

Landmark College

Vice President for Administration and Chief Financial Officer



Position Profile

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The Opportunity

Landmark College, the nation's preeminent fully accredited institution for students who learn differently in Putney, VT, is doing a national search for its next Vice President for Administration and Chief Financial Officer (VPA/CFO). The College has a budget of \$38M, an endowment of \$37M, a current enrollment of 500 residential undergraduate students and 175 students participating in a variety of online programming initiatives including credit courses as well as college preparation courses and a summer bridge program. The College has a Success Center in California and a Center for Research and Training. Landmark is characterized as an inclusive, diverse student-centered community, with well-supported academics, financial strength, healthy enrollment, exceptional faculty and staff, and a dedicated and supportive Board of Trustees.

The Vice President for Administration and Finance/Chief Financial Officer reports to the President and is a key membership of the leadership team. The position is responsible for providing leadership and vision in the management of Finance, Information Technology, Business Services, and Facilities, including construction, buildings, grounds, and maintenance. The Vice President directly supervises the Controller, the Director of Information Technology, the Director of Facilities, and the Manager of Administrative Services and Procurement and will support the board finance and facilities committees.

Location

[Landmark's location](#) in beautiful southeastern Vermont provides the setting for an engaged and inclusive college community on a small, rural campus, while situated minutes away from extensive outdoor activities, a rich arts scene, a diverse culinary scene and a good school system. Putney has a population of just over 2,700 and a downtown which is on the National Register of Historic Places. It has a rich history dating to its founding in 1753. It was involved in the abolitionist movement and Robert Frost lived and taught in Putney for many years.

Putney is ten miles from Brattleboro, VT, and only a two-hour drive to Boston and four hours to New York City and Montreal.

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, we provide 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, we extend our influence by sharing best practices and educational philosophies, supporting all students by shaping the broader educational landscape.

Vision

To fulfill our mission and provide a transformative educational experience, the College and our community remain dedicated to an ethos built on innovation, service to students with LDs, and willingness to continually grow and reinvent ourselves. To distinguish the College as the premier institution for students who learn differently, we plan to evolve in a disciplined but entrepreneurial way in response to changing LD education needs, societal needs and opportunities, and career aspirations of our students. The College aims to be identified as a leader in the post-secondary LD education field, and to engage in collaborative and strategic alliances that will ensure our position as enduring pioneers. We are resolute in our commitment to embrace emerging, alternative technologies and learning environments that are changing the higher education industry today, in a way that best serves our LD-based systems and students. An overall environment optimized for student learning and living success, and which provides strategies, tools, and confidence for wellness and life-long competencies, remains a critically important element that contributes to the genius loci of our campus. Everything we do now and plan to do in the future is built on an understanding that student access to our programs is imperative — and directly linked to financial strength and institutional sustainability.

President



Jim Dlugos, Ph.D., was named President on May 1, 2025 after serving as Interim President of Landmark College since July 2024. Dlugos is a creative, entrepreneurial president who understands the need for change to the traditional higher education business models and motivates and supports creativity and new ideas. Dlugos holds a doctorate in English from the University of Virginia, and a master's and bachelor's degree from Boston College. Before

beginning at Landmark, Dlugos served as president of Saint Joseph's College of Maine for eleven years. Prior to his time at St. Joseph's, he served as academic vice president of the College of St. Elizabeth in New Jersey as well as various administrative and faculty roles (including academic vice president) at Washington and Jefferson College in Pennsylvania.

At the time of his appointment, Dlugos said, "Landmark College's singular focus on neurodivergent learners makes it a distinctive and special part of the American higher education landscape. I'm delighted to have the opportunity to bring my experience, passion,

and commitment to learner-centered environments to this wonderful institution and its amazing students, faculty, staff, and trustees.”



About Landmark

Landmark College is one of the only accredited colleges in the United States designed exclusively for students who learn differently, including students with learning disabilities (such as dyslexia), attention deficit hyperactivity disorder (ADHD), autism or executive function challenges.

To fulfill its mission and provide a transformative educational experience, the College and the community remain dedicated to an ethos built on innovation, service to students with Learning Differences (LD) and willingness to continually grow and reinvent itself. To distinguish the College as the premier institution for students who learn differently, it plans to evolve in a disciplined but entrepreneurial way in response to changing LD education needs, societal needs and opportunities, and career aspirations of our students. The College aims to be identified as a leader in the post-secondary LD education field; and to engage in collaborative and strategic alliances that will ensure its position as enduring pioneers. It is resolute in its commitment to embrace emerging, alternative technologies and learning environments that are changing the higher education industry today, in a way that best serves our LD-based systems and students. An environment optimized for student learning

and living success, that provides strategies, tools, and confidence for wellness and life-long competencies, remains a critically important element that contributes to the genius loci of the campus. Everything it does now and plans to do in the future is built on an understanding that student access to its programs is imperative — and directly linked to financial strength and institutional sustainability.

HISTORY

As the first college established exclusively to serve students with learning disabilities, Landmark College has a unique and vibrant history. Charles Drake, Ed.D., a Harvard-trained educator with severe dyslexia himself, knew firsthand the struggles of children with learning disabilities. While working on his degree at Harvard, he taught, lectured, and advocated on behalf of students with learning disabilities and on the need to pass appropriate educational legislation for them. In 1971, he and his wife Marjorie founded the Landmark School in Massachusetts to address the needs of elementary and secondary students with language-based learning disabilities such as dyslexia.

As the school grew, it added a college- preparatory component to its curriculum. Based on that success, Drake and other Trustees began to explore the possibility of starting an associate- granting college specifically designed for students with learning disabilities. Drake and his colleagues saw the need for a college that would work exclusively with such students—something that had never been done before.

Drake found the property on the site of the former campus of Windham College, beautifully situated on 125 acres in Putney, Vermont. Landmark College was legally established in November 1983, and after much repair and renovation, it opened in September 1985 with 77 students and a focus to serve college-age students with dyslexia.

In subsequent years, the College's understanding of dyslexia and specific learning disabilities deepened and broadened, reflecting ongoing research findings from across the country and around the world. Attention deficit/hyperactivity disorder—not a recognized diagnosis in 1985—became increasingly common among the College's students by the mid-1990s. Similarly, the increase in autism diagnoses and a corresponding increase of autistic students within the LC student body led to shifts in teaching/learning approaches and techniques in LC classrooms.

Collectively, the understanding that changes in learning profiles necessitate changes in teaching methods and the field of learning disabilities and differences expanded greatly. Landmark's approach to working with its students has grown, but always with a consistent, unyielding mission to provide best practice for all.

The 1990s and 2000s saw enrollment growth to 400 students; the creation of an endowment; the establishment of a faculty rank and promotion system; expanded and improved athletics and student affairs spaces; new retention strategies; and, importantly, a successful effort to raise awareness of Landmark's unique contributions across the state

and region. Multiple Title III and VII grants awarded to Landmark allowed educators and college administrators around the country to learn best practices for serving students with learning disabilities.

Enrollment has continued to grow in recent years, as has a commitment to incorporating technology in student learning and academic programming in STEM fields. In 2012 Landmark began offering bachelor's degrees.

Academic Life

Landmark College utilizes a three-school divisional structure composed of the School of Liberal Studies and Arts & Professional Studies, the School of Education and STEM, and LC Online. The College has 56 full-time faculty on campus. Assistant professors account for 51 percent of the faculty, associate professors are 27 percent, professors are 19 percent, and instructors are 3 percent. LC Online works with approximately 14 additional faculty each term, depending on course enrollments. Landmark College does not utilize a tenure system.

Landmark College offers [bachelor's degrees](#) in Communication & Entrepreneurial Leadership, Liberal Studies, Psychology, Integrated Arts, Computer Science, and Biology. Students can choose to minor in Communication, Disability Studies, Education, Environmental Biology, or Psychology. For fall 2025, the College is introducing additional degree programs in History, Health Sciences, and Media Arts Production. Landmark hosts associate degree programs in Business Studies, General Studies, Liberal Studies, Computer Science, and Biology. Ten can be pursued within an associate's degree program.

The commitment of Landmark's professional faculty and staff to supporting students is unrivaled. They bring specific expertise in, and a passion for, working with students who learn differently. The depth of this lived daily commitment is a differentiator for Landmark in the competitive ecosystem of institutions that seek to educate neurodivergent learners. Prospective students and their families come to see Landmark's level of dedication clearly. It is a resource-rich approach that yields a competitive advantage for Landmark and a world-class education for the College's students.

Students who are academically prepared for college may still face significant challenges navigating the social curriculum, living independently, the new demands of executive functioning without parental or teacher involvement in organizing one's day, and adjusting to the more fluid routine of the college student.

Landmark College recognizes the need to provide additional programming to assist such students, including those with autism, to meet their college goals. The College's integrated model for [social pragmatic support services](#) and executive function coaching provide a structured living and learning environment that combines an effective pedagogical approach with tailored social and other programmatic supports.

LC Online

[LC Online](#) is a thriving venture by the College to reach more students and provide essential training for educators across the nation and around the world. LC Online permits those who cannot or do not want to live on campus to have the complete LC experience. The offering provides more affordable access to Landmark College's distinctive academic, social, and employment readiness experience, while better suiting some students' schedules, budgets, and comfort level. LC Online courses are designed to take advantage of the research and strategies the College has used for many years on campus. Students are given the opportunity through synchronous and asynchronous instruction to manage their time and schedules while receiving consistent support from faculty and staff. The academic support team, online advisors, and faculty work closely with students to foster academic success. As with the College's in-person residential bachelor's and associate's programs, LC Online offerings are built—and resourced to support student learning and thriving. The PEERS social pragmatics program, Drake Center for Academic Support, and Career Connections programs are accessible to all LC Online students.

[Online dual enrollment](#) (ODE) courses are available to high school juniors and seniors. Each course is designed and delivered using research-based best practices for online learning. Courses are personalized and highly supportive, helping to customize the learning environment. Student class size is kept small, averaging 12-14 students, to ensure students receive individual attention and feedback from experienced educators.

Summer Bridge Experience

Landmark is nationally recognized for boosting learning strategies, academic skills, and self-reflection. [Bridge Experience](#) students can improve their academic approach to college. Summer Bridge participants may elect to use the experience as a bridge to success at their home college or a transfer institution. Candidates for this short-term option have an interest in understanding their strengths and learning issues; they value the ability to work closely with their professors and other professional staff to hone their skills and learn new strategies; and they are willing to use the many support systems that Landmark College offers. Many Summer Bridge participants from other institutions opt to transfer to Landmark College after completion.

Bay Area Success Center

The [Bay Area Success Center](#) is a recent effort by Landmark to expand the College's reach and impact. Located in San Mateo, CA, the Center provides neurodiverse teens, young adults, and adults with access to unmatched resources and support for success in their academic and social skills development journey.

Success Center resources and approaches are based on the world-class academic and student life elements found on the College's Vermont campus, ensuring quality and effectiveness honed over 35 years of working with neurodiverse populations. Beyond the

immediate impact the Bay Area Success Center programming has on its participants, the Success Center raises awareness of Landmark College among potential future students and those who would champion Landmark's mission and good work. The impact of the Bay Area Success Center has prompted plans for a site in Los Angeles and possibly a center centrally located in the U.S.

Institute for Research and Training



The [LCIRT](#) was established in 2001 to pioneer LD research, discover innovative strategies and practices, and improve teaching and learning outcomes for both students with learning disabilities, ADHD, and autism, and educators in high school and college settings. Fully integrated within the College, LCIRT is instrumental in promoting and leveraging the knowledge and expertise of Landmark College's faculty and staff. The resulting research and innovative techniques and technologies then flow back directly to LC classrooms. With the LCIRT, the route from on-campus innovative research to practical application in LC classrooms is very short. The [neurocognitive lab](#), which includes virtual reality equipment, makes LCIRT a popular environment for student research. Students design studies, join in them, analyze the data, co-publish results, present research at conferences, and participate in grant-funded research internships. Through the Landmark College Institute for Research and Training, the College aims to extend its mission across the nation and throughout the world.

Student Profile

In recent years Landmark has enrolled 500 students per year on campus and another 25 degree-seeking students per year through LC Online. Ninety-three percent of Landmark's on-campus students are between 18 and 25 years old. Thirty-five percent of students graduate within 150 percent of the expected completion time, and another 49 percent transfer to another institution during the 150 percent timeframe. Massachusetts, New York, California, Maryland, New Jersey, and Vermont are the states from which the most Landmark students hail. International students most frequently enroll at Landmark from Canada, Australia, and Hong Kong. Students who identify as male represent 64 percent of the student body. Related to this, an under-identification of women with learning disabilities exists in psychoeducational testing, where testing bias is more likely to assign a diagnosis to men.

The two most recent admission cycles averaged an acceptance rate of 49 percent and a yield of 58 percent of admitted students enrolling at Landmark. While the College's focus centers on the educational experience, including unlocking student strengths and building compensatory skills for success, Liberal Studies and Computer Science are the most popular baccalaureate degree programs. Pell-eligible undergraduates accounted for 25 percent of Landmark's students in 2024-25.



Student Life

The Strauch Family Student Center is the heart of student life at Landmark College. It houses the Fireside Café, the college bookstore, and the student-run game room. Several important resources also are in the Student Center, including health services, counseling services, and Student Affairs. The student-run radio station, WLMC Radio, also is based out of the Student Center and has won several awards from the national intercollegiate broadcasting system.

The College has choral, theater, and arts groups that meet regularly. The athletic health and fitness department enhances students' academic experience through involvement in sports and fitness activities. Landmark College's athletic intramural, outdoor, recreation, and outdoor programs provide opportunities for participation through a wide array of offerings, leading to a holistic and engaging experience that enriches the lives of all members of the community. The Landmark Land Sharks can be found competing in baseball, esports, men's basketball, women's basketball, running/cross country, soccer, and softball. The recent short documentary on LC's esports team provides an excellent view into the College's culture and campus life.

The College has a network of woodland trails that provide on campus outdoor space for students to hike, run, mountain bike, and observe nature, as well as snowshoe and cross-country ski in the winter months. The campus trail system also encompasses a six-basket disc golf course.

The diverse residential housing options and dining facilities are equipped to support the needs and preferences of the student body. Landmark College is a substance-free campus.

Governance, Structure, and Accreditation

The Board of Trustees is composed of 15 members, most of them parents of students or alumni whose lives were transformed by their experiences at Landmark. Among its members are nationally recognized leaders in business, law, the nonprofit sector, and the arts. The Board meets four times a year in August/September, November, February, and May. Established in 2007, the College's Alumni Advisory Board provides support and service to the College and its alumni by facilitating communication and fostering relationships between alumni and the College community through integrated programs to help the College remain strong for future generations of students.

Landmark College operates through a shared governance covenant. The faculty senate meets monthly, and the senate executive committee meets weekly. Faculty committees include curriculum, rank and promotion, faculty human resources, pedagogy, general education assessment, and sabbatical. A staff council meets regularly as well.

Comprised of senior administrators from key offices and divisions of the College, President's Council meets weekly to formally review opportunities, risks, challenges, and

more that affect the operations of the College. In addition to the president, the President's Council consists of nine administrators: the Vice President for Academic Affairs, Senior Director of Institutional Effectiveness, Director of Information Technology Services, Vice President for Research and Innovation, Vice President for Administration & Chief Financial Officer, Vice President for Student Affairs, Senior Director for Institutional Advancement and Special Assistant to the President, and Vice President for Enrollment Management. President's Council meetings routinely include members of the faculty, staff, and student body, in order to promote and strengthen shared governance practices.

Landmark College is fully accredited by the New England Commission of Higher Education. The institution's accreditation was reaffirmed in 2016 with no recommendations for improvement. The College's next decennial reaffirmation of institutional accreditation review will take place in 2026. Preparations for the upcoming review are underway and progressing well.

Finances

In FY 2025, Landmark had operating revenues of \$35.2M and expenses of \$34.9 million thus generating a surplus of \$0.3M; it had an increase in net assets of \$4.7M from operating and nonoperating activities. The College's projected operating revenues for 2024-25 are \$38 million with an endowment of \$37M as of September 2024 and \$19.2M in debt with \$11.5M at a fixed rate of 4.57% and the remainder of the debt is at variable rates.

With tuition, room and board totaling over \$83,000, Landmark operates with an atypically high average net tuition revenue per student, though the resource intensive educational and residential model means that costs per student are also uniquely high. The discount rate for new students in 2024-25 was 30.6 percent, and the endowment draw rate is 4.5 percent. Approximately 25 percent of current undergraduates receive Pell grants. All students receive a relatively small merit award and need-based aid is provided for families with need.

Facilities

Landmark took over the Windham School campus which was designed in the 1960's by renowned architect, Edward Durrell Stone who designed the Museum of Modern Art in NYC and the John F. Kennedy Center in Washington, DC. The College sits on 153 acres in Putney, VT with 30 buildings and 426,904 gross square feet of space. Several of the original buildings have been updated over the last 20 years but several more need upgrades and renovation.

Putney, VT and the Surrounding Area

Putney, VT in the southeastern part of the state is two and a half hours from Boston and four hours from New York and Montreal. A short walk from campus, the town center of Putney features a food co-op, a general store, a record store, restaurants, as well as live music, art, and theater. Many of the establishments employ or offer internships to

Landmark students. Brattleboro, Vermont, is fifteen minutes from campus and has been named one of the 10 best small arts towns in America. Home to an art deco movie theater, a co-op, and numerous shops and restaurants, the town is a favorite destination for students and their families. Restaurant offerings include sushi, wood-fired pizza, Thai, falafel/Israeli/Middle Eastern, burgers, espresso, bagels, pastries, barbecue, frozen yogurt, and more. A strong K-12 school system, bookstores, a home goods store, a museum, and art galleries can be found in Brattleboro as well.

Those in search of outdoor experiences will find world-class skiing, snowboarding, kayaking, and hiking nearby. Keene, New Hampshire, is thirty minutes east of Putney and offers a cinema, restaurants, big box stores, and specialty food and gift shops.

Role of the Vice President for Administration and Chief Financial Officer

The Vice President for Administration and Finance/ Chief Financial Officer reports to the President and is a key member of senior leadership team. The position is responsible for providing leadership and vision for the offices of Finance, Information Technology, Business Services, and Facilities, including construction, buildings, grounds, and maintenance. The Vice President effectively manages the administrative, financial and physical resources of the College, to assure that it continues to carry out its educational mission, both now and in the future. The position carries broad responsibility for fiscal planning, financial records and reporting, cash management, investment oversight, and the management of institutional debt, as well as primary responsibility for the budgeting process, financial analysis, risk management, and certain key administrative and auxiliary functions. The Vice President directly supervises the Controller, the Director of Information Technology, the Director of Facilities, and the Manager of Administrative Services and Procurement.

Opportunities and Challenges

Assess New Opportunities and Develop New Sources of Revenue

The CFO needs to be strategic and explore all avenues to keep the College fiscally strong. They need to have an entrepreneurial spirit and be able to assess the return on investment of various alternative opportunities and be willing to take measured risks that are mission consistent to move the College forward.

Evaluate and Grow Current Sources of Revenue

The next CFO will work with the President and the senior team to grow current sources of revenue including the traditional undergraduate program, LC Online and the California Success Center. They must be able to assess the profitability of existing and proposed ventures.

Strengthen Community Relations and Partnerships

Embedded within the Putney-Brattleboro area, the VPA/CFO will embrace and strengthen relationships with local community members, businesses, organizations, and partners to ensure a symbiotic, collaborative, and prosperous connection to the community. Increasing the number of collaborations and partnerships throughout southeastern Vermont will be important as well.

Develop a Strong, High Performing, Collaborative Team

The CFO needs to develop a strong, high performing team. They need to foster a culture of collaboration and cooperation within the division and make sure that the finance division does not operate in a siloed manner.

Improve Efficient, Cost-Effective Operation of the College

The College is very paper based in its operations. The CFO should assess all the College's systems and processes to see where improvements can be made to increase productivity and service in a cost-effective manner. The new CFO should work collaboratively with appropriate colleagues to implement these changes; the new system, when implemented, should be able to support many of these changes.

Strategically Work to Address the College's Facility Needs

The CFO should work with the facilities people to develop a capital plan that relates to the appropriate amount of space the College needs to fulfill its mission including the use of its off-campus sites in California as well as address the College's deferred maintenance issues.

Develop a Collaborative, Transparent Budget Process and Timely Financial Reporting

The new CFO needs to develop an inclusive budget process where everyone understands the parameters involved. The CFO needs to clearly communicate what is in the budget and needs to provide all budget owners with timely and accurate reports so that divisions no longer need to maintain shadow financials.

Coordinate Various IT Systems

The College has been using Great Plains for its financial system and many other systems for its other activities. Most of these systems will no longer be supported within the next few years. In collaboration with IT and other administrators, the CFO will need to help in the transition to Jenzebar and then begin its implementation with the support of IT. This will be a major project which should significantly improve the availability of data, provide timely reporting, and be a tool to improve campus operations.

Desired Qualifications and Skill Sets

The position requires a Bachelor's degree in business, finance, or a related field, and a CPA is desirable. Increasingly responsible experience in a senior administrative level financial management position is required and experience in higher education is strongly preferred. In addition, demonstrated expertise in strategic financial planning, financial analysis,

investment management, asset management, debt financing, accounting, information technology, operations, and the key financial issues facing schools is desirable. Familiarity with financial software is expected and knowledge of Great Plains is a plus.

The CFO should have excellent presentation, communication and consensus building skills, as well as the ability to work effectively with internal and external constituencies. The next CFO must be collaborative in their style.

The candidate of choice will be:

- An entrepreneur who can build upon the strengths of Landmark, think synergistically about its assets, and further enhance its trajectory;
- An active listener and transparent communicator, who can synthesize ideas shared by the members of the Landmark community,
- A strong manager with the capacity to make timely, and sometimes difficult, decisions and one who can communicate decisions with clarity, care, and accountability;
- An affirming team builder who will empower others and develop an effective, talented and committed team;
- And an energetic, empathetic, optimistic, relational, and compassionate individual, with good humor, who is dedicated to bringing respected, long-term leadership to Landmark.

Nomination and Application Process

Nominations and applications are invited for this position. Review of applications will begin immediately, and candidate material received by August 3, 2025, will be assured full consideration, although recruitment will continue until an appointment is announced.

Applications (including a cover letter and resume) must be uploaded to:

<http://lapovsky.hiringthing.com>. Lapovsky Consulting is assisting Landmark College in this search. For nominations, questions, or additional information, please contact:

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The estimated salary range for this position is \$180,000 - \$225,000. Landmark College has provided a compensation estimate that represents its good faith estimate of what the institution may pay for the position at the time of posting. Benefits include medical, dental, vision, 403(b) retirement, health savings account, life, STD, and LTD insurance.

Landmark College (the College) does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Diversifying the student body, faculty, and administration is congruent with our mission. We value diverse populations and cultures including, but not limited to, ethnicity, gender, gender identity, national origin, neurodiversity, race, and religion. Landmark College is an EO/AA/Vet/Disability employer.