AUCD LEADERSHIP MAP

Final Report:
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This report was created by the Center for Leadership in Disability at Georgia State University for the Association of University Centers on Disabilities.

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UCEDD
Resource Center
A project of AUCD, in partnership with ACL, to strengthen the network of UCEDDs

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Introduction

This report was prepared by the Center for Leadership in Disability at Georgia State University, and summarizes our findings pertaining to the recruitment, retention, and advancement of UCEDD network members. The recommendations and suggestions outlined in this report were developed based on best practices from the literature, an environmental scan of the UCEDD network, electronic surveys, and semi-structured interviews.

As mentioned in our proposal, there is a national shortage of employees in the areas of mental and behavioral health, education, and early intervention, many of which intersect heavily with the UCEDD network. Additionally, universities have struggled to retain individuals with disabilities, individuals from underrepresented racial and ethnic communities, and faculty who are non-tenure track, minority status, or female. Therefore, it is crucial that UCEDDs utilize and implement evidence-based recruitment and retention strategies. In our proposal, we defined evidence-based recruitment and retention strategies as the following:

- *Recruitment strategies* can include salary incentive programs, loan forgiveness programs, full-benefit packages, recruiting individuals at the middle and high school level for a future career in the targeted profession, and internships (Delaney, Robinson, & Chafetz, 2013; Happell, 2008).

- *Retention strategies* include mentorship, professional development, competitive salaries, clear job expectations, routine assessments and interventions addressing burnout, flexible work schedules, and open-door policies with management (Kakuma et al., 2013; Paris & Hoge, 2009).

Throughout this report, we will address how the UCEDD network is currently utilizing evidence-based strategies, and how they can expand these efforts in the coming years. In addition to developing recommendations for recruitment and retention of faculty and staff, we developed a profile for career advancement utilizing the Four Frames Model of Leadership. This model refers to an individual's frame of reference, or how they view the world. The four frames of the model are the Structural frame, the Human Resources frame, the Political frame, and lastly, the Symbolic frame. The four frames not only highlight the variability and diversity amongst leaders' mindsets and motivations, but furthermore, they are relevant to the dynamics and organizational landscape of the UCEDD network. The relevance of each frame is outlined below.

Structural – The Structural frame focuses on setting organizational tasks, deliverables, procedures, and deadlines.

- **Relevance to UCEDD Leadership:** UCEDDs are dynamic grant-funded organizations balancing multiple community-facing grant- and contract-funded projects with multiple timelines and reporting periods. UCEDD leaders should be explicit to new hires about the complex nature of supporting multiple projects with different teams, different project leads, variable deadlines, and different funders.

- **Relevance to UCEDD Leadership Development Map and TA Plan:** UCEDD leaders can be explicit about the dynamics of working in a UCEDD starting with the job postings. Interviewees can be assessed for their ability and willingness to work in a fast-changing, complex environment. Resources and tips will be shared about how to recruit team members with these competencies and how to assess these competencies prior to offering positions to new hires.

Human Resource – The Human Resource frame focuses on addressing human needs and ensuring personal growth and job satisfaction.
- **Relevance to UCEDD Leadership:** Corporate work recognizes the importance of supporting both the consumer/user experience – UX (here UCEDD funders and community stakeholders) and the employee experience – EX (our staff). Generational shifts, changing funding structures, and changing ideas about career loyalty have increased calls for employers to ensure their employees have more opportunities for advancement, access to professional development, and high job satisfaction.

- **Relevance to UCEDD Leadership Development Map and TA Plan:** To retain talented employees, UCEDD leaders need support with ensuring employees' needs are met. Thus, resources should be developed that provide guidance for building structures within UCEDDs to support the employee experience. Of note, we will work with workforce disparities leaders on understanding factors involved in successful efforts for recruiting and retaining racially and ethnically diverse leaders. Also, we will examine and aim to address systemic barriers to advancement in UCEDDs for individuals in non-faculty roles and for individuals with intellectual and developmental disabilities (IDD).

Political – The Political frame addresses conflicting agendas, conflict resolution, and coalition-building.
- **Relevance to UCEDD Leadership:** The vast number of UCEDD partners, funders, and systems-level initiatives results in UCEDDs having to balance numerous political realities including home institution and funding institution priorities. UCEDD leaders should be explicit with staff about negotiating political environments in ways resulting in effective advocacy for individuals with IDD and their families and in positive relationship maintenance with stakeholders.

- **Relevance to UCEDD Leadership Development Map and TA Plan:** Strategies for training staff on how to navigate the political environments in which UCEDDs do their work will be included in the TA plan. This will include an environmental scan of the business and political science literature to identify evidence-based strategies for successfully navigating dynamic political environments.

Symbolic – The Symbolic Frame recognizes and supports the need for individuals to have a sense of purpose and meaning in their work.
- **Relevance to UCEDD Leadership:** UCEDD staff are mission-driven. They are passionate about improving the lives of individuals with IDD and their families. Many UCEDD staff are invested in servant leadership. UCEDD leaders need to know how to

sustain this level of passion to prevent the burnout that is so common across helping professions.

- **Relevance to UCEDD Leadership Development Map and TA Plan:** The TA plan will provide guidance for how to sustain the passion, values, and commitment to improving the lives of individuals with IDD and their families that many UCEDD staff members bring to their jobs. This will include an environmental scan of the human development, values, and industrial/organizational psychology literature to identify evidence-based strategies for aligning work goals with personal values.

Methodology

As stated in the introduction, this project consisted of a literature review, an environmental scan of the network, and semi-structured interviews. The components of the project are summarized in the chart below.

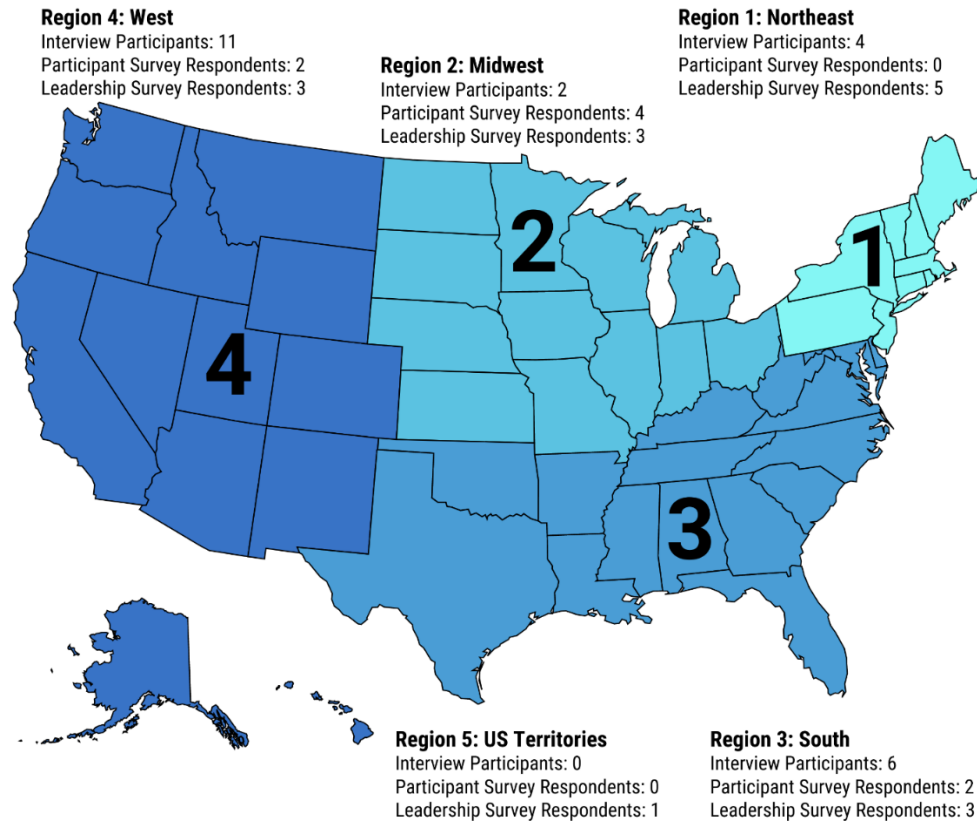| Literature Review	Environmental Scan	Semi-Structured Interviews
Our team consulted and reviewed articles on the following topics: • Recruitment Strategies • Retention Strategies • Organizational Leadership • Workplace Behaviors • Organizational Citizenship Behaviors • Generational Differences within the Workforce • Workplace Belonging	Our team completed the required environmental scan by: • Reviewing activities coded as "leadership" within the NIRS database • Developing and disseminating two Qualtrics surveys: 1) AUCD Leadership Map- Participant Survey (Appendix 2) 2) AUCD Leadership Map- Leadership Training Resources (Appendix 3) • Reviewing UCEDD network job announcements and descriptions	Our team conducted twenty-one semi-structured interviews with faculty and staff from across the UCEDD network. Though these interviews were intended to be conducted individually, one center had two team members participate in a single interview. This accounts for the twenty-two participants included within the demographics table. The interview questions are in the Appendix and labeled as Appendix 1.

Participant Demographics

To recruit participants for both the interviews and surveys, we created communications through Constant Contact, our online email management system. An initial email with the survey links and interview signup was shared with UCEDD Directors, who were asked to share the information with their faculty and staff. Unfortunately, this email yielded very few responses, and thus we created a listserv that contained the email addresses for all UCEDD faculty and staff, based on each center's website and directory. We then disseminated two additional emails to the entire UCEDD network. We also contacted specific individuals, who we felt had valuable perspectives related to recruitment, retention, and advancement within the network, as well as individuals, who provide leadership development training and technical assistance. Our efforts resulted in twenty-one survey responses and twenty-two interview participants.

To maintain confidentiality, we have mapped the interview participants and survey respondents by their Census Bureau Region.

- **Region 1- Northeast**: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont

- **Region 2- Midwest**: Indiana, Illinois, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, Ohio, North Dakota, South Dakota, Wisconsin

- **Region 3- South**: Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia

- **Region 4- West:** Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Washington, Wyoming

- **Region 5- US Territories:** This region was added to account for the UCEDDs, who are located on one of the US Territories. This region includes Guam, Northern Mariana Islands, Puerto Rico, and the Virgin Islands.

Map 1: Interview Participants and Survey Respondents

Overall, we were able to receive feedback from each region. The image below, titled Map 1, showcases how the interview participants and survey respondents were distributed throughout the country. It is worth noting that several Region 4 interview participants stated that their director encouraged everyone on their staff to participate in an interview. This encouragement resulted in individuals participating who may have otherwise not felt comfortable doing so.

Region 4: West
Interview Participants: 11
Participant Survey Respondents: 2
Leadership Survey Respondents: 3

Region 2: Midwest
Interview Participants: 2
Participant Survey Respondents: 4
Leadership Survey Respondents: 3

Region 1: Northeast
Interview Participants: 4
Participant Survey Respondents: 0
Leadership Survey Respondents: 5

Region 5: US Territories
Interview Participants: 0
Participant Survey Respondents: 0
Leadership Survey Respondents: 1

Region 3: South
Interview Participants: 6
Participant Survey Respondents: 2
Leadership Survey Respondents: 3
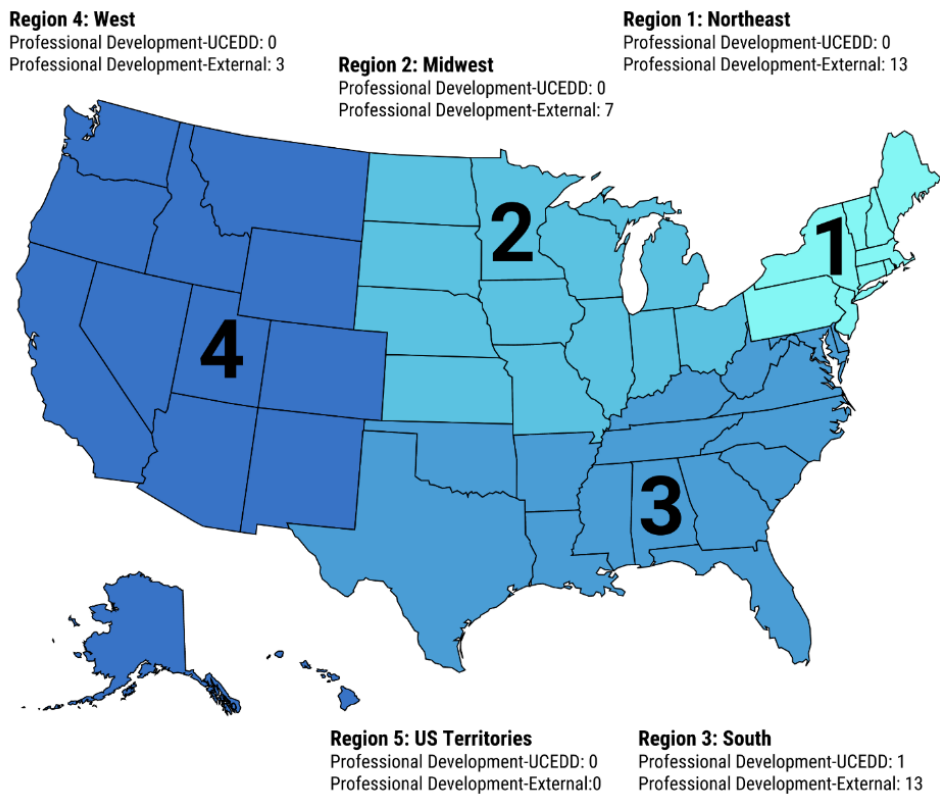
Environmental Scan of Leadership Activities

As shown in Map 1, we received twelve responses to our Leadership Resources Survey. This survey asked respondents whether their center provides leadership trainings and products, and if so, to provide a brief description of the activities. In addition to the surveys, we also analyzed the activities coded as "Leadership" within the National Information and Reporting System (NIRS), which was provided to us by AUCD. It is safe to assume that there are several activities that were not included on either of these lists, as each center codes and reports activities differently.

When reviewing the survey responses and data collected by NIRS, we focused on professional development opportunities that would enhance an individual's leadership skills or content expertise. From the data provided, we were able to identify thirty-seven activities that aligned with this definition. We then divided the activities into two categories: UCEDD and External. The rationale for this distinction was to determine what was specifically being advertised and promoted as professional development for UCEDD faculty and staff versus

community audiences. As Map 2 showcases, there was only one activity included in the data set that was specifically designed for UCEDD network members. This activity was, as expected, the AUCD Leadership Academy, which is currently facilitated by Georgia State University, and was previously facilitated by the University of Delaware. While there was only one activity coded as UCEDD, this does not necessarily prevent UCEDD faculty and staff from participating in professional development programs coded as External. The activities coded as External focused on identified areas of need, such as self-advocacy, early intervention, family advocacy, and transition aged youth. Depending on an individual's position, these activities may positively contribute to their content expertise, confidence, and professional networks but may be less directly connected to the UCEDD context and organizational landscape.

It should also be noted that we did not include LEND related activities in our analysis. We chose to exclude LEND programs, as they are designed as pre-service preparation programs. While faculty and staff may have the opportunity to participate in a LEND program, it is primarily seen as a recruitment tool, not a retention tool for centers. The idea of utilizing LEND as a retention strategy for new and/or young staff should be explored though, as it provides individuals with a thorough understanding of systems of care, person-centered care, leadership, negotiation, and interdisciplinary teaming. When an individual's work is grounded in these topics, they have the propensity for higher motivation and connection to the mission and vision of the UCEDD network.

Map 2: Leadership Activities

Region 4: West
Professional Development-UCEDD: 0
Professional Development-External: 3

Region 2: Midwest
Professional Development-UCEDD: 0
Professional Development-External: 7

Region 1: Northeast
Professional Development-UCEDD: 0
Professional Development-External: 13

Region 5: US Territories
Professional Development-UCEDD: 0
Professional Development-External:0

Region 3: South
Professional Development-UCEDD: 1
Professional Development-External: 13

Interviews:

Molly Tucker and Mark Crenshaw conducted twenty-one interviews during August 2021. Each interview was between 30-45 minutes in length and asked questions about the following:

- Position and Responsibilities
- Prior Connection to the UCEDD Network
- Motivations and Passions
- Career Goals
- Stress Levels
- Professional Development Opportunities
- Career Advancement Opportunities

Additional questions were asked if an individual identified as a person with a disability, or if they were responsible for recruiting and retaining faculty and staff. If a participant identified as a person with a disability, we asked if they felt supported and represented within their UCEDD and the network, and if they feel they were able to engage in meaningful work that utilized their skills and perspectives a person with a disability. For center leadership, we asked what characteristics they looked for in position candidates, how they retained faculty and staff, and what benefits and incentives were offered by their universities. On the next page, there is a chart containing the demographics for the interview participants.

Region	Number of Interviewees
1	4
2	3
3	6
4	9
5	0

Gender	Number of Interviewees
Male	6
Female	16
Other	0

Race	Number of Interviewees
White	16
Black	4
Latinx	1
Asian	0
Did Not Disclose	1

Person with a Disability/Chronic Health Condition	Number of Interviewees
Yes	3
No	19

Role	Number of Interviewees
Faculty	10
Staff	12

Center Leadership	Number of Interviewees
Yes	11
No	11

We were fortunate to have equal representation between interviewees who served in supervisory and non-supervisory positions. By having equal representation, our team was provided a balanced perspective on career advancement within the UCEDD network. During our analysis of the interview transcriptions and recordings, we created the following word cloud. This world cloud was created based on the most commonly used words in each interview based on Otter.ai's analysis.

Throughout our conversations, it became increasingly apparent that people were, as the image suggests, central to individual's motivation, retention, and advancement. Individuals reported that personal connections to individuals with disabilities motivated them to do this work, that their colleagues and collaborators were what they enjoyed most about their centers, and that mentorship and encouragement from leadership led to their advancement. Most importantly, they mentioned that this work should be centered on individuals with disabilities. One participant stated that the "people are the content." This idea sparked two questions for us:

- o How do we ensure that all employees feel connected to their center and to the disability community?
- o How do we connect faculty and staff to the "bigger picture"?

In the next section, we will discuss the importance of workplace belonging and provide recruitment, retention and advancement recommendations based on interview and survey responses.

Belonging

Over the past year, conversations about equity, diversity, and inclusion have become more prominent and prevalent within organizations and universities alike. A topic that emerged from these conversations is belonging, or more specifically meaningful belonging within the workplace. On June 21, 2021, the Harvard Business Review, published an article addressing this topic titled "What Does it take to Build a Culture of Belonging?" In the article, they provide a definition for belonging created by the think tank, Coqual. Coqual says that belonging at work

occurs when someone feels "they are **seen** for their unique contributions, **connected** to their coworkers, **supported** in their daily work and career development, and **proud** of their organization's values and purpose" (Kennedy & Jain-Link, 2021). By fostering a sense of belonging, organizations are helping to build the connections discussed and desired by network faculty and staff. For many, a sense of belonging serves as a mechanism for retention. According to a study completed by the Harvard Business Review, workplace belonging results in a 50 percent reduction in turnover and 75 percent decrease in employee sick days (Carr, Reece, Kellerman & Robichaux, 2019). Furthermore, Deloitte reported in May 2020, that belonging can also result in greater contribution to the organization's shared goals, and that the 2020 Global Human Capital Trends survey reported that 93% of respondents agreed that "a sense of belonging drives organizational performance." In the same survey, 44 percent of respondents reported that the driving force of workplace belonging was being valued for one's work and feeling aligned with the organization's purpose, mission, and values (Volini, Schwartz, et al., 2020).

Recommendations for Fostering Belonging:

1. Shared Definition of Belonging: To foster a sense of belonging, all invested parties need to have a shared definition of the term. Using the definition developed by Coqual as a template, UCEDD leaders should work collaboratively with their staffs to create a shared definition that encompasses their unique wants and needs pertaining to belonging.

2. Authentic Communication: Faculty and staff want to know that their experiences and perspectives are respected and valued. Center leadership and project leads should provide opportunities for individuals to share their thoughts and experiences and encourage their teams to be their authentic selves.

3. Connecting projects and tasks to the center's mission and vision: As the Symbolic frame states, it is important for individuals to have a sense of purpose in their work. One way to reinforce this purpose is by highlighting how projects and tasks reflect the center's mission and vision. This will help faculty and staff understand how their role directly connects to center's overall goal of improving the lives of individuals with disabilities and their families.

4. Giving and Receiving Feedback: When discussing feedback, we often place the responsibility on the supervisor, but the feedback process should actively include both the supervisor and supervisee. A culture of feedback needs to be established, where individuals request feedback, provide self-reflection, and receive thoughtful, constructive, and addressable feedback from their supervisors. This process should be ongoing, and again highlight how an individual is contributing the larger mission of the center.

5. Mentoring: Mentorship has a two-fold connection to belonging. Firstly, it allows faculty and staff to develop a meaningful connection with a trusted colleague, and two, it allows them to reflect on their role within the organization and network. Center leadership, who had advanced within the network, reported that their success was partially due to the mentorship they had received throughout their careers. One director stated mentorship

has been a constant throughout his career, and that he aims to provide this to every member of his faculty and staff. He stated that it is time consuming, but he prioritizes meeting with each staff member throughout the year, even if he does not directly supervise them. This allows him to better understand each member of his team, so he can strategically assign them to projects and tasks based on their goals and values.

     a. Though center-based mentoring is preferable, network level mentorship is another option for AUCD to consider. A peer mentoring program or voluntary mentorship program would allow faculty and staff to build relationships with other network members and explore new perspectives. While individual UCEDDs may differ, peer mentors or network-based mentors would still be able to relate to one another and understand the context in which the individual is working.

6. <u>Affinity Groups:</u> As Conqual stated, individuals need to feel seen within their organization, to feel as though they belong. Unfortunately, this may not always occur within individual centers for a variety of reasons. For example, a staff member might be the only person with a disability employed by their center. To help individuals feel seen, we recommend that AUCD develop affinity groups, such as:
   - Assistant and Associate Directors
   - BIPOC
   - Women in Leadership
   - Persons with Disabilities
   - Family Members
   - LGBTQ+
   - Discipline Specific

These groups will function similarly to Special Interests Groups, but instead of being associated with a topic area, they are grounded in participants' shared identity. These groups will not be required to develop products or policies. Their primary function will be to create an opportunity for networking and peer support.

When discussing belonging, centers must acknowledge that many of these recommendations address change at the organizational level. While these recommendations will ideally help create and promote a sense of belonging for all faculty and staff members, it would be naïve to suggest that this will always occur. An organization can see measurable improvement, while an individual continues to feel disconnected, unseen, unheard, and unsupported. Therefore, a commitment to belonging must be coupled with a robust feedback loop. Faculty and staff must have the opportunity to share how the organizational changes have affected them. This may require additional changes at the individual level through the supervisor/supervisee relationship. Belonging is process that needs to be continually evaluated to ensure that is relevant to the people and environment.

Recruitment Recommendations

Due to the national workforce shortage in critical disability-oriented disciplines, centers may not have the candidate pool that they desire when recruiting for a new position. This can unfortunately result in centers hiring individuals, whose skills or values do not align with either the position or the organization. This mismatch between the individual and the organization can

have a negative effect on project outcomes and productivity, while also resulting in turnover. As previously stated, it is difficult to retain faculty and staff if they do not feel aligned with the organization's mission and vision. Therefore, while it may be more difficult and time consuming, it is essential for centers to hire individuals, whose values align with the organization, even if their position-related skills need to be further developed. The Harvard Business Review, as well as many top staffing organizations, suggest that organizations should hire for values and dispositions first, and skills second (Lewis, 2011). The rationale is that it is more difficult to foster values than it is to teach skills. Due to the dynamic environment of UCEDDs, it is likely that faculty and staff will be assigned to various projects over their tenure with the organization. Though the projects may require different skill sets, they will all theoretically align with the UCEDD goal of improving the lives of individuals with disabilities and their families. Thus, if an individual does not fundamentally agree with this goal, they may struggle to produce high quality work.

When speaking with center leaders, we asked what traits and characteristic they look for in potential candidates. The following list was curated based on their responses. The top five most desirable traits were named based on how frequent they were mentioned, or by how closely they connect to the UCEDD core functions.

Five Most Desirable Traits: An infographic with this information can be found in Appendix 3.

- **Love of Learning:** Candidates should demonstrate a desire to learn, as UCEDDs are everchanging and faculty and staff are often tasked with taking on projects that are outside of their discipline or area of expertise. Strong candidates will seek out opportunities to learn about themselves, their discipline, evidence-based practices, and innovative ways to support individuals with disabilities and their families.

- **Entrepreneurial:** Candidates should be familiar with the soft-money environment and be forward thinking regarding funding. Strong candidates will have demonstrated success securing grants and contracts. They will also be creative and consider additional funding streams, such as fundraising, strategic partnerships, and fee for service activities.

- **Flexibility and Embracing Opportunity:** Candidates understand that UCEDDs are dynamic organizations that are responsible for responding to their state's specific needs. Therefore, the individual's position, projects, and tasks are likely to change each year. Candidates should embrace change and see these changes as opportunities for growth and skill development.

- **Connection to the Disability Community:** UCEDDs are charged with improving the lives of individuals with disabilities and their families and therefore, must ground their work in lived experience. A strong candidate will have a personal connection to the disability community or have previously worked within the disability community. This connection will ideally help candidates remain motivated and better understand the purpose, mission, and vision of the UCEDD, and allow the center to stay connected to the

needs within their state.

- **Values Match the Organization's:** Candidates should demonstrate and promote values like inclusion, diversity, social justice, and self-determination.

The following traits were also listed as desirable by center leaders. These traits are listed in no specific order.

- **Curiosity:** Like love of learning, candidates should demonstrate a sense of both general and intellectual curiosity. Strong candidates will ask questions, assess community needs, and seek out opportunities for personal growth and development.

- **Proactive:** Individuals should be forward thinking and take initiative.

- **Willing to Take Risks:** Individuals should be willing to take risks and not be afraid to fail. They should also be wiling to think outside of the box when addressing the needs of individuals with disabilities and their families.

- **Humility:** Individuals should recognize their own limitations or mistakes, listen to, accept, and implement feedback, and lastly, be self-reflective.

- **Systems Thinkers:** Individuals should consider how systems are interconnected and how this interconnection can be either a barrier to change or proponent of change.

- **Relationship Building:** Individuals should be able to develop and maintain relationships and strategic partnerships. This trait specifically relates to an individual's ability to work with external stakeholders and community partners.

- **Innovative:** Individuals should introduce new ideas and creative ways of thinking. They should consider new and diverse ways to solve problems.

- **Positive Energy:** Individuals should be enthusiastic, joyful, and believe that situations and obstacles can be overcome.

- **Collaborative:** Individuals should work well within interdisciplinary teams and be focused on achieving a common goal. They should also be cooperative, encourage their team members, and engage in the brainstorming or problem-solving process.

Center leadership must be mindful of diversity when making hiring decisions. Centers should represent their state's racial and ethnic diversity, and individuals with disabilities need to be included in meaningful ways.

While centers should hire for values first and skills second, it is important that position descriptions be competency-based and accurately reflect the position's responsibilities. Competency-based descriptions emphasize the skills, behaviors, and knowledge needed for an individual to successfully thrive within a role (Peregrin, 2014). In his article, Peregrin states that Northwestern University defined the three competency areas as follows:

- **Skills:** Abilities needed to execute job duties. For example, a position may require an individual to understand how to analyze data using statistical software.

- **Knowledge:** Areas of specialty or expertise. For example, a position may require expertise in positive behavioral interventions and supports.

- **Behavior:** Characteristics an employee must display on the job. For example, a position may require an individual to be resourceful, in order to help connect families to resources and services.

Furthermore, Northwestern University suggests that position descriptions follow a standard format and should include the following seven categories (Peregrin, 2014).

- **Job Information:** Position title, department name, title of supervisor, and supervisees if needed

- **Scope:** The positions responsibilities by type such as financial, supervisory, or research.

- **Principle Accountabilities:** This section should include a list of the position's primary tasks and responsibilities and the desired outcomes or results associated with these tasks.

- **Minimum Qualifications:** A list of the experience, education, or certifications needed to perform the duties outlined in Principle Accountabilities.

- **Minimum Competencies:** A list of the skills, knowledge, and behaviors needed to perform the job.

- **Preferred Qualifications:** The preferred experience, education, and certifications desired for the position.

In addition to utilizing competency-based position descriptions, centers should conduct behavior-focused interviews. Behavior-based interviews were developed in the 1970's by two organizational psychologists, Drs. William C. Byham and Douglas W. Bray. They believed that asking someone about their past performance is a better indicator of future behavior, than personality-based tests or questions. Behavior focused interviews require the applicant to tell stories that demonstrate how they would approach their work, a situation, or a problem based on experience. For example, an applicant might be asked "tell me about a situation where you had to make a decision under pressure" or "tell me about the most difficult decision you've had to make

in your job, and why it was difficult" (Peregrin, 2014). Individuals, who have participated in behavior-based interviews, often report that the interview was memorable because they felt they were being listened to and that they were able to highlight their experiences and successes.

Retention Recommendations

Benefits and Incentives

When discussing retention strategies, it is imperative that centers recognize applicants will have varying expectations regarding benefits and incentives based on their age, experience, previous fields, and family structure. Therefore, centers should highlight as many benefits and incentives as possible either on the position description, during the interview, or in the offer letter. Typically, preferences regarding benefits and incentives are discussed in relation to the five generations within the workforce, but these comments are often generalizations. Though there are differences among the generations, these beliefs can be misrepresentative and result in workplace conflict. Instead of categorizing benefit and incentive preferences by generation, our team has chosen to categorize them by type or function.

- **Financial Incentives:** Competitive Salaries, Bonuses, Stocks/Investments, Loan Forgiveness

- **Insurance Benefits:** Health (medical, vision, and dental) insurance, Life insurance, Short and/or Long-term disability insurance

- **Retirement Benefits:** 401K, Contribution Matching, Coaching/Advisement

- **Value-Based Incentives:** Respect, Societal Impact, Workplace Diversity

- **Career Growth Incentives**: Promotions, Professional Development, Tuition Assistance Programs, Awards and Professional Recognition, Feedback, Supervision, Mentorship, Skill Development

- **Lifestyle Incentives:** Flexibility, Telecommuting, Work/Life Balance, Camaraderie

Center leaders acknowledged that universities are often unable to provide competitive salaries, but do provide desirable insurance plans, retirement options, and tuition assistance programs. Two centers reported that their university offers the "best insurance in the state" and that access to this level of health care coverage is a primary motivator for individuals to pursue a position within their center. Another center stated that their tuition assistance plan is highly coveted and that at least five members of their staff are currently pursuing a bachelor's or master's degree. Regarding retirement, one center reported that their university contributes 14.2% of their salary each year. When advertising benefits and incentives, centers need to provide the applicant with this level of detail, instead of merely stating that insurance and retirement plans are provided. Applicants assume these benefits will be available to them but

may be unaware of how competitive the university's plans are and how they compare to large local corporations.

Centers should also highlight their value-based incentives, career growth incentives, and lifestyle incentives, as these incentives provide applicants and employees a deeper understanding of the workplace culture and priorities. Though these incentives have historically been valued by younger faculty and staff, they are all becoming more desirable since the pandemic. According to a 2020 Gallup poll, three out of five US workers had transitioned to remote work, due to pandemic, and reported that they would like to continue remote work to the greatest extent possible once the pandemic ended (Brenan, 2020). Employees desire flexibility and the ability to complete their work independently and remotely. Opportunities like remote work and flexible schedules also suggest that the organization is progressive and forward thinking, both of which may be enticing to applicants.

Recognizing Strengths

As mentioned, employees are seeking more than a paycheck, they are seeking an opportunity to thrive within the workplace. Research shows that individuals, who feel as though they are thriving, are more excited about their work, have higher levels of energy, and are more focused on their overall performance, health, and wellbeing. To thrive, an individual must utilize their strengths and talents within the workplace. When employees utilize their strengths, they have a greater sense of authenticity, and can identify their present successes, and begin to conceptualize opportunity for future growth, learning, and success. By helping employees ponder future opportunities, organizations are implementing an important retention strategy. Employees need to see a potential future with the organization if leadership wants them to consider staying with the organization. If a future, or professional growth and development, is not viable to the employee, they will begin to research or pursue other options for employment, leading to turnover.

Strengths should be regularly discussed with employees because research shows that when strengths are recognized and supported, individuals will be more likely to utilize their strengths. A study completed by Gallup research states that employees who use their strengths daily are six times more likely to be engaged on the job (Sorenson, 2014). Furthermore, Sorenson's article reported that Gallup found that it is more effective to build upon an employee's strengths than trying to improve their weaknesses. By recognizing an individual's strengths, leadership is contributing to their sense of belonging. The rationale being that Gallup states that individuals who feel that their supervisors focus on their weaknesses can become disengaged or feel ignored. The ability to utilize one's strengths not only increases productivity but also improves wellbeing. Gallup states that the more hours an American employees can use their strengths throughout the day, the less they report feeling worried, stress, angry, sad, or experience physical pain.

Using Strengths Counteracts Negative Emotional Experiences

The more hours each day that Americans can use their strengths to do what they do best, the less likely they are to report experiencing worry, stress, anger, sadness, or physical pain during the previous day. More than half (52%) of Americans who use their strengths for three hours a day or less are stressed, for example, but this falls to 36% for those who use their strengths 10 hours per day or more.

■ 0-3 hours   ■ 4-6 hours   ■ 7-9 hours   ■ 10+ hours
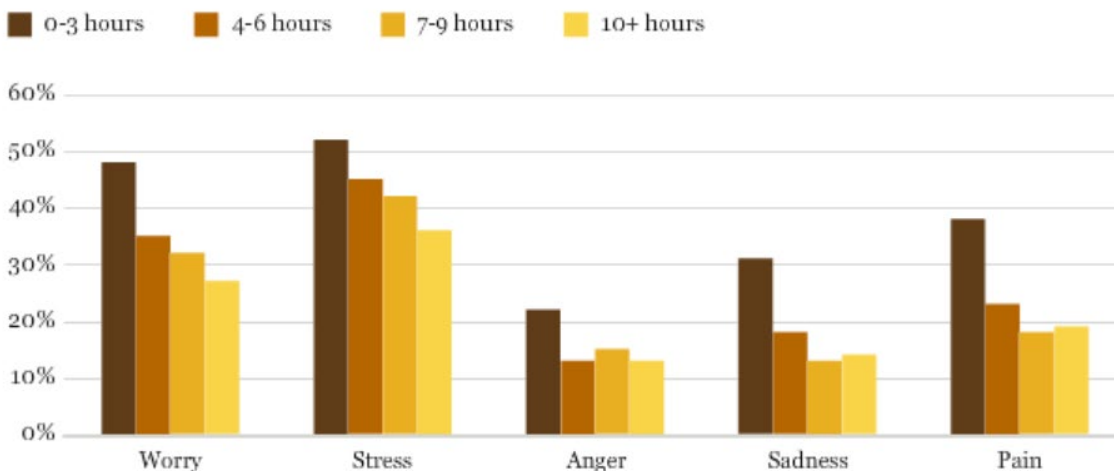
Gallup Daily tracking Aug. 23-27, 2012; Gallup-Healthways Well-Being Index

Organizations must remember that we can only promote an individual's strengths when they are aware of their strengths. Leadership needs to provide opportunities for individuals to learn of their strengths through assessments, such as the Values in Action Inventory (VIA), or the Clifton StrengthsFinder. These assessments help employees discover their talents and skills, and better articulate what they would like to enhance or improve upon.

Professional Development

One way that UCEDDs can help employees enhance and improve their strengths is through intentional professional development. Professional development must allow employees to acquire new knowledge, skills, and abilities that will directly corelate with their present responsibilities and provide competitive advantage for future roles. Professional development is a frequently discussed topic, and in 2013, organizations spent more than $126 billion dollars on training and development (Rodriguez & Walters, 2017). Though these terms are often used interchangeably, they have two different purposes. Training focuses on enhancing one's skills, knowledge, or competency, while development more broadly speaks to growth and ability to successfully complete future roles or responsibilities (Rodriguez & Walters, 2017). Training focuses on the present, while development focuses on the future. Though different, both contribute to an individual's desire to stay with an organization. According to Wognum and Torrington, as cited by Rodriguez and Walters, there are three categories for identifying training and development needs (2017).

1. Resolving problems that are focused on an individual's performance
2. Continuous improvement of working practices regardless of an individual's performance issues

3. Reviewing the organization through innovations and strategic changes

Rodriguez and Walters also state in their article that there are eleven ways to approach employee training and development. The ones most relevant to the UCEDD network are as follows (2017):

- Problem-centered: Analyzing and resolving performance issues due to insufficient skills
- Pre-planned formal training and development
- On the job training through coaching and mentoring
- Employee orientation
- Conferences
- Career planning and goal setting

These opportunities will help employees in their current roles, as well as prepare for future opportunities and growth.

During our interviews, we asked participants to share the areas of training and development needed by their staff. The following list was developed based on their suggestions.

- **Central Onboarding:** We asked each interview participant how they describe a UCEDD and AUCD and were frequently met with hesitation or an awkward laugh, as defining these entities can be difficult due to their complexities. In addition to having trouble defining these terms, center leaders mentioned that it would be beneficial for there to be a central onboarding available for all new faculty and staff. Based on participant comments, a set of online modules for the following topics would be welcomed by the network:
  - Questions
    - What is a UCEDD?
    - What is AUCD?
    - What is the DD Act?
    - What is our role within our state and nation?
    - What are our Core Functions?
    - What are the MCH Leadership Competencies?
    - What is a soft-money environment?
    - How does your role connect to the bigger picture?
  - Concepts
    - Systems Thinking
    - Systems of Care
    - Person-Centered Care
    - Inclusion
    - History of the Disability Movement
    - Advocacy: Lobbying vs. Educating

- **Universal Description of UCEDD**
  - Due to the variability in responses to the question, "*How do you describe a UCEDD?*", we recommend an elevator speech or shortened description be

developed. This can be used for job descriptions, websites, and promotional materials.

- o **Training Topics**: The following webinar or workshops were suggested by interview participants.
    - o Linking Business and Clinical Operations
        - o It is important for staff to understand how both sides of the organization function and are connected.

    - o Communicating with Human Resources
        - o Center leaders reported that one of their greatest frustrations was feeling misunderstood by the university's human resources department. They would appreciate guidance on how to better articulate their center's specific needs and discuss compensation for their faculty and staff. Another suggestion was how to develop a liaison between their center and the university's human resource department to allow for more clear and concise communication.

    - o Building Relationships with Government Relations
        - o As part of their mandate, Centers are tasked with the responsibility of educating elected officials on issues affecting the disability community. This however can be challenging, as it often conflicts with university policy regarding political activities. It is imperative then that UCEDDs interact with their university's government relations department to ensure that they are fulfilling their duties, while also abiding by university policy. This session would provide recommendations for how to speak with their center's government relations department and how to balance the roles of disability expert and state employee.

    - o Transition Planning
        - o Center leaders would appreciate more guidance on how to transition plan once the director has stated their intent to retire or pursue a new opportunity. Templates and discussion prompts for transition planning would allow centers to strategically create steps and procedures for this handoff.

    - o Management and Supervision
        - o Leadership, management, and supervision are three distinct terms, and while someone may be an experienced leader, they may struggle with organizational management or employee supervision. Most UCEDD faculty and staff come to the network from backgrounds in human services or academia and may have very little formal training in business operations and organizational management. Therefore, it is important to

provide mid-level managers and center leadership with training on how to develop their supervisory skills and increase their organization's productivity and efficiency.

- o Writing Competency Based Job Descriptions
    - o As discussed in the recruitment section, competency-based job descriptions provide candidates with a greater understanding of the position and its requirements and responsibilities. This may be a shift in thinking though, and therefore, centers would benefit from a session on how to distill the knowledge, skills, and competencies needed for each position they post.

- o Conducting Behavioral Interviews
    - o This session would be a follow-up to the session on competency-based job descriptions. This session would provide centers with tips and suggestions on how to conduct behavioral interviews. It would also provide a bank of possible questions and allow participants to practice using these questions in role play scenarios.

- o Recognizing, Understanding, and Utilizing Your Team's Strengths
    - o As said, employees are more productive and engaged when their strengths are recognized and utilized. This session would help managers identify their employees' strengths, understand how these strengths relate to the UCEDD environment, and lastly, how to utilize these strengths within projects. A version of this session could also be made available to faculty and staff, so they can better understand their own strengths.

- o Grant Writing
    - o Due to UCEDDs being soft-money environments, it is important for faculty and staff to understand how to identify, apply for, and secure grant funding. This session would introduce participants to the process and provide examples of successful applications and outline the skills needed to develop said application.

- o Meaningful Inclusion of Persons with Disabilities in the Research Process
    - o This session will focus on best practices for including individuals with disabilities in the research process with the goal of them serving as collaborators and co-investigators.

- o Providing Meaningful Mentorship
    - o This session will help individuals:
        - ▪ Recognize the importance and benefits of mentoring
        - ▪ Understand the mentor/mentee relationship

- Identify appropriate professional mentors
- Develop and monitor mentoring goals

- Using MCH Leadership Competencies to Guide Staff Development
  - The MCH Leadership Competencies provide a framework for leadership development within LEND programs. These competencies can provide opportunities for growth and development for established professionals, just as they do for pre-service trainees. Sessions should be offered that explain each of the competencies and how they contribute to an individual's success within the UCEDD network. Participants could take the MCH Navigator Self-Assessment and develop a professional growth plan based on the competencies that they want to enhance or improve.

- Promoting a Positive Workplace Culture
  - This session will focus on building a workplace culture centered on belonging, positive staff interactions, and staff engagement. The session should include data that highlights the benefits of a positive workplace culture. It will also explain how to develop and maintain these values within the UCED environment.

- Understanding Staff Similarities and Differences
  - As mentioned, UCEDD staffs are comprised of individuals of varying ages, backgrounds, educational levels, and disciplines. Therefore, it is important for leaders to learn how to best communicate with their teams, in order to increase their motivation and engagement. Though most research on generational differences states that these differences are minimal, and primarily based on meta-stereotypes, it is important to consider these differences. More importantly though, leaders should highlight similarities amongst their staff to help establish rapport and shared values.

- Giving and Receiving Feedback
  - This session will provide recommendations on how request, provide, receive, and implement feedback. This session will be for supervisors and supervisees alike, as both individuals need to be actively involved in the feedback process.

- **Associate or Assistant Director Training:** Like new employees, new assistant and associate directors need a central training that provides them with clarity and expectations for their role. This set of recorded modules will cover many of the topics outlined in the prior section titled, Training Topics.
  - Understanding their Role

- What will they be responsible for? What is expected of them? What new responsibilities should they be prepared to inherit?
  - Management and Supervision
  - Finding and Securing Funding
  - Communication and Transparency
    - This session will provide strategies for effective and transparent communication between leadership, faculty, and staff.
  - Maintaining Staff Motivation
    - This session will provide tips and suggestions for preventing staff burnout and maintaining motivation in times, such as the pandemic.
  - Recognizing, Understanding, and Utilizing Your Team's Strengths
  - Giving and Receiving Feedback
  - Transition Planning
  - What should they attend?
    - This session will address what types of meetings and events associate and assistant directors should attend, in order to be prepared to serve as a center leader in the future.
      - University Level Meetings
      - AUCD Level Meetings

Advancement Recommendations

Bolman and Deal's Four Frames Model refers to the lens in which a leader views a problem. While leaders may have a preferred frame, based on their strengths, personality, and perspectives, it is important that leaders be able to recognize the importance of each frame. Leaders need to be prepared to switch between frames or incorporate multiple frames into a single situation based on its complexity. By allowing for variation, Bolman and Deal hope to prevent leaders from become fixated or stuck. Leaders who are rigid and inflexible in their approach will likely be ineffective and have difficulty identifying an appropriate solution. When assessing a situation, leaders should ask themselves the following:
- What is the problem at hand?
- Which frame(s) is most appropriate for this situation?
- What do the individuals involved in this situation need?

Once these questions are addressed, the leader will be able to choose the appropriate frame or frames needed to solve the problem.

Based on Bolman and Deal's Model and responses from interview participants, we created the following infographic outlining the behaviors, skills, and competencies needed by UCEDD leaders. These behaviors, skills, and competencies were provided by center leaders, who had personally advanced within the network. If individuals want to advance within the network, they will need to recognize their preferred frame of reference and work on developing the others, because as said, leaders need to understand and represent all four frames.

UCEDD Advancement
Characteristics of Individuals Who Advance within the Network

STRUCTURAL
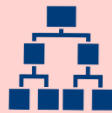
- ✓ Autonomous Worker
- ✓ Willing to Take Risks
- ✓ Entrepreneurial/ Innovative
- ✓ Collaborative
- ✓ Grant Writing Success
- ✓ Flexible
- ✓ Comfortable in Everchanging Environment

HUMAN RESOURCES

- ✓ Transparent Communicator
- ✓ Team Oriented
- ✓ Takes Personal Initiative for Growth
- ✓ Provides and Receives Mentorship
- ✓ Allows for Staff Exploration
- ✓ Promotes Professional Development
- ✓ Recognizes strengths in self and others

POLITICAL

- ✓ Responsive to State Needs
- ✓ Understands and Promotes Equity
- ✓ Focuses on Systems Change
- ✓ Builds and Maintains Strategic Partnerships
- ✓ Collaborates with State and National Partners
- ✓ Networks in and outside of AUCD Network

SYMBOLIC

- ✓ Visionary and Forward Thinking
- ✓ Values Lived Experience
- ✓ Intrinsically Motivated
- ✓ Has Positive Energy
- ✓ Personal Values Align with Organization's

JOB DESCRIPTIONS

The following position descriptions were developed based on the positions posted to the AUCD website over the past fifteen years. Each position includes a description of the UCEDD network, which was drafted according to the description included on the AUCD website. The description reads:

> Since 1963, University Centers for Excellence in Developmental Disabilities (UCEDDs) have worked towards a shared vision that foresees a nation in which all Americans, including Americans with disabilities, participate fully in their communities. The national network of UCEDDs is authorized under The Developmental Disabilities Assistance and Bill of Rights Act of 2000 or "DD Act", which outlines four core functions for all UCEDDS. These functions are providing preservice preparation, services (including technical assistance, community education, and direct services), research, and information dissemination. Centers work with people with disabilities, members of their families, state and local government agencies, and community providers in projects that provide training, technical assistance, service, research, and information sharing, with a focus on building the capacity of communities to sustain all their residents.

Additionally, each description is competency-based and follows the format discussed in the recruitment recommendations section. Lastly, the descriptions were drafted in plain language to increase accessibility and reach a larger and more diverse audience.

Director and Co-Director

Description of UCEDD and AUCD Network: Since 1963, University Centers for Excellence in Developmental Disabilities (UCEDDs) have worked towards a shared vision that foresees a nation in which all Americans, including Americans with disabilities, participate fully in their communities. The national network of UCEDDs is authorized under The Developmental Disabilities Assistance and Bill of Rights Act of 2000 or "DD Act", which outlines four core functions for all UCEDDS. These functions are providing preservice preparation, services (including technical assistance, community education, and direct services), research, and information dissemination. Centers work with people with disabilities, members of their families, state and local government agencies, and community providers in projects that provide training, technical assistance, service, research, and information sharing, with a focus on building the capacity of communities to sustain all their residents.

Description of Specific UCEDD:

Center's Mission and Vision:

Job Information:

> **Title:** Director
> **Department:**
> **Supervisor:**
> **Supervisees:**

Position Scope:

The Director and Co-Director will be required to administer all activities and provide leadership for the Center and its faculty/staff. Embedded within this broad range is the responsibility of writing grants and developing subsequent reports, administering projects as the Principal Investigator, managing and oversight of all Center budgets, overseeing the Center's faculty and staff, developing and maintaining relationships with agencies and programs external to the University as well as working effectively with university departments and systems.

Principle Accountabilities:

Specifically, the Director will be responsible for the following:

- Ensuring that the Center is fulfilling the UCEDD core functions: providing interdisciplinary training, providing community-based training and technical assistance, conducting research, and disseminating information
- Defining the Center's mission, vision, and strategic direction
- Understanding the organizational landscape of the university system and the developmental disabilities network
- Obtaining and implementing state and federal grants, contracts, and fee-for-service revenue related to the needs of persons with developmental disabilities and related disorders

- Providing leadership for innovation, strategic growth and expansion of the programs within the Center
- Developing and implementing the Center's data-driven five-year plan in collaboration with the Center's Consumer Advisory Council or governing board
- Providing service to the university community by teaching undergraduate or graduate level courses, providing student mentorship, and participating in university committees and workgroups
- Building and maintaining collaborative working relationships with relevant partners including federal and state policy makers and agencies, the AUCD and statewide DD networks, individuals with disabilities and their families, university administration and faculty across disciplines
- Identifying and addressing gaps in services, research and training related to individuals with intellectual and development disabilities
- Developing projects and initiatives that respond to the needs of individuals with disabilities and their families within our state
- Overseeing the Center's daily activities

***Minimum Qualifications and Competencies*:**

- A terminal degree in their field
- Extensive experience working with individuals with intellectual and developmental disabilities and their families
- Ability to develop and maintain strategic partnerships
- Experience serving as a principal investigator for a state or national grant
- Experience conducting quantitative and qualitative research
- An understanding of the UCEDD network and its role, purpose, and mission
- Excellent written and verbal communication skills
- Experience providing supervision to students and staff
- Ability to work within a complex and ever-changing environment
- Experience using Office Suite Software

Preferred Qualifications: An ideal candidate will have a terminal degree in education, rehabilitation, psychology, public health, medicine or other related fields. In addition to working within the field of intellectual and developmental disabilities, a strong candidate will have experience within the UCEDD network as either an assistant or associate director.

To be considered for the position, candidates should have minimum 5-10 years of experience related to program and grant management, as well as have a proven record of scholarship, leadership, and teaching. The director should have a record of research, publications, presentations, and grantsmanship. It will be expected that the director continues to engage in these activities upon appointment. Additionally, candidates should share the UCEDD network's vision of creating a nation where all individuals, including those with disabilities, have the ability to meaningfully engage in their communities. Furthermore, the director will embody the values of independence, productivity, and community inclusion as outlined within the DD Act.

Associate/Assistant Director

Description of UCEDD and AUCD Network: Since 1963, University Centers for Excellence in Developmental Disabilities (UCEDDs) have worked towards a shared vision that foresees a nation in which all Americans, including Americans with disabilities, participate fully in their communities. The national network of UCEDDs is authorized under The Developmental Disabilities Assistance and Bill of Rights Act of 2000 or "DD Act", which outlines four core functions for all UCEDDS. These functions are providing preservice preparation, services (including technical assistance, community education, and direct services), research, and information dissemination. Centers work with people with disabilities, members of their families, state and local government agencies, and community providers in projects that provide training, technical assistance, service, research, and information sharing, with a focus on building the capacity of communities to sustain all their residents.

Description of Specific UCEDD:

Center's Mission and Vision:

Job Information:

> **Title:** Associate/Assistant Director
> **Department:**
> **Supervisor:** UCEDD Director
> **Supervisees:**

Position Scope:

The Associate/Assist Director is an upper-level position with responsibility for leadership, oversight, management, and supervision of Center staff, projects, and activities. Areas of focus will be academic and program growth, research, strategic planning, grant writing, publications, and supervision of staff.

Principle Accountabilities:

Specifically, the Associate/Assistant Director will be responsible for the following:

- Assisting the director in ensuring that the Center is fulfilling the UCEDD core functions: providing interdisciplinary training, providing community-based training and technical assistance, conducting research, and disseminating information
- Participating in the center's management team and represents the director in their absence
- Understanding the organizational landscape of the university system and the developmental disabilities network
- Obtaining and implementing state and federal grants, contracts, and fee-for-service revenue related to the needs of persons with developmental disabilities and related disorders
- Determining opportunities for program enhancement and expansion

- Planning, conducting, evaluating, and presenting research, evaluation, and training projects
- Assisting in the development and implementation of the Center's data-driven five-year plan in collaboration with the Center's Consumer Advisory Council or governing board
- Providing service to the university community by teaching undergraduate or graduate level courses, providing student mentorship, and participating in university committees and workgroups
- Providing training and technical assistance to strategic partners and community members
- Building and maintaining collaborative working relationships with relevant partners including federal and state policy makers and agencies, the AUCD and statewide DD networks, individuals with disabilities and their families, university administration and faculty across disciplines
- Identifying and addressing gaps in services, research and training related to individuals with intellectual and development disabilities
- Developing projects and initiatives that respond to the needs of individuals with disabilities and their families within our state
- Overseeing the Center's daily activities

Minimum Qualifications and Competencies:

- A graduate degree in their field
- Five years of experience working with individuals with intellectual and developmental disabilities and their families
- Ability to develop and maintain strategic partnerships
- Experience serving as a principal investigator for a state or national grant
- An understanding of the UCEDD network and its role, purpose, and mission
- Excellent written and verbal communication skills
- Experience providing supervision to students and/or staff
- Self-starter and collaborative leader
- Strong analytical and creative problem-solving skills
- Experience using Office Suite Software

Preferred Qualifications: An ideal candidate will have a terminal degree in education, rehabilitation, psychology, public health, medicine or other related fields. In addition to working within the field of intellectual and developmental disabilities, a strong candidate will have experience related to program and grant management, as well as have a proven record of scholarship, leadership, and teaching. The associate/assistant director should have a record of research, publications, presentations, and grantsmanship in their area of interest and expertise. Candidates must demonstrate exemplary personal and professional skills within interdisciplinary teams of employees and be able to work within a fast-paced ever-changing environment. The Associate/Assistant Director will be expected to balance multiple and diverse projects and manage their own grants and budgets. They will also have experience conducting qualitative and quantitative research,

Business Manager

Description of UCEDD and AUCD Network: Since 1963, University Centers for Excellence in Developmental Disabilities (UCEDDs) have worked towards a shared vision that foresees a nation in which all Americans, including Americans with disabilities, participate fully in their communities. The national network of UCEDDs is authorized under The Developmental Disabilities Assistance and Bill of Rights Act of 2000 or "DD Act", which outlines four core functions for all UCEDDS. These functions are providing preservice preparation, services (including technical assistance, community education, and direct services), research, and information dissemination. Centers work with people with disabilities, members of their families, state and local government agencies, and community providers in projects that provide training, technical assistance, service, research, and information sharing, with a focus on building the capacity of communities to sustain all their residents.

Description of Specific UCEDD:

Center's Mission and Vision:

Job Information:

> **Title:** Business Manager
> **Department:**
> **Supervisor:**
> **Supervisees:**

Position Scope: The Business Manager is responsible for budgetary planning, fiscal management, human resource activities and business matters.

Principle Accountabilities:

- o Oversees the department's business operations, financial accounting, and internal auditing
- o Maintains oversight of state funds, foundation funds, departmental sales and service funds
- o Manages the center's purchasing and invoicing
- o Oversees the center's payroll process and approves leave requests
- o Collaborates with center leadership to develop business plans and financial reports
- o Prepares, presents, and reviews financial and management reports for internal and external audiences
- o Serves as the center's human resources liaison
- o Develops and monitors personnel policies and procedures
- o Manages, compiles, and processes all human resource requests
- o Oversees the faculty and staff promotion process
- o Provides outstanding customer service to faculty, staff, and external customers
- o Maintains relationships with campus departments, such as purchasing, accounts payable, human resources, legal affairs, and auditing

- o Maintains up to date knowledge of university policies and procedures and ensures the center is in compliance
- o Initiates and manages the contract routing process

***Minimum Qualifications and Competencies*:**

- o Bachelor's degree in business administration, finance, accounting, or a related field
- o Administrative experience pertaining to financial management and human resources
- o Strong budgeting background
- o Experience with recordkeeping or bookkeeping
- o Experience with projections, accounts receivable, accounts payable, and preparing accounting data
- o Ability to multitask
- o Capable of independently managing multi projects and deadlines
- o Ability to manage multiple budgets
- o Strong verbal and written communication skills
- o Excellent organizational skills
- o Detail-oriented
- o Proficient in Microsoft Office Suite

***Preferred Qualifications*:** An ideal candidate will have five years of relevant experience related to financial management and human resources. Additionally, they will have experience using the university's financial management system and human resources portal. The candidate will also have knowledge of university policy and procedures and have served in supervisory roles.

Data Coordinator

Description of UCEDD and AUCD Network: Since 1963, University Centers for Excellence in Developmental Disabilities (UCEDDs) have worked towards a shared vision that foresees a nation in which all Americans, including Americans with disabilities, participate fully in their communities. The national network of UCEDDs is authorized under The Developmental Disabilities Assistance and Bill of Rights Act of 2000 or "DD Act", which outlines four core functions for all UCEDDS. These functions are providing preservice preparation, services (including technical assistance, community education, and direct services), research, and information dissemination. Centers work with people with disabilities, members of their families, state and local government agencies, and community providers in projects that provide training, technical assistance, service, research, and information sharing, with a focus on building the capacity of communities to sustain all their residents.

Description of Specific UCEDD:

Center's Mission and Vision:

Job Information:

> **Title:** Data Coordinator
> **Department:**
> **Supervisor:** Research and Evaluation Director/Coordinator
> **Supervisees:**

Position Scope: The data coordinator will be responsible for database management and data analysis for all of the center's projects and initiatives.

Principle Accountabilities:

- Ongoing development and maintenance of data collection systems and database management
- Study design, coding schemes, data cleaning, data analysis, and data synthesis
- Ensures that projects are following and implementing the data security and management protocols as outlined in the project IRB
- Building multivariable regression models
- Providing data support to the center's training and technical assistance teams
- Implementing evaluation protocols
- Assists in the development of written products and presentation materials, such as figures, charts, and graphs
- Assists evaluation team with data visualization
- Communicates complex technical material to a diverse set of audiences

Minimum Qualifications and Competencies:

- Ability to manage, transform, probe, and clean data sets

- Ability to work on interdisciplinary teams
- Experience using and managing data management systems
- Experience analyzing data using programs like SAS
- Experience coding quantitative and qualitative data sets

Preferred Qualifications: The ideal candidate will have a graduate degree in public health or a related field, such as data sciences, or computer sciences. They will have at least three years of research experience (can be concurrent with their degree study), and be comfortable with programs such as SAS, R, Qualtrics, and RedCap. The data coordinator will also have experience analyzing large complex data sets and have knowledge of linear and logistic regression modeling and other data analysis techniques. Lastly, an ideal candidate will have a research background in health disparities and/or health outcomes research.

<u>Training Director/Coordinator</u>

Description of UCEDD and AUCD Network: Since 1963, University Centers for Excellence in Developmental Disabilities (UCEDDs) have worked towards a shared vision that foresees a nation in which all Americans, including Americans with disabilities, participate fully in their communities. The national network of UCEDDs is authorized under The Developmental Disabilities Assistance and Bill of Rights Act of 2000 or "DD Act", which outlines four core functions for all UCEDDS. These functions are providing preservice preparation, services (including technical assistance, community education, and direct services), research, and information dissemination. Centers work with people with disabilities, members of their families, state and local government agencies, and community providers in projects that provide training, technical assistance, service, research, and information sharing, with a focus on building the capacity of communities to sustain all their residents.

Description of Specific UCEDD:

Center's Mission and Vision:

Job Information:

> **Title:** Training Director/Coordinator
> **Department:**
> **Supervisor:**
> **Supervisees:**

Position Scope:

The Training Director/Coordinator will coordinate and oversee all academic and clinical training activities. They will be responsible for ensuring that the center fulfills the core function of providing interdisciplinary training.

(This position may also be responsible for specifically coordinating the LEND program. If so, include the following:

Leadership Education in Neurodevelopmental and Related Disabilities (LEND) programs provide long-term, graduate level interdisciplinary training as well as interdisciplinary services and care. The purpose of the LEND training program is to improve the health of infants, children, and adolescents with disabilities. They accomplish this by preparing trainees from diverse professional disciplines to assume leadership roles in their respective fields and by ensuring high levels of interdisciplinary clinical competence.)

Principle Accountabilities:

Specifically, the Training Director/Coordinator will be responsible for the following:

- Assisting the director in ensuring that the Center is fulfilling the UCEDD core functions: providing interdisciplinary training, community services, research and dissemination
- Participating in the center's management team and represents the director in their absence

- Understanding the organizational landscape of the university system and the developmental disabilities network
- Responsible for all aspect of the center's interdisciplinary training program, such as negotiating and managing budgets, monitoring timelines, providing supervision, recruiting faculty and instructors, contributing expert content, and completing funding reports
- Coordinating clinical and community-based field experiences for trainees
- Providing supervision, instruction and mentoring to undergraduate students, graduate students, and community trainees
- Developing learning opportunities for trainees and emerging leaders that expand their knowledge and skills related to person-centered and inclusive practices
- Recruiting and selecting trainees to participate in each interdisciplinary training cohort
- Determining opportunities for program enhancement and expansion
- Planning, conducting, evaluating, and presenting research, evaluation, and training projects
- Assisting in the development and implementation of the Center's data-driven five-year plan in collaboration with the Center's Consumer Advisory Council or governing board
- Building and maintaining collaborative working relationships with relevant partners including federal and state policy makers and agencies, the AUCD and statewide DD networks, individuals with disabilities and their families, university administration and faculty across disciplines
- Identifying and addressing gaps in services, research and training related to individuals with intellectual and development disabilities
- Developing and implementing training standards and evaluation criteria

Minimum Qualifications and Competencies:

- A graduate degree in their field
- Experience working with individuals with intellectual and developmental disabilities and their families
- Experience working within interdisciplinary teams
- An understanding of child development and family-centered practices
- Ability to work with individuals from diverse backgrounds
- Professional experience with training, research, and supervision
- Ability to develop and maintain strategic partnerships
- Experience with grant and report writing
- Understanding of adult learning strategies
- Excellent written and verbal communication skills
- Self-starter and collaborative leader
- Strong analytical and creative problem-solving skills
- Ability to communicate with a diverse set of stakeholders
- Experience using Office Suite Software

***Preferred Qualifications*:** An ideal candidate will have a master's degree in psychology, public health, social work, or a related field. They should have personal experience with working with people with disabilities and at least three years of supervisory or management experience. The candidate should have teaching and training experience and be able to communicate effectively with individuals from diverse backgrounds. Additionally, the candidate should be well connected within the disability community and be aware of critical issues facing the disability community.

Research Director/Coordinator

Description of UCEDD and AUCD Network: Since 1963, University Centers for Excellence in Developmental Disabilities (UCEDDs) have worked towards a shared vision that foresees a nation in which all Americans, including Americans with disabilities, participate fully in their communities. The national network of UCEDDs is authorized under The Developmental Disabilities Assistance and Bill of Rights Act of 2000 or "DD Act", which outlines four core functions for all UCEDDS. These functions are providing preservice preparation, services (including technical assistance, community education, and direct services), research, and information dissemination. Centers work with people with disabilities, members of their families, state and local government agencies, and community providers in projects that provide training, technical assistance, service, research, and information sharing, with a focus on building the capacity of communities to sustain all their residents.

Description of Specific UCEDD:

Center's Mission and Vision:

Job Information:

> **Title:** Research Director/Coordinator
> **Department:**
> **Supervisor:**
> **Supervisees:**

Position Scope: The Research Director/Coordinator is responsible for ensuring that the center fulfills the core function of research. They will be responsible for developing, directing, and implementing a wide variety of research and evaluation activities, as part of the center's five-year plan.

Principle Accountabilities:

Specifically, the Research Director/Coordinator will be responsible for the following:

- Coordinating the annual evaluation of the center's accomplishments and outcomes
- Designing, implementing, and supporting quantitative and qualitative research projects and evaluation plans
- Ensuring all projects have effective evaluation plans and are compliant with IRB protocols
- Obtaining and implementing state and federal grants, contracts, and fee-for-service revenue related to the needs of persons with developmental disabilities and related disorders
- Participating in the center's management team and represents the director in their absence
- Providing supervision and mentorship to graduate assistants and staff
- Conducting personal research, publishing articles, and developing manuscripts

- Collaborate with the center's faculty, staff, and trainees to ensure that the center's evaluation and research agenda is multi-faceted and connected to the disability community
- Providing service to the university community by teaching undergraduate or graduate level courses, providing student mentorship, and participating in university committees and workgroups
- Building and maintaining collaborative working relationships with relevant partners including federal and state policy makers and agencies, the AUCD and statewide DD networks, individuals with disabilities and their families, university administration and faculty across disciplines
- Identifying and addressing gaps in services, research and training related to individuals with intellectual and development disabilities
- Developing projects and initiatives that respond to the needs of individuals with disabilities and their families within our state

Minimum Qualifications and Competencies:

- A terminal degree in their field
- Ability to work in interdisciplinary teams
- Ability to manage multi projects, teams, and deadlines
- Experience working with individuals with intellectual and developmental disabilities and their families
- Experience with both quantitative and qualitative data analysis
- Experience writing, implementing, and evaluating evaluation plans and reports
- Experience securing funding and serving as a principal investigator
- Knowledge of IRB protocols and processes
- Experience with programs such as SAS, R, Qualtrics, and RedCap
- Experience in public health, community-oriented and/or disabilities research.

Preferred Qualifications: The ideal candidate with have a terminal degree in special education, education, psychology, public health or a related field. They will have a proven record of scholarship, leadership, and teaching. The Research Director/Coordinator should have a record of research, publications, presentations, and grantsmanship in their area of interest and expertise.

Dissemination Director/Coordinator

Description of UCEDD and AUCD Network: Since 1963, University Centers for Excellence in Developmental Disabilities (UCEDDs) have worked towards a shared vision that foresees a nation in which all Americans, including Americans with disabilities, participate fully in their communities. The national network of UCEDDs is authorized under The Developmental Disabilities Assistance and Bill of Rights Act of 2000 or "DD Act", which outlines four core functions for all UCEDDS. These functions are providing preservice preparation, services (including technical assistance, community education, and direct services), research, and information dissemination. Centers work with people with disabilities, members of their families, state and local government agencies, and community providers in projects that provide training, technical assistance, service, research, and information sharing, with a focus on building the capacity of communities to sustain all their residents.

Description of Specific UCEDD:

Center's Mission and Vision:

Job Information:

>   **Title:** Dissemination Director/Coordinator
>   **Department:**
>   **Supervisor:**
>   **Supervisees:**

Position Scope: This position will be responsible for ensuring that the center fulfills its core function of information dissemination. Their primary responsibilities will include social media management, website management, creating online and print marketing materials, and sharing stories related to the center's work and reach.

Principle Accountabilities:

Specifically, the Dissemination Director/Coordinator will be responsible for the following:

- Developing and implementing a social media plan
- Developing and implementing internal and external communication plans
- Overseeing the writing, editing, and dissemination of the center's newsletter
- Designing and maintaining a visually appealing and user-friendly website
- Increasing public awareness of the center's projects, initiatives, and outcomes
- Representing the center at resource fairs, conferences, and other disability focused community events
- Creating universally designed, culturally and linguistically competent, and accessible digital and print materials
- Educating the public through stories, data visualization, press releases, and events
- Collaborating with project leads to support dissemination of their activities and work
- Maintaining up to date knowledge of university standards related to branding, marketing, and accessibility

- Highlighting the lived experiences of individuals with disabilities and their families
- Communicating with diverse stakeholders such as individuals with disabilities, family members, university faculty and staff, university students, community partners, policy makers, and community members

Minimum Qualifications and Competencies:

- 2-5 years of relevant experience
- Experience developing social media and communication plans
- Experience developing and maintaining websites
- Experience with content development and digital publishing
- Proficient knowledge of social media platforms, such as Twitter, Facebook, and YouTube
- Proficient knowledge of Microsoft Office Suite
- Ability to collaborate and manage multiple deadlines
- Knowledge of best practices related to accessibility
- Has strong organization skills and an attention to detail
- Excellent oral and written communication skills

Preferred Qualifications: An ideal candidate will have experience with website management software and programs like Adobe Creative Suite. Additionally, they will have a working knowledge of Universal Design for Learning, plain language, and data visualization. They will also have experience working with individuals with intellectual and developmental disabilities, and be committed to the promotion of equity, diversity, and inclusion.

Community Engagement Director/Coordinator

Description of UCEDD and AUCD Network: Since 1963, University Centers for Excellence in Developmental Disabilities (UCEDDs) have worked towards a shared vision that foresees a nation in which all Americans, including Americans with disabilities, participate fully in their communities. The national network of UCEDDs is authorized under The Developmental Disabilities Assistance and Bill of Rights Act of 2000 or "DD Act", which outlines four core functions for all UCEDDS. These functions are providing preservice preparation, services (including technical assistance, community education, and direct services), research, and information dissemination. Centers work with people with disabilities, members of their families, state and local government agencies, and community providers in projects that provide training, technical assistance, service, research, and information sharing, with a focus on building the capacity of communities to sustain all their residents.

Description of Specific UCEDD:

Center's Mission and Vision:

Job Information:

>**Title:** Community Engagement Director/Coordinator
>**Department:**
>**Supervisor:**
>**Supervisees:**

Position Scope: The Community Engagement Director/Coordinator will be responsible for ensuring that the center fulfills its core functions of community education and information dissemination. This position will be community facing and oversee several training and technical assistance programs.

Principle Accountabilities:

Specifically, the Community Engagement Director/Coordinator will be responsible for the following:

- Overseeing project/programs for self-advocates, family members, and service providers
- Developing implementation plans (timelines, communication plans, staffing and supervision plans, budgets, project reports, and presentations)
- Coordinating and leading the delivery of all community facing services and activities
- Supervising and mentoring project and program staff
- Serving as the primary liaison between the center and community stakeholders
- Building and maintaining relationships with self-advocates, family members and community organizations
- Collaborating regularly with key stakeholders and community partners
- Obtaining state and federal grants, contracts, and fee-for-service revenue related to the needs of persons with developmental disabilities and related disorders
- Representing the center in disability-focused conversations and meetings

- Providing training and technical assistance throughout the state and nation
- Overseeing program evaluation and reporting
- Ensuring that all print and digital marketing materials are written in plain language, are accessible, and are culturally and linguistically competent
- Identifying and addressing gaps in services, research and training related to individuals with intellectual and development disabilities
- Developing projects and initiatives that respond to the needs of individuals with disabilities and their families within our state

Minimum Qualifications and Competencies:

- Prior experience independently managing and evaluating projects/programs
- Strong project management skills
- Strong written and oral communication
- Strong public speaking and presentation skills
- Experience working with individuals with disabilities and their families
- Ability to network and build community partnerships
- Ability to collaborate with numerous partners
- Ability to communicate to diverse audiences
- Ability to multitask and manage multiple deadlines
- Ability to creatively problem solve and redirect as needed
- Strong organizational skills and attention to detail
- Collaborative
- Self-starter
- Proficient in Microsoft Office Suite

Preferred Qualifications: The ideal candidate will have a graduate degree in a human service-related field and 5 years of relevant experience. They will have knowledge of advocacy strategies, disability justice, and disability history. They will also have established relationships with community partners, advocates, and family members. Ideally, the candidate will have a personal connection to the disability community and be recognized as a leader within that space. The candidate will have experience leading trainings for diverse audience such as individuals with disabilities, caregivers, service providers, educators, medical providers, and state leaders. Lastly, they will have experience managing grant funded projects/programs and understand university policies and procedures related to grants and contracts.

Project/Program Manager

Description of UCEDD and AUCD Network: Since 1963, University Centers for Excellence in Developmental Disabilities (UCEDDs) have worked towards a shared vision that foresees a nation in which all Americans, including Americans with disabilities, participate fully in their communities. The national network of UCEDDs is authorized under The Developmental Disabilities Assistance and Bill of Rights Act of 2000 or "DD Act", which outlines four core functions for all UCEDDS. These functions are providing preservice preparation, services (including technical assistance, community education, and direct services), research, and information dissemination. Centers work with people with disabilities, members of their families, state and local government agencies, and community providers in projects that provide training, technical assistance, service, research, and information sharing, with a focus on building the capacity of communities to sustain all their residents.

Description of Specific UCEDD:

Center's Mission and Vision:

Job Information:

> **Title:** Project/Program Manager
> **Department:**
> **Supervisor:**
> **Supervisees:**

Position Scope: The Project/Program Manager will be responsible for overseeing all aspects of project development, implementation, and evaluation.

Principle Accountabilities:

- Oversees project/program planning and implementation
- Ensures that all project/program goals and deadlines are achieved
- Coordinates the delivery of all services and activities
- Serves as the team lead and supervises project/program staff
- Serves as primary contact for the project/program
- Builds and maintains community partnerships
- Collaborates regularly with key stakeholders and community partners
- Develops implementation plans (timelines, communication plans, staffing and supervision plans, budgets, project reports, and presentations)
- Provides training and technical assistance related to the project/program's scope of work
- Oversees the evaluation process and reporting requirements
- Oversees the development of print and digital marketing materials
- Identifies and addresses gaps in services, research and training related to individuals with intellectual and development disabilities
- Develops projects and initiatives that respond to the needs of individuals with disabilities and their families within our state

***Minimum Qualifications and Competencies*:**

- Prior experience independently managing and evaluating a project/program
- Content knowledge related to the project/program
- Strong project management skills
- Strong written and oral communication
- Experience working with individuals with disabilities and their families
- Ability to collaborate with numerous partners
- Ability to communicate to diverse audiences
- Ability to multitask and manage multiple deadlines
- Ability to creatively problem solve and redirect as needed
- Strong organizational skills and attention to detail
- Collaborative
- Self-starter
- Proficient in Microsoft Office Suite

***Preferred Qualifications*:** The ideal candidate will have a graduate degree in a human service related field and 5 years of relevant experience. They will have content expertise related to the project/program's area of focus and will have established relationships with community partners. The candidate will have experience managing grant funded projects/programs and understand university policies and procedures related to grants and contracts.

Appendices

Appendix 1: Interview Questions

- o Is this your first position within the UCEDD network?
- o What is your position title?
- o What are your primary responsibilities?
- o Were you connected to the UCEDD network before applying for your position?
- o What do you enjoy most about your current position? Past positions within the network?
- o What motivates you to work within this field?
- o What motivates you to stay with your organization?
- o Have you participated in professional development opportunities through the UCEDD network?
- o Have you considered leaving the UCEDD network? If so, why?
- o Do you feel that the UCEDD network aligns with your long-term career goals?
- o Do you find working within a UCEDD stressful? If so, why?
- o Do you feel that there are appropriate opportunity to advance within your UCEDD and the larger UCEDD network?
- o What are the most important skills and perspectives you've gained since being employed by a UCEDD?
- o Do you consider yourself a leader within your organization? Why or why not?
- o How are salaries determined for your employees? UCEDD, budgets, university?

Staff with disabilities (Entry, Mid, or Advanced Level)- These will be asked in addition to the relevant questions based on the individual's staff level.

- What drew you to your current position?
- Do you feel that individuals with disabilities are well represented within the network?
- Do you feel supported within your UCEDD and the larger UCEDD network?
- Do you feel like you are engaged in meaningful work that utilizes your gifts, skills, abilities, and perspective as an individual with a disability?

Leaders responsible for UCEDD recruitment and hiring- These will be asked in addition to the relevant questions based on the individual's staff level.

- In your position, do you help recruit new staff and faculty?
- What qualities or characteristics do you look for in candidates?
- How would you describe your UCEDD and the UCEDD network to candidates?
- How do you retain staff and faculty?
- What do you feel are the network's greatest strengths and weaknesses?
- Do you provide any additional incentives besides salary and benefits to your employees?
    - o Example: Tuition reimbursement for advanced degrees

People who were previously UCEDD or LEND trainees and who have left the network

- Did you consider working within the network after completing your training program?

- If yes, why did you choose to pursue another opportunity?
- If no, why not?
- Would you be interested in returning to the network someday?
- What would influence your decision to return?
- Have you remained connected to the network since completing your program?
- What influenced your decision to leave the network after participating as both a trainee and staff/faculty member?

Appendix 2: AUCD Leadership Map: Participant Survey

Block: Default Question Block (22 Questions)

Page Break ─────────────────────────────────

───

Start of Block: Default Question Block

Q1 How long have you worked for your UCEDD?

○ 1-3 years (1)

○ 4-10 years (2)

○ 11+ years (3)

- -

Q23 Which region is your UCEDD located?

○ Northeast (1)

○ Midwest (2)

○ South (3)

○ West (4)

○ Not in continental US (5)

- -

Q2 Is this your first position within the UCEDD network?

○ Yes (1)

○ No (2)

Q3 What is your position title?

_____

Q4 Why did you pursue a position within the UCEDD network?

_____

_____

_____

Q5 Were you connected to the UCEDD network before applying for your position?

○ Yes (1)

○ No (2)

Q6 What motivates you to work within this field?

_____

_____

_____

Q7 Have you participated in professional development opportunities through the UCEDD network?

○ Yes (1)

○ No (2)

Q8 What was the name of the professional development program?

_____

Q9 Do you find working within a UCEDD stressful?

○ Yes (1)

○ No (2)

Q10 What are the primary stressors of working within a UCEDD?

_____

_____

_____

Q11 Please rate the following statements using the Likert scale below.

	Strongly Agree (1)	Somewhat Agree (2)	Neither Agree nor Disagree (3)	Somewhat Disagree (4)	Strongly Disagree (5)	Not Sure (6)
Working within the UCEDD network will help me achieve my long term career goals. (1)	○	○	○	○	○	○
There are appropriate opportunities to advance within my UCEDD. (2)	○	○	○	○	○	○
There are appropriate opportunities to advance within the UCEDD network. (3)	○	○	○	○	○	○
My academic and career training prepared me to work within the UCEDD environment. (4)	○	○	○	○	○	○
I am a leader within my UCEDD. (5)	○	○	○	○	○	○

Q12 What are the most important skills and perspectives you've gained since being employed by a UCEDD?

_____

_____

_____

Q13 Do you identify as a person with a disability?

○ Yes (1)

○ No (2)

○ Prefer Not to Answer (3)

Q14 What drew you to your current position?

_____

_____

_____

Q15 Please rate the following statements using the Likert scale below.

	Strongly Agree (1)	Somewhat Agree (2)	Neither Agree nor Disagree (3)	Somewhat Disagree (4)	Strongly Disagree (5)	Not Sure (6)
Individuals with disabilities are well represented within the UCEDD network. (1)	○	○	○	○	○	○
I feel supported within my UCEDD. (2)	○	○	○	○	○	○
I feel supported within the UCEDD network. (3)	○	○	○	○	○	○
I feel engaged in meaningful work that utilizes my gifts, skills, abilities, and perspectives as a person with a disability. (4)	○	○	○	○	○	○

Q16 Are you responsible for recruiting and hiring staff within your UCEDD?

○ Yes (1)

○ No (2)

Q17 What qualities do you look for in candidates?

_____

_____

_____

Q18 How do you describe your UCEDD and the UCEDD network to candidates?

_____

_____

_____

Q19 How do you retain faculty and staff?

_____

Q21 Do you provide any additional incentives, other than benefits, to your employees?

○ Yes (1)

○ No (2)

Q22 What additional incentives do you offer your employees?

_____

End of Block: Default Question Block

Block: Default Question Block (5 Questions)

Page Break ———————————————————————————————————

Start of Block: Default Question Block

Q1 UCEDD Name and Location
Ex: Center for Leadership in Disability, GSU, Atlanta, Georgia

_____

- -

Page Break ———————————————————————————————————

Q2 The Center for Leadership in Disability, at Georgia State University, is currently compiling resources and information about leadership trainings offered within the UCEDD network, in order to develop a Leadership Map for AUCD. The purpose of this map is to help UCEDD faculty and staff understand the knowledge, skills, and abilities needed to advance one's career within the network.

Does your UCEDD offer training programs and/or products related to leadership development?

(Please answer yes if you are currently offering programs, or have historically offered programs)

◯ Yes (1)

◯ No (2)

- -

Display This Question:

If The Center for Leadership in Disability, at Georgia State University, is currently compiling reso... = Yes

Q4 Please provide the following information about the programs and/or products offered by your center.

Program or Product Name
Intended Audience

Brief Description (1 paragraph is sufficient)
Contact Information for Program Coordinator or Product Developer

_____

_____

_____

_____

_____

Q5 Please upload any products or training materials for the programs mentioned above.

(Our team will be reviewing these documents to determine what skills are being highlighted throughout the network. Please note, that the materials will not be shared.)

Q3 Thank you for completing this survey. We appreciate your time.

End of Block: Default Question Block

Appendix 4: Most Desirable Traits Infographic

Desirable Traits of Applicants

Trait 1:
Love of Learning

Candidates should demonstrate a desire to learn, as UCEDDs are everchanging and faculty and staff are often tasked with taking on projects that are outside of their discipline or area of expertise. Strong candidates will seek out opportunities to learn about themselves, their discipline, evidence-based practices, and innovative ways to support individuals with disabilities and their families.

Trait 2:
Entrepreneurial

Candidates should be familiar with a soft-money environment and be forward thinking regarding funding. Strong candidates will have demonstrated success securing grants and contracts. They will also be creative about additional funding streams, such as fundraising, strategic partnerships, and fee for service activities.

Trait 3:
Flexibility and Embracing Opportunity

Candidates understand that UCEDDs are dynamic organizations, who are responsible for responding to their state's specific needs. Therefore, the individual's position, projects, and tasks are likely to change each year. Candidates should embrace change and see these changes as opportunities for growth and skill development.

Trait 4:
Connection to the Disability Community

UCEDDs are charged with improving the lives of individuals with disabilities and their families and therefore, must ground their work in lived experience. A strong candidate will have a personal connection to the disability community or have previously worked within the disability community. This connection will ideally help candidates remain motivated and better understand the purpose, mission, and vision of the UCEDD, and allow the center to stay connected to the needs within their state.

Trait 5:
Values Match the Organization

Candidates should demonstrate and promote values like inclusion, diversity, social justice, and self-determination.

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