

FY 24 Impact Report

Coker University

James Wayne Lemke Chair in College Services and Leadership

6/12/2024

Activity	Goal	Impact	Budget Spent to date
College-Wide Service	<p>Co-Chair of the Standards Committee (Spring 24)</p> <p>Director of the Honors Program</p>	<p>On sabbatical in Fall Met with Nate Gullede to help him transition to chairing the committee, shared documents, etc.</p> <p>Spring Composed catalog language for several changes, including Probation/Suspension Academic Fresh Start Worked with the committee and Jennifer Rhodes to update the language and procedure for reporting Academic Dishonesty through the Google Form Consulted with the Registrar and the committee to create updated equivalencies for IB and AP test scores; sent them to Deans to share with program coordinators for input. Will complete this project this summer.</p> <p>Chaired the Honors Committee Scheduled meetings to conduct the business of the Honors Program Assembled materials for the committee to vote on New applicant files Syllabi for contract classes Prospectuses and proposals Wrote a new policies concerning international students and the foreign language requirement Revised the probation and suspension policy</p> <p>Attended Academic Council meetings</p>	\$150,000

<p>Leadership on Campus</p> <p>Mastery of Discipline</p>	<p>Member of HHMI-IE3 Committee</p> <p>Served on the ad hoc planning committees for</p> <p>Created three workshops on sabbatical that I did with student groups on campus:</p> <p>I used the information that I gained from these workshops to create a presentation for facilitating student group work</p> <p>Co-Editor of Sage Humanities and Arts Cases My editor, Rebecca Frankel, at SAGE is very happy with the increase in submissions and quality of the cases. Eric Litton and I began as co-editors of the Humanities and Arts cases in April 2022. I read, accepted for publication, and offered generalized comments for more than 10 cases. Here is a chart of the case usage that she just sent us:</p>	<p>Wrote copy for the website and for various promotional materials</p> <p>Updated the Honors Student Center to be more welcoming</p> <p>Attended meetings</p> <p>Worked with one set of Fellows to plan Spring Convening events</p> <p>African American Studies Pre-Law Environmental Studies</p> <p>Leading with Integrity Communication and Team Building Fear of Failure and Leadership</p> <p>May 6 (two sessions for 1st and 2nd year faculty) May 9 for all other faculty.</p> <ul style="list-style-type: none"> • 2019 7 • 2020 328 • 2021 2375 • 2022 3075 • 2023 4570 • 2024 (so far) 1307 <p>I wrote and published the following cases: “Ethics and Adventure Tourism in ‘A</p>	
--	--	---	--

	<p>Work with Kallion</p> <p>Professional Development in areas of interest</p> <p>Contributions to Fantasy Literature through History, forthcoming Bloomsbury Press.</p>	<p>Sound of Thunder” “Human Capital Investment in Pre-Industrial Guilds” “Hortensia: Speaking Truth to Power in the Roman Forum”</p> <p>In the early summer of 2023, I worked with the Kallion Executive Directors to create the Kallion Facilitators handbook in Washington, DC. Then I returned to DC later in the summer to complete Kallion facilitators training. This year I will be one of two facilitators who will train new facilitators in late July/early August.</p> <p>I did not present at a conference this year. I did attend the following individual virtual sessions: Martha Wells at the Video International Conference for the Fantastic in the Arts Wole Talabi at the Video International Conference for the Fantastic in the Arts “What is Secularity?” Folger Shakespeare Institute, 9/28 “What is Consent?” Folger Shakespeare Institute, 10/19 “What is Iconoclasm?” Folger Shakespeare Institute, 11/2 “What is Revolution?” Folger Shakespeare Institute, 12/7 “The Intersection between Texts and Textiles” Library of Congress, 9/29</p> <p>completed first drafts L Celtic Revival; Clarke, Susanna; Davidson, Avram;</p>	
--	--	---	--

<p>Strong Teaching</p>	<p>In April, Dr. Harder gave the Board of Trustees a copy the book, <i>Who Makes the Franchise?</i> that I co-edited with Donald Quist. I did a short talk/presentation for the Board.</p> <p>My article, “Reading For and Against Prospero in the League of Extraordinary Gentlemen,” is currently in press in <i>Shakespeare and Comics: Negotiating Cultural Value</i>.</p> <p>Courses Taught</p>	<p>De Lint, Charles; Ford, John M.; Marie de France; Walton, Evangeline; and Yarbo, Chelsea Quinn. entries to complete: Chrétien de Troyes; Clark, P. Djéli; Liu, Ken; Mitchell, David; and Samatar, Sofia.</p> <ul style="list-style-type: none"> • <u><i>Shakespeare and Comics: Negotiating Cultural Value</i></u>. <p>Summer 2023 HON 291 Online—2 students Fall 2023 sabbatical Spring 2024 HON 291—7 students (1 cr) HON 399—7 students (2 cr) ENG 215b—2 students (3 cr) ENG 215c Online T4—5 students (3 cr) ENG 320 —4 students (3 cr) ENG 110—10 students (3 cr)</p> <p>15 credits in a 9-credit load</p>	
-------------------------------	---	---	--

ENG 110

I had not taught a composition class in 3 semesters. I experienced an awakening to poor student preparedness in the area of “studenting.” I am used to the ill-preparedness in writing, but the amount of time I spent trying to instruct students who would not attend class, read assignments, do work outside of the class, or read feedback dominated much of my preparation and instruction time. My final exam assessment for composition shows that the mean, median, and mode for absences per persisting student (i.e., those who showed up for the final) were approximately 11 for all calculations. These calculations do not account for a student who withdrew after accumulating a huge amount of absences before the Withdrawal period or the student who needed to take medical withdrawal after midterm but did not.

I tried to adjust to this new set of circumstances, but, on reflection, I think I skewed the classroom time to include too much work time. I changed too much, instead of insisting that the students make more adjustments themselves to meet me at a more workable place. However, it was shocking when I

would tell a higher performing student to make a few changes to an essay and submit it over the weekend, and by Wednesday I would discover that the student had not worked on the essay at all, let alone submitted it.

I will continue to work on stressing the importance of time on task (inside and outside the classroom), the value of having the in-person instruction on how to write well and complete assignments as instructed, and the value of being a part of a class community in order to address the absence problem that is campus-wide.

During the final exam period, as I was returning to the assignment areas in Brightspace, I discovered that some students in my 100 and 200 level classes had not been reading the uploaded feedback. When mentioning this to a colleague, she told me that if they are accessing Brightspace on their phones, then either they can't see the pdf that I attached or they can't see the feedback at all. (I am not entirely sure which.) I did teach several students in class how to find and look at the feedback on a particular assignment, but now I am not sure there was carryover. Therefore, I plan to provide language and instructions about this in

chapter. The students then mined her footnotes to create a 15-item annotated bib. Five items had to come from sources outside of Kaufmann’s bibliography, usually from following one of her sources. After creating the bibliography, the students wrote a research question (or topic) for themselves. I explained to them that this is the way that graduate level research begins—not with searching keywords in a database, but by reading available sources and creating a question from previous work. I got really good student feedback for this course, so I hope to teach it again, possibly in relation to the revived African American Studies concentration.

One thing I did differently in this class is used podcasts as some of the course texts. Because the research is new and has broad appeal, there are a lot of scholars being interviewed about their research. I asked the class about their use:

Give me some advice about how to use podcasts effectively as “texts” in a class like this. (or just tell me what you liked and didn’t.)

Student 1
I did not really like the use of podcasts in this course. Personally, podcasts are long and hard to focus on in a way that I could retain information. I think they could be used in a better way like not

listening to the whole podcast or having a podcast and a similar text for students who do not focus well with just an audio playing. In my experience listening to podcasts I have had to speed up the playback speed to focus or keep rewinding because I stopped actively listening at some points. I really think podcasts should only be used if the content is not available in another media format like a video.

Student 4

When it comes to the use of podcasts, I didn't have any issues. At first, I was a little frustrated and overwhelmed. Typically, when listening to podcasts, I find it difficult to follow because I do not see what's occurring in front of me. With the Gone Medieval podcast, there was a bit of a language barrier, thus making it hard to understand and take notes. However, discussing the episodes in class proved helpful in correcting the spelling of names, which I butchered beforehand, and through discussion, making topics and concepts, or in this case, speculations, clearer. So, in saying this, when it comes to handling podcasts, I think the process for this semester worked as perfectly as it could have because, as is known, not all information about Tudor and the people who lived there, specifically Blacks, is known.

In reference to this feedback, I am going to work more on the set-up in

	<p>I will be teaching the new 2 credit version of HON 291 (now 290) in the Fall. I will be adding the portfolio aspect, which I need to create and research. I will need to research a portfolio service/platform.</p> <p>I will be teaching HON 240 for the first time. I have much planning associated with that course.</p> <p>I will be using a lot of what I learned in teaching HON 291 and the ENG 215s to create the HON 220 communication class that I will be teaching in the Spring.</p>	<p>class. Also, I instructed the students to take notes, to help them focus, but in the future I might give them a more guided notes assignment to help their focus. Also maybe a word list of names, so they don't worry about spelling.</p>	
--	--	---	--

Activity	Goal	Impact	Budget Spent to date
----------	------	--------	----------------------