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 Graue* (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
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:


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:


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-STEM) 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


Rutz, Carol A. and Nathan D. Grawe. 2009. “Pairing WAC and Quantitative Reasoning through Portfolio Assessment and Faculty Development.” Across the Disciplines, December.


GRANTS

National Science Foundation (#DUE-0717604), $567,345.
“Quantitative Reasoning across the Curriculum: Completing the Cultural Change.”

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

March 11, 2013
Gizem Karaali
Associate Professor of Mathematics
Pomona College
May 31, 2013

Education

Ph.D. in Mathematics, University of California at Berkeley 2004
Dissertation: “η-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 research


1 Coauthor contributions equal if in alphabetical order.
2 For mathematics research, visit http://pages.pomona.edu/-gk014747/.
Editorial Experience

FOUNDBNG 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 comprehendible 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 MAA\(^3\) 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

\(^3\)Mathematical 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

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

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.


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


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.


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.


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


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.


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 Neiwirth, Ph.D.)

Alfred P. Sloan Foundation and Apple Computer, Inc. Grant for a Macintosh Computer Laboratory Supporting Projects in Quantitative Analysis for Psychology Students.


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) llnorberg@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


RECENT CONFERENCE PAPERS & PRESENTATIONS


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.  


EDUCATION  
Ph.D. in Statistics, Harvard University, November 2011.  
Advisor: Donald B. Rubin  


Citation in Russian Language  
Advisor: Donald B. Rubin  

ADDITIONAL RESEARCH EXPERIENCES  
Bayesian approach to Daily News Alerting Algorithm. With Robert M. Bell, AT&T Labs.  
Florham Park, NJ, Summer 2006.  

HONORS  
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.  
Post-Qualifying Talk Award, Harvard University Statistics Department, 2009.  
AT&T Labs Fellowship, 2006-2009.  
Founders’ Scholarship, Golub Foundation, 2002-2006.  

COURSES TAUGHT AT HARVARD  
Statistics 139: Statistical Sleuthing through Linear Models.  

CWP, 5-31-2013 1
PAPERS


“How effective are limited legal assistance programs? A randomized experiment in housing,” with D. J. Greiner and J. Hennessy. (Submitted).


WORK IN PROGRESS


“Propensity score design for causal inference in non-randomized Phase IV trials: Application to a venous thromboembolism prophylaxis after orthopedic surgery.”


REPORTS


INVITED PRESENTATIONS (SINCE 2012)

“Getting it right in comparative effectiveness research: Design matters!” Health Policy session at Joint Statistical Meetings, Montreal, QC, August 2013.


“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.

CORRINE HANSEN TAYLOR

Quantitative Reasoning Program
Wellesley College
106 Central Street
Wellesley, MA 02481-8203

tel (781) 283-2152
tax (781) 283-2177
cell (781) 308-3661
ctaylor1@wellesley.edu

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,

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

DOI: http://dx.doi.org/10.5038/1936-4660.5.2.1.
http://scholarcommons.usf.edu/numeracy/vol5/iss2/art1


**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

• 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


Wellesley College


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


Van Der Wege, M. M. (2012, April). Getting QuIRKy in the arts and humanitites. 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.


Selected Research Publications and Conference Presentations


HEATHER VAN VOLKINBURG  
Barnard Library & Academic Information Services,  
Barnard College  
212-851-9692 | hvanvolk@barnard.edu

EDUCATION

Columbia University  
P.I.L.D.  
COGNITIVE PSYCHOLOGY  
2012

University of Arizona  
B.A.  
LINGUISTICS MAJOR, MATHEMATICS MINOR  
MAGNA CUM LAUDE & PHI BETA KAPPA  
RICHARD DEMER’S AWARD FOR OUTSTANDING ACHIEVEMENT IN LINGUISTICS  
2007

PROFESSIONAL EXPERIENCE

Barnard College  
DATA LIBRARIAN & MANAGER OF THE  
EMPIRICAL REASONING LAB  
2012-Present

GSAS Teaching Center  
Columbia University  
GRADUATE FELLOW  
2011-2012

Psychology Department  
Columbia University  
GRADUATE RESEARCH FELLOW &  
TEACHING ASSISTANT  
2007-2012

Linguistics Department  
University of Arizona  
Tucson, AZ  
UNDERGRADUATE RESEARCH  
ASSISTANT: MUTSUN LANGUAGE PROJECT  
2005-2007

The English Academy  
Madrid, Spain  
ENGLISH AS A SECOND LANGUAGE  
INSTRUCTOR  
1999-2001

SELECTED PUBLICATIONS


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

David F. Weiman
CURRICULUM VITAE

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Department of Economics
Barnard College, Columbia University
New York, New York 10027
(212) 854-5755
(212) 854-8947 (fax)
dweiman@barnard.edu

Home Address
90 Morningside Drive, Apt. 6B
New York, NY 10027
dfweiman@gmail.com

Education
1977-1984 Stanford University, Stanford, CA, Ph.D. Economics (January 1984)
1975-1977 Yale University, New Haven, CT, M.A., Economics (1978)

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
Edited Volumes and Special Issues

Current Research and Working Papers
““The Clearing Controversy Revisited: The Regional Limits of Monetary Unification.” (with John A. James). May 2013

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

Other Professional Activities and Associations
Member, Board of Trustees, Business History Conference (since April 2013).
Member, Print Media Oversight Committee.
Associate Editor, Financial History Review (July 2003-June 2013).

Other Publications and Outreach