

## ANNUAL FACULTY REPORT AND EVALUATION OF PROFESSIONAL ACTIVITIES

For the period September 1, 2013 to August 31, 2014

Name: **Peter J. Taylor**

Date: September 1, 2014

Department: Curriculum & Instruction

School: U. Mass. Boston

Rank: Professor

Highest degree and date: Ph. D. 1985

Years at present rank: 8

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: one book, 3 chapters accepted for publication, one co-authored journal commentary, 2 presentations, 1 workshop designed & led, PI on a student travel proposal, and 33 blog posts; and b. Educational Innovation: 1 chapter, 2 presentations, 2 workshops designed & led, 53 blog posts, 10 month-long online communities for inquiry and discussion.

My *teaching* for '13-14 included one required CCT research course, one required core course for the Science in a Changing World track, 1/3 of a CCT summer course, an independent study, and prototyping a course with open access (MOOC). I was general advisor for 33 CCT students (with J. Szeiter's help), capstone synthesis advisor or reader for 3 CCT students (1 of whom completed their degrees), and dissertation advisor for 3 PhD students in Portugal.

My *service* centered on: a. directing the CCT Program, with the many and varied tasks that that involves. (I gave special attention to serving a growing proportion of online students and leading the development of a doctorate proposal in partnership with MassArt and supervising the CAPS-funded professional staff to help cover teaching and administration [filling in after one position finished]); b. maintaining and extending UMB's profile in the area of science-in-society. (In this area I directed the undergraduate university Program in Science, Technology & Values, organized the Intercollege Seminar in Science and Humanities both semesters, continued the New England Workshop on Science and Social Change, undertook 5 proposal or manuscript reviews—serving on the editorial board of one journal); c. personnel reviews at Department and College levels. (This included chairing the AFR review sub-committee, 2 tenure and promotion reviews, and the CAPS CPC); d. assisting the GPD for the non-licensure LTET M.Ed. track; and e. working on a NEASC self-study.

## II. Teaching

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

Fall 13

Course	Course Name	# Credits	# Students
CrCrTh 693	Action Research	3	6
CrCrTh 602/ 630*	Creative Thinking/ Criticism and Creativity in the Literature and Arts (with J. Szteiter)	3	6
CLR	(in exchange for extra course taught in spring '13)		
CLR	Directing Critical & Creative Thinking Program		

Spring 14

Course	Course Name	# Credits	# Students
PPol 749/ CrCrTh 649	Scientific and Political Change	3	9
CrCrTh 699*	Independent Study	3	1
CLR	Directing Science, Technology & Values Program		
CLR	Directing Critical & Creative Thinking Program		

Summer 14

Course	Course Name	# Credits	# Students
CrCrTh 618*	Creative Thinking, Collaboration & Organizational Change (lead instructor, co-taught course)	1 of 3 credits	4
CrCrTh 611*	Design for Living Complexities	3	--**

\* Not on load

\*\* Ran the MOOC layer of the course while the for-credit layer was cancelled; designed the Collaborative Exploration layer (see II.B below).

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

**Fall 2013: Co-teaching CRCRTH 602, Creative Thinking and CRCRTH630, Criticism and Creativity in Literature and Arts** with CCT assistant director, Jeremy Szteiter (as an overload for both of us) addressed two problems:

- 1) insufficient students for our face-to-face required class, CRCRTH 602; and
- 2) the faculty member who was to teach CRCRTH630 was not ready to teach it as a hybrid course, combining face-to-face and online students.

The course innovated in four ways, which students were informed of before registering:

- 1) Content: The two courses were combined, with some customized instructions for each course, and the format, with a requirement of biweekly annotated bibliography submissions, was designed to expose possible new readings for the courses in the future.
- 2) Format: Centered on 4-week "collaborative explorations" (CEs), a variant of project-based learning (PBL) that begin from a scenario or case in which the issues are real but the problems are not well defined, which leads participants to shape their own directions of inquiry and develop their skills as investigators and teachers (in the broadest sense of the word). The basic mode of a CE centers on interactions in small groups (online or face-to-face) over a delimited period of time in ways that create an experience of re-engagement with oneself as an avid learner and inquirer. The CE component of each class session was 60-90 minutes. The rest of each course session involved activities or discussion of a shared reading, following suggestions by the students.
- 3) Technology: Google+ hangouts and online communities were used to include face-to-face and online students and to build a shared annotated bibliography of published literature.
- 4) The CCT Program hosted simultaneous online CEs that were open and free to the wider public (<http://CollabEx.wikispaces.com>). Students in the 602 and 630 courses did not join these CEs, but were able to draw on what was publicly shared by the participants.

The content, format, and technology worked very well for the three students from a distance, but the annotated bibliography has needed considerable "clean-up" of format and content before it is ready for sharing beyond the class. The face-to-face students did not, however, keep up with the CEs or annotated bibliography entries and were mostly quiet during the class discussions and activities that relied on students having shaped their own directions of inquiry in relation to the CE cases. In order to reduce the chances of students not making use of opportunities for self-directed inquiry, I revised my syllabus contract and limited incomplete

options for the next semester's PBL course (<http://ppol749.wikispaces.umb.edu/Syllabus14 - Assess>) and for Fall 2014. I also spelled out the tensions involved in PBL teaching (<http://cct.wikispaces.umb.edu/PBLguidedtour>) and have been discussing them with colleagues since.

**For Summer 2014, I designed a 3-week multi-layered course, Design for Living Complexities (CRCRTH611, Seminar in Critical Thinking) in order to:**

- 1) Develop a distinctive contribution that CCT can make in the area of design, which is central to the doctorate proposal in partnership with Mass College of Art & Design.
- 2) Build on CEs (see above) to prototype a form of MOOC (Massive Open Online Course) that does not require a large budget for high-production-value videos and instead emphasizes teaching/learning interactions.

Participants could choose three options: Register and pay for graduate credit; Collaborative Exploration (Open & free—60-minute online meetings in a small group for 4 weeks); MOOC (Open & free—Participate when and for how long a person chooses) (<http://crcrth611sui.wikispaces.umb.edu/landing>). The for-credit option ended up being cancelled (making space to address a family health matter), but the online course presentations were given and the CE ran as planned. It is planned to run the course + CE + MOOC over a 6-week semester in summer 2015. The UMB Center for Innovation and Excellence in eLearning backed the 2014 experiment and is encouraging my research and writing on CEs and this form of MOOCs.

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

*Masters syntheses in progress, as major advisor = 2*  
MaryLou Horn, Syed Abbas

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

*Completed Masters, as reader = Arthur Roberts*  
*Masters syntheses in progress = Syed Abbas*  
*Doctoral students in progress = 3 (University of Coimbra and University of Porto, Portugal)*

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

I have been the advisor, with the support of CCT assistant director, Jeremy Szteiter, for all 33 CCT students, of whom 2 graduated. This spring, I instituted end-of-semester check-ins to compensate for lack of in-person conversations now that most students take the Program from a distance.

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

Narrative evaluations, used for CCT courses in CAPS, are attached to this AFR.

	Numerical average ratings		Link to full narrative evaluations
	Course	Instructor	
<i>Assigned courses</i>			<a href="http://www.faculty.umb.edu/pjt/...">http://www.faculty.umb.edu/pjt/...</a>
CrCrTh 693	4.2	4.7	<a href="#">693-13Feval.pdf</a>
PPol 749/CrCrTh 649	4.6	4.9	<a href="#">749-14eval.pdf</a>
<i>Additional courses (not on load)</i>			
CrCrTh 602/630 (with J. Szteiter)	4*	4*	<a href="#">602630-13eval.pdf</a>
CrCrTh 618 (with J. Szteiter & J. Yudess)	Not yet available	Not yet available	Not yet available

\* Or 4.6 omitting an outlier—a student who joined the course late and did not prepare for classes or assignments so gained little from them.

To see how I responded to the evaluations and continued to develop my courses, refer to updates to Practitioner's Portfolio, <http://www.faculty.umb.edu/pjt/portfolioCourses-TOC.html>, for Review of Teaching and Courses.

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

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

#### A. Research Activity

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

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

[Nature-Nurture? No. Moving the Sciences of Variation and Heredity Beyond the Gaps.](#) Arlington, MA: The Pumping Station, 2014.

###### b. Textbooks:

###### c. Edited books:

###### c2. Edited journals:

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

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

"Case study: Collaborative explorations," [The Peeragogy Handbook](#), <http://peeragogy.org>, 2013.

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

# "Revolution and evolution: A vision for chronic disease prevention and intervention in Ontario, Canada," [Canadian Journal of Public Health](#) (with multiple co-authors), 105 (2): e150-e153, 2014.

###### f2. Introductions to edited journals

###### g. Papers presented at conferences and meetings which were published in the Proceedings:

##### 2. Works Completed and Accepted for Publication:

"The ethics of participatory processes: Dynamic flux, Open questions," for Rozzi, R., Pickett, S. T. A., Callicott, J. B., Chapin, F. S., Power, M. E., & Armesto, J. J. (Eds.). [Earth Stewardship: Linking Ecology and Ethics in Theory and Practice](#). Springer, forthcoming.

"Philosophy of Ecology," for [Encyclopedia of Life Sciences](#). Chichester: Wiley, forthcoming. (Revised version of 2008 entry)

"Ecological Philosophy," for [Oxford Bibliographies in Ecology](#), forthcoming.

##### 3. Works Completed and Submitted for Review:

##### 4. Work in Progress:

@ "Five Fundamental Gaps In Nature-Nurture Science"

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

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

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

"Making visible a collage of radical scientists and critics," for **Science as Culture**

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

Guest editor, "Science for the People: The 1970s and today," Forum for **Science as Culture**

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

International Society for History, Philosophy and Social Studies of Biology, Off-Year Workshop designation and Graduate Student funding for New England Workshop on Science and Social Change, 2014

Grant not awarded

Papers presented and Workshops led

Papers

"Supporting students' writing development throughout the graduate curriculum," Teaching, Learning & Technology Conference, University of Massachusetts, Boston, May 2014 (with M. McCarthy and others)

"Collaborative explorations: Moderate-size open online collaborative learning," Teaching, Learning & Technology Conference, University of Massachusetts, Boston, May 2014 (with J. Szteiter & F. Sullivan)

"Making visible a collage of radical scientists and critics," Invited plenary talk for Conference on Science for the People: The 1970s and today," University of Massachusetts Amherst, April 2014.

"No longer possible to simply continue along previous lines': Cultivating flexible, transversal engagement in intersecting processes of social and scientific change," EcoSur, Chiapas, México, October 2103.

Workshops designed and led

Workshop designer and facilitator:

"Supporting students' writing development throughout the graduate curriculum," UMass Boston, May 2014

"Changing Life in Times of Crisis," New England Workshop on Science and Social Change, May 2014

"Collaborative Reflection & Prospect Formation in the area of critical & creative thinking," UMass Boston, July 2014

Working Papers etc. made available on the WWW

2. In Progress. List such items as grant proposals submitted, invitations to deliver papers or chair panels, requests to review manuscripts and texts, etc.

D. Other Research, Creative, or Professional Activities not adequately covered in any of the previous sections. Format: include sufficient information to identify the activity in a complete manner.

Collaborative Explorations (month-long online international inquiry and discussion of scenarios): <http://collabex.wikispaces.com> (September - December 2013, February - July 2014)

Twitter sites continued, <http://twitter.com/CCReflect> and <http://twitter.com/ScienceChanges>

Blogs continued, Intersecting Processes -- complexity & change in environment, biomedicine & society, <http://pjt111.wordpress.com> (33 posts); Probe—Create Change—Reflect -- critical thinking & reflective practice, <http://pcrcr.wordpress.com/> (53 posts).

#### **IV. SERVICE**

##### **A. University Service:**

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

Curriculum & Instruction Department:

M.Ed. Learning, Teaching, and Educational Transformation (Non-licensure) track, assistant to director  
AFR review subcommittee, Chair  
PMYR review committee  
Department-level Tenure and Promotion Committee, Chair, for two faculty members

Critical & Creative Thinking Program:

Director [see Box 1 for details]

(As director of CCT, I was chair of the following committees: the Program Committee, the Admissions Committee, and the Science in a Changing World track. I was also advisor to the CCT student organization, the CCT Forum, and the CCT alum organization, the CCT Network.)

Coordinator, "Science in a Changing World" graduate track [see Box 2 for details]

##### **Box 1. CCT Program Administration (as GPD):**

###### **Major tasks in '13-14:**

1. Develop the partnership with CAPS, growing enrollments so that the CAPS funded 1.5 professional staff/teaching positions might be increased when regular CCT faculty members retire.
2. Carry on administration, advising, and program development without a second faculty position dedicated to CCT. This involved supervising the UC-funded assistant coordinators (and covering the tasks of one when the position ended). The many and varied tasks to follow reflect two main priorities for CCT: The highest priority is providing the teaching, advising, mentoring, and a coherent program of study for students, and support for students & graduates in their intellectual, professional, and personal development. With an increasing proportion of students taking the program online, this involved adaptation of face-to-face classes and monthly community events so that some students and alums could be brought in from a distance an institution of end-of-semester check-ins for all students. The next highest priority for CCT is to attract applicants to the Program and advise them through to matriculation.
3. Search for a 50% faculty member to cover the teaching of retiring faculty member Carol Smith as well as have an active presence in activities and forums through which attention can be drawn to CCT course offerings and degree tracks.

###### **Admin & general student advising:**

1. Course schedule (State & CAPS): Initial draft submitted, reviewed and revised final versions, served as watchdog for subsequent glitches.
2. Enrollment projections (& planning so level of offerings match)
3. Enrollment-boosting arrangements: Coordination with LTET, the Honors College, Public Policy, and Nursing.
4. Continued CAPS partnership (incl. publicity, advising instructors for online, face-to-face, and hybrid sections, start-up support for hybrid sections, maintaining & supervising assistant coordinator positions, revision of pages on new UMB website).
5. General student advising (incl. course plans from new students, update CCT student handbook, new student interviews, mid-program check-in, and end-of-semester check-ins)
6. Use of WISER (for student info [esp. for online courses] & registration).

7. Financial matters: budget for use of funds from CAPS to CCT (for guest speakers, stipends for synthesis readers, etc.)
8. Office admin & record keeping to prepare for program reviews (Database maintenance, preparing requested figures for annual reports, filing, wikis, google docs for workflow for coordinators and GA)
9. Synthesis completion (incl. 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 & revision of information on new UMB website, <http://www.cct.umb.edu>, wiki development, <http://cct.wikispaces.umb.edu>, <http://sicw.wikispaces.umb.edu>.
11. Monthly News & Email communication with students & wider community, <http://cct.wikispaces.umb.edu/news>
12. Awards
13. Liaison with Graduate Studies (incl. GPD meetings) & other duties (as defined in GS manual for GPDs and Graduate Catalog)
14. Coordination with other Programs within CEHD & CAPS (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>] & wiki updates)
17. CCT pre-admissions advising, admissions committee & liaison with Grad. Admissions
18. Open Houses, Special events (including UMB & Grad studies open houses & showcases)
19. Program Development subject to AQUAD plans (incl. faculty involvement in revising plans): faculty discussions about CCT's future in light of resource uncertainties; 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. Creation or Involvement in online communities relevant to the Program's mission and development, e.g., <http://cct.wikispaces.com>, <http://sicw.wikispaces.com>, <http://bit.ly/CCRPgplus>, <http://bit.ly/SICWgplus> and various MOOCs, e.g., <http://learn.media.mit.edu/>

#### **Box 2. "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 crosslistings

- 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 at the Cambridge Science Festival

Revenue (through expanded partnership with CAPS)

Supervising assistant coordinator (and covering that person's tasks when the position was ended)

Institutional support & recognition

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

### University:

- Program in Science, Technology, and Values, Director (<http://www.stv.umb.edu>) [see Box 3 for details]
- Inter-college faculty Seminar in Humanities and Sciences, Organizer, 2003- (<http://sicw.wikispaces.umb.edu/ISHS>) (Fall 13 & Spring 14 theme: "Illness, Place, and Collective Responses")
- Public Policy Program, Faculty member, 2003- & Academic Affairs Committee, 2013-  
College of Advancing & Professional Studies, Steering Committee, Curriculum Committee, College Personnel Committee, 2013-
- Doctoral Proposal development, "Creative & Transformative Education/Research and Leadership in Art, Design, and Engagement" (in partnership with MassArt), 2013-
- Graduate Writing Center working group, 2013-14; Workshop designer & leader: "Supporting students' writing development throughout the graduate curriculum," 2014
- NEASC Self-study group on Faculty, 2013-4

### Box 3. STV plans

See updated and indicators of progress at <http://www.stv.umb.edu/STVplans.html>). In particular, during 13-14:

- \* 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 both semesters (biweekly sessions), <http://sicw.wikispaces.umb.edu/ISHS>
- \* Included selected undergraduates in regular cycle of course offerings for "Science in a Changing World" graduate track.
- \* Discussions with new CLA faculty towards revising the program or creating a parallel or substitute program.

### B. Service to Profession or Discipline:

Organizer, New England Workshop on Science & Social Change, 2003- (<http://sicw.wikispaces.com/newssc>). (Workshop in May '14).

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

Manuscript and proposal reviews: Acta Biotheoretica; American Journal of Psychiatry; National Science Foundation; The Netherlands Organisation of Health, Research and Development; Volkswagen Foundation

Tenure and Promotion reviews: University of California Santa Cruz; Temple University

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

One-day series of dialogues at the Cambridge Science Festival, April 2014

### 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 for 2013 - 2014**  
**(as laid out in last year's AFR)**

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

**Teaching Goals:**

1. Further develop the problem-based learning (PBL) model for graduate courses in science-in-society that cultivate skills and dispositions of critical thinking and of life-long, cooperative learning facilitated by the resources of the internet.
  - + Initial session of Spring PBL course (PPol 749) that introduced the rhythm and expectations of the PBL format
  - + Collaborative Explorations in parallel with Spring PBL course (<http://sicw.wikispaces.com/CEt>)
  - Δ Uniform format for students' annotated bibliography entries to increase likelihood of use by others
2. Disseminate tools used in teaching of research and engagement.
  - + Workshop on supporting students' writing development (see III.C.1)
  - + Prototype a form of MOOC (Massive Open Online Course) that does not require a large budget and emphasizes teaching/learning interactions (see II.B)
  - Δ Talks beyond UMB to draw attention to the book Taking Yourself Seriously
3. Develop smooth & effective operations for hybrid courses (which bring students from a distance into regular face-to-face class sessions).
  - + Used google+ hangouts and online communities in teaching CrCrTh 602, 630 & 693 and PPol 749 to on-campus and at-a-distance students.
  - Δ Arrange practice sessions for at-a-distance students to minimize technical snags.
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.
  - + Gave guest workshop for new students in Global Governance and Human Security
  - Δ Finalize international partnership with Center for Social Studies in Portugal, then reactivate request to PhD program.

**Service Goals:**

1. Coordinate CCT and SICW, working with the CAPS-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.
  - + Successful search for 50% replacement for retiring faculty member from Psychology
  - Δ Update website and include Liberal and Interdisciplinary Studies concentration
2. Interdisciplinary interactions on science-in-society: Organize and lead the Inter-College Seminar in Humanities and Sciences each semester, two workshops for New England Workshop on Science and Social Change.
  - + Only one New England Workshop, but largest yet given funding secured for graduate student participation
  - Δ Extend prototype Collaborative Research & Prospect Formation workshop (see III.C.1) into a funding proposal for equivalent workshops with social epidemiologists
3. Seek approval for proposal for a doctorate in "Creative and Transformative Education," in partnership with MassArt.
  - + Ready for Stage I consideration, now renamed "Research and Leadership in Art, Design, and Engagement"
  - Δ Complete plan for market research
4. Continue series of month-long Collaborative Explorations (CEs), building the number of participants.
  - + CEs every month (except January and August)
  - + Article on CEs published in The Peeragogy Handbook (see II.A.1.d)
  - Δ Revise second article on CEs

### Scholarship Goals:

1. Protect 1/3 of my work-time (and all of my leave or grant buyout time) for research & writing (especially in the crucial winter and mid-summer periods for grant applications).
  - + Not achieved, but hired replacement for Prof. Smith who has retired.
  - △ Divide the labor for CCT administration and program development and let things take the time it takes
2. Continue to persist in getting suitable significant publication outlets for my heterodox perspectives on longstanding genes-environment debates, including acceptance for publication of Nature-Nurture? No... and two completed articles.
  - + Nature-Nurture? No... published.
  - △ Submit completed articles for publication (perhaps using PMYR PD funds for open-access journals)
  - △ Arrange talks to stimulate discussion around the book
3. Draft three chapters on my research connecting issues of heterogeneity, life-course social epidemiology, and ideas about an agent-oriented focus to epidemiology.
  - + Revised "Heterogeneity, not randomness, sets challenges for quantitative genetics and epidemiology: A response to Davey Smith's 'gloomy prospect'" (see II.A.4)
  - △ See #1 re: Protect 1/3 of my work-time
4. Co-draft articles with members of Andamios collaborative that produced the funding proposal to European Research Council "No longer possible to simply continue along previous lines: Scaffolding alternative forms of cooperation to overcome 21<sup>st</sup> Century crises."
  - + Collaboration in week-long course at Ecosur in Chiapas, México (see III.C.1)
  - △ See #1 re: Protect 1/3 of my work-time
5. Publish on innovations in Interdisciplinary interactions on science-in-society (see #1 under Teaching and #2 under Service) and in teaching Epidemiological literacy.
  - 
  - △ See #1 re: Protect 1/3 of my work-time
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
  - + Blog (<http://pjt111.wordpress.com>, 33 posts), public google+ community (<http://bit.ly/SICWgplus>, and private google+ community for CEs
  - + Contributions for online encyclopedia and bibliography (see III.A.2)
  - △ Translate handwritten notes into blog posts

### Annual Faculty Goals 2014- 2015

#### Teaching Goals:

1. Further develop the project-based learning (PBL) model for graduate courses in science-in-society that cultivate skills and dispositions of critical thinking and of life-long, cooperative learning facilitated by the resources of the internet.
2. Disseminate tools used in teaching of research and engagement.
3. Use blog for effective peer interaction beyond class sessions in hybrid courses (which bring students from a distance into regular face-to-face class sessions).
4. Achieve affiliation with the new PhD program in Sociology 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, annual workshop for New England Workshop on Science and Social Change.
3. Seek approval for proposal for a doctorate in "Research and Leadership in Art, Design, and Engagement," in partnership with MassArt.
4. Continue series of month-long Collaborative Explorations, building the number of participants.

**Scholarship Goals:**

1. Protect 1/3 of my work-time (and all of my leave or grant buyout time) for research & writing (especially in the crucial winter and mid-summer periods for grant applications).
2. Continue to persist in getting suitable significant publication outlets and speaking opportunities for my heterodox perspectives on longstanding genes-environment debates, including revision for second edition of Nature-Nurture? No... and two completed articles.
3. Draft three chapters on my research connecting issues of heterogeneity, life-course social epidemiology, and ideas about an agent-oriented focus to epidemiology. (My 5-year goal: make a significant contribution to critical thinking and reflective practice about the health sciences in their social context.)
4. Complete and submit funding proposal for "Conceptual, methodological, and social commitments and changes over the careers of epidemiologists: Collaborative reflection and documentation."
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. Draw together past and new postings to my blogs, twitter, and diigo on critical thinking and reflective practice and on the complexity of the health and environmental sciences in their social context.

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.)

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Signature of the Chair of Personnel Committee

VII. Comments of the Department Head or Chair (Please include the basis for evaluation.)

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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.