

New York City College of Technology

OF THE CITY UNIVERSITY OF NEW YORK

Professional Activity Report and Self Evaluation

SELF EVALUATION, Karen Goodlad, Assistant Professor, 2014

*Come to the edge.
We can't. We're afraid.*

*Come to the edge.
We can't. We will fall!*

*Come to the edge. And they came.
And he pushed them. And they flew.*

— Guillaume Apollinaire 1880-1918

This year I spent a significant amount of time thinking about this quote written over 100 years ago, its continued relevance resonates, implying that with the right direction a person can *fly* though they are on the edge of learning something new. Inspired by this quote I spent a lot of time thinking about and implementing strategies to build trust with my students, peers and Living Lab Fellows in order for them to feel comfortable approaching the edge of their own learning and then taking a chance to *fly*. This thought process was important to me throughout this year and remains so. However, it was not until I organized a seminar for the Living Lab Fellows to work with Judith Summerfield, Professor Emerita, English Department, Queens College, and Urban Education, Graduate Center, CUNY, that I felt myself at the edge as well and I was prepared to fly.

Teaching Practices: Building Awareness and Enhancing General Education at City Tech

There are numerous efforts to increase and improve General Education happening at City Tech right now. The Living Lab and First Year Learning Communities are just two integral parts of this movement. As the college continues to hire new faculty and seeks to have 440 total faculty by the 2014/2015 school year (Steven Soiffer), supporting effective teaching practices remains vital to our successful growth as an institute of higher education. Both as the Co-director of the General Education Seminars for the Living Lab and as a Workshop Facilitator with First Year Learning Communities (FYLC), I take pride in my leadership role in these efforts.

Though there is much to write about in regard to the Living Lab Grant initiatives. A new success of the Living Lab General Education Seminar is how we share our work throughout the college. As the full-time faculty grow in numbers so do the part time faculty. Part time faculty are often busy and isolated from collaborative efforts on many college campuses I made efforts to change this reality here at City Tech. I designed and lead, with the support of Living Lab Fellows and Steering Committee, an interactive series of workshops on General Education, HIPs, place-based learning, and open digital pedagogy for a cohort of Twenty Associate Fellows, three quarters of which were part-time faculty.

They participated enthusiastically in the Associate Fellows program, which was redesigned based on feedback from the previous cohort and benefited from the focused attention I was able to provide. The results of the Associate Fellow's efforts can be seen on the OpenLab:

<http://openlab.citytech.cuny.edu/groups/living-laboratory-associate-fellows/files/>

A student even found their way into our learning process and was impressed with the efforts that his very own teachers were making to improve instruction:

<http://openlab.citytech.cuny.edu/groups/living-laboratory-associate-fellows/forum/topic/inspiring-our-students/>. The student, Phil Mitch, read our reflections and stated "It's good to know that you guys look forward to something when picking reads for us. I'm a student and I think these discussions are fun to read because I just think you guys are doing your job. Passion is contagious and we can pick up on it." Reading this was truly a momentous moment that proved that sharing our work and reflection in an open way leads to a more engaged student body. We as faculty were *flying*.

As the college continues to hire new faculty and as the student body increasingly sees themselves as baccalaureate earning students with an eye on graduate school I am thrilled to be a change maker here at City Tech, *breaking down fear and stepping to the edge*, so many of are *flying*.

More can be read about the Living Lab in the Nucleus Article from Spring 2014:

http://issuu.com/facultycommons/docs/nucleus_vol_5-issue_1_spring_2014_f

High Impact Educational Practices in My Courses: Students Stepping to the *Edge* and *Flying*

I had the pleasure of teaching HMGT 1101 as a FYLC with John Akana, HMGT1102, and Laura Westengard, ENG1101. What we knew at the start of our planning was that we would incorporate George Kuh's High Impact Educational Practices (HIEP) of FYLC, Academic Service Learning and Writing Intensive Courses because that is what was required as part of our various efforts on campus. We later added Collaborative Projects. What we didn't know, but I guess we hoped, was whether or not our students would embrace the challenge we were presenting. Including as many HIEPs as we did is proven to lead to a successful college education but that research result is conducted over a span of a student's entire time in college, not necessarily in their first semester! But we proceeded knowing that our efforts included some risk of expecting too much. Well our students took the challenge head on, *approached their edge, they flew!* They created #theguide <http://openlab.citytech.cuny.edu/theguide/>.

Accomplishing this was not an easy feat. Each of our courses had Student Learning Outcomes (SLOs) that varied so we started with what was common among all our courses and worked from there.

In this learning community, we asked our students to lead the way in creating a valuable online tool to serve their fellow students at City Tech by exploring various aspects of service—in their career, at City Tech, and in our community. This was facilitated through field trips, event planning, lots of collaboration and creativity. In the end, the students created a public OpenLab site that has been used as a guide for new City Tech students, faculty and staff focusing on our campus, the Brooklyn

Waterfront and surrounding communities. Since its release, other students and faculty have even joined in by adding to the content of #theguide. In addition, it has been used for new faculty orientation.

An essential tool utilized for achieving our objectives is the OpenLab - the digital learning platform initially conceived as part of the Title V Living Lab grant as a way to make general education visible and actively integrated across the curriculum. The OpenLab has grown to over 9000 users and continues to expand rapidly as users take advantage of its communicative possibilities. It is these 9000 plus members of our community that can benefit directly from #theguide.

We knew and the students knew that all our work would be very visible to the college community, raising the level of expectation had positive results. With that in mind, reflection was a key component of the learning process, sure the student's work was visible on the OpenLab and throughout the college but I wanted to know what the students developed personally in the process. Their reflections showed that they learned a lot! They took a step to the *edge* and their college career was *flying* in a beneficial way.

"As I was writing I analyzed my own thoughts specifically my first experiences walking through the doors of City Tech even before I was officially a freshman." (Kaveesh Sign, Student)

"After this project, I have become more interested in the tourism industry and my research skills are improving tremendously in my other classes." (Alicia Ngai, Student)

"In my "36 Hours" I focused on ecotourism, responsible travel to natural areas that conserves the environment and sustains the well-being of the local people. I was surprised to discover how many organic food facilities are located in Brooklyn, they also provide fresh local produce." (Brianna George, Student)

"This project helped me to venture out and explore the fast growing Brooklyn Water front." (Dianna Kilby, Student)

Research: Peering Over the Edge Personally.

With the work I have been leading, may it be in my classroom or with my peers; I have focused on expanding my developing skills as a researcher and writer. I am well underway of gathering research, analyzing survey results and writing about the change I am making here at City Tech.

Lead by mentors and peers with similar goals and expectations in 2014/2015 I seek to finalize the research I have started on FYLC, General Education and HIEPs in wine courses. The next *edge* to peer over and *fly*: The AAC&U Summer Institute to develop these concepts even further.

“I Made a Difference”

Thinking about this past year I think about how I made a difference. How I worked with faculty, with students with industry professions and how in each way I made difference.

I Made a Difference in the Classroom, Walt Disney World College Program

One of the most rewarding student journals I read this year was written by a student currently participating in the Walt Disney World College Program (WDWCP) internship. The journal is posted to the course OpenLab site, <http://openlab.citytech.cuny.edu/wdwcollegeprograms12/2013/03/19/journal-8/>.

What made the journal entry significant was that while participating in the WDWCP the student, Victoria, was being mentored by a graduate from City Tech who, just four years earlier, was herself an intern with The Walt Disney Company. This journal entry marks the development in two of our student’s careers. Victoria’s journal reflects on a recent recognition she received at work, which is something to be proud of and at the same time reflects on her mentor’s progression from student, to intern, to management trainee and finally manager. The progression of our students is simply amazing! They are making a difference everyday as well and as the WDWCP faculty advisor I know these difference will help develop them as future industry leaders.

This is just one example of how lives are changed with this internship, in the spring of 2013 the acceptance levels for the WDWCP have increased dramatically and there will be 10 students studying with the Walt Disney Company in the fall of 2013 (double the number this semester and last).

I Made a Difference in the Classroom, Wines of the World wine blending session

As captured on the Wines of the New World OpenLab site, <http://openlab.citytech.cuny.edu/wines-of-the-new-world/>, students learned firsthand by blending base wine from City Winery that a varietal name on a wine label is only one indication of how a wine might taste. Through place based learning and collaboration, each student began to understand that wine makers have thousands of decisions to make in order to create a wine that is enjoyable and marketable.

Students were provided one base one, four blending wines and utilized their imagination, creativity, dedication, intelligence, knowledge of wine and teamwork in order to create a wine with a certain taste profile. The wine created by each team was fantastic because each group worked together through the scientific process in order to produce a wine that was complex, may it have been fruit forward or spicy and full bodied. Working in teams can often be challenging but during this class session it seemed to only enhance the experience. Students chose a style they wanted to create and then experimented with the various blends to create the style they wanted.

This project made a real difference in the student’s understanding of winemaking. The project was a collaboration with the Julia Child Foundation who provided the funding, City Winery who produced the base wine, Lynda Dias from the Hospitality Management Department and Roger Dagorn, part-time faculty member and Master Sommelier resulted in a Cabernet Sauvignon wine. “City Tech Selection”, as it has been named, is being served in the Janet Lefler Dining room in the spring and fall of 2013. The

results of this project will continue to make a lasting difference in the lives of HMGT students as they learn how their peers collaborated to create the wine they are serving in the Janet Lefter Dining Room.

I Made a Difference in the College

As the Living Lab Co-director of General Education I have found that making a difference can happen across the college through leading the Living Lab Fellows through a series of workshops and helping the faculty find opportunities for scholarship.

Helping across Grant initiatives in the college, it was a pleasure to share my experience incorporating place base learning into my teaching with the faculty from the University of Hawaii, KCC. This I-Cubed initiative also provided a chance for Living Lab Fellows to share their practices with the visiting faculty

I made a Difference in the College, Honors Scholars Etiquette Luncheon

What has come to be a highlight of my semester is presenting a workshop for the students in Honors Scholars. The dining etiquette luncheon is always a well attended, high energy workshop of dedicated students interested in improving their understanding of etiquette and manners at the dinner table.

It is a pleasure to work with the future industry leaders from across the college as they practice the networking skills, business etiquette and table manners. They leave with comfort knowing that when it is their time to dine for business they will make a positive lasting impression.

In the Community

As a member of the Board of Directors of Les Dames d'Escoffier, an organization for female leaders in fine food, beverage and hospitality, I have taken the role of Co-chairperson of the scholarship committee. Immediately changes were instituted saving the organization approximately \$1000.00 by converting the application and selection process to an electronic format. In addition, as this time the scholarship funds have increase since last year, with a final amount to be determined in May of 2013 and estimated at \$60,000

The scholarship make a difference in the lives of students from colleges in the tri-state area in such diverse learning institutions as Kingsboro Community College to Cornell University. Each woman awarded has a bright future ahead of them, and now with financial support and a mentor, a better chance to make a big difference in their chosen career.

“Researching and Revitalizing”

As the fall 2011 semester began I was looking forward to implementing new teaching techniques explored and developed through participating as a Fellow in the Title V: A Living Lab grant, furthering my education in the fields of viticulture, oenology and food and wine pairing. As I look back over the year, there were many invitations that helped me embrace these goals and introduced me to opportunities that helped foster my ability to be an effective leader in various aspects of my teaching, scholarship and service.

Revitalizing the Student Experience

As a Living Lab Fellow I realize how effective the seminars have been on influencing my teaching. Exploring techniques to enhance my own delivery of information and developing new lesson plans helped to create a vibrant learning environment for my students. This vibrant environment was a result of the use of high impact educational practices such as field trips, small group discussion, collaborative assignments, reflection, learning communities and writing intensive courses.

To highlight a few of the practices, it would be important to start with the formation of a learning community. Through the Gen Ed seminars John Akana, Sean Scanlan and I identified the opportunity to come together as a group to make a significant impact on the student’s first year. In addition, through information gathered from the Brooklyn Waterfront Research Center, I was able to design a field trip on tourism and the Brooklyn Bridge Park. This was the first time that many students were so close to the water in Brooklyn and the first time that many were able to associate tourism with Brooklyn.

This fellowship has led me to places that I wanted to go and introduced me to opportunities to share my learning with others. Due to my proven success as a Fellow, I was asked to become the Co-Director of the General Education component of the Grant, as the Co-Director I have been able to guide over 30 Faculty Fellows as they explore, general education, high impact practices, assessment and the electronic platform, OpenLab.

The Living Lab Grant is designed to improve student retention through faculty development. Results that provide evidence of faculty development and the enhancements to our courses can be found on the OpenLab:

- <http://openlab.citytech.cuny.edu/livinglabfellows/>
- <http://openlab.citytech.cuny.edu/groups/living-lab-2nd-year-fellows/>
- <http://openlab.citytech.cuny.edu/secondyearfellows/>.

Research in Order to Revitalize Wine and Beverage Management

Of great significance to my teaching and my research was being invited to “Cape Wine Europe”, Wines of South Africa’s (WOSA) International Conference in London, England. At this conference I networked with over 150 different producers of wine showing approximately 1200 wines, tasted and evaluated over 150 wines and participated in numerous lectures focused on viticulture, oenology and marketing practices. The lectures of greatest impact were:

- “Pinotage: a short overview with a tasting of a selection of 6 wines from 1966 – 2007”
Presented by Andre Morgenthal, Wines of South Africa:
- “Empowerment Brands - what does this mean to the world?” Presented by Vivian Kleynhans, African Roots Wines.
- “Fairtrade as a business model”, *Presented by Michael Gidney, Fairtrade foundation UK.*

Through these lectures I am able to better communicate the attributes of South African wines, both past and present and have a greater ability to forecast trends in the South African wine industry.

In addition to enhancing my lectures, I have paired with Susan Philip to research the impacts of the wine industry and wine tourism in South Africa, begin the research for a paper and present it at two conferences *The Economic and Socio-Cultural Benefits of Wine Tourism in South Africa* will be presented at the 6th Annual International Conference of the American Association of Wine Economists in Princeton, NJ, June 7-10, 2012 and at the Global Gateways and Local Connections: Cities, Agriculture and the Future of Food Systems Conference at New York University, NY. June 20-24, 2012. This collaboration and research will continue.

Yet another benefit has been realized from my invitation to the WOSA European Conference. My network of wine professionals has been expanded and resulted in a new donation of wines worth approximately \$540.00.

Research in the field of wine can also be recognized through student work. Marilyn Joy Macuha, class of 2012, had her research assignment, “A Visit to Torres Winery in Pals del Penedès 28”, published in the 7th edition of City Tech Writer.

Further work involving wine and wine research has resulted in attaining a certification from the Society of Wine Educators. I currently hold the title of Certified Specialist of Wine, the first step in the prestigious Certified Wine Educator certificate.

Revitalizing the Students’ Experience through Grants

Together with Lynda Dias, a grant proposal was submitted and subsequently awarded for a new project in the Wines of the New World course. This Grant, awarded by the Julia Child Foundation for Gastronomy and the Culinary Arts, is designed to provide students a chance to engage in every aspect of making and marketing wine. Students, under the direction of City Winery oenologists, will crush grapes and blend the resulting wine to create the final table wine that will be used in the Janet Lefler Dining Room. The Grant is written to touch and inspire more students than in the immediate class

because the “student oenologists” will return to City Tech to educate the students in the Dining Room Operations course about the wine that will be served to guests.

Based on Kuh’s High Impact Practices, published in the AAC&U, students making and marketing their own wine in the Wine of the New World class will engage in collaborative assignments and undergraduate research, both proven to enhance a student’s understanding of the subject matter at hand.

Les Dames d’ Escoffier, Revitalizing Scholarship Opportunities for Students and Professionals

After being inducted into Les Dames d’ Escoffier, an organization for female leaders in the field of hospitality, food and fine beverages, I quickly joined the Board of Directors as a Delegate-at-Large.

In this position I have been able to make a difference in helping to secure over \$51,000 in scholarships by volunteering as the auction coordinator for Food and Wine Tribute Dinner benefiting Les Dames d’Escoffier, New York Scholarship Fund. During this dinner City Tech students volunteered and were able to network with the leaders in the food and beverage industry such as Jacques Torres, Martha Stewart and Daniel Boulud among others.

It is also a pleasure to have sponsored a graduate, Kubee Kassaye, for the Les Dames International Legacy Award in which she has been awarded. As a Legacy Award winner, Kassaye will spend a week in the fall of 2012 working side-by-side and under the direction of an extremely successful Dame. In Kassaye’s case, that will be Dame Margaret Chisholm, executive chef, Culinary Capers, Vancouver, BC, Canada, winner of the 2011 Chef of the Year Award from the International Caterers Association and co-author of *The Girls Who Dish!: Seconds Anyone?*

A quote from Kubee:

“I’m excited about this opportunity to learn new culinary and managerial skills, especially when it comes to overseeing a big kitchen, from Chef Chisholm. This experience will help me become a better chef and a better team player.”

Final Thoughts

Though I engaged in many additional activities than are listed in this self evaluation, I feel that most of my teaching, service and scholarly work have been influenced by two books that focus on stimulating change and examining “the big picture”. They are Wiggins and McTighe’s *Understanding by Design* and Kahneman’s *Thinking, Fast and Slow*.

(Signature)

Self Evaluation, Karen Goodlad, Assistant Professor, 2011 “Opportunity”

I feel opportunity is defined as a favorable moment of circumstances. It is creating a moment (or moments) that I find is most important as an educator at New York City College of Technology, CUNY. The school year of 2010 and 2011 was a year filled with creating opportunities for students, the department and the college. These opportunities are within and out of the classroom and are representative of teaching, scholarly and professional growth and service to various communities.

Advisement Liaison

Opportunities for students are best captured when a clear and cohesive path towards graduation is understood and prepared for in order to reach ones goals. As the Advisement Liaison for the Department of Hospitality Management, I set the foundation for students to be prepared for such opportunities. To start, I work with the faculty to ensure they are well prepared to communicate the best path a student can take to attain their academic goals. I accomplished this through workshops and individual training sessions. The most recent workshop involved the entire department and focused on planning for upper level “area of focus” and “elective” courses as well as the various study abroad programs available to our student. Faculty members were presented with various scenarios and worked together to identify which course of study a student can embark on. This resulted in an understanding of various “pathways to graduation” that best suit a student’s academic and career objectives.

In a continuous effort to lead the department in maintaining standards for helping students understand their “pathway to graduation”, I individually mentor new and established faculty on understanding the numerous and intricate aspects of the advisement process. This may include evaluating a student’s potential course sequencing, understanding behavioral science and social science sequencing, plotting electives, identifying stop codes, and understanding probation standards among other aspects of student transcripts and degree audits. Faculty members are well prepared to ensure students are advised properly.

These advisement efforts are made to ensure that each first-time freshman, lower junior and newly enrolled student, transfer or readmit, meet with a full-time faculty advisor to establish an individual path for success in college. Through the workshops offered and individual mentoring, faculty recognize and respect that after an advisement session, the student should clearly understand their “path to graduation” and how to use the available resources to attain services provided by the college.

Working with transfer students is an additional role I take as advisement liaison. Many transfer students have unexpected and unusual course sequencing and my expertise in analyzing and interpreting their transfer credits allows for a greater ease of transition for the student and to allow them to better meet their academic expectations and responsibilities as a City Tech student.

New Student Orientation

I feel it is important to ease the transition of new students into our department so that they feel welcome members in their new community. This is why I take a leadership role in the department’s New Student Orientation sessions. These sessions are a key moment in time for establishing our high levels of expectation and performance, including the promotion of diversity issues, academic standards and our powerful sense of community. The objectives are set out as:

- 1) familiarize students with the facility;
- 2) familiarize students with the curriculum;
- 3) familiarize students with the department culture;

- 4) and provide the opportunity for students to develop communities.

Once again this year, student leaders from various areas of focus of our department were helpful in communicating our goals and objectives and in setting forth our culture from a peer point of view. Student leaders are vital to the success of orientation and create opportunities for themselves as leaders and their new classmates as our future leaders.

Internship Faculty Advisor

My role as the liaison to students working with the Walt Disney World College Program provides students with real world work experience with a Fortune 100 leader in hospitality management. During the 2010/2011 school year, over 20 students have obtained internship positions with the Walt Disney Company, while four graduates were promoted to management positions. In addition to the success for this school year, over 30 students have been recruited for the fall 2011 semester, more than ever in our school's 30 year history with the Walt Disney Company.

Disney provides students with unique learning conditions that cannot be replicated in any other organization. I have noticed that students benefit from their Disney College Program internships and return to City Tech with increased maturity and contribute in positive ways in and out of the classroom. Many develop a greater understanding of their career path, while others return with an established sense of their role as a student and future industry leader.

As part of their studies, students prepare a professional portfolio of their experience to use as they seek positions in the New York work force. It is evident that Disney College Program students gain a greater perspective on topics such as leadership, diversity, and personal and professional development and reap long term benefit from the vast number of effective learning experiences.

As students return to City Tech some decide to become Disney College Program Campus Representatives. I work to guide these students on developing marketing plans to promote the recruitment sessions. These students understand their impact in the culture of their department and college and value the lessons they learn during this period of professional growth. Students identify target markets, establish a plan to reach these markets and execute their plans effectively and in a professional manner; leading to five consecutive semesters of dramatic growth in student participation in recruitment sessions.

It is for these reasons that I value my role in the internship so much.

Title V Grant Initiatives

Being selected as one of the fellows in the Title V Grant "A Living Laboratory: Redesigning General Education for a 21st-Century College of Technology." has been a great honor. This grant is allowing me, along with all the Fellows, to explore general education and implement desired high impact initiatives to reach our established and redefined objectives.

Through shared learning, discussion, workshops and team exercises my initial results have been to redesign the syllabus for HMG1101, Perspectives in Hospitality Management, a first semester freshman course. In the fall of 2011, this course will incorporate the lessons based on the Brooklyn waterfront, a digital platform for teaching, learning and sharing, learning community initiatives and more focused business and academic writing assignments with the objective of increasing communication skills and critical thinking skills of the students.

The research and course development have lead to the opportunity present the work title Mapping and Modifying Learning Activities at the CUNY General Education Conference on May 13, 2011.

Wine Course Initiatives

I created opportunity for our students studying about wine and beverage when I was awarded a Beitler Grant. This generous grant provided the funds to purchase a Wine Aroma Master Kit and Wine Aroma Wheels. Both items were used to enhance the learning experience of 100 students in the Wine and Beverage Management course. The grant proved to greatly reduce the disparity among students with practice and familiarity of identifying various scents and aromas with those who are just developing this skill. An additional benefit of the Wine Aroma Master Kit is that it can be used over and over again for many semesters.

A further classroom enhancement is collaboration with Brooklyn Winery, an urban winery providing a “unique, entertaining, and educational winemaking experience” in Williamsburg. Students took a field trip to learn about the vinification process first hand leading to a greater understanding of the equipment used in making wine and networking with local business leaders. An added result of this collaboration was that a student secured an internship at the winery and one was hired for a part time position!

In progress are negotiations to bring students back to the Brooklyn Winery, not only for a tour but to actually go through the process of making our own proprietary wine that can be served in the Janet Lefler Dining Room.

To create an even more valuable and effective classroom for students to learn about wine and beverage, I have worked to secure approximately \$8,000.00 in donations of wine as of April 27, 2011 and more donations are forthcoming. These donations have been received through relationships that have been cultivated over years of industry networks. It is through the generous donations received that students are able to experience a broad breadth of wine from extensive and prestigious wine regions throughout the world.

I believe that once the financial burden of education is lifted, retention is increased and chances to explore educational opportunities are greatly increased. Furthermore, prospects for employment in the wine industry continue to grow and supporting advanced study in wine is a path to continued academic and career success. To attain the unique skill set and knowledge base for this segment of hospitality, scholarships for students studying wine and showing potential in the wine business were secured once again this year. This year over \$4000.00 in scholarship and awards will be presented to students meeting a set of criteria. An example of recent benefits as a result of wine scholarships is that one 2010 winner used the funds to travel to France to work during the grape harvest in Alsace, a prestigious wine growing region while another used the funds to support himself while interning at a restaurant with an extensive wine program. A third recipient used the funds to help offset his moving expenses as he took on a management trainee position in food and beverage with the Walt Disney Company.

The scholarships and awards are provided by Frederick Wildman and Sons, Inc. and The Wine Media Guild.

Final Thoughts

Evidence of the career success I have earned over my 15+ years in the hospitality industry is witnessed in my induction into *Les Dames d'Escoffier*. Members are inducted into the organization by invitation, based on “significant” accomplishments in the hospitality industry. *Les Dames d'Escoffier* is an organization focusing on education, philanthropy and advocacy for women in the hospitality industry and is one of the most prestigious organization in the field of hospitality. In addition to my induction I quickly began work on their scholarship committee helping to organize, evaluate and select various students meeting strict criteria. In 2010 *Les Dames d'Escoffier* provided \$92,000.00 in scholarships. The total for 2011 was \$40,000+ with fundraising efforts underway to reach a goal of \$100,000 for 2012.

As a culmination to my efforts to create opportunity, my success as a mentor this year was enhanced when Theresa Evans, a HMGT candidate for valedictorian was awarded this honor. Mentoring her has been a pleasure and mentoring her through the process of applying for, interviewing for and being award the honor of valedictorian has been exhilarating. It has been a pleasure to help her find the right opportunities to achieve her goals for she is a bright, professional, hard working young woman who is willing to take risks to pursue her career aspirations. It has been an honor to work with her and her success and others like her who reach their goals and realize their dreams is why I work so hard to create the environment that I do. It is the development of the various opportunities presented thus far for each of our students and the college which I seek to accomplish with each choice I make.