

ANNUAL FACULTY REPORT AND EVALUATION OF PROFESSIONAL ACTIVITIES
For the period September 1, 2018 to August 31, 2019

Name: **Peter J. Taylor**

Date: September 1, 2019

Department: Curriculum & Instruction

School: U. Mass. Boston

Rank: Professor

Highest degree and date: Ph. D. 1985

Years at present rank: 13

Date of first UMass Appointment: 9/1/98

Overview

My *research and writing* focused on two overlapping areas: a. Critical Thinking about Life Sciences in their Social Context: four peer-reviewed publications, 1 co-edited anthology, 7 working papers on Scholarworks, and 57 blog posts; and b. Educational Innovation: 1 book, 2 working papers on Scholarworks, and 32 blog posts.

My *teaching* for '18-19 included two courses for Science in a Changing World track (one with Public Policy; the other with Bio). I was general advisor for 36 CCT students (with J. Szteiter's help) and LTET M.Ed. students, capstone synthesis reader for 10 CCT students (7 of whom completed their degrees).

My *service* centered on: a. directing the CCT Program, which included exploring new home and name for CCT building on AQUAD self-study and review process.; b. chairing the College Personnel Committee for CAPS; c. becoming an associate editor of *Science as Culture*; d. producing and promoting an anthology; and d. mentoring the host of a professional development studio for CCT alums in form of month-long online communities for inquiry and discussion.

II. TeachingA. Courses, including independent study (include number, credits, enrollments):

Fall 18: Sabbatical, no teaching (but continued to direct Critical & Creative Thinking Program and led the College Personnel Committee for CAPS)

Spring 19

Course	Course Name	# Credits	# Students
PPol 753/ Nrsng 753/ CrCrTh 653	Epidemiological Thinking & Population Health	3	4
CrCrTh 645/ Bio545	Biology in Society: Critical Thinking	3	16
CLR	Directing Critical & Creative Thinking Program		
CLR*	Directing Science, Technology & Values Program		

* overload

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

I co-taught the first month of CrCrTh 694 (which begins in practice in mid-December) both in case two sections of the course ended up running (which ended up not the case) and to mentor a new instructor, Bobby Ricketts.

During the teaching of CrCrTh645/ Bio 545 I mentored co-instructor Morgan Thompson to become a future sole instructor of the course.

During my sabbatical and into the early spring, I translated course materials from wikispaces (which was being discontinued) to websites for SICW courses. During the spring I (re)designed wordpress sites for CrCrTh 645, CrCrTh 650, CrCrTh 692 to avoid pedagogical limitations of LMSs (as described at <https://wp.me/p1gwfa-19y>).

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 reader = 7

Masters syntheses in progress, as reader = 3

Paula Avila, Sandra McCollin, Totsaporn Intarabumrung

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

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 36 CCT students, of whom 8 graduated with M.A. and 3 with Certificate. I have also been the advisor for 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	
			http://www.faculty.umb.edu/pjt/...
CrCrTh 645/ Bio 545	4.0	4.23	645-19evals.pdf
CrCrTh 653/ PPol 753	4.25	4.25	753-19evals.pdf

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.

Continued an online “Studio for Connecting, Probing, Reflecting, and Creating” with selected graduates of the CCT Program, with a view to mentoring them to produce the kinds of research, writing, and proposals for funding that they might be doing if they had been admitted to a doctoral program that they found suitable for their intellectual development (including one who is now in a doctoral program). Mentored two

participants to facilitate the sessions. 12 weekly meetings (=3 month-long “collaborative explorations”) and exchanges on a blog during 2019-19.

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:

[Taking Yourself Seriously: A Fieldbook of Processes of Research and Engagement. Arlington, MA: The Pumping Station, 2nd edition 2019 \(with Jeremy Szteiter\).](#)

b. Textbooks:

c. Edited books:

[The Truth is the Whole: Essays in Honor of Richard Levins. Arlington MA: The Pumping Station, 2018 \(ed. with T. Awerbuch, M. Clark\)](#)

c2. Edited journals:

d. Articles in journals:

@“Distributed health literacy among people living with type 2 diabetes: defining levels of awareness and support,” *Journal of Health & Social Care in the Community* (with L. Abreu, J.Nunes, S. Silva *), 26(1):90-101, 2018.

“An invitation to explore unexamined shifts and variety in the meaning of genotype and phenotype, and their distinction,” *Philosophy, Theory, and Practice in Biology*, 10(6), <http://dx.doi.org/10.3998/ptpbio.16039257.0010.006>.

e. Chapters in books or monographs:

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:

@“Critical Epidemiological Literacy: Understanding Ideas Better When Placed in Relation to Alternatives,” in press, DOI: 10.1007/s11229-018-01960-6

“Introduction: From Radical Science to STS,” *Science as Culture*, in press.

“Making visible a collage of radical scientists and critics,” *Science as Culture*, in press.

3. Works Completed and Submitted for Review:

4. Work in Progress:

What Can We Do?: Puzzling over the Interpretation of Heredity and Variation from Galton to Genetic Engineering (41000 words of book manuscript)

@ "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"

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.).
Completed production, publication, and publicity: an anthology of interdisciplinary essays in honor of Richard Levins (The Truth is the Whole), which had evolved into a leading co-editorial role.

Hosting a forum for post-conference exchanges on "making sense of biographical changes [in the field of STS] in changing contexts," <http://livesinsts.wordpress.com>

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

Nomination of Science in a Changing World for the Infrastructure award of the Society for Social Studies of Science.

Papers presented and Workshops led

Papers

Workshop designer and facilitator:

Journeys: Changing Our Schools, Workplaces, and Lives Works-in-progress from a conference-workshop to mark 40 years of the Graduate Program in Critical & Creative Thinking, May

Working Papers etc. made available on the WWW

[Working Papers on Critical, Creative and Reflective Practice](https://scholarworks.umb.edu/cct_ccrp/)

(https://scholarworks.umb.edu/cct_ccrp/)

“Design for Living Complexities” (120pp working paper)

“Journeys: Changing Our Schools, Workplaces, and Lives Works-in-progress from a conference-workshop to mark 40 years of the Graduate Program in Critical & Creative Thinking” (119pp edited collection)

[Working Papers on Science in a Changing World](https://scholarworks.umb.edu/cct_sicw/)

(https://scholarworks.umb.edu/cct_sicw/)

“Now It Is Impossible 'Simply to Continue Along Previous Lines': A Partial Design Sketch of Enactable Social Theorizing” (57pp working paper)

“The Social Construction of Life: Critical Thinking about Biology in Society” (107 pp working paper)

“Who can act? Critical assumptions at the foundations of statistical analysis” (17 pp working paper)

“What Can We Do? Puzzling over the Interpretation of Heredity and Variation from Galton to Genetic Engineering” (124 pp working paper)

“How do we know there is a population-environment problem?” (16pp working paper, from 2000)

“Apparent interactions in community models: A challenge for theoretical ecology” (59pp working paper, from 1985)

“The relationship between mathematical expression and biological insight: Some issues in community ecology modeling, exemplified by the logistic equation” (40pp working paper, from 1985)

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.

Blogs continued, Intersecting Processes -- complexity & change in environment, biomedicine & society, <http://pjt111.wordpress.com> (57 posts); Probe—Create Change—Reflect -- critical thinking & reflective practice, <http://pcrcr.wordpress.com/> (32 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, then acting coordinator

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 '18-19:

1. Explored new home and name for CCT building on AQUAD self-study and review process.
2. Worked to sustain the partnerships with other programs through which CCT has been able to offer a wider and more reliable roster of courses than possible if filled only with matriculated CCT students.
3. Carry on administration, advising, and program development without a second f/t faculty position dedicated to CCT. This involved supervising the assistant director, covering the tasks of the SICW track assistant coordinator and a new faculty member, given that both 50% positions ended some time ago. 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 involves 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.

Admin & general student advising (with assistance of Jeremy Szteiter, assistant director):

1. Course schedule (online and f2f): 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, Honors College, Instructional Design, Public Policy, Nursing, TCCS, and GISD.
4. Continued CAPS partnership (incl. publicity, advising instructors for online, face-to-face, and hybrid sections, revision of pages on 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: adapt to lack of budget since 2017-18 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 program admin. and development)
9. Synthesis completion (incl. uploading of abstracts and full text pdf to ScholarWorks (https://scholarworks.umb.edu/cct_capstone/), 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 UMB website, <http://www.cct.umb.edu>, and translation of wikis, <http://cct.wikispaces.umb.edu>, <http://sicw.wikispaces.umb.edu> to website given that wikispaces has been discontinued.
11. Monthly News & Email communication with students & wider community, <http://www.cct.umb.edu/News.html>
12. Awards and nominations

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, TCCS & 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 [once only in AY 18-19) to supplement students' education through the involvement of alums; see <http://www.cct.umb.edu/CCTNetwork.html>] & related updates, especially <http://www.cct.umb.edu/How%20graduates%20build%20on%20their%20CCT%20studies.html> .
17. CCT pre-admissions advising, admissions committee & liaison with Grad. Admissions
18. Program Development subject to AQUAD plans (incl. faculty involvement in revising plans).
19. Redesign (ongoing) in online communities relevant to the Program's mission and development now that wikispaces and google+ have been discontinued.
20. Promotion of accelerated BA-MA in regular and SICW tracks, <http://www.cct.umb.edu/BAMA.html>, <http://www.stv.umb.edu/BAMA.html>
21. 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 #1-22 above for the CCT Program
Arranging Extra-curricular Activities (to build community and raise the profile of the track)
Mentoring new organizing group to continue of New England Workshop on Science and Social Change
Continuation of Science in a Changing World web presence, <http://www.stv.umb.edu/home.html>
and <http://www.stv.umb.edu/sicw>

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

University:

Program in Science, Technology, and Values, Director (<http://www.stv.umb.edu>)
Public Policy Program, Faculty member, 2003- & Academic Affairs Committee, 2017-
College of Advancing & Professional Studies, Steering Committee, 2018-; College Personnel
Committee (chair), 2013-

B. Service to Profession or Discipline:

Science as Culture, editorial board, 1997-18, Associate editor 2018-19; manuscript review.
Manuscript & proposal reviews: BMJ Open, National Science Foundation, Policy & Internet, Studies in
History and Philosophy of Biological and Biomedical Sciences, Synthese.

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.

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.