

# EXCELSIOR

TRUE  
IDENTITY

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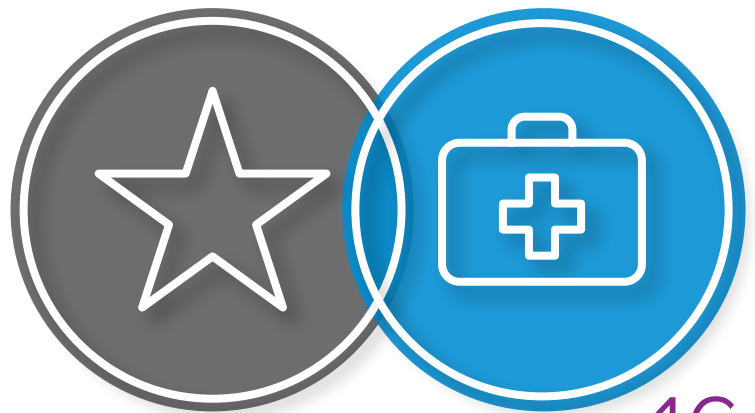
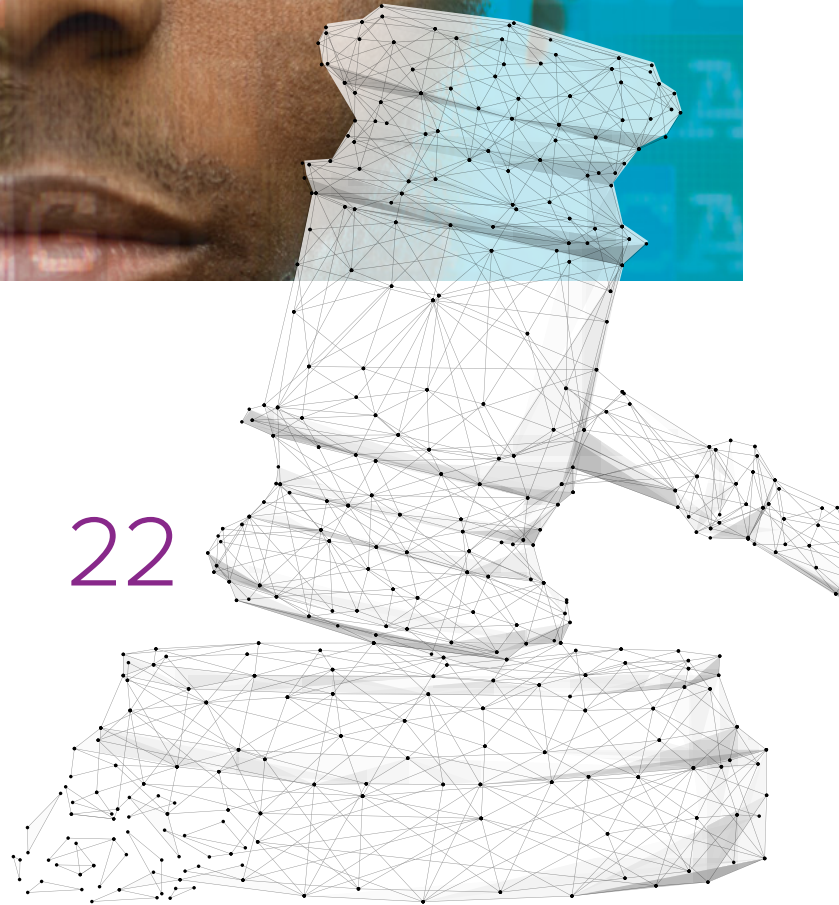
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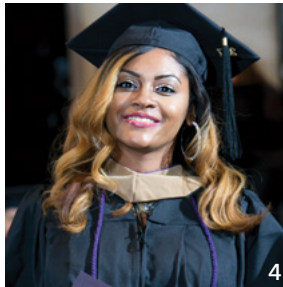
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# EXCELSIOR

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**ON THE COVER:** Genealogical approaches resolve questions of identity.

PHOTO COLLAGE: NICK KLERCKER



## Partners on This Journey

**F**or 47 years, Excelsior College has served as a model for how innovative institutions can deliver quality, affordable education, contributing to the realization of the fundamental American promise that anyone—regardless of social or economic circumstance—should be free to pursue their dreams.

As the College has evolved, so too has the world around us. Private and public institutions across the nation are grappling with how to fulfill their mission in the face of significant marketplace challenges, including a rapidly changing higher education environment, heightened competition, demographic changes, regulatory uncertainty, and a loss of government support.

Excelsior's new strategic plan, unveiled in February, elevates our capacity to meet these challenges by building on our core strengths and creating a foundation for future growth and success through improvements to our academic programs, courses, and student services, all supported by dramatic improvements in technology.

Some enhancements will be easily identifiable to all students, such as a captivating new learning management system and the introduction of automated self-service options. Other changes will be difficult to discern but the cumulative effect will create a new, highly responsive, and fully automated student experience.

Our advisors, evaluators, and counselors will be empowered to identify and resolve student issues and problems. We will continue to recruit and retain high-quality faculty with deep expertise and rich teaching experience to foster robust learning communities that stimulate creativity, curiosity, and critical thought. We will elevate our program offerings, infusing them with writing across the curriculum, career-ready competencies, and skill-development opportunities to ensure all graduates are well-prepared to achieve their personal and career goals.

From inquiry to graduation, students will experience an exceptional level of service, personalized to their needs. For our students, Excelsior will be more than an institution. We will be a partner on one of life's great journeys—the search for, and achievement of, self-actualization. Visit [excelsior.edu/strategicplan](http://excelsior.edu/strategicplan) to learn more.

Sincerely,

A handwritten signature in black ink, reading "James N. Baldwin".

JAMES N. BALDWIN, JD, EdD  
PRESIDENT



## Helen Benjamin Becomes Chair of the Board of Trustees

In January 2018, Helen Benjamin was elected by her peers to serve as the chair of the Excelsior College Board of Trustees. The first woman to serve as board chair, she brings a wealth of knowledge, deep experience, and commitment to higher education and student success to the position.

Benjamin retired as chancellor of the Contra Costa Community College District in Martinez, California, in December 2016 after serving as chancellor for more than 11 years. Before that, she held a variety of senior-level positions in the district since 1990. She had been an educator in secondary and higher education for more than 44 years. Benjamin started her career as a high school teacher in Dallas, Texas, and then was an assistant professor at Bishop College in Texas. She was with the Dallas County Community College District for 22 years, including four years as a dean.

She joined the Excelsior College Board of Trustees in 2011. “Excelsior’s mission of serving historically underserved adult learners no matter where they are academically or geographically resonated very strongly with me because of my own educational experiences,” says Benjamin. “Excelsior makes a huge difference in the lives of so many students, and I enjoy being a part of an institution with such an important mission. One of my goals as an educator has always been to support underserved students because I identify with them, having attended segregated schools through my years as an undergraduate student.”

She says she is honored to have been selected to chair the Board of Trustees and intends to continue the leadership work of those who have served in the position before her to ensure Excelsior remains true to its mission.

In addition to her work with Excelsior, Benjamin serves as a member of the Texas Woman’s University Foundation Board and as a volunteer at the African American Museum in Dallas. President of HSV Consulting Inc.,



she is a consultant to community colleges in a variety of areas.

Benjamin maintains an active role in a variety of professional and community organizations, many committed to increasing opportunities for students of color and increasing access to education for economically disadvantaged individuals. She worked tirelessly for the improvement of community and junior colleges and served as president of the California Community Colleges CEOs, as president of the board of the Community College League of California, and as chair of the California Promise Leadership Team. She holds the distinction of being the first community college representative appointed by Congress to the Advisory Committee on Student Financial Assistance. Benjamin served with distinction as convener of the Presidents’ Round Table of Community College African American CEOs and on the Board of Directors of the American Association of Community Colleges.

Known as a champion for student success, Benjamin has written on the topic,

“Excelsior makes a huge difference in the lives of so many students, and I enjoy being a part of an institution with such an important mission.”

—Helen Benjamin

has delivered many presentations, and has been acknowledged for her efforts. She co-authored, with Darroch Young, “Harvest from the Vineyard: Lessons Learned from the Vineyard Symposiums” (2016) and contributed to “The Chocolate Truth: An Anthology of Perspectives from Community College CEOs” (2012). She was among 20 community college CEOs from throughout the United States to participate in the first White House Summit on community colleges held by President Barack Obama.

Benjamin earned a Bachelor of Science in English from Bishop College where she graduated magna cum laude, and earned a MEd in supervision and reading and a PhD in English from Texas Woman’s University in Denton, Texas. ■



MIKE HEMBERGER

## Alumni Give Back by Paying It Forward

**A**lumni giving was up last fiscal year, spurred in large part by the growth of the Pay It Forward campaign. The campaign asks new graduates to contribute to the Alumni Association Scholarship Fund, which provides scholarships for students with financial need and helps ensure they stay enrolled and earn their degrees.

When graduates make a gift of \$25 or more to the Pay It Forward campaign, they receive a purple honor cord to identify themselves as a contributing member of the Excelsior College Alumni Association. Nearly half of the 418 graduates attending Commencement 2017 made a gift on Commencement day.

Dwayn Hanford, the president of the Alumni Leadership Council, says the Excelsior family atmosphere makes this campaign so successful. “Excelsior graduates are proud of our Excelsior family and overwhelmingly thankful for the opportunities they have received after earning their degree,” he says. “Paying it forward to current students is similar to helping a family member with their college expense. I have noticed over the years that there is a strong desire with our alumni to see others succeed.”

The participation of graduates at Commencement boosted the number of alumni donors to more than 950 for the 12 months ending July 2017. Alumni giving for that period totaled more than \$116,000 to support student scholarships and resources.

Overall, Excelsior awarded 1,021 scholarships to students with financial need during the 2016–2017 academic year. ■



AUGUST 1, 2016–JULY 31, 2017

## Alumni Support for Pay It Forward Campaign

**213**

TOTAL DONORS

**221**

GIFTS

**\$122.42**

AVERAGE GIFT

**\$6,871.00**

TOTAL AMOUNT  
OF GIFTS

## FOCUS ON IMPROVING WRITING SKILLS



Writing to learn and learning to write – both concepts have a place in college-level courses, and Excelsior College is exploring best practices for integrating and evaluating student writing. In March 2018, William Condon, emeritus professor of English at Washington State University (at left), led a workshop for faculty, leadership, instructional faculty, and instructional designers

on approaches for implementing writing across the curriculum, a movement emphasizing the role of writing throughout a student’s learning experience. The workshop supported a College priority to improve students’ writing skills and prepare them to write within their chosen discipline, so they are positioned for greater academic and career success. ■



## New College Partnership: Army University

The U.S. Army Ordnance School recently selected Excelsior College, one of Military Times' Best Colleges of 2018, to provide associate degree pathways to soldiers based on military training. The partnership is part of the Army University Continuing Education Degree Program (CEDP), which matches Army schools with civilian colleges. Excelsior was one of a select few colleges nationwide chosen to partner with Army University to participate in the CEDP Leadership Initiative Program and to offer associate degree programs at the U.S. Army Ordnance School at Fort Lee, Virginia, and the Chemical, Biological, Radiological and Nuclear School at Fort Leonard Wood, Missouri.

The associate degree programs selected for the program include the Associate in Applied Science in Technical Studies with a



concentration in electromechanical technologies, Associate in Applied Science in Administrative Management Studies, Associate in Science in Liberal Arts with areas of focus in leadership, environmental management science, and logistics, and Bachelor of Science in Homeland Security and Emergency Management. College credit is awarded for military service school

courses, and for primary and duty military occupational specialties (MOS) experience.

Students will also profit from other benefits, including support from military academic advisors and admissions counselors; reduced course tuition rate of \$250 per credit hour for active duty servicemembers, reservists, and National Guard personnel, and their family members; waived enrollment fee for military students; and maximum credit awarded in transfer for military training, prior college, and exams such as DLPT, CLEP, and DANTES.

"With this new partnership with the Army University, we're excited to further strengthen our long-standing relationship with the Army and pave pathways for servicemembers to earn college degrees," said Sue Dewan, executive director of the Excelsior College Center for Military and Veteran Education.

For more information about the partnership, visit [cme.excelsior.edu/army](http://cme.excelsior.edu/army). ■

## Spread the Word About Excelsior

Alumnus Danny Scott admittedly tells anyone and everyone about Excelsior College and the difference it made in his life. He attended about a dozen colleges before finding Excelsior. By then, he had been working toward his associate degree for 18 years, having been in the military and traveling a lot. Once he found Excelsior, he earned his associate and bachelor's degrees within nine months and then went directly on to earn a master's degree.

Scott's story is part of a new effort to encourage students and alumni to spread the word about Excelsior College. Anecdotally, there are many examples of someone referring a friend, co-worker, or family member to the College. This formal word-of-mouth campaign recognizes that enthusiasm and encourages alumni and students to tell others

about the impact Excelsior has had on their lives.

The campaign helps students and alumni make a direct connection between someone they think would be a good fit for Excelsior and the College's Admissions staff. Those referred to Excelsior will receive a call from Admissions after they complete a request for information.

To help spread the word about Excelsior, alumni, students, and other fans of the College can visit [life.excelsior.edu/refer-a-friend](http://life.excelsior.edu/refer-a-friend). From there, they can send a note to someone or share the webpage — and their Excelsior pride — on social media networks. ■

# Project Management 101

ALUMNUS KANE TOMLIN PRESENTS WEBINAR SERIES

One only needs to search “project management” to see the rapid and growing influence of this business practice in today’s global market. Based on independent research, the Project Management Institute (PMI), which offers eight certifications that recognize knowledge and competency, asserts that the project management-oriented labor force is expected to grow by 33 percent—nearly 22 million new jobs—by 2027.

According to Kane Tomlin, ’12, ’14, that’s good news. Tomlin is a PMI-certified Project Management Professional who oversees the project management office of the Florida Department of Law Enforcement where he works as a special programs administrator. He studied criminal justice and cybersecurity at Excelsior and now serves on the College’s Alumni Leadership Council. Through his work on the Council, he recently launched a quarterly alumni speaker series on project management to help his fellow alumni and current students make sense of one of the fastest-growing fields.

“Project management is as simple or as complicated as the project,” says Tomlin. “And the skill set starts with being intellectually curious,” he says, adding that PMI thinks of project management as more than a skill; it considers it to be a profession. Skill, profession, or both, project

management, Tomlin explains, is a cognitive process that leads to the most effective and efficient way to perform the work. From this perspective, it’s easy to see why employers are interested in having project managers on board: how effectively you execute the growth strategy of the organization is directly related to success markers such as profit.

While many of us who are not project managers may feel as though we do this type of work in our jobs every day, not all projects are created equal. Within the industry, projects are clearly defined by the following criteria: 1) a specific product or service, 2) with a start and end date, 3) that has never been done before by you or your company, 4) which requires planning and execution, and 5) has unknown variables.

Or, as Tomlin describes it, a project is any one-time effort with an end-state goal. It can be as simple as making a pot of coffee (if you’ve never made one before) or as complex as building a stadium or IT system. However, all projects share the same three constraints: limited budget, limited time, and performance constraints (good and fast vs. fast and cheap vs. good and cheap).

So, what does it take to be one of these in-demand project managers?





If you like working in an area where there isn't much information provided, and that requires you to do research in order to accomplish your goals, then you will enjoy project management. Project managers possess the following skills and attributes: problem solver, positive attitude, high-level communication abilities (written and verbal), systematic mindset (breaks down problems), enjoy challenges, enjoy a lack of routine, and highly goal-oriented.

Project managers follow a prescribed process for handling the work. Remember those three constraints that affect every project? Project management begins with identifying the driver constraint (least flexible) and weak constraint (slightly negotiable) related to the project at hand. Then, it involves breaking down the work into a method that can be organized into a project schedule. For example:

**STEP 1:** Make a list of every task that needs to be done in order to complete the project.

**STEP 2:** Interview subject matter experts to find out what steps they need to take to complete their portion of the project (for example, if you're building a stadium, the subject matter experts would include the architect and general contractor).

**STEP 3:** Determine task dependencies, such as tasks that can be completed simultaneously and those that need to be completed before another task can be started.

**STEP 4:** Schedule the work; how long each task will take is often identified through those interviews and conversations with the subject matter experts in Step 2.

Scheduling the work isn't the end of the planning, of course. Some tasks take longer than scheduled and project managers have to compensate by shuffling people, time, and money to meet goals. That's where, Tomlin says, the most important quality of project managers comes into play: problem-solving.

"The reason is twofold. First, the simple act of starting a project usually involves some version of 'how do we solve this problem or overcome this challenge,'" says Tomlin. "Second, once the project is underway, no matter how much planning you have done, new problems will arise." ■ —R.K.



ALUMNI.EXCELSIOR.EDU/RECORDED-WEBINARS

## Life at Excelsior College: Our New Blog



Looking for more news about the people and happenings at Excelsior College? Our new blog site, Life at Excelsior College (formerly Excelsior Life), provides a glimpse into the lives of students, alumni, faculty, and staff, and shares topical information related to our areas of study.

With content organized by school and topic, the blog enables readers to easily find content they're interested in and related posts. Readers will find profiles of alumni, students, faculty members, and staff as well as scholarly articles, tips and advice, career content, and news of upcoming events.

"What was previously found in multiple blogs is now condensed into one experience. No matter your experiences, there's a little something for everyone to be found here," says Emily Young, Excelsior's social media and community manager.

Life at Excelsior College is the connection point to the College's social media accounts. From the blog, you can join any of our Facebook communities, tweet at us, follow our Instagram accounts, or access our Alumni Community and connect to alumni resources. ■

### BLOG HIGHLIGHTS

- **DEGREES AT WORK** ➔ The recurring series Degrees at Work focuses on graduates' careers and what they've learned on the job.
- **COURSE FEATURE** ➔ Course Feature posts take readers inside various courses for a look at what students learn and what they have to say about the experience.
- **FACULTY FOCUS** ➔ The recurring series Faculty Focus highlights the experience of faculty program directors and instructional faculty.



## STUDY SHOWS VIABILITY OF ONLINE INTERPROFESSIONAL NURSING EDUCATION

A paper written by Patricia Cannistraci, assistant dean of the School of Nursing, and Bonny Kehm, a faculty program director, based on their study on interprofessional education (IPE) received the United States Distance Learning Association's (USDLA) International Quality Research Paper Award, and was published in the April 2018 issue of the *Journal of Nursing Education*. IPE is a team-based approach to learning where students from two or more health care professions learn together during their professional education. The Institute of Medicine, the World Health Organization, and the Patient Protection and Affordable Care Act approve of this practice because it encourages health care professionals to reassess how they work with patients and each other.

Cannistraci and Kehm wanted to show that it was possible to have an interprofessional education experience at an exclusively online college. "There is a gap in the literature," says Kehm, referring to the lack of research showing online schools that successfully implement IPE. Cannistraci and Kehm sought to change that. "Our goal is to move interprofessional education from a novelty experience for the nursing student to the norm in nursing curriculum," says Cannistraci. Their three-phase study included Excelsior College's School of Nursing and School of Health Sciences as well as The Sage Colleges Nutrition Sciences Dietetic Internship program.

Ninety-two students (53 nursing students, 30 nutrition students, and 9 health sciences students) were assigned to teams of 9–10 students to equally distribute the professions, with a military or veteran student in each of the groups, too. In phase I of the study, each student was assigned to watch the PBS open-access movie "Poor Kids," a 45-minute documentary following three families through their experience of homelessness. This was in preparation for phase II, where students would meet for a weeklong discussion hosted through Moodle, an open-access learning management system.

Each student signed a consent to participate in the study, which contained a pre-post test. Once in the Moodle room, students

responded to five discussion questions which included, "How would these families be likely to enter 'the system' of care, in other words, meet you and the types of service you would provide? What would the family experience look like?" and "What views shared by members on your team, from other disciplines, helped to deepen your understanding of health and societal issues faced by children growing up in poverty?" Faculty participated in the group discussion to expand and deepen the dialogue among students. In phase III, the formal IPE experience ended and students returned to working in their discipline-specific course.

Eighty-eight percent of the 92 participants completed the pre-post survey, which measured how confident the student was in the subject matter and the other professions in their group. Cannistraci and Kehm discovered there was a statistically significant increase in self-reported confidence across all questions of the survey. "The results are encouraging because they support the notion that the IPE educational experience significantly improves student confidence in understanding and performing on an interprofessional team," says Kehm.

As a result of the experience, many students reflected upon their interprofessional teamwork with a deeper understanding of specific provider roles. Student comments include, "An important lesson that I learned is that working as a team promotes better patient outcomes and a more successful plan of care," and "Every professional on my team had their own opinion that tied to the overall topic of concern."

Cannistraci and Kehm summarized their study in a manuscript which they then submitted to the USDLA. The International Quality Research Paper Award, given to the authors of a research paper that advances the field of distance education, was presented in May at the USDLA International Awards Ceremony during the annual conference. You can read Cannistraci's and Kehm's paper, "Difficult to doable: Interprofessional collaborative practice in distance education," in the Excelsior College library. ■ —J.K.



# Smart Eating

## FIVE TIPS FOR A HEALTHY DIET

By Alayna Defalco

**H**ow do we determine what we are supposed to eat without risking harm to our body? How do we move beyond following the latest trend to embrace a healthy eating lifestyle? Unfortunately, there is no one simple answer, and sometimes the easy way can seem like the best way. That's when many people turn to fad diets. Fad diets promise quick weight-loss results, although they usually include an unhealthy and unbalanced diet. They allow a very low caloric consumption, ultimately leading to short-term weight loss, but don't educate the public on how to eat a sustainable, nutritious menu that they can adopt long-term.

Here are five strategies that we can all apply to eat better and lead us on the track to a healthier lifestyle.

**1. EDUCATE YOURSELF ABOUT EATING OUT.** Americans eat out four times per week on average. If you do, it is important to pay attention to the calories in your food. There are many hidden calories in take-out, but luckily, many food chains provide nutritional values, including calorie counts, for menu options. A typical person's daily caloric consumption should be around 2,000 calories per day. If I decide to order a prepared salad at a fast food restaurant, thinking that is one of the healthiest choices on the menu, that salad could well constitute  $\frac{1}{4}$  to  $\frac{1}{2}$  of my recommended daily caloric intake. Dressing, processed meats, croutons, and other toppings can dramatically increase calorie, fat, carbohydrate, and even sodium intake.

**2. KNOW THE NUTRITIONAL NUMBERS.** Nutritional resources such as the American College of Sports Medicine and [healthypeople.gov](http://healthypeople.gov) provide excellent recommendations on daily nutrient intake. For example, experts recommend a daily fat intake of no more 30 percent of our daily calories. If I am on a 2,000-calorie diet, my intake should be no more than 66 grams of fat per day. Going back to the fast food salad: if 2 tablespoons of dressing constitutes 25 grams of fat, I am left with 41 grams of fat for the rest of the day.

Prepackaged, convenience, and restaurant foods can contain a lot of fat and calories!

**3. READ THE LABELS.** Sometimes it's a lifesaver to eat convenience foods. You may be balancing work, college, family, and other demands. Once you know the nutritional numbers, learn to read the labels. Then make it a lifelong habit. The Food and Drug Administration has an excellent overview on reading nutrition labels.

**4. EAT PROTEIN WITH EVERY MEAL.** This may sound strange, as protein is often associated with weight gain, but protein is an essential macronutrient that helps rebuild our tissues, hair, nails, skin, and much more. Most people do not get enough protein in their daily diets. Insufficient protein leaves people hungry. When feeling hungry, people tend to eat more carbohydrates or fat, which can increase blood glucose and calorie counts.

**5. WORK WITH A LICENSED DIETICIAN.** Nutrition is an ongoing battle, with a lot of inaccurate information. If you want to lose weight or alter your diet, you may need professional assistance to get started safely. Every person is wonderfully unique, and we all have different caloric needs. Dietitians can determine what a safe weight-loss program can be for that person. Most fads do not take individuality into consideration. Extremes in dietary change and weight loss can cause more harm than good in the long term.

Our food is the fuel that keeps our bodies and minds functioning at peak efficiency. Following the first four steps is vital to survive and thrive in our own bodies. If you are at all confused, follow Tip 5 and work with a professional. You can also learn more by taking HSC 403 Nutrition for Health and Wellness or HSC 304 Exercise for Health and Wellness.

Adjunct faculty member Alayna DeFalco, MS, teaches School of Health Sciences courses on nutrition, exercise, and human-animal interactions for health and wellness.



## Lifang Shih

Dean, School of  
Business & Technology

### **Q. What are three things at Excelsior College that you're excited about?**

A. A lot of exciting initiatives are taking place within the College. Let me use three examples to represent our three focuses to enhance the student experience.

The first example relates to our efforts in enhancing student success. We reviewed student success data and found there are some courses that are quite critical to students' success in the program. These are usually foundational courses that prohibit students from moving to the next level if they fail the courses. We call these courses obstacle courses. Based on these data, each responsible faculty program director worked with an instructional faculty member to either do a minor revision or make some enhancement to the identified course to enhance student success.

The second example is our efforts in fostering career readiness. Recognizing the importance of equipping our students with workforce-ready competencies, we are integrating authentic learning experiences, such as case studies from top companies in business, health science, and technology programs, into courses so that students are required to apply what they have learned from the class to solve real workplace challenges. Additionally, to enhance students' hands-on skills, we

incorporated various learning activities such as hands-on labs, simulators, and virtual labs in these programs.

The third example is our efforts in faculty development. High-quality instruction is key to the student experience. To ensure faculty are supported with appropriate tools for success, we developed an onboarding process to ensure early success for new instructors. Our faculty program directors also devoted a lot of time and effort to reaching out to their faculty to provide any needed coaching and support throughout the term.

### **Q. How do you describe your leadership style?**

A. I believe that effective leadership is an art as well as a technique. The foundation is in relationship building. It requires profound understanding of your staff. You need to know the strength of your staff and their career aspirations. I usually use a quote from John Quincy Adams to remind and encourage myself as a leader, "If your actions inspire others to dream more, learn more, do more, and become more, you are a leader." I want to be a leader who inspires others to continue to grow and to achieve their career and/or life goals.

### **Q. What opportunities do you see for women in technology?**

A. I think society has made good progress in providing greater opportunities for

women in technology as more and more leading companies have recognized the need of an inclusive working environment for company success. GE, for example, has committed to hire 5,000 women in STEM positions within the next few years. One good way to stay connected and learn about available opportunities is to be involved in professional organizations. There are also mentorship programs available in professional organizations such as IEEE and ACM, and the National Cybersecurity Institute at Excelsior College, which resides within the School of Business & Technology, hosts the Initiative for Women in Cybersecurity (IWICs).

### **Q. What do you find inspiring about Excelsior College?**

A. What I really love about Excelsior College is the opportunities it provides to our students. One might argue that Excelsior is just like any other online institution that provides a flexible learning environment to adult learners. However, with our extensive experience in the evaluation of prior learning, including transfer credits from other accredited institutions, professional trainings, and industry certificates, we are the only institution that can meet students where they are and serve as a true partner to enable them to achieve their life and professional aspirations. ■

Read about Lifang Shih's passion for STEM education at [life.excelsior.edu](http://life.excelsior.edu).



# KEY CONNECTIONS

## 5 TIPS TO MASTER PROFESSIONAL NETWORKING

By Sarah Murphy & Maribeth Gunner Pulliam

One of the most important activities for a truly successful job search is networking. Career experts agree that career networking is one of the most effective ways to find and obtain a job. While classified ads and online job boards might give you a few places to start, the vast majority of job openings are never advertised. Job seekers need to have a network of contacts, or a career network, that can provide support, information, and job leads. Has it been awhile since your last job hunt? Feeling a little rusty? Here are a few tips to oil those networking tools and techniques:

### 1.

**Look at Who You Already Know:** Career networking can begin with the people closest to you: friends, family, neighbors, community members, and past employers you have maintained relationships with. Let everyone know your overall career goals and the type of job you are seeking. You never know who will have a contact who is aware of an opening in your field. This primary group is also a good place to begin when you are creating leads for informational interviews, another networking strategy that is proven to be incredibly beneficial for job seekers and explorers, alike.

### 2.

**Set Up an Informational Interview:** Informational interviews can help job seekers gain firsthand knowledge in the career they are exploring. You will become more well-informed, and you'll get to make a connection to someone in your field of interest. Setting up an interview with someone you already know, know through mutual contacts, or connected

with through a cold call are all good ways to grow your professional network. Interviewing someone, whether you know them or not, can be an unsettling experience, but you'll find that most interviewees are excited to talk about their field and eager to lend advice.

### 3.

**Become a Member:** Additional resources not to be overlooked when establishing a network are professional associations. Memberships to professional associations in your career field are beneficial not only for networking, but also for keeping you apprised of the most current information in the field.

### 4.

**Have a Social Media Presence:** We have all witnessed how social media has revolutionized life as we know it, and job networking is no exception, making it another source of network building. Social networking has already become deeply rooted in the vast majority of everyday life; we use it for entertainment, communication, and more often now for job seeking. The benefits to online networking are that most information is well-organized and can be accessed quickly. Job seekers can easily identify friends and acquaintances who can provide promising connections. Additionally, employers have also increasingly found online networks helpful in locating and screening new hires.

**BONUS TIP** – There is a wide selection of social networking sites to choose from, and LinkedIn.com is one of the largest and most popular. However, Twitter and Facebook are popular mediums as well. As useful as social networks can be for job hunting, it is

important to be cautious when using these platforms. Knowing the basic “dos and don'ts” of social media will help maintain a professional and positive persona. It's important to note that while many people have found online networking to be an extremely helpful tool, don't put your entire job search hopes into online networking. It's just one of the many useful tools in your networking toolbox.

### 5.

#### **Remember You're Building a Relationship:**

All your network connections, traditional or online, are not just there to help you. It is a reciprocal relationship. Build the relationships within your network by staying in contact and offering to help others when you can. Whether you are actively job hunting or secure and satisfied in your current position, you should always remain engaged in your network. Then, if you are looking for a promotion, or perhaps find yourself without a job, you can rely on your network for job leads and references to help you take the next step in your career.

A strong network can give you an advantage in your job hunt. Building a professional network takes time and effort. However, it is well worth it. Successful people realize that one of the best ways to advance a career is through effective networking. ■

Sarah Murphy served as an intern for Excelsior College Career Services during spring 2018. She completed her MEd in College Student Services Administration in May 2018 at The College of Saint Rose, where she serves as the assistant registrar for contract programs. Maribeth Gunner Pulliam, MEd, is the director of career services at Excelsior College. She can be reached at [careerinfo@excelsior.edu](mailto:careerinfo@excelsior.edu).



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# WHEN YOU AREN'T WHO YOU THINK YOU ARE

THREE CASES SHOW HOW  
GENEALOGICAL RESEARCH HELPS  
REVEAL AN INDIVIDUAL'S TRUTH

BY MELINDE LUTZ BYRNE

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**G**enealogical professionals approach and solve difficult identity inquiries by thoroughly dissecting, analyzing, and reassembling complex genealogical problems. They gather evidence, evaluate and analyze records, and report the findings of these problems. As the following three examples illustrate, there can be surprising applications of genealogical approaches. Lessons from this sort of casework often show how life-changing proving one's identity – in the sense of who they are and what they've experienced – can be.



## WHAT'S IN A NAME? LAWRENCE SELLS FORD HATFIELD FINDS OUT

### CASE #1

#### RESEARCH QUESTION:

Is there a better way to learn your biological father's identity?

#### OUTCOME:

The discovery of a truth comes at a price – for everyone

**L**awrence “Larry” Sells Hatfield, the eldest of a large family in Indiana, was headed to college for engineering when he requested a copy of his birth certificate. When it arrived, the teenager learned an unexpected truth: the father listed on his birth certificate was a complete stranger. Larry was not a Hatfield; he was a Ford. The man he’d called “father” his whole life was a step-father and his many siblings were only half-siblings. His biological father died of the Spanish flu in boot camp in 1917. His widowed mother, with infant Larry, remarried soon after.

Larry was furious that his mother had lied to him his entire life. In a rage, he threw away a full scholarship and broke all

ties with the man he knew as his father. Larry married, served in World War II, raised four children, and found a career on the floor of an Indiana factory.

Larry’s anger is not unusual, but he may have made better decisions had his family handled the information differently. The reveal of his true identity shattered his trust, but did that need to be the case?

Today, genealogists know we have four kinds of family: a genetic family (where DNA contributions from certain ancestors eventually disappear); a genealogical family (everyone who is your ancestor); a social family (including anyone you welcome into your life); and, finally, a legal family (defined by law, as in adoption or disinheritance). There is now a fifth kind of family for people who have organ transplants and share the donor’s DNA. For example, a sister who receives her brother’s kidney will now test as both female and male, so this leads to a new definition of self.

Identity is defined and embraced by the individual. Is it ethical to conceal the truth as in Larry’s case? Do fostered or adopted children have the right to know their origins?

## MIRIAM PERLSTEIN LOWY, SABINOV HOLOCAUST SURVIVOR, SHARES HER PAST

### CASE #2

#### RESEARCH QUESTION:

Was her story true?

#### OUTCOME:

Finding sources that contain evidence that meets the standard for truth

**M**iriam Perlstein Lowy survived the Holocaust and told her story to her son only once when he was 18. He wrote it out in Hebrew and never forgot. Forty years later, an elderly Miriam was plagued by dementia and began living her life backward. Knowing her history, he understood why his mother mistook him for his father, then later hated him as an SS officer trying to imprison her. Ultimately, she cried about her older sister, torn from the family and sent to entertain the troops, never to return.

His reluctant retelling of the story captured the attention of a screenwriter. But was it true? As important as never forgetting is not perpetuating a fraud. Could the incredible facts be proven and documented?

Years later the answer is a resounding “Yes!” Genealogical research reveals extraordinary evidence. Survivors from the 100 Jewish families of Sabinov, Slovakia, were few but fierce. At least nine made it to New York City by the late 1950s. Six of the

nine made recorded testimonies about their experiences. Each Holocaust witness was instructed to tell only their own story, yet details in their testimonies helped corroborate information in Miriam’s story.

*Florence Reimer was Miriam’s best friend after the war. In her testimony, Reimer tells that she was born in America and recounts her father’s fateful decision to return to Slovakia in the 1930s to be with his parents. Her father, mother, and teenaged*



↑ Miriam Perlstein (center top) stands with her parents, Anna Landesmann and Kolomon Perlstein, and three of her five siblings, about 1926 at Sabinov. Her youngest sister, Rozalie, was killed in a drug test at Auschwitz. This photo, by an unknown Sabinov photographer, was hidden by friends in Sabinov and is owned by Miriam’s son.

brother were killed, but she was exempt from the March 1942 “transport” of young, unmarried Jewish women because the government did not dare mistreat an American.

Dr. Eugene Schnitzer and his wife Serena survived the war in Sabinov with an “exception” that he was a doctor. They kept his niece and his in-laws in a large armoire in the living room under the noses of the authorities. He once took niece Vera out for a walk, but never again. The townspeople, once so friendly, knew Vera was not supposed to be there and their stares were hostile.

Lt. Joseph Schnitzer and his wife were transported in May 1942. Joseph’s relative bribed many people and chased the train for 15 miles before catching it. The car doors were opened and Schnitzer was called to come out. He refused to leave because he felt everyone should be allowed to go home. At the Polish border, Schnitzer fed hundreds of people during a wait for a new train

to the concentration camp Sobibor. He fired up an abandoned bakery and scrounged supplies. Schnitzer’s Bakery on the show “Seinfeld” was a real place owned by the real Joseph Schnitzer.

Every detail in Miriam’s story—from jumping from the train headed to Auschwitz, eluding capture for almost two years, escaping death when the camp was liberated as she faced execution, hiding in the snowy Tatra Mountains, and hating the people of Sabinov who stole her family home and shunned her when she returned—can be documented. Research into independent testimonies such as those above, the log books of Auschwitz, a census of Sabinov, and the tattered photos hidden for decades say it is so. As a result, her story meets the genealogical proof standard of truth and will soon be told through a book, a screenplay, and eventually a film.

## A NEW LOOK AT AN OLD CASE: JANE DOE NH 1971

**CASE #3**

**RESEARCH QUESTION:**  
Who is she?

**OUTCOME:**  
Genetic genealogy will resolve the mystery

A young hunter found Jane Doe NH 1971, as she came to be called, a long time too late. He stirred the woodpile with his rifle and ran to the police station when her sightless eyes met his. Since New Hampshire did not have a medical examiner in 1971, the go-to doctor came from Massachusetts to preside over the recovery in the chilly October rain.

Dr. George Katsas said Jane Doe was 16 to 35 in age, probably in the older range. He wrote down no cause of death in the first autopsy, and inexplicably took home her mandible and maxilla. She had no ID, so the police placed an ad in the local newspaper. Many people came forward, searching for their lost daughters, sisters, or wives. Those missing women were eventually found, but no one claimed Jane Doe NH 1971.

Decades later, the technology exists to date her age to within six months. This requires counting rings of cementum formed around her teeth, but that part of her skull is not with her remains. Height and weight estimates for Americans have also been updated from the long-used Depression-era figures, but people reading Jane Doe’s description still envision a young runaway or prostitute. She was almost certainly a housewife in her 30s, robbed of her future. Two reconstruction artists created what her face may have looked like, based on her skull, but the renderings could not be more different.

Two reconstruction artists created what her face may have looked like, based on her skull, but the renderings could not be more different.



↑ Jane Doe 2006 reconstruction by Mary Fish (left) and Jane Doe reconstruction circa 1995 by an unidentified artist. PHOTOS COURTESY OF THE NEW HAMPSHIRE STATE POLICE COLD CASE UNIT

When all else fails, genetic genealogy can lead to a definitive answer. DNA is not just for exclusion any more. With basic skills, a researcher can use autosomal DNA to name the remains of soldiers missing in action or killed in action by matching the primary next of kin. It can and will also name Jane Doe NH 1971 and the tens of thousands of unknown dead who await the return of their identities. A non-disclosure ends the story here, for now. More than five of these cases have been solved in the last few years and all road signs point to genetic genealogy becoming a necessary step in cold case identifications in the future. ■

Melinde Lutz Byrne, a fellow of the American Society of Genealogists, teaches advanced genealogy problem solving for Excelsior College.



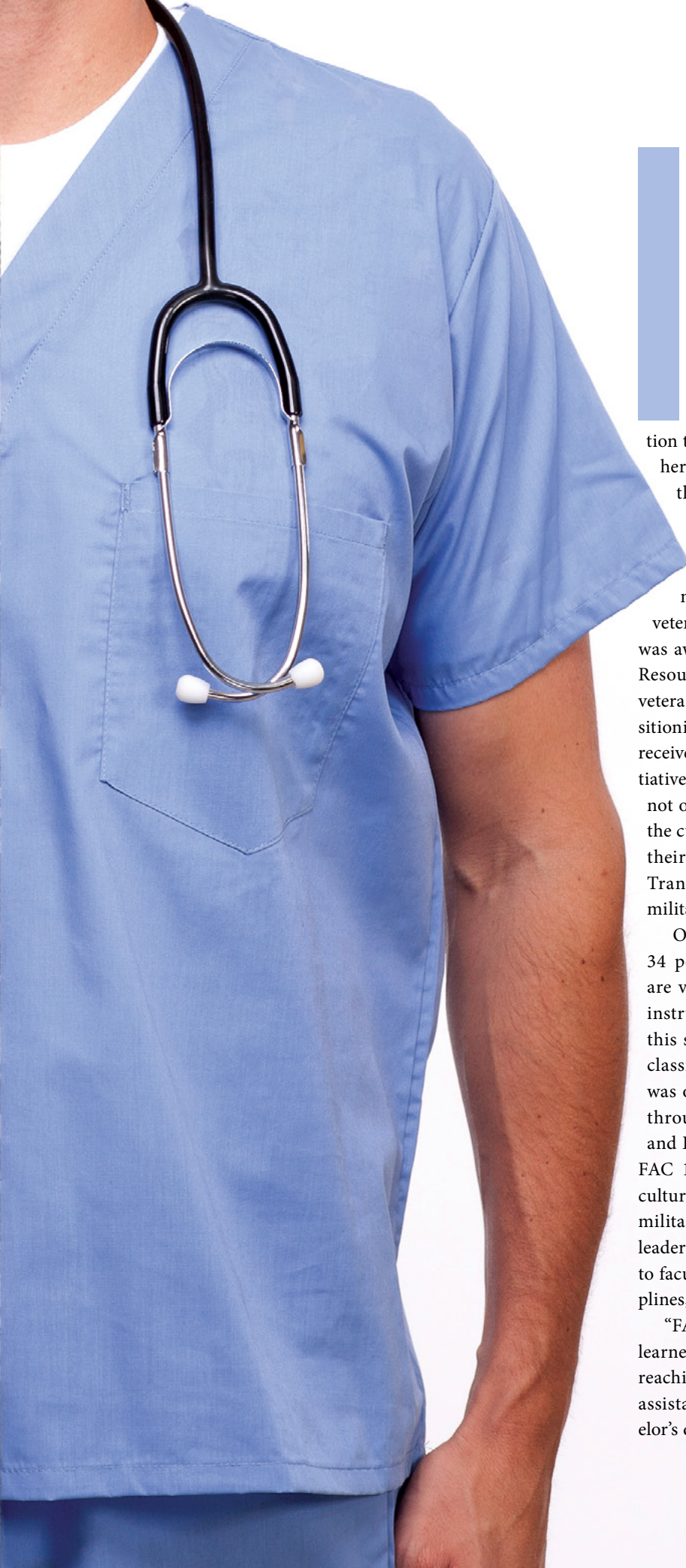
A person wearing a military camouflage uniform with a stethoscope around their neck. The image is the background for the entire page.

# MISSION TRANSITION

COLLEGE IMPLEMENTS INITIATIVES  
TO SUPPORT VETERANS PURSUING A  
BACHELOR'S DEGREE IN NURSING

BY MARIA C. SPARKS





Instructional faculty member Susan Piper looked pained as she discussed issues concerning veterans during a presentation at Excelsior College in February 2018. The issues hit close to home. As a soldier and a nurse, she had seen firsthand how PTSD had affected her husband, a soldier who had returned from Iraq in November 2006. The issues also hit close to work. As an educator of adults returning to college, many of whom are servicemembers and veterans, she sees how their personal challenges extend to the classroom. In her presentation to Excelsior College faculty and staff, Piper shared both her personal and her classroom experiences to highlight the critical importance of being attuned to the needs of veterans and how that awareness can make for a better learning experience.

Piper's presentation was one part of a larger, multi-faceted effort at Excelsior College to better support veteran and military students. In July 2014, Excelsior College was awarded a three-year, \$1,019,181 grant from the Health Resources and Services Administration to assist qualified veterans with earning a bachelor's degree in nursing and transitioning to the civilian workplace. In July 2017, the College received an additional year of funding to complete project initiatives and evaluation efforts. By then, the initiatives focused not only on promoting student success through changes to the curriculum, but also on helping faculty and staff develop their awareness of veteran students. Known as Mission: Transition, the focused efforts reinforced the College's military- and veteran-friendly reputation.

Of Excelsior's more than 29,000 enrolled students, 34 percent are military servicemembers and 12 percent are veterans. Mission: Transition made it possible to help instructional faculty better understand the experiences of this student population and what they bring to the online classroom by funding the production of a tutorial that was offered as a faculty development opportunity. Created through a collaboration between the School of Nursing and Excelsior's Center for Military and Veteran Education, FAC 120 Military Culture addresses nuances of military culture and the associated impact on the lives of students with military backgrounds. After it was offered to nursing faculty leadership and instructional faculty, the tutorial was opened to faculty leadership and instructional faculty in other disciplines, as well as to some academic advisors.

"FAC 120 served as a cultural immersion where faculty learned to view their own world as 'other' as the first step in reaching out to veteran students," says Patricia Cannistraci, assistant dean in the School of Nursing. While the bachelor's degree in nursing program has several faculty members



## NURSING INSTRUCTOR TOMAS SERNA, A VETERAN, GIVES BACK

### **Tomas Serna may have left active duty**

in October 2016, but his life remains anything but calm. Nowadays, the former lieutenant colonel is teaching, coaching, and mentoring the next generation of nursing leaders—what he claims was the best choice he could have made.

Serna initially joined the Army in 1983 because his business degree gave him few job prospects. When he briefly left the Army eight years later, he attended college at the University of Texas at El Paso and attained his bachelor's in nursing. "I chose nursing because it gave me better career opportunities," he says. Now he works as an employee for the federal government. "I just changed uniforms and returned to work," says Serna. "My military and my civilian life is pretty much interconnected. I would not change it. I would rather continue to serve than to work in a civilian hospital."

It wasn't easy to transition to civilian life, however. "I think the most difficult thing for me was losing control. As an Army officer, I had a lot of responsibility, but I also had a lot of respect. I could make things happen with a single order," Serna explains. Understandably, now it's not so much the case, and Serna says a certain level of diplomacy must be mastered in order to get things done.

That doesn't take away from his love of teaching. Serna teaches NUR 338 Introduction to Nursing Informatics and NUR 456 Leadership and Management in Nursing at Excelsior. "I enjoy dedicated students. I can work with students who are committed to succeed in the course. I can help them become successful in the class. I look for those students who work hard," he says. It runs in the family, too. One of Serna's greatest personal achievements is raising two nurses—his son and daughter. He says he "provided effective teaching, coaching, and mentoring. I could not give the



profession more than my own two children." One of Serna's greatest military achievements is that in 2004, he took 450 soldiers to Iraq and brought them all back safely. Both accomplishments are a testament to Serna's strong will and dedication to lead others to thrive and succeed.

Serna's advice extends far beyond the paternal. He encourages veterans to take advantage of every possible program available to them; for instance, the VA has many programs, including job placement opportunities. "The transition center can also help them [veterans] before they get out of the service," Serna explains. "They need to find a way to transfer their military experience, education, and training to the civilian job force. They need to dress to impress."

In addition to helping fellow veterans, Serna is a member of a variety of local community organizations. He is also a

↑ Tomas Serna's strong will and dedication to lead others to survive and succeed has led him to support his fellow veterans in transferring to the civilian life, as well as encouraging his own children in following their educational dreams.

PHOTO: AARON INGRAO

member of the Texas Nursing Association and the National Association of Hispanic Nurses. "We conduct bi-yearly health fairs, seminars and educational activities within the community. The goal is to promote the profession within the community," he explains. As a former Army Nurse Corps officer, he is a member of the Army Nurse Corps Association. In this capacity, he helps mentor young officers. "Further," continues Serna "as a certified medical-surgical nurse, I help our clinical nurse specialists develop and present in-services to help our young nurses attain medical-surgical certifications." — J.K.

Editor's note: To read about other instructional faculty, visit [life.excelsior.edu](http://life.excelsior.edu).



who are veterans [see sidebar on page 18], other programs with enrolled veterans do not. A survey of participants who completed FAC 120 shows they were more familiar with the experiences of military and veteran students after taking the course. While gains in knowledge and understanding were reflected collegewide, the largest gains were reported by faculty affiliated with the technology programs, who typically have backgrounds in industries rather than the military. “Nearly every faculty member who completed FAC 120 reported having a better understanding of the circumstances of students with military experience as a result of taking the course,” says Barbara Storandt, principal consultant at ALTA Solutions Group LLC, who serves as the external evaluator of Excelsior’s work related to the grant.

In one of the first grant-funded initiatives, Susan Piper participated in a digital storytelling project and recorded her personal account of recognizing her husband’s PTSD [see sidebar on page 20]. The video was incorporated into NUR 448 Community Health Nursing and into a presentation for a faculty workshop on recognizing the signs of PTSD. The workshop also provided faculty members with strategies for working with veteran students, such as establishing a personal connection and promoting goal setting with short- and long-term planning. Piper also discussed strategies for working with military and veteran students when she visited the College in February and gave examples from her teaching experience at Hopkinsville Community College in Kentucky.

Developing a better understanding of military students is a recurring theme in accomplishments attributed to the grant or inspired by the grant. Mission: Transition funded revisions to the bachelor’s degree nursing curriculum so that course content increased awareness of the health care needs of servicemembers, veterans, and their families. Course assignments provide veterans with opportunities to reflect on their military health care experiences and relate them to the course work. A new elective, NUR 340 Caring for Our Nation’s Heroes and Their Families, gives nursing students the opportunity to learn more about the diverse health care needs of military service members, veterans, and their families. Students learn about military and veteran culture, health care systems and resources for servicemembers and veterans, and the military family. The course also explores veteran-centric health-related topics such as post-traumatic stress disorder, transition issues, poly-trauma, homelessness, women’s veteran health issues, LGBT topics, and applicable theories.

The inclusive learning environment resulting from Mission: Transition initiatives benefits all students. “Not only did it assist our veteran student population in attaining their bachelor’s degrees in nursing, it also improved nursing care for military patients and their families by educating all

our students about the needs of our wounded warriors,” says Mary Lee Pollard, dean of the School of Nursing.

With the support of the grant, the College looked at how it can meet the needs of veteran students and the effect of relationship building on a student’s success. Excelsior College was the only online institution among the colleges and universities that received the HRSA grant through the Nurse Education, Practice, and Retention: Veterans’ Bachelor of Science Degree in Nursing program. The grant provided Excelsior College with a unique opportunity to test hypotheses about the level of support veteran students need and better ways to support them as they pursue a bachelor’s degree in nursing.

For the first three years of the grant, veteran students were assigned to a dedicated academic advisor and a faculty nurse mentor to further personalize the student’s experience and strengthen connections. The faculty member provided veteran students with academic coaching and mentoring, particularly as students took their first academic course and acclimated to the online classroom. After evaluation, which included interviews with students, the College found its veteran student population did not require mentorship that varied from what’s offered to the typical Excelsior student. The College discontinued the grant-funded nurse mentor position when the initial funding ended in June 2017. Veteran students, as do all students, receive support from academic advisors through the Office of Student Success Services.

According to survey results, veteran students respond positively to the services offered to them at Excelsior College. “They really needed to know that they are part of a veteran-oriented institution,” says Storandt, and adds that Excelsior’s culture of valuing veteran service is clearly conveyed to and understood by veteran students.

Making the transition from a traditional classroom setting to online learning can be challenging for students, and even a “mind-blower,” according to one veteran student in the bachelor’s degree in nursing program. The student was among those surveyed to assess the grant’s impact. After the student identified as a veteran, the support kicked in right away. “It was like a connection that was right there, readily accessible. I felt at home, not so much back in the military, but at home in the sense that I was able to reach out to people that were in civilian life with me and understood where we were, what we’re doing.”

That experience is exactly what Excelsior seeks to provide veterans. The grant enabled the College to foster a deeper understanding of the veteran experience across the college, and to connect with other higher education institutions that serve similar populations. “It put Excelsior College in touch with 30 other colleges and universities across the country doing similar work with veteran students, allowing us all to share our stories and experiences for the benefit of students,”



## SUSAN PIPER: USING DIGITAL STORYTELLING TO HELP VICTIMS OF PTSD



**Post-traumatic stress disorder can** happen to anyone. Military servicemembers and veterans most often experience PTSD due to the shocking and dangerous combat events they have witnessed during times of service. Susan Piper, a psychiatric mental health nurse practitioner, knows firsthand the effects of PTSD since it took many years for her husband to admit he experienced symptoms of the disorder. Since then, Piper has been using digital storytelling to share his story with others in hopes that they might learn they aren't alone and that help is available.

Piper, who hails from western Kentucky, comes from a large family of servicemembers. "I chose to join the military, and answer that call, because my family is a military family. My dad served, my brothers served, uncles, and aunt; from the Air Force, to the Army, to the National Guard," says Piper. She has over 25 years of military service with most of that serving in the Army National Guard, and only moved into nursing eight years ago.

"The things that influenced me to become a nurse go way back," Piper recalls. Her older sister was a nurse and after being a "classic, traditional" college student, she decided on

nursing, too. "It was an overwhelming urge to want to help, to make a difference," says Piper, who visited Excelsior in February.

What influenced her to become a psychiatric mental health nurse practitioner stems back to her military family. "What drove me to specialize in that particular area falls back to my passion related to my service as a military member myself, having a family that is full of servicemembers. I have watched, over the years, so many soldiers go to war, and then return home, and talk of the things they experienced," she explains.

Her husband was one of these soldiers. In fact, Piper had been a nurse for 12 years when her husband finally admitted he had a problem. "I was a nurse in the military, I was a soldier, and was standing right beside him, and even though I saw these things happening, it even took me a little bit of time to say there was a problem," she says.

As a nurse educator at Hopkinsville Community College, about 10 miles from Fort Campbell, Kentucky, Piper was used to teaching students who had served in the military or are currently still serving in the military, or who are military dependents. That's when she had an idea to use her husband's PTSD as a learning tool while

↑ Susan Piper, an instructional faculty member for the School of Nursing, shares her experience with recognizing PTSD and teaching veteran students during a presentation at Excelsior College in February 2018.

PHOTO: DANNY SANTANDREA

teaching for Excelsior in 2016. Piper decided to create a video to further enhance material in the bachelor's degree in nursing's community health curriculum. The video was funded by the Veterans' Bachelor of Science Degree in Nursing grant. "I decided to use the fact that my husband has PTSD in my digital story, and sharing that with my students, because I think it is important to make connections. When you make connections, learning occurs," she says. Piper has taught NUR 212 Health Differences Across the Life Span 2, NUR 211 Health Differences Across the Life Span 1, and NUR 105 Essentials of Nursing Care Health Differences for Excelsior.

Piper describes digital storytelling as a method of using multimedia, such as photographs, music, videos, text, and sometimes even the spoken word, to share information—a story, an idea, or a thought. "Digital storytelling is a wonderful method to provide reflective thought, and that is important for all of us to do in some way," she adds,

explaining the process of reflective thought as being a method of analyzing a situation and then developing a course of action. "It's a method of problem solving, if you will."

For example, she says, "If I want to better myself, then I'm going to take a minute, every day, and reflect upon the day, and anything that may have caused me a problem. Or maybe it was something new that I'd been exposed to, then I'm going to think about that, and analyze how that impacted me. What have I gained from it? And then develop that plan, or course of action, or what am I going to do with this now that I've been exposed, or experienced it."

There were several things Piper wanted people to take away from her digital story. "The first was related to the struggles that came with PTSD. The second was... that they're not alone, that someone else has experienced this. I wanted my students, specifically my nursing students, to understand," says Piper. "So, many things that I want[ed] for them to take away from my husband's story of PTSD, and how I handled it, and the things that I went through.... And I guess one thing that, maybe as I spoke about it, a lot of times the military family is kind of forgotten about, and that would probably be one of the other things that I wanted to make sure that they took away. The soldier, the veteran,

suffers, but the family suffers also. And the struggle touches many," she adds. "But I also wanted them to know, related to that, they're not alone, that there's someone that could stand with them. That there's help available."

Digital storytelling is not only beneficial in the classroom, but it can be used therapeutically, also. That's what Piper and her husband came away with—like a "weight had been lifted off their shoulders," she says. Piper says, "I was very excited when he [her husband] was anxious to then share that himself. His friends, my friends, said it best. They said, 'she's not just telling your story, she's telling our story.' So that was exactly the response. That's what I wanted. I wanted that connection."

Piper has not assigned digital storytelling to any of her students, but she believes it can surely be utilized in the teaching process. She explains that any course that promotes critical thinking and problem solving (reflective thought) would be ideal for this sort of teaching. She is interested in using it in Hopkinsville's mental health track. "I have recently taken on the responsibilities of our behavioral health nursing course, back at Hopkinsville Community College, and I think that as I make it my own, this is one of the things that I'm going to utilize... I'm hoping to use it in my mental health course. I think that

I can embed it there, in some way. I believe that it will be very beneficial to these students."

She also hopes to go back to her story to revise it. "At the end of that digital story, I talk about how I'm finishing my post-master's, and starting my DNP. And now I'm looking at my two-year anniversary of being a certified mental health nurse practitioner, and in May I graduate with my DNP." Piper's capstone project focused on veterans, particularly access to mental health related to the veterans at Hopkinsville. It is her dream to make a greater difference at the government level, but for now she is happy she has made a difference with her digital story. "I said, well, even if I just impact one person, that's one person... I can walk away OK. But I can't walk away, no, I've got to do more," she says.

Piper says personal connections and being aware are the most important things in understanding, but also in learning. They are building blocks for developing trust. She says, "Awareness is key, whether it's awareness of issues, awareness of signs and symptoms, awareness of what you can actually then do to help or compensate, or awareness of resources that may be available in your area. So, to me, that [awareness] is key. That's how we best can make a difference." —J.K.

says Barbara Pieper, who was the principal investigator for the grant. She served as the associate dean for bachelor's and master's degree programs in the School of Nursing until her appointment as dean of the School of Health Sciences in spring 2017. "I believe we had some unique program features to share with our colleagues. We were honored to participate."

The collaboration with the other higher ed institutions contributed to the impact of the 2017 Annual Educational Institute, "Lessons from the Field: Innovations in Veteran Education, Transitions, and Care." The daylong conference, funded by the grant, was organized by Excelsior College School of Nursing and Albany Medical Center. The College invited grantees to give papers or posters highlighting aspects of their Veteran Bachelor of Science in Nursing programs, says Pieper.

Faculty development opportunities, such as the FAC 120 course, the PTSD workshop, and the educational institute, were layered onto a military-friendly culture at Excelsior

College that has existed for more than four decades. The grant essentially enhanced what was already there as far as awareness of the veteran experience and support for them as adult learners, according to several people involved in administering or evaluating the grant. "Any effort that went into a veteran-oriented program came out on the student side in some way," says Storandt.

In the years since the College first received the grant, 179 veterans have enrolled in the Bachelor of Science in Nursing program [as of April 3, 2018]. The number of veteran students who earned a Bachelor of Science in Nursing during that same period totals 66. As recently enrolled students complete the program requirements, the number of veteran students earning a bachelor's in nursing is expected to increase. Mission: Transition will have helped many of these students enter the workforce better prepared to meet the growing demand for bachelor's-prepared registered nurses. ■





# Are Algorithms the Answer?

USING DATA MIGHT HELP REFORM  
PRE-TRIAL DETENTION PROCESSES

BY GRETCHEN SCHMIDT

**P**re-trial detention is both costly and often disproportionately leveraged against minorities and those with lower socio-economic means. Courts nationwide are looking to algorithms to determine whether a defendant should be detained pending trial. The goal of using algorithms is twofold: reduce the population of pretrial detainees and help judges make better decisions regarding the need to detain a defendant.

Across the United States, criminal justice policymakers, practitioners, and advocates have raised concerns about the large number of people who are detained in local jails while waiting for resolution to their criminal charges. While some defendants are held because they are deemed likely to flee or commit additional crimes if released, many others do not pose a significant risk and are held because they cannot afford to pay the bail amount set by a judge. Incarcerating these relatively low-risk defendants is costly to taxpayers and disrupts the lives of defendants and their families, many of whom have low incomes and face other challenges. To address this situation, some jurisdictions are experimenting with new approaches to handling criminal cases pretrial, with the overarching goal of reducing unnecessary incarceration while maintaining public safety.

Currently, most jurisdictions in the United States work on a bail/bond system. The judge generally looks at the information in front of him/her in the defendant's file and is forced to decide whether the defendant will be released on his/her own recognizance or if they will be given the opportunity to post bail pending trial. In many cases, there is a chart that is used to determine the amount of bail that is to be set based on the level of the offense and the defendant's criminal record. Another factor considered is the defendant's age and ties to the community, i.e. family, job, housing. Research has proven that the bond system tends to be biased against those who are poor and, often, minorities and the homeless. Intuition is also often biased against the same populations. Inserting a data-driven alternative is a good step toward reform and a more just system.

Simply put, those with money are more likely to be able to post whatever bail is set, avoid jail time, and afford a lawyer to help reduce the charges. Those who are poor can't afford the bail or time off the job to fight the charges; therefore, they are more likely to take a plea whether they are guilty or not, thus ending up with a lengthier criminal record. This, of course, sets them up to be ineligible the next time they get arrested whether for valid or invalid charges. It is a vicious cycle.

During the last few years, increased awareness of the economic and human toll of mass incarceration in the United States has launched a reform movement in sentencing and corrections. According to Arnold and Arnold ["Fixing Justice in America," *Politico Magazine*], this remarkably bipartisan movement is shifting public discourse about criminal justice "away from the question of how best to punish, to how best to achieve long-term public safety."

It seems from the collective research that for the algorithm to be successful, the tool not only needs to be valid but also properly implemented. This includes intensive training on the tool, its goals and limitations, and consistent use at every level—from the officer utilizing it and entering the data in the system to the judge who determines the appropriate pre-trial action.

Kentucky, which has been working on reform of pre-trial detention for over a decade, struggled until 2013 when it added the PSA tool and training for all parties involved. It has since seen great success. A balance needs to be realized between what the tool suggests and the judge's intuition. But in any case, a proprietary bail system that grossly over houses the poor needs to be eliminated. Putting at-risk community members in touch with the appropriate resources to help them be contributing members of society is for the greater good. Research supports that this can be accomplished without creating harm to society and for defendants still appearing for court appearances as evidenced in Kentucky and New Jersey.

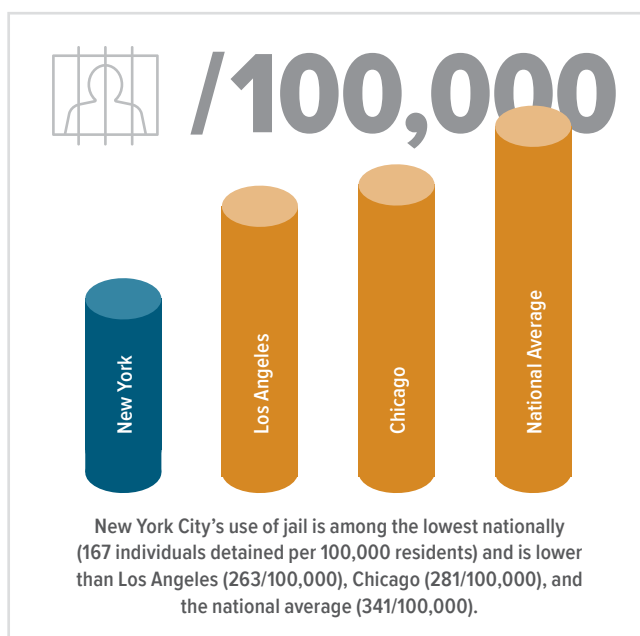
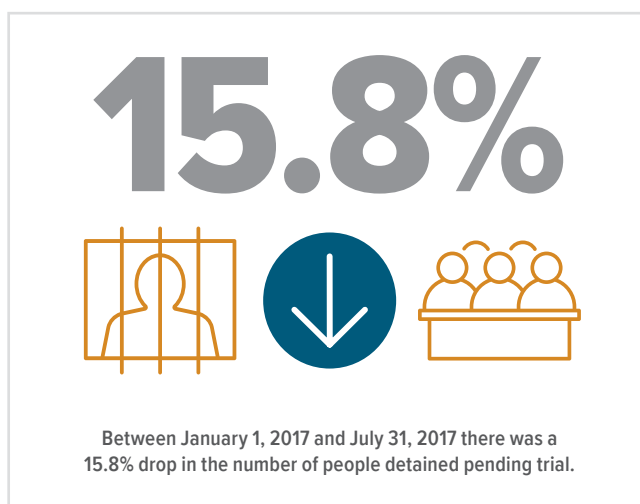
According to New Jersey's state-reported data, between January 1 and July 31, 2017, the state of New Jersey has seen its pretrial jail fall by 15.8 percent. That is an impressive drop in under a year. That translates to 2,167 fewer people held in pretrial detention on July 31, 2017, than at the same time in 2016. That's more than 2,000 people who have not been convicted of any wrongdoing, and who get to live at home with their families and carry on their normal lives rather than live in a jail cell. These same people also stand a better chance of keeping their jobs and their kids, and their lives aren't unnecessarily disrupted while they are locked up before even being



Research has proven that the bond system tends to be biased against those who are poor and, often, minorities and the homeless. Intuition is also often biased against the same populations. Inserting a data-driven alternative is a good step toward reform and a more just system.

convicted. It is important to note that during this same time, New Jersey's crime rate fell. According to the New Jersey State Police, violent crime in January through August 2017 was 16.7 percent lower than during the same period of 2016. Murder fell by 28.6 percent, assault by 13.3 percent, robbery by 22 percent. By contrast, violent crime only fell 4.3 percent in 2016, and didn't move in 2105.

It's far too soon to say if bail reform contributed to the big year-to-year drop. But at the very least, bail reform hasn't been accompanied with some dramatic increase in danger or crime. More people are free, and more people are safe.





Kentucky's courts have used the PSA-Court to help identify low-risk defendants who pose little threat to public safety and are therefore suitable for pretrial release. Since implementation of the PSA-Court, and as compared to the four years prior to July 1, 2013, the new criminal activity rate has dropped significantly. Kentucky is now detaining more high-risk and potentially violent defendants, while more low-risk defendants are being released. And crime is down.

We are only scratching the service on how algorithms, research, and data-driven decision making can help reform the pre-trial process. This is where academic partnerships

and alliances with agencies in our community can make a difference.

Based on the research, considering people are going to make errors and no system is perfect, it seems like this approach is a good start at taking out some of the bias and making the system a bit fairer, particularly for poor, non-violent offenders. Furthermore, it may go a long way toward helping our communities; if we get people in touch with the resources they need rather than put them in a cage, they are more likely to productively contribute to society. ■

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Gretchen Schmidt, JD, MBA, is the faculty program director for the Master of Science in Criminal Justice program at Excelsior College.

## DOWN THE ALGORITHM RABBIT HOLE

**In fall 2017, Gretchen Schmidt read an** article about New Jersey's adoption of algorithms in determining pre-trial sentencing. The concept of bail reform appealed to Schmidt, who prior to her career in higher education, worked in the legal field. In fact, during law school, she worked at a sheriff's office where one of her responsibilities was conducting legal research with inmates two to three times a week.

"While using data to inform sentencing decision is not new, the concept of using data-driven tools to help remove some of the apparently intrinsic bias in the current bail/bond system was appealing to me," says Schmidt.

In February 2018, she presented on the use of algorithms in the pre-trial sentencing process at the 55th Annual Meeting of the Academy of Criminal Justice Sciences. The Academy of Criminal Justice Sciences is an international association established in 1963 to foster professional and scholarly activities in the field of criminal justice. It promotes criminal justice education, research, and policy analysis within the discipline of criminal justice for both educators and practitioners. Schmidt was part of a panel



presenting papers related to issues with pre-trial detention.

There are extensive writings about algorithms being used in different ways and phases of the criminal justice process. "As I began my research, I did exactly what I caution my students against: I kept getting led down rabbit holes," recalls Schmidt.

One rabbit hole she found herself exploring relates to the correlation between being detained pre-trial and the likelihood of being arrested. Related is research regarding the likelihood of someone detained pre-trial being sent to jail. "The theory is that if you are detained, you are more likely to take a

plea and get a shorter sentence or, in best case scenario, time served. This, of course, leads to the last rabbit hole, the likelihood of pleading guilty to something you didn't do because you don't have the time or money to defend yourself," she explains. These are serious issues to be considered when looking at pre-trial detention and the bail/bond system, and Schmidt was determined to see if algorithms were a solution.

Schmidt came to the conclusion that "in order for the algorithm to be successful, it needs to be properly [implemented], which includes intensive training on the tool, its goals and limitations, and consistent use at every level from the officer utilizing it and entering the data in the system, to the judge who determines the appropriate pre-trial action." Her research supports this can happen. Schmidt reports that Kentucky added a public safety assessment tool and training for all parties involved in 2013 and, since then, has achieved great improvement in pre-trial detention. "In any case, a proprietary bail system that grossly overhouses the poor needs to be eliminated," she says. —J.K.





# HOW TO MAKE THE MOST OF THE ONLINE ALUMNI COMMUNITY

**B**y now, you've likely heard about the online Alumni Community, a one-stop-shop for services, programming, and peer-to-peer engagement for graduates of USNY, Regents, and Excelsior College. Whether or not you've already joined us by registering on the site, here are some tips for making the most out of this free benefit available only to lifelong learners like you:

**Home Sweet Home:** Each time you log in, you'll land on My Home Page. This is where you'll see messages from the Office of Alumni Affairs and links to a variety of options for customizing your experience in the Alumni Community. Be sure to click on My Interests to select the Groups and Conversations you'd like to join. You'll notice that you're automatically a member of the discussion group for the school from which you graduated (i.e., business, health sciences, liberal arts, nursing, public service, or technology). One important note: Home is the main page for the site ([alumni.excelsior.edu](http://alumni.excelsior.edu)), whereas the link to My Home Page takes you back to where you started when you logged in.

**Find Your Way Around:** Two menus mean more options, right? The menu on the top right of the site features the main navigation plus a few extra options (see Self-Service: Tasks You Can Complete 24/7). The menu on the left side of the screen expands when you start clicking around. Don't worry — you'll get the hang of it.

**Get to Know Those in Your Community:** Want to know more about the leadership of your Alumni Association or peers who have been honored with alumni awards? You can read about them in the community. Interested in connecting with others who have the same professional interests or hobbies as you? Check out the Groups and Conversations.

## JOINING THE ALUMNI COMMUNITY IS AS EASY AS 1, 2, 3

### 1.

#### Getting Started Is Easy:

Go to [alumni.excelsior.edu](http://alumni.excelsior.edu) and click the button that says, "Welcome to Our Community." It's that simple.

**TIP:** Below that box, there's a link to a video that shows you exactly how to register. Click on "Need help signing up?" if you need assistance.

### 2.

**The Registration Form Is Short:** In order to maintain a secure space for only Excelsior's alumni to engage with others and the College, registration is required. But it's a short form with only a few basic questions.

**BONUS:** For your convenience, you can create your own username and password.

### 3.

**Wait for It....:** As soon as you click the "Submit" button on the registration form, you'll receive an email letting you know that it could take up to 48 hours to verify your registration. We understand that waiting is hard, but we need to verify that you are, in fact, a graduate of the College to keep our group secure.

**TIP:** 48 hours is a stretch — verification usually happens pretty quickly! You'll receive an email letting you know when your registration has been verified with a link to log in.

**BONUS:** While you're waiting, we encourage you to read our Terms of Use and Privacy Notice, which also links to the College's Guidelines for Online Interaction. Remember, there are people on the other side of the screen, so please be kind when commenting in Groups and Conversations.

**Find Career and Professional Resources:** It's simple to link to Career Services from the Alumni Community or to register for an Alumni Speaker Series webinar from the Events page, but don't discount the value of peer-to-peer networking or the exchange of ideas. Next time you attend a webinar such as the Project Management 101 series or The Shift Report, head over to Groups and Conversations afterward to continue the discussion with others. Or, use this secure space to request advice on changing careers, search for a mentor in your field, find out who will be attending a professional conference in your area, or inquire about the job market in another region.

**Level Up Your Engagement Through the Alumni Directory:** For the first time in the College's history, graduates have an online resource for connecting with former classmates or those they met at Commencement. But it doesn't stop there. You can also search the Alumni Directory by city and state to find alumni near you who might be interested in professional networking, shared hobbies, or joining you in an Excelsior Cares community service project. See Alumni Directory Basics for pro tips on using the directory. ■ —R.K.

### ALUMNI DIRECTORY BASICS

Basic directory information for alumni is included in the Alumni Directory (in accordance with the Family Education Rights and Privacy Act of 1974, or FERPA). You can adjust your privacy settings from My Home Page by clicking on Update My Profile. You can also opt-out of receiving messages from other alumni through the Alumni Directory by going to My Home Page and clicking on Update My Email and Directory Preferences. When you search for a fellow graduate, you'll notice that those who are open to receiving messages have an envelope icon listed next to their information. You may click on the envelope to send them a message without exchanging email addresses.

### SELF-SERVICE: TASKS YOU CAN COMPLETE 24/7

Update your contact information (including email) when you move or change jobs

→ My Home Page

→ Update My Profile

Update your preferences for email that you receive from the College or messages from other graduates through the Alumni Directory

→ My Home Page

→ Update My Email and Directory Preferences

Request a transcript

→ Right-hand Menu

→ Request a Transcript

(MyExcelsior login required)

Get started on earning your next degree

→ Right-hand Menu

→ Earn Your Next Degree

(MyExcelsior login required)

Submit an Alumni Note when you have news to share

→ Right-hand Menu

→ Submit an Alumni Note

Refer someone (friend, co-worker, family) who you think would be a good fit for Excelsior

→ Right-hand Menu

→ Refer a Prospective Student

Register for Commencement

→ Right-hand Menu

→ Commencement

(MyExcelsior login required)

Make a gift to the Excelsior College Annual Fund or review your giving history

→ Left-hand Menu

→ Giving

→ Make a Gift Now

→ My Home Page

→ View My Giving History

### CAST YOUR VOTE

Visit the Alumni Community at [alumni.excelsior.edu](http://alumni.excelsior.edu) to read about the 2018 nominees for the Alumni Leadership Council and to vote on the proposed slate. The Alumni Leadership Council is the leadership of your Alumni Association. Voting will be open from Tuesday, May 1, through Monday, May 7, 2018.



Members of the Alumni Leadership Council met at the College in July 2017. Shown are (seated, left to right) Jonathan Green, Shelia Scott, Mark Bowman, and (standing, left to right) Sandy Butterfield, Ronald Tosto, Michael Gonzales, Dwayne Hanford, J. Kane Tomlin, Edgar Montalvo, and Alton Chris Nelms.






## Sharing the Love

If you downloaded Excelsior's valentine and shared it on your social media networks, we thank you! You never know, you could help change the life of a Facebook friend or LinkedIn connection simply by sharing an Excelsior post on social media. If you know someone who would be a good fit for Excelsior College, take a moment to tell them about your experience and send them a note through the College's website to show how Excelsior can make a difference for them, too.



[LIFE.EXCELSIOR.EDU/REFER-A-FRIEND](http://LIFE.EXCELSIOR.EDU/REFER-A-FRIEND)



### MARK YOUR CALENDAR

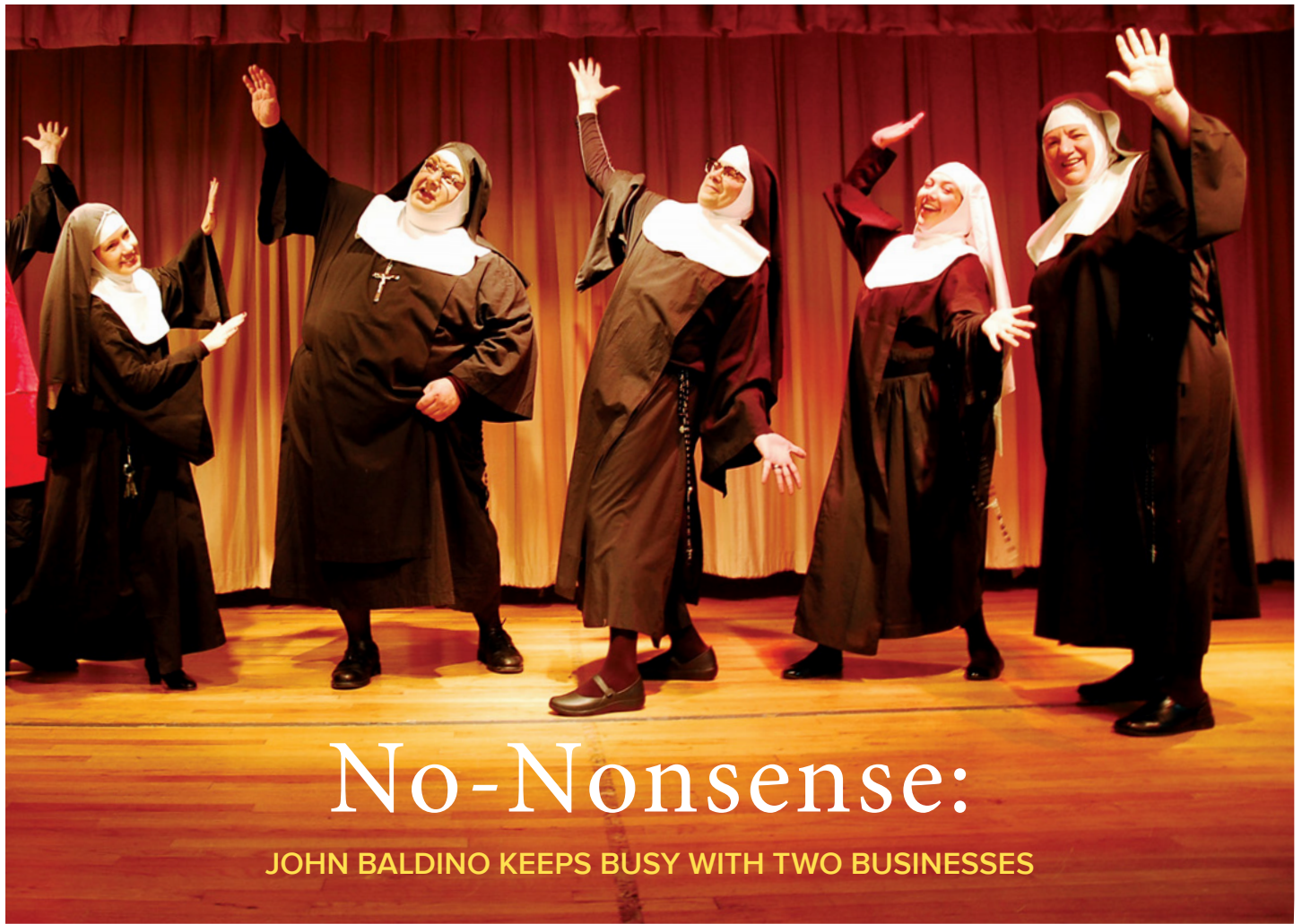
# July 12, 2018

## ALUMNI ASSOCIATION ANNUAL MEETING

The Office of Alumni Affairs and the Alumni Leadership Council are excited to announce a new format for the Alumni Association Annual Meeting, which takes place the day before Commencement in Albany, New York. If you're planning to attend this year's Commencement celebration, here are five good reasons to join us at the Alumni Association Annual Meeting:

- ➔ **Personal Cheering Section:** Members of the Alumni Leadership Council can't wait to congratulate you with hoots, hollers, high-fives, and (maybe) hugs.
- ➔ **Advisor Meet and Greet:** This will be the premier location for connecting with the academic advisors who helped guide you on your academic journey to degree completion.
- ➔ **Career Pointers and Prizes:** Career Services staff are eager to show you the services and benefits available to you as an alum and give you a chance to win a free resume critique.
- ➔ **Guidance for Lifelong Learners:** Already thinking about your next degree? Let our academic advisors show you options for bachelor's and master's programs that align with your career path.
- ➔ **Selfie Station:** 'Nuff said.

Contact the Office of Alumni Affairs at [alumni@excelsior.edu](mailto:alumni@excelsior.edu) with questions about the annual meeting.



# No-Nonsense:

JOHN BALDINO KEEPS BUSY WITH TWO BUSINESSES

**To say John Baldino '17 is bored after receiving his Master of Arts in Liberal Studies would be nonsense, or should I say "nonsense."** The Pennsylvania-based entrepreneur owns two businesses: one a media company and the other a cabaret company, in which he performs in several variations of the "Nonsense" musical comedies. He plays Sister Mary Hubert in case you're wondering.

Baldino received a BA in Communication Arts with a concentration in digital media and broadcasting from Marywood University in Pennsylvania in 2005. Since then, he has worked in a variety of media-based organizations, primarily television. Presently he owns and operates Baldino Digital, a media company offering production, marketing, and consulting for small- and medium-sized businesses.

Baldino's interests are not limited to behind-the-scenes work; he likes to be in front of the audience too. He is from a family of performers. "My grandfather and his five brothers had a band, The Serenaders. I grew up listening to them play at every family function. One of their signature songs was Don Ho's 'Tiny Bubbles.'" Baldino reminisces that when his grandfather died four months before Baldino's wedding, the band at the reception talked him into singing "Tiny Bubbles."

↑ John Baldino '17 (center) grew up in a family of performers and now owns a cabaret company in which he produces and performs in many musical comedies. PHOTO COURTESY OF JOHN BALDINO

"I began in community theater in 1992, and have worked in amateur and professional productions since." In fact, he has performed throughout northeastern Pennsylvania, at resorts in the Pocono Mountains, and at various locales in New York City. His love of theatre led him to open Our Cabaret Productions, an ASCAP-licensed, non-Equity professional theater production company based in Carbondale, Pennsylvania, his hometown. "Our main business lines are Our Cabaret Carolers, an a cappella Christmas caroling group, and our productions of the 'Nonsense' series of musical comedies by Dan Goggin," says Baldino.

Producing a cabaret show is a demanding, time-consuming venture. "Show business is a lot of work. One who does not have a passion for the performing arts cannot succeed," says Baldino. "Our Cabaret Productions does everything from casting to set design, to costume design, to actual performance. We work for months on many of our shows, which are often booked more than a year in advance."





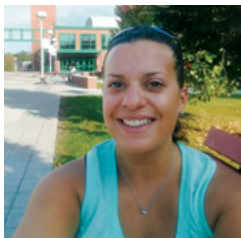
When he's not booking theatre performances or working at Baldino Digital, you can find Baldino engaged in active ministry for the Roman Catholic Church. "I am a professed brother of the Secular Franciscan Order in the Roman Catholic Church," he says, and explains his ministries include "hospice spiritual care, wake and grave-site services, and liturgy."

Baldino's advice for others looking to go back to school is to "do it." He did it, he says. "It took me 12 years to finish my undergraduate degree as I put myself through school. I thought it would end there. Now I have one master's and am working on a second...Most importantly I haven't stopped. I won't stop until my funeral." And his advice about what to study? "Study something you love! Don't worry about how much money you will make or how marketable the degree is. When you study what you love, it isn't work." —J.K.



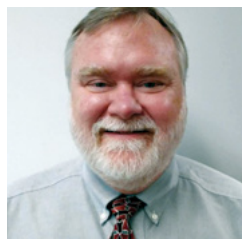
➊ **Alumnus John Baldino does behind-the-scenes work for his media company, Baldino Digital.** PHOTO COURTESY OF JOHN BALDINO

## BUSINESS



**Nicole Alfarano-Halwachs, BS '11, of Endicott, New York,** began working at the State University of New York at Binghamton in PF Campus Mail Services. She earned associate degrees in independent study and business from Broome Community College (2010, 2007).

security at Western Governors University. He has recently published two books: "How to Do Financial Asset Investigations" (5th edition) and "The Devious Counselor: A Dialogue on Information Security."



**Mark O. Lambert, BA '89, of Polk City, Iowa,** was named Ames city attorney in fall 2017. He was formerly the assistant city attorney and has been interim city attorney since May 2017. He also earned a JD from the University of Iowa College of Law (1995).

**Marc W. Wildman, BS '96, of Syracuse, New York,** was recently appointed as the executive director of the Central New York Library Resource Council. He also earned a Master in Library Science from Syracuse University (1999).

**Ethan W. Givens, BS '05, of Bowie, Maryland,** is deputy chief in the National Security Agency's College of Cyber, where he performs cyber-training reviews and makes recommendations, works to prevent the atrophy of technical skills, and conducts on-site evaluations of NSA's GenCyber teen camps.

**Jordan Schneider, BS '06, of Davenport, Iowa,** works as a designated school official at INTERLINK, where students come from all over the world to learn English and be academically ready to enter institutions of higher learning. Schneider earned a master's in diplomacy from Norwich University and a post-master's certificate in homeland security from St. Joseph's University.

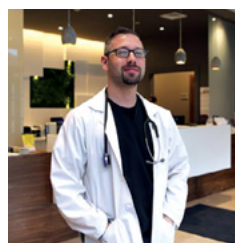
**Joseph A. Passafume, BS '08, of Saint Joseph, Missouri,** is a volunteer chaplain in the hospital-based No One Dies Alone Program, offering end-of-life companionship to all of those who have no one to be with them at the time of death.



**Robert O'Riley, BS '10, of Denver, Colorado,** is deputy sheriff of the City of Denver and running for Aurora City Council Ward 2.

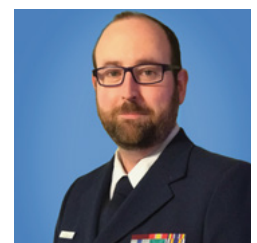
**Lourdes Vergara Marcelo, AS '98, of Mililani, Hawaii,** recently became the owner and CEO of Lou's Quality Home Health Care Services, LLC, a state-certified agency serving the older population in Oahu, and Advanced Care Training LLC, a state of Hawaii Certified Nursing Assistant School. She says, "Thanks to Excelsior College, it opened a lot of doors for me."

## NURSING



**Graig Straus, AS '08, of Monsey, New York,** received his BSN from Ramapo College of New Jersey (2009) and his MSN as a family nurse practitioner in emergency care from University of Medicine and Dentistry of New Jersey (2013). He is one of the first nurse practitioners in New York state to open a full-service nurse practitioner-owned and operated urgent care center—complete with an x-ray suite and lab.

## TECHNOLOGY



**Brady McNulty, BS '11, of Roseburg, Oregon,** was appointed to the Coast Guard Auxiliary's National Staff as a branch assistant for the Performance Measurement Directorate, which is responsible for measuring and analyzing the Auxiliary's performance. McNulty also earned a doctor of pharmacy from Texas A&M University (2014).

## LIBERAL ARTS



**Ronald Mendell, AS '76, BS '78, of Austin, Texas,** teaches online information

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## EXCELSIOR COLLEGE'S FIRST COMMENCEMENT

**O**n September 27, 1972, at 4 p.m., an audience of 500 gathered in Chancellors Hall at the State Education Department Building in Albany, New York, for the first-ever commencement of the Regents External Degree Program. A total of 77 men and women had accomplished what just two years prior, the new State Education Commissioner Ewald B. Nyquist had said should

be possible: receiving degrees based on learning, not seat time, and awarded by the most unconventional university anywhere.

Alan Pifer, president of the Carnegie Corporation — which along with the Ford Foundation provided major grants to develop the Regents External Degree Program — delivered the Commencement address. He described higher education as “The development of a refined capacity for

thought, expression, and sensitivity...something to be discovered and used by individuals of all ages to make their lives more interesting and enjoyable, more purposeful, and more rewarding to themselves and society at large.”

After the event, The New York Times reported the students received their degrees “from a university without campus, buildings, or professors.” ■ —J.K.

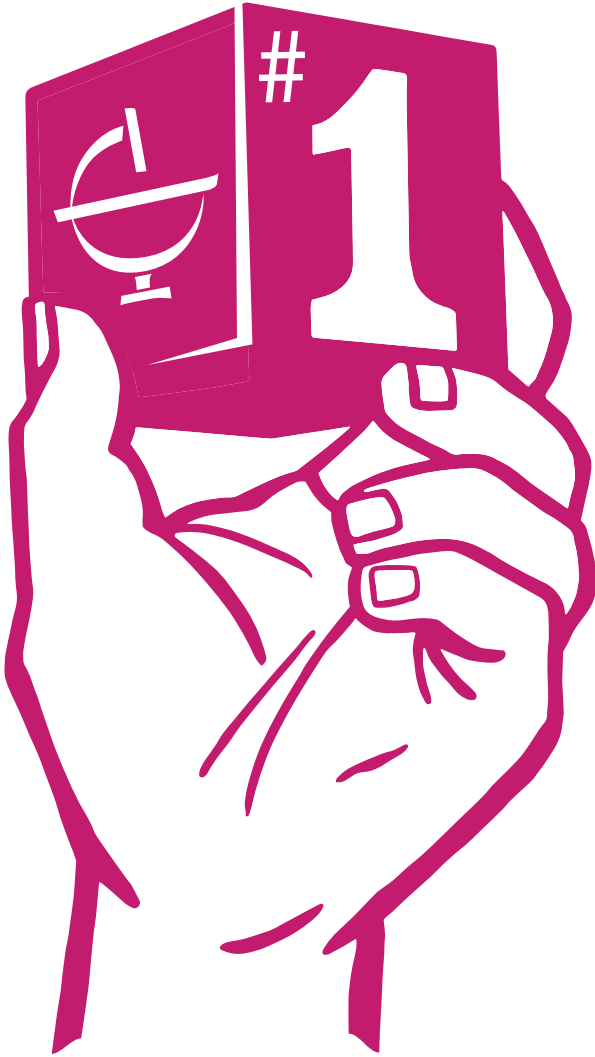
## BY THE NUMBERS

7

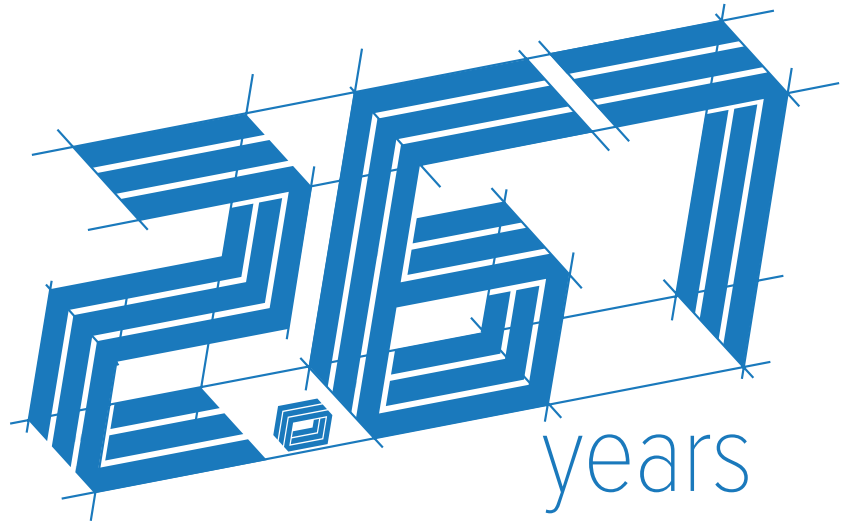
The number of questions in a survey sent daily to a random 10% of students who had contact with an academic advisor that day. The practice helps the College continuously measure student satisfaction with advising services.

The growth in the number of counseling appointments alumni and students made with Career Services in the 12 months ending June 30, 2017, over the previous year. The most common reasons alumni and students reached out were for resume and cover letter critiques, job search guidance, and assistance with career exploration.

68%



The top spot once again goes to Excelsior in College Factual's ranking of Best Colleges for Returning Adults—Nationwide. College Factual, a fact-based rankings provider, designed the ranking to address the concerns of students who are not first-time, full-time degree seekers under the age of 24. Categories considered for the annual ranking include financial factors, degree completion, and student body composition and support. The latest ranking includes 1,164 colleges that support returning students.




That's the average length of time to degree completion for our students. Excelsior's degree programs are designed to be completed at a student's own pace. However, a student attending full-time—taking 12 credits a year—could complete an associate degree in two years, a bachelor's in four years, or a master's in two years.

The number of federal employees, including 133 veterans, who enrolled at Excelsior College in the 12 months ending June 30, 2017, as part of a federal academic alliance. The alliance provides all civilian federal employees and their spouses access to reduced tuition at Excelsior College.

264



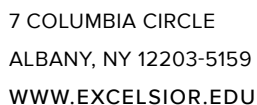


Your generosity keeps our  
students on track to achieving  
their educational dreams.



EXCELSIOR COLLEGE ANNUAL FUND

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# ALL APPAREL AND GIFTS



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