



AMENDED
BLUE RIBBON COMMITTEE
MEETING #6 AGENDA
CAMPUS DISTRICT VISIONING PROJECT

Meeting Objectives

1. Review BRC Meeting #5 outcomes and responses to information requests and questions.
2. Discuss physical planning concepts and goals for the Campus District.
3. Review implementation strategies and discuss BRC member organizations potential future role.

When

March 21, 2019
6:00 PM – 9:00 PM

Where

Concord Senior Center
2727 Parkside Circle, Concord

BRC Members

Dominic Aliano, Concord Councilmember
Susan Bonilla, Council for Strong America
Edward Del Beccaro, East Bay Regional Manager, TRI Commercial
Greg Feere, Trades, Retired
Dr. Glenda Humiston, UC ANR
Randell Iwasaki, CCTA
Sharon Jenkins, John Muir Health
Buck Kponce, Lawrence Livermore NL
Bob Linscheid, Cal Poly San Luis Obispo
Satinder Mahli, CSUEB
Dr. Nellie Meyer, Mt. Diablo USD
Carlyn Obringer, Concord Mayor
Victor Tiglao, Student Representative
Dr. Peter Wilson, Retired Dean, CSUEB
Dr. Fred Wood, CCCCD
Jim Wunderman, Bay Area Council

Project Team

Valerie Barone, City of Concord
Kathleen Trepa, City of Concord
Guy Bjerke, City of Concord
Daniel Iacofano, MIG
Dan Amsden, MIG
Jamillah Jordan, MIG

- I. Welcome and Agenda Review.....6:00 PM
- II. Planning Process Overview.....6:10 PM
 - Overall Process Schedule
 - BRC #5 Summary
- III. Additional Information.....6:30 PM
 - BRC Submitted News Articles
 - Buchanan Airport
 - GoMentum Station
 - UC Berkeley Open Innovation Space
 - Lake County Tech Campus (IL)
 - CSU San Marcos
- IV. District Physical Planning Concepts.....7:15 PM
 - Flex Spaces
 - Hyper Mixed-Use
 - Joint-Use and Shared Space
 - Compact/Walkable
- V. Draft Implementation Strategies and Action Plan.....7:45 PM
- VI. BRC Member Organizations Potential Future Role(s).....8:15 PM
- VII. Public Comments.....8:45 PM
- VIII. Close.....9:00 PM

Campus District Visioning Project

Blue Ribbon Committee

Summary of Meeting #5

February 21, 2019



Summary of Discussion Topics

Introduction

The fifth Blue Ribbon Committee (BRC) meeting of the Concord Campus District Visioning project was held on February 21, 2019, at the Concord Senior Center. The mission and charge of the BRC is to:

- **Review, evaluate and discuss** information and concepts for developing a higher education campus at the former Naval Weapons Station.
- **Assess** the feasibility of a range of campus development options, opportunities and strategies.
- **Develop** recommendations for the future campus district for consideration by the Concord City Council.

The objectives of this fifth meeting of the BRC was to respond to information requests and questions from BRC members, discuss the UC ANR Nano-Fiber program and potential Cyber Security cluster concept, and discuss potential hybrid campus partnerships and programming approaches. Presentations included an overview of the planning process and draft report components, and a detailed introduction to UC ANR's Nano-Fiber program by Dr. Glenda Humiston. The presentation on Nano-Fiber technology included an overview of the concept, how the technology is currently used, and summary of State and Federal initiatives to expand the research and use of this technology in new building materials. The meeting also included time for questions and a discussion related to all presentations.

This was the fifth in a series of eight meetings that will be conducted between September 2018 and May 2019. All meetings are open to the public and facilitated by MIG, a planning and urban design firm which specializes in process design and stakeholder facilitation. The MIG facilitators graphically recorded comments of the BRC members and members of the public. A photo-reduction of the wallgraphic is included at the end of this document. This summary synthesizes the key discussion topics and questions raised during the meeting; it is not intended to serve as a transcription of the meeting.

The members of the Blue Ribbon Committee were appointed by the Concord City Council and includes the following individuals:

- Dominic Aliano, Concord Councilmember
- Susan Bonilla, Council for Strong America
- Edward Del Beccaro, East Bay Regional Manager, TRI Commercial
- Greg Feere, Trades, Retired
- Dr. Glenda Humiston, UC Division of Agriculture and Natural Resources
- Randell Iwasaki, CCTA
- Sharon Jenkins, John Muir Health
- Buck Konce, Lawrence Livermore National Laboratory
- Bob Linscheid, Cal Poly San Luis Obispo
- Satinder Mahli, CSUEB
- Dr. Nellie Meyer, Mt. Diablo USD
- Carlyn Obringer, Concord Mayor
- Victor Tiglao, Student Representative
- Dr. Peter Wilson, Retired Dean, CSUEB
- Dr. Fred Wood, CCCCD
- Jim Wunderman, Bay Area Council

Discussion Topics

BRG members shared their thoughts and ideas on the presentations and key implementation strategies necessary to move the Concord Campus forward. The provided by the BRG members is summarized by theme below.

UC ANR Nano-Fiber Technology

- Ensure there is a connection to manufacturing opportunities with the North Waterfront Strategy.
- Consider wood first building policies for the Concord campus.
- Develop a bio-economy and consider attracting new start-ups focused on cross-laminated timber and cellulosic nanofiber.
- Take advantage of California's Senate Bill 859, which seeks to identify strategies and actions that:
 - Remove barriers to the wood market and create pathways for success;
 - Promote innovation; and
 - Invest in human capital.
- Use timber and cross-laminated timber to build housing for students and faculty.
- Engage students and faculty of the Concord campus in highly interdisciplinary research programs combining Forestry, Engineering, Chemistry, Materials Science, Biology, Ecology, Business Administration, Economics, and more.
- Shift from fossil fuel to biomass to reduce the carbon footprint.
- Reframe California's recent wildfires as an opportunity to support academic research and programs that would encourage new markets for wood products.

Cyber-Security Cluster

- Acknowledge that cybersecurity is a cross-cutting field (e.g., health care, banking, public administration, etc.).
- Leverage other related educational clusters (e.g., data science and artificial intelligence) to advance cyber-security education programs.
- Capture students leaving California for education by attracting them with cyber-security academic programs and the lure of well-paid and portable careers in the field.
- Address workforce needs of the cyber-security industry by building the cyber competencies of job-ready graduates with a competitive advantage.

Implementation Strategies

BRC members shared their thoughts and made recommendations on various strategies that can be undertaken to help implement the Vision for the Concord Campus District. Comments from BRC members include the following:

- Work with existing employers and survey company representatives.
- Tap into the existing fiber optic lines and cutting-edge infrastructure.
- Work with the autonomous vehicle industry and artificial intelligence.
- Identify ways to complement the Northern Waterfront Initiative.
- Explore the phase-ability of the project.
- Explore GoMentum Station.
- Analyze additional campus prototypes, including Lake County Tech Campus (IL), Claremont Consortium, Purdue (IN), Moffett Field.
- Tour the Auraria Campus in Denver to get a better sense of the administrative role, student housing, K-12 programming, flexible organizational structure, student and faculty housing, community college and four-year coordination.

Public Comment

Several members of the public attended the BRC meeting. Below is a high-level of summary of their comments and questions for the BRC's consideration.

- Partner with the building trades and trade institutes to hire trained apprentices to build the campus.
- Identify the unique assets of Concord (e.g., Northern Waterfront) to create a competitive advantage.
- Keep in mind that youth are far ahead of what the BRC is discussing, so it's important to be very futuristic with the vision of the campus.

Concord

B · R · C

2 · 21 · 19

- ▷ **SEAMLESS** w/ CONCORD + REGION
- ▷ UNION TRADES | TRNG | LINK w/ EX. FACILITIES
- ▷ CLIMATE CHANGE
- ▷ MAKE IT EASY TO IMPORT WORKERS
- ▷ COMPANIES WANT TO BE CLOSE TO EDUCATION

THIS IS A REGIONAL EFFECT

- ▷ LET'S INVOLVE ELECTED OFFICIALS FR/ REGION

BIO-MASS
WOOD FIBER
GLENDA...

+

CONNECTION TO NORTH WATERFRONT STRATEGY

CYBER SECURITY
· DATA SCIENCE
· AI

BUILDING COMPETENCIES

· STUDENT OUTCOMES

CUTS ACROSS ALL SECTORS

CAPTURE STUDENTS NOW LEAVING STATE F/ EDUCATION.

TRADE INSTITUTIONS

TAP INTO TRADES

LEVERAGE EX. INSTITUTIONS

SELL TO 15/20

• ID COMPETITIVE ADV OF SITE
· ID ASSETS
· ID POT PARTNERS

EXPLORE PHASE ABILITY

EXPLORE CONVENTION

PHYSICAL FORM

IMPLEMENTATION

▷ WORK w/ EXISTING EMPLOYERS
SURVEY COMPANY REPS.

▷ TAP INTO EX. FIBER OPTIC LINES
▷ CUTTING EDGE INFRA

OTHER RELATED ED. CLUSTERS

▷ AUTONOMOUS VEHICLES
▷ AI...

▷ INVESTIGATE N. WATERFRONT STATUS

e.g. - GRADIA

▷ 2 BD ROLE
· CARDEN

▷ 2 STUDENT X-RES
LAKE COUNTY, IL

▷ K-12
CHARACT CONCEPT

PURPLE, IL
FLEXIBLE ORGANIZATIONAL STRUCTURE
→ AGILE

▷ STUDENT + FACULTY HNG

2 + 2 CO-OP COLLEGE / D4YR

Concord

B · R · C

2 · 21 · 19

► SEAMLESS w/
CONCORD + REGION

► UNION TRADES | TRNG | LINK w/
EX. FACILITIES

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► CONNECTION
TO NORTH
WATERFRONT
STRATEGY

TRADE
INSTITUTES

BIO-MASS
WOOD FIBER
GLENDA ...
CYBER SECURITY
· DATA SCIENCE
· AI

BUILDING
COMPETENCIES

· STUDENT
OUTCOMES

CUTS ACROSS
ALL SECTORS

CAPTURE
STUDENTS NOW
LEAVING STATE
F/ EDUCATION.

► TAP
INTO
TRADES

► LEVERAGE
EX. INSTITUTIONS

► CELL TO 1st/2nd

► ID
COMPETITIVE
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OF STATE

- ID TARGETS
- ID POT PARTNERS

IMPLEMENTATION

► WORK w/ EXISTING
EMPLOYERS

SURVEY
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► TAP INTO
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OPTIC LINES
↳ CUTTING
EDGE
INFLA

► AUTONOMOUS
VEHICLES
↳ AUTO
SOFTWARE

► AI ...

► INVESTIGATE
N. WATERFRONT
STATUS

► EXPLORE
PHASE ABILITY

► EXPLORE
CONVENTIONA

► PRACTICAL FORM

e.g., GRADIA

► 2 BD ROLE
X STUDENT
X-RES

LAKE
COUNTY,
IL

CLARENCE +
K-12

FLEXIBLE
ORGANIZATIONAL
STRUCTURE

► AGILE
STUDENT +
FACULTY
HNG

2 + 2
COM COLLEGE/
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MUNICH CONFERENCE

Security threats are moving to cyberspace and to outer space

By **Trudy Rubin**

Philadelphia Inquirer

MUNICH, GERMANY » The biggest security threats to America in the near future aren't migrant caravans or terrorism or clashes with enemy forces.

At this year's Munich Security Conference, an annual meeting of global leaders and foreign and security officials, the focus was more on threats from new technologies than on conventional warfare or terrorism. Russia is already waging cyberwar on U.S. and European elections, while Washington is already engaged in a technology war with China over who will dominate 5G computer networks.

But one thing was clear: Coming technological changes will shake security globally and in space.

"The intersection of geopolitics and technology isn't sufficiently understood," said Ian Bremmer, president of the Eurasia Group.

Bremmer noted that Russia is "using asymmetric capability to go after the West" with information warfare.

Such cyberattacks are likely to become even more dangerous.

Noted Microsoft president Brad Smith: "Disinformation efforts require coordinated, multilateral response which is harder to summon."

Especially in the era of America First. Civilian systems such as electricity and communications are vulnerable. Toomas Hendrik Ilves, former president of Estonia, recalled that in 2007 his country's banks, media and government bodies were taken down by a massive cyber assault from Russian IP addresses. "We still don't have a combined approach in the West to cyberthreats," he complained. "We don't share information."

At the same time, we have approached the tipping point between China and the United States in their tech battle over who will dominate 5G networks. The Trump administration is pressing its allies to ban Huawei, China's leading telecommunications producer, from building the infrastructure for its next-generation computer and phone networks from fear the Chinese military will use these systems. (Huawei claims its systems have no secret governmental back door.) China is pouring massive money and resources into the technology race, pushing to outstrip America in artificial intelligence. Microsoft's Smith believes we should treat the tech race with China "as a Sputnik moment," similar to the response to the Soviet space advances of the 1950s. But, as he points out, Washington responded to Sputnik by

passing the National Defense Education Act and channeling enormous resources into education and research.

No similar response is likely now.

After years of fantasies about space wars, we may be on the verge of the real thing.

"We face a new era in which we are very dependent on space," warned Gen. Michel Friedling, commander of the French Joint Space Command.

"We are so dependent today on space for military operations. If we lose control of space assets we would lose the war on the ground, air and sea."

"There's conflict already in space," said Renata Dwan, director of the Institute for Disarmament Research at the United Nations. "There are lowlevel hackers and terrorists who have the capability. ... And there's the risk of competition by great powers."

Added Friedling, "Last year for the first time China was first in launches, has around 200 satellites in space, with military application and more than 50 percent launched in the last five years." (China landed on the far side of the moon this year.) With 18 countries present in space, according to Dwan, the threat of cyberwar in space affects every aspect of our civilian lives and security.

The overriding message about the new risks posed by technological advances was the need for Western powers to unify their responses to cyber threats from aggressive nations, hackers or terrorists. But as Estonia's Ilves observed, "We're seeing every country go its own way."

Welcome to a brave new world.

Trudy Rubin is a Philadelphia Inquirer columnist. © 2019, Chicago Tribune. Distributed by Tribune Content Agency.

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A Harvard Professor Says Half of All Colleges Won't Exist in 10 Years (And Why a New Model Might Provide a Better Path to Career Success)

Sound farfetched? Maybe not, since Clayton Christensen's argument is based on a premise familiar to successful entrepreneurs.

If you've ever used the word "disruption" to refer to innovations that create new markets and displace long- established companies and products, you might have Harvard Business School professor [Clayton Christensen](#) and his bestselling book, [The Innovator's Dilemma](#), to thank.

More recently Christensen has predicted traditional college and universities are ripe for [disruption](#), arguing that online education will [undermine their business models](#) (because education is, ultimately, a business) to such a degree that many won't survive.

A principle of Christensen's theory of disruption is that technology itself is not the disruptor. For example, Netflix created a new business model; streaming video made that business model possible. As Christensen says, "Technology enables the new business model to coalesce." Technology is the tool -- not the end result.

Which is exactly what he feels is occurring in higher education. As online and "hybrid" learning continues to grow -- and as the cost of a traditional education continues to increase -- many institutions will struggle to stay in business under their current model.

And because fewer people may be willing to pay for the piece of paper they receive.

Is a Harvard B-School Degree Worth \$400,000?

[During a speech](#) at last year's Salesforce.org Higher Ed Summit, Christensen said it costs almost \$400,000 to get degree from HBS, and "that price point has made it such that the only people who can afford it are would-be McKinsey consultants, hedge fund managers and the like. Our customers need so much money in opening salary to pay off their debt that we have overshot the salaries."

Or in simpler terms, the return may not justify the investment.

Of course the same principle applies to other schools and other degrees. While many college students are primarily interested in the education they receive, others see their degree as a ticket: The degree (hopefully) provides entrance to their chosen career.

Want to be an engineer? You need an engineering degree.

(I'm not knocking that approach. I went to college because I thought it would allow me to get a better job. Taking classes was what I had to do to get a degree. Did I learn a lot? Absolutely... but not as much as I

would have learned if I was focused on the education and not the outcome: Getting a degree.)

That piece of paper is the ticket... but it indicates very little about whether you will be a great engineer. MIT, for example, produces great engineers. Yet I feel sure they also turn out some that are terrible.

And those who don't have a ticket -- because they couldn't afford one, didn't have good enough grades in high school, whatever the reason -- are left on the outside looking in, unable to get the degree or certificate or knowledge they need.

But that's starting to change.

And the rate of change will only increase.

Imagine If Amazon Entered the Higher Education Marketplace

Amazon has almost unprecedented technology infrastructure and know-how. Amazon understands its customers' behavior to an incredible degree.

Compare Amazon's ability to deliver what you want, how you want it, and when you want it, to that of the average college or university. Or even to the growing number of online universities, hybrid universities... and especially to the "traditional" institutions that offer online learning options.

Amazon would *crush* those folks.

Will Amazon do so? Probably not. I just used them as an example.

But some smart company will, and unless you work for a higher institution, that's okay -- in fact, possibly more than okay.

Ultimately the goal of an education -- at least in career terms -- is to provide graduates with the knowledge, skills, and at least some of the experience they need to begin the life-long process of achieving success in their chosen field.

A degree indicates that you know how to earn a degree; it doesn't necessarily mean you know how to do a *job*. Applicable knowledge matters. Applicable skills matter. Applicable experience matters.

Smart entrepreneurs -- and smart hiring managers -- care not so much about what you did in school, but what you can *do* on the job.

And it's likely that soon a new educational business model will better deliver graduates who have not just a ticket -- and deliver more of those graduates, because everyone willing to work for a ticket deserves to earn that ticket -- but also more of the skills they need. They want to know how to do what they want to do... and they want to be able to learn in the way that is best for them. Not for the provider.

That's what people who hope to achieve big things really want.

And that's what employers really want from their people.

Cybersecurity contest challenges California students to explore high-paying career path

02/21/2019 by

Participants in the 2018 California Mayors Cyber Cup (Photo: [Gary Chu/Flickr](#))

As society becomes more dependent on connectivity, the threats to our personal information and larger infrastructure systems, like our power grids, increase. Those threats are making cybersecurity one of the country's fastest growing sectors. [Official estimates](#) show the industry's job growth at 28 percent until at least 2026 and at the beginning of last year there were an [estimated 500,000](#) unfilled cybersecurity jobs in the U.S.

On Friday, February 23, students from across the state will compete in [The California Mayors Cyber Cup](#) (CMCC), an event to raise awareness about cybersecurity and the employment opportunities in that field. More than 270 teams composed of 1,300 middle and high school students will represent 150 California cities. The competition will take place simultaneously in 12 locations from Butte County to San Diego and bring together stakeholders including students, parents, educators, public and private sector leaders to help build California's future cybersecurity workforce.

The event is hosted by [California Cyberhub](#), an online organization dedicated to creating a workforce of ethical cybersecurity experts in California, with support from the California Community Colleges

Chancellor's Office.

"We are pleased to support this very important program that not only addresses the ongoing workforce needs of the industry, where demand for trained and qualified professionals will only continue to increase," said Sheneui Weber, vice chancellor of workforce and economic development for the California Community Colleges Chancellor's Office. "Cybersecurity careers also provide a great path for our students, leading to many well-paid and portable jobs and will also help address the workforce diversity issue for this industry."

The competing teams will work to solve a [cyber-threat scenario](#) based on real information. The winning teams will be awarded trophies that will be displayed in their hometown city halls. The competition also kicks off a yearlong cycle to create new cyber teams focusing on rural and economically depressed regions. The goal is to support and encourage development of cyber education programs across the state.

"Cybersecurity is the number one threat nationwide: it impacts every government entity, business, educational institution, and each one of us personally," said Mario Garcia, commander of the [California Cybersecurity Integration Center](#). "California Cyberhub is helping to unify California's efforts to fill open cybersecurity jobs by encouraging the development of cyber education and cyber competition opportunities." Garcia will kick off the event through a video conference with the participants.

After the competition and awards presentation, the participants will hear from industry leaders about career opportunities to encourage the students to continue their educational and career pathway in

cybersecurity.

Garcia shared a message for California's students, saying "Those opportunities are just waiting for you to get involved, get prepared, and graduate. Hurry up. We need you!"

Categories: [California Economic Summit](#)

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California Competition To Select Demonstration Mass-Timber Projects

January 22, 2019 | Allison Nagel, West Coast Editor [✉](#)

California projects that use mass-timber products and can be replicated elsewhere could be eligible for state grants under a new competition launched this month and taking applications through March 18.



The California Government Operations Agency plans to award \$500K in grants to at least two project teams through the California Mass Timber Building Competition. The idea is to recognize projects that create viable mass-timber construction that can be repeated for commercial, institutional, industrial, mixed-use or affordable multifamily projects, [according to the agency](#). The competition, hosted by the agency, will be administered by WoodWorks - Wood Products Council.

“California continues to lead the way in sustainability efforts by finding innovative ways to use natural resources,” Deputy Secretary for Sustainability Matt Henigan said in a statement. “This competition will foster forest health and new construction technology in ways that benefit all Californians.”

Eligible applicants are real estate developers, institutions and corporations or legal organizations along with design and construction team partners. The minimum project size is 10K SF, though preference will be given to projects with more than 100K SF or that are higher than six stories.

The competition is intended to showcase the architectural and commercial viability of advanced mass timber products in construction, such as cross-laminated timber, nail-laminated timber, glue-laminated timber, dowel-laminated timber and mass plywood panels.

“Demonstration projects are needed in California to familiarize local permitting and approval agencies, design practitioners, developers and construction contractors as to the viability of these products,” the agency said.

Cross-laminated timber, for example, is [seen as one solution](#) to rising labor and construction costs. It has become popular in Europe in the past two decades and a use of diseased timber in the Pacific Northwest. It is now being explored for

high-rise construction — the nation's [first all-wood high-rise](#) was approved in Portland's Pearl District, though the project is [now on hold](#).

While California is the largest consumer of engineered wood products west of the Mississippi, almost none of those products are produced in the state, according to the agency. With more demand for buildings constructed with mass timber, there could be more investor interest in producing such products in California.

The agency argues that such demand could create a market for smaller trees and damaged and diseased trees that could help with the state's forestry management and could potentially reduce wildfire risk. (The competition was announced the day before the [Camp Fire wildfire started](#) and the management of the state's forests became [a political debate](#).)

"Putting wood generated from forest management projects to use as building materials reduces the cost of such forest management projects and makes it possible to reduce hazardous fuel loads on more acres of the state's forested landscape," the agency said.

Selected projects are scheduled to be announced around May 22.

Related Topics: [cross-laminated timber](#), [mass timber](#), [California Goverment Operations Agency](#)

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Published on 2019/03/01

How Student Expectations Are Driving Digital Transformation

Susan Grajek | Vice President of Communities and Research, EDUCAUSE (<https://evollution.com/author/susan-grajek/>)

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✉ (<mailto:?subject=How Student Expectations Are Driving Digital Transformation&body=Check out ht>)

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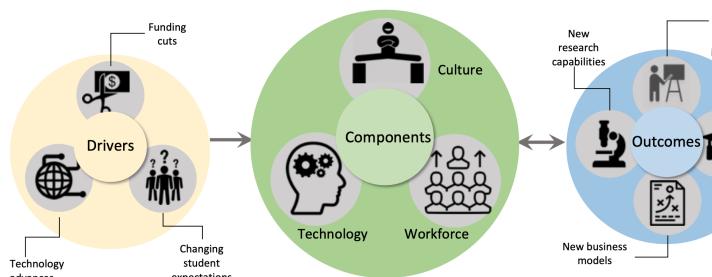


(<https://evollution.com/wp-content/uploads/2019/02/SIZED-Susan-Grajek-March-1-copy.jpeg>)

Driven by changing student expectations, postsecondary institutions are engaged in a process of digital transformation leading to a reimagination of the role of technology in delivering a high-end student experience.

Higher education is experiencing a set of pressures, challenges and opportunities that will change it forever. Information technology is helping to both drive and enable a digital transformation in our industry.

EDUCAUSE calls higher education's digital transformation "Dx (<https://www.educause.edu/focus-areas-and-initiatives/digital-transformation>)" and defines it as "a cultural, workforce, and technological shift." The IT industry is being driven by technology trends and changes that are enabling a new approach to everything from digital architectures to how campus leaders interact with the IT organization. These new approaches will generate new opportunities and outcomes, notably, improved student success, innovative teaching and learning methods and new research capabilities. The transformation of our core missions will enable, if not require, institutions to develop entirely new business models.



(<https://evollution.com/wp-content/uploads/2019/02/Digital-Transformation-Image.png>)

Changing student expectations are a key driver of higher education's digital transformation. In particular, students want a customer experience that is personalized and seamless. They want a home base for their education, but they want their institution to offer access to a larger higher education marketplace. They want to be at a competitive advantage when they graduate, and that means having job-ready skills and competencies and new and innovative learning opportunities.

Personalized Experience and Seamless Interfaces

Today's best applications and systems focus on optimizing the user experience. A growing number of institutions (37 percent in 2018) are incorporating user-centered design into their IT strategy.^[1] (applewebdata://5BC81EAA-B16C-4E30-AD9F-B7BF26513435#_ftn1) Students want easy-to-use applications. They also want applications that give them personalized advice. A new generation of student success solutions is helping students plan and track their academic success, and students are enthused about them. EDUCAUSE research has found that 70 percent of students find degree audit tools that show the degree requirements completed very or extremely useful and 67 percent of students find degree planning or mapping tools that identify the courses they need to complete their degree very or extremely useful.^[2] (applewebdata://5BC81EAA-B16C-4E30-AD9F-B7BF26513435#_ftn2)

A Higher Education Marketplace

Students are not as tethered to a single institution as they used to be, and institutions are responding with access to a larger marketplace and options to help students navigate that marketplace. The California Community College system has opened the California Virtual Campus (<https://cvc.edu/>), a kind of digital marketplace that offers 2.1 million students from 114 campuses the ability to take any of those institutions' online courses, and to easily transfer credits from other colleges in the Virtual Campus. This level of cross-institutional collaboration didn't happen overnight. Institutional leaders began by establishing ground rules, identifying common business processes for student services like financial aid and admissions, and standardizing on a shared course management system. Students love this kind of flexibility and access: EDUCAUSE research shows that 59 percent of students find self-service systems for tracking credits, credit transfers and dual enrollment very or extremely useful.^[3] (applewebdata://5BC81EAA-B16C-4E30-AD9F-B7BF26513435#_ftn3 target=)

Technology can facilitate students' movement throughout the higher education marketplace. MIT has developed a digital diploma (<https://www.technologyreview.com/s/610818/digital-diplomas/>) using Blockcerts, based on Bitcoin's blockchain technology. Their digital diploma gives students autonomy over their own records and may eventually incorporate stackable certificates to link credentials from different institutions.

Job-Ready Graduates With A Competitive Advantage

While a degree in philosophy or comparative literature equips students with invaluable critical thinking skills and other competencies useful in life and in the workplace, many students may still graduate lacking some very specific skills that particular employers require. To help their students (and faculty, staff and alumni), Duke University is supplementing its campus-based courses with free access to Coursera for Duke (<https://online.duke.edu/coursera-for-duke/>), an online, self-paced, non-credit learning experience that offers the Duke community the ability to earn Coursera certifications for career-relevant skills like image and video processing, inductive reasoning, and statistics. Boston University has institutionalized academic innovation by forming the Digital Learning and Innovation department (<https://digital.bu.edu/>) led by a new Associate Provost position. The department consists of three teams: A pedagogy team, which advises individual faculty and graduate students on course design and innovative teaching practices; A technology team, which provides support for instructors in the use of digital learning technologies; and the Digital Education Incubator, which supports innovative approaches that add value through technology by funding and co-managing pilot projects. HP is funding an XR initiative with EDUCAUSE and 11 colleges to develop and document innovations in teaching and learning powered by XR technologies like mixed and augmented reality and 3D printing.^[4] (applewebdata://5BC81EAA-B16C-4E30-AD9F-B7BF26513435#_ftn4) Faculty are able to teach in previously impossible ways that give students immersive experience with long-lost cultures, physically inaccessible environments, and events they might not otherwise have access to. Students and faculty alike are developing new insights and ways of framing and solving problems.

Higher education's digital transformation is just beginning. Institutions that develop a strategy for digital transformation will transform more than their technology interfaces, more than their business processes, more, even than the student experience. These institutions will find themselves able to adopt entirely new business models, models that offer credentials beyond today's degrees, models that serve more diverse kinds of students, models that operate within a highly complex marketplace of life-long education and learning. Those new business models will also remake research and scholarship to meet our world's changing needs for knowledge creation and transfer.

No one can predict what will change, what will be lost or gained. Now, the beginning of our digital transformation, is the time to pay attention, to ask questions and to anticipate and respond to the developments that answer them. Here are some questions I'm pondering:

- Will our transformation be coopted and dominated by competition, or will cooperation, openness and collaboration remain a defining part of our culture?
- Will a mass consolidation of institutions occur, resulting in a marketplace that looks more like Amazon than Etsy?
- Will the tight coupling of research and scholarship with teaching and learning continue to be a hallmark of higher education?
- Will alumni dedication (and giving)—the brand loyalty of higher education—give way to detached self-interest and impatience for what's cheap, novel and fast?

As our digital transformation progresses, we may very well lose much of what is familiar and even precious about our sector. But we all have influence over what happens, if we are engaged, hopeful and know the outcomes we believe are best. Our engagement—*your engagement*—is what's needed if we are to retain and remake a vibrant, resilient, relevant industry and profession that keeps pace with the demands, challenges and opportunities of the 21st-century.

References

[1] (applewebdata://5BC81EAA-B16C-4E30-AD9F-B7BF26513435#_ftnref1) EDUCAUSE, "Higher Education's 2019 Top 10 Strategic Technologies and Trends" (forthcoming).

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[4] (applewebdata://5BC81EAA-B16C-4E30-AD9F-B7BF26513435#_ftnref4) Jeffrey Pomertantz, "Learning in Three Dimensions: Report on the EDUCAUSE/HP Campus of The Future Project." EDUCAUSE. July, 2018. <https://library.educause.edu/resources/2018/8/learning-in-three-dimensions-report-on-the-educause-hp-campus-of-the-future-project> (<https://library.educause.edu/resources/2018/8/learning-in-three-dimensions-report-on-the-educause-hp-campus-of-the-future-project>)

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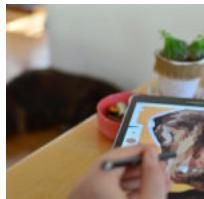
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