

# OLEN GUNNLAUGSON

Associate Professor in Leadership and Organizational Development  
Faculty of Business Administration | Department of Management  
Université Laval, Québec City, Québec, Canada  
olen.gunnlaugson@fsa.ulaval.ca

## ACADEMIC POSITIONS

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<b>Associate Professor in Leadership and Organizational Development</b> Université Laval (ULaval) Département de Management, Faculté des Sciences de l'Administration AACSB & EQUIS accredited	<b>2014 – Present</b> Ville de Québec, Québec
<b>Assistant Professor in Leadership and Organizational Development</b> Université Laval (ULaval) Département de Management, Faculté des Sciences de l'Administration AACSB & EQUIS accredited	<b>2010 – 2014</b> Ville de Québec, Québec
<b>Postdoc Fellow</b> Simon Fraser University (SFU) SSHRC-CRSH funded Research in Collective Intelligence Methods of Leadership	<b>2010</b> Vancouver, BC
<b>Adjunct Professor</b> University of Massachusetts (UMASS) CrCrTh616 Dialogue Processes, Graduate Program in Critical and Creative Thinking	<b>2005-Present</b> Boston, USA

## AREAS OF SPECIALIZATION, RESEARCH & TEACHING INTERESTS

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- Dynamic Presencing and Theory U
- 21<sup>st</sup> Century Leadership Training and Capacity Development
- Collective, Complexity and Consciousness-Based Leadership
- Development of Management Skills
- Communication & Presencing Processes
- Executive & Leadership Coaching

## TEACHING AWARDS

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▪ Distinction Socrate	ULaval	<b>2016-2017</b>
▪ Distinction Socrate	ULaval	<b>2013-2014</b>
▪ Distinction Socrate	ULaval	<b>2011-2012</b>

Socrates Teaching Award for Excellence in Teaching offered by the Faculty of Business in the Department of Management at Université Laval

## EDUCATION

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### Ph.D. in Educational Studies

University of British Columbia (UBC)

2006-2009

Vancouver, BC

- **SSHRC-CRSH funded Dissertation Research:** Exploring Presenting as a Complexity and Contemplative Framework for Inquiry and Group Knowledge Creation
- **Course work:** Doctoral Cohort Seminar, Leadership Studies; Team Learning
- **Grades:** Cumulative Grade Point Average: 4.0/4.0 scale

### MA. Philosophy of Education

University of British Columbia

2003-2005

Vancouver, BC

- **SSHRC-CRSH funded Thesis Research:** Investigating the role of Generative Dialogue in supporting the development of Transformative Learning in groups.
- **Course work:** Action Research Methods, Qualitative & Quantitative Research Methods, Conceptual Inquiry Research Methods, Living Inquiry, Integral Curriculum and Instruction
- **Grades:** Cumulative Grade Point Average 4.0/4.0 scale

### Bachelor of Arts in General Studies

Simon Fraser University

1999-2001

Vancouver, BC

- **Areas of Specialization:** Interdisciplinary perspectives of Communications and Leadership within the Humanities, English Literature, and Adult Education
- **Grades:** Cumulative Grade Point Average: 3.87/4.0 scale
- **SFU Honor Roll:** 1999 to 2001 Member of Golden Key Honors Society

### Diploma in Professional Photography

Western Academy of Photography

1995-1996

Victoria, BC

- Specialized in Fine Art Contemplative Photography, Travel, Nature

## RESEARCH FUNDING, GRANTS & SCHOLARSHIPS

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- **FSA—Le role des consultants dans l'opérationnalisation de la biodiversité en entreprise (avec Luc Bres)** \$7,500 CAN 2015-2016
- **FSA – Subvention pour la recherche dans l'enseignement** \$2500 CAN 2015
- **SAR – FSA Programme de soutien à la recherche** \$30,000 CAN 2011-2013

▪ SSHRC-CRSH Postdoc Scholar Conseil de recherches en sciences humaines du Canada 27.6/30 or 92% score	\$42,000 CAN	2010
▪ SSHRC-CRSH Ph.D. <i>Canadian Graduate Scholarship</i> 27/30; 183 awards given of 1213 nationwide applicants; 15% acceptance rate on national level	\$105,000 CAN	2006-2009
▪ UBC Nominee for National <i>Pierre Trudeau Scholarship</i>	\$240,000 CAN	2006
▪ UBC Ph.D. Full Tuition Award	\$25,000 CAN	2006-2009
▪ SSHRC-CRSH Masters <i>Canadian Graduate Scholarship</i>	\$17,500 CAN	2004-2005
▪ SFU Full Tuition Award (Five consecutive semesters)	\$25,000 CAN	2000-2001
▪ Gandhi Humanitarian Scholarship, SFU	\$1500 CAN	2001
▪ Canadian Photography Scholarship	\$25,000 CAN	1995-1996

## BOOKS

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- **Gunnlaugson, O.** (2018). *Dynamic Presencing: A Journey into Presencing Leadership, Mastery and Flow*. Trifoss Business Press: Vancouver

## PEER-REVIEWED BOOKS

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- **Gunnlaugson, O.,** Scott, C., Bai, H., Sarath, E. (2018). *Intersubjectivity in Practice: Applying Second-Person Approaches in Contemplative Learning and Inquiry Across Disciplines*. Suny Press: New York
- **Gunnlaugson, O.,** Scott, C., Bai, H., Sarath, E. (2017). *The Intersubjective Turn: Theoretical Approaches to Contemplative Learning and Inquiry Across Disciplines*. Suny Press: New York
- Kupers, W., **Gunnlaugson, O.** (2016). *Wisdom Learning: Perspectives on Wising-Up Management Education*. Routledge Publishers: London
- **Gunnlaugson, O.,** Brabant, M. (2016). *Cohering the Integral We-Space: Developing Theory and Practice for Engaging Collective Emergence and Wisdom in Groups and Teams*. Integral Publishing House: San Francisco

- **Gunnlaugson, O.**, Sarath, E., Bai, H., Scott, C. (2014). *Contemplative Learning and Inquiry Across Disciplines*. Suny Press: New York
- **Gunnlaugson, O.**, Baron, C., Cayer, M. (2013). *Perspectives on Theory U: Insights from the Field*. IGI Global Press
- Esbjorn-Hargens, S., Reams, J., **Gunnlaugson, O.** (Eds.). (August 2010). *Integral Education: New Directions for Higher Learning*. Suny Press: New York

## PEER-REVIEWED JOURNAL ARTICLES

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- Champion, K., **Gunnlaugson, O.** (2017). Fostering Generative Conversation in Higher Education Course Discussion Boards. *Innovations in Education and Teaching International*.
- Maziere, C., **Gunnlaugson, O.** (2015). A Case for Developing Spiritual Intelligence in Leaders through Equine Facilitated Learning. *The Journal of Values Based Leadership*. 8(1), pp. 1-17.
- **Gunnlaugson, O.** (2015). Illuminating New Territory at the Bottom of the U. *Integral Leadership Review*. Jan-Feb. 2015.
- Reams, J., **Gunnlaugson, O.** (2014) *Invited Feature*. Mindful Leadership: Changing the way Leaders Develop their Attentional Skills. In *Concepts and Connections: A Publication for Leadership Educators* 20(3), pp. 3-6.
- **Gunnlaugson, O.** (2014). *Invited Article*. Bohmian Dialogue: A Critical Retrospective of Bohm's Approach to Dialogue as a Practice of Collective Communication. *Journal of Dialogue Studies*. 2(1), 25
- **Gunnlaugson, O.**, Vokey, D. (2014). Evolving a Public Language of Spirituality for Transforming Academic and Campus Life. *Innovations in Education and Teaching International*. 51(4).
- Boiral, O., Baron, C., **Gunnlaugson, O.** (2013). Environmental Leadership and Consciousness Development: A Case Study among Canadian SMEs. *Journal of Business Ethics*
- **Gunnlaugson, O.**, Moze, M. B. (2012). Surrendering into Witnessing: A Foundational Practice for Building Collective Intelligence Capacity in Groups. *Journal of Integral Theory and Practice*. 7(3), 78-94.
- **Gunnlaugson, O.** (2012). Fostering Conversational Leadership: Re-Visiting Barnett's Ontological Turn. *International Journal of Progressive Education*. 8(2), 49-59.

- **Gunnlaugson, O.** (2011). Advancing a Second-Person Contemplative Approach for Collective Wisdom and Leadership Development. *Journal of Transformative Education*. Sage Publications. 9(1), 134-156.
- **Gunnlaugson, O.** (2011). A Complexity Perspective on Presencing. *Complicity: International Journal of Complexity and Education*. 8(2), 1-23.
- **Gunnlaugson, O.** & Moore, J. (2009). Dialogue Education in the Post-Secondary Classroom: Reflecting on Dialogue Processes from Two Higher Education Settings in North America. *Journal of Further and Higher Education*. Routledge (UK). 33(2).
- **Gunnlaugson, O.** (2009). Establishing Second-Person Forms of Contemplative Education: An Inquiry into Four Conceptions of Intersubjectivity. *Integral Review*, Arina Press. 4(2), 23-56.
- **Gunnlaugson, O.** (2008). Metatheoretical Prospects for the Field of Transformative Learning. *Journal of Transformative Education*, Sage Publications. 6(2), 124-135.
- **Gunnlaugson, O.** (2007). Revisioning Possibilities for How Groups Learn Together: Venturing an AQAL Model of Generative Dialogue. *Integral Review*. (3)1, 44-58.
- **Gunnlaugson, O.** (2007). Shedding Light upon the Underlying Forms of Transformative Learning Theory: Introducing Three Distinct Forms of Consciousness, *Journal of Transformative Education*, Sage Publications. (4)2.
- **Gunnlaugson, O.** (2006). Exploring Generative Dialogue as a Transformative Learning Practice within Adult & Higher Education Settings, *Journal of Adult and Continuing Education*. Scotland. (12)1, pp. 2-19.
- **Gunnlaugson, O.** (2005). Toward Integrally-Informed Theories of Transformative Learning. *Journal of Transformative Education*, Sage Publications (3)4, pp. 369-398.
- **Gunnlaugson, O.** (2004). Towards an Integral Education for the Ecozoic Era. *Journal of Transformative Education*, Sage Publications. (2)4, pp. 313-335

## PEER-REVIEWED BOOK CHAPTERS

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- **Gunnlaugson, O.,** Scott, C, Bai, H., Sarath, E. (2018). Catalyzing the Field: 2<sup>nd</sup> Person Approaches to Contemplative Learning. **In Gunnlaugson, O.,** Scott, C., Bai, H., Sarath, E. (2018). *Intersubjectivity in Practice: Applying Second-Person Approaches in Contemplative Learning and Inquiry Across Disciplines* Suny Press: New York.
- **Gunnlaugson, O.,** Scott, C, Bai, H., Sarath, E. (2017). Opening the Field: 2<sup>nd</sup> Person Approaches to Contemplative Learning. **In Gunnlaugson, O.,** Scott, C, Bai, H., Sarath, E. (2017). *The Intersubjective Turn: Theoretical Approaches to Contemplative Learning and Inquiry Across Disciplines*. Suny Press: New York.

- Bush, M., **Gunnlaugson, O.** (2017). Tracing the Intersubjective Roots of Contemplative Inquiry. In **Gunnlaugson, O.**, Scott, C, Bai, H., Sarath, E. (2017). *The Intersubjective Turn: Theoretical Approaches to Contemplative Learning and Inquiry Across Disciplines*. Suny Press: New York.
- Kupers, W., **Gunnlaugson, O.** (2016). Context and Complexities: Wisdom Learning Today for a Sustainable Tomorrow, In. Kupers, W., **Gunnlaugson, O.** (2016). *Wisdom Learning: Perspectives on Wising-Up Management Education*. Routledge Publishers: London
- **Gunnlaugson, O.**, Brabant, M. (2016). Background of We-Space Practice in the Integral Community. In **Gunnlaugson, O.**, Brabant, M. (2016). *Cohering the Integral We-Space: Developing Theory and Practice for Engaging Collective Emergence and Wisdom in Groups and Teams*. Integral Publishing House: San Francisco.
- **Gunnlaugson, O.** (2016). Uncovering Four Levels of Leadership Presence: A Dynamic Presencing Journey. In **Gunnlaugson, O.**, Brabant, M. (2016). *Cohering the Integral We-Space: Developing Theory and Practice for Engaging Collective Emergence and Wisdom in Groups and Teams*. Integral Publishing House: San Francisco.
- Arruda, K., **Gunnlaugson, O.** (2015). The Dialogue Approach of the Circle of Seven, In *Dialogue Theories, Volume II*. Dialogue Society, London.
- **Gunnlaugson, O.** (2014). Considerations for Collective Leadership; A Three Fold Curriculum for Engaging the Intersubjective Field of Learning, In. **Gunnlaugson, O.**, Sarath, E., Bai, H., Scott, C. (2014). *Contemplative Learning & Inquiry across Disciplines*. Suny Press: New York.
- **Gunnlaugson, O.**, Bache, C. (2014). An Inquiry into the Field Dynamics of Collective Learning, In. **Gunnlaugson, O.**, Sarath, E., Bai, H., Scott, C. (2014). *Contemplative Learning & Inquiry Across Disciplines*. Suny Press: New York.
- Reams, J., **Gunnlaugson, O.**, Reams, J. (2014). Cultivating Leadership Development through Deep Presencing and Awareness Based Practices. Invited chapter in *Building Leadership Bridges: Leading with Spirit, Presence and Authenticity*. International Leadership Association. Jossy-Bass/Wiley.
- **Gunnlaugson, O.** & Walker, W. (2013). Presencing Leadership Coaching, In **Gunnlaugson, O.**, Baron, C., Cayer, M. (2013). *Perspectives on Theory U: Insights from the Field*. IGI Global Press.
- **Gunnlaugson, O.** & Scharmer, O. (2013). Presencing Theory U, In **Gunnlaugson, O.**, Baron, C., Cayer, M. (2013). *Perspectives on Theory U: Insights from the Field*. IGI Global.

- **Gunnlaugson, O.** (2011). Presencing the Way for the Optimal We: Evoking Collective Intelligence in the Classroom. In Dea, W. *Integral Education in Action*. Integral Publishers: New York
- **Gunnlaugson, O.** (August, 2010). Opening up the Path of Integral Education, In Esbjorn Hargens, S., Reams, J., Gunnlaugson, O. (Eds.). (August, 2010). *Integral Education: New Directions for Higher Learning*. Suny Press: New York.

## REFEREED INTERNATIONAL CONFERENCE PROCEEDINGS

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- **Gunnlaugson, O.** (2014). Empowering Authentic Leadership Development in a VUCA World. 14<sup>th</sup> International Business and Economics Society, October 23-25, 2014, Barcelona, Spain.
- **Gunnlaugson, O.,** Reams, J. (2013). Authentic Leadership through Deep Presencing. *International Leadership Association, Annual Global Conference*, Montreal, Canada
- Walker, T., **Gunnlaugson, O.** (2012). Authenticity amidst Growing Organizational Complexity: Three Embodied Learning Methods for Authentic Leadership Development. *International Conference on Organizational Learning, Knowledge and Capabilities. Valencia, Spain 25/27*
- Walker, T., **Gunnlaugson, O.** (2011). Transformative Learning Amidst Crisis: An Inquiry into Presencing Based Leadership Coaching, *9<sup>th</sup> International Transformative Learning Conference*. Athens, Greece.
- **Gunnlaugson, O.** (2007). Dialogue Education as a Response to working with diversity in Post-Secondary Education *7<sup>th</sup> International Transformative Learning Conference*. Albuquerque, NM.
- **Gunnlaugson, O.** (2005). Exploring Generative Dialogue as a Catalyst for Transformative Learning. *6<sup>th</sup> International Transformative Learning Conference*. University of Michigan, MI.
- **Gunnlaugson, O.** (2005). Investigating Transformative Learning Theory through Participatory Action Inquiry. *Annual Investigating our Practices Conference*. University of British Columbia, BC.
- **Gunnlaugson, O.** (2004). Changing the way Groups Think Together; Moving from Reflective to Generative Dialogue. *Annual Peace Education Conference*. Simon Fraser University, BC.
- **Gunnlaugson, O.** (2003). A Case Study in transforming Holma College of Integral Studies (Sweden). *International Learning and the World We Want Conference*. U. Victoria, BC.

## REFEREED INTERNATIONAL CONFERENCE PRESENTATIONS

---

- **Gunnlaugson, O.** (2015). Integral Perspectives on the We-Space. *International Integral Theory Conference*, San Francisco, California.
- **Gunnlaugson, O.** (2015). Invited Presentation: *Four Generative Modes of Leading from Being*. *Online Governance Lab for The Academy of Management 2015 Annual Meeting*. June 25-July 02, 2015
- **Gunnlaugson, O.** (2013). Evolving the We: Integral Perspectives of Intersubjectivity. *International Integral Theory Conference*, San Francisco, California.
- **Gunnlaugson, O., Sarath, E., Bai, H., Scott, C.** (2011). Contemplative Perspectives in Higher Education: Past, Present and Future. *Holistic Learning: Breaking New Ground. The 8<sup>th</sup> International Conference*, University of Toronto, Ontario.
- **Gunnlaugson, O., Scott, C., Bai, H.** (2011). Revisiting the Requirements for Intersubjective forms of Contemplative Praxis. *ACMHE Conference*, Washington.
- **Gunnlaugson, O.** (2010). Integral Perspectives of Leadership and Learning. *International Integral Theory Conference*, San Francisco, California.

## ULAAVAL STUDENTS SUPERVISED

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Name	Program	Date of graduation
1. Cecile, Vouriot	M.B.A. Management	Winter 2012
2. Cora, Maziere	M.B.A. Management	Winter 2012
3. Laurent, Arnoux	M.B.A. Management	Summer 2012
4. Yulia Lalinina	M.B.A. Management	Winter 2013
5. Adriana Cristina	M.B.A. Management	Autumn 2013
6. Andra Stoica	M.B.A. Management	Autumn 2013
7. Amine Benajiba	M.B.A. Management	Winter 2014
8. Charlotte Lemaire	M.B.A. Management	Winter 2014
9. David Chabot Maltais	M.B.A. Management	Winter 2014
10. Adeline Villard	M.B.A. Management	Winter 2016
11. Pascale Rousseau	M.B.A. Management	Winter 2016
12. Sylvain Taconet	M.B.A. Management	Summer 2016



## EXTERNAL EXAMINER FOR MASTERS / PHD STUDENTS (INTERNATIONAL)

Name	Program	Date of Graduation
1. Martha McAlister	Ph.D. in Human Development at Fielding Graduate University, Santa Barbara, California.	Winter 2014
2. T van der Westhuizen	Ph.D. in Business Administration at the University of Kwazulu-Natal, South Africa.	Winter 2016
3. Jill Corson Lake	Masters in Critical and Creative Thinking at the University of Massachusetts, Boston, USA.	Summer 2016
4. Kathleen Kellock	Ph.D. in Integral Theory, University of Calgary, Canada	Fall 2016
5. Peter Bentley	Ph.D. in Education and Arts, Australian Catholic University, Australia	Fall 2016
6. K Moodley	Ph.D. in Business Administration at the University of Kwazulu-Natal, South Africa.	Winter 2017

## UVAVAL CLASSES TAUGHT

Course	Title	Session	Global Score /100
MNG 6036	Human Dimensions of Management	Winter 2011	94.6
MNG 6060	Group and Organizational Communications	Winter 2011	92.2
MNG 6036	Human Dimensions of Management	Autumn 2011	93.8
MNG 1103	Organizational Behavior	Autumn 2011	88.2
MNG 6060	Group and Organizational Communications	Winter 2012	91.8
MNG 6133	Developing Management Skills	Winter 2012	98.5
MNG 6036	Human Dimensions of Management	Autumn 2012	84.3
MNG 1103	Organizational Behavior	Autumn 2012	94.4
MNG 6060	Group and Organizational Communications	Winter 2013	89.5
MNG 6133	Developing Management Skills	Winter 2013	91.9
MNG 6036	Human Dimensions of Management	Autumn 2013	97.3
MNG 1103	Organizational Behavior	Autumn 2013	93.1
MNG 6060	Group and Organizational Communications	Winter 2014	94.1
MNG 6133	Developing Management Skills	Winter 2014	94.5

MNG 1103	Organizational Behavior	Autumn 2014	94.6
MNG 6133	Developing Management Skills	Autumn 2014	98.5
MNG 6060	Group and Organizational Communications	Winter 2015	95.5
MNG 6133	Developing Management Skills	Winter 2015	97.1
MNG 1103	Organizational Behavior	Autumn 2015	94.8
MNG 6133	Developing Management Skills	Autumn 2015	90.9
MNG 6060	Group and Organizational Communications	Winter 2016	97.3
MNG 6161	Leadership	Winter 2016	94.8
MNG 1103	Organizational Behavior	Autumn 2016	95.4
MNG 6161	Leadership	Autumn 2016	93.5
MNG 6060	Group and Organizational Communications	Winter 2017	97.5
MNG 6133	Developing Management Skills	Winter 2017	93.3

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## PEER-REVIEW INTERNATIONAL JOURNAL EDITORIAL & REVIEWER ROLES

- International Editorial & Advisory Board: Journal of Values-Based Leadership
- Editorial Board & Associate Reviewer: Journal of Dialogue Studies
- Editorial Board & Associate Reviewer: Integral Review (Arina Publisher)
- Associate Reviewer: Leadership Quarterly
- Associate Reviewer: Leadership and Organizational Development
- Associate Reviewer: Journal of Management Education
- Associate Reviewer: Journal of Integral Theory and Practice (Suny Press)
- Associate Reviewer: Journal of Transformative Education (Sage Press)
- Associate Editor: International Journal of Knowledge, Culture and Change Management
- Guest Reviewer: Creative Education (Scientific Research Publishing)
- Guest Reviewer: Paideusis: Journal of the Canadian Philosophy of Education Society
- Guest Reviewer: Canadian Journal of Higher Education

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## INTERNATIONAL CONFERENCE REVIEWER

- 2012, 2014 & 2015 Annual Meetings of the Academy of Management
- 2009 8<sup>th</sup> International Transformative Learning Conference; Bermuda

## MEMBERSHIP: PROFESSIONAL ORGANIZATIONS

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- Academy of Management
- International Association of Leadership
- Society of Organizational Learning
- Association for Integrative Studies
- Association for Contemplative Mind in Higher Education
- Internal Advisory Committee for PhD in Creative and Transformative Education (University of Massachusetts)

## VITA

DAVID S. MARTIN

### PERSONAL:

Address: 10 Colonial Farm Circle, Marstons Mills, MA 02648  
Telephone: 508-527-0460; Fax: 508-420-1588  
Email: [davidmartindr@aol.com](mailto:davidmartindr@aol.com)

### EDUCATION:

Phillips Exeter Academy  
Yale University, B.A. (Major: French), 1959  
Harvard School of Education, Ed.M. (Elementary Education), 1961  
Harvard School of Education, C.A.S. (Curriculum), 1968  
Boston College Graduate School of Arts and Sciences, Ph.D. (Curriculum and Instruction), 1971

### EXPERIENCE:

Visiting Professor, University of the Witwatersrand, Johannesburg, South Africa, 2011-present

Adjunct Professor, Fitchburg State College, Fitchburg, Mass., 2006-2008

Adjunct Professor, University of Massachusetts at Boston, 2001-present.

Adjunct Professor, Suffolk University, Boston, 2001-2008.

Adjunct Professor, Lesley University, Cambridge, Mass., 2001-2008.

International Research Associate, The Open University, Milton Keynes, England, 2003-present.

Fulbright Senior Scholar, University of the Witwatersrand, Johannesburg, South Africa, in Deaf Education. Fall 2003 and 2004; The Open University, England, Spring 2005.

Professor/Dean Emeritus, Gallaudet University, Washington, D.C., 2001-present.

Educational Consultant: 2001-present

Responsibilities: Provide consultation for school districts on curriculum, for university teacher education programs on accreditation and program construction, and for school consortia on large-scale student assessment; Adjunct Professor for undergraduate and graduate courses in Education at several universities in Massachusetts. Train educators in methodology of cognitive education in USA and South Africa.

Professor, Department of Education, Gallaudet University, Washington, D.C. 1995-2001

Responsibilities: Teach graduate courses at masters and doctoral levels in cognitive education and curriculum development; teach undergraduate courses in general teacher education, hearing children. Conduct research on teacher development of higher-order thinking skills. Serve as Project Director for collaboration project between School of Education and five school programs for deaf and hard of hearing children; lead National Task Force on

Equity on Testing Deaf Professionals. Coordinate campus-wide initiatives in infusion of critical thinking into the college curriculum.

Dean, School of Education and Human Services, and Professor, Gallaudet University, Washington, D.C., 1985-1995

Responsibilities: Administer and lead School of Education and Human Services, encompassing six academic departments and department of athletics, 46 faculty, and 19 staff; initiate new undergraduate and graduate professional training programs; manage budget; develop grant proposals; supervise personnel policy implementation, including promotion, tenure, and merit increases; consolidate and revise existing programs; represent the School at national professional conferences; coordinate faculty program committees; supervise Gallaudet International Center on Deafness; teach courses in education and administration; carry out research and writing on improvement of cognition in deaf learners; provide national and international outreach presentations on cognitive development; serve on university administration committee on faculty education; lead national Task Force on Equity in Testing the Deaf Teacher; coordinate accreditation activities, including full accreditation by National Council on Accreditation of Teacher Education.

Coordinator of Undergraduate Teacher Preparation Programs, and Associate Professor, Gallaudet University, Washington, D.C. 1980-1985

Responsibilities: Establish new teacher preparation programs in early childhood elementary, and secondary education for hearing-impaired undergraduates to earn certification in "regular" education; develop outlines for courses in each program; recruit instructors for courses; establish field practicum sites for program students; supervise students in field practicum experiences; work closely with NASDTEC and NCATE accreditation agencies to prepare new program for certification status; teach courses in teacher education and educational administration using the Simultaneous Communication Method; advise students in program selection; chair admissions committee for program; coordinate community advisory council; carry out research on the development of cognitive skills in hearing-impaired adolescents; member of Task Force on Undergraduate Liberal Arts Curriculum Revision; member of college-wide Curriculum Committee; member of School of Education Academic Affairs Committee.

Chairperson, Education Department, Dominican College, San Rafael, California, 1978-1980

Responsibilities: Coordinate Education Department for graduate professional preparation programs in the fields of general elementary, general secondary, special education, school administration; supervise full-time and part-time faculty; organize and chair three community advisory committees for Education Department; update all existing programs and develop new programs in special education and administration; develop grant proposal for regional Teacher Training Program in Gifted and Talented Education; prepare proposal for successful Teacher Corps Grant; represent the College at state and national conferences on teacher education; maintain liaison with California State Commission for teacher Degree students in thesis-preparation; conduct written and oral comprehensive examinations for graduate students; organize five special campus institutes for in-service education of teachers; work with Director of Extension in establishing off-campus extension programs for in-service education; member of Policy Board for Marin County Federal Teacher Center; teach graduate courses in administration, curriculum, evaluation, special education, social studies methods, and futurism in education.

Director of Curriculum and Instruction, Mill Valley (California) School District, 1975-1980

Responsibilities: Direct coordination of all curriculum programs; organize district-wide in-service training for all professional staff, develop new academic programs; supervise special education programs, including mentally-gifted, educationally handicapped, educable mentally retarded, and learning disability groups in regard to P.L. 94-142; coordinate libraries; develop new reporting-to-parents system; prepare applications for federal and state categorical funding; supervise placement of student teachers; supervise summer school principals; direct multi-ethnic education program; coordinate district-wide testing and guidance services.

Supervising principal, Marin Terrace School (k-5), Mill Valley (California School District, 1973-1975

Responsibilities: Supervise teaching staff; coordinate school programs; conduct in-service training; establish program for community resource persons to challenge mentally gifted children, establish liaison with various parent groups; carry out general school administration, including school plant redevelopment. Also, organize district-wide music program; initiate district-wide curriculum articulation.

Curriculum Coordinator, Beverly (Massachusetts) Public Schools, 1970-1973

Responsibilities: Organize curriculum development and revision for 13 elementary and 4 secondary schools in all subjects; expand high school elective programs; work with principals on district-wide curriculum articulation; organize in-service training for all professional staff; hire and supervise subject-area coordinators; prepare proposals for federally-funded projects; establish new kindergarten program; assist in planning new Middle School and open-campus high school programs; develop new teacher evaluation system; revise pupil progress reporting system; develop general educational goals for school district assemble quarterly public relations newsletter.

Assistant Principal, Angier Elementary School, Newton (Massachusetts) Public Schools, 1969-1970

Responsibilities: Supervise teachers; coordinate curriculum materials; assist in all aspects of school administration. Also, conduct district-wide in-service training in new social studies program; work on district-wide Committee on Teacher Education with representatives of area teacher-preparation institutions.

Teaching Fellow, Boston College School of Education, Chestnut Hill, Massachusetts, 1968-1969

Responsibilities: Teach undergraduate course in Social Studies Teaching Methods; supervise student teachers in practicum experience, conduct field seminar for student teachers.

Curriculum Developer, Education Development Center, Cambridge, Massachusetts, 1965-1968 (Part-time)

Responsibilities: Write, trial-teach, and revise innovative social studies curriculum (Man: A course of Study); carry out demonstration teaching of new program; consult on development of graphics materials; develop simulation games; write teacher-teaching seminar plans; conduct in-service training of teachers; make public relations presentations; assist several school districts with installation and implementation of new program.

Social Studies Project Team Member, Newton (Massachusetts) Public Schools, 1967-19689(part-time)

Responsibilities: Write new social studies curriculum; conduct weekly in-service workshops for teachers; observe and assist teachers throughout district in implementing new program.

Teacher, Grade 6, Underwood Elementary School, Newton (Massachusetts) Public Schools, 1961-1967

Responsibilities: Teach all subjects; coordinate audio-visual media for school; coordinate school safety program; coach two sports; supervise and train graduate-level intern Teachers from Harvard School of Education.

#### LECTURING AND CONSULTING

Consultant to universities on preparing for accreditation of their teacher-education programs by the National Council on the Accreditation of Teacher Education (NCATE).

Member, Board of Examiners, NCATE.

Member of International Faculty for Man: A Course of Study (Curriculum Development Associates), 1972 to present. Implement new social studies program in schools in Massachusetts, California, Vermont, New Hampshire, Pennsylvania, Illinois, Nebraska.

Trainer for New Thinking Skills Development Program, Instrumental Enrichment, 1978 to present. Assist teachers in improving cognitive skill development for adolescent students.

Speaker at State and Regional Conferences on Gifted Education (California and Illinois).

Assistant Professor, Extension Department, Sonoma State College, Rohnert Park, California, 1978

Adjunct Professor, University of Massachusetts at Boston, 1988-9, 2001-present.

Assistant Professor, Extension Department, Dominican College, San Rafael, California, 1975.

Chairman of Evaluation Committee for E.S.E.A. title III Project, "Collaborative on Open Education", Northeast Region of Massachusetts, 1973.

Member of Evaluation Team for Massachusetts Department of Education Evaluation of Stoneham (Massachusetts) Public Schools, 1972.

Chairman of Curriculum Evaluation Committee for New England Accreditation Visiting Committee at New Canaan (Connecticut) High School, 1973

Leader of On-Site Evaluation Team from Massachusetts Department of Education for E.S.E.A. Title III Project LEARN (Worcester, Massachusetts), 1972

Member of Washington, D.C. State Approval Team for Teacher Education Programs at University of the District of Columbia, April 1981.

Litigative Consultant, U.S. Department of Justice, 2011-2016. Civil case on equity in assessing teachers who are deaf or hard of hearing.

Presenter at various regional, state, and national education conferences, 1966 to present. (See Addendum).

PROFESSIONAL ASSOCIATIONS:

American Educational Research Association, (Special Interest Group on Education of the Deaf, and Teacher/Student Cognitions)  
 Association of Teacher Educators  
 Association for Supervision and Curriculum Development  
 Conference of Educational Administrators Serving the Deaf  
 Convention of American Instructors of the Deaf  
 Council for Exceptional Children, Teacher Education Division  
 District of Columbia Association of Colleges for Teacher Education  
 Kappa Delta Pi Honor Society in Education  
 Maryland Association for Supervision and Curriculum Development  
 National Council for Social Studies  
 National Education Association (Life Member)  
 National Staff Development Council  
 Phi Delta Kappa Honor Society in Education  
 Association of College Educators of Deaf/Hard of Hearing

Professional Offices Held:

Vice-President, School Executives Association, Boston, Mass., 1972-1973  
 Marin County Representative to Higher Education Committee of Association of California School Administrators, 1973-1978  
 California Representative to Association for Supervision and Curriculum Development (ASCD) National Board of Directors, 1987-1990  
 Chairman, Planning Committee for California ASCD Conference, 1977  
 Chairman, Evaluation Committee for National ASCD Conference, San Francisco, 1978  
 Co-chairman, Arrangements Committee for National ASCD Conference, San Francisco, 1978  
 Member, Professional Standards Committee, California Council for the Social Studies, 1974-1976  
 Member, Planning Committee for California Statewide Curriculum Conference, Association of California School Administrators, 1979  
 Member, California Teachers Corps Dean's Executive Council, 1979-1980  
 Gallaudet Representative, Washington, DC Board of Trade, Education Committee, 1986-1987  
 Member, National Council for Social Studies, Ethics Committee, 1982-1985  
 Member, Board of Advisors for Social Education, 1983-1988  
 Member, National Commission on Teaching of Thinking Skills, Association for Supervision and Curriculum Development, 1983-1988  
 Member, National Council for Social Studies, Teacher Education Committee, 1985-1987  
 Chair, 1987 American Association of Colleges for Teacher Education, Annual Conference Planning Committee  
 Advisory Board Member, Vocational Education Center, Western Pennsylvania School for the Deaf, 1987-2000  
 Member, Gallaudet Press Editorial Board, 1987-1997  
 Chairman, National Conference on Infusing Thinking Skills in Teacher Education, Washington, DC, March 1988  
 Member, Governmental Relations Committee of the American Association of Colleges for Teacher Education, 1988-1990  
 President, District of Columbia Association of Colleges of Teacher Education, 1989-1991  
 Co-Chair, AACTE Special Study Group, "Teacher Education and Higher Order Thinking Skills," 1989-Present  
 Co-Chair, National Task Force on Equity in Testing Deaf Teachers, 1989-Present  
 Member, Executive Board, USA/China Teacher Education Consortium, 1992-2001  
 Member, Board of Trustees, Western Pennsylvania School for the Deaf, 1992-2013; Trustee Emeritus  
 Member, Publications Committee, Kappa Delta Pi Honor Society in Education, 1992-1998



Board of Directors of the District of Columbia Public Schools Center for Educational Change  
 Board of Directors of American Association of Colleges for Teacher Education, 1992-1996  
 Member, Gallaudet University Alumni Association Fellowship Fund Committee, 1995-Present  
 Member, Board of Examiners, National Council on the Accreditation of Teacher Education, 1995-2006  
 Editorial Board, The Forum (Kappa Delta Pi Honor Society Publication, 1998-2008)  
 Editorial Board, Thinking Skills and Creativity (Elsevier), 2006-2008  
 President, North American Feuerstein Alliance (NAFA), 2011, 2012  
 Co-President, Cape Cod Genealogical Society, 2008, 2009  
 President, Cape Cod Genealogical Society, 2011-2015  
 President, Marstons Mills (MA) Historical Society, 2015-

#### Service Organization

Member, Sertoma Club, Gallaudet University; Vice President, 1986-1987

#### PROFESSIONAL CREDENTIALS:

Massachusetts Department of Education, Elementary Teaching Credential  
 California Department of Education, General Teaching Credential (Life)  
 California Department of Education, Standard Administrative Credential (Life)

#### GRANTS RECEIVED:

“Ethnocentrism toward Pre-western Eskimo culture.” Research Grant, United States Office of Education, 1970, Grant No. OEG1-70-0081

“Children of Families in Transition: A Study of Children’s Learning in Single Parent Families.” Rosenberg Foundation. 1975-1976, Mill Valley, California School District.

Ten grants for media through the National Defense Education Act (NDEA), 1970-1973, Beverly, Massachusetts Public Schools.

“Improving Cognitive Skills in the Hearing-Impaired Undergraduate.” United States Department of Education, Field-initiated Research Program, Gallaudet University, Washington, DC. 1985-1987, Grant No. 023CH50014.

Patricia Roberts Harris Fellowship Awards, School of Education and Human Services, Gallaudet University, to support under-represented groups in doctoral study for public service careers, U.S. Department of Education, 1986-1989

Project Threshold, grant from the Phillip Morris Foundation for developing mentorships for newly graduated professionals in Deaf Education, 1986-1989

Project Success, and Project Access, grants from the Strong Foundation for special preparation of deaf student teachers to succeed on Teacher Licensure Examinations, 1993

Project ACHIEVE, grant from the Knight Foundation to develop a collaborative relationship between the School of Education and five school programs, for innovation in teacher preparation, 1995-1998

Ford Foundation Grant for promoting Distance Education at Gallaudet University, 1997-1999

#### HONORS:

Phillips Exeter Academy Latin Prize, Honorable Mention  
 Undergraduate Dean’s List, Yale

Phi Delta Kappa, Harvard Chapter  
 Kappa Delta Pi, Charter Member of Gallaudet University Chapter  
 Highest Distinction for Ph.D. Dissertation ("A Study of Pupil Ethnocentrism Toward Pre-Western Eskimo culture"). U. S. Office of Education, Bureau of Research, Grant no. OEG-1-70-0081  
Who's Who in the East, 1981-  
Who's who in American Education, 1988-  
Who's Who in America, 1991-  
Who's Who in the World, 2001-  
 Fulbright Senior Specialist, 2002-2005  
 Lifetime Achievement Award, Association of College Educators of Deaf and Hard of Hearing, Denver, February 2006.  
 Community Advocacy Award, Willie Ross School for the Deaf, Longmeadow, Mass., June 2006.  
 Outstanding Genealogical Volunteer for New England, 2015

### Books

- Martin, D. S. (Co-author). (1968). Man: A course of study. Cambridge, MA: Education Development Center. (15%) (refereed)
- Martin, D. S. (1982, November). The hearing-impaired teacher and hearing children: A guide for student teaching. (2<sup>nd</sup> Ed.). Washington, DC: Gallaudet University, July 1984. (not refereed)
- Link, F., Almquist, S., & Martin, D. S. (1984, July). Instructor's guide to army ROTC military science and cognitive skills. Washington, DC: Curriculum Development Associates. (30%) (not refereed)
- Martin, D. S. (1989). Curriculum leadership: Case studies for program practitioners. Alexandria, VA: Association for Supervision and Curriculum Development. (refereed)
- Martin, D. S. (1997). Manual on equitable evaluation of deaf candidates for licensure, October 1997 (non-published). (not refereed)
- Mouny, J.L. and Martin, D.S. (eds.) (2005). Assessing deaf adults: Critical issues in testing and evaluation. Washington, D.C.: Gallaudet University Press. (refereed)
- Smith, V., and Martin, D.S. (2005). Golden nuggets: A guide for beginning teachers of students who are deaf and hard of hearing. Distributed by Kent State University, Ohio, as an electronic book. (refereed)
- Moore, D.F. and Martin, D.S. (eds.) (2006). Deaf learners: New directions for curriculum and instruction. Washington, D.C.: Gallaudet University Press. (refereed)
- Martin, D.S. and Schein, I. (2011). The Thinking Academy: A Proposal for Educational Reform. Harwich, Mass.: Cape Cod Regional Technical High School.
- Martin, D.S. and Schein, I. (2013). The Thinking Academy: A Proposal for Educational Reform. Harwich, Mass.: Cape Cod Regional Technical High School.
- Martin, D. S. (2014). Thinking Skills and Deaf Learners, Bulletin 1, Raising and Educating Deaf Children: Foundations for Policy, Practice, and Outcomes, Ed. M. Marschark. Oxford: Oxford University Press.
- Martin, D.S. (2015). Post-Secondary Strategies for Deaf Learners, Bulletin Series, Raising and Educating Deaf Children: Foundations for Policy, Practice, and Outcomes, Ed. M. Marschark. Oxford: Oxford University Press.

Chapters:

- Martin, D. S. (1978). A review of five simulation games. In Learning with simulation games, Dukes, R., & Seidner, C. (Eds.). Sage Press. (refereed)
- Landers, T. J., and Martin, D. S. (1983). Preparing the handicapped teacher for the professional mainstream. In Yff, J. (ed.) The Redesign of teacher education for the twenty-first century. p. 24. Washington, DC: International Council on Education for Teaching. Also, as Making the Teaching Profession Accessible to the Handicapped. Paper presented at the World Assembly of the International Council on Education for Teaching (30<sup>th</sup>, Washington, DC, July 11-15, 1983). ERIC Clearinghouse on Teacher Education, No. SP 022 856, January 1984. (refereed)
- Martin, D. S. Introduction. In Martin, D. S. (Ed.). (1984). International Symposium on Cognition, Education, and Deafness: Working Papers. (Vol. I. pp. 1-18.) Washington, DC: Gallaudet University. (not refereed)
- Martin, D. S. (1984, June). Mission statement for a university: Preparing to meet the challenge of relevancy in a new light. Special Project 25<sup>th</sup> Reunion Class of 1959, Yale University, 1-6 (not refereed)
- Martin, D. S. and Jonas, B. S. (1985, January). Cognitive improvement of hearing-impaired high school students through instruction in instrumental enrichment. Resources in Education, ERIC Document No. ED 247 725. Also, in Martin, D.S. (Ed.), (1984), International Symposium on Cognition, Education, and Deafness: Working papers (Vol. II, pp. 539-560). Washington, DC: Gallaudet University. (refereed)
- Martin, D. S. (1985, January). Enhancing cognitive performance in the hearing-impaired college student: A pilot study. Resources in Education, ERIC Document No. ED 247 726. Also, in Martin, D. S. (Ed.), International Symposium on Cognition, Education, and Deafness: Working papers (Vol. II. pp. 561-577). Washington, DC: Gallaudet University, 1984. (refereed)
- Martin, D. S. (1985). Introduction. In Cognition, education, and deafness: Directions for research and instruction. Washington, D.C.: Gallaudet University Press. (refereed)
- Martin, D. S. (1988). Introduction, Selected Papers from the 1987 Annual Meeting of the American Association of Colleges for Teacher Education, Washington, D.C.: American Association of Colleges for Teacher Education. (not refereed)
- Martin, D. S., (Ed.), (1988). The professional imperative: Educational excellence for all. Selected Papers from the 1987 Annual Meeting of the American Association of Colleges for Teacher Education, Washington, D.C.: American Association of Colleges for Teacher Education. (refereed)
- Martin, D. S., & Jonas, B. S. (1989). Improving thinking skills in deaf college students. In Erwin, R. & Snoyer, J. (Eds.). Research and teaching in developmental education. (pp. 33-47). Niagara University, NY: New York State College Learning Skills Association. (60%) (refereed)
- Martin, D. S., (1989). Introduction. In Working Papers. Second International Symposium on Cognition, Education, and Deafness. Washington, D.C.: Gallaudet University. (not refereed)
- Jonas, B. S., & Martin, D. S. (1991). Cognitive enhancement of hearing-impaired postsecondary students. In Martin D. S. (Ed.). Advances in cognition, education and deafness, (pp. 335-341), Washington, D.C., Gallaudet University Press. (refereed)
- Martin, D. S. (1991). Introduction. In Advances in cognition, education, and deafness. Washington,

D.C.: Gallaudet University Press. (refereed)

- Martin, D. S. (1991). Preparing teachers of thinking: A model for infusion. In Oxman, W., Weinstein, M., & Michelli, N. (Eds.). Critical thinking: Implications for teaching and teachers. Proceedings of the 1991 Conference, (pp. 227-234). Montclair, N.J.: Institute for Critical thinking. (refereed)
- Martin, D. S. (1993). Current research in deafness, cognition, and education: Some observations from a different point of view. In Welch, O.M. (Ed.). Research and practice in deafness. Springfield, IL: University of Tennessee, (pp. 193-210). (refereed)
- Martin, D. S. (1993). Cognitive development and deafness. In Nowell, R.C., and Marschark, L.E., (Eds.), Understanding deafness and the rehabilitation process. Boston: Allyn and Bacon, (pp. 35-49). (refereed)
- Martin, D. S. (1995). Occupational advancement for deaf citizens: Moving from survival to success. In Discrimination and cultural survival. Edinburgh: Scottish Workshop with the Deaf, (pp. 24-33) (not refereed)
- Martin, D.S. (1997). A model for lasting curriculum reform: Strategies for the change agent. Proceedings of the 11<sup>th</sup> International Conference of the USA-SINO Teacher Education Consortium, pp. 98-108.
- Martin, D. S., & Michelli, N. (2001). Preparing teachers of thinking. In Developing minds, (3<sup>rd</sup> Ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Martin, D. S. (2001). For administrators: Keeping the focus. In Developing minds, (3<sup>rd</sup> Ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Martin, D. S. (2001). Thinking and the special-needs learner. In Developing minds, (3<sup>rd</sup> Ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Martin, D.S. (2005). Overview of the challenge. In Assessing deaf adults: Critical issues in evaluation. Washington, D.C. : Gallaudet University Press.
- Mouny, J.L. and Martin, D.S. (2005). Summary and recommendations. In Assessing deaf adults: Critical issues in evaluation. Washington, D.C.: Gallaudet University Press.
- Martin, D.S. (2005). Critical thinking for democracy and social justice. In Teacher education for democracy and social justice (ed. Nicholas Michelli and David Keiser). New York: Routledge.
- Moores, D.F. and Martin, D.S. (2006). Overview: Curriculum and instruction in general education and in education of deaf learners. In Deaf learners: New directions for curriculum and instruction. Washington, D.C.: Gallaudet University Press.
- Martin, D.S. and Moores, D.F. (2006). Selection of curriculum: A philosophical position. In Deaf learners: New directions for curriculum and instruction. Washington, D.C.: Gallaudet University Press.
- Martin, D.S. (2006). The social studies curriculum. In Deaf learners: New directions for curriculum and instruction. Washington, D.C.: Gallaudet University Press.
- Martin, D.S. (2006). Cognitive strategy instruction: A permeating principle. In Deaf learners: New directions for curriculum and instruction. Washington, D.C.: Gallaudet University Press.
- Moores, D.F. and Martin, D.S. (2006). Summary. In Deaf learners: New directions for curriculum and instruction. Washington, D.C.: Gallaudet University Press.

Martin, D.S. (2010). Cognition and deaf learners. In N.A. Scheetz, The changing face of deaf education: From theory to practice. New York: Allyn and Bacon.

Martin, D.S. (2016). Cognition of deaf learners, in Deaf Studies Encyclopedia. New York: Sage Press.

Journal Articles:

Martin, D. S. (1972, June). Ethnocentrism toward foreign culture. ERIC Clearinghouse on Social Studies and Resources in Education. (refereed)

Fletcher, J., Martin, D. S., & Koeller, D. (1972). The caribou hunting games: A case study. In Simulation and Gaming in Social Science, Inbar, M., & Stoll, C. (Eds.). Free Press. (35% Contribution) (refereed)

Martin, D. S. (1975, March). Ethnocentrism toward foreign culture in elementary Social Studies. Elementary School Journal. (refereed)

Martin, D. S. (1977, December). Social Studies education in Marin County. (Collaborator with Branson, M. S.), Social Education. (refereed)

Martin, D. S. (1979, May). In-service with a difference: A teacher-to -teacher model. Staff Developer, National Staff Development Council. (refereed)

Martin, D. S. (1979, Fall). Needed: More inventors. Social Studies Review, California Council for the Social Studies. (refereed)

Martin, D. S. and Llewellyn, A. W. (1979). Pressures on all sides. Plain Talk About Curriculum, No. 3, California Curriculum forum. (not refereed)

Martin, D. S. (1979). Five simulation games in the Social Sciences. Simulation and Games, 10. (refereed)

Martin, D. S. (1980). Testing: Are we taking the full picture? Thrust (Association of California School Administrators), 9. (refereed)

Martin, D. S. (1980, July). Reading: Why so important? ERIC Clearinghouse on Reading and Communication Skills and Resources in Education. (refereed)

Martin, D. S. (1980). Political participation: A need for higher-order thinking. Social Studies Review, 2, (1), 61-64. (refereed)

Martin, D. S. (1981). Re-inventing the curriculum wheel. Educational Leadership, 39, (2). (refereed)

Martin, D. S. (1981). Individualizing staff development: Four ways to increase participation. Social Studies Review, 21, (1), 45-48. (refereed)

Martin, D. S. (1982, April). Preparing the hearing-impaired Social Studies teacher. ERIC Clearinghouse on Teacher Education, Handicapped and Gifted Children, Resources in Education. (refereed)

Martin, D. S. (1982, July). Mainstreaming the handicapped teacher in the regular classroom. ERIC Clearinghouse in Teacher Education, Resources in Education. (refereed)

- Martin, D. S. (1982, July). Teaching thinking skills to hearing-impaired adolescents. Exceptional Child Education Resources, Resources in Education. (refereed)
- Martin, D. S. (1982). The 'new' thinking skills programs: Questions and answers. Problem Solving. 4 (11), 1-3. Franklin Institute Press. (refereed)
- Martin, D. S. (1982). Can deaf teachers teach hearing children? The Deaf American, 35, (2), 31-37. (refereed)
- Martin, D. S. (1983). Preparing the handicapped professional for the professional 'mainstream': Critical issues. Journal of Rehabilitation, 40, (1), 51-55. Also available as The handicapped professional in the 21<sup>st</sup> century: Factors for success. ERIC Clearinghouse on Teacher Education, Resources in Education, Document No. SP 023 874. (refereed)
- Martin, D. S. (1983). Thinking skills: A critical new role in teacher education. Human Intelligence, 4, (1), 3. Also accepted by ERIC Clearinghouse on Teacher Education, Document No. SP 021 777. Resources in Education. (refereed)
- Martin, D. S. (1983). Preparing hearing-impaired teachers of hearing children. Teacher Education and Special Education, 6, (2), 143-150. Also published as Training the hearing-impaired student teacher for the "hearing Classroom": Problems and solutions. (1983). Directions, 3, (3), 44-51. (refereed)
- Martin, D. S. (1983). The gifted learner: Can we meet the challenge? S.E.E. What's Happening, 2, (2), 1-8. (not refereed)
- Martin, D. S. (1983). Deaf teacher trainees work with hearing children. Counterpoint, 3, 12. (refereed)
- Martin, D. S. (1983). Cognitive education for the hearing-impaired adolescent. Resources in Education, and Exceptional Child Education Resources. (refereed)
- Martin, D. S., & Williams, C. (1983). A cognitive skill development program: Possible breakthrough for visual literacy? Journal of Visual and Verbal Linguaging, 3, (1), 45-50. (50% contribution) (refereed)
- Martin, D. S., Innes, J., & Rohr-Redding, C. (1983). Teaching thinking skills to the hearing-impaired adolescent. Directions, 3, (4), 9-15. (50% contribution) (refereed)
- Martin, D.S. (1983). A network for renewal: Teacher improvement for the 21<sup>st</sup> century. World Future Society Bulletin, 42, (4), 23-25, ISSN 0049-8092. (refereed)
- Martin, D. S., Rohr-Redding, C., & Innes, J. (1984). Instrumental enrichment: Learning to think. Perspectives for teachers of the hearing-impaired, 2, (3), 4-7. (50% contribution) (refereed)
- Martin, D. S. (1984, March). Cognitive education for the hearing-impaired adolescent. Resources in Education and ERIC Clearinghouse on Handicapped and Gifted Education, Document No. 553511. (refereed)
- Martin, D. S. (1984). Preparing the hearing-impaired social studies teacher: A special challenge. The Social Studies, 75, (2), 75-78. (refereed)
- Martin, D. S. (1984). Can deafness be a teaching advantage? Journal of Rehabilitation of the Deaf, 17, (4), 17-22. Resources in Education, ERIC Clearinghouse on Teacher Education, Document. No. ED 241 478. (refereed)

- Martin, D. S. (1984). Hearing-impaired teachers work with normal-hearing children. The Volta Review, 86, (3), 152-157. (refereed)
- Martin, D. S. (1984, November). Can teachers become better thinkers? Occasional Paper No. 12, National Staff Development Council, Oxford, Ohio. Also, in Resources in Education, Document No. SP 023 216. ERIC Document No. 236 151, March 1984. (refereed)
- Martin, D. S. (1984). Infusing cognitive strategies into teacher preparation programs. Educational Leadership, 42, (3), 68-72. (refereed)
- Martin, D. S. (1984). Cognitive modification for the hearing impaired adolescent: The promise. Exceptional Children, 51, (3), 235-242. (refereed)
- Martin, D. S. (1984). Keeping subjectivity in teacher education admissions: A contrarian view. The Professional Educator, 7, (2), 26-29. (refereed)
- Martin, D. S., & Saif, P. S. (1985). Planting commitment: Curriculum change involving teachers. Laboratory School Journal, 9, (4), 36-43. Also accepted in Resources in Education, May 1985, Document No. 017 574. (60% contribution) (refereed)
- Martin, D. S. (1985). Surviving the external review process: Finding the hidden agenda. Contemporary Education, 56, (4), 239-241. (refereed)
- Martin, D. S. (1985). Ethnocentrism revisited: Another look at a persistent problem. Social Education, 49, (7), 604-609. (refereed)
- Martin, D. S. (1986). Cognitive assessment of diverse populations. Kappa Delta Pi Record, 22, (2), 35-38. (refereed)
- Martin, D. S. (1986). Special education vs. 'regular' education. The Clearinghouse for the Contemporary Educator in Middle and Secondary Schools, 59, (6), 259-262. (refereed)
- Martin, D. S. (1986). Substance, not form, in renewing teacher education. Contemporary Education, 57, (2), 80-84. (refereed)
- Martin, D. S. (1986, September). Conceptual level and the hearing-impaired preservice teacher. ERIC, Resources in Education, Document No. SP 027 882 ED 273 582. (refereed)
- Martin, D. S. (1986). The push toward cognitive education: One more fad? Teaching Thinking and Problem Solving, 8, (4), 4-5. (refereed)
- Martin, D. S., & Jonas, B., (1986, December). Cognitive modifiability in the deaf adolescent. The ERIC Clearinghouse on Handicapped Children, Document No. ED 276 159. (50% contribution) (refereed)
- Saif, P., & Martin, D. S. (1986). Application: The missing dimension in instruction. NALS Journal, X, (2), 12-21. (50% contribution) (refereed)
- Martin, D. S., Saif, P., & Thiel, L. (1987). Curriculum development: Who is involved and how? Educational Leadership, 44, (4), 40-48. (60% contribution) (refereed)
- Martin, D. S. (1987). Professional credibility through wider links. Educational Horizons, 65, (2), 54-57. Reprinted in Annual Editions: Education. Guilford, CT: Dushkin Publishing, Spring 1988. (refereed)
- Martin, D. S., & Saif, P. S. (1987). The social sciences teacher in preparation—A special

- place. Social Education, 51, (5), 358-364. (60% contribution) (refereed)
- Martin, D. S. (1987). Reducing ethnocentrism. Teaching Exceptional Children, 20, (1), 4-8. Also reprinted in Freiberg, K. L. (ed.), (1990). Educating Exceptional Children (5<sup>th</sup> ed.). (pp. 197-199). Guilford, CT: Dushkin Publishing. (refereed)
- Martin, D. S. (1987). Rethinking thinking: Cognitive education and the experienced teacher. The Journal of Staff Development, 8, (3). (refereed)
- Martin, D. S., & Hockersmith, M. (1988). When curriculum changes a school's organization. National Association of Secondary School Principals Bulletin, 72, (55), 40-44. (50% contribution) (refereed)
- Martin, D. S. (1988, December). Cognitive education bibliography. Resources in Education, ERIC Clearinghouse on Teacher Education, ERIC Document No. ED 296 956. (refereed)
- Martin, D. S. (1988). Cognitive processes and the hearing-impaired learner. Journal of the American Deafness and Rehabilitation Association (JADARA), 22 (2), 353-371. (refereed)
- Martin, D.S. and Jonas, B.S. (1989, January). Improving thinking skills in deaf college students. Resources in Education, ERIC Document Reproduction Service No. ED 297 489. (50% contribution) (refereed)
- Martin, D. S. (1989). Restructuring teacher education programs for higher-order thinking skills. Journal of Teacher Education, 40, (3), 2-8. (refereed)
- Martin, D. S., & McCrone, W. (1989). Testing the hearing-impaired teacher: Is fairness possible? Journal of Personnel Evaluation in Education, 3, 143-151. (60% contribution) (refereed)
- Martin, D. S. & Jonas, B. (1990). Cognitive enhancement of hearing-impaired post-secondary students (revised). Resources in Education. ERIC Document Reproduction Service No. ED 309 726. (50% contribution) (refereed)
- Martin, D. S. (1990, February). Deaf learners and the future. Newsletter of ASCD Educational Futurists, 3-4. (not refereed)
- Martin, D. S. (1992). Maximizing intellectual potential in today's learner: Can we really improve students' thinking? Focus On Learning Problems in Mathematics, 14, (3), 3-13. (refereed)
- Martin, D. S., & Sass-Lehrer, M. (1993). New directions for deaf education: A proposal for action in teacher preparation. Gallaudet Today, 22, (3), 12-15. (50% contribution) (refereed)
- Martin, D. S. (1993). Reasoning skills: A key to literacy for deaf learners. American Annals of the Deaf, 138, 82-86. (refereed)
- Martin, D. S. (1993). Mediated learning: Powerful change in adults. International Journal of Cognitive Education and Mediated Learning, 3, (3), 53-63. (refereed)
- Olia, F. N., & Martin, D. S. (1994). Ethics and electronic mail. Tech Trends, 39, 19-21. (50% contribution) (refereed)
- Martin, D. S. (1995). Critical comparisons of thinking skills programs: Making curriculum decisions. Inquiry: Critical thinking Across the Disciplines, 14, (2), 11-16. (refereed)
- Lavaroni, C., & Martin, D. S. (1996). Teacher as researcher: Experimentation leads to excellence.



- The Record, 32, (4), 146-147. West Lafayette, IN: Kappa Delta Pi Honor Society. (50% contribution) (refereed)
- Martin, D. S. (1996). Issues in communication and language in educating deaf learners: Critically needed research. Signposts, Durham, England: British Deaf Association. (not refereed)
- Martin, D.S. (1996). A search for Soule: The David Sisson Link. Mayflower Quarterly, 62 (2), 112-117. (refereed)
- Martin, D. S. (1997). Inclusion: Time to rethink. The Educational Forum, 61, (3), 232-239. (refereed)
- Martin, D. S. (1997). Alternatives to teacher testing for deaf candidates. Resources in Education, ERIC Clearinghouse on Teacher Education, ERIC Document No. ED 398 225. (refereed)
- Martin, D. S. (1998). Teaching of thinking: A cross-cultural study of effects on professionals. ERIC Clearinghouse on Teaching and Teacher Education. Document No. SP 038 049. (refereed)
- Samaras, A., Francis, S. L., Holt, Y. D., Jones, T. W., Martin, D. S., Thompson, J. L., & Tom, A. R. (1999). Lived experiences and reflections of joint state-NCATE reviews. The Teacher Educator, 35, (1). (25% contribution) (refereed)
- Johnson, B. B., & Martin, D. S. (1999). Teacher educators in deaf education: Why they entered higher education and their current priorities and accomplishments. American Annals of the Deaf, 144, (3), 236-241. (50% contribution) (refereed)
- Martin, D. S., Hussey, L., Sicoli, D., & Zhang, N. (1999). Removing barriers and building bridges: American deaf interns teaching Chinese deaf children. American Annals of the Deaf, 144, (3), 281-288. (85% contribution) (refereed)
- Martin, D. S., & Johnson, J. L. (1999). Adult teacher-education candidates: Capitalizing on prior experience. American Annals of the Deaf, 22, (2), 99-103. (85% contribution) (refereed).
- Martin, D. S. & Lytle, R. R. (2000). Deaf teacher candidates in hearing classrooms: A unique teacher preparation program. American Annals of the Deaf, 145, (1), 15-21. (90% contribution) (refereed)
- Martin, D. S. (2000). The impact of cognitive-strategy instruction on deaf learners. Proceedings of the XIII World Congress of the World Federation of the Deaf, Vol. I, (pp. 256-265), Brisbane, Australia.
- Martin, D. S. (2000). Effects of teaching thinking on teachers: An international comparison. Journal of Cognitive Education and Psychology, 1, (2), 154-163.(refereed)
- Martin, D. S., McCrone, W. P., & Martin, P. (2000). Essays by deaf youth: Implications for counselors and teachers. JADARA, 32, (3). (refereed)
- Martin, D. S. (2001). The English-only movement and sign language for deaf learners: An instructive parallel. Sign Language Studies, 1, (2), 115-124. (refereed)
- Martin, D.S., Craft, A., & Zhang, N.S.(2001). The impact of cognitive strategy instruction on deaf learners: An international comparative study. American Annals of the Deaf, 146(4), 319-331. (refereed)
- Martin, D.S. (2001). Genealogy and criminal investigation: A close parallel. Heritage Quest, 17 (3), 110-117. (refereed)

- Martin, D.S., Craft, A., & Tillema, H. (2002). Developing critical and creative thinking strategies in primary school pupils: An intercultural study of teachers' learning. Journal of In-Service Education, 28, (1), 115-134. (refereed)
- Martin, D.S., Craft, A., & Tillema H. (2002). International collaboration: Challenges for researchers. The Educational Forum, 66, (4), 365-370. (refereed)
- Zhang, Ningsheng, Martin, D.S., Craft, A., & Lin, G. (2004). The impact of cognitive strategy instruction on deaf learners: An international comparative study. Psychological Science, 27(1), 193-197.
- Scheetz, N. and Martin, D.S. (2006). Board-certified and non-Board certified teachers of the deaf: A comparison. American Annals of the Deaf, 151(1), 71-87. (refereed)
- Scheetz, N. and Martin, D.S.(2006). Teacher quality: A comparison of National Board-Certified and Non-Board-Certified teachers of deaf students. ERIC Clearinghouse on Teacher Education, Doc. EJ743835. (refereed)
- Scheetz, N. and Martin, D.S. (2008). National study of master teachers in deaf education: Implications for teacher education. American Annals of the Deaf, 153 (3), 328-343. (refereed)
- Scheetz, N. and Martin, D.S.(2008). National study of master teachers of the deaf: Implications for teacher education. ERIC Clearinghouse on Teacher Education, Doc. EJ869061. (refereed)
- Martin, D.S., Sharp, S., Spence, I., and Spence, A. (2009). The implementation of a mediated learning program with learning-disabled students at Ben Bronz Academy. West Hartford, CT: Ben Bronz Academy. Unpublished Report.
- Bailes, C., Hulsebosch, P., and Martin, D.S. (2010). Reflective journal writing of deaf pre-service teachers with hearing children. Teacher Education and Special Education. Vol. 33 (3), August, 236-247. (refereed)
- Martin, D.S. (2010). Deaf learners and successful cognitive achievement. Reaching every learner: Differentiating instruction in theory and practice, October, 1-18. Chapel Hill: University of North Carolina.(refereed)
- Martin, D.S. (2010). Special Report from the 2010 International Congress on Education of the Deaf. The Western Pennsylvanian, Vol. 122 (1), Fall 2010, 4-5. (Not refereed)
- Storbeck, C. and Martin, D.S. (2010). South African deaf education and the Deaf community. American Annals of the Deaf, 155(4), 488-518.(refereed)
- Martin, D.S. (2011). Sparrow-Hawk rescue is re-enacted with the Tilley. The Howland Quarterly, 76 (4), 4-5. (non-refereed)
- Martin, D.S. (2012). Next steps for cognitive education. Letter to the Editor. Education Week, February 29, 2012, p. 23.(refereed)
- Storbeck, C. and Martin, D.S. (2014). Inclusion and cognitive education for deaf learners. Transylvanian Journal of Psychology, XV (1), Special Issue. (refereed)
- Martin, D.S.(2014). Instrumental Enrichment: Impacts upon learners who are deaf. Transylvanian Journal of Psychology, XVI, 177-194. (refereed)
- Martin, D.S. (2015). Post-secondary educational strategies for deaf learners. Bulletin Series. Oxford: Oxford University Press.

Martin, D.S. (2003-2009). Various articles on genealogical investigation. Cape Cod Genealogical Society Bulletin.

Martin, D.S. (2010-2016). Various articles on genealogical investigation. Cape Cod Genealogical Society Journal.

#### Editorships

Martin, D. S. (Ed.) (1984). First international symposium on cognition, education, and deafness: Working Papers. Vol. 1, (pp. 1-18). Washington, DC: Gallaudet University.(refereed)

Martin, D. S. (Ed.) (1985). Cognition, Education, and Deafness: Directions for Research and Instruction. Washington, DC: Gallaudet University Press.(refereed)

Martin, D. S. (Ed.) (1989). Second international symposium on cognition education and deafness: Working Papers. Washington, DC: Gallaudet University. (refereed)

Martin, D. S. (Ed.) (1991). Advances in Cognition, Education, and Deafness. Washington, DC: Gallaudet University Press.(refereed)

Martin, D. S. (Ed.) (2005). The national agenda: Moving forward on achieving educational equality for deaf and hard of hearing students—A Forum. Washington, DC: U.S. Department of Education

Martin, D.S. and Mouny, J.L. (Eds.)(2005). Assessing Deaf Adults: Critical Issues in Evaluation. Washington, D.C.: Gallaudet University Press. (refereed)

Moores, D. and Martin, D.S. (Eds.)(2006). Deaf Learners: Developments in Curriculum and Instruction. Washington, D.C.: Gallaudet University Press.(refereed)

Storbeck, C. and Martin, D.S. (Eds.)(2010). Deaf education and the Deaf community in South Africa. American Annals of the Deaf, Vol. 155 (4), 488-518.

#### Conference Papers

Martin, D. S. (1987). Cognitive modifiability in the deaf adolescent. Proceedings of the X World Congress of the World Federation of the Deaf, 1, 277-282.

Martin, D. S. (1991), July). Deaf teachers for deaf children: Roles and debates in Proceedings of XI World Congress of the World Federation of the Deaf, Tokyo, Japan., 504-514.

Martin, D. S., & Sass-Lehrer, M. (1993). New directions in deaf education: Implications for teacher preparation. Proceedings of the New Orleans 1991 CAID/CEASD Convention, 356-357. (50% contribution)

Martin, D. S., & Prickett, H. T. (1993). Equity issues in testing deaf teachers: Issues and progress, Proceedings of the New Orleans 1991 CAID/CEASD Convention, 82-85. (60% contribution).

Martin, D. S. (1995). Deaf teachers for deaf children: Issues and debates. Proceedings: 1995 International Congress of the World Federation of the Deaf.

Martin, D. S. (1996). Removing licensure barriers for deaf professionals. Proceedings: 1995 International Congress on Education of the Deaf. Tel Aviv, Israel: I.C.E.D.

Martin, D. S. (1996). Mediated learning experience and deaf learners. Proceedings: 1995 International

Congress on Education of the Deaf. Tel Aviv, Israel: I.C.E.D.

Martin, D. S. (1997). A model for lasting curriculum reform: Strategies of the change agent. Proceedings of the 11<sup>th</sup> International Conference of the USA-SINO Teacher Education Consortium, July 1997, 98-108.

### Reviews

Book Reviews for: School Library Journal  
Journal of Library Automation

Martin, D. S. (1990). Review of Education and deafness. In Sign Language Studies, 66, 85-90.

Martin, D. S. (1992, Summer). Review of The changing face of education. In Focus, National Technical Institute for the Deaf.

Martin, D. S. (1995). Review of Deafness, deprivation, and IQ, Baden, J. P. In American Annals of the Deaf, 140, (December).

Martin, D.S. (1996). Review of A student's guide to British American Genealogy, Johnson, A.E. In National Genealogical Society Quarterly, 84(3), 231-232.

Martin, D.S. (1997). Essay Review of Engaging students: Thinking, talking, cooperating, Adger, C.T., et al., Corwin Press, 1995. In (1997). Teachers and teaching: Theory and practice, 3, (2), 293-299.

## SUMMARY OF PROFESSIONAL QUALIFICATIONS

- Over 20 years' experience in public horticulture, including management of living collections, garden design and maintenance, project management, staff development, greenhouse production and facilities maintenance, and community engagement
- Successful team participation to develop and implement programs and capital projects
- Experience in developing and maintaining public, university and private gardens
- Highly organized creative professional with good communication skills and personal and professional affiliations with environmental organizations, the arts and horticulture
- Excellent writing, lecturing, teaching and project participation skills demonstrated through committee work, teaching and publication
- Respect for the environment, horticulture, transformational learning and problem solving related to complex problems
- Understanding of agricultural and horticultural research complexities
- Practiced action researcher in the fields of horticulture and the humanities
- Budget oversight and management while developing additional funding sources including donor programs, grant writing and program implementation
- Experience motivating, mentoring and developing staff moral and potential
- Flexible and receptive to new ideas and approaches
- Building relationships to solve problems, achieve common goals, and discover emergent possibilities

## SUPERVISORY EXPERIENCE

- Supervise 15 gardeners, 2 arborists, 3 professional staff, volunteers, seasonal staff and students in the care and curation of 135 acres of horticultural collections and gardens
- Oversee \$70,000 operations budget for Horticulture Program
- Supervised greenhouse and grounds staff for NYSAES research support comprised of approximately 55,000 square feet of greenhouse space serving four research departments, and 30 acres of landscaped grounds
- Improved research support by completion of \$4.7mil Barton Greenhouse Renovation Project, improving our integrated pest management program and greenhouse preventative maintenance in the midst of ongoing facilities projects
- Sound judgment, excellent reasoning and decision-making skills, meticulous record keeping and organizational skills
- Demonstrated ability to communicate effectively, both written and orally, with direct reports, peers, clients and service providers inside and outside the organization
- Collaborate to develop gardens and resources in support of institutional missions
- Motivating, mentoring and developing staff morale, soft and technical skills
- Identifying facility and program deficiencies and acting upon those deficiencies
- Co-wrote successful IMLS Conservation Grant, Stanley-Smith and PHMC grant applications to fund Scott Arboretum's mapping project - acted as the financial manager through grant completion
- Coordinated and implemented the computerized linking of arboretum collections and Facilities mapping for Scott Arboretum
- Integral part of project team for both the Barton Greenhouse Renovation Project and LEED Gold Wister Education Center & Greenhouse

## EDUCATION AND OUTREACH EXPERIENCE

- Building collaborative relationships with Cornell University faculty and programs –
- Adjunct Faculty for UMass Boston graduate program in Critical & Creative Thinking
- Facilitator for New England Workshop for Science and Social Change 2014
- Lecture for nationally known conferences, horticultural societies and local garden clubs
- Served on PLANTSOURCE committee developing website to link Delaware Valley gardeners with local sources of plants and PHS Publication Committee
- Served on the Pennsylvania Horticultural Society's Gold Medal Award Selection Committee and Flower Show Passing Committee
- Advised Longwood graduate students Professional Outreach Project
- Published articles in local and national magazines, blogs and horticultural journals
- Served on HortScience Journal review committee for American Society for Horticultural Science
- Taught community college horticulture curriculum, in-house staff horticultural training, practical gardening for community organizations, and guest lectured for creative writing, collections management and photography for local colleges and public gardens
- Volunteered with Plant Amnesty in Seattle to help local neighborhoods understand best pruning practices
- Served as APGA NAPCC Mid-Atlantic Regional Organizer and collections reviewer guiding recruitment efforts of 3 recruiters in the Mid-Atlantic region and collections reviews for potential NAPCC collections
- Served on Technology Research Committee and collaboratively implemented membership and events database, Raiser's Edge for the Scott Arboretum
- Experience managing slide and art collections for the Elisabeth C. Miller Botanical Garden, the Seattle Art Museum, a retail art gallery and personal photography
- Served on City of Geneva Shade Tree Committee

## HORTICULTURAL EXPERIENCE

- Horticultural excellence in aesthetics and maintenance practices for intensive horticultural gardens and arboreta at the Elisabeth C. Miller Botanical Garden, Wisley, a private estate in NJ, the Scott Arboretum, and grounds of NYSAES and Cornell Plantations
- Oversee landscape maintenance for Botanic Gardens and Arboretum of Cornell Plantations, entire NYSAES campus, develop seasonal maintenance schedules while growing best practices for existing collections
- Chair the Collections Committee to assist in the submissions, review, and prioritization of project proposals, special projects, design of new gardens, invasive exotic control, writing of landscape management plans, de-accessioning issues and renovation plans for existing gardens
- Serve on multiple university committees to grow collaborative projects
- Developing 10-year plan and budget for the grounds in partnership with the Arboretum Association, collaborations with main campus, and with visions to the community
- Coordinate maintenance of greenhouse facilities and IPM programs with research and production facilities, greenhouse/grounds, and research staff
- Designed and sourced funding of garden for Jordan Hall on Geneva campus
- Experience managing growing areas, propagation and support facilities including polyhouses, greenhouses, cold frames and container yards throughout career
- Managed collections databases, maps and correct labeling for public gardens and developed curation plans for specific genera within Scott Arboretum collections
- Critical participation in Scott Arboretum's American Association of Museum (AAM) reaccreditation
- Landscape contracting experience including general garden maintenance, large tree pruning and removal, pesticide application, design, site preparation and installations
- Trained in ISA best practices and hold NYS CPA category 3A pesticide license

- Experience at Wisley included a rotational scheme between the herbaceous border, annual bedding schemes, the trials field, the rock garden and alpine house, curator's office and temperate and cool glasshouses
- Ensure compliance with Federal, State and local regulations, and CALS and University policies regarding pesticide application, storage, transport, report filing and record keeping for NYSAES greenhouse operations and Cornell Plantations

## PROFESSIONAL AFFILIATIONS

American Public Gardens Association (APGA)  
 Botanic Gardens Conservation International (BGCI)  
 Ecological Landscape Association (ELA)  
 International Dendrology Society (IDS)  
 International Magnolia Society  
 International Oak Society  
 International Society for the History, Philosophy and Social Studies of Biology (ISHPSSB)  
 North American Rock Garden Association Adirondack Chapter (NARGS)  
 Terralingua

## EMPLOYMENT

Cornell University, Director of Horticulture for Cornell Botanic Gardens, Ithaca, NY - Feb. 2015 to present  
 University of Massachusetts, Adjunct Faculty, Boston, MA - Feb. 2016 to present  
 Cornell University, Greenhouse & Grounds Manager at NYSAES, Geneva, NY - June 2012 to Feb. 2015  
 The Scott Arboretum of Swarthmore College, Assistant Curator, Swarthmore, PA – Sept. 1998 to Nov. 2011  
 Garden Manager for a private estate, Nutley, NJ – Oct. 1998 to May 2006  
 The Royal Horticultural Society's Garden Wisley, Trainee, England – Sept. 1997 to Sept. 1998  
 Elisabeth C. Miller Botanical Garden, Intern, Seattle, WA - June 1996 to Aug. 1997  
 Rhoda Maurer Landscape Design & Maintenance, Owner, Edmonds, WA – Oct. 1995 to Sept. 1997  
 Heritage West Landscaping, Crew Member, Seattle, WA - April 1995 to Dec. 1995  
 Crackerjack Contemporary Crafts, Assistant Manager, Seattle, WA - 1985 to 1989 and 1994 to 1995  
 Childhood's End Gallery, Assistant Manager, Olympia, WA - 1989 to 1994

## EDUCATION

University of Massachusetts Boston, Boston, MA  
 MA Science in a Changing World, May 2015

Edmonds Community College, Edmonds, WA  
 Certificate of Ornamental Horticulture with honors, June 1997  
 Associate of Technical Arts in Landscape Design with honors, June 1997

University of Washington, Seattle, WA,  
 BA Anthropology, June 1989

## **Arthur B. Millman**

Department of Philosophy

Associate Professor 1988-; Assistant Professor 1981-1988

Affiliate of Program in Critical and Creative Thinking, 1981-

### **Professional Preparation and Previous Appointments**

A.B. cum laude, Physics, Columbia University, 1961

M.A., Philosophy, University of Chicago, 1963

Ph.D., Philosophy, University of Chicago, 1974

Assistant Professor, University of Southern California, 1974-76

Visiting Assistant Professor, University of British Columbia, 1976-78

Visiting Assistant Professor, University of Colorado at Boulder, 1978-81

### **Biographical Sketch**

My research is primarily in the philosophy of science and related issues in ethics and public policy (environmental ethics, research ethics). I have developed an extended case study of Darwin's work in relation to problems of scientific discovery, theory construction, and conceptual change. This continues work going back to an NSF Grant for "A Case Study of Reasoning in Theory Construction (with Prof. Carol Smith). We published a paper on an aspect of this work as "Darwin's Use of Analogical Reasoning in Theory Construction." This paper shows that the familiar picture of Darwin's use in the Origin of the analogy between artificial and natural selection to provide support for his theory of natural selection needs to be supplemented by attending to his subtle use of analogical reasoning, as documented in his Notebooks. Darwin compared two domains and reshaped the comparison in the process of reasoning his way to finding the analogy in the first place. The case study suggests a pattern of analogical reasoning that has not been characterized before. I am currently working on several other aspects of the project, including the development of his non-essentialist species concept. Other related projects of mine related to the Darwin project deal with broader philosophical themes such as the nature of conceptual recombination and what I call "abductio ad absurdum." The latter paper explores whether criteria can be given for distinguishing between problematic novel ideas that are worth further development and other problematic novel ideas that are not.

I am also working on a book project "Toward a Naturalized Social Epistemology of Science." This draws together several strands of my work in the history and philosophy of science going back to work on Kuhn and Lakatos and several cases studies such as the Copernican Revolution and the Chemical Revolution associated with Lavoisier. My work on Darwin provides another case study of scientific change and the development of new fundamental scientific concepts. I try to show how social and rational consideration in the practice of science interpenetrate

I joined UMass Boston's Philosophy Department in 1981 at the same time that I began teaching in the CCT Program. My first task in the Program was to help develop the Science specialty area in connection with an NEH grant to the Program to work with



a cohort of science teachers. In the first years I mainly taught CCT 640 (Critical and Creative Thinking in Science and Technology) and CCT 645 (Seminar in Scientific Thinking). I co-taught with several faculty members including Carol Smith (Psychology), John Murray (CCT), Hilary Hopkins (CCT), and T.N. Margolis (Chemistry). The co-teaching with Carol Smith led to the research project focusing on Darwin's thinking in the construction of his theory of evolution by natural selection. This has resulted in a number of conference presentations and published papers. After resource constraints ruled out co-teaching in these courses I offered each of them myself several times. In recent years the scheduling needs of the Program have required me to teach the core courses CCT 601 (Critical Thinking) and Philosophy 501/601 (Foundations of Philosophical Thought) for the Program almost exclusively. In addition, I have been actively involved with the undergraduate program in Science, Technology, and Values, and co-directed it from its inception in 1993 until 2002.

### **Teaching and Advising**

#### Courses for CCT

Critical Thinking

Foundations of Philosophical Thought

Critical and Creative Thinking in Science and Technology

Seminar in Scientific Thinking

Practicum in Critical and Creative Thinking

Critical Thinking Attitudes

#### Recent Courses for the Philosophy Department

Philosophy of Science

Technology and Values

Environmental Ethics

Philosophical Foundations of Public Policy

Moral and Social Problems

First Year Seminar in Contemporary Moral and Social Issues

Intermediate Seminar on the Meaning of Life

#### Advisees

*Completed Masters, as major advisor*

David Prentiss, Thomas Vendetti, Robert Tocci, MaryAnne Miller, Lisa Hayes, Neuza de Figueredo, Leor Alcalay, Jonathan Mahoney, Rossen Roussev, Setsuko Inoue, Alan Goldman, Ryan Mott, Christina Fasciana, Eileen Koestenbaum, Basye Hendrix, Paul Groff, Lyonel Prime, Elizabeth Naylor, Gretchen Heath, Jean Rene, Marnie Jain, Jeffrey Craig, Julie Johnstone

### **Service**

CAS Collegiate Personnel Committee, 1992-93, 2002-03, 2004-05 (chair)

IRB, Human Subjects Committee, 1994-99, co-chair 1997-98

Chair, Department of Philosophy (2006, 2007-13)

Philosophy and Public Policy program development, 1984-88

Co-Director Science, Technology and Values Program, 1993-2002  
CAS Academic Affairs Committee, 1987-90, 91-92, co-chair Fall 1988  
CAS Graduate Review Committee, 1990-91  
Philosophy Department Personnel Committee, 1981-5, 86-  
CCT Administrative Committee, 1981-  
Philosophy Department Coordinator of Advising, 1989-97  
Philosophy Department Graduate Planning Committee, 1993-5  
Philosophy Department Self-Study Committee, 1993  
Ad Hoc Committee on the Writing Proficiency Exam, 1989  
Faculty Council Academic Affairs Committee, 1989-91, 1992-96, chair, 1994-96  
Committee on Undergraduate Teacher Preparation, 1990  
Provost's Summer/Fall Faculty Research Grant Committee, 1993  
Provost's Junior Faculty Grant Committee, 1993  
Accreditation Task Force on Planning and Evaluation, 1993-95  
Chancellor's Planning Council, 1994-99  
Search Committees, Graduate College of Education  
Faculty Council Intercollegiate Programs Committee, co-chair, 1998-2000  
CAS Budget and Long Range Planning Committee, 2000- , chair 2000-2002  
Provost's Implementation Committee on the new colleges, 2003  
Faculty Council Graduate Studies Committee, 2012-

#### Service to the Community and Profession

Referee for Philosophy of Science  
Referee for NSF Program in History and Philosophy of Science  
Reviewer for Wadsworth Publishing Co.  
Reviewer for Broadview Press  
Beaverbrook Step Board of Directors, 1985-

#### **Grants, Fellowships & Awards**

Grant from McCormack Institute Faculty Research Program in Applied Public Policy for project on "Conflict of Interest in University/Industry Research Partnerships," 1992-93  
NSF Grant for project on "A Case Study of Reasoning in Theory Construction" with C.L. Smith, 1987-88  
GTE Foundation Lectureship Grant to fund lecture series on "Biology, Philosophy, and Public Policy," 1986-87  
NEH summer stipend for project on "Ethical Issues in Risk-Benefit Analysis of Technologies," 1982  
Grant awarded by the Colorado Humanities Program to be Humanist-in-Residence at the Colorado Front Range Project and liaison between the Project and the Center for the Study of Values and Social Policy at the University of Colorado  
Associate Project Director for NEH Pilot Project on "Human Values and Social Policy" at the University of Colorado Boulder, awarded Spring 1981

## **Publications**

- Translated book: Rachel Elior, Jewish Mysticism: The Infinite Expression of Freedom (Oxford, England: Littman Library of Jewish Civilization, 2007, 2010), with Yudith Nave.
- “Darwin’s Use of Analogical Reasoning in Theory Construction” (with C.L. Smith), Metaphor and Symbol 12 (1997): 159-187.
- “Falsification and Grunbaum’s Duhemian Theses,” Synthese 82 (1990): 23-52.
- “Critical Thinking Attitudes: A Framework for the Issues,” Informal Logic 10 (1988): 45-50.
- Review of David Kohn, ed., The Darwinian Heritage, Journal of the History of the Behavioral Sciences 24 (1988): 413-415.
- “Understanding Conceptual Structures: A Case Study of Darwin’s Early Thinking (with C.L. Smith), in David N. Perkins, Jack Lochhead, and John C. Bishop (eds.), Thinking (Hillsdale, N.J.: Lawrence Erlbaum, 1987), 197-211.
- “Reichenbach on Scientific Discovery,” in Peter Caws (ed.), Philosophy in the Life of a Nation (New York: Bicentennial Symposium of Philosophy, 1976), 447-451.
- “The Plausibility of Research Programs,” in Frederick Suppe and Peter D. Asquith (eds.), PSA 1976, vol. 1 (East Lansing: Philosophy of Science Association, 1976), 140-148.

## **Works in Progress**

- “Conflicts of Interest and Scientific Objectivity”
- “Abductio ad Absurdum: On the Introduction of New Hypotheses”
- “Scientific Freedom: Proliferation in Practice”
- “The Origin of Darwin’s Species Concept”
- “Issues in Environmental Ethics”

## **Presentations and Workshops**

- “Scientific Freedom: Proliferation in Practice,” UMB Philosophy Department series, Fall 2002.
- “New Directions in Fostering Critical Thinking” (with Peter Taylor), UMB Center for the Improvement of Teaching, April 2002.
- “Abductio ad Absurdum,” UMB Philosophy Department Series, May 2001.
- “Conflict of Interest and Scientific Objectivity,” Research on Research Integrity Conference November 2000 (Office of Research Integrity, Department of Health and Human Services).
- “Environmental Justice,” Science-in-Society, Society-in-Science Conference sponsored by the CCT Program, July 1999.
- Panel on “What is Education for – A Living or for Life?” UMB Center for the Improvement of Teaching, October 1998.
- “Thinking Strategies, Ethics, and New Reproductive Technologies,” Sixth International Conference on Thinking, MIT, July 1994

**Micia M. Mosely, Ph.D.**  
**micia@blackteacherproject.org**  
[www.blackteacherproject.org](http://www.blackteacherproject.org)  
[www.miciamosely.com](http://www.miciamosely.com)  
**(510) 593-4089**

Summary of Skills: Over 15 years of experience in education leading whole school reform efforts, training teachers and coaching administrators, with advanced training as a researcher and practitioner in urban education. Over 10 years of infusing issues of social justice and equity in nationally acclaimed comedic performance.

### **Education**

**University of California at Berkeley** (Berkeley, CA)

*Ph.D. in Education* (emphasis on Social and Cultural Studies) *May 2003*

Areas of Study: Urban Education, Equity-Based School Reform, Professional Development

Dissertation Committee: Anne Haas Dyson (Chair); Ruth Wilson Gilmore; Glynda Hull

*MA in Education May 2000*

**Brandeis University** (Waltham, MA)

*BA in History; Credential in Secondary Social Studies Education, May 1995*

**Columbia University**, New York, NY

Institute for Urban Education Fellowship Program, 1994—1995

### **Awards / Fellowships**

2015-Present Institute for Urban Minority Education, Teachers College, Columbia University  
Faculty Fellow

2002-2003 Graduate Opportunity Program Dissertation Fellowship

Dec. 2001 Distinction, doctoral qualifying examination

2000-2001 U.C. Berkeley Mentored Research Award

2000-2001 Spencer Foundation Research Training Fellowship

1999-2001 Louise Patterson Award for Academic Achievement

1998-2000 Graduate Opportunity Program Pre-Doctoral Fellowship

1997-1998 Facing History and Ourselves Fellow for Northern California

Sumr.1997 National Endowment for Humanities Teaching Fellow

1994-1995 Diane A. Rottenberg Davis Memorial Endowment Prize for Excellence in Education

### **Professional Experience**

Executive Director: The Black Teacher Project (April 2016-present)

- Design and implement program to support Black teachers
- Develop organizational structures and funding
- Organize and implement research regarding Black teachers

Independent Educational Equity Consultant and Facilitator: Various Clients (San Francisco Bay Area, New York City and Washington D.C.) June 2008-present

- Design and facilitate custom equity-based professional development for urban schools and community based organizations who work with youth
- Clients include: The Posse Foundation, iMentor, Urban Teaching Corps

Faculty Fellow: In  
Lecturer:

University of California at Berkeley (Spring 2013, 2014)

- Designed and taught a graduate course entitled “Urban Education”

University of Massachusetts at Boston (Summer 2012-present)

- Designed and taught a graduate course entitled “Issues in Anti-Racist and Multicultural Education”

National Training Specialist: The Posse Foundation National Office (*New York, NY*) (*April 2009-January 2012*)

- Support the understanding of the organizational program, mission, values and goals in our seven sites across the nation
- Support local trainers and program directors in their work with scholars by modifying curriculum, modeling facilitation and giving timely and substantive feedback on a regular basis

School Coach: Bay Area Coalition for Equitable Schools (*Oakland, CA*) (*October, 2003- August, 2007*)

- Served as a school coach in five Oakland public schools.
- Supported principals, teachers and parents to identify priority outcomes, develop and implement strategic plans to meet those outcomes
- Planned and facilitated small group and whole-school professional development sessions with diverse school populations in service of identified outcomes
- Areas of focus include Instructional Leadership, Facilitative Leadership, Cultural Competence, Data Based Inquiry and School Design

Supervisor to Student Teachers: Mills College (*Oakland, CA*) (*August, 2003- January, 2004*)

Consultant: Los Medanos College (*Pittsburg, CA*) (*Summer 2003*)

Used data based inquiry to develop an organizational action plan for the Extended Opportunity Program which supports underrepresented community college students

Researcher & Professional Developer: Diversity Project, U.C. Berkeley (*Berkeley, CA*) (*October 1998 – May 2002*) *Pedro Noguera, and Jabari Mahiri Principal Investigators*

- Worked with teachers, parents, students and other researchers to use data to identify the factors that contributed to the racialized achievement gap in an urban school

- Led teachers to change the structure and culture in their classrooms to increase student achievement and race relations

Researcher: Bay Area School Reform Collaborative (*San Francisco, CA*) (*May 2000-August 2000*)

- Gathered data and drafted briefs about equity in education

Graduate Student Instructor: U.C. Berkeley School of Education (*Fall 2000*)

Social Studies & English Teacher: Berkeley High School (*Berkeley, CA*) (*Summer 2002, 1999*)

Social Studies Department Chair; Teacher; Coach; Advisor: Thurgood Marshall Academic H.S. (*San Francisco, CA*) (*August 1995— July 1998*)

- Founded Girl's Varsity Softball)
- Founded Drama Club

### **Select Publications**

McCready, L and Mosely, M., (2014). “Making Space for Black, Queer Teachers: Pedagogic Possibilities for the Transformation of Teacher Education” in Sealey-Ruiz, Y., Lewis, C.W., Toldson, I.A. *Teacher Education and Black Communities: Implications for Equity, Access, and Achievement*. Information Age Publishing.

Mosely, P. (2006). “Changing Teacher Practice and Student Outcomes”. In P. Noguera and J. Wing, (Eds.). *Unfinished Business*. Jossey Bass: CA.

Gregory, A., and Mosely, P., (2004). The Discipline gap: Teachers’ views on the overrepresentation of African American students in the discipline system. Equity and Excellence in Education V. 37, issue 1, 18-30.

### **Select Workshops, Presentations & Interviews**

#### **Equity & Education**

PBS Newshour- (2016, June 15). Retrieved January 31, 2017, from <http://www.pbs.org/newshour/bb/the-daunting-struggle-to-diversify-elite-public-high-schools/>

OZY T.V. (n.d.). Retrieved January 31, 2017, from <http://www.ozy.com/pov/the-aftermath-vii-dont-just-complain-organize/75127>

Presentation at 4th Annual New Leaf Conference Liberating Minds...Liberating Society, “Are we too Black for Brown?: The impact of Brown vs. Board of Education on Black student and teacher achievement” Los Medanos College, Pittsburg, CA November, 2006

Presentation at the African American Studies Conference “Saviors and Scapegoats: Meeting the Social and Academic Needs of Black Students in an Achievement Gap”, Macalester College. Minneapolis, MN February, 2004

Presentation at the American Education Research Association Annual Conference “The Discipline Gap: Teachers and the Overrepresentation of African American Students in the Discipline System” Seattle, WA April, 2001

Presentation at Children Culture and Violence Conference, “Unseen Violence, a Case Study of an Urban High School and Normalization of Race/Class Inequalities,” Teachers College, New York October, 1999

### **Teaching, Coaching & Equity**

Presentation at Coalition of Essential Schools Fall Forum “The Courage to Interrupt: Engaging in a Process to Examine and Eliminate Racially Inappropriate Curriculum in an Urban Multicultural School” San Francisco, CA November 2013

Presentation at Coalition of Essential Schools Fall Forum “Moving From Talk to Action: Working Across Difference to Implement a Focus on Racial Equity in an Urban School” San Francisco, CA November 2013

Professional Development Session “Navigating Difficult Conversations” for Cesar Chavez High School Capitol Hill, Washington, D.C. August 2010

Professional Development Sessions “Becoming a more equitable educator” for AIM High, Oakland & San Francisco CA June, 2007 & 2008

Presentation in Urban Education course “A framework for Urban Teacher Education” U.C. Berkeley May, 2006

Presentation at the Urban Education Expo, “Leading Through Coaching for Educational Equity” Miami, FL November, 2004

Lecture in English Education course "Gender and the Teaching of English" U.C. Berkeley November, 2001

Lecture in Education course “Working Towards Equity in Multiracial Schools” U.C. Berkeley October, 2001

### **Comedy & Education Performance**

Presentation “Things They Didn’t Teach You In Ed School: A Comedic Look At Race and Graduate Education” American Education Research Association Annual Conference Philadelphia PA April, 2014

Performance & Presentation “Who Is She and What Is She To You?: Examining Identity & Community” Hampshire College Amherst, MA August, 2008-2013

Performance & Presentation “Perspectives On Humor” & “Comedians At Work” at the annual Tillie K. Lubin Women's and Gender Studies Symposium Brandeis University Waltham, MA February, 2008

### **Related Experience**

Comedian/Actress/Playwright: *(National) (September 1991-present)*

Write and perform comedic and dramatic work in films, theaters, comedy clubs and schools

Board Member : FIERCE *(NY,NY) (2010-2016)*

- Provide fiscal and mission related oversight to a LGBTQ youth of color organizing group. [www.fiercenyc.org](http://www.fiercenyc.org)

Advisory Board Member: McClymonds Youth and Family Center (Oakland, CA) (April 2006-2007)

Trainer: Harm Reduction Coalition (National) *(April 2002-October 2004)*

Delivered workshops to health workers regarding reducing drug related harm in individuals and communities

Math Teacher: Asian Neighborhood Design *(San Francisco, CA) (August 1998 – August 2002)*

Designed curriculum and taught Math in a Job Training Program

Member: Committee on Social Studies Standards San Francisco Unified School District *(San Francisco, CA) (June 1996—June 1997)*



## **Ben Schwendener**

### Teaching

- Professor / Facilitator CCT UMass Boston
- Jazz Faculty, New England Conservatory,
- Faculty, Longy School of Music of Bard College

### Education

Bachelor of Music (Jazz Composition) '86 New England Conservatory

### Areas of Expertise

Composition, creativity, Dialogue-based education, Project-based learning, Collaboration and cultural exchange.

### Biography

Ben Schwendener is a composer and pianist who sustains a unique voice in contemporary creative music and is a leading authority on George Russell's Lydian Chromatic Concept of Tonal Organization, which he assisted Russell in teaching at the New England Conservatory from 1986 to 2004. After Russell's retirement, he has continued to teach the LCC at NEC to this day. He was (from 1986 on) an editorial assistant to the late George Russell, and is a certified teacher (and while Russell was alive, of teachers) of the Lydian Chromatic Concept, and has given lectures, workshops and seminars at Universities around the USA and at institutions around the world. Schwendener has helped to establish a new direction in natural pedagogy and dialogue-based arts education, establishing Organic Music Theory and Universal Musical Elements as primary creative sources.

A father to three children and living in Boston with his wife Shari Repasz, Schwendener is on the faculty at the New England Conservatory and the Longy School of Music of Bard College. He has also designed classes for non-musicians, based on the inter-discipline correspondences of Organic Music Theory, which he has taught since 2000 for the Creative and Critical Thinking Department in the Graduate College of Education at UMass Boston.

He has created music for small and large ensembles, dance companies, film, video and art installations, written volumes of piano music for children of all ages, released many recordings and performs frequently with ensembles and on solo piano throughout the U.S., Europe and Japan.

Swendener founded and directs Gravity Arts, Inc., a nonprofit organization providing customized educational services and products for individuals, groups and corporations. Most recent projects are collaborations with Swiss choreographer Angelo Dello Iacono since 2012. The Mobile Trio and Iacono's dance company ADN Dialect have created the international cultural exchange project No Plan B, an experimental jazz scenic event and most recently Zeitzone.

# *curriculum vitae*

# Jeremy Szteiter

Based in Boston, MA, US  
(617) 942-3580  
szteiter@gmail.com

## **SUMMARY**

Educator with 20 years of experience in teaching, training, facilitation, curriculum and instructional design, and educational program management with focus on supporting best practices of teachers and learners in both formal and community education environments. Commitment to developing skills and dispositions of critical thinking and critical reflection as a basis for advancements in social justice, global sustainability, and lifelong learning culture. Experience with an interdisciplinary approach to education that integrates fields of critical and creative thinking, reflective practice, transformative learning, organizational development, psychology, participatory theater, activist and popular education pedagogy, and instructional technology.

## **EXPERIENCE**

### Assistant Director, Critical and Creative Thinking Graduate Program

*University of Massachusetts Boston (Boston, MA)*

*2011-present*

Teach graduate courses, and work with Graduate Program Director to manage all aspects of an interdisciplinary graduate program (MA and Graduate Certificate) serving diverse mid-career professionals seeking to develop substantial change across a variety of settings by applying reflective practice and critical and creative thinking in their workplaces and other diverse projects. Includes advising students, supporting all online and adjunct faculty to develop high-quality teaching and learning experiences, designing revising curriculum based on current research, facilitating workshops and student writing groups, improving administrative procedures, organizing events, and promoting program offerings.

### Contract Instructional Designer

*Excelsior College (Needham, MA)*

*2009-13*

Worked with Excelsior College in leading instructional design projects for internal and external university partners; collaborated with subject-matter experts and instructors to develop and launch new courses and integrate principles of critical thinking into curriculum and teaching practice, and oversaw the implementation of pedagogical best practices. Lead designer for the following graduate-level courses: Organizational Leadership (*Wheelock College*), Higher Education CIO Institute (*Excelsior College*), Critical Thinking for Nurses: Reducing Pressure Ulcers Among Vulnerable Populations (*Excelsior College*), Criminal Procedure (*University of New Haven*).

### Adjunct Instructor and Assistant Coordinator, Critical and Creative Thinking Graduate Program

*University of Massachusetts Boston (Boston, MA)*

*2009-11*

Supported the students and faculty of the Critical and Creative Thinking graduate program through teaching assistance, developing the CCT Network workshop series for students and alumni, leading marketing initiatives, and teaching graduate courses.

### Technology Program Coordinator

*Hattie B. Cooper Community Center (Roxbury, MA)*

*2007-11*

Administered, developed programming, and taught courses to students ages 3-14 in a non-profit youth-based community center focused on reducing risk of gang involvement. Courses and education programs integrated computer skills, 21<sup>st</sup> century skills, and an emphasis on critical thinking around the use of digital technologies, approaches to academic work, and decision-making around life choices.

### Part-time Instructor, Click to Connect Project

*Dana Farber Cancer Institute (Boston, MA)*

*2007-10*

Developed and taught courses to low-income adults to develop computer literacy, critical thinking, and online research competency to support improved choices related to personal health care.

### Manager of Technology Education

*United South End Settlements (Boston, MA)*

*2004-07*

Managed all aspects of STEM education in an adult basic education program within a neighborhood-oriented, non-profit, human services agency. Served 500+ clients each year through classes, workshops, and other learning experiences around science and technology education. Administered all aspects of the Timothy Smith Network grant.

### Senior Instructor / Course Developer

*Gensym Corporation (Burlington, MA)*

*1999-03*

Performed training through intensive workshops, designed instructional materials, developed software applications, and consulted on projects related to Gensym's expert system and neural network software products, serving national and international clients seeking to use these systems for improving large-scale operations.

### Product Coordinator

*Internet Securities, Inc. (Boston, MA and Pittsburgh, PA)*

*1996-99*

Performed training and managed monthly product releases of a web-based financial information service focused on supporting investment in emerging market countries in Europe, Asia, the Middle East, and South America.

## **EDUCATION**

M.A. in Critical and Creative Thinking, University of Massachusetts at Boston *2006-09*

Focus on applications of critical and creative thinking to teaching and learning in community education and lifelong learning initiatives, including teaching and learning in nonformal settings.

B.S. in Cognitive Science, Carnegie Mellon University (*Pittsburgh, PA*) *1992-96*

Focus on applications to learning through greater understanding of reasoning processes, memory, and knowledge representation.

## **TEACHING – GRADUATE COURSES (UMass Boston)**

*2009-present*

- Critical Thinking
- Holistic and Transformative Teaching
- Reflective Practice
- Creativity and Criticism in Literature & the Arts

- Creative Thinking, Collaboration, and Organizational Change
- Criticism & Creativity in Literature & the Arts
- Thinking, Learning, and Computers
- Processes of Research and Engagement
- Action Research for Educational, Professional, and Personal Change
- Synthesis of Theory and Practice
- Collaborative Exploration: What Counts as Transformative Learning?: Reflecting on Personal Experience in Our Learning, Teaching, and Lives (*April 2015*)
- Collaborative Exploration: Using Critical Thinking as a Tool for Empathy in a Polarized Culture (*October 2014*)
- Osher Lifelong Learning Institute course instructor: Critical Thinking in Everyday Life, Exploring Philosophy through Story, Social Change Explorers Workshop, Teaching What You Love (*2011-present*). OLLI is a community-oriented program within UMass Boston that offers non-degree courses to individuals ages 50 years and above seeking professional and personal enrichment around a wide variety of subjects and interests.

## **SELECTED PUBLICATIONS**

- Taylor, Peter; Sullivan, Felicia; and Szteiter, Jeremy, "Slow EdTech: Pedagogical principles, collaborative explorations, and persistent challenges" (2014). Working Papers in Critical, Creative and Reflective Practice.
- Szteiter, J (2014). Toward Authentic Peer Support around Writing in a Graduate Course on Creative Thinking, Collaboration, and Organizational Change, unpublished manuscript.
- Taylor, P. & Szteiter, J. (2012). Taking Yourself Seriously: Processes of Research and Engagement. Arlington: The Pumping Station.
- Szteiter, J. (2009). Exploring The Teaching Mind: Extending Participation in Lifelong Learning through Engagement with a Supportive Community (Master's Dissertation)

## **SELECTED WORKSHOPS AND PRESENTATIONS GIVEN**

- Presenter, University of Massachusetts Boston Teaching, Learning & Technology Conference; session on Developing Our Teaching Practices as Non-tenure track (NTT) Faculty, *2017*
- Facilitator, Social Justice/Action Development Retreat, Church of Our Savior, Arlington, MA, *2017*;
- Facilitator, U.S. Department of State International Information Program, U.S. Embassy, Amman, Jordan, *2015*; presented multiple workshops and training to teachers, department of education representatives, and others around the topic of integrating critical thinking into teacher practice and curriculum
- Facilitator, Mass Bay Community College, Critical Thinking Workshop, *2013*  
Workshop for faculty on "*Designing Classroom Interactions to Foster Critical Thinking across Disciplines*"
- Facilitator, Brenau University Faculty Development Week, *2013*  
Presentations to faculty on "*Critical Thinking in Everyday Life*"; Workshop for faculty on "*Believing, Doubting, Dialogue, and Feedback: Making Space for Critical Thinking as Faculty Interact with Students and Colleagues*"
- Presenter/co-presenter, University of Massachusetts Boston conference on Teaching, Learning, & Technology "Collaborative Explorations: Moderate-size open online collaborative learning", *2014*; "MOOCs and Collaborative Learning", *2013*; "Five-phase Format for Reflection and Discussion", *2012*

- Presenter, University of Massachusetts Boston Social Media workshop, *2011*  
“Beyond Profiles: Mindful Choices and Risk in the Development of Digital Identity”

## **OTHER PROFESSIONAL DEVELOPMENT**

- Social Therapeutics: A Performatory, Practical-Critical Approach to Human and Community Development and Learning (East Side Institute spring course), participant, *2017*
- Spring 2017 Teaching Seminar for Non-tenure Faculty (UMass Boston Center for Innovative Teaching), participant, *2017*
- New England Workshop for Science and Social Change participant, *2012-present*
- International Transformative Learning Conference: Spaces of Transformation and Transformation of Space, participant *2014*
- Interdisciplinary Seminar in Humanities and Sciences, participant, *2012-15*
- The Work That Reconnects Workshop participant, *2014*
- Slow Living Summit participant, *2013-14*
- True Story Theater training program, *2012*
- Organizational Development Learning Group, member, *2004-2009*
- Toastmasters International, member, *2001-09*
- Improv Asylum training program, graduate, *2006*

## **SERVICE AND ACTIVITIES**

- BUILD Boston, youth mentor, *2011–present* (*partnership with local public high schools to develop critical thinking and college readiness through entrepreneurial student projects for at-risk students*)
- Community Trainer for the 99% Spring initiative on Non-Violent Direct Action, *2012*
- CCT Network, coordinator, *2008–present*
- Jamaica Plain Forum, education volunteer, *2012-14*
- Improv theater performance troupe, *2006-07*
- Cambridge Center for Adult Education, Intern, *2003-04*
- Cambridge Family and Children's Services, At-Risk Youth Mentor, *2001-02*
- YMCA Training, Inc., Job Skills Trainer, *1998-99*
- Cambridge Community Television, Open Computer Lab Tutor, *1997-99*

## **RECOGNITION**

- UMass Boston Chancellor's Achievement Award for Professional Staff (*finalist*), *2014*
- UMass Boston Beacon Student Organization Award (*co-winner*, for leadership of the CCT Forum), *2009*
- UMass Boston, Critical and Creative Thinking Award for Personal and Professional Development (*winner*), *2009*
- Outstanding Participant in the International Collaboration Cohort Program in Creativity Studies, partnership between UMass Boston and University of Exeter (UK), *2008*

## **CURRICULUM VITAE**

**Peter John Taylor**

Professor, College of Education and Human Development  
Director, Graduate Program in Critical & Creative Thinking  
Director, Program on Science, Technology & Values  
University of Massachusetts, Boston, MA 02125, USA

617-287-7636 (o); 7656 (fax); Email: peter.taylor@umb.edu  
WWW Site: <http://www.faculty.umb.edu/pjt>

## **AREAS OF RESEARCH AND TEACHING**

Critical Thinking and Reflective Practice, especially about  
Innovation in Teaching, Group Process, and Interdisciplinary Collaboration  
Social Analysis of Ecological Change  
Social Epidemiology and Human Life-course Development  
Science in its Social Context

## **EDUCATION**

Ph.D., Organismic & Evolutionary Biology, Harvard University, 1985  
Dissertation: "Construction and turnover in multispecies communities: A critique of approaches to ecological complexity"

B.Sc.(Hons.), Monash University, Australia, 1975  
Majors in Biomathematics and Zoology

## **POSITIONS HELD**

Graduate Program Director/Coordinator/Faculty Advisor, Program in Critical & Creative Thinking, University of Massachusetts Boston, 1999-2004, 2007-; Coordinator of Science in a Changing World track, 2009-

Professor, 2006-; Associate Professor, 2002-6; Assistant Professor, 1998-2002, University of Massachusetts Boston

Visiting Professor, School of Forestry and Environmental Studies, Yale University, 2003

Adjunct Professor, Department of Environmental, Coastal and Ocean Sciences, 2002-4

Eugene Lang Visiting Professor for Social Change, Swarthmore College, 1997-98

Rockefeller Fellow, Rutgers University, Center for the Critical Analysis of Contemporary Culture, 1996-97

Assistant Professor, Cornell University, Program on Science, Technology & Society 1990-91; Department of Science & Technology Studies, 1991-97

Research Collaborator, Grupo de Estudios sobre Instituciones Agrarias y Recursos Ambientales, Departamento de Economía, Centro de Investigación y Docencia Económicas, Mexico, 1992-97

Visiting Professor, Centro de Investigación y Docencia Económicas and Centro de Ecología, U.N.A.M., Mexico, 1992, 1993

Senior Ecologist, Biosystems Analysis, Tiburon, CA, 1989-90

Wantrup Fellow in Natural Resource Economics, University of California, Berkeley, 1987-89

Guest Lecturer, University of Helsinki & Academy of Finland, 1988

Research Associate, Museum of Comparative Zoology, Harvard University, 1985-87

Faculty, New School for Social Research, Lang College Science, Technology and Power Program, 1986-87

Teaching faculty, Harvard University Summer School, 1986-87

Mellon Fellow, Science, Technology & Society, M.I.T., 1985-86

Teaching fellow and tutor, Harvard University, Biology, History of Science and the Core Curriculum, 1981-85

Summer Research Associate, Environmental Sciences Division, Oak Ridge National Laboratory, Tennessee, 1984

Course development consultant, Royal Melbourne Institute of Technology, Australia, Socio-environmental assessment program, 1982

Marine Ecosystems Research Group, Harvard School of Public Health, 1980-82

Graduate Research Assistant, Institute of Applied Economic and Social Research, University of Melbourne, Australia, 1978-79

Senior Research Assistant, Agriculture Dept., University of Queensland, 1976-77

Tutor, Monash University, Australia, Statistics, 1975

## TEACHING EXPERIENCE

### *University of Massachusetts, Boston*

Thinking, Learning and Computers

Processes of Research and Engagement (formerly, Practicum)

Critical Thinking

Science-in-society [Seminar in Critical Thinking]

Action Research for Educational, Professional, and Personal Change (formerly, Evaluation of Educational Change)

Synthesis of Theory and Practice

Computers, Technology and Education

Environment, Science, and Society [Critical and Creative Thinking in Science and Technology]

Making Sense of Numbers [Seminar in Critical Thinking]

Biology in Society: Critical Thinking

Politics and the Environment

Scientific and Political Change (formerly, Science, Technology and Public Policy)

Epidemiological Thinking and Population Health (formerly, Pathways of Disease and Development: Epidemiological Thinking for Non-Specialists)

Reflective Practice

Gender, Race, and the Complexities of Science and Technology

Creative Thinking, Collaboration, and Organizational Change

Creative Thinking

Cognitive Psychology

Design for Living Complexities

Changing Life: Reading the Intersections of Gender, Race, Biology, and Literature

*Cornell University*

Biology and Society: The Social Construction of Life  
Social Analysis of Ecological Change  
Investigative Research on the Social Impact of Science  
Statistical Analysis for the Life Sciences  
Science and Social Theory (Themes: Structure & agency; Changing ideas of nature)  
Ecology and Social Change (Freshman writing seminar)  
Visualizing the Dynamics of Science

Graduate student committees and independent studies in History & Philosophy of Science & Technology, Science & Technology Studies, Development Sociology, Professional Studies, City and Regional Planning, Natural Resources

Faculty Mentor for Graduate student teaching freshman writing seminars, 1992-96.

*Other courses taught at other Institutions:*

Ecologists as social critics  
Interpreting Nature and Society in the Twentieth Century  
Social Constructions of Nature  
Making sense of measurement: A critical introduction to statistics  
Evolution: Synthesis and controversy in biology  
Critical Scholarship and Practice in Conservation and Development

**GRANTS, FELLOWSHIPS & AWARDS**

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

Fulbright Scholar, Portugal, 2012

Office of International Transnational Affairs, University of Massachusetts, Boston, Faculty Study Abroad Grant, 2011

Visiting Fellowship, Konrad Lorenz Institute for Evolution and Cognition Research, Altenberg, Austria, 2008 & 2010

Chancellor's Award for Distinguished Teaching, University of Massachusetts, Boston, 2009

NSF Grant, "The Implications of Heterogeneity for the Philosophy, History, Sociology, and Science of Biological Determinism" (PI, \$17,755), 2006-9

NSF Grant, "Ecological Research and the Complexities of Participation in Social and Environmental Change" (PI, \$14,400), 2005-9

NSF Grant, "New England Workshop on Science and Social Change" (PI, \$6,000), 2004-5

NSF Grant, "Genes, Gestation, and Life Experiences: A Critical Comparison of Concepts and Methods Used in Analyses of Biosocial Development" (PI, \$71,670), 2003-5

Visiting Scholar, Pembroke Center for Teaching and Research on Women, Brown University, 2002-03.

Instructional Technology Center, Senior Fellowship, University of Massachusetts Boston, 2002.

Public Service grant, University of Massachusetts Boston, 2001.

Healy grant for Proposal Development, University of Massachusetts Boston, 2000.



Faculty Seminar Participant, Center for Improvement of Teaching, University of Massachusetts Boston, 1999.

STEMTEC grant for Science in Society workshops, 1999.

Visiting Fellowship, Agrarian Studies Program, Yale University, 1998 (declined)

Rockefeller Fellowship, Center for Critical Analysis of Contemporary Culture, Rutgers University, 1996

American Council of Learned Societies, International Travel Award, 1995

Summer travel grants, Cornell International Institute for Food Agriculture and Development, 1992, 1993

Hewlett Fund, Cornell Center for Environmental Research, Seed Grant for Program on Social Analysis of Environmental Change, 1990

Visiting Lectureship, Academy of Finland, 1988

Wantrup Fellowship, University of California, Berkeley, 1987, 1988

National Research Council nominee to the 8th International Congress for Logic, Methodology & Philosophy of Science

Mellon Fellowship, Science, Technology & Society Program, M.I.T, 1985

Harvard University Committee on Undergraduate Education, Certificate of Distinction in Teaching, 1985

Summer Research Fellowship, Oak Ridge National Laboratory, 1984

## PROFESSIONAL ACTIVITIES

### **University of Massachusetts, Boston:**

Critical & Creative Thinking Program, Graduate Program Director/Coordinator, 1999-2004, 2007-  
Admissions Committee, 1998-2005; 2009-  
Coordinator, "Science in a Changing World" track, 2009-  
Organizer of "Critical and Creative Thinking in the Workplace" Workshops/Course, 2001  
Organizer of "Critical and Creative Thinking in Practice" Forum and Workshops, 1999-2004  
Co-organizer of "Critical and Creative Thinking Network" monthly events and online social network,  
2007-  
Search Committee for staff and faculty positions, 2009, 2014  
Editor, Working Papers in Critical, Creative, and Reflective Practice, and in Science in a Changing  
World  
Curriculum & Instruction Department, (Co-)coordinator/director, Learning, Teaching and Educational  
Transformation (non-licensure) M.Ed. track, 2008-12  
Departmental Curriculum Committee, Co-chair, 2007-8  
Chair 2006-7, Associate Chair 2007  
Executive Committee 2005-6  
Personnel Review Committees, 2005- (incl. Chair 2005, 08-10, 14, 15)  
Search Committee for faculty positions, 2001, 2004, 2005-6, 2010-11  
Departmental Annual Faculty Review Sub-Committee, Chair 1999-2000, 2013-14; Member 1999-  
2000, 2007-8  
Organizer, Brown bag series, 2008  
College of Education and Human Development (formerly: Graduate College of Education)  
Promotion Review Committee, External member, 2013  
College Personnel Committee, 2002-4, 08-10, 12-13; Chair 2003; Co/chair 2008-10

Academic Affairs & Curriculum Committee, Chair 2000-2, 2005-6  
MEET Educational Technology Fellow, 2001-2  
Dean's Task Force on Educational Technology, 2000-2

College of Advancing and Professional Studies  
Steering Committee, 2013-15  
College Personnel Committee, chair, 2014-  
Curriculum Committee, 2013-2015

University  
SSRC grant on "Transdisciplinary research," Proposal review committee member, 2017  
Public Policy Ph. D. Program, Associate member, 2004-; Academic Affairs Committee, 2008-11;  
12-16; Admissions Committee, 2017  
Strategic Plan Implementation committee on Quality of Graduate Programs, 2016  
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  
Selection Committee, Assistant Dean, Graduate Studies and Admissions, 2013  
Selection Committee, Chancellor's Award for Distinguished Teaching, Chair 2010  
Science, Technology, and Values Program, Advisory Board, 1998-; Assistant to Director, 2002-3;  
Director, 2004-  
Inter-college faculty Seminar in Humanities and Sciences (semester-long thematic seminars),  
Organizer, 2003-  
Faculty Council, Budget and Planning Committee, 2009-10  
Environmental Studies program, Advisory Board, 2004-8 (co-chair, 2006-7)  
Environmental Council, 2002-4  
Chancellor's Committee on Sustainability, Chair, Sub-committee on "Infusing Sustainability into the  
Curriculum," 2002-5; Co-organizer, Faculty development workshops, 2003.  
Provost's Task Force on Environmental Affairs, 2000  
Co-chair of site-visit and proposal group that secured Ford Foundation funding for a New England  
Center for Inclusive Teaching (NECIT), 2002  
Committee to establish General Science Degree, 1999  
Committee to establish M.Ed. in Science & Math. Teaching, 1998-99  
Organizer/leader of workshops, "Science-in-Society, Society-in-science," "Helping Each Other to  
Foster Critical Thinking about Biology and Society," "New Directions in Science Education,"  
"Helping Each Other to Foster Critical Thinking about Environment, Science, and Society,"  
1998-2002

**Beyond the Campus:**

Organizer, New England Workshop on Science and Social Change, 2003-; Workshops on "Complexities of  
environment and development in the Age of DNA," 2004; "How complexities of the social  
environment shape the ways that society makes use of knowledge about 'genetic' conditions,"  
2005, "Ecological restoration as social reconstruction," 2006; "Collaborative generation of  
environmental knowledge and inquiry," 2007; "Science-in-society: Teaching and engaging across  
boundaries," 2008; "Heterogeneity and Development: Methods and Perspectives from Sciences  
and Science Studies," 2009; "Where social theory meets critical engagement with the production  
of scientific knowledge," and "Problem- and case-based learning about biology-in-society," 2010;  
"Open Spaces for Changing Science and Society," 2011; "Open Spaces for Scientific and Social  
Change II: Support for Translation," 2012; "Scaffolding Scientific and Social Change," 2013;  
"Changing Life in Times of Crisis," 2014; "Fostering Critical Thinking and Reflective Practice in  
Times of Crisis," 2015; "Impossible to Simply Continue Along Previous Lines: Changing Life in  
Times of Crisis," 2016 & 2017; "Intersecting Processes," and "Making Spaces for Connecting,  
Probing, Reflecting, Creating" 2017

- External Review panels: Member, State of Connecticut Reaccreditation for The Graduate Institute, April 2017; Chair, Proposal for M.A. degree in Critical and Creative Thinking, University of Nebraska, November 2014.
- Workshop designer and facilitator, "Design for Living Complexities," RMIT and Macquarie Universities, Australia, October 2016, "Making Sense of our 4S Experiences: An hour for Connecting and Reflecting Together," Society for Social Studies of Science, September 2016, "Collaborative Reflection & Prospect Formation in the area of critical & creative thinking," UMass Boston, July 2014; "What is a studio or what could it be," RMIT University, Australia, August 2013; "Design for Living Complexities: Bringing critical thinking into design practice," University of Wollongong, Australia, August 2013; "6-minute MOOC," UMassBoston Center for Innovative Teaching Conference, May 2013 (with J. Szteiter & F. Sullivan); "Creativity and Innovation in Epidemiologic Research," American College of Epidemiology, Chicago, September 2012; Cancer Care Ontario, January 2013; "Biology in Society: Critical thinking and refractive practice" at IBMC in Porto, Portugal; "Troubled by Heterogeneity?" University of Coimbra, Portugal, November 2012; "Collaborative production of knowledge: Health, environment, and publics," University of Coimbra, Portugal, May 2011.
- "Ethics of participatory processes," Discussion group facilitator, Cary Conference on "Linking Ecology and Ethics for a Changing World: Values, Philosophy, and Action," Millbrook, NY, May 2011.
- "When the Social, not the Medium, is the Message: A Workshop on Community-building and Research Collaboration in Virtual Spaces," Workshop co-organizer, University of Massachusetts Boston, April 2011
- "Changing Research, Teaching and Society," Workshop facilitator, University of Wollongong, Australia, February 2011.
- Workshop Participant to develop a Research Collaborative Network in Undergraduate Biology Education, Emory University, May 2010
- Visiting Theorist, Center for Drug Use and HIV Research, National Development and Research Institutes, New York, January 2009
- "Democracy and its Critics," short course, American Political Science Association, Boston, August 2008, guest facilitator
- Advisory Board, UMass Lowell Center for Sustainable Production, 2006; Invited participant in Faculty seminar on "Responsible Development of Emerging Technologies," 2008.
- External Evaluating Committee for "Management of Ecosystems and Human Development" Megaproject of UNAM (National Autonomous University of Mexico), 2005-7
- Handbook of Ecological Concepts, Invited international workshop participant, 2002, 2006; Editorial Board
- External doctoral examiner, University of Newcastle, Australia, 2004
- Workshop leader & consultant, Global Perspectives Curriculum Development Project, Mt. Mary College, 2004.
- Invited Facilitator/Participant, Middle East Environmental Futures Project, Brown University, July 2003
- Pembroke Center Seminar on Theories of Embodiment, Brown University: Workshop leader, December 2002

Society for Social Studies of Science: Organizer of sessions "Heterogeneity and heritability: Responses from sociology, philosophy, and history of science" 2006; "Representing and engaging with unruly processes" 2005; "Interpreting research on the complexity of changing disease patterns," 2004; "Social interactions in the production of epidemiology," 2002; "Ecological politics as cultural discourse," 1998.

External reviewer, Centre for Social Studies at the University of Coimbra, Portugal, 2002

Massachusetts Board of Higher Education and the Dwight D. Eisenhower Professional Development Program in the South River/South Coastal Watershed, Co-PI 2000-1 and Workshop leader, November 2000, May 2001.

International Society for History, Philosophy and Social Studies of Biology:

Past-President, 1997-99

Education Committee, Chair, 1997-2001; Member 2001-5

Marjorie Grene Prize Committee, Chair, 2005-7; Member; 2007-9

Operations Committee, 2009-13

Organizer or co-organizer of sessions: "Genes, Gestation, and Life Experiences: Perspectives on the Social Environment in the Age of DNA" in 1999; "Teaching History, Philosophy, and Social Studies of Biology" pre-conference workshop in 2001; "Knowing, Interpreting and Engaging with New and Old Biocomplexities" in 2005.

Association for Supervision and Curriculum Development, Panel Member, "Teaching Thinking: Looking Backwards, Looking Forwards," March 2001; Teaching for Thinking Network Board member 2001-4.

NSF Workshop on a Research Agenda for Linking Ecological and Economic Systems, Tempe, Invited Participant, June 2000.

University of Tampere, Finland, International Collaborator, "How does nature speak?" project, 1996-; Workshop facilitator, 2000.

Local Knowledge and Global Consequences Workshop, Harvard School of Government, Invited Commentator, April 2000.

National Center for Ecological Analysis and Synthesis, Workshop on "Rethinking the Human-Nature Boundary," Invited participant, March 2000.

BioQuest workshop on Teaching College Biology, Invited Presenter and Participant, June 1999, 2002.

Massachusetts Board of Higher Education, Honors Faculty Development Workshop, Invited Workshop Leader, June 1999.

International Communication Association, Invited Commentator, Workshop on "Sense-Making: Methodology between the cracks," May 1999.

"Changing Life" (working group on fostering critical thinking about life and environmental sciences); Convenor, 1999

Centro Regional de Investigaciones Multidisciplinarias, U.N.A.M., México: Consultant and Commentator on development of doctoral program in "Society, Environment, and Sustainability," November 1998.

Swarthmore College: convenor of study group, "New biology: Old and new questions," 1997-98; organizer, international workshop, "How can we help each other with 'agency'?", April 1998.

Columbia University, member of University Seminar on "Ecology and Culture," 1997-98.

**Science as Culture**, editorial board, 1997-; guest co-editor for special edition on "Ecological science and Environmental Politics," 1997-98.

**Environment and History**, guest co-editor for special edition on "The politics of the conservation of nature, 1995-97.

**Social Text**, guest collaborating editor, special section of no. 42, on "Science studies," 1994-95.

**Biology and Philosophy**, guest editor of special issue on "Pictorial Representation in Biology," 1989-91

History of Science Society: Organizer of "Human ecologies: New perspectives" session at the 1993 meetings.

American Sociological Association, Section on Scientific Knowledge and Technology: Council Member 1993-96; Returning Officer 1994; Prize Committee 1994-95; Co-organizer of "Science, Technology, Work organization & Global restructuring" session, 1995.

Reviewer:

Acta Biotheoretica; American Journal of Psychiatry; American Naturalist; American Psychologist; Biology & Philosophy; Bioscience; Ecological Complexity; Ecological Economics; Ecological Modelling; Ecology; Environmental Humanities; Environment and History; Genetics & Epigenetics; Geoforum; Global Ecology & Biogeography; Journal of Integrative Environmental Sciences; Pedagogies: An International Journal; Philosophy, Theory, and Practice in Biology (formerly Philosophy and Theory in Biology); PLOS One; Psychosis; Public Understanding Of Science; Science; Science as Culture; Science Education; Science in Context; Science Studies; Science, Technology & Human Values; Social Epistemology; Social Studies of Science; Societies Without Borders; Society and Natural Resources; Subjectivity; Synthese; Theoretical Population Biology, Transactions of the Institute of British Geographers

Hackett Publishing; Harvard University Press; Routledge; Sage; SUNY Press; Brooks/Cole; MIT Press; University of Colorado Press; Columbia University Press

National Science Foundation; National Endowment for the Humanities

International Conference on System Sciences; Konrad Lorenz Institute; Medicine 2.0; The Netherlands Organisation of Health, Research and Development

Membership in Professional Societies:

International Society for History, Philosophy and Social Studies of Biology  
Society for Social Studies of Science

## PUBLICATIONS

(\* indicates primary author/editor other than PJT; # indicates equal joint authorship/ editorship)

### Books

Ann(ie) Blum in Our Lives. (editor) Arlington, MA: The Pumping Station, 2016.

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

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

Unruly Complexity: Ecology, Interpretation, Engagement. Chicago: University of Chicago Press, 2005.

Changing Life: Genomes, Ecologies, Bodies, Commodities. Minneapolis: University of Minnesota Press (ed. with S. Halfon & P. Edwards), 1997.

### Articles

- "From Complexity to Construction to Intersecting Processes: Puzzles for theoretical and social inquiry," **Ecological Complexity**, in press, <https://doi.org/10.1016/j.ecocom.2017.06.006>.
- "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(10): 90-101, 2018.
- "The genotype/phenotype distinction," *Stanford Encyclopedia of Philosophy* (with R. Lewontin), <https://plato.stanford.edu/entries/genotype-phenotype/>, 2017.
- "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, 2015.
- "Ecological Philosophy," *Oxford Bibliographies in Ecology* (<http://www.oxfordbibliographies.com/>), 2015.
- "A gene-free formulation of classical quantitative genetics used to examine results and interpretations under three standard assumptions," **Acta Biotheoretica**, 60(4): 357-378, 2012.
- "Cultivating Collaborators: Concepts and Questions Emerging Interactively From An Evolving, Interdisciplinary Workshop" (with S. Fifield and C. Young), **Science as Culture**, 20(1): 89-105, 2011.
- "Biology as Politics: The Direct and Indirect Effects of Lewontin and Levins (An essay review of Biology Under the Influence: Dialectical Essays on Ecology, Agriculture, and Health)," **Science as Culture**, 19(2): 241-253, 2010.
- "Three puzzles and eight gaps: What heritability studies and critical commentaries have not paid enough attention to," **Biology & Philosophy**, 25:1-31, 2010.
- "Why was Galton so concerned about 'regression to the mean'?—A contribution to interpreting and changing science and society" **DataCritica**, 2(2): 3-22, 2008 (<http://www.datacritica.info/ojs/index.php/datacritica/article/view/23/29>)
- "Nothing Reliable about Genes or Environment: New Perspectives on Analysis of Similarity Among Relatives in Light of the Possibility of Underlying Heterogeneity," **Studies in History and Philosophy of Biological and Biomedical Sciences**, 40(3): 210-220, 2009.
- "Infrastructure and Scaffolding: Interpretation and Change of Research Involving Human Genetic Information," **Science as Culture**, 18(4): 435-459, 2009.
- "The under-recognized implications of heterogeneity: Opportunities for fresh views on scientific, philosophical, and social debates about heritability," **History and Philosophy of the Life Sciences**, 30: 431-456, 2008.
- "The Unreliability of High Human Heritability Estimates and Small Shared Effects of Growing Up in the Same Family," **Biological Theory**, 2(4): 387-397, 2007.
- "Guidelines for ensuring that educational technologies are used only when there is significant pedagogical benefit," **International Journal of Arts and Sciences**, 2(1): 26-29, 2007.
- "Heritability and heterogeneity: The irrelevance of heritability in explaining differences between means for different human groups or generations," **Biological Theory**, 1(4): 392-401, 2006.
- "The analysis of variance is an analysis of causes (of a very circumscribed kind)," **International Journal of Epidemiology**, 35: 527-531, 2006.

- "Heritability and heterogeneity: The limited relevance of heritability in investigation of genetic and environmental factors," **Biological Theory**, 1(2): 150-164, 2006.
- "What can we do? -- Moving debates over genetic determinism and interactionism in new directions," **Science as Culture**, 13 (3): 331-355, 2004.
- "Situatedness and Problematic Boundaries: Conceptualizing Life's Complex Ecological Context," **Biology & Philosophy**, 16(4):521-532, 2001. (with Y. Haila)
- "The Philosophical dullness of classical ecology, and a Levinsian alternative," **Biology & Philosophy**, 16 (1), 93-102, 2001. (with Y. Haila\*)
- "Socio-ecological webs and sites of sociality: Levins' strategy of model building revisited," **Biology & Philosophy**, 15 (2), 197-210, 2000.
- "How does the commons become tragic? Simple models as complex socio-political constructions" **Science as Culture**, 7 (4), 449-464, 1998.
- "Natural Selection: A heavy hand in biological and social thought," **Science as Culture**, 7 (1), 5-32, 1998. Reprinted as "La selección natural: Un lastre sobre el pensamiento biológico y social," **Ludus Vitalis**, 7 (12), 27-55, 2000.
- "Building on construction: An exploration of heterogeneous constructionism, using an analogy from psychology and a sketch from socio-economic modelling" **Perspectives on Science**, 3(1), 66-98, 1995.
- "The social analysis of ecological change: From systems to intersecting processes" **Social Science Information**, 34: 5-30, 1995. (With R. García-Barrios) Also published, slightly modified, as "El análisis social del cambio ecológico, El medio ambiente: Una perspectiva económica social" pp. 67-93 in J. Jardon (ed.). *Recursos, Energía y Cambio Social*. Mexico: Plaza y Valdez Editores, 1995.
- "How do we know we have global environmental problems?: Science and the globalization of environmental discourse" **Geoforum**, 23: 405-416, 1992. (With F. Buttel)
- "Environmental sociology and global environmental change: A critical assessment" **Society and Natural Resources**, 5:211-230, 1992 (With F. Buttel\*) Revised version, pp. 228-255 in M. Redclift & T. Benton (eds.) *Social Theory and the Global Environment*, Routledge, 1994.
- "Ecosystems as circuits: Diagrams and the limits of physical analogies" **Biology & Philosophy**, 6:275-294, 1991. (With A. Blum)
- "Revising models and generating theory" **Oikos** 54:121-126, 1989.
- "Technocratic optimism, H.T. Odum and the partial transformation of ecological metaphor after World War 2" **J. Hist. Biol.** 21:213-244, 1988.
- "The construction and turnover of complex community models having Generalized Lotka-Volterra dynamics" **J. Theor. Biol.** 135:569-588, 1988.
- "Consistent Scaling and Parameter Choice for Linear and Generalized Lotka-Volterra Models Used in Community Ecology" **J. Theor. Biol.** 135:543-568, 1988.
- "Historical versus Selectionist Explanations in Evolutionary Theory" **Cladistics** 3: 1-13,1987.

"Dialectical Biology as Political Practice. An essay review of R. Levins & R. Lewontin The Dialectical Biologist" **Radical Science** 20: 81-111, 1986 (=L. Levidow (ed.) Science as Politics, Free Association Books)

### Book chapters

"The hidden complexity of simple models, or Why theorists of all kinds should be troubled by unmodeled variables having dynamical lives of their own," The Truth is the Whole, ed. T. Awerbach, Arlington MA: The Pumping Station, forthcoming.

"Changing Science in Heterogeneous Environments," for The Truth is the Whole, ed. T. Awerbach, Arlington MA: The Pumping Station, forthcoming.

"Nature and Nurture," in N. Castree, M. Hulme and J. Proctor (Eds.) The Companion to Environmental Studies. London: Routledge, forthcoming.

"Bringing All to the Table: From the Pumping Station to Project-Based Learning," pp. 427-439 in C. Winslow (Ed.) River of Fire: Commons, Crisis, and the Imagination. Arlington MA: The Pumping Station, 2016.

"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," eLS (Encyclopedia of Life Sciences). Chichester: Wiley, <http://www.els.net/> [DOI: 10.1002/9780470015902.a0003607.pub3. (Revised version of 2008 entry), 2015.

"Case study: Collaborative explorations," The Peeragogy Handbook, <http://peeragogy.org>, 2013.

"Conceptualizing the heterogeneity, embeddedness, and ongoing restructuring that make ecological complexity 'unruly'," pp. 87-95 in K. Jax and A. Schwarz (eds.), Revisiting ecology. Reflecting on concepts, advancing science. Berlin: Springer, 2011.

"Shifting boundaries: From management to engagement in complexities of ecosystems and social contexts," pp. 248-263 in A. Belgrano, C. Fowler (eds.), Ecosystem Based Management for Marine Fisheries: An Evolving Perspective. Cambridge: Cambridge University Press, 2011.

"Agency, structuredness, and the production of knowledge within intersecting processes," pp. 81-98 in M. Goldman, P. Nadasdy, and M. Turner (eds.), Knowing Nature: Conversations between Political Ecology and Science Studies, Chicago: University of Chicago Press, 2011.

"Developing Critical Thinking is Like a Journey," pp. 155-169 in G. F. Ollington (ed.) Teachers and Teaching Strategies, Problems and Innovations. Hauppauge, NY: Nova Science Publishers, 2008.

"Philosophy of Ecology," Encyclopedia of Life Sciences. Chichester: Wiley, 2008. (Revised version of 2001 entry with Y. Haila, published by Macmillan)

"Exploring themes about social agency through interpretation of diagrams of nature and society," pp. 235-260 in Y. Haila and C. Dyke (eds.) How Nature Speaks: The Dynamics of the Human Ecological Condition. Durham, NC: Duke University Press, 2006.

"'Whose trees/interpretations are these?' Bridging the divide between subjects and outsider-researchers," pp. 305-312 in R. Eglash, J. Croissant, G. DiChiro, R. Fouché (eds.), Appropriating Technology: Vernacular Science and Social Power. Minneapolis: University of Minnesota Press, 2004.

"A reconstrução da complexidade ecológica sem regras: ciência, interpretação e prática reflexiva crítica" [Reconstructing unruly ecological complexity: Science, interpretation, and critical, reflective



practice], pp. 529-551 in Conhecimento Prudente para Uma Vida Decente: Um Discurso sobre as Ciências Revisitado, ed. B. de Sousa Santos, Porto: Afrontamento 2003. Revised version pp. 295-314 in Cognitive Justice in a Global World: Prudent Knowledges for a Decent Life, ed. B. de Sousa Santos, Lanham, MD: Lexington Books, 2007.

"Gene-environment complexities: What is interesting to measure and to model?" pp. 233-253 in R. K. Singh and M. Uyenoyama (eds.) The Evolution of Population Biology: Modern Synthesis. Cambridge: Cambridge University Press, 2003.

"Non-standard lessons from the 'tragedy of the commons'," pp. 87-105 in M. Maniates (ed.) Encountering Global Environmental Politics: Teaching, Learning, and Empowering Knowledge. Boulder, CO: Rowman & Littlefield, 2003.

"Distributed agency within intersecting ecological, social, and scientific processes," pp. 313-332 in S. Oyama, P. Griffiths and R. Gray (Eds.), Cycles of Contingency: Developmental Systems and Evolution. Cambridge, MA: MIT Press, 2001.

"From natural selection to natural construction to disciplining unruly complexity: The challenge of integrating ecology into evolutionary theory," in R. Singh, K. Krimbas, D. Paul & J. Beatty (eds.), Thinking About Evolution: Historical, Philosophical and Political Perspectives, Cambridge: Cambridge University Press, 377-393, 2000.

"What can agents do?: Engaging with complexities of the post-Hardin commons," pp. 125-156 in L. Freese (ed.), Advances in Human Ecology, Vol. 8. Greenwich, CT: JAI Press, 1999.

"Mapping complex social-natural processes: Cases from Mexico and Africa," in F. Fischer and M. Hajer (eds.) Living with Nature: Environmental Discourse as Cultural Critique, Oxford: Oxford University Press, 121-134, 1999.

"Changing life in the New World Dis/Order," Introduction for Changing Life (with P. Edwards# & S. Halfon), 1-13, 1997.

"Shifting positions for knowing and intervening in the cultural politics of the life sciences," Afterword for Changing Life, 203-224, 1997.

"How do we know we have global environmental problems? Undifferentiated science-politics and its potential reconstruction," in Changing Life, 149-174, 1997.

"The dynamics of socio-environmental change and the limits of neo-Malthusian environmentalism," pp. 139-167 in M. Dore and T. Mount (eds.), Global Environmental Economics: Equity and the Limits to Markets. Oxford, Blackwell, 1999. (With R. García-Barrios#) Also published in revised form as "Dynamics and rhetorics of socio-environmental change: Critical perspectives on the limits of neo-Malthusian environmentalism," pp. 257-292 in L. Freese (ed.), Advances in Human Ecology, Vol. 6. Greenwich, CT: JAI Press, 1997.

"Re/constructing socio-ecologies: System dynamics modeling of nomadic pastoralists in sub-Saharan Africa" pp.115-148 in A. Clarke & J. Fujimura (eds.) The Right Tools for the Job: At Work in Twentieth Century Life Sciences, Princeton University Press, 1992.

"Community" pp. 52-60 in E.F. Keller & E. Lloyd (eds.) Keywords in Evolutionary Biology. Cambridge: Harvard University Press, 1992.

#### **Edited special editions of journals**

"Critical Reflections on the Use of Remote Sensing and GIS Technologies in Human Ecological Research," Human Ecology, 31 (2), 2003 (with M. Turner\*).

"Philosophies of Ecological Science," **Biology & Philosophy**, 15 (2), 2000 (with Y. Haila#).

"Natural Contradictions: Links between Ecological science and Environmental politics," **Science as Culture**, 7 (4), 1998 (with Y. Haila#).

"Ecological visionaries and the politics of conservation," **Environment and History**, 3, 1997 (with R. Rajan#)

"Science studies," section of **Social Text**, 42, 1994-95.

"Pictorial representation in biology," **Biology & Philosophy**, 6, 1991 (with A. Blum).

### Reviews, commentaries, and notes

"Questioning the Darwinism that Lynch Presents as a Viable Basis for Humans to Pursue Science" & "Not Throwing Up My 'hand in defeat ... or reduc[ing] everything to contextual complexity': A Short Response to Lynch's Counter-Criticisms." **Social Epistemology Review and Reply Collective** 5(2): 85-87 & 5 (4): 65-66, 2016.

"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.

"Race, Genes, and IQ test scores" **GeneWatch**, **26 (2-3)**: 33-35, 2013.

"Intersecting Processes: complexity and change in environment, biomedicine and society" **Ludus Vitalis**, XXI (39): 319-324, 2013 (<http://www.ludusvitalis.org/foros/pracprof1.html>)

"Review of 'Challenging Genetic Determinism: New Perspectives on the Gene in Its Multiple Environments', ed. Maheu, L. and R. A. Macdonald," **Quarterly Review of Biology**, 88 (3): 249-250, 2013.

"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/>, 2012.

"Rehabilitating a biological notion of race? A response to Sesardic," **Biology and Philosophy**, 26 (3):469-473, 2011.

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

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

"Perspectives from plant breeding on Tal's argument about the weight of genetic versus environmental causes for individuals," **Biology and Philosophy**, 24 (5): 735-738, 2009.

"Underlying heterogeneity: A problem for biological, philosophical, and other analyses of heritability?," **Biology and Philosophy**, 23 (4): 587-589, 2008.

"Toward socio-scientific participation: changing culture in the science classroom and much more," **Cultural Studies of Science Education**, 1 (4): 645-656, 2006. (with S. Lee & T. Tal)

"Global warming of a global village: It's the inequities of life on this planet that make it hard to work together to save it," **Newsday**, Dec. 11, 2005.

- "What can we do?—Commentary on Fred Bookstein, 'My Unexpected Journey in Applied Biomathematics'," **Biological Theory**, 1 (2): 180-181, 2006.
- Review of Science and Other Cultures: Issues in Philosophy of Science and Technology, edited by Robert Figueroa and Sandra Harding, **Notre Dame Philosophical Reviews**, [ndpr.icaap.org/content/archives/2003/10/taylor-figueroa-harding.html](http://ndpr.icaap.org/content/archives/2003/10/taylor-figueroa-harding.html), 2003.
- Review of Eugene Odum: Ecosystem Ecologist & Environmentalist, by Betty Craige, **History and Philosophy of the Life Sciences**, 25: 117-118.
- "Critical Reflections on the Use of Remote Sensing and GIS Technologies in Human Ecological Research," **Human Ecology**, 31 (2): 179-182, 2003 (with M. Turner\*).
- "Assessing biodiversity and ecological stability," **Science**, 290: 51, 2000.
- "Teaching 'critical and creative thinking' about science-in-society at the University of Massachusetts," **Bulletin of Science, Technology & Society**, 19 (5): 424-425, 1999.
- "Natural Contradictions: Links between ecological science and environmental politics," **Science as Culture**, 7 (4), 445-448, 1998. (with Y. Haila)
- "Biology and the agents without history," Newsletter of the International Society for History, Philosophy, and Social Studies of Biology, Fall 1997.
- "The politics of the conservation of nature," **Environment and History**, 3: 239-243, 1997.
- "Making connections and respecting differences: Reconciling schemas for learning and group process," **Connexions** (Newsletter of the International Society for Exploring Teaching Alternatives), March & July 1997.
- "Review of Social Theory and the Environment by David Goldblatt," **Urban Studies**, 34 (9), 1525-1527, 1997.
- "Appearances notwithstanding, we are all doing something like political ecology" **Social Epistemology**, 11 (1): 111-127, 1997.
- "What's in it for us (in science studies)? Notes on 'The economics of science,' by Arthur Diamond," **Knowledge and Policy**, 9 (2/3): 55-57, 1996.
- "Review of Science and Technology in a Multicultural World by David Hess," **Science, Technology, and Human Values**, 21(3): 358-362, 1996.
- "Co-construction and process: a response to Sismondo's classification of constructivisms" **Social Studies of Science**, 25 (2): 348-359, 1995.
- "Review of A History of the Ecosystem Concept in Ecology by Frank Golley" **Isis**, 86 (3): 523-524, 1995.
- "Review of Foundations of Ecology L. Real & J. Brown (eds.) and Pioneer Ecologist by R. Croker" **Isis**, 84: 177-179, 1993.
- "Pictorial representation in biology" **Biology & Philosophy**, 6:125-134, 1991. (With A. Blum)
- "Feminist Tales: Review of The Total Devotion Machine and Other Stories by R. Love and The Recurring Silent Spring by P. Hynes," **Science, Technology, and Human Values**, 16 (4): 540-543, 1991.

"Unfilled Holes in Conceptual Niche Space?" Book Review of Cherrett, J.M. (ed.). Ecological concepts: the contribution of ecology to an understanding of the natural world, **Ecology** 72(2), pp. 759-760, 1991

"Developmental versus morphological approaches to modeling ecological complexity" **Oikos** 55:434-436, 1989

"Mapping workshops for teaching ecology" **Bulletin of the Ecological Society of America** 70:123-125, 1989. (With Y. Haila)

"Glasnost?: Eyes Opening in the USSR" **Science as Culture** 3:124-132, 1988.

### Conference Proceedings

"Alternating between teacher and facilitator," **Proceedings of the International Association of Facilitators 2000**, <http://iaf-world.org/iaf2000/Taylor.PDF>, 2000

"Shifting frames: From divided to distributed psychologies of scientific agents," **Proceedings of the Philosophy of Science Association 1994**, Vol.2, 304-310

"Mapping ecologists' ecologies of knowledge" **Proceedings of the Philosophy of Science Association 1990**, Vol.2, 95-109

"The Strategy of Model Building in Ecology, Revisited" **8th. Int. Congr. Logic, Meth. & Phil. of Sci.**, Volume 2:308-311, 1987.

"Some computer programs for the analysis of genotype x environment interaction" **Proc Int. Congr. Soc. Advances of Breeding Res. in Asia & Oceania**, 3d(v.1):56-58, 1977. (With R. Eisemann, I.DeLacy and D.Byth).

"A new approach to the analysis of genotypic adaptation and genotype x environment interactions" and "A comparison of methods of analysis of GxE interactions and adaptation responses in a large data set" **Proc Int. Congr. Soc. Advances of Breeding Res. in Asia & Oceania**, 3d(v.1):16-22 and 41-46, 1977. (With R. Eisemann, I.DeLacy and D.Byth\*).

### Technical Reports

The Ecology of Bishop Creek Brown Trout; Vol. II: Trout Population Model & Vol. III: Trout Population Model User's Manual. Reports by BioSystems Analysis, Inc. to So. California Edison, 1991. (With A. Small)

"A description with some applications of MSNUCY, a computer model combining interspecific interactions with nutrient cycling" **Envir. Sci. Division Publication 2419**, O.R.N.L., 1985. (With W.M.Post.)

"Economic aspects of the use of water resources in the Kerang Region" Technical Paper no. 11 of the Institute of Applied Economic and Social Research (I.A.E.S.R.). (Second report to the Ministry of Water Resources, Victoria), 1979. (With J.Ferguson and A.Smith).

"The Kerang Farm Model" Technical Paper no. 12 of I.A.E.S.R, 1979.

"Economic aspects of the use of water resources in the Kerang Region" First report to the Ministry of Water Resources, Victoria, 1978. (With J. Ferguson and A. Smith).

### Working Papers available on the WWW

"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), 2015

"Heterogeneity, not randomness, sets challenges for quantitative genetics and epidemiology: A response to Davey Smith's 'gloomy prospect'" Working Papers on Science in a Changing World, [http://scholarworks.umb.edu/cct\\_sicw/2](http://scholarworks.umb.edu/cct_sicw/2), 2014

"Slow EdTech: Pedagogical principles, collaborative explorations, and persistent challenges," Working Papers in Critical, Creative, and Reflective Practice, [http://scholarworks.umb.edu/cct\\_ccrp/2](http://scholarworks.umb.edu/cct_ccrp/2), 2014. (With F. Sullivan and J. Szteiter)

"Whys To Look For Genes: Pros and Complications," <http://whystolookforgenes.wordpress.com/>, 2014.

"Heterogeneity and Data Analysis"  
(<http://ptaylor.wikispaces.umb.edu/file/view/HeterogeneitylowaPaper.pdf>), 2011.

"Creative Thinking in Epidemiology" (<http://bit.ly/r1JAKu>), 2011.

"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), 2002

"The hidden complexity of simple models, or Why theorists of all kinds should be troubled by unmodeled variables having dynamical lives of their own" (<http://www.faculty.umb.edu/pjt/01c.pdf>), 2002.

"Generating environmental knowledge and inquiry through workshop processes"  
(<http://www.faculty.umb.edu/pjt/ECOS.html>), 2001.

### **Works 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"

"Making visible a collage of radical scientists and critics."

Taking Yourself Seriously: Processes of Research and Engagement, 2<sup>nd</sup> edition (with J. Szteiter)

"Teaching for Epidemiological Literacy: Description, Prescription, and Critical Thinking"

"How distributed health literacy can influence asthma management: core interactions of health mediators," (with L. Abreu, J.Nunes, S. Silva\*)

### **SELECTED PRESENTATIONS (2006-)**

"Synchronous online teaching: Enhancing learning while boosting enrollment," Center for Innovative Teaching, University of Massachusetts, Boston, October 2017 (with J. Szteiter)

"Design for living complexities: An experiment in teaching critical thinking about design," Society for Social Studies of Science, September 2107.

"Connecting-Probing-Reflecting Spaces: The New England Workshop on Science and Social Change," Society for Social Studies of Science, August 2107.

"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, Biology and Philosophy departments, Stanford University, March 2016, University of California, Santa Cruz, November 2016.

“A project-based learning experiment in feminist pedagogy,” Society for Social Studies of Science, September 2106.

“Political ecology and the changing nature of social theory,” American Association of Geographers, March 2016.

“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.

“Race, Genes, IQ Test Scores,” Museum of Science, Boston, April 2011, December 2014.

“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,” Conference on Science for the People: The 1970s and today,” University of Massachusetts Amherst, April 2014.

“Troubled by Heterogeneity? Control, Infrastructure and Participation in Social Epidemiology and Life Course Development,” Poster at NIH conference on **Complex** Systems, Health Disparities & Population Health, February 2014.

“No longer possible to simply continue along previous lines’: Cultivating flexible, transversal engagement in intersecting processes of social and scientific change,” Inaugural lecture for 2012-3 Doctoral Programs, Centro de Estudos Sociais, University of Coimbra, October 2012 and EcoSur, Chiapas, México, October 2103.

“Creative habits and refractive practice,” workshop for Doctoral Programs, Centro de Estudos Sociais, University of Coimbra, November 2012; Curriculum & Instruction Department, University of Massachusetts, Boston, January 2013.

“Troubled by heterogeneity? Questions for public health, heritability studies, and personal genomics,” IBMC, University of Porto, November 2012

“Open Space Workshops for Changing Science and Society: Reflection on Participation and Collaboration in STS,” Society for Social Studies of Science, October 2012

“What if everything is always unruly complexity? From mathematical ecology to Raymond Williams and into open spaces beyond”, BABEL working group meeting, September 2012

- "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)
- "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," Paper and workshop for 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," Paper and workshop for Visual Analysis of Data Research Group, Iowa State University, September 2011
- "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
- "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," Paper and Workshop for ENVIRON and UMass. Amherst Department of Epidemiology, and for CancerCare Ontario, Toronto, September 2011, for American College of Epidemiology, September 2012.
- "This course provides a structure for me to look into what really interests me," International Society for History, Philosophy, and Social Studies of Biology, July 2011
- "Exploration of 'Open Spaces' for Changing Research, Teaching, Science, and Society," University of Coimbra, Portugal, May 2011
- "Our confusions about our online presence and activities (explored through the format of Group meetings that are reflective and generative)," University of Massachusetts, Boston, May 2011
- "Troubled by Heterogeneity? Opportunities for Fresh Views on Long-standing and Recent Issues in Biology and Biomedicine," University of Vienna, October 2010
- "Wiki-ing from here to there," Educational Technology Conference, University of Massachusetts, Boston, May 2010
- "Community-based participatory research on health disparities: An initial exploration of possibilities and problems," University of Coimbra, Portugal, March 2010
- "Start your own writing support group," Teaching for Transformation Conference, January 2010

- "From systems to intersecting processes in the analysis of ecological complexity, from WWII to the 90s," Conference on "Biodiversity power/knowledge since Darwin," Muséum National d'Histoire Naturelle, Paris, December 2009
- "Engaging colleagues in a caring university," Chancellor's Award for Distinguished Teaching Lecture, University of Massachusetts, Boston, November 2009
- "Cities beyond the Year 2000: Engaging with/in the militant particularism-translocal tension of Raymond Williams," Intercollege faculty Seminar in Humanities and Sciences, University of Massachusetts, Boston & New England American Studies Association, October 2009
- "Social-environmental engagements: From Kerang salinization and agro-forestry participation to the place of trans-local perspectives," University of Melbourne, July 2009
- "Farms, families, and fantasies of control: Puzzles in the history and philosophy of heredity that warrant more attention," Konrad Lorenz Institute for Evolution and Cognition Research, Altenberg, Austria, October 2008; University of Melbourne, July 2009
- "Steps towards an ecoevodevo synthesis—and beyond?," International Society for History, Philosophy, and Social Studies of Biology, July 2009
- "Revisiting scientific and social debates about heritability in light of the under-recognized implications of heterogeneity," Society for Social Studies of Science, November 2006; International Society for History, Philosophy, and Social Studies of Biology, July 2009
- "Mapping intersecting biological & social processes, using the case of the routinization of testing for PKU," Workshop on Sociology, History and Philosophy of Science in Science Teaching, June 2009
- "Making evolutionary theory more ecological: An update on Chapter 3 of Darwin's Origin," Brown University, April 2009
- "Three new puzzles about nature-nurture debates and why we should care about them," Intercollege faculty Seminar in Humanities and Sciences, University of Massachusetts, Boston, January 2009.
- "Infrastructure and Scaffolding: Thought-pieces on analysis of and engagement in intersecting biosocial processes," "Intersecting processes and research into the bio-social complexities of drugs and health," Center for Drug Use and HIV Research, National Development and Research Institutes, New York, January 2009
- "Writers' workshop and qualitative research," Forestry and Environmental Studies, Yale University, November 2008
- "Unruly complexity and education," Complexity Studies in Education group, Boston College, July 2008
- "Infrastructure and Scaffolding: Themes and Questions to Support Diverse Engagements with the Sciences of Changing Life," Workshop on "The Life Sciences and Society: Challenges of the Post-genome Era," Gulbenkian Foundation, Lisbon and University of Coimbra, May 2008
- "Teaching as Reflective Practice (or Why the most important thing should not be what the tenure review committee thinks)," Graduate College of Education, University of Massachusetts, Boston, February 2008
- "Processes of Research and Engagement," Teaching for Transformation Conference, January 2008



- "Author meets critics: session on P. Taylor's Unruly Complexity," Society for Social Studies of Science, Montreal October 2007
- "A Hands-On Mapping Workshop for Exploring Different Representational Strategies for Describing Complex Technoscientific Domains," Society for Social Studies of Science, Montreal October 2007
- "When is genetic analysis useful and sustainable: Perspectives on some new and old debates about genes and environment," International Society for History, Philosophy, and Social Studies of Biology, July 2007, University of Bristol, July 2007; University of Melbourne and University of New South Wales, March 2007; University of California San Francisco, February 2007; University of Massachusetts, Lowell, October 2006
- "Making sustainable science that addresses the unruly complexities of environment, resource use and development," Centre for the Environment, University of Tasmania, March 2007.
- "Making sustainable science at the complex intersections of environment, health & development," Energy & Resources Group, University of California Berkeley, February 2007
- "Teaching Evolution in These Times," Teaching for Transformation Conference, January 2007; Workshop for the Center for Improvement of Teaching, University of Massachusetts, Boston, October 2006
- "On the tension between unruliness of ecological complexity and attempts to bound and discipline it," Workshop on "Building on Borders: Constructions of Ecological Knowledge" for Handbook of Ecological Concepts, Technical University, Darmstadt, April 2006
- "Political ecological accounts of intersecting processes as a model for addressing the social situatedness of political ecological researchers," Workshops on "Political Ecologies of Knowledge, Science and Technology" at the University of Wisconsin, Madison and American Association of Geographers, March 2006
- "Unruly complexity, or why an ecologist would move into the fields of science-in-society and educational change," Environmental, Earth, and Ocean Sciences Department, University of Massachusetts, Boston, February 2006
- "Start your own interdisciplinary faculty seminar," Teaching for Transformation Conference, University of Massachusetts, Boston, January 2006

## **Luanne E Witkowski**

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### **EXPERIENCE**

#### **MASSACHUSETTS COLLEGE OF ART AND DESIGN, BOSTON, MA**

2006 – present      **STUDIO MANAGER:** Communication Design Studio (ANI, GD, IL)  
2003 – 2006        **STUDIO MANAGER:** Communication and Environmental Design Studios  
(AD, ANI, FD, GD, ID, IL)  
2000 – 2003        **STUDIO MANAGER:** FA 2/D, Painting

#### **UNIVERSITY OF MASSACHUSETTS BOSTON, BOSTON, MA**

2007 - present      **FACULTY:** Critical and Creative Thinking Graduate Program

#### **KINGSTON GALLERY, BOSTON, MA**

2005 – present      **DIRECTOR/CURATOR/MEMBER**

#### **EFKA PROJECT, BOSTON, MA**

2001 – present      **DIRECTOR/CURATOR**

#### **STUDIO 15, BOSTON, MA**

1998 – present      **STUDIO ARTIST** Art/Design/Enviro.Sustainability/Social Practice/Consulting

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### **EDUCATION**

**MASTER OF ARTS**, Critical & Creative Thinking, 2003; University of Massachusetts, Boston, MA,

**BACHELOR OF FINE ARTS**, Art History w/museum studies, FA/2D printmaking, graphic design  
Art Education Certification Program, 1986; Massachusetts College of Art, Boston, MA

**ART MUSEUM EDUCATION**, 1987; Harvard University Art Museums, Cambridge, MA

**ART AND SPECIAL NEEDS EDUCATION**, Lesley College, Cambridge, MA

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### **ADDITIONAL EXPERIENCE**

#### **GALLERY REPRESENTATION**

**Kingston Gallery**, 450 Harrison Ave., Boston, MA, 02118 [www.kingstongallery.com](http://www.kingstongallery.com)

**Hutson Gallery**, 432 Commercial St., Provincetown, MA 02657 [www.hutsongallery.com](http://www.hutsongallery.com)

**AMP Gallery**, 148 Commercial St., Provincetown, MA 02657 [www.artmarketprovincetown.com](http://www.artmarketprovincetown.com)

#### **PROFESSIONAL MEMBERSHIPS**

**Provincetown Art Association and Museum**, Provincetown, MA, **Museum of Fine Arts**, Boston, MA,  
**United South End Artists**, Boston, MA, **Association of Professional Administrators**, Boston, MA,  
**National Education Association**, Boston, MA, **Massachusetts Teachers Association**, Boston, MA

#### **COMMUNITY MEMBERSHIPS**

**Mission Hill Artists Collective**, Boston, MA, **Community Alliance of Mission Hill**, Boston MA, **Mission Hill PPTF**, Boston MA, **Oscar Parker Community Garden**, Boston, MA, **Boston Natural Area Network**, Boston, MA

#### **PUBLICATIONS**

2015 D. Foreman (2015), *Contemporary Cape Cod Artists: on Abstraction*, Atglen, PA: Schiffer Publishing, LTD

2003 LEWitkowski (2003), *Basic Training: Inspiring institutional change in higher education in the fine and professional arts through (w)holistic practice and sustainability education*, Boston, MA: University of Massachusetts

#### **AWARDS**

2015 CAPS Faculty Award: Personal and Professional Development University of Massachusetts/Boston

2010 Commonwealth of Massachusetts Lifetime Achievement in Art & Commerce Commendation

2010 Massachusetts Statehouse Solo Exhibition