

ANNUAL FACULTY REPORT AND EVALUATION OF PROFESSIONAL ACTIVITIES

For the period September 1, 2012 to August 31, 2013

Name: **Peter J. Taylor**

Date: September 14, 2013

Department: Curriculum & Instruction

School: U. Mass. Boston

Rank: Professor

Highest degree and date: Ph. D. 1985

Years at present rank: 7

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: Fulbright fellow in Portugal in the fall, one article, one book manuscript, 3 commentaries or book reviews published, one co-authored journal article under review, 4 presentations, 5 workshops designed & led, core group on a major European Research proposal (not funded), and 33 blog posts; and b. Educational Innovation: 6 workshops designed & led, 47 blog posts, 4 month-long online communities for inquiry and discussion, PI on a small research proposal (not funded).

My *teaching* for '12-13 included three required CCT research courses, one required core course and one elective for the Science in a Changing World (SICW) track, 1/3 of a CCT summer course, and an independent study. I was general advisor for 38 CCT students (with help of J. Szteiter), and capstone synthesis advisor or reader for 8 CCT and LTET students (6 of whom completed their degrees).

My *service* centered on: a. directing the CCT Program, with the many and varied tasks that that involves, but with special attention to move of the Program's formal home to University College/CAPS and serving a growing proportion of online students; supervising the UC/CAPS-funded professional staff to help cover teaching and administration (and filling in when one took another position); b. assisting the GPD for the non-licensure LTET M.Ed. track; and c. maintaining and extending UMB's profile in the area of science-in-society. (In this last area I directed the undergraduate university Program in Science, Technology & Values, organized the Interdisciplinary faculty Seminar in Science and Humanities both semesters, continued the New England Workshop on Science and Social Change, undertook 4 manuscript reviews—serving on the editorial board of one journal—continued as a member of the operations committee for an international professional association), and served as a Fulbright fellow in Portugal for the fall (in addition to my full UMB duties); d. I also served on the College Personnel Committee and as an external referee for one tenure and one promotion review.

My PMYR was completed with a Category I evaluation.

## II. Teaching

### A. Courses, including independent study (include number, credits, enrollments):

Fall 12

Course	Course Name	# Credits	# Students
CrCrTh645/Bio 545	Biology in Society: Critical Thinking	3	9+
CLR	Directing Science, Technology & Values Program		
CLR	Directing Critical & Creative Thinking Program		

Spring 13

Course	Course Name	# Credits	# Students
CrCrTh 692	Processes of Research & Engagement*	3	5
CrCrTh 693	Action Research*	3	4
CrCrTh 694	Synthesis of Theory & Practice**	3	5
PPol 753/CrCrTh 653	Epidemiological Thinking & Population Health	3	4+
WoSt 597	Gender, Race & the Complexities of Science & Technology***	3	8
CLR	Directing Critical & Creative Thinking Program		

\* Counted together as one course assignment

\*\* Overload, in place of one course in the fall

\*\*\* Overload (for stipend, under the Graduate Consortium for Women's Studies)

+ Included 1 student from Portugal collaboration

Summer 13

Course	Course Name	# Credits	# Students
CrCrTh 618	Creative Thinking, Collaboration & Organizational Change (co-taught)	1 of 3 credits	4
CrCrTh 688	Reflective Practice	1	1

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

During Fall 2012, to fulfill the expectations of being a Fulbright fellow, I advised several doctoral students and junior researchers at the University of Coimbra, running workshops that combined science in its social context with reflective practice, and hosting a weekly discussion group on epidemiological thinking and population health. I still had teaching and service responsibilities at UMass, so I designed the online materials and class sessions for CrCrTh645 so that students from a distance (including Portuguese students, and myself after the end of September) could join with onsite students at UMass in the same synchronous sessions. I continued this adjustment in PPol 753 so that the students from Coimbra (through a partnership in development) could join. In this latter course, as well as in WoSt 597, I instituted and contributed to a private blog for sharing annotated bibliography entries and reflections.

In the spring, so that CCT and LTET students could graduate on time I took on at the last moment the CCT capstone course as an overload and combined two small sections of required pre-capstone CCT courses.

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

*Completed Masters, as major advisor = 4*

Teryl Cartwright, "Applied Creativity: Tools Toward Transformation—An Undergraduate Curriculum"  
Caitlin McCormick, "A Better Way: A Theory of Transformative Collaboration Between Urban Schools and OST Programs"

Noreen McGinness Olson, "Developing a Creative Thinking Course For Community College Students"  
Donna Morrison, "Into the Looking Glass; A Glimpse of CCT and The Blind Date Cafe"

*Masters syntheses in progress, as major advisor = 2*  
MaryLou Horn, Syed Abbas

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

*Completed Masters, as reader = Jacqueline Da Rosa, Laura Chiuppi*  
*Masters syntheses in progress = 0*  
*Doctoral students in progress = 2 (University of Coimbra and University of Porto, Portugal)*

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

I have been the advisor, with the support of CCT assistant director, Jeremy Szeiter, for all 38 CCT students, of whom 12 graduated.

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

On 9/1/12 the home of the CCT Program moved to University College, now CAPS, and there were some glitches in the course evaluation system. A complementary narrative evaluation was, however, administered and these are submitted with this AFR.

To see how I responded to the evaluations and continued to develop my courses, refer to 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:

"A gene-free formulation of classical quantitative genetics used to examine results and interpretations under three standard assumptions," **Acta Biotheoretica**, 60(4): 357-378, 2012.

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

###### f. Reviews, abstracts, pamphlets, newsletter articles.

"Race, Genes, and IQ test scores" **GeneWatch**, 26 (2-3): 33-35, 2013

"Intersecting Processes: complexity and change in environment, biomedicine and society" **Ludus Vitalis**, XXI (39):319-324, 2013 (<http://www.ludusvitalis.org/foros/pracprof1.html>)

"Review of 'Challenging Genetic Determinism: New Perspectives on the Gene in Its Multiple Environments', ed. Maheu, L. and R. A. Macdonald," **Quarterly Review of Biology**, 88 (3): 249-250, 2013.

###### 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:

[Nature-Nurture? No. A Short \(but Expanding\) Guide to Variation and Heredity](#) (book ms. for review at University of Chicago Press)

“Revolution and evolution: A vision for chronic disease prevention and intervention in Ontario, Canada,” (with multiple co-authors) (under review)

4. Work in Progress:

@ “Four Fundamental Gaps In Quantitative Genetics”

@“Beyond the gloomy prospect: A different framing of issues in quantitative genetics and epidemiology”

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.).

Editor and publisher of O’Connor, S. H. (2012) [The Harris Narratives: An Introspective Study of a Transracial Adoptee](#). Arlington, MA: The Pumping Station

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

[Fulbright Scholar, Portugal, 2012](#)

Grant not awarded

“Scaling up to “mooel,” not dropping down from a MOOC: A proposal for exploratory research,” Pre-proposal to MOOC Research Initiative (P.I., P. Taylor)

“No longer possible to simply continue along previous lines: Scaffolding alternative forms of cooperation to overcome Century crises,” Proposal to European Research Council (P.I., R. García Barrios)

Papers presented and Workshops led

Papers

“Troubled by heterogeneity? Questions for public health, heritability studies, and personal genomics,” IBMC, University of Porto, November 2012

“No longer possible to simply continue along previous lines’: Cultivating flexible, transversal engagement in intersecting processes of social and scientific change,” Inaugural lecture for 2012-3 Doctoral Programs, Centro de Estudos Sociais, University of Coimbra, October 2012

“Open Space Workshops for Changing Science and Society: Reflection on Participation and Collaboration in STS,” Society for Social Studies of Science, October 2012

“What if everything is always unruly complexity? From mathematical ecology to Raymond Williams and into open spaces beyond”, BABEL working group meeting, September 2012

Workshops designed and led

“What is a studio or what could it be,” RMIT University, Australia, August 2013

“Design for Living Complexities: Bringing critical thinking into design practice,” University of Wollongong, Australia, August 2013 (1 day)

“Scaffolding Scientific and Social Change,” New England Workshop on Science and Social Change, May 2013 (4 days)

“60-minute MOOC,” UMassBoston Center for Innovative Teaching Conference, May 2103 (with J. Szteiter & F. Sullivan)

“Creative habits and refractive practice” and “Learning by doing” for Doctoral Programs, Centro de Estudos Sociais, University of Coimbra, November & December 2012; Curriculum & Instruction Department, University of Massachusetts, Boston, January 2013

“Creativity and Innovation in Epidemiologic Research,” American College of Epidemiology, Chicago, September 2012; Cancer Care Ontario, January 2013

“Biology in Society: Critical thinking and refractive practice” at IBMC in Porto, Portugal, December 2012 (1 day)

“Troubled by Heterogeneity?” University of Coimbra, Portugal, November 2012 (4 days)

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.

Collaborative Explorations (month-long online international inquiry and discussion of scenarios): <http://cct.wikispaces.com/CE> (April, May, June, July 2013)

Twitter sites continued, <http://twitter.com/CCReflect> and <http://twitter.com/ScienceChanges>

Blog continued, Intersecting Processes -- complexity & change in environment, biomedicine & society, <http://pjt111.wordpress.com> (33 posts); Probe—Create Change—Reflect -- critical thinking & reflective practice, <http://pcrcr.wordpress.com/> (47 posts).

Monthly online dialogues (through May 2013), continuing the exchanges among participants of the New England Workshop on Science and Social Change.

#### **IV. SERVICE**

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

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

Curriculum & Instruction Department:

M.Ed. Learning, Teaching, and Educational Transformation (Non-licensure) track, assistant to coordinator

**Critical & Creative Thinking Program:**

Director [see Box 1 for details]

(As coordinator of CCT, I was chair of the following committees: the Program Committee, the Admissions Committee, and the Science in a Changing World track. I was also advisor to the CCT student organization, the CCT Forum, and the CCT alum organization, the CCT Network.)

Coordinator, "Science in a Changing World" graduate track [see Box 2 for details]

**Box 1. CCT Program Administration (as GPD):**

Major tasks in '12-13:

1. Develop the partnership with University College, now CAPS, which became CCT's formal home on 9/1/12, growing enrollments so that the CAPS funded 1.5 professional staff/teaching positions might be increased when regular CCT faculty retire.
2. Carry on administration, advising, and program development without a second faculty position dedicated to CCT. This involved supervising the UC-funded assistant coordinators (and covering the tasks of the one who took another position). 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. With an increasing proportion of students taking the program online, this involved adaptation of face-to-face classes and monthly community events so that some students and alums could be brought in from a distance. 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 & University College/CAPS): Initial draft submitted, reviewed and revised final versions, served as watchdog for subsequent glitches.
2. Enrollment projections (& planning so level of offerings match)
3. Enrollment-boosting arrangements: Coordination with LTET and the Honors Program.
4. Continued UC/CAPS partnership (incl. publicity, advising instructors for online, face-to-face, and hybrid sections, start-up support for online and hybrid sections, maintaining & supervising assistant coordinator positions, migration to new UMB website).
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: budget for use of funds from UC/CAPS to CCT (for guest speakers, stipends for synthesis readers, etc.)
8. Office admin & record keeping to prepare for program reviews (Database maintenance, preparing requested figures for annual reports, filing, wikis for workflow for coordinators and GA)
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 & migration to new UMB website, <http://www.cct.umb.edu>, wiki development, <http://cct.wikispaces.umb.edu>, <http://sicw.wikispaces.umb.edu>.
11. Monthly News & Email communication with students & wider community, <http://cct.wikispaces.umb.edu/news>
12. Awards
13. Liaison with Graduate Studies (incl. GPD meetings) & other duties (as defined in GS manual for GPDs and Graduate Catalog)
14. Coordination with other Programs within CEHD & UC/CAPS (esp. LTET non-licensure track & Instr. Design)

**Recruitment Outreach and Program Development**

15. Promote CCT courses to boost enrollment
16. Recruitment Outreach and Advising (incl. "CCT network" community-building initiative [monthly events to supplement students' education through the involvement of alums; see <http://cct.wikispaces.umb.edu/CCTNetwork>] & wiki 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; follow-up on AQUAD review (incl. formal move

to UC/CAPS), promotion of a Reflective Practitioner's Portfolio for students to make linkages among the courses (<http://cctrpp.wikispaces.umb.edu>); promotion of "Science in a Changing World" track for the CCT graduate certificate and M.A. program, <http://www.cct.umb.edu/sicw> (see below).

20. Train assistant coordinators in administrative history & procedures

21. Creation and Involvement in online communities relevant to the Program's mission and development, e.g., <http://cct.wikispaces.com>, <http://sicw.wikispaces.com>, and various MOOCs, e.g., <http://learn.media.mit.edu/>

## Box 2. "Science in a Changing World" graduate track Administration (as Coordinator):

See <http://www.cct.umb.edu/sicw> & <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:

- Course offerings and approvals

- Program promotion (incl. website, wiki, and contribution to a related non-UMB social network)

- 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>

  - One-day series of dialogues at the Cambridge Science Festival (organized, but cancelled due to Boston security measures)

Revenue (through expanded partnership with University College)

Training, and supervising assistant coordinator.

Institutional support & recognition, including SICW as part of formal move of CCT Program to UC

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

University:

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

- Inter-college faculty Seminar in Humanities and Sciences, Organizer, 2003- (<http://sicw.wikispaces.umb.edu/ISHS>) (Fall 12 theme: "When the Social, not the Medium, is the Message: Community-building and Research Collaboration in Virtual Spaces"; Spring 13 theme: "Science in Context: Context in Science")

- Public Policy Program, Faculty member, 2003- & Academic Affairs Committee, 2012-13

- Selection Committee, Graduate Studies Assistant Dean

- Steering Committee, College of Advancing & Professional Studies

- International Partnership development with the Center for Social Studies, University of Coimbra

- Doctoral Proposal development, "Creative & Transformative Education" (in partnership with MassArt)

## Box 3. STV plans

See updated and indicators of progress at <http://www.stv.umb.edu/STVplans.html>). In particular, during 12-13:

- \* 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 both semesters (biweekly sessions), <http://www.stv.umb.edu/ISHS.html>. <http://sicw.wikispaces.umb.edu/ISHS>

- \* Included selected undergraduates in regular cycle of course offerings for "Science in a Changing World" graduate track.

- \* Discussions with new CLA faculty towards revising the program or creating a parallel or substitute program.

## B. Service to Profession or Discipline:

Organizer, New England Workshop on Science & Social Change, 2003- (<http://www.stv.umb.edu/newssc.html>).  
(Workshop in May '13, with monthly conference call to continue workshop discussions and interactions).

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

Manuscript and proposal reviews: **MIT Press; American Journal of Psychiatry; World Congress on Social Media; Wiley**

International Society for History, Philosophy and Social Studies of Biology: Operations Committee, 2009-13

Tenure and/or Promotion review: Temple University; RMIT University

External Dissertation examiner: University of Tasmania

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

One-day series of dialogues at the Cambridge Science Festival (organized, but cancelled due to Boston security measures)

**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.**

My PMYR was completed with a Category I evaluation.

**College of Education and Human Development  
Report on Progress in relation to Annual Faculty Goals  
2012 - 2013**

(+ = examples that meet this objective; -- = objective unmet; 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.

+ Co-taught Gender, Race & the Complexities of Science & Technology through the Graduate Consortium for Women's Studies.

Δ Initial session for next offering that introduces the rhythm and expectations of the PBL format.

2. Disseminate tools used in teaching of research and engagement.

+ Presentations and workshops (see III.C.1)

Δ Talks beyond UMB to draw attention to the book

3. Develop smooth & effective operations for hybrid courses (which bring students from a distance into regular face-to-face class sessions).

+ Taught CrCrTh 645 and PPol 753 to on-campus and at-a-distance students.

Δ Arrange practice sessions for at-a-distance students to minimize technical snags.

4. Achieve affiliation with the new PhD program in global governance and human security with a view to serving on doctoral committees and endorsement of my Public Policy doctoral courses (Epidemiological Thinking and Population Health; Scientific and Political Change) for studies in this program.

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Δ Finalize international partnership with Center for Social Studies, then reactivate request.

**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.



- + Directed CCT & SICW from Portugal during the fall of 2012.
- Δ Hire replacement for the SICW assistant (who took another job 9/1/12).

2. Interdisciplinary interactions on science-in-society: Organize and lead the Inter-College Seminar in Humanities and Sciences each semester, one 4-day workshop for New England Workshop on Science and Social Change and two in Portugal, monthly conference calls between the annual workshops, a series of other workshops and discussion sessions away from Boston, and a summer school with the University of Coimbra.

- + Presentations, workshops, and online discussions (see III.C.1 and III.D), but no Summer School
- Δ Finalize exchange agreement with University of Coimbra and seek funding for visits.

### 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 achieved, but have got equitable course-load reductions for GPD work in CCT & SICW, and arranged someone take over responsibilities in LTET.
- Δ Arrange replacement for Prof. Smith when she retires.

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.

- + Nature-Nurture? No... completed, edited, and to be submitted for review by end of September 2013.
- Δ Submit completed articles for publication (perhaps using PMYR PD funds for open-access journals)

3. Draft three chapters on 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 health sciences in their social context.)

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- Δ See #1 re: Protect 1/3 of my work-time

4. Give 6 presentations or workshops to draw attention to Taking Yourself Seriously.

- + 9 presentations and workshops (see III.C.1)
- Δ Arrange to give presentations or workshops explicitly on Taking Yourself Seriously

5. Publish on innovations in Interdisciplinary interactions on science-in-society (see #1 under Teaching and #2 under Service) and in teaching Epidemiological literacy.

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- Δ See #1 re: Protect 1/3 of my work-time

6. Weekly posting to my blogs, twitter, and diigo on critical thinking and reflective practice and on the complexity of the health and environmental sciences in their social context

- + <http://pjt111.wordpress.com> (33 posts)
- Δ Translate handwritten drafts into blog posts

### Annual Faculty Goals 2013- 2014

#### 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.

2. Disseminate tools used in teaching of research and engagement.

3. Develop smooth & effective operations for hybrid courses (which bring students from a distance into regular face-to-face class sessions).

4. Achieve affiliation with the new PhD program in global governance and human security with a view to serving on doctoral committees and endorsement of my Public Policy doctoral courses (Epidemiological Thinking and Population Health; Scientific and Political Change) for studies in this program.

**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 Inter-College Seminar in Humanities and Sciences each semester, two workshops for New England Workshop on Science and Social Change.
3. Seek approval for proposal for a doctorate in “Creative and Transformative Education,” in partnership with MassArt.
4. Continue series of month-long Collaborative Explorations, building the number of participants.

**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 acceptance for publication of Nature-Nurture? No... and two completed articles.
3. Draft three chapters on 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 health sciences in their social context.)
4. Co-draft articles with members of Andamios collaborative that produced the funding proposal to European Research Council “No longer possible to simply continue along previous lines: Scaffolding alternative forms of cooperation to overcome 21<sup>st</sup> Century crises.”
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. Weekly posting to my blogs, twitter, and diigo 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.)

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Signature of the Chair of Personnel Committee

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

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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.