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JAMIE KOENIG:

Hello everyone, thank you for joining. I am just going to give it another minute or two.

Hello, and welcome to this admin essentials Roundtable on universities relationships. I am going to go ahead and get us started. My name is Jamie Koenig and I am a specialist at AUCD. I am a woman with shoulder length brown hair and I'm wearing like Richard. I want to thank you for joining us today. In particular I want to thank Deborah Spitalnik, director The Boggs Center of develop mental disabilities. Sorry, I am admitting people at the same time. The Boggs Center and develop mental disabilities, and Derek Nord, director of the Indiana University... At the University of Indiana. For joining us today as content experts to discuss having navigated relationships with their university.

This is a space to discuss methods, strategies, successes and setbacks in university relationships. We want this to be a more informal roundtable conversation. So if you have a question, at any time feel free to chime in. If you do speak, please start by saying your name and if it is the first time you are contribute and, if you could provide a brief image description, that would be great. If you would prefer to put your question in the chat I can read it out loud. We do have captioning available, and if you want to access it just click that CC button at the bottom of the screen. You can click on it again to make it bigger or smaller, whatever is best for you.

This meeting is being recorded. It will be available a few days following the event as well as written transcripts from the captioner. And hopefully just a month or so, we will also have a tip sheet with the takeaways from this meeting.

In a moment I'm going to hand it off to Derek and Deborah to kick off our conversation. But I first want to give a brief overview of our upcoming report on universities and relationships... I did send you all the draft version earlier this morning. Because we were hoping to have it finalized, but you know how the last-minute formatting always takes longer than expected. So I will make sure to include it in the final version and the follow-up email as well.

Let me find my PowerPoint. It is one of those moments I wish I had three screens instead of two. Let me go ahead and share my screen. Can everyone see that OK? Great. UCEDD out a survey last summer about MOU and university UCEDD relationship prior to entering COVID. Between all of the requests we made, we ultimately received 44 formal agreements and 44 distinct responses to the survey. The breakdown ended up being fairly representative of what we see across the network in terms of administrative homes.

So the COVID specific questions were analyzed last fall. So this report did not look at those. It rather focused on long-term relationship factors. Through qualitative analysis, reading the MOU repeatedly and identifying key conclusions across them, commonalities, I was able to identify what is common across the network and also unique and effective uses of the MOUs. And relationships building toward... Analysis was then done on certain subsets of castigation, budget size, and administrative home. And if there is any additional thing you want it broken up by, let me know. Because I am happy to play with the data a bit more if that would be helpful to you all.

Just a few notable findings before I open it up for conversation led by Deborah and Derek. Sorry, have to admit more people. A notable survey finding was that at least five UCEDD work valid contributors to university initiatives to advance equity, diversity and inclusion. Given how the current network is priority to do just that, it was great to see how some universities are using within the University to really advance the work within the University, in the center, and in the broader community.

It also sounded like other UCEDD were promoting their visibility and value by learning the parities of the universities. So this seemed like a really key point – a key area for people to take advantage of moving forward in this work. Another common theme was how UCEDD frequently lack of munication's personal plan, which is understandable given the sparse resources. I wanted to take this opportunity while you are all here to point that there is an AUCD workgroup meeting this Wednesday at 1 PM Eastern time, so if you're interested not, I can get you the information.

I totally forgot I have slides, because I am busy looking at admitting people. Wow, quality. My apologies.

Now the slide that is up does have a few more takeaways from the survey. I have shared the ones I thought were most interesting, I would recommend looking at the report for more information about all of these and any others.

As a whole, MOUs reflect the requirements laid out in the DD act and FOA's. I did want to highlight a few notable inclusions that reflected some creative problem-solving. One MOU stipulated for reserved parking spaces for community members visiting the UCEDD, and another UCEDD had mentioned the lack of parking as a problem, I thought that was a really great thing to highlight, of how these MOUs can be used to go above and beyond the legal requirement. And to advance your own interests as UCEDD.

Other interesting items include a guaranteed... A process for dispute resolution, when the immediate administrator overseeing that UCEDD was at odds with UCEDD director. And a detailed statement of beliefs, principles and values. When I see detailed, it was one page long and it was incredibly thorough. I was very impressed with it. You can see an expert of that -- excerpt of that in the report.

That was a super brief overview of some of the things that seemed most relevant, to quickly go over the best. But there is a lot of information in that report, and I definitely encourage you all to check it out. With that, I want to turn it over to Deborah and Derek. I will give them each an opportunity to do a brief overview of their relationship with University, and anything they think is really important to start this conversation about navigating University-UCEDD relationships that we will open it up to questions and discussion. Deborah, would you like to go first?

DEBORAH SPITALNIK:

First, I think Derek is going to go first with introductions. But before that, I think it is always important to answer my grandmother's question, with whom am I speaking? Because I think even in our introductions, there are ways we can shape that to people's interests. So we created to pull questions I think would help us. Jamie, can we launch those? I think that would help all of us about how long you have been in your role as a director, and have you previously negotiated University UCEDD MOU? We ask people to respond. And maybe Derek, we can start slowly introducing ourselves while we see that, we will each introduce ourselves.

DEREK NORD:

I think I met most of you. I am the director of the Institute on disability and community, I have been there at Indiana University – let me back up, I am a white male, brown hair, wearing a green jacket – I think it is green, just my wife for some help. I think it is a white shirt, bay shirt. Anyway. Colors are not the best for me. I'm the director of the Institute on disability and community at Indiana University. I have been there for – just finished my fifth year, so going on six years here. I can from Minnesota so I was in a UCEDD therefore sometime. I have faculty appointment in the school of education, the Institute itself is housed under the opposite... For research, we are in the administrative side of the University's house rather than our academic partners. I think I will just pause right there, and let you catch up on.

DEBORAH SPITALNIK:

I have a white background with some floral prints and books. I'm a white woman with white hair. Wearing glasses, pearl earrings, and more dressed up than I have been in a long time. Still wearing crocs, but you cannot see that. I started out what is now – I started at the temple UCEDD many, many years ago. And started the first community programs from UCEDD. And in 1983, I founded the The Boggs Center, what is now The Boggs Center on developmental disabilities. Which is New Jersey's UCEDD and LEND. We are at (unknown name) medical school, we are administratively within the Department of pediatrics. Address children and adults in the lifespan in part through our memorandum of understanding. I guess I would start there. It is a different set of experiences. And my faculty appointment is in both pediatrics and family medicine.

Size wise, we have seven faculty and about 35 staff. Which makes us a little anomalous. What I said I would do, is also is kind of jumping off point, it showed the Rubik's cube that I always use with trying to explain UCEDD to people. That we have the same federal mandates, but the state we are in, the University we are in, where we are located, makes for a lot of complexity.

So how we can help support – sort out some of the issues that people are confronting, as a group we seem to be hovering about people who have been with the UCEDD a moderate amount of time. Unclear whether you actually had to provide the leadership role in your UCEDD. And of the group assembled today, 60% have never negotiated an MOU.

And there was a question that Karen asked, which is really for Jamie and AUCD. About examples of an MOU.

JAMIE KOENIG:

I was going to chime in on that when there was a pause. We do not have them in a public space. But every MOU I have received, ask if it was available to be shared. So if you are interested in any full examples of MOUs, you can reach out to me and I can probably find you one that is a similar UCEDD size, similar budget, same administrative home and all of that. I will just put my email in the chat. So if you want that, you can email me at anytime.

DEBORAH SPITALNIK:

I think points have emerged her other roundtables, Derek and I meeting with AUCD about the importance of relationships in developing and MOU and the issues of what is enduring or solid as key leadership in the University may change as the ground rules may change. What specificity you want, or whether it is adaptive in some ways for generality, how you use the federal requirements, as both a jumping off point, but also as the floor of what is needed. So those are some of the kinds of things that people have talked about.

Derek, is there anything you want to add? Or should we open it up for questions or considerations?

DEREK NORD:

Sorry, go ahead.

DEBORAH SPITALNIK:

And also if you are seeking a change. Your status at this point. Erica sorry, I am a psychologist, not only answer a question but the question, I keep talking.

DEREK NORD:

Not a problem. I think a couple of things were thinking about as we talk. In our planning meeting we

had, there was this realization that as Deb and I are talking, I think there is a broad spectrum that we as directors fall on. Both our view of relationships but also MOUs. And I think Deb and I fall I think in different places on that spectrum. I say that is a real positive. Because I think the challenge that we all have is figuring out what our personal approach is to it. And feeling comfortable with that.

Then also I think emerging in our conversation, is being able to evolve and develop that depending on the time periods and the urgency of a particular. So I think I will just provide a little more context around my MOU. There is our UCEDD MOU but we also have another MOU at the University I was able to negotiate.

I came in at the point when there was some big changes in leadership, and thus, decision-making amount some really important things like indirect cost, and they were big, and they happened the year before the previous director retired. Meaning, he'd was not able to negotiate these new things in the event he wanted to kind of keep it in place. And my approach will lead into these negotiations, where I operate from. As it is with both MOUs I have had, is how do I get these – how do I protect our organization financially? How do I prevent as much risk – prevent as much risk of our organization, financially, personnel wise, whatever it is. How do I protect our organization, and then how do I try to keep that protected for the long term?

So my approach to our UCEDD MOU, was – I recognize that seats change. In my five years, all of the leadership that hired me and was in the University from the president on down to my boss, who is vice provost, every seat has changed at least once. Not for bad things, for retirements, just because people are done in their positions. But they change. And I feel that those changing seats can really lose – we can really lose the long-term direction that we want within our university.

So I felt it was really important to have it in writing. Because our very... I thought it was really important that we have it in writing that the university cover our rent, because it has always been, what happens when a new player comes to town... MOUs RS close to a contract you can get in the university environment. And we use those to protect our self. At the same time, I think that is an important piece, at least in my approach, you cannot throw the kitchen sink at it. It is really a process for me to prioritize. One of the most important and urgent things I want to institutionalize, for lack of a better word, keep going from here on out, that would be best for our organization. That has really been my approach.

And we can talk about the relationship stuff. I think I will just talk about that really quick here. For me, I am always uncomfortable just asking for things just in our first conversation. It is a Midwestern thing, you just do not ask unless you have a relationship. So when you are asking things like money... For someone's rent, to me, you should have a relationship for people. That is a long-term strategy for these big kind of asks I have for our organization. To me, those relationships under all of the asks that

I have in my MOUs, and they do not just happen, they are not one offs. They are ongoing... Within my unit, within my department, but also across the University. I am going to pause there. Feel free to chime in.

DEBORAH SPITALNIK:

That is great. Whoever is calling in from area code 504, not section 504, could you please mute. Thank you.

The other thing I would add just to Derek in a very general sense, is that the context that we are in is that what UCEDD is, is very anomalous in the medical school. I have been told it has been getting less anomalous as there is more emphasis on interdisciplinary work. But it is not a construct that is easily understood. So our obligation to clarify that... And also identify how we contribute to the life of the University, and therefore it's legitimate to have – for us to have requests is important.

I also think there is some interesting issues around whether a UCEDD and LEND, or a UCEDD only or a LEND only. And I would say an informal way to think about this. In thing about the MOU that drives from the grant, there are things about LEND that can be included that very comfortable with. There is not the same from MCH referencing the UCEDD. That is one thing. Maybe this is a good thing to ask -- a good time to ask people to raise questions or prompts for our conversation.

SPEAKER:

Maybe I can start. Hi, this is (unknown name) from (unknown name) UCEDD. I am in the position as an interim director at Hawaii. I have been a director for Pacific based for quite some time. But for both UCEDD, I have not negotiated an MOU. Last year when I came on board, after our director resigned, I have not renegotiated that MOU because our university has been going a lot of the reorganization, and with the whole budget cuts and pandemic, there are lots of moving parts.

Derek, I think you brought up a really good question, or to center around, how to think about that MOU. But I have a question on, what is the best approach to bring up about an MOU? That are UCEDD, and the University has this MOU. How did you approach that, if you did, or what would be a good approach? I actually did not want to bring the MOU up last year with our Dean, just because of so many changes that was happening. And I did not want him to think about our MOU when we did not know how to protect our organization or how to – what would be the best. So I do not know if you have input or your process, that would be helpful. Or Deborah, if you have input as well.

DEREK NORD:

I see it in a few different ways. For one, I applaud you... I think the context, the environment of your current environment matters. Last year at this time was very different than this year at this time. And asks, what you are going to ask for, things like that, that is part of our job. To be able to feel those

moments out. Sometimes there is opportunity moments, sometimes you just want to not mention anything because there is a lot of threat out there from administrators higher up having to solve other budgetary issues. I think that is part of our job. Constantly figuring that out, and that is not easy. For me, I see it in two ways. There is the ongoing process of keeping people informed of the MOU. Which I feel like is an ongoing – I see it kind of, there is a reason that it is necessary to keep that on an ongoing basis. One is simply to inform them, but I also think if we are protecting – whatever in that MOU. If we are protecting, start looking at the problem, or looking at solutions in your organization, formula my big fear is when they come saying they want to change... Rather than be surprised there is an MOU on the books, I want them to think and imagine this is a legacy that has been going on for a long time. And I want to make sure I have communicated that with them.

So when other – the person who signs my MOU is the vice provost research, but the people who actually implement that our people at various levels, in HR, the financial office. So, there are times when people do not understand that there is an MOU. People who are signers of that. And it is important for me to bring that up, to make sure they are informed of the agreements that are in place, because they might not be informed of that. So that might be when I start a job, to me it is you have to figure out who you are training and and what information they need to know, and what effect they have. I think that is a production and reminding process.

I think probably what you are talking to mostly is how you read our MOU changes, to change in the time we wanted to, but I see it is a good moment every five years when our UCEDD grant comes up. To restate our commitments... Unless there is some big crisis, I do not see the need to go back and rehash an MOU from in the middle of a grant. So right now, I will just say, we are going far application for the UCEDD, is we would be refunded next year for the next five years. So what I am in the process is, I would try to back up six months to a year, to make sure it is happening. I say that realizing that ACL just sent out a forecast that is pushing that up dramatically.

I am not feeling panicked because I do not have any changes and I have a good relationship. But I do feel like I missed out on some time. That I would be laying some groundwork, and some consideration for and asked to maybe incorporate them. So that is a challenge that we have two maladaptive. If you have not had these community sheets now, I would say now is the time to start initiating those. For me, it is a bit of an urgency. But I would say very soon.

I do not know if that – Deborah you probably have some other ideas as well. So I do not need to claim this time.

DEBORAH SPITALNIK:

I really appreciate that. I think we were all shocked, your temporal sense, OK, we finished the LEND grant, it is the summer, what is going on with COVID and we will figure this out in the winter. Well,

people plan and God laughs. It is the fall. I think one way of thinking about that, if you have not had a chance to proactively do that, is to look at things that you may have shared within the University, or impact that you had, that you can use that – you can revisit those things in the context of the MOU.

So if you were doing work in COVID, and you were communicating about that, it may not have really penetrated people's consciousness in the same way. So I would sort of try to build upon that kind of thing. But others thoughts about that, we are really here as facilitators. Not prescribers. Other thoughts or other challenges, if there are ways that. I do not know if you know the history of the MOUs, but having that under your belt, would also be helpful to know. And for most of us that is a history of budgets getting caught, or interacts, in addition to change. But having that sense of time.

SPEAKER:

I just thought it would be important to emphasize what Derek said in terms of the timeliness of getting the process done. I was a very new director when the new five-year grant came out last time around. And I had not a good handle on any of those things. And I got my MOU very – it started very late, and did not understand all of the intricacies, especially if you are really tucked into different systems. I do not know how you are organized in Hawaii, but for us it was very challenging because we are very talking to different places before we actually make it up to the Provost to sign the documents.

So I had very little time, and it was very stressful. I thought it was interesting Derek, you said I think earlier about not asking for too much. It was interesting because we voted, I was very concerned that I was not asking for the right things, or that my MOU would not address all of the things they are required to do. And I have some pretty good ideas of how I thought this relationship should work with the University. And I sent it up, and I think mine was five pages. It eventually came back, and was 1 1/2 pages that they agree to. They took essentially anything out – it was really the bare minimum that they agree to. Which is not ideal, there is different intricacies and different organizations of that. But I think for me that was a really good learning in terms of – I think this time I will just be a little bit more cautious. I will definitely go with what was submitted before, I might put some additional things in, because I also feel like I can actually talk about the impact we have had, and how we have supported the University in some ways. And I will try to get that in there. But I would not be surprised if it came back and they would have taken everything back out that I put in.

That is just how in some ways our relationship went all the way up the University works. I think the other piece, and I know others should talk as well, but the administrators in between are really the people that they are working with. We are not working directly with the Provost, he is really at the end, the person who signs this thing. It has absolutely no connection. The administrators in between, the grant office, and the sponsored research office, those are really some of the folks that we have to have good relationships with. And that understand I think a little bit better, how we work at the UCEDD, even though we are still a bit strange to them in some way. Those are just some learnings for me.

SPEAKER:

This is Marsha. I share some parallels with you, but a distinct difference. I was also a brand-new director when we did our last five-year core grant. I am embarrassed to say, we do not actually have an MOU. What we had was a letter from our Dean from the school of medicine, basically saying – it was very bright and very general. In the previous director – it was very functional to have it that way during the course of the previous 20 years of the center.

And in the past five years we have had complete turnover of leadership at the top. And the gentlepersons agreement are completely off the table. Derek know some of my dilemmas this year of all of a sudden, reserve accounts are no longer sacred. And different things. So I really appreciate everything you were both saying, and you are sharing as well (unknown name), because it is a process. It is relationship-based. I have learned so much in six years. To go into this next round. And to feel really positive, and that I have already started the conversations knowing we were going into this year, because it was one of the ways I stopped the process by which I was being asked to sign a 10 year agreement on how I would be taxed. And I was like, "let's wait." (Laughs) We are going to need to do this as part of our five-year grant. And I do have relationships.

It is interesting to hear you say it is the administrative folks, because I am dealing directly with the new interim Dean, who I think did not just understand, so dollars on the table and saw -- thought why not? We have losses, it is COVID, let's take that. She is gone, and we have a second interim Dean. It is all new. I do have very different relationship with my direct superiors, the chair of pediatrics, who I think what you are saying, understands a little more how we add value. Not that she did not before, but she was a relatively new unit chair. So all of these things evolve and they are very dynamic.

And I was really embarrassed when AUCD asked her about MOUs and I had to say that we actually do not have one. We have this letter that basically says "you have freedom to run the center as long as you are planning permission of the institution you are good to go and we will leave you alone." But that is not an MOU. So somewhere in between having some grace to know that we have some autonomy, but we also have some agreements, is really my goal. In my areas I am looking at or how do we understand our finances together, I am happy to contribute. But I would like to do it in a consistent, agreed-upon way. Not to be swept periodically.

How do we deal with some of the things that are commitments the University makes when they accept the UCEDD contract. Because sometimes there is dissonance there. You agree to this contractually, but over here are administrative processes violate that agreement. Had not even thought about some of the specific things like allocating specific parking and all of that. I think we are going to do broader strokes at this end. But it has been a learning curve for me.

And just that idea that it is a constantly changing landscape, what are the right kind of to put in the ground, versus having some open ended niss, that right combination, is where I am right now trying to sort that it with our folks.

DEBORAH SPITALNIK:

Lori, did you want to... I think you are muting. Did you want to speak to some of this?

SPEAKER:

I apologize, I am very late joining. I was thinking this meeting was another half hour from now. I apologize. I am just catching up.

DEBORAH SPITALNIK:

Great, thanks. I am glad you are here. Other thoughts?

DEREK NORD:

I think something, and feel free to chime in. I think there is the urgency, for those of us going up, there is the urgency of now to get this document in place. But they came beyond that, I think is also sometimes a good thing, because I think of course, we have to get that in place. But we are also, kind of think about a five year plan once that is in place, of how you can build these relationships within your area. Higher up, your boss and higher, and down. But also across. I think there is an approach at least that I take, is being known within the space of the University, and being valued by your partners, being viewed as a partner, somebody who contributes to both academic research and even in a service... All three of those. That helps people understand you. And there is a level of protection that may come with that.

Or at minimum, social -- social capital you can use later on... Across the University. Investments were when these conversations are had, because by then my boss will have heard, who has to sign the MOU, has heard that we are doing a number of activities. We are serving the mission. And it makes these conversations at the University a lot easier. And the more layers you add to that of administrators, I report to one. If you had two, three, four administrators, it is even harder to build those relationships and demonstrate their value. So it is just something to think about. It has made these conversations a lot easier.

DEBORAH SPITALNIK:

We were just sort of saved by one of those layers of administrators. Negotiating a state MOU, where all of a sudden, a new person in the University changed something in the MOU, that this is the successor to 18 years of work with the Department of Ed. That would have totally scuttled this MOU. It is like \$3 million a year.

It was the experience of someone at another level, who was able to advocate on our behalf, that really made a difference. And I am very intrigued with what Derek was saying about having two MOUs. And part of the decision any of us make is how general and how specific the MOU is. We have gone a more general route, and then have other things that are not generally called in MOU, but agreements. Part of that is this balancing act. If the University is changing the indirect for everybody, or taking away discretionary money, we can have a signed MOU with them, that is not going to make any difference.

So sort of balancing some of that, and continually understanding the context. And explaining if they go to do that, your discretionary money was earned by supporting people with disabilities, that is not really for the hole in the floor. Of the controller. So utilizing your mission in that way – our mission – I think sometimes is helpful, but I think – and I think the other thing that is sort of interesting, is that many of us have this immediate need now to either renegotiate or go with the old one, although the names may be new Dean, two new deans.

But also, monitoring it over time. And reinforcing why this was helpful. Next year, when you get a new grant from something other than ACL, how the MOU made that possible. So you are nurturing whoever is in that office or in that function.

**SPEAKER:**

This is Lori, I will pipe in if I can. And I am sure that many of you have heard Brenda asked say this through the years, it is really to our advantage to be at a very small university that is not associated with a medical school. While there are distinct disadvantages, we really are a big fish in our tiny little pond. And \$500,000 of indirect is huge for our university. As opposed to \$500,000 at your universities, which is so small that there is not even... Pocket change, right?

And I do not know how you can leverage that. Is there a way – I do not know. To be a bigger fish in your big ponds?

**DEBORAH SPITALNIK:**

To the pond analogy, it is probably inappropriate language. But in our medical school, the increasing emphasis to the exclusion of NIH funded research. Makes us more pond scum, if we do not highlight the way we serve the community mission or the pillar of planning. And it is enviable – so what brings value is very different in each place. And it is hard to walk in with your 8% indirect rate, compared to 53% or 64% for other things. So it is enviable in some ways. But I think there are some strategies you can utilize.

**SPEAKER:**

I think right now for our grant, especially for people who are applying this year, they can play out, sitting within a hospital within than a medical school, is at least a COVID piece. It may not be huge,

and it may not be dollars, but that outreach to the community and helping the hospital, helping the medical school to reach the community, with vaccine messages, vaccine events, us certain groups vaccinated that may be did not have as much access to, is at least a tiny piece where I feel like, OK, we can at least say we bring this to you. We may not bring big indirect, but that was huge. That was huge at the moment. So I hope we can play those types of things up that matter at the moment. Even though they might not matter in a year. But at least our obligation right now, it might matter.

DEREK NORD:

At any university, I think last year there was \$1 million in sponsored projects at the University. That is a lot. We are a small fish compared to that. But that is not how university works. Our university works by where people look are at the academic level, be it school of education, the school of public policy, the medical school. I am under the office of the Vice Provost, and that is similar size wised of a school, they do not have the academic credentials or credentialing, but that is how they operate. Vice Provost is much like a Dean. So I think finding what level your comparisons are at, I think that really matters. For me it doesn't matter how I fit within the University, what matters is how I fit under that.

And in that environment we are much bigger than every other center... Leverage that in a way that is meant to pitch me against my colleagues, because we are all in there, but I do use it to learn about my colleagues. What are they doing in their centers? What do they have with the vice provost? Are they getting there director salary covered? And to me – so using that to partner with them rather than as a competitor, we do not operate in the same space. But we do operate under the same boss. Doing my research in that space helps me be more educated as I go into these conversations. It helps them be more educated as well. They do not have to do an MOU are you, and that is where I can be the more formal agreement that... But I do think, we do leverage it. But we also give a lot to that unit. We provide a lot of, for one, a lot of indirect. But we also provide a lot of technical assistance internally to other centers. We do a lot of service work to the vice Provost office. So we do quite a bit in return.

But again, those are investments. That is the level that I tend to look there. By way of that, he will brag about that at the higher ups, my boss will, which helps. But all that matters to me is the vice Provost, because he is my boss...

SPEAKER:

Something else that has been a big component of our popularity at our university, as we have gone through a higher learning commission accreditation. And we did have a very poor, as university, had a very poor rating the last time that we needed to actually have a plan of correction. And a large part of that, was the University really looking into student engagement, quality of education, proof or verification that they were making good, substantial educational gains. We were the program within the University that understood how to do that better than anybody. And we could offer so many opportunities for engagement for our students.

And by really diving in, and being a part of that plan of correction, it brought us a lot of goodwill. And so it could be that the UCEDD can really get into the education quality components, and really shine in that regard.

SPEAKER:

I really like the creativity and thinking about how you can be of service and have disability that way. Because I think I am seeing a lot of traction in that area as we talk about these things. And remember a comment my department chair said, the first time I ever met with her, she said "you see the entire state of New Mexico as your constituent. But you do not see the University as a recipient of your resources." And I said "that is something we will change!" And we have. I love the mission driven kind of approach. I had used that around some of the efforts to sort of look at our reserve and saying things like, "you know the artificial fiscal year process creates an opportunity for us to build reserve, often because we cannot hire or projects are getting off the ground. But the state gave us this money to serve individuals who are medically fragile and Developmental disability." This is (unknown name), he is a local journalist who goes around finding stories about how bad the University is doing, would like to get a hold of the idea that we did Fisk -- fix the floor in the office using... And what I want to negotiate very specifically, as we can use our dollars more like a traditional nonprofit.

Because once they go into reserve and restricted about how I can use them, and I can really close outlaws. Which is a very inelegant way to run a business. So what I want to do, is built business practices that are allowed because of our center status. And keep those dollars aligned with the mission.

The other thing that is not support -- not so much a part of MOU, but one of the things we have been talking about is using our resource to build an endowed director position, which we do have some traction within the institution. And to me, also builds that visibility and shows buy-in at the Regents level. So it is sort of all combined, isn't it? How to keep the visibility of who we are, how we serve, how we are of service, and why we are important, and therefore we should be in a position to negotiate. This is a very helpful conversation. Thank you guys for having it.

DEBORAH SPITALNIK:

And I really appreciate what everybody is saying. And the way you have just conceptualized. I feel like we are always in the business of translating. To me, in terms of long life in this field, the idea behind a UCEDD, that you are a bridge between the community and the University. And the traffic and that bridge goes both directions. On bringing knowledge, assistance to the community, but bringing the needs of the community and the community into the University.

But that is fairly unique. So we are always translating what we do in terms of the ways that universities

think. But also, broadly. So we have used things from – even in promotion for people, or evaluation, we have had to translate what people's roles are in relation to some of the Carnegie Council information.

Always sort of trying to think about how we do not fit. And how every fiscal year, we have to explain that if we have not expended grant funds, they are not there to plug a deficit in our department. That we are mission driven, and accountable. And auditable. But it is that always trying to see, but hold both perspective simultaneously.

DEREK NORD:

I think I'm going to use that, that was very well stated, that bridge. Marcia, you kind of alluded to this, when I think of my MOU, my MOU... One of them is about indirect and substantial, and the other is about rent. Those are the two big ones that if things change, we would feel it dramatic. It would be very negative. And I say that because think about your MOU and what is in there. One of the things that would hurt you if they were taken away? Then ask yourself, and I think I will use the indirect as an example, are you using it? Indirect, you are asking for it, are you using it or are you just building it? Because part of this I think, is I have to justify five years from now that that was important. And if I am not using it and not demonstrating it, I'm just building a nest egg administrator can salivate after, then why wouldn't they take it? They do have reasons to use it. So if you are asking for space in your MOU into not using it, I can guarantee your university, like every university on this planet is out of space. And somebody probably wants your space.

So to me if you are asking for these things, you should be using it in that MOU, if it is to build reserves and that find other ways or at least rated in an MOU to protect yourself. To me, that is how I would approach it. I just want to reiterate, there are a lot of different ways you can approach these. Do not take anyone -- anything anyone setting here is the one way. You are going to know what is best to make your approach and figure out what works best for you.

DEBORAH SPITALNIK:

This also may be in the category of a single entendre. But the whole issue of space right now, with so many people working remotely, that we have committed to within the limits of safety of always now having people in our center, few and far between, distance, etc. A kind of thinking forward about that. On the other hand, there are some programs who made the decision that what they have learned from being remote has made it possible for them to translate some of what they were spending on rent, to utilize that. And to me, there is almost a hierarchy of Maslow's basic needs, and maybe it is an East Coast problem. I need to hang onto space. Even if I have lost and directs, I have to hold on to space. And that may be our individual context.

And one of the things that I am aware of, thinking retrospectively of what the last five years, who would

have predicted COVID? Who would have predicted the financial crisis? But yet, people still need a place to work.

We are getting close to time. There are people that we have not heard from. Some very gracious comments in the chat. Are there other issues people want to raise, ask for help with?

JAMIE KOENIG:

If not, we can wrap up a few minutes early. Give you all a brief break before your next meeting, if you have one. I am going to put a survey link in the chapter, if you could fill out a survey and let us know how this event went, and if there are future topics you would be interested in assessing, that would be great.

Thank you all for coming, and especially I want to thank Derek and Deborah for this amazing conversation. And for really guarding this conversation. I learned a lot, and I am sure the rest of you got even more out of it.

DEBORAH SPITALNIK:

As an academic I feel the need to make a citation... It comes out of the panel in 1962, of UCEDD. We will think of each other in parallel play this fall as we are all doing that. It is really nice to see everyone. And I appreciate being with everyone.

JAMIE KOENIG:

To reiterate, if anyone does wonderful MOU from any other institution, feel free to reach out to me anytime. Whether that is tomorrow or in three months. I have a large collection I can sift through and find some good ones that might be helpful for you. Have a great rest of your day.

DEBORAH SPITALNIK:

Take care everyone, be well.

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