University Announces Largest Gift in its History

Courtesy of UKNOW

Lexington, KY (Sept. 4, 2014) — University of Kentucky President Eli Capilouto Thursday announced the largest gift in UK’s history — a $20 million commitment and lead gift by UK graduate and Trustee Carol Martin (Bill) Gatton toward the construction of the university’s new 330,000-square-foot Student Center.

“Bill Gatton’s unwavering support for the University of Kentucky has had a profound impact on the students, faculty and staff on campus, and on higher education in the Commonwealth,” Capilouto said at a news conference announcing the gift in the UK Student Center's Frank H. Harris Grand Ballroom. "Through his unprecedented, inspiring and enduring support, and his invaluable service on the UK Board of Trustees, Bill is helping us meet the challenges we face today so that we can move the University of Kentucky boldly forward into the future.”

The new Student Center — a $175 million, self-financed renovation and expansion scheduled to open in 2017 — was authorized by the Kentucky legislature during its 2014 session. It is part of more than $1 billion in campus transformation projects being self-financed by the university.

The Student Center was originally constructed in 1938 and expanded in 1963 and 1982. A central facility to the university community, it hosts nearly 2 million visitors annually.

The new Student Center will include state-of-the-art student activity and study spaces, dining and retail operations; parking; a bookstore; a health, fitness and recreation center; and other amenities that support student success. It will also serve as the new home for the UK Visitor Center upon its completion.

The new Student Center will be designed to serve the entire campus by providing shared space for student, faculty, staff and community engagement. Groundbreaking is scheduled for June 2015, with completion anticipated in 2017. Continued online.
Using Think/Pair/Share in Student Affairs Assessment

by Joanne Rojas
Doctoral Research Associate, Division of Student Affairs Assessment

Assessment can be used to measure and track how much students are learning because of their involvement in Student Affairs. By intentionally building assessment into the delivery of programs and services, there can be immediate feedback as to the effectiveness of an activity. In addition, there is data that can be used for larger scale assessment of the Division of Student Affairs as a whole.

One active learning assessment technique that can be built into a variety of Student Affairs activities is the Think/Pair/Share. The use of this technique can provide valuable immediate feedback and can also provide information for larger scale assessment. During an activity or training, the facilitator asks all of the student participants a challenging or intriguing question that applies to the current learning situation. The individual students are given a few moments to think about their answer to this question. Then individuals are invited to form a pair with one other person to discuss their answers. After a few minutes, these pairs will be called on to share their ideas to the rest of the group. As students process information together, they are reinforcing the knowledge and making connections to real world applications, as well as providing the facilitator with important assessment information. Following are some examples of ways to use Think/Pair/Share in a variety of Student Affairs settings:

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Question</th>
<th>How to Adapt the Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Meeting</td>
<td>What is one good example of the importance of personal integrity to leadership?</td>
<td>Distribute index cards for students to write their individual answer at the beginning of the meeting. After having an active discussion on personal integrity, have students break into pairs to discuss their answers and whether or not their answers have changed. Collect cards at the end as a record of students’ understanding of personal integrity and leadership.</td>
</tr>
<tr>
<td>Common Reading Experience Discussion Group</td>
<td>What is the most personal connection that you made to the CRE book selected for this summer?</td>
<td>Ask students to think of answers to this individually and then discuss in groups of two or three. After small groups have discussed, have the facilitator ask each group to present a brief summary of their discussion. Assign one student to take notes on a large piece of paper. Use this summary sheet as an example of what students have learned.</td>
</tr>
<tr>
<td>Bystander Intervention Training</td>
<td>How can you intervene using the bystander intervention strategy we just discussed?</td>
<td>Have students come up with their own example. Break students into pairs and have them share strategies. Have pairs share their answers which are added to an ongoing list on a whiteboard of all the applications of the strategy. Ask students to vote for the top three strategies by a show of hands.</td>
</tr>
<tr>
<td>Community Service Project</td>
<td>What are some of the underlying issues that need to be resolved in the community setting in order to bring about larger goals of social justice?</td>
<td>The facilitator can pose this question as a think/pair/share before students participate in a community service project and at the end of the project as a pre-test and post-test. The collected answers can be compared to see if there is any growth in the sophistication of their understanding of the underlying social issues involved in the project.</td>
</tr>
</tbody>
</table>

This technique is meant to be adapted to a variety of settings. It can provide immediate feedback on student learning as well as provide data to assess longer-term trends over course of one or more years.
Justis’ Journey  
by Justis Bramlett

Growing up as a military child, I understood what it was like to move to a new place with a fresh start; but when I first arrived at the University of Kentucky, I was just like any other freshman: scared, excited, and eager to start my new life as an adult. Although I had attended many different high schools and experienced different cultures, there was something much different about college. This was a place with not only people my age and of different cultures, but it was a place that had absolutely no rules. Since I never had to try hard to maintain a high GPA in high school, I took advantage of the fact that there were very little rules and assumed I could put forth the same small efforts once I started college.

I had been introduced to Dr. Mock one Sunday at church and had heard about all the great help he had given to other students, but at the time I was too lazy to make an appointment and go see him for myself. I figured college should be a breeze and thought I wouldn’t need much help because of it. I found out after my first semester that I was wrong. Having the ability to do what I wanted whenever I wanted caused me to become lazy and lose focus on why I was attending college to begin with. During Christmas break I decided that I had to make a change. I knew I couldn’t wait until the last minute to do my assignments or be too prideful to ask for help, so I made an appointment with Dr. Mock.

When I went to see Dr. Mock he asked a couple of questions; one in particular about my GPA. Embarrassed to say, I told him anyway and he convinced me that I could improve it. I began to make regular appointments with him and slowly but surely things progressed. Dr. Mock not only helped me academically, but financially as well. One day I was complaining about money and by the next day I got an email about a job opportunity right there in the Student Affairs Office.

Working in the Student Affairs Office has provided many opportunities for me. It has allowed me to grow professionally and personally. Everyone in the office is like family and because of it they are very enjoyable to be around. Because of this job I have better event planning and public speaking skills. I feel that I have grown from that scared freshman to a confident young woman. If I had to pick something that has impacted my life the most while being here at University of Kentucky, I would say that student affairs staff has changed me for the better. They truly make University of Kentucky my home away from home.

Rec ‘N Roll 2014  
by Courtney Pflug

They’re back! As the craziness of K Week ensued, students made their way to various events all over campus. On the evening before fall classes started students were invited to join Campus Recreation’s kick-off event, Rec ‘N Roll 2014. The Johnson Center and Lancaster Aquatic Center opened their doors allowing students to learn details about their numerous programs and events featuring intramural sports, fitness, club sports, outdoor pursuits and aquatics. In addition, students participated in fitness demonstrations, a three point contest repeating Aaron Harrison’s game winning shots against Louisville, Michigan and Wisconsin and had the chance to jump off the 5-meter diving board at the pool. In efforts to collaborate with other departments across campus, the Student Wellness Ambassadors and University Health Services participated by providing tables of information and a variety of student involvement opportunities. Students left the event with free t-shirts, water bottles and a plethora of Campus Recreation and wellness knowledge.

For a view of the event from the students’ perspective, check out this video!  
https://www.youtube.com/watch?v=mTBCaK_OZq4
K Week 2014

by Christie Baughman

K Week 2014 was the biggest and best K Week to date! K Week was made up of more than 250 events designed to welcome new students to campus. This year, there were more than 300 K Crew leaders who led K Teams, small groups of new students, throughout the week, allowing new students to have a mentor on campus as soon as they arrived. It is a goal of K Week to give students the opportunity to meet new people, get acquainted with campus and campus organizations, and become prepared for their academic life at UK. With more than 40 academic and diversity events, as well as more than 50 informational sessions, K Week offered a variety of options for students to learn and get involved on campus.

Along with those events, new students also participated in five K Team meetings throughout the week, giving them the chance to get to know other new students and their K Crew leader. Freshman Andi Marsiglio said that “K Teams give you an easy way to meet people who you can easily hang out with anytime. Most of the people on my K Team live in my residence hall and I get to see them all the time.” Not only do new students get a lot out of the K Team program, but so do the student leaders involved. Emily DeWitt, a senior who has been involved with K Week leadership for three years, said “it is really great to be able to work with students and student leaders who care about the University. As a student leader being involved in the K Team program, it has allowed me to gain valuable leadership experience as I begin to think about my future career.”

The Office of New Student and Parent Programs is grateful to all of our campus partners, especially our colleagues and friends in Student Affairs, for their partnership and support with K Week. We know that its success is due to the dedication that we all have for student success at the University of Kentucky. We are always open to any feedback you have about K Week; you can reach our staff at KWeek@lsv.uky.edu. Once again, thank you, and we look forward to working together for another great K Week in 2015!