In my years of being in the business of promoting community engagement in higher education, I have seen the proponents of community-centered education on college and university campuses continually struggle in an attempt to “institutionalize” civic engagement on their campuses from their positions on the institution’s periphery. Although they have been tilting at the windmill of higher education’s deeply rooted, sometimes archaic and seemingly impenetrable cloak of tradition just to get a little more respect, societal change, especially change driven by information technology, has emerged with promising opportunities to move their work from the margins to the core of higher education’s mission.

I suggest that we quit asking for polite recognition and acknowledgment and that instead we boldly claim that community-engaged educational strategies, like community-based participatory research and problem-based service-learning, together with mobile and social 21st-century technologies and student dispositions, are in fact at the forefront of where higher education needs to go. We should embrace and demonstrate our ability to deliver a more connected, personal, creative, open, and relevant educational experience.
Rather than lay out a detailed road map, I hope to offer a case for support of the idea that the time is right for community engagement, hand in hand with popular technologies, to provide a relevant model of higher education delivery in today’s world. Let’s start by considering why higher education might be ready to benefit from disruptive change.

**Troubling Times in Higher Education**

There are an increasing number of people suggesting that higher education is the next industry bubble to burst. A number of factors are contributing to the idea that it needs some transformative change sooner rather than later. Here are just three:

- **Cost:** Even though the data suggesting that college graduates make more money over their lifetimes still hold true, the fact is that the cost of attending college is out of control. Since 1985, the overall consumer price index has risen 115%, while the college education inflation rate has risen nearly 500% (Odland, 2012).
- **Student success:** The average 6-year graduation rate at 4-year institutions across the country is 55.5% (National Center for Higher Education Management Systems, 2013). Yes, measuring graduation rates is more complex than it seems on the surface, but in an era when there are calls for more and more people than ever to attend college, it seems like we should warn new students that a large percentage of them won’t get the credential they are investing in.
- **Debt:** Whether you graduate or not, you are probably going to owe lots of money when you leave college. Student loan debt has topped one trillion dollars in the United States. Two thirds of the class of 2011 held student loans upon graduation, and the average borrower owed $26,600 (Ellius, 2012). To put one trillion dollars into perspective, let’s say that you have a job that pays you $40,000 per year. It would take you 25 million years to earn a trillion dollars.

These realities have led to increased public scrutiny of how higher education conducts its business. There is also a looming financial crisis within many institutions. A number of campuses appear to be in danger of financial demise. According to a recent study from Bain & Company, almost one third of colleges and universities in the United States are in “real financial trouble” (Denneen & Dretler, 2012). These institutions have financial statements that are significantly weaker than they were just a few years ago. Simply put, these institutions
“have more liabilities, higher debt service and increasing expense without the revenue or the cash reserves to back them up” (Denneen & Dretler, 2012).

Some of the most innovative thinking about learning and about the emerging roles for higher education is coming out of places many civic engagement advocates are not currently looking. Education technologists and learning theorists outside of the usual civic engagement canon have presented some useful frameworks. David Wiley is the kind of thinker whose work can help us think about a vision for community engagement. Wiley is currently on leave from Brigham Young University and leading Lumen Learning, an organization dedicated to supporting and improving the adoption of open educational resources by middle schools, high schools, community and state colleges, and universities (Wiley, Green, & Soars, 2012). One could contend that Wiley’s work is about community engagement at its core. In 2007, he taught a course at his institution and invited the rest of the world to participate. The syllabus and readings were all freely available online. All student writing was done online as well. According to Wiley, “The result was a group of approximately 60 people from around the world who read, worked, wrote, and discussed together—and fewer than 10 of them were registered for credit at my university” (Young & Wiley, 2009). To Wiley, the nonregistered community participants were not a burden to his university’s resources but rather performed a public service by enhancing the education of the registered students.

Wiley also reminded us of how slow higher education is to change, despite a rapidly changing world:

About 500 years ago, the primary mode of teaching in the university was to come in with blank sheets of paper and listen to the professor recite from a manuscript so you could make your own copy of the book. There was an opportunity 500 years ago with the invention of the press to radically change education. But that didn’t happen. The lecture is still the primary model. Now we have the birth of the Internet. If we only get these opportunities twice a millennium, we should try to use them. (Kamenetz, 2013, p. 110)

Higher education’s reluctance to embrace change was also expressed by Cathy Davidson of Duke University, author of 20 books, most recently Now You See It: How the Brain Science of Attention Will Transform the Way We Live, Work and Learn:

Virtually every feature of traditional formal education was created between 1850 and 1919 to support the Industrial Age. . . . We’re stuck with Henry Ford’s assembly line from kindergarten through grad school! But our world
has changed! With the Internet we don’t need the same kind of hierarchical structures. (Kamenetz, 2013)

A community-engaged education, one that involves active, collaborative, and student-directed learning, is a key to making higher education relevant to more students. The same kind of learning described by Harvard professor Eric Mazur in his 1997 book *Peer Instruction* transforms classrooms because it more closely resembles how we learn things outside of a classroom on a daily basis. We discuss things with friends and colleagues, generate new questions, and weigh options based on the information available. If you consider that this is exactly what social media has enabled people to do in terms of sharing and collaborating, it is clear that YouTube, Twitter, and the rest are also informing learning on a daily basis.

To some extent, information technology has nudged bits and pieces of higher education into the 21st century. What we need, however, is more than simply finding faster or more efficient ways to do things within the confines of traditional notions of college teaching and learning. People who have had portable, digital technology available to them their whole life find less relevance in memorizing notes and taking tests. They literally have a world at their fingertips with a diverse collection of wisdom at their disposal, as well as a diverse set of real problems to solve. The real opportunities to put significance and consequence into education emerge when an already existing networked view of the world can be viewed through a community lens.

**Community-Engaged Teaching**

Strangely enough, digital technologies are forcing us to recognize the power of the collective and social. (Bollier, 2008)

There is a belief by some people that the Internet and online activity are isolating and, in fact, have the opposite effect that community-engaged learning like community-based participatory research and service-learning is trying to achieve. The adoption of technologies has always been accompanied by people warning about what we will lose as the result of innovations. I have no desire to dive into that history here. A considerable amount of recent research, however, has suggested that there is little to fear. According to research by the Pew Internet and American Life Project, the Internet and mobile phones are not linked to social isolation. In fact, online activity can even lead to larger, more diverse social networks (Hampton, Sessions, Her, & Rainie, 2009).

You are familiar with the *digital divide*, the access gap to technology that limits low-income people’s access to the world through technology. Wiley
and Hilton (2009) suggested that there is also a *daily divide*: “Individuals with abundant access to information and communication technologies who have habits of effective use of these technologies in information-seeking and problem-solving activities are unable to make effective use of these technologies in typical higher education settings.”

As we send students out into the community to serve and to do research, we too often forget that they are carrying around in their pockets an extraordinary amount of computing power and access to the most advanced communications networks in the world. Why wouldn’t we want them to use those tools in support of their service to the community?

Through my work at Minnesota Campus Compact’s Center for Digital Civic Engagement, I have tried to identify portable, digital technologies that could complement all types of civic engagement in higher education. Here are some examples in just three categories.

*Mapping:* With mapping tools like the Google Maps, any number of social mapping projects are possible. SeeClickFix (http://seeclickfix.com) and City Sourced (www.citysourced.com) are two examples of sites that use mapping to engage citizens in identifying public safety and infrastructure issues in a community. Residents report potholes, vandalism, blocked bike lanes, and so on via their phone or computer. The information goes directly to a news site, and alerts are sent to city officials. There are also opportunities through mapping to support communities of interest. For example, the transgender community was involved in the development of http://safe2pee.org, a site that maps locations of public restrooms across the country that have gender-free bathrooms or traditionally gendered single stall or locking bathrooms. Hundreds of examples of maps for hundreds of purposes can be found on the Google Maps Mania blog (http://googlemapsmania.blogspot.com).

*Data collection:* Spreadsheets and other documents can be accessed via mobile devices in Google Drive (formerly Google Docs). Services like Rapid SMS (http://rapidsms.org) have a text message framework that manages data collection using basic mobile phones, presenting information on the Internet as soon as it is received. It is not constrained to any particular kind of mobile device, and you don’t need to install any software on your phone to use it. If you are doing remote fieldwork or international work, FrontlineSMS turns a laptop and a mobile phone into a central communications hub. Once installed, the program enables users to send and receive text messages with groups of people through mobile phones. Of course, you could also do a version of the same thing through Twitter.

*Dissemination:* Sites like Themeefy (http://themeefy.com) and Scoop.it (www.scoop.it) can be used to create online magazines around a community
or an issue. If you are interested in sharing audio interviews and reporting online, you can use sites like AudioBoo (http://audioboo.fm) and ipadio (www.ipadio.com). When you use social media services like Facebook, YouTube, Twitter, and so on, you can use Storify (www.storify.com) to tell stories using social media such as tweets, photos, and videos. You can search multiple social networks from one place and then drag individual elements into your story.

These examples just barely scratch the surface of the possibilities to support civic engagement with freely available technologies that students are already poised to use. We should not let higher education’s daily divide extend to our community work.

21st-Century Technology

Over the past couple of decades, technology has changed how we do almost everything. It has changed how we work (telecommuting, webinars), how we learn (online search, data mapping, digital libraries), how we play (booking travel, online auctions), how we do business (e-commerce, marketing, banking), how we communicate (mobile phones, texting, tweets), and a list of other aspects of our life too long to mention. We are not simply using Internet-based tools to do things; we are thinking in new ways. For example, when I run into a computer problem—let’s say some sort of Windows annoyance—I don’t have to necessarily contact some technical support person. I simply type an error message or a brief description of my problem in a search engine and find that someone else has already had and solved that problem and is willing to share the solution with me. Many answers to questions previously residing only with “experts” are now available through an open gift economy of sorts. In 2012, the Encyclopedia Britannica stopped its presses after 244 years of publication. Wikipedia made the old model obsolete. As Clay Shirky (2010b) noted, “Wikipedia took the idea of peer review and applied it to volunteers on a global scale, becoming the most important English reference work in less than 10 years. Yet the cumulative time devoted to creating Wikipedia, something like 100 million hours of human thought, is expended by Americans every weekend, just watching ads.”

The Evolution of Education Through Technology and Community Engagement

In Table 10.1, Wiley and Hilton (2009) offered two useful side-by-side comparisons illustrating ways that education has failed to adjust to a portable, digital world. This failure is not about technology adoption. It is about the
inability of educators to effectively respond to societal changes in communication and knowledge acquisition that have been made possible because of information and communications technologies.

If we replace the word everyday with the word community, we can begin to recognize the benefits of social media and other technologies that augment the reality of our everyday lives. The education versus everyday comparison, in particular the last four concepts—connected, personal, creating, and open—might also create a set of goals for anyone seeking to make education more relevant. Let us briefly explore each of these areas and begin to see how community engagement complements efforts to achieve these goals for higher education.

Higher education has made strides in going both digital and mobile. It is in the areas of making education more connected, personal, creative, and open, however, that an approach utilizing appropriate technologies and community engagement can help make education more relevant to today’s students. These four areas can all be enhanced through civic engagement and through technologies which students are already embracing.

**Connected**

People who use the Internet every day are constantly engaged in connected learning. Tapping the wisdom that exists in the community is a hallmark of community-engaged education. Creating opportunities for that wisdom to be shared digitally is at the center of the life of today’s students. Connected learning is the difference between having a works cited page and having live links to people, information, and knowledge. This may come as a surprise, but not all of these links are from inside the academy.

**TABLE 10.1**

<table>
<thead>
<tr>
<th>Then</th>
<th>Versus</th>
<th>Now</th>
<th>Education</th>
<th>Versus</th>
<th>Everyday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analog</td>
<td>=&gt;</td>
<td>Digital</td>
<td>Analog</td>
<td>=&gt;</td>
<td>Digital</td>
</tr>
<tr>
<td>Tethered</td>
<td>=&gt;</td>
<td>Mobile</td>
<td>Tethered</td>
<td>=&gt;</td>
<td>Mobile</td>
</tr>
<tr>
<td>Isolated</td>
<td>=&gt;</td>
<td>Connected</td>
<td>Isolated</td>
<td>=&gt;</td>
<td>Connected</td>
</tr>
<tr>
<td>Generic</td>
<td>=&gt;</td>
<td>Personal</td>
<td>Generic</td>
<td>=&gt;</td>
<td>Personal</td>
</tr>
<tr>
<td>Consumption</td>
<td>=&gt;</td>
<td>Creating</td>
<td>Consumption</td>
<td>=&gt;</td>
<td>Creating</td>
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<tr>
<td>Closed</td>
<td>=&gt;</td>
<td>Open</td>
<td>Closed</td>
<td>=&gt;</td>
<td>Open</td>
</tr>
</tbody>
</table>

*Note. Adapted from Wiley and Hilton (2009).*
Connectivism, a learning theory popularized by educational theorists like Stephen Downes and George Siemens, is the theory that knowledge and learning can be described and explained using network principles. It seeks to explain complex learning in a rapidly changing social digital world. This type of networked learning has a lot in common with pedagogies like service-learning. According to Downes, connectivist pedagogy creates an “authentic community of practice.” He said, “To teach is to model and demonstrate—to learn is to practice and reflect” (Downes, 2007; 2013).

Connected teaching and learning is complemented by our ability to use various types of social media and to create and share information and knowledge. Table 10.2 reflects some work by Dr. Sarah Smith-Robbins (2008) from Indiana University. It points out that students can get many of the same things from higher education and social media. This suggests that a community, whether it is a geographical community or a community of interest, could be valuable in a learning environment.

This isn’t to suggest that higher education does not add unique value. It is merely a reminder that a great deal of learning takes place outside of academia. I am 54 years old and have two college degrees. If I were to estimate the percentage of everything that I know that I learned in college, it would be maybe one one-millionth of one percent. Everything else has been learned through my life experience, in various sectors and aspects of community life and personal curiosity.

<table>
<thead>
<tr>
<th>Valued Characteristic</th>
<th>Higher Education</th>
<th>Social Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membership in intellectual and social affinity groups</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Access to resources and experts</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Engaging in intellectual discussions</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Accumulate and develop skills for employment</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Association with professional community</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Establish social and professional network</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Enhance personal and professional reputation</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Share enthusiasm for common interests</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Build skills</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

*Note. Adapted from Robbins (2008).*
People construct meaning for a new idea by relating it to ideas or processes they already understand. Most of that understanding comes from outside of the classroom. David Weinberger, perhaps best known as a coauthor of the *Cluetrain Manifesto* (Levine, Locke, Searls, & Weinberger, 2000) reminded us that “knowledge isn’t in our heads; it’s between us . . . social knowing is never finished” (Weinberger, 2007, p. 147). The connectedness that exists in communities extends into the social media world. Learning that takes place in site-based service-learning, for example, does not have to end there. If I serve at an organization and develop a relationship with people there, I am not just an asset they had for a short period of time. Similarly, I do not stop learning from that experience because I continue to have the relationship.

**Personal**

How did you learn things 20 years ago? How do you learn things now? If you agree that most of what a person learns, they learn outside of traditional classroom learning environments, then it is important to realize that everyone has a personal learning network (PLN), the entire collection of people with whom you engage and exchange information, usually online. In the pre-Internet days your PLN included the “street smarts” gained from experience, television, radio, and whatever books, magazines and newspapers you read. Today, your PLN also includes social media, networks of friends, acquaintances and people with common interests from around the world. Your PLN allows you to crowdsource solutions to problems. Crowdsourcing presents a problem to a community, asks the community for solutions, lets the community scrutinize the suggested solutions, and then invites them to help implement the solutions. Many online tools support crowdsourcing. They include: All Our Ideas (www.allourideas.org), IdeaScale (http://ideascale.com), Google Moderator (www.google.com/moderator), and Crowdmap (http://crowdmap.com).

According to EDUCAUSE, a nonprofit association of information technology leaders and professionals committed to advancing higher education, the personal learning environment is “likely to become a fixture in educational theory, engendering widespread acknowledgment of its value, both of its framework and of its components. Scholars might find it important to maintain web updates on their own scholarship as new findings are posted elsewhere. Students will find themselves increasingly working collaboratively and relying on their network of contacts for information. As a result, students will probably more quickly develop the skill to sort the authoritative from the noise” (EDUCAUSE, 2013).

Another phenomenon at the intersection of higher education and information technology and personalization is the extraordinary emergence
of online college courses. Whether synchronous, asynchronous, blended, flipped, massive open online courses (MOOCs), or some other hybrid, it is clear that online learning is a significant and important part of higher education. The 2012 Survey of Online Learning conducted by the Babson Survey Research Group gives us an idea of just how important online courses are to higher education. Key report findings include the following:

- Over 6.7 million students were taking at least one online course during the Fall 2011 term, an increase of 570,000 students over the previous year.
- Thirty-two percent of higher education students now take at least one course online.
- Seventy-seven percent of academic leaders rate the learning outcomes in online education as the same or superior to those in face-to-face classes.
- The proportion of chief academic leaders who say online learning is critical to their long-term strategy is at a new high of 69.1% (Allen & Seaman, 2013).

The desire for greater personalization of the educational experience has played no small part in the emergence of online learning. It is not just the convenience of taking courses on one's own schedule that appeals to students. Personalization also comes from the increasing number of open education options (more on that in a bit).

So what does all of this talk about online learning have to do with community engagement? Too many of higher education's civic engagement proponents have ignored online learning despite its being the fastest growing area of higher education. They do so at their own peril, because better understanding how to merge these two things creates tremendous opportunity.

Consider one of the greatest benefits of a pedagogy like service-learning: the development of those core, transferable work habits, competences, and dispositions traditionally known as “soft skills.” Educational experiences such as community-based participatory research or service-learning do much more than help students apply theory. They are also great ways for students to learn a variety of communication skills, as well as things like adaptability and conflict resolution. Those of us who are proponents of these pedagogies but who do not figure out how to effectively use them in online courses are denying increasing numbers of students an opportunity to develop these skills.

Another tremendous opportunity can be seized when students taking service-learning courses from geographically dispersed locations provide valuable service to communities that are not physical hosts to campuses. Online...
students do not live online. They live in communities. Wherever those communities are, online students can serve them. This will not only positively influence students’ education but also have the additional benefit of extending a college’s regional or even international profile and impact.

Creating

My contention is that creativity now is as important in education as literacy, and we should treat it with the same status . . . and the result is that we are educating people out of their creative capacities (Sir Ken Robinson, 2006).

In 2010, when I started the Center for Digital Civic Engagement, I did so for two reasons. The first was to collect whatever information I could about how people were attempting to do service-learning in online courses. The second was to plant the seeds of creativity in the higher education civic engagement community. I try to introduce widely available, mostly free technologies that might be adapted for use in data gathering and for documenting, evaluating, organizing, and sustaining community-based teaching and learning.

Social media integrates technology, social interaction, and content, transforming people from content consumers into content producers. Isn’t this also the goal of civic engagement? Don’t we want people to become producers of democracy and not just passive observers? So-called web 2.0 technologies have transformed people from mere consumers of content into curators and producers of content. This is similar to one of the goals of civic engagement: to turn students from passive participants into active participants of democracy.

In his book *Cognitive Surplus: Creativity and Generosity in a Connected Age*, Shirky (2010a) provided numerous examples of how people with a common predisposition both to create and to share can connect through various web 2.0 technologies and leverage their online networks to affect change in communities around the world. His case studies demonstrate how people’s natural desire to both create and share is making positive things happen every day. I have already mentioned the creation of Wikipedia. The following are two examples based on fans of musicians being connected to those celebrities online.

During an embargo of U.S. beef imports to Korea, a deal was in the works to remove the embargo. One tweet from a member of the popular Korean boy band DBSK expressed disapproval of lifting the embargo. Suddenly, thousands of young Korean girls were taking to the streets to protest the import of U.S. beef. Though it was not a highly organized protest, the Korean government took notice. Slightly more understandable is the example of members of the Josh Groban Fan Club realizing that they were much more effective fund-raisers and organizers than the staff of the singer’s foundation.
Ultimately the fans’ work went on to improve the effectiveness and impact of that foundation.

People look to higher education for innovation. Innovation requires creativity, and creativity is inspired by community. As Masaru Ibuka, cofounder of Sony, said, “Creativity comes from looking for the unexpected and stepping outside your own experience” (ThinkExist.com, 2013). Stepping outside your own experience is also what community-engaged education is all about. Educators should take advantage of all of the tools and talents being cultivated in the information technology sector to cocreate solutions to the challenges faced by local and global communities.

Open

The community engagement/technology connection that is getting the most attention is perhaps the worldwide movement toward open education. Open Education Week is an effort coordinated by Open Education Consortium (formerly Open Course Ware Consortium), an association of hundreds of institutions and organizations around the world that are committed to the ideals of open education. Its definition of open education says that it “incorporates free and open learning communities, educational networks, teaching and learning materials, open textbooks, open data, open scholarship, open source educational tools and on and on. Open Education gives people access to knowledge, provides platforms for sharing, enables innovation, and connects communities of learners and educators around the world” (Open Education Week, 2013).

Openness is inextricably linked to making education more personal. David Wiley argued, “Education is first and foremost an enterprise of sharing. In fact, sharing is the sole means by which education is effected. If a teacher is not sharing what he or she knows with students, there is no education happening. Those educators who share the most thoroughly with the greatest proportion of their students are the ones we deem most successful” (Wiley et al., 2012).

The connection between open education and community goes to the core of civic life. The concept of openness isn’t just about getting things for free. Stephen Downes captured this idea in his book Free Learning:

In one sense, “free learning” means, of course, “learning for free,” which in turn may be thought of as “learning without charge” or fee or cost, and also, learning freely, according to one’s own will and direction. In another sense, “free learning” may be thought of as an imperative, a command, to release learning from its existing shackles, from its role as a colonizer and commoditizer of people and societies, and to set it free as a common cultural
heritage, like a language, like a cuisine, like a musical tradition. . . . I think that our common heritage is too valuable to slice and dice and apportion off to the highest bidder, and I think that the right of each person not only to consume, but also to contribute to, that heritage is a right that ought not easily be surrendered. Who we are as individuals, as a society, as a species, rides on the outcome of this. (Downes, 2011, pp. 6, 8)

The diversity of ideas in education should reflect the diversity of the community. One tremendous benefit of a community-engaged education is students get the opportunity to interact with people who are not like them and to see them as citizens and residents, as opposed to seeing them as parts of abstract groups or as statistics. People’s comfort with being in the middle of a diverse community of learners might, in part, begin to explain the popularity of MOOCs. Learners in MOOCs are not sitting in a giant virtual classroom. They are seeking out affinity groups of learners who want the same thing from a course that they do. MOOCs are also like communities in that much of their activity (connections, learning, sharing) happens organically, as opposed to being disseminated from an expert through highly regulated channels. Educational theorist George Siemens (2012) said, “It is important to realize that MOOCs are not (yet) an answer to any particular problem. They are an open and ongoing experiment. They are an attempt to play with models of teaching and learning that are in synch with the spirit of the Internet.”

Seizing an Opportunity

If you are a proponent of higher education who engages learners with communities, you have never been better positioned to demonstrate your contributions to a reimagined model of higher education that promises to be more relevant to today’s learners. To take full advantage of this opportunity, you need to allow yourself to think of information technology and the Internet not as isolating or antisocial evils but as bridges and lifelines that support and enhance civic engagement and our sense of community.

A 2011 study supported by the MacArthur Foundation and the Center for Information and Research on Civic Learning and Engagement, found that youth who pursue their interests on the Internet are more likely to be engaged in civic and political issues and to be exposed to diverse political viewpoints (Cohen & Kahne, 2011). Those youth are connected to people who are passionate about the same things they are. They are constantly adding to their personal learning networks, while creating and sharing their own knowledge with an entire world of open platforms of people thinking globally.
and acting locally. We should see that their educational experience does the same. If this is where we are finding active, motivated students, why isn’t higher education in that same space?

If we wait for best practices and peer review to dictate how we begin to connect and create with students in personal and open spaces, it will be too late. Civic engagement advocates within higher education can seize this opportunity today and be at the forefront of a more relevant higher education.

References


