

**THE UNIVERSITY OF TOLEDO** Approved@FS mtg. - 2/10/09  
**FACULTY SENATE**  
**Minutes of the Senate Meeting of January 27, 2009**  
<http://www.facsenate.utoledo.edu>

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**HIGHLIGHTS**  
**Assistant to President for Institutional Diversity**  
**Honoring Distinguished University Professors (DUP)**  
**Reception for DUP's**

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Note: The remarks of the Senators and others are summarized and not verbatim. The taped recording of this meeting is available in the Faculty Senate office or in the University Archives.

**President Jamie Barlowe** called the meeting to order, **Nick Piazza, Executive Secretary**, called the roll.

**I. Roll Call –2008-2009 Senators:**

**Present:** Ankele, Bailey, Baines, Barden, Barlowe, Barnes, Barrett, Brickman, Caruso, Coventry, Crist, Crosetto, Davis, Denyer, Duggan, Dupuy, Elmer, Fink, Floyd, Giovannucci, Graham, Hoblet, Horan, Hornbeck, Humphrys, Kistner, Klein, LeBlanc, Lee, Lehmann, Lipman, Lundquist, McSweeny, Metting, Peseckis, Piazza, Powers, Pryor, Ragu-Nathan, Randolph, Regimbal, Sharkey, Sheldon, Szirony, Stierman, Teclehaimanot, Tietz, Wedding, Wolff,

**Excused absences:** Baker, Casabianca, Dismukes, Dowd, Fournier, Gunning, Hottell, Jenkins, Laux, Nims, Olson, Thompson-Casado,

**Unexcused absences:** French, Funk, Niamat, Tietjen

A quorum was present.

**II. Approval of Minutes:** Minutes of 1/13/09 meeting approved as distributed.

**III. Executive Committee Report:**

**Executive Secretary Nick Piazza** asked the Senators to introduce themselves before speaking to get the speakers' names recorded accurately in the minutes.

**President Barlowe:** I am foregoing my usual Executive Committee Report today to accommodate the full agenda. I do want to mention, however, that since my last report to you, the University Budget Development Guidelines, which I briefly described at the January 13 meeting, have been distributed to senior leadership and the deans. These guidelines describe the amendments made to the 2008-09 budget and outline strategies for developing the FY 2009-2010 budget that will include revenue enhancement, cost reductions, and productivity improvements. Dr. Jacobs will come to the February 10<sup>th</sup> Senate meeting to discuss the budget guidelines and university strategies, as well as the potential impact of the state budget. I have also invited Dr. Scarborough to come to that meeting.

Today, our focus is on diversity and on the celebration of the Distinguished University Professors, but first, Dr. Gold will address the Senate.

**Provost Gold:** In respect of your time my message is very brief. For those of you who have a piece of paper and a pencil please write down the number 850 and then put down nine zeros after that. This equals \$850 billion that is the scope of the presidential program known as the American Recovery, and Reinvestment Act that was sent to Congress by President Obama. These are clearly historic times the details of the American Recovery and Reinvestment Act program that is currently being reviewed by

the United States Congress both houses, the Senate and the House is actively underway right now. We know from this document, which is the summary of hundreds pages, as to the nature of what is being proposed. There are dozens areas in this document that are directly related to scientific discovery that are related to higher education that are related to the delivery of healthcare. I can assure you that the Federal Government has only one urgency regarding these dollars and that is to get them spent. I can't think of a better place to consider spending those dollars. We have learned from our colleagues that these dollars are going to be divided in many different ways. 1) there will be no earmark associated with them. 2) Part of that will be distributed by government agent such as NIH NSF as their budgets will be increased as a result of this depending on the role of Congress. By a large amount of these dollars will be directly to Universities and a large amount given directly to state governments to be distributed through their State programs such as Urban Affairs, State Medicaid Program, etc. It is in our best interest to understand the areas of potential funding in higher education of research and clinical care and to be sure we are first in line with quality proposals. It is impossible for the administration of the university, no matter how hard we work, to do this project ourselves. Dr. Jacobs held an important steering group meeting this morning with Dr. Haggett and myself and several others. Dr. McMillen and Dr. Calzonetti have been put in charge of the organization and coordination of response and preparation of this critical time. However, without the work effort of all of the wonderful faculty that we have as organized by the academic colleges, and by the centers and institutes and by the Faculty Senate this will never "grow legs." We will never be able to respond as quickly and as meaningfully as needed. I will provide to you this document which is all public information. There is a second document called Sorting out Stimulus which is purely aimed at higher education. My advice to you is as follows: first of all, read it. You will be amazed how diverse and how detailed this document is. Secondly, when the time comes we will start to ask for proposals for people to put together programs to use some of those stimulus dollars soon as we know where they are going to come from where they are going to be and whether there will be a match involved. We will get this information in a grid format and get it on the web. We will ask you to be as proactive and as responsive as we possibly can. There is an incredible opportunity here which is ours for the taking. Unless you have any questions for me I will conclude my remarks.

**President Barlowe:** Dr. Gold, I do have one question. Is the NEA and the NEH, the National Endowment for Humanities and the National Endowment for the Arts also included in this package?

**Provost Gold:** Yes, every nickel of the \$850 billion that the President imagines in spending.

**Provost Haggett:** There is \$50 million identified in the House version of the bill for the National Endowment for the Arts.

**President Barlowe:** After eight years it's almost hard to believe. As you know, diversity is one of the core values of our institution, and as *UToday* stated, yesterday, the university "provided tangible evidence of its commitment to diversity on campus with the creation of a new vice president for equity and diversity position. Lawrence J. Burns, vice president for external affairs, will serve in the role on an interim basis . . . Burns was recommended for the role by the University of Toledo Diversity Council based on several accomplishments over the course of his 18-year career in Toledo," including the UT Guarantee, the President's Committee for African-American Recruitment, Retention and Scholarship Support, and the African-American Festival. I also want to read the U.T. definition of diversity to you:

*Human diversity is variety in group presence and interactions. It includes, but is not limited to, age, color, ethnicity, gender, religion, disabilities, socio-economic status, sexual orientation, gender identity, and national origin. In promoting diversity, the University pledges to respect and value personal uniqueness and differences; to attract and retain diverse faculty, staff, and students; to challenge stereotypes; and to promote sensitivity and inclusion. The University understands the value*

*that a diverse student body, faculty, staff, and administration bring to its educational environment, the metropolitan community and beyond. The University takes seriously its commitment to diversity as expressed in the Mission Statement and the Strategic Directions Plan.*

I will now turn the meeting over to Dr. Sam Hancock, Assistant to the President on Institutional Diversity, and to Larry Burns. Congratulations Larry.

**Larry Burns, VP for External Affairs:** Thank you Jamie, and welcome everyone. I appreciate the opportunity to be here. I was asked to moderate this fine panel.

**Dr. Samuel Hancock, Assist. to President for Institutional Diversity:** First of all I would like to thank the Faculty Senate for allowing us to have this presentation during the time they usually transact their business. I would like to thank Dr. Jacobs for being first to step forward to donate money to underwrite this event. I would like to thank Dr. Haggett, Dr. Gold, provosts of both campuses for their donations, and I would like to thank all the colleges that came forth. This is certainly a partnership. It's a pleasure to be with you this evening, we have a distinguished panel and they will introduce themselves. I want to take this time to say that it is important to have a conversation about issues of difference, as some of us know great achievers were not born from a single vision. They were born from a combination and variety of diversity challenges. They challenge us to open up our minds to unlock our imagination to hopefully become more motivated to work more effectively on issues of difference. I want to thank Larry for agreeing to moderate this distinguished panel hopefully our discussion will be engaging and enlightening.

**Lawrence Burns, VP for External Affairs:** Let's have the panel introduce themselves.

**Cathy Bao Bean:** My name is Cathy Bao Bean, I have been just about everything available from an aerobics instructor to philosophy teacher, carpool driver, a cook. I tell people that all has been fun, not everything has been painless or painful, and it keeps changing every time I look back. The whole idea is facts may be hard, but the brain doesn't have to be. So what I thought things meant at the time don't mean the same anymore. I thought I might be getting toward wisdom in another twenty years.

**David P. Tulin:** I'm David Tulin I'm from the Philadelphia area, and now there is somebody from Toledo who is now the expert in Philadelphia. For the last 23 years I have been involved in creating organizations around diversity and inclusion, we have done executive coaching, training, I have written e-learning programs, I have done videos and I have worked with government agencies, community groups, universities as well as Fortune 500 companies and global organizations around diversity inclusion. As I'm going up the elevator of a major corporation to the tenth floor where executives will be doing some diversity inclusion work many years ago, the VP of HR was escorting me up there, another white man, and as somebody else is getting in on the 5<sup>th</sup> floor, he turns to his friend, the VP of HR and says, "are you going to this diversity crap?" I was doing this body language that I am in the room here too. And he continued, "there are so many important things to do and here we are doing this stuff." The assumption of collusion as to who does it, whose responsibility it is, I walk into the room where the executives were and that man almost dropped off his chair.

**Dr. Carter Wilson:** I'm Carter Wilson, I know most people here. I was doing another panel earlier today. Last semester I was on a sabbatical and I agreed to do a lot of different things not realizing how much I agreed to do. I did two presentations on two different subjects on the same day.

It's good to be here and talk about the issue of diversity.

**Larry Burns, VP for External Affairs:** Thank you all. I will start by asking collectively what you think are some of the biggest challenges and opportunities that an institution like The University of Toledo faces with diversity and open climate and things of that nature.

**Cathy Bao Bean:** You create a climate with being mindful as you can't fully understand the culture unless you understand its humor. If you don't have a sense of humor, pretend. To create a context of inclusion try to describe before you prescribe or proscribe. About 12 years ago in the Washington Post there was a headline, "25% of U.S. Chinese-Americans negatively...(this part inaudible)".

Immediately my email box was filled to the brim. They hate us, they will never change, we will never fit in, on and on. I emailed back and said, can we step back and think about this a little? Ex-president Bush would be ecstatic if he had 75% approval. On any single day 25% of your own family doesn't like you. That doesn't mean there isn't an issue here. It's just means let's get a clear idea of what the issue is, and what standards are you using to assess where we are in there. In other words, there is no 100% in the whole world. To create a content of diversity, unless you are a hermit or your students are hermits, and they are not because they are here, you are at least bi-cultural. You may not perceive yourself that way but you are that way. You go into and out of family, neighborhoods, schools, jobs, countries, religions, gangs. In my case, I immigrated here from China and then integrated into bananahood, yellow on the outside, white on the inside. I grew up as the only Asian in a suburban town in New Jersey and I had no clue I wasn't Jewish, until I tried out for a part in college and the director took me aside and said, Cathy, do you think a Chinese can play a Jew from Amsterdam. I came out of this town where in some ways I was so naïve and so open, but I was the only one, and there were only three blacks. We weren't a threat. So if you can deal with one or two, that's nothing. It's what we do with one or two hundred. I think about being 'American' in terms of my mother. She came from a country with a civilization thousands of years old. It would have never occurred to her that anybody could look down on Chinese. ON the other hand, after three or four decades in this country she had the opportunity to stand in the rain and cast her first vote. So my T-shirt that memorializes her journey, says on the front, "(inaudible),...on the back it said, 'Just another immigrant.' That's a huge amount of (inaudible) ...does in terms of one's mindset. And you don't get there always at the same time. I think of being an American as being more an immigrant. It's an opportunity to be a member of the so called minority and to try and communicate in a language and style you were not born into. And we pay money for that. This country had this really odd situation, when I came to this country it was in Brooklyn I was four years old, my older sister was eight. She knew two phrases, Lucky Strike and shut up. They skipped her two grades. I didn't know either one of those phrases and I ended up doing kindergarten twice. There was no ESL in those days. The idea is that it takes a long time to journey to the same place whether your heart, your mind or your gut. In this country we make people learn English then we pay tuition to make them learn the language we knew as children. We all have at least two languages, the emotional language of home and the analytical language of school and teaching. And we don't necessarily use the latter to understand the former. We just feel torn apart. Very quickly I'm going to stereotype the whole world. Basically because we all started out with the a stereotypical view of our own culture. My mother said Chinese do it this way, and not that way, and you must do it this way. Blacks would never eat that meat this way. And this is based upon the knowledge of two or three hundred people, tops. So our starting point is primarily stereotypical. Then hopefully we add our own experience, our ins, ands and buts and bring out maybe a functional generalization. I stereotype all of North America and modern world in terms of a pyramid. Every major institution whether it's theological with God, Yahweh or Allah at the top only one at the top and many at the bottom. Corporately, the CEO is at the top, the workers are at the bottom. Constitutionally, now we have the President at the top and the republican are at the bottom. In this world it is presumed that up is always better. Through the Glass Ceiling, up the ladder of success, progress is always in one direction, never go back. Full is always better than empty. The glass half full is the optimist. In this world you learn your language primarily through nouns. The objective, understanding IQ is better when it's high, there are absolutes, whether it happens thou shall or thou shall not. This world is populated by individuals separate individuals who at the age 18 magically have monetary obligations. In this world you are innocent until proven guilty. And the law is ideally an instrument to protect persons, property and the environment. The only reason you have to relate to anybody in this world is because you chose to. And presumably you have the freedom to do that. You can relate because you signed a contract, you relate because you say I love you or I do. In this world we have psychology and psychiatry, you have a conscience, you can go to a total stranger and for \$150 you can find out who you are. In this world nature trumps nurture and your DNA is what primarily determines you. But you can look forward to the day when you can have control over the objects of the world. If you are an alcoholic or have bunions...(inaudible). The traditional Asian pre-feminist world is more like a spider web where your

identity is primarily in the middle. You are nothing except that which is formed by your relationships. You are a mother, a daughter, a sister, a teacher, a neighbor, etc. and this was what was required of women before Simone DeBois ...*(inaudible)*, the woman was responsible for maintaining those relationships, for anticipating needs, the relational self is bound together by duty. In my household and in most Chinese households you never say 'please' and 'thank you'. To say, 'please, will you do something' or 'thank you', is to insult the person. It is to say that if I had not asked you, you would not have done what you were supposed to do. And what you are being paid to do. Please and thank you is not part of it, because we are already bound as in the atomic world of individuals, you must say please and thank you, because they can say 'no.' In that atomic world in the extreme everything is personal. You should not have dinner guests until you first find out if they are vegetarians. In the web world, especially in Chinese, in Japanese, or Korean speaking world language acquisition is through a verb. You cannot control the world, that's up to the Gods. Your identities are in terms of your duty and your willpower and you also gave God, in Hindu or in Chinese, you have lots of Gods. They are not all that right. They are not omniscient, omnipotent or omnipresent. So what they know is by what you say or what they see. And you don't say the stuff that you don't want them to hear. Like in this country, I never get ticked, you just don't want to mess with stuff like that, and you don't want to talk about the bad stuff. You only talk about the good stuff. Here, you are encouraged to talk about the bad stuff. In fact, they have television programs where they are encouraged to talk about the bad stuff. Picture those drawings of background when you look at one way is a duck, and another way is a rabbit, I got this from Carol Gilligan, author of *In a Different Voice: Psychological Theory & Women's Development*, this is my metaphor for being at least bi-cultural, which you all are. I can be Chinese, I can be an American, but I cannot be Chinese-American simultaneously. I can see the duck, I can see the rabbit and see something that nobody else can see, but I cannot see the duck and the rabbit simultaneously. So forget the melting pot, forget the tossed salad. It is not that random. You have to work and be proficient. The good basketball player can go from offensive to defensive. My mother made many mistakes, but one thing she did not do and never asked me is the duck better than the rabbit. Is the fork better than the chopstick. Just get good at using all of it. The main social pressure, intellectual pressure, philosophical pressure in the West is that you must be one. From the time we have children who are able to understand the question, we ask them 'what is your favorite color, who is your best friend, who is the nicest teacher, which is the coolest game'. And you get them habitually to think there must be only one at the top and regardless of relevance that you must choose. And that is the pressure for people who are obviously bicultural. To thy own self be true. Gain self respect, don't be wishy-washy, don't be two-faced. Make a choice, be decisive and that's a huge pressure. Emotionally, it's an incredible struggle when the presumption is that there is only one. You are born to be an oak tree and you will be an oak tree whether you look like an acorn. So I would ask you to keep that in mind. The whole idea of being at least bi-cultural is that you do have several cells and in very few circumstances you ever have to choose between them. You can get really good in switching.

**David P. Tulin:** You asked about what is uniquely challenging at this university. Ben Cohen from Ben & Jerry's, has given a presentation at a major conference and said, the greatest force for a social change in this country today is not religious institution, it's not educational institution or political, it's business institutions. As I heard that I wasn't as immersed in a business world. In business you have compliance, you have sales measures, you have performance standards, so if somebody succeeds and you can get rid of the filters, the prize some and ignore others so that they are invisible, you can actually have business drives a lot in our society. But what hit me in my own experience about academia, and you may agree or disagree, the issue of accountability in academia as opposed to business community and as opposed to our overly legalized culture outside, is something that is both a challenge and an opportunity, and the challenge is people can go round and round, whether it's your student or a staff member, or whether you are faculty member in the name of the open market place of ideas. So how do we create a community, because academia is about a community. Community of ideas, and building a community across diverse levels, functions, ages, all those kind of things. So the question is how do we take diversity inclusion and consider it a priority and necessary but insufficient precondition for excellence and for community, and understand that the other necessity is not diversity but inclusion.

Because too often, and I see this as a challenge in academia and other places, too often folks still see diversity as a numbers game, as a representation game as it's about them, rather than it's about us. And if it's about us then everyone one of us, as you are saying, is multi-cultural. And cultural proficiency does not start with the other, it then starts and we are held accountable, and I don't say that in an external way, or we hold our community accountable for that cultural proficiency and that inclusivity. Inclusion is really saying we've done all this amazing diversity but it doesn't automatically mean that we get the value of innovation of trust, of collaboration, of great thinking, of changing society, and the ability to transform because folks have gone through the process. Unprejudiced how many decades ago it's not enough to mix people, if they are mixed they are not of relatively equal power. Then it is not only doesn't do it, it actually then creates additional stereotypes conflicts and assumptions that undermine our ability to do this. So I think the challenge in academia is how do we as a community take it upon ourselves to say, this is our mandate and our mission, so that every time I walk into the classroom or a meeting, how do I say, I know who I am, start with what my assumptions, styles and values are. What is the behavior to me that indicates ambition, indicates attentiveness, drive, creativity, confidence and indicates a floor from which they can excel. If I come in saying my first step is in not to figure out what to do with them, my first step is to try and identify what my assumption is and then understand what I need to do in order to expand culturally dexterous, culturally inclusive so that I'm aware that the impact of my assumptions, which are no longer assumptions because I identified them, can have an impact and unintentionally can undermine and sometimes devastate the ability of other people from different backgrounds and individual learning styles. We are not just talking about the mediocre group from excelling in the way they have the potential to, and excelling in the way we all are committed to stimulating and nurturing. One of the small things about self awareness how do we take this out of compliance, how do we take this out of them, and how do we take this out of the assumption that diversity is what we're talking about representation when diversity is a necessary precondition to inclusion, but if you have diversity you almost certainly have inclusion. Everyone is now represented and has a voice at the table and participates in decisions as mentors and mentees become reciprocal but they are all the people who used to be here and they exclude others that were previously excluded. Which is my simple definition of affirmative action. So the question for white folks in the room, from the time you wake up in the morning and you come to work to the time you go home, how many times a month do you think of yourself as being white? I am not asking for a show of hands nor did I get one. What do you think the general response was when I asked that? General response was never, or hardly ever. Then I asked people of color, especially African-Americans from the time you wake up in the morning to the time you come to The University of Toledo and you are here for the day until the time you leave to go home how many times a month do you think of yourself as being black. What do you think I heard?

**Unidentified speaker:** Every day, too many times to count.

**David P. Tulin:** In the last twenty years over tens of thousands of programs in companies and schools, I had two African-Americans who said never. They never think of themselves as black. I then said, if you had, why would you have thought of being black. His response was rarely or sometimes and depending whose side I was sitting next to, so now my question is, why? And the question has to do with norm and deviant. Norm is identified as normal. It's just the norm, it's the assumption, and deviant is not right or wrong, deviant is other than the norm for this particular distinction. I can ask that of women and men too. I can ask this people with disabilities, or people with different ethnic background, and some will say, I think of it but only if I'm taking a bus, and I'm the only white person on the bus. Or I say how many people have been abroad do you think of yourself more regularly as an American being abroad, or when you are here in the States. When you are abroad because you are in a different norm and now you are the deviant one, because you are in a different norm, and you are the deviant one. When we walk into a classroom or a community, if I say colorblind if I say I 'm the member of the norm and I assume that is the norm, then you can understand other people can remember how many times they have experienced treatment, almost always unintentionally, but still it's treatment



that unintentionally has behavior that has the impact, maybe negative, and most of it will be micro negative or micro messages... (inaudible), that a lot of you will know from MIT or some of that concept which is eye contact, body language and those kind of issues. When we do that, it's my responsibility to say, I'm walking in, and I got to be very aware that I'm a white guy. Not because I'm embarrassed or ashamed of it but I'm white guy, I'm a Jewish person, I'm a single father, there are lots of things that make me a target or not target group. So how do I create a norm where the only people who are deviant in my classroom, for example, are those who do not contribute their best to this community in the classroom. If they are white, or black, or Latino or Asian, or gay or straight or older or younger or with disabilities, it doesn't matter, how do I create that norm so what now begins to happen, I was at a utility and I stood on a chair and I saw on people's faces, and they said, David, please don't do that. Safety was so ingrained in their brain was safety so ingrained in their brain because of insurance or because it looked good to other people or but that's their norm and now it is their conscience, it's no longer conscious confidence, or not only consciously incompetent it's now unconsciously competent. When we see behavior that undermines the ability for people to feel that they are included and must take up the challenge of actualizing themselves regardless of the norms that have said to them actualization looks different from you, or you do not participate, whatever the issue is how do we then say, please don't do that to my colleague or a student in the room. Why, you are not gay, why are you making that comment. It bothers me. This is not about punishing it's about saying, I need to draw a line in the sand and to say, I have to have the courage of your espoused beliefs to mentor and coach and hold people accountable for behaviors that you say you believe in but you want to be liked. It's hard for us to do that. For academia, how do we take up to challenge of doing this? Claude Steele from Stanford University, many of you know him, said, "... An often subtle pervasive and destructive climate of lower performance expectations of members from certain groups." What we saw in the amazing post-Obama election research you may have heard from London, which is a replication from Claude Steele's research, the self fulfilling prophecy. They took African-American and white students taking SAT test, they paid them to take it again and they said to one group, good luck, you will do fine. And the other group they said, 'by the way, the research shows that African-Americans tend to score about 50 points lower than whites, but I'm sure you will do fine in this room.' Then they did male and female on the same thing and said 'by the way, women tend to score lower in Math and Science than men, but I'm sure you will do fine.' Stereotype threat from real experiences, deviant experiences actually causes cortisol infuse in the bloodstream and undermine the ability to have strategically working memory and critical analytical skills. So in the first group you saw the African-American group significantly higher than the second group and women had a higher score in the first group than in the second group. Three researchers in England and two in United States who were talking about the election of Obama, they gave them a test after the election and before the election. The mere sense that I belong and that there are role models in the faculty, we know desegregation we know students in higher education, we know that people will pursue are the people who had diverse faculty, people that they see who are like me. There is now initial resource that needs to be replicated that just has been published that says that now that people see there is a new norm and that anybody can be a president, African-Americans and women and people of different cultures it can be transformational. Each one of us can be an amazing transformational model for folds within academia without worrying about being hung up over just representation and just compliance.

**Dr. Carter Wilson:** I want to start by saying that universities and university students are the greatest force for change. We are talking about challenges and opportunities. In terms of challenges one challenge that I see and want to talk about is the paradox of diversity. On one hand when you look at differences, it's not so much that you have differences. The problem arises over the meaning that is ascribed to the differences. And the meaning ascribed to differences change from culture to culture and from time to time. To illustrate this point, historian and scholar Barbara Fields, in one of her works, related an example when the dictator of Haiti, Duvalier, Papa Doc, was in power. Dr. Fields related a story in which an American journalist interviewed Duvalier. During the interview the journalist asked, 'what percentage of Haitian population is white?' Papa Doc replied, 'ninety percent'. The journalist thought Duvalier misunderstood the questions, so he asked again, 'what percentage of

Haitian population is white?’ Duvalier answered again, ‘ninety percent’. The journalist then asked, ‘how do you determine who is white in Haiti? Papa Doc responded, ‘how do you determine who is black in the United States?’ The journalist said, “anyone with any black blood in the United States is considered black.” Duvalier said, ‘that’s how we determine who is white in Haiti.’ We have a tendency to take the differences for granted.

Another historian by the name of Audrey Smedley who published *Race in North America: Origin and Evolution of a Worldview* illustrate this point of the artificial, social and historical construction of race. We assume that we always had racial differences. But Smedley demonstrates that the word race did not enter into the English language until around the 16<sup>th</sup> Century and that the English did not talk about the race before that. Other older historians, W.E.B. DuBois, who wrote *Africa and the World* talked about how people of different colors had been very well integrated in Roman Society and Greek Society. A couple of years ago I was listening to one of my colleague’s lecture, Peter Linebaugh, and he was talking about the role of black women in the English Revolution. I suggested that they probably came as slaves. Peter said that blacks had been in England even before the Normans. He explained to me how Africans were conscripted into the Roman Legion and when the Romans invaded England, African troops ended up in England. DuBois talks about the how African came to Spain and France, intermixing with Europeans. The Moors were dark Africans. They were integrated into the European Society.

Greek and Roman Mythology illustrates the point of the social and historical construction of race. This mythology explains the difference in skin color arising when the sun god allows his son to drive the chariot. His son gets carried away and in certain parts of the world he drives it too close to the earth and the skin color of the people there turn darker, and when he drives the chariot too far away, the skin color turns lighter. So within the context of Greek and Roman culture, variations in skin color meant nothing more than variations in exposure to the sun.

It was not until the rise of modern society that skin color acquired a different meaning. Audrey Smedley talks about the emergence of race in the English Language, she associates the rise of race with the treatment of the people and that there is an association between the racialization of a people and their oppression. She pointed out that the English first referred to the Irish as belonging to a different race. The English racialized the Irish at the time they were engaged in the conquest of Ireland. There was an association between the brutal and oppressive way they treated the Irish and the racialization of the Irish. There has been a developing literature on this notion of racialization. At the time they racialized the Irish, there arose rather dehumanizing and demeaning terms in reference to the Irish. so that along with the racialization came all sorts of demeaning stories and narratives and dehumanizing ways of talking about the Irish. As they racialized the Irish, they referred to the Irish as being uncivilized, promiscuous, drunken wild Irish.

The point here is not so much the differences. Differences are cosmetic. It’s the meaning that is ascribed proscribed differences. There have experiments in which group of kids were identified by eye color and than meaning was ascribed to the different eye colors. That is the kids were told that the blue eyes today were inferior; the brown eyes are superior. The kids acted upon the differences. So it’s not that the people are different. It’s the meaning that is ascribed to the difference.

I came up with a hierarchy of ways of dealing with differences. At the top I have racialization where you talk about a group of belonging to a different race. Some of the literature on Jews in Germany suggest that Jews in Germany had defined themselves as Germans and they blended themselves into the German Society. They had to put the Star of David on them in order to be able to identify them. If you go back to how Jews were treated and some of the narratives of discussions back in the 19<sup>th</sup> Century, for the most part Jews were considered members of a different religious group. But in the 20<sup>th</sup> Century Jews were racialized. At the height of the oppression against the Jews in Nazi Germany, Jews were transformed from a religious group to a racial group. The racialization of Jews was associated with a atrocious treatment of the Jews.

Racialization is associated with oppression. After talking about the dehumanization of the Irish Audrey Smedley suggested that the process transfers over to native Americans and Africans. The racialization of Native Americans was associated with their brutal treatment. Just as the racialization of



Africans was associated with slavery. They were racialized and said to be savages. There was an association between calling them savages and treating them in savage way. It's the meaning that is ascribed to the difference and the type of treatment that is associated with that.

I got into a debate when I was working on my book on racism, I was a resident scholar at the University of Denison and I wanted to talk about the commonality among all people and somehow we need to look at the differences in eye color as cosmetic, so that we can learn to put ourselves in other people's place. There is an aspect of diversity that has to do with emotional intelligence and emotional intelligence has to do with putting yourself in other peoples place and experiencing how other people feel the empathy and getting past the differences and accepting all people. The debate that I participated in there were those that wanted to look at the African-American as essentially different. Women are essentially different. So I got in to this universalism vs. essentialism debate.

The paradox of differences is that on the one hand differences are cosmetic and the meaning of differences artificially created and ascribed. On the other hand, some people do define themselves as different and take pride in their differences. African-Americans have a sense of pride in themselves and their heritage, on the one hand. But on the other, there is a commonality there. I remember a conversation with my grandmother when she would talk about some of her Jewish friends, her white friends, and I sort of realized that all grandmothers are the same. They talk about their peers the same way, they talk about their grandchildren the same way, there is that universalism. Here is the way I'm trying to resolve this paradox of pride in self and the lineage, this need for universalism, emotional intelligence where we all are able to put ourselves in other peoples place and have a sense of empathy with others. I think DuBois put it best when he said that you need to have a sense of pride in yourself and who you are that is so deep that you have an appreciation for the pride that other people feel in themselves so that you can accept who you are. Be proud of yourself and your difference, at the same time being proud of other people and other people's differences.

**Larry Burns, VP for External Affairs:** Thank you Carter and thank you all. Any questions from the audience?

**Senator Barnes:** What do we say about our student climate that a student event group which is funded by the University is sponsoring a bikini race this week, the same week that we invited the World Wrestling Entertainment group which regularly puts women in demeaning positions. What do you say to that?

**Dr. Carter Wilson:** That's the challenge of the educational process.

**David P. Tulin:** In a cultural norm that is okay to play with women that way and demean them, and so all of a sudden we don't have a sense of humor. I think that's a classic dilemma in which we say, how do we come together and create a community norm and values in which this is the norm. The university can say 'this is against our values and you are not taking our dollars to do that.'

**Cathy Bao Bean:** There is something called Values Audit, an organization I belong to that rates values in higher education and they were brought in by various campuses to do a values audit, which was to take that institution's mission statement and then measure to what extent the various resources were prioritized according to those statements. So rather than the money, we talked about the values and where the resources went..

**David P. Tulin:** I do a lot of online learning and teaching and what you can do in your system for faculty and students is aggregate the data periodically, every six months, identify the key values we all agreed on and ask folks to strongly disagree as to living up to them, keep that audit and you can begin to use that audit and acknowledge what the espoused values are and how do we implement those values.

I want to make a comment on emotional intelligence, there are four steps:

1. Self awareness – who am I, why am I proud of who I am,
2. Self management – if somebody comes up and says something and I interpret as, I need to manage my muscles, my knee jerk reaction and say, wait a minute, this is not who I want to be, I have to learn to manage so I don't blunder in to something,

3. Social awareness – this is empathy; let's put ourselves in the other person's position, people don't necessarily resist the change, but rather being changed,
4. Action – it's our professional leadership, whether students, faculty or staff members,

**Cathy Bao Bean:** It wouldn't work in Asia, I just did this bi-lingual book, when you are talking about self development and you don't even have a word that refers to the individual in that pyramid world, it's very difficult to express that idea. So in the web world nothing is personal. So you have to reverse the system depending on where you are coming from, and in the Asian Confucian world, where there is no self separate from all the other folks. I'm no longer in academia. In terms of those basic attributes of the web part of us vs. the other part, when the culture reinforces one rather than the other, and then you bring it together, you need to have models, so I am actually advocating a few more variety. Because the whole Confucian thing is to model, and you can't model if you don't look like anything they would identify with. So I would say that numbers do count.

**Unidentified speaker:** With the inauguration of a black president, what is your take on that, Carter?

**Dr. Carter Wilson:** I would think W.E.B. DuBois would be very proud of what happened to our country. In Langston Hughes' poem *Let America Be America*, I think W.E.B. DuBois would not only appreciate Langston Hughes, but would be impressed with the events that just took place in the past few months.

**Lawrence Burns, VP for External Affairs:** Any other questions?

**Senator John McSweeney:** Given that we are an academic institution what role do you see of our formal academic disciplines concerned with studying human diversity, and I'm thinking in particular of anthropology and related disciplines, and the role they play in shaping of attitudes or knowledge of human diversity?

**Dr. Carter Wilson:** I think our academic disciplines have already done that and contributed to a lot of the progress that has already taken place. And I think we will continue to do that.

**David P. Tulin:** I think to me PC is professional confidence, PC is personal courteous. And you don't mess with the other PC. When you do an excellent job of research and are constantly finding new information, you are welcoming in the constant growth and inclusion of ideas and people because they are re-discovering our mutual heritage. I think it's accuracy and depth of ongoing learning that really drives it. As soon as you restrict it because of political limitations, I think we are in serious danger of lots of violations.

**Cathy Bao Bean:** I have gone probably through 700 websites of universities and colleges in this country. Do you know how hard it is to find an equal spot for the diversity office, for the Women's Studies and for the interdisciplinary studies? They are there somewhere but not nearly in the central listing. It's amazing.

**David P. Tulin:** If we took a vote here and asked how many liked the policy of the Office of Diversity because we in our policies and practices in our curriculum live it and celebrate it and affirm it in everything we do. Like the Black History Month, we don't have to have women in science we have incorporated it into the science and history.

**Senator Lehman:** Many more people study Math than Women's Studies, don't you think that Math programs should be easier to find? Because so many more people will be looking for this information. Also quality ratings, when a program is of good quality it's extremely obvious regardless of how small it is. In the history some of the newer programs don't necessarily have the same quality that they develop later on. I don't know about here, but back in England Sociology wasn't even a university subject in Cambridge until around 1970, because Sociology was considered applied history. Because of the quality it became one, but until that time it was wishy-washy and non-academic.

**Cathy Bao Bean:** Wish-washy is not so bad.

**Senator Lehman:** So we should teach wish-washy?

**Cathy Bao Bean:** There is no single criteria and in terms of the studies that have been done what I call the web personality or web identify versus the other, totally different criteria.

**Charlene Gilbert, Dir. Eberly Center:** I was thinking about the analogy that more people take math than women's studies, or I should say there are more people who study cotton candy than a study of grapes. Therefore we need more room for cotton candy studies. As an instruction institution because 30% of students are affirmative... (inaudible) our values might be sometimes the values of a minority group, or our values are sometimes... (inaudible), therefore we want to read... (inaudible) by the way we position our values on the front page, and that's another reason... (inaudible) it's not always... (inaudible) in terms how we articulate ourselves.

**David P. Tulin:** The difference in the definition of quality is a huge thing. From my perspective I see my area as a high level of quality, which indeed it may be. Sometimes it's too easy to compare apples and oranges.

**Dr. Samuel Hancock:** I want to thank the panel for this, and we can continue the discussion upstairs in another meeting room if anyone is interested.

**President Barlowe:** I once again learned why we need to continue to have these discussions about diversity. Before I comment further, I want to say that many in the room know Carter Wilson and that it's nice to have him back in Faculty Senate. He was the chair of the Main Campus Faculty Senate during the merger. Thank you, Carter, for coming back to speak at Faculty Senate.

Now, to address Senator Lehman's comments. I must take off my hat as President of Senate and put on my hat as chair of the Department of Women's and Gender Studies. I want to note the struggles that we went through at the university in order to get a program in women's studies and then, seven years later, to be established as a department of women's and gender studies. Neither of these could have occurred if the program and the department lacked quality.

Part of what happens in any kind of diversity discussion is that when we don't understand something or don't have adequate knowledge and information about it, we fall back into the space of assuming that if it's different or new, therefore it must not be good. Somehow, difference is a marker or indicator of something lesser or Other, as you all talked about. Being different or not being known about is not a measurement of quality in any way, nor can difference ever be considered knowledge about individuals, about cultures, about groups, about people. I'm uncomfortable with difference as a measure of quality, and I am trying really hard not to feel defensive and to give you a very long speech. But I do want to say I had an experience this last semester with some students, which speaks to this issue. I was teaching an undergraduate senior level course in research and methods, and a number of students who are not Women's and Gender Studies majors decided to take this course. Majors in Women's and Gender Studies must take the class. It's a very difficult class. The non-majors enrolled because they needed a 4000-level diversity class. They had never had a class in women's and gender studies, and some had never even heard of the field. They came into this class thinking it would be easy because they assumed it would be about a bunch of women getting mad about something or talking about consciousness-raising. Three of the four students who were non-majors were young white men who had no knowledge or interest in the field. The first one dropped the first week, the next one dropped the second week, the next one made it for three and a half weeks before dropping the course. I received emails from them saying, 'this is just too hard.' So, part of what's happened in this relatively new field is that it has evolved, and it is now one of the fastest growing areas of scholarship and research in the world.

Minutes of January 13, 2009 approved, motion was made and seconded.

The last part of our meeting will honor our distinguished university professors, and after the recognition, there is a reception in the Atrium.

**Dr. Patricia Metting:** Senators, members of the university community and distinguished guest. We want to welcome you to a special recognition program for 2008-09 Distinguished University Professors.

We will have both provosts address us and I would like to ask Dr. Gold to come up and give welcoming comments and then we will tell you a little about each of the honorees.

**Provost Gold:** Thank you and it's a great honor to participate with the Faculty Senate and to recognize the University distinguished professors this academic year. There are few things that give people in academia greater pleasure than to be able to recognize members of the faculty and ultimately their student body for the successes that they attained. Your recognition by your peers for being outstanding members of our faculty, it's the highest recognition you can get. In my career as a practicing cardiac surgeon, I operated on thousands of people from all walks of society in life, but it was when members of the faculty of the university, and indeed at one time even the chief of the department of anesthesiology called and said that his child needs an operation, and he trusted this young person's life in my hands. That is very similar to what we are doing here today. For us the ability to educate the skills and to mentor dedication and scholarship such as passing to the next generation of teachers and lawyers, doctors and others, is a tremendous responsibility. And to do it at a level of achievement that produces the status of distinguished university professor is truly remarkable. I welcome you and thank you for coming and I congratulate each and every one of the honorees. I will close by sharing with you the words of a dear friend of mine Dean Dwayne Andrews, the dean of the University of Oklahoma College of Medicine. I said what advice could you give me, he said, 'hire the right people, give them the resources that they need, stay out of their way, and then bask in their reflective glory.' So on a day like today we get to bask in their respected glory. Thank you and congratulations.

**Dr. Pat Metting:** At this time I would like to introduce Dr. John Gaboury, my co-chair of the Academic Honors Committee who will introduce our speakers.

**Dr. John Gaboury, Interim V.P. for Faculty & Organizational Development:** This is indeed a celebration. Pat and I talked about this and one of the best ways to do this is to have the individuals who nominated the faculty for this honor to come up and speak individually about the person they felt deserved this honor. I would like to ask Al Compaan to come up and introduce your colleague that you nominated.

**Prof. Al Compaan:**

I have the great pleasure to introduce you to my colleague, Robert Collins. Rob is Professor in the Department of Physics and Astronomy and holder of the NEG Chair in Silicate and Materials Science.

Rob received his B.A. from Clark University in Worcester MA where he was a member of Phi Beta Kappa. His M.S. and Ph.D., were in Applied Physics from Harvard University.

His first position after the Ph.D. was as a Senior Research Physicist, BP America/Standard Oil Company (Ohio) (1982-1988) where he made major contributions to the development of the commercially successful thin-film amorphous silicon solar cell.

He then moved into academia as Associate and Full Professor of Physics and Materials Research at Penn State University. In 2004, UT was able to attract Rob to fill our NEG Chair and accept a tenured position in the Department of Physics and Astronomy and an adjunct position in the Department of EECS. At Toledo he has made a huge impact with this research and leadership in the field of photovoltaics.

He is a world renowned expert in spectroscopic ellipsometry, thin-film solar cells, quantum dot solar cells, thin-film microbolometers and many other areas. He has funded collaborative projects with scientists in many other universities in the US, Germany, Hungary, Japan and elsewhere. He was the leader of the proposal that established the Wright Center for Photovoltaics Innovation and Commercialization in which UT is leading a consortium of institutions including OSU and BGSU, four

non-profits and twelve industrial companies from Ohio in the field of PV. He is the Principal Investigator on the Ohio Research Scholars Program proposal, "Northwest Ohio Innovators in PV," that will provide funds for four new faculty including two new endowed chairs in the broader area of photovoltaics.

He is a selfless leader and a person of unlimited energy. He is the hardest working person that I know! Rob is the author of over 300 peer-reviewed publications, and many book chapters, has given more than 75 invited presentations, and is cited in the professional literature typically over 200 times per year.

Not only is Rob a world-class research scientist, but he is an excellent and demanding teacher. Although his NEG Endowed Chair position carries a reduced teaching load, he has assumed more classroom teaching than expected. Since coming to UT he has taught two new courses for undergraduates and developed four new courses for graduate students from physics, chemistry and engineering. He typically mentors 8-10 graduate students, all fully supported on grants and contracts.

It is a distinct honor to congratulate Rob on being named a Distinguished University Professor.

Rob, it is a joy to claim you as a colleague and to be challenged by your boundless energy, your insights, and your wisdom!

Alvin D. Compaan  
January 27, 2009

**Dr. John Gaboury:** Dr. Collins, congratulations and please come up and say a few things.

**Dr. Robert Collins:** I would like to thank Al for those wonderful remarks, I think it's easy to receive an honor like this when there are so many colleagues that are working with me. At the University of Toledo I have received so much support from the President to the Provost, my deans and all my faculty colleagues. There is so much support for alternative energy in Ohio and it's a wonderful place to be. There are so many people to thank, many are here, and again, thank you, Al, for your kind comments. I am very appreciative of your guidance over the years that I have been here.

**Dr. John Gaboury:** Next honoree is Jim Klein and Lee Pezzimenti will say a few words.

**Prof. Lee Pezzimenti:**

**Comments regarding James Klein, Distinguished University Professor, by Associate Dean Lee Pizzimenti**

I bring greetings and congratulations from Dean Douglas Ray, who nominated Jim, and who was unable to be here today.

We at the College of Law are extraordinarily proud of Professor James Klein's accomplishments, which we are recognizing today. As you would expect from a recipient of this honor, Jim has a rich body of scholarship: He is the author of 7 books and many, many articles and writings. Often in law scholarship, academics seem to talk only to one another in their work. Jim's work stands out because he reaches not only his colleagues in academia, but also judges, who often cite his work when deciding cases, and practicing lawyers, who use his work on a regular basis. But Jim is not only a deserving Distinguished University Professor because of his scholarship. Jim is a true pioneer and role model for professors here and at law schools around the country.

Dean Ray put Jim's enormous contributions to legal education in context in his letter supporting Jim's appointment as Distinguished University Professor:

Although the American Bar Association now requires every law school to offer skills training, that was not the case when Professor Klein entered legal education. Fresh from public service as a legal aid attorney, his values and skills gave the college a new direction. On arrival, Professor Klein helped establish our College of Law Legal Clinic, providing students, under faculty supervision, the opportunity to represent the poor in court. As Co-Director with now federal judge James Carr of one of the very first law school legal clinics in the nation, Professor Klein established UT Law as a college on the cutting edge of clinical education.

Jim continues to innovate in his pursuit to help our students develop lawyering skills, by, for example, recently establishing our Public Externship program, in which students can earn credit working under the tutelage of legal aid lawyers, judges and public service lawyers.

Jim has shared the message of the importance of law clinics as both a wonderful training tool for students and as outreach into the community. Thanks to him and other innovators, it is impossible to conceive of a law school without the opportunity for the "on the job training" that clinics provide. The ABA recognized his stature as one of the founding fathers of the clinic movement by, among many other important appointments, asking him to serve for many years as a member of the ABA Accreditation Committee, the most powerful committee in legal education, comprised only of respected leaders in our field due to the major responsibilities it performs. He has also chaired several ABA accreditation teams, comprised of deans and leading law faculty and judges who are trusted to evaluate and advise law schools on their compliance with or progress toward accreditation. Academics throughout the country, and in other countries where he has visited to study and discuss skills training, recognize Jim as one of our leaders in skills education. As Dean Ray observed in his letter:

Jim's knowledge of legal education and friendly, supportive leadership style made him friends at law schools across the country and enhanced our reputation through our association with him. While I am at national law deans' meetings, colleagues often approach me to share their high opinions of Jim Klein and the thousands of hours he has devoted to helping lead the profession.

Of equal importance is another observation Dean Ray made. He stated: "Many alumni have shared with me that their work with Professor Klein changed their lives." Generations of students have benefitted from Jim's dedication to teaching.

Jim Klein has also taken a leading role with respect to the NCAA. During his seventeen years' service as NCAA Faculty Athletics Representative, Jim worked on major reforms of NCAA bylaws concerning academic progress, served as a member of the NCAA Cabinet for Academic Eligibility, and now serves on the Legislative Review and Interpretations Committee, using his legal and academic skills to review the NCAA bylaws and their application.



In addition, Jim has been a leader internally at the College of Law. He has served as our Interim Dean, as Associate Dean for Academic Affairs, and as a perennial member of our Promotion and Tenure Committee – which is comprised of faculty members elected by colleagues as a recognition of both teaching and scholarly excellence, as well as the ability to guide our younger faculty in a humane way that nevertheless challenges them. Twenty years later, I still recall vividly his many kindnesses and support for me as I began my career here.

These comments merely skim the surface of the many contributions Jim has made to UT and to the larger world. Rather than going on about Jim all evening, I would simply observe that the UT Mission Statement emphasizes the importance of compassion, professionalism, integrity, innovation, and engagement and outreach to the broader community. Jim Klein exemplifies these ideals. I am proud to call him my colleague, and I am happy to recognize him for his remarkable achievements today. Thank you.

**Senator James Klein:** I am almost speechless. Lee, thank you very much. Lee is a valued colleague. I do have a few thank you's. First I want to introduce my wife Heide. We have been together over 40 years. I don't know where I would be without her. I owe her a lot and we are great partners. I also want to thank three former law deans here at the University of Toledo; first the late Karl Krastin who in 1971 took a deep breath, called me and offered me to come here to join the COL faculty. I was 26 at the time. He took a big chance on me and I will never forget Karl. Beth Eisler, a long time colleague was interim dean a couple of years ago. During her tenure as dean she nominated me for this distinguished honor, and I want to thank her for that. And most recently, as Lee said, Doug Ray most recently nominated me for the same honor, and I want to thank him as well. I want acknowledge two other colleagues, Bill Richman who is currently a DUP and Howard Friedman, our emeritus DUP. They are the two that preceded me at the COL in this distinguished award. They were my supporters and gave me some good advice. They said not to be discouraged if I am not selected the first time I am nominated because it's not uncommon to be nominated more than once. They were correct. Lastly, I want to thank the University Honors Committee. The Committee had a difficult task, I'm sure. How do you pick four of us when from a group of over 40 equally distinguished nominees? Thank you for being here to celebrate this wonderful day.

**Dr. Metting:** This time I would like to call upon Dr. Bill Maltese, Professor and Chairman of the Department of Bio-Chemistry in Cancer Biology in the College of Medicine to introduce his nominee.

**Dr. Bill Maltese:**

I am honored to be here today to say a few words about my colleague and friend, Dr. Maurice Manning.

Many of you know Dr. Manning very well, but for those who do not, I thought I would begin with a bit of background information.

### **EDUCATION:**

Dr. Manning obtained his Bachelor's and Masters Degrees in Chemistry in Ireland at the University College Galway, now known as The National University of Ireland, Galway.

He then went on to obtain his PhD in Organic Chemistry from the University of London, and a Doctor of Science (D.Sc.) in Peptide Chemistry from University College, Galway.

In 1961 Dr. Manning came to the United States for postdoctoral training to learn the methods of peptide synthesis from some of the great pioneers in that field.

He first studied at Cornell University Medical College with Dr. Vincent duVigneaud who won the 1955 Nobel Prize in chemistry for synthesizing the peptide hormone, oxytocin.

He then went on to serve as a research associate in the laboratory of Dr. D.W. Woolley at the Rockefeller University, where he learned what was then a brand new method of making peptides by performing chemical reactions on solid-phase resins. His teacher was a young scientist named Bruce Merrifield, who later won the Nobel prize in Chemistry in 1984.

With this excellent training in hand, Dr. Manning was recruited to the faculty in the Department of Biochemistry at McGill University in Montreal, where he served as an Assistant Professor until 1969.

Around that time the founding Chairman of the Biochemistry Department at the newly established Medical College of Ohio invited Dr. Manning for a visit and asked if he might be interested in joining the faculty in Toledo. Dr. Manning was impressed by the opportunities available at the new medical school (and I suspect also by the quality of our local golf courses) and so, in 1969, he began his 40-year relationship with the College of Medicine.

I could easily spend an hour talking about the Dr. Manning's many research and educational accomplishments, but in the interest of moving on with the social aspect of the program, I will only touch upon some of the highlights.

#### **In the area of RESEARCH:**

Dr. Manning's work has led to important new insights into the physiology of two critical peptide hormones, vasopressin and oxytocin.

Vasopressin is best known as a key regulator of water retention in the body while oxytocin regulates smooth muscle contraction, particularly in the uterus.

Dr. Manning has synthesized many peptides that work by stimulating or inhibiting the natural receptors for these hormones.

He has distributed these peptides to hundreds of laboratories around the world, where they have been used as valuable tools to learn how vasopressin and oxytocin work under normal and pathological conditions and to develop drugs for the regulation of hypertension and uterine contractions in pregnancy.

In the course of his distinguished career, Dr. Manning has authored over 112 peer-reviewed research articles, 98 invited reviews and book chapters, and 10 patents. He is frequently an invited speaker at major symposia around the world, attesting to his international reputation.

He has been the recipient of numerous awards recognizing his research contributions, including a medal of recognition and honorary doctor of Science degree from the University of Dansk in Poland, the Sidney Inghar Distinguished Service Award from the Endocrine Society of the United States, the MCO Research Career Achievement Award, the 2002 Alumni Award from the National University of Ireland, Galway, and the Medtronic Award for Health Care and Medical Science.

Perhaps most impressive is Dr. Manning's record of extramural grant support. His work was funded for 33 consecutive years by the National Institutes of Health, which stands as record among active faculty at the University of Toledo. Most recently, his research has attracted funding from the Ferring Pharmaceutical Co. who want to test the possibility that some of the oxytocin-like peptides he has developed may be useful for treating autism.

## **(TEACHING)**

Dr. Manning's achievements are by no means limited to his research program. Since joining the faculty of the Medical College of Ohio in 1969, Dr. Manning has been responsible for teaching medical biochemistry to the first year medical students. His reputation for superb teaching is legendary among the faculty and the students.

Each year Dr. Manning's teaching evaluations are near the top of the rating scale and the students often comment on his singing ability, which he puts to great use by treating the class to songs that help make learning complicated metabolic pathways fun. T

he result is that Dr. Manning is a ten-time winner of the Golden Apple Award for excellence in basic science teaching, selected each year by the graduating medical students. He has also won the Dean's Award for Teaching Excellence and has been selected by student vote to hood the graduating class three times.

## **(SERVICE):**

As I mentioned earlier, Dr. Manning has been a very active and generous contributor of chemical reagents to the national and international scientific community.

In many cases these reagents have helped the careers of collaborating scientists and led to major breakthroughs.

Dr. Manning also has a distinguished record of service on NIH review panels and as a member of several professional societies. He served the Medical College for many years on the Appointments Promotions and Tenure Committee, the Student Promotions Committee and the Curriculum Committee. He has also been engaged in many important faculty, chair and dean searches.

On a less formal level, Dr. Manning has always been actively involved in outreach activities for students. He frequently hosts dinners at his home for groups of incoming medical students during the summer orientation week, and he can often be found in the Morse Center organizing indoor soccer matches that the students really enjoy.

On a personal note, I can still remember the wonderful faculty dinner, capped off by real Irish coffee, that Dr. Manning and his lovely wife Carmel hosted for me and my wife back in 1999 during our first visit to Toledo. It was this spirit of collegiality and camaraderie, fostered by Dr. Manning, that convinced me that this was the kind of place where I would like to work.

By every measure that one can apply to faculty performance, Dr. Maurice Manning has excelled in scholarship, teaching and professional outreach. It therefore gives me great pleasure to see that his achievements have been recognized by his appointment as a Distinguished University Professor.

**Dr. Maurice Manning:** I am also speechless, but an Irishman could never be speechless! First of all I would like to congratulate my fellow awardees, Dr. Collins, who also must be Irish, and Dr. Klein and Dr. Wikander. I also would like to thank Dr. Metting for initiating my nomination and Dr. Maltese for nominating me and for his very generous remarks. There is a very long list of people that I would like to thank going back to my childhood in Ireland. However, I would like to first of all thank my wife, Carmel, she has been a pillar of support for over 40 years. An award like this gives a chance to reflect not on your own accomplishments but on the people who helped you to become who you are. Personally that is how I feel about this. I am dedicating this award to all the people from my home

town in Loughrea, County Galway, my parents, relatives, teachers and all my neighbors. I have a list of all my neighbors. I consciously remember those dear people as being a part of my childhood. What infuses me as I go through life are the connections that I made throughout my life. I remember back to my classmates in high school, people I was in college with, professors I had there, the mentors that I encountered along the way, the people I met in London when I went there for graduate school, my mentor there, Dr. Finer; my mentors and colleagues in New York, I have fantastic memories of them. Moving on to McGill, wonderful people there too, one of my graduate student's, Bill Baxter became a doctor, and he still sends me Christmas cards. I still correspond with graduate students that I met in London. I correspond with Post Docs that I met in New York. To me this has been a golden life of making connections around the world. Some of those connections are from countries far away, like Poland. I had many visiting scientists from Poland in my lab. They are dear friends and I still correspond with them. Also from Hungary, from England, from China and more recently from Bulgaria. I have with me today, my colleague from The Bulgarian Academy of Sciences in Sofia, Dr. Stoytcho Stoev and his wife Mariana. I am greatly indebted to Stoytcho and to all the other colleagues that have been in my lab. I can quite honestly say that without the help of all those highly talented scientists and of all my wonderful collaborators over the years, I wouldn't be here tonight. I could go on and on, but I do not want to forget one special person, Anna Chlebowski. Ann is a terrific secretary; always dealing with a myriad of requests, in a highly professional manner. I feel I need to acknowledge Ann and all the other excellent staff in our office. I would also like to thank all my wonderful colleagues here at the Medical College. Many unfortunately are deceased. I think about them and about the great contributions they made in helping this the Medical College to get off the ground. One in particular, his wife Virginia is here, is Don Clifford. Don was responsible for the animal research facilities that we have here in the Medical College. He did a terrific job in getting this wonderful research facility started. We are all the beneficiaries of his work. I recall my good friend Roberto Franco, an outstanding endocrinologist in the Department of Medicine, a terrific and dear departed friend. We played soccer for years. The last group of people I cannot forget, are the medical students and graduate students that I have had and still have the privilege to interact with; because it is from their energy and enthusiasm that I get my energy and enthusiasm. Every year we have a new group of students and every year they revitalize my spirits. That's why it's so much fun to go to the classroom and teach them. The Medical College has been great. Now we are a part of U.T. and this is even greater. I think the two institutions together have limitless possibilities. Two other people I want to single out here are fellow University College Galway alumnus, Dr. Christopher McDonnell and his wife Tess (also from Galway). Chris and I were in College at the same time. They are very good friends of ours,. Chris actually grew up in Brooklyn before he went to Galway. When he came here to Toledo, we met again. It's been a magical time and I hope it will continue for many, many years to come. Thank you very much.

**Dr. Meetting:** At this time I would like to invite Dr. Sarah Lundquist, Chair in the Department of English in the College of Arts & Sciences. She will introduce our fourth distinguished professor.

**Dr. Sarah Lundquist:**

It is my pleasure to introduce the new Distinguished University Professor who is from the English Department, my colleague, Dr. Matthew Wikander. Matthew came to UT from Columbia University having earned degrees at the University of Michigan and Christ's College Cambridge.

His impressive Curriculum Vitae bespeaks a career-long, steadfast addition to the world's store of knowledge in his fields of early modern drama, particularly Shakespeare, and modern drama. He has published three internationally-recognized books of literary criticism, and is at work on a fourth book-length study – this one titled “Tragedy and Martyrdom.” It bears

noting that when Matt publishes a book, it is noticed and reviewed by the London Times Literary Supplement, as well as by scholars in his field throughout the world.

His articles and reviews have been published in *Shakespeare Survey*, *Shakespeare Quarterly*, *Shakespeare Bulletin*, *Comparative Drama*, and *Modern Drama*, among other journals. He has contributed to *The Cambridge Companions to O'Neill, Shaw, and Strindberg* (Cambridge University Press), and *The Blackwell Companion to Tragedy*. These are premier venues which accept only the most accomplished and serious scholarly work. His research has received substantial support from the National Endowment for the Humanities, the American Council of Learned Societies, and the Newberry Library.

Matt is the kind of scholar who lends luster and credibility to a research university with serious commitments to intellectual inquiry in the humanities and to generous student-centeredness. No less a Shakespearean than Professor David Bevington (of the University of Chicago, and famous editor of the Bevington Collected Works of Shakespeare) claims “he is one of the finest writers of cultural history,” and “no one in the field is more distinguished than he, both nationally and internationally.”

University of Toledo students (hundreds of undergraduates, and our very fortunate MA students) are studying with a world-class Shakespearean; one who brings to them his love, enthusiasm, and clear sense of the continuing relevance of his subject, as well as a decided flair for the dramatic. Students write of being drawn, sometimes against fear and uncertainty, into an appreciation of the plays, of understanding at last “what the big deal is” about Shakespeare’s brilliant, searching, tragic, and comic portrait of the human condition. He (Matt, not Shakespeare) is often heard in the Field House before he is seen, exercising his commanding, resonant, and expressive voice in teaching Shakespeare’s plays, and quoting them from memory. The English Department is very proud of his accomplishments; we all profit daily from his collegiality, and his immense knowledge of his subject, which adds such depth and richness to the education of students across the University. Would you join me in applauding the University’s decision in naming Matthew Wikander to the ranks of Distinguished University Professor?

**Dr. Matthew Wikander:** Thank you very much Sarah and congratulations to my fellow distinguished professors, Dr. Collins, Dr. Klein, Dr. Manning, there seems to be little left to say, so what I will do is a dramatic declamation. ‘To be or not to be’, I don’t think I will do that after all. Instead I would like to extend my thanks to my wife who is here and who has illuminated my life every day. I would like to thank also the members of the committee for casting their cold eye for a faculty member in the Humanities and the Arts area and not turning aside with indifference. One of the things I’m most proud of in my work here at the University of Toledo in the last few years has been serving on search committees, chairing a few search committees and recruiting a new junior faculty in to the English Dept. I hope we can continue to do that and I want to thank all of them for keeping me honest and inspired. I want to thank my current students especially for keeping me awake early in the morning and keeping me on my toes. But most of all I want to thank the man who brought me here the late David Hoch, who was the chair of the English Dept. when I was on the job market in 1987. I knew I was coming to Toledo when one day I came home and there was no message from Dave on my machine, because he would call me every day and would give me tidbits of information about Toledo housing and the department and what a wonderful university this was. And here I am, and I have had a wonderful ride for 21 years and I hope I can hang on for another 20, and I thank you all very much.

**Dr. Metting:** At this time I would like to call on Provost Haggett to give us some closing remarks.

**Provost Haggett: Provost Haggett:** As Mathew just said, there is not much more to say, and as I have been sitting in the back room, I have been struck by a couple of thoughts. One is that this is the first time that we've had the opportunity to recognize the outstanding university colleagues from both campuses, as this is the first time that we have had new DUPs from both campuses post-merger. And that is something to celebrate. It also shows the breadth of this great university. Photovoltaics, the Law, the synthesis of oxytocin, and Shakespeare. All in one afternoon. This is what a great university is all about. The other thought I had is that it made me very proud, and I can tell that you share that pride. I am very proud to be one of the provosts here and I know that Jeff shares this feeling with me. These are our newest distinguished university professors. There are other DUPs here, like Bill Richman and I would like them to introduce themselves:

**Al Compaan** , Physics & Astronomy.

**Jean Brockmyer**, Psychology

**Bill Richman**, Law School

**Howard Friedman**, Professor Emeritus, Law School

**Provost Haggett:** We have other DUPs that could not be with us today. The Academic Honors Committee will soon be reviewing twenty three nominations for DUPs for next year and therefore we will soon be adding folks to the list of distinguished university professors. Thank you.

**President Barlowe:** We need to conclude the Senate meeting. We are very happy to have hosted the celebration of the distinguished university professors. Thank you for being here and for being a part of this. I have one additional announcement. The Faculty Club Wine Tasting event will be on February 20 at 6:30 p.m. at The Toledo Hilton, in the Jacobson Faculty Club. The cost for members is \$25.00 and for non-members \$35.00.

May I have a motion to adjourn? *Motion was made and seconded.*

**V. Calendar Questions:**

**VI. Other Business:**

Old business: None

New business:

**VII. Adjournment:** Meeting adjourned at 6:20 pm.

Respectfully submitted,

Nick Piazza  
Faculty Senate Executive Secretary

Tape summary: Kathy Grabel  
Faculty Senate Office Administrative Secretary