



# CTL Notes

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THE CENTER  
FOR TEACHING  
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## CTL Upcoming Events

Our Well-Being Is Part of the Conversation  
Today, Wednesday, Dec. 1, 12:00 – 1:00 PM  
JHN 136-137

Composed of student, staff, and faculty members, this panel will facilitate discussion about ways our work in academia can affect our physical and emotional health and will help participants explore ways to pursue a more balanced approach to our work and our lives outside of work. This CTL Conversation looks at ways our responses to institutional contexts (pressure to do more with less, accountability issues, long hours, etc.) can push our lives out of balance. Panelists will help us to examine the degree to which our intentional pursuit of personal well-being can be seen not only as a force resistant to broader conversations that shape our labor, but also as a way of improving our work for the betterment of the institution as well as our lives as a whole.

**T@MUM: Teatime Discussions about Technology in the Classroom**

**Monday, December 6, 4:00 – 5:15 PM, JHN 15**

**Presented by Andrea Han**

**Looking for a free word processing or spreadsheet utility? Looking for a way to encourage student collaboration? Need a quick and easy way to create online forms? Enter Google Docs. Come to this hands-on session and learn how you can use Google Docs to support teaching and learning in your classroom. Celebrate with the teaching and learning crowd! Enjoy tea & cake.**



***From The Center for Teaching and Learning!!***

## Unmasking the Phantom Force By Kent Bradshaw



*The “Phantom Force”, a term lovingly coined by a part-time faculty member, reflects the unique and essential role that part-time faculty play in upholding the stellar teaching reputation of Miami University, long known and recently recognized for its teaching expertise.*

The “*Phantom Force*”, a term lovingly coined by a part-time faculty member, reflects the unique and essential role that part-time faculty play in upholding the stellar teaching reputation of Miami University, long known and recently recognized for its teaching expertise. The metaphor fits well for part-time faculty - “phantom” because they often teach at odd hours and are less visible in the mainstream of campus activities, and “force” because they teach about 20% of the undergrad courses at Miami.

### A Brief History:

Early on, part-time teaching positions were relatively rare and were usually given to former military, political and business leaders who had distinguished themselves in their fields, or to instructors hired simply for the prestige they brought to the institution. Generally, they were stop-gap players, filling voids created by the sudden influx of WWII veteran students. More recently, the baby boom of the 60’s and the surge of students returning to school as a re-employment strategy in difficult economic times, has led to a permanent contingent of part-time faculty as the standard throughout academia. Thus, the role of

part-time faculty has evolved to becoming an integral part of the teaching community.

### Current profile:

These days, many part-timers still come from the world of business and politics. Their unique value is appreciated by students who routinely report that they appreciate the useful and practical perspective brought by instructors with experience in the world beyond the classroom. Current part-timers fall roughly into three categories: (1) Those making a living from their teaching, often flitting to and fro from school to school, (2) Those with ambitions to become full time, and (3) those who teach primarily for the satisfaction, stimulation, and sense of contribution it brings. With such wide-ranging motives, it is difficult to characterize the typical part-timer and also to find ways to accommodate their unique needs.

The percentage of part-time faculty at post-

secondary institutions ranges from 23% to 60%, depending upon the nature of the institution. At Miami “part-time” is a generic description. Part-time faculty are titled as either *Visiting Faculty*, those compensated on the number of credit hours they teach; or *Adjunct Faculty*, those who teach without pay.

Part-time does not imply a short association with the university. On the contrary, the average length of service of part-time faculty is about twelve years on the Middletown campus, and nine years on the Hamilton and Oxford campuses. Many part-time faculty have been teaching at Miami for more than twenty five years.

### Current challenges:

Exceptional teachers go beyond knowing their subject and transfusing it into students – the so-called “Jugs into Mugs” approach. They create a rich learning environment in which students thrive and develop the cognitive skills targeted by liberal education.

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# Unmasking the Phantom Force con't

This demands not only subject mastery, but competence in the art, science, and technology of teaching.

However, a recent survey shows that part-timers are often unaware of how to continue their professional development. Meeting this challenge is the Professional Educator's Program (PEP), sponsored by the Center for the Enhancement of Learning, Teaching, and University Assessment (CELTUA). This program is an answer to the unique needs of part-timers, offering a chance to hone teaching skills and be compensated while doing it. Truly, a great "learn and earn" deal, it is an opportunity to associate with colleagues, stay up-to-date on the latest pedagogical trends and technologies, and get a free meal and a handy stipend to boot.

Although part-time faculty have the same duties and responsibilities as full-time faculty with respect to teaching, they are not university em-

ployees and are sometimes seen as casual, expendable, contract labor. Unfortunately, this perception may lead to feelings of isolation, limited resources, and diminished status. A recent survey of part-timers found that even though part-timers teach about 20% of the undergrad courses at MU and sometimes as much as 50% at other institutions, they routinely express frustration and a sense of estrangement from the institution because they frequently work at night or behind the scenes and are often uncertain about their degree of acceptance by the full-time faculty community. The challenge this presents for the full-time as well as the part-time community is to find ways to integrate and create a stronger sense of collegiality. One answer for part-timers is to exercise the Woody Allen formula for success, namely "80% of success in life is showing up". This means being proactive in attending meetings of the academy, volunteering for special opportunities like selection committees, joining Faculty Learning Communities, attending pedagogical workshops like those conducted by MUM's Center for

Teaching and Learning, attending department meetings, and frequenting university events. As a rule, part-timers are welcomed at these events, but are often not sure if they are invited. For full-time faculty, and particularly coordinators and department heads, the response to this challenge is to reach out proactively to include part-timers.

As economic pressures and competition increase, it seems likely that the use of part-time instructors will grow. The future challenge for universities is to find ways to retain the best by offering professional development opportunities, promoting more interaction with the full-time community, and finding new ways to recognize and reward the "Phantom Force".



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## A Tribute to Andrea Han



*“...She has always played a starring role in teaching and learning on the Miami University Middletown campus.”*

*“Innovative, Responsive, Unparalleled”*  
John Burke

Dr. Andrea Han, Educational Technology Coordinator has touched our teaching, learning, and online lives at Miami University Middletown these 7 years. She earned her Doctor of Philosophy in Educational Leadership from Miami University in 2009. She is a lifelong learner, which is a very good thing, given the pace of her chosen profession. She empowers the rest of us as a teacher, trainer, and troubleshooter in technology. Andrea’s professional life originated in the K-12 environment; then she moved into higher education. She is now crossing another border and pioneering a newly created, grant-funded position as an educational technologist at the University of British Columbia in Vancouver, Canada. Although her position at MUM is unclassified staff, she has always played a starring role in teaching and learning on the Miami University Middletown campus. Andrea is a humble human being and generous consultant who will sit with confused subject specialists and make them look good online and in the classroom. Here is what a few of her colleagues have to say about Andrea Han’s teaching and learning career.

Beth Tumbleson

My first impression of Andrea I gathered at an open session during her interview for the position of Educational Technology Coordinator. I recall asking a very specific question about, I recall, how students could do a virtual workshop on their drafts in my English Composition class. She responded with several ideas, but not before she clarified for herself, what I really needed. I remember thinking, Andrea thinks like a teacher, and when she emailed me shortly after this with a few more ideas, I thought, Andrea follows through.

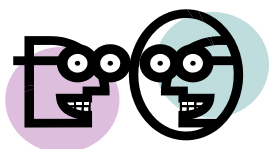
Those two impressions—thinking like a teacher and following through with support—have been confirmed uncountable times since Andrea has worked at MUM. I especially have appreciated her willingness to explore very tentative ideas that I have had for a class process, working with me as a partner at every stage of development for what I was aiming to do. Andrea has partnered with me and with many others on so many significant projects. In fact, Andrea was one of our partners in getting the CTL off the ground and one of the authors of its design, including the continually rotating membership of the CTL’s Leadership Collaborative.

It’s difficult to imagine losing our valued partner; what will remain is the incredible learning she has fostered in us and in our students.

Ellenmarie Wahlrab

*“...I always love giving workshops or presentations with Andrea because she is always prepared and can jump in or out with ease. No need to fear when Andrea is here! She is a true colleague and friend that I will dearly miss.”*

Janet Hurn



## Jennifer's Corner



As we are approaching the end of the semester and preparing for the holidays, I believe that this is a great time for reflection. Looking back thoughtfully allows for a new beginning, planning for a new start or in this case, a new semester. Many students and faculty get caught up in exams and just trying to “get it over with” and finish out the term, but I feel this is the ideal time to reflect on the past semester, whether student or faculty.

I am presently in a computer class (which is great and my professor is awesome) where reflections are conducted weekly. I have to answer four questions and produce a one page summary of what I learned in the past week. I really enjoy this exercise for several reasons. First, I can look back and see if I am really learning in this class. Second, I can inform my professor of what I am learning and how I learn. Third, the reflection helps me to understand that what I learn in this class can and will help with outside-class context. Fourth, I have never done this in any other class, so it makes me value this class in a different manner than I am used to.

In reflecting, one should take a deeper look into past and attempt to answer the following questions:

- Did I fulfill my purpose/goals? Did I accomplish my needs?
- Did I do this effectively? Why or why not?
- In fulfilling my purpose/goals, can I apply them to life or future semesters?
- Did I retain or learn anything new? Did I help someone else?
- Was this semester different from what I expected? If yes, how?
- Has your knowledge increased, decreased, or stayed the same?
- Did I develop new methods, characteristics, principles, etc.?

Taking the time to answer such questions allows for a four month assessment which can really help improve the semester to come. Answering these questions results in a report that helps you analyze the positives and negatives and make changes for the better, if needed. Your insights will impact on your development and your future. For students taking Miami Plan Liberal Education courses, there are sound reasons to reflect and act. To sum it all up, by making mindful decisions and examining their actions, students may “enhance personal and moral commitment, enrich ethical understanding, and strengthen civic participation.”

-Jennifer N. Pugh



## Season's Greetings





## Call for Nominations: MUM Excellence in Teaching Award

### Introduction

The Miami University Middletown Excellence in Teaching Award is given annually to honor faculty members whose work epitomizes the University's ideals of dedication, commitment, and excellence in teaching. Awards will be presented in two categories: full-time faculty, and part-time faculty. Recipients will be the Middletown campus nominees for the Ohio Association of Two-Year Colleges Teacher of the Year and will be Miami Middletown's representatives at award ceremonies conducted by the Greater Cincinnati Consortium Of Colleges and Universities and by the Southwestern Ohio Council for Higher Education. Additionally, the Center for Teaching and Learning will award professional expense stipends of \$500 and \$250, respectively, to the full-time and part-time faculty award recipients.

### Eligibility

All faculty members who have taught at Miami University for a minimum of three years are eligible to be nominated for this award. A faculty member who has previously received this award is eligible for nomination again after a period of five years from receipt of the previous award. Nominations can be made by any member of the campus community.

### Criteria

In evaluating excellence the Committee will be looking for evidence of teaching that

- Is creative and innovative.
- Engages students with other learners.
- Stimulates students to think critically.
- Promotes understanding of contexts.
- Inspires and encourages student learning.

### Annual Process

1. The Call for Nominations will be distributed by the Center for Teaching and Learning (CTL) by Wednesday, December 1, 2010. Nominations should be made using the attached form and submitted no later than Friday, February 4, 2011. Nominations may be submitted by email to [mumctl@muohio.edu](mailto:mumctl@muohio.edu) or by delivering a completed form to Dr. Susan Marine in Room 11 Johnston Hall or 216 Levey Hall.
2. Nominees will be notified with an invitational letter to meet with their coordinator/chair for assistance in documenting the criteria outlined above. (Nominees who choose not to participate in the award process should notify the CTL as soon as possible at 7-3464 or by email at [mumctl@muohio.edu](mailto:mumctl@muohio.edu).) Please send the candidate materials to Dr. Susan Marine. The deadline for submission of candidate materials is Friday, February 25, 2011.
3. The Teaching Awards Committee will be announced at the annual MUM Awards Ceremony in April.

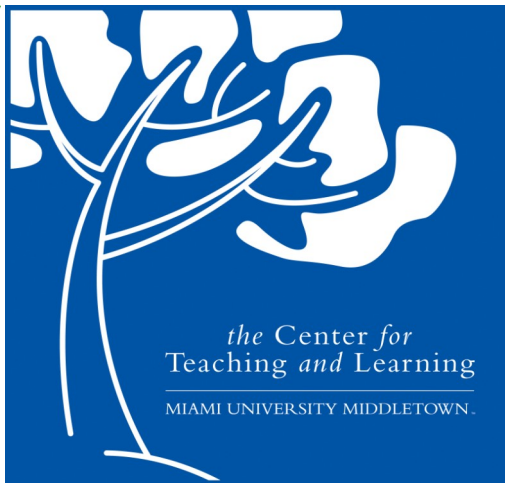
### Award Committee

The committee is composed of the award recipients of the Miami University Middletown Excellence in Teaching Award from the past two years plus one member of the CTL Leadership Collaborative. Each award winner will become a member of the committee in the years subsequent to receipt of their award and serve on the committee for two years.

*Nominations should be delivered to Dr. Susan Marine 216 LVH or 11JHN no later than Friday, February 4, 2011.*

*Nominations may also be submitted via email to [mumctl@muohio.edu](mailto:mumctl@muohio.edu) or [mariness@muohio.edu](mailto:mariness@muohio.edu)*

**NOMINATION DEADLINE: February 4, 2011**



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Phone 513-727-3464

**Email:** [mumctl@muohio.edu](mailto:mumctl@muohio.edu)

<http://www.mid.muohio.edu/ctl>

## CTL Office Hours

Each member of the CTL Leadership Collaborative staffs the office at least two hours during the week. Often a member works on CTL-related projects. Staff also welcomes faculty, staff, and students who want to discuss issues related to teaching and learning or browse the library of books, journals, and handouts.

## THE CTL NEEDS YOU: NEW LC MEMBERS WANTED!

Self-nominations for a two-year term (2011-2013) on the Leadership Collaborative of the MUM Center for Teaching and Learning will be accepted through January 18, 2011.

The CTL offers many services including a continuing program of workshops and grant opportunities, support for the annual teaching award, faculty learning communities, SGID program, maintenance of a Web site, publication of a monthly newsletter, and co-sponsoring with CEL-TUA in Oxford the *Journal on Centers for Teaching and Learning*.

The LC is composed of 5-8 members, and any faculty or unclassified staff member with teaching responsibilities may self-nominate to serve for a term on the LC. Two co-coordinators help manage CTL operations. One co-coordinator will serve on an ongoing basis with a quarter-time staff appointment, and the current LC has selected Ellenmarie Wahlrab for this position. The other co-coordinator is elected for a one-year term from among the members of the LC, and any LC member is eligible to serve in that capacity.

LC members are chosen by a selection committee convened by the Associate Dean for Academic Affairs. Faculty or unclassified staff members with teaching responsibilities interested in serving on the LC must submit a statement of interest and complete a short form. For the nomination form and more information, please see the CTL Web site: <http://www.mid.muohio.edu/ctl/members.cfm>

For more information about CTL programs or operations, see the CTL Web site or talk to any of the current LC members: Lizz Howard, Eric Luczaj, Susan Marine, John Tassoni, Beth Tumbleson, or Ellenmarie Wahlrab.