

NEH Application Cover sheet (AA-284536)

Humanities Initiatives: Colleges and Universities

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Field of expertise: English

INSTITUTION

The University of Toledo
Toledo, OH 43606-3390

APPLICATION INFORMATION

Title: *Health Humanities Minor at the University of Toledo*

Grant period: From 2022-02-01 to 2024-12-31

Project field(s): English

Description of project: The creation of an undergraduate Health Humanities minor at the University of Toledo. This minor will train undergraduates interested in questions of health and healthcare to enter the field not only as individual employees within that sector but also as future shapers of its paradigms and methods.

BUDGET

Outright Request	133,859.00	Cost Sharing	0.00
Matching Request	0.00	Total Budget	133,859.00
Total NEH	133,859.00		

GRANT ADMINISTRATOR

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Project Narrative

Creating a Health Humanities Minor at the University of Toledo

Intellectual Rationale

Faculty within the College of Arts and Letters propose to create an undergraduate Health Humanities minor at the University of Toledo (UToledo), an R2 metropolitan university belonging to Ohio's public state system of higher education. This minor, which will consist of humanities courses, will be open to all undergraduates at the university but will be particularly targeted toward majors in the humanities, the social sciences, and the arts, of which there are approximately 1400 students. Our goal is to train our liberal arts undergraduates interested in questions of health and healthcare to enter the field not only as individual employees within that sector but also, and more importantly, as future shapers of its paradigms and methods. We will train our health humanities minors to remake models of disease, illness, disability, health, and wellness, preparing our students to graduate knowing how to use humanities content, questions, and methodology to identify problems and seek new solutions. The model we propose is not the "add on" approach to the humanities so often marketed to STEM students preparing to enter medical fields, where an extra humanities class gets dropped on top of a pre-health curriculum like a cherry on an ice cream sundae. Rather, we want to prepare liberal arts majors to enter both non-clinical and clinical roles in healthcare so that they can change healthcare from the inside out. The health humanities not only trains medical professionals to better understand individual patient experiences, but it also provides space for medical professionals, community and public health leaders, and consumers to ask a different set of questions. Instead of asking, for example, "How can I treat this condition?" we might instead ask, "How have our understandings or our treatment methods of this condition

changed over time? Is this something that requires treatment and needs to be alleviated, or is it a natural human variant? Is this a problem of an individual body, or is it indicative of a larger sociopolitical condition that requires a multi-modal approach?” Our health humanities minors will graduate with the skills necessary to reimagine concepts of health and to apply those ideas to the field of healthcare.

If supported with NEH funds, over the course of this grant, our activities will focus on (1) creating and gaining faculty approval for a robust minor in the health humanities, and (2) designing and implementing a series of paid undergraduate internship opportunities with local and community health organizations where the Health Humanities minors apply their skills. Students pursuing this minor will not only learn how humanities methodologies can be applied to questions of health and healthcare in their coursework within the minor, but they will also gain firsthand experience with local organizations engaged in healthcare. Since 86% of UToledo undergraduates come from Ohio and remain in the state after they graduate, providing opportunities for them to study and work with actual healthcare organizations in Ohio and the university’s home of Lucas County is a critical piece of our health humanities curriculum.

The members of the health humanities working group believe there has never been a better historical moment to invest in developing curriculum in the health humanities at the University of Toledo. Even before the onset of the COVID-19 pandemic, a 2019 Gallup poll discovered that over 70% of Americans “would describe the current US healthcare system as being ‘in a state of crisis’ or ‘having major problems’” ([Gallup](#)). As we have painfully experienced for more than a year, even the wealthiest countries in the world were radically underprepared for a public health challenge of this magnitude. The pandemic both exposed and intensified the failures of our healthcare infrastructure, with minorities, people with disabilities, and other, socially vulnerable demographics suffering and dying at disproportionately higher rates. Similarly, the pandemic both exposed and intensified the

failures of our transportation and commercial infrastructures to provide access safely. What has become equally clear is that science cannot solve these problems on its own. Science cannot make value judgments, or use historical information to arrive at ethical policies. As we have seen, even the long-awaited appearance of effective vaccines, for example, has failed to redress the health disparities both revealed and exacerbated by COVID-19. In order to improve our ongoing response to COVID-19 as well as our preparedness for future pandemics, we need individuals trained in careful reflection, effective communication, historical context, advanced analysis, and an understanding of ethical frameworks—the training provided by a rigorous curriculum in the health humanities.

The national context of pandemic health-related disparities is particularly urgent for students at the University of Toledo, because a large number of our undergraduates come from socially at-risk populations. Almost 40% of our students are Pell Grant awardees, meaning they have extremely high financial need. 30% are the first in their families to attend college, and 22% are racial and ethnic minorities. Our students and their families are living with the systemic inequity of public health and healthcare on a daily basis, and the humanities faculty involved in this project have watched how the pandemic brought extra pressures to bear on students' lives that made it almost impossible for them to succeed academically. Many of our students, moreover, are not just future healthcare workers. They are actually working in healthcare fields in direct care right now. The health humanities minor will not only attract these students to our public university but also provide them the opportunities to apply their lived experience to the academic classroom, enriching the lives of all students and faculty on campus. Our hope is that a minor in the health humanities will be especially relevant to our particular student population and will help to empower them personally as well provide them with a critical foundation for their work on health and in healthcare.

Content and Activities

This project will occur in three major phases over the course of the three-year grant. In the first year, we will initiate the project by focusing on the creation of a robust and coherent curriculum for the minor. In the second year, we will concentrate on the development of the internship pathways and on recruiting for the minor. The third year will involve implementing the internships as well as the work of beginning to assess the outcomes of the minor and internships as they work in collaboration with each other.

Phase I: Curriculum Development, February 1, 2022 – December 30, 2022. The first phase of the grant will concentrate on creating a strong curriculum for the health humanities minor, a process that will require regular faculty collaboration and the development of new curriculum. These activities will include:

- A. **Faculty Working Group, Spring 2022.** During the first spring semester supported by the grant, we must consolidate the humanities faculty who want to build this initiative over the course of the next three years. We have already established a group of humanities faculty that came together with an interest in developing this grant, but, in order to develop the strongest program possible, we would like to move forward with a larger and more intentionally planned faculty group that will help to build the curriculum, develop the related internship pathways, and continue to develop and assess the minor. Our goal is to have a concentrated group at least 6-8 faculty members representing each of our humanities programs, plus key interdisciplinary programs that include humanities faculty. In spring 2022, this group will gather bi-monthly to follow a syllabus of relevant texts (see Attachment 3, Reading List) created to foster discussion on topics related to the health humanities, such as definitions of health (what does it mean to be healthy or healed?), quality of life (who or

what determines it?), the relationship between healing justice and social justice, and the relationship between health status and social hierarchies. Next, a benchmarking process will inform discussions about the UToledo minor, as our group investigates a minimum of five other health humanities programs at peer institutions to identify their expectations and content. Finally, the outcome of this working group at the end of the spring semester will be the creation of foundational documents for the minor (as follows in “B,” below).

- B. Mission Statement and Student Learning Outcomes, May 2022.** By the end of the spring 2022 semester, the health humanities working group will have created a formal mission statement for the minor and a coherent set of Student Learning Outcomes that align with that mission. These are critical documents that will guide the rest of the minor’s development. The Student Learning Outcomes will inform the selection and development of courses for the next phase of the grant, the Curriculum Infusion Project (see “C,” below), and will support our ability to assess the curriculum’s effectiveness in future years.
- C. Curriculum Infusion Project, May 2022 - August 2022.** At the end of spring 2022, the faculty working group will initiate a faculty “curriculum infusion” project that will offer faculty professional development funding from the grant to spend the summer reworking current courses or creating new courses with a health humanities emphasis. Our current course catalog currently includes courses in topics such as health history, medical ethics, health narratives, and the intersection between health, race, ethnicity, disability, and gender. However, we would like to see more carefully targeted courses that align with the minor’s mission. A selection committee will accept course proposals from faculty and provide development funding to the courses that best meet the minor’s proposed Student Learning Outcomes. Currently, five faculty from English, History, and Philosophy have already confirmed their strong interest in participating this project (see our Budget proposal). Our

target is a minimum of 5 new (or newly revised) health humanities courses, amounting to 15 credits of the 18-credit minor. Although our long-term goal for the minor is to develop a wide range of electives for it, the development of 5 new courses means we will hit the 18-credit total for the minor, since we already have two classes in the catalog that we propose so use as foundational requirements (see “D,” below).

D. Creation of 18-credit Minor, August 2022 - December 2022. Our goal for the fall 2022 semester is to propose the final version of an 18-credit-hour health humanities minor for review to the College of Arts and Letters faculty council curriculum committee. We should be able to accomplish this goal thanks to the curriculum infusion project, which will provide us with four to five new courses that will be submitted for approval at the same time as the minor. We predict that the approval process for this minor will be straightforward and that the various review committees will readily endorse it at every level. The university’s current [strategic plan](#) includes plans to grow its own healthcare system throughout northwest Ohio and to elevate its reputation as an academic medical community—goals that this curricular initiative would help to advance. Although the specific curriculum may evolve in new directions once we begin the faculty working group, we anticipate that the minor will include these elements:

- a. **Two required foundational courses.** The UToledo catalog already includes two courses that will provide students with a strong foundation in the health humanities: (1) *Feminist Health Humanities* (WGST 3600) and (2) *Introduction to Disability Studies* (DST 2020). Together, these courses will provide a broad theoretical framework for the minor that will support students throughout the rest of their coursework. *Feminist Health Humanities* is taught from an intersectional, feminist perspective and uses arts and culture in combination with humanistic social theory to examine gendered and

racialized health disparities, gendered and racial constructions within the history of science and medicine, and new conceptualizations of wellbeing and radical self-care. *Introduction to Disability Studies* builds from intersectional analyses of identity and power to focus on disability history and activism, cultural representations of disability, and varied lived experiences. The approaches in both of these courses lift the conversation about health and the body out of the context of the medical school, redirecting health criteria away from the body and toward social structures, grounding students in the critical theories and questions of the health humanities.

- b. Additional humanities electives and mini-tracks.** We anticipate enthusiastic involvement in the minor from faculty in English, Philosophy, History, and World Languages and Cultures, as well as humanities faculty within the interdisciplinary programs of Women's and Gender Studies and Disability Studies. These departments include literature scholars who study narratives and poetry related to the body and sexuality; historians who study the history of plagues, pandemics, and infertility; philosophers who teach ethics and medical ethics; and foreign language scholars dedicated to teaching special language classes for healthcare professionals. From the courses generated from these departments, students will be able to create informal mini-tracks within the minor from their electives. Although these tracks will emerge more clearly as the curriculum is finalized, we anticipate that Health Narratives, Health History, and Medical Ethics might all be possible mini-tracks.

If we submit this minor to the College curriculum review process at the end of December, we should be able to gain final approval by the end of the spring 2023 semester. Students can thus begin to enroll in the minor in fall 2023. If for any reason our fall 2022 curriculum development proves too ambitious, we could revise the timeline

to distribute some of the above work across the 2022-2023 academic year. This would mean increased overlap with Phase II, creating the minor's internship pathways, but we believe this would be a manageable workload for the faculty involved.

Phase II: Internship Pathways and Recruitment, January 2023 - December 2023. During the second phase of the period supported by the grant, the health humanities faculty will complete two objectives. We will (1) develop a series of internship pathways with local community partners, and (2) implement recruitment strategies for the minor.

In order to establish internships, we need to build relationships with local organizations and create formal documents that will ground the partnerships that we establish. These internships will help teach our students to enlist their humanities training to work collaboratively, frame their research questions so that they solve public problems, and adapt their style to engage in and influence public discourse. Internship students and supervisor also will aid community partners as they seek to enrich services and breadth of outreach. In the aftermath of the COVID-19 pandemic, we consider exploration of and the development of solutions to health disparities particularly essential and will seek out grants that take up those questions. The students who receive these internships will receive stipends for the semester supported by the NEH grant. These stipends will be considered research grants and will allow our students to substitute their internships for working part-time in a minimum wage job, a type of employment that is typical for UToledo students. (Note that although we plan to use the NEH stipends to cover the internships for the first year they are offered, we will begin seeking alternative sources of funding as soon as the minor is approved. The university has an Office of Undergraduate Research funded by the Provost's office, and we have several other possible sources of support from healthcare organizations in the community. We feel

confident that given enough lead time, we will be able to find alternative ongoing sources of support for the internships, particularly once our students are successfully placed.)

We seek to include a broad range of community organizations in our internship pathways, including but not limited to those that provide access to food, health care, independent living, guided dying (hospice), birthing, and psychiatric support. We will attempt to deepen the College's existing relationship with our own hospital, the University of Toledo Medical Center, as well as with ProMedica, a large non-profit healthcare system in Toledo that has already funded several individual faculty projects in Arts and Letters. We are also currently pursuing a relationship with the Lucas County Health Commissioner, who, among other meaningful roles, heads the Lucas County Community Health Coalition. This Coalition includes county partners such as the Toledo-Lucas Local Office on Minority Health, the Area Office on Aging, the Mental Health and Recovery Services Board, and the Toledo-Lucas County Health Department, all of which are likely partners for health humanities internships. (Although several of the organizations mentioned here are state funded, they are politically non-partisan and are dedicated to serving all local constituents; our interns would not be advocating for particular social or political actions or supporting specific public policies or legislation as per NEH policy.) Several of the faculty attached to this grant have already formed ties to these offices as well as other, related organizations, but we recognize that it is essential not to make assumptions about what individual community organizations need. We anticipate that building the internship pathways will take approximately two academic semesters (spring and fall of 2023), and that the activities will fall primarily into two categories:

- A. **Relationship Building.** The major activity for the health humanities working group for the spring semester of 2023 will be building relationships with potential internship partners. The health humanities working group will identify likely health-related organizations and will connect with leaders, host conversations with the organizations' memberships, identify

common goals and values, discuss the dominant concerns of each organization, review our available resources, and collaborate with to develop internship opportunities. We are highly cognizant that in order for these internships to work, they must be of value to all parties and that alliance building must always be reciprocal.

- B. **Formalize Internship Pathways.** If we build relationships with community partners in spring 2023, then we will work to formalize these relationships into internship pathways in fall 2023. We will create a Memorandum of Agreement (MOA) with each community partner that outlines the terms of the internship. Establishing these documents will ensure the internships run smoothly and that all parties understand their responsibilities.

Recruitment will also be occurring across this academic year. We will work out a promotional timeline and will employ a number of different strategies to publicize the new minor. First, the College of Arts and Letters has both its own recruiter and a promotions specialist who report directly to the Dean, and we will work with these staff members to create engaging promotional materials that can be distributed via all local university media outlets and social media. Next, we will host a lunch for student advisors across the university to share the new curriculum and to help them see the possible advantages for their majors. Finally, we will host both virtual and live workshops about the minor for students. We will build the conversation about the minor to lead up to the moment in mid-March when students begin to register for fall courses.

Phase 3: Implementation of Minor and Internships, January 2024-December 2024. By the third year supported by the grant, the UToledo health humanities minor should have our first cohort of students pursuing the health humanities minor. We would like our students to begin their internships in this semester because this first cohort will consist of already enrolled UToledo students (rather than first-years) who will benefit greatly from hands on job training. We anticipate

five students to begin with and hope to evolve into a cohort of 30 minors over time. Over the course of these two semesters, we will track these students carefully. We will assign them a health humanities advisor and aid their career exploration.

Project Personnel

The four faculty members supporting this grant proposal bring a wide range of expertise to the project. Dr. Gregory will serve as project manager and will support the operational portions of the grant. Dr. Neilsen will lead the faculty working group. Drs. Day and Dudley will leverage their community contacts to build the internships and will also serve as academic advisors for the minor.

- **Kim Nielsen, Professor of Disability Studies, Historian and Disability Studies scholar.**

Dr. Kim Nielsen is the author of the widely used, award-winning *A Disability History of the United States*, co-editor of the (also) award-winning *Oxford Handbook of Disability History*, and author of numerous journal articles. In addition, she has received two Fulbright appointments, numerous scholarly prizes, and a National Endowment for the Humanities Fellowship. She teaches courses on disability history, disability studies, eugenics, gender, law, and disability rights.

- **Allyson Day, Associate Professor of Disability Studies.** Dr. Ally Day's forthcoming book project, *The Political Economy of Stigma: HIV, Memoir and Crip Positionalities* (Ohio State UP, 2021), addresses the complicated interactions between those living with HIV and AIDS Service providers, as well as the neoliberal production and exploitation of narrative within the Medical Industrial Complex. She is currently beginning her second book project about the intersection of disability and birth, tentatively titled *Grappling with Gestational Ableism*.

- **Rachel Dudley, Assistant Professor of Women's and Gender Studies.** Feminist Health Humanities and Critical Race Studies scholar, Dr. Rachel Dudley teaches "Introduction to

Women’s and Gender Studies” and “Gender, Race and the Health Humanities.” Dr. Dudley is the author of “Toward an Understanding of the ‘Medical Plantation’ as a Cultural Location of Disability” in *Disability Studies Quarterly* (2012) and “The Role of Feminist Health Humanities Scholarship and Black Women’s Artistry in Re-Shaping the Origin Narrative of Modern, U.S. Gynecology” in *Humanities* (2021).

- **Melissa Gregory, Professor of English and Associate Dean for the College of Arts and Letters.** Dr. Melissa Gregory’s background as a humanities scholar is in nineteenth-century literature, but the expertise she will leverage for this grant is primarily administrative. She is also the associate dean assigned to the humanities, so she has the capacity and resources to support the operational aspects of this proposal, ensuring its feasibility. She also has key experience helping to develop innovative humanities programs at UToledo, including a PhD in the public humanities that has received approval from the university graduate council and will be submitted for approval to the state in the next academic year.

Institutional Context

At the University of Toledo, the College of Arts and Letters, which is home to the humanities, is one of the institution’s strongest performing colleges. It boasts some of the institution’s highest retention rates and includes many nationally recognized, research-active, tenured or tenure-track humanities scholars on its faculty. In addition to the traditional humanities fields of English, History, Philosophy, and World Languages, the College also includes several interdisciplinary programs, particularly Disability Studies and Women’s and Gender Studies, with their own tenure-track lines staffed by humanities faculty. New humanities hires from the past three years have helped our departments both to diversify their faculty and continue to grow their curricula in new directions to meet the needs of some 200 humanities majors. Over the years, the long-standing Roger Ray Institute for the Humanities has provided support to humanities faculty in the form of funding, and,

most recently, has helped humanities faculty to connect with the Toledo community through the public humanities, including lecture series and outreach and engagement activities.

At the same time, healthcare is the fastest growing employment sector in Ohio ([US Bureau of Labor Statistics](#)), a state that includes over 4100 bioscience companies, 121 biomedical companies, and 14 top-ranked hospital systems ([Jobs Ohio](#)). The University of Toledo prepares hundreds of its graduates to enter this sector: it includes two pre-professional colleges dedicated to healthcare (Nursing and Pharmacy), runs an entire medical college (the College of Medicine and Life Sciences), and also operates a major regional hospital (the University of Toledo Medical Center). The university also recently invested substantial resources into a new “Pre–Health Advising Center.” In order to keep the humanities engaged within the institution’s current STEM emphasis and its pre-health emphasis in particular, humanities programs and departments must create innovative and bold curriculum that bridges the gap between the humanities and healthcare. As humanities faculty, we would also argue that in the wake of this pandemic, it is the moral obligation of the humanities to train our students to think about healthcare systems critically, so that they are better prepared in the future to offer ethically informed, historically aware, and socially nuanced responses to public health crises.

Impact and Dissemination

Impact. We are excited to track relevant impact factors related to this initiative. The first is the impact of this new minor on enrollment in the College of Arts and Letters. We are interested not only in enrollment gains in the humanities but also in tracking whether or not the health humanities minor attracts students to the liberal arts more generally. Next, we also want to determine if the health humanities minor diversifies the UToledo student pipeline into the healthcare sector. For example, the students at UToledo currently enrolled in the pre-med core are disproportionately

middle-class and identify primarily as white. Does a health humanities minor have any impact on the demographics of the students enrolled in pre-health majors? Finally, we want to know whether or not the health humanities minor makes a meaningful difference in the lives of our students after graduation. With the above factors in mind, we will ask:

- How many students are enrolled in the health humanities minor, and how does that percentage compare to the enrollment of other minors in both the College of Arts and Letters and the University? Which way is the enrollment trending? Ultimately, we believe that 30 minors would be a healthy number within our current institutional context, so we will be looking for growth.
- Which undergraduate majors pursue the health humanities minor? Do humanities majors enroll in it primarily, or do students beyond the humanities—including the arts, social sciences, natural sciences, or math—also enroll in it?
- What demographics do the students enrolled in the minor represent? Do the students who pursue the health humanities minor reflect the rich economic, racial, and ethnic diversity of the students in the College of Arts and Letters?
- Post-baccalaureate placement. What do the students who graduate with this minor do one year after graduation, and what are they doing five years later? Do the students in the health humanities internships use and apply the expertise gained in these internships in their post-college professional development?

Dissemination. The health humanities minor will have its own website that will not only promote the courses and requirements but also our internship partnerships. We will also deliver reports on the success of our minor at our own institution, primarily at our College faculty council and also Faculty Senate. But we believe strongly that for the humanities to thrive, it is critical to disseminate successful curricular models nationally, so that that humanities faculty at other institutions can draw upon the strategies we used in the future. Thus, we plan to share our model of curriculum building

at national conferences. For example, we will propose a panel on the minor's creation at the National Humanities Alliance's annual conference, and we would also like to present at conferences that include humanities administrators, such as the Association of Deans and Directors of University Colleges and Undergraduate Studies (AD&D). Our goal is to demonstrate on a national level that thinking intentionally and tactically about curriculum can help to the humanities to thrive at STEM-oriented institutions.

Evaluation

We will assess this the effectiveness of the health humanities minor using both quantitative and qualitative methods that will help us to sustain it beyond the grant. We propose to:

- Collect key data points from the Office of Institutional Research related to enrollment trends and student demographics.
- Create a database of students who have graduated with the minor so that we can track their post-baccalaureate activities and job placement.
- Collect ethnographic evidence from the internships. The UToledo College of Arts and Letters internship syllabus requires multiple reflection pieces; we will collect these in a database.
- Create and implement an exit survey for graduating seniors in the minor.

Conclusion

If supported by the NEH's Humanities Initiatives at Colleges and Universities grant, the faculty at the University of Toledo will use the funds to strategically strengthen the leadership role of the humanities on campus and to advance the field of the humanities nationally by developing innovative curriculum that leverages the humanities' strengths.

Work Plan

Creating a Health Humanities Minor at the University of Toledo

Three-Year Overview

See detailed timeline of activities on next page.

PHASE ONE: CURRICULUM DEVELOPMENT		
2022 - Spring →	Summer →	Fall →
Faculty working group creates curricular structure for health humanities minor, including a mission statement, student learning outcomes, course requirements.	Curriculum infusion project generates new courses developed for the minor.	Health humanities minor submitted for approval; process will likely conclude at the end of spring 2023.

PHASE TWO: CREATION OF INTERNSHIP PATHWAYS & RECRUITMENT		
2023 – Spring →	Summer →	Fall →
Faculty work with community partners to create student internships and begin recruiting students for the health humanities minor. Minor receives final approval from Faculty Senate at the end of this semester.	Health humanities minor entered into the catalog in preparation for fall 2023.	Fall catalog published with health humanities minor included. Students begin to enroll in the minor. Faculty continue to work on creating internship pathways.

PHASE THREE: IMPLEMENTATION & ASSESSMENT		
2024 – Spring →	Summer →	Fall – end December
Students enrolled in the health humanities minor can now sign up for the first NEH-supported internships.	Students continue to enroll in internships over the summer.	Students continue to enroll in internships. External consultant is hired to assess the efficacy of the program.

TIMELINE AND ACTIVITIES

Creating a Health Humanities Minor at the University of Toledo

Phase I: Curriculum Development February 2022 – December 2022

OVERVIEW & DATES ↓	ACTIVITIES	OUTCOMES
<p>February 2022 - May 2022</p> <p>We form a Health Humanities Minor working group of 6-8 humanities faculty. The activities of this working group will provide the participants with a deeper understanding of the health humanities as a field, as well as with comprehensive knowledge of the potential role of this field in higher education.</p>	<ul style="list-style-type: none"> • Create syllabus of relevant texts from the grant Reading List. • Meet bi-monthly. • Read and discuss texts at meetings. • Benchmark 5 other health humanities programs at peer institutions. 	<ul style="list-style-type: none"> • Working group faculty demonstrates proficiency in using the major theories, critical questions, and paradigms of the health humanities. • Working group can clearly articulate the similarities and differences between UToledo's proposed minor and other, similar academic programs at other institutions of higher education.
<p>May 2022</p> <p>The working group's study of the health humanities in the previous spring semester will ground the creation of important foundational documents for the minor, including a mission statement, curriculum requirements, and Student Learning Outcomes.</p>	<ul style="list-style-type: none"> • Draft and discuss foundational documents for the health humanities minor that will guide its future curriculum and goals • Draft and discuss specific Student Learning Outcomes for the minor. 	<ul style="list-style-type: none"> • Mission statement that identifies the target audience, intellectual purpose, and core values of the health humanities minor. • Student Learning Outcomes that demonstrate what health humanities minors will know and be able to do or demonstrate when they have completed the minor.
<p>May 2022 - August 2022</p> <p>Using the newly created mission statement and student learning outcomes for guidance, faculty begin the process of creating new courses for the minor.</p>	<ul style="list-style-type: none"> • Curriculum Infusion Project: Faculty will spend the summer creating new courses with a health humanities emphasis. • Supported by NEH grant. 	<ul style="list-style-type: none"> • 5 new courses that support the health humanities minor.
<p>August 2022 – December 2022</p> <p>With the mission statement, SLOs, curriculum, and new courses developed, we are ready to submit the full minor to the curriculum review process for review.</p>	<ul style="list-style-type: none"> • New courses and a new program proposal submitted to the UToledo curriculum tracking system. • Approval from Arts and Letters College Council; Faculty Senate Committee on Undergraduate Curriculum; and Committee on Academic Programs. 	<ul style="list-style-type: none"> • 18-credit Health Humanities Minor and attendant courses submitted for approval; process will likely conclude at the end of spring 2023. • <i>If the curriculum for the minor takes longer to develop or approve, some of the above work could be distributed across the next semester, spring 2023, at the same time as Phase II is occurring.</i>

Phase II: Creation of Internship Pathways and Recruitment*

January 2023 – December 2023

**Throughout this phase, as we reach out to community partners, we will also be seeking alternative sources of funding for internships in future years so that we can sustain the internship pathways beyond the time period of the grant.*

OVERVIEW & DATES ↓	ACTIVITIES	OUTCOMES
<p>January 2023 – December 2023</p> <p>Now that the curriculum for the health humanities minor is slated to appear in next year's course catalog, the second phase of the grant focused on developing student internship pathways with local community partners. This process will span two semesters, spring 2023 and fall 2023.</p>	<ul style="list-style-type: none"> Identify community partners Establish contact with the University of Toledo Medical Center, ProMedica, Lucas County Health Commissioner, and Toledo-Lucas County health-related offices. Relationship and alliance building. Draft internship agreements. 	<ul style="list-style-type: none"> 5 formally established student internship opportunities for the 2024 year (spring, summer, fall). MOA for each internship.
<p>January 2023 – December 2023</p> <p>The health humanities minor is now included in the fall 2023 catalog. As we continue to work on building internship pathways for the first cohort of students, we also implement a comprehensive recruitment plan for the minor.</p>	<ul style="list-style-type: none"> Recruitment. Create promotions timeline. Work with College of Letters Recruiter and Promotions Specialist to create new promotional materials for different student demographics. Push the minor via local university media outlets and social media. Host lunch for student advisors across the university to share the new curriculum. Host live and virtual workshops for students. 	<ul style="list-style-type: none"> Minimum of 5 students in the first health humanities minor cohort. Ultimate goal is 30 minors.

Phase III: Implementation and Assessment

January 2024 - December 2024

OVERVIEW & DATES ↓	ACTIVITIES	OUTCOMES
<p>January 2024 – December 2024</p> <p>The health humanities minor now has its first cohort of students enrolled. We anticipate 5 students who are eligible to pursue internships.</p>	<ul style="list-style-type: none"> Coordinated advising of health humanities minors. Placement of first cohort of students into internships. Collection of internship assessment data. 	<ul style="list-style-type: none"> 5 successfully completed internships in the spring, summer, or fall 2024 semester.
<p>December 2024</p> <p>We hire a consultant to help us assess the program and plan for its future beyond the grant.</p>	<ul style="list-style-type: none"> Assessment. 	<ul style="list-style-type: none"> Assessment report Proposal for future

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Reading List

- Atkinson, Sarah, Bethan Evans, Angela Woods, and Robin Kearns. “‘The Medical’ and ‘Health’ in a Critical Health Humanities.” *Journal of Medical Humanities* 36, no. 1 (2015): 71-81.
- Bailey, Moya and Whitney Peoples. “Articulating Black Feminist Health Science Studies.” *Catalyst: Feminism, Theory, Technoscience, Special Issue on Science Out of Feminist Theory Part 2: Remaking Science(s)*. 3, No 2 (2017): 1-27.
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- Bealing, Catherine. “Sharper Instruments: On Defending the Humanities in Undergraduate Medical Education.” *Academic Medicine* 85, no. 6 (2010): 938-40.
- Ben-Moshe, Liat, Rebecca Cory, Mia Feldbaum, and Ken Sagendorf, eds. *Building Pedagogical Curb Cuts: Incorporating Disability into the University Classroom and Curriculum*. New York: Syracuse University Press, 2007.
- Berry, Sarah L., Erin Gentry Lamb, and Therese Jones. “Health Humanities Baccalaureate Programs in the United States.” Hiram, OH: Center for Literature and Medicine, Hiram College, 2016. http://www.hiram.edu/wp-content/uploads/2016/11/HHBP_12_2_16.pdf
- Charon, Rita. *Narrative Medicine: Honoring the Stories of Illness*. New York: Oxford University Press, 2006.
- Charon, Rita, et. al. *The Principles and Practice of Narrative Medicine*. New York: Oxford University Press, 2017.
- Crawford, Paul, Brian Brown, Charley Baker, et al, editors. *Health Humanities*. New York: Palgrave Macmillan, 2015.
- Crawford, Paul, Brian Brown, Victoria Tischler, and Charley Baker. “Health Humanities: The Future of Medical Humanities?” *Mental Health Review Journal* 15, no. 3 (2010): 4-10.
- Crenshaw, Kimberle. *On Intersectionality: Essential Writings*. New York: The New Press, forthcoming 2022.
- DasGupta, Sayantani. “Pedagogy at the Borderlands: Why Health Humanities Needs Diaspora and Cultural Studies.” In *Teaching Health Humanities*, edited by Olivia Banner, Nathan Carlin and Thomas R. Cole. New York: Oxford University Press, 2019.
- Day, Ally. *The Political Economy of Stigma: HIV, Memoir, Medicine and Crip Positionalities*. Ohio State University Press, forthcoming June 2021.
- Foster, S. L., & Funke, J. (2018). Feminist Encounters with the Medical Humanities. *Feminist Encounters: A Journal of Critical Studies in Culture and Politics*, 2(2), 14: 2018.
- Garden, Rebecca. “Who Speaks for Whom? Health Humanities and the Ethics of Representation.” *Medical Humanities* 41 no. 2 (2015): 77-80.

- Gilman, Sander. "Representing Health and Illness: Thoughts for the 21st Century." *Journal of Medical Humanities*, 32 (2011): 69-75.
- Greenhalgh, Trisha, and Hurwitz, Brian, editors. *Narrative Based Medicine*. London: BMJ Books, 1996.
- Grigg, Amanda J. and Anna Kirkland. "Health." *The Oxford Handbook of Feminist Theory*, edited by Lisa Disch and Mary Hawkesworth. New York: Oxford University Press, 2016.
- Gupta, Kristina. *Medical Entanglements: Rethinking Feminist Debates About Healthcare*. New Brunswick and London: Rutgers University Press, 2020.
- Gawande, Atul. *Being Mortal*. Picador, 2017.
- Hill-Collins, Patricia. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*, second edition. New York: Routledge, 2000 (originally 1990).
- Hoberman, John. *Black and Blue: The Origins and Consequences of Medical Racism*. Berkeley: University of California Press, 2012.
- hooks, bell. *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge, 1994.
- Jones, Esther, ed. *Health Humanities in Global Context: Race and Ethnicity Across the World*. New York: Palgrave Macmillan, forthcoming.
- Jones, T., M. Blackie, R. Garden, and D. Wear. "The Almost Right Word: The Move from Medical to Health Humanities." *Academic Medicine* 92, no. 7 (2017): 932-35.
- Jones, Therese, Delese Wear and Lester D. Friedman, editors. *Health Humanities Reader*. New Brunswick and London: Rutgers University Press, 2018.
- Koenig, Harold G., and Dana King; Verna Benner Carson. *Handbook of Religion and Health*, 2nd edition. Oxford: Oxford University Press, 2012.
- Klugman, Craig M. "How Health Humanities Will Save the Life of the Humanities." *Journal of Medical Humanities*, 38, no. 4 (2017): 419-30.
- Klugman, Craig M. and Erin Gentry Lamb, eds. *Research Methods in the Health Humanities*. New York: Oxford University Press, 2019.
- Kumagai, Arno K. and Monica L. Lypson. "Beyond Cultural Competence: Critical Consciousness, Social Justice, and Multicultural Education." *Academic Medicine Journal of the Association of American Medical Colleges*, 84, no. 6 (2009): 782-87.
- Kumagai, Arno K. and Thirusha Naidu. "The Cutting Edge: Health Humanities for Equity and Social Justice." *Routledge Handbook of the Medical Humanities*, edited by Alan Bleakley: New York: Routledge, 2019.
- Lamb, Erin, and Craig Klugman. *Methods of the Health Humanities*: Oxford: Oxford University Press, forthcoming.
- Lorde, Audre. *The Cancer Journals*. San Francisco: Aunt Lute Books, 1992.
- Nielsen, Kim. *A Disability History of the United States (Revisioning History)*. Boston: Beacon Press, 2013.
- Ruger, Jennifer Prah. *Health and Social Justice*. New York: Oxford University Press, 2010.
- Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*. Crown, 2011.
- Sontag, Susan. *Illness as Metaphor (1987) and AIDS and its Metaphors*. Picador, 2001.
- Viney W, Callard F, Woods. "A Critical Medical Humanities: Embracing Entanglement, Taking Risks." *Medical Humanities* 41 (2015): 2-7.

**Creating a Health Humanities Minor
at the University of Toledo**

Résumés for Key Personnel

1. Dr. Allyson Day, Program of Disability Studies
2. Dr. Rachel Dudley, Department of Women's and Gender Studies
3. Dr. Melissa Gregory, Department of English Language and Literature
4. Dr. Kim Nielsen, Program of Disability Studies

ALLYSON DAY

Associate Professor, Disability Studies
University of Toledo
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EDUCATION

- March 2014* PhD, Department of Women's, Gender and Sexuality Studies
Graduate Interdisciplinary Specialization: Disability Studies
The Ohio State University, Columbus OH.
- May 2009* MA, Gender and Cultural Studies, Simmons College, Boston, MA.
- May 2005* BFA/BA Creative Writing/Political Science, University of Maine at Farmington.

EMPLOYMENT

- 2020-* Associate Professor, Disability Studies Program, College of Arts and Letters, University of Toledo.

Undergraduate Advisor
Graduate Program Chair
- 2014-2020* Assistant Professor, Disability Studies Program, College of Arts and Letters, University of Toledo, Ohio.

Publications

Book Manuscripts

- Forthcoming* *The Political Economy of Stigma: HIV, Memoir, Medicine, and Fall 2021* *Crip Positionalities*. Columbus: The Ohio State University Press.
- In-Progress* *Gestational Ableism: Disability, Pregnancy, and Radical Futures*

Journal Articles

- 2021* "Care crisis coalition: Imagining a future of antiprophylactic citizenship through HIV hospice care" in *Culture Health and Sexuality* Special Issue: Viral Times. Taylor and Francis.
- 2018* "Zika: Grappling with Prognostic Un/Certainty and Open Normativities" in *Feminist Formations* Special Issue: *Queer/Crip Contagions*. 30.1 Pgs 164-183.

- 2017 "Chronic Poetics, Chronic Illness: Reading Tory Dent's HIV Poetry Through Disability Poetics and Feminist Bioethics" in *The Journal of Literary and Cultural Disability Studies*. 11:1. 2017. Pgs 83-98.
- 2014 "Resisting Disability, Claiming HIV: Introducing the Ability Contract and Conceptualizations of Liberal Citizenship" in *The Canadian Journal of Disability Studies*, 3:3. NP.
- 2013 "Embodied Triumph and Political Mobilization: Reading Marvelyn Brown's *The Naked Truth: Young, Beautiful and (HIV) Positive*" in *a/b: Journal of Autobiography*, 28.1. Chapel Hill, NC. Pgs 112-125.
- 2011 "Toward a Feminist Reading of the Disability Memoir: The Critical Necessity for Intertextuality in Marya Hornbacher's *Wasted* and *Madness*" in *Disability Studies Quarterly*, 31:2. Columbus, OH. NP.

Book Chapters

- Forthcoming* "Disabling Birth: Prognostic Certainty and the Gestating Citizen of the Contemporary Midwifery Movement" in *The Untied States: Untangling Identity in the New American Studies* eds. Ricia Chansky and Laura Beard. WI: University of Wisconsin Press.
- 2020 "Crippling the Toxic Body: Narrative Constructions of Time and Nation in Kristen Iversen's *Crippling the Toxic Body* and Sandra Steingraber's *Living Downstream*" in *The Temporalities of Waste: Out of Sight, Out of Time*. Eds. Fiona Allon, Ruth Barcan and Karma Eddison-Cogan. UK: Routledge.
- 2019 "Doing Disability Autobiography as Feminist Disability Praxis" in *Research Methodologies for Auto/biography Studies*. Eds. Kate Douglas and Ashley Barnwell. UK: Routledge. Pgs 186-192.
- 2017 "Postfeminist Motherhood? Reading a Differential Deployment of Identity in American Women's HIV Narrative" in *Disabling Domesticity*. Ed Michael Rembis. New York: Palgrave Macmillan. Pgs 309-333.

Digital Media

- On-going* Co-Producer: Script Writer, Content Director, and Lead Researcher, *HIV in the Rust Belt*. Dir: Holly Hey. Feature-length documentary film capturing the story of David's House Compassion 1988-2003, a HIV housing and care facility in Toledo, OH.

Rachel Dudley

Assistant Professor

Department of Women's and Gender Studies

College of Arts & Letters

The University of Toledo

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EDUCATION

- Ph.D. Emory University, Women's, Gender, & Sexuality Studies (2016)
Dissertation: "Haunted Hospital: J. Marion Sims and the Legacies of Enslaved Women"
- M.A. The Ohio State University, Women's Studies, Graduate Enrichment Fellow (2009)
- B.A. Grand Valley State University, Sociology Major, Women & Gender Studies Minor,
Burt Price Diversity Fellowship, McNair Scholar (2007)

EMPLOYMENT

- 2019-Present Assistant Professor of Women's & Gender Studies, University of Toledo, College of Arts & Letters
- 2018-2019 Program Coordinator & Advisor, Ronald E. McNair Post-Baccalaureate Achievement Program, Cornell University, Office of Academic Diversity Initiatives
- 2016-2017 Visiting Assistant Professor, Emory University, Department of Women's, Gender, & Sexuality Studies
- 2015-2016 Visiting Assistant Professor, Grand Valley State University, Department of Women, Gender, and Sexuality Studies, housed in the Brooks College of Interdisciplinary Studies

PUBLICATIONS

- "Toward an Understanding of the 'Medical Plantation' as a Cultural Location of Disability." *Disability Studies Quarterly*, Special Topic: New Conversations in Disability Studies, with Introduction by Rosemarie Garland-Thomson, Vol 32, No 4, 2012.
- "A Comparative Book Review—Medical Bondage: Race, Gender and the Origins of American Gynecology & Anarcha Speaks: A History in Poems." *Synopsis: A Health Humanities Journal*, September 30, 2020.
- "The Role of Feminist Health Humanities Scholarship and Black Women's Artistry in Re-Shaping the Origin Narrative of Modern, U.S. Gynecology." *Humanities*, Vol 10, No 1:58, 2021.
- "Black Feminist Field Notes: On Designing an Undergraduate, Online, Health Humanities Course in Women's and Gender Studies" in *From the Trenches: Health Humanities in Application*, proposal accepted for anticipated publication in spring 2022.
-

TEACHING & RESEARCH AREAS

Gender, Race & Health ▪ Feminist Health Humanities ▪ History of Science, Medicine & U.S. Slavery
▪ Black Feminist Thought ▪ Healing Justice & Well-being ▪ Interdisciplinary Knowledge Production

TEACHING EXPERIENCE

University of Toledo

- WGST 2010: Introduction to Women's and Gender Studies: Gender, Sex and Difference
- WGST 3980/ DST 3980/ LST 3980: Gender, Race and the Health Humanities

Emory University

- WGST 3980/ DST 3980/ LST 3980: Gender, Race and the Health Humanities
- WGSS 385/HLTH 385: Gender, Health and Inequality
- WGSS 300: Feminist Theory
- WGSS 385: Gender, Race and Biomedicine
- WGSS 200: Intro to Women's, Gender and Sexuality Studies
- WGSS 385: Black Feminist Thought
- WGSS 100: Health, Illness and the Body in Feminist Perspective

Grand Valley State University

- WGS 200: Intro to Women's, Gender and Sexuality Studies
- WGS 360: Foundations in Feminism

The Ohio State University

- WS 110: Women, Culture and Society

AWARDS, HONORS

- University of Toledo, Office of the Provost, Recognition in the "Shout Out" for Innovative Instructors and Staff Campaign, fall 2020.

CERTIFICATIONS & TRAININGS

- University of Toledo, University Teaching Center, fall 2020 Training Certificates: "How Can I Be My Own Instructional Designer"; "How Can I Add Choice to My Course to Give Students Autonomy & Motivate Deep Learning"; "How Can Post-Exam Review Become a Powerful Teaching Strategy"; "How Can Universities Empower Adult Learners"; "How Can I Keep Students Engaged with Instructor Presence?"; "How Can I Ensure Academic Honesty in Online Assessments?"; "How Does Consistency Improve Quality in Online Courses and Programs."
- The Detroit Health Department, in partnership with The Youth Connection, 501c3, "Building Communities of Recovery: Racism As a Public Health Crises Training"
- University of Toledo, Office of UToledo Online, Accelerated Online Teaching Certificate Course, summer 2020

PROFESSIONAL MEMBERSHIPS

- National Women's Studies Association (NWSA), Member
- Black Feminist Health Science Studies Collective (BFHSS), Member

MELISSA VALISKA GREGORY

CURRICULUM VITAE

ASSOCIATE DEAN, COLLEGE OF ARTS & LETTERS
PROFESSOR OF ENGLISH
UNIVERSITY OF TOLEDO

Department of English Language & Literature, MS 126
University of Toledo
Toledo, Ohio 43606
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(b) (6)
(b) (6) (home)
(b) (6) (cell)

EDUCATION

PhD English, Certificate in Victorian Studies, Indiana University
MA English, Indiana University
BA English & Studio Art, Phi Beta Kappa, The College of Wooster

BOOKS

Editor, *Teaching Excellence in Higher Education*, by Marshall Gregory. Palgrave Macmillan, 2013. Winner of the Society of Professors of Education Book Award, April 5, 2014.
Charles Dickens: A Brief Biography. Written with Melisa Klimaszewski (Drake U). Hesperus, 2008.

ARTICLES & BOOK CHAPTERS

- “Race and the Dramatic Monologue.” *Victorian Studies*. Special roundtable edited and introduced by Melissa Valiska Gregory and Emily Harrington. 62.2 (2020) 213-18.
- “Domesticity.” *Routledge Companion to Victorian Literature*. Ed. Dennis Denisoff and Talia Schaffer. Under contract and at press. Forthcoming June 30, 2021.
- “Genre.” *Victorian Literature and Culture*. 46.3-4. Special “Keywords” issue. 2018. 715-19.
- “The Penitent Woman Tableau in Victorian Culture: From Tennyson to Conrad.” *Romanticism and Victorianism on the Net (RaVoN)*. 62. (2012). <https://www.erudit.org/en/journals/ravon/2012-n62-ravon01483/1025999ar/> — Released Feb 2018.
- “Gender, Sexuality, and Domesticity.” *Victorian Literature: Criticism and Debates*. Ed. Lee Behlman and Ann Longmuir. Routledge. 2016. 285-93.
- “Motherhood.” *Blackwell Encyclopedia of Victorian Literature*. Ed. Dino Felluga, Pamela Gilbert, and Linda Hughes. Blackwell, 2015. 1082-92.
- “Women Writers, Nineteenth-Century Nursery Rhyme, and Lyric Innovation.” *Literature Compass* 12.3 (2015): 106-18.
- “Augusta Webster Writing Motherhood in the Dramatic Monologue and the Sonnet Sequence.” *Victorian Poetry* 49.1 (2011): 27-51.
- “Dickens’s Collaborative Genres.” *Dickens Studies Annual* 41 (2010): 215-36.
- “From Melodrama to Monologue: Henry James and Domestic Terror.” *Henry James Review* 25 (2004): 146-67.
- “Most Revolting Murder by a Father: Sensational Narratives of Paternal Infanticide in *The Times of London*.” *Writing British Infanticide: Gender, Narrative, and the Professions, 1722-1859*. Ed. Jennifer Thorn. Newark: U Delaware P, 2003. 70-90.

“The Unexpected Forms of Nemesis: George Eliot’s ‘Brother Jacob,’ Victorian Narrative, and the Morality of Imperialism.” *Dickens Studies Annual* 31 (2002): 281-303.

“The Violent Lure of the Lyric Voice: Domestic Violence and Robert Browning’s Dramatic Monologues.” *Victorian Poetry*. 38.4 (2000): 491-510.

BOOK EDITIONS & OTHER EDITORIAL WORK

Broadview Anthology of British Literature, Volume 5—

Selection of original nineteenth-century children’s verse; introductory material, headnotes, texts, and annotations.

Introduced & Edited by Melissa Valiska Gregory & Melisa Klimaszewski (Drake U)—

Charles Dickens, *The Lazy Tour of Two Idle Apprentices*. 1857. Hesperus, 2011.

Charles Dickens, *Doctor Marigold’s Prescriptions*. 1865. Hesperus, 2007.

Charles Dickens, *Somebody’s Luggage*. 1862. Hesperus, 2006.

Charles Dickens, *The Wreck of the Golden Mary*. 1856. Hesperus, 2006.

BOOK REVIEWS

Carolyn Williams, ed. *Cambridge Companion to English Melodrama. Nineteenth-Century Contexts*. 41.4 (2019): 441-43.

Lisa Surridge’s *Bleak Houses: Marital Violence in Victorian Fiction*. *Victorian Studies* 49.2 (2007): 331-32.

Kate Lawson and Lynn Shakinovsky’s *The Marked Body: Domestic Violence in Mid-Nineteenth Century Literature*. *Victorian Studies* 46.4 (2004) 688-90.

Marlene Tromp’s *The Private Rod: Marital Violence, Sensation, and the Law in Victorian Britain*. *Victorian Studies* 45.1 (2002) 190-92.

Susan Bernstein’s *Confessional Subjects*. *Victorian Studies* 42.4 (1999/2000) 700-02.

Claudia Nelson’s *Invisible Men*. *Victorian Studies* 40.4 (1997) 668-70.

SELECTED FELLOWSHIPS & AWARDS

National—

North American Studies Association’s *President’s Award* “In recognition of extraordinary service and significant contribution to the diversity and vitality of Victorian studies,” November 2017.

National Endowment for the Humanities Seminar, U California-Santa Cruz, July 2007.

Huntington Library Mayers Fellow. San Marino, California. July 2005.

National Endowment for the Humanities Seminar, U California-Santa Cruz, July 2004.

University of Toledo—

Presidential Fellow, 2017-18.

University Research Award Summer Fellowship. 2016.

Humanities Institute Fellowship, 2016.

Outstanding Teacher, 2015.

University Research Award Summer Fellowship, 2011.

Kohler Grant for Travel and Research Abroad, 2010.

“Master Teacher,” 2008-10.

Kim E. Nielsen
Disability Studies
History and Women's & Gender Studies
University of Toledo

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2801 W. Bancroft St., MS 920
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EMPLOYMENT:

2012- University of Toledo, Professor
2007- 2012 Professor, University of Wisconsin, Green Bay
2003-2007 Associate Professor, University of Wisconsin, Green Bay
1998-2003 Assistant Professor, University of Wisconsin, Green Bay
1997-1998 Visiting Assistant Professor, University of Iowa
1996-1997 Visiting Assistant Professor, Macalester College

EDUCATION:

1996 Ph.D. History, University of Iowa
1991 M.A., History, University of Iowa
1988 B.A., History, Macalester College, highest honors

BOOKS:

- Money, Marriage, and Madness: The Life of Anna Ott. Champaign: University of Illinois Press, 2020.
- The Oxford Handbook of Disability History. New York: Oxford University Press, 2018. Co-edited with Michael Rembis and Catherine J. Kudlick.
 - o Winner of the 2021 Rosen Prize of the American Association for the History of Medicine.
 - o Winner of the 2019 Disability History Association Book Award.
- A Disability History of the United States. Boston: Beacon Press, 2012 (paperback 2013). Translated and released in Korean by East-Asia Publishing (November 2020).
- Beyond the Miracle Worker: The Remarkable Life of Anne Sullivan Macy and Her Extraordinary Friendship with Helen Keller. Boston: Beacon Press, 2009 (paperback 2010).
- Helen Keller: Selected Writings. New York University Press, 2005.
 - o Selected as "Outstanding" by the 2006 University Press Books Committee.
- The Radical Lives of Helen Keller. New York University Press, 2004 (paperback 2009).
 - o Translated into Japanese and released in Japan in 2005.
- Un-American Womanhood: Antiradicalism, Antifeminism and the First Red Scare. Ohio State University Press, 2001.

SELECTED ARTICLES/ESSAYS:

- "Dr. Anna B. Ott, Patient #1763: The Messiness of Authority, Diagnosis, Gender, and Insanity in Nineteenth-Century America," Signs 45/1 (Spring 2019): 27-49.

- “Incompetent and Insane: Labor, Ability, and Citizenship in Nineteenth- and Early-Twentieth-Century United States,” Rethinking History 23/2 (2019): 175-188.
- “The Perils and Promises of Disability Biography,” in The Oxford Handbook of Disability History, eds. Michael Rembis, Catherine Kudlick, and Kim E. Nielsen (New York: Oxford University Press, 2018): 21-40.
- “Disability and Labor Activism: The Pains and Joys of Coalitions,” in Dennis Deslippe, Eric Fure-Slocum, and John McKerley, eds., Civic Labors: Scholars, Teachers, Activists, and Working-Class History (Champaign: University of Illinois Press, 2016): 237-245.
- “Property, Disability, and the Making of the Incompetent Citizen in the United States, 1880s–1940s,” ed. Susan Burch and Michael Rembis, Disability Histories (Champaign: University of Illinois Press, 2014): 308-320.
- “The Southern Ties of Helen Keller,” Journal of Southern History LXXIII, No. 4 (November 2007): 783-806. Winner of the 2007 A. Elizabeth Taylor Prize of the Southern Association of Women Historians.
- “Helen Keller and the Politics of Civic Fitness.” Paul Longmore and Lauri Umansky, eds., The New Disability History: American Perspectives (New York: New York University Press, 2001): 268-290.

SELECTED FELLOWSHIPS AND AWARDS:

- 2021 University of Toledo Outstanding Faculty Research and Scholarship Award
- 2021 May, Deutsch Fellowship, Library Company of Philadelphia (originally 2020, postponed due to the pandemic)
- 2021 Short-Term Visiting Fellowship, Harvard’s Houghton Library (originally 2020, postponed due to the pandemic)
- 2019 Fulbright Specialist Award, University of Erfurt, Germany, May – July
- 2016 Duke University's David M. Rubenstein Rare Book & Manuscript Library History of Medicine travel grant
- 2013 Friends of the University of Wisconsin-Madison Libraries Research Grant-in-Aid recipient
- 2010-2013 Organization of American Historians, Distinguished Lecturer
- 2005 Organization of American Historians/Japanese Association of American Studies Japanese Residency Award
- 2005 National Endowment for the Humanities Summer Research Stipend

SERIES CO-EDITOR:

With Michael Rembis I co-edit *Disability Histories*, a book series published by the University of Illinois Press. The series explores the lived experiences of individuals and groups from a broad range of societies, cultures, time periods, and geographic locations, who either identified as disabled or were considered by the dominant culture to be disabled.

**Creating a Health Humanities Minor
at the University of Toledo**

Letters of Commitment

These letters of commitment in support of the proposed health humanities minor come from the Chairs of all the UToledo humanities departments and also two interdisciplinary departments/programs that include humanities faculty.

1. Department of English Language and Literature
2. Department of History
3. Department of Philosophy and Religious Studies
4. Department of Women's and Gender Studies
5. Department of World Languages and Cultures
6. Disability Studies Program



The English Department of the College of Arts and Letters at the University of Toledo stands in strong support of the curricular initiative that aims to create a Health Humanities Minor at the University of Toledo. I quote from the proposal: we prepare “our students to graduate knowing how to use humanities content, questions, and methodology to identify problems and see new solutions.” Such professional preparation is long-standing and on-going in the Humanities Disciplines of which English is a crucial contributor. The proposal intends to explicitly expand this preparation into the area of health, healthcare, and medicine.

English Department faculty will feel challenged by the “curriculum infusion project” and engage purposefully and knowledgeably in reworking current courses and/or creating new courses with a health humanities emphasis. I believe they will also want to participate in development of the internship pathways, that will engage our community partners who “provide access to food, health care, independent living, hospice, birth, and psychiatric support.”

English Departments are remarkably responsive to the world, encouraging imagination, curiosity, comparative thinking, logical thinking, ethical thinking, judgment, and verbal analysis. English is preparatory for life in the broadest sense, since it is about meaning and the conveying of meaning; it is also preparatory for engagement and intervention in particular fields of endeavor and service—in this case the particular challenges of the American Health Care system which the COVID-19 pandemic has so clearly exposed. It has been said that illness and trauma are “narrative events.” Students trained in the study and understanding of narrative through literary texts have much to contribute to a communal understanding of the human condition. English majors will no doubt be attracted to the possible “mini-track” of Health Narrative outlined in the proposal

We look forward to participating in the development of this initiative, and have every hope that the University of Toledo might join other Universities who have understood the vital connection between the health sciences and the humanities.

Sincerely,

Dr. Sara Lundquist
Associate Professor, Chair
Department of English Language and Literature
MS#126
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THE UNIVERSITY OF
TOLEDO
1872

College of Arts and Letters
Department of History

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Dr. Ami Pflugrad-Jackisch
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History Department
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RE: Support for Health Humanities Minor

May 15, 2021

Dear NEH reviewers

The History department at the University of Toledo enthusiastically supports the NEH Humanities Initiatives at College and Universities grant proposal for a Health Humanities minor. The history department believes strongly in the application of solid humanities skills and principles such as diversity, critical thinking, and an understanding of the past to solving and thinking about current public health problems. A Health Humanities minor would be a wonderful addition to the curriculum at the University of Toledo and the History department faculty look forward to contributing courses to it.

Sincerely,



College of Arts & Letters
Philosophy & Religious Studies

May 15th, 2021

Mail Stop #966
2801 W. Bancroft Avenue
Toledo, Ohio 43606-3390
419.530.6190
<http://philosophy.utoledo.edu>

The Department of Philosophy and Religious Studies supports the creation of a program in Health Humanities at the University of Toledo. Health Humanities focuses broadly on the lived experience of health and health care. It addresses the study physical and cognitive disorders, concepts of wellness and disability, as well as related phenomena through the broad spectrum of the humanities. It is a rapidly growing field nationally, spurred on by a recognition the value of narrative, history, perspective-taking and ethics amongst health care professionals. A Minor in this area would contribute to our existing programs, enrich our offerings to students in healthcare related fields and continue the development of cutting-edge curricula at the University of Toledo.

The Department of Philosophy and Religious Studies offers several classes that would contribute to this program. Foremost of these is a class in Medical Ethics, offered at the junior level, which addresses issues of healthcare decision making and moral reasoning. This class examines questions of resource distribution, the ethics of care and intervention, against a backdrop of contemporary moral theory. It is an essential class for healthcare professionals that contextualizes the everyday practice medicine and its administration.

The Department also offers classes in the Philosophy of Biology and the Philosophy of Neuroscience, both of which address fundamental questions about the nature of human experience with respect to medicine and the human condition as biological entities. These classes offer the potential to reconceive ourselves as both in terms of our identity as thinking and biological objects. Both would inform students in healthcare related fields on fundamental questions regarding human nature.

The development of a health humanities minor would also spur the development of new classes that take advantage of student interest in this field. As it continues to grow, with the growth of new programs nationally, the rising interest in this field will help contribute to re-imagining our offerings in Philosophy and Religious Studies to augment the program's offerings. For example, the study of healthcare and religion has become increasingly important in the field and we look forward to developing programming that addresses the role of religious belief in healthcare contexts.

Each of these reasons suggests the development of a healthcare humanities program would enrich and modernize our programs both inside health related programs and the humanities. We look forward to participating in this program.

Sincerely,

Dr. John Sarnecki

Chair | Department of Philosophy and Religious Studies



Dear Colleagues,

I am writing to endorse the NEH grant proposal to support creation of a Health Humanities Minor at the University of Toledo. This is a much-needed and innovative minor which demonstrates the valuable resources that the humanities can offer to the health care field. This academic program will directly serve the healthcare services in our multicultural region of Northwest Ohio/Southeast Michigan, and serve as a model for other academic programs.

This grant proposal describes the creation of an academic minor from several humanistic disciplines (English, World Languages and Cultures, Philosophy, Women and Gender Studies, Disability Studies, to name a few), and available to students enrolled in a wide range of academic programs such as Pharmacy, Nursing, Medicine, Health and Human Services, Psychology, and Public Administration.

The recent pandemic has only intensified the need for healthcare outreach that includes culturally informed wholistic services that effectively communicate with all constituents, from those in need of medical attention to those who shape policies about the delivery of such care. Our communities only benefit when we spend more time identifying and resolving the systemic inequities embedded in our healthcare system. As we aim for more diversity and social justice in our communities, we are becoming more aware of the depths of systemic racism, sexism and general biases embedded in our society. The humanities provide a fruitful context in which to address these biases inherent in our society by engaging students in discussions about medical ethics, cross-cultural attitudes toward health and disease, coded biases in technology, and the depiction of and the history behind attitudes toward specific diseases. In particular, the troubling usage of “China flu” to designate covid-19 encapsulates the urgent need for more cross-cultural experiences and sensitivity that humanities courses address.

The health humanities minor project described in this proposal is a reminder that knowledge is dependent on the intersection of disciplines at the heart of the liberal arts.

Sincerely,

Linda Marie Rouillard

Chair of World Languages and Cultures
2801 W. Bancroft St.
University of Toledo,
MS 127
Toledo, OH 43606



College of Arts & Letters
Department of Women's & Gender Studies

May 18th, 2021

Greetings:

Mail Stop #965
2801 W. Bancroft Avenue
Toledo, Ohio 43606-3390
419.530.2233
<https://www.utoledo.edu/al/wgst/>

The University of Toledo's Department of Women's & Gender Studies is incredibly excited to support the development of a Health Humanities Minor in the College of Arts & Letters.

The minor is of particular interest to our newest faculty member, Dr. Rachel Dudley, whose research uses interdisciplinary frameworks to explore the medical exploitation of women of color in obstetrics, with special attention to the larger cultural and medical histories in which this work, both the medical research and the diverse cultural responses, take shape. Her newly-approved course in the Health Humanities has been very popular. We anticipate a strong role for Dr. Dudley and other members of our faculty whose work is relevant in developing and delivering course content for the minor.

We are eager to participate in building the minor's curriculum and look forward to the collaboration and exciting interdisciplinary opportunities that the minor represents.

Sincerely,

Sharon L. Barnes, Associate Professor & Chair
The University of Toledo Department of Women's & Gender Studies



College of Arts and Letters
Disability Studies Program
2801 W. Bancroft St., MS 920
Toledo, Ohio 43606-3390
419.530.7254
www.utoledo.edu/al/disability

May16, 2021

Dear National Endowment for the Humanities,

As chair of the University of Toledo's Disability Studies Program, I write to express my enthusiastic support for the NEH grant proposal submitted by my colleague Dr. Melissa Gregory. Disability Studies faculty are familiar with the curricular initiative to develop a Medical Humanities minor, and have elected to offer our full support. We are pleased and willing to have our humanities faculty involved in the development and course offerings of the minor.

A Medical Humanities minor will greatly enrich the intellectual and professional development of UToledo students, their future impact on health professions and advocacy, and the larger regional community. We look forward to supporting the initiative in whatever ways we can.

Best,

Kim Nielsen
Kim.nielsen2@utoledo.edu



May 18, 2021

National Endowment for the Humanities
Division of Education Programs
400 7th Street, SW
Washington, D.C. 20506

Dear Reviewers,

It is my great pleasure to write this letter in support of the creation of a Health Humanities minor in the College of Arts and Letters at the University of Toledo. This faculty-driven effort has involved a great deal of intention and intellectual planning. I fully support this initiative which aligns with our goal to create innovative humanities-based curricular paths within the College. In addition, this effort supports the university's strategic commitment to healthcare through academic training and service to our community. The University's current strategic plan reflects a desire to make both the university and the city of Toledo into major healthcare resources, specifically stating our goals is to "elevate Toledo, Ohio as an academic medical community". This minor will ensure that the humanities remain central to that mission. This minor will develop our students as leaders, professionals, and possible future healthcare practitioners.

The faculty engaged in this grant proposal are among the most committed, capable, and intellectually innovative in the College of Arts and Letters. They include the premiere senior scholar in Disability history as well junior scholars who are at the beginning of exciting academic careers whose scholarly work is focused on the intersection of health, history, race, disability, and gender. These faculty are collaborators who are deeply committed to working with other humanities faculty from across the college. The College of Arts and Letters includes many outstanding scholars whose research and courses would support the health humanities curriculum, and the Chairs of the UToledo humanities departments have all expressed their enthusiastic support for this effort.

One strength of the health humanities minor is not only its curriculum but also the experiential learning component, which is central to the mission of an urban R2 institution such as UToledo. As we reckon with the pandemic's devastation in our community and our students' lives, it is imperative that we advance their success through high impact practices that help them build relationships with potential employers, apply what they are learning, and reflect on the ways in which their education prepares them to engage with the world around them. Many of the students who will be interested in the health humanities minor are students who will most likely have career interests in healthcare occupations. These students will have the good fortune of entering their chosen careers with an enhanced understanding of the complexities of patient experiences and a nuanced understanding of concepts of health, disease, disability, and wellness.


**College of Arts and Letters
Office of the Dean**

**Mail Stop 906 * The University of Toledo * 2801 W. Bancroft St. * Toledo, OH 43606-3390
Phone: 419.530.2164 * Fax: 419.530.2157 * utoledo.edu/al**

Once again, this proposal has my full and enthusiastic support. The team of faculty who have shaped this effort represent some of our most talented faculty. The proposed health humanities minor will be an innovative addition to our curriculum. Our health humanities minor would be a structural intervention which has the potential to plant seeds that will transform the way healthcare professionals in our region understand the diverse experiences of patients, families, and providers.

If you have any questions or need any additional information please feel free to email me at Charlene.gilbert@utoledo.edu or call me at 419-530-2413.

Sincerely,

A handwritten signature in blue ink that reads "Charlene D. Gilbert". The signature is written in a cursive style.

Charlene D. Gilbert, Ph.D.
Dean and Professor
College of Arts and Letters
charlene.gilbert@utoledo.edu

College of Arts and Letters
Office of the Dean

Mail Stop 906 * The University of Toledo * 2801 W. Bancroft St. * Toledo, OH 43606-3390
Phone: 419.530.2164 * Fax: 419.530.2157 * utoledo.edu/al



THE UNIVERSITY OF TOLEDO 2020 FACTS AT A GLANCE

Fall 2020 Student Enrollment – 18,450

Undergraduate

Headcount: 14,436 FTE: 12,560

Gender: 49.2% Male, 50.8% Female

Ethnicity: 68.7% White, 22.0% Ethnic Minority, 5.0% International, 4.3% Unknown

Residency: 85.1% In-state, 9.8% Out-of-state, 5.0% International

Load: 79.4% Full-time, 20.6% Part-time

Average Age: 21.8

Average ACT for New Students: 23.0

First-year Retention Rate: 78.5%

Graduate/Professional

Headcount: 4,014 FTE: 3,221

Gender: 40.8% Male, 59.2% Female

Ethnicity: 59.3% White, 17.6% Ethnic Minority, 15.8% International, 7.3% Unknown

Residency: 69.7% In-state, 14.6% Out-of-state, 15.8% International

Load: 71.4% Full-time, 28.6% Part-time

Programs/Degrees Awarded

Academic Programs_19-20
 13 Colleges (Includes Honors and Graduate Studies)
 116 Associate/Bachelor's programs
 87 Master's programs
 43 Doctoral and first-professional programs
 57 Specialist and certificate programs

Degrees Awarded (2019-20)

Certificate/diploma	10
Associate degrees	77
Bachelor's degrees	2950
Post-bachelor's certificates	58
Master's degrees	957
Post-master's certificates	12
Doctoral degrees – research/scholarship	123
Doctoral degrees – professional practice	420
Doctoral degrees – other	2

2020 Faculty and Staff – 5986

Faculty (incl. non-staff, part-time)

Total Faculty: 1,342

Gender: 55% Male, 45% Female

Ethnicity: 74% White
 22% Ethnic Minority
 4% International
 <1% Unknown

Staff (incl. hospital staff)

Total Staff: 3,835

Gender: 31% Male, 69% Female

Ethnicity: 74% White
 24% Ethnic Minority
 1% International
 <1% Unknown

Research/GAs

Total: 809

Gender: 46% Male, 54% Female

Ethnicity: 42% White
 13% Ethnic Minority
 45% International
 <1% Unknown

University of Toledo Finances FY20 (Millions)

Total Assets: \$1,008.8

Change in Net Position: (\$70.6)

University Endowment (both UT and UT Foundation): \$433.6

UT Quick Facts

- UT was founded in 1872
- UT is a public, four-year research university
- Nickname: The UT Rockets
- Number of Living Alumni: 166,367
- President: Dr. Gregory Postel

RESEARCH & RELATED BUDGET - Budget Period 1

OMB Number: 4040-0001
Expiration Date: 12/31/2022

ORGANIZATIONAL DUNS: (b) (4)

Enter name of Organization:

Budget Type: Project Subaward/Consortium

Budget Period: 1 **Start Date:** **End Date:**

A. Senior/Key Person

Prefix	First	Middle	Last	Suffix	Base Salary (\$)	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
						Cal.	Acad.	Sum.			
	Melissa		Gregory						0.00	0.00	0.00

Project Role:

Additional Senior Key Persons:

Total Funds requested for all Senior Key Persons in the attached file

Total Senior/Key Person

B. Other Personnel

Number of Personnel	Project Role	Cal.	Months		Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
			Acad.	Sum.			
<input type="text"/>	Post Doctoral Associates	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Graduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Undergraduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Secretarial/Clerical	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
0	<input type="text" value="N/a"/>			0.00	0.00	0.00	0.00

Total Number Other Personnel **Total Other Personnel**

Total Salary, Wages and Fringe Benefits (A+B)

C. Equipment Description

List items and dollar amount for each item exceeding \$5,000

Equipment item	Funds Requested (\$)
<input type="text"/>	<input type="text"/>

Additional Equipment:

Total funds requested for all equipment listed in the attached file

Total Equipment

D. Travel**Funds Requested (\$)**

1. Domestic Travel Costs (Incl. Canada, Mexico and U.S. Possessions)	
2. Foreign Travel Costs	
Total Travel Cost	

E. Participant/Trainee Support Costs**Funds Requested (\$)**

1. Tuition/Fees/Health Insurance	
2. Stipends	
3. Travel	
4. Subsistence	
5. Other <input type="text"/>	
<input type="text"/> Number of Participants/Trainees	Total Participant/Trainee Support Costs

F. Other Direct Costs**Funds Requested (\$)**

1. Materials and Supplies		
2. Publication Costs		
3. Consultant Services		
4. ADP/Computer Services		
5. Subawards/Consortium/Contractual Costs		
6. Equipment or Facility Rental/User Fees		
7. Alterations and Renovations		
8. <input type="text"/>		
9. <input type="text"/>		
10. <input type="text"/>		
Total Other Direct Costs		

G. Direct Costs**Funds Requested (\$)****Total Direct Costs (A thru F)** 0.00**H. Indirect Costs**

Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base (\$)	Funds Requested (\$)
Modified Direct Total	50.50	6,675.00	3,371.00
Total Indirect Costs			3,371.00

Cognizant Federal Agency

(Agency Name, POC Name, and POC Phone Number)

DHHS
Arif Karim, 214-767-3261**I. Total Direct and Indirect Costs****Funds Requested (\$)****Total Direct and Indirect Institutional Costs (G + H)** 3,371.00**J. Fee****Funds Requested (\$)****K. Total Costs and Fee****Funds Requested (\$)****Total Costs and Fee (I + J)** 3,371.00**L. Budget Justification**

(Only attach one file.)

1234-justification.pdf

Add Attachment

Delete Attachment

View Attachment

RESEARCH & RELATED BUDGET - Budget Period 2

OMB Number: 4040-0001
Expiration Date: 12/31/2022

ORGANIZATIONAL DUNS:

Enter name of Organization:

Budget Type: Project Subaward/Consortium

Budget Period: 2 **Start Date:** **End Date:**

A. Senior/Key Person

Prefix	First	Middle	Last	Suffix	Base Salary (\$)	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
						Cal.	Acad.	Sum.			
	Melissa		Gregory						0.00	0.00	0.00
Project Role: <input type="text" value="PD/PI"/>											
	Ally		Day		(b) (6)			1.00	(b) (6)	(b) (6)	(b) (6)
Project Role: <input type="text" value="Co-I"/>											
	Rachel		Dudley		(b) (6)			1.00	(b) (6)	(b) (6)	(b) (6)
Project Role: <input type="text" value="Co-I"/>											

Additional Senior Key Persons: **Total Funds requested for all Senior Key Persons in the attached file**

Total Senior/Key Person

B. Other Personnel

Number of Personnel	Project Role	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
		Cal.	Acad.	Sum.			
<input type="text"/>	Post Doctoral Associates	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Graduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Undergraduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Secretarial/Clerical	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5	Faculty Members	<input type="text"/>	<input type="text"/>	1.00	5,000.00	1,675.00	6,675.00
5	Total Number Other Personnel					Total Other Personnel	<input type="text" value="6,675.00"/>
							Total Salary, Wages and Fringe Benefits (A+B) <input type="text" value="38,851.00"/>

C. Equipment Description

List items and dollar amount for each item exceeding \$5,000

Equipment item	Funds Requested (\$)
<input type="text"/>	<input type="text"/>
Additional Equipment: <input type="text"/>	<input type="text"/>
<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>
<input type="button" value="View Attachment"/>	
Total funds requested for all equipment listed in the attached file	<input type="text"/>
Total Equipment	<input type="text"/>

D. Travel

	Funds Requested (\$)
1. Domestic Travel Costs (Incl. Canada, Mexico and U.S. Possessions)	<input type="text"/>
2. Foreign Travel Costs	<input type="text"/>
Total Travel Cost	<input type="text"/>

E. Participant/Trainee Support Costs

	Funds Requested (\$)
1. Tuition/Fees/Health Insurance	<input type="text"/>
2. Stipends	<input type="text"/>
3. Travel	<input type="text"/>
4. Subsistence	<input type="text"/>
5. Other <input type="text"/>	<input type="text"/>
<input type="text"/> Number of Participants/Trainees	<input type="text"/>
Total Participant/Trainee Support Costs	<input type="text"/>

F. Other Direct Costs**Funds Requested (\$)**

1. Materials and Supplies	
2. Publication Costs	
3. Consultant Services	
4. ADP/Computer Services	
5. Subawards/Consortium/Contractual Costs	
6. Equipment or Facility Rental/User Fees	
7. Alterations and Renovations	
8. <input type="text"/>	
9. <input type="text"/>	
10. <input type="text"/>	
Total Other Direct Costs	

G. Direct Costs**Funds Requested (\$)****Total Direct Costs (A thru F)** 38,851.00**H. Indirect Costs**

Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base (\$)	Funds Requested (\$)
Modified Direct Total	50.50	32,176.00	16,249.00
Total Indirect Costs			16,249.00

Cognizant Federal Agency

(Agency Name, POC Name, and POC Phone Number)

DHHS
Arif Karim, 214-767-3261**I. Total Direct and Indirect Costs****Funds Requested (\$)****Total Direct and Indirect Institutional Costs (G + H)** 55,100.00**J. Fee****Funds Requested (\$)****K. Total Costs and Fee****Funds Requested (\$)****Total Costs and Fee (I + J)** 55,100.00**L. Budget Justification**

(Only attach one file.)

1234-justification.pdf

Add Attachment

Delete Attachment

View Attachment

RESEARCH & RELATED BUDGET - Budget Period 3

OMB Number: 4040-0001
Expiration Date: 12/31/2022

ORGANIZATIONAL DUNS:

Enter name of Organization:

Budget Type: Project Subaward/Consortium

Budget Period: 3 **Start Date:** **End Date:**

A. Senior/Key Person

Prefix	First	Middle	Last	Suffix	Base Salary (\$)	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
						Cal.	Acad.	Sum.			
	Melissa		Gregory						0.00	0.00	0.00
Project Role: <input type="text" value="PD/PI"/>											
	Ally		Day		(b) (6)			1.00	(b) (6)	(b) (6)	(b) (6)
Project Role: <input type="text" value="Co-I"/>											
	Rachel		Dudley		(b) (6)			1.00	(b) (6)	(b) (6)	(b) (6)
Project Role: <input type="text" value="Co-I"/>											

Additional Senior Key Persons: **Total Funds requested for all Senior Key Persons in the attached file**

Total Senior/Key Person

B. Other Personnel

Number of Personnel	Project Role	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
		Cal.	Acad.	Sum.			
<input type="text"/>	Post Doctoral Associates	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Graduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Undergraduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Secretarial/Clerical	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
0	N/A			0.00	0.00	0.00	0.00
0	Total Number Other Personnel						0.00
							Total Other Personnel <input type="text" value="0.00"/>
							Total Salary, Wages and Fringe Benefits (A+B) <input type="text" value="33,142.00"/>

C. Equipment Description

List items and dollar amount for each item exceeding \$5,000

Equipment item	Funds Requested (\$)
<input type="text"/>	<input type="text"/>
Additional Equipment: <input type="text"/>	<input type="text"/>
<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>
<input type="button" value="View Attachment"/>	
Total funds requested for all equipment listed in the attached file	<input type="text"/>
Total Equipment	<input type="text"/>

D. Travel

	Funds Requested (\$)
1. Domestic Travel Costs (Incl. Canada, Mexico and U.S. Possessions)	<input type="text"/>
2. Foreign Travel Costs	<input type="text"/>
Total Travel Cost	<input type="text"/>

E. Participant/Trainee Support Costs

	Funds Requested (\$)
1. Tuition/Fees/Health Insurance	<input type="text"/>
2. Stipends	<input type="text" value="22,500.00"/>
3. Travel	<input type="text"/>
4. Subsistence	<input type="text"/>
5. Other <input type="text"/>	<input type="text"/>
<input type="text"/> Number of Participants/Trainees	
Total Participant/Trainee Support Costs	<input type="text" value="22,500.00"/>

F. Other Direct Costs**Funds Requested (\$)**

1. Materials and Supplies	
2. Publication Costs	
3. Consultant Services	2,000.00
4. ADP/Computer Services	
5. Subawards/Consortium/Contractual Costs	
6. Equipment or Facility Rental/User Fees	
7. Alterations and Renovations	
8. <input type="text"/>	
9. <input type="text"/>	
10. <input type="text"/>	
Total Other Direct Costs	2,000.00

G. Direct Costs**Funds Requested (\$)****Total Direct Costs (A thru F)** 57,642.00**H. Indirect Costs**

Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base (\$)	Funds Requested (\$)
Modified Direct Total	50.50	35,142.00	17,747.00
Total Indirect Costs			17,747.00

Cognizant Federal Agency

(Agency Name, POC Name, and POC Phone Number)

DHHS
Arif Karim, 214-767-3261**I. Total Direct and Indirect Costs****Funds Requested (\$)****Total Direct and Indirect Institutional Costs (G + H)** 75,389.00**J. Fee****Funds Requested (\$)****K. Total Costs and Fee****Funds Requested (\$)****Total Costs and Fee (I + J)** 75,389.00**L. Budget Justification**

(Only attach one file.)

RESEARCH & RELATED BUDGET - Cumulative Budget

		Totals (\$)
Section A, Senior/Key Person		65,318.00
Section B, Other Personnel		6,675.00
Total Number Other Personnel	5	
Total Salary, Wages and Fringe Benefits (A+B)		71,993.00
Section C, Equipment		
Section D, Travel		
1. Domestic		
2. Foreign		
Section E, Participant/Trainee Support Costs		22,500.00
1. Tuition/Fees/Health Insurance		
2. Stipends	22,500.00	
3. Travel		
4. Subsistence		
5. Other		
6. Number of Participants/Trainees		
Section F, Other Direct Costs		2,000.00
1. Materials and Supplies		
2. Publication Costs		
3. Consultant Services	2,000.00	
4. ADP/Computer Services		
5. Subawards/Consortium/Contractual Costs		
6. Equipment or Facility Rental/User Fees		
7. Alterations and Renovations		
8. Other 1		
9. Other 2		
10. Other 3		
Section G, Direct Costs (A thru F)		96,493.00
Section H, Indirect Costs		37,367.00
Section I, Total Direct and Indirect Costs (G + H)		133,860.00
Section J, Fee		
Section K, Total Costs and Fee (I + J)		133,860.00

Creating a Health Humanities Minor at the University of Toledo

Budget Justification

YEAR 1 (2022) total: \$6,675

Year 1 of the grant includes a “Curriculum Infusion” project that will fund 5 faculty to develop one new course each over summer 2022. Each faculty member will receive summer salary of \$1,000 + fringe of \$335.

Personnel:

- Dr. Nina Atanasova: \$1,000 + fringe \$335
- Dr. Joseph Gamble: \$1,000 + fringe \$335
- Dr. Kristen Geaman: \$1,000 + fringe \$335
- Dr. Joanne Kim: \$1,000 + fringe \$335
- Dr. Roberto Padilla: \$1,000 + fringe \$335
(\$6,675 total)

YEAR 2 (2023) total: \$32,176

Years 2 and 3 of the grant require the building of 5 student internship pathways. For this work, 2 faculty members will each receive one month’s salary + fringe.

Personnel:

- Dr. Allyson Day, (b) (6) + fringe (b) (6)
- Dr. Rachel Dudley, (b) (6) + fringe (b) (6)
(\$32,176 total)

Activities:

- Identify and establish contact with community partners; for example, the University of Toledo Medical Center, ProMedica, Lucas County Health Commissioner, and Toledo-Lucas County health-related offices
- Relationship and alliance building
- Draft internship agreements

YEAR 3 (2024) total: \$57,642

I. Year 3 of the grant requires the continuation of building the 5 student internship pathways. For this work the same 2 faculty members will each receive one month's salary + fringe.

Personnel:

- Dr. Allyson Day, (b) (6) + fringe (b) (6)
- Dr. Rachel Dudley, (b) (6) + fringe (b) (6)
(\$33,142 total)

Activities:

- Identify and establish contact with community partners; for example, the University of Toledo Medical Center, ProMedica, Lucas County Health Commissioner, and Toledo-Lucas County health-related offices
- Relationship and alliance building
- Draft internship agreements
- Finalize 5 internship pathways for the first student cohort enrolled in the minor

II. Year 3 also requires implementation of the student internship program. Each internship will last for one semester (15 weeks), and we anticipate that our students will work 20 hours per week. We propose to compensate our students at the rate of \$15 per hour, which will relieve the financial pressure many of them face to work part-time at the Ohio minimum wage rate of \$8.80 per hour. If students typically work 20 hours per week at this rate for one semester, each internship will be \$4500:

- 5 student internships x \$4500
(\$22,500 total)

III. Year 3 requires hiring a Consultant to assess the minor at the end of three years. Payment to the Consultant = \$2000 total.

Activities:

- All-day site visit
- Meetings with various stakeholders, including but not limited to faculty, participating departments/programs, the dean's office, and students enrolled in the minor
- A written report that includes recommendations for moving the minor forward into the future
- Attending a post-review meeting with the faculty working group

GRAND TOTAL:	\$96,493
TOTAL F&A:	\$37,366
TOTAL BUDGET REQUEST:	\$133,859