DIRECTOR, STUDENT RECRUITMENT AND ADMISSIONS
POSITION DESCRIPTION

Position Title:	Director, Student Recruitment and Admissions	Position Number: 19392		Faculty/Division: Deputy Vice-Chancellor & Vice President (Academic)
Classification:	SM2	No. Direct Reports & Highest Classified Position: 3 HEO10		School/Branch: Student Recruitment and Admissions
FTE:	Reports to: Executive Director, Division of the Deputy Vice-Chancellor and Vice President (Academic)	Fixed ☒	Continuing ☐	Discipline/Unit: Student Recruitment and Admissions
Position Summary:	The Student Recruitment and Admissions function is located within the Division of Deputy Vice-Chancellor & Vice President (Academic) and is responsible for ensuring the University is able to recruit and admit high quality students to its programs from a wide range of markets domestically and internationally. Reporting to the Executive Director, the Director, Recruitment and Admissions is responsible for the provision of leadership to ensure that the recruitment and admission functions perform to their optimum in a highly competitive environment. The role will focus on driving the development of innovative strategies to improve recruitment in new and existing markets, the creation of a seamless and simple applicant experience and the implementation and maintenance of collaborative service culture across the University.			
Position Characteristics:	**Scope**	Operating with a high overall degree of autonomy, the Director, Student Recruitment and Admissions is responsible for supporting the Executive Director and leading a team in the management of Student Recruitment and Admissions across the University of Adelaide. This role will have a strong focus on change management and strategy development to enable the initiation of efficient, competitive and innovative strategies and solutions to recruitment outcomes, service delivery to potential and current students, and in support of Faculties, at the University of Adelaide. Emphasis will be placed on the development of new approaches to market, including developing in-country capacity, and to process and system improvement across all Student Recruitment and Admissions functions. The Director will oversee teams with responsibility for recruitment, admissions and conversion and applicant services.		
	Significant internal/external relationships	- Pro Vice Chancellor International (PVCI) - Director, Marketing and Communications - Executive Deans - Faculty Executive Directors - Associate Deans (International) - General Manager, Student Services and Administration		

			• Director, Learning and Quality
			• Director, Planning Performance Reporting (PPR)
	Special conditions		• Interstate and international travel may be required.
			• Reasonable workplace adjustments will be made for people with a disability.
	Delegations		Delegations of Authority
Key Responsibilities and Outcomes Describe the key responsibilities and outcomes required for the role in the normal course of work	1	**Strategic Leadership and Change Management**	• Provide innovative leadership and strategic direction to the recruitment and admissions team.
			• Develop and implement market-responsive recruitment and admission strategies that ensure achievement of the University's Strategic Plan and Five Year Financial Plan.
			• Create a culture of continuous improvement and innovation to ensure the provision of recruitment and admission services stays at the cutting edge of industry practice.
			• Develop and implement key performance indicators for managers and their teams and initiate reporting processes to ensure accountability and to support strategic decision making across the University.
			• Create best practice standards for all activities within the recruitment and admission lifecycle, and ensure they are monitored through performance based benchmarking.
	2	**Service Provision**	• Maintain an external market focus to remain ahead of changes and development to the student admissions processes.
			• Lead the establishment of a customer-service culture within the team, which is supportive of both prospective applicants and Faculty stakeholders.
			• Utilise technology and digital resources to support changing needs and practices relevant to student recruitment and admissions practices.
			• Establish methods and processes to capture feedback to inform decision-making and process improvement.
	3	**Management and compliance**	• Ensure effective management of the functional budget so that Divisional KPIs are achieved and that critical strategic objectives are appropriately funded.
			• Ensure compliance with the requirements of all relevant legislation and University policies.

			• Ensure effective agent management through the selection, induction and training of the University's international network of authorised agents and liaison with other Australian and overseas institutions.
	4	**Stakeholder Engagement**	• Engage with relevant stakeholders in the University to seek continual feedback to improve processes. • Build and maintain a close working relationship with key stakeholders within the University, such as Executive Deans, Heads of Schools, and Faculty Managers. • Provide fundamental market research, findings and relevant analysis to faculties and key stakeholders on a regular basis. • Partner with key stakeholders to receive regular feedback and identify realistic improvements, targets and service outcomes. • Demonstrate a detailed understanding of the impact of changes and amendments to programmes and curriculum and the resulting impacts on potential applicants and markets.
	5	**People Management**	• Provide forward thinking leadership which motivates, encourages and develops recruitment and admissions staff to provide high quality, effective and timely services. • Provide strategic oversight of the human resources of the team. • Ensure effective leadership and mentoring of direct reports and, as appropriate their teams, to enable the team to deliver its services as effectively and efficiently as possible. • Exercise timely completion of PDRs and training plans for direct reports and provide regular feedback on performance.

Criteria	Capabilities and Behaviours	Strategic Thinking and Acting	- Scanning and drawing on wide sources of trend data and researched information to identify imperatives for Faculty/ Branch change and strategic plans. - Translating the University strategy into realisable goals for own area. - Defining a five year compelling vision that balances academic and commercial imperatives. - Being clear about what must change and/or be strengthened in moving towards that goal. - Including the perspectives and inputs from key colleagues and staff to assist in deciding the major future priorities.
		Exemplifying Personal Drive and Integrity	- Demonstrating and promoting the University values in all interactions and consistently applying organisational, legal and public policy guidelines. - Treating people fairly and equitably and being transparent in dealings with them. Holding others to high standards of ethical conduct. - Not being consumed with day to day activities but being persistent towards whole of faculty/branch goal achievement. - Viewing setbacks as an opportunity to learn and grow rallying self and leaders to constructively move forward. Being resilient.
		Foster Excellence in Learning and Inquiry	- Displaying an open, curious and non-judgemental attitude to differences in opinion. - Drawing from a variety of national and international sources of information/research to grow in area of expertise. - Engaging in systematic, self-directed learning and development activities aligned with the strategic direction of the faculty/branch. - Seeking new insights and innovative ways to address challenges. Creating wisdom from insights to turn knowledge into know-how.

		Thinking and Acting as One Team	• Making sure both faculty/branch needs, plus the University perspective are considered in own area's decision making. • Generating and promoting collaboration and cross functional projects/initiatives. • Consulting with peers and colleagues in key decisions to ensure alignment with University direction and relevant faculty/branch goals. • Assessing the impacts of own decisions on other teams/areas of the University and addressing them with those affected. • Sacrificing own resources, time and energy to meet the overall University needs.
		Responsiveness in Decision Making	• Overcoming ambiguity by proceeding with incomplete information. Gathering necessary data and assessing the macro risk and opportunity from a "go"/no go" decision in a timely manner. • Seeking sufficient stakeholder input to make a balanced decision. • Making clear the rationale for a decision and communicating this with conviction, even in the face of conflicting opinion. Committing to action so that decisions made are translated into next steps. Tackling the issues that get in the way of achieving a result.
		Leading Change Toward Higher Performance	• Using knowledge of what it takes to lead change within the faculty/branch to positively influence senior leaders. • Clarifying the need for and purpose of change to create relevant meaning so that faculty/branch leaders are excited about what lies ahead. • Approaching change in a positive way by seeking out opportunities and responding to ambiguity in a constructive manner. Staying energised. Securing a "coalition" of support for change from leaders, modifying own leadership style to meet different readiness needs of leaders and staff..

		Communication with Influence and Impact	• Boldly and succinctly articulating a compelling picture of what is needed from senior leaders and demonstrating it has been well thought through. • Winning respect by making sure relevant stakeholders are listened to and included in communications so a mutually understood position is achieved. • Influencing people to revise their views, change their thin king and responding as needed. Keeping relevant people updated on changes and status against original communications.
	Knowledge and Experience	• Extensive experience in senior management of diverse business areas in a complex organisation, ideally in Higher Education. • Extensive experience on setting objectives and targets and ensuring accountability in achieving objectives and targets. • Excellent interpersonal communication skills, with extensive experience with influencing and leading staff at all levels. • Extensive experience managing change processes within a large and complex organisation. • Proven ability to develop a customer service culture with a focus on customer service best practice. **Desirable:** • Strong understanding of student recruitment and admissions practices at a domestic and international level.	
	Qualifications	• Postgraduate qualifications and extensive relevant experience within large, complex organsiations, or proven expertise in the management of significant human and material resources.	
Occupational Health, Safety and Welfare Requirements	All Supervising staff are required to implement and maintain the University's OH&S Management System in areas under their control ensuring compliance with legislative requirements and the established Performance Standards. All other staff will assist the Head of School/Branch to create and maintain a safe and healthy work environment by working safely, adhering to instructions and using the equipment provided in accordance with safe operating procedures. Where appropriate, staff will initiate and participate in worksite inspections, accident reporting and investigations, develop safe work procedures and provide appropriate information, instruction, training and supervision. Staff will also inform the Head of School/Branch of any unsafe working practices or hazardous working conditions.		
University Expectations	All staff are expected to: ▪ Contribute to the efficient and effective functioning of their team or work unit in order to meet University objectives. This includes demonstrating appropriate and professional workplace behaviours in accordance with the Code of Conduct, providing assistance to team members if required and undertaking other key responsibilities or activities as directed by one's supervisors;		

	▪ Participate in the Planning, Development and Review which includes a regular review of their performance against the responsibilities an performance objectives associated with the role and demonstration of appropriate behaviours which reflect a commitment to the University's values and strategic directions;
	▪ Perform their responsibilities in a manner which reflects and responds to continuous improvement; and
	▪ Read, understand and comply with all University policies and procedures.

| **Approvals:**

Head of School / Branch Manager | **Head of School / Branch Manager**

Name:

Signature:

Date: | **Director Human Resources**

Name:

Signature:

Date: |