

**College and Graduate School of Arts and Sciences  
Minutes of the Faculty Meeting  
December 19, 2012**

Dean Virginia Sapiro called the meeting to order with a quorum present at 4:05 p.m.

Dean's Report

Dean Sapiro said she would not give a Dean's Report. Instead, she wanted to go straight to a discussion of the three motions listed on the Agenda. Fifteen minutes would be allotted to discussion of each of these motions, all endorsed by the Academic Policy Committee. They were:

Motions on approval of the Kilachand Honors College Curriculum for fulfillment of specific requirements toward the CAS bachelor's degree. For full text of motions and explanations, see "Motions" document posted for this meeting at <http://www.bu.edu/cas/faculty-staff/committees-assemblies-and-meetings/arts-sciences-faculty-meetings/>.

1. Proposed: CAS students who successfully fulfill all requirements of the Kilachand Honors College are recognized as having fulfilled the Reading, Writing, and Research requirement of the CAS Bachelor of Arts degree program.
2. Proposed: CAS students who successfully fulfill all requirements of the Kilachand Honors College are recognized as having fulfilled the General Education requirement of the CAS Bachelor of Arts degree program in three of the four CAS curricular divisions: humanities, social sciences, and natural sciences, if the program of courses they choose includes one 4-credit course in each of those divisions (in addition to the sophomore, junior, and senior Kilachand courses).
3. Proposed: In the case of any CAS student who, having enrolled in the Kilachand Honors College, does not complete that program, a team of three CAS faculty and staff advisors (as specified by a process developed within CAS) will determine which CAS Bachelor of Arts degree requirements the student has fulfilled through the Kilachand curriculum, and will advise the student on how to complete the CAS degree requirements in a timely way.

Discussion of Proposal 1:

Prof. James Johnson (History) said that he has taught freshmen in the Honors Program, respects its goals, and wants it to succeed, but he does not agree with its approach or structure of writing instruction. He stated that its two 2-credit hour Freshman Writing Studios are not equivalent to WR100 and WR150: The first semester requires only three 3-page papers, totaling 9 pages of written work; and the second requires a 12-15 research paper. Writing assignments for WR100 and WR150, as well as in the Core Curriculum, which satisfies the college writing requirement, are greater in frequency, number, and length. He noted that of the roughly 25 first-year seminars listed on the KHC website, 7 require no papers, 5 require only 1 paper, and only 7 require 3 or more papers. Prof. Johnson wants to see more graded papers in KHC, with particular attention to

the basic skills of writing: structure, syntax, spelling, punctuation, and grammar. He added that with graduate students grading nearly 60 papers for each assignment in KHC's second-year courses, this close attention to fundamental skills is not possible. Prof. Johnson stressed that our students' intellect and abilities are judged, whether in graduate school or in the professions, by the strength of their writing. He added that one of the best ways to teach clear thinking is to teach lucid writing. He said that KHC gives us the opportunity to challenge students to the extent of their potential. He said that with regard to writing this is not occurring. Prof. Johnson suggested that the substitution of two 4-credit courses that meet the current guidelines of WR100 and WR150 would satisfy his objections. Without this, he said, he could not support this proposal and urged others to vote against it as well.

Prof. Bruce Schulman (History) said that he was perplexed by Prof. Johnson's opposition. Prof. Schulman made two points: The idea of equivalence, of the Freshman Studio courses to WR100 and WR150 is not the issue. The Kilachand Honors College is different, experimental and small, so that matches to CAS or Core are not relevant. The Kilachand program is meant to be an alternative pathway, and it should be tried out. Perhaps test the experimental curricula at the end of four years. His second point: The CAS faculty is not asked to evaluate against an ideal curriculum. Kilachand is a small program, only 2% of the incoming class.

Prof. Linda Heywood (History, African American Studies) said that the new "super students" should be able to handle experimental courses. Such experimentation is what we want, and we want to see where it leads. Prof. Michael Prince (English), the former Director of the CAS Writing Program, said that data exists on issues of writing instruction, but that no consensus exists in the field. He was concerned with "low stakes writing."

Dean Sapiro commented that whether or not consensus exists in the field of composition studies was not germane to the proposals directly at hand and reminded the faculty that discussion focused on writing instruction in the College would continue in other contexts. She called the question for Proposal 1. A vote was taken: 94 were in favor; 17 opposed; and 4 abstained.

#### Discussion of Proposal 2:

Prof. Stephanie Nelson (Classics) praised the APC for its work. She noted that KHC Freshman Seminars would be reviewed by the APC for assignment of divisional credit and requested confirmation that, in theory, no CAS divisional credit might be assigned to a particular KHC seminar. Dean Sapiro confirmed that to be the case, noting that CAS cedes no rights to other colleges at Boston University when it comes to credit toward fulfillment of specific CAS degree requirements and that, by the same token, CAS cannot tell KHC and other BU colleges how to design their curricula. Prof. Jay Samons (Classics) felt that CAS oversight needs clarification: KHC courses should be reviewed in CAS in the same way as CAS divisional courses. He asked: What happens when students leave KHC and continue in CAS? Prof. Schulman replied that already CGS courses fulfill divisional requirements, as do AP courses from high school and summer courses. Prof. Wayne Snyder (Computer Science) was concerned with the advising that is given to students. Prof. Heywood asked if Social Science courses would include the wider world. Does KHC plan to take a global approach? Several faculty members responded with titles of internationally oriented freshmen seminars they have taught in Kilachand.

The question was called and the vote was taken for Proposal 2. 136 voted yes; 4 voted no; and 4 abstained.

Discussion of Proposal 3:

Dean Sapiro began the discussion by reminding faculty that CAS/KHC students would always have two CAS advisors, one who follows the class and an advisor from the major, who could advise how to finish the major. Prof. Heywood felt that more problems would loom and urged that we have to maintain the integrity of CAS. Dean Sapiro noted that there were Honors Programs in each of the majors. Dean Sapiro added to her earlier remarks: CAS students in Kilachand would have three advisors: one CAS cohort advisor; one KHC advisor; and one major advisor. She urged that trust be put in the faculty advisors. Prof. John Thornton (History) asked: If there were three ad hoc advisors, for a minimum total of six meetings a year, then how can consensus feedback occur for the student? Dean Sapiro replied that the advisors are meeting together all the time. Prof. Jeffrey Henderson (Classics) added that there was something to be said for ad hoc committees and close attention to individual cases. Prof. Ken Lane (Physics) asked how CAS faculty members could know which of their students are also in Kilachand. Prof. Jonathan Zatlin (History) provided figures indicating that to date the number of students who have left Kilachand and continued in CAS has been small.

The question was called and the vote taken for Proposal 3. 124 voted yes; 2 voted no; and one abstained. [Because of the hour, many faculty had to leave the meeting before this vote was taken.]

Faculty Council Report: There was none.

Dean Sapiro ended by saying that she was proud there had been a debate. She praised the KHC faculty for their commitment to offering a good curriculum. She was pleased that more issues had been raised, such as AP credit, which has been debated in CAS meetings.

It was moved to adjourn the meeting. The meeting adjourned. Faculty were invited to repair to Dean Sapiro's office for wine and cheese.

Respectfully submitted,

Patricia Hills  
Professor, History of Art & Architecture and  
Secretary of the CAS/GRS Faculty