

THE UNIVERSITY OF TOLEDO Approved @FS mtg. 3/31/09
FACULTY SENATE
Minutes of the Senate Meeting of March 17, 2009
<http://www.facsenate.utoledo.edu>

HIGHLIGHTS

Provost Main Campus
Breanne Democko, Student
Office of Accessibility & Learning Collaborative
Study Abroad
Office of Research Development

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, Barden, Barlowe, Barnes, Barrett, Caruso, Coventry, Crosetto, Davis, Denyer, Dowd, Dupuy, Fink, Floyd, Fournier, Funk, Gunning, Hoblet, Horan, Hornbeck, Humphrys, Jenkins, Kistner, Klein, LeBlanc, Lee, Lipman, Lundquist, McSweeny, Poling (for Niamat), Olson, Peseckis, Piazza, Powers, Randolph, Regimbal, Sharkey, Sheldon, Stierman, Szirony, Teclehaimanot, Thompson-Casado, Wedding, Wolff,

Excused absences: Bailey, Baines, Baker, Brickman, Duggan, Elmer, Giovannucci, Graham, Hottell, Laux, Lehmann, Metting, Nims, Pryor, Ragu-Nathan, Tietz,

Unexcused absences: Casabianca, Crist, Dismukes, French, Hottell, Tietjen,
A quorum was present.

II. Approval of Minutes: Minutes of 2/24/09 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 Jamie Barlowe:

Report of the Executive Committee, March 17, 2009

After today's meeting we have only three more Senate meetings for this academic year. A number of individuals and groups have requested time to present, and we will accommodate as many as possible.

I have been asked by Professor Jackie Layng, special assistant to the Provost and convener of the Getting to Professor workshops, to request full-professor dossiers for the March 23rd workshop from any of you who have completed the full-professor promotion process in the past five years. Contact me if you are willing to share your dossier.

In the interest of addressing the concerns of the Executive Committee regarding the consideration of a university trustee, Dr. Tom Brady, for the position of interim dean of the Judith Herb College of Education, I will forgo the remainder of my report for today's meeting.

Before I invite Dr. Haggett to come forward, I want to say, in order to represent the differing views on the Executive Committee, that not everyone agrees that the interim dean of the JHCOE is an appropriate topic for the floor of Senate. Those who do think it appropriate position their concerns in relationship to potential university-wide problems associated with conflicts of interest when a trustee's position shifts to that of an academic dean and then back to trustee at the end of his interim tenure. Others are concerned about the ethics of a trustee becoming an academic dean. As one person put it to me today, there is a taint of impropriety in such a decision.

It seems to me that we need to use the beginning of the Senate meeting as an opportunity for Dr. Haggett to address the concerns. I ask you to remember that the purpose of shared governance is not absolute consensus, which is neither possible nor desirable. We must be able to address concerns and issues of importance to the university in the spirit of what one scholar of shared governance calls "creative conflict." Creative conflict, however, does not include ad hominem attacks.

Thank you. Dr. Haggett, will you please come forward.

Rosemary Haggett, Provost, Main Campus: Good afternoon colleagues. I will address the issue, but let me talk about a few things. I want this opportunity to share a variety of items of information with you and to comment on some of the accomplishments of our colleagues that I don't want to go unrecognized. Then I will answer questions about anything. First congratulations to some of our colleagues. If you have been reading the paper or the website, you may know all of these things. But I still think it's appropriate to mention it at the Faculty Senate meetings to recognize the accomplishments of our colleagues. Let me first mention the Jefferson Awards winners. Last week Northwest Ohio recognized three outstanding individuals as Jefferson Award winners. All three have had a relationship with the University of Toledo, and I think it's remarkable. Mr. Jim Findlay. Any of you who were involved in activities with the University dinners, events, receptions, know Jim Findlay. He is one of the most loyal supporters and philanthropist of our institution and it's wonderful that this entrepreneur who founded his own company and became wealthy, has shared his resources with our university. And that he be recognized for his remarkable philanthropy, not just with us but the House of Emmanuel, Big Brothers and Sisters, college scholarships and a variety of areas.

Dr. Richard Ruppert, those of you from MUO/MCO days know Dr. Ruppert who came to Toledo in 1977, and was the third president of what was then the Medical College of Ohio. Even though he retired in 1993 long before the merger, his work laid the foundation that now impacts the University of Toledo.

The third recipient was our own Gabrielle Davis and we are so proud of her. Ms. Davis is a clinical professor at the University of Toledo College of Law where she directs the domestic violence clinic. Her work has truly improved the human condition. I am also proud that she is a graduate of our own Law School. She represents clients pro bono, and she has made a safer world for women.

I also want to recognize Dr. Michael Reese's work. You know Dr. Reese from the Health Science Campus, Professor of Urology and Medical Director of the Alliance for Paired Donation. In case you missed it, he was interviewed by Katie Couric last week, I believe the day before his paper was published in New England Journal of Medicine. If you don't know about this program, this program creates a chain of donors as family and friends of kidney recipients "pay it forward." What I find remarkable is that no one has broken the chain. It's all done on trust. One of the recipients said, "he gave me back my life." Congratulations to Dr. Reese for his work.

Yesterday, maybe you haven't heard about this one, the Chancellor announced of the 1st round of the second and last year of the Choose Ohio First Scholarship Awards, and I am very pleased to announce that the two proposals that we submitted from the University were both funded. The

first, Creating Affordable and Effective Educational Pathways in Information Technology, is a collaborative project, actually being led by Wilmington College with partners being Cincinnati State Technical and Community College and The University of Toledo, and our thanks and congratulations to our Dan Solarek and his colleagues. This will allow us to graduate more than 350 students in STEMM areas of Information Technology over a five-year period. This will tie two and four-year institutions, which is exactly what the State wants us to do, and that's probably why they funded it, and will be coupled with local business opportunities, with great opportunities for cooperative education, co-ops, and an aggressive innovative, academic vision, quoting from the press release. The collaboration will share \$1.7 million and the University of Toledo will receive about \$600,000.

The second is a project that our University is leading and our thanks to Geoff Martin, Daryl Moorehead and Brian Randolph. This is a wonderful cross-college collaboration, called Building Ohio Talent for a Sustainable Energy Future, and we are in collaboration with Bowling Green, Owens Community College, Terra Community College and Northwest State Community College. This will attract and graduate more than 150 students in the STEMM areas of renewable energy generation and environment remediation over a five-year period. This will bring \$1.563 million in Choose Ohio First Scholarship state funds and will be shared between the collaboration. These are both really significant scholarship awards.

The next thing I want to discuss is the Judith Herb College of Education. We are no longer pursuing the possibility of partnering with HEH. At the last Senate meeting there were questions raised about our possible partnership, and if you have been reading the paper you know that that chapter is closed. We are no longer pursuing conversations with Higher Education Holdings. But while that chapter is closed, I am very pleased to say that the College of Education is continuing interest and dialogue with me and within the college itself about how the high quality education graduate programs can be made more accessible to students who are at a distance from campus. Although HEH is closed, the conversations about distance learning are not over. It's very important for us to continue to talk about that and to make sure, whatever we do, we ensure the high quality of our program. Yesterday, President Jacobs sent a letter to Governor Ted Strickland requesting that Dr. Tom Brady, chairman and CEO of Plastic Technologies, a company he founded, and also a member of the Board of Trustees at the University of Toledo, be granted a leave of absence from his role as a UT trustee so he may have the potential opportunity to serve as interim dean of the College of Education. If his leave is approved by the governor, the University would enter into negotiations with Dr. Brady about the possibility of him serving in that role. Let me emphasize that this step was taken so that we can initiate a conversation with Dr. Brady. As we know he could not serve in both roles simultaneously. Why did we share this letter with the University community immediately after it was sent? It was in the interest of transparency. We knew this might be a controversial point of discussion but we wanted the University community to be aware of it before we even heard from the governor.

Before your questions I wanted to make you aware of an upcoming event that recognizes Main Campus Outstanding Teacher Award, Outstanding Researcher, Outstanding Adviser Award and the Edith Rathbun Award. And to make mention here to the Faculty Senate that our awards ceremony this year will be somewhat different from the past, basically because of the economic situation we are in. That doesn't mean it will be any less festive or congratulatory for those individuals. The event this year will be held on April 20 from 5-7 pm in the Ingman Room. The invitations have been printed and are almost in the mail to you. We will have a reception and a program this year, there will not be a sit down dinner. Provost Gold and I have been talking about the fact that he has his awards, I have my awards but we are one university and we believe it's time we have one set of awards. So Dr. Metting and Dr. Gaboury have been asked as co-chairs of the academic awards committee to work with that committee to develop a new awards program and event, where we can celebrate our faculty's accomplishments. That will be for next year.

Senator Barrett: I have two primary concerns about the appointment if there is not a full resignation from the Board. First, if he takes a leave of absence and then becomes an interim dean, you are his boss while he is dean. Then as soon as he is done being dean, he will be

your boss again, at least indirectly, which puts you, Jacobs and everybody who is in theory above you in the chain of command in a very awkward position in terms of supervising and saying 'no' to him as dean, when you know he is going to be your boss down the road. So, this potential circularity of hierarchy and reporting, I think, creates a real conflict of interest problem. My second concern is about a broader sense of awkwardness and propriety of establishing a precedent of someone using his position, connections and relationships as a board member to essentially obtain a high paying administrative position that could potentially last for years. We had interim deans that lasted for years in the past. That, once again, just doesn't seem appropriate regardless of legality or the qualifications of the person. It just sets a bad precedent and leaves a bad taste to have people who have been in a position of authority use that authority to essentially position themselves into paying positions at the University.

Provost Haggett: I understand you have a view point and I thank you for sharing it with me. Your first issue of cumbersomeness of the changing hierarchal roles. It happens sometimes without much forethought and planning. In my own personal situation, I have been a subordinate and then a boss, and subordinate again. It's unusual perhaps, but certainly not unheard of. As professionals you work with people who are one day your boss, somebody is my boss and then I am their boss. That really happened to me.

Senator Barrett: But he is your boss now and then you will be his boss and you already know he will then be your boss again.

Provost Haggett: He is actually my boss's boss. In that regard, he would be my direct subordinate. He would report to me in that role. I am not going to use the term 'conflict of interest', that has a legal terminology, and I don't want to make any legal claims one way or another, yes, it's not unusual. The second part of your question, can you reiterate for me?

Senator Barrett: The notion of someone on the Board in a position of power, authority and connection basically leveraging that position into a paid position at the University which could last for years.

Provost Haggett: I wouldn't say that he has leveraged the position, because he hasn't asked to be appointed. This was an initiative on my part. We have had interims that have lasted several years. There are other people who have had relationships, our current interim dean in the college of Art & Sciences that had relationships with the college of Arts & Sciences when we hired her, and sometimes you hire people for some of the relationships they have. I am not saying this is true in this case, but my being hired by UT was in part because I worked at the National Science Foundation and this was seen as a good thing, although I did not bring a lot of NSF money with me. Every time you hire somebody you think about what they bring to the position and Dr. Brady's experience, which is very broad, and his connectedness in the community is a potential strength for the University and the college.

Senator Dowd: If you don't want to use the term 'conflict of interest', that's okay. But if you don't want to address this issue in those terms you may have to address it in terms of whether it is ethical decision. Senator Barrett makes a very good point. This is an issue of ethics. I know this is an interim position and not a permanent dean. However, I hope you understand that many people will view your decision as a matter of ethics. I am not asking for a response, I am merely providing my perspective.

Provost Haggett: Thank you.

Senator Regimbal: The one concern I have heard is "is it ethical to have a Board member serve as an administrator/dean?" or would it be more appropriate if a person in that position (Board member) step down for a year and then come in as an interim dean. That's the only question I've heard, because this suggestion has just come to our attention.

Senator Hoblet: Health Science Campus, member of the Executive Committee. I just wondered, consultative-wise, who did you speak to that hopefully weighed very heavily before this recommendation was made. Did the Board discussed this precedent with the Ohio Board of Regents or the chancellor, secondly, what do you think about setting this precedent for the University and is this not starting sliding down a slippery slope?

Provost Haggett: I don't believe this is setting a precedent, it was a single decision. I think a precedent is set when you do it a second time. We had a healthy debate about that. We are looking at an individual and not setting a precedent, which was your concern. The first part of your question, I did not speak to either of them. The Board of Regents or the chancellor, I know the President spoke to the chancellor, I don't know if he spoke to other regents, and in my mind, it's appropriate since he is the President.

Senator Barden: I would like to know more about the credentials of this person. By way of analogy, do you think it would be appropriate to have an interim dean in the College of Medicine who is not an MD? My objection to this is that in President Jacobs' email he said we need a business person, and by saying that, he must mean that the credential of being a professor of higher education and/or a dean with higher education background is devalued. I don't think you would ever do that in the College of Medicine, or the College of Law, or the College of Pharmacy, yet, it is being proposed here.

Provost Haggett: The connection to being devalued I don't believe we were devaluing education. The President has said this statement in his letter to me was about business principles being important and to have somebody who would address things with business principles. I am going to ask Provost Gold if there could be deans in the College of Medicine without an M.D. degree.

Provost Gold: There were many deans in the College of Medicine who almost all of them were Ph.D.s, who originated from the Health Science research areas. Some of them originated from public health areas. There have been some exceptions. Generally speaking about 60% of them have a M.D. and about 40% have a Ph.D, or both.

Senator Barden: Is that the same in the College of Law, Senator Barrett?

Senator Barrett: I can't speak based on a study, but I am not aware of any College of Law that doesn't have a law professor as dean. You don't have to have a law degree to be a law professor, but it's not likely that a dean would not have a degree in law.

Senator McSweeney: What would he plan to do while he is the interim dean?

Provost Haggett: We have not had conversations with him about what he would actually do.

Senator McSweeney: To what extent has he had experience in the area of education and when he is the dean, given that he is the head of a company that he essentially founded and ran, will he also continue to serve as president of that company? If so, will he continue to draw a salary from the company and would he continue to be involved in the day to day operations of the company. And finally, to what extent is there potential for the university to contract with that company while he is the dean and afterwards?

Provost Haggett: All these are important issues and none of them have been addressed at this point in time. I have not had that conversation with him and it would not have been appropriate to have this conversation until we took this first step.

Senator Barnes: Can you talk about how your commitment to shared governance has been manifested in Dr. Jacobs' recommendation that we have somebody with business principles for the dean of College of Education, and in this procedure with regard to this potential dean?

Provost Haggett: This is a term appointment and it's the purview of the provost to make that appointment. In that regard I see it as being quite different than a dean search, which is more protracted and we certainly will have that launched soon, and will have full engagement of faculty, staff and students in the college, as well as people outside of the college. For this interim assignment, I spoke to some individuals in the college, and I also talked to a variety of different people about the possibility of serving in this role. The interim assignment has been my decision.

Senator Piazza: College of HSHS. Several weeks ago Dr. Brady got up on the floor of the Faculty Senate and stated that he did not understand why we needed two colleges of education thirty miles apart. I am wondering how that statement fits with your plans for the College of Education as well as his qualifications for consideration as a candidate for interim dean.

Provost Haggett: This potential discussion with Dr. Brady should in no way shape or form imply anything negative about the future of the college in terms of its viability. We are not taking steps to close down the college. The President has made a commitment to the college that the college will continue, and I believe that Dr. Brady or whomever serves in that role as an interim

dean will be tasked by me to continue developing strengths of the college and continue to increase its effectiveness and continue into the future.

Senator Piazza: I guess I am wondering how is one supposed to develop something they don't believe should exist.

Provost Haggett: I don't believe that was his statement. His statement probably meant what's the uniqueness of the two colleges, and I think that's a valid question to ask. It doesn't mean that we shouldn't have two colleges, it's a thought question. And through a good thought and discussion you could come up with a variety of answers to that. Why should we have two—because they have different emphasis and I could take us down the road with a variety of different discussions. Because they have different strengths. I think it was a question for discussion and not a statement, but Dr. Brady is not here to ask him and I am interpreting and it's probably not a good idea.

Senator Piazza: I would hope that the faculty in the College of Education would have an opportunity to ask him that.

Provost Haggett: Yes.

Senator Olson: One of the major complaints against this administration from the faculty has been the appearance of cronyism and it seems to me this is yet another opening for another complaint of cronyism, and that the President is bringing in his person. This person happens to sit on the Board which is a real ethical question and it seems to me that these kind of decisions that bring a quite a bit of unwanted press to this University in that way. From the faculty stand point it also seems to me that it further engenders the lack of trust of the faculty in the upper administration. That is a comment and not necessarily a question. But I do believe that people are concerned about the cronyism that has occurred in this administration and seemingly continues to occur. Then you bring in the ethical question and it's really something that people don't want to be a part of.

Provost Haggett: As you said, this was just a comment. Thank you.

Senator Lundquist: What are Dr. Brady's experience and credentials in education?

Provost Haggett: Dr. Brady's degrees are, a Bachelor of Arts from Dartmouth and also Master's of Science from Dartmouth, and a Ph.D. from,

Senator Olson: University of Michigan.

Provost Haggett: Michigan, thank you. He does not hold a degree in education. His affiliation and his relationship with education has been as a public member, where he has been a founding board member of Toledo Technology Academy, he is a Board member on the Toledo School of Arts, he has been engaged with the Third Frontier and other state-wide initiatives that impacts education. I would say he has experience in education. He has no degrees in that field per se, but his educational experience is rather broad.

Senator Stierman: To your knowledge has he ever taught a class in a semester?

Provost Haggett: I do not know the answer to this question.

Senator Thompson-Casado: With the depth of knowledge, intelligence and energy that we have in the College of Education could you talk about the process that you used to consider those members as perhaps it was done in the past?

Provost Haggett: What I can say is that I have had a conversation with some people in the college about a possible candidacy, I think the faculty within the college are diverse, talented and enthusiastic. I am enjoying very much getting to know them better as we get on this journey together. I have not spent as much time with them my first year as I have with other colleges and it's been a pleasure to spent more time with them and we continue to meet and have conversations. This thing with Dr. Brady should not be seen as saying negative things about the college. I must tell you that I am always looking for new approaches, new ideas, different viewpoints, I think it strengthens the institution to do that, and that's part of what I bring in to my approach in identifying new leadership.

Senator Ankele: College of Nursing. Why was this done as a leave of absence from the Board rather than a resignation? With leave of absence it sounds like he can just come right back after his tenure with the College of Education.

Provost Haggett: Basically what the letter to the governor says is a question, is this a possible option. Part of the reason behind that is that Dr. Brady is a very good trustee.

Senator Dowd: Do you know of any other public institution where a Board member has been appointed as a dean, an interim dean, or any other administrative position?

Provost Haggett: No, but I haven't done any research to find out whether or not this is true.

Senator McSweeney: This happened at the former MCO, where a member of the board of trustees resigned to take a position of vice president for governmental affairs and also serve as the legal counsel for the College.

Senator Wedding: I have known Tom Brady for about 35 years and have a high regard for him, he has a mind of his own and in an event that he is appointed dean, Jacobs may find it that he has a Thomas Beckett.

President Barlowe: Thank you, Dr. Haggett. Breanne Democko is here to do a presentation.

Breanne Democko: This is Luc Blazejewski and we are from the Dance Marathon, and we want to talk to you about the largest student run event.

Luc Blazejewski: April 17th of this year will be a 16 hour all dance marathon and we hope about 700 students will participate this year. Last year we had 500. This is an event that raises about \$50,000 for St. Vincent's Mercy Children's Hospital in Toledo. These students will dance 16 hours straight and participate in a bunch of activities, games, we will have food, and they must stay up on their feet 16 hours. We do this to create awareness and raise fund for children going through rehabilitation programs at St. Vincent Mercy Children's Hospital.

Breanne Democko: I am the current faculty/staff relations chair for the University of Toledo's Dance Marathon. I have been working closely with the rest of the Dance Marathon Executive Board and we would like to see increased participation of faculty and staff at this year's Dance Marathon. In previous years, the faculty and staff representation has been very low and we envision this event to expand to a campus-wide philanthropy.

This year's Dance Marathon runs from 8:00 pm Friday, April 17, 2009 until 12:00 pm, Saturday April 18, 2009 in the Student REC Center. This year, faculty/staff will have their own hour that is dedicated especially to them. That hour runs from 8:00 pm until 9:00 pm on Friday the 17th. This gives the opportunity for the faculty and staff members to see what Dance Marathon is about. Faculty/staff members are encouraged to donate their time and to participate in Dance Marathon this year. Ways to participate include donating a monetary donation, dancing in the Dance Marathon line dance, and/or by just coming out and supporting your students. We would love to see as many faculty/staff members as possible at Dance Marathon 2009. This is definitely an experience that you will not forget!

More information will be released as the actual Dance Marathon event comes closer. For now, if you have any questions or comments I can be reached at Breanne.Democko@utoledo.edu, or you can visit our website at www.utoledo.edu/studentaffairs/osi/activities/dancemarathon/. If you do have any questions or comments, please do not hesitate to ask!

More facts about Dance Marathon:

The University of Toledo Dance Marathon is a non-profit, student-run organization that plans and executes a 16-hour marathon in which hundreds of students dance, without sleeping or sitting, to raise funds for rehabilitation programs at St. Vincent Mercy Children's Hospital in Toledo. Since 2002, UT Dance Marathon has raised over \$250,000 for the kids! Dance Marathon is one of the largest student-run philanthropic organizations at UT. Hundreds of volunteers help make Dance Marathon possible each year. During Dance Marathon, dancers are faced with both mental and physical challenges that put into perspective what the children treated at Mercy Children's Hospital have to go through on a daily basis. Below is a flyer that was sent to Faculty and Staff.

Dear Faculty and Staff,

On April 17, 2009, The University of Toledo will be hosting our Eighth Annual Dance Marathon. Dance Marathon is an organization that is located on many college campuses

nationwide including Ohio State, The University of Dayton, and Bowling Green, to name a few. At The University of Toledo, Dance Marathon is a 16-hour event run completely by a student executive board.

The executive board has worked for almost a year and put countless hours into making sure that this year's event be more successful than any in UT's history! It is our goal to make this more than an event that only students attend and participate. We envision Dance Marathon to be a campus-wide philanthropy including faculty and staff members.

All of the money that we raise goes directly to fund rehabilitation programs at St. Vincent Mercy Children's Hospital in Toledo. Since 2002, we have raised over \$250,000 for the kids!

This year's theme is "Dancing Through The Decades" and will begin at 8:00 pm on Friday, April 17, 2009 and continue until 12:00pm on Saturday, April 18, 2009 in the Student REC Center. **Faculty/Staff hour is scheduled from 8pm-9pm on Friday and will allow all faculty and staff interested to see what Dance Marathon is about.**

If you are willing and able, we ask you to consider donating to this amazing organization. UT's Dance Marathon could not be as successful as it is without the help the Faculty and Staff at UT. Please remember that any amount will help. If you would like to help, you can mail cash or checks (made payable to University of Toledo Dance Marathon) in an enclosed addressed envelope and include the bottom portion of this letter.

**UT Dance Marathon
c/o Geni Hoftbauer
2801 W Bancroft St. MS 105
Toledo, OH 43606**

Please feel free to email me at Breanne.Democko@utoledo.edu with any questions or you can check out our website at www.utoledo.edu/studentaffairs/osi/activities/dancemarathon/.

Thank you in advance!!

For the Kids,

Breanne Democko,
Dance Marathon Faculty/Staff Relations



Your Name: _____

Amount Enclosed: \$_____

Senator McSweeney: I just have a comment: you said you are making this event campus wide. I would encourage you to make this university-wide enterprise and in reference to that, our Department of Pediatrics is based at Mercy Children's Hospital and that should be a part of your pitch, which would involve the whole University by virtue of the fact that Mercy Children's Hospital is where our Department of Pediatrics is based. Make this a U.T. project.

Breanne Democko: Yes.

Senator Barnes: What time would the faculty have to be there -- 3:00 am?

Breanne Democko: No, from 8:00-9:00 pm, just one hour. The theme is "Dancing Through the Decades". Every hour is a different era and students will dress in a costume representing a different era. We will also have a line dance that coordinates with the theme. It's very exciting

to watch. If you can't come from 8-9, we invite you to the closing ceremony. We have the families come back and talk, the students get their second wind too. It's a very satisfying experience.

Senator Sheldon: Have you guys reached out to LGBT initiatives?

Breanne Democko: We reach out to all the organizations Our recruitment chairs of the executive committee have presented to various organizations, including LGBT.

President Barlowe: I want to know what the era is between 8-9 p.m.

Breanne Democko: 1920's. One last things, there is a website to register if you are going to be a dancer. You don't have to stay the entire time. Everything now is done electronically, you can donate electronically. We encourage you to check it out. If you have any questions, my contact information is on the letters.

President Barlowe: Thank you. Next on our agenda is Angela Paprocki.

Angela Paprocki, Director of Office of Accessibility/Academic Enrichment Ctr: I am the Divisional Director for Student Success and Retention within the Learning Collaborative and I am here today representing the Office of Accessibility. I wanted to talk about the special things that occur within the Office of Accessibility, and reach out to you and ask for your help for our students. On the Health Science Campus our collaborative partner is the Academic Enrichment Center. We are the office that provides disability services for students on campus. If you had a task that would take you ten hours to do, but you had a wand and you could get it done in ten seconds, would you use your wand? I know I would. I don't think people understand the huge amount of time it takes to provide services for students. If you show videos in the classroom and you had a student who was deaf or hard of hearing, did you know it takes ten hours to caption a thirty minute video? But you can request a closed caption version of the video or DVD, and it takes us less than ten seconds to unlock the captions. And by law every organization that provides a DVD or a video, is required to provide closed-captioned versions. So I am asking if you are ordering videos or DVD's to show in your classes, you can help us out? Just by asking for the closed captioned version then it's only a switch of a button and it will create the captions. You may never have to use them, but in the event that you do, it will save us a lot of time to create the captions.

Senator Hoblet: Is the same technology available for DVD's?

Angela Paprocki: Yes. The other big issues is electronic text and I'm referring to students with disabilities who need their textbooks in an electronic format. To convert a book, and we had 75 requests last semester and to convert those requests it took 750 hours because we have to chop the binding of the book, then scan the book and then somebody has to go line by line, by line and edit the book. When you scan, the technology doesn't always do character recognition verbatim and we have to manually fix it. We don't like books with big pictures, because it plops the big picture in the middle of the text and we have to go back to the original version and sort it out. If you could pick books early, that would be great. We need at least seven weeks to convert, because it takes us about three weeks to hear from publishers if they have electronic text or not. If the publisher says the electronic text is not available, it takes us about one to three weeks to convert to an electronic file, depending on the size of the book. You can do roughly ten pages in an hour.

I have a list of resources here, there are some publishers who are great with their response times, and it would be very helpful if you picked the publishers that provide the electronic text. If you have a regional contact, please let us know. Pearson/Prentices Hall is the absolute best, and they respond very quickly. We are also working with legislators to see if we can pass a similar law that several other states have which mandates the publishers provide the electronic text for students. The ADA Law changed in January and it became the ADA Amendment Act of 2008 and it basically upholds the previous law but also it overturned a lot of cases arguing whether a person had a disability or not.

When a student comes and gives you a memo from our office, we have looked at the appropriate documentation, they have to submit specific things to our office to become eligible for services. If you do receive a faculty memo, it does mean under law we are legally bound to provide them

with the services. I have a little blurb for you to put in your syllabus instructing students that if they need accommodations it directs them to the office or to the Academic Enrichment Center on the HSC. If the student self-discloses to you and says they have disability and they don't have a memo, you need to send them to our office.

Senator Lipman: Are there any protocols for instance when a student who is visually impaired can we presume that they will read Braille? Can we assume that a student who is hearing impaired and read the American Sign Language?

Angela Paprocki: No. A very good question, and I will give you a real-time example, the veterans coming back. Many veterans are coming back with severe hearing loss, and they don't know ASL. That's like learning a whole new language. So the captioning is what they would need, which is the service we provide. Braille, it depends when the individual became blind, if the individual is blind from birth, they probably know Braille. It depends when their disability was manifested.

Senator Piazza: Does your text reading software read a PDF?

Angela Paprocki: Yes.

Senator Barnes: This semester, for the first time, instead of asking for a student note taker, I simply sent my teaching notes to the office and I heard some positive responses. I want folks to know that, especially if you feel like you are coercing somebody to volunteer and you don't know how reliable they will be in terms of their notes, if you do good prep notes and don't mind sharing them, you can just email them right to the office.

Angela Paprocki: We love it, and that works fabulously because we know they are getting really good notes. It's hard because in some classes you cannot get voluntary note takers, for example so if it's a developmental course you cannot ask a student who is in that course who may be already struggling a little bit to take notes for another student. Or if it's English as a Second Language, we can't ask somebody who is just learning the language to provide notes for another student. So sometimes we have to pay a note-taker. We can't always count on voluntary note-takers, so the best notes come from the faculty themselves. It's always a struggle to find voluntary note-takers. The other thing is that students have the right to self-disclose at any time. So what happens often times a student will say, 'I'm going to try to do this on my own.' As hard as we try, unfortunately there is still a stigma attached and many students are trying to do it on their own. What happens they will fail their mid-term then they will disclose. If they have not disclosed before the test, accommodations are not retroactive. And we tell students that they need to disclose on the onset of the class.

Senator Wedding: I have students who are note-takers then the student from your office doesn't show up for class. They are still required to come to class.

Angela Paprocki: Yes, they are. In post secondary education it's all about access. In secondary education it is about success but here they are held to the same accountability measure as any other student. We just provide services so that they have an equal playing field.

Senator Lipman: I have had a number of students who came from your office, if things don't work out, what is the procedure you recommend that might resolve matters for a student who doesn't disclose, and to salvage a course. There is a lot of stress involved in teaching these students, is there a procedure out there that can help us out?

Angela Paprocki: The blurb on the syllabus that I gave you it says that if they are a student and are in need of accommodations they need to come here first. When you are going over your syllabus with the class just mention to them that if they are in need they need to disclose early and let them know they can do it privately. Sometimes a student with disability does not want to disclose in front of other students so allowing some time to do so privately is beneficial also let them know to call our office. If they did not disclose early on, the faculty are not required to give them a re-test. Sometimes that is a harsh reality. Every student has an accessibility specialist who is willing to help with the advocacy and assist faculty as well. We are in the early process of updating our website to have a faculty resource tab, which will have a lot of information. Hopefully by next Fall we will have that up.



Faculty Resource Sheet

About our Services

The Office of Accessibility/Academic Enrichment Center at The University of Toledo provides support services and academic accommodations for individuals with disabilities. These services provide students with an equal opportunity to strive for the college degree of their choice in compliance with the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act (ADA). Our goal is to provide reasonable accommodations that allow students the opportunity to fulfill their educational dream while helping them develop and maintain their independence.

Examples of Academic Accommodations provided by our Office

Adaptive computer software	Open captioning of video materials
Assistive listening devices	Para-transit
Braille print materials	Priority registration
Enlarged print materials	Recorded print materials
Interpreters	Speech-to-text transcribers
Note-takers	Test accommodations

Faculty Advocacy Memos

Once a student has met with an Accessibility Specialist in our office, s/he is given an “advocacy memo” to give to each of his/her professors. This memo highlights the academic accommodations that have been determined as “reasonable” for the student based on disability documentation, and includes contact information for our office should you have any questions.

Testing Policy(Main Campus)

Some students may be eligible to take their tests at the Test Center on either the Bancroft or Scott Park campus (depending on class location) or in the Office of Accessibility. In the case of the latter, a test proctor will be provided (tests taken at the Test Center are supervised by Test Center staff). Students are permitted to cancel and reschedule a test with our office one time. Any further cancellations must be rescheduled and re-taken directly with the instructor.

Testing (Health Science Campus)

- 1) Contact Carole Young and/or Cheryl Still in the Academic Test Center (ATC) at 419.383.4436 to discuss test dates, start time, and exam details as soon as the exam schedule is determined for the semester
- 2) Coordinate the delivery of test materials with the test center staff
- 3) Retrieve test from the ATC after completion

Syllabus

As an instructor at The University of Toledo, you can help students needing academic accommodations by including a brief note in your syllabus. An example of such a statement follows:

“Any student who feels s/he may qualify for academic accommodations in this course based on the impact of a disability should contact The Office of Accessibility (Main campus) or the Academic Enrichment Center (Health Science Campus) to discuss your specific need(s).

Contact Information

Office of Accessibility

Rocket Hall 1820

Phone: 419.530.4981

VP/TTY: 419.530.2612

Academic Enrichment Center

Milford Library Rooms 506-507

Phone: 419.383.6118

Please encourage students without a faculty advocacy memo, who self-identify as having a disability, to the Office of Accessibility/Academic Enrichment Center so that we may determine their eligibility for services and discuss possible accommodations.

The Office of Accessibility/Academic Enrichment Center is here as a resource for students with disabilities and to support faculty and staff. Together we can make a difference for individuals with disabilities by providing equal access to all programs and services at The University of Toledo!

The University of Toledo

Office of Accessibility / Academic Enrichment Center

The Office of Accessibility at The University of Toledo supports persons with disabilities as they develop their academic and personal potential within the University community. As the bridge to integration within the University, the Office of Accessibility advocates for students' rights; promotes awareness of disability issues; and ensures equal access to University programs, activities, and facilities.

HOW FACULTY CAN HELP

E-Text

To assist in providing students with electronic texts in a timely manner it would be very helpful if instructors would:

Choose Books Early - Choose books well in advance of the start of the semester as it often takes several weeks for publishers to respond to our requests.

If the publisher cannot make the book available in an electronic format OA staff will need to begin scanning and editing the book. This process is extremely cumbersome and 1 book can take 1 - 3 weeks to complete.

Consider the availability of electronic text and publisher customer service as factors when choosing a textbook!

When a department is choosing a book ask about the availability of the book in an electronic format.

FYI -Publisher Response Times:

Pearson/Prentice Hall – Same day as requested (The BEST!)

Cengage – Anywhere from 2 to 6 weeks

McGraw-Hill – Usually about a month

Random House – Will not send books

Wiley – Usually about 3 weeks (CD-ROM or desk copy, nothing through email)
Response time varies among smaller publishers

Assist in acquiring electronic copies of books from publishers

Ask the publisher if the book is available in an electronic version. If it is available, ask if it will be released for use by a student with a disability. If the book is not available electronically ask if a desk copy is available and if the desk copy can be provided to our office.

If the book is not yet on the Bookstore list, or we are having difficulty with the publisher, it is helpful if the instructor provides us with the following information when contacted by our department:

10 or 13 digit ISBN Number (usually found on the back cover or copyright page of the book)

Text edition

Publishing company

Local publisher contact's name

Local publisher contact's phone number if known

Local publisher contact's email address if known

Provide Locally published texts and other course materials

If you are having text produced locally, or are collating various journal articles and portions of books into course packets, please provide our office with an electronic copy. If an electronic copy is not available, please provide our office with an original copy or a copy that is as clean as possible. Creating course packs using second, third or fourth generation copies of materials often distorts the scanned images. Such blurring often makes it impossible for character recognition software to decipher images as readable text.

Scenario: OA contacts McGraw Hill regarding a book and hear from them 4 weeks later that the book is not available. OA contacts the student who then brings in the book to be chopped, scanned and edited which can take up to 3 weeks to complete. In order for the book to be ready during the first week of the semester, we would need to identify the book needed and request the book from the publisher **at least 7 weeks** before the start of the semester.

Testing (Main Campus)

Some tests need to be reformatted in order to be administered. We ask that tests be received in our office 3 days in advance of the scheduled test date. *If tests were consistently received 3 days before the test date we would be able to scan tests and have screen reading software read the tests to students that do not need a writer.*

Tests that are not received in our office by 8:15 am the morning of the test date will be canceled and the student, proctor and instructor informed of the cancellation.

Student and instructors then need to work together to make arrangements for a make-up test. Often our students with mobility impairments make an extraordinary effort to get to the office for scheduled tests however if the test is not here it cannot be administered. Readers/scribes are also often scheduled to provide testing accommodations which would need to be canceled and rescheduled if the test is not available.

Testing (Health Science Campus)

Contact Carole Young and/or Cheryl Still in the Academic Test Center (ACT) at 419.383.4436 to discuss test dates, start time, and exam details as soon as the exam schedule is determined for the semester

Coordinate the delivery of test materials with the test center staff

Retrieve test from the ATC after completion

Note taking

The class roster is sent an email soliciting a volunteer note taker. The instructor is copied on these emails so he/she is aware that a note taker is needed. If no one in the class responds after 2-3 emails, we will ask the instructor to make an announcement in class asking for a note taker or to recommend a student in the class that he/she feels would be a good note taker. Volunteer note takers are given a gift certificate from the office as a token of appreciation.

DID YOU KNOW?

Students at UT with disabilities are not OA students rather they are University of Toledo Students

The largest population of students OA serves have “hidden” disabilities (AD/HD, learning disabilities, etc.)

1 in 11 college students have a disability

Accommodations are required for individuals with documented disabilities under the American with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973

The ADA Restoration Act of 2008 went into effect January 1, 2009 and ensures the original intent of the ADA is upheld

It takes 10 hours to caption a 30 minute video – if you request a closed-caption version of any DVD/Video you will be using, it takes seconds to unlock the captions

OFFICE OF ACCESSIBILITY (MAIN CAMPUS)

1820 Rocket Hall

419.530.4981

419.530-2612 (VP)

419-530-6137 (Fax)

ACADEMIC ENRICHMENT CENTER (HEALTH SCIENCE CAMPUS)

Milford Library Rooms 506-507

419.383.6118

419-383.3150 (Fax)

Dr. Ronald Pirog, Director of Study Abroad: Study abroad is nothing more than studying at another place in the world. When is a good time to go depends on what they are studying. The basic requirement is that the student must have 30 academic credits and usually 2.5 to 2.7 GPA. The GPA is not that important so I look for their strengths and not weaknesses. There are 3,500 undergraduate study abroad programs out there. If a student wants to study something outside of what we offer, I will work with them. They can't do it without my approval, or your approval. The only thing is if they go outside these programs, it can get very expensive. If he can afford them, I will then work with them. Their grades count, and it's up to you to come up with course equivalence. Financial aid is available. More information is below. I am available almost any time to come and talk to your classes and if this is something you can fit in into your schedule,

almost any major we can make a fit. Sometimes if it's an accreditation issue we can get around that because we work with the provider and that provider is accredited in the same areas we are. They can do a whole semester's worth of programs just in a summer. They have to work very closely with their academic advisor.

Opportunities through this organization for faculty members.

There are three different opportunities that faculty members have. First, teach abroad – we invite you to take your act on the road, we do have placements for some of the programs. These will be specialty programs. They are not going to have you take over for some other faculty overseas. Offering courses to American students in other countries, because they want courses in English. This past year we had one faculty member that went to Costa Rica to teach courses. The deadline for most of those teach abroad are November and February and it's always for the following year. The one I just sent out is for academic year 2011-2012, so the deadline in the Fall will be for 2012. These teach abroad can be in the Summer, Fall or Spring.

Second opportunity is site assessment. You may want to check out the site that may be of interest to you and teach down the road, or learn more about placing your students there. We can help you visit one of these sites. By the way, you are continuing to get paid your own salary, but they will have to agree to that in your college and then the organization would pay a set amount for a replacement of a UT faculty member.

For the site assessments, they have group trips since you might be a part of a group to check out a program. Sometimes it might be two programs if they are close by in the same country. I just sent a person from College of Business to check out the business programs in Italy. There are individual site visits, these usually get advertised in November, most of the group site visits are in March or April.

There is also a faculty development awards for those of you who want to learn a foreign language. Several faculty members who have convinced committees that learning Chinese would help them in their research or in their teaching. We have a couple of people who spent some time in China. We also have someone learning Spanish, they thought it would help them with their research and their teaching. In most of these you will sit as a student. These are only for the Summer.

Senator McSweeney: Don't the University's faculty members already have the opportunity to enroll in any class on either campus up to 8 credit hours per semester, i.e. anything that you can fit in to your schedule?

Dr. Pirog: Right. Any other questions? Invite me to talk to your class and I will be happy to do that. If I have a couple of minutes I would like to tell you what changed my whole life. I was an engineering student, then I switched to mathematics then went overseas and ended up spending ten years overseas. I have a Ph.D. in German. This experience can be a life changing experience for students too. In my eight years here, only two students have returned one because of the parents' pressure. Another student, an outstanding student who said that if she graduated she was hoping to take a trip around the world.

Study Abroad Office: The University of Toledo:

The Study Abroad Office at The University of Toledo exists to offer international opportunities to full-time undergraduate and graduate students as well as to faculty, so that they may increase their knowledge, gain new perspectives, learn new languages, visit new places, and meet new people. These international programs are designed to broaden both academic and personal horizons. Currently, students from every major at UT have studied abroad, or participated in internships or field studies.

Program Options:

The main types of programs currently available to students are the following:

- Short-term, faculty-led programs -

- Direct-exchange programs – we send students overseas, students from over there comes here. Our students pay fees and tuition as if they were on this campus. Most popular are in England and
- Ohio International Consortium programs -
- USAC specialty and partnership programs – summer sessions available
- International internships and work-abroad opportunities

Those program options available to full-time faculty and some professional staff are:

1. USAC Visiting Professor awards for semester or summer teaching
2. Faculty International Development Awards (FIDA) that include: Site Visits (group and individual) as well as Participation in courses at overseas sites

Program Costs

- Financial aid applies for students
- Scholarships (USAC and others)
- Personal wealth
- USAC block grants

Marketing Study Abroad: Getting out the word

- Visibility on campus
 1. Study Abroad Fairs (partnered with Foreign Language Dept)
 2. Flyers/Posters/Bulletin boards
 3. Brochures/self-addressed interest cards
 4. Catalogues
 5. University newspapers
 6. Information tables
 7. Web sites
- Presentations to students
 1. Classrooms
 2. Sorority/fraternity houses
 3. Residence halls
- University-wide web announcements
- USAC promotional items
 1. Various catalogues/brochures
 2. Pens/key chains
 3. Backpacks/CD holders, etc

Future Goals of Study Abroad at UT

1. Grow numbers of study abroad participant - students and faculty
2. Explore new funding opportunities
3. Increase office staffing

USAC Partnership

The Director of Study Abroad at UT serves as one of nine board members of USAC; a consortium made up of thirty-three US universities. USAC offers programs at 39 locations in 25 countries. Through the joining of resources and students, USAC is able to offer improved programs and more options, less expensively than any one university would be capable of providing.

Advantages to UT

1. The expenses of the director are paid in order to attend board meetings and participate in (group) site visits.
2. UT students receive priority when applying for a USAC program of study

3. UT students are eligible for USAC Scholarships (more for specialty, less for partner programs)

INFORMATION ABOUT STUDY ABROAD AT UT FOR ACADEMIC ADVISING

- I. What Study Abroad Is:
 - a. Enrolling in pre-approved/equivalent courses overseas
 - b. Learning another language and culture
- II. Basic Eligibility: Sophomore status (30 credits); 2.50-2.75 gpa
- III. Planning Time: Optimally, one-year in advance
- IV. Types of Programs:
 - a. Direct Exchange/Enrollment
 - b. Faculty-Led
 - c. USAC-Sponsored (Specialty and Partner Programs)
 - d. Ohio Pooled-Access
 - e. Other
- V. Important Deadlines
 - a. Grants and Scholarships
 - b. Program Application(In general, deadlines for fall or full-year: mid-April; for spring semester only: mid-October; for summer session(s) only: third week in February)
- VI. Financial Issues
 - a. Students continue to pay the on-campus General Fee
 - b. Students may continue to receive their financial-aid package
 - c. Pell-Grant Recipients may apply for a Gilman Award VII. Academic VII.Academic Culture
 - d. US vs overseas
 - e. Direct enrollment vs American-style program
- VIII. Options
 - a. Internship(s)
 - b. Field Experience(s)
 - c. Work/Volunteer Abroad
 - d. Teach Abroad
- IX. Benefits of a Study-Abroad Experience (see handout)

Contact information: Ron Pirog, Ph.D.

Director of Study Abroad
Rocket Hall 1830, Mail Stop 340
Tel: 419-530-8550
Email: studyabroad@utoledo.edu

Benefits of a Study Abroad Experience

1. Broadens your life experiences
2. Increases your understanding of issues affecting the world
3. Allows you to meet people from different backgrounds and cultures
4. Enables you to think culturally and develop intercultural sensitivities
5. Exposes you to a different academic culture
6. Allows you to gain new insights and outlooks
7. Enables you to think more effectively
8. Allows you to explore new interests
9. Depending on the country, allows you the chance to perfect a foreign language
10. Provides you with opportunities for international internships
11. Allows you to learn specific skills that may be career related
12. Helps to expand employment opportunities and define future goals

President Barlowe: Thank you. Our last presentation is Dr. Frank Calzonetti from the Office of Research Development along with Diane Miller.

Dr. Frank Calzonetti, Vice President, Office of Research Development: By the way, I met my wife in study abroad program. Diane Miller is going to help me with this presentation and Elsa Nadler will assist. The stimulus package has been renamed to the American Recovery and Reinvestment ACT (ARRA), Right now we will be talking about the federal portion of the recovery act. The State portion is being handled a different way. The University has already submitted a number of proposals to the State, and we are talking about the opportunities that are available through the federal agencies that require us to put together proposals. We are going to go through the PowerPoint quickly and want to make sure we get this information out to you.

To view the entire PowerPoint, click on this icon,



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fss00cv02.utad.utole

Or go to the Faculty Senate website: www.facsenate.utoledo.edu

Diane went through the entire act and when they start talking about the agencies we will provide an overview. We did provide more detailed presentations to faculty members, also the Health Science Campus spent a lot of time on the NIH.

Diane Miller: There is \$792,000,000,000 that is available in the stimulus bill. The goal is to create 3.5 million jobs over two years. So we are talking about a lot of money that will have to be spent in a relatively short time. The federal elements are: Helping Students and Families, Research Funding, Infrastructure, and Job Training. In today's presentation we are focusing primarily on research funding aspect, grants that are available at the University level. There is also a lot State funds available. The University went through that process a couple of weeks ago. A high level of transparency here, you might apply for anything that is available, this is going to be on a web so that the American people can see where this \$792 billion is being spent. So very high level of scrutiny, they are having a lot regulations that the Office of Management & Budget is going to be watching really consistently and they are going to put a lot of things on the website. There will be quarterly reports of any funding that goes out. We also heard from other universities that they have heard that if anyone is even ten days late with their quarterly report, they could have their funding pulled. The Office of Management & Budget and their guidance will cover requirements and guidelines and a lot of processes. The Federal R&D Funding there is \$21.5 billion available for research and development. \$18 billion of that is available for research and development itself and about \$3.5 billion available for facilities and capital equipment. The agencies are updating their websites on a daily basis. A lot of new opportunities, new requirements and very short response times. Some of the response times are three to five days. They want to make sure that you are serious about this money before you apply for it.

NIH got almost half of the R&D money - \$10.4 billion, NSF - \$3 billion, NASA - \$1 billion, NIST - \$600 million, which starts to look like a small amount but \$600 million in research and development money. DOD (Dept. of Defense) - \$300 million, DOE - \$2 billion, EERE (Energy Efficiency Renewable Energy) – \$2.5 billion, NOAA - \$830 million, USGS - \$140 million.

Senator Lipman: What is NIST?

Dr. Calzonetti: National Institute for Science & Technology.

Diane Miller: The NIH - \$1.3 billion just for facilities construction, repairs alterations, capital equipment. \$900 million for facilities construction, major research equipment, academic research

facilities modernization and the Major Research Instrumentation program. NIST - \$189 million, which is really a good opportunity for the University, we put in a grant for it last year and.

Dr. Calzonetti: National Institutes of Health (NIH) - \$10.4 billion all available for two years. For instance, for the renovations programs, you have five years to spend the money. Short term economic impact is important, long term investment funding is important. \$8.2 billion is for scientific research, \$1 billion to support extramural construction, repairs, and alterations, \$300 million for shared instrumentation and other capital equipment. \$9.5 billion for colleges and universities.

NIH Funding Mechanisms and process: choose among recently peer reviewed, highly meritorious R01 who are able to make progress with a 2-year grant. Fund new R01 applications that can make good progress with a 2-year grant. What we are asked to do is to demonstrate that we have good success in two-years. There is a challenge grant that jump start the new NIH challenge grant program with \$200 million to focus on health and science problems where progress expected in 2-years. There are other mechanisms and process to be developed. The Challenge Grant is out with an opening date of March 27, 2009 and application due date is April 27, 2009. They expect to fund 125 of these awards at a level of \$2 million. The budget can be \$500,000 per year for a two year project. It might be something a little riskier. We have a lot of interest in this, if Ohio get four awards that would be great. This will be very competitive. We have a website on the Research & Development Office and all this is posted, plus links to all of the agencies' websites and it's updated constantly. We have four proposals on the Health Science Campus so that's covered, but on this campus we are still looking for some other proposals. There may be some other ideas out there for NIH to get some of this money for the Main Campus. High-End Instrumentation Program - a single major item of equipment that has to be used by NIH supported researchers for biomedical research that costs at least \$600,000. There will be three or more NIH funded researchers who will be users of the requested instruments. There is no institutional limit on proposals.

Shared Instrumentation Grant Program – smaller amount of money available, \$100,000 to \$500,000. Each application is one piece of equipment. There are tremendous opportunities there, we encourage you to monitor the websites, and those of you who are dealing with agencies and program officers you will probably hear information from your program officers that we don't know. So bring information back to me, to Provost Gold, Provost Haggett, Office of Research Development, so that we can monitor and share this information.

It seems that people we are communicating with in Washington, they are finding things out themselves about these agencies. For NIH start looking at job creation impact of your projects and start thinking about two-year projects. NSF – they have \$2 billion for research grants, \$900 million for infrastructure, \$900 million for education, again a lot of opportunities. The NSF director, was to have had a 'dear colleague' letter that was to be distributed February 23rd that would explain the process and it's not there. Apparently the office of the director of NSF is working a little slower. They will be looking at existing proposals, 24,000 have been submitted. There are deadlines out there for NSF, so get those proposals in now. DOE – we don't have too much information, they did fund \$400 million for ARPA-E, this is a DOE program. This is what Congress was trying to establish for years. They set up an agency within the Department of Energy that's independent of the Office of Science, that would do very risky things, that were innovative without a long peer review process. This will be a good opportunity for us.

NASA – they are putting information slowly focusing on science, we have not seen any announcements from NASA. Those of you who work with NASA we encourage you to work with NASA program officers. NIST – The National Institute for Science & Technology, they are receiving \$180 billion for construction of academic research facilities. They had a competition last summer, \$30 million available and they funded three awards, three building projects. In 2008 we put in a proposal for a Chemistry/Environmental Sciences Building next to Wolff Hall and it was not funded. But this is going to be funded. NOAA – we have some people interested in this,

it's the National Oceanic and Atmospheric Administration, putting money in habitat restoration, we haven't seen any information for funding mechanism yet. DOD – Department of Defense, there is funding for improvements in energy generation and efficiency. Funding level: \$300 million – Army, Navy Air Force, Defense wide will each get \$75 million of that.

Arts & Humanities - \$50 million is to be distributed in direct grants to fund arts projects and activities which preserve jobs in the non-profit arts sector threatened by declines in philanthropic and other support. We are not sure whether the University Performing Arts Center will be eligible for that. It does say 40% of funds will be distributed to State agencies. That's something we need to explore. NEA competitive grants, the application deadline is April 2, 2009. NEH – we have no information. Diane searched the bill and there is nothing in the bill on NEH.

State portion of the fund is \$53.6 billion. The University did jump on top of this and put together proposals for the State portion, the community put in proposals, so there are a lot of proposals out there, but we haven't heard anything yet. The Research office has a website and there are links, easy to find, this presentation is there and it is being updated daily, plus we need to stay on top of it because some of the applications have a deadline within two weeks and we have to be ready to go. For further ARRA information the website is:

www.utoledo.edu/research/StimulusInformation.html

Are there any questions?

Elsa Nadler: Anybody interested in opportunities should elect to subscribe to one of the electronic mail lists, that automatically sends notices out. Grants.gov is the one that sends out anything that comes through the federal government. They are required to send out these notices.

Dr. Calzonetti: We want people to get their proposals in very early in the system.

Diane Miller: Because there are a lot competitive grants, we are asking that anybody considering putting in for one of these grants, email one of the recovery websites we have here at the University and let us know at least two weeks in advance, we can only apply for so many at the University and we want to make as many connections around the University community as possible.

Elsa Nadler: The research sponsored programs have only two people working, so let Brenda or Barb know that you intend to submit for one of these and get your budgets in early because time is running very short.

Senator Wedding: Are you going to come at some future date and discuss the patent policy, commercialization policy, copyright policy that have recently been released?

Dr. Calzonetti: I don't think they are posted, we are still working on that.

Senator Wedding: Will they be brought to the Senate for discussion?

Dr. Calzonetti: We will go back to Research Council and discuss it there.

Senator Wedding: Your copyright policy basically takes university ownership rights over any copyright acquired by persons on this campus.

Dr. Calzonetti: I don't think that this is what it says in that document. The University is not taking ownership of copyright material not done without substantial University resources.

Senator Wedding: I'm talking about copyright and I am looking right at it.

Senator Dowd: What is being discussed is not policy at least not yet. You are talking about draft language that was discussed at Research Council at a previous meeting but no recommendation was made about that issue. Also, it hasn't yet been posted on the web for comment because the language has not been determined. Again, this is just draft language.

Senator Wedding: It says policy on here and it has a date on it, and once this goes through these committees, all of a sudden it shows up as policy.

Senator Dowd: I share the concerns that you have about the draft language, however, that language is still in the process of being determined and discussed in Research Council. As I understand, Research Council will be addressing this issue this Friday.

Dr. Calzonetti: Thanks, Mike. We will have this on the agenda for the next Research Council meeting.

President Barlowe: Other questions? Thank you, Frank. Any old business?

Senator Regimbal: I would like to share with you two letters that were sent to faculty members in our college, so it's a follow up to what Provost Hagggett was talking about and a follow up to the conversation that we had at our last Faculty Senate meeting on Higher Education Holdings. The first one was sent to Dr. Baines by a faculty member and it reads,

Dr. Baines:

I saw a copy of the Toledo Blade article yesterday concerning UT's decision not to partner with HEH to package their education programs. I cannot tell you how much good it did my soul to see that you all were able to stop this. Unfortunately, faculty at my university did not have a say in the decision-it was made by administrators and we were notified of the decision afterwards. Some of us fought it as best we could...but it did not matter. Right now we have one Masters program that is fully supported by Academic Partnerships and we meet next week to discuss two additional programs. I suspect the faculty in opposition to adding two more programs will be out-numbered by faculty who are in favor and the remainder of my courses will become HEH-supported. I taught high school for 30 years, retired to complete my C & I PhD in 2007 from VA Tech to do this???!?!???

Anyway, with the depressing, demoralizing, and discouraging events going on here with regard to our programs, it was so uplifting to see that you all had been able to avoid being railroaded by Academic Partnerships and your university administrators. Congratulations. I am so pleased for you.

Julie

From another source:

Julie is a science education professor at ASU. She emailed me that the coaches have no background in curriculum and instruction or science education. In fact, they have only themselves taken the course a few weeks before they coach it and grade it. She has no interaction with her students whatsoever. Her course materials are simply loaded to the web site and she never interacts with the students after that.

second message:

Hi -

I saw a quote by you from Inside Higher Education, and I read an article in the toledoblade.com. Apparently, your faculty effectively killed the effort to enter into a "partnership" with HEH. Congratulations!! You have avoided a pedagogical abomination of the worst kind.

We weren't so lucky. Our administration entered into that relationship without the knowledge of faculty. It has drastically changed the curriculum of the program and undermined the role of professor. Your provost doesn't understand when she says the professors teach the courses and design the curriculum. The professors DON'T teach the courses and don't interact with students. The coaches do that. The professors design the courses, but within very restrictive parameters.

Your faculty should be thankful somebody didn't sell their souls to the devil.

Regards,

Dan

Senator Regimbal: I have not received, and no one has shared with me any letters saying that we missed an opportunity. I thought you should be aware of the messages we have received. I do know that faculty in the college are working to provide distances education to people outside of our local community

President Barlowe: Any other old business? Any new business? A quick reminder that if you would like to share your dossiers let Jackie Layng know. The ballots for the Faculty Senate are completed for all colleges except for the College of Nursing, and people are being notified that they are in the running for participation in the Senate. If you know people who are trying to decide whether or not they want to serve on the Senate please encourage them to do so.

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

V. Calendar Questions:

VI. Other Business:

Old business:

New business:

VII. Adjournment: Meeting adjourned at 6:00 pm.

Respectfully submitted,

Nick Piazza
Faculty Senate Executive Secretary
Secretary

Tape summary: Kathy Grabel
Faculty Senate Office Administrative