

ELPA NEWSLETTER

Fall 2022



CONGRATULATIONS SUMMER AND FALL 2022 GRADUATES!

ED.D. HIGHER EDUCATION CONCENTRATION

ALICIA ABNEY
MONACO BRIGGS
KERRI CARTER
TODD EMMA
AMY HILL
KATHI HORNE

SARAH TOLBERT-HURYSZ
DEBBIE JOHNSON
LAURA KAPPEL
REBECCA RIGGS

ED.D. SCHOOL LEADERSHIP CONCENTRATION

PRESTON CLARKE
HEATHER EASTERLING
RITA PAGE HOSAY
KAREN MCLERRAN
MARTHA MEREDITH
RANDI STAGGS

ED.D. ADMINISTRATIVE ENDORSEMENT CONCENTRATION

DUSTIN FORD
LACY YORK HUGHES
SCOTT LAMIE
JENNIFER PANGLE
WILLIAM SCHEUER IV
ASHLEY WEBER

M.ED. HIGHER EDUCATION LEADERSHIP CONCENTRATION

JUSTIN DOWNS
ERICA FLETCHER
LINDSAY HAGER
BROOKLINN HOFFMAN
CRYSTAL JOHNSON
YANA POPPER
ZACKERY SHOLES
WENDY SUTHERLAND
KEITH THOMAS

ED.S. ADMINISTRATIVE ENDORSEMENT CONCENTRATION

SHON WHEATLEY

CERTIFICATE IN COMMUNITY COLLEGE LEADERSHIP

JESMIN AKTHER
DONNA BETTIS
LEANDERS BURNS
TRACEY LEE
KELLY MITCHELL
ROSLYN MIZE

DONNA WHITEHOUSE

CERTIFICATE IN HIGHER EDUCATION TEACHING

BARBRA CLARKE



ELPA Alumni Harry Williams Serves as President & CEO of the Thurgood Marshall College Fund (TMCf)



Harry Williams started his academic career by earning his bachelor's and master's degrees from Appalachian State University, followed by his doctoral degree at East Tennessee State University. Since graduating from ETS, Williams served as President of Emeritus of Delaware State University where he completed an eight-year tenure creating new public/private multimillion dollar partnerships, grants and investment, as well as increasing student enrollment.

Over the years Williams has proved to be not only initiative and goal oriented, but a valuable member to any team and is currently serving as President & CEO of the Thurgood Marshall College Fund (TMCf); the nation's largest organization exclusively representing the Black College Community. As President & CEO of TMCf, Williams has guided 47 Historically Black Colleges (HBCUs) and Predominately Black Institutions (PBI) in forging innovative partnerships, advancing HBCU support, and increasing organizational stability.

Under William's leadership, TMCf has been sought out by employers seeking unique and diverse talent for competitive corporate careers and internships. Williams has helped TMCf expand its revenue three-fold and has created talent development partnerships with established corporations such as Medtronic, Visa, Ally Financial, Hennessy USA, and The Boeing Company. Williams has also helped maintain successful partnerships with companies such as the NBA, Lowe's, and Wells Fargo.

TMCf has been involved in remarkable national legislative victories for HBCUs such as the Future ACT in 2019, and gaining trust and respect from our nation's leaders in Congress, as well as the White House. Lastly, Williams has played a significant role in establishing TMCf as the leading representative of the HBCU community, and a trusted resource for insight into the Black College community, as well as the students and families they serve.

ELPA Alumni Rebecca Campell Joins TCAT Team as Vice President

ETSU Alum, Dr. Rebecca Campell accepted the position of Vice President at Tennessee College of Applied Technology Morristown. Campell's journey as an educator started at Jefferson County High School teaching Biology followed by serving as Vice Principal of Cherokee High School in 2016. Campell continued to excel in leadership when returning to Jefferson County High School as a biology teacher in 2017 and JC-EXCEL coordinator working with school wide ACT initiatives, then becoming JCHS's CTE Program Director in 2018.

Campell expressed her excitement and gratitude on becoming the TCAT's Vice president stating, "I am so blessed to be TCAT Morristown's new vice president. There aren't words to describe how excited I am for this journey." Campell looks forward to collaborating with staff as well as students at TCAT Morristown and strengthening current programs within the college. Campell is dedicated to student success and is passionate about educating and supporting upcoming middle school and high school students about the opportunities that a TCAT offers for higher education.

Campell shared, "I want to see students be successful whether that is them finding a new career path or excelling in their current career, I just want them to succeed and love what they do." Campell is looking forward to positively contributing to the TCAT as well as supporting TCAT President Susie Cox and the Board of Regents in any way she can.



(Dr. Rebecca Cambell, far right)

ELPA Dissertations, the Most Downloaded Dissertations in Digital Commons @ETSU

Institutional Repositories (IRs) also known as Digital Commons, brings together all the University's research under one umbrella, with an aim to preserve and provide access to that research. Authors who deposit, or authorize the library to deposit, work in the repository agree that they hold the copyright to the work or have been authorized by the copyright holder(s) to upload it for distribution and to make it available to the public in any format in perpetuity.

In 2000, students at East Tennessee State University started uploading dissertations digitally. In 2011-2012, Digital Commons@ETSU was established, which is where ETSU theses and dissertations are now available online. Rebecca Tolley and Alison Depollo (librarians at Sherrod Library) applied for and received an RDC grant of \$6968 in 2012 for retrospective digitization of dissertations. The grant enabled the library to digitize the dissertations produced at ETSU prior to the born digital date (2000-2001).

ELPA dissertations make up about 30% of Digital Commons@ETSU's total downloads, and since August 2012, 1,038 ELPA dissertations have been downloaded 1.9 million times all over the world. Aside from the United States (681,220 downloads), the top three countries are Philippines (405,040), India (104,986), and Pakistan (40,278).



So, what makes ELPA dissertations at ETSU appealing to a large audience?

According to ELPA Department Chair, Dr Channing, ELPA students write about a variety of topics which attracts a large audience from different fields of study, and a majority of students' research is cutting edge and original. Also, the ELPA department has experienced researchers who guide students in research and writing. They have high expectations for students and patiently and diligently work with students from the idea-generating stage to the final editing stage of the dissertation. In addition, ELPA provides editors for students who need assistance with editing. These editors, dissertation chairs, and committee members have helped students hone their writing skills and have helped ensure that ELPA dissertations meet the highest standards for quality. For example, many ELPA students publish their dissertations as peer-reviewed articles, and this past year, an ELPA student won the University Outstanding Dissertation of the Year Award.

Improving Intercultural Communication With d/Deaf, d/Deafblind, and Hard of Hearing Community College Students



Improving intercultural communication with d/Deaf, d/Deafblind, and hard of hearing community college students by Dr. Jill Channing, Benjamin Patterson, and Stephanie Hovarth was recently published in the *League for Innovation in the Community College*. This article focuses on literature surrounding d/Deaf, d/Deafblind and hard of hearing (DDBHH) individuals in higher education and derives recommendations for ways to support this community inclusively and adaptively. Intercultural communication between DDBHH students and hearing staff is a critical part of developing allyship and successful responsive and integrated pedagogy for DDBHH community college students.

The authors discuss ways of accommodating DDBHH students in class and expanding the classroom experience. They also describe “cripping the university,” a process of creating welcoming spaces for DDBHH students and faculty that supports critical engagement on questions of power and accessibility regarding DDBHH individuals and those with disabilities. Stating “the best way to work towards accomplishing this and improving accessibility and outcomes for DDBHH students is to involve DDBHH voices as the focal points of conversations and resources.”

Dr. Jill Channing is the chair of the Department of Educational Leadership and Policy Analysis. Benjamin Patterson is a Clinical Mental Health Counseling graduate student and ELPA graduate assistant, and Stephanie Hovarth is a doctoral student in ELPA. To read the full article please visit the League for Innovation in the Community College’s website at www.League.org.



Stephanie Hovarth

Benjamin Patterson

Dr. Lampley Granted Emeritus Status



Dr. James Lampley was recognized for his dedication and service to the University by being granted Emeritus status. Dr. Lampley has taught courses such as research, quantitative research methodology, and research design for two decades. He has also played an important role in facilitating students' development of dissertation topics and methodologies for their dissertations.

Not only does Dr. Lampley serve as a positive role model helping students work through academic hardships, but students have commended him for his encouragement and coaching skills while striving for professional excellence and integrity throughout his career.



Clemmer college faculty-led team secures \$ 1.25 million in grant funding

Recently East Tennessee State University faculty members with Clemmer College were awarded \$1.25 million in grant funding to support the Rural Initiative for Training Administrators with Special Education Expertise (RITASEE) Project. The RITASEE leadership project enhances services for all students in the rural school setting by strengthening current leadership practices related to communication and collaboration, developing evidence-based school improvement systems to serve diverse learners, advocating for district and school-wide inclusive practices, and promoting positive school culture for all students. The team members include: Ginger Christian, Project Director; Dawn Rowe, Co-Director; Pam Mims, Cindy Chambers, Virginia Foley, Pam Scott, Jill Channing, and John Boyd.



(Left to right, Dr. Foley, Dr. Rowe, Dr. Christian, Dr. Boyd, Dr. Channing, Dr. Chambers, & Dr. Mims)

This grant will prepare 18 Ed.D. scholars in the Department of Educational Leadership and Policy Analysis Aspiring Administrative Endorsement and School Leadership Concentration with an emphasis in SPED administration and research. Scholars will receive enriched curriculum, special education (SPED) seminars and 270 hours dedicated to SPED leadership internship experiences in schools, districts, and the community. Graduates of RITASEE will complete their Ed.D. with specialized expertise in implementing, monitoring, and evaluating student and program performance in rural school settings at an individual student, school, district, and state level.

There are two programs of study for applicants to consider, and RITASEE is inviting applicants who are interested in pursuing their doctorate in education (Ed.D.) to apply. All information regarding application and FAQs can be accessed with Rural Initiative for Training Administrators with Special Education Expertise Scholarship. According to the RITASEE project director Dr Christian, it is an exciting season for our region and for RITASEE Scholars who will benefit from national experts with backgrounds in SPED administration, professional development activities, designing and implementing quality educational programs for diverse learners, and policy development.

FOR MORE INFORMATION EMAIL DR. CHRISTIAN AT CRISTIANG@ETSU.EDU



Channing Presents at the National Institute of Staff and Organizational Development's Annual Fall Conference

Dr. Jill Channing, Chair of the Department of Educational Leadership and Policy Analysis and Associate Director of the Center for Community College Leadership, presented at the National Institute of Staff and Organizational Development's Annual Fall Conference. In her presentation, "Addressing the Critical Race Theory Controversy in the Community College Classroom," Dr. Channing discussed the recent controversy surrounding Critical Race Theory (CRT) and educational institutions, including community colleges. Dr. Channing described specific strategies for diverse disciplines to integrate CRT principles into curricula and pedagogy.



Channing also presented "Teaching Corequisite English Courses Online," detailing scaffolding and online course design strategies to support corequisite composition students. "I appreciate the opportunity to represent ETSU and the Center for Community College Leadership at NISOD. Connecting with colleagues from across the country has taught me much about best practices for reaching online learners, the most significant issues facing colleges today, and methods for addressing common workplace issues."

Dr. Susan Epps Receives Outstanding Teaching Award at the Clemmer Awards Ceremony

Dr. Susan Epps has been at ETSU for 28 years. When she first came to ETSU as an intern through Appalachian State University, she looked for any opportunity that would allow her to teach and was excited when she was able to teach a Career Planning course as part of her internship. Post internship, she served as an Advisor/Selective Admissions Coordinator and Assistant Department Chair in the Department of Physical Therapy at ETSU and as a faculty member in the Department of Allied Health Sciences. Dr. Epps then continued her career at ETSU as a Professor and Graduate Program Coordinator in the Department of Educational Leadership and Policy Analysis.



(Dr. Epps on the left, Heather Levesque, recipient of the Outstanding Dissertation for ELPA, on the right)

Dr. Epps received the Outstanding Teaching Award for 2021- 2022 at the Clemmer Awards Ceremony in the spring. She shared that she felt honored beyond words when learning that her good friend, colleague, and previous recipient of the Outstanding Teaching award, Dr. Alison Barton, nominated her for the teaching award. Not only were both of Dr. Epps parents' educators, but her teaching style has been influenced by her a number of previous undergraduate and graduate professors.

When asked about her teaching philosophy Dr. Epps explained that challenging and supporting her students is what she strives to do as an educator. Over the years Dr. Epps has continued to be passionate and encouraging of all her student's success, constantly thinking of ways she can improve to provide her students with positive learning experiences. Dr. Epps maintains an active presence in online courses and gives students opportunities to revise and resubmit assignments to enhance their learning.

Although teaching may be challenging at times, Dr. Epps states that, “I can’t imagine a day without students.” She has learned over the years that you must be flexible and realize that students have many competing priorities. She shared that students are capable of amazing things and “knowing how far or how hard you can push someone to know how far they can go” may be difficult at times. She described how, “learning doesn’t occur on my schedule, and you can’t create a class for yourself, you create a class for where your students are.”

Looking into the future Dr. Epps is excited to continue her role as an educator at ETSU and being a part of student’s lives. She is currently facilitating a faculty learning community on ungrading and frequently presents at CHIIPs, through the Center for Teaching Excellence. Dr Epps has also received the Student’s Choice Award in the Centennial Celebration in 2011, the Distinguished Faculty Award for teaching in the CCRHS in 2014, and was awarded Online Master Teacher Designation and University Distinguished Faculty Award for Service in 2017.



***ADVICE FOR FUTURE
EDUCATORS AND STUDENTS,
“JUST KEEP THINKING... KEEP
LEARNING AND TRYING TO DO
BETTER...”***

Interdisciplinary Team of Researchers Study Black and Hispanic Male Community College Students' Experiences

Dr. Jill Channing (Educational Leadership and Policy Analysis), Jean Swindle (Educational Foundations and Special Education), Mimi Perreault (Media and Communication), and ELPA Graduate Assistant Oluwatomilayo Adeniji (Public Health) presented “Black and Hispanic Men's Success, Persistence, and Experiences at Tennessee Board of Regents Community Colleges” during the We All Rise Conference in Murfreesboro, Tennessee. The interdisciplinary research team’s mixed methods study employed an anti-deficit framework to examine Black and Hispanic male community college students’ achievement, persistence, college experiences, success strategies, and support mechanisms. The team derived specific recommendations from their findings such as the provision of role models and mentors; representation of diverse faculty; increased resources for mentoring programs and programming; Tennessee Promise Scholarship policy changes; an anti-deficit framework for programs and training; and the use of a variety of communication methods, including utilizing social networks and multiple media. According to Channing, “We hope to amplify the voices of Black and Hispanic male students and to learn best practices for serving diverse populations of students.”

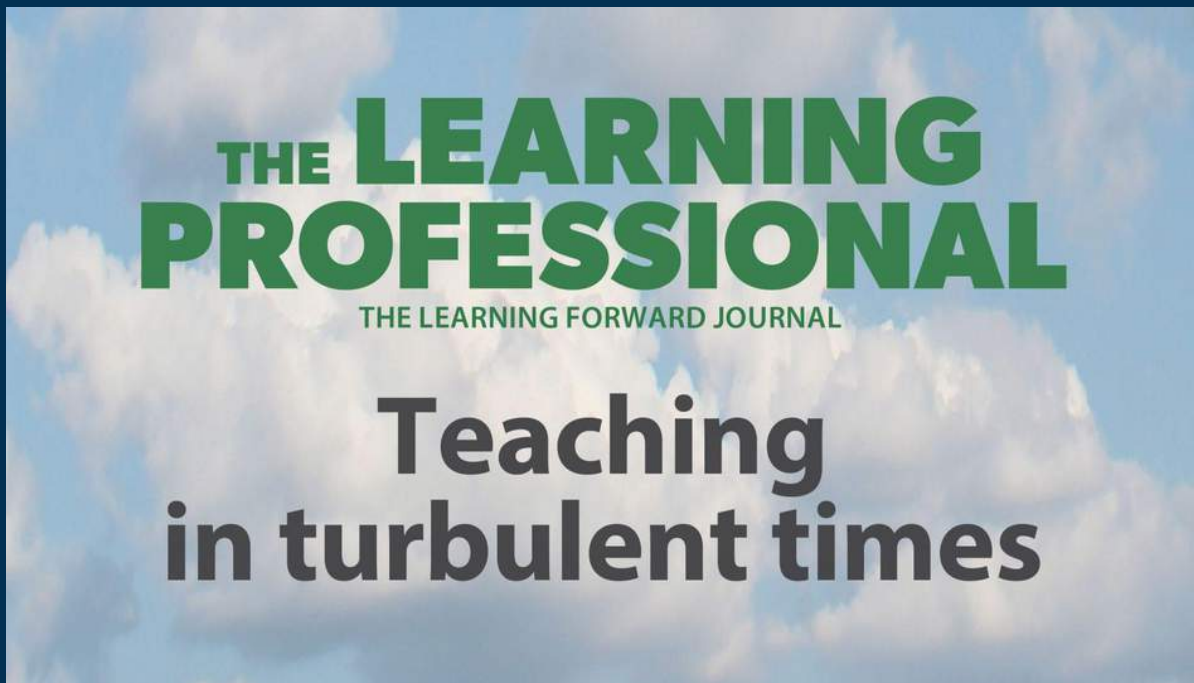


(Left to Right; Dr. Swindle, Dr. Channing, Dr. Perreault, & Oluwatomilayo Adeniji)

The Resilient Schools Project

Drs. Ginger Christian, Megan Quinn, and Virginia Foley published an article in the October issue of *The Learning Professional*, capturing the story of the Resilient Schools Project with Unicoi County Schools in the first year of the five-year partnership.

East Tennessee State University and Unicoi County Schools recognized the value of developing and sustaining a partnership to build strategies and leadership capacity for trauma informed systems. Seeing the need for professional learning, coaching, and assessment tools, the professors and researchers of the Strong BRAIN Institute and ELPA developed a five-year strategic partnership with the school district. The goal of the five-year initiative is to guide administrators in identifying trauma-informed tools, resources, and practices to support students in overcoming barriers to success in school, to help educators understand how to capture students' hearts while building strong brains so that all students can have a bright and productive future. You can access the focus article at the following link: [What To Do When The Kids Aren't Alright | Learning Forward](#)



Dr. Christian and Dr. Virginia Foley are professors in the ELPA department at ETSU, and both spent the spring semester providing training to Unicoi County principals on ways to put strategic plans in place for learning and assessment. Dr. Megan Quinn, a Professor in the Department of Epidemiology and Biostatistics at ETSU and Strong BRAIN Institute member, provided information on the connection of neuroscience and the physiological impact of trauma on students.