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THE BAYLOR

impact
FROM ACTION COMES IMPACT



Dear Alumni and Friends:

What's in a slogan?
For years I have been struck by the power of these simple word phrases to convey an image or get important messages across quickly—"we bring good things to life" (General Electric), "reach out and

touch someone" (AT&T), "be all you can be" (US Army). Each of these simultaneously communicates the organization's guiding values and intended outcomes.

Recently the School of Education adopted its own slogan; you will begin seeing it on this newsletter and other School communications. After months of thoughtful discussion about what the School of Education stands for and hopes to accomplish through its programs, research and other efforts to impact the community and society, members of the School adopted the slogan:

Preparing Leaders

Impacting the World

Shaping the Future

While in some ways this is not a "catchy" phrase, it does sincerely attempt in a few

words to convey the intent, mission and commitments of the School. We purposely chose the "-ing" verb form to show these are active, on-going pursuits for the School.

This slogan is a statement about what we do — pursue programs and other efforts designed to promote leadership, make a positive impact on others, and improve society — all in a Christian spirit. This slogan is also a statement about expected outcomes for those who would join with the School's efforts (whether students or organizational partners) — transforming the future through leadership and intentional impact.

This issue of *Impact* introduces you to new School of Education faculty and a recent alum. We also share the story of one recent graduate for whom a donor's generous scholarship made a huge difference, and we celebrate with another campus organization where our students are an integral part.

May God continue to bless you and yours as we move together to shape the future.

Jon M. Engelhardt
Dean, School of Education

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In the F¹IRST PERSON



I started the master's program in Student Affairs Administration at Baylor with an end in mind: I was only returning to school for two years, then I would be back in a professional position in higher education, impacting students' lives daily. I knew I could communicate with students in a way they understood, and I wanted to continue to impact them as much as possible. Pursuing a master's degree was the way I could succeed in this field.

Not long into the first year, I began to consider that I might, someday, further my education. I might want to research and write, or hold a position that required a doctorate. My passion for working directly with undergraduate students had not lessened, but a new passion was rising in my heart. In our classes we had read a few articles by men and women who were considered "prophets" of higher education. These individuals were on the forefront of research, knowledgeable about the history of academia, and knowledgeable about students and student development. They wrote about how higher education could adapt to continue to impact students successfully.

I started imagining myself in one of those roles: researching and writing to impact the field of student affairs and the practice of higher education. Despite my thoughts, I was surprised when one of my professors suggested that I should consider PhD work after I graduated from Baylor. I was even more surprised to realize I was

considering it. Suddenly, I was on a new path and though it was a little unnerving, it seemed right. I applied for and was accepted into a PhD program at University of California Los Angeles (UCLA) in Higher Education and Organizational Change.

This summer my master's colleagues began careers at colleges and universities across the country. They are working as leadership coordinators, residence hall directors, and academic advisors, among many other roles. They are helping students navigate their college paths on a daily basis. In a few years, I will be doing this as well. I plan to finish my PhD and continue working professionally, eventually serving a university as a Dean or Vice-President of student life. While working in these roles, I plan to serve the field of higher education at-large through research and writing.

Ultimately, I hope that my impact on students will be far-reaching. I hope students will take their college experiences and translate them into productive and God-honoring lives. But I also hope

**“I HOPE STUDENTS WILL
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that I will impact other professionals in the field: helping them continuously improve the way they work with students and providing them with research and writing that applies to the work they are doing.

Baylor University has impacted and improved me. My interactions with faculty in the School of Education and staff in the division of Student Life taught me that I was far more capable and had a bigger future than I had ever imagined. I hope my impact on students and professionals will be to teach them the same.

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

TIFFANI A. RIGGERS
MSEd, 2008



CELEBRATING TRADITION

60 Years of AFROTC at Baylor:
SOE Student-Cadets Part of Legacy

By Tessa Shockey

As the Baylor Air Force Reserve Officer Training detachment commemorates 60 years of training and equipping cadets on campus, the School of Education highlights two of several cadets who are enrolled in education programs.

"Air Force ROTC started at Baylor officially on the 31st of July in 1948, which was only 10 months after the Air Force became an independent service," Capt. Robert Shipp said. Baylor AFROTC is the No. 1 detachment in the Southwest Region, and it received recognition in November as the No. 1 large detachment in the nation. Baylor's detachment produces 22 new officers each year, compared to typical detachments that average 15 officers a year.

"It's a lot of fun to know we came from something so established and that has been so successful in the past. We get to carry that



Clancy Morrical and Austin Oetken

Morrical proudly will fulfill her ROTC obligation with a four-year commission after she graduates.

Senior cadet Austin Oetken followed a legacy when he came to Baylor. Oetken's grandfather, father and brother all served or serve in the Air Force. Oetken's brother is the reason he came to Baylor.

Oetken is a health science major following the pre-medicine track in the School of Education's health, human performance and recreation department. During his time at Baylor, he has been able to participate in research in the Exercise Sport Nutrition Lab and the Exercise Biochemical Nutrition Lab with Drs. Bill Campbell and Paul LaBounty. Oetken had an instrumental role in Campbell and LaBounty's research on branched chain amino acids through activities such as conducting biopsies, analyzing skeletal muscles, and drawing and analyzing blood samples.

"My health science classes have given me the capacity to succeed in the medical field by equipping me with a well-rounded perspective that every good doctor should have," Oetken said. After graduation, he plans to go to medical school and serve his country as a second lieutenant.

Oetken said the cadre, or officers, in Detachment 810 are superior officers, role models and mentors. Baylor allows the cadre to integrate faith and service into their leadership of the detachment.



out and on to the future," said junior cadet Clancy Morrical, a middle school math teacher education major.

Baylor School of Education majors are an integral part of ROTC and diversify the ranks, according to Shipp. "Being an education major myself, the lessons that you learn in education – those leadership lessons – are going to be the same no matter what career you take," Shipp said.

Practice what you teach, a philosophy the SOE embodies, allows Morrical to practice, in a classroom setting, the teaching methods she has learned. Morrical said her professors showed her how to make the frequently dreaded subject of math fun and conducive to different learning styles.



"Without a doubt, I feel like I am getting the best education that a future teacher could ask for," Morrical said. Teacher education majors spend six semesters in schools tutoring, teaching and interning. For fall 2008, Morrical taught math at César Chávez Middle School in Waco.

Before beginning her teaching career,



WELCOME

New Faculty Join Educational Psychology Department

» **Dr. Lucy Barnard-Brak** grew up in the Dallas-Fort Worth area. She completed her bachelor's degree at the University of North Texas and her graduate work (masters and PhD in educational psychology) at Texas Tech.

Dr. Barnard-Brak says, "I came to Baylor University...[because] Baylor has always had a great reputation." Her substantive research pivots on examining the experiences and outcomes among individuals with disabilities. She also enjoys tackling new methodological problems in research methods.

Outside of work, she really enjoys eating sushi. Her husband characterizes her as "a female, but admittedly friendlier, version of Dwight Shrute," from the television series, *The Office*. While Barnard-Brak concedes, "This might very well be true... I think spending too much time with statistics might have something to do with this though."

Dr. Tonya Davis is a native Wacoan who graduated from Baylor twice — once with a BSEd in special education (2002) and again



Dr. Lucy Barnard-Brak



Dr. Tonya Davis

with a MEd in educational psychology (2004). She completed her doctoral work in special education at The University of Texas at Austin, specializing in autism and developmental disabilities.

"Coming back to Baylor was an easy decision," Davis says. "I was here for seven years as a student and loved every minute of it." Her research "concentrates on improving interventions to reduce challenging behavior and improve communication skills," especially for individuals who have significant support needs.

Dr. Davis enjoys a variety of hobbies, including Krav Maga, a form of self-defense, and she is taking cake-decorating classes.

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 programs, faculty, staff, students, and graduates.

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. ««

MAKING A DIFFERENCE

Impact the world, one student at a time

» By Amanda Keys

Baylor School of Education students put dreams into action.

They teach. Baylor's teacher education students work with more than 3,000 public school children each day.

They practice. From working with Division I student-athletes to conducting field labs, health, human performance and recreation students help others care for their bodies and their communities.

» **They lead.** Educational administration students serve in a variety of roles through internships and apprenticeships in public schools and institutions of higher learning.

They research. Studying timely issues such as autism allows educational psychology students to help families meet the challenges they confront.

But who will stand in the gap for students who need a little help pursuing their dreams?

"Without scholarships, I wouldn't have been at Baylor," Bethany Carroll said. With scholarships, Carroll completed her recreation degree in August 2008, participated in Baylor traditions such as All University Sing, and enjoyed every aspect of the Baylor experience.

Students like Bethany Carroll need your help. Endowed scholarships enable Baylor to:

- provide access to emerging leaders;
- recruit and retain the best and brightest students; and
- recognize outstanding performance by current students.

Every letter learned, every injury treated, every program and breakthrough discovered — all make an impact. Your gift makes a difference too.



Bethany Carroll

Won't you support Baylor students' dreams? If you would like information about existing endowed scholarship funds you can support or want to learn how you can establish a new fund at Baylor's School of Education, please contact Carole Menefee, the school's development director, using the information below.

IMPACT TOMORROW



Carole Menefee

Discover more about ways to assist students or programs in the Baylor School of Education by contacting Carole Menefee, the school's development officer, at Carole_Menefee@baylor.edu or 800-BAYLOR-U, option 4. ««