

ANNUAL FACULTY REPORT AND EVALUATION OF PROFESSIONAL ACTIVITIES

For the period September 1, 2010 to August 31, 2011.

Name: **Peter J. Taylor**

Date: September 14, 2011

Department: Curriculum & Instruction

School: U. Mass. Boston

Rank: Professor

Highest degree and date: Ph. D. 1985

Years at present rank: 5

Date of first UMass Appointment: 9/1/98

Overview

My *research and writing* focused on two overlapping areas: a. Critical Thinking about Biology in its Social Context: One short paper and three book chapters published, two presentations, two workshops led, two funded international visits, and 233 blog posts; and b. Educational Innovation: One paper published, three presentations, four workshops led, 97 blog posts, and one book manuscript.

My official *teaching* load for '10-11 included two required CCT research courses and one required course for the Science in a Changing World track and a research course for the Honors Program. I developed online versions of one of these required research courses. As an overload, I taught a hybrid face-to-face online Epidemiological Thinking and a cross-campus Gender and Science course. I was general advisor for 44 CCT graduate students and 7 M.Ed. students, and capstone synthesis advisor or reader for 10 students (7 of whom completed their degrees). I ran a weekly writing workshop/support group in the spring to help CCT students complete their capstones.

My *service* centered on: a. coordinating the CCT Program, with the many and varied tasks that that involves, but with special attention to: drafting the Program's self-study and coordinating the AQUAD review; and recruiting and training professional staff funded by University College to help cover teaching and administration without a second faculty position dedicated to CCT (starting this AY); b. co-coordinating the non-licensure LTET M.Ed. track, with special attention to helping draft the LTET self-study, coordinate the AQUAD review, and make changes in response to the review; and c. maintaining and extending UMB's profile in the area of science-in-society. (In this area I directed the undergraduate university Program in Science, Technology & Value, organized the Interdisciplinary faculty Seminar in Science and Humanities both semesters, organized and facilitated two 4-day international workshops under the umbrella of the New England Workshop on Science and Social Change, co-organized a one 1-day workshop on Community-building and Research Collaboration in Virtual Spaces, initiated an international, internet-mediated Collaborative Explorations of Science in a Changing World, undertook manuscript reviews for 6 journals—serving on the editorial board of one—, and was a member of the operations committee for an international professional association.) I also drafted a department-level promotion review and served on the AAC of the Public Policy Program.

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

Fall 09

Course	Course Name	# Credits	# Students
CCT 693	Action Research	3	13
CCT 640	Environment, Science & Society: Critical Thinking	3	6
Honors 380	Environment, Science & Society: Critical Thinking	3	11

Spring 10

Course	Course Name	# Credits	# Students
CCT 694	Synthesis of Theory & Practice	3	4
CLR	Directing Science, Technology & Values Program		
CLR	Coordinating Critical & Creative Thinking Program		
WoSt 597	Gender, Race & the Complexities of Science & Technology	3	14
PPol/Nursng 753	Epidemiological Thinking & Population Health	3	2

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

Taught an updated version of CCT640, Environment, Science, and Society, building on a problem-based learning (PBL) approach, so it could serve as a core course for the new Science in a Changing World graduate track as well as a research course for the Honors program. Originally, the SICW and Honors students were to be in the one section, but, when the initial enrollments were high, two separate sections were held.

Co-taught the cross-campus Gender, Race, and the Complexities of Science and Technology course, WoSt 597, again, bringing a different co-instructor into the swing of PBL, which was new to her.

Taught the CCT capstone synthesis course, CCT694, for the first time in a number of years, this time incorporating a 1-hour writing workshop that other capstone students (from this semester and previous years) could join in on. Promoted the habit of daily writing with the goal of students completing their capstones in one semester.

Taught a small section of Epidemiological Thinking, PPol/Nursng 753, as an overload, in a joint face-to-face and online format, so the online innovations, such as Voicethread, could be tested for future fully online offerings of the course.

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

Completed Masters, as major advisor = 5

Nancy Baccari, "Building A Learning Community For Dental Hygiene Faculty"

Constance Cook, "Serendipity And Persistence: A Journey Building A Rich Music-Making Culture In Public Schools"

Gina Dillon Podolsky, "My Journey To Develop An Innovative Approach To Unplanned Pregnancy"

Mike Johns, "Mutual Mondays, PTSD and Dialogue Process with Veterans of Armed Conflict: Becoming a facilitator, and healing along with participants"

Steve Lawrence (LTET), "Kindness at Work: Educational Transformation from the Inside Out"

Masters syntheses in progress, as major advisor = 2

MaryLou Horn, Jeremy Poehnert

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

Completed Masters, as reader = Marie Celestin (CCT), Marykate Smith-Despres (LTET)

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

I have been the advisor for all 44 CCT students, of whom 17 graduated.

Organized entrance and mid-program interviews as well as weekly writing support group to prepare CCT students to complete their capstones during their final semester (<http://www.cct.umb.edu/SupportToCompletion.html>). Organized 2 "marathon" days to help "ABD" CCT students wrap up their capstone syntheses.

Assigned to advise 7 students in the non-licensure LTET track of M.Ed. program, of whom 4 graduated.

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

See updates to Practitioner's Portfolio, <http://www.faculty.umb.edu/pjt/portfolioCourses-TOC.html>, for Review of Teaching and Courses, including links to official and narrative evaluations by students

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:

"Cultivating Collaborators: Concepts and Questions Emerging Interactively From An Evolving, Interdisciplinary Workshop" (with S. Fifield and C. Young), **Science as Culture**, 20(1): 89-105, 2011.

"Rehabilitating a biological notion of race? A response to Sesardic," **Biology and Philosophy**, 26 (3):469-473, 2011.

e. Chapters in books or monographs:

"Conceptualizing the heterogeneity, embeddedness, and ongoing restructuring that make ecological complexity 'unruly'," pp. 87-95 in K. Jax and A. Schwarz (eds.), Revisiting ecology. Reflecting on concepts, advancing science. Berlin: Springer, 2011.

"Shifting boundaries: From management to engagement in complexities of ecosystems and social contexts," pp. 248-263 in A. Belgrano, C. Fowler (eds.), Ecosystem Based Management for Marine Fisheries: An Evolving Perspective. Cambridge: Cambridge University Press, 2011.

"Agency, structuredness, and the production of knowledge within intersecting processes," pp. 81-98 in M. Goldman, P. Nadasdy, and M. Turner (eds.), Knowing Nature: Conversations between Political Ecology and Science Studies, Chicago: University of Chicago Press, 2011.

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:

3. Works Completed and Submitted for Review:

4. Work in Progress:

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

@Nature-Nurture? No... A Short, but Expanding Guide to Variation and Heredity (draft book ms.)

"Depictions of human genetic relationships: Quick explorations that invite further graphic, conceptual, and interpretive work"

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

@"Four Fundamental Gaps In Quantitative Genetics"

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

Visiting Fellowship, Konrad Lorenz Institute, Austria, " Heterogeneity and the quantitative analysis of heredity, disease, and development," 2010.

Office of International Transnational Affairs, University of Massachusetts, Boston, Faculty Study Abroad Grant, 2011

Grant not awarded

NSF Proposal, "Heterogeneity, control, social infrastructure, and possibilities of participation: Their interplay in modern understandings of heredity and in interpretation of science"

Papers presented and Workshops led

Papers

"This course provides a structure for me to look into what really interests me," International Society for History, Philosophy, and Social Studies of Biology, July 2011

"Exploration of 'Open Spaces' for Changing Research, Teaching, Science, and Society," University of Coimbra, Portugal, May 2011

"Our confusions about our online presence and activities (explored through the format of Group meetings that are reflective and generative)," University of Massachusetts, Boston, May 2011

"Race, Genes, IQ Test Scores," Museum of Science, Boston, April 2011

"Troubled by Heterogeneity? Opportunities for Fresh Views on Long-standing and Recent Issues in Biology and Biomedicine," University of Vienna, October 2010

Workshops led

"Collaborative for Exploration of Scientific and Political Change," facilitator of 4-week, internet-mediated, Problem-Based Learning activity, June-July 2011.

"Collaborative production of knowledge: Health, environment, and publics," facilitator of 4-day international Workshop, University of Coimbra, Portugal, May 2011.

"Open Spaces for Changing Science and Society," facilitator of 4-day international Workshop, Woods Hole, MA, May 2011.

"Ethics of participatory processes," facilitator of daily Discussion group, Cary Conference on "Linking Ecology and Ethics for a Changing World: Values, Philosophy, and Action," Millbrook, NY, May 2011.

"When the Social, not the Medium, is the Message: A Workshop on Community-building and Research Collaboration in Virtual Spaces," co-organizer of 1-day Workshop and leader of one session, University of Massachusetts Boston, April 2011.

"Changing Research, Teaching and Society," facilitator of 1-day Workshop, University of Wollongong, Australia, February 2011.

Working Papers etc. made available on the WWW

<http://www.faculty.umb.edu/pjt/TL-TOC.html>

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.

Twitter sites continued for CCT, <http://twitter.com/ThinkChngReflect>, and Science in a Changing World track (SICW), <http://twitter.com/ScienceChanges>

Blog continued, Intersecting Processes -- complexity & change in environment, biomedicine & society, <http://pjt111.wordpress.com> (233 posts); and blog initiated Probe—Create Change—Reflect -- critical thinking & reflective practice, <http://pcrcr.wordpress.com/> (97 posts).

IV. SERVICE

A. University Service:

1. Departmental Service and Administrative Contributions

Curriculum & Instruction Department:

Department-level Promotion review C'tee for A. Eisenkraft

M.Ed. Learning, Teaching, and Educational Transformation (Non-licensure) track, co-coordinator [see Box 1 for details]

Critical & Creative Thinking Program:

Coordinator [see Box 2 for details]

Coordinator, "Science in a Changing World" graduate track [see Box 3 for details]

Box 1. Learning, Teaching, and Educational Transformation Track Administration (as Co-coordinator):

Major tasks in '10-11:

1. Undertake AQUAD self-study and review to focus attention on LTET quality, opportunities for development, and resource needs (see documents on <http://candi.wikispaces.umb.edu/LTETAQUAD11Documents>) and responding to the review (see items marked [AQUAD] below).
2. Carrying on administration, advising, and program development with all LTET faculty having primary advising and administrative commitments in other programs.

Goal A. Attract and serve individuals who do not wish to be certified in Massachusetts (or who are already certified), but want to work in a broad range of education-related professions including those outside of classroom teaching, such as adult- and community-based education, educational research, policy analysis, philanthropy, and advocacy.

- A.1 Increase visibility within Graduate Bulletin: Expanded text for LTET appeared in new Graduate Catalog (but still embedded among other Teacher Education tracks).
- (A.2 Plan larger more ambitious changes: Still stalled.)
- A.3 Highlight the ways students develop through the LTET program of studies: Profiles included in the AQUAD self-study.
- A.4 Higher quality of students through stricter admission and transfer review [AQUAD]. Reviews conducted by LTET faculty (not OSS). Enhanced review sheet developed.

Goal B. Through teaching, advising, and a reliable, coherent program of offerings, allow students to design a sequence of education-related courses to support their specific interests.

- B.1 Make what we already do more accessible to students and to prospective students in the "feeder" tracks (ABA, CCT, BWP). Updated wikipages (see <http://candi.wikispaces.com/LTETtrack> and linked pages & forms). Communicate to incoming students (new & transfers) that the wikipages provide important and uptodate information.
- (B.2. Assign LTET advisors to match student's interests—Not achieved.)
- (B.3. Increase number of courses available within the required urban and social justice education core category [AQUAD]—online version of EDCG 606 proposed, but not yet implemented.)
- B.4 Better record-keeping and advising to ensure student choice of core courses and electives produces a coherent curriculum [AQUAD] Enhanced database for the track allows advisors to record and review course plans (as well as data needed for periodic reviews).
- B.5 Promote second capstone option of a "Written paper with oral presentation" [Also responds to Deans' AQUAD request for evidence of student success and curricular coherence] Two students undertook this, and their efforts were rated as Pass With Distinction. Promoted this option especially for 11-12, because two of the faculty will be on sabbatical.
- B.6 Review the possible trade-off between flexibility and coherence and substance in LTET studies [AQUAD] (LTET has four categories for required core courses and 7 electives for students to shape into a coherent focus in consultation with their advisor.) LTET faculty have agreed to recommend, but not require, that students include in their 7 electives 1 course from each of two of the four additional categories: Organizational Change; SPED/ELL expertise; Content Knowledge (depending on content specialty); and Technologically mediated learning design

Goal C. To establish sustainable, non-exploitative operations and planning, given that all LTET faculty have primary advising and administrative commitments in other programs—see <http://candi.wikispaces.umb.edu/LTETOperations>

- C.1. Co-led completion of AQUAD review to focus attention on LTET quality, opportunities for development, and resource needs (see documents on <http://candi.wikispaces.umb.edu/LTETAQUAD11Documents>). (Survey of students who were current, graduated or withdrawn from the program was conducted. Student data charts were compiled, and the self-study written. Site visit arranged, with faculty and students meeting with the review team. Reviewers' report received and responded to; Deans' response received and responded to; Meeting with Provost completed. Faculty discussion of outcome, i.e., No new resources to be provided and a set of objectives set by Deans.)

Complete annual review with same objectives

(<http://candi.wikispaces.umb.edu/file/view/LTETAnnualReport10-11.pdf>).

- C.2 Discussion among the LTET faculty and coordinate with the feeder tracks they are responsible for. In particular, coordinate course offerings so that interesting, but often-underenrolled electives run—done (e.g., CCT630/EDCG647).
- C.3 Given that all LTET faculty have primary advising and administrative commitments in other programs, LTET faculty check in from time to time to make sure that we are clear about:
- each other's limits of involvement in LTET;
 - the support we need from each other and the staff;
 - the agreed-upon scope (perhaps limited) of efforts to build the track beyond its present state; and
 - the backup/successional plans for anyone who takes on the coordinator role.
- C.4 Involve the Department Chair in creating an apprenticeship/successional plan for LTET coordination, e.g., to ensure that the co-ordinator can take a real leave when s/he gets it—attempted, but no success to report.
- C.4 Communicate with OSS staff about support LTET faculty on advising and other issues—see <http://candi.wikispaces.umb.edu/LTETOperations>.

Box 2. CCT Program Administration (as Coordinator/GPD):

Major tasks in '10-11:

- Undertake AQUAD self-study and review to focus attention on CCT quality, opportunities for development, and resource needs (see documents linked to <http://www.cct.umb.edu/programreviews.html>) and responding to the review (see items marked [AQUAD] below).
- Expanding the partnership with University College (UC) to make it possible to complete the Master's degree (both the regular track and the Science in a Changing World track) entirely through courses offered through University College as well as entirely through state-funded courses. (In turn, UC funded 1.5 professional staff/teaching positions.)
- Carrying on administration, advising, and program development without a second faculty position dedicated to CCT (as of AY10-11). This involved recruiting, training, and evaluating the UC-funded assistant coordinators. The many and varied tasks 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 next highest priority for CCT is to attract applicants to the Program and advise them through to matriculation.

Admin & general student advising:

- Course schedule (State & University College [UC]): Initial draft submitted, reviewed and revised final versions, served as watchdog for subsequent glitches.
 - Enrollment projections (& planning so level of offerings match)
 - Enrollment-boosting arrangements: Coordination with LTET and Instr. Des.
 - Expanded UC partnership to include M.A. and SICW tracks as well as CCT certificate (incl. publicity, advising instructors for online & face-to-face sections, start-up support for online courses, increasing 50% to 100% assistant coordinator position and establishing a 50% SICW assistant coordinator position, recruiting, training, supervising, & evaluating assistant, instructor payment snafus).
 - General student advising (incl. course plans from new students, update CCT student handbook, advise assigned and other advisees)
 - Use of Peoplesoft (for student info [esp. for online courses] & registration).
 - Financial matters: Gallo fund, budget for use of ESS funds from UC to CCT (for dues, stipends for synthesis readers, etc.)
 - Office admin & record keeping to prepare for program reviews (Database maintenance, preparing requested figures for annual reports & AQUAD, GA training, filing, wikis for workflow for coordinators and AA)
 - 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)
 - Website maintenance (kept up to date), <http://www.cct.umb.edu>, wiki development, <http://cct.wikispaces.umb.edu>, and social network development, <http://cctnetwork.ning.com>
 - Monthly News & Email communication with students & wider community, <http://cct.wikispaces.umb.edu/news>
 - Awards, Gallo fund, International Tuition waiver applications (none in 10-11)
 - Liaison with Graduate Studies (incl. GPD meetings) & other duties (as defined in GS manual for GPDs and Graduate Bulletin)
 - Coordination with other Programs within the Department (esp. LTET non-licensure track & Instr. Design)
- ### Recruitment Outreach and Program Development
- Promote CCT courses to boost enrollment

16. Recruitment Outreach and Advising (incl. "CCT network" community-building initiative [monthly events and online presence to supplement students' education through the involvement of alums; 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; preparation for AQUAD review, promotion of a Reflective Practitioner's Portfolio for students to make linkages among the courses (<http://ctrpp.wikispaces.umb.edu>); development and promotion of "Science in a Changing World" track for the CCT graduate certificate and M.A. program, <http://www.stv.umb.edu/SICW.html> (see below).
20. Train assistant coordinators in administrative history & procedures
21. Clarifying the Department's and College's position about lines and resources for CCT.

Box 3. "Science in a Changing World" graduate track Administration (as Coordinator):

See <http://www.stv.umb.edu/SICW.html> & <http://sicw.wikispaces.umb.edu/SICWDevelopment>

Moving toward meeting criteria for SICW to be certified as a Professional Science Masters, <http://sicw.wikispaces.umb.edu/SICWasPSM>

Advising prospective and current students

Arranging:

Faculty associates and advising roles

Course offerings and approvals

Program promotion (incl. website, wiki, twitter, social network ning, blogposts)

Extra-curricular Activities (to build community and raise the profile of the track)

Continuation of Inter-college faculty Seminar in Humanities and Sciences

Continuation of New England Workshop on Science and Social Change

Continuation of Science in a Changing World wiki, <http://sicw.wikispaces.umb.edu>

Annual workshop—April '11: "Community-building and Research Collaboration in Virtual Spaces,"

<http://sicw.wikispaces.umb.edu/SMWorkshop>

Initiation of Collaborative Explorations in Science in a Changing World,

<http://sicw.wikispaces.umb.edu/CollaborativeExplorations>

Revenue (through expanded partnership with University College)

Recruiting, training, and supervising assistant coordinator.

Institutional support & recognition, including SICW as part of AQUAD review of CCT Program

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

University:

Program in Science, Technology, and Values, Director (<http://www.stv.umb.edu>) [see Box 4 for details]

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

(<http://www.stv.umb.edu/ISHS.html>) (Fall 2010 & Spring 11 theme: "Who gets to use race-- or stop using it--and at what cost?")

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

Box 4. STV plans

See updated and indicators of progress at <http://www.stv.umb.edu/STVplans.html>). In particular, during 10-11:

- * 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 during fall and spring (biweekly presentations), <http://www.stv.umb.edu/ISHS.html>.
- * Expanded the annual "New England Workshop on Science and Social Change" into two workshops, <http://www.stv.umb.edu/newssc.html>
- * Included selected undergraduates in regular cycle of course offerings for "Science in a Changing World" graduate track.

B. Service to Profession or Discipline:

Organizer, New England Workshop on Science & Social Change, 2003- (<http://www.stv.umb.edu/newssc.html>).
(Two workshops in May '11, with monthly conference call to continue workshop discussions and interactions).

Science as Culture, editorial board, 1997- ; manuscript review.

Biological Theory, BioScience, Journal of Integrative Environmental Sciences, Science as Culture, Science Technology Human Values, Transactions of the Institute of British Geographers—journal manuscript reviewer; Cengage publishers—book manuscript reviewer
International Society for History, Philosophy and Social Studies of Biology: Operations Committee, 2009-11

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.

**College of Education and Human Development
Report on Progress in relation to Annual Faculty Goals
2010 - 2011**

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

Teaching Goals:

1. Further develop the problem-based learning model for graduate 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.

+ Taught an updated version of CCT640, Environment, Science, and Society, building on a PBL approach, as well as the cross-campus Gender, Race, and the Complexities of Science and Technology course again (with strong evaluations: <http://grst.wikispaces.umb.edu/Evaluations>). Initiated internet-mediated, international Collaborative Explorations in Science in a Changing World

Δ The undergraduate Honors version of CCT640 (if taught again) needs revision if it is to engage more of the students

2. Refine and disseminate my compilation of tools used in teaching of research and engagement

+ Wiki entries refined, <http://cct.wikispaces.umb.edu/TYS>. Blog posts, <http://pcrcr.wordpress.com>

Δ Talks at UMB and beyond to help draw attention to the tools.

Service Goals:

1. Focus on pursuing institutional development and administrative work in SICW and STV including supporting synergistic collaborations across units.

+ ISHS on theme of race included mostly new faces.

Δ Draw core faculty and affiliates into more active involvement in promoting SICW and STV even though they are busier than ever with other projects.

2. Coordinate CCT and establish continuous, reliable administrative support dedicated to the program to cover for me whenever I am on leave and to support scholarship goal #1.

+ See Boxes 2 and 3. Expanded partnership with UC funds 1.5 assistant coordinators.

Δ Train assistant coordinators and then divest more administrative responsibilities onto them (so as to move towards scholarship goal #1).

3. Organize one workshop for New England Workshop on Science and Social Change and monthly conference calls between the annual workshops.

+ Two workshops, second in Portugal with support from OITA at UMB. New location at Woods Hole reduced costs greatly.

Δ Entice more of those who express interest in participating in the monthly follow-ups to actually do so.

Scholarship Goals:

1. Protect 1/3 of my work-time (and all of my leave or grant buyout time) for research & writing (especially in the crucial winter and mid-summer periods for grant applications).

+ [not succeeded by a long shot]

Δ Get recognition and equitable course-load reductions for GPD work in CCT, SICW, and LTET or have someone take over responsibilities in LTET.

2. 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.

+ [not achieved]

Δ see scholarship goal #1

3. 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. (My 5-year goal: make a significant contribution to critical thinking and reflective practice about the environmental and health sciences in their social context.)

+ [fellowship and major grant proposals not successful]

Δ More time free from admin in summer to prepare applications, get feedback, and revise before submission

4. Revise and submit Taking Yourself Seriously to an appropriate publisher.

+ Wiki entries refined and a new draft of the Taking Yourself Seriously book (in pdf form) produced.

Δ Talks at UMB and beyond would help draw attention to the tools. Editorial comments and subsequent revision needed before submitting for publication.

5. Publish on the evolving dynamics in the New England Workshop on Science and Social Change, as well as on innovations in the problem-based learning graduate courses and in the Epidemiological Thinking course.

+ Taylor et al. 2011 on Cultivating Collaboration.

Δ Complete manuscript based on OITA-funded trip to Portugal and Problem-Based Learning graduate courses.

Annual Faculty Goals 2011- 2012

Teaching Goals:

1. Further develop the problem-based learning model for graduate courses and Collaborative Explorations (internet-facilitated Problem-Based Learning outside the structure of 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. Disseminate my compilation of tools used in teaching of research and engagement.

3. Implement a revised model for the CCT capstone synthesis course that a) is completed in one semester; and b) can be run online.

Service Goals:

1. Coordinate CCT and SICW, working with the University College-funded staff assistants to establish continuous, reliable administrative support dedicated to the program to cover for me whenever I am on leave and to support scholarship goal #1.

2. Interdisciplinary interactions on science-in-society: Organize and lead the spring Inter-College faculty Seminar in Humanities and Sciences, two workshops for New England Workshop on Science and Social Change, monthly conference calls between the annual workshops, a number of pilot Collaborative Explorations, a series of other workshops and discussion sessions away from Boston, and a summer schools at the University of Coimbra.

Scholarship Goals:

1. Protect 1/3 of my work-time (and all of my leave or grant buyout time) for research & writing (especially in the crucial winter and mid-summer periods for grant applications).
2. 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.
3. Complete and submit a fellowship or funding proposal that affords more time for my research connecting issues of heterogeneity, life-course social epidemiology, and ideas about an agent-oriented focus to epidemiology. Write two chapters of book manuscript from this research. (My 5-year goal: make a significant contribution to critical thinking and reflective practice about the health sciences in their social context.)
4. Submit Taking Yourself Seriously to an appropriate publisher.
5. Publish on innovations in Interdisciplinary interactions on science-in-society (see #1 under Teaching and #2 under Service) and in teaching Epidemiological literacy.
6. Continue posting to my blogs on critical thinking and reflective practice and on the complexity of the health and environmental sciences in their social context

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.