2021 Report on

UCEDD-University Relationships and Agreements

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Table of Contents

Summary

This report is a follow up to a 2008 report that analyzed the agreements between University Centers for Excellence in Developmental Disabilities (UCEDDs) and their home or partner universities. In addition to updating the analyses of that report, this report incorporates additional data to better understand this relationship across the UCEDD network. For this purpose, a survey about university-UCEDD relationships, both before and during the COVID-19 pandemic was disseminated to UCEDD directors in August 2020 and agreements were requested from all UCEDDs. Analysis of survey responses and common components of the written agreements, both required and not, contributed to a better understanding of the university-UCEDD relationship. This report explores frequent themes and content areas of UCEDD agreements with their host universities, as required by grant renewal applications. This report is intended to provide information and ideas to UCEDD directors in managing their center's relationship with their university. As part of this, the collected agreements have been put in a library so that the UCEDD Resource Center (URC) can share examples, with permission, when requested.

The timing of this report is significant, given, that 42 UCEDDs will be applying to renew their core grants in 2022. Since 2015, the UCEDD Funding Opportunity Announcement (FOA) has required documentation of "a written agreement (MOU) or charter with the University which specifies the:

1. UCEDD designation as an official, independent university component;
2. The relationships between the UCEDD and other university components;
3. The University's commitment (including financial and other resources) to the UCEDD and the UCEDD's commitment to the university; and
4. That the UCEDD Director reports directly to a university administrator who will represent the interests of the UCEDD within the university."

Different language was used in previous FOAs to describe the requirements for written and signed agreements.

The agreement is intended to help establish the UCEDD's organizational capacity to meet the goals for the UCEDD core grant and the Developmental Disabilities Assistance and Bill of Rights Act of 2000 (DD Act). This law mandates that UCEDDs "shall be interdisciplinary education, research, and public service units of universities […] of public or not-for-profit entities associated with universities" (Sec. 153(a)(1)). The annual FOA contains additional requirements for the application to better establish the relationship between the University and the UCEDD. These aspects could be included in the MOU or other parts of the application and include items about organizational structure, leveraging resources, including diverse individuals, the qualifications of the UCEDD director, the qualifications of the faculty and staff, the Consumer Advisory Committee, collaborative relationships with DD Network partners, and participation in community networks. The 2021 FOA and an archive of FOAs since 2015 are available on the URC website.

In the MOU and survey analysis, some themes emerged. Formal UCEDD-University agreements tended to prioritize administrative components of their relationships, over addressing issues of UCEDD mission and function. Additionally, UCEDDs frequently identified financial support as a key way universities showed support (15/34). These supports, however, appear insufficient as almost a third (11/35) of respondents cited financial challenges in their relationship with the University.

Background

The Association of University Centers on Disabilities (AUCD) supports 67 UCEDDs, 52 Leadership Education in Neurodevelopmental Disabilities (LEND) Programs, and 14 Developmental Disability Research Centers (IDDRCs).

The largest of the three networks is that of the UCEDDs, which receive core funding administered by the Office of Intellectual and Developmental Disabilities (OIDD) within the Administration for Community Living (ACL), US Department of Health and Human Services. Currently, OIDD funds 67[1] UCEDD grants. One grant funds the Pacific Basin UCEDD (PBUCE), which has sites in two pacific territories. In this way, the UCEDD network covers every US state and Territory. The core functions that each UCEDD is responsible for performing as defined by the DD Act (Sec. 153(a)(2)) are:

> *(A) Provision of interdisciplinary pre-service preparation and continuing education of students and fellows…*
> *(B) Provision of community services—*
> > *(i) that provide training or technical assistance for individuals with developmental disabilities, their families, professionals, paraprofessionals, policymakers, students, and other members of the community; and*
> > *(ii) that may provide services, supports, and assistance for the persons described in clause (i) through demonstration and model activities.*
> *(C) Conduct of research, which may include basic or applied research, evaluation, and the analysis of public policy in areas that affect or could affect, either positively or negatively, individuals with developmental disabilities and their families.*
> *(D) Dissemination of information related to activities undertaken to address the purpose of this title...*

To implement the core functions, UCEDDs leverage their core funding from OIDD to expand their reach and partner with other federal, state, and local resources.

Methodology

For this report, AUCD sent email requests to all UCEDD Directors in August 2020 and February 2021 to request the completion of a University Support survey and submission of the UCEDD's written agreement with the associated university or institution of higher learning. Ultimately, 48 (70.5%) UCEDDs filled out the survey, and 46 responded to the call for MOUs

Table 1: Distribution of Responses relative to Administrative Homes

Administrative Home	Full Network	MOU Sample	Survey Respondents
Hospitals	30.9%	41.3%	33.3%
Administrative Office	26.5%	19.6%	30.8%
School of Education	22.1%	17.4%	23.1%
School of Health	11.8%	15.2%	10.3%
School of Human Services	4.4%	4.3%	2.6%
Other/Not Clear	4.4%	2.2%	0%

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[1] For the purposes of this report, 68 is used as the number of UCEDDs as PBUCE has two sites each with their own local relationship to their host institutions of higher learning. The denominator reflects the existence of 68 distinct agreements between a UCEDD and college or university.

(67.6%). Two respondents reported not currently having formal MOUs in place. The analysis thus looks at the 44 formal agreements shared.

As a whole, UCEDDs that submitted MOUS had administrative homes reflective of the network distribution (see Table 1); the proportion located in medical centers (41.3%), administrative offices (19.6%), schools of education (17.4%), or another department (21.7%) reasonably approximated that of the entire network.

Qualitative analysis was completed on the shared MOUs. The entire sample was analyzed for themes. Additional elements were tracked based on the DD Act, FOA, Regulations, and 2008 Report. Some common elements not meeting these criteria were also tracked. Each document was analyzed and coded for these elements.

The survey was designed in consultation with the UCEDD Resource Center's Project Advisory Committee (PAC) members and addressed COVID-19-related changes in the university as well as long-standing practices and relationships between the UCEDD and University. (See Appendix F for the full set of survey questions.) There were 44 distinct respondents to the survey and are representatively distributed across administrative homes (see Table 1).

This survey was disseminated during the height of the COVID-19 pandemic response, and thus, responses reflected the pandemic's significant impact on UCEDD and University relationships. This report attempts to address more permanent components of these relationships by focusing on MOUs and longer-term questions, to better understand long-term relational structures. However, all survey responses were impacted by the immediate context. Analysis of the COVID-19 questions was presented to UCEDD Directors in September 2020. See Appendix F for the full set of survey questions.

All 25 survey questions were optional, so the number of responses varies across questions; 4 questions addressed the COVID-19 pandemic and the remaining 21 addressed university-UCEDD relations more broadly. The survey included multiple question formats, open-ended responses and Likert scales ranging 1-5, with 1 being 'Not at All' and 5 being 'Thoroughly'. Basic quantitative analysis was done on the Likert scale questions to get means and medians across all respondents. With open-ended responses, themes were identified, and qualitative coding was conducted on all questions to sort and categorize responses.

UCEDD Faculty & Staff

Based on survey responses, UCEDD staff sizes varied greatly. The 33 UCEDDs[2] that reported FTE (Full Time Equivalence) had a mean of 63 FTE and a median of 36 FTE. The range of 277 (6-283) and standard deviation of 70.1 reflect the strong right skew. Despite the mean of 63 FTE, over two-thirds of respondents (24) were below both the mean and 50 FTE. Two UCEDD directors explicitly cited empty positions and difficulty filling them at the time of the survey, suggesting that figures could be suppressed. When describing the distribution of UCEDD employees between faculty and staff, a significant majority (78.4%, 29/37) reported being more than 50% staff. Only 5 (13.5%) of the 37 responding UCEDDs reported being over half faculty and 3 (8.1%) stated about an even split between staff and faculty. The pattern of being predominantly staff persisted across UCEDDs regardless of

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[2] Analysis is based on 33 responses. A 34th response was given but did not specify FTE: "80 full and part time staff."

Carnegie Classification, budget size, or administrative home. (See Appendix C, Table 3; Appendix D, Table 3; and Appendix E, Table 3.)

For faculty members, 36 UCEDDs reported which appointment types existed within their center. Most prevalent was a research appointment (66.7%, 24/36), however, clinical (52.8%, 19/36) was also quite common. Twenty (55.6%, 20/36) respondents indicated they had tenured faculty, while 12 (33.3%) indicated that there were tenure track faculty. Non-tenured faculty were reported by 19 (52.8%) respondents. See Appendix A, Table 13 for the full breakdown of appointment types and tenure status.

When asked "At what level are the faculty at the UCEDD integrated into your university?" with response options:

a. Relational Integration (working closely and collaboratively with others in academic units)
b. Administrative Integration (holding specific roles and responsibilities within the academic units)
c. Financial Integration (funded by academic units)

Respondents on average indicated that they were more integrated on a relational level than on administrative or financial levels (see Table 2).

Table 2: Level of Faculty Integration in the University

	Not at all (1)	Not Much (2)	To a Moderate Degree (3)	To a Significant Degree (4)	Thoroughly (5)	Mean	Median
Relational	1	4	13	15	5	3.5	4
Administrative	7	9	15	2	5	2.71	3
Financial	12	12	3	9	2	2.39	2

The pattern of being most integrated relationally and least integrated financially persists across all Carnegie classifications, budget sizes, and studied administrative homes. (See Appendix C, Table 2; Appendix D, Table 2; and Appendix E, Table 2 for full details.)

Faculty responsibilities to the university vary significantly between UCEDDs. Of the 38 survey respondents who reported on university responsibilities for faculty, 2 (5.2%) respondents reported that there were no expectations, over half (68.4%, 26/38) cited requirements to serve on committees. About a third of respondents (34.2%, 13/38) reported duties related to teaching and curriculum, as well as an expectation for collaboration. (See Appendix B, Table 1 for full breakdown and Appendix G, Table 3 for full responses.) Notably, beyond being required to serve on committees, 38.2% of respondents (13/34) reported that serving on committees, either required or optional, was an effective strategy for cultivating partnerships and champions. Furthermore, 62.7% (10/16) of survey participants reported collaboration more broadly as an effective strategy to advance the UCEDD's mission and reputation. (See Appendix B, Table 11 for full breakdown and Appendix G, Table 11 for full responses.)

University Services and UCEDD Needs

The survey asked how well various university services met UCEDD needs. Below, Table 3 indicates that 7 of the 8 university services included in the survey moderately or significantly met UCEDD needs.

Respondents most frequently reported that HR/Personnel Management (3.87/5), General Counsel (3.71/5) and Tech Support (3.68/5) significantly or thoroughly met their needs.

Table 3: Extent that Various University Services Meet UCEDD Needs

	Not at All (1)	Not Much (2)	To a Moderate Degree (3)	To a Significant Degree (4)	Thoroughly (5)	Mean	Median
Fiscal/Grant Management	2	5	11	13	7	3.47	4
Government Affairs	2	9	13	4	9	3.24	3
General Counsel	3	5	7	8	15	3.71	4
Tech Support	1	5	10	11	11	3.68	4
Communications	3	10	14	6	5	3.00	3
Evaluation	14	10	8	1	4	2.22	2
Human Resources or Personnel Management	1	1	11	14	11	3.87	4
Accommodations	4	7	11	6	7	3.14	3

Only Evaluation Support was deemed to not at least moderately meet UCEDD needs (2.22/5). Based on the qualitative survey responses, the dearth of evaluation support appears to be a minor concern for responding directors; only 3 (10%, 3/30) UCEDDs mentioned insufficient evaluation supports in their discussion of available University services (see Appendix B, Table C for full breakdown and Appendix G, Table 6 for full responses). Refer to Appendix C, Table 6; Appendix D, Table 6, and Appendix E, Table 6 to see how these needs are addressed across Carnegie Classifications, budget sizes, and administrative home.

UCEDD Finances

Fifteen (15) of 37 responses (40.5%) reported that UCEDDs were expected to be self-sufficient or did not receive monetary support from their universities. Other than that, financial expectations largely varied across universities. Analysis of qualitative survey responses revealed few common expectations for fiscal and grant management, which were to leverage funds as federally required (13.5%, 5/37), use the standard budgeting practices of the University (10.8%, 4/37), and direct money to the university through indirects, clinical revenue, and contracts (10.8%, 4/37). See Appendix B, Table 5 for complete responses.

Financial support from the university most frequently came in the form of facility and infrastructure support (73.5%, 25/34). These supports included paying for space, custodial services, and technology.

At least half of respondents indicated a return on indirect funds (50%, 17/34) or salary support (52.9%, 18/34) from the university. Among those who specified an amount for the return of indirect costs, rates

ranged from 9% to 80%, with one outlier removed[3]. The mean return of the 13 who reported a specific percentage was 41%[4], and the standard deviation was 2.6%.

The Relationship with the University

Strengths

When discussing strengths, the most frequent response was about having effective integration with the university and its support structures (28.6%, 10/35). Nine (9) UCEDDs (25.8%) cited the university's recognition and promotion of the center's work as another major strength. Financial supports and the autonomy for the UCEDD to make its own decisions were minimally reported, at 3 (8.6%) and 2 (5.7%) responses, respectively. See Appendix G, Table 7 for complete responses.

Table 4: Strengths in the University-UCEDD Relationship

Integration with University & Support	10
Recognition/Value	9
Autonomy	3
Specific Programs or Capacities	3
Financial	2

University Demonstrations of Support

The university demonstrates its support for the UCEDDs in a variety of ways, most commonly through financial support and public recognition. Over half of respondents (52.9%, 18/34) noted supportive public recognition from their UCEDD. While 15 reported financial support as a demonstration of support, 11 of 35 (31.4%) respondents elsewhere reported their biggest challenges with the university were financial. These responses have some overlap, reflecting how some UCEDDs have an ambivalent financial relationship with their host institutions. See Appendix G, Table 4 for complete responses.

Aligning the mission and goals of the center with that of the university, schools, and academic departments. Showcasing the talent and the interdisciplinary expertise, and our track record of convening partners and stakeholders around critical issues. We have been a very desirable partner over the past year.

Given the current UCEDD Network priority of advancing diversity, equity, and inclusion initiatives within centers, it is promising that 5 centers of 34 responding centers (14.7%) reported that their university sought the UCEDD's contribution for campus-wide efforts on similar initiatives. These technical assistance requests from universities suggest that the network is well-positioned to make an impact on this work, both within the UCEDD and for the broader higher education community.

Five UCEDDs shared that they are contributing to campus-wide initiatives promoting diversity, equity, and inclusion.

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[3] One response of .33% was excluded due to concerns that it was a typographical error.
[4] One response gave a range: "9-15%." For the purpose of the mean, the median 12% was used.

Cultivating Partnerships and Champions

Twenty-one (21) of 34 respondents (61.8%) indicated that effective collaboration is the most important way to create partnerships and find champions. Of the 21 citing collaboration, over half (61.9%, 13/21) indicated that committee or other group participation was an important way to enhance university relationships, including when it exceeded minimum

Table 5: Strategies Used to Cultivate Partnerships and Champions (34 Responses)

Collaboration	21
Committee & Other Group Participation	13
Advancing University Priorities	8
Personal Relationships & Networking	7
Hight Quality Work & Grants	7
Other	3

university requirements. Other notable strategies included participating in cross-department projects and getting more faculty involved in the UCEDD's work to advance its position. Seven (7) responses (20.6%) indicated that developing personal relations and networking was critical for fostering this collaboration.

To attract partners, 7 credited the high quality of their UCEDD's work and grants for naturally attracting interested partners within the university. By doing excellent work, potential partners take initiative with outreach, rather than the UCEDD needing to initiate a relationship.

Demonstrating how UCEDD work furthered university priorities was a key strategy for 8 respondents. While not necessarily targeted at specific individuals, the support and alignment indicated creates goodwill from the university administration and can positively impact on the UCEDD in the future.

We have had significant success in raising awareness of the ways our CED, Health Sciences Center (HSC), and larger University could collaborate. Each year or 5-year period, we come in with a list of those ideas for discussion.

The most mentioned champions for UCEDDs were Deans or Associate Deans, with 19 of 36 (52.8%) respondents mentioning them. Also common, with about one third of respondents reporting them, were department heads (30.6%, 11/36), provosts or associate/vice provosts (30.6%, 11/36), and other faculty that did not fit into any of the major categories (33.3%, 12/36). A third (33.3%, 12/36) of responses also included champions labeled 'other,' such as General Counsel, key members of the University Board of Trustees, and operational units on campus like residence life, financial services, and student health.

Notably, 4 of 36 (11.1%) UCEDDs included various campus-wide programs and offices around diversity and disability as major champions. Given the UCEDD networks current focus on equity, diversity, and inclusion, these offices could be good potential champions for UCEDDs looking for more productive partnerships and champions.

One UCEDD reported not having any "real champions." See Appendix B, Table 12 and Appendix G, Table 9 for additional information about UCEDD champions across the network.

Marketing the UCEDD

When asked about strategies to market the value and visibility of the UCEDD, there was frequent mention of marketing the UCEDD both within the University environment and in the broader community. Interestingly, however, no one communication method was mentioned by a majority of UCEDDs; 14 of 35 (40%) responses ended up classified as 'Misc. Communication' because there was little commonality. Some entries were vague, i.e., "communication tools," while others were specific methods, including radio programs, lunchtime topical seminars, academic publications, knowledge translation, and visual summaries. Some of these responses also mentioned work to tighten or improve communication plans, but no details were given. Social media was specifically mentioned by 7 of 35 (20%) UCEDDs, but only one platform was mentioned once (Facebook), and no other specifics were given.

Table 6: Strategies Used to Market the Value of the UCEDD	
Misc. Communication	14
Strategic Partnerships	10
Social Media	7
In House Comms Team	7
University News Sources	5
Nothing to Note	4
Newsletters	3
Press Releases	3
Other	2

The broad range of employed communication strategies could be reflective of the fact that only 7 of the 35 responses reported an in-house communications team or person within the UCEDD. Quite a few others mentioned relying on the university communications team, which resulted in inconsistent attention and promotion for some UCEDDs.

The strategy most mentioned for marketing the value and visibility of the UCEDD was leveraging strategic partnerships (29.4%, 10/34). These partners included other departments, individuals in the community, and key state disability and minority-serving institutions. Full responses about marketing strategies can be found in Appendix G, Table 11.

The strengths include our portfolio of externally funded projects is valued at the college and university levels. Increasingly we are being accessed to provide supports related to equity, diversity, and inclusion. Challenges include the incentive-based budgeting model... Another major challenge is how separate our work and personnel are from most academic programs. We can end up working in parallel rather than in an integrated way.

Challenges

There were 35 responses to the survey question asking respondents to explain the strengths and weakness of the UCEDD relationship with the University. Most addressed challenges that were particular or unique to their setting. Of those more widely applicable, financial challenges (31.4%, 11/35) and difficulties navigating the university bureaucracy or system (22.9%, 8/35) were most common.

On top of this, 4 (11.4%) explained how the university did not understand the UCEDD's work, which complicated advancing the work and mission of the UCEDD. This deficit in understanding is doubly problematic given that many UCEDDs rely on the University Communications team to generate publicity.

While not mentioned under challenges, 4 out of 35 (11.4%) UCEDDs reported having no formal strategy to market the UCEDD when discussing how they market the visibility of the UCEDD. This suggests that inability to get public recognition and support due to lack of communication supports is another

difficulty faced by some centers. See Appendix B, Table 8 and Appendix G, Table 7 for more complete information.

University-UCEDD Agreements

The request for agreements received 46 responses, however 2 of those reported having no existing formal agreement. As such, agreements between UCEDDs and Universities were collected from 44 of 68 centers. Of these, 37 (84.1%) were designated as Memorandum of Understanding (MOU), Memorandum of Agreement (MOA), or Agreement. Charters (13.5%, 5) and Assurances (2.7%, 1) were also submitted. Submitted agreements came from multiple administrative homes, and the distribution of university administrative home was representative of the entire network. See Table 1 for full results.

The survey asked about the current statuses of these agreements with their universities. The majority of the 30 responses (76.7%, 23/30) reported that no changes were being made and that none were desired.

Table 7: Current Status of Agreement

In the process of reviewing and revising agreement	3
No changes being made, but some change desired	4
No changes being made, none desired	23

Slightly over half (56.8%, 25/44) of the received agreements were open-ended, with no specific end date, though some of these specifically stated that the agreement is valid until the parties choose to review and update it.

Table 8: Administrative Home and Type of Agreement

Type of Agreement	Administrative Home						Total
	University Hospitals, Schools of Medicine, or Depts. Of Pediatrics	University Administrative Offices	Schools of Education	Schools of Health or Public Health	Schools of Human Services	Other	
Agreement, MOA or MOU	18	5	7	5	2	1	37
Charter	1	4					5
Assurances			1				1
No Formal Agreement				2			2
Total:	19	9	8	7	2	1	46

Themes and Observations of the MOUs

Agreements were primarily focused on the administrative relationship of the University and UCEDD. Content about UCEDD's mission and purpose or OIDD funding requirements was less prevalent. Of the 9 items that showed up in at least 50% of agreements, 6 were focused on administrative and personnel

issues. The 40% of agreements that discuss the individual UCEDD work and mission provided broad overviews rather than specifying any areas of focus within the IDD field.

University support of space and facilities was included in 35 of 40 agreements (79.5%); 40% (14/35) of those specify and guarantee accessibility. An uncommon inclusion was the commitment to pursue data-driven strategies (6.8%, 3/44). The MOUs do not elaborate what these strategies include.

Differences Across University Homes

Given the small number of some homes, it is not possible to fully compare across administrative homes or draw significant conclusions (See Appendix I for tests of statistical significance). This report will, however, touch upon a few differences, despite the lack of statistical significance. This section only looks at UCEDDs housed in administrative offices, hospitals/med schools, schools of education, and schools of health. Other categories were excluded due to low response rate.

While 84.1% (37/44) of submitted agreements were MOUs, MOAs, or agreements, only 55.6% (5) of the 9 responding UCEDDs housed in administrative offices fell into that category. The remaining 4 UCEDDs housed in administrative offices have charters in place, accounting for 80% of the 5 submitted charters.

Schools of Health appear less likely to include specifications about the center's autonomy, with only 1 of 6 mentioning it (16.7%). This is compared to 36.8% (7/19) of hospital/med school agreements, 55.6% (5/9) of administrative office agreements, and 62.5% (5/8) of school of education agreements.

For financial provisions, administrative offices are least likely to say that grant funds supplement rather than supplant existing funding but most likely to specify a return or reduction of indirect costs to the UCEDD (See Table 9 Below). However, few of these differences were statistically significant (See Appendix I, Tables 1 and 2 for t-values and p-values).

Lastly, agreements with Schools of Health were least likely (40%, 2/5) to specify that university personnel policies applied to and covered UCEDD staff and faculty. This provision was included in 77.8% (7/9) of administrative office agreements, 68.4% (13/19) of hospital/med school agreements, and 87.5% (7/8) of school of education agreements.

Table 9: Financial Provisions by Administrative Home

	Grant Funds Supplement, Not Supplant	Return or Reduction on Indirect Costs
Administrative Offices	0 (0.0%)	6 (66.7%)
Hospitals/Med Schools	4 (21.1%)	1 (5.3%)
Schools of Education	3 (37.5%)	2 (25.0%)
Schools of Health	3 (50.0%)	1 (16.7%)

Notable Items that Appear in a Small Number of Agreements

A few notable items showed up in one or two agreements and demonstrate how these agreements can be used to obtain assurances beyond the standard requirements. Notably, in the survey, one center reported that "the only challenge is the difficulty for people to access the UCEDD because we are on a large campus with a lot of students and limited parking spaces near the building." Another center's agreement with their university offers a way to address this. In that agreement and its guarantee of

accessibility, the university promises to "provide at least four (4) parking spaces for community members utilizing [Center] services."

Other interesting items that showed up in a small number of agreements included:

- Provision for ownership of all research and data: the center "will maintain the right of usage of all research data and products developed through funds leveraged by […] faculty until they are no longer deemed essential to the UCEDD core functions."
- A process for dispute resolution: "A. Any disputes with respect to this MOU will be presented to the President for resolution within a timely manner. B. In any event there is a conflict of interest with the President, the President Advisory Council will resolve the dispute within a timely manner."
- AUCD membership: "The [administrative home] will disburse the cost of the membership fee and will encourage the continued participation of the [UCEDD] in the Association of University Centers for Excellence, as mandated by the Developmental Disabilities Act of 2000."
- Education programming: "The University Shall: 1. Assume full responsibility for planning and execution of educational programs including programming, administration, curriculum content, faculty appointment, faculty administration, and the requirements for matriculation, promotion, and graduation." This agreement, and a few others, provide specific details about responsibilities around program requirements for both the university and UCEDD.
- Extra assurance of community feedback: "Before the application was submitted, [the UCEDD] provided its Community Advisory Council and the public and the State DD Council and Protection and Advocacy system an opportunity to comment on the application."
- Detailed statements of beliefs, principles, and values.

Table 10: Selected Statements of Beliefs, Principles, and Values
"We believe that:

- All people are capable of learning. […]
- To the maximum extent possible, persons with disabilities should be integrated into, rather than isolated from, the communities in which they reside.
- Effective services are characterized by a balance of living, teaching, and support elements that enable each individual to exercise his or her fundamental rights. […]
- Components of service delivery include at least the following: A safe environment; support and instruction, as necessary; recreation; leisure activities; nutritious and good tasting food; health care; clean and appropriate clothing; the dignity of risk; freedom to make choices; community inclusion and participation; integration; social support; friends; and the opportunity for happiness."

Renegotiating the Agreement

The survey questions addressing negotiations around the MOU had the fewest responses, at 8 and 9, compared to 30-38 responses for all other open-ended questions. This significant gap could indicate that UCEDDs have had few opportunities or reasons to negotiate with their Universities about the MOU. This approach is supported by the fact that strategies for revision were offered by all UCEDDs who reported

previous major revisions. No responses were received from those who had not previously undergone significant revision. Based on outside discussions with UCEDD Directors, however, it is also possible that these response rates reflect uncertainty about how to approach these negotiations and not knowing what technical assistance from AUCD would be helpful.

The technical assistance requested to help with agreement revision was most notably for help enforcing the MOU and understanding the university's legal responsibility (50%, 4/8). For example, one respondent said the only change "needed is for the university to abide by its agreement" and another wished for "an understanding of the University's legal responsibility to the UCEDD." Strategies already found effective for revision were using federal/state requirements (44%, 4/9) and effective communication (55.6%, 5/9). The 4 UCEDDs (44.4%) who used federal/state requirements discussed "[leveraging] the UCEDD reapplication as a time point to get agreements in writing" and "citing the DD Act regulations within the MOU and aligning with institution policies."

Conclusion

Clear patterns exist across the UCEDD network, including having high staff to faculty ratios, strong HR and personnel support from the University, and a desire for more intentional marketing strategies. University support varies considerably across the UCEDD network, both what happens in practice and what is established in the UCEDD-University agreement. While no one agreement covers all aspects of the relationship, there is a clear effort across the network to be compliant with the requirements established in the FOAs (See Appendix H).

The diverse experiences of UCEDDs across the network offer guidance and lessons for directors and UCEDDs evaluating their relationships with the University. Shared MOUs offer innovative methods to address specific concerns, like reserved parking and community involvement in decision-making.

Contact Information

Requests for additional information on this topic including requests for example MOUs should be directed to Jamie Koenig (jkoenig@aucd.org), Program Specialist for AUCD's UCEDD Resource Center.

Appendices Table of Contents

Appendix A: Tables from MOU Analysis (n=44)

Table 1: 10 Most Common Items

	Number Sharing Content	Percent Sharing Content	Content Area
10 Most Common Items	40	88.6%	Specifies Core Functions
	39	88.6%	Explicitly States University Support for UCEDD
	35	79.5%	University specifies financial or other resources for the UCEDD
	35	79.5%	University provides facilities
	34	77.3%	UCEDD is responsible to a university administrator
	31	70.5%	Establishes Consumer Advisory Council (CAC)
	31	70.5%	UCEDD Staff Covered by University Personnel Policies
	25	56.8%	Purpose of the UCEDD Network
	25	56.8%	Addresses Faculty or tenure for UCEDD staff
	19	43.2%	Specifies Autonomy of UCEDD

Table 2: Administrative Support and Structure

	Number Sharing Content	Percent Sharing Content	Content Area
Administrative Support and Structure	39	88.6%	States University Support for the UCEDD
	35	79.5%	University specifies financial or other resources for the UCEDD
	35	79.5%	University provides facilities
	34	77.3%	UCEDD is responsible to a university administrator
	31	70.5%	UCEDD staff covered by university personnel policies
	25	56.8%	Addresses faculty or tenure for UCEDD staff
	19	43.2%	Specifies autonomy and organizational structure of the UCEDD
	13	29.5%	Advisory committee other than CAC*
	12	27.3%	Director Credentials
	7	16.2%	UCEDD Director Selection Process

*Non-CAC advisory committees included here as they are typically made up of university staff and officials

Table 3: UCEDD Function

	Number Sharing Content	Percent Sharing Content	Content Area
UCEDD Function	39	88.6%	Specifies the four core functions
	25	56.8%	Purpose of the UCEDD network
	17	38.6%	Mission of individual UCEDD
	15	34.1%	Provides TA to the university related to disability
	7	15.9%	Disseminate info to state policymakers/legislature
	2	4.5%	Specifies data-driven strategic planning

Table 4: Funding

	Number Sharing Content	Percent Sharing Content	Content Area
Funding	15	34.1%	Leverage additional public and private funds
	11	25.0%	Specifies return or reduction of indirect costs
	9	20.5%	Grant funds to supplement and not supplant other funds

Table 5: Representation, Rights, and Access for People with Disabilities

	Number of Agreements Sharing Content	Percent of Agreements Sharing Content	Content Area
Disability Participation	31	70.5%	Establishes consumer advisory council
	14	31.8%	States UCEDD space must be accessible
	3	6.8%	Protects rights of people involved in program activities

Appendix B: Tables from Qualitative Analysis

Table 1: Type of Responsibilities UCEDD Faculty & Staff Must Contribute to the University (n=38)

Service	Committee Participation	Collaboration	Teaching & Curriculum	Research	None	Other
4	26	14	13	6	2	5

Table 2: What TA Would Help with Revising Your Agreement (n=8)

Help Enforcing MOU & Understanding University's Legal Responsibility	Seeing Other MOUs	Other
4	2	2

Table 3: What Strategies Have You Found Effective in Revising Your MOU? (n=9)

Using Federal/State Requirements	Effective Communication
4	5

Table 4: Please Provide a Narrative Description of the Financial Types of Support Noted Above (n=34)

Return on Indirect	Salary Support	General Funds	Facility/Infrastructure Support	Other
17	18	6	25	4

Table 5: Financial Expectations that the University Has for the UCEDD (n=37)

Pay Own Way	Leverage Funds	Expected Budgeting Practices	Money to the University	Other
15	5	4	4	8

Table 6: Narrative Description of the Types of Services Available to the UCEDD from the University (n=30)

Fiscal & Grant Oversight	9
Tech Support	7
HR Benefits	7
Lacks of Support	6
Library & Research Services	6
Other	6
Physical Space	5
Communications	5
General Counsel	5
Integrated – all available services	4
Evaluation	2

Table 7: Strengths in the UCEDD Relationship with the University (n=35)

Recognition/Value	Specific Programs or Capacities	Integration with University & Support	Autonomy	Financial
9	3	10	3	2

Table 8: Challenges in Your Relationship with Your University (n=35)

Financial	Accessibility	Division from Other Programs	University System or Bureaucracy	Not Understood by University	Other
11	2	2	8	4	2

Table 9: Ways the University Has Demonstrated that the UCEDD Matters to the University Mission (n=34)

Public Recognition	18
Financial Support	15
Diversity Efforts	5
Support Services	3
No Support Shown at the University Level	2
Used for Program Advancement	2
Allowed Autonomy or Self-Direction	2
Other	2

Table 10: Strategies Used to Cultivate Partnerships and Champions (n=34)

Collaboration	21
Committee & Other Group Participation	13
Advancing University Priorities	8
Personal Relationships & Networking	7
Hight Quality Work & Grants	7
Other	3

Table 11: Strategies Used to Market the Value and Visibility of the UCEDD (n=35)

Misc. Communication	14
Strategic Partnerships	10
Social Media	7
In House Comms Team	7
University News Sources	5
Nothing to Note	4
Newsletters	3
Press Releases	3
Other	2

Table 12: Key Champions within the University (n=36)

Dean or Associate Dean	19

Other Faculty (that don't fit elsewhere)	12
Other	12
Department Heads	11
Provost or Associate/Vice Provost	11
Directors of Other Programs	7
Vice President	7
President and/or CEO	5
Programs for Diversity and/or Disability	4
Miscellaneous Administrators	3
None	1

Table 13: Types of Faculty Appointment Held by UCEDD Faculty (n=38)

Research	24
Clinical	19
Instructional	11
Outreach	6

Tenure	20
Non-Tenure	19
Tenure Track	12

Associate	22
Assistant	20
Adjunct	15
Emeritus	10
Other	10

Appendix C: Tables for Analysis by Carnegie Classification

Table 1: Distribution of Carnegie Classifications

Carnegie Classification	Number in Sample	Number in Network
Doctoral – High Research	5	7
Doctoral – Very High Research	29	45
Master's – Larger Programs	2	2
Master's – Medium Programs	1	2
Mixed Bacc/Assoc	2	2
Spec 4y/med	4	9

Table 2: At what level are the faculty at the UCEDD integrated into your university? Mean (Median)

Carnegie Classification	Relational	Administrative	Financial
Doctoral – High Research	3.2 (3)	2.4 (3)	2 (2)
Doctoral – Very High Research	3.7 (4)	2.96 (3)	2.6 (2)
Spec 4y/med	3.25 (3.5)	2 (2)	1.25 (1)

Table 3: What is your ratio of faculty and staff at your UCEDD?

Carnegie Classification	Mostly Faculty	Mostly Staff	About an even split
Doctoral – High Research	0	4	1
Doctoral – Very High Research	3	18	1
Spec 4y/med	0	3	1

Table 4: Average FTE by Carnegie Classification

Carnegie Classification	Mean FTE (Median)
Doctoral – High Research	39.4 (40.5)
Doctoral – Very High Research	86.9 (39)
Spec 4y/med	27.9 (29.25)

Table 5: Please select which of the following types of financial support you receive from the University.

Carnegie Classification	General	Return on Indirect	Rent	Salary	Cost of Operations	Equipment, technology, or other material goods
Doctoral – High Research	1	4	3	3	0	0

Doctoral – Very High Research	14	10	10	14	6	8		
Spec 4y/med	2	3	2	3	0	2		

Table 6: To what extent are your UCEDDs needs in the following areas met by university services? Mean (Median)

Carnegie Classification	Fiscal/grant management	Government Affairs	General Counsel	Tech Support	Communications	Evaluation	Human Resources or personnel management	Accommodations
Doctoral – High Research	3.2 (4)	2.4 (2)	3.6 (4)	3.6 (3)	2.2 (2)	1.2 (1)	4 (4)	2.6 (2)
Doctoral – Very High Research	3.4 (3)	3.7 (3.5)	3.8 (4)	3.4 (4)	3.1 (3)	2.3 (2)	3.7 (4)	3 (3)
Spec 4y/med	4 (4.5)	3 (3)	4 (4)	4.75 (5)	3 (3)	3 (2.5)	4.25 (4.5)	3.75 (4)

Appendix D: Tables for Analysis by Budget Size

Table 1: Distribution of Budget Sizes

Budget Range	Sample Number	Number in Network
$0-5 million	9	22
$5-10 million	17	25
$10-15 million	4	10
$15-20 million	3	4
$20+ million	3	7

Table 2: At what level are the faculty at the UCEDD integrated into your university? Mean (Median)

Budget Range	Relational	Administrative	Financial
$0-5 million	2.8 (3)	2.3 (2)	1.6 (2)
$5-10 million	3.6 (4)	2.6 (3)	2.6 (2)
$10-15 million	4 (4)	2.5 (2.5)	2.5 (2.5)
$15-20 million	3.3 (3)	2.7 (2)	2.7 (2)
$20+ million	4.3 (4)	3.7 (3)	2 (1)

Table 3: What is your ratio of faculty and staff at your UCEDD?

Budget Range	Mostly Faculty	Mostly Staff	About an Even Split
$0-5 million	0	8	1
$5-10 million	3	11	2
$10-15 million	1	3	0
$15-20 million	0	3	0
$20+ million	0	3	0

Table 4: Average FTE by Budget Size

Budget Range	Mean FTE (Median)
$0-5 million	24.1 (24.5)
$5-10 million	36.96 (39)
$10-15 million	89 (95)
$15-20 million	234.7 (233)
$20+ million	110.5 (30)

Table 5: Please select which of the following types of financial support you receive from the University.

Budget Range	General	Return on Indirect	Rent	Salary	Cost of operations	Equipment, technology, or other material goods
$0-5 million	3	5	4	4	1	0

$5-10 million	4	11	8	13	4	6
$10-15 million	3	3	4	2	1	2
$15-20 million	2	3	0	2	0	0
$20+ million	2	1	1	2	1	3

Table 6: To what extent are your UCEDDs needs in the following areas met by university services? Mean (Median)

Budget Range	Fiscal/grant management	Government affairs	General counsel	Tech support	Communications	Evaluation	Human Resources and Personnel Management	Accommodations
$0-5 million	3.7 (4)	2.4 (2)	3.2 (4)	3.9 (4)	2.7 (2)	2.1 (2)	4.1 (4)	2.9 (3)
$5-10 million	3.1 (3)	3.2 (3)	3.7 (4)	3.6 (4)	2.8 (3)	2 (1.5)	3.7 (4)	2.9 (3)
$10-15 million	3.75 (4)	3.75 (4)	4 (4.5)	3 (2.5)	2.5 (2.5)	2 (2)	3.5 (3.5)	3.3 (3)
$15-20 million	3.7 (3)	4 (4)	4 (4)	3 (3)	4 (4)	2.3 (2)	4 (4)	4 (4)
$20+ million	4.3 (4)	4 (4)	4 (4)	4.3 (4)	4 (4)	3 (3)	4 (4)	3.3 (3)

Appendix E: Tables for Analysis by Administrative Home

Table 1: Distribution of Administrative Homes

Administrative Home	Number in Sample	Number in Network
School of Education	6	14
School of Health	4	7
School of Human Services	1	1
University Administrative Offices	12	18
University Hospitals, School of Medicine, or Department of Pediatrics	13	21

Table 2: At what level are the faculty at the UCEDD integrated into your university?

Administrative Home	Relational	Administrative	Financial

School of Education	3.8 (3.5)	3.8 (4)	3.5 (4)
School of Health	3.25 (3)	2 (2)	1.5 (1.5)
University Administrative Offices	3.1 (3)	2.5 (3)	1.8 (1)
University Hospitals, School of Medicine, or Department of Pediatrics	3.7 (4)	2.4 (2)	2.3 (2)

Table 3: What is your ratio of faculty and staff at your UCEDD?

Administrative Home	Mostly Faculty	Mostly Staff	About an Even Split
School of Education	0	5	1
School of Health	0	4	0
University Administrative Offices	2	8	2
University Hospitals, School of Medicine, or Department of Pediatrics	2	9	0

Table 4: Average FTE by Administrative Home

Administrative Home (# of responses)	Mean FTE (Median)
School of Education (4)	79.75 (36.5)
School of Health (4)	31.4 (31.9)
University Administrative Offices (12)	67.6 (47.5)
University Hospitals, School of Medicine, or Department of Pediatrics (9)	76.96 (36)

Table 5: Please select which of the following types of financial support you receive from the University.

Administrative Home	General	Return on Indirect	Rent	Salary	Cost of operations	Equipment, technology, or other material goods
School of Education	4	5	1	4	2	1
School of Health	2	3	3	3	0	0
University Administrative Offices	5	8	5	8	2	4
University Hospitals,	3	6	7	5	2	3

School of Medicine, or Department of Pediatrics								

Table 6: To what extent are your UCEDDs needs in the following areas met by university services?

Administrative Home	Fiscal/grant management	Government Affairs	General Counsel	Tech Support	Communications	Evaluation	Human Resources	Accommodations
School of Education	4 (4)	3.2 (3)	4.7 (5)	4 (4)	3.3 (3)	2.3 (2)	3.8 (4)	3.2 (3)
School of Health	2.5 (2.5)	2.75 (3)	4.25 (4.5)	4.25 (4.5)	2.5 (2.5)	1.25 (1)	3.5 (3.5)	2.25 (2)
University Administrative Offices	3.75 (4)	3.25 (3)	3.75 (4)	3.6 (3.5)	3 (3)	2.3 (2.5)	3.75 (4)	3.1 (3)
University Hospitals, School of Medicine, or Department of Pediatrics	3.2 (3)	3.5 (3.5)	3.2 (3)	3.3 (3)	3.1 (3)	2.2 (2)	4 (4)	3.4 (3.5)

Appendix F: Survey Questions

The following questions related to university-UCEDD agreements and UCEDDs' relationships with their University were included in the survey:

1. Please state the current status of agreement with your institution.
2. What TA would help you in revising your agreement?
3. Have you ever made substantive changes to your MOU?
4. What strategies have you found effective in revising your MOU?
5. What has been the impact of the university's response to the pandemic on the UCEDD? Consider the following areas:
   a. Financial (e.g. changes to return on indirect)
   b. Policies related to clinical, research, or educational activities (e.g. remote/hybrid/in-person courses or travel restrictions)
   c. Restrictions on staffing (e.g. furloughs or hiring freezes)
   d. Utilization of UCEDD expertise or University resources (e.g. requests for more training or TA within the University)
6. Have changes within the university in response to the pandemic required advocacy or intervention to protect your Center from negative impacts?
7. Please provide the total number of Center FTE as of July 1, 2020.
8. What is your ratio of faculty and staff at your UCEDD?
9. At what level are the faculty at the UCEDD integrated into your university?
   a. Relational Integration (working closely and collaboratively with others in academic units)
   b. Administrative Integration (holding specific roles and responsibilities within the academic units)
   c. Financial Integration (funded by academic units)
10. Please indicate all the types of faculty appointment that are held by your UCEDD faculty. (Check all that apply)
    a. Research
    b. Clinical
    c. Outreach
    d. Instructional
    e. Tenure
    f. Tenure Track
    g. Non-tenure
    h. Assistant
    i. Associate
    j. Adjunct
    k. Emeritus
    l. Other/Please Specify
11. Please describe the type of responsibilities UCEDD faculty and staff must contribute to the university (i.e. participation on university committees, collaboration with other university departments or other university community activities).
12. Please select which of the following types of financial support you receive from the University.
    a. General
    b. Return on Indirect
    c. Rent
    d. Salary

  e. Cost of Operations

  f. Equipment, technology, or other material goods

  g. Other (please specify)

13. Please provide a narrative description of the types of support you noted above.

14. What are the financial expectations that the University has of the UCEDD?

15. To what extent are your UCEDDs needs in the following areas met by university services?

  a. Fiscal/grant management

  b. Government affairs

  c. General Counsel

  d. Tech support

  e. Communications

  f. Evaluation

  g. Human resources or personnel management

  h. Accommodations

  i. Other (please specify)

16. Please provide a narrative description of the types of services available to you from your university (including what other University services are used by your UCEDD in addition to those above).

17. Explain the strengths and challenges in your relationship with your University.

18. In what ways has the University shown that the UCEDD matters to the university mission?

19. Who are your UCEDDs key champions within the University?

20. What strategies have you used to cultivate partnerships and champions?

21. What strategies have you used to market the value and visibility of the UCEDD?

Appendix G: Open Ended Responses

Table 1: What TA would help you in revising your agreement?

An understanding of the University's legal responsibility to the UCEDD, if any.
To my knowledge- we do not have a formal written agreement or MOU with the university. A request from AUCD and/or ACL would possibly result in action by the administration. My requesting such an agreement would likely not result in a written agreement. If an agreement is sought, suggested wording would be very helpful
Information on negotiated return of IDC
Individualized TA to clarify UCEDD's role and function within the college.
It may help to review other UCEDDs MOUs.
New as UCEDD director at this university. Preparing next five-year grant and would like to revise particularly around university support and return on indirects. Examples of other MOUs would be helpful.
The only revision needed is for the university to abide by its agreement to fund .50FTE of the director's salary for the academic year. This has been in the agreement for nearly 15 years, but has never been realized. I believe it will be difficult to attract a new director (when that becomes necessary---I'm not planning on leaving any time soon) if there is no direct fiscal contribution to the UCEDD.
Administration support of MOU Agreement to eliminate interference with Core Functions and 5 Year Plan.

Table 2: What strategies have you found effective in revising your MOU?

Meeting with Hospital administrators and discussing support needs
Clear documentation of expectations from external funding sources-both state & federal to create justification for changes
We have had significant success in raising awareness of the ways our CED, Health Sciences Center (HSC), and larger University could collaborate. Each year or 5-year period, we come in with a list of those ideas for discussion.
Provide rationale; discuss with Deans Council and Provost if changes proposed were significant. Discuss with Provost if minor changes were needed.
M-Tars and site visit
Leveraged the UCEDD reapplication as a time point to get agreements in writing.
Citing the DD Act regulations within the MOU and aligning with the institutions policies.
open, early, clear communication with university officials
The need to include an updated MOU with our five-year application was a natural prompt to update it.

Table 3: Please describe the type of responsibilities UCEDD faculty and staff must contribute to the university (i.e. participation on university committees, collaboration with other university departments or other university community activities).

N/A for MUST but some do participate on university committees, collaborate with other units on research and training grant activities.
There is an expectation of service to the university for all faculty. It is a requirement for promotion and tenure. Our UCEDD faculty sit in position such as: institute research liaison, medical school

accreditation committee, search committees, faculty council, ethic consultation committee, Graduate Medical Education, leasing for department with university Center for diversity and inclusion, community health and advocacy liaison to pediatrics.
service on committees, teaching in departments, collaborative research activities, mentoring and supervising graduate students
UCEDD faculty and staff participate on committees and collaborate with the [School of Medicine] and [School of Public Health]. Additionally, the UCEDD has a strong relationship with [another center on campus]. [University], [Institutional Home], and the UCEDD collaborate on advocacy and policy issues that impact people with disabilities across the lifespan in [state].
Participation in University committees, faculty roles within academic units, boards etc.
Division chiefs meetings within Pediatrics Collaboration on disability programs in other parts of the university
Department, college, university service, graduate student advising, collaborations with various units within the university.
Research faculty are expected to attend department, college, and university meetings and participate on committees. Our one lecturer is also expected to attend academic program meetings and program coordinator meetings. More collaboration and integration is being requested of our faculty with the college.
Our Director and a few staff participate on university committees. We work closely with five departments on grants and contracts.
Teaching: committees, course development or implementation, training development   Research: committee services (IRB; reviews), project study personnel or leadership   Service: committee throughout university; state service; national services
Collaboration with other university departments and colleges.
Participation in committees, collaboration across clinical training programs
HDI staff participate on university committees and collaborate across colleges. Ex. Diversity, Equity & Inclusion Leadership Team, Equal Opportunity Committee, Grievance Committee
Financial solvency to conduct programs (i.e., sufficient grant funding). Other roles/responsibilities are individualized.
Communication Sciences and Disorders Executive Committee, Department of Communication Sciences and Disorders Graduate Admissions Committee, Department of Communication Sciences and Disorders Rent Graduate Program Coordinator, Department of Communication Sciences and Disorders   Inter-professional Education Committee President's Commission on the Status of Women Coordinator, Disability Studies Minor, College of Health & Human Services
Committee work We actively seek opportunities to collaborate with other university departments/community activities- and invite participation of faculty from other departments/Schools in HDC activities
University committees, collaboration with other departments and medical school
University/departmental committees. Departmental/College meetings.
Same as all other faculty
Faculty have responsibilities that are measured yearly
Faculty serve on student dissertation and thesis committees; serve on promotion committees within academic departments
UCEDD faculty are expected to contribute to university as all other faculty in terms of scholarly activity, training and research as well as service on university committees. Staff have more specific responsibilities respective to the position for which they are hired, but may still participate on relevant university committees and will interact with other university departments

- Teaching - Research - Service (to the state, communities and also includes committee expectations) - Advising - Community engagement
UCEDD staff are responsible for collaborating with university departments, particularly those of an academic nature. The UCEDD is also responsible for working to provide opportunities for student learning and research and is encouraged to provide representatives for appropriate university committees.
Participation on university committees, attend monthly faculty meeting, complete annual evaluation
Tenured faculty participate in all university business. Research faculty have zero obligation to participate BUT all are welcome to if they choose to be involved. There are no pressures to do so or not.
Teaching, committee membership, thesis and dissertation mentoring
Faculty participate on committees and have teaching loads.
Most UCEDD faculty sit on university and community committees, including those related to IDD, behavioral health, diversity and equity, and family engagement. We by nature collaborate with multiple departments, examples include (but are not limited to): Psychiatry, Neurology, Public Health, Nursing, Transitional Medicine. In addition, we collaborate with other university faculty and staff through shared participation in community-based organization tables, especially those focused on racial equity, child development, anti-poverty initiatives, and employment.
Expectation to participate in university-wide committees (the director) but no departmental expectations for any staff.
University and College committees including IRB Graduate Research Policy Committee, Diversity Committee, Safety, among others- Engage with Affiliate faculty in two colleges
Director is Sr. Associate Dean for Child Health; Assoc Director leads Medicine as Profession for Medical School curriculum. faculty serve on department, School, and University committees. Faculty and staff serve on research councils, community engagement councils, and advisory boards of community agencies.
University committees School/departmental committees Programmatic collaboration with other departments/units Funding collaboration with department Teaching university courses
This is one of the TA requests submitted to AUCD and cause for MOU revisions.
Support the mission of the university, the strategic plan, and the institutional priorities through education, research, and service. These vary by position, but all are expected to contribute directly or indirectly to these priorities.
varies based on role and appointment
committee participation and teaching of 2 classes per year total
It varies. Almost all faculty serve on university committees. All teach (some on load and others with overload contracts). Selected staff may also teach on overload contract.

Table 4: Please provide a narrative description of the types of support you noted above.

Pay part of the Director's salary. Pay the Center's rent as it is at an off campus location. Receive .33% return on indirect.
Shared services: Pre/Post Award; very limited salary support-just what is required by the grant; cost share, government relations and legislative support (we applied and are on the university federal funding list). Communications (mainly consultation and amplification of work
We receive approximately $2.5 million in general operating funds from the university, and an 80% return on our indirect.

[University Foundation] provides a variety of support to the UCEDD, including: financial support, marketing and public relations, philanthropy, IT, office space, and administrative support.
limited support towards director salary
HR, purchase, reimbursement, accounting, offices All types of grant administration work are supported by the department, college, and university.
subvention through incentive-based budgeting Our university uses and incentive-based budget model that treats units like ours within a college as responsibility centers that must pay for central administration and services (e.g., rent, library, facilities). Because our income through indirect and tuition does not cover our costs, we receive a large "subvention" to make up the difference. So we do not pay for rent and other central resources, but we are under pressure to reduce our subvention.
We receive 48% return on indirect funds. The University pays 50% of the Director's salary.
The university provides a match to our UCEDD award that contributes salary, rent, and other funding crucial for linkages with faculty in other aspects of the university.
Foundation account Rent - we occupy 3/4 of a floor in a university building. We are not (currently) charged rent. I'm not sure that won't change in the year ahead - we are in "prime" space highly desired by other groups who can pay for it. For the Foundation accounts - (we created it and put $ into it; it gives us the flexibility to spend $ on family and self-advocate support that we cannot do with the federal grant)
We receive some general funds for specific programs and a small percentage of my salary as UCEDD Director. We also are supported to use these dollars to access Federal Medicaid Administrative Match dollars. We receive some return on indirects via direct payments to faculty working on grants and contracts in the form of bonuses.
We receive between 9-15% of indirects and additional % in startup generated from indirects. We also receive approximately $200,000 toward administrative salaries.
We receive a yearly allocation from the Dean to run our Center. Faculty receive 25% indirect return and the Center receives 25% indirect return. We do not pay rent or utilities other than phone.
Return on Indirect – The Institute on Disability receives a 50% return on indirect of all F&A costs collected by the University. Rent – The Institute on Disability receives office space at no charge as part of our MOU. Salary – The College of Health and Human Services provides 50% Salary support of our Center Director.
The university uses "Mission based Budgeting"- as a result, we receive a small (less than 10%) amount of funding for the Director and our Business Manager. We also receive between 50k-100k for general support for operating to cover expenses that we are not able to write into grants/contracts. Finally, the Dean's office generally obligatges state funds for grant applications that require non-federal contributions.
No direct support from the university. Provides office space and maintenance; we pay for our equipment, phones, fax, etc.
We don't pay any rent or fees for our space (e.g., 30,000 sq ft). We have access to University/College shared services (IT, HR, purchasing, grants management).
provides facilities, operations budget, fiscal officer, director, associate director and 2 FTE faculty positions
We receive some state funding for faculty positions (20%) in salary for scholarly activities and training. We receive computer and related technology services, business office support, support from our community engagement office. A small portion of indirects is returned to the PI for federal research grants and training grants.

- Salary support for director and tenure track faculty member - As funds are leveraged for director salary support, that funding can be applied for additional salary support - Office space   - Budgeted supplies, travel, books and subscriptions
The UCEDD receives a 20% return of the indirect costs collected by the university.
IT, HR, and business office support There is one IT person who troubleshoots problems, addresses technology questions/issues, and orders/installs computers.   There are two people in the department who are our HR representatives and interface with the College and School HR departments for hiring, personnel issues, and benefits/resources.   The department business office provides contract and grant management and fiscal oversight. We have grown too big for this to be sufficient and have brought someone on in the UCEDD parttime to assist and will be hiring another.
Building, space, utilities We receive sufficient space, excellent access to all infrastructure, technological, library, site licensed university software and hardware support.
General - IT supports Partial return on IDC No charge for space -- approximately 6,000 square feet Partial salary support for two faculty
The Executive Director salary is supported by the college. We have our own building that maintained by the college. We enjoy the support of the IT department, accounting, grants etc.
Fringe, indirects, space We have administrative cost sharing support from the University where the University supports a total of .30 FTE of the Director of Finance and Administration, this position is responsible for overall financial reporting and performance analysis, coordinating UCEDD-related information gathering throughout the University of Rochester. They manage all human resource functions and supervises use of technologies and social media in supporting programmatic activities., .35 FTE of Administrative Assistant Support, they are responsible for initiating procurement contracts, communication of business processes for UCEDD-related activities and facilities management., .30 FTE of Program Analyst support, they provide IT support for technology applications and social media that support UCEDD-related programs and activities. They provide reporting support for the programmatic activities of the UCEDD. The University provides classroom space for Project SEARCH. The university provides office space to each individual along with the administrative tools to be successful in their specific roles with the UCEDD (laptops, monitors, phones, etc).
Access to university resources, IT, motor pool, etc., but we pay for these as a direct service or as part of our IDC contributions to the university ($312K last FY)K The core UCEDD grant is not assessed the IDC. All other grants are assessed the full, allowable IDC. Of that amount, 35% is returned to our unit for development and basic administrative expenses. The university retains 65% of the recovered IDC ($312K last FY).
.5 FTE for director. Partial return of indirect Building we occupy is paid for by University .05 salary for Director Partial return of indirect @ 20%
School of Medicine provides support for rent for community need programs; Building maintenance provided by University, renovations supported by combination of university and Center endowment resources.
1. Get state appropriation as part of the university's state budget. 2. Receive 75% of indirects 3. All rent is paid by university 4. 12% of directors salary is covered by academic department 5. Receive decreasing financial support to offset computing technology (25k over three yeas).
Office space, internet access, and basic email/learning management system.
Small return on indirect We receive office space, clinical space, and a very small return on indirects generated.

Supports are provided through indirects
part of director/assoc director salary provided, some return on indirect, no rent charged
The university covers 11 months of the director's salary and 25% of the associate director's salary. We receive a modest return on the indirects we generate; most indirect costs are controlled by the dean's office. We get some primarily intangible "credit" for the courses we teach, but no direct revenue.

Table 5: What are the financial expectations that the University has of the UCEDD?

Mostly pay its own way - except for the financial support it provides described above.
That we continue to operate independently in administration and budgeting (not spend money we do not bring in). That we use our funds to leverage more funds. That we apply to projects that are in alignment with the federally negotiated indirect rates. Continue with a stable source of external funding.
To continue to leverage funding to support growth, students, research, and outreach activities.
I do not have access to the MOU at the time of this survey. I am happy to follow up with more detail ASAP.
Secure funding to support the staff
self-supporting
Self-sustaining.
See above
1) Balanced budget; 2) 52% of indirect; 3) Pay our own rent
Reporting procedures and policies are monitored throughout the year. Justifications are provided within line items and in terms of how UCEDD activities contribute to the university mission as well.
That we manage our own costs and do not add any additional costs to the University bottom line. That we generate F&A with any grants we receive in addition to the Core-- the university loses $ on the core grant (thus the grace re the no rent charge at present-- typically the full F&A pays for "rent" and other overhead expenses).
To be solvent and self-sufficient.
We are expected to generate the income required for our operations, including leased space.
Independent self-sufficiency. We contribute 50% of our indirect to the university.
[UCEDD] must support its own cost of operations, including infrastructure costs, 50% of the director salary, 100% of all faculty and staff salaries and 100% of off-campus occupancy costs. IOD must contribute 19% of all non-grant dollars to the University.
Indirect funds from grants and contracts go to the university- and a portion are "refunded" to the Dean. The Dean does not return the designated portion of indirects to the UCEDD. However, he often provides support for items on a case by case basis (using funds from the indirect pool).
The university and department take a financial portion of our clinical revenue and contracts
That we balance our budgets.
The same as other organized research centers on campus
to leverage resources
As a Center we are fairly self-supporting, pay Faculty Physicians' taxes,
Minimal expectation is to cover the costs of our faculty, staff and operations . Larger expectation is consistent with purpose of the Center which is to leverage the funding to improve and enhance our services, training, research and information dissemination through acquisition of contracts and grants
- Expectations are not identified - Director communicates funds leveraged from state/university investment and that typically ranges from 4% - 8%, depending upon the awarding and timing of grants/contracts

Generally, the UCEDD is expected to be financially self-sufficient, though financial support has been offered and provided by the Office of the Vice President for Research in certain circumstances in previous years.
The College of Medicine's priority is NIH grants with full indirects.
None
We are seen as largely self supporting.
Staff is paid for through grant and contract funds. Indirect funds go the college.
The university expects that the UCEDD adhere to all University and sponsor specific administrative accounting guidelines and cost principles. The University of Rochester is supportive of the core mission of the UCEDD and any subsidiary projects and will independently assess if additional financial support can be made available to ensure the ongoing success and mission of these specific projects.
That we generate ALL of our own salary, benefits and operational funds, and that we charge the full, allowable IDC on each sponsored program. Waivers for reduced IDC mandated by sponsors is allowed. Any matching funds must come from our own (UCEDD's) IDC return.
none, unless I am misinterpreting the question
Cover direct costs, contribute to operational costs.
With the support provided and external funds, be self-sufficient.
Expectations of supporting personnel however would not commit to the scope of work or activities of UCEDD.
Follow regular budgeting and accounting procedures of the University.
they take most of the indirect
We cover the expenses for some courses and we keep the external funding coming in.

Table 6: Please provide a narrative description of the types of services available to you from your university (including what other University services are used by your UCEDD in addition to those above).

All restricted funds go through Office of Sponsored programs, tech support through the university are provided but the Center has 2 of its own employees to meet tech needs; general council available totally, HR services provided through College and university, but the Center has a designated liaison, accommodations are approved by university but the Center has to pay for most.
none to report
We are integrated at all levels and with all available university services.
[University], [Institutional Home], and the UCEDD collaborate on a number of services, including professional and community-based trainings; advocacy and legal services for patients/families; joint trainees from a variety of disciplines in a variety of schools within the university; clinical services, and research opportunities.
Required to utilize all grant, procurement, & logistic services Large investment of UCEDD energy for financial transactions
We are integrated within the department and college. All grant management activities are handled by the university.
We have access to a great deal of services at our university. Our most accessed are sponsored projects administration, human resources, college business management, technology support. We are provided with less services related to communication, evaluation, grant management, accommodations so we pay for these directly.
We receive University benefits and retirement plans. We have access to all University Library resources. The office of Research Services provides support when we apply for grants.

There are various research and teaching services available to the UCEDD by the University. These include Talent & Culture, Shared Services, Office of Sponsored Programs, Research Development, and Tech Transfer divisions.
We have generally good support from our Fiscal, Contracts and Grants, Clinical, HR, ADA Coordinator, etc. They are responsive and accessible, and we work actively to sustain positive relationships. We complete all evaluation on our own internally at the CDD, but do have access to resources from the Center for Translational Research on an ad hoc and fee for service basis. We support virtually all our own technology, including servers, computers, etc. in alignment with our larger Health Sciences Center Tech Services group - again working actively to sustain positive partnership and relationships.
not sure what you're looking for here.
The list above covers it.
SPA - grant proposal development, submission, and post award support BSC - accounts payable and receivable IT - enterprise technology access Legal - support regarding matters that require legal attention UNHInnovation - support around matters related to intellectual property
The UCEDD typically is represented in School and campus governance bodies- which provides a means to advocate for changes and/or needs. The biggest thing the university does is to provide a physical location and general infrastructure. The office of Sponsored Projects provides fiscal oversight- which is generally helpful.
We have access to resources in the Diversity and Inclusion office.
see above
facilities, leadership, governance, communication
What is listed above adequately covers the services available from the university
- Libraries - Conference and meeting rooms, including spaces for large trainings/gatherings (non-COVID)
The UCEDD receives pre- and post-grant award fiscal and management support through the University's Office of Research Administration. The University's iTech department provides technological support while the General Counsel provides legal guidance and support. The University's communications department ensures consistent and approved messaging when using the UCEDD and University logos. Support for evaluation is available through various departments on campus, while support for accommodations and personnel/human resources management are provided in accordance with University policies and procedures through the Offices of Disability Accommodation and Human Resources, respectively.
All services
We are viewed as a university program, but we have the requirement to be self-sustaining.
Support and mentorship for diversity and equity issues are provided. We are supported with research mentorship infrastructure and can apply for internal pilot research grants. We receive other research support through the CTSI.
We have an internal grants management (accounting, budgeting, HR) and IT team. They collaborate with university offices, but mostly for approval. The work is done by UCEDD-funded staff. Our IT server is maintained in a central university location. We have access to all institutional software and hardware licenses and purchasing agreements. Our internal communications team feeds communication assets to the university team, but the UCEDD has its own distribution channels (local, state, national). We have full access to state motorpool and university facilities management resources.
1. OSP provides fiscal oversight and grant oversight (approval process assisting in audits-- The UCEDD also pays for a full time financial tech/grant manager 2. We manage most of our communication needs 3. Human Resources provides oversight on all hiring and personnel issue, salary schedule. A full

time personnel manager assures we work within university guidelines and timelines 4. UCEDD has 100% occupancy of a University owned building off campus as well as partial occupancy of a Boise based building. Projects pay rent on other offices across the state Child Care and AT
Core operational support research administration, human resources, marketing and communications, IT support, governmental relations, and advancement and development are provided by the University, School of Medicine, and Department.
1. Every two years, the UCEDD requires assistance to ensure we are represented in the state biennium budget. Gov't affairs supports this inclusion and budget request. 2. General counsel regularly assists the UCEDD in reviewing MOUs and other contractual relationship documents. 3. The UCEDD receives an annual review/evaluation by the Vice Provost for Research. It also receives a more robust internal/external review every five years.
Use of conference rooms and classrooms, security, and free parking at no additional cost.
Supports are provided through indirects to research unit, not overall university
The university maintains 3 physical locations housing center staff with custodial support. We have access to grants management and financial services, although we pay for the time of one of the individuals providing that support. The library is very supportive of acquiring books, videos and journals we request, and reference librarian support is excellent. We pay for most of the technology supports that are afforded us, other than the general IT security services available to the entire campus. Our HR supports and benefits are excellent. The development (fundraising) office has facilitated connections between funders and the center.

Table 7: Explain the strengths and challenges in your relationship with your University.

Strengths: grant writing capacity, post secondary transition program, ECHO superhub, multiple ECHOs related to COVID-19. Challenges- difficulties in bringing in fixed price contracts.
We have been a long established center and are not widely known. The past 5 years we have been working hard to amplify our work across the broader university. Our Center is seated in an Institute within the department of Pediatrics. We have to do a lot of partnering because there is such a strong emphasis on clinical services. The UCEDD is increasingly gaining traction and recognition within the University by putting effort into the university relationship.
We are generally supported and left alone as long as we continue to generate extramural funding. Nevertheless, we are often overlooked in broad discussions of university policy and finance...especially in times of crisis. There is a clear bias towards academic units and not research centers at our university.
[University] is a very large institution with many facets and schools. Our UCEDD is housed with Kennedy Krieger Institute through an affiliation with [the University], so there is an additional layer of complexity. Our UCEDD continues to work to reduce barriers and collaborate whenever appropriate with our colleagues at [the University].
Challenges, being held to same standards when funding is majority grant funded
Recognition and valuing of UCEDD & LEND & role in the state and community Even pre-pandemic limited institutional financial support STrong commitment to accessible space Almost non-existent university resources for development & fundraising
The strengths include all the supports we receive, easy collaborations with units within the university, and interactions with departments and college.   The only challenge is the difficulty for people to access the UCEDD because we are on a large campus with a lot of students and limited parking spaces near the building.

The strengths include our increasing visibility upholding the land-grant mission of the university. Our portfolio of externally funded projects is valued at the college and university levels. Increasingly we are being accessed to provide supports related to equity, diversity, and inclusion.   Challenges include the incentive-based budgeting model which treats us as a responsibility center, yet our work is primarily outreach services which cannot adequately reduce subvention. Another major challenge is how separate our work and personnel are from most academic programs. We can end up working in parallel rather than in an integrated way.

The University is unable to support us financially because of large deficits in the budget, which is exacerbated by COVID-19. The University administration is not able to provide much support either. The upside of all of this is that we have quite a lot of autonomy within the University, which allows us to be very nimble when opportunities arise. We have experienced two years of healthy growth and anticipate that FY21 will be good as well. As long as we are successful and balance our budgets, the University leaves us alone.

We have a close relationship with Health Sciences Center leadership. They are increasingly aware of our existence and incorporate us into their strategic planning often. Our Children's Hospital has transitioned significantly over the past five years and relies heavily on the UCEDD for community-based transitions. We are physically off-campus which creates some challenges but those are reduced over time.

We sit in the Office of the Senior Vice President so the strengths and challenges are largely associated with that positioning in the University hierarchy. Our staff are all under the office of the Vice Provost for Academic Affairs and Faculty Development, our faculty are all within a specific college or department and have an FTE based affiliation with the UCEDD. The VPAAFD is the institutional "mentor" for faculty career development so is constantly negotiating on behalf of faculty for career plans and progression pathways. Where a focus on developmental disabilities fits there is an added strength for the UCEDD to sit outside of any particular college. Challenges -- the biggest is not having the discretionary resources of the Cancer Center, for example, to negotiate for a significant portion of faculty FTE to be assigned to the UCEDD.

Confusion about what we do (though getting better); difficulty with getting faculty positions for non-MD's and psychologists. Hiring processes are too cumbersome and salaries low - too many failed staff searches.

Our current relationship with the University is strong and positive. We have access to all levels of leadership.

We are now an independent center under the Dean which has been extremely positive for us administratively, financially, and otherwise. The Dean is very supportive of our Center.   The main challenge is being part of a very large university and the inherent bureaucracies therein.

Broad system-wide decisions designed to impact the university's core mission and support the work of academic departments seldom consider the unique and often negative implications on self-funded research institutes and centers.

The Dean of the School (Allied Health) in which the UCEDD is administratively housed is very complimenatry of the work of the UCEDD and gives the UCEDD wid- latitude in which to work. However, the UCEDD is not well known on campus nor well understood. The UCEDD has no degree program and very few research grants (mostly T/TA and model demo or service -oriented.   The university is accredited by SACS- and sometimes actively shields UCEDD programs from being recognized by the accrediting body rather than highlighting the contributions of the UCEDD toward achievement of the universities goals/mission.

Strengths -- large university system, with potential for collaborative activities with other departments. Challenges - the office of grants and contracts is cumbersome and slow in responding to our needs

We are a very small fish (serving an orphan population) in a very big ocean. One of our challenges is with tenure initiating units when it is time to recruit faculty. We need a tenure line (TIU) and we don't negotiate from a position of strength. TIUs often exploit this but demanding that the recruited faculty do more (teaching, service) in the Dept than they are paying for.
CDS is within the university - it is an organized research unit recognized be the university board of regents,,,, has the same recognition and responsibilities of other research centers in the university.
The strength of our relationship is that the UCEDD director reports directly to the Director of the Munroe-Meyer Institute who reports directly to the Chancellor of the University of Nebraska Medical Center so that we have direct line of communication.
At this point, we are able to demonstrate our value and worth to the university and state; protecting the funding they provide will be key as we move through the next (2014 prior) round of budget reductions. - Changes in university administration (July 2020 welcomed our 5th president in the last 7 years) requires a considerable amount of effort to explain the UCEDD and demonstrate not only its contribution to the university but its potential - if supported to a degree and perhaps allowed more autonomy. - Increasing indirect cost rate allocations are prohibiting the UCEDD for applying for some funding. When ICR caps are in place, it is beneficial. - Additional autonomy may be beneficial. - It is especially beneficial that we have an academic program; this allows us to represent the UCEDD as a typical, yet atypical in some ways, academic department. - Increased research bodes well for the UCEDD as it is recognized in the university environment, by administrators and by faculty.
The direct reporting relationship to the Office of the Vice President of Research ensures that the concerns of the UCEDD reach University administration and facilitates approval of requests requiring higher level administrative support. The University does not provide direct financial support to the UCEDD, but requires adherence to financial policies regarding personnel hiring and cost of living adjustments. This is particularly challenging when the University finances are unstable, but the UCEDD is financially positioned to provide merit-based or cost of living salary increases.
The biggest challenge is embedded in a department. I am working to obtain university center status which I hope will give more visibility and autonomy.   The second challenge is the lack of financial support for infrastructure and operations such as space. We receive no indirects or tuition dollars. The strength of being in a department is you have the support or a larger entity that often enhances information and communication that may not be received from such a large institution.
As I said, it is exceptional
Strengths -- we are viewed as a valuable program that makes unique contributions to the university's mission. Challenge -- we need to be self-sustaining and our portfolio of activities is unlike other university programs -- that is, a higher proportion of training, TA, and service funds relative to research, with lower IDC.
As a new director, I am still learning about this. My position now reports to the provost. The provost is in transition as a new one started on July 1.
STRENGTHS: We have enormous institutional capacity and a history of successful funding, which helps us leverage resources and develop integrated programs in service of people with IDD. We receive general support from our department chair, and we have very positive relationships with those in leadership at the Medical Center, particularly those who interface with diversity and inclusion efforts. CHALLENGES: Given that we sit in a Pediatrics Department, we have to work hard to market ourselves as a lifespan center. In addition, there are bids for us to provide infrastructure that is more general to the institution (as opposed to IDD related efforts), which requires us to assert our identity in order to protect our resources.
We report to the VP for research. Communication with him and his office is pretty much one way--we share with him what we need to share. He doesn't reach out. Our connections to the academic side of

the university are individually based. We try to connect with departments/ colleges/ schools, but we are called on only when they need something (e.g., complex grants management, research partners, etc.). We have a lot of autonomy, but when push comes to shove (it hasn't yet), we don't have engaged high-level champions to look out for our interests at the central administration level.
1. We have been supported and a part of the College of Education Health and Human Sciences since 1988. The relationship has served us well. 2. Our administrative oversight by the CEHHS sometimes minimizes our ability to interact with higher administration without Dean approval and minimizes our ability to broaden faculty disciplines working within the UCEDD
We have excellent relationships with all aspects of the University, School of Medicine, and Health System. Challenges for the UCEDD are not UCEDD-specific, but are global challenges faced by the entire institution. UCEDD faculty have significant leadership roles across the University outside the UCEDD.
The UCEDD is regularly on the leading edge and are often testing university decisions/policies and pushing the university to think differently. Fortunately, due to the good relationships we have within the university, we are usually have a willing partner to navigate the challenges.
Strength: 1. UCEDD throughout its 27 years of existence within the institution, have engaged in all institutional committees and accreditation steering committees. 2. UCEDD is consistent in aligning its 5 Year Plan and institutional reports to the Institutional Strategic Plan.   Challenges: 1. New President brings new vision and UCEDD starts over again. Many cases it would mean a change in Organizational Chart and understanding UCEDDs role. 2. Institutional financial constraints makes hasty decisions that also affects federally funded programs. 3. Administration intervening in committee roles and responsibilities has contributed to the disconnection of UCEDD with the curriculum committee. Courses and programs developed in previous years are deleted due to no UCEDD representation or participation in the curriculum. 4. UCEDD continues to face challenges in teaching courses. 5. Challenges with Administration in honoring the MOU despite its second revision.
Previously, there was little awareness and understanding of our Center, and the value to the medical school and university.   In the past year, we have made significant strides toward elevating the status and profile of our Center in the university.
we are the largest unit for research/extra-mural funding in our university, and thus attract a lot of "attention"   however, most units within the university don't necessarily understand us and want us to fund them   We have direct access to the VP for Academic Affairs and the University president!
The university respects and appreciates our work, and we have added considerably to the university's diversity initiative through our post-secondary programs for students with disabilities. Being heavily reliant on external funding is a blessing in some cases (like being exempt from some of the more draconian financial measures imposed by COVID) but a curse in others (not having university funding as a safety net in tough times).

Table 8: In what ways has the University shown that the UCEDD matters to the university mission?

MOU provides financial resources for the Center.
The University has included the work in two of our core functions (education and community service) in its annual reporting. The UCEDD is being invited into work that impacts the institutions policies and procedures. The UCEDD is now teaching in the medical school, PA program and School of dentistry to specifically embed training in ID/DD.

We were central to the university's application for Carnegie Community Engagement status and we were heavily involved in writing that application. We also receive frequent press coverage and public recognition for our programs and staff.
Most recently, [the University] created a Scarce Allocation of Resources (SAR) Committee, which met twice daily at the beginning of the pandemic. The SAR Committee offered the UCEDD's directors a seat on the Committee to provide significant insight into the needs of people with disabilities, including the development of documents in plain language and nondiscriminatory protocols, practices, procedures, and policies.
Human Resources support and in-kind resources
Highlighting efforts in university publications recognition of innovative student training opportunities
By recognizing the UCEDD as a Center within the college, providing space and other resources to the UCEDD, allowing for low IDC projects to operate even though these low-IDC projects do not generate necessary revenues to the university.
We are increasingly highlighted as an exemplar of our land-grant mission; commitment to diversity, equity, and inclusion; and faculty wanting to have an affiliate status with us.
The University as a whole does not do this. We do have some partnership with specific schools (School of Medicine; School of Engineering) which value the UCEDD as a partner and work closely with us on grants.
We are named in many documents for strategic planning, marketing, etc. and included now in emails where crucial communication takes place for quick response. As a result, we are at the table more often in discussions of great importance and can offer connections with others immediately.
We've been supported financially with sometimes more than 80% of the director's salary provided by the university and an open-door policy with regard to any issues or considerations that would help the UCEDD meet its (grant) aims. The UCEDD is known, and locally respected, for being one of the original interdisciplinary/interprofessional programs at our campus.
We are increasingly visible and highlighted as a core contributor to the mission of the Health Science Center - especially related to community-base services and community engaged practices.
University has included UCEDD ED on Diversity, Equity and Inclusion leadership team. The President sometimes tweets about HDI activities. University PR includes HDI consistently in daily university newsletter.
We have been given a lot of support from the Dean and Chancellor who promote our activities, provide some funding for special projects/hires, and assist with fundraising efforts.
IOD Director participates in college leadership meetings, events, and strategy. IOD Director participates in university wide institute director group.
The UCEDD is often referred to as a major contributor to the "community service branch" of the School by the Dean and other university administrators.
It appears to be more important to our Department than the university per se
A lot of support. We are included in meetings, strategic planning, etc.
Diversity is valued throughout the university
The leadership of the university championed public-private fundraising for a new facility for the Munroe-Meyer Institute and we will be moving into our new building in spring 2021. This has helped bring about renewed and positive attention on MMI and our mission in the community and state.
The UCEDD has been invited to participated in annual Congressional visits during which the work of the University's research centers and institutes is highlighted to Congressional staffers. Additionally, the UCEDD has been asked to provide guidance and support for engagement of students with disabilities while also being engaged in collaborative opportunities to promote student development and learning for all students.

Primarily around diversity, Native American connections, and sometimes disability.
All ways. The university highly values all members of its community. All academic programs and units are treated very well. It's unique.
Recognition of faculty and staff. In general, an appreciation of the unique activities of the center.
Something that I am still learning.
The UCEDD has been leveraged in other bids for funding, such as foundation funding for a broad IDD Institute. We are promoted within the university for shared training and leadership opportunities. The university's diversity efforts increasingly include dedication to people with disabilities, and so leadership within these efforts are including our perspectives and work in those initiatives.
We got a mention in the "state of the university" address two years ago. That was due to the strategic timing of a substantial media release (our goal was to get mentioned). We have a good IDC return agreement (35% vs. the standard 27%). Our space is old (100 year old building for our offices), but our service unit has gotten a decent space after having been moved 4 times in 7 years. We hope this current space lasts!
We are one of or maybe the largest outreach center on campus and that is recognized. When priority evaluations are done across units the UCEDD gets high marks for integration of our work with the University mission.
Communications frequently recognizes UCEDD contributions in University and public media; the UCEDD efforts in community engagement and capacity building serve as a model for School of Medicine initiatives; the University prioritizes UCEDD requests for governmental appropriations to support the UCEDD mission; UCEDD faculty are asked to serve in slgnificant leadership and committee roles across the University.
1. Maintaining the existing financial arrangements listed in our MOU. 2. Providing internal funding via grant competition. 3. Allowed the UCEDD to absorb another unit and provided university resources to support this change. 4. Continues to include UCEDD in state budget request. 5. Provide UCEDD faculty in teaching opportunities.
In need of assistance to conduct faculty and/or student services training on accommodations. This also includes TA for student services or address an Office for Civil Rights complaint.
We requested, and received approval to move our Center out of the department of pediatrics, and become a freestanding Center within the medical school. The executive director reports directly to the VP of Health Affairs/Dean of the Medical School. This reflects our work across the life course, as well as the interdisciplinary focus of our work. We are now represented on the executive administration of the medical school, university, and health affairs.
we are touted in the annual president's message as a center for excellence at our university
At times committing matching resources for substantial proposals; by hosting celebratory events on occasion; by featuring stories about our work in university publications; and by embracing disability as an important element of diversity.

Table 9: Who are your UCEDDs key champions within the University?

The College of Health Dean's office.
The Provost, the Associate Dean of Students in the school of Medicine, Staff from the University Center for Diversity and Inclusion, The Director for the Institute on Developmental Disabilities, Chair of Pediatrics.
Associate Dean for Research in the College of Education, Executive Associate Dean in the COE, VP for Research, Director of Sponsored Programs, General Counsel

The President & CEO, Chief Medical Officer, and Chief Science Officer of [Institutional Home], who are all tenured faculty in the [School of Medicine]. Additionally, the Chief Clinical Officer of [the Institutional Home], who is an Assistant Professor in the [School of Public Health].
Hospital Administrators, Faculty, Department Deans
Chair of Pediatrics Dean Colleagues -partners in other centers
Department head and certain college administrators.
Our college dean and associate deans, our provost, our ADA/504 coordinator, and leadership in Diversity, Equity, and Inclusion.
Dean of Medicine, Dean of Engineering, faculty with whom we partner on grants and contracts.
VP for Health Sciences Center, President of the University, Director of the Office of Accommodations, Registrar, Associate Provost of Curriculum
The Vice Provost for Academic Affairs and Faculty Development; the Director for the Office of Interdisciplinary Programs; the faculty who work with us in the colleges of public health, medicine, nursing, allied health, dentistry, pharmacy and the grad college.
Our Department in Pediatrics Chair, Dr. Loretta Cordova de Ortega; Dr. Daniel Savage - former chair of the Neurosciences Department.
President, Vice President for Research, Provost, Vice President for Human Resources,
Dean and Chancellor
Beyond our UCED employees, our college dean. There are few other faculty within UNH who are familiar with our work and or have partnered on projects over the years, but champion is likely too strong a word. Our center has been without a permanent director for more than 5 years. We are in a rebuilding stage.
Dr. Jimmy Cairo, Dean Allied Health Dr. Cathy Lazarus (Faculty in School of Medicine) Ms. Cori Higginson (Director of HRM for the university)
Department Chair
Mainly university leadership who are touched by developmental disabilities (e.g., son/daugher, sibling, etc.).
several instructional departments and research centers have a quality working relationship with CDS.
Deans and current dept chair
In a broad sense, the faculty in general of MMI are our key champions, but the Director of MMI is our biggest champion within the University
- Past president - Past provost - Dean, College of Health Sciences - Other department heads in the College of Health Sciences - Some faculty, especially those who received research funding support
Vice President for Research; Associate Vice President for Research; Faculty in Departments of Interdisciplinary Studies, Child and Family Studies, Special Education, and Public Health
The department chair
Director and affiliated tenure and non-tenure research faculty. The director is particularly well connected to President, provosts, deans, and other university leaders. He is an associate dean in the college, has served on the university senate (including senate exec), he has been a department head, and he currently serves on the president's faculty advisory board. He is thoroughly integrated.
Dean of our SPH, our (relatively new) Provost, LEND disciplinary faculty
Accounting office, the outgoing provost, the disability office and the grants office.
1) Our department chair; 2) The Diversity and Equity Officers/ Vice Chairs at the college, medical center, and within the department of pediatrics; 3) Our division chief
Faculty colleagues/ research partners, department chairs who engage their students as our employees and research assistants, the VP for research (probably--our communication is limited to

what I share with him on a periodic basis). The interim provost--he is a former dean with whom we have had a strong collaborative relationship. Not sure what will happen after he goes.
Typically its been the Dean of the day We currently have an interim dean. OSP is supportive -- I am not sure I would say a champion but they do try to work with and for us. The Administration has turned over many times. We have a new administration at the moment and with COVID we haven't had the opportunity to communicate much about what the UCEDD offers.
Dean of the School of Medicine, Vice Provost for Research and Executive Dean for Research, Executive Dean for Medical Education, Chief of Staff for the President, several key members of the University Board of Trustees
Vice Provost and Associate Vice Provost for Research Dean and Dept. Chair in School of Education Key faculty in various schools
None. Just recently the new President had appointed both Vice Presidents and Institutional Effectiveness Director. Their loyalty is to the President.
VP of Health Affairs/Dean of the Medical School Dean, Medical Student Education Dean, Health Sciences Communications
president, VP for Academic Affairs, special education chairperson
We actually have quite a few: in top administration, our dean, several operational units on campus (residence life, financial services, student health, etc.), and our research office.

Table 10: What strategies have you used to cultivate partnerships and champions?

Looking for opportunities to insert ourselves, serving on committees, finding intersectionality within our work and collaborating, relentlessly disseminating the work of the Center, Involving university wide partnerships in grant proposals, service on committees where there is need. Personal relationship and follow through on commitments. Stepping up to opportunities when there is need and asking for help when there is need. Figuring out ways that our work can link to their work.
I meet with them regularly to update them on the UCEDDs activities and impact. At least once a month for each one. I also participate on many university committees.
As the UCEDD director, when I am offered the opportunity to sit on a [University] committee or task force, I always graciously accept. I, along with my faculty and staff, always agree to host trainees from [the University] and guest lecture in a variety of courses in the [School of Public Health]. I share information, resources, and materials with colleagues with colleagues. Our medical-legal partnership also provides advocacy and legal services to [the University Hospital] patients and families when those patients are also [Institutional Home/UCEDD] patients.
Shared projects, grant funds, guest lectures, joint research projects
Quality of work Openness & generosity in collaboration Offering expertise Supportive mutual relationships
Holding positions at the college level, providing incentives to affiliated faculty, providing service to the university community (e.g., offer disability awareness training).
Joining a lot of existing groups and initiatives to offer resources and support. Responding to college and university priorities.
Most notably we are creating a "Faculty Council" in which we invite key faculty to come to quarterly meetings. We share current projects and future ideas. We ask faculty to share about their work.
We have utilized other roles within the university to introduce CED initiatives and connections. Having these initial roles serves as the foundation for bring those up with them and getting further in development.

We collaborated with our community (internal and external), wrote out our shared partnership values, shared them widely and stick to them in practice.
I have actively cultivated our position within the University in the past 5 years to forge more positive and mutually supportive relationships within our Department and across Departments within the University. Some strategies include: funding FTE of positions in other divisions and departments to support interdisciplinary practice and "share the wealth" of or contract and grant-based work when possible; actively looking for internal collaborations and seeking funding jointly; actively cultivating a mutually supportive relationship with our Department Chair and Departmental Administrator - as well as other leadership in HR, Contracts and Grants, Fiscal Services, etc.
Education about how our work aligns with University strategic plan
Collaborative projects, personal relationships, success in obtaining NIH- and other federally funded research, international reputation of our faculty.
Write grants for and with other departments Serve on committees and councils provide TA in the areas of disability and accessibility As a brand new director I am still learning the details of this before deploying my own strategies and relationships.
Countless meetings, committees, calls- some cross School programs and projects, guest lectures, joint research projects with faculty in other Departments and Schools, partial funding for faculty of other Departments and Schools to participate on UCEDD projects derived from grants-
Met with Dean, provide regular updates to department chair, collaborative activities with other departments and office of diversity and inclusion.
networking, communication-getting the word out when we have a success/accomplishment.
meet with and work with other directors, deans and chairs - bring our strengths to the table
Largely through active participation on committees with the university that allows for developing personal relationships and opportunities to communicate who we are and what we do
- Ongoing invitations to join our research and training efforts - Interdisciplinary faculty awards for research - Ongoing discussion with UCEDD faculty and staff about the nurturing of partners and identification of new partners - Establishment of a community research network that links the UCEDD and other university faculty with community partners in health and education - Beyond our CAC, we convene an advisory council with members from university administration, state agencies, community organization . . . and the CAC members are included in this larger group
Within the University, cultivation of partnerships and champions has centered on creation and facilitation of, and engagement in, collaborative relationships designed to enhance disability-focused student, faculty, and staff development.
Getting the word out, making connections, increasing communication, offering trainings and events of interest, volunteering on committees and work groups, producing a monthly newsletter of activities, finding people who have a personal connection to disability, hiring affiliated faculty across campus, collaborating on grants and projects.
By serving in university roles, engaging in committee and service, producing research, grant funding, and scholarship. Relationships and contributions to the health of the institution.
LEND, collaborative proposals, course buy-outs for tenure/tenure track faculty, university service
This has been difficult as COVID happened just after I had been on the job for a short time.
We participate regularly in community and academic sessions hosted by other parts of the university (e.g., community events, poster sessions). Our faculty volunteer our time for various committees, and we have promoted and supported other university events, even those that are not specifically diversity-related. We engage in regular meetings with leadership to orient them to our programs/ updates and to offer support – particularly around integrating a dedication to IDD into other work being done around the hospital.

meetings, visits, share our annual report, discuss ways that we are engaging university students in our research, service and training initiatives.
We have not created or instituted a specific plan.
The UCEDD has provided salary support for staff in Development and Advancement; We actively engage in initiatives that benefit the University and School of Medicine that are not directly related to the UCEDD.
Regular meetings Programmatic partnerships (via grants and other initiatives) Funding partnerships Include in innovation and planning meetings.
UCEDD requested for TA with AUCD after Hawaii CDS assisted in a TA to clarify the role and responsibilities of UCEDDs with the President and Director of Institutional Effectiveness.   UCEDD also conducted training to institutional operations such as finance, procurement, and human resources on the existence of the 2019 MOU. This was to clarify any concerns that would cause a delay in executing operational requests.   UCEDD held a meeting with Academic Affairs to clarify the importance of UCEDD's core functions and serving as a link to the community. Despite the agreement in the MOU and the need to re-engage UCEDD in curriculum and instruction there was still resistance.
Aligning the mission and goals of the Center with that of the university, schools, and academic departments. Showcasing the talent and the interdisciplinary expertise, and the track record of convening partners and stakeholders around critical issues. We have been a very desirable partner over the past year.
we have 30 years experience here at the university, and thus are valued as an experienced and successful organization, thus providing assistance to various units on campus
HARD WORK and credibility. Tying our work to the president's strategic initiatives. Most of our applications for external funding are successful, which makes us lots of friends.

Table 11: What strategies have you used to market the value and visibility of the UCEDD?

Put announcements in the daily university online news; announcements in the monthly college news letter, facebook
see above
We have a PR and Marketing team who helps create press releases, and who works with university marketing staff to ensure that our programs are on their radar. We also have an active social media presence that is followed by many faculty and leaders on campus.
Mostly through sharing newsletters, calendars, resources, webinars, etc.
Communication tools, Websites, weekly publications
insufficiently
Stories, case studies, publications, more funded projects, and interactions with faculty.
Investing in a full-time dissemination coordinator rather than relying on university communication. Sharing the many ways that we directly and indirectly support students, faculty, and staff that would otherwise go unseen or uncounted.
We have a communications and marketing team who are working very hard to increase our social media presence and submit articles to University system publications and newsletters.
We have developed a communication team (3 FTE) who focus on the UCEDD marketing. This has produced high quality products of various formats that compete with others within the university and advance our response throughout the state.
we have a regular community newsletter that has been issued the third week of every month for 28 years without a single missed issue. When it was being mailed we would regularly get a change of address cards from our community so that the recipient would still get the newsletter. Now that it is

digital we don't have that kind of check-in but we're proud of the fact that the newsletter helps us reach people we rarely if ever get to see with information that helps them navigate services, supports, and new information relevant to their interests.
This is a goal for our next five years - we have not been as active in marketing as we might have been. This year marks our 30th anniversary as a UCEDD and pre-COVID we had planned a series of events to highlight the Center and our work and role. We still plan to do some of this, but COVID realities have delayed and put a damper on some of these plans - including the need to be more frugal than we had thought we would need to be pre-pandemic.
Ongoing communications regarding research, training, external funding success and service productivity during COVID.
Use of social media, reputation of our faculty.
Sharing [UCEDD] stories of campus and community impact seek inclusion in university communications and collateral, Serve on committees and boards Collaborate on grants, programs and teaching
Mostly web-based news blasts, lunchtime topical seminars, invites to faculty in other Deparments/Schools to participate in UCEDD sponsored symposia/conferences, etc.
Webpage, listserve, webinars, hosting conferences, outreach to key state disability organizations
Communication, media, social media.
web activities
Again, mostly through active participation in community and state committees and organizations. We also have a community engagement office which we utilize for information dissemination on our website, annual report, newsletters, press releases
- Developed and launched a branding campaign in 2004 that was meant to not only increase public awareness but awareness in the university community. - Provide summer salary and research support for faculty outside the UCEDD; this is now a competitive award process and has strengthened our reputation. - Director and faculty lead and participate in college and university committees. - We are noted for our ability to bring state agencies and community partners 'to the table' which seems to increase our 'value' to university faculty and administrators.   - Our minor in disability studies is noted for being one of the most in-demand minors and led by and especially engaging faculty director. - Faculty provide technical assistance to state agencies and since COVID-19 have participated in governor's task forces.   - Meeting with the Wyoming delegates in Washington, D.C. and maintaining ongoing positive relationships with them and their staff. - Collaboration and partnerships have been our more important approaches; these include within and external to the university.
Strategies to market the UCEDD's value and visibility include selective use of social media, networking with members of the campus and local communities, and publicizing UCEDD accomplishment and activities through university and community channels.
Same as above.
Above
Press releases, "puff" pieces for university communication outlets
I am still learning about this believe this is an area we need to improve upon.
1) Partnerships within the medical center and within the community; 2) Knowledge translation for research and needs assessments; 3) Use of visual summaries and infographics to share our work with community; 4) Expanding our CAC to include relevant stakeholders; 5) Shared application for research and programmatic grants; 6) Sharing all our data will local and community partners, to support their efforts.
Developed our own integrated communications team to take advantage of NIRS and related project data. We widely disseminate an annual report, we have a UCEDD-wide brand and "look." We are in

the process of updating our social media and public facing website assets, and we try to regularly share brief project outputs & outcomes with targeted key stakeholders and decision makers.
Because of the resources we bring to the University we are a known entity with each administration. The turnover has made it difficult to promote the UCEDD. This is an area we hope to work on by integrating more affiliate faculty within the center across colleges.
We provide membership in the UCEDD to faculty across the University (most departments in the School of Medicine + 8 other schools and colleges). We have partnered with 2 underserved, under-represented minority communities and assist them with development of capacity (quietly in the background). Mailman faculty also serve as board members and consultants to a number of local, state, and national organizations.
Tightened communication plan that focuses on our research and community engagement.   Capture and share impact statements.   Communicate where we are working in-state and beyond.
Radio programs, social media, and participating in various community advisory council meetings to build relationship with agencies and community.
We've taken the lead to convene multiple organizations around critical issues to think together, plan together, and act together. Relationship development is something that we strive to have all of our staff engaged in externally, to build our network, and to build coalitions. This has significantly elevated the profile of the Center
we do our own
Regular financial and programmatic reporting within and external to the university. Investment in an internal communications team. Really high-quality communications products, and diversity within our communications products to play to different audiences.

Appendix H: Legal Regulations and Requirements

The full 2021 Funding Opportunity Announcement can be found here.

Relevant content from the FOA:

> Documentation is provided that the UCEDD has a written agreement (MOU) or charter with the University which specifies the:

1. UCEDD designation as an official, independent university component;
2. The relationships between the UCEDD and other university components;
3. The University's commitment (including financial and other resources) to the UCEDD and the UCEDD's commitment to the university; and
4. That the UCEDD Director reports directly to a University administrator who will represent the interests of the UCEDD within the University. **(3 points)**

Code of Federal Regulations: 45 CFR Parts 1385, 1386, 1387, and 1388

Appendix I: Statistical Significance

Table 1: MOU Specifies Funds Supplement Rather than Supplant

Compared Groups	t-value	p-value
Administrative Office/Hospital or Med School	2.19	.037*
Administrative Office/School of Education	2.05	.058
Administrative Office/School of Health	2.24	.043*
Hospital or Med School/School of Education	0.79	.436
Hospital or Med School/School of Health	1.19	.246
School of Education/School of Health	.43	.675

*indicates statistical significance

Table 2: MOU Specifies Return or Reduction of Indirect Costs

Compared Groups	t-value	p-value
Administrative Office/Hospital or Med School	20.1	<.00001*
Administrative Office/School of Education	1.79	.094
Administrative Office/School of Health	2.12	.053
Hospital or Med School/School of Education	1.14	.265
Hospital or Med School/School of Health	.65	.52
School of Education/School of Health	.355	.72

*indicates statistical significance

Table 3: MOU Specifies University Support for Space/Facilities

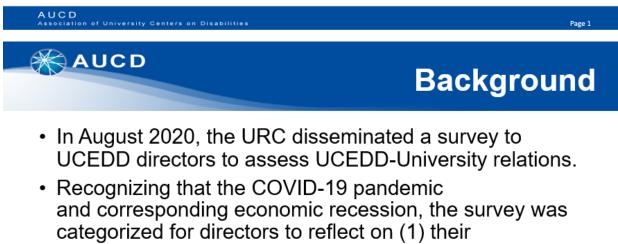| Compared Groups	t-value	p-value
Administrative Office/Hospital or Med School	.33	.74
Administrative Office/School of Education	1.23	.24
Administrative Office/School of Health	1.56	.14
Hospital or Med School/School of Education	1.07	.295
Hospital or Med School/School of Health	1.43	.43
School of Health/School of Education	.43	.67

Table 4: MOU Specifies Center Autonomy

Compared Groups	t-value	p-value
Administrative Office/Hospital or Med School	.898	.38
Administrative Office/School of Education	.27	.79
Administrative Office/School of Health	1.61	.13
Hospital or Med School/School of Education	1.19	.25
Hospital or Med School/School of Health	.996	.33
School of Health/School of Education	1.85	.089

UCEDD COVID-19 Needs and Response Preliminary Report

September 17, 2020

Background

- In August 2020, the URC disseminated a survey to UCEDD directors to assess UCEDD-University relations.
- Recognizing that the COVID-19 pandemic and corresponding economic recession, the survey was categorized for directors to reflect on (1) their relationships at this current moment and (2) long-term trends within their relationship.

- This brief will focus on how the pandemic has affected UCEDD-University relations by examining responses to the following survey questions:
    - Q8. What has been the impact of the university's response to the pandemic on the UCEDD?
    - Q9. Have changes within the university in response to the pandemic required advocacy or intervention to protect your Center from negative impacts?
    - Q10. Please describe the advocacy that you have conducted within your university to protect your UCEDD during the COVID-19 response.
    - Q13. What TA would be useful for you as you navigate this time?

Impact of University's response to pandemic on UCEDDs

Recurring themes from narrative responses to Question 8:

- Budget cuts and restrictions
- Hiring freezes and furloughs
- Virtual classes/remote work
- Freeze or limitation of in-person research and clinical services
- Increase in requests to provide TA on accessibility and distance learning
- Developing resources and providing expertise on the impact of COVID-19 on the disability community, communities of color, and mental health
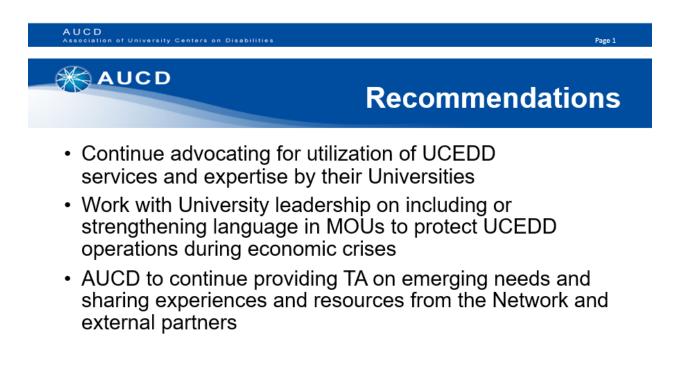
UCEDD's Advocacy

- About 37% of respondents agreed advocacy or intervention was required to protect their Centers from negative impacts
- Actions taken to maintain UCEDD operations:
  - Meeting with University leadership or submitting documentation to protect UCEDD positions and salaries
  - Using langauge in MOU as defense against budget cuts
  - Requesting protective equipment for staff and faculty

Recommendations

- Continue advocating for utilization of UCEDD services and expertise by their Universities
- Work with University leadership on including or strengthening language in MOUs to protect UCEDD operations during economic crises
- AUCD to continue providing TA on emerging needs and sharing experiences and resources from the Network and external partners