

ANNUAL FACULTY REPORT AND EVALUATION OF PROFESSIONAL ACTIVITIES

For the period September 1, 2011 to August 31, 2012.

Name: **Peter J. Taylor**

Date: September 1, 2012

Department: Curriculum & Instruction

School: U. Mass. Boston

Rank: Professor

Highest degree and date: Ph. D. 1985

Years at present rank: 6

Date of first UMass Appointment: 9/1/98

Overview

My *research and writing* focused on two overlapping areas: a. Critical Thinking about Biology in its Social Context: Fulbright fellowship awarded, one grant proposal submitted but not funded, one book review published, one journal article accepted for publication, one book manuscript drafted, 9 presentations, 4 workshops led, and 37 blog posts; and b. Educational Innovation: One book published, 1 presentation and 1 workshop led, 35 blog posts.

My *teaching* for '11-12 included one required CCT research course and one required core course for the Science in a Changing World (SICW) track in the spring, 1/3 of a CCT summer course, and some independent studies. (I was on sabbatical for the fall.) I developed online versions of the required capstone research course and the SICW core course. I was general advisor for 46 CCT students (with help of J. Szteiter) and 56 LTET M.Ed. students, and capstone synthesis advisor or reader for 9 CCT and LTET students (6 of whom completed their degrees).

My *service* centered on: a. directing the CCT Program, with the many and varied tasks that that involves, but with special attention to: following up on the AQUAD review and shepherding the move of the Program's formal home to University College (UC); supervising the UC-funded professional staff to help cover teaching and administration; b. coordinating the non-licensure LTET M.Ed. track in the spring (without course release), serving as advisor to all the students and giving special attention to making changes in response to the AQUAD review and arranging conditions for the continuation of the track; and c. maintaining and extending UMB's profile in the area of science-in-society. (In this last area I directed the undergraduate university Program in Science, Technology & Value, ran 6 workshops and made 2 presentations during a 3-week trip in the fall, organized the Interdisciplinary faculty Seminar in Science and Humanities in the spring, organized and facilitated a 4-day workshop under the umbrella of the New England Workshop on Science and Social Change, co-organized a one-day series of dialogues at the Cambridge Science Festival, undertook 4 manuscript reviews—serving on the editorial board of one journal—and continued as a member of the operations committee for an international professional association.) I also served on two promotion reviews for the College Personnel Committee and as an external referee for a tenure review.

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

Fall 11

On leave

Spring 12

Course	Course Name	# Credits	# Students
PPol 749/ CrCrTh649	Scientific & Political Change	3	4
CLR	Directing Science, Technology & Values Program		
CLR	Directing Critical & Creative Thinking Program		
CrCrTh 693	Action Research	3	8
CrCrTh 696	Independent Study	3	1

Summer 12

Course	Course Name	# Credits	# Students
CrCrTh 618	Creative Thinking, Collaboration & Organizational Change (co-taught)	1 of 3 credits	14
CrCrTh 688	Reflective Practice	3	1
CrCrTh 688	Reflective Practice	1	1

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

Developed an online version of the required capstone research course. Coordinated new systems of reading and grading for CCT syntheses and for LTET written capstones.

Served as general advisor for all the LTET students in the spring and organized grading of capstones for 30+ students.

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

Completed Masters, as major advisor = 2

Jeremy Poehnert, "Maximizing the Learning Outcomes of Co-curricular Civic Engagement In Higher Education"
Chris Ward, "Getting the Most Out of A Mentor: Developing an Action Research Plan for Reflective Practice on a Graduate Student Mentee-Mentor Relationship"

Masters syntheses in progress, as major advisor = 1
MaryLou Horn

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

Completed Masters, as reader = 4

Masters syntheses in progress = 2

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

I have been the advisor for all 46 CCT students, of whom 11 graduated.

Organized entrance and mid-program interviews to help prepare CCT students to complete their capstones during their final semester (<http://www.cct.umb.edu/SupportToCompletion.html>). Organized a spring "marathon" day to help "ABD" CCT students wrap up their capstone syntheses.

Advised all 56 students in the non-licensure LTET track of M.Ed. program, of whom 31 graduated.

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 by students

III. Research, Creative, or Professional Activity

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

A. Research Activity

1. Completed (in print)

a. Books and monographs:

Taking Yourself Seriously: Processes of Research and Engagement (with Jeremy Szteiter) Arlington, MA: The Pumping Station, 2012.

b. Textbooks:

c. Edited books:

c2. Edited journals:

d. Articles in journals:

e. Chapters in books or monographs:

f. Reviews, abstracts, pamphlets, newsletter articles.

"Review of Science Transformed? Debating Claims of an Epochal Break, edited by Nordmann, Radder, and Schiemann," **Notre Dame Philosophical Reviews**, <http://ndpr.nd.edu/news/30357-science-transformed-debating-claims-of-an-epochal-break/>.

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:

"A gene-free formulation of classical quantitative genetics used to examine results and interpretations under three standard assumptions," **Acta Biotheoretica**, in press.

3. Works Completed and Submitted for Review:

4. Work in Progress:

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

@ "Four Fundamental Gaps In Quantitative Genetics"

"Beyond the gloomy prospect: A different framing of issues in quantitative genetics and epidemiology"

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

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

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

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

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

Grant awarded

Fulbright Scholar, Portugal, 2012

Grant not awarded

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

Papers presented and Workshops led

Papers

"Now it is impossible 'simply to continue along previous lines'-- Enactable Social Theorizing and Open Spaces," New England Workshop on Science and Social Change, May 2012

"Health: What's Race got to do with it?," Cambridge Science Festival, April 2012

"Troubled by Heterogeneity? Control, Infrastructure and Participation in the Study of Heredity and STS," Society for Social Studies of Science, November 2011

"Cultivating Collaborators," Public Service Center, Cornell University, October 2011

"Heterogeneity, Infrastructure, and Genetics," Sociology of Science/STS graduate students, University of Wisconsin, Madison, October 2011

"Heterogeneity and Data Analysis," Visual Analysis of Data Research Group, Iowa State University, September 2011

"What to do if we think that researchers have overlooked a significant issue for 100 years? The case of quantitative genetics and underlying heterogeneity," History and Philosophy of Science, Indiana University, September 2011

"Creative Thinking in Epidemiology," precirculated for workshops of the same name for ENVIRON and UMass. Amherst Department of Epidemiology, and for CancerCare Ontario, Toronto, September 2011

Workshops led

"Tools for reflection and community-building, face2face and online," Workshop for Educational Technology/ Center for Innovative Teaching Conference, University of Massachusetts, Boston, May 2012 (with J. Szteiter & F. Sullivan)

"Changes in the social dimensions of environmental analysis since the early days of political ecology," Social Dimensions of Environmental Policy, University of Illinois, Champaign-Urbana, September 2011

"How do we know we have population-environment problems? A journey from simple models to multiple points of engagement to contribute to change," School for Designing a Society, Urbana, September 2011

"Creative Thinking in Epidemiology," Workshops for ENVIRON and UMass. Amherst Department of Epidemiology, and for CancerCare Ontario, Toronto, September 2011

Working Papers etc. made available on the WWW

“Heterogeneity and Data Analysis”
(<http://ptaylor.wikispaces.umb.edu/file/view/HeterogeneityIowaPaper.pdf>)

“Creative Thinking in Epidemiology” (<http://bit.ly/r1JAKu>)

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/ThinkChngReflect> shifted to <http://twitter.com/CCReflect> and <http://twitter.com/ScienceChanges>

Blog continued, Intersecting Processes -- complexity & change in environment, biomedicine & society, <http://pjt111.wordpress.com> (37 posts); Probe—Create Change—Reflect -- critical thinking & reflective practice, <http://pcrcr.wordpress.com/> (35 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, coordinator, Spring '12 [see Box 1 for details]
(As coordinator of LTET, I was co-chair of the Program Committee and Admission Committee.)

Critical & Creative Thinking Program:

Director [see Box 2 for details]
(As coordinator of CCT, I was chair of the following committees: the Program Committee, the Admissions Committee, the AQUAD review 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 3 for details]

Box 1. Learning, Teaching, and Educational Transformation Track Administration (as Coordinator, Spring '12):

Major tasks in '11-12:

1. Follow up on AQUAD review to focus attention on LTET quality, opportunities for development, and resource needs and responding to the review (see items marked [AQUAD] below).
2. Resuming administration, advising, and program development with all LTET faculty having primary advising and administrative commitments in other programs.

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 Increase visibility: LTET pages on University College (UC) and UMass Online websites

(A.2 Plan larger more ambitious changes: Stalled.)

A.3 Highlight the ways students develop through the LTET program of studies: Capstone papers included (with permission) on LTET wikispaces.

A.4 Higher quality of students through stricter admission and transfer review [AQUAD]. Reviews conducted by LTET faculty (not SSC).

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). Updated wikipages (see <http://candi.wikispaces.com/LTET> and linked pages & forms). Communicate to incoming students (new & transfers) that the wikipages provide important and up-to-date information.
- B.2 Consolidate all LTET advising under LTET coordinator
- B.3 Increase number of courses available within the required urban and social justice education core category [AQUAD]—online version of CrCrTh 627 established this summer.
- B.4 Better record-keeping and advising to ensure student choice of core courses and electives produces a coherent curriculum [AQUAD] Enhanced database for the track allows advisors to record and review course plans (as well as data needed for periodic reviews).
- B.5 Promote second capstone option of a "Written paper with oral presentation" [Also responds to Deans' AQUAD request for evidence of student success and curricular coherence] Several students undertook this.
- B.6 Address the possible trade-off between flexibility and coherence and substance in LTET studies [AQUAD] by establishing concentrations (instituted formal concentrations for students who include in their 11 LTET courses 7 that are required for the corresponding licensure or CAGS tracks: Elementary Education, Middle School Education, Secondary Education, Teacher Leadership. The concentrations in Elem, Middle, or Secondary Education ensure that students address the educational issues deemed important by the licensure programs. The concentration in Teacher Leadership ensures that, in addition to the four core areas of LTET, students address some or all of the following: Organizational Change; SPED/ELL expertise; Content Knowledge (depending on student's content specialty); and Technologically-mediated learning design (which emphasizes learning theory). These four concentrations are not the only foci for LTET students. Under a regular Learning, Teaching & Educational Transformation concentration, students can choose the area of focus for their electives to be the same as a Graduate Certificate they are taking or, as has been the case since the track began in the 1990s, students can formulate a focus that prepares them for work in a broad range of education-related professions, such as adult- and community-based education, educational research, policy analysis, philanthropy, and advocacy.)

Goal C. To establish sustainable, non-exploitative operations and planning, given that all LTET faculty have primary advising and administrative commitments in other programs

- C.1. Complete annual review to focus attention on LTET quality, opportunities for development, and resource needs (<http://candi.wikispaces.umb.edu/file/view/LTETAnnualReport11-12.pdf>).
- C.2 Given that all LTET faculty have primary advising and administrative commitments in other programs, streamline LTET operations, especially grading of capstone exams, see <http://candi.wikispaces.umb.edu/LTEToperations>
- C.3 Clarify longer-term plan for LTET coordination and resources. One positive outcome: Graduate Dean allocated a stipend for the LTET coordinator. One less-than-positive outcome: GAship for LTET discontinued by C&I.
- C.4 Communicate with C&I and SSC staff about support for LTET faculty on advising and other issues—see <http://candi.wikispaces.umb.edu/LTEToperations>.

Box 2. CCT Program Administration (as Coordinator/GPD):

Major tasks in '11-12:

1. Follow up on AQUAD self-study and review to focus attention on CCT quality, opportunities for development, resource needs, and supportive institutional home.
2. Continuing the partnership with University College (UC) to grow enrollments so that the UC funded 1.5 professional staff/teaching positions might be increased when regular CCT faculty retire and UC agrees to become the Program's home.
3. Carrying on administration, advising, and program development without a second faculty position dedicated to CCT. This involved supervising the UC-funded assistant coordinators. 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. The next highest priority for CCT is to attract applicants to the Program and advise them through to matriculation.

Admin & general student advising:

1. Course schedule (State & University College [UC]): 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.

4. Continued UC partnership (incl. publicity, advising instructors for online & face-to-face sections, start-up support for online courses, maintaining & supervising assistant coordinator positions, migration to new UMB website).
 5. General student advising (incl. course plans from new students, update CCT student handbook, advise assigned and other advisees)
 6. Use of Peoplesoft (for student info [esp. for online courses] & registration).
 7. Financial matters: Gallo fund, budget for use of ESS funds from UC 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, wikis for workflow for coordinators and GA)
 9. Synthesis completion (incl. binding, abstracts to database, exit self-assessment, certifying capstone completion, follow up with students who did not finish during regular semester, initiatives to clear backlog of "ABD"s)
 10. Website maintenance & migration to new UMB website, <http://www.cct.umb.edu>, wiki development, <http://cct.wikispaces.umb.edu>, <http://sicw.wikispaces.umb.edu>, migration of social network to be independent of UMB.
 11. Monthly News & Email communication with students & wider community, <http://cct.wikispaces.umb.edu/news>
 12. Awards, Gallo fund, International Tuition waiver applications (no waivers in 11-12)
 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 CEHD & UC (esp. LTET non-licensure track & Instr. Design)
- Recruitment Outreach and Program Development**
15. Promote CCT courses to boost enrollment
 16. Recruitment Outreach and Advising (incl. "CCT network" community-building initiative [monthly events to supplement students' education through the involvement of alums; see <http://cct.wikispaces.umb.edu/CCTNetwork>] & 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; follow-up on AQUAD review (incl. formal move to UC), promotion of a Reflective Practitioner's Portfolio for students to make linkages among the courses (<http://cctrpp.wikispaces.umb.edu>); promotion of "Science in a Changing World" track for the CCT graduate certificate and M.A. program, <http://www.cct.umb.edu/sicw> (see below).
 20. Train assistant coordinators in administrative history & procedures
 21. Clarifying the Department's and College's position about resources for CCT in process of formal move to UC.

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

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

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

Advising prospective and current students

Arranging:

- Course offerings and approvals

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

- Extra-curricular Activities (to build community and raise the profile of the track)

- Continuation of Inter-college faculty Seminar in Humanities and Sciences

- Continuation of New England Workshop on Science and Social Change

- Continuation of Science in a Changing World wiki, <http://sicw.wikispaces.umb.edu>

- One-day series of dialogues and presentation at the Cambridge Science Festival

Revenue (through expanded partnership with University College)

Training, and supervising assistant coordinator.

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

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

University:

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

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

(<http://www.stv.umb.edu/ISHS.html>) (Spring 12 theme: "Infrastructure and Agents")

Public Policy Program, Faculty member, 2003-

Box 4. STV plans

See updated and indicators of progress at <http://www.stv.umb.edu/STVplans.html>). In particular, during 11-12:

* 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 spring (biweekly sessions), <http://www.stv.umb.edu/ISHS.html>.

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

B. Service to Profession or Discipline:

Organizer, New England Workshop on Science & Social Change, 2003- (<http://www.stv.umb.edu/newssc.html>). (Workshop in May '12, with monthly conference call to continue workshop discussions and interactions).

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

Manuscript review: **Biological Theory**, MIT press, **Science, Technology & Human Values**, World Congress on Social Media

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

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
2011 - 2012**

(+ = 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 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.

Δ Recruit participants in Collaborative Explorations that paralleled the Problem-Based Learning courses.

Δ 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.
Δ 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

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.