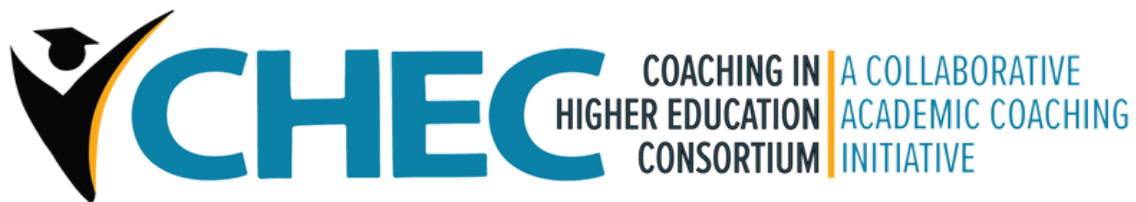


EXECUTIVE BOARD ELECTION

MEET THE CANDIDATES

2025



MEMBER AT LARGE CANDIDATES

Kurtis Vanderpool

MEMBER AT LARGE CANDIDATE

Institution: Texas Tech University

Position: Senior University Life Coach

Pronouns: he/him



Platform Statement

I believe coaching is one of the most powerful ways to help students succeed and strengthen higher education. As a Senior University Life Coach, I've seen firsthand how it transforms both students and institutions, and I'm committed to helping CHEC expand its reach, connect members, and inspire meaningful change across our field.

Skills and Qualifications

I have 7 years of coaching experience, 15 years in personal development and program design, and I've spent the last three years as a Senior University Life Coach and a PCC. I am now tasked with building a Group Coaching program for our students at Texas Tech and led a full departmental rebrand 2 years ago. My strengths include public speaking, training other coaches, program design, and strategic planning. I also have years of experience running conferences and summer camps, which translates well to CHEC's events and initiatives. I'm an idea generator, an excellent networker, and would enjoy representing CHEC to new members and strategic partners.

Description of Campus Responsibilities

1-on-1 life coaching sessions with undergraduate and graduate students. Instructing and coaching academic recovery students using Gallup Strengths. Designing and implementing group coaching program for Texas Tech. Outreach for the Coaching program through tabling, facilitating events, and public speaking opportunities.

Anna Heavener

MEMBER AT LARGE CANDIDATE

Institution: The University of Mississippi

Position: Success Coach

Pronouns: she/her/hers



Platform Statement

I'm honored to be considered for the Member-At-Large position on the CHEC Executive Board. With nearly ten years of experience in higher education, including academic coaching, student recruitment, and retention programming, I am passionate about building systems that foster student confidence, community, and long-term success.

In my current role as a Success Coach at the University of Mississippi, I work closely with students navigating academic, personal, and institutional challenges. Through initiatives like the IMPACT and Success Scholar programs, I collaborate across campus to support students' holistic development. My approach to coaching is grounded in equity, empathy, and action, ensuring every student feels seen, supported, and empowered to succeed. My leadership extends beyond direct coaching. As Chair of our Student Affairs Professional Development Committee and a long-standing advisor and committee member across multiple university and community initiatives, I'm skilled in bringing people together around shared goals. I've presented at both NACADA and CHEC conferences, and I'm a strong believer in creating accessible professional development opportunities for coaching professionals at every stage of their careers.

I view CHEC as a vital network for innovation, community, and advocacy in the growing field of higher ed coaching. As Member-At-Large, I would be committed to strengthening connections among members, amplifying practitioner voices, and supporting the Consortium's mission through inclusive, collaborative leadership.

I'm especially interested in elevating the role of coaching in transfer student success, first-generation support, and cross-campus partnerships - all areas where I've led meaningful initiatives. I would be proud to serve CHEC's dynamic community and contribute to its continued growth and impact. Thank you for your consideration and for the work you do to empower students and fellow professionals alike.

Skills and Qualifications

As a dedicated higher education professional with nearly a decade of experience in student success coaching, admissions, and leadership development, I bring a unique blend of front-line coaching expertise, program coordination, and cross-departmental collaboration to the CHEC Executive Board. My current work as a Success Coach within a grant-funded retention program has sharpened my ability to use data-driven practices, build equity-focused initiatives, and implement scalable systems that promote persistence and belonging.

My involvement on university-wide and regional committees, including as Chair of our Student Affairs Professional Development Committee, equips me with the skills to lead with strategy, empathy, and effectiveness. As someone who has presented at CHEC and NACADA, I value professional learning and peer collaboration deeply. My diverse background also allows me to represent multiple perspectives, including those of community college transfers, first-generation students, and underrepresented populations. As a board member, I would champion inclusive professional development, promote practical tools for student empowerment, and prioritize collaboration among coaching professionals at all levels of experience. I'm especially committed to elevating the voices of newer professionals and those at under-resourced institutions, especially during this time of immense growth and opportunity of coaching in higher education.

Anna Heavener

MEMBER AT LARGE CANDIDATE (Continued)

Institution: The University of Mississippi

Position: Success Coach

Pronouns: she/her/hers



Description of Campus Responsibilities

- Empowers students through coaching to achieve academic success.
- Provides a supportive environment that promotes personal growth and the values of the UM Creed.
- Introduces students to academic programs and resources on campus designed to support their success.
- Advises students in navigating university policies and procedures.
- Assists students with developing skills to successfully meet the demands of the university's rigorous curriculum, including goal setting, learning strategies, time management and organization, self-regulation and self-efficacy.
- Provides goal-oriented advising, early intervention, implementation, and follow-up for students in assigned caseload.
- Implements and maintains policies and standards related to academic coaching and personal support.
- Assists in planning, implementing, and evaluating new/transfer student orientation, first-year transition surveys, or related programs throughout the academic year.
- Collaborates with academic advisors to assist students in navigating myOleMiss (academic transcript and degree audit) to understand graduation requirements.
- Monitors and tracks student progress to stay on trajectory to graduate and refers students to advisors for their major or minor programs.
- Targets outreach to various student populations to support and engage transition into the UM community with sensitivity around issues that affect diverse cultural, socioeconomic, and international student populations.
- Provides outreach to high-risk students and families, as appropriate, to promote early intervention and support.
- Collaborates with other campus support offices and assists students in connecting with campus resources.
- Monitors academic progress of students on academic probation and suspension and ensures fulfillment of probation/suspension contract requirements.
- Implements student success program strategies.
- Provides guidance to develop students intellectually, emotionally, socially, and culturally, in order to prepare them to contribute to the University community and beyond.
- Facilitates individual and group communication with assigned student populations and promotes student engagement with peers, programs, and the UM student success team.
- Teaches at least one course per semester related to student persistence and academic success.



Seini Pahulu

MEMBER AT LARGE CANDIDATE

Institution: Salt Lake Community College

Position: Director Contact Center

Platform Statement

In today's increasingly complex higher education landscape, students face a wide array of challenges that extend far beyond the classroom. At Salt Lake Community College (SLCC), we recognize that academic success is not solely determined by intellectual ability, but also by a student's capacity to manage their time, stay organized, and maintain motivation in the face of adversity. As students transition into college life, they must navigate newfound independence, balance demanding workloads, cultivate effective study habits, and foster a sense of belonging within a diverse and dynamic campus community. These challenges can be overwhelming, especially for first-generation students, adult learners, and those returning to school after time away. This is where Online Success Coaching emerges as a transformative and often underutilized resource.

Online Success Coaching is a personalized, one-on-one support system designed to empower students both academically and personally. Unlike tutoring, which focuses on mastering specific subject matter, coaching helps students build foundational executive functioning skills such as time management, goal setting, prioritization, and effective study strategies. These skills are essential not only for academic achievement but also for lifelong success. At SLCC, integrating coaching into our student support services reflects our commitment to holistic education and equity in access to resources.

Research consistently shows that Online Success Coaching has a measurable impact on student outcomes. Students who engage in coaching are more likely to persist in their studies, improve their GPA, and develop a stronger sense of self-efficacy. We have found that students receiving academic coaching were 71% more likely to continue their education and experienced an average GPA increase of 0.15. These gains are not just numbers—they represent real progress in student confidence, resilience, and academic performance.

Beyond academics, coaching fosters a growth mindset and emotional resilience, helping students reframe setbacks as opportunities for learning. Coaches also serve as trusted guides, connecting students to a wide network of campus resources including tutoring centers, mental health services, financial aid, and career development. This comprehensive approach ensures that students are not navigating college alone but are supported by a system that values their success and well-being.

At SLCC, prioritizing and expanding access to coaching is a strategic investment in student retention, engagement, and achievement. It aligns with our mission to provide inclusive, student-centered education that prepares learners for meaningful careers and civic participation. By embedding coaching into the fabric of our institution, we can better support students in overcoming barriers, achieving their goals, and thriving both inside and outside the classroom. In short, our coaching is not a luxury—it is a necessity. As we continue to evolve and respond to the needs of our diverse student population, SLCC must champion coaching as a cornerstone of student support. By doing so, we affirm our commitment to student success and ensure that every learner has the tools, guidance, and confidence to reach their full potential.



Seini Pahulu

MEMBER AT LARGE CANDIDATE (CONTINUED)

Institution: Salt Lake Community College

Position: Director Contact Center

Skills and Qualifications

- Knowledge of enrollment management principles and best practices in recruiting and retaining students.
- Strong leadership, management, communication, training, and analysis skills.
- Demonstrated ability to lead remote stakeholder services in collaboration with other College departments to improve the level and quality of services to students.
- Advanced technical skills in a variety of communication platforms to support Contact Center staff and other Student Affairs departments in using these platforms.
- Keen attention to detail and ability to proactively research and disseminate new and changing College information to direct reports.
- Ability to craft strategic messaging for outbound enrollment management efforts.
- Comprehensive understanding of best customer services practices.
- Extensive reporting and presentation abilities to measure performance metrics and communicate student feedback to College administration.
- Ability to communicate effectively with a broad range of diverse people, ability, culture, ethnic background, to maintain good working relationships across the College.
- Ability to work with all groups in a diverse academic, socioeconomic, cultural and ethnic background of community college students, faculty and staff, including those with disabilities.

Description of Campus Responsibilities

Under the guidance of the Associate VP for Enrollment Management, the Director oversees Contact Center and Success Coaching operations to deliver remote services to a diverse range of SLCC stakeholders, including prospective and current students, staff, faculty, and community members. This leadership role entails managing a professional and service-oriented support center that utilizes various communication channels such as telephone, online chat, and web conferencing. The Director ensures that support center staff are well-informed about College processes, policies, and initiatives, fostering a caring and professional representation of the College. They actively collaborate with Student Affairs and other departments to enhance remote services, work with management peers to improve SLCC services continuously, and play a pivotal role in enrollment management through proactive outreach to students. The Director also emphasizes the College's commitment to inclusive and equity-minded practices, compiling stakeholder feedback to address common questions and issues, and incorporating best practices in remote stakeholder support.

In addition to operational oversight, the Director provides high-quality leadership and strategic vision for the department, emphasizing growth, access, quality services, and student retention. They are responsible for hiring, training, supervising, and evaluating full-time employees to ensure adherence to policies, procedures, and student-focused service delivery. Budget management is crucial, requiring efficient operation and quality service across all supervised areas. Representing the Contact Center and Success Coaching on various College committees, the Director contributes to policy and process improvements. They also collaborate with other departments and divisions to offer a full-spectrum service for students, develop and scale a college-wide case management retention program using real-time analytics, and mentor institutional leaders on student success, retention, and persistence. Regular assessments are conducted to ensure alignment with student needs and College strategic priorities.



Jean Starobin

MEMBER AT LARGE CANDIDATE

Institution: University of Illinois Urbana-Champaign

Position: Online Undergraduate Portfolio Senior

Associate Manager

Pronouns: she/her

Platform Statement

I am honored to seek membership on the CHEC Board of Directors, driven by my commitment to advancing coaching in higher education as a transformative practice that empowers students and strengthens institutions.

My nearly two-decade journey in higher education has demonstrated coaching's profound impact on student success. As someone who has taught Coaching Models for Student Success for the past three years, I am deeply invested in both theoretical foundations and practical applications of coaching. This teaching experience, combined with my doctoral research on student persistence and belonging, reinforces my belief that coaching strengthens individual students and entire educational communities.

Throughout my career, I have been a collaborative change agent, designing and implementing evidence-based coaching practices at scale. At the University of Wisconsin-Madison, I built a comprehensive Academic & Career Advising unit from the ground up, establishing a high-touch holistic model with coaching principles at its core. This work embodies CHEC's mission of promoting individualized relationships that foster student agency, self-understanding, and persistence.

In my current role as Online Undergraduate Portfolio Senior Associate Manager at Gies College of Business, I lead strategic initiatives emphasizing individualized student relationships and agency-promoting approaches. My work designing virtual communities and engagement strategies aligns with CHEC's values around relational, holistic coaching that meets diverse student needs. I am particularly passionate about promoting equity in coaching approaches, ensuring practices meet the needs of all students, including online learners and underserved populations. I bring a unique combination of practitioner experience, scholarly expertise, and innovative thinking. My work spans multiple modalities and student populations, providing comprehensive understanding of how coaching can be adapted and scaled while maintaining its relational core.

If elected, I am committed to supporting CHEC's vision by advancing evidence-based practices, fostering professional development opportunities, and promoting research demonstrating coaching's impact on student success. Together, we can continue to elevate coaching in higher education as a practice that not only transforms individual students but creates more equitable, supportive, and successful educational environments for all.



Jean Starobin

MEMBER AT LARGE CANDIDATE (CONTINUED)

Institution: University of Illinois Urbana-Champaign

Position: Online Undergraduate Portfolio Senior
Associate Manager

Pronouns: she/her

Skills and Qualifications

My extensive background in higher education administration, combined with my deep expertise in coaching theory and practice, positions me to contribute meaningfully to CHEC's mission. As an educator who has taught Coaching Models for Student Success in the Online Student Personnel in Higher Education Master's program for the past three years, I bring both theoretical knowledge and practical application of coaching principles to support student development and success.

My doctoral research on student persistence, engagement, and sense of belonging provides a strong foundation for evidence-based coaching practices. Throughout my career, I have designed and implemented scalable coaching interventions, developed high-touch advising models that integrate coaching principles, and created assessment frameworks to measure coaching effectiveness. My experience building coaching programs from the ground up—including hiring and training coaches, establishing foundational processes, and collaborating across institutional units—demonstrates my ability to advance coaching as both a practice and profession.

In my current role as Online Undergraduate Portfolio Senior Associate Manager at Gies College of Business, I lead strategic initiatives to expand access and enhance student success across the portfolio of undergraduate online educational offerings. Previously, as an Online Program Consultant at Gies, I was instrumental in developing strategic initiatives that emphasize individualized student relationships and agency-promoting approaches. My work in designing virtual communities and engagement strategies directly aligns with CHEC's values around relational, holistic coaching that meets diverse student needs. Additionally, my research and presentations on technology adoption, community building, and inclusive practices contribute to the scholarship CHEC values.

Description of Campus Responsibilities

Lead strategic initiatives to expand access and enhance student success across the portfolio of undergraduate online educational offerings including the Business Minor and Undergraduate Microcredential Certificates. Partner with Academic Director to develop and execute vision for next-generation online undergraduate business education at scale. Develop data-informed strategies to improve student success, engagement, and persistence while implementing evidence-based approaches to build virtual community and enhance sense of belonging. Collaborate with faculty and Teaching & Learning team to implement cutting-edge innovations and educational technologies, establishing assessment frameworks to measure program effectiveness.



INDIANA UNIVERSITY

Emily McCord

MEMBER AT LARGE CANDIDATE

Institution: Indiana University

Position: Professional Development and
Training Specialist

Pronouns: she/her

Platform Statement

This past July, I attended my first CHEC conference. I didn't know what to expect and was overjoyed, nourished, and inspired by the thriving coach community I found. Having that many people with a coaching mindset come together for a few days was incredibly powerful and reminded me of the incredible, positive work we each do in support of student success. For those coaches who are one of a few on their campus - or the only coach on their campus - CHEC is a crucial touchstone and professional community. It is where we can share our expertise, ask our questions, discover new ideas, and support each other in being the best coaches we can be, as well as advancing the field overall. Having an organization like CHEC is critical to ensuring that coaching remains a distinct, valued professional practice within higher education, rather than a methodology viewed as a passing fad expected to fade over time.

I am seeking election to the CHEC Board as a Member-at-large because I want to be a part of sustaining this organization and ensuring it continues to offer programming that allows its members and the field to thrive. As a Board Certified Coach, the Coaching Conversations training specialist at Indiana University, and a former academic advisor and career coach, I have experience and expertise to bring to CHEC. At the same time, as a new board member, I'll be approaching this work with fresh eyes, a beginner's energy, and a deep interest in learning about the needs of CHEC's members. Ultimately, CHEC exists because of and in service to its membership, so learning about member needs, interests, and goals is extremely important to me. Please allow me to offer my skills, knowledge, curiosity, and energy in service to CHEC and its members.

Skills and Qualifications

There are three key things that I can bring to the board that will make me a valuable member of the team. First, I enjoy exploring possibilities and am a creative, divergent thinker. At the same time, I'm action oriented. I like to know what the next steps are, even if they are to table something or give more time for thought. In my mind, thinking IS a valuable action.

I'm also extremely dependable when it comes to following through on assigned or chosen next steps.

Finally, I am new to CHEC and can lend a fresh set of eyes to the work of the board. Generally, I love having new voices in any conversation because they help the group see things that might have become unquestioned habit, and they bring fresh ideas and energy to the work of the group. I'm happy to share my ideas, perspectives, and questions for the good of the group and the advancement of CHEC.



INDIANA UNIVERSITY

Emily McCord

MEMBER AT LARGE CANDIDATE (CONTINUED)

Institution: Indiana University

Position: Professional Development and
Training Specialist

Pronouns: she/her

Description of Campus Responsibilities

At Indiana University, I am primarily responsible for all aspects of delivering the Coaching Conversations at IU program. Coaching Conversations is a 60-hour coach training program accredited by the Center for Credentialing and Education (CCE). This program is free for all IU employees, and those who complete it can apply to sit for the CCE's Board Certified Coach exam. In addition, all academic advisors and career services professionals at IU are required to complete Coaching Foundations - the first 12 hours of training in IU's Coaching Conversations program. In my role, I am responsible for ensuring the vitality and growth of the program.

This includes:

- Revising the current curriculum
- Shifting some curriculum elements to an on-demand, asynchronous format
- Applying UDL principles to ensure accessibility
- Facilitating trainings/workshops
- Doing research to stay connected with best practice
- Developing new workshop offerings
- Maintaining accreditation
- Basic coordination of workshops (communicating with participants; developing calendar notifications for trainings; booking rooms; obtaining and storing supplies; tracking training completion, etc.)
- Working with specific campuses, schools, programs, and departments to meet coach training needs

In addition, I supply other units in IU's Office of the Vice President for Student Success, Enrollment, and Institutional Effectiveness with resources, information, and insight related to coaching, and I provide support for other projects related to training for student success professionals.



Calon-Nicole Gunter-Cox

MEMBER AT LARGE CANDIDATE

Institution: The University of Oklahoma

Position: Assistant Director of Price College
of Business Graduate Advising

Pronouns: xe/xem or they/them

Platform Statement

Since my initial involvement in 2019, I have witnessed firsthand the powerful impact that the Coaching in Higher Education Consortium (CHEC) has on both practitioners and the students they serve. CHEC provides a vital space for connection, learning, and growth, and I am eager for the opportunity to contribute further to its mission as a member-at-large on the board.

My vision for serving in this role centers on three priorities. First, I want to ensure CHEC sustains its strong commitment to high-quality learning experiences. Whether through conferences or webinars, our programs should reflect best practices in coaching while also responding to members' evolving needs. Every interaction with CHEC should leave coaches feeling energized, valued, and seen. I would also like to explore expanding the number of CHEC learning opportunities approved for CCEs through the ICF.

Second, I aim to strengthen connections within our community of practice. As someone who works closely with students, I see the transformative effect of coaching every day. As a board member, I look forward to supporting the supporters—the coaches who empower students to thrive. Investing in our members is one of the most effective ways to multiply the positive impact of coaching across higher education.

Finally, I see a need for CHEC to broaden its role in advancing research. Coaching in higher education is a growing field, and our organization can lead by building scholarship. Initiatives such as a peer-reviewed journal or a web-based blog could provide platforms for original work and professional insights while fostering collaboration across institutions. CHEC has been a meaningful part of my professional journey, and I would be honored to serve as member-at-large to help shape its future.

Skills and Qualifications

In addition to being an ICF-certified academic life coach, I am highly proficient in data management and organization, as well as experienced in website management. I have served multiple roles both in CHEC committees and on committees through OACADA, the Oklahoma Academic Advising Association. I am skilled at coordinating large-scale events as well as designing learning experiences for professionals, and I am a passionate advocate for cultural transformation within the higher education landscape.

Calon-Nicole Gunter-Cox

MEMBER AT LARGE CANDIDATE (CONTINUED)



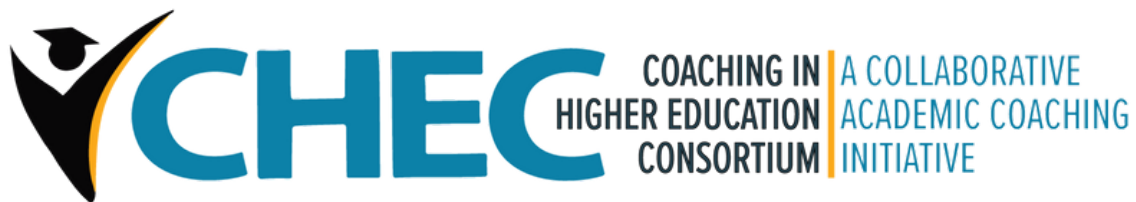
Institution: The University of Oklahoma

Position: Assistant Director of Price College
of Business Graduate Advising

Pronouns: xe/xem or they/them

Description of Campus Responsibilities

I provide "cradle to grave" service for 250+ students across three graduate programs, including responding to initial admission inquiries, processing admission applications, advising students, and supporting students through college and university-level milestones. I am also the primary record keeper and data management specialist for our department, a member of our college's assessment committee, and an academic life coach for students from across the institution.



VICE PRESIDENT OF ADMINISTRATIVE OPERATIONS CANDIDATES



Lindsay Tierny

VICE PRESIDENT OF ADMINISTRATIVE OPERATIONS CANDIDATE

Institution: Virginia Commonwealth University

School of Dentistry

Position: Dean of Students

Pronouns: she/her

Platform Statement

As a seasoned higher education leader with a long history of serving within various offices of student affairs, I am incredibly excited by the opportunity to serve the CHEC community, and coaching within higher education at large, by being a part of the Executive Board. Over the past 17 years, I have strategically transformed educational trends and insights into actionable policies and procedures that have enhanced student outcomes and streamlined institutional operations. My ability to innovate and implement solutions has empowered thousands of students to achieve academic success, and I am eager to bring this experience to the CHEC Executive Board and glean from it many ways to link arms and collaborate with you all!

My career experience to date includes both educational leadership roles, as well as direct student support, with a focus on student wellness and success always serving as my “North Star”. From overseeing student engagement offices and activities to directly providing student coaching, tutoring, advising, and skills-building, I have always maintained a “boots on the ground” stance in all that I do. I take great pride in my proven ability to communicate and build relations with both internal and external stakeholders, and creating and supporting an effective and diverse community that all work together to support a humanistic environment of learning, collaboration, and innovation. I am an established and engaged educational professional whose training and professional work history, when combined with my innovative enthusiasm and steady drive, lends itself to measurable successes at the individual and institutional level. The opportunity to extend these experiences and successes to the CHEC community at large would be an honor; thank you for your consideration!

Skills and Qualifications

I have spent the last 17 years of my career devoted to student affairs within higher education, including accessibility resources, dean of students, and of course, academic/success coaching! These experiences have been vital in developing me as a professional in academia and supporting my ability to serve as a leader within this space. As my CV further details, serving on boards and councils, both as an active member and in leadership roles, has prepared me to effectively lead and contribute to CHEC's organizational development, coordination, and management.

Description of Campus Responsibilities

Provide strategic leadership and oversight for student affairs, including academic support, wellness initiatives, and professional development to enhance student success and retention. Serve as a key advocate for student needs, fostering an inclusive and supportive learning environment while ensuring compliance with institutional policies and accreditation standards. Collaborate with faculty, staff, and administration to develop and implement programs that promote student engagement, leadership, and overall well-being.



Renee Flowers

VICE PRESIDENT OF ADMINISTRATIVE OPERATIONS CANDIDATE

Institution: Dallas College

Position: Associate Dean, Success Coaching

Pronouns: she/her

Platform Statement

Hello! My name is Renee Flowers, and I serve as Associate Dean of Success Coaching. I am honored to run for Vice President of Operations for the Coaching in Higher Education Consortium (CHEC). As a candidate, I am committed to advancing the mission and long-term success of our organization through strong leadership, collaboration, and innovative solutions.

I bring extensive experience in organizational leadership, strategic planning, and effective communication. In my role leading the Dallas College North Lake Success Coaching Team, as well as serving on multiple committees and workgroups across our multi-campus institution, I have demonstrated the ability to foster collaboration, drive initiatives forward, and deliver programs that enhance both organizational strength and the student experience. I also lead the Success Coaching Campus Programming Team, coordinating high-impact engagement activities across all seven Dallas College campuses, including the successful hosting of the 2025 CHEC Conference. I bring energy, strategic planning, and meticulous attention to detail to every project. My approach relies on project management, data-informed decision-making, and a commitment to accountability and transparency to achieve meaningful outcomes.

Above all, I believe in adaptability, teamwork, and stepping into leadership wherever it is needed to guide teams through challenges, celebrating successes, and building lasting relationships. My vision for CHEC is to strengthen engagement, enhance communication, and cultivate strong, collaborative networks that advance our collective goals. Additionally, my top five CliftonStrengths are Competition, Arranger, Futuristic, Significance, and Strategic, which inform the way I lead. I will leverage these strengths to advance our organization thoughtfully and purposefully, driving strategic initiatives that strengthen our community and support excellence in coaching across higher education. I am excited about the opportunity to serve as your Vice President of Operations and to contribute to the continued growth and impact of CHEC.

Skills and Qualifications

The skills and responsibilities I would bring to this role include organizational leadership, strategic planning, and effective communication. I am highly skilled in project and event management, currently leading the Success Coaching Campus Programming Team responsible for executing high-impact engagement activities across all seven Dallas College campuses. Most recently, my team successfully hosted the 2025 CHEC Conference at the Dallas College North Lake Campus. I also bring strong analytical abilities, regularly developing surveys and reports to inform data-driven decision-making. With keen attention to detail, I track attendance, maintain accurate meeting summaries, and provide actionable follow-up steps to ensure progress. Adaptable and collaborative, I am prepared to step into leadership roles when needed to advance the mission and long-term success of the organization.



Renee Flowers

VICE PRESIDENT OF ADMINISTRATIVE OPERATIONS CANDIDATE (CONTINUED)

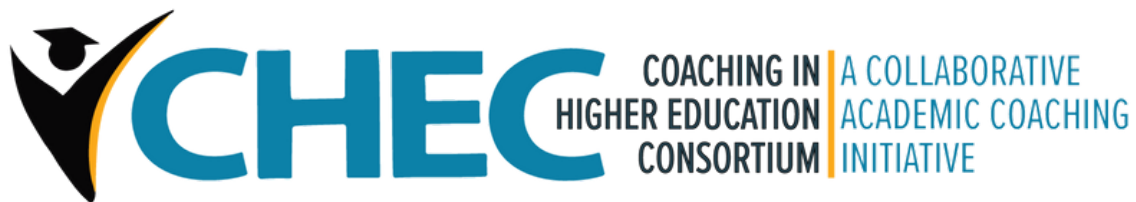
Institution: Dallas College

Position: Associate Dean, Success Coaching

Pronouns: she/her

Description of Campus Responsibilities

Provides leadership and supervision for a team of Student Success Coaches across Dallas College's seven campuses, guiding diverse student populations from enrollment to completion and career placement. Ensures the delivery of high-quality, student-centered case management; implements strategic initiatives to improve persistence, transfer, and employment outcomes; collaborates with academic, workforce, and community partners to remove barriers; leverages technology and data to monitor progress; and oversees compliance, budgeting, reporting, and staff development to advance the college's student success mission.



VICE PRESIDENT OF FISCAL OVERSIGHT CANDIDATE

Joshua Sills

VICE PRESIDENT OF FISCAL OVERSIGHT

Institution: Texas Tech University

Position: Director for University Coaching
and Student Achievement

Pronouns: he/him



Platform Statement

The Coaching in Higher Education Consortium is the sole organization in the United States dedicated to supporting and promoting the profession of coaching in institutes of higher education. I believe CHEC is uniquely positioned to offer coaches and coaching programs in higher education powerful support, guidance, expertise, and opportunities for collaboration and growth. As a passionate coach, I have been seeking ways to get involved with the advancement of coaching beyond the scope of my own university system. For two years I have been a member at large, learning about the organization, the members, and the mission. During that time, I have sought a place to serve in a way that meets the needs of the organization and coaches within the United States. This role aligns with my own strengths, expertise, current professional development, and the needs of CHEC.

A Vision for a Financial Future: As CHEC continues to grow as an organization, financial stability and sustainability will play an increasingly important role in its ability to meet the needs of its stakeholders. I believe to advance CHEC's reach and impact, development of revenue generating offerings are required. Through a values-based approach centering on the identified needs of the coaching community, CHEC can increase its impact, advance its mission, and create additional streams of revenue flow.

I believe the primary driver for this revenue generation should be in CHEC-owned, proprietary content and services that it can offer to its stakeholder population. These contents and services can be housed within CHEC content banks, staffed by CHEC leadership and other experts within the organization based on criteria and need established by the executive board. These offerings can be a drive for membership, by offering reduced rates for members, while still maintaining a public-facing availability at higher rates for those outside the CHEC membership pool.

An increase in revenue generation serves the interests of CHEC as an organization as well as its executive board and leadership, who work primarily as volunteers. Financial stake in work increases buy-in, improves performance, and creates accountability. Opportunities: Program consultations- Alignment with institutional needs, goals, programs; Institutional role; Coaching quality; Leadership; CHEC Summer Institute; Executive Coaching; Mentor Coaching; ICF accredited Level 1, 2, or 3 program; ICF accredited CEUs; Multiple mediums and timelines; Training and best practices education and training; CHEC credentials as alternative to ICF for smaller programs; Evaluation metrics, assessments, and training; Research support[Professional development opportunities; Broader Contribution to the Future of CHEC

I believe the future of coaching as a service in higher education is reliant on the value that it adds to the institutions it serves. In our current educational climate, universities are scrutinizing costs and programs for return on investment. The executive board consists of experts in the field of coaching from all over the nation, with experience in career, life, academic, and executive coaching – including ICF level program development and administration. By leveraging these depths of knowledge and experience, paired with intelligent and sustainable financial practices, I believe we can support programs as they work to secure the future of coaching.

Joshua Sills

VICE PRESIDENT OF FISCAL OVERSIGHT (CONTINUED)

Institution: Texas Tech University

Position: Director for University Coaching
and Student Achievement

Pronouns: he/him



Platform Statement (Continued)

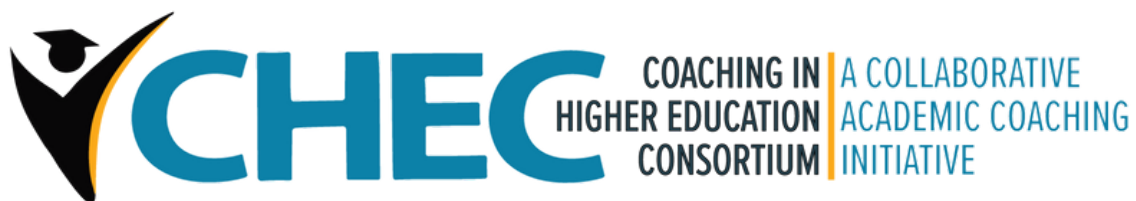
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Skills and Qualifications

Expertise in ICF protocols, policies, communication, creation of materials, training programs, and certification / accreditation processes. Furthermore, I am a PCC level coach with over 1100 hours of experience working with students and professionals. I also have experience in the board, having served as a member at large for two years. I am intensely invested in the development of coaching in higher education, and expanding the availability of training and development opportunities for smaller campuses with lower levels of funding availability.

Description of Campus Responsibilities

I provide vision and strategic planning for all life coaching services at Texas Tech as director, while managing a level 1 ICF accredited training program implemented throughout the TTU systems. I am responsible for hiring, training, budgetary oversight, communicating with partner programs and building alignment with institutional goals through our programmatic offerings.



VICE PRESIDENT OF RESEARCH CANDIDATES



Emily McClaine

VICE PRESIDENT OF RESEARCH CANDIDATE

Institution: Slippery Rock University

Position: Associate Director for Academic Success

Pronouns: she/her

Platform Statement

My name is Emily McClaine. I am a proud first-generation college graduate, an avid lover of school supplies and books, a believer in fierce curiosity, and a recovering perfectionist. At the heart of everything I do is a commitment to “becoming”. While my coaching origin story starts with “I became the person I needed most when I was just beginning”, it stretches far beyond that. For me, coaching has evolved from a profession to something so much greater; it’s in my veins. As the Associate Director for Academic Success Design at Slippery Rock University, I lead a Success Coaching program and advance academic success initiatives. Additionally, as a doctoral candidate at Indiana University of Pennsylvania, I’m conducting a meta-analysis on the effects of academic coaching on college students’ academic achievement. I’m drawn to the Vice President of Research role because research honors the depth, nuance, and sacredness of this work. Coaching invites us to be brave with others while being honest with ourselves, holding space and imagining what’s possible. Likewise, research welcomes curiosity, calling us to wonder and examine, while stretching us to grow beyond ourselves and what we believed was possible. I believe the future of coaching in higher education depends on our willingness to share insights, explore complexity, and develop a collective understanding of what works and why. If elected, I would be honored to build a rich repository of empirical research, theory, and practical insights. I’m particularly passionate about supporting CHEC members in connecting on shared research interests, methodologies, and questions. I believe in the power of collaborative scholarship. What we measure matters, and how we measure it reflects who we are. It would be an honor to serve CHEC and contribute to a research culture defined by reflection, connection, and courageous learning.

Skills and Qualifications

I am energized by possibility and purpose. My curiosity and imagination fuel both my work ethic and ambition, and I approach my vocation with intentionality. As a candidate for Vice President of Research, I believe my strongest assets are my research, analytical, and synthesis skills, combined with my deep understanding of strategic program design and a steadfast commitment to equity. I value intentional collaboration, as well as what I call radical connection—the kind of community-building that invites authentically and richly learning together, building trust, and sharing a purpose. I’ve also been effective in moving coaching theory into practice, making complex ideas tangible, usable, and impactful in various campus settings. While no single list of skills or responsibilities can fully capture why this role is so meaningful to me, below I reflect on a few experiences and my CliftonStrengths to offer insight into how I would serve in and contribute meaningfully to the Vice President of Research role.



Emily McClaine

VICE PRESIDENT OF RESEARCH CANDIDATE (CONTINUED)

Institution: Slippery Rock University

Position: Associate Director for Academic Success

Pronouns: she/her

Skills and Qualifications (Continued)

While the values I hold and the approach I take to my work are central to who I am, they are also evidenced in what I do. I have collected, reviewed, and annotated over 100 empirical studies and dozens of coaching books, curating theory, tools, and inventories that inform both my dissertation and daily practice. At Slippery Rock University, I applied this research base to design and implement a Peer Academic Coaching program grounded in learning theory, coaching pedagogy, and cognitive science. I led the development of a CRLA-certified training and supervision model, intentionally paired with assessment and reflection strategies, and scaled the program to serve hundreds of students each semester. I have also grown as a leader through service. As co-chair of the President's Commission on Race and Ethnic Diversity during the COVID-19 pandemic and following the murder of George Floyd, I helped guide our commission and campus community in how we responded to national tragedy. I learned how to lead with humility and courage, lean into the unknown, find shared purpose, and explore concepts of hope, respect, dignity, and connection. These experiences have deepened my commitment to research-informed practice and values-driven leadership, and they continue to shape how I show up in my work.

My leadership skills are deeply shaped by the unique combination of my strengths. I am Futuristic: I am energized by imagining what's possible, and I see this strength as essential for helping CHEC establish a strong research branch, anticipating emerging questions, methodologies, and areas of impact that will shape the future of our field. I am grounded in Belief: My core values (curiosity, meaning, and love) guide my decisions and fuel my commitment to learner-centered, equity-driven work; I've found a deep alignment between these values and the art and science of coaching. I am Strategic: I naturally find patterns and pathways through complexity, bringing focused, big-picture thinking to challenging questions and situations. I prioritize what matters most by anchoring decisions to a shared vision. And, I love a well-designed action plan. I am an Achiever: I credit this strength, specifically my energy and endurance, to everything I have accomplished. I characterize the "achiever" in me as a fire in my soul, where the flames move me, keep me aligned to my purpose, and help me persist through every obstacle along the way. And at the heart of it all, I am a Learner: I'm insatiably curious and dedicated to "becoming". My value of courageous learning makes me "me." I simply want to continue to learn about coaching and help our community learn together.

I believe that these strengths and my experiences have prepared me to serve CHEC with intention, lead coaching research initiatives, and support a curious and dedicated community of coaches. Thank you for considering me for this role. I would be honored to join the CHEC board and contribute to a collective learning journey that deepens our impact and strengthens the future of coaching in higher education.



Emily McClaine

**VICE PRESIDENT OF RESEARCH
CANDIDATE (CONTINUED)**

Institution: Slippery Rock University

Position: Associate Director for Academic Success

Pronouns: she/her

Description of Campus Responsibilities

As the Associate Director for Academic Success Design at Slippery Rock University, I lead the daily operations and strategic coordination of the Success Coaching program within the Center for Career and Academic Progress. In this role, I help to supervise and mentor a team of professional staff members and undergraduate student employees (peer academic coaches). Together, our team offers one-on-one coaching sessions with academic life coaches and peer academic coaches, group coaching initiatives, classroom presentations, academic success inventories, and outreach-based support to our student body. My role centers on using evidence-based practices, coaching psychology, cognitive science, and student development theory to design academic success initiatives that foster student reflection, deep learning, and academic persistence.

Through strong collaboration with faculty and campus partners, I support university-wide initiatives aimed at advancing academic equity, student success, and institutional retention. In partnership with the Assistant Vice President, I lead departmental research and assessment efforts, including IRB-approved studies and use of Civitas predictive analytics, to inform programming and improve outcomes. I also oversee the integration of the Learning and Study Strategies Inventory (LASSI) as a first-year academic success initiative, coordinate faculty and staff development on coaching pedagogy, and manage early alert outreach campaigns to connect students with timely academic support. While specific job responsibilities are outlined in my CV, the following items are most relevant to my interest in the Vice President of Research role on the CHEC board.

I develop and implement the Success Coaching department's strategic and assessment plans by coordinating needs assessments, stakeholder input, data collection, and analysis to evaluate both programmatic effectiveness and student learning outcomes. I facilitate institutional research projects and IRB-approved studies to assess coaching impact, inform programming, and promote a research-informed coaching culture within the department.

I provide emerging scholar-practitioner mentorship to colleagues in the sub-division by serving as a thought partner and sounding board throughout the research and presentation process—offering structure, reflective questioning, and coaching support to deepen their inquiry and professional voice. I support staff in identifying themes from coaching appointments, framing key findings, and crafting compelling narratives grounded in coaching pedagogy, learning science, and student development theory. I work directly with the Assistant Vice President and Office of Analytics and Decision Support to review data and design and measure persistence initiatives.



Sandra Hubbard

VICE PRESIDENT OF RESEARCH CANDIDATE

Institution: The University of Mississippi

Position: Success Coach

Pronouns: she/her/hers

Platform Statement

I am deeply committed to the transformative power of coaching in higher education, and I believe strongly in CHEC's mission to empower student growth by fostering a diverse, engaged professional community. As a servant leader and education innovator, my work has consistently centered on improving student success outcomes, expanding access, and strengthening coaching practices through holistic support strategies. My experience includes success coaching, program development, curriculum design, and instructional leadership, each reinforcing my passion for student persistence and equitable outcomes.

In my current role as a Success Coach, I implement intervention strategies, teach student success courses, and serve as a critical element of support and liaison for students. Throughout my career, I have led high-impact initiatives such as LMS redesigns, education training programs, and more. I've served in both K-12, higher education, and association settings, bringing a unique perspective to coaching.

I am particularly drawn to CHEC's emphasis on community and collaboration. As a board member, I would contribute my expertise in strategic planning, educational innovation, training and professional development to advance CHEC's goals. I am also enthusiastic about amplifying a variety of voices in coaching and supporting colleagues across institutions who are doing vital work for student growth. If given the opportunity to serve on the board, I hope to further CHEC's vision of coaching as a transformative, research-informed practice that strengthens not only students, but also the institutions and communities that support them.

Skills and Qualifications

With a strong background in success coaching, program development, and student success initiatives, I bring a wealth of experience and a strategic mindset to the board. My current role as a Success Coach allows me to directly impact student persistence through holistic coaching, intervention design, and teaching academic success courses. Coupled with my leadership in education programs at both the K-12 and higher education levels, I have a proven ability to lead, design curriculum, and implement data-informed strategies to help achieve goals. My track record includes trainings and presentations, advisory board service, and the redesign of education programs and learning management systems. As a servant leader and education innovator, I am committed to shaping success coaching practices that are inclusive, evidence-based, and sustainable across diverse institutions.

Description of Campus Responsibilities

I provide holistic success coaching to support student persistence, achievement, and overall success. My responsibilities include developing and implementing targeted intervention strategies, monitoring academic progress, and ensuring adherence to our success coaching standards and policies. I serve as a liaison between students, parents, faculty, and staff to foster a collaborative support network. In addition to coaching, I teach one course per semester focused on academic success and student development.