

SPEAKER:

Welcome back to the 2021 UCEDD TA Institute, a virtual series designed to leverage the connections and collective expertise within the AUCD network, and the UCEDD network, to tackle the most pressing issues of our day. During this, Day 3, we will be focusing our attention on responding to the economic fallout of the pandemic.

Today, again, we have specific content designed for the first hour and 1/2 of the event, and the last half-hour will be reserved for optional, self-directed networking time.

We are going to try something new today. In response to feedback we received over the course of the last week, over the course of today's session, we will invite you to just specific topics for the networking rooms via Mentimeter. But I will talk you through that process when we get there.

SARAH DEMAIO:

Alright, before we start want to offer a few reminders and explanations for those who are just joining us today.

You should have received the materials for today's session by email yesterday afternoon. If you did not, you can find them on the AUCD website. If you email Katie Johnson, she can make sure you receive the materials in advance of Thursday's session.

This Thursday, we will have Allison Barkoff, acting administrator of (unknown term) speak with us about the priorities of the incoming administration. This is a little bit different than what we announced last week. We were expecting (Name) to be speaking with us, but unfortunately she is not able to participate. But I am sure that Allison will have a lot to offer.

If you have questions for ACL, please send them to me as soon as possible. ACL does want questions sent in advance, so if you can send them to me today, we will pass them on to ACL tomorrow.

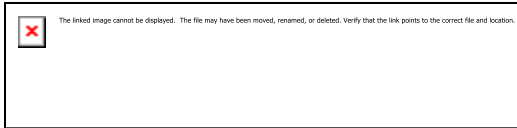
For those involved in the first two sessions, you know that we have a variety of virtual engagement tools that we are using to support information sharing. Specifically, we are using Mentimeter, which is best accessed on a mobile device, but can be used on any browser.

And we are also using a shared notetaking document and Google Docs. That said, we do encourage you to actively engage with one another through the chat function in Zoom to share resources and build relationships with one another.

This event is being live captioned and recorded. You can access the captioning using the Zoom Control Panel, and the archive according will be included in the archive of the event.

So today's agenda: we will have a bit of an expanded welcome and overview, and today because we want to point you to a few resources that will be particularly relevant to you in this moment.

And then we will proceed to engagement, using the Mentimeter polls. Using those polls, we will take a look back at what has been experienced and the successes that have been accomplished over the course of this last year.



We will look at the current situation and what your top concerns are, and we will also look forward to what is coming next.

After the polls, I will open up the option to use the Q and a function in Mentimeter. That is how you will propose topics to use in the breakout topic time. This will be available in the breakout discussions.

The next item on the agenda is the panel discussion. There will be a variety of former and current UCEDD directors, who will talk about their experiences. Each panelist will offer an overview of their experiences, and the strategies they have found most useful. And individually, they will lead breakout discussions.

Unfortunately, one of the panelists we had lined up had to withdraw yesterday, and we were not able to identify a replacement panelist in time for today's event. We did not want to lose the small group feel of the breakout discussions by consolidating to three breakouts, so once we launch the breaker to discussions, we will launch a separate breakout in addition to the three that will be led by panelists.

We will have one that is set aside for the top rated audience generated topic that has been shared in Mentimeter at that point.

Following the breakup discussions, we will do another Mentimeter, where you will be able to share key takeaways that were brought up in your small group discussions, before we close out the preplanned portion of today's event.

Again, that last half-hour will be self-directed networking time, where we will have some preestablished options to connect with UCEDD staff who will be holding office hours. We will also have rooms where you can randomly run into people, based on navigating the virtual space.

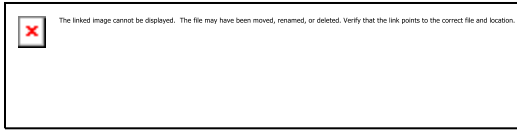
And there will be a third option today, to attend some record discussions based on audience generated topics.

So before we dive into the topic of today, I want to take a quick moment to review some TA resources and updates that we think would be particularly useful in this moment.

We know that you are all busy navigating very fast flowing waters related to the significant pressures of this moment in time. The pressures that have been the theme of last week's TA Institute. But we are also aware that there are cyclical and expected processes that UCEDD leaders are responsible for, related to grant writing and reporting that continue at are no less important.

Specifically, we are were that the majority of our UCEDD network are preparing to write their (inaudible) and 2022. So we want to remind you of some existing resources, and share about upcoming resources that might be useful for informing your process.

I specifically wanted to point you to a list, to sheets that are available on the URC website. I am



pulling that up now so you can see them. They have been organized into three sections, I want to direct your attention first to the sheets on grant management.

Specifically, there is a tip sheet on the needs assessment process for the UCEDD court grant, which is a request that we have received already a few times from different network members. I wanted to make sure everyone was aware that the tip sheet exists, and offers a nice overview of variety of resources available for planning and needs assessment.

There are also a series of tip sheets available on the variety of core functions, which might be particularly useful for people planning a proposed work plan for the course of the coming year, for your five year application.

And the most recent section of tip sheets added to this page are these admin essentials series.

The admin essentials series, launched last fall, is designed to serve as a virtual roundtable discussion, somewhat akin to the breakout discussions that we have here during the TA Institute, but held all year round.

They offer a chance for administrative staff at UCEDDS to talk through difficult situations as they arise, and discuss strategies to address those issues. The resources shared are then posted here on the website as a resource for future reference.

I bring this up particularly today, because there is an upcoming admin essentials roundtable that relates to today's topic.

We have heard from a handful of directors that as a result of the current financial climate, their institutions are looking to change long-standing budgetary allocations that support their UCEDD's work.

This coming April 21, we will be hosting around table which may be useful to inform those negotiations. This will be a place for directors to discuss how they meet their cost your requirements for the court grant, and what strategies they have used to negotiate more advantageous cost sharing agreements with their universities.

Ghost cost share agreements may or may not be captured in the UCEDD universities MOUs, which leads me to the final update I wanted to offer today.

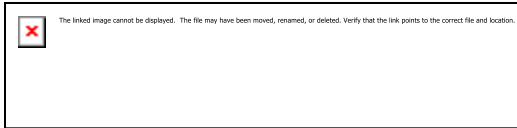
Jamie is currently going through a detailed analysis of MOUs from across the UCEDD network.

That analysis will be shared out in a report due out this summer, which will summarize both the components of the existing MOUs, shared with the URC, and the outcomes of the UCEDD University relationships a survey that was disseminated last August.

To talk a little bit more about that survey and the element of the survey that might inform our conversation today, I will hand the microphone to Maureen Johnson.

SPEAKER:

Thank you so much, Sarah. I believe it is very important to look back and see where we have



been, to really anticipate future concerns.

Sarah noted that the URC disseminated the survey to UCEDD directors to assess the relationship with universities.

One section focused particularly on how the pandemic has affected their relationships, and so we asked what the impact has been from the University's response to the UCEDD, and also if they required advocacy or intervention to protect from negative impact.

On the next slide, you can see that narrative responses included several negative financial impacts, such as budget cuts and restrictions, hiring freezes, and furloughs. Some noted that they took action to meet with university leadership to protect UCEDD positions, or submit it documentation.

Others noted they had specific languages and their MOU to defend against budget cuts. We hope that this reflection from eight months ago will help with discussions on strategies about the current economic clinic.

SARAH DEMAIO:

Thanks, Maureen. It is useful for us to think back to where we were eight months ago, and think about that snapshot of the economic challenges that UCEDDs were facing.

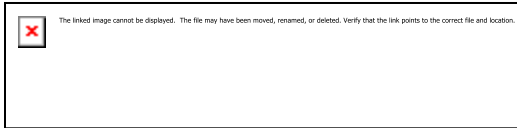
We will continue to reflect on the progress that we have had since that point, using a Mentimeter poll. On your screen, you will see URL access code, which you can use to access the Mentimeter. It is best to use a mobile device, but anything will do.

We heard from Maureen that there were serious issues that people were facing last summer with furloughs and budget cuts, and we know that you all worked very hard to address those challenges.

I am going to switch over to Mentimeter to see if there are any responses. You are welcome to submit more than one. As many accomplishments as he would like to share. I see that someone is very proud they did not lose any staff which is fantastic. Other people shared they have been able to increase funding, that they have had no turnover. They were able to communicate the contributions to the state and pull together really well as a staff. Preventing furloughs. Continued growth with new positions hired. External funding sources acquired.

Quick transitions to remote work. Increasing staff numbers. Transition projects to virtual. New partners in the public health arena. Increase technology for staff. Some new partnerships. New funding. Moving to telehealth. Increasing collaboration. I see some themes here. I see quite a lot of positive movement I'm sure not easy you all have been working hard to make all this happen, I know. Received two payroll protection loans to protect positions and prevent layoffs. Working with community partners for cost savings. Pivoting for projects. Multiple community partners use Zoom for services. I didn't quite.

Hanging in there sometimes is a big accomplishment for sure. Preserving the reserves. Transitioning projects and programs to virtual space.



We have some great responses in here. Feel free to continue adding them. I am going to change this to a 30 second countdown. We will include the responses to these as part of the archive of the event so you will see the full list of everyone's responses as part of the event archive.

New COVID funding. That is great. Accomplishing core grant objectives and keeping programs and services open. That is good to hear. Develop cartoons for children about social distancing, wearing masks – so. Developed a training program. I think somehow I ended up with a really long content timer so I'm going to move on to our next poll. Which should show up on your device is an option to share up to three words. Although you can certainly submit fewer or more that capture what you feel is your most pressing concern right now, in this moment.

We hope that these issues that you bring up now informed the discussions that are had in the panel and in the follow-up small group discussions.

For those who are just joining, you should see on your screen a code at the top that says menti.com and then a code to enter when you get there that will allow you to participate in this poll.

Greatest concern right now is salaries. Somebody posted. I see morale, hybrid work environment restrictions. Now beginning the new normal. Health. Funding. Loss of state agency fund. State budgets. Stability. Employment for people with disabilities. Preventing burnout. Benefit cuts. Accomplishing the work. Threats to reserves. Equity. Returning to the financial economic challenges of our last topic that we discussed.

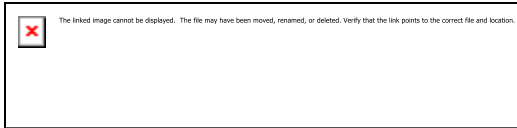
Health still is a high priority. Salaries, workforce. Failed searches. I saw that one on there. Always having to do more with less. Fatigue. I really appreciate how active people are in contributing. Thank you for your openness and honesty in sharing what your concerns are. Returning to the office.

Increasing fringe rates. Mental health. I definitely see some themes in there. Travel. That is another part of figuring out the next steps.

And then the last poll to get us started is this one here. We have looked back and we talked about our current concerns. This poll is asking you to look forward. Considering the various context that access your UCEDD's significant strengths, were you see the most opportunity and the most significant threat? If there's something that is not relative to your UCEDD you do not have to put a number in every one of these, skip that one.

We know in some of these dimensions you may be experiencing is both an opportunity and a threat. If that is the case, you can decide how you want to rate it. You can go with your gut. You can give an average of what you see is the effect. I don't want you to stress a lot about the precise dollars and cents. That is not the goal of this activity. The goal is really for us to see in broad strokes across the entire network what dimensions are your areas of greatest concern and use that to inform our upcoming discussions.

Our secondary goal is to get you to start thinking about these different dimensions and think about what you might want to get out of or listen for in our panel discussion and bring to the



breakout. So questions, resources, strategies you might want to bring to the breakout discussions. And know this is a very reductive way to look at complex issues and the financial landscape of all of the UCEDD's is very complex. If you want to share in the chat more nuance, you are welcome to do that.

We are happy to hear more details either here in the chat box or elsewhere. Looking at where we are at right now I am seeing some interesting trends.

Also I know I put in an other category so feel free to define what other means for you because I know I did not cover all of the financial factors that affect your UCEDD and the other categories. If there are others we should be discussing, that would also be useful to know.

It looks like the institutional settings, the complex relationships with the institutional settings may offer more of an opportunity in the federal funding may offer more of an opportunity with really significant challenges in the area of the insurance systems and changes in insurance and in consideration of the individual and family finances of the communities that you are working with. We see more of a threat there than an opportunity.

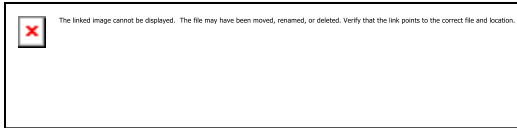
Alright. I'm going to give a quick count down. If anyone else wants to add or has not had a chance to yet. We have about 35 responses of 73 people so about half have participated but I do think this is a helpful indicator of how people are feeling about the financial aspects of relationships with the institutions that affect you.

I am going to move forward to the next slide and explain it a little bit as I do that. The last Mentimeter poll that I'm going to pull up right now you can add to right now or you can keep it up and add to it as we move through the rest of the event today.

Mentimeter offers this Q&A function that we thought we might adapt and use a little differently than it is designed for. We are going to use this as a way for you to propose breakout room topics. So if there is a topic that isn't otherwise covered in our agenda or maybe we talked about it and you want to return to it and dig a little deeper, or something else that is coming to your mind as a topic that you would like to connect with other directors around, you can add it is a question quote unquote question and then Mentimeter allows others to thumbs up questions so you can give thumbs up to those topics if you want to prioritize those for us to use – add to our breakout selection.

We are going to use the results of this twice, later in today's agenda when we do the breakouts after the panel. Whatever is the top rated question or quote unquote question or breakout topic is the fourth breakout we are going to add to the options and replacement for the person who cannot join us today. We will have fourth breakout that has the top rated question from this poll. We will also take the top rated breakout topics from this poll when we get to the end and the optional self-directed networking time and we will put together a few rooms that talk about breakout room topics that have been submitted here.

What's happening with the new COVID money? We have a couple of questions. Administrative management of ensuring accessible materials, documents, etc. such as staff training, cost, time. Great questions. Great topics for possible breakouts.



We will keep this open and I'm going to return to the agenda and move us forward. The next section in our agenda is a panel discussion. Panel discussion is going to be moderated by Maureen who is the director at the Kennedy Krieger Institute UCEDD in Maryland. She is a member of the TA Institute planning committee who volunteered to serve in this role. Thank you very much, Maureen for moderating the panel discussion and again thank you to all of the TA Institute planning committee members. I will hand it over to Maureen.

SPEAKER:

Thank you, I appreciate the warm welcome. To my colleagues and friends across the country thank you for joining us this afternoon. It is my pleasure to moderate this afternoon's panel titled Lessons Learned from Past Recessions and Crises/Recovery. We have three distinguished panelists. I will read their brief bios. If you're interested in reading their longer bios, they are available on our event page.

First, I would like to introduce you all to David Johnson. Who is an Emma Burke while professional -- Professor of educational leadership in the college of education and development at the University of Minnesota. Faculty development is in the department of organizational leadership policy and development where he conducts research, teaches courses and advises graduate students in evaluation studies and research methods. A former director of the Institute on Community Integration, ICI from 1997-2018 he has also been the principal investigator of numerous research training and demonstration projects. Welcome, Dr. Johnson. Additionally, we have Doctor Carol Salas Pagan, who I just been the Puerto Rico UCEDD director since 2016, and over that she was associate director. She graduated from the National Disability Leadership Institute. She is faculty at the University of Puerto Rico.

Locally, she is a member of the Puerto Rico Protection Advocacy Association, and serves on their board as a member of their develop mental disabilities Council. Nationally, she serves on the Board of Directors and of FEMA National Advisory Council.

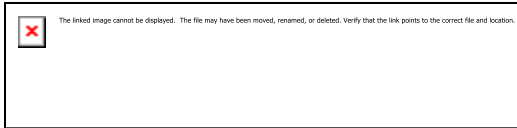
Our third panelist is Valerie Williams. She founded the organization known today as the Center For Learning and Leadership at the Oklahoma UCEDD. In 1992, the Center received federal funding and the team began in earnest.

Today she is a University of Oklahoma presidential professor, whose main interests are social justice and having people find and use their talents for greatest impact. She is a faculty member in the three health science centres, graduate medicine and public health, and serves as Vice Provost for academic affairs and faculty development at University of Oklahoma Health Sciences Center.

Welcome to all of our distinguished panelists today.

We have about 19 minutes to cover a lot of ground. We will take three different questions, and I will go in different orders as we go through the questions.

The first question – and I will start with you, Doctor Johnson, what lessons have you learned from past recessions or crises and recoveries, that might apply to the current economic conditions facing universities and UCEDDs today?



DAVID JOHNSON:

I have a bit of a spin, because it is not for the COVID environment specifically, but I think as we look at universities and UCEDDs and the relationship they have, there are many different physical and administrative uncertainties that are created.

Things that happen in terms of recessions. The period I'm talking on mostly is between 2007 and 2009 when a lot of things were going on.

Universities also restructure periodically, with changes in deans. This UCEDD that I worked with for many years, since 1985, basically is positioned within the College of Human Education and Development and reports to the Dean. All of these changes do not necessarily happen one at a time, they can be concurrent.

We ended up with a change in a lot of the administrative policies and practices of the University, as well as a change in deans.

I think it is very important to understand that that relationship between the primary (inaudible), and the UCEDD director, is one of the most important relationships there is.

In our case, what had to be negotiated quickly is not only a new relationship, but new reporting lines, which consequently made me volunteered to be associate Dean for research for eight years. And then I could have a direct group report to the Dean's office.

Reserves were put on the table with a new Dean coming in. We got \$250,000 taken one afternoon, with no chance to recoup.

A lot of things can happen. Lessons learned very quickly. Relationship is key.

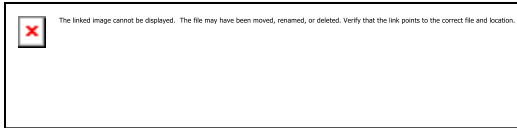
I would take a lot of things to establish an ongoing positive relationship, even when the environment was not positive. With those that really hold some of the keys to the success of our Institute.

Simple things, it is not rocket science by any means. Just the opportunity to stop by and talk to the dean, or in my case, volunteering or a lot of different activities. Staying in the conversation of the College and the University. I did a lot of committee work and things like that as well.

But it also involved reaching out more than just to the Dean, but to the department chairs. In our case, under a budget model were we were thrown into a situation where everyone was competing for resources. Department chairs were competing for resources, and these centres were viewed as competing for academic resources that may or may not necessarily be directed to them.

Other kinds of things related to communication lessons. That is to basically make sure that the mission – we set our missions in relation to the people we serve, the families we are invested in. There is also a critical need to communicate an alignment of our mission with the strategic mission of the University and College you are operating in.

We are a research one, as many universities are here. I'd pretty much, the understanding has to



be that while public good, doing public good through training and up reach and things like that is certainly of value, there is also a critical understanding that part of the realm within the University is teaching research.

And the research really has to build. I have been on many different technical assistant visits over my career, and finding that is very hard to achieve within universities. To get faculty collaboration and cooperation, things like that. So communication around mission and also illustrating the value added aspect of what you are doing.

And the third thing, do not become insular. Basically, you are part of an organization. You have to prove yourself to be valuable within that organization, even though you may find yourself with a very nice group of people you work with that you meet with every day, that somehow you can go on about your business because you have a core grant and other external funding coming in. It does not necessarily mean that you are not part of a larger conversation.

There is also something like benign neglect, a dean that does not pay any attention to you, which may be just as bad as the institutes that look at you as an opportunity for gained wealth and resources, because of your work.

I will stop there.

MAUREEN VAN STONE:

Thank you for your insight. Dr. Salas, would you like to build on those comments?

CAROL SALAS PAGAN:

In terms of crisis recovery, in the Puerto Rico UCEDD, we have been dealing with crises of different types for a few years.

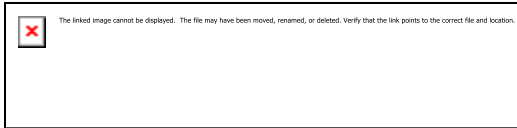
As you might recall, we started in 2014, we got (inaudible) of the government of part of recall by Congress, which created a lot of issues in terms of funding restrictions, accessibility to recover funds, and other issues that had affected us.

We had hurricane Maria and 2017, we destroyed the whole island. And also 2019, we had the earthquakes that are still happening. And now, we have COVID.

If you asked me what lessons have we learned as a UCEDD, as Doctor Johnson said, collaboration is key. Within the University and within your campus, and outside the University, I think you should build on your collaborations during crises, but also in your better days. Do not wait for the crisis to be here to build up on those collaborations.

Know your community. Your university, your deanship, your Chancellor, your home State University, and the other partners, the network, etc. Know your friends, but also know your adversaries. Keep on the lookout, as Dr. Johnson said, some people think that because we are a UCEDD that, you know, there are some things that people get crazy ideas within the University, and outside the university also.

So I would surely build upon collaborations, preferably in the better days. But during crises, collaborations, I think, are most important. An important aspect to keep on your radar. Thank



you.

MAUREEN VAN STONE:

Excellent, think it will stop Doctor Williams, if you would like to build on the same question, we would appreciate it.

VALERIE WILLIAMS:

Thank you so much. Hi everyone, it is good to see you all.

I would emphasize the point about collaboration. Because that is a critical opportunity for leveraging our connection to other roles, both in the community and within University, and in particular, I would say that's the key thing is not to panic.

And I mean panic with a Panic or not. And part of my reasoning for that is that since I have been UCEDD director, there have been four recessions. If the coronavirus related recession is labelled that, since my birth, there have been 10 recessions. I was born in the 1950s. The United States has had over, I think it was 42 to 50 recessions since the country was founded.

These are definitely cyclical events. When they happen in our university environment, clearly they appear with big problems attached to them. They tend to be relatively manageable, if we as UCEDD directors can also be engaged in how the University does its operational and strategic planning.

I think that is probably the biggest lesson that I have learned, and the biggest appreciation that I have for where my UCEDD sits within the organization.

Our university, unfortunately, never plans to have a lot of money. We live in a state that has incredible, incredible conservative views about spending government related dollars of any kind whatsoever, and because of that, most of our leadership team is fairly astute and engaged, really thinking about how we actually can do more with less.

So we always plan as if there is going to be a 5% reduction in something. It does not always come into being, but I think planning with that in mind has really enabled us to weather some significant storms, in terms of our financial stability, and then there are other tools we will get to. So I will stop there.

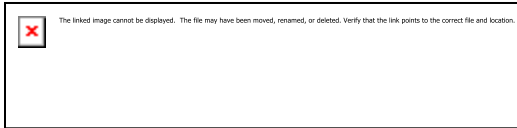
MAUREEN VAN STONE:

Thank you. For our second question, I would like to start with you, Doctor Salas. What strategies did you use as an UCEDD director to promote the fiscal stability of your UCEDD in past recessions or crises?

CAROL SALAS PAGAN:

Yes, so I think you need to have a change theory, and be able to change under emergency circumstances. Always keep that in mind. Be flexible.

I think we have been able to develop alternative strategies and plans, to have them there just in case. We have A, B, C, D... So with strategic planning change theory when you were doing your planning.



Also, I think it is very important to keep up with the evaluation of the project effectiveness. Disseminate your results. Be very vocal, it lets people know that you are there. Hold regular dissemination meetings, professional conferences, always try to say yes when they invite you. That is important. You get to meet people, sit at the tables. You need to be at those tables, so conduct follow-up evaluations, demonstrate effectiveness, satisfaction, all of those things that we use and know how to do so well.

Just keep them up in everyone's radar. And also, I think we should focus, and we have tried to focus on Project champions within the University, and outside the university, recruiting people. People that we have trained, keep them in our staff, that leadership pipe we are always talking about as UCEDD.

I think also looking for champions in the legislature, in the government agencies. People that, when they need something, they know they can call you and you will be available.

I think those of the major strategies that we have been using here in Puerto Rico, to overcome this recession. Thank you.

MAUREEN VAN STONE:

Excellent. Doctor Williams, would you like to build on those comments?

VALERIE WILLIAMS:

Sure, and I guess that I would add to that, picking up on what Doctor Salas talked about, universities planning process around how contingency funds can be both created, and how they can be utilized.

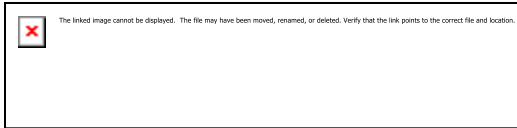
There are some programs within the University that have specific limits about how funds are earned within a program, how they can be used for that program's purposes. I would look into those opportunities within your own university.

We have an auxiliary fund account, which is for services internal to the university community, that are paid for. It is kind of like internal consulting, or technical assistance. There are dollars associated with that when you are selling that kind of service. I would look for those kind of things that perhaps with our program, that we can offer that might be an auxiliary service, where we could get paid and then those monies, they are not associated with the UCEDD necessarily, but they are held in that auxiliary account.

Knowing the structure of your university, and how it functions to maintain itself and provide internal services sometimes, can be a key strategy to keep in mind.

The other is, tracking how your university uses money. The budget we use from the state and accounting all other resources that come into play to keep this place operational. But the budget we do receive, it has to be expended in a certain timeframe, and if we get towards the late parts of that timeframe the UCEDD help in terms of meeting the goal that maybe that program or area of the university was not able to meet independently, then we can have some of that money.

It has to be used or spent, but it's easier to manipulate some aspects of the UCEDD budget and



its discretionary funds the University has available. Understanding how the university budget works can be important in getting access to discretionary money.

MAUREEN VAN STONE:

Dr. Johnson, do you want to wrap up some comments with that last question?

DAVID JOHNSON: I like the earlier comment, don't panic. It might sound strange, but don't waste a good crisis. It is an opportunity as well. We have always viewed it as a way of posing to staff a way of thinking about something differently, and it could be as basic as a diversification of the funding portfolio. Thinking about a way to work through, and that includes the institutional communication, is quite successful in entrepreneurial work.

We came out of it very clearly with what was all this faculty generating new ideas and grants that work with us collectively, but of faculty members interest, once one grant is completed the next thing you do is gone to another grant. The product, or what is left there on the table, sits without being used. We have took the major work- the college of direct support is an example, but we also have other work like check and connect intervention, which is well over \$1 million sales a year in terms of training and development, software training products and resources. Those things need to be thought about seriously and I think universities are really moving toward looking at diversification themselves in terms of funding, and looking at offices of technology commercialization or other opportunities. It seems very clearly warranted today.

MAUREEN VAN STONE:

Thank you very much. We touched on this third question a little bit. I will start with you, Dr. Williams, and give you an opportunity to lead us off. If there is any additional piece of advice you have for UCEDDs and navigating the relationships with University administration and financial stability. You gave us ideas but if there is anything you would like to add, we would be grateful.

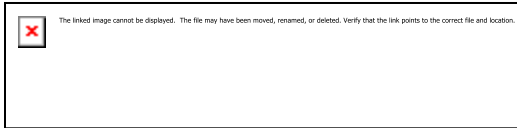
VALERIE WILLIAMS:

The thing I think is probably most important is the thing we all know. It's that the university administration are people, and the relationship part is probably the most important thing. I don't know that I have asked anyone here for help and have been declined that help. I worked on building relationships with people throughout the organization, both through the UCEDD and through the other hats. As Dave said, I had to become associate Dean into other kinds of things in my role here to try to help the organization in other areas of expertise that I have.

I think working on those relationships, a couple of things really strike me. One, invite people in to the UCEDD, or go where they are and offer both information and your insights about other things within the University environment where your expertise may be helpful. I'm talking about, as you said, directors, not necessarily the whole staff. I think the staff can do that in various ways, but as directors it is different.

But engage with the other directors. Is the organization in a place that has other kinds of centers, does that group of directors have a group that ever gets together and talks?

I think being on the inside track about information can be really important. Our UCEDD is very small. Dave's is larger, and Carol's may be larger still. The thing is, trying to figure out what is the network group within the larger University where you can get the inside information about



what else is going on to be engaged with that group of peers that have similar issues and problems, but not using the same resources.

I think also recognizing and inviting people in to do something to make them aware of some of the things you are doing. Even having your senior leadership come in and speak to your community advisory board is a way for them to see what you do day-to-day. When I was in a college on a more day-to-day basis, the Dean largely said to me, "I know we have this, and it is your job to keep this going. Unless something happens that I really need to know, I don't really need to know about it."

So, the benign neglect. I don't think he was being at all neglectful, but it was largely I got the message of, "I'm entrusting this to you, so make it work and then tell me if you run into any trouble." That is pretty much the way our College of Medicine deals with a lot of things that have someone in a leadership position.

Inviting and engaging him gave us a little bit of a different way to communicate things he was interested in. He knew the whole place of the center was running, but there were particular things he had an interest in. And then I have been giving feedback about the support he received from partners, because we have a lot of partners in the community, and communicating a backup line to say, "Here is how we are perceived with your college's or university's name attached to that program." We always try to highlight that we are part of the Health Sciences Center. That we are connected to nursing, medicine, pharmacy and the dental college and public health, actually. So most of the colleges on our campus have active engagement with us in some capacity.

I think, that again, emphasizing the relationships are critically important to getting access to information, to becoming infiltrated into the organization and ways people see you as a helpful contributor to their aims, and in giving feedback about how the work that UCEDD does is being communicated in the outside world and representing the institution. And then the financial cards to fall where they fall, but I think it puts us in a better position to be able to negotiate for resources when they are tight. Thanks, I will stop there.

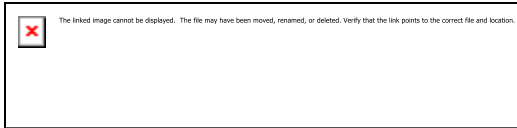
VALERIE WILLIAMS:

Thank you, Dr. Johnson would you like to build on that response?

DAVID JOHNSON: I think Val had a wonderful list of suggestions there. It's true. In technical assistance business, that we use to actually do which I valued and thought was wonderful and important to directors of centers that call for them to happen, but invariably I would be pulled aside by a vice president for research, or a dean of the college on a one-on-one and always asked, "What do these centers do?"

That's a message that needs to be worked out, and I think Val laid down a couple of critical strategies. Invite them into your center to talk about it. Have them meet with your advisory councils. Those things are simple, basic human kinds of things to do. It is all based on the relationship patterns you can develop, in the understanding you can create about who you are and what value you add to the place where you are living, basically.

MAUREEN VAN STONE:



Dr. Salas, if you would like to wrap us up with your response.

CAROL SALAS PAGAN:

Collaborate. Invite the academic community into your UCEDD. Participate and engage in academic meetings initiative. Strategic planning processes, those are areas where you could, as Dr. Williams said, you could get information where your university is moving. So integrate the community support within the University and integrate the goals of your project, if possible, into the strategic plan of your deanship, and at the University.

And just collaborate and let people know your UCEDD, let them know you are there and let them know of the wonderful and excellent work we all do. Thank you.

MAUREEN VAN STONE:

Thank you very much. We appreciate the generous feedback in the chat. This was very well received, and many thanks to our panelists. We will have the opportunity to pivot to breakouts so we can have more of a rich discussion with each of our panelists. I will turn it over to Sarah.

SARAH DEMAIO:

Thank you, Maureen, for facilitating. Thank you David, Carol, and Valerie for your insightful comments, and reflection on the experiences you have had. I am just going to quickly screen share so you can see the responses we have got so far to the proposed extra breakout room topic.

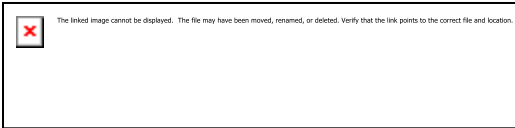
The top-rated question that we have at the moment is about what is happening with the new COVID money. I am not exactly sure of all of the context of the question but there is certainly – that is an evolving thing, and there's more money coming. I don't know that we really have the answers to the question about what will happen about future monies. I think it might be worth having additional room. We want to keep group size is relatively small to have meaningful discussion and I'm worried if we only have three rooms that might be a bit of a challenge.

We are going to have the fourth room that is set up for anybody who wants to talk. If you have received funding related to COVID and new COVID initiatives, I know there have been several rounds of grants that have gone out both federally and state and locally. That may be a place for you to communicate with your peers if you have received COVID funding and are doing good work that you want to talk about or strategize with, you can do that in the fourth breakout room.

The agenda is for us to have breakouts next with the panelists. We are going to have breakout rooms with each of the panelists in the discussion. You can ask them questions but it's not supposed to be just a Q&A session. Is a roundtable discussion for everyone to contribute content.

There will be an AUCD staff person to facilitate and take notes. We will kind of follow the same general pattern that we had in the breakout discussions last Tuesday, a week ago, when we were talking specifically about COVID where we focused in on the questions of what are you seeing? What are you doing? What comes next?

So what has been happening at your university in light of the current economic conditions? What strategies have you been using to promote economic stability at your UCEDD? And in



anticipation of the future, what are you planning to do next?

We will have four breakout rooms and you aren't going to be placed into a breakout room by us, you will have the ability to select your own breakout room and go where you feel would be most beneficial. You have heard a lot about each of our panelists and the experiences they have had, So you can self select into any of the breakout rooms that you would like.

I think the breakout rooms should be available. If you go to your Zoom. You have to click the three dots to select a room but once you have that option you can select join a breakout room and then move yourself into the room on the right-hand side should be a button that says join. If you click that they will move you into the room. AUCD staff will remain in the plenary space to help people mover they need. Katie and Anna will be available to help you. I will move to my room. Thank you.