

April 15, 2023

Monroe Community College
1000 East Henrietta Road
Rochester, NY 14623

RE: Application for Dean of Career Technical Education

Dear Search Committee:

I, Dean (Dino) J. Laury, EdD, am pleased to submit this letter of application and associated materials for your consideration for the Dean of Career Technical Education (CTE) position at Monroe Community College (MCC). I believe that my experience and record of achievement over the past 30 years in higher education qualify me for the position and for carrying out the far-ranging responsibilities that it entails.

My experiences at the National Technical Institute for the Deaf (NTID) at Rochester Institute of Technology (RIT) include serving as a coordinator, an interim chair, and Department Chair of the NTID's Engineering Studies, which I did for 13 years. I am currently on a special project for NTID Academic Affairs. I earned a Doctorate of Education from the University of Rochester while serving as a chairperson full-time and handling the pressure well. My experience in various roles at RIT/NTID and programs that I supported have equipped me to consider taking the lead as the Dean of Career Technical Education at Monroe Community College.

Academic Leadership

My Doctorate in Education from the University of Rochester's Margaret Warner School of Education focused on Higher Education Leadership. The decision analysis dissertation was on the decision-making process of selecting an academic program, which was a timely issue for faculty members at NTID, and was with the approval from the former AVPAA because I used actual institute data (i.e., the dissertation link is <https://scholarworks.rit.edu/other/1007>).

As part of my pragmatic worldview, my leadership style and decision-making are based on a consultation-collaboration model. Conversations among faculty, staff, students, and administrators provide foundational input in policy and decision-making. Conversations support consensus-building (i.e., agreeing on group deliberation), decision-making (i.e., a method to make (ethical) decisions), emotional resiliency (i.e., the capacity to recover), and collegiality (i.e., a relationship among stakeholders), which I believe are essential principles for healthy leadership and successful results. These values are what the stakeholders can expect from my leadership. When stakeholders participate in consensus building that leads to group decision-making efforts, stakeholders must recognize that the

intention is to increase ownership, gain trust, and encourage collegiality, but never forget the commitment to students and their preparation for academic-to-employment readiness. Despite the challenges of adjusting to academic culture, a resilient leader who adheres to this philosophy will facilitate shared governance culture. My leadership approach should address MCC's CTE primary role with all stakeholders' social justice, friendly-raising, and education to workplace readiness for the betterment of our community.

Combining my education at the University of Rochester and experience as a department chairperson at RIT/NTID simultaneously, I adopted Hoy and Tarter's (2008) shared decision model. Hoy and Tarter's shared model often allows for multiple decision models to intertwine, such as classical, muddling through, mixed scanning, or satisficing, to name a few. The models I usually use to support my decision process depend on social justice, institutional context, and the complexity of educational challenges as influence (i.e., external or interior) agents.

For example, as a department chairperson, I use document analysis of the workload guidelines to determine faculty workload. Through conversations and consultations with the stakeholders determine the best curriculum and workload approach to a healthy and well-being working environment. I utilize consensus-majority decision-making and my leadership style as a venue because it forces shared governance and transparency within the unit when creating a positive academic setting with workload issues.

In addition, NTID AVPAA offered me an opportunity to work at Academic Affairs on a particular project through 1.) COVID emergency funding and 2.) Initially, to launch a pilot program of certifications and apprenticeships. There were a lot of decision-making efforts on this project indirectly through conversations with NTID Senior Administrator and Proposers requiring compromise to an agreement. Also, I use decision-making tools to determine which retraining opportunities to seek (i.e., certification as credit or non-credit or apprenticeship programs). Then, I narrow it down to the specific discipline that will provide the maximum desired outcome offering high-wages, high-demand, and high-skill occupations for NTID alumni and the deaf grassroots of our community. The mission says "...to provide deaf and hard-of-hearing students with outstanding state-of-the-art technical and professional education programs..." This contains the request to prepare the students for academic to workforce readiness at the request of the employers. This will apply to all degree levels across the higher education domain including the up-and-coming certifications, apprenticeships, and associate through master's degrees. This opportunity taught me to use different decision-making tools and negotiation strategies that I did not utilize as a Department Chair. I am more comfortable moving in that direction as the Dean of CTE at MCC because of my teaching, research, and leadership skills are better equipped today.

Broader University in Higher Education

I believe that I have represented NTID's concerns and interests on the university-wide Faculty Senate and University Council. Topics included the promotion policy, tenure process, academic program reviews, workload guidelines, redefining the faculty ranks, Strategic Planning, Title IX, Harassment, racism/diversity/inclusiveness, strength/weakness/opportunity/threat (SWOT) analysis, and COVID

pandemic issues with delivery modalities. This experience has been valuable, allowing me to see how higher education deals with success and disappointments in similar conversations that impact stakeholders such as administrators, faculty, staff, and students. My experience leads me to seriously consider advancing to a senior administration leadership position at the CTE at MCC.

Administrative Responsibilities & Budget

As my CV illustrates, I have held administrative positions with increasing responsibilities and functions. Since becoming a department coordinator (AY 2006), an appointed interim chairperson (AY 2007-2010), and an appointed chairperson (2010-2021) of NTID's Department of Engineering Studies (DES), I have served under five different administrations (i.e., five different Associate Vice President of Academic Affairs and two President combinations at NTID). The experience taught me how to be adaptive, collegiality, flexible, and punctual while change agents and forces occurred, inspiring me to pursue the Dean of CTE at MCC with facets such as:

Budget. In one of my first tasks as a chair, I worked with senior administrators to retained and reassigned four faculty jobs when a program was eliminated after the program review. The program elimination affected four of my faculty members, and I worked with senior administrators and retained faculty jobs as part of the reallocation process. Another task involved managing an average annual operating department budget of \$1,535,850 and successfully negotiating with NTID senior administrators for new equipment, federal sequestration, and faculty resources. I worked to enhance program credibility, classroom instructions, and faculty training by negotiating \$750,000 on new equipment to maintain a state-of-the-art environment for the department. This contributed to the faculty needing the training to improve their proficiency skills. I negotiated approximately \$60,000 for equipment and training from Daisy Jones Marques Foundation and the Vocational and Technical Education Act (VATEA) to enhance faculty and student skills. Finally, one of my most successful tasks was when the federal sequestration occurred, and the appropriation was reduced by 5.2 percent or 3.5 million dollars across the board at NTID. I successfully managed a 12% department budget reduction because of federal sequestration without affecting expenditures (i.e., personnel compensation, room, and support expenditures that directly affect the Department). I believe I can monitor the budget and facilities and provide human resources incorporating MCC and CTE's mission statement.

Search Processes. The Department of Engineering Studies, from 2007 to 2021, went through several search processes for faculty and staff positions. At one time, the Department had 18 members (i.e., 15 faculty and three staff members), and DES hosted nine different searches for expansion or replacements. There were 3 TTs (i.e., two of the three awarded tenured) and 4 Lecturer searches within DES. As a potential Dean at MCC's CTE, I am comfortable leading, managing, or delegating the search process and fully understand the clear expectation of the University's HR.

Tenure and Non-Tenure Faculty. I am a tenured associate professor and understand the tenure and promotion process, as briefly stated. I guided 3 Tenure Track and 4 Lecturers to tenure and promotion during my time as the department chair. I often meet with prospective candidates regularly with their mentor-network system to pursue their goals of obtaining tenure or promotion. Of the three tenure-track faculty members, one is the current AVPAA at NTID that I report to, and the second is with

RIT College of Engineering as a research professor. The person at RIT is still retained there and is a success, and the third person left the institute. Of the four Lecturers, one moved to Senior Lecturer, one to the principal lecturer, and two remaining lecturers are hoping to move upward soon. As a potential Dean of CTE, I understand how important to have a mentoring system and professional development in place for faculty and staff develop who seek promotion within our community (or attract prospects to MCC's CTE).

Workload. As a department chairperson, workload management practices have been criticized for being detrimental to collegiality and academic freedom in higher education, I am being mindful because workload management is an efficient method of distributing and managing the workload among faculty and staff members within the department. Thus, I utilized the workload with DES concerning contact hours, not by the credit of a course (5 hours vs. 3 credits), because the department's curriculum was project-based heavy and did not want faculty members overworked-an important element. I will always be mindful of everyone's workload.

SWOT Analysis. I led the Department of Engineering Studies through SWOT analysis. I developed the survey via Qualtrics, and the results show an implementation plan for 2017-2022. Essential qualifying statements discovered at the department level were: A.) Strength - strengthening the department/program's most vital assets; B.) Weakness - few program options; C.) opportunity - program expansions and program offering; and D.) threats – workload and retirement/replacement searches for upcoming academic years. After the strategic planning, the industrial advisory board was formed and discussed the new directions for 2017 through 2022. The Department has been working on resolving its challenges. Currently, I am consulting and advising the new interim chair and a seasoned faculty member to carry this assignment into the academic years 2022-2027. The programs within the Department received SWOT analysis results as well. They progressed toward updating or improving our Associate transfer program and converting two program names (i.e., Computer-Aided Drafting Technology to Architectural and Civil Drafting Technology and Computer-Integrated Machining Technology to Precision Manufacturing Technology). Also, I served on the NTID's Strategic Planning Committee 2025 and contributed themes that required collaboration between RIT (University) and NTID (College). As a potential candidate for Dean of CTE at MCC, I have experience working with strategic planning. I want to ensure MCC that we are offering topic-notch programs by strengthening the programs' strengths for the School Career Technical Education.

Supporting NTID AA in my current role with Special Projects. Bear in mind that the NTID President is managing a 30-million-dollar grant from Congress related to COVID-19 Relief Funding. My position is a "special assignment" to NTID Academic Affairs, and I report to NTID's Associate Vice President of Academic Affairs. My dual roles include 1.) I represent NTID Academic Affairs to the NTID COVID-19 Pandemic Task Force committee, and 2.) I support and consult with NTID Academic Affairs in pursuing and endorsing the Credit and Non-Credit Certifications and apprenticeship programs (i.e., still in the preliminary stages). I am honored and delighted to have the opportunity to work side-by-side with NTID AVPAA during the academic year, and it has gone exceptionally well. As a result, there are two examples below that illustrate what my direct interactions with NTID AVPAA entail:

1. Three co-chairs led the COVID-19 Relief Funding Task Force; my primary role as a co-chair is a two-fold responsibility for NTID Academic Affairs. My first role is to provide feedback from the task force committee to the proposers whose proposals are in question. My work with the proposers depends on their outcome (i.e., modifications, budget and timeline, equipment, expenditures, etc.) and I assist them in a successful resubmission by negotiating with NTID's AVPAA. NTID's AVPAA consults with the NTID President on these modified proposals (i.e., 10+ out of 35+ submissions with a budget swing of just under a million dollars). This task was completed end of the academic year 2021-2022.

2. The second responsibility is that I ferret through all the proposals to discover any potential courses that could serve as Credit or Non-credit certifications or upskills for training through NTID Academic Affairs and which could serve as a new pillar for NTID's future. NTID Academic Affairs and I identified more than 45+ credit/non-credit opportunities directly connected to each Department at NTID. I have solicited each NTID department chair and faculty member(s). There is a preliminary list that each Department can contribute to, such as Cybersecurity Bootcamp with RIT, pharm technician, Intuit QuickBooks, CompTIA A+, and DOW Chemical's certification, to name a few.

Diversity and Inclusiveness

As for Diversity and Inclusion, I maintain an open and positive attitude toward senior administrators, department chairs/managers, faculty/staff, subordinate personnel, and students and their families to understand someone else's viewpoint. My plans often revolve around communication and Diversity/Inclusive (D/I) plans.

Communication Plan: To demonstrate and provide evidence on sign language skills, spoken communication, strategies and techniques, writing, or knowledge and sensitivity to hearing, deaf and other disabilities, and diverse cultural issues.

Diversity/Inclusive Plan: To demonstrate and provide an understanding of diversity and inclusive (D/I) strategies and techniques to cultural, ethical, and communication issues in higher education.

I understand that I will represent the University in local, state, and national leadership roles. It is my responsibility to bridge the gap between administration, faculty, staff, and students about campus initiatives, multicultural academic, and support services by promoting dialogue involving creating and maintaining an equitable, inclusive, and diverse campus in terms of belonging.

Thus, I will:

- I will work with the Senior Administrators, faculty/staff, and students to ensure proper development and excellence throughout the campus related to D/I and equity.
- I will work with the senior university leadership to advance diversity, equal opportunity, and inclusion, fostering D/I and equity throughout the school.
- I will keep up with the current equal opportunity and affirmative action regulations and standard non-discrimination policies to ensure everyone feels they belong at MCC's CTE.

- I will be responsible for knowing the requirements and regulations regarding affirmative action. Affirmative action's goal is to bridge the inequalities in employment, pay, and education for faculty and staff members. Also, I will implement a mechanism to ensure that we have an understanding of sensitivity to socio-economic, academic, cultural, and ethnic diversity in our student learning outcome assessments.

I will serve as a resource to improve D/I recruitment and retention efforts and work collaboratively with the faculty and staff to expand cultural competencies to understand better differences in people across the community (i.e., social justice) because I am an equity-minded person who is sensitive due to my status (i.e., disability and minority).

In Summary

I believe that my experience and knowledge at NTID have prepared me well for the opportunities and challenges that face MCC's CTE. My experience within academic leadership, engineering and technology education, and decision-making domains led to an article I published in the UK, and I expect to follow a similar philosophy as I move forward as the Dean of CTE.

I have been extremely fortunate to have been able to work at one institute for all of my careers, and I feel I am now ready to move on and apply all that I have learned to new situations at MCC as your Dean of Career Technical Education.

I will promote and advocate the strengths of MCC-CTE's most substantial assets. I know my experiences will transport me well to MCC-CTE's Dean and I am thankful to work with many colleagues that went through NTID and RIT, which can be a resource to you because we are similar in size, beliefs, student-centric, and mission/vision statements.

As I attempt to move into a senior administration role, I understand and accept the responsibility to maintain my proficiency as a faculty member in teaching, scholarship, and service. I want to teach one course for CTE and continue my research on Education, Academic Leadership, and Decision Analysis. My research can easily convert to Technology and Education, and I can incorporate Deans, Department Chairs, and faculty and staff members into this domain, when deem appropriate (i.e., scholarship for dissemination).

I am very excited about the prospect of working as a senior administrator to foster the continued success of your extraordinary institution; I see opportunities for advancement and expansion in CTE. I trust you will find my application warrants your further consideration, and I look forward to hearing from you regarding the next steps in the application process.

Respectfully submitted,

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Rochester Institute of Technology