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AUCD
How and When to Create a Business Manager Role-(Zoom)
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[Captioner is standing by].

>> It looks like Anne is set as captioner... and there are four people in the waiting room -- it's 4:01 -- I might just let them in and get the conversation started.

>> Sounds good.

>> Great.

>> Katie: Hi, everyone, welcome. We're going to begin in just a moment -- just letting anyone have a chance to jump on the line.

All righty, we'll go ahead and get started, if people join a little late... that is no worries. Hi, everyone, welcome to the Admin Essentials series on how and when to create a business manager. I'm Katie Johnson. I'm going to start the recording now. This event will be recorded and archived online to acre following the event.

So... before we begin... I would like to just address a few logistical details. First... we have three wonderful facilitators and content experts joining us today. And they will be facilitating this conversation and roundtable discussion about the business, establishing a business manager. I will allow them each to introduce themselves, to say a little bit

about where they come from, and their experience in the field. As well as to give a brief introduction to our topic.

Following that, we'll open up the room to a roundtable discussion. We ask that you mute yourself when you're not speaking but... because of the nature of the roundtable format, we ask that you jump right in when we get to the discussion format because... we'd love to problem-solve with you and share resources.

This event is being recorded. It'll be made available on AUCD's website following the event. There'll be a short evaluation at the end of the event and we need you to provide feedback since this is our first Admin Essentials series event. So... we'd love feedback on how it goes and suggestions for future topics.

So... please join me in welcoming Heidi San Nicolas, Tony Antosh, and William Kiernan.

>> Tony: I'm the founding director of the Rhode Island UCEDD in 1992 and we allegedly retired last year. Although... that hasn't necessarily always been proven out to work the way one thought it would work.

When you come to the -- the -- my UCEDD... is a -- is a small to medium-sized one -- when I retired last year -- we had about 45 full-time employees, about 15 part-time employees and annual budget of about 6,000, 6 million, sorry... the college that we are housed in... is essentially a publicly-funded, I shouldn't say that anymore -- public institution that is primarily oriented towards undergrads and has a student body of about 9,000. When we started the UCEDD in 1992, for the first, maybe, ten years... we represented about 90% of the internal funding that Rhode Island College had. By the time we got to 2019, we were probably, still, about 40, 45% of the fund -- the external funding that the, the college had.

So... my experience, really... is really about how you, how you developed this -- how you think through it... but... the real question is... what are -- I think there are two things. One is that -- you have to understand... all of the different voices and all of the different environments in which management of the business side of the UCEDD happens and then, you really have to figure out, I think... the key question is... how you, how you manage that and how you decide to manage. And... how

you decide to share information and who you want to be responsible for what. And... my fundamental thing -- I'd tell you, after 27, 28 years of sort of doing this in various formats, that the conclusion I come to -- which is really at the top of my slide here... is that there are many pieces of information, many voices, many different environments that you have to function in and different people may do different things... the critical thing to me is that the director needs to know everything. If the director doesn't know everything... you find that the world does tend to get complicated and... not be as effective as you'd want it to be as time goes by.

Just to sort of, work my way through some of what I think are the key environments you need to function in in some form. The university, itself, really represents -- there are several offices there. I'd tell you in, in my context, the pre-award office has been challenging at times... because it -- because they want to fixate on numbers, but... don't --   [talking simultaneously]

>> Whoop! Should I keep going?

>> Yes... I think she's been muted now -- sorry.

>> Okay... then the post award folks and people really charged with all the grants accounting and reporting... function thing -- you have the larger accounting office... that has their own set of rules, that they live by, we are a state, public entity, so... there are lots of state accounting rules we have to live by. Payroll are the only people that have accurate salary and benefit numbers and there's a bunch of purchasing rules that are part of the state rules as well.

We need to understand all of those. We need to understand what each of them does and how. Then you go to the funding source, we've all dealt with that -- you all know -- we all know that project officers have different personalities, they have different needs for information, want to control different things in different ways and you have the center, itself. Why do I think the more challenging aspects, early on... in the history of my UCEDD... the decision was made by the president of our college at that point in time. Was that the UCEDD director would be the PI for every brand. So... we worked out this, this kind of structure, per se, where... I was both PI and business manager and I dealt with all the fiscal stuff -- I dealt with personnel stuff, all the HR stuff and essentially, what the PI

did was... deal with the programmatic content or whatever the project happened to be. The decision was made that the PI for each project had probably, at any given point in time, 25 different projects, some of them would have overlapping PI, but... there'd be a number of PIs. The decision was made to let them be responsible for the fiscal pieces of their project. Took about a year, before that fell apart in a rather dramatic way. That was the point at which I persuaded the college and we talked about the need to really have one person who answers directly to the director who would be the business manager, kind of thing.

Even there -- within that, that, that context, there are functions the business manager does, but... they're also functions that the director does, only because... in my case -- I really knew what all the other environments were and what all the other expectations are. And clearly, we get to the last set of people -- the people who are directly involved with the project in some way, shape or form. Some staff, as I'm sure you experienced, they need to know, 20 years left in my grant and some don't -- they trust you to manage. Oftentimes, the partners are making a contribution of some sort they need to be -- they want to be aware of what their funding is really being used for, advisory committees, which most projects have, people are usually interested in what the overall budget looks like.

Again... the point being that if you added up all the people who have a piece of the business management role... they're probably close to 20, 25 different people involved.

And so... you, as the director, can decide... I'm going to manage it all -- I'm going to manage these 12 and other people do these 12 -- that's the kind of decision you need to make, that I stress. My point is that the director needs to know everything. If the director doesn't... I think it does create complication. That's my pitch.

>> Katie: Thank you, Tony. Heidi?

>> Heidi: Hi. Like Tony, I started my role as director of the UCEDD in 1992 and also, like Tony, I kind of tried to retire, allegedly retired September of last year. So... I've been a -- was an UCEDD director for 27 years -- we're on the smaller side... we're in a small university, in Guam but... we were really, and continue to be a fairly large player in terms

of the number of grants and contracts and... we are pretty
challenging for our business office, because... we have
a -- quite a number of employees, federal grants, local and
regional contracts, subcontracts, from... other agencies on Guam
and also from the region.

So... all together, I think in 27 years, we managed about
$150 million in grants and contracts. And... currently, have a
staff of about 25. I'm going to talk with you for a few
minutes -- we want this to be a roundtable discussion -- a
little bit of background information is probably helpful. And
I'd like to talk to you about three different things -- the
when, the what and the how. The when is, if you're on this
discussion today... you're thinking about creating a position
for a business manager or have a business manager who will be
retiring soon or... you have a position that you might want to
retool -- we'd like to talk about a few different things. One
is... when should you probably consider establishing a business
manager position for your UCEDD? And I'd say that, when you hit
about, 1.5 to 2 million annually in grants and contracts,
combined together with other subcontracts, et cetera... you
probably have hit a tipping point in terms of the number of
transactions that you're doing, the amount of people you've
hired and how many different contracts, grants... and activities
those individuals are involved with. It gets more and more
complicated as you add more funding and also... as you add more
people, particularly with time and effort, reporting and...
keeping track of all of those transactions.

So... about the one and a half to $2 million mark. If
you're smaller than that, you probably can manage it with help
from your business office and... with key staff you have within
your organization. You probably don't need a full-time
position.

Also... as I said -- you probably would want to consider
establishing a business manager position, once you get beyond
eight or ten FTE, full-time, because... of the number of
transactions that would actually be involved with keeping track
of time and effort, et cetera.

And... also, if you feel like you need one -- you probably
do, so... that's always a good rule of thumb. If you're
thinking about it and feeling like "I'm getting overwhelmed with
the amount of time I'm spending with our finance or business
office... I'm spending all my time with the fiscal side and

don't have time as a director to seek out and leverage funds in new areas to serve people with disabilities within the community."

So... what are some of the essential responsibilities that a business manager does in the UCEDD situation? There are a number of those and one is that they obviously oversee the business and fiscal aspects of the UCEDD... which can include preparation of personnel costs, fringe benefit and operating budgets... reconciling the account that your UCEDD has, against the universities business office and we all know that sometimes those ledgers are different. Sometimes things are mischarged. Sometimes you need to stay on top of it in a more expeditious fashion than your business office can provide to you. You'll want to have instantaneous access to where you are with all of your expenditure funds.

Also... the business manager provides reports to UCEDD directors and key staff for each of the federal grants and other contracts. On the availability of budget and also... what are, what is the current status, as well as projections so you can see, by the end of that particular grant or contracts... fiscal year... where would you stand? Where do we have funds that need to be expended? Where do we have funds that will be in the negative and also... keeping track of the FTE effort and where you're going have appropriate amount of funding for each of the status within your UCEDD.

Business manager also does supervision of staff who would be providing support with payroll and also with accounting and time and effort reporting. They'd be assisting you as the director with generating budgets and detail budget narratives for grant applications and contracts. They also would be the person, as was discussed by Tony earlier, that would be a liaison with a lot of different offices, within your university structure. They'd be participating in the single audit that would happen annually, they'd probably be helping out with keeping track of property management, vehicle and facility management and also... implementation of internal controls to make sure that you are following all federal guidelines and the utilization of grants and funds.

And then... finally... they would be monitoring any new developments and changes in federal regulation, regarding OMD circulars and guidance.

So... in summary, the things that a business manager would be doing fall into three main categories. One is accounting and reporting fiscal controls and audits -- the second one is, they need to be able to have a macro, as well as a microfocus. So... they need to be into the details. But they also need to see the big picture and finally, they need to be a really good communicator and somebody that can collaborate with many different units within your UCEDD and across the campus.

Finally... how do you go about establishing it? Establishing the position would require you to work carefully with your human resources office, you would want to review position descriptions that have been, probably developed by other UCEDDs across the network and that'll be a resource that AUCD would have available.

You'd want to look at other positions within your university, for example... in the extension programs -- if insures a land grant -- the Office of Grants and Sponsored Programs and other large, externally-funded centers. They might have the position description that you could help -- that could be of help to you in designing your own position announcement.

And then... finally, you'd want to look at benchmarks and salary ranges across other units within your university and outside the university and as Tony mentioned earlier -- you've got many different audiences and... individuals that this person would be working with, not only in serving your staff at your UCEDD, but... also across university.

So... as you form your search committee... you might want to strategically choose some members from, for example... your business office and Office of Sponsored Programs. Thank you.

>> Katie: Thank you, Heidi.

>> Bill: Hi, let me give you a little bit of background on -- similar to what Heidi and Tony have shared. I joined the Institute for Community Inclusion, which was then, located at children's hospital in Boston in 1972. I went through to 1990, I assumed the directorship of that. Part of it as the -- in 1972, about 20 staff, in the ICI. In 1990, it had grown to about 60 and then it also had a dual footprint with University of Massachusetts in Boston and Children's Hospital in Boston and... I stepped down as the director of the ICI in 2017. So... from 1990 to 2017 -- I served as the director of the institute

and... started to go through a number of different growth periods. It's on the larger side -- we had at our peak, about 180 staff and about $20 million annual operating budget. Similar to Tony, what Tony suggested was that, and this is a leverage point, you always want to remember -- what percentage of the support represented the university and... they know it well and so... occasionally, you can remind them of that.

This section we're talking about right here -- is really around, as Tony discussed, the climate that the UCEDD is in. And certainly... as Heidi mentioned, the task and function of those... the header of mine should be "show me the money." How do you get the funds to do this? All of us have been around long enough to know -- when you go to the university -- could you support something? The first answer is always... oh... absolutely not. As you begin to look at whether you have a business manager or not -- you're beginning to look at some of the tasks that Heidi has outlined and you need to get a vehicle for getting those done. It's not, at all, inappropriate to begin to go to the university and talk about support of this position and covering some of the tasks for it -- even if it's our time.

One of the challenges, a lot of times, is that seldom will UCEDDs that I know and you're probably working in, have the full amount of the resources to hire somebody full-time right at the start.

So... it'd need to be a shared position or a part-time position... want to talk a little about some of those, actually, when we get down to the bottom. I should mention before... this -- at 2017 -- when I stepped down as director -- I actually assumed the full-time role as the Dean of the school that the UCEDD was in.

So... as Dean of the school for the Global Inclusion and Social Development and having going through a retirement and asks to come back -- my function, now, is special assistant to the Provost and restructuring of the 32 centers and institutes at the university.

Seeing it from several different sides, really, the infrastructure and supports and designs have really gotta be developed in the shared way between the, the UCEDD or the center or institute and university of instruction.

Obviously... a lot of times -- the budget systems for the university are different for the budget systems of the UCEDDs. There are clashes that happen in those areas. One of the things that's important to remember is that it is appropriate and there is an opportunity, unless it's a fully-funded upgrade to have some of the moneys go, the external funds you have, go to support some of the administrative positions and to set -- to a great extent -- a lot of the core grants are used in some ways to support administrative functions.

Not always a business manager -- sometimes a business manager -- sometimes it's a shared position -- it's not large enough yet... it also does HR function. The, the third area is to really look at a split position with another institute, a center -- at our university -- one of the projects we're looking at now -- some of the smaller centers -- is maybe developing a shared business services for centers and institutes that the centers and institutes buy in at. And they put in a certain amount of their grant money and that supports that type of service. Different than the pre and post and Office of Grants and Contracts, this is to support some of the smaller centers. Little different strategy than just saying... okay... fine, we'll build out funding out of our grants to being that maybe there's several other centers who have a similar need and we form a loose coalition that, in fact, would wind up doing that type of effort.

And then fourth option is -- to think about is... in some of the areas we were involved with -- at the ICI... we had a pretty strong footprint on... the issues of web development and online media development work and... we had our own studio. We let them purchase some services from the ICI. Some of the academic units in the university wanted the expertise in how you develop curricular online, self-instructional materials. They purchased those services. We became another contractor universally -- how do you get the funds and finances to do those. The last question is what costs should the university assume and how can these be shared to cover some of the UCEDD costs?

In some instances, with the ICI, particularly... in the Office of Grants and Contracts, they dedicated one person within that office, to serve. That person made sure all the materials went to one person, then they moved it through. 20% of the total cash in the grant was earmarked to support the

administrative and business and human resource functions of the ICI. That was just carved out. It'll pool up money and build up business services and while we have a business manager -- there are three people that manage all the grant and oversight stuff, so... we've taken over some of the function of office of sponsored programs and research, so they, then... automatically, sign it over.

     The examples that we're hearing now, what we're talking about -- you heard from a relatively small center, medium-sized center and the ICI... which is on the larger side of most of the centers. Each of us have a different strategy or task to go after. In some ways -- opening up to the conversation with you folks on the line... is some of the questions that you're going through -- or issues that you're facing, are strategies, you probably use some strategies, we haven't even mentioned and think might be really interesting to share with the rest of the group. Just going to turn it over to the folks now and open it up to an open dialogue about thoughts and ideas of what you can do to build up the basis of your, your business office and your support functions and... probably, also, in some ways, your HR support functions. Anyone want to say what they're doing in regard to that?   [talking simultaneously]

     >> We kind of assumed, as well... that you might have questions and topics you want to talk about, so... feel free to just pop in with, with what Bill said, your description of strategies that are working for you or... questions or topics you'd like to discuss more. We're open to anything and everything.

     >> Our university is looking to move to shared services for our business operations, so... we are trying -- we have a business manager and two fiscal staff within our UCEDD. We are very similar-sized to Rhode Island and... so... we're trying to strategically figure out what can we share? You know... how do we want to structure this so that it works for us? And I guess -- I'm curious if anybody else has -- it sounds like -- Bill, you were talking about, you use shared services --

     >> Right --

     >> What services can you give up? We were trying to figure out -- do you say HR and... travel and... you know... labor reallocation paperwork? What kind of things are you -- did you look at? When you thought about that?

>> I think, in our case -- looking at all of this -- the centers and this is probably outside of just the UCEDD -- looking at all the centers -- there's a number of them, that were FDAs of 2.5 to 3 people. They had almost no business support structures. In some ways, we were looking at the larger centers that have got some business capacity -- the smaller centers, they have a related interest area... would be a larger group to contract in or pay for some of those services, so... you get the shared services that run necessarily by Office of Grants and Contracts. They could be run by a group of, let's say five or six centers that have a shared theme or interest period. That's what we're beginning to look at -- what do you really need to have? What we're hoping is that would increase the capacity of the center or institute to develop proposals and have products that go through more quickly with the approval of Office of Grants and Contracts. The shared services can be you're identifying three or four other centers that have an interest in topic and theme. That wind up saying "let's try to do that." You have a business manager, you might say "our person can take on two or three more projects, that that group is doing." That person doesn't move from your operation... the cost gets -- some of the costs get sent to the other centers and institutes. So... that savings them -- you basically have one person, but... they're no longer just doing your material. Or supports -- they're doing a couple other centers. And supports -- so... those smaller centers get the big benefit of having the equivalent of somebody there all the time when they need them. Rather than somebody there for eight hours a week.

>> Tony: We've had a somewhat similar experience. We have sold services in my place that are lots of entities, as Bill said, that have projects that have one to two to three staff. Who have no capacity for how you hire and manage, and so... we've sold them services that we said, we define what they need, who in our staff can do that? What amount of time is involved and they compensate us for those services we provide them -- it's shared, but... shared with an exchange of revenue.

>> To some extent -- I'll add to what Tony said. We had eight people that did web development and online learning -- that became very well-known in the university. A lot of the students in the university were buying in. We had a rate structure and they bought out of it. These are all different ways to think about how you can get to the point if you're not at the stage of having enough resources for a

full-time person. Maybe speak with the Office of Grants and
Contracts -- getting together and one person doing it.

>> Parthy: Our business manager handles HR and
fiscal -- we have a lot of staff, 120 or so... both part-time
and full-time. And... it just feels like this untenable
job -- it's so demanding to do both financial and HR -- I'm
wondering if that's what other people do or if that's fairly
typical or other models that people have under the, kind of,
business manager function if they're separate from HR.

>> Tony: One of my biases is if a college does it -- they
oughta do it -- share responsibility with them. So... for
example from our standpoint... we would build the need -- we'd
document that the funding is there... right? When the job
description happened to be, then the college would take over in
terms of the advertisement part, that we would recruit -- they'd
recruit. They had their networks -- we had ours. The actual
appointment process, which includes 87 people signing on from
then on -- informal letter of some sort... they'd do that. We'd
do the same thing -- purchasing and virtually -- every function
the college did... we decided -- it's a choice I made early
on -- we knew it and we'd just collaborate with them in some
way, shape or form. What that did for us -- it prevented us
from having to do lots of that miniscule administrative detail.
That you referred to before... that seemed like it was consuming
huge amounts of time. The fact you're already there suggests
this would be a good time for you to negotiate with them. The
things you can do... that we could, then, help you with. HR is
really your responsibility. Your responsibility -- the
employees, ultimately, are not just employees of the UCEDD,
but... employees of VCU and so... you have to have much greater
responsibility for this process. That's a pitch I'd make -- I
always believe, if somebody else can do it -- I let them do
it -- as long as I know what they're doing.

>> Bill: I think you, as the director of leadership, have
an obligation to create a pool of resources that allow you to do
that. I think you're probably right at the cusp of separating
the two functions out. You get a little larger -- you may have
to think about that. You always have to work with the
university HR office... everything has to go through -- the
issue is -- when you have your own -- it cuts the time down,
enormously. The delays, appointments, getting searches
going -- all that sort of stuff. But... it was -- right around

that size when the ICI moved to splitting the two up, so... there's, there's a person in charge of human resources, the equivalent of human resources and then there's one person who is a business manager and two business associates that are under that. In some ways, I think, you as a director, certainly myself as a director... when we had lots of people submitting lots of grants... everybody assumed it was those grants were just for the clinical staff or the program staff and used to have to say to people all the time... wait a minute -- there's an infrastructure issue we're dealing with -- take 20% off and that'll be used as pool to manage to pay for your business manager or for your HR person.

    Interestingly enough -- it was always the people who -- there was a process that had been done for years. People got accustomed to it and used to it and began to realize it was really a service -- it was provided, as Tony said before... when you get to a certain point are syndications where you can sell those services back to the university. Just like, instead of necessarily asking the university to give you something, say to them -- you guys can purchase some of this -- you can go to other centers they're trying to launch and it's almost like a mentor model. But... somebody pays for it -- it's not a freebie.

    The other challenge that I used to have is... in fact, before I became the director -- I went back, I didn't know what the hell much of the stuff was. I went back and got an MBA in finance, I needed to know how this was run. It took me seven years to do it, but... it was really around the issue of -- you're running a business. Your fiscal year is different than the fiscal year of your host. Your university has a drop dead fiscal year and you don't. You have one that's all over the place. Or... fiscal period -- you can have one that's two months. You can have one that's 22 months. And so... you have to figure out how all those go -- to some extent -- your manager does that, in addition to what Heidi said -- Heidi has a terrific list of... the things that a business manager would do.

    I do think the -- a wise -- logical investment would be thinking about somebody who maybe, then, takes on the HR function, to tease the two out.

    >> Right... and in our UCEDD... we have two different people, our business manager, obviously, oversees all the financial side and the loading and costing... and we have

another staff who is our liaison to the human resources office, so... that individual actually keeps track of all of our position announcements, makes sure that our staff are getting their annual evaluations completed on time, so they can get raises. Basically... is the liaison for announcing and following up on formation of search committees and so forth. I think it'd be a lot for one business manager to do all of those functions. Definitely... a part of HR that has to do with the charging off of time and effort... definitely -- that transaction that the business office is always done through our business manager.

>> Michelle: Hi, everyone. Hi... good morning --

>> Hi --

>> It's 6:00 a.m. here in Guam -- just wanted to share --

>> Good morning!

>> I wasn't sure if I wanted to go on video here... but... it's okay... I just wanted to -- I'm glad to see Dr. Heidi, it's been awhile. My name is Michelle. I'm very new to our EODC cedars in Guam. I just finished up my full year -- one of the associate directors -- I do want to share that, Dr. Heidi did a really great job in structuring our business manager and of course... our HR office, but... more-importantly, it's the business manager being you, I rely on her a lot. In terms of the funding and... she has the ability to look at the small picture and the larger picture, especially being new to the UCEDD, I had no experience with grants and so... it's really helpful to have a very knowledgeable business manager who would help and say hey... you know what? Especially during this period of the pandemic and we have a lot of no-cause extensions and... where we should divert the funds. So... she has this knack of looking at the big picture and also, providing advice on, you know... rather than giving it to a parent organization, to spend this entire amount, they always have difficulty spending the money. Why don't we redivert it and purchase more computers and just give them a smaller amount? She really helps guide us in that, or me, at least... we're very lucky to have that established. In the business office, we only have -- I want to say... two and a half personnel, because... it's always shared. So... we have the full-time position of the business manager, the fiscal manager, and then she has her assistant and then we have one shared person who does all like... personnel

stuff. The time and attendance and reporting that and also
doing some follow-ups on, on the grants and... purchase orders,
so... although it's a small office, but... they manage a whole
lot of money and different types of grants. That's really
helpful to have the division and... like Dr. Heidi shared... we
do have a liaison to our HR office, because... we still fall
under the university with hiring, but... it was a great
structure -- I mean, it's a great structure we have now. I want
to share my experience being a new associate director and how
that really has come in, very helpful to me.

     >> Bill: Did they give you bonus money for coming on at
6:00 a.m.?

     >> No... I do have more gray hairs though. There's so much
to learn -- I can't keep up sometimes, it's crazy. But... it's
fun. It's always learning. It's so different from any other
position I've had. So... yeah.

     >> Tony: I'd venture that we could all say that we -- I
think I was there 27 or 28 -- Heidi was there 27 -- Bill, and
I'm 46 -- if you look at the cumulative experience we have, I'd
bet none of us would say that any two years were exactly the
same. Because... the dynamics of the grant world changed. The
personalities you have to deal with change. What they think
their job is... changes. You know... so... that notion of the
gray hairs will increase, purely and simply because the dynamics
change every year. I think that's one of the things we have
found that, many people who are in a pure quantitative world...
like accountants believe that the world shouldn't change,
that... it's rigid. So... I will tell you that I've spent
thousands of hours in my 27 years helping the colleges
accountants understand what is not rigid -- there's more
flexibility there than you think -- the gray hairs will
increase -- but... understanding that -- the constantly changing
dynamic of all of this has been an important part of the
role -- I think.

     >> Mm-hmm. Other questions? Or thoughts? We need more
people to talk.

     >> I think Michelle's comment about the business manager
having the kind of expertise to be able to come back to a PI or
project director and say... we have a bunch of money here that
was supposed to be subcontracted, for example... to a parent
organization. A parent organization is having a lot of

difficulty, financially -- we're in a pandemic -- what they really need is computers so that they can communicate with and do webinars and so forth, so... being able to suggest that, instead of subcontracting a big bunch of money to the parent organization... which will take forever for them to buy the equipment -- go back to your project officer and ask whether or not the university or the UCEDD can go ahead and use that. And purchase directly and transfer the equipment to the parent organization. And maybe they're -- their subcontract is smaller, but... they also have the benefit of getting the equipment paid for, ahead of time and delivered to them, more-quickly, so that they can actually utilize it for an activity. A business manager can do functions like that and... has the expertise to know when you need to ask for permission from your project officer, when you need to do a budget change and when can you do all of this within what currently is existing in your budget with the 25% move.

     >> Bill: The other thing that people did mention, but one of the toughest pieces of managing accounts and budgets is that you, as the business manager -- you as the director, get materials that's always a month or two old. And you being asked to make decisions on finance and funding and all, so that sometimes, Heidi and one of our earlier conversations is... the business manager really keeps a set of shadowed documents or books. So... that, in fact... he or she can inform the PI, to how they're doing on a project. And... where they might anticipate that in the next quarter they might have a problem. The rule of thumb for me has always been the business managers and all the projects, on the quarterly reporting of [indiscernible], on the spending and anticipation of spending and actual spending and then... 90 days out... how much was left in the account because... there are some federal grants and some contract sources and some state entities that you deal with, that don't allow for carryover. So... you really want to know that ahead of time, so you don't wind up getting to the point where you have a whole rush of money at the end. That you could have -- so... in some ways, the business manager and director, working together... actually manage the future, not just the past. You can really begin to figure out how you want to start anticipate spending the money or anticipate how you're going design it and... the question about the better you run... as an organization -- speaking more from working out of the Provost office now -- the better a center is run -- the more respect it

gets in the business office, at the university system and the less-likely it is they tinker with things to slow it all down. I mean... just like the projects office at the federal level -- their job is to get money out -- the people at the business level -- grants, contracts, whether you get the purchasing services at universities -- want to get the materials out, that they trust and you've got somebody that can really put the packages together... you'll find -- you'll save an enormous amount of time getting stuff throughout.

>> Sarah: Looks like we have a few people on from Idaho. I don't know if they were bringing any specific questions or...

>> Tony: [talking simultaneously]

>> Sarah: New Jersey and West Virginia represented on the call -- we haven't heard from you.

>> Lisa: Hi, I'm from the West Virginia Center for Excellence and Disabilities. We have a small UCEDD here within -- underneath the umbrella of our health science center -- so... I do pre and post awards here. When I got this invite, I was very excited and I went to my director and was like "this would be great." I do see a lot -- a few names that I see that are familiar to me, within the few years that I've been here.

So... I'm, I'm just taking everything you're saying... just soaking it in, so... we also, our university also has -- our developing shared services... within the larger university. So... this -- that must be something that's -- this is going to be more common throughout, so... I'm not quite sure how I like that, but... change is good, I guess. Sometimes... when you're used to doing things your way... and then having to depend on somebody outside of your department to get things that you need completed and done... is kind of -- is sometimes a little frustrating. But... we'll see how that goes too.

>> Tony: Probably one of the roles for everybody who lives within a public institution of Higher Ed is to expect that you're staying with change the rules they operate by, about every hour and a half. You're absolutely right that, I mean, for example... I'd venture, in my 27 years -- there must have been, at least, 20 different ways in which the college decided to pay trainee stipends.

>> Yes.

>> Tony: And every year, I'd go back and have this conversation. So... -- the thing you ultimately have to do -- I'd resist them at times and that would rarely produce happy people... but... what you ultimately -- the ultimate conclusion you come to -- you really need to have a really good relationship with everybody who you work with. And... I mean -- you know... it's nice if they like you and you like them -- that's all good. What I really want to do is be profoundly clear about what they do and how they do it. If I understand that -- I can influence it... and... if I understand that I can say this needs to change, because... but... that whole notion about really being... really profoundly clear about functions and about how they perform them. Is a really significant part of that role. It will change. Every year... things will change.

>> Lisa: That's great advice, thank you.

>> Bill: Lisa, if I could make a suggestion around shared services. That's one of the things I'm developing with our university, across it. One of the ways to look at it, about themes and [indiscernible] centers, it's a way to think about bringing some of the centers together so then the university can say that they'll provide some supports or maybe... in your center -- you've got some capacity to take on a small center -- and... suggest that the university, then... pay your center that additional money. I think it's, it's all a revenue savings strategy in many instances, but... you can turn it into a program opportunity saying, one of the quick examples I'll give you -- the ICI has worked in the past, with a very large institute that deals with gerontology. And... that's, like a marriage that's made and waiting to happen. They have expertise on the aging population, but... very little understanding on the disability population and our community, as they, they get older, they become part of that aging community.

>> That's great, thank you.

>> Michelle: Quick question... in preparation, Guam's economy is highly dependent on tourism and... so... of course, the stimulus funds and federal funding, due to the pandemic is not going to be a forever thing and... Guam may face, well... they're already having budget talks and a huge decrease in budget. The president went up and asked the legislature to please revisit the budget because it's like $10 million short.

So... just, in preparation, I know that, at one time -- we had like... a 32-hour work week, and many of the, the personnel, the government of Guam personnel were affected, but... I'm strategically -- it's like... just kind of preparing -- if they do propose it, what would be some strategies? I know Dr. Heidi, you had that -- but... we never really talked about how to prepare for it -- I mean -- how did you present it?

So... I'm sure you had the business manager involved and all of that or... I'm not sure, but... what would be some of your strategic advice? In preparation? Just in case it happens? I know we're all on federal grants, so... I mean... we don't want to lose it, that could be one. One of the arguments, but... are there any other advice? That you folks could give? So that we don't -- they don't decrease, let's say, personnel salaries and... take some of our budget away?

>> Bill: Are you in a union environment?

>> Michelle: --

>> Heidi: We do have a faculty union -- our employees that are federally-funded under grants are not protected by a union.

>> Bill: That's a standard one, but... there are two different sets of answers to your question. One is strong union buy-in get one set of answers, nonunion buy-in, you get a different set of answers. The decisions they're making -- our university has an operating budget of about $495 million and has a deficit of somewhere around $67 million. They're looking at a net 15% reduction. And so... the administration, my opinion, the administration has an obligation to come back with a plan. And... the plan has to -- has a list of suggestions, which... are not the plans of -- this is separate from the fact that you have 25 grants in your university and your UCEDD and suddenly -- five of them disappear -- that's your problem. This is a bigger problem. And it's the university problem, they've gotta make a decision and they're right about challenging the legislature in that -- a lot of places have now gone to a freeze or slight reduction or gone to -- above a certain pay grade. The people get -- a reduced salary of furlough days or combination of different things. I'm sure you'll see them all the time -- at the different universities. In a union buy-in, you have to factor in what the union's position is. In nonunion buy-in, it's the university's position on it. Your leadership, my opinion, your Provost and chancellor -- it's their obligation

to argue with the legislature, it's our need to figure out what is the way to adjust and... I, I don't have any clear view, Tony and Heidi, you might have a different view or Sarah or Katie -- at the federal level -- if there's going to be a reduction in the amounts of money -- we work under, you may have a five-year law, but it's one-year allocation. So... it could be that the budget turns [indiscernible] -- that -- in all instances, I'm sure that most of the centers are talking about what do you do, just exactly what you raised. What are the options? What are the issues? And in this case -- it involves the entire university and to some extent... I'm guessing the decision is made at the top, will be one you'll have to adhere to.

     >> Exactly. It's usually made in a governor level or state level and then... for those of us that are in state-related institutions, we're going to be subject to whatever it is that is, executive orders are issued by our particular governor.

     So... Michelle, I'll talk to you a little about past history, but... I know we're starting to get a little short on time... and... if there's another question... or... I believe, Katie, wants to make sure we get enough time for people to complete an evaluation.

     >> Katie: Yes... thanks, Heidi --

     >> Bill: Can I add -- Michelle -- I don't want to leave this --

     >> Absolutely.

     >> Bill: The advantage of the UCEDD -- you have several different places to go to for money -- under personal services contracts -- under fee for service -- under membership, sales and properties... under municipal contracts, there's a zillion things you can do. University, you can't. That's a strength you have.

     >> Michelle: Thank you.

     >> Katie: Thank you, hopefully you and Heidi can connect --

     >> Yeah.

     >> There's a great connection there already so... to get some more specifics to Guam. I'm just going to -- in our last

two moments... pop the -- our evaluation into the chat box. If you all had a chance to fill that out... that'd be great. This was our first installment of this series -- we're still figuring out what it'll look like and we really appreciate your feedback. We have about two minutes left, so... if people want to be filling that out or ask any last questions you have of our speakers -- I want to thank them for their time and expertise as well. It's so great to have the three of you all to share such collective experiences about this topic. Any last questions? Yes?

>> I have one... so... I'm curious how the different UCEDDs are funding their business manager positions -- so... I heard, Bill... you said you rolled out 20% -- I'm curious -- is that from the indirect or from the direct charge?

>> Bill: That's direct off the line, the university gives us some percentage of the un-- of the indirect recovery, so... we get 30% of that back in addition to that -- but... this is really around the message I've always given out to folks. If you're writing a grant... the people supporting you need to be paid on that grant. That's your business manager, IT people, HR people and... maybe it's only 2% or 3%, but... over 20 grants -- that winds up being 40% --

>> Is that a direct charge -- sorry... it was a direct charge -- they're on the line or used some of the indirect --

>> Bill: That's a good question. At times it was direct charge on the line. If you get full and direct -- 54% or whatever -- you can't do that. If you don't get full and direct -- on the 8133s, you can do that. (?) We tried to get a line that said web supports. A line that said administrative supports and lumped them in. It became a nightmare to the 2% of what a person was doing for the three months and then another 5%, four months, and... you were forever-filling in reports. That was totally -- we tried to build it that -- some -- actually, the risk you get -- when you build it that way -- occasionally, you get pounded by the review panel. They like to see names. You gotta be careful with it --

>> Our business, fiscal manager is funded 100% by our core grant. We find that that position is so essential to us being able to write other grants and contracts. That we justify it and it has been fully funded. Some of the other support

positions can be bought off by charging across different grants and contracts for that support.

>> Tony: And we've done a combination of all of that. We -- all of what I would consider to be support personnel, everything from... office support to business manager, to tech support -- all of that stuff... I have built in and I've used creative words, sometimes... to describe them and... different narratives -- I built the majority of that into a direct line of some sort.

About 1/3 of our funding comes from state contracts and they are a little more understanding of budget lines. I sometimes put a heavier amount there. A certain chunk of indirect back from the college and I support part of the business manager through that. Before I retired last year -- I was trying to persuade the college to support half of our business managers through the public retirement -- part of indirect and [indiscernible]. So... you get creative. You do all of the above.

>> Katie: Thank you, Tony. That is unfortunately, all the time we have for this roundtable, so... again, thank you to Heidi, Bill, and Tony, and to everyone who participated. This is recorded and will be archived and we're also putting together a tip sheet of some of the strategies discussed with you all and that'll be disseminated out to the network. So... thanks so much for participating. Enjoy the rest of your day.

[Call concluded at 5:02 p.m. ET]

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