

ANNUAL FACULTY REPORT AND EVALUATION OF PROFESSIONAL ACTIVITIES

For the period September 1, 2016 to August 31, 2017

Name: **Peter J. Taylor**

Date: September 1, 2017

Department: Curriculum & Instruction

School: U. Mass. Boston

Rank: Professor

Highest degree and date: Ph. D. 1985

Years at present rank: 11

Date of first UMass Appointment: 9/1/98

Overview

My *research and writing* focused on two overlapping areas: a. Critical Thinking about Life Sciences in their Social Context: three peer-reviewed publications (two as sole author), 1 presentation, 5 workshops designed & led, and 19 blog posts; and b. Educational Innovation: 1 book chapter, 3 presentations, 2 workshops designed & led, 17 blog posts, 5 month-long online communities for inquiry and discussion.

My *teaching* for '16-17 included two required CCT capstone courses, two electives for Science in a Changing World track (one with Public Policy; other with Graduate Consortium for Women's Studies). I was general advisor for 32 CCT students (with J. Szteiter's help) and 6 LTET M.Ed. students, capstone synthesis advisor or reader for 10 CCT & LTET students (6 of whom completed their degrees), and a dissertation advisor for 3 PhD students in Portugal (one of whom graduated).

My *service* centered on: a. directing the CCT Program, with the many and varied tasks that that involves; b. contributing to the development of a proposed Public Health program; c. reviewing manuscripts; and d. producing 4 anthologies and other book manuscripts for publication.

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

Fall 16

Course	Course Name	# Credits	# Students
CrCrTh 692/PPol 795	Processes of Research & Engagement	3	13
CLR*	Directing Science, Technology & Values Program		
CLR	Directing Critical & Creative Thinking Program		

Spring 17

Course	Course Name	# Credits	# Students
PPol 753/ CrCrTh 653	Epidemiological Thinking & Population Health	3	6
CrCrTh 694	Synthesis seminar	3	6
GCWS consortium	Changing Life: Reading the Intersections of Gender, Race, Biology, and Literature	3	11
CLR	Directing Critical & Creative Thinking Program		

* overload

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

Spring 2017:

GCWS consortium: Developed a new course on race, gender, and science with co-instructor whose specialty is literature. Project-based learning structure remained central.

Summer 2017:

Completely revised the sequence and activities for required core course in Critical Thinking.

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 PhD, as committee member

Liliana Abreu, "Distributed health literacy in chronic conditions: Patient-centredness and the role of health literacy mediators," Public Health Doctoral Program, Medical School University of Porto

Completed Masters, as chair = 5:

Jane Alwis, "The transformation of an educator"

Kayla D. Faust, "Real World Application of CCT Tools: How Reflection, Dialogue Processes and Action Research were used to promote organizational change and student success in Re-Engagement Work"

Wipa Khampook, "The Resolute Student"

David Kooharian, "Transformational Leadership For Growth In Changing Times"

Amy Seidl, "Steps Towards An Integration Of Critical And Creative Thinking Through Reflective Practice"

Completed Masters, as reader = Myra McWethy

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

Masters syntheses in progress, as reader = 2
Amy McLaughlin-Hatch, Sinem Mankir Oztan

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

Doctoral students completed = 1; in progress = 2 (University of Coimbra, 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 32 CCT students, of whom 4 graduated with M.A. and 2 with Certificate. 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 6 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	
			http://www.faculty.umb.edu/pjt/...
CrCrTh 692/PPol 795	4.7	4.8	692-16evals.pdf
CrCrTh 694	5	5	694-17evals.pdf
PPol 753/CrCrTh 653	4.6	4.2	753-17evals.pdf
GCWS	--	--	GCWS-17eval.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.

Continued 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. Twenty weekly meetings (=five month-long "collaborative explorations") and exchanges on a blog during 2016-17.

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. Textbooks:

c. Edited books:

[Ann\(i\)e Blum in Our Lives](#) (editor) Arlington, MA: The Pumping Station

c2. Edited journals:

d. Articles in journals:

"The genotype/phenotype distinction," for Stanford Encyclopedia of Philosophy, <https://plato.stanford.edu/entries/genotype-phenotype/> (with R. Lewontin)

"From Complexity to Construction to Intersecting Processes: **Puzzles for theoretical and social inquiry**," Ecological Complexity, <https://doi.org/10.1016/j.ecocom.2017.06.006>

e. Chapters in books or monographs:

"Bringing all to the table: From the Pumping Station to Project-Based Learning," p. 431-443 in C. Winslow (ed.) [River of Fire: Commons, Crisis and the Imagination](#), Arlington, MA: The Pumping Station.

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:

@ "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 [The Truth is the Whole](#), ed. T. Awerbach

@ "Changing science in heterogeneous environments," submitted for [The Truth is the Whole](#), ed. T. Awerbach

@ "Nature and Nurture," in N. Castree, M. Hulme and J. Proctor (Eds.) [The Companion to Environmental Studies](#). London: Routledge, forthcoming.

"Distributed health literacy among people living with type 2 diabetes: defining levels of awareness and support," **Journal of Health & Social Care in the Community** (with L. Abreu, J.Nunes, S. Silva *), in press, <https://doi.org/10.1111/hsc.12465>.

3. Works Completed and Submitted for Review:

"How distributed health literacy can influence asthma management: core interactions of health mediators," (with L. Abreu, J.Nunes, S. Silva *)

4. Work in Progress:

@ "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"

Taking Yourself Seriously: Processes of Research and Engagement (2nd edition)

"Teaching for Epidemiology Literacy"

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.).

Arranging production and publication: an anthology of interdisciplinary essays in honor of Iain Boal (The River of Fire) (completed); a memorial volume for UMB faculty member (and spouse), Ann Blum; and the manuscript of CCT instructor B. Schwendener (Organic Music Theory).

2. Completed but not yet presented, performed, produced, or published.

3. In Progress

Arranging production and publication of an anthology of interdisciplinary essays in honor of Richard Levins (The Truth is the Whole).

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

"A project-based learning experiment in feminist pedagogy," Society for Social Studies of Science, September 2106.

"What to do if we think that researchers have overlooked a significant issue for 100 years? The case of quantitative genetics and underlying heterogeneity," University of California, Santa Cruz, November 2016.

"Design for Living Complexities: An experiment in teaching critical thinking about design," Society for Social Studies of Science, August 2017

“Connecting-Probing-Reflecting Spaces: The New England Workshop on Science and Social Change,” Society for Social Studies of Science, August 2017

Workshop designer and facilitator:

“Making Sense of our 4S Experiences: An hour for Connecting and Reflecting Together,” Society for Social Studies of Science, September 2016

“Impossible to Simply Continue Along Previous Lines: Changing Life in Times of Crisis,” 4-day New England Workshop on Science and Social Change, October 2016

“Dialogue and Collaborative Exploration,” Cambridge Science Festival, April 2017

“Teaching ‘Design for Living Complexities’,” RMIT and Macquarie Universities, October 2016

“Intersecting Processes,” 4-day New England Workshop on Science and Social Change, May 2017

“Impossible to Simply Continue Along Previous Lines: Changing Life in Times of Crisis,” 1-day pre-conference Workshop, Society for Social Studies of Science, August 2017

“Making Spaces for Connecting, Probing, Reflecting, Creating,” 4-day New England Workshop on Science and Social Change, October 2017 (design only, at this stage)

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.

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> (19 posts); Probe—Create Change—Reflect -- critical thinking & reflective practice, <http://pcrcr.wordpress.com/> (17 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 '16-17:

1. Develop or sustain the partnerships with other 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 assistant director, covering the tasks of the SICW track assistant

coordinator and a new faculty member, now that both 50% positions have ended. 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, Honors College, Instructional Design, Public Policy, Nursing, TCCS, and GISD.
4. Continued CAPS partnership (incl. publicity, advising instructors for online, face-to-face, and 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 program admin. and development)
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, TCCS & 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. 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>
21. Promotion of accelerated BA-MA in regular and SICW tracks, <http://cct.wikispaces.umb.edu/BAMA>, <http://sicw.wikispaces.umb.edu/BAMA>
22. 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 #1-22 above for the CCT Program
 Arranging Extra-curricular Activities (to build community and raise the profile of the track)
 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>)
Public Policy Program, Faculty member, 2003-2016 & Admissions Committee, 2017
Public Health program proposal, Review Committee member
College of Advancing & Professional Studies, College Personnel Committee (chair), 2013-
College of Public and Community Service, Tenure review committee member, C. Siqueira
SSRC grant on "Transdisciplinary research," Proposal review committee member

B. Service to Profession or Discipline:

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

Manuscript and proposal reviews: American Psychologist, Ecological Complexity, Hackett Publishing, Philosophy and Theory in Biology, PLOS one, Sage, Science as Culture, Science Education

External Review panel, Member, State of Connecticut Reaccreditation for The Graduate Institute, April 2017

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 2016 -2017 (as laid out in last year's AFR)

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

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.
 - + New course, Changing Life: Reading the Intersections of Gender, Race, Biology, and Literature
 - + Compilations of students' annotated bibliography entries made and posted to increase likelihood of use by others
2. Disseminate tools used in teaching of research and engagement.
 - + Interactive conference session 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).
 - + Returned to using wordpress blog so that students would have access to assembled materials (e.g., annotated bibliography entries) after studies are over.
 - + Paired students to provide peer commentary of each others' assignments, which were submitted by email so I could ensure timely pairings and peer commentaries.
 - Δ Keep coaching students to treat blog 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.
 - + Affiliation with proposed Public Health program.
 - Δ Follow up on past conversations with other programs.

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.
 - + Shifted to an every-other year offering for CCT electives with a view to reducing course salaries and increase registration/course while still allowing students to take any course offered (given that they take 2+ years to complete their studies).
 - Δ Follow through on partnership with Honors that enables required SICW courses to secure enough students to be offered.
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.
 - + Organized and led 3 NewSSC workshops (III.C)
 - Δ Pursue one on one conversations on campus outside ISHS seminars
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.
 - + ---
 - Δ Needs to be revisited now that Instr. Design has finished their curriculum revision
4. Continue series of month-long Collaborative Explorations (CEs) in the spring, building the number of participants.
 - + CEs in the Studio for selected CCT alums (II.E)
 - Δ Revise article on CEs for publication

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 take over tasks of 50% faculty/staff no longer working for Program.
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.
 - + Completed major rewriting of Encyclopedia article on "Genotype-phenotype distinction"
 - Δ Submit already completed articles for publication
 - Δ Arrange talks to stimulate discussion around Nature-Nurture? No...
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. Publish on innovations in Interdisciplinary interactions on science-in-society (see #1 under Teaching and #2 under Service) and in teaching epidemiological literacy.
 - + Working papers published on Scholarworks
 - Δ Complete article on teaching epidemiological literacy for October journal deadline
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."
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My Annual Faculty Goals for 2017–2018 would be very similar to those for 2016-17. However, given that the practice of formulating and evaluating these goals faded away in GCE/CEHD years ago and that I have not found myself using the goals to guide my work, I have decided not to continue the practice.

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.