Presidential Profile

The Pitt Community College Board of Trustees invites applications for the position of President of Pitt Community College.

About the College

In the Spring of 1961, prior to adoption of the Community Colleges Act by the North Carolina General Assembly, the State Board of Education chartered what was to become Pitt Community College. Beginning operations as the Pitt Industrial Education Center, by the Summer of 1964 the institution had quickly grown into Pitt Technical Institute. Fifteen years later the college was renamed Pitt Community College (PCC). As a result of exceptional Board governance and extraordinary executive leadership, accompanied by significant investments made in programs of study and physical facilities, funded by local, state and private sources, PCC has expanded into one of the largest and most comprehensive community colleges in the North Carolina Community College System (NCCCS). For over six decades, PCC has provided extensive academic program offerings and support services that include two-year education and excellent transfer opportunities, competitive workforce development credentials, intrusive student engagement and success initiatives, multiple adult literacy education programs, and engaging community outreach activities throughout the service delivery area of Pitt County. In addition, PCC’s high school programs enable students to earn certificates, diplomas, or an associate’s degree, and earn transferrable college credits to four-year institutions. The college is a member of, and was most recently (2023) re accredited by, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), to award degrees, diplomas, and certificates.

The Main Campus of PCC is located in Winterville in Eastern North Carolina. This beautiful, well-designed campus includes state of the art facilities that house classrooms, labs, and gathering and recreation spaces, spread over approximately three-hundred acres of college property. It is in and on these modern, environmentally friendly places and spaces that the college delivers access to over seventy (70) widely acclaimed academic degree programs, partnership connections to baccalaureate degree-granting institutions, continuing education and workforce development courses that facilitate employment with or advancement in high-demand occupations, and student advancement and outreach programs that connect them, and potential students, to relevant workforce programs and/or further education. The 2023-24 budgeted enrollment at PCC is 7,014 FTE, with an estimated unduplicated headcount of 17,827. The population of Pitt County is approximately 175,000. The compliment of senior leadership, well-credentialed and accomplished faculty, and dedicated professional staff includes approximately 850 full and part-time employees. The total State funding allotment for 2023-24 is approximately $47.9 million.
In addition to the Main Campus, the college also has several other convenient locations in Pitt County to meet students where they are, and to facilitate attainment of their educational goals and workforce employment opportunities. The PCC Farmville Center serves students in the southwestern part of the county, providing instruction in degree programs such as Healthcare Management Technology, Medical Office Administration, and university transfer; offering a variety of continuing education programs for both professional development and personal enrichment; and supplying access to classes for high school students through the Career and College Promise program. Furthermore, this comprehensive Center also provides support services, access to technology tools, and financial aid application (FAFSA) assistance. The Bernstein Educational Center in Greenville offers Transitional Studies related to adult literacy, adult secondary education, adult high school, English language acquisition, and other related courses.

The mission of PCC is set forth in its Mission Statement: “Pitt Community College educates and empowers people for success.” The college pursues its mission by establishing a culture of excellence and innovation in its work, and by being engaged as an essential partner in the economic well-being and workforce development activity throughout the community. Further, the college pledges to provide access to dynamic learning opportunities and activities to foster personal enrichment, deliver successful career preparation, and enable transfer to other higher education institutions. PCC also expresses its commitment to students through its Student Success Vision Statement: “Pitt Community College will foster student success through engaging, inclusive, and quality instruction, and provide equitable support services that enable students achieve their academic and career goals.” The college’s student success vision is embedded in its mission, and is guided by four core values. The values include community, success, equity and integrity. Together, PCC’s mission and vision statements affirm a commitment by the institution’s administrators, faculty and staff to work strenuously for the benefit of students, and more broadly to fulfill its responsibilities to the communities it serves throughout Pitt County.

The college currently operates under guidance from the Pitt Community College 2020-2025 Strategic Plan. While the plan includes the institution’s mission and vision statements and the college’s core values, the plan also includes four institutional priorities. The four priorities are accompanied by nine well-defined goals. Included in the four institutional priorities are Student Success, Workforce Development, Equity, and Organizational Development and Accountability. The nine goals that accompany the priorities appropriately focus upon students; the institution’s work, both internally and externally, to successfully reach out to, connect with, support, and move them to successful completion; strengthening workforce development and partnerships; a campus-wide focus upon equity; faculty and staff recruitment, inquiry and professional development; and intentional and transparent decision-making. Within the next year, the Board, President and college will need to exert itself again and begin work on a new Strategic Plan.

As evidenced in June 2023 by SACSCOC, the college’s reaffirmation validates the work of the institution in meeting all the principles of accreditation. The reaffirmation also confirms that the offering of quality academic programs, continuing education and workforce development training and credentialing, general education programs, and collaborative partnerships, reflect not only the college’s mission, vision, and core values, but also its breadth and depth as a comprehensive educational institution. This all-encompassing responsibility can be fulfilled only through the tireless work of an accomplished faculty. Through its academic leadership, and a practice of shared governance within the academic structure, PCC organizes its educational programs into five academic divisions. These divisions include Health Sciences, Business, Construction and Technology, Arts and Sciences, and Public Service / Fine Arts. The college is widely recognized for its comprehensive offerings of high-demand health sciences programs, construction and industrial technologies, business and computer technology, and public service training. Examples of programs in these five areas include nursing, dental assisting, and numerous other health care provider occupations; accounting, finance, office administration and computer technologies; construction,
maintenance, skilled trades, and engineering and automotive technologies; and emergency services (EMS, Fire, BLET) and human services. Through the Arts and Sciences division the University Transfer program, the largest program at the college, prepares students for success in a variety of majors at four-year university transfer partners. As evidence of PCC’s sterling academic program offerings, the institution also holds the following individual program accreditations:

National League of Nursing – Commission for Nursing Education Accreditation
North Carolina Board of Nursing
• Associate Degree Nursing

Commission on Accreditation of Allied Health Education Programs (CAAHEP):

1. Joint Review Committee on Education in Diagnostic Medical Sonography (JRCDMS)
   * Cardiovascular Sonography
   * Medical Sonography

2. Accreditation of Educational Programs for the Emergency Medical Services (CoAEMSP);
   North Carolina Office of EMS
   * Emergency Medical Science

3. Medical Assisting Education Review Board (MAERB)
   * Medical Assisting

4. Committee on Accreditation for Polysomnographic Technologist Education (CoAPSG)
   * Polysomnography

Commission on Dental Accreditation
• Dental Assisting

Commission on Accreditation for Health Informatics and Information Management (CAHIIM)
• Health Information Technology

Accreditation Council for Occupational Therapy Education (ACOTE)
• Occupational Therapy Assistant

Joint Committee on Education in Radiologic Technology (JRCERT)
• Radiation Therapy
• Radiography

Commission on Accreditation for Respiratory Care (CoARC)
• Respiratory Therapy

As a member institution of the NCCCS, Pitt Community College participates fully in the North Carolina Comprehensive Articulation Agreement (CAA). The CAA is a statewide agreement governing the transfer of credits between NCCCS community colleges and North Carolina’s public universities. This agreement is designed to promote the transfer of students from the NCCCS to one or more of the seventeen-member institutions of the University of North Carolina System (UNC System). In addition to the CAA, PCC is also proud to have established individual program and/or course agreements, also referred to as “two plus twos” or “Memorandums of Understanding”, with a number of public and private institutions within and beyond the State. These partnership agreements with four-year institutions facilitate acceptance of a PCC-delivered Associate in Applied Science (AAS) program for transfer, or an agreement to accept specified, otherwise non-transferrable courses. The PCC partnership agreements are numerous, and include a
significant number of wide-ranging program arrangements and agreements with East Carolina University. Agreements with other UNC System institutions include Elizabeth City State, Fayetteville State, North Carolina A&T State, North Carolina Central, UNC-Charlotte, UNC-Greensboro, UNC-Pembroke, and UNC-Wilmington Universities. Furthermore, PCC also has agreements with private institutions, including Barton College, Cabarrus College, Mid-Atlantic Christian, North Carolina Wesleyan, and the University of Mount Olive. The college also has a number of out-of-state agreements, including Ferris State and Western Governors universities. Examples of program or course agreements for PCC graduates include biotechnology, computer integrated machining, industrial systems, health information, mechanical engineering, early childhood, building construction, automotive systems, information systems, welding technology and a number of other program areas. PCC has been recognized numerous times as one of the top “Military Friendly” institutions for veterans; and, as a leader in the graduation of minority students. The valuable partnerships and connections established by the college enable PCC graduates to pursue their career goals through further education, and strengthen their employment opportunities both locally and beyond.

As referenced many places in the college’s Strategic Plan, there is an institutional commitment to serve students and to support economic and workforce development. While PCC is proud of the work carried out through its continuing education and workforce development programs, there is a significant opportunity to provide additional services in this area. The work that accompanies the institutional commitment, which includes delivering accessible, affordable and timely education and training, enables students to advance their careers, launch new careers, or upskill to meet local business and industry requirements for the marketplace. There is an accompanying need for the college to work more closely with employers to meet their labor supply needs. Classes and skills training offered by the college correlate directly to the North Carolina Department of Commerce’s (DOC) labor and economic analysis for Pitt County and the region it serves. Furthermore, DOC’s employment information for calendar 2023, and the outlook through 2030, reflect both robust growth and projected growth in education and health services, professional and business services, construction and trades, goods production, leisure and hospitality, and services employment sectors. A closer, supportive, more intimate relationship with local business and industry by PCC, which results in the development and delivery of customized training activities and services that support their needs, is critical for the economic well-being of both Pitt County and the region it serves. Students are the beneficiaries of these relationships, as PCC provides them access to fast and affordable training, delivered by college and community professionals, at multiple locations across the service area. This is an area of focus that needs to be addressed.

The college recognizes the critical need of having close ties to students enrolled in area high schools. The ties that bind the public education and community college sectors together are the High Schools Programs offered through PCC. Pitt Community College (PCC) partners with the Pitt County Schools System (PCS) to offer programs and classes on PCC campuses, online, and at the six (6) high schools throughout Pitt County. Multiple offerings extended to high school students are provided through the Career and College Promise program, the PCS Early College High School on PCC’s Main Campus, a Health Sciences Scholars Program, the PCC-PCS Technical Academy, PCC High Schools Programs Pathways, and Career and Technical Education Pathways. The Early College High School (ECHS) is notable. While it has a S.T.E.M focus, it delivers an academically rigorous mix of both college and high school courses. Further, the ECHS prioritizes students who are first generation college bound, which are traditionally underrepresented in higher education. Finally, the “Bulldog Promise Scholarship” enables students to complete the journey they began at the college if they meet certain eligibility criteria. The multiple modes, settings, and offerings provided by the college through its high schools programs reflect the institution’s
intention to engage PCS students in every way possible, welcoming them into the world of higher education through whatever portal they access it.

The breadth and depth of a comprehensive higher education institution like PCC would not be possible without generous support from both the Pitt County Commissioners and the Pitt Community College Foundation. For decades, the County Commissioners have provided considerable annual support for the operations and maintenance of the institution. In addition, the Commissioners and citizens of Pitt County have provided, though general obligation bonds and dedicated sales tax revenues, millions of dollars for facility construction and renovation. As further testament to the financial support provided to the college, the Pitt Technical Institute Foundation, now known and respected as the PCC Foundation, was established in 1973. Over the past fifty-plus years, the Foundation has generated and funded millions of dollars in financial resources for support of the institution’s physical and capital development, for student support in the form of scholarships and special assistance, and to supplement the educational activities at the college. The President will be expected to act as chief fundraiser in their work with and for the PCC Foundation. The success that Pitt enjoys today is a result of good governance and extraordinary leadership, but also the result of generous individuals, alumni, business and organizational entities throughout Eastern North Carolina who gave, and continue to give, unselfishly of their time, talent and treasures to Pitt Community College.

The Role of the President

The President of Pitt Community College is employed by and is responsible to the Board of Trustees. The twelve-member Board is guided by the “Principle of Shared Governance” in executing its governance responsibilities and fulfilling its fiduciary duties, and in its professional relationship with the President. The President serves as the Chief Administrative Officer of the college. In this capacity, the Board has granted the President full responsibility and authority for implementing policies adopted by the Board, sufficient for effective operation of the institution, pursuant to and consistent with Federal Code and North Carolina General Statutes; the State Board of Community College Code (SBCC Code), including all policies, rules and regulations therein; SACSCOC Principles of Accreditation; and sound educational practices. Furthermore, the President is responsible for all administrative and managerial aspects in the development and operations of the college. The Board has further authorized the President to develop and implement administrative procedures and practices that concern the effective operations of and services provided by the college. 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 Board with regard to emerging policy issues, trends in higher education programs and practices, operational risks and threats to the college, fiscal matters, and challenges and opportunities that require Board consideration, discussion, and potential policy enactment, or amendment thereto, in fulfilling their governance and fiduciary roles.

The Board has delegated to the President matters related to the college’s personnel and organizational structure, and has granted to the President authority to select and employ personnel, and to organize, reorganize and align personnel in a way that best serves the mission, vision and values of the institution. The President shall also determine the titles, duties and responsibilities of all college personnel. While the Board has the responsibility to approve all new associate degree, diploma and certificate programs, the Board has also assigned authority to the President to develop and bring forward new and revised educational programs and services, consistent and in conformity with SACSCOC and SBCC Code, that are educationally sound and fiscally feasible, and that meet the education and training needs of students throughout the community. In addition, the President has responsibilities and authorities related to fiscal
matters, including overseeing the financial operations of the institution and advising the Board of institutional needs; overseeing resource development, including fundraising, and the pursuit of public and private grant opportunities; and advising the Board about facility requirements and improvements for sound institutional operations. The President also oversees the operations of the college’s excellent programs of intercollegiate athletics.

The President has a principal role of representing the interests of the college and its students outside the physical boundaries of the institution. The President of PCC becomes the face of the institution as it relates to local, regional, state, and national elected and appointed officials; to existing and prospective businesses and industries; to secondary and higher education partners; to friends and benefactors of the institution; to community, civic and, cultural organizations; and most importantly to adult learners and potential students. The President’s interactions with these individuals, groups and organizations is critical in establishing new and nurturing existing relationships and partnerships with the college, encouraging and securing public and private investments in it, and serving as opportunities to build trust with others about all the programs and services that PCC has to offer. This role can only be filled by an engaged, collegial, and visible Presidential ambassador and advocate.

Opportunities and Challenges

The next President of Pitt Community College will lead an institution that is not only proud of its six decades of service to the residents of Pitt County and Eastern North Carolina, but one that has been governed by dedicated, committed Board members, and led by executive leadership that had a vision for growth and a passion for student success. PCC has been instrumental in satisfying the educational needs of and connecting employment opportunities for students, striving to meet the workforce preparedness requirements of businesses and industries, supporting the personal enrichment and professional development of individuals, and fulfilling the hopes of first generation, underserved and underrepresented populations. Notwithstanding the many student success stories brought to fruition by Boards, Presidents, Faculty and Staff at the college, the mission of educating and empowering people for success continues. As such, the next President will have opportunities, in partnership with the Board, PCC employees and the community, to develop a new Strategic Plan, explore new education and training possibilities for emerging occupations, identify approaches for meeting student financial and mental health issues, partnering with the business community for innovative economic and workforce development programs, and encouraging new investments by friends of the college.

The Search Committee and Board of Trustees provided two public fora and a survey instrument to collect employee and community member input about the future of the college. The purpose of the fora and surveys was to enable employees and community members to express their views about the opportunities and challenges that the college faces over the next three to five-year period. The following items are seen by the college and community as opportunities and challenges that are before the college:

- **Expanding Student Engagement, Support, and Success** - Pitt Community College’s mission statement expresses its responsibility to educate and empower people for success. In order to fulfill this responsibility, the college must rethink its enrollment growth strategies; expand its outreach to students and potential students of all ages, genders, and ethnicities; and explore the support systems it deploys to determine whether they are meeting the unique needs of today’s learners, or are in need repurposing in order to do so. PCC must impress upon adult learners, high school students, military members and veterans, and underserved populations the critical need for
them to pursue and obtain certifiable skill sets and credentials that lead to employment and have value for the businesses and industries within Pitt County; or are transferable to the College’s higher education partners for completion of a baccalaureate degree. The institution must be seen and understood as the preeminent, most convenient, affordable option, and as the most expeditious pathway toward improving their lives and the lives of their families. The next president of PCC must lead this important opportunity, and partner with the Board, faculty and staff to increase student engagement, participation, and success.

- **Institutional Employees and Organizational Operations** - The greatest asset of any higher education institution is the cadre of committed individuals that daily deliver academic instruction, skills training activities, student support and enhancement services, and leadership and operational services that undergird student engagement, progression and completion. Under the leadership of the President, institutional faculty, staff, administrators, and support personnel are the people that foster a healthy organizational culture and generate a productive environment for student learning. The next President will have an opportunity to explore and refine the leadership and organizational structure of the College to promote efficiency; to intentionally engage with the faculty and staff on innovative options for the delivery of programs and services; explore recruitment and retention strategies; and to equitably compensate employees for their service.

- **Economic and Workforce Development** - The College plays a predominate role in the economic well-being and development of the workforce throughout its service delivery area and across Eastern North Carolina. While PCC attempts to align its educational and skills training programs to reflect the demands of its employers, there are opportunities for the institution to examine its leadership and delivery models in this area. Aligning and supporting workforce development and skills training programs with business and industry requirements; focusing upon industry sectors that are both in-demand and attractive to students; understanding county and regional economic conditions; and promoting high demand employment sectors such as health occupations, construction and skilled trades, and public services training are all opportunities for the new President. Furthermore, the programs, facilities, equipment and technology that sustain workforce activities must be sufficiently resourced. The President should partner with the Board, faculty, and employers to expand offerings that address these needs and opportunities, and elevate PCC’s role as the optimal educational institution to deliver workforce development services.

- **Academic Excellence and Program Offerings** - The June 2023 reaffirmation by SACSCOC validates, among many things, the academic excellence that the College expects of itself in offering exceptional, rigorous academic programs, quality continuing education and skills credentialing activities, a broad array of general education programs, and partnerships with public and private baccalaureate degree granting institutions. Clearly PCC is a comprehensive educational institution in the breadth and depth of its offerings. Further evidence of this is found in the individual program accreditations that PCC holds. This work however is continuous. There are opportunities for the next President and faculty, under the principle of shared governance, to strengthen current programs offerings; examine the possibilities of developing new instructional programs for in-demand occupations; revising course schedules that reflect student work / life balance, including evening and on-line options; and offering more continuing education courses in sought after workforce areas. The President must also focus upon academic rigor, and insure there is a sufficient supply of faculty and staff to enable students to access desired curricula.
Ideal Characteristics of the President
Background, Experiences, and Personal Skill Sets

The Pitt Community College Presidential Search Committee and Board of Trustees, with in-person participation opportunities and survey input from college employees, students, alumni, community members and citizens throughout Pitt County, identified the ideal characteristics desired in the next President to compliment the opportunities and challenges that face the institution. The ideal characteristics include the professional background, array of personal and educational experiences, personality traits, and acquired skills needed to lead the institution going forward in a time of change in higher education.

The next President must quickly and effectively create and solidify a partnership with the Board of Trustees, supporting them in their role as the governing body of the institution. Establishing such a partnership requires the President to communicate openly, work closely alongside, and provide the Board with timely information about the internal and external operations of the college. The President will assist the Board in developing, adopting, and implementing policies, programs, and services that best serve and the interests of students, the community, and business and industry throughout Pitt County. Following closely the development of a partnership with the Board, the next President must also establish strong bonds with college leadership, faculty, staff, and students to insure the continued successful operation of the institution in pursuit of its mission. Furthermore, the President must connect as soon as practicable with education and business partners, economic development groups, college advisory boards, and constituents in rural communities throughout the county and in the Eastern Region to forge vital working and mutually supportive relationships. Therefore, the ideal characteristics desired in the next President include:

- **Strong and Professional Leadership** - The institution has been the beneficiary of consistent, extraordinary leadership for several decades. This leadership has overseen and facilitated the expansion of programs, services, and facilities that have served the best interests of students and the community. There is an expectation that next leader of the College will continue the tradition of strong, professional leadership, in partnership with the Board and PCC employees. Strong and professional leadership has been defined by the College and community as an ability to influence others, while remaining diplomatic; capable of making difficult but informed decisions that positively impact students; accepting responsibility for actions and activities within their purview; exhibiting both authority and humility; and being decisive yet inclusive in their leadership role. The President must be able to adapt to changing dynamics at both the institution and throughout the service area. The Board and President will continue to be thought partners in their respective roles of governance and administration.

- **Approachable, Visible and Personable** - The position of President at Pitt Community College is highly respected with regard to executive, ambassadorial, and relationship building duties and responsibilities. As such, the President must be collegial, engaging, and welcoming, especially among both the internal and external communities in which they serve. Being seen in classrooms, shops and labs throughout campus; engaging in casual conversations and discussions; and making others feel comfortable in their presence are indicative to students, faculty and staff of a leader who is welcoming and genuine. Externally, participating in community activities, events, and speaking engagements enables education, governmental, business, and community members to become acquainted with and better know the President.
• **Innovative and Visionary** - The dynamic world of community colleges requires a Board of Trustees, President, and employees to continuously examine best practices in higher education, new programmatic opportunities, and innovative ways to deliver instruction and student services. In this regard, Presidents, faculty and staff must be visionary in ways that facilitate new thinking about addressing challenges that confront the College. The President must be forward-thinking, have a willingness to embrace the emerging needs of the community, and welcome creativity versus adhering to the status quo. The President should also be comfortable with data-driven decision-making, have an appreciation for new ideas, and embrace innovative and visionary strategies for the delivery of instruction, training, and operations.

• **Focus Upon Students** - The College’s student success vision statement expresses its commitment to students by providing quality instruction and equitable support services that enables them to reach both their academic and career goals. Toward that end, the institution must be led by a President who has a focus upon and demonstrated record of student engagement, has an ability to understand and adapt to a new generation of learners, and a willingness to devote time to student organizations and activities. The President’s focus upon students should reflect their understanding of the life challenges – financial, socio-economic, and work / life balance – that students face while trying to obtain a marketable or transferable credential.

• **Commitment to the College and Community** - The College’s next President must make both a professional and personal commitment to PCC and the community it serves. The professional commitment will be measured by the level of engagement with and relationship building both within and outside the institution. The President will work with a Board that adheres to the principle of shared governance. The President will lead a large, successful, respected institution staffed by employees that are committed to student learning and success. As such, open, frequent, and transparent oral and written communications with the both Board and employees builds trust, confidence, and respect among all parties. Externally, connecting with local government, education, business and community leaders demonstrates the President’s commitment to a much larger community in which they will live and work. In a personal sense, the Board seeks a President that will immerse themselves in the life of the community and who expresses a willingness to remain at the institution for the long-term, much like the President’s predecessors.

**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.