

Sally Miller

A general description that I will use to describe Dr. Miller's teaching style is, "serpious, but vulnerable to coCorcoran, California, 93212 Miller is first and foremost an academic March 21, 1983

social history is acutely serious, yet she makes herself approachable Dean Roy Whitaker discussions which may be tangential to the course. Office of C.O.P. Deans (Knolles Hall) University of the Pacific keeps abreast of her advisees, their plans, Stockton, California 95211 She is not reluctant to "pull the reins" on an advisee's wants, but she usually suffixes that "reins pulling"

Dear Dean Whitaker: ultimately your decision." She makes her advisees aware of any on- or off-campus situations which may be relevant to I am writing to recommend the nominee, Dr. Sally Miller, for the Alex. G. Spanos Teaching Award.

Outside of the classroom, Dr. Miller has been vital to U.O.P. students. I am a former student of Dr. Miller's (U.S. History II, History of American Immigration, U.S. Intellectual History, and an Independent Study of the History of Labor in America), and I have also had the privilege to work with her in many other capacities. I was her advisee for my last two years at U.O.P. We concurrently served on the Center for Integrated Studies Advisory Board during the 1980-81 academic year. For over a full-year, I worked on Dr. Miller's research project, "Stockton's Immigrant Women: We Built Stockton, Too", and then aided her in preparing for the culminating conference and follow-up seminars. And, finally, I served as the student representative on her most recent Faculty Evaluation Committee. Having such diverse insights into Dr. Miller's professional status, I feel that mine is certainly a valid recommendation for the Alex. G. Spanos Teaching Award. I hope that my elucidation of her capabilities as a teacher lead you to decide

In the introductory course of U.S. History, Dr. Miller presents the subject matter in a very concise, practical manner. Her lectures supplement the assigned readings and she occasionally utilizes film strips to elaborate particular areas. Dr. Miller's lectures are significantly heightened when the subject matter relates to her specialties of labor, women, and immigration. Frequent quizzes are given encouraging diligent study.

It is in the more advanced, focused courses where Dr. Miller displays her effective, knowledgeable teaching style. Inevitably, these courses have fewer students, and are subjects which are areas of special interest. Dr. Miller takes full advantage of these two points: First, she attempts to become aware of her students and their interests. By doing this, she not only projects an openness for the students' needs, but she also tries to work with her students to incorporate their interests into the course. (For example, if she knows that a student in her History of American Immigration course is interested in Southeast Asians, she will encourage that student to write his/her research paper on that group; and she will pass along to that student information pertaining to Southeast Asians.) The fact that these courses are within her areas of special interest is made very obvious. Her enthusiasm for the subject punctuates her lectures. Her knowledge and understanding of the subjects are quite evident. Yet, she clarifies points without alienating her students and without discouraging criticism and inquiry from her students.

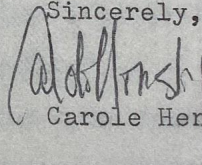
A general description that I will use to describe Dr. Miller's teaching style is, "serious, but vulnerable to congeniality". That is, Dr. Miller is first and foremost an academician. Her interest in U.S. social history is acutely serious, yet she makes herself approachable by students for discussions which may be tangential to the course.

As an advisor, Dr. Miller keeps abreast of her advisees, their plans, and their long-range goals. She is not reluctant to "pull the reins" on an advisee's wants, but she usually suffixes that "rein pulling" with, "...but it is ultimately your decision." She makes her advisees aware of any on- or off-campus situations which may be relevant to them (eg., special topics courses, internships, job opportunities, etc.).

Outside of the classroom, Dr. Miller has been vital to U.O.P. students. For many University women she has offered inspiration, and she has supported women's groups. In the Fall of 1981, she made possible an on-campus Consciousness Raising Session conducted by the National Organization for Women. Dr. Miller's research on Stockton's immigrant women stimulated a wave of interest on (and off) campus during Spring 1981.

In closing, I will add that Dr. Miller aided me in countless ways while I was a student at U.O.P. The classroom education I received from her has left the greatest impact on me in terms of further education and career goals. Besides being tremendously effective in the classroom, the genuine interest which Dr. Miller has in her students is one that should be celebrated. Thank you for recognizing Dr. Sally Miller as a candidate for the Alex G. Spanos Teaching Award. I hope that my elucidation of her capabilities as a teacher lead you to decide that she should receive that Award.

Sincerely,


Carole Hensley