



Faculty Forum

From the Faculty Center for Teaching Excellence

WESTERN CAROLINA UNIVERSITY

CULLOWHEE, NORTH CAROLINA

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The strength of the response to the October FACULTY FORUM was encouraging, given its introductory nature. I received 13 responses, close to 3.5% of the faculty, thereby smashing the 1-3% average return on direct mail solicitation. Family Publishers Clearing House better watch out!

Responses revealed that the name of our publication is generally acceptable, and the suggestion to include practical teaching tips was made so often that we decided to include a teaching tips section with the publication of responses each month. Thanks to all who responded and to all who commented informally.

Excerpts from Faculty Responses

From J. R. Nicholl, English: I appreciate and respect the attention and \$ being given to teaching. I'd like to see some department have the nerve to pair up its faculty for class visits for a semester or year, to help one another improve as teachers. Departments ought to have a mentor program, at least for new faculty.

From Rita Noel, Administrative Services :

As a new teaching professional, it would indeed be helpful to participate in some sort of dialogue with others. As much as the philosophical issues would be stimulating, perhaps practical aspects would also help the survival rate and the blood pressure of we who have recently joined your ranks!

From Fred Hinson, Biology: I would like to suggest that in your publication from time to time you include a list of faculty and their activities as they pertain to teaching, such as short courses, seminars, or conferences. This would enable faculty to interact with other faculty about topics on teaching. Faculty participating in such activities also might be encouraged to give a seminar for other WCU faculty.

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From Linda DeForge, Biology

I'm very pleased that discussion of teaching--even teaching of freshman courses--is again "respectable."

Having been an editor in at least two capacities, one on a journal editorial board and the other generating pieces as you have here, I fully appreciate the difficulty of getting busy people to respond. . . . Have fun, even if you do not match the "Dear Abby" column.

Dan Pittillo, Biology

FACULTY FORUM may be read more widely if 2 or 3 major points were attractively displayed on the page. In its present form I believe it is more likely to get tossed. I am attaching some examples of developmental information sheets that I use with parents. Although the field and topics are different, I believe a similar format would be helpful. I appreciate the work all of you are doing.

Davia Allen, Home Economics

It seems to me that an interesting issue to which you may address a session is the DIVERSE programs on campus to which other or DIVERSE STRATEGIES of excellent teaching apply. I am sure that excellence in teaching takes place in studio, laboratory, stage and recital hall situations, which differ from the situation in lecture courses or courses in other areas.

While studio teaching has unique features, it also has commonalities with teaching in other areas, but it may be of interest to focus on the diversity of strategies.

Perry Kelly, Art