

April Implementation Updates

1A(1 & 2): KU Core

UCCC MEETING MINUTES FROM MARCH 28

Discussion Summary

- Reviewed minutes from 3/7/13 UCCC meeting.
- Presentation to UCCC by the Experiential Learning Collaborative: John Augusto, Sarah CrawfordParker, David Gaston, Angela Perryman and Andi Witczak.
- Update on programming/records-keeping/advising for the Core.
- Reviewed recent full-committee online votes.
- Discussion and possible approval of proposal from KU Office of International Programs: “Fulfillment of Goal 4.2 of the Revised KU Core Curriculum through International Study”
- Reviewed UCCC and CUSA variances regarding course/experience approval.
- Replacement pages regarding Goal 4 to the “Guide to the KU Core 2012” (page 11 and 23) were distributed to the UCCC.

Decisions and Action Items

- No vote was taken regarding approval of minutes from 3/7/13 UCCC meeting as there was not a quorum.
- Discussion of Experiential Learning Collaborative and questions asked to presenters.
- Reviewed KU Core nomination process for non-course-based educational experiences.
- Will be added to April 11 agenda for further discussion and possible vote.
- UCCC encouraged to vote on nominated courses in order to include them in the KU Core or send back to departments.
- All language changes requested by UCCC have been made. Vote for inclusion into the KU Core will be taken when quorum is present.
- Need to verify if CUSA has communicated with departments whose courses they did not approve.

Advisor training took place over the early-spring and SIS has been working to program degree requirement and KU Core overlap.

1A(3): e-Portfolios

The e-Portfolio steering committee began meeting in early fall 2012 to create a vision for the use of e-Portfolios at KU. The group has also been charged with looking at vendor solutions (if it is determined that an e-portfolio system is necessary).

Over the course of steering committee meetings, the group has identified six main areas where e-portfolios could help to address issues or enhance current systems/processes. Those areas are:

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- First-year experience
- Experiential learning (undergraduate research, certificates, service learning)
- KU Core assessment (at the faculty and institutional levels)
- Outside data needs for BOR and HLC
- Course redesign and active learning / student reflection online
- Student access to course information (like a course profile)

Though not final, the steering committee thinks that piloting the use of e-portfolios to track outcomes and process undergraduate certificates could be an appropriate pilot of a system. Work continues to refine a viable set of initial approaches to implementing

The group is currently investigating specific vendors to gain an understanding of the technical capabilities of various systems. Many of the vendors have given short demos to the group. The vendors being considered include:

- BlackBoard
- LiveText
- Canvas
- TaskStream
- Digication
- Epsilen
- Desire2Learn

The steering committee is on track to complete its work and recommendations by May 2013. The next steps for the steering committee are to identify specific requirements of an e-portfolio system. The group has ideas for the areas where e-portfolios could make the biggest impact (see above) and now they need to map out the workflow processes to ensure that the correct system is chosen for the varied needs an e-portfolio system could fulfill.

In May, the steering committee will submit a report to the Senior Vice Provost outlining how an e-portfolio system could be used, requirements on how a vendor could be selected, recommendations for a pilot, and recommendations for how to expand the system over the course of a few years. If appropriate, the group will also recommend an e-portfolio vendor.

1B(1): Undergraduate Recruitment

DOMESTIC RECRUITMENT

Recruitment: *strengthen pipeline through more aggressive funnel management (FYR/TR)*

- Developing proposals for the 2014-15 scholarship matrix.
- Developing FAS Communications Plan, in collaboration with Marketing Communications.
- Multicultural High School day held on March 25.
- Junior Day held on March 29, April 1, and April 5.
- Student Senate Leadership Conference held on April 4 for area high schools.

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- Email sent to new students who have submitted the FAFSA but not applied.

Retention Management: *increase first-year rate to 90%, six-year graduation to 70%*

- 2013-14 e-award notices distributed via email to all KU students & new students.
- FAS email to students who complete verification advising them of the next steps (e.g., check To Do list and e-award notifications in late March).

Technology: *establish systems and structures necessary to achieve enrollment results*

- Continue to explore options for developing effective scholarship tracking and commitment projections.

Yield Management: *solidify/improve yield rate from admit to enrolled*

- Weekly 2013-14 e-award notices distributed via email to all KU students & new students.
- KU Pell Advantage Letters to new admits, signed by the Chancellor (weekly distribution as ISIRs load).
- FAS email to students who complete verification advising them of the next steps (e.g., check To Do list and e-award notifications in late March).
- HawkNote ("NOT JUNK") to new FROSH & Transfers who haven't yet accepted gift aid encouraging them to go online to view and accept aid.
- Robo-Calls to first generation students who have not yet accepted their 2013-14 aid.
- Reminder postcard sent about May 1 deadline for new student fee.
- Territory managers continue yield efforts.
- Mailings sent to targeted students by Chancellor, Provost, Vice Provost for Enrollment Management to assist with yield.

INTERNATIONAL RECRUITMENT

Recruitment: *enhance Unit's planning and accountability*

- Planning is under way for a June recruitment and yield trip to China. We will hold events for admitted students and their families and recruitment events for prospective students. We will also be meeting with representatives from the EducationUSA Advising Centers, making high school visits, and visiting several of KU's partner universities.
- Planning a summer recruitment trip to high schools in India. Will visit Pune, Bangalore, Coimbatore, and Delhi.

International Partnerships: *establish collaborations and articulation agreements*

- We have received 15 degree-seeking undergraduate King Abdullah University of Science and Technology applications from the Institute for International Education for fall 2013. This is a brand-new sponsored student program for KU.

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Visiting Student Programs: *develop and implement*

- 21 visiting students are enrolled currently from China, Brazil, Chile, and Japan. Applications are being processed now for the next academic year.

Traditional Recruitment Activities: *increase and diversify investments*

- International Freshmen admits are up 29% for fall 2013 from the previous fall (344 for fall 2013 vs. 266 for fall 2012).
- International Transfer admits are steady – 53 for fall 2013, and we had 53 for fall 2012.
- Our international student yield was 70.5% for spring. Of the 292 admits, 206 are in now enrolled at KU.

1B(2): Community College Partnerships

No update received.

1B(3 & 4): Advising

No update received.

1C(1, 2, & 3): First Year Experience

Programming:

We have **five** learning communities that have been made available to first-year students for Fall 2013. One learning community is for veterans and four are open to any entering freshman student. Two residential learning communities address the topic of **sustainability** and two non-residential communities focus on exploring **visual culture**.

We have convened a workgroup of 12 faculty, staff, and a student representative to develop a campus plan for the expansion of learning communities.

20 First-Year Seminars have been posted in the timetable for Fall 2013. Course design workshops and other development programs will take place later in April and in May.

The selection process is underway for the 2014-2015 KU Common Book.

Communications:

Email communications promoting participation in learning communities have been sent to first-year students not in honors or admitted to a professional school. Our target group is CLAS students.

We have developed separate transfer and freshman version of the orientation guide to best deliver information about the KU Core.

Email communications about KU Common Book and First-Year Seminars are in development.

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Assessment:

We are reviewing pre and post student survey information for Fall 2012 First-Year Seminars.

We are reviewing capstone assignments from each Fall 2012 First-Year Seminar using the AAC&U Value Rubrics for critical thinking and written communication.

We completed a survey assessment of the Mount Oread Scholars Fall 2012 learning community. We are using this information to inform plans for the expansion of learning communities.

Coming up, we are working on the redesign of summer 2014 orientation around the KU Core and new FYE programs.

1D(1 & 2): Experiential Learning

The Collaborative for Experiential Learning presented a proposal on educational experiences to the University Core Curriculum Committee (UCCC). The UCCC discussed the proposal and gave some feedback to the proposal at its meeting on Thursday 11 April. The proposal calls for the Collaborative to work as a clearinghouse for all non-departmental based educational experiences.

The Office of Study Abroad submitted a proposal to the University Core Curriculum Committee for Study Abroad experiences in the KU Core. The proposal was approved.

The Center For Civic and Social Responsibility submitted a proposal to the UCCC for the ***Plus One Option in Social Responsibility*** which is a service learning option designed to allow students to pursue individualized, community service work within the framework of a non-service learning course. The proposal is being considered by the UCCC.

The Collaborative will meet with Dr. Rosen on 7 May to report the year's activities and discussing planning for the upcoming Summer and Fall terms.

The Collaborative will implement the educational experiences proposal based on the feedback from the UCCC.

The Collaborative will meet with the University Honors Program about the experiential learning opportunities within the Honors Program.

The Collaborative will be updating content on two different web pages: experience.ku.edu and the educational experiences section of the KU Core website.

Finally, the Collaborative will be forming a faculty advisory board in the coming months to advise the Collaborative on its efforts to engage faculty.

1E(1 & 2): Active Learning and Course Redesign

OVERVIEW

It is not easy or trivial for professors to make the transition from a typical class format of mostly oral

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presentation to a more student-centered set of activities that build upon and elaborate what students learned ahead of time online. Many new skills are involved, including learning from the information provided about students by the online learning tools, constructing activities for class time that promote and develop learning, and building good alignment among learning outcomes, online activities, in class learning, and written assignments. There are many resources at KU that faculty members have access to that can make that transition very straightforward, including seminars of like-minded faculty members who are developing their work at the same time and many examples of existing work at KU (and elsewhere) that model the practices faculty have found successful in helping students stay engaged in learning and succeed in developing the intellectual and professional skills we have identified. In addition to seminars, the number of faculty best practices videos has expanded providing an easily accessible set of campus resources for faculty on-demand.

UPDATE

In Spring 2012 CTE offered a five-session seminar to eight faculty members who were recruited to make major changes in their courses; each person had some version of a "flipped" course in mind, and we focused on both online resources for out of class time and alternative uses of face-to-face time. While several faculty members made great strides toward course transformation, for various reasons the overall impact of the seminar was not large. The effort required to make major transformations in a course simply did not fit within the conventional boundaries of effort in a semester. A few participants withdrew from the project, while others are still using what they learned to move forward incrementally.

The psychology department decided to move ahead with flipping our introductory course using the modestly revised OLI community college psychology course from Texas. We tested the system on a small scale, making a secure and convenient connection through Bb, and the feedback was positive. Accordingly, the largest section of introductory psychology this semester is using the OLI tutorial as its textbook, and half a dozen smaller sections are doing so as well. While not a complete changeover to the flipped course, it is a broad use of adaptive tutorials in lieu of text or information-driven lecture. All the instructors for the semester have agreed to a shared final exam, which will give an opportunity for a first glimpse at the learning we hope is enabled by this experiment.

On a larger scale, leadership in CLAS recognized that our small seminar was inadequate to generate meaningful change, and they initiated this semester (Spring 2013) a more substantial program to generate both hybrid and fully online course development. Faculty members get extra re-assigned time in return for preparing and delivering a flipped or online course in AY 13-14. This hybrid seminar is jointly delivered by CODL and CTE, and there are about 15 CLAS faculty members participating. It is intensive, and there is a much clearer commitment to delivery than in any seminar we have offered before. The targeted courses are large enrollment foundation courses, especially some with high DFW rates. This will be our best shot so far at local generation of transformed courses, and we are looking forward to this effort.

In addition, CTE is assisting with a teaching post-doc program jointly sponsored by CLAS and the

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Provost's Office. Associate Dean Bob Goldstein participated in a meeting in Texas last spring, and he came away appreciating the power of the model that UBC pioneered in the Carl Wieman Science Education Initiative. Over the fall semester he and CLAS colleagues put together a plan to have up to four locally funded post-docs who will work with CLAS faculty colleagues to transform large foundational courses. The first two departments have been selected for this program, and they are ready to search for candidates. And as an additional part of this spring's effort, CTE hopes to bring two UBC leaders to campus for a couple of days of work with faculty and deans.

A very important area seeing significant growth has been individual faculty course consultations scheduled through CODL. In fall 2012, 62 faculty received individualized consultation that resulted in 12 new online courses and others making progress towards flipped and hybrid teaching. These efforts have great promise for sustainable course transformation, as they are undertaken by individual faculty members who have a genuine, personal interest in developing more engaged and effective instruction.

SUMMARY

There is a lot of activity around course transformation, in both CTE and CODL. There are many outstanding projects that are operating successfully in parallel, and all have been undertaken in a coordinated effort to make learning success and retention higher priority items for KU faculty members.

NEXT STEPS

We anticipate that the CTE/CODL course redesign seminar will be offered every semester for the foreseeable future. It requires the continued financial backing of CLAS or the professional schools to support faculty participation, but the program is developed and in place. We use mostly local resources, building upon the successful online work done by KU faculty members; both written accounts and personal presentations have been well-received by participants in the seminar. The new post-doctoral fellowship program will be a priority for both CTE and CODL, as we help develop the most intense new resource for teaching at KU in recent memory.

We will also work closely on the continued evolution of Psychology 104, the very large enrollment introductory course. In its first full semester, the online adaptive tutorial has performed well, and the range of instructors participating have been gradually shifting class time from lecture to student-centered learning activities. Next fall there will be some comparisons made among sections taught in different ways, and the engaged learning portions of the transformed sections will be more refined based on this year's experience. We consider this a model of what is possible in a large enrollment environment, and we will track it closely while also providing support and resources. Once it exists as a successful demonstration of the concept, we can use the model to recruit other large courses for major transformation of engagement.

2A(1, 2, & 3); 2B(1 & 2); 2C(1 & 2); 2D(1 & 2): Elevating Doctoral Education

The implementation committee was installed, expanded, divided into four sub-committees, and given its assignments. It met regularly, and submitted the four sub-committee reports on April 9. This have been

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collated by the four professional staff members of the committee who are, together with the Dean, now developing a first draft of the implementation plan, to be submitted to the Provost toward the end of May.

Graduate Studies has also continued with implementation progress on several initiatives:

- 1) Meetings with programs with time to doctorate equal or greater than seven years have resulted in productive conversations and programs are taking concrete actions. Subsequent to meeting, the faculty in Art History met, and voted to modify their program to admit students MA/PhD as one way to streamline their program. Conversations with sociology faculty revealed that they have worked to modify their master's program and successfully reduced the time to degree for the master's portion of the program from 2.64 years to 2.0 years. The French doctoral program has reduced the size of its program, implemented semester contracts, and instituted mandatory annual reviews of all students. GS meetings with programs will continue over the next several weeks and then resume in the fall semester.
- 2) Graduate Studies has continued to work with the Office of Institutional Research and Planning to improve the annual Doctoral Program Profiles. The 2013 profiles will be released in the next few weeks and will include information on student funding that was previously unavailable.
- 3) Implementation and testing of the CRM with the pilot programs has continued. A new, automated inquiry form using the CRM software is now featured on graduate.ku.edu (<https://www.applyweb.com/public/inquiry?s=KUGINQ>)
- 4) Seven videos featuring graduate student research have been produced, and will soon be profiled on the Graduate Studies recruitment website. They will be used for recruiting and development purposes.
- 5) Graduate Studies has drafted a website, which will be released this week, to provide the campus community with updates on progress in the implementation of Goal 2.
- 6) Recommendations of the Doctoral Education Workgroup concerning graduate funding have been released to the campus community.
- 7) Graduate Studies is in the process of developing regular admission and matriculation reports to be shared with programs and schools/College on a regular basis.
- 8) Programs that were awarded University Graduate Fellowships for 2013-2014 are identifying recipients. The majority of recruitment fellowships have resulted in students choosing to attend KU (only one declination thus far).
- 9) The Graduate Student Satisfaction Survey has been completed, with a response rate of 37%. Results will be shared in the coming weeks.

NEXT STEPS

With the close help and support of the professional staff writing team and with the consultation of the entire committee write the implementation plan and submit to the Provost.

Implementation activities will also continue. As we move into the summer term, Graduate Studies is evaluating ways to reallocate our limited staff resources to allow for planning and implementation of

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faculty workshops and website resources that have been recommended by the Implementation Committee while maintaining the current level of programming for students.

Graduate Studies is also drafting an internal graduate enrollment management plan, which will include full implementation of the CRM and regular data reporting to programs and schools/College on applicant and matriculant data.

3A(1 & 2); 3B(1, 2, & 3); 3C(1 & 2): Strategic Initiative Themes and PRO

No update received.

3C(3): External Review Policy

We are beginning the discussion on how this will take shape. The process will be aligned with the Board of Regents program review process.

4A(1, 2, & 3); 4B(1, 2, & 3)

A small visioning committee began meeting this past fall to plan a path forward for how community engaged scholarship at KU. Currently, the group is working on drafting a proposal to put in place a structure to support community engaged scholarship. The Alliance for Community Engaged Scholarship will validate and recognize the community engaged scholarship that has been taking place across campus for many years. If the Alliance is implemented as proposed, it would directly address the actions in 4A and 4B. The Provost will receive the proposal in early May and he will make a decision on how to proceed.

4C(1, 2, 3, & 4): Commercialization & Entrepreneurship

4c(1) Additional detailed KUCTC strategic planning and implementation work was completed and will be presented to the KUCTC board in May. A new KUCTC web site is under production

4c(2) Selected KU technologies available for license are currently on the web with more to be added. The first KUCTC POC awards have been given. Two faculty members presented to the investment community in Boston

4c(3) The CRM project is underway and design specifications are in process. The CRM system will allow for various university stakeholders to see a comprehensive view of how a company interacts with KU. Additionally 23 company visits to campus have been completed for FY2013.

4c(4) The first Innovation Fair is scheduled for April 30th. Both graduate and undergraduate students have been invited to present posters and there will be awards for the best submissions. The fair will also involve giving the first Jim Baxendale commercialization award to a KU faculty member. Members of the broader community have been invited to attend the fair.

We will continue to develop both our web site and the CRM system. Additionally we will continue to focus on marketing KU technologies.

5A (1 & 2): Removing Hiring Barriers

No update received.

5B (1 & 2): Learning and Development Training

- A proposal for a university-wide master plan for learning and development was sent to Diane Goddard in December 2012.
- The third annual Staff Leadership Summit was held in February 2013. Attendance was comparable to previous years, with many engaging speakers. An online assessment form was created but the return rate was very low. Different strategies are being considered to gather assessment data at future summits.
- Staff Learning & Development Council has begun implementing a strategic communication plan to connect staff to the various learning opportunities available across campus, including revisions to the KU calendar to enable professional development opportunities to be more visible from the SLD webpage. The communication plan addresses possible mechanisms using the SLD website to share and promote faculty and staff expertise on a range of professional development topics, as well as methods to highlight relevant national and local presentations made by KU faculty and staff.
- Continued work with Staff Fellows advisory group to streamline and enhance process and procedures for next Staff Fellows cohort, including the creation and piloting of an assessment form to be used at each session, as well as an overall assessment for the program as a whole. Program assessment will inform curriculum development for next year. Targeted recruitment strategies are being considered to encourage applications from areas on campus that may be under-represented. An alumni event for staff fellows will be scheduled this summer to explore strengths-based approaches in the workplace with external speaker Todd Lewis (formerly of the KU Wichita campus).
- 5th cohort of Staff Fellows will complete the program in May 2013. The call for applications for the next cohort will go out at about the same time.
- Senior Administrative Fellows: Many engaging speakers interacted with the current SAFs, including the Chancellor, who spoke with the fellows about their aspirational goals for administrative positions. This year's program will be completed in May, with the call for applications for next year's cohort going out in late April.
- Chairs Roundtables and Workshops: Hosted three successful roundtables for chairs including exploration of human resource and legal issues, updates on Bold Aspirations and Changing for Excellence, especially the implementation of Shared Service Centers (of great interest to chairs). Hosted a workshop on conflict and communication in academic leadership with renowned external speaker, Walt Gmelch. Gathered and discussed feedback for improving future programming and format of chairs roundtables.

NEXT STEPS

Next steps include implementing some pieces of the proposed master plan that do not require funding.

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- Formation of Campus Learning & Development Partners group to begin work on developing track and certificate programs.

Workshop for chairs planned in May with renowned external speaker, Mary Lou Higgerson, on how to effectively conduct difficult performance evaluations.

Curriculum for chair training will be explored with Huron consultants, Danny Anderson, and others, to inform next year's roundtable sessions, workshop topics selected, and other resources to be purchased for the support of academic leaders on campus.

Exploration of on-campus faculty and staff experts who may be able to contribute to academic leadership development.

Announcement of call for a Faculty Fellow position to explore initiatives related to faculty development.

5C(1, 2, & 3): Be Accountable

No update received.

5D(1, 2, & 3): Diversity and Equity

Actions 1 and 2 are complete. The Diversity Council continues to meet to refine the diversity framework and has begun to develop indicators for measuring progress.

6A(1 & 2): Changing For Excellence

Extensive updates related to the Changing for Excellence business cases are available at www.cfe.ku.edu.

6B(1 & 2): Campus Master Plan

HEWV has recently begun working on collecting extensive data and turning it into a fully analysis and options phase. More information on their findings will be available in the summer. Community and KU forums on the Master Plan are scheduled for the week of April 22nd.

6B(3): Computational & Technology Infrastructure

Single Identity Management System

- This project status is still Critical (i.e. Red). For AD, this effort remains on hold until the non-technical aspects of the project have been resolved. For META, the team has completed sign-off of requirements for a web-service to prevent creation of duplicate accounts. Development of this web service has begun. The team has completed analysis of conflicting user accounts. Final decisions on user account names to change have been made and the team is planning for these changes. The team also continues to work on requirements for data attribute syncing, and management.

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Leverage Software Purchasing

- The first meeting of the Technology Advisory Committee was held on 02/13/13, and the first meeting of the TAC Hardware Advisory sub-committee (TAC HW) was held on 03/14/13. The project team is finalizing the charge and process documents to combine the Hardware and Software Advisory sub-committees into one group. The project team is continuing to investigate the use of Kivuto for software distribution at KU Lawrence as it's already in use at KU Medical Center. The project team continues to perform analysis on multiple years of software purchase data, with a focus on overlaps between KU-L and KU-M, looking at total spend with each individual vendor. Total savings recognized to-date is \$297,174.54.

Increase MFD Usage

- The standard operating procedures in the School of Education were verified and the cost savings report was automated. Standard operating procedures for the School of Social Welfare are pending centralization approval and the Master Findings document is still under development.

Server Centralization

- The Server Centralization team continues to work to implement server hosting plans and managed services hosting agreements for departments. Migration and planning meetings have occurred with CLAS (Hauptman, Chemistry, and Physics) and Architecture/Urban Design (Troyer). An additional six servers were decommissioned or virtualized. A total of 115 servers have completed transition to date. Planning meetings have been scheduled with the School of Law & the Edwards Campus.

Reorganize & Redefine

- The centralization proposal for the School of Social Welfare is being reviewed by KU IT Directors. Progress continues with KU Continuing Education; the next step is to evaluate event management tools and determine necessary resources with partnership from KU Memorial Unions and the KU Alumni Association. The IT Assessment for the Edwards Campus has been completed along with individual staff member meetings on April 4; the Director of Support Services is now drafting the IT centralization proposal. After meeting with Dean Walzel on March 14, the IT Assessment for the School of Music was completed on April 11; the Director of Support Services is now drafting the IT Centralization Proposal.

Network Optimization

- The network teams continue to move forward on the Changing for Excellence Network Optimization initiatives. Network engineering continues to improve upon the KU Peering Network design. The DNS Anycast architecture has been implemented and is productional. Progress continues to be made on changing overlapping IP addresses at the KU Lawrence and KU Medical Center campuses.

Scanning & Document Workflow

- For the Phase Two project, the import of KU Medical Center electronic documentation to the ImageNow system has started. A few system configuration changes are required to achieve

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HIPAA compliance before the student and patient files can be imported, so the team is working to make the changes now while the student and patient files are being withheld from the migration queue.

Campus CRM (Constituent Relationship Management)

- The Executive Sponsors have closed the student services CRM project and are moving forward with driving students to the updated portal as an entry point to CRM.
- The Graduate Studies CRM project meetings are being held biweekly with IT and CollegenET staff. Work is underway with the Edwards Campus to alter their communication workflow to ease and streamline setup and maintenance of the Prospect system. The decision to draft a new communication workflow and corresponding email templates has pushed the planned completion date to 04/30/13.
- The Business & Industry CRM project team completed the design phase of this project. As soon as funding is secured, the implementation phase of this project will begin.

Campus CMS (Content Management System)

- Phase 3: Implementation of user requested enhancements has begun. Monthly meetings have been scheduled to review feature rollouts. Faculty PRO phase 1 integration requirements have been baselined. Development of these requirements has begun.

Early Warning System

- The spring pilot of Early Warning began on 01/22/13. Eight courses are participating in the pilot.

Appointment Scheduler

- A system that will enable the various schools and departments to load advisor assignment information into the system for all undergraduate students has deployed. Some advising units are in the process of piloting this functionality. Financial Aid & Scholarship is piloting using the calendar in their back office and the project team is helping work through different use cases.

6C(1, 2, & 3): Far Above

No update received.