

# *Faculty Center for Teaching Excellence*

How do you like our new look?

You'll continue to get the Faculty Forum on the first of each month, as usual, but we'll attach responses to an issue of *notes & quotes*, which will appear regularly on the fifteenth. A monthly Teaching Tip, formerly published on the fifteenth, will now be attached to the Forum in place of the blank response form. Let us know what you think about these changes.

## **Responses to Becky Kornegay**

*Becky Kornegay's September opinion piece on library literacy elicited the responses below, although it's my guess that many faculty had something to say and just kept it to themselves. Don't be shy. Jot down your responses, no matter what the length, send them to me, and let's make the dialogue public. If you have opinion pieces or teaching tips, even if they are in a rough draft form, send them in and we'll help prepare them for publication.*

*Terry Nienhuis, Editor*

When I came to Western Carolina University as a graduate student in 1986, with good preparation in research methods from my undergraduate school in Georgia, I was astounded, almost overwhelmed, and ultimately delighted by the resources available in Hunter Library. Call me bookish if you will, but learning my way around there was fun. And once I had been taught to make use of Hunter's various indexes and directories, my research was more educating, and the papers I wrote were, I dare say, far more worth my professors' reading time than my efforts could have been otherwise. I agree with Becky that fighting library illiteracy can have pleasing results for everyone involved.

*Joey Price, Public Information*

I agree with Becky; I feel that we as faculty assume the existence of a higher skill level than is actually present with our students. Rather than directing instruction toward these requisite skills, we tend to let the students figure it out (with limited success).

*Professor Anonymous*