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2022 HIGHER EDUCATION REPORT:

In this highly detailed industry report, Hunt Scanlon Media editors tackle the growing complexity of leadership roles in today's colleges and universities — and examine why mission-driven roles are becoming some of the most sought-after positions in America.

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leadership and talent solutions consultants who service them.

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FOREWORD

FOREWORD

As our industry moves forward, what becomes more certain every day is that success in leading executive searches in higher education is often contingent on a search consultant's ability to recognize that the educational landscape has changed—and to adapt accordingly.

Just as we have all been forced to spend the better part of two years modifying our behaviors to respond to the COVID-19 pandemic, so have our recruiters been confronted with pandemic-borne exigencies—including the Great Resignation and the Baby Boomer retirement surge—that pose new challenges requiring new adaptations and nimble solutions.

The most notable change from the pre-pandemic era is that higher education recruiters today must navigate an emboldened candidate market. As the waves of resignations, career changes, DEI commitments, and new technologies impact us, candidates are enjoying new agency and are becoming more selective. Meanwhile, candidates are also taking a holistic view of job prospects and professional change, carefully considering their next steps and prioritizing personal health and well-being to an extent that we have not heard them express before.

And today's candidates do not hesitate to express themselves. Ruth Shoemaker Wood, a managing director at **Storbeck Search | Diversified Search Group**, says, "I am having a lot more conversations with candidates who are not shy about putting forth their requirements. If an institution signals rigidity, many candidates are declining to move further in the process."

We are observing that many candidates, particularly those in roles that are not student-facing, have been afforded much more flexibility to work from home during these pandemic years. They see that this model has proven efficient while enabling them to balance work and family life in ways that would be

difficult to give up. They value this workplace flexibility and are very hesitant to trade a flexible situation for a new institution with different expectations around work-life balance.

"When the hiring institution shows little flexibility, candidates are not shy about saying, 'This won't work for me,'" says Ruth. "At the same time, I'm hearing from campuses a real desire to have a new leader come in and be a visible presence. I am curious, looking at 2022 and beyond, if campuses are going to be able to hold that line or if they are going to be forced to be more flexible in order to attract outstanding candidates."

In a time of flux and unpredictability, some candidates are opting for stability and are not eager to move. They have been through a lot—they have had Covid, their kids have had Covid, they're dealing with remote learning. They have simply decided to stay put. Professional change still interests them, and they are willing to explore a possibility early on in the search, but when it comes down to being a finalist or signing on the dotted line, they disappear from searches.

This raises another issue that we as search consultants must anticipate and navigate successfully: candidates exiting the search process in the later stages.

I have never seen candidates exit so late in the process before. And then in other cases, we see candidates staying out of the process from the get-go. They have been through a trauma, physical or mental, and, moreover, they are dealing with other people who are equally traumatized, and so their view is, 'I will stay put, this is the place I know, and rather than having to go through the extra exertion of learning a new place, an entirely new setting, I may as well stay in the universe I know.'

What has become clear is that many people in this sector are prioritizing their personal health and well-

being over their professional advancement right now. At Storbeck Search | Diversified Search Group, we are talking to people at a stage in their careers where, normally, the expectation would have been to be ambitious and to want to move from level B to level A.

Now, the mindset has changed. They're thinking, I am young enough, I can wait this out a little bit, and see what the world looks like in a post-covid environment. Candidates are not willing to move. They have decided to stay put. I think the landscape has changed pretty dramatically in that sense.

Naturally, such a dramatic change in candidate behavior places an additional burden on the hiring organization. Today, institutions of higher education must not only juggle the demands of their boards, their staff, and their student populations, they must also adapt to the new expectations of their prospective hires. Will institutions adapt? Will they prove flexible? Or will they double down on old expectations—and will we hear once more, “This won’t work for me”?

Meanwhile—and this one thing, at least, has not changed—the role of the executive search professional, as always, is to ensure that “this” can and does work for all sides: that “this” works for the candidate, who is placing a newly high premium on well-being and stability; that “this” works for the institution, which seeks new and capable leadership to take it through 2022 and beyond; and, of course, that “this” works for the search industry itself, which must continue to excel in the task, no matter how great the challenge.

And the challenge is great. As Ruth observes, “These new conditions have made our work, at least the recruiting pieces of our work, harder than ever before. When I think back to what this work looked like ten

years ago, or even five years ago, the challenge was often, ‘I can’t put forty candidates in front of a client. That’s too many people for a search committee to dig through. How do I winnow it down?’ But recently, my challenge has been: how do I find more than six people who would consider this role?”

In 2022, recruiting must be done more quickly, more proactively, and more imaginatively to ensure diversity and representation in the pool and to net viable and highly sought-after candidates.

“Geography has been a real challenge,” Ruth adds. “Especially in searches at levels lower than president and chancellor. While we at Storbeck Search and Diversified Search Group always think nationally about building candidate pools, these days, for some positions, I spend more time thinking in a regionally focused way. Today, every candidate that we can secure and present to the client feels like a big win—more so than it would have felt before the pandemic.”

As consultants and recruiters, we are working harder than ever to keep top candidates in the running. We are navigating this challenge successfully, while recognizing that it often requires us to be nimble with the timeline and especially sensitive to candidates’ needs and personal situations.

As we move forward in 2022, we in the higher education executive search industry are confident that our industry has the tools, the expertise, and the strategic adaptability necessary to stay abreast of the shifting demands of our candidates, our clients, and ourselves. And we know what needs to be done to make it possible for all parties to say in one voice: “This will work for me.”

– Shelly Weiss Storbeck

*Global Education Practice Leader/Managing Director
Storbeck Search | Diversified Search Group*

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Leadership Complexity In Higher Education

Executive search for higher education and academia is undergoing a tremendous transformation.

Technology is having a big impact. The need for diversity is also making its effects felt. Even certain roles are not the same as they were just a short time ago. Talk about a sector in transition.

One result: Academic institutions nationwide are relying more and more on executive search firms. Many academic recruiting specialists say business, in fact, has never been better. Even smaller recruiting outfits have multiple assignments running concurrently, all at the senior levels, and if there is any slowdown coming it is to be found at the talent identification stage.

With so much activity, it seems, talent demand is far outstripping the supply. In recent months, a number of top schools have announced they are looking for new, high profile leaders to take them into new eras of fundraising, digitalization, sports and, in some cases, globalization. Several universities haven't changed leaders in years or even decades, and their boards of trustees and search committees are finding an entirely new and highly competitive landscape as they set out. It is another good reason why they're calling in headhunters to help.

Let's go inside the sector.

More Demanding, Complex Roles

Leadership roles in today's colleges and universities have become increasingly demanding and complex. Senior academic leaders must balance the needs of numerous constituents—needs that require a cross-section of skills far beyond the traditional set of scholarly and research accomplishments. Interviews with a host of recruiters for the sector reveal the special challenges of their work.

“Higher education is certainly seeing the same degree of job churn as in other industries right now, but there are a few roles that stand out,” said Ruben Moreno, HR practice lead for **Blue Rock Search**. “In general, high-level roles that focus on the student experience are the hottest right now, especially ones that intersect with student finance. Many institutions are seeking a new vice president of enrollment, while many others are looking to fill important roles in

SPOTLIGHT

How to Effectively Support College & University Presidents



Diversified Search Group works with many college and university presidents who say their job has become almost impossible to manage. Frequently these leaders say they are under intense pressures — from trustees, faculty and staff members, students, and local residents — to find immediate solutions to complex problems that are broadly societal and not specific to their campus.

It isn't uncommon now for the firm to get calls from presidents asking questions like: By any chance, are you recruiting for any openings at great foundations? In asking, they often acknowledge that their career experience simply has not prepared them for the avalanche of financial, medical, political, and social issues they now face on their campuses.

So what kind of support do they need? Any or all of the following:

A strong, supportive board. Presidents need a governing board whose members know their role and are in partnership — not in conflict — with the president or among themselves. Because of all the strife on campuses and in boardrooms, there is a great need for the board and the president to support one another and put the institution first in all decision making.

A safe place to vent. Every leader needs someone — a coach, a colleague, a former trustee — to be a trusted ear. Presidents need to be able to discuss their concerns and anxieties, without fear of retribution or judgment, before presenting them to the board, the president's cabinet, or the campus.

A strong, diverse management team. They may need help in locating, hiring, mentoring, and retaining that team. Presidents are only as good as the senior staff members who support and challenge them.

Stress management and coping strategies. Presidents need an outside interest — a pet, a hobby, a meditation routine, a sport, a second home. Boundaries need to be set and respected, so that presidents have time to think and refresh.

Cultural-competency training. Many presidents think that if they have been to a seminar on diversity, equity, and inclusion, they are good to go. They really need experience and practice

on those issues, especially when facing down mass hatred by any constituency.

Experts. The pandemic has created all sorts of new issues, related to health care, technology, enrollment, athletics, and space management, for leaders to deal with.

Creative ways to connect with students, staff employees, faculty members, and junior administrators. These might include open office hours, scheduled time to attend virtual events, unscheduled time to walk the campus.

Help in working with the neighbors. Town-gown relations are a perennial challenge for presidents for all sorts of reasons, but the fallout from the pandemic has heightened tensions.

Help in using social media effectively. Presidents need to have Twitter, Facebook, LinkedIn, and Instagram accounts that can be seen by readers on and off the campus.

Time! A president's schedule begins early and ends late, and is usually 24/7. The issues facing campuses need careful thought, consultation, and flexibility. Most presidents are highly intelligent people, and problem solvers by nature, but they need time to think through these complex problems and to consult on possible solutions.

financial aid and student affairs. Across the board, schools are struggling to find admissions counselors.”

Higher education has been heavily impacted by the pandemic, and there’s also the trickle-down effect of prospective students and families changing their decision-making process based on pandemic-related factors, according to Mr. Moreno. “The demographic cliff is certainly looming, which is causing some pause for individuals looking to advance, as well as expediting early retirements,” he said. “The pandemic only exacerbated this looming decrease in available students, as an estimated 1.2 million students who *could* enroll in college are purported to take a gap year. As a result, the roles that are the most important (but also, arguably, the most challenging) to fill are the ones that will lead the way in developing new strategies to recruit, support, and retain students in this new landscape.”

“Although there are some traits that remain important no matter what the world around us looks like, higher education leaders right now do need a few qualities that, perhaps, weren’t the top focus prior to the pandemic,” said Mr. Moreno. “Most schools are looking, first and foremost, for leaders who are comfortable with change. These leaders need to not only be willing to embrace change, but they need to be excited to innovate and lead change. A related quality, of course, is resilience. With so much happening and so many rapid shifts all at once, higher education leaders need to be flexible and resilient to roll with what comes and steer a steady course.”

With change being at the forefront of the higher education experience right now, emotional intelligence is more important than ever for our leaders, according to Mr. Moreno. “It’s crucial that higher education leaders are sensitive to the social issues affecting institutions, faculty, staff, and



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students,” he said. “Schools are looking for innovators who understand the importance of the institution’s culture, have an in-depth understanding of finances (and outside-the-box-ways to generate revenue), and possess the communication skills to advocate for programs and missions.”

Impact of AI in Higher Education

“Higher education continues to evolve rapidly, thanks to a combination of societal and technological factors, so the strongest leaders are the ones who are comfortable learning, growing, and embracing the possibilities of the future,” said Mr. Moreno. “Artificial intelligence is playing a much larger role in predictive and behavioral modeling across all higher education sectors. With that being said, some leaders have the skills to manage complex projects to embrace new technologies and AI within schools, while other leaders will make maximum use of what is already there. Every higher education institution is at different place in this journey, and that means that every school will need leaders with different expertise and priorities.”

“Part of the Blue Rock process for onboarding a client is to understand the vision and goals of the institution,” he added. “By understanding that, we can look for the right transformational leader to take the institution to where it wants to go and where it can thrive in the future.”

According to Michael J.R. Wheless, co-founder, principal and consultant at **Anthem Executive**: “DEI roles are certainly hot. However, we are seeing more openings than we have seen in quite some time for president and provost,” he said. “Innovation and creativity roles are also in demand. In addition, we will see more data execs as the adoption of AI is pushed to new levels.”

“Fundraisers are another position in demand,” said Mr. Wheless. “Before the pandemic hit, a president

with a billion-dollar endowment shared that he cannot raise money fast enough. His reasoning came from both factors he can control and some he cannot that are going to impact university finances in the future. Was he right or what? Among the learnings of the pandemic, one is to strive to be debt-free and forever have resources saved for rainy days."

Among the oldest, ongoing operating institutions in the world are colleges and universities. "For this reason, they can be slow to change," said Mr. Wheless. "Sometimes, unless there is an event or forced change, change does not occur at the rate of other industries," he said. "Take video tech for example that has been with us well before the pandemic. Before the pandemic, some were resistant to teaching/working by video. The pandemic forced this change and now, for example, some of the same professors are enjoying the freedom of being able to teach from anywhere in the world."

Now, perhaps more than any other time in history, the need for a high-performing university leadership is essential, according to Mr. Wheless. "They must excel in a rapidly-changing and extremely demanding higher education environment to meet the needs of a diverse constituency and, in the wake of a COVID environment, build more customizable and accessible working and learning pathways for faculty and students," he said. "Today's leaders need to have the vision to see around corners and the capacity to find creative ways to grow and support the academic mission. They need the ability to foresee, prevent and solve problems and seize opportunities – internally and externally. This means leaders must develop an astute understanding of their stakeholders' needs and motivations. They must work cross-functionally, make informed shared decisions, and adapt proactively—all while reliably producing results." Technology *adoption* is turning the world on its head. For example, Anthem Executive was recruiting for

IN THE NEWS

Isaacson Miller Called in by University of Michigan to Find 15th President



The University of Michigan (UM) has retained **Isaacson, Miller** to assist in the search for its 15th president. John Isaacson, John Muckle and Elizabeth Dorr are spearheading the assignment. The school removed Mark Schlissel as president in December after it learned that Dr. Schlissel may have been involved in an inappropriate relationship with a university employee. The board has named former University of Michigan president Mary Sue Coleman as interim president. The presidential search committee will work with regents and Isaacson, Miller to identify and review candidates and make recommendations to the full board of regents, which is responsible for electing university presidents according to the state constitution. To protect candidate privacy and encourage the greatest number of well-qualified candidates to apply, the committee will keep candidate names confidential. The committee will reach out across the university community to solicit feedback on the most critical opportunities for the university moving forward and the qualities the school needs in a new president. This will include a series of virtual listening sessions throughout February.

The president of the University of Michigan, a leading public research university, is one of the most prominent and influential positions in all of higher education. "The committee's work will rely on the university community's insight into the challenges and opportunities that may face our university and its new president in the coming decade, as well as the personal characteristics and experiences needed to lead the university at this moment in time," the school said in a statement. "We hope that all members of our university community will lend their opinions, insights and expertise to this critical endeavor."

Regents Sarah Hubbard and Denise Ilitch, co-chairs of the committee, announced the committee's formation in a message last week to the school's community. The search committee, which also includes members of University of Michigan's Dearborn and Flint campuses, is "widely representative of our diverse university community," Ms. Hubbard wrote in the message. "We are grateful for their willingness to engage in this important work."

The importance of the UM presidency in all of higher education makes this committee's work that much more important, said Ms. Ilitch. "The committee's work will rely on the university community's insight into the challenges and opportunities that may face our university and its new president in the coming decade, as well as the personal characteristics and experiences needed to lead the university at this moment in time," she said.

The University of Michigan is a public research university in Ann Arbor. Founded in 1817 by an act of the old Michigan Territory, as the Catholepistemiad, or the University of Michigania, 20 years before the territory became a state, the university is Michigan's oldest. The university consists of 19 colleges and offers degree programs at undergraduate, graduate and postdoctoral levels in some 250 disciplines. The university's enrollment is about 32,000 undergraduate students and 16,000 graduate students.

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SVP of finance and administration for a university in Michigan. During the search, one of the candidates got an offer from another institution. That university found out the candidate had aging parents, and it was a real challenge for this candidate. They offered her their role but to do so remotely so she could live in the same location as her parents. “We have seen this transpire outside higher ed for outstanding exec-level candidates, but never in higher ed, and especially not for a cabinet-level role,” said Mr. Wheless. “It is a sign of the times for the adoption of tech, such as video. Everyone has it on their desk today where they did not some short time ago. Predictability is becoming another factor,” he said. “AI is bringing ever-increasing predictability to a host of occurrences and processes in higher ed. Leaders who have the skill to effectively leverage and execute the rapidly maturing predictability factors being developed via AI are going to be sought after. Ask any higher education leader and they will tell you that higher ed has generally done a poor job with growing their own talent. AI will advance this in the future.”

Mr. Wheless has also been hearing for some time now that leaders in colleges and universities across the nation are retiring or have reached retirement age. “They are worried because higher ed has not done a great job at succession planning or growing their own and we are witnessing a considerable change of the guard,” he said. “This is compounded by the fact that COVID has made many leaders rebalance their life priorities and where they chose to work. Quality of life is being chosen over money, and in a lot of cases, career. Factors such as these will open the door for more new faces in leadership. Some will be ready and some will not. Universities and boards appetite for faster results will diminish the time in the chair for some execs who cannot hit the ground running. AI will increasingly impact this too in the future.”



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SPOTLIGHT

7 Qualities to Look for in a College President

WittKieffer

Four years ago, Robin Mamlet, managing director and Sheila Murphy, consultant of **WittKieffer** wrote an article for *The Chronicle of Higher Education* on six essential qualities to look for in a college president. They were characteristics — such as a sense of emotional intelligence and an appetite for data and analysis — that search committees had identified time and again. Much has changed during the past few years, of course. In rethinking this topic and consulting with colleagues as well as sitting presidents, we have identified a set of additional qualities that every campus C.E.O. should possess. What follows are seven interconnected traits essential to success in the top job on any campus.

No. 1: An ability to lead in this era of intense social activism. Even before the murder of George Floyd, the political tenor on college campuses was changing. Conversations between presidents and students, in particular, were increasingly strained and discordant. In the aftermath of Floyd's murder, it became even more essential for leaders to be adept at encouraging civil discourse — especially regarding concerns about systemic racism or about campus buildings, statues, and monuments named after now-controversial figures.

No. 2: Expertise in crisis management. The pandemic has brought many institutions to a point of crisis. For others, this moment is less existential but no less crucial. Search committees are keenly aware that this is a defining moment, from which their institution will emerge either as stronger or...not. They seek leaders who can truly empathize, who not only care deeply about the people in the organization but can adeptly respond to their needs.

No. 3: Strong advocacy of a college education. Is the degree worth it? The realities of our post-COVID world have sparked renewed questions about the value of the traditional, four-year campus experience. A pervasive idea among more and more parents: If a student can find a good job out of high school, can't that substitute for a bachelor's degree? ("Why can't my kids go to work at GM or Google and get a vocational education there?") Indeed, a recent [Georgetown University study](#) found that the pay gap is narrowing between college graduates and the pool of people who are either high-school graduates or only have limited higher education.

No. 4: An optimistic, opportunistic view of partnerships. Today's savvy presidents, seize on partnerships in the spirit of entrepreneurialism and "coopetition." Their framing is, "We're in a position of strength and could become even stronger if we engage with our fellow institutions differently." This new model is not about overcoming constraints, making course corrections, or plugging holes. It is about expansiveness and

aspiration — doing something collectively that a single institution can't do well on its own.

No. 5: A nuanced understanding of how to defend freedom of speech and ideas. Academe's reputation as a marketplace of ideas — where freedom of expression is valued and protected — has been increasingly challenged of late. Activists on the political left argue that a college or university should not spend money or give voice or visibility to speakers whose ideas they deem abhorrent and antithetical, especially to such deeply held values as diversity and inclusivity. Meanwhile, when an institution rejects or disinvites guest speakers whose messages are said to promulgate hate and violence, or to hurt and devalue certain groups, activists on the political right rush to label it as a devotee of "cancel culture."

No. 6: Skill at diplomacy. Fissures between trustees and faculty members have multiplied as both sides strive for what each sees as in the best interest of the institution. Many trustees (rightly so) believe we are in an unprecedented era that requires agility and quick, decisive action, while faculty members (rightly so) hold firm to the principles of shared governance, believing that additional perspectives and input lead to better outcomes, and asserting their right to weigh in on matters of institutional import.

No. 7: An ability to work fast. Higher education has to shift gears more rapidly than it used to. While academic tradition favors discourse, iteration, and inclusiveness, presidents today must make more decisions in less time. We see that playing out in presidential searches: More and more committees are looking for candidates who move quickly and intentionally toward achieving concrete goals. In today's fast-paced and highly dynamic environment, pace matters. Some academics might label this "speedism" — the idea that faster is smarter and better — but, like it or not, it is a tangible reality of today's higher education leadership that has crept in from the corporate world.

According to Kathryn Ullrich, managing partner at **DHR Global**, CIO and CISO roles are hot as IT had to ramp up remote faculty, staff, and students — with the information security across remote sites. "Some IT organizations were more prepared with cloud applications, tools for remote learning, and a nimble IT organization that could pivot on the changes needed with the pandemic," she said.

EDI roles are particularly hot as institutions put serious focus on the area," said Shahauna Siddiqui, partner at DHR. "Also, given the current challenges facing higher ed — advancement, marketing and finance are also critical. Financial constraints are major concerns for universities and this comes into play with all hiring. Senior leaders need to find ways to keep their institutions relevant to ensure appropriate

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levels of student enrollment (both domestically and internationally) in competitive and challenging times, and to manage/balance lowered state funding, and lower student populations generally, as well as increased international competition."

As for what traits/ skill-sets are hot in higher education leaders right now, Sara Garlick Lundberg, managing partner at DHR, said: "I look for candidates who commit to organizations for meaningful stints of time and grow with their departments. I also look for a strong metrics orientation. Successful fundraisers can speak clearly their contributions, to a string of wins, as well as their role in bringing them in."

"All leaders are being asked about diversity," said Ms. Ullrich. "Initiatives start with leaders, not just HR or employee resource groups, so leaders need to be thinking about diversity of thought in their teams, how they are creating diverse, inclusive, and equity within their teams, and engagement with diversity organizations for improving the pipeline of diversity employees."

"Diversity is critical," said Ms. Siddiqui. "Most of our shortlists are now above 50 percent diverse. Institutions will accept nothing less than that."

Retiring Baby Boomers

The Great Resignation isn't playing out in Canada as it is in the U.S., at least not yet, said Alex Verdecchia, principal at **McDermott + Bull**. "Succession planning has always been something institutions have attempted to improve, with some incorporating formal training into their succession plans," he said. "The pandemic, however, forced many institutions to focus on the more emergent issues such as student safety, balancing the rights of individuals against the need for public safety, the increased demand in hybrid education across all disciplines, ensuring quality teaching and learning via an online medium that is new to many, etc."



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Smaller, liberal arts colleges without the big endowments of larger institutions seem to have been hit hard by the pandemic. "Smaller institutions tend to pull their leadership talent from other similarly positioned universities as research-intensive universities tend to pull from other research-intensive universities," said Mr. Verdecchia. "What we've seen is that while the pandemic may have impacted smaller institutions harder, recruiting executive talent to those institutions has not been affected significantly."

Mr. Verdecchia notes that in Canada, the divide between private enterprise and public-sector institutions is significant. "It is unusual for candidates with purely private sector experience to find their way

into leadership roles in higher education," he said.

"Where we see this occasionally is in leadership roles for business schools. Colleges and polytechnic institutes with their focus on applied education are more likely to hire from the private sector, but even then, the preference is to find candidates with a mix of public and private sector experience."

Even before the pandemic, there was an increase in private equity investment in the education sector, mainly focused on vocational education and technology, according to Mr. Verdecchia. "As the pandemic continued, and institutions were forced into protracted online learning, we saw more movement in the edu-tech space," he said. "Platinum equity's

IN THE NEWS

University of California Taps DHR Global to Find CISO



Chicago-based executive search firm **DHR Global** has been enlisted to find a chief information security officer (CISO) for the University of California (UC) Office of the

President in Oakland. Leading the assignment are Kathryn Ullrich, managing partner in the search firm's Silicon Valley office, and Ed Flowers, managing partner, chief human resources and diversity practices, in Atlanta. The new CISO will report to the university's chief information officer, said DHR Global. The individual will be accountable for and bear shared responsibility for information security across the University of California system. The position collaboratively leads the development and implementation of a shared vision for information security across all UC locations that measurably reduces the university's cyber risk.

In collaboration with UC location executives and chief information security officers, the position is responsible for collaboratively developing and implementing a university-wide information security program and for coordinating operational execution across all UC locations, said the search firm. The position collaboratively leads the design, deployment, management, and review of information security processes that safeguard the confidentiality, integrity, and availability of all UC information assets. The CISO identifies critical business risks related to information security and advises senior leadership on risk acceptance and mitigation strategies. "Ultimately, the position has shared responsibility and is accountable for information security across the university," said DHR Global. "The UC CISO has responsibility for executive communication and consultation with university executives and leaders, and to the various constituents via the federated CISOs. The position manages a team of experts, directing its work, providing mentorship,

guidance, and performance assessment, and fostering an inclusive work environment."

Key Requirements

Candidates must have advanced knowledge of information technology security functional areas, and broad knowledge of IT sufficient for strategic planning, technology assessment, and direction. They should have the ability to create, communicate, and motivate around an innovative cybersecurity vision. Leadership experience working in a large complex and decentralized environment is required as well.

Candidates must have excellent leadership abilities and team building skills. Demonstrated experience building diverse teams, working with a dynamic diverse organization, and cultivating a supportive and inclusive work environment is critical. Experience working in higher education, healthcare, and/or research environments, including supporting research R1 institutions, is a plus. Advanced knowledge of common information security management frameworks, including NIST Cybersecurity Framework, ISO 27000 series, CIS Controls, HITRUST CSF, NIST 800-53 and 800-171 to demonstrate technology skills is important. And, ideally, the successful candidate must have demonstrated thought leadership in the security industry.

The University of California is a system of 10 campuses, five medical centers, the Division of Agriculture and Natural Resources, and three affiliated national laboratories. The university's fundamental mission is teaching, research, and public service. Founded as California's first and only land grant institution in 1868, UC has about 285,000 undergraduate and graduate students, and a workforce of about 240,000.

purchasing of McGraw Hill Education last year clearly signals that private equity's involvement in education is unquestionably on an upward trend. As institutions move toward more online and hybrid learning post-

pandemic, this is unlikely to calm down anytime soon."

Mr. Verdecchia also said that "institutions are not interested in hiring leaders who have not made

INSIGHT

Higher Education Chief Diversity Officer: The Toughest Job You Will Ever Love



Dr. Jay Lemons became president of Academic Search in 2017, after serving for 25 years as a college president in both public and private higher education. A recognized leader in the academy, his experience in key leadership positions for many national, state, and local higher education boards and associations has provided him a vast professional network. Dr. Carlos N. Medina joined Academic Search in 2019 as a Senior

Consultant; recently added to his portfolio is the role of Practice Lead for Diversity & Inclusion. Previously, Dr. Medina served as the inaugural Vice Chancellor and Chief Diversity Officer for the State University of New York, the largest comprehensive system of higher education in the nation. In the following excerpt, Dr. Lemons and Dr. Medina discuss the role of the chief diversity officer in academia.

The Peace Corps in the 1970s put out probably its most famous and successful marketing campaign touting "The toughest job you'll ever love." In many ways today, American colleges and universities might adapt some version of that message when recruiting for chief diversity officers. Diversity Officer Magazine confirms that DEI jobs are a hot commodity, with at least 30 colleges and universities creating appropriate senior leadership positions in the last few years. Certainly we have seen an increase in requests for proposals for chief diversity officers and the like, as well as a greater emphasis on consideration of diversity, equity, and inclusion throughout the search process and the desire for candidates with a demonstrated commitment to DEI and the capacity to work across diverse constituent groups.

Candidates advancing into the chief diversity officer role in our experience come with a variety of backgrounds, experiences, and titles. When mining our networks for applications and nominations, we are mindful to explore a broad spectrum of individuals from human resource officers, student affairs and even academic affairs, among other divisions. For many, their official job descriptions and/or position titles often do not reflect the work they have been doing in the DEI space. We work with our search committees and hiring authorities to keep this in mind and help them to broaden their lens when developing the key criteria for the position and when evaluating candidate materials. Because the ability to serve as a thought leader, advisor and effective communicator across all campus stakeholders is vital to this role, those with marketing, communications, or sales backgrounds may offer potential. College and university athletic departments across the country are also rich in examples of individuals who are informal DEI champions.

As are the libraries — where the flame of 'education available for all' burns bright in many places. The CDO role has moved beyond simply helping to develop strategies for hiring and enrolling in ways that more accurately reflect the whole of mankind. Close association and the ability to work effectively with general counsel and institutional communications, as well as student affairs, human resources, government and international relations, advancement, the academic senate, and other critical stakeholders also distinguish the most influential and successful of today's diversity change agents, according to Williams and Wade-Golden. So does adeptness at grant writing, campus planning, and collaborating with faculty to introduce initiatives and incentives that promote not only cultural diversity on campus but also entrepreneurial and creative diversity in the curriculum. It is no wonder that many who have sat in the CDO seat have equated the position to that of the presidency due to its complexity and scope throughout the university.

Regardless of the background one might bring to the position, for the CDO to be truly successful, the new leader must be strategically and purposely positioned, and supported with the appropriate resources and funding. Whether the line is fully drawn or dotted, today's executive diversity officers should be connected to the president. Potential candidates want to know, especially in the instances of inaugural chief diversity officer positions that come about sometimes in response to an institutional crisis, that the role is not simply symbolic and will be given the proper authority and autonomy to create real and significant change on campus. Williams and Wade-Golden's study indicates the role, fittingly, has become more multidimensional and multifaceted — deserving of a place "in line" of administrative progression alongside other vice presidents and colleagues having suffixes that start with C.

diversity, equity, and inclusion an integral part of their work. Increasingly, understanding indigenization and decolonization are becoming more important for higher education leaders as we grapple with the violent and shameful legacy that is our history with the Indigenous peoples of these lands,” he said. “Leadership roles are becoming more complex as institutions are looking not just for scholars and researchers. They must also bring financial acumen, significant human resources understanding and experience, digital literacy, political savvy, diplomacy, fundraising experience, and now significant understanding of public health protocols, and more. Unsurprisingly, given the changing complexity, the average length of time spent in these leadership roles is decreasing with more people choosing not to renew at the end of their first terms.”

The Great Realignment

“I feel that we are not seeing the great resignation but the great realignment,” said Jane Griffith, managing partner and founder of **Griffith Group**. “Candidates are questions if their values align with their organization and if not, leaving those roles. That being said, I believe there should be a huge emphasis on succession planning but not all organizations are thinking that far out yet. A lot are still trying to recover from COVID.”

“We are recruiting international talent but in Canada, our visa requirements require us to hire Canadians first,” Ms. Griffith said. “That being said, there is a huge interest in bring expats with that international experience home. However, we know fundraising isn’t as sophisticated in Australia and we know the U.K. does not have the same emphasis we have on our indigenous communities and reconciliation efforts. In Canada a big trend continues to be on diversity and our work with indigenous communities. One big university in toronto for example is currently going

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INSIGHT

The Emergence of the Chief Diversity Officer in Higher Education



Colleges and universities are increasingly looking to CDOs to help oversee their diversity, equity, and inclusion (DE&I) efforts.

Russell Reynolds Associates (RRA) look at the backgrounds and competencies they are seeking in CDOs, how they are structuring the role, and what it takes to make a CDO successful. Chief diversity officers have become increasingly common across leading institutions of higher education, driven by the push to create more diverse, inclusive, and equitable environments for the benefit of all members of the community. While much has been written on the evolution of the mandate and remit of this role, relatively little data exist to identify the common profiles and reporting structures into which these roles fit.

To address this gap, Russell Reynolds combined their proprietary database of candidates from recent chief diversity officer (CDO) searches they have conducted with publicly available information to identify 60 CDOs from major research universities and liberal arts colleges. They reviewed the profiles, backgrounds, and reporting structures and spoke separately with more than a dozen sitting chief diversity officers and university presidents to understand the unique context and challenges of this role. Russell Reynolds findings indicate that, while specific needs and priorities will vary by institution, several broad conclusions can be drawn about the effective CDO.

The effective higher education CDO demonstrates:

- Capacity for strategic leadership of change management initiatives
- Ability to effectively persuade and influence stakeholders
- Data-savvy storytelling skills
- Effective external engagement
- Personal motivation and resilience
- Domain expertise and an understanding of higher education culture

The effective higher education CDO is set up for success when they:

- Are empowered within the organizational structure by reporting to either the president or provost
- Have a clearly articulated mandate with agreed-upon metrics for success that recognize both the tangible and intangible impacts of the function
- Are supported by an institution that views diversity as a resource to be leveraged rather than a compliance exercise

through a e change as a result of this work. (Ryerson University)."

"With school shutdowns and virtual learning playing out over the past 18 months, attendance and tuition

decreased dramatically, and sports and other programs were placed on hold," said David Kant, president of **Dynamic Search Consulting**. "The entire education industry was devastated, quickly changing the operating basis for universities and colleges from times of growth and expansion to that of surviving and keeping their head above water in managing costs with a fraction of the revenue seen in prior years. Unfortunately, most implemented hiring freezes and pay cuts. Many offered early retirements and had to discontinue certain majors and degree programs to run leaner and more efficiently."

"Fortunately for those who were able to weather the storm, the industry is now recovering and on the upswing," Mr. Kant said. "While some are still teaching virtually or with a hybrid model, most have returned to in-person learning and have resumed sports, music, and other programs. Universities and colleges are eager to ramp back up and make up for lost time and hiring demand is at an all-time high again. I'm happy to say I've been seeing many executive searches begin in the last few months for deans, superintendents, professors, sports coaches, and traditional corporate leadership openings."

When it comes to professors and educators, and even superintendents and deans, these roles will always be filled from within the higher education industry, for obvious reasons, according to Mr. Kant. "However, for key traditional leadership positions, it certainly has become a popular trend to hire from without the industry. And interestingly enough, it makes a lot of sense. For higher education recruiters, they are able to dramatically expand the size of the available talent pool and find great synergy in hiring a president or CFO, for example, who has P&L revenue and personnel oversight of comparable magnitude, an MBA, perhaps a former successful entrepreneur, and often are more business savvy than those who



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grew up in a non-business path starting out as an educator," he said. "This brings fresh perspective and sound financial and overall business leadership to the table."

Nonprofit Model

According to EdSurge, in 2020 venture and private equity capital investments in the U.S. totaled an annual record \$2.2 billion in education technology start-ups, up from \$1.7 billion in 2019. And according to ReachCapital, investment capital reached \$3.2 billion just in the first six months of 2021. However, colleges and universities perform best with a nonprofit model, raising funds from alumni and providing care, resources, and support for its student body, according to Mr. Kant. "History shows that private equity deals are not always the friendliest unless profit and return targets are achieved, which likely would lead to increased tuition and a more corporate feeling culture for students," he said. "However, in the edtech space and other for-profit organizations selling products or services into the higher education industry, private equity is very much alive and well. From various education-focused computer software, hardware, textbooks and materials, yearbooks, E-learning platforms, the list is endless, private equity continues to make higher education a significant stake in their portfolio. With the rough times the higher education industry just went through, seeing such investments is a strong indicator that a new renaissance is ahead."

Health and politics unfortunately have intertwined and the trend of top concern that people cannot avoid talking about is vaccine mandates, Mr. Kant said. "While safety protocols such as masks and social distancing in schools are debated as well, even those starkly opposed reluctantly agree and respect the institution's right to set the rules for its environment," he said. "However, the vaccine is something many

SPOTLIGHT

Selecting a Search Chair – A Critical First Decision



There are many elements that contribute to a successful search outcome – a robust quality pool, a clearly written prospectus, a committed search committee, and a highly competent search firm when appropriate. Without question these are critical elements. But, according to **Summit Search Solutions**, an often-overlooked player in the process is the search committee chair. This individual facilitates, leads, cajoles, and encourages the search committee while also working closely with the hiring authority. There are several considerations that should be a part of the thought process when selecting the person who will chair the search.

An ideal chair is a highly regarded member of the community – a faculty member (in the case of a university, professional staff person, administrator or board member. This individual should have the respect of diverse constituencies and be skilled at facilitation. The chair should have an understanding of the organization's commitments and priorities around the recruitment of diverse individuals.

Most guidance about chair selection suggests that the chair be someone who can facilitate discussions in a way that invites input from all committee members. They should be a good listener and coax thoughts and contributions from even the quietest members on the committee. There are times when an individual or a faction on the committee may try to control the conversation, process and even the search outcome. The chair must have the ability to take control of the discussion when faced with people who might otherwise derail the process. Good chairs express their opinions but do so after listening to the thoughts and opinions of others. They can process new information, put aside personal biases, know when there has been adequate time for collaboration, and make difficult decisions quickly when the committee is deadlocked. A strong chair keeps the committee on task. This means starting and ending meetings on time to be respectful of the schedules of all participants. In today's world timelines tend to be aggressive and

the chair can help avoid unnecessary delays by setting dates early and providing updates and reminders.

A quick checklist of duties often assigned to a chair is as follows:

- Task the committee with its charge or invite the appropriate person to give the charge. The charge typically includes an explanation of the situation and the overall objective, the nature of the position, the essential expectations of the new hire, the search timeline, and the role of the committee.
- Serve as liaison between the committee, the hiring authority, and HR.
- Call and chair meetings.
- Facilitate discussions and decision making.
- Ensure proper records and meeting minutes are maintained properly.
- Coordinate administrative and logistical support.
- Serve as lead person for candidates on campus.
- Coordinate the efforts of all committee members.

A search consultant can provide a great deal of support for the search chair and will often manage the responsibilities that are process oriented freeing the chair up to focus on management of the committee and evaluation of the candidates. The search firm will offer tremendous support in the development of a candidate pool often taking nominations, referrals and suggestions from the chair and other committee members and reaching out to a broad swath of qualified individuals. The chair and the consultant often forge a productive and effective team helping to ensure a successful search outcome.

If you are anticipating high level searches in the coming year make selection of a quality person as the search chair one of your first commitments. A good decision at this step will pay long-term dividends.

students and faculty are not willing to compromise on, leading to a divide and ultimately bad business as student enrollment declines and staff and faculty are forced out of a job.” The new wave of high school graduates now opt out of schools mandating the vaccine, he said, choosing instead to attend a more inclusive institution where their unvaccinated friends are welcome too. “With more and more European countries declaring COVID an endemic, hopefully the

U.S. will soon follow suit and this issue will be moot,” said Mr. Kant.

When asked what higher education roles are hot right now two years into the pandemic, Carlos Pena, founder and principal of **Pena Search**, said: “Fundraisers. The pandemic either put a halt on or slowed down capital campaigns -- unusual, considering that universities are almost always in campaign mode, or just simply slowed at a minimum

IN THE NEWS

CarterBaldwin Recruits 12th President for Cornerstone University



CarterBaldwin Executive Search

has placed Gerson Moreno-Riaño as the 12th president of Cornerstone

University, a private, non-denominational Christian institution, in Grand Rapids, MI. Partner Bill Peterson led the assignment. Dr. Moreno-Riaño succeeds Joseph M. Stowell, who retired this spring after 13 years in the role. Cornerstone's new president previously served for over seven years as executive vice president for academic affairs and chief academic officer at Regent University in Virginia Beach, VA. There, he was also a tenured professor of government.

The selection of Dr. Moreno-Riaño comes after a six-month, nationwide search coordinated by Carter Baldwin. The search produced 70 viable candidates which, after extensive interviews, was narrowed to three individuals, of which the board unanimously chose Dr. Moreno-Riaño. "The board of trustees is incredibly excited to welcome Dr. Moreno-Riaño as our 12th president," said Carole Bos, chair of the Cornerstone board of trustees. "He possesses the academic experience, vision and profound faith in Christ that will propel Cornerstone into the next decade and beyond. As an institution, we anticipate a future of immense possibilities and growth under Gerson's leadership."

Immense Possibilities

During his tenure at Regent University, Dr. Moreno-Riaño provided strategic leadership for 10 undergraduate and graduate schools and the university library, along with the entire enrollment management team and its call center. He led a multi-year strategic growth initiative that led to the creation of Regent's School of Nursing, founding of the College of Healthcare Sciences and increase of the university's academic programs by 60 percent. This growth initiative led to Regent becoming one of America's fastest growing universities, almost doubling its enrollment from 5,881 students in 2014 to over 11,000 students in the 2020-21 academic year.

Other key accomplishments include successfully leading a reaffirmation of the university's 10-year institutional accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)—the highest level of accreditation possible—as well as Regent being ranked by U.S. News & World Report among the top national universities and the No. 1 online bachelor's degree program in Virginia for close to a decade.

Dr. Moreno-Riaño also served as dean of the College of Arts and Sciences and chair of the government department at Regent. He also previously taught as an associate professor of political science at Cedarville University.

regular fundraising programs," he said. "It was difficult for development officers to effectively connect with and engage new donors through zoom. As vaccines rolled out and the sense of returning to "normal" was felt, robust efforts to fill empty positions were launched. And because institutions are trying to make up for time lost during the pandemic, they are offering strong compensation packages and flexibility to work remotely. Also, candidates are demanding higher salaries and flexibility to work remotely. Because competition for solid candidates is so strong, it takes skill and a deep understanding of the field to effectively identify and engage good candidates."

"In addition to the necessary competencies required by the role (technical skills), what every client asks us for in the candidate's traits is a genuine commitment to diversity, equity, and inclusion in the areas under her/his responsibilities," said Mr. Pena. "As far as skill-sets, also aside from the technical skills required by the role, institutions want individuals who are capable of building meaningful relationships with the constituencies with whom they work, whether to participate in attracting financial support for the institution or to create a positive working environment that is attractive to prospective new hires."

While there have been efforts to diversify higher education leadership for some time even before the pandemic, the focus was primarily on diversity, according to Mr. Pena. "After the events of May 2020, there has been a concerted and intentional effort by every institution with which we have worked, to also address equity and inclusion," he said. "Clients want candidates who have a record of addressing those matters, or who can articulate how they would do it, and most importantly, how they would measure success."

Boards

"In the non-profit sector, where board members are not paid, it is not typical to retain a search firm to

identify new board members,” says Mr. Pena. “Having said that clients often ask us for our suggestions of prospective board members. The number one characteristic that organizations seek in new board members is diversity. Historically, higher ed boards were made up of donors, alumni, or a combination of both. While today they still aim for those kinds of stakeholders, institutions are even more focused on bringing diversity to the board membership.”

“The onset of the pandemic delayed some anticipated retirements and deterred some leaders from leaving their institutions at a time in need, but now colleges and universities seem to be conducting more searches than ever, as individuals feel more comfortable seeking other opportunities,” said Jay Lemons, president of **Academic Search**. “Every type of position is in need from executive-level to faculty positions.”

“The required and desirable skills sets have not changed as much as some of them have been amplified or identified as more imperative in a time of so much uncertainty; chief among them is demonstrated financial acumen as well as experience in change management, strategic planning, and enrollment management,” he said. “Institutions and their stakeholders are looking for strong leaders who can be forward-thinking and provide clarity of direction and vision.”

The recruitment and evaluation of a diverse candidate pool is of high priority for most of our partner institutions, according to Dr. Lemons. “We see it as part of our fundamental role to bring to each search committee a diverse candidate pool and to create a fair and equitable process for all at every stage of the search,” he said. “As student demographics evolve and represent more marginalized populations, many institutions are making more intentional efforts to build diversity, equity, and inclusion education into the

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search and selection process since there is a greater need to recruit leadership that reflects the students being served.”

“There have been many retirements at the presidential level for colleges and universities, but I would not say that it has been a concern for the institutions,” Dr. Lemons said. “There are many talented and qualified individuals who are moving up in their careers or even taking on a second presidency. The retirement of a long-serving leader can be positive for an institution, allowing its constituents to think freshly about what is possible and attract new leaders with innovative ideas and foresight.”

Martin Baker, managing partner and practice lead in **Buffkin / Baker’s** higher education practice, has witnessed a significant demand for new leaders at colleges and universities. “The war for talent is at an all-time high. In addition to presidents and chancellors, there is great demand for strong academic and operational leaders as well,” he said. “Colleges and universities are seeking leaders with many of the same characteristics, including those who are visible and engaged in their institution, support the development of the faculty, staff, and students, raise money, and can develop a shared vision to support the academic mission of their institution.”

Mr. Baker agrees that we are certainly at a point in time where there is generational turnover. “We have anticipated this development for several years,” he said. “In addition, college and university leaders have significant fatigue from the past 16 months. Institutional leaders had to provide leadership during such an uncertain time, with no roadmap to follow. Many academic leaders are stepping down to catch their breath and recharge the batteries. In addition, the role of president/chancellor has developed into 24/7 role leading to shorter tenures because of burnout in the job.”

Racial and Cultural Awareness

“Diversity, equity, and inclusion work must be embedded and infused in the core mission and operations of all institutions,” said Mr. Baker. “While diversity, equity, and inclusion have been a focus for years, now more than ever, institutions are tasked with providing more effective strategies that produce valuable outcomes for students, faculty, and staff. Whomever the stakeholder, and however they identify, higher education has seen a renewed emphasis on making sincere efforts to ensure that all stakeholders are in a welcoming and safe environment in which to pursue all the opportunities provided. Under the leadership of chief diversity officers, these efforts improve racial and cultural awareness, enhance critical thinking, and provide a stronger sense of community.”

Colleges and universities need leaders who can navigate financial challenges, define and enhance organizational climate and culture, invest in the health and well-being of its students and employees, show general awareness and empathy to their teams, and have strong interpersonal and communication skills to develop meaningful relationships with external stakeholders, such as elected officials, alumni, donors, and industry partners, according to Mr. Baker.

“After a year of national reckoning that thrust centuries-old social justice fault lines to the forefront, chief diversity officers have become champions of intentional organizational and transformational change on college campuses across the country,” said Keight Tucker Kennedy, partner at **Isaacson, Miller**. “The role has evolved over the years and many institutions have launched CDO searches with the benefit of initial institution-wide conversations and buy-in, while others have responded to a flash point that necessitated a search.”

“These key leaders play a critical role in bringing awareness, discovery, impact, and progress to some of the most important academic issues facing a campus community today,” Ms. Tucker Kennedy said.

“Chief diversity officers also help senior leaders see and understand the way changing demographics and diversity can benefit an institution.”

INDUSTRY VIEWPOINTS

VIEWPOINTS

Hunt Scanlon keeps tabs on an ever-expanding executive search and talent management sector that far exceeds where the industry was just a decade ago. Today, Hunt Scanlon tracks some 17,000 executive search consultants at more than 4,000 recruiting firms in North America and another 4,500 overseas, spanning Europe, Asia, Africa and the Middle East, and everywhere else in between.

To round out our study this year, we invited three leading higher education leadership advisory specialist firms – Storbeck Search | Diversified Search Group, Greenwood / Asher & Associates, and Academic Search – to bring us their latest market insights. These timely Viewpoints examine the leadership and talent landscape as we emerge from COVID-19.

EXECUTIVE SEARCH SPECIALIST AS TRANSLATOR AND EDUCATOR

Shelly Weiss Storbeck, Ruth Shoemaker Wood, and Ralph E. Tavares Jr., of Diversified Search Group Take a Closer Look at Search and Campus Culture



Shelly Weiss
Storbeck



Ruth Shoemaker
Wood



Ralph E. Tavares Jr.

Shelly Weiss Storbeck, global higher education practice lead at Storbeck Search | Diversified Search Group, has one of the most widely recognized names in the higher education sector, having recruited senior leaders for America's most prestigious colleges and universities. In 2021 she received the ACE Donna Shavlik Award in recognition of her commitment to advancing women in higher education leadership roles. Ruth Shoemaker Wood, managing

director, brings scholarly training and hands-on experience to her understanding of the higher education landscape. Ralph E. Tavares Jr., managing associate, is a problem solver who meets challenges with enthusiasm and an open heart. Spending nearly two decades creating equity in and access to higher education for students of color, Mr. Tavares has played critical roles in developing multicultural recruitment, retention, and mentoring plans and programs. These three professionals combined their thoughts and ideas to create the following chapter.

This viewpoint on higher education takes a closer look at president and chancellor searches and campus culture.

In this report's Foreword, we suggested that executive search consultants play a pivotal role right now, as client organizations find themselves in a competitive market for top candidates, and as candidates think harder about their prospects and choices. Nowhere is this more true than in a presidential search.

Yet what we are witnessing in presidential searches today is that boards and campuses are at antithetical ends. They are not seeing eye-to-eye. While the board is focused on getting back to in-person learning, fundraising, and creating distinction for the institution – all of the things that we would expect boards to focus on – the campus is focused on social justice, the trauma of being in a classroom when one does not feel safe, and activist students who are occupying the president's office on a regular basis. These two communities could not be further apart. Though this situation is not unique – there existed a similar distance between campuses and governing boards during the Vietnam War, for instance – the current disconnect is rooted in the present in ways that must be navigated anew.

More to the point, at institutions where boards, faculty, students, and even administrators are on vastly different wavelengths, the president or chancellor sits at the nexus of it all. Consider it this way: If you are the president, you report to a board that is grumbling about what is happening on campus, and on campus you encounter people every day who are holding you accountable. Meanwhile, the board is

holding you accountable, and the mutually agreeable space that used to exist among constituencies no longer exists. Unless you can discover or create that space, you may be out of a job.

Undoubtedly, the current disconnect has been exacerbated by the pandemic. When there is no opportunity to meet face to face, there is no opportunity for boards to engage with campus constituents. In the past, when board members made their way to campuses, they would informally spend time with students, faculty, and staff, in a mostly productive and healthy way. This allowed each group to better understand the perspective of the other.

In the past two years, those interactions were not happening. These different constituencies have been reduced to faces on Zoom calls, with little in common aside from the connection to the institution. Therefore, in our presidential searches today, many of our client colleges and universities are looking for leaders with the skill and ability to bridge the divide, bring boards and campus communities back into alignment, and put the institution on a more productive course.

In our roles as trusted advisors to boards and search committees, we offer an important perspective in this moment of disconnect. We are also helping the institutions take steps toward the difficult bridge-building between stakeholders that is required of a presidential search.

This is easier said than done. At Storbeck Search | Diversified Search Group, we recently conducted a search that aptly demonstrated the divide. Campus feedback surveys following the visits of the three finalists made it starkly clear. The board favored one finalist and felt with great certainty that this candidate should be the next president – and yet this person was a turnoff to faculty and to students. When the search committee reconvened, board members took a look at the survey feedback, and said, “How are we so disconnected? What are we missing? And what did the community miss that we saw in this candidate?”

What does this mean for search consultants? It makes the role of the consultant even more crucial, in that the consultant must now serve as translator between these groups. It demands of the search consultant the skill and expertise to ensure effective, mutually accessible communication between different constituents, which often means educating constituents on each other’s goals and needs. When we as search consultants talk to these groups, we are working actively to identify and articulate their commonalities and shared interests.

The role of the president has always been a hard one; it can be an impossible one now. Many of today’s presidents did not anticipate the job that it has become. Between the pandemic and national politics, between an overdue racial reckoning and student protests – this is not what anybody signed on for. Presidents are exhausted, and an antagonistic relationship with the board exhausts them further. How does a president keep a board happy, while at the same time earning the respect of people on campus who rely on a vastly different set of evaluative criteria?

And what about other campus leaders? The provost, or chief academic officer, for example, is the institution’s deputy leader, and yet the provost is in a particularly difficult situation, too, because provosts are accountable to the faculty, and the faculty may be the greatest source of resistance to boards’ conservatism (even more so than students).

The senior-level roles that we seek to fill (provosts, chief development officers, and certainly chief diversity officers) happen to be the roles that challenge boards the most, because their constituencies (faculty, alumni, students)

demand it. The CFO has a part to play in university leadership, too, but because CFOs are more embedded in day-to-day board business, they are less involved in this particular dynamic. Where is the heat hottest in the kitchen? Probably in the roles of president, provost, student life administrator, and chief diversity officer.

A History of Trauma

This raises the question: Are we seeing boards start to diversify? Yes, but very, very slowly. Boards are not the most flexible organs – indeed, they are often self-perpetuating – and lack of representation is at the root of many of the misunderstandings and miscommunications between boards and campuses. The chief diversity officer or CDO, who is often a person of color, is regarded as the person who will fix “the diversity problem,” when in fact the problem is the lack of representation and the history of trauma at some of these institutions.

To elaborate on what we said in our Foreword, many candidates right now are not afraid to ask very specific questions about the role and the institution and the campus culture, for the sake of their mental health and their own wellness. Rather than risk tokenization, a candidate from an underrepresented group may evaluate the institution and the structuring of the position and say, “I can already see the landscape of what this institution’s role in racialized history is, and so, no thanks, I am taking myself out of this search.” Conversely, some candidates are willing to take on these roles knowing exactly the challenges that lie ahead, but they give themselves a timeline. They say, “I will take on this role for a few years, get the experience, and then head off for the next island.”

With regard to the CDO role in particular, some institutions have built in the kind of support to sustain these roles, and candidates recognize that. A modern-day philosopher, Jay-Z, has an apt quote: “Real recognize real.” If an institution shows commitment and shows that it is invested in the long term, then candidates may adjust their timelines. Otherwise, they perceive that an institution is simply checking off a box: “We need a CDO right now!” As search consultants, we hear the call, but we may struggle in the recruitment process if the institution has not made clear that the selected person will

thrive or be supported to thrive. Some candidates will read the situation and take the role regardless. However, as we discuss in the Foreword, people are now taking seriously their own wellness and are factoring in the trauma that has been associated with these kinds of roles for a long time.

As search consultants in close contact with both candidates and client institutions, we hope that current shifts in attitudes – in some ways accelerated by circumstances of the last two years – will bear fruit in tangible shifts in the ways that

different campus constituencies communicate with and ultimately understand each other.

A communication breakdown is never an easy situation to navigate, and behind it can lurk more serious problems. However, as experienced and knowledgeable neutral parties, executive search consultants are uniquely equipped to find a way forward. And for the sake of our profession, our institutions of higher learning, and our nation, we will continue to do just that.

TRANSITIONING TO NEW LEADERSHIP IN EXECUTIVE SEARCH

Jan Greenwood, Ph.D and Dr. Betty Turner, Co-Founders of Greenwood / Asher & Associates, Discuss the Process of Determining A Succession Plan



Jan Greenwood,
Ph.D



Dr. Betty Turner
Asher

Jan Greenwood, Ph.D, co-founder of Greenwood / Asher & Associates, is a pioneer in U.S. higher education and along with co-founder Dr. Betty Turner Asher, they have been awarded the American Council on Education's Donna Shavlik Advancement of Women Award that recognizes "women who have shaped the executive search process and significantly contributed to women's equitable representation across the leadership pipeline."

In this viewpoint chapter, Ms. Greenwood and Ms. Asher discuss the process of determining a succession plan after many years of successful placements. They then discuss how their firm became the gold standard for higher education searches and how this led to their acquisition by Kelly. Kelly's team then discusses how they plan to create a partnership of "education geeks" as they move forward.

When considering options for their firm's succession plan, Jan Greenwood and Betty Asher — partners and co-founders of [Greenwood / Asher & Associates](#) — were open to nearly any option, from mergers and partnerships, to acquiring another company and being acquired.

Quickly, however, it became clear to both Dr. Greenwood and Dr. Asher that being acquired by [Kelly](#), a publicly-held, global leader in workforce management solutions that offers staffing services to top companies, and becoming a part of its education division was the best option.

"Without exception, Kelly is the company that has the most value added for Greenwood / Asher. It brings the most value to the company, to our employees, and then also to our clients," Dr. Greenwood said.

Kelly [officially acquired](#) Greenwood / Asher in late 2020 in a deal that added the executive search firm specializing in finding leaders across the academic and higher education sector to its [Kelly Education](#) unit, while still maintaining the Greenwood / Asher brand.

While the agreement between Kelly and Greenwood / Asher is just over one year old, both sides agree that the acquisition has been much more partnership than acquisition, and that both companies have benefited tremendously.

Greenwood / Asher: A "Gold Standard" of Executive Search

While Kelly Education has historically worked in the K-12 space, the acquisition of Greenwood / Asher allows Kelly to step into the next challenge of recruiting presidents,

chancellors, deans, and other important C-suite of educational leaders for institutions around the country. When Kelly originally acquired Greenwood / Asher in 2020, Kelly president and CEO Peter Quigley said that the acquisition symbolized the company's expansion into solutions beyond K-12 and into the higher education space.

Nicola Soares, the president of Kelly Education, underscored Mr. Quigley's point, and added that working with Greenwood / Asher over the past year has only aided Kelly's mission to provide high-quality candidates who make immediate and lasting impacts.

"Greenwood / Asher's mission is incredibly synergistic with ours at Kelly Education," Ms. Soares said. "When you think about what we do with public school districts and what Greenwood / Asher focusses on with public institutions, there are similarities across the board."

Ms. Soares added that as she learned more about Greenwood / Asher and its process in placing candidates, she continuously noted that the firm exemplified the "gold standard in executive search" and had a rich tradition of excellence.

Greenwood / Asher was founded in 2004 by namesake co-partners Dr. Greenwood and Dr. Asher, and has consistently been ranked among the 40 Top Search Firms for Higher Education by Hunt Scanlon since Hunt Scanlon started this particular ranking a decade ago.

Dr. Greenwood and Dr. Asher both credit their success to their experience in higher education, as both of the co-

founders boast extensive and wide-ranging knowledge in public higher education.

This experience, however, is not common in any way. Of the many executive search firms for higher education across the country, there are only three total CEOs or founders that are former university presidents — Greenwood / Asher has two of them.

Dr. Greenwood is a pioneer in U.S. higher education and served as the first woman president of a public four-year and graduate institution in Virginia, and was one of the first to hold multiple presidencies at both public and private institutions. She was one of the earliest executive recruiters focused on education and non-profit organizations. Dr. Greenwood is a licensed psychologist with experience as a psychometrist and with post-doctoral training in group methods. She brings these skill sets to her work with clients, candidates, and search committees.

Hallmarks of Success

Dr. Asher was one of the first women to serve as president of a flagship institution, and one of the first women presidents of any higher education institution in the state of South Dakota. She brings a unique combination of leadership service at all levels of higher education institutions and systems — in both academics and student affairs and in public and private institutions — to the executive search industry, consulting, and training of newly appointed executives. She has been a leader in executive search, consulting, and training for the past two decades.

Both partners largely credit their experience and vast network of the best minds in higher education for the firm's early success.

"Having been in higher education for many years, we both really understand the field," Dr. Asher said. "But we were also able to get a few really important things right, one of those things being customer service as we both recognized what really good customer service is imperative. Also, our deep and strong commitment to diversity, equity, and inclusion and belonging. We definitely were pioneers in that realm and have been for many, many years."

Together, Dr. Greenwood and Dr. Asher have successfully completed well over 1,000 searches — most at the president/CEO level — in higher education in their combined dozens of years in the industry.

Over the past years, Greenwood / Asher has placed a number of senior executives at major colleges and universities across the country. Within the past few years, Greenwood / Asher has tapped the [University of Illinois' chancellor](#), the president at the [University of South Florida](#), and the provost for [Wright State University](#), among many others. The firm is also in the process of selecting [Auburn University's](#) next president, as well as associate vice president and chief human resources officer for [Clemson University](#).

While the co-founders both see the sheer number of successful searches as a hallmark of success, Dr. Greenwood and Dr. Asher take enormous pride in the fact that nearly 97 percent of their clients repeat business with the firm.

[George Mason University](#) in Fairfax, Virginia is one of these repeat clients, as Greenwood / Asher recently helped to recruit the University's eighth president, the third such search the firm has completed within the past three decades. Greenwood / Asher has a similarly strong track record with the University of Florida, having completed the last three presidential searches for the university.

"We credit this incredible statistic of repeat clients to the fact that we have a great team and a process — which we have continued to develop over 20 years — that is deeply rooted in research," Dr. Greenwood said.

In addition to a focus on research, the Greenwood / Asher process is deeply centered on understanding and working around the needs of the client, a testament to the firm's focus on customer service. Susanne Griffin, the vice president and managing director of Greenwood / Asher, joined the firm in 2017 and said she has consistently been impressed by the level of detail with which Dr. Greenwood and Dr. Asher approach each placement.

"They both truly understand higher education and in every way — from what kinds of things a search committee is going to need to have to make a decision, to what data can

best articulate a candidate's qualifications. This knowledge is really, really helpful, because it helps us know exactly what will benefit our clients the most."

Kelly and Greenwood / Asher: Moving Forward as a Partnership of "Education Geeks"

When it came to finding the next steps for the Greenwood / Asher brand, Dr. Greenwood, Dr. Asher, and Ms. Griffin all said that finding a situation in which the firm's employees could thrive, the company could grow, and Greenwood / Asher could continue to help institutions of higher education were important factors.

Dr. Asher added that another factor, one that is potentially a little less obvious, was also critical: the trio needed to find someone who was just as much of an "education geek" as they are.

The term "education geek" has long been a part of the Greenwood / Asher team's vernacular, as Dr. Asher often uses the term to express the firm's passion, dedication, and expertise for higher education when explaining to potential clients the value Greenwood / Asher will bring throughout the search process.

After over a year working together, Greenwood / Asher seems to have found its "education geek" match in Kelly Education and Ms. Soares.

Ms. Soares got her start in education as a teacher, followed by time at McGraw-Hill Education and NBC Universal, working in product innovation and sales and marketing for education initiatives, respectively, before joining Kelly in 2010. Ms. Soares led the acquisition of Greenwood / Asher for Kelly.

Kelly's acquisition of Greenwood / Asher comes amid a flurry of acquisition activity and at a time of great growth in the executive search industry. In 2020, [Diversified Search acquired education-focused Storbeck Search & Associates](#), a direct competitor of Greenwood / Asher. The industry as a whole is also growing. In 2021, 89 percent of surveyed academic specialist search firms projected growth for fiscal year 2022. The COVID-19 pandemic played a great role in this projected growth as the pandemic-related challenges university presidents and leaders faced over the past two

years either caused leaders to thrive or fail, with very little in-between. Institutions of higher education have also begun to seek chief diversity officers, thus increasing the need for executive search firms across all the country.

In the case of Greenwood / Asher, Ms. Soares said she led the acquisition understanding the value that the Greenwood / Asher brand holds, and with the sole intent of maintaining the brand post-acquisition, something uncommon in many such situations.

"Our plan is to invest thoroughly in Greenwood / Asher, not just in higher education but also in K-12, and aspirationally in the for-profit education sector as well," Ms. Soares said. "There is enormous opportunity, particularly for executive search professionals, to join Greenwood / Asher. We think that we have enormous potential and given the success we have had in just one year together, it's just a great opportunity for those in education because we are expanding."

Making Education Seamless

This expansion is part of the vision that Dr. Greenwood and Dr. Asher saw for the firm when they were looking for potential next steps. By partnering with a firm the size of Kelly, Greenwood / Asher can better achieve one of their paramount goals — to make education as seamless as possible.

"Both of us have a very broad understanding of education, in its broadest sense, from Kindergarten through higher education. In the best of all worlds, the industry of education would achieve being seamless — meaning the transition from grade to grade and school to school would be a smooth one, putting the student's experience at the center of the mission," Dr. Greenwood said.

By partnering with Kelly — a major player in the K-12 space — Dr. Greenwood and Ms. Griffin said they feel Greenwood / Asher is even closer to helping make seamless education a reality for students.

"Our goal is to continue to expand in the higher education space as well as expand into K-12, specifically when it comes to supporting leadership selection in the K-12 market, particularly at the superintendent level," Ms. Griffin said.

The partnership also offers Greenwood / Asher's leadership team more time to focus on projects other than day-to-day client operations, as Kelly is able to support the smaller firm's needs.

One such additional service is in the way of coaching and consulting for newly appointed higher education leaders. Dr. Greenwood said she has seen the demand for coaching pick up enormously in the past ten years.

"At an increasing rate, we have been seeing that when universities hire someone, it is not at all unusual that the person asks for coaching from Greenwood / Asher as a part of their contract, or for the university to our services without the candidate even asking," she said.

Greenwood / Asher is also looking to expand its work with Artificial Intelligence and other marketing assessment tools to better understand what exactly institutions are looking for when it comes to a leader.

"The use of AI is just one method that is helping us take our processes and make them even better," Ms. Griffin said. "It is helping our clients understand their community's wants, needs, and desires, as well as helping us better focus our efforts during the search process."

While it was just one year ago that the leadership trio at Greenwood / Asher found their fellow "education geek" in Ms. Soares and Kelly, both firms are looking towards a future together full of unlimited opportunities. And while technically it was Kelly that acquired Greenwood / Asher, one would never know by talking to the four leaders together.

"There are some situations where it makes sense to leverage the Kelly name or the Greenwood / Asher name, depending on the client's knowledge of one brand more than the other," Ms. Griffin said. "We all know this, and at the end of the day, it is about helping our clients get the results they are looking for and for students to have the best experiences possible."

LEADERS ON LEADERSHIP

Dr. Jay Lemons, President of Academic Search, Shares Excerpts From Conversations With the Nation's Esteemed Higher Education Administrators



Dr. Jay Lemons became president of Academic Search in 2017, after serving for 25 years as a college president in both public and private higher education. A recognized leader in the academy, his experience in key leadership positions for many national, state, and local higher education boards and associations has provided him a vast professional network. Dr. Lemons has a passion for working with new and emerging leaders, and he has long been a champion and leader of efforts for increasing diversity, equity, and inclusion in higher education at the institutional and national levels.

In Fall 2020, Academic Search president Dr. Jay Lemons launched a podcast, Leaders on Leadership, inviting current and former academic executives to reflect on their unique career experiences and express their opinions on the future of higher education from a leadership standpoint. Included herein are excerpts from conversations with six of the nation's esteemed higher education administrators, including their thoughts on the importance of recruiting the right candidates for certain jobs and how to help them achieve long-term success.

Guests have included Dr. Paul Turman, chancellor of the Nebraska State College System; Dr. Barbara Mistick, president of the National Association of Independent Colleges and Universities; Dr. Bill Kibler, president Emeritus of Sul Ross State University and current Academic Search senior consultant; Dr. Ronald Rochon, president of the University of Southern Indiana; Dr. Melody Rose, chancellor of the Nevada System of Higher Education; and Dr. Damián Fernández, president of Eckerd College. They shared the qualities they look for in executive and administrative position applicants, the advice they would give new hires, and more.

Excerpts of interviews are included below. Quotes have been condensed for clarity and length.

When you're building a team, what qualities are you looking for in the leaders that you're going to have working with you?

Dr. Paul Turman: I had an executive director who oversaw the Board of Regents in South Dakota, Jack Warner. And he indicated, 'Paul, I would take talent over accomplishments any day.' You want to constantly look for the individual who brings the most talent to the position. And I think what that forced me to do was think a little bit differently. Am I hiring someone to come in and fill the various roles that are there? Yes. This person needs to do this work, this work, this work, but how might this position change and evolve over time in ways that you don't envision right now, and hiring the most talented individuals to accomplish that is probably the way in which you're going to help, not only evolve the position, but evolve the organization down the road. And so, I tend to look at not who brings the most experience specific to the task at hand right now, but who brings the most talent to what that task may evolve into in the future. And I've found that to be, I think, probably the best approach to how I've tried to hire the staff that I've had over time. I've tried to bring in some more unconventional types of individuals into

positions that, from the outset, they never would've ever thought of, but it has certainly helped.

Dr. Barbara Mistick: Well, I think the number one piece is to hire people who have great functional expertise in their particular area. And in my opinion, I want them to know more than I know about that area. I want them to be smarter than I am in each of their respective specialties because I want them to bring that conversation to the table and those insights to the table. Then the other thing that I'm looking for is people who will support each other. And I think that is especially important today, because we're all feeling a certain amount of anxiety. So, if we can't take care of each other as a team, then how can we take care of the rest of our community? On ensuring there is diversity in the candidate pool: One of the things that I've done across my career, because I do feel very committed to diversity, is to make sure that there's a diverse candidate in every single search. And back when I was at the library (Carnegie Library of Pittsburgh), I started this initiative and people bring searches to me with no diversity and we'd start over. And if you send that message a couple of times, as the leader of an organization, people do start to get on board, they start

to understand. And no one wants to do work twice. But that makes a difference, I think is making sure that you open up the doors and that you bring somebody else along. We're going to have to continue to have a focus on it though, I'm glad you raised the topic, Jay, because we have to keep talking about it in order to make change.

Dr. Bill Kibler: I'm looking for commitment to honesty and integrity and people that understand the value of trust. Far more than specific things on a resume that said they've done this or they've done that, because again, the training and the development can always take place. To use the sports analogy, the best athlete theory, the idea that we recruit the very best athlete we can and then you can train them to perform in any position you wish if they have those other elements, the honesty, the integrity, the transparency, and openness, the commitment to always do the right thing regardless of the consequences.

Dr. Ronald Rochon: I really am looking for someone who is interested in serving, I want to know that they understand the significance of the power, the beauty, and also the potential of a public institution that I'm working at. I tell folks over and over again that when you look at universities both public and private, I think that overwhelmingly we get into the space of thinking that we own a lab, we own an office, we own a classroom, we own a department. Because quite often I hear people talk about mine, mine, mine. And I'm always trying to challenge that notion, to help people understand that it does not belong to us. This university belongs to the people, they pay taxes, we go to the general assembly, we are always seeking both public and private funds to serve the common good of the citizenry. And so, I'll tell you, I'm looking for people that believe in this philosophical understanding and methodology when it comes to working with us as a team, someone who believes in the pronoun 'we,' someone who really underscores the significance of wanting to run to students. And I mean that, run to students with joy, with enthusiasm, with empathy, with a listening ear, someone who is wanting to serve students because they are our reason for having a university. I really want us to be driven to understand the significance of a student who is coming to us to say, 'Listen, I want to become a physicist.' Or a student who says, 'I want to

become a poet.' And our job as faculty and staff is to reach both of these students with these very different, different desires intellectually, and help them to get there. So, I want a team around me that's going to be committed to that endeavor. Someone who's going to recognize that students, no matter if they come from urban, rural or suburban communities, that they deserve our attention, they deserve our honesty. And last but not least, be able to be vulnerable with students, make sure that they know that Ronald Rochon was not born with a PhD, was not born President Rochon. I've had a long trek to get to this point, and guess what, ladies and gentlemen, I've made a lot of mistakes. I've had tears, as well as joy within my life. And students, they have a right as far as I'm concerned, to hear from my team and myself included about what that road was like.

Dr. Melody Rose: I love to say I'm looking for people smarter than me at what they do. It's such a joy to me to find those people who just clearly bring a level of mastery, of competence, and passion in arenas that I don't have. It's a delight to see those people work. It inspires me to learn more from them. I also always want to have a team of people with diverse perspectives and diverse backgrounds. You never want to have a team of 'yes people.' I always like to say you want, as they say in Presidential Studies, that team of rivals, that bring different perspective, that can sit in a room and arm wrestle it out, but also walk out arm in arm from those tough decisions. And then obviously you want people who are ethical, people you can trust, whom you can believe in. And no amount of skill, no amount of experience will offset a lack of ethics and good judgment, so that has to be part of the puzzle.

Dr. Damián Fernández: I always look for what I call believers, people who share this commitment to taking the institution to a higher place, and they're motivated beyond the self to do some good. There is almost a pastoral piece here, a missionary zeal that I want others to share with me. I also want people who are smarter than me, as hardworking. I don't expect them to work harder than me, but they are committed to the work and to the process and to the joy of coming together and shaping an institution for good. I want the brightest, the most driven, but kind and honest people. That, to me, is non-negotiable. Hard work, kindness, and

honesty. Those three virtues can come together and, at least in my experience, they lead to better outcomes.

What advice do you have for those aspiring to leadership?

Dr. Paul Turman: Make sure you find a good mentor, or it may be a series of mentors. People that you feel are good leaders. And then you begin to grab the tangible things about what you think makes them good leaders, and then make that your own.

Dr. Bill Kibler: When I'm asked a question like that, I often go back to that Abraham Lincoln quote, where he said, "I will study and prepare myself, and someday my chance will come." And anyone who knows the story of Lincoln's life knew how many times he failed, but he was always preparing himself. And then the ultimate opportunity to make an impact on his entire world did come. So, my advice is to seek the education, the professional training, and the experiences necessary to achieve the professional and leadership vision that you have for yourself. There's a pathway to go there and be purposeful in doing that—seek out those mentors or those advisors or those who have traveled that path before you and truly listen to them what they have to say.

Dr. Ronald Rochon: I would advise our colleagues to take your time. A lot of folks, and myself included, I was running to the Presidency, I couldn't wait. And then all of a sudden you get there, and you find out how ill-equipped you are, and how much more you need to learn, and how much more development you need to engage, and to become effective, and to become promising to serve people. Not to become some kind of great, iconic voice at a university or a college, but to serve people. To learn how to do that takes time. And so, I would encourage my colleagues to engage... to meet people from around the country, hear their stories, to learn from them, to build a network, to build a Rolodex if you will. My daughter calls it a contact list, she says every time I say Rolodex, I age myself. But to have that available to you at your fingertips, to be able to call people and talk to them about what's on your desk is such an important piece. So, I want to say take your time and learn. And you may think you listen well, but I will tell you, I thought I was a good listener, and I'm becoming more and

more of a stronger proponent of one, becoming a student in the listening space. And I'm not just talking about listening though, listen to everything. Walk around campus and listen to the conversations, listen to students, listen to faculty, listen to our staff, listen to community members. And then the last thing I would tell you is to be patient. The kinds of policy changes that are going to impact the lives of people will take time, and they demand us being patient. They demand us learning how to compromise, they demand us understanding that you will not win all the time. In fact, presidents rarely ever win anything with regard to debate and argument, or even positioning. And to me, that should be the outcome. If you're serving the people, it's not about you, it's about the people, it's about the community, it's about the students, it's about the faculty and staff, it's about the outward constituents that believe in our institutions.

Dr. Barbara Mistick: A couple of years ago while I was at Wilson, I did a book about the future of work. It's one of my passions. Where is work going? And I care about it from a public policy perspective, but also in terms of all of our students, the students that we serve. And so, the scope was how to future-proof your career, and one of the things I found that people told me over and over again in interviews, is to get a lot of experiences. As a matter of fact, I think I used the word greedy, to be greedy about experiences. So just try different things. Often, I think people will sit back and wait for an opportunity to come to them. I think it's important sometimes to just put your hand up and say, "That sounds like an initiative that would be interesting for me, let me have that different experience." I've also found that in senior team members, those people on your team who are willing to put their hand up, they become very valuable to you as a leader as well. So, I think that's really important. I think the second thing is to build a good network, and it seems everybody understands. Networking is one of those buzz words, but we're only as good as the people that we hang out with and that's our network, and it can't be really big. I used to say, 'you have to have five to thrive,' and you can keep in touch with those folks, but it has to have reciprocity. It can't just be people that haven't seen you in four months or six months or a year, and then I'm asking you for a favor. You have to spend time on it and build that deep network and get involved in organizations, professional organizations.

What makes a good leader? And by good, I don't mean grade B. I mean virtuous, effective, and highly successful.

Dr. Barbara Mistick: Well, I think especially today, you have to be empathetic. You have to be in the No Judgment Zone about how other people feel. There are so many constituencies in higher ed—there's always one that's going to be pushing back against the decisions. I think the other piece that's really important today is to be strategic. It is so hard to get lost in the moment, particularly when you're in a crisis. Because you spend a lot of your days responding to what's going on, but instead, what you really need to do is to be looking down the road, and your institution needs you to be looking down the road. So that you can come out of the current situation and be in a different spot. Particularly at Wilson, we did very short strategic plans. We did many of them, folks will remember four- or two-year plans because we were doing a turnaround and really growing in size. And so, you can't set a 10-year direction when you are changing so quickly. I think that is going to follow true at this particular time as well.

Dr. Damián Fernández: That's such an essential question for us at every level of our society and in our nation and the world today. And I think that having a purpose beyond yourself is foundational for good leadership, knowing yourself, but really be in the service of higher ideals. And I believe that education is the way that I can help make the world a better place. And it's trite and it's old fashioned, and I've been proved wrong time and time again, but I still hold on to that belief, that faith, that education can make us better human beings and contribute to better societies. So that sense of articulation of goodness beyond the individual, that inspires others to follow. I'm also very cognizant that as a leader, you are only a leader in relationship to the followers, and you need to focus on the followers more than the leaders. And in every position I've had, I've tried to understand the culture of the place, the communitarian ethos of that place, and serve as a catalyst, more than a revolutionary, someone that speaks the authentic vernacular of that place so that changes and the progress being made is true to the spirit of that community.

Dr. Melody Rose: For me, the number one issue is, do you center the student in everything that you do? Because at the end of the day, we wake up every day and we go to the office, and we work long hours for students. And I think when we get taken off course from that center, when we forget why we are doing what we're doing, that's when we, I think, make mistakes. So being faithful to holding the student center of every single decision is absolutely critical. I also think that great leaders are inherently curious and always asking questions. Don't feel silly about asking questions and revealing ignorance. Just sincerely want to grow. We as leaders have to be in the business of continuous improvement, and so in order to get there I think we have to be just insatiably curious about the world around us, the systems, student needs, faculty and staff. And I would add, finally, that I think we have to always lead with kindness. We are in the business of being smart, and I think in higher education we're very good at being smart. It's what we're trained for. Obviously, we didn't get to the positions we are in without native intelligence, but I think the differentiator between good leaders and great leaders is they are smart, and they are inherently kind.

Dr. Ronald Rochon: As I think of individuals who I loved and respect, each of them were kind, each of them were accessible, and they were very empathetic. These were smart people. When I say smart, I need people to understand that they became smart because they worked hard, they studied, they studied an issue, they studied the situation, they reached out to seek guidance and counsel, that's what made them smart. They didn't sit in a vacuum with the blinds drawn, they had the blinds open wide to receive intel from other individuals who had access to really important, factual information. These individuals that I believe became great leaders because they were humble people, extremely humble.

To hear more about what these leaders had to share or to listen to other episodes of Leaders on Leadership, please visit <https://academicsearch.org/resources-and-news/leadersonleadership/>.