

 HARVARD

THE DEREK BOK  
CENTER FOR  
TEACHING AND  
LEARNING

ANNUAL REPORT  
2016-17

## DEAR COLLEAGUES,

We are pleased to share with you highlights of our work at the Derek Bok Center for Teaching and Learning during 2016–17.

The Learning Lab gained incredible momentum in its second year, as we collaborated with over 30 faculty members to develop novel curricular projects. A particularly notable feature of the Learning Lab is the direct connection we have developed with undergraduates. As we design and prototype new assignments for courses, undergraduates are involved in every step of the process. A new cadre of Learning Lab Undergraduate Fellows tests each new activity, providing feedback and refining the materials before deploying new assignments in the classroom. Moreover, this year we began working directly with students in classes to ensure successful implementation of new types of assignments—again representing a new model for the role of a teaching and learning center.

We continue to offer exceptional training and support for graduate students, through a robust slate of courses and workshops, as well as through partnerships with departments across FAS. At the same time, our support for faculty has dramatically increased in the past year. For example, we have begun working with faculty to help develop General Education courses, and we have developed new mechanisms for convening faculty conversations.

During 2016–17, more students than ever before worked as Bok Center fellows, undertaking a variety of projects and initiatives in partnership with faculty and Bok Center staff.

As fellows, undergraduates and graduate students reflect on teaching and learning, develop new curricular materials, and support other students across campus in their roles as instructors. These students fellows have become part of our inter-generational community of teachers and learners who are in dialogue about education.

Additionally, in 2016–17:

- » We strengthened our expertise in the teaching of writing through a new staff position and a graduate fellows program on writing pedagogy.
- » We created a new socially engaged learning initiative, which connects teaching and learning at the university level with K–12 education.
- » Our educational research and evaluation team played an integral role in evaluating programs of high priority to Harvard College.

We shared our work with the broader community at our First Annual Spring Showcase in May. Over 150 people visited the Bok Center to explore a selection of Learning Lab projects, meet our student fellows, and talk with us about our programming and initiatives.

We look forward to another year of building partnerships with Harvard's teachers and enabling transformative experiences in Harvard classrooms.

Warmly,



**ROBERT LUE**

Richard L. Menschel Faculty  
Director of the Derek Bok Center  
for Teaching and Learning

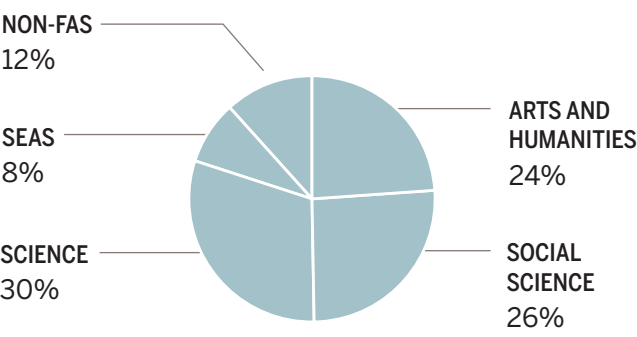


**TAMARA BRENNER**  
Executive Director

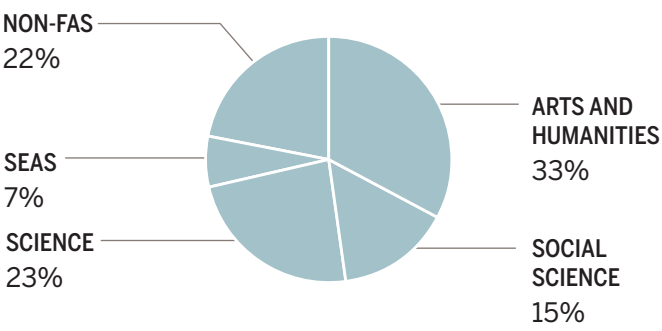


# PARTICIPATION OVERVIEW

**836** unique graduate students participated in Bok Center programming in FY17



**232** unique faculty worked with the Bok Center in FY17



# THE LEARNING LAB

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The Learning Lab, now in its second year, is establishing itself as a driving force in curricular innovation.

Many faculty clients from the inaugural year of the Learning Lab returned to continue their collaborations.

**30+** **faculty members worked with the Learning Lab** in 2016–17 to design and build courses, materials, assignments, and activities.



We created a Learning Lab Undergraduate Fellows (LLUF) program to fully integrate the undergraduate perspective into the Learning Lab.

**40** **LLUFs tested newly designed activities**, providing feedback and refining assignments before they were delivered to students in classrooms.



**19** **graduate students worked as fellows** with the Learning Lab.

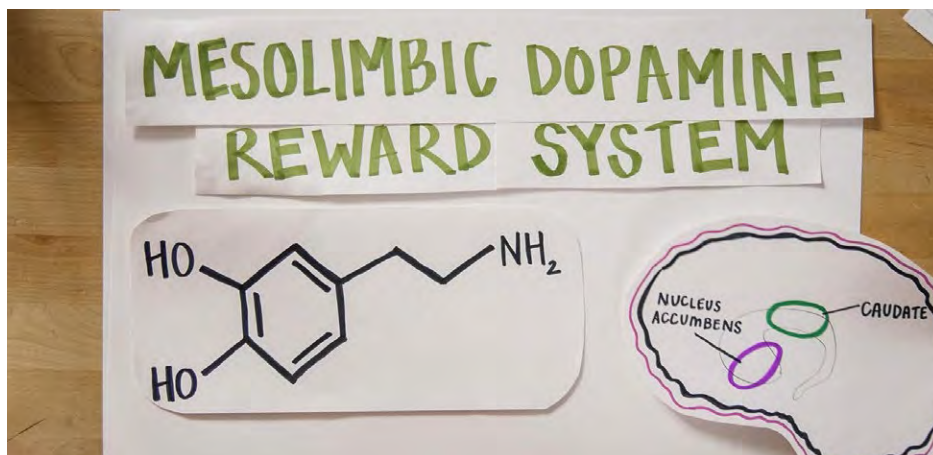
These students developed skills such as videography, coding, performance, museum curation, and game design, and collaborated with faculty to develop and deploy innovative classroom activities drawing on these modalities.

In the past year, we have developed mechanisms to provide comprehensive support for students when new assignments are deployed in a course.

**1000+** **undergraduates visited the Learning Lab as part of a course** during the 2016–17 academic year.

Students learned new skills through hackathons and workshops; worked on assignments in a supported environment; and used the video studio to reflect on their learning, deliver oral and multimedia presentations, and interview experts.





## LIGHTS, CAMERA, NEUROSCIENCE

Presenting data in an engaging, easy-to-digest way is an essential part of being an academic neuroscientist. That's why David Cox, an associate professor of molecular and cellular biology and of computer science, wanted students in his small introductory neuroscience course (MCB 81) to build their visual communication skills. He turned to the Bok Center for help.

"Marlon Kuzmick and his Learning Lab team are wonderful at helping students be creative and think about visual storytelling," Cox says. "I thought this would be a perfect marriage." He was right.

The Bok Center collaborated with Cox to design and implement two new assignments. Undergraduates in the course now produce mixed-media presentations for their midterm and final, which involves developing scripts and then recording and editing 15–20-minute videos at the Center. Working in groups, they use simple props like hand-made drawings and Lego pieces to explain complex topics such as gambling addiction, Circadian rhythms, stress response, and human sex differences. Cox and his teaching fellows provide content feedback, while the Bok Center provides the facilities,

technical expertise, and ongoing support around visual and oral communication.

Creating these videos helps deepen the students' grasp of the material, according to Cox, because they have to understand and break down their subject matter to communicate it clearly. "There's nowhere to hide when you have to explain something to a general audience, particularly when you're doing it in front of a camera," he says. "It's a hugely powerful educational technique. And the students really enjoy seeing the final product because it looks so good."

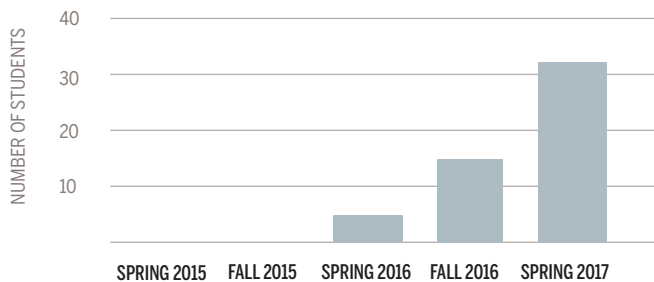
As a new Harvard faculty member in 2012, Cox took a Bok Center workshop on public speaking and has found it essential for delivering talks around the world about his path-breaking brain research. "Communication is a huge part of the job of any academic," he notes. "The scholarship isn't worth anything if nobody knows about it. The Bok Center staff are masters at thinking deeply about communication—and they're wonderful people to work with."

"Marlon Kuzmick and his Learning Lab team are wonderful at helping students be creative and think about visual storytelling."

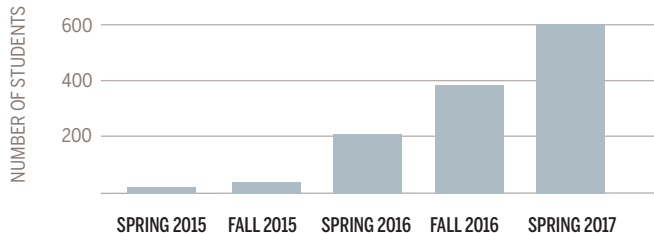
DAVID COX, Associate Professor of Molecular and Cellular Biology and of Computer Science

# THE LEARNING LAB

## LEARNING LAB UNDERGRADUATE FELLOWS



## STUDENTS ENGAGED IN LEARNING LAB ASSIGNMENTS



The Learning Lab supports both conventional and unconventional modes of communicating, making, and creating. We developed curricular activities that involve:

**Writing**

**Observing**

**Dance**

**Debate**

**Argument mapping**

**Podcasting**

**Visualizing music**

**Game design**

**Data visualization**

**Timelines**

**Museum exhibits**

**Drawing**

**Maps**

**Virtual reality**

**Coding**

**And more!**

## EXAMPLES OF LEARNING LAB PROJECTS

### OEB 130: Biology of Fishes — Professor George Lauder



The Biology of Fishes class introduces students to fishes' diversity, key anatomical features, and the fundamentals of their physiology. The accompanying lab sessions ask students to perform critical observations to support lecture content. Yet, student feedback from previous offerings of the course indicated that students felt poorly prepared for these labs and had a difficult time completing the tasks asked of them. Bok Center Graduate Fellow Kelsey Lucas worked with Professor Lauder to develop a new introductory lab activity in which students learned to handle valuable specimens and use drawing as a tool to make observations, preparing them to engage more deeply with specimens in the following labs. As part of this project, Kelsey created a Guide to Looking, which can be deployed more broadly.

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## USW 42: The Great Experiment: A History of the United States — Professor Jill Lepore



Professor Jill Lepore developed a new Gen Ed course, USW 42: The Great Experiment: A History of the United States, to teach students (1) to see American history not as a story, but as an experiment in constructing a society through rational debate, and (2) to debate among themselves meaningfully and productively. Working closely with her teaching staff and the Bok Center, Professor Lepore worked tirelessly to determine how she might replace the conventional sections of her course, in which her Teaching Fellows would simply “discuss” the readings with students, with carefully regulated debates, in which students would take an active role in re-enacting and even re-litigating some of the most fundamental questions about who “America” is, and what “America” does. Additionally, experts on theatre and communication from the Bok Center and the American Repertory Theatre provided ongoing training to prepare the students to engage fully in the weekly debates.

## Expos 20: The Friendship Project — Dr. Dwight Fee



In 2016 and 2017, the Expos 20 course “Social Worlds of Friendship at Harvard,” taught by Dwight Fee, partnered with the Learning Lab to develop ways to make the course hands-on and transformative for the students, particularly through (1) an emphasis on speaking and interviewing on-camera, and (2) creating real audiences for the students’ work, including deans, faculty, and fellow students. The two-year sequence of innovations has shown that when students connect with each other through a structured but intimate form of sustained dialogue (the interview)—and when they know these exchanges have genuine implications for the communities they care about—they express more ownership of their ideas and arguments.



# SUPPORTING GENERAL EDUCATION

Harvard's General Education curriculum (which was also known as the Core Curriculum between 1978–2007) has always been an essential and distinctive part of the Harvard undergraduate experience—as well as a model for the curricula of other universities the world over. In 2018, Harvard will launch a new General Education curriculum focused on connecting students' academic work more intensively with their lives in the world, as well as unsettling many of their (and our) casual preconceptions of how things are (or ought to be).

Designing this new curriculum has been a challenging process for the faculty, many of whom are energized by the opportunity to rethink what it means to stretch their own academic expertise beyond the confines of specialized departmental courses. The Bok Center intensively supported the design and deployment of assignments in a number of courses accepted or under consideration for the new Gen Ed, helping students reflect on their learning and make meaningful connections between course content, their own lives, and the broader world.



Among the Gen Ed classes receiving enhanced support from Bok were:

**ANE 103: Ancient Lives**

Professor Gojko Barjamovic

**EMR 17: Logical Reasoning**

Professor Ned Hall

**HUM 11a: The Art of Looking**

Professor Jennifer Roberts

**SPU 26: Finding our Way**

Professor John Huth

**SW 47: Contemporary Developing Countries: Entrepreneurial Solutions to Intractable Problem**

Professor Tarun Khanna

**USW 26: Sex and the Citizen: Race, Gender, and Belonging in the US**

Professor Caroline Light

**USW 42: The Great Experiment**

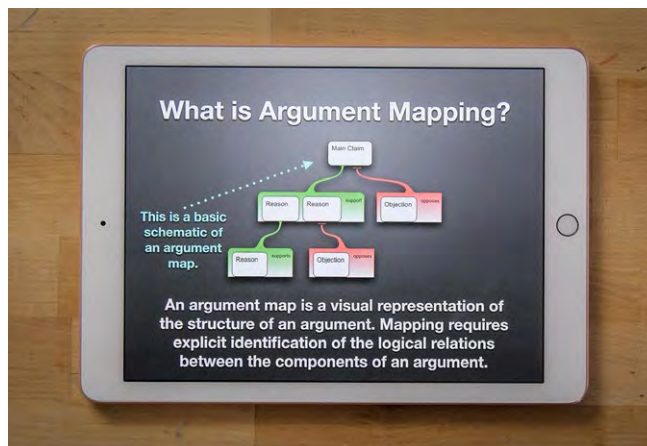
Professor Jill Lepore

**USW 43: Ancestry**

Professor Maya Jasanoff

# 5

We supported five **Graduate Seminars in General Education**, in which faculty collaborate with graduate students to develop new undergraduate Gen Ed courses, on topics ranging from the Hebrew Bible to race in America to the challenge of environmental catastrophes in East Asia.



# 50+

In preparation for the revised program in General Education, which will launch in Fall 2018, the Bok Center will play an integral role in **partnering with faculty to help develop upwards of 50 new General Education courses.**





## BOK CENTER EXPANDS HORIZONS

For her new course on ancestry, Maya Jasanoff, Coolidge Professor of History and Harvard College Professor, wanted to “disrupt” the family tree. So she invited students to create alternate ways of visualizing family lineages. They arrived in class with versions made on paper and computers, 3-D models, and mobiles with dangling pieces.

“It was like a craft fair,” Jasanoff recalls. “It was really fantastic.” She had developed the creative hands-on assignment in collaboration with Bok Center staff, especially Adam Beaver, associate director for teaching and learning, and Marlon Kuzmick, director of the Learning Lab.

Jasanoff conceptualized the General Education course, which surveys how different societies have defined and recorded ancestry over time, while teaching a graduate seminar on the topic in the 2015–2016 academic year. But she turned to the Bok Center in Fall 2016 for help designing concrete and meaningful activities to engage students. “I’d come in and say, ‘Here’s the unit. Here’s what I want to get across. What should I do?’” Brainstorming followed, and the Center transformed those ideas into assignments—

like another in which students recorded podcasts of family stories, then identified recurring themes across multiple podcasts by students in their sections.

Bok Center staff also advised Jasanoff on how to pace the course and focus on learning outcomes. “They were constantly asking, ‘What do you want students to take away from this?’” She witnessed undergraduates having “ah-ha” moments in the classroom when they saw something familiar, such as a family tree, in a new light.

Jasanoff, who teaches about the British Empire, comes from a certain pedagogical tradition and knowledge base. “But when you’re trying to put together a course that stretches beyond that, you need to draw on more minds than your own,” she says. “The people at the Bok Center are experts at imagining different ways of presenting material in a teaching setting. I found it enormously rewarding to have these conversations and have them expand the horizons of what was possible.”

“The people at the Bok Center are experts at imagining different ways of presenting material in a teaching setting.”

MAYA JASANOFF, Coolidge Professor of History and Harvard College Professor

# SUPPORTING WRITING ACROSS THE CURRICULUM

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We expanded our capacity to support writing across the curriculum by hiring an Assistant Director for Writing Pedagogy, who is responsible for helping graduate students and faculty use writing assignments more effectively in their teaching. In addition to this writing-focused support of departmental and Gen Ed courses, the Bok Center supported innovations in several introductory expository writing classes as well.

## BOK WRITING FELLOWS

We assumed responsibility for a graduate student program (now called the Bok Writing Fellows program) that is offered in collaboration with the Harvard Writing Project and the Writing Program. A cohort of 8 Bok Writing Fellows received training in writing pedagogy during a Fall seminar at the Bok Center, designed to

prepare them for their role as writing tutors for undergraduates in their home departments. Through this program we also supported departmental writing initiatives, including several discipline-specific, interactive online guides to writing.

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## EXPOS 10: EXPOSTUDIO

Expos 10 provides a foundational introduction to the conventions of college-level expository writing, reaching approximately ten percent of of the incoming class—particularly students from under-resourced high schools. During the Fall 2016 semester, Expos 10 experimented with draft-workshop and peer-review projects in the Learning Lab. For their first two writing assignments, students were asked to make recommendations to high-level College administrators about two pressing on-campus issues: whether the Harvard Art Museums renovation project should have been funded, and how portraiture around campus is—and should be—curated. The Learning Lab offered a studio space for both assignments, moving students' ideas through several iterations in a single sitting before writing a formal draft. Working in small groups, students laid out their theses and evidence on camera as hypothetical “elevator pitches,” then received immediate feedback and had the chance to revise their pitch. These exercises improved students' ability to “try on” evidence and refine provisional



claims in real time, thus improving their ability to recognize competing positions within genuine debates and address different audiences within those debates more effectively.



# EDUCATIONAL RESEARCH AND EVALUATION

Evaluation is an integral component of instruction, curriculum development, and university strategic planning. In the past two years, our educational research and evaluation team has added a quantitative and a qualitative research analyst, thus expanding our ability to contribute to a range of campus initiatives.

## 53

In 2016–17, our educational research and evaluation team **developed and implemented 53 surveys and conducted 21 focus groups.**

## 14

In year 2 of the University's first blended degree program **we evaluated 14 courses and 4 programs at the Harvard Chan School of Public Health.**

## 11

We conducted **11 programmatic evaluations in the Faculty of Arts and Sciences**, including assessment of academic advising, the administrative board and honor council, renovated classrooms, and the Emerging Scholars program—an academic enrichment program for students interested in STEM.

## EXAMPLES OF EVALUATION WORK

**Evaluation of the Online Masters of Public Health in Epidemiology.** 2015–16 marked the first year of the new blended (online and residential) Master's of Public Health in Epidemiology program at the Harvard Chan School of Public Health. The Bok Research and Evaluation team has been working with administrators, faculty, and curriculum and technology teams to evaluate and identify best practices in the use of technology for effective online learning and teaching that will be used to inform the future of online learning at Harvard.

**Evaluation of the Emerging Scholars Program.** Students with weak mathematics backgrounds are at risk for dropping out of STEM. In 2016, the math department launched an Emerging Scholars Program for STEM-interested Harvard undergraduates. The Bok Research and Evaluation team is working with the program to evaluate how participation in the program changes student confidence in mathematics, the pipeline into the STEM concentrations, and student performance in upper division science courses.

**Evaluation of Advising in Harvard College.** Academic advising is an essential component of a Harvard liberal arts and sciences education. This year Bok Research and Evaluation, in collaboration with Harvard College Institutional Research, undertook a comprehensive evaluation of Harvard's advising network, incorporating a variety of quantitative and qualitative data that reflect the perspectives of students, faculty, and staff.

# TRAINING GRADUATE STUDENTS AS TEACHERS

During the 2016–17 academic year, we supported hundreds of graduate students through our annual teaching conferences, workshops, and courses on teaching.

**28** Departmental Teaching Fellows **supported graduate student teaching across FAS.**

Teaching fellows lead departmental workshops or courses on pedagogy, observing their peers teach, and holding consultations that include classroom video viewings and analysis of mid-semester feedback.

**400** graduate students attended our **pre-semester teaching workshops.**

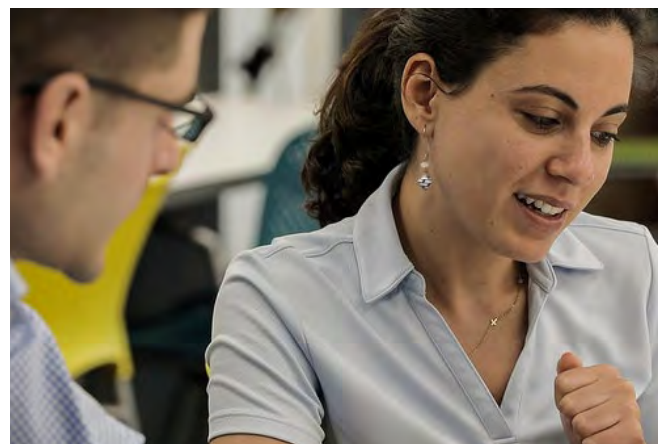


**195** participants **attended Bok Seminars**; multi-session courses that meet for a minimum of 12 hours.



**20** graduate students received a **Bok Teaching Certificate**, indicating completion of three Bok Seminars and a substantive engagement with and reflection on teaching.

**287** graduate students met with a consultant to **reflect on a video of their own teaching.**







## MAKING LEARNING STICK

Zachary Nowak, PhD '18, was a pretty good teacher when he began his Harvard doctoral program in American Studies in 2013, but he wasn't satisfied. "I really wanted to learn to teach better," he says. "I want to be effective. I want students to enjoy the class and learn and remember."

The Bok Center has helped Nowak sharpen his pedagogical skills—and inspired him to help fellow graduate students do the same.

During his third year, Nowak took two eye-opening Bok Center seminars. In one on course design, he created a 60-page digital syllabus that describes a future class on U.S. food history using colorful photos, graphics, and white space to enhance the text. In a seminar on the cognitive psychology of learning, Nowak discovered simple, evidence-based approaches to make learning stick.

"The best way to learn something is to retrieve it constantly, to take it and use it," he explains. Nowak's favorite teaching tool, "think-pair-share," involves having students work solo and in groups to figure out the answer to a question themselves. "There's no rocket science to it, and you don't

need expensive devices. It's very quick, and you can use it in every single class and on the fly."

As a Departmental Teaching Fellow and Bok Center Pedagogy Fellow in 2016–17, Nowak co-organized a workshop series for graduate students on inclusive teaching, tackling such topics as unconscious bias in the classroom. He also created a new pedagogy and professional development course that will be required for third-year graduate students in American Studies starting in Fall 2017.

Nowak, who describes himself as a spatial historian, is grateful for the insights and encouragement the Center has provided. "The Bok Center has taught me how to do really good assessment—both of the students and myself—and to base teaching on research," he says. "It's been invaluable."

"I really wanted to learn to teach better. I want to be effective.  
I want students to enjoy the class and learn and remember."

ZACHARY NOWAK, PhD '18

# UNDERGRADUATES AS PARTNERS

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Undergraduates provide a valuable perspective in helping create more effective learning experiences.

## 60 → 101

We dramatically increased the **number of undergraduates who work closely with the Bok Center**—from 60 (2015–2016) to 101 (2016–17).

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## 40

**Learning Lab Undergraduate Fellows partnered in curriculum development**, testing and refining novel assignments developed in the Learning Lab.

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## 4

**Bok Undergraduate Pedagogy Fellows designed and led workshops** about the undergraduate perspective for graduate students, and contributed to programming on issues of power, privilege, and identity in the classroom.

## 6

**undergraduate culture and communication consultants** provided feedback on teaching and language skills to international graduate students, both during classes and through one-on-one meetings throughout the year.

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## 18

**front office students** videotaped classes, supported events and programs and acted as resources to visitors of the Bok Center.

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## 33

**undergraduates mentored K–12 students** through after-school programming at the Harvard Ed Portal.





## A 'MAGICAL' SPACE

As a course assistant, Kayla Evans '19 wanted to show students how to create posters to illustrate their semester-long research projects on friendships at Harvard. "I couldn't make it to class that day, so I thought, 'I'll just record a video in the Bok Center and edit it within a couple of hours.'" The professor presented her video in class, and it worked beautifully.

Evans, a linguistics concentrator with a secondary in neurobiology, had honed those handy production skills with Bok Center staff during her first two years at Harvard. In two different Center-supported classes, she and classmates had conducted interviews on camera and created their own videos to explain complex neuroscience concepts—using the Center's TV studio-quality facilities.

Eager to continue her Bok Center connection, Evans became a Learning Lab Undergraduate Fellow (LLUF) junior year. She helped faculty and teaching fellows refine new types of assignments for undergraduates. She also assisted with "Social Worlds of Friendship at Harvard," an Expository Writing class that explores social networks at

the College. She and LLUF Anna Gibbs '19 brainstormed ideas for the curriculum—for example, helping course leader Dwight Fee pinpoint important questions about friendship, difference, and inclusion on campus—and helped students edit their videos and make capstone posters. The students' work is now part of a video and oral history initiative called The Friendship Project.

Working with the Center's Learning Lab has given Evans a fascinating, behind-the-scenes look at course development, as well as the opportunity to contribute meaningfully to innovative teaching and learning. "It has been really exciting to share my feedback with faculty and TFs and to see it being implemented in the classroom," she says. "The Bok Center is a powerful, creative space. I think it's pretty magical."

"The Bok Center is a powerful, creative space. I think it's pretty magical."

KAYLA EVANS '19

# CONVENING FACULTY

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The Bok Center convened a variety of faculty conversations about teaching and learning.



**86** faculty members attended our **Faculty Lunches on Learning**, where featured faculty members shared insights about strategies for engaging students in their classes.

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**24** participants interested in teaching with cases attended a **day-long Bok Exploratory Seminar** in April that drew on the expertise of faculty from Harvard Law School, Business School, Kennedy School, and Graduate School of Education who frequently employ case-based teaching in their classes.

**50+** faculty members—including tenure-track and non-ladder—attended **new faculty orientations** in August, 2016.

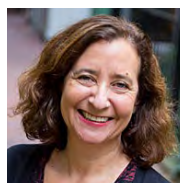
Bok Center staff led workshops on topics including teaching as storytelling and how people learn, and the Bok Players explored inclusive teaching using applied theatre.

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**We created a new Faculty Fellows program, with two inaugural fellows:**



**Richard Light**, Carl H. Pforzheimer Professor of Education at the Harvard Graduate School of Education, co-organized the Harvard Summit on Excellence on Higher Education with our educational research and evaluation team.



**Elisa New**, Powell M. Cabot Professor of American Literature, is developing a multi-year initiative to bring groups of Harvard students, faculty, professionals, and alumnae together in the work of conceiving, producing, testing, and disseminating the highest quality humanities content suitable for a broad public.



# ENRICHING K-12 EDUCATION

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In 2016–2017, the Bok Center expanded its audience to include the K–12 educational community, connecting Harvard students and faculty with K–12 students and teachers.

**33** undergraduates, working under the guidance of the Bok Center's new assistant director for socially engaged learning, **mentored and taught K–12 students** through after-school programming at the Harvard Ed Portal.



Bok Center Faculty Fellow Elisa New developed an **online course on Poetry in America for high school teachers, and taught a graduate-level course at the Bok Center** in which students created educational materials in the humanities for audiences outside of higher education.

**18** high school students from the Crimson Summer Academy **visited the Bok Center video studio to interview Harvard faculty of color.**

**852** high school students and their accompanying 24 teachers **were taught laboratory sessions** on campus by graduate students and postdoctoral fellows.

**52** high school teachers learned from **Harvard scientists** about current biology research and developed their own multimodal videos.



**80** Through the Amgen Biotech Experience program, we **supported 80 high school teachers in offering biotechnology curricula at their schools**, reaching 5,268 students.

# FOSTERING ORAL COMMUNICATION

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The Bok Center provides robust training and support for teachers and students in developing their communication skills.

**67** international graduate students enrolled in intensive **programming to enhance their oral communication and teaching skills.**



**58** graduate students enrolled in Bok Center courses and workshops on **public speaking and teaching as storytelling.**

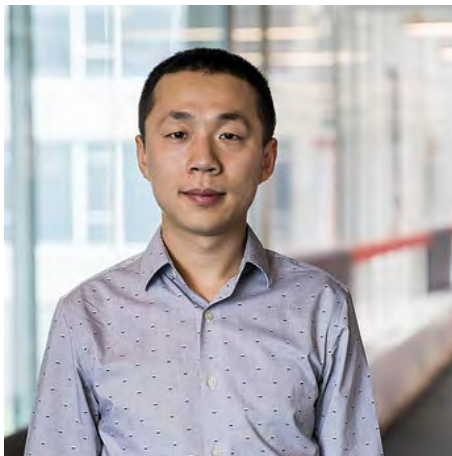


**8** PhD candidates were selected as **Harvard Horizon Scholars**. They received over 30 hours of in-depth, individualized mentoring on the fundamentals of storytelling, visuals, and voice—preparing the scholars to share their research through brief, compelling talks at a symposium at Sanders Theatre.



We collaborated with numerous faculty to develop and deploy assignments for undergraduate courses that foster communication skills ranging from science communication, to podcasting, to debate.





## A COVETED TEACHING AWARD

Yanpeng Sun, PhD '19, had never been abroad until he came to Harvard from China in 2013 to pursue his doctorate in structural geology. "It was a bit scary at the beginning," he recalls. Although Sun had started learning English at age 11, he needed to improve his oral skills before assuming his teaching fellow responsibilities.

Thanks to the Bok Center's Professional Communication Program for International Teachers and Scholars—and with considerable personal drive and support from his faculty advisor—Sun has greatly enhanced his grammar, vocabulary, and conversational abilities, and even earned a coveted teaching award in his department.

Shortly after arriving on campus, Sun enrolled in a Bok Seminar taught by Pamela Pollock, associate director for professional and scholarly development. The course, Classroom Communication Skills for International TFs, focuses on skills like impromptu speaking and interactive teaching. One highlight for Sun was being paired with an undergraduate who helped him practice his English. "I was able to meet with her one-on-one every week for one hour. I would ask her questions,

and she would give feedback on my pronunciation or grammar," he explains. "We're still good friends."

Even after he met the language requirement to teach, Sun decided to continue taking advantage of Bok Center resources. He took two more seminars "because I just want to improve myself." In a class on public speaking for international teachers and scholars, for example, he learned strategies for overcoming stage fright and making eye contact with the audience during presentations. Sun still makes some mistakes when speaking, but he is quick to laugh about them and is encouraged by positive student evaluations he has received.

Sun's dedication has paid off with a Teaching Certificate from the Bok Center and an award from the Earth and Planetary Sciences department for his role in teaching the undergraduate course, "Structural Geology and Tectonics." The Shaler Teaching Award includes a rock hammer with Sun's name engraved on it. "I'm really proud of that," he says.

Even after he met the language requirement to teach, Sun decided to continue taking advantage of Bok Center resources. He took two more seminars "because I just want to improve myself."



# DIVERSITY AND INCLUSION

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The Bok Center is committed to fostering learning environments that support all students. In addition to offering trainings, workshops, and seminars for faculty and graduate students about issues related to diversity and inclusion, we highlight the following activities from 2016–17:

## BOK PLAYERS

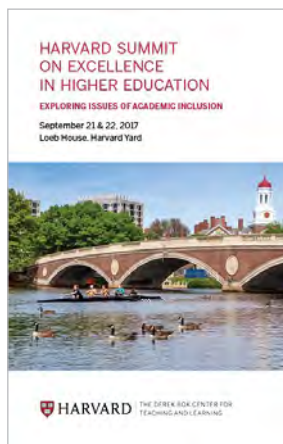
Our applied theatre ensemble explored issues of equity and inclusion in higher education through 10 performances at Harvard and other institutions in the Northeast.



## HERSCHBACH TEACHER/SCIENTIST LECTURE

Keivan Stassun, professor of physics and astronomy at Vanderbilt University, shared models for increasing diversity at the PhD level at an invited lecture.

View a video of the lecture at <https://vimeo.com/208555854>.



## SUMMIT ON EXCELLENCE IN HIGHER EDUCATION

Deans, administrators, and faculty from 25 elite colleges and universities registered for the September 2017 Summit, which focuses on issues of academic inclusion.

# EXPANDING THE BOK CENTER

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The Bok Center is growing! We are expanding our expertise in all areas—from educational research and evaluation, to the Learning Lab, to science education.

14 → 24

Between June 2015 and June 2017, **the number of Bok Center staff increased** from 14 to 24.

In addition to our location at the third floor of the Science Center—which we have occupied for more than 40 years—

**we recently expanded into a second location**

at 125 Mount Auburn Street in Harvard Square.

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## BOK CENTER STAFF



**Ashleane Alabre**  
Staff Assistant



**Diane Andronica**  
Video and Technical  
Operations Coordinator



**Adam Beaver**  
Associate Director for  
Teaching and Learning



**Jennifer Bergeron**  
Director of Educational  
Research and Evaluation



**Tamara Brenner**  
Executive Director



**Pauline Carpenter**  
Instructional Specialist



**Courtney Hall**  
Educational Research  
Analyst



**Beckie Hunter**  
Office Coordinator



# EXPANDING THE BOK CENTER

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**Sarah Jessop**  
Associate Director for  
Engagement and  
Communication



**Jonah Johnson**  
Assistant Director for  
Writing Pedagogy



**Susan Johnson**  
Assistant Director for  
Socially Engaged Learning



**Marlon Kuzmick**  
Director of the Learning Lab



**Noelle Lopez**  
Learning Lab Fellow



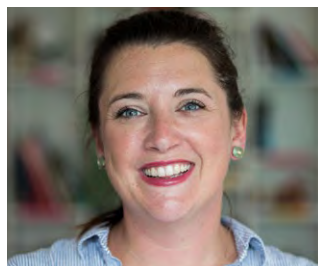
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