



CREATING OUR FUTURE, 2010-2020:

THE STRATEGIC PLAN OF THE COLLEGE OF ARTS & SCIENCES

April 2010

CREATING OUR FUTURE, 2010-2020: BOSTON UNIVERSITY'S COLLEGE OF ARTS & SCIENCES

The College and Graduate School of Arts & Sciences (CAS) is the heart of Boston University, a world-class, globally engaged teaching and research university. The University's 2007 strategic plan, [*Choosing to Be Great: A Vision of Boston University, Past, Present, and Future*](#), commits BU to strengthening CAS as central to the quality of our academic programs with this pledge: "The largest commitment of new resources proposed as a result of the strategic planning process will support the growth of the faculty in the College of Arts & Sciences [by] as many as 100 new faculty members within a decade. In an era when many other universities are backing away from their commitment to the humanities and social sciences, we are recommitting ourselves to this institutional priority, as well as continuing to build on our strengths in the basic sciences." CAS is the core on which the promise to enhance the quality of our faculty, undergraduate and graduate programs, research, and global presence depends. We are an academic community that is proud of our past and invigorated with optimism about the future we will create.

THE CAS FRAMEWORK FOR THE FUTURE

Mission and Values of the College and Graduate School of Arts & Sciences

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.

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.

CAS is Boston University's standard-bearer for the proud and successful tradition that is liberal education. The faculty and staff of the College are devoted to purposefully and vigorously pursuing the values and practices of liberal arts and sciences education, even as the concept of the liberal education faces challenges from critics who claim that this approach is outdated, impractical, or a luxury unlikely to prepare students for careers in the 21st century.

In fact, a liberal education is more important than ever. Only a *liberal education* ensures that students acquire the breadth and depth of knowledge and the fundamental intellectual and academic skills that prepare them with a strong foundation for life-long learning, development, discovery, and leadership. A liberal education aims to yield adults who, regardless of their field of expertise, might enjoy one or more of the arts, understand the nature and significance of the latest developments in science and technology, be able to engage in informed discussions of the crucial policy issues of the day, and travel the world with an appreciation and eye for cultural difference and similarity. For our current and future students, who will seek

to flourish in a world that will change in ways we cannot predict and in which they will live and work with people from around the world and very different backgrounds, there is no better preparation for a life of personal fulfillment and economic success than a liberal education.

The [CAS College Program](#) identifies the elements of a liberal education all CAS students are required to experience. These elements include competency in writing, mathematics, and a foreign language; a broad familiarity with subjects in the humanities and social, natural, and computational sciences; and in-depth knowledge in at least one academic field. These in turn frame the specific [requirements](#) of a CAS undergraduate education. While the liberal education requirements of Boston University's schools and colleges differ, CAS provides most of the courses and programs through which students fulfill them. We hold ourselves responsible for making sure all BU students have a first-class liberal education. Because of this responsibility and the fact that BU students based outside of CAS take up to 40 percent of their credits in CAS, in an important way *almost all Boston University students are CAS students*, especially during their first two years of college. Our strategic plan for the next 10 years is framed by the assumption that this will continue to be the case. Therefore, when we speak of "our" students, we are referring to all of these students.

All of Boston University's undergraduate schools and colleges offer a liberal education. CAS, in contrast to all of the others, offers a liberal education in the liberal arts (or liberal arts and sciences). A *liberal arts education* entails the following four distinctive characteristics.

- *First* and most narrowly, it refers to a liberal education in which students major and take most of their courses in the humanities and natural and social science fields conventionally defined within the boundaries of the liberal arts.
- *Second*, a liberal arts education is a special form of liberal education in which the major does not dominate the focus of study as is typical in professional degree programs, including even those framed by a liberal education. In a liberal arts education, a breadth of knowing and a breadth of ways of knowing are as central to the degree as is the major.
- *Third*, majors in a liberal arts education are not designed to prepare a student for a specific career or profession but instead to instill the academic skills and habits of mind essential to the successful pursuit of postgraduate education or other interests.
- *Fourth*, liberal arts and sciences colleges are designed with the expectation that undergraduates might explore a multitude of educational pathways and interests before declaring a major. In professional programs, in contrast, students are expected to make at least a broad field commitment before they apply. In 2009, 31 percent of CAS students were "undeclared" when they matriculated (35 percent in 2008) and a further 20 percent change their major in the first two years. Many will hold multiple and perhaps very diverse majors.

Liberal education and the *liberal arts* are widely understood as frameworks for undergraduate education, but they are in fact powerful frames for all of the missions of the College and Graduate School. For CAS faculty and graduate students in their capacity as teachers and advisors of undergraduates, the liberal education

mission means that their core work is not just to train specialists in their field, but also to educate a diverse population of students in the fundamentals of what is interesting and valuable about the knowledge and approaches of their fields. The values and practices of liberal education and the liberal arts should also inform research and scholarship by endowing scholars with a fundamental respect for diverse approaches to knowledge and an understanding that any one field is likely to yield only partial answers to fundamental and important questions. This framework for exploration and discovery should have practical effects on scholarship by advancing a broad vision, creativity, and the ability to participate in diverse and promising partnerships in the exploration, discovery, transmission, and application of knowledge.

Fundamental Commitments

We are proud to carry forward the ideals of the 1869 Boston University Charter that boldly dedicated us to encourage the pursuit of learning in the liberal arts and sciences regardless of race, gender, creed, class, or religion and to carry forward the goals of the 2007 BU Strategic Plan. Refreshed and adapted to CAS's mission, they are:

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 masters 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 life-long opportunities for continuing education, development, and community and ensuring that the Boston University community continues to grow and flourish.

The remainder of this strategic plan fleshes out our starting points, strategies, and goals for each of these commitments.

STRATEGIES FOR THE FUTURE

Commitment 1: We will base our investment of human, financial, and physical capital on carefully developed priorities and clear-eyed analysis of relevant data and information in the light of changing opportunities and challenges we encounter over time.

Comprising 25 departments and at least as many programs, centers, and institutes, the College of Arts & Sciences consists of an astounding range of areas of inquiry and methods of approach. (See Part II: CAS Supporting Strategic Plans.) While the College's breadth and diversity are recognized as strengths, they also pose challenges in hiring and other investments not faced by academic units defined by a single professional or academic focus.

The College leverages the breadth of its departments, programs, and centers by clustering scholars, teachers, and students in learning and discovery communities around common disciplines or interdisciplinary areas of inquiry. For this approach to be effective, the College's academic structures must be flexible as disciplines change, merge, separate, or disappear. We must therefore be clear-eyed in our willingness to amend the design of our infrastructure.

We must also recognize our institutional limitations: We cannot reasonably expect to be leaders in research or graduate education in all disciplines or in all subfields of the disciplines we include. We must seek to achieve positions of leadership (a) by supporting the strengths for which Boston University is already known, (b) by identifying new directions that build on our strengths and take advantage of our opportunities and the realistic assessments of our likely success in marshalling the necessary human and capital resources in an effective and sustainable way, (c) by striking appropriate balances among the diverse missions of the College and BU, focusing in particular on our ability to serve our students and establish BU as a leader in research, and (d) by periodic critical evaluation of our programs in terms of progress, impact, and value. This analysis must take place at all levels with active participation from the department or program on up. The following are principles and starting points for setting priorities, based on this strategic approach, and are intended to direct the investment of the College's resources to maintain and extend our core strengths over the next decade:

Arenas for Investment

It would be difficult to exaggerate the complexity of the relationships among the departments, programs, centers, and institutes within CAS and throughout Boston University. Each unit has a unique role to play in advancing the missions of the College and BU, but they also share many crosscutting roles and obligations with each other and with other parts of the University. The College is not just a confederation of departments, but because faculty members tend to identify most strongly with their home departments or disciplines and our resources are stretched, they sometimes regard demands to collaborate with or serve needs that originate outside their department as burdensome or in conflict with their central academic mission.

Nevertheless the excellence of CAS and BU require this larger view and we, like our competitor research and teaching institutions, must work to get the balances right to achieve a coherent and functional whole.

During academic year 2009/10, each CAS unit developed a strategic plan through a process that involved deliberation at the unit level and discussions across departments and with the Dean. These documents, along with the CAS Strategic Plan, will be used to guide program and resource decisions across the College in the coming years, and will also frame evaluation of progress. (See Part II: CAS Supporting Strategic Plans.) But what standards or decision rules can we use to mesh so many diverse department- and program-level aspirations with each other and with those of the College and BU as a whole? Investments also will depend on the following considerations:

- Balance across Broad Disciplinary Areas. Excellence in the humanities and the social and natural sciences is critical to the College's research and education missions. While it is not possible to support every discipline equally, each of these broad areas of inquiry is essential to the overall quality of CAS. This need for balance also requires that departments and programs work together within and across disciplines in order to leverage available resources and attract new ones. The new divisional associate deans of the faculty will assist in this process.
- Support of Disciplinary and Interdisciplinary Research and Teaching. To remain competitive, the College and Boston University must support both discipline-based academic programs and interdisciplinary activity. There is no inherent conflict in supporting disciplinary versus interdisciplinary programs or initiatives. Increasingly, they depend on each other for vitality. In fact, many new faculty and graduate students have chosen to join BU because it promotes both disciplinary and interdisciplinary scholarship in creative, mutually reinforcing ways.
- Looking Beyond Departments. Student demand and curricular needs are not just departmental matters. All departments and faculty contribute to these broader needs, sometimes in large ways. We must recognize and support departments and faculty that make a real difference above and beyond their own departmental obligations and basic contributions to the larger good. Examples include departments that routinely provide instructors for interdisciplinary teaching or the Core Curriculum and those that offer the mathematics, writing, and foreign language instruction that is required of students to fulfill the College Program.

Defining and Weighing Priorities

The fair and equitable distribution of limited resources requires establishing priorities based on serving the institutional mission. The following standards are central to how we will define priorities and will thereby help guide the allocation of resources within the College. (See Appendix 1A –B: Faculty Data.)

- Meeting Student Needs and Demands. The primary drivers behind expanding the faculty and other resource investments include meeting student demand for courses, offering the courses promised in the curricula, and maintaining the infrastructure needed to achieve excellence in education. The College also must achieve a student/faculty ratio of 15:1 (FTE) overall to be competitive with its

institutional peers, and maintain a student/faculty ratio of not more than 20:1 within departments. Three departments (psychology, economics, math and statistics) have been identified as significantly exceeding that ratio and therefore in need of additional faculty funding.

- Targets for Increased Research Strength. Funding to maintain or expand a focus of research within and across departments will be allocated based on whether the research program (a) has a firmly established base, (b) leverages the special strengths and opportunities of Boston University, (c) will demonstrably improve the quality and reputation of BU's departments, research units, and doctoral programs (within CAS or across the University more broadly), and (d) is sustainable. CAS's departments, programs, and centers have identified their future research priorities in their strategic plans. In addition, a number of interdisciplinary initiatives have been identified at both university and college levels that leverage existing strengths in our faculty and, if nurtured appropriately, would elevate the research reputation of Boston University.
- Sustainability. New investments will be available for new research or teaching initiatives only if they have strong prospects for high impact and are plausibly sustainable. All proposals, no matter how promising or otherwise well suited to Boston University, must offer a business model that is likely to carry an initiative forward before the College can commit to an investment.

Currently Identified Interdisciplinary Streams

CAS, at times in partnership with other BU schools and colleges, possesses significant and unique interdisciplinary research and teaching resources. Some of these are organized through teaching and research programs, such as the area studies programs. Others are housed in major research centers, including the Center for Space Physics (CSP) and the Institute for Astrophysical Research (IAR) within CAS and the Photonics Center at the all-university level, while still others are major inter-university projects such as the Center for Integrated Space Weather Modeling (CISM) and the Center of Excellence for Learning in Education, Science, and Technology (CELEST). New interdisciplinary initiatives with potential for national prominence—given improved coordination, cooperation, and linkages across departments and programs—are currently under discussion or in development. These initiatives include the following:

- Life Sciences: Neuroscience and Systems Biology. These disciplines have been the subject of considerable attention and investment through initiatives organized at the university level. The major CAS partners in one or the other of these interdisciplinary efforts include the biology, chemistry, cognitive and neural systems, mathematics and statistics, physics, and psychology departments. The undergraduate neuroscience major is based in CAS; the Graduate Program in Neuroscience will be integrated into a new University-wide graduate program in neuroscience. The significance of these areas of inquiry extends beyond the science departments and programs. Both neuroscience and systems biology raise fundamental philosophical and social questions that are within the purview of scholars trained in other fields. The BU Center for the Philosophy and History of Science, for example, has a long tradition of sponsoring lectures and workshops on these themes; Neuphi is an ongoing forum housed in the Department of Philosophy that allows philosophers and scientists to discuss conceptual issues in the philosophy of neuroscience.

- Geosciences. Long central to the reputation of the College, the geosciences are well positioned to enter a new era of prominence at BU by bringing more coordination and focus to geosciences programs. This will be achieved in part by promoting a limited set of interdisciplinary areas of study to serve as major centers of coordination and collaboration. For example, because BU has long been recognized as a leader in the field of remote sensing, we aim to enhance the Center for Remote Sensing to lead us from strength to strength. Another example is terrestrial biogeosciences, a unique new program launched by faculty members in biology, earth sciences, and geography and environment that promises to grow in strength in the coming years. The BU Marine Sciences Program (BUMP) is a signature undergraduate program that has yet to achieve full sustainability, but already has earned a reputation for being an exciting center for education and research. CAS is participating in the beginning stages of a sustainable energy initiative coordinated through the College of Engineering (ENG) and also in partnership with the School of Management (SMG). An internal Geosciences Summit, to be held during academic year 2010/11, will provide the occasion for clarifying directions for the future.
- Computational Research and Education. Computational fields at BU are entering a new era of redefinition and expansion, including emphasis on the use of computational models and methods in the life sciences and, to a more limited degree, in the social sciences.
- Materials Science. Materials science currently is organized as the focus of the Division of Materials Science and Engineering in the College of Engineering. While there has been some movement toward increased collaboration among scientists and departments in ENG and CAS, additional work is required to further integrate the scholarship and leadership of CAS scientists in this endeavor.
- The Humanities and Humanistic Scholarship. Recognized nationally for its tradition of pursuing excellence in the humanities, Boston University's 2007 strategic plan affirmed the University's commitment to this course even while other universities are deemphasizing the humanities in favor of professional studies. CAS, with its broad reach across the humanities, will continue to promote the importance of humanities scholarship and teaching with a broad, humanistic approach to education that informs and complements advances in all fields, including the scientific and technical. At CAS, humanistic and scientific approaches to knowing are both seen as part of the continuum of the liberal arts, and serve to inform and interrogate each other constructively. To further this approach, the College will transform the [Boston University Humanities Foundation](#) into an institutional matrix to coordinate and energize our work in the humanities. (See Commitment 5.)
- The Creative Arts in the Liberal Arts and Sciences. The College emphasizes the importance of the creative arts in both teaching and scholarship and will advance the agenda outlined in the BU white paper, "The Creative Arts in the Liberal Arts and Sciences" (See Appendix 2: The Creative Arts in the Liberal Arts and Sciences). Among the areas of interdisciplinary strength in the creative arts are the following:

Literature and Literary Studies. Four CAS departments are focused on literature: classical studies, English, modern languages and comparative literature, and romance studies. In addition, the Creative Writing Program helps students develop as writers of fiction, poetry, and plays. CAS also houses the Editorial Institute as well as a number of departments that have specific strengths in literary studies. Over the next five years, the College will work to enhance BU's reputation as a center of literary and textual studies.

Film Studies. Film studies is being reconfigured by the College of Communication and CAS. The emerging program will include a minor concentration in film studies and the addition of a dedicated faculty member, in addition to existing faculty from a number of departments with expertise in film.

Material Culture. This area, with key faculty and programmatic emphasis in archaeology, American and New England studies, art history, and history, is on track for increased prominence through the creation of a major in architectural studies.

Music and Musicology. The College of Fine Arts and CAS have long been linked by overlapping degrees in musicology and shared faculty members.

- International and Global Studies. CAS has a strong tradition in area studies and associated languages and in comparative and international studies. All CAS social science and humanities programs are global and international in their focus. (See Commitment 6.)
- Language Studies and Linguistics. CAS has renewed its commitment to the study of languages in conjunction with an emphasis on international and area studies. Through the integration of research and teaching in linguistics, the scientific study of language also will be offered. The College is identifying additional languages for further investment and has demonstrated its commitment to language studies by recruiting a new assistant dean and director of language instruction. (See Commitment 6.)
- Policy Studies. On the recommendation of the chairs and directors of the social science departments, the College will pursue the creation of strong interdisciplinary foci that will leverage the existing expertise in policy studies (with firm bases in economics, geography and environment, international relations, political science, and sociology). This area will provide opportunities to collaborate with schools and colleges across BU, in particular law, management, public health, social work, and the Global Health Initiative.
- Women's and Gender Studies. Boston University has tremendous strength in areas of inquiry that can broadly be characterized as women's and gender studies, with scholars representing more than a score of fields. A cross-college task force charged by Dean Sapiro in AY 2009/10 developed a plausible vision statement and proposal to guide development over the coming years (see Appendix 3: Invigorating a Community of Scholars).

Commitment 2: We will hire, promote, retain, and nurture the careers of faculty members who are world-class leaders in teaching, research and scholarship, and other professional pursuits.

The quality and reputation of CAS and Boston University ultimately depend on the quality and reputation of our faculty. Although our faculty ranks have always included scholars of national and international distinction, in recent decades we have come to expect that distinction to be the norm. Our choices over the next decade must be designed to push our reputation higher through excellence in recruitment and faculty support.

TENURED AND TENURE-TRACK FACULTY

The tenured and tenure-track faculty, that is, the faculty with the full responsibility for continual excellence in research and scholarship, teaching and mentoring, and professional service and leadership at the University and beyond, constitute the bedrock of our success and reputation as a first-class teaching and research university.

Faculty Recruitment

As promised in the 2007 BU Strategic Plan, we will increase the size of the tenure-track faculty from the current number of 523 during 2009/10 to over 600 by 2017. Success in reaching this target depends both on new resources provided by university funds and on our ability to attract endowed professorships and other gift funds. During this same period, we also will recruit about 200 new faculty members to replace those who will leave through retirement or other reasons. With as many as 300 new tenured and tenure-track faculty members joining CAS over the next decade, we have tremendous opportunities to shape our future. Strategies for meeting these opportunities and responsibilities to our best advantage include the following:

- Setting and Following Long-term Priorities. We will continue to develop annual hiring priorities within a context of long-term department, College, and University priorities and through a process that includes discussion and collaboration across departments and programs. This discussion across departments as part of the annual decision-making processes for curriculum and program planning is a mark of the unusual degree of collaborative decision-making at all levels within CAS. The annual Academic Planning Self-Study and the 2010 departmental, College, and University strategic plans will be guiding documents for setting long-term priorities as well as for responding to changing opportunities and challenges. As of now, we will continue to emphasize that positions are not “owned” by departments and that hiring priorities must be forward-looking.
- Advancing to the Future with New Generations. We will continue to recruit tenure-track faculty primarily at the junior level to ensure that our faculty is constantly refreshed with professors who have been recently trained in the latest advances in knowledge. Purposefully investing in new generations of scholars with strong career trajectories is our chosen route to advancing Boston University’s research prominence.

- Recruiting for Excellence. We will continue to use the best available research and national standards to ensure that the recruitment strategies and processes we use are designed to result in (a) hiring faculty of the highest caliber and likelihood of success and (b) populating our faculty ranks with the breadth of engaged and intellectually and socially diverse faculty that is the basis for a first-rate academic community. The CAS Office of the Dean is committed to ensuring that these expectations and practices are widely understood and executed.

Nurturing the Careers of Faculty

Maintaining this great academic community means supporting the faculty so they can carry out their best work and *believe* that Boston University is a great academic community in which to work. The following are initiatives toward this aim that are in progress:

- Starting Out Right. We will aim to recruit our top-choice faculty with strong market-driven compensation and support packages that provide the resources they need to launch their careers, even if that means recruiting somewhat fewer individuals in any given year. One measure of our success in this goal will be attracting a high percentage of our first-choice candidates.
- Mentoring for Successful Faculty Careers. We will continue to support faculty careers at BU by developing an effective formal mentoring program that is embedded in a general culture of critical encouragement. (For the CAS Mentoring Policy, see <http://www.bu.edu/cas/pdfs/faculty-staff/MentoringPolicy.pdf>.) All of our regular diagnostic tools are linked to the mentoring process to help faculty develop their career success: regular peer assessments of teaching, the annual merit review, and the mid-tenure review that is designed to be both diagnostic and remedial. By recruiting the best faculty and improving mentoring, we should see the strength of our faculty profiles at the time of mid-tenure review, tenure review, and beyond improve in every department.
- Improving Resources for Professional Support. CAS will engage in intensive efforts to seek gift and other forms of funding that will enable us at least to match peer institutions across the full spectrum of career development. This includes:
 - Endowed professorships that attract and retain the most prominent senior faculty;
 - Research, teaching, and office facilities and equipment that allow faculty to carry out their best work. In the sciences, this includes the development and support of major core instrumentation facilities that allow faculty to take advantage of continuing changes in technology; (See Commitment 7)
 - Professional development professorships and fellowships (such as those provided by the BU Humanities Foundation and the Peter Paul Professorships) that allow assistant professors the time and support to launch their careers, recently-tenured faculty to extend their skills and knowledge, and more senior faculty to refresh their research in a timely way;

- Flexible funding that can support research and other professional expenses that cannot be covered by grant funding; for example, access to libraries and archives; purchase of books, software, and equipment; travel for research and conference participation; publication expenses; funding to launch or pilot scholarly projects that might attract further extramural funding;
- Graduate student and postdoctoral fellowship support that are essential to the productivity and quality of faculty scholarship, as well as preparing talented young scholars for future careers; and
- Resources that allow us to invest in the academic and intellectual community in which faculty work, for example, by underwriting invited speakers and symposia and providing professional development opportunities.
- Balancing Career and Family. We will continue our efforts, in coordination with our partners across BU, to ensure that this university is a community in which faculty can maintain a balance between their professional and personal lives by accommodating their aspirations, needs, and concerns regarding quality of life.
- Improving our Personnel Processes. We will aim to make more progress in carrying out all of the decision processes in a manner that is humane, respectful, fair, judicious, and as transparent as possible at all levels.

Faculty Retention

Each year during the three-year period from 2006/07 through 2008/09, we experienced an average of 18 attempts by other universities to recruit our tenure-track faculty. Although we retained roughly two-thirds of the faculty who received outside offers, these retentions come at enormous financial cost in both salary and other forms of funding to support the research, training, facilities, and equipment needs of these professors. Another less visible but potentially crippling cost of retention efforts is the suggestion picked up by some faculty members that the route to obtaining appropriate support within BU is to seek outside offers.

We will continue to work vigorously to retain our best faculty, approaching this effort as strategically as we do faculty recruitment. The resources we use for faculty retentions come from the same sources as the resources we use for faculty recruitment and other high priority investments. Above all, the best way to retain our faculty is to support them well from the beginning and provide an intellectual and academic community that is difficult to leave.

LECTURERS AND “MODIFIED TITLE” FACULTY

We only recently have made focused efforts to improve the professional support and recognition for non-tenure track faculty members and their careers by addressing the fact that clear, coherent, or consistent standards and practices for the treatment and support of these groups of faculty have been lacking.

In the past two years, Boston University and CAS have taken decisive steps that lay the foundation for continued progress as we plan for the next 5 and 10 years. In 2009/10, CAS developed coherent standards for the ranks of lecturer, senior lecturer, and senior lecturer (master-level), compensation that rewards experience and professional contributions, and a new process for promotion patterned after that for regular faculty. We have extended the privilege of serving as a principal investigator on grants to the senior ranks of lecturers and research professors. We have coupled the commitment to career advancement for full-time lecturers with a counterpart commitment to convert part-time lecturer positions into full-time positions where lecturers are the most appropriate instructors in order to improve the quality of our education as well as the professional standing of lecturers.

We will extend these reforms in career paths and career development processes throughout the entire range of non-tenure track faculty, including research and clinical faculty and the newly-created title of “Professor of the Practice” that will allow us to enrich our curricula and outreach efforts by bringing exceptional practitioners to CAS. We will work with departments and research centers to develop inclusive practices for research and clinical faculty; more transparent appointment, promotion, and compensation practices; and entitlements to sick and vacation leave. These efforts will be guided by the recently released Report of the BU Task Force on Non-Tenured Faculty (<http://www.bu.edu/ntf/>).

ACADEMIC RESEARCHERS

CAS accommodates the vast majority of BU’s post-doctoral scholars, most of whom are completing post-PhD training under mentorship of experienced CAS faculty. The College has implemented a new personnel system for post-doctoral scholars that includes more systematic career advancement practices for mentored post-docs and senior researchers and provides for equitable performance reviews and benefits entitlements.

STAFF

The faculty and students depend on the work of many other professional, technical, and administrative staff. Over the next five years, we aspire to:

- Provide better recognition of the centrality of professional, technical, and administrative staff in advancing the mission and realizing the goals of the College.
- Work with the central administration to improve job classification and advancement opportunities for staff members.
- Open greater opportunities for professional and leadership training for key staff.
- Encourage departments and research centers to develop ways of keeping staff up to date on important developments in the college and including them more fully in the academic life of their units.

Commitment 3: We will provide outstanding undergraduate education based in 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.

Undergraduate education is the bedrock on which a university operates. As the liberal arts and sciences college of Boston University, CAS serves not only the students who pursue their degrees in this college, but all BU undergraduates by ensuring they will receive a first-class liberal education: Virtually all Boston University undergraduates are “our students,” regardless of their choice of degree. CAS takes upon itself the obligation to be a vigorous advocate of the liberal arts and a liberal education and a source of information and assistance for our partners across BU, especially in the professional schools, with regard to national standards and practices of liberal education. We applaud the renewed dedication to a common commitment to high-quality liberal education and a breadth of opportunities expressed in the recent *One BU* Task Force Report (<http://www.bu.edu/unlock/>) and look forward to continuing our role in serving all BU undergraduates.

Recruiting Great Boston University Students

The quality of Boston University students has risen dramatically over recent decades, and CAS students have been the leaders of the pack. BU has evolved from a local, commuter college to a fully residential national and international destination school. Our recruitment goals for entering classes are to attract the best quality students as measured by achieved and expected academic success, as well as candidates who embody the attributes of the “whole student” and together constitute a vibrant, diverse student body.

Because of intense competition with our impressive peer institutions, CAS has the lowest yield rate of all BU schools. In 2009, CAS received 22,560 applications and offered 12,015 acceptances (53.3 percent); 1,812 students enrolled for a yield of 15.1 percent. Within the next five years, the College expects to realize an acceptance rate of less than 50 percent with a yield rate of 20 percent. In recent years, the discount rate at CAS has hovered above 30 percent; this should drop to below 30 percent over the next five years.

What is the reputation of CAS as an undergraduate institution, and how do we rank among prospective students? None of the most widely used rankings passes muster with experts on higher education, and they usually refer to BU as a whole rather than CAS specifically. *US News and World Report* (August, 2009) ranks BU 56th among national research universities (tied with the University of Pittsburgh; one point behind George Washington University, the Ohio State University, and the University of Maryland; one point ahead of Pepperdine, Syracuse, and the University of Georgia). This clustering of disparate schools highlights the weakness of such rankings, and fails to reflect the quality and reputation of the CAS liberal arts and sciences program.

A more appropriate measure would be to identify our peer institutions by using actual applications and admissions data. Comparing BU admissions data with National Clearinghouse data on college admissions reveals that students who choose CAS come from a group that clusters in interest around the top research

universities in the country, private and public; the top urban universities in the premier cities; and the prominent Boston universities. CAS makes BU a “safety school” for the most prestigious and selective schools, and a competitor with a wide range of excellent colleges and universities. Clearly Boston University, through CAS, has a strong and growing reputation. (See Appendix 4: Undergraduate Education: CAS Admissions Peers.)

Retaining and Ensuring the Success of CAS Students

The College of Arts & Sciences is committed to retaining as many of its students as possible through graduation. While IPEDS data show that we are behind our peers in retention of students, we are resolved to significantly improve student retention over the next five years.

According to the latest (2009) data, the four-year graduation rate (from any BU school) for CAS students who matriculate as freshmen was 77 percent for the cohort entering in 2003/04, 79 percent for the 2004/05 cohort, and 80 percent for the 2005/06 cohort. The six-year graduation rate for the 2003/04 cohort was 81 percent, and the five-year rate of the 2004/05 cohort was 87 percent. We must make progress to match the retention rates of our peer institutions.

Close analysis of the cohort that entered in the fall of 2005 provides a clearer picture of the paths these students take: Overall, 67 percent graduated from CAS by the end of four years, 80 percent had graduated from any college in BU, 5 percent were still enrolled, and 15 percent had dropped out. Students who entered CAS with a declared major were more likely to graduate from CAS than students who had not yet declared at matriculation, while the original undecideds were more likely to have graduated from a different BU college. International students drop out at higher rates than domestic students (28% vs 14%).

Research shows there are many reasons why students leave; however, few leave because of poor academic standing. Some students who chose CAS as a “back-up” leave when their first-choice colleges eventually accept them. Students from outside the region leave to attend schools closer to their homes; others leave for financial reasons. Regardless of the specific reasons, students leave when we do not adequately engage their interests and needs or when they are not sufficiently integrated into the fabric of the Boston University community. Achieving “stickiness”—making sure all students have a reason to stay—is a project for all of BU, but CAS must play its part for its students. This level of engagement must occur as early as possible in a student’s career. Data show we lose too many students after their first year of college. The following initiatives should help improve retention:

Appoint a Retention Coordinator. Assign a staff member (perhaps in the Taylor Advising Center) to track students at risk of leaving BU, identify and address their needs, and collect and analyze data relating to retention, including exit interviews.

Institute the CAS First-Year Experience (CAS FYE). CAS FYE provides a framework for the entire first-year experience and is centered on the following major objective:

- Integrating first-year undergraduates into the BU community and its environs; fostering constructive relationships with faculty, staff, and other students; and making sure they find their place here and know where to seek help and support;
- Fostering an understanding of the standards and practices of college-level scholarship and providing support for their active growth; and
- Supporting appropriate professional development for faculty and staff to foster student development in the best way possible.

Full implementation of CAS FYE will require an infusion of funds for critical infrastructure, including funds to support programs.

Investing in Advising. CAS faculty members are known for their commitment to undergraduate advising. Even so, surveys indicate many students are disappointed with the overall quality of advising they receive; some faculty members also have expressed dissatisfaction with the CAS advising system. Our advising information systems are well behind national standards. Last year, Dean Sapiro empanelled a task force to identify best practices in advising among peer institutions. The panel will deliver its report this spring (2010). Expected recommendations include increasing the number of advising personnel and enhancing professional development and information systems. However, full implementation will require a substantial infusion of new funds.

Career Preparation for Arts and Sciences Students. Boston University is in the process of expanding and improving its career advising resources. Universities face special challenges in launching effective career preparation strategies for liberal arts and sciences students who by definition have not chosen a professional education undergraduate career, and choose majors that are not intended to offer career training. The liberal arts and sciences degree is intended to lay the best possible foundation for any number of careers, career pathways, and career changes over the course of a lifetime. Thus career advising for CAS students must begin by helping students identify their interests and skills, choose suitable paths through college to develop them, and forge paths toward the right post-graduate education and career choices.

Student Engagement and Leadership. CAS has long supported the integration of co-curricular activities into its education programs. The Core Curriculum, with its rich range of cultural, intellectual, and social events, is the signal example. Many departments and programs also seek ways to integrate students and faculty into communities of interest and engagement. The CAS Office of Programs and Leadership has been reoriented to offer leadership in this direction as part of the CAS FYE. This and other offices of CAS Student Academic Life, the Writing Program, and the university-level Educational Resource Center and Career Advising Service, will be integrated in a new Student Services Building (scheduled to open by 2012) to create a nurturing environment for student engagement and support.

Student Support Information Systems. Improved student support will require new information systems to eliminate paper records and improve record keeping and access. New systems also will improve advising

systems for students and their advisors, enable powerful alert systems to identify students in need of assistance, and provide comprehensive electronic resources to support student leadership.

Maintaining and Refreshing the Liberal Education Core: The CAS College Program

The [CAS College Program](#) provides a common, three-part framework for every undergraduate degree conferred by CAS: 1) *foundational skills and competencies* are skills graduates will need to continue to learn, create, and flourish; 2) *breadth of knowledge and modes of inquiry* are provided by the general education requirement; and 3) *depth of knowledge and expertise* are acquired through completing a major. The College Program also promotes exploration and discovery as a fundamental part of the undergraduate experience and provides multiple avenues for pursuing a degree within the common framework. We are confident of the strength this framework brings to a first-class liberal education through liberal arts and sciences degrees and continually seek ways to strengthen and improve its elements and the whole. Following are some of the directions these efforts will take over the next five years.

Foundational Skills and Competency: English-Language Writing, Communication and Information Literacy

The Arts & Sciences [Writing Program](#) was established in 2001/02 to provide fundamental instruction in writing for undergraduates in CAS and most other BU schools and colleges. The program is based on a two-semester sequence of thematically organized freshman seminars in reading, writing, and research, reinforced by individual and group tutorials in the Writing Center. The Writing Program moved into its second phase in 2008/09 through an initiative to refresh its program, expand its mission, and develop improved methods of assessment of student writing. The College will conduct a comprehensive formal review of the Writing Program within the next five years.

Writing Program initiatives for the next five years include the following:

- Lead College-wide efforts to provide a comprehensive approach to writing instruction throughout the undergraduate career;
- Expand the Writing Program's focus by introducing writing education across the arts and sciences disciplines, including the development of models of advanced or discipline-specific writing instruction;
- Develop and implement effective regimens for measuring the progress of individual students and evaluating the effectiveness of writing instruction; and
- Determine how the Writing Program can best serve graduate students.

The College will also explore how the disciplines of the Writing Program can be applied to other areas of communication competency, including oral communication skills and information literacy.

Foundational Skills and Competency: Numerical and Quantitative Reasoning

The need for numerical and quantitative competency has been addressed by requiring that students attain threshold competency in college algebra and trigonometry, statistics, or applied math before graduation. In addition, Mathematics and Computer Science (MSC) has been established as a separate undergraduate curriculum division in which all CAS students must take at least two courses toward completion of their general education requirements (see below).

CAS is aware that numerical, quantitative, and computational competency are increasingly considered essential skills for educated adults. CAS therefore is committed to ensuring that all of its students acquire these skills. Already, a number of programs have been introduced or modified to address this need, including the following:

- The development of inquiry-based introductions to geometry and number theory;
- The introduction of a course on quantitative reasoning (MA/CS 109) that combines traditionally separate elements of calculus, statistics, and computer science;
- The integration of mathematical thinking throughout the entire Core Curriculum, including the social sciences and humanities sequences; and
- The drafting of a joint white paper (“Quantitative Literacy at Boston University”) by the departments of mathematics and statistics and computer science.

CAS will establish a faculty task force on quantitative and numerical literacy to monitor these initiatives over the next five years. The task force also will formulate a set of concrete goals and recommendations for numerical/quantitative-related teaching and learning across CAS. The College will ensure that students in the increasingly computational-dependent fields in the natural and social sciences acquire the advanced computational skills these fields demand. Teaching and curriculum development for instructors assigned to lower-level math courses will be evaluated and adjusted to ensure program effectiveness.

Foundational Skills and Competency: Foreign Languages

CAS graduates are required to demonstrate proficiency in a second language equivalent to successful completion of a fourth-semester course. The College is committed to improving its language instruction practices by expecting proficiency with language skills at the foundational level and by actively promoting the benefits of learning a second language to students in BU schools and colleges that do not have language requirements. CAS supports a wide range of languages, but stands out as a center that advances language learning in the lesser-taught and strategic languages. CAS recently restructured its language departments, increased the number of classes in critical languages, reduced class size, increased contact hours, and added drill sections. The College also established a grant-funded “Globally Speaking” program offering low-stress, informal, non-credit instruction to all members of the BU community, a program that might entice students to

enroll in formal language programs. A new assistant dean for language instruction position has been created to help coordinate and improve all language instruction.

Other language-related initiatives to be implemented in coming years include the following:

- Establish a World Language Council (with CL, MCLC, RS, African Studies, and SED) to coordinate the teaching of American Sign Language across the university;
- Develop a comprehensive ten-year plan for all languages currently offered, introduce additional languages on a priority basis, and explore cooperative language instruction opportunities with local universities;
- Institutionalize the “Globally Speaking” program;
- Work with the Office of Residence Life to improve the quality of the language specialty housing experience;
- Seek gift funding to improve the services offered by Geddes Language Center; and
- Explore the feasibility of adopting formal, nationally recognized language-learning assessment tools (such as the American Council for the Teaching of Foreign Languages guidelines).

For related initiatives, see Commitment 6.

Breadth of Knowledge and Modes of Inquiry: General Education

The College is committed to making sure students acquire a breadth of knowledge across disciplines and multiple modes of scholarly inquiry. It is that breadth that allows a liberal education in the liberal arts to serve as a platform on which to build varied, productive, and creative lives. The CAS College Program requires all CAS students to experience three divisions of knowledge outside of their majors and offers two avenues for satisfying this requirement. The Divisional Studies Program lets students choose two courses in each of three divisional areas. The CAS Core Curriculum offers an integrated eight-course program of study in the humanities, sciences, and social sciences. CAS students also may pursue their general education requirement through BU’s College of General Studies or through the University Honors College.

The College is committed to continuing and strengthening all of the options for ensuring that our students gain a strong platform of breadth. Among the initiatives that are in progress or planned to advance this goal are:

- Stimulate continued discussion about the relationship of individual courses to the general education requirements, with particular focus on how faculty teaching these courses can ensure that they are accomplishing the general education goals of leading students to understand and appreciate diverse bodies of knowledge and ways of knowing.

- Continue to strengthen the Core Curriculum as a faculty-student learning community and university-wide model for an integrated general education curriculum including significant co-curricular and residential dimensions, and taking particular advantage of Boston's cultural resources.
- Complete the project of establishing an expanded roster of divisional courses, including some upper-level offerings, that meet agreed upon criteria for credit toward fulfillment of goals and requirements in general education.
- Work with the University Honors College to ensure that it will be a high-quality option for pursuing the CAS general education requirement.
- Complete a study of the question of whether CAS students should continue to be able to fulfill the general education portion of their degree through AP and IB credits or whether the breadth part of the degree should be fulfilled in the university context.

In a college dedicated to the liberal arts and sciences, however, the obligation to pursue a breadth of knowing and a breadth of ways of knowing should be inculcated in a way that renders the pursuit of knowledge beyond one's favorite subject a joy and personal mission rather than just a requirement to fulfill. We should explore ways to ensure that students' mentors and advisors help them push their breadth of knowledge into areas they might not have considered.

Depth of Knowledge and Expertise: The Major

The major gives students an opportunity to explore a specific academic interest deeply. The academic experience of most students is shaped by their major, even if their career ultimately takes them in other directions. CAS students can choose from among 70 majors.

The College has launched a number of initiatives to improve the learning experience for students within their majors. These measures include the following:

- Define protocols for the periodic, comprehensive review of all current majors;
- Design practices that create academic communities within majors that connect students with each other and with the faculty;
- Determine the minimum number of students for a major to be considered sustainable;
- Develop honors programs and other challenging opportunities in the major to allow qualified, exceptional undergraduates to pursue advanced work within their majors; and
- Develop capstone experiences that encourage students to synthesize and build on the knowledge they have gained while pursuing their major.

Undergraduate Education: Further Strategies for Quality

CAS is exploring a number of strategies to improve the quality of undergraduate education, including the following:

Improve Undergraduate Teaching and Pedagogy. The following initiatives will be introduced to ensure the continuous improvement of the quality of teaching within the College:

- Benchmark the highest teaching standards in the College as goals for all departments to pursue. CAS data and unit strategic plans reveal substantial variation in the standards and practices of departments and programs with respect to undergraduate teaching.
- Provide professional development for faculty. Continue to work with CET and other partners to help faculty improve teaching and mentoring skills.
- Address the educational needs of all students regardless of major. At BU, as at most universities, departments sometimes refer to their majors and minors as “their” students, defining courses not designed substantially for their majors’ needs as “service courses.” Although there should be a special bond among the faculty and majors in a program, the education needs and aspirations of all students are central to a department’s work whether they choose a class for general education, to complete a major, or for personal interest.

Establish Appropriate Class Sizes. The College will work with departments to establish class-size guidelines based on the unique requirements of course types to support appropriate pedagogies, student learning, and efficient use of resources. We will target increases in faculty and teaching fellow positions to support these efforts and redesign teaching schedules to support these goals.

Increase and Modernize Teaching Spaces. A recent study (Rickes and Associates) found that CAS lacks adequate teaching space. Few classrooms are equipped with the latest instructional technology, and deficiencies in teaching laboratories and studio classrooms have been identified. Many of these classroom deficiencies would be alleviated by the creation of a CAS academic center, which has been identified as a major CAS fundraising goal.

Provide New Opportunities for Undergraduate Research and Experiential Learning. Research suggests that integrating research and exploratory learning into the curriculum as early as the freshman year boosts academic motivation and success. Boston University already invests in undergraduate research opportunities through the Undergraduate Research Opportunities Program (UROP), grant-supported research experiences for undergraduates (REUs), and field-based courses. We will seek to expand research and experiential learning opportunities to give all students access to at least one of these experiences if they want them. This will involve integrating research and experiential learning into more courses, supporting field-based and service-learning courses, and special attention to opportunities beyond the sciences. CAS will

encourage further exploration of ideas currently under discussion to adopt Boston and its cultural, scientific, and physical resources as a laboratory for learning.

Promote Cross-College Collaboration. The College has been working closely with the other BU schools and colleges to expand learning opportunities for its students. Examples include development of the new majors in studies and architectural studies and the Double Degree Program in CFA and CAS.

Link Graduate and Undergraduate Education: The “BU Advantage.” CAS will leverage its graduate programs to enrich the undergraduate experience in the following ways:

- Enlist Graduate Students as Teachers and Mentors for Undergraduates. CAS will explore further ways to extend the mentoring and partnering roles of graduate students and postdoctoral fellows, not to replace the efforts of faculty, but to extend and enrich them for the sake of both graduate and undergraduate students.
- Graduate-Level Coursework for Undergraduates. Develop department-based guidelines for allowing qualified undergraduates, for example departmental honors students, to take graduate courses as part of their undergraduate course of study.
- 3+1 and 3+2 Programs. Develop more programs that combine undergraduate CAS study with a masters-level professional degree at BU.
- Preparation and Advising for Graduate and Professional Study. Many CAS undergraduates pursue graduate or professional education in fields other than their undergraduate major. It can be more difficult for them to access the best faculty help to achieve their goals compared with students who plan to continue in the field of their undergraduate major. We will explore ways to coordinate advising for graduate study at the College level.

Deepen and Broaden Academic Community. Build on the CAS tradition of recognizing the importance of relationships among faculty, staff, and graduate and undergraduate students. This is what leads our faculty to invest in each other and in their students. This is what engages students to stretch themselves and seek out the best BU has to offer. From the faculty who invite students to their homes or special venues for valuable co-curricular activities, sometimes with the help of the CAS Academic Enhancement Fund; to those who give freely of their time during special student-oriented events in the College, such as annual open houses for prospective students, CAS Café for freshmen, and the annual Aristophanes play reading and concert in the Classical Studies Department; to the many events organized by the Core Curriculum, scores of CAS faculty strive to create the academic community that enriches undergraduate education. Our plan is to further support and encourage this investment in community.

Commitment 4: We will offer leading doctoral, postdoctoral, and masters programs within and across traditional disciplinary boundaries.

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. In keeping with the collaborative teaching and research culture that exists across BU, CAS partners in many graduate programs across the University, such as PhD programs in molecular biology, cell biology & biochemistry; bioinformatics; and neuroscience; and MA programs in collaboration with the School of Public Health. In AY2009/10, the student population of GRS included 486 professional master's degree students, 1425 MA/PhD and PhD students, and 110 students in BA/MA, dual degree, or non-degree programs.

Doctoral Education

The presence of prominent graduate programs is a usually necessary condition for attracting the best scholars to a university, and first-class doctoral students are important for maintaining first-class research enterprises. Most doctoral candidates expect to enter academic careers, although an increasing number of professional positions demand the advanced knowledge, research skills, and experience that a doctoral education provides. While there was a time when faculty regarded it as a failure if a doctoral student did not enter the professoriate, today successful graduate programs must take account of the wider range of professional positions that demand a doctoral education.

The College's doctoral programs range in size from programs with 10-20 students (primarily in the humanities, such as musicology, editorial studies, French language and literature, Earth science, and classics) to programs with more than 70 students (primarily in the natural and social sciences, including biology, psychology, economics, chemistry, and physics). (See Appendix 5A: Doctoral Program Populations.)

Most CAS departments could attract and sustain larger doctoral programs with an increase in quality if graduate financial aid was available to support more students. Despite the relative paucity of graduate fellowship funds, many programs attract remarkably strong cohorts of graduate students.

Overall Quality and Visibility

Boston University's recognition as a major graduate research institution is a relatively recent development. It is difficult to get an accurate view of the current reputation and prestige of our doctoral programs. The National Research Council (NRC) rankings of 1995, based on 1993 data, therefore out of date for a university that has undergone such changes, ranked 12 GRS programs in the top 50 of their fields according to the reputation of the quality of the faculty, and economics, religion, and art history ranked in the top 25. Like all graduate schools, we await the new NRC rankings, although the gap between data collection and report will be substantial. As questionable as most academics find the data, seven GRS doctoral programs appear in the top 50 of the *U.S. News and World Report* rankings, including economics, 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 next five years, we will systematically examine our indicators of quality—quality of entering graduate students, time-to-degree, placement, and other achievement indicators—to develop our own assessment of the quality of our doctoral programs. Our aim for the coming decade is to move a larger number of our graduate programs up in the rankings of quality, prestige, and influence in their fields.

A strategy for increasing the quality and reputation of the Graduate School should focus on three tactics. First, identify a small number of programs that can achieve the breadth and depth of quality that will earn those programs stable overall national and international recognition by their peers as at least “top 25” programs. Second, identify a limited number of subfields within a larger number of programs that can leverage national and international recognition as leaders. In such cases, while the program as a whole may not achieve recognition that is as high as these fields, these programs will attract the best graduate students and faculty in those areas. Third, although raising the prominence of targeted graduate programs requires a strategic concentration of resources, we will not sacrifice the qualities that support excellence in undergraduate education, which requires some degree of breadth.

Attracting and Supporting the Highest-Quality Doctoral Students

The Graduate School received 4,285 applications for doctoral programs (post-BA and post-MA) for 2009/10 admission, with a 28 percent acceptance rate overall, but only a 22 percent yield, in part a reflection of the small amount of financial aid available. The acceptance rate and yield vary substantially across programs. (See Appendix 5B: Doctoral Program Admissions, 2009, and Appendix 5C: GRS Fellowship Offers and Yield.)

The academic quality of the entering classes of doctoral students varies significantly across programs. The relative strength of the verbal and quantitative GRE’s varies across the disciplines in expected ways, but comparison of the averages among our entering classes and ETS studies of averages within disciplinary groups (http://www.ets.org/Media/Tests/GRE/pdf/gre_0910_guide.pdf) indicates we are attracting high-caliber students. Further analysis will inform our study of program quality and goals (Appendix 5D: GRE Scores by Doctoral Program).

Degree completion

The quality of a graduate program is best measured by the successes of its graduates. Considering all doctoral students who matriculated after 1990, the attrition from GRS doctoral programs is 31 percent. (Continuing students are included in the denominator of that ratio; calculated attrition rises to 46 percent if continuing students are excluded; this biases the calculation high, as the median time to attrition of 2.0 years is much shorter than the time to degree). Attrition in the various doctoral programs varies substantially from, for example, 14 percent in MCBB and 16 percent in psychology to between 40-52 percent in computer science, French language and literature, classical studies, economics, and applied linguistics. (See Appendix 5E: Time to Degree and Attrition.) We should aim to reduce this attrition rate through a combination of recruiting students with better fit to our programs and improved financial and academic support, depending on the diagnosis in particular programs.

The median time to degree for all PhD recipients is 6.0 years; the average is 6.6 years. Although different methodologies complicate comparison, these results appear to be reasonably consistent with the results from the Council of Graduate Schools' ongoing PhD Completion Project (See http://www.phdcompletion.org/information/Executive_Summary_Demographics_Book_II.pdf. Quantitative data are available from <http://www.phdcompletion.org>.) The distributions in time-to-degree for various programs show a strong peak at five to seven years, but some have long tails (see Appendix 5F: Time to Degree and Attrition). To encourage communication, attentiveness, and realistic assessment, the Graduate School requires that after specified time limits (seven years for the post-BA doctoral degree, three years for the MA degree) continuing students must petition annually for extension of time to complete degree requirements. Closer attention to this extension process will help us reduce the frequency of long-time students. Other outcome measures, such as graduate student placements and professional accomplishment, are reported in the strategic plans of the individual units.

Master's Degrees

The Graduate School offers or participates in 50 MA degree programs across the humanities and natural and social sciences, including three joint MA/JD programs and two MA/MBA programs, an MFA in Creative Writing, and GRS participation in the intercollegiate MS program in bioinformatics. Except for the MFA in Creative Writing, which is a terminal scholarly as well as professional degree, the master's degree is intended to provide professional training, education, and credentials. Increasingly, the master's degree has supplanted the bachelor's degree as the credential for entry or advancement in many professional fields (see Appendix 5G: Masters Program Populations).

The Graduate School encompasses two professional master's degrees that deserve special attention because they provide important nationally recognized professional credentials with a clear and limited set of competitor schools. These two programs depend on our ability to attract faculty who are skilled and recognized professionals in their fields as well as scholars with academic credentials, and we continue to seek ways to regularize and stabilize the recruitment and BU career paths of these faculty in the future.

- MFA in Creative Writing. This is one of the premier creative writing programs in the country, focusing on fiction, poetry, and playwriting. The playwriting focus, located at Boston Playwrights Theater, has a growing relationship with the College of Fine Arts, which will be further developed in the future.
- MA in International Relations. International relations has a suite of professional master's programs taught by a faculty including both scholars and practitioners in international relations. With affiliate status in the Association of Professional Schools of International Affairs (APSIA), we will seek optimal ways to balance the needs of the professional degree and undergraduate program and consider further developments that would satisfy APSIA's standards for ranking.

The admissions rate for MA students for fall 2009 was 52 percent, with a yield of 23 percent (these figures vary significantly across programs). Fifteen programs accept the majority of applicants; seven accept less than 15 percent. Six programs yield 75 percent or more of admitted students; seven yielded none (See Appendix 5H: Masters Programs Admissions and .Appendix 5I: GRE Scores for Admitted Masters Students).

Attrition among terminal master's degree students is 11 percent overall, much smaller than the attrition rate for doctoral students. Programs with high attrition rates (25 percent or more leaving without a degree) are applied linguistics, cognitive and neural systems, MCBB, philosophy, political economy, and religious studies. For all programs, the median time to degree completion is two years (2.1 years average).

Postdoctoral Fellows

For the past two years, the College has conducted a study to define and improve postdoctoral and research staff positions to provide better support for this important cohort. The findings of that study are now being implemented, and the College also is engaged in a University-wide task force to establish institutional supports for postdoctoral researchers and trainees.

International Students

Twenty-nine percent of Arts & Sciences graduate students are international. International students, who often are advanced in their fields and gifted scholars, enrich our programs and contribute to the vitality of the academic community. However, many of these students face challenges, such as language issues, legal problems relating to immigration status, and culture shock, above and beyond the usual demands of academic life. In light of this, the College has implemented programs to address the needs of international students, including a nine-day International Teaching Fellow Orientation, and a continuing teaching and English language tutorial program with support from BU's Center for English Language and Orientation Programs (CELOP). The College is committed to improving support for these students.

Strategic Plan for Graduate Education

In the coming years, the Graduate School will 1) continue to offer academic programs of the highest standards, 2) attract and retain students of the highest quality and potential, 3) support students financially and through a commitment to creating a vibrant academic community in which they can carry out their studies, 4) mentor and train students in their professional development and teaching skills, and 5) provide sufficient classroom, office, library, and laboratory facilities and equipment.

The Graduate School will undertake a program of periodic review and assessment of every graduate degree, a process started in the summer of 2008 with a faculty committee that outlined evaluation criteria for doctoral and master's degree programs. The Graduate School has begun developing data systems that can be used for individual and comparative program analysis. We will continue to develop online systems for data and analysis available to departments and plan to build capacity to track outcomes, such as placement and alumni careers.

The restructuring of the CAS Office of the Dean to include a redefined associate dean of the Graduate School (with responsibility for research and outreach assigned to another associate dean) ensures that the Graduate School will receive dedicated administrative stewardship. Under this newly refocused approach, the Graduate School will pursue the following objectives:

Increase Financial Support for Graduate Education. Attracting the best students will require not only an increase in the number of fellowships available, but also an increase in stipends to a competitive level and the provision of “duty-free” fellowships, such as Dean’s fellowships, for the top candidates. The Graduate School will work to increase the availability of graduate financial aid through endowment and gift funds, corporate and foundation sources, and an increase in research and training grant funding.

Define Operational Standards for GRS. GRS will engage programs and faculty in discussion of improvements in GRS operational procedures and policies. These definitions will provide the foundation on which GRS will devise tactics to increase quality, reduce attrition and time to degree, and increase success. They will include the following:

- Minimal standards of size, quality, and resources for the existence of a graduate program;
- Appropriate size targets for graduate programs that take account of program strength, the quality of students they attract, the needs and prospects in the academic fields, and available human, financial, and facilities resources; and
- Changes in rules and procedures that will support improvements in the quality of programs, such as those involving time to degree.

Support Interdisciplinary and Cross-College Graduate Education. GRS will continue to advance and participate in interdisciplinary and cross-college graduate programs. This will require improved systems for coordination and integration with departments and lowering the barriers across departments and colleges. The Graduate School will explore the development of distance and hybrid MA programs with the Metropolitan College and other interested units.

Increase Financial Support for Graduate Students. CAS needs 100 new teaching fellowships to maintain program quality and meet its educational obligations, and any progress we can make in this direction will also serve the critical need of attracting and serving top-quality graduate students. Moreover, GRS will work with others across BU to establish within five years consistent institutional practices for the support of graduate education and professional development, including graduate student stipends that are fair and consistent across the University and sufficient to meet actual living expenses; a proportional tuition schedule that accommodates the normal practices of graduate study; policies to support the graduate student life experience, such as adequate medical coverage and parental leave; and additional funding for travel related to research and participation in professional conferences.

Increase Opportunities for Professional Development. GRS will expand its efforts to provide a systematic program of graduate student mentoring and training for professional development and support that will reach graduate students in all our programs. All graduate programs must meet appropriate standards for professional mentoring and providing appropriate networking opportunities and placement services. GRS will seek to provide or will collaborate with partners across BU to develop or expand high-quality professional development programs that will cover how to conduct research, including grant-seeking and research ethics; teaching and mentoring skills; and career planning. Current programs that will play important roles in this

future include 699 courses for teaching fellows (TFs), TF orientation and workshops, BU's Responsible Conduct of Research Program, departmental offerings such as the chemistry introductory seminar CH 801 the dissertation workshop SO 952, and student-initiated and -directed activities such as career planning and social and professional networking events organized by the Graduate Student Organization.

Improve the Quality of Life for Graduate Students. In addition to efforts to improve financial support for graduate students, GRS will continue to work with the Graduate Student Organization (GSO) on a range of issues to improve the quality of life and community among graduate students, including matters related to healthcare and parental leave and creating opportunities for social life within the graduate student community.

Commitment 5: We will promote pioneering research and scholarship within and across traditional disciplinary boundaries.

The College of Arts & Sciences is a powerhouse of research that spans the humanities and the natural and social sciences. The total dollar amount of new grants and contracts generated in FY 2009 was \$85,677,728, an increase of \$8,147,497 (10.5%) over the previous year. However impressive these numbers may seem, they do not adequately reflect the quantity or quality of CAS research activity, because research done in the humanities and much of the social sciences typically is not supported by grants or contracts. Even in the sciences, where a considerable amount of the research could not proceed without the support generated by grants, comparing dollars generated through grants is a far from accurate means of assessing research productivity and success because of differences in the costs of doing research in different fields.

CAS department and program strategic plans hold many indicators of research productivity and success, including publications, citations, awards, and honors. By any measure, CAS makes a critical contribution to Boston University's growing reputation for leadership in research and scholarship in many fields.

The College's scholarly profile is on the rise thanks in part to the outstanding research activity of new generations of faculty in departments that until recently did not place uniformly high research expectations on faculty. The next five years should witness a significant rise in the research profile of CAS as it builds on its reputation for pioneering scholarship. To that end, the College will implement the following initiatives:

Provide Better Infrastructure and Organizational Support for Scholarship. The creation of a dedicated associate dean for research and outreach will ensure focused leadership of CAS research activity. Within the next two years, the College also will install a new research and grants administrator with responsibility for supporting faculty and students in fields that traditionally have been underserved by grants activity. The College will explore clustering services and support for research to more effectively assist faculty and students. These efforts will be reinforced at the university level through initiatives of the Office of the Vice President and Associate Provost for Research, the Office of Sponsored Programs, BU Corporate and Foundation Relations, and other offices to improve infrastructure and organizational support for research.

Review Existing Research Centers and Institutes and the Development of Standards for the Creation of Research Centers and Institutes. The Vice President for Research has initiated reviews of all centers and

institutes and is working toward the development of guidelines for defining appropriate practices and standards for their operation. CAS will be actively involved in this process.

Develop Appropriate Policies for Use of Indirect Cost Return (IDC) and Other Financial Investments in Research. At this time there are multiple practices, often independently negotiated, that determine the disbursement of IDC and other investment in research. Within five years, the College will implement standard policies and practices to manage these funds.

Identify Obstacles to Progress in Research and Seek Solutions. The College will identify where critical shortages of research facilities or equipment are impeding progress in research. Problem areas already identified include the Cummington St. science district; the critical shortage of laboratory facilities and equipment in biology, chemistry, psychology, and biological anthropology; and a wide range of instrument challenges, including appropriate access to research telescope facilities. The solution to these shortages may involve university-wide or multiple-school collaboration to raise funds through gifts, grants, or corporate partnerships.

Increase Undergraduate Participation in Research. Among the benefits for undergraduates at a major research university is the opportunity to work directly with leading scholars and researchers. The College will work to increase the availability of these opportunities for its undergraduates. (See Commitment 3.)

Position the Boston University Humanities Foundation (BUHF) as a College-wide Center of Humanities Scholarship. BUHF has been a major support for research for faculty and students in the humanities through its fellowship and grants programs. Since 2008, BUHF has been charged with taking a more active role in advancing the humanities at BU. Over the next ten 10 years, the College will work with BUHF to position the foundation as a focal point and engine for supporting and advancing scholarship in the humanities and humanistic scholarship across the disciplines. The College will work closely with BUHF to achieve the following objectives:

- Establish BUHF as an umbrella organization through which CAS humanities workshops, lecture series, and small centers operate;
- Promote events, venues and research that bring scholars together from across disciplines to investigate important humanistic issues and themes raised by research in the natural and social sciences;
- Increase BUHF's endowment; and
- Create a facility for BUHF to serve as a physical center for humanities scholarship and interaction.

Commitment 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.

The 2007 Boston University Strategic Plan committed BU to leadership as an urban and global research university, and CAS must play a central role in advancing that commitment.

CAS as Part of Boston's University

Boston University's location makes it a destination university. Recognizing this important advantage, CAS 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 have offered the following proposals:

- Restore and enhance the New England focus of the Program in American and New England Studies, creating strong linkages with local arts and cultural institutions;
- Advance interdisciplinary research and education in the geosciences through development of projects that involve observation and monitoring of the local environment; and
- 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, but with the creation of the new position of associate dean for research and 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 will take an active role in introducing new BU students to the Boston community. Activities will include faculty- and staff-led field trips to explore and learn about the Boston area.

CAS: An International Center 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.

Finally, while many universities talk about internationalizing the curriculum, international and global studies have long been central to the research and teaching of almost all CAS humanities and social science departments and programs.

CAS is home to many interdisciplinary area studies programs, centers and institutes, including African Studies, Asian Studies, the Latin American Studies Program, and the Institute for the Study of Muslim Societies & Civilizations. The Department of International Relations houses CAS's largest undergraduate major. At a time when many universities are cutting back on teaching and research in foreign languages, CAS teaches 23 languages, with strong emphasis on lesser-taught strategic languages.

To enhance its local, regional, and international standing, the College will engage in the following initiatives over the next five years:

International Opportunities:

- Continue to collaborate with International Programs to increase the integration of BU study abroad programs with Boston-based undergraduate curricula.
- Seek additional funding to support opportunities for CAS faculty to conduct research and participate in international scholarly exchanges, as well as opportunities for students to participate in study abroad programs, collaborative courses, and investigations with faculty.
- Further develop the College's relationship with the University of Warwick and explore new project development.
- Encourage the growth of other international relationships.
- Successfully conclude deliberations and implement sustainable strategies for the BU Marine Program Marine Semester.

Language, Culture, and Area Studies Programs:

- Identify the appropriate roster of language programs for support and the appropriate level of support in conjunction with area studies programs.
- Maintain the African Studies Center at a Title VI level and successfully compete for at least one more Title VI program.
- Leverage the existing faculty strength in European studies by creating a BU Center for the Study of Europe.

- Create a CAS International Council with representation from relevant programs to oversee the development of international, global, and area studies.

Commitment 7: We will manage and *enhance our financial resources and physical infrastructure* with intelligence and creativity in a manner that supports our primary missions.

The 2007 BU Strategic Plan emphasized that with all of its strengths, BU's major weaknesses lie in its physical and financial infrastructure. Until only a few decades ago, Boston University was in effect a local institution that neither attracted nor generated significant income or wealth. Many of the College's challenges flow from these facts. CAS facilities are inadequate in many respects, there are too few professorships to help retain and nurture the careers of the best faculty, a shortage of graduate fellowships makes it difficult to recruit the best graduate students, and additional funding is needed to enable undergraduates to pursue their dreams.

Despite these challenges, the success with which Boston University and CAS navigated the recent financial crisis reveals a core of efficiency, creativity, and good decision-making and management that has maintained these institutions in solid financial health, allowing the mission of education to continue undeterred. CAS will continue along its current path of using annual planning mechanisms in the context of this strategic plan to deploy resources in pursuit of carefully developed priorities. We will find ways to leverage resources for optimal impact by clustering services where appropriate and finding other shared and collaborative solutions.

With respect to facilities, a recent survey of College needs provides a crucial starting point for advocacy and planning. We also are engaging in more systematic analysis of our deferred maintenance issues. Our vision for the CAS of 10 years from now includes:

- A new student services center at 100 Bay State Road that, within three years, will house CAS Student Academic Life and its services, as well as the Arts & Sciences Writing Program. This will open spaces within the CAS building that can be used to accommodate CAS administration and possibly other occupants.
- A major academic center that will address many of our needs for appropriately sized and well-mediated classrooms, as well as spaces for a key set of departments and programs. This center, which will require significant gift funding to become a reality, will also create opportunities for addressing critical facilities needs in the "backfill" areas.
- Improvements to teaching and research laboratory space in the Cummington St. science district and sufficient new office space for faculty and graduate students in the many social science and humanities departments along Bay State Road.
- A new home for the Boston University Humanities Foundation.

- Sustaining support to fulfill the potential of our very special spaces: the Boston Playwrights Theater, the Coit Observatory, the Geddes Language Center, and the possibility of a CAS rooftop environmental center including expansion and upgrading of the greenhouse.

Commitment 8: We will build wider and stronger connections with our alumni to our mutual benefit, providing our alumni with life-long opportunities for continuing education, development, and community and ensuring that the Boston University community continues to grow and flourish.

Only in recent years have we begun 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 strengthen 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.

CREATING OUR FUTURE: THE NEXT FIVE YEARS

Our mission, values, and commitments are clear. We know our direction for the future. What we accomplish depends on coordinated and thoughtful efforts to shape our everyday decisions according to the framework we have set, and on our ability to attract significant new resources.

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PART II: CAS SUPPORTING STRATEGIC PLANS

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FACULTY DATA, FY 2009

	TEN and TTK Faculty¹	Full-time NTTK Teaching Faculty	Part-time Faculty FTE	Total Credit Hours²	Majors & Minors	MA's & PhD's	Grant: TEN and TRK Faculty
Biology³	48.00	0.00	0.00	19,284	995	110	170,136
Physics	37.25	0.00	1.00	9,717	77	107	246,234
Economics⁴	33.08	4.50	5.38	28,215	720	246	12,299
English⁵	32.46	2.33	2.37	11,900	414	84	459
Math & Statistics	30.50	8.00	1.84	28,106	357	46	155,768
Psychology	28.20	4.00	2.84	27,584	931	131	442,140
Chemistry	24.50	11.00	0.00	15,767	135	113	454,358
History	23.00	0.00	1.00	13,714	400	54	1,279
International Relations⁶	21.50	5.25	2.20	12,945	1,067	115	11,458
Philosophy	19.86	0.75	0.50	11,136	219	62	-
Romance Studies	19.50	22.00	10.69	23,708	485	48	4,456
Art History	16.50	0.00	1.20	6,983	198	64	-
Religion⁷	16.25	0.00	0.40	7,570	104	79	3,692
Astronomy	16.00	0.00	0.00	2,836	46	40	1,498,688
Computer Science	16.00	2.00	0.75	6,250	129	63	93,762
Political Science	15.00	0.00	0.20	8,972	487	53	1,939
Geography & Environment⁸	14.00	1.00	1.50	5,405	174	58	172,998
Sociology	13.50	0.25	0.20	7,699	193	25	148
Archaeology⁹	13.00	0.50	0.40	5,382	103	54	61,153

	TEN and TTK Faculty¹	Full-time NTTK Teaching Faculty	Part-time Faculty FTE	Total Credit Hours²	Majors & Minors	MA's & PhD's	Grant: TEN and TRK Faculty
Anthropology	12.00	0.00	1.60	7,554	193	35	21,604
Earth Sciences	11.50	0.00	0.66	4,344	44	19	206,653
MLCL	11.00	15.00	8.85	9,995	123	0	6,981
Cognitive and Neural Systems	8.00	0.00	0.66	851	0	65	857,750
African American Studies	5.17	1.00	0.00	236	0	0	-
American and NE Studies¹⁰	1.00	0.00	0.40	514	19	61	12,676
Writing Program	1.00	43.51	14.03	26,380	0	0	-

NOTES: Data are from FY09, AY2008/09.

¹ “TEN and TTK Faculty” includes all authorized positions authorized in the department at that time regardless of whether they were occupied.

This category also includes a limited number of NTTK faculty who contractually possess all the rights and privileges of tenured faculty.

² “Total Credit Hours” refers to the total number of credit hours for all courses fall and spring credited to the department

³ Biology MA/PhD includes MCBB

⁴ Economics MA/PhD includes Economic Policy and Political Economy

⁵ English MA/PhD includes Creative Writing (TEN/TTK faculty are tenured in EN)

⁶ International Relations MA/PhD includes International Relations & Environmental Policy; International Relations & Religion; MA (IR)/JD, International Relations & International Communication

⁷ Religion MA/PhD includes Religious Studies

⁸ Geography and Environment MA/PhD includes Energy and Environmental Studies

⁹ Archaeology MA/PhD includes Archaeology Studies; Archaeological Heritage Management; Geoarchaeology

¹⁰ AMNES MA/PhD includes Preservation Studies

FACULTY DATA PER CAPITA, FY 2009

Department	TEN and TTK Faculty¹	ALL Teaching Faculty²	FTE Student³: TEN/TTK	FTE Student: ALL Faculty	Majors/Minors: TEN/TTK	MA/PhD: TEN/TTK
Biology⁴	48.00	48.00	12.55	12.55	20.73	2.29
Physics	37.25	37.25	8.15	8.15	2.07	2.87
Economics⁵	33.08	37.58	26.65	23.46	21.77	7.44
English⁶	32.46	34.79	11.46	10.69	12.75	2.59
Math & Statistics	30.50	38.50	28.80	22.81	11.70	1.51
Psychology	28.20	32.20	30.57	26.77	33.01	4.65
Chemistry	24.50	35.50	20.11	13.88	5.51	4.61
History	23.00	23.00	18.63	18.63	17.39	4.61
International Relations⁷	21.50	26.75	18.82	15.12	49.63	5.35
Philosophy	19.86	20.61	17.52	16.89	11.03	3.12
Romance Studies	19.50	31.50	37.99	17.85	24.87	2.46
Art History	16.50	16.50	13.23	13.23	12.00	3.88
Religion⁸	16.25	16.25	14.56	14.56	6.40	4.86
Astronomy	16.00	16.00	5.54	5.54	2.88	2.50
Computer Science	16.00	18.00	12.21	10.85	8.06	3.94
Political Science	15.00	15.00	18.69	18.69	32.47	3.53
Geography & Environment⁹	14.00	15.00	12.06	11.26	12.43	4.14
Sociology	13.50	13.75	17.82	17.50	14.30	1.85
Archaeology¹⁰	13.00	13.50	12.94	12.46	7.92	4.15
Anthropology	12.00	12.00	19.67	19.67	16.08	2.92
Earth Sciences	11.50	11.50	11.80	11.80	3.83	1.65
MLCL	11.00	26.00	28.39	12.01	11.18	0.00

Department	TEN and TTK Faculty ¹	ALL Teaching Faculty ²	FTE Student ³ : TEN/TTK	FTE Student: ALL Faculty	Majors/Minors: TEN/TTK	MA/PhD: TEN/TTK
Cognitive and Neural Systems	8.00	8.00	3.32	3.32	0.00	8.13
African American Studies	5.17	6.17	1.43	1.20	0.00	0.00
American and NE Studies¹¹	1.00	1.00	16.06	16.06	19.00	61.00
Writing Program	1.00	44.51	824.38	18.52	0.00	0.00

NOTES: Data are from FY09, AY2008/09.

¹ “TEN and TTK Faculty” includes all authorized positions authorized in the department at that time regardless of whether they were occupied. This category also includes a limited number of NTKK faculty who contractually possess all the rights and privileges of tenured faculty.

² ALL Teaching Faculty include TEN&TTK plus full-time NTT teaching faculty

³ FTE Student calculation: divide the total credit hours by 32 (assumes 4 courses per semester at 4 credit hours per course)

⁴ Biology MA/PhD includes MCBB

⁵ Economics MA/PhD includes Economic Policy and Political Economy

⁶ English MA/PhD includes Creative Writing (TEN/TTK faculty are tenured in EN)

⁷ International Relations MA/PhD includes International Relations & Environmental Policy; International Relations & Religion; MA (IR)/JD, International Relations & International Communication

⁸ Religion MA/PhD includes Religious Studies

⁹ Geography and Environment MA/PhD includes Energy and Environmental Studies

¹⁰ Archaeology MA/PhD includes Archaeology Studies; Archaeological Heritage Management; Geoarchaeology¹¹ AMNES MA/PhD includes Preservation Studies



THE CREATIVE ARTS IN THE LIBERAL ARTS AND SCIENCES: NOTES TOWARD THE FUTURE

The Boston University College of Arts and Sciences is in the enviable position of being a liberal arts and sciences college with a strong focus on the creative arts in the context of a major research university with an excellent College of Fine Arts. With the increasing prominence of research and teaching on and through the creative arts in CAS, and closer collaboration between CAS and CFA at the deans' level, we have the potential for building a unique, strong, visible signature in the area of the creative arts that reaches across the liberal arts and sciences and beyond, serving the entire Boston University community.

During the fall we developed a discussion paper on the creative arts in the liberal arts and sciences, including an environmental scan of relevant programs at universities around the country to glean ideas and comparisons. This effort made it clear we have potential to be a national leader. We can do much more than notifying arts and science students about opportunities in the arts, or offering access to courses in CFA. We can do more than "talk backs" after performances. The question is, how can we integrate the creative arts more fully into all aspects of teaching and research in the liberal arts and sciences? How can we build more bridges into and with the College of Fine Arts?

In November, we held an informal conversation with a wide range of faculty across CAS, as well as key CFA leaders. The object of this meeting was not to plan for a specific grant proposal, but to talk widely about what we already do and what more or different we could do. What might be the appropriate and exciting goals of leading more collaboration between the liberal arts and sciences and fine and creative arts? How might the creative arts productively become more a part of scholarship, graduate education, undergraduate education? What would people like to do or be able to do that is problematic now? Both before and after the meeting I received numerous communications from many quarters in the group making further suggestions and promises of involvement. We had a lively conversation that could have gone longer.

Following is a guide to the current state of questions and discussion. What should we do next? What are our priorities?

What do we mean by the "creative arts?"

These, of course, include the fields traditionally known as the "fine arts," some of which are represented in our College of Fine Arts. But the notion of "fine arts" is too limiting:

- a. The presence of a College of Fine Arts at BU could constrain people's interpretation of *fine arts* to those that happen to be represented within that school. We want to be sure that our range is much wider including especially the literary arts, which find their home in CAS already.
- b. *Fine arts* is widely defined as a limiting term, contested in a way that makes it less useful for our purposes because of the traditional definition of *fine arts* as arts created for their aesthetic value and not for utility. At BU our strengths include our new program in architecture and the emphasis on material culture found at the core of our American and New England Studies Program.

- c. *Fine arts* or even *fine and performing arts* might imply too much a set of arts understood as specific professions or vocations. The muddiness of the term *creative arts* is its virtue in this context.

What do we mean by the “liberal arts and sciences?”

All the basic research fields of the humanities and the social, natural, and computational sciences. The emphasis on these fields doesn't mean that the initiative would serve only CAS, but that its core, hosted by CAS on behalf of the university, would be these basic research fields. Within the logic of the university strategic plan, this core would be a platform on which it would be possible to build particular projects involving other professional schools. But the initiative needs some boundaries; if it is a connection of the creative arts simply to “everything else” this would be a very different matter.

What is the point? What do we want to achieve?

- ***Overall:***
 - One of our growing strengths is that we not only have both a very good College of Arts and Sciences and College of Fine Arts, but that we already have considerable integration of creative arts into the research and teaching of CAS and growing collaboration between the two schools. With leadership and planning, we can make more of this than just strength and collaboration; we should be able to create a true *signature program* that gives us a clear definition and helps us emphasize the particular contributions of Boston University.
- ***For our students***
 - Universities have a *responsibility to make sure that our graduates are appreciative and engaged consumers, supporters, and creators of the arts*. Artistic creativity should not be the domain of professional artists alone. Professional arts schools may aim exclusively or primarily at training professionals in the arts, but we cannot make believe that past high school, students should either train to be arts professionals or they should be creators and students of the arts.
 - The arts offer an essential medium to develop students' understanding and appreciation of their own, historical, and global cultures; *the arts are media of exploration not just of “the arts” but of culture, society, human experience, humanity*. In order to achieve this, though, they need more than mere exposure; that is, making the arts available to students and scholars is good, but not good enough. There must be a pedagogy associated with that exposure. Do we fully understand pedagogies of the arts that accomplish this?
 - Education in and through the arts provides one of the surest means to *nurture some of the crucial skills and developmental characteristics we want to grow in our students* and indeed, in our scholars. These desirable skills and characteristics are generalizable well beyond the arts:
 - Creativity – a wonderful interdisciplinary theme
 - Discipline
 - The ability to develop ideas into varieties of form and communicate them
 - An aptitude for design – another wonderful interdisciplinary theme

- Music, we should remember, was one of the *quadrivium*: one of the original liberal arts. At BU we are reclaiming that heritage.
- A huge number of CAS students devoted great energy and passion to the arts as they were growing up. This was part of the “extracurricular” and leadership experience that got them admitted to CAS in the first place. *The fact that Boston University has an excellent professional school of the fine arts should not impede their ability to continue their education and engagement in the arts just because they are not studying to be professionals* in the field and usually do not have the credentials that professional students have.
- Many of our students do participate in the arts as co-curricular activities, and we should encourage this more. We should also provide opportunities to make more linkages between these activities and their courses of study. Do we shape our co-curricular experiences adequately?
- *For our faculty*
 - We have many scholars involved in *research on and through the creative arts*, but there is no organized, coordinated way that they can engage in scholarly exchange across the wider institution, especially out of their home discipline or across the particular arts disciplines. Except in the cases where individuals have taken it upon themselves to organize (for example, in film and in architecture), the communities of scholarly exchange are accidental and inadequately developed.
 - Many faculty whose major field is not in the creative arts *teach through creative arts* (for example, by showing a film or examining a film or piece of music) or teach about some aspect of the arts as human cultural activity or as social artifacts, but often they could benefit from more exchange with those who work more centrally in the creative arts both to expand their knowledge and to get assistance with pedagogies.
 - We could do a far better job of *integrating our vast array of creative arts productions into our faculty’s scholarly lives and into the curriculum*, thus transforming both.
 - CFA is largely devoted to the professional development of artists. Engaging more CFA faculty with liberal arts and sciences faculty would help create more connections across the creative arts disciplines.

What are we already doing that builds these connections, that serve as the basis of a signature BU program?

- The College and Graduate School of Arts and Sciences already houses or offers to its students many degree and certificate programs in the arts, and many courses in a wide range of departments that focus on the arts, literature or various aspects of the visual and performing arts. We are in the process of adding more. (See Appendix). CAS even houses a theater: The Boston Playwrights Theatre.
- Our signature undergraduate programs, the Core Curriculum and writing requirement seminars are known for rich attention to the arts.

- Numerous CAS departments and programs organize events in the arts (such as the Political Science Documentary Film Series), many of which involve performance by students and faculty (including Classical Studies, the Core Curriculum, the Honors Program, the Astronomy Department)
- CAS has a fascinating, vibrant overlap in faculty among its departments of Art History, Classics, and Archaeology.
- Many CAS faculty in many departments are engaged in research that focuses on or through the arts not even counting faculty in literature departments focusing on literature or in Art History focusing on art.
- Many CAS students are already involved in courses and productions in CFA – music, theater, etc.
- Walt Meissner and I have been working on ways to coordinate CFA and CAS more, and drop the barriers between the two colleges; e.g. increasing access of CAS students to CFA courses; the creation of arts majors and minors available to CAS students; administrative reorganization that would make Musicology fully a part of both CAS and CFA; linking the CAS and CFA curriculum review processes.
- We have refreshed the Boston University Humanities Foundation (BUHF) to make it a more proactive leader of the humanities aimed at planning and programming. It now has an executive board that with representation from across the humanities. One of the themes they are planning is on “Judgments of Value,” which would be relevant to this initiative by asking, for example, what makes an artistic production “good.”

What might be the elements of a signature initiative

- Creation of a ***Center for the Creative Arts in (and?) the Liberal Arts and Sciences (CALAS)***, which would serve as the coordination point for the campus-wide project. Housed in CAS on behalf of the campus, perhaps connected with the Boston University Humanities Foundation in some form, but not reporting to it. Largely a virtual “center” that connects and coordinates. Led by an ***administrator***, requiring at minimum functioning an ***office*** for the coordinator and good access to a ***meeting space***. Because participating faculty are spread out across the CRC, no single space is convenient for everyone, so it might be best not to worry about a common meeting space. CALAS must, however, be represented by a ***dynamic website*** and ***interactive virtual spaces***.
- A ***CALAS Pedagogy Project***: Coordination among faculty and graduate students (future faculty) to develop and test good pedagogies integrating the creative arts in the liberal arts and sciences (a composite of comments by different participants)
 - Sharing resources and materials (e.g. Art History images library)
 - Inventing multi-disciplinary project-based pedagogies involving the arts: Create a context where students come from many different areas to work in an interdisciplinary way on a project that explores a theme, uses and develops knowledge from across the disciplines; e.g. a play, an opera, etc. that might focus on issues of power and international politics; justice; science in the modern world; history and memory
 - Hosting peer-led discussions of pedagogies and strategies.
 - Facilitating greater integration of BU artistic productions and exhibitions with undergraduate and graduate curricula and courses.

- **CALAS Research Workshops:** Informal interdisciplinary (multiple basic and creative arts disciplines) workshops, seminars, speaker series involving faculty and graduate students exploring a common theme. Examples:
 - *The Producer, Performer, Audience, Critic, Researcher* (suggested by Jim Petosa)
 - *Creative Arts as Cultural Texts*
 - *Science and the Arts*
 - *Translations:* Suggested as an elaboration of Rosanna Warren's translation project. Not just translation from one natural language to another, but across different arts as media of expression.
 - *Regional Focus:* This would play to our strengths in global and area studies. And example is Alicia Borinsky's "Writing across the Americas" program, which was originally funded by Mellon.
- **Science and the Arts:** There are many possible connections between science and the arts, and almost anything we do would be unique, but given our strengths and plans, I see two particular connections of interest:
 - *Neuroscience of the Arts:* There is a lot of scope for teaching and research in this area. I would also hope that one new neuroscience position might be aimed at a researcher who focuses on questions relevant either to the visual arts or music.
 - *Computer Science, Visualization, and the Visual Arts.* (Of course, there are many possibilities for other linkages, but we have already been talking about visualization.)
- **CALAS Undergraduate Program:** This would emphasize the co-curricular and curricular linkages that facilitate development of key critical skills and developmental characteristics that might be nurtured through the arts. Some possibilities:
 - *CAS First-Year Experience:* As we build this program and focus on student development goals during the first year, the arts could easily serve as one of the main avenues of activity.
 - *Coordination of Co-Curricular and Student Leadership Activities:* We are building up the office of the Director of Student Programs and Leadership to be more supportive and coherent in what we offer and connect it more clearly with the mission and goals of the College.
- **Alumni Connections:** A large proportion of CAS alumni are active professional or personally in the arts. CALAS would provide a handle on developing these linkages and serving our alumni better.

APPENDIX:
ARTS CONCENTRATIONS AND CERTIFICATES AVAILABLE TO CAS STUDENTS

UNDERGRADUATE	GRADUATE	STUDY ABROAD
<i>Major Concentrations</i> Ancient Greek and Latin Art History Chinese Lang & Lit* Comparative Literature* English (literature) French Lang & Lit German Lang & Lit Hispanic Lang & Lit Italian Lang & Lit Japanese Lang & Lit Music Russian Lang & Lit	M.A., Ph.D. in Art History MFA in Creative Writing M.A. Ph.D. in Editorial Studies M.A., Ph.D. in English M.A. Ph.D. in French M.A. in Music Ph.D. in Musicology M.A. in Preservation Studies M.A., Ph.D. in Spanish Discussions under way about a joint MFA in Theater & Playwriting	Dublin, London, Paris, Sydney Internship Programs in the Arts Courtauld Institute Program in Art History*
<i>Minor Concentrations</i> Architectural Studies* Art History Comparative Lit* Dance (School of Theatre, Dept of Dance) English (literature) Film Studies Music Music Performance Theatre Arts (CFA) Visual Arts (CFA)	<i>Certificates</i> Museum Studies	

*pending approval

Invigorating a Community of Scholars:
A Vision for Boston University's
Women's, Gender, and Sexuality Studies Program

March 3, 2010

Task Force members: Diane Balser, Deborah Belle (Chair), Karen Freund, Judith Gonyea, Barbara Gottfried, Shahla Haeri, Dottie Kelly, Jennifer Knust, Ashley Mears, Linda McClain, Erin Murphy, Claudia Olivetti, Carrie Preston, James Keith Vincent, Karen Warkentin

Boston University was the first university in the country to admit women to graduate education, the first to award a doctorate to a woman, the first to graduate an African American woman physician, and the first to award a degree in theology to a woman. From the moment of its founding in 1839 it offered higher education to students of both sexes and every race and religion. Our students now come from over 100 countries, and we send our undergraduates to internship programs on six continents. We envision a Women's, Gender, and Sexuality Studies Program that is worthy of this remarkable heritage of scholarly inclusion and global engagement.

Throughout Boston University, world-class faculty are conducting cutting-edge research on women, gender, and sexuality across the disciplines. These scholars span 21 different schools and research centers at Boston University and 23 disciplines within CAS alone—a great case of the “BU Advantage.” Given the breadth and multi-disciplinarity of our strengths, Boston University is primed to become an internationally-recognized hub of research on women, gender, and sexuality.

We envision a program that utilizes the unique strengths of our university, builds further intellectual and personal connections across our campuses and colleges, and nurtures the research of our scholars. Meanwhile our interdisciplinary courses, stretching to include not only the humanities and the social sciences, but also the natural sciences and perspectives from medicine, law, communication, and beyond, will give our students essential career and personal advantages.

1. The program will coordinate, foster and promote cutting-edge research on women's, gender and sexuality studies at BU, serving as a vital intellectual community for faculty, graduate and undergraduate students.
2. Both the program and the university have unusual strength in global studies, and we recommend that the program continue to highlight these strengths and to build on them.
3. We recommend that the program strengthen its undergraduate minor while it works to integrate women's, gender, and sexuality studies throughout the university.
4. We recommend that the required introductory (gateway) course for the minor be an interdisciplinary course bringing together the perspectives of the natural sciences as well as those of the humanities and social sciences, and drawing upon the expertise of our medical school, law school, and other professional schools as well as on the resources of the College.
5. We recommend the creation of a graduate certificate for doctoral students who would like to pursue expertise in women's, gender, and sexuality studies in addition to expertise in their home disciplines.
6. We further recommend that an expanded program web site be developed which can facilitate collaboration among Boston University faculty members and students and enhance our visibility throughout the Boston area and beyond.
7. These goals cannot be achieved without greater institutional investment on the part of the university.
8. The accomplishments of the existing Women's Studies Program are remarkable, particularly given the adversity the program faced in earlier years, and we are excited about what can be accomplished now in a more supportive environment.

1. **Fostering cutting-edge research through building intellectual community**

Throughout Boston University, world-class faculty are conducting cutting-edge research on women, gender, and sexuality across disciplines and around the globe. The WGSS program aims to provide mechanisms both to recognize and to nurture these efforts. Both the global visibility and intellectual cross-pollination of an energetic program will greatly enhance the research agendas of scholars across the university.

We are impressed with the number and range of scholars at Boston University for whom research questions concerning women, gender and sexuality are central. These scholars span 21 different schools and research centers at BU and 23 disciplines within CAS alone—a great case of the “BU Advantage.” Among this vibrant and diverse group, we see great potential for the creation of research networks or clusters around topics such as: (1) health and well-being, (2) citizenship and inequality, (3) history of women, gender, and sexuality, (4) arts and popular culture, (5) culture, religion, and race/ethnicity, and (6) economics, social policy, and development. The expanded WGSS program will undoubtedly reveal additional areas of strength that are not yet apparent, while building on identified strengths. We also hope that additional scholars who have expertise relevant to women, gender, or sexuality may be encouraged to work actively in these areas through institutional validation of such efforts and the collegial interactions fostered by the WGSS program.

Given the breadth and multi-disciplinarity of our strengths, BU is primed to become an internationally recognized hub of research on women, gender and sexuality. We propose the following mechanisms to galvanize this scholarly community.

- Interdisciplinary Research Seminar

We envision a Program that will host a regular research seminar, providing the opportunity for faculty and graduate students within the BU community to present their works-in-progress in an informal, relaxed atmosphere, perhaps in a “brown bag” lunchtime format. A key goal of the research seminar is to foster intellectual engagement both within and across our core research clusters, thereby facilitating interactions and connections among scholars who may seem to be in distant disciplines but whose work converges around women, gender and sexuality issues.

- Research Cluster Reading Groups

Presently small reading group communities exist among faculty who meet to discuss texts and new intellectual currents. The Program could host and publicize these groups, as well as encouraging new groups to form among the identified research clusters.

- Grant Development

The interdisciplinary exchange and enhanced public profile generated by an invigorated program will enable scholars to attract new funding. By bringing together top BU scholars

working on questions of women, gender and sexuality the WGSS program will foster interdisciplinary collaborations and encourage the development of successful grant proposals.

Several funding institutions, such as the National Institutes of Health (NIH), the Alfred P. Sloan Foundation and the Ford Foundation finance research in relevant areas whose broader impacts and fields of expertise stretch across disciplines. For example, the Demographic and Behavioral Sciences (DBS) branch of the National Institute of Child Health and Human Development (a division of the NIH) funds research on fertility, morbidity and mortality, HIV/AIDS, and population composition, particularly promoting innovative and multi-disciplinary research. The WGSS Program can play a unique role in helping BU faculty to take advantage of such opportunities. By facilitating the formation of diverse research teams, the Program can help cultivate scholarly projects that will be more likely to garner funding than those developed by individual BU scholars applying alone.

The Ford Foundation has recently sponsored projects to conduct research on the development of gender in children; on new ways of understanding how life experience and biology together influence the emergence of sex difference, gender identity, and sexual desire; on the social and cultural factors that shape patterns of masculinity among urban ethnic minority youth; and on the representation of women and minorities on science and engineering faculties. BU faculty have strong expertise in these and other areas of WGSS targeted by funding agencies, but under the current institutional structure these researchers have few opportunities to share ideas, interact with each other and develop joint grant proposals. We believe that the WGSS program can fill this gap by serving as a catalyst for cultivating cooperation among the best scholars across the different schools and CAS departments.

In addition, the new WGSS program could potentially generate grant proposals for the advancement of the program itself and its faculty, staff, and students. For example, the Ford Foundation - Education and Scholarship Program has recently awarded \$250,000 to provide core support to institutionalize a new Africana Women's Studies Program at Bennet College.

- Mentorship and Professional Development

The Program will facilitate research engagement as well as professional development through tenure workshops and mentoring sessions.

- Interdisciplinary Pedagogy

The development and team-teaching of interdisciplinary courses both at the introductory and at the graduate levels will benefit students by exposing them to multiple perspectives on a common body of material. It will also facilitate faculty collaborations that will provide opportunities to explore interdisciplinary questions, interrogate disciplinary approaches and boundaries, and evaluate and put into practice new forms of pedagogy. Co-mentorship of UROP students across disciplinary boundaries could both promote the development of faculty

collaborations and provide undergraduates with more intensive training in interdisciplinary research.

2. International Studies

Global issues cannot be fully understood without attention to women's, gender, and sexuality concerns. Micro credit to women in developing nations has proven to be a Nobel Prize winning idea. Rape as a tool of war, sex trafficking, and the repression of gay, lesbian, and transgendered people wreck lives around the globe. Mathematics proficiency among girls in the industrialized nations is directly proportional to the empowerment of women in those societies.

Global studies are an area of great strength within the current Women's Studies Program, which offers courses with a global focus (e.g., Gender and International Development), supports the UNITWIN Project involving multiple universities and non-governmental organizations in other countries, and hosts a remarkable range of speakers and visiting scholars with international perspectives. Boston University attracts international students from around the world and directs a leading program in international study. These study abroad programs enroll a disproportionately female student group, even beyond the disproportionately female representation among Boston University undergraduates generally. Students who study in other nations are often struck by unfamiliar understandings of gender, sexuality, and women's roles in the countries they visit and become interested in women's, gender, and sexuality studies as a result. Courses focused on such issues could be tailored for students anticipating, engaging in, or returning from study abroad and could be held either at Boston University or at our international program sites.

3. Undergraduate Minor

Pedagogically the program should concentrate on re-configuring the minor and simultaneously on working toward the integration of women's, gender, and sexuality studies throughout coursework in other disciplines. Students who choose the Women's, Gender, and Sexuality Studies minor will take the interdisciplinary gateway course described below and five other courses centrally concerned with the study of women, gender, and sexuality. These courses will be selected from offerings within our Women's, Gender, and Sexuality Studies Program, approved courses in the student's major department or other departments within CAS, and approved courses from other colleges and schools at Boston University, from the School of Communication to the Law School, Schools of Public Health, Social Work, Theology, Fine Arts, Education, and Management.

Students may wish to focus their work in the minor within areas such as, "Constructing Gender and Sexuality," "Global Women's and Gender Studies," "Women, Science, and Health," "Women, Culture, and Social Institutions," or "Gender, Sexuality, and Creativity," or they may wish to choose courses which cut across these areas of study.

4. Interdisciplinary Gateway Course

An interdisciplinary course does more than simply juxtapose material from multiple disciplines. An interdisciplinary course interrogates disciplinary boundaries and seeks a genuine integration of

approaches, while acknowledging that the “object” under scrutiny looks different from different disciplinary perspectives.

There are several appealing models for the proposed interdisciplinary course. A course could be designed and taught by a single professor, perhaps with guest lectures. Faculty members could receive course release or summer funding for the development of such courses. Or the course could be team taught by those representing expertise in the humanities, social sciences, and natural sciences. In one possible model faculty members would share course development and lecturing responsibilities and each faculty member also would teach a section of the course. Or the course could be designed by a group of faculty who would then teach the course in rotation over several years. Each faculty member therefore would receive full credit for teaching the course. Courses could include a number of key methodological pieces from the humanities, social sciences, and natural sciences as well as case studies from each of these areas (in the humanities, for instance, perhaps a novel, film, school of visual art, piece of music, historical event, dance performance, etc.) The methodological essays could be set but the case studies might vary depending on the instructor. This would remove the pressure of curriculum development from instructors while allowing for intellectual freedom and the full utilization of individual faculty strengths.

The only models the committee rejects are those in which faculty members volunteer time and energy to develop, teach, or lecture in courses without receiving adequate rewards. Taking on such responsibilities without appropriate rewards is damaging to careers.

5. The Graduate Certificate in Women's, Gender, and Sexuality Studies

The Graduate Certificate in Women's, Gender, and Sexuality Studies prepares students enrolled in graduate programs throughout Boston University to conduct research and develop innovative courses in the interdisciplinary fields of women's, gender, and sexuality studies. The Graduate Certificate will build a community amongst graduate students with interests in these fields by fostering dissertation writing groups, holding workshops, and offering job placement support.

The Graduate Certificate requires three courses centrally concerned with the study of women, gender, or sexuality. These courses are selected from offerings within our Women's, Gender, and Sexuality studies program, approved courses in the student's major department or other departments, and seminars offered by the Graduate Consortium in Women's Studies. Each semester, the Consortium provides interdisciplinary, team-taught courses on current topics in Women's and Gender studies as well as a dissertation-writing workshop. The Graduate Certificate will encourage students to use this valuable resource and thereby develop networks between universities and programs.

6. Program Web site

An enhanced web site which provided information on all Boston University faculty members whose scholarly efforts include women's, gender, and sexuality issues could foster communication, scholarly community, and research collaborations. If the web site in addition tracked Boston area events concerned with women's, gender, and sexuality topics we could also make ours the web site of choice for those at other universities as well, raising our program's local visibility.

7. Achieving the vision

Actualizing our vision of the program will require support for scholarly efforts, curriculum development, administration, and outreach (web site, brochure). Comprehensive support for core staff of the program is essential if they are to fulfill their expanded responsibilities. Affiliated faculty will also need concrete provisions (e.g., course release) and official recognition (e.g., titles) if they are to devote time and energy outside their departments and beyond their individual scholarship. The special collaborative nature of this program, and its reach beyond the College of Arts and Sciences (extending across both campuses and many schools), requires increased administrative support for such things as grant development, outreach, and coordination of curriculum and events. Designated UROP funds available for the support of undergraduate research assistants who work with faculty collaborating across departmental boundaries on issues concerning women, gender, and sexuality would simultaneously support innovative research efforts and unique undergraduate research experiences.

Since the intersection of race, ethnicity, class, sexuality and gender has been a central component of the work in this field, creating a racially diverse faculty is a key element for the success of this program. We advocate that the university take advantage of targeted opportunity hires to increase the racial diversity of faculty working with and in the expanded program. To help achieve greater faculty diversity and bring fresh perspectives to campus, the WGSS program could collaborate with other interested programs in the hiring of a postdoctoral teaching fellow.

8. Past as prologue

The program now finds itself in a strikingly more favorable climate than was the case earlier, which makes the achievements of the existing Women's Studies Program all the more impressive. In earlier years, women's, gender, and sexuality studies were so strongly disapproved that faculty risked serious career disadvantages for affiliating with the program. Boston University was unable to join the Graduate Consortium on Women's Studies, submit proposals to the National Science Foundation's ADVANCE program in support of women science and engineering faculty, or have a women's center. Boston University also repeatedly refused to include "sexual orientation" in its nondiscrimination policy. Today we find ourselves in a different world, full of possibilities. In this more supportive environment there is no limit to what the Program can accomplish.

TOP 25 CAS ADMISSIONS PEERS, 2009

HIGHEST TARGET GROUP				MIDDLE TARGET GROUP				LOWEST TARGET GROUP			
Overlap		Enrolled at		Overlap		Enrolled at		Overlap		Enrolled at	
Competitor	BU Admits	BU	Comp.	Competitor	BU Admits	BU	Comp.	Competitor	BU Admits	BU	Comp.
NYU	1,014	110	223	NYU	1,285	176	316	NYU	969	173	190
Brown	883	115	72	BC	988	170	109	Northeastern	844	204	93
BC	801	90	141	Northeastern	954	200	137	BC	753	155	71
Tufts	792	100	114	GWU	671	100	161	GWU	527	93	111
Cornell	693	72	79	Tufts	612	107	33	UMass	412	92	72
Harvard	685	92	59	SUNY System	545	71	126	SUNY System	401	52	112
Columbia	601	64	n/a	Brown	525	77	17	Tufts	399	83	13
Penn	524	54	51	Cornell	520	72	31	American	330	49	42
Yale	524	68	35	UMass	460	108	72	Brown	322	56	10
Northwestern	520	53	65	American	384	46	54	Syracuse	306	73	36
GWU	495	41	95	UCLA	361	29	35	Fordham	303	49	42
Northeastern	493	100	68	Columbia	357	42	n/a	Cornell	297	54	26
Johns Hopkins	450	46	47	USC	352	25	80	Michigan	248	38	34
Georgetown	445	39	67	UC Berkeley	346	29	44	UCLA	240	28	21
SUNY System	429	64	85	Northwestern	335	46	10	USC	240	29	28
Stanford	385	37	31	Michigan	328	38	63	Columbia	231	41	n/a
UC Berkeley	378	17	103	Fordham	326	53	50	UC Berkeley	230	26	22
Wash U St L	371	25	55	Harvard	293	49	19	Vermont	230	53	41
UCLA	339	13	62	Syracuse	288	50	30	UConn	216	35	54
USC	326	18	71	Georgetown	284	29	22	Maryland	205	27	46
Dartmouth	325	44	33	Johns Hopkins	280	41	24	Penn State	201	34	28
Princeton	318	36	37	Brandeis	278	41	61	Harvard	196	49	2
Chicago	312	21	55	Virginia	267	46	20	Brandeis	190	30	43
UMass	293	63	32	Maryland	260	31	71	Rutgers	183	37	42
Duke	291	34	32	Penn	249	37	11	Emory	179	25	22

Source: National Clearinghouse Data

Notes: These data include only students admitted to CAS. “Overlap” shows the number of students admitted to CAS who applied to the overlap school. “Enrolled at” shows students who enrolled at BU or at the competitor school; it omits students who enrolled elsewhere. “Target Groups” are defined according to BU Office of Admissions standards.

DOCTORAL PROGRAM POPULATIONS

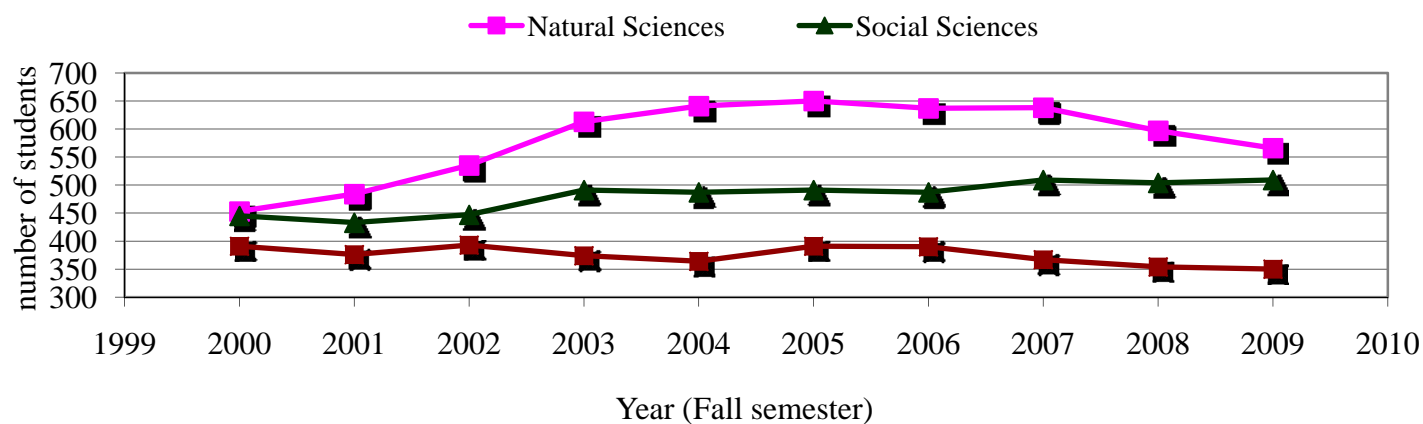
Registered students as of mid-fall of each year by program of study

Program Name	2004	2005	2006	2007	2008	2009	Change From 2004	2009 Rank
Undeclared	5	7	6	13	15	11	6	31
African Amer Stds	0	0	0	0	0	0	0	33
American & NE Stds	41	47	44	46	48	54	13	8
Applied Anthro	0	0	0	0	0	0	0	33
Anthropology	26	30	31	31	35	34	8	20
Applied Linguistics	40	40	31	27	22	21	-19	25
Archaeology prgms	40	39	45	47	48	51	11	10
Art History	33	35	36	43	44	42	9	15
Astronomy	29	38	42	40	39	36	7	18
Astrophys & Space	0	0	0	0	0	0	0	33
Biology	107	98	90	85	75	76	-31	5
Biostatistics	41	46	48	49	46	52	11	9
Biotechnology	0	0	0	0	0	0	0	33
Chemistry	114	106	107	116	112	97	-17	3
Classical Studies	13	17	17	15	17	18	5	27
Cog & Neuro Sys	51	60	62	60	61	51	0	10
Computer Science	56	57	50	52	48	45	-11	12
Creative Writing	0	0	0	0	0	0	0	33
Earth Sciences	19	20	20	18	14	14	-5	28
Economics prgms	145	148	147	157	150	143	-2	1
Editorial Studies	2	8	8	10	10	12	10	30
Energy & Env Stdys	0	0	0	0	0	0	0	33
English	42	45	49	45	44	41	-1	16
French Lang & Lit	12	14	14	13	14	13	1	29
Geography	33	26	33	33	37	35	2	19
Hisp Lang & Lit	29	30	34	28	24	26	-3	22
History	34	38	40	41	44	45	11	12
Intl Relations prgms	0	0	0	0	0	0	0	33
Math Finance	0	0	0	1	5	0	0	33
Mathematics	51	51	50	45	43	41	-10	16
Mol & Cell Bio	40	42	39	38	32	32	-8	21
Biochem								
Music programs	6	9	10	11	11	11	5	31
Neuroscience	25	22	23	21	15	21	-4	25
Philosophy	56	57	54	45	45	45	-11	12
Physics	108	110	106	113	107	101	-7	2
Political Science	49	46	43	52	53	65	16	7
Preservation Studies	0	0	0	0	0	0	0	33
Psychology	114	113	99	102	85	89	-25	4
Religious Studies	90	89	93	84	75	63	-23	6

Appendix 5A: Doctoral Program Populations

Program Name	2004	2005	2006	2007	2008	2009	Change From 2004	2009 Rank
Soc & Soc Work	24	28	25	24	27			23
Sociology	22	23	24	22	25			24
By Division:								
Natural Sciences	641	650	637	638	597			
Social Sciences	487	491	487	509	504			
Humanities	364	391	390	367	354			
Undeclared	5	7	6	13	15			
Total	1497	1539	1520	1527	1470			

Doctoral Student Headcounts
(by year and division)



GRS DOCTORAL PROGRAM ADMISSIONS, FALL 2009

PhD Programs	Applications	Admitted	Accepted	Selectivity (Admitted/ Applications) %	Yield (Accepted/ Admitted) %
Anthropology	81	18	4	22	22
Archaeology	81	30	9	37	30
Art History	89	41	8	46	20
Astronomy	57	17	4	30	24
Biology	113	33	17	29	52
Chemistry	184	37	14	20	38
Classical Studies	39	9	2	23	22
Cognitive & Neural Syst	50	24	6	48	25
Computer Science	191	67	10	35	15
Earth Sciences	38	14	4	37	29
Economics	665	229	42	34	18
English	160	19	6	12	32
French Lang & Lit	8	6	1	75	17
Geography	43	9	5	21	56
Hispanic Lang & Lit	17	12	4	71	33
History	135	58	6	43	10
Mathematics	173	29	8	17	28
Musicology	23	5	3	22	60
Philosophy	232	16	7	7	44
Physics	310	67	16	22	24
Political Science	146	59	12	40	20
Psychology	722	28	15	4	54
Sociology	91	18	4	20	22
programs					
American & NE Stds	79	14	7	18	50
Applied Linguistics	23	0			
Bioinformatics	115	39	17	34	44
Biostatistics	85	35	8	41	23
Editorial Studies	5	4	4	80	100
Mol & Cell Bio Bioch	72	13	5	18	38
Neuroscience	103	13	6	13	46
Religious Studies	122	15	5	12	33
Soc & Soc Work	30	10	3	33	30
Total	4282	988	262	31	30

YIELD ON FELLOWSHIP OFFERS
GRS, AY 2009 and AY 2010

Department	AY 08/09					AY 09/10				
	Fellowships Allocated	Offers Made	Offers Accepted	Acceptance Yield	International	Fellowships Allocated	Offers Made	Offers Accepted	Acceptance Yield	International
AMNES	1	2	1	50%		1	1	1	100%	
Anthropology	3	7	3	43%		3	3	3	100%	
Archaeology	2	2	2	100%		2	4	3	75%	2
Art History	2	3	2	67%		2	2	2	100%	1
Astronomy	1	1	1	100%	1	1	0	0		
Bioinformatics	4	6	3	50%	3	4	8	4	50%	3
Biology	2	2	2	100%		2	1	1	100%	
Chemistry	6	9	6	67%		4	7	5	71%	1
Classics	1	3	1	33%		1	2	1	50%	
CNS	3	5	4	80%		2	2	2	100%	
Computer Science	1	1	1	100%		1	1	1	100%	1
DRTS	2	3	2	67%		2	1	1	100%	
Earth Sciences	1	2	0	0%		1	2	0	0%	
Economics	2	52	16	31%	14	2	25	10	40%	7
English	2	3	2	67%		2	3	2	67%	
Geography	2	3	2	67%		2	3	2	67%	
History	5	10	5	50%	1	5	5	3	60%	1
Math & Stats	4	6	4	67%	2	3	6	3	50%	
MCBB	1	1	1	100%		1	3	2	67%	
Neuroscience	1	1	0	0%		1	1	0	0%	
Philosophy	4	5	5	100%		4	9	4	44%	
Physics	2	3	2	67%	1	2	3	2	67%	
Political Science	1	1	1	100%		1	1	1	100%	
Psychology	4	5	4	80%		4	5	4	80%	
Romance Studies	2	3	2	67%		2	3	2	67%	
Sociology	1	4	2	50%		1	2	1	50%	
Totals	60	143	74	52%	22	56	103	60	58%	16

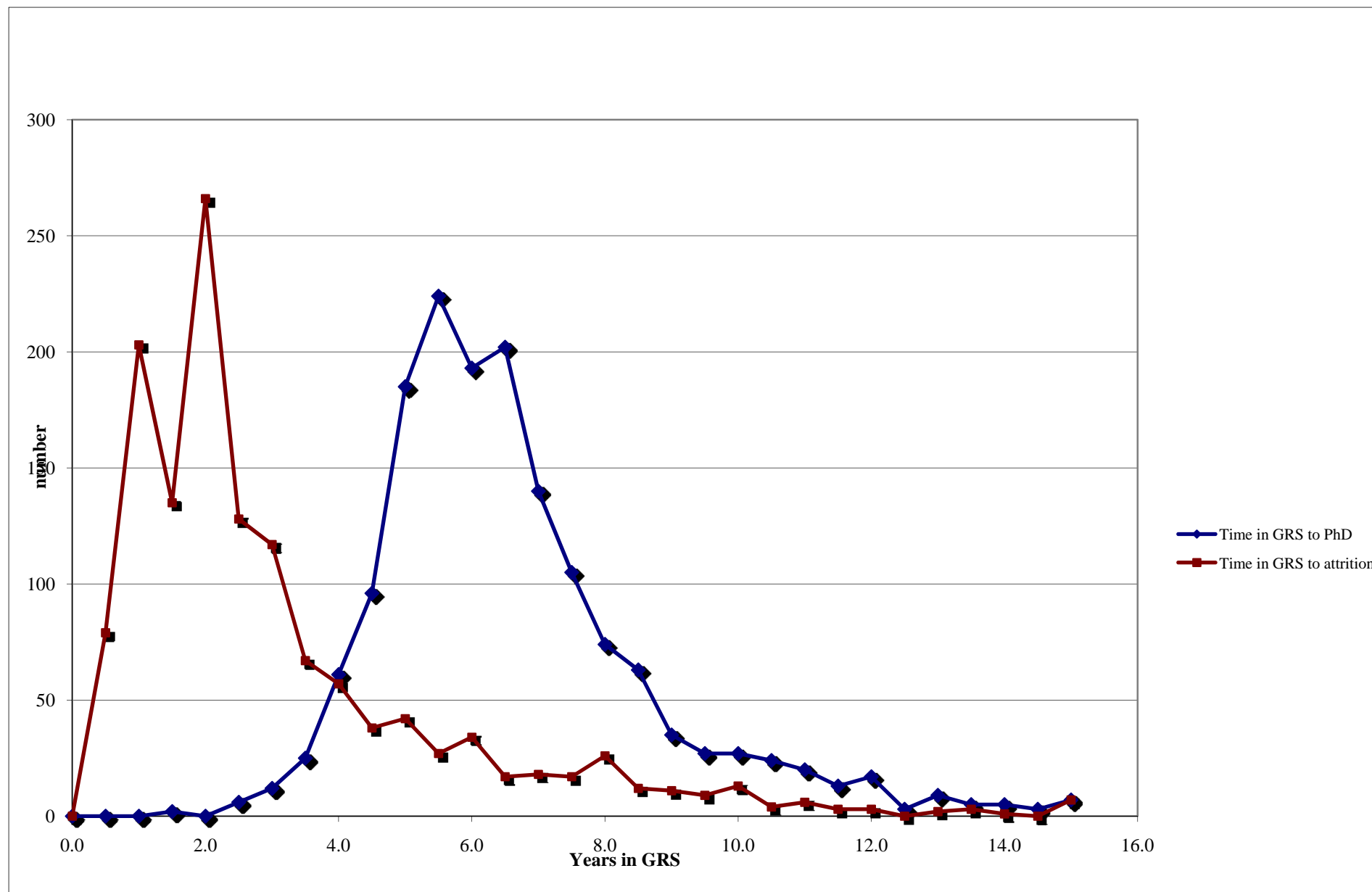
Includes Dean's and Presidential Fellowships, Metcalf Fellowships (PH), Muslim Studies Fellowships (AN, RN), and additional Economics Dean's Fellowships with stipends funded from tuition return and tuition shared by GRS. The "International" column shows how many of the accepted offers were to international students.

GRE SCORES FOR ADMITTED DOCTORAL STUDENTS, FALL 2009

PhD programs	Average scores and percentiles					
	Verbal	Verbal %	Quant	Quant %	AWA	AWA %
Anthropology	620	87	608	51	5.0	72
Archaeology	579	77	615	53	4.0	39
Art History	541	70	583	49	4.4	54
Astronomy	540	69	748	83	4.1	43
Biology	535	67	687	69	4.4	52
Chemistry	581	80	751	83	4.3	49
Classical Studies	720	97	675	66	5.0	77
Cognitive & Neural Syst	676	93	762	86	4.6	61
Computer Science	539	69	765	87	4.3	51
Earth Sciences	603	85	760	85	4.7	64
Economics	564	72	788	92	4.3	51
English	750	99	800	94	5.5	90
French Lang & Lit	700	97	740	81	4.5	58
Geography	520	61	634	58	4.6	58
Hispanic Lang & Lit	488	56	433	24	4.3	51
History	660	93	574	43	4.8	69
Mathematics	564	72	790	92	4.4	54
Musicology	480	55	480	24	2.5	3
Philosophy	734	97	770	88	5.2	82
Physics	541	70	764	86	4.2	47
Political Science	616	85	687	69	4.8	66
Psychology	648	90	720	76	4.9	71
Sociology	630	87	613	57	5.0	70
American & NE Stds	600	81	523	34	4.9	73
Bioinformatics	582	77	758	85	4.2	44
Biostatistics	492	59	788	93	4.4	53
Editorial Studies	625	82	515	45	4.5	54
Mol & Cell Bio Bioch	555	75	730	78	5.0	77
Neuroscience	635	88	743	82	5.3	82
Religious Studies	728	96	690	70	5.3	84
Soc & Soc Work	567	74	623	53	4.5	52
Total	600	79	681	69	5	60

ATTRITION AND TIME TO DEGREE IN DOCTORAL PROGRAM

Program	Attrition Rate	Median Time to PhD	Average Time to PhD
Biology	0.34	6.5	6.4
Biostatistics	0.21	5.5	6.3
CNS	0.27	5.0	5.4
MCBB	0.14	6.5	6.6
Neuroscience	0.11	6.0	6.2
Computer Science	0.50	6.0	6.2
Art History	0.35	8.5	8.5
Musicology	0.27	9.5	9.3
French Lang & Lit	0.41	6.0	6.5
Hisp Lang & Lit	0.17	7.0	7.2
English	0.32	7.5	8.2
Classical Studies	0.52	5.5	7.6
Philosophy	0.23	7.5	7.6
Religious Studies	0.27	7.0	8.0
Mathematics	0.28	5.5	5.8
Physics	0.34	6.0	6.0
Chemistry	0.34	6.3	6.3
Astronomy	0.39	6.5	6.5
Earth Sciences	0.31	5.5	5.3
Psychology	0.16	6.0	6.6
Anthropology	0.19	8.0	8.1
Archaeology	0.27	8.0	8.5
Economics	0.43	5.5	6.0
History	0.29	7.3	8.6
Geography	0.27	5.0	5.6
Political Science	0.24	6.5	6.8
Sociology	0.35	6.0	6.7
Editorial Studies	0.00	3.8	4.0
AMNES	0.20	7.0	7.2
Applied Ling	0.46	6.5	6.9
Soc & Soc Work	0.48	8.0	8.7
ALL	0.31	6.0	6.6

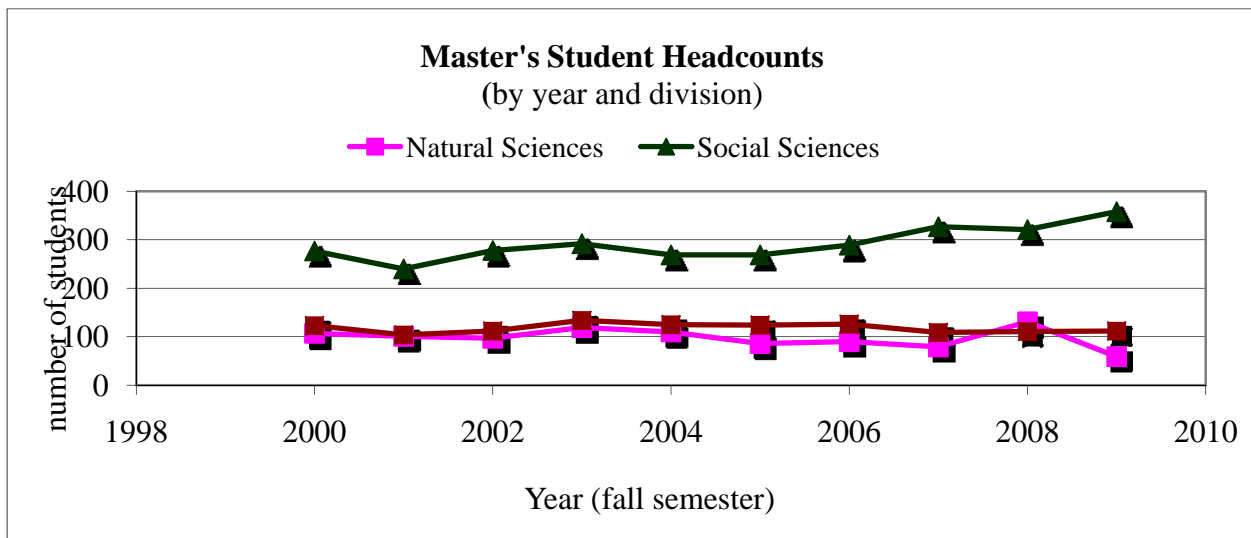
ATTRITION AND TIME TO DEGREE IN DOCTORAL PROGRAM

MASTER'S PROGRAM POPULATIONS
Registered students as of mid-fall of each year by program of study

Program Name	2004	2005	2006	2007	2008	2009	Change From 2004	2009 Rank
Undeclared	5	7	6	13	15	11	6	11
African Amer Stds	2	4	1	2	0	4	2	19
American & NE Stds	0	0	0	0	0	0	0	33
Applied Anthro	2	1	1	0	0	1	-1	30
Anthropology	1	0	0	0	0	0	-1	33
Applied Linguistics	17	11	11	10	13	10	-7	13
Archaeology prgms	3	3	5	7	6	6	3	15
Art History	20	20	20	20	20	20	0	6
Astronomy	0	0	1	1	1	2	2	23
Astrophys & Space	0	0	0	1	0	0	0	33
Biology	16	11	7	1	2	6	-10	15
Biostatistics	26	13	17	23	27	20	-6	6
Biotechnology	4	1	1	3	1	3	-1	20
Chemistry	2	0	1	2	1	1	-1	30
Classical Studies	0	0	1	2	0	0	0	33
Cog & Neuro Sys	6	10	10	4	4	2	-4	23
Computer Science	23	17	12	17	15	18	-5	8
Creative Writing	29	31	29	25	27	32	3	4
Earth Sciences	3	3	3	7	5	3	0	20
Economics prgms	47	57	79	94	96	112	65	2
Editorial Studies	5	2	5	5	4	2	-3	23
Energy & Env Stdys	18	20	21	21	20	29	11	5
English	22	24	22	17	13	18	-4	8
French Lang & Lit	4	2	4	5	4	6	2	15
Geography	6	7	7	3	1	1	-5	30
Hisp Lang & Lit	7	5	1	2	6	6	-1	15
History	7	4	6	12	10	7	0	14
Intl Relations prgms	111	111	114	125	129	132	21	1
Math Finance	26	23	29	12	71	0	-26	33
Mathematics	4	8	9	6	3	2	-2	23
Mol & Cell Bio	0	0	0	2	1	2	2	23
Biochem								
Music programs	0	1	2	1	3	2	2	23
Neuroscience	0	0	0	0	0	0	0	33
Philosophy	10	12	12	15	17	14	4	10
Physics	0	0	0	0	0	0	0	33
Political Science	3	3	2	1	0	0	-3	33
Preservation Studies	10	15	14	10	13	11	1	11
Psychology	57	43	39	50	46	52	-5	3

Appendix 5G: Master's Program Populations

Program Name	2004	2005	2006	2007	2008	2009	Change From 2004	2009 Rank
Religious Studies	11	16	19	7	4	2	-9	23
Soc & Soc Work	0	0	0	0	0	0	0	33
Sociology	2	1	0	2	0	3	1	20
By Division:								
Natural Sciences	110	86	90	79	131	59		
Social Sciences	269	269	289	327	321	358		
Humanities	125	124	126	109	111	112		
Undeclared	5	7	6	13	15	11		
Total	509	486	511	528	578	540		



GRS MASTER'S PROGRAM ADMISSIONS, FALL 2009

MA/S Programs	Applications	Admitted	Accepted	Selectivity (Admitted/ Applications) %	Yield (Accepted/ Admitted) %
African Amer Stds	7	4	4	57	100
Applied Anthropology	9	1	1	11	100
Applied Linguistics	19	4	1	21	25
Archaeology	26	5	0	19	0
Archaeolog Hert Mgmt	3	2	0	67	0
Geoarchaeology	4	1	0	25	0
Art History	138	40	6	29	15
Astronomy	7	3	2	43	67
Bioinformatics	30	16	5	53	31
Biology	27	5	4	19	80
Biostatistics	29	14	3	48	21
Biotechnology	7	7	7	100	100
Classical Studies	9	2	1	22	50
Cognitve & Neurl Syst	10	5	1	50	20
Computer Science	114	74	8	65	11
Creative Writing	317	26	26	8	100
Earth Sciences	20	4	2	20	50
Economics	246	176	57	72	32
Global Dev Economics	32	21	7	66	33
Economic Policy	85	61	11	72	18
Editorial Studies	8	1	1	13	100
Env Remote Sense Geo	17	13	3	76	23
Energy/Envir Analys	55	51	14	93	27
English	116	12	8	10	67
French Lang&Lit	9	7	3	78	43
Geography	21	8	0	38	0
Hispanic Lang&Lit	13	6	2	46	33
History	58	19	3	33	16
International Relations	63	48	12	76	25
Global Dev Policy	8	5	2	63	40
International Affairs	182	116	16	64	14
Int Rel & Envirn Pol	48	35	9	73	26
Int Rel & Religion	24	12	4	50	33

Appendix 5H: GRS Master's Program Admissions

MA/S Programs	Applications	Admitted	Accepted	Selectivity (Admitted/ Applications) %	Yield (Accepted/ Admitted) %
Int Rel & Int Comm	90	62	7	69	11
Music	18	5	1	28	20
Philosophy	36	21	10	58	48
Political Science	10	3	2	30	67
Preservation Studies	26	16	3	62	19
Psychology	214	147	40	69	27
Religious Studies	27	7	0	26	0
Sociology	22	6	2	27	33
Total	2229	1077	292	47	38

GRE Scores for Admitted Master's Students

PhD programs	Average scores and percentiles					
	Verbal	Verbal %	Quant	Quant %	AWA	AWA %
African Amer Stds	480	55	460	21	3.5	20
Applied Linguistics	750	99	740	81	4.0	37
Archaeology	520	66	670	65	4.5	58
ArtHistory	553	71	612	57	4.7	61
Astronomy	640	91	740	81	5.5	90
Bioinformatics	407	36	680	67	3.5	27
Biology	478	49	626	55	4.0	39
Biostatistics	447	46	747	82	3.3	18
Cogntve & Neurl Syst	370	25	620	53	3.0	8
Computer Science	463	51	763	86	4.1	42
Creative Writing	598	81	556	42	4.6	58
Earth Sciences	650	93	790	92	4.5	58
Economics	499	58	749	83	3.8	34
Global Dev Economics	553	71	737	80	4.1	41
Economic Policy	471	52	781	90	3.8	31
Editorial Studies	670	95	480	24	6.0	98
Env Remote Sense Geo	330	14	800	94	4.0	37
Energy/Envir Analys	526	62	656	62	4.2	46
English	669	93	592	51	5.3	80
French Lang&Lit	630	90	530	35	4.5	57
Hispanic Lang&Lit	620	88	605	50	4.8	68
History	568	76	623	54	4.5	57
International Relations	630	90	700	72	4.5	58
Global Dev Policy	465	51	540	35	4.8	64
International Affairs	520	64	550	40	4.4	52
Int Rel & Envirn Pol	593	80	616	53	4.7	63
Int Rel & Religion	595	80	695	71	4.8	68
Int Rel & Int Comm	506	62	620	57	4.5	57
Mathematics	280	4	800	94	2.5	3
Music	690	94	580	44	3.5	20
Philosophy	620	85	647	59	4.7	62
Preservation Studies	520	66	525	34	4.5	57
Psychology	528	65	630	56	4.2	47
Sociology	465	51	410	15	4.3	49
Total	538	66	643	60	4.3	49