• Pg. 79 “The world has arrived at an age of cheap complex devices of great reliability...and something is bound to come of it” - seems to be a summation in general of Carey’s thesis.

• The first chapter spent discussing “the university of everywhere” was off-putting, too ideal in its vision. However, the next few chapters help us understand the issues Carey is raising.
  ○ Hybrid university problem - dysfunctional to some extent.
    ■ How is the template of the “university of everywhere” going to solve the hybrid problem? What is the real alternative?
  ○ People keep peeling things off of the hybrid model - general citizenry skills training needs to come off, trade schooling needs to come off, etc.
  ○ Clayton Christensen - Disruptive Innovation
  ○ National conversation emerging around the unsustainability of indebtedness.
  ○ We had a similar reaction a few years ago with the emergence of MOOCs.
  ○ Anomaly of a rockstar faculty member teaching an intro course.
  ○ Larger question of “what are colleges for?”
    ■ Content experts are good for graduate settings. Very different from the liberal arts and “good citizenry” education. Like the idea of a mentor-master and experts who set up our classes, but do we really want the rock stars to be spending their time building intro courses?
    ■ Where do the faculty members' passions lie? Is that more important?
    ■ UW’s own MOOCs
      ● The experiences were very disparate, some were very open to sharing, some wanted to know how to monetize.
      ● Faculty, administration, designers all had very different end goals for this “university of everywhere” ideal when it came to implementing.
  ○ Some money on a course only a few can consume versus a lot of money on one course millions can take.
    ■ How do you make that shift? How do you monetize/sustain?
    ■ MIT started with making content only available without the packaging of a ‘course’ around it. Later started formatting/packaging that content, now they have the monetized version of edX where students can also get a certificate.

Badges/Credentialing.
• Certificate Carey gets in the book is from MITx not MIT.
  ○ Certificates, badges, are great motivators but how do others respond to this form of credentialing?
If employers started to honor this form, universities could be in trouble.

Right now, institutions of higher education are the ones that offer the accepted credential - the degree.

Until there’s a scarcity or there is a shift in perception of the value of the degree there may not be a change.

- Badges for the workplace - software is changing so quickly, employers will look at the undergraduate degree, but then more importantly at the ‘badging’ or more recently received qualified skills. It acts as a way to see who is current and relevant with their skills and knowledge. Data analytics - some universities have a program in it and others don’t, but if a candidate can get badges in a similar area or pieces of that degree, that can also carry weight.

- Flex degree at UW extension. Students have an affiliation through a particular school but it’s a lot of online learning.
  - “Competency based education” but you still receive a degree.
  - Flex uses a ‘content expert’ who finds the resources and doesn’t necessarily engage with a student unless the student seeks it.
  - Have a competency structure. Learn, test, get the ‘competency’ or badge. Mostly for working professionals/students or professional development.

- Where is the repository for all of these received badges?

- Different types of identity -
  - You have a civil identity through a driver’s license, a financial identity through the banks, but there is no ‘educational identity’ yet.
  - Is that what linkedin wanted to be?

- Separating out the pieces - what are the benefits that you get from the structure that forces you to think about choosing your own courses/learning paths versus the structure that enforces the strict liberal arts education telling you what to read. There is value in the enforced structure, so where does that fit in?

- There used to be a very distinct difference between going for a liberal arts education and those that wanted trade/technical jobs, you went to very different places for school. Now they seem to be coming together somewhat, maybe because it’s more economically beneficial?

- Author’s criticism of the elective system -
  - Expense of autonomous schools who have to maintain large course listings.
    - Placating the research wants of faculty?
  - If we can leverage online national approaches to the courses everyone has to take, make them as inexpensive as possible, and have national standards of content - maybe then we can reap the benefits of specialized/elective courses?

- Role of advising -
○ Value in guiding students. Value in having a person to steward students through the mess and the electives.
  ■ Problematic with advisors that may not be fulfilling the role fully - those only looking to check boxes instead of guide. Have to find a mentor outside of your department/schooling?
○ How do you scale mentorship?
  ■ The university of everywhere model means that students have to be their own guide and that can be problematic.

● Student accountability - taking ownership of your education, need for informal education, networking, etc.
  ○ Not sure that we prepare our students for this.
  ○ How do we get that message across to students about the importance?
  ○ Study with Sun Prairie High - the school talks to their students about this currently
  ○ There should be more seamlessness between high school/college
  ○ Students as consumers - many do not start and end at the same institution

● Per Carey, one of the biggest problems of the hybrid model is that teaching is not incentivized.
  ○ Do we have to replace the entire model to incentivize teaching or are there ways within our current model that we can make incentivizing changes?
  ○ Clean slate is very hard to do/likely won’t happen, so how do we change what we have?
  ○ Are the distinctions of R1, flagship, systems schools the fact that faculty are or are not expected to teach (or emphasis on value of teaching)?
  ○ Are there R1 institutions that are experimenting with requiring their faculty to teach less?
    ■ Are we falling into this bifurcation at UW already? Is the answer then hiring adjuncts to make up for the teaching - not a healthy model.
    ■ How many institutions have their own, self-designed Biology 101? Designing basic courses takes time and resources. By having one national course that’s very well done, you free up a lot of time.
    ■ Why is spending 100 million dollars on a building okay, but not spending 100 million on a course that everyone can take?

● Technology is driving the cost of education up instead of down, when every institution is an island and building their own infrastructure from the ground.

● San Jose State had issues when they discussed using a MOOC from another institution. People felt they were ‘destroying the academic institution’ - protective behavior felt by many.
  ○ Inherent lack of trust between higher education institutions.
● Competition for prestige is driving force of the institution. Collaboration between scholars but not amongst institutions.

● We have professors willing to co-teach across institutional boundaries and scarce expertise on certain topics that is being shared across boundaries. How can we further facilitate this sharing?
  ○ Administration & the credit hour are tough forces.

● Credit hour as value for degrees
  ■ Carey discusses that the degree requirements boil down to how many hours you sat in a classroom, not any demonstrated outcomes.
  ○ How do you get past ‘the credit hour’ as the valuable measurement?
    ■ Accreditation is based on the credit hour. It is an ingrained structure.
  ○ How do you account for work that doesn’t fit within our accreditation systems?
  ○ Author’s passages on isomorphism

● Will the changes toward the “university of everywhere” not start in the US, but instead overseas and then move here?
  ○ Changes will be meaningful elsewhere as opposed to within our saturated market.

● Our institutional leaders are interested in these topics, but they can’t come to every conversation that they’re interested in. How can academic staff champion in small ways?
  ○ However, change will not be top down, it will bubble up and there will be times when the needed changes and the system experience friction.

● Value inherent in an institution’s name.
  ○ Being accepted into certain institutions is what holds the value. The middle piece, the education, almost doesn’t matter.

● Struck by the recency of the history shared by Carey. School actually hasn’t been the same for four hundred years.
  ○ The lecture hall based in 19th century education - even that is not long ago.
  ○ Much of what we think of as the “way it needs to be” is quite recent.

● Education viewed as elitist - many in our institutions still try to hold on to the elitism or enjoy that feeling.
  ○ Culture of paying one’s dues in the institution.
  ○ Unhealthy culture is exacerbated as you continue through your academic education, almost ‘hazing’.

● Less frontloading of education up front. Learning too much at one time.
  ○ Frontloading also rewards a certain type of person/student.
  ○ Making learning a habit that is continued over time.
● Online for-profit colleges.
  ○ How do these schools compare to edX or compare to what we think of as “real college”?
  ○ Elitism in online degrees and the granting school?
    ■ Online colleges have larger dropout rate and loan crisis because there is little support or follow through from the college for their students.
  ○ What is the difference between the land-grant university and the University of Phoenix?
    ■ Do we get to address them differently?
  ○ What are the public goods that we should be investing in as a society?
    ■ As you peel pieces of the hybrid university off, some of those things will get left behind. It depends on who is writing the policies.

● Carey’s critiques are right on.
  ○ The model is unsustainable in its current form. However, is it dangerous that this transformation is happening at a time when the broader public is cynical about higher education?
    ■ How do we convince the broader public that this is a public good?

● Publishers are gatekeepers for tenure and are essentially different from what they say they are. Tech has not made them cheaper.
  ○ Universities are doing this as well - there is a disconnect between what we say we are doing and what we are actually doing.