

# 2022 Virtual TA Institute

## Breakout Room Notes

**Session Number:** 3

**Breakout Room Title:** Centers Attached to Schools of Health or Public Health

**Facilitator:** Susan Fox

**Attendees:** Karen Ward, Karen Heath, Canyon Hardesty, Eric Moody, Rachel Miller

**Notetaker:** Dawn Rudolph

### Notes:

- Pros/cons of administrative home
  - College of health is made up of traditional healthcare (nursing, allied health) as well as behavioral health (social work, justice)
    - Pro: gives college broader view of what UCEDD does as it contributes to college mission
    - Con: everything is focused on nursing, getting more nurses, nursing getting more increases while others get decreases
    - Not as much related to the college we are in, as important as what kind of leadership we have
  - College of Health Sciences
    - Pros: access to other programs: nursing, pharmacy, social work, etc – small so everyone knows everyone, can really be collaborative when desired. Most of our annual budget comes from grants/contracts in state, allows us to be very nimble. Not having to think about how many students we will push through, not counting tuition, almost all funding is soft money, so need to always seek grants.
    - Cons: UCEDD is very different, so as a result, others don't know what to do with us. Our academic program is disability studies – not clinical at all, is focused on making a place for people with disabilities in society.
  - Private not for profit, having shifted from being within NY Medical College, college had financial trouble so spun off – almost closed, but due to family pressure, developed into private non-profit. Director has faculty affiliation in public health.
    - Con: no university giving us rent, space, any services, have to raise \$ for almost everything
    - Pro: no university beaurocracy, set own benefits and salary scales



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- How to work with other centers?
  - Alaska – 3 others, work with them off and on depending on what’s happening. Because there are 4 in the college, there’s lot of attention to administrative issues such as restricted funding. But this means Dean pays more attention to these issues.
  - Wyoming – not yet, but working with centers across the university such as evaluation center. Trying to start another institute. Strategic opportunity to solidify our place within the university, ensure the future.
  - UNH – multiple centers across university including institute for public health, initially some competition and they often did a lot of work with state though with broader focus beyond disability. Ended up collaborating together on grants, then set up a center on aging and community living, 10-11 years ago now, is still operating. Found place to collaborate and work together
- College Dean/Director turnover, and how to navigate that?
  - Alaska is a small town, last 3 deans were known to Director from other roles in the state, this really helped. In past, Deans were not familiar with UCEDDs, had to educate them. Have had a number of provosts – do standard meetings coming to your college to talk and get to know each other. Ended up having private meeting about one particular funding source from state that goes straight to university and shows up as unrestricted, though it’s really not – need to go to new provost to talk about what the money is and what it’s for. UCEDDs are best kept secret on campus.
  - Wyoming has had a lot of turnover as well – Dean, Provost, VP, P. It’s been hard, especially when unrestricted money gets swept – discuss how this unrestricted \$\$ are matter of survival for us. Must stay connected, why we re unique, why we must be protected. Jeopardizing unrestricted \$\$ has negative impact on ability to be entrepreneurial, which is what college wants – this perspective helps reduce how much unrestricted \$\$ is taken.
- What are implications of self-sustaining funded unit in academic context?
  - While the \$\$ coming in looks good, and university wants more external funding, and university wants more community connection which UCEDDs deliver. Bottom line is that funding comes from ED, HRSA, ACL – they all cap indirect rates. If look at how much indirect UCEDD is contributing to college, we are hardly paying our bills, especially if not research center bringing in high research indirects.
  - UCEDD provides locus of innovation, forward-thinking, interdisciplinary thinking that a lot of others on campus don’t really have time to think about. College-wide initiatives often bring in UCEDD and they bring great creativity.
  - While we don’t bring in high indirect rates, we still bring in a lot of indirects just from the sheer amount of funding sources.
  - Leverage UCEDD and LEND funding to develop summer courses – led to policy/protocols on campuses as university didn’t have a means to cross-list courses across departments – now college has interdisciplinary prefix. Example of innovation
  - UCEDDs meet a goal when at state land grant university, which has mission to serve the state.



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- UCEDDs help university meet requirements for a range of Carnegie classifications
- Fiscal flexibility is a real benefit. Created a “re-charge center” to make accepting funds easier, need something to help facilitate processing small contracts. Mechanism at OSP sends program income (not restricted funds) to university foundation. If UCEDD can demonstrate that we have a purpose for funds at the end of the fiscal year, then less likely to be swept. Has several accounts in the foundation, budgets and rationale for funds that aren’t being used (ex., save \$ for building future clinic), \$\$ doesn’t get swept at the end of each year because it has a purpose, can save for rainy day. University cannot sweep funds from foundation.
- How to leverage these resources?
  - Provide lots of opportunities for students research, interns, fellowships
  - Engage students more, as they can then become employees. Many from LEND training program.



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