

STUDENT SUCCESS
STAFF ENHANCEMENT
&
DEVELOPMENT STRATEGIES

Priority Final Report
May 2004

University of Kansas

Student Success Staff Enhancement & Development Strategies
Priority Final Report
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**Student Success
Professional Development Priority Group
Final Report
May 2004**

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Priority: Student Success Staff Enhancement & Development Strategies

Facilitator: Kathryn Nemeth Tuttle

Leader: Ruth Stoner

CHARGE: Develop a clear vision for the staff development culture we want to grow in Student Success. Include a recommendation for a structure to provide on-going coordination and implementation, a potential calendar of events, suggested budget, examples of the programs that would be of most benefit and a plan for assessment.

OUTCOME: Position Student Success to implement staff development programs in Fall 2004.

**Student Success
Professional Development Priority Group
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Part 1: Develop a clear vision for the professional development culture we want to grow in Student Success.

Mission, Values and Goals for Professional Development

Definition

For the purpose of this report “professional development” defines “staff enhancement and development” as referenced in the charge to the committee.

Mission

The mission of the Student Success Professional Development Program is to provide an avenue to enhance the professional and personal growth of Student Success staff and to enhance the quality and effectiveness of their services and interaction with the University of Kansas community. Student Success is committed to the continuing education and enhancement of the professional skills of staff members.

Services and programs that are essential to the intellectual, cultural, physical, social, moral and ethical development of staff help them contribute to the mission of the university as partners in the educational processes for students at a comprehensive research and teaching university. Professional development is a comprehensive and continuous process of professional growth and self-actualization that benefits staff, students, the Student Success organization, as well as the University community.

Target Audience

This professional development program is directed to all employees in Student Success at the University of Kansas (unclassified, classified, full-time, part-time, and graduate students). All staff members are considered “professional” in the jobs they hold. The breakdown by numbers of people in these categories is:

Classified staff = 374

Unclassified staff = 179

Graduate students = approximately 50

Total = 603*

*Statistics taken from the Outlook list-serve for classified & unclassified staff and an estimate of graduate student employees in programs such as Higher Education, Counseling Psychology, Social Welfare, other academic departments within the University.

Values – Professional development for staff will be modeled from theories of student development as identified in the reference section.

- Each staff person is unique.
- Each staff person has worth and dignity.
- Feelings affect thinking and learning.
- The environment, both in and out of the office, affects learning.
- A supportive and friendly community life helps staff learn.
- Differences in opinion, world-view and professional outlook are valued.
- Intellectual diversity, integrity, and disciplined inquiry in the search for knowledge are of paramount importance.
- A diverse environment enhances personal growth and professional development.

Goals – Provide quality professional development programs that will accomplish the following five goals:

1. Enhance the professional and personal growth and development of Student Success staff.
2. Enhance the continuing improvement of Student Success services, as well as enable staff to increase the quality and effectiveness of their work.
3. Increase staff understanding of the principles and practices of the student affairs profession.
4. Create an interactive environment that builds a sense of community and fosters awareness of services and personnel among the Student Success unit offices by promoting inclusiveness and connectedness.
5. Provide opportunities for Student Success staff to interact collegially with the University of Kansas community in an effort to foster positive working relationships.

Ultimately the professional development programs will enhance the continuing improvement of Student Success services to promote student learning and enhance student learning persistence, as well as enable staff to increase the quality and effectiveness of their work.

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Part 2: Make a recommendation for a structure to provide on-going coordination and implementation.

1. Develop a standing committee of 20 individuals representative of the Student Success unit offices and staff (at least one member from each Student Success unit office) that will determine professional development and supplementary program curricula. Members of the committee will serve staggered two-year appointments.

This committee will plan new and communicate existing university-wide programs and events that promote growth along the following levels:

Employee Level:

Sponsor new and market existing university-wide programs that enhance the personal growth and development of Student Success staff (Goal 1). Examples include programs already offered by Human Resources, Academic Computing Services, and other University of Kansas departments (Attachments 4A - 4G).

Unit Office Level:

Communicate and promote existing university-wide programs that enhance the continuing improvement of Student Success services, as well as enable staff to increase the quality and effectiveness of their work (Goal 2). Examples include programs already offered by Human Resources, Academic Computing Services, and other University of Kansas departments (Attachments 4A - 4G).

Student Success Level:

Sponsor new and/or market existing programs that increase staff understanding of the principles and practices of the student affairs profession (Goal 3). Some examples could include new employee orientation, opportunities to meet and work with other employees, and programs created to increase understanding of student development theory.

Sponsor new and/or market existing programs that build community and foster awareness of services and personnel among the Student Success Offices (Goal 4). Examples of this type of program are Team Olympics and Student Success Professional Development Day (Attachment 4F).

University Level:

Communicate and promote university-wide opportunities for Student Success staff to interact collegially with the University of Kansas Community in an effort to foster positive working relationships (Goal 5). An example of this is Student Success Professional Development Day, offered in January.

2. The priority group recommends, after consultation with Kathleen Ames-Oliver, Professional Development Officer for Human Resources, that the Chair of the standing committee receive 50% release time from current position responsibilities for a minimum of 2 years in order to implement the Student Success professional development program. Once the program is in place, the release time might be reduced to 25%. Responsibilities of the Chair will include, but not be limited to the following:
 - a. Provide leadership to the regular meetings of the standing committee.
 - b. Delegate leadership of the on-going events, activities and programs to committee members.
 - c. Work with Human Resources to develop the model for the Personal Professional Development Plan (to be explained later in this document). Conduct the training sessions and workshops necessary to implement the program.
 - d. Develop and manage the assessment program as outlined later in this document.
 - e. Manage the budget.

The appointment of the Chair and the selection of the Committee members will be crucial to the implementation of this professional development plan. The Chair and Committee members must have enthusiasm, passion and commitment to the goals as outlined above; know and relate to the target audience; and have the leadership skills necessary to 'sell' the concepts of professional development to individual staff members, supervisors and directors of the unit offices. Characteristics important for consideration for the appointment of the chair include good project management skills, energy to make the program successful, good networking techniques and good oral and written communication skills.

3. Create an incentive program to advance active participation in professional development programs. Additional information about an incentive program is addressed in Part 4, Item 7 (page 6) and Part 6, Item 3, Bullet 2 (page 8) of this report.
4. Build a professional development model that creates an environment in which all staffing members participate, builds upon a flexible schedule that allows people to leave their work station/site to participate, becomes part of their job and creates an environment that is inclusive. Professional development is for everyone and all staff members are considered professional staff members.
5. Conduct need assessments (surveys, focus groups, etc.) focused on the needs and wants of staff members concerning professional development.
6. Create a communication plan that allows rapid and continuous communication between Student Success staff and the professional development committee in order to relate important information concerning current issues, professional development opportunities and other related information.

* * * * *

Part 3: Develop a potential calendar of events, to include examples of programs that will be of most benefit.

Summer 2004

1. Develop a partnership with Human Resources to create a model for a Personal Professional Development Plan for individual staff members. Specific activities will include the following:
 - Develop the model for the Personal Professional Development Plan. A sample model is attached – “Steps to Developing a Personal Development Plan”: a planning tool developed by Eisenhower National Clearinghouse for Mathematics and Science Education (ENC) and the National Staff Development Council (NSDC). (Attachment 3B). The model will include, but not be limited to:
 - Programs offered by other Student Success unit offices and university departments for university employees (Attachments 4A - 4G).
 - Programs offered within unit offices.
 - Student Success Professional Development Programs.
 - Local, regional and national conferences.
 - Solicit volunteers (staff member and supervisor) to participate in a “pilot” group representative of all staff categories.
 - Conduct workshops and training programs for the volunteers.
2. “Camp Success” - LeaderShape type experience for Student Success staff members (25 participants). This would be an off-campus three-day institute facilitated by KU staff and students. If it is not possible to implement this summer, then the recommendation would be moved to the summer of 2005.
3. Other summer activities that will contribute to building community within Student Success, (i.e., ice cream social to be served by the staff in the Office of the Vice Provost for Student Success, bowling, etc.).

Fall 2004

1. Fall kick-off session. Suggested program ideas:
 - Articulate Student Success' goals for the upcoming year – Keynote speaker: Dr. Marlesa Roney.
 - Recognize staff: new staff, promotions, award winners.
 - Hold an interactive lunch at the Market (with lunch specials).
2. Implement the Personal Professional Development Plans for the pilot group defined in the above section titled “Part Three,” item number five.
3. Student Success Showcase (a ‘fair type’ setting for all staff members, students studying higher education, and other student employees working within Student Success) that could include:
 - A display of unit offices and information highlighting what each office is about.
 - A display of individual staff members’ hobbies, collections, artwork, etc.
4. New staff orientation program to include:
 - Welcome Wagon lunch.
 - Field trip-type experience to visit all Student Success unit offices.
 - “Traditions Night” experience for new staff members.
5. Semester Break/Holiday Social.
6. Another group of staff members and supervisors will be formed to develop Personal Professional Development Plans for the balance of fall semester and spring semester.

Winter Break (early January)

1. TEAM Olympics.

Spring Semester

1. Student Success Staff Professional Development Day to be held in early January.
2. New staff orientation program to include:
 - Welcome Wagon lunch.
 - Field trip-type experience to visit all Student Success offices.
 - “Traditions Night” experience for new staff members.
3. End of year celebration to include:
 - Family picnic.
 - Staff recognition for years of service and other areas of achievement (including “fun” awards).
 - Celebration dinner (at the Union or Mrs. E’s) to recognize the individuals who complete their Personal Professional Development Plans.

Other Professional Development Items not Tied into the Calendar Year

1. Town Hall meetings which should include:
 - A showcase of priorities and new programs.
 - “Ask the VPSS.”
 - “Meet the VPSS & AVP’s.”
2. Community Service projects (i.e., Serve Jubilee Café, Relay for Life, etc.).
3. Communications to include:
 - On-line Newsletter.
 - Resource Library.
 - Publications Exchange.

4. On going, regularly scheduled workshops and seminars (monthly, every 3 weeks, etc.).
 - Knowledge at Noon.
 - Journal Club/Book Club.
 - Training Programs. (i.e., How to Chair a Search Committee, Diversity Training Workshop, etc.)

5. Social events to build a Student Success community (i.e., talent show, TGIF's; camping weekend, bowling leagues, cards at noon, walk at noon, and other wellness type activities).

6. Programs directed towards helping staff members prepare student workers to be better employees.
 - Orientation for student employees.
 - Training programs for student employees.
 - Student Development Theory 101 for student employees.
 - Writing job descriptions for student employees.
 - Performance evaluations for student employees.

* * * * *

Part 4: Recommend a budget.

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|--|-----------------------------------|
| 1. 50% release time for a staff member to lead/manage the Student Success Professional Development program. | unable to specify a dollar amount |
| 2. National/Regional Keynote Speaker. | \$3,000 - \$8,000 |
| 3. Special Events | \$3,900 |
| a. Camp Success - \$2,500 | |
| b. TEAM Olympics - \$250 | |
| c. Student Success Staff Development Day | |
| • Refreshments - \$350 | |
| d. Year-end picnic - \$400 | |
| e. Semester Break Social - \$400 | |
| 4. Pool of money available for professional conference expenses. Individual staff members could apply for assistance when not budgeted in unit office budget. (This amount could be reduced or deleted if professional development money for all staff members is included in FY05 unit office budgets.) | \$10,000 |
| 5. Recognition items for award winners and promotions (i.e., pens with Student Success printed on it - \$2.00/each x 150 people) | \$300 |
| 6. Lunches for Welcome Wagon and Orientation lunches for new Employees @ The Market, Kansas Union or Mrs. E's, Student Housing (\$7.50/person x 145 people x 2 events) | \$2,175 |
| 7. Celebration dinner for those completing the Personal Professional Development Plan project (50 – 75 people @ \$16.00 each) | \$800 - \$1,200 |

Total for Items 2 –7 \$20,175 – 25,575

Notes about budget proposal:

1. Item #1 listed above is the crucial component of this proposal if we are to accomplish the outcome given to this Priority Group on the front end of the assignment: “Position Student Success to implement staff development programs in the Fall 2004.” In order to implement the program as recommended in this document, the leadership will need to have the time, energy and resources to carry out the identified recommendations. The other items listed above (#’s 2 – 7) are important to the success of the professional development program but not critical.
2. This plan also recognizes the importance of the intangible items, or the in-kind contributions, that will be provided by the members of the Professional Development Committee, individual staff members who give leadership to the programs, unit offices who provide support in the way of person-power, participants & materials, etc.
3. Suggestion for funding – grants such as The National Education Association’s Foundation for the Improvement of Education: Supports opportunities for instructors, staff and educational support professionals in all levels of education to engage in professional development through a learning and leadership grant . . . Award amount: Up to \$5,000. (Attachment 5)
4. Duplication of materials for programs or promotion of events will be done through the Office of the Vice Provost for Student Success. Electronic distribution of information will be a priority.

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Part 5: Develop an assessment plan. Assessment needs include:

1. Pre-assessment is needed. What do people want? What do they need?
 - a. Sample assessment tools attached:
 - Skill & Knowledge Assessment for Student Services Employees with Supervisory, Management, or Administrative Responsibilities (Attachment 3C).*
 - Skill and Knowledge Assessment for Frontline Student Services Employees (Attachment 3D).*
 - * Received as handouts at a NASPA Program.
 - b. Suggestion: If other priority groups are recommending a pre-assessment tool, it is recommended that one instrument be developed for all – similar to the KU Workplace Climate survey that was done by HR a couple of years ago (Attachment 1D).
2. Follow-up assessment is needed for the 2004 spring semester programs – Knowledge at Noon; Journal Club; Relay for Life, True Colors, and the Student Success picnic. Who’s attending? Who’s not attending? Why? Conduct a program evaluation.
3. What are the barriers to individuals participating in professional development?
 - Lack of interest.
 - Can’t get away from work station/site.
 - Communication methods do not reach all employees.
 - Lack of encouragement from colleagues, supervisor & unit directors.
 - Carry-over feeling from previous years – program does not pertain to “me.”
4. Who’s attending? Who’s not attending? Why?
5. Develop a pre- and post-assessment tool for the individual participants & supervisors who participate in the Personal Professional Development Plan program. What is the impact of the program?

6. How many graduate student employees work in Student Success? Which offices? What graduate programs are represented?
7. Will the Assessment Priority Group be addressing assessment models that will be applicable to assessment of priority recommendations?

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Part 6: Miscellaneous Items for Discussion:

1. What are the “road blocks”?
 - Size of the target audience.
 - Communication channels to reach all Student Success staff members. Will the communications priority group be addressing this topic?
2. In order to create an environment for all staff members to participate, individual staff members, supervisors and unit directors will need to “buy into” the concept that the professional development program is for all staff by:
 - Providing assistance and flexibility in office coverage that allows an employee to be away from the work station/site for professional development programs.
 - Building professional development, enrichment, and enhancement programs/concepts into expectations of employee performance.
 - Marketing and communicating ideas, concepts, and programs to all employees.
3. What we did not address:
 - Professional development for student employees. There are 1,141 student employees working within Student Success. (The Priority Group did address the topic of helping staff members work with student employees, recognizing that our ability to work with student employees will help with their development, job performance and preparation for full-time employment. See “Part 3” section titled, “Other Professional Development Items not Tied to the Calendar Year”, item 6, page 6).
 - Incentive program to advance active participation – as discussed in Part 2, Item 3. Incentive was not defined beyond recognition of the individuals through items 2 - 7 listed on the budget recommendations (page 6). It is recommended that the extent to which an incentive program should impact evaluation, merit salary increases and consideration for promotion be delayed until the professional development program is in place and until there is opportunity for discussion with and direction from the Vice Provost for Student Success and the Student Success Leadership Team.
 - A model for a unit office professional development plan. The priority group recommends that a program and model be developed to assist the unit offices in implementing and/or strengthening the unit office professional development program. This would occur after the Personal Professional Development Plan program has been put in place. Rationale: This may help create the environment for all staff members to participate as discussed in item #2 above.
 - Build “employee learning communities” as discussed by Marlesa Roney in her power point presentation to the Priority Group on March 3.

Part 7: Spring 2004 Professional Development Programs. Following the very successful TEAM Olympics program (organized by Mary Chappell) and the Student Success Professional Development Day (organized by Eric Grospitch) held in early January, Dr. Roney asked the Staff Enhancement & Development Strategies priority group to develop additional professional development programs and activities for the Spring semester in addition to the original charge it was given. Under the chairship of Mary Chappell, Megan Hill, Nona Golledge, Ryan Gove and Linda Gerdes organized and implemented the following programs and activities:

Journal Club

(Review of current literature/Journal articles)
Organized and led by Megan Hill
March 16, March 20 & April 18
Included lunch specials at The Market, Kansas Union

True Colors

Organized by Ryan Gove
Facilitators: Rueben Perez & Jill Hieb
March 18, 2004
Included lunch special at Mrs. E's

Knowledge at Noon: Learning at Lunch

Organized by Nona Golledge
Included lunch special at Mrs. E's

“Student Development Theory 101”

Presented by Diana Roberson & Matt Crouse
March 30th
Visitor's Center

“Back to the Future: The Role of Student Affairs in the Civil Rights Era”
April 27

Presented by Kathryn Nemeth Tuttle, Lisa Wolf-Wendel, & Susan Twombly
Dole Institute – West Campus Simons Room

Relay for Life – Fund Raiser for American Cancer Society

(Student organized event for KU community)
Student Success team organized by Mary Chappell
May 7 & 8, 6:00 pm – 6 am
KU Memorial Stadium

SS Success Team: Mary Chappell, Megan Hill, Nona Golledge, Kathy Talbot, Ruth Stoner,
Judy Greenberg, Jeannie Doering; Michelle Kessler
Other Student Success teams included: Academic Technology Services, Freshman-Sophomore
Advising Center, & Student Health Services
Student Success Student teams included: Recreation Services student employees, Douthart
Scholarship Hall & Amini Scholarship Hall

Student Success End of Year Picnic

Coordinated by Ruth Stoner
May 14, 6 – 7:30pm

Part 8: References

- National Association of Student Personnel Administrators. (1987). *A perspective on student affairs. Points of View*. Washington, D.C.: NASPA.
- University of Kansas Office of Student Success. (1994). *Mission Statement*. Retrieved January 29, 2004 from University of Kansas Office of Student Success website: www.vpss.ku.edu/ssmission.html.
- University of Kansas Office of University Relations. (1992). *Statement of Institutional Mission*. Retrieved January 29, 2004 from the University of Kansas website: www.ur.ku.edu/Admin/About/KUmission.html.
- Texas State University. (2004). *Team Mission*. Retrieved 2/04/04 from the Texas State University website: www.vpsa.swt.edu/program_teams/education/team_mission.html.
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- Roney, Marlesa. (2004, January). *Keynote Address: The Knowledge Within*, PowerPoint presentation given at the Student Success Staff Development Day, Lawrence, KS..
- Roney, Marlesa. (2004, March). *Using Student Development to Guide Employee Development*. PowerPoint presentation given to the Student Success Staff Enhancement and Development Strategies priority group, Lawrence, KS.
- Russell, K., Ames-Oliver, K., Fund, L., Proctor T. & Vannaman, M. (2003) Organizational Development, Best Practices, and Employee Development. *Library Administration & Management*, 17(4), 189 – 195.
- University of California, Riverside, Human Resources. (n.d.). *UCR Guide to Core Competencies Program* Retrieved March 30, 2004, from www.humanresources.ucr.edu/static/menus/competencies/default.htm.
- Eisenhower National Clearinghouse for Mathematics and Science Education (ENC) and the National Staff Development Council (NSDC). (n.d.). *Steps to Developing a Personal Professional Development Plan* [Planning Tool].
- Kushibab, Debbie, Ph.D. (2003). Skill and Knowledge Assessment for Student Services Employees with Supervisory, Management, or Administrative Responsibilities. Materials received at the 2004 NASPA Conference (Denver, CO). *Strategic Staff Development*, Phoenix, AZ.

Kushibab, Debbie, Ph.D. (2003). Skill and Knowledge Assessment for Front-line Student Services Employees. Materials received at the 2004 NASPA Conference (Denver, CO). *Strategic Staff Development*, Phoenix, AZ.

Michigan State University Extension. (adapted 2003, January from Colorado State University Extension). *A Personal Professional Development Plan* [Workbook].

Part 8: Attachments

1. Reference Materials:

- A. Student Success Mission Statement.
- B. Organizational Development, Best Practices, and Employee Development.
- C. By Your Own Design.
- D. KU Workplace Climate Survey Summary (2001).

2. Staff Development & Enhancement Priority Sub-group Reports:

- A. Mission, Values and Goals for Staff Development.
- B. What Do Other Institutions Do?
- C. What Is Currently Done at KU in Student Success Unit Offices – Survey.
- D. What is Currently Done at KU – Trends and Highlights from Current Practices.
- E. Spring/Summer 2004 Activity & Program Ideas.
- F. Programs . . . Ideas & Concepts.

3. Personal Professional Development Plan Materials:

- A. UCR Guide to Core Competencies Program.
- B. Steps to Developing a Personal Professional Development Plan.
- C. Skill and Knowledge Assessment for Student Services Employees with Supervisory, Management, or Administrative Responsibilities.
- D. Skill and Knowledge Assessment for Front-line Student Services Employees.
- E. Personal Professional Development Plan Workbook.

4. Existing Professional Development Programs/Resources at KU – Examples:

- A. *Computer Training Program & Calendar* - Academic Computing Services (www.ku/acs).
- B. *Brown Bag Advisor Series* – Freshman-Sophomore Advisor Series.
- C. *MRC Brown Bag Lunches* – sponsored by the Multicultural Resource Center.
- D. *Diversity Training Institute* – sponsored by the Multicultural Resource Center.
- E. Human Resources/Equal Opportunity.
 1. *Enhancing Personal and Professional Lives*.
 2. *Focus* – KU Human Resources & Professional Development Calendar.
 3. *Employee Recognition* – Employee of the Month, Employee of the Year, and TEAM Award).

- 4. *Human Resources Professional Development Programs* – Development Programs, Management & Leadership Programs, Professional Skills Programs, Food for Thought Programs.
- F. Student Success Professional Development Day (2004, January). *Knowledge Within* [Program Booklet].
- G. LIFELINE Services offered through the State Division of Personnel Services (DPS) – State of Kansas Health Quest. Example of a program offered:
 - *LIFELINE Training For Supervisors: Managing and Assisting the Trouble Employee.*

5. Financing Professional Development Programs:

- A. Grant Watch: National Education Association’s Foundation for the Improvement of Education. Identified in *Student Affairs Today*, Volume 6, Issue 11.
 - Introduction
 - How to apply
 - Grant Guidelines & Application Instructions.
 - Applicant Data Sheet

6. Ending Thoughts:

- A. When evaluating your reward/recognition programs, consider the following... ☺.

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The attachments as outlined on pages 12 & 13
of this report
are available for review and/or copy
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