

Enhancing Quantitative Reasoning Across the Curriculum

Alliance to Advance Liberal Arts Colleges (AALAC)/Mellon 23 Workshop Proposal

Quantitative reasoning (QR) is a critical component of a liberal arts education. Numerical information is omni-present in the news and media: in political, health, financial, and scientific claims and are increasing due to the availability of large-scale online datasets. People routinely ignore, accept, or discount numerical claims. A liberal arts education should help students develop the skills to make and evaluate such claims, and many of the AALAC member colleges have implemented QR graduation requirements to meet this need.

Liberal arts colleges can offer diverse educational experiences in QR, contextualized within the traditional focus on critical thinking and argument. This training spans from finding and evaluating numbers to communicating numerical claims in visual or written formats to employing statistical analyses in argument. Teaching QR effectively can be challenging, both within and outside the more traditionally quantitative STEM disciplines.

This team of workshop leaders (a group of QR leaders from AALAC colleges) will facilitate discussions about teaching QR in a liberal arts setting and present tested examples of how to do so successfully across a wide range of disciplines. The proposed workshop is targeted at both QR directors and general faculty from the AALAC colleges. It will include sessions on (a) the challenges of integration of QR into non-STEM disciplines; (b) scaffolding QR assignments with the help of academic support staff; (c) using QR to enhance critical thinking in writing assignments; and (d) assessing QR assignments individually and institutionally. Time will be allotted for participants to share and critique assignments, assessment rubrics, and institutional approaches. Participants will be encouraged to share assignments on the National Numeracy Network (NNN) and/or the QuIRK website assignment archives. Should the workshop be scheduled to dovetail with the annual meeting of the NNN (October, 2014), participants could attend additional talks on QR pedagogy.

The colleges leading this workshop have extensive experience promoting QR on-campus and elsewhere. Over the past 10 years, Carleton's QuIRK program has held numerous on-campus workshops to support QR curricular development. Nationally, QuIRK faculty members have hosted two workshops with Project Kaleidescope, assisted in developing a quantitative literacy rubric for the AAC&U, and published and presented extensively on QR pedagogy. Wellesley was one of the first to implement a multiple-part QR graduation requirement, including the development and use of a QR assessment. Over the last 15 years, Wellesley has worked closely with more than thirty other campuses in founding or enhancing QR programs and courses, and this year they established a Quantitative Analysis Institute to support high-level data analysis in faculty and student research. Pomona's new Quantitative Skills Center was recently established with the main goals of coordinating existing academic support programs, assessing those programs and developing new ones as needed, and creating a positive campus culture regarding supplemental instruction in order to better reach students. Barnard's Empirical

Reasoning Lab was also recently established to support faculty using empirical reasoning content especially at the introductory level, assist students formulating empirical research questions and accessing and analyzing data, and develop assessment strategies.

Workshop Leaders

Workshop Leaders and Planning Team

- *Travis Brown*, (Director, Quantitative Skills Center), Pomona College
- *Nathan Grawe* (Professor, Economics), Carleton College
- *Gizem Karaali* (Associate Professor, Mathematics), Pomona College
- *Neil Lutsky* (Professor, Psychology), Carleton College
- *Lisa Norberg* (Dean of Barnard Library & Academic Information Services), Barnard College
- *Cassandra Pattanayak* (Director, Quantitative Analysis Institute), Wellesley College
- *Corrine Taylor* (Director, Quantitative Reasoning Program), Wellesley College
- *Mija Van Der Wege* (Associate Professor, Psychology; Director, QuIRK Program), Carleton College
- *Heather Van Volkinburg* (Data Librarian and Manager, Empirical Reasoning Lab), Barnard College
- *David Weiman* (Professor, Economics), Barnard College

Workshop Liaison

Mija Van Der Wege

Associate Professor of Psychology

Director of the Quantitative Inquiry, Reasoning, and Knowledge (QuIRK) Program

Carleton College

One North College Street

Northfield, MN 55057

(507) 222-4375

mvanderw@carleton.edu

Workshop Schedule

Location

Carleton College, Northfield, MN

Dates

The workshop would be held over two days, either early summer, 2014, or in conjunction with the National Numeracy Network annual meeting at Carleton College, October, 2014.

Preliminary Budget

The following budget is for 20 workshop participants staying 2 nights plus a prominent outside speaker. This size could grow if institutions are able to supplement the travel costs.

1. Stipends

Workshop organizer stipend	\$500
Planning team (to be shared)	\$500

2. Travel costs (for 20 participants)

Travel @ \$500 each	\$10,000
Lodging @ \$250 each (assuming 2 nights)	\$5,000
Meals @ \$100 each	\$2,000

3. Prominent outside speaker or consultant

Travel	\$1,000
Honorarium	\$1,000

4. Support

Staff support	Carleton will provide
Administrative expenses	Carleton will provide

TOTAL

\$20,000

TRAVIS M. BROWN

Director, Quantitative Skills Center
Pomona College
Pearsons Hall 001, 551 N. College Ave
Claremont, CA 91711
travis.brown@pomona.edu

EXPERIENCE:

Pomona College
January 2013 – Present
Director
The Quantitative Skills Center

Tufts University
June 2008 – December 2012
Director
The Center for STEM Diversity
School of Engineering

University of California, Berkeley
August 2002 – May 2008
Graduate Student, Integrative Biology
Graduate Student Instructor (Endocrinology Fall 2003, Fall 2004)
Graduate Intern, Biology Scholars Program (August 2006- May 2007)

EDUCATION:

Ph.D. Integrative Biology
University of California, Berkeley
Graduate Advisor: Tyrone B. Hayes
Thesis: Effects of Pesticide Exposure on Development and Behavior in *Xenopus laevis*
May 2009

B.S. Biology
Morehouse College
Atlanta, GA
May 2002

PUBLICATIONS:

Hayes, T., Khoury, V., Naryan, A., Nazir, M., Park, A., **Brown, T.**, Adame, L., Chan, E., Buchholz, D., Stueve, T., Gallipeau, S. Atrazine Induces Complete/Permanent Feminization and Chemical Castration in Male African Clawed Frogs (*Xenopus laevis*). *Proceedings of the National Academy of Sciences*, Vol. 107, No. 10. (9 March 2010), pp. 4612-4617.

GRANTS:

Swan, C., & Brown, T. (2011) *Bridge to Engineering and Science Success at Tufts (BESST)*, Scholarships for Students in STEM (S-STEM), National Science Foundation. ~\$530k proposed.

SELECT INVITED PRESENTATIONS:

New England Association for College Admission Counseling (NEACAC) Annual Meeting and Conference, Recruiting and Retaining Students from Underrepresented Populations: What Some Colleges Are Doing Now, Easton, MA, June 2011.

The Society of Mexican American Engineers and Scientists (MAES) National Conference, Graduate School and You: Choose Wisely, Oakland, CA, October 2011.

American Association for the Advancement of Science (AAAS) Emerging Researchers National Conference in STEM, *Choosing the Right Graduate Program for You*, Atlanta, GA, February 2011.

University of Dayton Minority Engineering Program (MEP), *Graduate Opportunities in STEM at Tufts University*, Dayton, OH, November 2011.

University of Massachusetts, Boston Ronald E. McNair Post-Baccalaureate Achievement Program, *Graduate Opportunities in STEM at Tufts University*, Boston, MA, January 2012.

Harris-Stowe State University, Summer Science and Math Academy Keynote Address, *Clear Eyes, Full Heart, Can't Lose: Finding Your Vision and Passion for Success in STEM*, St. Louis, MO, July 2012.

Massachusetts STEM Summit, *The Leaky STEM Pipeline*, Foxboro, MA, October 2012.

SELECTED ACHIEVEMENTS:

TUFTS UNIVERSITY, SCHOOL OF ENGINEERING, 2008 – 2012

- **The Center for STEM Diversity** - Successfully created and institutionalized an umbrella program designed to enhance retention and recruitment efforts for underrepresented students in science and engineering. Increased annual operating budget from ~\$18k to ~\$140k in four years. <http://STEMDiversity.Tufts.edu>.
- **Bridge to Engineering Success at Tufts (BEST)** - Developed a summer bridge program to support first-generation and low-income students with high potential but low preparation for college. Work closely with Admissions to recruit and select BEST scholars. Assess student performance and adjust admission guidelines as needed. Program achievements:
 - 18 of 19 from first two cohorts remain in engineering and 10 of 19 have been named to the Engineering Dean's List for at least one semester.
 - The successful BEST program model has been adapted by the School of Arts and Sciences to create a new bridge program for liberal arts students.
 - BEST students have been featured in numerous on-campus publications and several have taken significant student leadership roles.
 - Collaborated with Development to secure \$700k of private donor funding (\$120,000 per year over five years)

UNIVERSITY SERVICE:

- **National GEM Fellowship** representative. Worked with departments to recruit from the GEM applicant list; manage financial paperwork for our current GEM students; serve as mentor to current GEM fellows. Tufts joined GEM in 2008, and the number of applicants to our graduate programs via GEM has increased from 3 in 2008 to 15 in 2012.
- University representative on the **Massachusetts Consortium of Science, Technology, Engineering and Math Programs (MC-STEMP)** that planned the Getting Ready for Advanced Degrees (GRAD) Lab conference 2008 - 2012. Other schools on the committee include Harvard, Northeastern, Boston University, MIT, WPI, and U Mass Amherst. The program was the first of its kind and has served as a model for new GRAD Lab conferences across the country.
- **Tufts University Arts, Science, and Engineering Diversity Council** member. Served with the directors of the Africana, Asian-American, Women's, LGBT, Latino, and International centers. Also helped direct the yearly Africana center and Latino center retreats and advise student groups.

AWARDS AND HONORS:

- 2012 recipient of the Gerald R. Gill Award for Distinguished Service Award, Tufts University
- 2012 recipient of the Bridge Builders Tufts Distinction Award, Tufts University

Nathan D. Grawe

EDUCATION

Ph.D. Economics, University of Chicago, Chicago, IL August 2001

EMPLOYMENT

Carleton College Department of Economics, 1999-present

Director, Quantitative Inquiry, Reasoning, and Knowledge initiative, 2007-2011

Associate Dean of the College, Carleton College, 2009-2012

SELECTED PUBLICATIONS

- Grawe, Nathan D. Forthcoming. "Does Completion of Quantitative Courses Predict Better Quantitative Reasoning-in-Writing Proficiency?" *Numeracy*.
- _____. 2012. "Achieving a Quantitatively Literate Citizenry: Resources and Community to Support National Change." *Liberal Education*, 98(2): 30-35.
- _____. 2011. "The Potential for Teaching Quantitative Reasoning across the Curriculum: Empirical Evidence from Carleton College." *International Journal for the Scholarship of Teaching and Learning*, 5(1).
- _____. 2011. "Beyond Math Skills: Measuring Quantitative Reasoning in Context." In J. D. Penn (ed.). *Measuring Complex General Education Student Learning Outcomes. New Directions in Institutional Research, Special Issue: Assessing Complex General Education Student Learning Outcomes*, 2011(149): 41-52.
- _____. 2010. "Primary and Secondary School Quality and Intergenerational Earnings Mobility." *Journal of Human Capital*, 4(4): 331-364.
- _____. 2010. "Bequest Receipt and Family Size Effects." *Economic Inquiry*, 48(1): 156-162.
- _____, Neil S. Lutsky, and Christopher J. Tassava. 2010. "A Rubric for Assessing Quantitative Reasoning in Written Arguments." *Numeracy*, 3(1): Article 3.
- Grawe, Nathan D. and Carol A. Rutz. 2009. "Integration with Writing Programs: A Strategy for Quantitative Reasoning Program Development." *Numeracy*, 2(2): Article 2.
- Rutz, Carol A. and Nathan D. Grawe. 2009. "Pairing WAC and Quantitative Reasoning through Portfolio Assessment and Faculty Development." *Across the Disciplines*, December.
- _____. 2007. "A Simulation of Counter-Cyclical Intervention: Lessons in Practice." *Journal of Economic Education*, 13(4): 371-392.
- _____. 2006. "The Extent of Lifecycle Bias in Estimates of Intergenerational Earnings Persistence." *Labour Economics*, 13(5): 551-570.
- _____. 2004. "Reconsidering the Use of Nonlinearities in Intergenerational Earnings Mobility as a Test for Credit Constraints." *Journal of Human Resources*, 39(3): 813-827.

- _____. 2004. "The 3-Day Week of 1974 and Earnings Data Reliability in the Family Expenditure Survey and the National Child Development Study." *Oxford Bulletin of Economics and Statistics*, 66(4): 567-579.
- _____ and Casey B. Mulligan. 2002. "Economic Interpretations of Intergenerational Correlations." *Journal of Economic Perspectives*, 16(3):45-58.*

GRANTS

- "Quantitative Inquiry, Reasoning, and Knowledge in Student Writing." 2007-2011. National Science Foundation (#DUE-0717604), \$567,345.
- "Quantitative Reasoning across the Curriculum: Completing the Cultural Change." 2008-2011. W.M. Keck Foundation, \$300,000.

INVITED QUANTITATIVE REASONING LECTURES

- 2012: University of Minnesota Department (Department of Agronomy and Plant Genetics)
- 2011: Bates College in cooperation with Bowdoin College, Michigan State University, University of Toronto (Department of Near and Middle Eastern Civilizations), Central Michigan University, Colby Sawyer College, Lehman College
- 2010: St. Olaf College, DePauw University, Beloit College, Quinnipiac University, Keene State College
- 2009: College of New Jersey, Minnesota State Colleges and Universities, Fairfield University Center for Academic Excellence, Berkshire Community College
- 2008: Collaboration for the Advancement of College Teaching and Learning (with Neil Lutsky, and Carol A. Rutz)

INVITED QUANTITATIVE REASONING WORKSHOPS

(These are one- to three-day workshops designed to promote faculty professional development and assessment)

- 2013: Oberlin College, St. Lawrence University, New England Institute of Technology
- 2012: New England Institute of Technology
- 2011: Beloit College, Colby Sawyer College
- 2010: Iowa State University, Edmonds Community College, Keene State College, Quinnipiac University
- 2009: Wellesley College, Morehouse College, College of New Jersey, Fairfield University Center for Academic Excellence
- 2008: St. Lawrence University, St. Francis University

SELECTED PROFESSIONAL SERVICE

National Numeracy Network, Secretary/Treasurer, 2011-present

Gizem Karaali

Associate Professor of Mathematics

Pomona College

May 31, 2013

Education

Ph.D. in Mathematics, University of California at Berkeley	2004
Dissertation: “ r -matrices on Lie superalgebras” (advisors: Nicolai Reshetikhin and Vera Serganova)	
B.Sc. in Electrical Engineering (with honors), Boğaziçi University, TURKEY	1997
B.Sc. in Mathematics (with honors), Boğaziçi University, TURKEY	1997

Employment

Associate Professor of Mathematics, Pomona College	2012 – present
Assistant Professor of Mathematics, Pomona College	2006 – 2012
Member, Extended Graduate Faculty, Claremont Graduate University.	2009 – present
Visiting Scholar, University of California at Santa Barbara	2004 – 2006

Peer-reviewed articles on mathematics education and pedagogy research¹²

Karaali, G., *An Evaluative Calculus Project: Applying Bloom’s Taxonomy to the Calculus Classroom*, PRIMUS: Problems, Resources, and Issues in Mathematics Undergraduate Studies, Volume 21 Issue 8 (November 2011), pages 719–731.

Karaali, G., Choi, P. I., Owsley Sood, S., and Grosfils. E. B., *Envisioning a Quantitative Studies Center: A Liberal Arts Perspective*, Numeracy (journal of the National Numeracy Network), Volume 3, Issue 1 (2010), Article 4. Available online at <http://services.bepress.com/numeracy/vol3/iss1/art4>

Karaali, G. and Yoshiwara, B., *Life After Wolfram|Alpha: What You (and Your Students) Need to Know*, Loci, Volume 2 (January 2010). DOI: 10.4169/loci003365. <http://dx.doi.org/10.4169/loci003365>

Karaali, G., *Word problems: Reflections on embedding quantitative literacy in a calculus course*, Numeracy (journal of the National Numeracy Network), Vol.1, Issue 2 (2008), Article 6. Available online at <http://services.bepress.com/numeracy/vol1/iss2/art6>

¹Coauthor contributions equal if in alphabetical order.

²For mathematics research, visit <http://pages.pomona.edu/~gk014747/>.

Editorial Experience

FOUNDING EDITOR, *Journal of Humanistic Mathematics* (Est.2011)
with Mark Huber (Claremont McKenna College)
<http://journal-of-humanistic-mathematics.org>
<http://scholarship.claremont.edu/jhm>

ASSOCIATE EDITOR, *The Mathematical Intelligencer* (2013-present)
“*The Mathematical Intelligencer publishes articles about mathematics, about mathematicians, and about the history and culture of mathematics.*” Established in 1978.
<http://www.springer.com/mathematics/journal/283>
<http://link.springer.com/journal/283>

EDITORIAL BOARD, *Carus Mathematical Monographs*, (2013-2016)
Publication Series of Mathematical Association of America
“*Monographs [in this series] are set forth in a manner comprehensible not only to teachers and students specializing in mathematics, but also to scientific workers in other fields.*”

Select Recent Conference Sessions, Panels Organized

- Co-organizer, *MAA General Contributed Paper Session* January 9-12, 2013
General Contributed Paper Sessions,
Joint Mathematics Meeting 2013, San Diego, CA
- Co-organizer, *MAA Panel* August 3, 2012
Effective Strategies for Teaching Classes for Non-majors,
MathFEST (Annual Meeting of MAA) 2012, Madison, WI
- Co-organizer, *MAA Contributed Paper Session* January 8-9, 2011
Contributed Paper Session on Humanistic Mathematics,
Joint Mathematics Meeting 2011, New Orleans, LA

Also organized a poetry reading / open poetry night at the JMM 2011 (together with Mark Huber and Dagan Karp), JMM 2012 (together with JoAnne Growney and Mark Huber), and JMM 2013 (together with Mark Huber and Sue VanHattum).

Other relevant professional activities

Secretary/Treasurer, Executive Committee, Special Interest Group of the MAA³ on Quantitative Literacy (*elected for a second term in Fall 2012*) 02/2010-01/2016

Served on all faculty committees of Pomona College on quantitative skills 2010-present

Pomona College team member:

Summer workshop on inquiry based statistics education, Wesleyan College July 2011

PKAL workshop on quantitative assessment techniques, Carleton College October 2010

³Mathematical Association of America

Brief Academic Vitae: **Neil Lutsky, Ph.D.**
William R. Kenan, Jr. Professor of Psychology, Carleton College
Chair, Department of Psychology

Formal Education and Advanced Study

Ph.D. Degree in Social Psychology: Harvard University, 1977.

Dissertation: *Personal and Interpersonal Perception of Age Constructs in Old Age: A Contribution to Social Psychological Gerontology.* (Shelley Taylor, Ph.D., Advisor)
Woodrow Wilson Fellow

B.S. Degree in Economics (*Magna Cum Laude*): University of Pennsylvania, 1970.

Academic Visitor, London School of Economics and Political Science, 1999-2000.

Visiting Fellow, Princeton University, Fall, 1984.

Summer Fellow, Institute on Stigma and Interpersonal Relations, Center for Advanced Study in the Behavioral Sciences, Palo Alto, 1982.

Visiting Scholar and Visiting Assistant Professor, Stanford University, 1980-81.

Professional Activities

A. Select Publications and Presentations on Quantitative Reasoning in Psychology and Across the Curriculum.

How teaching quantitative reasoning serves a liberal arts curriculum. Lewis & Clark College and Willamette University, February 14 & 15, 2013.

To write well, reason quantitatively; To reason quantitatively, write well. National Numeracy Network, New York City, October 13, 2013.

The art and science of developing middle school students' interest in thinking with numbers. National Numeracy Network, New York City, October 13, 2013.

Arguing with numbers: On prompting and evaluating quantitative reasoning in student writing from across the curriculum. **Workshop Keynote**, Pomona College, Claremont, CA, May 19, 2011.

Spreading activation for quantitative reasoning in a college community: Themes for variations. **Workshop Keynote**, Berea College, Berea, KY, April 13, 2011.

Arguing with numbers: The importance of quantitative reasoning in our *Times* and across our curricula. **Workshop Keynote**, Berea College, Berea, KY, April 13, 2011.

A rubric for assessing quantitative reasoning in written arguments (N. D. Grawe, N. S. Lutsky, & C. J. Tassava).

Numeracy, Vol. 3, Iss. 1, Article 3, December, 2009. <http://services.bepress.com/numeracy/vol3/iss1/art3>

Quantitative reasoning as an educational imperative across the curriculum. **Keynote Address**, Spelman College Faculty Institute, Atlanta, GA, August 13, 2009.

Spreading activation for quantitative reasoning in a college community: Themes for variations. **Keynote**

Address, NE Consortium on Quantitative Literacy (NEQL), Smith College, Northampton, MA, March 28, 2009.

Review of *The Chicago Guide to Writing about Numbers* by Jane E. Miller, *Numeracy*, 2009, Vol. 2: Iss. 1, Article 6.

Counting quantitative reasoning as a teaching of psychology priority. **Featured Address**. Third International Conference on the Teaching of Psychology, St. Petersburg, Russia, July 12-16, 2008.

Arguing with numbers: A rationale and suggestions for teaching quantitative reasoning through argument and writing. In B. L. Madison & L. A. Steen (Eds.) (2008), *Calculation vs. Context: Quantitative Literacy and its Implications for Teacher Education*. Washington, D.C.: Mathematical Association of America, pp. 59-74.

The routes are numbered: Quantitative reasoning and civic learning. Association of American Colleges and Universities (AAC&U) Civic Learning at the Intersections conference, Denver, CO, October 18-20, 2007.

Writing counts: Helping students write with numbers, **Invited Workshop**, Midwest Sociological Society, Chicago, April 4, 2007.

Writing counts: How assessing student writing can contribute to a quantitative reasoning initiative. Innovations in the Scholarship of Teaching and Learning at the Liberal Arts Colleges, Northfield, February 17, 2007.

Preparing students for a measured life: Teaching quantitative reasoning across the psychology curriculum. **Invited Address**, National Institute on the Teaching of Psychology, January, 2007.

Quirks of rhetoric: A quantitative analysis of quantitative reasoning in student writing. American Statistical Association Joint Statistical Meeting, August 6, 2006. Published in *Proceedings of the 2006 American Statistical Association Joint Statistical Meeting*.

Teaching quantitative reasoning: How to make psychology statistically significant. *Association for Psychological Science Observer*, March, 2006, 19(3). Reprinted in B. Perlman, L. I. McCann, & S. H. McFadden (Eds.) (2008), *Lessons Learned (Vol. 3): Practical Advice for the Teaching of Psychology*, Washington, D. C.: Association for Psychological Science, pp. 245-2522.

B. Select Publications on the Teaching of Psychology (excluding A.) and in Social Psychology.

- Teaching psychology's endings: The simple gifts of a reflective close. In D. Dunn, B. Beins, M. McCarthy, & G. W. Hill (Eds.), *Best practices for beginnings and endings in the psychology major*. Oxford University Press, 2010.
- Random error: An appreciation of the chance of teaching. In T. Benson, C. Burke, et al. (Eds.), *The teaching of psychology in autobiography: Perspectives from exemplary teachers*, Society for the Teaching of Psychology, 2005, pp. 193-200. <http://teachpsych.lemoyne.edu/teachpsych/tia/index.html>
- The shifting currents of scholarship and teaching in the ecologies of academic careers. In B. Buskist & B. Beins (Eds.), *Preparing the new psychology professoriate: Helping graduate students become competent teachers*, Society for the Teaching of Psychology, 2004, pp. 10-15. <http://teachpsych.lemoyne.edu/teachpsych/pnpp/index.html>
- Come, putative ends of psychology's digital future. In S. F. Davis & W. Buskist (Eds.), *The teaching of psychology: Essays in honor of Wilbert J. McKeachie and Charles L. Brewer* (pp. 335-345). Lawrence Erlbaum, 2002.
- Should it matter who the teacher is? Invited paper, *E-xcellence in Teaching*, October 2000, No. 1. Reprinted in Buskist, Hevern, & Hill (Eds.), *Essays from E-xcellence in Teaching*, 2002.
- A scheme and variations for studies of social influence in an experimental social psychology laboratory. *Teaching of Psychology*, April, 1993. Presented as "A Survey Framework for the Experimental Study of Social Influence" at the American Psychological Association, August, 1992. Reprinted in Ware & Johnson (1996), *Handbook of Demonstrations and Activities in the Teaching of Psychology*.
- Undergraduate research experience through the analysis of data sets in psychology courses. *Teaching of Psychology*, 1986, 13, 119-122. Presentation to the annual meeting of the American Psychological Association, Toronto, Canada, 1984. Reprinted in Ware & Johnson (2000, 1996), *Handbook of Demonstrations and Activities in Teaching of Psychology*.
- Towards a psychology of variance. In *Handbook for Enhancing Undergraduate Education in Psychology*, 1993. (Authored by Puente in collaboration with Blanch, Candland, Denmark, Laman, Lutsky, Reid, & Schiavo).
- After the novelty: Plotting the impact of expressive writing [Book review of Lepore & Smyth (Eds.), *The Writing Cure*]. *Journal of Social and Clinical Psychology*, 2004, 23, 878-883.
- When is "Obedience" Obedience? *Journal of Social Issues*, 1995, 51, 55-65.
- Stigma and the dynamics of social cognition. In *Stigma: The Dilemma of Difference* (pp. 95-121). New York: Plenum, 1986. (Co-authored with Jennifer Crocker, University of Michigan).
- The nature of knowledge and the process of education: Understanding the contributions of Jean Piaget. In R. Bybee and R. Sund, *Piaget for Educators*, Columbus, Ohio: Merrill, 1982.
- Subjective assessments of individual personality: Panning for consistency in human behavior. American Psychological Association, New York, 1979. Abstracted in *Personality and Social Psychology Bulletin*, 1979, 5, 267. (Co-authored with Philip Peake, Stanford University, Linda Wray and Deborah Frable, Carleton College).
- Psychology in the age of aging. *Contemporary Psychology*, 1981, 26, 527-530.
- Attitudes toward elderly persons and old age. In C. Eisdorfer (Ed.), *Annual Review of Gerontology and Geriatrics*, Vol. 1, New York: Springer, 1980, 287-336.

C. Grants, Prizes, and Recognitions.

- 2011 American Psychological Foundation Charles L. Brewer Distinguished Teaching of Psychology Award. The highest national award for teaching in American psychology.
- Walter D. Mink Undergraduate Teaching Award, Minnesota Psychological Association, 2001.
- Fund for the Improvement of Postsecondary Education (FIPSE) Grant P116B04-0816, "Quantitative Inquiry, Reasoning, and Knowledge to Strengthen the Educational Foundations of Citizenship." 2004-2008 (Project Director)
- National Science Foundation ILI Grant DUE-9751519, "Enhancing Scientific Reasoning Through Research Training in a General Psychology Laboratory," 1997-2000. (Principal Investigator)
- Fellow, Association of Psychological Science, 2007.
- Fellow, American Psychological Association, 1994, Divisions 1, 2, and 52.
- PEW Grant on "Laboratories and Research Demonstrations for Use in Teaching Introductory and Mid-Level Psychology Courses," 1993. (In association with Julie Neiworth, Ph.D.).
- Alfred P. Sloan Foundation and Apple Computer, Inc. Grant for a Macintosh Computer Laboratory Supporting Projects in Quantitative Analysis for Psychology Students.
- National Science Foundation Small-College Opportunity Award, The interaction of cognition and action in social behavior and personality. (In association with Mark Snyder, Ph.D., University of Minnesota, 1980-81).
- Selection as a consultant, American Psychological Association Undergraduate Consulting Service, 1992-.
- Selection as participant in the National Conference on Enhancing the Quality of Undergraduate Education in Psychology, APA, 1991.
- NSF CAUSE-PEER Grant (Director): Empirical Research in the Social Sciences.

LISA R. NORBERG

Barnard Library and Academic Information Services
212. 854.2147 (phone) | lnorberg@barnard.edu

EDUCATION

Masters of Library Science, Indiana University, Bloomington, IN, 1992
Beta Phi Mu

Bachelor of Political Science, University of Wyoming, Laramie WY, 1986
Phi Beta Kappa

PROFESSIONAL EXPERIENCE

Barnard College New York, NY
Dean of the Barnard Library & Academic Information Services, 2010 – Present

University Of North Carolina Chapel Hill, NC
Director of Public Services, 2006 – 2010

Coordinator of Instructional Services, 2000 – 2006

Pennsylvania State University Capital College Harrisburg, PA
Public Affairs & Government Information Librarian, 1995 – 2000

George Mason University Fairfax, VA
Public Affairs Liaison Librarian, 1992 – 1995

RECENT PEER-REVIEWED PUBLICATIONS

Mohanty, S., Norberg L., Vassiliadis, K. (2007). Sophisticated simplicity in e-learning: online instruction at UNC-Chapel Hill. In A. Daugherty and M. F. Russo (Eds.), *Information literacy programs in the digital age* (pp. 237-246). Chicago: Association of College and Research Libraries.

Bolick, C. M., Norberg, L. R., & Durbin, D. (2007). Listen up: studying the American labor movement through oral histories. *Social Education*, 3, 130-136.

Norberg, L.R., Vassiliadis, K., Ferguson, J., and Smith, N. (2005). Sustainable design for multiple audiences: The usability study and iterative redesign of the *Documenting the American South* digital library. *OCLC Systems & Services*, 4, 285-299.

RECENT CONFERENCE PAPERS & PRESENTATIONS

- Rodriquez, D. and Norberg, L. (2013) "Assessing Library Impact on Student Learning Outcomes: A Case Study Using The Understanding Library Impacts Protocol." Paper presented at the 2013 International Conference of Qualitative and Quantitative Methods in Libraries in Rome, Italy.
- Norberg, L. (2012) "Granting collaboration: What's next?" Panel presentation at the 2012 NITLE Symposium in Arlington, Virginia.
- Norberg, L. (2011) "Remaining relevant in the trenches." Presentation to the NFAIS Humanities Roundtable in New York, NY.
- Norberg, L. and Pattuelli, M.C. (2010) Assessing the needs of history teachers as digital library users: A multiple-source methodology". Paper presented at the 2010 International Conference of Qualitative and Quantitative Methods in Libraries in Crete, Greece.
- Bardeen, A. and Norberg, L. (2008). Trans-Atlantic Masters Program: Crossing global and disciplinary boundaries. Paper presented at the IFLA Social Science Libraries Section Pre-Conference in Toronto, Canada.
- Solis, J., Sessoms P., Vassiliadis, K. and Norberg, L. (2008). Digital reference in a next generation union catalog. Paper presented at the 2008 Libraries in the Digital Age (LIDA) Conference in Dubrovnik, Croatia.

AWARDS & GRANTS

- 2011 Andrew W. Mellon Foundation grant for "Critical and Empirical Approaches to Problem Solving in the Liberal Arts Curriculum"
- 2008 ACRL LPSS Marta Lange/CQ Press Award
- 2007 ACRL Instruction Section Innovation Award for the Community Workshop Series (http://www.lib.unc.edu/instruct/community_workshops/)
- 2006 UNC School of Information & Library Science Outstanding Adjunct/Instructor Teaching Award
- 2002 Robertson Scholars Development Grant
- 2001 Bernard M. Fry Award for Best Research Article in the Journal of Government Information

CASSANDRA WOLOS PATTANAYAK

Wellesley College
Clapp 238, 106 Central Street, Wellesley, MA 02482
cpattanayak@wellesley.edu, ph: 781-283-3435

- EMPLOYMENT** **Director, Quantitative Analysis Institute, Wellesley College**, June 2013-present.
Visiting Lecturer, Wellesley College, June 2013-present.
- College Fellow in Statistics, Harvard University Statistics Department**, July 2011-May 2013.
- EDUCATION** **Ph.D. in Statistics, Harvard University**, November 2011.
Advisor: Donald B. Rubin
- A.M. in Statistics, Harvard University**, June 2008.
- A.B. in Statistics, Harvard University, magna cum laude**, June 2006.
Citation in Russian Language
Advisor: Donald B. Rubin
- ADDITIONAL RESEARCH EXPERIENCES** Randomized evaluations of legal aid. With D. James Greiner, Harvard Law School. 2007-present.
Bayesian approach to Daily News Alerting Algorithm. With Robert M. Bell, AT&T Labs.
Florham Park, NJ, Summer 2006.
Reading First Impact Study. Intern, Abt Associates. Cambridge, MA, Summer 2005.
Harvard Family Research Project and Family Involvement Network of Educators, Harvard
Graduate School of Education. 2003-2006.
Longitudinal study of Harvard College Class of 2006. With Richard J. Light, Harvard Graduate
School of Education. 2002-2006.
- HONORS** Certificate of Teaching Excellence for Statistics 98, Harvard University, 2012.
Certificate of Teaching Excellence for Economics 1127, Harvard University, 2012.
Best Reviewers of 2010, *Pharmacoepidemiology and Drug Safety*, 2011.
Winner, Promoting the Practice and Profession of Statistics Video Competition, American
Statistical Association, 2011. With Paul T. Edlefsen and Xiao-Li Meng. One of three
selected videos. Featured in *Significance Magazine*.
Certificate of Distinction in Teaching for Economics 1127, Harvard University, 2011.
Selected for Designing the Course of the Future, Derek Bok Center for Teaching and Learning,
Harvard University, 2011.
David K. Pickard Award for Teaching Fellows, Harvard University Statistics Department, 2010.
Certificate of Distinction in Teaching for Economics 1127, Harvard University, 2010.
Certificate of Distinction in Teaching for Statistics 245, Harvard University, 2010.
Certificate of Distinction in Teaching for Statistics 305, Harvard University, 2009.
Mu Sigma Rho, National Statistics Honor Society, inducted 2009.
Post-Qualifying Talk Award, Harvard University Statistics Department, 2009.
AT&T Labs Fellowship, 2006-2009.
Harvard College Scholar, 2006.
Robert C. Byrd Scholarship, 2002-2006.
Founders' Scholarship, Golub Foundation, 2002-2006.
- COURSES TAUGHT AT HARVARD** Economics 1127: Statistical Methods for Evaluating Causal Effects.
Empirical Reasoning 16: Real-Life Statistics.
Statistics 98: Junior Tutorial in Statistics.
Statistics 139: Statistical Sleuthing through Linear Models.

- PAPERS
- “A potential outcomes, and typically more powerful, alternative to ‘Cochran-Mantel-Haenszel,’” with D. B. Rubin and E.R. Zell. (In preparation, available on SSRN).
- “How effective are limited legal assistance programs? A randomized experiment in housing,” with D. J. Greiner and J. Hennessy. (Submitted).
- “Rivaroxaban for thromboprophylaxis after major orthopedic surgery in routine clinical practice,” with A. G. G. Turpie, S. Haas, R. Kreutz, L. G. Mantovani, et al. (Submitted).
- “The limits of unbundled legal assistance: A randomized study in a Massachusetts District Court and prospects for the future,” with D. J. Greiner and J. Hennessy. *Harvard Law Review*, 2013, 126(4), 901-989.
- “Randomized evaluation in legal assistance: What difference does representation (offer and actual use) make?” with D. J. Greiner. *Yale Law Journal*, 2012, 121(8), 2118-2214.
- “Propensity score methods for creating covariate balance in observational studies,” with D. B. Rubin and E. R. Zell. *Rev. Esp. Cardiol.*, 2011, 64(10), 897-903.
- WORK IN PROGRESS
- “Effect of elective single versus double embryo transfer for in vitro fertilization: A propensity score design that parallels a large randomized experiment,” with M. Macaluso, A. Kulkarni, D. B. Seifer, T. Jain, D. J. Jamieson, and D. B. Rubin.
- “Propensity score design for causal inference in non-randomized Phase IV trials: Application to a venous thromboembolism prophylaxis after orthopedic surgery.”
- “Matching quality evaluation.” Invited for inclusion in *Propensity Score Analysis: Fundamentals, Developments, and Extensions*, edited by Wei Pan and Haiyan Bai.
- REPORTS
- Family involvement in elementary school children’s education*, with M. Caspe and M. E. Lopez. Winter 2006/2007. Cambridge, MA: Harvard Family Research Project.
- Taking a closer look: A guide to online resources on family involvement*, with H. B. Weiss, K. Faughnan, M. Caspe, M. E. Lopez, and H. Kreider. 2004. Cambridge, MA: Harvard Family Research Project.
- INVITED PRESENTATIONS (SINCE 2012)
- “Getting it right in comparative effectiveness research: Design matters!” Health Policy session at Joint Statistical Meetings, Montreal, QC, August 2013.
- “A potential outcomes, and typically more powerful, alternative to ‘Cochran-Mantel-Haenszel.’” Atlantic Causal Inference Conference, Cambridge, MA, May 2013.
- Applied Statistics Workshop, Harvard University Institute of Quantitative Social Science, Cambridge, MA, November 2012.
- “A powerful, potential outcomes method for estimating any estimand across multiple groups.” Society for Research on Educational Effectiveness Spring Conference, Washington, DC, March 2013. Poster.
- “Propensity score matching to assess the effect of single versus double embryo transfer for in vitro fertilization.” Center for Clinical and Translational Science and Training Grand Rounds, Cincinnati Children’s Hospital, Cincinnati, OH, March 2012.
- “The limits of unbundled legal assistance: A randomized study in a Massachusetts District Court and prospects for the future.” *Yale Law Journal*, New Haven, CT, March 2012.

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WORK EXPERIENCE

Director, Quantitative Reasoning Program, Wellesley College, 2001-

Assistant Professor, Department of Economics, Wellesley College, 1998-2001

Research Assistant to W. Lee Hansen, Department of Economics,
University of Wisconsin – Madison, 1993-1997

Project Assistant, Teacher Compensation Project, Principal Investigator Allan Odden,
Consortium for Policy Research in Education, UW – Madison, 1994-1995

Teaching Assistant, Department of Economics, UW – Madison, 1992-1994

Senior Analyst, Strategic Planning Department, MetLife Auto and Home
(Metropolitan Property and Casualty Insurance Company), Warwick, RI, 1998-1991

EDUCATION

Ph.D., Economics, University of Wisconsin – Madison, 1998

M.S., Economics, University of Wisconsin – Madison, 1993

A.B., Economics, College of William and Mary in Virginia, 1988
Major: Economics; Minor: Mathematics

HONORS and AWARDS

Commencement Speaker, Westerly High School, June 2002

American Education Finance Association's Jean Flannigan Outstanding Dissertation
Award, 2000

Spencer Dissertation Fellowship for Research Related to Education, 1996

Phi Beta Kappa, 1988

PUBLICATIONS

Taylor, C. (2012). Quantitative reasoning and sustainability, *Numeracy*: 5(2): Article 1.
DOI: <http://dx.doi.org/10.5038/1936-4660.5.2.1>.
<http://scholarcommons.usf.edu/numeracy/vol5/iss2/art1>

Johnson, D.K.N., Lybecker, K.M., & Taylor, C.H. (2011). Semester, trimester, or block plan? Retention of economic principles by undergraduates on alternative curricular structures. *Journal of Education for Business*, 86(6): 332-338.

Butcher, K., McEwan, P.J., and Taylor, C. (2010). The effects of quantitative skills training on college outcomes and peers, *Economics of Education Review* 29: 187-199.

Taylor, C. (2009). Assessing quantitative reasoning. *Numeracy*, 2(2): Article 1. DOI:10.5038/1936-4660.2.2.. <http://services.bepress.com/numeracy/vol2/iss2/art1>

Taylor, C. (2008). Preparing students for the business of the real (and highly quantitative) world. In B.L. Madison and L.A. Steen (Eds.), *Calculation vs. context: Quantitative literacy and its implications for teacher education* (pp. 109-124). Mathematics Association of America.

Campbell, J., Taylor, C., & Orr P. (2007). Preparing pathways to information literacy: Combining research, technology, and core college competencies to select first-year students. In L.L. Hardesty (Ed.), *The role of the library in the first college year* (Monograph No. 45, pp. 249-253). Columbia, SC: University of South Carolina, National Resource Center for the First-Year Experience and Students in Transition.

Taylor, C. (2006). Quantitative reasoning at Wellesley College. In R. Gillman (Ed.), *Current practices in quantitative literacy* (pp. 141-146). Mathematics Association of America.

Taylor, C. (2001). The relationship between student performance and school expenditures. In D. Monk, H. Walberg, and M. Wang (Eds.), *Improving educational productivity* (pp. 167-183). Greenwich, CT: Information Age Publishing.

PROFESSIONAL AFFILIATIONS AND SERVICE

President, National Numeracy Network; Member 2004-; Board of Directors 2005-; President 2007-2011, Past-President 2012-

Associate Editor, *Numeracy: Advancing Education in Quantitative Literacy*, 2007-
Development team member for the new on-line journal, 2006-2007

Meta-rubrics team member, QR rubrics, Valid Assessment of Learning in Undergraduate Education (VALUE), Association of American Colleges and Universities, 2008-2010

Member, North East Consortium on Quantitative Literacy
Host of NECQL VII Meeting, at Wellesley College, April 12, 2003

Reviewer of other colleges' QR programs and initiatives:
Bowdoin College, QR Program, October 2013; Carleton College, FIPSE external reviewer, QUIRK initiative, 2004-2008; Trinity College, outside reviewer of the Math Center, February 2007

Mija M. Van Der Wege

Employment

Carleton College

Northfield, Minnesota

- *Associate Professor of Psychology*, September, 2010 – present.
- *Director, Quantitative Inquiry, Reasoning, and Knowledge Initiative*, 2011-present.
- *Director, Keck Summer Statistics Fellows Program (QuIRK)*, 2010, 2011.
- *Assistant Professor of Psychology*, September, 2002 – 2010.

Education

Stanford University

Stanford, California

- June, 2000. Ph.D. (Cognitive Psychology). June, 1998. M.S. (Statistics).

Wellesley College

Wellesley, Massachusetts

- May, 1994. B.A. summa cum laude (Cognitive Science).

QR-related Workshops and Talks

Van Der Wege, M. M. (2013, May). Quantitative reasoning in context. Carleton College Learning and Teaching Center lunch.

Van Der Wege, M. M. (2013, April). QuIRK writing assistant workshop. Academic Support Services, Carleton College.

Van Der Wege, M. M. (2012, December). Speaking about numbers. Carleton College Winter Workshop.

Van Der Wege, M. M. (2012, November). Comps across the curriculum. Carleton College Learning and Teaching Center lunch.

Van Der Wege, M. M. (2012, April). Building a quantitative reasoning program. University of Minnesota Department (Department of Agronomy and Plant Genetics).

Van Der Wege, M. M. (2012, April). Getting QuIRKy in the arts and humanities. Carleton College Learning and Teaching Center lunch.

Van Der Wege, M. M. (2012, February). Running our favorite numbers in the classroom. Carleton College Learning and Teaching Center lunch.

Van Der Wege, M. M. (2011, December). Marshalling resources and scaffolding skills for comps. Carleton College Winter Workshop.

Van Der Wege, M. M. (2011, October). The Psychology of Numbers: A Fair and Balanced Look at Statistical Reporting in the News. Appalachian College Association Summit.

Selected Research Publications and Conference Presentations

- Schmader, C., Horton, W. S. & Van Der Wege, M. M. (2010, July). *Lexical Differentiation and Lexical Entrainment in Cohort Competition*. Paper submitted to the 20th Annual Meeting of the Society for Text and Discourse, Chicago, IL.
- Van Der Wege, M. M. (2009, November). *Partner specificity of lexical entrainment and differentiation in reference phrase production*. Paper presented Psychonomic Society, Boston, MA.
- Van Der Wege, M. M. (2009). Lexical entrainment and lexical differentiation in reference word choice. *Journal of Memory and Language*, 60, 448-463.
- Van Der Wege, M. M. & Barry, L. (2008). Potential perils of changing environmental context on examination score. *College Teaching*, 56(3), 173-176.
- Van Der Wege, M. M. & Rapp, D. N. (2009, July). *Familiarity of narrative settings and misinformed belief change*. Paper presented at the 19th Annual Meeting of the Society for Text and Discourse, Rotterdam, The Netherlands.
- Van Der Wege, M. M. (2008, March). *Referring in Conversation*. Invited talk presented to the University of Minnesota Linguistics Colloquium, Minneapolis, MN.
- Donelan, C., Estill, A., & Van Der Wege, M. M. (2007). Fast-taking dames writing slowly: A cross-disciplinary collaboration. In C. Rutz & M. Savina (Eds.), *Building Intellectual Community Through Collaboration*. Northfield, MN: College City Publications.
- Van Der Wege, M. M. (2007, July). *Comprehension of contrasting conceptual agreements*. Paper presented at the 17th Annual Meeting of the Society for Text and Discourse, Glasgow, Scotland.
- Van Der Wege, M. M. (2007, November). *Unfamiliarity and belief change: Manipulating gender in fictional narrative*. Paper presented Psychonomic Society, Long Beach, CA.
- Van Der Wege, M. M., Vallens, R., & Reilly, L. (2006, November). *Individual and social factors contribute to conversational perspective taking*. Paper presented at the 45th Annual Meeting of the Psychonomic Society, Houston, TX.
- Pirolli, P., Card, S. K., & Van Der Wege, M. M. (2003). The effects of information scent on visual search in the hyperbolic tree browser. *ACM Transactions on Computer-Human Interaction*, 10(1), 20-53.
- Clark, H. H. & Van Der Wege, M. M. (2002). Psycholinguistics. In D. Medin (Ed.), *Steven's Handbook of Experimental Psychology (Vol. 2)*. New York: Wiley.
- Clark, H. H. & Van Der Wege, M. M. (2001). Imagination in discourse. In D. Shriffrin, D. Tannen, & H. Hamilton (Eds.), *The Handbook of Discourse Analysis*. Malden, MA: Blackwell.
- Card, S. K., Pirolli, P., Van Der Wege, M. M., Morrison, J. B., Reeder, R. W., Schraedley, P., & Boshart, J. (2001, April). *Information scent as a driver of web behavior graphs: Results of a protocol analysis method for web usability*. Paper presented at Computer-Human Interaction (CHI) 2001, Seattle, WA.
- Pirolli, P., Card, S. K., & Van Der Wege, M. M. (2001, April). *Visual information foraging in a focus+context visualization*. Paper presented at Computer-Human Interaction (CHI) 2001, Seattle, WA.

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EDUCATION

<i>Columbia University</i>	PH.D. COGNITIVE PSYCHOLOGY	2012
<i>University of Arizona</i>	B.A. LINGUISTICS MAJOR, MATHEMATICS MINOR <i>MAGNA CUM LAUDE & PHI BETA KAPPA.</i> <i>RICHARD DEMER'S AWARD FOR OUTSTANDING</i> <i>ACHIEVEMENT IN LINGUISTICS</i>	2007

PROFESSIONAL EXPERIENCE

<i>Barnard College</i>	DATA LIBRARIAN & MANAGER OF THE EMPIRICAL REASONING LAB	<i>2012-Present</i>
<i>GSAS Teaching Center</i> <i>Columbia University</i>	GRADUATE FELLOW	<i>2011-2012</i>
<i>Psychology Department</i> <i>Columbia University</i>	GRADUATE RESEARCH FELLOW & TEACHING ASSISTANT	<i>2007-2012</i>
<i>Linguistics Department</i> <i>University of Arizona</i> <i>Tucson, AZ</i>	UNDERGRADUATE RESEARCH ASSISTANT: MUTSUN LANGUAGE PROJECT	<i>2005-2007</i>
<i>The English Academy</i> <i>Madrid, Spain</i>	ENGLISH AS A SECOND LANGUAGE INSTRUCTOR	<i>1999- 2001</i>

SELECTED PUBLICATIONS

- Balsam, P. Sanchez-Castillo, H., Taylor, K., **Van Volkinburg, H.**, Ward, R.D. (2009). Timing and anticipation: conceptual and methodological approaches. *European Journal of Neuroscience*, 30, 9, pp. 1749-1755.
- Warner, N., Luna, Q., Butler, L., **Van Volkinburg, H.** (2009). Revitalization in a scattered language community: Problems and methods from the perspective of Mutsun language revitalization. *International Journal of the Sociology of Language*, 198, pp. 135-148.
- Butler, L. & **Van Volkinburg, H.** (2007). Review of Fieldworks Language Explorer (FLEx). *Language Documentation & Conservation*. Pp. 100-106.

CONFERENCE PROCEEDINGS & INVITED TALKS

Van Volkinburg, H. Panel participant on NITLE panel on Data Services in Liberal Arts College Libraries, April, 2013.

Van Volkinburg, H., Balsam, P. Effects of emotional valence and arousal on temporal perception. Paper presented at Eastern Psychological Association, March 2010.

Van Volkinburg, H. The Memory of duration over time: the effect of delays. Paper presented at Cognitive Lunch, Columbia University, November, 2010.

Van Volkinburg, H., Balsam, P. Effects of emotional valence and arousal on temporal perception. Talk presented at Eastern Psychological Association annual meeting, March 2010.

Van Volkinburg, H. Effects of emotional valence and arousal on temporal perception. Talk presented at Cognitive Neuroscience Seminar, Cognitive Neuroscience Division, Columbia University College of Physicians and Surgeons, January, 2010.

Van Volkinburg, H., Balsam, P. Effects of emotional valence on temporal information processing. Poster presented at Psychonomics, Boston, MA, November, 2009.

Van Volkinburg, H., Luber, B., Aaronson, A., Balsam, P., Lisanby, S.H. The role of right dorsolateral prefrontal cortex in working memory for time: A transcranial magnetic stimulation study. Poster presented at Society for Neuroscience, Chicago, IL, October 2009.

Wedel, A. & Van Volkinburg, H. Modeling simultaneous convergence and divergence of linguistic features between differently-identifying groups in contact. Poster presented at NWAV 36, University of Pennsylvania, Philadelphia, PA, October, 2007.

Van Volkinburg, H., Butler, L., Warner, N., Luna, Q. Language revitalization is language construction. Talk presented at Conference on the Endangered Languages and Cultures of Native America (CELCNA), University of Utah, April, 2007.

Van Volkinburg, H. Simulating the Emergence of Speech Communities. Poster presented at GPSC Student Showcase, University of Arizona, Tucson, AZ, October, 2006.

Van Volkinburg, H., Warner, N., Butler, L., Luna, Q. Archival Analysis to Benefit Language Community and Linguistic Science Mutsun Language Revitalization. Poster presented at Linguistics colloquium at the University of Arizona, Tucson, AZ, April, 2006.

June 2013

David F. Weiman
CURRICULUM VITAE

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New York, NY 10027
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Education

1977-1984 Stanford University, Stanford, CA, Ph.D. Economics (January 1984)
1975-1977 Yale University, New Haven, CT, M.A., Economics (1978)
1973-1975 Brown University, Providence, RI, A.B., Magna Cum Laude and Phi Beta Kappa
(1975). Wall Street Journal Award in Economics

Professional Experience

Alena Wels Hirschorn '58 Professor of Economics, Barnard College, Columbia University (since July 2003; Professor since July 2001).
Dean of Faculty Diversity and Development (since July 2011-*June 2013*).
Director, Barnard-Columbia Urban Studies Program (July 2009-July 2011).
Professor of History (by courtesy), Columbia University (since February 2002).
Chair, Department of Economics, Barnard College (January 2002-June 2005).

Recent Scholarly Publications

2013. "Main Street and Wall Street: The Macroeconomic Consequences of New York Bank Suspensions, 1866 to 1914" (with John A. James and James McAndrews). *Cliometrica* 7(2), 99-130.
2011. "The National Banking Acts and the Transformation of the New York City Banking Sector during the Civil War Era" (with John A. James). *Journal of Economic History* 71(2), pp. 340-364
2011. "Banking on the Periphery: The Cotton South, Systemic Seasonality, and the Limits of National Banking Reform" (with Scott A. Redenius). In P. Rhode, J. Rosenbloom, and D. Weiman, eds., *Economic Evolution and Revolution in Historical Time* (Stanford: Stanford University Press).
2010. "From Drafts to Checks: The Evolution of Correspondent Banking Networks and the Formation of the Modern U.S. Payments System" (with John A. James). *Journal of Money, Credit, and Banking* 42(2-3), pp. 237-65.
2009. "The Origins of Mass Incarceration in New York State: The Rockefeller Drug Laws and the Local War on Drugs" (with Christopher Weiss). In Steven Raphael and Michael Stoll, eds., *Do Prisons Make Us Safer? The Benefits and Costs of the Prison Boom* (New York: Russell Sage Foundation), pp. 73-116.

Edited Volumes and Special Issues

2011. *Economic Evolution and Revolution in Historical Time*, co-edited with Paul W. Rhode and Joshua L. Rosenbloom. (Stanford: Stanford University Press).

Current Research and Working Papers

“The Par Clearing Controversy Revisited: The Regional Limits of Monetary Unification.” (with John A. James). May 2013

“A Common Bond: Historical Perspectives on the Federal Reserve’s Interdistrict Settlement Account” (with James McAndrews and Parinitha Sastry). September 2012.

“Panics, the Suspension of Payments, and the Fragmentation of the American Monetary Union: 1893 versus 1907” (with John A. James and James McAndrews). Revised May 2011.

“Towards a More Perfect Monetary Union: The Civil War as a Political Economic Watershed” (with John A. James). August 2005.

Department, College and University Service

Co-Director (with Lisa Norberg), Mellon-funded Empirical Reasoning Initiative.

Co-Chair, Committee on Faculty Diversity and Development (July 2009-June 2013).

Director, Barnard-Columbia Program in Urban Studies (July 2009-June 2011).

Member, Columbia Population Research Center, Incarceration working group (since September 2007).

Awards, Fellowships, and Grants

Co-Principal Investigator (with Lisa Norberg), “Critical and Empirical Approaches to Problem-Solving in the Liberal Arts Curriculum.” Andrew W. Mellon Foundation, January 2012-June 2005, \$700,000.

Mellon New Directions Fellowship for the academic year 2005-06, awarded 2004.

Other Professional Activities and Associations

Member, Board of Trustees, Business History Conference (since April 2013).

Member, Print Media Oversight Committee.

Chair, Program Committee. Annual Meeting of the Business History Conference, 2012 (July 2011-June 2012).

Associate Editor, *Financial History Review* (July 2003-June 2013).

Other Publications and Outreach

“Imagining a World Without the New Deal.” *Washington Post*, August 12, 2011. Reprinted in the *Des Moines Register*, August 28, 2011.

Invited Guest, Leonard Lopate Show, New York City Public Radio WNYC, August 13, 2007.