



MAUREEN JOHNSON:  
Welcome everyone! Hello! Welcome.

We have car captioning available -- carts captioning, to access it please click on the CC button at the bottom of your zoom Council. -- Zoom.

Welcome everyone! We're going to get started soon, we're just going to wait for a few more people to enter.

Welcome to the TA Institute day three. I am a Maureen Johnson. For those who have not met me, I am a Program Specialist on the I Team.

I think we can get started. -- I cap team.

We will start with an icebreaker. I would love it if you would all describe your management style in three words in the chat box. This is just a great way for us to get started, on our topic the Nuts and Bolts of Managing a UCEDD.

If you can summarize your management style in three words, please do so in our chat box. We have some great responses!

I see (Reads) Open, supportive, flexible, persistence and diplomacy. Great! Collaborative. There are a couple for collaborative, open-door, respect, walkaround manager focus on relationships. Fantastic early eclectic, partnership, these are all wonderful traits to have as a leader.

Again for those who are just joining, welcome to day three of the TA Institute. I am the Program Specialist --.. I've asked you to describe your management style and three words in our chat box. (Reads) Trauma-informed, that is great. Collaborative, coaching, transparent.

Let's go to our final question as our icebreaker. I would love to know: what is your favourite part of your workday, or activity on your work plan? I know for me it is having our trainee focused events, so our networking events. I love meeting the vast and diverse trainees we have in our network.

I see a lot of responses about meeting informally with staff, so getting that connection yourself. (Reads) Working directly with their divergent youth and their families, excellent! Men touring. I see a lot of responses connected to researching in practice, working with the staff in the teams. Great!

A lot of interpersonal activities that people are enjoying. I know for those who may be back in the office, you may enjoy those sorts of activities. Warning greetings -- warning greetings -- morning.

Thank you for completing this brief icebreaker. We're going to go to our next slide, which is a reminder of all of the related resources we shared in the past sessions of the TA Institute.

They will be available on the TA Institute event page, which will be shared in our chat. To be aware there is a report on the UCEDD University relationships and agreements, organizational charts, admin essentials, and finally the leadership map. Which is the next portion of our session. I will handed over to a Mark Crenshaw, and Molly Tucker, to talk now. -- Hand it over.

MARK CRENSHAW:

Hello everyone. I am the director of interdisciplinary training -- at the Georgia Center for leadership and does about it. We are here to share our work on the AUCD Leadership Map. Next slide.

-- The Georgia Center for leadership and disability -- leadership in disability. We developed the leadership map. The project was aimed at having the UCEDD's as an audience.

What we wanted to do in the context of that, was provide information, knowledge, skills and abilities that one was -- that one needed to advance their careers within the UCEDD network. In the next few slides, we will talk about what we learned, and some best next practices we think we discovered while interviewing people within the UCEDD network.

A lot of our work was particularly focused on UCEDD. So next slide.

In the context of the work, what is in front of you is a word cloud. By now I'm sure many of you know how these things work. One of the most obviously important things that we have learned from surveys and interviews from staff across the UCEDD network, was about how important people work to the network.

And so we had a lot of conversations with UCEDD leadership, and staff members, faculty members across UCEDD's about how important it was to find the right people, and to keep the right people. And to get the right people doing the right thing in the context of trying to recruit and retain the best people for our centres.

Next slide.

MOLLY TUCKER:

First off, there are several people on this call right now that I should put his bid in our interviews! So we would like to say thank you to you guys for your input in this.

Throughout several of the conversations, one of the things we kept hearing is that people want to hear that faculty and staff are already connected to the disability community, and they have values that are willing to our UCEDD core functions and purposes. What was very interesting, is that this was aligned to do something we found in our research.

In 2011, the Harvard Business Review and top stopping in organizations " Mike's top staffing organizations suggest that we have to look at values and dispositions first, and skills second.

They get behind this is that it is more difficult to foster values then to teach skills. -- The idea behind this. When we hire faculty or staff, we want to make sure that the individuals we are looking for, hiring and recruiting, are looking to improve the lives of individuals with this focus

and their families. Because all of our projects within a UCEDD should be connected to this function in some way.

If an individual is not connected to this, or if this is not something of value to them, they will have a hard time connecting to the work. The big picture, and why we are doing this every day.

So if you find someone that has these values but they maybe need to brush up on their skills, or they may be just need some extra support, we want to make sure that we take these people into consideration! To think that they are a valued part of your team, because again we can provide professional development and enhance their skill set a lot easier than it is to commence people why it is important, and why we should treat people this way is important. So this is why this came up. Because we want to make sure the people we bring into our centres, and into these conversations, have the same value sense that we do.

-- Value sets.

What are some desirable traits you're looking for in new members of your team? When we ask people about desirable traits, these weren't just things that people are looking for because they thought it would be interesting, or they were looking for it because they thought it would be worth while. We have heard these as desirable traits from those who are already successful within the network. They are committed to the mission, and they want to stick around. And so people want to find more of these people.

They said it is important that they have a love of learning, their entrepreneurial, individuals are flexible and really embrace new opportunities. We have already talked about, having a connection to the disability community and their values match to the organization.

People also need to be curious. They need to be willing to take a risk and step outside of their comfort zone. You have to think about the bigger picture, and how it connects to our mission as a network. Be a systems thinker, relationship building, they have positive energy which means that they are a good person that you want to be around with.

It is they are willing to be collaborative both internally and externally. -- And they are willing. These are things that repeatedly have come up in our conversations. Mark and I have talked to people, and these are things that are often talked about.

What we want to ask you all, when hiring new faculty and staff, which quality is most important to you?

We're going to launch a pole and a second. We want you to just pick the number one most important to you. -- A poll in a second. Take a couple seconds and tell us your most important quality in hiring a faculty and staff. -- Hiring faculty and staff.

It is funny, it is changing so quickly. (Laughs)

MARK CRENSHAW:  
(Laughs)

MOLLY TUCKER:

About 60%. So let's get a few more responses, and then Mark I will turn it over to you to talk a little about what we see.

I will give you guys a few more seconds.

All right. We will go ahead and ended here. -- Ended here. I will show the results, as Mark if you can summarize what we say?

MARK CRENSHAW:

Sure. It looks like 20% of you, 11% of you that presided -- that part is made in the poll said that the values match the organization. So it looks like you paid attention to the last slide

MOLLY TUCKER:

(Laughs)

MARK CRENSHAW:

Or your responses reflect the responses of the people that we talk to about the Leadership Map. The second one, 18% say flexibility and embracing opportunities.

I would say from my experience working at a UCEDD for the last almost 11 years, there are some days when my job does not look like the day before, and I need to be able to embrace that, and embrace a new opportunity or a new way of doing things.

And then it looks like humility positive energy, about 8% of --you said. Another response, about a percent said "Connection to the disability community". So those look to be the top four. -- About 8%.

And collaborative has 13% of the responses. So it looks like values with the organizations is first, flexibly and immersing opportunities the second, collaborative is third -- embracing opportunities, and to then there is about 1/3 of the people who responded to the poll that said a few other things. -- And then.

So it is very interesting. Thank you for submitting the poll! --

MOLLY TUCKER:

Thank you guys for doing that. I think it confirms that what we have heard across the country, aligns with what many of you are thinking as well. Who is a right fit for a UCEDD, what is the right idea? It is the idea of competency-based (indiscernible) will stop the idea of competency-based is the things that we are posting is actively reflecting the duties and responsibilities of opposition for the way that we talk about this is how we can specifically emphasize the skills of the individual needs, the knowledge and the behaviors that we want them to demonstrate.

And so, these words I think we often used somewhat interchangeably with top and actuality, they are very different. The first is about skills. Skills is the idea about what abilities an individual needs to have in order to execute their job functions correctly. As Mark says, as our assistant director, if he was trying to hire a new research coordinator, you might want that person to know how to analyze data with the statistical software. They need to know how to do that and use

that, and have the skills to do it. That is something we want to be really specific about in that job description.

The second thing is knowledge. Our center focused a lot on positive behavior supports. If we are going to hire someone to be a behavior specialist, we want to ensure that they have expertise related to that topic. Knowledge is all about what are your areas of expertise, and specialty. I would want to make sure if I hired a behavior specialist that they ensure what our positive behavior interventions and support for stop that is the framework in the lens that we do that is connected to our project. I want to make sure that that knowledge is something they are intimately aware of.

The last thing is the idea of behaviors. It goes to the values and the traits that we were just discussing. It is, "What do they demonstrate or display on a regular basis?" If we were going to look for an individual who was a parent support coordinator or specialist, I would want that person to be resourceful. I would want them to be good at connecting with people and focused on relationships. Those are the things I would want to make sure that I am highlighting really clearly on a job description. Not only because it helps us get up that idea of what are we truly looking forward, what are people going to need to bring to the table? But it also helps the possibility candidate look at it and go, "Am I the right fit for this? Do I know that I have what they are looking for?" It gives them an idea of, "Will I be successful in this role? I know what they are looking for, can I follow through with those needs?" It gives a clear picture of what we are looking for.

Mark suggested this already. Our jobs change a lot. Our positions are really fluid. The more specific we can be, the better picture people have a what that job will look like.

And then, one of the things that came up a lot is how can we make sure that we are highlighting in the incentives that are available at your institution? It is understood at this point that people are going to have the opportunity to get insurance benefits and retirement benefits. Some of these other ones need some more explanation.

Most positions in the UCEDD are soft money, or project sponsored as some other programs are called. Abel might not know what that means. They might need clarity on, "What is that? Are there possibilities for raises? What is the trajectory of my position look like?" We want to be more explicit about those things.

This came up in mentor interviews, and we also know that working in higher education we don't have as much flexibility as we would like to when it comes to salaries and what we can offer individuals was we want to make sure we are really hot highlighting opportunities for career growth. Are there opportunities for professional developing, tuition assistance, mentorship, supervision, promotions, ways to get connected in the network?

Also, these other two have come up and they have gotten really popular in the last two years since the pandemic. One of them is making sure that, again, that the values of the organization match the values of the candidate. Talking about your workplace diversity, the social and societal impact of our work, both as an individual center and network as a whole.

The last one is what they call lifestyle incentives. Is the position flexible? Is there the opportunity

to work from home? Is there opportunities for hybrid model? Is there going to be a healthy work/life balance? It is recommended it possible to highlight some of these things on the job is kept in one posted, but if not possible, make sure that we are really talking about these things and helping people understand what is going to be available to them if they accept a position within your center.

Mark, is there anything you want to add to that?

MARK CRENSHAW:

I think you did a fabulous job.

MOLLY TUCKER:

Thank you.

MARK CRENSHAW:

I think that's great.

MOLLY TUCKER:

Which incentives do you regularly highlight during your hiring process? I'm going to launch another bowl. This time, please select all of the options that you provide. Not just the top one, all of them. -- Pull. These are financial incentives... Value-based incentives, and lifestyle incentives.

All right, we will give you guys a few more seconds To answer.

All right, I am going to go ahead and ended now. I will admit that at first I was thinking that if people said the last two, I would be excited, but was not expecting it. The fact that they are all on there, is exciting to see for more, I will turn it over to you to see if there's anything else you want to highlight or say.

MARK CRENSHAW:

I saw a comment on the chat saying that the incentives are really based on the job. We have done that for sure in our conversations across the network. The other thing I want to highlight in terms of this incentives is that they are often tied to the kind of incentives... A few of these categories are really tied into the kinds of incentives that are provided by our universities. So, you know, financial incentives like salary... Some of the pay scales are set by, sort of, what the University does. Insurance and retirement benefits are often dictated by what's available through our universities. Career growth, value-based incentives and lifestyle incentives may or may not be more center based, specific to your specific sort of incentive -- center and culture that you create there. I think that is interesting to think about.what are the incentives that are not in our control, and what are the ones that are in our control as leaders of UCEDD programs?

I think what this poll says to us is that these incentives of these different types are sort of widely available across our centers. And I hope that in bringing the different kinds of incentives up as part of this presentation, we are able to help folks think about maybe some types of ways to position your center as a great way -- place to be maybe you hadn't thought about before. That is what I will say about that. I appreciate once again you guys taking part in the pool.

MOLLY TUCKER:

As Mark said, thank you guys for that. I appreciate what you guys -- what you said Mark. I remember that you talked to one center, I am not going to call them out, but I see they are on the call today the stop they talked about how working for their university has the best insurance in their state by far, and how not everyone is aware of that. They want to make sure that people are cognizant of what is available to them, especially if they may be a parent or sibling of an individual with a disability for seeing what they have access to without benefit. That is an interesting perspective was we don't have a lot of control of that in Georgia, but being able to highlight what people have access to is another opportunity for you to incentivize what you can offer at your institution.

Another thing that comes up alongside incentives is this idea of fostering a sense of belonging. We heard from his staff members across the country that they wanted to field like they belonged at their center. They want to feel connected to their coworkers, stakeholders and the community that they serve. We think it is important to talk about how we can foster that sense within each of our centers, and how can we talk about it at the larger level as well?

One of the most important things we can do is at the center level, come up with the shared definition of belonging. What does that mean for you? What does that look like at your center? How are you going to create a sense of belonging? A sense of belonging at Georgia State may look different and how it will look in Kentucky, Utah or New Hampshire post we want to make sure that each of your centers is talking about this as a collective. By including as many people on your staff as possible, you are already beginning to help make them feel like they belong. You are letting them know that their input has value and you want to hear what they have to say when it comes to this conversation.

We also want to make sure that we have open and authentic communication and conversations. We want to make sure that leadership is being transparent with the other members of the team. People really value the understanding of why a decision was made, what will that decision mean, how is it going to affect me? People want to know that they can ask questions and make comments. The two way conversation is welcome.

We already talked about this, but it is this idea of making sure that everyone's position is directly connected back to the center's mission and vision. Helping every person know that what they do is important. Every person at your center is helping towards the larger goal. For example, how do you help make sure your admin understands what role they play in supporting the disability community of your state? Really being explicit about that when you are working with your supervisees or talking to new recruits about what that position is going to entail.

The next one is about giving and receiving feedback will stop this can be difficult at times. It is not everyone's favorite thing to do full people really value hearing how they are doing and how they can improve. Again, also wanting to make sure that it is available for them to get feedback as well without fear of repercussions.

The last two on here, and market feel free to jump in on maturing, because you are our resident expert. Maturing is important for two different reasons will stop one as an organization, if you are saying to someone that you want to provide them a mentor, you are showing that they have potential and that you see value and the possibility that they have for growth and leadership, and want them to have -- be a part of the team for the long haul. As an individual sing that, it is

also a chance to grow and brainstorm and make new connections. Both people are getting to see this person has longevity here. This person is someone you want to keep around and someone that you see that should continue to be successful here.

When it comes to affinity groups, whether at the center level or state level, or even the network level, helping people connect with other people in similar positions, experiences, backgrounds, goals, to create that sense of crumb Rotary. Let's say that you are the only person at your center who works directly with parents... I need some additional support. Finding other people in other states that do that work, and being able to share those ideas of work alongside one another. Both of these two things are really important. Creating that sense of welcome and having that sense of camaraderie.

Mark, as I said you are the mentor expert. Is there anything you want to add to that?

MARK CRENSHAW:

Just to amplify the point about maturing and how important I think it is in the context of a network where we are seeking to have an increased focus in this time, and in increased commitment to conversations about come -- diversity equity and inclusion, but being intentional about entering -- mentoring... Folks who have not historically been left out of conversations in academic spaces. This might include people from diverse backgrounds, peoples with disabilities. I think mentoring is a really important investment that is never going to show up at a paystub at the end of the month. It is a really important investment that our centers make in building the next generation of leaders for this movement.

We heard lots of stories from faculty and staff, about the difference that those investments make from the leaders in their centers, and from leaders across the network. I couldn't sort of leave this slide without mentioning that.

MOLLY TUCKER:

That goes well with the comment that you left in the chat box, Rhonda, yes. Everything that Mark just said, and again the idea of making sure that people understand your commitment in the University's commitment to the diverse and equitable workplaces stop that goes back to the value-based incentive, and helping people connect to the mission and values of your organization. They keep her putting that in the chat box. How do you create a sense of connection for people?

MARK CRENSHAW:

we only have a couple of minutes. We're coming up on time. I did not know as an employee at my UCEDD, or as an employee of a UCEDD, that I was connected to AUCD until I was far into my employment.

It may have helped to know that I had the resources of a larger network. So this is our commercial for AUCD as a resource to extend the reach of each of your centres, to sort of say that there is even more out there that you can learn and connect to. So go ahead and advance to the next slide.

Obviously there is professional to vomit. You can see the annual conference, events and

webinars, the leadership Academy, the disability policy seminar, and through opportunities for mentorship. To connect to people who are doing like work in centres.

With networking and leadership, we have talked about opportunities there. How important it is to connect to like-minded individuals. How important it is to connect to opportunities to collaborate with folks in other UCEDD's.

How important it is that AUCD amplifies the voices of the network members in the states, with their advocacy on Capitol Hill. And to be centres see that in their states by educating policymakers -- make the centres do this in their states -- the centres. Which impacts the lives of individuals with this builders and their families in the state -- individuals with disabilities.

And it allows you to make a broader impact in policy. These are ways that we think are important to highlight, capitalizing in the network, and doing it in the early tenure of employees. We have had the conversation while creating this leadership map, that many of us did not know how to relate to ourselves, to identify ourselves as employees, or as staff and faculty of a UCEDD early on.

It may be helpful to think about specific and targeted ways to connect new employees to the network early. For mentorship, or conversations with people and like positions, and I just wanted to highlight those things. -- For conversations with people in.

Now is your opportunity to -- to tell us in the chat, of AUCD trainings or resources you have recently shared with your faculty and staff.

**MOLLY TUCKER:**

We are really interested in seeing what you guys regularly connect people with. (Reads) "What is a UCEDD video?" That has come up so many times! People had a hard time distinguishing a UCEDD, so that has come up.

Webinars, DEI resources, policy newsletters. Plain language. Oh it is all coming in at once in our chat. (Reads) Grant opportunities, weekly resources. AUCD 360, --sigs, councils.

I think like Mark said earlier, the earlier we can connect people to the city better. It really reinforces the bigger picture of what we are doing, and that we are not doing this work alone.

I remember many years ago when I was a trainee --. I felt like I was finally around people who understood me, who got me and who had similar goals to me. This was reassuring to many people, they felt they found their tribe.

We wanted to make sure that our staff and faculty who may be do not have the opportunity to go through -- LEND, to connect you to people and to help you find people. The earlier we do this the better.

**MARK CRENSHAW:**

I would say one of the challenges around this, around leadership in our centres, is to be intentional about connecting new step to specific resources. Or to specific conversation partners.

Because frankly there is a lot on the UCEDD website, right? In terms of webinars, or in terms of continued opportunities to learn. So intentionality is important!

But it is just to say, the earlier that we can get people connected, the connection to AUCD is a real value for centres in our network. Anyways I just want to highlight that. -- Wanted. And thank you for highlighting the resources that are being used currently.

We would just like to highlight a couple resources as we finish. If you would like to learn about the AUCD Leadership Map, that our team created, that is the link to it. We had the good fortune of doing in Admin Essentials webinar, with -- unknown name Willis, where he has talked about different ways where he has connected to staff and encourage them to grow in their roles.

Should you have questions formally or myself -- Molly or myself, you have our emails. Thank you for taking the time to listen and engage with us in our chat and in the polls.

MOLLY TUCKER:

Thank you for having us!

DAWN RUDOLPH:

Thank you for sharing your research with us. I highly encourage everyone to look for it. Network members find it helpful for crafting job descriptions, for example. There almost templates and therefore you were common jobs, and a lot of good resources in there. Thank you for your work on that and for sharing it.

We will jump into a short break, for just a few minutes. If we can return back here at 3:40 PM Eastern, just a couple of minutes from now, then we will move on in our agenda. We will see you then. (Break)

DAWN RUDOLPH:

Hello. I hope that you had a good short break for a Monday. I might wait a moment or two until I see a couple more faces, and waves. Hello Rhonda! Hi Sandy. Hi Jack! I see faces. Hello Susan. Thank you for being here. And Kathy! I love seeing their faces. Great.

We have all our panelists (Laughs) And that makes me happy. We are going to shift into our next portion of the meeting, which is a panel on navigating University Relationships and Politics. We thought that a panel discussion on this, followed by breakout discussions by panelists would be informative and helpful.

I am pleased to introduce Susan Fox, who will be facilitating and moderating this panel. She is the co-UCEDD Director at the Westchester Institute on human development. She brings career experts from multiple career roles, at multiple UCEDD's and elsewhere. Bringing a very informed perspective to this discussion. She is always navigated university politics thoughtfully and diplomatically, with gratitude for many. Susan will introduce the rest up the panelists. -- The rest of the panelists. I thank you all for being here and for sharing your perspectives.

SUSAN FOX:

Thank you awn! I'm very honoured to be here, and to moderate this panel. We have a terrific

panel of people representing a variety of connections to the University, different schools or locations within their university.

So hopefully we set the stage well for the breakout sessions following this. On the panel today, I will hopefully say names correctly, --Liz Laugeson. Sandy Magaña, the UCEDD Director at the Texas Centre for Disability Studies. And Kathy Sheppard-Jones, the UCEDD Director at the University of Kentucky Human Development Institute.

Sandy, now that you say that, Sandy is in the school of social work. Thank you Sandy for that correction!

I will kick this off, by allowing each panelist to do an introduction of themselves. And to answer our first question, which is to describe a situation or example you have experienced that he simplifies some of the challenges of navigating University relationships and politics.

Why don't we start with you Sandy?

SANDY MAGAÑA:

I'm happy to. Actually that is what I'm going to talk about, how we -- how we move from the College of education to the College of social work. I'm a director at the Texas Centre for disabilities, which is one of the two UCEDD's in the state of Texas.

Also the new Director of the LEND program at the University of Austin, there are also two of those in Texas. The issue that I want to talk about is how we move from the College of Ed to the school of social work. I was nothing Director at the time. The change made, I was kind of the change Director when I went to the school social work.

The change was driven by the previous director, and staff, who found they were receiving more support from the school of social work anyway in many ways, then from the College of education, and found it to be a friendlier environment.

For example, the disability studies courses, we actually have an academic program with this about a studies courses, or being housed in the school of social work and not the College of Ed, and that was a history before I even -- came to the University of -- of Austin. The College of Ed was not on board to the courses that they wanted to teach. There is a history of that before me. ... And a lot of other support that is available through the school of social work.

SUSAN FOX:

Thank you. Elizabeth?

ELIZABETH LAUGESON:

Hi, thank you. Big thank you to Susan for moderating this was up thank you to Katie Johnson and Don Rudolph, to share some thoughts and insights with you. I am the new incoming director for the (unknown term) center at UCLA. In case you didn't know, or fearless leader, Dr. Olivia (Unknown name), is retiring after 20 years with the center for software excited with for this new chapter of her life. The scenario that I like to present relates to the new direction that we are taking the center in. I am going to present the two different scenarios that on the surface may seem unrelated, but I think are very common across UCEDD's.

As the new incoming director, one of my primary goals is to expand the center by bringing in new faculty and staff. As the center is growing, so are our space needs. Unfortunately, like many universities, space is at a premium at UCLA. There is very little to be found for our growing center. That brings me to my first administrative challenge leading to space needs. Not having specific suspicion space to grow the center. -- Sufficient space.

Now, our space needs are also happening at a time when people are returning to work after two years of working remotely. Like many centers, have probably found during COVID, our faculty and staff have been really productive working remotely. It is not always the case, but many were very productive and very reluctant to return to in person work. Los Angeles is a big metropolitan area. The average commute time is 1 to 2 hours a day. That is a lot of lost time. We all know gas prices are rising, so the cost of getting to work is more expensive. Unfortunately, the US -- UCLA University of medicine requires that staff come back to the office was the weapons be to my next challenge which is how to support stop that wish to work remotely.

SUSAN FOX:

Thank you Liz. And finally, Kathy. Can you share your scenario with us?

KATHY SHEPPARD-JONES:

Can you hear me okay first of all? I am Kathy Sheppard Jones, the executive director at the human development Institute at the University of Kentucky. I started my career HDI on a grant that was ending and I just wouldn't leave. I am also the proud principal and investigator of the new Kentucky (unknown term) as well as I want to give you a bit of a background on our UCEDD and where we are housed administratively. We started off in the Department of pediatrics back in 1969, but then shifted in the 80s and became a formal Institute within the University. That meant that we then moved under the office for research, and are outside of the colleges. We are a unit of over 320 staff right now. We report to the vice president for research. Who reports to the president.

We are considered a nonacademic unit, except when you think about our training arm. That currently includes nine academic courses. We have a universal design certificate that we work with the College of design on. We have a certificate in developmental disabilities that we work with the college... The graduate school. We are also putting together another certificate in return to work, with the College of health sciences. We have 17 affiliate faculty across those colleges along with arts and sciences, medicine, education, agriculture as well.

So, all of that to say we are kind of complicated. It also means that depending on the day, and administrators somewhere in the University is making assumptions about who we are and what we do based on what they know about us. Which really only represents a small piece of us as a UCEDD. That connects to what I want to talk about this afternoon.

I started off a couple of weeks ago thinking that I would talk about hiring and disability at the University. What is on my mind, because it is literally happening right now is related to our work around comprehensive transition and postsecondary programs, or CTP's in Kentucky. A lot of you are familiar with CTP's. The University of Kentucky has finally submitted an application to the US Department of education to launch a CTP. I am supposed to be at a university faculty Senate meeting right now, or they are voting on making changes to the University of Kentucky

student application. They are adding a nondegree seeking category for students applying to the CTP, if and when it is approved.

Right in this moment, we are navigating university relationships that influence our ability to live our mission. I am sharing this, because this vote that is happening any second now has been literally a decade in the making, and has been influenced by changes in leadership and relationships. So, if you see that I am watching my phone for text during the breakup, I am going to apologize in advance.

SUSAN FOX:

These are great examples. I think they touched on so many issues that so many UCEDD's deal with on a day to day basis in navigating through the University. So, for the next question, I'm going to go in the opposite direction. I will go back to you Kathy. Can you talk about what the biggest challenge that you faced in addressing this issue?

KATHY SHEPPARD-JONES:

Sure. There's a couple on the top 10 list for this. I think the first really is around leadership turnover. We've had six provosts since the beginning of this journey with the CT. Regardless of what the situation is, we know that different leaders bring their own visions, priorities. When leadership changes in the advisors to those leaders change, that means you start all over again. Sometimes that is not a bad thing either. There have been leaders historically where we knew that we weren't going to get anywhere on this one particular issue. So, it's frustrating, but you sort of, as you say, pick your battles. You choose to remember what the long game is and you know that when the new leader comes in, you get a fresh slate and you get to start over. That can be a good thing.

I'm really very happy that this boat is happening today, because you know what is also happening at the University? We are interviewing for a new Provost. The current Provost is in interim. I really would like to see this completed, but before that happens again. Just real quickly, I think my second challenge around this is really understanding resource allocation and addressing the notion that we all always ask. How does whatever this is affecting me? We know colleges are just trophy places, and we start with how is this going to make our job more difficult? What am I going to have to give up in order for this to happen for you and your unit?

In the last couple of years, that hasn't gotten any better. It seems that it has gotten somewhat worse. We always try to approach things in a way that talks about what we as a UCEDD bring and how we are helping to provide more tools, making work better, bringing together different people than you might have at the table without us. So that we are tackling complex problems and asking good questions in different ways.

SUSAN FOX:

Liz, what challenges did you make?

ELIZABETH LAUGESON:

The biggest issue that I face based on the space needs, is that there is very little space to be had, right? UCLA is located in a metropolitan area where there is not a lot of space to grow. As much as the school of medicine would like to support the expansion of the (unknown term) center, there are real-world limitations to the physical expansion of the center.

Related to the biggest challenges around how to support Center faculty and staff that wish to work remotely, post COVID, really that relates to institutional expectations and policies. Also, equity. So prior to the pandemic, we did have one staff member that worked 100% remotely.

How could you as a center director say that it was okay for this one staff member to work remotely, but no one else could? Particularly since stopping faculty had demonstrated they could be productive, incredibly productive when working remotely.

How do you balance the -- institutional expectations... This is not a dilemma that is unique to UCLA or UCEDD's? This is happening across the globe. People want to have a more flexible it was they want the option to work remotely. Companies and organizations are having to navigate the complexities of this changing workforce. The truth is that there are a lot more opportunities now to work remotely. If you can't provide some flexibility to your team, then the risk of course is that you lose them.

SUSAN FOX:

That is something we are all struggling with at the moment for very timely discussion. Sandy, what challenges did you face?

SPEAKER:

Before I started, I want to say to Elizabeth that I totally understand the issue of equity with having people who are completely remote. They were her that way, and other folks that see that and want to do it... It would be interesting to have a conversation about that and how it plays out at UD.

The biggest challenge was to get the Dean of the College of education to agree to the changes from the College of education to the school of social work, right? You can imagine that people aren't just readily going to give up their centers. What was interesting is that the (indiscernible) director had approached the Dean of social work several years before this change happened, and they were planning a transition. There was going to be a leadership change in the College of Ed, they were going to be hiring UD. There was appeared of time where there was an interim team. They were strategizing to make the change during the interim and having the Provost make the decision for the change before the new Dean got on board for top whether that is good or bad, I will not weigh in on that. (Laughs)

It turns out that the previous director kind of delayed the process, and in the new Dean got in place with once he got in place, he said, "No, you are not moving. You can't move. Was quote basically came out and told the director that she can't move, which isn't entirely accurate. Because you can. It was a challenge for her, for the previous director, because you know, in the MOU between the College of Ed and UCD, it stated that the supervisor was the associate Dean in the college event. So they could really hold her up since they actually considered her being insubordinate when she was advocating for the move. So that was kind of working against her. They could fire her for that. For doing that was up they told her, "You can't talk to anybody about this. You can talk to the school of social work about this."

So, it was really interesting. I guess question number three will approach how we resolve that issue, but yeah. I will just leave it there. You in suspense. (Laughs)

SUSAN FOX:

Great, thank you. So now I think I will go back to Liz for this question. What strategies did you use to resolve the situation? One of my favourite sayings, I put it earlier in the chat. Facing these unique challenges, related to space needs, and staff that want to work remotely. On the service, these challenges appear to have no good solutionsâ€¦ But you still need to persist and find creative solutions.

But that needs to be done with diplomacy. So rather than being demanding to hospital administration, that they had to provide the centre with more space, and that they have to allow our staff and faculty to work remotely or we will -- will lose them. I find it helpful to be persistent and to not give up, but to do it in a diplomatic way.

I robot all begins with acknowledging the limitations -- my rebuttal begins with acknowledging the limitations that are guiding these decisions. It may be the clinician in me a bit, you always start in a place of empathy, and so I think that is where that comes from.

I think people are more willing to listen to you if they know you understand where they are coming from, and if you acknowledge their perspectives. So I start out with an acknowledgement. But then acknowledgement is not enough, then have to come up with a solution.

You never go to your supervisor with a problem, right? Instead you go to them with a solution. I did not make up these things, I am borrowing them from other people. My solution you made the -- you may be already guessed, was to propose to hospital administration that if they do not have space to grow our Centre, perhaps we can use shared office space and institute a hybrid model of in person and remote work for faculty and staff?

It is a very simple and pragmatic solution. On the surface, these two issues may seem unrelated, and the situations intertwined.

I'm happy to report that the solution was accepted, and the two administrative challenges were resolved. Now our centre is able to grow, despite the changes of acquiring new space. Our staff and faculty are happily working remotely, three days a week, and sharing of space when they are in person two days away.

There's also been a flushable work schedule implemented, where staff can set their own office hours. A lot of people got comfortable dropping their kids off at school, and taking on more childcare response multis during COVID, and consequently- they wanted more flexibility in their daily lives, it's that is something we are also able to provide. So that was an added bonus.

SUSAN FOX:

Is the hybrid answer in conflict with the larger universities policies? Or the medical centre's policies?

ELIZABETH LAUGESON:

You knowâ€¦ COVID took everyone by surprise in many waysâ€¦ And they did not have that clear about policy.

I just needed people to be back in the office. -- They just. I have found so far there has been some flexibility with that, the hybrid model. And you can throw in an equity card too. How can you say, even prior to the pandemic, that some can work from home while others cannot, so I think we need to be more flexible.

I think the approach you take is also important. I used a very Socratic method and getting them to come up with a solution before I did, so sort of presenting these two things together and guiding them down the path to come up with a solution. Then tell them "Yeah, I thought that would be good too."

There are lots of layers that go into this. But that policy was not that black-and-white, so it was an opportunity to allow the University to be a little more flexible and to actually satisfy the needs of the centre.

SUSAN FOX:

Thank you. Sandy, can you talk about strategies you have used?

SANDY MAGAÑA:

So they dean the school of social work -- the Dean, developed a good relationship with the new college of the Dean. They both had something in common -- College of Ed. They were both Latino, they knew their communities, and they could start there.

That really made a difference in the negotiation process. It took longer than what our previous director wanted to take, she really wanted to make this change quickly, so it really took a lot of back and forth.

They got together, they chatted, they talked about their values (Laughs) And they did a lot of things to set the negotiation process. What they ended up doing was agreeing, and developing an MOU between the two cultures. This is separate from our MOU that the centre has with AUCD, or that the University has with AUCD.

In the MOU, they were spelled out ways that the college of Ed faculty could still be involved in the centre. Which was not an issue or problem, but at least it helped the College of education feel more like they were being included.

Because we do lots of involvement with social faculty in the College of Ed. -- Special at faculty -- special ed faculty.

I think one of the things that speeds up the process, is that the previous director really wanted to retire. So she was actually debating on whether or not she should set a retirement date. She finally set a date, and then they had to move quickly to do something.

To put someone as a new director. The plan was for me to be the new director, and so that really sped up the process. I think they were also concerned in terms of financial, what the grants were able to report. So they negotiate something around this, giving a report and some grant information for the upcoming year.

There were different things like that that they negotiated as well. So it was really hopeful to have a dean that was able to do that negotiation process, as Elizabeth was talking about.

And I was kind of behind-the-scenes in the whole process.

SUSAN FOX:

Interesting. It is that idea of figuring out what each party wants, and giving each party some kind of a win.

Sometimes it is as simple, as wanting to take credit for some of the grant money coming in (Laughs) So very good.

Kathy how about you? What strategies did you use to navigate the situation?

KATHY SHEPPARD-JONES:

First of all, I want to say that I feel grateful to be situated where we are.

Even more so as we are having this conversation for sure. About the balance that is required in all of the work we are doing. Sometimes that means diplomacy. Sometimes that means being a bit romantic insubordinate perhaps -- diplomatic subordinate perhaps, I think this connects to wanting to nurture good relationships the situation that we have.

We know who our champions are, and we know how to get them engaged. We have identified around the CTP, that for the University, we are addressing the underrepresentation for students with intellectual disabilities in higher education. That has really designated. -- Really resonated.

And also, the idea of trying to always make connections around the work we're doing at HBI is important! So I have to think about this and not in terms of, this is my CTP task for today. The CTP connects to the transition work that we do at the Kentucky Department of Ed, and Department of rehabilitation. The CTP is also building the talent role, that will have students that come back and work at all levels.

This is what we are building through our work with the University and human resources, who are increasingly recognizing us as being a partner inclusive recruitment for the University.

The CTP also connects to the -- to the development of a disability affinity groups at TK (?)

-- You can also be a part of our disability mentoring program. I know there is one later in the College of medicine, who is also interested. So I can work with her and talk with her more about that. She can help me identify potential internships for students who would be interested in the CTV.

You are all over the on board with inclusive higher education, so let's carry this back to your colleges. And suddenly, we built a real coalition of support around this.

So that has worked exceedingly well. It kind of goes back to that long gain idea, because it builds our capacity as well. So when we look at other initiatives in the future that we want to take on, we are to have a broad base of support for what we want to do.

SUSAN FOX:

Great, thank you! We have just about five minutes. To wrap up, if we can just summarize everything. I will come back to you Kathy to start this final round.

What is something you have learned? And what advice could you give to a director in a similar situation?

KATHY SHEPPARD-JONES:

Well, I think you have to know how much social capital you have, and to decide when you are willing to use it, and in what areas. We don't ask for a lot from administration, but we do give -- Gabe the credit for success, this panel has talked about this, and always being available to help for something that is going to be University wide. It helps to embed yourself into the larger academic and university enterprise.

The journey is a whole lot easier if you have allies in leadership roles! You need to be able to identify for them how the UCEDD will be a benefit for them.

And you have to know what your priorities are that you are UCEDD. Yet to know when to wait, and also more importantly, to look for ways where you can still partner and work collaboratively, even if a particular initiative is stalling.

SUSAN FOX:

Great advice! UCEDD's have so much to offer, and it is really about pointing it out sometimes to come up to the department that you are in. The presence that you bring is great.

Liz, how about you? What have you learned, and what advice would you give a director?

ELIZABETH LAUGESON:

I think one of the most important things I have learned as my career as evolved, is mentor ship. Mentorship has been mentioned a lot in this session. I know a lot about serve as mentors to students, to staff it be as early career professionals. -- Maybe as.

I like to acknowledge that we all benefit from our own mentorship. I have been lucky at UCLA to have many mentors. I do not have one mentor, I have many! A research mentor, a female mentor, and institutional politics mentor, and I seek there perspective based on what challenges arise. These relationships are some of the most important relationship in my academic life.

I advise all of you to use those relationships. Do not feel they have to come up with all the solutions on your own. The solutions are far more likely to be effective if they have been explored, and discussed with other people.

Of course you can discuss these solutions with your staff, with your faculty, and with your team. But maybe to also seek guidance from someone who is more senior? Who has faced similar challenges in the past, and has come up with effective solutions -- effective solutions?

I have to admit, I speak to one of my directors on a weekly basis. He has been one of the most boring people in my academic life, if not the most important.

I think because he has been such an important and inspiring mentor to me, it makes me want to be and inspiring mentor. I am happy to accept his advice.

If you do not have a mentor, then speaking with a colleague. Running thoughts and ideas by your team can also be helpful. Bottom line is, you do not need to have all of the solutions. You will be a much more effective leader when you are consulting with other people.

SUSAN FOX:

Thank you! Such important advice. Sandy?

SANDY MAGAÑA:

Yes. One thing I want to mention, is that Amy Sharp reached out to AUCD and got support for this whole process. I wanted to make sure I mentioned that!

AUCD was able to get ACL, our founder, to produce a document that said that UCEDD's are independent. That wording of being independent relay to show -- really to show the College of Ed that they had a choice in where they could go in terms of the University. So that helped a bit.

What I would advise, is that if people want to make a change, to a college or school, that you begin to develop those collaborations with the college. Or you may be already have some with the college you have in mind? And really making sure you are developing different programs over time. Because I think that helps with leverage in order to make the change to the school of social work. Then making sure that the Dean of the college that you are working at is a strong advocate for the UCEDD and has good collaborating and negotiating... Those are the kinds of things that really helped us to make that change.

SUSAN FOX:

Thank you. It's just almost on time here. So, I really want to think the panel. This is a great discussion. I think that we have teed up the breakout rooms beautifully. I will turn the floor back to Dawn.

DAWN RUDOLPH:

Thank you so much Susan, Sandy and Kathy and Liz. Liz, great opportunity to meet everyone and have us here from you. That was wonderful. I appreciate you sharing those perspectives and challenges that I am sure land well and landed familiarly with others in the network.... Sorry. I forget that I am (indiscernible) network. I should not make up words.

We are shifting into breakout rooms next to talk a little further. So, let me share my screen and take a peek at the four different administrative home breakouts that will have the option it to choose from. It will be a self select breakout. Bring up the pole, and as usual, you will scroll down to the bottom of the pool to find the breakout room you want. If you land in the wrong room, it probably wasn't your fault. It is probably the fact that the pool moves around as you click it. We will see you in the breakout rooms at the very end we will back -- be back here for a moment.