

Milo Schield  
Other Contributions to the College

**SUMMARY OF QUALIFICATIONS**

The following summarizes materials presented in support of my application for tenure.

**1. Educational Preparation**

Earning the BS degree from Iowa State University  
Earning the MS degree from the University of Illinois  
Earning the PhD from Rice University  
Earning the CMA designation (Certified Management Accountant)  
Participating in a postdoctorate program (U.MN) in Business, Govt. & Society

**2. Teaching Competence and Experience**

Teaching at Augsburg since 1985  
Teaching 2 years full time at the University of Iowa  
Teaching for 5 years on at least a half-time basis  
Receiving very good reviews in both day and weekend programs

**3. Productive Scholarship and Creative Activities**

Updating the MIS curriculum at Augsburg to emphasize information management  
Recommending math prerequisites for key business courses  
Authoring the "Augsburg Personal Computing Handbook"  
Developing a new course, BUS 370 Advanced Business Computing  
Authoring "Processing Survey Data using OMR Forms, Lotus, Dbase and Minitab"

**4. Other Contributions of Significance to the College**

Chairing the Educational Resources Committee in 1987-89  
Serving on the Academic Computer User Committee for 6 years  
Volunteering support for numerous administrative departments and student projects  
Assisting Admissions and WEC with prospective MIS students  
Upgrading MIS from a concentration to a full major  
Proposing a course on Critical Thinking with emphasis on Quantitative Reasoning

**5. Commitment to the Goals of the College**

Generated proposals for three courses for the graduate Leadership program  
Writing papers and attending conferences on Philosophy: Business, Govt. & Society  
Volunteering MIS consultation with non-profit organizations

**6. Personal Qualities**

Provided housing for AFS foreign exchange students and for numerous teenagers  
Positive role model for students as teacher and advisor

**7. Contributions to the Business Department**

Lead instructor in MIS (curriculum development; faculty selection and training)  
Developed three new courses in Business, Government and Society  
Reviewed feasibility of splitting Econ Department and recommended discussion

**8. My Perception of my Role as a Faculty Member at Augsburg**

Elected Faculty of the year in 1988 by graduating seniors  
Advisor to approximately 90 students (Day and WEC)  
Accessible: Weekend students are invited to call me at home (and they do!).  
Have 'office hours' Sat noon (WEC weekends) in Murphy's for WEC students

## **SELF-EVALUATIONS OF COURSES TAUGHT**

### **MIS 175: INTRODUCTION TO COMPUTERS FOR BUSINESS & ECONOMICS**

Background: I have changed this course substantially since I arrived. Previously it was a language course (COBOL or BASIC). I eliminated these languages to focus on application packages (LOTUS Spreadsheet and DBASE Database).

Evaluation: I am proud of the changes I have made in this course. Other colleges have since switched to this format. I feel good about my teaching style in working with entry-level students. I am patient and available to the students without compromising the course requirements. I can appreciate individual diversity in background, ability and learning style. I believe my approach is effective with both the Day and Weekend students. I am continuing to upgrade this course. This year I am including Minitab for the first time.

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### **MIS 370 ADVANCED PERSONAL COMPUTING**

Background: I created this course during my first Interim at Augsburg. Subsequently the Department agreed to make it a required course in the MIS program. Enrollment has increased substantially. Last year over 65 students took this course.

Evaluation: I am extremely proud of this course. I expend a great deal of effort to keep this course up to date. I have upgraded it substantially each year. Last Spring, I worked my class harder than I have ever worked any class, (I gave a final which took the average Weekend College student almost 4 hours to complete) yet that same class gave me the highest student reviews I have ever received.

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### **MIS 375 INFORMATION SYSTEMS IN ORGANIZATIONS**

Background: This is a non-programming course. The focus is on solving computer-related problems and communicating the results. Students are required to complete proper business memos (spelling, grammar, logic and style). Students evaluate a new business problem each week. They are evaluated on their analysis, writing and their speaking.

Evaluation: I am extremely proud of my development of this very unique course. It is based on my personal experience with a CPA firm as a Management Consultant. It reflects my emphasis on logical analysis of problems. Many students have told me that this course has been particularly helpful in preparing them for after-college challenges. I just received a faculty development grant to include access to current computer publications using a CD-ROM. I will initiate this information retrieval technology next year.

**MIS 475 SYSTEMS ANALYSIS & DESIGN**

Background: I have upgraded this course to include EXCELERATOR: a new state-of-the-art CAD (computer-aided-design) package. Index Technology has provided Augsburg with 6 copies of this software (\$8500 each) free of charge.

Evaluation: I enjoy integrating business-related problems into an academic environment. Students who have completed this course have taken jobs in industry as analysts (bypassing the normal 2 year programming requirement).

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**MIS 476 SYSTEMS PROJECTS**

Background: This is the capstone course for the MIS program. It involves an extensive project which integrates many different aspects of the MIS curriculum

Evaluation: I am good at teaching this course. Given the shortage of faculty, I have not been able to teach it for the past 3 years. I look forward to hiring a second faculty member in MIS and to being able to teach this course in the future.

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**MIS 279 INTERMEDIATE QUANTITATIVE METHODS**

Background: At Augsburg, statistics is currently not computer-based. I am accustomed to teaching it as a computer-based course with a class project. I have taught this course for the past 5 years at St. Thomas (with excellent student reviews).

Evaluation: I received my lowest evaluations at Augsburg as a result of teaching this course in Weekend College. I found it impossible to squeeze the material into the reduced time available while maintaining my standards. Given my goals for this course, I decided that I would not teach this class again in WEC (unless labs were scheduled in advance). I will be teaching this course next year in the day program.

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**ECO 313 INTERMEDIATE MICROECONOMICS**

Background: Tom Morgan and I both taught this course using a text by David Friedman. My students enjoyed it tremendously. It focused on both the monetary and non-monetary aspects of economic principles. We discussed the effects of regulations (tariffs, quotas, price controls) and the effects of different laws (acceptable marriage practices, criminal punishments, public choice incentives, etc).

Evaluation: I felt very good about the course. My students enjoyed this course more than they had expected. My reviews were good (especially for Microeconomics).

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**ECO 113 PRINCIPLES OF MICROECONOMICS**

Background: This is a traditional microeconomic principles course.

Evaluation: I did fairly well in teaching this course for the first time. It gave me a good foundation for teaching Intermediate Microeconomics.

## AUGSBURG STUDENT EVALUATIONS

Augsburg has tabulated student replies to the following questions:

Q 14 "What is your overall evaluation of the instructor's teaching of this course?"

Q 15 "What is your overall evaluation of the course?"

Students selected from 4 ordinal answers: (a=excellent, b=good, c=fair, d=poor)" I mapped the individual ordinal scores onto a quantitative scale with 4 points: 4.0 = A, 3.0 = B, etc. The average of my student evaluations is summarized below. I have shown this average to these two questions for the classes which I taught during 1986-90.

CLASS	Program	Term	Q 14	Q 15	Difference
BUS 370	WEC	Spring 89	3.91	3.82	+0.09
BUS 370	WEC	Spring 89	3.26	3.09	+0.17
BUS 175	WEC	Fall, 88	3.24	3.00	+0.24
BUS 370	WEC	Spring 88	3.18	3.27	-0.09
ECO 313	WEC	Spring 88	3.07	2.86	+0.21
ECO 113	WEC	Winter 88	2.75	2.63	+0.12
BUS 279	WEC	Winter 88	2.44	2.28	+0.16
BUS 375	WEC	Fall, 87	2.15	2.00	+0.15
BUS 175	WEC	Fall, 87	3.56	3.11	+0.45
BUS 375	DAY	Spring 89	3.67	3.11	+0.56
BUS 175	DAY	Spring 89	3.41	3.35	+0.06
BUS 370	DAY	Fall, 88	3.50	3.67	-0.16
BUS 175	DAY	Fall, 88	3.55	3.45	+0.10
BUS 175	DAY	Fall, 88	3.41	3.33	+0.08
BUS 175	DAY	Fall, 88	3.57	3.43	+0.14

Generally my scores are at least good. Generally Instructor score exceeds my Class score. Of these 15 classes which I taught during the past 2 years,

I have had one course with a score above 3.90

WEC BUS 370 Advanced Personal Computing

I have had five courses with scores greater than 3.5.

WEC BUS 370 Advanced Personal Computing

WEC BUS 375 Information Systems in Organizations

WEC BUS 175 Introduction to Computing (1 section)

DAY BUS 175 Introduction to Computing (2 sections)

I have had 3 classes with scores below 3.0.

WEC BUS 279 Intermediate Quantitative Methods

(Inadequate time in WEC; not computer-based)

WEC BUS 375 Information Systems in the Organization

(No idea; received 3.67 in another section).

WEC ECO 113 Principles of Microeconomics.

(First time; received a better score in ECO 313)

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PEER REFERENCES OF TEACHING:

On 10/11/89, I formally invited all the faculty in my department to attend any of my classes. I also left a written request with Lois in which I invited the Academic Dean (as well as the members of the Committee on Promotion and Tenure) to attend any of my classes.

To date, Amin Kader and Larry Ragland have attended my classes and submitted letters of reference on my behalf.

PEER REFERENCES ON CONTRIBUTION TO THE DEPARTMENT.

I have received letters of reference from most of my colleagues in the Department of Business, Economics and MIS.

I have also received a letter of recommendation from Rick Thoni (WEC).

See section 4 for their letters.

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CONTRIBUTIONS TO THE DEPARTMENT (Self assessment)

My contributions to the Business Department include the following:

- \* coordinating the MIS program (Day and Weekend)
- \* recommending math requirements for non-MIS courses
- \* providing MIS support for non-MIS courses
- \* assisting non-MIS faculty in use of computers
- \* developing new courses in Business, Government & Society.

### **COMMITTEE ASSIGNMENTS;**

I have served on the following Committees: ACUC (Academic Computer User Committee), ERC (Educational Resources Committee) and the Skills Subcommittee of General Education Committee

Year	Committee
85-86	ACUC
86-87	ACUC and ERC
87-88	ACUC and ERC (Chair of ERC)
88-89	ACUC and ERC Chair of ERC)
89-90	ACUC and ERC
90-91	ACUC, ERC and Skills Subcommittee

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### **SELF ASSESSMENT OF COMMITTEE ASSIGNMENTS**

ACUC: I have been responsible for forming the IBM portion of the computer lab in the basement of Foss Center. I have recommended the purchase of over \$80,000 in hardware and over \$20,000 in software.

I believe I am viewed as a good committee member. Yes, I always have an agenda. Yes, I have proposals to spend the entire committee budget on PC equipment. Yet I am willing to listen and I am willing to compromise for the good of the whole institution.

ERC: For better or worse, I see the ERC as lacking a mission. ERC was formed to eliminate the need for 3 subcommittees: Library, Audio Visual and Academic Computing. Yet these three groups function very effectively on their own. ERC lacks the expertise to make policy decisions or to give specific recommendations to these 3 subcommittees. ERC can act as a champion, but frankly Elaine Kline, Brian Hackney and Larry Ragland are much more effective speakers for the needs of their respective organizations.

Eugene Skibbe spoke for the majority of the committee last year when he said we should simply allow the subcommittees to function effectively without attempting to review and control their budgets. As Chairman, I agreed with the committee's thinking. As such, I scheduled very few meetings. I did work to obtain a formal acknowledgement by the Senate of these 3 subcommittees. As Chairman, I attended the meeting of the Academic Senate (to review the charter of the committee) and to present the committee's view on their mission.

SKILL SUBCOMMITTEE: I have provided assistance on the word processing, quantitative reasoning and critical thinking aspects of the entry and exit-level skills. I have proposed a course to meet the needs of those students that need a course in critical thinking with an emphasis on quantitative reasoning.



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**CURRICULUM VITAE**

- 1958-1962 Iowa State University. Ames, Iowa  
Bachelor of Science degree June, 1962  
Major: Physics Minor: Economics
- 1963-1965 University of Illinois. Urbana, Illinois  
Master of Science degree June, 1964  
Major: Physics Minor: Mathematics
- 1965-1968 Rice University. Houston, Texas  
Doctor of Philosophy ; Thesis Advisor: Dr. Alex Dessler  
Department: Space Sciences  
Thesis: The Configuration of the Geomagnetic Field
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- 1968-1970 University of Iowa. Iowa City, Iowa  
Graduate level courses in  
Econ 294 Price Theory  
Econ 280 Theory of Taxation  
Econ 270 Money & Banking  
Econ 261 Economic History of America  
Econ 183 Statistics II

- 1979-1980 College of St Thomas. St. Paul, Mn.  
Audited the following undergraduate courses:  
Phil 111T Logical Analysis Dr. Connell  
Phil 214T Ethics Father Stromberg  
Phil 305T Biomedical Ethics Dr. Berquist  
Phil 310T Action Theory Dr. Boyle  
Phil 430T Metaphysics Dr. Sullivan

- 1981 University of Minnesota  
Enrolled as Adult Special student  
Phil 5415 Philosophy of Law Dr. Satorius  
Phil 5321 Theories of Justice Dr. Mason

- 1986-1987 University of Minnesota  
Admitted to Graduate school to work toward a PhD.  
INS 8100 Risk Management Dr. Whitman  
INS 8220 Property/Casualty Dr. Whitman  
INS 8200 Life & Health Dr. Cho  
Eco 5334 Economic Security Dr. Williams  
Eco 5831 Cost Benefit Econ Dr. Coen  
HIS 5334 U.S. Legal History Dr. Murphy  
Bgs 8019 Topics in BGS Dr. Marcus

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Bgs 8201 Foundations of BGS Dr. Maitland

**BUSINESS RESUME**

**1970-1972 President of Schield Stock Service, Inc.**

Provided specialized investor accounting service to investors with substantial portfolios. Marketed via advertising in the Wall Street Journal.

**1972-1975 President of Bantam Data Services, Inc.**

Marketed minicomputer systems to small businesses through independent agents. Raised venture capital, designed systems, managed programmers, wrote sales literature and instruction manuals, installed systems, trained personnel and collected receivables.

**1976-1978 Senior Systems Consultant with Fox & Co. CPA in Minneapolis.**

(Now Grant & Co., CPA) Consulted on computer systems problems, financial problems and assisted auditors in evaluating the adequacy of computer related controls.

**1978-1984 Senior Research Analyst with St. Paul Insurance Company in St. Paul, MN.**

Performed actuarial analysis on \$100 million of ceded reserves. Assisted Underwriting in corporate planning and in negotiating reinsurance contracts.

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**PROFESSIONAL EXAMINATIONS**

1976 Actuarial Exam #1. Passed.

1978 Received CMA Certificate in Management Accounting

Part 1. Economics & Business Finance

Part 2. Organization & Behaviour

Part 3. Public Reporting Standards, Auditing and Taxes

Part 4. Periodic Reporting Internal & External Purposes

Part 5. Decision Analysis including Modeling and MIS

1978 CPA Exams: Passed Law and Audit portions (acceptable fail on Theory and Practice)

1982 Attended Reinsurance Seminar sponsored by the College of Insurance (NYC, New York)

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**SCHOLARLY PUBLICATIONS**

SCIENTIFIC

"A Source for Field-Aligned Currents at Auroral Latitudes"  
by Schield, Freeman & Dessler. Journal of Geophysical Research 74, p 247. 1969.

"Drift of Non-Interacting Charged Particles in a Simple Geomagnetic Field".  
University of Iowa Research. 1969.

"Electron Observation between the Inner Edge of the Plasma Sheet and the  
Plasmasphere" by Schield and Frank. Journal of Geophysical Research, 1970.

"Satellite Particle Detectors" presented at the European Space Institute.  
Interlacken, Switzerland. 1969.

FINANCIAL

"Proposal for Pricing Excess Reinsurance Internationally under Inflationary  
Uncertainty". Submitted to the Folksam Institute in Stockholm, Sweden. 1984.

ETHICS

"Human Rights and Responsibilities" Equitarian Conference Proceedings, Fall, 1970.

"Mathematics of Justice" Equitarian Associates Conference Proceedings: Spring, 1971.

"Rawl's Veil of Ignorance: Problems with Equality Among Generations"  
Univ of Minn., Dept of Philosophy. 1980.

**OTHER CONTRIBUTIONS**

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1. Recommended that various mathematics prerequisites be added to selected courses in the Business & Economics major. This recommendation was adopted by the Department and is included in the 86/88 catalog.  
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2. Generated a new course (for the revised MIS Program) entitled "**Bus 370: Advanced Computing for Business and Economics**"

This course has been very well received with total enrollment of over 120 students.

Description: Investigate current topics involving programable spreadsheets, programmable data bases, graphics and information retrieval using telecommunications and other packages  
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3. Generated a new course for Interim, 1987 entitled "**ECO 339: Economics of Risk**".

Description: "Examine the economics of hazards involving uncertainty and risk. Examine risk-management via free-market pricing and insurance contracts versus government subsidies and regulation."

Analyze the role of the legal system in internalizing foreseeable, but unintended, consequences of intended actions.  
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4. Wrote and published the "**Augsburg Personal Computer Handbook**" Part I and Part II. March, 1987.

Part I of this 100 page booklet is used in the introductory classes; Part II is used in the advanced classes. This booklet is also used to train tutors to answer questions concerning the IBM section of the Academic Computer Center.  
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5. Promoted the idea of MIS as a major as opposed to a concentration. Proposal approved by the Department and by Academic Affairs Committee in Fall, 1989.

**ACADEMIC SERVICES**

**1. Support of Augsburg departments (in computer-related projects)**

- \* Cooperative education (consulting on a dbase system)
- \* Maintenance department (consulting on a work-order system)
- \* Graduate Program (consulting on computer hardware)
- \* Registrar's office (consulting on student transcripts)
- \* Dean's office (consulting on a faculty data base)
- \* Business department (consulting on a student data base)

**2. Support of Augsburg students (in computer-related projects)**

- \* Market Research
  - Design of questionnaires
  - Design of data base systems
  - Instruction in data entry
  - Assistance in data analysis
- \* Management
  - Assistance in project management software
- \* Finance
  - Acquisition of stock market statistics from Compuserve
- \* Accounting
  - Use of the DAC-Easy accounting system
- \* Economics
  - Aquisition of the Foresal Macro-economics forecasting package

**3. Support of Admissions (Day Program and Weekend College)**

- \* Primary contact for prospective students interested in the MIS program at Augsburg College
- \* Preparation of literature on the MIS program at Augsburg.

**AUGSBURG GRADUATE PROGRAM**  
**COURSE PROPOSALS**

These proposals were submitted to the Graduate Program Committee in February 1986. Committee members were Tom Morgan, Earl Alton, Ray Anderson, Milda Hedblom, Eddie Hertzberg and Norma Noonan.

Although these courses were not accepted, the Dean and several members of the committee responded positively.

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**1. Entrepreneurship, Risk Taking and the Common Good**

"Distinguish entrepreneurship from mere management. Review microeconomics, market theory, experimental economics and auction markets. Examine risk seeking/avoidance, contracts and law, freedom of information, business ethics and the common good."

**2. Negligence, Legal Principles and Economic Consequences**

"A study of what a reasonable and prudent man should and should not do. An examination of tort law principles involving intent, negligence and strict liability. An examination of related economic consequences including foregone activities, insurance, government regulation, lobbying and the underground economy."

**3. The Morality of Capitalism**

(Windfall Profits and Just Deserts)

"A wide-ranging examination of the morality of laissez-faire capitalism. Designed for leaders of organizations who determine, evaluate and/or defend the morality of policies, actions and consequences under a capitalist system."

**4. Computer Tools for Executive Decision Making**

"Use of the latest microcomputer tools for managing time, organizing and communicating ideas, making decisions, managing processes and projects and for preparing forecasts and contingency plans."