

James Lawford Anderson

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Personal Information

Research Interest: Igneous and metamorphic petrology; mineral equilibria

Born: December 2, 1947 – Goose Creek (now Baytown), Texas

Married to Jean Morrison, Professor of Earth and Environment and University Provost (2011-2023)

Education

B.A. (Geology, minor in History) Trinity University, San Antonio, 1970

M.S. (Geology) University of Wisconsin, Madison, 1972

Ph.D. (Geology, minor in Chemistry) University of Wisconsin, Madison, 1975

Military Experience

Commission: 2nd Lieutenant, U.S. Army, Field Artillery, May 1970; 1st Lieutenant, U.S. Army Reserve, June 1973-77; Captain, U.S. Army Reserve, June 1977-78

Professional Experience

Assistant Director, Undergraduate Learning Assistant Program, Boston University, 2015 – 2020

Professor of Earth Sciences, Department of Earth & Environment, Boston University, 2011 – present

Professor (1989-2011), Associate Professor (1981-1989), Assistant Professor (1975-1981), Department of Earth Sciences, University of Southern California

Director of Undergraduate Students, Department of Earth and Environment, Boston University, 2012-2024.

Director of the USC Center for Excellence in Teaching, Office of the Provost (2007-2011)

Director of Faculty Affairs, Office of the Dean, College of Letters, Arts, and Sciences, USC (2002-2005)

Faculty Fellow, USC Center for Excellence in Teaching (2002-2011)

Chair (1998-2003), Department of Earth Sciences, USC (two terms)

President of the Faculty of USC and the USC Academic Senate (1997-1998)

President, Faculty Council of the College of Letters, Arts, and Sciences, USC (1995-1996)

Technical Advisor, PBS television series, "Earth Revealed" (1988-1992)

Technical advisor, GameDesk (2011-2014); a non profit with NSF funding to make games for teaching science, K-12)

Professional Societies and Affiliations

American Geophysical Union

Geological Society of America (Fellow)

Mineralogical Society of America (Fellow)

Awards

1989, USC Associates Award for Excellence in Teaching, Office of the Provost

1992, USC Innovative Teaching Award, Office of the Provost

1994, Hewlett Teaching Award, USC College

1998, Outstanding Teacher Award, University Student Association

1998, General Education Teaching Award, USC College of Letters, Arts, and Sciences

1999, Professor of the Year, Gamma Sigma Alpha National Honor Society
1999, Greek Women of USC Faculty Recognition Award
2000, Professor of the Year, Gamma Sigma Alpha National Honor Society
2000, University Distinctive Service Recognition Award, USC Academic Senate
2001, Faculty Member of the Year, USC Panhellenic Council
2003, Professor of the Year, USC Gamma Sigma Alpha National Honor Society
2006, Faculty Recognition Award, USC Gamma Sigma Alpha National Honor Society
2007, Faculty Innovative Teaching Award, Office of the Provost, USC
2008, Faculty Appreciation Award, Alpha Lambda Delta student honor society, USC
2008, Professor of the Year, Gamma Sigma Alpha National Honor Society, USC
2009, Professor of the Year, Gamma Sigma Alpha National Honor Society, USC
2009, Tapped by the USC Mortar Board Scholars, a National Honor Society, USC
2010, Distinguished Educator Award, Los Angeles Council of Engineers and Scientists
2014, Boston University Excellence in Advising Award

Recent Teaching Awards Nominations – 2024

2025 Boston University Metcalf Award
2025 Boston University Scholar-Teacher of the Year Award
2025 Boston University Gitner Family Award for Innovation in Teaching with Technology

Summary of Research Activities

My principal research interest is the evolution and construction of the Earth's crust. As an igneous petrologist concerned with granitic magma genesis and mineral equilibria, much of my work and that of my students have been devoted to an understanding of the evolution of granite magma from its source to emplacement. The research is both field and lab oriented and has shared interests with other disciplines including geochemistry, structural geology and tectonics, and rock mechanics.

Present research problems are diverse but follow a common theme, one of crustal petrology. Much of my research is focused on the Proterozoic crustal evolution of North America with emphasis on the rapid growth of orogenic crust during the Early Proterozoic (1.7-1.9 Ga) and the Proterozoic-unique, “anorogenic” magmatism of the period 1.0 to 1.5 Ga. The objective is to document the evolution of distinct magmatic suites utilizing exposures in the midcontinent, the Colorado Front Range, and the mountainous regions of Arizona, southern Nevada, and southern California.

The second area of research is related to the Mesozoic and Tertiary magmatism of the western U.S. An exciting aspect of this study has been the identification of middle crust within the southwest Cordillera. Much of this work has centered around the Whipple Mountains region of southeastern California. Since 1990, I have been working on emplacement conditions and magmatic evolution of the Mt. Stuart batholith, north Cascades, Washington and the Tuolumne Intrusion of the Sierra Nevada batholith, California.

During 2006-2011, I was involved in a USC College- and Provost-supported Team Research project to have undergraduate students involved in our NSF-supported research in Yosemite. We had over a dozen undergraduate students in the field with us all these summers and years and their work was presented at national meetings, including GSA and AGU.

As of 2011 and after 36 years at USC, I have relocated to Boston University where I am enjoying making new colleagues and learning of new research endeavors. However, my research continues in California and the Washington Cascades and has recently expanded to more distant places, including Tibet, Iran, China, Mongolia, and Algeria.

I am no longer accepting new graduate students but I recently advised two undergraduate senior theses at BU. Phillip Purvis worked on pegmatites and two mica granites from the Fitchburg, MA area. Connor Levy worked on the Quincy and Peabody granites. Through this research, they acquired new geochemical data, age data, and have completed new electron microprobe analyses at MIT. Both presented their research at a Spring GSA meeting.

Statement regarding Teaching and Service

I attempt to offer a balanced program of both teaching and research. Teaching a high quality course is a personal goal, regardless of the level of the class. In recent years, I have strived to make my teaching more learner-centered in recognition that each student learns differently. In my larger classes, I have the students use “clickers” to enable them to assess their learning in real time. The numbers of students in my GE classes at BU are routinely 80 to over 150, however I strive to learn the name of every student and also to know them.

I have had the honor of receiving a number of teaching awards and most of these have come from the large general education courses.

From 2012 to 2024, I have served as the Director of Undergraduate Studies for our Department. At Boston University, I have taught three different 100 level earth science courses, plus EE 300 Earth's Rocky Materials, EE 311 Topics in Earth and Environmental Science, and ES 424 Igneous and Metamorphic Petrology.

I am currently the faculty advisor to our department's geology club (**Boston University Geological Society or BUGS**). I am also the faculty advisor, and perhaps the first ever at BU I am told, to a campus sorority (**Gamma Phi Beta**). I was the faculty advisor to the same sorority at USC for many years and upon my departure, the women there wrote those here that I might do the same. I help these women find the right major or double major or minor, seek internships, consider semester abroad opportunities, deal with grades less than their expectations, find research opportunities, and the next step beyond BU, be it jobs or higher education. I am also the faculty advisor to the all gender service fraternity at BU, **Alpha Phi Omega**.

I write many letters of recommendation for our EE undergraduate majors and other students at BU, often near 100 per year. It is a time commitment but I am glad to be of help to all of our students.

Publications

Books

Anderson, J. L., editor, The Nature and Origin of Cordilleran Magmatism: Geological Society of America Memoir 174, 405 pages, (1990)

Papers (1990-present)

Anderson, J. L. and Cullers, R. L. (1990). Middle to upper crustal plutonic construction of a magmatic arc, an example from a metamorphic core complex, *in* Anderson, J. L., editor, The Nature and Origin of Cordilleran Magmatism, Geological Society of America Memoir 174, p. 47-69.

Davis, G. A., and Anderson, J. L. (1991) Low-angle normal faulting and rapid uplift of mid-crustal rocks in the Whipple Mountains metamorphic core complex, southeastern California: *in* Walawender, M. J., and Hanan, B. B., editors, Geological Excursions in Southern California and Mexico, Guidebook for the 1991 Annual Meeting, Geological Society of America, San Diego, p. 417-446.

Anderson, J. L., Barth, A. P., Young, E. D., Davis, M. J., Farber, D., Hayes, E. M., Johnson, K. A. (1992). Plutonism across the Tujunga-North American terrane boundary: A middle to upper crustal view of two juxtaposed arcs, *in* Bartholomew, M. J., Hyndman, D. W., Mogk, D. W., and Mason, R., editors, Characterization and Comparison of Ancient and Mesozoic Continental Margins - Proceedings of the 8th International Conference on Basement Tectonics, Kluwer Academic Publishers, Dordrecht, Netherlands, p. 205-230.

Cullers, R. L., Griffin, T., Bickford, M. E., and J. L. Anderson (1992) Origin and chemical evolution of the 1360 Ma-old San Isabel batholith, Wet Mountains, Colorado, USA: A mid-crustal granite of anorogenic affinities: Geological Society of America Bulletin, v. 104, p. 316-328.

Mayo, D. P., Morrison, J., and Anderson, J. L. (1992) Chemical and oxygen isotopic variations in upper plate rocks of the Whipple Mountains detachment system, California, USA, *in* Kharaka, Y. K. and Maest, A. S. (editors) Water-Rock Interaction, Proceedings of the 7th International Symposium on Water-

- Rock Interaction, v. 2, Moderate and High Temperature Environments, A. A. Balkema Publishers, Rotterdam, Netherlands, p. 1527-1532.
- Anderson, J. L., and Morrison, J. (1992) The role of anorogenic granites in the Proterozoic crustal development of North America, in Condie, K. C., editor, *Proterozoic Crustal Evolution*: Elsevier, p. 263-299.
- Cullers, R. L., Stone, J., Anderson, J. L., Sassarini, N., and Bickford, M. E. (1993) Petrogenesis of Mesoproterozoic Oak Creek and West McCoy Gulch plutons, Colorado: an example of cumulate unmixing of mid-crustal, two mica granite of anorogenic affinity: *Precambrian Research*, v. 62, p. 139-169.
- Anderson, J. L. (1993). The Wolf River Batholith, in Reed, J. C. and others (eds.) *Geology of North America, Geological Society of America DNAG Volume C-2, Precambrian: Conterminous U.S.*, p. 69-71.
- Bender, E. E., Morrison, J., Anderson, J. L., and Wooden, J. L. (1993) Early Proterozoic ties between two suspect terranes and the Mojave crustal block of the southwestern United States: *Journal of Geology*, v. 101, p. 715-728.
- Anderson, J. L., Wooden, J. L., and Bender, E. E. (1993) Mojave Province of southern California and vicinity, in Van Schmus, W. R., and Bickford, M. E. (eds.) *Transcontinental Proterozoic Provinces*, Chapter 4, *Geology of North America, Geological Society of America DNAG Volume C-2, Precambrian: Conterminous U.S.*, p. 176-188.
- Bickford, M. E., and Anderson, J. L. (1993) Middle Proterozoic magmatism, in Van Schmus, W. R., and Bickford, M. E. (eds.) *Transcontinental Proterozoic Provinces*, Chapter 4, *Geology of North America, Geological Society of America DNAG Volume C-2, Precambrian: Conterminous U.S.*, p. 281-292.
- Davis, M. J., Farber, D. L., Wooden, J. L., and Anderson, J. L. (1994) Conflicting tectonics? Contraction and extension at middle and upper crustal levels along the Cordilleran Late Jurassic arc, southeastern California: *Geology*, v. 22, p. 247-250.
- Howard, K. A., John, B. E., Davis, G. A., Anderson, J. L., and Gans, P. B. (1994) A guide to Miocene extension and magmatism in the lower Colorado River region, Nevada, Arizona, and California; Field Trip 3, 8th International Conference on Geochronology, Cosmochronology, and Isotope Geology, U.S.G.S. Open File Report 94-246, 54p.
- Paterson, S. R., Miller, R. B., Anderson, J. L., Lund, S., Bendixen, J., Taylor, N., and Fink, T. (1994) Emplacement and evolution of the Mt. Stuart batholith. In D.A. Swanson and R. A. Haugerud, Eds., *Geologic field trips in the Pacific northwest*, v. 2, p. 2F1-2F27, Department of Geological Sciences, University of Washington in conjunction with the Geological Society of America, Seattle.
- Ekstrom, H., Morrison, J., and Anderson, J. L. (1994) Petrogenetic modeling and stable isotopic evaluation of anorthositic and jotunitic to syenitic magma series in the San Gabriel anorthosite complex, southern California: *Precambrian Research*, v. 70, p. 1-24.
- Anderson, J. L., and Smith, D. R. (1995) The effect of temperature and oxygen fugacity on Al-in-hornblende barometry: *American Mineralogist*, v. 80, p. 549-559.
- Anderson, J. L. (1996) Status of thermobarometry in granitic batholiths: *Transactions of the Royal Society of Edinburgh*, v. 87, 125-138. [also published in *GSA Special Paper 315*]
- Anderson, J. L. (1997) Regional tilt of the Mount Stuart batholith, Washington, determined using aluminum-in-hornblende barometry, implications for northward translation of Baja British Columbia: Discussion: *Geological Society of American Bulletin*, v. 109, 1223-1225.
- Morrison, J. and Anderson, J. L. (1998) Footwall refrigeration along a detachment fault: Implications for the thermal evolution of core complexes: *Science*, v. 279, 2 January, p. 63-66.
- Mayo, D. P., Anderson, J. L., & Wooden, J. L. (1998) Isotopic constraints on the petrogenesis of Jurassic plutons, southeastern California: *International Geology Review*, v. 40, p. 257-278.
- Anderson, J. L. and Cullers, R. L. (1999) Paleo- and Mesoproterozoic granite plutonism of Colorado and Wyoming. *Rocky Mountain Geology*, v. 34, p. 149-164.
- Tate, M. C., Norman, M.D., Johnson, S. E., Fanning, C. M., and Anderson, J. L. (1999) Generation of tonalite and trondhjemite by subvolcanic fractionation and partial melting in the Zarza intrusive complex, western Peninsular Ranges batholith, northwestern Mexico: *Journal of Petrology*, v. 40, p. 983-1010.

- Anderson, J.L. and Morrison, J. (2005) Ilmenite, magnetite, and peraluminous Mesoproterozoic anorogenic granites of Laurentia and Baltica. *Lithos*, v. 80, p. 45-60.
- Anderson, J.L., Barth, A.P., Wooden, J.L. Mazdab, F. (2008) Thermometers and Thermobarometers in Granitic Systems. In, *Mineralogical Society of America, Reviews in Mineralogy and Petrology*, v. 69, Minerals, Inclusions, and Volcanic Processes, Putirka, K. and Tepley, F. eds., p. 121-142.
- Barth, A. P., Anderson, J.L., Jacobson, C., Paterson, S. R., Wooden, J.L. (2008) Magmatism and tectonics in a tilted crustal section through a continental arc, eastern Transverse Ranges and southern Mojave Desert. *GSA Field Guide* 11, 2008 Cordilleran Section meeting, p. 101-117.
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- Anderson, J.L., Morrison, J., and Paterson, S. (2012) Post-emplacement fluids and pluton thermobarometry: Mt. Stuart batholith, Washington Cascades. *International Geology Review*, v. 54, no. 5, p 491-508.
- Anderson, J. L. (2012) Cold Pegmatites, *Elements*, v. 8, no. 4., p. 248-249
- Paterson, S.R., Memeti, V., Anderson, J.L., Cao, W., Lackey, J.S., Putirka, K.D., Miller, R.B., Miller, J.S., Mundil, R. (2014) Overview of arc processes and tempos, in *Formation of the Sierra Nevada Batholith: Magmatic and Tectonic Processes and Their Tempos*, Memeti, V., Paterson, S.R., Putirka, K.D. (editors), *GSA Field Guide* 34, p. 87-116, doi:10.1130/2014.0034(06)
- Cao, W., Paterson, S., Memeti, V., Mundil, R. Anderson, J. L., Schmidt, K. (2015) Tracking paleo-deformational fields in a continental arc: a study of incremental and finite strain in Mesozoic plutons and host rocks, respectively in central Sierra Nevada and its implications on intra-arc deformation and arc tempos. *Lithosphere*, v.7, p. 296-320, doi:10.1130/L389.1
- Shi, Y., Anderson, J.L., Ding, J., Liu, C., Zhang, W. Shen, C. (2016) Zircon ages and Hf isotopic compositions of Permian and Triassic A-type granites from central Inner Mongolia and their significance for late Palaeozoic and early Mesozoic evolution of the Central Asian Orogenic Belt, *International Geology Review*, doi:10.1080/00206814.2016.1138333, 17p.
- Shi, Y., Anderson, J.L., Wu, Z., Yang, Z., Li, L., Ding, J. (2016) Age and Origin of Early Paleozoic and Mesozoic Granitoids in Western Yunnan Province, China: Geochemistry, SHRIMP Zircon Ages, and Hf-in-Zircon Isotopic Compositions, *The Journal of Geology*, 2016, volume 124, p. 617–630, DOI: 10.1086/687397.
- Li, L., Shi, Y., Anderson, J.L., and Cui, M. (2016) Sensitive high-resolution ion microprobe U-Pb dating of baddeleyite and zircon from a monzonite porphyry in the Xiaoshan area, western Henan Province, China: Constraints on baddeleyite and zircon formation process: *Geosphere*, v. 12, no. 4, p. 1362–1377, doi:10.1130/GES01328.1
- Robinson, F.A., Bonin, B, Pease, V., and Anderson, J.L. (2017) A discussion on the tectonic implications of Ediacaran late- to post-orogenic A-type granite in the northeastern Arabian Shield, Saudi Arabia: *Tectonics*, DOI: 10.1002/2016TC004320
- Yang, Y., Shi, Y., Anderson, J. L. (2017) Zircon SHRIMP U-Pb Ages and Geochemistry of Late Mesozoic Granitoids in Western Zhejiang and Southern Anhui: Constraints on the Model of Lithospheric Thinning of Southeast China: *International Geology Review*, DOI: 10.1080/00206814.2017.1317220
- Li, L., Shi, Y., Williams, I. S., Anderson, J. L., Wu, Z., Wang, S. (2017) Geochemical and zircon isotopic evidence for extensive high level crustal contamination in Miocene to mid-Pleistocene intra-plate volcanic

- rocks from the Tengchong field, western Yunnan, China: *Lithos*, DOI: [10.1016/j.lithos.2017.06.015](https://doi.org/10.1016/j.lithos.2017.06.015)
- Ding, J., Shi, Y., Kroner, A., and Anderson, J. L. (2017) Constraints on sedimentary ages of the Chuanlinggou Formation in the Ming Tombs, Beijing, North China Craton: LA-ICP-MS and SHRIMP U–Pb dating of detrital zircons: *Acta Geochemica*, DOI [10.1007/s11631-017-0211-1](https://doi.org/10.1007/s11631-017-0211-1)
- Shi, Y., Hou, C., Anderson, J. L., Yang, T., Ma, Y., Bian, W., and Jin, J. (2017) Zircon SHRIMP U–Pb age of Late Jurassic OIB-type volcanic rocks from the Tethyan Himalaya: constraints on the initial activity time of the Kerguelen mantle plume: *Acta Geochemica*, DOI [10.1007/s11631-017-0239-2](https://doi.org/10.1007/s11631-017-0239-2)
- Ratschbacher, B.C., Keller, C.B., Schoene, B., Paterson, S.R., Anderson, J.L., Okaya, D., Putirka, K., Lippoldt, R., (2018) A new workflow to assess emplacement duration and melt residence time of compositionally diverse magmas emplaced in a subvolcanic reservoir. *Journal of Petrology*, 1-23. DOI: [10.1093/petrology/egy079](https://doi.org/10.1093/petrology/egy079)
- Ding, J., Shi, Y., Kröner, A., & Lawford Anderson, J. (2018). Constraints on sedimentary ages of the Chuanlinggou Formation in the Ming Tombs, Beijing, North China Craton: LA-ICP-MS and SHRIMP U–Pb dating of detrital zircons. *Acta Geochimica*, 37(2), 257-280. doi:[10.1007/s11631-017-0211-1](https://doi.org/10.1007/s11631-017-0211-1)
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- Wu X, Shi Y, Anderson JL. (2020) Provenance analysis of Permian sandstones from the Solonker area in central Inner Mongolia, China: Constraints from detrital zircon U-Pb geochronology and whole-rock geochemistry. *Geological Journal*. 2020; 1–19. <https://doi.org/10.1002/gj.3715>
- Bao, Z., Shi, Y., Anderson, J.L., Kennedy, A., Ke, Z., Gu, X., Wang, P., Che, X., Kang, Y., Sun, H., Wang, C. (2020) Petrography and chronology of lunar meteorite Northwest Africa 6950. *Science China*, v. 63, 1-13. <https://doi.org/10.1007/s11432-019-2809-3>
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- Kang, Y., Shi, Y., Anderson, J.L. (2021) Tectonic mechanism and evolution of eastern China during the Early Cretaceous: a view from magmatism in the middle to Southern Tan-Lu fault zone. *International Geology Review*, v. 63, p. 21-46. <https://doi.org/10.1080/00206814.2019.1700400>
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- Economos, Rita C., Andrew P. Barth, Joseph L. Wooden, Scott R. Paterson, Brody Friesenhahn, Bettina A. Wiegand, J. Lawford Anderson, Jennifer L. Roell, Emerson F. Palmer, Adam J. Ianno, and Keith A. Howard (2021) Testing models of Laramide orogenic initiation by investigation of Late Cretaceous magmatic-tectonic evolution of the central Mojave sector of the California Arc, *Geosphere*, v. 17, No. 6, p. 2042-2061. <https://doi.org/10.1130/GES02225.1>
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Meeting Abstracts (since 2004)

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- Needy, S.K., Barth, Andrew P.1, Anderson, J.L., and Wooden, J. (2006) Geothermobarometry of the eastern Transverse Ranges, southern California. *GSA Abstracts with Programs*, Vol. 38.
- Ball, E.N., Fischer, G.C., Foley, B.R., Thompson, J., Memeti, V., Pignotta, G.S., Anderson, J.L., Paterson, S.R., Matzel, J., Mundil, R. (2007) Magmatic and volcanic plumbing systems, crustal evolution, and the search for the mysterious Mojave-Snow Lake fault: 2006-07 Earth Sciences undergraduate team research in the high Sierra. *USC Undergraduate Research Symposium*
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Faculty Advisor

Sorority Gamma Phi Beta USC (1992 – 2011), BU (2012- present)
 Boston University Geologic Society (BUGS) 2012 – present
 Alpha Phi Omega, a BU all gender service fraternity 2018- present

Past Graduate Students

Supervised Masters Theses - 18
 Supervised Dissertations – 11

Recent undergraduate senior theses that I advised and financially supported

Purvis, Phillip (2017) Pegmatites of Rollstone Hill in Fitchburg, Massachusetts, 74p.
 Levy, Connor (2017) Characterization and Classification of the Peabody and Quincy Plutons in the Eastern Massachusetts Igneous Complex, 35 p.

Former graduate students (29) hold tenured faculty positions at UCLA, Oxford, Northern Arizona University, Pomona College, Santa Ana College, Pasadena City College, Indiana University, University of Arkansas, Orange Coast College, and Cal State University Los Angeles. Others are working in the mineral exploration, petroleum, environmental, or aerospace industry.

Teaching Evaluations and Student Comments for Classes Taught during 2024

Lawford Anderson

Scores and Comments from Teaching Evaluations, verbatim and not selected

EE 105 Crises of a Planet Spring 2024

How organized did the course seem to you? 4.67

How well were the course learning objectives communicated? 4.69

How well did the course fulfill its stated learning objectives? 4.76

How much did you learn from this course? 4.69

How well did the course foster a sense of belonging and an inclusive climate that was supportive of learning for all students? 4.84

Total Score 4.73

It was informative.

good

I feel Professor Anderson taught us not just about the subject but also about life....

best professor ever. he really bring his energy and enthusiasm to everyone

the class was really interesting, Dr. A showed various stones and even had a field trip to help us understanding the concept in the course, which is really helpful and made me learned a lot

Professor Lawford taught us about our planet and gave us practice questions which helped us prepare for the exam. He is extremely knowledgeable.

I really enjoyed the class and Dr. A made it extremely enjoyable

Professor Anderson is super enthusiastic of his professional and this course.

Dr. A is the best professor at BU. He cares so much that his students learn from his classes. He genuinely cares about the well-being of his students and does not penalize for being late to class. He makes me want to go to his class because of how sweet he is and how passionate he is about what he is teaching. He always wants to help his students out.

Professor Anderson is a very passionate person.

This class was absolutely amazing. The greatest thing about this class is the professor!!!! He is so passionate about the class and extremely knowledgeable. I wish I had more professors like Dr. A!!!

Very well organized syllabus and regularly communicated expectation.

Lectures were structured and organized with main objectives for each session clearly stated. Professor Anderson is a great lecturer and engaging students in the material.

Interesting course

I always knew what to expect for class and I learned a great deal about the different topics. The presentations had a great mix

of pictures, videos, and text that all supplemented my learning.

This was such a fun hub! I loved Dr. A and found the content fascinating.

Professor Lawford is one of the best professors I have ever had. He is the nicest guy and care a about his students

I felt like too much was covered in each lecture, Making it hard to learn. Each class had slideshows with over 100 slides, and he would go so fast that I couldn't pick up on anything he was saying while also trying to concentrate on the presentation. I definitely could've learned more if we went a normal pace and covered topics more appropriately.

We had covered lots of topics in class and every PPT of the lectures are on blackboard. All documents are easy to find and well organized. I love that the lab was designed as an extension of the material in lecture. There are also a lot of quizzes that I

can use to practice for the exam.

Everything is very organized.

How the professor brought in items that would relate to the topic being taught, like for example when we were talking about rocks and how they were formed the professor brought in rocks to show us.

Being able to know beyond knowledge in the textbook

Lecture

good

The media project was a great way to get everyone's unique perspectives and approaches to learning which was really interesting!

I learned a lot of basic geography and environmental knowledge

I think is the showing of real stone, graphite, and some pictures of Dr. A experience, all these things helps to the

understanding of the abstract concept.

Professor not only taught us about the course but his life experiences helped shape us as young adults.

I enjoyed that the labs followed closely with the lecture so that way what we were learning during the lectures was applied directly during the lab

The field trip is interesting.

I think the professor completely forms the course. I could not praise Dr. A enough. He completely makes the course what it is.

Learned about the Earth.

The class sparked my even greater interest in climate change, environmental impacts, natural disasters on Earth, and SO much more!!! I am thinking about taking another future science or sustainability class to expand my knowledge and better understand what is happening in the world we live in, and how we can fix it.

Lawford is an excellent professor who is incredibly considerate of his students. I felt very supported by him as a student.

Professor Anderson cares deeply about each individual student and wants them to succeed. He answers any questions asked fully and will review or go back to make sure the information is understood. I thoroughly enjoyed the field trip because we were able to experience what we were learning about and to understand it better

Let us learn about the nature of our earth

I would say that the most valuable aspects were the real life examples of phenomenons and seeing how our actions/inactions affect the world around us.

Getting to know dr. a and feel his passion through the lectures

The lectures were super interesting and exciting

I enjoy Dr. A's teaching style. It's engaging.

Our instructor is the best professor I had ever seen.

I liked the field trip most, it's really fun.

n/a

Prof. Anderson has a really good office decoration. I like professor and his classes so much !

Professor Anderson have included so many fun activities such as the field trip, I really enjoy it!

I love EE105.

everything is great

This course is really interesting and Dr. A is a nice professor, really had a good time this semester.

Professor Lawford is the sweetest professor I have ever had and he is always there to help. He took us on a field trip to help us relate everything we were learning. He spent time with every one of us on that trip and taught us not only about the crisis of

the planet Earth but also about life through his experiences.

N/A

I feel a lot of students did not come to class due to the flexibility of the course, but those who come are not only responsible but truly appreciate the class and Dr. A's enthusiasm and passion for Earth Science. Also, the field trip was AMAZING!!! This class is the best science class I have ever taken. I'm hoping Dr. A teaches more classes because I would definitely take them 100%. Boston University is blessed to have a professor like him. I can't stress how much I enjoyed and learnt from this class thanks to him!!!

I think there is a low attendance because people in class share the learning catalytic code every class through text message. Otherwise, there is no way to see the code and log in remotely. I've found that professors who do a daily QR code (google form) attendance and then close it after the first 5 minutes tend to have more students show up because they need to be there

as class starts to scan the code. They can always come up after class to tell you if they were late and missed it. Maybe the TFs can help with that?

I highly recommend this course to anyone who is looking to learn more about our earth and how it works and to gain a better appreciation of it and how they can do their part in saving it.

I truly enjoyed this course and would recommend it to anyone. It was engaging and one of the most unique classes I have taken at BU.

I learned more about the environment and am now able to point out geological structures that we learned in class (a good party trick).

I get a general understanding to the earth science, and it helps me steps of my comfort zone.

Geology & climate awareness.

good

I feel like this was one of the first times I felt comfortable approaching a professor or TA with doubts

Knowledge of environmental science, and increased awareness of protecting the environment

One skill that I learned from this course is to try to walk outside of the class to see the world by using your eyes.

Critical thinking, creativity

I sharpened my ability to absorb and retain information
 I learnt a lot about how natural causes affect the earth and my creative topic helped me learn a lot about women in the gold rush, which is very niche and was an interesting read.
 Understand deeper about different kinds of rocks
 SO much. So many interesting topics. From rocks and minerals and their amazing properties to toxic waste, as well as different types of topography and more! I was very interested in our impact on climate change and how many natural disasters,
 as well as global warming, are occurring. The field trip to Deer Island was fascinating because I also learnt how much Boston is doing to tackle problems like these!!
 I learned how to consolidate my notes when copious amount of information is given. this is valuable to me because I have previously been a note taker that strenuously tries to get everything down.
 I would say that I improved on my abilities to be conscious of my own actions and do research on the environmental impact of different things in my life.
 KNowledge about the planet.
 learned a ton about our planet
 Faster typing lol
 I learn a lot about the crises on earth and have a more comprehensive understanding on geology and environmental science
 n/a
 Learned more about environmental issues
 Go to classes and talk to the professor, he's AMAZING
 Go to professor Anderson's lecture!!! It's real fun
 Please take EE105.
 good
 Please figure out your learning catalytics it may cost you your grade!
 the pop quiz before every class is very helpful
 Just choose it, you will definitely learn a lot from this class.
 Attend lecture and go to office hours just to talk to the professor
 I would definitely suggest taking this course
 If you take this course, take it with Dr. A.
 N/A
 Take this course if you truly enjoy environmental impacts we are facing today, minerals and their properties and having a passionate professor full of energy!!!!
 Show up to lectures because Professor Anderson cares deeply and tries to help you any way he can. I will miss being in this class greatly. You will also gain a lot from attending lectures because information comes to life when he speaks, rather than just scrolling through presentations on your own.
 I would tell them that it is absolutely worth taking. As long as they attend lectures and labs, they will certainly learn a great deal
 and have no issues getting through the class.
 Be prepared to take lots of notes.
 it is a great course to take you will enjoy it
 Write the slideshow notes down the day before, and then in class, only pay attention to what is being said by the professor and
 take notes on that because you will not be able to do both at once.
 Take this course.
 n/a

EE 105 Crises of a Planet Fall 2024

How organized did the course seem to you? 4.48
 How well were the course learning objectives communicated? 4.60
 How well did the course fulfill its stated learning objectives? 4.56
 How much did you learn from this course? 4.64
 How well did the course foster a sense of belonging and an inclusive climate that was supportive of learning for all students? 4.72
 Total Score 4.60

I learned a lot about different facets of our environment

I learned a lot, and the class was engaging, but the class and lab sections were disorganized. There appeared to be a lack of communication between the labs and lectures.

I like this class very much. The teacher is very humorous, but also very enthusiastic. I learned a lot about the earth in this class.

This class was so great! Professor Lawford is the absolute best, and made a daunting STEM course topic incredibly fun, and genuinely something I looked forward to. I cannot recommend him and this course enough!

N/A

Wonderful professor! Taught the class with passion and care. I learned a great deal in this course.

Nice Professor, Thank you!

Dr. A has so much experience within this field and really knows what he is talking about! Every lecture he would always provide us with in depth examples of what we were learning each week. Having learning catalytics each week was also great!

N/A

Professor Anderson is one of the best professor I've met in BU. He was super nice, and every content he taught to us was useful. I will definitely attend in his other class!

i loved this class

He is a responsible professor and cares for each of his students.

Dr. A is so amazing! I had to take this course for HUB credits and I actually enjoyed. Dr. A is always happy to be lecturing and answering questions. The syllabus is very clear and organized by topic. I loved that we were able to cover so many topics without it feeling rushed or like he was pushing a lot of information on us. He always provides digestable and clear information.

How important it is to protect our earth!

Learning about climate change as it is relevant and important. Also, learning about natural disasters and crises.

What I liked most were the videos and pictures the professor showed us. It gives us a very intuitive idea of the impact of natural disasters.

N/A

The final project and the field trip.

learn a lot of thing about Earth!

Dr. A is really passionate about the topics taught in this course and this translated into every lecture he gave. Even when the class was silent he would still give us an energetic and valuable lecture.

N/A

I learned a lot about earth and environment crises.

lectures were very interesting

I loved that we started class of with questions based on the previous lecture. That has helped me a lot with retaining information.

Dr. A is the best!

What we did in labs did not align with what we learned in lectures. The TA was unhelpful and couldn't answer any of our questions in lab. Also, as fun and engaging Professor Anderson is as a lecturer, it sometimes feels like he is not taking the class seriously; probably only 20% of the students in the class show up for lectures.

N/A

Dr. A is truly one of the most genuine professor's here at BU! He really cares about his students and only wants the best for them. He really cares about our learning experience.

I learned more about climate change

I learned a lot about geology and meteorology

N/A

Understanding more about waste management & climate change.

Although this is not my major, I am happy and hard-work for study this course.

I learned a lot about climate issues that I was not aware of before!

N/A

I am able to organize and convey earth-related information in a better way!

science

Because my major is political science, I never would have taken this class on my own if it weren't for the HUB.

However, I thought the content was really interesting and could fidn ways to connect it to my real life.

Dr. A is the best!

What we did in labs did not align with what we learned in lectures. The TA was unhelpful and couldn't answer any of our questions in lab. Also, as fun and engaging Professor Anderson is as a lecturer, it sometimes feels like he is not taking the class seriously; probably only 20% of the students in the class show up for lectures.

N/A

This is one of my favorite BU courses. If you like geography, don't miss it

N/A

Take it!

Just Take it! He is sooooo nice.

Be open to every learning experience!

N/A

Take it! You won't regret it!

go to class

go to lecture!

EE 300 Earths Rocky Materials Fall 2024

How organized did the course seem to you? 4.56

How well were the course learning objectives communicated? 4.67

How well did the course fulfill its stated learning objectives? 4.67

How much did you learn from this course? 4.78

How well did the course foster a sense of belonging and an inclusive climate that was supportive of learning for all students? 5.00

Total Score 4.73

The professor is really great.

The course planning is well organized. The class schedule will clearly state what should be done each week.

Prof. Anderson is a gem.

Lawford is amazing with his stories and lectures. His review questions prepare you very well for the exams.

good range of topics, lots of material to cover

before I take this class, I know nothing about rocks, but now I feel like a geologist

Very clear with learning objectives and what is expected we know

Lawford is one of if not the best professor I have ever had. He is so enthusiastic, so caring for his students, and he brings such a positive energy to his classes. Having review questions was really helpful to my understanding and helped me to tie everything we've learned in lecture together, and the lab was really fun and did the same. The exam structure was also really helpful in that we could choose 5 of our questions to answer which gave us some flexibility and took some of the pressure off. The final project was really fun and I enjoyed diving a little deeper into local rocks and learning about formations near Boston!

It expands my knowledge.

The review questions were very valuable. Professor Anderson has very engaging lectures and teaches a lot of material in each class.

I learned about different rocks and how to identify rocks.

review questions were good for exam prep and summarizing important takeaways from lectures

Lawford is so knowledgeable, kind and caring. I want to be a person like him

Lecture reviews

The sense of community within the class that Lawford fostered was invaluable. We all became really close throughout the semester and it was really fun to learn with them. The field trip was so fun and it was awesome to see geology around Boston and feel more connected to what we were learning in class. It is very clear how much Lawford cares for his students and he often tells us so. But it is also really clear not just how knowledgeable he is about what he teaches but how enthusiastic he is, and especially after teaching for decades and having said the same thing probably hundreds of times, it is really refreshing to see how excited he is to tell us these things for the first time, which remarkably helped me retain a lot of what he was saying, because the class and Lawford were just so engaging.

But more technically, the lab was really helpful to get hands-on and see and touch the same rocks and minerals we talked about in class. It helped me form more personal connections to what Lawford was teaching and (though I did it some before as I had some geology experience) I am now insufferable in that I point out rocks I see with my friends and tell them what it is and what minerals are in it. The lecture structure was great, because Lawford would bring all kinds of hand samples in that were related to that day's lecture, and the review questions were extremely helpful in combining and organizing all of the information we learned in lecture.

Have a deeper understanding of geological knowledge.

I learned a lot of science knowledge and how to use science equipment like microscopes and hand lenses.

I learned about different rocks.

all about different minerals and rocks

rock and mineral identification

All basic geology concepts

Observational skills and critical thinking skills, but also more specific rock and mineral identification