

Nicole Esposito, Ed.D, LMHC
Longmeadow, MA 01106

Letter of Application

Dear President Ojakian and Members of the Search Committee,

I am pleased to submit my application for the Campus Chief Executive Officer position with the Connecticut Community Colleges. I would be honored to serve as the CEO for any Connecticut Community College in the Capital-East region. However, I have a strong preference for Manchester Community College, as this was my home campus for seven years before accepting another leadership opportunity. With a heavy heart, I made the decision to accept a leadership role in Massachusetts last summer. It was a very difficult decision because I am strongly dedicated to my colleagues and students in the Connecticut system. However, I also know that making large-scale change is more possible when serving in executive leadership positions. Currently, I serve as the Assistant Dean of the Liberal Arts and Professional Studies division for Springfield Technical Community College (STCC). STCC is located in an urban setting and is a dynamic and diverse multi-cultural learning environment in the heart of Springfield, Massachusetts. The Liberal Arts and Professional Studies division is the largest academic division of the college with more than 2,500 students and 70 faculty members. I am responsible for the direct supervision of the faculty, handling all student conflicts and personnel issues, managing enrollment and retention of students in the division, managing curriculum development and pedagogy improvements, pursuing articulation agreements, overseeing external accreditation and program self-studies, and managing the division budget in collaboration with my executive leadership team and finance office. As a member of the college executive team, I have already proposed improved parameters for assessment and I have quickly gained agreement on reforming the STCC general education curriculum. This is something that has never been previously accomplished at STCC. Additionally, I am responsible for meeting with external stakeholders to help bring in funding, foster relationships with local high schools and business owners, and to articulate the importance of community colleges today. Springfield Technical Community College is also an Achieving the Dream Leader College and we are currently working on initiatives to close equity gaps.

During my time in Connecticut, I served in various roles and I am known for my willingness to implement large-scale change for the benefit of the students and college community. One notable example of this was my service as the Framework and Implementation Review Committee member (FIRC) and the Transfer and Articulation Policy MCC representative (TAP) for five consecutive years. In this role, I served as a change agent willing to challenge the status quo for the benefit of our students. I developed a strong working knowledge and understanding of institutional policies and procedures and gained valuable experience with national trends in higher education. This includes, but is not limited to, my extensive training for Guided Pathways initiatives, best practices in assessment techniques, enrollment, and retention strategies for community college students. As the TAP/FIRC representative, I held countless individual and small group meetings with faculty, staff, and academic leadership across the CSCU system. I personally developed the TAP endorsement process for Manchester Community

College so that all stakeholders and levels of shared governance were involved. I successfully implemented 24 new TAP degrees through the MCC governance process with a 100% endorsement rate. I did this by informing my campus monthly and communicating openly with all members of the college community. My ability to effectively communicate complex processes is how I was able to gain broad agreement on this necessary change in the system. In addition to serving as the primary TAP/ FIRC representative for five years, I also served on a variety of campus and state-level committees. For example, I was an active member of the Threat Assessment and Behavioral Intervention team (TABI), I served as a member of the student conduct board, I was elected to serve as the MCC representative for the state-wide Faculty Advisory Committee (FAC), I was a faculty mentor for the Minority Fellowship program, and I served as the co-chair of the MCC Women's Caucus. While serving in these various roles, I was able to initiate a variety of changes that improved both process and efficiency for the college. However, I would like to share with the committee just one of the many contributions I made, which has had lasting impact on students. During my time as the co-chair of the Women's Caucus, I received a Merit Award for my dedicated service to the college. The Merit Award included a \$1,500 stipend. I was able to give back to students by using the funds to create the first Women's Caucus Unrestricted Scholarship. I created this scholarship fund for any female student identified as being a single mother in good academic standing, has exhausted financial aid, and presented with a financial hardship. Each year, three women were identified to receive a \$500 unrestricted scholarship to help them reach their goals. To my knowledge, contributions are still made to this fund and many young women have benefited as a result. Perhaps the reason I am sharing this is because I, myself, am a first generation college student and I worked multiple jobs to support myself through college, much like the students we serve now. Despite the challenges, I earned my Bachelors of Science in Psychology with a Minor in Criminal Justice. I earned a Masters of Science Degree in Forensic Psychology, a CAGS in Adjustment Counseling and a Doctoral Degree in Educational Psychology. I worked for several years with at-risk youth and diverse populations as a Mental Health Clinician in urban settings.

During my time as a full time faculty member, I dedicated the majority of my career to serving a similar population of students. Perhaps my passion for this work is rooted in my own personal history. I was born and raised in Connecticut and was exposed to domestic violence beginning at a very young age. My biological mother was a teenager at the time and had never finished high school. My biological father struggled with addiction and had only achieved a high school diploma. My mother struggled to raise two young daughters alone because she herself was young and lacked any professional skills or formal education. Eventually, we were able to find a safe living environment, but I share this with the committee because it was the first time I faced homelessness and food insecurity as a young girl. Much like the students we serve, I quickly learned that education was my ticket to new opportunities and it was my own professors who embraced me when I entered college. College was life changing for me and I plan to pay it forward as a Community College Campus CEO.

My early life experience is just one of the reasons why I am so aware of the challenges our students face today. College tuition around the country continues to rise, job opportunities are challenging to find, and low wages for entry-level positions result in food and housing insecurity. The data is clear and colleges must adapt and evolve to ensure our students have a bright future full of opportunity. We must implement change to ensure our colleges are financially sustainable and that we set our students up for success. One of the many ways we can accomplish this is through initiatives, such as, Guided Pathways, Transfer and Articulation, and moving forward with a thoughtful and strategic plan for consolidation. Moving away from the cafeteria model of higher education will improve a students experience, increase enrollment, and improve retention and completion rates. These efforts should be a primary focus as the system

moves forward because evidence suggests we are struggling in these areas. For example, Manchester Community College alone has hovered around a 15%-16% graduation rate for several years. This number falls even lower for at-risk students and students of color, which creates an enormous equity gap. Specifically, the data shows that over the past few years, Manchester Community College has dropped 8.6% in enrollment and the completion rates for black and African American males is as low as 8%. To add, enrollment across the state is down, at least, 9% and these percentages are expected to grow. Adding to the challenge is the decreased funding from the state every year. This data further supports the need for change in our Connecticut Community College system. The colleges will prevail if we find efficiencies, share resources, invest in student services, and attract additional funding sources. Small fundraising efforts are valuable, but efforts will need to be focused on finding larger grant opportunities, possibly offering more online courses to attract non-traditional students, and continually engaging in philanthropic fundraising events.

As I mentioned previously, our students are also increasingly facing homelessness, food insecurity and lack of support for mental health needs. There are national trends in higher education dedicated to addressing these concerns. These initiatives are important because students are not able to focus on college if they face homelessness, hunger, or are struggling with their mental health. Investing in stronger holistic student services can greatly improve their ability to persist in college. Perhaps there is room to also rethink the traditional models of developmental education as well. Data suggests that developmental education can sometimes act as a roadblock for students who are already struggling when they arrive at college. It is widely understood that developmental education is valuable for underprepared community college students. However, there are other models that do not result in barriers for students attempting to achieve their goals. These are just a few of the many ways we can evolve to meet student needs moving forward. Although these are student-centered initiatives, implementing these changes will also positively impact net revenue for the colleges. This is because the secondary gain of these initiatives is improved enrollment and retention. Additionally, it will improve student engagement if they are able to utilize wrap-around student services. I hope to have the opportunity to explore, and perhaps implement, these initiatives as a campus Chief Executive Officer.

The possibility of returning to Connecticut to help lead these initiatives is both exciting and humbling. I would greatly appreciate the opportunity to return and serve as a Campus Chief Executive Officer in the Capital-East region. I believe that my leadership experience, understanding of national trends, philanthropic spirit, and my deep working knowledge of the Connecticut Community College system can bring value to the CSCU team once again.

I appreciate your time and consideration.

Respectfully Submitted,

Nicole Esposito, Ed.D, LMHC

Dr. Nicole Esposito, LMHC

Nicole C. Esposito, Ed.D, LMHC

Longmeadow, MA 01106

Education

- **Doctor of Educational Psychology, Ed.D**
American International College
- **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

Current Professional Licensure

LMHC- Licensed Mental Health Counselor in Massachusetts – License # 8784

Selected Higher Education Leadership Highlights

- 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
- Created and implemented the first Full Time Faculty Forum at Springfield Technical Community College
- Team lead for NEASC college accreditation review- Standards 1 and 2 for the 5-year interim report
- Member of the NECHE college accreditation team for self-study Standard 4
- Working with college governance process to update curriculum and develop new articulation programs across the state
- Created a model of intrusive advising and developed a cohort model for program student completion and retention. This increased program enrollment by 60% within one academic year
- Created and assisted with implementation of the first system-wide General Education (Framework 30) in collaboration with state-level constituents and the Framework and Implementation Review Committee (FIRC)
- Developed a Behavioral Health Science degree option consistent with current Guided Pathway national trends and the model of Meta-Majors
- Active leader for various ad hoc Committees, including: online course evaluation committee, faculty search committees, disability services advisory board, and serving as the elected representative for the Faculty Advisory committee to the Connecticut Board of Regents
- Hiring, Supervising and evaluating adjunct faculty, full time faculty and tenured faculty members
- Responsible for advising, recruitment and retention for various academic degree programs within Social and Behavioral Sciences and Liberal Arts
- Responsible for analyzing, reviewing and managing the operating budget for academic degree programs and a school division.
- Serving as a reviewer of Blackboard Learn, Blackboard Ultra and other new methods for online course design
- Serve as a member of the student conduct board for student conduct hearings and providing advisory recommendations for corrective action
- Created an in-house reporting method to track student conduct concerns and potential campus threats

- Co-Chair of the Women’s Caucus and created the first unrestricted scholarship for single mothers pursuing a college degree
- Faculty advisor for the Veterans Club and held three Veteran dinner events to welcome the CT Veteran Affairs Commissioner to the MCC campus
- Selected to serve as a Faculty Mentor for the Minority Faculty Fellowship program to promote hiring faculty from underrepresented populations
- Commitment to enhancing multiculturalism and diversity among students and faculty through direct programs and initiatives, such as, the Minority Fellowship Program and leading a campus-wide discussions about diversity, inclusion and multiculturalism
- Serve as a member of the Disability Services advisory board
- Connecting to community resources –Including outreach to community organizations, community non-profits and local high schools to highlight the value of community colleges

Higher Education Leadership Experience

Assistant Dean of Liberal Arts and Professional Studies, 2019-Present

Springfield Technical Community College- Springfield, MA

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 unequalled 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)

- Serving 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
- Created and implemented the first Full Time Faculty Forum at Springfield Technical Community College
- 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
- Collaboration with our 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
- Assist in the academic orientation of new faculty, and ongoing professional development opportunities for all division faculty
- Assist with the promotion and marketing of the college and division to external constituents
- Develop and maintain close liaison and harmonious relationships with educational and public agencies to foster working relationships. Specifically, advocating for articulation agreements with local 4-year private institutions and using data to determine workforce needs to inform program development
- Directly responsible for handling all student complaints, grade grievances, and faculty concerns within the division
- Directly responsible for handling and addressing all personnel issues and concerns within the college division
- Compile, analyze, and report all data related to the operation of the school. This included, preparing reports, proposals and recommendations to improve student retention, enrollment trends and program success

- Encouraging faculty involvement in the strategic planning process of the division. This includes meeting with Department Chairs and Program Coordinators to determine programmatic needs and resources that require funding, such as staff, student workers, or marketing materials
- Develop and promote projects and initiatives that foster innovative teaching methods. This includes assisting faculty with the development of online courses and online course redesign
- Ensuring that instructional facilities, equipment, and supplies are adequate and in suitable condition
- Collaborate with other members of executive team in oversight of catalog changes, and monthly and annual reports of course enrollment trends
- Assist in grant development and grant management. Including a Title III grant in the amount of \$667,000 per academic year
- Assist in the assessment process of new and existing programs and curriculum. This includes collaboration with the Director of Assessment to develop parameters and requirements for assessment strategies
- Overseeing course scheduling for the division of Liberal Arts and Professional Studies
- Prepare data for long-range initiatives to support enrollment and retention across the division. Specifically, the implementation of intrusive advising, curriculum mapping of various degree programs to support a model of meta-majors and Guided Pathways
- Remain up-to-date on all national trends in higher education and disseminate the research and data to faculty and staff across the college

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

Disability Specialist and SLPA Degree Programs

Manchester Community College- Manchester, CT

Manchester Community College is the largest community college in the state of Connecticut serving more than 13,000 credit and credit free students per year. MCC serves a large diverse population of traditional and non-traditional students from urban areas surrounding Hartford, CT.

- Responsible for hiring, supervising and evaluation of all department adjunct faculty
- Manage academic degree program budget and raise 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
- Developing and teaching a variety of courses in Psychology, Disabilities and Social Services
- Successfully increased enrollment and retention rates within the first 2 years of serving as a Program Coordinator
- Successfully created internship opportunities and partnership agreements with community organizations, local public schools, and employers
- Demonstrating effective curriculum development and evaluation of academic program courses to ensure students are meeting learning outcomes and are able to transfer seamlessly into 4-year institutions
- Responsible for writing program self-study for accreditation
- Responsible for completing NEASC E-1 series (Now NECHE)
- Created and implemented program goals and objectives consistent with the overall college strategic plan
- Responsible for marketing academic program to increase enrollment. This was accomplished by reviewing and updating marketing materials, participation at various open house events and collaboration with community organizations
- Collaboration with local boards and local high schools for seamless transition into college
- Fostering relationships in the community and initiating contracts with various organizations, including CT Department of Veteran Affairs, to foster student internship opportunities
- Successful development of innovative online courses to serve populations of students who cannot attend campus for a variety of reasons
- Managing an online Blackboard Shell for academic programs and utilizing the shell as a method to share job opportunities and volunteer opportunities for students
- Effectively implementing intrusive advising techniques to improve student retention from Fall to Spring
- Working effectively with a diverse student and faculty populations to support their personal, academic and career goals
- Utilizing counseling skills when supervising and addressing student and faculty complaints and conflicts

- Extensive student advising to improve academic performance and improve program completion rates

Teaching Experience

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

Manchester Community College- Manchester, CT

- Full-time Instructor for Social Services, reviewed textbooks and updated curriculum in Human Service courses
- Successfully teaching several sections of Introduction to Human Services. This course served a variety of developmental students due to having no required pre-requisites for the course
- Developed and taught online sections of Introduction to Mental Health Systems. This course filled to full capacity every semester offered
- Served as the primary advisor for over 150 students in the Human Services/Social Service degree program
- Created marketing materials and actively participated in every open house to increase program enrollment
- Engaged in outreach to local high schools. Specifically, collaborating with Manchester High School and speaking to various high school classes about the Human Service programs offered at MCC
- Developed a Blackboard Shell as a communication tool for all students within the program. This includes sharing job postings and announcements for group advising dates
- Held several successful group advising workshops for students pursuing degrees in the Behavioral Sciences and Social Service degrees

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

Manchester Community College- Manchester, CT

- Teaching a variety of courses in the Psychology, Human Services and Disability Specialist Degree Programs
- Working with a diverse population of students in areas of advising and reviewing course materials to ensure student access and success
- Utilizing 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

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

Holyoke Community College- 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
- Collaborating with veteran services to implement workshops for veterans struggling in the classroom
- Developing and instructing the only Neuropsychology course offered to community college students at the time of temporary appointment
- Developed curriculum and teaching the following additional 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 the Moodle Learning Management System
- Utilizing creative methods of instruction in the classroom, including a Socratic Method for lecture blended with technology to support student learning
- Teaching a multi-cultural and diverse population of students. This includes first-generation college students, online students, non-traditional adult learners and developmental 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

Part-time Instructor for Graduate Program, Undergraduate Program, and Online Program, 06/2009-Present
Bay Path University- Longmeadow, MA

Bay Path University is a private Liberal Arts All-Women University located in Longmeadow, MA. Bay Path University supports a women's leadership model of education and strives to support diverse populations of women in their career and education pursuits. The University serves approximately 3,300 students a year and recently opened the graduate programs to include male students.

- Teaching 6-12 credits a year, including summer sections, winter sections and online sections
- Developed and instructed the following innovative 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 and 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*
- Fostering a commitment to the “women as leaders” environment by supporting undergraduate research initiatives, developing gender-sensitive curriculum and supporting non-traditional adult female students in their academic pursuits
- Facilitate and teaching adult learners in non-traditional settings and modalities, such as, online programs, Saturday courses, evening courses, and on the extended campus in Stockbridge, MA
- Advising traditional Psychology undergraduate students for first-year and first generation college students
- Developing the learning outcomes for a variety of graduate courses for the Master of Developmental Psychology degree program
- Developing and teaching interactive online courses using the Angel and Canvas learning management systems
- Utilizing creative non-traditional methods of instruction to reach students at all levels of ability. This includes students with disabilities and students struggling with outside environmental factors impacting their education. Such as, food insecurity, behavioral health concerns and housing insecurity

Committee Experience

Faculty Advisory Committee Representative to the CT Board of Regents (FAC), 04/2019-07/2019
Connecticut CSCU System Office- Hartford, CT

The Connecticut Board of Regents defines FAC as the following: “The Academic Senate body of each state college elects one FAC member to represent their interests to the Board of Regents. There are a total of ten voting members - four from the state universities, four from the community colleges and two from the CT online state college. Membership includes both teaching and non-teaching faculty. The elected Chair and the Vice-chair of the FAC serve as ex-officio, non-voting members of the Board of Regents. The FAC is charged with representing the perspectives of faculty and staff, and providing information and advice, to the Board of Regents and the legislative committees of cognizance. Legislation requires that the FAC report to the BOR twice a year, and yearly to the Higher Education and Employment Advancement Committee of the Connecticut General Assembly.” (BOR, 2019)

- Responsible for reviewing all past minutes and agendas for meetings related to the state system operations to disseminate information to all faculty and staff
- Attended Board of Regents Finance and Infrastructure meetings and reviewed all financial documents for the CSCU system as it pertained to my role as the FAC representative
- Actively participated in various CT Board of Regents system office meetings related to academic strategic planning, the Students First Initiative, and consolidation efforts

- Held various weekly meetings with faculty and staff to provide information and collect comments and concerns to be shared with members of the CT Board of Regents and System Office

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

Connecticut CSCU System Office- Hartford, CT

One representative from each of the 17 state colleges were elected to serve on this statewide committee. From 2014 to present day, we have built and implemented a total of 24 new transfer degrees across the state of Connecticut and are now in the process of assessing the programs to continually improve program objectives and outcomes. The Connecticut Board of Regents defines FIRC as the following: “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.”

- Serve as primary campus contact to develop and successfully implement 24 new transfer degrees and shepherded the new degrees through all levels of shared governance
- To date, more than 800 students have successfully enrolled in the new TAP degrees at Manchester Community College
- Responsible for the assessment process of the TAP general education core (Framework 30) as a member of FIRC
- Collaborated with FIRC members to develop parameters and schedule for statewide reporting of assessment data, continually reviewing and modifying learning outcomes and competencies, and determining best practices for reporting assessment efforts across the Connecticut State College and University System (CSCU)

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

Manchester Community College-Manchester, CT

The membership of this committee is made up of faculty and staff with experience and education related to the mission of TABI. This committee meets twice a month and holds additional meetings when items of concern arise. This is a non-reporting committee and we adhere to strict confidentiality due to legal restrictions. Manchester Community College defines TABI as the following: “The focus of the Threat Assessment and Behavioral Intervention (TABI) is primarily proactive. However, the group is reactive when necessary and responds to perceived threats to campus safety by implementing appropriate resources to address issues. The group also works to ensure MCC remains current regarding best practices in campus safety and campus civility by periodically facilitating campus training and workshop opportunities for the campus at large.”

- Bi-monthly meetings to discuss all concerns related to campus safety
- Meet as a team with all sex offenders before they are granted permission to enroll in classes at MCC
- Advise the Dean regarding level of threat to the campus and possible courses of action
- Participate in regular trainings related to TABI national trends, best practices, active shooter responses and proper reporting methods
- Serve as a resource to faculty and staff regarding perceived threats on campus
- Ensure the campus community remains proactive and reactive to address potential issues
- Participate on the conduct board as needed

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

Manchester Community College -Manchester, CT

The Title IX Task Force meets for appropriate trainings and updates regarding national trends in interpersonal violence and sexual assault on college campuses. I have served on this team for more than 5 years and continue to actively seek out trainings and opportunities to improve my knowledge of the Title IX laws and regulations. As a member of this

committee, I serve as a resource to faculty, staff and students and assist with guiding community members if this unfortunate event occurs. Again, the Title IX team is a non-reporting and confidential committee, but a very important committee. This team is responsible for ensuring the college is up-to-date regarding best practices in Title IX laws and regulations. In addition, this team is required to attend frequent trainings on the following topic:

- Campus Sexual Assault data
- Sexual Assault Crisis Training
- “Bringing in the Bystander” trainings to stop sexual and interpersonal violence on a college campus
- Various Title IX Webinar Training pertaining to proper reporting strategies
- Attend all SAFE Grant presentation trainings as requested by the acting Dean of Student Affairs

Community Engagement and Fundraising

Elected Member of Longmeadow Public School Council, 09/2019- Present

Longmeadow Public Schools, Blueberry Hill, Longmeadow, MA

The School Council is an advisory group to the Principal. This group is comprised of, elected parents and appointed community members, administrative staff and three teachers. They meet 4-7 times a year, and their duties are to act as a sounding board/advisory group on specific things the principal wants feedback on. This includes the budget, the school improvement/strategic plan, test scores, new policies, Educational Opportunities proposals, class size, etc. It is also a way to share information between the school and the community. (Longmeadow Public Schools, 2019)

- Defining and adopting educational goals for the school that are consistent with local educational policies and statewide student performance standards
- Responsible for reviewing school budget and making recommendations for improvements
- Identifying educational needs of students attending Blueberry Hill School
- Reviewing the annual school building budget and infrastructure plans
- Formulating a school improvement plan and providing input and recommendations to improve curriculum alignment and facility and infrastructure improvements

Non-Profit Fundraising Experience- 2014-ongoing

TLC Foundation and CLAWS Conservatory non-profit organizations

- Planned and executed annual dinners and fundraisers in collaboration with team members to support non-profit organizations. This includes, the Transitional Living Center for children, and Communities Living Among Wildlife Sustainably (C.L.A.W.S.)
- Successfully met the fundraising goal of \$10,000 in donations per event to offset cost of facilities projects for the TLC House
- Led a successful private fundraising dinner event for C.L.A.W.S. to raise money for environmental research efforts and to increase awareness. The initial private dinner event raised more than \$3,000. However, donations have continued to grow since then due to increased awareness
- Led the TLC Board of Directors to pursue various small grants in the sum of \$5,000 each. We successfully received all requested grant funding during my time as Vice President
- Raised money through philanthropic fundraising and grants to purchase a transportation van, complete minor construction projects, purchase holiday and birthday gifts for the residents in the home and provided new clothing for all TLC children
- Held various clothing drives to provide local homeless school-age children new winter coats and winter boots
- Managed an annual operating budget of \$104,000 and successfully raised additional funds during the year to offset costs. The small operating budget allotted from the town required creative management and seeking outside resources. During my time with the board, I was able to develop partnerships with local colleges, a local food pantry and Manchester High School to provide wrap around services for children in need

- Successfully recruited three new board members who were talented in budget management, philanthropic fundraising and grant writing. The addition of these three members helped diversity the talent on the board and created more community relationships with various stakeholders

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

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

The TLC House is a local non-profit organization in Manchester, CT that serves young people under the age of 18 who face homelessness. The TLC House offers a safe home, wrap around services and other essentials through community donations and funds allocated by the town of Manchester, CT.

- Directly supervise the Executive Director of the TLC House
- Develop community connections and relationships to bring in funding and other resources
- Managing an operating budget of \$104,000 a year from the town of Manchester, CT
- Responsible for developing the strategic plan, conducting employee evaluations and managing all general operations for the non-profit organization
- Responsible for ensuring the organization is compliant with state, town and Department of Children and Family policy and procedures
- Provide resources, such as community connections and supports, to the TLC house children to ensure a secure and healthy environment for all children residing in the home. This includes indentifying professionals in the community willing to volunteer their time to support the children in the home
- Supervise the Executive Director of the TLC House and review all monthly reports, including finances, clinical intakes and all personnel issues and conflicts
- Responsible, along with the President of the board, to review financial audit and report to the town on an annual basis

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

*Ed.D Educational Psychology Doctoral Program
American International College- Springfield, MA*

AIC is a small private Liberal Arts college serving approximately 3,500 students. The college is located in Springfield, MA and serves an urban population of diverse students.

- Responsible for advising and mentoring doctoral students pursuing an Ed.D in Educational Psychology
- Active participant as a member of the final dissertation defense committee and responsible for providing feedback and recommendations for candidates pursuing their Ed.D
- Mentoring doctoral candidates in areas of writing and data interpretation to prepare for dissertation defense in
- Assisting doctoral candidates with understanding effective ways to collect and interpret data to support theses
- Provided final recommendations and review of Doctoral candidate research and determine, collectively with committee members, if the Doctoral candidate will be awarded an Ed.D in Educational Psychology

Related Professional Experience

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

Psychotherapy and Consultation Services- Longmeadow, MA

1200 Converse St., Longmeadow, MA 01106

Licensed Mental Health Counselor-LMHC # 8784

- Initiated and launched a successful psychotherapy practice and managed all aspects of the business from concept to completion
- Developed strategic plan and marketing strategy that **increased net revenue by 650% in second fiscal year**
- **Decreased operating expenses by 30% in second fiscal year**
- Successfully developed community partnerships to grow practice, creating strong referral sources from area providers and local hospitals
- Developed all therapeutic delivery methods to serve a variety of patient populations. This includes the development of psycho-educational workshops, behavioral health consulting initiatives, and various therapeutic strategies
- 100% success rate in patient treatment in over a 5-year period. Specifically, 100% of my high-risk patients were successfully discharged from my care and have not required any higher level of treatment
- Successful outreach to a diverse population of adults ranging in ages from 18-50 to engage in therapeutic intervention
- **Expanded services to include psychotherapy consultation, which diversified revenue and decreased the reliance on insurance billable hours. This strategy allowed me to set hourly rates 25% higher than the average billable rate through insurance providers**
- Effectively developed and utilized Dialectical Behavioral Therapy strategies and Psychodynamic approaches to successfully compete with other area providers. Diversifying therapeutic delivery methods increased the number of monthly patient referrals by over 100%. By year 3, the average waitlist for services was approximately 6 months. This ensured a steady flow of referrals and revenue
- Created a variety of innovative treatment techniques to be responsive and adaptable to industry needs and standards
- Fostered successful community relationships to support business development. This includes, working with local pediatric providers, local Endocrinologists, and local town political appointees

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

Hartford Psychological Services-Hartford, CT

- Administering Neuropsychological and Psycho-educational evaluations for forensic cases, educational systems and the public
- Detailed Neuropsychological Report writing for court testimony and education purposes
- Individual therapy for select cases

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

Behavioral Health Network- Springfield, MA

School Street Counseling, Multicultural Division of BHN. School Street Counseling serves a multicultural population of patients from the Springfield, MA and surrounding areas. The patient population included forensic referrals, at-risk youth and Spanish-speaking adults and children. Behavioral Health Network is one the largest mental health providers in the state of Massachusetts and serves thousands of patients each day.

- Psychological/ Neuropsychological screening/ Psycho-educational testing for intellectual functioning, LD, and social/emotional challenges
- Developing and speaking at conferences on topics, such as, *Effective Behavioral Management* and the *Neuropsychological Effects of Trauma*
- Developing and providing weekly parent trainings in local educational setting to teach about effecting parenting methods using a strength-based approach
- Successful completion of a one year of Psychodynamic/ Psychoanalytic intensive training
- Developing and leading trauma-focused therapeutic groups for children and families
- Clinical assessment and diagnosis of DSM-IV disorders
- Creating individualized treatment plans

- Individual and family psychotherapy with a multicultural population
- Collaboration with other services for optimal client care

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

Behavioral Health Network- Springfield, MA

- Community outreach and providing family therapy for members of the community struggling with mental health disabilities, food insecurity and housing insecurity
- Assisting families in need with a variety of services, including connection to community resources, food banks, DCF and connecting to local advocates
- Creating individualized treatment plans for each family and child assigned to my caseload
- Supervising case managers and care coordinators to ensure treatment plans are followed
- Conducting community outreach therapy with “at risk” youth
- DBT/CBT work with individuals who present with challenging and complex behavioral concerns
- Utilizing psycho-education with clients and families
- Utilizing strength-based approaches for therapy

Research Experience

Graduate Forensic Research Assistant- 09/2008-12/2009

Hampden County Sheriff's Department, Ludlow and Springfield, MA

- Using SPSS to determine the possibility of recidivism among inmate populations based on specific mental health criteria
- Working collaboratively with forensic clinical staff within a locked facility to collect data and provide individual mental health screenings for longitudinal data
- Worked with a multidisciplinary team to discuss ways to define and reduce recidivism among inmate populations
- Prepared reports and data to present to the MA Hampden County Sheriffs Department clinical and executive staff

Forensic Psychology Clinical Research Assistant- 12/2008-04/2009

Connecticut Valley Hospital Whiting Forensic Division, Middletown, CT

- Graduate Fellow for the Forensic Psychiatric Department
- Assisting with research and clinical program development for forensic patients
- Assisted with the development, and instruction, of competency groups. This was a collective effort to assist forensic patients with restoring competence so they are capable of standing trial and assisting in their own defense
- Patient observations to develop clinical formulations and clinical reports for testimony and treatment
- Assisting with case evaluations, clinical interventions and monitoring patient progress
- Administered a variety of projective testing to forensic patients under the supervision of the lead Forensic Psychologist
- Working collaboratively with a forensic clinical team to review case studies, forensic intakes, treatment plans and discharge recommendation

Graduate Research Assistant, 03/2009- 05/2009

Department of Education Springfield Public Schools- Springfield, MA

- Assisting with positive psychology research in an educational setting
- Extensive data collection for duration of study using SPSS programs
- Assisting in the development of behavioral treatment plans to assess effectiveness of Positive Psychology approaches in Education

Professional Presentations and Relevant Trainings

Professional Presentations

Served as a keynote speaker and panelist presenter. Presentation topics include:

- *“Managing a Stressful Life while Being a Positive Leader”*
- *“Working with Behavior Management Kids”*
- *“The Neuropsychological Effects of Trauma”*
- *“The Psychodynamic View of Development”*
- *“The Importance of Mindfulness Practices to Decrease Violence in Prisons Settings”*
- *“Understanding Autism”*
- *Panelist speaker for the Threat Assessment and Behavioral Intervention Team (TABI)*
- *Campus-wide discussion about “Diversity on Campus”*

Selected sample of trainings attended from 2016-2019

- *Assessment 101 with Wanda Baker*
- *Degree Qualifications Program Assessment Training (DQP)*
- *Attendance at the NEEAN Fall Forum Program*
- *Transfer and Articulation Summit #5 (TAP)*
- *Disability Awareness (MCC panel presentation)*
- *Blackboard Rebuild Pilot Training (x2)*
- *Blackboard Grade Book Training*
- *Bringing in the Bystander Training (x2)*
- *Sexual Assault Crisis Training (with members of TABI)*
- *Center for Teaching workshop - “The Slow Professor”*
- *Meta-majors training- “An Essential First Step on the Path to College Completion”*
- *Core-Q10 Checklist: Assessment of a Behavioral Intervention Team*
- *CSCU SAFE Grant Presentation*
- *CSCU Student Learning Outcomes Training*
- *CSCU General Education Assessment Workshop*
- *Guided Pathway Presentation*
- *“When is Enough, Enough” Accommodations for Disabilities in the Classroom*
- *NEASC Interim Fifth-Year Report; Standard Team Leaders Meeting*
- *Title IX Webinar Training*
- *Special Education TAP pathway workgroup meeting*
- *Participation at the “Let’s Talk” forum about micro-inequality*
- *“Yoga Mindfulness for Kids: Improve Emotional Regulation and Increase Attention”*
- *Sexual Assault Training at a second “Let’s Talk” forum*

Technology Proficiencies

- Proficient in building online courses using the following Learning Management Systems:
Angel, Canvas, Blackboard, Moodle & Web CT
- SPSS statistical program
- Excel, Microsoft Word, Power Point
- Proficient using the Banner system (faculty access)
- Experience using various Ellucian systems
- Proficient in Tableau and Business Objects for data gathering and reporting

Honors, Awards & Memberships

- Selected to attend the state-wide Center for Teaching Leadership Academy (2018)
- Selected to be the first MCC Administrative Faculty Fellow for Succession Planning (2017)
- College Merit Award recipient for Outstanding Service to the College (2017)
- Awarded Blake Fellowship and full scholarship for academic performance in doctoral program
- Psi Chi National Honors Society in Psychology
- APA-American Psychological Association (Previous Member)
- AP-LS American Psychological Law Society (Previous member)

*Additional references can be provided upon request