

Kenneth L. Schultz

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Statement on the allegations of inappropriate statements in class on or about 10 January, 2017.

#### I. Background

1. This is a discussion based course. Logm 542 is a class on human behavior. I run the class as a discussion based course using readings and case studies to form the basis for discussion on what the theories in the text book mean and how to use them. In order for a discussion course to work the students HAVE TO participate. This is why participation is required and graded. A lack of spirited discussion will mean a degradation in learning outcomes for all students. I strongly encourage open discussion short of statements personally attacking anyone in the classroom.
2. OPEN discussion is essential. It is my belief that it is this type of open exchange of ideas that best leads to development of critical thinking skills. The syllabus states "Open discussion is always encouraged, and you should use the class as a forum to freely express your understanding of the material, convey your criticisms of the material, and exchange ideas with your colleagues and me." When evaluating the contribution of a student's participation the guidelines state "You should consider if, during the course of the class, you never disagree with me that I might be led to wonder what, exactly, you have contributed. If, during the course of the term, you avoid volunteering information for fear I will disagree with you I, again, might be led to wonder what, exactly, you have contributed. Additionally if, during the course of the term, you never call into question the validity of any of the theories or models used in class then you really aren't doing graduate work and should expect your grade to suffer accordingly." In order to develop critical thinking, all things are open to criticism. I expect students to think critically about the text, the theories I present, what I say in class and what others say in class; to bring those thoughts out, and to have an open discussion about what the statements, theories or thoughts mean. This includes the freedom to challenge AF Doctrine if the point comes up. There cannot be critical thinking without challenge and students are encouraged to challenge the thoughts of others, as well as their own.
3. The topic of class on 10 January, 2017 was human cognitive biases. This naturally includes a discussion of racial stereotypes. The common view of stereotypes taught in many schools is that all stereotypes are inherently "bad", that they are wrong and hurtful and should never be used. This view is not an example of critical thought. The points I intended to make about stereotypes demonstrate the use of critical thought and are informed by Thinking Fast and Slow by Daniel Kahneman, 2011, Farrar, Straus and Giroux, NY. (Quotes are from this source.)

- a. There is nothing inherently wrong with stereotyping. "Stereotyping is a bad word in our culture, but in my usage it is neutral. One of the basic characteristics of System 1 is that it represents categories as norms and prototypical exemplars.... Stereotypes, both correct and false, are how we think of categories." P168
  - b. We all use stereotypes. "in all these cases, and in many others, there is some truth to stereotypes." P 151 "It is useful to remember however that neglecting the value of stereotypes inevitably results in suboptimal decisions." P169
  - c. Stereotypes can also be misleading. "In other situations the stereotype is false and the representative heuristic will mislead." P 151
  - d. Often the quality of information provided by the stereotype is insufficient to support the conclusion. "The second sin of representativeness is insensitivity to the quality of evidence." P153
  - e. To the extent stereotypes may be correct about the general population, they are minor shifts in the mean compared to the overall variance and hold almost no predictive value when considering an individual. Khaneman gives the example of a person on the subway reading the NYT. Since more PhDs read the NYT than hourly workers one might conclude that the person on the subway is likely to have a PhD. However, since far more riders of the subway are hourly workers, the conclusion is likely to be wrong.
  - f. Even when the stereotypes may, possibly, hold some valid decision making advantage, there is a social advantage to ignoring stereotypes of a racial, ethnic or gender basis. "The costs (of ignoring certain stereotypes) are worth paying to achieve a better society, but denying that the costs exist, while satisfying to the soul and politically correct, is not scientifically defensible." P169
  - g. The use of stereotypes is a system one decision on which system 2 colludes. "When an incorrect intuitive judgement is made, system 1 and system 2 should both be indicted. System 1 suggested the incorrect intuition and system 2 endorsed it." P152-153
4. With those points in mind, my teaching points on stereotypes are stated clearly in the slide deck for class on January 12 during the summary of the previous class. They are:
- a. We all use stereotypes.
  - b. When SHOULD we use stereotypes?
  - c. Racial, ethnic, and cultural stereotypes.
    - i. Knowing what race they are MAY, in certain circumstances, correlate with some outcome of relevance.

My example was on going to dinner, not on going to the bedroom. I do not recall discussing going to the bedroom.

The nature of the sentence quoted to me that formed the basis of the allegation suggests that it was in response to a question on the validity of the stereotype, a question on whether African American men actually do have larger feet. If I were to be asked that question I would have suggested that data could be gathered (at dinner as I recall) but the size of their feet don't matter. Other things matter much more – which was quite possibly the sentence after the misquoted one in the allegation.

In summary: I do not remember using the phrase “into the bedroom”. My intent and recollection was to use the example in terms of going to dinner. If a question came up as to the veracity of the stereotype I could have suggested that we could have gathered data but the point of the lesson was that that veracity of the claim didn't matter. It was still not useful information for making decisions.

### III. On the term “High rho”

High rho, in that classroom, refers to a concept from queueing theory which I taught the same group of students the previous quarter. Rho is used in queueing theory to represent capacity utilization. High rho would then be high capacity utilization.

I do not recall using the term “high rho” in that class.

I cannot think of a concept in that class where the term “high rho” would have come up.

I cannot think of any way I could possibly use the term “high rho” in a manner that would degrade Asians.

I am afraid I have nothing to contribute on this question. Perhaps, if I could have some knowledge of the evidence presented I could remember the context and mount some sort of defense but, lacking pertinent information about the allegation, and knowing nothing of the context, I cannot mount a defense.

In summary, I do not remember using the term, I cannot think of where I might have used the term, I cannot think of a way of using the term that would be insulting to Asians.

IV. Had I been contacted for my input sooner than 30 days after the incident, my memory of the events might have been fresher.



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- ii. In most cases, the stereotype is far more likely to be a result of natural human bias than any real difference.
- iii. In almost all cases, the correlation, if it is even valid, is of so little value that other means are much more valuable.
- iv. Given the minimal potential value of the stereotype, the cultural value of NOT using racial or ethnic stereotypes far outweighs any potential benefit.

## II. On the Statement concerning African American men:

In order to teach the points above I needed an example of a stereotype to use in class. The stereotype needed to be one that was:

- d. Somewhat accepted
- e. Was not obviously valid nor invalid
- f. Not offensive
- g. Could easily demonstrate the point that almost always, better information for the decision is available.

I chose for this stereotype 'Assume that there is a stereotype that African American men have larger feet. Would you choose to go to dinner with an African American Male based on this stereotype?' (I'm paraphrasing. I do not remember my exact words.)

In general, this stereotype has the qualities above. And these qualities extend to the stereotype to which it alludes as well. It is not contentious. I have never met anyone who thought it was particularly offensive or degrading. Some people believe the stereotype to be true, others do not, but it does not seem to generate a lot of heated debate.

I was able to use that example to make the following points that I wished to make about basing decisions on racial stereotypes:

- a. It doesn't really matter if it is true or not.
- b. There is other, better, information on which to make a choice on who to go to dinner with.
- c. Even if African Americans do, in general, have larger feet, there is no real guarantee that the one you are going to dinner with does.
- d. Basing dinner on this criteria is incredibly shallow.



**SUMMARIZED TESTIMONY OF CAPT MELVIN KYLE BOOTHE.**

Capt Melvin Kyle Boothe appeared at the investigation, was sworn, and testified substantially as follows:

I am an MS student in the Logistics Supply Chain Management program, Department of Operational Sciences (ENS), Graduate School of Engineering and Management, Air Force Institute of Technology. I had Dr Shultz for LOGM 569, Maintenance and Production Management, in the 2016 Fall Quarter and LOGM 542 in the 2017 Winter Quarter. He treated all of his students equally. He said he liked to use the Socratic Method and on the first day of class in LOGM 569 he showed us a clip from the movie "The Paper Chase" and said that is the type of instructor he wanted to be. I was unimpressed and it put us off. He is very knowledgeable, but his tact is nonexistent. He was really good at walking the line separating professional behavior from non-professional behavior. In both classes he referenced a study about how women's brains are smaller than men's, but then he said they are just as smart and can do the same things as men. That was his pattern: make a statement that teetered on the line but implied something over the line, then add a statement that brought it back to the professional side. These statements were unnecessary and didn't add to the courses.

On January 10, we were discussing stereotypes, which is a really touchy subject. Dr Shultz mentioned someone could get offended just by talking about them. He went through several examples that I thought he covered fairly and appropriately. I can't remember the exact examples, but I think one involved gender. Then he said "For example, one stereotype is that black men have large feet." He emphasized feet in a way that implied feet really meant penis. Everyone looked around like "Did he really just say that?" Then he said we don't want to make judgments based on stereotypes, but want to make decisions based on data. He asked one of the girls, I think it was Casey Owens, if she had any experience on the size of black men's feet. She was taken aback and said "No." Then he talked about another stereotype and said you can't make assumptions about them. At the end he said the point of the discussion is that you need to act on the data you have so you could "take a black man back to your bedroom and measure his feet." The class kind became unglued. People were uncomfortable and we were all like "Wow, can you believe he said that?" In my opinion it was the first time he clearly stepped over the line. I couldn't make eye contact with him and I couldn't believe he said it. A student behind me, Rachel Herald, raised her hand and said "I'm just curious. If there was an African-American man in this room would have made the same joke?" Dr Shultz replied "I have made that joke with an African-American in the room and he thought it was hilarious." He covered a couple more slides and class ended. Our class met in building 640, room 326, which is a lecture hall with raised seating. He walked up to the fourth row where Lt Herald sat and said "I want to make sure you weren't offended by what I said." Lt Herald told him no. Dr Shultz said he just wanted to check and she told him no again. Then Dr Shultz went back to the front of the room and Lt Herald went out the back door. After class I told Lt Herald if she was going to report him on this I've got her back. I thought she might report it based on her question in class. She dismissed it and said "No, it's fine," but she was embarrassed. There were other students talking in the hall that were surprised he said that. The next class on January 12 he retaught the stereotype section because he thought he wasn't clear. He did it by the book and only referred to examples on his slides.

Dr Shultz's comment about black men made me embarrassed and shocked. Afterwards the classroom was unsettled and everyone was looking around and shuffling their feet. It was really awkward. I think he did it to be funny and make a joke. He would make comments about how he wasn't supposed to curse in class, which he does often. He just does what he wants. It affect my views of him as an instructor and made him lose credibility with most students. The comment was inappropriate because it was a racially and sexually charged joke that was unnecessary to teach the lesson. Afterwards I thought about reporting it. I was concerned that he would make a joke with that subject matter. I was torn because of my experience as an Officer Training School instructor for three years. A comment like this was not