

2019 TA Institute

Discussion Notes

Topic: Expanding your faculty base

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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

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- 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 than 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