

## ANNUAL FACULTY REPORT AND EVALUATION OF PROFESSIONAL ACTIVITIES

For the period September 1, 2008 to August 31, 2009.

Name: **Peter J. Taylor**

Date: September 1, 2009

Department: Curriculum & Instruction

School: U. Mass. Boston

Rank: Professor

Highest degree and date: Ph. D. 1985

Years at present rank: 3

Date of first UMass Appointment: 9/1/98

### Overview

My *research and writing* focused on two areas: a. Critical Thinking about Biology in its Social Context, with continuing support from an NSF grant to explore new perspectives on debates about genes and environment: Five papers and two notes published or in press; three papers or book chapters accepted for publications; two others and a book review under review; eight others in various stages of completion or revision for resubmission; one book manuscript (first draft completed); and nine presentations/workshops, notably the NSF-supported New England Workshop on Science and Social Change (NewSSC); and b. Educational Innovation: One book chapter published; one article submitted; revisions underway on book manuscript (first draft completed); and three workshops (incl. NewSSC).

My official *teaching* load for 08-09 included three required CCT research courses and a new cross-campus graduate course Gender, Race, and the Complexities of Science and Technology. As an overload, I taught an additional section of one of the research course and ran a 1-credit special topic course on Reflective Practice each semester. I was general advisor for 30 CCT graduate students and capstone synthesis advisor or reader for 13 students, 6 of whom completed their degrees, advisor for 10 non-licensure M.Ed. students, and a committee member for one Ph.D. student in Biology. I initiated scheduled checkins and writing support arrangements to prepare CCT students to complete their capstones during their final semester. I received the Chancellor's Award for Distinguished Teaching.

My *service* centered on coordinating the CCT Program (with special attention to planning to cover CCT teaching and administration now and for the foreseeable future without a second full-time CCT position; development of a "CCT Network" to supplement students' education through the involvement of alums; collaborating with cross-college faculty to develop "Science in a Changing World" as a focus for the CCT graduate certificate and an area of faculty strength in the M.A. program; and coordination with non-licensure M.Ed. track). I also co-chaired the College Personnel Committee through a very busy year; chaired a department-level tenure review and PMYR; co-coordinated the non-licensure M.Ed. track; directed the undergraduate university Program in Science, Technology & Values; organized the bi-weekly Interdisciplinary faculty Seminar in Science and Humanities in the spring; served on the AAC of the Public Policy Program; undertook manuscript reviews for 5 journals; and served on the prize committee for a professional association.

**II. Teaching****A. Courses, including independent study (include number, credits, enrollments):**

Fall 08

Course	Course Name	# Credits	# Students
CCT 692	Processes of Research & Engagement	3	12
CCT 692	Processes of Research & Engagement	3 (overload)	6
CCT 694	Synthesis of Theory and Practice	3	4
CLR	Coordinating Critical & Creative Thinking Program		
CCT 696	Indep. study	3	1
CCT 697	Special Topics: Reflective Practice	1 (overload)	2

Spring 09

Course	Course Name	# Credits	# Students
CCT 693	Action Research for Educational, Professional & Personal Change	3	13
WoSt 597	Gender, Race, and the Complexities of Science and Technology	3	9
CLR	Directing Sci., Tech & Values Program		
CCT 697	Special Topics: Reflective Practice	1 (overload)	2

**B. Describe any major changes in your teaching approach or responsibilities:**

Co-taught a new course, "Gender, Race, and the Complexities of Science and Technology," for the Graduate Consortium in Women's Studies, employing problem-based learning approaches (<http://sicw.wikispaces.umb.edu/GRST09>)

Taught a new 1-credit special topics course, "Reflective Practice," each semester for students to build connections with alums who model new practices and to gain experiences and up-to-date tools for reflective practice. (Moved this through governance as a 1-3 credit course.)

Organized 4 "marathon" days to help "ABD" CCT students wrap up their capstone syntheses. Initiated entrance and mid-program interviews as well as writing support arrangements to prepare CCT students to complete their capstones during their final semester (<http://www.cct.umb.edu/SupportToCompletion.html>, <http://cct.wikispaces.umb.edu/WritingSupport>).

Assigned to advise 10 students in the non-licensure track of M.Ed. program.

**C. (i) List separately Doctoral, Masters, Honor Thesis students who worked under your direction last year.**

*Completed Masters, as major advisor = 3*

Jeremy Szteiter, " Exploring the Teaching Mind: Extending Participation in Lifelong Learning Through Engagement With a Supportive Community"

Tara Tetzlaff, " Constructivist Learning Verses Explicit Teaching: A Personal Discovery of Balance"

Matt Tower, " Developing Healthy and Balanced Minds: How Creative, Critical and Moral Thinking Promote Good Cognition"

*Masters syntheses in progress, as major advisor = 5*

Terry Smith, Doan van Thua, Constance Cook, Scott Goddess, David Rudewick

**(ii) Number of students on whose committees you served.**

*Completed Masters, as reader = Elizabeth Naylor, Jeff Craig, Virginia dela Garza*

*Masters syntheses in progress, as reader = Marnie Jain, Nancy Baccari*

*Doctoral committee, Reinmar Seidler (Biology)*

**D. What were your major responsibilities in advising and counseling last year?**

I have been the advisor officially for 30 CCT students, of whom 3 graduated. As Coordinator for the CCT Program I served informally as advisor to other students (see Box 2 in sect. IV A for details of duties). Initiated entrance and mid-program interviews as well as writing support arrangements to prepare CCT students to complete their capstones during their final semester (<http://www.cct.umb.edu/SupportToCompletion.html>, <http://cct.wikispaces.com/WritingSupport>).

**E. What were your major teaching and counseling activities last year which are not adequately covered in the previous sections?**

Chancellor's Award for Distinguished Teaching, University of Massachusetts, Boston

**III. Research, Creative, or Professional Activity**

@indicates listed in last year's AFR in the same category

**A. Research Activity**

**1. Completed (in print)**

**a. Books and monographs:**

**b. Textbooks:**

**c. Edited books:**

**c2. Edited journals:**

**d. Articles in journals:**

"Three puzzles and eight gaps: What heritability studies and critical commentaries have not paid enough attention to," **Biology & Philosophy**, in press.

"Why was Galton so concerned about 'regression to the mean'?—A contribution to interpreting and changing science and society" **DataCritica**, 2(2): 3-22, 2008.

"Nothing Reliable about Genes or Environment: New Perspectives on Analysis of Similarity Among Relatives in Light of the Possibility of Underlying Heterogeneity," **Studies in History and Philosophy of Biological and Biomedical Sciences**, 40(3): 210-220, 2009.

"Infrastructure and Scaffolding: Interpretation and Change of Research Involving Human Genetic Information," **Science as Culture**, in press. (Revised version of "Infrastructure and Scaffolding: Themes and Questions....see below.)

"The under-recognized implications of heterogeneity: Opportunities for fresh views on scientific, philosophical, and social debates about heritability," **History and Philosophy of the Life Sciences**, 30: 431-456, 2008.

"Perspectives from plant breeding on Tal's argument about the weight of genetic versus environmental causes for individuals," **Biology and Philosophy**, 2009, in press, DOI:10.1007/s10539-009-9162-1.

"Underlying heterogeneity: A problem for biological, philosophical, and other analyses of heritability?", **Biology and Philosophy**, 23 (4), 587-589, 2008.

**e. Chapters in books or monographs:**

@ "Developing Critical Thinking is Like a Journey," pp. 155-169 in Teachers and Teaching Strategies. Problems and Innovations. Ed. G. F. Ollington. Hauppauge, NY: Nova Science Publishers, 2008.

f. Reviews, abstracts, pamphlets, newsletter articles.

f2. Introductions to edited journals

g. Papers presented at conferences and meetings which were published in the Proceedings:

2. Works Completed and Accepted for Publication:

@“Conceptualizing the heterogeneity, embeddedness, and ongoing restructuring that make ecological complexity ‘unruly’,” for Handbook of Ecological Concepts, ed. K. Jax and A. Schwarz. Dordrecht: Kluwer, forthcoming.

@“Infrastructure and Scaffolding: Themes and Questions to Support Diverse Engagements with the Sciences of Changing Life” for The Reshaping of Human Life (provisional title), Lisbon: Gulbenkian Foundation.

“Agency, structuredness, and the production of knowledge within intersecting processes,” for M. Turner, M. Goldman and P. Nadasdy (eds.), Knowing Nature, Transforming Ecologies: Science, Power, and Practice, Chicago: University of Chicago Press, forthcoming.

"Effects, Direct and Indirect: An essay review of Biology Under the Influence: Dialectical Essays on Ecology, Agriculture, and Health, by Richard Lewontin and Richard Levins," to be published in **Science as Culture**.

3. Works Completed and Submitted for Review:

@“Cultivating Collaborators: Concepts and Questions Emerging Interactively From An Evolving, Interdisciplinary Workshop.” (with S. Fifield and C. Young)

"Shifting boundaries: From management to engagement in complexities of ecosystems and social contexts," for A. Belgrano, C. Fowler (eds.), Ecosystem Based Management for Fisheries: Linking Patterns to Policy. Cambridge: Cambridge University Press, forthcoming.

Well-pressed stories? Review of The Mangle in Practice: Science, Society, and Becoming. Edited by Andrew Pickering and Keith Guzik, for **Technology and Culture**.

4. Work in Progress:

@“What can we do? Four themes to guide the actions and inquiry of non-specialists concerned with the implications of the new genetics”

@ “Three gaps of human quantitative genetics: Questioning whether anything reliable can be learned about genes and environment using the methods of twin studies”

@Taking Yourself Seriously: Processes of Research and Engagement (with Jeremy Szteiter) (draft book manuscript, <http://www.faculty.umb.edu/TYS.pdf>)

@“Explaining differences among means – What can that mean?”

“Critical assumptions of twin studies that warrant more attention”

“Four Fundamental Gaps In Quantitative Genetics”

"Farms, families, and fantasies of control: Five puzzles in the history, philosophy, and science of heredity and variation"

Nature-Nurture? No... A Short, but Expanding Guide to Variation and Heredity

"The results and interpretation of classical quantitative genetics under alternatives to three standard assumptions."

"Gene-free quantitative genetics: A thought experiment"

"An Introduction to Intraclass Correlation that Resolves Some Common Confusions"

B Creative Activity: Performances, shows, compositions, etc.

1. Completed. List works presented, performed, produced, or published in your professional specialization (creative writing; composing, designing, choreographing, performing, or producing works in the performing art; sculpting, or exhibiting work of arts, etc.).
2. Completed but not yet presented, performed, produced, or published.
3. In Progress

C. Professional Activity not included in A or B above.

1. Completed. List such items as grant awards, papers presented but not published, panels chaired or participated in, editorship of a professional journal, participation on external review panels, review of manuscripts and texts, etc.

Grant awarded

No-cost extension on on NSF Grant, "The Implications of Heterogeneity for the Philosophy, History, Sociology, and Science of Biological Determinism"

Grant not awarded

Papers presented and Workshops led

"Social-environmental engagements: From Kerang salinization and agro-forestry participation to the place of trans-local perspectives," University of Melbourne, July 2009.

"Farms, families, and fantasies of control: Puzzles in the history and philosophy of heredity that warrant more attention," Konrad Lorenz Institute for Evolution and Cognition Research, Altenberg, Austria, October 2008; University of Melbourne, July 2009.

"Steps towards an ecoevodevo synthesis—and beyond?," International Society for History, Philosophy, and Social Studies of Biology, July 2009

"Revisiting scientific and social debates about heritability in light of the under-recognized implications of heterogeneity," International Society for History, Philosophy, and Social Studies of Biology, July 2009

"Mapping intersecting biological & social processes, using the case of the routinization of testing for PKU," Workshop on Sociology, History and Philosophy of Science in Science Teaching, June 2009.

New England Workshop on Science and Social Change, "Heterogeneity and Development: Methods and Perspectives from Sciences and Science Studies," 2009.

"Making evolutionary theory more ecological: An update on Chapter 3 of Darwin's Origin," Brown University, April 2009.

"Three new puzzles about nature-nurture debates and why we should care about them," Intercollege faculty Seminar in Humanities and Sciences, University of Massachusetts, Boston, January 2009.

"Changing Practices of/through Critical & Creative Thinking: Looking Back, Looking Forward," University of Massachusetts, Boston conference on Teaching for Transformation, January 2009.

"Infrastructure and Scaffolding: Thought-pieces on analysis of and engagement in intersecting biosocial processes," "Intersecting processes and research into the bio-social complexities of drugs and health,"

Center for Drug Use and HIV Research, National Development and Research Institutes, New York,  
January 2009

"Writers' workshop and qualitative research," Forestry and Environmental Studies, Yale University,  
November 2008

Working Papers etc. made available on the WWW

2. In Progress. List such items as grant proposals submitted, invitations to deliver papers or chair panels, requests to review manuscripts and texts, etc.

D. Other Research, Creative, or Professional Activities not adequately covered in any of the previous sections. Format: include sufficient information to identify the activity in a complete manner.

Grant-funded Research and Outreach:

PI on NSF grant, "Ecological Research and the Complexities of Participation in Social and Environmental Change," (\$12,850), 2005-9 (completed)

PI on NSF Grant, "The Implications of Heterogeneity for the Philosophy, History, Sociology, and Science of Biological Determinism" (\$17,755), 2006-9 (completed)

Visiting Fellowship, Konrad Lorenz Institute, Vienna, "Control and analysis of human variation: Historical and conceptual analysis of two episodes," October 2008.

#### **IV. SERVICE**

##### **A. University Service:**

##### **1. Departmental Service and Administrative Contributions**

Curriculum & Instruction Department:

Chair, Department-level Tenure review C'tee for P. Paugh and PMYR C'tee for P. Kiang  
M.Ed. Teaching, Learning and Educational Transformation (Non-licensure) track, co-coordinator [see Box 1]

##### **Box 1. Track Administration (as Co-coordinator):**

##### **A. Make what we already do more accessible and attractive**

- a. Have a separate section of bulletin for track A (like the Certificates do [not yet done])
- b. Give info in the catalog about specific areas of interest (done).
- c. Wikipage (<http://candi.wikispaces.com/LTETtrack>)
- d. New name (not defined by a negative), Learning, Teaching & Educational Transformation (moving through governance)
- e. Every student is assigned an advisor and both parties know of these assignments (moving towards this)

##### **B. Minor changes through governance to create flexibility of courses for core requirements and non-exam capstone option. (done)**

##### **C. Meet and plan together, assign advisees, coordinate course offerings so the interesting but often underenrolled electives run. (some progress in 08-09)**

##### **D. Larger more ambitious changes (inviting full C&I brainstorming, but developed carefully with attention to institutional politics and resources/sustainability). (no progress in 08-09)**

Critical & Creative Thinking Program [see Box 2]:  
Coordinator

## Box 2. Program Administration (as Coordinator):

*The items to follow reflect two main priorities for CCT: The highest priority is providing the teaching, advising, mentoring, and a coherent program of study for students, and support for students & graduates in their intellectual, professional, and personal development.*

(The biggest challenge in this regard is to ensure coverage of CCT teaching and administration given that the GCE has no plan to seek authorization for a search for a second regular (tenure-track) member of CCT.)

*The next highest priority for CCT is to attract applicants to the Program and advise them through to matriculation.*

### Admin & general student advising:

1. Course schedule (State & CCDE): Initial draft (CCDE), reviewed and revised final versions, served as watchdog for subsequent glitches.
  2. Enrollment projections (& planning so level of offerings match)
  3. Enrollment-boosting arrangements: CCT-related Track A options through governance and for catalog and on a new wiki.
  4. Coordinated CCDE partnership around CCT certificate and M.A. in China (incl. publicity, advising instructors for online & face-to-face sections, start-up support for online courses, recruiting & supervising assistant, establishing a 50% assistant position [on hold due to hiring freeze], instructor payment snafus). [The certificate partnership is intended to bring students into CCT courses without requiring the faculty-intensive advising of capstone syn/theses.]
  5. General student advising (incl. course plans from new students, update CCT student handbook, advise assigned and other advisees)
  6. Use of Peoplesoft (for student info [esp. for online courses] & registration).
  7. Financial matters: Gallo fund, budget for use of ESS funds from CCDE to CCT (for dues, stipends for synthesis readers, etc.)
  8. Office admin & record keeping to prepare for program reviews (Database upgrade & maintenance, preparing requested figures for annual reports, GA training, filing, updated manual for coordinator & AAs, <http://www.cct.umb.edu/handbookGPD.html>)
  9. Synthesis completion (incl. binding, abstracts to database, exit self-assessment, certifying capstone completion, follow up with students who did not finish during regular semester, initiatives to clear backlog of "ABD"s)
  10. Website maintenance (kept up to date), <http://www.cct.umb.edu>, wiki development, <http://cct.wikispaces.umb.edu>, and social network development, <http://cct.wikispaces.com/CCTNetworkNing>
  11. Monthly News & Email communication with students & wider community
  12. Awards, Gallo fund, International Tuition waiver applications
  13. Liaison with Graduate Studies (incl. GPD meetings) & other duties (as defined in GS manual for GPDs and Graduate Bulletin)
  14. Coordination with other Programs within the Department (esp. non-licensure track)
- ### Recruitment Outreach and Program Development
15. Promote CCT courses to boost enrollment
  16. Recruitment Outreach and Advising (incl. "CCT network" community-building initiative [series of events and recorded sessions; see <http://cct.wikispaces.umb.edu/CCTNetwork>] & website updates)
  17. CCT pre-admissions advising, admissions subcommittee & liaison with Grad. Admissions
  18. Open Houses, Special events (including UMB & Grad studies open houses & showcases)
  19. Program Development subject to AQUAD plans (incl. faculty involvement in revising plans): faculty discussions about CCT's future in light of resource uncertainties; scheduling changes & other innovations to serve students under limited resources; advance preparation for AQUAD review (due 09-10), initiation of a Reflective Practitioner's Portfolio for students to make linkages among the courses (<http://ctrpp.wikispaces.com>); promotion of "Science in a Changing World" as a focus for the CCT graduate certificate and M.A. program.
  20. Train possible future coordinator in admin. history & procedures (on backburner this year)
  21. Clarifying the Department's and College's position about lines and resources for CCT.

## 2. School, College, or University Service and Administrative Contributions

### College:

Co-chair, College Personnel Committee (handling a record of 10 reviews in 08-09)

### University:

Program in Science, Technology, and Values, Director (<http://www.stv.umb.edu>) [see Box 3]

Inter-college faculty Seminar in Humanities and Sciences, Organizer, 2003-

(<http://www.stv.umb.edu/ISHS.html>) (Spring 2009 theme: Science and society at UMass Boston)

Public Policy Program, Faculty member, 2003-; Academic Affairs Committee, 2008-9

Faculty Council, Budget and Planning Committee, 2009-

### Box 3. STV plans

See updated and indicators of progress at <http://www.stv.umb.edu/STVplans.html>). In particular, during 08-09:

- \* Continued to update the STV website, <http://www.stv.umb.edu> that doubles as source for flyers publicizing the Program and current semester's course offerings.
- \* Hosted an Intercollege faculty Seminar in Humanities and Sciences (biweekly presentations) during spring, <http://www.stv.umb.edu/ISHS.html>.
- \* Continued an annual "New England Workshop on Science and Social Change," <http://www.stv.umb.edu/newssc.html>
- \* Guest lectures to promote STV themes in undergraduate courses

### B. Service to Profession or Discipline:

Organizer, New England Workshop on Science & Social Change, 2003- (<http://www.stv.umb.edu/newssc.html>).  
**Science as Culture**, editorial board, 1997- ; manuscript review.

**Handbook of Ecological Concepts**, Editorial Board member

**Ecological Modelling, Global Ecology & Biogeography, Science as Culture, Science Studies, Subjectivity**, manuscript reviewer

International Society for History, Philosophy and Social Studies of Biology: Marjorie Grene Prize Committee, 2007-9; Operations Committee, 2009-

### C. Professionally Related Outreach Service to the Public

D. Other service activities or accomplishments not adequately covered in any of the previous sections.



Activities and accomplishments not adequately covered in any previous sections.

**Graduate College of Education  
Report on Progress in relation to Annual Faculty Goals  
2008 - 2009**

(+ = examples that meet this objective; Δ = steps needed to further this objective)

Teaching Goals:

1. Connect with programs other than CCT to offer students a rich set of courses.
  - + Through Grad. Consortium for Women's Studies offered Gender, Race & Complexities of Sci & Tech cross campuses and, through Public Policy, Nursing & Gerontology programs, arranged to teach Epidemiological Thinking for fall '09.
  - Δ Attract more students to the GRST course next time (in '11).
2. Implement a model for doctoral courses in science-in-society that cultivates skills and dispositions of critical thinking and of life-long, cooperative learning facilitated by the resources of the internet.
  - + Gender, Race & Complexities of Sci & Tech cross-campus course
3. Refine and disseminate my compilation of tools used in my teaching of research and engagement
  - + Three workshops led (see IIIC). Updates made to wikipages for Taking Yourself Seriously
  - Δ Complete more revisions of Taking Yourself Seriously manuscript.

Service Goals:

1. Coordinate the CCT program so that students are served well and new initiatives are sustainable given the limited faculty and other resources the Program has.
  - + Coordination with LTET (non-licensure) M.Ed. track to publicize CCT courses; Secured approval for CCDE-funded program assistant
  - Δ Coordination with Science departments about promoting & crosslisting CCT science courses; and with Honors program about promoting CCT electives
2. Develop Science and Society graduate program and supporting synergistic collaborations across units.
  - + "Science in a Changing World" track of the CCT Program developed by a cross-college committee established by Provost and approved by governance.
  - Δ Collaborate & coordinate with Professional Science Masters initiatives
3. Organize 1-3 workshops for New England Workshop on Science and Social Change.
  - + 1 workshop (April '09) & complete NSF grant for NewSSC workshops
  - Δ Promote the two planned 2010 workshops

Scholarship Goals:

1. Persist in getting a suitable significant publication outlet and discussion/dissemination forums for my heterodox perspectives on longstanding genes-environment debates.
  - + Publication in sociology and philosophy of science journals
  - Δ Acceptance of articles in science journals
2. Prepare and submit a fellowship or funding proposal that affords time for my research connecting issues of heterogeneity, life-course social epidemiology, and ideas about an agent-oriented focus to epidemiology.
  - + Two fellowship proposals in preparation
  - Δ Get support on admin so I can meet early fall deadlines. (As was the case in fall '08, I may miss the proposal deadlines). Prepare and submit NSFproposal with collaborators.
3. Revise and submit Taking Yourself Seriously to an appropriate publisher as well as publish analyses of the evolving dynamics in the New England Workshop on Science and Social Change – see 3. under Teaching

**Annual Faculty Goals  
2009 - 2010**

Teaching Goals:

1. Repeat the model for doctoral courses in science-in-society that cultivate skills and dispositions of critical thinking and of life-long, cooperative learning facilitated by the resources of the internet.
2. Refine and disseminate my compilation of tools used in teaching of research and engagement

Service Goals:

1. Coordinate and co-mentor in CCT and LTET, with a goal of ensuring that admin work is shared and is covered whenever a progra/track coordinator goes on leave.
2. Develop Science and Society graduate program and supporting synergistic collaborations across units.
3. Organize two workshops for New England Workshop on Science and Social Change.
4. Coordinate effectively personnel reviews at departmental and college level.

Scholarship Goals:

1. Continue to persist in getting suitable significant publication outlets for my heterodox perspectives on longstanding genes-environment debates, including revise and submit Nature, Nurture, No: (a book manuscript) to an appropriate publisher.
2. Complete and submit a fellowship or funding proposal that affords time for my research connecting issues of heterogeneity, life-course social epidemiology, and ideas about an agent-oriented focus to epidemiology.
3. Revise and submit Taking Yourself Seriously: to an appropriate publisher as well as publish analyses of the evolving dynamics in the New England Workshop on Science and Social Change and the GRST course

AFTER COMPLETING SECTIONS II THROUGH V, THE FACULTY MEMBER FORWARDS ALL COPIES TO THE DEPARTMENT HEAD OR CHAIR

VI. Comments of the Department Personnel Committee (Please include the basis for evaluation.)

\_\_\_\_\_  
Signature of the Chair of Personnel Committee

VII. Comments of the Department Head or Chair (Please include the basis for evaluation.)

\_\_\_\_\_  
Signature of the Department Head or Chair

AFTER SECTIONS VI AND VII HAVE BEEN COMPLETED, THE DEPARTMENT HEAD OR CHAIR RETURNS ALL COPIES TO THE FACULTY MEMBER.

VIII. I certify the accuracy of Sections I and V. In addition, I have read the comments in Sections VI and VII. (An additional statement, with appropriate copies, may be appended.)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of the Faculty Member

AFTER COMPLETING THIS SECTION, THE FACULTY MEMBER SENDS THREE COPIES TO THE DEPARTMENT HEAD OR CHAIR, WHO FORWARDS TWO COPIES TO THE DEAN.

IX. Dean's comments, if any.

\_\_\_\_\_  
Signature of the Dean

AFTER COMPLETING THIS SECTION, THE DEAN FORWARDS ONE COPY OF THIS FORM TO THE PROVOST. IF THE DEAN MAKES ANY COMMENTS, THE DEAN SHALL SEND A COPY OF THIS FINAL PAGE TO THE FACULTY MEMBER AND THE APPROPRIATE DEPARTMENT HEAD OR CHAIR WHEN THE DEAN FORWARDS THE COPY OF THE FORM TO THE PROVOST.