

A. Professional Profile

A. PROFESSIONAL PROFILE

PREFACE:

My PhD in Physics, my strong mathematics background, my work in Actuarial statistics, my CMA Certificate in Management Accounting and my post-graduate studies in Economics, Statistics and Business Government and Society have together been extremely valuable in developing the MIS program within the Department of Business, in developing GST 200 (Quantitative Reasoning: a cross-disciplinary course between statistics and the humanities) and in facilitating interdisciplinary connections at Augsburg College.

EDUCATION AND EMPLOYMENT HISTORY

Employment History at Augsburg College

1985 – 1990	Assistant Professor of Business & MIS, tenure track
1990 – 1991	Associate Professor of Business & MIS, tenure-track
1991 – 2000	Associate Professor of Business & MIS, tenured

Other Teaching Employment:

1968 – 1971	Instructor, Department of Physics, University of Iowa
1978 – 1983	Adjunct Instructor, National College
1985 – 1991	Adjunct Instructor, Quantitative Methods Dept., Univ. of St. Thomas

Other related employment:

1972 – 1976	Bantam Data	President and co-founder
1976 – 1978	Fox & Co., CPA	Senior Management Consultant
1978 – 1984	St. Paul Companies	Senior Operations Research Analyst

Professional Background and Post-Secondary Education

1958 – 1962	Iowa State Univ.	B.S.	Physics and Economics
1963 – 1965	Univ. of Illinois	M.S.	Physics and Mathematics
1965 – 1968	Rice University	Ph.D.	Space Physics
1968 – 1970	Univ. of Iowa	4 classes	Economics & Statistics
1978	National Exam	CMA	Certificate in Management Accounting
1978	National Exam	Actuarial	Passed Exam #1
1985 – 1988	Univ. Minnesota	12 classes	Business, Government and Society

B. Commitment to the Goals of the College

B. COMMITMENT TO THE GOALS OF AUGSBURG COLLEGE

Of the many aspects of Augsburg's mission, vision and plans, I affirm most strongly the goal of providing Augsburg students with an education centered on their humanity – their nature as a human being. As such, I strongly support the graduation skills in Critical Thinking, Writing, Public Speaking and Quantitative Reasoning. One tangible display of my commitment can be seen in the number and diversity of interdisciplinary connections that I have maintained and nurtured while at Augsburg.

Interdisciplinary Cooperative Connections at Augsburg

Kech Proposal: I drafted a major grant proposal (1.35 million) for the Keck Foundation. This proposal has been approved by the Academic Dean, signed by the President and is currently under evaluation. A copy of this proposal is attached. This proposal clearly illustrates my interdisciplinary connections at Augsburg, my commitment to the goals of the college and my interest in academic scholarship.

With Philosophy: I have been an active member of the Philosophy Department colloquium, attending almost all of their sessions and presenting at least one paper each year.

With Mathematics: I have attended a number of the Colloquiums sponsored by the Department of Mathematics, have presented a paper to the Mathematics Colloquium and have hired mathematics majors to work with me on proofs of some of my statistical conjectures.

In Business and MIS, I proposed a minor in Business, Government and Society. Although it was not accepted it represents my long-term interest in bridging the gap between the professions and the humanities.

In Business, I organized the effort to make international business our department theme, so as to unite the liberal arts and the professions into a more common goal that could also serve Augsburg externally.

With Physics: I have attended several of the annual Physics presentations, have asked questions based on my background in Physics and have participated in listening to the candidates applying for positions in Physics.

Interdisciplinary Teaching Connections at Augsburg

With Economics: I taught introductory and Intermediate Microeconomics. I taught an interim course – the Economics of Law – on the economics of airport noise pollution.

With the MAL program: I have taught in the MAL program for more than five years: Decision Making in Leadership (ML 545) and Critical Thinking (ML 521). I was able to get Charles Murray, a co-author of *The Bell Curve*, to donate his time for an on-line, real-time hour-long televideo conference with the students in my graduate class.

With English, I taught statistical literacy in the Quantitative Journalism program headed by Cass DalGLISH.

B. Commitment to the Goals of the College

With the school as a whole:

Vision 2004: Although I was not invited to participate in any of the committees, I prepared written statements commenting on drafts of two committees: the diversity committee, and the faith-reason-values committee. I wanted to participate actively in this process as a member of the Augsburg community.

Honors Society “Debate”. In conjunction with the Christiansen Seminar on the Compensation Gap, Larry Crockett invited Gerry Hesser and me to give short opposing presentations at the Honors meeting.

Research Fairs: I have given talks at two of the research fairs. My last talk was on my research involving the role of English grammar in describing and comparing rates and percentages.

Christiansen Ethics Symposium: I volunteered to participate in the committee that organized the campus discussion of the compensation gap. Stimulating debate is an important part of the academic life of the college, so I suggested we offer two opposing views rather than a one-sided presentation. That position turned out to be the minority position.

Christiansen Ethics Seminar: I proposed inviting Michael Novak, Catholic theologian and well-known author, to speak on the relation between Business, Values and Religion; I proposed inviting Ward Connerly, black University of California regent who is heading up the anti-affirmative actions nationwide. Again, these choices reflect my goal of introducing more open debate and discussion into our academic life.

Frame of Mind: In my first meeting with President Frame, I concluded he was truly interested in ideas – fundamental ideas. I talked to Mark Fuehrer and David Apolloni about approaching the President and asking him to initiate a scholarly discussion of great books and important ideas. We agreed and made a joint presentation. The President heard our proposal and although initially reluctant, he listened to our reasons for why he should take leadership of these sessions; after some resistance he initiated the “Frame of Mind” series. I have attended several of these sessions. These sessions are important because they are the most tangible sign of cross-disciplinary discussions at Augsburg College.

Use of Technology in Teaching: I received a faculty development grant to explore the use of computer simulation in financial modeling. This is my second technology related grant from faculty development.

John Stossel in the Classroom. I have used John Stossel’s tape on “Greed” in teaching Critical Thinking in the MAL program. My positive comments in using John’s tapes to teach critical thinking have been used as part of the advertisements for his tapes. I participated in an invited on-line web discussion with John Stossel on using his tapes in teaching critical thinking.

B. Commitment to the Goals of the College

ROLES THAT I CAN OR SHOULD FILL AT AUGSBURG IN THE FUTURE:

Internally in the immediate future, I expect to be involved in the proposed interdisciplinary course between Business and Philosophy on Business Law and Ethics. Since I have passed the Business Law portion of the CPA exam and have taken graduate-level courses in philosophy, I believe I am in a unique place to make positive contributions to this new initiative.

Internally, I expect to continue expressing my interest in encouraging productive debate and dialogue at Augsburg on fundamental issues that are interdisciplinary.

Internally, I expect to look for opportunities for Augsburg to play a significant role in the life of the community or in the life of the academy. My proposal that the business department adopt a theme of E-commerce illustrates the former; my current proposal for a Keck Foundation grant to support interdisciplinary teaching of statistical literacy illustrates the latter.

Externally, my primary role will be that of a professional academic. I will continue to give talks and workshops, to publish original papers and to work on writing books that present my ideas (e.g., a statistical literacy workshop for the American Business Communicators association next March, a half-day workshop for the national meeting of the American Statistical Association next August, and an invited talk on Statistical Literacy at the next International Conference on Teaching Statistics in South Africa).

In each talk, I reference Augsburg's course in Statistical Literacy. I would love to hold statistical literacy workshops on the Augsburg campus as independent presentations or a leadership related activities such as certificate programs.

My professional goal is to publish a textbook on Statistical Literacy that has been field-tested by students and has been peer-reviewed and taught by my colleagues so that it can serve as a model for what others might do in teaching such materials.

C. Letters of Reference

I. Letters of Reference (13)

Division Chair, Gary Hesser

Department Chair: John Cerrito

Other tenured faculty in Department (7):

Amin Kader, Fekri Meziou, Stu Stoller, Magda Paleczny Zapp,
Steve LaFave, Lori Lohman and Kathy Schwalbe.

Although Tom Morgan is officially a member of the Department,
he is, as a member of faculty development, prohibited from writing
letters of reference for members of the department.

From each member that has passed his or her third year review (1): Nora Braun.

Former Student: Kostja Mirkovic

Augsburg faculty member outside Business: Bruce Reichenbach, Philosophy

I selected Bruce for three reasons. First, his role in the life of the college, second, his background in the teaching of Critical Thinking, and third, the close association we have in thinking about the teaching of topics involving critical thinking. We don't always agree, but I have found our intellectual conversations one of the brighter aspects of my academic associations at Augsburg.

Professional Associate (commenting just on professional activities): Tom Morgan

I requested that Tom Morgan submit a professional review since he is the only faculty member at Augsburg who teaches statistics and has taught the critical thinking course.

ATTACHMENTS:

1. Proposal for a Keck Foundation Grant (\$1.2 million). I authored this proposal; I secured the support of the President of the American Statistical Association and of full professors at Harvard and at UCLA. President Frame signed this proposal on 11/14/00.
2. *Statistical Literacy: Thinking Critically about Statistics. Of Significance* journal. The Association of Public Data Users, Volume 1.1999. Invited Paper
3. *Statistical Literacy: Student Difficulties in Describing and Comparing Rates and Percentages*, ASA 2000 Proceedings of the Section on Statistical Education.
4. *Statistical Literacy, Simpson's Paradox and Cornfield's Condition*. ASA 1999 Proceedings of Section on Statistical Education, p. 106.
5. *Statistical Literacy and Mathematical Reasoning*, International Conference on Mathematics Education (ICME-9), Tokyo, Japan.

D. Teaching

LIST OF COURSES TAUGHT

COURSE	COURSE DESCRIPTION	1985-1991 (6 years)	1992-2000 (9 years)
MIS 175	Intro to Computing	23	6
MIS 370	Advanced Computing	10	7
MIS 375	Information Systems	8	0
MIS 376	Project Management (with Cerrito)	0	0
MIS 475	Systems Analysis	4	0
MIS 476	Systems Projects	3	0
CSC 352	Database Systems	1	0
ECO 113	Principle of Microeconomics	2	0
ECO 313	Intermediate Microeconomics	2	0
BUS 3XX	Risk Management & Finance	1	0
Interim	Economics of Law	2	0
MIS 379	Statistics (Inference)	1	30
MIS 479	Advanced Statistics	0	4
GST 100	Critical Thinking	0	6
GST 200	Quantitative Reasoning	0	8
MAL 545	Decision Making	0	6
MAL 521	Critical Thinking	0	2
TOTAL		57	69*

* Half year sabbatical: 4 course equivalent, Department Chair: 6 course equivalent.

TEACHING IMPROVEMENT ACTIVITIES IN STATISTICS

Attendance at ongoing conferences on statistical education:

1994 – present: Attended the annual national meeting of the American Statistical Association. During this five-day meeting, I normally attended at least 3 sessions (1.5 hours each) on statistical education. I usually attended a half-day workshop as part of the pre-conference activities.

1994 – present: Attended the annual national meeting of the Making Statistics Effective in Schools of Business (MSMESB).

Attendance at specific workshops or conferences on teaching statistics:

- 1993: Received an NSF scholarship to attend a weeklong national statistics workshop (invitation only) on teaching of statistics to majors in the social sciences and humanities.
- 1995 Received an ASA scholarship to attend a weeklong national statistical education workshop (invitation only) on the teaching of statistics to majors in mathematics and science.
- 1996 Attended the Australian National Statistics Education Workshop (AuSEW) at Sydney.
- 1996 Attended the Sydney International Statistics Conference, Sydney, Australia.
- 1996 Spent a semester at the Royal Statistical Society Centre for Statistical Education studying the teaching of statistics in Great Britain. [Augsburg Sabbatical]
- 1997 Attended the Midwest Conference on Teaching Statistics (MCOTS)
- 1998 Attended the Western Conference on Teaching Statistics (WesCOTS)
- 1998 Attended the International Conference on Teaching Statistics, Singapore (ICOTS-5)
- 1999 Attended the National meeting of the American Mathematical Association at Two Year Colleges in Pittsburgh, PA.
- 2000 Attended the Western Conference on Teaching Statistics (WesCOTS)
- 2000 Attended the International Conference on the Psychology of Mathematics Education in Hiroshima, Japan. (PME-24)
- 2000 Attended the International Conference on Mathematics Education in Tokyo. (ICME-9)

D. Teaching

REFLECTIVE STATEMENT: TEACHING

MY TEACHING PHILOSOPHY

I believe that the goal of teaching goes beyond the material in any specific discipline -- the ultimate goal is to challenge, to support and to inspire students to think independently, critically and creatively.

I believe that the human mind is stimulated by questions and problems. Students have an intellectual need to deal with problems that are a direct reflection of their reality. Well-chosen exercises function as aids in developing specific skills, but an open-ended problem can stimulate curiosity, enthusiasm, questions and actions in a way that exercises can not. Good teaching uses relevant questions and problems to stimulate students' intellectual curiosity and thereby enhance their appetite for knowledge.

I believe that the human mind needs a conceptual framework in which to integrate ideas, propositions and arguments. Ideas are related hierarchically; they are formed inductively (bottom up) and can be validated deductively (top-down). The deductive approach of mathematics and logic is an extremely effective way of helping students integrate abstract ideas. Good teaching always refers to deduction whenever it is applicable. Good teaching also promotes critical thinking involving inductive arguments. Students must learn how to form definitions of concepts in terms of essentials, form propositions that state exactly what was intended, and form arguments that are as strong as possible without proving too much.

I believe that students need to see intellectual goals being established and pursued with integrity. Good teachers model intellectual goal seeking and risk-taking. Good teaching involves building trust so that students feel safe in taking intellectual risks. Teachers must strive to create better arguments, to criticize their own arguments and to acknowledge when their arguments do not give strong support for a conclusion they may believe is in fact true. Teachers must be responsible for establishing worthy goals involving a desire for excellence and understanding.

I believe that good teachers generate enthusiasm as well as interest. Not all subjects are interesting to all students and sometimes even good students are tired and even weary of learning. Moreover, graduates often acknowledge a particular teacher's enthusiasm for a subject as the critical factor influencing their choice of major. As a teacher, my primary job is to motivate students to investigate and enjoy the material. My secondary job is to transfer information, assess outcomes and give grades. I believe this is why I was elected a "teacher of the year" by the graduating seniors at Augsburg – and by the adult Evening students at St. Thomas.

I believe that good teaching is interdisciplinary. Good teachers use examples and problems from a wide variety of sources, focus on ideas and principles, and seek to project their implications in a wide variety of fields. Without an interdisciplinary focus, ideas become specialized and compartmentalized; critical thinking becomes discipline specific and learning in one area does not contribute to learning in another.

I believe that good teaching is firmly based on the humanities. Thinking is what distinguishes humans from other animals. But since humans are not omniscient and since our thinking is deeply integrated with our emotions, good teaching must maintain an ongoing awareness of each person's humanity. Thus good teaching must reflect the virtues of creative idealism and cautious skepticism while acknowledging the risks in both. Good teaching upholds the values required to be fully human.

D. Teaching

Academic Competence: While my academic preparation was not in statistics, the heavy focus on mathematics in my degree program has been extremely valuable in dealing with the technical aspects of a subject that can be extremely technical. With respect to the teaching of statistics, both traditional inference and statistical literacy, I believe my attendance at professional education workshops and conferences plus my papers and talks on various aspects of statistical education have placed me in the forefront of teachers in this area. I am now at the stage where I am being invited to give the opening or closing paper at a conference on teaching statistics.

My Development as a Teacher: In some ways, my approach has stayed very much the same. I expect and encourage students to be able to state their point of view, to examine it for strengths and weaknesses and to formulate their overall assessment. I will encourage those who lack the necessary skills and I will challenge those who have shown some mastery of the skills. In either case, I am both challenging and supportive.

My Skills as a Teacher: First rate motivationally and creatively. I constantly revise my courses to try new ideas, new teaching techniques and new assessment tools. I am extremely active in the classroom. I typically call on each student at least twice per class period. I am able to work with a wide variety of students – some of whom revel in the luxury of unfettered creativity while others seek the security of a specific activity with tightly defined boundaries.

Future Plans for Continuing Improvement of My Teaching

I plan to continue what I am currently doing: attending conferences and workshops, making changes to my syllabus, making changes in my assignments and assessment techniques.

How Does My Teaching Relate to My Scholarship?

Since I am writing a textbook, there is a very intimate relationship between my teaching and my scholarship. I appreciate teaching at Augsburg because the students are encouraged to question what they don't understand.

E. Scholarship

LIST OF SCHOLARLY ACTIVITIES:

Publications in Statistics:

Schild, Milo (1996). *Using Bayesian Reasoning in Classical Hypothesis Testing*. ASA Proceedings of the Section on Statistical Education, p. 274.

Schild, Milo (1997). *Interpreting Statistical Confidence*. ASA Proceedings of the Section on Statistical Education, p. 137.

Schild, Milo (1998a). *Teaching Bayesian and Classical Statistics*. International Conference on Teaching Statistics: ICOTS-5. Invited paper.

Schild, Milo (1998b). *Statistical Literacy and Evidential Statistics*. ASA Proceedings of the Section on Statistical Education, p. 187.

Schild, Milo (1999a). *Statistical Literacy, Simpson's Paradox and Cornfield's Condition*. ASA Proceedings of Section on Statistical Education, p. 106.

Schild, Milo (1999b). *Statistical Literacy: Thinking Critically about Statistics*. *Of Significance* journal. The Association of Public Data Users, Volume 1. **Invited Paper**

Schild, Milo (1999c). *Common Errors in Forming Arithmetic Comparisons*. *Of Significance* journal. The Association of Public Data Users, Volume 1. **Invited Paper**

Schild, Milo (2000a). *Statistical Literacy and Mathematical Reasoning*. University Working Group, International Conference on Mathematics Education (ICME-9), Tokyo. **Invited paper**. Lynn Steen, Department of Mathematics at St. Olaf College, invited me. Dr. Steen is internationally famous for his leadership in the area of quantitative reasoning. He is the Editor of several books on teaching mathematics and statistics.

Schild, Milo (2000b). *Statistical Literacy: Student Difficulties in Describing and Comparing Rates and Percentages*, ASA Proceedings of the Section on Statistical Education (to be published next June).

MEMBERSHIPS

American Statistical Association (ASA)

International Association of Statistical Education (IASE)

American Mathematical Association of Two Year Colleges (AMATYC)

OTHER

Educational Testing Services (ETS) Reviewer: I was invited to be a reviewer of an ETS computer-based assessment of "Core Skills." The goal is to assess the workplace skills of college graduates or of college students at the end of a 2-year or 4-year academic program.

Book Reviewer: I have reviewed two statistics books (Statistics By Example and the Student Edition of Minitab, Version 12) at the invitation of the publisher.

Software Beta Tester: I have been a beta tester for Minitab statistical software for the last three versions. I am also listed on their accredited author program list.

E. Scholarship

ORGANIZATION OF SPECIAL SESSIONS AT THE ASA:

I have organized three special sessions at the National meetings of the American Statistical Association. This involves selecting a session theme, inviting and obtaining speakers to speak on that theme, reviewing the drafts of their papers informally (not peer reviewed) and hosting the session.

I have attracted some very high-powered speakers: professors from Swarthmore, Pomona, University of California, Davis, Harvard, University of Ontario, Hebrew University, DePaul University, College of New Jersey, the University of Minnesota and the University of Chicago.

Organizing these sessions has introduced my ideas on statistical literacy to the leaders in statistical education, and to the authors of future books on statistics.

2000 Session Theme: Statistical Literacy

Organizer and Chair: Milo Schield, Augsburg College

1. John Bailar, Professor of Epidemiology, Univ. of Chicago. *Thinking Big About Statistics*.
2. Phillip Shively, author of *Cross-Level Inference*, Professor of Political Science, University of Minnesota: *Cross-Level Inference as an Identification Problem*.
3. Chamont (Wei-hong) Wang, author of *Statistical Hypothesis Tests, Sense and Nonsense*, Professor of Statistics, The College of New Jersey,: *A Case Story in the Teaching of Observational Studies*.
4. David Jabon, PhD, Director of the Quantitative Reasoning Program and Carolyn Narasimhan, Dean of Sciences, DePaul University: *A First Year Interdisciplinary Quantitative Reasoning Program*.
5. Joseph H. Abramson, author of *Making Sense of Data*, Professor of Epidemiology, Hebrew University: *Teaching Statistics for Use in Epidemiology*.

1999 Session Theme: Critical Thinking on Observational Studies

Organizer: Milo Schield, Augsburg College

Chair: John Bailar, Professor of Epidemiology, University of Chicago

1. Vic Cohn, author of *News and Numbers*, former Science Reporter for the Washington Post, Visiting Professor Harvard: *How to Help Reporters Tell the Truth*.
[Vic was diagnosed with cancer. He was unable to attend, so, with his permission, I gave his talk and wrote his final report for publication. He died shortly after this conference.]
2. Milo Schield, Augsburg College: *Simpson's Paradox and Cornfield's Conditions*.
3. Thomas Wonnacott, University of Ontario, Author of several statistics textbooks. *Population Growth and Prosperity: Lessons from Complex Observational Studies*.
4. Donald Rubin, Professor and Chair of Statistics Department at Harvard University, author of several books and many articles: *Teaching Causal Inference in Experiments and Observational Studies*.
5. Reviewer: Gudmund Iverson, Professor of Statistics, Swarthmore College.

1998 Session Theme: New Directions in Introductory Statistics

Organizer and Chair: Milo Schield, Augsburg College

1. Jessica Utts, author of *Seeing Through Numbers*, Professor of Statistics, University of California, Davis: *Educating Everyone: Statistical Methods and Statistical Literacy*.
2. Gary Smith, author of *Reasoning with Statistics*, Professor, Department of Mathematics at Pomona College: *Statistics for Liberal Arts Students*.
3. Gudmund Iverson, author of several books on statistics, Professor at Swarthmore College: *Teaching Statistics Without Formulas*.
4. Donald Macnaughton, President of MatStat Consulting: *Eight Features of the Ideal Introductory Statistics Course*.
5. Milo Schield, Augsburg College: *Evidential Statistics*.

E. Scholarship

REFLECTION ON SCHOLARSHIP

Expertise: I am just reaching my “stride” professionally in the field of statistics and statistical education.

My Development of a Scholar.

At this point, most of my development is contained in the draft of my textbook. However, my published papers reflect many of the essential elements of my textbook. Finally, I am able to combine the disparate parts of my background in the physical sciences and mathematics with my background in the humanities and business. I have demonstrated the ability to do original work at a variety of levels and have earned the respect of my peers at other institutions.

Self-Assessment of Strengths and Weaknesses as a Scholar

My strengths are in my ingenuity and creativity involving both analysis and synthesis in approaching an established discipline with a fresh viewpoint. At this point, the scope and quality of my publications are increasing.

My biggest weaknesses are the lack of formal training in statistics and the lack of sufficient time in statistics to have acquired the complete repertoire of stories, insights, details, etc. On the other hand, if I had been trained in statistics, I might not have the ability to step outside the traditional paradigm and view it through a new lens – the lens of critical thinking. A number of my colleagues have commented favorably on my ability to see the discipline in new ways.

How does my Scholarship support my Teaching?

Since my scholarship is focused on the content of what should be taught, my scholarship is intimately related to my teaching. My scholarship strongly influences what I teach within the overall goals of the course.

Tributes to My Scholarship

The biggest tribute to date has been the invitation to give a talk (*Statistical Literacy and Mathematical Reasoning*) at the International Conference on Mathematics Education in Tokyo this past summer. This conference is the highest-level conference in Mathematics Education.

I have enclosed copies of three of my papers. The first is a non-technical introduction to what I call “Statistical Literacy.” The second is a technical paper on one of the most vexing problems in dealing with observational statistics – the problem of confounding. The third involves my research on the grammar used in describing and comparing rates and percentages.

With respect to confounding, I had considered this problem for years. I independently discovered the mathematically necessary conditions for a confounder to reverse an observed association (Simpson’s Paradox). I later learned this condition had been discovered in the 1960’s but had fallen into disuse. I also invented some devices for teaching this necessary condition. My hope is that these pedagogical devices will bring this mathematical relationship back to life for students in the years to come.

With respect to my paper on grammar, (Difficulties in Describing and Comparing Rates and Percentages), this has taken four years of ongoing research including access to the Cobuild Corpus of Machine Readable English. It has involved learning elements of linguistics. My work in this area has earned the tribute of staff at the US Bureau of the Census. Since there is no book on this subject, I have been approached by several publishers. I plan to submit the two chapters of my text book on this subject for publication as a trade book next year.

E. Scholarship

Milo Schield: Talks On Statistics and Statistical Literacy

Date	Place	Invited by	Topic(s)
Aug 94	JSM Am. Stat. Assoc, Toronto, Canada		Sampling
Aug 95	JSM Am. Stat. Assoc., Florida		Correlation/Causes
June 96	MSMESB: Making Statistics Effective in Schools of Business. Anchorage Alaska		Statistical Literacy
July 96	Statistical Education Workshop, Sydney	Pamela Shaw	Statistical Literacy
July 96	SISC-96 Sydney International Statistical Conference, Australia		Bayes & Hyp. Test
Aug 96	JSM Am. Stat. Assoc., Chicago, Illinois		Bayes & Hypothesis Test
Sep 96	RSS Centre for Statistical Education & the University of Nottingham, England	Tony O'Hagan and Anne Hawkins	Bayes & Classical: Hypothesis Tests
Oct 96	De Montfort University, England	Nick Longford	Bayes & Hypothesis Test
Oct 96	University of York, York, England	Peter Lee	Bayes & Hypothesis Test
Nov 96	University of Edinburgh, Scotland	Tom Leonard	Bayes & Hypothesis Test
Dec 96	European Business Management School University of Wales, Swansea	Assad Jalali-Naini & Alan Watkins	Bayes & Hypothesis Test
Dec 96	University of Plymouth, England	Chris Ricketts	Resampling
Mar 97	MCOTS Oshkosh, Wisconsin	K.L.D. Gunawardena	Bayes & Hypothesis Test
Aug 97	JSM, ASA Anaheim, California		Confidence Interval
March 98	WestCoTS: Colorado Springs, Colorado	Jim Rutledge	Evidential Statistics
June 98	MSMESB, Making Statistics Effective in Schools of Business. Univ. Iowa, Iowa City	John Cryer, Organizer	Evidential Statistics
July 98	Xi'an Statistical Institute, Xi'an China		Statistical Literacy
July 98	ICOTS-5: Singapore Malaysia	Jeff Witmer	Teaching Inference: Bayes vs. Classical
Aug 98	JSM Am. Stat. Assoc. Dallas Texas	Organized session	Evidential Statistics
Nov 98	University of Northern Iowa, Cedar Falls, Iowa	Joel Haack and Kirmani	Teaching Bayesian & Freq. Stats.
16 Feb 99 17 Feb 99	University of Ballarat, Ballarat, Australia, Victoria	Lyn Roberts	Statistical Literacy; Reading Tables
16 Mar 99	University of Technology Sydney UTS Sydney, Australia, NSW	Peter Petocz and Beverly Moore	Evidential Statistics
17 Mar 99	University of Newcastle, Newcastle, Australia NSW	Keith Dear, Gita Mishra & Bob Gibberd	Simpson's Paradox & Minimum Effect Size
18 Mar 99	Macquarie University Sydney Australia NSW	Pamela Shaw	Evidential Statistics
23 Mar 99	Statistical Society of Australia, New South Wales Branch, Univ. of Sydney.	Jennifer Kelley, Ed Bosworth & Eric Sowe	Simpson's Paradox & Minimum Effect Size
24 Mar 99	University of Wollongong, Wollongong, Australia, NSW	Catherine Milne, Anne Porter & David Griffiths	Evidential Statistics
9 Aug 99	JSM Amer. Stat. Assoc. Baltimore Md.		Simpson's Paradox
10 Aug 99	JSM Amer. Stat. Assoc. Baltimore Md.	Organized session	Statistical Literacy
24 Oct 99	US Bureau of the Census	Glenn King	Reading Tables
25 Oct 99	US Bureau of Labor Statistics	Frederick Conrad	Reading Tables
25 Oct 99	APDU: Assoc. of Public Data Users	Wendy Treadwell	Reading Tables
15 Mar 00	Western Conference on Teaching Statistics		Large Datasets
			Grammar of Rates
26 July 00	International Conference on Mathematics Education (ICME-9, Tokyo)	By invitation only. Invited by Lynn Steen	Statistical Literacy and Mathematics
9 Aug 00	JSM Am Stat. Assoc. Indianapolis, IN	Organized Session	Statistical Literacy
8 Aug 00	JSM Am Stat. Assoc. Indianapolis, IN		Describing Rates and Percents in English

CHARITABLE SERVICE:

I support the Crossroads adoption agency financially and with gifts of computer equipment (Two of my four adopted children were adopted through Crossroads).

I have taken in at least 14 teenagers as temporary placements following a disruption or involving unusual non-foster care circumstances. I have participated in three drug treatment programs, one sexual offender program (9 months) and a juvenile prostitution program with these teenagers.

I assisted Augsburg students in doing a number of MIS-related projects for a number of non-profit organizations in the nearby community.

I donated a computer to a handicapped Augsburg student majoring in Computer Science (Michael Jahyuck). I donated computer software and Actuarial textbooks to an actuarial student in the southern Ukraine (Andrey M. Yakovenko actuary@aska.com.ua). I donated a computer to a high school classmate of mine (Carleton Jorgenson) who was scheduled for a larynx removal as part of a cancer treatment program. He was effectively home bound since he couldn't talk above a whisper. He wanted to learn how to use E-mail so he could communicate with his daughter living out-of-state after the operation. For the past year, I have provided half the financial support for a very bright individual (Tom Burnham) who is suffering from depression so severe that he has been unable to work for the past three years.

I support a young scout in the local troop in going to scout camps in and in fund-raising. I served on the finance committee of the Linden Hills Coop for 2 years.

SERVICE TO THE COLLEGE

I served on the Budget Committee for two years, on the Educational Resources Committee for six. Although I have applied for service on college committees until I was tenured, I have not received any appointments to these committees. I have served on several hiring committees (Registrar and Computing Center).

I prepare a grant proposal to the Coleman Foundation for funds to support an entrepreneurial program in the Global Center and Career Services. That proposal was successful. .

I handled a "problem student" who complained to the Dean and the President about the teaching in our department (including mine). He held up a sign in one class saying, "You can't teach." I worked out a plan whereby this student could finish his major at St. Thomas. This satisfied the student, the business faculty in his major, the Dean and the President. While at St. Thomas, the student found that their teachers had similar problems. As we filled out his application for graduation, he indicated that perhaps his judgments of Augsburg faculty might have been inappropriate. He sent me a Thank You card for my efforts on his behalf (I was also his advisor).

I worked with Nadia Christensen to welcome President Ford and Professor Lein from Sør-Trøndelag College and the Trondheim Business School in Norway. Their school has sent some 30-40 students to Augsburg during the past three years.

As mentioned elsewhere, I have prepared a major grant proposal to fund interdisciplinary activities at Augsburg in the area of statistical literacy (GST 200).

SERVICE TO THE DEPARTMENT IN TEACHING AND COURSE DEVELOPMENT

I created a new major in MIS and took it to be one of the top ten majors on campus – in terms of student enrollment – within seven years. In most campuses, the MIS area is handled within Computer Science. Since both departments use computers, many see them as being essentially the same disciplines. The same was true between Sociology and Social Work. I have long argued there is a significant difference between Computer Science and Management Information Systems. To date, the separation between the two areas has served both areas quite well.

Today, the MIS major is the most unique feature of our department. Students from Macalister, St. Thomas and Hamline have come to Augsburg to minor or major in MIS. To satisfy the student demand for this discipline, I have recruited quality faculty (Kathy Schwalbe who has since been tenured and Nora Braun who is on tenure track) to handle teaching the MIS courses.

As the holder of a Certificate in Managerial Accounting (CMA), I worked with the Accounting faculty to develop a managerial accounting track.

Having worked in the financial area (St. Paul Insurance) for 8 years, I have worked with Finance faculty to increase the use of financial software and computer simulation in financial applications.

Having a strong international interest, I worked with Magda Zapp on transforming the International Business concentration into a full major.

I have assisted my colleagues by being a substitute teacher: Management (John Cerrito), Accounting (Amin Kader) and MIS (Kathy Schwalbe). When Wayne Olhoft was unable to teach his MIS 370 course due to a blow to the head from a bike accident, I taught the first half-semester of his course until he was able to return to teaching.

Since I have a broad background in business, I have met with a large number of prospective students who are not sure what area of business they might be interested in.

Having passed the Law portion of the CPA exam, I have handled the hiring of our adjunct faculty in business law.

I developed a course in Business Ethics (BUS 302). I took this course to Academic Affairs and obtained approval. I have taught this course several times.

In 1994-95, I drafted a proposal for a Business Leadership track within the MAL program. Although that proposal was not adopted, I am revising that proposal for review by our department as part of our strategic planning process.

SERVICE TO THE DEPARTMENT ADMINISTRATIVELY

I have served as the coordinator for the MIS major for 12 of the 15 years that I've been at Augsburg. Kathy Schwalbe filled that position while I served as Department Chair. This major alone involves scheduling some 70 sections per year many of which are taught by adjunct or non-tenure track faculty. I scheduled courses so that MIS faculty had the best opportunity to complete the PhDs they needed in order to secure tenure at Augsburg.

I have served as Department Schedule Coordinator for almost 15 years. As such, I am responsible for overseeing the scheduling of all 150 sections staffed by our department and deal with the Associate Dean, the Registrar, Weekend College and Human Resources.

I have served as Department Catalog Editor and Computer Equipment Requester for the past 15 years. I have helped faculty with their computer-related problems. I helped faculty get the computers they needed for overseas trips or sabbaticals (obtained laptops for Fekri Meziou, Stu Stoller, Amin Kader and Magda Paleczny-Zapp).

I was elected Department Chair of the Department of Business Administration, Accounting and MIS and served for three years from 1996/97 to 1998/99. As Department Chair, I worked with Dean McNeff to complete the Lutheran Brotherhood – Claire Strommen endowment to the Marketing program at Augsburg.

As Department Chair, I negotiated a relationship with Herr Eberhard at Berufs Akademie in Germany. This has resulted in bringing about a dozen students to Augsburg for a semester. It has also resulted in giving 10 Augsburg students paid summer internships with German companies.

As Department Chair, I worked with Nadia Christiansen to work out the academic exchangeability of Augsburg courses for similar courses in Norway. This has resulted in at least 10 Norwegian students coming to Augsburg to study in Business.

As department chair, I have tried to resist grade inflation in our department. This is a copy of an E-mail I sent to an adjunct faculty. I have suppressed the course ID.

“I noticed that you gave 46% of the students a 4.0 in BUS 999 Spring day. That 46% put you in the #2 position for giving the highest percentage of 4.0s in a lower-division course in our entire department. As compared with those teaching other sections of BUS 999, they gave 19% and 28% of their students 4.0s. Now, you are the instructor; you were there. I'm not the instructor and I wasn't. So I'm not suggesting you used poor judgment. I might have given even higher grades in the same circumstances to a really outstanding class. I am saying, make sure you have good reasons for giving that many 4.0s. Milo”

As Department Chair, I tried to give faculty feedback on our grades relative to the college average. This was part of an E-mail I sent out while Chair:

“Mean Grade given by Major: 2.71 Accounting (7 sections), 3.06 Business (10 sections), 3.06 MIS (7 sections), versus 3.15 Entire School. Once again all our majors are below average! Keep up the good work.”

As Department Chair, I have tried to assist students in getting a quality education at Augsburg. In one case, half of the class in a Weekend College course complained about an adjunct instructor's inability to teach. I arranged for Tom Morgan to meet with the instructor and offer assistance; I arranged for special tutors for the students. When the instructor flunked a majority of the class, I worked with the Dean to allow students to retake the course at no additional cost the next term.

As department Chair, I spoke to a meeting of the Minneapolis Rotary Club about the business major at Augsburg College. I served as Master of Ceremonies at the Augsburg Honor's Banquet.

As Department Chair, I gave up one-third of the chair's compensation and requested that it be given to the Area Coordinators in MIS, Accounting, Management, Marketing, Finance and International Business. The MIS and accounting areas are bigger than most departments at Augsburg.

As Department Chair, I investigated the feasibility of working with the Dubai Creek Academy in the United Arab Emirate. Based on my investigation, Marie decided not to continue discussions.

I have made donations to the department including several IBM Aptiva computers (at a time when the IT budget was inadequate for our needs) and our Glenwood Springs Water Cooler. I have contributed to the Amin Kader Scholarship at Augsburg.

I produced several editions of the Auggie Street Journal on happenings in our department. I have provided ongoing direction and training for our secretarial staff.

As MIS Coordinator, I prepared a proposal for the Department of Defense involving Augsburg MIS faculty teaching courses in E-commerce to potential suppliers of DOD goods and services. Since these suppliers included both for-profit and non-profit, the President approved our submission (annual revenues in excess of \$300,000 per yr). The proposal is currently on hold by DOD.

PROFESSIONAL GOALS:

My primary goal is to complete a textbook on Statistical Literacy. The current draft involves 16 chapters, 1,530 single-spaced pages, 247 tables and 1,014 figures. The final draft will be about half as long and will probably involve two separate books.

Some of the topics in this book are original. There is no book on the subject in existence to the best of my knowledge – and I have searched diligently in used bookshops throughout the world for many years. In other cases, the material is familiar, but I have developed original teaching techniques for communicating the ideas to students.

To develop a consensus on the goals and topics in such a course, I have prepared a grant proposal to the Keck Foundation (1.35 million) involving Statistical Literacy: the use of statistics to support arguments about causality based on observational studies. A copy of the final proposal is attached.

I plan to submit the sections on describing and comparing rates and percentages for publication as a separate trade/professional book. I expect to submit that material next summer. Several publishers have approached me on publishing this material. Since there is no other book available on this subject, I expect that it might do well as a reference book.

My second goal is to publicize the need for more emphasis on statistical literacy as compared to traditional chance-based statistics. To achieve my goal, I have given a number of talks on various aspects of my work worldwide and have earned an international reputation for my pioneering efforts in this area. I am currently scheduled to give talks on Statistical Literacy at the University of Granada (Spain) in January, the American Business Communications conference in March, the Making Statistics More Effective in Business conference in June and the Joint National Meeting of the American Statistical Association in August. I have been asked to give an invited talk on Statistical Literacy at the next International Conference on Teaching Statistics in 1992 in South Africa.

My third goal is to educate teachers on the teaching of statistics as applied critical thinking. Most teachers of statistics approach it as mathematics – as a deductive science. I approach statistics as a humanities course – as an inductive art. It will take a great deal of professional development to transform teachers from teaching deduction to teaching induction.

REFLECTION

In relation to Augsburg's mission of providing a liberally based education, some of my best contributions to the college include:

1. Having taught GST 100 – the remedial course in Critical Thinking.
2. Having helped to widen the thinking at Augsburg to include topics that are often considered “unteachable” or “forbidden.”
3. Having created GST 200: Quantitative Reasoning (Statistical Literacy).

1. Teaching remedial critical thinking to low-scoring first-year students. Given Augsburg's mission of helping disadvantaged students obtain a college education, I see my teaching as being of direct value in achieving that goal. Augsburg has had some difficulty in finding faculty who are willing to teach GST 100 – the remedial course in Critical Thinking. Bruce Reichenbach and David Lapakko currently teach this course. I taught this course for five years. In so doing, I helped students that might not have succeeded in dealing with the challenges of college life to cope and even flourish when otherwise they might have fallen by the way. Teaching this course has been of tremendous benefit to me. It has informed much of what I do in teaching Statistical Literacy.

2. Challenging and supporting students in dealing with controversial materials

When I first asked colleagues about using *The Bell Curve* in the MAL program, their comments were quite negative. “This isn't the kind of thing we would want to be teaching here.”

So I taught controversial subjects in my undergraduate critical thinking course: GST 100. In GST 100, we viewed and discussed a video on the US Government killing of men women and children in a religious at Waco, Texas. We viewed and discussed the “Free To Choose” videos featuring Milton Friedman along with videos on the lives and thoughts of great thinkers such as Adam Smith and Thomas Paine

My goal is to teach controversial subjects in a way that was not indoctrinating or ideological. My goal is not for students to come to a particular outcome or conclusion, but to help students identify what they are arguing for, weaknesses in their arguments and ways to strengthen their arguments so they can present a cogent argument that others can understand and appreciate.

Two years later I once again brought up the idea of teaching *The Bell Curve* and received some positive indications. I selected *The Bell Curve* because it deals with social issues – social issues that are broad in scope (the stratification of American Society based on intelligence), that involve statistics as evidence and about which students have strong negative feelings. If my students were different, I might select works on religious and political tolerance, on the value of free speech and on the negative consequences of business-government relationships.

I had asked each of the graduate students to be prepared to ask Charles Murray a question about the book. After most students had asked their questions, there was one woman who had not. I was sitting behind her. I leaned forward to “nudge” her on this matter, when I noticed the veins on her neck were standing out. I got her attention and indicated it was definitely OK to pass on a question. After the session was over, she said she just couldn't get past thinking that Murray was “such a fraud.” I indicated her inability to ask a question of Charles under those circumstances was not a problem provided she could give good reasons for her position in her final paper.

In the last class period, I went over the goals of the course. To ask students to take a position on a controversial social policy, a policy on which they might have strong personal convictions, and to give reasons in favor of their choice that took into account the evidence provided in *The Bell Curve*. I said I was not “married” to *The Bell Curve* and asked the students whether they would recommend my using it again in the future. I expected that a majority of the students would recommend against using it – given the strong negative feelings toward the thesis and approach of the book. As we went around the class, we came to the student I mentioned above who felt that Murray was “such a fraud.” She said, “I can’t believe what I’m going to say, but Yes! – you should use this book again. It forced me to handle my emotions and use my mind in ways I’ve never done before. It wasn’t enough to be certain of what I believed. I had to be able to give reasons and argue against statistics that seemed almost invincible. So, Yes, I recommend you use the book again.... But I still say he is such a fraud.” In the end all of the class save one felt the book should be used again to help them in making decisions on controversial topics.

3. Having created GST 200: Quantitative Reasoning (Statistical Literacy). To the best of my knowledge, Augsburg is the only school – in the world – that has a course on statistical literacy: the use of statistics as evidence in arguments.

This is not a baby-stats course. In this course, the focus is primarily on observational studies where statistical correlations are used in arguments concerning causation. [In experimental studies such as in science or psychology, correlation is taken as a measure of causation. But in observational studies such as those in Sociology, History, Political Science, Business and the Humanities, “association is not causation.”

To date, I have made three contributions to Statistical Literacy. First, I have been an evangelist for the need to focus more heavily on this particular aspect of statistics. I have given talks worldwide. Second, I have organized invited-speaker sessions at the last three national meetings of the American Statistical Association. I have been successful in attracting some of the biggest names in statistics to speak at these sessions. These speakers have included Professor Donald Rubin, Department of Statistics, Harvard University, Professor John Bailar, Department of Epidemiology, University of Chicago, Professor Joseph Abramson, Epidemiology, University of Israel, Professor Phillip Shively, Department of Political Science at the University of Minnesota, and Professor Jessica Utts, Department of Statistics, University of California, Davis. Third, I have written several papers that contain a number of original ideas on the teaching of statistical literacy.

Annual Reports

AUGSBURG COLLEGE FACULTY Annual "Report to the Dean" 1995-1996

Name: MILO SCHIELD Rank: ASSOCIATE PROFESSOR

Department: BUSINESS AND MIS Tenured: Yes

Courses Taught June 1995 to May 1996

GRADE

- B Fall: MIS 479 Day/WEC Advanced Stats small class; poor computer support
- C+ Fall: MIS 379 Day Intro Stats. Tried out new text and project. Too much!!!
- C+ Fall: GST 100 Day Critical Thinking; Getting better. Need better materials.
Interim: Interim Off
- B- Wtr: MIS 379 WEC Intro Stats. Ch 1-3 Great; Ch 4-6. Too rough.
- C+ Wtr: ML 545 Grad Decision Making. Last minute course change. Rough
- C+ Spr: MIS 379 Day Intro Stats. Fair. Ch 1-3 and Ch 6-11.

Please provide a self assessment of your teaching activities this year including reflections on at least one example of a teaching experience you had success with and at least one example of a problem you encountered in teaching and how you dealt with it. Please attach a summary and interpretation of students' evaluations of your courses and any peer evaluation of your teaching.

SELF-ASSESSMENT:

As shown in grades by course

Success: Received applause twice from students.

Failure: Evaluations pulled down because I am using my own text.

Text was rough. It lacked exercises, examples, table of contents, index, etc.
Still class felt the goal was valuable.

EVALUATIONS:

MIS 379 Day Spring Instructor: 12 Excellent, 15 Good, 4 Fair
Course: 12 Excellent, 13 Good, 5 Fair.

MIS 379 WEC Winter Instructor: 1 Excellent, 7 Good, 3 Fair, 1 Poor
Course: 0 Excellent, 4 Good, 6 Fair and 2 Poor

Main negatives involve use of rough draft of text book.

This should improve after text is refined while on sabbatical next Fall.

Annual Reports

Most recent leave of absence (term, year, activity): NONE

Please describe your other professional activities this year

Research activities including new course development or redevelopment

Publications

Honors and awards

Lectures, professional meetings, other activities

Campus Faculty Development activities in which you participated

RESEARCH ACTIVITIES:

Updated Ch 1-5 and 7-11 of draft of Statistics text.

Participated in Beta test of new version of Minitab Statistical software.

PUBLICATIONS:

Contributed paper published by American Statistical Association in Proceedings of the Statistical Education Section

HONORS/AWARDS

Granted sabbatical to work on text at University of Nottingham during Fall, 1996.

Granted international travel grant to give papers at conferences in Alaska and Australia.

PROFESSIONAL MEETINGS:

Gave contributed paper at American Statistical Association at Orlando FL.

Invited to attend a week-long Math Assoc. of America conference on teaching statistics

Committee and other non-teaching assignments this year:

College wide: Departmental:

NONE _____ On Committee to hire full-time MIS faculty

_ Participated in vision meeting with other faculty

Number of advisees this year: __60_____

Please provide a self-assessment of your committee and non-teaching assignments
- both college wide and departmental: None

DEPARTMENTAL CONTRIBUTIONS -- PEER REVIEW

Elected Department Chair.

Please describe your community contributions/activities this year:

Support for United Way, a local Boy Scout Troop, and Cross-roads Adoption Agency.

Please state what you would at this time consider as goals towards which you plan to work in 1996-1997 in the areas of teaching, research, and other non-teaching activities.

GOALS AS STATED IN REQUEST FOR SABBATICAL
WORK ON TEXT BOOK AND COMPUTER SIMULATIONS

Annual Reports

Annual "Report to the Dean" 1990-1991

Rank: Associate Professor

Tenured: no

Leaves taken: none

I. Courses taught September 1990 to June 1991: (9 courses):

	DAY(5)	WEC (4)
Fall	MIS 175, MIS 370	MIS 175 (2)
Winter	Statistics Manual	MIS 175
Spring	MIS 375, MIS 175	MIS 370

II. Committee and other non-teaching assignments this year:

Educational Resources Committee
Academic Computer User Committee
Chair of MIS Faculty Search Committee
Skills Subcommittee of the General Education Committee

III. Research Activities and Course Developments

Analysis of peer-to-peer Local Area Networks (LANs)
Analysis of Windows 3.0; Learned Word for Windows and Lotus 3.x
Installation of 6 computers in Dept. Business & MIS
Analysis of CD-ROM (for faculty development grant)
Proposed course on Critical Thinking with emphasis on Quantitative Reasoning
Proposed course on the Morality of Capitalism

IV. Publications:

Manual: Processing Survey Data (25,000 words)
Handout: Microsoft Word for Windows

V. Lectures, Professional Meetings:

IBM Seminars (40 hours): CASE Tools and Enterprise Modeling

VI. Campus Faculty Development Activities:

Faculty Retreat: Mount Olivet

VII. Number of Advisees: 85-90

VIII. Honors and Awards

Received Faculty Development Grant to utilize CD-ROM in classroom
Featured as outstanding New College Faculty at St. Thomas

IX. Community Contributions

Support for Hmong Boy Scout Troop
Support for Crossroads Adoption Agency

Annual Reports

Annual "Report to the Dean" 1989-1990

Rank: Assistant Professor

Tenured: no

Leaves taken: none

I. Courses taught September 1989 to June 1990: (9 courses):

	DAY(5)	WEC (4)
Fall	MIS 175, MIS 370	MIS 175(2)
Winter	ECO 319	MIS 175
Spring	MIS 375, MIS 175	MIS 370

II. Committee and other non-teaching assignments this year:

Educational Resources Committee

Academic Computer User Committee

Chair of MIS Faculty Search Committee (Search Unsuccessful)

III. Research Activities:

Extensive consulting on leveraged acquisition with a large Money Mgmt. firm

IV. Publications:

Manual: Excelerator Summary

Handout: Microsoft Works: Summary of Word Processing Commands

V. Lectures, Professional Meetings:

Week-long Seminar on Austrian Economics at Stanford University

VI. Campus Faculty Development Activities:

Implemented regular review of all adjunct and part-time faculty teaching MIS

Recommended a full-time MIS faculty be dismissed after first year; Dean agreed.

VII. Number of Advisees: 70-75

VIII. Honors and Awards

Promoted to Associate Professor (effective Fall, 1990)

IX. Community Contributions

Assisted Math department in transportation for Summer Computer Camp

Support for Humong Boy Scout Troop

Support for Crossroads Adoption Agency

Annual Reports

Annual "Report to the Dean" 1988-1989.

Rank: Assistant Professor

Tenured: no

Leaves taken: none

I. Courses taught September 1988 to June 1989: (10 courses):

	DAY(5)	WEC (5)
Fall	MIS 175 (2), MIS 370	MIS 175
Winter	*** One in four ***	MIS 175 (2)
Spring	MIS 375, MIS 175	MIS 370 (2)

II. Committee and other non-teaching assignments this year:

Chair of Educational Resources Committee

Academic Computer User Committee

Chair of MIS Faculty Search Committee (Search Unsuccessful)

III. Research Activities (including course development)

Moved that MIS be elevated from a concentration to a Major

Implemented Excelerator CAD in MIS 375 in day program

IV. Publications and coursework

Univ. Minn. INS 8990: Economics of Legal Reasoning

Univ. Minn. MGMT 8403 Strategic Management Research

V. Lectures, Professional Meetings:

Week-long Seminar by Cato Foundation at Dartmouth College

VI. Campus Faculty Development Activities:

Attended brown-bag luncheon by Bruce Richenbach on "Nature of God"

VII. Number of Advisees: 60-65

VIII. Honors and Awards

IX. Community Contributions

Provided a foster home for a young lady needing shelter

Annual Reports

Annual "Report to the Dean" 1987-1988.

Rank: Assistant Professor

Tenured: no

Leaves taken: none

I. Courses taught September 1987 to June 1988: (10 courses):

	DAY(4)	WEC (6)
Fall	MIS 475	MIS 175, MIS 375
Winter	ECO 319	MIS 175, MIS 279
Spring	MIS 375, ECO 313	MIS 370, ECO 313

II. Committee and other non-teaching assignments this year:

Hired Tom Busico as Adjunct Faculty for WEC.

Chair of Educational Resources Committee

Academic Computer User Committee

Chair of MIS Faculty Search Committee (First year search unsuccessful)

III. Research Activities and course development:

Acquired 4 copies of EXCELERATOR (\$8,500 each) under academic grant

ECO 313: Utilized modern text by David Friedman (with Tom Morgan)

Used MATHCAD for computer simulation project

IV. Publications:

Graduate Paper: Rawl's Theory of Justice

Updated Augsburg Computer Handbook (Section II)

V. Lectures, Professional Meetings:

Week-long Seminar on Foundations of Philosophy: Univ. of Calif. (San Diego)

VI. Campus Faculty Development Activities:

Analysis and recommendation to Dean LaHurd on Registrar problems (Jack Hill)

Fall Planning Meeting: Department of Business and Economics

Several Brown Bag Luncheons

VII. Number of Advisees:

50: 40 in WEC and 10 in Day Program

VIII. Honors and Awards

Awarded "Distinguished Faculty Teaching Award" by Senior Class

IX. Community Contributions/Activities:

Time commitment to Crossroads Adoption Agency

Parental Advisor to Youth of Unity

Provided a Foster Home for a high-school teenager

Annual Reports

Annual "Report to the Dean" 1986-1987

Rank: Assistant Professor

Tenured: no

Leaves taken: none

I. Courses taught September 1986 to June 1987: (10 courses):

	DAY(4)	WEC (6)
Fall	MIS 175, MIS 370	MIS 175, BUS 375
Winter	ECO 339	MIS 175, MIS 475
Spring	MIS 375	MIS 370, MIS 476

II. Committee and other non-teaching assignments this year:

Educational Resources Committee (1st year)

Academic Computer User Committee (2nd year)

III. Research Activities:

New Course BUS 370: 30 day students and 30 WEC students

New Course ECO 339: Economics of Risk (taught interim)

New Course BUS 476: Systems Analysis Projects

Submitted four course proposals for the graduate program

IV. Publications:

Augsburg Personal Computer Handbook (100 pages)

V. Lectures, Professional Meetings:

Attended national conference on Rights and Justice at UCLA

Attended Minnesota Philosophical Society Conference at UMD

Completed six post doctorate graduate-level courses at University of Minnesota

VI. Campus Faculty Development Activities:

Attended Fall Planning Meeting of Department of Business and Economics

Lecture: "Introduction to MIS" to parents/prospective students "Discovery Day"

VII. Number of Advisees:

40: 30 in WEC and 10 in day school

VIII. Honors and Awards

IX. Community Contributions

Parental Advisor to Youth of Unity

Support to CrossRoads Adoption Agency

Annual Reports

Annual "Report to the Dean" 1985-1986

Rank: Assistant Professor

Tenured: no

Leaves taken: none

I. Courses taught September 1985 to June 1986: (10 courses):

	DAY(5)	WEC (5)
Fall	BUS 175, BUS 375	BUS 175, BUS 375
Winter	BUS 370	BUS 175, BUS 475
Spring	BUS 175, BUS 475	BUS 476

II. Committee and other non-teaching assignments this year:

Academic Computer User Committee (First year)

III. Research Activities:

Upgraded MIS 175 to include spreadsheets (Lotus) and Word Processing (Works)

Upgraded lab to use IBM PCs

IV. Publications:

Handout: Appleworks

V. Lectures, Professional Meetings:

VI. Campus Faculty Development Activities:

VII. Number of Advisees:

20: 15 in WEC and 5 in day program

VIII. Honors and Awards

IX. Community Contributions

Support to Crossroads Adoption Agency

Parental Advisor to Youth of Unity