

>> DAWN RUDOLPH: John, happy to turn it over to you.

>> JOHN TSCHIDA: Thank you, Dawn and welcome to everyone. I want to thank all of you for joining us today, especially given the very short notice in which we provided for this meeting. This is the first of two director meetings bringing together all three parts of the AUCD network that we will be hosting. Today's focus is on defining equity and our second which has yet to be scheduled will address culturally competent collaboration and community engagement.

>> PARTICIPANT: I'm trying to figure out how to turn it on.

>> JOHN TSCHIDA: We know these topics have been top of mind and they're a top priority for all of your federal funders. Progress in these areas is expected to be required in future funding opportunity announcements, reporting, and in other ways as well. Before turning it over, we will be having an extended optional 30 minutes from 5:00 to 5:30 if you would like to gather in small groups based on what you're hearing today. Please use the chat box to identify a subject for the breakout room and staff will be monitoring these and we will make an announcement at 5:00 as to what these groups will be. So again, thank you all for joining us. And I will turn it over to our current Board Chair Tawara Goode.

>> TAWARA GOODE: Thank you, John, and thank you to all of the AUCD staff who made this possible. And I'm saying hello to everyone. Can't see everyone on the screen. I can see quite a few people, but I've not seen in a very longtime, and I look forward to when we're able to gather again in Washington, D.C. or someplace close.

So I just want us to start -- just wanted to share with you some thoughts regarding equity. And as we look at the AUCD strategic map, there are four pillars that we have. One of which is model diversity, equity, and inclusion. I dare say that probably diversity, equity, and inclusion could be included in all of those, but again, wanted to be able to emphasize that. Next slide, please.

As we had the opportunity to really look at equity in the 2020 conference, one thing that really stands out for us, and that is that we as a network and a larger disability community have made a lot of strides, particularly in advancing diversity and inclusion. But when it comes to equity, we truly are far behind. Many, many different fields or all, including health and in behavioral health. And that's because we have not yet as a network define what had is equity and we certainly have not really looked at what does it mean within the disability space. We can at least reach con sense us is on this. So



I think it's something that is really, really very important to our work going forward.

(Background conversation)

>> TAWARA GOODE: Okay, can someone -- there you go. Thank you. So these are just my thoughts. And I want to really refer to it as a Clarion Call to Action as I did in the 2020 conference. And we know equity, it's huge. It's this goal but these are things that we really need to ask ourselves a network. What will it take for us within AUCD and within the network to really define equity? To get on the same page or to at least reach a framework. How will we work together to delineate leadership role of the AUCD, and the AUCD network and efforts to achieve equity during this decade? That is ambitious. We know that won't happen but unless we really start, we have nothing to measure it by. And lastly, I want to appeal to as it relates to your own individual and personal role as an a LEND director or a UCEDD director or Associate Director, what is your role in advancing equity? So I will stop now and turn things back over to Dawn.

>> DAWN RUDOLPH: Thank you so much, Tawara, and thank you John, I'm happy to be in the background as much as possible as an emcee today. At this point in our agenda, we are going to move into a Fishbowl discussion. There was a handout describing what the fishbowl discussion is. And I am most pleased to introduce our moderator for the Fishbowl discussion who is Rodney Samaco. He's a Co-Director of the IDDRRC and if you have not had the chance to chat with Rodney in the past, I encourage you to find him at a future conference because he's just wonderful. Rodney, I'm going to turn it over to you. Thank you for being here.

>> RODNEY SAMACO: Thank you so much for inviting me. And letting me have the honor of helping moderate the conversation, the Fishbowl conversation which will be exciting for the entire group. So if you haven't done a Fishbowl conversation, it's a way in which we bring a small group of people who want to share their lived experiences and/or their journeys, and in this case, we're doing it virtually and we're doing it in the context of the prompt. Which is: How do we define equity in the developmental disabilities field from your own perspectives, from your own experiences as domain experts, people living with the experience, et cetera? So this slide here instructs you on how to set up the Fishbowl conversation. If you haven't done it before, so I'm going to do it right now. So you turn off your video first. At the bottom of your screen. And then you click on the three dots located at the upper



right-hand of your profile. And you should see something where it says hide non-video participants. If you click on that, that will hide you from the rest of the folks that are on the call. And then if you want to join the conversation, you turn the camera on, and then when you are done speaking or sharing your story, and want to leave, you turn the camera off. Again, and you can keep on doing that each time you want to come into the group. And what we'll do to model this, we will show as an example. And I will begin myself the conversation and sharing my own journey, very brief, a truncated version of that. And then I will hand this off to people who have volunteered to help also model the conversation concerning equity.

Okay so I'm going to turn myself back on. Okay. Okay. Here I am. All right. So my name is Rodney Samaco. I'm currently an Assistant Professor at Baylor College of Medicine. And I am the Co-Director of our IDDRRC. So my journey in the field of developmental disabilities began really early on. I started as an undergraduate at UC Davis. Started working in a laboratory and that was when I was what? 18, 17, 18 years old. And since then have continued that journey, starting off as a basic scientist. I am trained as a geneticist. Throughout that course as I was focused on a specific genetic condition that grows in women, what I started learning is that it's not simply about the science. And it's more complex, I would say, in terms of the ecosystem across the entirety of when I go to the lab and who are my colleagues next to me and what they are doing. And then on top of that, who I was learning from and who was mentoring me.

So from that journey back in 1996-7, all the way until now, I've had that very interesting I would say lens of an individual who had been working on intellectual disability but also coming from the perspective of somebody who was Filipino and considered not to be, I would say the Federal Government had no clear definition in terms of whether we were underrepresented or not. At one point we were. One point we were not. But I'm also gay so part of the sexual and gender minority is what they call us, our community now. So the intersectionality of that and then also working with people with intellectual disability but on a scientific question helped craft my idea about equity. And equity is not simply just inclusion. It's not simply saying here's a pipeline for researchers in which we can increase diversity and include people at the table. It's really bringing that voice and sharing that power dynamic to shape the narrative and the conversation. This is one of the reasons why I became even more involved with



the IDDRRC, as my mentor is still my mentor and the director of our IDDRRC brought me on to the leadership of our IDDRRC to become more involved as that was something I really wanted to do. And she's really busy. And I said let me get more involved and try to bridge the gap between our IDDRRC and potentially other UCEDDs and LENDs within Texas and the broader nation. And this is since 2017, so a few years later and now really entrenched trying to see how and working with others within our community we can increase that conversation around equity. Tawara had brought up, we have been doing inclusion and diversity really well as part of the network, but can we speak to equity? And that's my journey, experience in a nutshell. I would like to call on some of the volunteers who would be open to sharing their journey. Kimberly, are you on? Is Kimberly on? Derek? Or Kimberly -- oh, hey.

>> PARTICIPANT: I apologize, I was muted. Great introduction. I guess I would like to add to that, and Rodney please correct me if I'm mistaken, I thought I was supposed to give general ideas to start conversations around equity in a developmental disabilities field. Is that what your understanding is?

>> RODNEY SAMACO: Yes, and I think can be self-defined by how you would like to share your definition of equity in the developmental disabilities field. I think from my perspective, I'm also coming from the basic science as we have the three arms of the AUCD. And that IDDRRC aspect I wanted to share because it's not simply where I work with mice, going to the laboratory and we do not see anything related to diversity, inclusion, and equity. In fact, we see that, and we see that every day. And I would say that here we're relatively blessed living in Houston, this is where Baylor, is to be the number one most diverse city according to Forbes. But that is speaking to a point? Is that check-uity as we've heard before or is it real equity? Are we bringing them at the onset when we think about participatory research or community-based research in the design and actual execution of the study? And that's what I really keeps me up at night in terms of when we think about the question.

>> Got it. Well, great. So having heard that, I guess I just like to say, I mean, my background and sort of how I approach this, I am a first-generation American. I'm a child of immigrants from Barbados. So as I think about my life and look at my life, I always really think about it from a perspective of opportunity. I'm so grateful that my family had an opportunity to come to America. I'm grateful that they provided opportunities for us, you know, myself and my brothers, to have certain experiences



and exposures that led to certain outcomes. Which largely I consider positive.

Now having had that consideration, I know I'm probably speaking a very symbolically and globally, but it's mostly how I think and conceptualize things, I often think about everything that went right. But I also think about everything that potentially could have gone wrong, different paths that diverged in the woods that could have led me on a path to basically have self-actualization and fulfillment in my life. Which really I think is a basic human right. I guess I'm coming from this from a human rights perspective. And when I think about equity and the developmental disabilities field, I really think about it in equity for human beings. Equity for everybody having an equal opportunity for the time that they've been given on earth to live their life to the fullest of their ability.

I was having a conversation at a gathering the other evening, and myself and some people were discussing Elon Musk and he has a contest, there's \$100 million prize for somebody basically that can figure out how to capture carbon so that we can stay on the earth. And live in relative comfort. And you know, we were sort of talking about gosh, who has the answer? I hope somebody has the answer saying, you know, the answer might be in the brain of, you know, of a 12-year-old or a 13-year-old, but he's too busy carrying water, too busy just trying to engage in the basic activities he needs for he or she needs for sustenance and daily living. So he wouldn't even have the opportunity to develop all of his God-given potential. And when I think about equity, I think about God-given potential. I think about human rights. I think about every individual's access to the pursuit of happiness, to the pursuit of the best that they can do. So generally I think of equity not only being able to get in the door, I consider equity about having opportunities for people even to know where the door is, to even know that a door exists. And there are so many, and I guess like along these lines recently, I'm sort of a special educator by trade, became school director, consultant. I'm coming to this UCEDD field mainly as a practitioner standpoint rather than academic. And I use to do school-to-prison pipeline issues, and some of the research around that is very scary in terms of the critical academic deficits that so many people are experiencing that are involved in juvenile justice, the fact some of these indicators of future problems can be seen like as early as three years old. And that's terrifying to me. So when I think about equity, I think about not only having people to get in the door, I think about knowing where that door is, having people know that there is a door,



and most importantly for us creating systems so that individuals are not derailed from getting in the door 20 years later from something that happened in their environment when they were three years old. Thank you.

>> RODNEY SAMACO: Thank you Kimberly for sharing. I really like the analogy of the door and knowing where that door is and to sustain that. I just saw Derek turn on his camera. Hi, Derek. Would you like to go next?

>> Good afternoon, yeah. I first want to say thank you to Tawara and her vision and really having a whole conference that really kind of spoke to equity. And it really got me to thinking about what it is that I can do in my space here in Iowa. And when most people think of Iowa, they think of a state that has very low numbers in terms of demographics and in terms of diverse populations, but there is diversity here and there is difference here. When I think about equity and thought about it a lot after the conference, how do we begin to do this work? How do we begin to develop a framework that begins to address that? And I thought about the Americans with Disabilities Act that talks about equal opportunity, full participation, independent living, and economic prosperity and self-sufficiency.

So basing it on that framework which is a framework that really kind of defined why we all are in existence, one of the things that we can do to begin to engage, to begin to look at some policy and development, begin to look at some assurances that give us some understanding of where we are and how well we're doing so I put together a small committee that is -- and made sure that as we were developing anything strategic from our center, my center is a center that's in the children's hospital. And we have a large hospital, you know, diversity and equity and inclusion plan, but for us, what does that mean for the work that we do within the UCEDD? So made sure that we were included in the strategic plan, so we have four pillars within our organization. And one of them is called best people. And within best people, it's like how do you recruit, how do you retain, how do you promote, but more importantly, how do you develop a framework that begins to start creating opportunities for those in an equitable manner? So the framework that we're beginning to work is really around, number one, just assessing the population, understanding who is in our state? You know, who are the individuals? Are there any kind of demographic trends that have taken place? Understanding what is happening to the people in our state, you know. Looking at diagnosis, addressing health related problems, et cetera. And then



figuring out how do we, number one, what we know who they are, we know what's happening with those individuals, how do we begin to engage? How do we effectively communicate? How do we create opportunities for those voices to be a table? And starting with that framework as well as, that's the outward stuff, but on the inside, what is our infrastructure look like? What are the things that we're doing to build and support DEI and in terms of having a diverse workforce that is skilled and has knowledge to begin to address these particular issues?

We also want to look at, you know, identifying and creating champions. So how do we begin to work with those individuals that we identify and how do we bring them into our organization and help them be a part of some of the solutions and problems that we are beginning to address and everything? So for me, it's really trying to build a framework that then allows us to begin to understand, you know, what we're doing. And also in maintaining that framework it's also around how do you evaluate? How do you make sure your research, make sure that it is inclusive in every single way? So that's kind of what I'm -- the way that we're beginning to address this from this building this framework that begins, that again, is based on the four pillars of the Americans with disabilities act.

>> RODNEY SAMACO: Thanks, Derek. I think that is a very nice illustration of how we could think about pursuing, tackling the challenge of equity within our network. And if you want, you can keep your camera on and Kimberly, the idea is that we're a Fishbowl and then we're going to rotate.

>> I got it.

>> RODNEY SAMACO: I don't know if Kimberly you can hear me. There you are, okay. And finally, Christopher or Chris Murray?

>> CHRISTOPHER MURRAY: Hello. Well, I did when Dawn asked me to do this, I prepared a little story about my background. Somewhat like Kimberly's. And you know, one thing that I think is that, you know, this is not a lecture because most of the people that I've met in this network are committed to equity and have committed their entire lives to equity and changing systems and changing people's lives.

Disfranchised people's lives. But I did prepare a quick little story. I grew up in Prince George's County outside of D.C. And during the late '70s and '80s when I was a young person, it was a very challenging environment. You know, it was during the crack epidemic. There was a lot of violence. The schools were terrible. The



neighborhoods, the environment, your peer groups, I mean, there were just a lot of risks. It's kind of like what Kimberly was talking about, you're always busy carrying water. There was a lot to disturb an easy trajectory.

And I was exposed to a lot of. That I'll give you one fast example of that. My mother's sister, my aunt, and my uncle were both addicted to drugs. And my uncle was killed on a metro, he was robbed and stabbed on during a drug deal on a metro train platform, you know the metro in D.C. And then a couple years later, my aunt died of an overdose. And my parents took my cousins, the three kids, into our house so then we had six kids instead of three kids which me and my two brothers. So stuff like that happened a lot. There was a lot of things like that going on that made life challenging.

So the schools that I attended were not very good. And I ended up stopping school basically, removing myself from school in seventh grade. I had Fs in seventh grade. Fs in eighth grade. And Fs in ninth grade. And on my 17th birthday, I was permanently expelled from Prince George's schools. So I really have a seventh-grade level education. And at that time, I was working as a dish washer, and I think this was pure luck. I was working in a restaurant and then I became a cook in a restaurant. And the lucky part, there were a lot of University of Maryland students working as waiters and waitresses at that restaurant. And I started to look at them and get to know them and really kind of got angry that I didn't have the opportunity to go to college. I really, much of my life has been motivated by anger over injustice.

So I took the GED and I failed it. And because I was so low in my academic skills. And then one of those college students at the University of Maryland who I was friends with tutored me. I took the GED again and I barely passed it. But I passed it. I was going to show you my scores because I still have that. I show it to my students sometimes. It was like 50th percentile. I barely made the cut the second time I took it. And then I went to Prince George's Community College. At that time, they had a program where you could transfer into the University of Maryland automatically if you had a 2.0 which I did. I transferred to the University of Maryland. And I graduated from the University of Maryland with a degree in political. And my undergraduate GPA was a 2.4. Just to show you, I struggled the whole time. I've always been struggling academically.

At that point, I started thinking about working with younger people. Young



people that were having challenges. So I went back to University of Maryland, or I went back to Howard University in D.C. and got a master's degree in special education. And then became a teacher. After teaching for a couple years, I decided to get a Ph.D., got a Ph.D. in special education. And then took my first job as Assistant Professor at DePaul University in Chicago. And then later I came here to the University of Oregon in special education.

Now I'm a professor. I'm an Associate Dean. I've been a department head. I'm a director of the UCEDD. And you know, what equity means to me is, you know, what I went through was not right. It was not normal. It was not okay. And there are a lot of people in this world like Kimberly was saying going through similar things that their potential doesn't have a chance to be realized. They just don't have the opportunity.

So really what equity means to me is, you know, providing opportunities without unequal constraints. The unequal constraints to me say big problem. And you know, poverty and unfortunately in this society race are relatively easy targets for that. The African-Americans, Latinos are basically twice as likely as whites in this society to live in poverty. Native Americans are three times as likely to live in poverty. And people with disabilities are slightly higher than Native Americans in terms of living in poverty. And to me, poverty is where a lot of the challenges reside. Not just the challenge of food or income but the environmental challenges, the risks that are present in all aspects of your life, your peer group, the schools you attend, the place you live, the residential environmental pollution, I mean, it's just omnipresent. And you know, so what I've tried to do is I have tried as hard as I can to, well that's not true, I've tried to use the changes in my life to leverage those to promote equity as much as I can. And I think equity can be dealt with in different ways. It should be dealt with systemically, but it can also be dealt with on the personal level. When I became a teacher, I chose to work in a low-income environment, working with students with disabilities, 100% Latino environment. When I worked at DePaul University, I chose to work with schools that were affected, more affected by poverty, mostly on the south and west sides of Chicago. When I came here, Oregon, like Iowa, doesn't have as, you know, as much diversity, racial diversity as other places, but there are still diverse populations here. And there are still plenty of poverty here. So when we do research, we attempt to do research in environments that are more low-income, more challenging. I wrote a grant, these are just a couple of example, I wrote a grant to do leadership training to



fund Ph.D. students in special education. And I focused that project on the needs of Native American students with disabilities. I wanted to train doctoral students to the needs of Native American students with disabilities, but then when I did, I recruited six Native Americans into the program. And that was hard. It was very hard to find and recruit six Native American doctoral students into special education, but we did that. So the last thing I'll say is, as my life has changed, and I have moved through some social classes in my world. I feel like I am living in a rarefied air compared to where I've come from. And it's not always easy. It gets like comfy up here. So I have to really push myself to continue to commit to trying to utilize whatever talents or resources I have to provide opportunities to people that wouldn't have those opportunities or would otherwise not have those opportunities. So that's it.

>> RODNEY SAMACO: That's not just it. That was an amazing story, so thank you for sharing. And I know we're running out of time, and we only have two minutes left. Vittorio is part of the next panel so I'm not going to bring you in, but this has an amazing exercise and I want to summarize some of the highlights to bring to the next panel discussion but also to bring to the breakout sessions at 5:00. I guess 5:00 Eastern, 4:00 Central. Some of the key concepts and words that I gathered from what you had said in those various story, all three of you and I'm sure with how many now, 102 people that are on the call today, that door, that framework trying to find ways to tackle those pillars and the pillars that I also, when you're talking about that, Derek, I was thinking about the presentation today through the NIH CM conference on COVID and disability and there's a slide in which there was availability, accessibility, acceptability, quality, and utilization, and I started thinking of that when you brought up the pillars so that's great. And that framework. Chris, I think that one, when you were talking about your life story and your journey and your commitment and devotion now, I started thinking about empathy. And that if people, I mean, I think when people have empathy, and they say what is it like if I walk in that person's shoes and how can I empower them to come to this level and also benefit from opportunities? I think of that word empathy and that's a perfect way to describe. So I'm going to pass this on. I know I want to be aware of the time but thank you so much for that very brief exercise, the Fishbowl conversation, the four of us. Hopefully, it worked for everybody on the other end who is listening and watching in terms of hiding non-participants. I was having a problem earlier but that's our first try. Next time we'll get that right for me at



least. So Dawn, I'm going to pass this over to the next panel. And off to I guess Sandy, Vittorio in the agenda. Sally Gould-Taylor, and Alice Kuo.

>> DAWN RUDOLPH: Thank you so much Rodney and Derek and Kimberly and Chris for sharing. That was an excellent discussion. I've been happy to introduce the next panel for today's directors retreat. And thank you so Sandy Magana for facilitating and moderating this panel. Sally is the, Sandy, Sally turned on her camera and I got confused. Sandy is the new UCEDD Director at the Texas Center for Disability Studies in Austin, Texas. And as of July 1st will be a new LEND Director. Congratulations.

>> SANDY MAGANA: I can't turn on my camera. Somebody has to do that for me I guess.

>> DAWN RUDOLPH: Oh, Jamie, maybe you can help out with that while we're working on that.

>> SANDY MAGANA: There we go.

>> DAWN RUDOLPH: There you go. Jamie worked magic. So Sandy will moderate the panel with Vittorio Gallo who is the IDDRRC Director in the District of Columbia. And Sally Gould-Taylor, the UCEDD Director at the Institute on Disabilities at Temple University in Pennsylvania. And also Alice Kuo who is the LEND Director at the University of California LEND. And I'm not sure if Alice is on the line quite yet but she should be coming soon. I will bow out. Turn my camera off. And Sandy, I'll turn it over to you. Thank you so much, everyone.

>> SANDY MAGANA: Great. What a great panel. I'm really happy to be among you as a group and hear from you in terms of some of the issues. And I apologize, I was not on the first part of the meeting, I had another meeting I had to be on. So you may have even covered some of these things, but I'm going to -- I think what we're going to do for the sake of time, probably not each person can answer every question but maybe we will get a good answer from each question from one person.

So the first question is just, and let me know if you have done this already, but how do you define the terms equity, diversity, and inclusion within your UCEDD and could you give an example of one or more of those terms? I'm going to start with Vittorio, can we start with you?

>> VITTORIO GALLO: Sure. So first of all, hi, everybody. Thank you so much for inviting me. So as was mentioned before, I work in the District of Columbia, I work at



Children's National Hospital. And I actually feel very fortunate to be able to direct developmental disabilities research center in a major pediatric hospital because we were able to in the District of Columbia, because we were able to really build relationships with other academic institutions besides George Washington University and also Howard University and Georgetown. And my doing that, we've really expanding our community of investigators, expanded the goals of our centers. And I feel that we have also expanded our goals of promoting diversity, equity, and inclusion in our IDDRC.

The Children's Hospital serves a very diverse community. And I've been at Children's Hospital for 20 years. And I've seen that diversity, equity, and inclusion have not really been -- this has been a major goal of the hospital for at least 20 years that I've been there but certainly earlier on. And this is really an important point that I want to make is how tightly related and tightly related we are with the community that we serve. So we really think about diversity, equity, and inclusion all the time. And we live and operate in a multicultural environment but in terms of our, from a patient and family perspective, but in terms of our academic research goals, I've been involved in a number of projects and a number of initiatives that for the past 20 years have promoted diversity, equity, and inclusion. So I want to just go through the major pillars of what I think for our IDDRC, for our academic research program and for our Children's Hospital have been really the major pillars. And I think every single one -- (frozen video)

>> SANDY MAGANA: I think we might have -- did we lose Vittorio?

>> JAMIE KOENIG: I'll send him a quick chat,.

>> SANDY MAGANA: Okay. And Sally, you're still with us?

>> SANDY MAGANA: Okay.

>> VITTORIO GALLO: Sorry, I'm having Zoom problems with my computer. So every single one of these pillars that I've been really excited to relates to diversity, equity and inclusion. So obviously diversity and equity and inclusion are related, should be integrated in our efforts but they're very different definitions and refer to different aspects of what these goals should be.

So first of all, I've been focused on recruiting a diverse population of investigators and promoting their careers, creating career paths for these diverse investigators. So creating really a role models because creating role models in an



institution, in any research program is important to be able to recruit the next generation and also really to create a truly diverse environment. We want to make sure that these investigators we recruit really feel that there is a commitment to inclusion and to equity. Because just diversifying the research program or a population of academics or faculty, it's not sufficient if we really don't, we are not intentional about creating equal opportunities for all our investigators and making sure that the environment is welcoming, is engaging, and is really creating opportunities for participation to all our investigators.

The second aspect or the second pillar as I call it is really to create programs. And this really has happened not only with children's but with partnership with Howard University. Being a historic Black university, college university, this has been really very important, but again, we were very intentional, and this has been at the institutional level and this partnership with Howard has really grown in the past 20 years. But we were intentional, and I was really intentional in creating an equal partnership, in making sure again that there was not only inclusion of all the investigators at Howard and leadership but also that we would be able to create programs that would also bring to Howard University opportunities to enhance and expand their research program.

The third pillar is really the pipeline. And making sure that the pipeline is not leaking. So creating training programs and we have so far we've had two post-doctoral training programs and we have a pre-doctoral training program to create and expand diversity in the pipeline. So training the new generation, making sure that the new generation is diverse, as diverse as possible. And this is not only with Howard University, but we have a number of summer programs for undergrads that really recruit from the entire country from all academic institutions to really make sure that we expand diversity and opportunities and inclusion for all these young scholars.

We are looking, for example, with just to give another example, we are looking at creating an endowment for the program that Howard has for undergrads who are doing research and are involved both in summer programs as well as in research programs throughout. We are looking at creating an endowment to support the stipends and their research activities.

So finally, environment. Environment is crucial. It's crucial for inclusion. It's crucial for equity. And creating a diverse environment is not sufficient. And I think



we have not only institutional policies and training, but I think it's really important that as leaders, we are very intentional and very proactive in making sure that all the environmental barriers that could exist to prevent equity and inclusion are really addressed. So I think that this is kind of, my definition and my sort of set of examples that really include inclusion and diversity. And I want to finish with one more observation. In my mind I've always thought about diversity, equity, and inclusion since I've been in the United States for 30 years. And as you can tell from my accent, I'm not American. I was educated, I grew up in Italy, in Rome. Lived in London for 10 years before coming to the United States. But as I was studying more and more American history and was aware of the Civil Rights Movement, I've always thought about people with developmental disabilities and grassroots activism and advocacy as being really part of that kind of movement. And I'm sure many of you have seen the documentary "Crip Camp" where this point is made really, really clear. So I think it's important that we keep in mind the historical perspective of what equity is and how many people have fought for that. And I appreciated Derek's comment that related to the Americans with Disability Act because I think keeping that historic perspective can always guide us in doing the right thing and keeping our goals in mind because many people have given their lives and their entire energy in their lives to this causes.

>> SANDY MAGANA: Thank you. Thank you very much, Vittorio. And you gave us a lot to think about in terms of the pillars that are super important, not only recruiting diverse populations for your teams and having that representation and having the role models but making sure you're having programs that cover equity and having that pipeline to bring people through and having an environment that's supportive in ways. So I'm going to ask Sally, you know, in and feel free to pick up on any of the thing, but thinking about equity, you and know, and one of the things we're supposed to do is parse out these three words. So I wasn't really clear yet, I'm not really clear yet how defining equity versus inclusion and how they're different. But just thinking about equity in terms of how maybe give an example of you and your team and how you use community engagement to promote equity. And in this case, I'm thinking about equity related to the populations we serve. So to what extent are there disparities in different, you know, whether services, treatment, or healthcare or outcomes, you know and how do we reduce disparities or create equity for those populations.

>> SALLY GOULD-TAYLOR: Sure. Thanks so much for having me here today.



So when I think about equity and the work that we do at the Institute on Disabilities at Temple University I think about through the lens as an organization, so how do we think about increasing equity through our work as an organization, think about increasing equity through the way that we support our staff, our pre-service student, our faculty? And then also how do we support equity through some of our community partnerships, right? So first, the way that I think about equity through our staff is really through the work we do as an organization is think about how we can leverage our kind of power dynamic as a UCEDD in a large, urban, northeast university to really provide opportunities for small, community organizations who may be interested in doing work with us or beside us in kind of various spaces within the disability field. That would not be able to access some of the large grants or opportunities that we can because we have this large name behind us.

So that means taking, using our position to be a partner. Sometimes that means using our position to apply as a grantee and then give sub-grants to community organizations that would otherwise be unable to find a match or an opportunity to get their foot in the door to do this really important work. So for that, for me, that means really redistributing some of the power that comes along with our responsibility that we have as a UCEDD. So we're both kind of working within the system at the university level but we're also working to become strategic partners with all of the communities that may not be able to have access to some of the funding or resources that we have. To me, that's a way that our organization can work as a provider of equity. From the articles that were sent out to us prior to this, they looked at equity through this kind of false binary between making things fair for everyone or giving people what they need to survive. And how they need to be able to get along. And using our organization as a way to disperse some of the unfairness within these kind of larger spaces where work is done at a state, local, or federal level, and really provide support for some of the hidden populations that we don't see that really need support within the disability space is one way that we do that.

And a concrete example for that for us when we think about issues around the school-to-prison pipeline. For us, when we saw opportunities around ways to dismantle the school-to-prison pipeline through our action research, we decided to reach out to community partners to work with them where they were at in doing work around racial stress, around reintegration of youth with disabilities who were kicked out



of school, and put in adjudicated, and we reached out to them to work as partners on projects, right? So instead of reinventing the wheel and creating new research or new evaluation to determine how people might deal with racial or disability stress within a school system where they could be kept within a system or adjudicated and sent to prison, we decided to reach out to small, kind of urban, nonprofit organizations that were already doing this great work and provide the kind of disability training and technical assistance to the spaces. So in this case, for some work that we did around an intervention for youth of color with disability, we worked with the racial empowerment collaborative in west Philadelphia. And for work that we did for youth with disabilities who were adjudicated to get them into re-entry and transition them back into typical school, we worked with the law center in Philadelphia. So both of those were ways for us to provide them with our disability expertise and provide them with the support and function that Temple can do to create this type of work but really to motivate and be an echo for the work and knowledge and expertise that they already have. And for us, at the institute and for myself, being able to echo the experiences and expertise of others is a way to increase equity through our work. Right? It's not necessarily about me or our staff being the ones who are speaking and representing, but it's around allowing other people that have been doing the work in hidden spaces throughout the disability field for many years, hidden because they're either not allowed to identify with the disability space or they've been left out for reasons that have to do with other kind of discrimination, it's really about equity and bringing them to the plate.

And we do that also in our pre-service training. As Vittorio was talking about, getting some of the projects going to bring in pre-doctoral students or post-doctoral students who came from a variety of background, we're doing the same thing. When I think about the diversity of fields. We're trying to bring people in from the history background, from arts backgrounds, from architecture, from people who want to be teacher, all of these types of fields so that as people are going on to become professionals in their next step, whether they go into a business field or become an architect or an art teacher, they have a knowledge and understanding around disability and around how inclusion within the disability space can lead to equity for all. And they bring that with them to their next step. Or if they don't, they bring with them the knowledge, experience, and experience around inclusion to help kind of support equity



in whatever space they go to next. So those are some of the ways that we're thinking about really thinking around equity as an agent. Thinking about equity as something that we're continuing to do and grow and change with and be responsive around. It's not just something we're trying to chief and we've gotten there. It's something we're trying to see and understand as it continue go, as opportunities rise for us to become partners and uplift people in a space.

>> SANDY MAGANA: Thank you, that was really great and really, I like your point about redistributing resources and really helping to realize where the power is and to interrupt those processes but also partnering with organizations that are already existing and doing things related to equity. But maybe they don't have the disability piece of that and bringing that disability part of it. I could see with the school-to-prison pipeline, yeah, a lot of our youth with disabilities get caught up in that, right? So sometimes they're not seen. They're not, you know, heard. And really understanding how they got from here to there and how they could be supported in a way that they can have better outcomes. That's really, really good. And I'm wondering, is Alice with us? Or is she unable to join our team, Dawn?

>> DAWN RUDOLPH: It looks like there was a last-minute shift so, she's not able to join.

>> SANDY MAGANA: Okay, no problem. So I have last question is for either of you who want to respond, but we only have three minutes. But I wanted to know if any of you had an example of a culturally adapted product where you're looking at serving a specific group in the community whether it's a cultural, racial, ethnic group, and really creating a program specifically for that cultural group or adapting an existing program for that group, if any of your UCEDDs have that experience?

>> VITTORIO GALLO: Sally, do you want to start?

>> SALLY GOULD-TAYLOR: Sure. We do have that experience. And for us, we have done research around what makes it culturally comp innocent which so many people on the call today are doing that work and leading us all. But it's really for us about getting beyond just the linguistic competency and translating things but making sure we're reaching out arm in arm to organizations that are doing work within specific pockets or places in the State or with specific communities that represent different organizations. So for us, lately that's been working with immigration communities around access. And it's making sure that we're hiring expertise and hiring kind of



community members, lay people, community members who are part of the communities already to work with us and alongside us and also thinking about from the inception of the projects going to these communities and asking them, what do you guys want? How is it that our work can support what you guys want to do to develop these measures within your community? And not telling them or bringing to them an already fully-packaged kind of idea and just translating to another language for them.

>> SANDY MAGANA: So really engaging stake holders and finding out what their needs are super important.

>> VITTORIO GALLO: Yeah, thank you, Sally, I think that was great. I think that's really what the approach has been for us as well. To make sure that these partnerships are really equal, and partnerships really bring the cultural competence that is necessary and the understanding of what the needs of different communities are.

Our Development Disability Research Center is tightly connected with two programs that really reach out to the community. One is our Center for Health Disparities in the District of Columbia. And that really is an important center for us to connect with because we really have through that center we can partner with a number of organizations in the District of Columbia and a number of institutions and be able to really reach out to these communities. And we created many, many years ago a community pediatrics track that is connected to the Center for Health Disparities. And this community, the track is actually in partnership with Howard. So again, this was one of the first, probably not the first, community pediatrics program created by Jill Joseph when she was Director of the Center for Community Research. So I think we have to be very intentional in understanding how we create these partnerships and what kind of approaches we're taking. And also what kind of messengers are we sending out to create these partnerships and what are the processes? So I couldn't agree more with Sally. But in terms of culturally competency, I mentioned all our training programs and that's really important for us to really be aware of our trainees where they are coming from, the personal history, the personal opportunities that they had, role models that they had in their history, in their families, so we're very, very aware of that.

>> SANDY MAGANA: Thank you very much. And I think we have to wrap it up, but you guys really provided a lot of great things to think about, maybe it will help us with



our breakout groups.

>> SALLY GOULD-TAYLOR: Thank you so much, Sandy.

>> VITTORIO GALLO: Thank you, Sandy. Thank you for coordinating.

>> DAWN RUDOLPH: This is Dawn. Thank you so much to everyone for Sandy and Sally and Vittorio for sharing your stories and sharing your experiences. That was more powerful food for thought. We are now going to shift into some breakout sessions. We wanted to make sure to provide time for network members to network. And to talk a little further with each other about your own experiences, your own perspectives on equity, on what it means in your work and how you are implementing it and also to learn from others in the network on how to do that. So Jamie I believe is going to be popping up breakout rooms. So I see there on the screen, I see, if you scroll down, there's a long list of names at the top for folks who have not yet joined but if you scroll down, you can select any of those breakout rooms. Join, just click the little button that says "join," the blue button on the right-hand side to join another breakout room. If you think there's a room with a lot of people and you want to find a different room. And we will -- some of the staff will be popping in and out of the rooms as well.

>> I'm sorry, I can't figure out -- oh, is it on the breakout rooms?

>> DAWN RUDOLPH: Yes, in the breakout room box. At the top of the box, it says unassigned but if you scroll far down below all the unassigned, we've named the rooms, Jamie had fun naming the rooms. Some are specific titles that folks asked for. And some are the kind of things that you would do at a conference when connecting with peers like grabbing coffee or waiting in line. Happy hour, good place to be.

>> JAMIE KOENIG: If anyone wants another topic, can do that really quickly. And if you would like the captioner to go to a room with you, just let me know and I will make sure that happens. Also, I will stay in this room if you have difficulties and want to pop back in and ask any questions on how to navigate around.

>> DAWN RUDOLPH: Great, thanks, Jamie.

>> VITTORIO GALLO: How do we -- I'm sorry.

>> DAWN RUDOLPH: That's okay, do you see the breakout room box on the Zoom screen? Did it pop up for you?

>> VITTORIO GALLO: Yes.

>> DAWN RUDOLPH: In that box --

>> VITTORIO GALLO: Okay.



>> DAWN RUDOLPH: Just pick a room. If you see folks that you want to chitchat with.

>> VITTORIO GALLO: Okay. Okay.

>> I'm on my phone, I'm not sure if it's possible to drop me in a room.

>> JAMIE KOENIG: Yeah, I can drop you in one. Were you looking to continue the conversations from today or do you want a more network with people?

>> Continue the conversations would be great.

>> JAMIE KOENIG: Okay. I can list the options and you let me know which one you like. Equity, equitable hiring and retention, identifying champion, and collaborating with the community.

>> Equitable hiring and retention would be great.

>> JAMIE KOENIG: Okay. Great.

>> Thank you. Thank you so much.

>> Hello?

>> DAWN RUDOLPH: Hi, Karen.

>> Hi, I tried to get into the coffee room, but I was by myself. So I don't know if I did something wrong or nobody else joined that group.

>> DAWN RUDOLPH: Don't take it personally. You can pick a different room.

>> A little personally but I'll get over it.

>> JAMIE KOENIG: Someone just asked me to drop them in that group so if you give it a second, you'll have a friend.

>> DAWN RUDOLPH: I'll go there. I'll grab coffee with you Karen.

>> Thank you.

>> VITTORIO GALLO: I wonder whether you can help me. I was trying to find the break room where Derek is because I wanted to continue the conversation with him.

>> DAWN RUDOLPH: He's in collaborating with the community.

>> VITTORIO GALLO: Okay, can you get me there?

>> JAMIE KOENIG: Yeah, I can put you there. Just a second.

>> VITTORIO GALLO: Thank you so much. Because I couldn't -- oh, okay.

>> Should I just stay put or click on breakout room now and go back to the coffee room?

>> JAMIE KOENIG: There's someone in the coffee room now I believe.

>> Okay.



>> VITTORIO GALLO: So I'm going to go into that.

>> JAMIE KOENIG: You wanted the collaborating with Derek, right?

>> VITTORIO GALLO: Yes, please.

>> I'm trying to get in the equitable hiring but it's not letting me in for some reason.

>> JAMIE KOENIG: That is weird. I will just throw you over there now.

>> All right. Got it.

>> I was in the equitable hiring and there wasn't anybody in there. So I don't know.

>> JAMIE KOENIG: Really? That is odd because I'm seeing like 13 people in it. Or something.

>> That's interesting. Okay, I was on my phone so maybe something was wrong. Maybe if I can go in.

>> JAMIE KOENIG: I'll put new. And then if you have an issue, just come back and let me know.

>> Okay, I'll be able to come back this time.

>> JAMIE KOENIG: Equitable hire, yes?

>> Yes, thank you.

>> Jamie, could you drop me into collaborating with the community? I don't know how to get into it.

>> JAMIE KOENIG: Sure.

>> Thank you.

>> I was wondering if you could drop me in equitable hiring. Sorry, I don't know why I can't -- it'd doesn't let me put myself in a place.

>> JAMIE KOENIG: That's odd but no problem.

>> Thank you.

>> This is Alice. I joined late because I had a meeting until 2:00. Are the two choices collaborating with the community and equitable hiring. Are there other choice.

>> JAMIE KOENIG: You should be able to click on the breakout rooms at the bottom and see them listing. In continuing conversation, there's defining equity, equitable hiring and re, identifying champions, and collaborating with the community.

>> ALICE KUO: The first one define equity?

>> JAMIE KOENIG: Yep.

>> ALICE KUO: Can you send me there?

>> JAMIE KOENIG: Of course.



>> ALICE KUO: Thank you.

>> JAMIE KOENIG: Thank you all for joining the call today. I'm going to go ahead and end the call but have a good rest of your day.

>> Bye.

>> Thank you, everybody.

>> Thank you.

>> Bye.

>> Bye.

(Meeting ended)

