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Dear Alumni and Friends:

Whether we call it community service, service learning or community engagement, Baylor University has a long history of extended and significant community partnerships. These partnerships, which grow out of the University's spiritual mission

to impact the world, not only demonstrate the importance of good citizenship by students, faculty and an institution toward their community, but they also illustrate the personal and corporate importance of actively extending what is being learned to the needs and challenges of society, locally and beyond.

While the School of Education sees itself as one of the major contributors to these efforts, what has not been clear is the extent, breadth and focuses of individual efforts initiated over a number of years. Consequently, during the 2010-2011 academic year, the School of Education commissioned a study of its own community engagement efforts, both to catalog extant activity and to consider whether greater focus or added structure might ultimately sharpen these efforts. Faculty interviews and surveys identified initiatives involving faculty/student action-research,

community internships, community education programs, and other forms of community participation and service (like tutoring) where professional knowledge and skills were employed to address community needs and challenges.

In the end, collectively during 2010-2011 at least 58 separate activities were cataloged (nearly one per faculty member in the School), involving 637 education students (more than half of our enrollment) and impacting 3,463 Waco-area community members.

The study's recommendations called for stronger/more-centralized communication and structure for our community engagement efforts. Over the next months, we will be considering these data and recommendations; in the meantime, we celebrate the many efforts by Education faculty and students utilizing their time, knowledge and skills to make the world a better place.

Jon M. Engelhardt
Dean, School of Education





imp'act impact

THE BAYLOR

FROM ACTION COMES IMPACT



In the F¹RST PERSON



In May 2004, I was a senior at Baylor, just finishing my BS in Health Education. I was positive there was a career in health education somewhere out there for me. So once I graduated, I vowed two things to myself: find employment in the health education sector and continue my education. Who would have known that being at Baylor would help me achieve both simultaneously, as well as my PhD later down the road?

My graduate career began after chatting with Dr. Eva Doyle about the Master of Science in Health Education program. Honestly, the summer after my senior year was difficult. I was thrilled to be finished with undergrad but was not sure how to satisfy my need for more education. I soon decided to submit my application and was accepted to the School of Education's graduate program in Health Science Education. I commuted from Dallas to Waco because I had secured an occupational therapy assistant position at Presbyterian Hospital. I had no idea my decision to go to graduate school would have such a strong impact on my employment experience and my educational success.

At Baylor I learned a great deal about promoting health in community settings. The courses I took were applicable to real communities, and in each class, I learned to take a community focused approach. My classes were small in number but large in content, and the environment was extremely conducive to my learning; we were a family made up of professors and students.

Dr. Camonia Long
BS 2004, MSED 2006



At the end of my course work I secured an internship with The Cooper Institute in Dallas, where I worked on one of their many major studies as an epidemiology research intern. It was very exciting because I was able to take my classroom experiences and translate them into real health education and community projects.

In the summer of 2006, I was accepted into the medical sociology doctoral program at Howard University in Washington, D.C. My graduate experience at Baylor showed me that the fields of sociology and health education overlapped, specifically around issues related to the health of society and the social determinants of health.

“MY CLASSES WERE SMALL IN NUMBER BUT LARGE IN CONTENT... WE WERE A FAMILY MADE UP OF PROFESSORS AND STUDENTS.”

My program of study at Howard included several amazing opportunities: research and teaching experience in sociological study; work at the National Science Foundation; the Black Women's Health Imperative (a non-profit organization dedicated to improving the health of black women); and with the National Office for Law Enforcement Officers. I traveled to major conferences all across the United States and abroad to Ghana, Africa, to present my work.

Attending both Baylor and Howard changed my life. I met great mentors in both places, namely Drs. Eva Doyle and Rodney Bowden, with whom I am still in contact at Baylor, Dr. Florence B. Bonner, and my dissertation committee at Howard. I graduated from Howard in May 2010 with a PhD in Sociology. My experience at Baylor in the health education program helped to prepare me for a long career in community research, and for that I will always be thankful.

WEB extra: To see comments from some of Dr. Long's former instructors, please visit www.baylor.edu/soe/impact.

 **University of Hawaii**
Cancer Research Center of Hawaii
1236 Lauhala Street



MINOR IN LEADERSHIP STUDIES:

A New Program in Educational Administration

This fall, the School of Education became the academic home for an undergraduate minor in leadership studies that is designed to prepare students for leadership in their chosen vocations. The minor engages students in theoretical and practical experiences. Students seeking the minor take eighteen hours of coursework that encourage them to think critically and analytically about their own understanding and practice of leadership. Many of the courses have community service components.

In 2000, a W.K. Kellogg Foundation report, *Leadership Reconsidered: Engaging Higher Education in Social Change*, called upon universities to do more to fight the erosion of leadership qualities in the US. In particular, the report challenged higher education to find ways to nurture traits central to developing leadership, including: the ability to respectfully disagree, authenticity, collaboration, commitment to change, competence, empathy, self-knowledge, and shared purpose.

"I have really enjoyed being a member of the leadership program at Baylor," says Chelsea Sanchez, a sophomore social work major also pursuing the leadership studies minor. "I have gained insight into leadership...while also gaining insight about my role as a leader and a follower. The minor will also equip me with the knowledge and experiences necessary to not only help others, but to also teach them how to help themselves."

Preparing students for worldwide leadership and service has been part of the mission of Baylor since the university's founding in 1845. The Educational Administration department believes a minor in leadership studies is a significant contribution to Baylor's mission. For more information about the LDS minor, please contact Dr. Rishi Sriram (Rishi_Sriram@baylor.edu) or visit the web at www.baylor.edu/soe/eda/lead.



The LDS 1301 class is the first course taken toward the Leadership Minor.

WHAT DID YOU DO THIS SUMMER?

Elementary Math and Science Summer Teacher Academy



Cupcake Core Sampling

"What did you do this summer?" A common question at the start of a new school year will get an uncommon response from a group of teachers who created a model of the solar system with playdough and toilet paper.

This summer, teachers in partner school districts participated in the Elementary Math and Science Teacher Academy designed to offer specialized professional development to teachers who work with Baylor teaching associates (juniors) and interns (seniors). Faculty in Curriculum and Instruction, Dr. Suzanne Nesmith, assistant professor of

science education, and Dr. Sandi Cooper, associate professor of mathematics education, facilitated the academy.

Engaging activities focused on earth science and measurement topics, with an emphasis on integrating math and science. Teachers worked to expand their personal content knowledge while planning more effective learning opportunities for their students. Activities included searching for oil through cupcake core sampling and measuring a giant with non-standard units. Participants learned to use Vernier data collection probes and software.

Participants provided very favorable feedback. Ramona Lemos, Waco ISD teacher, indicated her discovery of "how simple it is to do science and math activities to expand students' concepts." In exploring the integration of math and science, Kim Hawkins,

Midway ISD, expressed, "This academy has excited me as a teacher to excite my kids to apply real life lessons to their background knowledge."

Looking towards the upcoming academic year, Susan Fisher, Midway ISD, added, "I learned so much! The activities that were presented were perfectly applicable to my TEKS. I feel ready to teach – thanks to you!"



Toilet Paper Solar System

NEW CHAIR FOR EDUCATIONAL PSYCHOLOGY DEPARTMENT: Dr. Marley Watkins



Dr. Marley Watkins

The School of Education is proud to announce the appointment of Dr. Marley Watkins as chair of the Educational Psychology department. Born in Tennessee, Watkins moved with his family to the Black Hills of South Dakota at age 12 and enlisted in the US Air Force at age 17. While in the Air Force, Watkins was stationed in Mississippi, Texas, Okinawa, Thailand and Vietnam.

Dr. Watkins received his professional training from Black Hills State College (BS in Social Science and Psychology) and from University of Nebraska-Lincoln (MA and PhD in Educational Psychology and Measurements with a school psychology specialization). He comes to Baylor from his position as training director for the doctoral school psychology program at Arizona State.

Dr. Watkins said he came to Baylor because he was "searching for a position that valued high quality teaching and scholarship and provided a collegial, ethical and supportive atmosphere."

Well published in peer-reviewed journal articles, numerous book chapters, and conference presentations, Dr. Watkins' research interests include professional issues, the psychometrics of assessment and diagnosis, individual differences and computer applications. One major current project is the development and national norming of the Homework Performance Questionnaire for parents and teachers.

Among his non-professional interests, Dr. Watkins enjoys mountain climbing and summited Mount McKinley, the highest peak in North America; Mount Kilimanjaro, the highest point in Africa; and fell about 750 feet short of the summit of Aconcagua, the highest peak in South America. Now he is interested in Japanese woodblock prints circa 1880-1950.

Please join us in welcoming Dr. Watkins to Baylor University and the School of Education.

A PORTRAIT OF MEANINGFUL GIVING: Danny and Marsha Bowlin

by Courtney Pahmiyer

Four precious children, all decked-out in Baylor gear and smiling broadly - this image, displayed proudly on Danny Bowlin's iPhone, was his succinct and confident response to the question of whether his grandchildren would one day attend Baylor University.

"They don't know anything but Baylor," he added.

Danny (BBA '69) and Marsha (BA '70) Bowlin are Baylor University alums; their children, Sarah (BSED '96) and Mark (BA '01), and daughter-in-law Stephanie (BSED '01) all graduated from Baylor, and Marsha's parents were proud Bears.

The Bowlins have chosen to honor their family's tradition by supporting future generations through the Danny R. and Marsha L. Bowlin Endowed

Scholarship Fund in Education; these funds help alleviate the financial burdens of students majoring in education.

"My wife, daughter and daughter-in-law are all teachers who earned their degrees at Baylor," Danny explained. "And those are the kind of teachers I want my grandkids to have."

"I saw what a good experience they had," Marsha said, reflecting on Sarah and Stephanie's time at Baylor's School of Education. "I saw the practical lessons they learned, the confidence they gained and how they were able to excel."

"Being able to give to endowed scholarships is a great way to support Baylor," Danny said. "We want to do whatever we can to make sure people can go to Baylor, become teachers and educate our kids."

IMPACT TOMORROW

Discover more about ways to assist students or programs in the Baylor School of Education by contacting Marty Wold, assistant director of development, at: Marty_Wold@baylor.edu (254) 710-8791 or 800-BAYLOR-U, option 4



Marty Wold

The Baylor Impact is published four times a year by the School of Education at Baylor University to inform alumni and friends of the ongoing work and contributions of the School, its students, graduates, faculty, staff, and programs.

Our cover story was a result of feedback from readers like you. If you know of a story connected to Baylor's School of Education that needs to be told, please let us know about it. Your story might be our next feature. Send your ideas and comments to Doug Rogers, editor, BaylorImpact@baylor.edu.



BAYLOR ALUMNI