

ANNUAL FACULTY REPORT AND EVALUATION OF PROFESSIONAL ACTIVITIES

For the period September 1, 2009 to August 31, 2010.

Name: **Peter J. Taylor**

Date: September 1, 2010

Department: Curriculum & Instruction

School: U. Mass. Boston

Rank: Professor

Highest degree and date: Ph. D. 1985

Years at present rank: 4

Date of first UMass Appointment: 9/1/98

**Overview**

My *research and writing* focused on two areas: a. Critical Thinking about Biology in its Social Context: Two papers and one review published or in press; one new book chapter accepted for publication; and four presentations; and b. Educational Innovation: One paper accepted for publication; one book manuscript; and three presentations.

My official *teaching* load for 08-09 included one required CCT research course and two cross-college electives on science and society. I developed online versions of two required research courses and, as an overload, I co-taught an additional section of one of them. I was general advisor for 42 CCT graduate students and capstone synthesis advisor or reader for 9 students (4 of whom completed their degrees), advisor for 12 non-licensure M.Ed. students, and a committee member for one Ph.D. student in Biology. I organized scheduled checkins and writing support to prepare CCT students to complete their capstones during their final semester.

My *service* centered on coordinating the CCT Program, with special attention to planning to cover CCT teaching and administration without a second faculty position dedicated to CCT (starting AY10-11); continuing the CCT Network events and online presence to supplement students' education through the involvement of alums; collaborating with cross-college faculty to promote the new "Science in a Changing World" CCT graduate track; and consolidating connections with the non-licensure LTET M.Ed. track, which I co-coordinated. I also chaired a department-level promotion review; co-convened the Departmental Personnel Committee; chaired the College Personnel Committee, directed the undergraduate university Program in Science, Technology & Values; organized the Interdisciplinary faculty Seminar in Science and Humanities both semesters; served on the AAC of the Public Policy Program; and served on the Faculty Council Budget and Long-term Planning Committee. I organized and facilitated two 4-day international workshops under the umbrella of the New England Workshop on Science and Social Change; undertook manuscript reviews for 5 journals; and served on the operations committee for an international professional association.

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

Fall 09

Course	Course Name	# Credits	# Students
PPol/Nursng 753	Epidemiological Thinking & Population Health	3	8
CLR	Coordinating Critical & Creative Thinking Program		
CLR	Directing Sci., Tech & Values Program		
CCT 696	Indep. study	1&3	2

Spring 10

Course	Course Name	# Credits	# Students
CCT 692	Processes of Research & Engagement	3	12
CCT 692 (online)	Processes of Research & Engagement	3 (overload)	8 (shared with co-instructor)
CCT 649/ PPol 749	Scientific & Political Change	3	8
CLR	Leading CIT faculty seminar on "Engaging students in a Changing University"		

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

Developed online versions of two required CCT courses, CCT692 and 693, <http://www.faculty.umb.edu/pjt/692-10online.html> and <http://www.faculty.umb.edu/pjt/693-10online.html>. Co-taught one of the online sections of CCT692 (as an overload). Led semester-long CIT faculty seminar on "Engaging students in a Changing University," <http://ptaylor.wikispaces.umb.edu/citseminar10>

**C. (i) List separately Doctoral, Masters, Honor Thesis students who worked under your direction last year.***Completed Masters, as major advisor = 3*

Scott Goddess, "Inner Struggles, Outward Reach: An ADD'er Reflects On The Path Towards an ADD Coaching Practice"

Ashley Smith, "Using Critical & Creative Thinking To Enhance Productivity in Integrated Marketing Communications Meetings and Procedures"

Doan van Thua, "Applying Critical and Creative Thinking in Teaching Buddhism"

*Masters syntheses in progress, as major advisor = 3*

Terry Smith, Constance Cook, David Rudewick

**(ii) Number of students on whose committees you served.***Completed Masters, as reader = Marnie Jain**Masters syntheses in progress, as reader = Candace McDuffie, Nancy Baccari**Doctoral committee, Reinmar Seidler (Biology)***D. What were your major responsibilities in advising and counseling last year?**

I have been the official advisor for 42 CCT students, of whom 10 graduated. As Coordinator for the CCT Program I served informally as advisor to other students (see Box 2 in sect. IV A for details of duties). Organized entrance and mid-program interviews as well as writing support group to prepare CCT students to complete their capstones during their final semester (<http://www.cct.umb.edu/SupportToCompletion.html>, <http://cct.wikispaces.umb.edu/WritingSupport>). Organized 2 "marathon" days to help "ABD" CCT students wrap up their capstone syntheses.

Assigned to advise 12 students in the non-licensure LTET track of M.Ed. program. As Coordinator for the LTET track I served informally as advisor to other students (see Box 1 in sect. IV A for details of duties).

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

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

### **III. Research, Creative, or Professional Activity**

@indicates listed in last year's AFR in the same category

#### A. Research Activity

##### 1. Completed (in print)

###### a. Books and monographs:

###### b. Textbooks:

###### c. Edited books:

###### c2. Edited journals:

###### d. Articles in journals:

"Biology as Politics: The Direct and Indirect Effects of Lewontin and Levins (An essay review of Biology Under the Influence: Dialectical Essays on Ecology, Agriculture, and Health)," **Science as Culture**, 19(2): 241-253.

@"Three puzzles and eight gaps: What heritability studies and critical commentaries have not paid enough attention to," **Biology & Philosophy**, 25:1-31, 2010.

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

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

Well-pressed stories? Review of The Mangle in Practice: Science, Society, and Becoming. Edited by Andrew Pickering and Keith Guzik, **Technology and Culture**, 51(2): 477-479, 2010.

"Does Study of Genetic Factors Map Physical Traits?" Science E-Letter, <http://www.sciencemag.org/cgi/eletters/328/5983/1220>, 2010.

###### 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:

"Cultivating Collaborators: Concepts and Questions Emerging Interactively From An Evolving, Interdisciplinary Workshop" (with S. Fifield and C. Young), **Science as Culture**, forthcoming.

@"Conceptualizing the heterogeneity, embeddedness, and ongoing restructuring that make ecological complexity 'unruly'," for Handbook of Ecological Concepts, ed. K. Jax and A. Schwarz. Dordrecht: Kluwer, forthcoming.

@ "Agency, structuredness, and the production of knowledge within intersecting processes," for M. Turner, M. Goldman and P. Nadasdy (eds.), Knowing Nature: Conversations between Political Ecology and Science Studies, Chicago: University of Chicago Press, forthcoming.

"Shifting boundaries: From management to engagement in complexities of ecosystems and social contexts," for A. Belgrano, C. Fowler (eds.), Ecosystem Based Management for Fisheries: Linking Patterns to Policy. Cambridge: Cambridge University Press, forthcoming.

3. Works Completed and Submitted for Review:

4. Work in Progress:

@“What can we do? Four themes to guide the actions and inquiry of non-specialists concerned with the implications of the new genetics”

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

@“Explaining differences among means – What can that mean?”

@“Critical assumptions of twin studies that warrant more attention”

@“Four Fundamental Gaps In Quantitative Genetics”

@“Farms, families, and fantasies of control: Five puzzles in the history, philosophy, and science of heredity and variation”

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

@“The results and interpretation of classical quantitative genetics under alternatives to three standard assumptions.”

@“An Introduction to Intraclass Correlation that Resolves Some Common Confusions”

B Creative Activity: Performances, shows, compositions, etc.

1. Completed. List works presented, performed, produced, or published in your professional specialization (creative writing; composing, designing, choreographing, performing, or producing works in the performing art; sculpting, or exhibiting work of arts, etc.).

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

3. In Progress

C. Professional Activity not included in A or B above.

1. Completed. List such items as grant awards, papers presented but not published, panels chaired or participated in, editorship of a professional journal, participation on external review panels, review of manuscripts and texts, etc.

Grant awarded

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

Grant not awarded

Papers presented and Workshops led

"Wiki-ing from here to there," Educational Technology Conference, University of Massachusetts, Boston, May 2010

New England Workshop on Science and Social Change, April 2010—lead facilitator of two 4-day workshops: "Where social theory meets critical engagement with the production of scientific knowledge," and "Problem- and case-based learning about biology-in-society"

"Community-based participatory research on health disparities: An initial exploration of possibilities and problems," University of Coimbra, Portugal, March 2010

"Start your own writing support group," Teaching for Transformation Conference, January 2010

"From systems to intersecting processes in the analysis of ecological complexity, from WWII to the 90s," Conference on "Biodiversity power/knowledge since Darwin," Muséum National d'Histoire Naturelle, Paris, December 2009.

"Engaging colleagues in a caring university," Chancellor's Award for Distinguished Teaching Lecture, University of Massachusetts, Boston, November 2009.

"Cities beyond the Year 2000: Engaging with/in the militant particularism-translocal tension of Raymond Williams," Inter-college faculty Seminar in Humanities and Sciences, University of Massachusetts, Boston & New England American Studies Association, October 2009.

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.

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

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

Blog initiated, Intersecting Processes -- complexity & change in environment, biomedicine & society, <http://pjt111.wordpress.com>

#### IV. SERVICE

##### A. University Service:

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

Curriculum & Instruction Department:

Chair, Department-level Promotion review C'tee for D. DeGennaro

Co-convenor, Departmental Personnel Committee (incl. review of AFR procedures and nomination of Prof. Kiang for Chancellor's Award for Service [successful])

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

##### **Box 1. Track Administration (as Co-coordinator):**

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

A.1 Positive name for the track through governance—*Learning, Teaching, and Educational Transformation*.

A.2 Plan larger more ambitious changes—*no progress in 09-10 (see Goal C.c)*.

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

B.1 Make what we already do more accessible to students and to prospective students in the "feeder" tracks (ABA, CCT, BWP...). In particular, assign LTET advisors to match student's interests—*done*; see <http://candi.wikispaces.umb.edu/LTETtrack> and links.

B.2 Implement new capstone option of a "Written paper with oral presentation"—*done*; see <http://candi.wikispaces.umb.edu/LTETtrack#Capstone>

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

C.1 Enhance discussion among the LTET faculty and coordinate with the feeder tracks they are responsible for. In particular, coordinate course offerings so that interesting, but often-underenrolled electives run—*done* (e.g., CCT630/EDCG647).

C.2 Given that all LTET faculty have primary advising and administrative commitments in other programs, LTET faculty check in from time to time to make sure that we are clear about:

- a. each other's limits of involvement in LTET;
- b. the support we need from each other and the staff to counteract the common pattern that, unless one provokes a crisis by "quitting," one is left to exploit oneself (i.e., to allow other life and work commitments to suffer);
- c. the agreed-upon scope (perhaps limited) of efforts to build the track beyond its present state; and
- d. the backup/successional plans for anyone who takes on the coordinator role—*brought Mary Brady in as co-coordinator in late Spring*.

C.3 Involve the Department Chair in creating an apprenticeship/ successional plan for LTET coordination, e.g., to ensure that the co-ordinator can take a real leave when s/he gets it—*attempted, but no success to report*.

C.4 Establish who in the OSS is the point person for LTET and the parameters in which they can be asked to support LTET faculty on advising and other issues—*no point person*; see <http://candi.wikispaces.umb.edu/LTEToperations> for OSS contributions.

Critical & Creative Thinking Program:

Coordinator [see Box 2]

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

## Box 2. Program Administration (as Coordinator):

*The items to follow reflect two main priorities for CCT: The highest priority is providing the teaching, advising, mentoring, and a coherent program of study for students, and support for students & graduates in their intellectual, professional, and personal development.*

(The biggest challenge in this regard is to ensure coverage of CCT teaching and administration without a second faculty position dedicated to CCT starting AY10-11.)

*The next highest priority for CCT is to attract applicants to the Program and advise them through to matriculation.*

### Admin & general student advising:

1. Course schedule (State & CCDE): 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: CCT-related Track A/LTET options through governance and for catalog and on a new wiki.
4. Coordinated CCDE partnership around CCT certificate (incl. publicity, advising instructors for online & face-to-face sections, start-up support for online courses, establishing a 50% assistant coordinator position, recruiting, training, supervising, & evaluating assistant, instructor payment snafus). [The certificate partnership is intended to bring students into CCT courses without requiring the faculty-intensive advising of capstone syn/theses.]
5. General student advising (incl. course plans from new students, update CCT student handbook, advise assigned and other advisees)
6. Use of Peoplesoft (for student info [esp. for online courses] & registration).
7. Financial matters: Gallo fund (not active 09-10) budget for use of ESS funds from CCDE to CCT (for dues, stipends for synthesis readers, etc.)
8. Office admin & record keeping to prepare for program reviews (Database maintenance, preparing requested figures for annual reports & AQUAD, GA training, filing, updated manual for coordinator & AAs, <http://www.cct.umb.edu/handbookGPD.html>)

9. Synthesis completion (incl. binding, abstracts to database, exit self-assessment, certifying capstone completion, follow up with students who did not finish during regular semester, initiatives to clear backlog of "ABD"s)
  10. Website maintenance (kept up to date), <http://www.cct.umb.edu>, wiki development, <http://cct.wikispaces.umb.edu>, and social network development, <http://cctnetwork.ning.com>
  11. Monthly News & Email communication with students & wider community, <http://cct.wikispaces.umb.edu/news>
  12. Awards, Gallo fund (not given in 09-10), International Tuition waiver applications (none in 09-10)
  13. Liaison with Graduate Studies (incl. GPD meetings) & other duties (as defined in GS manual for GPDs and Graduate Bulletin)
  14. Coordination with other Programs within the Department (esp. LTET non-licensure track)
- Recruitment Outreach and Program Development**
15. Promote CCT courses to boost enrollment
  16. Recruitment Outreach and Advising (incl. "CCT network" community-building initiative [events and online presence to supplement students' education through the involvement of alums; see <http://cct.wikispaces.umb.edu/CCTNetwork>] & website updates)
  17. CCT pre-admissions advising, admissions subcommittee & liaison with Grad. Admissions
  18. Open Houses, Special events (including UMB & Grad studies open houses & showcases)
  19. Program Development subject to AQUAD plans (incl. faculty involvement in revising plans): faculty discussions about CCT's future in light of resource uncertainties; diversity planning and audit (<http://cct.wikispaces.umb.edu/DiversityPlanning>); advance preparation for AQUAD review (postponed to '10-11), promotion of a Reflective Practitioner's Portfolio for students to make linkages among the courses (<http://cctrpp.wikispaces.umb.edu>); development and promotion of "Science in a Changing World" track for the CCT graduate certificate and M.A. program, <http://www.stv.umb.edu/SICW.html> (see below).
  20. Train new assistant coordinator in admin. history & procedures
  21. Clarifying the Department's and College's position about lines and resources for CCT.

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

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

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

Advising prospective and current students

Arranging:

Faculty associates and advising roles

Course offerings and approvals

Extra-curricular Activities

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>

Marketing & Promotion

Incl. "Changing Science, Changing Society" Expo of non-profit, government, business, educational, and community initiatives to promote wider "participat[ion] in questioning and shaping the direction of scientific and social changes," <http://sicw.wikispaces.umb.edu/Expo>

Revenue

Institutional support & recognition

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

College:

Chair, College Personnel Committee (handling 6 reviews in 09-10 and review of procedures)

University:

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

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

(<http://www.stv.umb.edu/ISHS.html>) (Fall 2009 theme: "Science and society at UMass Boston"; Spring 2010 theme: "Engaging Colleagues in Caring Collaborations")

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

Faculty Council, Budget and Planning Committee, 2009-10.

Selection Committee, Chancellor's Award for Distinguished Teaching, Chair 2010

#### Box 4. STV plans

See updated and indicators of progress at <http://www.stv.umb.edu/STVplans.html>). In particular, during 09-10:

- \* Continued to update the STV website, <http://www.stv.umb.edu> that doubles as source for flyers publicizing the Program and current semester's course offerings.
- \* Hosted an Intercollege faculty Seminar in Humanities and Sciences during fall (weekly brownbags) and spring (biweekly presentations), <http://www.stv.umb.edu/ISHS.html>.
- \* Expanded the annual "New England Workshop on Science and Social Change" into two workshops, <http://www.stv.umb.edu/newssc.html>
- \* Guest lecture to promote STV themes in undergraduate curriculum
- \* Developed "Science in a Changing World" graduate track and included selected undergraduates in core course.

#### B. Service to Profession or Discipline:

Organizer, New England Workshop on Science & Social Change, 2003- (<http://www.stv.umb.edu/newssc.html>). (Two workshops in April '10 and two planned for May '11, with monthly conference call to continue workshop discussions and interactions).

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

**Handbook of Ecological Concepts**, Editorial Board member

**Genetics & Epigenetics, Global Ecology & Biogeography, Societies Without Borders, Science as Culture, Social Studies of Science**, manuscript reviewer

International Society for History, Philosophy and Social Studies of Biology: Operations Committee, 2009-  
External examiner, Doctoral dissertation, University of Coimbra, Portugal

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

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

Activities and accomplishments not adequately covered in any previous sections.

### College of Education and Human Development Report on Progress in relation to Annual Faculty Goals 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

**Annual Faculty Goals  
2010- 2011**

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

**Service Goals:**

1. Focus on pursuing institutional development and administrative work in SICW and STV including supporting synergistic collaborations across units.
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.
3. Organize one workshop for New England Workshop on Science and Social Change and monthly conference calls between the annual workshops.

**Scholarship Goals:**

1. Protect 1/3 of my work-time (and all of my leave or grant buyout time) for research & writing (especially in the crucial winter and mid-summer periods for grant applications).
2. Continue to persist in getting suitable significant publication outlets for my heterodox perspectives on longstanding genes-environment debates, including revise and submit Nature-Nurture? No... (a book manuscript) to an appropriate publisher.
3. Complete and submit a fellowship or funding proposal that affords 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.)
4. Revise and submit Taking Yourself Seriously to an appropriate publisher.
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.

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.

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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.