



STATEMENT OF SCHOLARY INTEREST

I see this as an area of exciting opportunity to grow, develop and comprehend the needed change in our educational system. We are hearing calls from mainstream "YOU DON'T NEED NO STINK'N COLLEGE" - College debt that takes years to get out from underneath, where the starting salary of most jobs coupled with living expenses quickly has many young adults agreeing college is not the answer. Even employers are encouraging the move to technical schools or internship programs however they are not changing their requirements for many of their management positions. Thus when an employee "ages" out of the back breaking work that has gained them tremendous knowledge in the field, they are still competing against those with very little work experience but have a degree or losing out all together and not even getting a seat at the interview because they don't meet the minimum qualifications. A few things need to happen before we can be successful at eliminating the formal University Education platform or at least altering it to invite in other opportunities for career and personal growth for technical career education.

First and foremost, training and educating on the importance of mindset and how to appreciate the gift of lifelong learning. I think some get a bad taste in their mouth and draw a clear line between school and work and thus lose track that we never stop learning, we just gain the opportunity to direct and manage how we will receive information in the future. This acceptance and understanding gives people the permission to learn things that they may not like, or that are not easy to learn however necessary to scale to the next level of accomplishment. This means that we also have the power to chose how we design our education experience.



Currently in the industry, we have a workforce of older individuals that have extremely valuable construction experience that are being pushed out by a younger generation of technologically strength based individuals with no practical experience. This is causing the "End User" to pay for costly mistakes by an industry that is overwhelmed with work, not enough skilled labor and management by inexperienced supervision. There are many factors involved that I would love the opportunity to use mixed-methods approach data collection, using both qualitative and quantitative research protocols. My goal would be to determine necessary training techniques to improve the expeditious adaptability to technology required by the older, work experienced generation to utilize their experience in conjunction with evolving construction technology. I would also like to introduce a new teaching model that trains seasoned professionals - HOW TO TEACH - so that they may be available to mentor and guide younger workers. This model captures vital means and methods through years of hands on expereinced that can now be passed on generation to generation much like we used to do before technology required everyone to read about it.



Most in management positions, came through the school of hard knocks with a tool belt on and left the necessity for computer dialogue to the office administrator. They are very capable of learning a computer program however by the time they learn it, it typically has changes or updates that require another level of learning that becomes frustrating. There is a feeling that to get the work done - one must just learn the very basics of the program to get through what needs to be done so that the "real work" can continue in the field. The younger generations, on the other hand, is assumed to be computer literate because they can play computer games but are missing key teaching on business application software.

They can however, adjust to multiple software program updates/changes and are used to having to be adaptable to this frequent interruption. However, the tendency from business is to manage from the office and not expand on their field experience. I am confident that educating construction companies and helping them see the need for educating the entire pipeline will improve workforce fluidity and efficiency.

Over the past fourteen years of instruction, I have built valuable relationships with industry partners, government agencies, and public entities that would all provide as valuable resources the development of this topic. I am confident that their support would expand beyond the boundaries of data collection and analysis, but could provide financial support, as well as, controlled test/study opportunities. These relationships have also led to my participation in the development of outreach educational and technical assistance programs for high school and adult education programs. My scholarly interests in this arena are just as strong as my goals to continue to achieve educational advancement for myself, as a model for my students, and the importance of lifelong learning.

I am an actively sought out speaker for community organizations interested in the community and economic growth of my local community - Calaveras County. I work globally with Training Mentorships and Company Culture Development. I strive to educate the public in our civic responsibility to develop and implement a coordinated plan of action with comprehension of the correlation between education, economics, community and master planning. I believe by educating people and helping them realize change is going to happen but you must be a participant to control the movement of the change in being complimentary to your community needs and desires.

In summary, my role as an educator does not stop in the classroom. To my students, I must introduce the compatibility of textbook knowledge with work experience, work experience with evolving technology. To my community, I wish to be a broad base of knowledge supported by experience and foundational education, research, data and analyses. To the Construction Industry, I hope to be a leader in providing new passion and insight to the opportunities this career path can offer.

