Faculty, administrators, and staff in the College of Education and Human Services are committed to several goals and objectives that can be accomplished during the years 2014-2016 and will contribute to goals more broadly identified in *Pathways to Excellence*, the University Strategic Plan launched in 2013 by Chancellor Rita Cheng. These goals are summarized below and expanded with specific action items in the larger document that follows.

1. **Facilitate Student Success**

   By strengthening recruitment efforts

   **CQMSE**
   - Change of name from Educational Psychology and Special Education to Counseling, Quantitative Methods and Special Education will increase the interest and recruitment of students in the Counselor Education and Quantitative Methods sections
     - Name change will improve the image of the department and better reflects what the programs are engaged in
   - Quantitative Methods section is currently in the process of developing a Graduate Certificate Program to improve enrollments and increase students’ interest to pursue scholarly activities

   **EAHE**
   - Completed Grad Days recruitment events on March 26-27
     - Interviewed 31 prospective students for the College Student Personnel Program
   - Dr. John Dively conducted four sessions to recruit students to the Principal Preparation Program in February and March 2015
     - Two sessions took place at SIU and two in Mt. Vernon to build knowledge, interest and a pool for the off-campus cohort slated to begin in Summer 2015

   **HER**
   - Held a Major Discovery Day on February 27 (Friday, 11 am – 1 pm, Pulliam 308)
     - Invitations were offered to students who were admitted to the College of Education and Human Services but had not yet declared a major and to students who were exploring their options
     - More than 50 students visited the event; 37 signed up for more information regarding HER programs

   **KIN**
   - Department Chair, program directors and departmental advisors engage in all on campus Open House and Showcase recruitment efforts
Aforementioned personnel engage in off campus recruiting efforts
  
  • E.g. – John A. Logan showcase day

Program directors personally meet with all potential students who come to campus with families to consider our major programs

Program directors have regularly engaged in emailing and calling students with Hobsons database

SSW

Continued participation in open houses organized by COEHS Recruitment and Retention as well as other University recruiting entities, whenever invited

Two faculty members are working on a Behavioral Health Workforce Education and Training (HRSA) grant and aggressively recruiting graduate students for the Trauma Based Behavioral Health Fellowship

In 2014 SSW faculty made visits to high schools and Community Colleges in order to recruit students for the undergraduate program

International award received from the Council on Social Work Education has helped to promote recruitment efforts

Students have participated with faculty in distributing/disseminating information on recruitment for our programs

WED

Faculty and staff hosted WED recruitment events at local businesses and a national conference to recruit students for undergraduate and graduate programs
  
  • Events at: Blue Cross Blue Shield, Aisen, Continental Tire and Academy of Human Resource Development 2015 International Research Conference in the Americas

Faculty and staff represented WED at SIUC Open Houses and Career Fairs to enhance recruitment efforts by distributing brochures and answering questions

Enhanced and distributed recruitment materials targeted to the recruitment of both on campus and off campus students
  
  • New, more detailed Southern California Master’s Program brochure was created
  
  • New Master’s Degree Program posters were developed
  
  • 50+ promotional items were sent to each of 14 WED off campus military and civilian sites to distribute to current and prospective students

By increasing efforts to retain students

REC Faculty members Tina Colson and Evan Coulson initiated leadership roles to revive the RSO Student Recreation Society (SRS) after several years of inactivity; creating the type of support/supervision that could possibly enhance student morale and increase retention
  
  • 27 student members successfully recruited for this spring
• SRS members have initiated a variety of new programs for REC students and participated in many campus volunteering activities

SSW
  o Working to improve clinical skills in order to increase LMSW licensure for our MSW graduates
  o Adopted new curriculum standards so that SSW graduate students can satisfy the new requirements for the certification of school social workers
    • Faculty member certified in School Social Work has primary responsibility to guide this curriculum
  o SSW maintains sole responsibility of designing/monitoring curricula
    • Changes affecting advising and course offerings are easily communicated
    • SSW Graduate Program advising is done within the SSW
      ▪ Students are engaged in both academic and professional advising

TEP
  o Increased usage of Student Success Collaborative (SSC) in order to maximize collaboration with advisement to ensure students stay on track for time to degree
  o Constructed and distributed a benchmark sheet outlining important steps through the TEP
    • Provided to candidates at multiple points in their program by TEP office, academic advisors and program faculty
    • Working on additional supports to more clearly articulate program requirements

WED
  o Advisement
    • Four on campus full-time faculty, the Off Campus Program Director, two full-time campus faculty, one off campus Academic Advisor and one Academic Advisor in the COEHS Advising Center provided academic advising and course selection assistance to current students
    • On campus staff and off campus Academic Advisor assisted with graduation checks to ensure students are taking correct courses to persist and graduate
  o Focused on student satisfaction
    • Department Chair worked closely with Distance Education/Extended Campus to ensure student services were provided at optimal levels
    • Utilized Instructional Course Evaluations to improve teaching and courses
2. Increase Research, Scholarship, and Creative Activity

By recruiting and retaining outstanding research faculty

CQMSE
- Currently pursuing high quality applicants for Faculty positions in the department (Counselor Ed.) that would strongly enhance the College’s research productivity

EAHE
- Currently searching for a Tenure-Track Faculty member in Educational Administration

HER
- Department is hiring three Tenure Track Faculty for AY 15-16.
  - Successfully recruited top-notch candidates who demonstrate excellence in research and scholarship
  - Two have signed offer letters; two more candidates are being brought in for campus interview to fill third position

KIN
- Faculty are assigned teaching workloads no greater than 3 classes in one semester and 2 in another enabling time to perform significant research projects
- Faculty routinely receive university assistantships for undergraduate and graduate research projects
  - Department sets aside a portion of graduate assistantships for research purposes

SSW
- Exploring ways to maintain quality of programs by developing sustainable ways of recruiting/retaining outstanding research faculty to ensure

WED
- Utilized job descriptions for open positions that clearly stated our desire to attract candidates with potential for, or proven records of, quality research, scholarship, and creative activity

By providing specialized services to researchers and scholars

KIN
- Created dedicated research laboratory space for exercise physiology, motor behavior, sport psychology and sociology of sport, and biomechanics Labs in the Davies Building
- Department dedicates a portion of Kinesiology Foundational monies for both student and faculty to conduct and disseminate their research

SSW
- Grant activity has improved in the past year
  - SSW has supported/encouraged faculty to become fiscal officers and PIs of the grants they acquire
- Earned an interdisciplinary trauma grant which one of our SSW faculty members is the PI
Parents’ Resource for Information, Development, and Education (PRIDE) and the Integrated Assessment grant programs and their scope have increased SW and the College have provided a framework for encouraging grant writing and the search for competitive external grants by faculty SSW has benefited from the newly created position of Associate Dean for Research and Statistical Analysis
  • Expertise and statistical analysis skills from this office have been constructive and helped SSW present quality documentation and presentations

**WED**

- Promoted on and off campus opportunities to apply for grants and publish creative works
- The *WED Online Journal for Workforce Education and Development* Editor distributed requests for articles and published material from authors around the country

**By expanding opportunities for undergraduate and graduate student research**

**EAHE**

- During the 14-15 AY, nine doctoral students completed their degrees
- Three master’s students elected to complete the research paper option and will earn degrees in May and August 2015, respectively

**HER**

- Recreation Graduate students are invited to present at professional conferences with their faculty
  • Two graduate students presented on April 17, 2015 at Illinois Recreation Therapy Association Regional Conference with two faculty members

**SSW**

- Faculty have engaged/supervised several graduate and undergraduate students in research endeavors such as those from the McNair program, research rookies and presentations at the College’s brown bag series
  • College’s Journeys Magazine has been used to publicize such activities
- SSW has received its share of support/funding for GAs that work with faculty on their research

### 3. Promote Diversity and Inclusiveness

**By learning more about our diversity and inclusiveness issues**

**SSW**

- Faculty and students have diverse backgrounds and come from various parts of the world
Continued participation in inclusive discussions at various department and College levels

**By improving awareness of diversity issues and cultural competence**

**KIN**
- Faculty engage in community and other activities which promote diversity and inclusion
  - E.g. – Celebrating Women Benefit Luncheon, Speaking Across Lines Diversity Luncheon, Be Fit, Be Cool Fitness activity sponsored by the Indian Physicians Community Group

**SSW**
- Every graduate student is required to pass a course which specifically addresses diversity issues due to the demands of competence in our discipline and the nature of the work in which our graduates are largely engaged
- Have such language that supports diversity as a requirement by the National Association of Social Workers and the Council on Social Work Education
  - Diversity and inclusion issues are vertically and horizontally integrated in curriculum
- Department has been creating, updating and renewing field placement affiliation agreements with various agencies in the community
  - These are binding legal documents required by both the College and the University

**TEP**
- Making clinical placements for all teacher candidates in schools deemed diverse for the EDUC 303 experience
  - Schools are intentionally racially, linguistically, SES disability, etc. diverse

**WED**
- Required WED 581 Workforce Diversity in Southern California and Illinois Master’s Program
  - Strongly encouraged on campus master’s students to take this course
- Promoted events hosted by the Office of Diversity, Affirmative Action, and those that are geared toward awareness months
  - E.g. – Native American Month, Black History Month, etc.

**By increasing efforts to attract and retain faculty and staff members of diverse backgrounds**

**SSW**
- Department has a long history and experience hiring and retaining diverse faculty
- When positions open, the openings are:
• Posted on the websites for the Council on Social Work Education, the NASW and its local chapters
• Also social work organizations such as the Deans and Directors of Schools of Social Work, etc. that make resources available based on our membership
  ▪ Able to post job openings on their listserves

4. Engage with the Broader Campus Community

By strengthening campus communication, team building, and morale

CQMSE
- Quantitative Methods section has cross-appointments in the Department of Psychology (COLA)
  ▪ Director of the Applied Research Consultants (ARC) housed in the Department of Psychology is a member of the Quantitative Methods section
    ▪ ARC expands opportunities for associates and students through offering options to present at conferences and workshops and to participate in a number of professional development seminars

KIN
- Faculty regularly serve in intercampus governance and other organizations
  • E.g. – Faculty Senate, Graduate Council, Intercollegiate Athletics Advisory Council, Faculty Athletics Representative (NCAA), Gerontology Group
- Faculty obtain joint faculty positions in other units
  • E.g. – Dr. Bobbi Knapp, Sport Sociologist in the Department of Sociology and Dr. Jared Porter, Motor Behaviorist in the Department of Psychology and Cognitive Neuroscience group
- PETE faculty (Calabrese, Valley, Vogler) serve on the COEHS UAAC council

SSW
- Efforts to assemble selected faculty, staff and students with a charge that they both identify and seek solutions to major COEHS issues and challenges will be done before the end of the Strategic Plan period

By boosting college identity and visibility

SSW
- Provided information whenever requested by the College regarding information to be placed on the COEHS website
By pursuing and bolstering partnerships that produce mutual benefits for the College and community

EAHE
- Strengthened our relationships with our partner organizations (IASA, IASBO, IPA)
- Dr. Green maintains regular contact with the Educational Administration Advisory Council
  - In person meetings are held in both fall and spring semesters
  - Dr. Green obtained their inputs related to curriculum for the proposed teacher leadership endorsement, revisions to the superintendent program and preliminary planning for the EdD degree
- Dr. Brent Clark and Dr. Michael Jacoby started teaching periodically for the department in Summer 2014 and plan to continue to do so
  - Assisted in recruiting both students and faculty for EAHE
  - Assisted by sharing information about the department conferences with their membership, which contributed to increased attendance at both the Education Law Conference in September 2014 and the 18th Annual Education Leadership Conference in March 2015
    - Both conferences drew and built upon community relations and partnerships
    - Practicing administrators and educators from around the state participated in the Law Conference in the Fall
    - Concentrating on the southern Illinois regions, the Educational Leadership Conference also had good attendance
      - For the first time in its history the Educational Leadership Conference catered to educators at all levels by including topics on k-12, community colleges and four-year higher education

HER
- Participating in the “SIUC Freshman Retreat Program” (August 16-19) which will be provided to many incoming Freshman to SIUC
  - New collaborative effort by Student Recreation Center, Touch of Nature and Heath Education and Recreation department.
  - Primary roles of department are to provide student and faculty leaders for the retreat program and to engage in research component of examining the outcome of the program.

KIN
- Student organizations have participated in multiple community outreach activities
• E.g. – 3 KIN student organizations, the Organization of Sport and Exercise Science, the PE Teacher Education Club, and Sport Studies Association have served in leadership and participatory roles in American Heart Association’s Heart Walk, Be Fit Be Cool obesity prevention in children activity, Splash Park fund raisers, and both the Southern Illinois Heath care conference for men and women
  o Strong Survivors Cancer Community Fitness program is run by KIN faculty and students in conjunction with John A. Logan and Southern Illinois Health Care

SSW
  o Has instruments and data collection mechanisms in place, such as Field Practicum Evaluations and feedback by the Community Advisory Committee, Professional Advisory Committee and surveys
  o Expand and sustain partnerships for professional education opportunities with schools, businesses, agencies and other community organizations is an on-going process within the department
  o Faculty have engaged in activities for conducting research and service activities that address the needs of schools, social service agencies and communities

TEP
  o Strengthening the Intern program to ensure the best candidates work with our PDS
  o Planning a TEP Round Table with P-12 school partners for Fall 2015 to solicit input from stakeholders on ways to co-construct clinical preparation

By soliciting input from stakeholders regarding the knowledge, skills, and awareness employers are seeking from graduates

6. Fine-tune Finance, Infrastructure, and Resource Allocations

By developing clear goals for addressing budget shortfalls through increased enrollment

HER
  o One of the ways to increase enrollment in Health Education, HER submitted the RME to change the current B.S. program name, Health Education, to Public Health.
    o New program name will reflect the current trends and needs of our students

KIN
  o Participate in Summer Cost recovery model to address college financial shortfalls

SSW
  o Working to increase both graduate and undergraduate enrollment
- Faculty has engaged in distance education classes for both graduate students and undergraduate seniors over the past year
- Two Health Mental Health core courses and electives such as Military Social Work, Grant Writing, and Medical Social Work and Aging have also been offered
Faculty, administrators, and staff in the College of Education and Human Services are committed to several goals and objectives that can be accomplished during the years 2014-2016 and will contribute to goals more broadly identified in *Pathways to Excellence*, the University Strategic Plan launched in 2013 by Chancellor Rita Cheng. Stated briefly, these goals, objectives, and specific action items are as follows:

### 1. Facilitate Student Success

**By strengthening recruitment efforts**
- A. Develop and implement recruitment presentations designed for high-achieving high school juniors and seniors, and directed or hosted by professors and students representing various COEHS programs and departments.
- B. Initiate, expand, and sustain contact with high school advisors and counselors critical to our recruitment efforts.
- C. Create and maintain recruitment materials targeted toward domestic and international students, especially for the various graduate programs throughout the college.
- D. Utilize current student leaders as resources and ambassadors to organize outreach activities designed to recruit future students.

**By increasing efforts to retain students**
- E. Review current strategies, and devise and implement additional strategies to improve student pass rates on certification examinations.
- F. Maintain high quality academic advisement services and assess their quality via student feedback.
- G. Devise and implement strategies to streamline the matriculation process from application to enrollment to program completion.

### 2. Increase Research, Scholarship, and Creative Activity

**By recruiting and retaining outstanding research faculty**
- A. Develop job descriptions for open positions that make clear our desire to attract candidates with potential for, or proven records of, quality research, scholarship, and creative activity.

**By providing specialized services to researchers and scholars**
- B. Develop and maintain a formal support system to promote and sustain grant-writing within the College.
- C. Develop and maintain statistical and academic support for research, scholarship, and creative activities within the College.
- D. Define, encourage, and measure our involvement in interdisciplinary collaborations that emphasize and support quality research, scholarship, and creative activity.
By expanding opportunities for undergraduate and graduate student research
E. Promote and publicize integration of the College’s teaching and research missions.
F. Publicize graduate and undergraduate student research opportunities and accomplishments.
G. Develop and maintain additional competitive graduate research assistant stipends (and ensure they are balanced across the College’s many academic units) in order to recruit high-quality graduate students.

3. Promote Diversity and Inclusiveness

By learning more about our diversity and inclusiveness issues
A. Work with staff from the Center for Inclusive Excellence and Center for International Education to develop a formalized, systematic process of gathering data from faculty, staff, and students about issues of diversity and inclusiveness within the College.

By improving awareness of diversity issues and cultural competence
B. Create or borrow language affirming diversity and promoting tolerance; assure it is added to formal internal and external College communications.
C. Update and revise formal agreements with community schools and agencies to reflect the COEHS commitment to diversity and inclusiveness.
D. Develop an on-line awareness program for COEHS faculty, staff, and students that addresses issues of cultural competence.
E. Establish a student support group charged with the responsibility of helping COEHS students cope with and resolve issues of diversity and inclusiveness.

By increasing efforts to attract and retain faculty and staff members of diverse backgrounds
F. Create a list of locations for advertising faculty positions, adding at least three new locations aimed at specific diverse populations each year (can include listserves).
G. Prepare a hiring and retention plan to welcome and provide support for diverse faculty and staff.

4. Engage with the Broader Campus Community

By strengthening campus communication, team building, and morale
A. Assemble College Advisory Committee, Academic Affairs Committee, and Executive Council members to brainstorm and commit to strategies for building organizational trust.
B. Assemble selected faculty, staff, and students with a charge that they both identify major COEHS issues and challenges and seek solutions that can be implemented within the next year to re-establish intercollegiate respect and cooperation.
C. Prioritize processes that will equip College personnel with the evidence and statistical information they need to confidently support or challenge campus initiatives that result in major impacts on College programs, personnel, and administration.

By boosting college identity and visibility
D. During each of the next two years, host a series of six or more Saturday morning mini-conferences for graduate teaching assistants campus-wide. Provide one (1)
EDUC credit for each semester of perfect attendance, and use this opportunity to offer sessions about andragogy, instructional planning, time-management, student diversity and engagement, teamwork, and personal life skills that highlight the human services expertise of COEHS personnel.

E. Add a section to the COEHS website to emphasize the many accomplishments, national appointments, public service initiatives, and other thrusts that make us both unique among SIU colleges and also more visible as a community presence and resource.

5. Expand Community Relations and Partnerships

By pursuing and bolstering partnerships that produce mutual benefits for the College and community
A. Standardize a process for obtaining feedback from students about the quality and contributions of their community service and training experiences for the purpose of informing community partners about the impact of their programs and professional development partnerships.
B. Expand and sustain partnerships for professional education opportunities with schools, businesses, agencies, and other community organizations.
C. Conduct research and service activities that address the needs of schools, social service agencies, and communities.

By soliciting input from stakeholders regarding the knowledge, skills, and awareness employers are seeking from graduates
D. Encourage all departments/programs in the COEHS to maintain or initiate contact with employers of their graduates for the purpose of obtaining feedback regarding the preparation of their students for employment.

6. Fine-tune Finance, Infrastructure, and Resource Allocations

By developing clear goals for addressing budget shortfalls through increased enrollment
A. Within the next two years, increase both graduate and undergraduate enrollment and implement an aggressive, comprehensive plan designed to retain and stabilize existing student enrollment.
B. Within the next three years, explore new opportunities to increase post masters degree enrollment by delivering new distance education certificate programs (such as one for P-12 master teachers that will prepare them to assess the needs of diverse at-risk students within their local communities and provide them with the skills and knowledge to recommend to parents or guardians appropriate community and human service organizations where focused, quality interventions for these children may be obtained).
A considerable number of faculty, students, administrators, and staff associated with the College of Education and Human Services worked diligently to provide requested input during preparation of the College’s Strategic Plan. While actual development and crafting of the plan fell to members of the 2013-2014 College Advisory Committee (CAC) by direction of Dean Keith Wilson, input was solicited by the 2012-2013 CAC from seven (7) focus groups (all but one of which met during the spring of 2013) whose members were first nominated within individual departments; then recommended to the Dean by members of the CAC for their expertise, campus affiliations or responsibilities, and expected contributions; and ultimately invited to participate by the Dean via an individual e-mail communication. Then Associate Dean D. Shane Koch assisted in this process. Each focus group was comprised of representatives from as many departments or schools within the College as possible; school and department faculty numbers, as well as agreement to serve, affected final focus group composition. The 2013-2014 CAC subsequently solicited input from two other groups: members of the College Executive Council, who considered all of the focus group reports in making their recommendations to the CAC, and trusted colleagues whose input seemed prudent in specific situations.

In appreciation for their various contributions, these participants are identified below by name and by department or school affiliation. Their efforts, commitment, and expertise were invaluable in identifying College goals and priorities and in providing guidance to the CAC during development of this document. We remain grateful for their collaboration in identifying our priorities.

MEMBERS OF THE 2013-2014 COLLEGE ADVISORY COMMITTEE

Donna M. Post—Committee Chair
Patrick Dilley
Barbara Hagler
Saliwe Kawewe
Jennifer Koran
Jared Porter
Dhitinut Ratnapradipa
Joel Ringdahl
Mallory Bollinger
Bryan Gere
Casheena Stephens
Associate Dean Cathy Mogharreban (ex officio)
Monica Raines (ex officio; recorder)

MEMBERS OF THE 2013-2014 COLLEGE EXECUTIVE COUNCIL

Keith B. Wilson
Cathy Mogharreban
Nancy Mundschenk
Paul Asunda
Carl R. Flowers

Curriculum and Instruction
Educational Administration and Higher Education
Workforce Education and Development
School of Social Work
Educational Psychology and Special Education
Kinesiology
Health Education and Recreation
The Rehabilitation Institute
Graduate Student Rep., School of Social Work
Graduate Student Rep; The Rehabilitation Institute
Graduate Student Rep; Workforce Education and Development
Dean’s Office Representative
Dean’s Office; Dr. Mogharreban’s Secretary

Dean, College of Education and Human Services
Associate Dean, College of Education and Human Services
Acting Director of Teacher Education
Interim Chair, Workforce Education and Development
Director, The Rehabilitation Institute
<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Department</th>
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<tbody>
<tr>
<td>Todd Headrick</td>
<td>Chair, Educational Psychology and Special Education</td>
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<td>Eden Thorne</td>
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<td>Heewong Yang</td>
<td>Chair, Health Education and Recreation</td>
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<td>E. William Vogler</td>
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<td>Susan Wills</td>
<td>Business Manager II, COEHS Dean's Office</td>
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**MEMBERS OF THE VARIOUS FOCUS GROUPS**

**Campus Community**
- Jennifer Koran, CAC Facilitator: Educational Psychology and Special Education
- Tony Calabrese: Non-Tenure-Track Faculty Rep; Kinesiology
- Kathryn Martin: Non-Tenure-Track Faculty Rep; The Rehabilitation Institute
- Donna M. Post: Curriculum and Instruction

**Community Relations**
- Valerie Boyer, CAC Facilitator: The Rehabilitation Institute
- Phil Anton: Kinesiology
- Dorea Glance: Educational Psychology and Special Education
- Elizabeth Lewin: Educational Administration and Higher Education
- Kim Miller: Health Education and Recreation

**Diversity and Inclusiveness**
- Barbara Hagler, CAC Facilitator: Workforce Education and Development
- Laverne Byfield: Curriculum and Instruction
- Karla Horton: School of Social Work
- Bobbi Knapp: Kinesiology

**Finance, Infrastructure, and Resource Allocation**
- John McIntyre, Facilitator: Curriculum and Instruction
- Donna M. Post, CAC Rep. (ex officio): Workforce Education and Development
- Keith Waugh: AP Rep. (in charge of finance), Dean's Office
- Susan Wills: Curriculum and Instruction
- Stacy Thompson: Curriculum and Instruction

**Futures**
- Dhru Mukherjee, CAC Facilitator: CAC Chair, 2012-2013, School of Social Work
- Grant Miller: Curriculum and Instruction
- Yanyan Sheng: Educational Psychology and Special Education
- Julianne Wallace: Kinesiology

**Research, Scholarship, and Creative Activity**
- Dhitinut Ratnapradipa, CAC Facilitator: Health Education and Recreation
- Lingguo Bu: Curriculum and Instruction
- Frackson Mumba: Curriculum and Instruction
- Jared Porter: Kinesiology
- Ruth Anne Rehfeldt: The Rehabilitation Institute

**Student Success**
- Saran Donahoo, CAC Facilitator: Educational Administration and Higher Education
- Julia Champe: Educational Psychology and Special Education
- Maria Claudia Franca: The Rehabilitation Institute
- Rose Moroz: Administrative Professional Rep., Curriculum and Instruction