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2022 PIN Executive

EARLY BIRD SPECIAL

EXTENDED

MARCH 31st

PIN

Leadership Summit

&

WFCP

World Congress

June 12-17/2022

San Sebastian Spain



PIN PRESIDENT

Stuart Cullum
President Olds College
Olds
Canada

It seems that, while the grip of the COVID Pandemic has not fully released, it has lost much of its force and many of our institutions have been able to return to a semblance of normalcy.

Of course, our world has changed as has our understanding of how education content can be delivered and how work can be done. Like many of you, at Olds College we are taking stock of what we have learned, what we have gained and what we can apply in order to access students differently and in some cases better in support of their learning and development.

As well, our institution remains poised to not only deliver the programming that our communities need, but to enhance our role in supporting economic recovery and environmental leadership.

We look forward to sharing our work and progress at this year's PIN Leadership Summit in Spain. And I look forward to learning from many of you. Our agenda will include case studies about leadership for our institutions and our communities. There will be best practice presentations to learn from, in addition to strategy workshops and keynotes. Throughout, there will be opportunities for dialogue and collaborative exploration.

Our last Summit led to a great collaborative project in cyber security training through gamification. The project is being spearheaded by Lambton College and you can learn more in their update below."

I suspect other opportunities will emerge as a result of this year's event. As this year's Summit is being held in concert with the World Federation of Colleges and Polytechnics (WFCP) 2022 World Congress, it will be a great week of learning, sharing and networking.

I look forward to seeing you in Spain!

Stuart Cullum

PIN LEADERSHIP SUMMIT WFCP WORLD CONGRESS

THE PIN LEADERSHIP SUMMIT is held in concert with the WORLD FEDERATION OF COLLEGES AND POLYTECHNICS WORLD CONGRESS.

Registration for the Summit, the Congress and the Affinity Group Pre-Congress includes:

- Access to PIN Leadership Summit on June 13th, 14th
- PIN Reception on June 12th
- Coffee-breaks on June 13rd, 14th
- Lunches on June 13rd, 14th
- Access to Affinity group selected on June 15th
- Access to the Congress sessions on June 16th, 17th
- Welcome reception on June 15th
- Coffee-breaks on June 16th, 17th
- Lunches on June 16th, 17th
- Documentation

Preferred Hotel For PIN Members

Barceló Costa Vasca

Address:

Pío Baroja Pasealekua, 15, 20008

Donostia, Gipuzkoa, Spain

Phone:

+34 943 31 79 50



It is recommended to book directly with the hotel

www.barcelo.com/en-ca/barcelo-costa-vasca



PIN LEADERSHIP SUMMIT WFCP WORLD CONGRESS



	Early Birds registration fee deadline	Standard registration fee deadline	Late registration fee deadline
	31st March 2022	30 April 2022	10 June 2022
Congress	€350.00	€600.00	€800.00
Congress + Leadership summit *	€490.00	€740.00	€940.00
Congress + Affinity group (Pre-Congress day)	€350.00	€600.00	€800.00
Congress + Leadership summit * + Affinity Group (Pre-Congress day)	€490.00	€740.00	€940.00

***Limited to post-secondary and association presidents, executive leaders and board members**

EARLY BIRD SPECIAL EXTENDED

MARCH 31st

Further information regarding the

WFCP World Congress and the PIN Leadership Summit

is available on the

**World Federation of Colleges and Polytechnics
official website**

Click to open link to register

<https://wfc2022.eus/en/how-register>

UNIVERSITY OF HAWAII MAUI COLLEGE

“He ‘a‘ali‘i ku makani mai au” – “I am a wind-resting ‘a‘ali‘i; no gale can push me over.” The ‘a‘ali‘i can withstand the worst of gales, twisting and bending but seldom breaking or falling over.

This ‘ōlelo no‘eau has been our rallying cry since March 2020. It reminds us daily to be nimble like the ‘a‘ali‘i, to withstand the strong winds of the uplands.

We have faced the COVID-19 pandemic winds head on with strength and resilience. Who would have thought this pandemic would extend beyond a year? We have learned many lessons along the way and we have not wavered from our commitment to develop quality higher education for the Maui Nui Community and to serve the community at large as the pandemic persists.

One of the highlights during 2021 was hosting mass vaccination clinics for the entire Maui community. The clinics ran from December until May and, in partnership with the Department of Health Maui branch, we assisted in putting thousands of shots into arms. I am so proud of our staff that helped support the efforts in many ways. Our nursing students were deployed to assist with the vaccinations and our culinary arts students fed the thousands of volunteers who rallied around us to help in this effort. Our campus continues to answer the community call by hosting vaccination clinics at our Campus Health Center and offering free testing on campus to the community at large to this day.

We had decided early on (even prior to March 2020) that UH Maui College would be “all in.” We would communicate regularly, welcome every innovative idea, partner with the public and private sectors, deploy every resource – human and otherwise – to keep our campus safe, keep our students learning, and do what we could to help our county. We knew it would be a herculean task. And we knew we could do it because we are fortunate to have a deep bench of faculty, staff, students, and community supporters with an awesome range of knowledge and capabilities.

“All our heads went straight to ‘what do we have to do first?’” remembers Campus Security Chief Angela Gannon. “Dr. Denise Cohen (a Nursing Professor with expertise in pandemic response who postponed her retirement when COVID-19 hit) and I immediately looked at our pandemic plan and updated it based on the best information we could get

“We started swimming quickly,” says Gannon. “The Chancellor set up an internal COVID task force that met regularly, sometimes twice a week. We met with the Maui Emergency Management Agency three times a week. We listened in to what the State was doing.”

In addition to implementing health and safety protocols prescribed by the CDC and the University of Hawai‘i system and enhanced for our own campus, we needed to transition to as much virtual learning as possible – a huge undertaking in and of itself. Then we needed to find a use for our mostly empty campus.

UNIVERSITY OF HAWAII MAUI COLLEGE

“The Chancellor immediately chose to integrate the National Guard,” continues Gannon. Fortunately, we have Aris Banaag. In addition to being our Personal Support Counselor and our Veteran’s Resource Center Coordinator, he’s an active duty Hawai’i Army National Guard Captain.

He jumped right in to help us create an agreement among the college, the Guard, and the Maui District Office of the State Department of Health to use our campus resources. Immediately, we dedicated a classroom for contact tracing and assisted with training contact tracers.

After nine long months, the vaccine rollout finally began and holding vaccination clinics on campus became our top priority. Managed by DOH, we provide the real estate – our large back parking lot – and many dozens of volunteers. The logistics

could have been daunting. But we have Angela Gannon. “First and foremost is safety. I’m going to communicate with all my campus facilities to make sure the flow is as smooth as possible among the numerous moving parts – tables and chairs, signs, making sure gates are open when they need to be open, cones, traffic flow, does everyone know where to go, walkie/talkies for 80 volunteers, people need to get to restrooms, someone’s car battery dies. And remember, we also do have some faculty, staff and students on campus.

At our trial run on December 15th, it was inspiring to see our nursing students vaccinate their nursing professors! December 23rd was another emotional day as the first doses of vaccine were administered to our first responders. Yes, there were bumps but we continued to improve and get the job done every single week.

Our 2020 nursing graduates have been on the community front lines since the beginning and our current cohort has been at every vaccination clinic. Our nursing students continue to serve. And Dr. Denise Cohen – who was supposed to retire from our Nursing program at the end of 2019 – is busier than ever coordinating our on-campus vaccination clinics.



UNIVERSITY OF HAWAII MAUI COLLEGE

Science is playing a role in all our daily lives like never before. So we are fortunate to have a first-rate STEM (Science, Technology, Engineering, Math) program and faculty. Sean Calder heads it up and his areas of expertise are biology and microbiology. His department stepped up immediately. “Most of our faculty volunteered multiple times at the clinics,” Calder reports. “Our students volunteered, too.” And there’s this. “We had the only two minus-80-degree freezers on the island so my faculty colleague Sally Irwin and I immediately got it over to the hospital for safe storage of their Pfizer vaccine.”

Over the course of the pandemic, Calder has been able to answer questions about the virus and the vaccines as well as debunk widely circulating myths. “Vaccines are the best tool in the war against infectious diseases,” he says. “I speak from science and empirical evidence. The good these vaccines do exponentially outweigh the risk.

“The vaccines we have are broad based enough to stop the new variants, too. This will eventually go the way of flu shots – every year or couple of years we’ll need a booster,” he explains. The technology used to create these new mRNA vaccines is very powerful, according to Calder. Scientists had been working on it for years prior to this pandemic, which is why several were able to come to market in less than a year when it would normally take six to ten times that long. “This type of vaccine is going to help us overcome emerging infectious diseases,” explains Calder.

He also thinks masks are here to stay, “at least for a long time,” to become as normal a part of our world as they are in Asia.



UNIVERSITY OF HAWAII MAUI COLLEGE

Our Culinary Arts program is one of very few that has been able to meet at least partly face-to-face throughout. Chef Instructor Noel Cleary and Chef Instructor Peter Pak taught our Intermediate Cooking and Batch Cookery classes, respectively. Each had a full cohort of 10 students. Although our on-campus foodservice was suspended for a while, there was lots of good cooking going on. So, during Fall 2020 and Spring 2021 semester, the students prepared and packaged delicious – and beautiful – lunches for students who need to be on campus and for all the vaccination clinic volunteers. And our baking classes offered sweet, luscious treats.



UNIVERSITY OF HAWAII MAUI COLLEGE

“We have to work together to handle these types of situations,” says Chef Pak. “It makes me think of generations past, coming together during World Wars. We need to show we’re willing to get involved, to do our part, and show our appreciation to those who are sacrificing their time and effort for our community. And it affords our students an opportunity to participate in a real-life scenario, cooking food at a high level and sharing it with people.”

Thankfully, through the continued efforts of the Culinary Arts Program faculty, staff, and students, we have been able to offer takeout lunch service last semester and this. And the food is spectacular. We have even been able to re-open – on a limited basis – our campus’s fine dining lunch restaurant. We’re hoping to start offering eat-in lunch in our cafeteria in March.



The vaccination clinics are still mission critical. It’s hard for students to learn if they or their families don’t feel safe so we are putting a lot of resources in to the clinics. The pandemic has been a wonderful opportunity for teaching and learning. Hopefully, we’ll very soon be part of ending it.



Let’s let Angela Gannon sum it up. “Everything we’ve done and are doing is preparing us for a better future. We don’t know what’s around the corner. But 2020/2021 becomes part of your resume, of your experience. It makes you a better person and you leave a legacy for the future...for all of us.”

LAMBTON COLLEGE

Cyber Security Gamification

Digital technologies are disrupting and transforming all aspects of our lives. In addition to the many positive impacts, they come with their own risks and vulnerabilities. Cyber risk is the fastest growing enterprise threat and organizational priority today, and it has evolved from a technology issue to an organizational problem. While virtually every major industry faces significant cybersecurity challenges, higher education is particularly vulnerable for several key reasons: dependency on online educational technologies and the public sector requirement for transparency and access. This growing risk requires us to educate learners about the protection of their computing devices and our internet networks from malicious behaviors. To escalate cyber security awareness, a new online game called “Protect the Dataverse” was launched at Lambton College in October 2021. This project is the outcome of a unique partnership formed by Lambton College, the Postsecondary International Network (PIN), Olds College (Alberta), Saskatchewan Polytechnic (Saskatchewan), Central Community College (Nebraska, USA) and Colleges and Institutes Canada (CICan).



LAMBTON COLLEGE

The game intended to educate users to have a Secure, Sensible and Safe Online Learning through following objectives and their indicative and meaningful content:

Maintain a professional online presence.

- a. Create suitable email addresses
- b. Post suitable social media content
- c. Ensure privacy of personal data

Identify and respond to online threats in an appropriate manner.

- a. Phishing and scams
- b. Social engineering
- c. Malware and viruses

Manage personal authentication data in a safe and secure manner.

- a. Strong and secure passwords
- b. Security questions
- c. Two step authentication process data securely

Lambton College led the design of the game, including the content creation and development of a leaderboard system.

The game uses a gamified

curriculum that allows players to learn the fundamentals of cyber security as they navigate various user levels and associated missions.

A grading dashboard was also created and connected to the gaming platform to report real-time results. The game takes approximately 20 minutes to complete, and uses a leaderboard-style system that takes users through various levels where they compete in associated missions.

The missions are presented as either content missions or animations that have been designed to engage users while providing them with the knowledge about cyber security. At the end of each content mission, users engage in a checkpoint of knowledge – if they are unsuccessful, they have to re-start the mission.

This project demonstrated how innovative international partnerships can be built to develop educational models and products globally for a very broad use.



CENTRAL COMMUNITY COLLEGE

Criminal Justice: 2+2 Pathway and Metallica Funding

Central Community College and the University of Nebraska at Kearney (UNK) have joined forces to fill a statewide need for law enforcement officers and other criminal justice professionals.

A new pathway program makes it easier for students to start their criminal justice education at CCC before finishing a bachelor's degree at UNK. The 2+2 plan creates a seamless transition between the partner institutions and provides additional flexibility for transfer students and working professionals.

"This 2+2 pathway between our two programs will provide another great opportunity for students once they complete their associate degree in criminal justice at CCC," said Michael David, CCC criminal justice instructor. "This collaborative effort will be a win-win for everyone involved in central Nebraska and is just the beginning of great things to come between UNK and CCC's criminal justice programs."

The first 60 credit hours are earned at CCC, which offers an Associate of Applied Science degree in criminal justice through its Grand Island, Hastings and Columbus locations as well as some online.

The associate degree equips students with the skills and knowledge necessary for entry-level employment in law enforcement, corrections and related careers within the criminal justice field.

After graduating from CCC, students can complete a bachelor's degree through UNK in just two years. This option is also available to working professionals with an associate degree from CCC who want to advance their education or move up in their careers. Under the Nebraska Law Enforcement Education Act, sworn officers may be eligible for a waiver covering 30-percent of their resident tuition costs.

UNK's criminal justice program prepares students for careers at the municipal, county, state and federal levels, as well as graduate and law school. Taught by faculty with both real-world and research experience, the curriculum includes applied-learning experiences and specialized courses reflecting current trends in justice. Degrees can be completed entirely online or through a traditional, on-campus format.



CENTRAL COMMUNITY COLLEGE

The criminal justice pathway is the first program launched by UNK and CCC as part of the Equity Transfer Initiative, a two-year partnership aimed at increasing transfer and completion rates for Black, Hispanic, adult and first-generation learners. The national initiative is led by the American Association of Community Colleges (AACC) in collaboration with the American Association of State Colleges and Universities and the Association of Public and Land-grant Universities.

More good news for CCC's criminal **justice** program. CCC was selected from a competitive field of community colleges across the country to receive \$100,000 to transform the future of students in the community. Funded by Metallica's All Within My Hands Foundation and led by the AACC, the Metallica Scholars Initiative was designed to directly support students while also elevating the importance of career and technical education. This work is highlighted at a global level by leveraging the influence of Metallica who continue to speak out on the dignity of professional trades and community colleges that prepare students. The funds have been earmarked for CCC's growing criminal justice program.



CENTRAL COMMUNITY COLLEGE

Training and Development Grants

CCC training and development partnered in a pair of significant grants during 2020-21.

The first was a \$1,294,579 Advanced Technological Education Program Grant from the National Science Foundation (NSF) given to CCC and South Central College (SCC) in Minnesota. The two institutions leveraged the funding to implement the next phase of the mechatronics distance learning model called iMEC developed by SCC in 2013. This phase will bring mechatronics education to rural high school students through partnerships with area school districts and businesses.

The second was a \$7.5 million grant given to two Connecticut-based institutions to lead the only NSF National Center for Next Generation Manufacturing. CCC and three other two-year colleges were invited to join the leadership team to identify successful strategies for recruiting and retaining people from underrepresented communities in the next generation manufacturing workforce.



The center aims address the need for a pipeline of students pursuing careers in advanced manufacturing starting in high school. It will also strengthen career pathways that include robust degree programs at community colleges, that can then transfer, without loss of credit, to university programs.

“The injection molding and mechatronics programs were a big reason why CCC was able to take part in these grants,” said Doug Pauley, associate dean of training and development. “CCC has made great strides in professional development and education in both areas, and it is gratifying that other institutions are seeking us out as partners in these great endeavors.”



CENTRAL COMMUNITY COLLEGE

2021 Guinness World Records Includes CCC Grad and Intern

A Central Community College alumna and intern earned a spot in the 2021 Guinness World Records.

Katy Ayers, a 2021 graduate of the Columbus Campus, and Nebraska Mushroom LLC owner William “Ash” Gordon hold the record for creating the world’s longest fungal mycelium boat. The 7 ft. 6 in. mushroom boat was constructed by Ayers and Gordon in 2019. To see the entry online, please visit <https://www.guinnessworldrecords.com/world-records/643128-longest-fungal-mycelium-boat>.

“Being named as Guinness World Record holder is a forgotten dream-come-true for me,” said Ayers. “I used to try and fail to break Guinness World Records as a child, and I cannot begin to express the elation of earning one as an adult.”

Gordon, who serves as an intern in the CCC environmental sustainability office, is also listed as a record holder for his role in the mycelium boat’s creation.

“Being recognized for our accomplishment by an iconic publication like Guinness is super exciting,” said Gordon. “I hope that people from across the world will read about us and find inspiration for their own passion in life.

Working with Katy to create the mycelium canoe was an extremely enjoyable experience that inspired me to continue experimenting with mycelium composites and to research new ways to utilize the power of fungi.”

After graduating from CCC in May, Ayers transferred to Washington State University (WSU) which is one of the foremost institutions in mycology research. According to the plant pathology web page on the WSU website, three-quarters of the faculty have research projects involving fungi.

“I am truly grateful for the opportunities and experiences I had at CCC which enabled me to transfer to a much larger university with confidence,” said Ayers. “I feel lucky to have had such caring instructors and advisors who helped me follow my passion. In this case, it led me toward a world record.

During the fall 2021 semester, Ayers served as a chemistry teaching assistant and a technical research assistant for the WSU department of crop and soil sciences.



OLDS COLLEGE

Olds College Smart Farm: Advancing Sustainability and Technology in Agriculture

Olds College is known for high-tech, hands-on agriculture education and innovative applied research that lays the foundation for solving real-world problems in farming, food and land. The Olds College Smart Ag Ecosystem is focused on accelerating the progress and innovation needed to grow Canada's ag industry — and the Olds College Smart Farm is at the heart of it all.

In the summer of 2018, Olds College launched the Olds College Smart Farm. This exciting initiative has seen the College transform into a farm of the future by incorporating the latest technologies aimed at improving productivity, while efficiently and sustainably using resources. The Smart Farm is a cutting-edge learning environment that has grown to include 2,800 acres of farmland, infrastructure, and staff who are experienced in ag tech research and development.

Olds College is also leading the Pan-Canadian Smart Farm Network which addresses the need to improve productivity and sustainability in the agriculture industry. This network of Smart Farms is committed to sharing data and expertise to help farmers, industry and developers better understand, use and develop smart agricultural technologies.

Olds College Centre for Innovation focuses on practical, industry-driven applied research that is implementable by the agriculture industry. Noteworthy research on the Olds College Smart Farm includes assessing the economic and environmental benefits of using native wetland plants and floating island technology to improve water quality; evaluating the economic, environmental, and logistical benefits of autonomous agricultural equipment; and collecting data layers with geographical coordinates across the 2,800-acre Olds College Smart Farm for building next-generation machine learning algorithms for predictive analytics.



View of the experimental setup of Floating Island Technology within the Olds College greenhouse.

<https://drive.google.com/file/d/1xpBplqiqdWNEpyJxMyEMN-irIM6js9uv/view?usp=sharing>

OLDS COLLEGE

Floating Island Technology

Olds College researchers are evaluating the economic and environmental benefits of using native wetland plants and floating island technology to remediate feedlot runoff water. This applied research project, Floating Island Technology for Livestock Water Remediation, aims to effectively improve water quality for irrigation or livestock use by removing nutrients, heavy metals, and other contaminants — as well as minimizing the presence of algae blooms. This means feedlot operators could access alternative, low-cost options for treating feedlot runoff water while being environmentally sustainable.

This research aims to deliver specific information to inform the design and deployment of floating islands and native wetland plants for treating feedlot runoff ponds. It will also provide information about the environmental footprint of livestock production and steps the industry is making towards environmental sustainability.

Autonomous Agriculture Equipment

Olds College is conducting future-focused research on the evaluation and improvement of economic, environmental, and logistical benefits of [autonomous agricultural equipment](#) for broad acre crop production. Finishing its second year of using autonomous agriculture equipment, the Olds College Smart Farm made two substantial improvements to its OMNiPOWER Autonomous Platform: a dedicated and expanded team, and increased data capture with new electronic data collection technology. The team is able to run the equipment more efficiently, get more acreage coverage, and improve field efficiencies and uninterrupted hands-off operation.

In the 2021 growing season, Olds College OMNiPOWER platform completed 56 missions, spread granular fertilizer on 1,895 acres, seeded 497 acres, sprayed 2,158 acres, and clocked five hours and 16 minutes as the longest hands off operation (beating the season one record of one hour and 17 minutes).



OLDS COLLEGE

Data Layer Collection

The [HyperLayer Data Concept](#) project involves collecting data layers with geographical coordinates across the 2,800-acre Olds College Smart Farm. For each field on the Smart Farm, there will be multiple layers of data collected — including topographical data, detailed soil nutrient, compaction and moisture mapping, yield, multispectral and hyperspectral imagery — for analyzing, developing and validating new technologies, and building next-generation machine learning algorithms for predictive analytics.

The predictive algorithms built from the HyperLayer data will provide significant environmental benefits, including a reduction of fertilizer use by precisely estimating yield potential and amount of plant-available soil nutrients throughout the field, as well as water use efficiency. Economically, this data will help increase the competitiveness of Canadian agriculture, optimize efficiencies in field work and crop production, and simulate the development of smart ag technologies.

The Olds College Smart Farm creates a place for producers, industry partners, students and faculty to look at the opportunities and challenges facing the agriculture industry and investigate solutions to evolve agriculture practices.

As Canada's smart agriculture college, Olds College is working to achieve its social purpose of transforming agriculture for a better world. Visit OldsCollege.ca/SmartFarm to learn more!



Felippe Hoffmann Silva Karp, PhD candidate from McGill University, analyzing data for the HyperLayer Data Concept in the Smart Ag Innovation Centre on Olds College campus.

https://drive.google.com/file/d/1jl_3-UVxDnU6yN8C1c6Ks_9oy0N-QtTW/view?usp=sharing

OTAGO POLYTECHNIC

Otago Polytechnic continues to embrace a range of innovative and exciting new initiatives

LONG-SERVING DCE SAYS FUTURE LOOKS BRIGHT

Chris Morland, Deputy Chief Executive Learner Experience Otago Polytechnic, retired on Friday 28 January 2022, bringing to a close four decades of experience within the tertiary education sector, including the last 17 years at the Dunedin campus where he saw plenty of change in both new roles and innovation.

“I’ve seen various changes at Otago Polytechnic over the years. But one thing that has always remained strong is the quality of our delivery.

“Part of this has to do with our ability and willingness to engage with industry sectors; the other is about us just approaching things

differently. Take, for instance, our Capable NZ programmes, which provide alternative pathways to qualifications for experienced adults who are in the workplace.”

Chris believes Otago Polytechnic’s culture will remain strong as it continues its transition as a subsidiary under Te Pūkenga, the national network of polytechnics and Transitional Industry Training Organisations (TITOs).

“The framework Otago Polytechnic has created puts it in good stead for the future. I also believe the consultative, collaborative approach Te Pūkenga is taking to engage closely with the sector is creating strong building blocks.

“It is a very interesting and exciting time in tertiary education in New Zealand.”



OTAGO POLYTECHNIC

FIRST FOR OTAGO POLYTECHNIC AS ACADEMIC COMPLETES MASTERS ENTIRELY IN TE REO MĀORI

Shaun Tahau has created history at Otago Polytechnic, successfully completing a Master of Professional Practice – entirely in te reo Māori.

It's been a significant year for Shaun -- in August, he was appointed to an exciting new role, Tumuaki Whakawhanake/Director Māori Capability at Otago Polytechnic.

“This was an opportunity for me to develop my understanding in a strategic space, but to also share my passion and lifelong mātauranga (knowledge) pertaining to te reo Māori me ōna tikanga (the Māori language and customs),” Shaun reflects.

As he researched and developed the Rautaki Reo Māori, Shaun realised there were no examples of this mahi being done in the tertiary sector. Therefore, he saw this as an opportunity to enrol in the Master of Professional Practise (MPP), with a focus on Organisational Leadership and Change and using his experience in developing the Rautaki Reo Māori.

“The journey has been a great learning opportunity for me, understanding what Māori learners can face if they request to submit their assessments in te reo Māori,” Shaun says.

“Te Reo Māori is an official language of Aotearoa New Zealand, and has been since 1987. As an organisation, we should support staff and learners to continue the appropriate use of te reo Māori in all domains.”



OTAGO POLYTECHNIC

\$1.19M BOOST FOR DUNEDIN'S GAME DEVELOPMENT SECTOR

The latest recipients of CODE grants were announced at a function at Otago Polytechnic's Forth St Campus in early December – which included an explanation of Otago Polytechnic's exciting new game development focus.

CODE is setting aside \$190,000 to co-invest in the development of vocational training with Otago Polytechnic. From February 2022, Otago Polytechnic's Bachelor of Information Technology and Bachelor of Design (Communication) degrees will include training in game design, game production and technical art for video games.

Otago Polytechnic recently signed an MOU with Swedish-based Futuregames, regarded among the best game development learning providers in the world.

This relationship was helped facilitated by Enterprise Dunedin and Stockholm-based gaming industry leader Tabitha Hayes in 2019.

Futuregames will provide professional development for Otago Polytechnic staff, mentoring for student projects, review and feedback on Otago Polytechnic's games-related courses, as well as a range of learning materials.

“As a partner in CODE, Otago Polytechnic welcomes this funding, which will help us continue to develop and implement gaming-specific vocational education,” says Dr Megan Gibbons, Chief Executive, Otago Polytechnic.”

CHARITY HOUSE RAISES \$115K FOR COMMUNITY GROUPS

Otago Polytechnic's annual Charity House auction on Saturday November 20 2021 raised \$115,000 for a range of community groups. Around 70 people attended the 15th Charity House auction, at which a fully furnished four-bedroom home was sold for \$365,000, eclipsing the previous record (set in 2020) of \$325,000. At the conclusion of the bidding process at Otago Polytechnic's L Block, Dr Megan Gibbons, Otago Polytechnic Chief Executive, presented Catalytic Foundation Chair John Gallaher with a cheque for \$115,000.

Each year, Otago Polytechnic carpentry students have built a four-bedroom home with guidance from lecturers and the generous support of many local businesses.

“As well as raising funds for charity, the project is an excellent example of the applied learning approach that Otago Polytechnic provides for our learners,” Dr Gibbons says.

“Again, it shows our people make a better world.”

Catalytic Foundation (formerly United Way NZ), will distribute the funds to frontline community charities within Otago.

OTAGO POLYTECHNIC

NEW NAME FOR TRADES TRAINING CENTRE - HE TOKI KAI TE RIKA

Otago Polytechnic's multi-million-dollar Trades Training Centre has been gifted an official name – He Toki Kai Te Rika.

“We are honoured to have been gifted this name by rūnaka, with whom we have strong, ongoing relationships,” says Dr Megan Gibbons, Chief Executive Otago Polytechnic. He Toki Kai Te Rika translates as “A Tool For Your Hand”.

Kare Tipa, Otago Polytechnic Mana Whenua Board Representative and member of Kōmiti Kāwanataka, explains why the name was chosen:

“In the time of our tīpuna (precolonisation), a toki (adze) gave great precedence to its owner. Differing kinds of toki gave effect to status; from the rangatira (chiefly) to the ware (commoner), toki were both used in informal and formal domains. “Ceremonially, when a great tree was felled, toki were used to carve or to fashion a grand canoe (waka), or for the ridge-pole of the wharenuī of a meeting house. The mauri (life force) within the tree felled carried the living embodiment of its deity Tāne Māhuta. “Toki were also used as weapons, as well as in everyday, menial tasks such as gardening and cutting plant material. There are other forms of toki, too, including spades and garden hoes, which were fashioned for more specific tasks.

“In the context of the Trades Training Centre, the use of “toki” situates the learner as having the tools or skills to perform a trade of their choice.”

Construction of the \$31.7 million He Toki Kai Te Rika project, at the heart of Otago Polytechnic's Forth St Campus in Dunedin began in January 2021, and is expected to be ready for use by Semester 1 2023.



OTAGO POLYTECHNIC

OP CLAIMS MULTIPLE MEDALS AT BEST DESIGN AWARDS

Otago Polytechnic has won five medals at the Designers Institute of New Zealand Best Design Awards. Eight Otago Polytechnic School of Design-related projects were represented at the awards ceremony. Held online on Friday (18 February), the postponed 2021 event is regarded as the annual showcase of excellence in graphic, spatial, product, interactive and motion design in New Zealand.

“To have five out of eight of our finalists collect medals at New Zealand’s most prestigious design awards is an outstanding achievement,” says Dr Megan Gibbons, Otago Polytechnic Chief Executive.

“We are so proud to have had so many of our talented designers reach the finals of the Best Design Awards.”



Congratulations to Cameron Tillotson – Bachelor of Design (Communication), Courtney Forbes – Bachelor of Design (Communication), Mila Makasini – Bachelor of Architectural Studies, Otago Polytechnic’s Desis Lab team - a Product Design collaboration comprising Alex Gilks, Machiko Niimi, Mary Butler, Kelechi Ogbuehi, Curtis Stent, Karen Parker and Sarah Drummond, Angus Lewry - Bachelor of Design (Product) and Ella Sanderson - Bachelor of Design (Product)

“Previous Best Awards finalists and winners have built on their success to launch their design careers in New Zealand and overseas.” says Prof Federico Freschi, head of Te Maru Pūmanawa: College of Creative Practice and Enterprise, Otago Polytechnic.

EXAMPLES OF ACADEMIC EXCELLENCE

Otago Polytechnic has celebrated many examples of our academic excellence in 2021, including Nursing Lecturer Hannah Joynt winning an Ako Aotearoa Award for Teaching Excellence, our School of Culinary Arts Head Adrian Woodhouse completing a doctorate, and members of our Midwifery (and wider) team gaining significant funding for groundbreaking

research into trans, non-binary and takatāpui-inclusive maternity care.



SASKATCHEWAN POLYTECHNIC

Saskatchewan Polytechnic Launches New School of Continuing Education, Surge Micro-Credentials During Pandemic

Even before COVID-19, the need for workers to upskill and reskill was becoming more apparent. The pandemic, however, accelerated the shift.

To ensure Canada continues to have workers with the skills business and industry require, Saskatchewan Polytechnic launched two important initiatives during the pandemic. The first was our new School of Continuing Education in September 2020. The other was our Surge Micro-Credentials program in October 2021.

Much like our other full-time programs, the more than 750 courses available through our School of Continuing Education are market-driven. Courses were developed and can be updated to reflect emerging trends and best practices.

That Saskatchewan Polytechnic's instructors are extremely familiar with their industries and sectors through work experience helps us make sure courses remain relevant. Programming is focused on meeting the needs of the local business communities by providing training solutions tailored to both business and individuals seeking skills that are in demand.

While Saskatchewan Polytechnic has always offered a range credentials including diplomas, certificates and degrees, the addition of our new Surge Micro-Credential offerings is especially significant. These new credentials represent a flexible and cost-effective strategy to advance professional skills.

Micro-credentials are a purpose-ready solution for adult upskilling and re-training.

Saskatchewan Polytechnic worked with leading industry partners to develop Surge Micro-Credentials to give learners the skills they need to fast-track their careers, and employers the skilled workforce they need to power their industries and Saskatchewan's economy.

Surge Micro-Credentials are short, focused courses that accelerate learners' skills in specific areas. Micro-credentials document skills and are articulated with verifiable digital badges in a wide range of industries and professions. Examples include offerings in digital communications where users learn specifics like the basics of managing a calendar, leveraging tools like Microsoft Teams or online etiquette. There are also courses on topics ranging from Indigenous leadership to understanding behaviour in the classroom.

Surge courses begin at under \$200 and are designed to be completed around the user's schedule.

"As labour markets adjust, workers are looking to shift career paths and need quick, flexible ways to expand their employability," says my colleague, Dr. Has Malik, Saskatchewan Polytechnic's Provost and Vice President, Academic. "Surge Micro-Credentials can help build resilience to the changes happening around us."

PIN EXECUTIVE 2022



Stuart Cullum
College President
Olds College
Alberta
Canada

PIN President



Mr. Phil Ker
**Executive
Director of PIN**
New Zealand



Dr. Larry Rosia
Chief Executive
Officer (CEO)
Sask Polytechnic
Canada



Dr Matt Gotschall
College President
Central Community
College
Nebraska
USA
PIN Treasurer



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President Emeritus
Northeast Higher
Education District,
Minnesota
USA



Judy Morris
Past College
President & CEO
Lambton College
Ontario
Canada



Denise Amyot
President and
CEO
Colleges and
Institutes Canada
Canada



Dr. Lui Hokoana
Chancellor
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