



# ADLER UNIVERSITY

Position Profile

**Executive Dean of the Online Campus**

**Remote Position**

April 2022

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## THE INSTITUTION

Adler University educates students to engage the world and create a more just society. Adler University's mission is to continue the pioneering work of Alfred Adler, the first community psychologist, by graduating socially responsible practitioners, engaging communities, and advancing social justice. The University is a community-engaged institution as classified by the Carnegie Foundation for the advancement of teaching.

A singular idea has consistently driven the institution's curricula, pedagogy and community engagement. That guiding idea is Alfred Adler's groundbreaking concept of social interest or *gemeinschaftsgefühl* – the idea that our health resides in our community life and connections. This idea today is more necessary than ever to drive the work and change most needed in challenged communities around the world.

In 1952, Rudolf Dreikurs and his colleagues established the institution as the Alfred Adler Institute in Chicago – to train practitioners to apply Adler's idea of social interest. Alfred Adler was the first to focus on wellness in the community context. He advanced the revolutionary idea that responsible practitioners must advocate to change the social conditions that affect population health and well-being.

Today, with three campuses – Chicago, Vancouver and Online – Adler University is a graduate institution that enrolls about 2,000 students in master's and doctoral programs for social change. The institution continues Alfred Adler's pioneering work through preparing socially responsible practitioners, engaging communities and advancing social justice. In practice disciplines such as psychology and public policy, students learn to be social justice practitioners, specifically to be effective social change agents in pursuit of justice.

The University has established and carefully maintains a high-quality, student-focused learning environment, with small class size (average 10 students per section) and close faculty mentoring (ratio of 13 students per core faculty member). Following a competitive admissions process, 96% of students are retained year-to-year, 80% of students graduate, 91% of alumni are employed within a year of graduation and 96% of alumni report that their preparation in socially responsible practice is important to them in completing their daily work. The loan default rate is 3% in the United States and 0% in Canada. Over 7,250 alumni are changing the world.

### ADLER'S FIVE GUIDING VALUES

**SOCIAL INTEREST:** We are part of and invested in community, and we act and collaborate with compassion and social responsibility.

**PLURALISM:** We respect and celebrate human diversity and difference.

**COURAGE:** We encourage leadership, innovation, and creativity, act on principle, and challenge the status quo.

**EXCELLENCE:** We embrace the highest level of quality, rigor, and integrity for education, scholarship, performance, and outcomes.

**PRAGMATISM:** We are outcome-oriented and evidence-based, and we pursue real-world solutions and measurable results.



## Mission

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

### Outcomes of the Mission

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). Adler University, as a higher education institution, continues his work today through the production of three outcomes that 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 a collaborative partnership that strengthens communities, provides service and prepares students.

#### **Social Justice**

Social justice refers to the 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.

### Vision

The leading academic institution advancing socially responsible practice, healthy communities, and a more just society.





## THE POSITION

The Executive Dean of the Online Campus is the chief administrative and academic officer for the Online Campus of Adler University. The online campus was launched in the fall of 2015 with five academic programs. Since that time, offerings have expanded to include two doctoral programs, six master's degree programs, an online certificate and a bachelor's completion program which enroll over 400 students, in total.

The Executive Dean will work remotely from wherever they choose to live, report to the Vice President of Academic Affairs, and serve on the President's Cabinet. They hold principal responsibility for the Online Campus and are responsible for the development and administration of all academic policies, programs and budgets associated with the Campus. Responsibilities include managing a budget of \$6.6M and overseeing the Department of Educational Design & Innovation, which supports the Chicago, Vancouver, and Online Campuses, the Department of Student Experience and Academic Advising, which supports the Online Campus, as well as all academic programming offered through the Online Campus.

The Executive Dean oversees faculty recruitment and evaluation, as well as student admissions and enrollment, with the support of academic program directors, faculty, and staff. The Executive Dean leads the University in defining and planning new online academic programs and will develop plans for excellence in accordance with the University's strategic plan. Direct reports include the Director of the Department of Educational Design & Innovation, the Director of the Department of Student Experience and Academic Advising, and all Online Academic Program Directors. For more information <https://www.adler.edu/programs/#online>

### Responsibilities and Duties:

#### **Academic Leadership:**

- Serve as the Chief Academic Officer for the Online Campus and partner effectively with the faculty to facilitate academic governance.
- Promote competence to ensure compliance of all Adler academic and administrative policies and procedures, including timely completion of catalog content.
- Provide leadership for growth which supports and empowers the development and effective implementation of new academic initiatives and their implementation.

- Develop infrastructure to support the application for and/or maintenance of any applicable program, regional, state, or provincial accreditation.
- Provide leadership, determine activities required to achieve intended outcomes, and oversee execution of the Institutional Program Review process and annual program snapshot assessments.
- Ensure the creation, implementation, evaluation, and annual review of each academic program's education outcomes including program outcomes, student learning outcomes and faculty outcomes. Ensure the implementation of programmatic changes identified by this annual review process.
- Integrate and align initiatives across programs within the unit to ensure timely development of Student Learning Outcome Assessment Program (SLOAP) reports and other assessment data. Works closely with department faculty to ensure assessment data is utilized to improve curriculum and student learning outcomes.
- Provide leadership for growth and continuous improvement by overseeing the implementation of all programmatic requirements within the unit, including practicum, dissertation, and thesis (as applicable).
- Oversee the selection and evaluation of qualified full-time and adjunct faculty members teaching in programs within the unit. Create conditions to facilitate the provision of continuous support for core and adjunct faculty development. Create innovative strategies for the processing of course evaluations and the provision of feedback to students and faculty. Meet with core faculty to develop annual load forms and professional goals.
- Schedule courses for all programs in the unit; assign full-time and adjunct faculty to course sections. Implement innovative strategies for forecasting course needs to improve operations.

#### **Campus Leadership:**

- Lead the Online Campus and the University's online course and program offerings, including program quality and student success.
- Manage and develop the employees for the departments of educational design & innovation and student experience and academic advising, and the Online Campus.
- Manage the budget and finances for the Online Campus, Educational Design & Innovation, and Technology.
- Set enrollment goals and drive admissions decisions for the Online Campus.
- Create conditions that support innovative strategies for the regular review of courses and programs. Oversee final approval for new/revised courses, program revisions, and new programs and facilitate the process through appropriate committees; review and approve the Master Course Syllabus or Master Course Shell for all courses.
- Ensure operational welfare by providing support and structure for communication between meetings. Communicates pertinent information back to the department to ensure compliance with internal and external policies and procedures, provide input regarding recruitment and marketing activities with appropriate support staff.
- Ensure fiscal welfare of the department through the integration of data-informed evaluation, monitoring and approval practices.
- Oversee innovative programmatic initiatives which support and monitor student recruitment, marketing, academic advising, and student development.
- Create conditions that support adherence to the principles of academic governance, especially the collaborative development of appropriate governance processes.

#### **Strategic Planning to Support the University:**

- Partner effectively with senior leadership.
- Integrate resources and develop innovative practices to facilitate the development, review, and implementation of strategic plans within the unit that are in alignment with the mission and strategic plan of the institution.
- Create and nurture collaborations across the school and community and provide leadership for growth by overseeing the cultivation of external community linkages to support programmatic goals and collaborate with

other academic leaders. Serve as primary liaison between the programs and various faculty and governance bodies.

- Create strategic initiatives which serve to support institutional growth through the effective use of departmental resources.
- Increase campus visibility by engaging with outside institutions to meet campus goals.
- Enact campus initiatives that support community engagement.

### Qualifications:

**Candidates for consideration must possess the following education and experience:**

- A doctoral or other terminal degree.
- Minimum ten years professional experience in an academic setting with increasing levels of responsibility including administrative experience in an online setting.

**The successful candidate will provide an application package that describes their successful record with/commitment to these additional requirements:**

- Demonstrated success in new program development, enrollment management, student services and faculty development in an online setting.
- Exemplary skills in leading, managing, budgeting, planning, and collaborating.
- Demonstrated effective leadership in interacting and collaborating with vendors, administrators, staff, and faculty.
- Understanding of current pedagogy, technologies, and best practices for all online and blended learning modalities: experience with Master Course set up as well as faculty-led design.
- Demonstrated ability to support Adler's vision, mission and key strategies including a personal and professional connection to Adler's values of social interest, pluralism, courage, excellence, and pragmatism, and the ability to support and model these values.
- Familiarity with regional accreditation and state authorization (preferred).
- Experience with graduate level online program development/management (preferred).

**Candidates will also be assessed for these qualities – knowledge, skills, and abilities:**

- Knowledge of and content expertise/competency in diversity, social justice, etc.
- Knowledge of managerial and administrative principles and best practices in higher education.
- Knowledge of best practices for developing, implementing, and evaluating policies and procedures in a higher education setting.
- Ability to leverage influence to drive change and influence stakeholders.
- Ability to consistently identify opportunities for improvement and implement recommendations based on observations.
- Strong critical thinking, problem-solving and visioning acumen.
- Ability to proactively identify challenges and barriers to stated objectives and employ assistance in addressing these.
- Ability to effectively mediate conflict and to provide effective supervision to a wide variety of leaders.
- Strong collaboration acumen and abilities.
- Demonstration of Emotional Intelligence and professional maturity.
- Ability to utilize technology to solve and prevent problems to improve the functioning of the unit.
- Strong research acumen and abilities.
- Strong communication acumen including written, oral, and listening.



## Universal Core Behaviors:

### Communication:

- Effectively expresses oneself in all oral and written communications.
- Exhibits good listening and comprehension skills.
- Keeps others informed, as well as responds, in a timely manner.
- Demonstrates match between words and actions.
- Responds with tact, diplomacy, respect, and composure when dealing with others.
- Promotes the spirit and essence of the School's Vision, Mission, Values and Key Strategies through both verbal and written communication.

### Teamwork and Collaboration:

- Cooperates with others toward the achievement of common goals.
- Seeks consensus and win-win solutions to problems and conflicts.
- Contributes actively and participates fully in team initiatives.
- Puts success of the team above own interests.
- Builds and maintains constructive work relationships.

### Responsive to Change:

- Supports changes in the work environment.
- Displays a proactive, problem-solving approach toward work.
- Committed to life-long learning by continuously increasing skills, knowledge, and effectiveness.
- Actively seeks and initiates creative and innovative solutions.
- Exercises sound, accurate and informed independent judgment when needed.

### Quality-Driven and Accountable:

- Results-oriented and committed to quality through continuous process improvement.
- Eliminates ineffective activities and closes performance gaps.
- Anticipates and responds to customer needs.
- Monitors own performance, accept responsibility for actions and actively seeks feedback.
- Meets deadlines and completes projects and activities in professional, timely manner.
- Seeks opportunities to increase productivity and/or reduce costs while maintaining highest quality standards (fiscally responsible).

### Support of Vision, Mission, Values, Key Strategies:

- Supports and models the School's Values of: social interest, compassion, justice, respect for the individual, honors diversity and difference, intellectual rigor, optimism, and collaboration.
- Articulates the School's Vision, Mission, and Key Strategies in a way to educate others.
- Demonstrates active commitment in advancing the School's Vision, Mission and Key Strategies.
- Exhibits personal integrity, honesty, zeal, and compassion.
- Aligns work processes to advance the School's strategic plan and key strategies.

## Leadership

### Raymond E. Crossman, PhD, President



Raymond E. Crossman is Chicago's second longest-serving university president and the USA and Canada's longest-serving LGBTQ+ university president. In 2003, Dr. Crossman was appointed the fifth president of Adler University. During Dr. Crossman's tenure, Adler University has grown from a psychology school enrolling about 200 students to a university enrolling about 2,000 graduate students at its Chicago, Vancouver, and Online campuses. With his leadership, the University launched the Adler Institutes for Social Change and Adler Community Health Services – both supporting the health of communities in Chicago and Vancouver.

Dr. Crossman currently serves on the board of directors for Chicago Public Media, Thresholds, Illinois Campus Compact and the LGBT Fund for the Chicago Community Trust. He co-founded LGBTQ Presidents in Higher Education in 2010, hosted its inaugural meeting in Chicago and co-chaired the growing advocacy organization until 2018. His community work has included service on the boards of the Center on Halsted (Vice Chair), Chicago Loop Alliance and OUT at Chicago History Museum (Chair).

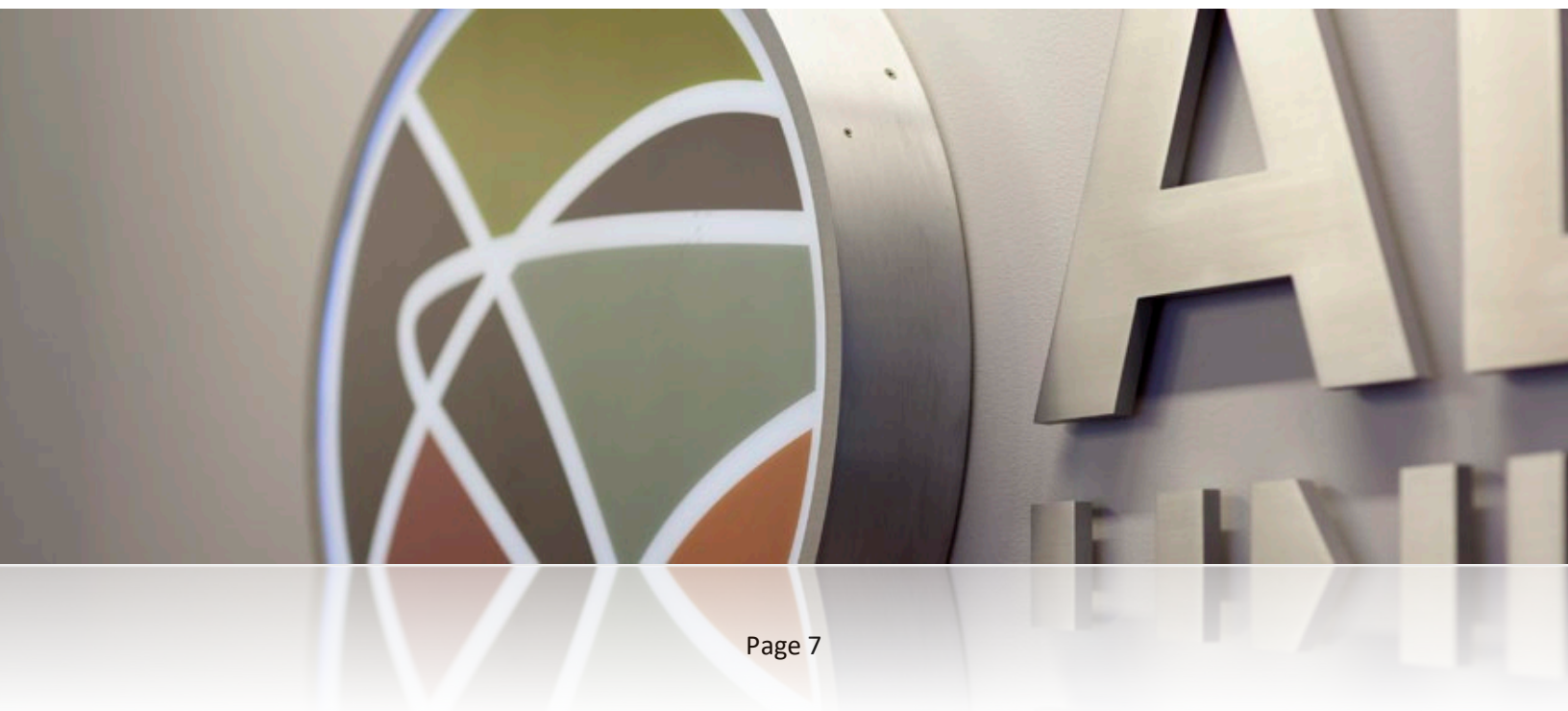
He was recently appointed to the Presidents' Council of the Association of Governing Boards of Colleges and Universities. He serves on the editorial board of Training and Education in Professional Psychology and he serves on the Higher Learning Commission (HLC) Institutional Actions Council. Dr. Crossman is a Past President of the National Council of Schools and Programs of Professional Psychology, is a Past Chair of the Council of Chairs of Training Councils of the American Psychological Association and served on the Commission on Accreditation of the American Psychological Association. He received the Significant Professional Contribution Award from the Hawaii Psychological Association.

Dr. Crossman received his B.S. (summa cum laude) in Psychology and 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.

## Accreditation

Adler University is accredited by the Higher Learning Commission (HLC). All degree programs are offered at Adler University – Vancouver Campus with the consent of the Minister of Advanced Education, Skills, and Education and under the authority of the Degree Authorization Act.

Additional information on program-specific accreditations can be found here: <https://www.adler.edu/accreditation/>







## TO APPLY

Applications will be reviewed and considered as they are submitted – applications received by **May 25, 2022** will be given first consideration. Please submit a PDF version of your CV/resume and letter of interest that addresses your related experience and qualifications, upon application. Please also include a diversity statement (maximum one page). That statement should describe how your values and leadership frame or center Equity, Diversity, and Inclusion (EDI) in your personal and professional life. Please highlight any specific EDI goals, issues, or initiatives that you have led which have resulted in transformation.

All applications and nominations will be held in confidence.

To apply online, go to: <https://theapplicantmanager.com/jobs?pos=su299>

### More information or to offer recommendations or nominations:

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*It is the policy of Adler University that all persons are entitled to Equal Employment Opportunity (EEO) protection. The University does not discriminate against any individual for employment because of age, religion, race, color, gender, gender identity, sexual orientation, national origin, ancestry, marital status, physical or mental disability, military status (including unfavorable discharge from the military), or any other category protected by federal, state, or local law.*

*As part of the Adler's equal employment opportunity policy, Adler will also take affirmative action to ensure that minority group individuals, females, disabled veterans, recently separated veterans, other protected veterans, Armed Forces service medal veterans, and qualified disabled persons are introduced into our workforce and considered for promotional opportunities.*



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