

UCEDD Director Transition:

Successful Strategies for Supporting UCEDD Staff and Search Committee Members

Speakers:

Don Tebbe, Executive Vice President, Transition Guides

Harold Kleinert, PhD, Director, Human Development Institute,
University of Kentucky

Celia Feinstein, MA, Associate Director, Institute on Disabilities,
Temple University

Rachel Patterson, MPA, ADD Program Specialist, AUCD

Tuesday, September 27, 2011

2:30-3:30pm Eastern

- Leadership Development set of TA activities
 - University Search Committee Guide
 - Senior Staff Report
 - Interviews with past and new directors
 - Leadership development opportunities in the future
 - Leadership Development Page on UCEDD Resource Center

- Don Tebbe
- University Search Committee Guide Workgroup Members:
 - Celia Feinstein
 - Bryce Fifield
 - Harold Kleinert
 - David Mank
 - Elise McMillan
 - Judy Struck
 - Timm Vogelsberg
- Interviewees

Brief overview for AUCD members

September 27, 2011

Don Tebbe, Executive Vice President
TransitionGuides

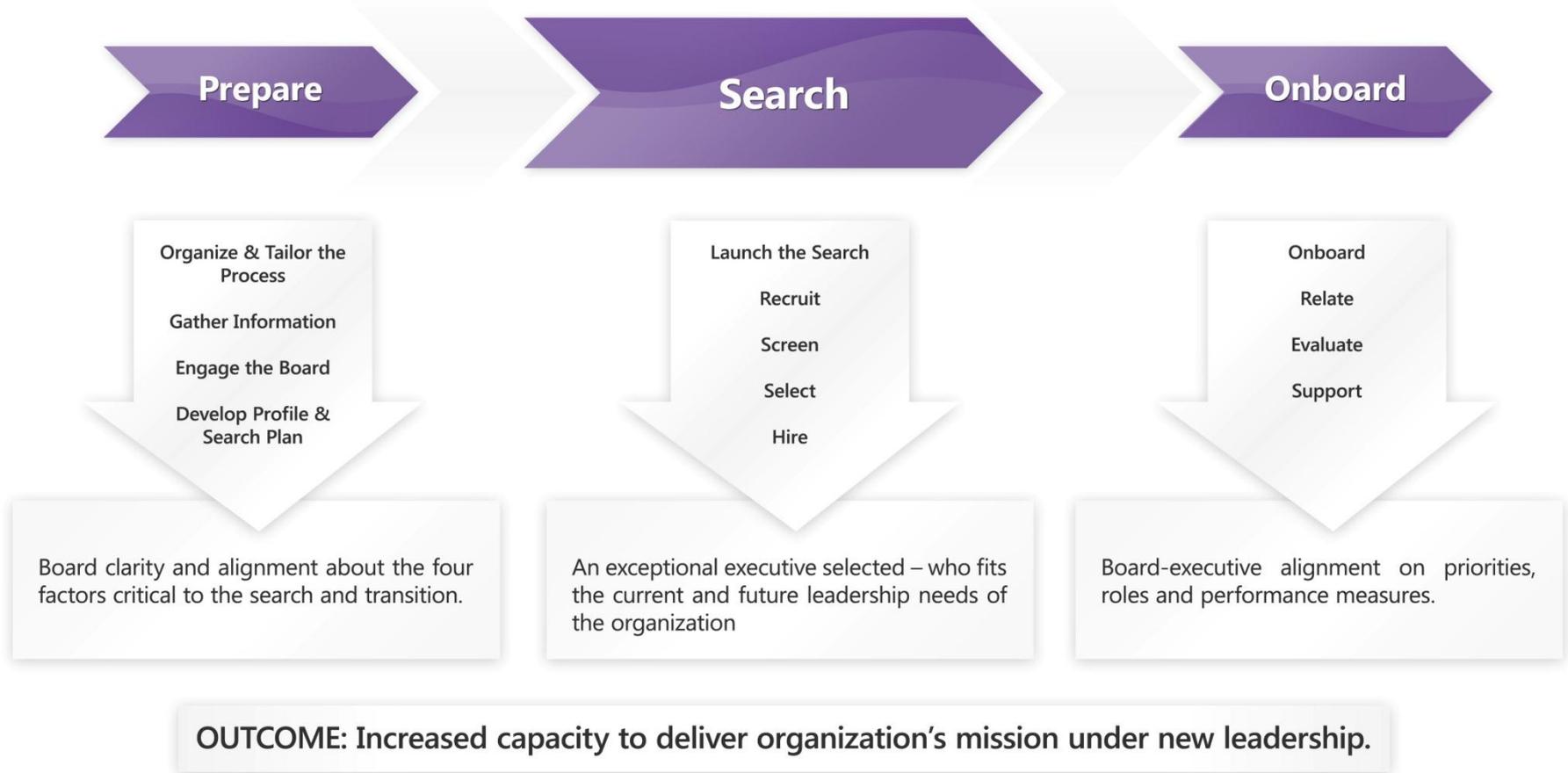


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- ***Executive Transition*** – multi-year process:
 - ***Begins*** - executive's decision to depart (or organization's decision to terminate)
 - ***Extends*** - through the recruitment and hiring
 - ***Concludes*** - completion of the first full budget cycle with the new executive

- ***Three-phase process*** - manage both the search and transition:
 - ***Prepare*** – ensuring supervisor clarity and alignment about the four factors critical to the search and transition
 - ***Search*** – recruiting an exceptional executive who fits the organization’s current and future leadership needs
 - ***Onboard*** – supervisor and executive alignment on priorities, roles, expectations and performance measures

Search & Transition Process



- Phase 1
 - Strive for good ending with incumbent
 - Calibrate job to future direction/needs
 - Ensure that the organization is ready to hire
 - Pay attention to the four big questions: who, why, what and how
 - Don't rush
- Phase 2
 - Strategic outreach >>> robust and diverse pool
 - Multistage vetting and interviewing process >>> deep understanding
 - Address legacy issues and/or make them known to finalists
 - Recognize that supervisors rarely understand the job
- Phase 3
 - Appropriate announcement and orientation
 - Insist on a 90-100 day entry plan
 - Focus early on relationship building
 - Pay attention to the social contract

Things You Can Do Today

- If you're planning to depart...
 - Within the next 18 months
 - Engage in executive transition planning – the three phases
 - Between 18 to 36 months
 - Consider “succession basics” – backup plans with cross training
 - Review organizational sustainability
 - More than 36 months
 - Review organizational sustainability
 - Consider leader development/talent management
 - Build the leadership and management capacity of your team

UCEDD Leadership: A Guide to the Next Generation

Harold Kleinert, PhD, Director, Human
Development Institute, University of Kentucky

UCEDD Leadership: A Guide to the Next Generation

- Audience: University Search Committees
- Goal: Introduce the search committee to the UCEDD, federal requirements, and the roles, functions, and duties of the director
- Methods: Workgroup collaboration on the guide with AUCD support

- Universities seldom like to be told what they should do (or how they should do it!)
- But universities are often *not* prepared for this transition:
 - “UCEDD Director recruitment processes are determined by the university and often divorced from those with knowledge of the UCEDD” (AUCD Focus Group with Emeritus UCEDD Directors)

- *User Friendly*: A “Thin” Document with links to additional resources as needed –want it to be used!
- *“At a Glance”*: Enable Search Committees to understand what is *Unique* about UCEDDs in the context of their university
- *Communicate Nuances*: Yet also recognize the variation in administrative placements and programmatic emphases across UCEDDs

- 23 UCEDDs in University Hospitals, Schools of Medicine, or Departments of Pediatrics
- 20 in university administrative offices, such as the President, Vice President, Provost, or Graduate School
- 13 in Schools of Education
- 7 in Schools of Health or Public Health
- 4 in Schools of Human Services

Overview of DD Act and Related Regulations

- Requirements of a UCEDD
 - Core Functions
 - The Five Year Plan
 - The Consumer Advisory Committee
 - Leveraging of Public and Private Funds

- Ensure Senior Staff Hold Appropriate Faculty Appointments
- Represent a Broad Range of Disciplines
- Employ Individuals with Disabilities and from Those From Diverse Cultural/
Ethnic Backgrounds

ADD Qualifications and Duties of a UCEDD Director

- Hold a faculty position in relevant department
- Have experience, leadership, and commitment to DD
- Have experience managing grants and contracts and ability to leverage funds
- Maintain collaborative relationships with state DD partners
- Prepare and implement the five year plan
- Prepare and submit the annual report

How UCEDDs Are Different from Other University Centers

- UCEDDs must be responsive to a number of different funders and stakeholders, including:
 - The Administration on Developmental Disabilities (ADD –Core funding)
 - The national network of 67 UCEDDs, with at least one Center in every state and territory, connected via the Association of University Centers on Disabilities (AUCD)
 - Other public and private funders, especially state and federal agencies (Dept. of Education, VR, DD Agency)
- UCEDDs also:
 - Focus specifically on disability, while considering issues that affect people with disabilities *across the lifespan*
 - Participate in state-wide DD Network activities and national UCEDD network activities
 - Must be interdisciplinary, marshaling all of the relevant resources of the university to address disability issues of state and national significance

Recommendations from the Field – suggestions from search group members and examples from job descriptions

- Functions, roles, and desired qualifications of a UCEDD Director
- Recommendations on search committee methods and members

- Provide UCEDD, University, and regional leadership in DD
- Serve as liaison with state and national agencies, including AUCD and DD Network partners
- Represent the UCEDD externally and within the University
- Oversee management of financial resources (including federal core grant, leveraged funds, and state-level funding), and human resources
- Hold a *tenure-track* position in relevant department with teaching, research, and service responsibilities
- Lead program development and overall programmatic direction of the UCEDD

Field Recommendations – Additional Director Qualifications

- A balance of experience in research, education, and service
- Experience working with policy makers and policy analysis and development
- Direct experience working with people with disabilities and their families
- Demonstrated leadership in DD that supports full inclusion of individuals with disabilities
- Recognition of the importance of technology and new media in reaching all areas of the state
- Knowledge of a range of disciplines and ability to collaborate across disciplines

Creating a Search Committee

Whenever possible, the search committee *should represent* the broad constituencies of a UCEDD, and should include:

- Committee Chair that is a tenured faculty or administrator familiar with the UCEDD
- Faculty from other academic departments that will potentially be involved in the UCEDD
- UCEDD staff member(s)
- Member(s) of the Consumer Advisor Committee
- Member(s) of any other advisory committees for the UCEDD
- Representatives from relevant state agencies
- Other membership reflective of university and larger community
- The previous UCEDD director typically is *not* on the search committee, but he or she should be available to the committee and applicants for consultation

Striking a Balance

- Breadth of stakeholders on committee to include university administrators and constituents, state DD and human service agency leaders, CAC members, others
- Manageable size

- *If hiring a search consultant*, find one with experience with UCEDDs or the field of disabilities. Past searches have experienced mixed results from the use of search consultants without disability experience.
- *Be sure to post positions* throughout the AUCD Network and other national disability organizations such as AAIDD.
- *Utilize technical assistance from AUCD*, which receives funding from ADD to provide such assistance to UCEDDs. Technical assistance can be individualized and can include facilitating networking with others, on-site visits, etc.

- Of course, Universities hire their own Center and Institute Directors (the search process is distinct from the involvement of ADD)
- Yet the *UCEDD Core Grant PI* must be approved by ADD (as must an *Interim UCEDD Core Grant PI*)
- And in most cases, the UCEDD Core Grant PI is also the Director of the Center or Institute.

- Appendices
 - DD Act and regulations
 - Job descriptions from UCEDDs of different administrative homes
 - AUCD contact information
 - ADD Prior Approval documents
 - Resources from New Directors Orientation and UCEDD Resource Center: <http://www.aucd.org/urc/>

Examples for:

- University Administrative Office (e.g., Office of Vice President for Research)
- School of Public Health
- School of Human Service
- University Hospital
- School of Education
- University Administration and School of Education

Roles and Experiences of Senior Staff in UCEDD Director Transitions

Celia Feinstein, Associate Director, Institute on
Disabilities, Temple University

Senior Staff Report

- Audience: Centers interested in the roles played by senior staff in director transitions
- Goal: report on the roles and duties undertaken by senior staff during director transitions, and help centers prepare for transitions
- Methods: Interviews with eight senior staff members from centers

Senior Staff Report

- Findings: Duties and roles of staff depend on circumstances of transition
 - Immediate: staff take on fewest extra duties
 - Interim: staff take on duties depending on strengths and weaknesses of interim director
 - Vacancy: staff take on the most significant duties

- Findings: Program continuity and growth
 - Centers in transition did not report trouble maintaining continuity of existing programs
 - Centers in transition with interim directors or vacancies reported trouble growing or obtaining new projects

Questions

