Grand Rapids Community College Foundation
Instructional Improvement and Professional Development (IIPD) Grant
Report Form

IIPD guidelines require that any individual who receives an IIPD grant must submit a report on their activities within 60 days of completion of the activities. This report must be received by the GRCC Grants and Resource Development Officer in order to be considered eligible for an IIPD grant in a subsequent year. Submit your report to the Grants and Resource Development Officer, mezzanine level, College Park Plaza Building.

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Date of IIPD Award (insert year award was received):
October, 2007 March, 200__

Purpose of Grant:
To stay current with construction trends.

Please respond to the following questions related to the activity for which you received grant funding and attach your report to this form.

1. Describe the new avenues of instruction, including changes in curriculum, teaching strategies or other changes that are resulting from your grant-funded activity.

2. How will the grant-funded activity result in an impact on student learning and enhancements to student success?

3. What steps are you taking to assess the impact of this activity on student learning?

4. How are you engaging others in the learning process and disseminating activity results with the wider campus community? NOTE: If shared learning activities have not yet taken place, an addendum to this report must be filed with the Grants Office describing shared learning activities prior to applying for another IIPD grant, as required by IIPD Guidelines.

5. Describe how the grant-funded activity is supporting the objectives of your department and your existing job responsibilities.

6. How has this grant helped in fostering your professional development goals?

Revised 2/07
1. Describe the new avenues of instruction, including changes in curriculum, teaching strategies or other changes that are resulting from your grant funded activity.

Many of the learning seminars that we tended at the International Builders Show focused on the shift in building towards “Green Building”. This is not only an emphasis in commercial construction but also in residential construction. With our students going to work for both residential and commercial construction companies, we have been incorporating the language of green building and demonstrating many of the green building logics into our class projects. This includes window selection, framing techniques, flashing around window and door openings, the use of foam sheeting, insulation options and many others. Students need to know what customers want in their home project. Learning the terminology and how green building can improve a contractor’s marketability can really help in a slow housing market like we have now. The contractors that are building green are still staying busy today.

2. How will the grant-funded activity result in an impact on student learning and enhancements to student success?

Our Job Training students are expecting to leave our classes and be ready to go to work. The trends in construction are all leaning in the direction of “Green Building”. The seminars that we attended at the International Builders Show in February gave us very valuable information on what green building is and the standards that a housing project must meet to be considered “Green”. There are many misconceptions about what in means to have a house certified as green built. There are a couple of agencies available to contractors that will come in and certify them for a green built home. These are L.E.E.D. and Five Star Energy. We use this information to get our students ready for these standards in the projects they will be building once they leave our classes. They need to know that customers are demanding this type of building and that they will need to have their projects certified for it to be considered a legitimate green home.

3. What steps are you taking to assess the impact on this activity on students learning?

The curriculums that we use at Job Training are the result of information that we gather from advisory committees from the construction trades. The impact of incorporating more green building language and techniques into our training will be determined by the feedback we get from the employers that our students go to work for. We will be interested to collect that information at our next advisory committee meeting. Since the industry is moving rapidly in this direction, we believe that having this information and using these techniques in our classes now will put us ahead of the curve when it comes to placing our students in jobs.

4. How are you engaging others in the learning process and disseminating activity results with the wider campus community?
As we have mentioned in the above questions, much of the training we received at this show had to do with “Green Building”. Duane serves on the Sustainability Committee here at the college. He has used much of the information to help this committee to go forward in the college’s quest to be a better representative to our community in sustainability. As part of our Construction Trades program in Job Training, we build houses for Habitat for Humanity. The houses that we build are certified as L.E.E.D. build homes. We incorporate many of the techniques and materials that we learned about at this seminar. The Habitat for Humanity homes that our students build have been the first L.E.E.D. Certified homes that the Grand Rapids chapter of Habitat for Humanity have ever built. They take much pride in that and the results have been that they are now using these techniques on all their homes.

5. Describe how the grant-funded activity is supporting the objectives of your department and existing job responsibilities.

The objectives of our department are all around preparing students for full time employment in construction trades. This is a very broad area of employment with the possibility of our students going into many different types of jobs. We feel a need to give our students a well rounded educational experience. We have no idea where they will end up for a career since the possibilities are so many. Having gone to the International Builders Show, we were able to rub shoulders with contractors from all over the country to find out what they are looking for in trained employees. This experience is critical to us to best prepare our students for their careers. Our students need to be ready to take the skills and knowledge they have learned at G.R.C.C. anywhere in the country. We need to keep our program on the leading edge of our industry. This seminar was very helpful to confirm many things we are now doing as well as to incorporate some new things.

6. How has this grant helped in fostering your professional development goals?

Both of us have committed ourselves to keep the construction trades program at this college the best in the area. We have had the support of both our Job Training administration and the broader G.R.C.C. administration to keep ourselves current in our specific area of training. Having the opportunity to attend this type of seminar in an invaluable part of this goal of being the best. We need to get out of the comfort of our classrooms to see the broader view of what is going on from a national point of view in construction trades. Our students are the beneficiaries of this experience.