

Dr. Nicole C. Esposito

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Education

- **Doctor of Educational Psychology, Ed.D**
American International College
Dissertation Research Focus: “Executive Functioning Deficits to Predict Violent Criminal Behavior”
- **Certificate of Advanced Graduate Studies in Adjustment Counseling, C.A.G.S.**
American International College
- **Master of Science in Forensic Psychology, M.S.**
American International College
- **Bachelor of Science in Psychology, B.S.**
Minor in Criminal Justice
Springfield College

National Initiatives and Leadership

- Invited to join the National Conference of State Legislators Task Force on Higher Education (2023)
- Invited by the AAWCC President to serve as a member of the National Board of Directors for the American Association for Women in Community Colleges- Member at Large (2022-present)
- Identified to serve as the Chair of the AAWCC National Equity Taskforce to build Equity Programming across the country (2022)
- Created and launched the national “Lead Like a Woman” panel series. This is a successful national initiative that has been adopted as a key program for the National Association for Women in Community Colleges (2023)
- Leaders Institute Annual National Conference: Identified to serve as a member of the core faculty for the national conference. I offer a workshop on the topic of “Leadership and Organizational Culture” (2023/2024/2025)

State-Wide Initiatives and Leadership

Commissioner (MCSW) Representing Hampden County for the State of Massachusetts Commission on the Status of Women, 4/2023-Present

Hampden County, MA

Central Connecticut State University (CCSU) President Advisory Board Member, 8/2020-Present

New Britain, CT

CT State Colleges and Universities (CSCU) Faculty Advisory Committee Representative to the CT State Board of Regents for Higher Education (FAC), 04/2019-07/2019

Connecticut CSCU System Office- Hartford, CT

CSCU Framework and Implementation Review Committee Member (FIRC/TAP), 09/2014-05/2019

Connecticut CSCU System Office- Hartford, CT

The Connecticut Board of Regents defined FIRC as follows:

'The TAP Framework Implementation and Review Committee has primary responsibility to oversee the Transfer and Articulation State Policies and general education framework (Framework30), to monitor how the major pathway degrees (Pathway30) are integrated with the Framework30, to review learning outcomes assessment data about general education outcomes provided by campuses, and to make advisory recommendations for adjustments to the TAP Framework. The FIRC shall serve as a clearinghouse for information and clarification.'

Threat Assessment and Behavioral Intervention Team Member (TABI), 1/2014-08/2019

Manchester Community College-Manchester, CT

Title IX Task Force Team Member, 5/2014-08/2019

Manchester Community College -Manchester, CT

Higher Education Leadership Positions

Chief Executive Officer, 07/2020-Present

Manchester Community College- Manchester, CT (4/2012-present)

I have served Manchester Community College from 4/2012 to present in a variety of positions before serving as the CEO. Manchester Community College is one of the largest community colleges in the state of Connecticut serving more than 13,000 credit and credit free students per year (pre-COVID). MCC serves a diverse population of traditional and non-traditional students from areas surrounding Hartford, CT. The Chief Executive Officer provides critical focus and expertise on institution-wide improvements in all identified areas of performance, operational oversight, maintenance of a sound infrastructure, and promotes a safe and comfortable environment for teaching and learning. This position requires knowledge of all facets of campus operations and functions and must be able to identify opportunities for improving operational excellence. (Manchester Community College has transitioned to CT State Community College-Manchester post-merger in July 2023)

- Serve as the public face of the institution and responsible for management and leadership of operations, including oversight of a \$55 Million operating budget and more than 850 full and part-time employees
- Oversight of capital planning and deferred maintenance for more than 550,000SqFt of facility
- Renovated and expanded a new Dental Lab, Occupational Therapy lab, built a new library Maker Space, built a Wellness Center for students, created plans and approved the blueprints for a new One- Stop admissions and enrollment center, replaced the roof on the college campus and updated technology infrastructure. This includes the replacement of more than 840 computers, new AV equipment and two new hyflex multi-purpose classrooms
- Successfully developed strong working relationships with local legislators, union representatives, and policymakers to advocate for funding, resources, and effective policies to support public higher education
- Worked closely with local business owners and executives to support workforce needs within the community
- Oversight of 501-C3 Foundation with assets exceeding \$18 million and hired a full-time Dean of Institutional Advancement to manage IA operations as a member of my leadership team
- Successfully balanced the budget during the pandemic and brought the institution from a \$4.2 million deficit to a \$2 million surplus in one fiscal year.
- Successfully developed and implemented a Phase 3 re-opening plan during the COVID-19 pandemic
- Worked diligently to improve campus morale by holding 8 open forums with the college community per year, as well as initiating individual meetings with faculty, staff, and students. This improved communication and

transparency with campus stakeholders and deepened the understanding of needs and concerns across the institution

- Utilized data to identifying gaps in student outcomes based on factors such as race, ethnicity, and gender while mobilizing the campus to close these equity gaps. This was accomplished by utilizing internal KPI data (Key Performance Indicators) as well as ATD data
- Successfully diversified the leadership team to strengthen decision-making and bring a variety of perspectives to the leadership table in 2020
- Oversight of strategic plan, enrollment strategies, academic matters, and fundraising opportunities prior to consolidation of the CT Community Colleges
- Under my leadership, a total of 6 liberal arts and specialized accreditation workforce programs received reaccreditation status upon completion of program self-study reviews
- Completed the institutional NECHE self-study for the College's 10-year re-accreditation in 2022. This was accomplished by selecting team leaders, writers, and monitoring progress to secure continued regional accreditation
- Created and implemented a re-structure plan for Student Affairs to increase enrollment, retention, and outreach efforts. This resulted in a significant increase in student applications for the Spring 2021 term (pre-merger)
- Developed a college-wide plan to improve diversity and equity across the institution
- Initiated the first CEO Virtual Coffee Hour to hold frequent, and timely, discussions with members of the college community. This continually improved communication, morale, transparency, and employee satisfaction

Assistant Dean of Liberal Arts and Professional Studies, 08/2019-06/2020

Springfield Technical Community College- Springfield, MA

I briefly served as a member of the executive team for STCC and assisted with improving general education curriculum, assessment practices, and co-lead the largest academic division of the institution while they navigated change. Springfield Technical Community College serves a diverse community and is located in an urban setting on 35 acres of the Springfield Armory National Historic Site. STCC has served as a major resource for the economic vitality of Western Massachusetts for more than 50 years. As the only technical community college in Massachusetts, STCC, a designated Hispanic Serving Institution, and an Achieving the Dream Leader College, offers a variety of career programs unequaled in the state. STCC serves more than 7,000 students a year, offers more than 94-degree options, and employs approximately 828 faculty and staff members. (STCC, 2019)

- Served as a member of the executive leadership team for the college to provide strategic direction for enrollment, retention, and fiscal management
- Initiated and developed a proposal for General Education reform to improve retention and completion rates among first generation and at-risk students
- Developed and proposed a strategic plan to improve assessment techniques and parameters for reporting
- Served as a member of the NECHE self-study team for Standard 4, specifically, providing the input and data for reporting General Education process, development, and the methods to ensure quality of the academic programs
- Responsible for the oversight and management of program and discipline self-studies within the division of Liberal Arts and Professional Studies
- Overseeing the external accreditation activities as it relates to the division disciplines and programs
- Collaborated with the team of college Deans for budgetary matters, general operations and fiscal management of division budget
- Responsible for direct supervision of more than 70 faculty members including full-time, tenured faculty, part-time faculty and Department Chairs
- Responsible for full-time and tenured faculty evaluations and making recommendations for promotion and tenure
- Directly responsible for handling all student complaints, grade grievances, and faculty concerns within the division

- Encouraged faculty involvement in the strategic planning process of the division. Such as, meeting with Department Chairs and Program Coordinators to determine programmatic needs and resources that require funding, staffing levels, student workers, and marketing materials
- Developed and promoted projects and initiatives that fostered innovative teaching methods. This includes assisting faculty with the development of online courses and online course redesign
- Assisted with grant management. Including a Title III grant in the amount of \$667,000 per academic year
- Prepared data for long-range initiatives to support enrollment and retention across the division. Specifically, the implementation of intrusive advising and curriculum mapping of various degree programs to support a model of meta-majors and Guided Pathways

Program Coordinator/Program Head and Associate Professor, 09/2014-08/2019

Disability Specialist and SLPA Degree Programs

Manchester Community College- Manchester, CT

- Responsible for hiring, supervising, and evaluating teaching faculty within the department
- Managed academic degree program budget and raised additional funds through philanthropic efforts
- Responsible for assessment of program and course specific outcomes
- Responsible for preparing all program documentation related to assessment, student outcomes, and accreditation
- Successfully increased enrollment and retention rates within the first 2 years of serving as a Program Coordinator
- Created internship opportunities and partnership agreements with community organizations, local public schools, and employers to increase the workforce pipeline for students in the program
- Responsible for writing program self-study for accreditation
- Responsible for completing NEASC E-1 series (Now NECHE) for regional accrediting body
- Created and implemented program goals and objectives consistent with the overall college strategic plan
- Responsible for marketing academic program to increase enrollment
- Collaboration with local boards and local high schools for seamless transition into college
- Fostered relationships in the community and initiated contracts with various organizations, including CT Department of Veteran Affairs, to create student internship opportunities

Fundraising and Relevant Board Leadership

Board Member, Manchester Community College Foundation (non-voting member as CEO) 07/2020-Present

Manchester Community College, Manchester, CT

- 2025-2026- MCC Foundation is currently valued at over \$20.3 million. This is an increase of (aprox.) \$5 million from FY20
- Received a \$1,000,000 endowed estate gift in 2025 to support scholarships for paralegal students
- The MCC Foundation consistently raises \$500,000 in individual donations (or more) per year and we significantly increased the number of new donors in 2023-2024, and again in 2024-2025 (more than 100 new donors to the institution)
- Received a \$100,000 gift from a Manchester Community College alum in 2024
- Donations funded \$970,000 in 2024-2025 for student scholarships
- Foundation approved \$300,000 in 2024-2025 to support various academic programs and initiatives
- In addition to the \$500,000 we raised by individual donations in one year, we have also received two bequests from members of the community. The first bequest was in the amount of \$500,000 and the second bequest is for a percentage of a trust that is currently estimated to be approximately \$120,000 per year

- MCC Foundation received a \$50,000 gift to build a new Dental Lab. This project was completed in 2024.
- Dispersed approximately \$1,240,000 to the campus in academic year 2023-2024. This included a total of \$965,000 in scholarships and \$275,000 to support academic programs and departments
- Funded a \$200,000 project to design a new “Maker Space” for the campus library
- Set a college record for scholarship disbursements in 2022-2023. The Foundation dispersed \$1.35 million in scholarships to 500 students
- Successfully raised over \$50,000 during the COVID pandemic through a virtual auction called “Bid to Give”. This was the first time a virtual auction had been held for the college, and we raised \$50,000 in the first 2 weeks
- Secured over \$100,000 of grant funding from local organizations in 2020
- Successfully hired a new Dean of Institutional Advancement to improve policies, procedures, and develop a plan for improved giving campaign strategies. This significantly improved operations and fundraising efforts
- Provided \$1.2 million in student scholarships in 2021. This was the largest scholarship campaign in the Foundations history
- Worked collaboratively with the Board leadership and members of my Cabinet to create a Wellness Center to support wraparound student services. This was a 3-year strategic plan that was finalized and opened in 2022

Hartford Consortium for Higher Education-Board Member, 2020-present

The HCHE addresses issues of educational equity, access to higher education, and collaborates to improve post-secondary outcomes and degree completion.

National Board Member (at-large), American Association for Women in Community Colleges (AAWCC), 2021-present

The AAWCC is a leading national organization that supports women serving community colleges. The AAWCC is a sister organization to the AACC and provides leadership training opportunities for women that aspire to serve in executive roles.

Vice President of the Board of Directors, 12/2014-08/2019

Transitional Living Center for Children (TLC House)- Manchester, CT

Dissertation Committee Board Member-Educational Psychology Doctoral Candidates, 01/2015-05/2017

American International College- Springfield, MA

College and University Teaching Experience

Bay Path University

Instructor for Graduate School, Undergraduate Program, and Online Graduate Program, 04/2010-07/2020

Longmeadow, MA

- Consistently taught 6-12 credits, including summer sections, winter sections and online sections (The graduate program was also on a trimester schedule)
- Served primary role in the development of a Master of Science Degree in Clinical Psychology
- Developed and instructed the following courses at the graduate level in Clinical Psychology: *Society, Drugs and Behavior; Adult Development; Counseling Techniques and Practice; Career Development in Psychology; Human Growth and Development; Group Dynamics*
- Developed and taught the following courses at the undergraduate level: *Child Development, Child Psychopathology; Marriage and Family Systems; Health Psychology; Introduction to Psychology; Adult*

Development and Aging; Adolescent and Adult Development; Physiological Psychology; and Introduction to Sociology

- Fostered a commitment to the “women as leaders” environment by supporting undergraduate research initiatives, developing gender-sensitive curriculum and supporting non-traditional adult female students
- Facilitated and taught adult learners in non-traditional settings and modalities, such as, online programs, Saturday courses, evening courses, and for the extended campus in Stockbridge, MA
- Advising traditional Psychology undergraduate students for first year and first-generation college students
- Developed the learning outcomes for a variety of graduate courses for the Master of Developmental Psychology degree program
- Developed and taught interactive online courses using the Angel and Canvas learning management systems

Manchester Community College

Full-time Instructor of Social and Human Services, 01/2014-09/2019

Manchester, CT

- Full-time Instructor for Social Services, reviewed textbooks, taught a variety of modalities, and updated/maintained curriculum to ensure relevance
- Served as the primary advisor for over 150 students in the Human Services/Social Service degree program
- Created marketing materials and actively participated in outreach and recruitment
- Collaborated with local high schools
- Utilized a learning management system as a communication tool for all students within the program
- Held several successful group advising workshops for students pursuing degrees in the Behavioral Sciences and Social Service degrees

Manchester Community College

Part-time Instructor of Psychology and Social Services, 08/2012-01/2014

Manchester, CT

- Teaching a variety of courses in Psychology, Human Services, and Disability Specialist Degree Programs
- Worked with a diverse population of students
- Utilized conflict resolution and classroom management skills to guide challenging discussions in the classroom
- Assisting students with connecting to college resources for issues of food insecurity, counseling, advising and housing

Holyoke Community College

Part-time Instructor of Psychology, Student Advising and Online Course Development, 07/2011-05/2013

Holyoke, MA

Holyoke Community College is one of the largest Community Colleges in the state of Massachusetts serving more than 10,000 for-credit and non-credit students. The college serves a diverse population of students from urban areas around Holyoke and Springfield, MA.

- Extensive student advising for students seeking a degree in Psychology
- Collaborated with veteran services to implement weekly workshops for veterans struggling in the classroom
- Developed and instructing the only Neuropsychology course offered to community college students at the time of temporary appointment
- Developed all new curriculum and taught courses as needed by the Department of Psychology: *Psychology of Women, Introduction to Psychology, Interviewing Theory and Practice in Counseling, Abnormal Psychology and Social Psychology*
- Developed and taught online courses using Moodle Learning Management System
- Effectively worked with a multi-cultural and diverse population of students

- Collaborating with students to assist with professional development and educational goals. This was primarily for students seeking additional credentials or education to further career opportunities
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Clinical Mental Health Experience

Business Owner-Psychotherapy and Consultation Practice, 08/2013-09/2019

Psychotherapy and Consultation Services- Longmeadow, MA

Clinician and Neuropsychological Evaluator (per diem), 08/2013-01/2014

Hartford Psychological Services-Hartford, CT

Outpatient Therapist and Psycho-Educational Trainer, 09/2010-08/2011

Behavioral Health Network- Springfield, MA

In-Home Therapy Clinician, 06/2009-09/2010

Behavioral Health Network- Springfield, MA

Sample of Awards and Acknowledgments

- Recipient of the Angela R. Andersen Memorial Award from the state of Connecticut (CCIR) for my social justice work and advocacy of refugee and immigrant students in CT (2025)
- Awarded a CT General Assembly Official Citation for Manchester Community College named the #1 college in the state of Connecticut, and #8 in the nation (2023)
- Awarded an Official Mayoral Citation from the Manchester, CT town Mayor for Manchester Community College being named the #1 college in Connecticut, and #8 in the nation (2023)
- Awarded a Certificate of Appreciation from the MCC Student Government Association for my leadership and advocacy for students (2023)
- Selected as the National AAWCC “Mildred Bulpitt Woman of the Year” for my advocacy and courage to lead change and improve equity for women in higher education (2022)
- Received a “Special Congressional Recognition” from Congressman John Larson for my unwavering advocacy in higher education (2022)
- Featured in *Connecticut Magazine* as one of Connecticut’s “Top 40 under 40 most Influential Leaders” in the state of Connecticut (2021)
- Under my leadership, Manchester Community College received the distinction of “Best College in the State of Connecticut” (2021)
- Featured Successful Alumna in the *AIC Lucent Magazine* (2020)
- Identified to participate in a state-wide Center for Teaching Leadership Academy (2018)
- Identified to be the first MCC Administrative Faculty Fellow for Succession Planning (2017)
- Merit Award recipient for Outstanding Service at Manchester Community College (2017)
- Awarded Blake Fellowship and full scholarship for academic performance in doctoral program (2010)

Contributing Author

*Contributing author of “Community College 2.0: Charting a New Future for America’s Community Colleges”
(Pending Publication)*

Esposito, Nicole. “Courage and a Moral Compass: Community College Leadership for the 21st Century.”
Community College 2.0: Charting a New Future for America’s Community Colleges, edited by Emily Suh,
Jennifer Maloy, Patrick Sullivan and Sarah Snyder, Utah State University Press, (TBD), Chapter (Pending)

Esposito, Nicole. “What the Federal Government Can Do to Support the Community Colleges” Community
College 2.0: Charting a New Future for America’s Community Colleges, edited by Emily Suh, Jennifer Maloy,
Patrick Sullivan and Sarah Snyder, Utah State University Press, (TBD), Chapter 9