

The Difference a Year Makes

College of Arts & Sciences Annual Report 2009/2010

From the Dean

In the past year the College of Arts & Sciences has gone from strength to strength. The ongoing economic challenges that have left many public and private universities facing the prospect of budget cuts and furloughs have proven the resilience of Boston University and the College of Arts & Sciences. In 2009/10, we aggressively recruited and hired outstanding new faculty members, and we attracted one of our best classes of undergraduates ever. We launched the CAS First-Year Experience, a new signature initiative to enhance the experience of our entering classes. Our faculty was enormously successful in attracting research funding and in engaging in research across the humanities and natural and social sciences, enhancing BU's reputation as a first-class research and teaching university. We witnessed a continuing resurgence of alumni engagement with the College and Boston University more generally.

We achieved all of this and, as you will see, more, while working to parry the threats of the continuing economic crisis as intelligently as any university can. Today's economic challenges are real: we experience them daily here in CAS, and we know they exert pressure on our students, their parents, our alumni—everyone affiliated with this institution is affected. They require that we operate as efficiently and cost effectively as possible to provide an affordable education to all qualified students. At the same time, we must be able to recruit the best scholars and educators from an increasingly competitive academic pool and provide them and their students the resources needed to stay at the cutting edge in the increasingly competitive arena that is higher education.

Entirely appropriately, then, we joined the rest of Boston University to rise to President Brown's call to engage in an intensive yearlong strategic planning process. Our task was to determine what we think the CAS of ten years from now should look like and map out a strategy to fulfill our ambitions. Using the framework of the 2007 Boston University strategic plan, [*Choosing to Be Great*](#), all CAS departments and programs set to work analyzing their future, then collectively we crafted a comprehensive strategic plan for the College, [*Creating Our Future, 2010–20*](#).

The CAS strategic plan revolves around the clear mission that drives our work. It is embedded in the best of Boston University's traditions and reaches forward to our tomorrow:

The mission of the College and Graduate School is to nurture the discovery, creation, transmission, and application of knowledge and understanding across the humanities and the social, natural, and computational sciences. This mission applies to all of the College's members, from the most decorated senior scholars to our matriculating undergraduates, and unifies our three great core tasks of undergraduate education, graduate education, and pioneering research. CAS is Boston University's standard-bearer for the proud and successful tradition that is liberal education.

In order to fulfill this mission, the students, faculty, and staff of the College must strive to be a vibrant, supportive, and productive learning community across the great diversity of fields, approaches, and experiences encompassed by the institution. We also must choose to be active, engaged citizens of the larger communities to which we also belong—the University, the region, the country, and the world—in order for this mission to succeed.

We framed our path to pursuing this mission through eight fundamental commitments that will guide our choices in the coming years. These fundamental commitments are designed to map onto and help carry the goals identified in the University’s plan, *Choosing to Be Great*:

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1. We will base our investment of human, financial, and physical capital on carefully developed priorities and a clear-eyed analysis of relevant data and information in the light of changing opportunities and challenges we encounter over time.
 2. We will hire and nurture the careers of faculty members who are world-class leaders in research and scholarship, teaching, and other professional pursuits.
 3. We will provide outstanding undergraduate education based on the principles of liberal education and the liberal arts, encompassing both the curricular or “classroom” experience and the co-curricular, broader life experiences that contribute to student learning, development, and success.
 4. We will offer leading doctoral, postdoctoral, and master’s programs within and across traditional disciplinary boundaries.
 5. We will promote pioneering research and scholarship within and across traditional disciplinary boundaries.
 6. We will strengthen our leadership as an urban and global research and teaching university, pursuing our research and educational missions in a manner that values and enhances BU’s citizenship in our local, regional, national, and international communities.
 7. We will manage and enhance our financial resources and physical infrastructure with intelligence and creativity in a manner that supports our primary missions.
 8. We will build wider and stronger connections with our alumni to our mutual benefit, providing our alumni with lifelong opportunities for continuing education, development, and community and ensuring that the Boston University community continues to grow and flourish.
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Our ambitions are entirely achievable, but only if we carefully assess our choices and progress against these commitments. The faculty and staff of CAS spent considerable time last year doing just that, assessing the policies, tools, and resources that will be needed to reach these aspirations. The end result of that effort is a comprehensive strategic plan, a roadmap for growth and improvement at CAS for the next five years and a vision of the five years following that. As arduous, time-consuming, and sometimes frustrating as that task seemed at the time, it was time well spent. It helped us all reinvigorate our appreciation of what Boston University has accomplished over the years, and what a platform of strength we have; it helped us deepen our shared commitments and goals; and it gave us the opportunity to launch an intelligent process that will culminate in the realization of the goals outlined in the plan.

For that reason, this year's College of Arts & Sciences annual report is structured around the core commitments of the strategic plan, which demonstrates the progress we made even as we were developing our new plan. I hope you find this annual review—The Difference a Year Makes—as inspirational as I do. Whoever you are—BU faculty, staff, students, alumni and friends—you can play a role in making each year count as a significant improvement in this flagship college of a great research and teaching university.

Strengthening the Quality of the Faculty

The strength and reputation of Boston University and CAS as a world-class teaching and research institution rest on the quality of its faculty. Among the College's highest priorities are to recruit, retain, and nurture the careers of the best teachers and researchers.

New Faculty

The College has leveraged Boston University's relative fiscal strength during the economic downturn to recruit 27 outstanding new tenured and tenure-track faculty in 18 departments.

Although at various stages in their academic careers, these new faculty members have demonstrated their intelligence, creativity, and productivity as scholars. The new faculty members profiled below are representative of the College's latest class of educators.

ANDREA BERLIN, James R. Wiseman Professor of Archaeology. Berlin is an archaeologist specializing in the Near East in the millennium between the Achaemenid Persian Empire and the Moslem conquests (c. 500 BCE–640 CE). She currently co-directs the excavations at Tel Kedesh, in Israel's upper Galilee, and consults on projects in Cyprus and Turkey. She is especially interested in the nitty-gritty of daily life, focusing on pottery, and has received numerous fellowships, including a Fulbright-Hays fellowship to Greece and a Samuel H. Kress fellowship to the Albright Institute of Archaeological Research in Jerusalem. Recent books include *Gamla I: The Pottery of the Second Temple Period* (Jerusalem, 2006) and *The First Jewish Revolt: Archaeology, History, and Ideology* (Routledge, 2002). She has a PhD in art and archaeology from the University of Michigan.

EDWARD CUNNINGHAM, assistant professor of geography & environment. Cunningham earned his PhD in political science from MIT and was a research fellow at the MIT Industrial Performance Center and at Harvard's Asia Pacific Policy Program. As a Fulbright fellow, he was a visiting scholar at Tsinghua University's School of Public Policy and Management studying China's energy challenge. Cunningham majored in Chinese at Georgetown University and earned a master's degree in East Asian studies from Harvard. He wrote a chapter for the first *Let's Go* travel book for China and has worked in Beijing for *The Economist*. He is fluent in Mandarin.

WIEBKE DENECKE, assistant professor of modern languages & comparative literature. Denecke comes to CAS from Barnard College, where she was assistant professor of Asian and Middle Eastern cultures. Denecke's scholarly interests center on the thought and literature of pre-modern China and Japan, on comparative studies of the ancient world, and more broadly on world literature. Her book *The Dynamics of Masters Literature: Early Chinese Thought from Confucius to Han Feizi* (Harvard University Press, fall 2010) recaptures the development of early Chinese philosophy as a history of the traditional genre of "Masters Literature" (*zishu*). Her current work includes a comparative project that examines how writers of younger cultures are affected by the presence of an older "reference culture." Professor Denecke is co-editor of the third edition of the *Norton Anthology of World Literature* (in preparation). She has BA and MA degrees from George August University, Göttingen, Germany, and a PhD degree from Harvard University.

RUHA BENJAMIN, assistant professor of sociology. Benjamin's innovative dissertation, "Culturing Consent: Science and Democracy in the Stem Cell State," analyzed the California stem cell initiative as

a social and cultural stage on which actors vie for symbolic and material resources to define the credible parameters of public participation. This study became the foundation of her postdoctoral work, an ethnographic account of the potentials and pitfalls of having state institutions mediate the socio-ethical issues raised by biotechnologies. Benjamin's other research includes an investigation of the role of DNA in police work and a comparative study of genomics initiatives that are being used to address health disparities in India, Mexico, and South Africa. Benjamin received her PhD and MA degrees in sociology from the University of California, Berkeley, and a BA degree from Spelman College.

PANKAJ MEHTA, assistant professor of physics. In terms of his research profile, Mehta is extremely well trained and versatile, having made important contributions to strongly correlated electron physics and to systems biology. His doctoral research at Rutgers University on calculating the properties of out-of-equilibrium quantum impurities was characterized as "solving an outstanding problem" by a faculty member at Rutgers who was not his thesis advisor. With his classical training in theoretical physics, Mehta will be able to respond quickly to rapid and unexpected developments in his discipline, a feature that typifies the progress of research in the burgeoning area of biological physics. Mehta's current research is focused on applying information-theoretic ideas to understand signal processing in cells. The ultimate goal of this effort is to understand the phenomenon of quorum sensing, in which a population of cells develops collective responses to external stimuli whose efficacy far outstrips the possible responses of single cells in isolation in the same environment. A noteworthy feature of Mehta's current research is that he has already won a prestigious NIH K25 Fellowship, an award that augurs well for his future academic success in raising extramural funding and for his research program in general.

Last year's (2009/10) class of [new faculty members](#) already have established themselves within the BU community through their teaching and other professional and personal contributions. Many of them have already attracted important new research funding to CAS and have won reputations as popular teachers.

Supporting Faculty Excellence in the Early Career

Achieving faculty excellence requires investing substantially in the careers of faculty members from the very start. This investment involves not just tangible resources such as salary support, facilities, help with research, and other professional development needs; we must also make sure we have in place the policies, practices, and administrative infrastructure to allow faculty members to perform and achieve to their full potential. This year, CAS made significant progress toward meeting those needs.

CAS now assigns every new assistant professor a senior professor mentor as part of an initiative to provide a solid first-year experience for new faculty members. This past year, CAS also launched a peer-guided orientation program for new faculty members. The program included a half-day session at the start of the year during which new assistant professors met in small groups to share their experiences with the Dean and with colleagues who just completed their first or second year of service at BU. The new faculty members also met with seasoned professors who shared their perspectives on how to successfully manage careers in higher education.

New faculty orientation concluded with a breakfast session at the end of the first year, giving the new professors an opportunity to talk candidly with their peers across disciplines and with the Dean and other representatives from the senior College leadership about the challenges and opportunities they encountered during their first year. The Dean has invited any feedback that will help improve the early-career experience for faculty at BU, and the response to date to these new initiatives has been overwhelmingly positive.

Mentoring and assessment go hand-in-hand. The College introduced a new mid-tenure review process this year, rescheduling the process to occur earlier than before, allowing more time for mid-course adjustment. The new CAS mid-tenure review is more intensive and detailed to help junior faculty become better at professional self-assessment and to give them more precise feedback from senior faculty to help them improve their career strategies on their way to tenure.

Faculty Promotions

With excellence in hiring, mentoring, and developmental assessment, it is not surprising that the majority of faculty members who go through the tenure process are successful. During 2009/10, the following individuals were tenured and promoted to the rank of associate professor:

- RICHARD AVERITT, Physics
- ROBERT CHODAT, English
- SERGIO FAGHERAZZI, Earth Sciences
- IVAN FERNANDEZ-VAL, Economics
- EUGENIO MENEGON, History
- ERIN MURPHY, English
- HENRIK SELIN, International Relations
- SUNIL SHARMA, Modern Languages & Comparative Literature
- ALICE TSENG, Art History
- ZSUZSANNA VÁRHELYI, Classical Studies

Also last year, DANIELE PASERMAN, associate professor of economics, was granted tenure.

The following six associate professors were promoted to full professor:

- PAUL BLANCHARD, Mathematics & Statistics
- WILLIAM GRIMES, International Relations
- DAVID MARCHANT, Earth Sciences
- PARKER SHIPTON, Anthropology
- MICHAEL SORENSON, Biology
- MICHAEL ZANK, Religion

Supporting Our Faculty Members Across Their Careers

Endowed Professorships

Endowed professorships are among the highest honors BU and CAS can bestow on faculty members. These positions are offered in recognition of outstanding academic and professional service and can be instrumental in recruiting or retaining prominent scholars with the potential to enhance the reputations of their departments, the College, and the University.

The Warren Professorships

Named after the University's first president, the Warren Professorships were established in 2008 on the recommendation of the Faculty Council to recognize the University's most distinguished faculty. According to BU President Robert Brown, the award is the highest honor bestowed upon senior faculty members involved in research, scholarship, and teaching, as well as the University's civic life. To date, the following three CAS faculty members have been named Warren professors:

- **NANCY KOPPEL**, William Goodwin Aurelio Professor of Mathematics and Science in the College of Arts & Sciences, is cofounder and codirector of the Center for Biodynamics at the College of Engineering. She earned an AB from Cornell University and an MA and a PhD from the University of California at Berkeley, where she focused on dynamical systems. She joined the BU faculty in 1986 and has applied her knowledge of nonlinear dynamics to fundamental problems in biology, chemistry, and neuroscience. Based on her pioneering work, mathematical biology has developed into a fertile and well-recognized field of research.
- **LARRY KOTLIKOFF**, professor of economics in the College of Arts & Sciences, is a research associate of the National Bureau of Economic Research, a fellow of the American Academy of Arts & Sciences, and a fellow of the Econometric Society. He earned a BA in economics from the University of Pennsylvania in 1973 and a PhD in economics from Harvard University in 1977. From 1977 to 1983 he was on the economics faculties of the University of California, Los Angeles, and Yale University. He was a senior economist with the President's Council of Economic Advisers from 1981 to 1982. He has been a consultant to numerous corporations and government authorities around the world, including the International Monetary Fund, the World Bank, and the Commonwealth of Massachusetts.
- **JAMES WINN**, professor of English, is director of [BU's Humanities Foundation](#) and a former chair of the CAS English Department. His scholarly work has focused on the literature of England in the Restoration and the early eighteenth century. Before joining BU, Winn taught at Yale University and the University of Michigan, where he was founding director of the Institute for the Humanities. A prolific author, Winn is best known for his biography of John Dryden, *John Dryden and His World*, which won the British Humanities Council Prize and the Yale University Press Board of Governors' Award. His most recent book is *The Poetry of War*.

Feld Family Professorship

Kenneth Feld (SMG'70), Bonnie Feld (CAS'73), and their daughters Nicole and Alana (COM'02) designated \$7.5 million from their family foundation to establish three endowed professorships, one in each school attended by a Feld family member: the Feld Family Professorship of Teaching Excellence in the College of Arts & Sciences; the Feld Family Professorship of Marketing in the School of Management; and the Feld Family Professorship of New Media in the College of Communication.

Earlier this year, **ROBERT DEVANEY**, professor of mathematics, was awarded the first Feld Family Professorship of Teaching Excellence at the College of Arts & Sciences for his outstanding accomplishments in teaching, mentoring, and scholarship. Known for his scholarship in the fields of chaos, fractals, and dynamical systems, Devaney has directed the National Science Foundation's (NSF) Dynamical Systems and Technology Project since 1989, which helps high school and college educators use technology to more effectively teach modern mathematics. He has written, cowritten, edited, or delivered more than 100 papers, 13 books, and 1,400-plus lectures. Before coming to Boston University in 1980, Devaney taught at Northwestern University, Tufts University, and the University of Maryland. He earned bachelor's and master's degrees from The College of the Holy Cross and a PhD from the University of California at Berkeley.

Endowed Chairs

This past year, the College of Arts & Sciences appointed two distinguished scholars to endowed chairs in the Departments of Religion and Philosophy.

As the new William Goodwin Aurelio Professor of the Appreciation of Scripture at the College of Arts & Sciences, **DAVID FRANKFURTER** is less interested in grand theological ideas than in the way religion is popularly practiced. Frankfurter studies rituals, belief in magic (asking saints' intercessions for earthly goals, for example), "religious kitsch" (such as action figures), and, more somberly, the link between religion and violence. His book *Evil Incarnate: Rumors of Demonic Conspiracy and Satanic Abuse in History* (Princeton University Press, 2006) won an American Academy of Religion Award for Excellence in the Study of Religion. Frankfurter comes to Boston University as a visiting professor from the University of New Hampshire. He has degrees from Wesleyan, Harvard Divinity School, and Princeton. (Professor Paula Fredriksen is beginning a three-year leave of absence after relinquishing the Aurelio Chair after 20 years to David Frankfurter.)

CHARLES L. GRISWOLD was named Borden Parker Bowne Professor of Philosophy. Before coming to Boston University in 1991, Griswold taught at Howard University, where he served for several years as acting chair of the Philosophy Department. He has held visiting appointments at the Université de Paris, Yale University, and Georgetown University. He serves on the editorial advisory boards of *Ancient Philosophy*, *Theoria*, and the *International Journal of the Classical Tradition* and was a member of the Advisory Council of BU's Institute on Race & Social Division until the institute closed in 2004. In 1995, he won the Outstanding Teaching Award from the Honors Program of the College of Arts & Sciences. The chair is named in honor of Borden Parker Bowne, the first dean of the Graduate School and the founder of the Philosophy Department.

The Challenge of Retention

Nothing more strongly exemplifies the need for supporting faculty than the fact that other universities seek to hire our faculty away. During the past academic year, the College successfully deflected 15 out of 19 attempts by competing institutions to recruit CAS faculty members. (Of the 19 attempts, 11 were in Natural Sciences, four were in Social Sciences, and four in Humanities.) The average salary increase for the successful retentions was 23%, and the average increase in professional support was \$109,000.

CAS successfully fended off recruitment attempts from such institutions as Harvard, USC, Northeastern, Michigan, Georgetown, Arizona, CCNY, Maryland, and UNC-Chapel Hill, as well as offers from private industry.

Honoring Outstanding Careers in Education

Each year, a number of faculty members retire from the University after years of dedicated service to their students and their disciplines. Among that number are a special few who, because of their exceptional scholarship and pedagogic excellence, the University recognizes with the distinction and privileges of professor emeritus. This title, bestowed by the University on candidates recommended by a vote of the faculty, is a demonstration of the respect for colleagues who exemplify the values of the academic profession.

This year, the University honors the following CAS faculty members with the title emeritus professor:

- **ANTHONY BARRAND**, professor of anthropology and University Professor, emeritus
- **URI RA'ANAN**, professor of international relations and University Professor, emeritus
- **DAVID WAGENKNECHT**, professor of English, emeritus
- **BETTY ZISK**, professor of political science, emerita

Supporting Faculty Excellence: Lecturers

Some of our very important teaching faculty members are not tenure-track professors but instead are faculty lecturers. These professionals are hired specifically because of their skill at teaching, and they play critical roles in undergraduate education in some fields, especially in the Writing Program, the Core Curriculum, foreign languages, and mathematics. The corps of full-time lecturers in CAS plays a critical role in maintaining the quality of our undergraduate education.

During 2009/10, the College initiated policies to significantly enhance support for its lecturers. CAS introduced a new career-track process for lecturers that provides opportunities to advance from the rank of lecturer to senior lecturer to senior lecturer/master level. Promotion includes a title change, a salary increase, and the ability to serve as a principal investigator for purposes of seeking extramural funding. This year, the College promoted or appointed the following individuals to the rank of senior lecturer:

- **ALLISON ADAIR**, Writing Program
- **BEATE ALHADEFF**, Modern Languages & Comparative Literature
- **MICHAEL DEGENER**, Writing Program

- **MARTIN FIDO**, Writing Program
- **DAVID GREEN**, Core Curriculum/Writing Program
- **SUSAN GRIFFIN**, Romance Studies
- **PAULA HENNESSEY**, Romance Studies
- **MARIKO HENSTOCK**, Modern Languages & Comparative Literature
- **CHRISTINA LUKE**, Writing Program
- **UNDERWOOD THOMAS**, Writing Program
- **CLARETTA TONETTI**, Romance Studies
- **XIAOYANG ZHOU**, Modern Languages & Comparative Literature

In addition, a new CAS policy recognizes length of service. In the past, lecturers who served for five years received an added \$1,000 salary increase. Beginning in 2009/10, lecturers also will receive career service salary increases for every 10 years of service up to 30 years. The career service salary increase was awarded retroactively to lecturers based on their previous service.

New Dean's Office Structure

Another significant development in support of CAS faculty is this summer's restructuring of the Dean's Office to provide faculty members with comprehensive administrative support.

Faculty Actions

The Faculty Actions Office, responsible for the entire faculty career life cycle—including recruitment, professional development, and promotion and tenure—has been completely reconfigured. The position of Associate Dean of Faculty Actions has been reassigned to three Associate Deans of the Faculty (ADF), each holding a divisional responsibility for, respectively, the humanities, natural sciences, and social sciences. This new structure allows for more coherent and comprehensive approaches to supporting CAS faculty, ensuring deeper and more responsive support from the Dean's Office for all faculty-related matters.

The new Associate Deans of the Faculty are as follows:

- **PATRICIA JOHNSON**, Humanities. Johnson has been a member of the Classical Studies faculty since 1996, where she has served as DUS, DGS, Associate Chair, and coordinator of the annual Boston Area Roman Studies Conference.
- **GEOFFREY COOPER**, Natural Sciences. Cooper has stepped back from his long service as chair of the Department of Biology to take up this position. As a professor of biology, his research centers on the molecular mechanisms that control the growth and survival of human cells and how abnormalities of these processes lead to the development of cancer.
- **STROM THACKER**, Social Sciences. Thacker is a professor of international relations and has served as director of the Latin American Studies Program. His research focuses on political economy, governance, human development, and the politics of trade and international financial flows.

Attracting and Nurturing the Best Students

By maintaining high standards of academic quality and integrity and adhering to the best liberal arts traditions, CAS increasingly is regarded as a prime destination by intelligent and highly motivated students.

CAS today competes successfully against the nation's top-ranked private and public universities for highly qualified students. CAS recruiters work to attract these students according to traditional measures of academic potential, as well as candidates who exemplify the “whole student” model, with the goal of creating a balanced, vibrant, and diverse student body.

CAS promises prospective students an education that provides breadth of knowledge across disciplines and multiple modes of scholarly inquiry—the very essence of the liberal arts education. Candidates learn that a liberal education serves as the platform on which varied, productive, and creative lives are built.

The effectiveness of this approach is reflected in our latest class of promising and talented first-year students.

College of Arts & Sciences Enrollment (2009/2010)

	2009	2008
Undergraduate	7,202	7,379
Graduate	1,968	1,948
Total Enrollment	9,170	9,327

Profile of the CAS Class of 2013

	2009	2008
Incoming first-year	1,813	1,953
Incoming transfer	118	131

The Best Programs for the Best Students

Each year, all CAS programs and departments complete a regimen of academic planning self-study to ensure that all courses meet the College's standards for excellence and that teaching responsibilities are distributed fairly among all faculty members. This process informs all academic planning, including designing class schedules and faculty assignments, developing and responding to budget requests, planning for faculty leaves and sabbaticals, and assessing priorities in faculty recruitment.

The self-study process also helps identify new programs and courses needed to meet the demands and expectations of current and prospective students.

New CAS/GRS Academic Programs 2009/2010

The following new degree, minor, and certificate, and College-wide programs received final approval in 2009/2010:

BA in Linguistics and Philosophy

This new joint cross-disciplinary major provides a formal framework for undergraduate study at the intersection of fundamental issues in the philosophy of mind, language, and logic with theories and empirical findings in the core linguistics areas of syntax, semantics, and pragmatics. While ensuring strong preparation for graduate work in either linguistics or philosophy, the shared curriculum expands students' ways of thinking about language beyond disciplinary boundaries and encourages historical understanding, critical analysis, and integration of complementary approaches to complex questions of language, reference, and meaning. Affiliation through the major with both sponsoring departments extends students' access to a rich co-curricular context of interdisciplinary research, cognate centers, Boston-Cambridge-area lecture series, and active student organizations.

BA in Neuroscience/MA in Cognitive & Neural Systems

(dual degree program)

This combined BA/MA degree provides a formal early admissions pathway from the interdisciplinary undergraduate Neuroscience major to a master's degree offering advanced training and research focus on the neural and computational principles, mechanisms, and architectures that underlie human and animal behavior and on the application of neural network architectures to the solution of technological problems. The undergraduate neuroscience program having been designed to ensure core knowledge in each of three primary approaches—cellular & systems, cognitive, and computational—the BA/MA with CNS appeals especially to students with strong quantitative skills who at any point from high school forward develop a particular interest in the computational approach.

MA in Latin American Studies

Latin American Studies is a vibrant and expanding field that brings a wide range of social sciences and humanities disciplines to bear on a historically and culturally rich, strategically important, complex, and rapidly evolving region, as well as on such key issues as poverty and development, politics and civil society, indigenous resurgence, and artistic expression. The MA in Latin American Studies, drawing on faculty from nine CAS/GRS departments and building on a longstanding BA, thus provides a multidisciplinary context for pursuit of graduate-level regional expertise, including the attainment of advanced linguistic proficiency in Spanish and/or Portuguese. A distinctive feature of the MA is its requirement that students complete a combined academic/internship semester in a Latin American country. The MA is designed to prepare graduates equally well for further study or for professional careers, including in government, NGOs, and international business. It will be of particular interest and benefit not only to recent (U.S. and Latin American) college graduates and returning Peace Corps volunteers, but also to mid-career professionals seeking greater regional knowledge to accelerate or redirect their careers.

Minor in Arabic

The establishment of this new undergraduate minor responds to a sharp increase in overall Arabic enrollments in CAS (68 percent between 2005/06 and 2008/09), consistent with nationwide emphasis on the urgency of Arabic language study for purposes running the gamut from intelligence and diplomacy to business, engineering, and international development, to academic scholarship across the disciplines. The minor's six-course curriculum leads to advanced proficiency in Modern Standard Arabic and includes literature as a vital entry point for understanding Arabic culture. Students interested in using their Arabic to interact with Syrian, Lebanese, Palestinian, or Jordanian communities or their U.S. diaspora may substitute a course in Levantine Arabic. Alternatively, students minoring in Arabic may take advantage of CAS offerings in Hebrew, Persian, Turkish, Swahili, Wolof, French, or Spanish to begin a second language of direct linguistic or cultural relevance to the Arab world. All minors are encouraged to incorporate a semester or summer's study of Arabic language and culture under the auspices of BU's international program in Rabat, Morocco. Here on the Charles River Campus, Fulbright Language Teaching Assistants from Arabic-speaking countries contribute to a lively co-curricular scene, including tutoring, weekly conversation hours, an Arabic Club, and an Arabic Movie Club.

Graduate Certificate in Terrestrial Biogeosciences

(sponsored by departments of Biology, Earth Sciences, and Geography & Environment)

The Certificate in Terrestrial Biogeosciences (TBG) is designed to promote and formalize multidisciplinary doctoral education at the cutting edge of global change science, one of the most rapidly expanding fields in the natural sciences. It brings together qualified PhD candidates in Biology, Earth Sciences, and Geography & Environment to focus on concepts and methods that are central to the study of biophysical interactions and biogeochemical processes at the land-ocean and land-atmosphere interfaces. That focus is achieved through 16 credits of common TBG coursework and joint supervision of certificate students' dissertation research by faculty from at least two of the participating departments. Terrestrial biogeosciences is identified as an area where BU's distinctive breadth and depth of faculty expertise, ranging from ecosystem biology to hydrology to remote sensing, can be leveraged to attract elite graduate students, create a national-scale niche, and take advantage of current and upcoming research funding opportunities, including training grants, offered by NSF, NASA, NOAA (National Oceanographic and Atmospheric Administration), and NEON (National Ecological Observatory Network).

Graduate Certificate in Asian Studies

Widespread enthusiasm for the establishment of this certificate program mirrors the achievements of its administrative home, the recently chartered Boston University Center for the Study of Asia (BUSCA), in engaging and mobilizing BU's considerable faculty and curricular resources in Asian Studies to collective scholarly purpose and the benefit of students. The certificate will be awarded, at the completion of their primary master's or doctoral degree program, to any (GRS or other) BU graduate students who successfully complete all certificate requirements: four pre-approved Asia-focus graduate courses, chosen from at least two departments or schools; demonstration of proficiency in an Asian language; and a significant piece of Asia-related research or creative work. Courses on the initial pre-approved list are offered not only across the humanities and social science departments of Arts & Sciences, but also in CFA, GMS, MET, and STH; additional theme-based or comparative offerings

with a significant Asia component (e.g., in LAW, SED, and SPH) may be approved by the Director where particularly relevant to an individual student's program of study. This certificate program will help attract prospective Asianists to departmentally sponsored graduate programs, while at the same strengthening the Center's case for U.S. Department of Education grants, in particular to fund graduate students' acquisition of the Asian languages they need to conduct their dissertation research.

College-wide Framework for Departmental Honors Programs

This new curricular and administrative framework, which includes the establishment of a standing College Honors Committee of faculty, students, and academic staff, has been designed to diversify and strengthen existing pathways for undergraduates to earn the BA "with honors" in their major or minor area of study. During academic year 2010/2011, each undergraduate department and program within CAS will use a common set of guidelines to design an honors track, in some cases a variation on the previous "Senior Work for Distinction" option, that reflects field-specific learning goals and measures of outstanding academic achievement. Through some combination of honors seminars, graduate coursework, faculty-mentored research (here and/or off-site), and co-curricular enhancements such as colloquia and lecture series, those continuing students who are admitted to departmental honors programs will be challenged individually and as a cohort in the depth component of their College program for the liberal arts and sciences. Alongside such other special opportunities as our 4+1 bachelor's/master's programs and dual undergraduate degrees with other BU schools and colleges, these honors pathways will also present prospective and first-year CAS students with a growing roster of concrete and distinctive ways of aspiring to take full advantage of admission to Boston University. In particular, they will provide an attractive, ongoing alternative to University Honors College for highly capable and motivated students who do not apply for or gain admission to that four-year program as incoming freshmen.

The following new degree program will be reviewed for final University approval in Fall 2010.

BA in Architectural Studies

The proposed new BA in Architectural Studies, now undergoing final University review, provides students with a broad understanding of architecture, emphasizing skills and knowledge that are fundamental to thinking and writing about buildings and spaces, as well as to careers and graduate study in architecture, landscape architecture, and urban planning. The curriculum spans architectural history, theory, and technology, in addition to requiring studio art courses in the CFA School of Visual Art. Responsive to strong interest on the part of students who until now have been obliged to pursue architectural studies as an independent major, the proposed new degree also results from the priority placed in recent faculty recruitment on developing architectural history as a research and teaching strength across Western and non-Western art. In further testimony to that development, the CAS Department of Art History has been officially renamed the Department of History of Art & Architecture, and its existing degree programs in Art History have also been renamed: BA, MA, and PhD in History of Art & Architecture.

Improving Graduate Recruitment

Boston University's Graduate School of Arts & Sciences (GRS) awards degrees through 50 professional MA and MFA programs and 30 PhD and MA/PhD programs in the natural sciences, social sciences, and humanities.

This past year, the student population of the Graduate School included 486 professional master's degree students, 1,425 MA/PhD and PhD students, and 110 students in BA/MA, dual degree, or non-degree programs. The Graduate School will focus on programs with the best potential to achieve national and international recognition among their peers as "top 25" programs, while at the same time maintaining the qualities that support excellence in undergraduate education. GRS also will introduce data systems that can be used for individual and comparative program analysis and eventually will allow tracking such outcomes as placement and alumni careers.

For the 2009/2010 academic year, the Graduate School received 4,334 applications for doctoral programs (post-BA and post-MA), producing 640 (15 percent) admits and yielding 243 acceptances (38 percent yield from admitted students; 6 percent yield overall). Total yield for PhD programs would be greater if additional financial aid were available to candidates.

Total GRS enrollment as of spring 2010 was 1,878, of which 537 (35 percent) were international students.

For the coming year, President Brown has identified research and graduate studies as strategically important to the future success of the University, which therefore puts these areas in the spotlight for development and improvement. CAS anticipated this new focus by reconfiguring the Graduate School and by creating the Research & Outreach Office.

By redefining the position of the Associate Dean of the Graduate School, GRS will receive the dedicated administrative focus it needs to compete in the current, highly competitive graduate education marketplace. Among the many challenges facing GRS, highest priority will be given to increasing financial support for graduate education and redefining operational standards for the Graduate School to increase the overall quality of the graduate education experience and reduce attrition and time to degree.

Attracting and Nurturing the Best Students

The Undergraduate Program in Neuroscience completed its first full year of operation, attracting 182 majors by the end of the year. Underscoring its distinction and supporting future excellence, the Howard Hughes Medical Institute awarded the program \$1.5 million to increase student access to faculty-mentored laboratory research, develop outreach programs with local urban high schools, establish a postdoctoral faculty fellows program, and design and implement curricular elements aimed at developing core competencies in laboratory techniques in first- and second-year students. This highly innovative interdisciplinary program exemplifies how the College of Arts & Sciences provides students with unique opportunities that challenge their intellectual development while helping them explore possible academic or professional career paths.

The College of Arts & Sciences works hard to attract great students and is committed to making sure they stay once they get here.

Research shows there are many reasons why students leave the university in which they are enrolled, but few CAS students leave because of poor academic standing. Rather, students leave when we fail to engage their interests or address their needs, or when they don't feel connected to the campus culture.

CAS is dedicated to giving its students every possible chance for success, and that effort is reflected in the College's latest retention rate. The first-year to sophomore retention rate for the CAS cohort that entered in the fall of 2009 is 91.8 percent, up from 88.7 percent for the preceding year. The retention rate for the sophomore year (the cohort that entered in the fall of 2008) is 93.8 percent.

Achieving “stickiness”—making sure all students have a reason to stay—is a project for all of BU and CAS. By working closely with our students and recognizing their motivations, interests, and concerns, CAS has steadily improved student retention and is committed to making significant improvement in this area over the next five years.

To ensure that our students feel at home and connected to the BU experience, CAS has expanded the First-Year Experience (see below) and actively works to integrate first-year undergraduates into the BU and Boston communities.

With the addition of the First-Year Experience, more extensive support for student co-curricular and leadership activities, and an increasing volume of legal and administrative demands, the demands of leading student support have outgrown the old structure of the position of Associate Dean for Student Academic Life. Dean Sapiro therefore authorized a national search for a dedicated full-time Associate Dean for Student Academic Life that resulted in the hiring of [Dr. Steven Jarvi](#), an experienced leader in student academic services and support. He succeeds Wayne Snyder, who after years of outstanding service as associate dean has returned to teaching full time as associate professor of computer science.

The First-Year Experience

The First-Year Experience (FYE) has made a huge difference in the lives of students new to college life. The program is based on a set of principles—identified by CAS students, faculty, and staff—that frame a comprehensive first-year experience based on four major themes: the academic experience, student academic support, student development, and co-curricular programs and student life.

The First-Year Experience welcomed the Class of 2013 with a variety of social and cultural activities. Just before the start of classes, new students are invited to take part in the Annual Ice Cream Social on Marsh Plaza, where deans, faculty, and staff scoop the ice cream as live music plays in the background. FYE also includes the CAS Café series, which featured a presentation by Shahla Haeri, professor of anthropology, who discussed her experiences and observations in her native Iran. The presentation was followed by a lively question and answer session, Middle Eastern food, and Iranian music. CAS Café, with its small table setting, enticing refreshments, and enjoyable intellectual and social activity, helps integrate new students into the College by helping them get to know and become comfortable with faculty members at an informal setting outside the classroom.

Academic Advising

CAS recognizes the critical need for academic advising and is constantly improving this service to students through such initiatives as the Task Force on Advising, which brought together faculty, staff, and students to analyze students' advising needs and develop a plan to guide future improvements.

Because of this commitment, the Dean Ralph W. Taylor Academic Advising Center's faculty advisors and academic counselors last year were able to help hundreds of students with a wide range of academic-related concerns, from questions about registration to support in dealing with academic difficulties, problems, or concerns.

This level of support extends to pre-professional advising for students who are planning careers in law or medicine (including dentistry, veterinary medicine, or other health-related fields). Last year, the Pre-Professional Advising Office worked with 2,450 pre-med students and 974 pre-law students, offering them help with curriculum planning, professional school admission requirements, internship opportunities, and student networking opportunities.

Meet Our Students

The students profiled below in many ways are representative of the wonderfully diverse CAS student body. Students like these drive the College's overall level of excellence, bringing a wealth of experiences and interests that enrich the BU community. Like most of their peers, these students are taking bold and innovative steps in their scholarship and research, with impressive results.

XIAO WANG immigrated to the United States from China with his parents when he was a young child. He entered the Boston University College of Arts & Sciences in the fall of 2007, enthusiastically embraced the premedical curriculum, and has pursued a major in Biology with a specialization in Neuroscience.

Xiao began to explore his interest in research the summer after his freshman year at the New York State Psychiatric Institute. Upon his return to campus the following fall, Xiao joined the laboratory of Professor of Biology Hengye Man, with whom he continues to investigate the internalization and insertion of AMPA receptors in the plasma membranes of neurons. Xiao's research has evolved into an Independent Work for Distinction, which Xiao will conduct during his senior year.

In addition to his academic pursuits, Xiao has gained valuable clinical experience. Xiao achieved his certification as an Emergency Medical Technician when he was in high school and quickly put it to use with the Englewood Volunteer Ambulance Corps in Englewood, New Jersey. In Boston, he has

worked as an EMT and an instructor with the Boston University Emergency Medical Services and as an EMT with a private ambulance company. He also volunteers with the Boston Medical Reserve Corps, which responds to mass medical emergencies, and has helped bring much-needed health care to impoverished communities in Nepal as a volunteer with Global Crossroads and in Honduras with Global Medical Brigades. As a result of his involvement with the Boston University chapter of Global Medical Brigades, an organization in which students and health care providers bring medical care to remote regions of Honduras, Xiao became interested in the prevention of illness in these communities. He co-founded a chapter of Global Water Brigades, in which students and professionals travel to Honduras to build systems that will provide clean, potable water to villages.

AZRA BOROGOVAC entered the College of Arts & Sciences in the fall of 2006 as the recipient of a Boston Scholars Award, a four-year, full-tuition merit scholarship. Azra quickly established herself as a talented student and completed a challenging and diverse curriculum that included the College Honors Program and majors in Psychology and Biochemistry & Molecular Biology. She further expanded the depth of her curriculum by completing an Independent Work for Distinction, a yearlong research project conducted during her senior year. Azra was recognized for her academic achievements by being named a College Scholar. She graduated *summa cum laude* with Distinction in Biochemistry & Molecular Biology this past May, accomplishments that placed her in the top 5 percent of her class.

Azra immigrated to the United States with her family as a Bosnian refugee when she was a young child. Azra has been a contributing member of the BU community. She assisted patients and their families as a volunteer in the Pediatrics Department at Boston Medical Center, helped guide freshmen in their acclimation to college as a Freshman Resource Advisor and a member of the Boston Scholars Club, tutored high school students at a Boston charter school, and served in the challenging and demanding role of Resident Assistant. She also co-founded and served as Vice President and President of I-Donate, a student organization dedicated to raising awareness about organ donation.

Azra gained a strong introduction to research as a volunteer in the laboratory of David Farb, professor and chair of the Department of Pharmacology at the Boston University School of Medicine. She continued her research in the laboratory of Charles Cantor, professor of biomedical engineering at the Center for Advanced Biotechnology. There, Azra investigated a technique for visualizing RNA in living cells and conducted her Independent Work for Distinction. She received multiple competitive awards from the Undergraduate Research Opportunities Program (UROP) to help support her research.

Strengthening Graduate Education

Graduate students in the College of Arts & Sciences learn that a critical component of their education is the need to apply what they learn to the benefit of their communities. The Graduate School's ability to impart that lesson improved significantly last April when it received a five-year, \$2.8 million National Science Foundation grant to cultivate a new generation of scientists as both solid researchers and effective communicators.

The grant, awarded under the NSF GK-12 Fellows Program, supports the work of a team of BU professors in a project called GLACIER (GLobAl Change Initiative: Education and Research). Faculty members representing five departments (Geography & Environment, Biology, Earth Sciences, and Statistics) in CAS and Mechanical & Electrical Engineering in the College of Engineering will supervise 10 graduate fellows in yearlong placements in Cambridge or Brookline schools. The goal is to get these fellows working with public school teachers to improve lesson plans about a critical topic: global climate change.

The project is designed to apply the benefits of graduate-level education to a broad community of citizens to help them make informed decisions about the environment while helping future scientists develop multidisciplinary perspectives and strong analytical skills. GLACIER will strengthen the ties between Boston University and two partner school districts in Cambridge and Brookline, as well as enhance existing links to local museum, zoo, aquarium, and other field sites. GLACIER brings in faculty from Geography & Environment (Nathan Phillips, Robert Kaufman, Bruce Anderson, Crystal Schaaf), Biology (Les Kaufmann, Richard Primack), Statistics (Surajit Ray), Earth Sciences (David Marchant), Engineering (Michael Gevelber, Michael Ruane), and Education (Don DeRosa). The principal investigator for the project is Geography & Environment Professor Suchi Gopal.

Project GLACIER is representative of the creativity and focus on socially responsible research and education found throughout the Graduate School, demonstrating once again that investing in Boston University and the College of Arts & Sciences is investing in the community. To learn more about this project, see [Global Change Reaches Middle School](#).

Thanks to programs like GLACIER, Boston University increasingly is recognized as a leading U.S. and international graduate research institution. This year, the [Academic Ranking of World Universities \(ARWU\)](#), published by the [Center for World-Class Universities](#) and the [Institute of Higher Education of Shanghai Jiao Tong University, China](#), ranked Boston University among the top 100 world universities. Seven CAS Graduate School (GRS) doctoral programs appear in the top 50 of the *U.S. News & World Report* rankings, including economics, which was ranked 24th in its field. French, English, bioinformatics and computational biology, mathematics, and biostatistics are ranked in the top 10 of their fields by the Academic Analytics data on faculty productivity as reported in the *Chronicle of Higher Education*.

During the 2009/2010 academic year, CAS faculty members were highly productive in their research and scholarly accomplishments, as indicated by the record levels of grant funding and the numerous papers published, talks presented, and awards received. The total dollar amount of new grants and contracts generated in Fiscal Year 2010 was \$93,568,843, an increase of \$7,891,115 (9.2 percent) over the previous year. Most notable were the Department of Earth Sciences, which increased the total number of awards from 25 to 36, and the Department of Computer Science, which increased total dollars from \$1.5 million to \$5.3 million.

Graduate Programs Enrollment

Registered students, fall 2009

(Data from Link list of GRS students)

Rank	Program Name	Total
1	Economics programs	255
2	Psychology	141
3	International Relations	116
4	Physics	101
5	Chemistry	98
6	Biology	82
7	Biostatistics	72
8	Religious Studies	69
9	Political Science	65
10	Computer Science	63
11	Art History	62
12	English	59
12	Philosophy	59
14	Archaeology programs	57
15	American & New England Studies	54
16	Cognitive & Neural Systems	53
17	History	52
18	Mathematics	43
19	Astronomy	38
20	Geography	36
21	Molecular & Cell Biology and Biochemistry	34
21	Anthropology	34
23	Hispanic Language & Literature	32
23	Creative Writing	32
25	Applied Linguistics	31
26	Energy & Environmental Studies	29
27	Sociology	26
28	Sociology & Social Work	24
29	Neuroscience	21
29	Classical Studies	21
31	French Language & Literature	19
32	Earth Sciences	17
33	Editorial Studies	14
34	MBA & Management/MA	13
34	Music programs	13
36	No major	11
36	Preservation Studies	11
38	African American Studies	4
39	Biotechnology	3
39	MBA—Public Management/MA	3
41	Applied Anthropology	1
	TOTAL	1,968

Graduate Degrees Conferred, Academic Year 2009/2010

Degree	MA	MFA	MA of MA/ PhD	MA of BA/ MA	MA/ JD	Post-MA PhD	Post-BA PhD	Total
Number	205	11	21	12	3	103	118	473

Graduate School Leadership

Until recently, stewardship of the graduate and research missions of CAS was combined in a single associate dean position. With the expansion of both the graduate and research missions, the demands of this office grew beyond the capability of a single individual. To address this situation, the office was divided into two distinct positions, the Associate Dean of the Graduate School, and the Associate Dean for Research & Outreach.

At the end of the 2009/2010 academic year, **W. JEFFREY HUGHES**, professor of astronomy, was named Associate Dean of the Graduate School. A native of Wales, he received both his BSc and PhD in physics from Imperial College, London. He joined the Boston University faculty in 1978, where he was the founding director of the Center for Space Physics and has served as chair of the Astronomy Department and director of the Center for Integrated Space Weather Modeling.

Enhancing the Research Mission in the College of Arts & Sciences

The research trajectory of the College continued its upward climb this year. CAS faculty members distinguished themselves and the College by the record levels of grant funding, papers published, talks presented, and awards received. The total dollar amount of new grants and contracts generated in fiscal year 2010 was \$93,568,843, an increase of \$7,891,115 (9.2 percent) over the previous year. Most notable were the Department of Earth Sciences, which increased the total number of awards from 25 to 36 and the Department of Computer Science, which increased total dollars from \$1.5 million to \$5.3 million.

Applications and Awards for Sponsored Research

Applications

	'05-06	'06-07	'07-08	'08-09	'09-10
Number	481	510	507	621	578
Amounts	\$129.3M	\$124.7M	\$140.3M	\$192.7M	\$163.2M

Awards

	'05-06	'06-07	'07-08	'08-09	'09-10
Number	450	454	455	478	456
Amounts	\$67.6M	\$67.2M	\$77.5M	\$85.7M	\$93.6M
FTE Faculty*	555	570	590	595	621
Awards/Fac.	0.811	0.796	0.771	0.803	0.734
Amount/Fac.	\$121,737	\$117,872	\$131,407	\$143,996	\$150,674

*Does not include part-time lecturers

The improvement in the College's—and Boston University's—standing is in part the result of increased expectations on research faculty members to achieve their highest potential. These improvements will continue over the next five years as CAS builds on its reputation for pioneering scholarship, with the goal of moving more graduate programs up in the rankings of quality, prestige, and influence in their fields.

Reinforcing the Research Mission

The tremendous growth of the research mission of Boston University and the College's commitment to enhancing its research profile have placed additional demands on its administrative and leadership capacity. Moreover, the wide range of knowledge transfer activities that constitute a diverse outreach portfolio demands they be assigned to a member of the leadership team. These two areas

form the portfolio of the new position of the Associate Dean for Research & Outreach. This office will facilitate cross-college collaborations and coordinate closely with central research administration.

After completing his tenure as the Associate Dean of the Graduate School, **J. SCOTT WHITAKER** agreed to become the College's inaugural Associate Dean for Research & Outreach. Whitaker is a professor of physics and a member of the faculty team that teaches the Core Curriculum first-semester Natural Sciences I course.

Life Sciences

The life sciences are among the most exciting frontiers of modern research, promising life-changing advances from the study of genetics to bioengineering.

The College of Arts & Sciences' ongoing commitment to support advanced work in this area was rewarded with a \$5.9 million National Institutes of Health (NIH) grant to the Chemistry Department to reinforce the life sciences research infrastructure on the Charles River Campus. This NIH facilities renovation award is the first federally funded renovation grant on the Charles River Campus in BU's history.

The one-year effort, started in April 2010, includes renovating space in the Metcalf Science & Engineering Center. Almost 7,000 square feet of office and laboratory space will be reconfigured to create four laboratory modules for state-of-the-art research in synthetic organic chemistry and supporting laboratory space for analytical chemistry.

The flexible laboratory layout will enable technology-facilitated medicinal chemistry. Complementary faculty and meeting space will be developed to fully support real and virtual conferencing that facilitates engagement and collaboration among research scientists on the Charles River and Medical campuses as well as sites outside of BU.

These renovations of four research laboratories will provide the infrastructure for the chemical sciences to realize BU's biomedical research vision and bolster its leadership position in translational science by providing a robust environment for multidisciplinary research efforts bridging chemistry and biology.

The NIH grant is just one example of the impressive research achievements by CAS researchers during the 2009/2010 academic year.

A Commitment to Outstanding Research in the Humanities

College of Arts & Sciences faculty members pursued vigorous research initiatives in the humanities during the 2009/2010 academic year. The BU Humanities Foundation Jeffrey Henderson Research Fellows for 2009/2010 explored a broad range of subjects across a number of disciplines. Below, they describe their research in their own summaries.

CHARLES GRISWOLD, Professor, Philosophy

Self and Other: Jean-Jacques Rousseau and Adam Smith on Freedom, Authenticity, Sympathy, and Narrative

Few questions have been so persistently raised in the history of Western philosophy as that of the nature of the self. Building on my earlier work, I propose to write a book about Rousseau's dissatis-

factions with the fate of the self in modernity, using the work of Adam Smith as a foil and drawing on the resources of contemporary philosophy. I shall focus on four interconnected issues: freedom (“natural” or of self, rather than political); the loss of freedom and the ensuing “theatricality” of self as well as of the social and moral world; “pitié” and sympathy as means of understanding self and other; and narrative as a way of understanding, explaining, and unifying. These themes are central to Rousseau’s conception of what it means to be a self. I shall interpret as well as evaluate his position, shedding new light on his and Smith’s philosophy, as well as the issues themselves. Relatively few philosophers have recently written about Rousseau; even fewer have examined Rousseau and Smith together. I wish to help fill both gaps, thereby also contributing to our understanding of the modern age as well as of the four issues mentioned.

DOROTHY KELLY, Professor, Romance Studies

Living in Death: The Material Past in Balzac, Flaubert, and Baudelaire

In the field of post-Revolutionary French literature, much work has been done on memory, usually understood as regret for a past that can never return. Dorothy Kelly has observed, however, that Balzac, Flaubert, and Baudelaire each use images of the living dead to portray the past as a dead body that continues to act on the present. Through Pierre Bourdieu’s ideas of the “present past” and his theories of the reproduction of culture, she will show in her book project that these images of the living dead constitute a different understanding of the past, which runs counter to the prevailing view of memory as regret. This other view brings to light a social force that prohibits change as it reproduces culture automatically and makes the past inescapable.

CHRISTOPHER MARTIN, Associate Professor, English

The Figure of Retire: Constituting Old Age in Early Modern English Literature

My study argues that over the last quarter-century of Elizabeth I’s reign the experience and imagination of old age undergo an elemental change, as external, socially “constituted” definitions of senescence find themselves challenged by a more individuated sense of a person’s “constitution” or physical makeup (a usage that enters the language in the mid-1500s). To contest prevailing critical notions that English elders of the sixteenth and seventeenth centuries were beholden to a public decorum that obliged them to relinquish practical agency, I examine how the period’s benchmark literary works—from Edmund Spenser’s *Shepheardes Calender* to Shakespeare’s *King Lear*—portray aged figures who struggle precisely to reclaim this agency, rooted in a private but equally authoritative self-awareness of their own enduring constitutions. In an historical setting that saw both the protracted reign of an aging monarch whose self-image of her vulnerable yet hardy constitution significantly shaped her evolving political establishment, and an emerging prospect of acute generational strife, the resulting conflict uniquely imprints one of the richest periods in English literature.

NINA S. SILBER, Professor, History

The Civil War in American Life, 1929-1941

As countless commentators call up images of Abraham Lincoln and the Civil War to discuss and describe the recent election of Barack Obama, we are reminded, again, that a bloody and tumultuous nineteenth-century conflict remains a touchstone in American culture. My research project investi-

gates the way Americans invoked, remembered, and derived meaning from the U.S. Civil War, not in 2008, but during the period of the Great Depression and the New Deal. Although separated from the sectional conflict by 75 years, the period between 1929 and 1941 witnessed an extraordinary amount of reflection on the Civil War and Reconstruction, including a wave of popular literature and film exploring the conflict, commemorations celebrating the 75th anniversary, re-imaginings by writers and politicians of the life and character of Abraham Lincoln, and an extensive public works initiative that recorded the memories of former slaves. In exploring these varied invocations of the Civil War, this project aims to illuminate the way historical memory allowed Americans, north and south, black and white, as groups and as individuals, to shape a narrative of the past that would give meaning to their lives amidst the social upheaval of the present.

MICHAEL ZELL, Associate Professor, Art History

For the Love of Art: Gift Giving, Amateurs, and the Poetics of Painting in Seventeenth-Century Dutch Culture

My project seeks to ease the competition between the opposing models of marketplace and patronage currently dominating the study of seventeenth-century Dutch art by proposing alternative paradigms and avenues of investigation. Drawing upon anthropological, economic, and literary models, and focusing on specific artists and artworks, I highlight the reciprocity between patronage and the art market in the Dutch Republic, where artistic innovation and the collecting practices of *liefhebbers* (artlovers) were mutually reinforcing phenomena. To undertake this multidisciplinary study, I explore forms of exchange of art and representations that materially or metaphorically attempted to resist the operations of monetary transactions or the dependency of conventional patronage relationships. In these conditions, I demonstrate, artworks were conceived to address and nurture idealized experiences of viewing. Through a variety of representational and allusive devices, Rembrandt, Vermeer, and other artists thematized the intimate, noncommercial triangulations they sought to foster between their works, the beholder, and the artist himself.

International Studies

African Studies Center Receives Over \$2 Million in Federal Funding

In the course of the 2009/2010 academic year, the U.S. Department of Education (DoE) renewed the African Studies Center's (ASC) Title VI funding to support African language education and area studies with a \$1,092,000 Foreign Language and Area Studies (FLAS) grant to provide scholarships for students of African languages, including for the first time three annual fellowships for undergraduates. The ASC was also named a National Resources Center for African Studies, receiving an additional \$1,085,244 to support curriculum development, community outreach, and research.

The ASC is one of 12 Title VI African Outreach Centers, which are dedicated to making knowledge about Africa available and accessible to a wide audience. Each Outreach Center is part of a larger African Studies Center. These centers are designed to increase public knowledge about Africa so that the general community learns and benefits from Africa-related scholarship. To learn more about the Boston University African Studies Center, visit bu.edu/africa.

Strengthening Our Connections to the Community and the World

Making a Difference in a Crisis: CAS Researchers Respond to the Haitian Earthquake

In under a minute last January, a 7.0 earthquake devastated Haiti's capital of Port-au-Prince, killing thousands, destroying countless homes and roads, and leaving millions homeless.

Recognizing the magnitude of the devastation, BU's Center for Remote Sensing immediately sprang into action to help—not with doctors or supplies, but with maps.

The center's professors and graduate students were uniquely prepared for this disaster. They had been working on a sustainable redevelopment plan for the island nation for much of 2009, accumulating volumes of data on the island's topography and infrastructure. When disaster struck, a team of volunteers from the center spent three days nonstop amassing geographic data of the altered terrain and creating maps from that information to then send to Haiti. The maps, critical to damage-appraisal efforts in Port-au-Prince, continue to play a role in rebuilding efforts.

The response of the Center for Remote Sensing to the Haiti earthquake demonstrates dramatically how research, far from existing in a vacuum, has tremendous impact on the lives of real people. It also demonstrates how the scientists and researchers in the College of Arts & Sciences are committed to finding new and significant ways to share the rewards of their scholarship.

CAS also is committed to finding ways to connect what the College does as a leading research and education center to the City of Boston and New England. CAS faculty members have initiated informal discussions about taking advantage of Boston as a laboratory for learning and are developing a number of proposals, including plans to restore and enhance the New England focus of the American & New England Studies Program, programs to advance interdisciplinary research and education in the geosciences through development of projects that involve observation and monitoring of the local environment, and efforts to increase the availability of service learning and community-based research opportunities.

CAS faculty and students are involved in a variety of community outreach activities, notably in coordination with local schools, and with the creation of the new position of Associate Dean for Research & Outreach, CAS will introduce more structure and visibility to its involvement with the community, creating a stronger framework for faculty and student involvement. Over the next five years, the College will improve the coordination of its outreach activities within CAS and in cooperation with the School of Education and other BU schools and colleges.

Through the First-Year Experience, CAS introduces new BU students to the Boston community. Activities include faculty- and staff-led field trips to explore and learn about the Boston area.

CAS: A Global Microcosm in an International University

CAS is a major contributor to the international character of Boston University. CAS students and faculty come from all over the globe, and each year hundreds of undergraduates participate in study abroad programs. CAS faculty members are engaged in overseas research and participate in international collaborative programs. The College is proud of its many scientists who involve their students in fieldwork in such places as the glaciers of Antarctica, the Tiputini Biodiversity Station in Ecuador, or the ecosystems of the Caribbean Sea.

Managing Our Financial Resources

The ongoing economic downturn has had a real impact on resource development initiatives at colleges and universities nationwide. While many institutions, both private and public, struggled to absorb deep operational budget cuts in the context of decreased gift revenues, BU countered the trend by intelligently managing its assets and carefully controlling expenditures. As a result, the University and CAS remain in relatively sound fiscal health.

Budget and Operations

The College and Graduate School of Arts & Sciences achieved a balanced unrestricted expense budget of \$94,646,211 at the close of the 2009/2010 fiscal year.

The College provided roughly \$349,000 in one-time unrestricted funds to its departments and centers to support unanticipated needs, such as instructional lab equipment and supplies, enrollment-related graders, and replacement computing equipment. Roughly \$150,000 of indirect cost recovery funds were provided to support cost-share commitments, and \$10,000 of GRS annual giving funds were provided to support travel awards given by the Graduate Student Organization.

The College and Graduate School generated \$274,829,999 in tuition revenue, which represents a 1.84 percent increase over the previous academic year. Revenues from graduate school application fees increased by 10.35 percent, with total income of \$507,793.

Recognizing the Importance of Giving

The relative fiscal well-being of the College of Arts & Sciences can be attributed in large part to the generosity of its alumni and the largesse of its many friends. The year just ended saw the continuation of a trend in which giving in support of the College again increased.

Donor Giving and Annual Support

Boston University received \$85 million in cash gifts during the last fiscal year, a 15 percent increase over FY09; pledges to BU increased from \$66 million to \$80 million during the same period. Gifts to all BU annual funds increased 3.4 percent to \$7.65 million.

While gifts to the CAS Annual Fund totaled \$774,826 this year, down marginally from the previous year (\$775,172), CAS giving overall increased significantly to \$15.8 million, thanks to gifts from friends and alumni. In particular, a single gift from alumna Ernestine O'Connell (see next page) resulted in a 216 percent increase in gifts to CAS over FY09.

Leadership Giving

Gifts from the Annual Leadership Giving Society (ALGS) increased from \$506,000 to \$558,000 during the last fiscal year. ALGS is a crucial part of the annual giving program, as these gifts represented 72 percent of the total annual giving dollars in FY10. (ALGS recognizes gifts of over \$1,000 during the previous year, or over \$500 during the previous year for alumni of the last decade.)

Major Gifts

O'CONNELL MEMORIAL SCHOLARSHIP. Ernestine O'Connell (CAS'43, GRS'46, SED'58), left \$7.4 million to BU to greatly increase the endowment of the T. George and Ernestine O'Connell Memorial Scholarship, a fund her mother, Ernestine O'Connell (CAS'11), established in 1961. The gift was the largest contribution to a scholarship fund in BU history. The scholarship is awarded annually to juniors and seniors majoring in chemistry, geology, physics, biology, astronomy, or math who are in need of financial assistance.

FELD FAMILY PROFESSORSHIP. Kenneth Feld (SMG'70), Bonnie Feld (CAS'73), and their daughters Nicole and Alana (COM'02) designated \$7.5 million from their family foundation to establish three endowed professorships, one in each school attended by a Feld family member: the Feld Family Professorship of Teaching Excellence in the College of Arts & Sciences; the Feld Family Professorship of Marketing in the School of Management; and the Feld Family Professorship of New Media in the College of Communication.

Nurturing Our Connections with Alumni and Friends

Strong, vital connections with alumni are critical to our being able to realize the goals we have indentified in our strategic planning and beyond. The relationship we have in mind is a symbiotic one in which we honor the support we receive from our alumni and friends by sharing our resources, providing our alumni with lifelong opportunities for continuing education, development, and community, and ensuring that the Boston University community continues to grow and flourish.

We have recently renewed our efforts to work as an institution to nurture the strong ties with our alumni to enrich their lives and to ensure the health of Boston University. We will maintain these ties by engaging in regular communications through an improved CAS alumni magazine, *arts&sciences*, as well as through active participation in University-level communications media such as *Bostonia*, *BUniverse*, *BU Today*, and others. We will emphasize the continued growth of lively and interesting programs for enjoyment and continuing education in the Boston area, such as the “Discoveries Lecture Series” and the “Arts, Culture, and Ideas Series.” We will find ways to bring alumni back to campus as active participants in the education of future generations through career mentoring programs and similar organizations. We will seek to make the case to our alumni that supporting the future of Boston University and its students and faculty through its research and teaching programs is a worthwhile investment in the future.

Alumni Relations Annual Review

The Arts & Sciences Alumni Relations Office experienced a transitional year that included changing staff, a new office location, and new approaches to engaging and benchmarking our interaction with alumni.

During the year, Alumni Relations staff and volunteers organized 52 programs for CAS alumni, many featuring CAS faculty members’ talents. These events engaged over 2,000 unique CAS alumni throughout the year. Highlights include the following events:

Discoveries Lecture Series

This popular series drew audiences of between 55 and 110 guests to each of the following four events:

“[Solving the Health Care Reform Puzzle: How to Balance Cost, Access, and Quality](#),” with Arlene Ash (MED), Gary Young (SPH), Stephen Davidson (SMG), and Randall Ellis (Economics)

“[Cyber-Terrorism/Warfare: The Emergent Threat](#),” with Azer Bestavros (Computer Science), Leonid Reyzin (Computer Science), Arthur Hulnick (International Relations), Joseph Wippl (International Relations), and Dr. Robert Popp (CAS’92)

“[Muddying the Waters: The Blues as Early Music](#),” with Professor of Music Victor Coelho

“[Footprints in the Sea: Detecting Human Impacts on Marine Ecosystems](#),” with BUMP faculty members John Finnerty, Wally Fulweiler, Rick Murray, and Les Kaufman

Arts, Culture, and Ideas Series

The [Arts, Culture, and Ideas Series](#) served a much smaller audience, up to 20 at each afternoon event. Events included the following:

“Representing Old Age in Late Elizabethan Literature,” with Professor of English Christopher Martin

“Action Fragmented: Silent-Film Techniques and the Music of Puccini,” with Professor of Music Deborah Burton

Alumni Weekend 2009

Held in October 2009, this event included classes for alumni on the war in Afghanistan, exploring new languages, Shakespeare in the Arab world, and clean energy. Three departments hosted receptions, and the Arts & Sciences Distinguished Alumni Awards event was reformatted from a dinner into an evening reception before the Zinn Lecture. Honorees included Shoshana Chatfield, CAS’88; Christopher Henes, DGE’70, CAS’73; Larry Nichter, CGS’71, CAS’73, MED’78; and Wayne Positan, CAS’70. The Zinn Lecture attracted a crowd of about 500 guests. The lecture, “The Promise of Change: Vision & Reality in Obama’s Presidency,” was presented by Howard Zinn, James Carroll, Ellen Goodman, and Mary Gordon. Sadly, this was Zinn’s final public lecture.

The success of the Zinn lectures can be attributed directly to the generosity of Alex MacDonald (CAS’72). A trial lawyer who has devoted a large part of his career to fighting drug companies on behalf of people harmed by their unsafe products, MacDonald constantly found himself thinking about Howard Zinn’s influence on his life’s trajectory. “I kept saying to my wife, ‘Someday I’m going to pick up *The Boston Globe* and it will say that Howard has died, and I won’t have taken the time to thank him.’” So MacDonald sent Zinn a letter, and MacDonald and his wife, Maureen Strafford (MED’76), offered to create and endow the annual Howard Zinn Lecture Series at CAS.

EnCore, the Core Curriculum alumni group, saw improvements last year as well. Under Lauren Hall’s direction, EnCore solidified its steering committee, sent an engagement survey to all Core Curriculum alumni, organized five events (each attracting 15 to 50 guests), and established the Boston Book Group.

Celebrating the Class of 2010

Seniors and their families, faculty, trustees, and other members of the BU community celebrated the 137th Commencement of Boston University at Nickerson Field on Sunday, May 16.

U.S. Attorney General Eric H. Holder, Jr. delivered the Commencement Address. Invoking the memory of Boston University alumnus Martin Luther King, Jr., Holder reminded graduates that although much has improved since King's passing, much work remains to realize his dream. He encouraged the graduates to use their intelligence and skills to make the world a better place for all.

The College and Graduate School of Arts & Sciences conferred 1,892 BA degrees, 390 MA and MFA degrees, and 186 PhD degrees. This year marked the beginning of a new CAS custom of awarding honor cords to graduating seniors. The CAS colors, black and white, were bestowed on students graduating in the top 15 percent of their class (with Latin honors); student leaders who served as CAS Dean's Hosts received gold cords. Also recognized during the ceremony was CAS Associate Professor of Chemistry John Caradonna, one of only two recipients this year of the University-wide Metcalf Award for Excellence in Teaching.

The Class of 2010 had the unique distinction of sharing the day's pomp and circumstance with a cohort a generation removed. Members of the Class of 1970 were invited to take part in this year's Commencement exercises, a privilege denied them 40 years ago because of the turmoil and unrest of that era. CAS Dean Virginia Sapiro acknowledged the cultural and social challenges that faced the Class of '70 in a special Commencement address.

Frank Pobutkiewicz, a dual degree recipient who graduated *cum laude* in international relations and business administration with a focus on entrepreneurship, delivered an inspirational speech to his fellow 2010 graduates at the CAS Class Day ceremony. Pobutkiewicz recalled in vivid detail how special professors and classroom adventures in CAS got him "hooked" for life on liberal arts.

The Year Ahead

Despite the challenges and uncertainty that loomed at the start of the fall semester, the College of Arts & Sciences had a remarkably strong year. CAS not only maintained its forward momentum by attracting and retaining outstanding students and recruiting a new class of accomplished educators; the College also undertook a comprehensive exercise of self-examination that resulted in a detailed and rational plan for improvement and growth for all areas vital to the College's success. Having taken stock of where we are and where we need to be to remain vital and relevant means that the College has the information it needs to make sure resources are applied where they are needed, when they are needed. To our alumni and friends who donate generously so that CAS can achieve its full potential, this is our assurance to you that your contributions will be put to the highest and best use in support of our commitment to liberal arts education.

College of Arts & Sciences Annual Report 2009/2010

Appendix

Approved New Courses, College of Arts & Sciences 2009/2010

Humanities Curriculum Committee

Chair, Abigail Gillman (MLCL)

CAS AH 368	The Grand Tour
CAS EN 128	Representing Boston
CAS EN 327	Topics in American Literature
CAS EN 347	Topics in Contemporary Fiction
CAS EN 340 E	Visionary Capital: The Writing of London
CAS EN 391 E	Research Seminar in the Literature of London
CAS LC 351	Masterpieces of Modern Chinese Literature, 1910–Present
CAS LH 117	Biblical Hebrew 1
CAS LI 305	Topics in Composition and Culture
CAS LI 383 S	European Context of Italian Cinema
CAS LK 116	First-Year Accelerated Korean
CAS LK 216	Second-Year Accelerated Korean
CAS LT 303	Advanced Turkish I
CAS LY 350	Introduction to Arabic Literature
CAS LY 404	Advanced Arabic 2
CAS LZ 281	Rumi and Persian Sufi Poetry
CAS PH 159	Philosophy and Film
CAS PH 320	Making Ideas: Historical and Philosophical Perspectives on Reading, Note-Taking, and Writing
CAS RN 206	Sacred Texts of World Religions
CAS XL 320	Thomas Mann’s “Death in Venice”
CAS/GRS RN 308/608	The Open Heaven: Apocalyptic Literature in Early Judaism and Christianity
CAS/GRS RN 326/626	Jewish Mystical Movements and Modernization, 1492–2000
CAS/GRS RN 385/685	Representations of the Holocaust in Literature and Film
CAS/GRS RN 429/729	Religion and Politics in South Asia
CAS/GRS RN 466/766	Religion and the Problem of Tolerance
GRS RN 797	Philosophical and Theological Approaches to Religion

Natural Sciences Curriculum Committee

Chair, James Traniello (Biology)

CAS AN 338	Lucy and Ardi: The Oldest Women
CAS BI/MA 196	Introductory Quantitative Biology
CAS BI 216	Intensive Genetics
CAS BI 502	Topics in the Mathematical Structure of Biological Systems
CAS BI 519	Theoretical Evolutionary Ecology
CAS GE 502	Field Measurements for Remote Sensing
CAS MA 141	Mathematics and Society Through the Ages: Codes and Cryptosystems
CAS MA 148	Investigations in Number Theory
CAS MA 150	Investigations in Geometry
CAS PY 111	Energy
CAS/GRS GE 456/656	Terrestrial Ecosystems and the Carbon Cycle
GRS BI/GE/ES 719	Colloquium in Terrestrial Biogeoscience
GRS BI/GE/ES 720	Practicum in Terrestrial Biogeoscience
GRS MA 665	Introduction to Modeling and Data Analysis in Neuroscience
GRS MA 783	Advanced Stochastic Processes

Social Sciences Curriculum Committee

Chair, Charles Lindholm (Anthropology)

CAS AA/SO 355	Science, Race, and Society
CAS AN 341E	Topics in Culture and Society in Niger
CAS AN 524	Seminar: Language and Culture Contacts in Contemporary Africa
CAS AN 541/543	Modernity Seminar I/II
CAS AR 345	Introduction to Archaeological Field Methods: Getting the Context Right
CAS GE 150	Sustainable Energy: Technology, Resources, Society, and Environment
CAS GE 555	World Oil Markets
CAS HI 250	Historical Writing and Statistics
CAS HI 303 E	London Since 1666: Imperial Capital to World City
CAS HI 320 E	Cultural Capital: The History of Popular Culture in London
CAS HI 337	History of the Jews in Russia and Eastern Europe
CAS HI 359 S	Total War: 1914–1945
CAS HI 360	Politics of the American Environment
CAS HI 383	Topics in the History of Israel
CAS HI 481	Orientalism and Occidentalism: Encounters between Japan and the West
CAS HI 555	Black Community and Social Change
CAS IR 392 E	Britain and the European Question: The Confluence of History and Politics
CAS IR 427 E	Seminar in International Business
CAS IR 452	Topics in European Politics and Culture
CAS IR 529	Cuba in Transition
CAS PO 302	Campaigns and Elections Around the World
CAS PO 343	Foundations of American Public Policy
CAS PO 509 / IR 502	Latin American Political Parties
CAS PO 641	Public Policy Analysis: Issues, Concepts, and Tools
CAS SO 241	Sociology of Gender
CAS SO 253	Sociology of Popular Culture
CAS WS 310 E	London Women's Social History from Aphra Behn to the Blitz
CAS/GRS AR 347/747	Egypt and Northeast Africa: Early States in Egypt, Nubia, and Eritrea/Ethiopia
CAS/GRS HI 413/713	Gender in Medieval Christian Mysticism
CAS/GRS SO 448/848	Culture, Markets, and Inequality
GRS AR 808	Survey and Landscape Archaeology
GRS IR 780	CIA's National Clandestine Service
GRS PO 854	Seminar on the Politics of Immigration

Enrollment of CAS Students by Concentration

Spring 2010

(Source: Institutional Research, Fall 2010)

Majors & Minors reflect enrollment in Spring 2010

BAs = Official as of Sum2 '09, Fall '09, and Spring '10

	Majors	Minors	BAs Awarded
African American Studies		7	
American Studies	17		10
Anthropology	125	49	42
Anthropology & Religion	11		4
Approved Deferral	766		
Archaeology	94	10	23
Art History	125	43	48
Astronomy	5	5	1
Astronomy & Physics	41		8
Geophysics & Planetary Sciences	9		2
Biochemistry & Molecular Biology	232		65
Biology (general)	534	98	134
Specialization: Cell, Molecular & Genetics	89		16
Specialization: Ecology	40		11
Specialization: Marine Science	1		2
Specialization: Neurobiology	27		
Specialization: Neuroscience	36		15
Specialization: Quantitative Biology	4		1
Chemistry	94	21	19
Chemistry: Biochemistry	30		3
Chemistry: Teaching Chemistry	1		
Classical Civilization	41	23	19
Ancient Greek			
Ancient Greek & Latin	13		6
Classics & Philosophy	2		2
Classics & Religion	1		
Latin	5	8	2
Modern Greek Studies		7	
Myth Studies		3	
Computer Science	118	18	24
Earth Sciences	29	11	6
Environmental Earth Sciences	2		1

	Majors	Minors	BAs Awarded
Economics	677	65	202
English	365	36	122
Film Studies		15	
Geography & Environment			
Environmental Analysis & Policy	88	26	28
Environment Remote Sensing & GIS		4	
Environmental Science	42	10	7
Geography (Human & Physical)	17		5
History	303	74	133
Independent Concentration	9		5
Interdisciplinary Area Studies			
African Studies		7	
East Asian Studies	22	9	5
Latin American Studies	11	4	2
Muslim (Cultures & Societies)		9	
Russia & East Europe	3	3	2
International Relations	961	39	305
Marine Science	71	18	15
Mathematics (including Statistics)	182	44	43
Mathematics & Computer Science	9		2
Mathematics & Economics	72		10
Mathematics & Mathematics Education	5		4
Mathematics & Philosophy	3		5
Statistics		23	
Medical Science	152		22
Pre-dental Science	14		1
Medieval Studies		5	
Modern Languages & Comparative Literature			
Arabic		19	
Chinese		23	
Chinese Language & Literature	4		1
Comparative Literature	4	2	2
German		29	
German Language & Literature	9		5
Hebrew		3	
Japanese Language & Literature	27	28	6
Russian		5	
Russian Language & Literature	3		2

	Majors	Minors	BAs Awarded
Music	25	26	7
Neuroscience	170		16
Philosophy	100	36	46
Philosophy & Physics	2		
Philosophy & Political Science	26		10
Philosophy & Psychology	23		3
Philosophy & Religion	5		2
Physics	81	9	11
Political Science	401	56	147
Psychology	823	105	276
Religion	45	40	22
Judaic Studies		6	
Romance Studies			
French		137	
French Language & Literature	56		18
Hispanic Language & Literatures	73		24
Italian		17	
Italian Studies	5		1
Linguistics	84	17	31
Linguistics & Philosophy			
Spanish		141	
Sociology	120	33	69
Women's Studies		22	

CAS Students in Non-CAS Minors, Spring 2010

Spring 2010

(Source: Institutional Research, Fall 2010)

Majors & Minors reflect enrollment in Spring 2010

BAs = Official as of Sum2 '09, Fall '09, and Spring '10

	Minors
Advertising	17
Business Administration & Management	151
Communication Studies	8
Dance	6
Education	12
Human Physiology	12
Journalism	127
Music Performance	10
Photojournalism	7
Physical Education, Health Education & Coaching	1
Public Health	67
Public Relations	21
Speech, Language & Hearing Science	5
Theatre Arts	21
Visual Arts	35

Number of CAS students who, in Spring 2010, were pursuing simultaneous bachelor's degrees in CAS and a second BU undergraduate school or college under the auspices of the "BUCOP" dual degree program: **287**

Number of CAS students who, in Spring 2010, were pursuing dual BA/MA degrees offered jointly with the Graduate School of Arts & Sciences: **76**

Enrollment of CAS Majors by Department/Program

Spring 2009 vs. Spring 2010

	2009	2010
American & New England Studies	19	17
Anthropology	148	136
Archaeology	91	91
Art History	149	125
Astronomy	43	54
Biochemistry & Molecular Biology	281	232
Biology	781	731
Chemistry	109	125
Classical Studies	81	63
Computer Science	113	118
Earth Sciences	27	31
Economics	728	677
English	373	365
Geography & Environment	129	147
History	353	303
Independent Concentration	9	9
Interdisciplinary Area Studies	31	36
International Relations	1014	997
Mathematics	283	271
Medical Sciences	154	152
Modern Languages & Comparative Literature	38	47
Music	25	22
Philosophy	178	156
Physics	63	81
Political Science	441	410
Psychology	872	823
Religion	58	45
Romance Studies	219	218
Sociology	161	120

Enrollment and Student Profiles

CAS Enrollment

	2003	2004	2005	2006	2007	2008	2009
Total Full- and Part-Time Enrollment in CAS	7292	7345	7597	7546	7437	7379	7202
Total Full- and Part-Time Enrollments in GRS	1727	1908	1902	1919	1945	1948	1968
Total Enrollment in Arts & Sciences	9019	9253	9499	9465	9382	9327	9170
Incoming Freshman Enrollments in CAS (GOAL: 1807)	1830	1819	1845	1763	1805	1953	1813
Incoming Transfers from Outside BU in CAS (GOAL: 114)	155	122	105	113	148	131	118
Average Combined SAT Scores of Incoming Freshmen (Paid Deposits)*	1310	1313	1314	1310	1306	1301	1300

*(taken from Admissions' Final Comparative Credentials Reports)

Profile of the CAS Class of 2013

Registered and Settled through Final Fall 2009 (Official Mid-Semester)

First-years	1,812
Male	35.4% (642)
Female	64.6% (1,170)

Ethnicity

	Number	Total	Known
African American	58	3.2%	3.9%
Hispanic	150	8.3%	10.0%
Native American	13	0.7%	0.9%
Hawaiian/Pacif. Isl.	7	0.4%	0.5%
Asian	291	16.1%	19.5%
Other Minority	37	2.0%	2.5%
Caucasian	744	41.1%	49.7%
International	196	10.8%	13.1%
Unspecified	316	17.4%	
Total	1,812	100.0%	100.0%

Top 10 Programs/Majors

Undeclared	501
Premedicine	204
International Relations	118
Biology	115
Economics	91
Psychology	85
English	68
Political Science	55
Biology—Cell/Molec/Gen	51
Biology—Neuroscience	40

Geography

# States	45
% From Out of State	79.6%

Top States

Massachusetts	370
New York	286
New Jersey	159
California	136
Connecticut	91
Pennsylvania	68
Texas	44
Florida	40
Maryland	38
Virginia	33
Other States, D.C.	304
State(s) not represented: AK, AL, AR, MT, SD	
Territories, A.P.O.	10
Territories represented: PR,VI	
Foreign Address	233

Region

New England	29.6%
Mid-Atlantic	30.8%
Midwest	5.3%
South	7.1%
Southwest	2.9%
West	1.8%
Pacific	9.2%
Other	13.2%

International-by-Visa Students

Countries by Citizenship 42

Top Countries by Citizenship

China (incl. Hong Kong)	48
Republic of Korea	38
India	15
Canada	12
Indonesia	9
Taiwan, R.O.C.	9
Greece	6
Republic of Singapore	6
United Kingdom	4
Germany	3

Credentials

	Average	Middle 50%
SAT Critical Reading	637	590–680
SAT Math	662	620–700
SAT Composite	1300	1230–1370
SAT Writing	652	610–700
ACT Composite	29	27–30
High School Rank in Class	90.0	
High School GPA	3.58	

Rank in Class

Top 5%	38.0%
Top 10%	61.3%
Top 15%	78.8%
Top 20%	88.6%
Top 25%	93.7%
Top 30%	95.2%
Top 50%	99.4%