

Annual report to CAPS & Graduate Studies, 2016-17

Critical & Creative Thinking Graduate Program

(including Science in a Changing World graduate track)

by Peter Taylor, Program Director, 3 July 2017

Information requested by Graduate Studies is indicated by ()*

Overarching Goals for '16-17

- A. Support the intellectual, professional, and personal development of CCT and other students, through teaching, advising, mentoring, a coherent program of study, and community building that extends to include alums.
- B. Attract applicants to CCT and advise them through to matriculation.
- C. Establish sustainable, non-exploitative operations and planning, which includes cultivating and sustaining registration-enhancing partnerships with other programs.

Numbers

Since the last annual report (i.e., from June '16 – May '17):

The Program has served 32 matriculated students (28 M.A., 5 Certificate), including 11 new M.A. matriculants and 4 new Certificate matriculants.

4 M.A. students and 2 Certificate students graduated. 3 students lapsed as active students.

Through regular, online, other CAPS, and cross-listed sections, CCT instructors served 173 course registrations in CCT and SICW courses, including cross-listings, exactly the same as the previous year.

Notable changes or successes

- A. Continuing effective delivery of courses that combines students in the classroom with students attending class from a distance. // To address budget constraints (and reduce the chance of courses getting cancelled at the last moment), the Program's 2-year cycle ensures that each course is available at least once during that cycle. (Only two required core courses and three final research and engagement courses will be offered every year.) // Organized several month-long online "Collaborative explorations" for Program alums considering doctoral studies or planning research and writing projects.
- B. Number of admits for Fall 2017 is 15, which is the highest since at least 1998.
- C. Partnership established with the new TCCS program, which allows for TCCS students to take a CCT certificate.

Challenges

- A. Advising students and program administration leaves little time for planned program promotion initiatives since given the loss of the 50% faculty member.
- B. Promotion for a new BA-MA (accelerated Masters) program still needs to be re-engaged.
- C. Enrollments in CCT courses from Learning, Teaching, and Educational Transformation (LTET) continued to phase out (given that the Chair of Curriculum & Instruction closed admissions to LTET in March 2015).

Other Program Successes

1. * Crystal King, whose 2004 capstone project addressed how, when writers get stuck in their writing, they can break past those blocks and be productive once more, has had a well-received novel published, *Feast of Sorrow*, published by Touchstone.
2. * Jane Alwis, a 2017 Certificate graduate, translated a CCT course paper into a book chapter, "Keeping History Alive," in the 2017 book, *Writing Studio Pedagogy: Space, Place and Rhetoric in Collaborative Environments*, edited by Kim and Carpenter.
3. Peter Taylor and Jeremy Szteiter continued to prepare entries for a new edition of the book *Taking Yourself Seriously*, which includes tools and processes for "Connecting, Probing, and Reflecting" workshops and collaborative explorations as well as a series of thought-pieces on critical, creative, and reflective practices.
4. The New England Workshop on Science and Social Change held a 4-day workshop in October, organized by the GPD, on "Impossible to Simply Continue Along Previous Lines: Changing Life in Times of Crisis," with participation of 4 CCT alums as well as international visitors.
5. The GPD ran three ½ day workshops during a visit to Australia and California in the fall.