



**Office of the Vice President for  
Community Engagement**

**Community Engagement Report  
2015-16**

## **Introduction**

As the University's central administrative office for community engagement, the Office of the Community Engagement is charged with two functions. The office works with faculty to promote curricular engagement and engaged scholarship as well as areas of outreach and service to the community. The goals and benchmarks developed serves to determine progress made in various areas of community engagement.

The University's strategic plan, *The 2020 Plan: Making it Happen*, created the goal for the university to become a national model for community engagement, and for serving as a transforming agent in the life of the community, the Commonwealth, the nation, and the world. As defined by the Carnegie Foundation, community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The strategic planning process has created benchmarks for growth in community engagement through 2020. The Community Engagement Metrics & Goals for the 2020 plan were developed to build on the progress made in community engagement over each past year and toward targets set for 2020. The goals were designed to enhance and promote community engagement as a whole, that is, outreach and partnership as well as engaged scholarship.

Much progress is being made towards reaching these benchmarks set through 2020. Some of the progress of the past year are highlighted in this report and include a record number of instances of faculty, staff, and students' involvement in community engagement activities, more than \$11 million in grants awarded to the University for community engagement activities, and continued scholarly products generated by faculty from their engagement with the community. This report includes the following main areas; engaged scholarship, student curricular engagement, community partnerships, outreach and services, and other areas of engagement.

## **ENGAGED SCHOLARSHIP**

### **Faculty Scholarship**

Engaged Scholarship is scholarly work done in full partnership with the community. It consists of research, teaching, and the application of scholarship for the mutual benefit of the institution and the community partner. For the 2015-16 academic year ten exemplary partnerships were identified to define and demonstrate engaged scholarship/research. This is based on culling projects that indicate engaged scholarship in their reporting from the Community Engagement database, and administering an Engaged Scholarship rubric with the faculty leads on those projects. These ten exemplary projects are listed below, in alphabetical order by faculty-lead's last name.

#### **James Chisholm - College of Education and Human Development**

*Anne Frank: Bearing Witness*

Integrate arts-based instructional strategies in English language arts and social studies classrooms at four community middle schools to teach and learn about the Holocaust and the Anne Frank narrative. Four doctoral students and one M. Ed student have participated as research apprentices in this project. Two papers have been published in peer-reviewed journals based on this work. Two teachers from this project are co-presenters at a national conference. A book prospectus and two sample chapters are being reviewed for publication. U of L Graduate students worked with other U of L students on the methodology of using the arts to learn about Anne Frank. U of L researchers have

taught lessons to masters level students about the Anne Frank narrative and the arts. This project has strengthened connections and collaborations with colleagues at Brown University, the Kentucky Center for the Performing Arts, and the Jewish Heritage Fund for Excellence.

**Eugene Foster – College of Education and Human Development**

*Cardinal Success Program*

The mission of the Cardinal Success Program (CSP) is to build healthy communities by helping individuals and families through improved access to mental health and wellness services, counseling, and career and college readiness services. The program also seeks to improve the clinical training of mental health providers through deep and meaningful immersion in this diverse community. The goal is to train a growing number of professionals who are well prepared to work productively within the west Louisville Community. Clinical training for graduate students include opportunities to provide consultation; individual, group, and family counseling; career and college readiness service; and psychological assessment. Faculty have published a book chapter on the program and presented at several national conferences.

**Susan Galandiuk, MD – School of Medicine – Department of Surgery**

*Digestive Surgery Research Laboratory Summer Student Research Program*

Every year the program selects twelve outstanding summer student researchers to work in the research lab under the mentorship of faculty researchers to boost interest in medical research as an educational path and career. The students pursue the challenges of scientific inquiry and discovery during a 6-8 week period. The summer student researcher positions are open to local high school students, medical students (first year), and undergraduates. The work is eventually presented as scientific posters in local/national research events and manuscripts submitted to scientific clinical/basic science journals.

**Lora Haynes – Arts & Sciences – Department of Psychological and Brain Sciences**

*The Resilient Families Project at Hotel Louisville*

The Resilient Families Project (RFP), is a three-part weekly program that is designed for families experiencing homelessness and involves (1) a Family/Reading Program (100+ attendees), (2) a Child Enrichment Program (~50 children aged 0-17) and (3) a Parenting/Adult Program (~55 adults). Our RFP team is typically composed of 35+ U of L interns, service-learning students, honors students, Bonner leaders, and student volunteers. The program provides expanded social services to community; increased capacity for community agency-based research involving students and grant writing; increased number of qualified employees for the Cabinet for Health and Human Services. The project has led to the publication of a manuscript and numerous presentations at national and international conferences.

**Melinda Leonard – Arts & Sciences - Department of Psychological and Brain Sciences**

*Bosnia and Herzegovina Cross-Community Involvement Stu*

The current research project is designed to examine the psychological processes and action tendencies related to involvement in cross community organizations in Bosnia and Herzegovina through the use of questionnaire. This research is a component of the Psychological & Brain Sciences Department International Service Learning and Research Program, intended as a culminating undergraduate experience and short-term study abroad program. Dr. Leonard has published several manuscripts on this work.

**Matt Ruther – Arts & Sciences – Department of Urban Affairs**

*OneWest Vacant Housing Analysis*

This project involves an ideal experiential learning opportunity whereby graduate students are engaged in high level analysis and reporting on a range of data sets related to tax liens and vacant housing in west Louisville. The project is being carried out in partnership with OneWest, a nonprofit community development organization.

**Terry Scott - College of Education and Human Development**

*Positive Behavior Interventions and Supports*

This is an applied research project in ten high-need Jefferson County public elementary schools to assist with implementation of Positive Behavior Interventions and Supports (PBIS). The schools participating in this project includes schools in west Louisville as well as other high need areas. The project entails staff working in these schools and doctoral students participating in training and research.

### **Andrea Olinger - College of Arts and Sciences - English**

#### *Digital Media Academy (DMA)*

DMA provided extended mentoring, hands-on research, and diverse teaching experiences. Given that we want future English faculty to become community-engaged scholars, DMA is providing an entryway into this work. Graduate students and faculty have produced eight conference presentations, two scholarly publications, and four publications-in-progress about their work. DMA modeled the power of digital storytelling to captivate people. In particular, DMA campers' experiences with critical thinking, collaborative knowledge making, and multimodal persuasion illustrate just a few of the contributions that the humanities offer a 21<sup>st</sup> century university. In partnering with local communities, DMA facilitated ongoing UofL attention to issues of both economic and social justice.

### **Anne Wallis – School of Public Health**

#### *Reproductive Health Research Project with Cluj School of Public Health in Romania (MAIA Study)*

This project entails teaching, conducting public health research, working with students, and participating in community development projects with Cluj School of Public Health, Babes-Bolyai University, Cluj-Napoca, Romania. The five-year study funded by a grant from the European Union, is researching the high infant mortality rate and trying to understand the main issues needed to improve maternal and infant health in Romania. U of L faculty and students are invited to develop analytic studies based on this rich data set.

### **Kathryn F Whitmore - College of Education and Human Development**

#### *Culturally Responsive Professional Dyad Project*

Two faculty members are paired with two classroom teachers of color working to develop, evaluate, and disseminate culturally relevant literacy practices in pre-k through third grade classrooms. This partnership increases faculty knowledge and productivity related to scholarship, supports the U of L diversity and critical thinking initiatives, and engages faculty in the community on a weekly basis. It also allows U of L education candidates to learn and implement aspects of cultural responsiveness in their teaching.

Faculty continue to publish journal articles and book chapters and present at national and international conference on their engagement with the community. The following is a list of publications reported to the Office of Community Engagement for the 2015-16 academic year.

### **List of faculty publication**

1. Chamberlain, E. R. G. & Hartline, M. F. (2016). Mess Not Mastery: Encouraging Digital Design Dispositions in Girls. *Computers and Composition Online* (Fall 2015-Spring 2016). Web. (also winner of 2015 Carolyn Krause Maddox Prize in Women's & Gender Studies)  
<http://casit.bgsu.edu/cconline/fall15/dma/>
2. Chisholm, J.A. & Whitmore, Kathryn F. (2016). Bodies in Space/Bodies in Motion/Bodies in Character: Adolescents Bear Witness to Anne Frank. *International Journal of Education & the Arts*, 17(5).  
<http://www.ijea.org/v17n5/>
3. Chisholm, J.A.; Whitmore, Kathryn F.; Shelton, A. L.; & McGrath, I. V. (2016). Moving Interpretations: Using Drama-Based Arts Strategies to Deepen Learning about The Diary of a Young Girl. *English Journal*, 105(5)35–41. [http://www.artslit.org/archivos\\_publicaciones/11.pdf](http://www.artslit.org/archivos_publicaciones/11.pdf)
4. Cunningham, H.R. Hines-Martin, V. & Hall, D. (2015). The Signature Partnership Initiative: A University-Community Collaboration. *The International Journal of Community Diversity*, 15(4)17-30.  
<http://ijdc.cgpublisher.com/product/pub.242/prod.72>
5. Foster, E. H.; Bryant-Hamilton, C.; & Barber, H. M. (2016). The Cardinal Success Center @ Shawnee: Building a Sustainable University, School, and Community Collaboration. In Slater, J.J.; Ravid, R. & Reardon, R. M. (Eds.). *Building and Maintaining Collaborative Communities: Schools, University, and*

Community Organizations. Information Age Publishing. Charlotte, NC.

<http://www.infoagepub.com/products/Building-and-Maintaining-Collaborative-Communities>

6. Howell, P., Carpenter, J. & Jones, J. (2016). *Clinical preparation and partnerships at the middle level: Practices and Possibilities*. Charlotte, NC: Information Age Publications.  
<http://www.infoagepub.com/products/Clinical-Preparation-at-the-Middle-Level>
7. Leonard, M.A.; Yung, S.M.; Cairns, E. (2015). Predicting Intergroup Forgiveness From In-Group Identification and Collective Guilt in Adolescent and Adult Affiliates of a Northern Irish Cross-Community Organization. *Peace and Conflict: Journal of Peace Psychology*, 21(2)155–167.
8. Leonard M. A.; Damjanovic, B.; Simic, G.; Marshall, G.A. (2016). Peace Building in Bosnia and Herzegovina: Effects of Ingroup Identification, Outgroup Trust and Intergroup Forgiveness on Intergroup Contact. *Peace and Conflict Studies*, 23(1). <http://nsuworks.nova.edu/pcs/vol23/iss1/4/>
9. Logsdon, M.C., Davis, D.W., Stikes, R., Ratterman, R., Ryan, R., & Myers, J. (2015). Acceptability and Initial Efficacy of Education for Adolescent Mothers. *MCN The American Journal of Maternal Child Nursing*, 2015 May-Jun;40(3):186-92.  
[https://www.researchgate.net/publication/275585595\\_Acceptability\\_and\\_Initial\\_Efficacy\\_of\\_EDUCATION\\_for\\_Teen\\_Mothers](https://www.researchgate.net/publication/275585595_Acceptability_and_Initial_Efficacy_of_EDUCATION_for_Teen_Mothers)
10. Logsdon, M.C., Davis, D., Eckert, D., Smith, F., Stikes, R., Rushton, J., Myers, J., Capps, J. & Sparks, K. (2015). Feasibility of two educational methods for teaching new mothers: A pilot study. *Interactive Journal of Medical Research*, 4(4). <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4704909/>
11. Sheridan, M.P. (2015). Extending the Responsive Reach of 'Scholarship in Composition.' *College Composition and Communication*, 66(4)689-693.
12. Yearwood, E. & Hines-Martin. V. (2016). *Routledge Handbook of Global Mental Health Nursing: Evidence, Practice and Empowerment*. Routledge

### **Symposium on Engaged Scholarship**

A symposium on engaged scholarship brought together faculty from various disciplines to discuss opportunities and challenges that exists. The panel of faculty shared examples of engaged scholarship currently taking place at the University and helped the audience explore opportunities for interdisciplinary work as well some of the issues in engagement that need to be addressed. Faculty members recommended that the symposium be held annually.

### **Community Engagement Grants**

Grants awarded to the University addressed a variety of issues in the community including training and education, research, project assessment and direct services. For instance, Elizabeth Shiels, a researcher in the Kent School of Social Work and one of the top ten recipients of grants geared towards community engagement, uses her grants to focus on quality improvement plans for nursing homes in six southern states, including Kentucky. She developed a program for best practices for long term care, making the content available to staff and management at no cost to them. She has provided training to more than 24,000 individuals across the area, involving 285 long term care facilities <https://kyaging-Itcpreparedness.louisville.edu/>  
*(See Appendix A) for more details on grants awarded to faculty*

## STUDENT CURRICULAR ENGAGEMENT

### Curricular Engagement

Curricular Engagement or Community-based learning, describes course-based teaching, learning, and scholarship that engages faculty, students, and community in mutually beneficial and respectful collaboration. This includes internships, practica, co-ops and any other examples of course work related to community issues taking place with partners in the field. In the 2015-16 academic year 6,891 instances of student curricular engagement were reported to the Community Engagement reporting system.

### Student Philanthropy Program

The Student Philanthropy Program integrates the concept of philanthropy into existing courses. As part of their course assignments students identify non-profit organizations with which their course is affiliated and provide them with small grants. In many cases students are engaged in service-learning projects with the non-profits identified for funding and therefore are able to specify the projects to be funded <http://louisville.edu/communityengagement/office-of-the-vice-president-1/student-philanthropy-program>

Since the inception of the program in 2012, more than 23 non-profit organizations have been provided funding totaling more than \$23,000. To date, philanthropy has been introduced in the following courses at the University of Louisville:

Sport Administration Event Management	Political Science: Diversity Politics and Policy
Sports Administration Nonprofit Sports	Introduction to Caribbean Studies
Community Literary	Life-Span Developmental Psychology
Women and Gender Studies: Introduction to Women in American Culture	

The recipients for funding for the 2015-16 academic year are:

Kentucky Refugees Ministry - \$1,000	Louisville Youth Group - \$1,000,
Nativity Academy - \$1,000	Elevate Recreation - \$1,000
Hotel Louisville Resilient Family Program - \$1,000	

### Community Engagement Academy

In an effort to expose graduate students to engaged scholarship, the School of Interdisciplinary and Graduate Studies, in collaboration with the Office of Community Engagement and other university partners, piloted the Community Engagement Academy in the spring of 2015. The community engagement academy was designed to offer graduate students tools and hands-on experiences with community engagement projects to learn the tenets of engaged scholarship. The primary community partner for the academy is The Parklands of Floyds Fork, which provides many opportunities for students to engage in scholarly activities. The academy which met about once monthly covered a variety of topics relating to engaged scholarship. The plan for the 2016-17 academic year is to expand the Community Engagement Academy to a yearlong event covering more topics and providing more opportunities for graduate students to engage in scholarly activities.

## COMMUNITY PARTNERSHIPS

### **Collaborative Partnership**

Overall, Community Engagement activities at the University of Louisville have increased from 1,214 in 2014-15 to 1503 in 2015-16. There are more students and faculty engaging in community engagement activities. The Signature Partnership Initiative, with 111 programs in 2015-16, also continues to grow, with an increase in number of activities from the previous academic year. These activities are tracked annually via the Office of Community Engagement's partnership reporting system. The purpose of the Community Engagement data collection system is to enable the university to report on its outreach and engagement activities. It allows academic and administrative units to explore community engagement activities through a range of categories, and to share reports about the work we do with the community. The database provides information that demonstrates the ways in which faculty, staff, and students are partnering with the community and the ways in which the university serves the local community, the state, the region, the nation and around the world.

#### *Note on Definitions of Community Engagement:*

The Office of Community Engagement is in the process of strengthening our definitions of the varying community engagement activities across the institution. Activities before the 2015-16 academic year have broadly been described as 'Partnerships' and were defined as "University outreach and partnership agreements or collaborative relationships including applied research; support services to education, business, non-profit organizations, government and community groups". As of 2015-16 we are adding more specificity by categorizing different types of community engagement activities in further alignment with definitions provided within the Carnegie Community Engagement Classification process. The categories are:

- **Partnership:** Ongoing collaboration with community partners for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.
- **Outreach:** Providing direct services, time, or resources to benefit a community or its institutions. This includes instances of public intellectualism such as talks, lectures, presentations, performances, etc.
- **Curricular Engagement:** Describe course-related teaching, learning, and scholarship that engages faculty, students, and community in mutually beneficial and respectful collaboration.
- **Engaged Scholarship:** Scholarly work done in full partnership with the community. It consists of research, teaching, and the application of scholarship for the mutual benefit of the institution and community partner.

### **Signature Partnership Initiative**

The Signature Partnership is an effort to enhance the quality of life and economic opportunity for residents of west Louisville. The goal is to work with various community partners to improve the education, health, residents, and social status of individuals and families who live in our urban core. Working closely with community residents, Jefferson County Public Schools, Louisville Metro Government, Metro United Way, the Urban League, faith-based organizations, and many others, the University has coordinated and enhanced existing programs and launched new projects designed to eliminate or reduce disparities that West Louisville residents experience in education, health, economic and social conditions.

The Signature Partnership Initiative (SPI) was successful in meeting the goal of increasing the number of partnership/outreach activities by 3% during the 2015-16 academic year. The Office of Community Engagement tracks activities annually across all units at the university. Based on

our updated and strengthened definition of ‘Partnership’ and ‘Outreach’ we have 111 projects to report. This represents a 9.9% increase over the 2014-15 baseline of 101. There were several new projects launched during the 2015-16 academic year.

The College of Business launched Elevate Portland Elementary Initiative, with Portland Elementary School. The initiative is designed to “provide students with basic needs that support a higher quality learning environment and to nurture aspirational goals that will encourage a path out of poverty.” The project was launched with the contributions of sweaters, hats and mittens in November and continued with nutritious snacks for students, tablets to be used in the classroom to enhance student learning and campus visits where students met with faculty and UofL students in mock college classes <http://business.louisville.edu/elevate-portland-initiative/>.

The College of Business also started a dual credit course for Central High students in business management. The other dual credit course offered at Central High School is paralegal studies in collaboration with the Law School and the College of Arts and Sciences.

The Department of Theatre Arts in the College of Arts and Sciences is partnering with Western Middle, a visual and performing arts school, to have a graduate student intern with teachers. The intern will offer a total of 45 hours of service.

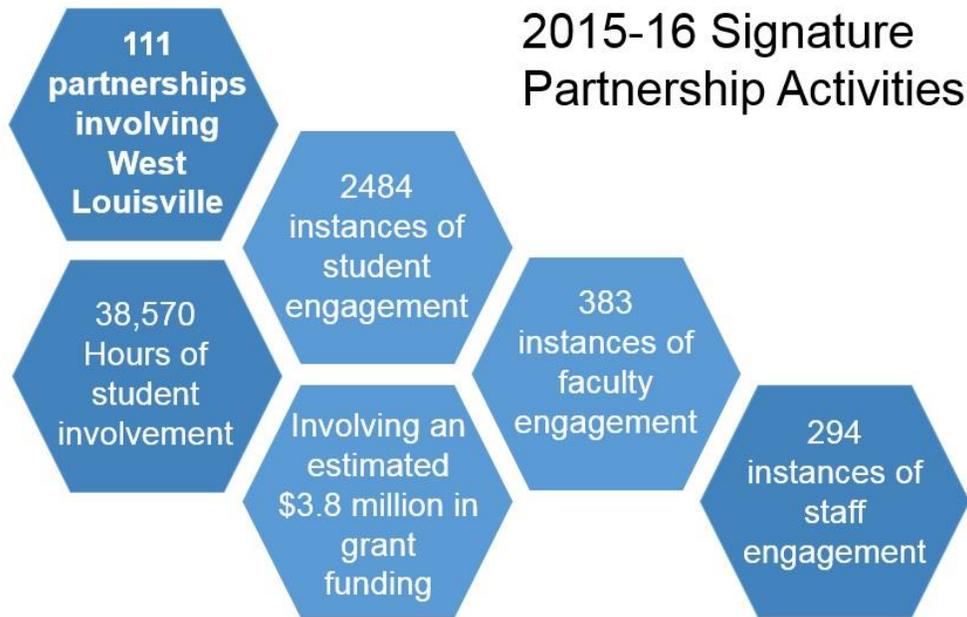
The Department of Educational and Counseling Psychology in the College of Education and Human Development opened a second Cardinal Success Center at the Nia Center. This is the second center to open in the west Louisville area with the first center at the Academy @ Shawnee. The centers staffed by faculty and graduate students offer mental health services to residents of the community.

The School of Public Health and Information Sciences opened its new Office of Public Health Practice in the Russell Neighborhood located at the Louisville Central Community Centers, Inc. A \$5 million grant was recently awarded to the office to address youth violence prevention.

The College of Arts and Sciences announced the moving of the Masters of Fine Arts Program to the Portland neighborhood. The space will provide state-of-the-art studio space for faculty and graduate students. The location of the Masters of Fine Arts Program in the Portland neighborhood and the Office of Public Health Practice in the Russell Neighborhood is extending the presence of the University of Louisville in west Louisville <http://louisville.edu/art/news/uofl-to-lease-renovate-portland-warehouse-space-for-fine-arts>

A new partnership was established between Speed School of Engineering and the West End School creating a new Maker Space. The goal of the partnership is to “encourage lifelong education in the science, technology, engineering and mathematics (STEM) fields at the West End School.” The School of Engineering schedules quarterly engineering educational events at West End School, while engineering students provide weekly tutoring sessions. In addition, Speed School will offer up to five full-tuition scholarships to West End School graduates who earn their high school diplomas in spring 2018 and beyond.

In addition, the Office of Community Engagement, in conjunction with the Center of Neighborhood Institute, sponsored a six-week leadership development course for west Louisville residents which included UofL faculty and staff as participants.



## OUTREACH AND SERVICE

Outreach is defined as providing direct services, time, or resources to benefit a community or its institutions. This includes instances of public intellectualism such as talks, lectures, presentations, and performances, among others. During the 2015-16 academic year, there were 518 instances of outreach activities by faculty, staff, and students addressing a variety of areas.

### Faculty and Staff Day of Service

As part of the University of Louisville's commitment to community engagement, U of L allows staff to take one day off each year to participate in community service. While employees may take any day of their choosing, the Office of Community Engagement organizes a UofL Day of Service. Some sixty individuals participated this year assisting community partners in areas such as landscaping, interior and exterior painting, cleaning, and building raised garden beds.

### Students Community Service

The mostly co-curricular activities taking place with support from the Office of Student Affairs involved over 1700 instances of student involvement making up over 12,000 hours of student outreach and service in the community.

During the 2015-16 academic year, student athletes contributed a total of 11,049 hours of service to the community, engaging in a wide variety of activities. The baseball team ranked number one in the country in the total number of hours contributed to community service.

## **OTHER AREAS OF ENGAGEMENT**

### **21<sup>st</sup> Century University Initiative on Community Engagement**

The 21<sup>st</sup> Century University Initiative positions the University to achieve the goals set out in the 2020 Plan and addresses community engagement among other areas. A plan of action was developed that calls for the integration of community-based learning experiences into the curriculum to enhance students' academic success. The 21<sup>st</sup> Century University Initiative on Community Engagement addresses three areas: engaging students, faculty professional development, and awards and incentives.

### **Community Engagement Plans**

In an effort to institutionalize community engagement, a process was developed to have each academic and administrative unit develop a plan to be engaged in the community. Plans development are guided by a common template to strengthen community engagement assessment at the unit-level. The community engagement plans outline efforts by each unit to develop a process for engaging with the community and serve as a roadmap to get each unit engaged with the larger community and institutionalizing engagement across the university.

Through the fall of 2015, staff from the Office of Community Engagement met with the Deans of Academic units and top administrators from Administrative units in an effort to provide feedback for improving the community engagement plans first established in 2014. The engagement plans include four goals with appropriate strategies for accomplishing them and a means to assess progress toward each goal. The engagement plans aim to position the University for the Carnegie reaffirmation on community engagement, and meet Southern Association of Colleges and Schools (SACS) requirement in assessing community engagement. The goals included in the engagement plans are:

1. Promote engaged scholarship opportunities
2. Promote engagement in the Signature Partnership area
3. Promote Local, State, National & International Engagement
4. Promote documentation, assessment and accountability in engagement

### **Community Engagement Awards**

The Community Engagement Award was created to recognize faculty, staff, students and community partners who are involved in outstanding community engagement work. A monetary award of \$2,500 goes to each recipient engaged in exemplary community engagement activities such as volunteerism, community-based learning, outreach, partnerships, curricular engagement or community-based research.

The 2015 awardees are *Swipe to Serve*, a student group that came together to feed the homeless. In the staff category, Ann Hobdy and Kim Johnson from Information Technology, spent many hours on service projects that benefit the homeless, children, immigrants and members of the military. In the faculty category, a group of faculty and community partners came together to

deliver fire safety education to the elderly and to parents of newborns, including newborns with special health care needs. Since 2013, the team has made 113 home visits and educated 279 citizens. The community partner award went to Louisville Central Community Center, a major partner in UofL's Signature Partnership Initiative with west Louisville. In addition, two lifetime achievement awards were presented to former Dean of the Kent School of Social Work, Terry Singer, and Mr. George Merrifield, who has supported the university for many years <http://louisville.edu/communityengagement/office-of-the-vice-president-1/outstanding-community-engagment-awards>

### **Data Collection**

In the spring of 2016, improvements were made to the data collection system for university community engagement activities with academic and administrative units. The Office of Community Engagement worked in consultation with data coordinators, faculty, and staff to identify an approach for streamlining reporting of new and ongoing partnership and outreach projects, leading to the implementation of a new web-based reporting system. The new system improves the reporting process by making project information directly accessible to project organizers and by reducing data entry and hard copy paper work.

### **Community Impact Assessment**

In the fall of 2015 an email survey was administered with 79 community partner organizations responding to a survey instrument that included questions related to the impact of the project on the community that was served. The survey shows that 79 percent of efforts are having the intended level of community impact and that 68 percent of partners have evidence of community impact. Among the items on the instrument are questions about the presence of goals, measurable outcomes, perceptions of impact, and whether partners have evidence of community impact for their projects. Currently only 48 percent of partners report that formal assessment or evaluations are being conducted for their community service.



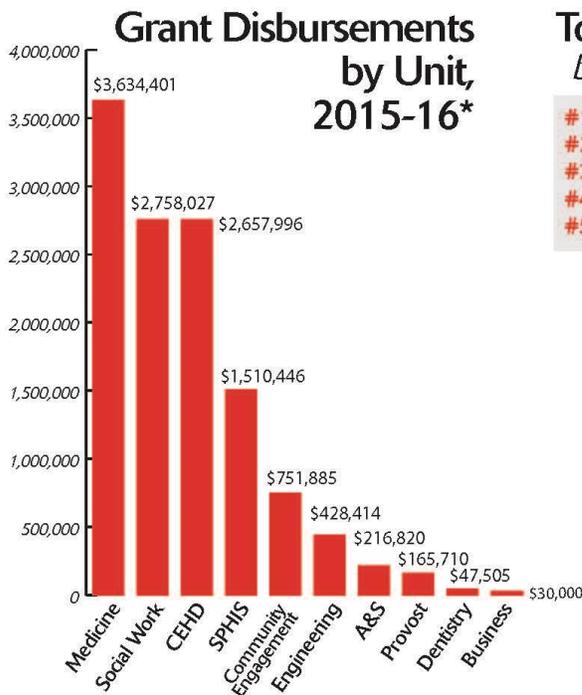
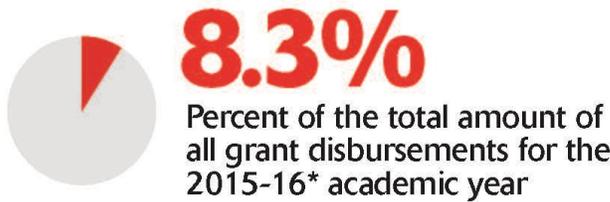
# GRANTS RELATED TO COMMUNITY ENGAGEMENT

2015-16 ESTIMATES

## \$12,201,204

estimated amount of grant disbursements related to community engagement for the 2015-16\* academic year

University faculty and administrators received a total of 90 grants totaling \$12,201,204 during the 2015-16 academic year\*. The grants addressed a variety of issues in the community including training and education, research, project assessment and direct services. Some of the top units to receive funding include the School of Medicine, the Kent School of Social Work, the School of Public Health and Information Sciences (SPHIS), and the College of Education and Human Development (CEHD). Of the total amount awarded \$3,793,048 either directly or indirectly impacted the Signature Partnership Initiative area of west Louisville.



### Top Ten Principal Investigators by \$ amount in 2015-16

#1	Monica Wendel	\$1,415,446	#6	Mary Thorpe	\$647,665
#2	Mark Slaughter	\$1,243,252	#7	Melissa Currie	\$450,000
#3	Andy Frey	\$891,861	#8	Robert Taylor	\$428,856
#4	Anna Faul	\$850,000	#9	Elizabeth Shiels	\$412,667
#5	Jeffrey Sun	\$848,781	#10	Bibhuti Sar	\$380,164

### Grants related to the Signature Partnership

Twenty-one out of the ninety grants were related to UofL's Signature Partnership Initiative, a University-wide effort to enhance the quality of life, educational and economic opportunity for residents of West Louisville.



\* NOTE: the time period for these estimates is August 10, 2015 – July 3, 2016  
Data Source: Office of the Executive Vice President for Research & Innovation

revised 7-25-16