TOPcast Episode 92: “Multidimensional, Tremendous Work:” Akilah Institute

Narrator: What will your future look like? The job you do today could be different than the jobs of tomorrow. Some see this as a challenge. At UCF, we see opportunity, a chance for you to grow your knowledge, and strengthen your skills from anywhere life might take you. With in-demand degree programs and resources for your success, UCF Online can help you prepare for the future and all the possibilities that come with it.

(musical transition)

Kelvin Thompson: From the University of Central Florida’s Center for Distributed Learning, I’m Kelvin Thompson.

Tom Cavanagh: And I’m Tom Cavanagh.

Kelvin: And you, dear listener, are listening to TOPcast: the Teaching Online Podcast. Hey Tom.

Tom: Hey Kelvin. Happy podcast day.

Kelvin: Is it that time again?

Tom: It is that time again, yeah.

Kelvin: It comes twice a month now, doesn’t it? (laughter)

Tom: (laughter) It does. Yeah. If I’d known it was podcast day, I would have baked you a cake or maybe brewed some coffee. But oh! Maybe somebody did brew some coffee! I see you sipping here on the Zoom call.

Kelvin: It is the traditional beverage of podcast day. (laughter)

Tom: Yes. Of all podcasts! Yes. Even podcasts about nothing to do with coffee. It's the traditional beverage.

Kelvin: (laughter) That’s right! Even people who don't like coffee on podcast day drink it.

Tom: Or are forced to drink it, whether they like it or not. “Ugh, I love that podcast but I hate that coffee.”

Kelvin: Much like fruit cake. (laughter) Although, I personally do like fruitcake.

Tom: I like fruitcake. I have fond memories of walking around New York City with my father as he delivered fruitcakes at Christmas to all of his clients. He was a freelance commercial artist, and my mom would bake fruitcakes for all of his
clients, and the house was covered in fruitcakes. Walking around with him going [to] Rockefeller Center. I remember bringing one there.

Kelvin: Huh! That’s a good memory. You know, I got a frozen half of a fruitcake in the freezer right now. I may have to thaw some out this weekend.

Tom: There you go. Make a thing of it.

Kelvin: Make a thing with some coffee at a podcast.

Tom: That's right. TOPcast, I salute you with this slice of fruitcake.

Kelvin: And this coffee. But yes, we do have coffee. Would you like to know anything about this coffee that we’re going to partake of?

Tom: I would like to know something about this coffee that I am partaking of at this moment.

Kelvin: You might be surprised to know that this is just really finely blended fruitcake. (pause) No, that's not true. (laughter) Today's coffee is a blend, though. It is a blend called—I get a kick out of coffee roasters who, like, give names, you know, to their blend. It's a blend called “Hologram” from Counter Culture Coffee in Durham, North Carolina, and—get this—the roasters say, “Hologram is our most multidimensional offering with tremendous work put into combining the inherent coffees to create something distinctly complex.” And you know, I gotta tell you, I do appreciate some multidimensional complexity, generally speaking, but I thought that this particular coffee with this unique description might be appropriate for today's episode. So, what do you think of a coffee? And could you find, in the murky depths of your coffee cup, a connection to today's episode?

Tom: Well, this is probably not the connection you were looking for.

Kelvin: I can't wait.

Tom: Yeah. All right. Are you ready?

Kelvin: Okay. (laughter)

Tom: I recently watched Tom Hanks movie called Hologram for the King. Have you seen this movie?

Kelvin: No, this does not sound familiar.

Tom: Yeah, I don't know if it's his most well-known movie. It's very good. It's based on a book, a novel. But it takes place in Saudi Arabia, and he's trying to sell this telecom hologram system to the King of Saudi Arabia for this new city they're building out in the desert. Anyway, it’s a hologram, and that's the name of this
coffee. It takes place in a foreign country, and some of what we are talking about takes place in a foreign country. And I think they do drink coffee in this movie.

Kelvin: *(laughter)*

Tom: They drink a lot of alcohol in this movie, but they drink coffee, too. So, that's a connection. It's a very Tom-specific connection. It's not a generic connection.

Kelvin: It's so amazing that you were like right there with the connection.

Tom: Yeah?

Kelvin: I can't imagine that you just nailed it so well. That's exactly not what I was thinking but nevertheless was really a good connection. It's informative. No, I think that's great. I love those synapses all fired and you made those associations.

Tom: My inductive reasoning.

Kelvin: Now I got a new movie to go look up. By the way, podcast shout out—and I think I forget to mention this to you—recently started listening to a podcast—that you would love, I think, if you don't know it—called Unspooled. It's a film critic and a former television writer and pop culture guru taking a deep dive into a variety of films. I think at first they did… Their first season was something like the American Film Institute's Top 100, or something like that. And then they've gone farther afield. I've been listening my way through their take on *Galaxy Quest* right now. I've been in a *Galaxy Quest* thing. I rewatched *Galaxy Quest* for the first time since the movie theater, watched the documentary. I've learned on the podcast that there's a mockumentary about the faux TV show. It's a whole thing now.

Tom: It’s a great movie.

Kelvin: Yeah, but maybe they do *Hologram for the King*. I don't know. What I thought was just some of the words in the description, like there's tremendous work involved, and it's complex, and I thought both of those things are true also of the work that's featured in the interview here. So, maybe we'll talk about the interview and then get into it. So, Tom, shall we say, a while back now?

Tom: Yeah.

Kelvin: Pre-pandemic in the before times? I think it was maybe December of 2019. You interviewed our colleague, Dr. Cristi Ford, who was at that time the Chief Academic Officer for Davis College. And since that time, Dr. Ford has moved on to Neighborworks America where she currently serves as Senior Vice President for Training. And probably like me, many in our online education community will know Christi, though, from her time leading online innovations at UMU (when it was UMUC before it became UMGC: University of Maryland Global Campus). Or maybe they'll know Christi from her various roles at several other higher ed institutions. But is there anything you'd like to say about the interview with Christi before we cut to it?
Tom: Yeah, a couple of things. I really enjoyed the conversation first, and apology to Christi that it's taken us this long—a year and a half literally—to get her interview on. So long that she's actually changed jobs. So, I'm sorry, Christi. That's happened once or twice before to us on the podcast with our folks that we've interviewed. Another comment is because this does go back all the way to 2019. It was before we had kind of come up with our remote recording procedure that we use when we're interviewing people at a distance, and we were using some more rudimentary recording processes, and so the audio quality of her side isn't maybe quite what you're used to hearing. It's fine. You'll be able to hear her and she has pretty, I think, awesome things to say. But just a comment that it sounds a little bit different, but it's fine. You'll be okay. And maybe the last comment is because it's been so long, and we've had a global pandemic, there have been a couple of things that have evolved around the Davis College plan, as I understand it. They did have some plans for some more international expansion that I think COVID has since altered or delayed in some form or fashion. I honestly don't know all the details. But there may be a reference or two obliquely to some things that may or may not be 100% still accurate. It's not Christi's fault. It was accurate in December of 2019, but there are some universal truths, and definitely the work that's happening in Rwanda that she talks about is still happening there, and that's all still 100% relevant to the Akilah Institute and the Davis College mission.

Kelvin: All righty then. Well, through the power and efficiency of modern time travel podcast technology, let's cut back to that couple of years ago interview with Dr. Christi Ford.

(musical transition)

Tom: Christi, thank you so much for being on TOPcast.

Christi Ford: I'm glad to be with you, Tom.

Tom: So, you have a relatively new role. I know you've been in it for a little while, but new for the duration of time that I've known you, and that's with the Akilah Institute/Davis College, and maybe that's the first question. Maybe you could describe to the listeners what this or these organizations are?

Christi: Absolutely. So, when we talk about the work that I'm currently doing, Akilah Institute was formed ten years ago. CEO and co-founder Elizabeth Dearborn Hughes really had an idea about how to educate young women and girls in Rwanda after the horrific genocide that happened in Rwanda. And so, Akilah Institute was born. As a result of that, over ten years and three accredited diploma programs—one in hospitality and tourism, one specifically in Information Systems, and then one a business entrepreneurship—those three programs were born. And so, for the last nine years, those programs have operated as a women's college in Rwanda. Now, fast forward to this year, we were really thoughtful about moving to a global brand, really thinking about how can we take some of the best essence of what we've done in Rwanda [and] create a global community of lifelong learners? We want to really be able to think about how to create these learners who can think critically and creatively. And so, Davis College, in
essence, subsumes Akilah Institute. So, there is Davis College Rwanda, there is Davis College Akilah Campus. So, we still have a women's only campus, but that has been subsumed by the larger Davis College mission to really be able to think about global learners and really thinking about the access and the kinds of students that we serve.

Tom: And so, Davis College will [come to] serve both men and women, correct?

Christi: That's correct. That's correct. Actually, as early as June of 2020, we will start our co-ed campus. So, we will have our co-ed campus of Davis College, and then we will still have Davis College Akilah Campus that will have our women's only brand, [the] initial brand that most of the folks who have known us for the last nine to ten years know us for delivering.

Tom: You were very generous to invite me to participate in the ten-year anniversary kind of educational summit for Akilah, and I got the opportunity to meet a couple of the students and was just really struck by their stories and the impact that just having an education can have, particularly on young women in that context. I had to say just how inspired I was driving away from that event when it was concluded.

Christi: Yeah, Tom, I'd love to invite you and Kelvin over to the next graduation. If you think that event was fantastic, I'm telling you, you can't imagine what it's like to see these young women at graduation [with] their families, specifically in situations, and I'll just tell you, one of the reasons why Akilah Davis College has been so instrumental to me and why I wanted to make the switch and really be able to impact leadership here is when you think historically about higher education, and you think about the golden triangle of access, opportunity and quality—sorry, affordability, access and quality—and when you think about that triangle, as institutions, we're always tinkering with one of those elements to be able to get the right combination of elements for our students. And so, as I looked at what was being done in Rwanda and saw that our students within six months, 85% of our students are leaving with a job, who have come from backgrounds, that they have come from institutional environments where they didn't have access to higher education, they didn't have access to partnership around employment, and that employment not only meant the difference for them, but their family members as they were taking care of, you know, siblings or taking care of young children. And so, when we think about the importance of really what we are trying to accomplish as educators, I think there was just no better mission than what we're doing at Davis.

Tom: Yeah, that's fantastic. And I think, you know, hinting at, you know, your reasons for being involved, maybe that's a good segue for you to kind of share what your role is there and kind of what your day-to-day priorities are.

Christi: Sure, I laugh because every day is different, and it depends on which continent I'm working with. So, I joined a year ago as a chief academic officer to really oversee leadership of academic affairs at the Rwanda and Africa level, but more importantly, the global level. So, thinking about what do we need to consider in terms of academic affairs to move globally? What considerations have to be
different in the Asian market than it's been in the Africa or even the East Africa market? And how do I really connect with my community of scholars like yourself and others to really be able to influence change? And so, it's been such a pleasure for me to be able to help the institution think more strategically about how we move forward. How do we diversify the portfolio of products that we offer? How do we move beyond offering just a diploma which we will consider here in the States an associate's degree? How do we move into four-year diplomas? How do we think about partnerships with institutions, and really be able to do some really innovative and creative opportunities? And so, my work is really being able to oversee that, really being able to think about things like we've moved to a CBE-based model, thinking about how do we start to move beyond just the mastery of subject matter, but then also thinking about the blended learning components of combining CBE with blended learning? We've done a lot of work with Entangled Solutions and Michael Horn. We even think about how do we unbundle the faculty role? And so how do we do all of that, at the same time, keeping the quality, you know, constant for our students, and making sure at the end of the day that these young women specifically can come out of our degrees and get employment?

Tom: So, could you talk a little bit more about that design, the blended learning and the competency-based learning? So, how does that work? Are the faculty on the ground in-country teaching through digital means as well as face to face means? Or is there some sort of, you know, remote distance aspect to it?

Christi: Great question. So, as we think about in other countries, especially in countries where there are marginalized populations that are maybe under resourced, it requires me and requires us to really think differently about what does access really mean? I mean, at the most fundamental level. We're talking about Internet access and consistent viable internet access. And so, as we started to embark upon this journey, all my years of higher education and building online and blended courses in the States didn't prepare me to really be able to come in without taking a step back and fundamentally understanding what are the challenges in East Africa that are different from what we experienced here in the States? And so, we offer a blended learning program where it's a 60/40 split, so 60% of the program is offered face to face, and 40% of that that program is offered online. And we've had to be very thoughtful and careful about that proportion, because we know that our young women are typically coming to campus for the face to face components, but because of their living situations, are also staying in our third spaces, are staying after courses are done to be able to take advantage of internet or to go to cafes and take advantage of internet. And so, we've really tried to think about how do we also promote student agency in this model? So, you and I both know, you know, active learning and really engaging students in their educational experiences is so critical. And we found that being able to move from this face to face modality and really engage the curriculum, the projects, the assignments, you know, the redos, all the mastery based components has been really insightful for young women to really figure out how do I take ownership of my learning? And how can I make sure that I have the right skills and tools to be able to do that? So, our blended learning model allows students to come to campus. So, for instance, in an English or leadership course, one of the things that we pride ourselves on is women's leadership, it's in our DNA, and the things that we do at Davis college. And so,
for instance, our leadership course may meet on Monday and Wednesday, and
now that will be a 110-minute session to be able to get the face to face
instruction, but all the quizzes, all of, you know, the projects, all the submission
pieces that go along with that course are all delivered through Canvas. We have a
very robust learning management system. I was really fortunate to hire a really
phenomenal Director of Academic Technology that oversees that process. And
then we decided how can we unbundle what we typically know that a faculty
member does? You know, a typical faculty member grades, they teach, they
mentor. You know, there are all these multiple hats that a faculty member wears,
and so, how can we think about unbundling that role in a way that it will be a
team of individuals that come together? So, we did that by looking at four roles:
we have a senior lecturer, assistant lecturer, a lecturer, and an academic advisor.
And each of those roles has a distinct prioritization in terms of what their task is
in the classroom. So, our senior lecturers are what you and I would consider your
traditional faculty members. They come in, they offer the lesson, they offer the
lecture, they do the [unintelligible], you know, they walk students through the
lesson for the day, while our assistant lecturers serve as kind of like a TA but also
serve as tutors. So, when students need out of class support, they go to those
assistant lecturers through office hours and tutor hours to be able to get support.
Now, the lecturers are the ones that serve as an assessment specialist. So, those
are the ones that, as we've started to build our model out, are working on creating
major assignments and giving feedback, really being robust in that feedback. So
those lecturers for this term have been remote lecturers, and those individuals
actually are individuals who work in the States who have helped us to develop
the curriculum and the model and who have been responsible for that. And then
the last role, an academic advisor is what typically you and I would consider an
academic coach, a career counselor, someone who works with students through
time management. If students are missing assignments or have missed multiple
days in the classroom, there’s a red flag. And so, Tom, you'll appreciate this,
[unintelligible] has always been a big component of I am here, as well as the use
of data and making sure that we have the right proactive data. We're catching the
students ahead of time, and if we see a red flag around a young woman that's
having difficulties, we have time to grab her so that we can be able to put a plan
in place and make sure that she can get back on track.

Tom: How many students are you typically serving? Like, what are your class sizes?
How big is your facility? Because that's kind of a real circle of support that
you've put around every student with all those different kinds of roles,
particularly your coaches, your kind of like retention specialists. I'm just sort of
wondering about the scale and the ambitions that you have for future scale.

Christi: Yeah. So, we ran this first iteration, as you know—you and I both like a pilot to
be able to gain data, and be able to really inform as we finalize the model. The
model involves 150 young women within this model. So, as students are ratioed
out, so to speak, 150 students are in one pod, and one pod has two cohorts. So, on
average, you have about 75 young women in the class at the same time. When we
started this process, [we] originally thought about having all 150 students in the
same place, and we designed and configured for that. But on my second trip over
to Rwanda to be able to meet with students and do classroom observations, one
of the things you will learn about East African young women, they are very soft
spoken. So, I would literally be observing a class of 40 students, and I'd be sitting
almost I felt like on top of the young woman, and I couldn't understand what she was saying because she was so soft spoken. And so, as we thought about classroom participation and engagement, we wanted to go back to that original 150 and then think about, “Okay, can we create cohorts? Can we make sure that we have an A & B cohort that will move through on the same curriculum schedules, but we'll be able to give a little bit more attention special support around a student?” So, you know, an academic advisor, for instance, has a caseload of 75 students to be able to make sure that what we know is all 75 students may not need support at the same time, but we know that there will be a time that there is a need for support, and so, we wanted to make sure that we didn't overload the caseload for the academic advisor. But we also were really thoughtful about the times and the ways in which we trigger the data to be able to do that. So, that was our goal, and our hope is to be able to replicate that model.

So, as we move into 2020, and we offer a model in the cohort for young women and men, we're using that same ratio of 150 students in one pod sectioned into two cohorts, and then that schedule is being provided based on those ratios.

Tom: Gotcha. Okay. You know, as I have read about education in developing countries—and you know, you had mentioned under resourced as a comment earlier. You know, and I have to admit that I don't know a lot about Rwanda, especially since you know, some of their troubles have died down. Do they have digital divide issues? Because I've read that in some countries, mobile has been a great equalizer where, you know, instruction has been delivered through mobile devices where there may not be the kind of, you know, just cable that's laid or fiber that can reach students to deliver online education.

Christi: Yeah, it's an interesting question. So, I'll tell you, when we started offering our curriculum, we thought about the fact that most of our young women had some sort of mobile device, and so, could we create a robust enough curriculum that would be supported through a mobile device? And what we found was that we really wanted to do a lot more wrap-around support for our young women that even being in one space at a time that there were delays, that young women's phones weren't always up to the configurations to be able to keep up with, you know, competency checks. We do competency checks in the classroom and the face to face component. And so, you would have half the young women being able to do it and half of the young women wouldn't be able to do it. But we've been moved to Kindles. We were actually delivering all of our course content on Kindles for the last year and a half, and that was an improvement. I think one of the things I've learned about doing education in developing countries is all about iteration. And it's all about making sure that there's some customization that is there. So, Kindles worked phenomenally better, right? I had a larger surface area to be able to have a young woman to be able to see, for instance, competency-based questions and be able to do the competency-based checks. But there still is a little bit of a digital literacy divide that Rwanda is absolutely working on. You know, they have a country wide OnePlus program in terms of technology devices. But when you think about the equalizer of young women coming from rural communities versus more urban areas in the country, we still see there's a divide. So much so that, you know, we offer a bridge program and make sure that digital literacy is our number one component to make sure students know how to use Google Suite. They know how to use, you know, Google Drive and email and those kinds of things. I mean, similar to what we still can see in certain rural
areas, I think the largest piece has been about the stability around the internet, and making sure that there's viability in all spaces that students have access to. So, we've spent a lot of resources just to make sure that our infrastructure, as you know, you know, is super secure, and is also very reliable, because moving to a blended approach, we knew that we would have to have that.

Tom: Yeah, absolutely. You know, as we sort of look at the clock winding down, are there any kind of last things that you would like people to know about Akilah or Davis as it grows and becomes better known? Ways that people can get involved if that's something that you need?

Christi: Absolutely. So, one of the things I would like to say is that unlike traditional higher education institutions, one of the things that we pride ourselves on is keeping the cost to serve our young women low. So, our two-year degree program costs us about $4,000 per student to offer. Our young women, through income share agreements, pay for about $900 of that, and the other $3,100 we all fundraise through development efforts, grants, partnerships. And so, we'd love to be able to have, you know—if there is interest, especially coming up this time of year, and people are always thinking about charitable donations, we'd love to be able to have you check us out at Davis College and learn more about our programs. I also think that as we continue to grow, I really think that we are really trying to revolutionize how you offer low-cost affordable education in developing countries.

Tom: Okay, you're doing amazing work, and I saw firsthand the impact that you and the whole team at Akilah are having on these young women, so, congratulations, and thank you for being on the show.

Christi: Tom, thanks so much for inviting me again. It's, again, a pleasure to be able to chat with you and so glad to have you as a supporter.

(musical transition)

Kelvin: Well, Tom, that was your interview with Dr. Christi Ford.

Tom: That was my interview with Dr. Christi Ford. I just found that conversation so enjoyable. And as I said, I was exposed to this institution and the work they're doing because Christi had invited me to participate in their ten-year anniversary. It actually was a great venue. It was over in Tampa at the Tampa Aquarium, and it was a combination, sort of a celebration educational symposium, and then they actually had some philanthropic fundraising activities to try and support their mission and scholarships and things. And I got a chance to meet some of the students and I was just so inspired, hearing their stories. I think it's just really, really good work, and it's why we all are in the business of education.

Kelvin: Yeah, I actually remember talking to you right after you came back. It stands out in my memory. I remember standing in your old office, and you're like, “I just went over there,” and you were then even more inspired than I think you are now because it was fresh and all that, but yeah, it is a compelling story. And I think I told you before we hit record, I think to me, one of the themes that stands out in
your interview with Christi is kind of like you just alluded to the kind of why we're all in higher ed and especially online education. To a great extent, it's really about access. It's making available a high-quality higher education to students who might not otherwise be able to get it, right?

Tom: Yeah, absolutely. And, you know, how many times do we say when we're asked questions, “Well, it depends” or “your mileage may vary,” or it's context specific or whatever?

Kelvin: A lot. We say it a lot.

Tom: Think about all of those factors that we deal with probably times ten when you're dealing with a country like Rwanda that is emerging from this, you know, civil war that they've had, and they're trying to create these new opportunities for people and there are cultural issues. Christi talked about how soft spoken some of these students were, and that forced them to change the cohort strategy. I just found all that fascinating, because you want to iterate and you want to be flexible, and you want to make sure you do something that works and you can't force them to fit some model that works here in the States, when it doesn't fit there on the ground in Rwanda. Yeah, I just thought it was great. And even the model that they've come up with, which sounds very Western Governors-y with their various roles where they got somebody who's an assessment specialist, somebody who's like the lecturer who teaches, and the advisors, and they're all kind of disembodied into separate functions. It reminded me of Western Governors. I probably should have asked her about that. Like, Michael Horn has consulted for Western Governors. But she did mention that Michael consults for them, or did for a while. And it makes sense if, you know, they're pursuing that competency-based model that they would look at a successful one like WGU.

Kelvin: Yeah. No, I think all of that, for sure. And I was a little fascinated. I would have kind of liked to have heard a little bit more about, like, when she was talking about the unbundling, and I think it was the lecturer—not senior lecturer, or not assistant lecturer—but lecturer role that she said is like an assessment specialist, where they design and provide feedback, and currently at the time of the interview, that role was taken care of in the US. And I thought, “That's interesting.” Right? You know, that kind of division of labor and portioning out and playing to strengths and all that. And using technology to bridge the gaps. You know, I just found that interesting. And I didn't know if that was a moment in time or not. And, you know, why make use of the, you know, international folks, you know, here in the US for that role versus others? I don't know. It was all it was all very interesting to me.

Tom: Yeah. Yeah, me too. (laughter) I was fascinated by it. And then obviously, in other non-recorded conversations I've had with Christi about it, she was certainly energized by the work. Challenged by it, but energized by it.

Kelvin: One might even say it's multidimensional and complex, tremendous work.

Tom: (laughter) Wonder how that connects to our coffee? Yeah. Interesting. Yeah. Maybe the last comment is just how affordable they're trying to keep it. So,
$4,000 per student, and they're trying to cap that at about $900 per student that they pay out of pocket. And the rest of it is, like, as I said, some of this event that I was at had to do with fundraising to try to cover those costs on behalf of the students. I mean, it's a developing country. These students, you know, aren't made of money. But some of the pictures I've seen, they take the graduation seriously. Like, they get dressed up for it and it's a big deal to them, as it should be. They want to celebrate it.

*Kelvin:* Yeah, yeah. And okay, one final riff on that is I think I heard this. I don't think I imagined it. She talked about how powerful education and then the resulting employability are, because one student's education and employability impacts an entire extended family. And I thought, you know, there's such a crystallizing vision, right? I mean, it's kind of social mobility concretized, right? It's not just about one person doing better, right? It’s a pebble in the pond and the ripples go out, and that'll keep me coming to work, Tom.

*Tom:* Yeah, that's network effects. And we know that even from our own work and having, you know, some of the stuff that I learned in working with the Gates Foundation that some of the data that they share have funded, that somebody who gets a college degree in a family where there hasn't typically been college degree attainment will change the direction of that family for generations. And it will even potentially affect like, say some kid who’s a first-time first-generation college student goes to college, the parent may go back to school even. So, it's not even just like passing down to their kids and grandkids that college is an expectation, but even within that family in that single generation, it's remarkable what that does to economic and social mobility.

*Kelvin:* Yup. Well, you want to try to maybe wrap this up? Land this plane?

*Tom:* Sure. So, the work of online and blended learning is really, I think, to a great extent about increasing access to education, as we just sort of said, in each of our organizational contexts. We have an opportunity to increase access in various and unique ways. Considering the specific use case of Rwanda's Akilah Institute in Davis College helps us all to think through what is possible, generally, everywhere, and specifically in our very own home institutions. Educational access is what we're after here in Orlando, just like they are in Rwanda.

*Kelvin:* Well said. Yup, I agree with that. Well, Tom, until next time, for TOPcast, I’m Kelvin.

*Tom:* And I’m Tom.

*Kelvin:* See ya.