

**Critical & Creative Thinking Graduate Program
Annual report to Graduate Studies, 2010-11**

by Peter Taylor, Program Coordinator, June 15, 2011

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Overarching Goals for '10-11

- A. Support the intellectual, professional, and personal development of CCT and other students, through teaching, advising, mentoring, a coherent program of study, and post-graduation activities and community-building.
- B. Attract applicants to CCT and advise them through to matriculation.
- C. Establish sustainable, non-exploitative operations and planning.

Capsule summary (in relation to these goals)

- A. The program offers a rich, innovative, and expanding range of courses, monthly public events, online forums, internet-based documentation, occasional workshops, and other resources for pedagogical innovation and reflective practice. Through an expanded partnership with University College (UC), it is now possible to complete the Master's degree (both the regular track and the Science in a Changing World track) entirely through courses offered through University College as well as entirely through state-funded courses.
- B. Recruitment needs improvement (but this year preparing the AQUAD review took precedence). Through the expanded partnership with UC and the continuing partnership with the Learning, Teaching, and Educational Transformation (LTET) non-licensure M.Ed. program, the total number of course registrants remained at the high level of the previous year. The backlog of students who had finished all course work, but not their capstone syntheses, was mostly cleared by graduating them with a Certificate. The core faculty continues to explore ways to address the needs of students who need writing improvement and reduce the number of overdue syntheses.
- C. Through the expanded partnership with UC, CCT now has a full-time Assistant Coordinator and a half-time Assistant Coordinator for the Science in a Changing World track who are sharing the administrative burden with the Program Coordinator/Director. Day-to-day program costs (guest speakers, events, etc.) continued to be covered by course "dividends" from UC. For the foreseeable future, the roster of required courses and electives can be maintained by the core faculty and UC-funded assistant coordinators and part-timers (i.e., without drawing on the Department's part-time budget). M.A. matriculation numbers can increase without additional State-funded resources—provided capstone completion can be improved in ways that do not consume all the energies of the core faculty.

Numbers

6 M.A. students and 5 certificate students matriculated in 10-11.

As of May '11, there were 30 students in M.A. program and 7 in certificate program (including students who were behind paying late program fees but are still actively working on syntheses and being advised by the faculty).

7 of the 31 graduated in June and 4 more plan for August degrees.

In addition, 5 M.A. students and 8 certificate student graduated in August and December '10. (7 of the Certificate graduates were students who had completed all course work, but because of significant life/family interruptions have not been able to complete their capstone syntheses.)

Synthesis topics ranged from "Creative Consciousness: Becoming A Reflective Designer" by graphic designer Renessa Ciampa Brewer, to "Mutual Mondays", PTSD and Dialogue Process with Veterans of Armed Conflict: Becoming a facilitator, and healing along with participants," by Michael Johns, a veteran and Veteran Services Officer.

Anticipated matriculants for Fall '11 = 5-7 in the M.A. tracks plus 1-3 certificate students.

Through regular, online, other UC, and cross-listed sections and a cross-campus course, CCT instructors served 258 course registrations in CCT and SICW courses, made up of 63% non-CCT to 37% CCT students. 59% of these registrations were in sections taught by core CCT faculty and the UC-funded assistant program coordinator; 41% were taught by part-timers through UC. The total number of registrations and percentages of non-CCT students and students taught by core faculty are an increase on the previous year.

Objectives and Developments in '10-11 [in relation to the overall goals]¹

1 [A]. Maintained a **multi-year course schedule** that ensures that, now that the CCT lectureship position has been discontinued, matriculated students can still be served by regular CCT faculty and they have a maximum number of electives to choose from over a two-year cycle.

2 [B]. Maintained the **coordination with the Learning, Teaching and Educational Transformation (non-licensure) track of the M.Ed. program**, continuing to draw M.Ed. students into CCT courses. (Peter Taylor was again coordinator of CCT and co-coordinator of LTET this year.) Initiated **weekly lunches for discussion** among the non-licensure programs.

3 [B]. Continued to address the **main challenge for the CCT curriculum**, namely, some students get to the capstone synthesis course but are not well prepared to write a major paper and/or do not finish during the synthesis semester.

The Program:

- a) continued an entrance interview and formalized a mid-program check-in, both of which draw attention to a series of measures designed to support students through to timely completion of their degree;
- b) continued a weekly writing support group and "Marathon days" each semester for project completion;
- c) maintained an expectation of completion of capstone synthesis within a year of taking the synthesis seminar; and

¹ Links to relevant websites and wikipages can be found on last year's annual report, <http://www.cct.umb.edu/AnnualReport10.html>

d) explored new “creative habits” in one synthesis section and prepared an enhanced syllabus for future offerings.²

4 [A]. Continued the **CCT Network**, a series of monthly activities involving alums and the wider CCT community (with recordings made available as podcasts) (in conjunction with CrCrTh688, **Reflective Practice**) and the online social network site, and monthly **CCT News** to the wider CCT community.

5 [A]. Continued the use of the **CCT wiki** for documenting CCT activities, tools and resources, and enhanced course interactions through creation of **wikis for each CCT student**.

6 [A, B]. Promoted CCT's "**Science in a Changing World**" track in both the Certificate and M.A. Program by:

a) maintaining a reliable schedule for the four alternative core courses, which began in Spring '10;

b) hosting "When the Social, not the Medium, is the Message: A Workshop on Community-building and Research Collaboration in Virtual Spaces"³;

d) using the SICW wiki for documenting SICW activities;

e) maintaining an online social network site;

f) continuing the Inter-college faculty Seminar on Humanities and Sciences both semesters; and

g) participating in activities around the “Race: How different are we?” exhibit at the Museum of Science.

7 [B]. Continued to build **recognition at UMB, in the Boston/New England area, and internationally for CCT-centered work in the SICW area**.

a) See #6 above;

b) In 10-11 CCT provided some funds for the 8th annual New England Workshop on Science and Social Change;

c) the University’s Office of International and Transnational Affairs funded Peter Taylor and two students’ participation in an allied workshop in Portugal.⁴

8 [B, C]. **Expanded the partnership with University College (UC)** with the goals of increasing online and other UC offerings and enrollments so as to fund a full-time Assistant Coordinator for CCT and a 50% assistant to promote the SICW track. It is now possible to complete the Master’s degree (both the regular track and the Science in a Changing World track) entirely through courses offered through University College as well as entirely through state-funded courses.

9 [A]. Continued a **CCT-style course evaluation for online courses** to supplement the official ones, making these visible to prospective students when the instructor agreed.

10 [A]. Students and commentators on student presentations, and CCT Network participants were brought via skype into regular **CCT classes and events from a distance**.

11 [A, B, C]. Completed the self-study and site-visit for the **AQUAD review**.⁵

² <http://www.faculty.umb.edu/pjt/694-xx.html>

³ <http://sicw.wikispaces.umb.edu/SMworkshop>

⁴ <http://www.stv.umb.edu/newssc11a.html>

⁵ <http://www.cct.umb.edu/aquad10appendices.html>

Areas that need more development

12. **Efforts to boost M.A. recruitment** (to complement and build on overall course enrollment growth). (Precedence was given to preparing the AQUAD review, establishing the expanded partnership with UC, training the assistant coordinators, establishing the core offerings for the SICW track, advising students through to graduation who had completed all course work.) A plan to partner CCT alums working in community colleges will be launched soon.
13. Coaching students to assemble a "**Reflective Practice Portfolio**" during the course of their CCT studies (now a program requirement).
14. The **administration of CCT** and preparation of the AQUAD review demanded much more of the Program Coordinator's time during the summer, winter, and regular semesters than compensated by the single course release. UC-funded program assistance is beginning to share the administrative burden, but consistent time and attention will be needed during the Program Coordinator's sabbatical (especially given #12).
15. A significant fraction of **students finish their final capstone seminar without completing the capstone paper**. The completion contract for students who do not finish their synthesis in a semester needs tighter enforcement and follow up.
16. **Consideration of moving the formal home of the Program** out of Curriculum and Instruction (as recommended by the AQUAD Review Committee and as proposed in the Department as it seeks to focus solely on Teacher Education).

Relationship of Goals, Objectives, and Developments to UMB Strategic Goals

Increase student access, engagement, and success.

- 7.5% increase in registrations, but no increase in matriculated student numbers
- Completed AQUAD self-study and site visit. Review team recommended that the Program “should be nurtured and supported and used to make a distinctive mark on the University,” and were “astounded as to what this program has been able to accomplish, the quality and innovative teaching and learning that occurs in the classroom and on-line, the co-curricular learning networks of students, faculty, and alumni, and the ‘outreach’ done to advance collaborative knowledge generation and reflective practice among faculty across the institution”

Attract, develop and sustain highly effective faculty

- The administration of CCT and preparation of the AQUAD review demanded much more of the Program Coordinator’s time during the summer, winter, and regular semesters than compensated by the single course release. UC-funded program assistance is beginning to share the administrative burden, but consistent time and attention will be needed during the Program Coordinator’s sabbatical.

Create a physical environment that sustains teaching, learning and research

- CCT has a single office that accommodates meetings, faculty seminars, and small classes.

Improve campus-community engagement through improved organizational structures

- Skype was used to bring students and commentators on student presentations into regular CCT classes and participants into regular CCT community events.
- Science in a Changing World track hosted a day-log workshop on Community-building and Research Collaboration in Virtual Spaces.
- University’s Office of International and Transnational Affairs funded a science and public engagement workshop in Portugal led by a CCT faculty member.

UMB Strategic Goals 2011

Advance student success and development.

- Continued to address the main challenge for the CCT curriculum, namely, some students get to the capstone synthesis course but are not well prepared to write a major paper and/or do not finish during the synthesis semester.

Enrich and expand academic programs and research

- Additional sections schedule so it is now possible to complete the Master’s degree (both the regular track and the Science in a Changing World track) entirely through courses offered through University College as well as entirely through state-funded courses.
- Continued the Inter-college faculty Seminar on Humanities and Sciences both semesters

Improve the learning, teaching and working environment

- Skype was used to bring students and commentators on student presentations into regular CCT classes and participants into regular CCT community events.
- Weekly writing support group
- “Marathon days” each semester for project completion
- Monthly CCT News to the wider CCT community

- Hosted weekly lunches for discussion among members of the non-licensure programs in the Department

Establish a financial resource model consistent with the university's vision statement

Develop an infrastructure supportive of preceding goals

- The partnership with University College now funds a full-time Assistant Coordinator for CCT and a 50% assistant to promote the SICW track courses.

Other Items of Interest to Graduate Studies

1. Goals: See #A, B, C and #1-11 above.
2. Program development: See #1-11 above. Possible governance actions: none.
3. Faculty Achievements related to CCT: See #6g and 7c above.
4. Program Strengths: See #1-11, which indicate that CCT provides a model for pedagogical innovation, reflective practice, program documentation on the internet, and planning that makes the most of limited resources.
5. Weaknesses: See #12-16 above.
6. Collaborations: See #2, 7b&c, 8, 10 above.
7. Student support outside OGS: none.
8. OGS stipends: One ¼-time GAs earmarked by the Department for CCT plus one faculty member's RA (also funded by OGS) allowed for two CCT 4.5 hour/week assistantships.
9. Additional services needed from OGS: Response to these annual reports; Informative notes from GPD meetings; Initiation of a practice of minutes and/or timely informative feedback from GSC on proposals; and Negotiation with Deans to arrive at equitable CLRs for GPDs (or track coordinators) based on workload after allowing for staff support (or lack thereof).

Critical & Creative Thinking Graduate Program

Annual report to Graduate Studies, 2011-12

by Peter Taylor, Program Director, 30 May 2012

Contents

Overarching Goals for '11-12

Capsule summary (in relation to these goals)

Numbers

Objectives and Developments

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Other Items of Interest to Graduate Studies

Overarching Goals for '11-12 (continuing for '12-13)

- A. Support the intellectual, professional, and personal development of CCT and other students, through teaching, advising, mentoring, a coherent program of study, and post-graduation activities and community building.
- B. Attract applicants to CCT and advise them through to matriculation.
- C. Establish sustainable, non-exploitative operations and planning.

Capsule summary (in relation to these goals)

For more than a decade University College (CE & CCDE) has been the primary or sole source of funds for CCT courses (other than those taught by the regular faculty), as well as for program assistants, honoraria for guests to classes, publicity and promotion, and outreach activities. The AQUAD review in '10-11 affirmed that this would continue to be the case for CCT as a CEHD program, so the proposal was made to move the Program's formal home to University College. This change should happen during the summer of 2012, but the Provost has not yet formalized the move. While the future of CCT has remained in limbo, the focus in '11-12—especially given that UC funds for CCT (see goal C) are tied to course enrollments—has been on enrollments in UC-funded sections (with a resulting increase of more than 50%). Moreover, given that the GPD and another core CCT faculty member were on sabbatical in the fall, serving students (goal A) and sustainable operations (goal C) took precedence over any major push for new applicants to CCT (see goal B).

The major developments in the curriculum have been: a) to serve the rising proportion of fully online CCT students; b) to extend the number of hybrid courses, in which some students brought in via the internet to participate in classes with regular face-to-face students; and c) to combine support and pressure to get students to finish their capstone syntheses during their final semester. Item a) has required adjustments in the frequency of face-to-face sections and an extension of b) to formerly face-to-face sections. Item c) can be counted as moderately successful *if* the six students who plan to finish in time for an August degree actually do so. The Program continued to offer a rich and innovative range of courses, monthly public events, online forums, internet-based documentation, occasional workshops, and other resources for pedagogical innovation and reflective practice.

Numbers

8 M.A. students and 1 certificate student matriculated in 11-12.

As of May '12, there were 32 students in M.A. program and 10 in certificate program.

5 of the 32 will graduate in June and 6 more plan for August degrees.

In addition, 1 M.A. student and 8 certificate students graduated in August and December '11.

Synthesis topics ranged from "Stumbling Into Change and Overcoming My Creative Fears in the Process" by Lorna Riach, to "Born-Again Artist: Lessons, Prophets, and Visions on Developing an Identity as an Artist," by Alison Palmucci, an art teacher.

Anticipated matriculants for Fall '12 = 8 in the M.A.

Through regular, online, other UC, and cross-listed sections and a cross-campus course, CCT instructors served 261 course registrations in CCT and SICW courses, made up of 76% non-CCT to 24% CCT students. 43% of these registrations were in sections taught by core CCT faculty and the UC-funded assistant program coordinators; 57% were taught by part-timers through UC. The total number of registrations is a 17% increase on the previous year.

Objectives and Developments in '11-12 [in relation to the overall goals]¹

1. [A] Maintained a **multi-year course schedule** that ensures that matriculated students can be served by regular CCT faculty and they have a maximum number of electives to choose from over a two-year cycle.
- 2 [B]. Maintained the **coordination with the Learning, Teaching and Educational Transformation (non-licensure) track of the M.Ed. program**, continuing to draw M.Ed. students into CCT courses. (Peter Taylor continued as coordinator of CCT and coordinator of LTET in the spring.)
- 3 [B]. Continued to address the **main challenge for the CCT curriculum**, namely, some students get to the capstone synthesis course but are not well prepared to write a major paper and/or do not finish during the synthesis semester.²
4. [A] Continued the **CCT Network**, a series of monthly activities involving alums and the wider CCT community (with recordings made available as podcasts) (in conjunction with CrCrTh688, **Reflective Practice**) and the online social network site, and monthly **CCT News** to the wider CCT community.
5. [A] Continued the use of the **CCT wiki** for documenting CCT activities, tools and resources, and enhanced course interactions through creation of "projects" for each student in wikis for many CCT courses. Materials on this wiki formed the basis for the publication of a fieldbook based on CCT teaching, Taylor, P and J. Szteiter (2012) Taking Yourself Seriously: Processes of Research and Engagement. Arlington: The Pumping Station.
- 6 [A, B]. Promoted CCT's "**Science in a Changing World**" track in both the Certificate and M.A. Program by:
 - a) maintaining a reliable schedule for the four alternative core courses, which began in Spring '10;
 - b) hosting Dialogue Hours at the Cambridge Science Festival³;

¹ Links to relevant websites and wikipages can be found on 2009-10 annual report, <http://www.cct.umb.edu/AnnualReport10.html>

² Item 5 on <http://www.cct.umb.edu/SupportToCompletion.html>

- d) using the SICW wiki for documenting SICW activities and as an online social network site;
 - e) continuing the Inter-college faculty Seminar on Humanities and Sciences in the spring;
- 7 [B]. Continued to build **recognition at UMB, in the Boston/New England area, and internationally for CCT-centered work in the SICW area.**
- a) See #6 above;
 - b) In 11-12 CCT provided some funds for the annual New England Workshop on Science and Social Change;
 - c) Organization of an allied workshop in Portugal last May led to a Fulbright fellowship opportunity, which Peter Taylor has been awarded for Fall 2012.
- 8 [B, C]. **Maintained the partnership with University College (UC)** with the goals of increasing online and other UC offerings and enrollments so as to fund a full-time Assistant Coordinator for CCT and a 50% assistant to promote the SICW track. A **UC award for online course design** was made to Felicia Sullivan, assistant coordinator for the Science in a Changing World track.
- 9 [A]. Continued a **CCT-style course evaluation for online courses** to supplement the official ones, making these visible to prospective students when the instructor agreed.
- 10 [A]. Students and commentators on student presentations, and CCT Network participants were brought via skype into regular **CCT classes and events from a distance.**
- 11 [A, B, C]. Followed up on the self-study and site-visit for the '10-11 **AQUAD review.**⁴

Areas that need more development

- 12. **Efforts to boost M.A. recruitment** (to complement and build on overall course enrollment growth).
- 13. Coaching students to assemble a "**Reflective Practice Portfolio**" during the course of their CCT studies (now a program requirement).
- 14. The **administration of CCT** and follow up on the AQUAD review demanded much more of the Program Director's time during the summer, winter, fall sabbatical, and spring semesters than compensated by the single course release.
- 15. A fraction of **students finish their final capstone seminar without completing the capstone paper.**

³ <http://bit.ly/KqpMGM>

⁴ <http://www.cct.umb.edu/aquad10appendices.html>

Relationship of Goals, Objectives, and Developments to UMB Strategic Goals

Increase student access, engagement, and success.

- 17% increase in registrations, but a decrease in matriculated student numbers

Attract, develop and sustain highly effective faculty

- The **administration of CCT** and follow up on the AQUAD review demanded much more of the Program Director's time during the summer, winter, fall sabbatical, and spring semesters than compensated by the single course release.

Create a physical environment that sustains teaching, learning and research

- CCT has a single office that accommodates meetings, faculty seminars, and small classes.

Improve campus-community engagement through improved organizational structures

- Skype was used to bring students and commentators on student presentations into regular CCT classes and participants into regular CCT community events.
- Science in a Changing World track hosted a day-log series of dialogues at the Cambridge Science Festival.

UMB Strategic Goals 2012

Advance student success and development.

- Continued to address the main challenge for the CCT curriculum, namely, some students get to the capstone synthesis course but are not well prepared to write a major paper and/or do not finish during the synthesis semester.

Enrich and expand academic programs and research

- Offered online, face-to-face, and hybrid sections so it is now possible to complete the Master's degree (both the regular track and the Science in a Changing World track) entirely through courses offered through University College as well as entirely through state-funded courses, entirely at a distance or entirely face to face.
- Continued the Inter-college faculty Seminar on Humanities and Sciences

Improve the learning, teaching and working environment

- Skype was used to bring students and commentators on student presentations into regular CCT classes and participants into regular CCT community events.
- Weekly writing support group in conjunction with the capstone synthesis seminar.
- "Marathon day" in the spring for project completion
- Monthly CCT News to the wider CCT community

Establish a financial resource model consistent with the university's vision statement

Develop an infrastructure supportive of preceding goals

- The partnership with University College continues to fund a full-time Assistant Coordinator for CCT and a 50% assistant to promote the SICW track courses. Enrollment growth is on target to fund a 100% position after a core faculty member retires (provisionally in 2014).

Other Items of Interest to Graduate Studies

1. Goals: See #A, B, C and #1-11 above.
2. Program development: See #1-11 above. Possible governance actions: none.
3. Faculty Achievements related to CCT: Publication of Taylor, P and J. Szteiter (2012) Taking Yourself Seriously: Processes of Research and Engagement. Arlington: The Pumping Station. Forthcoming book by Larry Blum, High Schools, Race, and America's Future: What Students Can Teach Us About Morality, Diversity, and Community. Receipt of a Fulbright fellowship by Peter Taylor to work in Portugal in the fall of 2012. See #6g and 7c above.
4. Program Strengths: See #1-11, which indicate that CCT provides a model for pedagogical innovation, reflective practice, program documentation on the internet, and planning that makes the most of limited resources.
5. Weaknesses: See #12-15 above.
6. Collaborations: See #2, 7b&c, 8, 10 above.
7. Student support outside OGS: none.
8. OGS stipends: One ¼-time GA earmarked by the Department for CCT in the fall plus one faculty member's RA in the spring (also funded by OGS) allowed for one CCT 4.5 hour/week assistantships.
9. Additional services needed from OGS: Response to these annual reports; Initiation of a practice of minutes and/or timely informative feedback from GSC on proposals; Restoration of the two ¼ time GAships earmarked for CCT through 2008.

Critical & Creative Thinking Graduate Program Annual report to CAPS & Graduate Studies, 2012-13

by Peter Taylor, Program Director, 15 June 2013

Overarching Goals for '12-13

- 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.

Numbers

Since the last annual report (i.e., from June '12 – May '13):

4 M.A. students matriculated.

8 students graduated with M.A.'s and 4 with Certificates.

2 M.A. students and 2 Certificate students withdrew; 1 transferred to another UMB program, leaving 17 continuing M.A. students, 4 of who have completed all course work but not their capstone.

7 applicants have been admitted so far for fall '13 matriculation, all but one online.

Through regular, online, other UC, and cross-listed sections and a cross-campus course, CCT instructors served 241 course registrations in CCT and SICW courses, made up of 73% non-CCT to 27% CCT students. 49% of these registrations were in sections taught by core CCT faculty and the UC-funded assistant program coordinators; 51% were taught by part-timers through UC. The total number of registrations is a 16% decrease on the previous year (back to the level of AY 10-11, but still yielding positive net revenue for CAPS).

Strengths and Challenges (reframing weaknesses and threats as challenges)

1C. One challenge for CCT is having only one regular faculty member dedicated to CCT, Peter Taylor, especially challenging when he is away from UMass (as he was this fall on a Fulbright fellowship in Portugal) or has other administrative responsibilities (see 4C).

This year this challenge was both lessened with another faculty member directing LTET and increased when the 50% staff person serving the Science in a Changing World track took up a full-time position elsewhere.

1S. A strength of CCT lies in incubating innovations in pedagogy¹, reflective practice, program documentation on the internet, alum involvement², and planning that makes the most of limited resources.

¹ For some years CCT had run a writing support group each semester rather than refer students to the GWC, but this has become incorporated into the capstone seminar. Students who do not complete their capstone in one semester are invited to join the writer's workshop and writing support group components of the seminar.

² <http://cct.wikispaces.umb.edu/OurLivesAndOtherWorlds>

A major area of development this AY has been in “hybrid” courses that bring students from a distance (and Peter Taylor from Portugal) into regular face-to-face sessions. The Inter-college Seminar on Humanities and Sciences continued both semesters, hosted by CCT with support from CAPS.³ See also “Collaborative Explorations” in 5S.

Other CCT strengths lie in its **partnerships**:

2S. Since 1980 CLA departments of Philosophy and Psychology have each maintained a 50% teaching commitment to CCT.

3S. For a decade CAPS (CCDE/UC) has been the primary or sole source of funds for CCT courses (other than those taught by the regular faculty), as well as for program assistants, honoraria for guests to classes, publicity and promotion, and outreach activities. CCT’s formal home became CAPS effective 9/1/2013, with a view to a) enhanced promotion of the Program and b) the possibility of hiring a second full-time faculty member after Prof. Smith retires, probably at the end of AY 13-14.

4S. CCT courses have always served students from CEHD (GCE) and other programs, which has allowed CCT to offer a wider range of electives to its own students and, more recently, more online sections. Since 2009 students from the LTET (non-licensure) M.Ed. program (formerly Track A) have become the majority of students in CCT courses.⁴

5S. Since 1999 alums have been drawn into series of regular events⁵, with participation, recordings and documentation online, monthly news bulletins⁶, and, more recently, into online forums⁷. This spring CCT initiated month-long “Collaborative Explorations” that bring together small groups of students, alums, and others to dig deeper into topics and make “thicker” connections with other learners that is typical in MOOCs.⁸

The corresponding challenges from those same partnerships:

2C. The CCT faculty from CLA have leadership roles in CLA that limit involvement in (but not support of) Program development and outreach. The CLA faculty in CCT are nearing retirement.

3C. a) Finding the right form of Program promotion through CAPS that translates into applications; and b) getting a second full-time faculty member hired through CAPS.

³ <http://sicw.wikispaces.umb.edu/ISHS>

⁴ Indeed, just before the site visits for the 2010-11 AQUAD reviews for both programs, the CEHD & GS Deans suggested that the reviews be combined. In the end they were kept separate, but the post-AQUAD partnership became closer (see Peter Taylor’s role under 4C).

⁵ <http://cct.wikispaces.umb.edu/CCTNetwork>

⁶ <http://cct.wikispaces.umb.edu/news>

⁷ <http://cct.wikispaces.com>, <http://sicw.wikispaces.com>

⁸ Prospectus: <http://cct.wikispaces.com/CEp>

4C. CEHD priorities and resources are typically directed towards licensure programs and accreditation and program faculty periodically have to address changes they did not initiate. Since 2008 LTET has depended for its continuation on Peter Taylor co/directing it (or serving as a backup to the LTET director) in addition to his CCT leadership role. This AY LTET has continued on uncertain grounds as the new Department chair considers changes that might reduce the role of CCT courses.

5C. Adapting community-building to address the growing proportion of online students (see “collaborative explorations” under 5S).

Looking forward

Overarching Goals A-C continue for 2013-14 (see above).

Goal C may be elusive until there is a second full-time faculty member dedicated to CCT, so this is major goal #1 for the next year.

Major goal #2 is to sustain or increase the admissions for fall '13 into the spring and beyond (Goal B). If successful—and if LTET preserves the role of CCT offerings—overall registration in CCT courses can continue to provide net revenue for CAPS (see goal #1).

In light of the increasing proportion of online students, major goal #3 is for the Program to continue to develop its hybrid courses and to take stock of its long-standing community-building activities and its newer initiatives (Goal A).

Major goal #4 is to see whether Collaborative Explorations can grow, building community among alums and online students as well as drawing attention to the Program and eventually yielding more applicants.

Critical & Creative Thinking Graduate Program Annual report to CAPS & Graduate Studies, 2013-14

by Peter Taylor, Program Director, 3 June 2014

Overarching Goals for '13-14

- 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.

Numbers

Since the last annual report (i.e., from June '13 – May '14):

The Program has served 33 matriculated students (32 M.A., 1 Certificate), including 14 new M.A. matriculants and 1 readmit. 1 M.A. student graduated and 5 other have completed all course work but not their capstone. 2 students lapsed as active students and 1 transferred to another program, leaving 29 continuing M.A. students.

Through regular, online, other UC, and cross-listed sections, CCT instructors served 232 course registrations in CCT and SICW courses, including crosslistings, which is a 4% decrease from the previous year.

Notable changes or successes

- A. Because the majority of applicants now seek to take the Program from a distance, CCT has created an effective mode of instruction that combine a face-to-face group with students joining through google hangout. To include all students in the CCT community, the regular monthly evening events continue to allow online participation as do the month-long Collaborative Explorations (<http://collabex.wikispaces.com>) open to the wider public and international participation. Assistant Director, Jeremy Szteiter, received the Innovation in Online Teaching Award, bestowed by the University Conference on Teaching, Learning and Technology. The GPD and Assistant Director advised all current and prospective students, which included responding to inquiries, new student interviews, and mid-program check-ins.
- B. The Collaborative Explorations are intended to draw attention to the Program, but no applicant has yet come through that route. The number of matriculants returns the Program to strong levels after a drop during recent years when the Program's status was in limbo post-AQUAD. A proposal is also in the works for a doctorate in Creative and Transformative Education, in partnership with MassArt (<http://bit.ly/CTEdocs>).
- C. A search is underway for a 50% faculty member, who will cover the teaching of retiring faculty member Carol Smith as well as have an active presence in activities and forums through which attention could be drawn to CCT course offerings and degree tracks.

Challenges

- A. Given that fewer classes are face-to-face and fewer CCT students take those classes, there is less informal advising. A regular check-in at the end of each semester is being initiated, starting this week.

- B. Application numbers need to increase in order to reduce the following vulnerability: CCT courses always serve a majority of students from outside CCT. This is a strength, but also a vulnerability if those registrations drop. This AY the non-licensure LTET M.Ed. has continued on uncertain grounds as the Department chair considers changes that would reduce the role of CCT courses.
- C. Successfully complete the search and then collaborate on effective recruitment in a world where applicants find CCT but not through any systematic routes. If the doctorate is approved, it would add to the advising load, but the increase in student numbers would, it is hoped, lead to the 50% position becoming 100%.

Other Program Successes

1. CCT initiated and provided stipends for Workshops (in collaboration with the Graduate Writing Center) on Supporting Students' Writing Development throughout the Graduate Curriculum, <http://graduatewritingcenter.wikispaces.umb.edu/-/FacultyDevelopment/2014workshops>.
2. The GPD led an activity for GPDs on Sustainable Practices in Under-resourced Graduate Programs with a focus on alum community building, <http://bit.ly/gpd7may>.
3. The Inter-college Seminar on Humanities and Sciences continued both semesters, hosted by CCT with support from CAPS, <http://sicw.wikispaces.umb.edu/ISHS>.

Annual report to CAPS & Graduate Studies, 2014-15

Critical & Creative Thinking Graduate Program

(including Science in a Changing World graduate track)

by Peter Taylor, Program Director, 5 June 2015

Preamble

CCT is a small graduate program with matriculated student numbers hovering in the mid 30s. It has always been able to offer a wide range of electives by enrollments of students from other programs, in recent years, the Learning, Teaching and Educational Transformation (LTET) M.Ed. program and the Honors College. This academic year course enrollments from LTET declined, first with licensure changes for the Applied Behavioral Analysis students within LTET and then with the Chair of Curriculum & Instruction closing admissions to LTET. A new BA-MA (accelerated Masters) program was approved this year, which may eventually expand enrollment of Honors students. CCT research courses will be listed in the offerings for the new Transnational, Cultural and Community Studies graduate programs. A proposed doctoral program in partnership with MassArt was put on hold in the spring, but may be revived in due course. Until these new partnerships bear fruit, the Program is making adjustments, such as lowering the frequency of some courses.

Overarching Goals for '14-15

- 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.

Numbers

Since the last annual report (i.e., from June '14 – May '15):

The Program has served 36 matriculated students (34 M.A., 2 Certificate), including 6 new M.A. matriculants and 1 readmit. 6 M.A. student graduated; 4 others have completed all course work but not their capstone; 2 graduated with a Certificate (including one student who had been an M.A. student). 3 students lapsed as active students, leaving 32 continuing students.

Through regular, online, other CAPS, and cross-listed sections, CCT instructors served 183 course registrations in CCT and SICW courses, including cross-listings, and a cross-campus Women's Studies course, amounting to a 16% decrease from the previous year.

Notable changes or successes

- A. Because the majority of students now take the Program from a distance, CCT has created an effective mode of instruction that combine a face-to-face group with students joining through google hangout. The capstone class (1 local; 7 from a distance) formed a strong, supportive community. To include all students in the CCT community, the regular monthly evening events (including start-of-semester orientation) continue to allow online participation. The GPD and Assistant Director, Jeremy Szteiter, advised all current and prospective students, which included responding to inquiries, new student interviews, end-of-semester check-ins with online students, and mid-program check-ins.

- B. Discussions among the core faculty led to fine-tuning of the stated “rationale for a distinct Masters and Certificate program of study in Critical & Creative Thinking (CCT) [namely] that an explicit and sustained focus on learning and applying ideas and tools in critical thinking, creative thinking, and reflective practice allows students involved in a wide array of professions and endeavors to develop clarity and confidence to make deep changes in their learning, teaching, work, activism, research, and artistry. CCT instructors introduce diverse ideas and tools, and, at the same time, serve as models of teaching and coaching students in areas beyond the instructors' comfort and competency while building supportive settings for their own cross-disciplinary research and engagement projects. In the same spirit, CCT graduates are able to serve as guides—to their own students, colleagues, community members—and to themselves—in taking the time it takes to change our work, learning and lives.” The revised text, underlined, is intended to emphasize the role of CCT graduate as guide in the ongoing process of personal and professional change.
- C. A search for a 50% faculty member, to cover the teaching of retiring faculty member Carol Smith as well as have an active presence in activities and forums through which attention could be drawn to CCT course offerings and degree tracks, was successful. Orin Davis has been bringing up-to-date research and new perspectives into the courses he is teaching.

Challenges

- A. Continue as indicated under A in *Notable changes or successes*.
- B. Application numbers need to increase in order to reduce the vulnerability to changes in partnerships mentioned in the Preamble. New avenues may emerge through the networks of the new faculty member. Recruitment continues to be challenging in a world where applicants find CCT but not through any systematic routes and the celebration of innovation and virality eclipses the slower, reflective approach to change fostered by the Program (see <http://cct.wikispaces.umb.edu/testimonials>).
- C. Recruitment outreach and cultivating of partnerships is constrained by another sense in which CCT is a small program, namely, administrative resources being limited to the GPD and assistant GPD (a full-time teaching professional staff member) and a ¼ time graduate assistantship. It became evident during the year that the new 50% position needed to be 100% to overcome the very real constraints of this person’s split institutional and geographical locations and allow the apprenticing needed for there to be a meaningful possibility of rotation of the GPD role. This is not to be, so the challenge is to tailor efforts to the resources, protecting 1/3 of the GPD’s work-time for research and writing (especially in the crucial winter and mid-summer periods for grant applications).

Other Program Successes

1. The Inter-college Seminar on Humanities and Sciences continued in the fall, hosted by CCT with support from CAPS, <http://sicw.wikispaces.umb.edu/ISHS>.
2. The GPD chaired an external review for a proposed M.A. in Critical and Creative Thinking at the University of Nebraska and gave a keynote talk on teaching and assessing critical thinking to a meeting of Advancing a Massachusetts Culture of Assessment.
3. The first M.A. graduate in the Science in a Changing World graduate track, Rhoda Maurer, was appointed Director of Horticulture at the Cornell University Plantations, in

part because she promoted a collaborative model for leading the Plantations to connect with the public and address environmental change.

4. Orin Davis gave a TEDx talk, Help Yourself to Self Help, <http://www.youtube.com/watch?v=PZrw78Qcdek>
5. Peter Taylor assembled the innovations in online education made by him and the Program. These may be grouped under the umbrella of expanding access—expanding the range of influences on the students’ learning and expanding access to the learning materials from courses (<http://wp.me/plgwfa-FQ>).

Additional information requested by Graduate Studies

Enrollment Information

No systematic changes in our acceptance and matriculation numbers over the last three years (see *Numbers* above).

CCT projects growth in matriculants, through the BA-MA program and recruitment of applicants who would have joined the LTET program (see <http://bit.ly/CCTTE>). However, numbers in CCT courses may not increase (see *Preamble*).

Program Information

On orientation and support, see A under *Notable changes or successes*

Intern and practicum experiences are supported through three research and engagement courses—CrCrTh 688, 692, 693—the last two being required pre-capstone courses.

No plans to increase the # of assistantships for our graduate students from external sources.

On administrative support, see C under *Challenges*.

Graduation and Post-Graduation Information

8 students graduated in 2014-2015; see *Numbers*

Post-graduation plans of 2015 graduates:

Masters and Certificate Graduates	Number of Graduates
Are continuing current employment	7 of 8
Have found a new job that makes use of their graduate education	1 of 8

Student and Program Achievements:

Program recognitions, awards, and/or rankings for 2014-2015: --

Significant student achievements in 2014-15: See #3 under *Other Program Successes*.

Program’s 2-3 greatest achievements in 2014-2015: see *Notable changes or successes*

Program’s 2-3 biggest challenges: see *Preamble* and *Challenges*

Program’s 2-3 most important goals for 2015-2016: see *Overarching Goals for '14-15*

Annual report to CAPS & Graduate Studies, 2015-16
Critical & Creative Thinking Graduate Program
(including Science in a Changing World graduate track)
by Peter Taylor, Program Director, 20 May 2016

Information requested by Graduate Studies is indicated by ()*

Preamble

CCT is a small graduate program with matriculated student numbers hovering in the mid 30s. It has always been able to offer a wide range of electives by enrollments of students from other programs (typically around half of CCT enrollments). Partnerships require continuing cultivation yet have been subject to being discontinued for reasons beyond CCT's control. (*) Budget cuts may increase the teaching load of the core faculty and administrators (in other programs as well as CCT) and thus render partnerships harder to sustain.

Overarching Goals for '15-16

- 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 '15 – May '16):

The Program has served 32 matriculated students (28 M.A., 4 Certificate), including 10 new M.A. matriculants and 2 new Certificate matriculants. 6 M.A. student graduated; 4 others have completed all course work but not their capstone; 2 graduated with a Certificate (including one student who had been an M.A. student). 2 students lapsed as active students, leaving 30 continuing students.

Through regular, online, other CAPS, and cross-listed sections, CCT instructors served 173 course registrations in CCT and SICW courses, including cross-listings, amounting to a 6% decrease from the previous year.

Notable changes or successes

- A. An experimental version of the core course in Critical Thinking was offered using a Problem-Based Learning format with goals, among others, of investigating a) how much well-worn sources from the 80s and 90s have been superseded by more recent research and writing; b) how much the critical thinking process needs to involve individuals seeking or creating supportive "context," e.g., arranging sounding boards or establishing one's surroundings as a "studio" to make a space where critical thinking comes easier?'
- B. –
- C. CCT courses have begun to be taken by PhD students from new programs and by matriculants who would have joined the LTET program. The decline in overall student registration due to phasing out of previous partnerships (see below) was kept small.

Challenges

- A. Continue to innovate in core courses.
 - B. Promotion for a new BA-MA (accelerated Masters) program needs to be re-engaged.
 - C. Enrollments 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. The 50% faculty member has not been able to have the expected presence in program promotion. For this reason, and because the GPD had to attend to personal family matters, promotion of a new BA-MA (accelerated Masters) program (approved last year) and of CCT to other new graduate programs, as well as progress on a proposed doctoral program in partnership with MassArt, have been limited.
- * A+B+C. Budget cuts may increase the teaching load of the core faculty, thus reducing time for course review and revision, for program promotion, and for sustainable, non-exploitative operations and planning.

Other Program Successes

1. The Inter-college Seminar on Humanities and Sciences resumed in the spring, hosted by CCT with support from CAPS, <http://sicw.wikispaces.umb.edu/ISHS>.
2. * CCT Assistant Director Jeremy Szteiter recently participated in the U.S. Department of State's International Information Program as a visitor to the U.S. Embassy in Amman, Jordan. He presented workshops to teachers on the topics of integrating critical thinking into the curriculum and the use of critical thinking and reflective practice in support of teacher professional development. During the trip, he was also interviewed by the Jordan Times about the opportunities for development of critical and creative thinking in local schools, participated in a panel discussions at the Shoman Foundation and local universities, and led a discussion with representatives from the Ministry of Education about the role of critical thinking in Jordanian education.
3. Peter Taylor prepared entries for a new edition of the book *Taking Yourself Seriously*, which will include tools and processes for “Connecting, Probing, and Reflecting” workshops and collaborative explorations.

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.