Request for Tenure Track Faculty

**Program:** Construction Technology

**Initiator(s):** Ted Stodder, Paul Kinsey

1. **Program(s) Supported by the Discipline:** Residential Construction, Cabinetmaking & mill work, Drafting Technology

2. **Job Description.** Separate requests are **required** for each position sought. Please indicate if this request is site specific and the location(s).

*Site specific: Eureka Main Campus.*

*College of the Redwoods seeks a Professor: Construction Technology.*

*College of the Redwoods has a fifty year history of Residential Construction. The Construction Technology Professor will teach carpentry theory and carpentry lab courses that result in the construction of a single family residence. Other requirements of this job include:*

- Bachelors’ degree
- Licensed California Contractor
- 4 years recent experience in all aspects of residential construction

*The person needed to perform the house project needs to be proficient in house building, subcontractor scheduling, house budget management in identifying/buying buildable lots and selling the completed home, and in continually blending the construction technology program to the other applied tech programs on the campus. This position requires aspects of coordination, planning, and budgeting.*

*Other duties of this position include maintenance of course curriculum, conduct advisory committee meetings, course and program level assessments, oversee house project requirements from plan development through to final inspection and sale of the residence.*

*The faculty member responsible for the Residential Construction Technology Program oversees all phases of not only the curricular aspects of the program, but also acts as the Student Project House Coordinator. These duties include but are not limited to:*

- Works with local realtors and the CR business office to purchase building lots.
- House plan selection of potential project houses drawn by Architectural Drafting Students.
- Work with local Engineers to provide California’s Title 24 Energy Audit Calculations.
- Work with local Engineers structural analysis and calculations.
- Work with local jurisdictions to acquire building permits.*
• Write purchase orders to acquire materials required for the house construction eg. lumber, concrete, hardware and fasteners, roof framing, siding, windows, doors, etc.
• Hires, writes contracts, schedules, oversees, and approves payments to subcontractors.
• Coordinates lecture course instruction with the progress of the house
• Coordinates w/ full time and associate faculty (Residential Electrical, Cabinetmaking) with their courses and the progress of the house.
• Oversees final completion of the house
• Works with local realtors to list and sell the house on the open market

3. Please check ONE of the following categories: Faculty Replacement Position, Growth Position or New Program/Discipline. Provide related information. (0-5 Points)

Faculty Replacement Position (check one)

X Stable or growing discipline or program needs replacement for FT faculty who have left within this academic year

☐ Stable or growing discipline or program needs replacement for FT faculty who have left within 1-2 years

☐ Stable discipline or program needs replacement for FT faculty who have left within three-four years

☐ Stable discipline or program can justify replacement for FT faculty who have left within five years or more

☐ Outside accreditation is at risk without FT hire

Provide justification and documentation. Include when the position became vacant and the incumbent to be replaced.

Ted Stodder is retiring effective the end of this academic year. As stated above in the job description section, this position is specialized in that Ted is the only construction technology professor who has consistence house building knowledge from initial phase of identifying a buildable lot to planning the entire project to selling the completed home. The remaining construction technology faculty have other expertise in their areas of emphasis but not in the general house building planning/subcontracting/on-site coordination.

Stability of the house-building construction courses are evident in how the program and its 10 student house course’s involve and blend with other construction specific courses: 2 cabinet-making, 4 residential wiring; 2 solar courses; and with other disciplines: 2 courses in Drafting Technology, 1 course in Manufacturing Technology. The Welding requires students to take 2 construction courses. Basically, the house building curriculum within the CR construction technology program supports other disciplines and visa versa.

Enrollments in the 23 courses stated above that are related to the house project are consistently full each and every semester, many with waiting lists.
Growth Position (check one)

☐ Enrollment data over past two years indicate program is growing
☐ Enrollment data over past two years indicate program is stable
☐ Enrollment data over past two years indicate program is declining
☐ Independent marketing or other data indicate growth potential

Provide justification and documentation.

New Program/Discipline Position

☐ Program Initialization process complete
☐ State curriculum approval complete
☐ Program has grown significantly without FT faculty
☐ Independent marketing data suggests viability of new program

Provide justification and documentation.

4. FT/PT Ratio: Indicate which statement/s are confirmed by the data: (0 - 5 points)

☐ Program has no full-time faculty
☐ FT/PT ratio below 50/50 percent
☐ FT/PT ratio below 60/40 percent
☒ FT/PT ratio below 75/25 percent
☐ FT/PT ratio results in critical lack of effective oversight for associate faculty
☐ Reliable pool of well-qualified associate faculty is unavailable

(In the case of non-teaching faculty positions, the criteria will be the deviation from norms obtained from like institutions)

Provide justification and documentation.

Even though the construction technology program has a higher ratio of full-time to part-time, the specialization of the house project and all the curriculum and planning of that project needs to be the focus of conversation. The ratio will go down if the position is not filled.
5. Program/Student Outcomes (0 – 5 points)

Provide a narrative justifying need for full-time faculty in order to maintain and/or improve program and student learning outcomes (one-page max), based on the following: (0 – 5 points)

- Demonstrate a clear need for FT faculty in order to maintain program outcomes
- Justification demonstrates a clear need for FT faculty in order to achieve student learning outcomes

Narrative:

Construction Technology Program level outcomes are as follows:

1. Provide the local residential construction industry with a professionally trained workforce.
2. Prepare students to analyze and evaluate construction-project requirements in relationship to the world around them.
3. Demonstrate an ability to analyze and communicate ideas effectively with co-workers and the general public.

Full time faculty is necessary to provide oversight of the Construction Technology Program and the course level outcomes leading to achievement of PLO’s. The house project is THE project that encompasses all aspects of the curriculum into a lab setting that enables CT students to enter the workforce professionally trained. Upon completion of the house project, it is not uncommon to have had 100 CR students from the 23 different courses assessed in the above program outcomes and in course level outcomes related to the individual course.

In order to maintain this level of outcome assessment and to continually assess the course learning outcomes of all the classes associated with the house project, this position is needed.

This position will also take part in associate faculty recruitment and assessment support to ensure the continual connection between all the classes associated with the house construction courses.
RUBRIC FOR PRIORITIZING FULL-TIME FACULTY POSITIONS

**Faculty Replacement Position**
- Stable or growing discipline or program needs replacement for FT faculty who have left within this academic year
- Stable or growing discipline or program needs replacement for FT faculty who have left within 1-2 years
- Stable discipline or program needs replacement for FT faculty who have left within three-four years
- Stable discipline or program can justify replacement for FT faculty who have left within five years or more
- Outside accreditation is at risk without FT hire

**Points (0-5):**

**OR**

**Growth Position**
- Enrollment data over past two years indicate program is *growing*
- Enrollment data over past two years indicate program is *stable*
- Enrollment data over past two years indicate program is *declining*
- Independent marketing or other data indicate growth potential

**New Program/Discipline Position**
- Program Initialization process complete
- State curriculum approval complete
- New program has shown significant growth without FT faculty
- Independent marketing data suggest viability of new program

**FT/PT Ratio**
- Program has no full-time faculty
- FT/PT ratio below 50/50 percent
- FT/PT ratio below 60/40 percent
- FT/PT ratio below 75/25 percent
- FT/PT ratio results in critical lack of effective oversight for associate faculty
- Reliable pool of well-qualified associate faculty is unavailable

(In the case of non teaching faculty positions, the criteria will be the deviation from norms obtained from like institutions)

**Points (0-5):**

**Program/Student Outcomes**
- Narrative justification demonstrates clear need for FT faculty in order to maintain program outcomes
- Narrative justification demonstrates clear need for FT faculty in order to achieve student learning outcomes

**Other (Shared Interest)**
- Shared interest determined by the Faculty Prioritization Committee. Scoring rubric will be mutually agreed and will be based on the nature of the shared interest.

**Points (0-5):**

**TOTAL**