SEEING IS BELIEVING

Xavier partners with OneSight to bring eye care into focus for hundreds of local children. p. 10
A BRIGHT FUTURE FOR HEALTH SERVICES

Health Services Administration students will join their health-care colleagues in a dedicated, collaborative state-of-the-art teaching and learning environment. Learn more: xavier.edu/supportHSA
A Message from the Dean

GREETINGS AND THANK YOU…

for your continued interest in the College of Professional Sciences at Xavier University. This fifth edition of Communitas features how students, faculty and staff in the College engage the communities we serve.

The first story features the School of Nursing’s efforts to bring graduate nursing degrees and nurse practitioner credentials to nurses in rural areas of Ohio and Kentucky. Supported by educational grants and state-of-the-art video technology, this program highlights the College’s commitment to preparing a regional health-care workforce in the Jesuit Catholic tradition.

The second story describes an international learning program spearheaded by Drs. Laney Bender-Slack and Rick Browne. Pilot-tested last year, students from nursing, health services administration, social work and education had the opportunity to immerse themselves in multiple interprofessional environments in Nicaragua. This program launches as a regular opportunity for students across majors this year, providing authentic interprofessional collaboration experiences that support the academic goals of our College.

This fall, the College partnered with OneSight to bring free eye exams and eyeglasses to over 600 economically challenged local school-age children. Together, the Xavier University ROTC Battalion, undergraduate volunteers, and a team of vision health providers converted the Xavier Armory into a fully functional vision screening and eyeglass manufacturing lab. The OneSight project offered opportunities to expand our students’ world view, work together for the greater good, and collaborate with professionals and fellow students.

These stories are examples of how the College is animating Xavier’s brand pillars of learning, serving and achieving—together. Through programs such as these, we combine our goals of educating students, preparing thoughtful and reflective leaders, and serving our local and regional communities. These programs punctuate how Xavier is preparing our students for lives of service, for and with others.

Paul Gore, PhD
Dean, College of Professional Sciences

ON THE COVER: One of over 600 area schoolchildren who came to Xavier for free vision screenings takes a peek at his new specs.
At 5:30 on a Monday evening, Renea Ball drops her bag and notebooks on a long table in a conference room at a hospital in Marietta on Ohio’s easternmost border. It’s been a long day of teaching at the local community college, but the 25-minute ride in gave her time to think about her nursing career in hospital emergency rooms and area schools—and what lies ahead for her.

She’d confronted the challenges of rural health care in both situations, but the school experience was, in some ways, more gut-wrenching. Take, for example, the third-grade boy who was labeled learning-disabled. As the school nurse, she discovered the real problem was medical—he had such serious ear problems that he was functionally deaf.

The mother was not able to help her son, so Ball took him to a doctor, who performed surgery to restore his hearing. The experience made Ball realize she wanted to do more to help struggling rural families like his.

It’s why she’s in this conference room on a cold night in January, settling in for a two-hour class on pediatric dermatology. She reaches across the table to make sure the mic and video camera are working and turns on the two monitors.

On the screen flashes a live picture of a Xavier classroom, brimming with nursing students arriving for their Pediatrics and Family Care class. Though the classroom is over 200 miles away on the west side of the state, Ball feels just as much a part of the graduate class as if she was sitting with her peers on the campus in Cincinnati.

Through the marvels of video-conference technology—and multiple grants procured by the School of Nursing—students like Ball who live and work in remote areas of Ohio can earn a Master of Science in Nursing from Xavier.

The long-term goal, says director Sue Schmidt, PhD, is to improve the quality of life for people living in rural areas by providing highly skilled nurses to bring health care to them.

“This program gives opportunities for these folks to advance their degrees in a high quality program and help make their communities healthier,” Schmidt says. “We as a state are wanting to move to primary care in rural areas, so my grants are also to support developing primary care in these areas.”

For Ball, who earned her undergraduate nursing degrees from Ohio State University, the opportunity to get an advanced degree from Xavier was too good to pass up. It will increase her skills and employability, and she’ll be able to provide better health care for people in the rural communities where she’s lived and worked her whole life.

“I’m studying to help make a difference in someone’s life,” she says. “I just feel that the more we as nurses expand our knowledge, the better we can serve our patients and educate our communities.”

Ball is one of 14 graduate nursing students currently enrolled through one of six distance-learning partner sites scattered across the state. Funded initially in 2009 by a $1.2 million grant, the distance-learning program offers a master’s degree to students who could not otherwise attend Xavier because they live and work in some of the state’s most remote and economically deprived regions.

Sweetening the pot this year is a new federal health grant that pays the entire tuition and books plus an $11,730 stipend each year for students who choose the Family Nurse Practitioner track and agree to work in medically underserved urban or rural communities for one year.
RURAL ROUTES: The Rinard Covered Bridge spans the Little Muskingham River in southeastern Ohio near Marietta.

PHOTO CREDIT: JENNETTE MARIE POWELL

NURSING GRANT

Learn more about the traineeship grant and $11,730 stipend to become a Family Nurse Practitioner in rural Ohio. xavier.edu/MSN-FNP
The Advanced Nursing Education Workforce (ANEW) grant emphasizes the Family Nurse Practitioner role because it prepares nurses to focus on families and individuals their whole lives, much like a family physician. Like doctors, nurse practitioners are qualified to assess patients, diagnose conditions, order tests and labs, and write prescriptions. In short, they can provide medical care in communities where primary care physicians are in short supply.

Having that ability is a game-changer for Ball. “Being able to diagnose and treat are important aspects I want to give my patients,” she says. “That is important, especially in a rural community.”

Ball settles into the class discussion on skin diseases with fellow student Sara Baillargeon, while two other students, Justin Laudick and Scott Batterson, watch the lecture from their conference room at St. Rita’s Medical Center in Lima, Ohio, about two hours north of Cincinnati. All four are ANEW grant recipients in the distance-learning program, and they often work on group projects together.

Assistant Professor Kim Toole makes sure the mics and screens for the distance students are working before starting the lecture. The 26 students in the classroom see their far-off classmates on one large TV monitor, while displays and Power Points appear on a second monitor. Toole periodically asks if they can hear or if they have questions.

In Lima, Justin Laudick gives a thumbs-up sign. And for good reason. For him, the Family Nurse Practitioner program expands his career opportunities well beyond his current job as a trauma nurse manager at St. Rita’s.

Laudick wants to return to Ottoville, a small farming community northwest of Lima where he grew up. His family is still there, and he knows practically everyone. Most important, with his new nursing skills, he’ll be able to help his community be healthier.

“There are not a whole lot of providers in smaller towns, so since I already know the area, it would be beneficial to go back and help out there,” Laudick says. “The nearest hospital, St. Rita’s, is still 25-30 minutes from home. People hesitate to go, and a lot of patients are afraid of getting admitted and being there forever.”

It’s the same story in Marietta, where long distances are a way of life. Ball grew up in Waterford—a no-stoplight town an hour north. When she worked at Marietta Memorial Hospital, it was normal to see patients who came to the ER for basic care because they had no doctor where they lived.

But her 10 years as a school nurse really opened her eyes to the need. So she stopped nursing to teach at Washington State Community College and enroll in the Xavier program. She plans to use her new skills as a nurse practitioner to help families in the rural areas around Marietta learn how to be and stay healthy. Like the little boy who everyone thought was slow. He ended up in foster care, and she never saw him again—but “he could hear,” which was a start for him to have a better life, she says.
TEACHER AND STUDENT: Graduate nursing student Renea Ball, left, teaches nursing at the community college in Marietta. PHOTO CREDIT: NATHAN REICH

VIDEO CONFERENCE GRADUATE NURSING PROGRAM
- Founded in 2009
- 52 graduates of the program
- 14 students currently enrolled

PARTNER SITES IN OHIO
- Fairfield Medical Center, Lancaster, Ohio
- Joint Township Memorial Hospital, St. Mary’s, Ohio
- Mercy Regional Medical Center, Lorain, Ohio
- St. Rita’s Medical Center, Lima, Ohio
- Marietta Memorial Hospital, Marietta, Ohio
- Mercy Memorial Hospital, Urbana, Ohio
IMMERSED IN MANAGUA

EXPERIENTIAL LEARNING IN THE BARRIO

BY MICHAEL SHAW
Trendy tourism blogs extoll the lure of Nicaragua’s colonial architecture, wellness retreats, unsullied coastlines and casual volcano climbs. One destination that doesn’t make the “must see” list is Barrio 14 de Junio, one of more than 100 tightly knit communities that form a patchwork of barrios throughout the city of Managua, Nicaragua’s capital.

While tourists may not make Barrio 14 de Junio a scheduled stop, Xavier has—for more than three decades. Since 1995, Xavier students have immersed themselves in solidarity semesters, living with local families and attending nearby Central American University, a Jesuit school, while performing volunteer service with local entities like schools and shelters.

Now, a shorter-term program involving College of Professional Sciences professors and students from Xavier is launching this year.

The Interprofessional Population Health Immersion program takes students and professors from different disciplines, such as education, health services administration, nursing and social work, into the barrio. Their mission? To simply observe, listen and later, to talk about their experiences. The students visit families in their homes, sharing meals and stories.

The reason for the program is simple, says Laney Bender-Slack, director of Xavier’s Reading and TESOL (Teaching of English to Speakers of Other Languages) education degree programs.

“Professors are being asked to create immersion experiences, but most have never done an immersion experience themselves,” she explains. “The great thing about immersion is to step outside of your comfort zone, then experience multiple cultures from that culture’s point of view.”

Bender-Slack, who is fluent in Spanish, is a veteran of three faculty immersion trips to Nicaragua over the past year. One was a pilot trip she led last August with Rick Browne, director of the undergraduate Health Services Administration program, and six students majoring in nursing, education and health services. It led to grant funding for the new program.

The first official trip is scheduled over seven days in early August. Bender-Slack recalls the idea was sparked during the return flight from Nicaragua after an eight-day faculty immersion trip last year when she and Browne discussed how education is an important part of population health.

Embraced by the College of Professional Sciences, population health is a new focus in health care that emphasizes prevention over treatment. Programs in the college teach the importance of interprofessional collaboration among professionals of different disciplines as a key element of population health. The goal is to teach students of different academic disciplines, including education, the importance of working together to manage the health of individuals as well as whole communities.

It worked for Rubina Ghasletwala, a junior nursing student who went on the August trip.

**INTERPROFESSIONAL POPULATION HEALTH IMMERSION IN NICARAGUA**

**WHAT:**

Students explore interprofessional collaboration as it relates to population health, leading to greater cultural awareness and understanding of global social issues. Support immersion learning at xavier.edu/CPSgiving.

**WHO:**

- Juniors and seniors majoring in:
  - Health Services Administration
  - Nursing
  - Education
  - Criminal Justice
  - Social Work
  - Spanish language experience is a plus.

**PURPOSE:**

- To experience an interprofessional international immersion and learn how a culture’s health, education and social services impact the health of a population.

**THE EXPERIENCE:**

- Students stay in urban and rural locations, visiting clinics, schools and social service agencies to learn how they operate and the struggles they face.
- Students listen to personal stories in each place.
- Students engage in reflection and networking with colleagues.
“The great thing about immersion is to step outside of your comfort zone.”

“I learned that Nicaraguans take an interprofessional approach to a lot of things,” Ghasletwala said. “In comparison to all the specialization we have in the U.S., you’re expected to be well-rounded in your job so you can do many things. Since the trip, I want to bring more of a focus on collaboration to my future nursing career.”

That’s why it’s important for the trip to include students of different academic majors.

“Having students from different care backgrounds—a nurse, a social worker, a health services administrator, a teacher—they all look at the world differently,” Browne says. “Then when we talk about it, we learn from each other.”

The students visit different health providers such as hospitals, clinics, social service agencies and schools. Through those experiences, they gain a greater understanding of population health—especially in a population with limited resources.

That’s what makes Nicaragua a great observational model, Browne says. Barrio translates simply into “neighborhood.” In a city like Managua, the barrio is a supportive community, often providing services that many Americans take for granted, like water, security and public spaces.

“We study what goes on in populations with limited resources that helps keep people from getting ill, not just government programs but the informal things that pop up in day-to-day life in the neighborhoods,” he says.

The economic reality is that the majority of Nicaraguans can’t afford, or don’t have access to, the old-school medical model, which, Browne explains, “has nothing to do with keeping people healthy or why certain groups of people get sick. It’s just, put a patient that’s sick in front of me, and I’ll make them not sick anymore.”

Browne thinks the program also offers a valuable professional life-lesson. “It’s a very different environment, and it’s good for our students to see that.”

That’s what Martin Carter, a senior Health Services Administration major, discovered on the trip in August.

“Seeing how people lived, how they interacted with each other with the resources they had, reminded me that I don’t need much to live viably,” he says. “That was a good wake-up call.”

The students visited a One World Health facility that applies parts of the American medical model, but they also visited other hospitals where “the working atmosphere between doctors, caregivers and nurses was far more open and collaborative,” he says.

What will ultimately give Xavier’s unique take on population health and interprofessional teaming an enduring staying power is grounding those concepts in the Jesuit tradition of observing and learning through immersion.

But it’s hard to watch and not want to help. Bender-Slack has seen it when visiting a hospital, clinic or care center.

“Students often get a helpless feeling of ‘why aren’t we building something?’ I tell them, in Nicaragua, it’s about listening to their testimonial,” she says.

“We talked to a group of mothers who had lost children during the revolution, whose kids were oftentimes killed by the U.S.-backed Contra forces. They understood what the government had done but didn’t hold rancor in their hearts. It was enough that we would come and listen to them.”

For Carter, the biggest take-away was a better sense of interprofessional collaboration. “I’m getting into a career that should be patient-centered, so that sense of community is something I should always be aware of,” he says. “I think Nicaragua really left me with that sense. These people have less than me, but a greater sense of community.”
HANDS-ON: Senior Martin Carter, left, learns how to make pottery from Nolan, an artist in San Juan de Oriente.

STUDY ABROAD Xavier students experience learning all over the world. Learn more about Xavier’s study abroad and immersion opportunities at: xavier.edu/study-abroad
Brian had a problem. The second-grader from Hilltop Elementary School in Reading, Ohio, walked into Xavier’s Armory Building carrying a pair of broken glasses in a small plastic bag.

“Without glasses, it’s hard to see small, far words, and things are in the wrong places,” said the 7-year-old. “One time I thought a pair of pink scissors was a pink fidget spinner.”

Lucky for him, Sam Bodner and OneSight were on the case.

In November, Bodner, a 2011 Sport Marketing graduate, helped Xavier host an event with OneSight—an independent, nonprofit that partners with donors and volunteers to bring eye exams, glasses and permanent vision centers to those who cannot afford them. The week-long event in the Armory helped bring eye care to more than 600 children from the local area.

“As a student at Xavier, there was always an emphasis on giving back interwoven throughout all of my classes and extracurricular activities,” says Bodner, who was working as a marketing manager for OneSight.

“Since then, the emphasis on service has carried over with me into my adult life, so I am very grateful to have the opportunity to do what I love on a daily basis and know that all of my work is making an impact on people across the globe. Getting to give someone their first pair of glasses and helping them see clearly for the first time is an

“I know from personal experience that being able to see is a life-changer.”
By the Numbers

9 local school systems attended the November 2017 clinic:
• Norwood Schools
• St. Bernard Schools
• Corryville Catholic
• St. Francis de Sales
• North College Hill Schools
• Mt. Healthy Schools
• Reading Schools
• Otto Armleder
• Alliance Academy

50 Xavier student volunteers assisted
543 pairs of glasses were dispensed
678 patients were seen
amazing moment. I’m lucky that this is part of my job!”

The relationship between Xavier and OneSight began when Bodner met Paul Gore, dean of Xavier’s College of Professional Sciences, at an alumni happy hour event before a Xavier-Butler basketball game.

She told him she worked for OneSight and that they were planning to host an event in Cincinnati. Recognizing they shared the same values, Gore said, why not host it at Xavier?

That led to November 2017, when the two entities paired up at the Armory for a week. More than 50 student volunteers from Xavier joined the OneSight cause, seeing over 600 children from nine schools and dispensing 543 pairs of glasses. Xavier students even went into the schools before the event to do screenings as OneSight volunteers.

Cynthia Geer, associate dean of the College of Professional Sciences, organized the event, which she says meant even more to her because she wore glasses as a child.

“I know from personal experience that being able to see is a life-changer,” Geer said. “You can see the board at school and the faces of your friends and family. Watching children put on their glasses for the first time was like watching myself in fourth grade. It made me really, really happy. Being a part of the Xavier and OneSight collaboration was an amazing opportunity to give back to our Cincinnati community.”

OneSight, which is based in Mason, is already planning on future events with Xavier, Bodner said.

Gina Genco, a senior public relations major at Xavier, interned at OneSight over a summer, helping the company develop a marketing plan for the Cincinnati clinic event. She was there to help out with the children.

“While I interned there, I really bought into OneSight’s vision,” she said. “After my internship ended, I wanted to volunteer to see how much really went into putting on a clinic. I am grateful that I had the chance to provide students with access to vision care.”

Bodner—and a whole lot of kids—were grateful, too.

“I think this clinic was a success because not only did we get to bring vision care to over 600 local students, we also created a great partnership between two Cincinnati organizations that are focused on giving back and making a difference in the world,” Bodner said.

They definitely made a difference for 7-year-old Brian, who’d requested a pair of rainbow-colored frames.

“The clinic team wanted to get him an immediate fix by putting his old lenses in a new pair of frames, and somehow one of the few pairs found that would fit the lenses did happen to have rainbow colors on both sides,” Bodner said. “On the same day that the lab team put his old lenses in a new pair of frames, they also created a brand new pair of glasses to dispense to him the next day.”

XU AND ONESIGHT Donations to the College support programs like the OneSight vision partnership. xavier.edu/cpsgiving
COURTING TOP EDUCATORS
NEW SCHOLARSHIP HONORS JIM BOOTHE

As the Xavier men’s basketball season marched into tournament time, Jim Boothe was sitting in his usual spot at the Cintas Center: Row L, Section 110. They’re the same seats the former player and education professor has had since the Cintas Center opened in 2000, and though he retired from Xavier two years ago at age 80, you can bet he’ll be back next fall—same seats, new season.

The seats mark the last tangible vestige of Boothe’s over 60-year relationship with Xavier that began when he arrived in 1953 from Dayton, Ky., so fresh behind the ears that he “had trouble finding the place,” he says.

It morphed into a lifelong involvement with the University that included being a star basketball player and alum, joining the faculty and chairing the Department of Education.

“Xavier’s just been a natural part of my life,” Boothe says.

To honor the long-standing educator whose career began and ended at Xavier, his children started the James W. Boothe Endowed Scholarship fund. It will support graduate education students pursuing a master’s or doctorate in the School of Education.

“This scholarship will enable a grad student to further their education and be a principal like dad,” says his daughter, Lisa Boothe Fey. “Dad was fortunate enough to get this wonderful education, and he wants to give someone else that opportunity.”

When Boothe retired in 2016, professor Tom Knestrict approached the family with the idea of naming the School of Education after him. Instead, they decided to start a scholarship fund to benefit students who aspire to become principals, administrators or superintendents.

The School of Education offers a Master of Education and certification in several tracks, including administrator, as well as a Doctor in Leadership Studies. A scholarship could make the difference for a student who wants their education degree to come from Xavier.

At first, Boothe was against it. “He didn’t want us to pursue this because he doesn’t want the attention. But his kids and his wife, Marilyn, convinced him that he deserved some kind of legacy,” Knestrict said. “I’ve known Jim 14 years, and I’ve seen a man who truly lives the mission of the University. His heart was always with the students first.”

Boothe is now excited to know the fund will help future school leaders.

“There are people out there who aspire to get an advanced degree or better training, and sometimes maybe even a small amount of money will make the difference between Xavier and someplace else,” he says.

Now 82, he still relishes cheering the basketball team from his seats at Cintas. The scholarship fund, he says, gives him yet another connection to his alma mater. The fund, which already has about $12,000 in it, will start providing scholarships when it reaches $50,000, Fey says.

“We felt like this was the most personal thing associated with Dad that would live forever. We’re hoping if everybody gives just a little bit, it could help somebody meet their dream and move on.”
BIG PLAYER: Jim Boothe has had many roles at Xavier—student, Hall of Famer, professor, educator—including his newest: Honoree.

Donate at xavier.edu/boothe
SECOND CHANCE WORKS

When Katie Schad interned at Nehemiah Manufacturing as an undergraduate social work major at Xavier, she liked the experience so much, she stayed on after graduation.

It has now become her full-time job. Schad, who graduated in 2015, is the business manager for Nehemiah’s nonprofit organization, the Beacon of Hope Business Alliance, which helps find jobs for recently released inmates trying to get back on their feet after prison.

“Nehemiah has been practicing second-chance hiring and employing returning citizens since 2009,” says Schad, 25. “It’s my job to manage the relationships between the companies, social services, clients and overall administration.”

In 2016, Nehemiah, which employs hard-to-hire workers for their manufacturing plant, started Beacon of Hope to expand job opportunities for returning prison inmates. The group of over 50 companies and community partners has since received 157 referrals and made 101 total hires.

Schad says her interest in social work piqued at Xavier. “Xavier played a huge role in giving me the confidence and leadership skills to manage an organization.”

Now she’s helping her own Xavier intern, senior social work major Abby Radford. “I am excited to give back and help her begin her professional life as well,” she says.

FINANCIAL FREEDOM FOR ABUSE VICTIMS

Sam Lenzi and four of his fellow graduate clinical mental health counseling students spent part of their community intervention class at Cincinnati’s YWCA Battered Women’s Shelter. They chose the shelter for their class project on effective time management with the idea of creating a group intervention to help the women find jobs.

The YWCA’s Battered Women’s Shelter provides a safe place for women escaping abusive relationships by taking steps toward leaving their abusers and becoming independent.

After meeting with YWCA social workers, the students decided the group intervention on effective time management was the best option to help the shelter residents meet their goals of financial independence by finding paying jobs.

They developed a presentation that teaches methods of developing time management skills, clarifying work values, identifying successful role models, and developing job search skills.

“Associate Professor Rhonda Norman, PhD, who teaches the graduate level Introduction to Career Counseling class, says the 3-credit hour course includes a class assignment on how a social advocacy community intervention is applied to helping specific populations overcome barriers to employment.

The project taught Lenzi how hard it is for women to stay out of abusive relationships, and that one of the reasons they go back is because they don’t know how to make it on their own financially.

“The women I met were in a dire situation,” said Lenzi, who graduates with a master’s in December. “It helped me see that ‘work’ is not just something people do to provide for themselves. For some people, work is a literal lifeline.”

CRIMINAL JUSTICE: EXPERTS IN THE FIELD

Shannon Prince rifles through the trash can and deposits her treasures on the table set up behind the Cohen Center building: a greasy plastic knife, a crunched can, a wrinkled plastic bag.

The scenario, she tells the criminalistics class gathered around her, is this: the bad guys were eating at the table, then got in their getaway car and fled. The students’ job is to figure out what items they might be able to test for latent fingerprints.

They make a super-glue chamber from a used Home Depot box, put the items inside and burn a glob of glue in there because, it turns out, when you heat super glue at high temperatures, the toxic fumes it produces adhere to the sweat and oils that make up a print. You can see it because it’s white.

The students love it. Learning the science behind crime scene investigations was the main topic that Prince, a 2002 alumna of the graduate Criminal Justice program, emphasized during the criminalistics workshop she gave at Xavier in November. She also discussed how to turn a criminal justice degree into a career in forensics.

Prince is a forensic scientist at the FBI laboratory in Quantico, Va. She spends her days testing evidence in the lab, but she also trains investigators in the field on the proper technique for collecting it. She tells students that to be in forensics requires more science than most criminal justice students have. She took additional undergraduate science courses while she was a graduate student at Xavier to boost her résumé.

Professor Emeritus Jack Richardson, who manages the 15-hour criminalistics concentration, invited Prince to teach the workshop. She’s one of about 10 alums Richardson invites back to teach different topics in the criminalistics track, such as crime scene investigation, crash reconstruction, search and seizure, jury issues, criminal law, homicide investigations, controlled substances and corrections.

Prince has taught fall workshops twice now, and plans to return this fall as well. “I am very proud to be a Xavier grad,” she says, “and I wanted to be more of a resource, and that’s what I’m doing.”
The College of Professional Sciences is the largest College at Xavier University, preparing over 3,000 undergraduate and graduate students for lives of professional service in education, health care, and the social and behavioral sciences. Your gifts to the College enable us to support future Musketeers who want to work for the greater good and change the world. We can make a difference—together.

xavier.edu/cpsgiving
Say Thank You. Again.

- A single great teacher can inspire a lifelong love of learning.
- One mentor can profoundly influence a career choice.
- The actions of a fellow Musketeer can make "All for One" more than a motto.

Here’s your opportunity to say “Thank You” all over again to those who made a lasting impact on your life.

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