

Dear President Burt-Nanna and Search Committee,

With sincere enthusiasm I apply to the position of *Provost & Vice President of Academic & Student Affairs* at Monroe Community College. The genuine and unique discourse of the position profile speaks to my professional aspirations, and my time learning about MCC's strategic plan and current momentum affirms a common purpose. I have dedicated my career to making a meaningful impact on the shared goal of ending generational poverty for the most marginalized students in the country, with the outcome of improving the health of our democracy and the lives of families. This, as we all know, occurs best by increasing equitable access to quality, affordable higher education that leads students to meaningful lives and careers. As seen in my career as a dean in two of the largest community college systems in the nation, combined with my time in public four-year and private liberal-arts colleges, I have worked across the span of higher education in the country. Through this experience I believe that no sector of our nation is doing the work of increasing equitable access more authentically than the nations' two-year colleges. To MCC, I can bring proven transformational leadership skills to help guide its completion of your current strategic plan and position the school to be a top contender for markers of success like the Leah-Meyer Austin Award, through Achieving the Dream (ATD), or the Aspen Prize. Through my letter, I combine a summary of my executive journey with my relevant work experience to illustrate my unique potential for this exciting role.

At my core, I am a student-centered educator with seven years of executive experience. I've worked as a dean in both the SUNY and California community college systems, with time leading efforts with Achieving the Dream and guided pathways. Currently, as the Assistant VP of Academic Affairs at Hartwick College, I co-manage ~ 200 employees and a 15 million dollar budget with the provost, overseeing all academic programs as well as an environmental campus, the student success center, and the campus library, and many other units. So, I've worked in a several roles across the country's educational systems at a variety of levels. I've also spent over a decade teaching, with five and a half years as a full-time English Faculty member at SUNY Schenectady. Thus, this experience combined with my Ph.D. in Higher Education Leadership helps me see how the systems within a college can function differently to best serve diverse student populations and the breadth of a colleges' goals.

To understand my interest in this position, I want to first review some of my leadership journey. My core work in executive leadership began around institutional transformation to

produce more equitable outcomes for students. Most relevant to MCC were my roles at SUNY Schenectady. There I served as the Co-Chair of SUNY Schenectady's Achieving the Dream (ATD) core team from 2016 to 2020, first as faculty member and then as the Dean of Liberal Arts. I wrote the initial application to the ATD network, led the creation of the original work-plan with a team of twenty college stakeholders from all divisions of the college, and led the full implementation and assessment of the plan. This guided pathways plan included the complete redesign of orientation, the overhaul of key gateway courses, including developmental English and Math, a redesign of the advising model, and the adoption of a student success system (Starfish) all with data analysis and DEIJ foci as the backbone of change. My success was built on building faculty consensus and buy-in. As an English professor and the Dean of Liberal Arts, I'm particularly proud that the changes to developmental English paved the way into guided pathways work. The faculty moved improved students' first-year pass rate (defined over a five-year average) in the basic credit-bearing ENG course from 32.5% to 65.2%. We achieved this result in a single year by making a major change with the Accelerated Learning Program model from the Community College of Baltimore County. Once this major success occurred in our work, the campus rallied to the call of action from our faculty, and the entire college engaged the other major parts of the ATD plan with genuine assertion. This built momentum to push on an open door for change.

The results of making major institutional transformations as a collective whole speak for themselves. In three years, SUNY Schenectady cut an equity gap at graduation between 17 & 18-year-old white students and others from 16.8% to 8.3%, a more than 50% reduction. This meaningful work happened while increasing the retention of black students to near the college norm with an increase in the overall graduation rate by over 7%. It was truly the integration of work from orientation all the way to capstone experiences, the full student lifecycle. Therefore, what I can bring to MCC as a provost is a proven, tested record of getting results as the leader and designer on some of your core strategic initiatives. Importantly, where I moved next demonstrates that I've been able to do this work at more than one institution.

After serving in SUNY Schenectady for seven years, I moved to Mission College, a campus in a multi-college district in the heart of San Jose, California. There, I was hired to restart a flagging guided pathways movement that was stuck in the politics of the college unions, the faculty senate, administrative challenges, and the myriad powers at play within a 14,000

student district. Mission College is a minority serving institution and Hispanic-Serving Institution (HSI). There I served as the Dean of Language Arts and as the Guided-Pathways Co-Chair. I successfully re-started the initiative by building a concrete, four-year project management plan with my faculty co-chair and the senate faculty president and council. By leveraging data-analysis and leadership we were able to identify key topics of common ground concerning equity measures that the faculty wanted to change. Critically, Mission College then began to build institutional capacity and cultural buy-in across the college to move together towards this work.

As momentum began to build, I, unfortunately, had to leave Mission College after just two years despite my initial plan to be there at least five years. My spouse faced an emergency surgery nine months after moving to California that was caused by an undiagnosed autoimmune disease. We decided, with our young children (2-yrs and 4-yrs old at the time), to return to New York much nearer to our families so that could get the support we needed to traverse her diagnosis and treatment, an endeavor that has taken the last two years to stabilize. Here in Oneonta, I've happily been working at Hartwick College as the Assistant VP for Academic Affairs, a school I can proudly say was number 11 in the country in 2021 for private liberal arts college for improving student's social mobility; indeed, a third of Hartwick students are Pell-eligible. On my CV, I have a list of accomplishments at Hartwick, but I'm proud to note that with faculty, I've helped lead the creation of seven new academic programs and the closure of five programs, with no loss in full-time faculty, as the college does the much-needed work to make its curricular offerings match current student demand through genuine academic portfolio review.

Turing form the narrative of my executive work, I'd like to highlight other key aspects I can bring to the role of provost. I believe that a core aspect of being an excellent provost is to see across the "big picture" of the institution, ensuring that all the moving parts of the college work in concert with one another. My leadership style is based on being a relational-leader with a growth-mindset. I work on a strengths-based model of engagement grounded in the leadership approach of appreciative inquiry. I believe in the dignity of all work at the institution, and I care fundamentally about the value and values of all members of the campus.

Thinking of values, I care both professionally and personally about diversity, equity, inclusion, and justice both as a scholar and as a practitioner. As a published scholar on higher

education, I wrote my dissertation on access to higher ed, specifically on developmental English education. In this work, I used a feminist, poststructuralist, and critical-theory based methodology (policy discourse analysis) to review how policy discourses were shaping the debates concerning developmental education and college access. I've not only written on this topic but also have served on a number of dissertation committees for doctoral students to support their use of this equity-driven approach to research.

As a practitioner of DEJI work, I've been committed as a dean and AVP to hiring and retaining diverse faculty. At Mission College I created the solution for funding a new full-time Ethnic Studies faculty position by blending it into a standing English department line so that the college could afford to start this new department while also creating a "home" for the new incoming faculty member. There as dean I successfully hired three historically-marginalized personnel, one to run this new department, one to spearhead a new UMOJA program (a California statewide initiative to support black students), and one to run the ELL connection program. I was successful in hiring diverse candidates because I made the hiring documents and processes more equitable, and I ensured that neither of the new program founders would start as tokenized faculty in the college without a department in which to find guidance and colleagues. Indeed, I insisted that they have systems of peers where they could establish their careers and flourish. In sum, in all my executive roles, I have hired, mentored, and promoted diverse staff and faculty, seeing this as a core requirement to authentically engage in DEI work.

Further reflecting on my values and looking at the "big picture", I believe a successful provost for a college must earn the respect and trust of their faculty. To showcase my commitment to that idea, as a faculty member at SUNY Schenectady, I served as the lead negotiator for the Union of Faculty and Professionals. I was the architect and lead negotiator of the contract when the union achieved negotiating tenure for the first time in the college's history. This monumental change in the contract not only now allows the college to attract a higher caliber and more diverse applicant pool because of the value of tenure, it also allows the best of the faculty to expect real and full participation from their colleagues because now they have a say in the longevity of their peers. This huge shift in culture on the campus had the positive effect of raising the prestige of faculty positions while also raising the expectations of what faculty contribute. This highly unique part of my candidacy can assure faculty of my respect of them and their roles and my deep respect for collective bargaining.

Moving to another key topic, a place that I have considerable experience in colleges is with finance. At Mission College I served on the College Budget Advisory Committee (CBAC) as the second highest ranking administrator after the VP of Finance. All operational funding (not tied to salary and benefits) went through approvals at CBAC, meaning all division operational costs, all program review dollars, etc. In my first year there, we worked to infuse DEIJ into CBAC's work which we did by adding DEIJ criteria to decision-making trees and rubrics, tying the DEIJ strategic plan to the college's overall budget. In addition, I did fiscal work at SUNY Schenectady where there was a 25% loss in the student population over five years and, as a result, a 29% decline in revenue. Through my leadership I helped save seven academic programs as well as all the current Liberal Arts Division's full-time faculty lines, in part, by effectively using strategic enrollment management ideas like seat-fill ratio and fill velocity, block scheduling, and online course development, all to create fiscal efficiency without compromising academic rigor. At Hartwick, I help oversee approval of all operational academic budgets, student travel funds, and facilities funds within academic affairs. So, be it managing stark fiscal realities or embedding diversity and equity into the budget process itself, I have a wealth of experience to draw upon to help MCC use its resources prudently.

Looking to the future, I'm interested in this position because of Monroe's unique positionality to achieve its student success goals. Part of what I can bring to move MCC forward is experience building unique partnerships with key stakeholders. In SUNY, I helped lead the creation of a successful computer game design program with internships with local gaming companies. Here at Hartwick, I too supported the development of a cyber security program and led students on a Career HOP to MIT's Lincoln Lab in April so they will get a unique opportunity to apply to prestigious summer internships. Likewise, I've built groundbreaking workforce development partnerships in SUNY for direct support professionals (DSP) and community health workers with two local businesses, Schenectady ARC and Living Resources. I helped guide both businesses to apply to receive specialized grants with the NYS Department of Labor to build registered apprenticeships so that these programs were free to their employees and SUNY's students. Similarly, at Mission College I built multiple new academic pathways with the South Bay Consortium on Adult Education (SBCEA) for hospitality management by integrating ESL/ELL coursework into guided pathways curricula. Finally, at SUNY Schenectady, I led the work to build humanities coursework for the Smart Scholars Program, a \$2.5 million dollar

SUNY grant that graduated high school students with their A.A. or A.S. degree a month before graduating from high school. Finally, at both Mission and SUNY, I've led the honors programs, including Phi Theta Kappa. These are just a sample of the unique programs I have help generate and support that have separated the colleges that I have work for from their peers.

To conclude, I'd like to finally note that I grew up in Oswego County, central NY, so the greater area means something unique to me. I spent my first eighteen years there, with many peers who never understood what it might mean to pursue larger dreams. It is therefore impossible to capture what it would mean to me to have the opportunity be part of building a stronger and more equitable pipeline for all central New Yorkers to succeed on a genuine path to ending generational poverty. I'm humbled to have the opportunity to apply to MCC's provost role, and I hope to speak with you about this exciting opportunity. Thank you for your generous time and consideration of my application.

Sincerely,

Aaron Rich Tolbert, Ph.D.

***Aaron Rich Tolbert, Ph.D.***  
Assistant Vice President of Academic Affairs  
Hartwick College

**Summary of Relevant Administrative and Teaching Experience**

- ☐ Seven years of executive administrative experience including SUNY and California CC's
- ☐ Ph.D. Higher Education Leadership – U Maine
- ☐ Executive leadership experience in a minority-serving multicampus district
- ☐ Experience as a senior executive in three distinct university settings with tangible results
- ☐ Leader of Guided Pathways institutional change at two CC districts
- ☐ ATD Leader- applicant and original plan creator for SUNY Schenectady
- ☐ Ten years of teaching experience, five full-time in community colleges
  - Ten years of online teaching experience in Canvas, Blackboard, and Moodle
- ☐ Negotiator for the Union of Faculty at SUNY Schenectady 2016-2017, including tenure
- ☐ MSCHE site evaluator, 2024, and member of accreditation writing team at SUNY Schenectady for the 2019 visit (college had no recommendations nor requirements)
- ☐ Experience with five unique specialized accreditation systems, MSCHE, NECHE, ACCJC, NASAD, CASAC
- ☐ Experience negotiating contracts as a dean, and contract implementation oversight
- ☐ Experience negotiating a wide range of external contracts from technology software purchases, to Barnes & Nobles First-Day Complete, to rental space in local aviation programs
- ☐ BOT liaison for multiple major program initiatives including ATD and multiple grants
- ☐ Co-Data Analyst for the Title III grant, successful at \$1.8 million over 4 Years (SCCC)
- ☐ College Liaison, SUNY Performance Initiative Funding (PIF), successful at \$305,175
- ☐ Published scholar on equity-driven research design methodologies

**Leadership Attributes**

- ☐ Ability to lead, plan, strategize for, and execute inclusive campus-wide reform movements for student success, including the aptitude to work across institutional silos
- ☐ Deep commitment to diversity and equity /dismantling systems of privilege/
- ☐ Expert in culturally-relevant pedagogy, diversity, equity, and inclusion theories and research methodologies
- ☐ Curriculum innovator, designing new credit and non-credit programs, with businesses
- ☐ Foresight, social-political understanding, and professional tact used in highly complex and controversial institutional environments, all to build trust and focus on mission
- ☐ Successful personnel management through numerous cases, including legal
- ☐ Excellent public liaison at conferences, fundraising, or other external professional events
- ☐ Refined budget oversight experience at colleges facing fiscal stressors
- ☐ Skilled public speaker able to engage campus and community audiences

## **Current Employment**

**Hartwick College** (Oneonta, NY)

(July 2022- Current)

*Assistant Vice President of Academic Affairs & Professor of Education*

### *Hartwick College Profile*

- Founded in 1791, Hartwick College is a small (approx. 1,200 students), private liberal arts four-year and graduate college in upstate NY. With an environmental campus, museum, and state-of-the-art nursing program, it personifies a cutting-edge yet historic liberal arts college. The college has a budget of \$84,000,000 annually.

### *Key Responsibilities as AVPAA*

- Co-Manage with the provost all of the approximate 200 employees of the Office of Academic Affairs (OAA), including 90 full-time faculty, 60 part-time faculty, the Director of the Yager Museum, the Director of the Library, the Director of Global Education, the Director of Pine Lake Environmental Campus, the Director of Student Success, Director of the Writing Center, the Assistant Dean of the Faculty, the Assistant Dean and Registrar, six success coaches, the Office of Academic Affairs Budget Manager, six administrative assistants, and all subsequent staff
- Lead all curriculum development and all academic assessment for the campus
- Manage all state curriculum paperwork-New York State Education Department
- Manage a \$500,000 grant from the Howard Hughes Medical Initiative (6 yr.) that supports STEM faculty development of DEI curricular change
- Lead all academic grant applications and management
- Manage the FlightPath Budget for OAA, \$100,000 per year that supports student travel, internships, and work-study, as well as facilities updates, faculty research, and other individual programs
- Co-lead the Office of Academic Affairs committee on Capital and Software
- Member of President's Cabinet
- Served as the Interim Director of Global Education and PDSO, for one semester
- Serve as an active Title IX investigator and hearing officer
- Serve as the Academic Affairs committee member and liaison to the following college committees: Faculty Council; Committee on the Assessment of General Education; Diversity, Equity, Inclusion and Belonging; Biased Education Response Team; Emergency Management Team; Institutional Technology Committee

### *Key Accomplishments/Outcomes*

- Successfully steered the creation of five new undergraduate programs, and submitted all NYSEG documentation for the following approved programs in the first year of employment:
  - B.S. Cyber Security; B.S. Data Analytics; B.S. Game Design; B.S. Digital Marketing; B.S Web Design (all approved in May 2023)
- Successfully steered the creation of two new undergraduate programs, and submitted all NYSEG documentation for the following approved programs in year two:
  - Application to NYSED for a B.S. in Sports Management (SP 24)



- Application to NYSED for a B.S. in Health Management (SP 24)
- Lead and organized the discontinuance of the following programs with NYSED: B.A. in Religious Studies; the B.A. in Art History; the B.S. Actuarial Mathematics; and the Masters in Translational Biomedical Research Management
- Lead the implementation of the First-Day Complete – Barnes & Noble textbook program
- Successful support to rebalance the academic budget with a \$2million dollar reduction
- Supported the Writing Center Director in winning the *Small Liberal Arts Colleges-Writing Program Administrators* “the 2024 SLAC-WPA Martinson Award for Innovation to Hartwick College for its Equity Initiative”
- Support for the hire of 9 new full-time faculty members and a Dean of Nursing

### **Past Employment**

**Mission College** (Santa Clara, CA)

(August 2020-June 2022)

*Dean of Language Arts & Co-Chair- Guided Pathways*

#### *West Valley-Mission College District Profile*

- Mission College is a community college, part of a two-college district in Santa Clara (Silicon Valley), CA. The district has a headcount of nearly 14,000 students, 290 faculty, 141 full-time and 327 part-time. Mission is a minority-serving institution with a student population of Latinx 33%, Asian American at 25%, Whites at 18%, and a wide range of students from other ethnically diverse populations. The District has a budget of \$147,000,000 annually.

#### *Key Responsibilities as dean*

- Led the division (Communications, English, and English as a Second Language) in planning budgets, hiring and promotion of faculty in tenure, managing all academic program review processes, course level and program level assessment, and collaboratively setting the vision for the division
- Project Managed – Starfish Implementation (student retention software)– West Valley College
- Served as the college’s Guided Pathways Co-Chair
  - Administered the \$600,000 grant for Guided Pathways
- Served as an executive on the College Budget Advisory Committee
- Oversaw the Honors program at the college
- Oversaw the Writing Center and all its functions
- Managed over 25 full-time and over 40 part-time faculty
- Leveraged data to produce insights to increase student success and retention
- Developed and strategically use the annual division budget
- Guided faculty in the assessment of courses and programs in support of accreditation
- Developed annual division goals and work plan, with academic program review
- Administered the enactment of the faculty union contract and classified contract
- Developed the annual course schedule for all academic programs in conjunction with the Registrar, CAO, and faculty to facilitate student success
- Strategized, wrote, and implemented the work of grant funding applications for both

California and national competitive grants

*Key Accomplishments/Outcomes:*

- Successful re-design and restart of Guided Pathways (student success) \$500,000, five-year grant program, with a full 4-year strategic plan
- Project Manager for West-Valley Starfish Implementation Team
- Designed and hired the Ethnic Studies founding faculty member
- Guided and hired the founding of an UMOJA (black student support) program faculty member
- Successful co-lead the implementation of faculty contract changes for the 2021-2024 contract

**SUNY Schenectady County Community College** (Schenectady, NY)

*Dean of Liberal Arts*

December 2017- August 2020

*Co-Chair- Student Success Initiative/ATD*

September 2016 – January 2020

*SUNY Schenectady County Community College Profile:*

- SUNY Schenectady is a community college in upstate New York near Albany, NY. It has a headcount of nearly 5000 students, an FTE of 3154, 115 faculty, 45 full-time and 70 part-time. SUNY Schenectady is not a minority-serving institution, with student populations of Latinx at 9%, Black at 18%, and Whites at 59% and a wide range of students from other ethnically diverse populations. The college has a budget of \$27,000,000 annually.

*Key Responsibilities as dean*

- Lead the division in planning budgets, hiring and promotion of faculty in rank and tenure, managing all academic program review processes, course level and program level assessment, collaboratively setting the vision for the division
- Managed 9 transfer and 9 career focused programs, including Aviation, Computer Science, English, History, Psychology, Human Services, Chemical Dependency Counseling, Early Childhood, Teacher Education and Direct Support Professional programs
- Managed 19 full-time and over 40 part-time faculty
- Developed and strategically use the division annual 2-million-dollar budget
- Lead five course coordinators (chairs) within the division
- Phi Theta Kappa lead administrator
- Hired, trained, and evaluated all adjunct faculty
- Directly supported the college mission by intentionally aligning division-level activities with the college's five key strategic pillars
- Guided faculty in assessment of courses and programs in support of accreditation
- Developed annual division goals and work plan, with APR outcomes
- Planned, organized, and directed all work with academic advisors and student success coaches within the division in conjunction with Student Affairs administration
- Administered the enactment of the faculty union contract and CSEA contract
- Oversaw all curriculum development within the division
- Developed the annual course schedule for all academic programs in conjunction with the

- Registrar, CAO, and faculty to facilitate student success
- Strategized, wrote, and implemented the work of grant funding applications for both SUNY and national competitive grants
- Prepared and authored administrative reports, including accreditation chapters, reaccreditation paperwork for specialized programs, strategic planning, etc.

*Key Accomplishments/Outcomes:*

- Managed developmental English studies reform through guided pathways, with an outcome of 50% more developmental students earning college credit in the first year, and a 10% increase in college composition pass rates; use of the Accelerated Learning Program model
- Successful application and administration of a \$98,000 National Endowment for Humanities grant to restructure humanities curricula for criminal justice programs with the goal of improving the diversity and equity training of future law enforcement officers
- Successful re-negotiation of contract for Fixed-Based Operator Aviation Flight School, for 2020-2022
- Successful re-accreditation (2019-2023) to award the Credential Alcoholism and Substance abuse Counselor (CASAC) provided by NYS Office of Addiction Services and Supports for students in the Chemical Dependency Counseling programs
- Creation and approval from NYSED and SUNY for the Direct Support Professional and Community Health Worker certificate degree programs
- Created five transfer articulation agreements and two workforce articulation agreements signed in three years, with high schools and universities
- Supported and led the first successful College in the High School Smart Scholars program to graduate HS students with an A.A. degree at the same time of HS graduation.

*Achieving the Dream Co-Chair Student Success Initiative Work Key Responsibilities:*

- Chaired a team of 20+ members, including the president and vice presidents to formulate data-driven decisions to affect the college's work on student success, including: enrollment, retention, completion, advising, and pedagogical advancement
- Wrote successful application to the Achieving the Dream Network
- Wrote ATD Work plan – Spring 2017
- Engaged IR in KPI generation, data/survey question generation, data analysis, and response to create strategic planning recommendations
- Presented data at campus-wide trainings, institute week, academic senate, foundation meetings, and fundraising events
- Planed and managed weekly meetings for both the core and multiple sub-teams
- Promoted acceptance into SUNY Cohort II for Guided Pathways, 2019 Start

*Key Accomplishments/Outcomes*

- Improvement in retention equity gaps (fall to fall retention outcomes) by over 30% in the first year of change implementation
- Graduation rates gaps between whites and students of color were reduced by ~ 50% in three years, from 16.8% to 8.3%
- On-time graduation improvement by 35%, and three-year graduation rate raised by 7%

- Distinguished recognition for college reform efforts, in the colleges, 2019 reaccreditation by the Middle States Commission on Higher Education

**Schenectady County Community College** (Schenectady, NY)

English Faculty - Assistant Professor  
- Instructor

September 2015- December 2017  
September 2013- August 2015

**Courses Taught at SCCC**

- CSS 126 College Integrated Reading/ Writing I (3 cr.)\*
- CSS 126 ELL College Integrated Reading/ Writing I (3 cr.)\*\*\*
- CSS 127 College Integrated Reading/ Writing II (3 cr.)\*
- CSS 127 ELL College Integrated Reading/ Writing II (3 cr.)\*\*\*
- ENG 123 College Composition (Online and Traditional)\*
- ENG 123 ELL College Composition (Traditional)\*\*\*
- ENG 124 Literature and Writing
- LIT 215 Introduction to Poetry
- LIT 225 Contemporary World Fiction (Online)
- LIT 252 British Literature before 1800\*
- LIT 254 British Literature since 1800\*
- LIT 266 Literary Science Fiction and Fantasy(Online and Traditional)\*\*
- BRG 101 Summer Bridge- Writing Skills (2 cr. workshop)\*\*\*

One \* denotes a course rewritten- coauthored

Two \*\* denotes a course rewritten as the lead author

Three \*\*\* denotes a new course written as the lead author

**College Service**

- Liberal Arts Division Committee Fall 2013-2020
- English Concentration Creation Spring 2015
- *Chair* - English Language Learners Initiative Fall 2013-2020
- *Chair* - Retention Committee Fall 2015-2016
- Strategic Planning Committee and Writing Subgroup member Fall 2015
- Liberal Arts Program Review Committee Member 2015-2016
- Negotiator - Union of Faculty and Professionals, 3-Year Contract 2016-2017

**University of Maine at Fort Kent** (Fort Kent, ME)

Reading/Writing Specialist

August 2010 – August 2013

**Teaching**

- ASP 050 College Reading (3 credits, online and traditional)
- ASP 060 College Writing (3 credits, online and traditional)
- ASP 310 Graduate School Preparation (1 credit)
- ASP 090 Summer Bridge (2 Credits, Pearson My Foundations Lab)

**Management: Director UMFK Writing Center**

- Hired, trained and facilitated all UMFK writing tutors
- Analyzed and reported upon all data gathered concerning writing tutoring
- Collaborated with all faculty to ensure the highest quality of writing support

- Managed tutoring budget

### **Advising**

Academically advised ten students in academic programs

### **TRIO Work**

Advised forty students on all matters both academic and personal

Co –Advised the Student Leadership Group

### **Committees**

Orientation Board: Tasked with re-designing orientation

Distance Education: Tasked with founding the distance education department initiative strategic plan

### **Adjunct English Faculty**

ENG 100 and 101 English Composition I and II (3 credits)

ENG 111L English Composition I Lab (1 credit)

ENG 305 Composition Pedagogy (1-3 credits)

## **Huntington Learning Center (Syracuse, NY)**

*Assistant Director of Education*

(2010-2011)

Directed day-to-day operations of the K-12 tutoring center, hired and trained all part-time tutors, ran business meetings, and tutored children of all ages on topics from basic reading and math to SAT preparation

## **Writing in the Disciplines, University of Vermont (Burlington, VT)**

*Graduate Research Assistant: Writing in the Disciplines*

(August 2008 - August 2009)

### **Primary and Secondary Research**

Conducted primary research on students' writing interests, skills, and development through focus groups of students. Conducted secondary research on working with collegiate plagiarism, teaching writing in classrooms of different sizes, and writing assignment design

## **Education**

### **University of Maine (Orono, ME)**

June 2011 - May 2017

Ph.D. Higher Education Leadership

Dissertation: *Discourses of Developmental English Education: Reframing Policy Debates*

Phi Kappa Phi National Honors Society

### **University of Vermont (Burlington, VT)**

August 2008 - May 2010

Master's English Language and Literature, Concentration in Poetry-Romanticism

Thesis: *Questions of Agency: Wordsworth and Natural Impression*

B.A. English, Departmental Honors

August 2004 - May 2008

B.S. Psychology; Minor: Chemistry

### **Key Skill Sets/ Certifications**

- Certified: *Diversity, Equity & Inclusion in Teaching and Learning Certificate with Distinction* (2021)
  - Issuer: SUNY Center for Professional Development
- Certified: *Peer Online Course Reviewer* (2022)
  - Issuer: California Virtual Campus – Online Network of Educators
- Certified: *Open SUNY OSCQR (Course Quality Review Rubric) Online Course Reviewer* (2020)
  - Issuer: SUNY Online/ Credly
- Serve as a Middle States Commission on Higher Education – Peer Evaluator (2022-current)

### **Research/Teaching Interests**

Student success, educational policy, poststructuralism, policy discourse analysis, developmental education, education philosophy, educational pedagogy, Language Learners (ELL), Romanticism, eco-poetics, masculinities, literature and philosophy, cognitive and behavior psychology, moral psychology

### **Publications**

Allan, E.J., & Tolbert, A.R. (2019). Advancing social justice with policy discourse analysis. In K. K. Strunk, L.A. Locke (Eds.), *Research methods for social justice and equity in education* (pp.137-149). Cham, Switzerland: Palgrave Macmillan.

Dissertation: *Discourses of Developmental Education: Reframing Policy Debates* (2017, University of Maine)

Thesis: *Questions of Agency: Wordsworth and Natural Impression* (2010, University of Vermont)

### **Conference Presentations**

“Discourses of Developmental Education: Power and Access” Aaron R. Tolbert & Elizabeth J. Allan, ASHE (Association for the Study of Higher Education) - 2018

### **Working Papers**

“Negotiating Tenure: Moving against the grain to secure faculty futures”, Aaron R. Tolbert, Ph.D. and Eileen Abrahams. – Intended Journal: *Review of Higher Education*

This manuscript focuses on case-study the experience of negotiating tenure in 2017 at a state college, and how this act pushes against the grain of eroding tenure and tenure provisions in US higher education with a discussion of the impact on free speech rights

for the nation.

“Nature’s Discourses: How discourses of science shape environmental practices”: Intended Audience- Nature

Drawing on eco-critical lens and discourse analysis, and this manuscript delineates the history of how the journal Nature cited famous nature poet William Wordsworth as it epistle for nearly 70 years, and how changes to that quote reflect a large shift in discourse practices that shape how the pursuit of science is practiced.

### **Dissertation Committee Service**

Nicole Mangiere Nover - Manhattanville College, 2021

*A Policy Discourse Analysis of Time: The Discursive Construction of Teachers as Managed Managers*

Tobby Joshua Bragdon – University of Maine, 2024

*Exploring what realities are (re)produced by discourses in General Education Block Articulation Agreement policy between Community Colleges and Public, Four-Year Institutions in Four States with Predominantly Rural Serving Institutions.*

### **Conferences Attended**

- American Conference of Academic Deans, 2024
- NASSFA, 2023
- Association for the Study of Higher Education, Fall 2017
  - Presented Paper, *ACT Advancement*, by Dr. Grant Clayton and Dr. Aaron Tolbert
- Achieving the Dream: ATD Member Kick Off, June 2015, Data Summit September 2016, DREAM, February 2017, 2018, 2019, 2020, 2021
- ASHE: 2014, 2015, 2017, 2018
- LAANE: 2010-2013
- Middle States Commission: December 2015

### **Professional Memberships**

Middle States Commission on Higher Education	2022-Current
Association of California Community Colleges Administrators	2020 - 2022
AACC	2020-2022
Association for the Study of higher Education (ASHE)	2014-Current
Phi Kappa Phi Honors Society	2017-Current
Learning Assistance Association of New England (LAANE)	2010-2013