

Herman Shelton | Curriculum Vitae

Objective

To contribute my passion and talents for equitable educational administration by creating accessible and inclusive opportunities for education to serve as a pathway to liberation.

Skills & Abilities

Equity-centered educator and administrator with over fifteen years of experience in

- postsecondary access and success for historically excluded populations
- grant preparation
- administration and evaluation
- curriculum and instructional design
- program management
- staff supervision and development

Professional Experience

Executive Director, Access Center — Colorado State University

Jan 2016 — present

- Serve as the lead administrator for a unit within the Division of Enrollment and Access focused on eliminating inequitable opportunity and outcome gaps for minoritized populations historically excluded from higher education.
- Provide oversight, support, and advocacy for 11 distinct programs under the Access Center umbrella including: 5 federally funded TRIO grants, along with 6 institutionally funded programs that work in concert to extend educational access and opportunity across the state of Colorado.
- Provide leadership, development, and evaluation for a total staff of 31 employees.
- Plan, develop, and manage the Access Center budgets totaling 3 million dollars annually.
- Ensure compliance with university fiscal rules and procedures, as well as regulation for federal, state, and private foundation grants.
- Work closely with university offices and serve on executive leadership committees to advocate for the development of university policies and procedures that improve campus climate and student outcomes for Access Center students attending CSU.

Director, Upward Bound Projects — Roosevelt University

Sep 2007 — Jan 2016

- Senior project director for two federally funded grants totaling 2.5 million dollars to establish inaugural college preparatory programs for 110 first generation, limited income students attending Chicago Public Schools.
- Developed a comprehensive program of highly effective support that engaged 9th-12th graders in rigorous, innovative academic instruction; culturally relevant and trauma-informed educational advising; and college and career exploration activities.
- Managed \$500,000 in annual budgets ensuring full program compliance with federal and university fiscal policies and regulations.
- Hired, trained, evaluated, and supervised professional staff to implement all facets of grant requirements including: 4 full-time employees, 15 part-time employees including instructors, tutors, mentors, and residential hall supervisors.
- Oversaw submission process of all Annual Performance Reports to the U.S. Department of Education, documenting successfully meeting and/or exceeding project outcomes, and prepared and submitted funding applications that were successfully reviewed and funded.

Assistant Principal — Holyoke Community Charter School

Sep 2005 — Aug 2007

- Functioned as the lead administrator responsible for implementing a student accountability structure and creating a safe and inclusive learning environment in a Kindergarten – 8th grade public charter school.
- Supervised and led a team of 2 full-time employees working directly with a population of 700+ students, their parents/guardians/advocates, and the school director to provide a safe and secure learning environment capable of positively supporting a diverse student body while upholding school policies.
- Monitored the academic progress of students in grades 3-8 based on weekly reviewing of test scores, identified and coordinated tutoring recommendations daily, and communicated with a staff of 30+ teachers all opportunities for extra support through tutoring, mentoring, and test retakes.
- Developed and trained a Crisis Management Team responsible for responding to all emergency situations, as well as the development of the Emergency Management Plan Handbook included in our Accountability Plan submitted to the Department of Education.
- Maintained records on all student infractions and ensured compliance with all state regulations, confidentiality, and reporting mandates including the submission of the Annual Safety Report submitted to the Department of Education.
- Coordinated the development of programs and curriculum to cultivate leadership, critical thinking, and cultural empowerment through an Advisory class required weekly for all 4th-8th graders to engage on critical topics excluded from the state mandated curriculum.

Education

University of Massachusetts/Amherst — Master of Education (M.Ed.)

Fall 2003 — Spr 2005

This innovative degree program at Umass/Amherst combines traditional elements of the Student Pupil Personnel Development program in Education, with the contemporary frameworks of a Social Justice in Education concentration applied to both secondary and postsecondary educational contexts.

Elmhurst College — Bachelor of Arts (B.A.)

Fall 1998 — Spr 2002

Double major in Psychology and Intercultural Studies, a degree pathway I designed and had approved through the Interdepartmental Major Program to create an interdisciplinary approach to analyzing issues of societal inequity through the lens of power, privilege, and oppression. Minor in Social Work.

Teaching and Curriculum Design

Key 192-b • Fall 2018 - 2021 • Colorado State University

Designed and facilitated a 2-credit course titled '*The Politics of Equity*', for first-year students participating in the Key Learning Communities. Key Communities is a living-learning program that significantly reduces retention and persistence gaps for historically excluded demographic populations. The course explores the intersections of identities and inequities situated within a context of questioning if 'service' can be a viable mechanism through which to cultivate individual participation in working towards equity.

EDUC 496 • Fall 2020 • Colorado State University

Co-Designed and co-facilitated a 1-credit special topic seminar for upper division Education majors titled, '*Racism, Antiracism and Equity in Education*'. The course leverages focused study, Intergroup Dialogue, and Experiential Education to develop students' individual and collective understanding of racism, antiracism, and equity in U.S. schools.

EDHE 651 • Fall 2020 • Colorado State University Online

Designed a 3-credit graduate course titled '*Pre-College Program Models*', for the Postsecondary Access and Success Programs' Graduate Certificate developed by the School of Education. The course explores relevant trends in educational policy, programmatic elements and service delivery models, funding sources, organizational placement and staffing models for pre-college programs, as well as considerations for program evaluation, reporting, and data.

LB 180 • Summer 2016 • Colorado State University

Designed and facilitated a 2-credit, dual-enrollment summer course titled '*Foundations in Leadership*', for participants of Colorado Department of Education's Summer Migrant Youth Leadership Institute

FYS 100 • Fall 2008 - 2010 • Roosevelt University

Designed and facilitated a 3-credit, first-year seminar required for all incoming undergraduate students. The course emphasized informing and supporting new students around accessing campus resources, navigating university life, and leveraging the resources of the city of Chicago to enhance their undergraduate experience.

EDUC 392R • Spring 2006 • University of Massachusetts/Amherst

Co-taught a 1-credit, undergraduate course focused specifically on conceptions of socioeconomic status in American society including: class-based privilege and oppression, distribution of wealth, and intersections of capitalism and oppression.

EDUC 395z • Spring 2005 • University of Massachusetts/Amherst

Co-facilitated Education 395x, "*Exploring Differences and Common Ground*" a 3-credit Intergroup Dialogue Practicum course focused on race and ethnicity. This course utilized experiential learning techniques to facilitate depth understanding of racial and ethno-religious oppression, along with the processes of Intergroup Dialogue to create classroom conversations designed to help students learn how to communicate across difference.

EDUC 392Q • Fall 2004 • University of Massachusetts/Amherst

Co-taught a 1-credit, undergraduate course focused specifically on Ableism and Disability Oppression in the context of American Society including: historical conceptions of disability, formation of the Americans with Disabilities Act, and contemporary manifestations of Ability-based Oppression.

Grant Awards

2021 Community Partner Program Finish What You Started (HB21-1330) Grant, Colorado Opportunity Scholarship Initiative (COSI), Jan '22 – Jan '27, \$3,655,937.00. Support addressing significant declines in enrollment in public institutions of higher education, high rate of job loss, continuing unemployment, and the overall disruption to the workforce caused by the COVID-19 pandemic with a robust program focused on individuals with some college, no degree.

Educational Opportunity Center (EOC), U.S. Department of Education, Fall '22 – Fall '27, \$3,000,000. The Educational Opportunity Centers program provides counseling and information on college admissions to 1,2000 qualified adults who want to enter or continue a program of postsecondary education each year the project is funded.

Talent Search (TS), **U.S. Department of Education**, Fall '21 – Fall '26, \$2,700,000. The Talent Search program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to 896 participants annually.

Priority 1 Training Grant, **U.S. Department of Education**, Fall '21 – Fall '23, \$595,202. Priority Training grant funds are awarded to institutions of higher education and other public and private nonprofit institutions and organizations to support training to enhance the skills and expertise of project directors and staff employed in the Federal TRIO Programs.

Community Grants Program, **The Beacon Fund**, “UnDACAmented First Generation Mentoring Project”, Fall '20 – Summer '21, \$70,000. CSU Dreamers provide near-peer social-emotional mentoring and tutoring to Poudre School District’s ELD and Migrant Ed students and families.

Community Competitive Grant, **EI Pomar Foundation**, “RAM Academy”, Fall '18 – Fall '19, \$30,000. Early college exposure initiative leveraging Access Center near-peer undergraduate mentors to engage middle school students in Poudre and Thompson School Districts in on-campus programming during the fall, spring, and summer.

Upward Bound Classic, **U.S. Department of Education**, Fall '18 – Fall '23, \$2,700,000. Upward Bound provides fundamental support to participants in their preparation for college entrance. Upward Bound serves '77 serves 104 students from 7 different Colorado high schools.

Upward Bound Classic, **U.S. Department of Education**, Fall '18 – Fall '23, \$1,500,000. Upward Bound provides fundamental support to participants in their preparation for college entrance. Upward Bound '17 serves 60 students from 4 different Colorado high schools.

Public Engagement / Presentations Given

“Challenges and Responses to Inequities in Higher Education”, Denver Public Schools: College & Career Readiness Department Meeting, Mar 2021.

“Social Justice as Self-Care: The Healing Power of Hip-Hop for Racial Battle Fatigue”, Hinkley High School: Mental Health Monday Series, Mar 2021.

“Enrollment Planning: Impacts of the Pandemic”, Colorado State University: Professional Development Institute, Jan 2021.

“Incorporating an Equity Lens”, Water Education Colorado: Board of Trustees Winter Meeting, Jan 2020.

“The Politics of Educational Equity”, Engagement Scholarship Consortium: Annual Conference, Oct 2019.

“Across the Divide: Difference as Asset”, National Network for Educational Renewal: Annual Conference, Oct 2019.

“Critical Partnering: A Framework for Collaboration Rooted in Equity and Interdependence”, Council for Opportunity in Education: Annual Conference, Sep 2019.

“Leveraging College Partnerships to Increase Persistence”, KIPP: School Summit, July 2019.

“Moving Men from Resistance to Accountability: A framework toward constructive responses when being called out on harmful behaviors”, Colorado State University: Professional Development Institute, Jan 2019.

“How Men Engage in Culture Change: Advancing Gender Equity with Critical Reflection and Action”, Colorado State University: Diversity Symposium, Sep 2018.

“Pushing Up: A Bottom-Up Approach to Creating Institutional Support for Postsecondary Access”, Council for Opportunity in Education: Annual Conference, Sep 2018.

“Born Out of Struggle, and the Struggle Continues: Using our Programs’ Past to Inform our Program Futures”, ASPIRE: Annual Conference, Sep 2018.

“What Are We Fighting For: A Critical Analysis of Provocation and Autonomy”, INSPIRE: Change Agent Institute, July 2016.

Diversity, Equity, and Inclusion Service

Equity and Inclusion Network, Division Representative, Colorado State University, Fall '21 – present

Community for Excellence Committee, Co-Chair, Colorado State University, Spring '19 - present

Student Success CORE Team, Member, Colorado State University, Spring '18 – present

Advisory Council for Undergraduate Affairs, Member, Colorado State University, Fall '19 – present

Interim Board Equity Workgroup, Appointee, Colorado Opportunity Scholarship Initiative, Fall '19 – Spring '20

Equity and Diversity Advisory Council, Founding Member, Poudre School District, Fall '19 – Summer '21

Feminist Fight Club for Men, Co-Founder, Colorado State University, Spring '17 – Fall '19

Man: Educate Yourself, Co-Founder/Facilitator, Colorado State University, Fall '17 – Fall '19

President's Commission on Diversity and Inclusion (CDI), Commissioner, Colorado State University, Spring '16 – Fall '21

CDI Intersectional Classism Sub-Committee, Co-Chair, Colorado State University, Fall '18 – Spring '19

CDI Inclusive Pronoun Sub-Committee, Member, Colorado State University, Fall '18 – Fall '19

CDI Inclusive Hiring Practices Sub-Committee, Member, Colorado State University, Spring 2019

Inclusive Pedagogy Committee, Member, Colorado State University, Fall '18 – Fall '19

Psychology Departmental Action Team, Equity Advisory, Colorado State University, Summer '18 – Spring '19

Gender Inclusive Housing Committee, Member, Roosevelt University, Fall '12 – Spring '15

Student Leadership Conference Committee, Co-Chair, Mid-America Association of Educational Opportunity Program Personnel, Student Leadership Conference Co-Chair, Fall '11 – Fall '12

Black Student Union*, Advisor, Roosevelt University, Spring '09 – Spring '11 (*Awarded Student Organization of the Year in 2010)

Provost's Task Force on Social Justice in Action, Member, Roosevelt University, Fall '08 – Spring '15

Elanor Roosevelt Society, Founding Advisor, Roosevelt University, Fall '08 – Spring '09