

We Make Learning Possible

STUDENT AFFAIRS

Annual Impact Report



THE UNIVERSITY OF KANSAS
Student Affairs

2022-2023

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Year in Review

August

Unionfest and OMA Block Party

Jayhawks Give a Flock

Rock the Rec

September

Paper Plains Zine Fest

Family Weekend

"The Jayhawk Nest" unveiling at Ascher Plaza

October

Feminist Fright Fest

IFC Experience Day

Annual Wellness Fair

November

Women and Femmes of Color Retreat

Non-traditional Student Week

Trans Day of Remembrance

December

Stress Busting Study Break

World AIDS Day Free HIV testing

Treat Yourself

January

SILC Winterfest

February

Condoms 'N' Consent

Stories of Reproduction Before & After Roe

QT Black Mental Health

March

Pregnant and Parenting Resource Pantry Launch

OMA Headshot Day

Sex in the Dark

April

Kansas Drag Showcase III

Sexual Assault Awareness Month

The Big Event

May

Student Affairs Awards Reception

Stop Day Eats

OMA Graduation



Dr. Tammara Durham

Vice Provost for Student Affairs

Dear friends and colleagues,

It is my pleasure to present the Student Affairs: 2022-2023 Annual Impact Report. This report provides an overview of Student Affairs' approach to cocurricular learning, highlights the student-centered work of our departments, and recognizes the achievements and efforts of our amazing staff members.

The mission of Student Affairs—to engage the University of Kansas community in programs and services that make learning possible—is achieved through our departments' collective contributions to building community, celebrating identity, and promoting wellness for our students.

Special attention should be paid to the Assessment Highlight segments of the profiles. Featuring excerpts from each department's assessment project, the Assessment Highlights demonstrate Student Affairs' vital role in cocurricular learning. Readers will gain insight into how Student Affairs learning goals—Personal Development, Peer Engagement, Social Responsibility, and Lifelong Learning—are consistently integrated into our departments' many programs and services. Additional information about our learning goals and their alignment with the University's learning goals can be found within this introduction (p. 5).

Finally, I encourage readers to explore our staff recognition section. Our staff deeply influence the lives of so many students. We could not do what we do without their investment in our students and the higher education profession. I hope this review provides you with an understanding of how Student Affairs and its staff support student success and the academic mission of the University of Kansas.

Rock Chalk!

Tammara Durham. Ed.D.
Vice Provost for Student Affairs

Our Mission

To engage the KU community in programs and services that make learning possible.

Our Vision

We will provide a KU student experience in which every student is supported by the campus environment, connected to the institution, and prepared for the challenges of today and tomorrow.

Our Values

We will actively foster **unity**. A community based in tradition and continually growing through healthy relationships and effective communication.

We will strive for **innovation**, using our education to find new and creative solutions to the problems facing our campus, our community, and the world.

We will advocate for **inclusion**, respecting all Jayhawks are unique and have their own personal stories while cultivating a safe community rooted in equity and justice.

We will value **engagement**, taking responsibility inside and outside of the classroom to be active members of the global community.

/ Learning Goals

Student Affairs makes learning possible through its commitment to cocurricular learning throughout the student experience. During academic year 2021-2022 (AY21-22), the Student Affairs Learning Goals were redesigned to improve assessment of student learning. The redesign also allowed Student Affairs to better align its Learning Goals with Institutional Learning Goals, as part of a layered approach to assessment (**Fig. 1**).

All departments must align department learning outcomes with one of the following Student Affairs Learning Goals: Personal Development, Lifelong Learning, Peer Engagement, and Social Responsibility. Full descriptions of the Student Affairs Learning Goals — including learning outcomes, key themes, and descriptors — can be found online (studentaffairsassessment.ku.edu/learning-goals).

Fig. 1

All department cocurricular programs and services align with Student Affairs and Institutional Learning Goals.



Figure 1. A layered approach to student learning emphasizes alignment at all levels of an institution of higher education.

Reader's Guide

The following section organizes department profiles thematically to demonstrate Student Affairs' commitment to promoting community, identity, and wellness. Data provided throughout this report is primarily organized by academic year. For instance, information related to academic year 2022-2023 are abbreviated as AY22-23. Department data metrics tracked and reported on a fiscal year calendar (July-June) are noted in figure footnotes throughout the report. Also of note, data reported for AY19-20 and AY20-21 reflect implementation of Protect KU protocols to address the COVID-19 pandemic.

Learning Goal icons are featured throughout the department profiles (**Fig. 2**). The icons demonstrate how Student Affairs contributes to the cocurricular learning experience of students who engage with departments' programs and services. The departments' commitment to supporting student development beyond the classroom is illustrated by the assessment data and supporting quotes students and staff provided.

Fig. 2

These icons are displayed throughout the report to demonstrate how cocurricular programs/services align with the Student Affairs' Learning Goals.



Personal Development



Peer Engagement



Social Responsibility


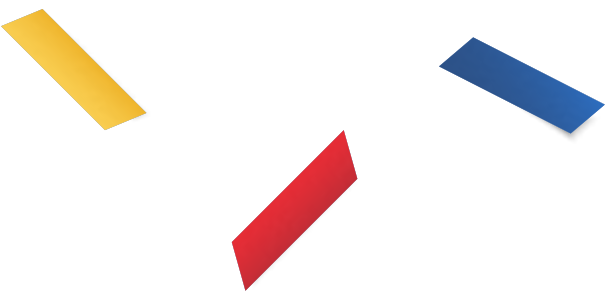


Lifelong Learning



Community





Community is foundational to the KU student experience. Student Affairs engages students in programs and services that contribute to their sense of belonging while challenging them to uphold our shared Jayhawk values.

Department Profiles

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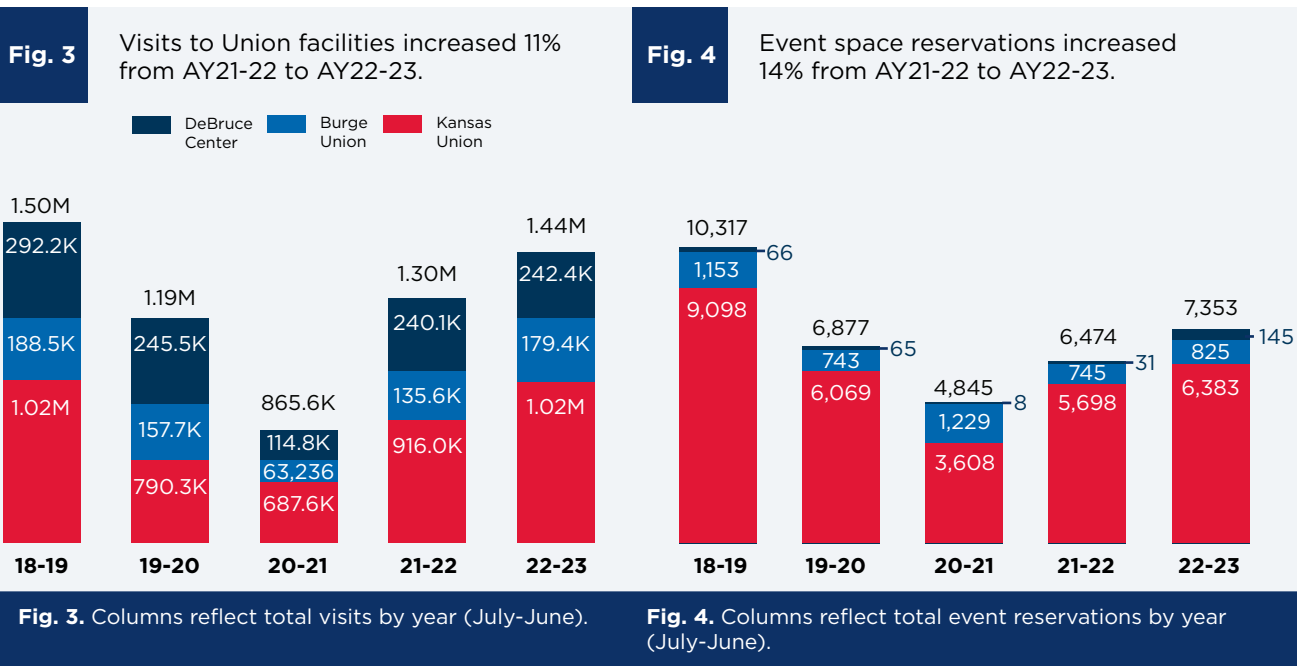


KU Memorial Union

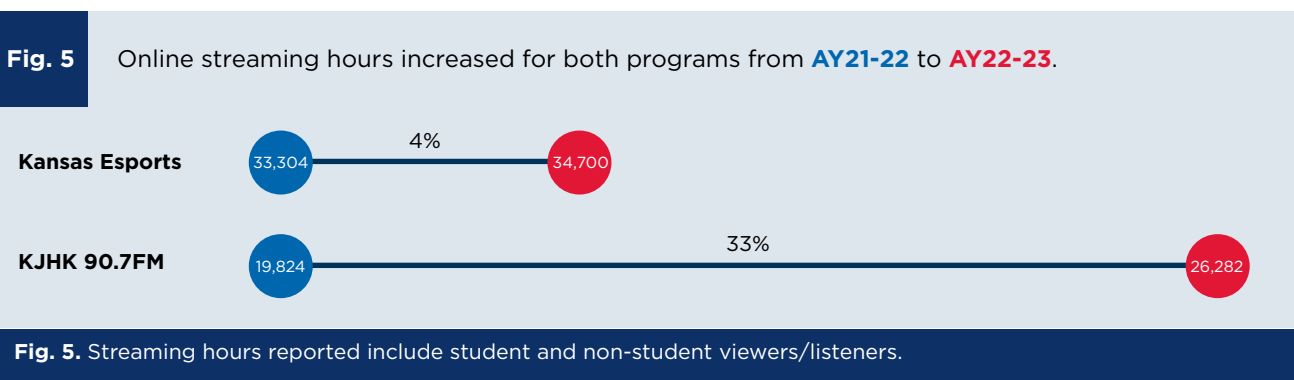
Mission Statement

KU Memorial Union is committed to creating an open and dynamic environment where the KU community comes together for individual and collective discovery.

In AY22-23, the KU Memorial Union (the Union) experienced significant increases in student engagement, as measured by visits and event space reservations. Data indicate increases of 11% in visits (**Fig. 3**) and 14% in reservations (**Fig. 4**) from AY21-22 to AY22-23.



The Union also increased online student engagement through Kansas Esports and KJHK 90.7FM (**Fig. 5**). Kansas Esports, KU's varsity esports team, increased its Twitch viewership by 4% from AY21-22 to AY22-23. KJHK 90.7FM, KU's student-led radio station, increased listening hours streamed by 33% from AY21-22 to AY22-23.



Assessment Highlight:

The Big Event



"This experience gives students the opportunity to see different parts of Lawrence they might not normally see and leave having made a difference."
— Student Participant

The Big Event (TBE) is KU's largest single-day community service event. TBE provides non-need-based service opportunities as a way for students to say 'thank you' to the surrounding community. This year, all 366 TBE participants received a post-experience survey, of which 13% responded ($n=47$).

Fig. 6 Most participants in The Big Event agree the experience made them more:

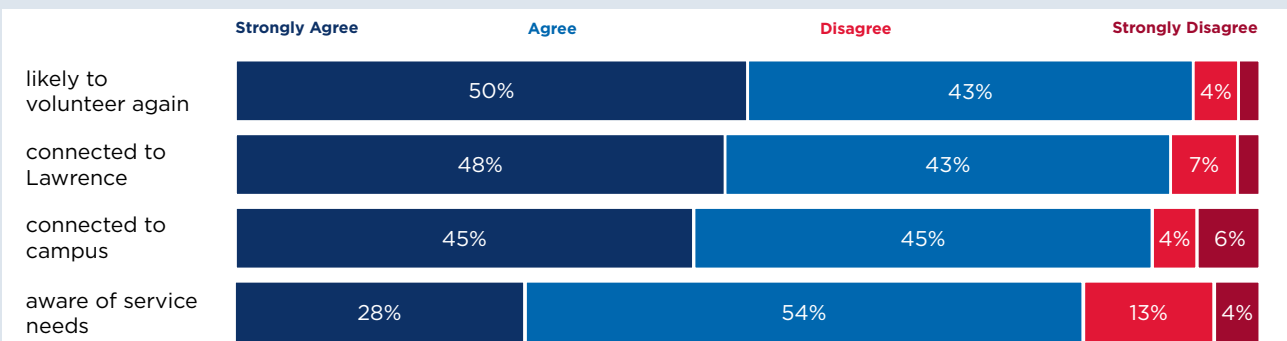
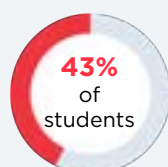


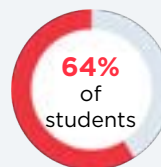
Fig. 6. Sample size ($n=47$). Data collected: April 17-27, 2023.

Survey responses indicate TBE participants plan to volunteer in the future, feel more connected to the Lawrence and KU communities, and have a better understanding of local service needs (**Fig. 6**). Additionally, some participants (43%) felt TBE helped them meet new people, while most participants (64%) agreed the event was a fun way to volunteer with friends (**Fig. 7**).

Fig. 7



felt the event helped them
meet new people



felt the event was a fun way to
volunteer with friends

Fig. 7. Sample size ($n=47$). Data collected: April 17-27, 2023. Respondents consist of TBE student participants.



COMMUNITY

KU Student Housing

Mission Statement

KU Student Housing builds learning-centered communities through individual support and respect.

KU Student Housing (Housing) provided housing to 4,802 students on campus in AY22-23, resulting in a 94% occupancy rate across all neighborhoods (**Fig. 8**). This year's data reflect current occupancy rates are on par with pre-pandemic levels. Further, Housing increased on-campus living opportunities due to the completion of the Templin Hall renovation project.

Fig. 8 The **total residents** living on campus returned to pre-pandemic levels in AY22-23.

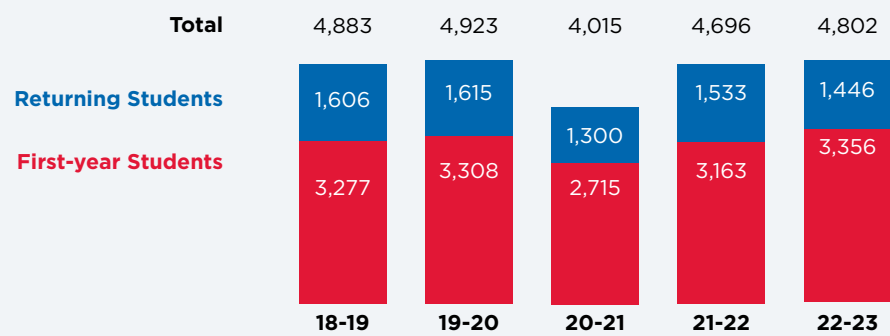


Figure 8. Occupancy rates based on total beds available over the five-year period: AY18-19=5,505 (89%), AY19-20=5,221 (94%), AY20-21=4,926 (82%), AY21-22=4,851 (97%), AY22-23=5,099 (94%).

Templin Hall, part of the Daisy Hill neighborhood, completed its renovation prior to the start of the academic year. The three-million dollar project was paid for by private trust funds, resulting in no rate increases for students or additional debt service for Housing. The renovation was completed on-time and within budget, resulting in fresh and updated interiors that were well received by the more than 280 Templin residents.

This year also marked the creation of a new position within Housing, the Hall Coordinator. The position was developed to meet the increased needs of a large on-campus student population and lower staff-to-student ratios. The three, hired hall coordinators positively impacted staff and students in their communities. The position was retained for AY23-24 and additional hall coordinators were hired to support residents.

2022-2023



*"I enjoyed how interactive a lot of the sessions were! Being able to roleplay during Behind Closed Doors on how to approach crisis helped a lot with my anxiety."
— Undergraduate Staff*

KU Student Housing undergraduate staff training is a two-week, developmental training for all resident assistants, proctors, and food board managers. Undergraduate staff training is intended to create emotionally intelligent, compassionate, and competent student leaders that live, learn, and lead within their on-campus communities. Training topics include conflict management, mediation techniques, mental health response, community building, and motivational interviewing. Of the 142 training participants, 43% ($n=61$) completed the post-training survey (**Fig. 9**).

Fig. 9 Most participants in undergraduate staff training were confident they could assist residents by:

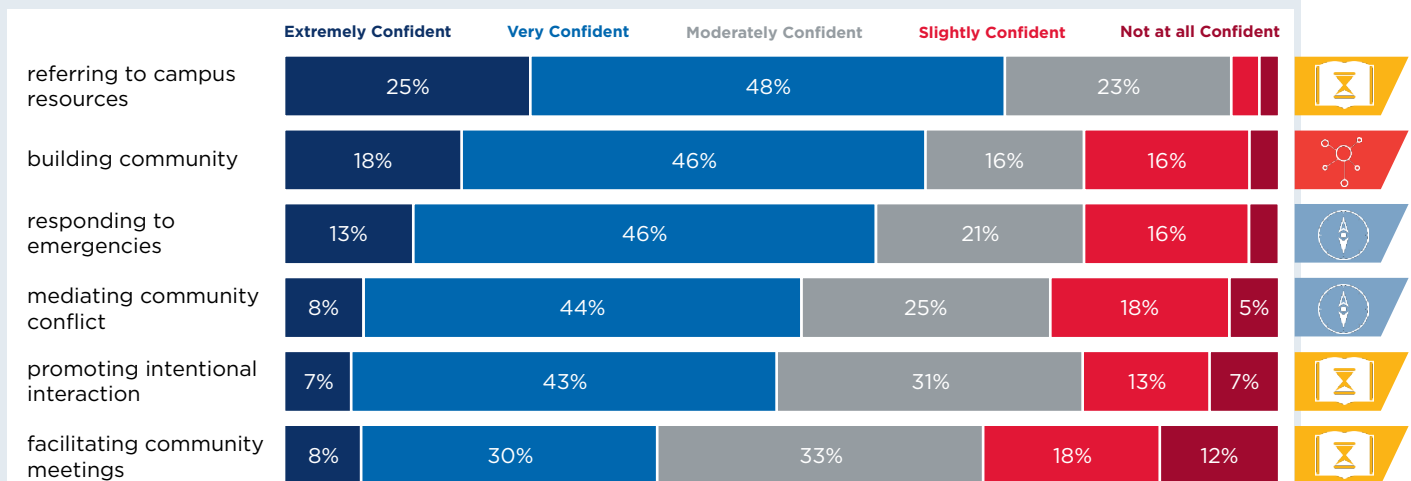


Figure 9. Sample Size: $n=61$. Data collected Aug. 29-Sep 8, 2022.

The survey results indicate most participants were very or extremely confident in their performance abilities. Most notably, undergraduate staff were very confident in their ability to refer students to university support services and resources. Of all areas surveyed, participants reported being only moderately confident in their ability to facilitate community meetings. These findings will be used to improve the training process to increase undergraduate staff confidence and better align training with the residential curriculum.

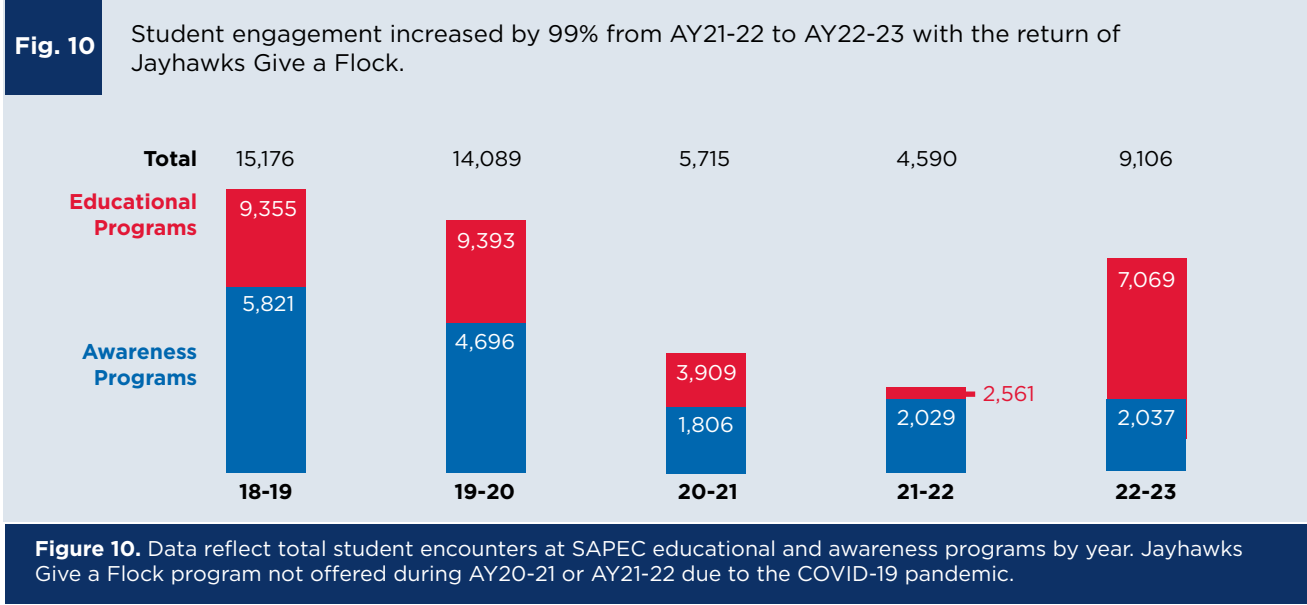


Sexual Assault Prevention and Education Center

Mission Statement

The Sexual Assault Prevention and Education Center promotes social change and the elimination of sexual violence through prevention education, inclusive programming, and campus-wide collaboration.

The Sexual Assault Prevention and Education Center’s (SAPEC) communitywide approach to engaging students through awareness and educational programs is illustrated in **Figure 10**. The data reflect a 99% increase in overall student engagement from AY21-22 to AY22-23. The educational program attendance increase is largely attributed to the return of Jayhawks Give a Flock, which was held for the first time since AY19-20.



SAPEC’s approach also includes engaging the student-athlete and sorority and fraternity life communities through educational programs. For the past few years, SAPEC has partnered with Kansas Athletics, the Interfraternity Council, and the Panhellenic Association to provide LDST 301: Prevention is Possible, a gender-based violence prevention seminar, to all incoming members of their communities. This year, 1,187 students, primarily from these communities, enrolled in LDST 301.

To further these partnerships, SAPEC developed two new programs, Barstander and Violence Prevention through Environmental Design (VPTED). Barstander, a more immersive learning experience, provides opportunities for students to practice their active bystander skills in a controlled, bar-themed environment. Thirty students participated in this pilot program. VPTED encourages participants to evaluate how their living and social environments influence the safety of their guests. The program includes follow-up consultations to discuss how slight alterations to risk management practices and procedures can significantly reduce the risk of harm at social events held by the organization.

Assessment Highlight:

Jayhawks Give a Flock

"[Jayhawks Give a Flock] felt really meaningful, particularly with the group of women I was able to present to and work with, and seemed to validate feelings and experiences that are not spoken about much."
— Flock Facilitator

Jayhawks Give a Flock (Flock) is a required program that teaches first year students to prevent sexual and other forms of violence using bystander intervention strategies. For multiple years, Flock was held during the University's Hawk Week. However, the program was paused during AY20-21 and AY21-22 due to the pandemic.

In its return this year, Flock trained 3,964 first-year students. Results from a survey indicated students agreed sexual assault was a campus issue they should take actions to address but were less convinced it was a significant issue on KU's campus (**Fig. 11**).

Fig. 11 Most participants agreed sexual assault is something to:

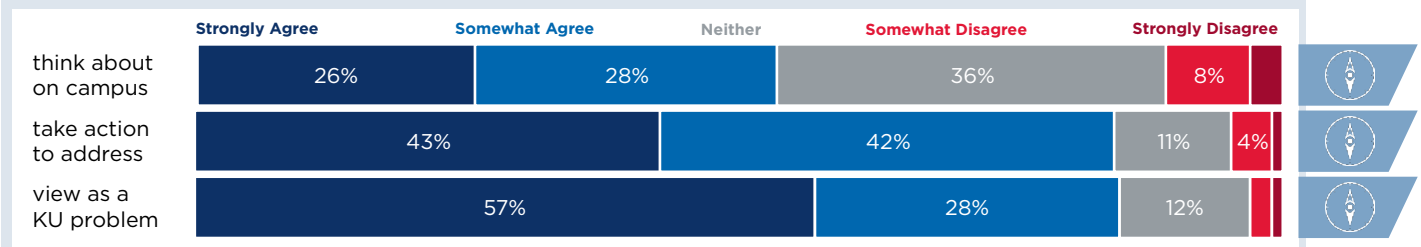


Figure 11. Survey sample: ($n=3,960$). Data collected: August 14-20, 2022.

Students also reported being confident to very confident in their abilities to overcome barriers to bystander intervention (**Fig. 12**).

Fig. 12 Most participants in Flock were confident they could intervene by:

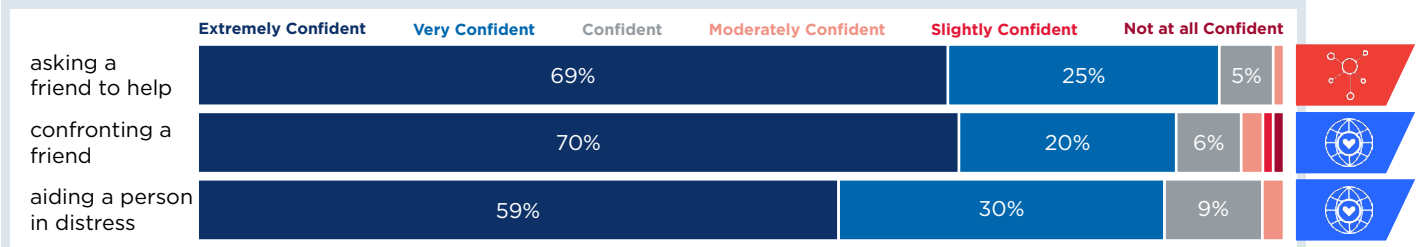


Figure 12. Survey sample: ($n=3,960$). Data collected: August 14-20, 2022.

Sorority and Fraternity Life

Mission Statement

Sorority and Fraternity Life empowers members of the fraternity and sorority community to express their respective organizations' values through the embodiment of our shared commitment to academic achievement, civic and community engagement, diversity and inclusivity, personal and professional development, and holistic wellness.

Sorority and Fraternity Life (SFL) oversees a community of 41 chapters and 3,811 members, 20% of the undergraduate student population. Fraternity and sorority chapters are organized under four governing councils—the Interfraternity Council (IFC), Panhellenic Association (PHA), National Pan-Hellenic Council (NPHC), and Multicultural Greek Council (MGC). Over the past five years, MGC has experienced the most growth, increasing its membership by 116% since AY18-19 (**Fig. 13**).

Each governing council plays a vital role in the management and growth of its respective chapters. **Figure 14** depicts council sizes over the past five years. This year, NPHC welcomed the return of Phi Beta Sigma Fraternity, Inc. and Sigma Gamma Rho Sorority, Inc.

Fig. 13

Overall sorority and fraternity membership increased slightly (2%) from AY21-22 to AY22-23.

	IFC	PHA	NPHC	MGC	Total
22-23	1,291	2,394	41	108	3,811
21-22	1,303	2,289	30	118	3,740
20-21	1,406	2,343	30	95	3,874
19-20	1,453	2,476	38	62	4,029
18-19	1,403	2,453	42	50	3,948

Figure 13. Bubbles reflect porportional change in council membership by year.

Fig. 14

NPHC welcomed two chapters and now is represented by eight of the "divine nine" organizations on campus.

	IFC	PHA	NPHC	MGC	Total
22-23	17	11	8	5	41
21-22	21	11	6	5	44
20-21	22	11	5	5	43
19-20	22	12	5	4	41
18-19	20	12	5	4	41

Figure 14. Bars reflect number of chapters within each councils by number of chapters by year.

SFL organized two development opportunities for sorority and fraternity leaders in AY22-23. SFL Advance is a weekend leadership retreat for student leaders to make connections, discuss issues facing the community, and explore opportunities to make value-based changes within their organizations. The Association of Fraternal Leadership and Values (AFLV) offers an annual conference for sorority and fraternity leaders to meet one another and learn best practices to bring back to their communities.



Assessment Highlight:

Chapter Consultations

"The results point to a continued need ... to help students reflect on their leadership skills and translate them to their personal learning and organizational development."
— SFL Staff Member

SFL provides chapter consultations at least twice a semester to support sorority and fraternity chapter presidents. The purpose of these consultations is to develop a community that enables individuals to make values-based decisions, learn leadership and life skills for managing peers, and identify ways they can contribute to the betterment of the SFL community.

SFL provided consultations to 41 chapter presidents. Of those, 34% (n=14) completed a survey. Most consultation participants were able to identify ways to promote diversity, equity, and inclusion (DEI) within the SFL community. Students suggested creating more opportunities for the councils to intermingle, providing more inter-council philanthropic and social events, and creating a DEI newsletter for the SFL community. Most participants were also able to identify healthy and unhealthy behaviors within their chapters (Fig. 15).

Fig. 15



Figure 15. Survey sample: (n=12). Data collected May 1-15, 2023. Respondents consist of sorority and fraternity chapter presidents.

Participants also agreed they were able to use ethical decision making and leadership skills when addressing chapter issues (Fig. 16).

Fig. 16

Most participants agreed chapter consultations helped them:

	Strongly Agree	Agree	Neither	Strongly Disagree
make unpopular decisions	71%	21%	7%	
address past mistakes	71%	14%	7%	7%
admit poor personal behavior	57%	29%	7%	7%
hold members accountable	57%	21%	7%	14%

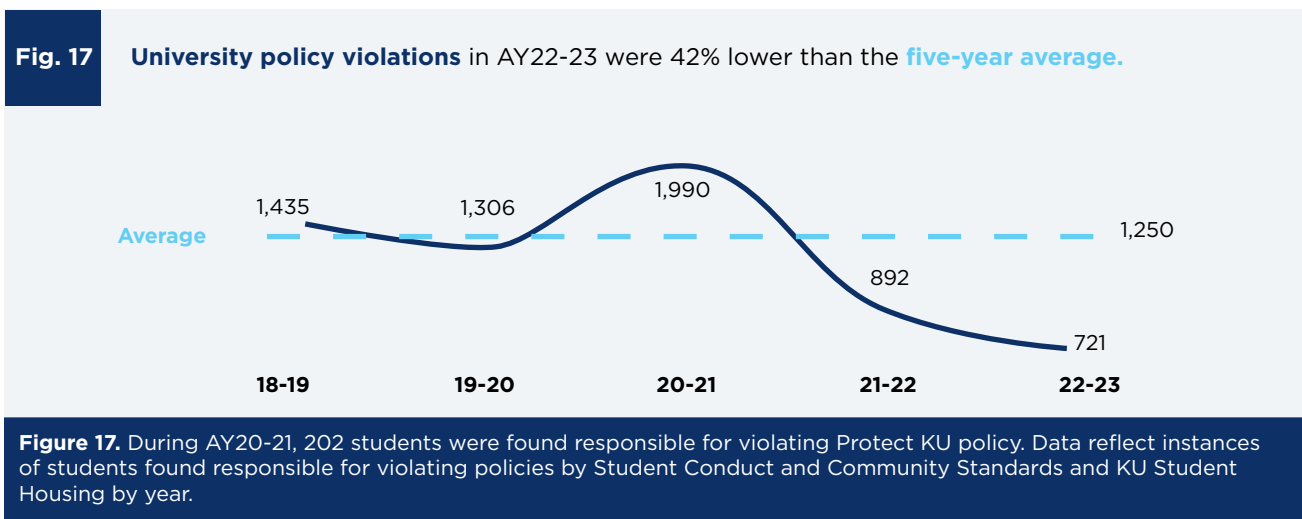
Figure 16. Survey sample: (n=12). Data collected May 1-15, 2023.



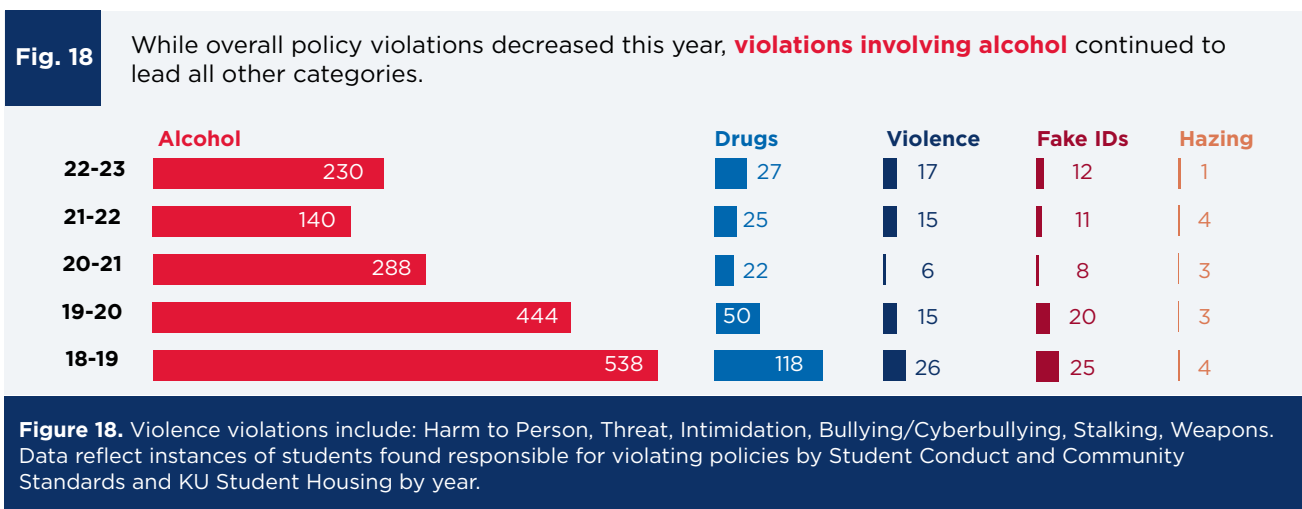
Student Conduct and Community Standards

Mission Statement
Student Conduct and Community Standards addresses incidents of non-academic misconduct on campus and educates students about the *Code of Student Rights and Responsibilities*. The office seeks to foster a holistic learning environment through education focused on community membership and standards.

Student Conduct and Community Standards (SCCS), along with KU Student Housing (Housing) conduct hearing officers, found 721 students responsible for violating University policies in AY22-23, a 19% decrease from AY21-22 and a 42% decrease from the five-year average for violations (**Fig. 17**). Collectively, SCCS and Housing were able to adjudicate cases in an average of 19.3 days, which is 4.3 days faster than AY21-22 (23.6-day average).



In AY22-23, SCCS reported a decrease in all major violation categories, except for alcohol, which experienced a 64% increase from the previous year. While lower than pre-pandemic levels, alcohol violations remain the most common violation (**Fig. 18**).



2022-2023

Assessment Highlight:

Hawk Habits



"Reflecting on my life, I discovered a lot about myself and my choices. Moving forward, I intend to be more aware and deliberate in the decisions I make, mindful of the impact they may have on myself and those around me."
— Student Participant

Hawk Habits is an educational program offered to students who have been found responsible of violating University policy. In AY22-23, Hawk Habits had 107 participants, with 72% ($n=77$) completing a post-training assessment. Students who completed Hawk Habits reported increases in understanding personal values, ethical reasoning, and personal accountability (**Fig. 19**).

Fig. 19 Most participants agreed Hawk Habits helped them:

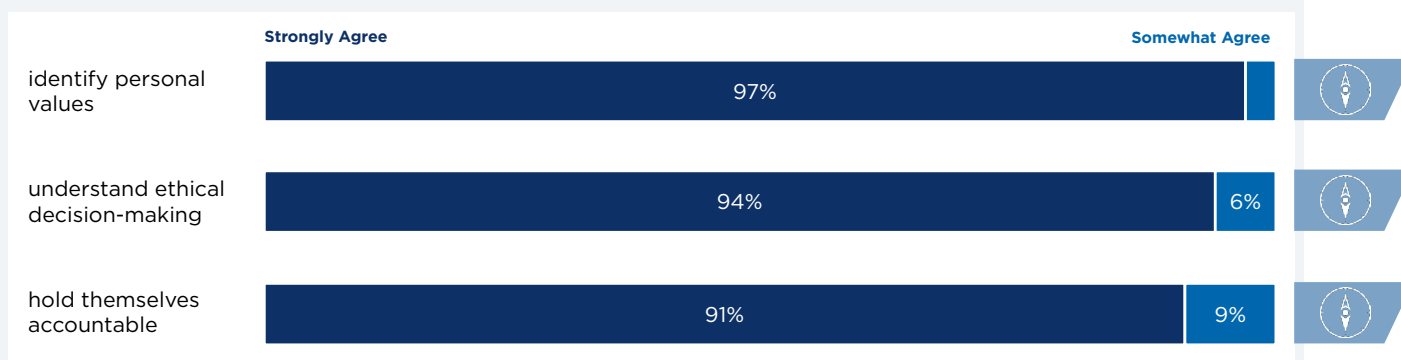


Figure 19. Survey sample: ($n=77$). Data collected: October 12, 2022- April 23, 2023.

Students also shared quotes about what they learned from the program:

*"I learned that my core values were accountability, family, and respect. I learned that my choices have consequences and that **I have the power to make good choices.**"*

*"I learned that it is important to slow down and think about what affects me and what I can do to help myself. **I plan to take a couple minutes every night and reflect** on what I did throughout the day that was good, bad and what I can improve on."*

Student Involvement and Leadership Center

Mission Statement

The Student Involvement and Leadership Center assists students in creating connections, building community, and developing leadership skills. SILC provides meaningful cocurricular experiences to further personal growth and lifelong learning.

As students shifted from in-person to virtual gatherings during the COVID-19 pandemic, the Student Involvement and Leadership Center (SILC) reported decreases in student organization registration (**Fig. 20**). As students returned to in-person gatherings, SILC reported an increase in registered student organizations of 19% from AY21-22 to AY22-23. Over the same period, SILC's Involvement Fair participation grew from 133 to 147 organizations, an increase of 10%.

Fig. 20

Registered student organizations increased 19% from AY21-22 to AY22-23.

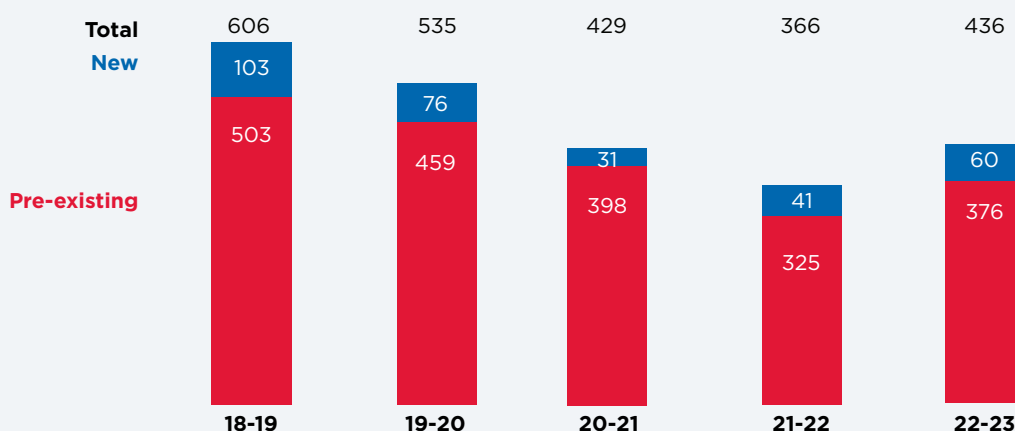


Figure 20. Data reflect new and pre-existing student organization registration totals by year.

SILC conducted a needs assessment to better understand how to support registered student organizations in AY22-23. Participating student leaders expressed a desire for SILC to provide increased support and resources. In response, SILC identified additional areas of need and increased the number of informational workshops offered by 67% from AY21-22 to AY22-23. The topics of new workshops implemented included risk and conflict management, SILC services and support, getting involved, and a SILC organization mini training.

Assessment Highlight:

SILC Peer Outreach Team



*"I feel like being a SPOT Leader inspired me to be more of a leader. It made me want to learn more to help the people around me."
— SPOT Leader*

The SILC Peer Outreach Team (SPOT) consists of student employees who consult with student organizations, plan engaging programs, and connect students with organizations. SPOT leaders are responsible for the day-to-day administrative operations at the SILC front desk.

All six SPOT leaders participated in an end-of-the-year survey. Participants reflected on how they made a difference as SPOT leaders. One participant shared:

*"[A student] was struggling with how to get involved. I gave her a few clubs to start with and now I see her on those clubs' Instagram all the time. **It makes me happy because it looks like she has found her community and I'm happy we were able to help with that.**"*

SPOT leaders also rated how SPOT contributed to their leadership abilities (**Fig. 21**) and transferable skills (**Fig. 22**).

Fig. 21

All participants strongly agreed or agreed being a SPOT leader increased their abilities to:

	Strongly Agree	Agree	
promote campus resources	83%	17%	
facilitate workshops	83%	17%	
problem solve org. issues	83%	17%	
offer orgs. advice	83%	17%	
communicate a shared vision	67%	33%	
collaborate with others	67%	33%	

Figure 21. Survey sample: (n=6). Data collected: May 1-8, 2023.

Fig. 22

All SPOT participants were extremely or very confident in effectively performing:

	Extremely Confident	Very Confident	
operational management	83%	17%	
conflict management	67%	33%	
customer service	67%	33%	
time management	50%	50%	
written communication	33%	67%	
problem solving	33%	67%	

Figure 22. Survey sample: (n=6). Data collected: May 1-8, 2023.

Identity



The KU campus environment should affirm students' ***identities*** and lived experiences. Student Affairs provides opportunities that help students learn about themselves while also challenging them to create a more inclusive and equitable campus.

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The Center for Sexuality and Gender Diversity

Mission Statement

The Center for Sexuality & Gender Diversity advocates for livability, fosters wellness, critically educates, and creates connections with and for Queer and Trans students, faculty, and staff alongside the broader KU community.

In AY22-23, the Center for Sexuality and Gender Diversity's (SGD) efforts to create a more inclusive campus resulted in the awarding of 4.5 out of 5 stars to KU by the Campus Pride Index (CPI). The CPI is a tool intended to help campuses improve policies, programs and practices for QT students.

SGD increased attendance across several programs in AY22-23, including Safe Zone, QT Coffee Hours, educational programs, and Lavender Graduation (**Fig. 23**). Safe Zone, a program that educates participants on ways to create safer spaces for QT students, increased attendance by 29% from AY21-22 to AY22-23.

Fig. 23

Several SGD programs increased attendance from **AY21-22** to **AY22-23**. Lavender Graduation's attendance increased by 1,312.5%.

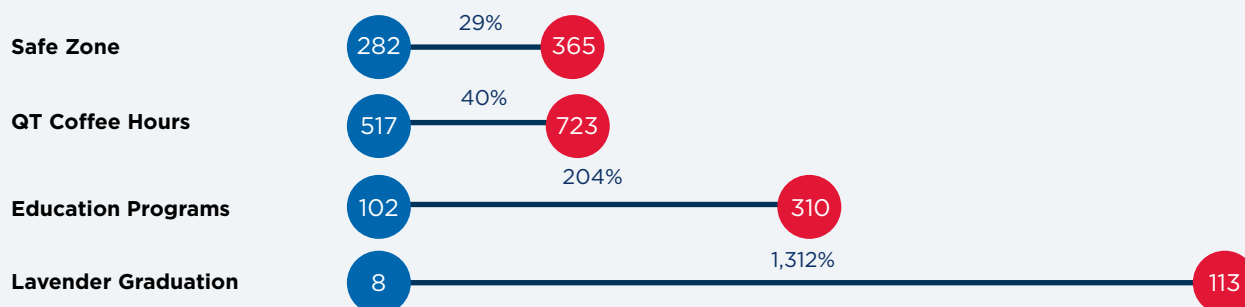


Figure 23. Data comparison for select program attendance for AY21-22 and AY22-23.

QT Coffee Hours, a free, weekly social program open to all QT students, saw a 40% increase in attendance this year. Educational programs refer to specialized and on-demand educational programs offered by SGD upon request. In AY22-23, Program attendance increased by 204% from the previous year.

The end of the year was capped by the 14th annual Lavender Graduation. This year, Lavender Graduation recognized 113 graduating students, a 1,312% increase from the year prior. Reflecting on the importance of Lavender Graduation, one student shared:

*"It helped me realize that I wasn't alone. For many of us this was our first time meeting each other. **It was wonderful to celebrate in a space of Queer joy.**"*

Assessment Highlight:

Gaypril Programs



“Lavender Graduation offered me a wonderful opportunity to connect with and celebrate the achievements of the people in my community.”
—Student Participant

Gaypril is a month-long series of programs to celebrate, honor, and bring visibility to the QT community. Programs included Liberation Lunches, Wellness Webinar Wednesdays, a QTBIPOC mental health panel, An Evening with Mary and Wyatt, and Lavender Graduation. All students who participated in at least one Gaypril program were asked to complete a survey ($n=51$). Survey respondents shared how Gaypril met SGD’s learning outcomes (**Fig. 24**).

Fig. 24 Most participants agreed Gaypril educational programs helped them learn about:

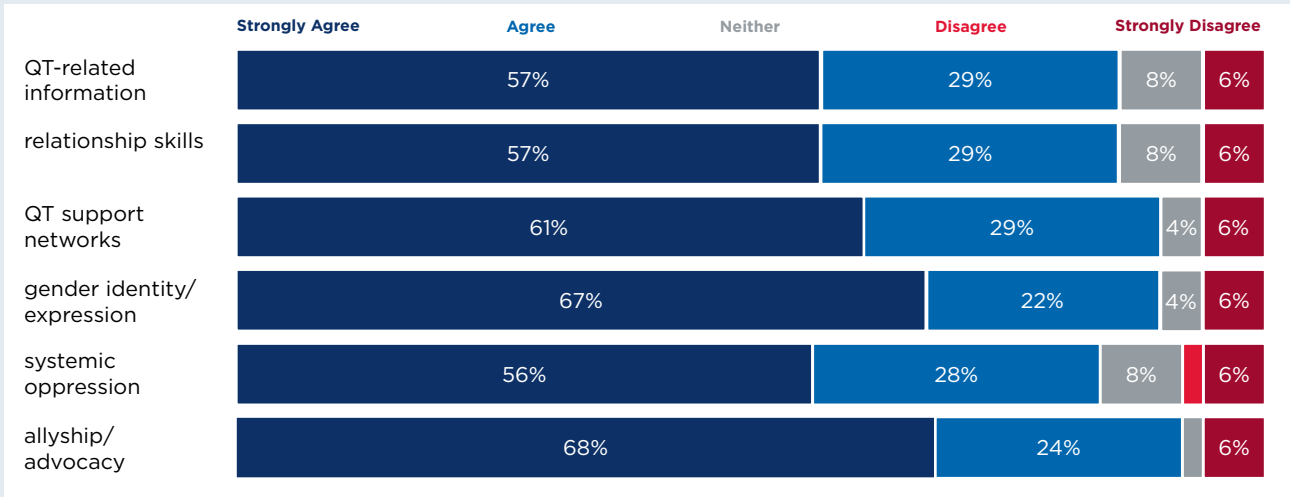


Figure 24. Survey sample size ($n=51$). Data collected: April 12-May 28, 2023.

Many participants discussed how these programs played a vital role in connecting them with campus resources:

*“Wellness Webinar Wednesday provided information about resources like HERO, the campus cupboard and many others, **which has helped me out personally and makes these resources more accessible**, especially to those who really need it.”*



The Emily Taylor Center for Women and Gender Equity

Mission Statement

The Emily Taylor Center for Women & Gender Equity at the University of Kansas seeks to support students' personal, educational, and professional success by challenging the patriarchal norms impeding full access to the University.

In AY22-23, The Emily Taylor Center for Women and Gender Equity (ETC) expanded the programs it offered in a way that promoted the creative practice of feminism and gender equity.

During Hawk Week, ETC hosted an inaugural Free Feminist Friday Book Fair that provided students access and exposure to feminist works to enhance and create space for feminist literacy. Additionally, ETC partnered with community partners, Wonder Fair and Van Go, to host Paper Plains Zine Fest. Paper Plains Zine Fest was a one-day event with over 80 local and regional artists exhibiting, selling, and trading independently published zines, pamphlets, comics, books, and other radical written works. More than 300 students and members of the community attended the event, centering people of color, women/femme, LGBTQIA+, youth, and zine makers with disabilities.

In AY22-23, the department engaged 68 students in health and wellness programs for pregnant and parenting students. ETC collaborated with several campus partners to promote a viewing of the documentary Who Gets to Parent? The department also premiered the Pregnant and Parenting Resource Pantry in celebration of Women's History Month. The pantry provides students with free diapers, baby formula, and other childcare products as well as supplies for caregivers.

ETC saw a 231% increase in attendance from AY21-22 to AY23-24. As **Figure 25** illustrates, this increase is largely a function of new programs and initiatives like the Free Feminist Book Fair Friday, Paper Plains Zine Fest, and Pregnant and Parenting Programs.

Fig. 25

Program attendance increased 231% from the previous year due to ETC providing **seven new programs**.

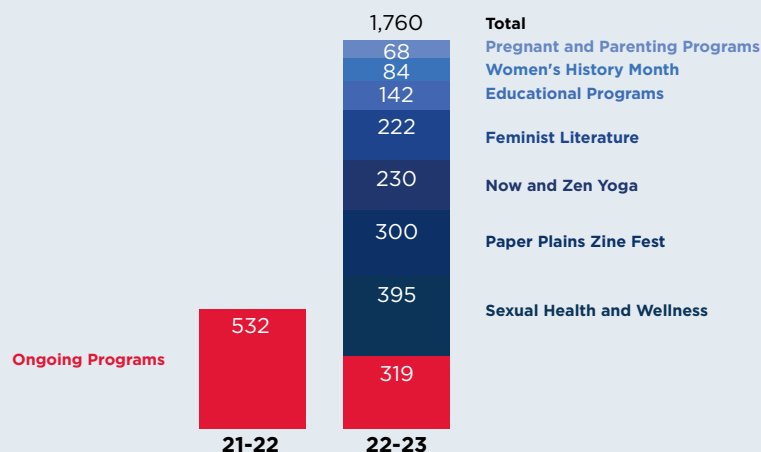


Figure 25. ETC programs offered, AY21-22 and AY22-23. Ongoing programs included zine making, Feminist Fight Night, Jana Mackey Lecture Series, Educate and Act, self-defense workshops, and Spotlight on Care.

Assessment Highlight:

Zine Night

"Making zines definitely allowed me to claim an identity I had often rejected before coming to college, and being able to place energy into my zines always relaxed me at the end of the day."

— Student Participant



Zine Night is a monthly, in-person program that encourages participants to work on any project they choose. Each Zine Night has a prompt to help inspire participants. Zine nights are inclusive to all KU students, staff, and faculty. Additionally, ETC hosts collaborative zine projects centering on themes related to feminism and gender equity issues.

To assess Zine Night, ETC took a creative approach and asked participants ($n=14$) to create a zine answering the following questions:

- How has your experience making zines with ETC influenced and/or reflected your sense of self?
- In what ways has your zine making experience with ETC contributed to your ability to build community with others?
- How can zines be used to challenge patriarchy as it intersects with other systems of oppression?

Analysis of students' responses reveal three key themes. Examples of these themes are demonstrated in these quotes from student participants:

Zine making as a means of **self-examination/exploration**.

"Zine nights encouraged me to explore my feelings around my disability."

Zine making as a space for **peer affirmation and self-efficacy**.

"I love the connections I have made here. I feel much more equipped to talk to other students."

Zine making as a creative means for **promoting feminism/challenging patriarchy**.

"I've learned that feminism looks different for everyone, but my feminism really just ensures that I'll always be for women, and that zines are only the first step toward that unending support."

The Office of Multicultural Affairs

Mission Statement

The Office of Multicultural Affairs (OMA) provides social justice education for KU students to critically examine the intersections of identity, equity, accessibility, and impact. In addition, the OMA offers programming to center community-building, liberation, and joy of students with marginalized identities.

In AY22-23, the Office of Multicultural Affairs (OMA) supported students by expanding its professional development and student recognition programming. The inaugural "Professional Headshot Day" born out of student feedback requesting additional career and professional development support, provided 45 students of color with free professional headshot photos. To honor students, the OMA introduced the Trailblazer Award and awarded a total of \$2,000 to four recipients. This year, four graduates were recognized for their significant contributions to advancing equity and inclusion on campus.

This year, the third annual Liberation Conversation featured keynote speaker Sesali Bowen, author of *Bad Fat Black Girl: Notes from a Trap Feminist*. Bowen's keynote asked guests to identify liberation practices in their work and explore what it means to create spaces of joy and support for queer, Black, and people of color.

Developed in Spring 2022, The Bare Minimum dramatically increased its student engagement in its first full year of implementation through increased promotion to student organizations and department participation in open sessions, offering student staff trainings, and incorporating the training into course curriculum (**Fig. 26**). As a result, The Bare Minimum training increased its participation by 1,245% from its implementation in Spring 2022 to AY22-23.

Fig. 26

The Bare Minimum training attendance increased by 1,245% from AY21-22 to AY22-23 due, in large part, to the addition of **in-class** and **student staff** trainings.

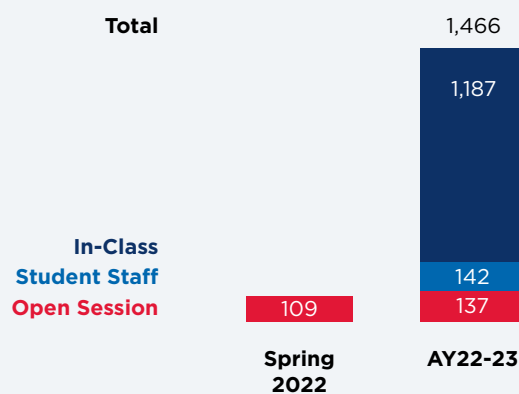


Figure 26. Total attendance at Bare Minimum trainings offered through open sessions, student staff trainings, and in-class trainings, Spring 2022 and AY22-23.

Assessment Highlight:

The Bare Minimum



"These concepts are important things to have discussions about, but all need a frame of reference to do so properly. The Bare Minimum Training does just that."
— OMA Staff Member

The Bare Minimum provides information on topics including diversity, equity, and inclusion (DEI) terminology, social identities, and forms of systemic oppression (e.g., racism, heterosexism, colorism, classism, xenophobia). The OMA presents this program as foundational knowledge to students interested in engaging with deeper topics such as social justice, white supremacy, anti-Blackness, and mutual aid.

Of the 1,466 students who participated in the training, 9% of participants ($n=137$) completed the survey. Most students were able to identify forms of systemic oppression (**Fig. 27**).

Fig. 27

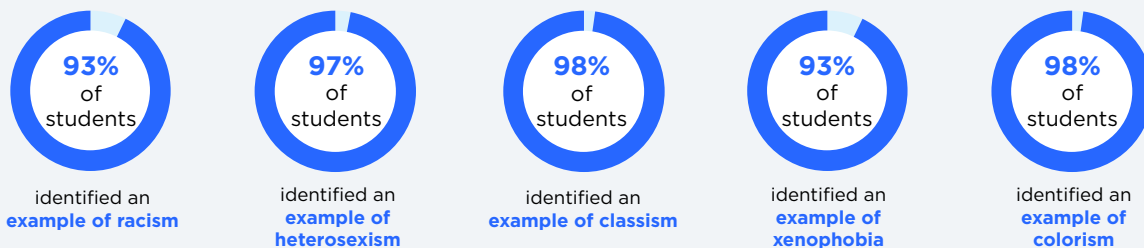


Figure 27. Sample size: $n=137$. Data collected between August 11, 2022-April 19, 2023. Respondents consist of The Bare Minimum participants.

Students were also asked to identify social identities they hold and an example of a systemic inequity present in a discussed case study scenario. In both cases, 93% of students were able to identify one or more of their social identities and inequities present in the case study (**Fig. 28**).

Fig. 28

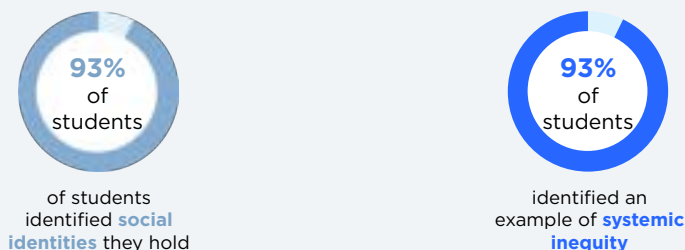


Figure 28. Sample size: $n=137$. Data collected between August 11, 2022-April 19, 2023. Respondents consist of The Bare Minimum participants.



Students deepen their understanding of themselves when they develop a personal definition of ***wellness***. Student Affairs provides programs and services to meet students' personal and academic needs.

/ Department Profiles

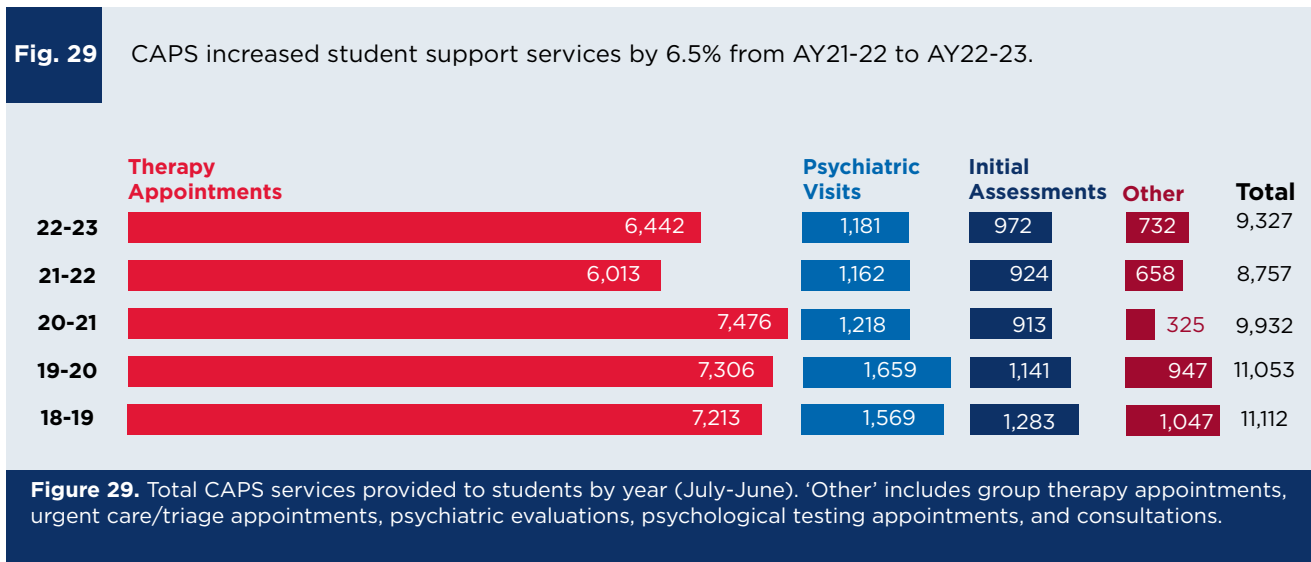
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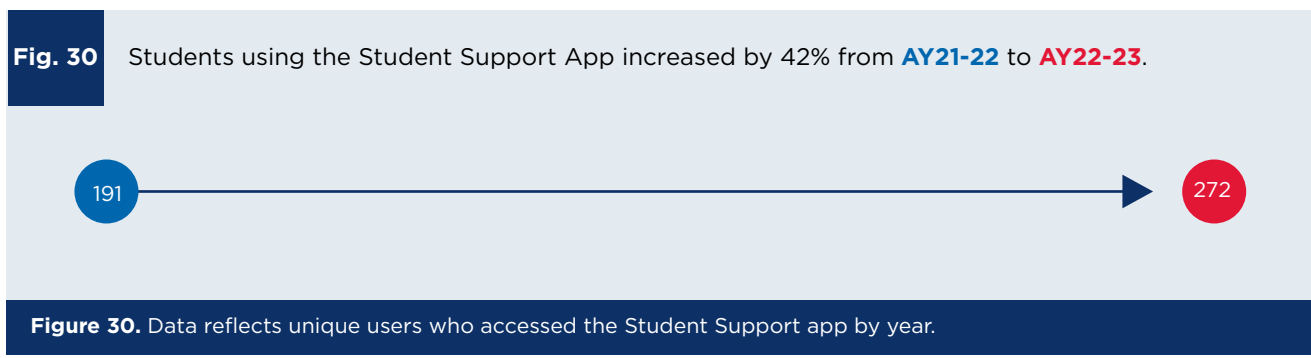
Counseling and Psychological Services

Mission Statement
Counseling and Psychological Services aids in the emotional and psychological development of students in the university environment to enhance performance; progress improving student and faculty functioning; and contribute to the professional education of graduate students in mental health and counseling professions.

Counseling and Psychological Services (CAPS) provides several support services including, but not limited to, individual therapy appointments, brief psychiatric visits, and initial assessments (**Fig. 29**). From AY21-22 to AY22-23, CAPS increased student services by 6%.



CAPS has actively promoted online therapeutic services through the Student Support mobile application. In AY22-23, student use of the app increased 42% from the previous year (**Fig. 30**).



Assessment Highlight:

HOPE@CAPS



"Peer listening led to increases in students' capacity to manage presenting issues. Students reported the intervention led to positive cognitive, behavioral, and mood changes related to these issues."

— CAPS Staff Member

HOPE@CAPS is a mental health peer educator program dedicated to reducing mental health stigma and helping other KU students connect to campus resources and services. Peer educators are certified through the Boosting Alcohol Consciousness Concerning the Health of University Students (BACCHUS) Network. In this role, peer educators can provide a listening ear, tips for managing stress or goal setting, and information about resources available to students. If students are experiencing challenges requiring professional attention, peer educators bridge the connection to a CAPS therapist.

Of the 16 students who participated in peer listening, 38% of students ($n=6$) completed a survey. Results indicate most students learned coping skills, received information about resources, learned a new way to think about their issue or problem, and identified changes they can make to their behavior (**Fig. 31**).

Fig. 31

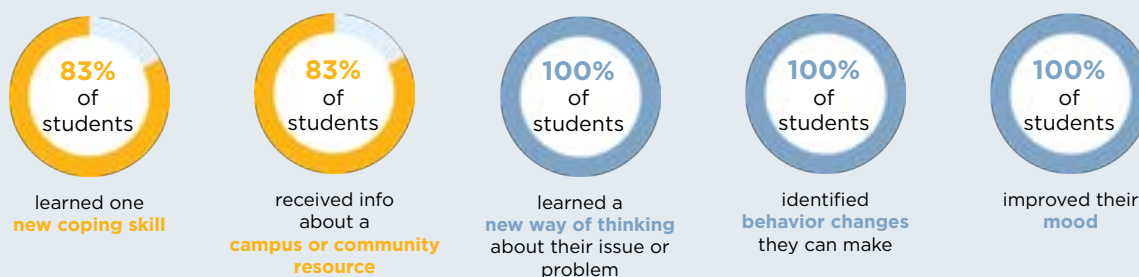


Figure 31. Sample size: ($n=6$). Data collected: Oct. 3, 2022-May 12, 2023. Respondents consist of peer listening participants.



Health Education Resource Office

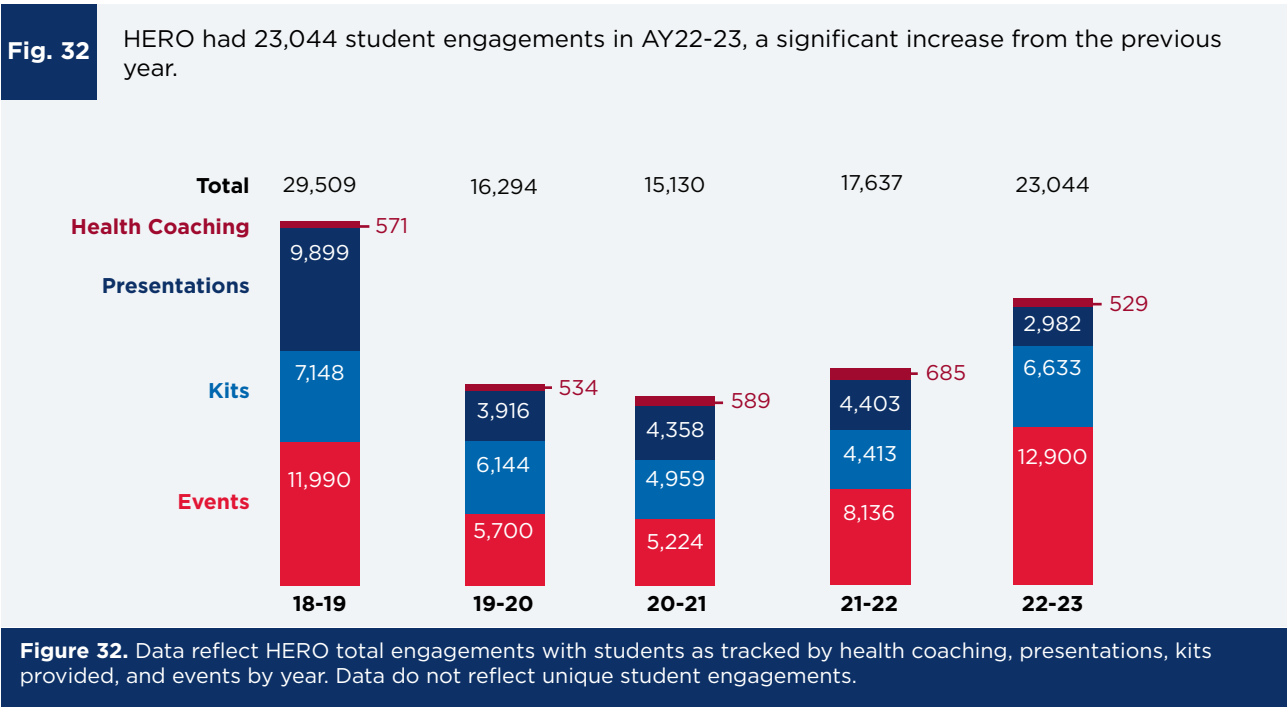
Mission Statement

The Health Education Resource Office serves as a source for KU community wellness through partnerships that support innovative approaches toward optimal health while maximizing academic and professional success.

The Health Education Resource Office (HERO) engages students by providing health coaching sessions, educational presentations, kits (e.g., tobacco, safer sex, and first aid kits), and wellness-oriented events to students. This year, HERO's student engagement exceeded AY21-22 by 31% (Fig. 32).

Using data from the National College Health Assessment, HERO identified the top two academic impediments reported by students were stress and anxiety. As a result, HERO placed emphasis on holding in-person programs that met students' wellness needs. Since finals week can be a major contributor to these issues, HERO provided Stress Busting Study Break events. These events featured activities meant to reduce stress and anxiety by providing self-care tools and resources. HERO had 1,100 engagements with students through Stress Busting Study Breaks.

Another signature wellness event, "Sex in the Dark," had three times as many students participate compared to the previous academic year. Over 150 students participated in the educational program that seeks to fill in the gaps students have in their understanding of sexual health.



Assessment Highlight:

CHOICES



"CHOICES taught me to manage stress and anxiety in a healthy way."
— Student Participant

CHOICES is an educational program for students found responsible for violating the *Code of Student Rights and Responsibilities*. The program offers prevention education on healthy decision-making related to alcohol. Of the 107 students who participated in CHOICES this year, 72% of students ($n=77$) completed an assessment survey. Participants reported on the effectiveness of educational content presented in the program (Fig. 33). Most participants indicated they are considering or planning to use this information in the future (Fig. 34).

Fig. 33

Most participants agreed CHOICES effectively addressed:

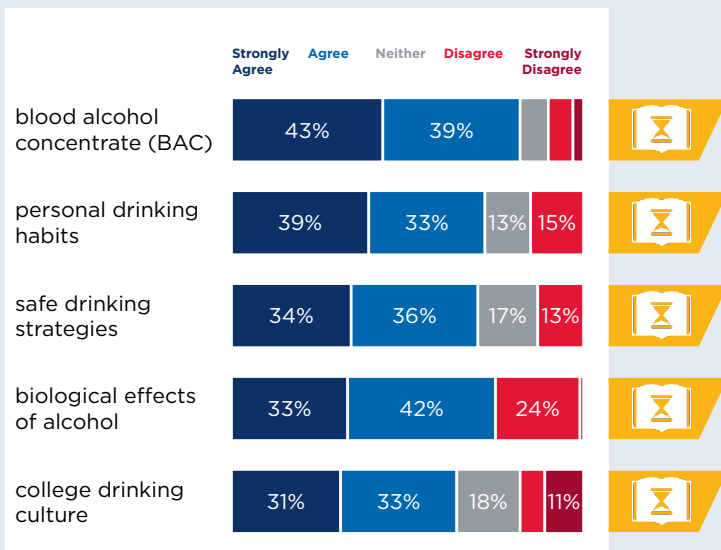


Figure 33. Survey sample: ($n=77$). Data collected: July 1, 2022—May 18, 2023.

Fig. 34

Most students who participated in CHOICES indicated they:

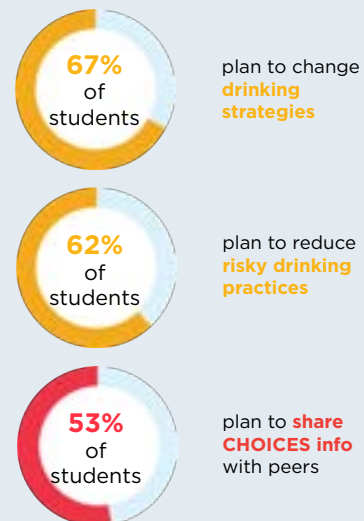


Figure 34. Survey sample: ($n=77$). Data collected: July 1, 2022—May 18, 2023.

When asked to share what they learned from the program, one student shared:

"Through CHOICES I learned about the potential consequences of my drinking habits and what environments contribute to those habits."





WELLNESS

Hilltop Child Development Center

Mission Statement
Hilltop Child Development Center provides an inclusive community where children learn from passionate professionals in a nurturing and academically rich environment.

Hilltop Child Development Center (Hilltop) hosted its inaugural Lawrence Child Development Conference in April 2023. The conference provided a professional development opportunity to the early childhood education community. Twenty-seven students from the KU Early Childhood Unified Program, Elementary Education Program, and Hilltop student staff either volunteered, attended, or assisted presenters.

In AY22-23, Hilltop enrolled 310 children, the department’s highest total enrollment since AY18-19 (**Fig. 35**). The data reflects the occupational transitions experienced by many parenting community members. Most notably, community members returning to in-person work had an increased need for preschool and pre-k childcare, resulting in higher enrollment totals for these categories.

Fig. 35 **Preschool** and **Pre-K** enrollments have increased as members of the parenting community transition to in-person work.

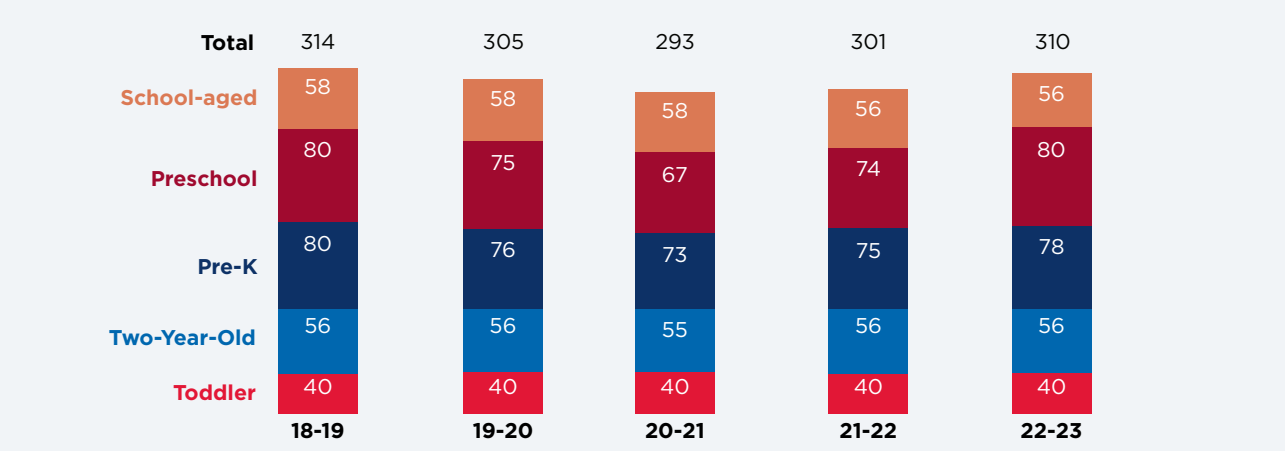


Figure 35. Data reflects children enrollment by category by year.

2022-2023



*"Hilltop is a place I enjoy coming to everyday. Seeing the kids have a good time and laughing."
—Hilltop Student-Aide*

Hilltop provides professional development opportunities to students by annually employing student-aides (**Fig. 36**). Hilltop works to retain student employees by recognizing two student-aides each month. Student-aides are nominated by the full-time staff for excellent work in the classrooms. Each month, recipients are highlighted in the Hilltop newsletter and receive a financial bonus to their next paycheck.

Fig. 36

Hilltop **student-aides** have increased their overall workload resulting in a decreased need for total student employees.

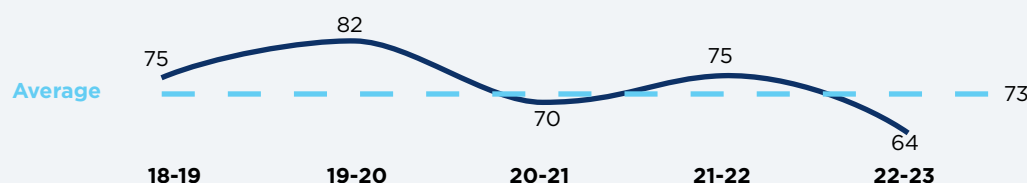


Figure 36. Staffing patterns for Hilltop student-aides by year.



KU Recreation Services

Mission Statement

KU Recreation Services enhances the mind and body through recreation opportunities.

KU Recreation Services's (Rec. Services) Ambler Student Recreation Fitness Center (ASRFC) serves as a hub for physical activity on campus. Over the past year, the ASRFC experienced an increase in total visits, 14% above the five-year average. In AY22-23, the ASRFC received only 17.9% fewer visits than AY18-19 (**Fig. 37**).

Fig. 37 Visits to the ASRFC appear to be rebounding, and have risen above the five-year average.

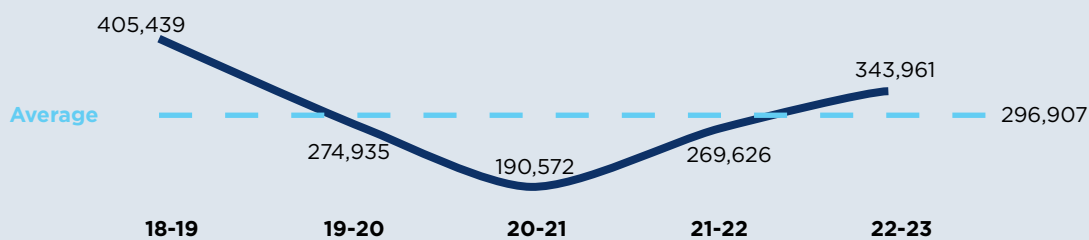


Figure 37. Data reflect total visits to the ASRFC as tracked through Fusion by year. Total visits do not reflect the number of unique students or non-students who visited the ASRFC.

Rec. Services programs also saw an increase in program participation this year. The ASRFC engages students with the following programs: intramural sports, sport clubs, rock wall climbing, KU Fit group exercise classes, and personal training (**Fig. 38**). Rec. Services experienced a 27% increase in program engagement from AY21-22 to AY22-23. Rec. Services added five new intramural sports offerings and the expanded of the rock walls hours of operations, which increased opportunities for student engagement.

Fig. 38 Student engagement in KU Recreation Services is trending toward pre-pandemic levels in all categories.

	Intramural Sports	Sport Clubs	Rock Wall	KU Fit	Personal Training	Total
22-23	2,616	1,046	729	420	88	4,899
21-22	2,085	594	573	221	34	3,867
20-21	711	444	308	106	19	1,588
19-20	2,491	1,008	141	510	35	4,185
18-19	3,116	1,123	848	639	122	5,848

Figure 38. Unique users for intramural sports, sport clubs, rock wall, KU Fit, and personal training programs. Rock Wall data include student and non-student users.

Assessment Highlight:

Benefits to Exercising at ASRFC



*"Personal training at Ambler has allowed me to balance a busy law school schedule and commitment to my health and well-being."
— Personal Training Participant*

Rec. Services collaborated with the Center for Sexuality and Gender Diversity (SGD) and International Student Services (ISS) to assess the exercising experiences of queer and trans (QT) students and international students.

Of the students who were invited to participate in the survey, ten QT students, five international students, and one student belonging to both groups, identified benefits to exercising at the ASRFC (**Fig. 39**).

Fig. 39 Most **QT** and **ISS** participants agreed exercising at the ASRFC helped them:

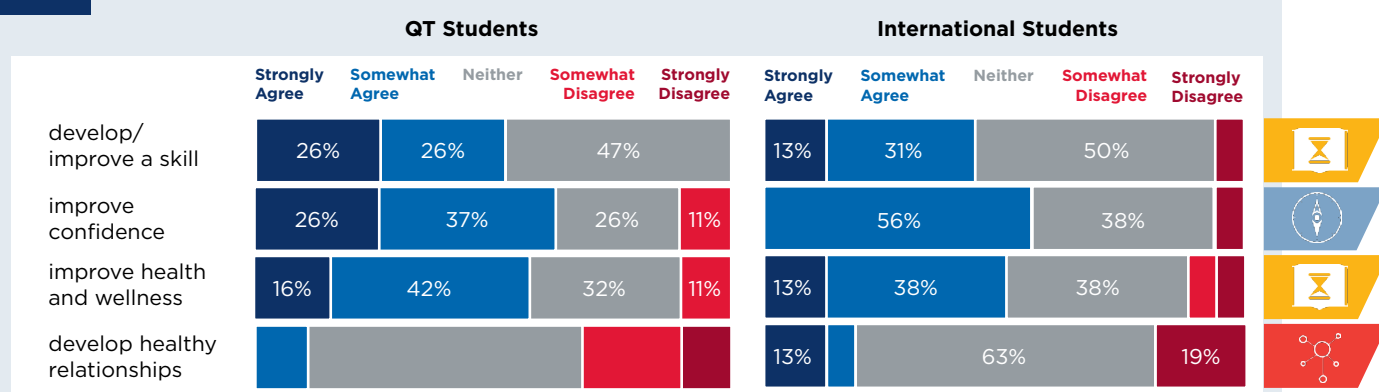


Figure 39. Survey sample: (n=16), QT (n=10), Intl. students (n=5), both (n=1). Data collected: March 22-May 3, 2023.

Participants were also asked to identify barriers to exercising at the ASRFC (**Fig. 40**). The only overlap between group responses was a lack of privacy at the ASRFC.

Fig. 40 The top barriers to exercising at the ASRFC identified by **QT** and **international students** varied greatly. Lack of privacy was the only barrier shared by both groups.

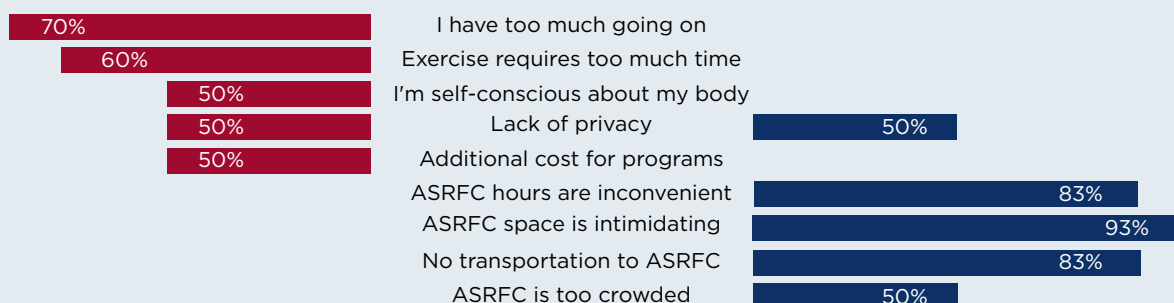


Figure 40. Survey sample: (n=16), QT (n=10), Intl. students (n=5), both (n=1). Data collected: March 22-May 3, 2023.

Legal Services for Students

Mission Statement

Legal Services for Students strives to prevent and resolve legal problems that confront students by providing professional and confidential legal counseling, representation, advice, and education.

Legal Services for Students' (LSS) staff of licensed attorneys and trained legal interns provide legal assistance to students facing legal obstacles. In AY22-23, the department provided legal assistance to 2,328 students, a 6% increase from AY21-22 and a 16% increase from the five-year average (Fig. 41). To help manage the elevated case load, LSS automated and digitized the student intake process. With this upgrade, LSS has been able to transition to a paperless process, increasing efficiency and better meeting the needs of student-clients.

Fig. 41 Student legal assistance reached a five-year high with 2,328 cases in AY22-23.

	General Legal Cases	Landlord Cases	DUI/Alcohol Cases	Total
22-23	1,944	316	68	2,328
21-22	1,862	287	39	2,188
20-21	1,202	331	32	1,565
19-20	1,482	313	120	1,915
18-19	1,699	218	171	2,088

Figure 41. Data reflect total student legal cases with which LSS provided legal assistance by year. General Legal cases refers to all cases not related to landlord or DUI/alcohol issues as to avoid violating student confidentiality.

Since 2002, LSS has been awarded \$881,355 in Federal Volunteer Income Tax Assistance (VITA) grants to provide tax assistance to students and international staff and faculty. The program assisted 1,846 members of the KU community with their tax returns. This increase is in large part due to LSS's investment in tax workshops, which exceeded their five-year attendance average by more than 500 people in AY22-23 (Fig. 42).

Fig. 42 Tax workshop attendance reached its highest level in five years with 1,422 total attendees this year.

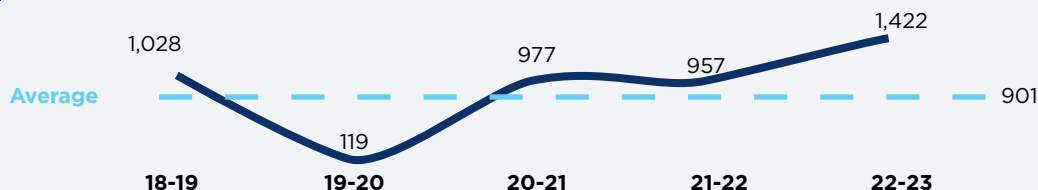


Figure 42. Data represent total attendance at tax workshops by year. Some students, staff, and faculty may have attended more than one workshop.

Assessment Highlight:

Tax Workshops



"I really can't thank LSS enough for all their support and advice during a very difficult time. The staff were unbelievably helpful and gave me some much-needed peace of mind through the process. Thank you all from the bottom of my heart."

— Tax Workshop Participant

Of the 971 students who participated in a tax workshop, 34% ($n=335$) completed a survey. Participants generally agreed that the tax workshops made them more confident in their ability to obtain assistance with legal issues. Participants also agreed the workshops provided them with the skills and knowledge they will need for future tax preparation (**Fig. 43**).

Fig. 43 Most LSS tax workshop participants agreed tax workshops provided them with:

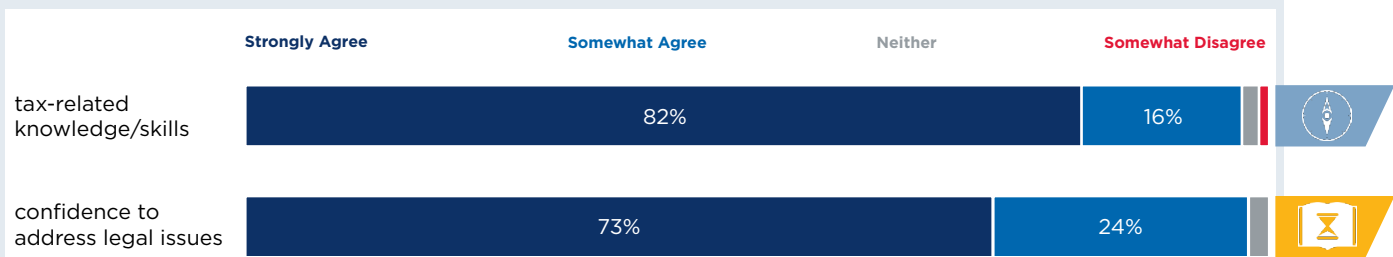


Figure 43. Survey sample: ($n=335$). Data collected: January—May 2023.



Student Support and Case Management

Mission Statement

Student Support and Case Management uses a holistic and strengths-based approach to empower all students to address and overcome barriers to achieve their educational and personal goals.

Student Support and Case Management (SSCM) received more than 1,200 care referrals during AY22-23 for students experiencing distress, a 47% increase from the five-year average (Fig. 44). From these referrals, SSCM was able to meet with 405 students with high-level areas of concern.

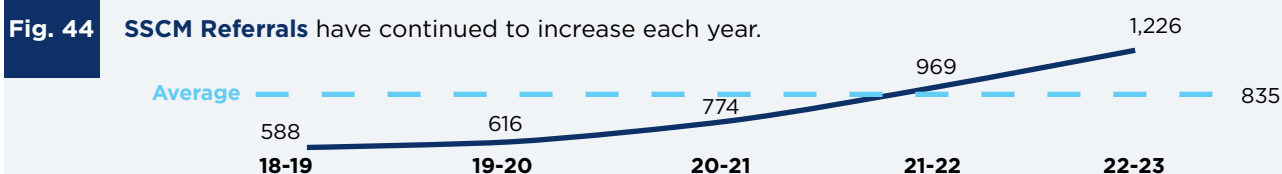


Figure 44. Data reflect total student referrals made to SSCM by year. Some students may have received more than one referral.

SSCM experienced increases in all area of concern categories stemming from referrals made by campus community members in AY22-23 (Fig. 45).

Fig. 45 Referrals by area of concern reached record levels across all categories in AY22-23.

	Academic Performance or Attendance	Emotional or Psychological	Other	Suicidal Ideation, Attempt, or Psychiatric Hospitalization	Medical	Financial	Substance Abuse	Self-Harm
22-23	1,051	723	566	194	179	126	36	27
21-22	992	617	391	191	132	90	23	22
20-21	764	392	336	116	107	85	10	5
19-20	417	388	296	212	53	59	28	21
18-19	360	331	279	174	53	49	34	24

Figure 45. Referral reasons by category. Many referrals include several presenting issues the student is experiencing. Academic Performance and Attendance as well as Suicidal Ideation, Suicidal Attempt, and Psychiatric Hospitalization have been combined into one category.

In AY22-23, the Campus Cupboard served 7,340 KU community members, a 133% increase from AY21-22 (Fig. 46). The Cupboard provided 36,000 pounds of food, hygiene products, and wellness items. Additionally, the Cupboard was able to purchase specialty diet options, culturally-sensitive foods during religious holiday observances, and hygiene products that support equity efforts through a state grant.

Fig. 46 Campus Cupboard visits increased by 133% from AY21-22 to AY22-23.



Figure 46. Campus cupboard total visits, AY21-22 to AY22-23.

Assessment Highlight:

Case Management

"The case manager I met with was very sweet and made me feel seen and heard. I appreciate that we have resources like [SSCM] on our KU campus."

— Student Participants

SSCM provides extensive support to students including one-on-one meetings with a case manager, individualized actions plans, referrals to relevant campus resources, and regular check-ins on their progress.

Of the 936 students who engaged with SSCM in AY22-23, 5% ($n=45$) completed a survey. Student reported having the ability to recognize the impact of their behavior on their academic and personal success as well as their surrounding environment. They also were confident in their ability to seek out campus and community resources (**Fig. 47**).

Fig. 47

Most participants agreed interacting with a case manager helped them:

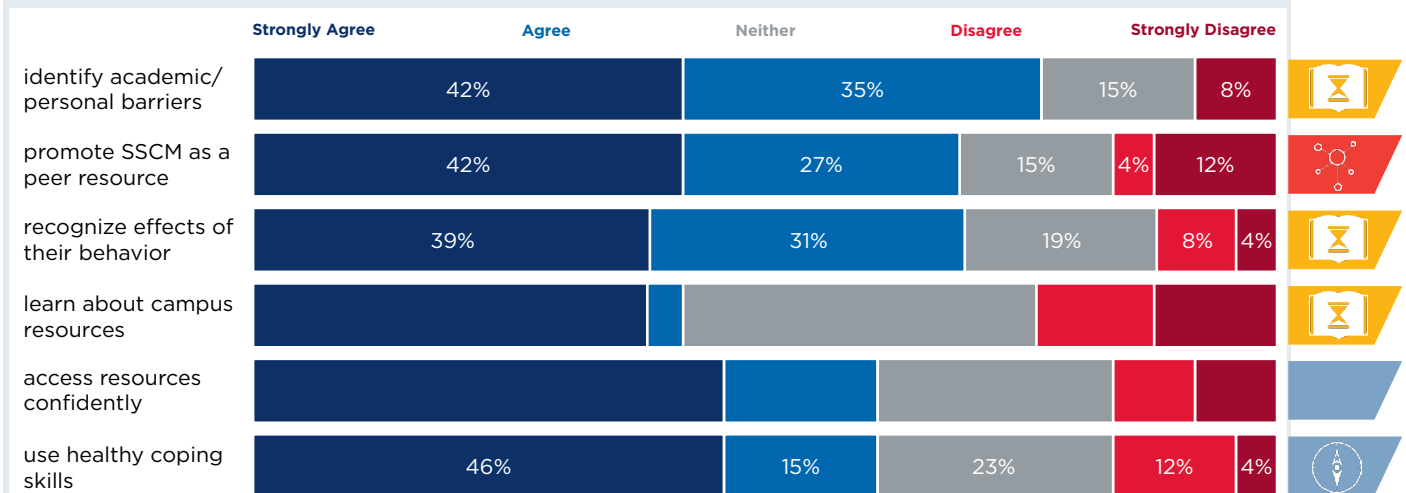


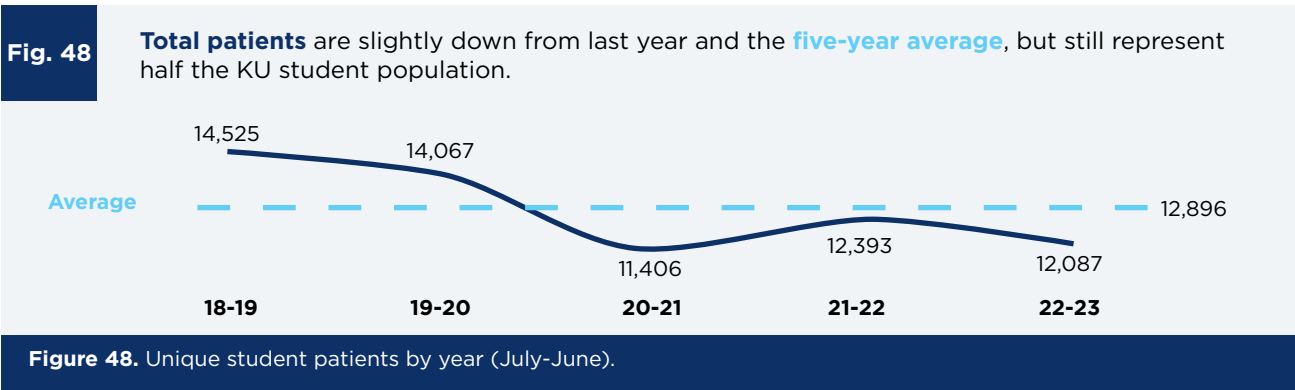
Figure 47. Survey sample size ($n=45$). Data collected: April 12-May 28, 2023.

Watkins Health Services

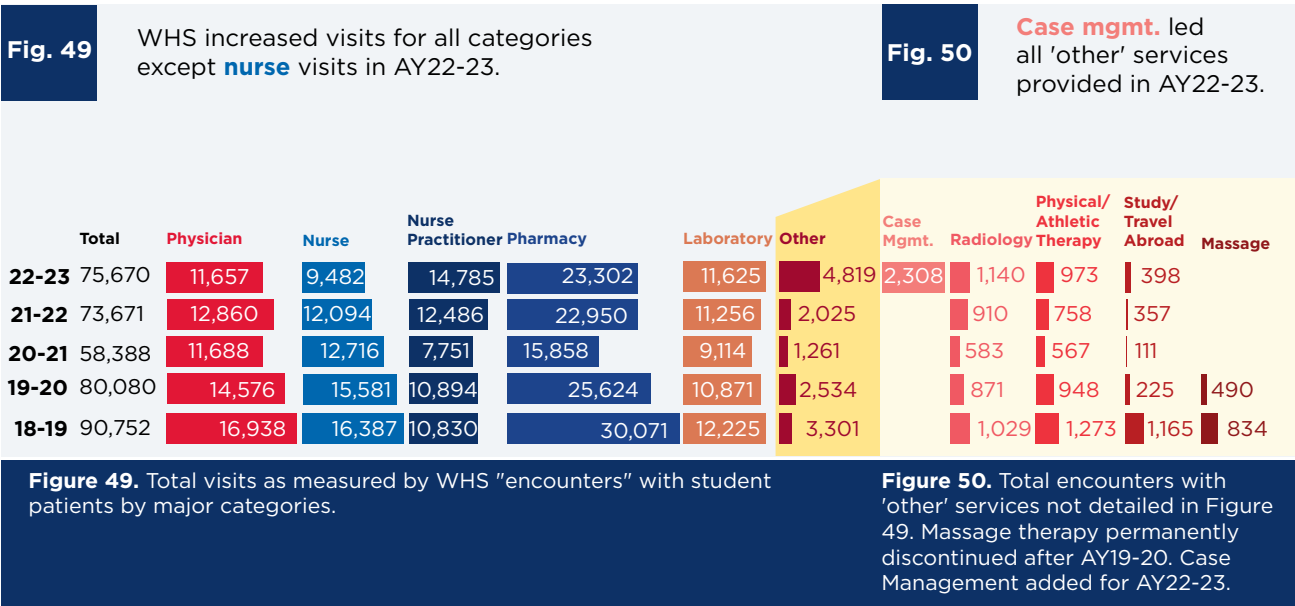
Mission Statement

Watkins Health Services supports students' learning experience through the delivery of high-quality affordable healthcare services and innovative programs that promote the health of the student, University, and community.

In AY22-23, Watkins Health Services (WHS) provided medical services to 12,087 unique students, 51% of KU's full-time enrollment. Total student patients were down 2% from AY21-22 and 6% from the five-year average (**Fig. 48**).



While total patients were slightly down this year compared to AY21-22, the total visits to WHS care providers increased (**Fig. 49**). **Figure 50** drills down into the 'other' category (see **Fig. 49**) to provide insight into recent changes in services provided by WHS. In AY22-23, WHS began providing case management through a licensed social worker, allowing nurses to take on smaller patient loads to better address students' medical needs.



Assessment Highlight:

Patient Satisfaction Assessment Service



"[My healthcare provider] was very nice, listened to my concerns, gave me good feedback, didn't judge, and had my well-being in mind when devising a treatment plan."

— Student Patient

The Patient Satisfaction Assessment Service (PSAS) survey, developed by the American College Health Association, gauges student-patient satisfaction. The survey provides insight into the quality and performance of campus health centers. Additionally, WHS was able to add a series of questions related to the department's learning outcomes. The survey is administered four times per year— March, April, October, and November—in an effort to increase opportunities for student feedback. This academic year, 6% of student patients ($n=673$) responded to the PSAS survey.

Results from the survey indicate students agreed that WHS provided them with information they can use to improve their health, made it easier to achieve their academic goals, and remain enrolled at KU (**Fig. 51**). WHS plans to use this data to promote its services to students, promoting how students who visited WHS had positive academic outcomes.

Fig. 51 Most participants agreed Watkins Health Services provided them:

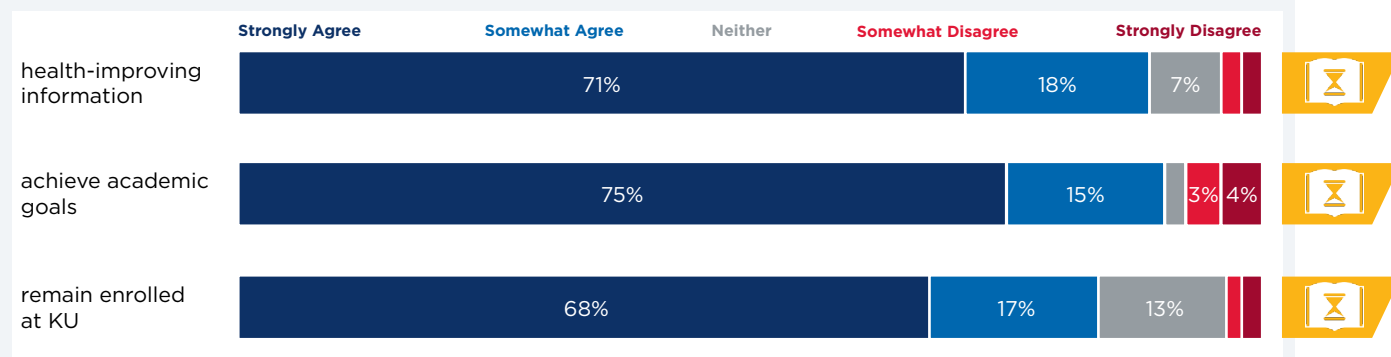


Figure 51. Survey sample size ($n=673$). Data collected between Nov. 11, 2022-May 2, 2023.

Staff Recognition



2022-2023

Student Affairs could not provide the support and services to students throughout this report without its full-time, part-time, graduate assistant, and student employee staff members. Their dedication to students and the KU community are critical to ***making student learning possible.***

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Student Affairs Awards



The Crimson and Blue Award

Ash was recognized for their outstanding leadership and commitment to Student Affairs. A quote from their nomination reads:

"Ash continues to go the distance when it comes to students. They are consistently at student-centered events...They understand the importance of their presence in those spaces and will always make it a priority to be there."

Ash Wilson
Director of The Center
for Sexuality and Gender
Diversity



The Jayhawk Award

Bailee was recognized for her dedication, initiative, and collaboration. A quote from her nomination reads:

"All students who cross paths with Bailee know how important she is to our team and continuously feel her joyful Jayhawk pride!"

Bailee Myers
KU Memorial Union
Associate Director for
Marketing and Programs



The Rock Chalk Award

Taylor was recognized for her exceptional performance as a new professional. A quote from her nomination reads:

"She always volunteers to help another department when she can. She knows the importance of teamwork and is willing to put in the work to make the community a better place."

Taylor Pullen
Program Coordinator for
Sorority and Fraternity Life



The Baby Jay Award

Peyton was recognized for consistently exceeding the expectations of a graduate student. A quote from his nomination reads,

"Peyton is flexible and willing to jump into new tasks as needed... and makes himself available for other interns anytime they have questions."

Peyton Grant
Graduate Intern for Legal
Services for Students

Awards and Recognition

Bander Almohammadi received the Outstanding Graduate Senator Award from Student Senate. Bander also passed the July 2022 New York Bar Exam.

Sam Azzaro received the Julie B. Elkins Outstanding Service Award from the ACPA Coalition for Sexuality and Gender Identities.

Cornelius Baker received the Celebrate Kindness Award from Central Bank.

Alex Currier received the Margo Schultz Gordon Award from the KU School of Social Welfare.

Cori Deming received the Promising New Professional Award from the Consortium of Higher Education LGBT Resource Professionals. Cori also received the Val DuMontier New Professional Award from the ACPA Coalition for Sexuality and Gender Identities.

Allison Engel received the KU Employee of the month for July 2022.

Jo Hardesty received an award recognizing her service to the University Student Legal Services Association-Western Region.

Folauhola "Lela" Hautau was named Outstanding New Professional—Master's Level at the UMR—ACUHO Conference.

Kelsey Hunter received the University Women's Club Scholarship.

Bailee Myers received the Celebrate Kindness Award from Central Bank.

Kory Norman received KU Employee of the Month for April 2023.

Jon Randle was recognized by the Kansas State High School Activities Association for outstanding officiating of boys basketball.

Quinn Smith received the Donald K. Alderson Memorial Award.

Jordan Smoot received the Be You at KU Award at KU Lavender Graduation.

Service to Profession or Community

Kirsten Andrews served as faculty for the 2023 Regional Entry Level Institute for the Upper Midwest Region of ACUHO-I.

Sam Azzaro served as Director of Marketing for the ACPA Coalition for Sexuality & Gender Identities.

Heidi Garcia was named to the Lawrence Habitat for Humanity Board of Directors.

Elise Goubert was elected to Staff Senate and is the Chair-elect of the Public Relations Committee.

Nikita Haynie was named the Chair of the ACPA PAN African Network for AY23-24.

Steven Johnson, Jr. was named Equity Officer for the Coalition for Sexuality and Gender Identities for the ACPA. Dr. Johnson also served as the co-chair for the Coalition for Multicultural Affairs legacy work group.

Katie Keenan served as Director of Junior Staff for the HOBY Kansas Seminar Planning Committee.

Phil Neuman served as faculty for the 2023 Regional Entry Level Institute for the Upper Midwest Region of ACUHO-I.

Megan Nemec was selected by ACUHO-I as a member of the 2023 National Housing Training Institute cohort.

Jon Randle served as the Chair for the 2022 NIRSA Region IV Conference in October.

Bobbi Washechek was named Communications Coordinator for the ACUI Region II Leadership Team.

Sarah Waters served as Chair of the ACUHO-I 2023 Awards & Recognition Committee. Sarah also served as Vice Chair of the City of Lawrence Affordable Housing Advisory Board.

Staff Hires and Promotions

Leila Ahvaroush was named Event Planning Manager for KU Memorial Union.

Lynn Ammerman was named Patient Service Representative for Watkins Health Services.

Ranjit Arab was named Coordinator for Communications for KU Student Housing.

Jeff Benike was named Assistant Director of Training, Learning, and Assessment for KU Student Housing.

Chad Bruner was named Assistant Director of Sports Clubs for KU Recreation Services.

Rob Cashman was named Assistant Director of Catering and Event Services for KU Dining.

Christopher Corbett was named Director of Counseling and Psychological Services.

Brendan Cornwell was named Course Materials Manager for the KU Bookstore.

Morelle Cox was named Communications Coordinator for Student Affairs.

Vincent DiGiovanni was named Athletic Trainer for Watkins Health Services.

Cheyenne Easter was named Medical Assistant for Watkins Health Services.

Missayna Esperance was named Full-time Cook of The Market.

Dr. Robyn Finkbone was named Licensed Psychologist for Counseling and Psychological Services.

Melissa Foree was named CARE Coordinator for Counseling and Psychological Services.

Christian Hays was named Executive Sous Chef for KU Dining.

Sony Heath was named Student Conduct Hearing Officer for Student Conduct and Community Standards.

Niko Hernandez was named Hall Coordinator for KU Student Housing.

Zach Hughes was named Complex Director for KU Student Housing.

Sean Hunt was named Coordinator for Operations for KU Student Housing.

Kendra Ikenberry was named Assistant Director of Fitness and Wellness for KU Recreation Services.

Steven Johnson, Jr. was named Interim Director of Sorority and Fraternity Life and the Student Involvement and Leadership Center.

Allie Kammerzell was named Hall Coordinator for KU Student Housing.

Joe Kelley was named Associate Director of Residence Life for KU Student Housing.

Kirsten King was named Assistant Director of Outdoor Pursuits and Special Events.

Miranda Kolenda was named Senior Assistant Director of Programs for KU Recreation Services.

Gary Lazard, Jr. was named Complex Director for KU Student Housing.

Mikayla Leader was named Programs Coordinator for Union Programs.

Aubrey Liby was named Kansas Union Events Services Manager.

Megan Lowry was named Communications Coordinator for the Health Education Resource Office.

Karen Luecke was named Coordinator for Occupancy Management for KU Student Housing.

Eric Lungenbeel was named Administrative Associate for KU Student Housing.

Michelle Lynch was named Medical Assistant for Watkins Health Services.

Tessa Maclean was named Hall Coordinator for KU Student Housing.

Andrew Murray was named Director of Events and Catering for KU Dining.

Adam Mansfield was named Associate Director/Staff Attorney for Legal Services for Students.

Emily Marshall was named Pharmacist for Watkins Health Services.

Megan Nemec was named Assistant Director of Residence Life for KU Student Housing.

Zach Newby was named Restorative Justice Program Coordinator for Student Conduct and Community Standards.

Alicia O'Leary was named Social Worker/Case Manager for Watkins Health Services.

Josh Peterson was named System Administrator for Watkins Health Services.

Ricky Pulley, Jr. was named Prevention and Response Coordinator for the Sexual Assault Prevention and Education Center.

Marley Quintero was named Medical Assistant for Watkins Health Services.

Iridescent Riffel was named Complex Director for KU Student Housing.

Cierra Roberson was named Assistant Director of the Office of Multicultural Affairs.

Cyd Schnacke was named Licensed Psychologist for Counseling and Psychological Services.

Theryn Spomer was named Licensed Specialist Social Worker for Counseling and Psychological Services.

Melissa Stewart was named Director of Student Conduct and Community Standards.

Dustin Struble was named Director of Assessment and Planning.

Jill Urkoski was named Senior Associate Director of Programs for KU Recreation Services.

Hannah Wahwussuck was named Front Desk Administrative Assistant for KU Memorial Union.

Kennedy Yoxall was named Registered Nurse for Watkins Health Services.

/ Years of Service

40 Years

Mark Maranell

KU Memorial Union

Michael Sinclair

KU Recreation Services

35 Years

Bobby Joe Adamson

KU Memorial Union

Jim Hartzell

KU Student Housing

30 Years

Celeste Smith

Counseling and Psychological Services

25 Years

Tammara Durham

Student Affairs

Jason Krone

KU Recreation Services

Vicki Phares

KU Memorial Union

Damian Powell

KU Memorial Union

Jeremy Whetstone

KU Memorial Union

Derrick Zerngast

KU Memorial Union

15 Years

Patricia Catoe-Jess

KU Memorial Union

Jason Coleman

KU Memorial Union

Patty Collier

Hilltop Child Development Center

Keith Floyd

Counseling and Psychological Services

Chris Hotvedt

Hilltop Child Development Center

Jenny McKee

Health Education Resource Office

Brian Ptacek

KU Memorial Union

James Rourke

KU Memorial Union

10 Years

Michael H. Chavez

KU Memorial Union

Dylan Grammer

KU Recreation Services

Travis Herod

KU Memorial Union

Brian Lane

KU Memorial Union

Alex Leland

KU Memorial Union

Jarrold Long

KU Memorial Union

Adam Mansfield

Legal Services for Students

Jacque McKenna

KU Student Housing

Seth Pittman

KU Memorial Union

Michael See

KU Memorial Union

Janet Seele

KU Memorial Union

John Troutman

Counseling and Psychological Services

Susan Turner

KU Memorial Union

Anthony Wilkinson

KU Memorial Union

5 Years

Rachel Auten

Student Support and Case Management

Rachel Barnes

KU Memorial Union

Anthony Camastro

KU Memorial Union

Issa Cruz Reyes

KU Memorial Union

Liu Fang

KU Memorial Union

Jill Flessing

Counseling and Psychological Services

Timothy Gaddie

KU Memorial Union

Nikita Haynie

Emily Taylor Center for Women and Gender Equity

Christopher Jorgensen

KU Memorial Union

Justin Lee

KU Memorial Union

Martha Perala

KU Memorial Union

John Peterson

KU Memorial Union

Scott Richardson

KU Memorial Union

Paige Willis

KU Memorial Union



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