

**ELPA**

**CONNECTS**



**CLEMMER COLLEGE**

**EAST TENNESSEE STATE UNIVERSITY**

**EDUCATIONAL LEADERSHIP  
&  
POLICY ANALYSIS**

**FALL 2020**

ETSU ELPA  
NEWSLETTER

**SOCIAL MEDIA  
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## WHAT ARE WE READING?

- The Good Sheriff** by Daniel Good (*Memoirs of Dr. Good's Uncle*)  
**Culture Code** by Daniel Coyle  
**White Fragility** by Robin DiAngelo  
**Start with Why** by Simon Sinek  
**Brave Business Leadership** by General Jeffrey W. Foley (*Dr. Foley's brother-in-law*)  
**What Got You Here Won't Get You There** by Marshall Goldsmith

## ELPA ALUMNI UPDATE

### NEW ADMINISTRATIVE ROLES FOR ETSU ELPA ALUMNI

**Dr. Philip Wright** -

*Principal Roosevelt Elementary, Kingsport, TN*

**Dr. Rachel Heaton** -

*Assistant Principal Grandview Elementary, Washington County*

**Dr. Jim Wernke** -

*Principal Fall Branch, Washington County*

**Leila Hubbard** -

*Assistant Principal Boones Creek Elementary, Washington County*

**Heidi Campbell** -

*Assistant Principal Greeneville High School, Greeneville City Schools*

**Anthony Walls** (May 2020 Grad) -

*Coordinator in Quillen College of Medicine, Admissions*

**Shon Wheatley** (Aug 2020 Grad) -

*Residence coordinator, Quillen College of Medicine Dept of Psychiatry and Behavioral Science*

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## DR. WEST

IN HONOR



Dr. Russell Franklin West October 5, 1953 – September 30, 2004

In honor of Dr. West, in room 505 (which is named after him), there are pictures and memorabilia hanging up on the wall as you enter the room. Dr. West passed away in 2004 at the age of 50 at his home in Johnson City, Tennessee. He was a wonderful father and husband who loved the outdoors. He enjoyed hiking, boating, and fishing. Dr. West, his wife Karen, and their three children would take a long trip to the Michigan Great Lakes every summer. Dr. West started his career at ETSU in 1981, as a curriculum development specialist and biostatistician for the James H. Quillen College of Medicine. In 1988, Dr. West was hired as an Associate Professor in the ETSU College of Education. He was promoted to full professor in 1992. During his time with the College of Education, Dr. West served a three-year term as Assistant Dean and two one-year appointments as interim department chair. Along with Dr. Knight, Dr. West expanded the education program to include higher education, creating the Post-Secondary Program.

Outside of work, Dr. West spent much of his of time with his family and community. Of his three sons, one had Down syndrome. Dr. West was very proud of his children, and worked in his community helping new parents who had a child with Down syndrome. Dr. Russell West was a very sensitive, loving, and caring man. He was a great friend and travel partner to Dr. Knight, and also a great professor to Dr. Lampley, Dr. Epps, and Dr. Boyd.

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## FACULTY NEWS

BY JUSTICE E. TURNER

Dr. Jill Channing recently published an article in the Journal of Research in Education. In the article “It was just the right thing to do’: Women higher education administrators theorize ethical leadership,” Dr. Channing seeks to understand better women’s higher education administrators’ theorizations of ethical leadership and philosophies, as reflected in their leadership practices. Narratives were collected from six women higher education administrators at the director level and above, asking questions about their backgrounds, leadership trajectories, and leadership styles and practices. The women rejected motivations tied to titles or power for personal gain or prestige, exercised power to inspire and help others improve their organizations, were keenly concerned with equity and fairness, and recognized that they do not live in a fair world. The study’s findings have implications for leaders of all genders, suggesting possibilities for the conscious development of ethical leadership practices and creating equitable, diverse, and fair workplace and learning environments.

## FALL 2020 COMMENCEMENT

### ANNOUNCEMENT

This past May, the COVID-19 outbreak required the university to hold Spring Commencement Exercises in a virtual setting. As we continue through the fall semester, the pandemic continues to present challenges in the ability to host large-scale events. Therefore, Dr. Noland and our executive leadership team have made the decision that Fall Commencement Exercises will once again be held in a virtual setting, this includes other graduation recognition and hooding ceremonies. We thank everyone for their commitment to the safety of all involved. The ceremony will be premiered live on [etsu.edu/classof2020](https://etsu.edu/classof2020) at 10 a.m. on December 12, 2020 and on the main ETSU Facebook account.

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# CLEMMER PRINCIPAL LEARNING COMMUNITY

BY CLARE BATTLE

The goal of the Educational Leadership program at Clemmer College is to prepare leaders with the skills and knowledge necessary for success in an ever-changing world. What we didn't include in our preparatory programs was how to lead during a pandemic. The last eight months have been ever changing to say the least. Our alumni in the administration field have been working tirelessly to provide safe and successful learning conditions for their students and staff. Covid-19 has students missing critical face-to-face instructional time and has left teachers, administrators, and parents scrambling to make the best decisions for students. Overall, the pandemic has added extra duties and stress to administrators in our school buildings. Principals have found themselves leaning on one another for support in terms of finding the best ways to improve students success, and to meet the social and economic needs of their students.

Clemmer College and Dr. Foley have offered a virtual group for administrators to work together as they tackle the unknowns currently in our education system and the issues within their school communities. This virtual space for principals has been a place to work together during these challenging times. Principals from Sullivan County, Washington County, Greene County, Bristol, and Kingsport City schools have been in collaboration over the first ten weeks of school. They have found it beneficial to share with one another experiences particularly related to the pandemic during this time. The team of principals has been meeting virtually each week as a way to stay connected, offer support, and share suggestions during these unprecedented times in education.

Moving forward we will continue to support, meet virtually, and grow as leaders within our school communities to make the best decisions for students and families.

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# COLLINS SCHOLARSHIP RECIPIENT

BY JUSTICE E. TURNER

Harold Burdette works for Metropolitan Nashville Public Schools under a federally-funded college access program, GEAR UP. In this capacity, Harold has enjoyed helping youth with college and career planning, along with each major step of the application and enrollment process. Having served in the field of College Access since 2010, Harold joined the ELPA program to support his next ambition to contribute to retention solutions for first-generation students on college campuses. Although his next professional step may include experience serving in a higher education setting, Harold's greatest professional goal is to influence change at the state level that is more accommodating for first-generation college students. "Receiving the Collins Scholarship was such an incredible honor for me. Being a Collins Scholarship recipient serves as an important reminder to me that passion and dedication for work with students should never go unnoticed and should always be praised. Thank you to the foundation for recognizing these qualities in me."



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# BUILDING TRUST & RELATIONSHIPS

BY DR. JILL CHANNING

Dr. Jill Channing and ELPA graduate assistants Joan Ondari and Alexandria Craft presented “Being Student-Centered and Then It’s Just Communicate, Communicate, Communicate’: Communication and Community College Leadership during COVID-19” at the Mid-South Educational Research Conference. Their presentation focused on a qualitative study in which they aimed to understand better community college administrators’ methods and strategies for communicating. The Elaboration Likelihood Model underpins the theoretical grounding of this study. Petty and Cacioppo (1986; 1979) developed The Elaboration Likelihood Model of persuasion whereby contextual factors, trust, clarity, repetition, and likability factor into effective delivery of messaging. Channing, Ondari, and Craft found that during this time, leaders exhibited adaptive leadership practices whereby they were more attuned with their followers’ needs and emotions. They took time to listen and to gather information to respond to their followers’ needs and their organizations’ needs. Engaging in strategies such as collaborative decision-making, using data to illustrate the need for change, securing appropriate resources, and engaging in interactional synchronous forms of communication, leaders were able to strengthen relationships and to assuage anxieties in uncertain times. This study suggests several implications for future research such as a study of followers’ perceptions of leaders’ communication methods and adaptive leadership styles.



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## READING SUGGESTIONS

FEATURING BOOKS BY  
DR. TERENCE HICKS

# BUILDING TRUST & RELATIONSHIPS CONT.

Drs. Jill Channing and Pamela Scott presented “Building Relationships in a Dissertation Research Community of Practice in the Online Learning Environment” at the International Council of Professors of Educational Leadership Conference on dissertation communities of research. They examined the elements inherent in the development of the online research community with respect to the experiences among dissertation students working with their chairs and peers in an online educational leadership doctoral program. The faculty researchers wrote reflections on each session, analyzed student feedback, and evaluated student progress toward dissertation milestones such as proposal defense, dissertation defense, data collection, data analysis, and chapter writing by the end of the term under study. They found that students who participated in the dissertation communities of research provided support for one another and made progress toward dissertation milestones.

### First-Generation College Student Research Studies

*Examines the first-generation college student population and analyzes topics such as college choice, social experiences, dual credit on academic success, lifestyles and health status, and professional identity/teaching practices.*

### Black Administrators in Higher Education: Autoethnographic Explorations and Personal Narratives

*Provides cutting-edge research findings on a variety of topics relative to black administrators working in higher education from predominantly white and historically black institutions from both four-year and two-year institutions.*

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