

Resource Technology Associates has been retained to identify qualified and interested candidates for:

The Company: **APOLLO GROUP, INC.**

PHOENIX, AZ

Division:

4025 S. RIVERPOINT PARKWAY

Division / Company Brief:

Apollo Group, Inc. was founded in 1973 in response to a gradual shift in higher education demographics from a student population dominated by youth to one in which approximately half the students are adults and over 80 percent of whom work full-time. Apollo's founder, John Sperling, believed -- and events proved him right -- that lifelong employment with a single employer would be replaced by lifelong learning and employment with a variety of employers. Lifelong learning requires an institution dedicated solely to the education of working adults.

Today, Apollo Group, Inc., through its subsidiaries, University of Phoenix, College for Financial Planning, Insight Schools, Inc., Institute for Professional Development, and Western International University, has established itself as a leading provider of higher education programs for working adults by focusing on servicing the needs of the working adult.

History

In 1976, the leading edge of the Baby Boom generation was just turning 30. That same year saw the introduction of the first personal computer, the Apple I -- an event that signaled the birth of a new economic system in which intellectual capital would eventually supplant industrial might as the dominant economic force. These milestones marked the beginning of a sea change in higher education, though many (perhaps even most) within that system did not recognize it at the time.

Considered together, these phenomena suggested that the jobs that would make up the workforce of the future were only just beginning to be created or imagined. In order to fill those jobs, the bulk of the new workforce would require higher-level knowledge and skills than those needed in a manufacturing economy. At the same time, the largest-ever age cohort of the population, working adults, would be going through the stages of life during which they would be most affected by the coming economic dislocation and would need advanced education to adapt to these changes.

It was in this historical context in 1976, that Dr. John Sperling, a Cambridge-educated economist and professor-turned-entrepreneur, founded University of Phoenix. Sperling anticipated the confluence of technological, economic, and demographic forces that would in a very short time herald the return of ever-larger numbers of working adults to formal higher education.

In the early 1970's, at San Jose State University in San Jose, California, Sperling and several associates conducted field-based research in adult education. The focus of the research was to explore teaching/learning systems for the delivery of educational programs and services to working adult students who wished to complete or further their education in ways that complemented both their experience and current professional responsibilities. At that time colleges and universities were organized primarily around serving the needs of the 18-22 year-old undergraduate student. That is not at all surprising, given that the large majority of those enrolled were residential students of traditional college age, just out of high school. According to Sperling working adult students were invisible on the traditional campus and were treated as second-class citizens:

Other than holding classes at night (and many universities did not even do this), no efforts were made to accommodate their needs. No university offices or bookstores were open at night. Students had to leave work during the day to enroll, register for classes, buy books or consult with their instructors and advisors. Classes were held two or three nights per week and parking was at the periphery of a large campus. The consequence, according to Dr. Sperling, was that most working adult students were unable to finish a four-year program in less than eight years, or a two-year program in less than four years (Tucker, 1996, p. 5).

Sperling's research convinced him not only that working adult students were interested in counterparts in significant ways. He saw a growing need for institutions that were sensitive to and designed around the learning characteristics and life situations of the working adult population. He suggested how these institutions would pioneer new approaches to curricular and program design, teaching methods, and student services. These beliefs eventually resulted in the creation of University of Phoenix, and they continue to this day to inspire the University's mission, purposes, and strategies. As an institution, University of Phoenix is unique in its single-minded commitment to the educational needs of working adults. This focus informs the University's teaching and learning model, approach to designing and providing student services, and academic and administrative structure. It also guides the institution as it plans and prepares to meet the needs of working adult students.

Over the last quarter-century, University of Phoenix has come to be regarded by many as a leader and change agent in higher education. Outside observers often attribute this to the University's dedication to creating applied professional education for working adults, an academic model designed specifically to facilitate adult learning, and an organizational culture that prizes innovation.

Company Information

Apollo Group, Inc. (Apollo Group) is a private education provider. The Company offers educational programs and services both online and on-campus at the undergraduate, graduate and doctoral levels through its wholly-owned subsidiaries, The University of Phoenix, Inc. (University of Phoenix), Western International University, Inc. (Western International University), Institute for Professional Development (IPD), The College for Financial Planning Institutes Corporation (CFFP), and Meritus University, Inc. (Meritus). The Company has a joint venture with The Carlyle Group (Carlyle), called Apollo Global, Inc. (Apollo Global), to pursue investments primarily in the international education services industry. During the fiscal year ended August 31, 2009 (fiscal 2009), Apollo Global completed the acquisitions of BPP Holdings plc (BPP) in the United Kingdom, Universidad de Artes, Ciencias y Comunicacion (UNIACC) in Chile, and Universidad Latinoamericana (ULA) in Mexico.

The Position:

Position Title:

CAMPUS DIRECTOR, LAS VEGAS, NV

Position Responsibilities:

This position directs and oversees the operations of the campus and is accountable for attaining all campus goals and objectives as set forth by regional and executive management.

Specific Responsibilities:

- Directs personnel actions, including recruiting, new hire actions, interviewing and selection of campus or division staff, staff reviews, and salary determinations.
- Participates in the development and implementation of campus and/or divisional operations goals and objectives. This includes developing, directing and overseeing the communication and monitoring of the policies and procedures to ensure compliance with regional and corporate standards. Ensures that profit or year-end goals are met.
- Oversees and directs all campus and/or divisional activities in conjunction with established regional and corporate goals and objectives. This includes directing administration, marketing, enrollment, academic affairs and student services operations to ensure maximum quality,

effectiveness and efficiency throughout the campus and/or division. Assures that the campus or division management team is working in concert.

- Analyzes areas of growth, profit, and opportunity for the organization, as well as, provides recommendations to executive management, as requested. Implements such plans as appropriate and maintains accountability for growth and profit goals set forth by regional and executive management.
 - Develops, implements and oversees the campus and/or divisional budget in conjunction with the established regional and corporate budgets. This position ensures that all budget goals are met on a yearly basis.
 - Represents the organization as appropriate in its relationship with the business and government community. This position is also responsible for developing and maintaining a positive relationship within the organization.
 - Oversees and directs all campus and/or division graduation and ceremonial functions to ensure compliance with corporate standards.
 - Participates and may lead or facilitate campus and/or divisional task forces or councils.
- Directs the planning, developing, and implementation of necessary policies and procedures, activities, and programs to maximize the effectiveness of campus or divisional activities.

Position Qualifications

SUPERVISORY RESPONSIBILITY:

Includes direct supervision for campus/divisional management team and indirect supervision for campus/divisional staff.

REQUIRED KNOWLEDGE, SKILLS AND ABILITIES:

- A thorough knowledge of business and the educational environment as normally obtained through the completion of a bachelor's degree in business, education, or related field.
- Master's degree in business or education or equivalent education strongly preferred.
- Must be able to demonstrate a high level of conceptual and strategic thinking to establish budgets, goals, objectives, activities, policies and procedures, as described above.
- Must have proven experience in a progressively responsible capacity in an education, service, operations, or business environment directing multi-departmental and/or divisional activities, as described above.
- Ability to communicate effectively with regional and corporate administration to plan, coordinate and implement campus and/or divisional activities, as described above.
- Must be able to effectively present research findings and recommendations to executive management.
- Ability to effectively communicate in written and oral formats with campus and/or divisional personnel to direct and oversee all operational activities, as described above.
- Must possess the ability to convey a professional image, as well as, effectively represent the organization as appropriate in its relationship with the business and government community.
- Must have a working knowledge of personal software packages to prepare correspondence and reports, as well as, create and generate spreadsheets.

TRAVEL:

Moderate to frequent local travel required.