

# **UCEDD Director Transition:**

## **Successful Strategies for Supporting UCEDD Staff and Search Committee Members**

### **Speakers:**

**Don Tebbe**, Executive Vice President, Transition Guides

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University of Kentucky

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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

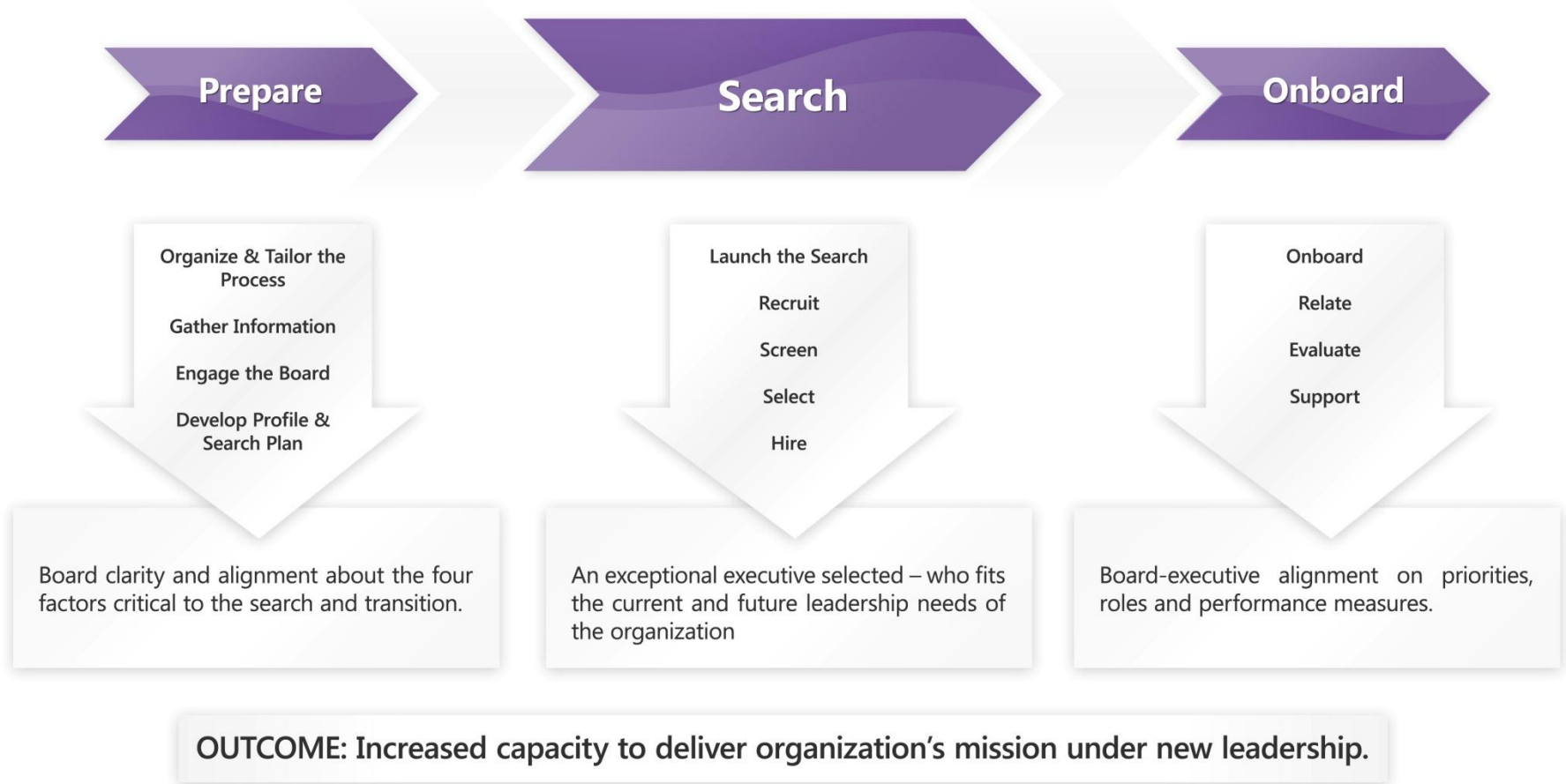


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- ***Executive Transition*** – multi-year process:
  - ***Begins*** - executive's decision to depart (or organization's decision to terminate)
  - ***Extends*** - through the recruitment and hiring
  - ***Concludes*** - completion of the first full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

