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IMPACT

ACADEMIC ANNUAL REPORT | 2015-16

UNIVERSITY OF LOUISVILLE®

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**MESSAGE FROM
THE PROVOST**

At the University of Louisville, we want our students to aspire to excellence in all they do.

The work our students put forth is exceptional. Our ACT score for incoming students has climbed. Our graduation rates are among our highest ever. And our students are thriving. We have more Fulbrights than any other Kentucky school.

Our students are innovative, bright and committed to being leaders who transform the world.

Their success is a direct reflection of the passion, creativity, commitment and hard work that you as faculty and staff provide each day.

We must celebrate these successes, as they are a mark that our institution is continuing to grow and improve. But we know we have more work ahead to meet our ambitious goals.

Last year, we worked in campus-wide collaboration to launch efforts related to our 21st Century University Initiative. Some of these changes have already started, including a revised general education curriculum and expanded living-learning communities. This fall, we have seen even more progress as we prepared to break ground on the new academic building and opened the Technology Innovation and Learning Lab in Ekstrom Library.

As we move through this academic year, I challenge you to join in the efforts that will transform the academic experience for our students and provide them a solid foundation to achieve success.

Your work inspires me and I can't wait to see what we do together in the coming year.



Dale B. Billingsley

Acting Executive Vice President and University Provost



**STUDENT
SUCCESS**

Student success is, quite simply, the reason we're here. As faculty and staff, our emphasis should be and will continue to be on ensuring our students reach their maximum potential in the classroom and are prepared for successful careers. In 2015-16, the university developed and launched several new initiatives designed to improve the academic experience and increase student retention and success.



Expanded living-learning communities

Students who live among peers with common interests become more engaged with campus life and perform better in the classroom, according to national studies. In an effort to increase retention and success, UofL established several living-learning communities in recent years and expanded those options in 2016. For the fall 2016 semester, the Honors LLC expanded capacity to 390 beds in Kurz Hall from 90 beds in Threlkeld Hall. A new 30-bed LLC for Arts and Sciences students was also launched. The expanded offerings will allow more than 20 percent of freshmen to live in LLCs in fall 2016.

Improving general education curriculum

General education curriculum builds the foundation of a complete undergraduate education for our students. During the past year, a university-wide task force studied general-education structures as well as programs that were recently revised at other institutions. The task force asked faculty, academic advisors, students and alums to evaluate and offer feedback on the current program. Based on this research, the task force has created a revised program that reduces required hours from 34 to 31 and clarifies student learning outcomes to better serve students and the university.

Growing The PLAN

What started as a modest proposal for graduate school students' professional development has grown into a comprehensive program that helps fully prepare them for life in the academy — or elsewhere. The PLAN (Professional development, Life skills, Academic development and Networking) includes workshops and academies that focus on areas such as grant writing, teaching, entrepreneurship and publishing. This fall, more than 600 graduate students now work with a three-person professional staff and many volunteer faculty to prepare for their post-studies careers.

Revamping instructional space at the School of Medicine

Medical students benefited from a \$7.5 million renovation of the instructional building in fall 2015. The space includes two large interactive lecture halls that better meet the needs of current class sizes, new small group learning labs and classrooms, a new student lounge and expanded student study areas. An infrastructure upgrade will better support innovative, cutting-edge academic technologies. The upgrade supports the curriculum, which has been evolving as part of a redesign earlier this decade to focus more on teamwork, communication and application of knowledge as keys to improving patient care.

Breaking ground on new academic building

UofL will break ground this fall on a state-of-the-art, 150,000-square-foot academic building that will enhance learning and provide academic and career services to undergraduate students. The \$80 million building will house more than 50 classrooms, science labs and group study areas, faculty and staff offices, gathering spaces and food service options. It also will feature a student success center, which will combine the Resources for Academic Achievement (REACH) program, College of Arts and Sciences Exploratory Advising Office, Career Development Center and a new Academy for Teaching into one facility. The building will open in fall 2018.

FACULTY INNOVATION



2

What are the goals?
What are the outcomes?
- VOICE
- Impact for comparison look

Level one: Who is Matt's piano teacher?
Level two: What does Matt differ from the other characters?

Level three: How does Matt meet coach Williams?
Level four: Why does Paul say Matt killed his sister?

Structuralist / Formalist
B/I/E-I Show that a Double

How is this Teacher
The first time you see
the teacher the first
time you see the teacher

SYMBOLISM
The first time you see
the teacher the first
time you see the teacher

Miss Van or Social Attention



The success of the university is reliant on the innovation and commitment of our faculty and staff. By constantly reviewing and retooling our efforts in the classroom and the resources available to our faculty, we ensure that UofL remains on the leading edge of educational excellence.



Improving pedagogy

In order to provide the best for students in the classroom, faculty need tools to assess, evaluate and improve their methods. UofL offers an array for faculty to enhance their teaching. In 2015-16, the Office of the Provost and UofL's Delphi Center launched the first Seminar on Teaching for New Faculty. Eleven new faculty from eight schools and colleges participated in the first class, discussing topics ranging from evidence-based teaching strategies to developing a teaching philosophy and portfolio. Participants cited the program's success in boosting their confidence and introducing them to resources that will help them connect and reach their students.

Supporting teaching and learning

The Delphi Center for Teaching and Learning continues to support UofL faculty as they strive to improve their teaching. Focusing on areas such as instructional design and technology, Delphi offers resources and professional development to faculty seeking to build better connections with students to promote student success.

Technology Innovation and Learning Lab

The days of chalkboards and overhead projectors are gone. Today's students are mobile and technologically savvy, and they expect — and need — different approaches to teaching. The Technology Innovation and Learning Lab (TILL) helps faculty address the changing learning habits of our students. The lab, which opened in Ekstrom Library this fall, will cultivate innovative teaching through faculty-led experimentation, idea exchange and cross-disciplinary collaboration. Focus areas include innovation and creativity, digital media, active learning spaces and flipped classrooms.

LGBT training in medicine

LGBT patients often experience challenges when seeking care in doctors' offices, community clinics, hospitals and emergency rooms, resulting in decreased access to care or willingness to seek care and increased medical morbidity and mortality rates. UofL became the nation's first medical school to incorporate LGBT training as part of its curriculum through a pilot program in 2015-16. The program is designed to encourage faculty and health care professionals to move away from thinking of patients in these groups as separate from the general patient population. First-year students participated in the pilot, and the program became part of the regular curriculum for 2016-17.



COMMUNITY CONTRIBUTIONS

Learning and teaching at UofL doesn't stop at the boundaries to our campuses. As a major metropolitan research institution, the university has a responsibility to engage with the community. UofL faculty and staff boast more than 100 partnerships with Louisville-area educational, social, health and economic organizations to address issues, particularly in West Louisville. The partnerships are a win-win for the community, which benefits from the expertise and labor of our faculty and students, and for the university, as faculty and students utilize their subject expertise in real-world situations.



Parklands of Floyds Fork (pictured on previous page)

UofL graduate students are taking their talents to the outdoors through the Community Engagement Academy, a partnership with the Parklands, a 4,000-acre, donor-supported, non-profit metropolitan park. Through the academy, students work individually or in multi-disciplinary teams to address issues ranging from grant writing to curriculum design to park safety policies. In this way, UofL students are building skills and experiences in communication, leadership, teamwork and applied research. They're also putting their educations to use in real-world situations, meeting potential mentors and forming organizational relationships that will help them develop careers within and outside higher education. Since research shows that graduate students of color tend to feel more connected to programs that value applied research, the Community Engagement Academy also supports graduate students from underrepresented backgrounds.

Public Health initiative in the west end

UofL's Office of Public Health Practice relocated to West Louisville in an effort to strengthen relationships with local residents and community groups. The closer proximity allows staff members to work with residents to advance social justice, reduce health disparities and build capacity for improved health through the integration of practice, research and teaching. In addition to this, UofL has also created a youth violence research center in West Louisville to reduce youth violence in the community.



STUDENT SCHOLARS AND COMPETITORS

UNIVERSITY OF
LOUISVILLE

River
City

The collective efforts of faculty and staff mean our students succeed in the classroom and beyond. Their success against their counterparts from nationally recognized and even world-renowned institutions is a testament to our classroom education and commitment to support the next leaders in academia



Prestigious scholars

Twenty-three UofL students earned prestigious national and international scholarships in 2016. Hannah Wilson was chosen as one of only 54 Truman Scholars – the only one from Kentucky. UofL also has continued as a national leader in producing outstanding scholars. For more than a decade UofL has produced more Fulbright-winning students than all other Kentucky public universities combined. In 2016, 15 UofL students earned the prestigious scholarships. Students also secured Goldwater and Critical Language scholarships, as well as a Whitaker International Fellows Award and a Congress-Bundestag Youth Exchange for Young Professionals.



Cardinal Singers

Not everyone can call themselves the best in the world, but the Cardinal Singers earned that right in 2016. Interkultur, the international organization that produces music festivals and ranks thousands of musical groups in the world, identified the Cardinal Singers as best among chamber choirs and vocal ensembles. The group also ranks second in the world among all choirs and in the sacred music and music of religions category.

Rocket Team (pictured on previous page)

UofL doesn't offer a formal aerospace program, but its rocket team, River City Rocketry, continues to excel against the nation's best programs. The team placed second at the 2016 NASA Student Launch Challenge, besting more than 30 teams from 18 states and Puerto Rico. It's the team's third consecutive top-three performance. Participants spend about eight months designing, building and testing rockets, payloads and ground support equipment. They also document their work and create educational campaigns to inspire others.



COB venture team

If it's a business competition, you can bet UofL is coming to win. Inscope Medical Solutions, a team of MBA students, won \$100,000 in the Vogt Awards competition, continuing their successful run through several venture capital competitions that began in spring 2015. UofL's Idea State University team also excelled, taking home the \$25,000 first prize by outperforming 50 teams from 18 Kentucky colleges in the competition sponsored by the Kentucky Cabinet for Economic Development's Office of Entrepreneurship in cooperation with the Kentucky Innovation Network. And Kychen, a team of UofL MBA students, won the graduate division of the Alltech Innovation Competition 2016.



Moot Court

Brandeis School of Law's Moot Court Team of Megan Diffenderfer, Kellie Money and Carolyn Purcell won the national championship March 20 at the 40th Annual Robert F. Wagner National Labor and Employment Law Moot Court Competition. The event was held at New York Law School and featured 38 teams. It was Brandeis's best finish in at least 35 years.

FACULTY EXCELLENCE

None of the accomplishments throughout this document would have happened without the hard work of our outstanding faculty. More than 2,400 faculty serve the university, and their dedication to excellence shows in everything we do. Each year, the university honors faculty who excel in the areas of scholarship, teaching and service. While their work stands out, it is but an example of the tremendous effort put forth by the entire UofL faculty.

Here are the winners of the 2016 President's Distinguished Faculty Awards:

OUTSTANDING SCHOLARSHIP, RESEARCH AND CREATIVE ACTIVITY

Paul Griner—Professor, English

Rich Lamont—Professor, Dental-Oral Immunology & Infectious Diseases

Jeffrey Valentine—Professor, Counseling and Human Development

DISTINGUISHED FACULTY AWARDS IN SERVICE

Vicki Hines-Martin—Professor, Nursing Education

J. David Richardson—Professor, Surgery

Krzysztof Wolek—Associate Professor, Music

Jean Wolph—Instructor, Middle and Secondary Education

DISTINGUISHED FACULTY AWARDS IN TEACHING

Mark Austin—Associate Professor, Sociology

Jennifer Brueckner-Collins—Professor, Anatomical Science/Neurobiology

Penny Howell—Associate Professor, Middle and Secondary Education

Heather Mitchell—Assistant Professor, Nursing Education

EXEMPLARY MULTICULTURAL TEACHING AWARD

Derrick Brooms—Associate Professor, Sociology

COMMUNITY ENGAGEMENT FACULTY AWARD

Mary-Beth Coty—Associate Professor, Nursing Education

Carol Hanchette—Associate Professor, Geography/Geosciences

Carlee Lehna—Associate Professor, Nursing Education

John Myers—Associate Professor, Pediatrics

DISTINGUISHED UNIVERSITY SCHOLAR

Jan Potempa—Professor, Dental-Oral Immunology & Infectious Diseases

