Beginning of the book had a lot more weight - middle and end seemed to get redundant.

Works as a piece of advocacy as book is loaded with his vision rather than being an academic piece.
- Has good readability, allows anyone to join the conversation. However, his arguments could’ve been more cogent, cohesive.
- Doesn’t seem to have enough argument for a book.
- Based on an article

Critiques at beginning of the higher education system are more persuasive than his thoughts of where we’re going in the future.
- Leaves question of “now what?”
- Didn’t quite stick the landing of his argument.
- Problem of credit hours - offered badges as solution, but that doesn’t offer a good solution. We’re offering more badges/certificates on this campus, but it’s all in context of credit hour.
- Some ideas were interesting, but the business model never seemed explained/able to make sense.

How do you badge soft skills? How to tie employers figuring out what badges would make you more desirable?

Pointed critiques at institutions that give students more incentives to have fun&party rather than focus and study.

Issue: Attracting the best students by offering luxury and amenities. Then the middle doesn’t matter, as they are able to churn out the best students because that is who they attracted in the first place.
- PINO - public in name only.
- Not interested in public education in trying to attract students, we want to attract international, millionaire students.

Higher education is way too expensive for families
- A central issue underpinning everything.
- Not sure he tied the finances issue to the arguments very well.
- Want to attract students, keep up with peers, have state of the art facilities but then you have families with tons of loans that put students at a disadvantage at the outstart of their careers.
- Give students artificial environment of luxury, and they continue to expect it afterward but don’t have the means.
What happens when everyone becomes so dissatisfied with the current system, they want to destroy it completely?

- Does the book suggest to burn the system down or fix it prior to it getting to that point?
  - Carey is neoclassical - thinks the market will fix everything. He thinks we have all the pieces already and it will naturally evolve and appear. Ultimate disciple of Clay Christen - disrupt the model and it will take hold.

Connections to our professional life?

- Hiring new positions - what are cues I could look for, what could I do to search for more skills based rather than degrees?
  - However, hiring is so impression based, it’s hard to make the connection.
  - UW allows for professional development with badging and you can get a transcript of your classes
  - Certificates on top of majors and minors
- Leverage entities already entrenched in the hybrid university model and then try to entice them or reform it to new ideas --> grassroots efforts.
- How many people on this campus feel they have the license or room to push and innovate (like PhD students who do open, public projects but don’t get credit and are actually punished for it.)
- Can you change the incentivization system soon enough that it won’t get to the point of wanting to “burn it down”?
- Having to accept courses from other schools? Incentivizing faculty to collaborate cross-institutionally?
- A shared core-curriculum?

Carey didn’t really address high schools or community colleges.

- Issues with some community colleges being connected to universities - some promise to take credits, some won’t.
- Community colleges as great affordable options, transfer credits and cut costs of a bachelor’s - i.e. California

Mismatch of student needs with college degree

- A student can get through school, doesn’t say anything about ability to be on time, soft skills, etc.
- Not all students can attain success in a large school, but smaller schools come with huge price tags.

City College - Pennsylvania

- Has never let students get student loans, but has cut amenities, very bare bones.

Scope creep - each year adding more services, more amenities - we’re at an extreme where we have to talk about cutting it back.
School messaging is aimed at parents, specifically parents with means.

Disentangling the education from the lifestyle pieces.
- Purchase a degree separately from the dorms, students, living expenses. Can make informed decisions about spending this way? Have scaled models of payments/resources?
  - How to do without creating some crazy caste system.

Lens of paring back, reducing - then what’s on the chopping block?
- Can be very hard to induce change for staff.

Teaching faculty and research faculty - separate it?

As colleges go out of business - will there be more experimentation?

Ideas for sharing out the experience of the reading group at first meeting:
Opportunity to reflect back to larger group for people who haven’t been at the reading group.

- Connection between this talk and openness?
- Have the article shared prior to the meeting - discuss it at the meeting?
  - Counterpoint article? Review article?
  - Share the book, the number of attendees, and offer attendees opportunity to share?
  - What would we say our take away is?
    - This was a useful critique to help unpack different issues related to technology, disruption, and higher education.

- Updating on public access, open access policy
- Inventory of what’s up on campus