

ANNUAL FACULTY REPORT AND EVALUATION OF PROFESSIONAL ACTIVITIES

For the period September 1, 2014 to August 31, 2015

Name: **Peter J. Taylor**

Date: September 14, 2015

Department: Curriculum & Instruction

School: U. Mass. Boston

Rank: Professor

Highest degree and date: Ph. D. 1985

Years at present rank: 9

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 journal article, 3 chapters in books, 1 working paper, 4 presentations, 1 workshop designed & led, and 84 blog posts; and b. Educational Innovation: 1 working paper, 2 presentations, 40 blog posts, 3 month-long online communities for inquiry and discussion.

My *teaching* for '14-15 included one required CCT capstone course, one required core course for the Science in a Changing World track, one doctoral course, and one course in the Graduate Consortium for Women's Studies. I was general advisor for 36 CCT students (with J. Szteiter's help) and 17 LTET M.Ed. students, capstone synthesis advisor or reader for 12 CCT students (7 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 creating a community for the growing proportion of online students, mentoring the new 50% faculty member, and creating an accelerated BA/MA programs for both CCT tracks); b. maintaining and extending UMB's profile in the area of science-in-society. (In this area I organized the Intercollege Seminar in Science and Humanities, the annual New England Workshop on Science and Social Change, and undertook 8 proposal or manuscript reviews—serving on the editorial board of one journal); c. a major personnel review at Department level and chairing CAPS personnel reviews; and d. assisting the GPD and advising students through to completion in the non-licensure LTET M.Ed. track.

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

Fall 14

Course	Course Name	# Credits	# Students
CrCrTh 645/Bio545	Biology in Society: Critical Thinking	3	12
CrCrTh 694*	Synthesis seminar	3	1
CLR	Directing Science, Technology & Values Program		
CLR	Directing Critical & Creative Thinking Program		

Spring 15

Course	Course Name	# Credits	# Students
PPol 753/ CrCrTh 653	Epidemiological Thinking & Population Health	3	5
CrCrTh 694	Synthesis seminar	3	7
WGS 597*	Gender, Race & the Complexities of Science & Technology	3	12
CLR	Directing Critical & Creative Thinking Program		

Summer 15

Course	Course Name	# Credits	# Students
CrCrTh 688	Reflective Practice	3	1

\* Overload

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

Fall 2014-Spring 2015:

CrCrTh645/Bio545, PPol 753/CrCrTh 653, WGS 597: 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).

Fall 2014:

CrCrTh645/Bio545: I developed the wiki of course materials so they included draft chapters of a possible book, <http://crrcrth645.wikispaces.umb.edu/chapters>

Spring 2015:

PPol 753/CrCrTh 653: I adapted the course to include an asynchronous online option.

CrCrTh 694: Starting mid-December, I created a supportive online community for capstone completion, this being the first time almost all students were taking the course from a distance.

WGS 597: Having co-taught this course three times already, I mentored the new co-instructor.

Spring-Summer 2015:

CrCrTh 601: Coordinated faculty discussions and other program activities towards updating the content and activities of the core Critical Thinking course and adapted it to be taught in hybrid online/face-to-face format

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

**C. (i) List separately Doctoral, Masters, Honor Thesis students who worked under your direction last year.***Completed Masters, as chair = 8:*

Michael Chalukian, "Pedagogy of Curiosity: Initial Explorations of Instructional Practice in a Critical Thinking and Curious Classroom"

Todd Erickson, "Leaping Off the Page and Melding Modes: The Multimodal Space Poem as a New Form of Poetry"

Carl Ericson, "Learning Considered: Emergent Design in Student Affairs"

Steve Guenin, "Creative Problem Solving: A High School Curriculum Satisfying the Needs of 21ST Century Learner"

Rhoda Maurer, "Braiding a Naturalist's Journey of Embracing Courage"

Maria Nardi, "Towards a Sensitive Dialogue Model for Polarized Scenarios"

Cassie Tighe-Hansen, "Transitioning From Following to Making Your Own Path Through Critical and Creative Thinking"

Mike Wienke, "Think Unbound: Changing the Way People View and Teach Creativity in the Work Environment"

*Masters syntheses in progress, as major advisor = 2*

Kerri Arruda, Syed Abbas

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

*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 Szeiter, for all 36 CCT students, of whom 8 graduated. I continued end-of-semester check-ins to compensate for lack of in-person conversations now that most students take the Program from a distance. I have also been the advisor for 17 LTET M.Ed. students.

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

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

	Numerical average ratings		Link to full narrative evaluations
	Course	Instructor	
<i>Assigned courses</i>			<a href="http://www.faculty.umb.edu/pjt/...">http://www.faculty.umb.edu/pjt/...</a>
CrCrTh645/Bio545	4.3	4.8	<a href="#">645-14evals.pdf</a>
CrCrTh 694 (both semesters combined)	4.9	5.0	<a href="#">694-15eval.pdf</a>
PPol 753/CrCrTh 653	4.0	4.5	<a href="#">753-15eval.pdf</a>
<i>Additional courses (not on load)</i>			
WGS 597	n/a	n/a	<a href="#">GRST-15eval.pdf</a>

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:

b. Textbooks:

c. Edited books:

c2. Edited journals:

d. Articles in journals:

"Distinctions that make a difference? (An essay review of [Beyond versus: The struggle to understand the interaction of nature and nurture by J. Tabery](#))," [Studies in History and Philosophy of Biological and Biomedical Sciences](#), Part C, 51: 70-76.

e. Chapters in books or monographs:

@["Ecological Philosophy,"](#) for [Oxford Bibliographies in Ecology](#), 2015.

"The ethics of participatory processes: Dynamic flux, Open questions," pp. 325-337 in 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, 2015.

"Philosophy of Ecology," for [Encyclopedia of Life Sciences](#). Chichester: Wiley, 2015 [DOI: 10.1002/9780470015902.a0003607.pub3]. (Revised version of 2008 entry)

f. Reviews, abstracts, pamphlets, newsletter articles.

f2. Introductions to edited journals

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

2. Works Completed and Accepted for Publication:

3. Works Completed and Submitted for Review:

"The hidden complexity of simple models, or Why theorists of all kinds should be troubled by unmodeled variables having dynamical lives of their own," submitted for [The Truth is the Whole](#), ed. T. Awerbach  
"Changing science in heterogeneous environments," submitted for [The Truth is the Whole](#), ed. T. Awerbach

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](#)

"The genotype/phenotype distinction," for [Stanford Encyclopedia of Philosophy](#) (with R. Lewontin)

"Bringing all to the table: From the Pumping Station to Project-Based Learning," for [In Search of the Commons](#), ed. C. Winslow.

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

Grant not awarded

Papers presented and Workshops led

Papers

"What am I carrying back to my own situation? A whole-conference dialogue," Keynote facilitated dialogue, "Knowledge From the Margins conference, Michigan State University, August 2015.

"His nature, her nurture-or what good are conceptual critiques for tackling practical concerns about the development of gendered individuals?" International Society for History, Philosophy, and Social Studies of Biology, July 2015.

"Changing Science in Heterogeneous Environments," for The Truth is the Whole Symposium in honor of Richard Levins, Harvard School of Public Health, May 2015.

"Teaching and assessing critical thinking," Keynote, Regional meeting of AMCOA, May 2015.

"Whys to look for genes," face-to-face and online session at the Cambridge Science Festival, April 2015

"Race, Genes, IQ Test Scores," Museum of Science, Boston, December 2014.

Workshop designer and facilitator:

"Critical Thinking and Reflective Practice in Times of Crisis," 5-day New England Workshop on Science and Social Change, May 2015

Working Papers etc. made available on the WWW

"Whys To Look For Genes: Pros and Complications," <http://whystolookforgenes.wordpress.com/>

"What difference does it make? An essay review of James Tabery 'Beyond versus: The struggle to understand the interaction of nature and nurture'." Working Papers on Science in a Changing World, [http://scholarworks.umb.edu/cct\\_sicw/1](http://scholarworks.umb.edu/cct_sicw/1)

"We Know More Than We Are, At First, Prepared To Acknowledge: Journeying to Develop Critical Thinking," Working Papers in Critical, Creative, and Reflective Practice, [http://scholarworks.umb.edu/cct\\_ccrp/1/](http://scholarworks.umb.edu/cct_ccrp/1/)

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 2014)

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

Blogs continued, [Intersecting Processes](http://pjt111.wordpress.com) -- complexity & change in environment, biomedicine & society, <http://pjt111.wordpress.com> (83 posts); [Probe—Create Change—Reflect](http://pcrcr.wordpress.com/) -- critical thinking & reflective practice, <http://pcrcr.wordpress.com/> (40 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  
Department-level Tenure and Promotion Committee, Chair, for one faculty member

###### 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 '14-15:

1. Develop the partnership with CAPS, attempting to grow 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 f/t faculty position dedicated to CCT. This involved supervising the UC-funded assistant coordinator, covering the tasks of the SICW track assistant coordinator now that that 50% position has ended, and training the new 50% faculty member. The many and varied tasks to follow reflect two main priorities for CCT: The highest priority is providing the teaching, advising, mentoring, and a coherent program of study for students, and support for students & graduates in their intellectual, professional, and personal development. With a high proportion of students now taking the program online, this involved supervising instructors to bring online core courses up to date and continuation of end-of-semester check-ins for all students. The next highest priority for CCT is to attract applicants to the Program and advise them through to matriculation.
3. Supervise a 50% faculty member to cover the teaching of retired 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 (with assistance of Jeremy Szteiter, assistant director):

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. uploading of abstracts and full text pdf to ScholarWorks, assembling exit self-assessments, certifying capstone completion, follow up with students who did not finish during regular semester, initiatives to clear backlog of "ABD"s)
10. Website maintenance & revision of information on 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 (esp. LTET non-licensure track, Instr. Design & Honors College)
- Recruitment Outreach and Program Development(with assistance of Jeremy Szteiter, assistant director):**
15. Promote CCT courses to boost enrollment
  16. Recruitment Outreach and Advising (incl. "CCT network" community-building initiative [monthly events to supplement students' education through the involvement of alums; see <http://cct.wikispaces.umb.edu/CCTNetwork>] & wiki updates, especially <http://cct.wikispaces.umb.edu/How+graduates+build+on+their+CCT+studies>)
  17. CCT pre-admissions advising, admissions committee & liaison with Grad. Admissions
  18. Open Houses, Special events (including UMB & Grad studies open houses & showcases)
  19. Program Development subject to AQUAD plans (incl. faculty involvement in revising plans): 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 new faculty member 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 <http://bit.ly/collabex>
  22. Creation and promotion of accelerated BA-MA in regular and SICW tracks, <http://cct.wikispaces.umb.edu/BAMA>, <http://sicw.wikispaces.umb.edu/BAMA>
  23. Initiate and editing Working Papers on Scholarworks, <http://scholarworks.umb.edu/cct/>

## **Box 2. "Science in a Changing World" graduate track Administration (as Coordinator):**

In addition to #1-23 above for the CCT Program

- Arranging 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>
  - Combined face-to-face and online session at the Cambridge Science Festival

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

### University:

- Program in Science, Technology, and Values, Director (<http://www.stv.umb.edu>) [see Box 3 for details]
- Inter-college faculty Seminar in Humanities and Sciences, Organizer, 2003- (<http://sicw.wikispaces.umb.edu/ISHS>) (Fall 14: "Writing and Reading Beyond Our Disciplines" & Spring 15: "Making and Breaking: Research and Engagement in the Neo-Liberal Economy" (postponed))
- Public Policy Program, Faculty member, 2003- & Academic Affairs Committee, 2013-
- College of Advancing & Professional Studies, Steering Committee, Curriculum Committee, College Personnel Committee (chair), 2013-
- Doctoral Proposal development, "Research and Leadership in Art, Design, and Engagement" (in partnership with MassArt), 2013-15

**Box 3. STV plans**

See updated and indicators of progress at <http://www.stv.umb.edu/STVplans.html>). In particular, during 14-15:

- \* 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 (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.
- \* Coordinated with new CLA faculty who have created a parallel (and likely substitute) program, "Science, Medicine, and Society."

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

Organizer, New England Workshop on Science & Social Change, 2003- (<http://sicw.wikispaces.com/newssc>). (Workshop in May '15).

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

Manuscript and proposal reviews: *Acta Biotheoretica*; *Environmental Humanities*; *PLOS One* (2x); *Psychosis*; *Science as Culture*; *Science Education*; Columbia University Press

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

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

**V. Activities and accomplishments not adequately covered in any previous sections.**

**College of Education and Human Development  
Report on Progress in relation to Annual Faculty Goals for 2014 - 2015  
(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 Graduate Consortium of Women's Studied course (WGS 597) that introduced the rhythm and expectations of the PBL format
  - Δ Compile students' annotated bibliography entries to increase likelihood of use by others
2. Disseminate tools used in teaching of research and engagement.
  - + Faculty development workshop on teaching & assessing critical thinking (see III.C.1)
  - + Blog posts for additional entries for planned 2<sup>nd</sup> edition of Taking Yourself Seriously
  - Δ Submit proposal to publisher for 2<sup>nd</sup> edition of Taking Yourself Seriously
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).
  - + Used blogs in CrCrth 645, PPol 753, WGS 597.
  - Δ Coach students to treat blog entries not as informal, off-the-cuff contributions.
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.
  - 
  - Δ Follow up on initial conversations.



### 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.
  - + Mentored 50% replacement for retiring faculty member from Psychology
  - Δ Delineate tasks that can be done at a distance by new (non-resident) 50% faculty member
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.
  - + See IV.A.2 & IV.B, but spring ISHS seminar postponed
  - Δ Connect ISHS & NewSSC with my long-term interests in Conceptual foundations of science-in-society
3. Seek approval for proposal for a doctorate in “Creative and Transformative Education,” in partnership with MassArt.
  - (Put on hold)
  - Δ Regroup around partnership with Instructional Design and, possibly, MassArt
4. Continue series of month-long Collaborative Explorations (CEs), building the number of participants.
  - + CEs every month in the Fall only (III.D)
  - Δ Revise 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 (in part because of time needed to mentor/train replacement for faculty member who retired).
  - Δ 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.
  - + “Whys to look for genes” series of 50 blog posts (III.C)
  - Δ Submit completed articles for publication (perhaps using PMYR PD funds for open-access journals)
  - Δ 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.
  - 
  - Δ See #1 re: Protect 1/3 of my work-time
4. Complete and submit funding proposal for “Conceptual, methodological, and social commitments and changes over the careers of epidemiologists: Collaborative reflection and documentation.”
  - 
  - Δ Put on back burner
5. Publish on innovations in Interdisciplinary interactions on science-in-society (see #1 under Teaching and #2 under Service) and in teaching Epidemiological literacy.
  - 
  - Δ See #1 re: Protect 1/3 of my work-time
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.
  - + Blog (<http://pjt111.wordpress.com>, 84 posts)
  - Δ Translate handwritten notes and audio recordings into blog posts

**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 blogs or other media for effective peer interaction beyond class sessions in hybrid courses (which bring students from a distance into regular face-to-face class sessions).
4. Achieve affiliation with newer PhD programs with a view to serving on doctoral committees and endorsement of my Public Policy doctoral courses (Epidemiological Thinking and Population Health; Scientific and Political Change) for studies in this program.

**Service Goals:**

1. Coordinate CCT and SICW, working with the CAPS-funded assistant and faculty to establish continuous, reliable administrative support dedicated to the program to cover for me whenever I am on leave and to support scholarship goal #1.
2. Interdisciplinary interactions on science-in-society: Organize and lead the Inter-College Seminar in Humanities and Sciences one semester, annual workshop for New England Workshop on Science and Social Change.
3. Contribute to a new proposal for a doctorate within CAPS and a Graduate Certificate that link Instructional Design and CCT around technology, leadership and innovation.
4. Continue series of month-long Collaborative Explorations in the spring, 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. Publish on innovations in Interdisciplinary interactions on science-in-society (see #1 under Teaching and #2 under Service) and in teaching Epidemiological literacy.
5. Draw together past and new postings to my blogs, twitter, and diigo on critical thinking and reflective practice and on the complexity of the health and environmental sciences in their social context, including books proposal for "Whys to look for genes."

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.)

\_\_\_\_\_  
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.