ANNUAL FACULTY REPORT AND EVALUATION OF PROFESSIONAL ACTIVITIES

For the period September 1, 2015 to August 31, 2016

Name: **Peter J. Taylor**   Date: September 14, 2016

Department: Curriculum & Instruction   School: U. Mass. Boston

Rank: Professor   Highest degree and date: Ph. D. 1985

Years at present rank: 10   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: two journal commentaries, 1 presentation, 2 workshops designed & led, and 26 blog posts; and b. Educational Innovation: 1 working paper, 1 presentation, 49 blog posts, 2 month-long online communities for inquiry and discussion.

My *teaching* for '15-16 included three required CCT capstone courses, two required core courses for regular CCT track, one required core course for the Science in a Changing World track, and one new elective developed for the possible doctoral partnership with MassArt. I was general advisor for 32 CCT students (with J. Szteiter's help) and 10 LTET M.Ed. students, capstone synthesis advisor or reader for 11 CCT students (7 of whom completed their degrees), and a dissertation advisor for 3 PhD students in Portugal.

My *service* centered on: a. directing the CCT Program, with the many and varied tasks that that involves. (I gave special attention to creating a community for the growing proportion of online students and mentoring the new 50% faculty member); b. maintaining and extending UMB's profile in the area of science-in-society. (In this area I organized the Intercollege Seminar in Science and Humanities and undertook 7 proposal or manuscript reviews—serving on the editorial board of one journal); c. chairing CAPS College Personnel Committee; and d. assisting the GPD and advising students through to completion in the non-licensure LTET M.Ed. track.

II. Teaching

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

Fall 15

Course	Course Name	# Credits	# Students
CrCrTh 601*	Critical Thinking	3	10
CrCrTh 692	Processes of Research & Engagement	3	13
CrCrTh 651*	Advanced Cognitive Psychology	3	4
CLR*	Directing Science, Technology & Values Program		
CLR	Directing Critical & Creative Thinking Program		

Spring 16

Course	Course Name	# Credits	# Students
PPol 749/ CrCrTh 649	Scientific & Political Change	3	10
CrCrTh 694	Synthesis seminar	3	6
CrCrTh 693	Action Research	3	11
CLR	Directing Critical & Creative Thinking Program		

Summer 16

Course	Course Name	# Credits	# Students
CrCrTh 611	Design for Living Complexities	3	4

* Overload, with one course banked by CAPS for a future semester

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

Fall 2015:
CrCrTh 601: Taught an experimental version of the core course in Critical Thinking using a Problem-Based Learning format with goals, among others, of investigating a) how much well-worn sources from the 80s and 90s have been superseded by more recent research and writing; b) how much the critical thinking process needs to involve individuals seeking or creating supportive "context," e.g., arranging sounding boards or establishing one's surroundings as a "studio" to make a space where critical thinking comes easier?

CrCrTh 651: Co-taught a small section of this required core course after issues arose for some students with the original instructor. Doing this required learning subject matter that was new for me.

Spring 2016:
CrCrTh 693: Added an annotated bibliography requirement for the several students who joined the course from doctoral programs. Mentored the new instructor who took on the online section of the course.

Summer 2016:
CrCrTh611: Piloted a new course that simultaneously served registered students, a closed online collaborative exploration, and an open-access mini-MOOC. The recorded material had been prepared in 2014 to serve a proposed doctoral program in partnership with MassArt. (The proposal is currently on hold).

To see more details of 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.

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

Completed Masters, as chair = 5:
Kerri Arruda, "From There to Here and Over Again: Developing through CCT Studies my Ability as a Parent to take Action on Teenage Non-Suicidal Self-Injury"
Anne Gladfelter, "Bringing Free Play Back to Children: One Educator's Journey from Teacher to After- School and Play Advocate"
Kaylea Hascall, "Thinking Deeply, Creating Richly: Learner Transformation Through Narrative"

Sara Kaplan, "Revising the Myth of Normal: Creating a Sustainable Secondary Academic Curriculum Predicated on Learning Diversity"
Jill Corson Lake, "Sharing Wondrous Stories of This Place: A Garrison School Website for the Wider Community"

Completed Masters, as reader = Daniel Albert, Dustin Senger

Masters syntheses in progress, as major advisor = 2
    Sandra McCollin

Masters syntheses in progress, as reader = 3
    Amy McLaughlin-Hatch, Myra McWethy, Sinem Mankir Oztan

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

Doctoral students in progress = 3 (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 Szteiter, for all 32 CCT students, of whom 7 graduated. I continued end-of-semester check-ins to compensate for lack of in-person conversations now that most students take the Program from a distance.   I have also been the advisor for 10 LTET M.Ed. students.

E. What were your major teaching and counseling activities last year which are not adequately covered in the previous sections?
Narrative evaluations, used for CCT courses in CAPS, are attached to this AFR.

	Numerical average ratings		Link to full narrative evaluations
	Course	Instructor	
Assigned courses			http://www.faculty.umb.edu/pjt/...
CrCrTh 692	4.7	4.8	692-15evals.pdf
CrCrTh 693	4.2	4.6	693-16Eval.pdf
CrCrTh 694	4.8	4.8	694-16Eval.pdf
PPol 749/CrCrTh 649	4.3	4.9	749-16Eval.pdf
Additional courses (not on load)			
CrCrTh 601	4.7	4.5	601-15eval.pdf
CrCrTh 611	5	5	611-16eval.pdf
CrCrTh 651	n/a	n/a	651-15evals.pdf

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.

Convened an online "Studio for Connecting, Probing, Reflecting, and Creating" with selected graduates of the CCT Program, with a view to mentoring them to produce the kinds of research, writing, and proposals for funding that they might be doing if they had been admitted to a doctoral program that they found suitable for their intellectual development. Eight weekly meetings (=two month-long "collaborative explorations") and exchanges on a blog during June-August.

III. Research, Creative, or Professional Activity

@indicates listed in last year's AFR in the same category; # indicates senior author other than PJT

A. Research Activity
1. Completed (in print)
a. Books and monographs:

b. <u>Textbooks</u>:

c. <u>Edited book</u>s:

c2. <u>Edited journals</u>:

d. <u>Articles in journals</u>:
"Questioning the Darwinism that Lynch Presents as a Viable Basis for Humans to Pursue Science" &
"Not Throwing Up My 'hand in defeat … or reduc[ing] everything to contextual complexity': A Short Response to Lynch's Counter-Criticisms." **Social Epistemology Review and Reply Collective** 5(2): 85-87 & 5 (4): 65-66, 2016.

e. <u>Chapters in books or monographs</u>:

f. <u>Reviews, abstracts, pamphlets, newsletter articles</u>.

f2. <u>Introductions to edited journals</u>

g. <u>Papers presented at conferences and meetings which were published in the Proceedings</u>:

2. <u>Works Completed and Accepted for Publication</u>:
"The hidden complexity of simple models, or Why theorists of all kinds should be troubled by unmodeled
    variables having dynamical lives of their own," submitted for <u>The Truth is the Whole</u>, ed. T. Awerbach
"Changing science in heterogeneous environments," submitted for <u>The Truth is the Whole</u>, ed. T. Awerbach
"Bringing all to the table: From the Pumping Station to Project-Based Learning," for <u>In Search of the Commons</u>,
    ed. C. Winslow.
"Nature and Nurture," in N. Castree, M. Hulme and J. Proctor (Eds.) <u>The Companion to Environmental Studies</u>.
    London: Routledge, forthcoming.

3. <u>Works Completed and Submitted for Review</u>:
"The genotype/phenotype distinction," for Stanford Encyclopedia of Philosophy (with R. Lewontin)

4. <u>Work in Progress</u>:

@ "Five Fundamental Gaps In Nature-Nurture Science"

@Heterogeneity, not randomness, sets challenges for quantitative genetics and epidemiology: A response to
    Davey Smith's "gloomy prospect"

@"What to do if we think that researchers have overlooked a significant issue for a long time? The case of
    quantitative genetics and underlying heterogeneity"

@"Slow EdTech: Pedagogical principles, collaborative explorations, and persistent challenges" (with F. Sullivan
    and J. Szteiter)

@"Making visible a collage of radical scientists and critics," for <u>Science as Culture</u>

"From Complexity to Construction to Intersecting Processes"

<u>Ann(ie) Blum in Our Lives</u> (editor)

B   <u>Creative Activity</u>: 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

Arranging production and publication of two anthologies of interdisciplinary essays in honor of two mentors: Richard Levins (The Truth is the Whole) and Iain Boal (The River of Fire).

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

Grant not awarded

Papers presented and Workshops led

Papers

Workshop designer and facilitator:
"Impossible to Simply Continue Along Previous Lines: Changing Life in Times of Crisis," 4-day New England Workshop on Science and Social Change, to be held October 2016
"Intersecting Processes," 4-day New England Workshop on Science and Social Change, to be held May 2017

Working Papers etc. made available on the WWW
"Slow EdTech: Pedagogical principles, collaborative explorations, and persistent challenges," Working Papers in Critical, Creative, and Reflective Practice, http://scholarworks.umb.edu/cct_ccrp/2, 2014. (With F. Sullivan and J. Szteiter)

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, http://twitter.com/CCReflect and http://twitter.com/ScienceChanges

Blogs continued, Intersecting Processes -- complexity & change in environment, biomedicine & society, http://pjt111.wordpress.com (26 posts); Probe—Create Change—Reflect -- critical thinking & reflective practice, http://pcrcr.wordpress.com/ (49 posts).

Blog curated, Ann(ie) Blum in Our Lives, http://annblum.wordpress.com, (116 posts).

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 director

Critical & Creative Thinking Program:
       Director [see Box 1 for details]
             (As director 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 '15-16:
1. Develop or sustain the partnerships with other programs, including new doctoral programs, through which
    CCT has been able to offer a wider and more reliable roster of courses than possible if filled only with
    matriculated CCT students.
2. Carry on administration, advising, and program development without a second f/t faculty position dedicated
    to CCT. This involved supervising the UC-funded assistant director, covering the tasks of the SICW track
    assistant coordinator now that that 50% position has ended, and monitoring the new 50% faculty
    member, who was on probation. 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 a high proportion of students now taking the program online, this involved supervising
    instructors to bring online core courses up to date and continuation of end-of-semester check-ins for all
    students. The next highest priority for CCT is to attract applicants to the Program and advise them
    through to matriculation.

Admin & general student advising (with assistance of Jeremy Szteiter, assistant director):
1. Course schedule (online and f2f): 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, the Honors College, Public Policy, Nursing, and
GISD.
4. Continued CAPS partnership (incl. publicity, advising instructors for online, face-to-face, and hybrid
sections, start-up support for hybrid sections, revision of pages on UMB website).
5. General student advising (incl. course plans from new students, update CCT student handbook, new student
interviews, mid-program check-in, and end-of-semester check-ins)
6. Use of WISER (for student info [esp. for online courses] & registration).
7. Financial matters: budget for use of funds from 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, google docs for workflow for coordinators and GA)
9. Synthesis completion (incl. uploading of abstracts and full text pdf to ScholarWorks, assembling exit self-
assessments, certifying capstone completion, follow up with students who did not finish during regular
semester, initiatives to clear backlog of "ABD"s)
10. Website maintenance & revision of information on UMB website, http://www.cct.umb.edu, and
accompanying wikis, 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 (esp. LTET non-licensure track, Instr. Design & Honors College)

**Recruitment Outreach and Program Development (with assistance of Jeremy Szteiter, assistant
director):**
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, especially
http://cct.wikispaces.umb.edu/How+graduates+build+on+their+CCT+studies)
17. CCT pre-admissions advising, admissions committee & 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).

20. Train new faculty member in administrative history & procedures
21. Creation or Involvement in online communities relevant to the Program's mission and development, e.g., http://cct.wikispaces.com, http://sicw.wikispaces.com, http://bit.ly/CCRPgplus, http://bit.ly/SICWgplus and http://bit.ly/collabex
22. Promotion of accelerated BA-MA in regular and SICW tracks, http://cct.wikispaces.umb.edu/BAMA, http://sicw.wikispaces.umb.edu/BAMA
23. Editing Working Papers on Scholarworks, http://scholarworks.umb.edu/cct/

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

In addition to #1-23 above for the CCT Program
Arranging 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
 Combined face-to-face and online session at the Cambridge Science Festival

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) (Spring 16: "Puzzling and Probing: Inquiry into Conceptual Foundations")
 Public Policy Program, Faculty member, 2003- & Academic Affairs Committee, 2013-
 Strategic Planning Subcommittee on Graduate Programs, 2016-
College of Advancing & Professional Studies, College Personnel Committee (chair), 2013-

Box 3. STV plans

See updated and indicators of progress at http://www.stv.umb.edu/STVplans.html). In particular, during 14-15:
* Continued 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 sessions), http://sicw.wikispaces.umb.edu/ISHS
* Included selected undergraduates in regular cycle of course offerings for "Science in a Changing World" graduate track.
* Coordinated with new CLA faculty who have created a parallel (and likely substitute) program, "Science, Medicine, and Society."

B. Service to Profession or Discipline:

Science as Culture, editorial board, 1997- ; manuscript review.
Manuscript and proposal reviews: National Science Foundation, Philosophy and Theory in Biology, PLOS one, Sage, Science as Culture, Science Education, Social Epistemology

C. Professionally Related Outreach Service to the Public

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

V. 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 for 2015 –2016
(as laid out in last year's AFR)

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

Achieving my goals this year was eclipsed by my caregiving role for a dying spouse then recovery afterwards.

Teaching Goals:

1. Further develop the project-based learning (PBL) 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.
+ Initial session of Spring Scientific and Political Change course that made use of extended autobiographical introductions and "connections and extension" feedback to foster the learning community.
Δ Post compilations of students' annotated bibliography entries to increase likelihood of use by others

2. Disseminate tools used in teaching of research and engagement.
+ Prepared interactive conference session (delivered 9/2/16) on PBL as feminist pedagogy
Δ Submit proposal to publisher for 2nd edition of Taking Yourself Seriously

3. Use blogs or other media for effective peer interaction beyond class sessions in hybrid courses (which bring students from a distance into regular face-to-face class sessions).
+ Used discussion posts on wikis instead of blog to simplify the number of platforms the students worked on.
Δ Coach students to treat discussion posts not as informal, off-the-cuff contributions.

4. Achieve affiliation with newer PhD programs 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.
-- Provost encouragement for my affiliation with proposed Public Health program.
Δ Follow up on initial conversations.

Service Goals:

1. Coordinate CCT and SICW, working with the CAPS-funded assistant and faculty 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.
+ Mentored 2nd year 50% faculty member, but then monitored him when under probation.
Δ Streamline tasks and expectations given that this faculty member stopped working for us in the winter.

2. Interdisciplinary interactions on science-in-society: Organize and lead the Inter-College Seminar in Humanities and Sciences one semester, annual workshop for New England Workshop on Science and Social Change.
+ Connected ISHS & NewSSC with my long-term interests in Conceptual foundations of science-in-society
Δ Pursue one on one conversations outside seminar meetings

3. Contribute to a new proposal for a doctorate within CAPS and a Graduate Certificate that link Instructional Design and CCT around technology, leadership and innovation.
-- Waiting for Instr. Design to finish their curriculum revision

4. Continue series of month-long Collaborative Explorations (CEs) in the spring, building the number of participants.
+ CEs in the Studio (II.E)
Δ Revise article on CEs

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 (in part because of time needed to mentor/monitor replacement for faculty member who retired), but better than before in let things take the time it takes.
Δ Streamline the labor for CCT administration and program development.

2. Continue to persist in getting suitable significant publication outlets and speaking opportunities for my heterodox perspectives on longstanding genes-environment debates, including revision for second edition of Nature-Nurture? No... and two completed articles.
+ Major revision of Encyclopedia article on "Genotype-phenotype distinction"
Δ Submit completed articles for publication (perhaps using PMYR PD funds for open-access journals)
Δ Arrange talks to stimulate discussion around the book

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.)
--
Δ See #1 re: Protect 1/3 of my work-time & overall note on this last year

4. Publish on innovations in Interdisciplinary interactions on science-in-society (see #1 under Teaching and #2 under Service) and in teaching Epidemiological literacy.
+ Working paper published on Scholarworks
Δ See #1 re: Protect 1/3 of my work-time

5. Draw together past and new postings 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, including books proposal for "Whys to look for genes."
+ http://moreandmorecurious.wikispaces.com/Contents
Δ Complete this compilation with additional recordings

Annual Faculty Goals
2016– 2017

Teaching Goals:

1. Further develop the project-based learning (PBL) 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. Use blogs or other media for effective peer interaction beyond class sessions in hybrid courses (which bring students from a distance into regular face-to-face class sessions).

4. Achieve affiliation with newer PhD programs 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 CAPS-funded assistant and faculty 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 one semester, annual workshop for New England Workshop on Science and Social Change.

3. Contribute to a new proposal for a doctorate within CAPS and a Graduate Certificate that link Instructional Design and CCT around technology, leadership and innovation.

4. Continue series of month-long Collaborative Explorations in the spring, 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 and speaking opportunities for my heterodox perspectives on longstanding genes-environment debates, including revision for second edition 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. Publish on innovations in Interdisciplinary interactions on science-in-society (see #1 under Teaching and #2 under Service) and in teaching Epidemiological literacy.

5. Draw together past and new postings 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, including books proposal for "Whys to look for genes."

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.