



Presidential Profile

The Horry-Georgetown Technical College Area Commission invites applications for the position President of the College.

About the College

In 1963, shortly after the establishment of the South Carolina Technical Education System (Technical College System), the South Carolina General Assembly created the Horry-Georgetown Commission for Technical Education. Three years later (1966) the Horry – Marion – Georgetown Technical Education Center began operations with a small cohort of students. In 1975, as the result of increased student and community need, the service area was refined and the College was renamed Horry-Georgetown Technical College (Horry-Georgetown). Today, the College serves Horry and Georgetown Counties, and addresses the academic and workforce needs of students, businesses and industries, and communities throughout the region and state. As an outcome of excellent governance provided by the Area Commission, accompanied with collaborative, long-standing executive leadership provided by its Presidents, Horry-Georgetown has grown to become the fourth largest public two-year College within the South Carolina Technical College System. This has been made possible through substantive local, state, and federal operating, capital, and private investments made in Horry-Georgetown over the past six decades. Throughout its existence, the College has operated accessible locations for educational and economic opportunity, and has been laser-focused upon its students and the diverse communities it serves across its two-county area. Currently the institution offers over eighty associate degree, diploma, and certificate programs, and delivers a pertinent array of skills training, continuing education, and corporate education programs. These offerings, coupled with critical student support services, enable students to complete credentials for high-demand occupations, foster opportunities for transfer to local and other baccalaureate degree-granting institutions, obtain competitive workforce development skill certifications, and deliver community outreach programs. Horry-Georgetown programs and services continue to improve the lives of students and their families throughout its service area and across the region. In pursuit of this assignment, the College is accredited by the Commission on Colleges and Universities. The current Commission accreditation extends until 2029. Based upon Fall 2025 enrollment data, there was 5,978 FTE, with a headcount of approximately 11,000. The headcount includes 9,000 Curriculum students and 2,000 participants in Workforce Development programs. As of July 1, 2025, the U.S. Census Bureau estimated the combined population of Horry and Georgetown County to be approximately 493,500, with significant growth occurring over the past decade. The current compliment of executive and senior leadership, well-credentialed and

engaged faculty, proactive student support staff, and professional administrative and operational support personnel totals 373 full-time faculty and staff, 218 adjunct faculty, 103 temporary employees, and 15 workforce development instructors. The June 30, 2025 independent audit reported appropriations of \$27.3 million provided by the State of South Carolina, \$9.0 million by Horry County, and \$.57 million by Georgetown County. This reflects strong state and local support, in addition to federal and state contracts, tuition and fees, and other revenues. The College enjoys a consistently strong and well-managed financial position.

In order to deliver exceptional education and training opportunities to residents across an expansive geographic area and rapidly growing population within Northeastern South Carolina, the College operates three convenient locations. These locations include the Conway, Georgetown, and Grand Strand Campuses. The Conway Campus, Horry-Georgetown's first and largest, hosts an actively engaged Area Commission that governs the institution, accomplished presidential and executive leadership, and the efficient administrative and business functions of the institution. In addition, the Conway Campus provides a comprehensive complement of associate degree, certificate, and diploma programs in high-demand occupations, along with a significant number of university transfer agreements, all underpinned by strong student development and career services, and multiple delivery modes of instruction for initial employment and professional advancement for its students. Within the Conway Campus are exceptional learning and gathering spaces, multiple technology and skilled trades labs, a student support and learning center, and an advanced manufacturing center. These places and spaces reflect the campus' focus upon student access and success. Of particular note is the planned expansion of the high-demand Nursing program, to mark 600 students enrolled by 2030. The Conway location also hosts the Horry County Early College High School. The well-apportioned Conway Campus is located in a beautiful setting, just a short drive from the coast. It comprises eleven modern, well-equipped buildings, situated on fifty-seven acres of property.

The Georgetown Campus, approximately forty miles from the Conway Campus, was the second location established in the history of the College. It was established, and continues to primarily serve, the workforce development and support service needs of the residents of Georgetown County. This campus location provides access to an intentional complement of health care, technology, skilled trades, forestry and wildlife, emergency services, and arts and sciences programs. Sited upon twenty acres of property, the facilities include three buildings that house such programs as Nursing, Advanced Manufacturing, and Forestry and Wildlife programs. Two notable location spaces are the Georgetown Training Center and the Fred C. Fore Wildlife Pavilion. Of particular acclaim, given the growth in the tourism, recreation, and hospitality sectors, are the Boat Building and Outboard Marine Technology programs. Upon completion of either program, students are prepared for career pathways in the marine industries. Further enhancing this preparation is the new \$15.5 million Marine Technology Center, currently under construction and scheduled for completion on March 1, 2027.

The Grand Strand Campus, located amidst the city of Myrtle Beach, is the second largest but fastest growing location of the College, both in terms of student enrollment and facilities. This campus is home to a comprehensive mix of health care programs – including Nursing, Imaging, Therapists and Assistants, and Dental Occupations – and Business, Arts and Sciences, and Emergency Services. The Campus also hosts four specialized learning centers, including the Dr. Robert E. Speir, Jr. Healthcare Education Center, the Charles F. Freeman Community Dental Clinic, the International Culinary Institute of Myrtle Beach, and the College's Workforce Development Division. Of importance is a significant \$15 million capital project recently completed to renovate and expand the College's Nursing and Health Sciences programs at the Grand Strand Campus. In addition, The International Culinary Institute, highly recognized for its graduates,

delivers programs of excellence to prepare students with the skills, knowledge, and creativity for entry and advancement in the culinary and hospitality professions. The College owns seventy-eight acres of property, and currently has seven buildings in use, serving approximately 2000 students in the fall and spring semesters.

The Mission of Horry-Georgetown is set forth within its Mission Statement: “Horry-Georgetown Technical College is dedicated to enriching the lives of students and empowering communities through accessible and affordable education.” The Mission Statement further acknowledges its commitment and intent to “foster economic development and innovation by providing a premier, comprehensive two-year collegiate workforce education experience that will leave a lasting positive impact on our students and the regions we serve.” While the mission was affirmed early 2024, the institution has been and is still closely following its intent and purpose. In pursuit of its mission, The College embraces its work with a focus upon the lives of its students; with its outreach to the diverse communities that it serves; strenuous efforts to keep its programs accessible and affordable; and an aggressive pursuit of workforce education offerings and economic development activity, not only for its students, but for its business and industry partners. Evidence of its dedication to student preparation for the workforce is found in the College’s Vision: “Horry-Georgetown Technical College will be recognized as a leader in workforce development, intellectual growth, and life improvement.” These three items – workforce development, intellectual growth, and life improvement – are inexorably linked to the dedicated work that faculty and staff of the College do. Finally, the College’s mission and vision are captured within five core Values: “Accountability, Collaboration, Excellence, Honor, and Service.” Within these five core values, the institution expresses its intent to fulfill the mission and vision by being good stewards of its resources; developing and nurturing institutional partnerships; maintaining an environment of open communication and effective decision-making; adhering to the highest standards of teaching, leadership, programs, and services; openness and respect in all its actions, in ethics, and in governance; and an intent to ensure that all College stakeholders’ needs and expectations are met. These five values are consistent with personal characteristics to be found in the next leader of the College. In effect, the College’s leaders and employees hold themselves and each other to these values.

The College currently operates under guidance from its 2024 – 2027 Strategic Impact Plan. Within the plan are three strategic goals: Quality, Growth, and Stewardship. Within the goals are one or more statements that include actionable strategies. The first goal, Quality, commits to continuous success; to provide resources and support to assist students from diverse backgrounds to succeed academically; to utilize key performance indicators to support institutional success; to maintain a positive workplace culture; and to continuously modernize technology. The second goal, Growth, includes strengthening professional and personal growth; expanding and aligning education and business opportunities for the area; increasing awareness of the College’s mission; connecting with community partners; and leveraging Artificial Intelligence for academic delivery, operational efficiency, and workforce readiness. The third goal, Stewardship, includes aligning facilities to meet and support the mission; ensuring business continuity; complying with all legal and regulatory requirements; and adhering to fiscal accountability, responsibility, and stewardship. These three goals, while ambitious, are wholly consistent with the College’s mission, vision, and values. The next President of Horry-Georgetown will have an opportunity to collaborate with the Area Commission, College employees, and members of the two-county service area to assess the results of the current and lead development of the next Strategic Plan.

The mission of Horry-Georgetown to enrich the lives of students and empower communities, and foster economic development through partnerships, thereby leaving a lasting positive impact upon them, can be accomplished and fulfilled only through excellent academic leadership and an accomplished and dedicated faculty; accompanied by a group of professionals whose passion is to foster student success; and

engagement with the multiple external communities the College serves. The outcome of these collective efforts leads students to successfully complete relevant academic credentials and/or transfer for completion of further education, to individuals well-prepared for employment or advancement in demanding careers and occupations, resulting in prosperous communities, and for employers who seek Horry-Georgetown completers who are a critical part of their success and prosperity. Knowing this, the College executive leadership has organized the “Academic Programs” into units that include: Advanced Manufacturing Technology; Arts, Sciences, University Transfer, and Human Services; Business; Computer Technology, Digital Arts, and Cybersecurity; Criminal Justice and Paralegal; Culinary Arts; Dental Sciences; Education; Emergency Medical Technology and Health Care Sciences; Engineering Technologies and Golf and Sports Turf Management; Forestry and Wildlife; General Technology; Imaging Sciences; Nursing and Associated Health Care Sciences; Personal Care Services; and Physical Therapy Assistant Occupational Therapy Assistant, and Health Care Sciences. This comprehensive academic program is designed and organized to meet community needs, serve the best interests of businesses and industries, and provide employment pathways for students, based upon their education, training, and career needs and goals. As evidence of Horry Georgetown’s excellence in academic program offerings, the institution holds the following individual program approvals:

1. Cosmetology, Esthetics Technician
 - Board of Cosmetology of the South Carolina Department of Labor
2. Culinary Arts Technology and Baking and Pastry Arts
 - American Culinary Federation Educational Foundation Accrediting Commission
3. Dental Assisting and Dental Hygiene
 - Commission on Dental Accreditation
4. Diagnostic Medical Sonography
 - Commission on Accreditation of Allied Health Education Programs
5. Emergency Medical Technician - Paramedic
 - Commission on Accreditation of Allied Health Education Programs
6. Forestry Management Technology
 - Society of American Foresters
7. Forestry Management Technology (Wildlife Management Emphasis)
 - North American Wildlife Technology Association
8. Massage Therapy
 - Massage/Body Works Panel of the South Carolina Department of Labor, Licensing and Regulation
9. Medical Laboratory Technology
 - National Accrediting Agency for Clinical Laboratory Sciences
10. Nursing and Practical Nursing
 - Accreditation Commission for Education in Nursing, Inc.
11. Occupational Therapy Assistant
 - Accreditation Council for Occupational Therapy Education

12. Paralegal: American Bar Association
 - American Bar Association
13. Physical Therapist Assistant
 - Commission on Accreditation in Physical Therapy Education
14. Radiologic Technology
 - Joint Review Committee on Education in Radiologic Technology
15. Respiratory Care
 - Commission on Accreditation for Respiratory Care
16. Surgical Technology
 - Commission on Accreditation of Allied Health Education Programs

As previously noted, as part of its academic program, Horry-Georgetown facilitates student transfers to four-year institutions for completion of further education and academic credentials. To enable these opportunities, the College has articulated transfer agreements for students that graduate from designated programs with an associate degree and appropriate grade point average. Transfer agreements have been established in academic program areas such as an Associate in Arts, Associate in Science, Associate in Applied Science, Business, Civil Engineering, Criminal Justice, Forestry Management Technology, Human Services, Nursing, Paralegal, and Teacher Education. Furthermore, beyond the agreements that the institution has partnered to obtain, Horry-Georgetown students can utilize agreements which the Technical College System has instituted with in-state, four-year institutions. It is important to note that the College also has a strong relationship with Coastal Carolina University (CCU), to which seventy-five percent of its transfer students attend. This relationship is solidified through two programs which connect Horry-Georgetown students with CCU. These programs include The Bridge Program, a rigorous yet supportive residential program that supports students transitioning from high school to college, with guaranteed admission to CCU if specific requirements are met; and, The Coastal Bound Program, a dual enrollment program between Horry-Georgetown and Coastal for students who identified CCU as their transfer institution early in their collegiate career. Collectively, the College's self-initiated, and the Technical College System's established transfer agreements, along with CCU's transfer programs, provide a wide array of structured pathways for student transfers from Horry-Georgetown to public, private, and local four-year institutions.

The Technical College System was established in South Carolina approximately six decades ago for the purpose of preparing the area workforce for the world of work, and for benefit of the state's economy. The South Carolina Department of Employment and Workforce has identified occupational employment by industry for both Horry County and Georgetown County. Among the highest paying occupations in 2024 were health care, information technologies, manufacturing, professional and technical services, construction, and utilities. As referenced earlier, Horry-Georgetown's Mission Statement, Vision, and current Strategic Plan verify its strong commitment and responsibility to develop workforce development programs, not only for its students, but also for the region's prosperity. The actualization of this commitment is evidenced through the College's leadership role and offerings in workforce development. From the President's direct involvement in and connection with local business and industry partners, and the faculty's development and delivery of innovative education and training solutions, the institution embraces its critical role in providing pre-employment training; customized training options for new, existing, and expanding companies and businesses; skills certification programs; licensure credentials and renewals; continuing education classes; a connection with Apprenticeship Carolina, and courses for individual personal interests.

Programs and courses include Allied Health, Business and Leadership, Certifications, Computers and Technology, and Licensing and Trades. These programs match high-demand, well-paying occupations with student interests and employer needs. The College has established extensive offerings in trade skills occupations, many of which are accompanied by financial aid in the form of scholarships. The College is also a strong partner with the Myrtle Beach Regional Economic Development Corporation, and provides low-cost, affordable training for employers and job creators. The Grand Stand Campus is a focal point for workforce development services and training for students and employers. Multiple modes of delivery, affordable and available classes, and stellar faculty and staff collectively form a premier workforce development program for the service area and region.

The College appreciates the importance of a healthy relationship with its local County School Districts and High Schools, along with other secondary education providers, and welcomes the opportunity to partner with them for the benefit of students. For example, this relationship is reflected in and administered through Horry-Georgetown's "High School Student Programs." The Dual Enrollment / PACE program enables qualified high school juniors and seniors, as well as private and home school students, to enroll in college-level courses at Horry-Georgetown. Credits earned through successful completion of these courses are applied toward completion of high school graduation requirements, may apply to programs of study at the College, and/or are transferable to four-year institutions.

The College also has a federally grant-funded Upward Bound program. This unique program is cost-free for students. It is intentionally designed to embrace student diversity, to wrap participants in academic support services, and provide cultural opportunities that lead to success in their post-secondary education pursuits. The program is offered at two high schools in Horry County and one in Georgetown County. Horry-Georgetown enthusiastically embraces high school, private school, and charter school students through several programs that can accelerate their completion of both secondary and post-secondary education.

The broad reach of and lasting impact made by Horry-Georgetown Technical College, within a vast geographical, richly diverse, and rapidly growing two-county service area and region of Northeastern South Carolina, would neither be possible nor sustainable without the financial support of and investment made by local and state governments, and a supportive and generous Foundation. Therefore, prudent fiscal management of the resources appropriated and provided to the institution is a must. The cost of attendance to students and their families to access education and training opportunities must also be managed in a way that every student in Horry County and Georgetown County can access learning opportunities, and where possible, scholarships can be made available for both merit and need-based students. As referenced, the College is governed, led, managed, and operates in a fiscally prudent manner. The institution has the second lowest tuition in the Technical College System. It has no debt obligations, and exceeds state requirements for holding cash reserves. For over twenty consecutive years the institution has received unqualified, clean audit reports from an independent auditor. Currently, Horry-Georgetown has eleven capital projects in progress, valued at approximately \$67 million. The institution has an estimated annual economic impact in the area of \$503 million. The College operates on an annual budget of approximately \$77 million, of which the College receives supplemental State funding based on five performance metrics. Based on the most recent fiscal year end, the College met all performance metrics and received 100% of its State allocated funding. The College also shares in local supplemental revenue received from a voter-approved 1% Educational Capital Improvements Sales and Use Tax. This tax was passed via referendum in 2008 by Horry County residents and was recently reinstituted in March 2024 for a second 15-year term, ending 2039. As of June 2022, \$953 million was collected during the initial term. Horry-Georgetown Technical College's allocation is 6.7% of revenue collected.

The Horry-Georgetown Technical College Foundation (Foundation) has generated and contributed significantly to the prosperity which the College enjoys, and has made a substantive difference in the lives of students who have and are currently attending it. The Foundation is “Committed to advancing educational opportunities and nurturing community growth.” Furthermore, “The HGTC Foundation drives impactful change through strategic philanthropy, innovative leadership, and a strong dedication to student success and workforce development”, as reflected in its mission statement. As illustrated in an annual impact review, recently the Foundation provided 180 scholarships to individuals totaling approximately \$125,000. The Foundation also has several targeted giving opportunities to enhance facilities and expand educational opportunities. Net assets of the Foundation total approximately \$21.5 million. Together, governmental appropriations and Foundation support contribute to a vital, growing, and affordable Technical institution.

The Role of the President

The President of Horry-Georgetown Technical College is employed by, and serves at the will of The Horry-Georgetown Technical College Commission (Area Commission or Commission), in accordance with the South Carolina State Board of Technical and Comprehensive Education (State Board) policy. In making its determination of hiring a President, the Board must consider the minimum qualifications established by the State Board. Consistent with the Area Commission’s “Constitution and Bylaws” (Bylaws), the primary function of the Commission “is the determination of policy and administration, as determined by the State Board , and the employment and evaluation of the President.” The Bylaws further note that “Within the policy guidelines established by the Commission and State Board, the College President is singularly responsible for the operation of the College.” Further, while the President is granted full authority and responsibility for the operation of the College, such authority and responsibility must be exercised under policies, rules, and requirements of the Area Commission and State Board.

In effect and in practice, the Bylaws and State Board rules reflect a principle of shared governance between the Commission and the President, e.g. while the Commission governs and establishes policy, rules, etc., and the President is responsible for the operation of the College, they share their respective roles in the development and advancement of Horry-Georgetown. Consistent with the Commission’s Bylaws, the President employs all College personnel, with the Commission’s approval for hiring institutional officers. In addition, the President is responsible for preparing both the annual current expense and capital budgets, and submitting them to the Commission for review and approval. With regard to capital projects, the President advises the Commission of all planned construction, facility modification needs, and generally about the state and condition of College facilities. In the area of the Academic Program, the President recommends to the Commission all new educational programs, and changes in the curriculum. Consistent with practice and protocols, the President regularly apprises the Commission on the development and operation of the College, for which the President is ultimately responsible. In carrying out these responsibilities and authorities, consistent with and reflecting the principles of shared governance, the President regularly provides transparent counsel, guidance, and analysis to the Commission with regard to policy issues; trends in technical higher education programs and practices; potential operating difficulties facing the College; fiscal, budgetary, and capital projects and needs of the institution; and challenges and opportunities that require Commission consideration, discussion, and potential policy enactment and/or amendment.

The President of Horry-Georgetown holds a strenuous, comprehensive, and unique leadership position. In as much as the President is responsible for the overall operation of the institution, they oversee College administration, provide executive leadership, and lead development and planning to ensure that its mission and purpose are fulfilled. This work is accomplished through the implementation of Commission policy, within goals and objectives, and in accordance with College, Technical College System, local, state, and federal statutory, administrative code, and regulatory requirements. In addition, the President ensures that the institution complies with Commission on Colleges and Universities accreditation guidelines, and adheres to the “Principles of Accreditation” in management and operational practices. Additional Presidential responsibilities include providing executive leadership to define the College’s mission, identify and develop the vision, and articulate the core values of the institution. In effect, the President leads development of the Strategic Plan. The President’s leadership is vitally important. The President draws together the College’s executive staff, and together they work throughout the institution to bring each area of focus into light with regard to quality efforts, budgeting, resource planning, program evaluation, and performance monitoring and reporting.

The Commission is required to annually evaluate its President. In addition, the President provides to the Commission an annual report that includes “major accomplishments.” This report is helpful for identifying myriad activities with which the President of Horry-Georgetown engages, and the “end results expected and indicators of success.” The report is also helpful for clarifying the “Role of the President” in this profile, and to illustrate the scope and span of the position. The President represents the College before governmental, higher education, business and industry, school district, civic, economic development, and other agencies, organizations, and entities. The President advocates before local, state, federal, private, and philanthropic units of government and organizations for resources that sustain and enhance the mission of the institution. An important role of the President is to solicit State support from the South Carolina General Assembly for the College. Taking an active role in the area’s economic and workforce development activities, discerning the needs of business and industry, and leading the development of programs and services in this area is an important role of the President. Fiscal acumen, budget management, understanding capital projects, executive staff development, expertise in education and training program development, a focus upon student success, and engagement with local and regional education partners are highly valued characteristics of the President. At the core of the President’s role is interaction and engagement with individuals, groups, and organizations; establishing new and nurturing existing relationships and partnerships with the College; securing support for the institution at all levels of the public and private sectors and with benefactors; and leading with passion an exceptional Technical College that changes the lives of its students and their families.

Opportunities and Challenges

As portrayed in the section on The Role of the President, the next President of Horry-Georgetown Technical College will lead an institution that is governed by an exceptionally strong Area Commission, a College that has enjoyed exemplary presidential leadership, and one that is proud of what it has accomplished in six decades of service to the residents of Horry and Georgetown Counties in Northeastern South Carolina. The President will work collaboratively with the Area Commission, through the practice of shared governance, and with devoted employees, community and educational partners, and local governments and business organizations, to move the institution forward as it embraces opportunities and challenges in the coming years. The College’s mission statement, vision, and core values, and the goals

enumerated in its Strategic Plan, collectively affirm its commitment to meet the education and training needs of students, and to connect them with employment opportunities within and beyond the service area of the institution. This commitment will include interactions with the local business community to discover and deploy innovative workforce development programs and solutions; collaborating with public and private secondary and post-secondary educational institutions to foster student access, potential transfer, progression, and completion of credentials, licenses, and certifications; and seeking and encouraging new financial investments and external funding sources that include the Foundation, philanthropic organizations, governmental entities, and community members.

The Presidential Search Committee provided access to a survey instrument to College employees and community members in order to gather broad input about the future of the institution. The purpose of the surveys was to enable employees, students, and residents of the two-county service area to express their views about the opportunities and challenges the College faces over the next three to five-year period. Strong residential population growth, a robust economic and workforce development and business environment, and increasing student demand for access to education and training opportunities set the tone for a tremendous survey response. Therefore, the following items are seen by the Area Commission, Search Committee, and survey respondents as opportunities and challenges that are and/or will be before the College:

- **Population Growth and Student Engagement:** There is a strong correlation between population growth within the service area, increasing demand from students for education, training, and support services, and the needs of business and industry for well-educated, highly-skilled, and occupationally licensed or certified graduates or completers for a rapidly growing and prosperous local economy. The College must respond by revisiting its program offerings, expanding high-demand occupational programs, delivering marketable credentials, and exploring innovative and affordable programs and solutions to meet student and employer needs, respectively. Successful solutions will impact and improve the lives of students and their families, and serve to meet employer demand.
- **Economic and Workforce Development and Support:** An area of focus for faculty, staff, and community members is the important role the College plays in the nexus between education, training and employment. As a premier Technical Education College, Horry-Georgetown bridges - with clear pathways - the connection between educational attainment and the world of work. A growing number of new residents, expanding enterprises, significant employment opportunities in high-demand occupations, and close partnerships with existing or customized training needs of new industries generate a steady demand of College offerings that supply qualified workforce participants. The institution is positioned to solidify its leadership in this area by expanding workforce training in emerging and growing sectors, and leveraging program, equipment, and capital support from its partners.
- **Employee Engagement, Commitment, and Development:** There is no more valuable asset to the College than its human capital – Faculty and Staff. The institution has a legacy of employing individuals who put the needs and interests of students first in Horry and Georgetown Counties. These employees are the people who interact daily with the people the College was established to serve. Whether in a classroom, lab, or

on-line course setting; in the financial aid or business office; enabling them to fulfill their transfer, further education, or occupational goals; or navigating academic or learning challenges; these dedicated servants make a difference in the lives of students. The next President will need to address concerns related to talent recruitment, retention and development, competitive compensation in a demanding market, increasing workloads in high-demand areas of the institution, recognizing employee contributions and innovations in instruction and service delivery, and maintaining a positive culture.

- **Technology Enhancements and Artificial Intelligence:** There is a great deal of interest in expanding delivery methods for students, especially on-line instruction, hybrid courses, Artificial Intelligence (AI), and evening and weekend programs. In addition, there are opportunities to leverage modern technology to improve student success, enhance institutional effectiveness, deliver academic programming, and modernize administrative operations. A cadre of employees noted that AI is an important technology tool for a changing workforce. There is a need for integration of AI into teaching and operations. It also has an important place in business process improvements, workforce preparation, and instructional innovation. The College's emergence as a recognized leader in adoption and innovation of AI in the State are major opportunities of importance.
- **Fostering Student Success and Meeting Student Needs:** The College's Mission Statement declares that "Horry-Georgetown is dedicated to enriching the lives of students and empowering communities through accessible and affordable education." A growing population of students at the College, including both traditional and non-traditional students participating in technical education and transfer programs, have needs that must be met to enable them to succeed. Some of these needs include academic advising, career guidance, financial aid support, mental health services, and other basic needs. Furthermore, students need encouragement to persist, complete their coursework or transfer requirements, and understand the pathways that connect education, training, and employment. A challenge facing the College is students arriving with a lack of sufficient academic or other education preparation. This challenge may be a renewed area of focus as the student population grows.
- **Program Evaluation and Development:** An opportunity expressed by many survey respondents included an evaluation of academic programs and workforce training, and the revision of existing or development of new activities, seen through the lens of future workforce and community needs. Given the challenges of meeting demand from a growing population and the needs of the business community, revisiting and modernizing course and program content and expanding delivery options for students may comport with where the College needs to be in the next several years. An example is Artificial Intelligence (AI). AI is an important technology tool for a changing workforce. Integrating it into instructional and institutional operations, using it for business process improvements, making it a part of workforce preparation, and incorporating it into curriculum have all been suggested. Program evaluations and revisions in curricula and training may serve employers in the areas of health sciences, advanced manufacturing, cybersecurity, hospitality, and new and emerging sectors.

- **Resource Development and Management:** Experience in developing and managing College budgets, capital project involvement, fund and friend-raising through the Foundation, securing appropriations and grants from local, state, federal, and philanthropic governments and entities is important. Advocating for the institution at all levels, securing financial support, seeking cutting-edge equipment donations, and procuring support for facility enhancements and improvements are much needed opportunities. Resources needed to fund enrollment and program growth, provide salary enhancements, foster innovations in learning and business operations, fund student financial aid, and cover non-AA/AS degrees and certificates are all challenges that become opportunities. It should be noted that the College has an excellent record of resource management and financial reporting.

Ideal Characteristics of the President Background, Experiences, and Personal Skill Sets

The Horry-Georgetown Technical College Area Commission, with participation and input from College employees, students, and community members throughout Horry and Georgetown Counties, identified the ideal characteristics desired in the next President. The ideal characteristics, including the professional background, array of personal and educational experiences, personality traits, and acquired skills needed to lead a large, complex educational institution, closely align with the opportunities and challenges over the next three to five-years as identified by survey respondents. Given the importance of the Commission's role of governance and the President's responsibility for operation of the institution, the collaborative instruction and support roles filled by employees, and the College's mission to serve students and communities in the service area, it is vital that candidates who aspire to lead the institution clearly see and understand the desired characteristics. The background, experiences, and personal characteristics desired in the next President include:

- **Innovation, Vision, and Openness to New Ideas:** While the President acknowledges ongoing work related to the current Strategic Plan, there should be a focus upon establishing a shared vision with the Commission and employees in the next plan for where the institution should be headed, given strong population growth and increasing student demand. The next President should welcome employee input for innovative solutions to academic and service-delivery opportunities and challenges, both in the short and long term.
- **Communication Skills:** The President must be an effective communicator, whether through oral presentations and discussions, written updates and briefings, or through the use of technology. The President must listen to multiple voices from internal and external communities as they share their ideas and concerns. Transparency, clarity, and frequency in communicating challenges and opportunities to employees and the community are critical elements in leading a large and complex institution spread across a two-county area.

- **Workforce Development, Collaboration with Employers, and Having Labor Market Familiarity:** The President nurtures long-standing, identifies and establishes new, and reaffirms the importance of personal and professional relationships and partnerships with employers, businesses and industries throughout the service area. This requires an understanding of local and regional labor markets, and the creation of or revision in education and training programming to best meet workforce needs. The President participates personally in economic development activities, industry recruitment, and customized training opportunities. This is especially important for a Technical College located in a rapidly growing area.
- **Approachable, Visible, and Personable:** The next President will need to maintain open communication with College employees, and embrace opportunities to work with external community members. The President should be collegial, affable, and welcoming in interactions with both internal and external communities throughout the service area. Employees should know who their leader is, approach and share thoughts with them, and be comfortable doing so. Externally, being present at community events, public meetings, and activities illustrates the scope of the President's interest in connecting with employees and community members.
- **Academic Programs, Educational Leadership, and Faculty Experience:** It is generally understood that the President of a Technical or Community College has prior experience in a complex, higher education institution or setting. This experience might include developing and administering academic programs, holding positions of leadership, and having Faculty experience. Course development and the establishment or modification of academic programs; identifying delivery options that respect student employment or family commitments; serving as Dean, Department Chair, or Vice President, or other leadership roles; and having held instructional positions at a two-year or four-year institution is desired. An understanding of the connections between delivering relevant academic programs, providing certified and highly sought skills training courses, and the preparation of students for employment is important.
- **Community Involvement and Relationship Builder / Ambassador for the College:** The President becomes the face of the institution throughout Horry and Georgetown Counties, regularly interacting with community leaders and organizations, and soliciting their support for the College. As a part of that role, the President also explores how the College can provide programs and services that address local education and training needs. It reflects a philosophy of taking the College to the people, rather than expecting everyone to have to approach the College.
- **Trustworthiness, Personal Integrity, and Honesty:** The President must build trust with the institution's governing body, College leadership, employees, and students. Building trust requires a commitment to the highest ethical standards, acting with integrity in decision-making and the implementation of policy, seeking input from employees and external partners, and being honest in dealing with others. It also is important to provide clarity about pending changes, guide the institution through its

challenges, explore new opportunities and options, and collaborate with employees in finding new and effective means of leading institutional operations and administration.

- **Student Centered Leadership:** The President should have a passion for student success, be one who engages and interfaces with student organizations, and seek student input related to pursuit of their academic goals and career aspirations. The President must be cognizant of the need to continue the College's intention to make student access, affordability, low or no-cost classes or programs, and proactive support and engagement a priority. This is necessary for students' attainment of relevant credentials, and for their pursuit of employment or transfer for further education.
- **Connections with Employees:** The President should be supportive and appreciative of the contributions made by faculty and staff in fulfillment of the College's mission, especially for the benefit of students. In that regard, it is important that employee input, innovative ideas, and suggestions that positively impact those they serve are considered. Employees are at the heart of student access, enrollment, retention, progression, completion and/or transfer for further education. The President needs to be an advocate for equitable compensation, foster a positive College culture and environment, and provide opportunities for professional development. The next President should also explore recruitment and retention strategies to obtain new and retain outstanding talent.

Qualifications

An earned doctorate from a regionally accredited educational institution and a minimum of ten years of successful senior-level academic and/or administrative experience is preferred. In lieu of an earned doctorate, a candidate must possess a minimal credential of a master's degree from a regionally accredited institution and a minimum of ten years of successful executive-level administrative, management, or academic administrative experience. For all candidates, experience in academic programming and skills training, a commitment to student learning, delivery of student support and comprehensive educational services, knowledge of economic and workforce development, possessing financial and fundraising acumen, and public or private sector enterprise experience is preferred. Candidates must have demonstrated administrative or executive experience in a comprehensive, complex educational setting and/or private organization. Other qualifications include excellent oral and written communication skills, demonstrated leadership experiences, and an ability to build partnerships and relationships throughout the community.

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