

Vol. 5, No. 2 } Spring/Summer 2012

Tech Quarterly

TQ

The Magazine of Forsyth Technical Community College

TO Virginia



Taking Care *of the* Triad

FORSYTH TECH AT THE HEART OF HEALTHCARE

TO Stateville



TO Greensboro



in this issue:

A WICKED SILENCE

A Disturbing History Lesson

BUILDING DREAMS

Students Shine in Architecture

NO DRAMA

Middle College Creates Success



TO Lexington

ForsythTech

More Than You Know

From the President | *Partners in Health*

Dr. Gary M. Green



Medical technology is expanding at warp speed. Baby boomers are aging. And complementary treatments are gaining more and more acceptance. All these trends lead to one conclusion: The healthcare sector continues to be a robust source for the jobs of the 21st century.

In 2010 there were approximately 10.1 million workers in the nation's healthcare sector. A recent study by Georgetown University has concluded that the demand for healthcare workers will grow by 3 million, to about 13.1 million, by 2020.

At Forsyth Tech we are truly fortunate to be located in a region that is home to two superb medical centers, along with numerous other healthcare providers. We've been partners with these institutions since the college's earliest days, when Forsyth Tech took over the role of training nurses from the two hospitals, then known as Forsyth Memorial and North Carolina Baptist.

That collaboration set the pattern. Forsyth Tech's reputation for producing skilled, committed professionals encouraged the hospitals to let us know when they had other needs: for technicians in nuclear

medicine, for respiratory therapists, for radiographic and other imaging technicians.

When Forsyth County dentists felt the need for a training program for dental assistants and hygienists, they came to us. When the hospitals needed technicians in their pharmacy departments, we responded.

The relationship works in the other direction as well. Here at the college, we try to stay a step ahead of the community's needs, anticipating what kinds of employees will be required, as new treatments come online and new technology appears.

But most importantly, this virtuous circle serves our students. Looking to their futures, they know their training here will propel them into the job market equipped with skills that are in demand. Whether they're coming right out of high school or looking to retrain in mid-career, Forsyth Tech can start them on a path to a satisfying, useful and rewarding niche in the world of work.

And here at the college, we make sure those students have the latest technology to train on. Many of these students will go on to obtain bachelor's degrees and more, putting those qualifications to work here in the Triad.

That's our biggest point of pride: providing the skilled, caring professionals who take care of us all.

“With the help of the Foundation, I was able to buy books and pay for my tuition.”

“I work part time with my dad in construction. Without the Foundation's help, I would have had to work more and had less time to study. It helped me out a bunch.”

Matthew Carter has already completed the carpentry program at Forsyth Tech, and now he's studying plumbing, using both skills in his work with his dad's business. He's aiming to get both his contractor's license and his plumber's license.

A young man with a clear sense of purpose, Matthew is building his future with our help. He'll go on to become a productive member of our community. Matthew and many other students like him just need a boost to get the education they need to take their place in the world.

Help us make the difference for our students. Please donate now at www.ForsythTech.edu/donate.



If they're taking care of you, they probably trained at Forsyth Tech.

Our graduates are in hospital emergency rooms, in dentists' offices, in sports medicine practices, in rehabilitation clinics. Healthcare continues to be one of the most robust job markets, and the college is committed to anticipating the fast-changing demands of that market, providing its students with the most up-to-the-minute technology and committed, knowledgeable instructors, all experts in their fields. A degree from Forsyth Tech commands respect in the Triad's healthcare community, and the college works hard to keep it that way.



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 Shari Covitz

Forsyth Tech is proud to be part of the North Carolina Community College System, with 58 institutions serving more than 800,000 students annually. North Carolina Community Colleges are creating success in our state by:

- Offering hope for a better future through vocational training and education
- Providing opportunity by making higher education available to all citizens
- Generating jobs by creating a skilled workforce for business and industry

For information about our "gainful employment" programs as defined by the Department of Education, please go to www.forsythtech.edu/gainfulemployment.

Forsyth Tech welcomes diversity and is dedicated to meeting the needs of students with disabilities, as mandated by the Americans with Disabilities Act. For more information, please contact Sarah Hawks, Coordinator, Disabilities Services Office, at 336.734.7155 or shawks@forsythtech.edu.

Forsyth Technical Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees, diplomas and certificates. Contact the Commission on Colleges at 1966 Southern Lane, Decatur, GA 30033-4097 or call 404.679.4500 for questions about the accreditation of Forsyth Technical Community College. The Commission can be contacted to file a third-party comment during the time of the College's decennial review or to file a complaint if there is evidence appearing to support the College's noncompliance with a requirement or standard. All other inquiries about the College should be addressed directly to the College.



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From emergency rooms to dentists' offices, Forsyth Tech's graduates are on the job, looking after the health of Triad residents. Training on cutting-edge technology with the best instructors, the college's healthcare students find fulfilling careers.

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In a Forsyth Tech classroom, students learn about a disturbing and seldom-discussed piece of North Carolina history.

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A degree in horticulture leads Forsyth Tech grad Jobe Axley to her dream job – looking after the gardens at the vice president's residence in Washington, D.C.

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The original cover art for this issue of Tech Quarterly was created for us by graphic design intern Amy Kosloske, who lives in Winston-Salem.

We're Listening!

If you'd like to comment on anything in this issue of Tech Quarterly, we'd love to hear about it. You can email us at TQ@forsythtech.edu.



Forsyth Tech to Vets: Welcome Home

As the U.S. military commitments in Iraq and Afghanistan wind down, more vets are coming home and seeking an education – and Forsyth Tech is honored to welcome them. But the transition from the military to student life isn't easy, according to Cecelia Davis, a counselor at the college and a vet herself.

"They've been serving in a team environment," Cecelia points out. "Up to now, everything has been focused on teamwork. But college is all about individual effort. They can have a difficult time finding their niche. It's something of an alien world."

To help vets feel at home on campus, Cecelia has worked to establish the Forsyth Tech Student Veterans Association. Sponsored by the regional office of the Veterans Administration, the SVA will bring VA representatives to the campus to help student vets negotiate the various bureaucracies to get their benefits, and provide moral support as well.

The SVA will give vets a way to get together with others, share experiences and offer a taste of the team atmosphere they left behind.

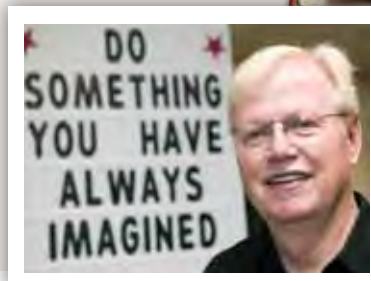
Cecelia herself is also available to provide support. Any vet needing information about the SVA can call her at 336.734.7368 or email her at cdavis@forsythtech.edu.

Remembering the High Notes

"When you quit at 45, there's no one to play with." That's what Paul Kindley found when he retired at a young age after a successful career in technology. During his "sabbatical years," he traveled, studied art and music, and embarked on wilderness adventures.

Raised in High Point, Paul moved back to North Carolina and enrolled in a computer class at Forsyth Tech. "Someone asked me if I'd like to teach, and one thing led to another," he recalls. Adult literacy became his passion, and he eventually held the title of Adult Literacy Coordinator at the college. He has also been the guiding light for Star Catchers, the singing group made up of members of the Compensatory Education Development program.

Last semester Paul retired again after more than nine years at Forsyth Tech. "I think a lot of people, in the back of their minds, have always wanted to work in education," he comments. "I'm really pleased that I had that chance."



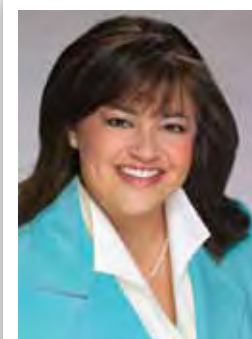
VIP Visit

Vice President Joe Biden visited Biotech Place in the Triad in June and met Forsyth Tech President Dr. Gary Green.

Official White House photo by David Lienemann.

A One-Woman March

This year Forsyth Tech is the second-biggest fund-raiser in Forsyth County for the March of Dimes, outdone only by Forsyth Medical Center, and the woman behind this effort is Sherri Bowen, Executive Assistant to the college's president, Dr. Gary Green. Sherri has coordinated the college's fundraising for the charity for many years, and this year the college has raised nearly \$15,000 so far.



Sherri took over the job of team captain for the college's March of Dimes campaign from her mother-in-law, Karen Bowen, who started raising money for the charity back in 1981 and served as team captain from 1993 until 2007, when she retired from her position as Staff Associate to the Dean of Business and Information Technology Division after 35 years at the college.

This year Sherri presided over the college's signature events, the January soup lunch, for which the college's president and vice presidents prepare and serve homemade soups, and the college's March of Dimes on-line auction. Then there's the traditional "March for Babies" walk, along with a fried baloney sandwich event, a Valentine auction, a pancake breakfast, a jewelry sale and a wing-eating contest.

Can Sherri estimate the number of hours she's put into the campaign? "I'd rather not," she laughs.



Think Small

Thanks to a \$100,000 grant from Wexford Science & Technology, LLC, Forsyth Tech's Nanotechnology program is now the owner of a nanolithographer, or desktop nanofabrication system. That's a very high-tech sort of a pen, used to etch tiny particles.

The "ink" can be biological materials (such as DNA, proteins or cells), metal, polymer or crystal. The device is the first of its kind to be sold inside the United States.

The system will allow Forsyth Tech students to quickly and easily build custom-engineered nanoscale structures with a wide variety of materials, from biomolecules to metal nanoparticles.

"By training a nano-savvy workforce, Forsyth Tech will not only help the state of North Carolina accomplish its mission of being a global leader in nanotechnology, but will also help the U.S. maintain leadership in the growing global nanotech market," said Dean Hart, Chief Commercial Officer at NanoInk, the device's manufacturer.

Wexford is the contractor that is redeveloping the 1937 R.J. Reynolds Tobacco Company building to accommodate a 242,000-square-foot research and lab facility in the new Piedmont Triad Research park.

New Degree at Forsyth Tech

Winston-Salem is known as a haven for artists and artistic activity – and now Forsyth Tech is part of the picture. The college is offering an arts degree, the AFA, or Associate in Fine Arts. The program's first full-time faculty member came on board for the spring semester this year. Marshall Botvinick is teaching courses in Theater Appreciation and will help with the expansion of the theater component of the degree. With an undergraduate degree from Duke University and a master's degree from Harvard, Marshall is working with the University of North Carolina School of the Arts to coordinate a program that will allow Forsyth Tech graduates in theater production to transfer into UNCSA.



Yay, Team!

Who knew that Forsyth Tech had a winning basketball team? It's true – the college has two 3-on-3 teams, in fact, and both competed in the N4CSGA 3-on-3 Basketball Tournament for the championship earlier this year in Charlotte's Bobcat Arena. The Forsyth Tech teams came in first and second, defeating the other 24 challengers in a single elimination round-robin format.

Each team won its bracket, defeating teams from Fayetteville Tech. The college also won first and second place in the Slam-Dunk Contest. First Prize was a \$30 gift certificate won by Kee Jackson, and second prize was a \$25 Gift Certificate won by David Tuller. Coach Chris Martin got in on the fun and won third prize in the NBA 3-point shooting contest and received a \$20 gift certificate. "We were the talk of the tournament," Chris reports, "and our young men demonstrated poise, class and character both on and off the court." The team's trophy and game ball were signed by Blake Griffin of the NBA's LA Clippers. "We are so proud of our players and their achievements," Chris says. "It was an amazing day for both our students and the college."



Starting from Scratch, Building a Legacy

It's no exaggeration to say that Forsyth Tech would not be the college it is today without the efforts of Shari Covitz. Shari retired this summer after 14 years as the college's Vice President for Institutional Advancement and Executive Director of the Forsyth Tech Foundation. It's hard to overestimate her contribution to the college.

Shari likes to tell a story about Forsyth Tech President Gary Green. Shortly after his arrival at the college in 2001, Dr. Green began pushing to fast-track the biotech program. "He was told it couldn't be done," Shari remembers, "and he said, 'I want it done in six weeks.' And I thought, 'I'm going to like working with this man.'" Shari continued working with Dr. Green for another 11 years.

"Fifteen years ago Forsyth Tech was a small college," Shari recalls. "It didn't have a high profile in the community; people referred to it as the college on Silas Creek. They thought people only went here if they didn't have good grades. It was a mentality I wasn't familiar with."

Shari set out to change that perception. She started a publication that became the forerunner of *Tech Quarterly* and began reaching out to the business community.

As for fundraising, "We had to start from scratch. We started an annual campaign; the college had never done that before. One friend told me he sent a check to the college and they sent it back and said they didn't need it! That was in 1997." With a new board of directors on the foundation, Shari says, "Things started to move. We started a corporate campaign."

Two highlights stand out for Shari from her years with the college. "The first thing is the excitement I see in the students when they graduate, seeing how the college has grown through new leadership, and seeing what we have been able to accomplish for our students."

Close behind that accomplishment, she says, is raising the profile of the college in the community. "Now people are so proud to be from Forsyth Tech. We like to say it's more than you know – and it is."



Golf & Giving

Relatives of Olin C. Cranfill presented a \$20,000 check to the Forsyth Tech Foundation at a memorial golf tournament in June. A special scholarship in nursing was established in Mr. Cranfill's memory for a practical nursing or associate degree nursing student in Stokes County who has a financial need.

Members of Mr. Cranfill's family, from left to right: Mr. Cranfill's widow, Diane Cranfill; his granddaughter, Ali Cranfill; his sons, Forrest and Darren Cranfill; Linda Latham, Department Chair, Associate Degree Nursing; Angela Bryant, Director of Annual Giving and Special Events.



Foreign Exchange

Congresswoman Virginia Foxx met with Forsyth Tech students from Denmark in May to discuss sources of funding for foreign exchange students.

Standing, left to right: *Student Ambassadors Salomon Pinargote and Travon Hendricks; Ms. Foxx; chemistry instructor Dr. Deborah Pritchard; Bernie Yevin, Dean of Business and Information Technologies.*

Seated: *Exchange students Helene Hoble and Joachim K. Selnaes.*

Rewarding Excellence

Kudos to Dr. Marie H. Thomas, recipient of this year's C. David Kepple Jr. Memorial Faculty Award. The award was established in 1999 to honor David Kepple, who served on the college's Board of Trustees, to recognize an outstanding faculty member.

Marie serves as a lead instructor in the Paul M. Wiles School of Nursing, but that doesn't begin to describe her activities at the college. She currently is President of the Faculty Senate and is active on the Technology in Education Committee (TIE) and the Research Committee.

She plans to use the Kepple Award funds for training to improve the college's use of simulation in the nursing program. She also would like to develop a service learning component for Nursing 213.

"I was really thrilled to receive this award," Marie says. "It's quite an honor to be recognized by your colleagues, and to be recognized for the hard work that we all do."



Thanks for Noticing Us!

Each year the *Winston-Salem Journal* polls its readers to find out what they like best in their community. We're so happy to report that Forsyth Tech's billboards have been chosen as the Best Local Ad Campaign for 2012! In addition, Smitty's Notes, a Winston-Salem web site dedicated to local coverage of the arts, dining and entertainment, compiles a "Best Of" list, determined by its readers. And this year – for the third year in a row – Forsyth Tech's billboards were voted the best "Local Ad Campaign That Caught Your Attention" by Smitty's Notes readers and followers. One voter commented: "The Forsyth Tech billboards always keep me smiling at their cleverness!"

Thank you, Winston-Salem, for the great feedback!



Student-Produced Film Goes International

When local analytical chemist Bill Nell decided to make a film about alternative energy for Earth Day this year, he enlisted help from his friend John Kelly, instructor of Digital Effects and Animation at Forsyth Tech, to produce the film. John and his students went to work, and the resulting film, "Opportunities in Energy," illustrates the benefits of alternative energy, as well as current research and development efforts to produce it.

"Opportunities in Energy" takes a lighthearted and entertaining approach to foster an interest in science and engineering among high school students, inspiring them to pursue opportunities to solve the world's energy problems.

Herb Burns, program coordinator for the Digital Effects and Animation program at the college, asked Alena Perry, a native of Belarus and an interior design student at Forsyth Tech, to translate the narrative into Russian. His friend Nadia Bakhireva, a Russian-born local opera singer, did the Russian voice-over, and the Russian-language version of the film is now being distributed in Russia and the Republic of Belarus. The film can be viewed on YouTube.



A Visit from the Governor

Adding to the excitement of graduation festivities in May, North Carolina Gov. Bev Perdue dropped in to announce her budget proposals, including funding for new film-production classes at Forsyth Tech.

The college would share \$1 million in state funding with Cape Fear Community College in Wilmington to train workers for North Carolina's growing film industry, the governor said.

Gov. Perdue also took time to meet with some Forsyth Tech graduates, including Early College salutatorian Miranda Weavil. Miranda graduated high school in the afternoon, then walked away the same evening with two associate degrees.



Taking Care of the Triad

Forsyth Tech's vital role in the region's healthcare system

A group of clinicians gathers around a reclining figure on a hospital bed. "Pat" is hooked up to a mechanical ventilator, which emits the familiar rhythmic wheeze as high-tech monitors trace vital signs. The setting has all the hallmarks of a hospital emergency room: the antiseptic smell, the curtained bays, the machinery, the drawers full of instruments, the outlets for oxygen, air and vacuum.



Perry Sheppard with "Pat" – technology that meets the students' needs.

The clinicians, however, are actually respiratory therapy students, and the ER is a respiratory therapy lab at Forsyth Tech's Bob Greene Hall. Pat, the patient, cost \$10,000 and he/she (the name is purposely gender-neutral) is worth every penny, according to Perry Sheppard, coordinator of the Respiratory Therapy program at Forsyth Tech. The mannequin has palpable pulses at every point in its body where a human pulse is typically felt. Students can perform an endotracheal intubation on Pat and feel inside what they would feel on a living patient. They can introduce IVs and draw simulated arterial blood samples. An instructor can program a range of health crises into Pat from a handheld PDA remote control device while watching students respond to save his/her life.

Perry loves this technology. Simulation training, he says, has been a strong part of the training of respiratory therapists at Forsyth Tech for many years now. "Back in the 1980s," he remembers, "the mannequins were not high-fidelity. We had to make our own veins and arteries, create a makeshift ECG machine and use a mechanical ventilator to make them breathe. We're so glad now that the world has caught up and companies are making what we need."

What Perry's program needs – as well as all the other healthcare programs – is a mind-boggling array of technology. And they get it. Pat is only one of a huge array of simulated humans and other teaching tools housed in Bob Greene Hall. There's Noelle, an obstetric mannequin who actually gives birth. With different input, Noelle's baby can appear with different presentations, and Perry's respiratory therapy students – along with nursing students – can get valuable experience attending a high-risk delivery before they ever venture into a clinical setting.

They can also interact with a life-size premature baby mannequin in a simulated neonatal intensive care unit in one of the respiratory therapy labs. All simulated settings have live oxygen, air and vacuum, as well as utility columns with red electrical outlets connected to a simulated emergency generator.

"In many cases," Perry observes, "our students have better equipment than what medical students have had. We don't allow our students to practice on patients until they have had experience in the lab."

It's this level of competence and commitment that gives Forsyth Tech's healthcare programs their reputation in the Triad and beyond.

“My mom was a teacher; my aunt was a nurse. My older sister was a radiography technician. I always knew I wanted to be a nurse.”



Bonnie Pope in the simulated ER – students bring their life experience with them.

Mutual Aid

Think of it as an ecosystem.

Each piece of the Triad's healthcare world is dependent on the others. The hospitals provide resources and support to Forsyth Tech's healthcare programs. Those programs supply the hospitals, health clinics, dentists' offices, pharmacies and myriad other providers with skilled employees.

In 2007, Forsyth Medical Center and Wake Forest Baptist Medical Center were recognized as the outstanding community college partners for the state. Today, the college recognizes the critical partnerships, having named its nursing program the Paul Wiles School of Nursing and the allied health programs the Len Preslar School of Allied Health.

For Forsyth Tech's students, both college and community partners offer a pathway to a fulfilling career.

It works.

“Forsyth Tech's leaders have always had their eyes open,” says Len Preslar, Executive Director of Health Management Programs at Wake Forest University and former President and CEO of Wake Forest Baptist Medical Center. “They have always attended to the needs of the region, the need for economic development and also the needs of people interested in changing careers. They've done a fantastic job.”

“The college has a really rich ethic of being responsive to the community,” echoes Paul Wiles, who recently retired as President and CEO of Novant Health. “The presidents have gone out of their way to figure out how to meet our needs,” he asserts.

It all started back in the late 1960s.

At that time, both hospitals in Winston-Salem – known respectively as Forsyth Memorial and North Carolina Baptist – decided to close their nursing schools. Forsyth Tech stepped in to fill the need. Starting with an LPN program in 1967, the college expanded its programs in the 1970s to include an Associate Degree Nursing (ADN) program. The first class was admitted in 1974; they graduated in 1976.

Fast-forward 50 years: Forsyth Tech now offers 16 healthcare programs, from Biomedical Equipment Technology to Therapeutic Massage.

Over that half-century, the college has responded as medical knowledge and technology have expanded at warp speed. “Forsyth Tech has been a great partner,” says Forsyth Medical Center President Jeff Lindsay. “They're always thinking ahead, helping us plan for the future. As our needs change – the skill sets and knowledge we need – the college has been very good at designing programs to accommodate that.”

“I've been amazed at Forsyth Tech's ability to sense a need and respond rapidly,” says John McConnell, CEO of Wake Forest Baptist Medical Center. “It's a unique asset for us to have such a close partnership. They ask our opinion about curriculum design – they take a market approach. And the quality of their students is exceptional.”

Heady praise. But a tour of the college's enormous array of programs – and their leaders – explains the enthusiasm. Start with Bonnie Pope, Dean of Health Technologies.

Like most of Forsyth Tech's leaders, she has a background that combines professional and academic experience. “I come from a family of nurses and teachers,” Bonnie remarks. “My mom was a teacher; my aunt was a nurse. My older sister was a radiography technician. I always knew I wanted to be a nurse.”

A product of West Forsyth High School, Bonnie earned a BSN from UNC Charlotte and went to work as an ICU nurse at then-Baptist Hospital. Her career took her through family medicine, neurology and obstetrics, but a theme started to emerge. “Whenever there were students on the floor, I always enjoyed interacting with them and helping them,” Bonnie remembers. “I knew I wanted to be a nurse educator.”

In 1988, she joined the college's faculty and taught through 1994 while earning her master's degree at UNC Greensboro. She went to work at Winston-Salem State University as an associate professor and returned to Forsyth Tech in 2005 as Director of Nursing, earning her doctorate in 2008.

Bonnie touts the health programs' many achievements: the diversity of the student body from all angles (the average age in the ADN program is 30), its awards and accolades, but she reserves her real enthusiasm for the students. “Many of our students have to overcome obstacles in their lives,” she explains. Most have to work while they are in school, and many have families, including young children. But that can also be an advantage: “They bring their life experience with them. They have so much motivation and self-discipline. It's just a privilege to work with these students. They want it so badly, and they tend to go out and make excellent employees.”

Forsyth Tech's Partners in Healthcare



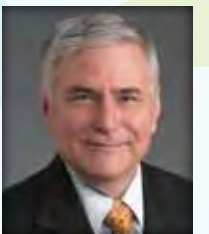
Len Preslar
Wake Forest University



Paul Wiles
Novant Health (retired)



Jeff Lindsay
Forsyth Medical Center



John McConnell
Wake Forest Baptist Medical Center

For the Future

Case in point: Patty Francis. A single mom with two young children still at home, Patty enrolled at Forsyth Tech at the age of 45 in the ADN program.

Once she got in, it wasn't an easy road. "My kids were 5 and 3. I missed a lot of firsts – the first day of kindergarten, that sort of thing." Patty's mom – a Forsyth Tech grad herself – helped with the child care, along with Patty's older daughter. "My mother always said, 'You're doing this for your future, and for your kids.'"

And she loved her time at the college. "School is hard – but it laid a wonderful foundation on which to build. The instructors were amazing – they were so passionate about their teaching."

At first Patty thought she would go into oncology, but she was offered a job at a substance abuse facility shortly after graduating in 2009 and she fell in love with the work. Three short years later, Patty is Director of Nursing at a substance abuse recovery program in Forsyth County, and she says she loves working in this area. "Addiction is not a physical illness, it's a mental illness. The patients can be very manipulative and demanding. You have to have compassion and understanding.

You either love it or hate it; I just have a passion for it."

Patty now plans to go back and get her BSN; her goal is to be a nurse practitioner.

Bonnie Pope points out that over time, the vast majority of the college's ADN graduates go back for their bachelor's degrees. Most will do this while working, many while raising children as well.

Sometimes life gets in the way. These programs are tough, and if a student falls behind, it can be challenging to make up the work. If a student drops out, says Perry Sheppard, "It's usually due mainly to personal issues. Maybe it's a single mom with no support, or someone who has to work long hours. If you're going to be successful in this program, you're going to have to be in here outside class time." Often those students will return, more motivated than ever.

Responding to Needs

And the toughness pays off. For the national examinations required to become a Certified Respiratory Therapist, Perry says, the college's pass rate is 100 percent. For the highest-level RRT (Registered Respiratory Therapist) exam, with a national pass rate of 55-60 percent, Forsyth Tech's graduates have a pass rate of 80-85 percent. The program was named one of the top 10 respiratory therapy programs in the country in 2009, out of more than 450 associate and bachelor's programs.

But in the end, it's not the honors he's concerned about. "We hold the breath of life in our hands," Perry says.

While the respiratory therapy program has been around for decades, newer programs have sprung up to accommodate the needs of the medical community. Pharmacy Technology started in 2008, but already it has received full national accreditation from the American Society of Health-System Pharmacists (ASHP) in 2011, the first pharmacy tech program in North Carolina to receive full accreditation for the associate degree.

The program arose directly from the needs of the area's hospitals. "They wanted technicians to have more responsibility in the acute care setting," says Sarah Clement, the program's coordinator. Hospital pharmacists were using too much of their valuable time doing routine checking of drugs delivered by the hospitals' automated systems, she explains, cutting down the time they could spend with patients. Testing in two pilot programs proved that properly trained technicians could do the job as accurately as pharmacists.

In its short history, the program has grown from an average of six students per year to 18. "Right now every graduating group has been employed in a hospital setting," Sarah points out, noting that the federal Department of Labor expects a 32 percent growth rate in pharmacy-tech jobs nationwide in the next eight years.

ADN graduate Patty Francis – The instructors were so passionate about their teaching.



Sarah Clement – Hospitals need properly trained pharmacy technicians.



The Pharmacy Technology program arose directly from the needs of the area's hospitals.



Jannette Whisenhunt – Dental programs were created by demand.



The Forsyth County Dental Society asked the college to create a training program to supply dental assistants and hygienists for the Winston-Salem area.

Partners for Life

At times the hospitals have lent their most talented MDs as instructors at Forsyth Tech – another aspect of the partnerships between the college and future employers. Teresa Smith, the clinical coordinator for Nuclear Medicine, points out that when the program started, faculty from Bowman Gray would come over to the Forsyth Tech classrooms – originally located behind the hospital – and teach procedures and radiobiology classes, at no cost to the college.

It made sense, says Teresa: “They hired Forsyth Tech graduates for nuclear medicine. We’re just fortunate that we had folks who were interested enough in us that they would take the time to share in the class load. It’s just something the doctors wanted to do.”

Like many of the other allied health programs, Nuclear Medicine is small, accepting a maximum of 10 students each year. “It’s a very demanding program,” Teresa says. A typical day for second-year students involves clinic from 8:00 to 4:00 on Monday, Tuesday and Thursday, and class from 8:00 to 4:00 on Wednesday and Friday.

Teresa’s students learn to work with the radioactive drugs that are introduced into patients’ bodies for routine nuclear medicine imaging, as well as high-tech PET and SPECT scans, assisting the doctors with the procedures and providing patient care.

For the area’s hospitals and clinics, this kind of work simply would not be possible without the skilled workers who come through Forsyth Tech’s programs. “Healthcare is more and more about team-based care,” says Wake Forest Baptist CEO John McConnell. “It’s going to be more and more important for students to work in a team-based environment.” Wake Forest’s medical school, he says, is in the process of completely redesigning its curriculum, and in the future he expects to see more opportunities for Forsyth Tech students to work with the medical students.



Teresa Smith – Nuclear Medicine students learn to work with radioactive drugs.

In the Community

But Forsyth Tech’s graduates are not only found in hospital settings. Even for Triad residents who enjoy perfect health, there are few who haven’t encountered one of the college’s healthcare alumni at some point in their lives. For many, all it takes is a trip to the dentist.

In fact, the college’s dental programs were created by demand. Until 2002, the closest one was at Guilford Tech. The Forsyth County Dental Society asked the college to create a training program to supply dental assistants and dental hygienists for the Winston-Salem area. Forsyth Tech hired Dr. Jannette Whisenhunt to develop and chair the programs.

They remain some of the most popular programs in the division, according to Jannette. “In our first year we had 60 applicants for 20 places” in the Dental Assisting program, she remarks. For the Dental Hygiene program, around 80 people applied for 12 places. Entrance to the programs remains competitive.

And like the others, these are not easy programs. “Everybody knows nursing school is hard,” Jannette observes. “Dental Hygiene and Dental Assisting are difficult programs too. There are challenging skills to learn; the students need to be dexterous and professional, and follow policies set by dental accreditation standards.”

When the program started, the clinical work was all done at Winston-Salem Dental Care, the offices of Dr. Kenneth Sadler, who was also chairman of the college’s Board of Trustees. “If he hadn’t offered that space to us, we wouldn’t have been able to start the program here,” Jannette asserts. Eventually, with the help of a big donation from the Dental Society, a grant from Kate B. Reynolds and a huge investment by the college, the program’s \$1.1 million clinic opened in Snyder Hall in the fall of 2006.

There’s that cooperation again.

Graduates of Forsyth Tech's Therapeutic Massage program are in high demand.



The Human Touch

Triad residents also encounter the college's healthcare alums in another setting if they have sought out therapeutic massage for rehabilitation from injuries, for pain or stress relief or simply as a balm for sore muscles. Graduates of Forsyth Tech's Therapeutic Massage program are in high demand, according to program coordinator Kim Moore, who likes to point out that the college offers the best training in the area.

Students are trained to deal with "clients who strictly want stress relief, all the way to the person who has had a stroke and is trying to get their mobility back, to a runner in rehab," Kim says. Some of her graduates go into hospice settings or palliative care; others go into private practice. "The jobs are out there," she notes. Employers will sometimes call her and ask when her next crop of graduates will be available.

A Wider Stage


Although most of Forsyth Tech's healthcare graduates stick close to home, they have also made an impact outside the Triad. Perhaps the headiest example is Kellie Griggs, who visited Washington, D.C., with Forsyth Tech President Dr. Gary Green in 2004 and spoke at a presidential conference on the economy.

"I've always had an interest in policy," says Kellie, who now works as Nurse Manager at Brunswick Novant Medical Center on North Carolina's eastern shore. It was during one of her classes at the college that her instructor asked her if she'd be interested in attending the conference with Dr. Green.

"It was quite an honor," Kellie says. "Really, it was an inspirational moment, a humbling moment. I took with me the things my classmates said were important; I wanted to be able to be their mouthpiece."

Kellie spoke at a panel on jobs for the 21st century that included then-Labor Secretary Elaine Chao. "We were speaking about what was up and coming in the nursing field and the things Forsyth Tech was doing to promote education for RNs. One of the things I was able to promote was that we had two major medical centers in a city the size of Winston-Salem." In addition to participating in the panel, Kellie had a chance to meet and talk with President Bush at a White House reception for participants.

Kellie and her fellow Forsyth Tech-trained professionals are everywhere in the Triad and beyond, quietly going about the business of caring for the community.

They keep us breathing. They help addicts recover. They look after our teeth. And they talk to the president. 



Above:
Kim Moore – Therapeutic
Massage graduates are
in demand.

Left:
Forsyth Tech grad and RN
Kellie Griggs addressed a
presidential conference.
"It was quite an honor."

More Than You Know

ACCOLADES FOR FORSYTH TECH HEALTHCARE PROGRAMS

The Health Technology division is the largest in the North Carolina Community College system.

Pass rates on national certification and licensing exams were between 96 and 100 percent for all 16 Health Technology programs over the past five years.

The Pharmacy Technology program received full national accreditation from the American Society of Health-System Pharmacists (ASHP) in 2011. It was the first Pharmacy Tech program in North Carolina to receive full accreditation for the Associate Degree, especially impressive as it is the “youngest” of any Pharmacy Tech program in the state, having admitted its first class in 2009.

The Respiratory Therapy program was recognized by the Commission on Accreditation for Respiratory Care (CoARC) in 2009 as a program of excellence, a distinction awarded only to 10 Respiratory Therapy programs in the United States.

Dental Assisting and Dental Hygiene, through the Community-based Dental Clinic, served more than 1,000 clients in 2011.

Both nursing programs, Associate Degree and Practical Nursing, had 100 percent pass rates in 2011 on the National Council Licensing Examination (NCLEX).

In 2011, Practical Nursing established a cohort site of 20 PN students in Stokes County, making it the first curriculum program to be based in Stokes County. 



More Than You Know

Florence Owens: A Lifetime in Teaching

Back in 1968, Florence Owens got a job at Forsyth Memorial Hospital with the MDTA program, a job-training initiative of the Johnson Administration. She was 31 years old. One of her patients was the mother of a Forsyth Tech administrator, and he was so impressed with Florence that he asked her to apply as an instructor in the college's nascent nursing program.

“They were just starting their new LPN program,” she remembers. She was one of three LPN instructors for 28 to 30 students.

Florence worked full time for the college's nursing programs until she was 65, when she cut down to part time. That was 10 years ago. She is still working part time, doing labs with first-year nursing students.

Unless they ask her age, it's a good bet those students have no idea she is 75 – sharp and vigorous, she looks a quarter-century younger.

“It's good to be able to work, good to feel needed,” Florence says. “The students give me a lot. I like to be with them, listen to their problems. I try to help in any way I can. When they're down, I'm down. When they're up, I'm up.”




Florence Owens (far right):
Early Memories.

The job has changed significantly since she began in the LPN program. When she started, Florence had to teach her students how to make a bed. “Now they come in as CNAs [certified nursing assistants],” she notes. “I don't have to teach those basic skills.”

Technology has also changed the profession, Florence points out, and changed how nursing is taught. “Computers have made a big difference in classroom presentation. The communication has improved – everybody gets the same information.”

The labs, too, are modernized. “The SIMS [simulation] lab has really improved students' skills. It's much more real, more like a hospital setting.”

But despite the technological changes, assessment and communication with patients are still the most important skills students need. “They need to understand cultural diversity,” Florence insists. “We're such a multicultural society. And the students are, too. They bring their various backgrounds to class, which is wonderful.”

For Florence, the relationships with her students are the best part of the job. “I love just being there for them, through good times and bad times. I feel their pain, I feel their joys. I think of them as my children.” 

“A diploma doesn’t begin to describe what you’ve learned here.”

So declared Jane Oates, Assistant Secretary of Employment and Training Administration, at Forsyth Tech’s Commencement ceremony on May 10. Addressing approximately 1,200 graduates at Lawrence Joel Coliseum in Winston-Salem, Ms. Oates continued, **“You’ve learned how to dream big, and you’ve learned how to deliver on those dreams.”**

Among the biggest dreamers at the ceremony, no doubt, were the 46 graduates who, earlier in the day, had just received their high school diplomas.

That’s correct: a high school diploma and a two-year associate degree in one day.

These were members of Forsyth Tech’s innovative Early College program, which allows high school students in Forsyth County to get college credits during their high school years, studying on the college campus with the college’s faculty.

More than half of the 50 graduates of the Early College program were honors graduates, with a 3.0 grade point average or higher. At the time of graduation, 31 had confirmed acceptances into senior colleges, with combined awards and scholarships of \$1.1 million. And five of these graduates – when most of their peers were merely receiving a high school diploma – earned both an Associate of Arts and an Associate of Science degree.

If these graduates continue on their current trajectories, they will graduate from college at 19 or 20. Many plan on graduate school.

Ahead of the Game

One example: Kaelin Romesberg, who will enter UNC Greensboro in the fall and train to become a pediatric nurse. Kaelin’s journey began in middle school in Kernersville, when Early College principal Fran Cook came to speak to students in her eighth-grade class. “I liked the idea of getting an associate’s degree while I was still in high school, getting ahead of the game,” Kaelin said.

Once she started, it was hard to contemplate any other path. She liked the small student body, and the small faculty-student ratio. “You really get to know the other students,” she noted. “I feel that it’s a lot more open and free than if I were in a school with 500 other people in my class.”

She also liked the higher expectations: “You’re expected to act like a college student, even though you’re in high school, because you’re on a college campus.”

Miranda Weavil will also be heading to UNC Greensboro after graduating with three diplomas – one high school and two associate degrees – and a 4.0 GPA. “It got me into my passion. I want to go into either epidemiology or pharmacy,” Miranda told Fox Channel 8 on graduation day. She plans a double major at UNCG.

For Miranda, Kaelin and the other Early College graduates, there’s another advantage to the program: Their Forsyth Tech education was free. With the benefit of scholarships for the next two years, they may graduate with a bachelor’s degree with no debt.

An estimated 7,000 supporters watched the ceremonies, and it was not a shy crowd; it seemed each graduate had his or her own personal cheering section.

They carried away diplomas in fields from accounting to early childhood education, from nuclear medicine to nanotechnology.

Now the world is theirs. 



Graduates decorate their mortarboards with whimsical designs related to their majors.



The 1,200 newly minted Forsyth Tech graduates and their 7,000-odd supporters crowded the Lawrence Joel Veterans Memorial Coliseum in Winston-Salem for Commencement on May 10.



Forsyth Tech President Dr. Gary Green addressed the graduates.



Early College graduates went through two ceremonies in one day: high school in the afternoon, college in the evening.



Christopher Price meets Vice President Joe Biden on his recent visit to Winston-Salem.


A Soldier and a Scholar

When Christopher Price graduated from high school in 2002, he headed straight for boot camp. The young Kansas native joined the Marine Corps and served for six years, with three deployments in Iraq.

Luckily for Forsyth Tech, Christopher married a Kernersville native and moved to the Triad after leaving the service. He worked in aviation before enrolling at the college in 2010. Mortar attacks and I.E.D. explosions had left Christopher with traumatic brain injury from concussions, muscular-skeletal problems and PTSD, but that didn’t stop him from maintaining a 4.0 average at the college.

This spring he received the college’s Academic Excellence Award, and traveled with Forsyth Tech’s president, Dr. Gary Green, to Raleigh to meet Gov. Bev Purdue.

“That was quite an experience,” Christopher remembers. “I’ve been to many military functions, but this was a different atmosphere. Dr. Green was extremely generous, introducing me personally to all the community college presidents.” After the ceremony, Christopher recounts, “Dr. Green came and found me, and brought me back to meet the governor.”

A history major, Christopher will attend UNC Greensboro, where he plans to get both his bachelor’s and master’s degrees. “I hope to teach someday,” he says. 



It was the last class day of the spring semester, but students in Dr. James Fortuna's Humanities 170 course were not expressing the euphoria that traditionally goes along with the end of the school year. On the contrary, they were fully engaged, intellectually and emotionally. Their questions and comments showed them to be puzzled, outraged, saddened, and in some cases, moved to protest.

a
wicked
silence

The subject that day was North Carolina's long and shameful history of trying to "clean up" the gene pool by involuntary sterilization of boys and girls, women and men, black, white and American Indian people. The guest speaker was John Railey, editorial page editor of the *Winston-Salem Journal* and a passionate advocate of providing compensation to the estimated 1,000 surviving victims of the state-funded eugenics program that robbed more than 7,600 North Carolinians of their ability to reproduce in the years between 1929 and 1974. Mr. Railey, a lifelong fighter for social justice, said that the battle for compensation for these victims is "the cause of my life."

A Victim Speaks

With Mr. Railey was one of the many victims he knows and is regularly in touch with, Charles Holt, who was sterilized at the age of 14. As a boy with a misunderstood learning disability, he was sent to a state institution for people with emotional and mental problems. After six years there, he was told that he could go home if he agreed to have a surgical procedure performed under anesthesia. Mr. Holt desperately wanted to go home to help support his family. He did not know until he was a married adult that the surgery had rendered him unable to father the children he wanted. His story is not uncommon.

Seated at the front of the classroom with this man was his adult stepdaughter. She fights the fight with him because she knows that very few of the victims have any confidence that making themselves heard will do any good. Through hard experience, she said, "they've learned to live with the world the way it is, to take what they got and go with it."

No wonder.

Documenting the Tragedy

At the edges of the classroom were stationed members of a film crew from Chicago, gathering material for a documentary about reproductive rights, and how they have come to a head in our state in 2012. They're interested in the state's move to compensate sterilization victims, and also in the controversial "marriage amendment" to the state constitution.

To the students, young and old, one of the most baffling aspects of the eugenics program was how it could have gone on so long and been promulgated so aggressively. Mr. Railey explained that some of the most respected leaders – doctors, lawyers, legislators and influential businessmen – subscribed to the idea that weeding out the "feeble-minded" and others they deemed unfit to reproduce was the way to assure the survival of a smart, superior human race. The idea of applying the then-new science of genetics to improving the human race moved from progressive to paternalistic to prejudiced, he said, with most of the victims in the 1960s and '70s being black girls and women. The practice died largely because of the widespread availability of effective birth control methods.


Thinking Beyond Our Times

Jim Fortuna invited this speaker and this discussion because, he explained, it bears directly on the primary subject of the course, which is called The Holocaust. It was from Americans who were enthusiastic about the applications of eugenics that the Nazis derived and developed their own policies and practices for eliminating those who did not seem to fit their model of a master race.

"I talk to people every week who don't know about it," Mr. Railey said. Those who espoused the eugenics program don't want to talk about it. It's not mentioned in school history textbooks. Advocacy groups have not taken up the cause. And people who did know about the program and were troubled by it stood by and did nothing. Mr. Railey quoted W.W. Finlator, the legendary liberal Baptist pastor of Pullen Memorial Church in Raleigh, as saying, "We were guilty of a wicked silence."

Both Mr. Railey and Jim encouraged students to learn from this piece of history about how much democracy stands to lose when ordinary citizens don't question the common wisdom, to examine the implications of new discoveries, and to take stands against practices that deprive people of their rights.

"What is the common wisdom?" Jim asked. In the 1920s, he said, respected and knowledgeable people were saying, "Yes, this is the way to save the human race." "Keep asking questions," he urged the students.

"The challenge is to think beyond our times," Mr. Railey concluded, noting that in our day bioethics is not keeping pace with biotechnology. 



Students in Dr. James Fortuna's Holocaust course expressed amazement that North Carolina's forced sterilization program was in effect for so long, and that so many people are still unaware of it.



A documentary film crew from Chicago captured comments from the guest speaker, the sterilization victim and his daughter, and the Forsyth Tech students. They conducted one-on-one interviews after the class. The crew expects their documentary to air in 2013.



John Railey, editor of the editorial page of the *Winston-Salem Journal*, said that fighting social injustice is in his blood, and that gaining compensation for North Carolina's sterilization victims is the cause of his life. He maintains contact with many of those victims and with the legislators and others who champion the cause.

As program coordinator for the Emergency Preparedness Technology program at Forsyth Tech, David Peay's job is to see that the next generation of emergency responders has the tools they need to provide aid when disaster strikes.

In Case of Emergency



When David Peay started out as a young firefighter in 1984, his work involved a lot of trial and error. Firefighters rode on the tailboard of the fire truck — a practice now considered unsafe. And he often heard people say, “To be a fireman all you need is a strong back and the ability to knock down doors.”

These days young people entering the field fight fires according to mathematical formulas. They often have bachelor's and master's degrees, even doctorates. They no longer quiz each other on street locations, as David and young firefighters did. Today they use GPS and computers.

As industrialized societies have become more complex and the hazards have increased, the firefighter's job has expanded from its traditional role of putting out hazardous fires. Today firefighters perform rescues, monitor dangerous spills and sometimes are involved in relief efforts, often in collaboration with teams at the local, state and federal levels.

As program coordinator for the Emergency Preparedness Technology program at Forsyth Tech, David's job is to see that the next generation of emergency responders has the tools they need to provide aid when disaster strikes.

“In the past, we might have waited for something to happen,” David said. “Today, we're proactive in trying to get ahead of an incident. We know that the disaster doesn't stop at the event. In fact, the recovery process often lasts longer than the disaster.”

Be Prepared, Be Very Prepared

The Emergency Preparedness Technology course is a five-semester online program. Students study the sociology of disaster, laws and ethics, and hazards mitigation. They graduate with an Associate Degree in Applied Science. Students in the program often combine courses with those in fire protection technology, emergency medical science and criminal justice technology.

Graduates go on to work at fire and rescue departments, emergency medical services, educational institutions, industrial firms and government agencies.

David is a calm, steady presence who says that he's no adrenaline junkie, but he did enjoy being at the center of the action during his years with the Winston-Salem Fire Department. Two of the biggest fires he remembers were the 1998 R.J. Reynolds Tobacco Co. Building No. 256 downtown and the 1996 tire fire, where 2,000 cubic yards of shredded tires burned at the former McLean Trucking Co. terminal on Waughtown Street.

Ask him about his proudest accomplishment in his long years of service, and David doesn't talk about the raging infernos he helped get under control.

“In 15 years as a battalion chief, I never got anyone seriously hurt or killed,” he said.

Hearing the Siren's Call

Firefighting is a vocation, and David heard the call early in life. He grew up in the neighborhood around Dellabrook Road and attended First Baptist Church on Highland Avenue with Fire Chief Lester Ervin, as well as some of the men who served as Winston-Salem's first black firefighters.

“They were different. There was something about the way they carried themselves,” he said.



David Peay's job is to see that the next generation of emergency responders has the tools they need.

flood

David wanted to be like those men of quiet dignity and force. After graduating from West Forsyth High School, he entered the U.S. Navy, where he got a taste of firefighting as part of his training. When he resigned from active service and came back to Winston-Salem in 1984, he heard the Winston-Salem Fire Department was hiring. He started as a firefighter at Fire Station Number One, which is downtown.

He remained with the fire department until 2010, when he retired as battalion chief. In David's day, beginning firefighters didn't completely understand what they were getting into. At recruit school in 1984, instructors threw diesel fuel on a pile of furniture and lit it to give recruits an idea of what they would be up against.

Not Your Father's Fire

Today on the campus of the Northwest Forsyth Center in King, instructors with the Emergency Services Training Center can simulate car fires, perform rescues from a drill tower and put aspiring firefighters in front of a blaze in the six-story burn building that registers 1,800 degrees Fahrenheit.

“Is this really what you want to do?” students are asked as they stand near the blaze. For some, the answer is no.

Those who stay in the field find the rewards go far beyond the sense of mission that David and his peers worked for in the 1980s.

“When I started, I was making \$4.70 an hour. Even some people at fast food jobs were making more,” he said. “It wasn't the money. It was the prestige. Now the pay is decent. A firefighter might start off at \$30,000 to \$32,000.”

Fighting Fire with Science

In the 1980s, David said firefighters were gaining an understanding of the chemistry of fires and how they spread.

Today they recognize that fires can trigger various chemical reactions and that not every fire can be fought in the same way. Firefighters study hydraulics. They work mathematical formulas in their heads that consider the length of a hose, its nozzle size and the number of gallons of water flowing per minute. That helps them determine what amount of water pressure they need to most efficiently douse a fire.

Modern emergency preparedness often calls for a sophisticated understanding of science too, David said. A milk spill might not sound like a major problem, but if a large volume of milk were to flow into a stream, it could affect the environment and wildlife. “Disasters don't just stop,” he said. “They go on sometimes for days after the incident.”

In the old days, firefighters would put out a house fire and move on to the next incident without knowing the outcome for the people affected. Today, they often work with the Red Cross and other relief agencies to find people housing and meet other needs.

At the Heart of Disasters

Emergency preparedness is ultimately about people and organizations — how they fall apart or pull together — to help each other through a disaster.

David said that such courses as the sociology of disaster, unheard of 20 years ago, are part of the arsenal of management tools available to emergency responders today. The course looks at how humans and organizations react to disaster.

Such topics might seem far removed from putting out a fire or dealing with the devastation of a tornado, but the aftermath of Hurricane Katrina showed how a breakdown in communication among the many agencies that were supposed to help failed the people left in New Orleans.

“How can you really be prepared for something like that?” David said. “Still, it seems someone should have recognized that something wasn't going right.”

But even with higher pay, better preparation and more sophisticated technology at their command, emergency services will continue to attract people to the field for a very low-tech, old-fashioned reason.

“There's nothing like getting paid for something you like to do,” David said. “There aren't too many jobs where people appreciate you so much.”

Weathering the Storm

Around 90 percent of all presidentially declared disasters in the United States are related to severe weather, according to the National Oceanic and Atmospheric Administration (NOAA), resulting in approximately 500 deaths every year and \$14 billion in damage. So it makes sense to be prepared for weather-related emergencies. Here are some tips.

A FAMILY PLAN

Before an emergency happens, sit down with your family and decide how you will get in contact with each other, where you will meet and what you will do in an emergency. Keep a copy of this plan in your emergency supply kit or another safe place. The government web site ready.gov has a form that can be filled out, along with emergency information cards.



DISASTER SUPPLIES

A basic emergency supply kit could include the following items:

- > **Water:** 1 gallon per person per day for at least three days
- > **Food:** At least three days' supply of non-perishable items
- > **Radio:** Battery-powered or hand-crank, extra batteries
- > **Flashlight:** Waterproof, with extra batteries
- > **First aid kit:** Including essential medicines & prescriptions
- > **Sanitation:** Moist towelettes, garbage bags & plastic ties, chlorine bleach
- > **Tools:** Wrench or pliers to turn off utilities, manual can opener
- > **Communication:** Cell phone with inverter or solar charger, whistle to call for help
- > **Money:** Cash, traveler's checks, change
- > **Documents:** Insurance, licenses, deeds, wills, in waterproof container
- > **Safety:** Fire extinguisher, dust masks, plastic sheeting, duct tape, matches in waterproof container
- > **Clothing:** Complete change – long-sleeve shirt, long pants, sturdy shoes
- > **Warmth:** Sleeping bags, blankets, additional layers in winter



recent photos of pets

SPECIAL NEEDS

INFANTS

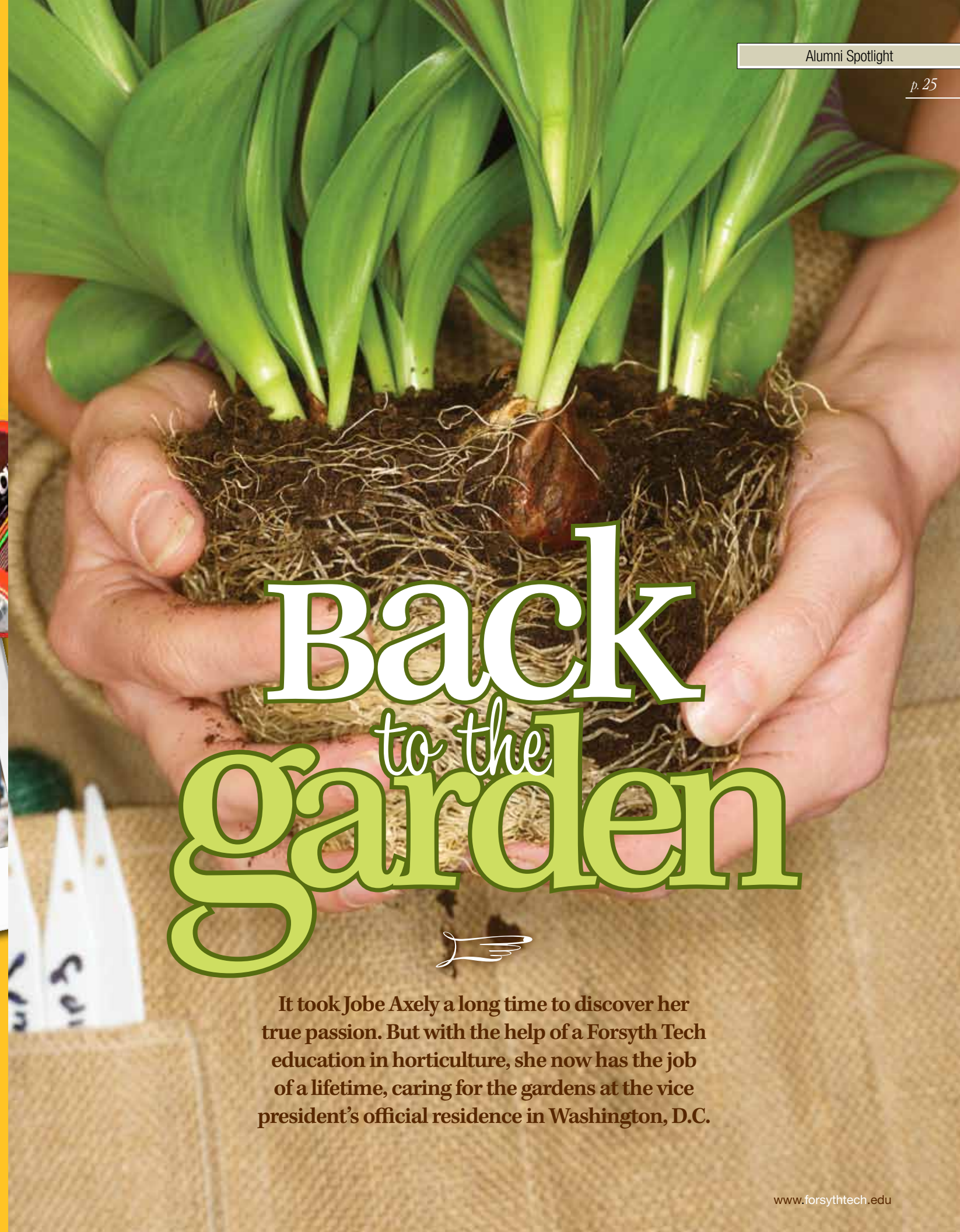
- > Formula
- > Diapers

PETS

- > Canned food (better than dry – they will need less water)
- > Leash
- > Current photo for ID purposes

- www.ready.gov
- www.weather.gov
- www.fema.gov
- www.redcross.org

really useful web sites



Back to the garden

It took Jobe Axely a long time to discover her true passion. But with the help of a Forsyth Tech education in horticulture, she now has the job of a lifetime, caring for the gardens at the vice president's official residence in Washington, D.C.



Observatory Circle, with the 12 acres of Jobe Axley's domain – the grounds of the vice president's residence – outlined.



Jobe Axley on the job on the front porch at Number One Observatory Circle, the vice president's official residence in Washington, D.C.



“This is a dream come true,” says Jobe Axely.



She's been on the job for six months and she's still pinching herself. A graduate of Forsyth Tech's Horticulture Technology program, Jobe is on the staff caring for the gardens at the vice president's residence on the grounds of the U.S. Naval Observatory in Washington, D.C.

Like many students at the college, Jobe arrived after a series of work and educational experiences. In her early thirties, she already had a B.A. in Art History after attending five different colleges. At Forsyth Tech, she finally answered her true calling. “I grew up gardening,”

she remembers. “Both sides of my family are pretty outstanding gardeners.” But it wasn't until she moved to North Carolina that she decided to pursue that passion and enrolled at Forsyth Tech. “It was an excellent educational experience,” she declares.

“I was really impressed with the quality of the instructors. They were so dedicated, and they really went the extra mile for the students.”

Jobe particularly enjoyed her Horticultural Practices class. “It was kind of a culmination class, where we took everything we had learned previously and put it to use in real space and time.” Luckily for Jobe, that meant working on the college's Kristin Hartz Memorial Garden. “It was a great experience,” she says. “We all got a lot of personal satisfaction from it, seeing it grow before our very eyes.”

After graduating, Jobe decided to move back to her native Maryland. Unfortunately, she made the move just as the recession took hold.

Touchdown Dance

Months of frustration followed as she looked for work in the Washington, D.C. area. “I suffered through three years of pretty serious underemployment,” she reports. “I applied for zillions of jobs.” Finally, she found an ad on the U.S. government employment web site, USAJOBS.gov, that seemed too good to be true.


“When the Navy called me for this job, I did a little touchdown dance,” she remembers. And when she met her future employers, “I aced the interview, thank God. They were impressed with my experience and education.”

The interview wasn't easy. “They asked a lot of technical questions; it was like a rapid-fire oral pop quiz. But because Forsyth Tech had given me such great preparation, I was able to answer everything quickly and correctly. I talked about my wonderful experience in several of my classes and working on the Kristin Hartz Garden. They seemed to like what they heard.”

Now she is responsible for a 12-acre campus, with six acres in lawn, along with a fern forest, vertical gardens, a cut flower garden, tropical plants and perennials, including a broad representation of natives, patios, water features and the intensively maintained beds that directly frame the view of the house. In addition, she manages contractors who provide auxiliary landscape services.

Most important, Jobe loves her work. “It feels really good to be outside – it's almost like therapeutic labor. It's good for the body and good for the mind.”

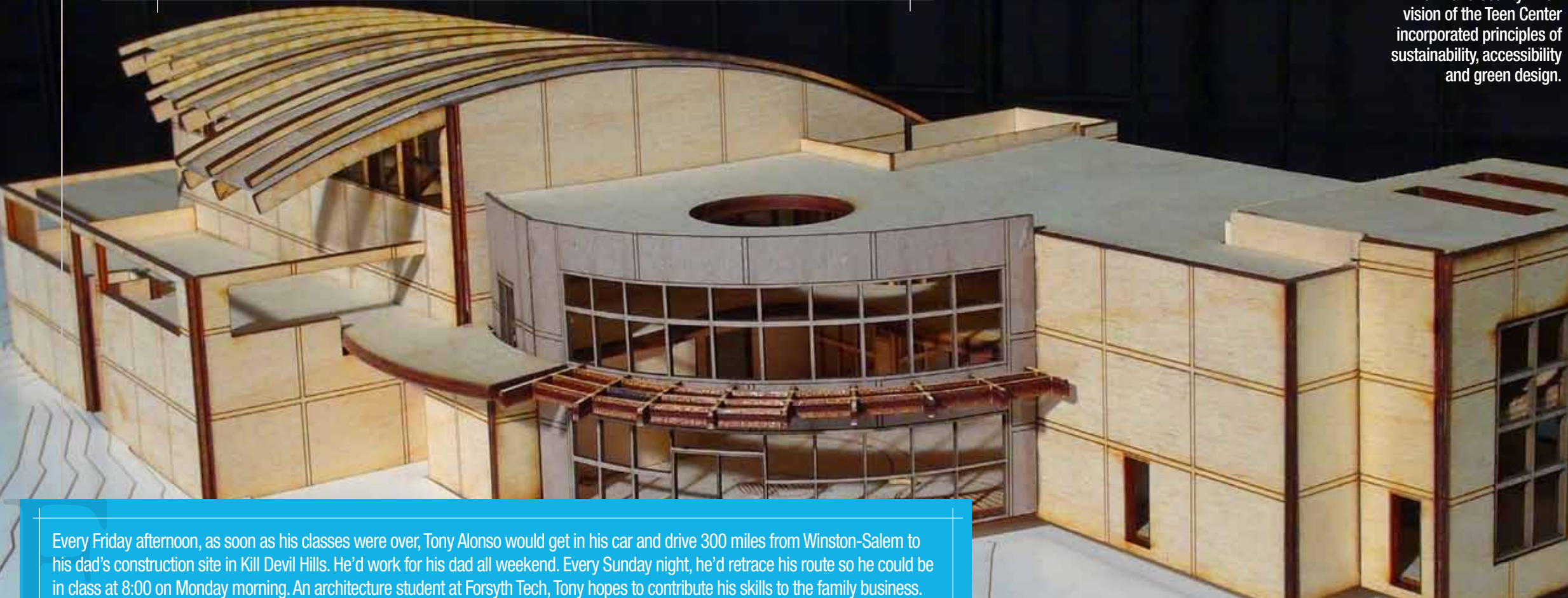
Best of all, Jobe recently got to meet the house's current resident. “I did get to speak briefly with Mr. Biden. My day was already going well when he came by and said that the grounds were looking great.” It was a very proud moment, Jobe says. “He is very busy and does very important work. So when he and other staff notice that the grounds have been looking very spiffy, all of my work is validated.”

Jobe emphasizes, however, that her employer is not any particular resident of the house, but the U.S. Navy. “I just happen to work at the most awesome naval base in the world.” 



building dreams

A team from Forsyth Tech wins a prestigious competition.



Every Friday afternoon, as soon as his classes were over, Tony Alonso would get in his car and drive 300 miles from Winston-Salem to his dad's construction site in Kill Devil Hills. He'd work for his dad all weekend. Every Sunday night, he'd retrace his route so he could be in class at 8:00 on Monday morning. An architecture student at Forsyth Tech, Tony hopes to contribute his skills to the family business.

That kind of dedication, his teachers say, is not unusual in this program — and it has paid off. In addition to his studies and his work, Tony was part of a team from Forsyth Tech that won first place in the prestigious Natural Talent Design Competition held in Raleigh last April.

Forsyth Tech students have been entering this competition — which pits them against both two-year and four-year colleges — for the past 13 years. Local winners go on to the state level, where Forsyth Tech teams in the past have finished as high as second place. But for Tony, “I just wanted to win the local competition. It was never in my mind that we'd win the state competition.”

The challenge varies from year to year, but always involves a real-world project, and the teams must present their designs just as a group of professionals would. This year the students had to design a teen center for the Boys and Girls Clubs of Wake County, using principles associated with integrated design, sustainability, innovation and social consciousness.

The competition is open to any discipline related to design. The winning Forsyth Tech team consisted of Tony and two Interior Design

students, Renate Grose and Brittany Frenette. Architecture instructor Todd Shoaf and Interior Design instructor Gisele Taylor-Wells acted as advisors. The students from the two different disciplines had to work together, and that collaboration is what made the difference, according to Todd and Gisele.

Collaboration Is Key

“The first week or two, they all sat around a table generating a multitude of sketches while discussing their ideas and testing creative solutions. It's not often students get this kind of interdisciplinary collaboration in an academic setting,” Todd recounts. “It was such a complicated project, consisting of many parts with little time to resolve.”

“They worked really well together,” Gisele observes. “They accomplished the delicate mission of negotiating through give and take.”

Renate agrees. “I couldn't have asked for better partners,” she asserts. “The camaraderie between us is what made us successful.”

Renate's journey has also had its challenges. A late starter, she decided to turn a lifelong hobby into a career and began her interior design studies

at another college while her son was in school. Then a family illness forced her to take some time off. “It took me five years to finish a two-year degree,” she laughs. She graduated in May.

All the team members had other commitments, at home and at school. “Time management is so critical,” says Gisele.

“This team hit on an idea early, and that definitely helped. Todd and I felt this project was a good way for the students to understand what it's like to work collaboratively in a professional environment.” The students received their packets, detailing the requirements for the project, in early February. The final judging in Raleigh took place at the end of April. Not a long time to design all the components of a complex building.

“We pulled a couple of all-nighters,” Todd admits. But that's what happens in the real world. “There are times that, no matter how well you plan things, it takes that kind of effort at the end. We have to find a way.”

The winning Forsyth Tech team constructed this architectural model of their design for the Boys and Girls Clubs of Wake County. Their vision of the Teen Center incorporated principles of sustainability, accessibility and green design.



The winning Forsyth Tech team, left to right: Tony Alonso, Brittany Frenette and Renate Grose.

In Raleigh, the teams set up their exhibits at the Museum of Natural Science. Each team had a booth number, and the judges had no idea which college they were judging. The teams had to have their exhibits set up by 11:00 in the morning. Judging was complete by 3:00, when all the contestants convened in the museum's auditorium.

When the winning team was announced, “It took a while for it to sink in,” Tony remembers. But his dad, who could not come to Raleigh for the day, was not surprised. “He had more faith in me than I had in myself.”

Renate is exploring volunteer opportunities for the summer. An interior design internship at Wake Forest Baptist Hospital last fall convinced her that her niche is in design for healthcare and assisted living facilities, and she hopes to make a career there. She's taking a course in 3-D Building Information Modeling with Todd this summer, learning architectural software.

Tony graduated from Forsyth Tech in May, and this fall he will attend UNC Greensboro. He plans to focus on commercial architecture and, once his training is finished, contribute further to his dad's business. 📍

WENDY EMERSON

Vice President, Business Services

Wendy Emerson does not fit the stereotype of the Serious Number Cruncher. Gracious and soft-spoken, she begins an interview by saying she likes reading about other people, not talking about herself. But this self-effacing woman oversees the finances of the entire college and bears the ultimate responsibility for making the numbers add up.

"I always enjoyed numbers and math," she remembers. "I knew in high school that I wanted to do something in accounting. I thought I was going to be a tax accountant." And once she started college, she was still focused on that goal.

Then in her junior year, during the spring tax crunch, she did an internship with a tax accountant. She hated it.

"I went to my advisor and said, 'What am I going to do? I'm starting my senior year and I hate taxes,'" she recalls with a rueful laugh. "He pointed me toward auditing, and I loved it. I'm so grateful for that internship; it saved me from a big mistake."

A Stokes County native, Wendy got her bachelor's and master's degrees from Appalachian State University. She went to work at Triad Guaranty in Winston-Salem, then for the State Auditor, where her job included auditing Forsyth Tech.

It also included a lot of time away from home. So when Forsyth Tech offered Wendy the job of directing its Financial Services department, "I was ready to come home and be off the road."

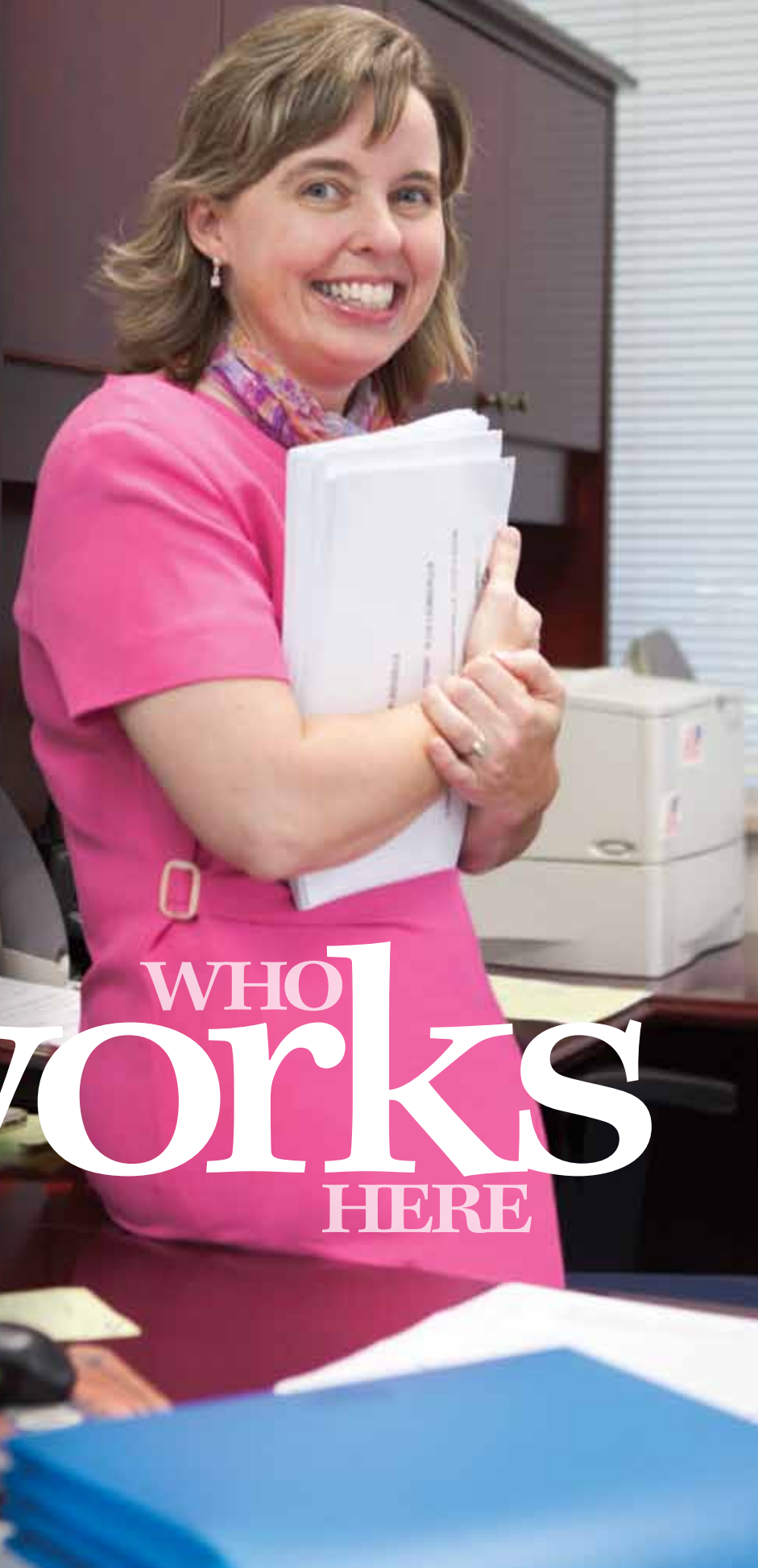
That was in 2005. Three years later, she was promoted to Vice President of Business Services. She loves her work: "There's something new every day. It's never the same. I also like that I get to interact with the entire college – there are not a lot of the other divisions that get to do that."

Rooting for the Home Team

As a parent of two daughters, Wendy says it's not always easy to find the right balance between home and work. She loves attending her kids' sports events. "I read books on time management," she says.

Married to a fellow App State alum, Wendy likes to spend weekends with friends up in the mountains. "My husband and I like going to Boone or Blowing Rock. We'll go to the football games – we'll fill up an SUV with eight people, meet another SUV of eight and spend the weekend. It's a great way to get away and relax." 

WHO **works** HERE



WHO **goes** HERE



ROBIN INGRAM

Student, Early Childhood Education

Back in 2006, Robin Ingram hit a low point in her life. She was unemployed and lost her housing. "I was about to check into a shelter," Robin recounts, "and at the last minute I called a friend. She and her husband took me in."

Over the next year, Robin's friend helped her get on her feet. Part of that process involved realizing that she was suffering from major depression. She started receiving therapy and made a disturbing discovery.

"I'd never been much of a go-getter," she remembers. "Ever since I was a child, I just couldn't get it together." In therapy, while exploring these problems, she unearthed a traumatic memory that she had blocked out since childhood.

"It was a relief in a sense," Robin recounts, "but once you find out, there's still a question: Why me?" Months of psychotherapy followed.


Through a joint program run by Goodwill Industries and Forsyth Tech, Robin began taking classes to sharpen up her job skills, and she found transitional housing. "I still couldn't find a job," Robin says. "But there was a day care center next door. One day I thought, why not go in and see if they have any jobs open?"

The day care center offered Robin a job – on condition that she would begin the process of getting her early childhood teaching credentials. But she didn't have happy memories of school. "At first I didn't want to go back," she remembers. But she enrolled in Forsyth Tech's Early Childhood Certificate program and was surprised at how much she liked it.

Robin got her certification in 2010. Now she's working toward her diploma. "I have learned so much about how a child's mind develops," Robin comments. "I love seeing that played out in front of me in my work. It helps me relate to the children. You go to school and you learn all this book knowledge, and that's one thing, but when you see it in front of you, it's very exciting."

Lifting Her Voice

"I love to sing," Robin says. "I've probably been singing since I was 8." Growing up, she sang gospel in church, and it's still her favorite kind of music, along with light jazz: "Sade, Lauryn Hill, that kind of thing."

Robin has also been writing since she was 10, helping put on plays for her church and for seminars. 

Local Color

Her classes create and sustain a large community of artists.



“This is my textbook,” says Alice Hixt Bess, holding up a piece of heavy white watercolor board with about 10 blotches of blue paint on each side. “Let’s say you want to paint a picture of a rough rock with some delicate flowers in front of it. Beginning students would paint it so the rock and the flowers look the same, so I break it down to texture.”

What’s on that piece of cardboard is a series of 20 different strokes and textures she developed and that she teaches to her students at Forsyth Tech. And what it represents is the way she has taught herself to be one of the most popular teachers of the college’s non-credit courses over a period of 34 years.

“How I learned is from the students,” she said. “When they gave me a problem, I figured out how to solve it.”



“God gave you all these fingers to be able to hold all these colors,” Alice Bess tells her students. She puts a different color of paint on each of several brushes and holds them between the fingers of her left hand while she paints with her right hand.

Alice turned 79 in June, and says she feels more like 50. Though she has cut back the number of classes she teaches, she never wants to retire. She’s never cancelled a class session, even when a hairline hip fracture prevented her from driving this past spring. She feels lucky that she is able to do what has been her passion all her life.

Like many artists, Alice was the child of parents who discouraged her serious interest in art and encouraged her to pursue a more practical career. She was working as a legal secretary in Manhattan when her husband accepted a job with Piedmont Airlines in 1966, and the family moved to Winston-Salem. The move freed her to pursue

her own interests, and she took workshops taught by local artists, carefully noting what seemed relevant to her own emerging style and what wasn’t.

One day a friend who taught art in Forsyth Tech’s continuing education program asked if Alice could substitute for her. The friend never returned to the class, and Alice has never looked back. Under her guidance the size of the class quickly doubled, and soon more sections of the course had to be added. Over the years she has taught oil painting, mixed media, and her personal favorite, watercolor painting.

She’s taught retired people, working professionals, people who speak little or no English, individuals from every walk of life. And she has come to know many of them very well. The great majority of her students take her course more than once, and some have been with her for 25 years.

She’s sensitive to the needs of her pupils. The seniors, she says, particularly appreciate the social aspect of being in a class, and so she makes time for conversation and refreshments. Many students have trouble with the high cost of art materials, so she



developed and teaches ways to mix colors with a minimum number of paints.

Alice continues to be a prolific painter who sells virtually all her paintings and wins dozens of awards. She encourages her students to join artists’ associations and to show and sell their own work, and she’s proud of their success. After long study with her, many students have become her peers. She paints every week with a group of them at a studio in a community center. She’s preparing now for an exhibit in the fall at Allegacy Credit Union. When she received the invitation, she invited two of her friends to be part of it, making it a three-person show.

In her busy life, all revolving around her art and the hundreds of students she has influenced and befriended, Alice is still hoping to find time to get that textbook into print. Each of the blue blotches represents a chapter that she has set down in a handwritten journal. In time, the techniques she evolved to help her students may find an even wider audience. ☺

The Ultimate TEAM Forsyth Tech & IMG College



Broadcasting students at work in IMG College's streetside studio: collaborating with the pros.

Forsyth Tech may not have a football team, but come fall, radio students in the Broadcasting and Production Technology (BPT) program will find themselves in the center of college football action.

Through a partnership with IMG College, students gain real-world training from professional on-air hosts and producers, who assemble highlights packages, insert commercials into game-day broadcasts and provide updates on games to more than 50 school broadcast networks nationwide through a network of more than 2,100 IMG College radio affiliates.

IMG College (formerly ISP Sports) is not an institute of higher learning. It's a sports marketing and broadcast services company headquartered in downtown Winston-Salem. IMG College serves more than 200 of the nation's top collegiate properties, including the NCAA.

Forsyth Tech's Radio Diploma program began in the fall of 2010 as a collaboration between Forsyth Tech and IMG College, which needs talent to produce its highly specialized programs. Only six of the 58 North Carolina community colleges offer such courses.

"It gets your attention when you hear your voice pumping in front of 15,000 people," said David Shumate, Director of Studio Operations at IMG College and instructor for the on-air performance class. With instructors who are employed full time in the

industry, students can see first-hand the reality — good and bad — of the craft they are studying.

Two network studios with 43 individual broadcast booths allow IMG College producers in Winston-Salem to coordinate with broadcasters at game sites around the United States. Forsyth Tech students take required technical application classes at IMG College studios on Trade Street and courses in broadcast law, sales, speech and writing on the Main Campus. After three semesters, they earn a BPT diploma in radio production. This fall the program will expand to include a full BPT associate degree, and a diploma in television performance and production.

By 2013, Forsyth Tech plans to move all classes for the BPT program on campus to the newly renovated Career Center, with two radio studios, several multimedia editing suites and two television studios. IMG College instructors will continue to teach students in this new space.

Students range from recent high school graduates to older career changers.

The program also allows students to work in broadcasting and receive course credit. IMG has accepted four students from the BPT program into the IMG College internship program, and other BPT

"It gets your attention when you hear your voice pumping in front of 15,000 people." — David Shumate

Below: Chad Cleveland, Assistant Vice President for Digital Content and Strategic Partnerships at IMG College, Amy Davis-Moore, program coordinator for Broadcasting and Production Technology at Forsyth Tech, and David Shumate, Forsyth Tech instructor and IMG's Director of Studio Operations: a winning partnership.



▲ Pictured above: winners Samantha Sharp and John Reece

students have been accepted for internships at local and regional radio stations. At least three Forsyth Tech graduates have gone to work at IMG College, and two graduates are now working in local radio, but that's only the beginning of what graduates can do with their diplomas.

Radio and Reality

Much of her job with beginning broadcast students is correcting myths about the field and helping students understand where the jobs are, said Amy Davis-Moore, the program coordinator. "It's not about just loving music," she said. "It's a business." Forsyth Tech graduates might find work producing commercials for advertising agencies or training videos for corporations; providing on-air commentary or voice-over talent; or working in broadcast management, promotions, sales or marketing.

The real-world experience the students gain at IMG College allows them to walk in the door and begin working.

"Students in this program get to touch it, feel it, taste it," said Chad Cleveland, Assistant Vice President for Digital Content and Strategic

Partnerships at IMG. "They've done it. They're not that intern saying, 'Hey, can I get your coffee?'"

Live from Winston-Salem

Bob Gasset studied entertainment technology at Guilford Technical Community College but decided there was too much competition in audio recording. He went on to study history, but he missed radio, so he came to Forsyth Tech for the radio broadcasting program. While at Forsyth Tech, Bob completed a cooperative education requirement at IMG College. He particularly enjoys creating sound effects and is now working as a freelance producer, adding sounds to sports videos for training and special presentations. With his degree from Forsyth Tech, he believes he'll be able to make audio/radio broadcasting a full-time career. "I like to make things happen," he said.

The variety of the work and satisfaction in creating a finished product are two of the biggest rewards of broadcasting, Chad said — that and the crazy pace of the field. "It's live," he said. "The nature of live is, 'Hey, there's a plate flying at my head. Do I catch it or let it fall?'"

Winning Skills

Forsyth Tech's Broadcasting and Production Technology (BPT) program received a vote of confidence when students Samantha Sharp and John Reece won first place nationally in the Audio/Radio competition at the Skills USA 2012 National Leadership and Skills Conference in June, competing in Kansas City against 28 teams from around the country. This was the first time that students in the BPT program competed.

In addition to prizes from corporate sponsor Lowe's and industry partner Telefunken, Samantha and John each received a scholarship valued at more than \$12,000 to the Academy for Media Production, which provides specialized training in audio media and live sound production.

NO drama

Middle College Turns a Student's Life Around

Thomas Hiott still remembers the date: the day he lost his best friend Mark. "It was on July 12, 2009. He was moving to New York the next day, and he was going to see a friend before he left. He took his bike from Clemmons going towards High Point. He swerved in front of a truck and died on impact."

Part of Thomas died that day too. He and Mark had been best buddies since third grade. "It was really hard to hear. His sister's birthday was the next day. They were like a second family to me."

Nearly three years later, Thomas says he still isn't sure what happened that summer. "The months after his death are still blurry; I have a hard time remembering what I did," he recalls. "It was the worst time of my life."

Not an auspicious way to start high school.

"I was still very depressed," he remembers. "I wasn't sleeping at all."

He often didn't show up at school, and when he did, "I never felt welcome. Nobody talked to me; the teachers really couldn't help me because I just wasn't in the right frame of mind. I was depressed about my whole life."

Thomas was particularly upset about his future. He had no idea what he was going to do about college. "My brother was a straight-A student; he took AP classes and got a full ride to NC State. I envied people who were getting good grades in high school. Everybody told me high school is the best time of your life, but it's probably been the worst time of my life so far."

For two and a half years, Thomas drifted miserably through school. Depression was the biggest problem, but Thomas also wasn't much at home in the big local high school. "I know plenty of people that have decent lives, and they still didn't like high school," he remarks.



Thomas with his teachers from Early College: They were understanding, but he still had to do the work.

In the fall of his junior year Thomas's therapist came up with an idea. He suggested Thomas look into the Middle College program at Forsyth Tech.

Thomas decided to give it a try, and the 17-year-old junior finally found himself in a place that worked for him. He takes his classes on the college campus. "It's for people like me who just don't fit in at a high school," he observes. "Everybody here is just very chill and laid back. The classes are small. Having that individual attention – I can talk to the teacher by myself – it's so much better than listening to 30 kids talking about nothing."


A self-described science geek (he'd like a career in medicine) who never did well in English, Thomas can't say enough about his English teacher at Forsyth Tech. "She's the best teacher I've ever had in my life. I've learned more in a month from her than I have in my whole life from any other teacher."

Thomas had trouble connecting to the teachers at his old high school, but here, he says, it's different. "She's understanding. I have sleeping problems, and she knows that. She still makes me do the work."

His new teacher took the trouble to walk him through the process of writing an essay. "Before, I always hated English. I've always had a problem with writing papers. She'd sit down beside me when I was writing a paper, not telling me what to put down but giving me an option."

Gradually Thomas lost his fear of English. "On the final exam I got no help, and I got a B-plus. I've really done horrible on papers before in my life; it makes me feel good."

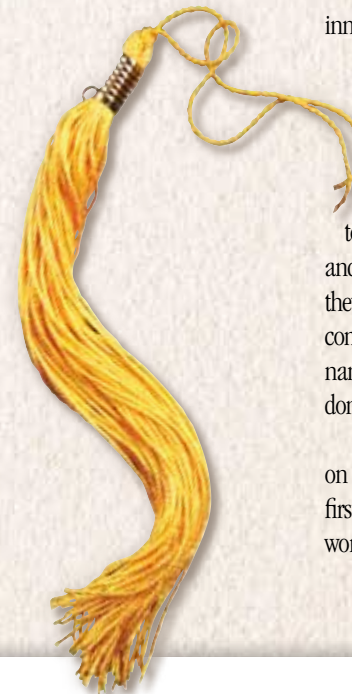
When he talks to his old friends, Thomas says, "They all say it sounds awesome."

"I've made friends here; there's no drama, no cliques. Everybody is who they are, and everybody accepts everybody. It's literally changed my life around. I used to think I'd never be anybody. Now I wake up and I want to go to school. I want to learn things and be successful." 

"Everybody is who they are, and everybody accepts everybody."



"Supporters of Forsyth Tech are getting in on the ground floor of a new development in the American educational landscape."



Shari Covitz: In My Own Words Why I Support Forsyth Tech

After nearly 15 years of asking other people to support Forsyth Tech, I'm embarking on a new chapter of my life – but my support for this amazing institution will go on. Now retired, I've happily joined the ranks of people in the community who help our students fulfill their dreams.

I'll keep on supporting Forsyth Tech for all the reasons I've been giving potential donors over these past 15 years.

First of all, supporting this college means supporting the Triad – 75 percent of our students stay in the area after graduation. We're not educating people who move to another area and take their skills with them. Even if they continue to a four-year degree and study somewhere else, the majority of our alumni will come back to the Triad. They'll become part of our skilled labor force, helping us to continue attracting innovative businesses and growing the local economy.

I also like to tell people that supporters of Forsyth Tech are getting in on the ground floor of a new development in the American educational landscape. Community colleges are becoming more important as the pathway to careers and higher education. Traditional colleges and universities have hundreds of years of history, and they assume their alumni will support them; but community colleges don't have that long history of named programs or endowed scholarships. Here a donor can make a difference at the ground floor.

Donors to Forsyth Tech can make a huge impact on these students' lives. Many of our students are the first ones in their families to go to college. Others are working hard to turn their lives around after suffering

job losses or other challenges. We have a significant cohort of returning vets, and we're so proud to be playing a part in helping them fulfill their dreams.

There are so many ways you can help these students. You can fund a general scholarship, an endowed scholarship or name a program. For example, if somebody close to you has passed away, you can endow a scholarship in their name, asking family and friends to contribute in that person's memory.

When a colleague retires, friends and co-workers can name a scholarship in their honor. I can't tell you how touched I am that the college started a scholarship in my name this year to mark my retirement.

Another example: one of our donors whose wife was a nurse and who, later in her life, needs nursing assistance. Her husband named the Certified Nursing Assistant program in her honor. To me that is a loving tribute to her years of service in a profession she loves.

Finally, on a personal note, giving to Forsyth Tech is a particular pleasure because I identify with these students. I remember what it was like to work 40 hours a week and go to school full time, doing everything I could to make ends meet. I know what they're going through.

Whatever you choose to give, it means so much; it has such a tremendous impact on the college, and on our students.

Shari Covitz retired this spring after 15 years as Vice President for Institutional Advancement and Executive Director of the Forsyth Tech Foundation. A scholarship has been set up in Shari's honor. To contribute, go to www.forsythtech.edu/donate and designate the Dr. Sharon B. Covitz Scholarship. 

The
Foundation
of Forsyth Tech

How you can help.

The Foundation of Forsyth Tech, a nonprofit organization, is the fundraising arm of the college and depends on private contributions from people like you to support:

- > Scholarships for deserving students
- > Technology for classrooms, labs and shops
- > Professional development grants for faculty and staff

Give online @ www.forsythtech.edu/support/giving-to-forsyth-tech.

Send a check payable to Forsyth Tech Foundation at 2100 Silas Creek Parkway, Winston-Salem, NC 27103-5197.

Learn more about the many giving opportunities available.

Call Edyce Elworth, director of major gifts and planned giving, The Foundation of Forsyth Tech, at 336.734.7296 or email eelworth@forsythtech.edu.

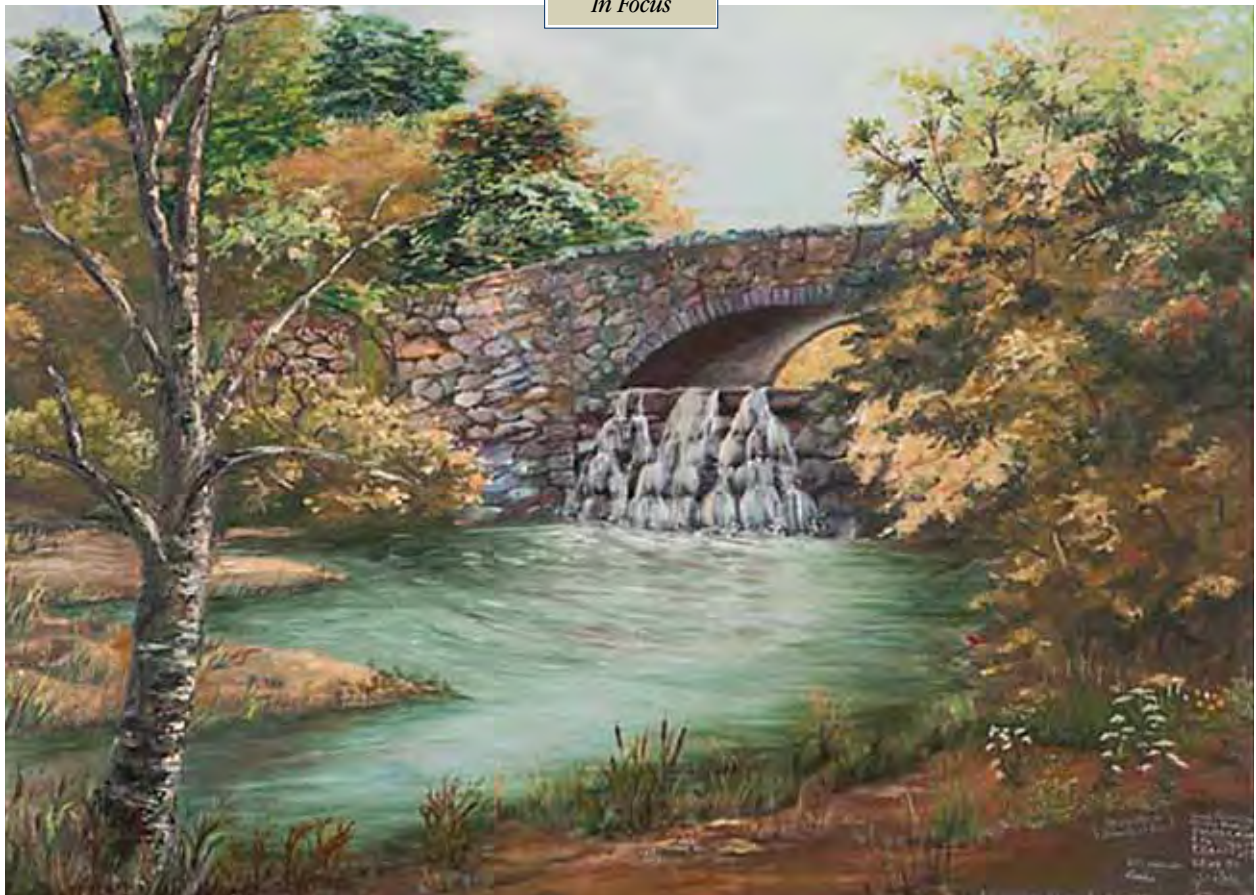
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In Focus



Lake Katharine Dam, Reynolda Gardens. More than 25 years ago, students in Alice Hixt Bess's painting class at Forsyth Tech jointly captured a piece of Winston-Salem's heritage. Alice sketched a picture of the lake on a large canvas and encouraged all the students to paint a piece of it. More than a dozen signed their names to the painting, which Alice is donating to Forsyth Tech. The lake itself – named for R.J. Reynolds' wife – has silted over and is now a habitat for wildlife. Read more about Alice on page 32. [!\[\]\(830769b31eeeaca920791081939ff8ba_img.jpg\)](#)