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PIN Executive 2023

PIN

Leadership Summit

**April 21st to 22nd,
2023.**



PIN PRESIDENT

Chancellor Lui Hokoana

UH Maui College

Aloha Kākou,

I hope this newsletter finds you in good health and good spirits and, as we continue to navigate higher education post-Covid, that your Spring semesters are off to a fine start.

I am amazed at how quickly we have transitioned back to normal – “the new normal.” It is my understanding we are all experiencing this new normal differently. At Maui College, our enrollment continues to decline but it looks like we are finally stabilizing. In addition, our students have decided they want on-line or hybrid courses rather than face-to-face classes. Much of our discussion at Maui College and in statewide leadership meetings has revolved around these issues. Perhaps it is that way at your college, too.

While our higher education issues post-Covid may be different, I believe that discussing our respective challenges with other higher education leaders is one way to get a better understanding of the broader picture. And that's the mission of the Postsecondary International Network (PIN) – to provide a solution-oriented network for post-secondary executive leaders. It's just what we ALL need right now.

I invite you to join us at our annual convening “PIN Leadership Summit” in Montreal, Canada from Thursday, April 20 until Saturday, April 22. The PIN Summit theme is “Leadership for Transformation” and will include case studies of good practices and innovation. The PIN Leadership Summit will be followed immediately by the World Federation of Colleges and Polytechnics, from Sunday, April 23 to Tuesday, April 25, at the same venue.

I hope you are able to join us in Montreal in April to discuss, share, and expand our collective intelligence.

Lono i ka Makahiki,
Lui K Hokoana, Chancellor
University of Hawaii Maui College

PIN Leadership Summit & WFCP World Congress



PIN - WFCP Leadership Summit

April 21st to 22nd, 2023

Venue: Montreal Convention Centre

(Palais des congrès de Montreal)

The 2023 Leadership Summit takes place immediately before the WFCP World Congress in Montreal. The theme of the Summit is Leadership for Transformation, with the following sub-themes:

- **Transformational Leadership**
- **Transforming Learning and Teaching**
- **Transforming Institutions**
- **Transforming Communities**

The Leadership Summit will commence with a keynote address from one of the co-founders of the School of Transformative Leadership and Spirituality at Saint Paul University,

Professor Bianca Briciu, will include case studies from multiple institutions and countries of good practice and innovation. The PIN Leadership Summit will provide insight and examples that can be adopted, adapted, and applied for post-secondary institutions to make a difference for the communities they serve.

Registration Fees

PIN Leadership Summit only CA\$350.00

PIN Leadership Summit + Full WFCP Congress CA\$1,590.00

To register go to the World Congress website <https://conference.collegesinstitutes.ca/>

SASK POLYTECH

Cyber Incident Strikes Sask Polytech During Pandemic

Like many other post-secondary institutions across the world, Saskatchewan Polytechnic faced significant challenges during the Covid-19 pandemic. In less than two weeks, our students and faculty pivoted to online learning.

Employees quickly adapted to a work from home environment. Instructors were innovative with applied learning opportunities—examples included creating social distancing practicums for pharmacy technician students and cook-from-home exercises for those in the Culinary Arts program—and in finding virtual alternatives to lab work that normally occurred in person. And for those classes that involved an in-person component, extraordinary measures were introduced to ensure everyone's safety, such as redesigning spaces with barriers.

However, there was one huge challenge during the pandemic that Sask Polytech had to deal with which many other institutions did not. On Friday afternoon, October 30, 2020, we experienced a cybersecurity incident.

The impact was swift and far-reaching, affecting all online learning environments, our website, emails, telephones and internal IT systems. safe to return.

Acting quickly, we made the decision to suspend all classes and labs until it was safe to return. We also relied on our vendors, external legal counsel and independent experts to be available around the clock as needed.

During the first days especially, clear consistent communications were absolutely essential. We relied on provincial media to communicate important information to students, their families and to employees. As well, we counted on employees to find ways to continue their work despite technology and information limitations.

Throughout the incident, our top priority was always our students and their learning experience.

Because of the incident, every computer device had to be reset. Employees resetting their own laptop or computer was a critical phase. By the deadline, all but three employee devices were reset.

Our Emergency Response protocols allowed the leadership team to focus on high level decision-making. Due to Covid-19, these processes were very familiar and practiced when the cybersecurity incident happened. While assessing the extent and magnitude of the attack began immediately, priorities for managing through recovery were set early. government.

They included:
Mitigating risk, including reputational risk.

Getting expert help immediately. By this, I mean IT, legal, communications—which we did within 12-18 hours.

Restoring operations safely and in a cautious, planned manner with student-facing services the first priority (short of continuing payroll; with the bank's help we were able to pay employees based on previous estimates for the first little while).

All of this was framed by careful and necessary communications to students, employees, the news media, Sask Polytech's Board of Directors, numerous external third-party suppliers and vendors, and to the provincial

Our goal was to be transparent and timely, sharing as much information as we were legally able to as quickly as we could. This is more challenging than it seems when regular means of communication were all initially shut down. This meant no website, no email, no VOIP phone service, and no portal to students and employees.

My senior leadership colleagues and I determined that our approach was to manage short- and long term-reputational risk by sharing as much factual, verifiable information as possible given the circumstances. In the beginning, these discussions and decisions occurred almost daily.

As mentioned, the incident happened late on a Friday afternoon. By Sunday afternoon, we had launched a website and posted on social media to tell students and faculty classes were cancelled and to go to the website to learn more. An investigation has found no evidence that any personal information was taken.

The majority of our student-facing learning tools were cloud-based and protected by our vendor partners. We isolated them and, working with our vendors, we safely resumed these services.

As a preventive measure, access to systems was disabled. Sask Polytech began a staggered return to in person classes November 5. Online classes resumed Monday, November 9.

This amounted to six days of lost time for most of our students who, because of Covid-19, were taking their programs online.

Unfortunately, some course content was not saved in the cloud and these files could not be accessed on the servers. Instructors affected spent hours pulling together course content and, in some cases, had to recreate it.

If there were one bright side to the ordeal, the incident confirmed what many of us knew already—that our employees are our greatest resource. In fact, one of the findings of the independent audit which Sask Polytech commissioned several months later was that the dedication, hard work, and patience of staff and students were what carried the organization through this challenging time

The audit also acknowledged that our staff's resilient spirit when faced with unimaginable circumstances.

“While challenged to the very brim, staff and students went above and beyond to address the demands of an incident that far exceeded expectations. The professionalism, hard work, and dedicated ‘come hell or high water’ attitude was as a primary source of organizational strength and recovery.

Such spirit and dedication are central to our vision of leading the rise of polytechnic education and to our mission, which is to inspire success in every learning journey

CENTRAL COMMUNITY COLLEGE

Improving Academic Completion Rates –

Lessons Learned at Central Community College in Nebraska, USA

Opinion Editorial by Matt Gotschall, CCC College President, PIN Treasurer

Central Community College is a two-year postsecondary award-granting institution located in the center of the United States. We serve a predominately rural area of over 14,000 square miles and a distributed population of approximately 305,000.

Through a network of three comprehensive campuses and four smaller learning centers, we offer over 30 career and technical programs in addition to courses designed for transfer to bachelor-degree granting colleges and universities. Our most popular programs by enrollment are nursing, business, general education (math, English, psychology), criminal justice, and manufacturing-related, agriculture-related and transportation-related fields of study.

Nebraska was in a unique position during the harshest parts of the pandemic of 2020-2021. While much of the world was shutting down, our area was fighting to operate at record levels because of so many essential services provided. Food production and processing needed to continue. Transportation of supplies and goods from coast to coast and border to border, major manufacturing of syringes and needles and of course, healthcare were all critical for the eventual recovery of the state, nation and world.

Like many others in our state, our college needed to adapt to new challenges while ensuring our students and communities had access to engaging educational opportunities for meeting the workforce demands of our essential careers. While there were many adaptations in terms of class size, sanitation, remote and modified instruction and student services, I will share just one that we are maintaining due to its proven effectiveness.

Recommended Math/English/reading assessment and placement. Prior to the pandemic, like many colleges and universities, we had mandatory in-person assessment testing and placement into what we determined was the most appropriate level math, English and reading course.

The shutdown and limited access to testing services country-wide led us to implement a recommended testing and placement strategy that had been contemplated due to growing research on the negative effects of single high-stakes tests and limited success of students required to begin in low levels of key academic areas. While recommended (versus required) testing and placement discussions with advisors and instructors remain in place today, we have found that by giving our students the choice and other support measures while enrolled in those college classes, the success rate of students by grade (A, B, C) has increased in math courses from 61.63% pre-pandemic to 69.53% in 2021-2022. English (including reading) success rates have also increased, from 73.53 to 76.06%.

More importantly, we continue to see more students graduating with degrees, diplomas and certificates and over 95% satisfaction of academic preparation expressed by surveyed graduates and their employers.

I look forward to sharing more details with those attendees interested in this topic and other support measures we found beneficial as part of the PIN conference held prior the joint WFCP/CiCAN conference this April 2023.

RED DEER POLYTECHNIC

Meeting the Challenges of COVID-19 at Red Deer Polytechnic

The pandemic required pivoting across the post-secondary sector. For Red Deer Polytechnic (located in Red Deer, Alberta, Canada), the dynamic environment created by COVID-19 occurred during a time of other momentous change, as the institution was transitioning from designation as a college to a polytechnic, serving students, industry and communities across the province.

Very early in the pandemic, Red Deer Polytechnic (RDP) developed a Pandemic Plan and protocols and created a COVID-19 response committee to manage risks associated with the pandemic, and to ensure a safe campus. This served the institution well, as it provided expertise and resources from 26 different departments to work through the operational response to myriad logistics and challenges that were presented. The Executive Leadership Team rose to the challenges presented by COVID-19, leading by example as they made difficult decisions, always with the health and safety of faculty, staff, students and campus visitors at the forefront.

One of the largest challenges faced by RDP was pivoting to online-only course delivery within days of the global pandemic being declared. Before the pandemic, RDP's timetable was structured with about seven per cent of courses online, while the remainder were taught in-person.

Red Deer Polytechnic met the challenges of pivoting to fully online learning not once, but many times, during the pandemic as new waves of illness were experienced across Alberta. To achieve this feat:

- In addition to courses delivered completely online, the Polytechnic introduced new course delivery methods: HyFlex (students can choose to attend the same class in-person or online) and Blended (combining on-site instruction with online learning). Online, HyFlex and Blended courses continue at RDP, comprising 27 per cent of the timetable in 2022-2023.
- This provides greater accessibility and flexibility for the institution's learners. Despite supply chain challenges, IT Services was a huge support with
- integrating new technology in classrooms to support HyFlex course delivery.
- Faculty were supported by learning designers and pedagogy experts within the institution's Centre for Teaching and Learning to assist with updating curriculum and student assessment in manners best suited for online learning, as well as providing professional development and resources to assist faculty with the quick transition to online teaching.
- The Office of the Registrar collaborated extensively with academic leaders to ensure that the timetable was appropriately updated throughout the pandemic to ensure faculty and students were aware of specific course, lab, workshop and seminar delivery.
- People & Culture (the institution's Human Resources department) worked with employee unions and the Faculty Association to identify staffing implications of COVID-19 and to develop interim (and now long-term) plans for employees working remotely.
- The Health, Safety & Wellness Centre worked with academic and service leaders in managing COVID-19 contact tracing for employees and students. This provided appropriate clearance for individuals to return to work or studies, including ensuring learners completed clinical placements in healthcare settings, helping to reduce the spread of illness on campus and in the community.
- Frequent and ongoing communications helped inform faculty, staff and students of changing course delivery through diverse institution platforms, including the website, intranet, social media, media relations, and emails pushed to both RDP and personal email addresses.
- Various resources (and supports through Counselling Services and the Health, Safety & Wellness Centre) were shared with faculty, staff and students to help ensure they were supported not only with teaching and learning, but also with a focus on their mental health.

RED DEER POLYTECHNIC

Another challenge RDP faced during the pandemic was implementing a COVID-19 vaccination program, as the requirement of the Government of Alberta. Through this program, individuals either needed to be vaccinated or provide a negative COVID-19 rapid test result in order to attend RDP's campus for any reason. As the vaccination program was implemented, the institution mitigated challenges by implementing various processes and protocols, including:

- Adding new functionality to an existing RDP App that provided a QR code to all employees and students who submitted their vaccination records, efficiently identifying an individual's vaccination status to permit them access to attend campus.
- Supporting individuals who chose not to be vaccinated through policy and practice, permitting them to attend campus for work or studies by presenting approved negative COVID-19 tests that were taken within 72 hours before arriving.
- Creating a section on its website to house a variety of resources, including protocols, policies and Frequently Asked Questions about RDP's vaccine program, targeted to inform its different audiences about requirements to be on campus.

- Hiring current students to be vaccine ambassadors, checking people's vaccination status as they arrived on campus each day. Students were paired with institutional leaders to assist in situations where people expressed frustration with the program or to help answer questions.

- Establishing a COVID Coach within each School of the Polytechnic. This individual shared information and resources provided by the institution, ensuring colleagues across RDP felt supported and had a familiar individual to whom they could direct questions or concerns.

At Red Deer Polytechnic, approximately 93% per cent of employees and 70% per cent of students were fully vaccinated for COVID-19, helping to reduce the spread of the virus within Alberta.

Red Deer Polytechnic's faculty, staff and students continually demonstrated their resilience and adaptiveness throughout the COVID-19 pandemic. With the experience gained during the pandemic, Red Deer Polytechnic is better equipped to respond to future whatever challenges might be presented in the future.

UNIVERSITY OF HAWAII MAUI COLLEGE

ONE OCEAN – A JOINT 2022 SUMMER PROJECT – UPWARD BOUND MAUI AND UPWARD BOUND ALASKA

“Maui County and Alaska are especially vulnerable to the impact of environmental changes. These communities need to be resilient in ensuring that they are equipped to address, manage, and adapt to environmental events and hazards. How can we build resilience and reduce the current and future negative impacts of environmental changes on our communities?” That’s a pretty heavy lift for even the most experienced experts. Fifty students – 25 from Maui Nui and 25 from Alaska – took it on as their 2022 Upward Bound summer program problem-based learning project called ONE OCEAN. It was led by UHMC Upward Bound Director Jana Wilkinson and Adam Low, her counterpart from the University of Alaska, Fairbanks, with help from staff, facilitators and college mentors.

The students worked in teams to explore ways to improve earthquake resilience, reduce reliance on fossil fuels, and mitigate erosion. They all came up with innovative solutions – some showed promise, some didn’t, some need more work. Sometimes, the process is more important than the result.

Wilson Chau and his House of the Reising Sun (named for advisor George Reising) teammates wanted to “optimize energy consumption within our microgrid communities without forcing our residents to compromise their daily lives.” Project Ohm Sweet Ohm was born. Extreme brainstorming brought them to two possible solutions which they merged into one. “One would be a physical device that could be preprogrammed to help manage our energy consumption through shutting off unnecessary appliances throughout the day. The device would also be linked to software – Watts App – that is used to monitor average energy consumption in a household and load on a grid,” explains Chau.

Although the team fell short of building a prototype, Chau says, “I’m hoping someday it can be made into an actual product that can help our society switch to a more sustainable, dependable, and clean form of using energy.” Most valuable lesson learned? The importance of diversity on a team. Sharing diverse backgrounds, experiences, and opinions lead to common ground and more relevant impact.



UNIVERSITY OF HAWAII MAUI COLLEGE

Thanks to Jonah Sahagun and his creative Ocean 2 teammates, “The Unheard Voices of Kigiqtuq” are unheard no more. Shishmaref, Alaska, loses 100 to 150 feet of land during every fall storm. Some of the food drying racks that families have used for generations have fallen into the ocean.

While erosion is certainly a problem in Maui Nui, it is dire for this Alaskan community. “Erosion impacted Shishmaref so drastically, that it’s forcing them to relocate their community somewhere else in Alaska, leaving the people’s culture and spiritual land behind, giving them nothing to fight for. Even though our team can’t build more sea walls or stop erosion from eating up Shishmaref, we can spread the word outside the community and give the people of Shishmaref a chance to make a change,” explains Sahagun.



UNIVERSITY OF HAWAII MAUI COLLEGE

“Our goal was to spread awareness,” Sahagun continues. They started by interviewing local community members and gathering as much information as possible.

They hoped to make a short video documentary but with little time and few resources, they decided to make a website. (See it here - <https://sites.google.com/view/unheard-voices-of-kiqiqtuq/home-history>) “It was good for our team, giving everyone a job in the process gave us a sense of team work. We also built prototypes to simulate erosion which was a more hands-on part of our project,” says Sahagun. And in the end, Team Ocean 2 gave their website to the people of Smishmaref.

There were challenges aplenty – technology and equipment malfunctions, the short time frame, even COVID. The students faced these head-on and overcame what they could. But here’s the thing – the benefits derived from their experiences and the team work required for problem-based learning will serve these students for the rest of their lives.

And you never know, one or more of them may just become the experienced experts who really do solve the climate change challenges these two communities face.

Upward Bound is a free, federally-funded program for eligible high school students, those committed to being the first in their families to go to college. Its main goal is to instill the value of earning Bachelor Degrees. The program has been awarded an additional five years of funding for three Upward Bound grants totaling \$5,228,840. We currently serve 205 students in Maui County.

For more about this fantastic collaborative 2022 summer program and lots of great photos, please visit <https://www.oosummeracademy.org/home>



PIN EXECUTIVE 2023



Dr. Lui Hokoana

Chancellor University of Hawaii
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Maui USA

● **PIN President**



Mr. Phil Ker

Executive Director of
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