

Directors Retreat breakout notes – education setting

- Trainees can be non-US citizens but they cannot receive stipends from federal funds
- Dean doesn't always understand value of UCEDD – need to educate. When UCEDD is rather independent & self-sustaining, be sure to not just stay off the radar
- Diversity on campus is challenge in some states
- UOregon – having no med school has allowed College of Ed to be most powerful on campus. This has proven quite helpful for UCEDD.
- Power defined by \$\$ and indirect costs. Being super-competitive for funding is what gives UCEDD power within college of ed.
- Do what you do best is a strategy to succeed, and bring in \$\$ to gain independence and be left alone.
- One univ. takes 15% - 21% off the top of fee for service funding.
- Having low indirect puts the UCEDD in disadvantageous position. Lists of all funded centers on campus puts UCEDD near the bottom.
- Built capital in Arkansas by gaining PROMISE grant – was biggest grant that U of AR ever had.
- IBB model – there is no budget model that will put the UCEDD in the black without bringing in tuition dollars. Have tried to sell on land-grant mission, leverage additional grants. Provost thinks its borderline unethical to use tuition \$ to fund services.
- Lots of student protests on campus re: overt & covert racism. Brings attention to recruitment AND retention of non-White faculty & staff. UCEDDs long-standing commitment to inclusion helps support the conversations and other university initiatives. UCEDD became representative of college of ed in these topics as they look for training, required undergrad courses focused on diversity that the UCEDD offers. This offsets more difficult conversations about indirect cost rates and money, by being able to show what value the UCEDD brings.
- Money has become a distractor from other convos such as the campus climate (such as talking about microaggressions within school, as faculty are not as diverse within student body)

- How much hard money support for UCEDD. Varies across: 40%, 20%, 0
- UOregon went through IBB budget model, caused competition, destroyed interdisciplinary interactions. Left the model.
- UOregon UCEDD gets 0 money back on tuition. Uses buy-out – convince tenure-line faculty that the UCEDD has some other service to support them (ex: methodological skills, technology services, grant management prowess, otherwise convince to run grant programs through UCEDD to support them).
- Increase to \$600k for core grant also means increased match requirement.
- Need materials that are part educational, part marketing for UCEDDs that all can share within college of ed – enable folks to pull out pieces that would work within specific university. Education is a big part of it – educating administrators in institution. Ex: all individuals with disabilities need advocates (is a yes statement, hard for univ admin to argue with, while helping them learn UCEDD value & purpose).
- Dean complains about funding 80% of UCEDD Director salary – explain how that is used to teach classes, advise faculty students, run \$9M center that brings in more \$
- Concern that when Director retires, what will happen? Will tenure line be lost? Being tenured allows more risks to be taken.
- Disability studies minor run by center, \$\$ doesn't come back to center but helps Dean understand about value of UCEDD
- Some colleges don't pay UCEDD faculty for teaching. This is draw-back for UCEDD obviously – is a win for university but not UCEDD
- 56th charter of Virgin Islands had celebration with some talks on university from former students who are now in higher level in university – reflecting back on when university started and how nearly all faculty were white. Much change has occurred.
- Since hurricanes, much implicit biases have broken down as all people need help. Continue being value in revenue-generation and self-sustaining, but also building trust.
- Carnegie classification as community-engaged university – if university is interested in obtaining this classification, then UCEDD brings much value

- There are lots of community-engaged centers on campus that have such engagement that the UCEDD's work might pale in comparison. But look closely at what and how the UCEDD engages, and how that meets Carnegie requirements. Work it.
- External grant focus brings in much state contracts, fee for service, etc. and that brings lots of relationships. UCEDD excels in grant administration, event planning, other areas of expertise and knowledge that the UCEDD takes for granted but that the college needs.
- Consider: AUCD give training on corporate development. Corporate donations can help raise \$. University may block this to keep they \$\$ for the university rather than UCEDD. But need training anyway.
- University may have foundation that might be helpful in running funding through foundation – foundation takes lower indirect than university.
- Consider: AUCD offer enhanced dues structure, higher dues to fund putting new AUCD person/consultant on the ground to develop philanthropy relationships.