

SUMMARIZED TESTIMONY OF DR. KENNETH L. SCHULTZ

Dr Kenneth L. Schultz appeared at the investigation, was sworn, and testified substantially as follows:

I am an Associate Professor of Operational Sciences, Department of Operational Sciences (ENS), Graduate School of Engineering and Management, Air Force Institute of Technology. I taught LOGM 569 in the 2016 Fall Quarter and LOGM 542 in the 2017 Winter Quarter. I am submitting under oath a document titled "Statement on the allegations of inappropriate statements in class on or about 10 January, 2017," dated 13 February 2017. This statement is the foundation of my testimony and should be read first. It will be referred to as "Statement on the Allegations" below.

Good discussion is essential to develop the students' critical thinking skills in my courses. This requires the students to communicate openly, challenge the theories presented in the course, and wrestle with challenges to their own ideas. For example, Evolutionary Psychology says that there are aspects of human behavior that are based on evolutionary needs that helped the human race survive before civilization, but are less useful now in modern times. Some of my students do not believe in evolution so they will have a different view of Evolutionary Psychology than students that do. We can discuss the theory in class, its implications, and its validity. Students can evaluate the theory and then describe and defend their views.

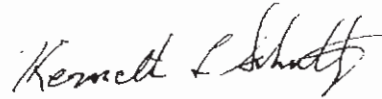
One of the topics in class on 10 January 2017 was stereotypes. I have submitted the PowerPoint slides I used in LOGM 542 in class on 10 January 2017, titled "LOGM 542, Winter 2017, Lesson #3, Decision Biases", dated 10 January 2017. I began discussing stereotypes on the 30th slide, titled "Stereotype," with a definition. I framed the discussion with the 31st slide, titled "Stereotypes." One student brought up an example of a racial stereotype that used African-Americans and basketball. As described in section II of my Statement on the Allegations I used an example about basing a decision on going to dinner with someone based on the size of African-American male's feet. The stereotype to which it alludes is that African-American men have larger penises. This was not part of my lesson plan and my intent was that the example was about a decision on whom to have dinner with. I cannot speculate if students tried to extend the example beyond that. A female African-American student said she disagreed with the stereotype in class. I wasn't sure what she disagreed with and thought it was the basketball example. The stereotypes discussion took longer than expected and I did not get to the last three slides. After class I wanted to make sure there wasn't a problem so I asked her if she was uncomfortable or if she disagreed with the stereotype. She said she was comfortable, but that the language was inappropriate. Students are supposed to disagree with me - that's how they learn to think critically. Another student who sits near the African-American female approached me after class. I wasn't really sure what he was getting at, but I think his point was that the African-American student might have a negative feeling about the class, which I knew already. Another student told me the examples were interesting. The next class I summarized the discussion on stereotypes. I have submitted the PowerPoint slides I used on 12 January 2017, titled "LOGM 542, Management & Behavior in Logistics Organizations, Winter 2017, Lesson #4, Decision Making", dated 12 January 2017. My discussion followed the material on the second and third slides. I wanted to emphasize that stereotypes are not inherently negative, but are a simplified heuristic that is often not useful in making decisions, especially with racial, ethnic, or gender stereotypes (see slide 2 in the Lesson 4 slides on Decision Making).

In the 2016 Fall Quarter in LOGM 569 there is a lesson on queueing theory in which the term "high-p" was used frequently. This term has a technical meaning, is common in the field of queueing theory, and came up sporadically throughout the rest of the course. There was no feedback from the students that they took offense to this term. I do not recall saying on 10 January 2017 that I had previously gotten into trouble for making statements in class. I have said this before in class so that students know they can speak without fear. The only issue I can recall occurred at the University of Alberta years ago. I used a picture of the Soviet Union's flag as a discussion point to see if students would refer to the Soviets as the

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enemy. A student complained that I insulted a communist student from China, but the Chinese student was not offended and the other student didn't seem to get that it wasn't even a Chinese flag. I cannot think of any issues involving high-p that had the potential to offend Asian or non-Asian students in my teaching here.

I declare under penalty of perjury that the foregoing is true and correct. Executed at Wright-Patterson Air Force Base, Ohio, on February 15, 2017.



KENNETH L. SCHULTZ, AD-23, DAF

I declare under penalty that the foregoing is a true and correct summary of the testimony given by the witness. Executed at Wright-Patterson Air Force Base, Ohio, on February 15, 2017.



ANTHONY L. FRANZ, Lt Col, USAF
Investigating Officer

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