

# Emerald Templeton, Ed.D.

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EQUITY, PROJECT MANAGEMENT, LEARNING & ORGANIZATIONAL DEVELOPMENT

## PROFILE SUMMARY

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Superconnector and idea generator with a background in educational administration, learning and development, and project management. Organization and leadership expertise; engages strategy and partnerships in the oversight, planning, and implementation of programs. Educator and practitioner with experience in creating curriculum for learning, training, and professional development. Visionary and equity champion with a passion for developing people, processes, and practices for inclusion. Some key skills and experiences include:

- Over 15 years of experience in project management for city and county programs, faith-based and nonprofit organizations, and institutions of higher education.
- 7+ years experience in undergraduate and graduate teaching in counseling, multicultural issues and social justice, research, and organizational development related subjects.
- Published author and qualitative researcher focused on issues related to justice and belonging using methods such as case study, scholarly personal narrative, and focus groups.
- Background in workforce and succession planning including experience recruiting new talent and developing onboarding, training, and pipeline programs.
- Leadership on Advisory Committees, ERGs, and Communities of Practice serving organizational development needs related to EEO policies, Equity and Inclusion, and professional development.

## PROFESSIONAL EXPERIENCE

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### San Joaquin County Office of Education

Stockton, CA

Director, Diversity, Equity, Inclusion, & Access

- Co-lead a learning and development program that provides guidance to the Administrative Council and SJCOE departments ensuring sustainability of change initiatives regarding equity, access, and culturally and linguistically responsive learning and work environments.
- Create and facilitate learning labs and micro-learning addressing workplace issues and institutional equity gaps, offering off-the-shelf and bespoke training opportunities for individuals and teams.
- Developed an Equity Toolkit that includes multi-modal resources offering professional development and technical support across the SJCOE and the county's schools districts regarding equity and access.
- Advise program leaders in the creation and implementation of goals with a focus on inclusion and equity; monitor the progress of achieving stated goals with a homegrown equity indicator tool.

### Las Positas College

Livermore, CA

Education Partnerships Project Manager | February 2020-September 2023

- Initiated an Adult Education Plan to foster strong collaboration with K-12 leaders, federal and state agencies, and community organizations to ensure access to college and career preparation for high school students, adult learners, and incarcerated individuals.
- Launched the early college credit program through which I cultivate strategic partnerships with key stakeholders to offer college courses to high school students, specifically the historically excluded and those who are not college bound.

- Established and maintained new agreements and MOU's with partners to systematize and streamline dual enrollment processes and practices from end-to-end.
- Managed categorical funds by controlling costs to deliver programs in coordination with other campus divisions and external partners in alignment with district, state and legislative requirements.
- Convened and led a special committee for Racial Equity in Adult Credentialing in Higher Education (REACH) to enhance Guided Pathways efforts toward increasing attainment of high value non-degree credentials for Adult Learners of Color.
- Designed an Equity Rubric and co-authored the statement on Diversity, Equity, and Inclusion to be included in district-wide communications materials, job announcements, and interview processes as a part of the Equal Employment Opportunity Advisory Committee.
- Procured government contracts, grants, and special funding to sustain and develop programs serving protected populations such as incarcerated individuals and Black, Indigenous, and People of Color.

### **Career Ladders Project**

Oakland, CA

*Consultant, Guided Pathways Initiative | December 2019-July 2020*

- Supported the development of an Integrated Student Support Services Design Guide; conducted interviews with college leaders, facilitated research and writing of the guide's content.
- Facilitated team redesign of student supports within a GP framework: conducted a prep call with an assigned college, supported throughout a lab environment, and followed-up pertaining to implementation.

### **Michigan State University**

East Lansing, MI

*Coordinator, Student Affairs Administration Master's Program | August 2018-August 2019*

- Designed and taught graduate and undergraduate courses in the Department of Educational Administration; developed and revised lesson plans to deliver instruction in person and online.
- Led nation-wide recruitment and admission process entailing a holistic and equitable review; coordinated large yield events to host and recruit a diverse pool of prospective students.
- Oversaw the development of the supervised practice program including the recruitment and securing of placements, establishing guidelines for students and employers, and liaising with supervisors.
- Collaborated with faculty colleagues to oversee the curriculum, policy, and operations.
- Developed and strengthened strategic partnerships; collaborated with units across campus to define common goals and student learning outcomes.

### **University of California, Berkeley**

Berkeley, CA

*Director, Undergraduate Affairs, Computer Science | January 2017-September 2018*

- Supervised, evaluated and coached a team of professional and student staff in operating a full-service academic advising office to support prospective and continuing undergraduates.
- Owned and optimized procedures for admissions, enrollment, advising, appeals, articulation, reporting, and education planning to balance workload and increase effectiveness of personnel.
- Equitized the process for identifying, resolving, and escalating intricate student issues/grievances such as conduct, academic honesty, complex grade disputes, and personal crises.
- Strengthened and accelerated service delivery to more than 2000 students through restructuring advising appointments, delineating functional teams, defining escalation protocols, and implementing a new communication plan.
- Designed a staff development plan including a streamlined on-boarding process, a four week new-hire training, job aids for key processes, and a director's operations manual.
- Secured implementation and sustaining grants to support a first-year academic support program and the academic integration of study abroad for underrepresented students.
- Executed complex and highly visible events to outreach, recruit, and retain students.

*Director, Career and Professional Development, School of Social Welfare | March 2013-December 2016*

- Designed, planned, and implemented the School's first career education program. Developed and facilitated a series of co-curricular professional development seminars integrating principles of leadership, social justice, and cultural humility.
- Revived the alumni relations program; increased outreach and communication through social media and other communications platforms.
- Developed an Alumni and Employer Information Series to engage students with professional communities and partner with organizations to fulfill their workforce development needs.
- Exceeded program goals to expand professional and career development and to enhance relationships with alumni and experienced professionals by increasing student, alumni, and employer engagement by 104%, 68%, and 172%, respectively.

## SELECTED PUBLICATIONS

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Templeton, E. (2024, January). [The Buzz: DEI is Not a Quick Fix — \(Re\)committing in 2024](#)

Templeton, E. (2023, April). [A Point of View: Black History Is for Everyone, Every Day of the Year](#)

Templeton, E. (2023, March). [The Buzz: On Loving Black People](#)

Templeton, E. (2023). Contemplative Practices through a Black Feminist Lens. In M. Coghill Chatman, D. Robinson-Morris, L. Costa, and K. Kinane, *Contemplative Practitioners in Higher Education: Showing Up in Our Fullness*, (forthcoming).

Templeton, E. (2023). [Review of the book *Investing in the Educational Success of Black Women and Girls*, by L. D. Patton, V. E. Evans-Winters, and C. E. Jacobs], (forthcoming). *Journal of College Student Development*.

Jackson, E. and Templeton, E. (2023). Decolonizing postsecondary curricula: Teaching out of bounds. In C. Rush and J. Lynch, *Developing Culturally Responsive Learning Environments in Postsecondary Education*. Information Age Publishing.

Templeton, E. (2022, November). [The Buzz: Give Us Space.](#)

Templeton, E. (2022, September). [Gen Z and Y on D&I: Recognizing Toxic Organizational Culture.](#)

Templeton, E. (2022, February). [A Point of View: Diversity Bombing.](#)

Templeton, E. (2022). The Black woman is God: Cultivating the power of a disruptive presence. In C. J. Porter, T. Sulé, and N. N. Croom, *Applying Black feminist epistemology, research, and praxis: Narratives in and through the academy*. Routledge.

Templeton, E. (2021, October). [Gen Z and Y on D&I: When Interests Converge.](#)

Love, B.H.; Templeton, E.; Ault, S.; Johnson, O. (2021). Bruised, not broken: Black women's scholarly and epistemological development in the academy. *International Journal of Qualitative Studies in Education*, DOI: 10.1080/09518398.2021.1984607

Templeton, E.; Love, B.H.; Johnson, O (2021). *Elevating marginalized voices in academe: Lessons for a new generation of scholars*. New York, NY: Routledge.

Zerquera, D., Arámbula Ballysingh, T., & Templeton, E (2018). [A critical look at perspectives of access and mission at diverse urban universities](#). Association of Mexican American Educators Journal Special Issue: *Leadership at Hispanic-Serving Institutions*. (invited)

Templeton, E.; Love, B.; Davis, B.H.; and Davis, M. (2016). [Illusions of inclusion: University policies that perpetuate exclusion of students of color](#). *Journal Committed to Social Change on Race and Ethnicity*, Vol. 1, Issue 2.

## EDUCATION

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### **University of San Francisco**

EdD, Organization & Leadership: Higher Education Administration focus | 2018

### **San Francisco State University**

MS, Counseling: College and Career specializations | 2011

### **California State University, Hayward**

BA, Human Development: Human Resources Management minor | 2006