

# Exceptional Faculty Award spotlight: The book-lover gone digital



Exceptional Faculty Award recipient Jim Wilkins-Luton can tell you the exact moment when the course of his career changed. He was in his final year of graduate studies at Gonzaga University, listening to an English professor discuss Milton in pedantic detail.

At the time, Wilkins-Luton was well on his way to following that professor's path. He'd already been accepted to a Ph.D. program in English literature at Stony Brook University in New York, after which he would aim for a professorship at an elite university where he could happily discuss his own favorite authors in pedantic detail. "It was all lined up," Wilkins-Luton recalls. "I'd been accepted; I had my funding in place;

I was going to focus on either medieval or Victorian literature. Everything was going according to plan.”

But lately, Wilkins-Luton had begun having doubts about that plan. It started when he took on a part-time job teaching homeless youth to make some money during grad school. “I had all these stereotypes about what these kids would be like,” he says. “I’m ashamed to admit it, but the night before I started the job I was worried they would give me head lice. And then that first day I went to work and came home just exhausted and devastated by these kids. And I started thinking, Maybe the world didn’t need another Shakespeare professor. Maybe the world needed people who were willing to teach—to teach the people no one wanted to teach.”

Which brings us back to that Milton seminar. Wilkins-Luton found himself staring at the lecturing professor. “I’m not even kidding: This guy actually had leather elbow patches on his tweed jacket, and he was expounding on some particular sentence Milton wrote,” he recalls. “And I remember thinking, ‘That’s my future. I don’t want any part of that. What I want to do is help.’”

As fate would have it, there was a poster advertising opportunities to teach English in Japan on the seminar room’s walls. Wilkins-Luton called his wife as soon as class let out, and soon after graduation, the two of them moved to Japan, where they spent the next seven years teaching English. Once the couple returned to the U.S. and settled in the Portland area, it was a natural progression for Wilkins-Luton to begin teaching at a private international school, and then English as a Second Language at Clark, and then pre-college and college-level English. He earned tenure in 2006.

Wilkins-Luton says he was surprised and honored to receive a 2013-14 Exceptional Faculty Award. The award was announced at Clark’s 2014 Commencement ceremony and officially bestowed at the college’s Opening Day festivities on September 10. Student

nominators described a professor they called “funny” and “friendly,” who “makes all students completely comfortable in the classroom.”

“I love to teach,” says Wilkins-Luton. “I love the classroom. I love the engagement with students.” He is sitting in his book-lined office at Clark, which amply proves that he hasn’t entirely escaped the tropes of the English professor. (“I have a lot more books at home,” he admits sheepishly, casting an eye at the seven shelves of volumes arranged in meticulous alphabetical order by author. “These are mostly the ones I don’t want my kids reading.”)

Yet despite his love of both printed books and face-to-face teaching, Wilkins-Luton recently moved to teaching entirely online. “I think you have to make transitions sometimes to stay sharp,” he explains. “Also, I’d been reading some research discussing how the face-to-face classroom favors the extrovert—the person who’s willing to raise their hand and speak up in class. In the online environment, the introvert and extrovert become equal. As someone with introvert tendencies of my own, I liked that idea.”

Wilkins-Luton says that at first, he was concerned that the online classroom would stifle the sense of humor and personal engagement that he practices in face-to-face teaching. But in fact, he says, online teaching has allowed him to give even more personalized attention to individual students. “If they ask me a question, I send them back a two-paragraph answer,” he says. “And yeah, it might have a joke in it. Because you know what? Students don’t need gravitas; they need a reason to learn.”

Learn more about the other 2013-14 Exceptional Faculty Award recipients.

*Photo: Clark College/Jenny Shadley*