

David X. Meng, Ph.D.
Lecturer
Program of Mathematics and Statistics
College of Engineering and Science

Term	Qtr/Yr	Course	Enrollment	Retention Rate	Summary of Evaluation
112	Winter 10-11	Math222-01	40	70%	3.6
112	Winter 10-11	Math240-02	52	83%	3.5
112	Winter 10-11	Math243-01	50	86%	3.6
112	Winter 10-11	Math244-03	56	89%	3.8
111	Fall 10-11	Math240-03	42	76%	3.7
111	Fall 10-11	Math240-04	39	64%	3.5
111	Fall 10-11	Math240-05	43	70%	3.6
111	Fall 10-11	Math241-01	50	64%	3.3
104	Summer 09-10	Math242-30	28	82%	
104	Summer 09-10	Math244-30	29	79%	
103	Spring 09-10	Math242-03	42	95%	3.9
103	Spring 09-10	Math243-01	43	88%	3.6
103	Spring 09-10	Math245-02	45	78%	3.8
103	Spring 09-10	Math245-03	44	86%	3.9
102	Winter 09-10	Math222-01	45	80%	3.4
102	Winter 09-10	Math243-01	43	84%	3.5
102	Winter 09-10	Math243-02	49	90%	3.8
102	Winter 09-10	Math244-02	45	87%	3.9
101	Fall 09-10	Math240-03	43	93%	3.9
101	Fall 09-10	Math240-08	53	66%	3.8
101	Fall 09-10	Math243-02	51	90%	3.9
094	Summer 08-09	Stat200-60	12	83%	
094	Summer 08-09	Stat405-60	9	100%	
093	Spring 08-09	Math101-02	40	78%	3.3
093	Spring 08-09	Math242-03	40	75%	3.4
093	Spring 08-09	Math245-02	42	93%	3.8
093	Spring 08-09	Math245-03	39	82%	3.9
092	Winter 08-09	Math101-01	39	64%	3.4
092	Winter 08-09	Math243-02	53	87%	3.9
092	Winter 08-09	Math244-01	29	79%	3.8
092	Winter 08-09	Math244-02	46	87%	3.9
091	Fall 08-09	Math125-01	32	88%	3.7
091	Fall 08-09	Math240-03	40	98%	3.9
091	Fall 08-09	Math240-04	35	74%	3.6
091	Fall 08-09	Math242-03	37	65%	3.6
084	Summer 07-08	Math125-60	9	89%	
084	Summer 07-08	Stat200-60	15	87%	
083	Spring 07-08	Math241-01	30	93%	3.7
083	Spring 07-08	Math242-01	27	96%	3.8
083	Spring 07-08	Math245-02	43	84%	3.8
083	Spring 07-08	Math245-03	44	89%	3.9
082	Winter 07-08	Math112-02	31	77%	3.1

082	Winter 07-08	Math243-02	47	94%	3.9
082	Winter 07-08	Math244-01	50	94%	3.9
082	Winter 07-08	Math244-02	57	89%	3.7
081	Fall 07-08	Math101-10	32	88%	3.7
081	Fall 07-08	Math240-02	41	76%	3.7
081	Fall 07-08	Math240-04	44	84%	3.3
081	Fall 07-08	Math242-02	37	92%	3.9
074	Summer 06-07	Math241-60	12	100%	
074	Summer 06-07	Stat405-60	14	100%	
074	Summer 06-07	Stat505-60	27	96%	
073	Spring 06-07	Math242-01	43	88%	4
073	Spring 06-07	Math242-02	38	95%	3.8
073	Spring 06-07	Math245-03	43	79%	3.6
072	Winter 06-07	Math240-01	49	84%	3.6
072	Winter 06-07	Math241-05	42	83%	3.6
072	Winter 06-07	Math242-02	35	86%	4
071	Fall 06-07	Math240-02	40	80%	3.7
071	Fall 06-07	Math242-02	40	83%	3.7
071	Fall 06-07	Stat405-01	38	89%	3.7
064	Summer 05-06	Math112-30	15	93%	
064	Summer 05-06	Math241-30	12	83%	
063	Spring 05-06	Math242-05	28	100%	3.2
063	Spring 05-06	Math245-02	42	88%	3.6
063	Spring 05-06	Math245-03	44	70%	3.8
062	Winter 05-06	Math240-01	47	72%	3.4
062	Winter 05-06	Math241-05	29	90%	3.7
062	Winter 05-06	Math244-02	40	98%	3.7
061	Fall 05-06	Math101-02	41	88%	3.4
061	Fall 05-06	Math242-02	38	84%	3.6
061	Fall 05-06	Math407-01	34	97%	3.9
			2723	85%	3.68

My latest summary evaluation for classes taught in Fall and Winter: 3.575

My belief concerning the significance of undergraduate teaching within the overall mission of Louisiana Tech

Louisiana Tech University’s mission statement states that “*Louisiana Tech maintains, as its highest priority, the education of its students*”. Undergraduate teaching is an important part of that mission. The knowledge and experiences students acquire as undergraduates will help them to lay a solid foundation for their future successes. It is imperative that we provide a stimulating, safe environment for our students to learn and to thrive.

Undergraduate teaching has been and, I believe that, should be and will still be the core mission of our university. As a lecturer, my primary duty is teaching. My priority is to provide the best quality of teaching that my students deserve. I view teaching as a challenge because one not only has to be competent in the subject but also has to know how to inspire and convey the knowledge to the students. I believe that the best teaching approach is achieved when students are encouraged to contribute to the lectures and when teachers listen and respond.

My role in mentoring undergraduate students

As a teacher, we can have very positive influences over our students through mentoring. My roles in mentoring undergraduate students are mainly in three areas: as a teacher, as an advisor, and as a friend. As a teacher, I am interacting with my students in classrooms. I show them applications of mathematics whenever possible. I hold my office hours and also spend many hours at home at night to answer emails from my students about their homework problems, difficulties encountered on certain concepts, etc. I am also a faculty advisor to mathematics majors. I help them choose their courses every quarter and provide them with relevant information and advices about their choices of careers. I regularly provide recommendations for students who need them for various purposes. I enjoy talking with my students. Outside classroom, I treat them as my young friends. I always let my students know that they are welcome to my office. Whenever appropriate, I will offer encouragement or advices to a needed student.