five people who are on orientation right now—and a lot of planning, organizing, sending them to classes, identifying what their educational needs are, and giving them the opportunity to grow. That’s a big part of what I do.” Not only an educator of staff, Missy is also an educator of those who come to visit, such as third grade “adventure tour” groups, who want to learn more about the hospital. She is also a merit badge counselor for first aid for the boy scouts. In fact, she says, “Today at 3:00 p.m., I’m going to teach a little first aid to Girl Scouts... I like to sort of dabble in some different things.”

Missy is also on a slew of hospital-wide committees including Infection Control and Disaster Preparedness. “I’m a member of the HAZMAT Team, so if someone is contaminated, there’s a team of us that get together to suit-up and decontaminate the patient before he/she/they can come in the emergency department.” Also a member of a Critical Care Committee, Missy says, “We take care of really sick patients down here who go upstairs to CCU and ICU; there’s a group of nurses and physicians who are always looking at cutting-edge ways to take better care of those patients... There’s also what we call an MI Initiative, and I’m part of that team. If you come in, and you are having a heart attack, we have a whole process in place that will literally move you through our department in less than thirty minutes, to get you up to the Cath Lab, which is really where you need to be to get that vessel open and minimize the damage to your heart. I worked a lot on that initiative.”

And there’s the Service Recovery Initiative that Missy helped implement—the “customer service aspect of emergency-room diplomacy, created especially for those who feel their experience in the ER was less than perfect.” Believing that “a small gesture can make a difference,” she is especially glad that it is the employees, the line staff, not the “big wigs,” who can make it. “Sometimes we may have done everything all right, but the perception is that we’re slow or we made an error. We can step in and try to make it right by offering a small token of apology. It may be a five-dollar coupon



Missy and ER team members check out current status of St. Peter's waiting room — electronically.

to the cafeteria, or to Jasmine's Coffee Bar [in the hospital lobby], or to a CVS pharmacy. We do this throughout the hospital with 'toolboxes' on all the units that anybody, housekeeping, dietary, nursing, physicians, can access for an apology card and a coupon. And patients really do respond. I think the apology—just somebody listening and recognizing that they're upset—is even more meaningful than the gift.”

Incredibly, Missy is also a skilled editor, who makes time to create a bi-weekly newsletter for the ER that's posted at all nursing stations and emailed to a large population of per-diem nurses. “Our director always puts in a column; our manager always puts in a little ditty, and I put in clinical alerts or learning opportunities—that type of thing. I love the newsletter!” Missy says that a lot of staff who don't work in emergency have requested the ER newsletter. So now, she reports, “They even put it up in the bathrooms!”

Technology and the Study of Informatics

Looking back on her leadership of the St. Peter's tracking project, Missy feels that “in some ways it was sort of by-the-seat-of-my-pants! I learned as I went along. But looking ahead, I think the nursing shortage is here to stay. The nursing schools have waiting lists, and we can't even educate nurses fast enough to keep up with the demand. And so, we need to take the nurses we have and give them the tools to be more efficient. That's what technology does. It enhances the nursing practice. I don't believe personally that it takes away from nursing at all, because nurses will always be at the bedside. But there are lots of things that can make our practice more efficient; we can learn to share information a little better.”

When Missy decided to study health care informatics, she looked for a program in her area, and there were none—no schools to which she could easily drive. Once she found out about Excelsior's program, she determined that with a little self-discipline (“being a mother of two teenagers, and working full time, I need a lot of self-discipline!”), it would be a great option. As she puts it,

“I could be in school in my own home—at 11:30 at night or at 7:30 in the morning, and I could study when it worked for me. Excelsior really helped me understand the foundation of what we created at St. Peter's. I sort of grew to understand it afterwards as opposed to before. It is a burgeoning area of nursing—and you can never know it all. Excelsior is helping me to keep up.”

Missy found one of her courses—Technology in Health Care, with a module focused entirely on ethics—to be particularly interesting. “Every piece of information management we introduce into health care has an associated ethics component. Really, health care is about people; it's not about computers or software—it's about people.” Now she approaches everything with an eye on the ethics behind it, and it's something she considers when talking about applications in the clinical setting—how and which nurses can view tracking. “Unless you're directly caring for the patient or have to do something related to that patient, you do not need to know who is in the emergency department and for what. Protecting people's information is really important to me.”

Working Learning into Life

Missy says she is asked all the time, “How do you like online learning? What are the pros and cons? I think, for really busy people, who have busy lives, it's an option that would not be available to us if we had to attend school during the day, or even in the evening. And so, it's a great opportunity; I can work at my own pace. I was in a class, probably a year and a half ago, when my mom got really sick. Being the nurse in the family, I sort of took over organizing her care at home and hospice, and so I withdrew from the class I was in—always knowing that it didn't mean I was done. Excelsior was wonderful. When I called and said I'm a couple months into this class, but I have to focus my attention elsewhere, they were very understanding and very kind and left the door open. So, as soon as I'm ready to go back in, I can start up on another class and get finished.”

Best of all, according to Missy, has been the opportunity to communicate on a global basis via the Internet. “You get to interact with people from all over the world. I've had students in my classes from Saudi Arabia, from Ireland, from Oregon. You get to pick their brains about how they do things in their institutions. It's not just the core content of the classroom. You learn so much more beyond what's on the syllabus, because of who you're in the class with. I'm still in contact with people from my first class, who also work in emergency departments. We trade emails like: Have you ever had this issue? Do you have any standards about this or that? It's really incredible!” ■

by Carol Tiger

For more information about the Graduate Certificate in Health Care Informatics program, please contact Dr. Linda Kennelly toll free at 888-647-2388; press 1-3-7 at the greeting.

COLLEGE RECEIVES **Ford Foundation Grant** TO LAUNCH GRADUATE COURSES ON **DIASPORA**



“Diaspora, a term referring to ethnic populations, forced from their homeland, who maintain close ties to their home and culture, is more than just a word in the dictionary...”

Minnesota, and a significant Puerto Rican population now calls Amsterdam, New York, home. These communities, as well as many others throughout the nation, are



unprepared for the clash of cultures and language barriers that can result from such relocations. Schools, not surprisingly, are feeling the impact and confronting on a daily basis the challenges of understanding and meeting the needs of

their diasporic students. Through *Taking Root*, Excelsior College’s School of Liberal Arts will partner with the Lincoln, Minneapolis, and Amsterdam public school districts to develop and pilot two three-credit online graduate courses. These school districts were selected not only because of their diverse student populations—the Lincoln district alone has large Southeast Asian,

Bosnian, and Sudanese populations—but due to their growing expertise in serving these populations.

School district staff will work with Excelsior College faculty to develop the two courses. Selected teachers from these three school districts will enroll and complete the two courses and, afterward, provide the College with feedback on how to fine tune the curriculum. The unique design and delivery of *Taking Root* will help ensure that its impact will ripple throughout the educational system, exposing teachers and children alike to more inclusive and productive ways of thinking.

The Ford Foundation grant covers the 20-month curriculum development and piloting phase of the *Taking Root* project. The two courses will be available for general enrollment in 2009. ■

Excelcior College and the Ford Foundation have a long-standing commitment to serving the underserved. This year, the two are joining forces toward that end. A \$104,000 grant from the Ford Foundation will support Excelsior’s project, ***Taking Root: Teaching Our Teachers about Diaspora***, providing essential tools to schools struggling to address the needs of their diasporic populations. This project, the brainchild of associate dean for the School of Liberal Arts, Dr. Susan Nash; vice president for Institutional Advancement, Cathy Kushner; and director of grants and research, Patti Croop, was fine-tuned through months of research and collaboration.

“*Diaspora*, a term referring to ethnic populations, forced from their homeland, who maintain close ties to their home and culture, is more than just a word in the dictionary to countless communities across our nation,” explains Dr. Nash, director of *Taking Root*. “War, natural disasters, and economic collapse have resulted in millions of refugees coming to the United States and settling in suburbs and rural areas as well as urban centers.”

For example, large numbers of Bosnians have relocated to Lincoln, Nebraska; Hmong have settled in Minneapolis,



Grant proposal team, l to r: Dr. Susan Nash, Cathy Kushner, and Patti Croop

First President's Medal

Honors Dr. Murray Block

Excelcior College awarded its first President's Medal to Dr. Murray Block, in recognition of his significant contributions to the College's leadership. Dr. Block served as interim president following the retirement of first president, C. Wayne Williams.

Block was instrumental in the challenging search for a new president. And with the appointment of President John F. Ebersole in January 2006, he continued his leadership in the post of interim provost until Dr. Dana Offerman accepted the position in August 2006.

President Ebersole praised Block's work and noted, "Dr. Block's wisdom and many years of experience made the transition much smoother, both for me and for the College. Knowing that the institution rested in his capable hands, the Excelsior College Board of Trustees was also able to allow me time to complete commitments I had undertaken before accepting the president's position, including a fellowship at Harvard's Kennedy School of Government."

Acknowledged as an outstanding administrator and communicator, Dr. Block's accomplishments at Excelsior include a major expansion into the development of online courses at the undergraduate level and the establishment of the College's first internal general counsel—all while advancing the search for its second president. In addition, his attention to relationships with and among members of the board of trustees helped to refine their roles and maximize their effectiveness. Today, Block continues to assist Excelsior College, building partnerships with community colleges. Articulation agreements between the institutions provide community college graduates a pathway to higher education beyond the associate degree.

It was following his distinguished career in higher education that high regard for Dr. Block's abilities created a demand

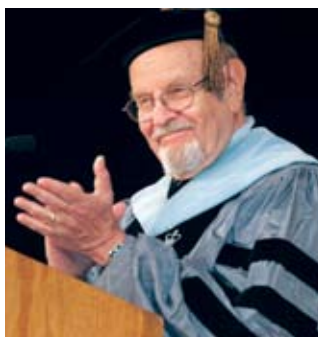
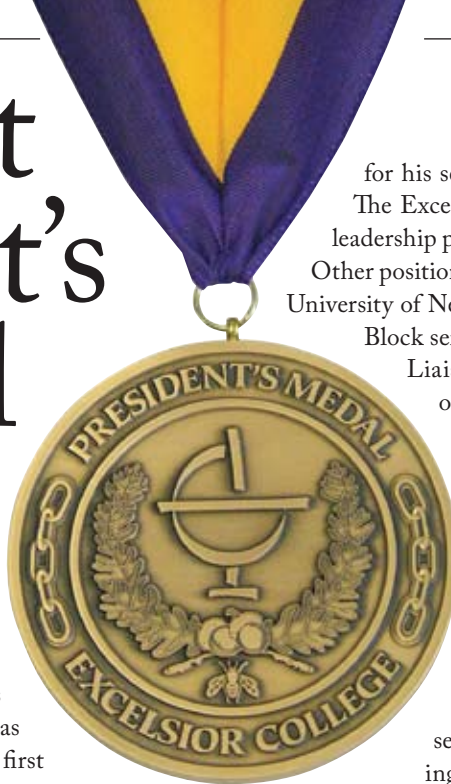
for his services in many interim leadership positions. The Excelsior positions were the 12th and 13th interim leadership posts he had filled since his retirement in 1983. Other positions he held were at institutions within the State University of New York (SUNY) system. Prior to retirement, Block served as Deputy to the Chancellor for Campus Liaison at SUNY from 1970 to 1983, president of the Borough of Manhattan Community College at CUNY, 1965 to 1970, and acting president of New York City Community College at CUNY, 1962 to 1965.

A world traveler, Block shares the value of diversity with Excelsior College, where more than a third of its students are members of groups underrepresented in traditional higher education. His career-long commitment to the community college sector has given him an exceptional understanding of workforce demands and the needs of adult students. Of his very busy retirement years, he says, "My post-retirement assignments at various SUNY campuses have been a wonderful way in which to cap my long career in higher education. My association with Excelsior College has been especially gratifying to me. The vibrancy and excitement of the College, its unique programs, and especially its wonderful and dedicated staff have all added to make this the most rewarding of my many interim assignments."

In addition to his extensive travels—visiting all 50 states and over 180 countries on seven continents—Dr. Block is a talented stained glass artist, who incorporates items from his travels into his work. Music, philately, and language studies are ongoing interests. He actively promotes organ donation and has written and published stories that capture his memories poignantly. Block served in the U.S. Army Air Corps from 1943-1946.

The President's Medal was presented at a dinner meeting of the board of trustees in Boston, Massachusetts. The medal, an original design, features the College's logo and other symbols that emphasize the values of the institution. In addition to the medal, the trustees gave him a plaque, noting Block's support for academic excellence and his commitment to the mission of Excelsior College.

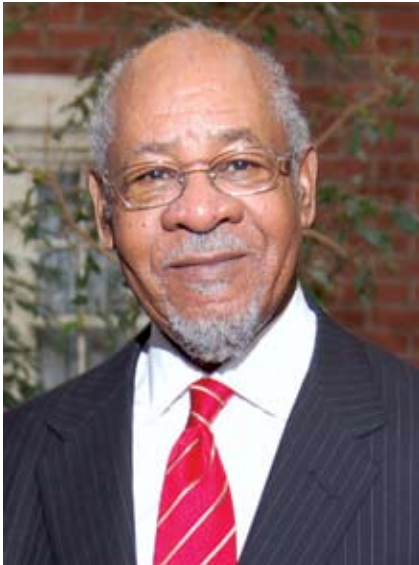
In accepting these tributes, Dr. Block thanked the board and said, "This award is indeed a great honor, especially coming from a college and a president I admire so highly." ■



Murray Block at Commencement 2006.



Board chair Joshua Smith congratulates Block on his many achievements.



Interview with MASTER OF ARTS IN LIBERAL STUDIES PROFESSOR *Dr. George Henderson*

In honor of Black History Month, Susan Smith Nash, PhD, interviewed George Henderson, PhD, member of the governing faculty of Excelsior's Master of Arts in Liberal Studies program.



Dr. George Henderson, whose distinguished career includes 28 books and many articles related to the field of human relations, as well as a number of prestigious awards—including induction into the Oklahoma Hall of Fame—recently retired from the University of Oklahoma, where he founded the Department of Human Relations and served as dean of the College of Liberal Studies.

His career at the University of Oklahoma began in 1967, when he was invited to join the faculty after earning a doctorate in educational sociology from Wayne State University. Henderson and his wife, Barbara, were the first African Americans to buy a home in Norman. Despite the fact that Oklahoma had thriving all-Black communities as well as what was called a “Black Wall Street” in Tulsa, enormous race tension still existed in the state. Ironically, the same state that gave us Ralph Ellison’s *Invisible Man* and Langston University also had “sundown laws.” It was into that environment that Henderson moved and where he saw the need to support the civil rights movement and help heal the racial divide. To that end, he gained the support of the University of Oklahoma and created an enormously successful master’s degree program in human relations.

NASH: WHAT ARE YOUR THOUGHTS ON THE WAY AMERICA IS CHANGING DEMOGRAPHICALLY?

HENDERSON: Our nation’s changing demographics are a natural outgrowth of declining majority-group birth rates and increasing minority-group immigration and birth rates. This in turn magnifies a beautiful, ethnically diverse mosaic that characterizes our nation. Indeed, from many cultures came one nation.

NASH: WHAT ARE SOME OF THE EMERGING CHALLENGES THAT ACCOMPANY DEMOGRAPHIC CHANGE?

HENDERSON: Along with the demographic changes have come the inevitable challenges of redistribution of power and privileges. In many instances, majority-group people behave like the first-born child in a family, who resents the presence of subsequent siblings. And the determination of privileged persons to maintain their status is widening the gap between affluent and poor people of all ethnic groups. But our national reality is sobering; we must learn to live together, fairly and peacefully, or we will perish separately as foes. For more than fourteen decades, educators and others have focused on cultural diversity. I believe that the time has come to move beyond diversity to inclusion. Besides, there are more differences within groups than between them.

NASH: DOES HIGHER EDUCATION PLAY A ROLE IN THE NEW AMERICA?

HENDERSON: Higher education is one of the foremost fulcrums of community change. Within our various institutions, we intentionally or unintentionally shape present and future child-rearing practices, education, employment opportunities, health care practices, the criminal justice system, and all of the other significant aspects of our human relationships. Historically, college and university personnel have been among the foremost voices for the underclasses and consciences of our nation. For good or ill, we sway community beliefs, values, and behavior. Therefore, our curriculums must at least provide intellectual opportunities for students to be exposed to as many different cultures as possible, with the end goal of producing humane, culturally literate graduates.

NASH: HOW WOULD YOU SUM UP THE BEST WAY TO DEVELOP A PHILOSOPHY OF TOLERANCE AND ACCEPTANCE?

HENDERSON: Each of us must develop our philosophy of tolerance and acceptance. I believe that optimally effective philosophies consist of words through which people grasp the essence and significance of humane human relationships. Ultimately, action must ensue. An old adage sums this up quite well: “Tell me and I forget, show me and I remember, involve me and I understand.” That is how we can create a nation that truly embodies the philosophy of liberty and justice for all. ■

College Continues Support of King Lecture Series

For more than ten years, Excelsior College has helped sponsor Siena College's *Martin Luther King Jr. and Coretta Scott King Lecture Series on Race and Nonviolent Social Change*, a major Capital Region event. The purpose of this series is to preserve the legacy of the nonviolent human rights movement as it was expressed in the life and teachings of Martin Luther King Jr. and as it was continued until her death by Coretta Scott King.

This year's speaker, Dr. Julian Bond, chair of the NAACP, has been one of the central figures in the civil rights movement since the 1950s. His multi-media presentation, "Crossing the Color Line: From Rhythm 'n' Blues to Rock 'n' Roll," demonstrated the ways in which popular music from the early 20th century through the mid-1960s achieved some of Dr. King's goals of uniting the country, particularly its youth.

In addition to contributing toward the expenses of the series, vice president for Institutional Advancement, Cathy Kushner, served on the lecture series advisory board, guiding the development of the event and the surrounding activities and shaping its promotion. She and Excelsior president, John F. Ebersole, attended a private dinner with Dr. Bond prior to the lecture.

As members of the baby-boom generation, both Kushner and Ebersole found Bond's message particularly meaningful. Both had memories of the songs included in Bond's lecture and found them to be powerful reminders of the debt American culture owes



Dr. Julian Bond, chair of the NAACP (left) with John F. Ebersole, president of Excelsior College

to African American culture. Said Kushner, "Some of the most iconographic songs of our era were popularized by white youth like Elvis Presley, though they had been recorded earlier by African Americans. 'You Ain't Nothing but a Hound Dog' was a prime example, having been recorded for the first time in 1952 by Big Mama Thorton."

Most significant to many was Bond's point that in the 50s and 60s, teens of every "type" could come together around these songs, regardless of the recording artists' race or ethnicity.

Over the years, activities have been added to the lecture series to enhance the reach of the conference—particularly for children. More recently, a conference for regional high school students titled "Students Together Opposing Prejudice" (STOP) has offered an opportunity for participants to explore real life situations around racism and prejudice. More than 200 youth attended that conference this year. ■

Education and the "Legacy of Dr. King"



Dr. Anderson speaking at Excelsior College and with Sponsor-a-Scholar students from Albany High School

In observance of Dr. Martin Luther King Jr.'s birthday, Excelsior College's President's Committee on Inclusion invited James A. Anderson, PhD, to make his presentation titled "The Diverse Academy and the Legacy of Dr. King." Dr. Anderson is vice president for Student Success, vice provost for Institutional Assessment and Diversity, and professor of psychology at the University at Albany. He has been selected as an American Council on Education (ACE) Fellow and, in 2005, was awarded the Contribution to Higher Education Award.

Among other stories Anderson related was one he recalls as a high point in his youth. It was about "going down to Washington" with a few friends, not knowing how incredible the experience would be—standing only yards from the stage, where Dr. King delivered his "I have a dream" speech. He remains struck by how "the aura and power of this one man drew everyone there."

Anderson also spoke of his support for the Sponsor-a-Scholar program, to which the College is committed and in which he also participates. He emphasized the impact potential this program has on advancing social change through educational and economic opportunities. Three of the eight students who are being mentored by Excelsior College staff were able to attend; these Albany High Sponsor-a-Scholar sophomores, students who are academically talented but economically disadvantaged, are being assisted in their quest to graduate from high school, be accepted into college, and complete a college degree. ■

My American Dream



Of her move to the U.S. six years ago from her native country of Colombia, Emilsen Salazar Holguin says, “I left the comfort my life offered, surrounded by family, with a solid professional career, to immigrate here — because I was seduced by the safety this country offered me.”



Upon her arrival, Emilsen began looking for employment as well as education opportunities. “But after a few months,” she says, “I found myself in culture shock—because I realized I was illiterate in America. I didn’t speak, read, or write in English; all my experience, knowledge, and education were trapped inside my brain. I was unable to communicate.”

In order to survive, Emilsen realized, “I would have to take labor jobs that didn’t require education. And so, I did! I have worked as a housekeeper, a babysitter, dishwasher, and newspaper courier. And I learned a lot from each of these positions. I know how to fold a shirt, make a bed, and get rid of a stain like a professional. But the most important thing I learned was that if I wanted to succeed in this country, I would have start all over again with my education.”

Going to college became Emilsen’s “American Dream.” But, she says, “I had a long way to go. I started by taking classes in English as a Second Language (ESL) at the local library, in my neighborhood church, and in every place classes were offered for free. Then, during my second year in America, I met a Spanish advisor from Nassau Community College (NCC) in Garden City, NY, who encouraged me to go forward with an associate degree.”

Back in Colombia, which Emilsen calls her “other life,” she had completed more than 200 credits for a baccalaureate program in fashion design and business administration. But, she says, “My degrees didn’t fulfill the requirements for an American education. Nassau would only transfer 30 credits from my country, so I finished an associate degree in liberal arts by taking face-to-face classes. After my graduation, my goal in life was to keep studying for a bachelor’s degree and find a job in an organization that would provide the security and benefits my labor jobs couldn’t offer.”

Trying to match job and college schedule was very difficult for Emilsen, until she met an advisor from the State University of New York. “He gave me the best advice,” she says. “He told me that because of the number of credits I had in my transcripts, between the ones from my country and the classes at NCC, I could go for my bachelor’s degree to Excelsior College.” During that conversation, the name Excelsior College triggered Emilsen’s memory. Just a week before, she had sent her resume to Excelsior—to apply for a job. When she arrived home that same day, she found a message from Excelsior’s Human Resources Office, inviting her to come in for a job interview.

Just one month later, Emilsen was working at Excelsior College and filling out an application to become an enrolled Excelsior College student. “Within two months, I knew from my academic advisor that I would need only 16 credits to finish my Bachelor of Arts degree. And the best part was that they offered different alternatives to complete those credits. I went for four credits through WebCT classes, six credits by CD-ROM courses, and ended my last six credits with two Excelsior College exams.”

At this point, there is no stopping Emilsen. With her bachelor’s degree in hand, she is now starting her third class toward an Excelsior MBA. She says, “The College has given me the opportunity to validate some of my education from Colombia, and it offered me the flexibility I needed to take the rest of my credits. Because of this, I am also moving on in my professional development—with my new position as administrative assistant to the dean in the School of Business and Technology. Thanks to Excelsior College, my American Dream is coming true.” ■

Based on a personal narrative by Emilsen Salazar Holguin, administrative assistant to the dean, School of Business and Technology



Turning Real Life into College Credit

First Portfolio-Based Assessment program graduate, Stefanie Benarczyk, says she had decades' worth of "real world" experience, all in one year, because last year, she put all of her knowledge and experiences together as part of this new program. Among the first to enroll, she was also the first to graduate.

"If you are anxious to complete your degree and have the self-discipline to complete a portfolio, the rewards are endless."

"Her work was stellar. It easily impressed the faculty evaluators assigned to her," says Anne Marie Pinchera, director of Prior Learning Assessment. "After taking the introductory course, she was able to complete and submit her portfolio in a few months. Being the first student to go through the submission process, Stefanie was instrumental in assisting us in fine-tuning the process, helping us fit it to the electronic version it's in today. She was great to work with as well as have for a student."

The way Stefanie looks at it: "I have always believed that the best learning experiences are 'real life,' but as a professional, the value of formal education, and ultimately, a degree, is invaluable. I had excelled in my professional career as a business development capture manager for Computer Sciences Corporation. I was about one semester away from completing my undergraduate degree, which was keeping me from being able to advance in my career. And I had identified Excelsior College as my best option."

In addition to the flexibility of Excelsior's online courses, Stefanie was interested in the concept of earning credit for experiential learning. When she found out Excelsior was beginning a program to offer credit for prior learning, she says, "I knew I had the experience that could potentially qualify as college-level learning. What I did not know was how I could even begin to document and demonstrate this learning. I wasn't sure how six years of work experience and twenty-four years of life experience could be translated into a cohesive document that would show a reviewer that what I had actually obtained was college-level knowledge."

When Stefanie contacted the Portfolio Assessment Office, she learned that although the College was developing an experiential learning program, the offering was new, and no students had yet obtained credit in this manner. They told her that if she wanted to

proceed, she would be (as she calls it) the College's "guinea pig" in the portfolio process.

Always up for a challenge (and anxious to earn her degree), Stefanie decided to go ahead and begin developing her portfolio. "I mainly focused on biotechnology, business, and technical writing, though I did include one course on children's literature, because it related to my son. As a mother and a busy working professional, doing a portfolio was the best option for finishing my degree."

The first step of her experience was to take an Excelsior College course titled CCS 201: Introduction to Prior Learning and Portfolio Development. Says Stefanie, "This course helped me figure out what from my life could be eligible for college credit; it showed me how to recognize sources of documentation I could use to demonstrate learning and to identify college courses that might be equivalent." The end result of that course was an outline for Stefanie's portfolio—an outline that served as the foundation of her request for credit.

Following completion of the course, Stefanie spent about four months developing her portfolio, and "with the help of members of the Portfolio Assessment Office, who assisted me in 'deciphering' the requirements and advised me on the overall process, I was able to submit my portfolio in December of 2005." As she describes it, "The review process went quite smoothly. I knew within a few months exactly how many credits had been awarded. And the end result was that, through the Portfolio-Based Assessment program, I earned enough credit to complete my baccalaureate degree, which I received in April of 2006."

Continued on p. 13

First RN-MS in Nursing Graduates

Two nurses have now completed the College's RN-MS in nursing program, earning both a Bachelor of Science and a Master of Science in nursing degrees at the conclusion of their studies. Although others have graduated from the BS and MS programs successively, these are the first students to achieve this milestone in the dual degree program since its inception. The RN-MS program is designed for registered nurses whose highest earned degree is the associate or diploma. At the master's level, the program now offers two specializations: Clinical Systems Management and Nursing Education.



Linda Reeder of Mount Sterling, Kentucky, received her Associate in Applied Science in nursing from Excelsior in 1995. She enrolled in the dual BS/MS degree program in late 2001 and successfully completed all undergraduate requirements within two and a half years through examinations and courses. Reeder completed the master's-level courses over the next three years—an impressive achievement for a nurse whose other responsibilities include work and family.

According to Reeder, "Excelsior College was the only way I could obtain the master's degree I've wanted since I was 18 years old. I'm finally there! And I highly recommend this program to anyone. I had quality time at home, raising my family, while doing something just for me." Reeder reports that after her degrees were conferred, she accepted a new position as Day Surgery Unit Manager at Saint Joseph Hospital East, a position that will utilize the skills and knowledge she developed in the Clinical Systems Management specialization.



Sharon Mow of Minooka, Illinois, earned her diploma in nursing in 1984 at Evangelical School of Nursing. She enrolled in Excelsior College in 2001 and fulfilled her undergraduate degree requirements through examinations, local college courses, and distance courses. In fall of 2003, she began her graduate studies, which concluded with the Capstone Experience this past fall. During the practicum component, she interacted directly with nursing leadership in a health care organization and did a project on "Activity based management," which was presented to students and faculty during the two-day Leadership Retreat held at Excelsior College in Albany, New York. Her degrees were conferred in January 2007. ■

College Receives Award for Excellence in Education of Male Nurses

Excelisior College has been recognized with the 2006 Best School Award by the American Assembly for Men in Nursing (AAMN). The award identifies Excelsior for its success in recruiting and retaining men in nursing, providing male students with a supportive educational environment, and educating faculty, students and the community about the ongoing contributions of men to the nursing profession.



School of Nursing dean, Dr. Bridget Nettleton, accepted the award on behalf of the College at the AAMN Annual Conference in Portland, Oregon. During the conference, Nettleton and Dr. Sharon Boni presented their collaborative work, "Learning Styles and Use of Learning Resources: Does Gender Make a Difference?"

Within the Excelsior College School of Nursing, where more than 16,000 working adults are pursuing associate, bachelor's, and master's degrees, a full 23 percent (3,725) of nursing students are men. Since its

inception in 1973, the School of Nursing has graduated more than 35,000 students, nearly 16 percent of whom (5,620) have been male. Current estimates indicate that approximately six percent of the U.S. nursing workforce is male.

The College consciously encourages and supports men in the nursing profession—promoting the role of men in nursing through regular presence at conferences, hiring exemplary male role models as both staff and faculty, attending to issues related to men's health in course syllabi, and highlighting prominent male nursing graduates and faculty in publications. ■

The American Assembly for Men in Nursing (AAMN, <http://aamn.org>) was founded in 1971 as the National Male Nurses Association. The purpose of AAMN is to provide a framework for nurses as a group to meet, discuss, and influence factors that affect men in the nursing profession.



By working closely with the staff at Excelsior, she developed a portfolio that clearly demonstrated her prior learning. Stefanie was able to earn college credits in business, science-related courses, English, and literature. “When I first decided to do a portfolio, I didn’t think I’d be eligible for such a broad range of credit,” she said. “But as I learned how to assess my own learning, and be thoughtful in selecting sources of documentation, I realized the number of experiences I really had — professionally and in my life.”

Advising this way of going for anyone who has work or life experiences leading to knowledge that could be equivalent to college-level courses, Stefanie says, “I highly recommend that you explore Excelsior’s portfolio option. Although I was the ‘guinea pig,’ my experience was very positive. I know Excelsior has further refined the process and that other students have successfully completed their portfolios and earned credit. Without the portfolio process, I am not sure I would have finished my degree yet!”

“A prior learning portfolio is not for everyone, but if you are anxious to finish your degree and have the self-discipline to complete a portfolio, I believe the rewards are endless. At the end of the experience, I had a bachelor’s degree and a greater appreciation for how much you can really learn in real life. I also gained a sense of accomplishment and pride that my experiences were assessed by true experts who decided I had, in fact, gained college-level knowledge.”

With her degree now completed, Stefanie is exploring many more options — both professional and educational. She remains very grateful to the staff at Excelsior College “for affording me the opportunity to earn college credits for my nontraditional learning.” In the past year, Stefanie has received the chance for two promotions. She is now the senior manager of new business for her company and says, “As I move on to graduate school, I do so with the confidence that my real-world experiences have given me the basis of knowledge I require to be successful — both in my formal education and in my career.” ■

Based on a personal narrative by Stefanie Benarczyk

For more information about the Portfolio-Based Assessment program, go to www.excelsior.edu/portfolio, or you can email portfolio@excelsior.edu.

Excelsior Actively Addresses the Nurse Faculty Shortage

Introducing the Master of Science in nursing with a new specialization in **Nursing Education**



According to a recent survey from the American Association of Colleges of Nursing (AACN), almost 75% of nursing schools in the U.S. report nursing faculty shortages. The faculty shortage is critical — as is the need to rapidly develop new programs that educate nurses seeking faculty careers. In response to this need, the College recently launched a new specialization in Nursing Education.

With its long history of excellence in nursing education and outstanding track record of launching successful nursing and health science programs, Excelsior is ideally positioned to launch this new specialization. Consisting of four interactive courses and a capstone practicum, the 17-credit graduate-level Nurse Education specialization is being offered as part of the Master of Science in nursing curriculum.

The courses, offered almost exclusively online using a newly designed template to deliver content, were designed by nationally known faculty experts to provide nurses with the knowledge and skills needed to teach in a variety of settings including colleges, hospitals, and clinics. Excelsior’s Dr. Deborah Rastinehad, faculty member in the School of Nursing, worked closely with senior instructional designer, Dr. John Prusch (and his team), to create a dynamic and interactive template that reflects individual learning style preferences and increases teaching/learning effectiveness.

Dr. Rastinehad was a prime mover behind the multidisciplinary and highly interactive wound care course (launched in fall 2006), which has become an exemplar for many others being developed throughout the College. Stressing the importance of media-rich courses in assuring a quality education, Rastinehad explains, “Learning does not occur in a linear fashion. And because there are a variety of learning style preferences, we are continually challenged to create and deliver content that is dynamic, interactive, cohesive, and reflective of various learning styles.”

Instructional designer Prusch uses several strategies to enhance learning and believes that a well-designed online course helps establish “teaching not just teacher presence. It gives the course instructor the ideal means to facilitate student interactions—with the content, with the instructor, and with each other in a student-centered and active-learning environment.” Prusch

bases his instructional design philosophy on several years of experience in teaching and testing best practices in online faculty development at the SUNY Learning Network; in using multimedia and simulations at MERLOT (Multimedia Educational Resources for Learning and Online Teaching); and in promoting active learning strategies with the TLT Group (Teaching, Learning, & Technology).

Students interested in a Master of Science in nursing with our new specialization in Nursing Education, please go to the Excelsior College Web site at www.excelsior.edu/msn, or contact Dr. Deborah Rastinehad toll free at 888-647-2388; press 1-3-1-7 after the automated greeting. ■



Instructional designer, Dr. John Prusch

NACADA AWARDS CERTIFICATE OF MERIT



In the category of Advising Administrator —

BETSY DEPERSIS,

Director of Academic Advising Services, School of Liberal Arts



EXCELSIOR'S 2007
NACADA AWARD
NOMINEE

In the category of Academic Advising, Primary Role —

PENNI NEWMAN,

Sr. Academic Advisor, School of Liberal Arts

Congratulations to Betsy DePersis. The National Academic Advising Association (NACADA) has notified Excelsior College of her selection as a NACADA Outstanding Advising Certificate of Merit recipient in the Advising Administrator category — as part of the 2007 National Awards Program for Academic Advising. She will be recognized at a special awards ceremony and reception to be held at NACADA's annual conference in Baltimore in October.

Betsy received many enthusiastic kudos for her leadership through the years — from coworkers and colleagues alike:

"Betsy DePersis is someone who I am proud to have as a coworker and friend. She is committed to excellence in all that she does. She embodies the core values of advising and the mission of Excelsior College in her work."

—Anne F. Connor, Director of Advising and Evaluation, School of Business and Technology

"She is a leader — and an exemplary administrator — not only because of what she does but how she does it...always grounded in what is best for the students."

—Dana Offerman, PhD, Provost and Chief Academic Officer

"She is a fountain of information about the College, understands and readily shares the rationale behind every academic policy and

procedure, is exceptional when it comes to re-engineering, continuous quality improvement, and she has the patience necessary to keep us all moving forward."

—Meredyth A. Leahy, EdD, Dean, School of Liberal Arts

"I suggest that it would be hard to find a more appropriate individual to receive this award at any other institution. She exemplifies the very best that NACADA stands for in the professional academic advising community."

—Paula E. Peinovich, PhD, President, Walden University (former Chief Academic Officer at Excelsior)

"As president of Excelsior College, now retired, I was privileged to work with Betsy for over 20 years, so I have firsthand and extensive knowledge of her leadership and dedication to the College's advisement effort...In an institution full of outstanding leaders in student advising and in all other areas, none stands higher in the estimation of faculty, staff, and students than Betsy DePersis."

—C. Wayne Williams, former President, Excelsior College

"Betsy would be first to admit that she has not accomplished any of this in isolation. Instead, one of her best attributes is her ability to see the importance of working collaboratively to make collective positive change."

—Herman Aguinis, PhD, Professor of Management, University of Colorado at Denver

Excel's 2007 NACADA Award nominee in the category of Academic Advising, Primary Role was Penni Newman. Penni's nomination recognized her strong commitment, expertise, and contributions to the advising profession and to the personal experiences of the College's students. Excelsior thanks all who participated in the nomination process. Each time this kind of appreciation is expressed, it reinforces the importance of the College's mission and the part our advisors play in helping students achieve their academic goals.

This is just a small sampling of the many positive responses the College received in favor of Penni Newman's nomination:

"I have to say that without Ms. Newman, I would not be able to pursue a lifelong quest to become a lawyer."

"It is because of her professional attitude that I recommend Excelsior College to every LVN I meet!"

"I was very fortunate when Penni answered my first call; she was very patient, professional, and cared about explaining my choices as a student. She also followed up with extraordinary detail and courtesy, regardless of how many calls I made to her."

"Ms. Newman is a tremendous asset to the College and a guiding force for education for someone in my situation."

"Penni definitely went the extra mile in helping me achieve my goal. She is a great asset to your organization, and I am extremely grateful for her assistance."

"I look forward to working with Penni on getting my plan for completing my degree underway. She's been great. If I don't end up working with her, I hope the next person is as good!"

If you would like more information about the NACADA Awards, go to www.nacada.edu.

To nominate your advisor, please send an email to Betsy DePersis at depersis@excelsior.edu, or fax 518-464-8777, or send a letter to the attention of Betsy DePersis. Include your name, student ID#, your advisor's name, and a brief description of how your advisor has had an impact on you, as you work toward the completion of your college degree. We look forward to hearing from you.

TECHNICALLY SPEAKING

BY JENNIFER HUMMER

> Following the > Breadcrumb > Trail

A breadcrumb trail is a tool that allows you to see where you are in relation to the rest of a Web site. Similar to a “you are here” marker seen on a map, the last entry in a trail will tell you not only which page of the site you are currently on but also the path you took to get there. Clicking on any of the preceding “crumbs” will allow you to move up (or back) to that specific level in the site’s hierarchy.

Breadcrumb trails can be found on the Excelsior College Web site as well as in our online courses and practice exams. Below is an example of a breadcrumb trail seen in a typical online course:

You are currently on: [Home Page](#) > [Course Information...](#) > **Syllabus Text**

This trail shows that you are currently on the Syllabus Text, having reached this area by first going to the course’s Home Page, then to the Course Information page. To return to either Course Information or the Home Page, you need only to click on the name of the “crumb.”

NOTICE: SYSTEM DOWNTIME SCHEDULE

It is our goal to provide you with consistently reliable and secure access to Excelsior College student services. This means, however, that at times, our Web site and phone services will be unavailable so that we can conduct routine system maintenance and upgrades.

In an effort to continually improve our phone services and online technology resources (while minimizing disruptions to you), the College has established a regularly scheduled time for system maintenance.

Beginning in March, upgrades and routine maintenance will be conducted between 5:00 AM – 7:00 AM Eastern time, every Friday. During this time, voice and online services will not be available for use. This schedule was chosen because it coincides with our lowest usage times for online services.

Excelsior College is committed to providing you with the best services possible, and we believe this change will enhance the quality of your experience.

PLEASE NOTE! At this time, Excelsior College does not support the Windows Vista operating system, as several programs used by the College may not be compatible, and vendors are not yet offering appropriate upgrades or support. It is recommended that you continue to use a supported operating system* while working on the Excelsior College Web site and courseware system. We anticipate offering support for the Vista operating system in the fall of 2007.

*Check our Computer System Requirements page at www.excelsior.edu/help for more information.

THE TECHNICAL SUPPORT TEAM IS AVAILABLE

to help you with any questions or problems you may have related to the Excelsior College Web site, your MyEC page, the Electronic Peer Network (EPN), the Virtual Library, practice exams, or your online courses. This would include: creating or signing into your MyEC account; accessing our online publications; posting to a discussion board; participating in an online chat; or uploading assignments to your online course.

TO CONTACT TECHNICAL SUPPORT:

Submit an online Technical Support Request to

www.excelsior.edu/techsupport

Email TechSupport@excelsior.edu

Call toll free at 877-84-A-TECH (877-842-8324)

Hours: 8:30 am – 3:00 am ET, seven days a week

Remember to include your full name, student ID number or last four digits of your SSN, your date of birth and current address, as well as a detailed description of any problems, and what, if any, error messages are being received.



SHARPEN YOUR Salary Negotiating Skills

CAREER CORNER

by Maribeth Gunner Pulliam, MS Ed

Most job seekers agree — the one aspect of a job search that causes the most angst is the process of salary negotiation. The most important decision you'll consider when contemplating a job offer is whether the compensation for the position is acceptable. Or not. Once you have secured an interview and proven to be a top candidate, the subject of salary is inevitable. How can you be sure to negotiate the best salary? With some basic knowledge and proactive preparation, you can reduce your stress and increase your potential for a successful salary outcome.

Know What You Want

Preparing for effective salary negotiating should begin well before the job interview. Evaluating your priorities and examining your needs is a good starting point. What do you want to attain in your next career step? What type of organization do you want to work for? The size, scope, and mission of an organization will dictate the type of compensation package that is offered. For example, a small business may not offer as competitive a salary as a larger one, but it may provide comparable benefits that augment salary, such as stock options or comprehensive health benefits. Would you accept a lower salary as a trade-off? What if other benefits are offered? You need to consider your bottom line. Review your personal budget. What amount do you need to sustain or enhance your lifestyle? What is the minimum offer that you will accept? Assessing your wants and needs prior to the interview

will help to define your desired work/life balance and allow you to confidently pursue salary negotiation.

Do Your Research

Another important task to complete, prior to an interview, is researching salary information pertaining to the job you are seeking. It is critical to know what both the job and you are worth to ensure the best bargaining power when negotiating. Compensation is not determined solely by your experience and abilities. Other factors affect potential salary including geographic location, economic conditions, trends in the industry, size of the organization, job level, and the overall status of the job market. For successful salary negotiation, you need to determine the fair market value for the position you are seeking in your specified geographic location.

There are several resources that can aid in your research. The Internet provides many useful links for salary calculators, salary surveys, and cost-of-living calculators (see Related Resources). These Internet tools are generally free and designed to provide an overview of salary information that is pertinent to your specific situation.

Salary calculators compute salaries for jobs by title, industry, and geographic location. Some salary calculators will also provide more personalized reports for a fee. Salary surveys, too, reflect the general range of compensation awarded for jobs in your career field by occupation, industry, and location. Some salary surveys also provide information on starting salaries, based on college major.

To determine if a specific employer's salary offer is reasonable, you need to have good assessment of what the going rate is for the position you are seeking. Professional associations in your field are another excellent source of salary information that can not be overlooked. These associations often conduct regular salary surveys of their members, which yield the most

current and job specific salary information. The *U.S. Bureau of Labor Statistics* and the *Occupational Outlook Handbook* also provide helpful data and statistics on salaries (see Related Resources).

Although salary surveys and calculators provide good estimations, the results may not match your job description exactly. However, the information can still be useful as a baseline for what is generally standard in your field. It's a good idea to investigate more than one of these resources to obtain several perspectives. If you plan to relocate for a job, cost-of-living calculators are good indicators of what you'll need to earn in order to make a living in various locations in the U.S. For example, a larger city may have a much higher cost of living than a small city or town. It is important to allow for differences in the cost of living when determining the salary you will seek in a new location.

The more information you gather about the current overall job market — and your value within that market — the stronger foundation you'll have to successfully negotiate and maximize your chances for an optimal compensation package.

Considerations for Negotiations

Once you've done your research and have a good understanding of the compensation you're worth, you will be prepared to talk salary. Many employers have an established range of salaries budgeted for specific jobs, and they anticipate that a candidate will bargain. There are several points to consider in the negotiation process:

1. During the interview, avoid being the first to mention salary. Allow the employer to introduce the topic. Delaying any salary discussion opens the door for you to tout your strengths and establish why you are the right one for the job, before compensation is determined. Postponing the topic of salary also provides time for you to glean more information about what the position entails. When it is evident that there is a strong mutual interest, and you are deemed to be an exceptional candidate, place the onus on the employer to pitch the best offer. You'll have greater leverage for successful negotiation.

2. Be aware that some employers may attempt to engage you in a salary discussion early in the interview process. In this case, you may need to take a different tack. You don't want your response to price you out of the job or invite an offer that is less than the going rate. If asked what your salary requirements are, try not to disclose a specific figure that could minimize your bargaining power.

You have several options:

- Explain that you would like to know more about the expectations and duties of the position, prior to the salary discussion.
- State a salary range that you seek, and let them know you can be flexible for the right opportunity.
- Indicate that your salary requirements are contingent upon review of the total compensation package being offered.
- Focus your reply on a salary you believe to be commensurate with the job responsibilities, based upon your previous research.

If asked about your salary history, be honest. If your previous salary was considerably higher or lower than the range being offered, be prepared to address this. Be creative. Contextualize your past salary. Note if there was a difference in location or size of the prior organization. **Highlight any additional benefits you may have received, such as extensive health care coverage or investment options that account for the disparity in compensation.**

Remember: During a salary negotiation, you and the employer are working towards a shared goal. Be prepared to compromise. If you are not successful at negotiating the exact salary you want, consider asking for other alternatives to achieve your objective. It is also important to consider the benefits offered as they can significantly add to your base pay.

While benefits are considered standard for many employers and may not be negotiable, some do offer flexible benefit packages that provide employees with choices. A trade-off might be to secure an increased pension plan, flexible working hours, tuition reimbursement, bonuses, additional vacation time, or coverage of moving expenses. At this point, pursuing all options can bring you closer to your desired goal.

Of course, always maintain a positive and professional communication style when negotiating. Your demeanor during negotiations gives the employer a view of who you are. Even if you don't take the job, you never know if your paths may cross in future business situations. When salary negotiations conclude, and an offer is made, it is prudent to ask for time to review the offer — if you are still unsure.

Once you do accept the job offer, it is important to get the final offer in writing. Regardless of whether you choose to accept or decline, be sure to confirm your response in writing and acknowledge your appreciation for the employer's time and efforts.

De-stress the Process!

Sufficient preparation for salary negotiations can change a challenging aspect of the job search process into a rewarding experience. Sharpening your salary negotiation skills will give you the tools you need to get the compensation you deserve and set your career path in the right direction.

CAREER CORNER

Related Resources

Salary.com/Salary Wizard
<http://www.salary.com/>

Salary Expert.com/Salary Calculator
<http://www.salaryexpert.com/>

**Sperling's Best Places/
Cost of Living Calculator**
<http://www.bestplaces.net/col/>

JobStar Central/Salary Information
<http://jobstar.org/tools/salary/index.php>

NACE/JobWeb
<http://www.jobweb.com/SalaryInfo/default.htm>

**Quintessential Careers/Job Offer and
Salary Negotiation Tutorial**
http://www.quintcareers.com/salary_negotiation_tutorial.html

**U.S. Department of Labor,
Bureau of Labor Statistics**
<http://www.bls.gov/ncs/>

**Occupational Outlook Handbook,
U.S. Department of Labor**
<http://www.bls.gov/oco/>

**The Internet Public Library:
Associations on the Net**
<http://www.ipl.org/div/aon/>

Enrolled students and alumni can access additional career-related links on the Excelsior College Web site. Go to **www.excelsior.edu**, log in, and click on the Career Resources link on your MyEC page; for graduates, click on the Alumni Connection.

Questions or comments about this article? Contact Maribeth Gunner Pulliam, Career Resources Coordinator/ Senior Academic Advisor in the School of Liberal Arts.



ONLINE STUDENT SUPPORT:

*It Just Keeps
Getting Better!*

Newly Enrolled Student Orientation

The Newly Enrolled Student Orientation is a free, non-credit, online course, designed to educate new students about their degree programs and available support services. This resource can help students prepare, while their evaluation is being conducted by a team of academic advisors.

Students can learn more about the college's advising services, faculty, staff, and the support available, including Course Search, Technical Support, the Excelsior College Virtual Library (ECVL), the Electronic Peer Network (EPN), Career and Graduate Resources, and much more.

The orientation also includes degree road maps that highlight, step by step, what a student needs to do to complete his/her degree in a systematic manner. It provides details on specific degree requirements and is organized by academic program and resources in liberal arts, business, nursing, health sciences, and technology—for associate, baccalaureate, and master's degree program candidates.

Online Tutoring

Excelsior College offers two online tutoring services: SMARTHINKING™ and MY Access!®.

SMARTHINKING™

Students taking Excelsior College courses or Excelsior College Examinations are eligible for free online tutoring services through SMARTHINKING™. After registering for this service, you will have access to and can interact in real time with tutors who are trained to provide assistance in a variety of subjects. Tutoring to Excelsior College students is provided in:

- Accounting
- Biology
- Economics
- Introduction to Human Anatomy and Physiology
- Introductory Finance
- Mathematics (basic math through calculus including bilingual math)
- Statistics
- Writing

Excelsior offers many online support services, designed to help you succeed in your educational pursuits and obtain guidance along the way. We hope you make use of them!

Student Online Success Guide

Available to prospective and enrolled students, the Student Online Success Guide, is designed to help learners prepare and succeed. This self-paced support tool includes a multimedia presentation complete with audio narration about the College's online learning environment. Students can see what an Excelsior College online course is like, or be educated about course expectations, even before enrolling. It's an opportunity to become more familiar with course content, assessments, assignments, and interaction within an online course.

Important resources available with the Student Online Success Guide include:

- Learning Style Assessment
- Time Management Tips
- Online Success and Study Strategies
- Information Literacy Tutorial
- Disability Services
- Self-Readiness Test
- Online Excelsior College Resources
- Excelsior College Glossary

With SMARTHINKING™ students can:

- Connect and interact with a live tutor
- Submit writing to their Online Writing Lab
- Submit a question and receive a reply from a tutor
- Pre-schedule a 30-minute tutoring session

Tutoring is available up to 24/7. For a complete description of subjects offered and times when services are available, visit www.excelsior.edu; log in to your MyEC page and click on Online Tutoring in the MyEC Resources and Services box.

MY Access!®

Studies show that the more guided writing you do, the better your writing becomes. MY Access!® is the service for all who wish to improve their writing skills. It truly enables students to be their own best writing teachers.

MY Access! offers assignment topic prompts as well as writing feedback in five categories (focus and meaning, content and development, organization, language use and style, and mechanics and conventions). It also provides a complete suite of writer's tools including revision checklists, a thesaurus, and a writer's journal.

Using the same scoring engine—IntelliMetric™—that scores our exams at Pearson Professional Centers, MY Access! allows students to use IntelliMetric, as many times as needed, to practice different aspects of writing and to receive detailed diagnostic feedback.

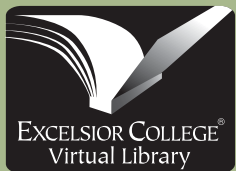
Electronic Peer Network (EPN)

The Excelsior College **Electronic Peer Network (EPN)** gives all enrolled students the opportunity to interact academically and socially online. As a member of the EPN, you can participate in live chats, discussion groups, locate study partners, exchange books, and have access to an array of online services.

The purpose of the EPN has always been to make available to Excelsior College students a true online community. In establishing the EPN, Excelsior College responded to the obstacles faced by adults completing challenging degree programs. Peer collaboration and support can play

Online Student Support Services continued on page 20

Taking an Excelsior College Examination?



Check out the pages in the Excelsior College Virtual Library (ECVL) that were created to help you with your studies!

The ECVL maintains a collection of Examination Resource pages. Each page was created for a specific exam and can be found by the exam name. The pages contain a variety of resources, such as quick links to full text journal articles, (if listed in the content guide) supplemental study materials, and the Excelsior College Free Content Guide for that exam.

Currently, there are pages to support the following exams:

Arts and Sciences:

English Composition
Ethics
Psychology of Adulthood and Aging
Research Methods in Psychology

Nursing:

Community Health Nursing
Management in Nursing
Nursing Concepts 1 - 6
Foundations of Professional Practice
Research in Nursing

Check back for additions to this list!



Please follow the directions below to access the pages.

1. Log in at the Excelsior College MyEC page, www.excelsior.edu. Click on the purple MyEC button (located at the top right of the screen.)
2. Click the Virtual Library link to enter the Excelsior College Virtual Library (located in the middle of the screen or in the fifth box on the left.)
3. Click the Exam Resources link (located in the box to the right or in red type above the purple banner that says Excelsior College Virtual Library).
4. Click on one of the exam names.
5. Scroll down the screen and you will see a list of either recommended or supplemental readings. For articles, click on the text that says "Click here to read the article."

For more information, contact the ECVL toll free at 877-247-3097, or email library@excelsior.edu.

a significant role in overcoming those obstacles while enriching and deepening learning. Students come to feel a sense of camaraderie by participating in the EPN—sharing experiences and encouragement while balancing roles at home, at work, and in the community. The EPN consists of a number of different resources designed to help the distance learner:

Academic Discussion Groups

EPN discussion groups allow members to participate in a variety of threaded discussions related to arts and sciences, nursing content and performance exams, or special interests. While these discussion groups are primarily peer-oriented, Excelsior staff members monitor the groups periodically and comment on discussions or answer students' questions. The arts and sciences discussion groups include Ethics and American Dream among many others. Sample nursing discussion groups include Nursing Concepts 1, the CPNE, NCLEX, and TAC.

Chat Rooms

Chat rooms enable students to participate in real-time discussions with other students 24/7/365. Featuring separate chat rooms for each academic program, facilitated chats with academic advisors, nurse educators, and staff are held in the "Facilitated"

"Online support and learning services are crucial to distance learning students who may feel they are alone out there," says director of academic services, Darren Walsh. "These services provide students with available online tools, regardless of work schedule, time zone, or geographic location. We're also proud of the way students are able to interact and work with each other as they continue along their academic paths."

Chat Room. Check the chat schedule for specific dates/times.

Chat Transcripts

Chat transcripts from most of the chat rooms are recorded. Use chat transcripts to check on messages from other students; selected facilitated chat transcripts are posted in the discussion boards. CPNE chat transcripts, for example, are located in the chat room discussions area. Chat transcripts are especially useful for those who may have missed a facilitated chat.

Book Exchange

The Book Exchange is used by Excelsior College students to buy, sell, and trade used study materials such as textbooks, videotapes, and calculators. Students who post messages on the Book Exchange are responsible for carrying out the details of their transactions.

Study Buddy Finder

Students can use Study Buddy Finder to locate study partners for Excelsior College Examinations (and other exams, such as CLEP, GRE, and NCLEX). You can read and reply to messages from students looking for study partners or post messages letting others know that you are looking for study partners.

Student Union

The Student Union is the College's non-academic online discussion board for posting journals, viewing job postings, or contacting other students. The Student Union can also be used to discuss upcoming Commencement 2007 activities in Albany, New York, or to see many other items of interest.

Web Site Shortcuts

The Excelsior College Web site is a great resource for enrolled students and alumni as well as prospective students just learning about Excelsior College. With scores of useful content — PDF files of academic catalogs, publications (like this magazine), and study guides — there are more than 1,400 pages of information and over 500 PDFs at www.excelsior.edu!

One good-to-know fact about navigating the Web site is the shortcuts feature. A shortcut is a simple Web address, which allows you to power your way straight to a specific spot on the site. For example, if you're trying to navigate to the bookstore, just type www.excelsior.edu/bookstore in your browser, and you're there!

Where can you find a list of the Web site shortcuts? Just go to: www.excelsior.edu/shortcuts, of course! And don't forget to add the shortcuts page to your favorites or bookmarks list, because new ones are frequently added.

www.excelsior.edu/admissions

www.excelsior.edu/bookstore

www.excelsior.edu/commencement

www.excelsior.edu/courses

www.excelsior.edu/coursesearch

www.excelsior.edu/creditbank

www.excelsior.edu/employment

www.excelsior.edu/enroll

www.excelsior.edu/epn*

www.excelsior.edu/examregistration

www.excelsior.edu/exams

www.excelsior.edu/help

www.excelsior.edu/library

www.excelsior.edu/messagecenter*

www.excelsior.edu/military

www.excelsior.edu/myec*

www.excelsior.edu/password

www.excelsior.edu/policies

www.excelsior.edu/portfolio

www.excelsior.edu/publications*

www.excelsior.edu/shortcuts

www.excelsior.edu/statusreport*

www.excelsior.edu/studentbilling*

www.excelsior.edu/studentunion*

www.excelsior.edu/successguide*

*Requires login

Living & Giving

There are many ways to give back to your alma mater,
and here's how three graduates did just that!

*In 2006, Bryanne Hamill established the **Bryanne Hamill Scholarship Fund** with a gift of stock valued at \$10,000. This fund will assist students working in the field of mental health and support the strengthening of families. We are grateful to Judge Hamill's support for our students' dreams of educational success.*

Meet **the Honorable Bryanne Hamill**

BA, EXCELSIOR COLLEGE – 1986

Bryanne Hamill has spent her working career answering the call to service, wherever she has found herself—and she has found herself in a number of places. Bryanne's father was a navigator in the U.S. Air Force, so much of her life, up through high school, was spent on military bases around the country. After graduating from high school, she earned a nursing diploma and worked as a registered psychiatric nurse at hospitals in New Orleans and in New York State, until her second child was born.

Bryanne's husband's career affected the family's location, too. When he was re-assigned to Bermuda and moved the family there in 1983, Bryanne jumped right in, volunteering with Bermuda's Physical Abuse Center. She offered counseling to both victims and perpetrators of domestic violence and raised money to organize the island's first domestic violence shelter for women and children. During the three years that Bryanne lived in Bermuda, she came to believe that there was a more effective way for her to help people, and she realized she needed more education to achieve it.

Bryanne was determined to become a lawyer, which created a bind for her. She couldn't drop everything to attend a college full time. Bryanne needed and wanted to continue her work life with people who were in considerable danger—people who counted on her. In order to apply to law school, however, she knew she would need to complete a college degree. A friend told her about Excelsior College, and it sounded like the perfect solution.

Bryanne began to take courses and study while she lived with her family in Bermuda.

By 1986, when Bryanne and her family returned to New York, she had earned enough credit to complete a Bachelor of Arts with a major in psychology from Excelsior. Now she could apply to the City University of New York School of Law—Queens College, choosing CUNY because its commitment to “law in the service of human needs” matched her own philosophy of providing crucial services to at-risk clientele.

“Serving the public,” Bryanne Hamill states, “whether it's through military service or nursing practice, through the law or whatever course you choose, not only makes this a better world for



“
*Serving the public,
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it also enriches our
own lives.*
”

all of us to live in, but it also enriches our own lives.” Because she has rigorously followed that selfless course of serving the public, and because she was able to focus on an effective educational path that would lead her to achieve her desired goal, Bryanne Hamill reached her destination: She was appointed to a judgeship on the Family Court bench in 2001.

Since then, there's been no stopping her. Judge Hamill now serves on the Board of Visitors of the CUNY School of Law, on the

New York City Bar's Council on Children, the board of the New York State Family Court Judges' Association, and the President's Advisory Council at Excelsior College. She is also involved as teacher and trainer for CUNY and other colleges and institutes.

The Honorable Bryanne Hamill has united her educational determination with her continuity of commitment to social service, and what has resulted is a stronger advocacy for some of the underserved and under-protected among us. ■

*Dr. Mary Maida Felten established the **Summo Endowment Fund** in 2007 to honor her parents, Dr. Anthony J. and Mary D. Summo, with a gift of \$10,000. The fund will enhance educational access for students whose financial hardships make it difficult for them to pursue their educational goals, providing assistance with enrollment-related fees. We thank her for honoring her parents through this very generous gift to the College.*

Meet **Dr. Mary E. Maida Felten**

AS, EXCELSIOR COLLEGE – 1976 • BS, EXCELSIOR COLLEGE – 1988

Mary Maida Felten produces so much important work and enjoys so many diverse activities, that even a term like “Renaissance Woman” may be inadequate. Marrying the worlds of business and science in her role as CEO of The Medingen Group, LLC, she provides medical professionals with the ability to incubate and transfer their privately held intellectual property into the marketplace. As a medical researcher at the University of Rochester School of Medicine and Dentistry, in the Department of Neurobiology and Anatomy, she investigates neuroinflammatory molecular processes related to neurodegenerative disease, radiation and cancer. For most of us outside the field, this means that Mary spends a lot of time studying the thymus glands of lab mice and finding ways to apply those findings to human medical situations.

Away from her work, she hikes, bikes, sings in a chorus, knits and sews and makes some of her own clothes, reads, dances, travels, tackles New York Times crossword puzzles, attends plays on Broadway, and competes in regional and state tennis competitions. How does she fit all of that into one life?

“Never stop dreaming.” That’s one possible answer, and it was also the advice Mary delivered to the commencement audience at Excelsior College on July 14, 2006, when she received the prestigious Alumni Achievement Award. Mary also thanked Excelsior for the flexibility it offered her when she was trying to juggle the care of her young children with what she terms “adherence

to her educational vision” and her personal pursuit of knowledge. She earned her Associate in Science from the College in 1976 and then focused on business for the next decade, serving as CFO for a privately held consulting firm involved in the development of shopping malls and other commercial properties throughout the U.S. In 1988, she completed her Bachelor of Science in business, also from Excelsior.

But Mary could not ignore her passion for science and medicine. She enrolled at the University of Rochester, taking pre-med courses through the early 90s. In 1996, she entered the School of Medicine there and received her master’s degree in Neurobiology and Anatomy in 1998. She continued with post-graduate studies at the University of Rochester for the next several years and completed her PhD in Molecular Neuroscience in 2001.

Mary did not stop dreaming during all those years. In fact, she was dreaming larger than ever before. Reasoning that if she could find commercial applications for the cutting-edge ideas of academic and medical professionals, she could make contributions that might end up producing significantly new scientific knowledge and the attendant medical techniques that might save myriads of lives. And so, The Medingen Group was born.

Today, Mary’s company continues to thrive. She has successfully merged the disciplines of business and molecular medicine for the purpose of evaluating, developing, and commercializing intellectual property. Her company offers novel solutions for patient and consumer needs, which have been specifically and clearly identified by the medical community. “The mission of The Medingen Group and its affiliates is to create healthier futures for all adults through solutions that exceed the efficacy and safety of current treatment options.” That certainly seems like an important enough dream to follow. ■



“
One of the
great things about
knowledge is that it
is something you can
give away freely and
still keep. In fact, the
more you give away,
the more you are likely
to receive.

”

*In 2006, Trustee William Moran, along with his wife Lois, established the **W.T. and Lois Moran III Fund** with a stock gift valued at \$36,956. Moran is currently working with staff to determine priorities for distribution. We are grateful for his generous gift and his dedication to Excelsior College.*

Meet **William T. Moran**

BS, EXCELSIOR COLLEGE – 2000

B

ill Moran certainly knows a good thing when he sees it. Combining a restless curiosity with an uncanny knack for turning ordinary circumstances into extraordinary opportunities, he has transformed an unusual career path into an avenue of successful entrepreneurial businesses.

After a stint in the marines, Bill felt there weren't any limits on what he could learn or where he could go. He remembers thinking, "Jobs were stepping stones on a road to somewhere from nowhere." He took a job with Halliburton, working in the oil fields. Most weeks he averaged 112 hours, usually with only 24 hours to rest in between shifts. He was certainly making good money, but his instincts were pushing him in other directions. Bill was sure that big possibilities awaited him—he just needed to discover them.

After eight months, Bill Moran left the oil fields and switched to intermittent factory work as a machinist trainee in Houston. He was new, so he worked the swing and graveyard shifts, but they paid more, so that was fine with him. "I used one job to make a living and buy the float time to try to learn something else," Bill explains. During his days, he started spending time at a stock brokerage house, "learning what I could about the mechanics of the general market, as well as about specific industries and companies."

He spent his weekends selling lots and small acreage tracts. Then, with a couple of friends, he started a real estate brokerage company that focused on taking over housing subdivisions with serious problems—ones with washed-out roads, inefficient culvert systems, or dried-up lakes. Bill and his partners figured out how to fix those problems, and they sold the subdivisions at a handsome profit. From that experience, Bill learned a couple of important things: he didn't need the graveyard shifts at the factory anymore. As he recalls, "We lived in a place where pursuing practically any avenue could lead to prosperity. You just had to decide which avenue you desired to pursue and do it."

Through the years that followed, Bill simply had too much going on to finish his education. He worked with textile operations in Guatemala, which led to an opportunity to develop a company that manufactured stereo cabinets in Singapore; he made good

on his early time in the stock world and finally became a broker, which allowed him to place investments in the oil and gas industry that paid off handsomely; he analyzed the commercial availability of Petri dishes and led a company to become the second-largest manufacturer of Petri dishes in the United States within sixteen months. And, along with his wife, Lois, he started an Expandable Polystyrene manufacturing company.

As each new intriguing opportunity led to each different and interesting job, Bill kept re-enrolling at the University of Texas and taking courses, but his entrepreneurial ventures ate up too much of his time. It wasn't the learning that was the problem, he realized, it was the stationary classroom. He was too full of good ideas and too busy with business opportunities to stay in one place long enough to finish his degree.

That's when Excelsior College appeared for Bill Moran. He had completed all but three courses at the University of Texas, and Excelsior accepted most of his credits. Finally, he had found a school that would complement his breakneck schedule. Excelsior allowed Bill to finish the degree he had spent half of his life trying to attain, and it opened up some new doors that he felt had been closed to him before.



“

You need to know enough to know that you can do something but not so much to know you can't.

”

Currently, Bill is president of W.T. Moran Corporation in Austin, Texas, primarily managing oil, gas, timber, and property investments. Through it all, though, he hasn't forgotten his family. "I've had the opportunity to do many things," Bill admits, "but the highlight is my life with Lois and our children." As for opportunities, which never fail to materialize for him, Bill Moran has an expression he likes to offer friends and business associates: "You need to know enough to know that you can do something, but not so much to know you can't." ■

Charlene Gregg and Bobbie Kinsinger Endowment Fund

Using an endowment fund to memorialize a loved one is not unusual at many institutions, but the newest such fund at Excelsior College puts a slightly different, very special spin on it. The Charlene Gregg and Bobbie Kinsinger Endowment Fund grew out of the love of two of our founding trustees for their recently deceased wives.

These were very profound relationships.

For Lt. Gen. Arthur J. Gregg, (USA Ret.), Charlene was the rock who maintained the home wherever Gregg's career in the military took him. A public health nurse when they first met, she also used her artistic sensibilities to engage in a variety of businesses and, later, to become an author, capturing her family's history.

Dr. Robert Kinsinger met Bobbie, the love of his life, on the ski slopes. As a member of the ski patrol, he helped her down the mountain when she broke her leg in a fall. A nurse and amateur artist, Bobbie used her own personal struggles and successes to help others. She is remembered for saying, "In the end, it's not the years in your life that count, it's the life in your years." According to all who knew her, she made every year count in the way she lived.



Charlene Gregg



Bobbie Kinsinger

Together, these gentlemen have established a fund that will help our students use their varied and marvelous talents as lifelong learners so that they, too, will know how much their lives count. Excelsior College is most fortunate that the commitment these founding trustees feel toward our institution has led them to remember their wives by helping to reduce financial obstacles for those earning an Excelsior College degree. ■

Take Advantage of a NAMED GIVING OPPORTUNITY

Excelsior College offers a wide selection of naming opportunities as we continue to build both our physical and online campuses. We would be pleased to work with you to ensure that your gift is used in accordance with your wishes regarding permanently named funds and recognition. Naming opportunities begin at the \$10,000 level and include:

Scholarship Funds and Other Endowments	\$10,000
Awards	\$10,000
Conference Rooms and other sites	\$20,000
Professorships	\$50,000
Programs, Centers, Institutes	\$200,000
Deanships or Chairs	\$300,000
Virtual Library	\$500,000
Buildings	\$500,000
Schools	\$500,000
Virtual Conference Center	TBA



Contact Cathy Kushner (ckushner@excelsior.edu) or Terri Scalise Roller (tscalise@excelsior.edu) in the Office of Institutional Advancement for more information about this chance to make a lasting and significant gift to Excelsior College.

JOIN THE Excelsior Legacy Society

The Excelsior College Board of Trustees recently established the Excelsior Legacy Society in order to recognize individuals who have included the College in their estate plans.



The Excelsior Legacy Society exemplifies the importance of will provisions and other deferred gifts for our organization. It expresses our grateful appreciation to individuals who make a deferred gift in support of the mission of the College. The realization of these gifts helps Excelsior respond to our students' hopes of using education to move ever upward throughout their careers and lives.

Members of the Excelsior Legacy Society are those who have communicated their plans in writing to Excelsior College with regard to one of the following. They have

- *made a provision for Excelsior College in their will*
- *established a gift annuity or charitable trust or annuity*
- *designated Excelsior College as the owner and beneficiary of a life insurance policy*
- *named Excelsior College as the primary or residual beneficiary of their retirement plan*
- *used other vehicles to make a deferred gift that will benefit the College.*

Each year, members of this society will be recognized in special sections of the annual report and other publications produced by Excelsior College. In addition, we hope to begin traditions through which they may be invited to special events throughout the year as suitable to their location and circumstances.

We hope you will consider the College in your estate planning and consider joining the Excelsior Legacy Society members. For more information on including Excelsior in your plans, please contact either Cathy Kushner, vice president for Institutional Advancement (ckushner@excelsior.edu) or Terri Scalise Roller, director of Alumni and Donor Relations (tscalise@excelsior.edu) by calling the Office of Institutional Advancement toll free at 888-647-2388; press 1-1-8539 at the automated greeting; or contact us by email as indicated above. ■

2006 LEGACY SOCIETY

We are grateful to those who remembered Excelsior College in their estate plans.

Karen S. Cox • Estate of Michael J. O'Donnell • Charles Montandon, ALC, AFLM • Charles J. Robinson • Gloria Sklaryk

Above (l to r): Legacy Society members Charles Montandon, Michael O'Donnell, and Dr. Karen Cox

Gifts

received by Excelsior College come in many shapes, forms, and sizes. Here are more ways through which you can make an impact on your alma mater and continue to help the College grow.

EVER UPWARD SCHOLARSHIP PROGRAM

As part of the College's annual giving campaign, the Ever Upward Scholarship program allows you to name a scholarship for a minimum gift of \$500, which will be awarded to a deserving Excelsior College student. In keeping with the College's mission to provide access to higher education, scholarship determinations will be based on financial need as well as on information submitted on Excelsior College's Common Scholarship Application form. In all cases, financial need will be an important criterion.

MATCHING GIFTS

Thousands of employers across the country show their support for higher education by offering corporate matching gifts programs that match, double, or even triple employee gifts to colleges. Simply indicate your employer's name when making a gift or enclose your company's corporate matching gift form with your donation. (This information can typically be obtained from your human resources office.)

PLANNED GIVING PROGRAM

Some alumni have asked how to include Excelsior College in their estate plans. Many people start by making testamentary gifts through their wills, often referred to as bequests. We encourage you to contact us regarding your plans. If you choose to designate your gift for a specific purpose, you should plan to discuss your intentions and wishes with us to ensure that what you have in mind is made known to us and is consistent with the College's purposes as well as your own. We are here to help you identify ways in which you might remember the College in your plans, and we would welcome that opportunity. By notifying us of your intentions, you will be named a member of the Excelsior Legacy Society.

ANNUAL CAMPAIGN UPDATE

The "Road Less Traveled" was the theme of this year's annual campaign. The Robert Frost poem served as a great metaphor for the Excelsior College experience. Momentum is building, and the campaign promises to be our most successful one yet — thanks to the generosity of alumni and friends of Excelsior College! Last year's campaign showed an almost 24% increase in alumni giving — with 2,711 graduates lending their support.

The College is in the process of winding down its outreach efforts to secure gifts and pledges. Before our campaign year comes to an end on June 30, 2007, we hope you will consider taking one of the following steps:

- **Make another gift to Excelsior, if you have already made one**
- **Fulfill the pledge you may have made through our annual phonathon**
- **Make a gift online by visiting the alumni Web site at alumni.excelsior.edu**

Please feel free to contact either the director of Alumni and Donor Relations, Terri Scalise Roller or vice president for Institutional Advancement, Cathy Kushner, by mail at Excelsior College, 7 Columbia Circle, Albany, NY 12203, via email at tscalise@excelsior.edu or ckushner@excelsior.edu, or by toll free phone at 888-647-2388; press 1-1-8539 at the greeting. Thank you!

*Two roads diverged in a wood, and I —
I took the one less traveled by,
And that has made all the difference.*

SUPPORT EXCELSIOR, Save on Taxes, and Receive Payments for Life!

The Excelsior College Gift Annuity may be an ideal way for you to meet your charitable and financial objectives.

A gift annuity is a simple agreement between a donor and Excelsior College. In exchange for a gift of cash or securities, the College agrees to pay one or two individuals a fixed sum each year for life.

The older the individual, the higher the rate of return the College will pay.

In most cases, part of each payment is tax-free, increasing after-tax value. There are no administrative fees or commissions. Your estate may enjoy reduced probate costs and estate taxes. Minimum first-time contract needs to be \$5,000, with payments beginning at age 55 or older.

Most important, you will provide generous support for Excelsior College!

We hope you will consider the Excelsior College Gift Annuity as part of your estate planning. For more information about including the College in your plans, please contact Cathy Kushner, vice president for Institutional Advancement (ckushner@excelsior.edu) or Terri Scalise Roller, director of Alumni and Donor Relations (tscalise@excelsior.edu). Call the Office of Institutional Advancement toll free at 888-647-2388 (press 1-1-8539 at the automated greeting), or contact us by email as noted above. ■

Example of Gift Annuity Rates

(One-Life
Agreements
as of 7/04)

Age	Rate
60	6.4%
65	6.7%
70	7.2%
75	7.9%
80	8.9%
85	10.4%
90	12.0%

ALL ABOUT ALUMNI

**WHETHER
YOU ARE**

One of the **23,275** graduates of **USNY – Regents External Degree Programs (REX)**

OR One of the **55,723** graduates of **USNY – Regents College**

OR One of the **14,027** graduates of **Regents College**

OR One of the **28,457** graduates of **Excelsior College**

READ ON FOR NEWS OF YOUR ALUMNI COMMUNITY...

*Alumni Association president
Mary O'Connor presents
the C. Wayne Williams
Award to Danny L. Scott at
Commencement 2006.*

Consider Nominating Yourself for an Alumni Award

The Excelsior College Alumni Association announces the opportunity for graduates to nominate themselves for one of its annual alumni awards. The awards provide recognition to outstanding graduates whose achievements may inspire other graduates and students. Based on academic, professional, personal, and community contributions that are representative of many of our graduates, the awards are presented in conjunction with the College's annual commencement activities scheduled for Friday, July 13, 2007, in Albany. Award recipients will be honored at the commencement ceremony.

If you would like to be considered for any of the three awards described at right, please complete and submit the Alumni Award Self-Nomination form, which can be found at the alumni Web site alumni.excelsior.edu. Include a letter explaining why you would like to be considered and a copy of your updated resume.

The next opportunity to garner one of these awards is Commencement 2008. So plan ahead. Submit your packet to Terri Scalise Roller, director of Alumni and Donor Relations, Excelsior College, 7 Columbia Circle, Albany, NY 12203-5156; or fax Terri at 518-464-8777; or email tscalise@excelsior.edu. ■

Alumni Achievement Award

This award recognizes outstanding academic, professional, personal, and community contributions that are representative of our graduates. The award is presented to a graduate whose achievements may serve as a role model to inspire other graduates and students.

The Carrie B. Lenburg Award

This award is given to an outstanding nursing graduate and recognizes the accomplishments and vision of Dr. Carrie Lenburg, Coordinator of the Regents College Nursing Program from 1973 to 1990. It commemorates her commitment to helping nurses attain their educational and professional goals and is presented to a nurse who demonstrates commitment to nursing education as well as academic and professional accomplishments in the field of nursing.

The C. Wayne Williams Award

This award is named after Excelsior College's first president and is presented in recognition of outstanding public service and community involvement by a graduate.



Can you see yourself here?

Consider Serving On Your ALUMNI ASSOCIATION ADVISORY BOARD

The Excelsior College Alumni Association is looking for energetic, dedicated graduates who would like to nominate themselves to serve on the Alumni Advisory Board. We hope you'll consider becoming a part of the leadership of your alumni association. As Excelsior College continues to provide alumni with quality services and opportunities, it is so important that we identify individuals who will continue the association's work. Duties include attending one meeting per year, typically held in July (expenses are covered by the College); attending commencement ceremonies held each year in July in Albany; participating in phone conferences and electronic meetings throughout the year; and serving on advisory board subcommittees.

Each board member is expected to contribute annually to Excelsior College—the amount will be left to each individual's discretion. Your contribution of thoughts and ideas and enthusiasm in support of the College will help the alumni association develop programs and services valuable to fellow alums. Just log on to the alumni Web site, alumni.excelsior.edu, and download the instructions necessary to prepare your materials for nomination.

The deadline to submit nomination materials is November 30, 2007. For more information, contact the Office of Alumni Affairs toll free at 888-647-2388; press 1-1-8539 at the automated greeting.



ANNUAL MEETING NOTICE

The Excelsior College Alumni Association will hold its annual meeting — open to any graduate of Excelsior College, Regents College, or the University of the State of New York — on Saturday, July 14, 2007, from 9:00 a.m. – 10:00 a.m. at The Desmond Hotel in Albany, New York. Please contact the Office of Alumni Affairs no later than Wednesday, July 11, 2007, if you plan to attend. Call toll free 888-647-2388; press 1-1-8539 at the automated greeting.

All graduates are welcome!

ONLINE “Chats” AVAILABLE for Excelsior College Alumni

In conjunction with the Excelsior College Alumni Association, **a third series of online chats will be offered this spring for alumni of Excelsior College.** These chats are offered exclusively to our alumni and are designed **to provide you with the latest information as you continue to move forward in your career or perhaps consider a career change.** Some are repeats from last year’s offerings and others are brand new. This is a great opportunity to network with other Excelsior College alums!

HERE’S THE SCHEDULE:

TOPIC	FACILITATOR	DATE (all chats 5-6 p.m. ET)
Behavioral-Based Interviews	Luke Schmonsky <i>is the associate director of the Career Center at The College of Saint Rose, Albany, New York.</i>	Tuesday, May 29
Networking	Penny Loretto <i>is the assistant director, Career Counselor and internship coordinator at Skidmore College, Saratoga Springs, New York.</i>	Wednesday, June 6
Going to Law School	Thomas Denham <i>is the managing partner for Careers in Transition, LLC, Albany, New York.</i>	Thursday, June 14
Obtaining Professional Certification	Jack Bailey <i>serves as chief of the Special Missions Recruiting Division for the U.S. Army Recruiting, Fort Knox, Kentucky, and is a graduate of Excelsior College.</i>	Monday, June 25

It is important to check the alumni Web site for updates to topics and dates at alumni.excelsior.edu. If we have your email on file, you will receive more detailed information on each chat and a reminder email for each. Please log in to the alumni Web site to update your profile and provide us with your most recent email address.

We look forward to chatting with you soon!

Job Listings
Location:
Function:
Company:
Job Title:
**Help Your
Fellow Grads
Look for
a NEW JOB!**

Excelcior College and the Excelsior College Alumni Association would like your help in linking us with the employment opportunity postings at your company’s Web site! Online Professional Connections is a page on the Excelsior College alumni Web site that is dedicated to boosting your own ability to find satisfying employment.

This initiative, designed to enhance the opportunities for our alumni to advance in their careers, is just another step in our quest to offer Excelsior graduates valuable career services. The value of a college is only as good as the successes of its alumni. When you advance so do we!

For employers — linking to our Web site can prove very valuable as you reach out to over 116,000 graduates worldwide, who are already successful professionals in a variety of fields. You will be able to secure employees that match the criteria you seek in filling your vacant positions.

If you are interested in linking your company’s Web site to Online Professional Connections, please contact Terri Scalise Roller in the Office of Alumni Affairs right away. Either phone toll free 888-647-2388 (press 1-1-8527 at the automated greeting), or email tscalise@excelsior.edu.



The Office of Alumni Affairs is pleased to announce this new service.

This is your chance to ask career-related questions of Ed Hallenbeck, an experienced career counselor with more than fifteen years experience as a human resource generalist in public education and the private sector. He has been working for more than seven years providing professional career counseling and planning services to diverse groups of undergraduate and graduate students.

Hallenbeck is a nationally certified trainer/facilitator in the area of developing and nurturing teamwork. Certified in Human Resource Studies and Employee Complaint Handling by the Cornell University School of Industrial and Labor Relations, he is an accomplished mediator of employee conflict, complaints, and difficulties throughout his human resource career.

An active member of the National Career Development Association and the Society for Human Resource Development, Hallenbeck is known for his ability to attain positive results in creating "nearly grievance-free work environments."

THE PROCESS IS SIMPLE. Submit your question by email to alumnicareer@excelsior.edu. Hallenbeck will monitor the email box on a weekly basis and select a variety of questions of interest to most alumni. New questions, along with the answers, will be posted on Monday of each week.

We hope you will take advantage of this great new opportunity and "Ask the Career Counselor!"

Office Hours With Ed Hallenbeck

We are also offering a series of office hours, conducted by career counselor Ed Hallenbeck, especially for alumni of Excelsior College. Focused on your career-related questions and concerns, this free service for you, our graduates, is designed to provide information and guidance on career and professional development-related topics you might not otherwise be able to access.

To sign up for an appointment, contact the Alumni Office toll free at 888-647-2388; press 1-1-8527 at the automated greeting. You will need to answer a few demographic questions designed to help us best serve you during the office hour appointment.

SUMMER 2007

Office Hours Schedule

Date Time (ET)

Tues., May 30	6 – 8 p.m.
Fri., June 8	10 a.m. – Noon
Tues., June 12	2 – 4 p.m.
Wed., June 20	6 – 8 p.m.
Mon., June 25	10 a.m. – Noon
Mon., July 9th	10 a.m. – Noon
Tues., July 24th	6 – 8 p.m.
Wed., August 8th	10 a.m. – Noon
Thurs., August 23rd	2 – 4 p.m.

HATS OFF!



What have our grads been doing?

Read on to find out.

Update Us!

*Don't forget to keep us posted with your most **current email address**. In the fall of 2007, we will begin a regular e-newsletter especially for alumni, and you'll want to be sure to receive it.*

Visit the alumni Web site at alumni.excelsior.edu to update your profile, or contact the Alumni Office with your new email address. Call toll free 888-647-2388; press 1-1-8539 at the automated greeting.

UNITED STATES

ALABAMA

Bruce V. Swoopes, BSL '92, Normal — was recently chosen for membership in Kappa Delta Pi at Alabama A & M University for his scholarship, high personal standards, and promise in teaching and allied professions. Selection is based on high academic achievement, a commitment to education as a career, and a professional attitude that assures steady growth in the profession.

ARIZONA

Dr. Everett Peralta, BS '85, Phoenix — was appointed chairman of the Department of Education of American Indian College. Dr. Peralta has served as professor of education since the 2000-01 academic year.

CALIFORNIA

Cyndi Mangus, AS '85, North Edwards — currently works as a senior system engineer at NASA Dryden. Previously, Ms. Mangus worked as a flight test engineer on several aircraft including B-2, B-52, F-15, X-33, X-37, and X-45.

Douglas Orne, BA '93, Sunnyvale — has been working as a cultural advisor with Asian international students at various California colleges.



NEW YORK

Thomas Stotesbury, BSL '06, Newburgh — applied to Excelsior College using credits earned while serving as a Russian and Bulgarian interpreter and interrogator in the U.S. Air Force Security Service from 1966 to 1973. He used geology credits earned at SUNY New Paltz in the 70s and 80s. While earning his last credits from Excelsior, he also went to Sea School to become a captain; he now pilots the cruise ship, the Tahiti Queen, out of Peekskill, New York. With regard to finally obtaining his baccalaureate degree, Mr. Stotebury says, "Don't ever stop learning. This only took me 41 years!"



TURKEY

Mark A. Caudill, BAL '87, U.S. Consulate in Istanbul, Turkey — has worked as a foreign service officer since 1990. His first book, *Twilight in the Kingdom: Understanding the Saudis*, was published by Praeger Security International in July 2006. Caudill is currently posted to the U.S. Consulate General in Istanbul.

LOUISIANA

Glenn St. Romain, BS '87, Pineville — recently completed his requirements for a Master of Arts in psychology from Northcentral University in Arizona. He is continuing his studies toward a PhD in psychology.

MICHIGAN

Bryan Christiansen, AS '86, BMK '96, Linden — is pursuing a PhD in applied management and decision sciences at Walden University in Minneapolis, Minnesota. Mr. Christiansen earned an MBA in 2003 and also holds the designation of Professional Certified Marketer from the American Marketing Association.

NEW YORK

Matt Bassett, BS '90, Vestal — was recently named the director of athletics at Le Moyne College in Syracuse, New York. Mr. Bassett is currently the senior associate director of intercollegiate athletics at Binghamton University. He will assume his new duties in 2007. Bassett, just the third person to hold the director of athletics position at the college, brings nearly 20 years of experience at the Division I, II, and III levels. His experience includes time spent as an athletics staff member and coach at Binghamton University, Quinnipiac University, Green Mountain College, and Syracuse University.

Christopher M. Martell, BSL '01, Albany — has joined Hodgson Russ LLP as a member of the firm's Real Estate and Finance Practice Group.

NORTH CAROLINA

Stephen Muse, BSL '03, Camden — retired from the U.S. Navy after 20 years of service as a First Class Interior Communications Electrician in December

2001. Mr. Muse currently works as a consulting field engineer, tracking several ship repair projects on U.S. Naval vessels in Tidewater, Virginia.

PENNSYLVANIA

Dennis W. Cheek, BS '88, Kennett Square — just completed his second PhD in contemporary theology, Durham University, England, and his first year as vice president of Education at the Ewing Marion Kaufmann Foundation.



OKLAHOMA

Major (Ret.) Garnett Arnold, BS '79, Broken Arrow — recently received a master's degree in public administration from the University of Oklahoma. He is currently employed as an instructor and military simulations training analyst, at the School of Command Preparation, Fort Leavenworth, Kansas. This is his fourth master's degree. He is working on a fifth master's in Adult Education at Kansas State University, before beginning his doctoral studies in January. Mr. Garnett was also inducted into the Phi Kappa Phi National Honor Society in November 2007.



GEORGIA

Paul Troop, BA '80 and Ernie Jensen, AS '78, display their trophies after their team came in first in its division in the Atlanta Lawn Tennis Association's Senior Men's Day League. Mr. Troop, a retired journalist, is vice president of the Excelsior College Alumni Association. Mr. Jensen is a retired Army sergeant major.



SOUTH KOREA

Scott Valentine, AS '91, BSL '94, Seoul — served for 11 years in the U.S. Army Special Forces. In 1996, Mr. Valentine earned a master's degree in East Asian studies from Yonsei University in Seoul. He speaks several languages including Korean, Japanese, and German. In 1999, he started his own business, Korean-Arts.com. This year, Mr. Valentine plans to take a sabbatical year to pursue his lifelong dream to sail around the world.



CALIFORNIA

Alan Bell, BSB '85, Los Angeles — was honored as a pioneer in the lesbian and gay publishing industry by *CLIK*, a national magazine for black gay men. Owner of BLK Publishing Company, Inc., an LA-based firm that encompasses diversified media creation and specialized publishing, Bell was selected for his nearly 30 years of groundbreaking coverage of lesbians and gay men in the media.

TEXAS

Martin Guinn, BCI 2006, San Angelo — is working as a software engineer, developing online training technology for the Department of Defense.

Floyd Green, RN, AAS in nursing '06, Sandia — accepted a nurse surveyor position in the Texas Department of Aging and Disability Services. He will be trained in the process of surveying nursing homes and other types of long-term care facilities.

Chaplain (CPT) Steven G. Rindahl, BAL '96, Fort Hood—earned a Master of Divinity in 2005 from Southwestern Baptist Theological Seminary. In 2006, he completed a Master of Theology in preaching from Spurgeon's College in London, England.

VIRGINIA

Dr. Harold Geller, BSL '83, Fairfax—is now the associate chair of the Department of Physics and Astronomy at George Mason University. He led the design of the new observatory attached to Research 1, the university's newest building.

WASHINGTON

Matthew McCally, BA '90, Renton—recently joined the staff at the *Federal Way Mirror* (www.fedwaymirror.com), the newspaper of record for one of the larger suburbs in south King County (midway between Seattle and Tacoma). His bi-weekly column covers politics and public policy from a libertarian point of view.

NEW YORK

Christopher Pondish, BA '95, New York—earned an MS Ed from Baruch College, City University of New York in 1998 and a PhD from New York University in 2006. An adjunct faculty member at both Metropolitan College of New York and Baruch College, he recently joined CUNY's Enterprise Resource Planning project as Student Applications Architect.



FLORIDA



Gene Mitchell, AS '87, BSL '99, Panama City—was the head-line entertainment at the Capital One Bowl on New Year's Day 2007. Over his career, he has released nine full-length CDs of original music—the latest titled *Dancing On the Beach*. His

music can be heard on Sirius Satellite Radio as well as other radio stations around the country. Mr. Mitchell retired from the military in 1999 after spending a 21-year career as a professional counselor in the Navy. You can read more about Gene Mitchell's career and listen to his music at SailorBoyRecords.com or GeneMitchell.com.

Let us take our Hats Off to you!



Send news of your accomplishments and activities so that we can take our hats off to you in future issues of *Live & Learn*.

Mail (with a picture if available) to:
Publications Office, Excelsior College,
7 Columbia Circle, Albany, NY 12203-5156

Please do **not** staple your photos or send photocopies. If sending a digital photo, email the digital file instead of sending a printout. Email to pubteam@excelsior.edu or send a disk.

Name: _____

Address: _____

Social security number or College ID number: _____

Excelsior/Regents College degree(s) (e.g., BSL '92):

Degree: _____ Year: _____ Institution: _____

Degree(s) earned elsewhere:

Degree: _____ Year: _____ Institution: _____

Degree: _____ Year: _____ Institution: _____

Phone number: _____

Email address: _____

Employer: _____

What would you like us to know about you, our graduate?

(I release this information to Excelsior College for use in its publications materials and/or on its Web site.)

Signature _____ Date _____

COLLEGE CALENDAR

2007 HOLIDAYS (College closed)

May 28 - Memorial Day

July 4 - Independence Day

September 3 - Labor Day

October 8 - Columbus Day

November 12 - Veterans Day (observed)

COMMENCEMENT CEREMONY

July 13, 2007 (college closed)

COME TO COMMENCEMENT 2007 on July 13th

Celebrate your achievement in Albany, New York, this summer—and plan your vacation around it! Within about one hour's drive from Albany, you can visit the majestic Adirondack Mountains and Lake George, The Catskills, the Berkshires, the picturesque Hudson River Valley, and the Victorian setting of Saratoga Springs.

For more information, visit our commencement page at the Excelsior College Web site, www.excelsior.edu/commencement

IMPORTANT DEADLINES

Plan ahead to make sure you receive your degree at the time you want.

Conferral Date	Final Changes	Deadline for receipt of transcripts/ official documents for initial evaluation	Deadline for receipt of transcripts/ official documents for updated evaluation	CPNE Completion Cut-off (Nursing only)
June 15, 2007	Jun 1	Apr 6	Apr 20	Apr 27

COMMENCEMENT JULY 13, 2007

July 20, 2007	July 6	May 11	May 25	June 1
August 17, 2007	Aug 3	June 8	June 22	June 29
September 21, 2007	Sep 7	July 13	July 27	Aug 3
October 19, 2007	Oct 5	Aug 10	Aug 24	Aug 31

*All additions/deletions/corrections to the final transcript must be submitted by the student, in writing, two (2) weeks prior to the conferral date.

EXCELSIOR COLLEGE.

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Our Campus Is Wherever You Are—Virtually Everywhere.

Commencement 2007 will be virtually everywhere, too! We know not everyone can make the trip to Albany this summer, so the ceremony will be shown via Webcast to give all graduates, their families and friends, fellow alumni, and students the chance to share in the celebration.

Whether you are in the auditorium of the Empire State Plaza with a clear view of the stage (thanks to projection screens like the one above) or watching from a computer screen anywhere in the world—on July 13, a front row seat will be waiting for you!

www.excelsior.edu