THE OPPORTUNITY

The Adler School of Professional Psychology seeks a Vice President of Academic Affairs (VPAA) to serve as its chief academic officer. Founded in 1952, Adler is the oldest independent school of psychology in North America. The School provides broad graduate education with campuses in the heart of downtown Chicago (where this position is based) and downtown Vancouver, British Columbia. The Adler School continues the pioneering work of the first community psychologist, Alfred Adler, by graduating socially responsible practitioners, by engaging communities, and by advancing social justice. Its doctoral and masters programs provide education in applications of psychology and related fields, and the School is launching new programs in criminology and public policy, informed by both psychology and the School’s social justice perspective.

The Adler School has grown over the past decade from an enrollment of 185 in Fall 2003 to an enrollment of 1,186 in Fall 2011 with concurrent gains in the quality of its students. Last year, the School built new campuses for both of its downtown locations. Among the School’s programmatic offerings are Adler Community Health Services, which provides psychological services to underserved communities; the Institutes for Social Change, which engage in research, education, and outreach; and the LGBTQ Mental Health and Inclusion Center and the Child Guidance Center. The Adler Board of Trustees has been recognized as a model for diversity and for excellence in governance.

The Vice President of Academic Affairs reports to the President and serves as a key member of the School’s Leadership Team, which executes the mission and vision of the School. He or she is responsible for the development and administration of all academic policies, programs, and budgets for the School’s Chicago campuses, including degree programs and other educational offerings, online learning, academic personnel, libraries, institutional research, and academic support services (including the School’s new Center for Learning and Teaching). The VPAA administers a system of recruitment and evaluation to secure and retain the highest quality practitioner faculty and works closely with faculty in administering the Student Learning Outcome Assessment Program. Importantly, the VPAA leads the School in defining and planning new academic programs and will develop plans for excellence in accordance with the School’s Strategic Plan for 2010 – 2015. He or she works closely with the President and the
Adler School of Professional Psychology

Academic Affairs Committee of the Board of Trustees to ensure appropriate board oversight of the School’s educational activities and priorities.

The successful candidate will possess an earned doctorate and a distinguished record in teaching, scholarship, and service commensurate with appointment to the core faculty of the School. A strong record of academic administrative experience with outstanding leadership, management, budgetary, and planning skills is required, as is a range of academic and leadership achievements in key areas such as program planning, faculty development, diversity, and social justice. The ideal candidate will demonstrate the creativity and vision necessary to lead a school growing in size, scope, and prominence, and a management style that is collegial, consultative, and open, combined with the ability to be imaginative, decisive, and proactive. Exceptional communication and interpersonal skills are *sine qua non*, as are values that match those of the School – specifically, passion for social justice issues and for addressing the needs of marginalized communities.

Recruitment will continue until the position is filled. Information regarding the process for nominations and applications for this opportunity may be found near the end of this document in the section entitled “Procedure for Candidacy.”

THE ADLER SCHOOL OF PROFESSIONAL PSYCHOLOGY: AN OVERVIEW

The Adler School of Professional Psychology is celebrating its 60th anniversary. The School provides broad graduate education with campuses in the heart of downtown Chicago and downtown Vancouver, British Columbia. The Adler School of Professional Psychology continues the pioneering work of the first community psychologist, Alfred Adler, by graduating socially responsible practitioners, engaging communities, and advancing social justice. Doctoral and masters programs provide education in applications of psychology – such as clinical psychology, military psychology, rehabilitation counseling, and police psychology – and in psychology-related fields – such as family therapy, art therapy, and organizational consultation. The School is expanding beyond its roots in psychology; its recently-launched and new programs in criminology and public policy are informed by both psychology and the School’s social justice perspective.

The Adler School has grown significantly over the past decade (specifically, from an enrollment of 185 in Fall 2003 to an enrollment of 1,186 in Fall 2011) with significant quality gains (for example, an increase each year in entering class undergraduate GPA and a commitment to small class size and close faculty mentoring, with Fall 2011 average class size at 10.5 students and a 16:1 ratio of students to core full-time faculty). During the 2010-11 academic year, the School built new campuses for both downtown locations. The School includes Adler Community Health Services, which provides psychological services to underserved communities; the Institutes for Social Change, which undertakes research, education, and outreach; and other initiatives, which include the LGBTQ Mental Health and Inclusion Center and the Child Guidance Center. The Adler Board of Trustees has been recognized as a model for diversity and for excellence in governance.
More information on the Adler School of Professional Psychology may be found at its Web site: www.adler.edu.

A particularly rich source of data and qualitative information on the Adler School is its most recent accreditation self-study. That document may be accessed at http://resources.adler.edu/adler-school-self-study-and-hlc.

Mission Statement

The Adler School of Professional Psychology continues the pioneering work of the first community psychologist, Alfred Adler, by graduating socially responsible practitioners, engaging communities, and advancing social justice.

Alfred Adler began community psychology by articulating the constructs of *gemeinschaftsgefühl* (social interest or the connection between individual and community well being) and systemic/structural community intervention (such as preventative public health measures). The Adler School, as a higher education institution, continues his work today through the production of three outcomes which are specified in the Mission.

**Socially Responsible Practitioners:** Socially responsible practitioners are educated to be effective personal and social change agents in the pursuit of justice.

**Community Engagement:** Community engagement is collaborative partnership that strengthens communities, provides service, and prepares students.

**Social Justice:** Social justice refers to equitable distribution of economic, political, civil, cultural, social, and other resources and opportunities in society in order to promote the optimal development of persons and communities.

The three outcomes of the Mission are interconnected conceptually as well as through the organization of the Adler School. The School's education and training prepares students to be socially responsible practitioners who engage communities and advance social justice during both their course of study and their later professional lives. The School directly engages communities – through over 800 community partnerships including the direct service contracts of Adler Community Health Services and the training relationships that support delivery of students' Community Service Practica – in order to provide students with experiential training in socially responsible practice and to advance social justice within those communities. The School's Institutes for Social Change bring attention to social justice within the School through stimulating changes in the curricula and through specific didactic and experiential activities for students and faculty – as well as by promoting social justice beyond the boundaries of the School through engaging communities in a variety of programming.
Institutional History

The Adler School of Professional Psychology is named for Alfred Adler (1870-1937), a physician, psychotherapist, and founder of Adlerian psychology, sometimes called individual psychology. He is considered the first community psychologist, because his work pioneered attention to community life, prevention, and population health. Adlerian psychology emphasizes the human need and ability to create positive social change and impact. Adler held equality, civil rights, mutual respect, and the advancement of democracy as core values. He was one of the first practitioners to provide family and group counseling and to use public education as a way to address community health. He was among the first to write about the social determinants of health and of mental health. Adler’s values and concepts drive the mission, work, and values at the Adler School today.

Among Adler’s advocates and followers was Adler School founder Rudolf Dreikurs (1897-1972), a psychiatrist who immigrated to Chicago in 1937 after Adler’s death. Dreikurs lived and worked in Chicago’s Hull House, and he was instrumental in the child guidance movement in the U.S.

In 1952, Dreikurs founded the Institute of Adlerian Psychology, which, in 1954, changed its name to the Alfred Adler Institute of Chicago and in 1991 became known as the Adler School of Professional Psychology. Early instructors and founders of the Institute were Bernard Shulman, Harold Mosak, Bina Rosenberg, and Robert Powers. Dreikurs, Shulman, Mosak, Rosenberg, and Powers touched thousands of practitioners, primary educators, and parents with coursework and programs about common sense and effective, optimistic ways to support health and community life.

In 1963, the Institute was chartered as a not-for-profit Illinois corporation and approved as a post-secondary educational provider. A year later, the Institute created a group therapy program for those incarcerated at Cook County Jail, a program that was a precursor to the School’s later focus on the incarcerated and the formerly incarcerated. In 1972, the Institute established its on-campus Dreikurs Psychological Services Center, a community mental health center and training site for students, that is the precursor of today’s Adler Community Health Services (ACHS). In 1973, the Illinois Office of Education granted the Institute the authority to award the Master of
Arts in Counseling Psychology. The Institute received full accreditation of master’s level programs and awarded its first M.A. degrees in 1978. It received doctoral level accreditation in 1987 and awarded its first Psy.D. degrees in 1990. The Psy.D. Program was accredited by the American Psychological Association in 1998.

Today, the Adler School offers 11 graduate-level programs enrolling more than 1,000 students at campuses in Chicago, Illinois, and Vancouver, British Columbia. In addition to education and training in psychological theory, science, and practice, students complete a range of required and elective experiences that extend beyond traditional practitioner training. The School’s mission-driven curricula have earned national and international recognition.

**National recognition**

The Adler School has earned a high degree of professional respect and reputation among its professional psychology school competitors, as well as the recognition of many years of accreditation from the American Psychological Association (APA) and other continuing certifications and authorizations for its programs.

The Adler School is situated within a competitive context of seven specialized independent psychology schools in the United States - specifically, Chicago School of Professional Psychology, Palo Alto University (formerly Pacific Graduate School of Psychology), Forest Institute, Wright Institute, Wisconsin School of Professional Psychology, and Massachusetts School of Professional Psychology. The Adler School is distinguished among its competitors in a number of ways.

1. The School is the oldest independent psychology school and is singular in having campuses that bridge two countries.

2. The School is distinctive in that it is based on specific founding ideas, rooted in Alfred Adler’s legacy and work, beyond the broader identity of a practitioner professional psychology school. These ideas are executed in terms of specific curricula,
competencies, assessments, initiatives, and organizational structures that cannot be easily replicated within any other school.

3. The School is the second largest and second fastest-growing school and considers itself to be the leader for managed, quality growth. The Adler School is outperforming enrollment trends for all of graduate psychology education and has managed to secure something rare within higher education – an extraordinary increase in enrollment while maintaining or improving quality indicators. For example, class section size has remained consistently small, entering student grade point average has been maintained or increased for each of the past five years, and assessment of student learning outcomes documents student competence for professional practice.

4. The School offers a wider array of professional specializations within psychology than any of its competitors.

5. The School compensates administration, staff, and faculty above the median position of its competitors.

6. The School is the leader in terms of diversity of its board of trustees and its senior leadership and has only one institutional peer in terms of the diversity of its students, faculty, and staff.

7. The School has consistently produced alumni who are employed and are satisfied with their employment.

In the United States, the Adler School is situated within the competitive context of about 60 public, private, and for-profit institutions that offer a Doctor of Psychology (Psy.D.) program accredited by the APA. More than 300 public, private, and for-profit institutions offer Masters-level programs in mental health service delivery. In Canada, there are no comparable institutions to the School, and graduate education in professional psychology and related fields is delivered almost exclusively within public universities. There are two Psy.D. programs in Canada; one of them is English-delivered and is only two years old. There are no Psy.D. programs in British Columbia.

**Strategic Planning**

Adler School founder Rudolf Dreikurs wrote, “We all do only what we decide.” In its recently published Strategic Plan, the Adler School, after a long history of spectacular achievements since 1952, has decided what achievements it will secure by 2015. The plan is the product of the hard work and interaction of faculty, staff, students, alumni, partners, and trustees in Chicago and Vancouver across many months. The inclusive planning conversation has proven to be as valuable as the resultant plan itself.
As part of the planning process, the Adler School discovered a clear sense of its relative market position and the academic context in which it operates, as well as the opportunities and challenges its environment presents. The School utilized its internal institutional research capacity to collect data to inform and to advance the shaping of the plan. An added value of the process is the positive planning momentum that will carry the School forward with ongoing environmental scanning, comparative benchmarking, ongoing academic program reviews, and institutional improvement efforts.

The Adler School entered this strategic planning process with a remarkable track record of results. The School achieved virtually all goals defined within its strategic plan for 2005 – 2010. With the extraordinary growth achieved across the past five years, the Adler School now has increased resources to pursue its new strategic goals. The School is well positioned to face the great opportunities and challenges on the path ahead. The School is outperforming its professional psychology school competitors and defying national trend lines. Across the five years of the plan since 2005, the School has grown in revenues and enrollments by 196 percent. The School can boast a wealth of advantages and assets acquired across the course of the prior plan from which flow a new energy and confidence among faculty, staff, and students.

- Revising all curricula through an innovative, breakthrough, community-based needs-assessment process
- Creating a unique, required Community Service Practicum for nearly all academic programs
- Launching the first Institute for Social Change, the Institute on Social Exclusion, and achieving significant social change through its community-based work (e.g., access to breast cancer care, youth gun violence, inflections of poverty)
- Receiving the American Psychological Association’s (APA) Innovative Practices in Graduate Education Award, the only one of our competitors to be so recognized
- Receiving the Campus Compact Idealism in Action Award
- Moving into a new downtown professional Vancouver Campus facility
- Building significant new partnerships to support community impact
- Implementing exemplary faculty development and faculty evaluation programs
- Creating an Office of Development, supporting its first foundation awards and significantly increased giving from alumni, friends, trustees, and employees
- Diversifying the Board of Trustees’ membership to become a recognized model for diversity within higher education
- Launching the second Institute for Social Change: the Institute for Public Safety and Social Justice
- Implementing new capacity for online delivery and the first online / blended program
● Expanding the international student population on the Vancouver Campus

● Developing a new Chicago Campus facility, doubling its current space on a lease-to-own plan with purchase expected in 2016.

The School has attracted a critical mass of competitive students and a well-credentialed, talented faculty and staff. In addition, the School has created new mission-complementary partnerships with its external mental health and human service constituencies and the communities which it serves.

The strategic plan for 2010 – 2015 is no less ambitious. Its four key strategies are:

● Expand and align education and community engagement with social responsibility;
● Advance excellence in education and community engagement;
● Expand global impact and involvement; and
● Ensure fiscal sustainability and diversify revenue sources.

To view a summary of the plan, please see http://www.adler.edu/resources/content/9/4/2/documents/StrategicPlan_2010-2015.pdf.

President Raymond E. Crossman, Ph.D.

Dr. Crossman was appointed the fifth president of the Adler School of Professional Psychology in 2003. With his leadership, the School has implemented a plan to continue the work of Alfred Adler and, in doing so, has realized a new vision, new academic programs and initiatives, and significant growth.

Dr. Crossman is a psychologist and family therapist. He has served as a professional psychology school leader and faculty member since 1992. He has taught courses, presented, written about, and developed programs and initiatives in professional psychology training, diversity education, family therapy and family diversity, and HIV disease prevention and coping.

Dr. Crossman is a past president of the National Council of Schools and Programs of Professional Psychology and is a past chair of the Council of Chairs of Training Councils of the American Psychological Association. He received the Significant Professional Contribution Award from the Hawai‘i Psychological Association. He serves as the Vice Chair of the Board of Directors of the Center on Halsted in Chicago, and he serves on the Commission on Accreditation of the American Psychological Association.

Dr. Crossman received his B.S. (Summa cum Laude) in Psychology / Fine Arts from Fordham University; he earned his M.A. and Ph.D. in Clinical Psychology from Temple University; and he studied at Philadelphia Child Guidance Clinic.
Chicago, Illinois

Chicago is a city of world-class status and unsurpassed beauty. Located on the shores of Lake Michigan in the heart of the Midwest, Chicago is home to world-championship sports teams, an internationally acclaimed symphony orchestra, renowned architecture, award-winning theater, and much more.

Chicago is the third largest city in the United States, with a population of nearly three million people. Its scenic lakeside location, world-class cultural offerings and unique architecture are just some of the reasons why Chicago is a great place to live and visit.

Chicago is home to...
- 237 square miles of land
- An estimated 2,896,016 residents
- Dozens of cultural institutions, historical sites and museums
- More than 200 theaters
- Nearly 200 art galleries
- More than 7,300 restaurants
- 77 community areas containing more than 100 neighborhoods
- 26 miles of lakefront
- 15 miles of bathing beaches
- 36 annual parades
- 19 miles of lakefront bicycle paths
- 552 parks
- President Barack Obama

For additional information on Chicago, please visit:

Explore Chicago

Crain’s Chicago Business
http://www.chicagobusiness.com/

Chicago Tribune
http://www.chicagotribune.com/
THE ROLE OF THE VICE PRESIDENT FOR ACADEMIC AFFAIRS

The Vice President of Academic Affairs is the chief academic officer for the Adler School. The VPAA is responsible for the development and administration of all academic policies, programs, and budgets for the School’s Chicago and Vancouver campuses. Specific areas of the VPAA’s responsibility include degree programs and other educational offerings, online learning, academic personnel, libraries, institutional research, and academic support services (including the School’s new Center for Learning and Teaching). The VPAA ensures collaboration among the many constituents in Academic Affairs as well as across the School. The VPAA administers a system of recruitment and evaluation to secure the highest quality practitioner faculty and works closely with faculty in administering the Student Learning Outcome Assessment Program. Importantly, the VPAA leads the School in defining and planning new academic programs and will develop excellence plans as defined in the School’s Strategic Plan for 2010 – 2015. The VPAA is responsible to the President for the integrity and effectiveness of educational offerings and works closely with the President and the Academic Affairs Committee of the Board of Trustees to ensure appropriate board oversight of the School’s educational activities and priorities. The VPAA serves as a core faculty member of the School.

The VPAA is responsible for a faculty and staff numbering 71, with 12 direct reports. (An organization chart for Academic Affairs may be found in the appendix to this document.) The total budget supervised by the VPAA is approximately $10 million in FY2012, more than 1/3 of the School’s $29 million total operating budget. Ninety-three percent of that total budget derives from tuition. The Adler School’s tuition discount rate is less than 1%.
The VPAA reports directly to the President, and she or he serves on the School’s Leadership Team, which executes the mission and vision of the School. The Vancouver campus is semi-autonomous in terms of its academic program. The Dean of the Vancouver campus is its chief executive officer and has a “dotted line” relationship to the VPAA for the management of its academic enterprise.

The core faculty at the Adler School number 70 and are appointed for fixed, renewable contractual terms. (The Adler School does not offer tenure.) Appointment, renewal, assignment of rank, and promotion of faculty are the province of the faculty itself, and that process is overseen by the VPAA. Renewal and promotion are predicated on excellence in teaching, fulfillment of service to the School, and the conduct of professionally impactful work in scholarship, innovation, and/or program development. Faculty are required to be available to students at the School four days per week and to spend one day per week in clinical, community, or research practice. The academic calendar is divided into Fall and Spring sessions plus two shorter Summer sessions; the expectation for teaching loads is two classes in each of the Fall and Winter sessions plus one class in one of the Summer sessions.

OPPORTUNITIES AND EXPECTATIONS FOR LEADERSHIP

The following represent some of the immediate opportunities that the new VPAA will address during the first two to three years in office. They are presented here in no particular order of priority.

**Play a leading role in the execution of the Strategic Plan**

To understand the goals and objectives of the Adler School, one need look no further than its Strategic Plan. Built on the success of the 2005 – 2010 plan, the current version posits significant growth coupled with a strict commitment to excellence in everything the School does. Needless to say, this is a challenging combination of objectives.

To attain its growth goals, the School must continue to innovate programatically. The plan proposes a continual process of new program development at a pace that far outstrips what is usual-and-customary in higher education. Accomplishing these goals will require creativity and entrepreneurship; it will also require the involvement of the faculty on both campuses. Among the opportunities under consideration for the expansion of the academic program are online delivery of courses and the continued development of programs outside the core discipline of psychology. As one would expect, fidelity to the Adler School’s core values and mission will be central to any and all new programs it develops.
Create structure for the development and approval of new initiatives

While the Adler School has been singularly successful in developing compelling new programs, it nonetheless lacks a systemic infrastructure for doing so. As a result, the process for programmatic innovation at Adler is more ad hoc than is optimal for any institution, much less for an institution that is creating programs at the Adler School’s pace. Particularly as the School anticipates the creation of new programs beyond the boundaries of psychology as a discipline, an efficient and effective process of program development and adoption will be a crucial need.

The VPAA will work with School leadership and with the faculty to establish a protocol for the proposal, development, approval, and implementation of new programs, building upon the work of the New Program Initiative Board that has already been established. This protocol will garner wide consensus and will provide a predictable, navigable course with transparent requirements and clear decision points. Such a protocol may then become a model for the creation of the many other policies and procedures that will be needed as the School continues its transition from what was basically a mom-and-pop operation to what is becoming a fully-fledged and international graduate school.

Partner effectively with the faculty

While faculty have long played a role in the School’s governance and had a place at the table in the crafting of the most recent and current strategic plans, it is also the case that the aggressive growth strategies that have driven the School’s agenda for the past several years have largely been the brainchild of its senior administrative and trustee leadership. Change at the Adler School has been constant, fast-paced, and substantial over the past seven years or more, and some faculty are anxious about both its pace and its long-term ramifications. For the strategic plan to be successful, the faculty must lead its premises and be ambitious about new program development.

As the School’s chief academic officer, the VPAA will work directly with the faculty to create a consensus around the institution’s plans and ambitions. Of particular import is the continuing development of the School’s shared governance structure. The faculty authored and adopted a new constitution during summer 2011, one that posits a more streamlined and effective approach to providing guidance to and partnering with the institution’s administrative and trustee leadership. Among the new VPAA’s most important tasks will be to work with and on behalf of the faculty in realizing the promise of this new arrangement.

Ensure the values, mission, and quality are central to the Adler School experience

While the Adler School’s plans for growth are ambitious, its dedication to excellence in its every undertaking is its hallmark. The VPAA will work diligently to ensure that standards – for students, for faculty, and for administration – are consistently high and that the institution’s efforts to improve are constant.
The VPAA will lead the academic program as it walks the inevitable tightrope between the School’s values and mission on the one hand, and its need for growth to sustain its financial stability on the other. Succeeding in this balancing act will require accountability across the institution, constant attention to improvement in all areas, and the effective management of administrative infrastructure across the board.

QUALITIES AND QUALIFICATIONS

The following are required attributes of the Vice President for Academic Affairs at the Adler School of Professional Psychology.

- An earned doctorate and a distinguished record in teaching, scholarship, and service commensurate with an appointment to the core faculty of the Adler School.

- A strong record of academic administrative experience with outstanding leadership, management, budgetary, and planning and collaborative skills.

- A range of academic and leadership achievements in key areas such as program planning, faculty development, diversity, and social justice.

- Creativity and vision to lead a school growing in size, scope, and prominence.

- A management style that is collegial, consultative, and open, combined with the ability to be imaginative, decisive, and proactive.

- Exceptional communication and interpersonal skills.

- Values that match those of the School – specifically passion for social justice issues and for addressing the needs of marginalized communities.
In addition, the ideal candidate will be an entrepreneurial leader who draws energy from and displays command in the execution of innovation and change. A strong systems and process thinker will fare well with the responsibilities of the position, as will an individual who is both business-minded and values-focused. The VPAA will be fully and unshakably committed to excellence in his or her every endeavor.

Superior relationship-building skills are required; the Adler School is an intimate community that prides itself on the strength and durability of the relationships that its constituents build with one another. An understanding of and experience with the leadership of distributed workforces will be of great use for the VPAA. Success working within a shared governance environment is necessary, as is direct experience working with faculty in curriculum development.

While it is not necessary that the VPAA’s academic training and background be in psychology, familiarity with the discipline – or, alternatively, with graduate study leading to licensure and clinical practice – will be a significant advantage. Above all, an unrelenting commitment to student learning is **sine qua non**.

Above all, the VPAA will be a leader, one that exudes integrity, authenticity, and respect. He or she will, in the words of one member of the search committee, “….demonstrate a rare enthusiasm for life,” typified by enormous energy, enthusiasm for a challenge, the ability to inspire, a track record as a builder of trusting relationships, decisiveness, courage of convictions, political savvy, a strong work/life balance, tolerance for ambiguity, and a sense of humor.

**PROCEDURE FOR CANDIDACY**

Confidential review of applications will begin immediately and continue until the positions are filled. Nominations, expressions of interest, and applications (including a statement of application and curriculum vitae) should be submitted via email to AdlerVP@wittkieffer.com. Material that must be mailed may be sent to:

**Vice President of Academic Affairs**  
**The Adler School of Professional Psychology**  
c/o Witt/Kieffer  
Attention: Dennis M. Barden/Mercedes C. Vance  
2015 Spring Road, Suite 510  
Oak Brook, IL  60523

Confidential inquiries and questions may be directed to the Witt/Kieffer consultants supporting this search, Dennis M. Barden at 630-575-6167 or Mercedes Vance at 207-775-0913.

*Adler provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, gender, sexual orientation, national origin, age, disability, genetic information, marital status or status as a covered veteran in accordance with applicable state and local laws governing non-discrimination in employment.*
The material presented in this position specification should be relied on for informational purposes only. This material has been copied, compiled, or quoted in part from Adler School of Professional Psychology documents and personal interviews and is believed to be reliable. Naturally, while every effort has been made to ensure the accuracy of this information, the original source documents and factual situations govern.
APPENDIX
Witt/Kieffer is the nation’s leading executive search firm dedicated to serving education, health care, and not-for-profit communities nationwide. Our mission is to identify outstanding leadership solutions for organizations committed to improving the quality of life. Witt/Kieffer has served more than 800 colleges and universities, as well as community, cultural, and service organizations. We focus on searches for presidents/chancellors; provosts; vice presidents for advancement, finance, student affairs, enrollment management, and technology; deans; and directors of major service/academic units.