

TEACHERS, ADVISORS, & SCHOLARS

Morningside College presented the 2006 Sharon Walker Faculty Excellence Awards to **Jacklyn Barber**, associate professor of nursing education; **Lillian López**, assistant professor of political science; and **Dean Stevens 1995**, assistant

professor of mathematical sciences.

The awards, presented for the first time in 2003, are funded by a generous gift from Morningside alumni **Jim and Sharon Walker 1970**, of Wayzata, Minn.

Outside evaluators select the recipients. Criteria for selection include teaching excellence, effective advising, scholarship,

and service to Morningside College during the previous academic year.

The recipients were asked to write a short essay in response to the keynote address given by Dr. Raymond B. Williams (see pages 24-25).

Jacklyn Barber, associate professor of nursing education, began teaching at Morningside in 1997. She is currently co-director of the Morningside College Palmer Student Research Symposium and coordinator for Morningside's Summer Nursing Academy for high school students.

Throughout her career, Barber has made a variety of presentations at numerous health care facilities in northwest Iowa. She independently consults for rural hospitals and long-term care facilities by developing and implementing in-service presentations on a wide variety of health topics.

Barber serves as secretary and executive committee member on the board of directors for the Siouxland Area Chapter of the American Red Cross. She is a member of the Healthy Siouxland Initiative and the End of Life Task Force. She is also a committee member for the Siouxland Disaster Action Team.

Barber holds a bachelor's degree in nursing from Morningside and a master's degree in nursing from Creighton University in Omaha, Neb.

She is a member of the American Association of University Professors, American Nursing Association, Iowa Nursing Association, National League for Nursing, Oncology Nursing Society, and Sigma Theta Tau International Honor Society of Nursing.

Lillian López, assistant professor of political science, came to Morningside in 1990 as an instructor in both the foreign languages department and the history and political science department. She teaches several political science courses, as well as a May Term course called "Experiencing Puerto Rican Culture," in which students travel to Puerto Rico for two weeks to gain an understanding of the culture, history, and politics of the country.

López is also director of International Student Services, academic advisor for legal studies students, coach and coordinator for the Mock Trial teams, and advisor for the International Student Association.

In 2005, she was voted Faculty Member of the Year by the students of Omicron Delta Kappa, an upper-class leadership honor society on campus. She received an award for Latino Leadership in Education during the third annual Siouxland Latino Leadership Recognition Banquet this past fall.

López holds a bachelor's degree in political science from the University of Puerto Rico, Mayaguez, a master's degree in political science from the University of South Dakota, and a *juris* doctorate from the University of Puerto Rico. She is a member of the Latin American Studies Association and the Puerto Rican Bar Association.

Dean Stevens 1995, assistant professor of mathematical sciences, joined the Morningside College faculty in 2001 and teaches a number of computer science courses, as well as the "Passport" course for first-year students. He is also a frequent participant in the Interdepartmental Honors Program, where faculty members choose a topic and then sit down with students to discuss a reading related to that topic.

Stevens founded the student chapter of the Association of Computing Machinery at Morningside and led the group to the national organization's annual programming conference as the faculty advisor.

He has served on the college's Curriculum Policies Committee and has been a faculty member of Omicron Delta Kappa, an upper-class leadership honor society on campus. He is currently a member of the Faculty Development Committee. He has interviewed prospective students for Celebration of Excellence Scholarships and has interviewed students as part of the application process to study abroad.

He is a volunteer for Habitat for Humanity and performs various jobs for the Grace United Methodist Church Youth Group.

Stevens holds a bachelor's degree in computer science and mathematics from Morningside and a master's degree in computer science from Iowa State University. He is a member of the Association of Computing Machinery.



Dean Stevens, Jacklyn Barber, and Lillian López.

Things Hoped For

By Jackie Barber

Dr. Raymond Williams said, "A teaching scholar's work outside the classroom is shaped by the creative diachronic/synchronic structure—things hoped for/things not yet known or seen." Which things hoped for but not yet known or seen drive your scholarship, teaching, and advising?

In order to impact one's learning, an educator must have passion for teaching and faith in its outcome. It is not enough to just be an educator. You must possess qualities that allow you to believe in the power of learning and have hope in the students to achieve that learning. Every opportunity in life is a teaching moment where one can learn. This can happen in the classroom, clinical setting, and even during everyday interactions with people.

Teaching nursing has been an extremely rewarding career. In this career, I have the opportunity to make an impression on people's lives by caring for them during a time of vulnerability, while at the same time contributing to the profession by preparing future nurses. My satisfaction as a teacher is driven by contributing to the student's development into a compassionate, ethical, and competent nurse—one who is able to care for clients by applying the nursing process and thinking critically to help clients achieve their optimal health.

I have faith in students, and I believe they will become active, responsible participants in the nursing profession. I believe that they will achieve beyond even their own goals. This is an "unseen" outcome that drives my teaching.

Learning is a form of investigation and wonder driven by a desire to know. That wonder and excitement can be instilled in students by demonstrating the value of life-long learning and leading by example. It is important to pave the road for students to want to learn by finding every opportunity to enhance the learning environment. This is why being a scholar in nursing is critical.

Scholarship constitutes incorporating best practice into nursing education and nursing action. Best practice is accepted into the

nursing profession by means of inquiring, questioning, and problem solving. This is often done in the form of research.

I am responsible for setting an example of what it means to be a professional nurse and to commit to practicing nursing at the highest level. I demonstrate scholarship by being well informed of current practices—of any changes in health care—and by making changes to my own practice based on these findings.

As a scholar in nursing, I can influence students' learning by nourishing their desire to know more. My hope is for students to exhibit wonder about their role as a professional nurse and for them to start to envision themselves in that role. This is where the realization of one's dreams emerges. Through interactions with students and providing opportunities to learn, it is my hope that students will continue to inquire, question, and push for more knowledge.

Another attribute that drives my teaching, advising, and scholarship is witnessing student achievement. I can help students achieve by motivating them to see themselves in the future and by promoting opportunities for them to become successful.

The relationship that is developed between the educator and the student is one of the most crucial aspects of students' learning experience. As an adviser, I want to act more as a mentor, one who takes the time to genuinely get to know students. If I know the students, I am able to match learning opportunities or resources based on their own unique interests, learning needs, and goals.

I want to be able to advocate for the students, to be someone who has a vested interest and who demands more out of them, both personally and professionally. In this role I am driven to incite students to take action to develop a vision for their future and to strengthen their ability to develop strategies to create that future that does not yet exist. I want students to want more and to keep pushing toward their goals. Witnessing students' successes and knowing that I have contributed to their blossoming into their careers provides the ultimate "unseen" satisfaction of teaching.

Pursuit of Liberal Learning

By Lillian López

Dr. Raymond Williams said, "Our work in a liberal arts college is to preserve, transmit, refine, and create a tradition of liberal learning that gives us identity, place, and voice—freeing us, and our students, from any tyrannical yoke." What have been the most valuable lessons you have learned through your pursuit of "liberal learning" as a scholar, teacher, and adviser?

The most valuable lesson I have learned in my pursuit of "liberal learning" as a scholar, teacher, and adviser is that to have fulfilling, happy lives, we need to explore ideas, old and new. There is nothing more liberating than to stay intellectually curious, to ask questions, and to pursue some answers.

Teaching, in a way, is an unpredictable adventure every semester. The best gift I can give our students is an environment that encourages the free exploration of ideas, inside and outside of the classroom. Students should ask uncomfortable questions—challenge the readings, the professors, and, in general, all assumptions. They should also be responsible for their ideas. It is the best way to teach our students the importance of taking risks, developing new ideas, and thinking critically, independently of where that pursuit may take us.

It is this willingness to take risks that led me, along with a group of students, to start a Mock Trial program at the college three years ago. I remember driving at 6 a.m. one very cold morning to our first Mock Trial tournament. We all learned together. We took a risk, and it resulted in great success for the students.

Advising is one of my favorite experiences with students. I welcome the opportunity to meet with them frequently and explore together the possibilities for the future. In this capacity, the most valuable lesson I have learned is how important it is

to encourage a student to "think big." When I meet with my students, it strikes me how often they limit their choices and say no to themselves. If I hear these kinds of comments, I tell them, "Let someone else say no."

I emphasize the importance of pushing and stretching their mind to think of the possibilities for their future. It is indeed very rewarding to see the students find new ways to enrich their current educational experience, visualize their professional future, and, most importantly, think about how to lead a happy and fulfilling life. I trust that I am a positive role model by showing them that nothing beats a fulfilling and happy life. This I accomplish through my teaching and advising, which I love, but also through my professional development.

My professional activities also reflect the importance of exploring ideas, new and old. Most of my formal scholarship centers on international human rights in Latin America. Recently, I ventured with a colleague into the area of service learning as a valuable pedagogy in political science.

Those two areas seem quite appropriate within my discipline, but my intellectual curiosity does not stop within my disciplinary boundaries. Interdisciplinary questions and ideas have always fascinated me. Lately, this is evident in my newest area of interest—food studies. I have always been fascinated by food and how it connects across cultures, so I started to read and explore this new area and was pleasantly surprised by the opportunities for a whole new discipline of research. Now I am looking at something as simple as food with a totally new perspective, and I look forward to sharing these new ideas and perspectives with the students in the near future.

For my students, I try to model this openness to adventures in learning and a passion for curious thinking. These are the most important lessons I can teach.

Preserving the Integrity of the College

By Dean Stevens

Dr. Raymond Williams said, "Part of the work of a teacher is stewardship of an institution, its mission, its health, its integrity, and its people." In which ways do you believe that a teacher can be a good steward of "an institution, its mission, its health, its integrity, and its people?"

When thinking about being a steward of Morningside College, I can't help but think back to my time here as a student. Like many 18-year-olds, I thought that I had life mostly figured out, and I thought that college was simply a way to get that great job once I graduated. Fortunately for me, Morningside College was more than just a way for me to acquire knowledge.

My experience at Morningside allowed me to grow and become a more complete person. Not only did I improve myself intellectually by challenging many of my preconceived notions; I became a person who found a creative side that I didn't know I possessed. I also made friends here that I will

cherish forever.

When I came back to Morningside as a professor, one of my goals was to ensure that current students could have as enriching an experience as I did as a student. I naively thought that if I just focused on my teaching, the Morningside experience would take care of itself. I quickly learned, however, that being a professor at Morningside involves much more than that. One of my earliest shocks occurred at meetings of the full faculty.

I had imagined that faculty meetings would be similar to a scene in *The Republic*, with Socrates and his learned friends peacefully discussing issues of metaphysics. While there may be disagreements among the philosophers, eventually the assembled would find enlightenment and grab lunch together. At the risk of disillusioning the reader, I can tell you that faculty meetings are rarely this staid. Sometimes we can disagree fiercely, unanimous agreement is elusive, and we hardly ever claim enlightenment.

It was troubling to see professors who I knew and respected