



Vice President for Enrollment Management



LANDMARK
COLLEGE

19 River Road South • Putney, VT 05346 • (802) 387-4767 • www.landmark.edu



The Opportunity

Landmark College seeks a strategic, entrepreneurial, and deeply mission-aligned leader to serve as its next Vice President for Enrollment Management. This is an opportunity to lead enrollment at the institution that defined what it means to educate students who learn differently and help shape what that means for the next generation of neurodivergent learners.

Founded in 1985, Landmark is the nation's premier college designed exclusively for students with learning disabilities such as dyslexia, ADHD, autism, and executive function challenges. Its model is not a support office layered onto a conventional college; the entire institution – curriculum, pedagogy, advising, residential life, and student support – is built around how its students learn. Students frequently enroll having been told what they cannot do, and graduate having discovered what they can do.

The Landmark community undertakes this search from a position of institutional strength. The College maintains a healthy endowment, disciplined budgeting, strong unrestricted reserves, no deferred maintenance, and a tuition discount rate well below sector norms. In August 2026, the College acquired two parcels totaling 264 acres adjacent to campus, expanding its footprint to roughly 400 acres and creating substantial long-term capacity for growth at a moment when many small colleges are contracting. Under President Jim Dlugos, Landmark is midway through a year-long strategic planning process and is actively pursuing new programs, partnerships, and delivery models.

However, the enrollment environment in which Landmark operates requires creative thinking. Landmark competes in an extremely unique market sector with a recruitment runway that can begin when a student is in middle school, with families who often make decisions with significant emotional weight, and with a growing field of higher education institutions adding neurodiversity programming and adopting Landmark's language without providing the same high level of student support and success.

This opportunity is for a leader who wants a distinctive challenge rather than a familiar one and who is energized by the prospect of building an enrollment strategy that does not yet exist in a standard playbook. The next Vice President for Enrollment Management will be asked to modernize the enrollment operation, build a genuinely data-informed pipeline, extend the College's referral networks, expand transfer, adult, and online markets, and articulate Landmark's value with clarity and conviction, all while protecting what makes the institution unique and special.



The Position

The Vice President for Enrollment Management serves as the College's chief enrollment officer, reporting to the President and serving as a member of the President's Council. The Vice President leads a division of roughly sixteen to eighteen staff members, including remote and part-time colleagues, with responsibility for undergraduate admissions, financial aid strategy, enrollment operations and systems, and recruitment across the College's full portfolio of pathways: first-year, transfer, dual enrollment, summer, online, and short-term programs.

The role is broader than traditional undergraduate admissions. Landmark's growth agenda encompasses online degree completion, graduate and professional certificates, partnership models with other institutions, and non-student enrollment in satellite programs (i.e., the Neuroinclusive Collaborative), and the next Vice President will be expected to think about enrollment across all of them. The position also requires unusually close partnership across campus: with academic affairs and student affairs on undergraduate retention and student fit, with the research and training department on graduate-level certificate program enrollment, with marketing and communications on positioning, with finance on net revenue and aid strategy, with advancement on scholarship support, and with faculty and staff on the honest translation of the Landmark experience to prospective families.

Landmark's families are unlike those at most institutions. Many have spent years advocating for their student, arrive with a mix of hope and advocacy fatigue, and deserve patience, personal attention, and empathy. The Vice President must both model those traits personally and lead a team capable of that work.

Strategic Priorities

Working with the President, the President's Council, the campus community, and the Board of Trustees, the next Vice President for Enrollment Management will be expected to address the following priorities:

- **Build a modern, accountable enrollment operation:** Establish clear goals, defined expectations, and shared accountability across the division; communicate the reasoning behind targets; and focus staff effort on the activities that generate inquiries, applications, and deposits.
- **Sharpen and articulate the value proposition:** Make the case for why an institution built entirely around neurodivergent learners delivers more than a lower-cost college with an added support office or program, grounded in outcomes and student experience rather than assertion.
- **Strengthen mid-funnel conversion and yield:** Inquiries and applications are not the principal constraint; the greater opportunity lies in converting admitted students through individualized family engagement, expanded visit and virtual programming, and disciplined anti-melt strategy.
- **Strategically deploy financial aid:** Leverage an unusually low discount rate as a competitive asset, leveraging aid deliberately to reach the middle of the class while protecting net revenue, in close partnership with the CFO.
- **Broaden external referral networks:** Deepen relationships with educational consultants, private school counselors, guidance counselors, special education directors, disability services offices, allied clinicians, and LD-focused secondary schools, recognizing that parents and referrers, not students, are the primary discovery channel.
- **Expand transfer, adult, and online enrollment:** Grow pipelines with two-year colleges and transition programs, pursue spring transfer cycles, and develop LC Online and adult degree completion as proactive strategies serving neurodivergent adults whose earlier college experiences did not work.
- **Turn data into decisions:** Fully leverage the Slate CRM, build reports and data displays needed by the Board and President's Council on who inquires, who enrolls, who declines and why, segmented by demography and geography, and develop predictive models linking recruitment to persistence.
- **Clarify identity and market position:** Steward the College's foundational reputation in dyslexia, ADHD, and autism alongside the broader neurodiversity framework and raise visibility among neurodivergent students.
- **Broaden geographic reach:** Extend recruitment into underdeveloped regional and Vermont markets while continuing to serve a national and international student body and address the realities of a rural location directly rather than defensively.
- **Build campus-wide ownership of enrollment:** Strengthen communication with academic and student affairs, make yield season a whole-college effort, and connect enrollment work to retention and student success as parts of one system.
- **Align growth with student fit:** Recruit transparently, ensure that what families are told matches what students experience, and use faculty and staff insight and retention data to understand which students thrive at Landmark.
- **Develop the team:** Assess whether the division is sized and structured correctly, invest in professional development for a staff that includes both early-career alumni and long-tenured colleagues, and build the coaching culture that will sustain performance.
- **Anticipate market shifts:** Position Landmark for demographic change, intensifying competition as institutions add neurodiversity programming, growing skepticism about the cost and value of college, and the effects of artificial intelligence on how students learn.

Qualifications

The successful candidate will bring many of the following qualifications and characteristics:

Experience and Credentials

- Progressively responsible leadership experience in enrollment management, admissions, or a closely related field
- A master's degree or higher is preferred
- Demonstrated success building recruitment pipelines and strategic external partnerships
- Transfer recruitment expertise and a record of partnership development with feeder and partner institutions
- Experience recruiting for online programs and supporting their growth
- Command of CRM platforms, enrollment analytics, and predictive modeling; familiarity with Slate is an advantage
- Financial aid leveraging experience, including comfort with discount rate management and net revenue implications.
- Experience at more than one institution or across educational sectors, bringing exposure to varied recruitment models.
- A record of leading organizational change and culture building within a close-knit community
- Connections within the neurodiversity, disability services, independent school, or educational consulting ecosystems are strongly preferred.
- Direct professional experience with neurodivergent populations is advantageous, but not required.

Leadership Characteristics

- **Mission-aligned champion:** Genuine belief in Landmark's purpose and respect for neurodivergent students, families, and colleagues, with recognition that neurodiversity extends to faculty and staff as well as students.
- **Compelling storyteller:** Able to convey Landmark's value with authenticity and emotional intelligence to families who are hopeful, weary, and fiercely protective, and able to train the team to do the same.
- **Unconventional strategist:** Willing to set aside the standard higher education playbook for a market with no purchasable name lists, a recruitment runway that may begin in middle school, and family engagement closer to independent school practice.
- **Data-informed without being data-bound:** Comfortable building strategy where conventional metrics do not apply, and able to translate evidence into insight the wider community can use.
- **Results-driven competitor:** A healthy appetite for moving the numbers, paired with judgment about long-term institutional health.
- **Cross-campus collaborator:** Builds relationships proactively across academic affairs, student affairs, marketing, financial aid, advancement, information technology, off-campus programs, research and development, and finance.
- **Faculty and staff partner:** Engaged with faculty and staff; soliciting input and feedback while sharing enrollment realities openly rather than after decisions are made.
- **People developer:** Invests in coaching and professional development, recognizes individual strengths, and builds a culture that retains talent.
- **Emotionally present leader:** Makes the team feel heard and supported under real enrollment pressure.
- **Decisive and prioritizing:** Assesses quickly what is and is not working, makes meaningful change, and understands the importance of remaining focused on protecting the team's capacity for core work.
- **Ethical professional:** Insists that enrollment messaging match the lived student experience
- **Entrepreneurial and opportunity-oriented:** Sees the full portfolio of pathways, not only the traditional undergraduate funnel.
- **Curious, humble listener:** Learns the institution and the reasoning behind its practices before attempting to transform it.
- **Culturally aware:** Connects with students and families across all identities and responds thoughtfully to the concerns families raise.

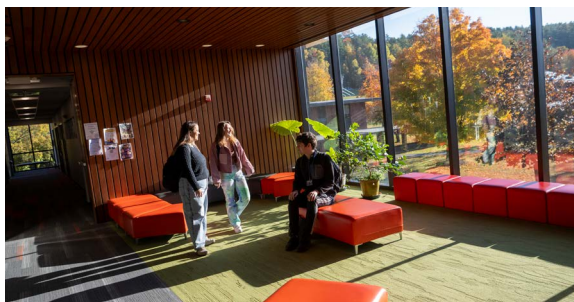


Landmark College at a Glance

Landmark College is a private, nonprofit institution in Putney, Vermont, accredited by the New England Commission of Higher Education. Established in 1985 by Dr. Charles Drake, it was the first accredited college in the United States created specifically for students with dyslexia and related learning differences, and it remains the most recognized institution of its kind.

Landmark enrolls approximately 600 undergraduates from across the country and abroad, supported by a full-time faculty with deep expertise both in their disciplines and in teaching neurodivergent learners. The College offers associate and bachelor's degrees, minors, graduate-level certificate programs for educators, dual enrollment for high school students, summer programs, a Bridge Experience for students returning to or transferring toward other institutions, and online programs through LC Online. Through the Landmark College Institute for Research and Training — the nation's only learning-disability research institute based on a campus serving exclusively this population — the College extends its influence on educators worldwide.

Landmark has also begun exporting its model beyond Putney, through the Neuroinclusive Collaborative in San Mateo, California, partnership initiatives with other campuses, and continued development of online and short-term offerings.



LANDMARK COLLEGE

Mission

Landmark College transforms the way neurodivergent students experience learning, educators approach teaching, and society views education and neurodiversity. Through a commitment that extends beyond the traditional classroom, the College provides highly accessible, student-centered approaches that cultivate intellectual, social, and personal potential so college-capable students can thrive. As an inclusive community that values diversity, Landmark extends its influence by sharing best practices and educational philosophies, supporting all students by shaping the broader educational landscape.

Values

The core values of the Landmark community are hard work, respect for others and oneself, honesty, safety, and understanding. From these, the College derives the standards of conduct and the ethos that shape campus life. Institutionally, Landmark is dedicated to innovation, service to students who learn differently, and a willingness to continually grow and reinvent itself — evolving in a disciplined but entrepreneurial way in response to a changing educational landscape.

Academics

Landmark's academic model applies universal design and multi-modal instruction across the curriculum. Support is built into how courses are designed and taught rather than offered as accommodations students must seek out, and faculty are trained as specialists in teaching neurodivergent learners. Small classes and an unusually low student-to-faculty ratio allow instruction to be individualized without isolating students from a full college experience.

Bachelor's degree programs include Communication & Leadership, History, Integrated Arts, Liberal Studies, Media Arts Production, Psychology, Biology, Computer Science, and Health Sciences, with minors available to declared baccalaureate students. Associate degree programs align with the first years of the bachelor's programs, allowing students flexibility in how far and how fast they progress. The College accepts up to 80 transfer credits toward a bachelor's degree, an important consideration in a student body where many arrive after beginning elsewhere.

Landmark's Bridge Experience is a short-term (one semester or a full year) non-degree option specifically designed for students who want to build executive function and academic skills without committing to a Landmark degree. The focus is on learning strategies, academic skills, and self-reflection, and participants tend to share an interest in understanding their own strengths and learning issues, a willingness to work closely with faculty and professional staff, and a readiness to use Landmark's support systems.

Landmark also runs a separate Summer Bridge Experience on the Putney campus, a 35-day summer offering that carries credit and layers in wellness programming and social-support activities.

Landmark also serves educators and professionals. The Landmark College Institute for Research and Training (LCIRT) delivers webinars, online course series on executive function, a Summer Institute, and off-site professional development at secondary and postsecondary institutions, while the College offers a graduate-level certificate for practitioners seeking expertise in Learning Differences and Neurodiversity.





Student Success

Student success at Landmark is an institutional design principle rather than a set of services. The Drake Center for Academic Support provides individualized help with time management, reading, writing, test preparation, and assistive and educational technology, and is used by more than half the student body. Academic advising is individualized and oriented toward helping students become their own advocates. Career Advising helps students connect strengths to real-world opportunities and prepare for a meaningful and successful future.

Beyond the classroom, students have access to counseling and health services, executive function coaching, social pragmatics programming, a robust co-curricular residential experience, athletics, recreation & activities, a therapy dog program, and the Transition at College (TaC) program as a gap-year alternative for students seeking additional support in executive function, independent living, and self-advocacy. The Centers for Diversity & Inclusion serve as vital spaces that center the intersectionality of the multiple dimensions of identity beyond neurodiversity and foster community, peer connection, dialogue, and belonging for all students.

The outcome that matters most to Landmark families is confidence: students who understand how they learn can advocate for themselves and are prepared to continue at Landmark or transfer onward and finish. Graduating students serve as commencement speakers and describe that transformation in their own words; a tradition that captures the institution's sense of what success means.



Location & Campus

Landmark occupies a hillside campus overlooking the Connecticut River valley in Putney, Vermont, a small town in Windham County known for its arts community and agricultural character. Facilities include the MacFarlane science and technology center, the Lewis Academic Building, the Click Family Sports Center, the Strauch Family Student Center, a library, fine arts facilities, and varied residences.

This fall, the Upper Campus Commons, will open. Intentionally designed with student input to be a neuroinclusive space, the Upper Campus Commons will establish the standard for future facilities work at the College.

Within half an hour of campus students find theaters, restaurants, shops, live music, and galleries, and Brattleboro anchors the region's cultural life. World-class skiing, snowboarding, hiking, kayaking, and mountain biking are minutes away. Boston is approximately 100 miles and New York City is just under 200 miles.

The College's 2026 land acquisition, which extends the campus east toward River Road and down to the Connecticut River, gives Landmark room to grow at a time when many institutions are landlocked and is essential to the institution's current strategic planning.



Leadership

Jim Dlugos, Ph.D., became President of Landmark College in July 2024, initially in an interim capacity. He previously served as President of Saint Joseph's College of Maine from 2012 to 2023, where he developed programs for neurodivergent learners along with online and mission-driven certificate programs. Earlier, he was Academic Vice President at the College of Saint Elizabeth in New Jersey and spent sixteen years in faculty and administrative roles, including Academic Vice President, at Washington & Jefferson College in Pennsylvania.

Colleagues describe President Dlugos as visionary and entrepreneurial, with a calming presence, collaborative style, and a strong record of driving innovation and morale. Under his leadership the College has pursued new programming, new partnerships, expanded employee benefits, and significant property acquisition, designed and constructed a new Upper Campus Commons, and is currently completing a comprehensive strategic plan.

The President's Council, composed of senior administrators from across the College, meets weekly. The Vice President for Enrollment Management is a member of this body and reports directly to the President.

Application and Nomination Process

AGB Search is partnering with Landmark College in the search for the institution's next Vice President for Enrollment Management.

To assure full consideration, applications should be received by **Wednesday, October 28th**, and include the following:

- A letter of interest addressing the strategic opportunities and qualifications identified in this profile;
- A curriculum vitae; and
- A list of five professional references with email addresses and telephone numbers, including their relationship to the candidate. References will not be contacted without prior authorization from the candidate.

In accordance with Vermont Act 155, the anticipated salary range for the position is \$160,000 to \$170,000, with a comprehensive benefits package. Application materials should be submitted through the AGB Search portal system: <https://bit.ly/4AmWc1p>.

Please direct confidential nominations and expressions of interest or any questions regarding the application process to LandmarkVPEM@agbsearch.com or:

Tony Pace

Executive Search Consultant
tony.pace@agbsearch.com
678.322.7171

Matthew J. Kilcoyne

Principal
matt.kilcoyne@agbsearch.com
202.253.9846

Additional information about Landmark College is available at www.landmark.edu.

Landmark College is an equal opportunity employer and is committed to building a community that reflects the diversity of the students and families it serves.
