

Milo Schield
Business Administration
AUGSBURG COLLEGE
Faculty Annual Report 2016-2017

Summary Information

A. General Information

- *Tenured, Professor*
- *Six FTE: Five FTE in Business/MIS and one FTE in General Studies: KEY490F.*
- *1985: Initial appointment to the College:*
1985: Initial appointment to a Tenure Track position:
1990: (Positive) review for Promotion to Associate Professor
1991: Tenure Review
2000: (Positive) review for Promotion to Professor
2012: Most recent Post-tenure Review
2013: Most recent Sabbatical
2019: Post-tenure Review
2020: Eligible for next sabbatical

B. Teaching Summary

- *Courses taught: MIS 264 Statistical Literacy for Managers. Fall 2 sections; Spring 1 MIS379 Quantitative Methods Fall & Spring. KEY490F Meaning of Success. Spring*
- *Activities related to course design, development, and improvement:*
MIS264: Developed new Excel exercises involving logistic regression
- *Advising and mentoring activities: Advisees: 26*
- *Peer review and collaborative teaching activities: Co-taught KEY 490 hybrid.*
Collaborate with Marc Isaacson: We meet at least twice a week to discuss course development for MIS 264, MIS 379, MIS 479 and GST 200.
- *Other information on teaching, such as honors or awards for teaching, including grants: Invited to contribute an editorial in a special "Statistical Literacy" edition of the Statistical Education Research Journal (SERJ): the premier US journal for statistical educators/education.*

C. Scholarship, Expertise, and Professional Practice Summary

- *Current scholarly project(s):*
July, 2016: Compiled "Statistical Literacy at Augsburg: An Overview"
www.statlit.org/pdf/2016-Schild-Statistical-Literacy-at-Augsburg.pdf
Aug, 2016 Participated in Invited MAA Panel on Quantitative Literacy at MathFest:
www.statlit.org/pdf/2016-Schild-MathFest-Slides.pdf
Sept. 2016: Surveys. www.statlit.org/pdf/2016-Schild-SLDM-Surveys-Slides.pdf
Oct. 2016: Logistic Regression using Excel: Comparing MLE with OLS1 (with 'nudge')
www.statlit.org/pdf/2016-Schild-Logistic-MLE-OLS1-Excel2013-Demo.pdf
Oct. 2016: Classifying Studies by Confounder Resilience
www.statlit.org/pdf/2016-Schild-Classifying-Studies-Slides.pdf

- Oct. 2016 *Paper published: Augsburg Student Evaluations of STAT 102: Social Statistics for Decision Makers. Published in the 2016 ASA Proceedings of the Section on Statistical Education. www.statlit.org/pdf/2016-Schield-ASA.pdf*
- Nov, 2016: *Paper published: Offering STAT 102: Social Statistics for Decision Makers. www.statlit.org/pdf/2016-Schield-IASE.pdf IASE Conference; Promoting Understanding of Statistics about Society https://iase-web.org/Conference_Proceedings.php? [p=Promoting Understanding of Statistics about Society 2016](https://iase-web.org/Conference_Proceedings.php?p=Promoting Understanding of Statistics about Society 2016)*
- Dec, 2016: *Presented talk at local Critical Thinking Club: (Meets at Augsburg) "Why Election Polls Are Often Wrong" and "Why Hillary Clinton Lost" www.statlit.org/pdf/2016-Schield-CTC1-Slides.pdf www.statlit.org/pdf/2016-Schield-CTC2-Slides.pdf*
- Dec. 2016: *Excel2013: Create centered stacked 100% bar charts for ordinal data. www.statlit.org/pdf/Excel2013-Bar-Chart-Ordinal-Centered-Both-Output.pdf*
- Dec 2016: *Designed Excel program to create centered stacked 100% bar charts www.statlit.org/pdf/Excel2013-Bar-Chart-Ordinal-Centered-Both-Output.pdf*
- Jan 2017: *Course Evaluations: Compare Stat 101 with Stat 102 Course Evaluations <http://www.statlit.org/pdf/2016-Schield-Statistics-Course-Compare-S1-D1.pdf>*
- Mar 2017: *Created slides: Down Syndrome by Birth Order and Moms Age/ www.statlit.org/pdf/2017-Schield-Down-Syndrome-Slides.pdf*
- Apr 2017: *Creating Funnel Charts in Excel 2013 www.statlit.org/pdf/Excel2013-Funnel-Charts-Demo.pdf*
- Apr 2017: *Invited to talk at Field Institute (Toronto): Center for Math Education www.statlit.org/pdf/2017-Schield-CME-Slides.pdf*
- May 2017: *Invited editorial published: "GAISE 2016 Promotes Statistical Literacy". Published in Special Edition on Statistical Literacy. Published in the Statistical Education Research Journal (SERJ): the premier journal of US Statistical Educators. www.statlit.org/pdf/2017-Schield-SERJ.pdf*

- **Activities illustrating engagement in the Life of the Discipline or Profession:**
July, 2016: Conducted two invited workshops at an invited IASE conference in Berlin
Aug, 2016: Presented at the national Meeting of the Amer. Statistical Assoc. Seattle
Aug, 2016: Presented at the MAA MathFest in Ohio (invited to be on a panel)
Sep. 2016 Co-created website for Statistics in Business Schools Interest Group (SIBSIG).
Dec, 2016: Reorganized the local Critical Thinking Club. Now meets at Augsburg.
Jan, 2017: Co-created new website for National Numeracy Network. www.NNN-US-org
Apr, 2017: Gave invited talk at Fields Institute at Center for Math Education (CME)

D. Service Summary

- **Other College service activities:** *Moved Twin-Cities Critical Thinking Club to Augsburg Submitted a proposal for including statistical literacy in the new Gen Ed curriculum.*
- **Departmental service activities:** *Co-taught KEY490F – the hybrid portion of the course. Participated as a tenured faculty in departmental third-year review of Nancy Johnson.*
- **Activities in service to the profession or discipline:**
Maintain www.StatLit.org: the world's largest website dedicated to statistical literacy. During 2016, this website had 280,000 visits and 470,000 downloads. Vice President, National Numeracy Network (NNN).

II. Reflection and Goals

A. Overview (Optional)

B. Teaching Reflections and Goals

(1) Design and on-going course development: I am pleased with my course-development activities in both MIS264 (Statistical Literacy for managers) and MIS379 (Intro to Statistics). I am testing out material that is being used in my future textbook. I have been invited to speak nationally and internationally on this course. The positive feedback I received from the attendees at my summer workshop in Berlin changed the organization and contents of my statistical literacy textbook. Now it will serve two distinct audiences: students in non-quantitative majors and students in quantitative (non-calculus) majors.

(2) Teaching practice:

I see no point in discussing the Augsburg Student Evaluations for classes where less than half the students participated or for classes where less than six students participated. Classes with at least six student evaluations and at least a third responding are in bold. The numbers shown are the medians on a five-point scale. Classes are sorted by the number of respondents.

MIS 264A SE1 (9/23 39%) Q20 Course 4.0; Q21 Instructor 4.0; Q22 Learn 4.0.

MIS379B SE2 (9/22 41%) Q20 Course 4.0; Q21 Instructor 4.0; Q22 Learn 4.0.

MIS379A SE1 (4/6 67%) Q20 Course 3.5; Q21 Instructor 3.5; Q22 Learn 3.5.

MIS264A SE2 (3/23 13%) Q20 Course 4.0; Q21 Instructor 5.0; Q22 Learn 4.0.

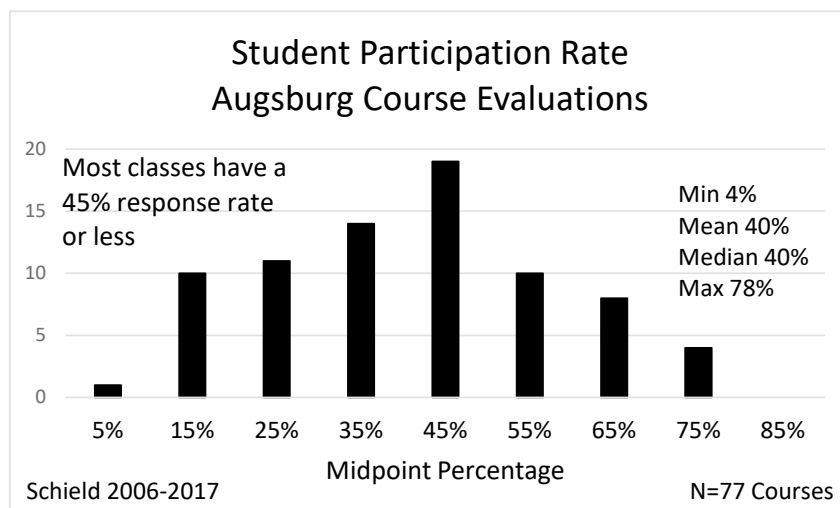
MIS379A SE2 (3/24 13%) Q20 Course 3.0; Q21 Instructor 3.0; Q22 Learn 3.0.

KEY490F SE2 (2/16 13%) Q17 Course 2.5; Q18 Instructor 2.0; Q19 Learn 4.0.

MIS264A SE3 (2/7 29%) Q17 Course 4.0; Q18 Instructor 4.0; Q19 Learn 2.5.

- 1. In the two classes where at least 9 students participated, the median rating on my teaching at a 4.0. My conclusion: My teaching is OK.*
- 2. The Augsburg student evaluation system is fatally flawed. It should never be used to give teacher evaluations unless at least half the students participate AND there are at least 12 students in the class. The median score should be used – not the mean.*

Here is the distribution of student response rates for all my courses collected in Augsburg's student evaluation system.



(3) Student learning:

The following are the student responses to three questions about the class in an anonymous survey with 100% class participation.

Q8 How helpful was this course in improving your critical thinking?

Q9 Would you recommend this course to a friend?

Q10 Should this course be required by all students for graduation?

2016-2017			S1-Q8				S1-Q9				S1-Q10			
Schild Survey1			Help critical thinking				Recommend to friend				Required by all students			
	Teacher	#	NH	N	H	Tot	No	CS	Yes	Tot	D	N	A	Tot
MIS264-SEM1A	Schild	22	0.00	0.00	1.00	1	0.14	0.36	0.50	1	0.05	0.32	0.64	1
MIS379-SEM1B	Ayers	6	0.00	0.00	1.00	1	0.17	0.33	0.50	1	0.67	0.17	0.17	1
MIS379-SEM1D	Deb	15	0.00	0.07	0.93	1	0.07	0.20	0.73	1	0.33	0.47	0.20	1
MIS264-SEM2A	Schild	22	0.05	0.00	0.95	1	0.05	0.36	0.59	1	0.09	0.64	0.27	1
MIS379-SEM2A	Schild	27	0.00	0.07	0.93	1	0.07	0.19	0.74	1	0.26	0.30	0.44	1
MIS379-SEM2B	Schild	21	0.10	0.00	0.90	1	0.14	0.10	0.76	1	0.29	0.24	0.48	1
MIS264-SEM3A	Schild	5	0.00	0.20	0.80	1	0.40	0.20	0.40	1	0.40	0.20	0.40	1
			NH: Not Helpful				No: No				D: Disagree			
			N: Neutral				CS: Can't say				N: Neutral			
			H: Helpful				Yes: Yes				A: Agree			

Two items of interest.

First, Schild gets higher Q10 Agree scores in MIS 264 SEM1A (64%) than either of the adjuncts (17% and 20%) or Schild (44% and 48%) in MIS 379. This is because students see more value in MIS264.

Second, Schild had a much lower Q10 Agree scores in MIS264 SEM2 than in SEM1. This is largely due to the introduction of new material for Schild's textbook. I would expect lower scores in MIS 264 for the coming year for the same reason.

(4) Advising and mentoring.

Most of my advisee require minimal advising. But some require extensive advising.

Austin Peckles: 24 e-mails (18+6 while student in MIS264 summer class)

John Bequette: 9 e-mails.

William Feeney: 16 e-mails

Tylan Mitchell: 15 e-mails

Samuel Fisher: 6 e-mails (Summer MIS264 class)

It is expected that you reflect on the feedback from others—what you learned from your student course evaluations, peer reviews of your teaching, feedback on your teaching from formal reviews.

C. Scholarship, Expertise, and Professional Practice Reflections and Goals

(1) Presentation to an audience; Excellent. I am an invited speaker at the national level. I am trying to cut back on speaking in order to devote more time to writing a new textbook.

(2) External review; Being invited to speak locally and nationally is one form of external review. This past year I was invited to be on a Quantitative Literacy panel at MathFest: the summer meeting of mathematicians sponsored by the Mathematical Association of America (MAA).

Arguably the ultimate measure of academic acknowledgement by one's peers is the number of citations. According to Google Scholar, I have over a thousand citations as of June 2017. According to Research Gate, I had 660 citations as of July, 2017.

One of my statistical colleagues is nominating me to become a Fellow by the American Statistical Association (ASA). This is the highest award in my discipline. It is given to only a third of a percent of the members of the ASA. I may not receive the award, but being nominated to become a Fellow is a very high honor in itself.

(3) creativity/originality; I have a national reputation for creativity and originality. Because of my reputation for creativity, I am invited to write and speak nationally.

(4) Expertise within the discipline. I am considered one of the top experts on statistical literacy in the US if not the world. For years, I have been courted by several textbook publishers. I have signed a contract for my textbook proposal on statistical literacy with Wiley Publishing.

Plans: I am writing a textbook: Statistical Literacy for Decision Makers.

D. Service and Professional Qualities Reflections and Goals

I developed the MIS major from scratch and grew it to be the seventh largest major.

I have served my department as the MIS area coordinator for 12 years.

I have served my department as Department chair for three years.

I have been active in the review of the current MBA program.

In 2013-14, I proposed a new track in the MIS major involving Business Analytics.

Unfortunately some of my colleagues do not agree with my approach to Business Analytics.

Since then the U. Minnesota has adopted a very similar approach to Business Analytics.

Thus, I will devote my energies to advancing statistical literacy within my discipline until I

have more support for a Business Analytics track within MIS.