

Introducing...

**THE
BOK PLAYERS**



THE BOSTON CONSORTIUM IS PLEASED TO PRESENT

The Bok Players:

**an interactive theatre group created and developed at
Harvard University, now a community of practice within
the Boston Consortium**

WHO ARE THE BOK PLAYERS?

The Bok Players, formerly the Bok Center Players of Harvard University, are an interactive theatre group using theatre as a change agent in academia.

Through performance, live character interaction, and role-play, the Players partner with audiences to examine complex issues of human interaction.

MISSION:

The Bok Players' mission is to use theatre as an interactive, dynamic learning tool in academic culture. We strive to help make the academic world open and accessible- a place where all have an equal chance to succeed- through the examination of culture, communication, bias, and power.

We believe that theatre is an immediately accessible method which provokes discussion of issues often difficult to observe and address. We aim to collaboratively raise awareness of ways to improve life for all members of the academic community, enabling both personal and organizational change.

OUR HISTORY

The Bok Players were formed at the Bok Center for Teaching and Learning in 2007, in partnership with the Office of Faculty Development and Diversity at Harvard University.

The Bok Players were a direct and innovative response to the WISE (Women in Science and Engineering) report at Harvard, which, like reports at many other universities nationwide, pointed at the gender disparity in the sciences. After piloting several programs focusing on gender in science, the Players broadened to address wider issues of diversity and inclusion, emphasizing cultural understanding of all aspects of academic life. The Players examined core challenges of teaching and learning, hiring practices, and doctor-patient relationships in trial research, among other topics. Methods can be extended to any aspect of academic life.

Since 2007, The Players have worked with thousands of audience members: undergraduates, graduate students, junior and senior faculty, deans, lab researchers and managers, hiring committees, medical researchers doing clinical trials, diversity offices, and university staff. Through live, interactive theater, we are able to spark discussions of complex pedagogical and academic life topics often left unexplored through more traditional means.

With ten original plays targeting a variety of “hot topics,” The Players also use improvisation to work through more fluid, audience-oriented scenarios that can be tailored to specific client needs. In addition, most of the current plays can be adapted to audiences other than their original target audience. “Trouble in the Lab,” for example, commissioned to examine management practices in lab culture, is often used to discuss conflict management in any workplace. The Players are also currently developing other product models such as one-on-one coaching through role-play.

CURRENT OFFERINGS



PLAY	TOPIC	AUDIENCE
<i>Almost Break</i>	Collaborating in a lab	Undergrad & grad students, post-docs
<i>Any Questions?</i>	Teaching science	TAs, faculty
<i>A Delicate Dance</i>	Mentoring	Faculty, grad students, staff
<i>Finding the Balance</i>	Mentoring (sciences)	Faculty, grad students, staff
<i>Noble Intentions</i>	Community engagement	Medical research, field research
<i>The Right Fit</i>	Faculty hiring	Faculty, hiring committees, chairs
<i>Sign Here</i>	Ethics in obtaining consent	Medical research
<i>Slim Chance</i>	Cross-cultural communication	Medical research & other staff
<i>Trouble in the Lab</i>	Management and conflict negotiation skills	PIs, undergrads, grad students, post-docs, staff, other faculty
<i>Teaching Beyond the Timeline</i>	Teaching humanities/ social sciences	TAs, faculty

AND....

**PLAYS CAN BE ADAPTED FOR OTHER AUDIENCES.
NEW PLAYS COMMISSIONED UPON REQUEST.
SMALL GROUP OR ONE-ON-ONE COACHING OFFERED.
IMPROVISATIONAL PROGRAMS TAILORED TO CLIENT'S NEEDS.**

SOME OF OUR CLIENTS INCLUDE:

- New England Higher Education Recruitment Consortium (HERC)
- Harvard Medical School's Committee on the Status of Women
- Harvard Partner's Offices of Faculty Development and Diversity and Post-Doctoral and Research Careers
- Harvard Vice Provost's Office for Faculty Development and Diversity's Cross-Harvard Mentoring Initiative
- Dana Farber Post Graduate Academy
- MIT- Teaching workshop for engineering graduate students
- Mass General Hospital- Office for Research Career Development
- Harvard Medical School Task Force on Faculty Diversity
- Harvard Catalyst- ICI, Regulatory Affairs, & Advanced Curriculum Compendium
- Suffolk University- Center for Teaching Excellence
- Harvard's Research Experiences for Undergraduate Program
- Amherst College- Pedagogical Research
- Leadership Alliance Consortium Annual Symposium

WHAT THEY'RE SAYING...

*The audiences respond:
a sample of client feedback*



Mentoring in the Academy: Office of the Senior Vice Provost for Faculty Development and Diversity, March 2010. Comments from Harvard faculty.

What was most interesting about the presentation?

"Very effective at depicting the awkwardness that can arise and lead to failure in the relationship.... The potential conflicts in the mentoring relationship are tense. Addressing these conflicts in a playful way with characters who are theoretical allows the audience to easily identify and address flags or issues."

"Recognizing the characters and situation in my own professional experience."

"The multiple issues embedded in the sketch gave a lot of food for thought and discussion."

"Provoked great audience discussion and repeat role play with audience participants."

Teaching Beyond the Timeline & Any Questions?: Bok Center for Teaching and Learning, Fall Teaching Conference, 2009 & Amherst College Faculty Spring Workshop, May 2010. Comments from graduate students, faculty, and staff.

What will you leave thinking about?

"How a section might play out –how to influence its outcome at important moments; how to get to know the personalities of my students. Using every section as a learning experience."

"Best teaching tool I've seen so far!!"

"The idea that students have very different personalities that must be accommodated; how to keep class discussions interesting and relevant. [This was] just Fantastic!"

"The way in which even very small changes can alter the class dynamics."

Trouble in the Lab: Research Management Workshop for Science Faculty, September 2009.

What will you leave thinking about?

"The quiet gender dynamics that permeated most interactions."

"Discussions on resolving conflict, balancing being approachable vs. strong leader; how to communicate effectively."

Contact us.

We look forward to partnering with you.

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The Bok Players

