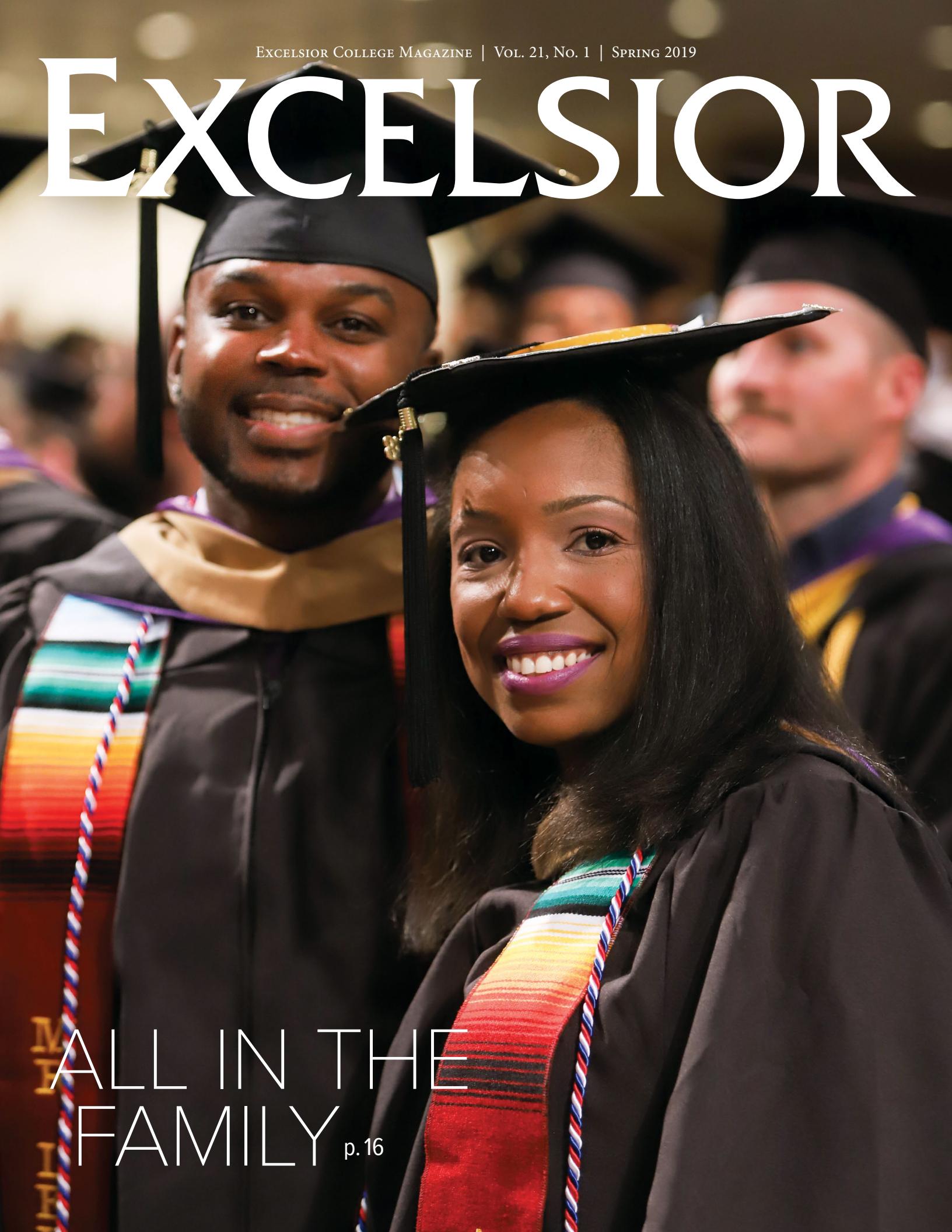


EXCELSIOR COLLEGE MAGAZINE | VOL. 21, NO. 1 | SPRING 2019

EXCELSIOR

A close-up photograph of two graduates in caps and gowns. A young man in the background is smiling warmly at the camera. In the foreground, a young woman is smiling broadly, looking slightly off-camera to her right. Both are wearing dark graduation gowns and caps with tassels. She has a colorful, patterned sash around her neck.

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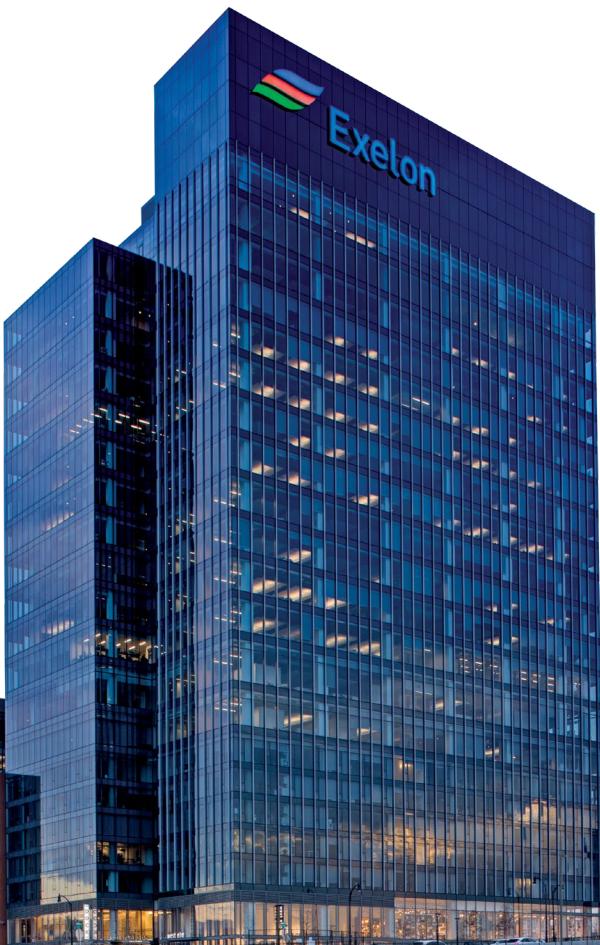
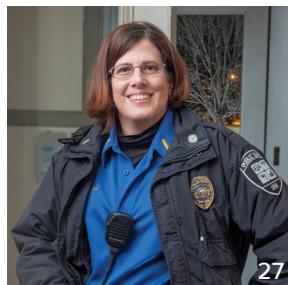
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EXCELSIOR COLLEGE MAGAZINE
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ON THE COVER: Graduates Katrina and Lee Andrews at Commencement 2018.

PHOTO: KRIS QUA

Higher Education at an Inflection Point

Anational conversation swirls around the value of a degree and student borrowing and debt. College leaders grapple with the financial pressures of changing demographics and lower enrollments. Public confidence in higher education has declined to disconcerting levels (An October 2018 survey by the Gallup Organization found the percentage of adults “Confident in Higher Education” stands at just 48 percent—an 11 percent drop since 2015).

As these issues are discussed on campuses, in capitol buildings, and at kitchen tables across the country, what seems lost is a focus on how we ought to be treating our students, the public purpose of higher education, and what it is that all institutions owe their students.

While institutions wrangle over what is too much or too little government regulation—and policy-makers are seemingly deadlocked when it comes to addressing our most pressing issues—we risk a race to the bottom when it comes to our students and how they are treated in our various institutions. Students are not just “data points” or units of measure in institutional “revenue centers.”

Consider this: A September 2017 report by the Government Accountability Office (GAO) found that one in three students transfer from one college to another and, when doing so, lose an average of 43 percent of their prior credits upon enrollment in their new school. This common practice of requiring students to “start over” belies our professed commitment to degree completion and student success—and

begs the question, what is the currency of a college credit earned in an accredited institution of higher learning?

Requiring students to duplicate coursework is an onerous and costly barrier to degree completion. Addressing that problem was a driving force in the founding of Excelsior College nearly 50 years ago by the State of New York. Our generous credit transfer policy, coupled with prior learning assessment and the options to learn independently and test your way to a degree, allows our students to keep degree completion costs low and shorten the time to degree attainment. This, in addition to our focus on personalized interaction with our students, is why Excelsior’s completion rates have been historically among the highest in the sector.

The challenges facing college students today extend beyond issues of access, affordability, and completion. To the extent our current system of higher education fails to recognize the value of what is learned and earned outside of the walls of one or any academy, we exacerbate those challenges. And it raises in the minds of our students the question of whether our primary goal is helping them achieve educational self-actualization or selling credits and degree programs. And this question may be at the root of that crisis in confidence.

The erosion of public confidence in higher education suggests the need for a fiduciary standard in higher education, regardless of our corporate configuration. That will mean we always act in students’ interests—even when it may not be in our own.



JAMES N. BALDWIN, JD, EdD
PRESIDENT

Excelsior College Welcomes New Trustees

In January, three new members joined the Board of Trustees: David Baime, Jeanne Meister, and Clar Rosso.

David Baime is the senior vice president for government relations and policy analysis for the American Association of Community Colleges. He directs the national advocacy efforts for the nation's close to 1,200 community colleges and their students. He has made many radio, television, and web appearances, including on CNN, MSNBC, C-SPAN, and National Public Radio. He is frequently quoted in The Chronicle of Higher Education, Inside Higher Ed, and other publications covering higher education. Baime earned a bachelor's degree from Haverford College and a master's degree in economics from the London School of Economics.



Jeanne Meister is a founding partner of Future Workplace and is a best-selling author. Meister's most recent work is "The Future Workplace: 10 Rules for Mastering Disruption in Recruiting and Engaging Employees." Meister's books have been translated into



Spanish, Portuguese, Chinese, and Estonian. She has written more than 100 articles on the future of learning, the future of work, and the impact of artificial intelligence in the workplace. She has appeared in CIO, CNBC Power Lunch, CBS, CNN, Fast Company, Fox Business, Harvard Business Review, NPR, SHRM Magazine, Market Watch, Time magazine, The Globe and Mail, and WPIX, New York. She is a graduate of the University of Connecticut and Boston University. ■

Clar Rosso is executive vice president of engagement and learning innovation for the Association of International Certified Professional Accountants. She leads the development and execution of strategy to support global competency development and lifelong learning for the finance and accounting profession. Prior to joining AICPA, Rosso worked as COO of the California Society of CPAs (CalCPA) and the CalCPA Education Foundation, where she drove membership growth of more than 30 percent. She earned a bachelor's degree in rhetoric and communications from the University of California, Davis and a master's degree in special education from San Francisco State University. ■



BRAND AWARENESS CAMPAIGN

Excelsoir College developed a brand awareness campaign that introduced the new advertising tagline, Life Happens. Keep Learning., to audiences in the greater Albany, New York, and San Antonio, Texas, areas for several months in late summer/early fall 2018. The campaign was undertaken to increase awareness

of Excelsior College as an online, not-for-profit, regionally accredited institution that helps adult learners complete their degrees. Excelsior was promoted through billboards on well-traveled commuter routes, advertising on bus shelters and buses, 30- and 60-second radio ads, and a video that appeared on streaming media. The advertising focused on the feasibility of fitting degree completion into a busy life, the acceptance of military and professional training as academic credit,

and the ability to transfer credit and earn a degree sooner. The video produced for this campaign can be seen on the Excelsior College Facebook page.

A second phase of the campaign launched in March 2019 in the Albany area to continue to raise brand awareness. The campaign highlights the College as an accredited, not-for-profit online option that enables learners to fit learning into their busy lives. ■

© GRAPHIC RENDERING OF BILLBOARD ADVERTISEMENT



CPNE Conversations

CONVERSATIONAL-STYLE WEBINARS PREPARE NURSING STUDENTS FOR THE CLINICAL PERFORMANCE IN NURSING EXAMINATION

For Excelsior associate degree nursing students, the Clinical Performance in Nursing Examination (CPNE)—the capstone requirement—is the culmination of the program. Excelsior has long offered study guides, one-on-one support, and tutorials to help those preparing for this important exam, and recently, the School of Nursing began holding a series of webinars to help students. So far, they have been a valuable tool in preparing for the CPNE.

Kim Hedley, assistant dean for the associate degree in nursing program, and several other nursing faculty members began discussing webinars in November 2016. Hedley says a team member suggested the group conduct monthly webinars covering different topic areas, and provide students the

opportunity to connect with the faculty in a new way.

The group decided to host one type of webinar with predetermined topics and other webinars as an open forum in a town hall format. The series kicked off on December 7, 2016, with the town hall-style webinar titled “Conversations with Kim” and encouraged question-and-answer interaction. During a “Conversations with Kim” webinar, a moderator monitors questions in real-time so student questions can be answered immediately. Other webinars, created and presented by the nursing faculty, address specific components of the CPNE and use presentations, demonstrate patient scenarios, and ask thought-provoking questions to help students reflect on their personal learning needs as they prepare for the exam. So far,

“Our overall goal is to be accessible to the student; to allow them an opportunity to find a means to get their questions answered; that meets them where they are ... to help them with their success meeting their CPNE requirements.”

—Kim Hedley

all webinars are held on Tuesdays and Thursdays between 9:30 and 10:30 AM or from 3:00 to 4:00 PM, but times are flexible based on student feedback.

 Assistant Dean Kim Hedley leads a recurring, conversational-style webinar during which students ask questions about the Clinical Performance in Nursing Examination. This "Conversations with Kim" webinar prompted other online presentations to help prepare students for the CPNE. PHOTO: MIKE HEMBERGER

"Our overall goal is to be accessible to the student; to allow them an opportunity to find a means to get their questions answered; that meets them where they are...to help them with their success meeting their CPNE requirements," says Hedley referring to the webinars.

Surveys are sent to students after each webinar session to determine whether they have met student expectations and to gather new ideas. Student feedback directs the focus of the upcoming ones. "It's all based on feedback from our students," says Hedley, referring to what is covered in future webinars.

The webinars have an impact. Live webinars generally have 19–20 students attending. For those who are unable to make it, recordings are archived, and as of October 2018, the recordings had been accessed more than 1,000 times.

Student remarks have been positive. Many have commented that the webinars have been "a lifeline," and that they enjoy being able to ask questions and get immediate feedback. Some students have said they also feel less anxious about taking the CPNE. One overwhelming sentiment culled from the survey findings reveals students mostly select the following statement: "As a result of this webinar, I will be able to apply the knowledge and skills I learned from this webinar to the CPNE" as their takeaway from the interaction.

Deciding the topic of upcoming webinars mostly depends on student feedback, says Hedley. "We're trying to meet the different needs of the students," she explains. Connecting with students enrolled in a distance education program requires a willingness to try new ways to do so. The success of the webinar series suggests faculty and students have embraced this new idea, and it lays the groundwork for additional novel approaches. ■ —J.K.

Internships Available to Bachelor's Students

In fall 2018, the first cohort of students took part in Excelsior's new INT 400 Internship course. Students in this initial group took part in virtual internships; three students were placed at the International Atomic Energy Agency (IAEA) in Vienna, Austria, and the fourth student worked as a social media intern at Excelsior College. Despite some challenges, such as time zone differences, all the students expressed satisfaction that the internship had provided a useful and valuable experience.

The plan is for INT 400 to be available each trimester. Students are required to complete 135 hours of work during that time, including various academic and career-relevant activities. The interns also complete a final project relevant to their

placement organization. Successful students gain 3 credits toward their degree. The internship is currently limited to students at the bachelor's level.

"The INT 400 Internship with Excelsior College is a powerful way for a student to boost their resume with an experience that adds value to their career," says Will Trevor, faculty program director for undergraduate business programs and lead of the INT 400 Internship program.

The Spring 2019 cohort includes seven students in both virtual and face-to-face internships. Before the Spring term, more than 800 students responded to a survey expressing an interest in taking part in an internship, which bodes well for the future development of the program. ■



Before Commencement 2018, these master's in nursing graduates were just names behind computer screens. Throughout their studies, they were in many of the same courses and ended up in many of the same work groups. Over time, they realized their team worked well together. Linda Schneider recalls, "Working [with] the team approach helped each one of us succeed." She says they didn't immediately find each other when they attended Commencement at Albany's Empire State Plaza Convention Hall in July 2018; instead, they held up cards with their names on them and gradually amassed their group. Schneider says they were "elated" to find each other because it made the day that much more special to finally have their study group together in person. The graduates come from four different states and include, from left to right, (front row) Maxine Smalling, Lee Melvin, Kristin Covington, Linda Schneider and (back row) Olukemi Kuku, Michelle Mooney, and Kimberly Huseman. PHOTO: MIKE HEMBERGER

CELEBRATING THE CLASS OF 2018



A total of **5,137** degrees were awarded. Most graduates earned a bachelor's degree. Over the previous year, Excelsior conferred **1,679** associate degrees, **2,886** bachelor's degrees, and **508** master's degrees.



Thirty-three percent of the graduates are active-duty military or veterans.



The graduating class comprises **5,077** adult learners with **51** percent male and **49** percent female.



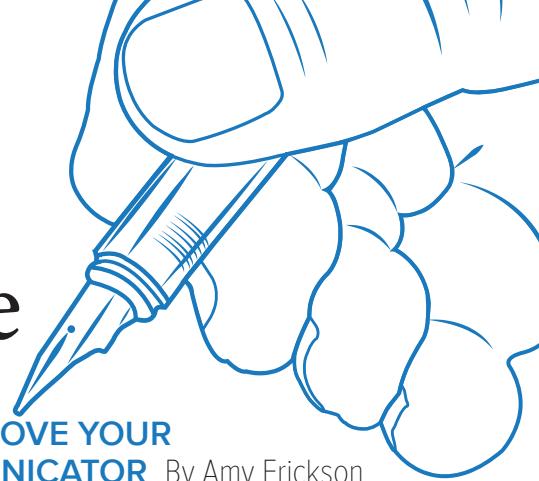
The oldest graduate is **72** years old; the youngest graduate is **12** years old.



The class of **2018** graduates come from **15** countries, including Australia, Bangladesh, Canada, Ecuador, England, Germany, Israel, Lithuania, Mexico, Philippines, Singapore, Sri Lanka, United Arab Emirates, United Kingdom, and the United States.



Writing for the Workplace



TAKE ADVANTAGE OF RESOURCES TO IMPROVE YOUR WRITING SKILLS AND REPUTATION AS A GOOD COMMUNICATOR By Amy Erickson

As a business writing instructor for Excelsior College, I frequently remind my students that nearly every profession will require writing skills. Consider the consequences of careless writing in the following scenarios: An IT professional makes incorrect assumptions about the audience's expertise and leaves out important information in step-by-step instructions; a nurse fails to clearly communicate directions for post-operative medications; a soldier neglects to proofread material sharing key information and coordinates for an upcoming exercise; a sales person creates a brochure for prospective clients that is riddled with spelling and punctuation errors.

At best, these scenarios could result in additional work, wasted time, or loss of potential business. In the case of the nurse and the soldier, the consequences could be dire. Even if your business writing does not have calamitous consequences, it doesn't hurt to familiarize yourself with available writing resources. If you are interested in some helpful tools for brainstorming, researching, outlining, proofreading, and editing, consider the following suggestions that have helped both college students and busy professionals.

GENERATING IDEAS: Brainstorming is an important part of the writing process so that you can plan what you'd like to say in an email or presentation. Some find it helpful to get their ideas down on paper, while others use tools like Sticky Notes or MindNode. Sticky Notes look like a Post-It note on the computer screen. Ideas can be jotted down and saved on these notes during the brainstorming process. MindNode is a mind mapping app that allows a creative approach to sorting out ideas. Either tool can be used and saved if other work tasks compete for your attention.

AVOIDING REPETITION: If you feel there is too much repetition in your writing or that you'd love to hear an alternative to the word awesome, check out the free Power Thesaurus app. Simply enter the word you want to replace, and a list of alternatives appears. Before long, you'll be on your way to breathtaking, enchanting, and inspiring written material.

PROOFREADING AND EDITING: Proofreading and editing are important components in the writing process. Typos or grammatical errors can make professional work unprofessional and, in some cases, be

downright embarrassing. If you are confused about how or when to use punctuation or need help with spelling, consider using Grammarly. Another helpful editing resource is the Hemingway Editor app. Named after the man who brought us a 424-word sentence, this app assists with sentence structure and avoiding passive voice. The Hemingway app helps with readability and, like Grammarly, it corrects your work.

Another editing practice is reading your work aloud to see if what you wrote matches what you think you wrote. Adobe Reader or the Natural Readers app can read your work back to you, allowing you to listen for clarity and comprehensibility.

Do you ever wonder whether to use affect or effect? Unsure about when to use less and fewer? Khan Academy has tutorials to help writers avoid common errors and short tests to check knowledge.

HIT THE BOOKS: While these tools provide valuable guidance, I feel that reading is a fantastic way to improve your writing skills. I say that because, after nearly two decades of helping college students with written work, it is immediately apparent if the student is an avid reader. I've also found that both busy students and busy professionals will carve out time to read and enjoy American humorists like Mark Twain, David Sedaris, Dorothy Parker, and Haven Kimmel.

If you are interested in books specifically designed to help you with business writing, consider investing in "Grammar Girl's Quick and Dirty Tricks for Better Writing" by Mignon Fogarty (or check out the website) or "Business Writing Today" by Natalie Canavor. Some of my undergraduate and graduate students reported that classroom texts like "The Bedford Researcher" by Mike Palmquist and "A Writer's Reference" by Diana Hacker and Nancy Sommers have remained on their desks long past graduation.

WHY ALL THE FUSS? Whether we like it or not, we will be judged by how we write. Unfortunately, people make assumptions about our education level, expertise, or even our attention to detail if we are sloppy, inaccurate, or inarticulate. Consider using some or all these tools for a writing refresher. Remember, before you put your signature on any document, ask yourself if it will leave your employer with an impression of you as an educated, organized, and responsible communicator.

Amy Erickson is an instructional faculty member who teaches composition, humanities, business writing, and literature courses.

Dale Emeagwali

Faculty Program Director,
Biology and Natural Science

Q&A



Dale Emeagwali, a microbiologist voted the 1996 Scientist of the Year by the National Technical Association, credits teaching in classrooms at three universities with making for an easy transition to teaching online at Excelsior College. PHOTO: MIKE HEMBERGER

What led you to your position as program director at Excelsior College?

For two decades, I was a full-time scientific researcher at institutions that included the National Institutes of Health and the Uniformed Services University of Health Sciences. From 1978 to 1996, I conducted full-time research in the fields of microbiology, virology, molecular biology, cell biology, and biochemistry. My contributions to molecular biology earned me the 1996 Scientist of the Year Award from the United States' National Technical Association and inclusion in the "International Who's Who in Medicine" and "Who's Who in the World."

I came to Excelsior College after three decades across five states in places including the University of Michigan Medical Center, Georgetown University School of Medicine, University of Wyoming, and University of Minnesota. I came to Excelsior College because I was looking for a new challenge, a new career path, and a new city.

What drew you to the natural sciences?

I thought about becoming a medical doctor but knew that I could not deal with blood and guts. For that reason, I studied microbiology at the Georgetown University School of Medicine and I conducted research at the National Institute of Allergies and Infectious Diseases at the National Institutes of Health.

What do you enjoy about teaching online courses? Online courses break the barriers of space and time. I teach students worldwide, rather than those in a small classroom. My goal is to inspire deep thinking and dialogue and make my material come alive.

What career opportunities does a degree in the natural sciences offer? I used my degree in the biological sciences to conduct research at the National Institutes of Health and teach at the University of Minnesota, and manage others at Excelsior College. As a researcher, my quest was to make discoveries that will improve the lives of others.

I expect my students at Excelsior College to become medical sales representatives, nanotechnologists, or science writers. Some become physician assistants, forensic scientists, or health care scientists.

What is your teaching philosophy? I want to change the mindset of my students from cookbook biology to inquiry science, and I want to help them see the connections between textbook knowledge and the real world.

I taught students that they must be at the frontier of medical knowledge before they can discover the cure for cancer. I teach that as a discoverer, they will see the unseen, understand the misunderstood, and stand on the shoulders of earlier discoverers.

What challenges are involved with teaching STEM subjects? The challenge is to build a stronger America through science, technology, engineering, and mathematics (STEM). We conquer that challenge by thinking outside of the box. The primary goal of science education is to increase the nation's intellectual capital and move humanity forward. The grand challenge of science education is to concretize this abstract goal by connecting it with students so science will become compelling, interesting, and visible.

What is your research philosophy? In science and technology, a researcher's goal is to discover or invent, and both are the act of seeing something previously unseen. At its core, my 35-year-long journey to the *terra incognita* of medical knowledge was a search for the cure for something previously uncured.

I discovered a type of protein that was previously thought to exist only in animal cells. Interestingly, since my discovery, it has been shown that bacterial cells even have genes in them that are analogous to human cancer genes.

In the field of virology, I demonstrated the existence of overlapping genes in a small DNA virus. This phenomenon is now widely accepted as a process for many organisms. In cancer research, I showed that cancer gene expression could be inhibited by the use of tiny pieces of nucleotides. There are now some cancers being treated with this technique and more clinical trials are ongoing.

The body of knowledge that defines biology is not narrow and specialized. On the contrary, it is broad and deep, expansive and encompassing. I take my students to the frontier of knowledge and sometimes into its *terra incognita*. I focus on what's most significant in biology. That frontier is not static, but is ever evolving with each discovery that—hopefully—enhances the well-being of humanity.

What motivates you as a natural scientist? Science education is, in part, about making an invisible equation of mathematics and law of physics visible so that students can appreciate and be inspired by it. At its core, scientific knowledge connects our children to their future and gives them the wisdom needed to raise their children.

A long time ago, a man once asked his children, "If you had a choice between the clay of wisdom or a bag of gold, which would you choose?" "The bag of gold, the bag of gold," the naive children cried, not realizing that wisdom had the potential to earn them many more bags of gold in the future.

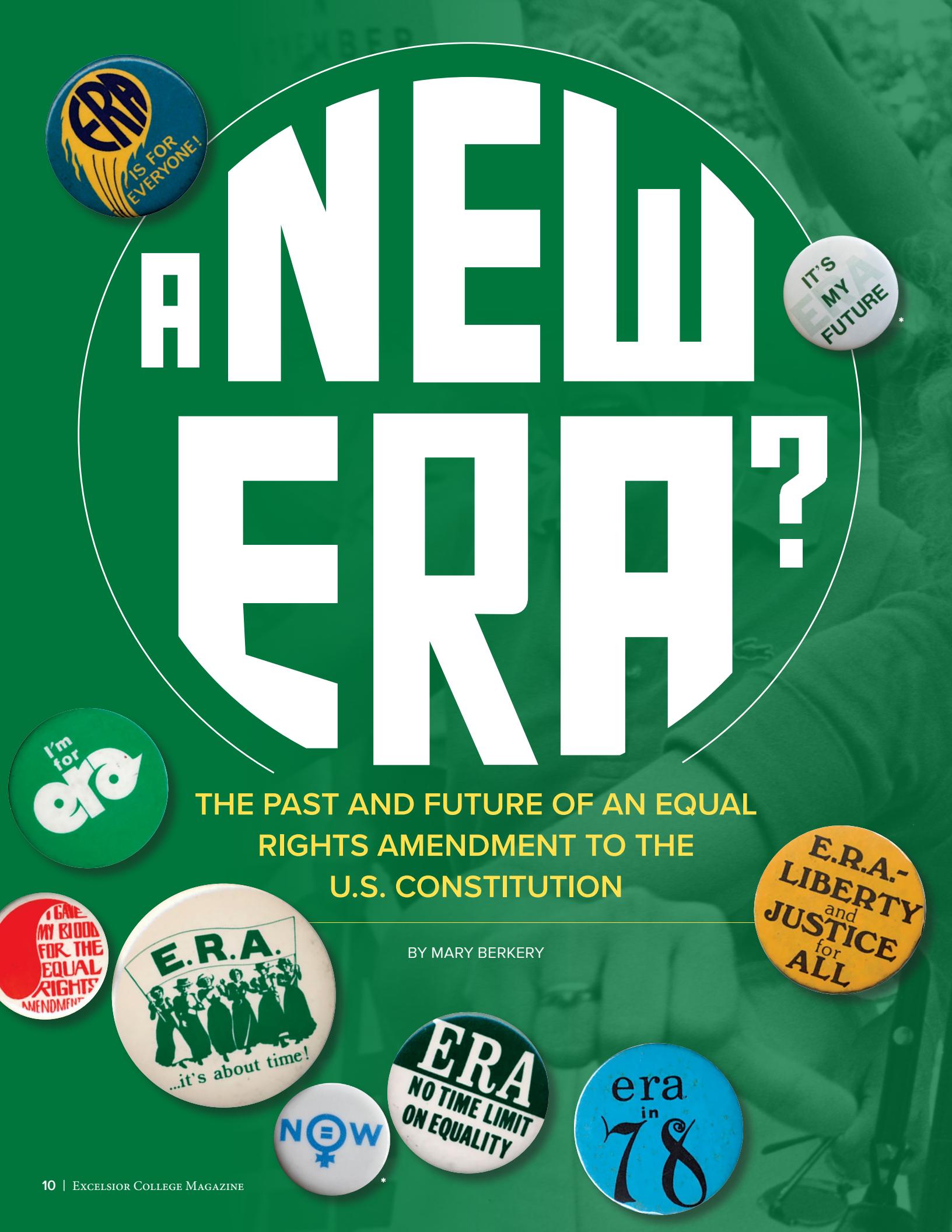
The wealth of the future is derived from developing intellectual capital—the clay of wisdom—that science education can give and that will make America stronger. We expand the story of science to enable our students to become a part of the story, as well as a witness.

My vision for science education is to tap into the creativity and innovation of our students—the people who have the potential to become job creators, instead of job seekers. ■

AN ERA NEEDS ERA?

THE PAST AND FUTURE OF AN EQUAL
RIGHTS AMENDMENT TO THE
U.S. CONSTITUTION

BY MARY BERKERY



Background image: Women demonstrating in favor of the Equal Rights Amendment. PHOTO: RAY FAIRALL

Button images are from the collection of Jo Freeman, except ones marked with an asterisk. Marked images are courtesy of sherwoodtreasures.com.



“We hold these truths
to be self-evident: that
all men *and women*
are created equal”

—DECLARATION OF RIGHTS AND SENTIMENTS,
SENECA FALLS CONVENTION, 1848



There is no question about it—the U.S. Constitution of 1789 did not include women in “We the People.” Efforts to rectify this inequity range from the famed declaration at Seneca Falls in 1848 through the first-, second-, and third-wave feminist movements to the present. According to recent polling data by the ERA Coalition, 80 percent of Americans today mistakenly believe the U.S. Constitution already guarantees men and women equal rights. When they discover it does not, 94 percent support an amendment to guarantee it. The numbers indicate overwhelming support by both men and women from across the political spectrum. Why then does no such amendment exist?

An Equal Rights Amendment (ERA) to the Constitution passed easily through both houses of Congress in 1972 and made its way to the states for ratification. The wording of the ERA was a simple statement guaranteeing equality under the law:

Section I: Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex.

Section II: The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article.

Section III: This amendment shall take effect two years after the date of ratification.

Within a year, 30 of the 38 necessary states had ratified, and passage seemed all but assured. But the ERA’s progress through the states unraveled over the course of the 1970s and 1980s because of a growing backlash, which led to the amendment’s eventual failure in 1982. How did this clash come to pass? Why did Americans, especially women, disagree so profoundly about the idea of constitutional equality of the sexes? Could the ERA still pass in our current era, and if so, what changes could it bring to our society?

THE EARLY ERA MOVEMENT

In the wake of the 19th Amendment in 1920, which guaranteed women the right to vote, many suffragists—now organized and politically mobilized—did not simply return to the domestic sphere. The National Women’s Party, led by famous suffragist Alice Paul, pursued a new phase of activism: lobbying for an Equal Rights Amendment to the Constitution. An ERA was first introduced to Congress in 1923, stating simply: “Men and women shall have equal rights throughout the United States and every place subject to its jurisdiction.” Paul believed that the 19th Amendment alone would not be enough to assure

equal protection of the laws for women (nor would the 14th Amendment, as some argued), necessitating passage of the ERA to “remove every artificial handicap placed upon women by law and by custom.”

Paul’s ideas were popular among white, middle-class women in the 1920s and 1930s but did not resonate widely. Working-class women, in particular, feared the ERA would overturn protective legislation for women in the workplace. For example, Mary Van Kleeck, the first head of the Women’s Bureau in the U.S. Department of Labor, argued against the ERA, stating: “some of our laws which do not apply alike to men and therefore appear to perpetuate legal discriminations against women—such as mother’s pensions and certain provisions for the support of children—do so only superficially. Actually, these laws are intent to protect the home or to safeguard children.” In addition, African American women argued the focus on the ERA did nothing to address the more pressing issue of disfranchisement of their voting rights in the South.

BIPARTISAN SUPPORT

The ERA gained some momentum in 1940 when the Republican Party endorsed it in its platform and the Democratic Party followed suit in 1944. Still, the amendment remained in the shadows of mainstream politics in the middle part of the century, in part because of continued opposition by the labor movement. A turning point came with the 1964 passage of the Civil Rights Act, which included Title VII, prohibiting discrimination in employment on the basis of race, color, religion, national origin, or sex, essentially nullifying many protective labor laws. The addition of sex was proposed by a segregationist Congressman hoping to use it to tank the bill (to no avail). Unfortunately, the Equal Employment Opportunity Commission (EEOC) created to enforce the Civil Rights Act rarely intervened in sexual discrimination grievances. The director Herman Edelsberg viewed the sex clause as a joke, stating “there are people on this commission...who think that no man should be required to have a male secretary and I am one of them.” Nevertheless, by the end of the decade, major labor organizations like the UAW and AFL-CIO had largely reversed their positions on the ERA.

The growing second-wave feminist movement of the 1960s and 1970s returned the ERA to the forefront of American consciousness. The feminist movement led to considerable personal and political gains for women in this era and women’s rights found support on both sides of the aisle; it was neither strictly the realm of Democrats or Republicans. The largest feminist organization of the era, the National Organization of Women (NOW), passed a Bill of Rights in 1967 which included support for the long-sidelined ERA. In 1972, the Equal Rights Amendment finally passed through Congress. It had strong



1982 ERA demonstrators in front of the Florida Supreme Court—Tallahassee, Florida. PHOTO: PHIL COALE

bipartisan support, including endorsement by current president Richard Nixon. By all accounts it was nearly a “done deal,” merely awaiting ratification by the necessary three-fourths of the states within seven years to become the 27th Amendment.

BACKLASH AND FAILURE

So how did a popular, bipartisan amendment fail? The answer lies in the shifts occurring within the Republican Party in this era. The 1960s and 1970s were a period of significant realignment for the GOP, driven in part by debates about feminism and the family. Conservative Sen. Barry Goldwater’s 1964 presidential campaign, along with the rising popularity of Ronald Reagan, represented a challenge to the moderate Rockefeller Republicans. This era also saw the Republican Party pursue disaffected Democratic voters, particularly those in the South and the suburbs who opposed the social changes of the 1960s brought by the civil rights movement, feminism, counterculture, and the anti-war movement. This shift coalesced into the rise of the “New Right”—a diverse coalition of social conservatives motivated by their positions on race, religion, family, or gender roles. Many social conservatives felt called to action in opposition to the gains of the feminist movement, particularly the 1973 Supreme Court decision legalizing abortion, *Roe v. Wade*. Republican feminists, meanwhile, who were committed both to small-government conservatism and women’s rights, found themselves in a precarious position within their own party. Many prominent Republican feminists, like Jill Ruckelshaus and Mary Dent Crisp, continued to push back against the New Right coalition from within, insisting feminism and Republican values were not antithetical, and the Republican Party, the original home of suffrage and the ERA, ought to continue to support women’s rights legislation.

But increasingly, Republican feminists lost ground to anti-feminist leaders in the party. Foremost among these was Phyllis Schlafly, who rose to fame with her book “A Choice Not an Echo,” written in support of Goldwater in 1964. Contrary to popular misconception, Schlafly was not always opposed to the ERA; she even thought it might be “mildly helpful.” However, in 1972, after a friend encouraged her to take a deeper look, she came out in strong opposition and formed the organization STOP ERA (an acronym for “Stop Taking Our Privileges”). Part of her opposition stemmed from her belief in limited government, fearing that the amendment would grant too much power to the federal government to interfere in the traditional family. Her STOP ERA movement resonated across the country with socially conservative religious women who opposed challenges to traditional gender roles. Schlafly stoked fears of change by highlighting the potentially wide-ranging ramifications of the amendment. She argued: the ERA would force men and women to share public restrooms, lead to women being drafted into combat, hurt women’s custody rights in divorce cases, and lead to same-sex marriage and unlimited abortion rights. She attacked not just Democrats, but members of her own party for their failure to recognize the threat of the ERA. Schlafly especially pulled no punches in critiquing so-called “women’s libbers” who supported the ERA because, she argued, they “hate men, marriage, and children.”

By the late 1970s the amendment had lost considerable momentum due to STOP ERA’s pressure on state legislators. Thirty-five states had ratified, three shy of the goal. In the meantime, five additional states rescinded their ratification, an outcome of questionable legality. Proponents of the ERA continued to campaign in favor of the amendment that would, as they argued during the International Women’s Year Conference of 1977, “enshrine in the Constitution the value judgment that

sex discrimination is wrong.” They countered Schlafly’s assertions by arguing the ERA “will NOT change or weaken family structure” and would not affect same-sex marriage laws, abortion laws, or require unisex bathrooms. They noted the broad support for the ERA among both Republicans and Democrats, including by the last six presidents of the United States.

Approaching the 1979 deadline, with pressure from feminists and a NOW-sponsored boycott of unratified states, Congress extended the ratification deadline until 1982. But the three remaining states never came. The realignment of the Republican Party toward the New Right was a certainty by the 1980 presidential election. Indeed, the 1980 GOP platform was the first to not include support for the ERA in 40 years. In 1982, still three states short, the amendment failed. At the time of the amendment’s failure, most Americans still supported it. Even in unratified states like North Carolina, Florida, and Illinois, a solid majority favored its passage.

THE ERA TODAY AND TOMORROW

ERA proponents believe a path toward ratification still exists today. The most promising is the “three state strategy” wherein legal scholars believe three additional states could ratify to reach the required 38 total and then Congress could repeal the original ratification deadline. While this would certainly ignite debate around the issues of the rescission and ratification deadlines, it’s a possibility that has come much closer to fruition recently as Nevada and Illinois became the 36th and 37th states to ratify in 2017 and 2018. ERA bills have also been introduced in other unratified states, including Arizona, Florida, North Carolina, Utah, Virginia, and Georgia.

Many of Phyllis Schlafly’s talking points against the amendment, regardless of their validity, are no longer contemporary concerns—women are no longer excluded from combat and politicians on both sides of the aisle support women registering for the Selective Service, gender-neutral bathrooms are common, Obergefell v. Hodges (2015) legalized same-sex marriage, and women no longer receive custody preference in divorce cases. No longer able to fall back on Schlafly’s old arguments against it, some critics now charge the ERA is simply no longer necessary. Indeed, without the ERA, other laws have closed gaps in sex discrimination, including Title IX of the Education Amendments (1972), the Equal Credit Opportunity Act (1974), the Pregnancy Discrimination Act (1978), the Violence Against Women Act (1994), and the Lilly Ledbetter Fair Pay Act (2009). In addition, 24 state constitutions now have provisions guaranteeing equal rights on the basis of sex.

Yet there are still no guarantees of equal rights at a constitutional level and legislation can be overturned much more easily than a constitutional amendment. While some people have





A scene from a rally on March 22, 2012, at the U.S. Capitol marking the 40th anniversary of Congress' passage of the Equal Rights Amendment.
PHOTO: CHIP SOMODEVILLA/GETTY IMAGES

argued that the equal protection clause of the 14th Amendment already guarantees equality in the Constitution, an argument made continuously since the days of Alice Paul, the problem is that it is subject to differing interpretations by the courts and not a clear guarantee. As the late Supreme Court Justice Antonin Scalia argued in 2011, "certainly the Constitution does not require discrimination on the basis of sex. The only issue is whether it prohibits it. It doesn't."

Discrimination against women occurs daily in our current society, and legal and judicial remedies have proved incomplete in addressing it. Legal solutions to sex discrimination have failed in such areas as pregnancy discrimination, domestic violence, and pay inequality. For example, courts have upheld the constitutionality of paying a woman less than a man doing the same work because the woman's salary in her previous job was less than the man's. As a result, "women can expect to earn much less than men over the course of their careers—anywhere from \$700,000 to \$2 million less," says Jessica Neuwirth, president of the ERA Coalition, in her book "Equal Means Equal: Why the Time for an Equal Rights Amendment Is Now."

Would passage of the ERA lead automatically to a sex-blind and equal society? That's not likely, at least at first. However, as Neuwirth, articulates, "the way our Constitution works, we cannot say with certainty what exactly the ERA will or won't do... It is for Congress and state legislators to pass laws, and for courts to interpret them. What we can say with certainty is that the ERA will give the courts a new standard, a clear and strong statement of sex equality."

It would likewise help to put the U.S. back on equal footing internationally with the 187 nations (nearly every nation on Earth) that ratified the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) and the 139 with sex equality provisions in their constitutions. As Supreme Court Justice Ruth Bader Ginsburg argued at a Duke University Law School talk in 2005, "Every constitution written since the end of World War II includes a provision that men and women are citizens of equal stature. Ours does not."

Perhaps the most compelling reason to seek ratification likewise comes from Justice Ginsburg's 2005 remarks at Duke, articulating its importance for the next generation, "I have three granddaughters. I'd like them to be able to take out their Constitution and say, 'Here is a basic premise of our system, that men and women are persons of equal stature.' But it's not in there." ■

Mary Berkery is faculty program director for history at Excelsior College. She has a PhD and MA from Binghamton University in Women's, Gender, and Sexuality History with emphases in U.S. History and Human Rights, and a BA in U.S. History from Union College. Her research focuses on second-wave feminism and the International Women's Year Conference of 1977. Her publications include contributions to the journals Missouri Historical Review and Women and Social Movements 1600–2000, and the forthcoming Modern Language Association (MLA)-edited collection "Teaching the Harlem Renaissance."

All in the Family

RELATIVES CELEBRATE EARNING
THEIR DEGREES, TURNING COMMENCEMENT
INTO A FAMILY CELEBRATION

BY JENNA KERWIN

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ommencement is a day filled with excitement. Hundreds of Excelsior graduates come from across the United States and other countries to celebrate achieving one of the biggest goals of their lives: earning their college degree. Their families are often clapping and cheering them on from the audience, which makes for a heart-warming experience. Sometimes, though, the event is all that much sweeter when family members have pursued their degrees together and share in the experience of crossing the stage. This past Commencement, as in other years, had several family members robed and ready for the celebration.



RAVEN SHORT AND WILLIE SHORT

Raven Short had lots of tips to share with her father Willie Short while they were both attending Excelsior College. At the time, Raven worked at the YMCA in Schenectady, New York, working with the Black and Latino Achievers Program, helping the youth plan their next steps after high school. She was also an academic advisor with Excelsior, and both jobs put her in a great position to help her father navigate the complexities of going back to school as an adult student.

Being an academic advisor "definitely came into play," says Raven, who kept tabs on her father's study habits. "I'd say, 'Did you put everything in, did you read your Message Center?'"

Willie, who was born and raised in Brooklyn, New York, attended Hudson Valley Community College in Troy, New York, but due to various obstacles and life experiences, did not graduate. He joined the military and recalls encouraging many soldiers to return to school. That's when he realized it was time for him to pursue his higher education, as well. At first it was difficult, but with his daughter's help, he was able to get a handle on his work. He remembers studying at any time of day, whenever he could get a free moment. "There'd be times where I travel overseas or to other states, and when we finished our training, I wouldn't even go to my room, I'd go right to the lobby and sit down and pull my laptop out...sometimes I call my daughter and say 'Raven, help me do this' and she's like, 'Dad figure it out.' And then I have to figure it out," says Willie, who is currently a master sergeant and eligible for sergeant major with the National Guard in Washington, D.C.

Both agree that attending school together was a huge help, despite the eight-hour difference in their locations and enrollment in different programs. Though Raven earned a Master of Science in Management in August 2018 and Willie earned a Bachelor of Science in Military Leadership in September 2018, the two often relied on each other for support. Raven recalls that they would remind each other about paper deadlines and when to do quizzes. She says, "we'd call each other and say, 'Wednesday your post is due, right?...' 'It's 11:59, we got to submit it by the time, the deadline'... he was a huge support, plus he understood; he knew the deadlines and the ins and outs."

Willie adds that it was beneficial to have his daughter help him with the nuances of homework, including APA format for writing papers. He notes one of the greatest things he learned during the process was

his daughter's ability to help other people. "...As a father, you always want to see your child to succeed better than yourself, so this gave me a chance to see her strengths and her weaknesses," he says.



Raven Short and her father Willie Short relied on each other for support while pursuing their degrees—Raven, a Master of Science in Management and Willie, a Bachelor of Science in Military Leadership—often reminding each other of when papers and discussion posts were due. The most enjoyable part of the journey, though, was sharing Commencement together.

PHOTO: MIKE HEMBERGER



Raven holds a bachelor's in communications from the College of Saint Rose but knew she wanted to further her education. As an advisor, helping students pursue their degrees is rewarding, but she always knew she wanted to pursue her own degree. Now that she has her master's, it helps her in her job; she says, "To be able to tell my story so [students] can go back and get their degree is also beneficial."

Raven says earning her degree means a lot to her, especially knowing that she persevered and never gave up. She adds how exciting it is to see what doors open up to her after this. Willie seconds the remark, noting having his degree will be beneficial to him when he is ready to leave the military. For now, he is happy that earning his degree shows other soldiers that "there's no excuse," and that you can achieve anything. Willie says he is now considering pursuing a master's in cybersecurity.

No matter what lies in store for them, Raven [who has since taken a position outside of Excelsior College] and Willie agree that celebrating their degrees together at Commencement was a once-in-a-lifetime event. "I think I'm more excited for him than for myself," says Raven, "...now to see him be able to achieve his dream and me to be there as well, it's huge...I'm excited to

get my degree but it's the icing on the cake to do it with him." Willie adds, "I'm excited to have my degree to check off the box because it's always something I wanted to do, but to be with my daughter... You talk about it, but I'm like, wow, I'm actually doing it...what father can say they graduated with their daughter at school?"

VONDA LOATS, GREG LOATS, AND FAITH POTTER

Vonda Loats received an associate degree in nursing from Excelsior College in 2013. Since then, she not only earned her master's degree in nursing education, but also has encouraged her husband and daughter to earn an Associate in Applied Science in Technology and Bachelor of Professional Studies in Business and Management, respectively, at Excelsior.

Initially, Vonda's biggest reason for going back to school was to show her children the importance of education. "I also knew what I was capable of and I wanted to make myself proud," the full-time nurse adds. She explains that her husband Greg attended a brick-and-mortar college more than 20 years ago but never finished his associate degree. "I talked him into getting his credits evaluated at Excelsior and to see if there was any way

that he could finish his associate degree. Excelsior was very open to credit acceptance, and he was able to complete his degree in one to two semesters," she says.

"When we realized that it was a potential [go], then we just decided to make it happen," adds Greg.

Vonda's daughter and Greg's step-daughter, Faith Potter, attended a community college after graduating high school in 2013, but the commute was too long and sitting in a classroom was not the environment for her.



"She was familiar with Excelsior through my own online courses and decided to try Excelsior for herself, and loved the course structure," explains Vonda.

That's when Faith decided to join her parents and attend Excelsior. She enrolled at the College in July 2014.

"It actually made things a little easier," Faith says of attending school at the same time as her mother and step-father. "It was nice to have a support system that was going through the same experiences as me." Vonda adds, "We were able to encourage one another even more so because we already knew how the online formats were set up." The family notes they often relied on each other for homework help, particularly with proofreading each other's papers and brainstorming ideas.

Faith recalls that participating in the online discussion boards was a bit of a challenge. "The initial discussion post was the easy part. Commenting to three or four other students was the challenge. Sometimes I would have to check back on Saturdays and early Sundays...I was afraid I would not be able to meet the requirements for the assignment on time...I was also planning my wedding!" The busy bride-to-be got the hang of things and relied on her mother for support. Faith says, "Whenever things would become stressful, she would encourage me to keep pushing forward and would try to help me with any questions I had."

Vonda notes that organization was the key to completing the master's in nursing education program in fewer than five years, and says, "I feel a huge sense of accomplishment by completing my master's degree, and I feel that I have better job security." Her husband and her daughter were a huge help in

pursuing that goal. "My daughter was taking classes for her bachelor's degree at the same time, and my husband completed his associate degree in this time frame. This gave us a tremendous amount of encouragement from one another, and created family bonding that we will always share," she recaps.

Attending Commencement together meant all that much more to the Loats family because they celebrated earning their degrees together. "I was excited to be commencing and I was really excited for my mom and step-dad. I felt like we were the three musketeers!" says Faith. Greg adds, "I'm very proud of myself, my wife, and my step-daughter for all that they have accomplished. I will never forget getting to share this with them." Vonda sums up the experience, saying, "I cannot even describe the euphoria that we all felt during Commencement!" They had traveled from Ohio to New York with Faith and Greg's teenage son and other relatives joining the three graduates. And a bonus was in store for them, as Vonda explains. "Since we were all in different programs, we had the excitement of watching each other walk across the stage!"

DURGA AND RAVI YERRA

Ravi Kiran Raju Yerra wanted to return to school to advance in his career and to better compete professionally with younger generations. His wife, Durga Bhavani Yerra, works for a company that provides tuition for college, and she decided to make use of those funds and return to school. Together, they picked Excelsior College and each graduated with a Bachelor of Science in Technology in 2017.

For Vonda and Greg Loats and their daughter, Faith Potter, attending Commencement was a family affair. They traveled from Ohio to New York with their whole family to celebrate earning a Master of Science in Nursing, Associate in Applied Science in Technology, and Bachelor of Professional Studies in Business and Management, respectively.

PHOTO: MIKE HEMBERGER



The couple chose Excelsior because of its flexible classes, student support, and solid reputation. "Excelsior is one of the best schools that not only has a current and up-to-date curriculum but also accepts maximum credits from different sources," says Ravi. They both noted how the online learning environment was best suited to their needs. Durga notes the setup was flexible for her, and Ravi adds, "Online learning gives you an opportunity to learn 24/7; that's an incredible thing for a working professional like me."

It was no accident the two pursued their degrees at the same time, at the same school, says Durga. They both had earned bachelor's degrees in India and decided to, as Ravi says, "upgrade" their degrees. They also note that attending Excelsior will run in the family. Their 14-year-old son, Shashi, recently completed high school and has already earned more than 130 ACE/NCCRS-approved college credits. He plans to pursue a business degree with Excelsior, beginning in 2019. Their 13-year-old son, Kamal, has similar plans.

Ravi notes his biggest challenge while attending school was time. "Time is the only challenge, but thanks to the Excelsior College student portal—that gave me 24-hours access," he says. To Durga, the challenge was taking care of her children while attending school. She says, "I have three kids, and it was a bit difficult to concentrate; however, I managed to spend late nights to complete the required courses." Both credit each other for the mutual support and help with the challenges; Durga notes Ravi spent extra time to take care of the kids. "I must say, it's

fun. There were some challenges, but we have supported each other to manage them," says Ravi.

Despite pursuing the same degree and taking similar classes, Ravi and Durga did not rely on each other for homework help; instead, they chose to push themselves independently. "We both are working in the technology field and have at least 10 years of professional experience; we had decided to put our knowledge, learnings, and expertise to completing sessions. I strongly believe knowledge is a process which needs to be acquired by an individual to be successful in life, so work hard to know more," explains Ravi. Durga adds that though she didn't ask her husband for homework help, sometimes she reached out to him when a concept was difficult to understand.

Thanks to their hard work, the two earned their degrees and attended Commencement together, which was a rewarding experience. Ravi says it was "fun, exciting, and an honor" to attend graduation with his wife and Durga agrees, saying earning the degree is like earning a crown.

KATRINA AND LEE ANDREWS

Before Lee and Katrina Andrews were married, they were already enrolled in the same program at Excelsior. When they found out, they knew they were "meant to be," says Katrina. "It was fate that brought us together and it just shined a light on the things we have in common," she says. Fast-forward a few years when they both earned a Master of Science in Management—Katrina in June 2017 and Lee in December 2017.



Durga Bhavani Yerra and Ravi Kiran Raju Yerra decided to pursue a Bachelor of Science in Technology at Excelsior because of its flexible classes, student support, and solid reputation. Attending the school will run in the family, too, when their sons Shashi and Kamal begin pursuing business degrees in January 2019.

PHOTO: MIKE HEMBERGER



Attending Excelsior at the same time to pursue a Master of Science in Management was only the beginning to the list of things the now married Katrina and Lee Andrews have in common. They realized it was a fun and competitive experience to study together as they worked toward their degrees.

PHOTO: MIKE HEMBERGER

Both chose Excelsior to pursue their higher education because of its well-known reputation, and because it had degree programs that fit their interests. Lee, a staff sergeant in the U.S. Army, was already familiar with the College, having earned a Bachelor of Professional Studies in Business and Management in 2016.

Katrina, a sergeant first class in the U.S. Army, says that being in the military means constantly finding ways to get ahead of your peers. She knew after finishing her bachelor's that she needed to continue her education. Lee says, "Once I completed my bachelor's degree, I immediately looked forward to the next challenge." He also adds that it was important for them to be role models to their son, niece, and nephew.

Katrina and Lee both agree that although being online was beneficial because they were on the move due to the military, and already worked on computers, the toughest part of the learning environment was trying to get in touch with other group members to do projects. "My classmates would want to Skype and FaceTime; however, the time difference made it difficult, because that time conflicted when I was needing to talk to my family," says Katrina. Lee adds, "It was tough finding time

that worked for all members of the groups, especially while I was deployed in Afghanistan."

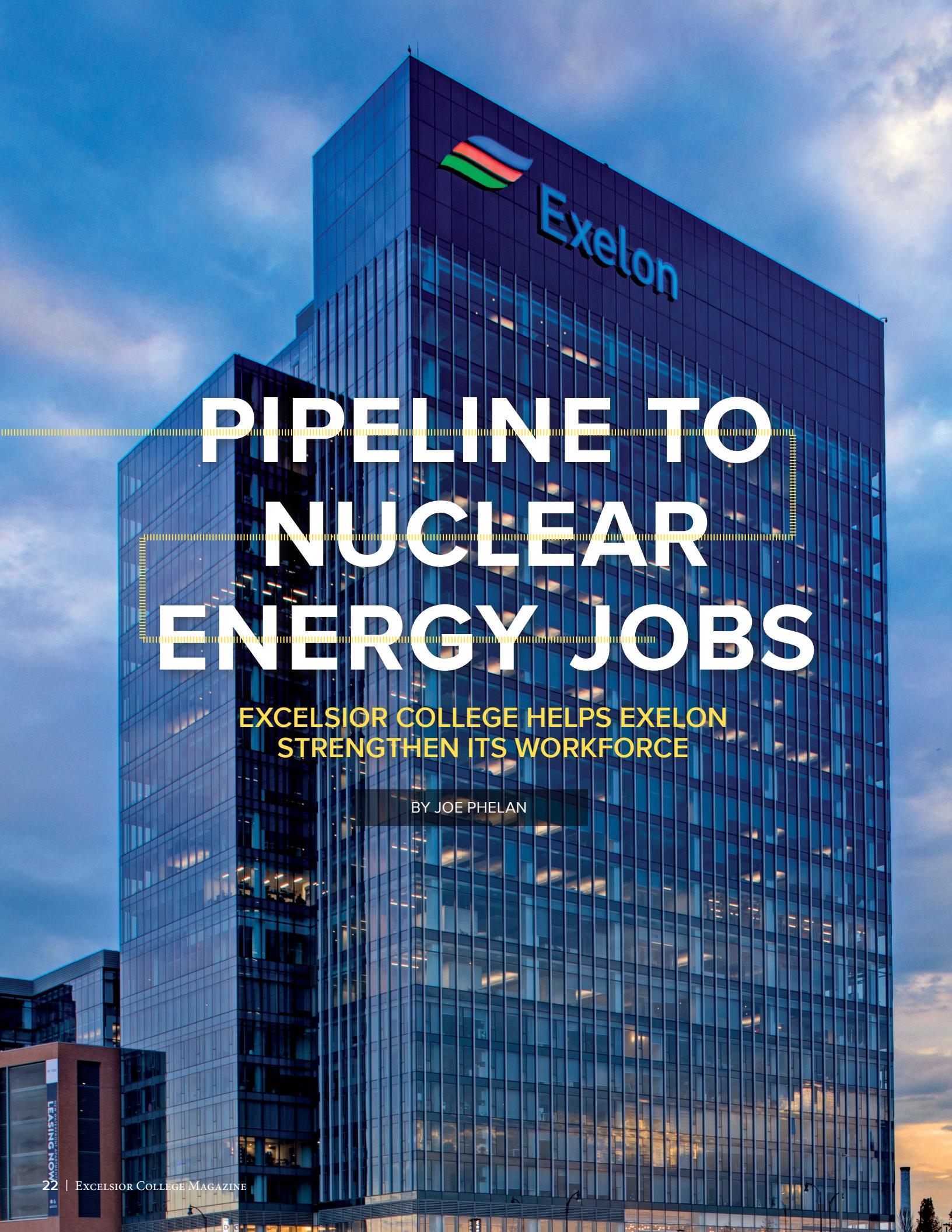
When things were rough, the couple always had each other to rely on. Katrina says that Lee always encouraged her to go the extra mile when completing her assignments and Lee remarks that Katrina "kept her boot in my back, figuratively speaking, to ensure that I stayed on top of my school work." They are both competitive so it was fun to pursue their degrees together, says Katrina. "The best part about it was rubbing it in when I did better than he did or vice versa. We were able to compare our grades after he completed classes, which pushed us both to do better," she says.

Katrina and Lee say attending Commencement together was a great experience. "I had the opportunity to share [it] with my best friend...I would compare the feeling to winning a championship" says Lee, while Katrina adds, "We walked across that stage together and it was one of the most exciting moments of my life. We had such a great time at the hooding ceremony and I loved being able to share that moment with my husband."

Katrina says earning her master's was a milestone achievement as she is the only one in her family who has a master's degree. It is a way to show her son that education is beneficial and important, she says, and it is in preparation for life after the military. Lee agrees, saying they are true believers of leading by example. Katrina notes of their future plans: "My husband has even mentioned going back to school at one point for another degree, and I would support him through that adventure and just might join him as well." ■



Jenna Kerwin is a writer-editor at Excelsior College.

A photograph of a modern, glass-fronted skyscraper at dusk or night. The building's facade reflects the surrounding city lights. The Exelon logo, featuring four horizontal bars in red, green, blue, and yellow, is prominently displayed on the upper right portion of the building. The sky above is a deep blue with some wispy clouds.

PIPELINE TO NUCLEAR ENERGY JOBS

EXCELSIOR COLLEGE HELPS EXELON
STRENGTHEN ITS WORKFORCE

BY JOE PHELAN

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oanna Lew left a traditional college to enlist in the Navy, and her naval career led her to a job at Exelon. Ken Buske wanted to strengthen his performance at Exelon's Nine Mile Point Nuclear Station. Michael Johnson retired from the Navy in 2000 and was eager to translate his experience into a civilian career.

While each took a different path, they all benefited from Excelsior College's partnership with the Energy Providers Coalition for Education (EPCE), earning a nuclear engineering technology degree from Excelsior College.

Excelsior College began its partnership with EPCE over a decade ago. EPCE, a nonprofit founded in 2000, connects energy companies with academic programs that they can offer to their employees. A vital resource for the energy industry, EPCE works with more than 2,500 companies to share industry-inspired academic programs, such as Excelsior College's bachelor's in nuclear engineering technology program.

"Our partnership allows companies that are EPCE members to enroll employees in our diverse energy programs, no matter the number of employees, whether it's one from one plant or 10 from several plants," said EPCE Director Christine Carpenter. "Because we are providing this opportunity nationally to all of our different utility companies, it's very much a shared resource...that addresses national, regional, and local employer workforce education and training needs whenever they come up."

EPCE's energy industry members recommend programs based on their workforce needs to EPCE's governance committee. EPCE then works with its partner colleges and universities to ensure programs are available to train workers to fill those needs. In 2007, the nuclear technology field became a focal point for Excelsior College as it began offering a Bachelor of Science in Nuclear Engineering Technology through an EPCE partnership.

"In the 1970s and 1980s there was a large demand for nuclear workers, but the demand started to slow down. There was no longer a need to hire personnel, so the hiring process stagnated over the years to the point where that influx of people that we were hiring then are now ready to retire," said Willie Plaza, a senior operations instructor at Calvert Cliffs Nuclear Plant in Maryland. "We forecasted that this population will be retiring, and we needed to supplement that workforce."

In 2015, the Nuclear Energy Institute issued a report that estimated nearly 40 percent of the nuclear workforce would be eligible for retirement by 2018. This means the need for nuclear workers continues to be significant. The wave of opportunities

available in the field is good news for students pursuing degrees in nuclear engineering technology.

INTRODUCING EXELON EMPLOYEES TO EXCELSIOR

Exelon employees gain on-the-job experience in the nuclear field. While some don't have college degrees, their professional training—and any previous military experience—can translate into college credit. EPCE works with Excelsior College and other colleges and universities to convert previous experience into credit. This helps accelerate the academic journey for energy industry workers who want to earn their bachelor's degree.

"Being able to apply someone's previous learning toward college credit is an absolute must for adults. It is something that every one of our education providers are experts at, and I believe this is one of the areas where Excelsior College really shines," said Carpenter. "They have assessed the type of employee training provided in the nuclear industry, and because that training is accredited, they can provide actual college credit."

"In some cases, over half of the credits required for a bachelor are already obtained," she added. "When you think about that, it's saving time, saving money, and it is validating the training that's already being provided within the industry."

On average, employees from EPCE-member companies earn 67 college credits based on their previous learning and training experiences—which moves these employees more than halfway toward achieving a degree at Excelsior.

Earning higher academic credentials allows workers to move up the ranks. At Exelon, officials have seen how education through the EPCE partnership has been a catalyst for their employees' careers.

"We've literally had individuals start as contract administrators and become Exelon Corporation employees who are now managers in our company because of this program," said Janna Jackson, senior site communications specialist at Calvert Cliffs, an Exelon facility commissioned in the 1970s.

Excelsior College has sent representatives to Calvert Cliffs for its Educational Conference Days, which many energy plants hold for their employees and run similar to job fairs.

During these events, Exelon highlights individuals who have gone back to school to earn college degrees.

"Their stories can be so impactful to those who may be in similar shoes and may not realize this program can really be leveraged to springboard their career into something bigger and better," said Tiffany Curry, senior HR generalist at Calvert Cliffs. "You don't have to come in with a degree to somehow land on the leadership team. You can start at the bottom, gain your experience, work through Excelsior College, and ultimately land where you want to be."

Academic advisors at Excelsior College review Exelon employees' transcripts, which are submitted prior to any site visit. This preliminary evaluation gives power plant employees a better idea of how many credits they may already have earned based on their previous experience and training. It allows them to have a more meaningful conversation with Excelsior College representatives during Educational Conference Days.

In addition to reviewing military and employment training records, Excelsior College reviews any college credits employees may have earned. Excelsior College has partnerships with academic institutions and community colleges throughout the country—and at power plants, like Calvert Cliffs, those partnerships open up new pathways for Exelon employees.

"Students can follow the curriculum at the College of Southern Maryland (a community college near Calvert Cliffs), follow that associate degree and rest assured that all of those credits will transfer, in addition to other credits, to really help employees save money and maximize their time at the community college," said Lisa Romano, Excelsior College's regional director of government and workforce partnerships. "It's a great opportunity to save money."

Michael Johnson first met Willie Plaza when they both worked at Exelon from 2011 through 2014, partnering with Plaza on a training audit at an Exelon facility. They both shared an interest in helping workers gain the skills they needed to advance their careers.

Later, Johnson left Exelon to become a faculty program director at Excelsior College and, after other roles, became the associate dean for technology for the School of Undergraduate Studies.

When Johnson eventually reconnected with Plaza at a Calvert Cliffs education day, it helped strengthen Excelsior's collaborative relationship with Exelon. In this role, Johnson helped design and implement Excelsior's strategic effort to introduce Exelon workers to the value of ongoing higher education.

Centered around targeted outreach to Exelon employees, the plan bolsters the impact of Excelsior's site visits. Ahead of the visit, college staff members complete transcript evaluations and encourage interested employees to take advantage of this on-the-job opportunity to learn about their programs. Once on site, Excelsior's representatives communicate directly with

Exelon employees about how an Excelsior degree can accelerate their nuclear careers. Excelsior College also gives employees the option to enroll on the spot.

180 NUCLEAR ENGINEERING TECH GRADS EACH YEAR

The carefully executed visits have worked well for Excelsior College, EPCE, and Exelon. At least five Exelon employees enroll in the nuclear engineering technology program with each visit.

Exelon values the high-quality education Excelsior is providing its nuclear engineering technology students, and Excelsior has found Exelon employees to be ready and eager to work hard to quickly earn their degree. The trust and partnership between Exelon and Excelsior has grown so strong that Exelon interviews nearly every nuclear engineering technology graduate, who is not already committed to another company, for job opportunities at their facilities.

"Exelon, as a company, offers a very generous tuition reimbursement program, and coupling that with the relationship with Excelsior College, we've had a lot of success stories come out of our own specific station at Calvert Cliffs to where we're able to develop and grow our employees from the ground up," says Curry. "It's been really fun to watch, and I feel as though we are better prepared to take on the future of nuclear. We have the right leaders, or people waiting in the wings to take on those leadership roles."



Joanna Lew had 10 years of industry experience before earning a bachelor's in nuclear engineering technology from Excelsior College in 2017. Since then, she has been promoted twice. In January, she became the supervisor in instrumentation and controls maintenance at an Exelon nuclear plant in Pennsylvania. PHOTO COURTESY OF JOANNA LEW

The capstone course, the final requirement for the nuclear engineering technology degree, usually has 12 students over five sections, which means each year 180 students earn their degree. Since the program's inception, more than 1,772 students have earned a degree in nuclear engineering technology.

The BS in nuclear engineering technology program at Excelsior College has a unique strength in its ABET accreditation. Only 19 schools have online programs that are ABET-accredited. The Accreditation Board for Engineering and Technology, a national non-governmental organization, reviews and accredits programs that meet certain standards and successfully prepare graduates for jobs in engineering and technology fields.

However, it's not only the nuclear engineering technology program that Excelsior College promotes with its Exelon visits. Excelsior also has two other ABET-accredited programs, the BS in Electrical Engineering Technology and the BS in Information Technology, that employees often pursue. Several have enrolled in Excelsior's MBA program, too.

One example is Bill Klee, who connected with Johnson on an Excelsior College visit in 2016. Klee was drawn to the BS in Information Technology program. Johnson kept in contact with Klee after their visit. Klee decided to enroll, partially because Excelsior College provided 72 credits toward Klee's degree. He's expected to graduate in mid-May 2020, which will help him advance in his career.

A REAL DIFFERENCE IN STUDENTS' LIVES

Joanna Lew wanted to advance her career. Employed within Exelon's Philadelphia-area Limerick Station, Lew had joined the U.S. Navy after her first year of college. She then served in the Nuclear Power Program for two years. Lew felt it was essential that she earn a technical degree to supplement her professional experience, which is why she chose Excelsior College's nuclear engineering technology program. She earned her bachelor's in January 2017.

"Online education provided me the ability to continue to work full-time and go to school, while still being able to spend time with my husband and my two little twins," said Lew.

After graduation, she earned a promotion to lead instructor. Additionally, Exelon placed her in its Emerging Leader Program, and at the recommendation of her supervisors, she was invited to participate in Leadership Tri-County, an exclusive leadership development program offered by her local chamber of commerce.

By securing her degree in nuclear engineering technology, she has accelerated her career and gained new responsibilities in the workplace. "In addition to supervising the group's instructors, I am responsible for their training and professional development; ensuring compliance with corporate procedures

and federal regulatory requirements," said Lew. She has since been promoted in fall 2018 to a supervisor position.

Ken Buske, as a reactor operator, knew a nuclear engineering technology degree would help assist in the safe, everyday operation of Nine Mile Point Nuclear Station. Buske ultimately chose Excelsior after one of the college's site visits.

"Excelsior College has positioned themselves very favorably in the online academic community, not only in terms of administrative excellence, but through their selection of faculty," said Buske. "I had the opportunity to work with incredible minds; individuals who pushed my limits, and those who provoked the essential critical thinking that creates graduates worthy of success in competitive career fields."

JOHNSON'S NEW ROLE IN THE NUCLEAR FIELD

Earlier this year, Johnson returned to the nuclear industry after accepting a job as site manager for an alliance partner with Exelon at the FitzPatrick Nuclear Power Plant in central New York state.

He still works as an instructional faculty member at Excelsior College. He'll remain an essential part of Excelsior College's nuclear workforce development efforts as he expands and advances his own professional career at Exelon's FitzPatrick plant.

As a site manager, Johnson takes on an especially vital role for Exelon during routine outages, which are scheduled periods of time when electricity demand is low and workers are deployed for equipment inspection, maintenance, or refueling.

"I develop all of their estimates. I'm responsible for the workforce. We bring in the local union guys whenever we have work on the schedule, so I have to manage them and supervise," said Johnson. "During an outage, you can get up to close to a thousand people who are working directly under my leadership."

With his high level of expertise in nuclear energy and higher education, Johnson understands how to access programs and resources to prepare the workforce he directs with the necessary skills to excel in their jobs.

"This is another opportunity for me to engage with the industry...and help the industry become more efficient and be more competitive," Johnson said.

The workforce needs of the nuclear energy industry remain significant. However, through its relationship with Excelsior College, Exelon has created a vital workforce pipeline that has helped the company find the people they need: well-trained, highly skilled nuclear energy workers like Lew, Buske, Klee, and Johnson. ■

Joe Phelan works as a public relations coordinator at The Martin Group. A former city reporter for The Saratogian (Saratoga Springs, N.Y.), he graduated from St. Bonaventure University with a journalism and mass communication degree in 2015.

"It's what every adult student is going through with trying to balance life and college."



MILITARY:
U.S. Navy Veteran



SUPPORT:
SEFCU Partners in Lifelong Learning Scholarship



MIKE HEMBERGER

JEFFERY HOFFMAN

Powers Toward a BS in Nuclear Engineering Technology

Two years ago, Jeffery Hoffman retired from the U.S. Navy after 26 years of service. Retirement may have brought him some changes, but not a change of job. He stayed on as an engineering technologist at the Naval Nuclear Laboratory in West Milton, New York, having transitioned from a military position to a civilian one. He also continues with his pursuit of a bachelor's degree in nuclear engineering technology.

Hoffman has entered the home stretch of his studies. Retirement has provided a more structured work schedule, so he has typically taken one course every 8-week term. The desire to finish his degree is strong, and he took two courses in one 8-week term in fall 2018 to keep to the time line he set for degree completion. He expects to earn the nuclear engineering technology degree in June 2019.

The nuclear engineering technology degree complements his Navy experience and background as a nuclear power plant operator and supervisor, and positions him for future opportunities. "To have any prospect of advancement, it's very important. To have any

future advancement in the company, I need the degree to open up doors," says Hoffman.

Hoffman has been working on his degree since 2005, when he was an educational services officer counseling sailors about the educational opportunities and how to use Tuition Assistance and GI Bill benefits. At that time, coming off sea duty, he was in what he describes as a "family tour" shore-duty job, meaning he was working Monday through Friday working hours instead of the rotating shift work that is most common to Navy sailors in the nuclear power field. When he started courses at Excelsior, he was all in—and college took up all his time. The timing for pursuing his degree at that rigorous pace wasn't right for him, given his family and work responsibilities, and he opted to "suspend himself" from pursuing his degree to enjoy this family tour. He scaled back on his studies, and took one course each year until recently.

"I would have liked to have finished earlier [but] I wasn't as disciplined in completing my degree as many of my sailors were. Also, I wasn't ready to have my career in the Navy over, but 26 years is high year tenure for a senior chief," says Hoffman. Now,

post-retirement, he plans study time around his work schedule and makes sure everyone in the family knows his study times. He still has the challenges of being a husband, father, putting a child through college, full-time work, pets, maintaining a home, and the responsibilities that come with each. "It's what every adult student is going through with trying to balance life and college," he says.

To help with that balance, Hoffman received a 2017 SEFCU Partners in Lifelong Learning Scholarship. The SEFCU scholarship provides financial assistance to students in the Capital Region of New York state who are veterans or active military. The impact of the scholarship was about flexibility, he says. "I came into this with a plan on how to do everything... but receiving that scholarship allowed for an extra amount of flexibility that didn't exist."

When Hoffman earns his degree, it will have been 14 years in the making. He plans to use this degree to pursue advancement in his current employment. He doesn't have any solid plans yet, but the prospect of becoming an engineer or a project manager for the company are a couple of the positions he is considering. ■ —M.S.

**FAMILY:**

Her husband, a police officer, also has Zone 5 training

FAVORITE COURSES:

CJ 120 Introduction to Corrections
CJ 256 Criminal Justice Administration

MICHELLE ASHLEY

Earns Criminal Justice Degree Using Educational Benefits

Excelior College's corporate, association, and government partnerships give people the opportunity to complete their degrees through high-quality programs, affordable and discounted tuition and fees, flexible course schedules, and generous credit-transfer policies. The College's partnership with Zone 5 Law Enforcement Training Academy in Schenectady, New York, ended up being the perfect opportunity for Michelle Ashley to pursue her higher education.

Ashley, a public campus safety officer from West Sand Lake, New York, was going through training at Zone 5 while she was employed with University Heights Association Inc., a security company for colleges and college housing units. "I became a supervisor and that is when Excelsior and [Zone 5] went into a partnership," she says. Ashley has an associate degree in business from SUNY Cobleskill but decided to pursue criminal justice. Many of her subordinates also had associate degrees in criminal justice and Ashley wondered what their learning experience had been like. She had also been watching the Zone 5 training pages and saw an announcement to earn

an associate degree in criminal justice with Excelsior.

She had previously learned that a lot of her credits from SUNY weren't going to transfer to other schools, and she would have to essentially start all over again. When

"I was so excited that some of my work I did at Zone 5 transferred as credits over to Excelsior because then that made getting a degree achievable."

she looked deeper at Excelsior, she realized having been at Zone 5 gave her a leg up in making her degree happen. "I was so excited that some of my work I did at Zone 5 transferred as credits over to Excelsior because then that made getting a degree achievable," says Ashley. When she found out she could complete her criminal justice degree in a year with Excelsior, it became a more tangible

dream that Ashley could achieve and not, as she explains, take away from her family time.

Excelsior's online learning format was perfect for Ashley, who works full-time and the late shift. She admits it was tough to take two classes at once, though. "I strive on making the best grades... Taking two classes at once made it hard to soak in the information. But I pushed through, and was able to finish both classes," she says. As a student, she had her Zone 5 training on her side and was able to refer to her experience for examples in the discussion topics.

Now she is encouraging her husband, who is a police officer, to pursue his degree with Excelsior. She informs him that with his background and credits, he's even closer to receiving his degree than she was. "For the security guard part of it, I did it within a year or so, but then with the police officer, you're going to use more of what Zone 5 has to offer," she explains, referring to the amount of credits Excelsior accepts from Zone 5 training.

Her degree has opened her eyes to the administrative world of criminal justice. She says it's helpful that she is able to pull information from her class research to show data

Continued on page 30 ➔



"I found my voice and grew in confidence to speak on vital changes needed in health care and nursing."



BACHELOR'S DEGREE:

Anthropology from University at Albany

HONORS:

Inducted into Sigma Theta Tau International Honor Society of Nursing

HERMA LEE Receives a Regional Nursing Honor

Herma Lee recalls her mother telling her that she was inclined to help people from an early age. That penchant for helping others makes her an asset as a nurse in the Apheresis Unit at Albany Medical Center in Albany, New York. Her nursing skills, judgment, and interactions with patients and families led to her selection as a 2018 Nurse of the Year in the Capital Region of New York state.

Ten nurses in the region were recognized as part of the Times Union's Salute to Nurses initiative in May 2018. Each year the newspaper's readers are invited to nominate a nurse for the award, which honors nursing excellence among more than 273,000 licensed registered nurses in the region. Lee, a nurse at Albany Med for the past 15 years, earned a Master of Science in Nursing from Excelsior College in June 2018. She maintained a 4.0 GPA throughout the program and was inducted into the Sigma Theta Tau International Honor Society of Nursing.

In the Apheresis Unit—where whole blood is removed from a patient and components of the whole blood are separated and then

a component is removed and the remaining components are returned to the patient—Lee is the experienced educator and mentor to nurses new to the unit. With her years of experience in the unit, she's at an interesting phase of her career. She enjoys the patient-care aspects of nursing and the reward of seeing patients get better, and revels in helping to educate patients and their families and being a patient advocate. As a level 5 nurse, her next step can be nurse manager, director, or any nurse leadership role. She's taking the time to identify her niche, as she also enjoys research. "Excelsior did broaden my horizons greatly as to what is out there and what nurses can do," says Lee.

For the capstone course in the master's program, she wrote a scholarly paper that discusses educating nurses on vascular access to improve the quality of care for patients receiving therapeutic apheresis. Her paper will be published in 2019 by the American Society of Apheresis, the organization of physicians, scientists, and allied health professionals whose mission is to advance apheresis medicine for patients, donors, and practitioners through

education, science-based practice, research, and advocacy.

Nursing was a second career for Lee, who was a dental assistant for 10 years after earning an anthropology degree from the University at Albany. As a single parent to a then 4-year-old, she changed her career trajectory and pursued a nursing degree at Hudson Valley Community College. After working at two local nursing homes, she began working at Albany Med and has spent her entire career there in the same unit.

Lee says that having completed the educational experience at Excelsior, she feels empowered to make a change for the nursing profession and, ultimately, for patients. "I had such a great experience overall, but my most personal and impactful experience was feeling empowered, empowered to represent our nursing profession in this troubled and challenging health care arena," says Lee, who was recently selected to sit on the hospital's Institutional Review Board. "I found my voice and grew in confidence to speak on vital changes needed in health care and nursing. I feel like I can do it all. I can change the world." ■ —M.S.

**EARLY CAREER:**

Worked in food service and retail

**POST-RETIREMENT JOBS:**

Advisor to U.S. Marine Corps and then Senior Counselor, U.S. Department of Homeland Security

ROGER PARRINO**Makes a Difference with Career in Public Service**

Roger Parrino Sr., commissioner of the New York State Division of Homeland Security and Emergency Services, has always had a sense of service and desire to serve his country. His dedication to public service stems almost 40 years, and throughout his career, he has developed and polished his skills as a leader, analytic thinker, and crisis manager by working hard and, as he puts it, “showing up,” physically and mentally, every day.

When he was a freshman in college, Parrino enlisted with the Marine Corps Reserves during the Iranian hostage crisis. He knew he wanted to serve his country; during a family trip, his father gave him an important piece of advice considering the choice: “We were looking at a war memorial that listed the names of the soldiers that had died in the Civil War and my dad said to me that it is important to serve the country but the objective is to stay off lists like these.”

In 1980, Parrino attended boot camp and then returned to college. Following his fifth semester, he was hired by the New York City Police Department, which was a childhood

dream. He says, “I became a narcotics detective and was later promoted to sergeant, supervising a plainclothes anti-crime team, and later became lieutenant commander of detectives and a member of the Hostage Negotiation Team for over 10 years.”

“I think the two biggest challenges have been keeping one's integrity and sense of humor. You need both of those to succeed; if you lose either one, you lose yourself.”

After meeting a Regents recruiter who explained how Regents’ program worked, Parrino knew the college was right for him. The non-traditional learning experience motivated him to go back to school while working as an officer. As a student, Parrino’s biggest challenge was time, but Regents’ flexible structure and helpful advisors helped him achieve his goal of earning a college degree. He graduated in 1989 with a Bachelor of Science in Liberal Arts.

Parrino retired from the New York City Police Department in 2003. He spent some time with his family before becoming a civilian advisor to the Marine Corps and serving four combat deployments to Iraq and Afghanistan. He then served as senior counselor to U.S. Department of Homeland Security Secretary Jeh Johnson where he worked in counterterrorism, and then in May 2017, New York State Gov. Andrew Cuomo appointed Parrino as the commissioner of the Division of Homeland Security and Emergency Services.

There isn’t a typical day as commissioner, says Parrino, who considers himself a crisis manager. Established in 2010, the Division is comprised of the Offices of Counter Terrorism,

Parrino decided that to advance in his career, he needed to return to school. He always wanted to complete his degree, but it was difficult to balance the different aspects of his life. That’s when he learned that the NYPD helped officers interested in pursuing their education and he heard about Excelsior—then named Regents College.

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ALUMNI NOTES

➔ Michelle Ashley continued from page 27

that supports various ways of dealing with people who break the rules. Ashley's favorite courses with the College were CJ 120 Introduction to Corrections and CJ 256 Criminal Justice Administration. CJ 120 helped her understand why it is important to try rehabilitation as an alternative to incarceration and it showed her how biased the social justice system is against low-income persons. CJ 256 gave Ashley many administrative strategies to use in her career.

Ashley says the input from her instructors was instrumental in helping her succeed at Excelsior. "When I asked for help from the professors, they were more than willing to get information, links, or ask questions to help," she says. Ashley earned an Associate in Science in Criminal Justice in August 2018 and though she isn't thinking of switching jobs anytime soon, she says her degree will help when she pursues a promotion.

She plans to pursue her bachelor's and master's degrees in criminal justice because, with Excelsior, she found she likes the online format. "My company gives me tuition reimbursement so it makes it more achievable," she says of pursuing her education. She's not sure what topic she will pursue; she wants to keep her options open and see how she will best fit with her company, but administration, fire safety, and community policing are on her list. Thanks to her degree from Excelsior and her training from Zone 5, Ashley can keep her options open and pursue higher education and career advancement whenever she pleases. ■ —J.K.

➔ Roger Parrino continued from page 29

Emergency Management, Fire Prevention and Control, Interoperable and Emergency Communications, and Disaster Recovery Programs. Together, these offices coordinate the state's response with the federal government's efforts during and after a declared disaster. Parrino believes in having firsthand knowledge when situations arise so that he can best present information to Governor Cuomo. He has two offices—one in Albany, the state capital, and one in New York City—and travels about 40 percent of his time, making sure he is on hand to get the information he needs.

"In the 17 months that I have served as commissioner, we have had some unusual challenges," says Parrino, describing a rare flooding event that resulted when Lake Ontario's water level was unusually high. He also notes going to Puerto Rico "to help ensure that donations from New York made it into the communities that needed them the most, which required partnering with local organizations to get the goods out of the port quickly."

Each day at work presents different situations, says Parrino. He has some good advice, though: "I think the two biggest challenges have been keeping one's integrity and sense of humor. You need both of those to succeed; if you lose either one, you lose yourself." ■ —J.K.

BUSINESS



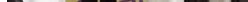
Christopher Persaud, BS '02, of New Milford, NJ, recently retired from his position as a grants specialist/assistant controller at Newark Community Health Centers Inc. He has written 10 books—four of which have won international literary awards—in the areas of Christian apologetics and comparative religion. Persaud earned a Bachelor of Science in Business with an emphasis in accounting from Excelsior College in 2002.



Harold Geller, BS '83, of Burke, VA, recently co-authored the book, "Renewable Energy: A First Course" and was featured in George Mason University's "Faces of Mason" student newspaper feature. Geller earned a bachelor's in liberal arts from Excelsior College in 1983 and hopes to retire from George Mason University in 2020.



Farrell Chiles, BS '92, of Pomona, CA, recently authored the book, "African American Warrant Officers—Preserving Their Legacy." Chiles earned a bachelor's in liberal arts from Excelsior College in 1992.



George L. Salis, BS '95, of Sarasota, FL, was recently promoted to principal economist and tax policy advisor at Vertex Inc., a global tax software and technology company. After earning a bachelor's in liberal arts from Excelsior College, he earned a master's from the

this past August by the Ministry of Education of Saudi Arabia to participate as a panelist and facilitator in the Khebrah International Forum for Teachers 2018, organized by the Organization for Economic Cooperation and Development and the Teach for All network. Prior to earning a Bachelor of Science in Business at Excelsior College, Herrera earned a Bachelor of Science in Biology from Escuela Superior Politécnica del Litoral in Ecuador in 2016.

LIBERAL ARTS

Michael LaFerney, BS '79, of Lakeville, MA, received a master's equivalency certificate in applied ecopsychology from Project NatureConnect, whose program courses were taken from Portland State University. He earned a bachelor's in liberal arts from Excelsior College.

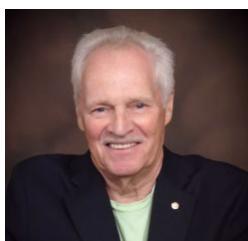
Robert Leonard, BPS '15, of Valier, MT, was recently sworn in by Montana Attorney General Tim Fox as one of five criminal investigators working for the Montana Department of Justice/Department of Corrections. Leonard is a former SWAT/narcotics detective with 12 years' experience. He earned a Bachelor of Professional Studies from Excelsior College.

Miguel A. Herrera, BS '18, of Yantzaza, Ecuador, a regional manager with Fundación Enseña Ecuador, was invited

University of Baltimore and several tax studies certificates from Harvard Kennedy School of Government, Thomas Jefferson School of Law, St. Thomas University, and the University of Wolverhampton.

Jean-Jacques Senechal, BS '95, of Brooklyn, NY, recently received a license from the New York State Department of Financial Services and is pursuing his securities license, which will enable him to work as a consultant in the securities industry. He is also writing a book. Senechal earned a bachelor's in liberal arts from Excelsior College in 1995.

College, Kroptavich earned a master's in information systems from the University of Phoenix in 2009, a Master of Public Administration from the University of Arkansas at Little Rock in 2016, and a juris doctor from the University of Arkansas at Little Rock in 2016.



Larry Sargeant, MA '11, of Little Falls, NY, recently published his debut novel, "The Saga of Chief Barking Loincloth," a part-biography, part-fiction tome. Sargeant earned a master's in liberal studies from Excelsior College and previously earned a bachelor's in education from SUNY Plattsburgh in 1972. He writes that he has been a soldier, corporate buyer, professional skydiver, furniture salesman, small-time carnny, shoe designer, and factory manager. He recently retired from teaching.

Denise Boroughs-Fitch, BS '14, of Woodland, CA, has been accepted into Walden University's Master of Healthcare Administration program. She is a clinic director with Scripps Clinic, and earned a bachelor's in liberal arts from Excelsior College.

NURSING



Karen Cox, AS '82, of Kansas City, MO, recently became the new president of Chamberlain University College of Nursing in Downers Grove, Illinois.

She earned an Associate in Science in Nursing from Excelsior College.

Lewis B. Williams, AS '90, of Henderson, NV, is a nursing supervisor with Horizon Ridge Nursing and Rehabilitation Center in Henderson. He earned an associate degree in nursing from Excelsior College and also earned a bachelor's in psychology from Wayne State University in 1985 and a MBA from the University of Phoenix in 2007.

James Desiderati, AS '01, of Northumberland, PA, recently patented and launched with his wife an end-of-life conversation guide called "Elephant in the Room." Desiderati earned an Associate in Applied Science in Nursing from Excelsior College in 2001.



Lou Ann Gleason, AS '04, BS '11, MS '15, of Ellisburg, NY, is a school nurse with the South Jefferson Central School District and was recently appointed president of the New York State Association of School Nurses. A three-time Excelsior College graduate, Gleason earned an Associate in Science in Nursing in 2004, a Bachelor of Science in Nursing in 2011, and Master of Science in Nursing, with a specialization in nursing education, in 2015.



Elizabeth Nelson-Frazier, AS '08, of Norwell, MA, is a family nurse practitioner with Harbor Community Health Center on Cape Cod. She has worked in multiple fields, including general medicine, women's health, urgent care, and psychiatry. After earning an Associate in Science in Nursing from Excelsior College, Nelson-Frazier earned a bachelor's in English from the University at Massachusetts in 2003 and a master's in nursing from Regis College in 2014.



Megan Keenan, AS '11, BS and MS '15, of Nassau, NY, recently received a Doctor of Nursing Practice from Grand Canyon University. A two-time graduate of Excelsior College, Keenan earned an associate degree in nursing in 2011 and a BS and MS in nursing in 2015. In addition, she also earned a post-master's certificate in nursing education from Excelsior College in 2017.

Razell Perry, AS '11, BS '13, of Clarksville, TN, says, "Excelsior College has provided a great start in my nursing career. I didn't think

obtaining my RN was possible after multiple military relocations. Once I found Excelsior, I was able to complete my ADN and BSN within 3–4 years. I am so thankful." In addition to associate and bachelor's degrees in nursing from Excelsior College, Perry earned a master's in management and leadership from Western Governor's University in 2018.

Monica Muamba, MS '12, of Altamont, NY, has received two awards since graduation: one from Alpha Kappa Sorority in 2012 for encouraging education in the community, and one from the Frank Chapman Memorial Institute Inc. in 2017 for nurse of the year. Muamba earned a master's in nursing from Excelsior College in 2012.

TECHNOLOGY



Brady McNulty, BS '11, of Roseburg, OR, a pharmacist and cartoonist, was recently named a Fellow of the Royal Society of Arts (FRSA), which is based in London. McNulty publishes thought-provoking cartoons each month online and in small newspapers and magazines throughout the United States. He earned a bachelor's in nuclear engineering technology from Excelsior College.

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BY THE NUMBERS

50%



The percentage of enrolled students who are either active-duty military servicemembers or veterans. While servicemembers and veterans have always been a significant percentage of Excelsior College students, this is the first time in recent years that they represent half of all enrolled students.



14%

The percentage of alumni who are re-enrolled after earning a degree from Excelsior College. In all, more than 13,700 graduates have earned more than one degree from the College.



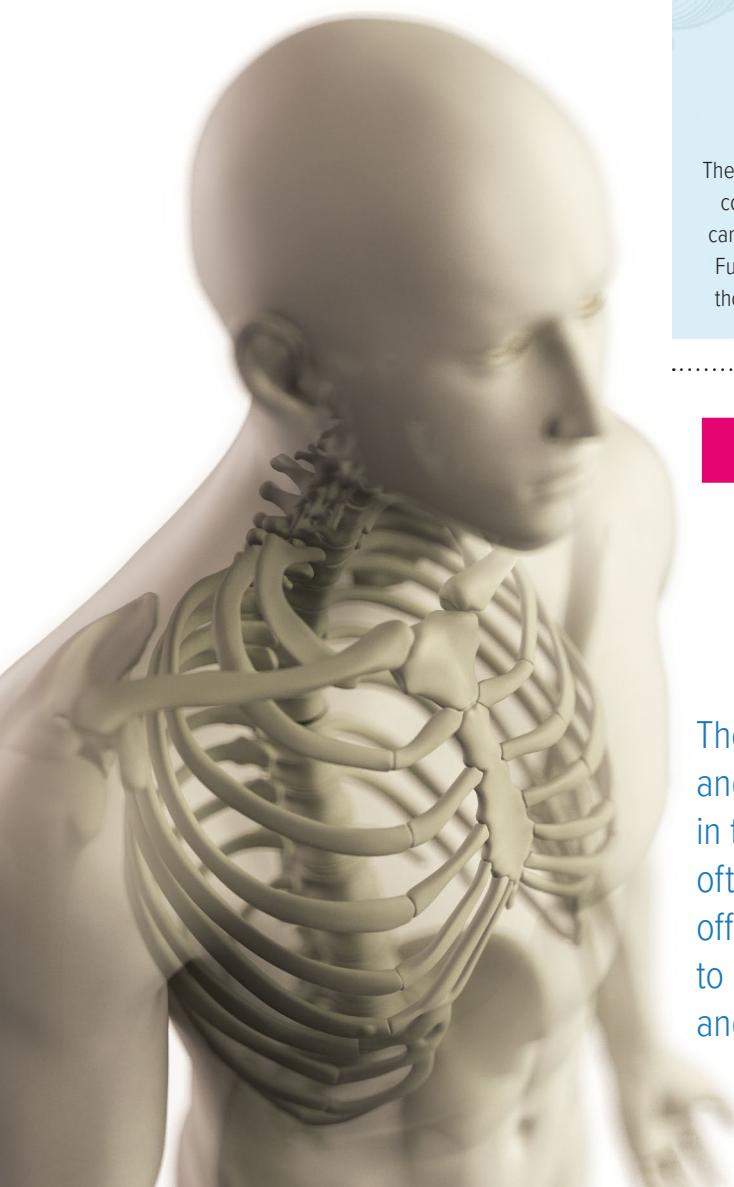
The number of emails that will be sent to associate degree in nursing students with tips for preparing for the Clinical Performance in Nursing Examination, known as the CPNE. The emails are sent about once a month to give students helpful suggestions for studying for and mastering the comprehensive exam.



The amount new graduates can contribute to the Pay It Forward campaign and become contributing members of the Alumni Association. When graduates participate in this campaign, their contributions of \$25 or more go to the Alumni Association Scholarship Fund and they help provide support for current students with financial need. Helping those students complete their own degrees is one way our graduates pay it forward.

797

The number of people who took the exam Anatomy and Physiology for credit through independent study in the past year. That exam was the one taken most often from among the more than 60 exams the College offers. The 6-credit multiple choice exam corresponds to an introductory, two-semester sequence of anatomy and physiology courses.



A photograph of a woman with blonde hair in a dark graduation cap and gown, smiling and holding a young child. The child, wearing a dark cap with a shiny bow, looks up at her. They are both holding large brown diplomas. The background is dark with some blurred lights.

Your generosity keeps our

students on track to achieving

their educational dreams.



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CARRIE B. LENBURG AND THE CLINICAL PERFORMANCE IN NURSING EXAMINATION

The first Clinical Performance in Nursing Examination, known as the CPNE, was administered during the five-week period beginning December 10, 1974, with the outcome of 42 students becoming the first graduates of the associate degree in nursing program. Carrie B. Lenburg, shown here affixing a nursing pin to a happy graduate, was coordinator of the

Regents External Degrees in nursing program from 1974–1991, during which she had a lead role in developing and organizing the Clinical Performance in Nursing Examination.

Today, alumni can apply for the Carrie B. Lenburg Award, which is presented annually to a graduate who echoes the vision and accomplishments of the former nursing program coordinator. The recipient is a nurse

who demonstrates a commitment to nursing education as well as academic and professional accomplishments in the field of nursing. The award is given along with other alumni awards during the Awards Convocation held the evening before Commencement. ■ —J.K.

THIS PHOTO WAS ORIGINALLY PUBLISHED IN "REGENTS COLLEGE / THE EARLY YEARS" (THE DONNING COMPANY PUBLISHERS: 1998).

