

# Periodic MultiYear Review

Peter Taylor, September 2012

## Contents

- *To set the scene*  
Professional Profile
- *To convey ongoing innovation in response to new needs and opportunities, reflection, and professional development since the promotion review*  
Annual Faculty Professional Development Goals, 2005-6 through 2011-12
- *To consider how the Department, College, and University might assist faculty members in order to maximize their contributions in the next stage of their career*  
Reflection on Goals not so well achieved
- *To provide additional relevant documentation*  
Appendix: Links to Practitioner's Portfolio (including course evaluations and AFRs), Guided Tour of Teaching, Guided Tour of service

## Professional Profile

(from <http://www.faculty.umb.edu/pjt/>)

As a Professor at the University of Massachusetts Boston, I direct the Critical and Creative Thinking (CCT) Graduate Program, which aims to provide its mid-career or career-changing students with "knowledge, tools, experience, and support so they can become constructive, reflective agents of change in education, work, social movements, science, and creative arts." I also direct the Program in Science, Technology and Values (STV), which offers courses to undergraduates about the interactions between scientific developments and social change and promotes discussion and teaching innovation among faculty. These roles come together in the new Graduate certificate and Masters track in CCT on "Science in the Changing World."

The intellectual basis for my work in and across these interdisciplinary endeavors lies in my analyses of complexity in the social situation in which the research is undertaken as well as in the situations studied in science. For many years my focus in science was on ecology and environmental studies, but in recent years I have been studying social epidemiological approaches that address the life course development of health and behavior (see below). I argue that both the situations studied and the social situation of the researchers can be characterized in terms of unruly complexity or "intersecting processes" that cut across scales, involve heterogeneous components, and develop over time. These cannot be understood from an outside view; instead positions of engagement must be taken within the complexity. Knowledge production needs to be linked with planning for action and action itself in an ongoing process so that knowledge, plans, and action can be continually reassessed in response to developments -- predicted and surprising alike. In this spirit, I explore ways to stimulate researchers (and students training to become researchers) to self-consciously examine the complexity of their social situatedness so as to change the ways they address the complexity of the situations they study (see Unruly Complexity, U. Chicago press, 2005)

This project on complexity and change had its beginnings in environmental and social activism in Australia which led to studies and research in ecology and agriculture. I moved to the United States to undertake doctoral studies in ecology, with a minor focus in what is now called science and technology studies (STS). Subsequently, I combined scientific investigations with interpretive inquiries from the different disciplines that make up STS, my goal being to make STS perspectives relevant to life and environmental students and scientists. Critical thinking and critical pedagogy/reflective practice became central to my intellectual and professional project as I encouraged students and researchers to contrast the paths taken in science, society, education with other paths that might be taken, and to foster their acting upon the insights gained. Bringing critical analysis of science to bear on the practice and applications of science has not been well developed or supported institutionally, and so I continue to contribute actively to new collaborations, programs, and other activities, new directions for existing programs, and collegial interactions across

disciplines. My aspiration is to foster education that supports people to become resilient and reorganize their lives, communities, and economies in response to social, environmental changes (see Taking Yourself Seriously, with J. Szteiter, The Pumping Station, 2012).

*Update:* My current research and writing is directed towards a book manuscript, Troubled by Heterogeneity?, submission of articles, and materials for teaching and wider public discussion on eight cases (see “Infrastructure and Scaffolding,” 2009). The cases address heritability studies, the social uses of genetic information, gene-by-environment interaction, personalized medicine, IQ paradoxes, racial group membership, biobanks, and life events and difficulties research. The connecting thread is that fresh perspectives on modern understandings of heredity and development over the life course are opened up by examining the ways that research and application of resulting knowledge address—or suppress—heterogeneity in a range of senses.

## Annual Faculty Professional Development Goals, 2005-6 through 2011-12

Accreditation of the Professional Education Unit at UMass Boston led to the requirement that all College of Education faculty establish annual professional development goals and document at the end of the year how well those goals were achieved. This activity involved learning to frame goals in ways that concrete evidence could be brought to bear at the goal-evaluation stage. By 2007-8 I had developed an approach that I have been able to sustain even when the accreditation mandate had become forgotten. What follows are the sections of my AFR in which I documented at the end of the year how well I achieved the goals proposed in the previous year’s AFR. *This should convey my ongoing innovation in response to new needs and opportunities, reflection, and professional development since the promotion review.* (The actual AFRs and URLs should be consulted for the details, e.g., specific publications.) In the section that follows this one, I reflect on some patterns that emerge in these annual stock-takings.

### **Annual Faculty Professional Development Goals, 2005-2006**

(in bold with evidence for their achievement in normal font; see

<http://www.faculty.umb.edu/pjt/afr06.doc> for specific citations, URLs, etc.)

#### **Teaching and Advising**

##### **1. Innovate so as to better exemplify the qualities of the thoughtful and responsive educator and foster those qualities in students.**

- a) Student comments on official and personally designed course evaluations.
- b) Updated on-line Practitioner's Portfolio, including responses to comments in a), <http://www.faculty.umb.edu/pjt/portfolioCourses-TOC.html>

##### **2. Continue to develop as reflective practitioner and as a teacher of reflective practice.**

- a) Teacher-research survey on students in the Practicum class functioning as a support & coaching structure to get most students to finish their reports by the end of the semester.
- b) Students' reports of action research projects in CCT693, Evaluation of Educational Change, as evidence of practicing facilitation of group processes.
- c) Updated on-line Practitioner's Portfolio.

##### **3. Develop and maintain new ways to integrate technology effectively in my teaching and impart this to students.**

- a) On-line syllabi with links to activities and handouts.
- b) Updated on-line Practitioner's Portfolio.
- c) PDF compilation of tools used in teaching.
- d) Created wikis for courses, CCT program, and for educational component of an NSF grant (<http://cct.wikispaces.com>; <http://sicw.wikispaces.com>)
- e) Article in press on "Guidelines for ensuring that educational technologies are used only when

there is significant pedagogical benefit”

**4. Continue to develop as a teacher of science-in-society courses.**

- a) Problem-based learning units in CCT and Public Policy science-in-society courses.
- b) Drafted unit to add to web-based compilation of case studies for teaching science in society

**5. Advise CCT students efficiently and with caring and respect.**

- a) Updated on-line and PDF CCT Handbook, CCT website, and guidelines for synthesis (capstone) projects.
- b) List of CCT advisees (approx. 14).
- c) Completed syntheses of advisees (5).
- d) CCT student database used for projections of future enrollment

**Service**

**-to Schools & Colleges**

**1. Explore avenues for making critical thinking about science-in-society and critically reflective practice relevant to college contexts.**

- a) Website of activities for Spring '06 New England Workshop on Science & Social Change

**-to the Discipline**

**2. Foster activities related to education, critical thinking, and reflective practice in professional science-in-society societies.**

- a) Website of activities for Spring '06 New England Workshop on Science & Social Change
- b) Session organized for Society for Social Studies of Science.

**3. Serve on editorial boards, as reviewer when requested, and as guest-editor of special edition.**

- a) List of journals etc. served.

**-to Department, College, and UMass Boston**

**4. Perform routine duties as core CCT Faculty member and advisor of students and take measures to keep the CCT Program viable.**

- a) Administration of the Program streamlined and documented so it can be transmitted to a replacement coordinator
- b) Governance proposals to build connections with M.Ed. program and science departments.
- c) Document initiatives to develop CCT in New Directions, especially the partnership with Continuing Education to promote the certificate with a focus on “Creative Thinking at Work.”
- d) Reflective Practitioners’ Group, <http://www.cct.umb.edu/rpg.html>
- e) List of actions serving as backup to acting Coordinator.

**5. Direct Program on Science, Technology & Values**

- a) Copy of plan for program development, annotated to indicate completed items.
- b) Website of activities for Spring '06 Intercollege faculty Seminar on Humanities and Sciences

**6. Serve on Departmental, College and University committees.**

- a) List of committees, including chairing GCOE Academic Affairs & Curriculum Committee.
- b) Materials produced by me for these committees.

**Scholarship (Research and Writing)**

**1. Complete publications based on previous research in the area of environment, science,**

**and society.**

- a) Revised book manuscript published.

**2. Present papers in seminars and at conferences and complete publications based on new research combining the areas of environment, health, science, and society with critical thinking and reflective practice.**

- a) List of seminar/conference papers.
- b) Published refereed journal article(s) (5).

**3. Prepare for future research in teaching critical thinking about environment, health, science, and society.**

- a) Two NSF funding proposals accepted.

**4. Lead faculty/practitioner development workshops in the areas of science-in-society and/or critical thinking and reflective practice (applied scholarship).**

- a) Website of activities for Spring '06 New England Workshop on Science & Social Change
- b) Evaluations from participants.

**Overarching goal.**

**1. Connect and cross-fertilize my work in the three areas above and allocate my efforts during the academic year equally between those areas**

- a) Updated on-line Practitioner's Portfolio.
- b) Website of activities for Spring '06 New England Workshop on Science & Social Change
- c) Documents (AFR summary, memos, etc.) acknowledging my service and limits set to allow sufficient time for research and writing and for attention to students [Did not meet that last objective].

**Report on Progress in relation to Annual Faculty Goals  
2006 - 2007**

**Teaching Goals:**

**1. Develop use of wikis for exchange and inquiry in problem-based learning cases**

I have learned that our students need extensive coaching to engage in exchange based on materials they post on course wikis. I am taking this into account at the same time as I incorporate new ways of using wikis as a site for students to expose their work in progress (<http://cct.wikispaces.com/693>), enhance the class process (<http://www.faculty.umb.edu/pjt/797-07.html#Mechanics>), and provide resources for future students (<http://cct.wikispaces.com/epi>).

**2. Integrate Action research cycles & epicycles framework throughout the whole Evaluation of Educational Change course**

I have done this (<http://www.faculty.umb.edu/pjt/693-07.html>) and submitted a course title change for governance approval that reflects this emphasis on Action Research. The next step is to coach students into doing the Action Research, not simply designing it (which is the current requirement).

Service Goals:

**1. Stimulate members of Department to engage with my Articulation of Guidelines for Working to Develop our programs, department, and college as Supportive Communities**

As indicated in my AFR I am proud of the articulation of guidelines for effective cooperation and support across our diverse programs and endeavors (as represented on the Departmental wiki, <http://candi.wikispaces.com>). Stepping down as Chair before the spring semester and the replacement acting Chair having different priorities meant that this work moved into the background. I have introduced the new Chair to the information on the wiki and pointed to some of the thinking about principles underlying the guidelines.

**2. Bring scientists into the discussion under the Program in Science, Technology & Values**

The Fall 06 Interdisciplinary faculty Seminar on Humanities and Sciences (on complexity theories) consisted primarily of scientists (<http://www.stv.umb.edu/ISHS06F.html>). One of these participants, two scientists from the spring faculty seminar, and a fourth scientist have signed up for the fall '07 seminar.

Scholarship Goals:

**1. Complete a rough draft of a book manuscript, What Can We Do? From Determinisms to Heterogeneous Pathways of Development**

I have converted a rough draft of one chapter into an article about to be submitted for review, but progress on the book has given way to more research and writing under the NSF grant, which came through at the very end of summer '06. The shape of the book is clearer to me, but I think I was too ambitious in setting this goal.

**2. Undertake research visits under NSF grant, "The Implications of Heterogeneity for the Philosophy, History, Sociology, and Science of Biological Determinism"**

It was harder than I anticipated to arrange the hoped-for week-long visits – my intended hosts have very busy lives! However, I was able to spend three weeks this summer affiliated with a very active centre of social epidemiological research in Bristol, England. The interviews and publications from this visit (as well as recently published works by the other people I had intended to visit) provide ample material for my book and related articles. I need time to write now more than additional visits.

**Report on Progress in relation to Annual Faculty Goals  
2007 – 2008**

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

Teaching Goals:

**1. Establish cross-program connections that allow me to offer courses regularly in my specialty of critical thinking about science in its social context.**

- + Epidemiology course taught, revised & put through governance
- + Women's Studies consortium course developed and put through approval process
- Δ More work needed to get CCT science-in-society courses cross-listed and taken by students in EEOS; Inter-campus Marine Sciences Program; and UMass Lowell.

**2. Advance a model for doctoral courses in science-in-society that cultivates skills and dispositions of critical thinking and of life-long, cooperative learning facilitated by the resources of the internet.**

- + CCT649/PubPol749 revised; Women's Studies consortium course developed
- △ CCT649/PPol 749 not offered because of my being given an admin CLR for CCT

Additional objective, not originally stated:

**3. Make available an updated and completed compilation of tools used in my teaching of research and engagement**

- + See <http://cct.wikispaces.com/TakingYourselfSeriously>
- △ Some entries remain to be filled

**Service Goals:**

**1. Coordinate the CCT program so that students are served well and new initiatives are sustainable given the limited faculty and other resources the Program has.**

- + Developed CCT Network with an assistant who will keep working for CCT after graduation; 5-year course plan with new cycle of offering required courses; budget that retains funds from CCDE for CCT; curriculum mapping and discussion leading to initiation of a Reflective Practitioner's Portfolio for students to make linkages among the courses
- △ Still need to secure guarantees for replacement for Nina Greenwald's teaching of major course, Creative Thinking, or for me if I go on leave

**2. Develop synergistic relations among the Science, Technology & Values, Environmental Studies, and Honors undergraduate programs (which I direct, serve on the advisor board for, and cross-teach in, respectively).**

- + Meetings and some coordination
- △ Need to establish commitments from CLA/CSM Deans to inter-college programs outside departmental structure

**3. Use the no-cost extension on my NSF workshop grant to get more participants to complete their educational and outreach units from spring 06, 07, and 08 environment and society workshops.**

- + Organized '08 workshop; evaluated, reviewed, revised, and web-published units (completed and in progress)
- △ In-progress units need to be completed

Additional objective, not originally stated:

**4. Develop a role in fostering interdisciplinary discussion across the University's 4 research clusters**

- + Prepared and submitted a proposal for a Transdisciplinary Research Workshop (<http://sicw.wikispaces.com/WorkshopProposal>), began work to meet Provost's call for a Science & Society graduate program
- △ Need to get response from Research Cluster leaders to the Research Workshop

**Scholarship Goals:**

**1. Persist in getting a suitable significant publication outlet for my heterodox perspectives on longstanding genes-environment debates.**

- + One unsuccessful submission, revised & submitted to another journal; One incomplete draft; Secured fellowship to an Institute in Vienna to give work higher profile
- △ Need to make more time/space for this (compared with teaching and service goals above)

**2. Prepare and submit a major funding proposal that affords time and collaboration with a historian and a statistician on my research connecting issues of heterogeneity, life-course social epidemiology, and ideas about an agent-oriented focus to epidemiology.**

+ -- (not submitted)

Δ Need to make more time/space for this (compared with teaching and service goals above that intervene at the same time as key deadlines)

Additional objective, not originally stated:

**3. Prepare for publication compilation of tools used in my teaching of research and engagement**

+ First draft (160pp) of *Taking Yourself Seriously: A Fieldbook of Processes of Research and Engagement*

## Report on Progress in relation to Annual Faculty Goals 2008 - 2009

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

### Teaching Goals:

**1. Connect with programs other than CCT to offer students a rich set of courses.**

+ Through Grad. Consortium for Women's Studies offered Gender, Race & Complexities of Sci & Tech cross campuses and, through Public Policy, Nursing & Gerontology programs, arranged to teach Epidemiological Thinking for fall '09.

Δ Attract more students to the GRST course next time (in '11).

**2. Implement a model for doctoral courses in science-in-society that cultivates skills and dispositions of critical thinking and of life-long, cooperative learning facilitated by the resources of the internet.**

+ Gender, Race & Complexities of Sci & Tech cross-campus course

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

+ Three workshops led (see IIIC). Updates made to wikispaces for Taking Yourself Seriously

Δ Complete more revisions of Taking Yourself Seriously manuscript.

### Service Goals:

**1. Coordinate the CCT program so that students are served well and new initiatives are sustainable given the limited faculty and other resources the Program has.**

+ Coordination with LTET (non-licensure) M.Ed. track to publicize CCT courses; Secured approval for CCDE-funded program assistant

Δ Coordination with Science departments about promoting & crosslisting CCT science courses; and with Honors program about promoting CCT electives

**2. Develop Science and Society graduate program and supporting synergistic collaborations across units.**

+ "Science in a Changing World" track of the CCT Program developed by a cross-college committee established by Provost and approved by governance.

Δ Collaborate & coordinate with Professional Science Masters initiatives

- 3. Organize 1-3 workshops for New England Workshop on Science and Social Change.**  
+ 1 workshop (April '09) & complete NSF grant for NewSSC workshops  
Δ Promote the two planned 2010 workshops

**Scholarship Goals:**

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

**Report on Progress in relation to Annual Faculty Goals  
2009 – 2010**

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

**Teaching Goals:**

- 1. Connect with programs other than CCT to offer students a rich set of courses.**  
+ Through Grad. Consortium for Women's Studies approved to offer Gender, Race & Complexities of Sci & Tech cross campuses again in Spring '11 and, through Public Policy, Nursing & Gerontology programs, taught Epidemiological Thinking again in fall '09.  
Δ Attract more students to Epidemiological Thinking next time (in spring '11).
- 2. Implement a model for doctoral courses in science-in-society that cultivates skills and dispositions of critical thinking and of life-long, cooperative learning facilitated by the resources of the internet.**  
+ Scientific & Political Change cross-college course taught with a Problem-Based Learning format  
+ Preparation for repeat cross-campus teaching of Gender, Race, and Complexities of Science and technology course.
- 3. Refine and disseminate my compilation of tools used in my teaching of research and engagement**  
+ Three interactive sessions led (see IIC). Updates made to wikipages for Taking Yourself Seriously  
Δ Submit Taking Yourself Seriously manuscript to publisher.



### Service Goals:

**1. Coordinate the CCT program so that students are served well and new initiatives are sustainable given the limited faculty and other resources the Program has.**

- + Coordination with LTET (non-licensure) M.Ed. track to publicize CCT courses; Hired and began to train CCDE-funded program assistant coordinator
- Δ Coordination with CLA & CSM departments about promoting & crosslisting CCT science courses; and with Honors program about promoting CCT electives
- Δ Restrict service to 1/3 of my work-time + administrative course release time

**2. Develop Science and Society graduate program and supporting synergistic collaborations across units.**

- + "Science in a Changing World" track of the CCT Program developed and promoted.
- Δ Collaborate & coordinate with Professional Science Masters initiatives

**3. Organize 1-3 workshops for New England Workshop on Science and Social Change.**

- + Two 4-day workshops (April '10) & two more planned for May '11. Host monthly conference call to continue workshop discussions and interactions.
- Δ Arrange an assistant organizer and workshop facilitator.

### Scholarship Goals:

**1. Persist in getting a suitable significant publication outlet and discussion/dissemination forums for my heterodox perspectives on longstanding genes-environment debates.**

- + Publication in sociology and philosophy of science journals
- Δ Acceptance of articles in science journals; Submission of works in progress

**2. Prepare and submit a fellowship or funding proposal that affords time for my research connecting issues of heterogeneity, life-course social epidemiology, and ideas about an agent-oriented focus to epidemiology.**

- + Submitted NSF proposal. Three fellowship proposals submitted (one awarded so far)
- Δ Make space for research and writing as proposed

**3. Revise and submit Taking Yourself Seriously to an appropriate publisher as well as publish analyses of the evolving dynamics in the New England Workshop on Science and Social Change – see 3. under Teaching**

## 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

△ 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>

△ 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.

△ 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.

△ 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.

△ 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]

△ 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]

△ 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]

△ 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.
- △ 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.
- △ 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.**

- + Taught PPol 749/CrCrTh649 with 2 students from a distance using a dialogue hour (<http://bit.ly/FivePhase>) as a regular feature.
- △ Recruit participants in Collaborative Explorations that paralleled the Problem-Based Learning courses.
- △ Complete revision of Grad. Consortium for Women's Studies course, Gender, Race and Complexities of Science & Technology to make explicit the theory about reflective practice and group process that informs the PBL aspect of the course.

**2. Disseminate my compilation of tools used in teaching of research and engagement.**

- + Published Taking Yourself Seriously: Processes of Research and Engagement and organized a few virtual book tour and other events.
- △ More talks at UMB and beyond to help draw attention to the tools.

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

- + Online capstone course designed (by me) and implemented (by another instructor). All students completed the capstone during the spring (or soon after).
- △ Review effective and not-so-effective features of the course and revise accordingly

**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.**

- + See Boxes 2 and 3. Maintained partnership with UC, which funds 1.5 assistant coordinators, and shepherded through the move from CEHD to UC of formal Program home.
- △ Supervise assistant coordinators in ways that allow divesting more administrative responsibilities

onto them (so as to move towards 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.**

+ ISHS on theme of "infrastructure & agents." One workshop for New England Workshop on Science and Social Change. Monthly conference calls between the annual workshops. Multiple presentations and workshops during 3-week trip during sabbatical in the fall.

△ Investigate what would be required to attract participants to a longer workshop on new directions in epidemiological thinking and to Collaborative Explorations (none of which ran).

△ Entice more of those who participate to continue in the monthly calls and follow-up documentation of the workshop.

### 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]

△ 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.**

+ Nature-Nurture? No revised, but not ready for submission. Journal manuscript revised & under review.

△ Complete revisions of Nature-Nurture? No and submit to 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.)**

+ NSF proposal resubmitted, but not successful. Fulbright fellowship awarded.

△ More time free from admin during semesters to write book chapters. More time free from admin in summer to prepare applications, get feedback, and revise before submission

**4. Submit Taking Yourself Seriously to an appropriate publisher.**

+ Published in February 2012

△ Talks at UMB and beyond would help draw attention to the book.

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

+ [begun but not much headway]

△ Complete manuscript based on OITA-funded trip to Portugal in 2011 and Problem-Based Learning graduate courses.

**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**

+ Some blog posts. Regular twitter and diigo posts.

△ Translate handwritten drafts into blog posts.

## Annual Faculty Goals 2012- 2013

### 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, 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.

### 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. 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. Give 6 presentations or workshops to draw attention to 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.
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

## Reflection

*(Written to help the Department, College, and University consider how best to assist me to maximize my contributions in the next stage of my career.)*

The dominant pattern is that I fail to “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)” and scholarship goals take longer than projected to be met (if they are indeed met). Even though I should have been 2/5 of the way there by now, the goal to “make a significant contribution to critical thinking and reflective practice about the environmental and health sciences in their social context” is still a 5-year goal.

Program-building and other institutional roles eat into scholarship and teaching time, but I try to make a virtue out of that constraint by shaping initiatives in the service area in ways that I can learn from. For example, the 2010 “exposition of initiatives, coalitions, and social movements engaging with scientific, technological, and social change” (which was organized to launch the Science in a Changing World graduate track) gave me the chance to connect with groups examining the social implications of developments in genetics, which has been productive for my research and public outreach. On a different tack, learning about social media for program promotion led to co-organizing a one-day workshop on “Community-building and Research Collaboration in Virtual Spaces, with international as well as local participation. The problem then has been to make time to follow up on the connections initiated during such outreach events without further jeopardizing my wish to have one third of my time clear for research and writing.

In this spirit of making a virtue out of the program-building and other institutional roles, I seek “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.” Having students from that program in my courses and as advisees would complement my collaboration with Europeans through my affiliation with the University of Coimbra in Portugal and visiting fellowships with the Konrad Lorenz Institute in Austria.

## Appendix

*(To provide additional relevant documentation)*

<http://www.faculty.umb.edu/pjt/portfolio05.html>

A portfolio prepared and updated for major personnel reviews in the spirit that formal reviews should attend to process as well as product. That is, for reviewers to be confident in continued effectiveness of a colleague, they should have evidence of the faculty member's on-going process of assessment and development of research, teaching, and responding to institutional challenges, and of cross-fertilization between those three aspects of a scholar's work.

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

A more-or-less up-to-date portfolio of my courses, including evolving plans for the courses and links to syllabi and course evaluations.

<http://cct.wikispaces.umb.edu/PJTTeaching>

A guided tour of my teaching, 2009

<http://ptaylor.wikispaces.umb.edu/servicereview>

A guided tour of my service, 2011



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To: Dr. Lisa Gonsalves, Chair, Department of Curriculum & Instruction, CEHD

From: Peter Kiang (DPC PMYR committee chair)

Date: 13 March 2013

**RE: Report of the Ad-hoc Personnel Committee for Dr. Dr. Peter J. Taylor's PMYR**

The Ad-hoc PMYR DPC has reviewed the dossier submitted by Dr. Peter Taylor, including his personal statement, course evaluations, AFRs, and related portfolio materials. After consideration of his richly and comprehensively documented file, the committee recommends unanimously that Dr. Taylor's PMYR be accepted as Category One with no revisions needed.

Dr. Taylor completed his Ph.D. in Organismic and Evolutionary Biology from Harvard University under world-renowned population geneticist, Richard Lewontin, in 1985. Dr. Taylor joined the Critical and Creative Thinking (CCT) Program in Fall 1998 as a tenure-track Assistant Professor and was then awarded tenure with promotion to the rank of Associate Professor in 2002. He was promoted to the rank of Professor in 2006. He plays multiple leadership roles on campus, including serving as director of the undergraduate Program in Science, Technology, and Values (STV), in addition to directing CCT. This is his first PMYR.

Since the time of his promotion review in 2006, Dr. Taylor has received several significant honors that demonstrate his continuing high levels of productivity and achievement, including one new multi-year National Science Foundation grant, an internal student-travel grant from the Office of International and Transnational Affairs, a two-year fellowship from the Konrad Lorenz Institute for Evolution and Cognition Research in Austria, a Fulbright Scholar award, and, most notably, the university's Chancellor's Award for Distinguished Teaching (2009).

At the heart of Dr. Taylor's investments and contributions across the domains of faculty responsibility is a commitment that he describes in his PMYR personal statement as follows:

*The intellectual basis for my work in and across these interdisciplinary endeavors lies in my analyses of complexity in the social situation in which the research is undertaken as well as in the situations studied in science. For many years my focus in science was on ecology and environmental studies, but in recent years I have been studying social epidemiological approaches that address the life course development of health and behavior. I argue that both the situations studied and the social situation of the researchers can be characterized in terms of unruly complexity or "intersecting processes" that cut across scales, involve heterogeneous components, and develop over time. These cannot be understood from an outside view; instead positions of engagement must be taken within the complexity. Knowledge production needs to be linked with planning for action and action itself in an ongoing process so that knowledge, plans, and action can be continually reassessed in response to developments -- predicted and surprising alike. In this spirit, I explore ways to stimulate researchers (and students training to become researchers) to self-consciously examine the complexity of their social situatedness so as to change the ways they address the complexity of the situations they study.*

Dr. Taylor's scholarly productivity has been among the highest of the department, and would be even greater if his service load were reduced. Since 2006, he has published eight single-authored book chapters and 12 single-authored articles in journals that include: *Science as Culture*, *Biology & Philosophy*, *Biological Theory*, *International Journal of Epidemiology*, and *History and Philosophy of the Life Sciences*. He also co-authored one book (with CCT colleague, Jeremy Szteiter), *Taking Yourself Seriously: Processes of Research and Engagement* in 2012 and is working towards a new book manuscript, *Troubled by Heterogeneity?*, which will explore and interrogate specific cases of heterogeneity in research and teaching that he describes in his PMYR personal statement as including, "heritability studies, the social uses of genetic information, gene-by-environment interaction, personalized medicine, IQ paradoxes, racial group membership, biobanks, and life events and difficulties research".

Dr. Taylor's teaching and advising have been primarily devoted to the CCT with teaching evaluations that are consistently good to excellent. His signature courses have included:

CrCrTh 618 Creative Thinking, Collaboration & Organizational Change  
CrCrTh 688 Reflective Practice  
CrCrTh 692 Processes of Research and Engagement  
CrCrTh 693 Action Research

In addition, he has taught cross-disciplinary advanced graduate courses for Public Policy, Nursing, and Gerontology, including:

PPol 749/CrCrTh649 Scientific and Political Change  
PPol/Nursng 753 Epidemiological Thinking and Population Health  
PPol/Geron/Nursng 797 Pathways of Disease & Development: Epidemiological Thinking for Non-Specialists

As the primary faculty advisor for all CCT students, Dr. Taylor's advising load has typically averaged roughly 50 students per year. During some of the years under review, Dr. Taylor was also the primary faculty member advising an additional 50 students in LTET. In addition to advising, he has also been responsible for review of capstone projects and comprehensive exams in both CCT and LTET. Increasingly, his mentorship of doctoral students is gaining importance as well.

Dr. Taylor's university service contributions have been extraordinary during the past seven years. In addition to his singular direction of CCT and STV, he has played important leadership roles internally within the department and college as well as in university-wide contexts. These range from serving as C&I Department Associate Chair in 2007 and co-coordinating the Learning, Teaching & Educational Transformation M.Ed. track from 2008 to 2012 to co-chairing the CEHD College Personnel Committee in 2008-2010 to serving as co-chair of the university's Environmental Studies Program in 2006-2007 and as a member of the Faculty Council's Budget & Planning Committee in 2009-2010. By virtue of receiving the 2009 Chancellor's Distinguished Teaching Award, Dr. Taylor also chaired the award selection committee in 2010. Dr. Taylor's CV and AFRs provide rich documentation and supporting evidence related to these and numerous other service contributions that have contributed to cross-disciplinary faculty collaboration and curriculum development as well as search committees and faculty personnel reviews.

Beyond the campus, Dr. Taylor's professional service has principally contributed to successful interdisciplinary collaborations within and among his national and international networks as well as for the general public. These include his annual convening role for the New England Workshop on Science and Social Change and his 2009 participation as "Visiting Theorist" for the Center for Drug Use and HIV Research of the National Development and Research Institutes as well his organizing of a one-day series of dialogues on science and society at the 2012 Cambridge Science Festival. Since 2006, he has delivered over 50 professional papers, presentations, and workshops at local, national and international conferences. He has made numerous other professional contributions as well such as serving as a manuscript reviewer and faculty external reviewer.



## Summary

Dr. Taylor clearly fulfills the expectation that tenured faculty demonstrate a continued high level of performance that is consistent with a Category I PMYR rating. His systematic, annual planning, documentation, and reflection on his professional goals and contributions during the past seven years are comprehensively detailed in his materials. He has made significant scholarly and professional contributions to the university, and his role as a convener and facilitator of interdisciplinary, cross-unit efforts across the domains of teaching, research, and service are unique and unrivaled. Indeed, it is easy enough to tally Dr. Taylor's courses, advisees, publications, presentations, committees, and awards, and quickly conclude: "Accepted" for the purpose of this PMYR. In addition, however, we wish to use this opportunity to express our appreciation for Dr. Taylor's continuing intellectual contributions to the university, his overall generosity of service, and his dedicated support for his own graduate students. We look forward to many more years of his vital, innovative praxis within the department and college as well as beyond.