Principle 2.16: QEP

Supporting Documentation

Website Submissions

Subject: FW: The Importance of the College/University Library in the Student's Life [article]
Date: Wednesday, August 9, 2006 3:17 PM
From: QEP <QEP@exchange.utdallas.edu>
To: "Huckaba, Richard C" <huckaba@utdallas.edu>, "Sibert, John W"
<sibertj@utdallas.edu>, "Nelsen, Robert S" <nelsen@utdallas.edu>
Conversation: The Importance of the College/University Library in the Student's Life
[article]

From: Makowka, Matthew M
Sent: Wednesday, August 09, 2006 3:17:22 PM
To: QEP
Subject: The Importance of the College/University Library in the Student's Life [article]
Auto forwarded by a Rule

Dear Dr. John Sibert,

Below is an article that more or less summarizes what is lacking in many students' university
education. There is no single, simple solution proffered. The problem: students may be tech
literate, but they are seldom if ever information literate ('digitally literate,' as this article puts
it). Being able to conduct quality research for trustworthy sources is a vital component to any
student's career, and it is a skill that will serve him/her well long after he/she leaves the
academic environment. The library plays an essential role in helping students evolve from
the superficial Google researcher to a complex-task savvy information research, whether that
information be in the form of electronic articles, databases, books, microform, or some other
format. I hope this short article opens your eyes to a special kind of obstacle the university
and the library faces in the student educational process. ~Matt

Matt Makowka <mailto:mattmm@utdallas.edu> ,
Reference Librarian and Engineering Liaison <http://www.utdallas.edu/
~mmm018800/>
UT Dallas McDermott Library
P.O. Box 830643, MC 33
Richardson, TX. 75083-0643
(office) 972-883-6773 / (fax) 972-883-2473

Link: http://www.dfw.com/mld/dfw/15131207.htm

Most youths may be tech savvy, but they lack 'digital literacy,' report says

By LEILA FADEL
STAR-TELEGRAM STAFF WRITER

Like most 22-year-olds, Ghida El-Hajj-Sleiman could surf the Web. But in college, the biomedical engineering student realized how much she didn't know.

No one taught her how to use online databases. She picked up tips about the library catalog from friends.

"I didn't know how to research like that," said El-Hajj-Sleiman, a graduate student at the University of Texas at Arlington.

She said she learned by trial and error.

"I just had to jump around."

Of 10,000 high school and college students asked to evaluate a set of Web sites last fall, nearly half could not correctly judge which was the most objective, reliable and timely, according to preliminary results of a digital-literacy assessment. The Information and Communication Technology Assessment was administered by Educational Testing Service, a New Jersey nonprofit organization.

"What we're finding is not only does it [digital literacy] need to be taught at the higher education level, it needs to be taught a lot younger than that," said Terry Egan, project manager for the assessment. "I'm hoping that having an assessment like this available is going to change the paradigm of what people think is important to test and important to teach." Students may know how to use an Internet search engine, but professors have complained that the online information students use is not reliable, said Mary Jo Lyons, information literacy coordinator at UT-Arlington.

Now, some professors are requesting seminars to teach students about the library catalog and the approximately 200 computer databases available to them at the UT-Arlington library. But unless specified in a class, information literacy seminars are not required.

"There's nothing wrong with Google," Lyons said. "They know how to type in words and search, but it's how they evaluate whether it's a quality site. That's . They're citing Joe Schmo's paper in their paper, but who is . the problem. . Joe Schmo? And is he objective?"

The testing service, along with colleges and universities nationwide — including Tarrant County College and the UT System — has developed the first assessment to measure how students find, judge and use information online. A key element is evaluating whether they can take the information and generate their own analyses or projects, Egan said.

This fall, the tests will be widely available to colleges and high schools. They will be charged $27 to $33 for each test, depending on the size of the order.

Students are growing up in an age when everything is electronic, said Charles DeSassure, chairman of the computer science department at TCC Southeast Campus. They text-message, carry Palm Pilots, tote laptops and download music on their iPods, but they often can't use critical thinking to apply technology to practical problems, he said.

For the first time this fall, TCC will require a computer competency class for all students.

"Can an average person go to the public library and use a simple database?" asked DeSassure, a member of the National Advisory Committee for the development of the assessment. "We're looking for competence. There are certain basic skill levels that we hope the average student would possess."

At many colleges today, faculty and administrators seem to take it for granted that their students know how to use Internet databases and computer programs, some students said.

When UT-Arlington students were asked what they use for research on campus, without hesitation most responded "Google."

"It's the easiest to get around with," said Jeremie Ayers, 19, a TCC student who is transferring to UT-Arlington in the fall.

Many conceded that they don't know how to do much else on the Internet.

Tao-Heng Pan, 25, took a seminar on Internet research as a graduate student. She learned about Engineering Village, an engineering database she uses for research. She said most of her peers don't know where to turn on the Internet besides free search engines. "It's complicated," she said. The Association of College and Research Librarians refers to it as "data smog."

Students deal with an abundance of information available to them from the comfort of their computer desk, but they can't necessarily weed through it without training.

The assessment is also a much-needed source of proof of digital skills, said Pedro Reyes, associate vice chancellor for academic planning and assessment for the UT System.

"It's a critical area," said Reyes, who is also involved with the development of the assessment. "I think a lot of students have these skills, but there's no way to prove it to their employers. We've never had a tool to help us understand that."

It can also show colleges what's missing in their curricula, ETS officials said.

"We can't expect teachers to change what they're doing overnight," Egan said. "It's really a whole sea of change."

IN THE KNOW **Information on literacy**

A test being developed by the nonprofit Educational Testing Service of Princeton, N.J., would for the first time assess how college students get information digitally and how they analyze the information, use it and judge its quality. Results of a pilot assessment of 10,000 high school and postsecondary students in 2005 showed that:

When asked to narrow an overly broad information search, only 35 percent of students selected the correct revision.

When students were asked to evaluate a set of Web sites for objectivity, reliability and timeliness, only 48 percent of test-takers picked the site that met all the standards.

ONLINE: www.ets.org <http://www.ets.org>

Source: Educational Testing Service Leila Fadel, 817-685-3806

lfadel@star-telegram.com

Subject: FW: suggestion
Date: Wednesday, September 6, 2006 1:37 AM
From: QEP <QEP@exchange.utdallas.edu>
To: "Huckaba, Richard C" <huckaba@utdallas.edu>, "Sibert, John W" <sibertj@utdallas.edu>, "Nelsen, Robert S" <nelsen@utdallas.edu>
Conversation: suggestion

From: Chidi Nnamdi Achilefu[SMTP:CNA032000@UTDALLAS.EDU]
Sent: Wednesday, September 06, 2006 1:37:33 AM
To: QEP
Subject: suggestion
Auto forwarded by a Rule

Greetings,

Since unfortunately I cannot submit my own QEP, I will merely offer a few suggestions. After a discussion with friends of mine who are also majoring in the natural sciences, we all decided that the chemistry courses (especially Organic Chemistry) also deserve a workshop. A strong foundation in the chemical sciences has proven to be an integral part of a scientists success, therefore the curriculum should further mirror this dependence. Just a one hour/one time a week workshop, led by a PROFESSOR, that allows the students to tackle and begin to grasp the tough concepts. As well as giving students an opportunity to ask questions pertaining to suggested homework problems and or course materials that may be relevant for the majority of the class. This could decrease student dependence on SI's or TA's, as well as cut down the number of monotonous office visits the professors may get with students asking the same questions.

I also had a personal suggestion. As a third year biology student, I have now completed 7 labs. I do not have any suggestions for any of the labs in particular, but one that applies to all of them. Although, I am aware that lab equipment is not cheap and not necessarily abundant, I do believe that one gains more from performing an experiment by themself, than from splitting up steps with a lab partner. I have seen way too many students slide through labs without learning anything because they could rely on their partner to get it done. Although it is ultimately up to the individual whether they want to do something, I think in an individual setting, one is forced to learn more. Maybe designing and planning to throw in a few individual experiments that deal with the more "Important" topics could be a start.

Thanks

Chidi Achilefu
Junior, Biology-Premed

Subject: FW: QEP Topic
Date: Monday, September 18, 2006 8:48 AM
From: QEP <QEP@exchange.utdallas.edu>
To: "Huckaba, Richard C" <huckaba@utdallas.edu>, "Sibert, John W"
<sibertj@utdallas.edu>, "Nelsen, Robert S" <nelsen@utdallas.edu>
Conversation: QEP Topic

From: Alsobrook, Metta P
Sent: Monday, September 18, 2006 8:48:51 AM
To: QEP
Subject: QEP Topic
Auto forwarded by a Rule

Hi ...

I have an idea for QEP topic : Enhance learning in technology environment

Background for the idea:
In today's world, we cannot escape from technology. People used to have a variety of stimulants in their everyday lives. Today, as teachers and administrators, we are dealing with a diverse, demanding, technology-addicted student body, accustomed to multi-tasking. These students consider technology not as something special but as part of their normal existence. They demand a new approach to teaching and learning. The need to acknowledge the issue is inevitable.

Some bullet points:
· 	Investigate the effectiveness of technology-based innovations to improve learning.
· 	Increase student and faculty effective engagement with technology.
· 	Improve faculty training in distance delivery methods and the use of good online and distance pedagogy.
· 	Provide information for instructors (faculty, lecturers, and TAs) regarding tools to enhance learning on and off campus.
· 	Develop an online, campus-wide community for students and faculty.
· 	Develop appropriate technology-friendly policies and procedures that enhance learning.

Metta

Subject: FW: QEP
Date: Saturday, September 23, 2006 11:00 AM
From: QEP <QEP@exchange.utdallas.edu>
To: "Huckaba, Richard C" <huckaba@utdallas.edu>, "Sibert, John W"
<sibertj@utdallas.edu>, "Nelsen, Robert S" <nelsen@utdallas.edu>
Conversation: QEP

From: Sibert, John W
Sent: Saturday, September 23, 2006 11:00:45 AM
To: QEP
Subject: FW: QEP
Auto forwarded by a Rule

-----Original Message-----
From: emsalter@utdallas.edu [mailto:emsalter@utdallas.edu]
Sent: Fri 9/22/2006 4:06 PM
To: Sibert, John W
Subject: QEP

John,
I hope that the plans for QEP are starting to gel. I would still like to
offer my suggestion about "Interdisciplinarity - the key to the future"
This is a sufficiently broad topic that it could include interdisciplinary
research/projects between universities, between schools within the
university, and with outreach programs, such as the ones that are just being
strated up through student life. (Terry Hockenbrough is one of the people
involved with these new programs.) The other factor of importance with this
topic is that it is one of the founding principles upon which UTD was
established. QEP would provide a wonderful opportunity to fertilize this
idea.

All the best, Liz Salter

P.S. are you finished with my copy of the last assessment of General Studies
that I sent you. It was my only copy, and if you are finished I would
appreciate having it back. Thanks again.

Subject: FW: Ideas from Student Health Service staff
Date: Wednesday, October 4, 2006 12:40 PM
From: QEP <QEP@exchange.utdallas.edu>
To: "Huckaba, Richard C" <huckaba@utdallas.edu>, "Sibert, John W"
<sibertj@utdallas.edu>, "Nelsen, Robert S" <nelsen@utdallas.edu>
Conversation: Ideas from Student Health Service staff

From: Ballard, Beverly A
Sent: Wednesday, October 04, 2006 12:40:07 PM
To: QEP
Subject: Ideas from Student Health Service staff
Auto forwarded by a Rule

Hello,
This information is being submitted after discussion in the Student life Staff Meeting this morning.
I have been elected by the Health Center staff to send it.

Ideas from the group:

There needs to be a mandatory requirement that ALL TA's must have an excellent command of the English language and pass a verbal test demonstrating their use of English. We have many students who complain that they are paying high tuition to attend UTD and be taught by highly qualified and known professors, only to take the class and find that a TA is doing all the teaching and can not be understood due to extremely poor English. Students have stated that they drop the class, withdraw and or go to one of the community colleges to take the course if offered.

Students have complained that the classrooms at UTD are in very poor condition as are the furnishings. They say their High Schools offered better facilities than UTD does.

Lengthy discussion about how Staff also play a large role in the success of UTD, yet there are no recruiting or retention measures in place. Many excellent staff are lost due to UTD not having kept up with appropriate salaries for Staff. It is very notable to staff that the resources are directed at recruitment and retention of Faculty.

Have a good day.
Thanks,
Beverly

Beverly A. Ballard R.N., ANP
Director of Health Services
The University of Texas at Dallas
P.O. Box 830688   SU 25
Richardson, Texas 75083

Subject: FW: ideas
Date: Wednesday, October 4, 2006 1:48 PM
From: QEP <QEP@exchange.utdallas.edu>
To: "Huckaba, Richard C" <huckaba@utdallas.edu>, "Sibert, John W"
<sibertj@utdallas.edu>, "Nelsen, Robert S" <nelsen@utdallas.edu>
Conversation: ideas

From: danboy@utdallas.edu[SMTP:DANBOY@UTDALLAS.EDU]
Sent: Wednesday, October 04, 2006 1:48:09 PM
To: QEP
Cc: Gregg, Arthur L; Dougherty, Darla J; McNulty, Netreia Z
Subject: ideas
Auto forwarded by a Rule

1. Culture and Diversity training for faculty, staff and students
    A. New and continuing
    B. Diversity module added to training post

2. Other modules added to training post
    A. how well do you know your campus.
        a. where to direct students seeking various information.

3. Academic studies programs, majors and minors
        a. African American Studies
        b. Latin Studies
        c. Asian Studies
        d. Native American Studies

4. Comprehensive Leadership Program
    A. Certificate at end of completion
    B. Speakers and 2-3 hour workshops on leadership
    C. Includes various department contributions

5. Residence Hall type housing
    A. include a dining hall with meal plan options.
    B. can also be used to house summer conference participants and or summer camps to offset
low housing in the summer.

6. Dining Banquet hall that seats 500 – 1,000.
    A. Can be attached to side of conference center.
    B. Can also be flexible to host large performances and shows.

7. Improve and expand learning resources
    A. include more services.
        a. ESL
        b. accent reduction
        c. tutoring or tutoring network
        d. public speaking skills
        f. working in teams
        g. etc.

8. Hire a university conference coordinator
    A. would help with any conference coming to campus
    B. would help with coordinating summer camps
    C. specialized in all aspects of hosting a conference

9. Training for new student organization officers
    A. Pre Fall semester or early fall training
        a. how to be a president, vice president, treasurer, secretary, etc.
        b. motivating your members
        c. recruiting
        d. team building
        f. fundraising

10. Creation of a university diversity council
    A. possibly as committee to the university council
    B. an SGA diversity council

Multicultural Center Staff

Danny Cordova
Assistant Director, Multicultural Center
University of Texas at Dallas
Center Phone: 972-883-6390
Direct Line: 972-883-6102
Fax: 972-883-6101

Subject: FW: Student Life QEP
Date: Wednesday, October 4, 2006 2:23 PM
From: QEP <QEP@exchange.utdallas.edu>
To: "Huckaba, Richard C" <huckaba@utdallas.edu>, "Sibert, John W"
<sibertj@utdallas.edu>, "Nelsen, Robert S" <nelsen@utdallas.edu>
Conversation: Student Life QEP

From: Sanders, Marci L
Sent: Wednesday, October 04, 2006 2:23:03 PM
To: QEP
Cc: Gage, Christopher C; Antonisse, John; Whitt, Bryan J
Subject: Student Life QEP
Auto forwarded by a Rule

This is the info that we put together at our table this morning for the QEP:

Step 1:

Strengths	Weaknesses
Academic Standards	Lack of Academic Monitoring
Quality of Education	Older Facilities
Student Life	Lack of Broad Based Curriculum
Geographic Location	Nontraditional Scheduling & Residential Life
Presidential Leadership/Vision	Inconsistent Acceptance Standards &

Processes

Step 2:
      Broad-based Curriculum/Education/Majors
      Traditional Scheduling/Housing to Allow for Student Social Life (Student
Programming)
      Consistent Admission Standards & Procedures
      Academic Monitoring for Retention

Step 3:
      Non-traditional campus and its' idiosyncrasies prohibits growth and progress. A more traditional campus would help develop cohesiveness of campus, community, and improve retention of students.

Marci Sanders
Head Volleyball Coach
CHAMPS/Life Skills Coordinator
UT Dallas
Office: 972-883-2012
Cell: 214-402-0445
Fax: 972-883-4496

Subject: FW: QEP topic
Date: Wednesday, October 4, 2006 3:06 PM
From: QEP <QEP@exchange.utdallas.edu>
To: "Huckaba, Richard C" <huckaba@utdallas.edu>, "Sibert, John W"
<sibertj@utdallas.edu>, "Nelsen, Robert S" <nelsen@utdallas.edu>
Conversation: QEP topic

From: Huntley, Heather J
Sent: Wednesday, October 04, 2006 3:06:07 PM
To: QEP
Subject: QEP topic
Auto forwarded by a Rule

I think that communication is an important theme. In the Career Center, employers give us regular feedback about the UTD students interviewing for jobs and internships. Over and over again, communication is stressed. While our students appear very capable academically and technically, the majority are reportedly lacking in communication skills. This holds true for domestic as well as international students, although each group obviously has its own challenges.

While I know that some resources are provided on campus, it would be great to come up with a way to teach students good communication skills, or integrate these skills within the classroom.

Thank you for allowing us the opportunity to give our ideas.

Heather Johnson Huntley, Associate Director

Career Center, The University of Texas at Dallas

PO Box 830688, MC 16

Richardson, TX 75083-0688

Phone: 972.883.4271

Fax: 972.883.2431

heather.huntley@utdallas.edu <mailto:heather.huntley@utdallas.edu>

www.utdallas.edu/career <http://www.utdallas.edu/career>

Subject: FW: QEP
Date: Thursday, October 5, 2006 12:20 PM
From: QEP <QEP@exchange.utdallas.edu>
To: "Huckaba, Richard C" <huckaba@utdallas.edu>, "Sibert, John W"
<sibertj@utdallas.edu>, "Nelsen, Robert S" <nelsen@utdallas.edu>
Conversation: QEP

From: Gardner, Larry
Sent: Thursday, October 05, 2006 12:20:30 PM
To: QEP
Subject: QEP
Auto forwarded by a Rule

UTDallas

Step One
Strengths: Weaknesses:
Entering freshmen education, SAT's,   Not in a position to evaluate.
desire to learn and succeed.

Level and variety of subject matter that
covers present and future technological
sciences.

Step 2.
Offer more and more convenient opportunities
and exposure to learn major and interest area
facts/information.

CD's, internet, and wireless internet allowing
traveling students to witness subject matter
lectures by their professor and take exams
while they are on the road traveling with
athletics, student government, other classes,
etc.

Larry Gardner, ATC/L, PT
Head Athletic Trainer
Associate Athletics Director for Student Services

Subject: FW: ideas
Date: Thursday, October 5, 2006 1:46 PM
From: QEP <QEP@exchange.utdallas.edu>
To: "Huckaba, Richard C" <huckaba@utdallas.edu>, "Sibert, John W"
<sibertj@utdallas.edu>, "Nelsen, Robert S" <nelsen@utdallas.edu>
Conversation: ideas

From: Green, Roberta J
Sent: Thursday, October 05, 2006 1:46:42 PM
To: QEP
Subject: ideas
Auto forwarded by a Rule

UTD could be more customer friendly, students get the run around. Communication is not seamless. Some offices just send the student to another place without finding out if that is where the student really needs to go or ascertain if they can answer the student's question. Students may ask for a department but that is not where they really need to be sent.

UTD doesn't have a community identity. I live in Richardson and it is not looked at as either an employer or quality educational institution. It is a place that has some events open to the community.

Certain service departments such as disability services, judicial affairs, student psychological services and health services need more opportunities to interact with faculty to educate them to our services. Often faculty are the first ones to notice if a student is in trouble.

Lack of connectivity to the school, need more traditions
    Maybe milestone markers such as: *class of (year) events, cap and gown ball for graduates (May), fun end of year event such as a dunking book with the president or professors in it.*

Promote a **good** honors recognition program, something that adds meat to a resume, maybe by school if there is a professorial organization/honor category. We have Who's Who, which has lost its prestiege, Golden Key, and a few others. Need something really recognized, top honors in each school with challenging requirements, community service, etc.

Better bridge with community colleges. It seems like we've partnered with them on the math level but many are coming in with writing deficiencies especially regarding plagiarism.

Use technology better, have close circuit TV around campus for events, information, etc.

More degree plans.

More internships and hands on work experience for credit. Something that will add meat to a new graduate's resume.

UTD often seems to be reactionary rather than visionary.

Roberta Green
Office of Judicial Affairs
The University of Texas at Dallas
PO Box, 830688 SU22
Richardson, TX 75083-0688

Phone: 972-883-6333
FAX: 972-883-6561

The University of Texas at Dallas is encouraging UTD personnel to send all official email correspondence to students only to the students' UTD email/netid address in an effort to protect the privacy rights of all students.

U.T. Dallas furnishes each student a Network ID (netid) linked to an email account. The Department of Information Resources provides a method for students to forward their UTD email to other personal or business email accounts. To activate or maintain a UTD computer account and/or to set email forwarding options, go to http://netid.utdallas.edu <http://netid.utdallas.edu/> .

The Office of the Dean of Students sends all electronic correspondence only to a student's UTD email address and requires that all official electronic correspondence with the Office of the Dean of Students be transmitted from the students' UTD email account. This requirement allows University personnel to maintain a high degree of confidence in the identity of the individual corresponding with a university official and in the security of the transmitted information.

Subject: FW: ideas
Date: Thursday, October 12, 2006 2:08 PM
From: QEP <QEP@exchange.utdallas.edu>
To: "Huckaba, Richard C" <huckaba@utdallas.edu>, "Sibert, John W"
<sibertj@utdallas.edu>, "Nelsen, Robert S" <nelsen@utdallas.edu>
Conversation: ideas

From: Shanks, Imperio
Sent: Thursday, October 12, 2006 2:08:21 PM
To: QEP
Subject: ideas
Auto forwarded by a Rule

Hello,

I'm sending this list on behalf of the International Student Services Office.

UTD will have an excellent standard in education with:

- Visionary Leadership

- Global education aimed to prepare global citizens: focused on community; with a strong link between staff and students; that caters to varied student populations; that provides a strong preparation for students to start their careers; that supports a well balanced curriculum, which includes humanities and not just technological classes.

- High quality instruction: PhD level teachers with teaching skills

- Strong school spirit

- Good facilities

Best,

Imperio Shanks
Administrative Assistant
International Student Services
The University of Texas at Dallas
MC36, PO Box 830688
Richardson, TX 75083-0688
972-883-4189 (phone)
972-883-4010 (fax)

Subject: FW: strengths
Date: Monday, October 16, 2006 9:24 AM
From: QEP <QEP@exchange.utdallas.edu>
To: "Huckaba, Richard C" <huckaba@utdallas.edu>, "Sibert, John W"
<sibertj@utdallas.edu>, "Nelsen, Robert S" <nelsen@utdallas.edu>
Conversation: strengths

From: dxs034100@utdallas.edu[SMTP:DXS034100@UTDALLAS.EDU]
Sent: Monday, October 16, 2006 9:24:03 AM
To: QEP
Subject: strengths
Auto forwarded by a Rule

Strengths: educational standards for admitting students
UTD focuses on areas of strength that improve stature outside of community (nanotechnology
program, chess team, Callier Center, etc)
UTD is not focused on areas that would move it away from its core strenghts (huge sports programs)
need better publicity - many in the Dallas area do not know that UTD exists
large percentage of student population make use of Career Center; variety of services that meet the
needs of students
The intelligence and commitment of the students at UTD to their education, career goals, and life
goals far outstrip other student populations I've known.

Weaknesses: Campus environs need to be more inviting - more green spaces, not so much
concrete and asphalt
Better parking - not necessarily parking garage, but a safer way to enter and exit the parking lots and
campus
move to electronic books in library
stated desire to be like other universities - we didn't start that way and haven't developed in that way;
so let's not try to compete with other universities in areas that we can't win!

Donna Srader
Resume Editor
UTD Career Center
P.O. Box 830688, MC 16
Richardson, TX 75083-0688
(972) 883-2943
resumeeditor@utdallas.edu
"We Deal In Futures"

Beginning in the fall semester of 2004, The University of Texas at Dallas is encouraging UTD personnel to

send all official email correspondence to students only to the students' UTD email/netid address in an effort to protect the privacy rights of all students.

UT Dallas furnishes each student a Network ID (netid) linked to an email account. The Department of Information Resources provides a method for students to forward their UTD email to other personal or business email accounts. To activate or maintain a UTD computer account and/or to set email forwarding options, go to http://netid.utdallas.edu <http://netid.utdallas.edu/> .

The UTD Career Center sends all electronic correspondence only to a student's UTD email address and requires that all official electronic correspondence with the UTD Career Center be transmitted from the students' UTD email account. This requirement allows University personnel to maintain a high degree of confidence in the identity of the individual corresponding with a university official and in the security of the transmitted information.

Subject: FW: Improvements for student learning at UTD
Date: Thursday, October 19, 2006 4:14 PM
From: QEP <QEP@exchange.utdallas.edu>
To: "Huckaba, Richard C" <huckaba@utdallas.edu>, "Sibert, John W"
<sibertj@utdallas.edu>, "Nelsen, Robert S" <nelsen@utdallas.edu>
Conversation: Improvements for student learning at UTD

From: elizabeth.ramirez@utdallas.edu[SMTP:ELIZABETH.RAMIREZ@UTDALLAS.EDU]
Sent: Thursday, October 19, 2006 4:14:03 PM
To: QEP
Subject: Improvements for student learning at UTD
Auto forwarded by a Rule

Here are some ideas that our group came up with at a Student Life meeting to improve
student learning at UTD.

-Diversify the current curriculum
-Improve faculty to student ration
-Visual Identity
-Better Infrastructures

Thank you.

Subject: FW:
Date: Thursday, October 19, 2006 4:14 PM
From: QEP <QEP@exchange.utdallas.edu>
To: "Huckaba, Richard C" <huckaba@utdallas.edu>, "Sibert, John W"
<sibertj@utdallas.edu>, "Nelsen, Robert S" <nelsen@utdallas.edu>

From: Sheel Dodani[SMTP:SCDODANI@YAHOO.COM]
Sent: Thursday, October 19, 2006 11:57:16 AM
To: QEP
Auto forwarded by a Rule

To whom it may concern:

I am currently a senior chemistry major and after
taking three and half years of chemistry laboratory
courses, I think it is important to address the
quality of these laboratory classes through an
alternate and more receptive forum than the end of
year evaluations/bubble sheets. The current sequence
of these lab classes correlates well with the
lecture sequence, however, the actual content of the
experiments in addition to the facilities available in
the teaching labs is poor.

In order to improve the quality of these classes it
will be a good idea to have a senior student panel
evaluate the lower level lab classes, because
communication of problems from students to faculty in
the end of year evaluations is much different than
students interacting with students. In addition, in
general a student panel to make contributions/comments
to the lab experiments would be an effective way to
evaluate the content and actual application of the
experiment in the laboratory setting. Furthermore, in
order for the quality of the lab experiment to be
properly evaluated another chemistry professor in the
department besides the one that designs the class
should review the content of the experiments to make
sure that material and skills gained by the student
are maximized. To be honest, the experiments from the
general chemistry classes to the advanced instrumental
classes, don't make effective use of

the time allotted to the class to actually teach
something to the students. In the general chemistry
classes we usually get out early after doing a 30
minute exercise and in the advanced classes we spend
the entire class period trouble shooting a bad
instrument or just go home because an instrument is
not working. The lack of functioning equipment and
facilities needs to be seriously taken. I don't know
how many times students have said that in lab when we
are filtering and using the aspirator, it takes twice
as long to do because the aspirators don't work well.
The other thing is how does a lab period where I
filter empty water for 3 hours, teach me anything
except that if I was a better equipped university that
actually allocated funds for undergraduate
teachings labs that I might be doing something that I
can actually learn from. Another issue that brings
together both equipment issues and quality of the
learning experience is that some of the techniques
that we learn are outdated. A student at the
University of California Berkley is probably sitting
through a lab class where they actually get to use
equipment (instruments and computers) that is not
circa early 1990s and they probably get to touch the
expensive equipment. How can a student graduating from
UTD be competitive in a market with students
graduating from UC Berkley or UT Austin if they are
provided with the resources through undergraduate
teaching labs. Overall there is lack of intellectual
stimulation in most of the labs, especially the
sophomore organic labs, and this needs to be
addressed.

Thank you for your time.
Sheel Dodani

Subject: FW: Sunday, October 29th
Date: Sunday, October 22, 2006 2:09 PM
From: QEP <QEP@exchange.utdallas.edu>
To: "Huckaba, Richard C" <huckaba@utdallas.edu>, "Sibert, John W"
<sibertj@utdallas.edu>, "Nelsen, Robert S" <nelsen@utdallas.edu>
Conversation: Sunday, October 29th

From: Iris Kwong[SMTP:IRISWK2@YAHOO.COM]
Sent: Sunday, October 22, 2006 2:09:06 PM
To: QEP
Subject: Sunday, October 29th
Auto forwarded by a Rule

Hello Dr. Sibert,

I just wanted to let you know that the fraternities and sororities on campus I have contacted so far would like to meet with you next Sunday, October 29th, starting at 7PM.

Here is a schedule so far:

7PM Chi Phi Fraternity (15-20 members)

7:30PM Alpha Gamma Delta Sorority (55-60 members)

7:50 Delta Epsilon Psi Fraternity(15-20 members)

8:10 Kappa Sigma Fraternity (50-55 members)

8:30 Kappa Alpha Theta Sorority (55-60 members)

Waiting for responses:
Sigma Alpha Epsilon Fraternity (55-60 members)
Zeta Beta Tau Fraternity (65-70 members)

Sigma Lambda Alpha Sorority meets at 10pm on Thursdays.

I can meet with you on campus at around 6:45pm and walk with you to each chapter room to make sure things run smoothly (for example, Keith - kappa sig's president - asked me text message him when we are outside of the room so the guys can come out into the hall and listen)

Anyway I hope this works for you! Please feel free to contact me through e-mail (iris.kwong@utdallas.edu or iriswk2@yahoo.com) or phone (214-336-3979).

I hope you are having a great weekend!

Take Care,
Iris Kwong

Yahoo! Messenger with Voice. Make PC-to-Phone Calls <http://us.rd.yahoo.com/ mail_us/taglines/postman1/*http://us.rd.yahoo.com/evt=39663/*http:// voice.yahoo.com> to the US (and 30+ countries) for 2¢/min or less.

Subject: FW: QEP topics
Date: Tuesday, October 31, 2006 1:31 AM
From: QEP <QEP@exchange.utdallas.edu>
To: "Huckaba, Richard C" <huckaba@utdallas.edu>, "Sibert, John W"
<sibertj@utdallas.edu>, "Nelsen, Robert S" <nelsen@utdallas.edu>
Conversation: QEP topics

From: Cuong Trinh[SMTP:KINGCUONGO@HOTMAIL.COM]
Sent: Tuesday, October 31, 2006 1:31:50 AM
To: QEP
Subject: QEP topics
Auto forwarded by a Rule

Dr. Seibert -

Here are some topics that our chapter think would improve student learning.

Education: standardizing higher-level courses (i.e. every professor would
teach the same topics in BA3361 organizational behavior), professors that
are easier to understand, 24 hour library

Student Life: shopping strip/center, 24 hour activity center and student
union

Greek: Greek row/housing

General: no limitation of the type of advertising on
campus/dorms/apartments, cafeteria program, addition of alcohol in the pub,
parking

Cuong Trinh
Lambda Phi Epsilon National Fraternity Inc
Dallas Colony Chapter President
www.dallaslambdas.com
cell: 214-235-5474

Get FREE company branded e-mail accounts and business Web site from
Microsoft Office Live
http://clk.atdmt.com/MRT/go/mcrssaub0050001411mrt/direct/01/

Subject: FW: What happened to the love of learning?
Date: Friday, November 10, 2006 3:41 PM
From: QEP <QEP@exchange.utdallas.edu>
To: "Huckaba, Richard C" <huckaba@utdallas.edu>, "Sibert, John W"
<sibertj@utdallas.edu>, "Nelsen, Robert S" <nelsen@utdallas.edu>
Conversation: What happened to the love of learning?

From: Nathan G Hannon[SMTP:NGH041000@UTDALLAS.EDU]
Sent: Friday, November 10, 2006 3:41:51 PM
To: QEP
Subject: What happened to the love of learning?
Auto forwarded by a Rule

Most students at UTD take classes for only one reason - because they
have to in order to get a degree. In the long run, however, it would
be better for UTD - in terms of the quality of the education given here
- if students were encouraged to take some classes solely to enrich
their learning experience, or at least not actively discouraged from
doing so.

Currently, the threat of taking a GPA hit discourages many students
from taking some classes which they would find both interesting and
potentially useful. I propose that something be done to change this so
that students do not have to choose between receiving a high GPA and
having a fulfilling learning experience.

First, a pass/fail option should be available for all classes outside
of the required classes for a student's degree plan. Currently, every
school has its own way of doing things. Instituting something like
this would make students more comfortable taking risks and exploring
different classes.

Second, there should be a form of honors, or some kind of official
school-wide award, that is not dependent on GPA, but rather on a
student's contribution to the UTD community - something that cannot be
measured by a number. Students would be nominated for this form of
award by other students or faculty.

Another deterrent to some potentially interesting and useful classes is
the difficulty of prerequisites. As a mathematics major, I take many
classes that make no use of the material in the prerequisite, and that
are in some ways easier than the prerequisite. Some students who are

interested in mathematics may be discouraged by the large amount of busy work in some of these prerequisites. I suspect that the same is true of many of the sciences. By carefully examining these prerequisites and relaxing some of them, UTD could enhance the diversity of students' experiences.

Finally, the state of Texas currently offers money as an incentive to students who take only the required number of courses, or close to it. This, I assume, is an effort to turn Texas schools into a "degree factory". While such a school has its purposes, I must question whether this is really what we want from UTD. I propose offering a similar amount of scholarship money to students who take a certain breadth of classes, to give students an alternative to the "degree factory".

Subject: FW: Town Hall Meeting
Date: Tuesday, November 14, 2006 3:39 PM
From: QEP <QEP@exchange.utdallas.edu>
To: "Huckaba, Richard C" <huckaba@utdallas.edu>, "Sibert, John W"
<sibertj@utdallas.edu>, "Nelsen, Robert S" <nelsen@utdallas.edu>
Conversation: Town Hall Meeting

From: Lenes, Felicity M
Sent: Tuesday, November 14, 2006 3:39:12 PM
To: QEP
Subject: Town Hall Meeting
Auto forwarded by a Rule

Student Suggestions from the Town Hall Meeting with Dr. Daniel:

--Student Housing changes – shortages of existing housing and need for more integrated
housing with more support, especially for Freshmen.
--Need for a 24-hour facility and late-night food options
--Reasonable eating options such as a cafeteria
--need to establish Student Advisory Committees for all the schools
--get rid of the classroom buildings
--improve recruitment and retention rates of minorities
--Look at expanding cultural studies
--make transfers from Community Colleges more easily facilitated
--better relationship with community/ visibility of campus
--better relations with alumni so more funding
--Greek housing
--starting a degree in Education as opposed to a certification program
--having dead day(s) before exams

These are little snippets, but over 100 students attended!

Felicity

Felicity Lenes
Vice President
Student Government
The University of Texas at Dallas
SU 2.412
(972) 883-2285

Subject: FW: Input
Date: Tuesday, November 14, 2006 8:42 PM
From: QEP <QEP@exchange.utdallas.edu>
To: "Huckaba, Richard C" <huckaba@utdallas.edu>, "Sibert, John W" <sibertj@utdallas.edu>, "Nelsen, Robert S" <nelsen@utdallas.edu>
Conversation: Input

\---

From: Juliann Peterson[SMTP:JULIANN.PETERSON@STUDENT.UTDALLAS.EDU]
Sent: Tuesday, November 14, 2006 8:44:22 PM
To: QEP
Subject: Input
Auto forwarded by a Rule

To whom it may concern:

Many classes are not challenging enough -- it seems standards are low. Professors should not be persuaded by students to tell them exactly what material of what has been taught will be on the exams. Students should be responsible for all material taught in class and should be able to develop skills to weigh which information is most important. This is a university and credit for a class should reflect that the student has in fact learned the material for the course.

Language classes should have labs attached, which would include time that all students can practice using the language--speaking, hearing, reading, and writing.

PHYS 1100 Fun with Physics should not be a course requirement for physics majors. It is too basic and does not further their education.

On a positive note, we do have many qualified and friendly professors.

Thanks for your determination in getting student input,

Juliann Peterson
Student Government Senator
Chair, Waterview and Commuter Student Affairs Committee
Chair, Campus Housing Advisory Committee

Subject: FW: QEP suggestions
Date: Friday, November 17, 2006 10:34 AM
From: QEP <QEP@exchange.utdallas.edu>
To: "Huckaba, Richard C" <huckaba@utdallas.edu>, "Sibert, John W"
<sibertj@utdallas.edu>, "Nelsen, Robert S" <nelsen@utdallas.edu>
Conversation: QEP suggestions

From: Peter Tong[SMTP:CREDULOUS007@YAHOO.COM]
Sent: Friday, November 17, 2006 10:34:01 AM
To: QEP
Subject: QEP suggestions
Auto forwarded by a Rule

1. You should post this on Facebook. You will get tons more responses.

2. More CV non-liberal arts classes. We have 1 physics class, 1 EE class, 1 biz class, 1 cognative science class. Compare that to 5 Govt classes, 3 history classes, and 2 arts classes.

The second and third most important reasons I came to UTD was becase it had strong CS/EE and science programs and I was accepted to CV (#1 was money). Then, when I signed up for CV classes and found out there was not a single CV math class and very few science/engineering classes.   I feel realy disappointed that a school that claims to have such great CS/EE/science departments and wants to be the "MIT of the south" doesn't offer more more CV classes in those areas.

3. Start using animations in lectures. The age of still pictures will soon disappear. In presentations, teachers can stick in a java applet or flash animation showing whatever phenomina they are trying to describe. This will greatly help some people see what is going on.

Subject: FW: Facebook Confirmation Email
Date: Friday, November 17, 2006 10:45 AM
From: QEP <QEP@exchange.utdallas.edu>
To: "Huckaba, Richard C" <huckaba@utdallas.edu>, "Sibert, John W"
<sibertj@utdallas.edu>, "Nelsen, Robert S" <nelsen@utdallas.edu>
Conversation: Facebook Confirmation Email

From: Facebook[SMTP:REGISTER@FACEBOOK.COM]
Sent: Friday, November 17, 2006 10:45:50 AM
To: QEP
Subject: Facebook Confirmation Email
Auto forwarded by a Rule

Quality,

You recently registered for Facebook using this email address. Please complete your registration by following the link below:

http://www.facebook.com/c.php?id=t9892689=1071808995=2 <http://www.facebook.com/c.php?id=t9892689&code=1071808995&rt=2>

If you did not recently register, or believe you have received this email in error, please disregard this message.

Thanks!
The Facebook Team

Just so you know, if you did not register recently, your receiving this message means that someone else entered your email address while attempting to create an account on Facebook. They will not be able to complete the process. If you want to create a Facebook account for yourself, go to:

http://www.facebook.com/r.php

Subject: FW: [staff] The QEP: Improving Student Learning at UTD
Date: Tuesday, November 28, 2006 9:29 AM
From: QEP <QEP@exchange.utdallas.edu>
To: "Huckaba, Richard C" <huckaba@utdallas.edu>, "Sibert, John W"
<sibertj@utdallas.edu>, "Nelsen, Robert S" <nelsen@utdallas.edu>
Conversation: [staff] The QEP: Improving Student Learning at UTD

From: Sibert, John W
Sent: Tuesday, November 28, 2006 9:29:41 AM
To: QEP
Subject: FW: [staff] The QEP: Improving Student Learning at UTD
Auto forwarded by a Rule

------ Forwarded Message
From: "Hamilton, Robert L" <roberth@utdallas.edu>
Date: Tue, 28 Nov 2006 08:35:13 -0600
To: "Sibert, John W" <sibertj@utdallas.edu>
Conversation: [staff] The QEP: Improving Student Learning at UTD
Subject: RE: [staff] The QEP: Improving Student Learning at UTD

John:

You're going to regret asking for my Advice.

Top priorities would be an Engineering School and an Strong Initiative in
Distance Learning. These are where the Needs and Opportunities lie.

If you need details, get in touch.

Dr. Robert L. Hamilton,
Engineer

-----Original Message-----
From: staff-bounce@utdallas.edu [mailto:staff-bounce@utdallas.edu] On Behalf
Of John Sibert
Sent: Tuesday, November 28, 2006 8:22 AM
To: staff@utdallas.edu
Subject: [staff] The QEP: Improving Student Learning at UTD

I am writing to ask for your input on an important campus initiative. As
many of you know, I have been charged with directing UTD's effort to develop

Subject: FW: [staff] The QEP: Improving Student Learning at UTD
Date: Tuesday, November 28, 2006 9:31 AM
From: QEP <QEP@exchange.utdallas.edu>
To: "Huckaba, Richard C" <huckaba@utdallas.edu>, "Sibert, John W"
<sibertj@utdallas.edu>, "Nelsen, Robert S" <nelsen@utdallas.edu>
Conversation: [staff] The QEP: Improving Student Learning at UTD

From: Sibert, John W
Sent: Tuesday, November 28, 2006 9:31:34 AM
To: QEP
Subject: FW: [staff] The QEP: Improving Student Learning at UTD
Auto forwarded by a Rule

------ Forwarded Message
From: Brian Nelson <brian.nelson@utdallas.edu>
Date: Tue, 28 Nov 2006 09:19:44 -0600
To: <sibertj@utdallas.edu>
Subject: Re: [staff] The QEP: Improving Student Learning at UTD

Ban powerpoint presentations in classrooms. Powerpoint is not a learning tool, it is a business communication tool. Business communications and education have vastly different goals and need to use vastly different methods for presenting information.

Powerpoint is a tool of the pre-Internet era -- isolated information presented in a static display (despite recent integration of "active embedded content" such as Quicktime or Flash animations).

Providing students with a tool to interact with the presentation is basically already embedded in the fabric of education -- the personal laptop computer. (for students without a personal laptop/PDA, many universities are already moving to including a laptop as a mandatory item) The challenge is to develop the faculty to build and use their class web pages as an interactive point for education. UTD would have to fund a full-time Classroom Instructional Web Developer whose sole purpose would be technical support to the faculty for interactive classroom instruction.

Brian Nelson
Systems Administrator

Subject: FW: Idea
Date: Tuesday, November 28, 2006 10:07 AM
From: QEP <QEP@exchange.utdallas.edu>
To: "Huckaba, Richard C" <huckaba@utdallas.edu>, "Sibert, John W"
<sibertj@utdallas.edu>, "Nelsen, Robert S" <nelsen@utdallas.edu>
Conversation: Idea

From: Montgomery, Debbie L
Sent: Tuesday, November 28, 2006 10:07:27 AM
To: QEP
Subject: Idea
Auto forwarded by a Rule

Dr. Sibert—

I have a really small idea that could have a big impact. Why can't UTD provide Scantron sheets for the professors to hand out to their students prior to an exam? I am looking at this from the mother of two college students' perspective. It is so very stressful for students to run to the bookstore before an exam, try to find the peach or brown, the red or the pink Scantron (not to mention confusing if your idea of peach is your professor's idea of brown). The bookstore is not always open, and the bookstore on campus charges $.35 per sheet (and just hope that you don't have to wait in line to pay). Off-Campus Books will give Scantrons to students for free, but you have to have transportation to get there. I don't see why each department cannot provide the correct Scantron sheet to their students. I'm sure that purchasing them in bulk would make the price of these necessary items less than 1 cent each, not to mention taking the stress of having the correct one 5 minutes before a final out of the equation for the student.

Anyway, it is just a small idea.

Debbie Montgomery

Head of Electronic Resources
University of Texas at Dallas
McDermott Library
800 West Campbell Road, MC 33
Richardson, Texas 75080
(972) 883-2963
debmontg@utdallas.edu

QEP Worksheet

Strengths of UTD:

High educational standards.
Focus on academics over sports.
Emphasis on areas of strength: technology, science, management, ATEC, etc.
No large football program.
Improved collaboration between Career Center and faculty and staff. Many students use the Career Center.
Improved grounds and green spaces.

Weaknesses of UTD:

Move to electronic books in library.
Students are focusing on football program!?!
Signage on buildings – those little paper signs make the campus look like one big garage sale.
Need to promote UTD internally and externally.

Subject: FW: [staff] The QEP: Improving Student Learning at UTD
Date: Tuesday, November 28, 2006 2:02 PM
From: QEP <QEP@exchange.utdallas.edu>
To: "Huckaba, Richard C" <huckaba@utdallas.edu>, "Sibert, John W"
<sibertj@utdallas.edu>, "Nelsen, Robert S" <nelsen@utdallas.edu>
Conversation: [staff] The QEP: Improving Student Learning at UTD

From: Sibert, John W
Sent: Tuesday, November 28, 2006 2:02:58 PM
To: QEP
Subject: FW: [staff] The QEP: Improving Student Learning at UTD
Auto forwarded by a Rule

------ Forwarded Message
From: "Simpson, Francine S" <fss041000@utdallas.edu>
Date: Tue, 28 Nov 2006 13:23:02 -0600
To: "Sibert, John W" <sibertj@utdallas.edu>
Conversation: [staff] The QEP: Improving Student Learning at UTD
Subject: RE: [staff] The QEP: Improving Student Learning at UTD

John,

Just a thought - you might try to contact students who have left the
university to find out why they left. Not every student leaves for financial
reasons. Perhaps they have some ideas on what they would change about UTD if
they could. I talked to one student last year (my friend's son) who was
transferring to UNT after 2 years because their class sizes in his major
area were much smaller and he wanted to get to know his teachers better. He
didn't like being a number, he said.

Francine
Systems Analyst III
Student Systems

-----Original Message-----
From: staff-bounce@utdallas.edu [mailto:staff-bounce@utdallas.edu] On Behalf
Of John Sibert
Sent: Tuesday, November 28, 2006 8:22 AM
To: staff@utdallas.edu
Subject: [staff] The QEP: Improving Student Learning at UTD

Subject: FW: Short idea
Date: Friday, December 1, 2006 3:39 PM
From: QEP <QEP@exchange.utdallas.edu>
To: "Huckaba, Richard C" <huckaba@utdallas.edu>, "Sibert, John W"
<sibertj@utdallas.edu>, "Nelsen, Robert S" <nelsen@utdallas.edu>
Conversation: Short idea

From: Thomas Butts[SMTP:TRBUTTS@EARTHLINK.NET]
Sent: Friday, December 01, 2006 3:42:29 PM
To: QEP
Subject: Short idea
Auto forwarded by a Rule

Dr. Sibert

I was impressed with your presentation at the NSM department chairs meeting
on QEP. The idea that popped into my head as I was listening to your
thoughts on transitions was the transition(s) in ways of thinking that
students go through as they progress through college and ways to assess
these changes. In mathematics, which I teach, it takes the form of
"teaching/learning mathematics through problem solving". Most students have
not had to truly solve problems before coming to college and the process of
trying to teach them to do so and observing the way they change is quite
interesting. I know this idea of "teaching X through problem solving" is
hardly revolutionary, but it may have a small place within the broad theme
of transitions.

Tom Butts
Mathematics Education
FN 3.308C
972-883-4007

Subject: FW: Whiteboard space.
Date: Friday, December 1, 2006 8:56 PM
From: QEP <QEP@exchange.utdallas.edu>
To: "Huckaba, Richard C" <huckaba@utdallas.edu>, "Sibert, John W"
<sibertj@utdallas.edu>, "Nelsen, Robert S" <nelsen@utdallas.edu>
Conversation: Whiteboard space.

From: Joe Izen[SMTP:JOE@UTDALLAS.EDU]
Sent: Friday, December 01, 2006 8:56:30 PM
To: QEP
Subject: Whiteboard space.
Auto forwarded by a Rule

Dear John,
    There is a chronic problem for teaching physics at UTD - a lack of
adequate whiteboard space. The Kusch Auditorium upgrade was supposed
to include 16 or 24 ft whiteboards installed on the front wall. There
was a problem with a supplier, and this was never completed. I hope
we can finish the job.

    Discussions sections and upper level class rooms are also wanting
of board space. The presumption that smaller classes require less
board space in incorrect. Many of the faculty teaching upper level,
theoretically oriented physics classes (and there students) prefer to
use white boards. 24 board feet is a minimum. I typically will fill
56-64 board feet during the course of a quantum mechanics class. I'd
use the same board space for 10 students of 25. I'd prefer to have
two walls, i.e. 48 board feet for longer proofs.

For discussions sessions, 48 feet would be better for a different
reason - I could have a single wave of students putting HW problems
on the board at the start of a class.

Best regards,
Joe

Subject: FW: QEP
Date: Sunday, December 3, 2006 8:12 PM
From: QEP <QEP@exchange.utdallas.edu>
To: "Huckaba, Richard C" <huckaba@utdallas.edu>, "Sibert, John W"
<sibertj@utdallas.edu>, "Nelsen, Robert S" <nelsen@utdallas.edu>
Conversation: QEP

From: Sibert, John W
Sent: Sunday, December 03, 2006 8:11:51 PM
To: QEP
Subject: FW: QEP
Auto forwarded by a Rule

-----Original Message-----
From: Coleman, Dean Michael
Sent: Sun 12/3/2006 7:37 PM
To: Sibert, John W
Subject: QEP

I have attached a math report and the accompanying tables that you may not have
seen. They form an empirical rational and baseline for an intervention in freshman
calculus and pre-calculus which could be important to the undergraduate university. I
submitted this report to the math advisory committee this summer but have heard little
from them since that time.

J. Michael Coleman, Ph.D.
Associate Provost,
Dean of Undergraduate Education
The University of Texas at Dallas
Phone: 972-883-6706
Fax: 972-883-2487

The University of Texas at Dallas is encouraging UTD personnel to send all official email
correspondence to students only to the student's UTD email/netid address in an effort
to protect the privacy rights of all students.

UT Dallas furnishes each student a Network ID (netid) linked to an email account. The

Subject: FW: improving
Date: Monday, December 4, 2006 12:02 PM
From: QEP <QEP@exchange.utdallas.edu>
To: "Huckaba, Richard C" <huckaba@utdallas.edu>, "Sibert, John W"
<sibertj@utdallas.edu>, "Nelsen, Robert S" <nelsen@utdallas.edu>
Conversation: improving

From: Wolfgang Rindler[SMTP:RINDLER@UTDALLAS.EDU]
Sent: Monday, December 04, 2006 12:02:02 PM
To: QEP
Subject: improving
Auto forwarded by a Rule

Dear QEP,

This may be a minor point, but it DOES affect the quality of teaching. I teach in the "Classroom Building". When I come to class, the room is dirty, the greenboards are so dirty they are almost uncleanable, there is a 1/2 inch accumulation of old chalk dust in the bottom tray, and NO chalk. The university should invest in quality blackboards, or quality whiteboards, and the cleanliness and attractiveness of classrooms should be a priority.

Wolfgang Rindler
Professor of Physics

Subject: FW: pre-law concerns
Date: Tuesday, December 5, 2006 6:58 PM
From: QEP <QEP@exchange.utdallas.edu>
To: "Huckaba, Richard C" <huckaba@utdallas.edu>, "Sibert, John W"
<sibertj@utdallas.edu>, "Nelsen, Robert S" <nelsen@utdallas.edu>
Conversation: pre-law concerns

From: Kimberley Kay Allen[SMTP:KIM.ALLEN@STUDENT.UTDALLAS.EDU]
Sent: Tuesday, December 05, 2006 6:58:20 PM
To: QEP
Subject: pre-law concerns
Auto forwarded by a Rule

I'm a student who is interested in going to law school after graduating
from UTD. Naturally, I'm curious as to how UTD is preparing me for law
school. I visited the Pre-Law Society's website
(http://www.utdallas.edu/pre-law/ac-prep.html) to get an idea of what I
need to take. It says:

"Courses in literature, foreign language, speech, composition,
philosophy and logic can develop the analytical skills necessary for
success in law school and the legal profession."

UTD offers courses in literature, yes. A few courses in language (about
4 per semester, sadly) are offered, as well. I could find no speech or
logic classes. There are two philosophy classes and one composition
class offered this semester.

In order to be prepared for law school, UTD's own website recommends
taking classes that UTD does not offer at this time. I can only assume
that means that students at UTD are not being adequately prepared.

I would like to see many more philosophy and logic classes. In fact,
I'd like to see a pre-law concentration (or minor, perhaps) offered at
UTD to better prepare students. Dr. Champagne can make specific
recommendations, since he looks after the pre-law society.

Also, administrators on campus need to be more accessible to students.
I know that even Felicity Lenes, the student government VP, is often
refused appointments with administrators. She clearly has a reason to
speak with administrators and deans, but they won't see her. I think
that UTD's staff, faculty, administrators, and deans should all

remember that students are the principle reason for the existence of UTD. They should be concerned about students' needs and should find time to meet with any student who has a valid reason to meet with him or her. I like UTD because of the incredible opportunities it affords students and because of the openness of teachers and (certain) administrators. I think it distinguishes UTD from places like A&M who treat students with no respect.

One more thing- Dr. Stanford used to teach applied calculus (Math 1325 and 1326) at UTD, and he did an incredible job. So good, in fact, that most students passed his class, and an unusual percentage made A's. For some reason, UTD didn't like this. First, they took his name off the schedule and replaced it with "staff" so that students wouldn't purposefully sign up for his class. Then, they replaced him entirely with a professor who frequently made mistakes in problems. He would say, "Well, you get the idea," and then moved on to another problem. I know many business students who couldn't learn from him because he rarely solved a problem correctly in class. I don't see why it was a bad thing that students wanted to take Stanford's class. UTD should keep the professors who teach well and encourage other professors to do the same. Don't you want to keep the professors whose classes are sought-after by students? Doesn't that indicate something good?

Thank you for your time,
Kim Allen

Subject: FW: QEP?
Date: Friday, December 8, 2006 10:19 AM
From: QEP <QEP@exchange.utdallas.edu>
To: "Huckaba, Richard C" <huckaba@utdallas.edu>, "Sibert, John W" <sibertj@utdallas.edu>, "Nelsen, Robert S" <nelsen@utdallas.edu>
Conversation: QEP?

From: Amy Fulbright[SMTP:AMY.FULBRIGHT@GMAIL.COM]
Sent: Friday, December 08, 2006 10:19:40 AM
To: QEP
Subject: QEP?
Auto forwarded by a Rule

I'm trying to make sure I understand what QEP is for/about. In a nutshell, the QEP is the university trying to figure out how to make the educational life at UTD more student-friendly, fun, etc. Is this correct?
~Amy Fulbright
 Class of 2010

Subject: FW: QEP?
Date: Friday, December 8, 2006 5:09 PM
From: QEP <QEP@exchange.utdallas.edu>
To: "Huckaba, Richard C" <huckaba@utdallas.edu>, "Sibert, John W"
<sibertj@utdallas.edu>, "Nelsen, Robert S" <nelsen@utdallas.edu>
Conversation: QEP?

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From: Sibert, John W
Sent: Friday, December 08, 2006 5:09:39 PM
To: AMY.FULBRIGHT@GMAIL.COM
Cc: QEP
Subject: RE: QEP?
Auto forwarded by a Rule

Hi Amy,

Thanks for your interest in the QEP. The goal is to develop a plan that will improve
student learning at UTD. Since there are many factors in and out of the classroom that
affect student learning, I have asked the campus community to provide suggestions as
to what we would like to improve on or add to our current educational environment.
Student input is very important in this process since you are the ones who will be
directly affected by the plan. I look at the QEP as a terrific opportunity to make our
university better. You may wish to check out the QEP website (http://sacs.utdallas.edu/
qep_home) for more information and examples. Finally, the "educational life at UTD"
should be student friendly and learning is always fun to interested students.

I hope that helps and that you will submit your ideas.

Best regards,

Dr. John Sibert
Department of Chemistry
The University of Texas at Dallas

\-----Original Message-----
From: QEP
Sent: Fri 12/8/2006 10:19 AM
To: Huckaba, Richard C; Sibert, John W; Nelsen, Robert S
Subject: FW: QEP?

Subject: FW: [faculty] The QEP: Improving Student Learning at UTD
Date: Friday, December 29, 2006 3:45 PM
From: QEP <QEP@exchange.utdallas.edu>
To: "Huckaba, Richard C" <huckaba@utdallas.edu>, "Sibert, John W"
<sibertj@utdallas.edu>, "Nelsen, Robert S" <nelsen@utdallas.edu>
Conversation: [faculty] The QEP: Improving Student Learning at UTD

From: Sibert, John W
Sent: Friday, December 29, 2006 3:45:55 PM
To: QEP
Subject: FW: [faculty] The QEP: Improving Student Learning at UTD
Auto forwarded by a Rule

------ Forwarded Message
From: Don Gray <dongray@utdallas.edu>
Date: Fri, 29 Dec 2006 15:45:14 -0600
To: <sibertj@utdallas.edu>
Subject: Re: [faculty] The QEP: Improving Student Learning at UTD

John,
    I have been struck by the number of high school students who call or write to me seeking mentors to do projects, and we have no means of accommodating them in the midst of our large number of UGs, who also have trouble finding room in a laboratory.
    I have no specific ideas for your QEP (other than money, space, time...), but it seems to me that a significant impact on the community and the future of our sciences, and the university, would be to help students (and the HS science teachers) with science projects.
    Good luck this coming year.
Don

John Sibert wrote:

> I am writing to ask for your input on an important campus initiative. As
> many of you already know, I have been charged with directing UTD's effort to
> develop a Quality Enhancement Plan (QEP). The QEP is a required and new
> component of SACS (Southern Association of Colleges and Schools)
> reaccreditation. However, it differs dramatically from much of the SACS
> work with which you may be familiar in that it is forward looking. The goal
> of this five-year plan is to significantly improve student learning at UTD.
> If done correctly, the results of the QEP will extend well beyond the
> required five-year period and be woven into the fabric of the university.

This is a great opportunity for us. As such, I have spent the better part of the past four months soliciting input from faculty, staff, students, alumni and others with a vested interest in UTD as to what we would like to improve or add to our current educational environment. For more details on the QEP and how to get involved, please visit the QEP website (http://sacs.utdallas.edu/qep_home).

I have tremendous respect for all constituents of the university with clear recognition that each individual, organization, department, program, etc. offers unique insight into the strengths and weaknesses of UTD as an educational institution. However, it should be noted that faculty members must be the key drivers of a successful QEP. Thus, your input individually or through your department/program/institute is particularly important. Please participate by sending your ideas for improving student learning at UTD to QEP@utdallas.edu or use the submission window on the QEP website. The bottom line: your participation is absolutely critical in shaping an impactful plan that will be enthusiastically supported by the entire campus community.

Thank you.

With Best Regards,

John

--
Donald M
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------ End of Forwarded Message