



**PARADISE VALLEY  
COMMUNITY COLLEGE**

A MARICOPA COMMUNITY COLLEGE

# FUTURES WORK - EXECUTIVE SUMMARY

JULY 28, 2020





# PROBLEM STATEMENT:

*Ensure that PVCC is accessible to all students, relevant, organizationally sustained, and thriving while transitioning through and beyond the pandemic.*



# CONTEXT

On March 19, 2020 the COVID-19 pandemic forced new work from home requirements and online class offerings while demonstrating to PVCC the need to be nimble, offer more variety in course delivery options, capitalize on available technologies to meet employee and student needs while maintaining safety, academic rigor and a sense of community. To meet these demands and ensure the college remained flexible, able to continuously pivot, and be better in the Post COVID-19 world, Dr. Dale initiated a campus-wide effort to study and plan. An invitation was sent out to faculty and staff soliciting participation on 5 subgroups and work began with a Futures Think Tank/Task Force Kickoff Meeting virtually attended by 25 employees on April 23rd. For 9 weeks, work continued with 48 subgroup members culminating in 5 draft reports which were critically peer-reviewed by many of the subgroup team members. Final subgroup reports were submitted on June 25 and a final Think Tank/Task Force meeting was held virtually with 35 attendees. What follows in this report is a compilation of those 5 reports as well as action steps to be taken in the short-term (August 2020), mid-term (no later than November 2020), and long-term (by fall 2021).

As the Futures recommendations are implemented, Scenario Planning will continue to be used as a guiding principle to project multiple environmental possibilities and for each of these possibilities identification of multiple courses of action in each of the domains (course delivery modalities, student needs, faculty/staff needs, organizational risk, and cultural norms).

# INTENDED OUTCOMES

Identify the predominant set of student needs/characteristics as we transition through and beyond a world-wide pandemic.

Develop and test 3- 4 new and innovative course delivery models that maximize student access and success.

Create a prototype model for the types of services and environmental characteristics that will attract and retain students at PVCC as we transition through and beyond a world-wide pandemic.

Create an inventory of skill sets that will ensure faculty and staff success while transitioning through and beyond a world-wide pandemic.

Identify all potential organization and environmental opportunities and risks.



# PRESIDENT'S HIGH-LEVEL "TAKE-AWAYS"

Learning modalities and delivery strategies will blend the use of technology in all formats with four predominant approaches: in-person, asynchronous online, synchronous online, and hybrid. Student access and success will be enhanced through the delivery of these modalities. There are opportunities to "merge" modalities for dual delivery of courses i.e. - in-person with live online. Physical facilities will be modified to better integrate the use of technology and accommodate additional delivery methods.

Student needs around safety, adjusting from social isolation, and added support (mental health, financial, employment, etc.) have been magnified and will be addressed through in-person and virtual service delivery.

Student success initiatives (Guided Pathways, Fields of Interest, Early Alert) must be vigorously pursued and remain a focal point.

Existing teaching, learning and student support tools have been underutilized (Canvas, video conferencing applications, etc.) and systems will be put into place to further integrate into the student and employee experience.

Systemic inequities and social injustices are exacerbated by the pandemic and PVCC is in a value and mission position to positively address these issues.

The employee experience (safety, engagement, professional development) requires greater attention and resource support. We must acknowledge that for most of us delivery of teaching, learning and student success strategies in the context of a pandemic, was not part of our professional "toolbox" and that PVCC is committed to supporting faculty and staff through and beyond the pandemic.

The pandemic merely accelerated inevitable change in higher education and PVCC will emerge as a different yet significantly better college. Returning to default practices from the era of fall 2019 is not an option. While maintaining safe learning and working conditions, we must learn to thrive.

Organizational behavior (leadership structures, decision making, implementation timeframes, etc.) will change to respond to the environment. Decisions of importance must map back to traits such as: relevance, adaptability, integrative, and accountability.

# THE RESEARCH

---



## **Student Needs/Characteristics**

(Identify the predominant set of student needs/characteristics as we transition through and beyond a world-wide pandemic)

<https://docs.google.com/spreadsheets/d/1JidF3kDNHH09r4VBb-cxawoAoRsJ3bGHvHdusxhEE68U/edit#gid=0>

## **Faculty/Staff Needs and Skill Sets**

(Create an inventory of skill sets that will ensure faculty and staff success while transitioning through and beyond a world-wide pandemic)

<https://cdn.paradisevalley.edu/cfw3/docs/faculty-staff-skill-sets.pdf>

## **Course Delivery Models**

(Develop and test 3- 4 course delivery models that maximize student access and success)

<https://docs.google.com/document/d/1dGqlqp3ufLWzmcKvJFiRUm9INe9TwJZj/edit>

## **Organizational Environment Including Risks**

(Identify all potential organization and environmental opportunities and risks)

[https://docs.google.com/document/d/1ArdgQt8GnC-sBT9e2xrGGtfCLrskjR\\_-/edit](https://docs.google.com/document/d/1ArdgQt8GnC-sBT9e2xrGGtfCLrskjR_-/edit)

## **Post Covid-19 Societal Norms**

(Create a prototype model for the types of services and environmental characteristics that will attract and retain students at PVCC as we transition through and beyond a world-wide pandemic)

<https://cdn.paradisevalley.edu/cfw3/docs/societal-norms.pdf>

# THE FINDINGS

For the purposes of contextualization of the discussions held in the futures groups, and in order to prepare for implementation of recommendations, the findings are organized by the three priorities in our strategic plan.



## ELEVATE THE STUDENT EXPERIENCE AT PVCC

PVCC's student enrollment has been on a steady decline over the past several years and has reached a current level of great concern and, in the short term, has been exacerbated by the pandemic. Students are experiencing social isolation at unprecedented levels. Every employee should be measuring their efforts relative to how they are contributing to attracting and retaining students. The current pandemic has caused some student needs to be amplified and others to present themselves for action by the college.

- Make the most efficient use of technology and online components of learning so that students are successful
- Expand service hours – virtually and in person
- Develop and promote the student lifecycle (Recruiting, Admitting, Early College, Hoop of Learning, PVUSD, assisting students to complete and transfer, part-time and full-time). PVCC needs to triage for Fall 2020, but the high school class of 2021 is already in play and crucial to PVCC's survival. If we can't interact face-to-face with current high school juniors at college fairs and on campus visits, how can we recruit them? We must excel at virtual touring, virtual college fairs, and traditional means to outreach and connect personally with potential students and parents. We need to assure prospective students of PVCC's educational value as the competition will be fierce.
- Offer space (KSC) for music students to practice, for students with technology needs to use computers/wifi/printers (relocate desktop computers from faculty/staff offices), for students who have PE or other class space needs – can we offer it even if the students are taking all coursework virtually? Online reservation form?
- Develop robust FOI framework and action plans with measurable outcomes.
- The pandemic presents opportunities of new student markets.

# ENHANCE THE EMPLOYEE EXPERIENCE AT PVCC

---

PVCC developed a 2021-2023 Strategic Plan which prioritizes efforts to build a great place to work through organizational and operational effectiveness.

Goals have been established to increase employee engagement, satisfaction and performance, as well as increase the percent of employees who would recommend PVCC as a great place to work. Future focus in this area needs to always be inclusive of part-time and full-time employees. During this time of the pandemic, employee stress/fatigue, need for new skills and support, and workplace isolation has caused compounding impact on engagement.

Training/professional development for all employees is clearly a weakness of PVCC pre-COVID, and will also be one post-COVID unless the organization changes. Today, more than ever, PVCC leadership needs to invest in its employees sending a powerful message that they care, are committed to improving employee morale, and want the organization to be better. That message provides stability amid uncertainty; offers a way to move forward, keep connected and engaged, take action; and encourages a growth mindset in the midst of crisis. Such an investment is timely because during an era of uncertainty and rapid change, there is a greater need to foster connection, networking, and sharing of practices among colleagues.



- Make the most efficient use of technology and online components of learning so that students are successful
- Identify faculty and staff who are able and willing to train others on Canvas and other topics/technologies and then schedule them prior to fall 2020
- Return to Work and Return to Learn Issues – safety, social distancing, PPE, maintain CDC guidelines, adapt when Governor’s orders change, and how to “blend” working from home with returning to work for some/all employees.
- Re-emphasize employee wellness and support programs.



# IMPROVE ORGANIZATIONAL SYSTEMS, CULTURE AND STRUCTURES

---

For PVCC to truly be better during and after this pandemic, organizational systems and structures must change. New leadership positions, changes in the current committee structures and practices, and the make-up and purpose of the President's Leadership Team need drastic improvement in order to implement the recommendations in the ever-changing environment. A culture of accountability and elevated expectations must begin immediately. Permission must be granted and accepted by all to be truly innovative and have the courage to fail and to learn from those failures.



- The culture can be more congruent - Quit talking about things we don't do and do them - "power of learning" "positive social change" "engagement" "diversity and inclusion" "innovation" - we need to establish what we believe/do as a college with specific standards, ranges of behavior and/or specific aspirations relative to these college values
- Implement the great and innovative ideas suggested and be unwilling to accept capacity issues as a reason not to do so
- Expect employees to stop using MCCD policies/procedures as an excuse and to figure out ways to be better in spite of perceived and real systemic barriers.
- Marketing/Messaging/Branding needs to be a constant focus

# RECOMMENDATIONS



These recommendations are “base-line” action items and college leadership is encouraged to build upon and expand the action items. All action items will be aligned with the PVCC 2021-2023 Strategic Plan and tied back to the key performance measures.

## **SHORT-TERM (By August 2020) For Students:**

- 1. Attract “gap year” students (recent PVCC grads too)** – We need to offer attractive options to those students who intended to go to a 4-year institution in the fall and aren’t, and those who don’t yet know what they want to do. “Off the Shelf” 6, 9 and 12 credit hour schedules – AGEC schedule (for transfer students), “upskill” schedule (CIS, BUS, etc.), and “explorer” schedule (Fitness, Arts, IT, undecided). Promote NAU and UofA Partnerships – “UofA Option” or “NAU Option”
- 2. Adjustment of course placement testing and pre-requisite criteria** - Returning students will possibly have timed out of class eligibility. Possible adjustments include: Using work experience as prerequisite and/or co-requisite coursework, utilizing bootcamps like ASU, Chandler/Gilbert and possibly our math department. The LSC has a writing workshop that allowed the majority of ACE and Hoop students to place into ENG101. We need to address different delivery modes to help students.
- 3. Course Delivery Options, Return to School Protocols/Policies and Support** – Eight-Week Class Offerings (online, hybrid, seminars, and online flipped classrooms); Asynchronous, Synchronous, and Mirrored Courses (option to participate in various formats and co-teaching mirrored course model); Hybrid Lab Options with online/live-online/face-to-face lecture for sciences. All students need to receive via text, email and website, the exact practices that are expected by students, employees and visitors to ensure they feel safe. In class and out of class measures to ensure their physical well-being is protected will be critical. Students would benefit from all resources and courses being offered in the same format on Canvas. Emergency funding for tuition, books and expenses need to be continually explored and made available for students. Equitable support (like that provided for Honors students) should be available to all students.
- 4. Netiquette** - Students (and sometimes their parents) are having difficulty adapting to virtual and online communication. We have many instances where our frontline teams are receiving more “abuse” and/or “brave” behavior from students and community members when calling in, chatting, or towards faculty when participating in online classrooms. The veil of anonymity allows for people to be more unfiltered. In addition, some students are using profanities in the online discussion boards. Evaluate Code of Conduct and review how it can and will be used for virtual interactions (phone, chat, email, Canvas, etc.)

## **SHORT-TERM (By August 2020) For Employees:**

5. **#ShowLove to Employees** – Begin by re-surveying all employees to gain feedback on situations, equipment and technology needs, and expectations since the first working from home survey. Implement the Puma Commitment and recognize evidence of living it, and take immediate action to execute as many recommendations as possible from the Young Professionals Focus Group Executive Summary. Create an analogous version of services offered for students that are easily accessible to all employees, including an employee emergency fund. Engage the Take Action College Team to develop and promote campus-wide training, desired hiring practices, and programming. The recent Black Lives Matter movement and the fallout from COVID-19 have higher ed leaders searching for constructive ways to engage students, faculty, and staff in dialogue about difficult issues. Listening to underrepresented voices and creating space for healthy exchange and programming is critical for building an engaged community and maintaining a positive campus climate. Address how employees should and are conducting themselves in a virtual environment (“netiquette”).
6. **Virtual Return to Work Plan** – assuming that full employee return to work on campus is contingent on the CDC “reopening” guidelines, it is highly likely that the status will be fluid until spring 2021 or later, requiring all employees to be properly equipped to work from home. Offices should be cleared out, utilities adjusted, buildings closed, desktop computers moved to KSC cafeteria, etc. A facility usage study should be completed, fiscal audit of cost savings and unrealized revenues due to remote work, campus shutdown and online classes (no travel, utilities savings, canceled events/meetings, etc.) needs to be completed and resources reallocated. Employee compensation model for costs associated due to working from home needs to be established (use CARES funding?). A one-time “Covid-19 Stipend” should be awarded to all employees (full and part time) employed 3/19/20 – present.
7. **Verified Canvas and Preparing to Teach Online trainings** - consistent and mandatory for all employees (faculty for teaching, faculty/staff for advising student clubs, LSC Canvas course, staff to support student learning).
8. **Employee Orientation and Onboarding** – President, Vice Presidents and Deans need to be involved in each employee onboarding. A comprehensive, standard, and mandatory PVCC onboarding program needs to be created and then implemented for every employee (FTE, OYO, hourly, adjunct, work study, etc.) and monitored through a dashboard. A PVCC orientation program needs to be developed and presented by leadership, every semester. An onboarding "course" should be delivered through Canvas (including comprehensive Diversity training), and managed by supervisors. Identifying specialists, experts, support resources and people in areas with institutional knowledge and experience to then create a directory of mentoring and support (by skill area, not job title) is necessary. Developing a peer-to-peer mentoring component to the overall onboarding experience within divisions and departments to enhance employee engagement and retention, as well as career development will greatly enhance the employee experience at PVCC.



## For organizational systems and structures:

9. **Cabinet level positions** – one focused on retention and persistence of students (overlaps Student Affairs and Academic Affairs), and one focused on equity (overlaps Student Affairs, Academic Affairs, Administrative Services and IT).
10. **PLT** - in order for this group to be more effective, agendas need to be more strategic and action oriented - not updates that can be provided via email and other means. A review of membership and purpose is necessary as well.
11. **HR/EOL/CTL** – needs major restructuring and requires leadership changes leading to “Office of Employee Development” reporting to the President. Need to focus on employee lifecycle (hiring, onboarding, training, retention, career advancement, and exit).
12. **Mobile-First Mindset** – being current with technology used for online services and processes is an expectation of students and employees. Delivering more complimentary online services for students and employees that may span beyond location and normal service hours/delivery modes enables PVCC to meet students and employees when and where they are. Students need and desire to be more connected to our campus services and systems using their own devices. Suggestions: centralized online course delivery platform(s), self-serve kiosks outside of the Welcome Center, digital documentation, anywhere NSO, and embrace student “BYOD” (bring your own device). Additional suggestions in Societal Norms Final Report.

## MID-TERM (By November 2020)

### For students:

13. **PVCC = “the laptop college”** - consider a 1:1 laptop model for students who commit to a certain time frame and/or certain payment level (2-year major or certificate pathway and pre-pay) - laptops pre-loaded with necessary software. Some students cannot afford adequate technology to complete coursework; technology is a “basic need” and therefore it is critical that we address the digital divide by closing the equity gap. 1:1 for students also helps by limiting possible contagion exposure through shared IT resources. Check for rise in student retention with respect to baseline.
14. **Embed Peer Mentors and Tutors in courses** - to model for students the importance of focus and assistance when attempting to achieve degrees, certificates and successful course completion.
15. **Increase the number of skills-based college programs** - to give workers marketable advantage, similar to ASU Bootcamp series courses. Students will need programs that have shorter turn-around time for deploying marketable skills to find jobs with a living wage. Yields long-term benefits; Once students begin earning a living, the school can then market the value of completing degree programs because they will be able to: pay for school, better understand the power of education as leverage to improve opportunities for promotion.



## **For employees:**

16. **Create communities of practice** – how to have effective meetings, role of committee chairs, selection/role of committee members, consistency of information (where it is stored, templates, etc.)
17. **Technological Literacy** - required technological literacy for all PVCC employees to learn how to use standard productivity software utilized by campus. Accountability must involve HR and local supervision. Need a dashboard for supervisors to assess completions and gaps. This includes, but is not limited to: Google Suite (Gmail, GCal, GDrive, Meet, Docs/Sheets/Slides), remote meeting platforms like WebEx, Jabber, Meet, Reporting tools (SSRS, getData, and IE dashboards) LMS (Canvas, and Employee Learn Center (ELC)). Organizational Learning needs to develop a training pathway for employees - Leadership input - Needs assessment - Identify gaps - Create a course, specifically delivered to all employees, constructed by Faculty and Staff - Create a dashboard for supervisors to manage and track their employees development(s) and hold accountable.

## **For organizational systems and structures:**

18. **Continuous Improvement Champion** – create a yearly appointment of a faculty member and a staff member to lead evaluative efforts for the college. This process needs to include “PVCC de-learning efforts” to complete process and service redesign and identify and deconstruct what needs to change based on employee feedback. We need to move from being self-focused to student-focused and innovative. We must have some hard, honest, and bold conversations. We need accountability plans in place across all areas. The lack of accountability has helped lead many to complacency and has stunted the growth and evolution of PVCC. We need a valuable recognition and awarding process and a comprehensive and redeeming discipline structure for all employees.

## **LONG-TERM (By August 2021)**

### **For students:**

19. **Student Orientations and Trainings/Non-Credit Courses** - Digital Literacy through Student Orientations and other Non-Credit Primer courses – digital literacy trainings that introduce the online learning tools used for course instruction. Many students lack digital literacy and struggle with self-motivation, time management and study skills in an online format. This would help to build self-efficacy and self-confidence now and for the future but possibly will need to be incentivized by faculty.



20. **Increase “Campus Office Hours”** - leverage Contact Center/technology/online learning. Students need flexible hours and have been asking for them for some time due to work, family, childcare and other schedules. What is the minimum contract residential faculty can have that offers flexibility to students? How can Student Affairs adjust staffing/hours of service to better accommodate student needs? Utilize the Contact Center to offer virtual hours later in the day/evening, short hours on Fridays in the summer and on all Saturdays. Set an expectation that faculty will be available weekly to help build connections with students via virtual office hours by appointment and “drop in.”
21. **Creation of Financial Aid, Admission and Enrollment documents in Spanish (and any other PVCC predominant second language)** - As a Hispanic Serving Institution, PVCC must provide critical printed and digital documents in Spanish.

### **For employees:**

22. **Create employee development plans** - to grow leadership in all employee areas including orientation, onboarding, mentoring, performance reviews, and career advancement.

### **For organizational systems and structures:**

23. **Create job manuals and expectations** - for all divisions and roles and make available across campus through the website (include attention to proper expression in email and written documents, websites, Canvas)
24. **PVCC commitment to FOI-focused services for students** – dedicated focus needed here with analysts, faculty, etc.
25. **Black Mountain Campus** - review leadership structure and partnerships; evaluate feasibility of Honors, STEM and Nursing as signature programs at that campus.

# CONCLUSIONS



Throughout this Futures Work, Dr. Dale has reminded PVCC subgroup members that PVCC must emerge from this pandemic better than before we entered into it. It is not an overstatement to posit that PVCC needs to act on the accelerated need to re-imagine how we deliver teaching, learning and student support. In order to be better, we must do better and act with intentionality. While it may seem like this crisis will go on forever, it won't and in order to be better, we must change. We cannot let this crisis go to waste by not acting now. Our vision for "better" allows us to approach this time of uncertainty from a position of strength.

This Executive Summary is comprehensive but is also time sensitive. PVCC needs to remain flexible so as to be responsive and responsible to the ever-changing world we live in. Focus needs to continue on this Futures Work since efforts in this study only carry forward to fall 2021. A thorough evaluation of the effectiveness of the implemented recommendations needs to be completed for fall 2020, spring 2021, and summer 2021. Embracing the courage to try and fail and learn from those individual and organizational failures must be a part of PVCC's future.

In order for PVCC to achieve the outcomes we desire, we must have clarity, urgency and suspend our current beliefs. We need to engage in forward thinking and leave behind the notions of doing things "like we've always done them." Pressure currently exists to deliver different outcomes, but we haven't changed our beliefs and expectations. A shift in desired outcomes drives the need for a shift in culture and that cultural shift starts with our leadership team. Culture change happens team by team when leaders of teams focus on culture change and the change needed in their teams. If employees aren't doing what we want, we must look at the beliefs they hold about their leaders. Leaders must prioritize what matters most to deliver our desired outcomes. Our leadership team must take accountability for being part of the solution and leading that culture change. Our entire leadership team must act now to implement the recommendations in this report so that our many talented and passionate employees will continue to think PVCC is a great place to work and is meeting the ever-changing needs of students and the communities we serve.

## **Futures Think Tank / Task Force**

Andrea Macias-Murrieta	Jana Schwartz
Ashley Eaton	Jeanette Cernetic
Audrey Moreno	Jeanette Saxon
Bobby Garcia	Jeff Lace
Brian Wilson	John Snelling
Camila Olave-Rodriguez	Jon Storslee
Carolyn Miller	Josh Krek
Carolyn Szatkowski	Josh Moss
Caron Sada	Kaitlin Southerly
Casey Durandet	Keith Kelly
Cathy Mendoza	Lori Espinoza
Christina Hundley	Lori Lindseth
Corey Weidner	Lynn McClelland
Cynthia Diefert	Mary Early
Daniel Sanchez	Michael Noschka
David Rubi	Michaelle Shadburne
David Weaver	Michelle Williams
Dawn Higgins	Mike Ho
Ellen Hedlund	Nick DeFalco
Elsbeth Schneider-Pollack	Paul Dale
Emma Magana	Sean Petty
Eric Leshinskie	Shannon Monge
Herman Gonzalez	Stephanie Polliard
Huu Hoang	Tami Dahl



**PARADISE VALLEY  
COMMUNITY COLLEGE**

A MARICOPA COMMUNITY COLLEGE