

Boston University
College and Graduate School of Arts & Sciences

2007/2008

Annual Report



Boston University Arts & Sciences

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Moving Towards Greater Excellence **A Message from the Dean**

As the home of more than 7,000 undergraduate and 2,000 graduate students, the College and Graduate School of Arts & Sciences is the heart of Boston University. Having just completed my first year as Dean of Arts & Sciences, I am pleased to share this annual report, which highlights CAS's recent achievements, our challenges, and our next steps in achieving our vision for greater excellence.

For me personally, the past year was marked by a constant effort to climb the learning curve, to integrate myself into Boston University as a full member of this wonderful community, and to learn enough fast enough about its history and traditions, strengths, and challenges to be able to lead wisely. I am impressed with the caliber of our undergraduate and graduate students, who demonstrate a passion for knowledge and discovery. I admire the dedication of our extraordinary faculty and staff to serving our students and the pursuit of knowledge. I am grateful for the major investments the dean's staff, department chairs, and program and center directors make to move the institution forward. The growing culture of cooperative, collaborative "all hands on deck" dedication to building the College not just as a set of excellent departments, but as a great common enterprise, strengthens CAS. It is a remarkable place.

Choosing to Be Great, the University's strategic plan, cites "strengthening the College of Arts & Sciences as central to the quality of our academic programs" as one of the eight goals of the coming years. Almost all of the other major goals of the plan depend on CAS as the bedrock on which they must be built. BU's promise to enhance the quality of faculty, undergraduate and graduate programs, research, and its global presence depends on the College's essential liberal arts and sciences core. President Brown has promised the resources and attention to move this agenda forward, but our role in this plan is a sobering responsibility.

My vision for my deanship centers on sharpening and stepping up progress on the aspirations that have long motivated the best of CAS: building vibrant and diverse learning communities of academic excellence and providing an environment in which rigorous study, creativity, and accomplishment on the part of our undergraduates, graduate students, and faculty are well supported. We are dedicated to the University's strategic plan to strengthen our commitments to take advantage of interdisciplinary synergies in forging our path forward in research and teaching excellence. We energetically seek to fulfill our potential as a global research university. Just in the past year, new interdisciplinary major and minor concentrations in Marine Science combine the perspectives of biology, geology, chemistry, and physical oceanography; a new major in Neuroscience forms the CAS-based undergraduate platform for the university-wide initiative in Neuroscience; and minor concentrations in Muslim Cultures and Muslim Societies put us at the forefront of scholarship in this important area of global study.

No university, no school or college can be great without a first-class faculty. The awards and recognitions our faculty reaped this year, as always, testify to their strength. We are re-evaluating all aspects of the College's practices and procedures to ensure that they are best designed to attract, retain, and nurture the careers of our faculty. Faculty and leaders across the College have been working diligently to plan our priorities for replacing faculty as they retire and expanding our faculty as promised in the University's strategic plan. We are well on our way in this hiring program.

One of the most important proofs of the success of a college is its alumni. I have been privileged to travel the country and abroad to begin to get to know our great graduate and undergraduate alumni. We are refreshing our support for improving our connections with alumni, and are increasing programming available to them. The fate of the College and our alumni are intertwined through the future. The continuing value of the degrees our alumni earned is linked to the current and future reputation of CAS. Many alumni maintain life-long relationships that are rooted in their days at BU. And we will not succeed in filling the mission of CAS according to the vision of the University's strategic plan without the support of our alumni.

As you read this report on our numerous academic and scholarly achievements of the past year, I hope you gain a sense of the vibrant and productive learning environment CAS provides. Our faculty and students continue to distinguish themselves in the many ways the College has come to expect. In addition, we are refreshing our way of thinking about the College and its mission, practices, and policies. Our vision of excellence shines in everything we do.

Virginia Sapiro
Dean of Arts & Sciences

STRENGTHENING THE QUALITY OF THE FACULTY

Faculty Recruitment and Retention

Recruiting and retaining a great faculty is central to the excellence of a university. President Brown has committed 100 new faculty positions over a decade to CAS as a primary means of fulfilling the goal of ensuring that the College will be a centerpiece of the University's strategic plan. This was a very successful year for faculty recruitment and retention. The College engaged in 24 searches for new faculty, of which 17 were aimed at replacing faculty who retired or left the University, and 7 were part of the program of expansion hires. A total of 20 new faculty members were recruited to CAS, include four in expansion positions. Most of our new faculty hires were the top choices of their departments. These new faculty include 16 assistant professors, three associate professors, and one full professor. The latter, Matt Cartmill, was recruited from Duke to provide senior leadership for our research and teaching programs in biological anthropology. The program to expand the academic reach of CAS resulted in successful hires of new faculty in the areas of modern Japanese history in the Department of History, coastal biogeochemistry in the Department of Earth Sciences, and a specialist in industrial organization, health economics, and applied microeconomics in the Department of Economics. An expansion search also yielded a new Director of the CAS Writing Program and Associate Professor of English.

CAS also appointed more than six new Lecturers through an ongoing program to strengthen undergraduate education by consolidating part-time teaching assignments as full-time, more professionalized lectureships. We also made eight appointments at visiting professorial ranks, including two eminent senior philosophers: Susan James (as John Findlay Visiting Professor) and Amelie Rorty.

For a complete list of new faculty, lecturers, and visiting faculty, see Appendix 1.

The increasingly visible achievements of the CAS faculty mean we are experiencing repeated attempts by other universities to hire our faculty away. While we lost eight faculty members to universities such as Berkeley and Columbia, we successfully retained 10 faculty who had received offers from institutions such as Princeton and Simon Fraser University.

Supporting New Faculty

An investment in junior faculty is an investment in the future of BU. Today's assistant professor should be tomorrow's academic leadership.

The University, in collaboration with a distinguished alumnus, took an important step in supporting this effort through the establishment of Peter T. Paul Faculty Development Professorships for junior faculty. CAS has been fortunate to have one or more of its junior faculty selected for such professorships each year. The 2007 winner was Carrie Preston, an Assistant Professor of English and member of the Women's Studies

Program, who is a literary scholar of the performing and visual arts, a poet, a trained dancer, and a choreographer.

In addition, CAS is able to provide highly-qualified junior faculty in the humanities the opportunity to dedicate an academic semester to research through the Humanities Foundation's junior fellowship program. Four junior fellows benefited from this program in 2007/08: Walter Hopp (Philosophy), Maurice Lee (English), Jennifer Knust (School of Theology and Religion), and Thomas Peattie (Musicology).

Peter Paul Professorships and Humanities Foundation fellowships provide generous support for some of our very best junior faculty, but they can only benefit a handful of them. To extend the reach of our support for junior faculty, CAS created a new program to extend modest research accounts to all junior faculty beginning in 2008/09. This program is especially important for junior faculty in the humanities and in many of the social sciences, where external sources of research support are limited.

Tenure and Promotion

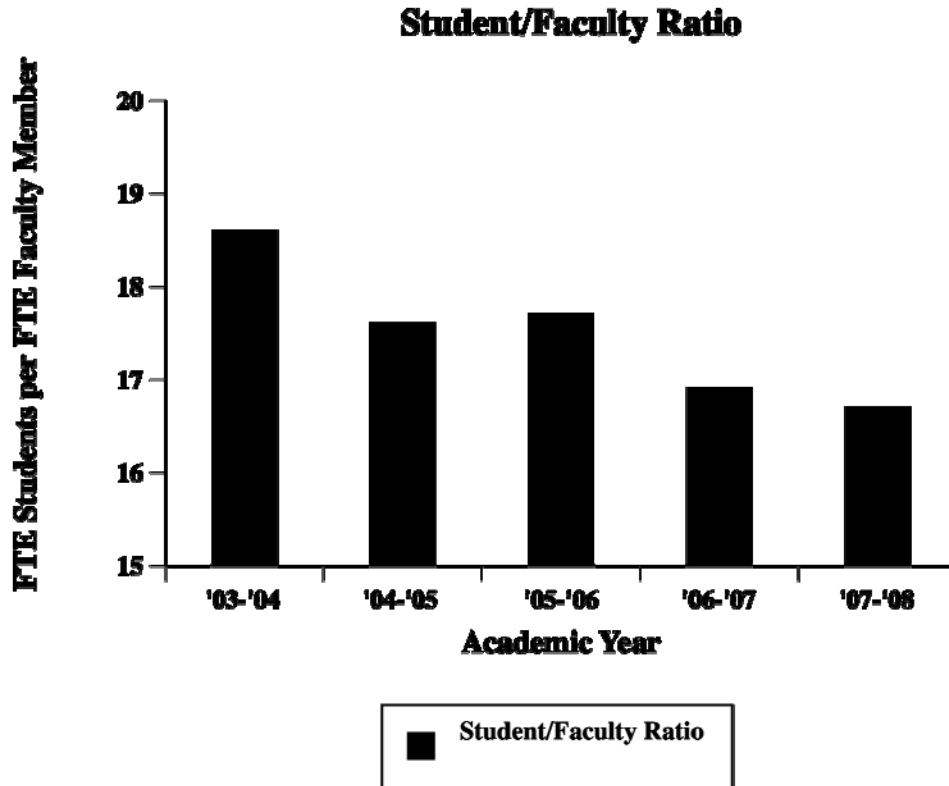
Tenure-track faculty experience a constant stream of consequential evaluation of their work. Students evaluate their teaching, as do colleagues. Peer professionals from other institutions evaluate manuscripts, grant proposals, and, in many fields, proposals for conference participation, thus determining whether the professors' work will be funded, published, or presented to colleagues.

Uppermost in most assistant professor's minds is the review they will face to determine whether they will be tenured and promoted up the ranks. The tenure and promotion process provides crucial landmarks in the professional careers of faculty. It is crucial that this process be rigorous and demanding with respect to standards, and fair, humane, and just with respect to the process. For historical reasons, the review process at Boston University has begun earlier in a professor's career, relied on more levels of review, and required more time to complete than is the norm among our peer universities. This year, CAS has instituted a new policy that allows us to begin the process a little later, thus modestly lengthening the time candidates have to develop their records. In addition, the Dean eliminated the traditional Dean's visit to a class (peer teaching reviews are already done by colleagues in the department and on the APT) and instead, instituted a half-hour conversation with each candidate for tenure to provide added insight into the case. Meanwhile, a campus-wide examination is now under way to streamline the tenure process further.

During 2007/08, 19 faculty were considered for tenure, of whom 13 were tenured and promoted, 3 were given a 3-year extension, and 3 were turned down. Of 8 faculty considered for promotion to full professor, 7 were promoted.

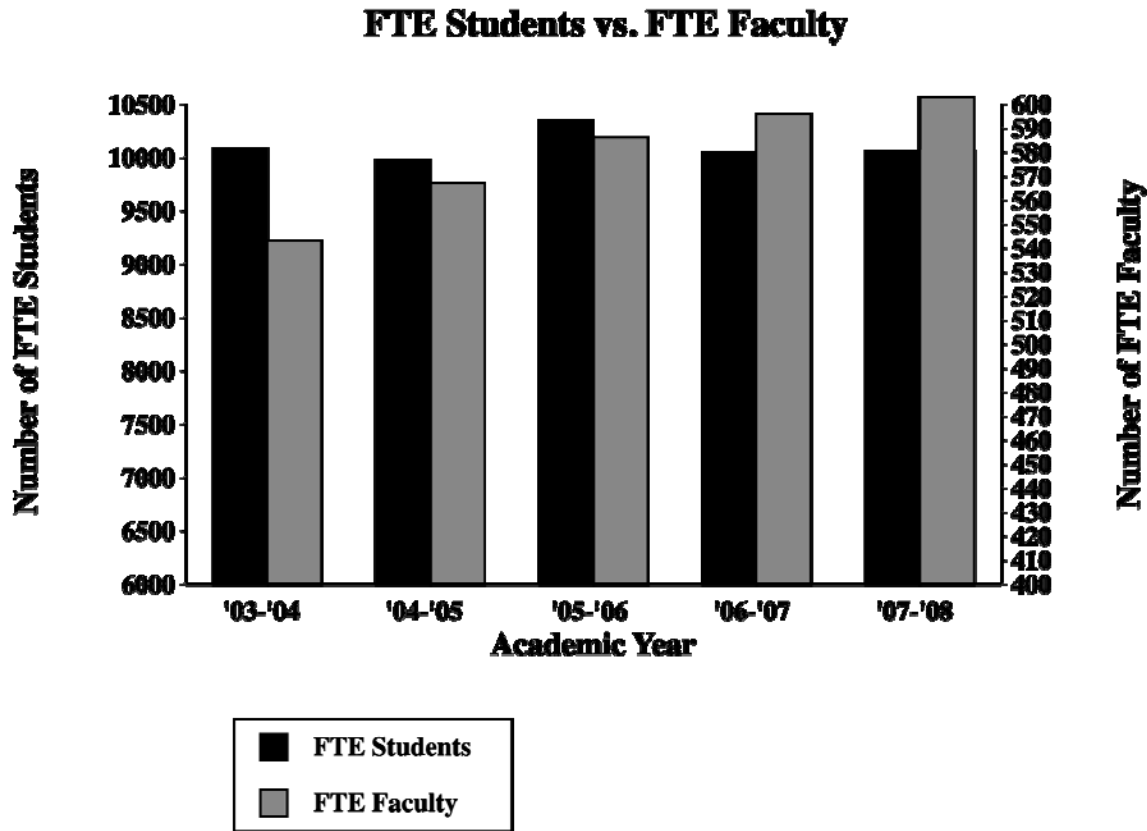
Student/Faculty Ratio

Support for faculty hiring and retention has an impact on ensuring a quality education for Boston University students. The 2007/08 academic year showed a slight improvement in the student/faculty ratio—and considerable gains over five years ago. The ratio was 16.7 students per faculty member, down from 16.9 students a year ago and 18.6 students five years ago. The following graphs and chart trace the College and Graduate School’s student/faculty ratio over the past five years, as reported by the Office of Analytical Services.



	Student/Faculty Ratio				
	<u>'03-04</u>	<u>'04-05</u>	<u>'05-06</u>	<u>'06-07</u>	<u>'07-08</u>
FTE Students	10,088	9,980	10,347	10,050	10,058
FTE Faculty	543	567	586	593	603
Student/Faculty Ratio	18.6	17.6	17.7	16.9	16.7

The following graph shows the relative change in the student/faculty ratio for the College and Graduate School of Arts & Sciences.



Awards and Achievements

In 2007/2008 the Arts & Sciences faculty were widely recognized for their professional achievements. Examples include:

- Ethan Baxter (Earth Sciences) received the F.W. Clarke Medal, awarded annually by the Geochemical Society to an early-career scientist for a single outstanding contribution to geochemistry or cosmochemistry.
- Norman Hammond (Archaeology) was awarded the Tercentenary Silver Medal from the Society of Antiquaries in London for services to the profession.
- Patricia Larash (Art History) was awarded the Andrew Heiskell Post-Doctoral Rome Prize in Classical Studies from the American Academy in Rome.
- Eugene Stanley (Physics) was awarded Julius Edgar Lilienfeld Prize by the American Physical Society for outstanding contributions to physics by a single individual who also has exceptional skills in lecturing to diverse audiences.
- Shang-Hua Teng (Computer Science) received the ACM Gödel Prize for outstanding paper in theoretical computer science (with Dan Spielman, Yale).
- James Wiseman (Archaeology) received the Gold Medal for Distinguished Archaeological Achievement from the American Archaeological Association.

CAS faculty were recognized in many other ways, including by election and appointment to distinguished positions in professional societies, organizations, and government. For example, Husain Haqqani (International Relations) was appointed Pakistan's ambassador to the United States and Randall Ellis (Economics) became President-elect of the American Society of Health Economists, while Robert Hefner (Anthropology) became Vice President of the Association for Asian Studies and will therefore automatically succeed to the Presidency. For a complete list of awards, see Appendix 2.

Retirements

Each year, we recognize faculty who retired from their positions at Boston University. We are grateful to the following individuals for their service to the College:

Peter Diamantopoulos (Philosophy)
Warren Giering (Chemistry)
Thomas Hawkins (Mathematics and Statistics)
Herbert Mason (University Professors Program/History/Religion)
Stanley Rosen (University Professors Program/Philosophy)
Sandra Tropp (English, non-tenure-track assistant professor)
Derek Walcott (English/Creative Writing)

STRENGTHENING THE BOSTON UNIVERSITY ARTS AND SCIENCES EDUCATION

The overarching mission of CAS/GRS is to provide the best quality educational experience to our students at all levels. The curricula—the majors and minors, general education program, and the like—constitute the frameworks of study we design as departments and programs, a college, and a university to structure that experience. In addition, we must ensure that our financial resources are used as efficiently as possible and obligations posed to faculty by the curriculum are as fair as possible. Toward that end, we implemented Academic Planning Self-Study in fall 2007. This unit-by-unit self-study was designed to guide every department and program—and Arts & Sciences as a whole—to bring into high relief the curricular needs and budgetary and work distribution considerations that guided preparation of proposed 2008/2009 Class Schedules and budget requests. All chairs and directors were asked to complete the assessment to match class schedules and faculty assignments to the College's educational mission. The self-study invited thinking about each department's educational mission as a complex of responsibilities, aspirations, and priorities for students' undergraduate (general, specialized, professional, interdisciplinary, elective, co-curricular) and graduate (master's and doctoral level) learning. Moreover, it helped CAS administration understand what changes would help ensure the academic quality to which we aspire, what resources were needed, and where to place them.

Undergraduate Education

Overview

The mission of CAS is to provide an excellent education built on the core principles of a liberal arts education for our undergraduate students, as well as a strong basis in the liberal arts and sciences for all students pursuing undergraduate degrees in Boston University's professional schools and colleges. This education must be designed to serve them for the rest of their lives.

The "College Program" is our framework for liberal education, designed to equip all CAS students with three essential elements that are the mark of liberally educated adults: well-developed critical intellectual skills, a breadth of knowledge and understanding of ways of knowing, and experience of a depth of understanding of at least one field. These elements are represented, respectively, in the common academic requirements for a degree in CAS: the College writing, mathematics, and foreign language requirements; the General Education requirement fulfilled through either the Core Curriculum or Divisional Studies; and fulfillment of the requirements of a major concentration. The College Program provides a durable platform for lifelong learning, productive careers, and responsible citizenship in the world of tomorrow.

Recruiting Great Students

CAS is the largest undergraduate college at Boston University. The CAS undergraduate population was 7437 in 2007, down slightly from 2006 and 2005. The incoming freshman class of 1805 exactly met the goal that Admissions had set for this past year, and was up from 1763 in 2006. In addition, 85 new transfer students registered in the fall of 2007, somewhat lower than the goal of 114.

Full- and Part-Time Enrollment in the College of Arts & Sciences						
	2002	2003	2004	2005	2006	2007
Freshmen	2020	1904	1878	1880	1808	1805
Total	7255	7292	7345	7597	7546	7437

Source: University Registrar's "Official Mid-Semester Enrollment Report" for the fall 2007 semester

The Class of 2011 is very strong, with credentials virtually unchanged from 2006. The average combined SAT score was 1306, down slightly from 1310, and the average high school GPA was 3.54, down slightly from 3.57.

Average Combined SAT Scores of Incoming Freshmen (Paid Deposits)					
2002	2003	2004	2005	2006	2007
1293	1310	1313	1314	1310	1306

Source: Office of Admissions' Final Comparative Credentials Reports

Keeping our eye firmly on improving our ability to attract the best possible incoming classes of students, CAS worked with the Office of Admissions to revamp our April Open House program for admitted students. We aimed for a more personalized approach to enhance the experience for students and their families and do a better job of showcasing CAS's strengths.

Surveys of Open House participants in April 2007 confirmed that most prospective students are especially interested in meeting current students, to learn about CAS from the student perspective. As a result, in 2008 we redoubled our efforts to put Dean's Hosts and other student leaders front and center as speakers, guides, and panel participants. We launched a single opening session with the Dean that was aimed heavily at setting the tone and theme for the day and creating a sense of community. We dispensed with the problematic practice of class visits and offered, instead, multiple options for attending "sample lectures," purpose-built brief academic experiences highlighting some of our best teachers, and allowing good, direct interaction between our faculty and the prospective students and their families. Participants gave high marks to all of the changes.

In April 2008, CAS welcomed more than 3,550 visitors to campus for its refreshed Spring Open House, hosted by the Office of Student Programs and Leadership. The event provided an opportunity for 1,500 accepted students and 2,050 guests to learn firsthand about the broad range of curricular and extracurricular options available to them.

Undergraduate Retention and Success

With strong incoming classes, we would expect students to be successful in their college careers in CAS. Our most recent retention rate for the freshman to sophomore year was 90% percent and 95% from the sophomore to junior year. The six-year graduation rate for students who entered in 2001 was 81.6 percent. CAS awarded 1965 BA degrees in May 2008.

A priority for coming years is to develop closer analysis of retention and graduation rates to determine how to make sure our students are as successful as possible.

CAS Major and Minor Concentrations

CAS students choose from more than 60 major concentrations and more than 2500 courses. The most popular concentrations in the 2007/2008 academic year were International Relations (1005 majors), Psychology (923 majors), Biology (631 majors), Economics (692 majors), and Political Science (474 majors). For the full enrollment by concentration, see Appendix 3.

CAS students benefit from pursuing their education at a research university that provides access to schools and colleges offering a wide range of disciplines. Many

students take courses in these other schools and college, while some pursue minors offered by other schools and colleges.

Numbers of CAS Students in Non-CAS Minors, 2007/08

Advertising	18
Business Administration and Management	200
Communications Studies	9
Dance	12
Human Physiology	12
Journalism	47
Photojournalism	3
Public Health	68
Public Relations	28
Rehabilitation and Human Services	3
Speech, Language, and Hearing Science	10
Theatre Arts	18
Visual Arts	33

The Undergraduate Curriculum

Our curriculum is not just a set of courses; it is a framework of study with high standards governing the development of the overall menu of offerings, the structure of majors and minors, and the set of particular courses that constitute the basic elements of our curriculum.

The CAS faculty has primary responsibility for the process by which new courses and programs are developed, reviewed, approved, revised, and discontinued. They accomplish decision-making over course actions through deliberation at the department level, followed by consideration by one of the three College-wide curriculum committees representing each of the major divisions—Humanities, Natural and Quantitative Sciences, and the Social Sciences Curriculum. These curriculum committees advise the Academic Policy Committee on proposed new programs and changes to existing programs.

The Academic Policy Committee—nine faculty members (chosen in all-College elections), four students, and three deans—advises the full faculty on all proposed actions at the level of degree programs, reviews and approves courses for Divisional Studies status, and periodically initiates large-scale reviews that result in revisions to the College Program. The full Arts & Sciences faculty, at its regular meetings, votes final approval of new courses and minors, as well as revisions to existing degree programs. On the recommendation of the faculty, proposals to establish or discontinue degree programs are forwarded to the Provost for final, University-level review.

Three curricular initiatives of the past year exemplify how the CAS faculty works to keep the College Program current in ways that are consistent with our goals of advancing interdisciplinarity, research opportunities, and global competence:

1. New interdisciplinary major and minor concentrations in **Marine Science** will bring the combined perspectives of biology, geology, chemistry, and physical oceanography to bear on unlocking the vital secrets of the world's oceans and coastal regions, including our own. These concentrations incorporate a nationally unique feature of the Boston University Marine Program (BUMP): the "Marine Semester," consisting of four month-long intensive "block" courses where teaching and research are seamlessly integrated. Marine Semester courses are offered on campus in newly constructed marine research and teaching laboratories, off-campus in unique field settings targeting marine science specialties (e.g., tropical marine ecology in Belize), and closer to home in collaboration with local Academic Partners such as the New England Aquarium and Stellwagen Bank National Marine Sanctuary in Scituate, Mass. In fall 2008, participants in the "Marine Semester" will be able to elect a new two-block sequence "Tropical Oceanography of the Caribbean," offered in partnership with the Sea Education Association (SEA). Onshore study and development of research projects in Woods Hole will lead to a month's voyage in the Caribbean, during which students will face the scientific and human challenges of sailing a wind-powered vessel and carry out their research projects using state-of-the-art techniques and on-board instrumentation.
2. A new major concentration in **Neuroscience**, the interdisciplinary study of brain and mind, also promises to become one of our signature undergraduate programs. Developed as part of the University's comprehensive initiative in this area of pioneering research and tremendous interest to current and prospective students, the neuroscience major draws on faculty strength spanning the CAS departments of Biology, Psychology, Cognitive and Neural Systems, Mathematics and Statistics, and Computer Science, with foreseeable extensions to philosophy, linguistics, and the social sciences. Our major stands out vis-à-vis competitor programs by virtue of the broad foundations it lays in each of three core areas—cellular and systems neuroscience, cognitive neuroscience, and computational neuroscience—which individual students will then pursue in combinations that suit their interests. The undergraduate program begins with a cohort-building first-year seminar, taken when students are otherwise engaged in fulfilling basic science and College requirements. It takes advantage of seminars and speaker series sponsored by the Center for Neuroscience and culminates in an upper-level laboratory research experience. Clinical and basic science faculty on BU's medical campus contribute to the menu of courses from which students choose.
3. The global competence that figures prominently in our aspirations for CAS graduates took an important step forward with the establishment of two new

The following changes in the curriculum were approved during 2007/08:

New Courses

2007/08 witnessed the approval of 28 new courses in the humanities, 16 new courses in the natural and quantitative sciences, and 24 new courses in the social sciences in 2007/2008. For the complete list, see Appendix 5.

Divisional Studies Credit

A select group of courses are identified as acceptable for students to use for "Divisional Studies credits;" that is, the courses they may use to fulfill the liberal arts requirement to obtain a breadth of ways of knowing. The following were added to the roster of those carrying Divisional Studies credit:

CAS AS 100	Cosmic Controversies (NS)
CAS GE 250	The Fate of Nations: Climate, Resources, and Institutions (SS)
CAS LL/XL 223	Major Works of Middle Eastern Literature (HU)
CAS LL/XL 224	Major Works of East Asian Literature (HU)
CAS MA/CS 109	The Arts and Science of Quantitative Reasoning (MCS)

The following were removed from the roster of courses carrying Divisional Studies Credit:

CAS LL 250	Introduction to the Study of Continental European Literature (HU)
CAS LL 251	Introduction to the Study of Continental European Literature (HU)

New Undergraduate Major and Minor Concentrations

- Major in Biology with a specialization in Cell Biology, Molecular Biology, and Genetics (approved by the Provost and implemented in spring 2008)
- Major in Biology with a specialization in Quantitative Biology (approved by the Provost and implemented in spring 2008)

- Major in Marine Science and Minor in Marine Science (final University Council approval expected in October 2008)
- Minor in Muslim Cultures and Minor in Muslim Societies (implemented for fall 2008)
- Major in Neuroscience (final University Council approval expected in October 2008)
- Major in Comparative Literature and Minor in Comparative Literature (to be reviewed at the University level in fall 2008)

Other Curricular Changes

- New minors were approved in Dance (jointly offered by CFA and PERD), Education (offered by SED), and Physical Education, Health Education, and Coaching (offered by SED).
- The Major in Biology with specialization in Marine Science (pending final approval of the new interdisciplinary major in Marine Science) was *discontinued*.
- The “BA in Biology with a Specialization in Neuroscience” will *change its name* to “BA in Biology with Specialization in Neurobiology” (pending final approval of the new interdisciplinary major in Neuroscience).
- Revisions to the requirements of the following existing B.A. programs were approved: Archaeology, Chemistry, Germanic Language and Literature (and minor in German), Japanese Language and Literature, Medical Science, Music, Political Science (and its minor), Russian Language and Literature.
- Revisions to the requirements of the existing M.A. program in Archaeological Heritage Management were approved.

Curricular Initiatives in the Planning Stages

The following curricular initiatives are under development or review:

- Proposal from the APC to revise the Divisional Studies Program by expanding
- B.A. in Chinese Language and Literature
- B.A./M.P.H.
- Architectural Studies (joint with College of Fine Arts and Engineering)
- B.A. in Biology with a Specialization in Behavioral Biology
- Collaboration with International Programs on development of new programs. For example we are well on our way to completing a study abroad agreement with the Courtauld Institute of Art, a world renowned part of the University of London specializing in the history of art.

The Signature All-CAS Undergraduate Programs

The College of Arts and Sciences undergraduate curriculum includes three College-wide signature programs—programs that reveal some special strengths of the liberal arts education we offer to our own students and to undergraduates across the campus. They are the Writing Program, the Core Curriculum, and the CAS Honors Program.

The Writing Program

The Writing Program ensures that every student entering an undergraduate major possesses a high level of proficiency in a set of the most important skills an educated person can have: skilled reading comprehension and writing in the English language, critical analysis, and independent and collaborative research skills. The program provides Writing Seminars (WR100) and Writing and Research Seminars (WR150), as well as English as a Second Language (ESL) and other basic writing courses to more than 6,300 students each year. Most schools and colleges at BU follow CAS's protocol of a two-semester writing requirement and a reading/writing assessment to determine initial placement and measure learning outcomes.

This year marked the conclusion of Professor Michael Prince's eight years as founding program director. We celebrate his outstanding, path-breaking leadership. The achievements and aspirations of this unique program will be carried forward by Professor Joe Bizup, hired away from Columbia University, who will become assistant dean and director of the program in 2008/09. He will also hold a professorial appointment in the Department of English, specializing in Victorian and Cognitive Studies.

The success of the Writing Program depends on the cooperation of our many departments and programs that offer courses in their fields that fill the requirements of the Writing Program. Academic year 2007/2008 saw formal approval of two more departmental proposals to offer faculty-taught seminars satisfying WR150. Art History and Philosophy joined English, History, Romance Studies, Modern Languages and Comparative Literature, Biology, and Physics in offering departmental courses satisfying the second writing requirement. In addition, the draft proposal for the new campus-wide New College envisions faculty-taught seminars satisfying WR100 and WR150. These developments hold a key to the goal of building a truly interdisciplinary, faculty-taught writing seminar program.

The Core Curriculum

Recognized as one of the leading liberal arts programs in American colleges and universities, CAS's Core Curriculum is one of the crown jewels of BU's undergraduate curriculum. It offers students one of the two alternative means to fulfill the liberal arts requirement to obtain a breadth of knowledge and a breadth of the ways of knowing across the major divisions of humanities, social sciences, and

natural sciences. It provides an integrated approach to this breadth to freshmen and sophomores in eight courses over a period of two years.

The program's small classes, numerous co-curricular events, and overall sense of community provide a "college within the College" environment to students and faculty alike. Academic year 2007/2008 saw the continuation of several curricular initiatives begun the previous year, including an effort to strengthen the laboratories and lectures in the life sciences course (CC 106), enhance the role of art history and music in the humanities sequence (CC101-202), and adjust the reading list in CC 204 to reflect current trends in the social sciences.

The Core Curriculum sent six of its faculty to the national conference of the Association of Core Teachers and Courses, five of whom presented papers; it continues to be recognized as a leader of this national organization. Core student activities and publications, including those sponsored by Christopher Martin as NEH Distinguished Professor in the Humanities, continued to enhance the overall intellectual and cultural life of CAS students. This year marked the first year of David Eckel's tenure as assistant dean of CAS and director of the Core Curriculum

Honors Program

The CAS Honors Program serves talented freshmen and sophomores—the top 10 percent of students admitted to CAS—who are most likely to be candidates for department honors and distinction programs. Major accomplishments in 2007/2008 included creation of a Chamber Music Society and a detailed Peer Mentor Initiative. In addition, the program arranged a campus visit by Phi Beta Kappa Visiting Scholar Pamela Soltis, Distinguished Professor and Curator of Molecular Systematics and Evolutionary Genetics at the Florida Museum of Natural History, University of Florida. Dr. Soltis taught three undergraduate courses, participated in the "Lunches with Leaders" series for WISE faculty members and graduate students, and held an informal lunch discussion on "Women and Science" for undergraduates in the HP, WISE, and PBK programs. She also delivered a general lecture that was open to the BU community.

Hseuh-Ling Huynh (Economics) completed his term as Director and will be succeeded this year by James Schmidt (History and Political Science), with continuity in student advising, mentoring, and creation of a program archive provided by Associate Director Jocelyn Emerson. We are proud to note that Ms. Emerson received the Robert Winner Memorial Award from the Poetry Society of America, the oldest poetry organization in the country.

As BU moves forward with plans to develop "New College," a four-year university-wide undergraduate honors program, our Honors Program remains strong. Until a good alternative is ready to be in place, the College of Arts & Sciences is committed to this program, which serves our students who most seek an academic challenge.

Advising and Student Services

A successful and valuable college program requires more than a great curriculum, narrowly construed. We also must provide various programs for student support, engagement, and community building. CAS students, like all Boston University students, draw on the resources of university-wide offices and organizations, including the Dean of Students offices and the Educational Resource Center. But the College is also a major provider of student services.

Advising: The Taylor Advising Center and the Pre-Professional Advising Office provide advising for undeclared students, and for students with special interests or needs. The former, known to generations of CAS students as "CAS 105," is staffed by 15 part-time faculty, 4 academic counselors, a director, and administrative staff. All students in the College are required to meet with an advisor before they register for classes. They consult these two offices as they navigate their way to successful completion of a CAS degree, contemplate the medical or law school application process, or seek a central resource for information for enhancing their education in the College. In addition, all undergraduate majors provide advising by faculty and/or specialized staff.

Student Programs and Leadership: CAS engages students through programs and activities in all phases of their academic careers—from the time of their admittance until they don their caps and gowns at Commencement. The academic calendar is marked by a constant round of major annual events aimed at student recruitment and commencement, Parents Weekend, and Reunion and Alumni weekend. The Office of Programs and Student Leadership, under the directorship of Edie Black-Scherer, is responsible for organizing these events to be well-run, appropriate, memorable occasions.

CAS offers an increasing number of student engagement and leadership programs. The Dean's Hosts, for example, are a great group of undergraduates who serve as ambassadors to the College, helping new students and prospective freshmen learn about the programs and activities at the University and in CAS. CAS Forum is the College's student government, which guides policies and procedures for student groups and activities and organizes events for students, including Coffee at Finals, A CAS Bruins Night, a bus trip to New York City, ice-skating at the Boston Common, a Kaplan test prep program to prepare students for taking the graduate school exams, and the Senior Reception. Each of these events was well attended, often selling out, and provided opportunities for exploration and enrichment outside the classroom.

In order to enhance the engagement of student organizations with the College, Dean Sapiro participated in various meetings with students. During the spring semester, Dean Sapiro initiated the establishment of the Council of Student Leaders, consisting of the leadership of all CAS student organizations at the College and program levels. The Council provides CAS students a regular opportunity to advise the dean on matters of concern. The dean also meets with a wider group of students periodically through Open

Forums that provide an opportunity to discuss timely issues. Edie Black-Scherer advises these all-college organizations. In addition, numerous departments and programs in CAS have their own student clubs and organizations.

The weekly student e-newsletter continued to alert students to intellectual and social events across the campus and throughout the departments. Students are grateful for a resource that informs them of the many opportunities for extracurricular enrichment in CAS and continue to give the newsletter high marks. The subscriber list continues to grow and includes students, faculty, and staff from across the University. Based on the popularity of the CAS version, the College of Communication and the School of Management have developed their own versions of student e-newsletters.

Academic Conduct Committee: The Associate Dean for Undergraduate Programs oversees a two-tiered system for enforcing the Academic Misconduct Code. Students who plead guilty to a non-egregious violation of the Code may be subject to a grading sanction that does not appear on their permanent record; students accused of a second offense, or of an egregious violation of the Code, are subject to a disciplinary hearing before the Academic Conduct Committee, which is composed of faculty and students from the College. The result of a guilty verdict in a hearing may include a Warning, Probation, Suspension, or Expulsion.

The Academic Conduct Committee heard nine cases of academic misconduct in the 2007/2008 academic year. Five cases were heard in fall 2007 and four cases were heard in spring 2008. Only one case resulted in suspension of a student for a two-semester term. Forty-seven grading penalty sanctions were given during the 2007/2008 academic year—17 in fall 2007 and 30 in spring 2008.

GRADUATE EDUCATION

Overview

The Graduate School's (GRS) mission is to advance knowledge through instruction, scholarship, and research, and to prepare students for productive roles as teachers, scholars, and practitioners in their respective disciplines and in the related professions. Twenty-four departments and 10 interdepartmental graduate programs provide advanced education leading to more than 70 different M.A./M.F.A. and Ph.D. degrees across the gamut of arts and sciences. Professionally oriented master's programs offer preparation for diverse career opportunities. For example, our suite of M.A. programs in International Relations includes (among others) degrees in International Relations, International Relations and Environmental Policy, and International Relations and Religion, preparing students for positions in business, government, and nongovernmental organizations. The Ph.D. is a research degree that emphasizes scholarship and prepares individuals for careers in academia or in laboratories, institutes, and other settings that place a premium on cutting-edge knowledge of a field.

Enrollments and Degree Completion

GRS programs continued to attract large numbers of applicants in 2007/2008: more than 6,600 prospective students applied to enter graduate study in fall 2007 or spring 2008. In fall 2007, GRS welcomed 525 matriculants: 259 students started in 33 professional master's degree programs (60 percent in the social sciences, 25 percent in the humanities, and 15 percent in the natural and computational sciences), and 264 students entered one of 30 M.A./Ph.D. or Ph.D. programs (38 percent in social sciences, 16 percent in humanities, and 46 percent in the natural and computational sciences). Total registrations for fall 2007 numbered 467 students in professional M.A. programs and 1,508 students in M.A./Ph.D. or Ph.D. programs. In addition, approximately 4 percent of students in each population were on an approved leave of absence.

Students continued to graduate at a great rate. During the academic year, 216 Ph.D. degrees and 420 M.A. degrees were conferred. These represented 8 percent and 6 percent increases, respectively, over last year's numbers.

Enrollments in the Graduate School of Arts & Sciences

2002	2003	2004	2005	2006	2007
1531	1727	1908	1902	1919	1945

GRS enrollment has increased each year and by a total of 35 percent between 2001 and 2006.

New Master of Arts Degrees

- Master of Arts in Global Development Economics
- Master of Arts in Global Development Policy

Graduate Financial Assistance

Graduate students receive financial aid through a variety of mechanisms. Students holding a Dean's Fellowship or Presidential Fellowship, a Teaching Fellowship, or a Research Assistantship receive a stipend, a tuition scholarship, and a credit for their student medical coverage. GRS awarded almost 500 Fellowships and more than 440 Research Assistantships during FY08. Federal agencies (NIH, NSF, NASA) and other sources provided additional fellowship support through training grants, usually with University participation so the fellows received our standard graduate student stipend and complete tuition coverage.

Approximately two-thirds of our doctoral students were fully supported during FY08 by these mechanisms. In addition, GRS allocated approximately \$2.5 million in financial aid

funds to the academic units. Departments used these funds to support graduate students in a variety of ways (e.g., partial tuition awards to students in professional MA programs, continuing study fees of advanced doctoral students).

Preparing Future Faculty

Because teaching experience is an important part of the scholarly and professional development of a graduate student, a number of doctoral programs require that students teach for one or more semesters. In turn, graduate students constitute an important part of our instructional staff. We support and encourage the mentoring and supervision of graduate students through the College's 699 courses, where a student teaching in the XX discipline is enrolled in a two-credit course XX 699 that records the student's participation and the supervising instructor's effort in the mentored teaching experience.

To further advance the quality of instruction in our undergraduate programs and improve the professional mentoring and financial support for graduate students, the College implemented a policy that all GRS graduate students who teach CAS courses as the instructors of record are appointed as Senior Teaching Fellows and concurrently as Lecturers. They receive the standard Teaching Fellow stipend for the semester, and register in and receive a tuition scholarship for the appropriate XX 699 Teaching Fellow course. This program removes the past inequity and disincentive whereby students taking more demanding lecturer assignments received less pay than Teaching Fellows.

Planning for the Future

Regular review of academic programs guides curricular and programmatic development and informs resource allocation and strategic planning at the department, college, and university levels. During FY08 the Committee on Graduate Academic Standards and Conduct developed a general advisory memo on benchmarks and standards for evaluating Ph.D. programs and M.A. programs. These benchmarks and standards outline the commonalities of graduate degree programs in terms of the expectations to achieve the appropriate quality of inputs and student learning outcomes. During the coming year, faculty will be engaged in a discussion of this evaluative approach, leading to identification of an initial cadre of programs to be reviewed beginning in fall 2009.

RESEARCH AND SCHOLARSHIP

Scholarship and research in the College and Graduate School of Arts & Sciences spans the full gamut of intellectual endeavor—Art History to Astronomy, Philosophy to Physics, as well as literature, language, life sciences, political science, religion, mathematics, and computing. Faculty received a record amount of external grant funding, a laudable accomplishment, but not the full measure of their achievements.

The *Chronicle of Higher Education*, evaluating faculty productivity for departments with doctoral programs, ranked our French Language and Literature Program first and our

English Department second in the country. Our Department of Mathematics and Statistics ranked seventh among mathematics departments and tenth among aggregate mathematics and statistics departments; the Bioinformatics Program was ranked fourth among programs in bioinformatics and computational biology. But rankings fail to measure the full sweep of activity, in particular to illuminate the integration of graduate education and research that is critical to the University’s mission. Three samples of the past year’s accomplishments illustrate the challenge:

- The Humanities Foundation continued a wide variety of lecture series, programs, events, and affiliations that enhance the life of the humanities at Boston University. Faculty, students, and visiting scholars participated in interdisciplinary conferences that brought together colleagues from CAS and the College of Communications, the College of Fine Arts, and the School of Theology.
- The Computer Science Department had a highly productive year, pursuing a wide range of interdisciplinary projects involving more than eight other departments and schools. The department garnered kudos for its prolific publications—graduate students and their advisors won two best paper prizes at major conferences this year—and significant grant funding to sustain its diverse activities.
- The Psychology Department advanced outstanding programs of research in neuroscience, human development, and the understanding of mental disorders. Psychology faculty are central participants in the emerging university-wide Neuroscience Program. The department established a Psychological Services Center that provides training for advanced doctoral students and important mental health resources to the University community. The American Psychological Association reviewed the Clinical Psychology Program and renewed its accreditation for seven years—the longest period possible.

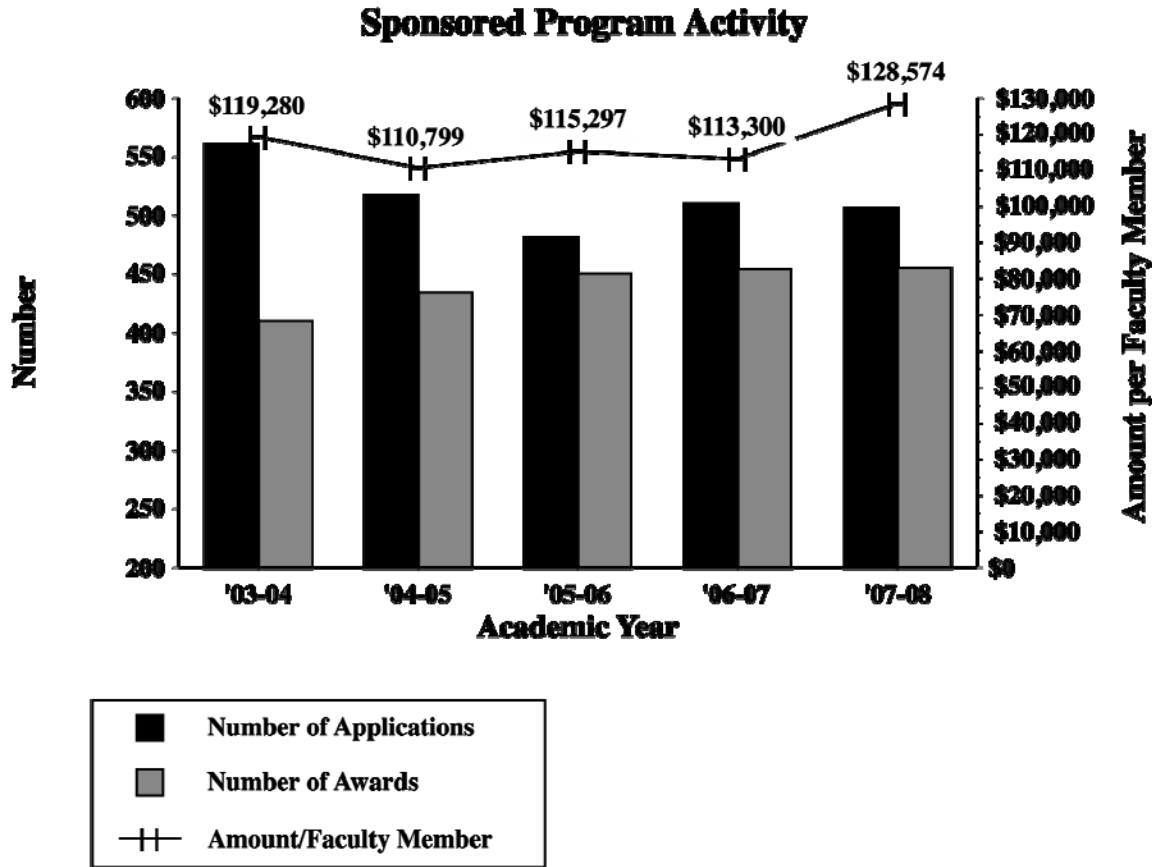
Grant and Contract Activity

The total dollar amount of new grants and contracts generated in fiscal year 2008 was \$77,503,231, an increase of \$10,316,160 (15.35 percent) over the previous year.

Applications and Awards for Sponsored Research

	'03-04	'04-05	'05-06	'06-07	'07-08
<u>Applications</u>					
Number	560	517	481	510	506
Amounts	\$219.3M	\$138.1M	\$129.3M	\$124.7M	\$139.9M
<u>Awards</u>					
Number	409	434	450	454	455
Amounts	\$64.6M	\$62.8M	\$67.6M	\$67.2M	\$77.5M

FTE Faculty	543	567	586	593	603
Awards/Fac.	0.753	0.765	0.768	0.766	0.755
Amount/Fac.	\$119,049	\$110,799	\$115,297	\$113,300	\$128,574



CONNECTIONS

A great college of arts and sciences is a learning community that brings together students, faculty, staff, alumni, and a wide range of other friends, associates, and stakeholders to enhance their opportunities for learning, discovery, and success in the application of their knowledge. Thus, CAS must be effective in reaching out to potential students, current students, and alumni; to our own faculty and staff; to other members of the Boston University community; to friends and supporters around the world; and to the many other people who can benefit from our programs and the discoveries made in CAS. In order to achieve this goal, 2007/08 marked a turning point in refreshing our communications and connections strategies, and in developing the capacity for engaging all of these far-flung and diverse people in our work.

Communications

This was a year for refreshing and rebuilding the communications and alumni relations functions in CAS. We began the year by reconceiving the Director of Communications as a senior leadership role charged with advising the dean and overseeing almost all aspects of internal and external communications. Our director of communications, Bari Walsh, left the College after six years of outstanding service to become editor of *Bostonia* magazine. Amy Biderman assumed the director's role, bringing extensive experience in publications, public relations, and project management. As the dean's chief advisor on matters related to internal and external communications, Amy develops CAS/GRS communications strategies and vehicles, develops key themes and messages to advance the college's interests, and oversees CAS print and web communications, including *arts+sciences* magazine. She also serves as the dean's communications liaison to the Office of Development and Alumni Relations and the central Office of Marketing and Communications.

The Office of Communications is working to enhance its effectiveness within CAS and across the University. The office is fostering greater connectivity of departments and programs in CAS by broadening distribution of the newsletter for chairs and directors to all CAS faculty and administrative staff. The newsletter updates faculty and staff on CAS news, events, and administrative matters, while furthering efforts to build a sense of community within the College. The office also has ramped up efforts to coordinate with the University's central Marketing and Communications, Media Relations, and DAR staff to ensure that the College's messages receive maximum visibility and are part of BU's central message.

One of the most visible changes to CAS communications is in process: the Arts & Sciences website is undergoing a major overhaul. Planning began in spring 2008 and the project progressed throughout the summer. The fall should see the emergence of a new, more effective, and more user-friendly web presence for the College. This project is being executed by Boston University's New Media Department.

Other accomplishments during the academic year included:

- Redesigning the spring Open House materials as a stand-alone booklet to provide more cohesive information
- Printing a booklet with new faculty biographies that not only was distributed as a keepsake at the faculty dinner, but was widely used by other offices (e.g., Media Relations) throughout the University
- Publishing one issue of *arts+sciences* magazine, with a circulation of 77,000.

Alumni Relations

Alumni are important members of the Boston University community. This year saw unprecedented involvement by the dean in development and alumni relations. Eager to learn about the College and Graduate School from former students and recognizing the importance of maintaining close linkages with alumni, Dean Sapiro devoted considerable time to meeting with alumni from her earliest days at BU. Over the course of the year she met many CAS and GRS students in Boston and in New York, Washington D.C., Florida, Chicago, San Francisco, Los Angeles, and London. In some of these cities she led panel discussions on the U.S. presidential election as part of an alumni event. Alumni hosted dinners in the dean's honor, and receptions were held to introduce her to alumni and prospective students.

The development of alumni relations and support is an important priority for CAS. Bringing our vision of engagement and support requires infrastructure and constant attention. In order to achieve this goal, the Office of Development and Alumni Relations (DAR) joined Dean Sapiro in appointing a director for CAS alumni relations. Roger Fussa, associate director for alumni relations in DAR since 2005, took on this role during the spring of 2008. He develops reunion, career development, CAS/GRS alumni awards, and lifelong learning efforts that reflect the priorities of CAS and DAR. Working with his DAR colleagues, he coordinates alumni relations activities with fundraising goals, developing meaningful opportunities for volunteers to advance the DAR mission.

One of the most visible early successes of this new office is the launch of the *Discoveries* learning and lecture series aimed at bringing alumni and other friends of CAS back to campus on a regular basis throughout the year. The first two programs drew record attendance: 250 people for the February 2008 program featuring Andrew Bacevich speaking on *Presidential Campaigns in Wartime* (available for viewing at <http://www.bu.edu/phpbin/buniverse/videos/view/?id=180>) and 150 people for the April program featuring Richard Primack speaking on *What Would Thoreau Think? Global Warming at Walden Pond* (available for viewing at <http://www.bu.edu/phpbin/buniverse/videos/view/?id=226>). The office worked closely with the Arts & Sciences Alumni Board, which helped plan the *Discoveries* series by recommending faculty speakers and reaching out to the faculty. This is the first piece in a planned development of exciting lifelong learning opportunities for CAS/GRS alumni.

Moreover, CAS/GRS met its goal of increasing student attendance by 50 percent for Career Explorations Week in February 2008. Notable alumni who served as panelists included Timothy P. Cahill (CAS'81), Massachusetts state treasurer; Brad Mindich (CAS'90), Phoenix Communications president; and Michael Rezendes (CAS '78), Pulitzer-prize winning *Boston Globe* reporter. Alumni Relations also worked with the Young Alumni Committee on a range of successful events, including a speed networking night that drew more than 70 attendees, a summer barbecue that drew more than 100 people, and an alumni night at Fenway Park—with pre-game reception—that sold out in three minutes.

The office has worked with the Arts & Sciences Alumni Board president to identify potential new board members. CAS/GRS also formed an advisory group of alumni from the 50-year Class of 1958 to provide advice on programming for the class during reunion alumni weekend, October 24–26, 2008.

CAS Leadership Advisory Board

2007/08 marked the beginning of an important new venture for the College: the creation of a Leadership Advisory Board consisting of alumni, parents, and other friends of the College who will advise the Dean and help her with important projects aimed at strengthening the College and fulfilling the vision promised in the University's Strategic Plan. A preliminary meeting in May laid the groundwork for the first formal meeting of the Board, which will take place in 2008/09.

Creating a Connections Center

In an effort to integrate functions and strengthen CAS's linkages internally and externally, the Offices of Communications, Alumni Relations, and Student Programs and Leadership were brought together in a suite of offices located in CAS 130 that is now called CAS Connections. The group meets regularly to share information, coordinate activities, and ensure consistent themes and messages in all aspects of communications.

FINANCIAL STRENGTH

The College and Graduate School of Arts & Sciences is reaching strong financial health because of good and refreshed management practices at Boston University and in the College, through the support of the central administration as announced in the University's Strategic Plan, and because of growth in the support of alumni and other friends of the University.

Budget and Operations

CAS achieved a balanced expense budget of \$83,196,842 at the close of the 2008 fiscal year and was able to make progress in some key areas of supporting priority areas within the College.

The College and Graduate School generated \$259,918,780 in tuition revenue, which represents a 4.49 percent increase over the previous academic year. Revenues from graduate school application fees rose by 3.61 percent, with total income of \$466,480. For revenues generated through grants, contracts, and gifts, see page 21.

Fundraising, Gifts, and Endowment

2007/2008 brought new challenges for the CAS/GRS development and alumni relations team. Staff departures and change in development leadership made this year a time of transition. In FY08, the year-end total in gifts and pledges received was \$8,839,412.

The following table presents overall gift revenues and those associated with the College and Graduate School's annual fund for the past seven years.

	FY02	FY03	FY04	FY05	FY06	FY07	FY 08
Year-end Total Annual Giving	377,979	383,279	522,125	599,613	679,509	755,680	864,293
Year-end Total All CAS Gifts	7,155,890	7,944,267	8,680,873	6,704,173	12,104,549	11,142,452	8,839,412

Although total gift revenues have varied somewhat as the result of the timing of the receipt of large gifts and bequests, the trend in this period, as illustrated by the steady rise in annual giving totals, has been positive.

OTHER HIGHLIGHTS

The **Classical Studies Department** co-sponsored, with the Boston University Humanities Foundation, the 14th annual Boston Area Roman Studies Conference. Designed to highlight and bring together people interested in new approaches by Boston area Latinists, the conference has established Boston University as the principal conference venue for scholars of Latin literature and Roman history in this region. The conference showcases Boston University's humanities departments and helps to advance the state of Roman studies in a significant way. With the theme "Hic Et Haec: Declining Masculinity and Femininity in Ancient Rome," the conference welcomed approximately 70 students and scholars representing a wide variety of institutions, including Baruch and Brooklyn Colleges, CUNY, Boston College, Bowdoin College, Bridgewater State College, Brown University, Harvard University, Tufts University, UMass Amherst, UMass Boston, and Wellesley College, as well as Boston Latin Academy and the Gilmore Academy.

The **Department of Computer Science**, in partnership with the Department of Mathematics and Statistics, developed an innovative numeracy and quantitative reasoning course to be launched in the spring of 2009, *CS/MA 109: The Art and Science of Quantitative Reasoning*. The course aims to demonstrate the relevance of concepts from mathematics, statistics, and computer science in students' daily lives. Team-taught in the spirit of the Core Curriculum, the course is designed to leave students equipped to understand and effectively navigate the information-centric world around them. The scholarly work of Computer Science faculty members continues to be the highest caliber and impact, as evidenced by publications at the most distinguished venues, significant citations and awards, and prestigious national and international recognition. Twelve out of the 17 faculty members in the Department are among the top 1 percent of most cited authors in Computer Science according to the CiteSeer search engine.

The **Translational Research Program at the Center for Anxiety and Related Disorders (CARD)**, under the direction of Dr. Michael Otto, is making important breakthroughs in treating emotional disorders. These breakthroughs involve the integration of a drug therapy that facilitates the action of psychological procedures in reducing anxiety and fear. Pilot studies have been completed and the procedures will be extended to children and patients with post-traumatic disorders.

The **Clinical Psychology Program** was granted continuing accreditation by the American Psychological Association's Committee on Accreditation. The process of renewing accreditation is very rigorous and entails submission of a lengthy and detailed self-study, a two-day site visit by a team of academic psychologists sent by APA, and review of all information by the Committee on Accreditation (CoA). When CoA grants accreditation, it specifies a period of time ranging from one year to seven years, reflecting their judgment about the caliber of the program. The Clinical Psychology Program was accredited for seven years, the longest period possible.

In a major study published in the *Chronicle of Higher Education* evaluating faculty productivity for departments with doctoral programs, the **Mathematics and Statistics Department** was ranked seventh among mathematics departments and 10th among aggregate mathematics and statistics departments. This is the second year the department has appeared in the top 10 ranking. The ranking is based upon a number of dimensions, including faculty funding, publications, and citations. Equally important is the recognition of the department as a premier research and teaching center by its peer departments around the world. It is in the first tier of Mathematics departments as classified by the National Research Council.

The **Institute for the Study of Muslim Societies and Civilization** worked with Vital pictures, an independent documentary company associated with PBS/WGBH Boston, on an upcoming documentary on Mysticism in the three Abrahamic religions. Phase I of the project called for a conference featuring experts on Christianity, Judaism, and Islam. The dialogue from this conference will be used as a basis for a documentary film script.

In our **Religion Department**, Professor Stephen Prothero's *Religious Literacy* was a *New York Times* bestseller and won the Quill Award in the religion category. It also was named a best book for 2007 by the *Washington Post*, Amazon.com, *Publishers Weekly*, and other publications. The success of this book, which prompted a *Time* magazine cover story, earned Prothero a wide platform to discuss the importance of Religious Studies as a discipline in such venues as *The Daily Show* with Jon Stewart and *The Oprah Winfrey Show*.

The **Boston Playwrights Theatre** received approximately \$6,000 more in individual donations than in fiscal year 2007, and subscribers increased from 25 to 75. The theatre's first production of the year, *The Devil's Teacup*, was invited to perform at the Regional Festival of the Kennedy Center American College Theater Festival in Fitchburg, Mass., and the play was awarded second place in the Paul Vogel National

Playwriting Award at the KCACTF. The play also was nominated for an IRNE Award for “Best New Play.”

TOWARD THE FUTURE

Boston University is on the move, and the College and Graduate School of Arts & Sciences is at the heart of this transformation. 2007/08 has been a year of special change and careful effort to lay the groundwork for a future of growth and increasing visibility and strength.

APPENDICES

I. FACULTY RECRUITMENT

New faculty (not including research and clinical faculty) recruited and beginning their appointments in 2007/08:

Assistant Professors

Amy Appleford (English)
Tulika Bose (Physics)
Timothy Gardner (Biology)
Stefania Garetto (Economics)
Sambuddha Ghosh (Economics)
Robinson W. Fulweiler (Earth Sciences)
Angela Ho (Biology)
Samuel Isaacson (Mathematics and Statistics)
Matthew Jackson (Earth Sciences)
Margaret Litvin (Modern Languages and Comparative Literature)
Joshua Lustig (Economics)
Thomas Michael (Religion)
Suzanne O'Brien (History)
Sarah Phillips (History)
Andrew Reeves (Political Science)
Daniel Star (Philosophy)

Associate Professors

Joseph Bizup (English, Writing Program)
Cheryl Knott (Anthropology)
Adrian Whitty (Chemistry)

Professor

Matthew Cartmill (Anthropology)

Visiting Professors

Susan James (Philosophy)
Amelie Rorty (Philosophy)

Visiting Associate Professor

Abby Zanger (Romance Studies)

Visiting Assistant Professors

James Baldwin (Geography)
Jeffrey Becker (Archaeology)
Francisco Estrada-Belli (Archaeology)
Nathalie Etoke (Romance Studies)
Lydie Fialova (Philosophy)
Jennifer Lewin (Writing Program)
Kerim Yasar (Modern Languages and Comparative Literature)

Lecturers

Jerry Abrams (Chemistry)
Jura Avizienis (Writing Program)
Shalva Klement (Modern Languages and Comparative Literature)
Brian Kyte (Chemistry)
Giselle Khoury (Modern Languages and Comparative Literature)
Kerry Lagueux (Geography)
David Shim (Psychology)
Tracy Dunne (Psychology)
Ivan Eubanks (Writing)

II. FACULTY AWARDS AND HONORS

External Awards, Prizes, and Special Lectureships

Ralph B. D'Agostino (Mathematics and Statistics), Johnson & Johnson Special Lecturers in Statistics
David Barlow (Psychology), Lifetime Achievement Award, Association for Behavioral and Cognitive Therapy
Emily Barman (Sociology), 2007 AFP Skystone Ryan Research Prize
Ethan Baxter (Earth Sciences), Arthur Clarke medal of the Geochemical Society
Paul Goldberg (Archaeology), Society for American Archaeology's Fryxell Award for Interdisciplinary Research
Norman Hammond (Archaeology), Tercentenary Silver Medal from the Society of Antiquaries in London for services to the profession
Robert Jackson (International Relations), Invited to deliver Martin Wight Memorial Lecture, London School of Economics
Nancy Kopell (Mathematics and Statistics), Von Neumann Lecture, Society for Industrial and Applied Mathematics
Hans Kornberg (Biology), Outstanding Service Award, International Union of Biochemistry and Molecular Biology
Tom Kunz (Biology), Life Time Achievement Award, Karst Waters Institute
T.R. Lakshmanan (Geography and Environment), Edward L. Ullman Award, Association of American Geographers

Patricia Larash (Art History), Rome Prize, American Academy in Rome
Pinghua Liu (Chemistry), NSF Faculty Early Career Award
Gene Stanley (Physics), Julius Edgar Lilienfeld Prize, American Physical Society
Alfred Tauber (Philosophy), 2008 Science Medal, Institute of Advanced Studies,
University of Bologna
Shang-Hua Teng (Computer Science), ACM Gödel Prize for outstanding paper in
theoretical computer science (with Dan Spielman, Yale).
Feng Wang (Chemistry), NSF Faculty Early Career Award
James Wiseman (Archaeology), Gold Medal for Distinguished Archaeological
Achievement from the American Archaeological Achievement

Fellowships

Bruce Anderson (Geography and Environment), Visiting Fellowship, Royal Society
(United Kingdom)
Michael El-Batanouny (Physics), 2008–09 Jefferson Science Fellow, U.S. State
Department
Christopher Lehrich (Religion), ACLS Fellowship
Robert Margo (Economics), Russell Sage Fellowship
Andrew Stauffer (English), ACLS Ryskamp Fellowship

Offices of Professional Societies and Governmental Organizations

Randall Ellis (Economics), President-elect of the American Society of Health
Economists
Howard Eichenbaum (Psychology), Fellow of the Association for Psychological Science;
Howard Eichenbaum (Psychology) Fellow of the American Association for the
Advancement of Science
Husain Haqqani (International Relations), Ambassador of Pakistan to the United States
Robert Hefner (Anthropology) Inaugural Fellow, Lee Kong Chian National University of
Singapore/Stanford Distinguished Fellowship in Southeast Asian Studies;
Robert Hefner, Vice-President (automatically succeeding to President) of the
Association for Asian Studies
Ed Kearns (Physics), Fellow of the American Physical Society
Cathie Jo Martin (Political Science), Executive Council, Council for European Studies
Krzysztof Michalski (Philosophy), Office of the Ordre National du Mérite, France
Pierre Perron (Economics), Fellow of the Econometric Society
Jon Roberts (History), Tomorrow Foundation Chair in American Intellectual History
Guido Salvucci (Earth Sciences), Appointed Editor of the Journal of Hydrometeorology
Anders Sandvik (Physics), Fellow of the American Physical Society

Internal Awards

Allison Adair (Writing), Metcalf Cup and Prize
Andrew Bacevich (International Relations), selected to deliver University Lecture for
2007/08

T. Jefferson Kline (Romance Studies), Metcalf Award for Excellence in Teaching
 Bruce Schulman (History), United Methodist Scholar/Teacher of the Year

III. ENROLLMENT OF CAS STUDENTS BY CONCENTRATION (SPRING 2008)

(source: Faculty /Staff Link)
 Spring '08

B.A.s = official as of Sum2 '07, Fall '07, and

	Majors	Minors	BAs Awarded
African Studies		9	
African American Studies		5	
American Studies	25	1	8
Anthropology	149	57	43
Anthropology and Religion	9		2
Approved Deferral	628		
Archaeology	91	17	23
Art History	166	62	52
Astronomy	7	1	2
Astronomy and Physics	31		6
Geophysics and Planetary Sciences	4		2
Biochemistry and Molecular Biology	251		57
Biology (general)	631	93	161
Specialization: Cell, Molecular, Genetics	14		3
Specialization: Marine Science	50		15
Specialization: Ecology	36		8
Specialization: Neuroscience	126		22
Chemistry	94	27	21
Chemistry: Biochemistry	29		7
Chemistry: Teaching	1		1
Classical Civilization	56	22	18
Ancient Greek	0	2	0
Ancient Greek and Latin	23		8
Classics and Philosophy	3		0
Classics and Religion	2		1
Latin	6	7	3
Modern Greek Studies		0	
Myth Studies		3	
Computer Science	120	14	33
Earth Sciences	34	17	10
Environmental Earth Sciences	1		2
Economics	692	88	244
English	398	33	120
Environmental Science	37	12	9

Environmental Analysis and Policy	74	23	16
Film Studies		17	
Geography (Human and Physical)	18	5	1
History	387	87	126
Independent Concentration	13	1	4
Interdisciplinary Area Studies			
East Asian Studies	24	13	11
Latin American Studies	15	5	6
Russia and East Europe	3	4	1
International Relations	1005	41	346
Mathematics (including Statistics)	176	46	46
Math and Computer Science	9		2
Math and Economics	64		11
Math and Math Education	9		3
Math and Philosophy	7		2
Statistics		55	
Medical Science	143		18
Pre-dental Science	17		2
Medieval Studies		6	
Modern Foreign Languages and Literature			
Chinese		30	
French		136	
French Language and Literature	61		16
German		30	
German Language and Literature	9		2
Hebrew		4	
Hispanic Language and Literatures	71		25
Italian		26	
Italian Studies	12		4
Japanese Language and Literature	20	32	7
Linguistics	78	10	24
Russian		6	
Russian Language and Literature	4		1
Spanish		177	
Music	27	30	7
Philosophy	129	46	32
Philosophy and Anthropology	2		1
Philosophy and Physics	3		0

Philosophy and Political Science	28		6
Philosophy and Psychology	23		9
Philosophy and Religion	9		3
Physics	66	9	22
Political Science	474	52	166
Psychology	923	126	319
Religion	57	58	17
Judaic Studies		1	
Sociology	176	46	52
Women's Studies		33	

**IV. ENROLLMENT OF CAS STUDENTS BY MAJOR CONCENTRATION
(Spring 2007 vs. Spring 2008)**

	2007	2008
American Studies	22	25
Anthropology	150	158
Archaeology	96	91
Art History	160	166
Astronomy	43	42
Biochemistry and Molecular Biology	265	251
Biology	826	857
Chemistry	109	124
Classical Studies	97	90
Computer Science	116	120
Earth Sciences	40	35
Economics	698	692
English	455	398
Environmental Science	35	37
Environmental Analysis and Policy	54	74
Geography	19	18
History	399	387
Independent Concentration	10	13
Interdisciplinary Area Studies	39	42
International Relations	893	1005
Mathematics	248	265
Medical Sciences	147	160
Modern Foreign Languages and Literature	247	255
Music	29	27
Philosophy	201	194
Physics	63	66
Political Science	503	474
Psychology	1001	923
Religion	60	57
Sociology	157	176

V. NEW COURSES

The College Curriculum Committee recommended and the full CAS/GRS faculty approved the following courses in 2007/2008.

Humanities Curriculum Committee, Professor Patricia Johnson (CL), Chair

CAS AH / WR 150	Writing on Art
CAS AH 314	After Genghis Khan: Art and Architecture in Central Asia and Iran
CAS AH 421	Seminar: Modern Architecture
CAS AH 428	Seminar: Islamic Art
CAS AH 529	Seminar: Twentieth-Century Chinese Art
CAS AH 541	Courtly Commissions: Ottoman Art and Architecture
CAS CL 550	Proseminar in Greek History
CAS LC 285	Topics in Chinese Literature (in English translation)
CAS LC 287	Chinese Cinema (in English translation)
CAS LC 315	Classical Chinese II
CAS LC 440	Mass Media and Social Change in Modern China
CAS LF 469E	Nouvelles Identités Françaises: Immigration et Citoyenneté dans le Cinéma Francophone
CAS LG 345	German for Business and Economics
CAS LL/XL 223	Major Works of Middle Eastern Literature
CAS LL / XL 224	Majors Works of East Asian Literature
CAS LL 315	Film and Identity in the Islamic World
CAS LL/XL 520	Theory of the Novel
CAS LL/XL 540	Theory and Practice of Literary Translation
CAS LM 111-212	First through Fourth-Semester isiXhosa
CAS LS 580	Mexico City in Literature and Film
CAS LS 581	The Mexican Revolution Revisited
CAS LT 281	Istanbul at the Crossroads
CAS LU 111-212	First through Fourth-Semester Pulaar
CAS LW 111-212	First through Fourth-Semester Wolof
CAS PH 120	Philosophy Writing Seminar
CAS PH 220	Philosophy Writing and Research Seminar
CAS RN 224	Women and Religion
CAS/GRS RN 439/739	Jewish Bioethics

Natural Sciences Curriculum Committee, Professor Gail Patt (BI), Chair

CAS AS 100	Cosmic Controversies (NS without lab)
CAS BI / GE 578	Marine Geographic Information Science
CAS BI / NE 201	Introduction to Cellular and Systems Neuroscience
CAS CN 210/NE 204	Introduction to Computational Models of Brain and Behavior
CAS CN/NE 330	Introduction to Computational Models of Vision
CAS CN/NE 340	Introduction to Computational Models of Skilled Actions

CAS CN/NE 350	Introduction to Computational Models of Learning and Memory
CAS CN/NE 360	Introduction to Computational Models of Hearing
CAS GE 360S	Geospatial Methods in Environmental Studies
CAS MA 107	Mathematical Reasoning in the Elementary Grades: Number Systems
CAS MA 108	Mathematical Reasoning in the Elementary Grades: Algebra, Geometry, and Statistics
CAS MA/CS 109	The Art and Science of Quantitative Reasoning
CAS NE 100	NeuroEthics: Philosophy and Practice
CAS PS/NE 202	Introduction to Cognitive Neuroscience
GRS AS 802	Graduate Research and Scholarship
GRS CH 635	Synthetic Methodology in Inorganic Chemistry

Social Sciences Curriculum Committee, Professor Joan Walker (GE), Chair (fall 2007); Professor Houchang Chehabi (IR), Chair (spring 2008)

CAS EC 436	Economics of Corporate Organization
CAS EC 445	Economics of Risk and Financial Markets
CAS GE 522	Environmental Policy and Decision-Making
CAS HI 393	Americans and the Middle East
CAS HI/AA 395/IR 394	Power, Leadership, and Governance in Africa and the Caribbean
CAS HI 399	Modern History and Geopolitics of the Caucasus
CAS HI 435	Histories of Human Rights
CAS HI 568	The Modern Metropolis: Approaches to Urban History
CAS HI 589	Nature's Past: Histories of Environment and Society
CAS HI 594	The Armenian Genocide
CAS HI 595	Morocco: History on the Cusp of Three Continents
CAS IR 310	The Sea and International Relations
CAS IR 365 / PO 374	Rise of China
CAS IR / PO 527	Political Economy of China
CAS NS 323E	Marine Environmental History
CAS PO 376S	Politics and Democracy in Spain
CAS PO 537	The British Political System
CAS PO 670	Science Fiction and World Politics
CAS/GRS HI 347/847	Issues in Modern Russian and Soviet History, 1861–1956
GRS AR 727	Archaeology and Colonialism
GRS IR / PO 764	Seminar on China in the Contemporary World
GRS IR/GE/EC 798/	Global Development Capstone
SPH IH 7xx	
GRS PS 994	Clinical Supervision of Psychotherapy: Practicum

VI. CHAIRS, DIRECTORS, COMMITTEE CHAIRS, AND ADMINISTRATION

Department Chairs

Anthropology	Robert Weller
Archaeology	Ricardo Elia
Art History	Fred Kleiner
Astronomy	James Jackson
Biology	Geoffrey Cooper
Chemistry	John Straub
Classical Studies	Loren J. Samons II
Cognitive and Neural Systems	Ennio Mingolla
Computer Science	Stanley Sclaroff
Earth Sciences	Guido Salvucci
Economics	Kevin Lang
English	Laurence Breiner
Geography and Environment	Mark Friedl
History	Charles Dellheim
International Relations	Erik Goldstein
Mathematics and Statistics	Ralph D'Agostino
Modern Languages and Comparative Literature	William Waters
Philosophy	Daniel Dahlstrom
Physics	Bennett Goldberg
Political Science	Walter Connor
Psychology	Michael Lyons
Religion	Stephen Prothero
Romance Studies	Christopher Maurer
Sociology	Nancy Ammerman

Directors of Centers and Institutes

Center for Adaptive Systems	Stephen Grossberg
African Studies Center	James Pritchett
Center for Anxiety and Related Disorders	David Barlow
Center for Archaeological Studies	James Wiseman
Center for Chemical Modeling and Library Development	John Porco and James Panek
Center for East Asian Archaeology and Cultural History	Robert Murowchik
Center for Ecology and Conservation Biology	Thomas Kunz
Center for Energy and Environmental Studies	Robert Kaufman
Center for Integrated Space Weather Modeling	W. Jeffrey Hughes
Center for International Relations	Vivien Schmidt

Elie Wiesel Center for Judaic Studies	Steven Katz
Geddes Language Center	Robert Rothstein
Center for Mathematical Physics	Dirk Kreimer
Center for Memory and Brain	Howard Eichenbaum
Center of Philosophy and History of Science	Alfred Tauber
Center for Polymer Studies	H. Eugene Stanley
Center for Remote Sensing	Farouk El-Baz
Science and Mathematics Education Center	Kenneth Brecher
Center for Space Physics	Supriya Chakrabarti
Center for Transportation Studies	Tiruvarur Lakshmanan
Institute for American Political History	Bruce Schulman
Institute for Astrophysical Research	Tereasa Brainerd
Institute for the Classical Tradition	Wolfgang Haase
Institute for Economic Development	Dilip Mookherjee
Editorial Institute	Archie Burnett and Christopher Ricks
International History Institute	William Keylor
Institute for the Study of Muslim Societies and Civilizations	Herbert Mason
Institute for Philosophy and Religion	M. David Eckel
Humanities Foundation	Katherine O'Connor

Directors of Graduate School Programs and Divisions

African American Studies Program	Ronald Richardson
American and New England Studies	Anita Patterson
Applied Linguistics Program	M. Catherine O'Connor
Intercollegiate Program in Bioinformatics	Charles DeLisi
Biostatistics Program	Ralph D'Agostino
Cellular Biophysics Program	M. Carter Cornwall
Creative Writing Program	Leslie Epstein
Mathematical Finance Program	Andrew Lyasoff
Program in Molecular Biology, Cell Biology, and Biochemistry	Ulla Hansen
Interdepartmental Program in Neuroscience	William Eldred
Division of Religious and Theological Studies	Jonathan Klawans

Directors of College Programs

Biochemistry and Molecular Biology	John Celenza
Core Curriculum	M. David Eckel
East Asian Studies	Joseph Fewsmith
Honors Program	Hseuh-Ling Huynh
Latin American Studies	Strom Thacker
Boston University Marine Program	Richard Murray
Undergraduate Neuroscience Program	Howard Eichenbaum
Russian and Eastern European Studies	Igor Lukes

Women's Studies Program
Writing Program

Shahla Haeri
Michael Prince

Chairs of CAS/GRS Committees

Academic Conduct Committee

Vince Dionne, Nancy Harrowitz, Stefan Hofmann

Academic Policy
Appointment, Promotion and Tenure
Graduate Academic Standards and Conduct
Humanities Curriculum
Natural Sciences Curriculum
Social Sciences Curriculum

Kim McCall (Biology)
Strom Thacker (International Relations)
Clifford Backman
Patricia Johnson (Classical Studies)
Gail Patt (Biology)
Joan Walker, (Geography and Environment)
Houchang Chehabi (International Relations)
Kevin Lang (Economics)
Patricia Hills (Art History)

Sexual Harassment
Secretary to the Faculty

Administration

Dean of Arts and Sciences

Virginia Sapiro

Associate Deans

Senior, Undergraduate Education
Graduate School
Undergraduate Programs
Faculty Actions
Finance and Administration

Susan K. Jackson
J. Scott Whitaker
Wayne Snyder
Peter B. Doeringer
Juliana Walsh Kaiser

Assistant Deans

Core Curriculum
College Writing Program
Premedical Studies
Prelaw Advising

M. David Eckel
Michael Prince
Glen Zamansky
Edward Stern

Directors

Communications
Development
Academic Services
Student Programs and Leadership
Financial Administration
Personnel Administration

Amy Biderman
Karen Fung
Kerry Buglio
Edie Black-Scherer
Paula Wasson
Richard Wright

Executive Assistant to the Dean

Christopher McMullen