The rise of corporate academies in higher education: how do universities fit into the equation?

L'ascesa delle academy aziendali nell'istruzione superiore: come si delinea il ruolo delle università?

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Abstract

Higher education is undergoing a significant transformation due to the exponential expansion of online courses and training pathways that have emerged in recent years. These developments have been driven by the evolving needs of workforce training and the broader digital transformation. Corporate Universities represent an alternative approach to education, filling a gap that most traditional academic institutions have left unaddressed due to the rapid changes of the modern world. In Europe, traditional universities have responded to the proliferation of learning environments with consortia and partnerships to deliver a variety of high-quality and competitive courses through shared MOOC platforms that reflect the continent's linguistic diversity and commitment to lifelong learning. These initiatives, promoting collaboration among academic institutions, corporations, and policymakers, seek to ensure that everyone has access to a diversity of resources to support their learning and ongoing training, in accordance with European Union directives. The study aims to highlight the multifaceted evolution of learning and how academia is responding to today's formative challenges.

Keywords: Corporate Academy; university; MOOCs; lifelong learning; microcredentials.

Sintesi

L'istruzione superiore sta subendo una significativa trasformazione a causa dell'aumento esponenziale di corsi online e di offerte formative non convenzionali, emersi negli ultimi anni per rispondere alle esigenze dello sviluppo della forza lavoro e della trasformazione digitale. Le Academy Aziendali rappresentano un approccio alternativo all'istruzione, colmando un vuoto che molte università hanno lasciato irrisolto a causa dei rapidi cambiamenti del mondo moderno. In Europa, le università tradizionali hanno risposto alla proliferazione degli ambienti di apprendimento con consorzi e partnership per offrire una varietà di corsi di alta qualità e competitivi attraverso piattaforme MOOC condivise che riflettono la diversità linguistica del continente e l'impegno per l'apprendimento permanente. Queste iniziative, promuovendo la collaborazione tra istituzioni accademiche, aziende e decisori politici, mirano a garantire a tutti accesso a una varietà di risorse per sostenere il proprio apprendimento e la formazione continuativa, in conformità con le direttive dell'Unione Europea. Lo studio mira a evidenziare la multiforme evoluzione dell'apprendimento e le modalità con cui l'ambito accademico sta rispondendo alle sfide formative odierne.

Parole chiave: Academy aziendali; università; MOOC; lifelong learning; microcredenziali.

1. Introduction

Growing investments in e-learning and distance education programs are influenced by multiple contributing factors such as globalization, lifelong learning demands, the digital revolution, and the evolving characteristics of students. This shift is reshaping how learning is envisaged and provided (Blass, 2001). A significant manifestation of this trend is the emergence of Corporate Universities, which created an innovative paradigm in training and education, being centered around corporate governance and privatization. As Antonacopoulou (2002) argues, they emphasize a business-oriented approach with a strong focus on consumerism and performance.

In higher education, Corporate Academies represent a relatively new concept, offering a unique framework for the integration of knowledge between formal training and professional development, with a focus on structural changes, in terms of technology, organizations, and institutions (Cappiello & Pedrini, 2017). This approach to education has spread among big firms and evolved around the world, to the extent that it has begun to be adopted and implemented even by small businesses, drawn by the numerous benefits of personalized training. Encouraged by the enormous potentials of online learning that sensibly contribute to reduce costs and logistics, both small and larger enterprises are embracing this model in multiple work environments to maintain visibility and expand their business in a fast-paced global market.

Business organizations around the world are fully capitalizing on their potential to generate a skilled workforce and achieve sustainable growth in a highly competitive global environment. Investigating Corporate Academies' changing activities, impact, and best practices is key to understand how such programs have become more and more widespread as vital elements in training and upskilling individuals for their lifelong learning purposes. Their objective responds to the existing misalignments between school and university courses and specific requests from companies, but additionally it impresses the appropriate push for innovation, especially in the field of new technologies, a sector which is in constant evolution. Corporate academies are increasingly supporting continuous workforce education and professional growth. Unlike traditional training, they promote lifelong learning throughout employees' careers rather than as a one-time event. This shift reflects the rapidly changing business landscape, emphasizing the need for universities to adopt a resilient, adaptable vision to drive innovation and meet evolving challenges. Higher education is expanding to embrace online and non-formal learning approaches, facilitating skill acquisition beyond traditional academic settings. Concerns arise over private training firms influencing education and critical thinking. Universities are called to evolve beyond traditional learning models to proactively respond to online and corporate education, ensuring competitiveness and fully embracing digital transformation (Mohamed Hashim et al., 2022).

2. Origins and definition of Corporate Academies

In recent decades, Corporate Academies have rapidly expanded, embracing the concept of the learning organization (Barricelli, 2022) and providing professional training designed to effectively connect individuals with the labor market in an ever-evolving society. Their origins date back to the last century, with the earliest experiments made by General Motors, with the launching of its programs in the United States in 1927. These Academies began to portray a cultural influence by establishing a "community or corporation of learning" –

concept borrowed from the original Latin word *universitas* – which led them to eventually adopt the term of university (Blass, 2001).

In its 2023 report, Assoknowledge (2023), an Italian association specializing in knowledge-intensive services and training, explains that Corporate Academies take on different distinctive features and definitions (Academy, University Academy, Corporate Academy, Corporate University, School, Lab, etc.), but they are all oriented to align the company's internal knowledge base with the expertise required to remain competitive. In English-speaking countries, the term Corporate University is mainly used, rather than Academy, and is understood as an alternative to traditional university education (Corbo, 2021).

According to a globally recognized definition, "a corporate university is an educational entity that is a strategic tool designed to assist its parent organization in achieving its mission by conducting activities that cultivate individual and organizational learning, knowledge and wisdom" (Allen, 2002, p. 9). The Allen scale classifies their training into four levels based on objectives. Basic training focuses on specific job skills, while managerial training targets executives and company leaders. The third level includes courses that grant university credits. The fourth level consists of courses leading to formal degrees, including Bachelor's, Master's, and Doctoral programs (Cappiello & Pedrini, 2013).

An alternative approach to categorizing Academies is based on their content focus: generalist academies aim to disseminate company values among employees; managerial academies focus on developing management-level competencies; and technical academies provide specialized training to equip employees with specific skills required by their roles (Cappiello, 2022).

2.1. Organization and spheres of action

The various features that Corporate Universities entail further reflect the lack of a univocal organizational framework. For instance, they may be structured as a specialized teaching facility with professors, Deans, and offer multiple types of accredited certifications and credits. In other cases, they function more like staff colleges, providing a variety of courses through partnerships with external education agencies or through internal instructors employed by the firm. Another type of their organization is that they might provide their academic offer exclusively virtually. Ultimately, the concept of Corporate Universities comprises cooperative educational partnerships amongst an alliance of organizations and academic institutions (Antonacopoulou, 2002; Rowley et al., 1998).

It is advisable that employees assimilate the vision and mission of the company, to spread its essence to the final customer. Therefore, the Academies become an effective tool for communicating values, attracting talent, sharing the corporate brand's values and generating opportunities for networking, innovation, and business (Pinto, 2022). As a result, their purpose does not limit only to staff training, but is aimed at establishing relationships with stakeholders, external subjects, start-ups, aspiring employees, thus expressing the ability to put themselves into a privileged dialogue with the society and in synergy with the territory. This strategy proves essential for the growth and balance outcomes of the company itself, which benefits from greater visibility and meaningful relationships with customers, suppliers and external collaborators, contributing to making the brand attractive and marketable.

The main training areas include orientation and selection for undergraduates and recent graduates, as well as initial training for new employees. They also cover professional

development for managerial levels, along with up-skilling and re-skilling initiatives for the entire workforce. Additionally, training programs focus on courses required by law and the promotion of corporate ethics, vision, and brand mission.

Today, corporate universities enhance intellectual capital by promoting knowledge exchange, innovation, and collaboration through learning management systems and advanced technologies, aligning individual learning with broader corporate strategies (Doğan & Acar, 2020; Andriushchenko et al., 2022).

3. Traditional universities and Corporate Academies

Fernández González (2014) argues that lifelong learning and personalized instruction are taking the place of public, universal education in the field of education, to the point that "the market has invaded new areas which until then were considered as privileged functions of the State" (p. 195). The author further argues that, over the previous decades, universities have faced three major challenges that have reshaped their role in society. The first is a supremacy crisis, as private institutions have gained influence, challenging the traditional authority of universities. The second is a legitimacy crisis, stemming from a growing uncertainty about their role and purpose. Lastly, universities are experiencing a structural crisis, as they struggle to keep up with increasing demands for productivity and efficiency.

According to the Anglo-Saxon scientific research, Corporate Universities were established in opposition to traditional universities, considered no longer suitable to meet companies' needs to hire people with the requested knowledge and skills (Corbo, 2021). However, some authors (see Blass, Waks, Rolfe) outline a series of concerns in relation to Corporate University education, underlining the value of maintaining the independent liberal education typical of traditional universities, together with the aspiration for a high educational level, free from the profit and market logic typical of Corporate Universities (Corbo, 2021). Fernández González (2013) finds that this kind of education is "oriented to respond to the demands of the post-Fordist labor market, namely, to teach students how to be flexible, precarious and available for any job" (p. 175). Additionally, private interests may condition university programs, that would then prioritize different standards and align their goals to commercialization logic. If educational institutions accept financial support from business organizations, there may be an inclination to compromise impartiality and balance in favor of a curriculum that is in line with the funders' objectives. Subtle manifestations of this include the promotion of particular fields of study that are advantageous to specific companies, potentially to the detriment of a more extensive, liberal arts education (Antonacopoulou, 2002).

In some countries like the United States, another issue concerns the massive educational debt that students take on in order to study at university. Fernández González (2013) calls it the "pedagogy of debt", demonstrating that education is actually another consumer good, that causes distress and hardship to students although education should be the actual responsibility of the State. Unlike the United States, however, Corporate Academies in Europe typically lack the same degree-granting power of traditional universities; therefore, to offer training that has legal value, they must collaborate in synergy with universities, thus placing themselves at a cooperative rather than competitive level.

Despite adopting the term "university" and, in some cases, structuring themselves similarly to academic faculties, most corporations do not attain the comprehensive curriculum scope, diverse academic proficiency, and research funding typical of traditional universities. To

address this shortfall, many of them pursue partnerships with higher education institutions, particularly regarding issuing degrees and certifications (Walton & Martin, 2004). Furthermore, due to a very high failure rate, Corporate Universities often seek to partner with established universities that take an innovative strategy in order to obtain outside expertise and significant chances to generate quality learning outcomes (Rhéaume & Gardoni, 2015). Another reason to pursue partnerships with universities is due to the financial crisis that forced many firms to reduce training budget; therefore, in the next years, the trend suggests that more and more firms will include outside courses and materials into their corporate university offerings.

3.1. How Universities employ MOOCs

The upsurge of consortia among multiple universities, some of which may involve private corporates as well, has contributed to strengthening alliances, through which academic networks share training courses. Students and citizens at large are offered new learning methodologies to develop life skills and achieve the needed competencies for professional development, promoting the internationalization of knowledge. These users benefit from an assortment of approaches and methods (Bruschi et al., 2022). A large number of e-learning and MOOCs portals frequently form strategic unions to benefit from combined knowledge, assets, and connections to be always updated in the constantly shifting domain of digital learning. These partnerships arise for many different motives, from technological integration and market expansion to content creation and dissemination.

Massive open online courses, or MOOCs, have grown significantly since their inception in 2008 and are now a prominent aspect of the online education sector (Banks & Meinert, 2016). The *New York Times* declared 2012 "the Year of the MOOCs" and the predictions for the coming years were so optimistic that formal universities were believed to be facing obsolescence in a very near future (Jacqmin, 2019). MOOCs address the rising demand for higher education, particularly in emerging economies, and challenge the exclusive and closed nature of academic knowledge in traditional universities (Schuwer et al., 2015). In the few past years, a growing number of universities have developed several numbers of MOOCs, which at present portray two main categories, known as xMOOCs and cMOOCs. The former means that the course is delivered with the help of a teacher through videolessons, tests, etc. In the latter one, the C stands for connectivity, meaning that the students are encouraged to collaborate and be proactive (Perifanou & Economides, 2022).

Sannicandro (2023) cites a recent report from Class Central[1] that shows the sharp rise of MOOCs all around the world. Between 2012 and 2020 the number of students surged from two million to 180 million (this analysis does not include data from China), whereas the number of courses went from 250 in 2012 to 16,300 in 2020. The universities' partnership in MOOC platforms rose from 40 to 950 (Sannicandro, 2023). These portals offer job specialization courses in different subjects, levels and types (soft skills, foreign languages, digital environments, professional training, etc.). As seen with Corporate Academies, one of their primary goals is to bridge the gap between universities and the job market. A major challenge is that graduates often enter the workforce without the necessary technical skills (Banks & Meinert, 2016), largely due to the rapid obsolescence of digital technologies.

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[1] www.classcentral.com/report

3.2. The realities of European MOOCs

In an attempt to schematically bring together the data that e-learning portals display on their web page, the table below lists some of the major European e-learning portals that offer free courses for professional development, training and upskilling for career advancement or change. Some of these offer the possibility of earning microcredentials or degrees; depending on specific fundings, their policies can change over time, and these certificates might be obtained for free or at some cost. Usually, MOOCs do not provide students with a degree that potential employers or the academic community will recognize and accept, except in case of credit recognition, therefore they should not be regarded as threats to traditional universities (Ong & Grigoryan, 2015; Weller, 2022).

Alongside the main European online universities, e-learning and MOOC portals provide a wide range of personalized solutions for all who seek higher education and tailor-made training. During the data collection, as we can see in Figure 1, significant differences were observed in the quantity and quality of information provided by university Massive Open Online Course (MOOC) platforms.

Platform	Established	Country/Funding	Specialization/Main Features	Language
Academy Europe[2]	2000	German-based	Over 2000 free courses, diplomas, certificates	English, French, German, Italian and Spanish
AI Campus[3] (Artificial Intelligence)	2010	Germany	Specializes in AI, microcredentials. Partners with 3 German universities	English
EADTU[4] (European Association of Distance Teaching Universities)	1987	EU-funded	Coordinates EMC (European MOOC Consortium) represents 150+ universities. Partners with EduOpen and UniNettuno	Multilingual
EduOpen[5]	2020	Italian Ministry of Education	Network of 14 universities, Open Academy project. Recognizes university college credits. Offers a project called Open Academy, to involve unconventional students in its training courses	English, Italian and German
EMMA[6] (European Multiple MOOC Aggreagator)	2014	EU-funded	MOOC aggregator from 12 institutions across 8 countries	Multilingual
E-SLP[7] (European Short Learning Programmes)	2018	EU and Erasmus+ funded	Short learning programmes, Consortium of 15 European universities. Provides courses for professional development and lifelong learning through the SLP4U portal	Multilingual

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[2] https://www.academyeurope.org/

[3] https://ki-campus.org/

[4] https://eadtu.eu/index.php

[5] https://learn.eduopen.org/

[6] https://platform.europeanmoocs.eu/

[7] https://e-slp.eadtu.eu/

EU Academy[8] (European Union)	2020	European Commission funded	EU-owned online hub, content from EU institutions	English, French, German, Italian and Spanish
EMC[9] (European MOOC Consortium)	2017	EU-funded	Consortium of major European MOOC platforms. Partners with EduOpen, Fun, Future Learn, AI Campus, Open HPI, Open Up Ed, Nau, iMooX	Multilingual
European Schoolnet Academy[10]	2014 (founded in 1997)	Brussels-based	Network of over 30 European ministries of education	16 European languages
Federica Web Learning[11]	2014	EU, Italian government funded	University and Master's degrees in MOOC format across 4 areas: MOOC, university, Orientation, Federica Pro.	Italian and English
FUN-MOOC[12] (France Université Numérique)	2013	French Ministry of Higher Ed	Collaborates with 140 partners to deliver MOOCs and SPOCs	French and English
FutureLearn[13]	2012	Funded by The Open University (UK)	Partnership of 20+ best UK universities. Offers degrees and professional courses with the possibility to earn university credits	English
iMooX[14]	2013	Austrian Ministry of Education	University-level educational content. Part of the European MOOC Consortium	German, English and others
Iversity[15]	2013	Berlin-based	Collaborates with European universities and institutions. Offers certificates prior the paying of a fee	Mainly English and German
Miríadax[16]	2013	Spanish network of Universia	Ibero-American academic collaboration counting 90 partners	Spanish and Portuguese
Nau[17]	2017	Funded by European Regional funds	Portuguese public administration initiative for distance learning	Portuguese and some English
OpenUpEd[18]	2013	Supported by European Commission	First European MOOC initiative, multilingual. Founding partner of the European MOOC Consortium	12 languages

[8] https://academy.europa.eu/

[9] https://emc.eadtu.eu/

[10] https://www.europeanschoolnetacademy.eu/

[11] https://www.federica.eu/en/

[12] https://www.fun-mooc.fr/en/

[13] https://www.futurelearn.com/

[14] https://imoox.at/mooc/

[15] https://iversity.org/en

[16] https://miriadax.net/

[17] https://www.nau.edu.pt/en/

[18] https://www.openuped.eu/

Open HPI[19] (Hasso Plattner Institute)	2012	Hasso Plattner Institute, Germany	Independent faculty of Digital Engineering at Potsdam University. Main topics: IT, Digital Health, Design Thinking	German and English
Università Telematica Internazionale UniNettuno[20]	2005	Italian consortium	Consortium of 43 universities. Online international university, credit recognition offered. **UniNettuno** for Businesses offers tailor-made courses for the selection, training and retraining of staff	Italian, English and Arabic

Figure 1. Overview of the main MOOC courses in Europe.

3.3. Microcredentials

According to the definition given by Pickard, Sha and De Simone (2018), a microcredential can be defined as "any credential that covers more than a single course but is less than a full degree" (p. 17). The authors point out that microcredentials imply the idea that "each little piece of an education can be consumed on its own or can be aggregated with other pieces up to something larger" (ivi, p. 20).

The above-mentioned European MOOC Consortium[21] (EMC) developed the design of the Common Microcredentials Framework (CMF), a flexible tool aimed at providing students credentials for their education and in the job market (Antonaci et al., 2021). Considering the widespread diffusion of MOOCs and other online courses, microcredentials and digital badges have already been adopted by many universities (Sannicandro, 2023). The document argues that in the United States and Australia this is a reality, and Europe risks falling behind.

In 2022, the European Union Council worked on the development of microcredentials, through the document "Recommendation on a European approach to microcredentials for lifelong learning and employability"[22]. "Between 2021 and 2025, Member States will take steps to adopt and recognize microcredentials in the European Higher Education Area to provide flexible and accessible learning opportunities for lifelong learning and professional development" (Antonaci et al., 2021, p. 8). The European Commission has designed multiple actions to assist organizations and individuals in acquiring and applying new and improved skills, to stay on top of the digital transformation. Through the European Skills Agenda[23], a five-year initiative, the EU aims to enable its citizens to acquire the necessary know-how and competencies to be competitive in various work environments. The agenda focuses on four main areas: bringing together various European stakeholders – including public institutions and companies – to jointly invest in reskilling and upskilling initiatives; making sure everyone has the necessary skills to find employment; supporting people continuously through their lifelong learning pathways, including the use of microcredentials; and providing the necessary resources to effectively achieve these goals (Bruschi et al., 2022).

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[19] https://open.hpi.de/?locale=en

[20] https://www.uninettunouniversity.net/it/default.aspx

[21] https://emc.eadtu.eu/images/EMC_Common_Microcredential_Framework_.pdf

[22] https://data.consilium.europa.eu/doc/document/ST-9237-2022-INIT/en/pdf

[23] https://ec.europa.eu/social/main.jsp?catId=1223&langId=en

4. Discussion

Corporate Academies' success in training, reskilling, and upskilling individuals for their professions highlights the formative void that higher education left unfilled. This gap pertains to the achievement of competencies, soft skills, and technical abilities required for competitiveness in a dynamic workforce landscape. Although these academies constitute a beneficial and significant model spread worldwide, they primarily focus on efficiency and business requirements that promote company's profit and success. However, less attention is paid to the employees' cultural and personal growth. Traditional universities have recognized the need to step up for advancement and growth, particularly in areas that require more specialized and cutting-edge training beyond traditional degree programs, thereby opening new avenues to explore innovative educational opportunities and benefit from future prospects. As a consequence, they started partnerships with established businesses to provide specialized degree programs tailored to the specific requirements of these businesses. Similarly, they began forming MOOC consortia to amplify their impact and educational agenda on a larger scale. Numerous experts highlight shortcomings and limitations in Corporate Universities, raising concerns that Academia's long-established and uncontested role, acquired over centuries of unquestioned authority, might be jeopardized.

The employing of MOOCs has recently emerged as an opportunity for universities to stay updated and responsive to their learners' needs, promoting diversity, accessibility, and alignment with job market demands. Particularly after the 2020 pandemic, the upsurge of online learning demonstrated how MOOCs have become a crucial necessity, other than being more democratic and sustainable. As reported by Gaebel and Morrisroe (2023), the use of technological devices is expected to rise inevitably in the medium to long term across all spheres of society – and education is no exception. As part of its research and teaching mission, higher education bears an important position and holds responsibility in anticipating and exploring the sensible and ethical use of digital technology, not just for learners but for society in general. Consequently, many of the goals and initiatives of European Universities are aimed at upskilling and retraining individuals to prepare them for a future of precarious and uncertain labor markets.

Corporate Academies differ from university MOOCs in their objectives, funding sources, and impact on the job market. They are primarily profit-driven, therefore focused on skill development linked with business objectives, providing customized training based on the company's demands; yet, being closely connected to the brand's values, vision, and mission, their outreach is also mindful of issues such inclusion, diversity and equity, although the final end is to capture the consumers' trust. They provide a comprehensive training with in-person traineeship, but, with respect to the European context, they don't issue certificates; consequently, they often seek partnerships with universities to provide certification. In turn, traditional universities frequently seize the opportunity to collaborate with industries in order to meet market demands, deliver competitive, and enrich educational programs. These alliances are intended to enhance academic offerings and increase the number of graduates.

University MOOCs, on the other hand, focus on global connectedness and cultural variety; they present a diverse range of courses catering to multiple interests, supporting culture as well as professional skills. MOOCs are generally inadequate for courses that need hands-on experience learning and dealing with machines, tools, humans, and laboratory settings (Ong & Grigoryan, 2015). Research shows that taking these online courses can effectively increase students' chances of getting into university. MOOCs do not award degrees,

although they might provide university credits and certificates of attendance, sometimes for a fee. Microcredentials, widely adopted outside Europe, are now becoming prevalent within the Europe through the Common Microcredentials Framework, which is gaining momentum within the European Union. Microcredentials are effective instruments to certify the level of learning achieved, supporting further studies and career opportunities. These distinctions highlight two varied approaches towards education: Corporate Academies' emphasis lies on business aims, whereas universities tend to promote broader cultural interchange and learning opportunities.

5. Conclusions

Regarding the specificity of the European context, the online higher education landscape presents a multifaceted and unique character, particularly regarding the strong synergy and commitment of diverse partners who agree to seek and implement high-quality MOOCs as a means of professional and life skills development. Most platforms directly benefit from European Union funding; thus, they abide by the EU's strategic vision regarding digital education, inclusion, and key competences for lifelong learning. They are required to report to European Committees to demonstrate the validity of their formative goals, ensure constant monitoring, and can be terminated if they fail to meet certain criteria. Other platforms (EduOpen, iMooX, FUN-MOOC) are supported by national governments and are also bound to serve specific and local needs, as highlighted by national policies. MOOC aggregators such as OpenupEd and MOOC Consortium are the result of different national initiatives and adopt various methods depending on the involvement levels of public institutions. The benefits of these partnerships are often found in an extensive diversity in terms of accessibility, inclusion, language offer, subjects' choice, and pedagogical approaches. The downside is that users might find it difficult to navigate such variety of offers, fragmented into smaller, loosely coordinated efforts (Goglio, 2022).

In conclusion, European educational policies should increase their efforts for free, comprehensive training that not only facilitates lifelong learning but also ensures access to high-quality, up-to-date, and open education. The academic offer should prioritize not only accessibility, but enhance the provision of certification and microcredentials, together with proposals aligned with the evolving job market's requirements. This approach should focus on a constant upgrading of course materials and the provision of hands-on workshops in blended learning environments, to guarantee the achievement of practical and theoretical skills, able to bridge the gap between universities and professional world. However, this perspective should not overlook the importance of democratic participation and the promotion of active citizenship.

Despite the growing popularity of Corporate Academies, certain aspects remain underexplored in recent literature, highlighting the need for further scholarly contributions to provide a more comprehensive analysis of this topic. This study underscores the importance of universities continuously adapting and innovating to sustain their central role in higher education. Their commitment is crucial to securing the many advantages of inclusive, anti-conformist, and free education, which are significant not only in economic terms but also in fostering a more equitable, sustainable, and thriving society for all.

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