

INSIDE THIS ISSUE:

GREAT FALLBACK POSITIONS | *Gardening in Autumn*

WHAT A WAY TO GO | *RVs are Steve Plemmons' Business and Pleasure*

HOW FORSYTH TECH GOT TO KNOW NASCAR | *Meet Bill Wilder*

Inaugural  
Issue

# tech

QUARTERLY

The Magazine of Forsyth Technical  
Community College

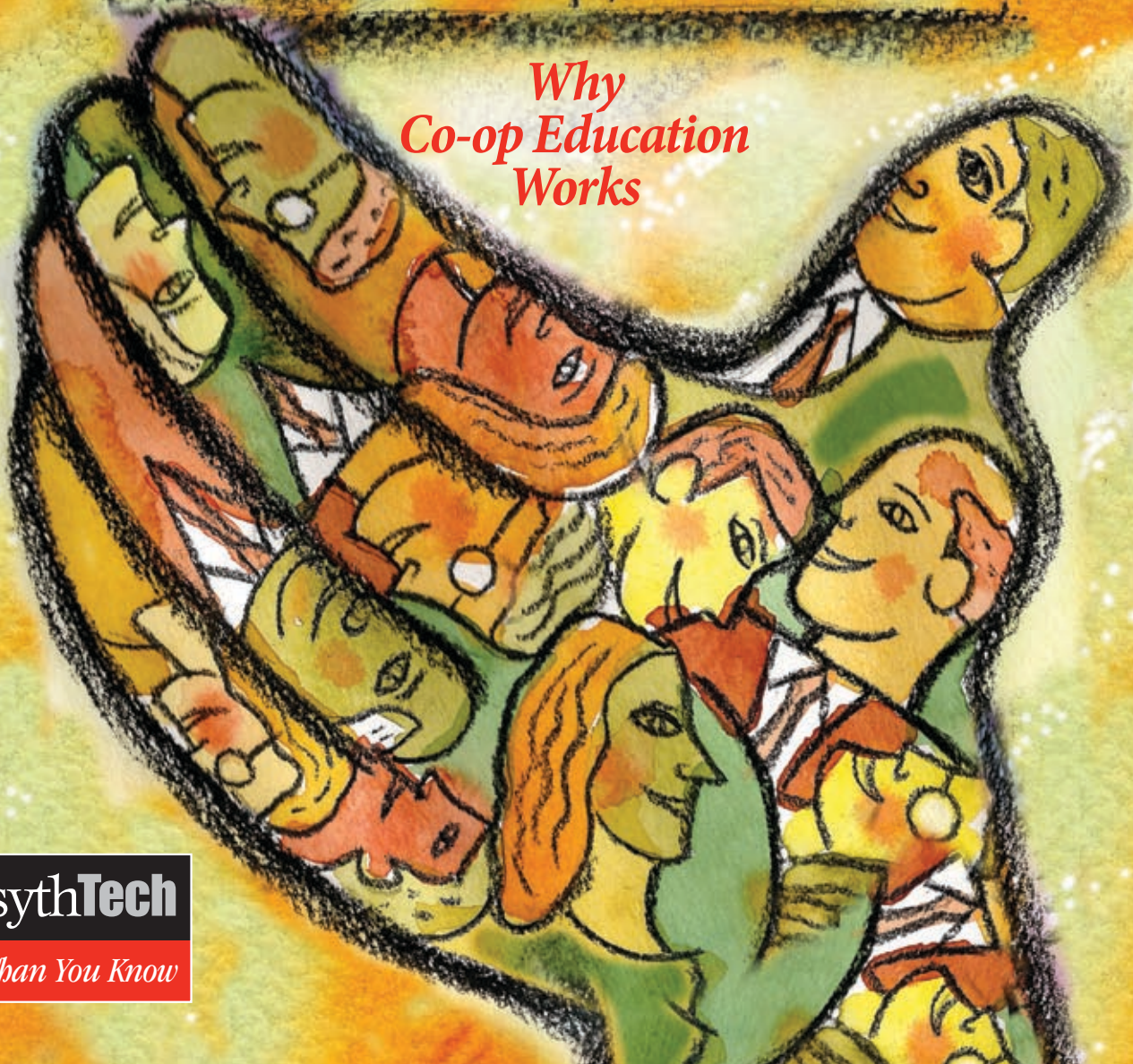
Volume I, Number 1 Summer 2008

# the hands-on favorite

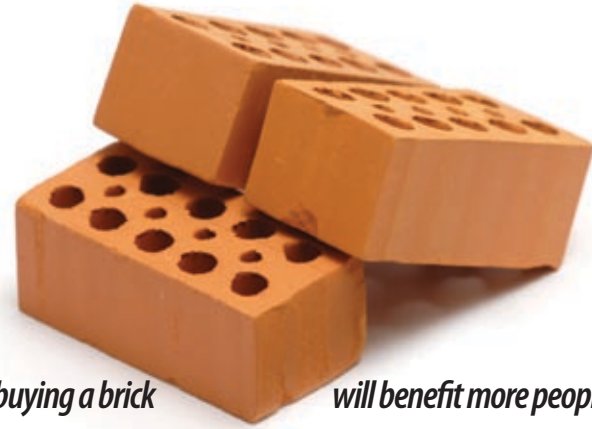
*Why  
Co-op Education  
Works*

**ForsythTech**

*More Than You Know*



# Bricks Are Forever!



*Not to knock diamonds, but buying a brick will benefit more people than any gem can claim.*

You can make a lasting contribution to Forsyth Tech by purchasing one or more bricks to complete the Alumni Oval on the Main Campus. Designed by Forsyth Tech's own Herb Burns, Chair of Architectural and Construction Technologies, the Oval is destined to become a distinctive feature of the campus and a favored gathering place.

In its first stage of construction, the Alumni Oval also provides some of the most interesting reading material on campus. On these bricks, you'll find the names of people who have graduated from Forsyth Tech, esteemed instructors, proud parents and grandparents, and dedicated donors.

Buying a brick is your opportunity to have your name – or the name of someone you want to honor – be forever a part of Forsyth Tech's place in the world.

At the price of \$35 per brick, you'll want to celebrate several people in this special way. Corporations can buy a brick to be incorporated into one of the Pillars of the Community that support the Oval.

*For more information call Michael Glontz, Alumni Relations Office, 336-734-7307 or email [mglontz@forsythtech.edu](mailto:mglontz@forsythtech.edu). Or buy a brick online at <http://alumni.forsythtech.edu>.*



*Help complete the Alumni Oval in time for  
Forsyth Tech's 50th Birthday Celebration in 2010.  
Order today.*



*From the President*

*Dr. Gary M. Green*

## *Partnerships for Innovation*

If what is going on at Forsyth Tech could be summed up in a single phrase, "partnerships for innovation" might well be that phrase. In the global community that has been created so quickly over the past couple of decades, "partnership" and "innovation" have become increasingly critical elements of survival and success.

In this inaugural issue of *Tech Quarterly*, you'll find a sampling of the many innovative partnerships Forsyth Tech is engaged in. You will:

- > Find out how co-op education has surprising benefits for employers as well as students in such organizations as Wake Forest's Office of Technology Assets Management, Hospice and Piedmont Craftsmen
- > Read about our exciting new partnership with an international race car team and manufacturing company, Creation Autosportif
- > Learn how Steve Plemmons has continued his relationship to his alma mater in innovative ways – including providing a campus for our Recreational Vehicle Maintenance and Repair classes, and
- > Get acquainted with Mary Tucker, one of our generous donors, and understand why her recent gifts have been targeted to two particular programs – Welding and Interior Design.

Most of all, I am glad that our new publication allows you to meet quite a few of our students and recent graduates. As you hear about their aspirations and achievements, in their own words, I think you'll come away with a new understanding of who attends Forsyth Tech, how they came to be here, and what they are contributing to our community and our world. I think you will be as proud of them as I am. ☺

# A New Day,

*A New Forsyth Tech Magazine*

*Not long ago Forsyth Technical Community College was famous for being "the best-kept secret in town." No more. We're getting our story out, through many, many channels. Our recent graduates, seeing the value of a Forsyth Tech degree, are proud to claim the college as their alma mater. Employers and economic development organizations almost automatically turn to Forsyth Tech whenever the issue of creating the 21st-century workforce is on the table. Increasingly citizens of our community understand why a state-funded community college must rely on private support to carry out its mission.*

*Instead of being a well-kept secret, Forsyth Tech has emerged as a progressive technological college where innovation is the order of the day and lives are changed with astonishing frequency. Tech Quarterly has been created to capture some of the character and momentum of the college today. We hope you enjoy this premier issue, and that it will lead you to deepen your connection to, and your pride in, your community college – Forsyth Tech.*

## Contents

- 1 > From the President
- 2 > The Honor Roll
- 3 > Cover Story: Both Sides Now: Why Co-op Education Works
- 10 > Look Out World, Here They Come
- 12 > How Bill Wilder Brought Race Car Technology to Forsyth Tech
- 16 > Who Works Here?
- 17 > Who Goes Here?
- 18 > Take It From Tech
- 22 > Flashback
- 24 > Alumni Spotlight
- 28 > Programs in the Pipeline
- 29 > Why I Support Forsyth Tech

*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 Gail Freeman, Coordinator, Disabilities Services Office, at 336-734-7155 or [gfreeman@forsythtech.edu](mailto:gfreeman@forsythtech.edu).*



### A Different Kind of Collaboration – A Different Kind of Car

A cooperative education experience that is bound to be coveted by students is in the offing. In June, President Gary Green signed a memorandum of understanding with Creation Autosportif, an international racing and race car manufacturing company. Forsyth Tech has the largest race car technology program in the state, and this new partnership will give some of its students the chance to work on a car unlike the familiar NASCAR vehicles.

According to Leonard Kiser, Dean of Engineering Technologies, the cars that Creation Autosportif builds are different in design and structure. They are faster and are made to use different fuel mixtures and run on different types of courses. These cars are raced in the famed Le Mans event in France and similar competitions abroad and in the U.S. Another benefit for Forsyth Tech – the college logo will be featured on the cars the Creation Autosportif team races. In fact, the logo made its first appearance on Car No. 14 at the Le Mans race held this past June 14-16.

### This Villa Fit the Bill-a

Four Forsyth Tech students were winners in a statewide sustainable building design competition. The team of architectural technology students Jason Bowen, Stephanie Kuntz, Rachael Marsh and Matthew Troutman took second place in a competition against students from colleges and universities including Duke, NC State and East Carolina. The challenge was to build a duplex villa for Carolina Meadows Retirement Facility near Chapel Hill. Designs were evaluated on excellence, sustainable site development, and architectural design that conserves natural resources, reduces energy consumption and creates healthy indoor environmental quality.

### Whatever NASCAR Needs

Chassis setup, record keeping, blueprint reading – these and many more industry-specific skills will be taught in our new Associate in Applied Science degree program in Race Car Technology, beginning this fall. Since 1999 Race Car Performance has been a concentration within the Automotive Systems Technology program, and a popular one at that.

It has operated at full enrollment capacity right from the start. The new stand-alone program will allow Forsyth Tech to help meet NASCAR's needs at a higher level. Forsyth Tech's curriculum is expected to be a model for race car programs at other colleges.



### Early College Meets With Early Success

Early College of Forsyth, an innovative alternative high school scheduled to open this fall, has met with an enthusiastic response, despite the fact that sports and clubs won't be part of the experience. More than 60 applications were received in the first month the program was announced. A collaboration between Forsyth Tech and the Winston-Salem/Forsyth County Schools, Early College will enable motivated students to earn their high school diplomas and tuition-free college credits simultaneously. It will be housed on our Main Campus, and enrollment will be limited to under 100 students at each grade level.



### It's a Small World After All

Four Danish students spent the spring semester at Forsyth Tech, taking courses toward their Financial Management degrees from Niels Brock Business College in Copenhagen. As part of this new international exchange program, a group of Forsyth Tech students will go to Denmark to study at Niels Brock in the coming academic year.



### Here We Grow Again

Construction has begun on a \$2.4 million expansion of our nursing and allied health programs space. N.C. Baptist Hospital, Forsyth Medical Center, and the Forsyth County Commission are sharing the costs of the expansion, which will add 20,000 more square feet of classrooms, computer labs and simulation labs. The two hospitals are our county's two largest employers, with combined employment of more than 11,600 people. They're expecting a 29 percent increase in new health care jobs over the next three years, and they're relying on Forsyth Tech to train those skilled workers.

# When School and Work Go hand in hand

## The Co-op Solution

When Forsyth Tech students and local employers get together through the cooperative education program, exciting – and often unexpected – things happen:

A Therapeutic Massage student is assigned to Hospice, instead of the spa setting he was hoping for, and discovers that staff members benefit from stress relief as much as – or more than – their patients.



A Nanotechnology student explores the legal and business aspects of this emerging science, and lands himself the new position of business manager for a nanotechnology center.



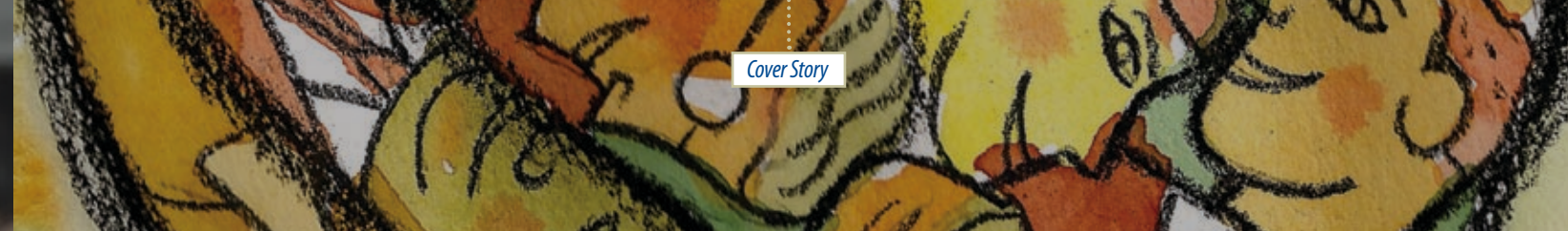
An Interior Design student finds out that great organizational skills and computer savvy are just as important as taste and talent when she takes on big responsibilities at Piedmont Craftsmen.



“There’s a lot to be said for



Through co-op, students learn about professionalism and what to expect in the workplace, says Beth Agnello, Coordinator of Cooperative Education.



# coupling theoretical and practical knowledge.”

Beth Agnello  
Cooperative Education Coordinator

Forsyth Tech has had co-op programs in several disciplines – including Criminal Justice, Automotive Systems Technology and Medical Transcription – for many years. Unlike students in more loosely structured internships, co-op students must have the basic skills to do real work. They must spend at least 160 hours a semester on the job, and they are supervised by a Forsyth Tech faculty member.

Beth Agnello is the college’s coordinator of cooperative education. Her background is in business, and she was director of the small business center at Davidson County Community College before coming to Forsyth Tech. The co-op job is both different and more rewarding than what she anticipated.

“I thought my major job would be to find businesses to participate. In fact, it’s to help faculty. This is a different way of thinking for faculty. Instead of spending so much time in the lab or classroom, they’re supervising students in the field. It is demanding of their time, but such phenomenal things happen from working in the field that it makes it worth the time. You can’t instill that confidence in someone who’s making a career change strictly in the classroom.”

### Navigating the “Real World”

Faculty members who worked with the co-op program for the first time in the past year or so are some of its most enthusiastic advocates.

One is Rosa Otero, coordinator of the Interior Design program. “Co-op is optional but highly recommended in our program,” she said. “It teaches students that a career in interior design requires more than just talent. It involves being



Dr. Rosa Otero finds that co-op helps students understand that interior design is more than designing or finishing spaces.



Students need not only to be taught but to be mentored, says Dr. Kevin Conley, Nanotechnology program coordinator.

on time, getting along with people, using the right language, knowing how to present yourself, and understanding how to work as part of a team.”

Kevin Conley, coordinator of the Nanotechnology program, says, “I see the education in three parts – the first part is theory, the second part is hands-on with the science, and the third part is co-op, the real

thing. I give them all equal weight. In co-op, the students’ job is to decide if they’re good at this.”

Faculty and students alike say that working with industry in the field expands students’ understanding of what their chosen career path really entails.

“People show up with preconceived ideas of what a program is, usually based on very limited information,” Agnello said. “There’s a lot to be said for coupling theoretical and practical knowledge.”

Corey Whitt, a recent Nanotechnology graduate, agrees. “With nanotech, you’re not sure how you’re going to use it. I had no idea what to expect. I’d done manual labor and worked some in the corporate world. This is a whole different environment.”

“Students often come into the program thinking that interior design is about decorating houses. In fact it is closer to architecture,” Otero observed.

“Placed in industry, some of what students learn from me is underscored and some is discounted,” said Conley. “Co-op transcends the limits of the program coordinator.”

### Bypassing the Job Interview

Because of co-op assignments, students often walk into good jobs right after graduation, at their co-op sites.

“Corey Whitt is a perfect example of that,” said Dr. Stephen Susalka, Assistant Director of the Office of Technology Management at Wake Forest University Health Sciences. The office works with PureLux, a start-up company that is a spin-off from the Wake Forest Center for Nanotechnology and Molecular

Materials. Whitt did a co-op semester at PureLux as the last part of obtaining his associate's degree, and was hired immediately afterward as a research assistant.

"Right away, he was a tremendous asset to the company," Susalka said. "PureLux found a perfect guy right in our backyard, and the company is in a much better situation because of Corey."

Employers and students get a fuller and more accurate impression of one another from a co-op assignment than they could from a resume and job interview. And that saves both all the pain and expense of bad hires.

The benefits extend beyond recruiting new employees. In many cases, co-ops allow organizations to take on projects that otherwise would be more than their resources would allow.

That happened at Piedmont Craftsmen, which was organizing its fourth highly successful downtown loft tour when Meredith Mason started her co-op semester.

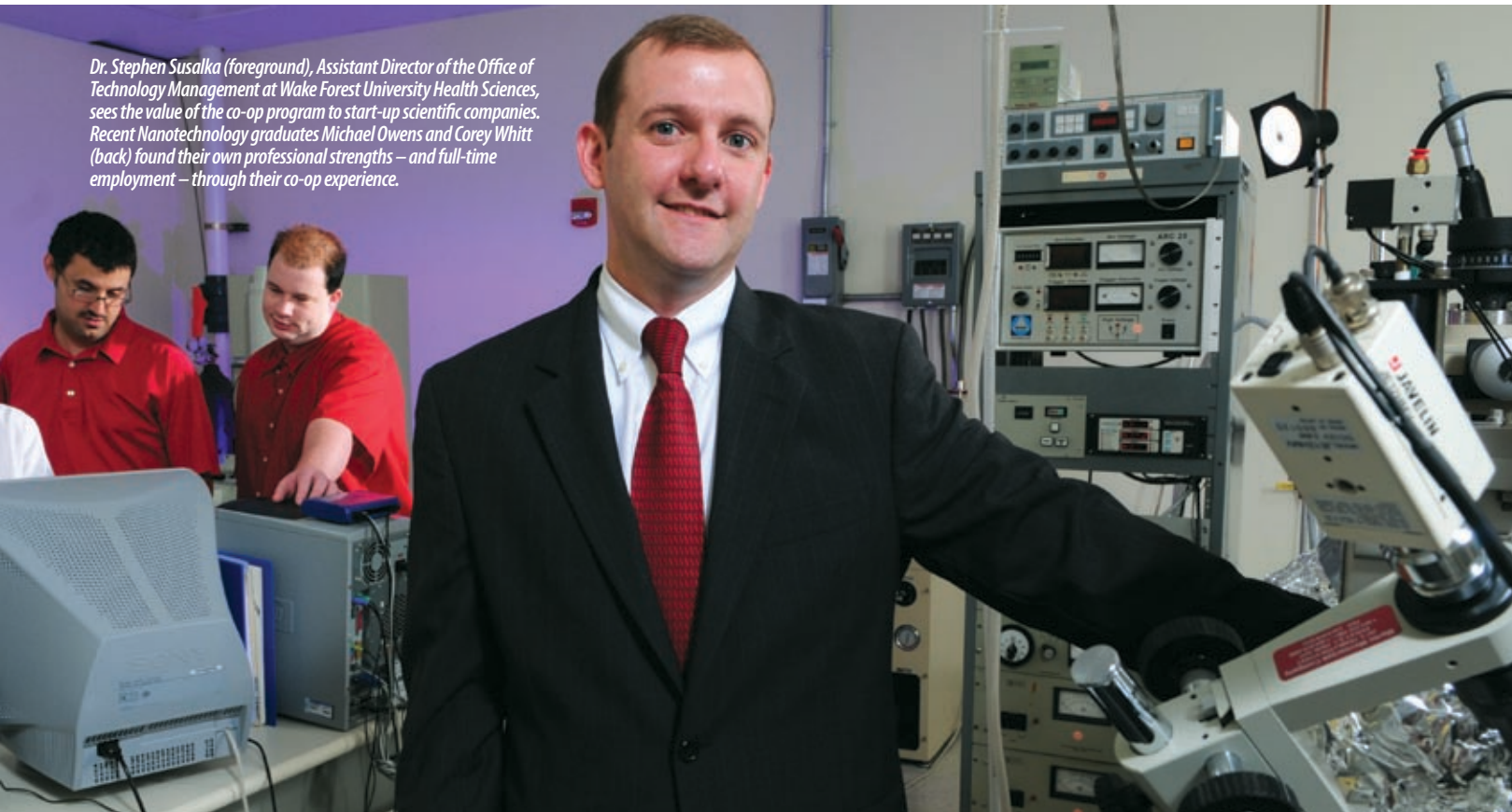
"The main thing we hear from volunteers is that people who take the tour don't get enough information about the spaces," said Jane Doub, President and CEO of the nonprofit organization.

She assigned Meredith to interview all the loft owners. The detailed information Meredith gathered was incorporated in the tour guidebook. Meredith also recruited volunteers for the tour, loaded information onto Piedmont Craftsmen's web site, helped set up displays in the gallery and worked on exhibits. Then she went to work on bringing some consistency to the artists' statements of the organization's 370 artist members.



For Meredith Mason (L), seen here with Jane Doub, President and CEO of Piedmont Craftsmen, a co-op experience led to a boost in self-confidence and an ongoing job.

Dr. Stephen Susalka (foreground), Assistant Director of the Office of Technology Management at Wake Forest University Health Sciences, sees the value of the co-op program to start-up scientific companies. Recent Nanotechnology graduates Michael Owens and Corey Whitt (back) found their own professional strengths – and full-time employment – through their co-op experience.



Who knew how valuable massage therapy could be in a hospice setting? Hospice's Katie Cyre (left) and Forsyth Tech student Chinma Oparanozie (right) were on the team that conducted hands-on research to find out.

"We gave her such a big project, such real responsibilities. I think it did transform her," Doub said. And Meredith had made herself invaluable. She was hired on a part-time basis, and is working toward the launch of Piedmont Craftsmen's online gallery.

### Exploring New Options


At Hospice, having two co-op students provided an opportunity to see how massage therapy could fit into that setting, said Katie Cyre, Complementary Therapies Program Manager for Hospice & Palliative CareCenter in Winston-Salem. "We wanted to see how this could benefit staff, family caregivers and patients."

As it turned out, she said, the students worked most often with employees and came to appreciate how much massage could alleviate their stress. "The students developed a heart for the staff members in Hospice care facilities. They developed compassion for the professionals who deal with end-of-life issues."

What Stephen Demet and Chinma Oparanozie did was operate a chair massage clinic that any Hospice employees could take advantage of. As Katie Cyre noted, most employees could not take an hour out of their busy workday for a full massage. But 10-minute chair massages did a great deal to relax and refresh them. The results were so impressive, in fact, that for four weeks all six students in the Therapeutic Massage program participated, and conducted surveys following the massages.

"Their research underscored the benefit of this care for the staff," Cyre said. "They did 150 chair massages, and 90 percent of the recipients said it had decreased their stress."

Agnello says she knows that co-op requires a lot from faculty, and she is trying to remove as much of the paperwork as possible. She sees how much everyone involved stands to gain. Between employers and Forsyth Tech, co-op facilitates a dialogue where there has sometimes been a disconnect. Between academicians and business leaders, co-op promotes mutual understanding and appreciation. And for students, co-op is frequently personally and professionally transformative.

"Through co-op, students learn about professionalism and what to expect in the workplace," she said. "They gain an understanding of how they fit into an organization. How are you going to teach that? They have to be out in the field." 

For more information about Forsyth Tech's Cooperative Education program, contact Beth Agnello at 336-757-3269 or [bagnello@forsythtech.edu](mailto:bagnello@forsythtech.edu).

# What's So Great About Co-op?

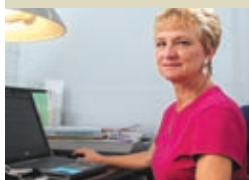
## Students Say



"You can read about it in a book, but when you actually do it, it really sinks in."  
 ~ Meredith Mason, Interior Design graduate, now employed at Piedmont Craftsmen

"Networking is one of the biggest values. There are not a lot of opportunities in nanotechnology yet. Co-op turned into a job for me."  
 ~ Corey Whitt, Nanotechnology graduate, research assistant at PureLux

"I like taking my students outside the classroom, where they are exposed to different vocabularies, different values, different points of view. And co-op turns former students into people who can advise me about the program."  
 ~ Dr. Kevin Conley, Program Coordinator, Nanotechnology



"It's really beneficial. Students go from having a little bit of self-confidence to quite a lot of self-confidence."  
 ~ Kim Moore, Program Coordinator, Therapeutic Massage

"The site supervisors may tell me what software students need to be proficient in, what skills they need. There's a course called Business Practices for Interior Design. It changed from the first time it was offered to the second. Now half of it is field trips. I see co-op as an opportunity to bring the community into my classes."  
 ~ Dr. Rosa Otero, Program Coordinator, Interior Design

## Faculty Say

"Having students here twice a week was a win-win. They are gaining experience; we are gaining extra hands. Our staff was so impressed with the students. It's been a great experience for all of us."  
 ~ Katie Cyre, Complementary Therapies Program Manager, Hospice & Palliative CareCenter



"I can explain to our industry partners that we've got a program down the block that turns out students who are well-qualified and ready to work. They're thrilled with that."  
 ~ Dr. Stephen Susalka, Assistant Director, Office of Technology Asset Management, Wake Forest University Health Sciences

"I love the young ones. They aren't afraid of computers."  
 ~ Jane Doub, President and CEO, Piedmont Craftsmen

## Employers Say

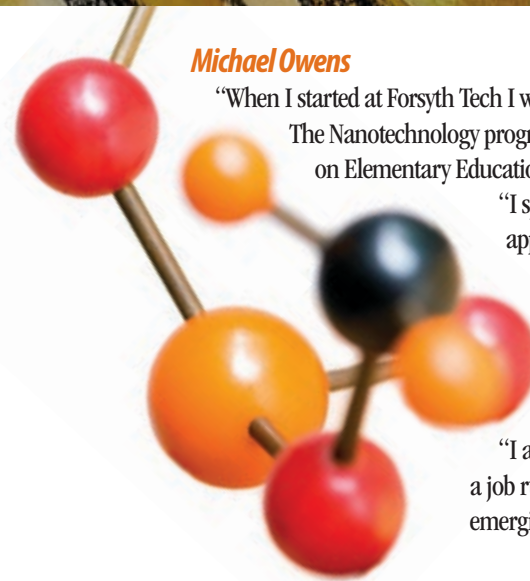
# A Dip in the Pool, a Foot in the Door

## Michael Owens

"When I started at Forsyth Tech I was in Elementary Education. I had almost completed that program when I was introduced to Kevin Conley. The Nanotechnology program was just starting, and what Kevin was doing (as program coordinator) sounded interesting. I gave up on Elementary Education even though I was almost finished, and jumped into nanotech."

"I spent last summer doing my co-op at the Wake Forest Office of Technology Management, reviewing patent applications. Stephen Susalka, who supervised my work there, mentioned that the Wake Forest Center for Nanotechnology and Molecular Materials needed someone to manage day-to-day operations, and do the bookkeeping and make sure the bills were paid. I love science. I love being surrounded by science and scientists, but since I don't want to be the one doing the science, this job sounded perfect for me. I talked with Dr. David Carroll, the director of the nanotech center, and I was offered the job of business manager in late August."

"I absolutely love it. I had no idea there were jobs like this. I thought the nanotech degree would lead to a job running a machine or using a fancy microscope. It's great to be in on the ground floor of an emerging industry. Getting in early on is where your contribution can make the most difference."



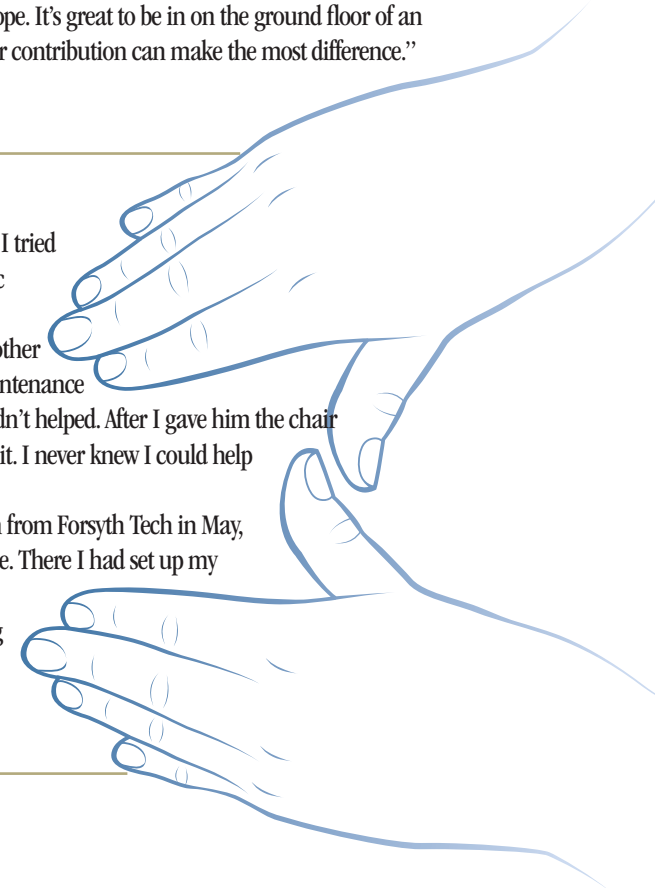
## Chinma Oparanozie

"I came here from Nigeria 12 years ago. There I was a soldier, doing dentistry in the military. I tried dental hygiene when I moved here, but that didn't work out. My husband suggested Therapeutic Massage and I switched to that program."

"I'm the type that always doubts myself. Doing my co-op at Hospice gave me a little bit of another side of me. Now I have confidence that I can do it. One of the staff members who worked in maintenance came in with a pain in his shoulder. He had already gone to the chiropractor that day and it hadn't helped. After I gave him the chair massage, he said, 'Oh my God, what did you do?' Every time I saw him after that, he mentioned it. I never knew I could help people to that extent."

"I didn't tell my parents what I was studying. When they came from Africa for my graduation from Forsyth Tech in May, my father asked me at the airport what I was graduating in. I told him to wait until we got home. There I had set up my massage table. I gave him a massage and told him about it."

"Some years ago my dad had a stroke, and a lot of different therapies helped him. I am going into therapeutic massage just to help people, to give back what my parents received. I'd like to work at Hospice, or at a nursing home, giving comfort care."

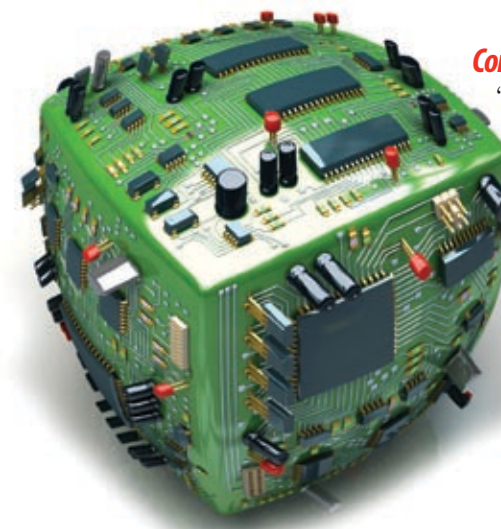


## Corey Whitt

"I went to Forsyth Tech and earned an Associate in Arts degree and an Applied Science degree. Then I transferred to NC State, to major in Engineering. It looked like that would lead to a career in civil engineering, designing roads for the rest of my life, and that didn't sound like fun. I like working on things that nobody has ever done before."

"I enrolled in the nanotech program at Forsyth Tech and the co-op was the last thing I did as a student. I made thin films for PureLux, a young company that is in partnership with Wake Forest. At the end of the co-op I was hired as a research assistant at PureLux. I am now working with a small team of people, developing a more efficient light."

"I like doing research and I like the fact that no two days are the same. I like making ideas a reality. I am now working on my bachelor's degree in physics at UNC-G."



Look Out World,

# Here they come!

Forsyth Tech graduations are joyous occasions, and very much family affairs. It's not unusual to have three or four generations not only in the audience, but also capped and gowned. Degrees, diplomas and certificates were conferred on 1,100 individuals at the College Commencement on May 8 at Lawrence Joel Veterans Memorial Coliseum. An additional 178 students graduated from the Adult High School Program and the General Educational Development Program on May 22 in Wait Chapel on the Wake Forest University campus. Phillip Jermaine Weaver brought a special honor to Forsyth Tech. On this year's GED test, he scored higher than anyone in North Carolina. ©



**Taking the Law into Her Own Hands** Louella Brannan, seen here with her daughter, Maryanna Richardson, is the office manager at Legal Aid of Northwest North Carolina. She's also the mother of five and grandmother of eight boys. She began working toward her associate's degree in Paralegal Technology in 2003, taking evening and online courses. At age 69, she's planning to pursue a bachelor's degree. She thinks that if two-year colleges were ranked like universities, Forsyth Tech would be "the Harvard of community colleges."



**If the Shoe Fits** Samuel Hughes and Derek Cornelius are proud to announce their career choice: Fire Protection Technology.



**No Generation Gap Here** Franklin Haynes and his daughter, Candice Haynes, offer the same advice: Don't quit school! "I've always regretted it," says Franklin, who waited 20 years to complete his high school education. He's grateful for the scholarship assistance he received and says, "Forsyth Tech is a wonderful school." Both these new high school graduates will be starting their college education at Forsyth Tech — father in a business program — and daughter in Criminal Justice.



**A Mom Who Rocks** At Forsyth Tech graduations, it's hard to tell who's prouder — graduates or their families.



**Newly-Grads** Husband and wife Jonathon and Christina Smith march down another aisle together.



**The Venerable Mrs. Venable** Ola Mae Venable has the distinction of being the oldest graduate in this year's GED class. A youthful 79-year-old, she has two living children, six grandchildren, and 10 great-grandchildren. They were among the many people cheering her on when she had trouble passing the algebra and geometry test required for graduation, missing a passing grade by two points on the first try and one point on the next. "I was determined not to be a drop-out again," she said. The third time was the charm, and Ola Mae was surrounded by her excited family when she donned her cap and gown and lined up for the procession. "I've proved that it's never too late," she said.



**Double Take** Identical twins Bethany and Brittany Hill (or is it Brittany and Bethany?) graduate in tandem.



# A Driving Force: How Bill Wilder Brought Race Car Technology to Forsyth Tech

*By day a mild-mannered instructor, by night a daring race car driver – Bill Wilder's passions converged when he helped usher in the Race Car Performance Technology program.*

When Bill Wilder started teaching at Forsyth Tech in the late 1960s, things were a little different. For one thing, even as an automotive technology instructor, he had to wear a suit and tie at work in the shop. For another thing, the president of the college warned him that he wasn't to talk to students about his avocation – car racing.

Bill's first relationship with Forsyth Tech was as a student.

"I came here in 1965 from Portsmouth, Virginia. The equipment is what got me here originally," he explains. "I was looking for a trade program in automotive. Virginia had no trade schools at all. North Carolina had just started what's now the community college system but then was a technical institute system. Forsyth Tech at that time was one of the larger schools in the state. I made an appointment and came down here on a weekend, and the equipment they had in that shop, the layout of the shop was just amazing to me. So I decided this is where I was coming to school. Paid out-of-state tuition, but it was absolutely worth it."

After graduating from the one-year automotive program at what was then Forsyth Technical Institute, Bill returned to Virginia and was drafted into the Army. Following his military service, he returned to Winston-Salem to pursue some job offers.



"I worked at a car dealership as a line technician for a couple of years," he recalls, "and came to teach here at night in 1968, part-time, then came full-time in August of '69. I taught up through 2007." Since that time, Bill has been working with President Gary Green on special projects for the North Carolina Motor Sports Consortium and for the new Transportation Center the school is building."

A lot has changed in his long career here.

## *From Forbidden Topic to Flourishing Program*

"When I came to work here, we had 600 full-time students and 40 employees," he says. "We basically had all trade programs – plumbing, carpentry, automotive, diesel, air conditioning/refrigeration. And then it evolved and added all these other programs since that time.

"We wore a suit and tie to work every day. We worked in the shop wearing a suit and tie. You could not take your coat off. The president would not let you take your coat off. That was Dr. Parry [Dr. Ernest B. Parry, President 1963-1971].

"When Dr. Parry hired me he knew I raced as an avocation, and he said, 'You can't talk about racing in class.' But the times were different, things were different."



Indeed, today not only can Bill talk to students about race cars, he can offer them a Race Car Technology degree. This fall, thanks to Bill, Forsyth Tech will offer a stand-alone curriculum in Race Car Technology.

“Ours is a technician-level course to take people that know absolutely nothing about racing and bring them up to the level where they can do all the setup work and all the necessary mechanical work to assemble and maintain a race car,” he says.

It was Bill’s passion for racing that gave him the idea for the program, which the school has offered for the past several years as a concentration under Automotive Systems Technology. A racer since the late 1960s, Bill has driven or owned cars in the Hobby Division, Sportsman Division and Modified Division at tracks in North Carolina, South Carolina and Virginia.

“Bowman Gray, Hickory, Metrolina, Wilkesboro, South Boston, Richmond, fairgrounds – just any place they ran a short-track race,” he remembers. And he had a lot of success. “We have won races at every track that we’ve been to. We have been fortunate enough to win three track championships.” And, like a true automotive technician, he credits know-how more than talent. “When we were really, really successful, it’s been on technology. We’ve made our car better than the other guy’s car.”

### A Way to Rev Up Enrollment

All his racing knowledge came in handy in 1997 when enrollment in automotive technology programs went down at community colleges statewide.



“They closed about four programs for lack of enrollment,” Wilder recalls. “I taught classes a couple of times that only had five students in them. Everybody was asking, ‘How do we get interest back?’” Wilder had an idea. “I approached my boss about putting in some kind of racing program. I said, ‘Young people are interested in racing, they’re interested in performance. It’ll stir interest in the school.’ And I said, ‘I really believe it’ll boost enrollment not only in automotive, but the other people you’ll bring in – you’ll get machinists and welders and so forth.’”

Bill was asked to write up his proposal and, after some discussion it was granted state approval and added as a curriculum. Since that time, it has become one of the school’s most popular (and well-known) programs, sending several graduates off to the pinnacle of motor sports – the NASCAR Sprint Cup series. And it has, indeed, boosted enrollment not only in Automotive Technologies but in machine shop and welding, as well. “Things have really picked up greatly in this area,” Wilder says.

### Equipped to Win

Bill attributes part of the success of the Race Car Technology program to the same thing that drew him to Forsyth Tech: having the best equipment. “There’s a half a million dollars worth of equipment in this shop currently and we’re cleaning a space out over here in a corner for a new engine dyno that’s going to be about \$130,000 when we get through,” he

The photo montages on these two pages use the familiar “checkered flag” motif to show details of a race car constructed entirely by Forsyth Tech students and raced by instructor Randy Butner.

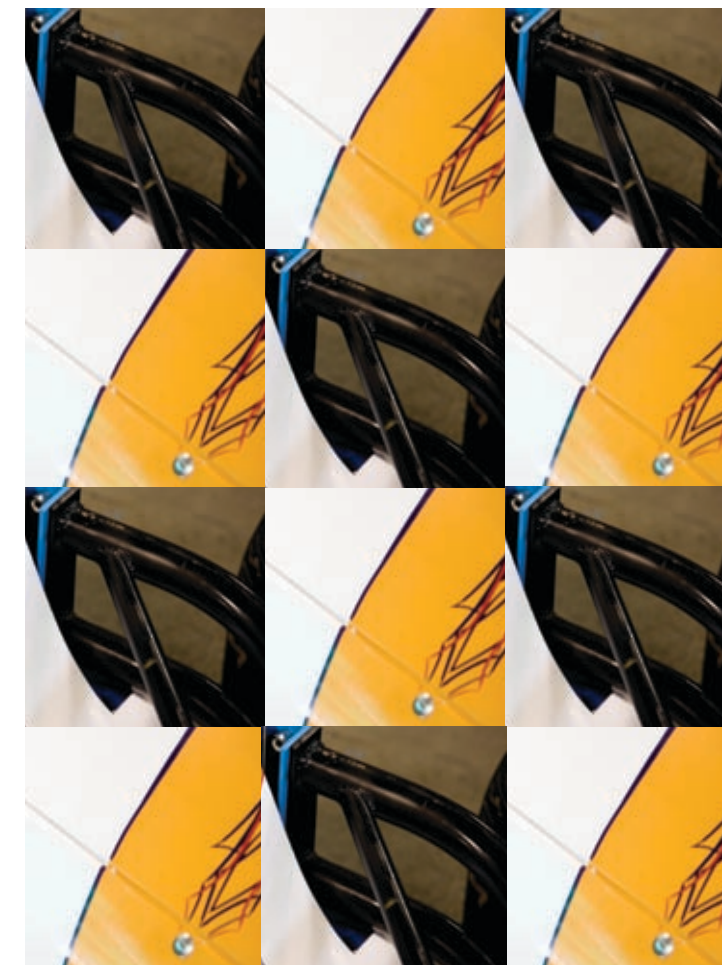
says, making the point that training top automotive technicians requires the right tools. “The motor sports industry is unique. It moves at a very fast pace. They’ll tell you, ‘We don’t have time to train anybody. We don’t want to train individuals. When we hire that individual, we want them to come in and do the job.’ That’s what they’re looking for.” When they hire graduates of Forsyth Tech’s Race Car Technology program, that’s what they get.

Of course, equipment alone isn’t enough – you also need good instructors, like Wilder. Asked why he chose to teach when he could have earned a good living simply repairing automobiles, Wilder explains it this way: “What’s really great for me is to teach the class and watch the students absorb the material, and when they really get it, when they catch on, you can see the light bulb light up in their head. You can tell, after you’ve done this a while, when they really understand. And when they go out of here and they’re successful in a job, well, that really gives me a lot of satisfaction.”

No longer teaching, today Wilder has time to relax and do things just for fun. He still owns a race car and even has a former student on his race team. He also likes to travel. “Now that I’m not working a regular class schedule, my wife and I take one trip a month and go somewhere,” he says. “We’re just having a good time, and that’s working out good for us.”


### Racing Into the Future

He’s also excited about what’s happening at Forsyth Tech in the areas of racing and automotive technology: the school’s partnership with



Le Mans racing team Creation Autosportif and the development of the new Transportation Center. Of the former, he says, “The more industry people we can get on board with the program, the stronger it becomes. Their technical level is at a higher level. They use more electronics, more data acquisition than some of the other forms of racing.” Through interning and co-op opportunities, Forsyth Tech students will be exposed to this incredible technology.

As for the Transportation Center, “We’re excited about it,” Wilder says. “It will double our square feet and enable us to do a lot of things that we haven’t been doing in the past. When we move over there, we would like to and have plans to expand to the point where we can double the enrollment in the daytime and run two classes, and maybe run some night classes or some continuing education classes.”

Bill Wilder has been at Forsyth Tech as a student and instructor for over 40 years, but he doesn’t think much about the past. Whether it’s developing a new program, adding a new piece of equipment, or helping a new student find the right path to success, Wilder is focused on what’s happening now, and what’s going to happen tomorrow. To him, it’s very simple: “The purpose of all this is to bring more motor sports people into North Carolina and furnish them with a well-trained workforce.” Thanks to Bill Wilder, Forsyth Tech is able to do just that. 

For more information about Forsyth Tech’s Race Car Technology program, contact Randy Butner, Coordinator of Race Car Technology, at 336-734-7259 or rbutner@forsythtech.edu.



# rachel desmarais

Vice President, Information Services

Making Forsyth Tech the Southeast's leading technological community college is one of President Gary Green's top priorities. Rachel Desmarais, the new Vice President of Information Services, is leading the charge.

Her responsibility, broadly, is to promote the infusion and integration of technology across the college. That means helping faculty and staff filter all the new technological tools that are coming available, and choosing the right paths and products. It means helping people figure out which tools they need to accomplish their objectives.

"Information technology is so pervasive now — even nurses use computers; even cars are hooked up to computers to diagnose problems — that we need to look at it from a strategic perspective," she says.

When Rachel was promoted to the position in May, Information Services was expanded to include two separate areas, the traditional Information Technology that applies to infrastructure and the fast-growing Distance Learning and Instructional Technologies.

On the infrastructure front, Forsyth Tech's long-awaited Internet portal will be unveiled this month.

It will have major implications for both students and employees.

"Students will be the primary focus, but this will change how employees do their jobs," Rachel said. "Some of our processes will become electronic. The hope is that we will have less paper and more collaboration. People will not be so inundated with paper, and will be able to focus more on their core competencies."

A great benefit, she said, is that instead of routing reports and other paper documents, members of work groups and committees will all be able to see and share information at the same time, online.

As for the students, they're demanding the instantaneous access to relevant information that the portal will provide, she said. Instead of long waits and elaborate procedures, they'll be able to find out what their grades are, fill out a form to drop a class, or explore "what ifs" like how many of their courses would transfer if they changed their major — all with a mouse click.

Also in the next few weeks, some locations on the Main Campus will be equipped to provide wireless access to the Internet. And by January, kiosks will appear on campus, allowing faculty, staff and students access to information on Forsyth Tech's portal.

The technological advances on the academic front are equally bold. The number of online

### Outside of the Office, She's Quite Vocal

A native of South Carolina, Rachel graduated from Mars Hill College with a degree in Vocal Performance. She earned her Master of Science degree in Information Technology Management at UNC-Greensboro. She and her husband John have two sons, aged 14 and 3.

Even with her busy work and family life, Rachel continues to enjoy vocal performance. She is a member of the Southern Appalachian Chamber Singers, an Asheville-based ensemble. The group performs throughout the Carolinas and for five years straight sang at the Piccolo Spoleto festival.

Her favorite composers? "Bach to listen to, Mozart to sing."

Contemporary health care is such a diverse, many-faceted field that it's hard to know what to choose.

Just ask John Sherman.

He's always been interested in health and medicine, and he chose biochemistry as his college major. While attending Iowa State University, he worked for a nearby hospital, doing valet parking. He moved into the medical records department, and from there joined a large cardiology practice. He was trained on the job to do stress testing, and then to be a nuclear technologist, injecting radioactive isotopes into patients' veins before and after stress tests. From there he went back to the hospital setting, this time working in a sleep lab where patients were tested for sleep apnea and other conditions.

By the time John arrived in Winston-Salem in 2005 — where his wife had been offered a school counselor position at Reagan High School — he'd been working in health care jobs for 10 years.

When he applied to Forsyth Tech, many allied health careers beckoned, and he took a chance on Respiratory Therapy.

"I learned early on that Forsyth Tech's Respiratory Therapy program is renowned. Graduates come to the top of employers' lists," he said. "My biggest problem was that I had too many interests. Once I got into the program I could see it was the right spot for me."

Respiratory therapy is a relatively new field, he said, and the demand for therapists is growing. Chronic obstructive pulmonary disease (COPD) affects a large population, as does asthma. Respiratory therapists are needed to work in rehabilitation and home care of people with these chronic conditions, and with newborns and children, and in hospital settings where many patients need such specialized care.

"This specialty is for people who want to be part of a team, but also enjoy being more of an autonomous decision maker," he said. "Your input is valued. You're a cardiopulmonary specialist."

John describes his two years at Forsyth Tech as intense and tough. "The instructors really want you to succeed. They work us, and they go above and beyond to help us. Everybody in our class will be more than ready for the real world. After five semesters, we are critical care specialists on day one."

Like many Forsyth Tech students, John has held down three part-time jobs while going to school. He tracks trauma patients in the emergency department of High Point Regional Hospital, tutors Forsyth Tech students in the class behind him, and works as a respiratory assistant at Wake Forest University Baptist Hospital.

And like many students here, he's already been hired for a full-time job. He'll be working as a respiratory therapist at Brenner Children's Hospital.

At the time of this interview, he was counting the days to his July 29 graduation, and a brief vacation.

"My wife is anxious to get her husband back. I'm anxious to get my time back," he said. "I'll try to think back to what my hobbies were." ☺

# john Respiratory Therapy, Class of 2008 sherman

And the Winner Is...

A liberal arts curriculum, on-the-job training (OJT), technical education at Forsyth Tech — John Sherman has been exposed to all of them as he learned about health care. For him, university curriculum was not focused enough for what he needed at the time. He often wondered, "Why am I doing this? I'm never going to need this in the real world." OJT was the opposite — every single bit of information was directly applicable to the exact job he was being trained for. The Respiratory Therapy program at Forsyth Tech had the "no fluff" focus that John wanted, but unlike OJT, it prepared him for a wide range of employment opportunities.

And John sees more education in his future: "The sky's the limit. I can see myself wanting to come back and teach. I may go for a master's degree."



Great Fallback Positions:

# Home Gardening An Interview with Roger Richardson Coordinator, Horticulture Technology in Autumn

**Q** Roger, what should gardeners and would-be gardeners know about fall conditions in our part of the world?

**A** It's a tough season. Fall is a time to cope with heat and drought, and to prepare for the winter. Fall can also be a time to reflect on what you should have done – to learn from experience and make some better decisions for next year.

**Q** What do you mean by that?

**A** Well, putting in drought-tolerant plants, for example. If you've ever grown impatiens, you know those plants are begging for water by late afternoon. But native plants, and plants from parts of the world with similar climates, can withstand our hot, dry early autumn. Hollies, camellias and pieris are all examples of shrubs that we think of as native plants, but that have been brought in from other places and do very well here. And there are ways to use more interesting plants in the garden at this time of year.

**Q** What kind of plants?

**A** I'm thinking of tropical houseplants. They don't really like houses. Outdoors, they grow like mad and can provide some exotic effects. Then you can bring them in for the winter.

**Q** What about fall color? Do we have to go to the Blue Ridge Parkway for that?

**A** Fall asters and the many varieties of heirloom chrysanthemums dependably provide fall color. The "Autumn Joy" sedum with its pinkish flowers does very well here too. I also like Chinese lanterns, with their orange seed pods, and the moon vine, which has white blossoms that open at night in late summer through frost.

Color can come from berries, as well as flowers and foliage. Nandina and some hollies have bright berries, and are quite easy to grow. The Chinese Flame Tree has bright yellow flowers in the fall that become pink, lantern-like seed pods. And the ginkgo tree has spectacular yellow leaves in the fall that have the advantage of all falling off at once. Sugar maples are another good tree for the home landscape, with brilliant fall color. Most people don't think of fragrance as part of the fall garden. Osmanthus, which looks like a holly, is a wonderful shrub to plant near a doorway or deck. It has a great fragrance.



**Q** You're in a position to see what new plants are becoming available. What recent arrivals would you recommend?

**A** I like many of the decorative grasses, especially Purple Muhly grass. The miniature cigar plant, genus *Cuphea*, is another attractive newcomer.

**Q** We all know we have to rake leaves, but what other garden tasks are best done in the fall?

**A** It's important to make sure trees, shrubs, and perennials have a layer of mulch. Two to three inches of mulch will hold water in and keep the roots cooler. As you get the plants and the ground ready





# “Fall is a good time to zap the Japanese beetle..”



for winter, any fertilizer you use should be low in nitrogen. Nitrogen is what stimulates top growth, the green stuff, and you don't want to do that. You want any new growth to be in the roots. In mixed fertilizers the first number refers to the nitrogen, and it should be a low number.

**Q** Speaking of mulch, what kind do you recommend?

**a** I like fine pine bark. The leaves you rake up also make good mulch or compost. For either purpose, you just need to run a lawnmower over them a few times to break them up.

**Q** Is fall a good time for planting?

**a** Fall is the best time to plant or transplant any woody plant. It gives them a little time to get settled in before the cold. Fall is also a good time to divide plants like peonies, irises, daylilies and daffodils – or to plant the ones your neighbor shares with you. Fall is the best time to put more grass seed out, or to clean off your old lawn and start over.

**Q** So you can really get a fresh start with a lawn?

**a** Yes, if your lawn has turned into a field of weeds like wild Bermuda grass, you can get rid of that with a broad-spectrum herbicide. If you've just got some clover or violets in your lawn, I wouldn't try to kill them. In fact grass seed used to come with clover seeds mixed in, because clover fixes nitrogen.

**Q** What about a fall vegetable garden?

**a** Basically, the same cool weather vegetables that you harvest in the spring can be planted in late August for a fall harvest. Those would include greens like cabbage, lettuce, spinach, chard and broccoli.

**Q** Are there bugs or other pests to contend with in the fall?

**a** Fall is a good time to zap the Japanese beetle that comes out in June and July around here and does so much damage. In the fall they're in the grub stage and they like lawns, where they can be found feeding close to the surface. Treating them with pesticides is most effective in August and September. A pest you'll see in the fall is the lacebug that feeds on azaleas and camellias. They can be attacked with soaps or oils, or my preference, a systemic chemical pesticide, in moderation.

**Q** What about pruning?

**a** Most deciduous trees are pruned in the winter, but it makes sense to prune dogwoods, maples and birches in the fall, because they bleed more in winter and spring. What you want to prune out in the fall is any dead or diseased wood in shrubs and trees. We've been seeing antracnose in domestic as well as wild dogwood recently; it's a fungus that can kill the trees.

**Q** What design mistakes do you see most often in gardens in our community?

**a** Probably the most common is the tendency to plant flowers and shrubs in straight lines. Curved lines usually look better. You can lay out the shape of the bed with a garden hose or a length of rope. Similarly, using even numbers of the same plant often gives a forced look. It works better to use three or five of the same variety than to plant two or four. A lot of people don't think enough about where they will be viewing the plant from. For instance, if you're thinking about putting in a tall shrub in view of your living room window, it's a good idea to stick a pole in the ground, and look at it from inside. Then you can gauge whether that is a good spot, or whether it might look better four feet to the left.

**Q** If you could give just one piece of advice to people who want to create attractive home landscapes, what would it be?

**a** Go with the flow. Most plants have a size and shape they naturally want to be. It makes sense to choose plants with the characteristics you want, rather than fighting against their nature to make them conform to a particular size and shape. And of course some plants want sun while others want shade. And some plants need a lot of water and others not so much. You don't want to mix plants with different needs in one spot. It's better to work with the conditions you have and with the plants' needs and tendencies, instead of working against them. ☺



*For more information about Forsyth Tech's Horticulture Technology program, contact Roger Richardson at 336-734-7404 or rrichardson@forsythtech.edu.*

# 1960



## The Original Face of Forsyth Tech.

In the beginning, our name was Winston-Salem/Forsyth County Industrial Education Center, and our address was 2100 Link Road. In this photograph from the early 1960s, Silas Creek Parkway (foreground) is under construction. The long one-story building pictured is the Winston Building. It's been in use for almost 50 years, but is now invisible to motorists on busy Silas Creek Parkway, overshadowed by the new face of Forsyth Tech – the handsome Technology and Student Services Building. 📍

*Do you have photographic memories of your days at Forsyth Tech? We'd love to see them and to print some in future issues of Tech Quarterly. Send photographs by mail to Shari Covitz, Vice President for Institutional Advancement, Forsyth Tech, 2100 Silas Creek Pkwy., Winston-Salem, NC 27103, or electronically to [scovitz@forsythtech.edu](mailto:scovitz@forsythtech.edu). Be sure to provide detailed information about who and what is pictured, and the year the photo was taken. Also include your address so that we can return the photo to you.*



## 60s

Electronics, which was to revolutionize communications and information in the latter part of the 20th century, was one of the original programs offered when the college opened in 1960.



## 70s

The two-year Nursing degree program was established in 1972. Today there are 14 degree, diploma and certificate programs in the Health Technologies division, and healthcare agencies are the largest employer in Forsyth County.



## 80s

The college became Forsyth Technical Community College in 1987. The 80s saw the opening of West Campus and the Small Business Center, and the beginning of the College Transfer Program.



## 90s

In 1999, Forsyth Tech became the only two-year college in the country to offer a program in Latent Evidence Technology. Training for finding fingerprints, bloodstains and such will be enhanced in fall 2008, when the Criminal Justice program moves to the new state-of-the-art Northwest Forsyth Center in King.



## 00s

By the turn of the century the Cardboard Boat Regatta at Belews Creek was a time-honored tradition. What Mechanical Engineering student will ever forget having to design and build a seaworthy craft from cardboard and duct tape?

# SCENIC ROUTE

Taking the

to Leadership

How Steve Plemmons Arrived at the Top of His Industry

Not long ago a customer came and asked Steve Plemmons to sell his recreational vehicle for him. He'd bought his first RV from Bill Plemmons RV World in 1966.

Now he needed to sell the sixth and last RV he'd bought from the dealership. Sadly, the customer acknowledged that he was too old to drive.

"With tears in his eyes, he handed me the key," recalls Steve Plemmons, owner of the oldest family-owned and operated RV dealership in the country, and probably in the world.

Loyal customers who keep returning are part of the reason the company has been thriving and growing since 1951. The qualities that keep people coming back resulted in Bill Plemmons RV World being named the 2007 Top Quality Dealer of the year by the national Recreational Vehicle Dealers Association.

There's the schoolteacher in England who stores his camper in Winston-Salem during the school year, to be near the kind of customer service he values. There's the customer who has his mail sent to the dealership, since he's usually on the road. And there's the 98 percent satisfaction rate on the customer surveys that Plemmons conducts on all sales and service.

"It really bothers me about those two percent," Steve says.

The secret of his success is something Steve said he learned from his father, Bill Plemmons, who founded the company and ran it until his death in 1992. "Dad said, 'Treat people like family.' We treat our customers and our employees like family, and try to do the right thing."

And he doesn't take all the credit. "I give the good Lord all of the glory for what's been accomplished."

Bill Plemmons RV World has been located on University Parkway in Rural Hall since 1975, and has gradually expanded from 3.8 acres to 16 acres. Now the company employs

60 people and the facility, Steve says, is bursting at the seams. He's negotiating to buy 31 more acres. Several family members are in the business.

Steve has a clear vision for the company and a hands-on management style.

"We have monthly meetings of each department and I'm in every one of those meetings," he said. "I open every piece of mail that comes in. When we get negative feedback I stop what I'm doing. I go to the appropriate manager and find out what happened. We look at what went wrong and why, and the ways to resolve the problem, and then the best way to solve the problem. Then the manager calls the customer."

"We have lots of customers who have bought from us half a dozen times or more. We're really known for taking care of our customers."

### The Long, Long Success Story

You might think that the son of a successful business owner would grow up expecting to take over the family business. In Steve Plemmons' case, you would be wrong.

He did some part-time and summer work at the dealership as he was growing up. His first job was picking up cigarette butts in a gravel parking lot.

But Steve wanted to be a basketball player, and play for Dean Smith at Carolina. When that didn't work out, he wanted to be a NASCAR driver. He did join a race crew, and in 1978 starting driving race cars. He had his own race team, and drove at Bowman Gray Stadium and other area tracks for a full ten years.

Then, he said, "The Lord called me out of the auto race and into the human race."

With a wife and two children, he did not want to make the sacrifices a career in racing demanded. He began devoting himself full-time to management of the RV company, and developed a strong guiding vision for the business.

"Working here should be enjoyable, and it should be a purpose in life," he said. "When we help people with an RV, we are helping them pursue a dream with their family."

Steve was prepared to step into the top spot not just by what he'd learned at his father's knee. After high school, he had earned his associate's degree from Forsyth Tech in Automotive Systems Technology, and worked in his parents' company as a mechanic.

"I went to Forsyth Tech for 24 months straight," he remembers. "I got off work at 5 and went to school from 6 – 11 p.m. four days a week, and 6 – 10 on Fridays. I took math, English, psychology and physics – not just car repair. That was the foundation of my business career."

There was no Recreation Vehicle Maintenance and Repair Technology program at Forsyth Tech when Steve was a student, in the 1970s. But about 10 years ago, he helped found one. The first instructor in the program was one of Steve's senior employees. Steve persuaded him to retire and share his knowledge and experience with students.



Details, details!

(From Left) David Cook, Ken Boles, Rick McHone and Kevin Smith have a lot in common. They all got their formal education in RV maintenance at Forsyth Tech; they all work at Bill Plemmons RV World; and they are all instructors in Forsyth Tech's RV Maintenance & Repair program.



RV Instructors

As Forsyth Tech expanded and became pressed for shop and classroom space, Steve offered space at Bill Plemmons RV World for the RV Maintenance program. For the past several years, the dealership has been that program's campus, and three employees have been nationally certified to conduct the training.

Everybody wins. Before Forsyth Tech had the program, the nearest RV training institute was in Florida, impractical for local students, who, like Plemmons himself, usually have to work while going to school.

Steve has maintained his ties with Forsyth Tech in other ways, too. Both his children attended the college. And Steve now serves as a member of the Alumni Association Board.

### Happy Campers

"So many people love this lifestyle," says Steve Plemmons. "I grew up going to campgrounds, and meeting people at campgrounds who became friends. It's not like going to a motel."

When Bill Plemmons went into business for himself in 1951, the term *recreational vehicle* had not yet been coined. A few years later, the trend of taking one's home on the road was popularized in the hit movie *The Long, Long Trailer*, with Lucille Ball and Desi Arnaz.

Steve points out that camping is a much different experience from conventional family vacations at hotels, motels and condos. The kids can run loose. You can mingle with the other guests. There's the reassuring presence of a security guard. And you don't have to wonder who's been sleeping in your bed.

And there's a flexibility that comes with taking your lodging along.

There was the heart surgeon who'd made all the arrangements to get away to Myrtle Beach for a week with his wife and children. He called Steve to ask him about a mechanical problem he was experiencing with his motor home. As Steve

started to diagnose the problem, he asked the doctor if he was at Myrtle Beach yet.

Nope, the doctor replied. When they got to the beach, it was raining, with more rain forecast for several days. So they just kept on driving.

"We're on our way to Disney World," the man said. "Man, am I loving my RV now!"

The high-end motor homes Bill Plemmons RV World sells can run \$350,000 to \$450,000. But there's a recreational vehicle within just about any family's price range, starting with fold-down units at about \$5,000.

RVs can be handy even when you're not on vacation, Steve says, serving as play houses and guest accommodations. He remembers when his daughter invited six other cheerleaders from high school for a pajama party. They all stayed in the RV.

Even with gas prices going through the roof, he says, RVs make for economical vacations. Traditionally, camping vacations cost 15-45 percent less than conventional trips. Recently, that estimate has been revised: a family camping trip is likely to cost 25-75 percent less than other kinds of recreational travel. And that's sure to make for some happy campers! 🏠



Best seat in the house



RVs of the '70s



Steve Plemmons circa 1987

*None of Us Are Getting Any Younger:*

## Gerontologists Understand the Changes that Come with Aging

Life expectancy in the United States continues to rise. Many people are not only living longer than their parents and grandparents, but are living more productive lives. This demographic trend has created a need for new kinds of services, and gerontology is stepping into the void.

Gerontology is the study of the processes of aging. It includes learning about the physical, mental and social changes people experience as they age, as well as the changes in society that have come about as a result of a large elderly population. Gerontologists are people who apply this knowledge to policies and programs.

A Gerontology program has been under development at Forsyth Tech for several years. Jamie Edwards, coordinator of the program, explains that it will begin as a concentration within the Human Services degree program. To ensure that they will be appropriately prepared for jobs, students in the program must complete Certified Nursing Assistant training and do one semester of co-op education before they graduate.

The associate's degree prepares people to work in long-term care facilities, retirement communities, adult day care, home health services, rehabilitation and respite care services among others. Already there is a shortage of people with specialized knowledge of the needs of the aging, and the gap is growing.

By the middle of this century, one in five Americans will be over 65. It is projected that between 15 million and 18 million people will then be over 85.


The children of these people face challenges that were unknown 50 years ago, Edwards said. Many middle-aged people have responsibility for their elderly parents, their own children and their careers. They may need assistance, for example, in helping older family members manage



**By the middle of this century, one in five Americans will be over 65. It is projected that between 15 and 18 million people will then be over 85.**

their medications. Typically seniors are taking six to nine prescription medicines, and nobody in the family has time to understand all the side effects and interactions, and manage the business of getting them refilled on schedule. Similarly, older adults may need help remembering to make appointments with all the medical specialists they may need to see.

People who go into Gerontology as a career need to have a deep sense of caring, and a lot of respect and patience, Edwards said.

"It takes a special personality to work with older adults," he said. "How a 30- or 40-year-old views the world may be quite different than how an 80-year-old views the world. Gerontologists need to be able to relate to different perspectives." 

For more information about Forsyth Tech's Gerontology program, contact Jamie Edwards at 336-734-7959 or jedwards@forsythtech.edu.

### From Idea to Implementation—Developing New Training Programs

Forsyth Tech responds swiftly to the need for new training programs. Once a potential new program is identified, a preliminary advisory group is pulled together to determine what the actual market need is, and whether, for example, the relevant industries need people with associate's degrees in the subject or are more likely to require shorter training programs. New programs, and their specific curricula, must also be approved at the state level.

In addition to the Gerontology concentration, here are Forsyth Tech programs in development now:

- > Fast Track College Transfer Program
- > Global Logistics Training Modules (Corporate and Continuing Education)
- > Landscape Gardening
- > Project Management
- > Pharmacy Technology

*Why I Support Forsyth Tech*



Mary Tucker's relationship with Forsyth Tech began with a solicitation that arrived in the mail, the same letter that the Forsyth Tech Foundation sends to all prospective donors. She had no connection to the college other than taking a Spanish course at the West Campus on Bolton Street, but she'd always believed in education and hard work as the keys to success; so she began making modest gifts on a regular basis.


The more Mrs. Tucker learned about Forsyth Tech, the more impressed she became. "The faculty members are very committed to the students, and the students are so enthusiastic," she said.

When she heard the language program was hoping to create a language lab, she saw an opportunity to both help the school and honor the memory of her mother, who had been a language teacher. With strong support from Mrs. Tucker, the Mechtild Montgomery Language Lab opened in the fall of 2007.

Inspired by the dedication of the faculty members she had met, she went on to endow the Montgomery Tucker Faculty Development Fund. Instructors will be awarded grants from the fund to further their own education, beginning fall 2008.

Mrs. Tucker's most recent gifts have been made to benefit the Welding and Interior Design programs. Why those, in particular? "Welding appeals to my practical nature," she said. "The instructor told me about the great need for welders and that women are doing very well in the program. Interior Design is a new program that needed a little boost."

A New York state native and a graduate of Cornell University, Mary Tucker has lived in North Carolina since 1982, and she says, "I just love it here."

She's equally enthusiastic about Forsyth Tech. "Whether starting a career or retraining, the students get a tremendous variety of course offerings that will enable them to have productive and satisfying lives," she said, "and it's satisfying to me to see what the college can do with some extra dollars." 



### How You Can Support Forsyth Tech

With more than 175 programs of study, Forsyth Tech reaches almost 50,000 individuals each year, building the knowledge and skills that enable our community to participate fully in the global economy of the 21st century. Your gift to Forsyth Technical Community College through The Foundation of Forsyth Tech helps create a vibrant future for all of us. Donations go toward scholarships for needy students, professional development of faculty and staff, and the purchase of state-of-the-art equipment for classrooms, labs and shops.

The Foundation of Forsyth Tech is a 501(c)(3) not-for-profit corporation. Your donations are tax-deductible to the full extent provided by law.

**Give online:** Use your credit card to make a secure donation at [www.forsythtech.edu/foundation/online-form](http://www.forsythtech.edu/foundation/online-form).

**Send a check:** Make checks payable to Forsyth Tech Foundation. Mail to Forsyth Tech Foundation, 2100 Silas Creek Parkway, Winston-Salem, NC 27103-5197.

**Get more information:** Learn about gifts you can make in honor or in memory of individuals, matching gifts, charitable trusts and bequests, and gifts of stocks and property. Call Dr. Sharon B. Covitz, Executive Director, Forsyth Tech Foundation, 336-734-7520 or email [scovitz@forsythtech.edu](mailto:scovitz@forsythtech.edu).





*Kristin Hartz Garden: Morning Textures* The Hartz Garden welcomes students and visitors to the Main Campus, and might be called Forsyth Tech's most beautiful lab. The garden is named for Kristin Hartz, an honors graduate of UNC—Chapel Hill, who decided that horticulture was her true calling. She was a student in the young horticulture program in 1988 when she tragically died in a car accident. Her family established a trust that has helped the garden grow and thrive. 

**ForsythTech**

*More Than You Know*

2100 Silas Creek Parkway  
Winston-Salem, NC 27103-5197