

**2026**  
**COACHING IN**  
**HIGHER EDUCATION**  
**CONSORTIUM**

**VIRTUAL CONFERENCE**  
**TENTATIVE AGENDA**



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**July 31, 2026**



# 2026 CHEC CONFERENCE AGENDA

All Times listed in Central Standard Timezone

**Opening Remarks/Business Meeting: 9:00 AM-9:30 AM Keynote**

**Speaker: 9:45 AM-10:45 AM**

**Concurrent Session Block 1: 11:00 AM-12:00 PM**

**Title: "EMPOWER: Designing and Piloting a Scaffolded Coaching Journey for High-Achieving Honors Students"**

**Presenters:** E Emily McClaine; Melissa Murray; Cheyenne Cravener; Julie Ferringer; Jennifer Willford

**Institution:** Slippery Rock University

**Session Description:** High-achieving Honors students are often assumed to be thriving, yet many quietly struggle with identity, motivation, perfectionism, and self-doubt. This session introduces EMPOWER, a two-level coaching pathway developed by SRU's Honors College and the Center for Career and Academic Progress. Through ELEVATE (self-awareness, values, future-self visioning) and MAGNIFY (strengths identification, CliftonStrengths integration, resilience strategies), the program helps Honors students build confidence, agency, and meaningful academic direction.

**Title: "Hope as a Strategy: The Link Between Hope, Coaching, and Academic Performance"**

**Presenter:** John Andrew Williams

**Institution:** CoachTraining.EDU

**Session Description:** Hope is a measurable psychological skill linked to student performance, persistence, and resilience. This session shows how educators can intentionally build hope in advising conversations by strengthening agency and pathways thinking, helping students clarify goals, generate strategies, and move forward with confidence. Participants will explore how coaching-informed approaches—rooted in inquiry, reflection, and collaborative problem-solving.

**Title: "From Overwhelm to Agency: A Group Coaching Program for Graduate Student Productivity Support"**

**Presenter:** Emma Bartley; Jacqueline Von Spiegel

**Institution:** The Ohio State University

**Session Description:** This session presents From Overwhelm to Agency, a group coaching program that helps graduate students address procrastination, perfectionism, time management, and competing responsibilities through structured strategy instruction, reflection, peer discussion, and goal-setting. Presenters will highlight key design elements, share self-regulated learning assessment results demonstrating growth in motivation and adaptive strategy.

## **Concurrent Session Block 1 (continued): 11:00 AM-12:00 PM**

### **Title: "Coaching for Completion: Practical Strategies to Re-Engage Stop-Out Students Through Academic Mobility"**

**Presenter:** Vielka Bowman-Bodden

**Institution:** Upper Level Education

**Session Description:** Many adult learners and stop-out students leave college not from lack of ability but from lost clarity, overwhelming demands, or an unclear path to completion. This session introduces a structured re-engagement coaching approach grounded in Academic Mobility that helps coaches rebuild momentum through goal clarity, pathway mapping, and small, actionable next steps. Participants will explore common barriers—credit confusion, pathway uncertainty, financial pressures, and disconnection from long-term goals—and learn practical strategies to move students from uncertainty to completion across adult-learner, online, transfer, and re-entry contexts.

## **Break 12:00 PM-1:00 PM**

## **Concurrent Session Block 2: 1:00 PM-2:00 PM**

### **Title: "Reflective Practice in Coach Training: Building Coaches Who Transform Student Outcomes"**

**Presenters:** Emily McClaine; John Andrew Williams

**Institution(s):** Slippery Rock University / CoachTraining.EDU

**Session Description:** This session examines how meaningful coach development begins with the coach, highlighting research from an SRU–CTEDU collaboration that identifies three elements essential to transformative growth: sustained reflective practice, layered inter-levered learning over time, and a strong community of practice that supports honest reflection and continued growth. Presenters will explore how these conditions shape coaching effectiveness and ultimately influence student engagement and follow-through. Attendees will reflect on their own professional development experiences and identify ways to build deeper reflection and community within their teams, reinforcing the idea that investing in coach development is a powerful lever for improving student success.

### **Title: "The Art of Listening: Deepening Connection and Understanding in Higher Education"**

**Presenters:** Tiffany Halsell; Christina Fabrey

**Institution:** The Ohio State University

**Session Description:** Listening is an essential yet often underdeveloped skill in higher education, especially for professionals navigating complex conversations in access, inclusion, and student support roles. This experiential workshop helps participants strengthen active listening, deep listening, and culturally responsive listening through interactive activities, case studies, and guided reflection. Attendees will examine common barriers to effective listening, practice strategies that build empathy and trust, and learn how identity and power shape communication. Participants will leave with practical approaches and a personalized action plan to enhance listening across advising, teaching, coaching, and leadership contexts.

## Concurrent Session Block 2 (continued): 1:00 PM-2:00 PM

### Title: "Creating a Safe Space for Learning and Growing: Trauma-Informed Strategies"

**Presenters:** Dr. Amy Joyner; Dr. Jill Flynn

**Institution:** Marymount University

**Session Description:** Trauma is increasingly common among college students and can disrupt learning, engagement, and well-being. This session equips higher-education professionals with practical, research-based strategies to recognize trauma, understand its impact on learning and behavior, and apply the six principles of trauma-informed practice in teaching and coaching. Using real examples and SEL working agreements, participants will learn to identify trauma responses, promote resilience, and create safer, more equitable learning environments.

### Title: "From Help-Seeking to Self-Regulation: Academic Coaching as a Catalyst for Student Ownership"

**Presenter:** Kristen Nuesmeyer

**Institution:** Utah Valley University

**Session Description:** This session connects research on self-regulated learning with practical academic coaching strategies for higher education. Participants will learn core SRL components—how students plan, monitor, and reflect on their learning—and explore specific coaching tools and questions that build these skills, including time-management practices. Through brief demonstrations and small-group practice, attendees will identify SRL-aligned techniques they can adapt to their own institutional context and student populations.

### Title: "Where Coaching Ends and Counseling Begins: Navigating Boundaries in High-Need Student Populations"

**Presenters:** Madlynn Libao; Kayla Hebebrand

**Institution:** Oberlin College and Conservatory

**Session Description:** This session helps coaching professionals navigate rising student mental-health needs by clarifying the differences between coaching and counseling, strengthening professional boundaries, and understanding how campus culture shapes effective partnerships. Using national data, a campus case study, and practical boundary-setting strategies, participants will explore how to support students holistically while staying within the coaching role and enhancing services in high-need environments.

## Concurrent Session Block 3: 2:15 PM-3:15 PM

### Title: "The Science of Advice-Giving: When to Tell, When to Coach in Academic Advising"

**Presenter:** John Andrew Williams

**Institution:** CoachTraining.EDU

**Session Description:** This session examines how habitual advice-giving can limit student ownership and motivation and helps advisors balance directive guidance with coaching-based inquiry. Participants will explore how students respond to advice, why autonomy matters, and how small conversational shifts improve engagement. Using a practical Tell-vs-Ask framework and applied practice, attendees will learn when to give advice, when to use inquiry, and how to strengthen their advising through intentional communication.

## Concurrent Session Block 3 (continued): 2:15 PM-3:15 PM

### Title: “It Takes a Campus: How Everyone Can Champion Student Career Development”

**Presenter:** Jennifer Cleveland

**Institution:** The Citadel

**Session Description:** Career coaching is most effective when it extends beyond the career center. This session reframes career development as a shared campus responsibility and equips faculty, staff, and student-support professionals to engage in meaningful career conversations at natural touch points across the student experience. Participants will learn adaptable open-ended coaching questions, clarify referral pathways, and identify opportunities to strengthen collaboration with career services. Through interactive activities and guided discussion, attendees will leave with practical tools and one actionable strategy for integrating career coaching into their existing roles.

### Title: “Detox from Doomscrolling a Structured, Flexible, and Supportive Coaching Approach”

**Presenter:** Lauren M Targ

**Institution:** Columbia College Chicago

**Session Description:** Doomscrolling is a growing barrier to focus, sleep, and emotional regulation for students. This virtual workshop reframes it as a regulation loop rather than a discipline issue and introduces a three-phase Digital Detox Coaching Model for use in advising and coaching. Through reflection, visual frameworks, and breakout practice, participants will learn autonomy-supportive strategies, adapt tools for diverse learners, and use a 10-minute Micro-Detox Reset to help students reduce digital overwhelm and build healthier habits.

### Title: “Training and Developing Peer Academic Coaches Over Time”

**Presenter:** Allison Burns

**Institution:** Temple University

**Session Description:** This session outlines a tiered approach to developing peer academic coaches, highlighting what effective initial training looks like and how to design ongoing coach development aligned with experience levels. Participants will learn strategies for structuring training, supporting professional growth, and adapting this model to their own institutions. The session uses a brief presentation and guided discussion, featuring examples of training structures, continuing-development activities, and semester-by-semester coach progression.

### Title: “Stop Fixing. Start Building. Appreciative Education in Action”

**Presenter:** Siir Cole-Chambers; Charlie Frey-Mendez

**Institution:** Oberlin College & Conservatory

**Session Description:** This session introduces the Appreciative Education framework, a strengths-based approach that helps coaches center student voices, surface assets, and build self-efficacy. Participants will see the AE phases demonstrated through real coaching conversations, with a focus on techniques that strengthen confidence and self-determination. Attendees will leave with ready-to-use strengths-based questions and a clear sense of how AE can fit naturally into their existing practice.

## Concurrent Session Block 4: 3:30 PM-4:30 PM

### Title: “Let's Talk Research & Assessment: Meet CHEC's New Committee”

**Presenter:** Emily McClaine, Chris Schreiner, Jean Starobin, Lindsay Tierney, Joelle Balthazar, LaShay McQueen, Sandra Hubbard

**Institution:** Coaching in Higher Consortium

**Session Description:** This informal session introduces CHEC’s new Research and Assessment Committee and its early evidence-informed coaching initiatives. Through guided discussion and Q&A, participants can ask questions, share needs, and offer feedback to shape future committee priorities. Members will highlight upcoming assessment tools, training opportunities, and emerging research efforts while inviting collaboration across the CHEC community.

### Title: “Coaching Neurodivergent Learners: Practical Strategies for Trust, Access, and Success”

**Presenters:** Christina Fabrey, PCC, BCC, NBC-HWC; Tiffany Halsell, PhD, PCC

**Institution:** Virginia Tech

**Session Description:** This session equips coaches with practical, neurodiversity-informed strategies to support students with ADHD, autism, and executive functioning challenges. Through real-world scenarios and discussion, participants will learn strengths-based, inclusive coaching techniques that build trust, autonomy, and persistence. Attendees will leave with immediately usable tools to enhance goal-setting, accountability, and student confidence.

### Title: “Breaking Down Silos: Cross-Campus Collaboration to Advance Student Success and Increase Academic Coaching Participation”

**Presenters:** Rosario Vazquez; Maria Bridwell

**Institution:** South Texas College

**Session Description:** This session highlights how our academic coaching program broke down campus silos by building cross-department collaboration to strengthen student success and increase coaching participation. We will share how we leveraged grant partnerships, integrated technology tools, and piloted coaching within content-specific programs to expand reach.

### Title: “Fostering Resilience and Finding College Students' "Inner Champion"”

**Presenter:** Nikki Greer

**Institution:** Texas Tech University

**Session Description:** This session introduces the 7 C’s of resilience and explores how educators can help students recognize their strengths, build self-esteem, and ask for support when needed. Participants will learn practical topics and resilience-building activities that can be adapted for different ages and contexts, giving them accessible tools to foster confidence and coping skills in students.

**Thank you for your participation in the CHEC 2026 Virtual Conference.**

