2019 TA Institute
Discussion Notes

Topic: Expanding your faculty base

Notetaker: Daphnee

Facilitator: David Mank

Participants: Beth M, Cari, Karrie, Derek, Marcia, Angela M, Tony, Karen, Lesley C, Dan C

Background/Intro
- Do we (faculty) have a shared mission?
- Be clear in clarity and role (are we doing policy work or research?)
- Clarity on the deliverables
- Is this person interested in some part of membership?

Discussion and examples:
- Reluctance from institutions with FTE
- Have to put in a significant amount of effort to buy down clinical time
- Mechanism of how do you do this?
- Different colleges have different mechanisms (ex: arts and sciences vs public health vs medicine)
- Need to have mutual benefit
  - Can be challenging when writing grants
  - Making sure there’s a mutual investment in the grant
- Due to soft money running out, it makes schools less likely to pick up the 50%
- AUCD has documents for secession planning for new directors
- It can take several meetings for UCEDDs to gain repour with the university
- It’s better at times to buy out FTE
- What are we bringing to the table?
  - UCEDDs promoting themselves
- Some centers do not get in-direct back
- Its important to share collaborations that has worked
  - It’s also important to have MOUs
- Is getting the money and projects more important?
- Some places will not support the PI for submitting a grant with the UCEDD
- Need help to figure out the money when it comes to new partnerships
- How much buy-out is a faculty willing to do?
  - Uni of Kansas has had some success with this
    - Some of their faculties are teaching as adjuncts to gain teaching experiences
    - It’s cheaper for some departments to hire adjuncts
- Tamar Heller’s center is a degree providing unit
Some centers are interested in this
- But who gets the credit hours?

- Tony's center has it where the center is integrated in every school
  - Half of the staff's salary time goes to the center

- Location matters
  - Have to travel to meet other parties if their departments aren't close by

- Finding mutual interests can be difficult

- A strategy David M has tried is making a deal with the Dean to go 50/50

- Academic departments are required to take on the other 50% of the soft money runs out

- What are the expectations of staff who get their FTE bought out?
  - What's the minimum and what's the dream?
  - Are they expected to attend staff meetings and supervise?
  - How do they identify as faculty of their home department?

- There's more support for research then going down the tenure path

- Some centers are going the sub-contractor route

- Tony built his center from those faculty who identify as their discipline and affiliated with the center

- Centers who deal with double appointments have to deal with double evaluations and deal with promotions and tenure, which can impact one or both departments

**Strategies:**

- Are there TA models that works or can explain?
  - Short white paper on options universities have made

- Have AUCD speak to the university higher ups

- Explain how different it is having a LEND in a medical school vs a non-medical school

- Provide the faculty with a trainee to buy out FTE

- Reaching out to new faculty who can benefit from this

- Reaching out to Deans about getting their faculty to be on a grant
  - Great way to figure out an MOU

- UCEDD faculty teaching to offset their salaries
  - But needs to get explicit on not using UCEDD time for teaching

- One way West Virginia reached out to faculty is through existing grants. In general the UCEDD staff is the PI and the other faculty is the co-PI
  - Trying to have this reversed, not sure if anyone has done this before
    - Beth said it has worked if they already had the person on their payroll prior

- How many of these centers are degree providing units?

- How do UCEDD staff get paid as adjuncts?
  - Dan paid 12% FTE to have a nursing representation

- How to put yourself in a power position after giving away your power?
  - Angela's center gave away 4 courses to the SSW, however they're not buying out staff time or even have center staff teach the courses
  - Want to get some of the courses to be more diverse
  - May want to look into moving the courses online to reach more students
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- UCEDDs should market themselves on why their faculty are better than adjuncts
  - Maybe look into making teaching a part of their jobs or overload
- What are the arguments for tenure, at least for the directors?
  - Most the group had none and only one center had 1
- Provide good models for good integration
- Provide communication on the access universities are getting
  - Access to the community, AUCD network, relationships, etc.
  - Helps build trust which can take a long time

Questions:
- How do you integrate centers and universities?
- Best solution is going with a proposal and shared vision
- Would you like to play with us?
  - Quid pro quo
  - Finding faculty who has a interest in disability
    - Those who were interested in just a project did not stay long
- These are the same situations, just different contexts