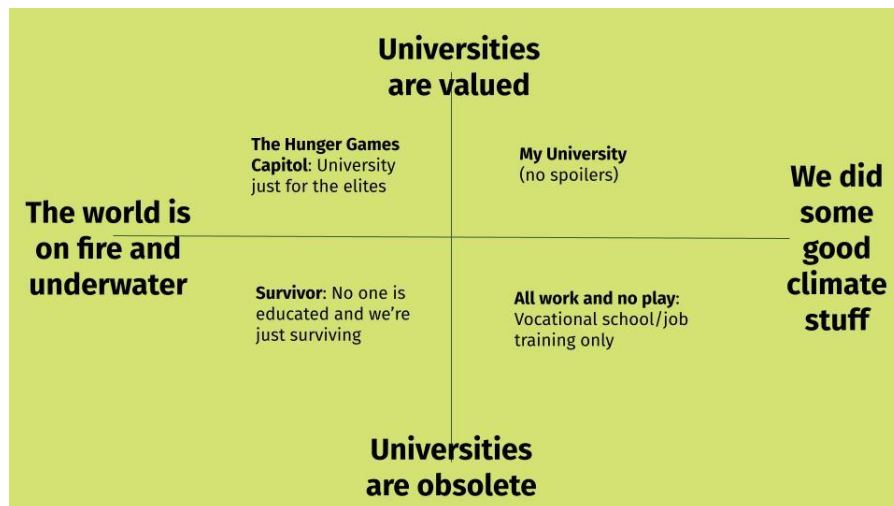To start out this process, I was thinking about two questions related to the future. One, will higher education still be relevant? And two, will our society survive climate change? Taking the more optimistic view, I opted to answer yes to both questions and design a university that might exist in that world.

Universities are valued

The Hunger Games Capitol: University just for the elites

My University (no spoilers)

The world is on fire and underwater

We did some good climate stuff

Survivor: No one is educated and we're just surviving

All work and no play: Vocational school/job training only

Universities are obsolete

Taking a step backward, if universities are still valued, how did they change to reach that point? With the research I did on microcredentials, I knew that had to be part of this future. However, I did not want to lose the "learning for the sake of learning" aspect of higher education today and historically. By combining the two, I was able to create employable value, while also retaining the academic pursuits of higher education. Of course, just combining these two ideas doesn't necessarily equal added value, so I looked to expand the curriculum. Inspired by some of the thoughts in *a third university is possible*, I wanted to be sure to include a community connection aspect directly in the curriculum–not as a side piece. Each student has to be involved in the community outside of the institution, whether that is in the town where the college is located, in their own hometowns, or in another location of study, each semester. Finally, I thought that one of the largest values of college is new and creative thinking. Therefore, some sort of creative space should be part of the curriculum. It's been my experience with this program that when I flex my creative muscles in one way (like this project or using art as my medium in another class), my creative thinking spreads to other areas of my professional life, such as my lesson plans and curriculum. My goal in involving the creative side is to intentionally force students to create as part of their practice, in order to create future innovators in their respective fields.

What does a school look like in a recovering climate era? First, most students will need to come from local areas–taking air flights to and from school each semester is not feasible in this world. For that reason, a community college approach made sense. Second, in a recovering climate era (not post-climate crisis), all buildings should be self-sustaining. This meant that there would need to be considerable infrastructure built, which I'm paying for using government grants. One path out of the climate crisis is with considerable government investment in clean energy solutions, so my university is based in that world. Additionally, there will be a need for

technicians of these green solutions, such as solar panel mechanics, wind turbine repair people, farmers and gardeners, etc. These new skilled jobs dovetail with the practical skills portion of the curriculum.

In terms of the academic program, the vision is to have what I'm calling an antidisciplinary program. Rather than choose majors, students will work with their mentors to develop a course of study based on their goals. For any given student, the semester load may differ depending on their goals and background knowledge. A student looking to work in species conservation may spend their technical time working on the farm, their coursework learning biology and ecology, their community time working with protecting the local species, and their creative time learning scientific illustration (see note about including student journeys in the conclusion of this reflection).

Of course, the fun part for me is figuring out the curriculum. The challenge was working out some of the details of governance and payment. Originally, I had planned on creating pop-ups to websites that fully explain the ideas in my viewbook, but that started getting complicated fast and essentially required creating a second artifact. So instead, I'm going to flesh out the ideas here.

First—admissions. Commyounity College is actually a community college, which means open enrollment. However, only students from the local community can be admitted. I've narrowed this to the county where the school is located and the neighboring counties. I thought about picking a specific place for this, but I actually find it more interesting and imaginative for the reader to leave that open ended. Commyounity College looks very different in the Pacific Northwest than in Colorado than in Vermont than in San Diego (you get the idea). Besides the residency requirement, students must submit a statement of purpose and a transcript. I made special note that narrative transcripts are preferred because a) I like them and b) it shows that the emphasis is not on grades or GPA, but rather on what skills and knowledge you already have. The purpose of these two requirements is not to vet anyone out, but rather, start them in the correct place.

Second—money. This was truly the most difficult part. Essentially, I've justified a lot of the expensive pieces by saying we get it all from government grants. I wanted the tuition to be equitable, which meant that no one should be getting "discounts" the way traditional HEIs do now. Instead, students should pay what they can, with wealthier students paying more than non-wealthy students. Of course, there needs to be a maximum amount that a student would conceivably pay to go to this school. I think I've done enough to demonstrate how costs are kept down—through closed-loop housing, campus farms and gardens, most aspects of student life also being teaching opportunities, such as the dining hall. The one part (the most expensive part) that hasn't really been paid for, which would need to be covered by taxes and tuition, are the teaching and administrative staff. Given that it is a public institution, I think I can get away with covering this primarily through taxes, but I also think having tuition is important so that students and families have some skin in the game.

Third–governance and structure. I wanted to find a way to make the board of trustees more equitable and transparent. Given the public funding of the school, it seemed fair to have the trustees elected by the public. There are certainly plenty of flaws with this system, but it seems like a reasonable way to create a bit more transparency in the selection process and more equity, as anyone can run. The stipend piece (also publicly funded) would just open up the pool of people that could potentially serve as a trustee, as it would no longer be solely a volunteer position. In terms of the faculty and administration, the goals were similar. I borrowed a model we will be rolling out at my school, where all teachers are paid the same, high salary. The exchange is higher expectations of teaching duties and other duties in the school, but it eliminates the strange hierarchy that comes with tenure vs. adjunct. To pay for this, we can just raise taxes in the area. I also spent considerable time thinking about the administration of the school. Given the lack of disciplines, more administrative oversight will likely be needed. That being said, faculty will take over some of the role of career and academic advising in a more time consuming manner than I believe exists at most universities now.

Fourth–alumni and advancement. In order to keep alumni attached to the school and continuing to donate money, they can come back and take classes at any time, free of charge, with the completion of a 4 year degree. This might keep the alumni more invested in the future of the school, as they could directly benefit from the quality of education improving. I imagine alumni coming back to take "for the sake of learning" classes they wish they had taken during their standard time at CC. But I can also see alumni coming back and getting microcredentials for a new path they may want to pursue, without having to take the chance on paying for a second degree from another institution. Given how technical the microcredentials would be, it's not a far cry to expect high levels of employment from both students who complete 4 year degrees and those who do not.

While the vision for this new, green, equitable community college is clear to me and fairly fleshed out (at least in my head and hopefully in this reflection essay), I don't think that comes across fully in the product I created. Ultimately, I think the viewbook as a medium is incomplete and truthfully, I ran out of time to expand it in a way that would be more complete. In addition to having some webpages with expanded information, I also wanted to include sample student journeys and experiences. Something I wanted to do with this project, but ran out of time and bandwidth to do well would be to add an AR component to the guide book that showed two different student paths in the program. If I were to add this to my LDT portfolio, I would want to spend some time developing that, as I think it would have added a lot to the human aspect of this viewbook. Despite several attempts, I couldn't quite get it to work correctly and based on my AR experience in another class, the app I've been learning to use is quite finicky and doesn't work easily with Android phones (the brand of choice for the only person looking at this assignment right now).