

# Director of Residential Undergraduate Admissions



<b>Position</b>	
<b>Title:</b> Director of Residential Undergraduate Admissions	<b>Date:</b> 05/05/2021
<b>Department/Area:</b> Admissions	
<b>Reports To:</b> Executive Director of On-Campus Enrollment Management	
<b>Employee Classification:</b> Full-time Hourly, Exempt	
<b>Primary Function/Purpose:</b>	
<p>The position of Director of Residential Undergraduate Admissions oversees the undergraduate on-campus student recruitment initiatives at Clarks Summit University. This involves the oversight of the admissions staff (Admissions and Tele-Counselors) and the communication of CSU’s mission to potential students, their parents, and other people of influence.</p>	
<b>Essential Responsibilities:</b>	
<ul style="list-style-type: none"> <li>▪ Oversee the training of the admissions staff</li> <li>▪ Oversee prospective student and applicant counseling and be prepared to provide admissions counseling to prospective students, applicants, and parents as necessary</li> <li>▪ Responsible for all student admissions decisions</li> <li>▪ Manage admissions counselors to meet overall activity and enrollment goals</li> <li>▪ In conjunction with the Marketing and Communications Department, oversee direction and strategy of overall marketing plan by maximizing utilization of the institution’s enrollment management software and social media platforms.</li> <li>▪ Partner with the Recruitment and Relations Administrator to identify, build, and manage new recruitment pipelines – high schools, camps, churches, and other organizations</li> <li>▪ Represent Clarks Summit University in a wide array of mediums</li> <li>▪ Attend Clarks Summit University sponsored events with the goal of recruitment</li> <li>▪ Travel for recruitment when necessary (college fairs, school visits, recruitment events, off site student meetings)</li> <li>▪ Assist in the development and implementation of a comprehensive recruiting strategy</li> </ul>	

- Liaison between enrollment services and other departments such as registrar, financial aid, student development, athletics and academics.
- Assist with and/or manage the institution's guest experience campus visit program.
- Participate in institution-wide committees and task forces as needed
- Completion of any other duties or responsibilities as assigned
- Collaborate with other members of Admissions in planning projects
- Performs other duties as assigned
- Maintains confidentiality in all areas of responsibility

### Qualifications:

- Bachelor's degree preferred or experience in an Admissions role.
- Basic knowledge of Outlook, Windows, Word and Excel or similar programs required.
- Complete support of and willing adherence to Clarks Summit University's Standard of Conduct and Confession of Faith. Applicant must hold these standards as his/her own.
- Weekend hours and recruiting travel required.
- Contribute to a smooth, well-functioning team environment.
- Regularly attends all meetings scheduled by the administration and institutional affiliates.
- Interacts well with students, colleagues, and the community.

### Language Skills:

Ability to read and interpret documents such as maintenance instructions and standard operating procedure manuals. Ability to write routine reports and correspondence. Ability to correspond professionally via email. Ability to speak effectively before groups. Ability to interact effectively with all generations.

### Mathematical Skills:

Ability to calculate figures and amounts such as discounts, interest, proportions, percentages, area circumference, and volume. Ability to apply concepts of basic algebra and geometry.

## Required Personal Attributes:

- **Administration and Organization**
  - Manage calendar with appointments as well as planning time to complete tasks and setting proper timeline expectations
  - Exemplify high awareness with attention to detail
  - Demonstrates independence with ability to follow directions and complete tasks with minimal supervision
- **Conscientiousness**
  - Displays a professional image at all times, even when facing significant job challenges.
  - Delivers on commitments made to others.
  - Takes ownership for resolving problems rather than allowing them to persist.
  - Displays positive “Can Do” attitude.
- **Flexibility**
  - Adapts quickly to changing situations. This includes last minute changes and disruptions to schedule.
  - Is receptive to new information, ideas, or strategies to achieve organization’s goals.
- **Influencing/Negotiating**
  - Anticipates potential reactions, or concerns of students and takes initiative to address them.
  - Uses compelling information/statistics to effectively communicate course materials.
  - Builds ownership for new initiatives, or changes by involving those responsible for implementation in planning the details.
- **Integrity/Honesty**
  - Avoids any action, or situation that would give the appearance of unethical, or inappropriate behavior.
  - Demonstrates the courage to do the right thing in difficult situations.
  - Holds self and others accountable for meeting high standards of the organization's integrity.
  - Leads by example through modeling ethical practices and standards.
- **Sensitivity**
  - Treats others with respect, fairness, and consistency (e.g., listen to, respect others' views, and ideas).
  - Demonstrates empathy and understanding when addressing sensitive issues with others.
  - At times the instructor will be privileged to information that should not be shared and must maintain confidentiality.
- **Organizational Skills**
  - Demonstrates initiative for completing work and improving program.
  - Organizes, manages, and takes responsibility for class developments.
- **Communication**
  - Adjusts communication style and language to most effectively connect with different/diverse audiences and individuals.
  - Learns and understands multi-generational communication
  - Follows through with the students to ensure that important information has been understood.
  - Communicates information concisely and clearly.
  - Explains complex concepts clearly.
  - Maintains frequent contact with students to keep them informed about important information, deadlines and requirements.
  - Ability to communicate professionally with all students.

- **Other Interpersonal Skills**
  - High-level of effective interpersonal communication skills, both written and verbal plus organization and presentation skills.
  - Cultivates strong working relationship with employees and students.
  - Strong desire to be a part of a University with our value of Preparing Christ-Centered, Career-Ready Graduates.
  
- **Personal Attributes**
  - Spiritual commitment with a desire to learn and grow
  - Commitment to the institution’s vision and mission
  - Commitment to the department’s vision and mission
  - Maintain the highest form of integrity and confidentiality
  - Demonstrate a healthy balance in dealing with personal issues in the work environment

**Acknowledgement:**

This job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or to be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees assigned.

**Acceptance:**

I have read this job description, understand, and accept these duties, and agree to carry out the assigned duties to the best of my abilities in the best interest of Clarks Summit University and my fellow coworkers. I have also read, understand, and will, to the best of my abilities, follow and adhere to the Clarks Summit University management structure, Clarks Summit University’s mission, and Clarks Summit University’s policies. I will respect those above and under my leadership according to Clarks Summit University Code of Conduct, Code of Ethics, and Doctrinal Statement.

\_\_\_\_\_  
Employee:

\_\_\_\_\_  
Direct Manager:

\_\_\_\_\_  
Signature/Date:

\_\_\_\_\_  
Signature/Date:

## Physical Requirements / Environmental Conditions

How much on-the-job time is spent on the following physical activities? Show the time by checking the appropriate boxes below.

	<b>Amount of time</b>			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walk	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Use hands to finger, handle or feel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Reach with hands and arms	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Climb or balance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stoop, kneel, crouch or crawl	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk or hear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Taste or smell	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Does this job require that weight be lifted or force be exerted? If so, how much and how often? Check the appropriate boxes below.

	<b>Amount of time</b>			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Up to 25 pounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Up to 50 pounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Up to 100 pounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More than 100 pounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Does this job have any special vision requirements? Check all that apply.

- Close vision (clear vision at 20 inches or less)
- Distance vision (clear vision at 20 feet or more)
- Color vision (ability to identify and distinguish colors)
- Peripheral vision (ability to observe an area that can be seen up and down or to the left and right while eyes are fixed on a given point)
- Depth perception (three-dimensional vision, ability to judge distances and spatial relationships)
- Ability to adjust focus (ability to adjust the eye to bring an object into sharp focus)
- No special vision requirements

Make notes on the specific job duties that require the physical demands selected above.

## Work Environment

How much exposure to the following environmental conditions does this job require? Show the amount of time by checking the appropriate boxes below.

	<b>Amount of time</b>			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work near moving mechanical parts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work in high, precarious places	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fumes or airborne particles	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Toxic or caustic chemicals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor weather conditions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extreme cold (non-weather)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extreme heat (non-weather)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risk of electrical shock	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work with explosives	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risk of radiation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vibration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How much noise is typical for the work environment of this job? Check the appropriate level below.

- Very quiet conditions (examples: forest trail, isolation booth for hearing test)
- Quiet conditions (examples: library, private office)
- Moderate Noise (examples: business office with computers and printers, light traffic)
- Loud noise (examples: metal can manufacturing department, large earth-moving equipment)
- Very loud noise (examples: jack hammer work, front row at rock concert)

Make notes on the specific job duties that are affected by the environmental conditions selected above.

**Additional Information:** Include any other information that will aid in the preparation of an accurate description of this job.

