



**ABRIDGED
FACT BOOK
2008-2009**



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Table of Contents

	Page
Preface	5
University Vision Statement	6
HISTORY	7
Highlights of 2008	8
Aspects of Tufts University History	11
Presidents	20
ORGANIZATION	21
Trustees	22
Boards of Overseers	25
Administrative Committees	28
Administrative Organization	30
Department & Program Chairs	34
Faculty Committees	37
Student Government	40
ACADEMIC PROGRAMS & ACTIVITIES	42
Degree Programs & Colleges	43
Other and Continuing Educational Programs	49
Student Resources	51
Religious Organizations	52
Cultural & Special Interest Programs & Organizations	53
Athletics	57
RESEARCH & EDUCATION CENTERS	58
Arts & Sciences	59
Engineering	62
School of Dental Medicine	63
School of Medicine	65
Tufts Medical Center	66
Sackler School	70
Jean Mayer USDA HNRCA	71
Friedman School	71
The Fletcher School	73
Cummings School	78
University-Wide	81
STUDENTS	87
SAT Scores of Entering Class	88
Admissions Statistics	89
Characteristics of Entering Classes	92
Student Enrollment	95
Undergraduate Student Enrollment, by class year	98
Students by Program, Sex, & Ethnic Group	99
Students by State / Territory	104
International Students	106
Enrollments in College of Special Studies	109
Enrollments in Summer Session 2008	109

Table of Contents

STUDENTS, continued	Page
Student-Faculty Ratio	110
Tuition Rates	111
Undergraduate Charges Relative to Comparison Group	112
Undergraduate Financial Income & Awards	112
Student Financial Aid	113
Undergraduate Financial Aid, Selected Statistics	115
Historical Graduation & Retention Rates	116
Graduating Seniors, by Major	117
Graduate Degrees Granted	121
Degrees Granted by School & Type	125
Summary of Degrees Granted	126
UNIVERSITY STAFF	127
Paid Personnel	128
Paid Personnel by EEOC Category	129
Paid Personnel by Home Address	131
Paid Faculty Appointments	133
Faculty by Ethnic Group	136
Faculty by Rank & Tenure Status	138
Average Full-Time Faculty Salary	142
International Faculty & Scholars	143
Endowed & Term Professorships	145
FACILITIES	150
Residential Housing	151
Special Programs in Residence	151
Classrooms by Building & Usage	153
Total Areas by Room Type	155
Energy Emissions	156
Libraries	157
Library Collections	159
Interlibrary Loans & Library Statistics	160
Library Expenditures	161
TUFTS IN CONTEXT	162
Accreditation	163
Memberships	164
Medal Recipients	164
Honorary Degrees Awarded	167
Alumni and Alumnae	168
Alumni Association	170
Acknowledgements	172
Picture Credits	173

PREFACE

The Tufts University Abridged Fact Book, 2008-2009 is a compilation of basic information including history, programs, students, staff, facilities and finances. If there is additional information you would like to see included, please contact the Office of Institutional Research & Evaluation and we will make every effort to incorporate it into future editions.

The data collected represents the Fall 2008 semester, except where noted. Updates and corrections will be posted online at <http://institutionalresearch.tufts.edu>.

It is our belief that this information should be available to anyone interested in Tufts University. Wherever possible, we have provided columns of historical data in order to allow the reader to compare the most recent information.

Various University departments collect most of the facts presented here. We wish to thank everyone who assisted in this production for her or his cooperation and patience. As always, we encourage your comments and suggestions.

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UNIVERSITY VISION STATEMENT

As we shape our future, quality will be the pole star that guides us. We will seek quality in our teaching and research and in the services that support our academic enterprise. Our programs will be those that meet our own high standards, that augment each other, and that are worthy of the respect of our students and of scholars, educators, and the larger community.

For students, our search for quality will mean opportunities both in and beyond the classroom to become well educated, well-rounded individuals, professionals, and scholars. For faculty and staff, it will mean opportunities to realize their talents in the service of Tufts' goals.

Fulfilling our vision of quality will mean choices. No university can do everything for everyone, and we will seek to do those things in which we can excel. Nor is quality static, and we will therefore welcome change and innovation, continually improving quality in every aspect of the University.

Learning

Knowledge is important but alone is not enough. Learning must be lifelong. We will teach our students how to obtain, evaluate, and use information. We will prepare them to use historical perspective and to be receptive to new ideas. Our students will be sensitive to ethical issues and able to confront them.

Teaching and The Search for Knowledge

As a teaching University, we will honor and promote effective teaching, both inside and outside the classroom. We will seek an environment in which faculty and students are mutually engaged in the search for knowledge.

We value research and scholarly activities independently from their contribution to teaching, but they will never become so important that we forget our commitment to educating our students.

We believe technology can help us to enhance our educational programs and the services that support them. We will seek opportunities to use it effectively.

Citizenship

As an institution, we are committed to improving the human condition through education and discovery. Beyond this commitment, we will strive to be a model for society at large.

We want to foster an attitude of "giving back;" an understanding that active citizen participation is essential to freedom and democracy; and a desire to make the world a better place.

Diversity

We value a diverse community of women and men—of different races, religions, geographic origins, socio-economic backgrounds, sexual orientations, personal characteristics, and interests—where differences are understood and respected.

Global Orientation

We will cultivate in our students an understanding of the citizens and cultures of the world, realizing this goal through our curriculum, study abroad, and students who come to Tufts from abroad. We will strive to contribute to global intellectual capital, harmony, and well being.

Fiscal Responsibility

Fulfilling the University's mission and its obligations to its students, faculty, staff, and other constituencies requires that we pursue policies that ensure fiscal soundness, now and in the future. To accomplish this, we will seek out new resources as well as using those we have as efficiently and effectively as possible.

HISTORY



Aerial view of Wessell Library, Goddard Chapel, and Eaton Hall, 1967

HIGHLIGHTS OF 2008

The Council for Advancement and Support of Education (CASE) selected President Lawrence Bacow for this year's Chief Executive Leadership Award.

Samantha Jordan, D10, was the only dental student in the country selected as a Howard Hughes Medical Institute-National Institutes of Health Research Fellow for the 2008-09 academic year.

Professor and Chair of Computer Science Diane Souvaine was one of seven distinguished scientists named by President George W. Bush to serve on the National Science Board.

President-elect Barack Obama selected Deborah Jospin (LA '80) for his transition team to review the Corporation for National and Community Service.

Leila Fawaz, Issam M. Fares Professor of Lebanese and Eastern Mediterranean Studies and Director of the Fares Center for Eastern Mediterranean Studies, was named a Carnegie Scholar by the Carnegie Corporation of New York.

Professor of Chemical and Biological Engineering Maria Flytzani-Stephanopoulos was named a fellow of the American Academy for the Advancement of Science.

Associate Professor of Education Bárbara M. Brizuela was awarded a Fulbright grant.

The Fletcher School celebrated its 75th anniversary with a gala celebration in Washington, DC, on October 11, 2008.

The Leonard Carmichael Society (LCS) celebrated its 50th anniversary in November 2008. The LCS is the largest student-run organization on campus, including almost 70 coordinators and 1500 volunteers in 36 programs.

The 25th anniversary celebration of the Tufts Asian American Center was celebrated in March. Tufts was one of the first universities in the country to create a staffed student affairs program for Asian American students.

In April, Tufts announced the establishment of its new Loan Repayment Assistance Program, which will help Tufts graduates who are working in public service to pay a portion of their annual bills for educational loans. This program is the first university-wide program of its kind in the nation.

The philanthropy of the late Frank C. Doble, a member of the Tufts Class of 1911, resulted in a gift of \$136 million to the university. The gift will allow the future development of an interdisciplinary research and teaching facility to be named in honor of Mr. Doble.

Tufts University and Tufts Medical Center have won a prestigious \$20-million federal grant to streamline the process of turning laboratory research discoveries into real world treatments for patients. The Clinical and Translational Science Award (CTSA) from the National Institutes of Health will provide funds over five years for the new Tufts Clinical and Translational Science Institute. Tufts was one of 14 academic health-care organizations in 11 states to receive CTSA's in May.

Tufts is the first university in the state to sign an agreement with Massachusetts Technology Collaborative to join "Clean Energy Choice-On Campus." The organization is the state's development agency for renewable energy and the innovation economy.

Dar Al-Hekma College, a Saudi Arabian women's college, signed a cooperation agreement with The Fletcher School to educate Saudi women for careers in diplomacy.

In March, Tufts-New England Medical Center was renamed Tufts Medical Center, reflecting its partnership with Tufts University.

Packard Hall, the second-oldest building on the Medford/Somerville campus, was extensively renovated for use by the School of Arts & Sciences.

Construction began on a new garden on the Tisch Library roof, providing an accessible entrance plaza and the creation of an artistic garden/mediation space with seating areas, landscaping and mosaic tiles.

Renovations proceeded to transform 51 Winthrop Street (formerly the Sacred Heart Church) into a multi-purpose space.

HIGHLIGHTS OF 2008, CONTINUED

A sky-breaking ceremony was held May 2 to celebrate the vertical expansion of the School of Dental Medicine's 10-story tower. This project will add five floors and 95,000 square feet to One Kneeland Street, and is scheduled for completion in December 2009.

Construction began on the new Campus Center at the School of Medicine. The project involves the complete interior renovation of the basement and six of the eight floors in the Sackler Building.

In October the Medical school's new Clinical Skills and Simulation Center, located on the third floor of 35 Kneeland Street on the Boston campus, opened.

The Cummings School of Veterinary Medicine's new Agnes Varis Campus Center was dedicated in September 2008. The second phase of the Varis Campus Center will include a 173-seat auditorium, equipped with state-of-the-art acoustics, lighting and audio-visual electronics, and a continuing education facility. It is scheduled for completion by March 2009.

Construction of the New England Regional Biosafety Laboratory, on the Grafton Campus, was completed in December 2008. This facility will allow researchers to focus their work on emerging infectious diseases and food- and waterborne illnesses. It is scheduled to be operational in March 2009.

In June, the Cummings School of Veterinary Medicine opened a new ambulatory clinic in Woodstock, CT.



Jumbocast hosts an election returns party at Hotung Café in the Mayer Campus Center, November 4, 2008.

ASPECTS OF TUFTS UNIVERSITY HISTORY

1852— Charter issued to Trustees of Tufts College, representing the first venture into higher education of the Universalist Church, which had founded more than a dozen academies by that date. Tufts was the 163rd institution of higher education chartered in the United States. Charter prohibits a religious test for either faculty or students.

1853— Hosea Ballou II agrees to serve as the first President, at a salary of \$800. Cornerstone laid for the college building (later Ballou Hall), on 20 acres of land donated by Charles Tufts. By 1866 the college would own over 120 acres, the bulk of the total from further gifts from Mr. Tufts.

1854— Tufts College opens with seven students and four professors.

1855— A second building is constructed to serve as a dormitory. Initially known as West Hall, it was renamed Middle Hall in 1886 and served as the college library. Finally, in 1910, it was renamed Packard Hall in honor of Silvanus Packard, an early and important benefactor of the college.

1857— First Commencement, with three students graduating.

1860— East Hall dormitory constructed, with matching support by state legislature and private donors. Tufts Alumni Association is formed.

1861— Hosea Ballou II dies. Tufts enrollment totals 53; library has 6,000 volumes. Accumulated deficit exceeds \$17,000.

1862–1864— Alonzo Ames Miner elected President (served without salary until 1866, when he received \$3,000). Reservoir for Charlestown constructed on hilltop. Adoption of three-year Bachelor of Philosophy program, parallel with four-year AB program, but substituting one modern language for one ancient language. Receipt of balance of proceeds from state legislature stabilizes college finances. Total college enrollment in 1864–65 was 46.

1865–1866— Baseball opens intercollegiate sports with loss to Brown. Football appeared in 1864–65, played in the spring, because baseball dominated the fall. Three-year program in Civil Engineering introduced, adding emphasis on mathematics and engineering to a basically liberal arts curriculum. Charter restriction on granting medical degrees removed.



Baseball team, 1870

1869— With a bequest from Mr. Packard, a Divinity School was started. A three-year course of study led to the Bachelor of Divinity degree with no tuition charge. In 1871–72 the program was lengthened to four years. By 1877–78 there were 25 students enrolled.

1870—Annual tuition raised from \$35 to \$60. Professors receive a maximum \$2,500 annual salary. This was reduced to a maximum of \$2,000 in 1877 as an emergency measure, and remained at that level for thirty years.

1872— West Hall constructed.

1874— President Miner resigns; college assets total over \$1,000,000.

1875— Elmer Hewitt Capen elected President. Enrollment totals 56, exclusive of the Divinity School.

1876— Master's degree no longer given "in course" (fee payment plus continued existence for three years past graduation). These had been given since 1861. Earned Master's degrees offered for minimum one-year study in two departments. By 1886, 20 Master's degrees conferred; 1886–1896, 40; 1896–1906, 80. Some of these were Bachelor's/Master's degrees given simultaneously on completion of all requirements, often in four years.

1877— Tuition and fees total \$100; continuing financial problems.

1878— Charter amendment raises number of Trustees from 23 to 30.

1879— Total enrollment, 102.

1881–1882— Trustee bylaws provide that faculty appointments can be made without express limitation of time, but Trustees reserve right to dismiss at any time. A capital drive nets \$150,000. Some land has to be sold at various points in 1880s and 1890s to meet budget crises. Goddard Chapel completed.

1883— Engineering degree becomes Bachelor of Mechanic Arts. Electrical Engineering program started, though a formal department was not created until 1890. Master of Mechanic Arts degree offered with similar requirements to Master's degrees in Letters.



Construction of the Barnum Museum

1884— Barnum Museum for Natural History constructed. West wing was expanded in 1894; East wing, 1934–35; Dana Laboratory, 1963–64.

ASPECTS OF TUFTS UNIVERSITY HISTORY, CONT.

1887— Dean Hall dormitory constructed. Razed in 1963 for Fletcher expansion.

1890— Charter amendment allows Trustees to “establish and maintain a preparatory school” (for engineering).

1893 — The Medical School of Tufts College opened its doors in October, with a student body of 80.

1899 — The first mention of research being carried on was made, accompanied by a plea for funds to assist various projects.

1903— Medical School enrollment, 384 (largest in New England, 7th of 175 schools in the U.S.) and a faculty of 103. Students were 97% from New England, 80% from Massachusetts. Admission was by high school diploma or equivalent; about half of freshmen were not promoted to second year.



The Boston Floating Hospital and a neighboring ship docked at a pier, ca. 1900

1903–1904— A special five-year AB/BD degree introduced to get better students for the Divinity School.

1904— Medical and dental tuition rose to \$150. Experimental five-year AB/BS degree introduced.

1904–1905— Engineering enrollment, 177; 1905–06, 188; 1906–07, 218. Severe overcrowding, limited faculty.

1905— Divinity School enrollment continues to shrink despite absence of tuition or room charge. Carnegie Foundation establishes pension system for teachers. All Tufts schools qualify except the Divinity School, because of religious ties. Teachers Insurance and Annuity Association (TIAA) founded in 1919, but Tufts could not join for many years thereafter. President Capen dies; Frederick William Hamilton takes office in 1906 after serving as Acting President in 1905. At the 50th anniversary of its opening, Tufts enrollment totals about 1,000; instructional staff of 175; the College is 38th in size in the country.

1906— Serious financial difficulties in the Hill schools leads to sale of substantial block of land. Albert Crane leaves \$100,000 bequest to endow Divinity School (renamed Crane Theological School after him). Continuing concern with admissions number and quality. All five seniors elected to Phi Beta Kappa were women.

1906–1907— Tuition at Hill schools rose to \$125. Women make up 70% of entering class to College of Letters.

1907— Engineering requirements for admission same as for College of Letters, except for advanced work in ancient languages. For degree, 10 credit hours more than for AB. Arts and Sciences faculty decided to admit no more students to PhD programs. Charter amendment designated 10 Trustee positions to be filled by alumni; Board of Overseers dissolved.

1908— New library, gift of Andrew Carnegie, ready but unopened for two years for lack of operating funds. Named for Rev. Charles Eaton at request of Mrs. Carnegie.

1910— Opening of Forsyth Dental Infirmary for Children, affiliated with Tufts and Harvard Dental Schools. Addition of 4th floor to Huntington Avenue building. Charter change created separate Jackson College for Women, opened with 54 students from the College of Letters, 6 transfers, 2 special students, and 23 new students. Housed academically in Miner Hall, as Crane is moved to Middle Hall. Separate classes from men, except where small number or inadequate lab space mandated coeducation. Women offered choice of Jackson College or Tufts degrees. Carnegie report on medical education by Abraham Flexner. Requirement of diploma from accredited high school for admission to Medical School—no “equivalents.” Tufts joins league of Boston colleges in joint extension program, offering adult education courses leading to an Associate of Arts degree. Continued, though with only nominal participation, until 1940 when it opened its own Extension Division.

1911— Medical School took over Grace Hospital in Boston, with control of medical and surgical services, but could not run Hospital and canceled lease in two years.

1911–1912— Crane Theological School down to 10 students.

1912— President Hamilton resigns; Professor William L. Hooper (Engineering) named Acting President. Coeducation resumes, though Jackson College continues as legal entity. Accumulated deficit reaches \$250,000, but reduced to \$100,000 by 1917.

1913— Braker bequest received, intended to found School of Business Administration. The creation of the School was voted by the Trustees in 1910, but because of continuing disagreement between Board Chairman Fletcher and President Cousens over the nature of the school, it was never founded. The former wanted a graduate professional school, the latter a constituent part of Arts and Sciences. Dean Harold Williams retires after 15 years as head of both Medical and Dental Schools. In 1917 separate deans are appointed for the first time.

1914— Hermon Carey Bumpus elected President. Under pressure from AMA, one year of college was instituted as an admissions requirement to Medical School, and a one-year pre-med program was started at the Medical School to meet this need.

ASPECTS OF TUFTS UNIVERSITY HISTORY, CONT.

1915— American Radio and Research (AMRAD) was incorporated, and constructed a wireless station with elevated antenna in building later to be named North Hall. In cooperation with the Electrical Engineering department, much experimentation and broadcasting were done. The foreign language requirement for the AB degree was reduced to one ancient and one modern language.

1916— Anatomy building constructed adjacent to Huntington Avenue property; enlarged in 1917 and again in 1920. Founding of the Forsyth–Tufts School for Dental Hygienists in 1920.

1917— Two years of college required for Medical School admission. American Association of University Professors (AAUP) chapter established at Tufts.

1917–1918— College shifts to war footing; President Bumpus working in Washington; war emergency courses for civilians; establishment of Student Army Training Corps units.

1918— President Bumpus resigns; John Albert Cousens named Acting President, and President in 1920. Enrollments were Jackson, 174; Engineering and Letters, 521; Medical, Dental, and Pre–med programs, 900. (The size and reputation of the health–related programs made many outsiders think of Tufts only as a medical/dental college.) Professors' salaries raised \$500 to \$2,500. Tuition up to \$150 in Letters, Jackson, and pre–med; \$175 in Bromfield–Pearson, Medical, and Dental; and \$200 in Engineering.

1919–1920— Graduate study reduced to ten Master's students in history.

1920— Tufts acquired the Stearns estate, which consisted of vacant land and the family homestead. Before the Civil War, Stearns' home was the Medford headquarters of a branch of the "Underground Railroad." AMRAD building constructed for manufacturing space (eventually tied to Cousens Gym). Electrical Engineering labs take over old wireless station. A major fund raising campaign between 1918 and 1923, with major support from the General Education Board (a foundation), raised salaries for professors to between \$3,000 and \$4,000.

1921— One year of college required for admission to Dental School and a one–year pre–dental program (much the same as pre–med) introduced. After some wavering, four–year dental program stabilized. President Cousens set enrollment limits of 450 on Medical School, 500 on Dental and 400 on the combined pre–medical/dental program. Decision to grant no more Master's degrees for work done in absentia.

1922— As a result of imposition of one–year prerequisite, entering Dental class drops to 21, but rapidly resumes normal 70–80 afterwards. Requirements for admission higher in Medical than in Dental, but Medical running at a surplus and Dental at a deficit. American Medical Association insists on separation of medical and dental students; the separation was resisted, but was accomplished to some extent.

1923— Pearson Chemistry building constructed. Major bequest from Board Chairman Fletcher intended to found School of Law and Diplomacy. It took four years to settle the estate, but five professorships in related liberal arts areas were endowed immediately.

1925— Trustees set enrollment limits of 900 for Hill—350 Liberal Arts, 250 Jackson, 300 Engineering, just over actual enrollment.



Interior - Bray Mechanical Engineering Laboratory

1925–1926— Trustees use Braker estate in accord with will, but not original intention, to establish graduate teaching fellowships (especially in economics, but also in history and English), to broaden course offerings in business areas, to endow a professorship in Commercial Law and to construct Braker Hall, opened in 1927.

1926— "Brick Yards" clay pit property across railroad bought for eventual conversion to playing fields. Fletcher Hall constructed. Carnegie survey of dental education rates Dental School well. The School has been graduating an average of 70 dentists a year since 1900. Since 1924, staff had numbered more than 130. Generally, it had run at a surplus until the First World War, helping out the Medical School; after the war it ran at a deficit. In 1927 two years of college were required for admission.

1927— Stratton Hall Dormitory for Women opened. About 51% of Liberal Arts students, 29% of Jackson and 62% of Engineering live off campus. No graduate, medical or dental students live on campus. Operating budget exceeds \$1,000,000.

1928— Medical School entering class of 135 selected from over 1,200 applicants. Only Class A Medical School in country operating without financial reserves assigned from the parent university. Conversations with Harvard about cooperation result in 1931/32 agreement to found The Fletcher School of Law and Diplomacy administered by Tufts College and Harvard University.

ASPECTS OF TUFTS UNIVERSITY HISTORY, CONT.

1928–1929—Crane Theological School enrollment back up to 36. Ancient language requirement dropped for the BA degree.

1929—Pre-medical and pre-dental programs in Boston terminated. Association of American Medical Colleges (AAMC) required same standards for admission to pre-medical course as admission to B.A. program. Contemplation of possibility of moving Medical School to Medford. Despite the concern that the Hill schools were considered only adjuncts of Boston and despite the fact that over 1/3 of the Liberal Arts students were enrolled in a seven-year BA/MD program, the enrollment ceiling in Liberal Arts was raised to 500 to accommodate some of the former pre-meds. Tufts first accredited by New England Association of Schools and Colleges (NEASC).

1930—Medical School running at a surplus; college uses some \$200,000 between 1927 and 1937 to help fund operations on the Hill. The New England Medical Center, linking Tufts Medical School, Boston Dispensary, and the Boston Floating Hospital, chartered by the General Court Massachusetts. The Dispensary was founded in 1796, the first organized free medical service in New England, third in the country. The Boston Floating Hospital for Infants and Children was founded in 1894, providing clinical care in the healthful air of Boston Harbor. Using rented barges, then a specially constructed ship (1906) and supplementing the activities with on-shore clinics and extensive home visits in 1926, the Floating Hospital continued until the boat burned in 1926. In 1931, a new building was constructed for the Floating Hospital adjacent to the Boston Dispensary.

1930–1931—Tuition goes to \$300 in Liberal Arts and Jackson.

1931—Bingham Associates Fund and Program established to aid physicians in rural areas, principally in Maine, but also in Massachusetts and Connecticut, eventually involving over 60 hospitals. A further gift from Mr. Bingham enabled Dr. Pratt to found a diagnostic clinic in the Boston Dispensary as the care activity of the Bingham program. AMRAD merged with Magnavox, leaves the campus. Electrical Engineering takes over the AMRAD building.



Freshman soccer team, November 20, 1931

1931–1932—Gymnasium built, later to be named for President Cousens.

1933—Because of depression-induced financial difficulties, all faculty appointments until 1936 were one-year appointments. It was not necessary to reduce permanent staff. The Fletcher School opened in remodeled Goddard Gym, with 21 students and an enrollment limit of 50. Though the desire was for a full-time faculty, the School was run with part-time faculty, many of them from Harvard. The students also had access to Harvard courses. Degrees of MA and MA in Law and Diplomacy authorized; the PhD was added later. The Fletcher library, named for Edwin Ginn, received several major collections.

1933–1934—The degree of Master of Education authorized.



View of the Hill, ca. 1930

1934—Further discussions with Harvard over administrative difficulties result in new agreement giving Tufts "entire control" of the Fletcher School, thenceforth to be run "with the cooperation of Harvard University." The Dental School adopts specification of the American Association of Dental Schools requiring two years of college for admission, effective 1937–38. By 1936–37 about half of entrants had already earned college degrees.

1934–1935—Of the 55 graduate students enrolled, half were schoolteachers working in the Department of Education. Only seven of the 55 paid any tuition and nine were not degree candidates. Despite a requirement of college degree for admission and an attempt to cut down enrollment by reducing entering class to 100, Medical School loses Class A rating and is placed on probation.

1937—President Cousens dies; Dean George S. Miller named Acting President. Maximum enrollments for Hill schools changed by Trustees to Liberal Arts, 600; Engineering, 350; Jackson, 300; again, just above the actual enrollments. Crane enrollment at 60.

1938—Leonard Carmichael elected President. President's House built. Joseph H. Pratt Diagnostic Clinic and Hospital founded as a part of the New England Medical Center. Pratt Hospital building constructed across the street from the Boston Dispensary.

ASPECTS OF TUFTS UNIVERSITY HISTORY, CONT.



Group of Deans; November 19, 1930

1938–1939— Administrative reorganization in Arts and Sciences establishes the positions of Dean of the Faculty of Arts and Sciences and Director of Admissions.

1939–1940— Faculty contracts again reduced to one-year appointments and so maintained during Second World War. Pilot training program begun under supervision of Dean of Engineering. Special Engineering and Management taught day and evening. University Extension formed to provide adult education courses. B.S. in Education authorized under Extension Division.

1940— Floating Hospital forced to start charging fees to those who could pay. Trustees adopt formal statement of academic freedom and tenure proposed in 1938 by American Association of University Professors (AAUP) and Association of American Colleges.

1941—Navy ROTC unit established at Tufts. Tuition rose to \$350 in Arts and Sciences Schools. During war, Fletcher suffered losses of enrollment and much of faculty.

1942— An affiliation with Bouve–Boston School of Physical Therapy offered women programs in physical education and physical therapy was administered through Division of University Extension. All schools but Fletcher go on year-round accelerated schedule, maintained until 1946, when two-semester schedule was restored, but the summer session was organized as a regular program.

1943— Navy V–12 program initiated, with 1,000 trainees on campus.

1944— Reservoir on Hill turned over to college by Metropolitan District Commission, dismantled and filled in.

1945— Total enrollment of 2,369 with 307 veterans rises in 1946 to 3,385 with 2,125 veterans. In 1946–47, 80% of the enrollees in Liberal Arts and Engineering were veterans. Married student housing known as “Stearns Village” constructed adjacent to Cousens Gym, and remains for about 10 years. The veterans introduced a geographical dispersion which persists. In 1939–40, 80% of the Hill students came from within 50 miles of Medford; by 1945 every state was represented. Affiliation established with School of the Museum of Fine Arts and the Boston School of Occupational Therapy, both administered through the Division of University Extension. Pool built at Gymnasium.

1946— Pratt Hospital renamed Pratt Clinic–New England Center Hospital. College acquired land on Harrison Avenue adjacent to other parts of New England Medical Center.

1947— PhD programs reauthorized in Arts and Sciences.

1948— Farnsworth Building added to New England Center Hospital, transforming diagnostic clinic to full general hospital for adults. Space rented in Ziskind building for hospital-based research. Bookstore and Jackson Gym for Women constructed in Medford. Overcrowding in Eaton Library, as collection grows past 150,000 volumes. War Memorial Wing added in 1950.

1949— Division of University Extension renamed Division of Special Studies. Contract with Forsyth for academic instruction of dental hygienists. Forming of Air Force ROTC with 300 students enrolled. Army ROTC units in existence in Medical and Dental Schools. ROTC enrollments had continued strongly after the Second World War and during the Korean Conflict in 1951. Seventy percent of the male students in Liberal Arts and Engineering were on a ROTC program. Clayton Center and Professorship established at Fletcher. Slow progress toward building a full-time faculty.

1949–1950— Medical and Dental Schools moved to Harrison Avenue.

1950–1952— Second Century Fund Campaign. At the conclusion of its first century, Tufts had an enrollment of 3,356, an operating budget that exceeded \$5,000,000, and an endowment of \$11,000,000.

1951— Affiliation with the Nursery Training School (later named Eliot–Pearson) through the Division of Special Studies. Construction started on Posner Hall dormitory for Boston students.

1953— President Carmichael resigns. Professor Nils Yngve Wessell named Acting President, President in 1953–54.

1954— Inauguration of special education programs in Division of Special Studies, General Electric Apprentice Program, and Executive Development Program among others. Limitation of Crane School to graduate students. Establishment of Civic Education Center with funds from Lincoln Filene Foundation. Construction of Hodgdon Hall.

ASPECTS OF TUFTS UNIVERSITY HISTORY, CONT.

1955— Change of name from Tufts College to Tufts University, retaining corporate identity of Trustees of Tufts College. Undergraduate divisions were renamed colleges and graduate divisions, schools.

1956–1958— Carnegie-financed self-study, with complete review of University purposes and set of recommendations.

1958—Rehabilitation Institute building added to Boston Dispensary, to house rehabilitation services started in 1951.

1959— Merger of Boston School of Occupational Therapy with Tufts as a department in College of Special Studies.

1959–1962— Construction of Dewick Hall, 1959; Bush Hall, 1959; Tilton Hall, 1961–62.

1960— Formal adoption of brown and blue colors; previously used informally, but without definition of shade, since 1878.



Basil Ince, indoor track team, ca. 1959

1960–1962— Tufts University Program for \$7,550,000 successfully completed. Objectives included \$1,875,000 for faculty salaries; \$905,000 for financial aid; \$100,000 for improving campus grounds. Buildings resulting from Program: Wessell Library; Dana Laboratory; Michael Laboratories; Lincoln Filene Center; conversion of Eaton Library; Patten Auditorium; TU–BSOT headquarters.

1960–1965— The hey-day of graduate school expansion came in the 1960s. In the seven years ending in 1964, the number of applications per year went from 219 to 759; actual registration of graduate students increased from 220 to 465 (including part-time); the number of master's programs went from 21 to 31; and the number of doctoral programs shot up from 8 to 20. There were 121 PhD candidates enrolled in 1964, and two years later there were the equivalent of 404 full-time students of whom 260 were actually enrolled full-time. The maximum enrollment of 300 full-time equivalents set by the trustees in 1959 was reached in 1964, and in 1965 the idea of setting any numerical limit at all was abandoned. Sixteen of the 23 doctoral programs existing in 1967 had been established since 1959.

1961— Impetus given to the concept of a Tufts–New England Medical Center, Inc., naming a Vice President for Health Affairs, with hospital as well as educational responsibilities, and by initiation of a Medical Center-wide planning effort. Major revision of the undergraduate curriculum. New England Medical Center becomes Tufts–New England Medical Center (T–NEMC), a tax-exempt unincorporated alliance.

1962— Crane faculty withdraws from Arts and Sciences to independent professional school status; rejoins in 1965. Inauguration of overseas program with Tufts–in–Italy.

1963— Merger of the Eliot–Pearson School for Early Childhood Education with Tufts University to be known as the Eliot–Pearson Department of Child Study in the School of Arts and Sciences.

1963–1965— Construction of Mugar Hall and renovation of Goddard Hall for the Fletcher School.



Fletcher School Commencement, ca. 1965

1964— Transfer of the Bouve–Boston School of Physical Education and Physical Therapy to Northeastern University. Tufts takes over Bouve buildings as Hill Hall and Lane Hall. Transfer of the Forsyth Hygiene School to Northeastern. Creation of the Experimental College within the Faculty of Arts and Sciences.

1965— Merger of the Boston Dispensary, the Floating Hospital and the Pratt Clinic–New England Center Hospital to form the New England Medical Center Hospitals, as the clinical unit of the Tufts–New England Medical Center. Construction of Wessell Library. Introduction of Columbia Point (Boston, Mass.) and Mound Bayou (Mississippi) Community Health Centers. Phasing out of non-degree programs in College of Special Studies (e.g., General Electric Apprentice Program).

1966— President Wessell resigns; Professor Leonard C. Mead named Acting President.

1967— Burton Crosby Hallowell elected President.

1968— Termination of Tufts–in–Italy; introduction of Tufts–in–London. Crane Theological School terminated in its 99th year by Trustee action. Tufts–New England Medical Center established a Massachusetts nonprofit corporation.

ASPECTS OF TUFTS UNIVERSITY HISTORY, CONT.

1969— Construction of Lewis Hall dormitory. Navy and Air Force ROTC start 3-year phase out. Creation of Plan-of-Study option in undergraduate program. Affiliation agreement between the New England Medical Center Hospital and Tufts University delineates working relationships.

1970–1972— Design of new degree programs (BS in Engineering and BS in Engineering Science) permitting general rather than specific concentration in engineering and higher proportions of liberal arts courses.

1971— Creation of College Within; within the Faculty of Liberal Arts and Jackson. North Hall gutted by fire.

1972–1973— Long range planning studies for the undergraduate programs, for the Tufts–New England Medical Center and for the university as a whole.

1973—Construction of Dental Health Sciences Tower and of Proger Building for the New England Medical Center Hospital, built to form an integral operating unit as the first block of an eventual complete new health center.

1975—Barnum fire: lost in the fire was the elephant Jumbo, Tufts' mascot, donated by P.T. Barnum, an original Trustee, in 1880s. Inauguration of Integrated Studies Program in the Experimental College. Construction of Eliot–Pearson Curriculum Research Laboratory.

1976— President Hallowell resigns; Jean Mayer elected President. Nutrition Institute inaugurated. Association with Institute for Foreign Policy Analysis approved.

1977–1978— Feasibility studies for proposed School of Veterinary Medicine. Federal authorization for Department of Agriculture Human Nutrition Research Center on Tufts Boston campus. Agreement on cross registration and a five-year music degree with New England Conservatory of Music.

1978–1979— School of Veterinary Medicine authorized in 1978 and accepted its first class in the fall of 1979. Completion of Barnum Hall reconstruction and expansion. Gift of Priory at Talloires, France, and inception of special programs there.

1979— Inception of \$140,000,000 Capital Campaign.

1980–1981— Creation of Sackler School of Graduate Biomedical Sciences. Creation of the School of Nutrition, absorbing the Nutrition Institute and the Graduate Department of Nutrition. Return of Dental School to four-year program. Opening of Latin Way dormitory.

1981–1982— Opening of the Cabot Intercultural Center on the Medford campus and of the Large Animal Hospital on the Grafton campus. Opening of Hillside dormitory.

1982–1983— Opening of the Human Nutrition Research Center on Aging and of the new Floating Hospital of the New England Medical Center.

1985— Opening of the Elizabeth Van Huysen Mayer Campus Center. Successful completion of five-year \$140,000,000+ Capital Campaign. Opening of the Henry and Lois Foster Hospital for Small Animals at Grafton. Creation of the Center for Environmental Management.

1986— Opening of the Arthur M. Sackler Center for Health Communications in Boston. The John Baronian Field House was built.

1987— Inauguration of \$250,000,000 Capital Campaign.

1988— Gift from Olin Foundation for language building.

1989— Construction began on the F.W. Olin Center for Language and Cultural Studies, the Science and Technology Center, the Aidekman Arts Center, and a new student residence hall. With the granting of fifty PhD degrees in May, Tufts became eligible for Research Category I, the highest classification of the Carnegie Foundation for the Advancement of Education.

1990— Tufts' endowment reached a new high of \$155,600,000. The new campaign raised \$42,900,000, the highest amount in Tufts' history. Completion of the Science and Technology Center on the Medford campus.



'Faculty Waits on You' Dinner, (l to r) Fletcher Professors Kala Krishna, Donna Marie Oglesby, Rosemarie Rogers, Assistant Dean Maria Judge, Professor John Perry, Academic Dean Richard Mancke, and Professor Joel Trachtman, 1990

1991— President Mayer announced his retirement effective July 1, 1992 to become the first Tufts' chancellor. Dedication of the Olin Building for Language and Culture Studies, the Shirley and Alex Aidekman Center for the Arts, and South Hall, a new dormitory.

1991–1992— Liberal Arts and Jackson, along with the Graduate School of Arts and Sciences, The Fletcher School of Law and Diplomacy, the School of Nutrition, and the Sackler School of Graduate Biomedical Sciences were reviewed by the New England Association of Schools and Colleges. The New Campaign for Tufts was successfully completed raising \$251 million.

ASPECTS OF TUFTS UNIVERSITY HISTORY, CONT.

1992–1993— John DiBiaggio begins as the 11th president of Tufts September 1, 1992. Chancellor Jean Mayer dies January 1, 1993. Russell F. Miller, Tufts University historian and archivist, author of *The History of Tufts: Light on the Hill, A History of Tufts College from 1852–1952* and *Light on the Hill, Volume II, A History of Tufts University Since 1952*, dies January 3, 1993.

1993–1994— School of Dental Medicine celebrated its 125th year. School of Medicine celebrated its 100th year and received full accreditation status for 7 years. Dedication of the Franklin M. Loew Veterinary Medical Education building on the Grafton Campus. Dedication of the Ames Center for Human Performance.

1994— College of Engineering continues celebration of its centennial. USDA Human Nutrition Research Center on Aging renamed in honor of Jean Mayer. Establishment of Jean Mayer Chair in Nutrition. Dedication of the Granoff Family Hillel Building. Tufts research strengths were recognized by its designation as a Research I Institution by the Carnegie Foundation.

1995— Capital Campaign launched—Tufts Tomorrow. The School of Nutrition was renamed the School of Nutrition Science and Policy. Implementation of the Tufts Connect project, an attempt to wire Medford student residences to provide data connections, telephone service and cable. Tufts was included among the top 25 research universities in the country by U.S. News and World Report.

1996— Dedication of Tisch Library. Completion of the Tufts Connect Project. Opening of the Dr. Melvin Goldman Postgraduate Endodontic Center at the Dental School. The School of Nutrition Science and Policy graduated its first master's degree candidates with concentrations in Nutrition Communication and in Agriculture, Food, and Environment. Tufts moves up from 25 to 22 in the ranking of top research universities in the country by U.S. News and World Report.

1996–1997— Study Abroad programs flourish with the successful launching of the Ghana and Chile programs. Tufts experienced the largest undergraduate applicant pool in its history. At the School of Nutrition Science and Policy, the Alan Shawn Feinstein International Famine Center was established. Tufts University Department of Public Safety received the Jeanne Clery Award for excellence in campus security.

1998— For the 2nd year in a row the Department of Public Safety receives the Jeanne Clery Campus Safety Award. Urban and Environmental Policy celebrates 25th year. What was once a cow pasture on the Grafton campus is the new stomping ground for the men and women's cross-country teams.

1999— Opening of the Gantcher Family Sports and Convocation Center on the Medford/Somerville campus. The first candidates for the Master of Arts in Humanitarian Assistance, a degree offered jointly by the Fletcher School of Law and Diplomacy and the School of Nutrition Science and Policy, graduated in May.

2000— The new Student Services Center, located in Dowling Hall, serves Arts, Sciences & Engineering students (as well as some services to Nutrition and Fletcher students). The Fletcher School of Law and Diplomacy launched the Global Master's Program (GMAP)—a yearlong, combined residency and Internet-mediated graduate program. The College of Engineering became the School of Engineering in the spring.

2001— John DiBiaggio resigns as the 11th president of the University. Lawrence S. Bacow elected as the 12th president of the university. The Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy was named for its benefactors. The School of Dental Medicine receives accreditation from the Commission on Dental Accreditation of the American Dental Association in July; the next site visit is scheduled for 2008. Tufts' Psychology Department has a new 28,000-square-foot structure on the Medford/Somerville campus.

2002— After 21 years of service, Sol Gittleman stepped down as Provost on July 31. Jamshed Bharucha became Tufts' new provost and senior vice president in August. The School of Medicine's Graduate Programs in Public Health received accreditation from the Council on Education for Public Health in October; the next review is scheduled for 2009. The Jaharis Family Center for Biomedical and Nutrition Sciences was dedicated in November. The Tufts Tomorrow Campaign was successfully completed, raising \$600 million.

2003— Dr. Michael Rosenblatt was named as the Dean of Tufts School of Medicine. Mary R. Jeka was appointed Vice President of University Relations. Linda M. Abriola was named Dean of the School of Engineering, the first female dean. Tufts-NEMC taps first female to serve as President, CEO. Ellen Zane was named as the new president and CEO of Tufts-New England Medical Center and Floating Hospital for Children. In November, Tufts (College of Liberal Arts, Jackson College, Graduate School of Arts & Sciences, School of Engineering, College of Special Studies, The Fletcher School of Law and Diplomacy, Sackler School of Graduate Biomedical Sciences and the Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy) received reaccreditation by the New England Association of Schools and College. The next evaluation is scheduled for 2013. John Baronian, A50, donated 3,000 sculptures and art pieces.

ASPECTS OF TUFTS UNIVERSITY HISTORY, CONT.

2004— Dr. Eileen Kennedy was named Dean of the Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy. The Cummings Foundation committed to investing \$50 million in the Tufts University School of Veterinary Medicine over 15 years; the school was renamed Cummings School of Veterinary Medicine at Tufts University in the spring of 2005. Mexico's National Commission for Science and Technology (CONACYT) signed a two-year agreement with the university, coinciding with November's meeting of the International Board of Overseers. The Peace Corps ranked the university in the top 5 of the Top Producing Small Colleges and Universities. Tufts entered into a historic partnership with Medford and Somerville, which included providing financial support to the cities, working together on economic development projects, guaranteeing student financial assistance and continuing many existing collaborations. Bello Field, a new synthetic turf field located opposite Cousens Gym, was completed. The Tower Café opened in the Dranetz Tower of Tisch Library.

2005— Dr. Robert Sternberg was named Dean of the School of Arts and Sciences. Philip Kosch resigned as Dean of the Cummings School of Veterinary Medicine. In June, Tufts launched its OpenCourseWare website. The Cummings School of Veterinary Medicine received accreditation from the American Veterinary medical Association in March; the next site visit is scheduled for 2011. Nearly 50 Tulane University students, displaced by Hurricane Katrina, spent the fall semester at Tufts University. Pierre and Pam Omidyar, both graduates of Tufts, invested \$100 million in international microfinance initiatives through a unique partnership with Tufts. The \$100 million endowment gift is the largest single gift in the history of Tufts University, as well as the largest private allocation of capital to microfinance by an individual or family. Pierre and Pam Omidyar also committed a \$25 million challenge grant to be used to expand the number of undergraduate scholarships. The Cummings School of Veterinary Medicine was awarded a \$15 million grant from the National Institutes of Health to build a state-of-the-art, regional biosafety laboratory on the Grafton campus. A new boathouse for the crew teams was built on the Malden River in Medford.

2006—Dr. Deborah T. Kochevar began as the Dean of the Cummings School of Veterinary Medicine in August. Amelia Tynan was appointed as the University's Vice President of Information Technology and Chief Information Officer in September. Martin Sherwin, Tufts' Walter S. Dickson Professor of English and American History, was the co-recipient of the 2006 Pulitzer Prize for biography. Professor Sherwin received the award for a biography of J. Robert Oppenheimer, "American Prometheus," that he co-authored with Kai Bird. Burton Crosby Hallowell, the ninth president of Tufts University, died on November 21, 2006. Tufts endowment has grown from \$657 million to \$1.2 billion as of June 30, 2006. Jonathan Tisch made a landmark \$40 million gift to name the Jonathan M. Tisch College of Citizenship and Public Service, which was celebrated in May. Delta Dental of Massachusetts awarded \$5 million to the School of Dental Medicine. Nobel Biocare AB, of Sweden, has awarded \$4 million to the School of Dental Medicine. Tufts University celebrated its 150th commencement in May. Sophia Gordon Hall, the Medford/Somerville campus's first new residence hall since 1991, opened in September. A new 137-space student parking garage opened in September. Construction of a small animal clinic for the Cummings School of Veterinary Medicine was completed, and an addition is being built at the Large Animal Hospital on the Grafton campus.

2007— Steven Manos retired in August as Executive Vice President, after 26 years. Patricia Campbell began as Executive Vice President in September. Professors William Moomaw and Adil Najam of The Fletcher School were members of the UN Intergovernmental Panel on Climate Change (IPCC) panel, most recently as part of the group of scientists involved in the production of the 4th Assessment Report. The climate campaign to raise awareness about global warming led by Al Gore and the UN IPCC have been jointly awarded the 2007 Nobel Peace Prize. Tufts University Robinson Professor of Chemistry David Walt was named to the National Academy of Engineering (NAE). Steve Tisch (A '71) has made a commitment of \$10 million to support Tufts' planned \$30-million athletics and fitness facilities expansion and renovation on the Medford/Somerville campus. Steven Jaharis, M.D., (M '87) and his father Michael Jaharis have made a commitment of \$15 million from the Jaharis Family Foundation for new facilities at the School of Medicine. The American Academy of Arts and Sciences elected Madeline Caviness (Art History) and Martin Sherwin (History) to Fellowships. School of Engineering overseer and former trustee Bernard Gordon was also named. On November 14, the University conducted its first live test of the Tufts Emergency Alert System. The Perry and Marty Granoff Music Center opened in January, 2007. The Lorin L. Dame School in Medford was renovated to provide offices, meeting, and work space for University Advancement and University Relations. The Interfaith Center opened in September, 2007. Ground was broken for a new regional biosafety lab in Grafton.

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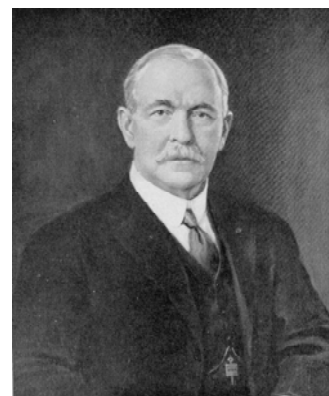
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President, 1938–1952. B.S., Tufts, 1921; Ph.D., Harvard, 1924; L.D., Boston University, 1938; Colgate, 1938; Northeastern, 1941; Rhode Island State, 1942; St. Lawrence, 1943; Litt.D., Portia Law, 1939, Sc.D., Tufts 1937; L.H.D., Maine 1949.

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President, October 29, 1953 – August 31, 1966. B.S., Lafayette College, 1934; Sc.M., Brown, 1935; Ph.D., Rochester, 1938; Sc.Ed.D., Lafayette, 1951; L.H.D., Lesley College, 1955; L.L.D., Boston University, 1956; Boston College, 1957; Northeastern, 1958; Brown 1958; Jur.D., Portia Law School, 1959; Litt.D., American International College, 1960; L.H.D., Brandeis, 1961.

BURTON CROSBY HALLOWELL

President, September 1967 – June 30, 1976. A.B., Wesleyan University, 1936; M.A., Wesleyan, 1938; Ph.D., Princeton, 1949; L.H.D., Boston University, 1969; L.L.D., Northeastern, 1973.

JEAN MAYER

President, July 1, 1976 – August 31, 1992. B.Litt., University of Paris, 1937; B.Sc., University of Paris, 1938; M.Sc., University of Paris, 1939; Ph.D., Yale University, 1948; Dr-es-Sc., Sorbonne, 1950.

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President, September 1, 1992 – August 31, 2001. A.B., Eastern Michigan University, 1954; D.D.S., University of Detroit, School of Dentistry, 1958; M.A., University of Michigan, Rackham School of Graduate Studies, 1967.

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NOVEMBER 2008

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Chaired by the President. Consists of Provost/Senior Vice President, Executive Vice President, Vice Provost, Associate Provosts, Vice Presidents, Deans (Arts & Sciences, Engineering, Tisch College of Citizenship and Public Service, Fletcher, Medical, Sackler, Dental, Friedman School of Nutrition Science and Policy, and Cummings School of Veterinary Medicine), Director of the Jean Mayer USDA Human Nutrition Research Center on Aging (HNRC), Executive Director of Institutional Diversity and Chief of Staff to the President. Meets at least three times each semester.

Provost's Council

Chaired by the Provost/Senior Vice President. Consists of Executive Vice President, Vice President for University Advancement, Vice President for University Relations, all major Deans of Schools (Arts & Sciences, Engineering, Tisch College of Citizenship and Public Service, Fletcher, Medical, Dental, Friedman School of Nutrition Science and Policy, and Cummings School of Veterinary Medicine), Director of the Jean Mayer USDA Human Nutrition Research Center on Aging (HNRC), Vice Provost, Associate Provosts, Senior Assistant Provost for Faculty Administration, Assistant Provost, Executive Director-Office of Institutional Diversity, and Administrative Director of the Boards of Overseers. Meets when necessary, September to June.

Administrative Council

Chaired by Executive Vice President. Consists of Provost/Senior Vice President, Vice Presidents (Finance, Human Resources, Operations, University Advancement and University Relations), Executive Associate Chief Information Officer, Director of Audit & Management Advisory Services, Associate Provost for Institutional Research and Evaluation, Vice Provost, Executive Director for Planning and Administration, Executive Associate Deans of Schools, the HNRC, and the Associate Dean of the Tisch College. Meets monthly, September to May.

Staff Council

Chaired by Executive Vice President. Consists of Provost/Senior Vice President, Vice Presidents (Finance, Human Resources, Operations, University Advancement and University Relations), Executive Associate Chief Information Officer, and Executive Director for Planning and Administration. Meets weekly.

Research and Graduate Programs Council

Co-chaired by the Vice Provost and Associate Provost for Graduate Education. The Council provides a forum to exchange information and coordinate research and graduate programs across the University with the goal of continuously improving existing programs and encouraging initiatives that enhance Tufts University's academic leadership. Membership consists of the Graduate Academic Dean of each School, a representative from the HNRC, the Assistant Provost, the Director of Research Administration, the Director of Corporate and Foundation Relations, the Director of the Office for Technology Licensing & Industry Collaboration, the Director of Proposal Development, and the Director of Financial Operations. Meets three to four times per year.

University-Wide Committee on Teaching and Faculty Development (UCTFD)

Chaired by Associate Provost, and a rotating co-chair from one of the Schools. The role of the UCTFD is to assist the Provost in affirming excellent teaching and learning as a priority at Tufts, and in that context to promote and coordinate the educational and faculty development activities of Tufts' schools. The UCTFD also serves as the steering committee for the University-Wide Center for the Enhancement of Learning and Teaching (CELT), and for the University Seminar program. Membership includes Academic Deans and faculty, as appointed by the School Deans or Directors to represent their local faculty and teaching development "office" or "process," the Dean for Undergraduate Education, a library representative appointed by the University Library Council (ULC), the Director of CELT, and representatives from other institutional offices that support faculty in their academic work, including the Office of Institutional Research and Evaluation and Academic Technology. Meets monthly, September to June.

University Council on Graduate Education (UCGE)

Created by President Bacow in 2001, the UCGE provides intellectual leadership for improving graduate studies throughout Tufts University. Membership consists of a representative from each doctoral granting school except for Arts and Sciences, which has both a scientist and a humanist or social scientist from its doctoral programs, and the Associate Provost for Graduate Education, who serves ex-officio. The council members, as well as its faculty chair, are appointed by the Provost in consultation with the membership and School Deans. Faculty members serve rotating 3 year terms. Meets monthly, September to May.

ADMINISTRATIVE COMMITTEES, CONTINUED

NOVEMBER 2008

OpenCourseWare (OCW) Steering Committee

Initiated by President Bacow to embrace the spirit of increasing access to educational content, the Tufts OpenCourseWare (OCW) project, is managed by the OCW Steering Committee, which provides support and guidance for its mission and strategic direction. It sets agendas, monitors the progress of all aspects of the project—including production, technology needs, course recruitment, adherence to Tufts policy and copyright laws, public relations, website development, budgeting, OCWC consortium and related activities, evaluation, and documentation—making decisions as necessary. The Steering Committee is directed through the Office of the Provost and comprised of University leaders that provide guidance to the project's development, maintenance, and growth in representation of internal and external constituencies. Committee members represent the Office of the Provost, Tisch College, the Office of Institutional Research and Evaluation, University Information Technology, Tufts University Sciences Knowledgebase, and University Advancement. Meets bi-monthly, year round.

Tufts University Science Knowledgebase (TUSK) Steering Committee

Chaired by the Dean for Information Technology, the TUSK Steering Committee is charged with the following: monitoring the general operation of TUSK in support of its user community and planning for the future development of TUSK and assessing its role in university-wide digital library initiatives. Committee members are designated by the Deans of the Medical, Dental, and Veterinary Schools as well as the Executive Associate Chief Information Officer. Membership is reviewed on an annual basis and all records regarding the committee are kept by the Medical Dean's Office. Meets monthly, September to May.

University Library Council (ULC)

Chaired by the Director of University Library Technology Services (ULTS). The ULC is the decision-making body for operational issues that affect all Tufts libraries. These include librarian promotions, personnel policies that affect librarians and support staff in the libraries, the creation of and appointment to university-wide library committees and committees of the Boston Library Consortium, collection management among Tufts libraries, membership in cooperative groups, such as the Boston Library Consortium, and outside contracts. Membership consists of the Directors of all of Tufts libraries, as well as the directors from Digital Collections and Archives and ULTS. Ex-officio members attend from the Provost's Office, which sponsors the ULC, as well as from University Information Technology (UIT). Meets monthly, year-round.

Tufts Shared Services (TSS)

Tufts Medical Center (TMC)

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Consists of the six Corporation Members, as well as Mr. James Foley, Executive Director of the Corporation.

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John Roberto (TU)
James Foley (TSS)
Jeffrey Weinstein (TMC)



Circulation desk in Eaton Library, ca. 1930

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FALL 2008

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FALL 2008

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Investment Office

Sally Dungan, Chief Investment Officer

Office of the Provost and Senior Vice President

Jamshed Bharucha, Provost and Senior Vice President
Peggy Newell, Vice Provost
Mary Y. Lee, Associate Provost
Vincent Manno, Associate Provost
Dawn Geronimo Terkla, Associate Provost for Institutional Research and Evaluation
Elizabeth Canny, Senior Assistant Provost for Faculty Administration
Suna K. Grassi, Assistant Provost

Office of Institutional Research & Evaluation

Dawn Geronimo Terkla, Associate Provost for Institutional Research and Evaluation

Office of the Vice Provost

Peggy Newell, Vice Provost
M.S. AtKisson, Director, Proposal Development
Jennifer Graf, Institutional Review Board Administrative and Operations Manager
Suna K. Grassi, Assistant Provost
Nina Green, Director, Technology Licensing and Industry Collaboration
Thuy Nguyen, Business Operations Manager
Paul Murphy, Director, Research Administration
Valerie Parkison, Manager, Institutional Animal Care and Use Committee (IACUC)
Scott Perkins, Director, Laboratory Animal Medicine
Yvonne Wakeford, Administrator, Institutional Review Board (IRB)

Office of the Executive Vice President

Patricia Campbell, Executive Vice President
Martha Pokras, Executive Director for Planning and Administration

University Advancement

Brian K. Lee, Vice President for University Advancement
Eric Johnson, Executive Director, Development
Timothy B. Brooks, Director, Alumni Relations
Christine Sanni, Director, Advancement Communications & Donor Relations
Christopher Simoneau, Director, Central Development Programs & Campaign Manager
Timothy Cross, Senior Director of Advancement Services
Brigette Bryant, Senior Director, Development, Arts and Sciences

University Advancement, continued

Marah Atwell, Director, Information Systems
Sunny Callahan, Director, Planning and Administration
Peter Cerundolo, Director, Development, Interdisciplinary Programs
Cindy Briggs Tobin, Director, Development and Alumni Relations, Friedman School
Leslie Kolterman, Senior Director, Development and Alumni Relations, School of Medicine
Celeste Mahoney, Director, Special Events
Donald McGowan, Director, Corporate and Foundation Relations
Roger A. Milici, Senior Director, Development and Alumni Relations, Fletcher School
Nancy Morrison, Director of Parents Program
Shelley Rodman, Senior Director, Development and Alumni Relations, Cummings School of Veterinary Medicine
Rebecca Scott, Director, Gift Planning
Maria Gove Tringale, Senior Director, Development and Alumni Relations, School of Dental Medicine
Jo Wellins, Deputy Director, Development
Catharine de Lacy Senior Director, Development, School of Engineering

Audit and Management Advisory Services

Seth Kornetsky, Director, Internal Audit & Management Advisory Services

Finance

Thomas S. McGurty, Vice President for Finance and Treasurer
Susan Leverone, Senior Director, Finance and Planning
John Walker, Accounting Director, Finance and Planning
Diane Devlin, Director, Purchasing
Richard Doolin, Director, Financial Services
Carolyn Livingston, Director, Financial Information Systems, Financial Services
Betsey Anderson, Budget Director, Finance and Planning
Grace Viola, Director, Cost and Capital Analysis, Finance and Planning
Dave Beall, Senior Manager, Financial Services
Robert Gawlak, Senior Manager, Sponsored Programs Accounting, Financial Services
Peter Barone, Manager, Disbursements, Financial Services
Darleen Karp, Associate Treasurer, Treasury Operations
David B. Lee, Publisher/CEO, Tufts Media Enterprises
Kathy Mundhenk, University Bursar and Co-Manager, Student Financial Services
Terry Goodale, Health Sciences Bursar, Financial Services

Human Resources

Kathe Cronin, Vice President
Anne DeBenedictis, Director, Compensation and Systems
Regina Corrao, Director, Organizational Development and Training
Ann White, Director, Benefits
Julia B. Leonard, Director, Employee Relations/Employment – Boston & Grafton
Open, Director, Employee Relations/Employment – Medford

CENTRAL UNIVERSITY ADMINISTRATION, CONT.

Operations

John M. Roberto, Vice President, Operations
 Robert W. Bertram, Director, University Facilities
 M. Mitchell Bodnarchuk, Director, Construction Management
 Joseph T. Chilton, Jr., Director, Campus Facilities, Grafton
 Bruce L. Ketchen, Director, Office of Real Property Services
 John M. King, Senior Director of Public and Environmental Safety
 Patricia Klos, Director, Dining and Business Services
 Steve L. Nasson, Director, Campus Facilities, Boston
 David J. Slater, Director, Risk Management and Insurances

University Information Technology (UIT)

David Kahle, Executive Associate Chief Information Officer (CIO)
 Timothy Pierson, Associate CIO for Enterprise Infrastructure and Operations
 Angie Milonas, Director, Finance and Administration
 Charles Young, Director, Information Security and Chief Information Security Officer
 Barbara Heffernan, Interim Director, Administrative Computing
 James Roberts, Interim Director, Systems and Operations; Interim Director, Network and Telecommunications
 Dawn Irish, Interim Director, Support Services; Associate Director, Outreach
 Marybeth Caputo, Budget and Fiscal Officer

University Libraries

Jo-Ann Michalak, Director, Tisch Library
 Eric D. Albright, Director, Hirsh Health Sciences Library
 Charlotte Keys, Director, University Library Technology Services
 Anne Sauer, Director, Digital Collections and Archives; University Archivist
 Margret Branschovsky, Director, Library Services and Information Technology, Webster Library, Cummings School of Veterinary Medicine
 Jeff Kosokoff, Director, Edwin Ginn Library and Information Technology, Fletcher School

University Relations

Mary R. Jeka, Vice President for University Relations

University Relations - Community Relations

Barbara Rubel, Director

University Relations - Publications

Gail Bambrick, Director

University Relations – Public Relations

Kimberly Thurler, Director, Medford/Somerville Campus
 Christine Fennelly, Director, Boston/Grafton Campuses

University Relations – Web Communications

Bill Denneen, Director

University Relations – University Counsel

Dickens Mathieu, Senior Counsel for Labor and Employment
 Martin Oppenheimer, Senior Counsel for Business and Corporate Affairs

University Photography

Vacant, Editor

DEPARTMENT CHAIRS AND PROGRAM CHAIRS, FALL 2008 (EXCEPT WHERE NOTED)

Arts and Sciences	Chairs/Directors
Africa & the New World	Associate Professor Daniel Brown, Coordinator
American Studies	Associate Professor Deborah Pacini Hernandez, Director
Anthropology	Professor David Guss
Art and Art History	Associate Professor Cristelle Baskins
Asian Studies	Associate Professor Ikumi Kaminishi, Coordinator
Biology	Associate Professor Juliet Fuhrman
Boston School of Occupational Therapy	Professor Linda Tickle-Degnan
Center for Interdisciplinary Studies	Associate Professor Greg Carleton
Chemistry	Professor Krishna Kumar
Child Development	Associate Professor Ellen Pinderhughes
Classics	Professor R. Bruce Hitchner
Community Health	Sr. Lecturer Edith D. Balbach
Drama & Dance	Associate Professor Barbara W. Grossman
Economics	Professor Enrico Spolaore
Education	Professor Analucia Dias Schliemann
English	Professor Lee Edelman
Environmental Studies	Associate Professor George Ellmore, Director
Geology	Associate Professor Anne F. Gardulski
German, Russian & Asian Languages & Literatures	Professor Hosea Hirata
History	Professor Howard Malchow
International Relations Program	Associate Professor Malik Mufti
Latin American Studies	Associate Professor Nina Gerassi-Navarro
Mathematics	Professor Bruce Boghosian
Museum Studies (Visual & Critical Studies)	Lecturer Diane O'Donoghue
Music	Professor Joseph Auner
Peace and Justice Studies	Professor Paul Joseph, Director
Philosophy	Professor Nancy Bauer
Physical Education/Athletics	Director William Gehling
Physics & Astronomy	Professor William P. Oliver
Political Science	Professor Robert Devigne
Psychology	Professor Robert G. Cook
Religion	Associate Professor Joseph Walser
Romance Languages	Professor Jose Antonio Mazzotti
Sociology	Professor John Conklin
Urban & Environmental Policy	Associate Professor Julian Agyeman
Women's Studies	Professor Carol Flynn, Interim Director, Fall '08 Associate Professor Modhumita Roy, Director Spring '09
World Civilizations	Professor Vida Johnson
Engineering	Chairs
Biomedical Engineering	Professor David L. Kaplan
Chemical & Biological Engineering	Professor Nak-Ho Sung
Civil & Environmental Engineering	Professor Masoud Sanayei
Computer Science	Professor Diane Souvaine
Electrical & Computer Engineering	Professor Jeffrey A. Hopwood
Mechanical Engineering	Professor Richard W. Wlezien

DEPARTMENT CHAIRS AND PROGRAM CHAIRS, FALL 2008, CONTINUED

School of Dental Medicine		Chairs
Endodontics		Daniel B. Green, DDS
General Dentistry		Noshir Mehta, DMD
Oral and Maxillofacial Surgery		Maria B. Papageorge, DMD, MS
Oral and Maxillofacial Pathology		Michael A. Kahn, DDS
Orthodontics		Barry Briss, DMD
Pediatric Dentistry		Stanley A. Alexander, DMD
Periodontology		Terrence J. Griffin, DMD
Prosthodontics and Operative Dentistry		Robert J. Chapman, DMD
Public Health and Community Service		Catherine Hayes, DMD, DMSc
School of Medicine		
Basic Science		Chairs
Anatomy and Cellular Biology		James Schwob, MD, PhD
Biochemistry		Brian F. Schaffhausen, PhD
Molecular Biology and Microbiology		Abraham L. Sonenshein, PhD, Interim
Neuroscience		Philip G. Haydon, PhD
Pathology		Henry H. Wortis, MD
Pharmacology and Experimental Therapeutics		David J. Greenblatt, MD
Physiology		Eric Frank, PhD
Clinical		Chairs
Anesthesiology		Michael H. Entrup, MD
Dermatology		Alice Bendix Gottlieb, MD, PhD
Emergency Medicine		Niels K. Rathlev, MD
Medicine		Deeb N. Salem, MD
Neurology		Thomas Sabin, MD, Interim
Neurosurgery		Carl Heilman, MD
Obstetrics and Gynecology		Kenneth L. Noller, MD
Ophthalmology		Jay S. Duker, MD
Orthopaedic Surgery		Charles Cassidy, MD
Otolaryngology/Head and Neck Surgery		Elie E. Rebeiz, MD
Pediatrics		John R. Schreiber, MD, MPH
Physical Medicine and Rehabilitation		Harry C. Webster, MD, MPH, Interim
Psychiatry		Paul Summergrad, MD
Public Health and Family Medicine		Aviva Must, PhD
Radiation Oncology		David E. Wazer, MD
Radiology		Edgar Kent Yucel, MD
Surgery		William C. Mackey, MD
Urology		Gennaro A. Carpinito, MD

DEPARTMENT CHAIRS AND PROGRAM CHAIRS, FALL 2008, CONTINUED

Friedman School of Nutrition Science & Policy

Chairs

Food and Nutrition Policy *

Daniel G. Maxwell, PhD

Nutrition Sciences *

Sarah L. Booth, PhD

*new departments created July 1, 2008

Sackler School of Graduate Biomedical Sciences

Program Directors

Cell, Molecular, & Developmental Biology

John Castellot, PhD

Biochemistry

Larry Feig, PhD

Clinical Research

Harry P. Selker, MD, MSPH

Genetics

Erik Selsing, PhD

Molecular Microbiology

Abraham L. Sonenshein, PhD

Neuroscience

Kathleen Dunlap, PhD

Immunology

Henry Wortis, MD

Pharmacology & Experimental Therapeutics

Richard I. Shader, MD

Physiology

Laura Liscum, PhD

Cummings School of Veterinary Medicine

Chairs

Biomedical Sciences

Arthur Donohue-Rolfe, PhD, Interim

Clinical Sciences

John Berg, DVM

Environmental and Population Health

George Saperstein, DVM



The grounds of the Cummings School of Veterinary Medicine.

FACULTY COMMITTEES, FALL 2008

Arts, Sciences and Engineering

Bylaw Committees

Academic Awards

Athletics

Budget & University Priorities *

Campus Planning & Development

Committee on Committees *

Educational Policy Committee

Equal Educational Opportunity

Executive Committee for AS&E *

Faculty Advisory Board for Administration *

Faculty Research Awards

Faculty Research Support & Facilities

Foreign Programs (EPC Subcommittee)

Grievance Panel *

Library Committee

Specific Learning Disabilities
(EPC Subcommittee)

Student Life

Committee European Center at Talloires

Summer School

Tenure & Promotion *

Undergraduate Admissions & Financial Aid

Chairperson / Convenor

Associate Professor Barbara Grossman

Associate Professor Albert Robbat

Professor Daniel Richards

Associate Professor Jeffrey Zabel

Associate Professor Bernhard Martin

Associate Professor James Ennis

Associate Professor Keith Maddox

Associate Professor Chris Swan, Co-chair

Professor Kent Portney, Co-chair

Professor Robert Cook

Professor Vida Johnson

Associate Professor Arthur Utz

Professor Gary Leupp

Professor Loring Tu

Professor Michael Reed

Professor Maryanne Wolf, Convenor

Associate Professor Calvin Gidney, Co-chair

Associate Professor Steven Hirsch, Co-chair

Senior Lecturer Emese Soos, Co-chair

Professor Gerard Gasarian, Co-chair

Associate Professor John McDonald

Professor Charles Shiro Inouye

Associate Professor David Garman, Co-chair

Associate Professor Jeffrey Taliaferro, Co-chair

Liberal Arts & Jackson Bylaw Committees

Academic Review Board

Curricula Committee

Committee on Academic Standing & Honors

Chairperson / Convenor

Associate Professor Stephen Bailey

Professor Francie Chew, Convenor

Associate Professor Linda Loury

Engineering Bylaw Committees

Academic Standing

Curriculum Committee

Engineering Graduate Studies

Chairperson / Convenor

Assistant Professor Caroline Cao, Convenor

Associate Professor Daniel Ryder

Associate Dean Sergio Fantini

Graduate School of Arts and Sciences

Executive Committee

Interdisciplinary Doctorate Overseers

Policy & Programs

Chairperson / Convenor

Lecturer Martha Pott

Professor Robin Kanarek

Dean Lynne Pepall

*Committees elected by the faculty

FACULTY COMMITTEES, FALL 2008, CONTINUED

A&S Non-Bylaw Committees

Community Health Policy Board
Environmental Studies
Experimental College Board

Chairperson/Convenor

Director/Sr. Lecturer Edith Balbach
Associate Professor George Ellmore
Lecturer Anne Mahoney

Health Professions Recommendations Committee

Associate Professor Harry Bernheim

International Relations Program

Associate Professor / Director Malik Mufti

National & International Scholarship Awards

Dean James M. Glaser, Convenor

Peace & Justice Studies

Professor Paul Joseph

Pre-Legal Advising

Associate Dean Karen Garrett Gould, Convenor

Women's Studies Faculty

Associate Professor Modhumita Roy

Trustees Committees

Academic Affairs
Administration & Finance
University Advancement

Faculty Representative

Professor Judith Wechsler
Professor Roger Tobin
Associate Professor Christopher Swan

Mandated Committees

A&S Safety
Human Subjects
Institutional Animal Care and Usage
Radiation Hazards Control

Chairperson/Convenor

Inactive Committee
Reverend David O'Leary
Committee members are not listed*
Associate Professor Harry Bernheim

* Information regarding membership on the IACUC is available from the Office of the Associate Provost for Research.

University-Wide Committees

Affirmative Action Officers Council
Ethics

Chairperson/Convenor

Director Jacqueline Hymes
Professor Sheldon Krinsky, Co-chair
Professor Norman Stearns, Co-chair
Vice Provost Peggy Newell, Convenor
Director Amy Ingrid Schlegel, Convenor

Fraud & Research Misconduct

Gifts of Arts Committee

The Fletcher School of Law and Diplomacy

Executive
Admissions and Scholarships
Curriculum and Requirements for Degrees
Library

Chairperson/Convenor

Dean Stephen Bosworth
Professor Vali Nasr
Associate Professor Alan Wachman
Associate Professor Alan Henrikson

**Gerald J. and Dorothy R. Friedman
School of Nutrition Science and Policy**

Admissions

Appointments, Tenure and Promotions
Committee on Committees
Curriculum and Degrees
Finance and Fundraising Advisory
Grievance

Chairperson/Convenor

Dr. Daniel Maxwell, Policy Chair
Dr. Sarah Booth, Science Chair
Dr. Mohsen Meydani
Dr. Helen Rasmussen
Dr. Alice H. Lichtenstein
Dr. Jeffrey Blumberg
Assistant Professor Odilia Bermudez

FACULTY COMMITTEES, FALL 2008, CONTINUED

School of Dental Medicine

Chairperson/Convenor

Admissions	Mr. Mark Gonthier
Advanced and Graduate Education	Dr. Paul Stark
Committee on Committees	Dr. James Hanley
Continuing Education	Dr. Morton Rosenberg
Curriculum	Dr. Nancy Arbree
Dental Faculty Practice	Dr. Aaron Sheinfeld
Ethics, Professionalism and Citizenship	Mr. Mark Gonthier
Equal Educational Opportunity	Dr. Aidee Herman
Executive Faculty	President, Provost or Dean
Faculty Appointments, Promotions and Tenure	Dr. Morton Rosenberg
Outcomes Assessment	Dr. Michael Kahn
Patient Care Quality Assurance	Dr. James Hanley
Promotions (Predoctoral)	Dr. Michael Thompson
Research	Ms. Eileen Doherty
Risk Management, Safety and Infection Control	Dr. James Hanley
Technology	Dr. Roger Galburt

School of Medicine

Chairperson/Convenor

Admissions	Dr. David A. Neumeyer
Basic Science Appointments and Promotions	Dr. F. Rob Jackson
Clinical Faculty Appointments and Promotions	Dr. David J. Schoetz, Jr.
Committee on Committees	Dr. Larry Feig
Curriculum	Dr. Susan Hadley
Executive Council	Dr. Michael Rosenblatt, Dean
Faculty Grievance	Marsha Boumil, J. D.
Scientific Affairs	Open
Student Evaluation and Promotion	Dr. Gerard Gaughan

**Sackler School
of Graduate Biomedical Sciences**

Chairperson/Convenor

Executive Council	Dr. Naomi Rosenberg
Programs and Faculty	Dr. Beverly Rubin
Nominations	Dr. Maribel Rios
Awards	Dr. James Baleja

Cummings School of Veterinary Medicine

Chairperson/Convenor

Admissions	Dr. Scott Shaw
Advanced Education	Dr. Angeline Warner
Animal Welfare	Dr. Gene White
Curriculum	Dr. Lois Wetmore
Faculty Appointments and Promotions	Dr. Randy Boudrieau
Faculty Grievance	Dr. Melissa Mazan
Student Ethics and Grievance	Dr. Elizabeth Rozanski
Student Promotions	Dr. Mary Labato

STUDENT GOVERNMENT

Although the Trustees possess the ultimate legal authority and responsibility for the university, all members of the Tufts community, including students, have a voice in a majority of the decisions which affect them.

UNDERGRADUATE ARTS, SCIENCES AND ENGINEERING

Students have a voice and vote in those areas which affect their academic, social, and residential lives. Within broad limits, students are allowed to establish operating rules for residential life within their own residence through individual residence hall governments and the Inter-Dormitory council. Through student government, in the form of the Tufts Community Union Senate, students are provided with a forum for the discussion of all student concerns and the means of responsive action.

TUFTS COMMUNITY UNION

The Constitution of the Tufts Community Union (TCU), ratified by the student body in 1981, establishes several different branches of student government. These include the TCU Senate, the TCU Judiciary (TCUJ), the Allocations Board (ALBO) and the Elections Commission (ECOM). The TCUJ is the student judicial body that exercises the judicial powers of the TCU. The primary purpose of the TCUJ is to decide on the constitutionality of actions of the Senate and other student organizations. It also is the body that grants recognition to new student organizations and the right to use the Tufts' name. The ECOM ensures fairness in all campus-wide votes, elections, and referenda. The ALBO disburses over a million dollars annually from funds collected through the student activities fee to the recognized student organizations.

THE TUFTS COMMUNITY UNION SENATE

<http://senate.tufts.edu/>

The TCU Senate is the representative government of the entire undergraduate student body. All undergraduate students paying the student activities fee are members of the TCU, and are entitled and encouraged to take part in student government by running for elected positions of the various branches, applying for appointment to Faculty or Trustee committees, and voting in campus elections and attending meetings.

The Constitution provides for a student senate of twenty-nine voting members, seven from each class, including a commuter representative plus four non-voting minority representatives. This is the body which speaks for the TCU as a whole and which allocates the total amount of the student activities fees to student organizations through a council system. The meetings of the Senate are open to any student wishing to attend and are generally held on Sunday nights in the large conference room of the Campus Center.

As a representative body of the Tufts undergraduate community, the TCU Senate deals with all aspects of student life. To properly address such concerns as community relations, housing, educational policy, financial aid and cultural and ethnic diversity, the Senate constantly seeks input from the student body. In its attempt to meet the needs and wants of its constituency, the Senate strongly encourages feedback on all issues and projects and is always open to new ideas and opinions.

The Senate Allocations Board has nine councils which serve as the mechanism for granting funds. All student organizations which have applied for Senate funding and have been granted recognition by the Judiciary are placed into one of these councils. In the spring each organization presents its annual budget request to the Allocations Board of the Senate. The Senate then makes allocations based on the needs of the council being considered and the availability of funds.

By the vote of the Faculty of Arts and Sciences in April 1973, the following students may attend and participate in Faculty meetings without vote, except during consideration of confidential matters: all members of the TCU Senate; the student chair of the Committee on Student Life; ten student representatives who petition TCU for the right to attend; two representatives of student publications; two representatives of WMFO; a total of 43 students.

FACULTY AND TRUSTEE COMMITTEES

In the past, faculty committees have provided Tufts' students with their strongest voice in those areas which affect them. Each fall, students are appointed to these committees. In addition, every year in the spring one seat is available on each of three Trustee committees. The TCU Senate fills these positions through an application and interview process. Information about the openings and applications are found in the student senate office in the Campus Center.

STUDENT GOVERNMENT - GRADUATE AND PROFESSIONAL SCHOOLS

GRADUATE SCHOOL OF ARTS AND SCIENCES AND SCHOOL OF ENGINEERING

The Graduate Student Council (GSC) was formed to serve the graduate students of Tufts University in the Graduate School of Arts and Sciences and the School of Engineering. All graduate students in Arts, Sciences and Engineering, are, upon entrance into Tufts, automatic members of the GSC. The GSC works to provide social, cultural, and educational programs, opportunities and activities directed at improving graduate student life, and facilitating the active participation and contribution of Tufts graduate students to both the Tufts' and local community. Perhaps most importantly, the GSC serves as the main voice of advocacy for all AS&E graduate students on the Medford/Somerville campus in dealing with the administration and faculty on issues, both academic and non-academic, ranging from stipends and healthcare to housing and library collections.

THE FLETCHER SCHOOL OF LAW AND DIPLOMACY

Every fall the students at The Fletcher School elect representatives from among their peers to serve for one year on the Student Council and standing and ad hoc committees. First- and second-year students elect representatives from their classes. Doctoral candidates elect one PhD student to serve on the Student Council. With respect to committees, students continuing beyond the second year of study are represented by second-year students. Student Council representatives and committee representatives are responsible for communicating student concerns to the faculty, administration, and committee members, and for reporting back to their constituency.

FRIEDMAN SCHOOL OF NUTRITION SCIENCE AND POLICY

Each year, students elect representatives to the Student Council. The Student Council conducts school-wide academic and social events that are deemed appropriate by the student government. Two students serve on the Curriculum and Degrees Committee as voting members. Students serve as non-voting members of the Finance and Fundraising Advisory Committee and the Admissions Committee. Students also serve on faculty and staff search committees.

SCHOOL OF DENTAL MEDICINE

Each class elects four officers to govern and to relate to the academic and administrative affairs of that class. In addition, student-elected representatives, with vote, sit on all the standing committees of the school except for the Faculty Promotions Committee and the Advanced and Graduate Education Committee. This representation provides the student body with direct input into the academic and clinical affairs of the School of Dental Medicine.

SCHOOL OF MEDICINE

Representing students in all four classes, the Student Council communicates the needs and opinions of the student body to faculty and administration. Students sit on faculty standing committees and other TUSM committees as voting members and participate in making policy which affects them directly or indirectly. Students are responsible for implementation of some school policies and administration of matters which affect them as a class in each of their four years at TUSM. The class presidents meet once a month with the Dean of the Medical School. Three Student Council representatives from each class and the four class presidents comprise the voting members of the Student Council. One- or two-hour meetings are held once a month and are open to all interested students. A non-voting faculty advisor may be invited to meetings and an administration representative is often invited.

Any student can propose an agenda item for an upcoming council meeting by notifying the Student Council president or a student council representative at least one week prior to the meeting.

SACKLER SCHOOL OF GRADUATE BIOMEDICAL SCIENCES

The Sackler School Graduate Student Council is made up of two representatives from each of the school's graduate programs and one MD/PhD student representative. This committee provides student representation on the Sackler School Executive Council, the Scientific Affairs Committee, the Safety Committee, the Health Science Library Student Advisory Committee and various ad hoc committees established for special projects. The committee organizes school-wide social events and student gatherings. It also coordinates the Boston campus branch of Gap Junction, a community outreach program in science for a local after-school program. Members are elected annually by and from the student body.

CUMMINGS SCHOOL OF VETERINARY MEDICINE

Student governance at the Cummings Veterinary School is conducted by class officers. Each class elects officers: President, Vice President, Treasurer, and Secretary. As needed, officers from different classes meet to address issues affecting the student body as a whole. In addition to these officers, four to eight students per class are elected to serve as Veterinary Educational Review Committee Representatives. Our Student Chapter of the American Veterinary Medical Association (SCAVMA) provides oversight to most of our student organizations. Students also elect student members to the Standing Committees of the School.

ACADEMIC PROGRAMS AND ACTIVITIES



**December 2007 MFA Thesis Exhibition for the joint degree program
between Tufts University and the School of the Museum of Fine Arts**

DEGREE PROGRAMS AND COLLEGES

Tufts University consists of the following schools: The School of Arts and Sciences (which includes the College of Liberal Arts, Jackson College for Women, and the Graduate School of Arts and Sciences); The School of Engineering; the School of Medicine; the School of Dental Medicine; The Fletcher School of Law and Diplomacy; College of Special Studies; Tisch College of Citizenship and Public Service; Cummings School of Veterinary Medicine; Sackler School of Graduate Biomedical Studies; and the Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy.

DEGREE PROGRAMS

School of Arts and Sciences

<http://as.tufts.edu/>

The School of Arts and Sciences (College of Liberal Arts and Jackson College) awards the degree of Bachelor of Arts or Bachelor of Science after the completion of 34 credit hours. Students who major in Liberal Arts may select a major from more than 30 academic departments and programs. They may also select a second major from Liberal Arts or Engineering, or pursue a "plan of study," which allows students to design their own majors. Minor certificates and special programs are also available.

Five-year Program with the New England Conservatory of Music

A unique opportunity for students interested in obtaining a Bachelor of Arts or Science from Tufts and a Bachelor of Music from the New England Conservatory in a five-year period.

Tufts Combined Degree Programs with the School of the Museum of Fine Arts

A five-year program provides students with the opportunity to earn a Bachelor of Arts or Science from Tufts and a Bachelor of Fine Arts from the School of the Museum of Fine Arts, which is affiliated with the Museum of Fine Arts, Boston. A four-year program allows students to earn a Tufts BFA by studying at Tufts and at the School of the Museum of Fine Arts. These degrees are awarded through a cooperative arrangement with the School of the Museum of Fine Arts and the College of Special Studies of Tufts University.

Graduate School of Arts and Sciences

<http://gs.as.tufts.edu/>

The Graduate School of Arts and Sciences offers the degrees of Master of Arts, Master of Science, Master of Fine Arts, Master of Arts in Teaching, Master of Public Policy, Certificate of Advanced Graduate Study, Doctor of Occupational Therapy, and Doctor of Philosophy. The school also maintains formal dual degree programs with The Fletcher School of Law and Diplomacy, the Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy, and the School of Engineering.

A two-to-three year program enables graduate students to earn a Tufts MFA by studying at both Tufts and the School of the Museum of Fine Arts, which is affiliated with the Museum of Fine Arts, Boston.

DEGREE PROGRAMS AND COLLEGES, CONTINUED**School of Engineering**<http://engineering.tufts.edu/>

The School offers undergraduate and graduate degrees. Undergraduate degrees include ABET–accredited Bachelor of Science programs in Chemical, Civil, Computer, Electrical, Environmental and Mechanical Engineering, and Computer Science. BS degree programs are also offered in Engineering Psychology, Engineering Science, Engineering, Engineering Physics, and Biomedical Engineering. Graduate degree programs include Master of Science, Master of Engineering, and Doctor of Philosophy degrees as well as Master of Science in Engineering Management through the Tufts Gordon Institute. The School also maintains formal dual degree programs with the School of Arts and Sciences and the Gordon Institute, as well as The Fletcher School of Law and Diplomacy.

Gordon Institute<http://gordon.tufts.edu/>

The Gordon Institute offers academic programs in both Engineering Management and Entrepreneurial Leadership. Its graduate program in Engineering Management leads to an MS degree (MSEM) and is targeted at practicing professionals. The focus for the MSEM is producing effective engineering leaders who can initiate and manage change and use advanced technical and managerial knowledge to drive strategic decisions.

The Gordon Institute's National Academy of Engineering award-winning curriculum includes interactive, seminar-style classes, and intensive, real-world projects. Technical topics such as project management, product development, and quantitative methods are studied along with the broader areas of business management, leadership strategies, and the humanities. This multidisciplinary approach fully prepares engineers and scientists to address the many challenges presented by today's business environment. The Institute's close ties with organizations in industry and government also provide unique opportunities for experience-based learning and networking.

Options for pursuing the MSEM degree include a two-year executive-style program, a one-year intensive program, and a five-year program in conjunction with the other School of Engineering departments that leads to a Bachelor's degree in engineering and an MSEM. As part of its educational mission, the Institute offers a minor in engineering management as well.

The Institute's Entrepreneurial Leadership Program is targeted at undergraduate students from across the University. The curriculum inspires students to explore the process and skills required for starting new enterprises, including social entrepreneurship. By completing the four core courses as well as one elective, students can complete a minor in Entrepreneurial Leadership Studies. This program also sponsors a lecture series, a business plan competition, and the Tufts Young Entrepreneurs student organization.

The Fletcher School of Law and Diplomacy<http://fletcher.tufts.edu/>

A graduate school of international affairs founded by Tufts with the cooperation of Harvard University, offering multidisciplinary instruction leading to degrees of Master of Arts, Master of Arts in Law and Diplomacy, Master of International Business, Master of Laws in International Law, and Doctor of Philosophy. The Fletcher School maintains formal joint degree programs with the Department of Urban and Environmental Policy; the Cummings School of Veterinary Medicine; the Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy; the School of Engineering; Faculty of the College of Liberal Arts and Jackson College, and the School of Medicine. Beyond Tufts, The Fletcher School has formal joint degree programs with Harvard Law School, the University of California at Berkeley Law School, the Amos Tuck School of Business Administration at Dartmouth College, the Medill School of Journalism at Northwestern, the HEC School of Management in France, the Diplomatic Academy of Vienna, the Instituto de Empresa in Madrid, and the University of St. Gallen. The Fletcher School and the Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy also offer a joint Master of Arts in Humanitarian Assistance.

DEGREE PROGRAMS AND COLLEGES, CONTINUED**Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy**<http://nutrition.tufts.edu/>

Founded in 1981, the Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy brings together biomedical, social, political, and behavioral scientists to conduct research, educational and community service programs in nutrition. The School's mission is to improve the nutritional well-being of people throughout the world through the creation, application, and dissemination of new knowledge, and through the education of those who will create and apply knowledge toward that end in the future. The School offers programs leading to the Master of Science and Doctor of Philosophy in nutrition and, in cooperation with the Frances Stern Nutrition Center of the Tufts-Medical Center, a coordinated Master of Science/Dietetic Internship program. The school has dual degree programs with The Fletcher School, School of Medicine, and Graduate School of Arts and Sciences, and a joint degree program with the Fletcher School. It is closely associated with the Jean Mayer USDA Human Nutrition Research Center on Aging at Tufts.

Sackler School of Graduate Biomedical Sciences<http://www.tufts.edu/sackler/>

The Sackler School was established in 1980 in cooperation with the faculties of the Graduate School of Arts and Sciences and the Schools of Medicine, Dental Medicine, and the Cummings School of Veterinary Medicine to broaden further the University's commitment to multi-disciplinary health science investigations. Its mission is to graduate highly educated scientists in the biomedical sciences. The school offers Doctor of Philosophy degrees in eight basic science areas -- Biochemistry; Cell, Molecular, and Developmental Biology; Cellular and Molecular Physiology; Genetics; Immunology; Molecular Microbiology; Neuroscience; and Pharmacology and Experimental Therapeutics -- as well as Master's and PhD degrees in Clinical Research.

PROFESSIONAL SCHOOLS**School of Dental Medicine**<http://dental.tufts.edu/>

The School of Dental Medicine conducts a four-year dental program culminating in the degree Doctor of Dental Medicine. Advanced education programs leading to a Certificate of Achievement are offered in most dental specialty areas, as well as programs leading to Master of Science degrees with a major in Dental Science. The Dental International Student (DIS) Program provides foreign-trained dentists with the education and experience required to practice dentistry in America. Upon completion, students receive a DMD degree and are eligible for licensure to practice dentistry in the United States of America. The School of Dental Medicine also offers a combined degree program with the School of Arts and Sciences (BA or BS and DMD).

School of Medicine<http://www.tufts.edu/med/>

The School of Medicine offers a four year curriculum leading to the degree of Doctor of Medicine as well as several combined degree programs: MD/MPH, MD/PhD, an MD/MBA in Health Management in collaboration with Northeastern and Brandeis Universities, and a MD/MA with The Fletcher School of Law and Diplomacy. The School of Medicine also offers four master programs. The Master of Public Health degree has several tracks that include: a Bachelors/MPH offered with the School of Arts and Sciences, a JD/MPH offered in collaboration with Northeastern University School of Law, a MS in Nutrition/MPH offered with the Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy, and a DVM/MPH offered with the Cummings School of Veterinary Medicine. The other three programs are a Master of Science in Health Communication, a Master of Science in Pain Research, Education, and Policy in collaboration with the Health Institute/Tufts-Medical Center, and a Master of Science in Biomedical Sciences.

DEGREE PROGRAMS AND COLLEGES, CONTINUED

PROFESSIONAL SCHOOLS, CONTINUED

Cummings School of Veterinary Medicine

<http://www.tufts.edu/vet/>

The Cummings School of Veterinary Medicine offers a four-year curriculum leading to the degree Doctor of Veterinary Medicine (DVM). The School also offers an MS degree in Animals and Public Policy and a PhD in Comparative Biomedical Sciences. Four-year combined degree programs include the DVM/MS in Comparative Biomedical Sciences, the DVM/MS in Laboratory Animal Medicine, and the DVM/MPH which is conducted in collaboration with the Tufts University School of Medicine. Five-year combined programs include the DVM/MA with Tufts University Fletcher School of Law and Diplomacy, and the DVM/MS in Applied Biotechnology with Worcester Polytechnic Institute. DVM/PhD programs are offered with Tufts University Sackler School of Graduate Biomedical Sciences with the University of Massachusetts Medical School. As New England's only veterinary school, Tufts offers both veterinary resources and educational opportunities to the people of the region.

DEGREE PROGRAMS AND COLLEGES, CONTINUED

Jonathan M. Tisch College of Citizenship & Public Service<http://activecitizen.tufts.edu>

"More than ever before we need to be sure that Tufts is cultivating a cadre of students who, as young adults and as citizens, assume responsibility for their communities, their government, and the future of our global society."

President Lawrence S. Bacow

The Jonathan M. Tisch College of Citizenship and Public Service was established in 2000 to support and further Tufts' commitment to education for active citizenship. A national leader in civic education, Tisch College prepares every student at Tufts University to be lifelong active citizens and creates an enduring culture of active citizenship by working with faculty, students, staff, and alumni in each of Tufts' schools.

Tisch College supports the entire University in producing committed public citizens and leaders who take an active role in addressing the challenges of communities throughout their lifetimes, whatever paths they pursue. The goals of Tisch College are to:

- Develop students' civic skills, knowledge and habits enabling them to work with communities, develop programs and services that meet community-identified needs and effectively engage root causes of an issue
- Create an enduring culture of active citizenship by infusing civic skills and values into the academic fiber of the University
- Nurture community partnerships in host communities which community members acknowledge as being a consistently positive resource for their work
- Celebrate the active civic lives of Tufts alumni

Tisch College runs programs for four major constituencies:

Student Programs – Tisch College organizes, sponsors or supports over 20 programs for students. The intensive, multi-year Citizenship & Public Service (CPS) Scholars program develops students' leadership skills to work in partnership with communities, develop programs and services that meet community identified needs, and effectively engage root causes of an issue. Our Active Citizenship Summer (ACS) and the Civic Engagement Fund (CEF) provide advisory and modest financial support to student projects and internships. The Media & Public Service (MPS) program teaches students to combine their interest in media and their dedication to public service through a combination of intensive academic courses, hands-on skills and internships. The Institute of Political Citizenship (IOPC) is a student initiative to engage students in policy research for state and local government and publish a student journal on policy issues of the day. The Tisch Residence Life program trains resident assistants (RAs) to integrate civic engagement activities with life in all residence halls. The Tufts-Schweitzer Fellowship enables students from Tufts' health sciences schools to engage in health-related community service projects in underserved communities. Tisch College also supports internship opportunities for students studying abroad with Tufts; a common book for incoming students; post-graduate internships and fellowships; courses that include major civic engagement components and brings civic practitioners to campus; partnerships with many student organizations across campus; and *ad hoc* support for a range of student initiatives which directly engage civic issues.

Faculty Programs – Tisch College supports faculty to develop active citizenship curricula and research. Through the Tufts Community Research Center (TCRC) Tisch College provides seed funding and support to Tufts faculty from across the University who are undertaking research in collaboration with community partners. Many TCRC research initiatives have gone on to secure large federal grants. Tisch College's Center for Information & Research on Civic Learning and Engagement (CIRCLE) is the leading source of authoritative research on civic and political engagement of Americans between the ages of 15 and 25 and serves as a clearinghouse on related information and scholarship. Additionally, through the Civic Engagement Research Group (CERG), Tisch College provides opportunities for the Tufts community, local community organization partners, and interested area researchers to share ideas, present work in progress, develop intellectual community, and increase the scholarly research on civic engagement.

Community Partnerships – The Lincoln Filene Center (LFC) of Tisch College actively supports student and faculty work to address community-identified needs in Tufts host communities of Somerville, Medford, Boston's Chinatown, and Grafton. These community partnership activities take many forms: academic research, conferences, coursework, internships, volunteer work, and more. A wiki, <http://tuftstoolkit.pbwiki.com>, provides resources for effective University-community partnerships including tools for asset mapping, identifying needs and interests, documenting expectations and evaluating the results of work.

Alumni Programs – Tisch College engages with all Tufts University alumni through the Tufts University Alumni Association and the Office of Alumni Relations. This includes alumni citizenship circle dinners; an alumni mentoring and internship network; active citizenship activities in cooperation with reunion weekend; support to chapter leaders to develop active citizenship projects in their communities; and outreach to elder alumni considering community work for their third careers.

DEGREE PROGRAMS AND COLLEGES, CONTINUED

Experimental College<http://excollege.tufts.edu/>

The Experimental College (Ex College) celebrated its 40th anniversary in 2004. It has grown into a center for academic innovation at Tufts and serves as a locus for collaborative efforts where students and faculty work together to shape new courses and programs. At present, the Ex College offers over fifty credit-bearing electives open to all undergraduates and enrolling more than 1,200 students annually. These courses represent a carefully selected range of subjects and approaches intended to broaden and enrich the traditional, liberal arts curriculum. People from greater Boston with special expertise in a discipline or professional field teach the large majority of courses. A commitment to participatory education rounds out the College's mission. This is accomplished through an insistence on small classes in which students are encouraged to take an active role in the learning that goes on, and faculty are encouraged to teach in an interactive manner. Information flows in many directions, not solely from lecturer to listener.

In addition to its visiting lecturer courses, the Ex College administers two combined academic/advising programs for entering students, Explorations and Perspectives, which together enroll one third of the incoming class in seminars taught by teams of upper-level students. With Explorations, the student-leaders select a topic and design the course. The subjects chosen are very wide-ranging, including Wide World of Sports Finance, Racial Identity Across Boundaries, Malnourished America, Controversies in Education, and American Comedy, to name just a few. With Perspectives, leaders work under the "umbrella" of a program-wide topic, such as movies, business, and culture. They develop approaches that focus on key areas of interest, like ones that emphasize media literacy.

The Ex College also provides opportunities for students to develop their creativity, initiative, and critical decision-making skills through involvement with media production. It oversees the campus television station (TUTV), which is fully programmed and managed by our undergraduates. And it has established *TuftsFilmworks*, a program that, first, introduces students to filmmaking for the twenty-first century and, then, offers advanced, independent work in film, multimedia, and still photography. In order to accomplish these goals, the *Filmworks* program makes available a cache of digital production equipment and administers two labs, The Rice Media Center (Halligan Hall), and the Digital Imaging Center (95 Talbot Avenue), both of which allow our students to immerse themselves in their chosen crafts.

Another aspect of the Ex College is hosting programs aimed at promoting a climate of intellectual inquiry on campus. These include independent study groups, speaker series, workshops, and, perhaps most notably, Opening up the Classroom, a forum wherein equal numbers of students and faculty come together over dinner to work — within the framework of simulations designed to embody current controversies — on pressing issues in higher education.

Every four years the Ex College sponsors a campus-wide Election Night Extravaganza. This year, the Mayer Campus Center was our venue for this important event. Live television feeds, computer inputs, and phone calls from alumni in the field, along with issues-oriented student organizations gave the over 700 students who filled every available space in the Campus Center that night a moment to moment update of what was happening all over the country on November 4, 2008.

Last year, the College received a five year grant from the Sunshine Lady Foundation through its Learning by Giving program for our "Experimenting with Philanthropy" course. This grant gives the students in the class the responsibility for deciding how to allocate \$10,000 each year to local nonprofit organizations in our neighboring communities. Members of the class work with nonprofit organizations, make site visits, review the proposals for funding, and finally make decisions about which of the organizations should be awarded the money.

Finally, in recognition of its efforts to continue to expand the curriculum, the Experimental College has received an important gift — The Distler Family Endowment for innovation in the workplace. This donation funds a special course each year, one that will explore significant trends in the "world of work," placing business in larger analytical contexts.

DEGREE PROGRAMS AND COLLEGES, CONTINUED

The Communications and Media Studies Program (CMS) is housed within the Ex College. Through its three minor degrees, its core courses, internship program, campus events, and support of related courses in other departments, CMS stresses an interdisciplinary understanding of the impact of mass communications on individuals, institutions, and cultures. It promotes critical thinking skills, media literacy, and exposure to a wide range of perspectives on media and society.

More than 20 years after its inception, the CMS program is very popular among students. Approximately one out of every 15 students at Tufts is doing one of the three CMS minor degrees - - Mass Communications and Media Studies (MCMS), Film Studies (FS), and Multimedia Arts (MMA) – and nearly 100 students a year receive academic credit for media internships done in Boston, New York, Los Angeles, and other locations around the country and the world.

The CMS Senior Project, an original project undertaken by CMS students who are completing a CMS minor, deals with important and substantive issues in the field of communications. The project may take different forms, from a traditional scholarly research paper, critical analysis or thesis, to other formats, such as a film, video, magazine or newspaper series, program treatment, recorded sound, live performance, computer program, website, or other interactive or audio-visual form.

CMS sponsors a number of high profile events each year, including lectures, film screenings, and the annual Edward R. Murrow Symposium, which brings to campus many noted media scholars, practitioners, and alumni to discuss themes emanating from the life and works of the famous journalist. CMS works closely with alumni groups around the country, with the Ex College, and with the Media and Public Service Program within the Tisch College for Citizenship and Public Service to provide students with a broad range of courses, events, and internships.

OTHER EDUCATIONAL PROGRAMS & CONTINUING EDUCATION

Graduate Career Advancement and Certificate

<http://gradstudy.tufts.edu/>

Every semester over 200 qualified students take advantage of Tufts' resources by enrolling in classes on a non-degree basis as Graduate Career Advancement Program (GCAP) students. These students come to Tufts for a variety of reasons—to update professional skills for a current job or for a career change, to earn a valuable professional certificate, to prepare for professional or graduate school, or to enrich themselves personally.

The Summer School of The Fletcher School of Law and Diplomacy

<http://fletcher.tufts.edu/summerschool/>

During the summer, The Fletcher School offers a variety of courses from its regular curriculum. Credit is fully transferable to Fletcher's degree programs and generally transferable to other graduate programs. Applications are encouraged, particularly from mid-career professionals in diplomatic service, business, law, journalism, education, international organizations, and other pursuits. A certificate program in international affairs is available.

Tufts Summer Session

<http://ase.tufts.edu/summer/>

Tufts University Summer Session offers about 250 undergraduate and graduate courses during two six-week sessions and one twelve-week session each summer. Courses are offered on the Medford campus. About 2,000 people, including Tufts and visiting students, enroll in the summer courses each year. More than 90% of summer courses are taught by regular Tufts faculty.

Students attend Summer Session for many reasons: to complete degree requirements, to earn credit toward a major, to complete language studies before going abroad, to take a new course being offered for the first time, to lighten their fall or spring course load, or to enjoy the small class sizes and personal attention that are a standard feature of summer courses. Summer Session also provides internship and independent study opportunities, as well as special programs for pre-college students, teachers, and other professionals. Tuition free audits of summer courses are available to Tufts alumni, Tufts retirees, and Medford/Somerville residents.

OTHER EDUCATIONAL PROGRAMS AND CONTINUING EDUCATION, CONTINUED**School of Dental Medicine Professional Continuing Education**

http://dental.tufts.edu/1175090438731/TUSDM-Page-dental2ws_1176988223977.html

The Division of Continuing Education at the School of Dental Medicine provides dental professionals with information on the latest materials and techniques available in the field of dentistry. Our goal is to deliver pragmatic continuing dental education that will help meet the challenges of daily practice. Our programs feature world-renowned instructors, innovative hands-on sessions, advanced level programs, and courses for the entire dental team. The Division of Continuing Education is an American Dental Association (ADA) CERP (Continuing Education Recognition Program) recognized provider. The Academy of General Dentistry also accepts credits offered by the Division of Continuing Education at the Tufts University School of Dental Medicine for Fellowship/Mastership programs. In addition, all auxiliary courses are approved by the Dental Assisting National Board, Inc.

School of Medicine Professional Continuing Education (OCE)

<http://www.tufts.edu/med/about/offices/oce/>

The mission of the TUSM Office of Continuing Education (OCE) is to enhance clinician knowledge and competence; improve clinician performance; and promote lifelong learning both for Tufts-affiliated physicians, nurses, pharmacists, and for other health practitioners locally, regionally, nationally, and internationally. The ultimate goal of this endeavor is to contribute to the improvement of patient care and health outcomes.

The School of Medicine is an accredited provider of continuing education for physicians, nurses, and pharmacists through the Accreditation Council for Continuing Medical Education (ACCME), American Nurses Credentialing Center (ANCC), and the Accreditation Council for Pharmacy Education (ACPE). The OCE also sponsors CE programming for other health care professions, including social work, case management, and specialty-specific groups such as the American Academy of Family Physicians (AAFP), American Academy of Dermatology (AAD), and American Academy of Nurse Practitioners (AANP). Through a variety of instructional formats and media, including live and internet-based activities and an extensive library of self-study programs, Tufts' CE programs focus on a range of clinical and scientific topics, as well as other essential competencies such as evidence-based practice, professionalism, communications, quality improvement, cultural sensitivity, and care management. Each year, the OCE sponsors approximately 100 or more live and enduring activities, as well as approximately 150 Regularly Scheduled Series (RSS) for Tufts-affiliated hospitals.

These CE activities support the professional development of physicians, nurses, pharmacists, and other health care professionals and provide continuing professional education as a strategic asset for performance improvement. Additionally, the Office of Continuing Education provides full-service continuing education event planning (including logistics, marketing assistance, instructional consultation, etc.) to support quality continuing education programs for Tufts-affiliated departments and institutions. The TUSM OCE frequently partners with outside organizations to sponsor continuing education programs for both Tufts and non-Tufts practitioners at the local, regional, national, and international level.

Cummings School of Veterinary Medicine Professional Continuing Education

<http://www.tufts.edu/vet/ce/>

The Cummings School of Veterinary Medicine is an American Veterinary Medical Association (AVMA) approved provider of continuing education for the veterinary community. The Office of Continuing Education offers lectures and all-day symposia covering veterinary medical problems of companion animals, farm animals, and wildlife. Nearly 1,000 people participate in these programs each year. Programs provided for veterinarians and veterinary technicians offer the opportunity to improve their clinical skills through "hands on" laboratories and lectures that cover a wide range of topics, from current research and developments in predominately clinical topics to public health issues.

STUDENT RESOURCES

Academic Resource Center (ARC)

<http://ase.tufts.edu/arc>

The Academic Resource Center facilitates student learning beyond the classroom by offering one-on-one and group tutoring sessions in many course subjects, including time management, study skills, writing, and public speaking. Through the Academic Resource Center, students develop the skills they need to become effective independent learners able to thrive at Tufts and beyond.

The ARC comprises Academic Resources, Writing Resources, and Disability Services. ARC professionals hold confidential consultations with students to discuss academic difficulties and time management.

The ARC also provides free tutoring for students in most undergraduate classes. Tutors meet with students by appointment and hold drop-in hours in the Campus Center and some residence halls. ARC tutors also run review sessions, study groups, and study skills workshops. Students may request tutoring through the Online Tutor Finder at <http://uss.tufts.edu/arc>.

Writing support and tutoring in English language skills are available for graduate and undergraduate students. ARC tutors provide assistance with term papers, Senior Honors Theses, personal statement essays, oral reports, and other projects. Information about obtaining a writing tutor is available at our website.

The Writing Fellows Program aids faculty in designing courses that raise the standard and improve the quality of written work that students produce. The program provides one-on-one attention to students, encourages attentive revision of drafts, and creates a forum for faculty to share ideas on writing assignments that develop students' critical thinking and research skills. Approximately 35 undergraduate writing fellows are assigned to 12 classes each semester. For more information see <http://uss.tufts.edu/arc/writingresources/wf.asp>.

The ARC provides support and academic accommodations for students with documented disabilities. Students with disabilities may contact the office through <http://uss.tufts.edu/arc/disability/> to receive appropriate accommodations and counseling.

Career Services

<http://career.tufts.edu/>

Tufts Career Services offers an array of services and programs to help undergraduate and graduate students in the Schools of Arts and Sciences and Engineering with all facets of career development and job search: internship and job listings, campus recruiting, career workshops, resume preparation, interviewing tips, career counseling, graduate school advice and much more.

The Career Services website provides up-to-date information on workshops, job fairs, alumni presentations and other career events. The home page also provides links to a wealth of career planning and job search resources, including cover letter and resume advice, self assessment and skills inventories, the Tufts Career Network, Careers A–Z, and internship and full-time job listings.

The campus recruiting program provides graduating students with the opportunity to interview with more than 150 organizations from a wide range of career fields. A Resume Referral Program and Recruiting Consortia events in NY and DC are also offered.

The Resource Library provides information on career development, job search, studying abroad, academic resources, and post-graduate opportunities and programs.

STUDENT RESOURCES, CONTINUED

Foreign Language and Culture Media Center

<http://ase.tufts.edu/lmc/>

The language center supplements foreign language learning and instruction. There is a 16-station computer lab. There also are forty-nine seat and twenty seat video viewing rooms and a VHS video studio. These facilities are heavily used and subject to language class priority.

Tufts OnLine Student Support

<https://student.support.tufts.edu/>

Tufts OnLine is able to offer students a wide variety of services, from network connectivity and software troubleshooting to sophisticated software-based data recovery. Offices are located on the Boston and Medford campuses. Services include:

- Network connectivity troubleshooting
- Over-the-phone troubleshooting
- Walk-in service available for laptops only
- Virus checks/removals
- Data backup
- Setup for the Wireless Network at Tufts

RELIGIOUS, CULTURAL AND SPECIAL INTEREST PROGRAMS

RELIGIOUS ORGANIZATIONS

Goddard Chapel stands near the heart of the university campus. Acknowledging the religious diversity of campus life, it opens itself to persons of all faiths – for worship, fellowship, counseling, and service. Specifically, the chapel serves as an umbrella for the activities of many different campus religious organizations. At the same time, the Office of the University Chaplain seeks to promote friendship and dialogue between persons of different faiths. To this end the Office of the University Chaplain sponsors interfaith programs of a religious, cultural, and ethnic nature.

The University Chaplain, Rev. David O'Leary, STL, PhD, serves as an advocate on behalf of all campus religious groups. He can be reached at 617-627-3427 or at <http://www.tufts.edu/chaplaincy>.

The Catholic Chaplaincy

The Catholic Chaplaincy is located in The Interfaith Center, 58 Winthrop St. Sunday mass is celebrated at Goddard Chapel at 10:00 p.m. Weekday masses to be announced. Lynn Cooper, MDiv, is the Catholic Chaplain and can be reached at 617-627-2044 or at lynn.cooper@tufts.edu.

The Hillel Foundation at Tufts University

The Hillel Foundation offers a wide range of cultural, religious, educational, and social activities. Hillel holds weekly Shabbat services and dinners. Jewish students may celebrate all Jewish holidays with Hillel in the Granoff Family Hillel Center on the Medford campus. Rabbi Jeffrey Summit, PhD, can be reached at 617-627-3242 (phone), 617-627-3044 (fax), or at <http://www.tuftshillel.org>.

The Protestant Chaplaincy

The Protestant Chaplaincy is located in The Interfaith Center, 58 Winthrop St. There are worship services on Sundays at 7:00 p.m. in Goddard Chapel. Pastoral care and activities are planned by the leadership team for all students. Rev. Jeffrey VonWald, MDiv, is the Protestant Chaplain and can be reached at 617-627-2097 or at jeffrey.vonwald@tufts.edu.

The Muslim Chaplaincy

The Muslim Chaplaincy is located in The Interfaith Center, 58 Winthrop St. Weekly Friday prayer service is at 1:00 p.m. in the Interfaith Center. Naila Baloch, MTS, is the Muslim Chaplain and can be reached at 617-627-2065 or at naila.baloch@tufts.edu.

The Interfaith Center

The Center is located at 58 Winthrop Street and houses the offices of the Catholic, Muslim, and Protestant Chaplains. A host of meetings and events takes place at the Center throughout the week: Muslim and Bahai' services and meetings, Catholic, Christian Scientist, Hindu, Latter Day Saints, Protestant, Tufts Christian Fellowship, Unitarian-Universalist, and other interfaith student meetings and events.

CULTURAL AND SPECIAL INTEREST PROGRAMS AND ORGANIZATIONS

Tufts University Art Gallery

<http://ase.tufts.edu/gallery>

Located in the Shirley and Alex Aidekman Arts Center, the Tufts University Art Gallery offers nearly 7,000 square feet of exhibition space in five venues: the Tisch Family Gallery, the Koppelman Gallery, the Remis Sculpture Court, the New Media Wall, and the Slater Concourse Gallery.

Four major exhibitions, curated and organized annually by the Tufts University Art Gallery, are presented in the 4,000 square foot Tisch Gallery and 1,200 square foot Koppelman Gallery, and reflect the Gallery's mission of exploring "new, global perspectives on art and art discourse." In addition, the Gallery annually presents MFA Thesis Exhibitions by candidates in the Master of Fine Arts joint degree program of Tufts and the School of the Museum of Fine Arts, Boston. Each May, the Koppelman Gallery exhibition is organized by graduate students in the Museum Studies Certificate Program for hands-on experience in all aspects of exhibition organization and installation. Each summer, the Tufts University Art Gallery presents a juried exhibition of artists from Medford, Somerville, Grafton, and Chinatown, Tufts' host communities. Three exhibitions of contemporary sculpture and sculptural installation are presented in the Remis Sculpture Court each year and the New Media Wall features screenings of short videos and film. The Slater Concourse Gallery rotates seven times a year and presents projects proposed by Tufts students, clubs, faculty, alumni, or staff that resonate with the university's greater mission of civic engagement and reflect the rich texture of the Tufts community.

Public programs expand on the themes of the exhibitions and include: lectures, films, music, talks, panels, and the free guided tours program called *Voice Your Vision!* Major Gallery-initiated exhibitions are accompanied by a catalogue or brochure. All exhibitions and events are free and open to the public.

The Balch Arena Theater

<http://ase.tufts.edu/drama%2Ddance/performances/>

Every year, the Balch Arena Theater presents three major productions in which students are encouraged to participate. Opportunities are provided for involvement in acting, directing, stage management, and arts administration. In addition, up to ten student-directed projects are mounted yearly. The summer season offers students a chance to work in Magic Circle Theater for children ages eleven to fifteen, and Creative Arts for children ages seven to ten.

The Balch Arena Theater is the home of many of the University's drama groups, including Pen, Paint, and Pretzels, a student theater organization, which presents two to four productions each year in the Balch Arena Theater and at other locations on campus.

The Balch Arena Theater also hosts other performances of dance and lecture/demonstrations, as well as other special events. The Theater's box office, costume shop, and scene shop employ qualified students to support the many theater-related activities throughout the year.

The Africana Center

<http://ase.tufts.edu/africana/>

Mission: Founded in 1969, The Africana Center works to augment the academic mission of the University and to ensure that students have access to a variety of academic, cultural and student resources that encourage students to have a successful Tufts experience. Working closely with academic departments, the Advising Deans, Student Services personnel, the Office of Admissions, Career Services, and Black Alumnae, the staff of the Center provides valuable information, advice, and services to students of African descent from different backgrounds, ethnic affiliations, genders, sexual identities, and religious affiliations.

Programs: The Center sponsors a first-year Cape Cod Orientation Retreat, Peer Advisor and Orientation Leader program (upper-class students are assigned to work with first-year students throughout the academic year) and works to implement programs designated to encourage and support the intellectual and individual growth and awareness of Black Students, as well as the entire Tufts community. These programs include lectures, workshops, concerts and films, as well as a range of additional activities and programming that reflect and celebrate the intellectual and cultural tradition of Black people in the Diaspora.

Resources: The Center serves as a resource for student organizations including; the Pan African Alliance (PAA), the Caribbean Club, African Student Organization (ASO), the Black Women's Collective, Black Men's Group, BlackOut, Envy, Emerging Black Leaders Symposium (EBLS), National Society for Black Engineers (NSBE), ONYX literary magazine, and the residential unit, Capen House. In addition, the Center works with the coordinators of the Tufts in Ghana program and the Black Alumni Association.

CULTURAL AND SPECIAL INTEREST PROGRAMS AND ORGANIZATIONS, CONTINUED

Asian American Center

<http://ase.tufts.edu/asianam>

Mission: The Asian American Center supports the academic and personal development of students by offering programs and services. Founded in 1983, the Center is a resource for the university and the Asian/Asian American communities. The Center recognizes the distinct East Asian, Southeast Asian, and South Asian cultures and identities present in the Tufts community and advocates for students to ensure a successful college experience.

Programs: The Center coordinates educational and cultural programs focusing on Asians in the U.S. and the diaspora, and collaborates with academic departments, other centers, and student organizations. Annual programs include the New Student Orientation Meeting, George's Island Outing, and Discover Boston (a learning activity in Boston's Chinatown) for first-year students; the Asian Community Reception; alumni events; and the Day of Remembrance program. Discussion programs are offered throughout the year. The Center works with student organizations to coordinate Asian American Month, recognized nationally during May but celebrated at Tufts in November, and also coordinates the Peer Leader Program, a year-long leadership program where upperclass students serve as peer mentors to first-years.

Resources: The Center has resource information on Asian American topics (books, magazines, and newspapers) and maintains e-lists to inform students of upcoming programs and opportunities. Students have access to computers and space for meetings and informal gatherings. The Director provides academic and personal advising on course selection, majors and careers, transition to college, and identity formation and development. The Director also works with other programs and offices to ensure that students' needs are being met.

The Center staff works with student organizations including the Asian American Alliance, Chinese Students Association, Filipino Cultural Society, Hong Kong Students Association, Japanese Culture Club, Korean Students Association, Taiwanese Association of Students at Tufts, Thai Club, Tufts Association of South Asians, and Vietnamese Students Club. The director serves as an advisor to the Asian Students Union, a representative body of student organizations, and to the residential unit, Asian American House, located in Start House.

The International Center

<http://ase.tufts.edu/icenter>

Since the 1950's, the International Center has facilitated intercultural exchanges between American and international students, faculty, and research scholars. The Center works to increase the knowledge of intercultural issues and immigration laws affecting the Tufts international community. We also advocate on behalf of the international community to create a campus climate that respects cultural differences.

The Center provides immigration advising and visa documents for students, faculty, and scholars from over 100 countries. We provide individual advising and coordinate a number of events throughout the year that include an undergraduate orientation program for first-year international and U.S. students and a leadership program for upper class students. In conjunction with the International Club, the Center co-sponsors the selection and presentation of the Oliver Chapman Leadership Award to an exemplary senior at the annual Parade of Nations program.

The Center's programs for graduate international students include an orientation program and the Intercultural Conversation program, as well as social events such as a Thanksgiving dinner and an apple-picking trip in September. These activities allow students to engage in informal dialogue, become familiar with U.S. cultural practices, and meet other students, faculty, and staff.

The Center offers workshops on U.S. employment opportunities and cultural re-adjustment issues as well as resources with compliance with U.S. tax regulations. We also administer emergency student loans. The Center is a place for current students and alumni to connect and to remain in touch with Tufts over the years.

CULTURAL AND SPECIAL INTEREST PROGRAMS AND ORGANIZATIONS, CONTINUED

The Latino Center

<http://ase.tufts.edu/latinocenter>

Mission: The Latino Center, founded in 1993, provides resources for the growing Latino population at Tufts. Our primary mission is to create a supportive environment for students by offering programs and services that build a strong Latino community on campus. We serve as advocates for students and focus on initiatives that strengthen leadership skills in the University environment. We recognize the importance of family and community to the academic success of Latino students.

Programs: In collaboration with the Association of Latin American Students (ALAS) and academic departments, the Center coordinates Latino Heritage Month in October. Programs throughout the academic year include the Latino Peer Advisor Program and retreat for first-year students, Latina women's group, and Latino Men's Group. We also offer opportunities for students to engage in community service in the local Latino community.

Resources: The Center offers a friendly space for studying, group meetings, or informal conversation, and access to our computer lab. Resources include a library of books, periodicals and videos reflecting Latino culture and experience, and a bulletin board of jobs, internships, and scholarships. A newsletter, *Noticias*, is published by the Center throughout the year. The Director offers advice on academic concerns, career selection, cultural identity issues, discrimination, family concerns, culture shock and successful adaptation to the university environment. The Director is the advisor to the Association of Latin American Students (ALAS) and to LaCasa, the residential house on campus.

Lesbian Gay Bisexual Transgender Center

<http://ase.tufts.edu/lgbt>

Tufts LGBT Center is a welcoming and safe space which is open to the entire campus community. Founded in 1992, the Center offers a mix of social and educational events, training, and advising for all Tufts students, faculty, and staff on issues related to sexuality, sexual orientation, and gender identity/expression. The Center space includes a television lounge, computer room, library, and study area. The Center staff coordinates an LGBT and ally student speakers' bureau called Team Q, and also hosts peer-led discussion groups for Queer Students of Color and Allies (QSOCA), Bisexual Students, Queer Women, and Queer Men. Working closely with the other centers on campus as well as with academic departments, the LGBT Center always strives to examine sexual orientation and gender within the context of other identity markers (such as race, ethnicity, nationality, and religion).

The Center's Queer Peers program trains LGBTQA (Lesbian, Gay, Bisexual, Transgender Allies) peer mentors to serve as resources for questioning and coming out students. The Center Director represents LGBT concerns throughout the entire University, and also meets individually with students to discuss personal and academic issues. In addition, the Director advises the Queer Straight Alliance (a student organization) and the Rainbow House (a student housing unit), and works closely with numerous organizations and programs, including Jewish and Queer Students at Tufts (JQUEST), the Beat Bias Team, the GLBT Fletcher Student Group, the LGBT Faculty-Staff Caucus, and the Campus Diversity Council.

Come by the LGBT Center Monday through Friday from 9 am – 6 pm to hang out, speak with a staff member, meet up with friends, check out a book or video from our lending library, use one of our computers, or find a quiet place to study. Free safer sex information and supplies are also available. The Center's website features information about all our programs and events, gender-neutral bathrooms, housing options, a Queer Studies course list, and additional links to resources around Tufts, Boston and beyond.

CULTURAL AND SPECIAL INTEREST PROGRAMS AND ORGANIZATIONS, CONTINUED

Women's Center

<http://ase.tufts.edu/womenscenter>

Mission: The Women's Center, founded in 1972, works to advance the personal growth and intellectual development of all students, and especially women, particularly on issues related to women and gender. The Center is committed to fostering student leadership, exploring gender related issues of all kinds, and helping students identify and understand societal structures that relate to issues of power, privilege, and oppression.

Programs and Involvement Opportunities: Through ongoing and one-time programs, the Center addresses issues of women, men, and persons of all gender identities that are informed by differences of race, ethnicity, religion, sexual orientation, gender identity and expression, socioeconomic class, ability, and age. The Center also collaborates on events and works closely with student affairs and academic departments and programs, especially the Women's Studies program. To find out about Women's Center events, email womenscenter@tufts.edu to join our mailing list.

Beyond these programs, three specific ways for students of any gender to get involved are: work at the Women's Center; join the Women's Center Student Governing Board to gain knowledge around issues of women and gender and to collaborate and network with other students; and/or join the first year women's or men's group to discuss gender and your experiences transitioning into college.

Resources: The Center houses a library, resource room, lounge area, a large and a private meeting space. Students are welcome to come study, socialize, or relax in a gender friendly atmosphere with cable TV, internet access, and computers. The resource room-- staffed by students-- has information about events, internships, community organizations and current issues including health, politics, racism and sexuality.

The Director represents the special concerns of women on University committees and advocates for individual students on issues related to gender. The Director also provides academic and personal advising on course selection, majors and careers, transition to college, and identity formation and development.

Student Organizations: Student organizations working on issues of women and gender are encouraged to collaborate with the Women's Center, meet with the Director, and/or hold group meetings at the Women's Center.

The Women's Center has a history of working with many student organizations including the Tufts Feminist Alliance, Black Women's Collective, Black Men's Group, Jewish Women's Collective, Tufts Christian Fellowship Women's Group, Panhellenic Council, Tufts sororities, International Club, VOX: Voice for Choice, Queer Women's Group, Latino Men's Group, Tufts Men's Activist Coalition, Asian culture groups, and Society of Women Engineers.

ATHLETICS

<http://ase.tufts.edu/athletics>

The athletic program at Tufts fulfills many needs. In keeping with its support of interdisciplinary studies, Tufts encourages the integration of both physical and intellectual pursuits. Tufts provides an opportunity for its scholar athletes to develop with the guidance and support of an outstanding professional staff.

Varsity Intercollegiate Athletics

Tufts is a member of the Division III National Collegiate Athletic Association (NCAA) and the New England Small College Athletic Conference (NESCAC). Tufts distinguishes itself from other Division III schools by competing against some Division I teams from Boston College, Brown, Dartmouth, Harvard, and Princeton. Tufts, like other Division III schools, does not offer athletic scholarships.

Varsity sports are:

Baseball (Men)	Lacrosse (Men, Women)
Basketball (Men, Women)	Lightweight Crew (Women)
Crew (Men, Women)	Outdoor Track and Field (Men, Women)
Cross Country (Men, Women)	Sailing (Coed, Women)
Fencing (Women)	Soccer (Men, Women)
Field Hockey (Women)	Softball (Women)
Football (Men)	Squash (Men, Women)
Golf (Men)	Swimming and Diving (Men, Women)
Ice Hockey (Men)	Tennis (Men, Women)
Indoor Track and Field (Men, Women)	Volleyball (Women)

Intramural Athletics

Intramural sports provide the opportunity to play without the time commitment that intercollegiate or club sports require. The number of intramural sports offered is based on the amount of student involvement. Dormitories and fraternities organize intramural teams, and groups of friends with a common athletic interest often join together to form an intramural team. All members of winning teams receive Champion T-Shirts.

Intramural Sports offered:

FALL	WINTER	SPRING
Outdoor Soccer	Indoor Soccer	Basketball
Volleyball	Floor Hockey	Whiffleball
Softball	Dodgeball	Women's Lacrosse
Tennis	Basketball	Badminton
Flag Football	Badminton	
Badminton		
Field Hockey		

Note: Short term IM programs are also offered periodically. Examples are Road Race and single day Tennis Tournaments.

Club Sports

The Club Sports Program provides opportunities for Tufts men and women to participate in intercollegiate clubs. Club sports bring together students who share a common interest and a desire to improve their skill level in an informal atmosphere. The clubs are open to all students and are mostly coed. Most have instructors or coaches. The clubs are funded partially through their own means and partially through funds from the University, with all club participants receiving support from the Sports Medicine staff of the Athletic Department.

Club Sports are:

Cycling (Coed)	Skiing (Coed)
Equestrian (Coed)	Rugby (Men, Women)
Fencing (Men)	Volleyball (Men)
Frisbee (Men, Women)	Water polo (Coed)
Table Tennis (Coed)	

RESEARCH AND EDUCATION CENTERS



Fletcher Professor Leila Fawaz with students, 1985-86

RESEARCH & EDUCATION CENTERS

This section includes a sample of centers, institutes and other initiatives that integrate the expertise of faculty in several of Tufts' schools and colleges. In addition, there are many other school-based, and university-wide, centers and programs with specialized foci; this is not meant to be an all-inclusive list. If you do not find the center or topic you are looking for, please use the search function online at <http://www.tufts.edu> or search on an individual school's website.

ARTS & SCIENCES

COLLEGE OF LIBERAL ARTS AND JACKSON COLLEGE

<http://ase.tufts.edu/>

THE GRADUATE SCHOOL OF ARTS & SCIENCES

<http://ase.tufts.edu/gradstudy/>

Center for Applied Child Development and Outreach Program

Lynn R. Schade, Program Director

(617) 627-2892

<http://ase.tufts.edu/cacd/>

The Center for Applied Child Development (CACD) is part of the Eliot-Pearson Department of Child Development at Tufts University in Medford, Massachusetts. CACD is a professional development and consultation organization, offering customized in-service programs to schools and agencies all over New England.

Center for Cognitive Studies

Daniel C. Dennett, Co-Director

Ray Jackendoff, Co-Director

(617) 627-3297

<http://ase.tufts.edu/cogstud/>

The Center for Cognitive Studies at Tufts University is currently a research unit, offering no courses or degrees of its own, but providing an administrative home for various research projects in cognitive studies undertaken by the Co-Directors and their associates.

Center for Diversity and Inclusive Leadership in Engineering and Science (DILES)

Travis Brown, Manager

(617) 627-4169

<http://www.tufts.edu/ase/diles/>

Tufts' new center is the first joint initiative among academia, business, and government to help create new, agile management models and business leadership that capitalizes on cross-cultural collaboration among various countries. It will seek ways to cultivate America's most underutilized yet fastest-growing potential workforce for science, engineering, and technology; women and ethnic minorities.

Center for Interdisciplinary Studies

Greg Carleton, Director

(617) 627-5962

Andrea Carlino, Program Coordinator

(617) 627-5447

<http://ase.tufts.edu/cis/>

The Center for Interdisciplinary Studies (CIS) functions as an essential site and mechanism on the Tufts campus through and across which facilitation of interdisciplinary work occurs. The institutional structure provided by CIS encourages and initiates multidisciplinary dialogue and practicums necessary to the nurturance of new approaches to curriculum, pedagogy, research, and outreach.

RESEARCH & EDUCATION CENTERS, ARTS AND SCIENCES, CONTINUED

Center for the Psychology of Abilities, Competencies, and Expertise (PACE)

Robert J. Sternberg, PhD, Director

Linda Jarvin, Deputy Director

(617) 627-4000

<http://pace.tufts.edu/>

Traditionally, “abilities,” “competencies,” and “expertise” have been viewed as separate and largely distinct constructs and research areas within the broader field of psychology. On this traditional view, the psychology of abilities studies people’s largely innate capabilities; the psychology of competencies studies skills people have acquired; and the psychology of expertise studies the development and structure of people’s extraordinary mastery of skills. The PACE Center is dedicated to the idea that these three areas of psychology are inextricably intertwined. Abilities are and must be measured as developing competencies, which in turn can be transformed into various forms of developing expertise. Abilities, then, are incipient forms of developing expertise. As a result, abilities as well as the competencies and expertise that develop from them are flexible and modifiable in nature. Our research projects are chosen in order to advance our goal of changing the ways cultures conceive of, define, and set policy regarding abilities, competencies, expertise, and their interrelationships.

Center for Reading and Language Research

Maryanne Wolf, EdD, Director

(617) 627-3815

<http://ase.tufts.edu/crlr/>

The Center for Reading and Language Research mission is to conduct high quality research on all aspects of reading development and reading impairment; to develop and evaluate state-of-the-art intervention for children with developmental reading disorders; to provide research, teaching, internship, and tutoring opportunities for faculty, undergraduate, and graduate students; and to offer a range of teaching and tutoring services to families in the Boston area and Tufts neighboring communities (e.g., Tufts Literacy Corps, MAPS).

Center for Science and Mathematics Teaching

Ronald K. Thornton, PhD, Director

(617) 627-2825

<http://ase.tufts.edu/csmst/>

Since 1986 the Center for Science and Mathematics Teaching at Tufts University has successfully addressed a problem that has become a national priority: improving the teaching and learning of science in the nation’s schools and universities. The Center develops curricula, activities, and computer tools which allow students to participate actively in their own learning and to construct scientific knowledge for themselves.

Center for South Asian and Indian Ocean Studies

Ayesha Jalal, Director

(617) 627-2133

<http://ase.tufts.edu/southasian/>

Established in 1989, the Center for South Asian and Indian Ocean Studies has served as New England’s focal point for scholars of and scholarship on the South Asian subcontinent and the Indian Ocean rim. With an emphasis on history, culture, literature, religion, politics, economics and diplomacy, it is committed to promoting interdisciplinary approaches to the study of India, Pakistan, Bangladesh, Sri Lanka, Nepal, Bhutan and the Maldives, which together make up the South Asian Association for Regional Cooperation.

Center for the Humanities at Tufts (CHAT)

Jonathan Wilson, Director

(617) 627-3342

<http://ase.tufts.edu/chat/>

The Center for the Humanities at Tufts (CHAT) promotes critical reflection on and exploration of the significance of the humanities and arts for Tufts and its surrounding communities, encouraging discourse between humanists and artists on the one hand, and other Tufts academics on the other.

RESEARCH & EDUCATION CENTERS, ARTS AND SCIENCES, CONTINUED

Eliot-Pearson Children's School

Debbie LeeKeenan, Director
Kathleen Paglierani
(617) 627-3434
<http://ase.tufts.edu/epcs/>

The School is the laboratory-demonstration school affiliated with the Eliot-Pearson Department of Child Development which serves as a model and demonstration facility, providing a training and observation site for new and experienced teachers and a research facility for faculty and supervised students in the Department of Child Development. The Children's School enrolls approximately 80 children. It has preschool and kindergarten to second grade classes that vary in length and frequency.

Global Development and Environment Institute

Neva R. Goodwin, PhD, Co-Director
William R. Moomaw, PhD, Co-Director
(617) 627-3530
<http://www.ase.tufts.edu/gdae/>

The Global Development and Environmental Institute (GDAE) is jointly administered by The Fletcher School and The Graduate School of Arts and Sciences. The focus of GDAE's research is to gain a new understanding of how nations and societies at differing stages of economic development can pursue that development in an environmentally and socially sustainable manner; and to assist the public and private sector in applying this knowledge in the creation of appropriate policies that promote sustainability.

Institute for Applied Research in Youth Development

Richard M. Lerner, PhD, Director
(617) 627-5558
<http://ase.tufts.edu/iaryd/>

The Institute for Applied Research in Youth Development is a laboratory within the Eliot-Pearson Department of Child Development. The Institute has the mandate and goal to be a center of excellence for the conduct and dissemination of top-tier scholarship and for the education and professional development of graduate and undergraduate students interested in enhancing the lives of diverse children, families, and communities.

Institute of Cosmology

Alex Vilenkin, PhD, Director
(617) 627-5363
<http://cosmos2.phy.tufts.edu/xbook.html>

The Tufts Institute of Cosmology is engaged in fundamental research relating to the origin and evolution of the universe, particularly in the areas of inflation, cosmic strings, and other topological defects. We are especially interested in the observational effects of defects, such as gravitational waves and high-energy cosmic rays. Group members also study general relativity and quantum field theory, in particular negative energy densities and quantum fluctuations of the vacuum.

Osher Lifelong Learning Institute

Marilyn Blumsack, Director
(617) 627-5699
<http://ase.tufts.edu/lli>

The Osher Lifelong Learning Institute at Tufts University provides any "seasoned citizen" the opportunity to return to the classroom with on-campus study groups and on-line distance learning courses. Course offerings focusing on subjects as varied as modern art, the world economy and memoir writing, ensure a wealth of options to address intellectual inquiry. There are no examinations, course credits, or degrees awarded.

RESEARCH & EDUCATION CENTERS, ARTS AND SCIENCES, CONTINUED

Tufts Educational Day Care Center

Gerry Sligar, Interim Director
(617) 627-3412
<http://ase.tufts.edu/tedcc/>

The Center is a laboratory school for the Eliot-Pearson Department of Child Development and all other departments in the School of Arts and Sciences. Faculty members, undergraduate, and graduate students have the opportunity to do research at the Center after completing a research request form and obtaining consent from the families of the children at the Center.

Wright Center for Science Education

Eric Chaisson, PhD, Director
(617) 627-5394
http://www.tufts.edu/as/wright_center/

The Wright Center is dedicated to the creation and sharing of novel instructional techniques and interdisciplinary resources for pre-college teachers. Through its fellowships, workshops, seminars, and a variety of public-outreach activities, the Center provides leadership in the training and retraining of science teachers to use innovative methods to stimulate young minds.

SCHOOL OF ENGINEERING

<http://engineering.tufts.edu/>

Advanced Technology Laboratory

Michael Doire, Research Coordinator
(617) 627-0900
<http://ase.tufts.edu/atl>

The Advanced Technology Lab (ATL) is multidisciplinary research collaboration between the School of Engineering and the School of Arts & Sciences designed to bring together faculty from diverse areas such as Biology, Biomedical Engineering, Computer Science/Electrical Engineering, Mechanical Engineering, Civil and Environmental Engineering, Psychology and Mathematics. A major project at the ATL is the development of technologies to exploit soft materials in new types of devices. The initiation of this collaboration was made possible by a grant from the W.M. Keck Foundation and is co-directed by David Kaplan, professor of biomedical engineering, and Barry Trimmer, professor of biology and representing a consortium of seven Tufts faculty members from five departments in the School of Engineering and the School of Arts & Sciences.

Center for Engineering Education and Outreach (CEEEO)

Chris Rogers, Director
Melissa Pickering, Assistant Director
(617) 627-5888
<http://www.ceeo.tufts.edu/>

The Tufts University Center for Engineering Education & Outreach (CEEEO) is a leader in supporting efforts to integrate engineering into K-12 education. The CEEEO consists of four divisions or pillars working closely to ultimately achieve the mission: (1) outreach, (2) educational technology development, (3) research, and (4) student workshops and teacher professional development. Investigations currently being conducted by the CEEEO revolve around its core of graduate students who are part of the Math, Science, Technology, and Engineering Education program at Tufts University. The overarching focus of these projects is improving technological literacy for all ages at all levels of education. The CEEEO also conducts research in the realm of educational technologies development. Through the Tufts University Future Technologies Lab (TUFTL), a number of projects aimed to produce technological products assisting the improving of technological literacy are being undertaken.

RESEARCH & EDUCATION CENTERS, SCHOOL OF ENGINEERING, CONTINUED

The NERD Girls Project

Karen Panetta, Co-Director of Multimedia Arts Program

Howard Woolf, Co-Director of Multimedia Arts Program

<http://nerdgirls.ece.tufts.edu>

The “Nerd Girls” Research Project showcases the diverse talents of an all-female engineering team researching renewable energy topics, as well as developing engineering solutions for the disabled. The team conducts research and solves large complex problems that require innovative research, teamwork, and the ability to interact with professionals in industry, and with government officials. This project brings awareness to young children about the role of engineers, and introduces the community to the many different engineering disciplines. This program has brought national attention to engineering, and has significantly inspired more women and minorities to pursue engineering careers. Recent projects include providing sustainable energy to Thacher Island, the last Twin Lighthouse in the United States, building solar vehicles, and developing engineering solutions to help paralyzed victims of MS regain their independence.

Tissue Engineering Resource Center

David Kaplan, Director

(617) 627-3607

<http://ase.tufts.edu/terc>

TERC is designed to advance the field of functional tissue engineering through research, collaborations, services, training, and dissemination of information. Research and development efforts include: designing “smart” scaffolds with consideration for mechanical function, matrix remodeling, stem cell responses, and tissue outcomes; advanced bioreactor systems to impart controlled environmental stimuli to cells on scaffolds; and characterization of tissues through nondestructive imaging. The website posts information for the tissue engineering community as well as contact information and resource descriptions. TERC is funded through the National Institutes of Health via the Biomedical Imaging and Bioengineering Institute’s P41 Resource Center program.

SCHOOL OF DENTAL MEDICINE

<http://www.tufts.edu/dental/>

Scientific and Clinical Research Center

Gerard Kugel, DMD, MS, PhD

(617) 636-0870

Jennifer Towers

(617) 636-3429

TUSDM Scientific and Clinical Research Center is the clearinghouse and supervisory structure for all research, grants and contracts at the Dental School. All research centers and divisions are organized within this main Scientific and Clinical Research Center. This Center is responsible for ensuring research compliance and liaises with the Office of the Vice Provost, Sponsored Accounting, IRB, IACUC, DLAM, Biosafety, and all other offices responsible for administering research on the Tufts Health Sciences Campus. The Department manages all pre- and post-award details and budgeting on behalf of its investigators, and provides research education and support to the whole dental community.

Center for Integrated Tissue Engineering (CITE)

Jonathan Garlick, DDS, PhD

(617) 636-2478

<http://www.tufts.edu/dental/CITE>

CITE houses state-of-the-art facilities that enable tissue fabrication and processing on a broad scale. CITE provides experimental support to scientists by allowing fabrication of 3D, in vivo-like tissues and offers tissue analyses to assist investigators in the interpretation of their findings. In addition, CITE assists in the development of 3D tissues for future application in Regenerative Medicine and Dentistry and serves as a hub for areas of parallel investigation throughout the Tufts campus. These services include providing a source of 3D human tissues that mimic human cancer for the Cancer Center at Tufts-Medical Center and 3D tissues for pre-clinical drug discovery through the Clinical and Translational Sciences Institute (CTSI) at Tufts.

RESEARCH & EDUCATION CENTERS, SCHOOL OF DENTAL MEDICINE, CONTINUED

Division of Craniofacial and Molecular Genetics – Mammalian Tooth Tissue Engineering and Zebrafish Facility

Pamela Yelick, PhD
(617) 636-2430

Research within the Division of Craniofacial and Molecular Genetics focuses on the development and regeneration of craniofacial skeletal elements and teeth. Models include manipulating mammalian dental stem cells using tissue engineering approaches, and gene discovery for craniofacial and tooth development and regeneration using the zebrafish model. The brand new, state-of-the-art, Tufts Zebrafish Facility houses over 2,000 tanks, and over 40,000 zebrafish. A large-scale, forward genetic mutagenesis screen is currently underway to identify novel signaling networks regulating craniofacial and tooth regeneration.

Division of Oral Biology

Jake Chen, DDS, PhD,
(617) 636-2729
<http://www.tufts.edu/sackler/cmdb/chen-lab.htm>

Dr. Chen's laboratory focuses on three research areas: 1. Gene expression and regulation in bone formation and tooth development using transgenics, lentiviral infection, signaling transduction pathways and small RNA approaches; 2. Stem cells and transcription factors in bone tissue engineering and regeneration using gene-therapy and double labeled cell-based approaches to repair dental and craniofacial tissue defects; 3. Translational studies including bone metastasis of breast cancer cells, bisphosphonates associated osteonecrosis of the jaws and osseointegration of dental implants.

Dry Eye and Dry Mouth Research Laboratory

Driss Zoukhri, PhD
(617) 636-3914

Research in the Dry Eye and Dry Mouth Research Laboratory aims to elucidate the causes of insufficient production of tears from the lacrimal gland and saliva from the salivary glands that lead to symptoms of dry eye and dry mouth. Special emphasis is put on the autoimmune disease, Sjögren's syndrome. Another research aim investigates the regenerative capacity of the lacrimal gland and the role of stem/progenitor cells in this process.

Gavel Center for Restorative Dental Research

Ronald Perry, DMD, MS
(617) 636-6775

The Gavel Center conducts dental materials testing with the aim of furthering the study of Materials Science at Tufts. From strength, hardness, and leakage testing to studies on nano-technology and zirconia, the Gavel Center primarily focuses on prosthodontic and operative research. The Gavel Center carries on the legacy of Dean Murray Gavel.

Oral Medicine & Geriatric Dentistry Center

Athena Papas, DMD, PhD
(617) 636-3932

The Division of Oral Medicine and Public Health Research unites advanced research techniques with clinical care to serve the oral health needs of high risk and medically compromised patients. From managing large, multi-center clinical trials on the prevention of caries, remineralization of carious teeth, tooth erosion and the restoration of the oral soft tissue, to Phase I-IV FDA randomized clinical trials providing non-surgical management of medically-related conditions, the Center focuses on translation research and preventive therapies. Areas of concentration include Sjögren's syndrome, medication induced xerostomia, radiation therapy to the head and neck, and stem cell transplantation, and the effects they have on saliva, caries, and periodontal disease. Other areas of study include the microbiological characterization of the oral cavity as well as cytokine profiles, biomarkers and cognitive dysfunction relative to Sjögren's syndrome.

Biostatistics

Paul Stark, MS, ScD
(617) 636-3743

Biostatistics collaborates on research activities with faculty and students, advising on study design, methodologies, and analysis, as well as teaching courses to Advanced and Graduate Students. They are continuously working on development and application of new statistical techniques.

RESEARCH & EDUCATION CENTERS, CONTINUED

SCHOOL OF MEDICINE

<http://www.tufts.edu/med/>

Biological Nuclear Magnetic Resonance Center

William W. Bachovchin, PhD, Director

(617) 636-6881

<http://www.tufts.edu/med/biochemistry/nmr/nmr.html>

The Biological NMR Center (TBNMRC) is housed in the Biochemistry Department at Tufts University School of Medicine, Boston. It is a shared instrumentation facility made possible through funding from both NIH and NSF, as well as Departmental and University funds over its 20 year history. TBNMRC has had from its inception a commitment of service to researchers from the University and from the surrounding area. Either on a collaborative or recharge basis, we have run NMR spectra or provided spectrometer time for virtually every other department in the Medical School; our colleagues from the Medford Campus; Harvard; Massachusetts Institute of Technology. (Nat'l Magnet Lab); Boston College; Boston University; Wood's Hole; Tuebingen, Germany; Carlsberg Institute, Copenhagen, Denmark; and for local biotech companies (e.g. Genzyme, Dyax, Millenium, Paratek).

Center for Adaptation Genetics and Drug Resistance

Stuart B. Levy, MD, Director

(617) 636-6764

<http://www.tufts.edu/med/microbiology/lab/levy/index.html>

Established in 1992, the overall goal of the Center is to investigate common biologic themes in the adaptation responses of eukaryotic and prokaryotic cells to environmental signals and hazards.

Center for the Study of Drug Development

Kenneth I. Kaitin, PhD, Director

(617) 636-2170

<http://csdd.tufts.edu/>

The Center for the Study of Drug Development is an independent, academic, non-profit research group affiliated with Tufts University. Founded in 1976, Tufts CSDD is internationally recognized for its scholarly analyses and thoughtful commentary on pharmaceutical issues. Tufts CSDD's mission is to provide strategic information for drug developers, regulators, and policy makers on improving the quality and efficiency of pharmaceutical development, research, and utilization.

Electron Microscope Facility

Cathy Linsenmayer, PhD, Director

(617) 636-0842

<http://iris3.med.tufts.edu/deptanat/emfacility.htm>

The Department of Anatomy and Cellular Biology's Electron Microscopy Laboratory has been expanded and renovated, providing the Tufts University community with access to state of the art facilities for a variety of morphological approaches. The laboratory is composed of a general lab area, a microtomy suite, darkrooms and copy area, as well as separate microscopy suites. The microscopy suite houses: transmission and scanning electron microscopy, a complete darkroom for the processing of photographic plates, a Phillips CM10 transmission electron microscope with goniometer, single tilt and rotating/tilt specimen holders, and an ISI DS130 scanning electron microscope. The facility provides access to the equipment for trained users, as well as providing instruction in sample preparation and equipment usage. In addition, a variety of services are available including: routine transmission and scanning electron microscopy, rotary shadowing of isolated macromolecules, and immunocytochemistry.

International Institute for Prosthetic Rehabilitation of Landmine Survivors

Mark Pitkin, PhD, Director

(781) 297-1204

<http://www.tufts.edu/med/IPRLS/home.html>

The International Institute for Prosthetic Rehabilitation of Landmine Survivors was founded in April 1998 to contribute to the international efforts of amputee rehabilitation, especially rehabilitation of civilians, many of whom are children. The uniqueness of the Institute's mission is in its efforts to assist amputees who would otherwise be unable to receive adequate prosthesis due to stump complications.

RESEARCH & EDUCATION CENTERS, SCHOOL OF MEDICINE, CONTINUED

Tufts University Core Facility

Michael Berne, PhD, Director
(617) 636-2422
<http://tucf.org/>

The Tufts University Core Facility provides an extensive array of services to support the researchers at Tufts University as well as outside investigators. The facility's staff has years of proven technical proficiency and experience with high throughput characterization, purification, and laboratory automation. The following services are offered: DNA Synthesis (custom oligonucleotides often within 24 hours), DNA Sequencing (automated sequencing with read lengths of 500-800 bases), Peptide Synthesis (custom peptides and libraries), Protein Sequencing (Automated Edman Degradation), Mass Spectrometer Analysis (MALDI-TOF-MS, ideal for a fast mass determination and purity check), Proteomic HPLC / MS with Nanospray (a high sensitivity method of identifying proteins by analyzing the peptides from a proteolytic digestion).

TUFTS MEDICAL CENTER

<http://www.tuftsmedicalcenter.org/>

Center for Clinical Evidence Synthesis (CCES)

Joseph Lau, MD, Director
(617) 636-5000
<http://160.109.101.132/icrhps/resprog/cces/default.asp>

The CCES promotes both the application of evidence-based methods to healthcare topics and the development of methodologies in evidence synthesis. Situated in an environment with diversity and depth of clinical and methodological collaborators, CCES members have become internationally recognized leaders in meta-analysis and evidence-based practice. Led by Dr. Joseph Lau since its inception in 1992, the CCES conducts its work through two specialized Centers: AHRQ-designated Tufts MC Evidence-based Practice Center (EPC) and the Boston Branch of the US Cochrane Center. The CCES includes experts in the fields of meta-analysis, clinical data synthesis, decision and cost-effectiveness analysis, clinical guideline creation and evaluation, and health services' effectiveness and outcomes research. CCES members, who have broad-based interests in various methodologic approaches to the problems of clinical evidence synthesis, have made pioneering contributions in such areas as cumulative meta-analysis, reliability of meta-analysis of small trials compared with large trials, the use of baseline risk to interpret clinical trial results, and the comparison of random and fixed effects models in the face of heterogeneity.

Clinical Care Research (CCR)

Harry P. Selker, MD, MSPH, Director
(617) 636-5000
<http://160.109.101.132/icrhps/default.asp>

The CCR in the Department of Medicine at Tufts Medical Center and TUSM and Sackler School studies the factors that affect clinical care and its outcomes, and develops treatment strategies, decision aids, computer-based systems, and the basis for practice and policy in order to improve clinical care and health. The work of the Division targets a wide range of clinical areas and includes ten component centers and programs.

RESEARCH & EDUCATION CENTERS, TUFTS MEDICAL CENTER, CONTINUED

Clinical and Translational Research Center (CTRC) of Tufts Medical Center (TMC)

- Center for Clinical Evidence Synthesis (CCES)
- Institute for Clinical Research and Health Policy Studies
- Biostatistics Research Center (BRC)
- Center for Cardiovascular Health Services Research (CCHSR)
- Center for the Evaluation of Value and Risk in Health (CEVR)
- The Health Institute (THI)
- New England Cochrane Center
- New England Medical Center AHRQ Evidence-based Practice Center
- Center for Internet-Based Epidemiologic Research (CIBER)
- Pediatric and Adolescent Health Research Center (PAHRC)

Jonathan M. Davis, MD, Director
(617) 636-4730

<http://www.tuftsmedicalcenter.org/Research/GCRC/default>

The CTRC (formerly the GCRC and CRC) is an NIH-funded core institutional resource dedicated to promoting innovation and excellence across the entire spectrum of patient-oriented research. We have a solid commitment to the translation of basic scientific discoveries into state-of-the-art medical care. Collaborations between basic, clinical and health services scientists are strongly encouraged, as are collaborations across disciplines and between TMC researchers and scientists at other institutions. Our Scientific Advisory Committee assures that the CRC resources support excellence in science. Federally funded, investigator-initiated research has priority, but unfunded pilot studies, feasibility trials, and industry-supported trials, particularly those that use novel approaches, may also be supported. The CRC provides a unique environment for mentored training of health professionals in the science, ethics, and responsible conduct of high quality clinical research. Resources are specifically dedicated to career development and training opportunities for the next generation of clinical researchers.

Institute for Clinical Research and Health Policy Studies (ICRHPS)

Harry P. Selker, MD, MSPH, Executive Director
(617) 636-5000

<http://160.109.101.132/icrhps/default.asp>

The Research Programs Division of the Institute for Clinical Research and Health Policy Studies (ICRHPS) provides an environment and research culture that facilitates cross-disciplinary studies. Its work ranges from the study of clinical features of disease, specific treatments and their optimal use, measurement of clinical, functional, and social outcomes of healthcare interventions, optimal use of clinical data and other evidence, to the influence of socioeconomic, employment, organizational, and policy factors on health and healthcare. The Institute faculty's expertise in these fields and its emphasis on advancing research methods and having a real-world impact on clinical care have generated a wide array of groundbreaking studies and new research methods. In addition to the work of individual investigators, the Division includes the following research centers: Biostatistics Research Center (BRC), Center for Cardiovascular Health Services Research (CCHSR), Center for Clinical Evidence Synthesis (CCES), Center for the Evaluation of Value and Risk in Health (CEVR), Center for Genetic Epidemiology and Modeling (CGEM), and The Health Institute (THI).

Biostatistics Research Center (BRC)

Christopher Schmid, PhD, Director
(617) 636-5000

<http://160.109.101.132/icrhps/resprog/brc/default.asp>

The BRC in the ICRHPS seeks to promote innovation and excellence across the spectrum of patient-oriented research through development of new statistical methods and provision of training, education, and support in applying standard and cutting-edge analytic techniques. It seeks to serve as the academic center for biostatistics at Tufts University and its affiliated teaching hospitals through weekly meetings, seminars and education. Through collaboration with investigators within and beyond TMC, BRC statisticians provide data coordination and analytic support for numerous federal and foundation grants, among other services and support. BRC staff are also responsible for statistical and computational instruction and mentoring of students in the Sackler Clinical Research Program.

RESEARCH & EDUCATION CENTERS, TUFTS MEDICAL CENTER, CONTINUED**Center for Cardiovascular Health Services Research (CCHSR)**

Harry P. Selker, MD, MSPH, Director
(617) 636-5000

<http://160.109.101.132/icrhps/resprog/cchsr/default.asp>

The CCHSR is known for a series of studies on the factors influencing emergency cardiac care and over the past two decades, the development of "cardiac predictive instruments" for use in the emergency cardiac clinical setting. These decision aids, which provide the emergency physician with predictions of key outcomes, are incorporated into a standard computerized electrocardiograph and have been the subject of multicenter clinical trials run by the CCHSR in recent years, including a 10,700-subject national trial in 10 hospitals of the acute ischemia instrument, a 28-hospital trial of the thrombolytic predictive instrument (TPI), and an emergency medical service (EMS) system-based clinical trial of the use of electrocardiograph-based instruments in ambulances.

Center for Clinical Evidence Synthesis (CCES)

Joseph Lau, MD, Director

<http://160.109.101.132/icrhps/resprog/cces/default.asp>

The Center for Clinical Evidence Synthesis (CCES) promotes both the application of evidence-based methods to healthcare topics and the development of methodologies in evidence synthesis. Situated in an environment with diversity and depth of clinical and methodological collaborators, CCES members have become internationally recognized leaders in meta-analysis and evidence-based practice. Led by Dr. Joseph Lau since its inception in 1992, the CCES conducts its work through two specialized Centers: AHRQ-designated TMC Evidence-based Practice Center (EPC) and the Boston Branch of the US Cochrane Center.

Center for the Evaluation of Value and Risk in Health (CEVR)

Peter J. Neumann, ScD, Director
(617) 636-5000

<http://160.109.101.132/icrhps/resprog/cevr/default.asp>

The CEVR is a newly established Center focused on issues pertaining to value, cost-effectiveness, and risk in health care decisions. The Center's mission is to assess benefit-risk tradeoffs in health care choices and public health interventions, and to help decision makers target resources to improve health more efficiently and effectively. Center researchers bring experience in economics and decision analysis to a host of clinical and public health policy issues. The work encompasses formal cost-effectiveness analysis and related techniques, as well as policy research and analysis pertaining to resource allocation (e.g., political and ethical concerns, public perceptions, and institutional constraints). CEVR is the new home of the Tufts MC Cost-Effectiveness Analysis Registry (CEA), an online database of almost 1,000 cost-effectiveness analyses in health care.

The Health Institute (THI)

Susan K. Parsons, MD, MRP, Director
(617) 636-5000

<http://160.109.101.132/icrhps/resprog/thi/default.asp>

The THI at TMC was founded in 1988. Initially, THI was home to the Medical Outcomes Study (MOS) - a landmark study designed to measure the relationship between the organization and delivery of medical care and the functional health outcomes of patients. THI's overall mission is to improve health by advancing measurement of and knowledge about social, behavioral, medical, and biological factors that influence individual and population health. To accomplish this goal, THI develops tools to advance the science of outcomes measurement from the patient's point of view; engages in large-scale research projects to examine the links between structure, process and outcomes of health care; conducts multidisciplinary research into the complex pathways linking health and its social, behavioral, medical, and biological determinants; and works with clinicians, government, employers, health plans, and other public and private sector organizations to translate research into practice and policy.

Molecular Cardiology Research Institute (MCRI)

Michael E. Mendelsohn, MD, FACC, Executive Director
(617) 636-9370

<http://160.109.101.132/mcri/default>

The MCRI is a fully-functional Department at TMC. The MCRI has as its scientific emphasis the study of molecular mechanisms of human disease, and translation of bench findings to new bedside strategies for diagnosis and therapy. The Institute has invested especially in two principal areas: recruitment of scientists and physician-scientists of the highest quality, and establishment of state-of-the-art Core facilities.

RESEARCH & EDUCATION CENTERS, TUFTS MEDICAL CENTER, CONTINUED

Tufts Medical Center Cancer Center

Richard A. Van Etten, MD, PhD, Interim Director
(617) 636-6111
<http://160.109.101.132/cancercenter/>

Our Center strives to provide the highest quality cancer care in a compassionate and personalized manner, combined with leading edge clinical and basic science research. Our goal is to reduce the morbidity and mortality from cancer in the communities we serve and to push the frontiers of medical knowledge forward.

Molecular Oncology Research Institute (MORI)

Philip N. Tsichlis, MD, Director
(617) 636-6100
<http://www.tufts-mori.org/welcome/index.asp>

The Molecular Oncology Research Institute, a core component of the Tufts Medical Center Cancer Center, currently has 17 faculty members and occupies a space of more than 31,000 square feet in the 75 Kneeland Street research building. Its mission is to explore the molecular mechanisms of neoplastic transformation and to promote the translation of basic research findings into the clinic. To achieve this goal, MORI scientists carry out research that spans the spectrum from gene discovery to target validation for drug development.

Tufts University/Tufts Medical Center Imaging Facility (TIF)

Alenka Lovy-Wheeler, PhD, Manager
(617) 636-3795
<http://www.neurosci.tufts.edu/Imaging.html>

The Tufts University/Tufts Medical Center Imaging Facility (TIF) provides equipment and expertise for confocal and multiphoton microscopy. The TIF provides imaging services, including FRAP, FRET and the use of photoactivatable GFP, to all scientists of Tufts University and Tufts Medical Center. In conjunction with GRASP, the TIF offers equipment and expertise for laser capture microdissection, using an Arcturus PixCell IIe instrument.

Tufts Medical Center Otolaryngology Research Center

<http://www.tuftsmedicalcenter.org/OurServices/ENTOtolaryngology/OtolaryngologyResearchCenter>

The Otolaryngology Research Center is dedicated to basic and applied research in advanced endoscopic and minimally-invasive otolaryngologic surgery. It provides the opportunity to develop and test instruments, undertake laboratory and animal research, and provides training in new techniques in both conventional and laser surgery.

Tufts/Tufts Medical Center Small Animal Imaging Facility

Gary Sahagian, PhD, Facility Director
(617) 636-6748
<http://www2.healthsci.tufts.edu/saif/>

The Tufts University/Tufts Medical Center Small Animal Imaging Facility provides equipment and expertise for imaging bioluminescence and fluorescence in live animals. Major instrumentation includes a state-of-the-art Xenogen IVIS 200 Biophotonic Imager, a Xenogen 3D Imaging System, a Mauna Kea Cellvizio Fiber Optic Imaging System, and a Leica MZ-FLIII Stereo Fluorescence Microscope. The technology provided by these instruments is applicable to a wide range of research areas that include tumor and stem cell biology, infectious disease, neurobiology, angiogenesis and wound healing, and signal transduction. The facility is also equipped to perform surgical procedures and cell/tissue culture to support in vivo imaging studies with these instruments.

RESEARCH & EDUCATION CENTERS, CONTINUED

SACKLER SCHOOL OF GRADUATE BIOMEDICAL SCIENCES

<http://www.tufts.edu/sackler/>

Center for Gastroenterology Research on Absorptive and Secretory Processes (GRASP)

Andrew G. Plaut, MD, Director

(617) 636-6249

http://www.tufts.edu/sackler/cmdb/core_research.htm

GRASP is a Silvio O. Conte Digestive Diseases Core Research Center funded by the National Institutes of Health/NIDDK. Our mission is to provide resources for the conduct of basic research on the normal function and diseases of the gastrointestinal tract and liver, and to encourage the translation of such studies to the treatment of human disease. The Center is based at Tufts-Medical Center in Boston and the affiliated Tufts University Schools of Medicine and Cummings School of Veterinary Medicine. The Center has been continuously funded since 1984.

Center for Neuroscience Research (CNR)

F. Rob Jackson, PhD, Director

(617) 636-3624

<http://www.tufts.edu/sackler/neuroscience/CNR/>

The Tufts Center for Neuroscience Research (CNR) is located within neuroscience departmental space of Tufts University School of Medicine (TUSM). The CNR was established in 2003 to augment the research capabilities of NINDS and other neuroscience investigators at TUSM and the affiliated Tufts Medical Center (TMC). One of the primary goals of the CNR is to integrate core services and faculty research programs that exist in the two different Tufts-affiliated institutions. To this end, the CNR provides core research services to NINDS and other neuroscience investigators while fostering collaborative interactions among them. CNR-supported facilities offer services for biological imaging, biophysics & electrophysiology, bioinformatics, and animal behavior.

Animal Behavior Core

Klaus Miczek, PhD, Director

(617) 636-3624

<http://www.tufts.edu/sackler/neuroscience/CNR/behavior.html>

The CNR Animal Behavior Core is the newest research core facility on the Boston campus, providing a 1,000 sq. ft. facility and services to assess sensory and motor capacity, complex behaviors, and to conduct general rodent phenotyping. Core staff can help design and implement these assays, or investigators can conduct behavioral tests using CNR facilities and resources without technical assistance after completing a equipment training session.

Tufts Center for Vision Research

Ira M. Herman, PhD, Director

(617) 636-2991

http://www.neec.com/Pages/About/Research/Vision_Research_lab.php

The TCVR now comprises more than 30 Tufts faculty members who direct, co-direct, or collaborate in laboratory-based vision research programs, or who direct a National Eye Institute (NEI) funded clinical research program. A grant from the National Eye Institute provides partial funding for the TCVR's administration and core resource modules.

RESEARCH & EDUCATION CENTERS, CONTINUED

JEAN MAYER USDA HUMAN NUTRITION RESEARCH CENTER ON AGING

<http://hnrc.tufts.edu/>

For more than three decades HNRCA investigators have conducted the world's most advanced studies on nutrition and aging. Our research focuses on determining the nutrient requirements necessary to promote well-being for older adults. HNRCA scientists examine how nutrition plays a major role in the prevention of the major chronic degenerative conditions and diseases associated with aging.

The HNRCA is operated by Tufts University through a cooperative agreement with the Agricultural Research Service (ARS). Located on the Tufts University Health Sciences campus in Boston, MA, the HNRCA is the largest of six human nutrition research centers in the United States which is supported by the United States Department of Agriculture (USDA)/ARS, as well as by the National Institutes of Health, many foundations, and industry.

HNRCA scientists, trained in disciplines such as nutrition, biochemistry, physiology, epidemiology, genomics, and molecular biology, explore relationships between nutrition, aging and health. Many of our researchers hold faculty appointments at The Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy and the School of Medicine at Tufts University.



The Health Sciences campus in Boston and the Chinatown neighborhood

FRIEDMAN SCHOOL OF NUTRITION SCIENCE & POLICY

<http://nutrition.tufts.edu/>

Feinstein International Center

Peter Walker, PhD, Director
(617) 627-3423
<http://fic.tufts.edu/>

The Feinstein International Center works primarily in Africa to prevent and mitigate famine, resolve local conflicts, and develop emergency responses that contribute to durable survival strategies for people coping with crisis.

RESEARCH & EDUCATION CENTERS, FRIEDMAN SCHOOL, CONTINUED

John Hancock Center for Physical Activity and Nutrition

Miriam Nelson, PhD, Director
(617) 636-3735
Christina Economos, PhD., Associate Director
(617) 636-3566
<http://jhcpa.nutrition.tufts.edu/>

The mission of JHCPAN is to conduct rigorous research targeting obesity prevention; influence public policy; train future leaders in the field; and promote physical activity and sound nutrition nationally and internationally.

The following highlights some of JHCPAN's initiatives:

Children in Balance

Christina Economos, PhD
(617) 636-3566
<http://www.childreninbalance.org/>

The mission of Children in Balance is to reverse and prevent childhood obesity utilizing advanced scientific research that will empower individuals and communities to catalyze social change. The initiative strives to empower community leaders and caretakers to build environments that will promote healthy eating and increase physical activity in children. To achieve our vision of changed environments for the well-child, we conduct rigorous scientific research, educate, and train future leaders, disseminate evidence based interventions and "best practices" that will catalyze social change, and influence and inform policy. Our research trials have included Shape Up Somerville, the Balance Project, and the CHANGE Study, in both urban and rural America. These studies are focused on elementary school aged children and are based on successful community-based environmental approaches to social change.

StrongWomen Program

The Strong Women Program

Miriam Nelson, PhD
(617) 636-3735
<http://go.tufts.edu/strongwomen>

Strong Women, Healthy Hearts

Sara Folta, PhD
(617) 636-3423
<http://jhcpa.nutrition.tufts.edu/programs/healthyhearts/>

The Strong Women Program is composed of The Strong Women Program and Strong Women, Healthy Hearts. Both focus on the fitness and health of midlife and older women. The StrongWomen Program equips community leaders nationwide to implement safe and effective strength training programs for midlife and older women based on sound principles and scientific research. Over the past five years, over 1,600 program leaders have been trained to implement the program. Thirty-four states currently run StrongWomen Programs. The StrongWomen—Healthy Hearts Program is a two-year research-based community intervention that will raise women's awareness of their risks of heart disease and weight control and educate them on workable behavior change strategies.

Growing Stronger

<http://growingstronger.nutrition.tufts.edu/>

The Growing Stronger project is a collaborative effort between the Centers for Disease Control and Prevention (CDC) and the Hancock Center. Growing Stronger is a strength training program for older adults, available online.

RESEARCH & EDUCATION CENTERS, FRIEDMAN SCHOOL, CONTINUED

New Entry Sustainable Farming Project

Jennifer Hashley, Director
(617) 636-3793
<http://nesfp.nutrition.tufts.edu/>

The New Entry Sustainable Farming Project is a partnership effort designed to help recent immigrants with backgrounds in agriculture to establish themselves as commercial farmers in New England.

Positive Deviance Initiative

(617) 636-2195
<http://www.positivedeviance.org>

Positive deviance is a development approach that is based on the premise that solutions to community problems already exist within the community. The positive deviance approach thus differs from traditional "needs based" or problem-solving approaches in that it seeks to identify and optimize existing resources and solutions within the community to solve community problems. Originally funded by the Ford Foundation and now supported by the Rockefeller Foundation, the objectives of the PDI are to document and share information on current global positive deviance (PD) projects on a variety of nutrition and public health issues, to explore new PD applications, and to expand the cadre of PD practitioners and trainers.

Refugees and Forced Migration Program

Karen Jacobsen, PhD, Director
(617) 627-5321
<http://fic.tufts.edu/?pid=30>

The Refugees & Forced Migration Program (R&FMP) is jointly offered by The Fletcher School of Law & Diplomacy and the Feinstein International Famine Center (based in the Friedman School of Nutrition and Science Policy). The R&FMP, which began in September 2000, seeks to understand the experiences, problems, and policies concerning refugees and other kinds of forced migration.

Tufts Longitudinal Health Study

Christina Economos, PhD
(617) 636-3784
<http://tlhs.tufts.edu/>

The Tufts Longitudinal Health Study (TLHS) is the world's first study to follow the behavioral and physiological profiles of college students throughout their four years. It was started in 1998 to get a better understanding of how college students shape their lifestyles, which factors on campus influence their choices, and how their choices impact their health today and in the future.

THE FLETCHER SCHOOL

<http://fletcher.tufts.edu/>

The Center for International Environment and Resource Policy

Professor William Moomaw, Director
(617) 627-3700
<http://fletcher.tufts.edu/ierp/>

This Program explores the importance of environment and resource issues in determining the relationships among nations and the linkage between national patterns of economic activity and the environment. A major emphasis is on translating the scientific basis for environmental concern into policies, technologies and strategies that address both the needs of human societies and the requirements of natural systems.

Research activities within the Program examine the link between patterns of economic development and environmental degradation, comparative national environment and resource policy development, and the role of international organizations, corporations, and other institutions in responding to environmental challenge. The interdisciplinary nature of the Program brings together faculty and students with backgrounds in economics, law, negotiation, political science, natural science, resource management, and engineering.

In collaboration with the student-directed Energy and Environment Forum, the Program brings speakers to campus and holds symposia and conferences. Students are encouraged to work on topics of active policy concern, and to learn whenever possible by contributing directly to the resolution of important environmental and resource issues.

RESEARCH & EDUCATION CENTERS, THE FLETCHER SCHOOL, CONTINUED

The Edward R. Murrow Center

Crocker Snow, Director

(617) 627-3700

<http://fletcher.tufts.edu/murrow/>

The Murrow Center was established in 1965 as a memorial to the man whose distinguished reporting and analysis of world news and imaginative leadership of the United States Information Agency set a standard of excellence in the field.

Mr. Murrow's library and papers are housed at the Digital Collections and Archives at Tufts University. The Center awards Murrow Fellowships to mid-career professionals who engage in research at Fletcher ranging from the impact of the "new world information order" debate in the international media during the 1970's and 1980's to, currently, telecommunications policies and regulation.

The International Security Studies Program (ISSP)

Professor Richard Shultz, Director

(617) 627-3120

<http://fletcher.tufts.edu/issp/>

The International Security Studies Program (ISSP) provides a multidisciplinary approach to the study of the sources of conflict, conflict resolution, the role of force in international relations, and the maintenance of international peace.

Each year the Program sponsors a guest lecture series on international security issues. Some of the many speakers sponsored in the past year included: Sir Richard Dearlove, KCMG, OBR, Former Director of M16, British Secret Intelligence; The Honorable Chang Hee Lee, Ambassador, Ret., Republic of Korea; Lieutenant General Joseph R. Inge, Deputy Commander, USNORTHCOM, and Vice Commander, USELEMNORAD; Dr. William Luti, Assistant to the President and Senior Director, Defense Policy and Strategy; Brigadier General Joseph Dunford, USMC, Director, Operations Division Plans, Policies and Operations, HQ USMC; Dr. Rohan Gunaratna, Head, International Centre for Political Violence and Terrorism Research, Institute of Defense and Strategic Studies, Singapore; Sir David Manning, KCMG, Her Majesty's Ambassador to the United States of America; Rear Admiral (Ret) Rudolf Lange; Professor Ralph Begleiter, "Distinguished Journalist in Residence," University of Delaware; Dr. Jonathan Tucker, Senior Researcher, Chemical & Biological Weapons Nonproliferation Program; BG Michael Ferriter, USA, Director for Operations, Plans, Logistics and Engineering Directorate, US Joint Forces Command; The Honorable Francis J. Harvey, Secretary of the Army and Mr. Bruce Lemkin, Deputy Under Secretary of the Air Force, International Affairs.

In addition, during the fall semester, ISSP conducts its annual crisis simulation exercise (SIMULEX) involving an international scenario. Assisting the exercises are representatives from the official U.S. government gaming agencies.

Every year, the armed services send distinguished senior officers to The Fletcher School to take part in seminars and to participate actively in those ISSP "outside-the-classroom" educational activities that offer students essential practical insights to complement their coursework.

The Program was initiated and has been sustained with the generous support of the Scaife Family Charitable Trust and the Sarah Scaife Foundation. Other grants have come from the John M. Olin Foundation, the Carnegie Corporation of New York, the Allegheny Foundation, the William H. Donner Foundation, the Bradley Foundation, the Anderson Foundation, the Raytheon Company, as well as the Pew Charitable Trusts.

RESEARCH & EDUCATION CENTERS, THE FLETCHER SCHOOL, CONTINUED

The Institute for Human Security

Peter Uvin, Henry Leir Chair in International Humanitarian Studies, Director
(617) 627-2731

<http://fletcher.tufts.edu/humansecurity/>

Throughout the world, people engage in dynamics of social change in the developing world. They do so through the thousands of bilateral, international, and non-governmental organizations that are active in the fields of humanitarian relief, development, human rights, and conflict resolution. Traditionally, practitioners and researchers have tended to specialize in only one of these fields. As a result, while in principle in favor of the other aims, they are often unaware of the positive or negative impact their actions may have upon these other fields.

We are now beginning to understand that any progress made in one field without attention to the others is sub-optimal at best and often unsustainable, since people who live in situations of extreme deprivation often face all these conditions simultaneously. Practitioners and researchers everywhere now urgently seek to gain insights about the overlaps and interactions between these fields, train staff who are able to collaborate with people from other areas of expertise, and develop strategies that cut across traditional professional borders.

Some scholars, governments, and international organizations have recently begun using the term "human security" to bring together the concerns and practices that deal with the many faces of, and close relations between, freedom from fear and freedom from want. Under this rubric fall a broad variety of issues and trends, but they all share a desire to cross boundaries between fields of social change until now usually treated separately, and a strong ultimate focus on the inclusive well-being of all human beings. The Institute's work is based on these principles.

The Institute is resolutely interdisciplinary. All its activities make a fundamental choice in favor of crossing academic and professional barriers. It integrates economics, politics, law, nutrition and health, and all other perspectives it needs.

The Constantine Karamanlis Chair in Hellenic & Southeastern European Studies

Professor Alexandros Yannis, Director
(617) 627-4167

<http://fletcher.tufts.edu/karamanlischair/>

The Constantine Karamanlis Chair in Hellenic and Southeastern European Studies at The Fletcher School of Law and Diplomacy is committed to promoting Hellenic and Southeast European Studies in the United States while honoring a towering figure of Greece's recent past.

The Program on Southwest Asia and Islamic Civilization

Andrew C. Hess, PhD, Director
(617) 627-2774

<http://fletcher.tufts.edu/swaic/>

This Program concentrates on the strategically important area that extends eastward and northward from the Arabian Peninsula to include Pakistan and Central Asia. Since this same region forms the core of classical Islamic civilization, understanding its cultural and institutional history is a necessary part of the analysis of its contemporary problems. Among subjects receiving special attention are: international competition in Southwest Asia; security in the Gulf and Red Sea; military competition and the arms trade; modernization of Saudi Arabia and Iran; regional economic development and international trade; Islamic fundamentalism; ethnic violence; politics of oil and petrochemicals; and modern technology and social change.

During the academic year the Program sponsors lectures, colloquia and an executive seminar series. The Program offers a range of language learning opportunities in conjunction with Tufts University, other colleges and universities in the greater Boston area, and institutions of higher education in the Middle East. The Program sends several students each year to universities in the Middle East, Central Asia and Southwest Asia for summer language training and/or to pursue internships in the public and private sectors.

The Program also engages in a number of special educational activities. It sponsors a special training program in international affairs for the Foreign Ministries of Gulf countries and it engages in administrative and academic training activities for the Jerusalem School, a graduate school of economics and diplomacy in Palestine.

RESEARCH & EDUCATION CENTERS, THE FLETCHER SCHOOL, CONTINUED**The Center for Emerging Market Enterprises (CEME)**

Charles Bralver, Director
(617) 627-4965

<http://fletcher.tufts.edu/ceme/>

Throughout the last two decades, the mass movement of capital and economic transactions from intrastate marketplaces to the global economy has resulted in an increasingly complex system of economic activity and growth. From globally dispersed corporate investments to individuals sending remittances to their home countries, economic globalization has reallocated capital and shifted economic power giving emerging markets more traction and visibility. Consequently, there is a critical need for organizations in developing countries to expand their capacity to enter the global marketplace while developed country organizations must refine their abilities to operate in these formerly non-traditional areas.

Fletcher's Center for Emerging Market Enterprises (CEME) considers not only particular geographies but also the topic areas that affect these emerging markets through events, research, executive education, visiting scholars, and conferences. CEME's focus areas range from the global economic players like India, China, and Brazil to countries of regional or industry-specific importance such as Venezuela, the Philippines, Malaysia, and Romania. Issues including microfinance, governance, and labor markets are also a key part of CEME's focus.

The Cultural Change Institute (CCI)

Professor Lawrence Harrison, Director
(617) 627-3034

<http://fletcher.tufts.edu/cji/>

Since development became a priority international issue a half century ago, strategic paradigms have come and gone. While some positive outcomes have been realized, none has produced the advertised broad-scale transformations in poor, often authoritarian, often unjust, countries. In recent years, increasing attention has been paid to cultural values, beliefs, and attitudes. The CCI works to promote awareness of the significance of culture and of cultural change in lagging societies through country case studies; studies of the instruments and institutions of cultural transmission (e.g., child-rearing practices, education systems, religions, the media); pilot projects; value and attitude surveys; and conferences.

Maritime Studies Program

Professor John Curtis Perry, Director
(617) 627-3700

<http://fletcher.tufts.edu/maritime/>

Previously known as the Oceanic Studies Program, the study of maritime affairs at Fletcher is not organized in a center but forms an incipient special program, providing an intellectual focus for those who might choose to include a salt water perspective in their work.

The Hitachi Center for Technology and International Affairs

Asahiko Isobe, Chairman
(617) 627-3700

<http://fletcher.tufts.edu/hitachi/>

The growing centrality of technology issues in international affairs has raised new and complex issues for government policymakers and corporate executives. To address the pressing domestic and global issues engendered by the impact of technological change and advance on the conduct of nation-states and transnational relations, The Fletcher School established a Center dedicated to the study of global technology management, comparative national technology policy and strategy, technology transfer to the Third World, techno-nationalism, cross-border R&D and technological competitiveness. The Center, which was initially endowed with a major grant from the Hitachi Corporation, focuses on global, regional and national technology issues that are linked to the interaction between government and business.

RESEARCH & EDUCATION CENTERS, THE FLETCHER SCHOOL, CONTINUED

The Center for Human Rights and Conflict Resolution (CHRCR)

Eileen F. Babbitt and Hurst Hannum, Co-Directors

(617) 627-3700

<http://fletcher.tufts.edu/chrcr/>

Understanding how to prevent or stop wars or rebuild societies in their aftermath requires a broader perspective than either human rights or conflict resolution alone possesses. The mission of the Center for Human Rights & Conflict Resolution is to promote peace, justice, and human rights by fostering greater understanding and cooperation between these two fields. Through conferences, training programs, research, and publications, CHRCR seeks to expand the theory, policy and practice of both human rights and conflict resolution to better understand and, where appropriate, integrate the insights of both. The Center then seeks to apply that cross-disciplinary knowledge to heighten the effectiveness of each group.

CHRCR emphasizes research that evaluates the practical value of intergovernmental and non-governmental intervention initiatives. For example, it has evaluated the efforts of the United Nations High Commissioner for Refugees and non-governmental organizations in Bosnia and Rwanda to promote the coexistence of people returning to communities that have been deeply divided by violence. The Center also has explored how conflict resolution techniques and changes in normative rules might mitigate the violence that often accompanies self-determination disputes. The aim of the Center is to uncover what has worked and what has not, both to contribute to scholarly knowledge and to the formulation of better public policy. At The Fletcher School, CHRCR hosts occasional lectures and provides opportunities for student research and participation in CHRCR's multi-faceted research and educational activities.

The Program in International Development

Professor Steven Block, Director

(617) 627-2717

<http://fletcher.tufts.edu/research/programsandcenters.shtml>

The Program in International Development combines coursework in the fields of Law and Development, Development Economics, and Comparative and Developmental Political Analysis with workshops, seminars and visits by experts in an integrated program of development studies and research.

The Program's goal is to provide a framework for analyzing contemporary aspects of development including problems of social and political change; theories of economic development and growth; the role of law in development; trade and balance of payments problems of developing countries; international development organizations; the role of financial and technical assistance in aiding developing countries; food and agricultural policy; and, the economics of consumption and nutrition. The program is closely linked to the School's curriculum through the Certificate in International Development.

The Program in International Negotiation and Conflict Resolution

Professor Eileen F. Babbitt, Director

(617) 627-3796

<http://fletcher.tufts.edu/research/programsandcenters.shtml>

As a field of study and practice, international conflict resolution explores the various causes of conflict in the current international system and the non-violent strategies and approaches for constructively managing such conflict. This academic program is inherently multidisciplinary and draws courses and faculty from all three divisions at Fletcher. It includes: concepts and skills of negotiation, for use in diplomacy, business, and law; methods of third-party intervention, from mediation to coercion; new approaches to international intervention, recognizing the roles played by the coordination of political, military, and non-governmental actors; crisis management and arms limitations, as modes of containing or preventing conflict; and in-depth analysis of specific contexts in which conflict must be managed, such as trade, environmental and resource issues, international organizations, business ventures, as well as in struggles of war and peace/

We consider negotiation to be a basic life skill, which is important as a foundation for work in any of the fields of international endeavor, and conflict resolution in general as an approach that can be adopted by managers and decision-makers in all career paths. It is a perspective that combines strategic analysis with constructive approaches to problem solving.

In addition to the academic courses, the Program offers a non-credit mediation practicum, in which students receive 32 hours of mediation training and then apprentice with experienced mediators in local small claims courts. The practicum training is offered in the fall semester and is limited to a maximum of 20 students. In this and other activities, the Program works closely with the International Negotiation and Conflict Resolution student group.

RESEARCH & EDUCATION CENTERS, THE FLETCHER SCHOOL, CONTINUED

Global Issues Seminar Series

Contact: Jenifer Burckett-Picker
(617) 627-5679
<http://fletcher.tufts.edu/gis/>

The Global Issues Seminars (GIS) are an outreach program of The Fletcher School. The seminars are held two to three times a year. Lectures by Fletcher professors and more pedagogically-oriented sessions by local high school teachers provide an intellectually stimulating day for some 50-60 Boston area high school history teachers.

CUMMINGS SCHOOL OF VETERINARY MEDICINE

<http://vet.tufts.edu/>

Center for Animals and Public Policy

Paul Waldau, DPhil, JD, Director
(508) 839-7991
<http://www.tufts.edu/vet/cfa/>

The mission of the Center, founded in 1983, is to support and encourage scholarly evaluation and understanding of the complex societal issues and public policy dimensions of the changing role of animals in society. Work conducted by the Center is based on the tenet that animals matter in and of themselves, that human and animal well-being are linked, and that both are improved through enhanced understanding of their interactions. This goal is achieved via issue-driven research and analysis, education, and the dissemination of credible information to policy makers and to the public. Center faculty conduct research, mentor graduate students, and lecture widely on topics in their fields.

Center for Conservation Medicine (TuftsCCM)

Gretchen Kaufman, DVM, Director
(508) 887-4919, (508) 839-7918
<http://www.tufts.edu/vet/ccm/>

The Tufts Center for Conservation Medicine (TuftsCCM), established in 1997, addresses the health relationships occurring at the interface of humans, animals, and the environment, working to achieve overall ecosystem health. Tufts CCM brings together veterinarians, physicians, ecologists, and conservation professionals to develop education and research activities.

Division of Infectious Diseases

Saul Tzipori, BVSc, DSc, PhD, Director
(508) 839-7955
http://www.tufts.edu/vet/biomed/infectious_diseases.htm

Funded by NIH, USDA, FDA, CDC, EPA, and various corporations and private foundations, faculty in the Division of Infectious Diseases at the Cummings School of Veterinary Medicine are conducting research on infections that primarily affect the digestive system. The Division's primary focus is on infections associated with diseases of childhood and infections that threaten people with compromised immunity as a result of HIV/AIDS, malnutrition, or other factors. Additional research is conducted on tick-borne diseases, tularemia, botulism, schistosomes, and vaccine development.

Section of Reproductive Biology and Neuroscience

Robert Bridges, PhD, Director
(508) 839-7985
<http://www.tufts.edu/vet/biomed/cellbiology.html>

The research interests of faculty members in the Section of Reproductive Biology span a wide range of areas that include cloning, the production of transgenic animals to produce pharmaceuticals, studies of implantation of ova, pregnancy, and lactation, neural and neuroendocrine functions associated with female reproduction, the effects of environmental toxins and drugs on neuroendocrine functions and fertility, and behavior.

RESEARCH & EDUCATION CENTERS, THE CUMMINGS SCHOOL, CONTINUED

Liver Function Studies

Sawkat Anwer, DMVH, PhD, Director
(508) 839-8788

<http://www.tufts.edu/vet/biomed/liver.html>

The long-term objective of the Liver Function Studies at Tufts Cummings School of Veterinary Medicine is to clearly define cellular mechanisms involved in hepatic solute transport and bile formation, which are important functions of the liver. Such an understanding should allow us to devise pharmacological means to stimulate blood to bile solute transport in cholestatic disorders, i.e., the various liver diseases associated with decreased bile formation. The goal of our current NIH-funded studies is to define the role of various cellular mediators in blood to bile transport of bile acids. Presently, we are studying the regulatory roles of various kinases and phosphatase. In cholestasis, solutes (endogenous and exogenous) destined for bile accumulate either in the liver or blood. This can result in jaundice and hepatocellular damage in the case of bilirubin, and toxic bile acids accumulation in the blood and liver respectively.

Harrington Oncology Program

Lisa Barber, DVM
(508) 839-7950

<http://www.tufts.edu/vet/sah/harrington.html>

The Harrington Oncology Program is part of the Department of Clinical Sciences, Cummings School of Veterinary Medicine at Tufts University, and provides the highest quality care for companion animals with cancer. State-of-the-art diagnostic imaging, medical therapy, radiation therapy, and advanced surgical techniques are available. The Harrington Oncology Program also conducts clinical trials of novel therapies and research involving cancer biology.

International Marine Shrimp Environmental Genomics Initiative (IMSEGI)

Acacia Alcivar-Warren, DVM, PhD, Director
(508) 839-7970

http://www.tufts.edu/vet/aquatics/ecg_research_shrimp_imsegi.html

To conserve penaeid shrimp species and develop a sustainable shrimp aquaculture industry, the International Marine Shrimp Environmental Genomics Initiative (IMSEGI) was initiated by Dr. Acacia Alcivar-Warren of Cummings School of Veterinary Medicine at Tufts University with the purpose of monitoring (1) the structure of the meta-population of wild penaeid shrimp species, (2) the levels of genetic diversity and differentiation of selected species, and (3) the presence of pollutants such as pathogens, heavy metals, pesticides and antibiotics in penaeid shrimp populations along their natural range in Asia and Latin America.

International Veterinary Medicine Signature Program

George Saperstein, DVM
(508) 839-8725

<http://www.tufts.edu/vet/ivm/>

The International Program (IP) at the Cummings School of Veterinary Medicine at Tufts University began in 1981, two years after the establishment of the school. This veterinary student centered Program excels in providing opportunities for students to carry out culturally appropriate global health research projects in developing countries.

RESEARCH & EDUCATION CENTERS, THE CUMMINGS SCHOOL, CONTINUED

Issam M Fares Equine Sports Medicine Program

Melissa R. Mazan, DVM
(508) 839-5395 ext. 84545
<http://www.tufts.edu/vet/sports/program.html>

The Cummings School of Veterinary Medicine at Tufts University has been recognized as a world leader in Equine Sports Medicine for over a decade. The discipline of equine sports medicine encourages collaboration with scientists, engineers, and physicians working with human athletes, and creates an enhanced fund of knowledge for the benefit of horses, humans, and medical science.

Research: Our pioneering development of lung function testing in horses has resulted in significant advances in diagnosis and treatment of inflammatory airway disease in the horse. Our current focus on environmental causes of airway inflammation in both horses and in the people who spend time in equine barns has made it clear that exposure to particulates is good for neither horses nor people, and we anticipate that our continuing studies will lead to better management of the environment, and new treatments for horses with IAD.

Education: The Tufts student can gain an early exposure to equine sports medicine with seminar courses such as Equine Exercise Physiology, Clinical Sports Medicine, and a fourth year elective in which students independently work up sports medicine cases, including endoscopy, treadmill, lameness diagnosis, radiology, and ultrasound. At the end of the elective, students present their findings to the owner – this is an outstanding opportunity to “be the veterinarian.”

The complementary worlds of clinic and laboratory are a source of new techniques, insight, information and clinical experience for the Tufts student, who will emerge with a deeper understanding of physiology and clinical sports medicine, and an outstanding set of clinical skills.

Lung Function Testing Laboratory

Andrew Hoffman, DVM, DVSc, DACVIM, Head
(508) 839-7950
<http://www.tufts.edu/vet/sports/pulmonology.html>

The Lung Function Testing Laboratory is part of the Department of Clinical Sciences, Cummings School of Veterinary Medicine at Tufts University. In the Hoffman Laboratory the major focus is on lung stem cell biology, in particular the potential role of stem cells in repair and regeneration of the lung. The lung contains over 40 different non-stem cell types and at least 3 candidate stem cells have been identified in the lung thus far. None of these candidate stem cells have been successfully transplanted into animals. Stem cell transplantation holds great promise for repair or regeneration of damaged lung. One of our major goals is to develop methods to coax stem cells into engrafting in the recipient lung using a variety of techniques including the introduction of ‘mechanical stress’, and the use of organic polymers to biologically and safely ‘glue’ stem cells to appropriate sites. These scaffolds have been studied extensively in our laboratory in the lung of animals and humans, and are currently employed to reduce lung volume in emphysema patients. This technique, called volume reduction causes mechanical stress of the remaining lung, which in turn stimulates the mitotic cell population to grow. Mechanical stress also stimulates stem cells to enter the cell cycle. However, the mechanisms which promote the growth of stem cells in the lung (in vivo) are unknown, so another major focus of our laboratory is to tease apart these factors, including physical properties of the surrounding matrix (elasticity, organization), biochemical signals (i.e. growth factors), and the effects of aging.

Orthopedic Research Laboratory (ORL)

Carl Kirker-Head, MRCVS, Co-Director
(508) 839-7926
http://www.tufts.edu/vet/faculty_research/orthopedic.html

The Orthopedic Research Laboratory (ORL) is part of the Department of Clinical Sciences, Cummings School of Veterinary Medicine at Tufts University. The ORL provides a comprehensive range of clinical and research services that can rapidly and effectively address the orthopedic needs of our clinical patients, our regional industry partners, and other investigators. Recent research includes testing silk as a delivery vehicle for bone-making cells and molecules and assessing a novel metal implant for resurfacing cartilage defects in animals and humans.

RESEARCH & EDUCATION CENTERS, THE CUMMINGS SCHOOL, CONTINUED

Wildlife Medicine Signature Program

Flo Tseng, DVM, Acting Director
(508) 839-7918 ext. 84906
<http://www.tufts.edu/vet/wildlife/>

In 1983, Cummings School of Veterinary Medicine at Tufts University opened the Wildlife Clinic in order to extend teaching, research, and service programs to include New England's wildlife. By emphasizing veterinary education in wildlife and zoological medicine, Tufts curriculum exposes students to the entire spectrum of animals seen by veterinarians. Our program also educates students about regional, national and international issues in conservation and environmental health.

DISTINCTIVE UNIVERSITY-WIDE PROGRAMS

<http://provost.tufts.edu>

Academic Leadership Development Program (ALD)

Contact: Caroline Campbell, Program Development Director, Office of the Provost

The ALD Program provides faculty leaders with the tools and skills to navigate the myriad issues that arise with leadership roles, a need identified by the University-wide Committee on Teaching and Faculty Development. Designed for Tufts' academic leaders (academic deans, department chairs, program directors, etc.) the ALD is a five-module program offered in six half-day sessions over three months that addresses: 1) role of academic leader, 2) academic leader as university agent, 3) communications and conflict resolution, 4) managing change, and 5) role as coach and mentor. Each module includes learning objectives, pre-work for the participants, presentations and activities. The pilot program for twelve academic leaders, nominated by their School Deans, was implemented in the fall of 2008. ALD programs are offered once per semester for 16-20 faculty leaders through an application process. The University's Office of Human Resources/Organizational Development and Training (ODT), the Center for the Enhancement of Teaching and Learning (CELT), and the Office of the Provost (OP) partner to coordinate the ALD.

Center for the Enhancement of Learning and Teaching (CELT)

Robert J. Sternberg, PhD, Founder
Linda Jarvin, PhD, Director
(617) 627-4000
<http://celt.tufts.edu/>

Our dual mission as a University is teaching and scholarship. At Tufts, we pride ourselves on valuing both. Even as we advance our research and scholarship, we must continue to strive for excellence in teaching and renew ourselves as educators in light of new research on the process of learning, rapid developments in the fields we teach, changing demographics of our students, and new technology. As our student and faculty bodies are drawn from increasingly diverse backgrounds, we need to pay more attention to how we as teachers and mentors can enable all our students to maximize their potential.

Our graduate training doesn't always fully prepare us to be teachers and mentors, focusing instead on content area expertise. CELT offers a number of initiatives to enable faculty to think about their teaching and consider new approaches in the classroom. CELT is based in the School of Arts & Sciences, but will be a resource for the entire University.

RESEARCH & EDUCATION CENTERS, UNIVERSITY-WIDE, CONTINUED

The Fares Center for Eastern Mediterranean Studies

Director: Professor Leila Fawaz, PhD
(617) 627-6560
<http://farescenter.tufts.edu/>

The University-wide Center for Eastern Mediterranean Studies is concerned with the countries of Jordan, Lebanon, and Syria, and the neighboring countries of Cyprus, Egypt, Greece, Iran, Iraq, Israel, and Turkey, together with any other country or region of the world whose history and politics affects them. It has an interdisciplinary approach and deals with cross-regional and comparative issues.

The primary focus of the Center is as follows:

- To provide a better understanding of the region and to increase the region's visibility and capability to raise issues of concern.
- To provide a broad and diverse forum for a critical analysis of past and current issues.
- To serve scholars, policy makers, government officials, and international organizations whose work focuses on the region.

Institute for Global Leadership (IGL)

Sherman Teichman, Director
Heather Barry, Associate Director
(617) 627-3314
<http://www.tuftsgloballeadership.org>

The Institute for Global Leadership (IGL) is a University cross-school program tasked with enhancing the interdisciplinary quality and engaged nature of a Tufts education and serving as an incubator of innovative ways to help students understand and engage difficult and compelling global issues. The mission of the IGL is to prepare new generations of critical thinkers for effective and ethical leadership. Due to its unique approaches and ability to create unusual partnerships and juxtapositions, IGL is at the forefront of efforts that encourage "thinking beyond boundaries and acting across borders."

The Institute emphasizes rigorous academic preparation and experiential learning. Students learn through intensive engagement in classes, global research, internships, workshops, simulations, and international symposia - all involving national and international students and leaders from the public and private sectors. These activities stress critical and normative thinking, problem solving, and an interdisciplinary approach to learning.

Programs of the IGL include:

Education for Public Inquiry and International Citizenship (EPIIC)

The cornerstone of the Institute, EPIIC is a rigorous, carefully integrated multidisciplinary program on a global theme that is open to students of all majors and years. Since its inception at Tufts in 1985, EPIIC has been challenging students, as well as policymakers and the public at large, to think critically about questions of pivotal importance to the world. The 2008-09 topic is Global Cities: The Urban Century.

Global Research, Projects, and Internships

Students are encouraged to conduct original, policy-oriented research and projects that allow them to test their theories and assumptions on the ground. Since 1986, more than 700 students have conducted research or participated in an international internship in more than 80 countries.

Inquiry

Working with public and private schools in more than seven states, Inquiry is one of the university's largest and most diverse public service initiatives.

Exposure

Exposure is a program dedicated to mentoring and developing young, knowledgeable photojournalists and documentarians, and the advancement of human rights through the facilitation, distribution, and instruction of photojournalism and documentary studies.

RESEARCH & EDUCATION CENTERS, UNIVERSITY-WIDE, CONTINUED

Institute for Global Leadership, continued

ALLIES (Alliance Linking Leaders in Education and the Services)

ALLIES fosters dialogue, encourages joint research opportunities, creates activities that bring together students at private liberal universities and future military officers from the U.S. military academies, and educates about the role of the U.S. military at home and abroad.

Synaptic Scholars

The Synaptic Scholars program is designed to encourage and enable students interested in creative, intellectual exploration, and plans of study to realize their potential in intensive, interdisciplinary settings.

Empower

The IGL's newest initiative focuses on social entrepreneurship and poverty alleviation; it is part of the IGL's Clinton Global Initiative commitment.

Other programs include The Dr. Jean Mayer Global Citizenship Award, INSPIRE (Institute Scholars and Practitioners in Residence), the Tufts Initiative for Leadership and International Perspective, Voices from the Field, BUILD Nicaragua, Investigative Journalism and the Global Economy Seminar, New Initiative for Middle East Peace (NIMEP), Iran Dialogue Initiative, Engineers Without Borders, Tufts Energy Security Initiative (ESI), Robert and JoAnn Bendetson Public Policy Initiative, National Security and Civil Liberties Program, Power and Poverty Initiative, Tufts Chapter of Physicians for Human Rights, and The Global Public Health and Humanitarian Policy Program.

Tufts' Open Educational Resources (OER)

Tufts University is a leader in the Open Educational Resources (OER) movement, bringing access to educational content, tools, and infrastructure to educators, students, and self-learners. As a premier university with a commitment to internationalism, active citizenship, and leadership in the health sciences and environment, Tufts provides free access to high quality information to support the learning efforts of individuals around the world. Open dissemination of information, particularly to improve global health with partners in the developing world, is an important part of Tufts' mission.

Boston Subsurface Project: <http://bostonsoil.atech.tufts.edu/index.html>

In collaboration with the Civil and Environmental Engineering Department, the Geology Department, and Tisch Library, Tufts University Academic Technology developed a geotechnical database of Boston data for use in engineering education and research. By integrating the analysis capabilities of a Geographic Information System (GIS) with Environmental Visualization Software (EVS), students and researchers are able to explore civil engineering constraints for construction in downtown Boston, caused by the historic filling of land in Boston's peninsula. A customized Desktop GIS and Internet mapping application enables two-dimensional (2D) and three-dimensional (3D) visualization of Boston's subsurface soil database, acquired through the Central Artery's Big Dig project.

Child and Family WebGuide: <http://www.cfw.tufts.edu/>

The Child & Family WebGuide provides centralized access to websites on topics of interest to parents and professionals, giving the public easy access to the best child development information on the Web. Sites listed on the WebGuide have been systematically evaluated by Tufts faculty and graduate students in child development and are chosen primarily by the quality of the information provided.

ConStats: <http://constats.atech.tufts.edu/>

ConStats is a learning tool designed at Tufts University that allows introductory statistics students to actively experiment with statistical ideas and reasoning. Unlike data analysis programs, ConStats modules gives users hands-on experience with statistical concepts that will deepen understanding of the science of statistics.

RESEARCH & EDUCATION CENTERS, UNIVERSITY-WIDE, CONTINUED

Tufts' OER, continued

Crime and Punishment: <http://candp.uit.tufts.edu/About.html>

The Crime and Punishment program is a multimedia simulation of the criminal court sentencing process for use in college courses on criminal justice, criminology, judicial politics or process, law, and related courses. In it, students interactively assume the role of the judge charged with the task of imposing sentences on convicted felons in six separate cases. The purpose of the simulation is to enable instructors to investigate with their classes, using an experimental design, the potential influences of non-legal case characteristics, such as the race, gender, appearance, and demeanor of the defendant, on the severity of sentences imposed.

Neurological Examination: <http://www.tufts.edu/vet/neurology/>

The Neurological Examination is a student-driven interactive computer-based tutorial demonstrating the performance of the veterinary neurological examination, illustrating normal and abnormal findings and finally integrating this newly gained knowledge. This tutorial will allow a student to learn, step-by-step, the multiple examination procedures as well as the scientific theory that accompanies clinical application.

Tufts OpenCourseWare (OCW): <http://ocw.tufts.edu/>

Tufts OCW seeks to capitalize on the potential of the internet to eliminate borders and geographic distance as obstacles to the instantaneous exchange of knowledge and new ideas. OpenCourseWare offers all course materials free to everyone with online access. Educators from around the world may upgrade their classes; students may enhance their coursework or pursue self study; the general public may glimpse the depth and breadth of what leading universities are offering and benefit from reading lists and lectures.

Perseus: <http://www.perseus.tufts.edu/>

This site provides the most comprehensive content with standard set of tools to help learners study of Greek, Latin, and Art and Archaeology. Perseus is an evolving digital library, engineering interactions through time, space, and language. Its primary goal is to bring a wide range of source materials, such as the classics, to as large an audience as possible in the digital world.

SPIRAL Project: <http://spiral.tufts.edu/>

SPIRAL, Selected Patient Information Resources in Asian Languages, is a joint initiative of the South Cove Community Health Center (Boston) and Tufts University Hirsh Health Sciences Library, used in over 70 countries. The SPIRAL initiative aims to increase electronic access to health information for consumers, specifically in the languages of the community served, including Chinese, Cambodian/Khmer, Vietnamese, Hmong, Thai, Korean, Laotian, and Japanese.

Tufts Digital Library (TDL): <http://dl.tufts.edu/>

The TDL supports the teaching and research mission of the university by creating access to a growing collection of open access digital resources produced and developed at Tufts. The TDL user interface provides innovative metadata and full-text searching tools to discover and view these resources which includes collections of national and regional interest. Specific collections of note in the TDL include: The Edward R. Murrow Collection; A New Nation Votes: American Election Returns 1787-1825; The Oral Histories Collection; and the Lost Theaters of Somerville Collection.

TUSK (Tufts University Sciences Knowledgebase): <http://tusk.tufts.edu/>

The Tufts University Sciences Knowledgebase, or TUSK, is a comprehensive curriculum knowledge management and delivery system, particularly suited for complex, longitudinal health sciences curricula. TUSK stores and manages all course materials for Tufts' four health sciences schools (medicine, dental medicine, veterinary medicine, nutrition), providing a single, rich interface for learners, faculty, and curriculum administration. Extensive search capabilities use the standardized vocabulary of the National Library of Medicine's UMLS keywords and key concepts. TUSK is in use at other health sciences schools in the United States, India, and East Africa. Much of Tufts' published OCW is a subset of TUSK course materials that has gone through a rigorous process of copyright clearance. The TUSK system provided the infrastructure that allowed Tufts OCW to grow quickly.

RESEARCH & EDUCATION CENTERS, UNIVERSITY-WIDE, CONTINUED

Tufts' OER, continued

VUE: A Visual Understanding Environment: <http://vue.tufts.edu/>

VUE, or Visual Understanding Environment, is an open source information management application that provides a powerful interactive, concept mapping interface to digital resources accessed via the Web. These flexible tools help faculty and students integrate electronic content into their teaching and learning.

Tufts Institute of the Environment (TIE)

Gretchen E. Kaufman, DVM, Education Director
 Antje Danielson, Program Manager
 Elena Naumova, PhD, Health and the Environment Director
 (617) 627-5521, (508)839-7918
<http://environment.tufts.edu/>

The Tufts Institute of the Environment (TIE) is the focal cross-school environmental program of Tufts University. Rooted in Tufts tradition of environmental leadership and engaged scholarship, TIE fosters research in specific thrust areas such as water, climate and energy, and health, ecology and environment, and stimulates systemic change in environmental education at all levels. TIE interacts with related University programs to enhance collaboration and to identify promising new directions of scholarship.

Tufts University European Center

Gabriella Goldstein, Administrative Director
 (617) 627-3290
<http://ase.tufts.edu/frenchalps>

The Tufts University European Center is an international educational and meeting facility located in the village of Talloires, France. Set on the banks of Lake Annecy, in the foothills of the French Alps, the Tufts European Center is a restored eleventh-century former Benedictine Priory called Le Prieuré, which was donated to Tufts in 1978 by Donald (A16) and Charlotte MacJannet.

The *Tufts in Talloires Program*, one of several academic programs offered at Tufts' alpine campus, is a six-week summer semester for undergraduate students. Students select two credit-bearing courses from an array of undergraduate offerings taught in English by Tufts' own faculty. Organized hikes, trips and program activities help *Tufts in Talloires* students discover this magnificent area.

The *Tufts in Annecy Program* is a four-week French immersion program for university students and adults who want to concentrate on improving their French language skills. Intensive language study, strong faculty support, and the French language environment facilitate language acquisition.

The European Center also invites rising high school juniors and seniors to apply to the *Tufts Summit Program*. In this four-week summer program, *Tufts Summit* students take a college-level course in international relations and an intensive French language course.

All of the European Center's academic programs are designed to utilize and draw upon the rich cultural and physical resources of this beautiful alpine region, as well as its proximity to Geneva, Switzerland, an important international center. Field trips to Paris, Lyon, Chamonix, and other areas are an important part of the programs. Students in all of these academic programs live with local host families to have a firsthand experience of French culture and improve their French language skills.

Because of its location near Geneva, the European Center also serves as an important meeting center. Since its founding in 1978, the Center has welcomed a great number of seminars and meetings on a wide range of topics including international diplomacy and affairs, pharmaceutical development, and environmental science. These events are sponsored by Tufts' own faculty members and departments, as well as by other academic and professional organizations.

RESEARCH & EDUCATION CENTERS, UNIVERSITY-WIDE, CONTINUED

University Seminar

University Seminar Coordinator email: useminar@tufts.edu

<http://provost.tufts.edu/useminar>

The Provost's University Seminar, inaugurated in Fall 2008, takes three core aspects of the University's mission, teaching, research, and active citizenship, and blends them all to further prepare leaders with a rich and textured understanding of the world in all its complexity and diversity. The Seminars are interdisciplinary and cover a wide range of topics that tackle some of the most serious issues faced both in the United States and around the world. They strive to anchor scholarship to civic engagement by knitting together Tufts' schools at a curricular level by promoting teaching, learning, and research through faculty and student collaboration across schools. Furthermore, the Seminars utilize web tools to disseminate the final products to a world-wide audience, in keeping with Tufts' tradition of global leadership.

WSSS Research and Graduate Education Program

Paul Kirshen, PhD, Director and Co-Chair

Beatrice Rogers, PhD, Co-Chair

(617) 627-5589 or (617) 636-3703

<http://www.tufts.edu/water>

The Water: Systems, Science, and Society (WSSS) Research and Graduate Education Program is a problem-focused initiative designed to respond to global interdisciplinary water management challenges. It is a partnership of the following Schools: Arts and Sciences, Engineering, Medicine, Cummings School of Veterinary Medicine, The Friedman School of Nutrition Science and Policy, and The Fletcher School of Law and Diplomacy. Its activities include research, graduate education, and outreach.

STUDENTS



Tufts Bhangra Team (Pooja Phull, Marissa Maren, and Kristen Surya)

SCHOLASTIC APTITUDE TEST SCORES OF ENTERING CLASS --FALL OF YEAR SHOWN

Verbal/Critical Reasoning SAT Scores - Average Scores				
Year	National	All Entering Freshmen	Engineering	Arts and Sciences
2008/09	502	707	696	709
2007/08	502	704	686	707
2006/07	503	702	684	705
2005/06	508	692	669	695
2004/05	508	678	666	681

Math SAT Scores - Average Scores				
Year	National	All Entering Freshmen	Engineering	Arts and Sciences
2008/09	515	708	749	701
2007/08	515	701	726	696
2006/07	518	703	732	698
2005/06	520	707	731	702
2004/05	518	690	719	684

Writing SAT Scores - Average Scores				
<i>Data not available prior to 2006/07</i>				
Year	National	All Entering Freshmen	Engineering	Arts and Sciences
2008/09	494	709	699	711
2007/08	494	701	681	705
2006/07	497	696	671	700

Verbal/Critical Reasoning SAT Scores - 25th-75th Percentiles				
Year	National	All Entering Freshmen	Engineering	Arts and Sciences
2008/09	N/A*	670-750	660-740	680-760
2007/08	430 - 580	670 - 750	650 - 730	680 - 750
2006/07	430 - 580	670 - 740	640 - 730	670 - 750
2005/06	440 - 590	660 - 740	630 - 710	660 - 740
2004/05	430 - 580	640 - 730	630 - 700	640 - 730

Math SAT Scores - 25th-75th Percentiles				
Year	National	All Entering Freshmen	Engineering	Arts and Sciences
2008/09	N/A*	670-750	720-780	670-750
2007/08	430 - 590	670 - 740	690 - 760	660 - 740
2006/07	440 - 600	670 - 740	700 - 780	660 - 740
2005/06	460 - 620	670 - 740	700 - 780	670 - 740
2004/05	440 - 600	650 - 740	690 - 760	650 - 730

Writing SAT Scores - 25th-75th Percentiles				
<i>Data not available prior to 2006/07</i>				
Year	National	All Entering Freshmen	Engineering	Arts and Sciences
2008/09	N/A*	670-760	660-750	680-760
2007/08	420 - 570	670 - 740	640 - 730	670 - 750
2006/07	420 - 570	660 - 740	630 - 710	660 - 740

*Not available at publication date. This data will be posted online at <http://institutionalresearch.tufts.edu> when available

ADMISSIONS STATISTICS – UNDERGRADUATE

Engineering	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Applicants	1,822	1,842	1,789	1,951	2,018
Acceptances	671	669	615	636	632
Enrollments	185	191	182	188	191
% of Applicants Accepted	37%	36%	34%	33%	31%
% of Acceptees Enrolled	28%	29%	30%	30%	30%
% of Applicants Requesting Financial Aid	67%	68%	66%	65%	68%
% of Enrollees Receiving Financial Aid	49%	49%	43%	49%	54%

Liberal Arts (Men)	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Applicants	5,214	5,439	5,284	5,129	5,333
Acceptances	1,515	1,697	1,498	1,531	1,417
Enrollments	508	541	507	532	468
% of Applicants Accepted	29%	31%	28%	30%	27%
% of Acceptees Enrolled	34%	32%	34%	35%	33%
% of Applicants Requesting Financial Aid	55%	54%	53%	53%	58%
% of Enrollees Receiving Financial Aid	36%	32%	32%	35%	40%

Jackson (Women)	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Applicants	7,692	8,251	8,221	8,288	8,272
Acceptances	1,845	2,032	1,982	2,062	1,937
Enrollments	586	633	593	653	641
% of Applicants Accepted	24%	25%	24%	25%	23%
% of Acceptees Enrolled	32%	31%	30%	32%	33%
% of Applicants Requesting Financial Aid	61%	61%	60%	60%	62%
% of Enrollees Receiving Financial Aid	35%	38%	36%	41%	40%

Total Entering Undergraduate Class ¹	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Applicants	14,728	15,532	15,294	15,368	15,642
Acceptances	4,031	4,398	4,095	4,229	3,988
Enrollments	1,273	1,365	1,282	1,373	1,300
% of Applicants Accepted	27%	28%	27%	28%	25%
% of Acceptees Enrolled	32%	31%	31%	32%	33%

Transfer Applicants

Transfer Applicants	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Applicants	706	803	788	763	741
Acceptances	154	171	108	68	146
Enrollments	67	85	52	27	74
% of Applicants Accepted	22%	21%	14%	9%	20%
% of Acceptees Enrolled	44%	50%	48%	40%	51%

¹ Total applicants, acceptances, & enrollments include those who applied without indicating gender.

ADMISSIONS STATISTICS - GRADUATE & PROFESSIONAL

Graduate School Arts and Sciences

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Applicants	1,862	1,743	1,880	1,837	1,930
Acceptances	868	822	849	782	875
Enrollments	383	385	377	332	345
% of Applicants Accepted	47%	47%	45%	43%	45%
% of Acceptees Enrolled	44%	47%	44%	42%	39%

School of Engineering (Graduate)

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Applicants	564	541	535	587	607
Acceptances	301	267	262	318	284
Enrollments	163	149	144	141	137
% of Applicants Accepted	53%	49%	49%	54%	47%
% of Acceptees Enrolled	54%	56%	55%	44%	48%

The Fletcher School *

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Applicants	1,707	1,531	1,544	1,636	1,620
Acceptances	569	560	600	558	699
Enrollments	192	181	197	183	248
% of Applicants Accepted	33%	37%	39%	34%	43%
% of Acceptees Enrolled	34%	32%	33%	33%	35%

*Does not include GMAP; includes only external PhD candidates

Friedman S.N.S.P.

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Applicants	183	220	257	268	253
Acceptances	139	120	123	123	140
Enrollments	86	69	63	62	81
% of Applicants Accepted	76%	55%	48%	46%	55%
% of Acceptees Enrolled	62%	58%	51%	50%	58%

Dental School (DMD)

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Applicants	2,322	2,956	3,744	4,268	4,344
Acceptances	462	331	339	307	341
Enrollments	161	158	161	166	171
% of Applicants Accepted	20%	11%	9%	7%	8%
% of Acceptees Enrolled	35%	48%	47%	54%	50%

ADMISSIONS STATISTICS - GRADUATE & PROFESSIONAL, CONTINUED

Medical School (MD; MD/MBA; MD/MPH; MD/MALD; MD/PhD)

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
AMCAS Applications	8,368	8,277	8,573	8,884	9,103
Completed Applications*	6,649	6,794	6,694	6,854	7,072
Acceptances	464	473	453	493	556
Enrollments	169	168	171	173	178
% of Applicants Accepted	7%	7%	7%	7%	8%
% of Acceptees Enrolled	36%	36%	38%	35%	32%

* Includes applicants who have submitted the AMCAS Application and TUSM Secondary Application

Medical School (MS,MPH)

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Applicants	148	161	200	488	635
Acceptances	114	126	156	249	322
Enrollments	41	41	51	108	150
% of Applicants Accepted	77%	78%	78%	51%	51%
% of Acceptees Enrolled	36%	33%	33%	43%	47%

Sackler School

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Applicants	1,184	696	703	782	665
Acceptances	110	109	83	76	66
Enrollments	49	41	32	31	39
% of Applicants Accepted	9%	16%	12%	10%	10%
% of Acceptees Enrolled	45%	38%	39%	41%	59%

Cummings School of Veterinary Medicine (DVM)

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Applicants	716	714	696	750	763
Acceptances	164	153	161	158	164
Enrollments	80	75	80	77	82
% of Applicants Accepted	23%	21%	23%	21%	21%
% of Acceptees Enrolled	49%	49%	50%	49%	50%

Cummings School of Veterinary Medicine (MS in Animals and Public Policy)

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Applicants	38	29	23	30	40
Acceptances	16	14	16	16	17
Enrollments	10	10	13	13	10
% of Applicants Accepted	42%	48%	70%	53%	43%
% of Acceptees Enrolled	63%	71%	81%	81%	59%

Cummings School of Veterinary Medicine (PhD)

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Applicants	16	10	7	11	13
Acceptances	3	2	2	2	1
Enrollments	3	2	2	2	1
% of Applicants Accepted	19%	20%	29%	18%	8%
% of Acceptees Enrolled	100%	100%	100%	100%	100%

CHARACTERISTICS OF ENTERING CLASSES – UNDERGRADUATE

Engineering	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Type of High School					
% from Independent Schools	21%	24%	26%	29%	21%
% from Private Religious Schools	8%	8%	7%	10%	7%
Rank in Secondary School Class					
% in First Quintile	91%	97%	93%	89%	98%
% in Second Quintile	8%	3%	3%	8%	1%
Geographic Distribution					
% From Massachusetts	31%	33%	31%	27%	26%
% Other New England	21%	15%	16%	18%	14%
% Outside New England	48%	52%	53%	55%	60%
Demographics					
% Female	27%	26%	31%	29%	33%
% Male	73%	74%	69%	71%	67%

Liberal Arts (Men)	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Type of High School					
% from Independent Schools	37%	35%	41%	34%	31%
% from Private Religious Schools	6%	6%	5%	7%	8%
Rank in Secondary School Class					
% in First Quintile	87%	90%	90%	90%	97%
% in Second Quintile	9%	9%	9%	8%	2%
Geographic Distribution					
% From Massachusetts	25%	24%	23%	23%	25%
% Other New England	13%	11%	12%	13%	13%
% Outside New England	62%	65%	65%	64%	62%

Jackson (Women)	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Type of High School					
% from Independent Schools	39%	34%	32%	31%	29%
% from Private Religious Schools	4%	5%	4%	5%	6%
Rank in Secondary School Class					
% in First Quintile	91%	94%	97%	96%	98%
% in Second Quintile	8%	5%	2%	3%	2%
Geographic Distribution					
% From Massachusetts	19%	17%	18%	18%	19%
% Other New England	11%	10%	11%	12%	12%
% Outside New England	70%	73%	71%	70%	69%

Total Entering Class	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Geographic Distribution					
% From Massachusetts	23%	22%	22%	21%	22%
% Other New England	13%	11%	12%	13%	12%
% Outside New England	64%	67%	66%	66%	66%
Demographics					
% Female	50%	50%	51%	51%	54%
% Male	50%	50%	49%	49%	46%

CHARACTERISTICS OF ENTERING CLASSES – GRADUATE & PROFESSIONAL

Graduate School of Arts & Sciences

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
% Female	69	73	74	66	67
% Male	31	27	26	34	33

School of Engineering (Graduate)

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
% Female	29	33	33	27	30
% Male	71	67	67	73	70

The Fletcher School

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
% From Massachusetts	23	17	16	20	14
% Other New England	1	3	1	1	4
% Outside New England	76	80	83	79	82
% Female	49	46	48	51	46
% Male	51	54	52	49	54

Friedman S.N.S.P.

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
% From Massachusetts	19	14	8	6	10
% Other New England	12	12	6	9	12
% Outside New England	69	74	86	85	78
% Female	86	77	86	85	85
% Male	14	23	14	15	15

Dental School

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
% From Massachusetts	17	17	18	25	29
% Other New England	6	13	11	10	11
% Outside New England	78	70	71	65	60
% Female	49	46	47	49	50
% Male	51	54	53	51	50

CHARACTERISTICS OF ENTERING CLASSES – GRADUATE & PROFESSIONAL, CONTINUED

Medical School (MD)

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
% From Massachusetts	30	36	44	29	29
% Other New England	14	8	10	12	12
% Outside New England	57	56	46	59	59
% Female	45	46	44	48	46
% Male	55	54	56	52	54

Medical School (MS, MPH)

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
% From Massachusetts	44	74	67	67	43
% Other New England	2	3	6	6	9
% Outside New England	54	23	27	27	48
% Female	90	87	72	72	62
% Male	10	13	28	28	38

Sackler School

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
% From Massachusetts	68	49	46	54	41
% Other New England	7	5	6	10	3
% Outside New England	25	46	48	36	56
% Female	64	73	46	61	64
% Male	36	27	54	39	36

Cummings - Veterinary (DVM)

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
% From Massachusetts	50	51	53	52	50
% Other New England	11	6	6	8	11
% Outside New England	39	43	41	40	39
% Female	85	87	89	86	88
% Male	15	13	11	14	12

Cummings - Veterinary (MS in Animals and Public Policy)

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
% From Massachusetts	40	40	54	31	30
% Other New England	10	10	8	0	10
% Outside New England	50	50	38	69	60
% Female	100	100	85	92	90
% Male	0	0	15	8	10

Cummings - Veterinary (PhD)

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
% From Massachusetts	0	0	0	0	0
% Other New England	0	30	0	0	0
% Outside New England	100	70	100	100	100
% Female	100	80	100	100	100
% Male	0	20	0	0	0

FULL-TIME STUDENT ENROLLMENT

Fall of Year Shown

Undergraduate

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Arts & Sciences (AS)	4,005	4,131	4,104	4,124	4,157
Engineering (SOE)	680	709	704	704	715
5-Year Arts/Engineering	3	6	4	2	1
Study Abroad Programs	155	123	126	147	133
Total Undergraduate	4,843	4,969	4,938	4,977	5,006

Graduate

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
GSAS (Masters)		504	526	491	483
GSAS (PhD, OTD)		236	247	241	265
GSAS (Certificate)		25	26	30	31
GSAS (Total)	783	765	799	762	779
SOE (Masters)		185	200	214	201
SOE (PhD)		108	118	127	125
GSOE (Total)	306	293	318	341	326
Fletcher*	404	435	453	443	506
Friedman SNSP **	197	194	186	174	175
Dental (MS) **	13	16	13	21	21
Medical (MS, MPH) **	38	53	60	99	165
Sackler **	239	247	221	228	220
Cummings-Veterinary (MS) **	13	11	13	15	11
Cummings-Veterinary (PhD) **	4	6	6	7	6
Total Graduate	1,997	2,020	2,069	2,090	2,209

First Professional

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Dental (DMD) **	646	648	657	686	704
Medical (MD, MD/MPH, MD/MBA, MD/PHD)**	697	703	698	705	714
Cummings-Veterinary (DVM) **	313	313	321	315	315
Total First Professional	1,656	1,664	1,676	1,706	1,733

Other

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Dental - Certificate	84	107	107	106	116
Unclassified	44	54	42	42	46
Total Other	128	161	149	148	162

Totals

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Total Full-Time	8,624	8,814	8,832	8,921	9,110

*Fletcher enrollment figures do not include PhD candidates who are not enrolled in courses.

** Enrollment figures given by the schools for Dental, Medical, Sackler, Cummings-Veterinary, and Fletcher vary from the information reported to IPEDS, which relies on SIS data which may utilize different definitions and reporting periods for enrollment than the individual schools.

PART-TIME STUDENT ENROLLMENT

Fall of Year Shown

Undergraduate¹

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Arts & Sciences (AS)	42	79	40	37	25
Engineering (SOE)	3	3	4	2	0
5-Year Arts/Engineering	0	0	0	0	0
Study Abroad Programs	0	0	0	0	0
Other - Undergraduate ² (Special Programs)					13
Total Undergraduate	45	82	44	39	38

Graduate³

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
GSAS (Masters)		175	177	174	164
GSAS (PhD, OTD)		59	54	64	56
GSAS (Certificate)		2	2	1	0
GSAS (Total)	287	236	233	239	220
SOE (Masters)		165	139	134	127
SOE (PhD)		35	36	42	48
GSOE (Total)	189	200	175	176	175
Fletcher*	11	9	10	7	10
Friedman S.N.S.P.**	17	30	14	11	17
Dental (MS)**	0	0	0	0	0
Medical (MS, MPH, Certificate)**	34	30	55	62	48
Sackler**	8	2	1	1	8
Cummings-Veterinary (MS)**	0	0	0	0	0
Cummings-Veterinary (PhD)**	0	0	0	0	0
Total Graduate	546	507	488	496	478

First Professional³

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Dental (DMD)**	0	0	0	0	0
Medical (MD, MD/MPH, MD/MBA, MD/PHD)**	0	0	0	0	1
Cummings-Veterinary (DVM)**	6	5	1	0	0
Total First Professional	6	5	1	0	1

Other

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Dental - Certificate	0	0	0	0	0
Unclassified	381	330	317	333	324
Total Other	381	330	317	333	324

Totals

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Total Part-Time	978	924	850	868	841
Total FTE (Part time / 2)	489	462	425	434	421

¹ Part-time status defined as follows: Enrolled in two or fewer courses; students given part-time tuition waiver by dean.

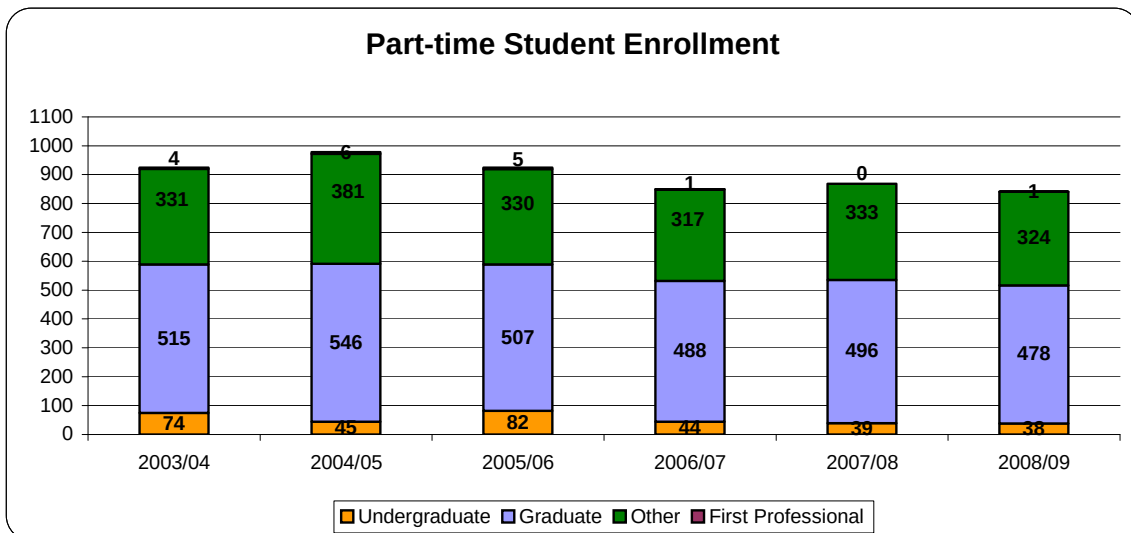
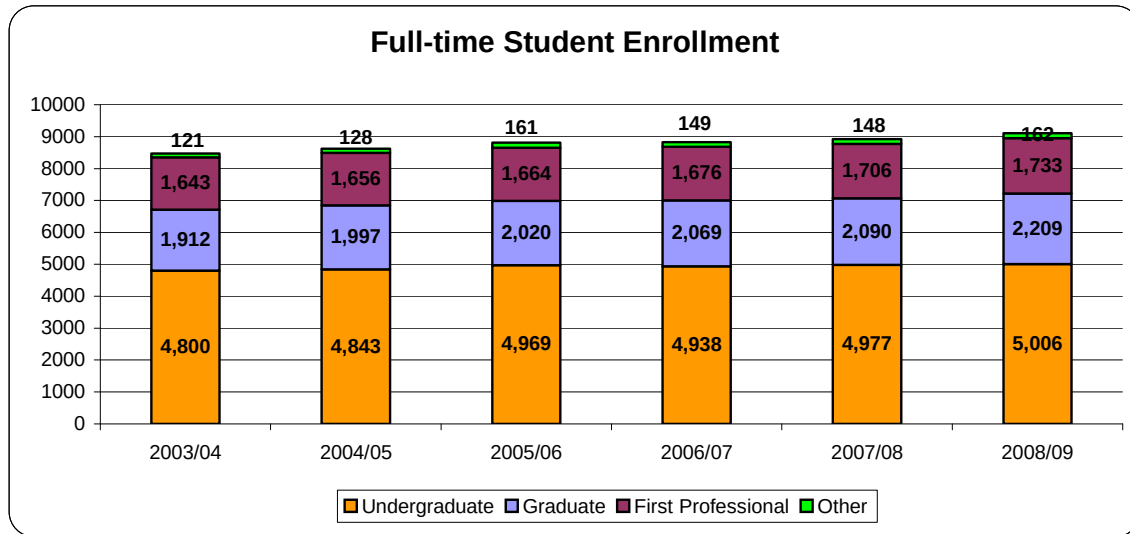
² Prior to 2008/09, Other -Undergraduate students, excluding those in Study Abroad programs, were included in the Other category.

³ Students charged dissertation fee or less than full tuition.

*Fletcher enrollment figures do not include PhD candidates who are not enrolled in courses.

** Enrollment figures given by the schools for Dental, Medical, Sackler, Cummings-Veterinary, and Fletcher vary from the information reported to IPEDS, which relies on SIS data which may utilize different definitions and reporting periods for enrollment than the individual schools.

STUDENT ENROLLMENT CHARTS



UNDERGRADUATE STUDENT ENROLLMENT, BY CLASS YEAR

Undergraduate Full-time /Part-time Student Enrollment by Class Fall 2008

	Full-Time	Part-Time	Total
Arts & Sciences			
Seniors	1,125	19	1,144
Juniors	729	2	731
Sophomores	1,142	3	1,145
First-Year	1,104	0	1,104
Continuing Freshman*	2	0	2
Transfers	55	1	56
TOTAL A & S Undergraduates	4,157	25	4,182
Engineering			
Seniors	174	0	174
Juniors	154	0	154
Sophomores	183	0	183
First-Year	191	0	191
Continuing Freshman*	0	0	0
Transfers	13	0	13
TOTAL Engineering Undergraduates	715	0	715
5-Year Arts/Engineering			
Seniors	1	0	1
Juniors	0	0	0
Sophomores	0	0	0
First-Year	0	0	0
Continuing Freshman*	0	0	0
Transfers	0	0	0
TOTAL 5-Year A&S / Engineering Undergraduates	1	0	1
Study Abroad Programs			
Seniors	5	0	5
Juniors	125	0	125
Sophomores	1	0	1
First-Year	0	0	0
Continuing Freshman*	0	0	0
Transfers	0	0	0
Special Undergraduate	2	0	2
TOTAL Study Abroad Undergraduates	133	0	133
Other-Undergraduate			
Special Undergraduate	0	13	13
TOTAL Other Undergraduates	0	13	13
Grand Total Undergraduate	5,006	38	5,044

*Continuing freshman are students who first attended Tufts University during a previous Fall semester but remain in freshman class standing.

FULL-TIME STUDENTS BY PROGRAM, SEX, AND ETHNIC GROUP

FALL 2008 (PART-TIME DATA MAY BE REQUESTED FROM THE OFFICE OF INSTITUTIONAL RESEARCH & EVALUATION, CALL 617-627-3274)

Undergraduate - Arts & Sciences

	Male		Female		Totals	
	#	%	#	%	#	%
Non-Resident Alien	98	5.0%	140	6.0%	238	5.6%
Black, Non-Hispanic	97	5.0%	187	8.0%	284	6.6%
Native American or Alaskan Native	2	0.1%	9	0.4%	11	0.3%
Asian or Pacific Islander	226	11.6%	336	14.4%	562	13.1%
Hispanic	115	5.9%	164	7.0%	279	6.5%
White, Non-Hispanic	1,152	59.1%	1,191	51.0%	2,343	54.7%
Other/Ethnicity Unknown	258	13.2%	310	13.3%	568	13.3%
Subtotal Undergraduate¹	1,948	100%	2,337	100%	4,285	100%

Undergraduate - Engineering

	Male		Female		Totals	
	#	%	#	%	#	%
Non-Resident Alien	44	8.6%	14	6.7%	58	8.1%
Black, Non-Hispanic	14	2.7%	9	4.3%	23	3.2%
Native American or Alaskan Native	2	0.4%	1	0.5%	3	0.4%
Asian or Pacific Islander	69	13.5%	23	11.0%	92	12.8%
Hispanic	21	4.1%	6	2.9%	27	3.8%
White, Non-Hispanic	298	58.4%	119	56.9%	417	58.0%
Other/Ethnicity Unknown	62	12.2%	37	17.7%	99	13.8%
Subtotal Undergraduate²	510	100%	209	100%	719	100%

Other-Undergraduate

	Male		Female		Totals	
	#	%	#	%	#	%
Non-Resident Alien	0	0.0%	0	0.0%	0	0.0%
Black, Non-Hispanic	0	0.0%	0	0.0%	0	0.0%
Native American or Alaskan Native	0	0.0%	0	0.0%	0	0.0%
Asian or Pacific Islander	0	0.0%	0	0.0%	0	0.0%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White, Non-Hispanic	0	0.0%	0	0.0%	0	0.0%
Other/Ethnicity Unknown	1	100.0%	1	100.0%	2	100.0%
Subtotal Other	1	100%	1	100%	2	100%

¹ Total includes Arts& Sciences students enrolled in study abroad programs.

² Total includes Engineering students enrolled in study abroad programs.

FULL-TIME STUDENTS BY PROGRAM, SEX, AND ETHNIC GROUP, CONTINUED

FALL 2008 (PART-TIME DATA MAY BE REQUESTED FROM THE OFFICE OF INSTITUTIONAL RESEARCH & EVALUATION, CALL 617-627-3274)

Graduate School of Arts & Sciences

	Male		Female		Totals	
	#	%	#	%	#	%
Non-Resident Alien	46	18.5%	74	14.0%	120	15.4 %
Black, Non-Hispanic	5	2.0%	25	4.7%	30	3.9 %
Native American or Alaskan Native	1	0.4%	1	0.2%	2	0.3 %
Asian or Pacific Islander	10	4.0%	27	5.1%	37	4.7 %
Hispanic	10	4.0%	19	3.6%	29	3.7 %
White, Non-Hispanic	127	51.0%	276	52.1%	403	51.7 %
Other/Ethnicity Unknown	50	20.1%	108	20.4%	158	20.3 %
Subtotal GSAS	249	100 %	530	100 %	779	100 %

School of Engineering, Graduate

	Male		Female		Totals	
	#	%	#	%	#	%
Non-Resident Alien	62	27.9%	37	35.6%	99	30.4 %
Black, Non-Hispanic	1	0.5%	0	0.0%	1	0.3 %
Native American or Alaskan Native	0	0.0%	0	0.0%	0	0.0 %
Asian or Pacific Islander	6	2.7%	6	5.8%	12	3.7 %
Hispanic	1	0.5%	2	1.9%	3	0.9 %
White, Non-Hispanic	54	24.3%	26	25.0%	80	24.5 %
Other/Ethnicity Unknown	98	44.1%	33	31.7%	131	40.2 %
Subtotal GSOE	222	100 %	104	100 %	326	100 %

The Fletcher School of Law and Diplomacy*

	Male		Female		Totals	
	#	%	#	%	#	%
Non-Resident Alien	95	38.2%	84	32.7%	179	35.4 %
Black, Non-Hispanic	5	2.0%	12	4.7%	17	3.4 %
Native American or Alaskan Native	0	0.0%	0	0.0%	0	0.0 %
Asian or Pacific Islander	14	5.6%	17	6.6%	31	6.1 %
Hispanic	8	3.2%	11	4.3%	19	3.8 %
White, Non-Hispanic	100	40.2%	96	37.4%	196	38.7 %
Other/Ethnicity Unknown	27	10.8%	37	14.4%	64	12.6 %
Subtotal Fletcher	249	100 %	257	100 %	506	100 %

*Enrollment figures given by the schools for Dental, Medical, Sackler, Cummings-Veterinary, and Fletcher vary from the information reported to IPEDS, which relies on SIS data which may utilize different definitions and reporting periods for enrollment than the individual schools.

FULL-TIME STUDENTS BY PROGRAM, SEX, AND ETHNIC GROUP, CONTINUED

FALL 2008 (PART-TIME DATA MAY BE REQUESTED FROM THE OFFICE OF INSTITUTIONAL RESEARCH & EVALUATION, CALL 617-627-3274)

Friedman School of Nutrition Science and Policy*

	Male		Female		Totals	
	#	%	#	%	#	%
Non-Resident Alien	13	41.9%	21	14.6%	34	19.4 %
Black, Non-Hispanic	0	0.0%	1	0.7%	1	0.6 %
Native American or Alaskan Native	1	3.2%	0	0.0%	1	0.6 %
Asian or Pacific Islander	2	6.5%	11	7.6%	13	7.4 %
Hispanic	0	0.0%	7	4.9%	7	4.0 %
White, Non-Hispanic	15	48.4%	104	72.2%	119	68.0 %
Other/Ethnicity Unknown	0	0.0%	0	0.0%	0	0.0 %
Subtotal Friedman	31	100 %	144	100 %	175	100 %

School of Dental Medicine*

	Male		Female		Totals	
	#	%	#	%	#	%
Non-Resident Alien	65	15.1%	60	14.6%	125	14.9 %
Black, Non-Hispanic	11	2.6%	20	4.9%	31	3.7 %
Native American or Alaskan Native	0	0.0%	0	0.0%	0	0.0 %
Asian or Pacific Islander	87	20.2%	112	27.3%	199	23.7 %
Hispanic	30	7.0%	22	5.4%	52	6.2 %
White, Non-Hispanic	237	55.1%	197	47.9%	434	51.6 %
Other/Ethnicity Unknown	0	0.0%	0	0.0%	0	0.0 %
Subtotal Dental	430	100 %	411	100 %	841	100 %

School of Medicine*

	Male		Female		Totals	
	#	%	#	%	#	%
Non-Resident Alien	4	1.0%	2	0.6%	6	0.8 %
Black, Non-Hispanic	9	2.3%	16	4.9%	25	3.5 %
Native American or Alaskan Native	0	0.0%	1	0.3%	1	0.1 %
Asian or Pacific Islander	86	22.3%	87	26.5%	173	24.2 %
Hispanic	23	6.0%	19	5.8%	42	5.9 %
White, Non-Hispanic	254	65.8%	199	60.7%	453	63.4 %
Other/Ethnicity Unknown	10	2.6%	4	1.2%	14	2.0 %
Subtotal Medical	386	100 %	328	100 %	714	100 %

*Enrollment figures given by the schools for Dental, Medical, Sackler, Cummings-Veterinary, and Fletcher vary from the information reported to IPEDS, which relies on SIS data which may utilize different definitions and reporting periods for enrollment than the individual schools.

FULL-TIME STUDENTS BY PROGRAM, SEX, AND ETHNIC GROUP, CONTINUED
FALL 2008 (PART-TIME DATA MAY BE REQUESTED FROM THE OFFICE OF INSTITUTIONAL RESEARCH & EVALUATION, CALL 617-627-3274)

School of Medicine (MS, MPH) *

	Male		Female		Totals	
	#	%	#	%	#	%
Non-Resident Alien	4	6.3%	4	3.9%	8	4.8%
Black, Non-Hispanic	3	4.8%	7	6.9%	10	6.1%
Native American or Alaskan Native	0	0.0%	0	0.0%	0	0.0%
Asian or Pacific Islander	12	19.0%	24	23.5%	36	21.8%
Hispanic	3	4.8%	4	3.9%	7	4.2%
White, Non-Hispanic	19	30.2%	37	36.3%	56	33.9%
Other/Ethnicity Unknown	22	34.9%	26	25.5%	48	29.1%
Subtotal Medical	63	100 %	102	100 %	165	100 %

Sackler Graduate School of Biomedical Sciences*

	Male		Female		Totals	
	#	%	#	%	#	%
Non-Resident Alien	12	13.8%	23	17.3%	35	15.9%
Black, Non-Hispanic	1	1.1%	3	2.3%	4	1.8%
Native American or Alaskan Native	0	0.0%	1	0.8%	1	0.5%
Asian or Pacific Islander	7	8.0%	14	10.5%	21	9.5%
Hispanic	4	4.6%	7	5.3%	11	5.0%
White, Non-Hispanic	51	58.6%	64	48.1%	115	52.3%
Other/Ethnicity Unknown	12	13.8%	21	15.8%	33	15.0%
Subtotal Sackler	87	100 %	133	100 %	220	100 %

Cummings School of Veterinary Medicine *

	Male		Female		Totals	
	#	%	#	%	#	%
Non-Resident Alien	0	0.0%	3	1.1%	3	1.0%
Black, Non-Hispanic	1	2.4%	0	0.0%	1	0.3%
Native American or Alaskan Native	0	0.0%	0	0.0%	0	0.0%
Asian or Pacific Islander	0	0.0%	15	5.5%	15	4.8%
Hispanic	0	0.0%	3	1.1%	3	1.0%
White, Non-Hispanic	34	81.0%	198	72.5%	232	73.7%
Other/Ethnicity Unknown	7	16.7%	54	19.8%	61	19.4%
Subtotal Vet	42	100 %	273	100 %	315	100 %

*Enrollment figures given by the schools for Dental, Medical, Sackler, Cummings-Veterinary, and Fletcher vary from the information reported to IPEDS, which relies on SIS data which may utilize different definitions and reporting periods for enrollment than the individual schools.

FULL-TIME STUDENTS BY PROGRAM, SEX, AND ETHNIC GROUP, CONTINUED

FALL 2008 (PART-TIME DATA MAY BE REQUESTED FROM THE OFFICE OF INSTITUTIONAL RESEARCH & EVALUATION, CALL 617-627-3274)

Cummings School of Veterinary Medicine (MS, PhD) *

	Male		Female		Totals	
	#	%	#	%	#	%
Non-Resident Alien	0	0.0%	4	25.0%	4	23.5 %
Black, Non-Hispanic	0	0.0%	0	0.0%	0	0.0 %
Native American or Alaskan Native	0	0.0%	0	0.0%	0	0.0 %
Asian or Pacific Islander	0	0.0%	1	6.3%	1	5.9 %
Hispanic	0	0.0%	0	0.0%	0	0.0 %
White, Non-Hispanic	1	100.0%	1	6.3%	2	11.8 %
Other/Ethnicity Unknown	0	0.0%	10	62.5%	10	58.8 %
Subtotal Vet	1	100 %	16	100 %	17	100 %

Other-Unclassified **

	Male		Female		Totals	
	#	%	#	%	#	%
Non-Resident Alien	6	40.0%	13	41.9%	19	41.3 %
Black, Non-Hispanic	0	0.0%	1	3.2%	1	2.2 %
Native American or Alaskan Native	0	0.0%	0	0.0%	0	0.0 %
Asian or Pacific Islander	0	0.0%	4	12.9%	4	8.7 %
Hispanic	1	6.7%	1	3.2%	2	4.3 %
White, Non-Hispanic	3	20.0%	4	12.9%	7	15.2 %
Other/Ethnicity Unknown	5	33.3%	8	25.8%	13	28.3 %
Subtotal Other	15	100 %	31	100 %	46	100 %

Totals

	Male		Female		Totals	
	#	%	#	%	#	%
Non-Resident Alien	449	10.6 %	479	9.8 %	928	10.2 %
Black, Non-Hispanic	147	3.5 %	281	5.8 %	428	4.7 %
Native American or Alaskan Native	6	0.1 %	13	0.3 %	19	0.2 %
Asian or Pacific Islander	519	12.3 %	677	13.9 %	1,196	13.1 %
Hispanic	216	5.1 %	265	5.4 %	481	5.3 %
White, Non-Hispanic	2,345	55.4 %	2,512	51.5 %	4,857	53.3 %
Other/Ethnicity Unknown	552	13.0 %	649	13.3 %	1,201	13.2 %
Grand Totals	4,233	100 %	4,875	100 %	9,110	100 %

*Enrollment figures given by the schools for Dental, Medical, Sackler, Cummings-Veterinary, and Fletcher vary from the information reported to IPEDS, which relies on SIS data which may utilize different definitions and reporting periods for enrollment than the individual schools.

** "Other-Unclassified" includes enrolled students not pursuing a specific major.

GEOGRAPHIC DISTRIBUTION OF STUDENTS BY STATE/TERRITORY – FALL 2008

	Arts & Sciences ¹	Engineering	GSAS	GSOE	Fletcher ²	Friedman S.N.S.P.
Alabama	2	1	2	1	0	0
Alaska	3	1	0	0	1	0
Arizona	21	1	0	0	5	3
Arkansas	2	1	1	0	0	2
California	345	30	26	5	37	12
Colorado	36	13	6	0	3	4
Connecticut	280	52	14	12	8	8
Delaware	9	0	3	0	1	1
District of Columbia	30	1	2	0	5	2
Florida	128	9	7	1	12	1
Georgia	29	2	4	0	3	1
Hawaii	15	2	0	0	0	
Idaho	4	4	2	0	0	
Illinois	115	14	11	1	10	4
Indiana	8	1	2	0	1	1
Iowa	11	1	1	1	2	
Kansas	5	1	2	0	1	1
Kentucky	8	0	1	1	1	2
Louisiana	6	2	0	0	0	
Maine	66	18	16	1	2	3
Maryland	138	21	6	1	7	2
Massachusetts	959	211	561	328	89	20
Michigan	16	7	5	0	1	3
Minnesota	29	5	4	0	6	8
Mississippi	2	0	0	0	0	
Missouri	33	3	0	0	2	2
Montana	10	0	0	0	1	
Nebraska	2	0	0	1	0	
Nevada	7	0	1	1	0	
New Hampshire	87	20	20	22	4	5
New Jersey	329	45	21	6	8	5
New Mexico	19	1	0	0	0	2
New York	610	83	42	10	29	21
North Carolina	29	7	2	0	2	4
North Dakota	0	0	0	0	0	
Ohio	57	7	4	1	6	8
Oklahoma	7	0	2	0	0	1
Oregon	19	8	2	0	3	3
Pennsylvania	137	20	15	7	13	5
Rhode Island	37	14	13	10	1	
South Carolina	11	1	1	0	1	
South Dakota	4	0	0	0	0	
Tennessee	22	2	3	0	2	2
Texas	116	13	12	2	8	3
Utah	4	0	1	0	1	
Vermont	43	8	4	2	2	4
Virginia	45	7	10	0	20	2
Washington	56	9	1	2	5	1
West Virginia	0	0	2	0	0	1
Wisconsin	13	3	4	2	5	1
Wyoming	0	0	0	0	0	
Guam	0	0	0	0	0	
Puerto Rico	11	1	0	0	1	1
Virgin Islands	3	1	0	0	0	
Foreign, Overseas, or Unknown	332	68	163	83	197	43
Totals	4,310	719	999	501	506	192

¹ Total does not include part-time students enrolled in special programs.

² Full-time students only.

GEOGRAPHIC DISTRIBUTION OF STUDENTS BY STATE/TERRITORY - FALL 2008, CONTINUED

	Dental	Medical	Medical MS, MPH* **	Sackler	Cummings- Vet. ²	University Total ³
Alabama	3	1				10
Alaska	1	0				6
Arizona	7	7		2	3	49
Arkansas	1	0				7
California	65	71	15	13	23	642
Colorado	3	7	1	1	1	75
Connecticut	13	31	3	2	10	433
Delaware	0	0			2	16
District of Columbia	1	0			1	42
Florida	48	13	2	2	5	228
Georgia	10	3	3	2	1	58
Hawaii	5	4		1		27
Idaho	5	0				15
Illinois	13	9	2	3	3	185
Indiana	10	3	1		1	28
Iowa	1	0	1			18
Kansas	1	2	1			14
Kentucky	1	0				14
Louisiana	1	0		1		10
Maine	18	12	1	1	5	143
Maryland	4	18	1	3	7	208
Massachusetts	297	270	54	93	156	3,038
Michigan	15	9	1	1	1	59
Minnesota	2	5	1			60
Mississippi	2	0				4
Missouri	1	4				45
Montana	1	0				12
Nebraska	1	3		1		8
Nevada	2	0				11
New Hampshire	18	13	6	6	5	206
New Jersey	27	39	5	5	24	514
New Mexico	0	3		1		26
New York	52	88	4	12	33	984
North Carolina	10	3		1	1	59
North Dakota	1	0	1		1	3
Ohio	7	7	2	2	1	102
Oklahoma	2	3				15
Oregon	4	7	1		1	48
Pennsylvania	14	26		5	7	249
Rhode Island	16	19	1	2	4	117
South Carolina	3	1				18
South Dakota	0	0				4
Tennessee	3	4				38
Texas	17	4	1	4	3	183
Utah	6	1				13
Vermont	3	0		1	3	70
Virginia	7	6	2	1	8	108
Washington	18	13	1	1		107
West Virginia	0	0		1		4
Wisconsin	8	4			2	42
Wyoming	0	0				0
Guam	0	0				0
Puerto Rico	2	0				16
Virgin Islands	0	0				4
Foreign, Overseas, or Unknown	91	2	102	60	3	1,144
Totals	841	715	213	228	315	9,539

² First Professional only.

³ Geographic distribution is not provided for all full-time and part-time students at all schools.

INTERNATIONAL STUDENTS BY COUNTRY FALL 2008

Countries Represented	A&S ¹	EN ¹	GSAS ¹	GSOE ¹	Fletcher	Friedman S.N.S.P. ¹	Dental	Medical	Cum-mings - Vet. ¹	Other ²	Total
Afghanistan	2				2						4
Albania	1										1
Algeria											0
Argentina	3		2		4						9
Armenia					16						16
Australia	4			3	4		3		1		15
Austria	1										1
Azerbaijan					1						1
Bahamas		1									1
Bahrain	1									1	2
Bangladesh	3	3		1	1						8
Belgium					4			2			6
Belize			1								1
Bhutan	1				1						2
Bosnia & Herzegovina					1						1
Brazil	7		3	3	4					5	22
Brunei											0
Bulgaria	4		1		2		1				8
Burundi											0
Cameroon			1		1		1			1	4
Canada	23	2	8	3	10	3	22	3	1	10	85
Chile										1	1
China	9	4	40	42	2	4	2	8		19	130
Colombia	6	2	1		2						11
Congo		1									1
Costa Rica	1				2						3
Cote D'Ivoire					1						1
Croatia					1						1
Cyprus							1				1
Czech Republic	1				2						3
Denmark	1				2						3
Dominican Republic	1										1
Ecuador		1									1
Egypt		1			1		1				3
El Salvador	1				1						2
Ethiopia	1		1		1		1				4
Finland	1										1
France	10	1			1					7	19
Georgia					3						3
Germany	2		2	2	12			3		8	29
Ghana	1	3		1	2	1		1		4	13
Greece	7	1	2	4	5		5	1		3	28
Guatemala		1									1
Guyana											0
Honduras			1								1
Hong Kong	4		2			1				1	8
Hungary				1	1						2
Iceland				1							1
India	23	6	12	20	8	5	19	6	1	11	111
Indonesia	1		1			2	1				5
Iran				4	2		2				8
Iraq					1						1
Ireland											0
Israel			2		2			2		2	8
Italy	2	1	1	1	6		2	2			15
Jamaica		1	1								2
Japan	6	2	7	1	25	2	5	1		4	53
Jordan	2	2									4

¹ Non-immigrant students only; no data for permanent residents and U.S. citizens living abroad.

² Includes exchange students, special students, and practical trainees.

INTERNATIONAL STUDENTS BY COUNTRY FALL 2008, CONTINUED

Countries Represented	A&S ¹	EN ¹	GSAS ¹	GSOE ¹	Fletcher	Friedman S.N.S.P. ¹	Dental	Medical	Cum-mings - Vet. ¹	Other ²	Total
Kazakhstan	1				1						2
Kenya	1				3	1	1	1	1	1	9
Kuwait	3				2		6				11
Lebanon		1		1	2	2					6
Libya							4				4
Luxembourg					1						1
Macedonia								1			1
Malaysia	1		1								2
Mauritius		1									1
Mexico	2	1			10		3	1		1	18
Moldova		1			2						3
Monaco							2				2
Mongolia										1	1
Morocco		1			1						2
Nepal	2	1			1					1	5
Netherlands	2		2		1	1					6
New Zealand		1									1
Nicaragua					1						1
Nigeria	2			1	1		2	1			7
Norway	1		1		2						4
Pakistan	3	3		4	2		1	1		1	15
Palestine					2	1					3
Panama	1										1
Paraguay					1						1
Peru				1							1
Philippines	2		1		1	1			1		6
Poland	2	1	1			1				1	6
Portugal		1			2			2			5
Republic of Korea	40	1	3	5	12	5	19	4		7	96
Romania			2	2	2				1		7
Russia	1		2		3						6
Rwanda		1	1		2						4
Saudi Arabia		1		2	3		11	1			18
Senegal					1						1
Serbia & Montenegro					1					1	2
Singapore	19		1		4						24
South Africa					1	1					2
Spain	1			1	9		2			6	19
Sri Lanka					4						4
St Kitts & Nevis			1								1
Suriname											0
Sweden	2				1						3
Switzerland	2			1	10					2	15
Syria							1			1	2
Taiwan	3		5	4	3	1	4	3	1	2	26
Tanzania	1										1
Thailand	4				5					2	11
Trinidad and Tobago	1	2		1							4
Tunisia										1	1
Turkey	15	3	8	3	9			2		4	44
Uganda						2					2
Ukraine			3								3
United Arab Emirates		1			1		1				3
United Kingdom	16	1	3		5		1	2		3	31
Uzbekistan					2						2
Venezuela		2			1	1	1		1		6
Vietnam		1		2	1			1		1	6
Zimbabwe	1									1	2
Totals	259	58	124	115	250	35	125	49	8	114	1,137

¹ Non-immigrant students only; no data for permanent residents and U.S. citizens living abroad.

² Includes exchange students, special students, and practical trainees.

INTERNATIONAL STUDENTS BY LEADING COUNTRY

Fall, 2008

Full-Time and Part-Time

	Totals	A&S ¹	EN ¹	GSAS ¹	GSOE ¹	Fletcher	Friedman S.N.S.P. ¹	Dental	Medical	Cum- mings - Vet. ¹	Other ²
China	132	9	4	40	43	2	4	2	8		20
India	113	23	6	13	21	8	5	19	6	1	11
Republic of Korea	97	40	1	3	5	12	5	19	4		8
Canada	85	23	2	8	3	10	3	22	3	1	10
Japan	54	6	2	7	2	25	2	5	1		4
Turkey	44	15	3	8	3	9			2		4
United Kingdom	32	16	1	3		5		1	2		4
Germany	29	2		2	2	12			3		8
Greece	29	7	1	2	4	5		5	1		4
Taiwan	26	3		5	4	3	1	4	3	1	2
Singapore	24	19		1		4					
Brazil	22	7		3	3	4					5
Spain	20	1			1	9		2			7

¹ Non-immigrant students only; no data for permanent residents and U.S. citizens living abroad.

² Includes exchange students, special students, and practical trainees.

INTERNATIONAL STUDENTS ENROLLED IN SUMMER ENGLISH LANGUAGE PROGRAM

Country of Citizenship	2004	2005	2006	2007	2008
Taiwan, ROC	12	17	30	39	37
Japan	28	30	34	26	25
Spain	4	7	17	9	14
Italy	3	2		1	11
Republic of China	2		2	1	5
USA	2		3		5
France	6	11	3	2	4
Republic of Korea	6	5	7	7	3
Turkey	2	2	1		2
Austria			1		1
Cambodia					1
Guatemala					1
Monaco					1
Sweden		1			1
Thailand	1				1
Belgium					
Brazil					
Colombia					
Dominican Republic					
El Salvador	0	0	0	1	
Germany					
Greece					
Hong Kong				1	
Kazakhstan					
Mexico	1		1		
Nicaragua				1	
Paraguay					
Peru		1			
Russia					
Rwanda					
Saudia Arabia	6		1		
Switzerland	1	2			
Vietnam	1				
Total	75	78	100	88	112

ENROLLMENTS IN THE COLLEGE OF SPECIAL STUDIES

	2003/04	2004/05	2005/06	2006/07	2007/08
Enrollments for Credit	775	702	671	626	708
Enrollments for Audit	130	143	109	102	114
Total Enrollment	905	845	780	728	822

Certificate Programs

	2003/04	2004/05	2005/06	2006/07	2007/08
Bioengineering	1	3	0	0	0
Biotechnology	2	5	4	2	8
Biotechnology Engineering	5	5	0	1	2
Community Environmental Studies	5	6	3	5	3
Computer Science	2	3	0	1	0
Epidemiology	4	0	1	0	2
Environmental Management	4	1	1	1	3
Human – Computer Interaction	2	0	1	4	2
Management of Community Organizations	8	8	3	6	5
Manufacturing Engineering	3	4	3	1	2
Microwave and Wireless Engineering	1	0	0	1	1
Museum Studies	20	11	23	22	12
Occupational Therapy	0	0	1	8	6
Program Evaluation	3	0	0	0	0
Total Certificates Awarded	60	46	40	52	46

SUMMER SESSION ENROLLMENTS

	2004	2005	2006	2007	2008
Tufts Undergraduates					
Arts & Sciences	1,070	1,076	1,002	1,140	1,205
Engineering	160	190	177	180	153
Museum School	121	123	105	107	101
Total Undergraduate	1,351	1,389	1,284	1,427	1,459
Tufts Graduate Students *					
Graduate Schools A&S and Engineering	642	623	660	611	622
Fletcher	79	67	79	80	75
Friedman S.N.S.P.	9	2	5	15	17
Total Graduate	730	692	744	706	714
Visiting Students					
Special Students	142	128	109	112	146
High School Students	76	72	72	75	88
Visiting Students	683	513	515	661	668
Total Visiting Students	901	713	696	848	902
Total Summer Session	2,982	2,794	2,724	2,981	3,075
Other					
Tufts Tuition Remission Participants	37	11	13	26	20

* School of Medicine, including Sackler, are not included here.

STUDENT FACULTY RATIO

US NEWS BEST COLLEGES REPORTS: HISTORICAL TRENDS

Student-Faculty Ratio, Peer Schools

School Name	1998	1999	2000	2001	2002	2004	2005	2006	2007	2008
Columbia University	7/1	7/1	7/1	7/1	7/1	7/1	7/1	7/1	6/1	6/1
University of Pennsylvania	7/1	7/1	7/1	7/1	7/1	6/1	6/1	6/1	6/1	6/1
Northwestern University	8/1	8/1	7/1	7/1	7/1	7/1	7/1	7/1	7/1	7/1
Washington University in St. Louis	7/1	7/1	7/1	7/1	7/1	7/1	7/1	7/1	7/1	7/1
Tufts University	10/1	9/1	8/1	8/1	8/1	7/1	8/1	7/1	7/1	8/1
Brown University	8/1	8/1	11/1	10/1	10/1	9/1	9/1	9/1	9/1	8/1
Dartmouth College	10/1	10/1	9/1	9/1	9/1	9/1	9/1	8/1	8/1	8/1
Duke University	11/1	8/1	8/1	9/1	8/1	8/1	8/1	8/1	8/1	8/1
Cornell University	9/1	13/1	13/1	13/1	13/1	9/1	10/1	10/1	10/1	10/1
Georgetown University	11/1	10/1	12/1	10/1	11/1	11/1	11/1	11/1	11/1	11/1
Johns Hopkins University	9/1	9/1	9/1	10/1	9/1	9/1	9/1	10/1	11/1	11/1
Boston College	13/1	13/1	13/1	13/1	13/1	13/1	13/1	13/1	13/1	13/1

Source: U. S. New & World Report, America's Best Colleges 2009



Student meeting in front of President Hallowell's house, Spring 1968

TUITION RATES

Undergraduate Tuition and Fees

Year	Tuition	Room	Board	Health Service Fee	Activity Fee	Total
2008/09	37,952	5,428	5,090	620	268	49,358
2007/08	35,842	5,220	4,940	600	258	46,860
2006/07	33,906	5,020	4,750	576	248	44,500
2005/06	31,828	4,827	4,570	556	237	42,018
2004/05	30,203	4,640	4,389	540	226	39,998
2003/04	28,896	4,420	4,220	519	214	38,269
2002/03	27,450	4,250	4,060	499	206	36,465
2001/02	26,213	4,087	3,900	482	197	34,879
2000/01	25,062	3,930	3,750	464	188	33,394
1999/00	24,126	3,775	3,600	446	179	32,126
1998/99	23,106	3,648	3,460	431	172	30,817

Graduate & Professional Schools

Year	Graduate School of A&S	Fletcher-MALD, MA ¹	Friedman S.N.S.P.	Dental - DMD ²	Medical ³	Sackler ⁴	Cummings - Vet. ⁵
2008/09	36,632	34,176	24,180	51,200	48,386	19,326	37,910
2007/08	35,052	32,394	23,029	48,300	46,524	19,326	36,190
2006/07	33,672	31,986	21,932	45,500	44,735	19,325	34,965
2005/06	32,360	29,106	20,888	42,850	43,014	19,325	33,947
2004/05	31,102	27,850	19,894	40,800	41,360	19,325	32,894
2003/04	29,649	26,650	19,315	38,850	39,579	19,325	31,659
2002/03	28,264	25,477	18,752	37,000	39,579	19,325	30,151
2001/02	26,994	24,380	18,752	35,250	37,875	19,325	29,131
2000/01	25,808	23,000	18,206	33,550	35,900	19,325	28,065
1999/00	24,804	21,700	17,676	31,400	34,180	19,325	27,038
1998/99	23,839	20,500	17,160	29,900	32,865	18,670	26,250

¹ See <http://fletcher.tufts.edu/admissions/tuition.shtml> for tuition for MIB and LLM programs

² See http://dental.tufts.edu/1206352803734/TUSDM-Page-dental2w_1186496760483.html for tuition rates for all programs & degrees

³ See <http://www.tufts.edu/med/about/offices/finaid/costs/index.html> for tuition rates for all programs & degrees

⁴ 2007/08 corrected

⁵ See <http://www.tufts.edu/vet/admissions/tuition.html> for tuition for all programs & degrees

UNDERGRADUATE CHARGES RELATIVE TO COMPARISON GROUP

Year	Tuition		Total Resident Charges	
	Rank	\$ Below Leader	Rank	\$ Below Leader
	(1 = Highest Tuition)		(1 = Highest Charges)	
2008/09	2 of 12	\$486	9 of 12	\$1,635
2007/08	1 of 12	0	10 of 12	\$1,732
2006/07	2 of 12	\$436	9 of 12	\$1,300
2005/06	3 of 12	\$625	8 of 12	\$1,342
2004/05	3 of 12	\$503	9 of 12	\$1,124
2003/04	3 of 12	\$216	7 of 12	\$1,393
2002/03	3 of 12	\$325	8 of 12	\$1,382
2001/02	3 of 12	\$280	8 of 12	\$1,435

Comparison Group: Boston College, Brown, Columbia, Cornell, Dartmouth, Duke, Georgetown, John Hopkins, Northwestern, University of Pennsylvania, Washington University (St. Louis)

UNDERGRADUATE FINANCIAL INCOME AND AWARDS

FY08

Family Income of Aid Recipients:

	# of Recipients	% of Recipients
Below \$15,000	110	5%
\$15,000 – \$29,999	165	8%
\$30,000 – \$44,999	199	10%
\$45,000 – \$59,999	205	10%
\$60,000 – \$74,999	210	11%
\$75,000 – \$89,999	200	10%
\$90,000 – \$104,999	194	10%
\$105,000 – \$119,999	176	9%
\$120,000 – \$134,999	131	7%
Above \$135,000	395	20%
Total *	1,985	100 %

Range of Awards to Individuals:

	Number of Awards	Percentage of Awards
\$0 – \$3,999	73	4%
\$4,000 – \$7,999	175	9%
\$8,000 – \$11,999	133	7%
\$12,000 – \$15,999	120	6%
\$16,000 – \$19,999	140	7%
\$20,000 – \$23,999	165	8%
\$24,000 – \$27,999	172	8%
\$28,000 – \$29,999	75	4%
\$30,000 – \$31,999	82	4%
\$32,000 – \$33,999	95	5%
\$34,000 – \$35,999	98	5%
Above – \$36,000	657	33%
Total *	1,985	100 %

*Represents need-based aid from Tufts.

STUDENT FINANCIAL AID – FY08

Undergraduate and Graduate Schools

(Thousands of Dollars)

	Arts & Sciences	School of Eng.	Graduate A & S	Graduate Eng.	Fletcher	Friedman S.N.S.P.
Income						
Tuition & Fees	151,909	24,947	18,449	7,157	16,854	3,159
Room & Board	31,742	5,464	-	-	391	-
Total Income (Tuition, Fees, Rm & Bd)	183,651	30,411	18,449	7,157	17,245	3,159

Financial Aid

Direct Contributions:

A. Tuition Forgiven (¹ for A&S and SOE)	33,696	6,196	10,367	3,561	0	781
% of Total Tuition, Fees, Rm & Bd	18%	20%	56%	50%	0%	25%
B. Funded Scholarships:						
Income from Rest. Endow.	2,437	535	-	-	856	123
Current Scholarship Gifts (non-govt)	1,187	85	-	-	2,852	64
Other Outside Gifts or Scholarships	2,099	513	-	29	1,463	107
Research & Other Grants (govt)	3,211	618	-	175	961	198
Contracts	-	-	-	-	-	-
Total Funded Scholarships	8,934	1,751	0	204	6,132	492
C. Employment:						
Tufts Work Study	59	33	-	-	-	-
College Work-Study Program ²	2,317	436	536	26	384	115
Total Employment	2,376	469	536	26	384	115
Total Direct Contributions	45,006	8,416	10,903	3,791	6,516	1,388
% of Total Tuition, Fees, Rm & Board	25%	28%	59%	53%	38%	44%

Loans:

A. Tufts Controlled ³	954	124	46	16	91	30
B. Private ⁴	17,700	3,574	483	850	6,390	1,248
Total Loans	18,654	3,698	529	866	6,481	1,278
% of Total Tuition, Fees, Rm & Board	10%	12%	3%	12%	38%	40%

Total Financial Aid	63,660	12,114	11,432	4,657	12,997	2,666
% of Total Tuition, Fees, Rm & Board	35%	40%	62%	65%	75%	84%

¹ Tufts National merit included in this category

² Number represents amount awarded not amount earned by students

³ Federal Perkins loans included in this category

⁴ Federal Stafford loans and Federal Parent PLUS loans included in this category

STUDENT FINANCIAL AID – FY08, CONTINUED

Professional Schools

(Thousands of Dollars)

	Dental	Medical/ Sackler	Cummings - Vet.	Total (All Schools)
Income				
Tuition & Fees	38,114	41,652	11,487	313,728
Room & Board	486	345	-	38,428
Total Income (Tuition, Fees, Rm & Bd)	38,599	41,997	11,487	352,155

Financial Aid

Direct Contributions:

A. Tuition Forgiven	1,393	229	1,485	57,708
% of Total Tuition, Fees, Rm & Bd	4%	1%	13%	16%
B. Funded Scholarships:				
Income from Rest. Endow.	794	663	108	5,516
Current Scholarship Gifts (non-govt)	28	3,646	210	8,072
Other Outside Gifts or Scholarships	102	284	-	4,597
Research & Other Grants (govt)	4,718	2,376	78	12,335
Contracts	-	-	153	153
Total Funded Scholarships	5,642	6,969	549	30,673
C. Employment:				
Tufts Work Study	-	-	-	92
College Work-Study Program ¹	16	95	89	4,014
Total Employment	16	95	89	4,106
Total Direct Contributions	7,051	7,293	2,123	92,487
% of Total Tuition, Fees, Rm & Bd	18%	17%	18%	26%

Loans:

A. Tufts Controlled ²	1,858	2,828	450	6,397
B. Private ³	33,410	27,674	8,500	99,829
Total Loans	35,268	30,502	8,950	106,226
% of Total Tuition, Fees, Rm & Bd	91%	73%	78%	30%

Total Financial Aid	42,319	37,795	11,073	198,713
% of Total Tuition, Fees, Rm & Bd	110%	90%	96%	56%

¹ Number represents amount awarded not amount earned by students

² Includes Tufts Loans, HPSL, LDS, and Perkins Loans

³ Includes Stafford Loans, Grad PLUS loans, and bank-sponsored private education loans

⁴ TCSVM unsponsored & sponsored loans

UNDERGRADUATE FINANCIAL AID SELECTED STATISTICS

	2003/04	2004/05	2005/06	2006/07	2007/08
Basic Stats					
Estimated Total College Cost per Student	\$40,200	\$42,000	\$44,100	\$46,500	\$48,900
Estimated Tuition and Fees per Student	\$29,630	\$30,969	\$32,621	\$34,730	\$36,700
Number of Students	4,887	4,966	4,995	4,981	5,029
Total Tuition and Fees*	\$144,801,810	\$153,792,054	\$162,941,895	\$172,990,130	\$184,564,300

	2003/04	2004/05	2005/06	2006/07	2007/08
Financial Aid					
Number of Students Aided	2,460	2,441	2,519	2,418	2,501
Number Aided as % of Total	50%	49%	50%	49%	50%
Average Award	\$25,706	\$25,876	\$27,745	\$29,798	\$30,297
Average Award as % of Total Cost	64%	62%	63%	64%	62%
Total Aid	\$63,236,760	\$63,163,316	\$69,889,655	\$72,051,564	\$75,774,379
Total Aid as % of Tuition and Fees	44%	41%	43%	42%	41%

Components of Aid Packages (Thousands of Dollars)	2003/04	2004/05	2005/06	2006/07	2007/08
University Scholarships	\$34,727	\$36,579	\$38,722	\$40,700	\$44,136
% of Total Aid**	55%	55%	55%	56%	58%
Federal Aid Schol. (SOG/PELL/ROTC/Misc.)	\$2,781	\$2,606	\$2,513	\$2,723	\$2,879
% of Total Aid**	4%	4%	4%	4%	4%
State	\$1,103	\$943	\$881	\$945	\$950
% of Total Aid**	2%	1%	1%	1%	1%
Private	\$1,614	\$1,645	\$1,915	\$2,332	\$2,612
% of Total Aid**	3%	2%	3%	3%	3%
Guaranteed Employment	\$2,554	\$2,555	\$2,672	\$2,867	\$2,845
% of Total Aid**	4%	4%	4%	4%	4%
Long Term Loans	\$20,458	\$22,716	\$23,187	\$22,485	\$22,352
% of Total Aid**	32%	34%	33%	31%	29%

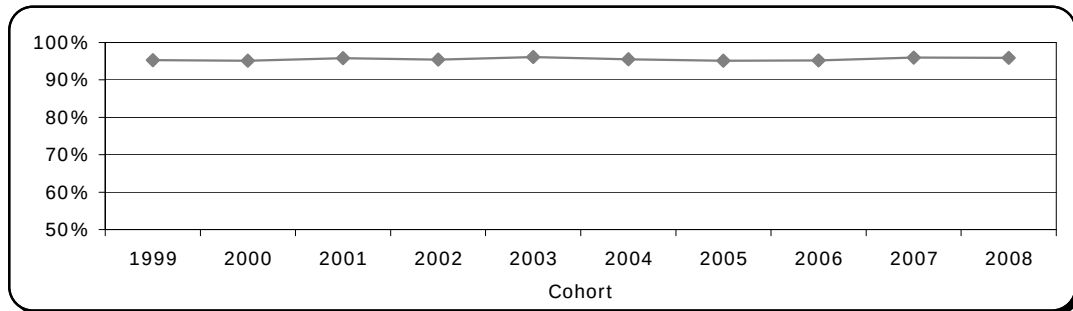
* Total number of FTE students multiplied by estimated tuition and fees.

** Data for 2005-06 has been corrected.

HISTORICAL GRADUATION AND RETENTION RATES

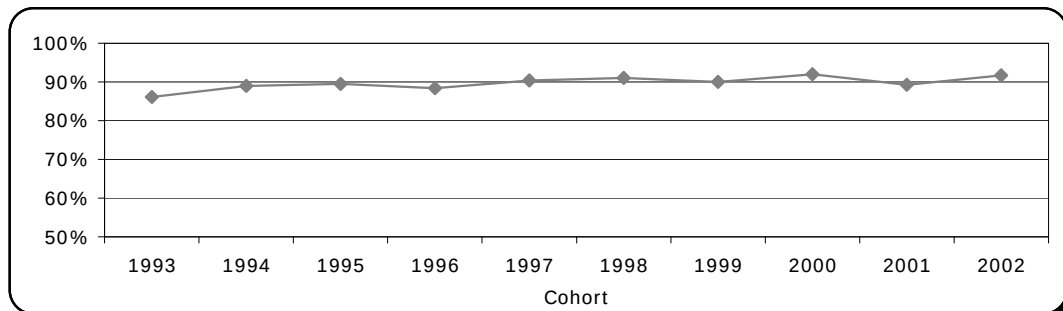
Freshman to Sophomore Retention Rate

Year Reported	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Retention Rate	95%	95%	96%	95%	96%	96%	95%	95%	96%	96%



6-Year Graduation Rate**

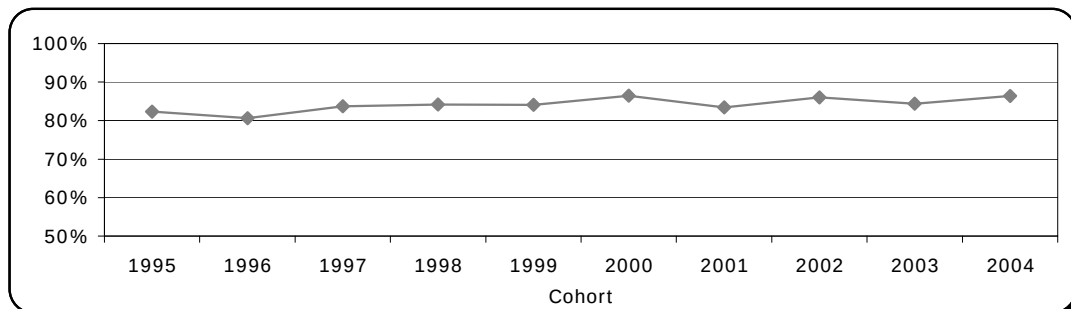
Year Entered Tufts	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Graduation Rate	86%	89%	90%	88%	90%	91%	90%	92%	89%	92%



**The six-year ("official") graduation time frame is the equivalent of 150 percent of the expected four years allotted to graduate, and is consistent with guidelines mandated in the federal Student Right to Know legislation. Deceased students are not included in the cohorts. Transfer students are also not included in these data.

4-Year Graduation Rate

Year Entered Tufts	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Graduation Rate	82%	81%	84%	84%	84%	87%	83%	86%	84%	86%



GRADUATING SENIORS BY MAJOR

First major

Arts	2003/04	2004/05	2005/06	2006/07	2007/08
Architectural Studies	18	8	10	12	13
Art History	19	16	16	25	22
Drama and Dance	9	11	7	6	10
Music	5	4	13	3	4
Subtotal Arts	51	39	46	46	49

Engineering	2003/04	2004/05	2005/06	2006/07	2007/08
Chemical Engineering	29	27	24	19	23
Civil Engineering	18	13	36	22	23
Computer Engineering	31	14	18	9	12
Computer Science*	20	8	9	13	17
Electrical Engineering	45	27	27	30	29
Engineering Physics	0	1	1	0	2
Engineering Psychology	7	5	8	5	6
Environmental Engineering	9	3	11	3	1
Mechanical Engineering	44	51	48	51	55
Other Engineering**	14	17	25	12	31
Subtotal Engineering	217	166	207	164	199

Humanities	2003/04	2004/05	2005/06	2006/07	2007/08
Classics	8	4	6	6	7
Comparative Religion	2	4	6	4	9
English	58	104	92	67	80
History	32	45	47	46	53
Philosophy	16	16	16	20	20
Subtotal Humanities	116	173	167	143	169

Languages	2003/04	2004/05	2005/06	2006/07	2007/08
Chinese	0	1	2	5	0
French	5	2	4	8	6
German	3	0	2	3	1
Greek	0	0	0	0	0
Greek & Latin	1	0	2	1	0
Japanese	0	2	4	1	1
Latin	0	0	1	1	2
Russian	1	0	0	0	0
Spanish	17	16	15	13	24
Subtotal Languages	27	21	30	32	34

Math & Science	2003/04	2004/05	2005/06	2006/07	2007/08
Applied Physics	1	0	0	1	0
Astrophysics	1	0	0	0	1
Biochemistry	5	14	11	18	17
Biology	74	68	83	68	73
Biology/Psychology	30	23	34	29	27
Chemical Physics	1	0	0	0	0
Chemistry	4	4	8	8	12
ACS Certified Chemistry Major	3	1	0	0	0
Computer Science*	28	21	10	10	5
Geological Sciences	2	1	4	4	2
Geology	2	0	3	2	4
Mathematics	14	11	10	20	16
Physics	4	3	5	6	11
Subtotal Math & Science	169	146	168	166	168

*Starting in 2004/05, both Liberal Arts and Engineering offer Computer Science Degrees. Historically, these have been reported together in Engineering. This change resulted in adjustments to the Engineering and Math & Science

**Other Engineering includes the majors: Engineering, Engineering Science, and No Major.

GRADUATING SENIORS BY MAJOR, CONTINUED

First major, continued

Social Sciences	2003/04	2004/05	2005/06	2006/07	2007/08
Anthropology	11	15	13	11	6
Archaeology	2	7	4	5	2
Child Development	71	51	59	61	55
Economics	110	123	113	129	110
International Relations	133	151	183	182	161
Political Science	86	88	101	89	79
Psychology	75	78	95	94	92
Psychology - Clinical	29	23	27	20	21
Quantitative Economics	33	35	34	29	40
Sociology	23	25	26	21	21
Subtotal Social Sciences	573	596	655	641	587
Other	2003/04	2004/05	2005/06	2006/07	2007/08
American Studies	27	21	26	17	19
Asian Studies	0	0	0	3	2
Biopsychology & Environmental Studies (new 2006/07)	0	0	0	1	0
Environmental Studies	0	3	1	2	3
German Area Studies	0	1	1	1	4
International Letters & Visual Studies	10	5	5	8	3
Italian Studies	4	2	2	3	3
Judaic Studies	1	1	0	0	2
Latin American Studies (new 2007/08)	0	0	0	0	1
Middle Eastern Studies	1	2	2	4	5
Peace and Justice Studies	5	9	7	8	10
Plan of Study	3	2	2	2	5
Russian & European Area Studies	1	0	3	1	1
Women's Studies	3	1	2	0	3
Subtotal Other	55	47	51	50	61
Special Studies	2003/04	2004/05	2005/06	2006/07	2007/08
Fine Arts (BFA)	71	84	94	118	140
Subtotal Special Studies	71	84	94	118	140
	2003/04	2004/05	2005/06	2006/07	2007/08
Total Undergraduate	1,355	1,272	1,418	1,360	1,407
Percent of Total	2003/04	2004/05	2005/06	2006/07	2007/08
Arts	4%	3%	3%	3%	3%
Engineering	16%	13%	15%	12%	14%
Humanities	9%	14%	12%	11%	12%
Languages	2%	2%	2%	2%	2%
Math & Science	12%	11%	12%	12%	12%
Other	4%	4%	4%	4%	4%
Social Sciences	42%	47%	46%	47%	42%
Special Studies	5%	7%	7%	9%	10%

GRADUATING SENIORS BY MAJOR CONTINUED

First, second, and Third Majors

Arts	2003/04	2004/05	2005/06	2006/07	2007/08
Architectural Studies	20	10	11	12	14
Art History	22	24	24	28	29
Drama and Dance	13	13	9	10	12
Music	8	5	16	6	6
Subtotal Arts	63	52	60	56	61

Engineering	2003/04	2004/05	2005/06	2006/07	2007/08
Biomedical Engineering	0	0	0	0	1
Biomedical Engineering Design Track	30	11	23	19	18
Biomedical Engineering System Track	12	16	25	31	10
Biotechnology Engineering Track	5	6	1	1	1
Biotechnology Science Track	9	1	1	2	1
Chemical Engineering	29	27	24	19	23
Civil Engineering	18	13	36	22	23
Computer Engineering	31	14	18	9	12
Computer Science*	20	8	9	14	17
Electrical Engineering	45	27	27	30	29
Engineering Physics	0	1	1	0	2
Engineering Psychology	7	5	8	5	6
Environmental Engineering	9	3	11	4	1
Mechanical Engineering	44	51	48	52	55
Other Engineering**	14	17	25	12	31
Subtotal Engineering	273	200	257	220	230

Humanities	2003/04	2004/05	2005/06	2006/07	2007/08
Classics	11	11	13	9	8
Comparative Religion	6	5	10	6	12
English	74	115	108	79	97
History	40	53	60	56	62
Philosophy	21	25	25	28	35
Subtotal Humanities	152	209	216	178	214

Languages	2003/04	2004/05	2005/06	2006/07	2007/08
Chinese	1	3	5	12	8
French	23	14	25	30	22
German	7	0	4	5	3
Greek	0	1	0	0	0
Greek & Latin	1	1	2	1	0
Japanese	2	5	6	6	4
Latin	0	0	1	1	3
Russian	1	0	0	0	0
Russian Language and Literature	1	0	0	0	0
Spanish	55	38	53	47	63
Subtotal Languages	91	62	96	102	103

Math & Science	2003/04	2004/05	2005/06	2006/07	2007/08
Applied Physics	1	2	1	1	1
Astrophysics	3	0	0	2	2
Biochemistry	6	14	11	18	18
Biology	76	71	90	72	78
Biology/Psychology	32	23	34	29	28
Chemical Physics	1	1	0	0	0
Chemistry	4	4	9	10	14
ACS Certified Chemistry Major	3	1	0	0	0
Computer Science*	33	22	10	12	8
Geological Science	2	1	4	4	2
Geology	2	1	7	2	5
Mathematics	20	19	13	31	25
Physics	6	3	5	9	15
Subtotal Math & Science	189	162	184	190	196

*Starting in 2004/2005, both Liberal Arts and Engineering offer Computer Science Degrees. Historically, these have been reported together in Engineering. This change resulted in adjustments to the Engineering and Math &

**Other Engineering includes the majors: Engineering, Engineering Science, and No Major.

GRADUATING SENIORS BY MAJOR CONTINUED

First, second, and Third Majors, continued

Social Sciences	2003/04	2004/05	2005/06	2006/07	2007/08
Anthropology	13	21	18	16	7
Archaeology	4	7	9	9	5
Child Development	80	61	70	74	75
Community Health	32	39	68	50	57
Economics	145	149	161	163	149
International Relations	156	187	223	225	192
Political Science	98	100	114	106	95
Psychology	87	89	104	103	103
Psychology - Clinical	33	26	29	24	22
Quantitative Economics	38	42	36	36	47
Sociology	27	29	26	30	29
Subtotal Social Sciences	713	750	858	836	781

Other	2003/04	2004/05	2005/06	2006/07	2007/08
American Studies	30	26	30	20	20
Asian Studies	6	1	3	4	2
Biopsychology & Environmental Studies (new 2006/07)	0	0	0	1	0
Environmental Studies	24	20	19	17	16
German Area Studies	6	3	3	4	9
International Letters & Visual Studies	14	7	6	10	4
Italian Studies	4	2	2	8	5
Judaic Studies	2	3	1	2	5
Latin American Studies (new 2007/08)	0	0	0	0	3
Middle Eastern Studies	3	5	6	6	10
Peace and Justice Studies	7	11	9	11	11
Plan of Study	5	3	2	3	5
Russian and East European Studies	2	2	9	3	2
Women's Studies	6	3	6	3	5
Subtotal Other	109	86	96	92	97

Special Studies	2003/04	2004/05	2005/06	2006/07	2007/08
Fine Arts (BFA)	71	84	94	118	140
Subtotal Special Studies	71	84	94	118	140

	2003/04	2004/05	2005/06	2006/07	2007/08
Total Undergraduate	1,661	1,605	1,861	1,792	1,822

Percent of Total	2003/04	2004/05	2005/06	2006/07	2007/08
Arts	4%	3%	3%	3%	3%
Engineering	16%	12%	14%	12%	13%
Humanities	9%	13%	12%	10%	12%
Languages	5%	4%	5%	6%	6%
Math & Science	11%	10%	10%	11%	11%
Other	7%	5%	5%	5%	5%
Social Sciences	43%	47%	46%	47%	43%
Special Studies	4%	5%	5%	7%	8%

GRADUATE DEGREES GRANTED

Graduate School of Arts and Sciences (GSAS)	Masters Degrees		Doctoral Degrees	
	Granted 2008	Quantity to Date**	Granted 2008	Quantity to Date
Art History	39	845		
Biology	13	193	5	97
Chemistry	6	333	5	184
Child Development ¹	30	1,408	5	61
Classics	9	196	0	17
Drama	1	149	5	82
Economics	14	512	0	38
Education ¹ (PhD first offered 2006)	102	4,421	0	0
English	2	387	8	153
German, Russian & Asian Languages & Literature	2	181	0	2
History	4	273	0	31
Interdisciplinary			2	15
Mathematics	6	115	2	30
Music	6	128		
Occupational Therapy	39	962	2	6
Philosophy	3	125		
Physics & Astronomy	5	249	2	149
Psychology	3	276	5	178
Public Policy	7	44		
Romance Languages (French)	3	47	0	16
Urban & Environmental Policy & Planning	30	738		

School of Engineering (SOE graduate)	Masters Degrees		Doctoral Degrees	
	Granted 2008	Quantity to Date	Granted 2008	Quantity to Date
Biotechnology Engineering	4	29	0	5
Biomedical Engineering	9	36	4	6
Chemical Engineering	8	321	3	61
Civil & Environmental Engineering	12	1,036	3	18
Computer Science	16	273	1	14
Electrical Engineering	20	629	3	63
Engineering Management	30	313		
Mechanical Engineering	19	399	3	52
Human Factors	0	5		
Total GSAS and SOE (grad.)	442	14,623	58	1,278

¹ Education and Child Development includes CAGS awarded

GRADUATE DEGREES GRANTED, CONTINUED

Degrees No Longer Offered <i>(sometimes people finish degree)</i>	Masters Degrees		Doctoral Degrees	
	Granted 2008	Quantity to Date	Granted 2008	Quantity to Date
Anatomy & Cellular Biology		5		19
Biochemistry & Pharmacology		18		49
Dental Science		20		
Dentistry		5		
Dermatology		3		
Engineering		6		
Engineering Design		93		10
Geology		3		
History & Public Law				1
Humanistic Studies				1
Immunology		1		11
Italian & Italian Studies		5		
Life Science Engineering		22		
Microbiology		2		7
Modern Languages		1		
Molecular Biology & Microbiology		1		24
Molecular Basis				1
One of a Kind		3		25
Oral Pathology		12		
Oral Pediatrics		22		
Oral Surgery		14		
Orthodontics		32		
Pathology		1		
Pedodontia		2		
Periodontology		9		
Pharmacology		4		16
Physiology		8		25
Political Science & Gov't		89		32
Prosthetics		7		
Prosthodontics		16		
Public Policy & Cit. Part.		43		
Radiology		3		
Religion		2		
Social Service		2		
Sociology		104		18
Spanish		8		
Surgery		40		7
Systems Analysis		4		
Theology		1		
Unspecified MA		112		5
Unspecified MS		15		
Grand Total GSAS and SOE(grad.)	442	15,361	58	1,529

GRADUATE DEGREES GRANTED, CONTINUED

Friedman S.N.S.P.	Masters Degrees		Doctoral Degrees	
	Granted 2008	Quantity to Date	Granted 2008	Quantity to Date
MS	41	726		
MS/MPH	4	63		
MS/MA	0	2		
MS/MALD	3	20		
PhD			16	190

The Fletcher School of Law and Diplomacy	Masters Degrees		Doctoral Degrees	
	Granted 2008	Quantity to Date	Granted 2008	Quantity to Date
MA	66	3,354		
MALD***	173	4,503		
PhD			11	658

Sackler School of Graduate Biomedical Sci.	Masters Degrees		Doctoral Degrees	
	Granted 2008	Quantity to Date	Granted 2008	Quantity to Date
MS	10	108		
PhD			27	534

School of Dental Medicine*	Masters Degrees		Doctoral Degrees	
	Granted 2008	Quantity to Date	Granted 2008	Quantity to Date
MS	14	176		
DMD			169	11,052

School of Medicine	Masters Degrees		Doctoral Degrees	
	Granted 2008	Quantity to Date	Granted 2008	Quantity to Date
MD			141	12,275
MD/MBA			13	143
MD/MPH			15	248
MD/PHD			5	50

Office of Graduate Programs

MS	11	80		
MPH**	42	477		

Cummings School of Veterinary Medicine	Masters Degrees		Doctoral Degrees	
	Granted 2008	Quantity to Date	Granted 2008	Quantity to Date
MS	14	114		
MS/DVM			2	10
MPH/DVM			4	18
PhD			1	1
DVM			78	1,766

Joint Degrees Friedman School of Nutrition & The Fletcher School	Masters Degrees		Doctoral Degrees	
	Granted 2008	Quantity to Date	Granted 2008	Quantity to Date
MAHA ²	5	50		

² MAHA - Master of Arts in Humanitarian Assistance; degree is jointly awarded by Friedman School & The Fletcher School.

* Total number of graduate degrees granted excludes Dental Certificates. Therefore, it does not align with the graduate degree subtotals shown on Pages 130 & 131.

** Number of MPH degrees includes the following: MPH, JD/MPH, BA/MPH, MS/MPH, DVM/MPH, MD/MPH

***Number of MALD includes MS/MALD degrees

GRADUATE DEGREES GRANTED, CONTINUED

	Masters Degrees		Doctoral Degrees	
	Granted 2008	Quantity to Date	Granted 2008	Quantity to Date
Total GSAS and SOE (grad.)	442	15,361	58	1,529
Total Friedman S.N.S.P.	48	811	16	190
Total Fletcher	239	7,857	11	658
Total Sackler	10	108	27	534
Total Dental	14	176	169	11,052
Total Medical	53	557	174	12,716
Total Cummings - Vet.	14	114	85	1,795
Total Joint Degrees (MAHA)	5	50		

Total University	825	25,034	540	28,474
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* Total number of graduate degrees granted excludes Dental Certificates. Therefore, it does not align with the graduate degree subtotals shown on Pages 120 & 121.

** Number of MPH degrees does not include the following: MS/MPH, DVM/MPH, MD/MPH



“Shy Fire,” Senior Week, 1989

DEGREES GRANTED BY SCHOOL AND TYPE

Undergraduate

A&S, Engineering	2003/04	2004/05	2005/06	2006/07	2007/2008
Total Bachelor's Degrees	1,275	1,272	1,423	1,360	1,407

Graduate Degrees

Graduate School of A&S and School of Engineering (graduate)

	2003/04	2004/05	2005/06	2006/07	2007/08
MA	153	171	168	155	145
MAT	58	62	64	51	54
ME	7	11	12	14	12
MFA	29	36	24	32	26
MPP	5	7	10	7	7
MS	136	179	176	153	150
MSEM	36	37	33	26	30
CAGS	12	17	12	16	18
OTD (first awarded 2006)			3	1	2
PhD	39	33	45	43	56
Subtotal GSAS/SOE (grad.)	475	553	547	498	500

The Fletcher School

	2003/04	2004/05	2005/06	2006/07	2007/08
MA	43	66	66	74	66
MALD	186	169	176	177	173
PhD	16	14	14	12	11
Subtotal Fletcher	245	249	256	263	250

Friedman SNSP

	2003/04	2004/05	2005/06	2006/07	2007/08
MS	51	34	55	41	41
MS/MALD	0	1	0	3	3
MS/MA	0	0	0	1	0
MS (with MPH)	0	7	7	8	4
PhD	10	9	12	12	16
Subtotal Nutrition	61	51	74	65	64

Joint Degrees

	2003/04	2004/05	2005/06	2006/07	2007/08
Nutrition & Fletcher - MAHA	4	8	6	4	5
Medical & Cummings-Vet. - MPH/DVM	0	0	3	4	4
Subtotal Joint Degrees	4	8	9	8	9

Health Sciences

	2003/04	2004/05	2005/06	2006/07	2007/08
Medical MBA (with MD)	17	15	13	13	13
Medical MPH (with MD)	16	6	15	15	15
Medical PhD (with MD)	3	7	2	3	5
Medical MS	4	4	2	10	11
Medical MPH	44	33	35	30	42
Sackler MS	11	9	15	10	10
Sackler PhD	30	33	31	22	27
Dental Certificate*	38	41	46	47	46
Dental MS	9	15	8	11	14
Cummings-Veterinary PhD**					1
Cummings-Veterinary MS	14	16	10	9	14
Cummings-Veterinary MS (with DVM)	0	0	3	5	2
Subtotal Health Sciences	186	179	180	175	200

	2003/04	2004/05	2005/06	2006/07	2007/08
Total Graduate	971	1,040	1,066	1,009	1,023

Professional Degrees

	2003/04	2004/05	2005/06	2006/07	2007/08
Dental - DMD	162	167	169	162	169
Medical - MD	166	162	174	162	174
Cummings-Veterinary - DVM	78	79	77	81	78

	2003/04	2004/05	2005/06	2006/07	2007/08
Total Professional	406	408	420	405	421

* Number of Dental Certificates differs from IPEDS completion data due to differing reporting periods.

**First granted 2008

SUMMARY OF DEGREES GRANTED

	2003/04	2004/05	2005/06	2006/07	2007/08
BA	832	880	967	913	928
BFA	71	84	94	118	140
BS	172	153	178	177	154
BSCE	18	13	36	22	23
BSCHE	29	27	24	19	23
BSCPE	31	14	18	9	12
BSCS	20	8	9	13	17
BSE	3	10	7	5	11
BSEE	45	27	27	30	29
BSEP	0	1	1	0	2
BSES	1	1	3	0	12
BSEVE	9	3	11	3	1
BSME	44	51	48	51	55
MA	196	237	234	229	213
MALD	186	169	176	177	173
MAHA	4	8	6	4	5
ME	7	11	12	14	12
MFA	29	36	24	32	26
MS	225	258	266	234	249
MS/MALD	0	1	0	3	3
MS/MA	0	0	0	1	0
MS/MPH	0	7	7	8	4
MSEM	36	37	33	26	30
MEd/MAT	58	62	64	51	54
CAGS	12	17	12	16	18
Dental Cert*	38	41	46	47	46
MPH**	44	33	35	30	42
PhD	95	89	102	89	116
DMD	162	167	169	162	169
MD Total	166	162	174	162	174
MD	130	134	144	131	141
MD/MBA	17	15	13	13	13
MD/MPH	16	6	15	15	15
MD/PhD	3	7	2	3	5
MPP	5	7	10	7	7
DVM Total***	78	79	80	81	78
DVM			71	72	72
DVM/MS			3	5	2
DVM/MPH			3	4	4
OTD (first awarded 2006)			3	1	2
Total Degrees Granted****	2,616	2,693	2,876	2,734	2,828

* Number of Dental Certificates differs from IPEDS completion data due to differing reporting periods.

** For 2006-2007, this figure does not include: MS/MPH, DVM/MPH, or MD/MPH.

*** Historically, the DVM Total was not broken out to show dual degrees. Beginning in 2006, those students being awarded both a DVM and a separate graduate degree are identified.

**** Total Degrees Granted reflects the number of degrees awarded, not the number of people who received degrees. For example, 15 students who were awarded an MD and an MPH are counted twice to account for these two degrees.

UNIVERSITY STAFF



The Green Group Team of teachers at the Tufts Educational Day Care Center - Byron T. Gardner, June E. Goldstein, Meryl Kellert, and Sheena M. Palmi - received Bridge Builder Awards at the 2008 Tufts Distinction Awards

PAID PERSONNEL

Fall 2008	Male Full-Time	Male Part-Time	Female Full-Time	Female Part-Time	Totals
Organization					
Arts, Sciences and Engineering	429	151	540	249	1,369
Fletcher School	43	17	48	12	120
Friedman S.N.S.P.	23	4	48	8	83
Dental School	111	67	197	59	434
Medical School	201	40	267	43	551
Human Nutrition Research Center	70		103	14	187
Cummings School of Veterinary Medicine	108	10	271	80	469
Central Administration	157	4	238	33	432
University Advancement	49		118	8	175
Operations	244	3	105	9	361
Tisch College	6		20	2	28
Totals	1,441	296	1,955	517	4,209

EEOC Job Category	Male Full-Time	Male Part-Time	Female Full-Time	Female Part-Time	Totals
Officers & Managers	136	5	163	5	309
Instructional Staff	468	242	300	217	1,227
Professional	495	29	731	113	1,368
Clerical	75	12	465	118	670
Technical	89	6	211	56	362
Crafts and Trades	49		1	1	51
Service Workers	129	2	84	7	222
Totals	1,441	296	1,955	517	4,209

Employment Description	Male Full-Time	Male Part-Time	Female Full-Time	Female Part-Time	Totals
Exempt	593	31	849	95	1,568
Faculty	468	242	300	217	1,227
Non-Exempt	380	23	806	205	1,414
Totals	1,441	296	1,955	517	4,209

PAID PERSONNEL BY EEOC CATEGORY

Fall 2008

FULL-TIME	Exec Admin	Faculty	Non-Faculty Professional	Clerical	Technical	Skilled Crafts	Service Maintenance	Total
Arts, Sciences and Engineering	64	421	299	161	22	2		969
Fletcher School	11	32	26	22				91
Friedman S.N.S.P.	8	11	37	13	2			71
Dental School	13	114	38	98	45			308
Medical School	27	114	225	50	50		2	468
Human Nutrition Research Center	16	1	103	13	31		9	173
Cummings - Veterinary	9	72	133	39	126			379
Tisch College	4		16	6				26
Central Administration	82	3	211	68	21		10	395
Advancement	42		79	46				167
Operations	23		59	24	3	48	192	349
Total Full-Time	299	768	1,226	540	300	50	213	3,396

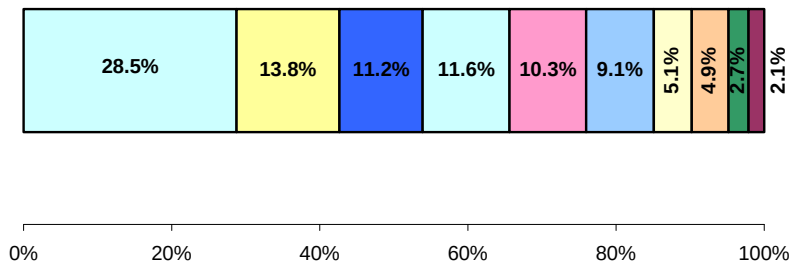
PART-TIME

	Exec Admin	Faculty	Non-Faculty Professional	Clerical	Technical	Skilled Crafts	Service Maintenance	Total
Arts, Sciences and Engineering	2	283	53	59	1	1	1	400
Fletcher School		20	8	1				29
Friedman S.N.S.P.		6	5	1				12
Dental School		87	4	11	24			126
Medical School	4	53	14	5	7			83
Human Nutrition Research Center	2		10		2			14
Cummings - Veterinary		10	12	41	27			90
Tisch College			1	1				2
Central Administration	1		26	8	1		1	37
Advancement	1		5	2				8
Operations			4	1			7	12
Total Part-Time	10	459	142	130	62	1	9	813

	Men		Women		Grand Totals
	Full-Time	Part-Time	Full-Time	Part-Time	
African American	84	2	147	11	244
Asian or Pacific Islander	145	24	178	22	369
Hispanic American	49	7	60	17	133
Native American or Alaskan Native	4		1	1	6
No Response	79	27	131	39	276
White - Non-Hispanic	1,080	236	1,438	427	3,181
Total	1,441	296	1,955	517	4,209

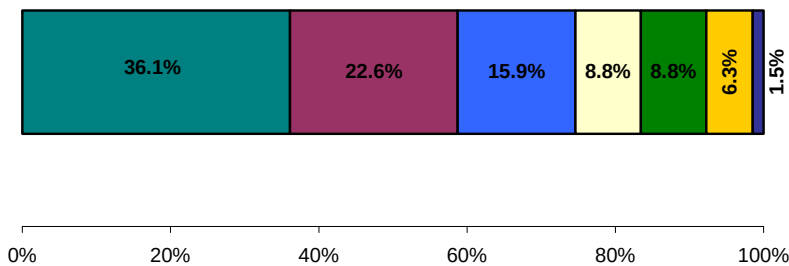
PAID PERSONNEL BY EEOC CATEGORY CHARTS

Full-Time Paid Personnel by Organization



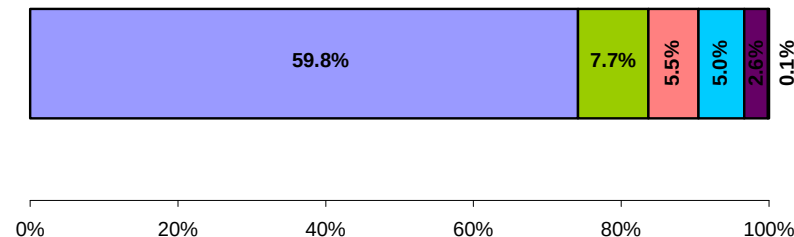
Organization	%
Arts, Sciences and Engineering	28.5 %
Medical	13.8 %
Cummings-Vet.	11.2 %
Central Admin.	11.6 %
Operations	10.3 %
Dental	9.1 %
HNRC	5.1 %
Advancement	4.9 %
Fletcher	2.7 %
Friedman S.N.S.P.	2.1 %

Full-Time Paid Personnel by EEOC Job Category



Job Category	%
Non-Faculty Professional	36.1 %
Faculty	22.6 %
Clerical	15.9 %
Technical	8.8 %
Exec. Admin.	8.8 %
Service Maintenance	6.3 %
Skilled Crafts	1.5 %

Full-Time Paid Personnel by Ethnic Group



Ethnic Group	%
White (Non-Hispanic)	59.8 %
Asian/Pacific Islander	7.7 %
African American	5.5 %
No Response	5.0 %
Hispanic American	2.6 %
Native American/Alaskan Native	0.1 %

PAID PERSONNEL BY HOME ADDRESS

Residence	Campus			Total	Gross Annual Salary
	Boston	Grafton	Medford		
Boston	309	7	159	475	\$27,544,092
Medford	31		325	356	\$19,871,204
Somerville	74		267	341	\$17,876,734
Cambridge	73	3	164	240	\$14,747,887
Newton	83	6	53	142	\$12,500,776
Arlington	24		132	156	\$10,503,644
Winchester	20		65	85	\$6,981,424
Lexington	15		60	75	\$6,812,541
Brookline	52	4	40	96	\$6,804,502
Malden	58		57	115	\$5,583,103
Belmont	23	1	45	69	\$5,287,025
Andover	16		43	59	\$4,835,103
Grafton	5	85	1	91	\$4,734,860
Quincy	48	1	14	63	\$3,318,169
Concord	14	1	17	32	\$3,210,380
Reading	11		42	53	\$3,057,953
Westborough		42	2	44	\$2,897,355
Melrose	14		29	43	\$2,532,921
Woburn	7		33	40	\$2,445,544
Shrewsbury	1	34	3	38	\$2,416,185
Worcester	4	47	1	52	\$2,164,595
Wellesley	12		7	19	\$1,973,724
Framingham	14	3	10	27	\$1,831,293
Salem	10		19	29	\$1,815,161
Needham	10	1	13	24	\$1,789,305
Wakefield	10		21	31	\$1,664,341
Lincoln	5	1	15	21	\$1,525,179
Waltham	10		15	25	\$1,475,633
Watertown	12		14	26	\$1,428,249
Billerica	3		20	23	\$1,404,360
Weston	6		7	13	\$1,391,683
Sudbury	5	2	8	15	\$1,386,862
Wayland	7	1	9	17	\$1,363,122
Tewksbury	3		23	26	\$1,332,200
Revere	21		8	29	\$1,315,527
Burlington	5		16	21	\$1,302,069
Acton	5	2	6	13	\$1,294,431
Natick	9	2	5	16	\$1,288,094
Stoneham	8		19	27	\$1,283,056
Lynnfield	3		12	15	\$1,259,330
Bedford	5		11	16	\$1,236,278
Weymouth	14		6	20	\$1,199,471
Everett	6		23	29	\$1,144,649
Beverly	7		8	15	\$1,113,053
Sharon	5		6	11	\$1,106,108
Wilmington	4		17	21	\$1,056,136
Swampscott	7		12	19	\$1,053,590
Northborough	1	15	1	17	\$1,048,872
Peabody	9		10	19	\$1,028,806

PAID PERSONNEL BY HOME ADDRESS, CONTINUED

Residence	Campus			Total	Gross Annual Salary
	Boston	Grafton	Medford		
Milton	13		7	20	\$1,022,684
Dedham	11		5	16	\$965,098
Millbury		20	2	22	\$898,272
Lynn	6		11	17	\$782,389
Stoughton	10		4	14	\$776,351
Windham	1		7	8	\$762,986
Franklin	6	3	1	10	\$759,335
Randolph	6		7	13	\$734,819
Winthrop	7		8	15	\$732,317
Maynard	3	1	6	10	\$721,393
Dover	4		1	5	\$711,668
Saugus	6		11	17	\$682,946
Chelsea	3		11	14	\$661,740
Scituate	5		2	7	\$646,024
Chelmsford	3		7	10	\$629,443
Newburyport	6		3	9	\$599,439
Ashland	4	4	1	9	\$590,203
Haverhill	2	1	6	9	\$570,535
Sutton	1	12		13	\$562,533
Methuen	4	1	3	8	\$559,103
Hopkinton	4	4	1	9	\$553,795
Auburn		10	2	12	\$547,634
Gloucester			7	7	\$541,950
Hull	4		3	7	\$534,072
Boxborough	2	1	4	7	\$528,373
Newbury	1		7	8	\$519,029
Lowell	2		6	8	\$515,463
Boylston		2	2	4	\$505,933
Bridgewater	4		1	5	\$504,882
Subtotals	1,216	317	2,029	3,562	\$223,356,988
Other Towns	201	186	259	646	\$34,808,330
Totals	1,417	503	2,288	4,208	\$258,165,318
Total Boston Campus					\$90,996,290
Total Grafton Campus					\$25,802,432
Total Medford / Somerville Campus					\$141,366,596
University Total					\$258,165,318

ALL PERSONS HOLDING PAID FACULTY APPOINTMENTS*

Includes all individuals with faculty titles, regardless of eligibility for tenure

Fall 2008

Arts & Sciences	Full-Time	Part-Time	Total
American Studies		1	1
Anthropology	5	3	8
Art and Art History	12	2	14
Biology	23		23
Chemistry	15	1	16
Child Development	16	12	28
Classics	7	4	11
Community Health	3	2	5
Drama and Dance	13	6	19
Economics	20	15	35
Education	13	9	22
English	19	28	47
Geology	6		6
German, Russian & Asian Languages and Literature	28	16	44
History	16	2	18
International Relations	1		1
Mathematics	20	5	25
Music	11	14	25
Occupational Therapy	6	9	15
Philosophy	14	4	18
Physics & Astronomy	17	2	19
Political Science	16	7	23
Psychology	18	7	25
Religion	2	2	4
Romance Languages	19	42	61
Sociology	8	3	11
Urban & Environmental Policy & Planning	11	9	20
Subtotal Arts & Sciences	339	205	544

Engineering	Full-Time	Part-Time	Total
Biomedical Engineering	7	4	11
Chemical Engineering	8	2	10
Civil & Environmental Engineering	17	7	24
Computer Science	16	1	17
Electrical & Computer Engineering	13	3	16
Mechanical Engineering	13	5	18
Subtotal Engineering	74	22	96

Other Arts & Sciences and Engineering	Full-Time	Part-Time	Total
Athletics		2	2
College of Special Studies	7	7	14
Experimental College		27	27
Gordon Institute		15	15
Graduate Arts & Sciences		4	4
Office Dean Arts & Sciences	1		1
Programs Abroad		1	1
Subtotal Other Arts & Sciences and Engineering	8	56	64
Total Arts, Sciences and Engineering	421	283	704

* Administrators who have faculty appointments are categorized as Executive/Administration and are not included in this data.

ALL PERSONS HOLDING PAID FACULTY APPOINTMENTS*, CONTINUED

Includes all individuals with faculty titles, regardless of eligibility for tenure

Fall 2008

The Fletcher School of Law & Diplomacy	Full-Time	Part-Time	Total
Academic Support		1	1
Instruction	32	19	51
Total The Fletcher School of Law & Diplomacy	32	20	52

Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy	Full-Time	Part-Time	Total
Agriculture, Food, Env		1	1
Instruction	9	5	14
John Hancock Center	2		2
Total Friedman S.N.S.P.	11	6	17

Dental School (Clinical Depts.)¹	Full-Time	Part-Time	Total
Biological Science Research	1		1
Endodontics - Dental	5	4	9
General Dentistry - Dental	16	3	19
General Dentistry - TMD	6	1	7
Oral & Maxillofacial Surgery	4	7	11
Oral Diagnostic - Dental	13		13
Oral Pathology - Dental	2		2
Orthodontics - Dental	4	2	6
Pediatric Dentistry	7	5	12
Periodontology - Dental	6	9	15
Prosthodontics and Operative	26	30	56
Radiology		1	1
Subtotal Dental School (Clinical Depts.)	90	62	152

Dental School (Other)¹	Full-Time	Part-Time	Total
Academic Services - Dental	1		1
Administration - Dental	3		3
Continuing Education - Dental		1	1
Public Health & Community Service	12	22	34
Research Administration - Dental	8	2	10
Subtotal Dental School (Other)	24	25	49
Total Dental School	114	87	201

¹ Does not include volunteer faculty

* Administrators who have faculty appointments are categorized as Executive/Administration and are not included in this data.

ALL PERSONS HOLDING PAID FACULTY APPOINTMENTS*, CONTINUED

Includes all individuals with faculty titles, regardless of eligibility for tenure

Fall 2008

School of Medicine (Basic Sciences)	Full-Time	Part-Time	Total
Anatomy - Basic Sciences	24	4	28
Biochemistry - Basic Sciences/Medical	14		14
Microbiology - Basic Sciences/Medical	11	2	13
Neuroscience - Basic Sciences/Medical	10	4	14
Pathology - Medical	15		15
Pharmacology - Basic Sciences/Medical	6	2	8
Physiology - Basic Sciences/Medical	16	1	17
Subtotal School of Medicine (Basic Sciences)	96	13	109

School of Medicine (Clinical Depts.)	Full-Time	Part-Time	Total
Medicine - Medical		5	5
Neurology - Medical		1	1
Nutrition/Infection Unit - Medical	2	7	9
Ophthalmology - Medical	3		3
Public Health & Family Medicine	13	26	39
Surgery - Medical			-
Subtotal Medical School (Clinical Depts.)	18	39	57

School of Medicine (Other)	Full-Time	Part-Time	Total
Administration - Medical		1	1
Subtotal Medical School (Other)	-	1	1
Total Medical School	114	53	167

Cummings School of Veterinary Medicine (Clinical)	Full-Time	Part-Time	Total
Biomedical Sciences - Cummings - Vet.	25	4	29
Clinical Sciences - Cummings - Vet.	33	1	34
Env & Population Health - Cummings - Vet.	12	5	17
Subtotal Cummings - Veterinary School (Clinical)	70	10	80

Cummings School of Veterinary Medicine (Other)	Full-Time	Part-Time	Total
Dean's Office - Cummings	1	-	1
Academic Affairs - Cummings	1		1
Subtotal Cummings School (Other)	2	-	2
Total Cummings - Veterinary School	72	10	82

Other	Full-Time	Part-Time	Total
Ctr for Excel in Learning & Teaching	1		1
Provost's Office	2		2
Vascular Biology Lab - HNRC	1		1
Total Other	4	-	4

	Full-Time	Part-Time	Total
Total University	768	459	1,227

Source: Human Resources PeopleSoft database.

* Administrators who have faculty appointments are categorized as Executive/Administration and are not included in this data.

FACULTY BY ETHNIC GROUP

Fall 2008

	African American	Asian/Pacific Islander	Hispanic	Native American or Alaskan Native	White, non-Hispanic	Foreign	unknown or not reported	Grand Total
Arts & Sciences								
Full time Male	8	5	7		137	26	7	190
Full time Female	8	9	8		102	23	7	157
Full time subtotal	16	14	15	0	239	49	14	347
Part time Male	1	4			78	10	5	98
Part time Female	5	3	6		106	17	11	148
Part time subtotal	6	7	6	0	184	27	16	246
TOTAL	22	21	21	0	423	76	30	593

Engineering								
Full time Male	1	5			46	8	1	61
Full time Female	1	1			9	2		13
Full time subtotal	2	6	0	0	55	10	1	74
Part time Male		2			22	2	3	29
Part time Female				1	6	1		8
Part time subtotal	0	2	0	1	28	3	3	37
TOTAL	2	8	0	1	83	13	4	111

Dental								
Full time Male		5			38	22	1	66
Full time Female	1	6	2		19	20		48
Full time subtotal	1	11	2	0	57	42	1	114
Part time Male		5			47	6	4	62
Part time Female		1	1		12	10	1	25
Part time subtotal	0	6	1	0	59	16	5	87
TOTAL	1	17	3	0	116	58	6	201

Fletcher								
Full time Male					19	7	2	28
Full time Female					4			4
Full time subtotal	0	0	0	0	23	7	2	32
Part time Male					11	3	1	15
Part time Female					4	1		5
Part time subtotal	0	0	0	0	15	4	1	20
TOTAL	0	0	0	0	38	11	3	52

Friedman								
Full time Male					5			5
Full time Female					5		1	6
Full time subtotal	0	0	0	0	10	0	1	11
Part time Male					3			3
Part time Female					3			3
Part time subtotal	0	0	0	0	6	0	0	6
TOTAL	0	0	0	0	16	0	1	17

Source: Human Resources PeopleSoft database. This information is provided via a background information sheet by employees at the time of hire. This information is self-reported and optional.

Administrators who have faculty appointments are categorized as Executive/Administration, and are not included in this data.

FACULTY BY ETHNIC GROUP, CONTINUED

	African American	Asian / Pacific Islander	Hispanic	Native American or Alaskan Native	White, non-Hispanic	Foreign	unknown or not reported	Grand Total
Medical								
Full time Male		3			52	17	3	75
Full time Female		7	2		17	9	4	39
Full time subtotal	0	10	2	0	69	26	7	114
Part time Male			2		20	1	8	31
Part time Female	1	1	1		15	1	3	22
Part time subtotal	1	1	3	0	35	2	11	53
TOTAL	1	11	5	0	104	28	18	167

Cummings - Vet.

Full time Male		4	1		26	10		41
Full time Female		3	1		19	7	1	31
Full time subtotal	0	7	2	0	45	17	1	72
Part time Male					4			4
Part time Female					6			6
Part time subtotal	0	0	0	0	10	0	0	10
TOTAL	0	7	2	0	55	17	1	82

Other*

Full time Male					1	1		2
Full time Female					1	1		2
Full time subtotal	0	0	0	0	2	2	0	4
Part time Male								0
Part time Female								0
Part time subtotal	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	2	2	0	4

*Includes faculty in HNRCA, Tisch College & the Provost's Office

UNIVERSITY TOTALS

Full time Male	9	22	8	0	324	91	14	468
Part time Male	1	11	2	0	185	22	21	242
Male Totals	10	33	10	0	509	113	35	710
Full time Female	10	26	13	0	176	62	13	300
Part time Female	6	5	8	1	152	30	15	217
Female Totals	16	31	21	1	328	92	28	517
Grand Totals	26	64	31	1	837	205	63	1227

Source: Human Resources PeopleSoft database. This information is provided via a background information sheet by employees at the time of hire. This information is self-reported and optional.

Administrators who have faculty appointments are categorized as Executive/Administration, and are not included in this data.

FACULTY BY RANK AND TENURE STATUS – FALL 2008

ADMINISTRATORS WHO HOLD TENURE ARE INCLUDED IN THESE NUMBERS

Arts and Sciences	Professor			Assoc. Professor			Asst. Professor			Instructor/Lecturer			TOTALS			Totals in Dept.	% with Tenure
	Tenured	Tenure-Eligible	Non-tenure Track	Tenured	Tenure-Eligible	Non-tenure Track	Tenured	Tenure-Eligible	Non-tenure Track	Tenured	Tenure-Eligible	Non-tenure Track	Tenured	Tenure-Eligible	Non-tenure Track		
Art History	2	0	0	6	1	1	0	2	0	0	0	0	8	3	1	12	66.7 %
Anthropology	1	0	0	3	0	0	0	2	0	0	0	0	4	2	0	6	66.7 %
Biology	12	0	0	7	0	0	0	1	0	0	0	2	19	1	2	22	86.4 %
Chemistry	7	0	0	5	0	0	0	2	0	0	0	1	12	2	1	15	80.0 %
Child Development	6	0	0	5	0	0	0	2	0	0	0	3	11	2	3	16	68.8 %
Classics	3	0	0	2	0	0	0	1	0	0	0	1	5	1	1	7	71.4 %
Drama & Dance	1	0	0	4	0	0	0	1	1	0	0	6	5	1	7	13	38.5 %
Economics	6	0	0	11	0	0	0	4	1	0	0	1	17	4	2	23	73.9 %
Education	2	0	0	1	0	0	0	2	1	0	0	9	3	2	10	15	20.0 %
English	8	0	0	8	0	0	0	3	0	0	0	2	16	3	2	21	76.2 %
Geology	2	0	0	2	0	0	0	1	0	0	0	1	4	1	1	6	66.7 %
German, Russian & Asian	6	0	0	7	0	0	0	1	0	0	0	15	13	1	15	29	44.8 %
History	12	0	0	1	0	0	0	4	0	0	0	0	13	4	0	17	76.5 %
Mathematics	12	0	0	2	0	1	0	3	2	0	0	2	14	3	5	22	63.6 %
Music	2	0	0	3	0	0	0	2	0	0	0	4	5	2	4	11	45.5 %
Occupational Therapy	2	0	0	0	0	0	0	1	0	0	0	4	2	1	4	7	28.6 %
Philosophy	5	0	0	4	0	0	0	2	0	0	0	3	9	2	3	14	64.3 %
Physics & Astronomy	13	0	0	0	0	0	0	3	0	0	0	0	13	3	0	16	81.3 %
Political Science	6	0	0	7	0	0	0	6	0	0	0	0	13	6	0	19	68.4 %
Psychology	12	0	0	3	0	0	0	4	0	0	1	1	15	5	1	21	71.4 %
Religion	0	0	0	1	0	0	0	2	0	0	0	0	1	2	0	3	33.3 %
Romance Languages	5	0	0	4	0	0	0	1	0	0	0	9	9	1	9	19	47.4 %
Sociology	3	0	0	3	0	0	0	2	0	0	0	0	6	2	0	8	75.0 %
Urban & Environ. Policy	4	0	0	2	0	0	0	2	0	0	0	3	6	2	3	11	54.5 %
Subtotal Arts and Sciences	132	0	0	91	1	2	0	54	5	0	1	67	223	56	74	353	63.2 %

FACULTY BY RANK AND TENURE STATUS – FALL 2008, CONTINUED

ADMINISTRATORS WHO HOLD TENURE ARE INCLUDED IN THESE NUMBERS

Engineering	Professor			Assoc. Professor			Asst. Professor			Instructor/Lecturer			TOTALS			Totals in Dept.
	Tenured	Tenure-Eligible	Non-tenure Track	Tenured	Tenure-Eligible	Non-tenure Track	Tenured	Tenure-Eligible	Non-tenure Track	Tenured	Tenure-Eligible	Non-tenure Track	Tenured	Tenure-Eligible	Non-tenure Track	
Biomedical Engineering	3	0	0	2	1	0	0	1	3	0	0	0	5	2	3	10
Chemical & Biological Engineering	3	0	2	3	0	0	0	2	0	0	0	0	6	2	2	10
Civil/Environmental Engineering	6	0	3	6	1	0	0	2	1	0		3	12	3	7	22
Electrical and Computer Engineering	5	0	1	3	0	0		3	1	0	0	0	8	3	2	13
Computer Science	3	1	0	5	2	0	0	1	1	0	0	3	8	4	4	16
Mechanical Engineering	5	0	3	3	1	0	0	2	0	0	0	1	8	3	4	15
Gordon Institute	0	0	4	0	0	0	0	0	0	0	0	0	0	0	4	4
Subtotal Engineering	25	1	13	22	5	0	0	11	6	0	0	7	47	17	26	90

	Professor			Assoc. Professor			Asst. Professor			Instructor/Lecturer			TOTALS			Totals in Dept.
	Tenured	Tenure-Eligible	Non-tenure Track	Tenured	Tenure-Eligible	Non-tenure Track	Tenured	Tenure-Eligible	Non-tenure Track	Tenured	Tenure-Eligible	Non-tenure Track	Tenured	Tenure-Eligible	Non-tenure Track	
Total Arts, Sciences & Engineering	157	1	13	113	6	2	0	65	11	0	1	74	270	73	100	443

FACULTY BY RANK AND TENURE STATUS – FALL 2008, CONTINUED

ADMINISTRATORS WHO HOLD TENURE ARE INCLUDED IN THESE NUMBERS

	Professor			Assoc. Professor			Asst. Professor			Instructor/Lecturer			TOTALS			Totals in Dept.	with Tenure
	Tenured	Tenure-Eligible	Non-tenure Track	Tenured	Tenure-Eligible	Non-tenure Track	Tenured	Tenure-Eligible	Non-tenure Track	Tenured	Tenure-Eligible	Non-tenure Track	Tenured	Tenure-Eligible	Non-tenure Track		
Total Fletcher School	16	0	3	5	3	5	0	3	1	0	0	2	21	6	11	38	55.3 %

	Professor			Assoc. Professor			Asst. Professor			Instructor/Lecturer			TOTALS			Totals in Dept.	with Tenure
	Tenured	Tenure-Eligible	Non-tenure Track	Tenured	Tenure-Eligible	Non-tenure Track	Tenured	Tenure-Eligible	Non-tenure Track	Tenured	Tenure-Eligible	Non-tenure Track	Tenured	Tenure-Eligible	Non-tenure Track		
Total Friedman FSNP	0	0	30	0	1	23	0	0	23	0	0	4	0	1	80	81	0.0 %

* Up until 2006-07, Friedman SNSP did not offer tenure or tenure track positions. All those represented in these numbers include individuals (both full- & part-time) whether or not they draw salary from t

Dental School	Professor			Assoc. Professor			Asst. Professor			Instructor/Lecturer			TOTALS			Totals in Dept.	with Tenure
	Tenured	Tenure-Eligible	Non-tenure Track	Tenured	Tenure-Eligible	Non-tenure Track	Tenured	Tenure-Eligible	Non-tenure Track	Tenured	Tenure-Eligible	Non-tenure Track	Tenured	Tenure-Eligible	Non-tenure Track		
Endodontics	0	0	2	0	0	2	0	0	2	0	0	0	0	0	6	6	0.0 %
General Dentistry	1	0	4	0	0	8	0	0	8	0	0	0	1	0	20	21	4.8 %
Oral and Maxillofacial Pathology	3	0	0	0	0	1	0	0	2	0	0	0	3	0	3	6	50.0 %
Oral and Maxillofacial Surgery	2	0	1	0	0	0	0	0	3	0	0	0	2	0	4	6	33.3 %
Orthodontics	0	0	2	0	0	0	0	0	2	0	0	0	0	0	4	4	0.0 %
Pediatric Dentistry	1	0	0	0	0	1	0	0	3	0	0	0	1	0	4	5	20.0 %
Periodontology	0	0	0	0	0	2	0	0	3	0	0	1	0	0	6	6	0.0 %
Prosthodontics and Operative Dentistry	1	0	7	0	0	5	0	0	14	0	0	0	1	0	26	27	3.7 %
Public Health and Community Service	3	0	2	0	0	1	0	1	7	0	0	0	3	1	10	14	21.4 %
Total Dental School	11	0	18	0	0	20	0	1	44	0	0	1	11	1	83	95	12 %

FACULTY BY RANK AND TENURE STATUS – FALL 2008, CONTINUED

ADMINISTRATORS WHO HOLD TENURE ARE INCLUDED IN THESE NUMBERS

Medical School **	Professor			Assoc. Professor			Asst. Professor			Instructor/Lecturer			TOTALS			Totals in Dept.	with Tenure
	Tenured	Tenure-Eligible	Non-tenure Track	Tenured	Tenure-Eligible	Non-tenure Track	Tenured	Tenure-Eligible	Non-tenure Track	Tenured	Tenure-Eligible	Non-tenure Track	Tenured	Tenure-Eligible	Non-tenure Track		
Anatomy & Cellular Biology	7	0	0	3	1	0	0	4	9	0	0	1	10	5	10	25	40.0 %
Biochemistry	5	0	0	2	1	0	0	1	5	0	0	1	7	2	6	15	46.7 %
Molecular Biology/Microbiology	9	0	0	1	0	1	0	1	2	0	0	1	10	1	4	15	66.7 %
Neuroscience	8	0	0	1	0	0	0	2	6	0	0	0	9	2	6	17	52.9 %
Pathology	8	0	0	6	0	0	0	2	2	0	0	3	14	2	5	21	66.7 %
Pharmacology & Exp. Therapeutics	3	0	0	0	0	0	0	2	0	0	0	0	3	2	0	5	60.0 %
Physiology	10	0	0	2	0	0	0	1	4	0	0	2	12	1	6	19	63.2 %
Total Medical School	50	0	0	15	2	1	0	13	28	0	0	8	65	15	37	117	55.6 %

** Figures do not include full-time research faculty.

Total Cummings - Vet.	Professor			Assoc. Professor			Asst. Professor			Instructor/Lecturer			TOTALS			Totals in Dept.	with Tenure
	Tenured	Tenure-Eligible	Non-tenure Track	Tenured	Tenure-Eligible	Non-tenure Track	Tenured	Tenure-Eligible	Non-tenure Track	Tenured	Tenure-Eligible	Non-tenure Track	Tenured	Tenure-Eligible	Non-tenure Track		
Total Cummings - Vet.	0	0	18	1	0	21	0	0	38	0	0	0	1	0	77	78	1.3 %

*** Figures do not include full-time research faculty.

*** The Cummings School of Veterinary Medicine faculty are not eligible for tenure. The one tenured faculty member's original appointment was in the Dental, Medical Cummings-Vet School

Total University	Professor			Assoc. Professor			Asst. Professor			Instructor/Lecturer			TOTALS			Grand Total	with Tenure
	Tenured	Tenure-Eligible	Non-tenure Track	Tenured	Tenure-Eligible	Non-tenure Track	Tenured	Tenure-Eligible	Non-tenure Track	Tenured	Tenure-Eligible	Non-tenure Track	Tenured	Tenure-Eligible	Non-tenure Track		
Total University	234	1	82	134	12	72	0	82	145	0	1	89	368	96	388	852	43.2 %

AVERAGE FULL-TIME FACULTY SALARY

	2004/05	2005/06	2006/07	2007/08	2008/09
Arts & Sciences					
Professor	\$107,210	\$112,598	\$115,801	\$119,681	\$125,463
Associate Professor	77,475	78,298	83,749	87,192	91,389
Assistant Professor	60,758	63,238	66,704	68,053	70,677

Engineering					
Professor	\$117,016	\$129,811	\$124,559	\$135,870	\$136,487
Associate Professor	92,579	96,832	100,725	102,545	104,724
Assistant Professor	76,468	79,059	82,672	86,265	87,504

The Fletcher School					
Professor	\$125,474	\$129,710	\$137,184	\$144,092	\$149,974
Associate Professor	98,313	96,015	105,751	106,758	117,153
Assistant Professor	83,518	87,011	81,302	90,264	-

Friedman S.N.S.P. *					
Professor	-	\$124,890	\$119,004	\$136,743	-
Associate Professor	-	121,748	113,509	-	121,682
Assistant Professor	\$82,143	83,655	84,346	87,748	83,511

Dental School *					
Professor	\$131,299	\$132,022	\$153,052	\$148,083	\$155,301
Associate Professor	110,800	107,775	100,651	97,398	111,142
Assistant Professor	80,853	79,933	82,363	87,078	90,092

Medical School *					
Professor	\$147,418	\$161,230	\$157,977	\$165,459	\$180,103
Associate Professor	107,445	111,552	117,285	120,554	121,725
Assistant Professor	74,393	75,050	77,078	82,929	95,930

Cummings - Veterinary School *					
Professor	\$116,263	\$130,210	\$133,589	\$132,000	\$141,936
Associate Professor	97,432	102,772	106,426	106,785	112,451
Assistant Professor	81,754	84,231	92,284	97,024	100,778

NOTE: Average Full-Time Faculty Salary-Mean of base salary as reported to AAUP.

Averages are not reported for those categories where there are fewer than three individuals.

* Based on 12 month salary-salaries do not include clinical practice income for the Dental School.

Academe / AAUP Ratings of Average Faculty Salary at AAUP Cat. I Institutions**

	2003/04	2004/05	2005/06	2006/07	2007/08
Professor	2	2	2	2	2
Associate Professor	1	1	1	1	1
Assistant Professor	2	2	2	2	2
Instructor	2	2	1	1	1

**NOTE: A ranking of 1*=95th Percentile; 1=80th; 2=60th;3=40th; 4=20th.

Average lower than the 20th percentile is rated 5.

AAUP Category I includes all institutions granting a minimum of thirty doctoral-level degrees annually; these degrees must be granted in three or more unrelated disciplines.

Tufts data includes Arts & Sciences, Engineering, the School of Dental Medicine, the Cummings School of Veterinary Medicine, The Fletcher School of Law and Diplomacy, and the Friedman School of Nutrition.

INTERNATIONAL FACULTY AND SCHOLARS BY COUNTRY - FALL 2008

Countries Represented	Arts & Sciences	Engineering	Fletcher	Friedman S.N.S.P.	Dental	Medical (includes Sackler)	Affiliated Hospitals ¹	HNRC	Cummings - Vet.	Totals
Albania						1				1
Argentina						1	5	1	1	8
Australia	1					1				2
Austria	1									1
Belgium						1			3	4
Brazil	5	1			1	1	4	1		13
Bulgaria	1						1			2
Canada	3	1	1		1	3	18	3	4	34
Chile						1	1		1	3
China	10	16		1	5	26	20	23	7	108
Colombia						3	10		1	14
Croatia	1						1			2
Czech Republic	1					1	1			3
Denmark	1									1
Dominican Republic							2			2
Egypt	1	1				1				3
Ethiopia				4						4
Finland	1						1		1	3
France	4	2	1		4	7	1	1	3	23
Georgia	1									1
Germany	8					3	9	5	6	31
Ghana	1		1				1	1		4
Greece			1		5	2	13			21
Guatemala								2		2
Haiti							1			1
Honduras	1									1
Hong Kong							1	1		2
Hungary							1			1
India	4	10			5	16	51	3	2	91
Iran		1					5			6
Iraq	1									1
Ireland						1	2	1		4
Israel	6				1	2	3	2	3	17
Italy	3	2		1		3	2		4	15
Japan	3	2	1			4	6	3	3	22
Jordan					1		1	1		3
Kenya									1	1
Lebanon	1		1				3			5
Malaysia							1			1
Mexico							4			4
Moldova							1			1
Morocco	1						1			2
Nepal							2			2
Netherlands	2			1		1		1		5
New Zealand									1	1
Nigeria							3			3
Pakistan							4	3		7
Paraguay							2			2

¹Affiliated hospitals include Tufts Medical, Caritas-St. Elizabeth, Baystate and Caritas Carney. For a complete list of affiliates, please refer to the School of Medicine website.

INTERNATIONAL FACULTY AND SCHOLARS BY COUNTRY - FALL 2008, CONTINUED

Countries Represented	<i>Arts & Sciences</i>	<i>Engineering</i>	<i>Fletcher</i>	<i>Friedman S.N.S.P.</i>	<i>Dental</i>	<i>Medical (includes Sackler)</i>	<i>Affiliated Hospitals¹</i>	<i>HNRC</i>	<i>Cummings - Vet.</i>	Totals
Peru	1									1
Philippines	1					1	1			3
Poland	1	2				2	1			6
Portugal	1	1								2
Republic of Korea	4	4	1		1	1	4	2	4	21
Romania		1				1	2		1	5
Russia	5	2				2	3			12
Saudi Arabia						1	6			7
Serbia									1	1
Slovak Republic	2					1	1			4
South Africa			1			1	1			3
Spain	7					5	1	6		19
Sudan	1									1
Sweden	1	2				1				4
Switzerland	2		1		1	1		1	1	7
Syria	1				1		1			3
Taiwan (ROC)				1	2		2	4		9
Thailand						1	1	1		3
Trinidad & Tobago	1									1
Turkey	2	3					1		1	7
Uganda				1			1			2
Ukraine		1					2			3
United Kingdom	3	3	1	3		6	1	1	4	22
Uruguay							1			1
Uzbekistan	1									1
Venezuela						1	6			7
Zimbabwe	1									1
Totals	97	55	10	12	28	104	218	67	53	644

¹Affiliated hospitals include Tufts Medical, Caritas-St. Elizabeth, Baystate and Caritas Carney. For a complete list of affiliates, please refer to the School of Medicine website.

HOLDERS OF ENDOWED AND TERM PROFESSORSHIPS

School of Arts and Sciences

(Liberal Arts and Jackson College, and the Graduate School of Arts and Sciences)

Bergstrom Chair in Applied Developmental Science

Richard M. Lerner, 1999–present

Leonard and Jane Holmes Bernstein Professorship in Evolutionary Science (term professorship)

Alexander Vilenkin, 2008–present

Vannevar Bush Chair

Jack Schneps, 1995–present
Irwin Rosenberg, 1993–1994
William B. Schwartz, 1976–1992

Cummings Family Chair in Entrepreneurship and Business Economics

George Norman, 1998–present

Dadian/Oztemel Chair of Armenian Art

Christina Maranci, 2008–present
Lucy Der Manuelian, 1989–2008

Hagop and Miriam Darakjian and Boghos and Nazley Jafarian and son Haig Chair in Armenian History

Ina Baghdiantz-McCabe, 1998 – present

John DiBiaggio Professor of Citizenship and Public Service

Maryanne Wolf, 2006 – present
Robert Hollister, 2002 - 2006

Walter S. Dickson Professor of English and American History

Howard Malchow, 2007 – present
Martin Sherwin, 1982–2007
Russell Miller, 1975–1981
Robert J. Taylor, 1970–1975
Albert Henry Imlah, 1958–1969
Ruhl Jacob Bartlett, 1946–1956
Halford Lancaster Hoskins, 1925–1944
Edwin Cortlandt Bolles, 1913–1920

Issam M. Fares Chair in Lebanese and Eastern Mediterranean Studies

Leila Fawaz, 2001–present

Harriet H. Fay Professor of Literature

Elizabeth Ammons, 1995–present
Martin B. Green, 1987–1994
G. Robert Stange, 1967–1985
Kenneth O. Myrick, 1940–1967
Harold Hooker Blanchard, 1932–1938

Fletcher Foundation Professorship of Dramatic Literature

Albert Hatton Gilmer, 1926–1928

Fletcher Professor of English Literature

Lee Edelman, 2005–present
Jesper Rosenmeier, 1984–2004
Sylvan Barnet, 1963–1984
Harold Hooper Blanchard, 1940–1961
Charles Gott, 1926–1939

Fletcher Professor of Music

Jane A. Bernstein, 1990–present
Thomas J. Anderson, 1976–1989
Kenneth MacKillop, Jr., 1959–1975
Thompson Stone, 1947–1955
Leo Rich Lewis, 1925–1946

Fletcher Professor of Oratory

Laurence P. Senelick, 1987–present
Kalman A. Burnim, 1971–1987
Marston S. Balch, 1946–1970
Newell Carroll Maynard, 1926–1939

Fletcher Professor of Philosophy

Daniel C. Dennett, 2000–present
Hugo A. Bedau, 1968–1998
George B. Burch, 1946–1967
Bruce Wallace Brotherston, 1932–1945
Robert Cheneault Givler, 1926–1931

Fletcher Professor of Rhetoric and Debate

Jonathan Wilson, 2000–present
Clyde Taylor, 1995–1997
Michael Fixler, 1968–1994
Newman Peter Birk, 1959–1967
John Rowland Wodruff, 1949–1957
Marston Stevens Balch, 1938–1945
William Northrop Morse, 1930–1934

Alice and Nathan Gantcher Distinguished Professorship in Judaic Studies University Professorship of Judaic Studies

Sol Gittleman, 1992–present

Goddard Professor of Homiletics and Pastoral Theology

Charles Hall Leonard, 1869–1915

Goldthwaite Professor of Rhetoric

Christiane Romero, 2005–present
Norman Daniels, 1990–2002
John O. Perry, 1968–1988
Wisner Payne Kinne, 1958–1967
Myrron Jennison Files, 1946–1956
William Rollin Shipman, 1907–1908

Moses Hunt Professor of Psychology

Klaus A. Miczek, 1992–present
Philip Sampson, 1983–1992
Bernard W. Harleston, 1980–1981
Leonard C. Mead, 1971–1979
Dorothea J. Crook, 1955–1969
Robert Chenault Givier, 1931–1951

Cornelia M. Jackson Professor of Political Science

Charles A. Smith, 1989–present
James V. Elliott, 1975–1989
Robert R. Robbins, 1959–1970
George Stewart Miller, 1946–1956
Harvey Alden Wooster, 1922–1923
Henry Clayton Metcalf, 1913–1918

**HOLDERS OF ENDOWED AND TERM PROFESSORSHIPS,
CONTINUED**

School of Arts and Sciences, continued

Lee S. McCollester Associate Professor of Biblical Literature

Joel Rosenberg, 1992–present
Sol Gittleman, 1973–1992
Eugene S. Ashton, 1949–1973
Rolland Emerson Wolfe, 1946–1947

Seth Merrin Professor

Ray Jackendoff, 2005–present

Max and Herta Neubauer Chair in Economics

Yannis M. Ioannides, 1995–present

Packard Professor of Theology

John M. Ratcliff, 1941–1954
Lee Sullivan McCollester, 1912–1940
George Thompson Knight, 1900–1910
Thomas J. Sawyer, 1869–1900

Henry Bromfield Pearson Professor of Natural Science

Barry Trimmer, 2005–present
June R. Aprille, 1987–2001
Charles E. Stearns, 1973–1987
Robert L. Nichols, 1949–1972
Crosby Fred Baker, 1933–1948
Alfred Church Lane, 1910–1933
John P. Marshall, 1900–1901

Prince of Asturias Chair in Spanish Culture and Civilization

Felipe Fernandez-Armesto, 2005–2008
Jose Alvarez Junco, 1992–2001

Mary Richardson Professor

Ayesha Jalal, 2007 - present
Madeline Caviness, 1986–2007

Robinson Professorship in Chemistry

David Walt, 1995–present
Grant W. Urry, 1970–1992

Robinson Professorship in Mathematics

Eric Todd Quinto, 2005–present
George F. Leger, 1975–2003
James Andrew Clarkson, 1949–1970

Ryder Professor of Ethics and the Philosophy of Theism

William George Tousey, 1908–1910

John Richard Skuse, Class of 1941, Professor of Political Science

Jeffrey M. Berry, 2001 – present

Arthur and Lenore Stern Chair in American History

Virginia G. Drachman, 2001–present
John L. Brooke, 1998–2000

Lenore Stern Professorship in the Humanities and Social Sciences

Mark Richard, 2007 - present

Usen Family Career Development Assistant Professor

E. Charles Sykes, 2008 - present

John Wade Professorship

Robin B. Kanarek, 2000–present
Richard H. Milburn, 1989–1998
Seymour O. Simches, 1962–1989
George H. Gifford, 1934–1961
Charles Ernest Fay, 1883–1931

William Walker Professor of Mathematics

Richard M. Weiss, 2001–present
William F. Reynolds, 1970–1998
William Richard Ransom, 1944–1954
Frank George Wren, 1908–1941
Benjamin G. Brown, 1880–1903

White Family Chair in Biology

Sergei M. Mirkin, 2007–present

Winnick Family Chair in Technology & Entrepreneurship

Gregory Crane, 1998–present

Warren S. Woodbridge Associate Professor in the Department of Religion

Mohamed A. Mahmoud, 2000–2007
Robert L. H. Miller, 1970–1988
Benjamin Butler Hersey, 1959–1969
Alfred Storer Cole, 1947–1955
Clarence Russell Skinner, 1915–1949
Adolph Augustus Berle, 1913–1914
Lucius Moody Briston, 1912–1913
Warren Samuel Woodbridge, 1890–1909

School of Engineering

John A. and Dorothy M. Adams Faculty Development Professorship (endowed junior professorship)

Thomas Vandervelde, 2008–present

Louis Berger Chair in Civil and Environmental Engineering

Steven C. Chapra, 1999–present
Walter Rodriguez, 1993–1996

Stern Family Professorship in Engineering

David L. Kaplan, 2006 - present

**HOLDERS OF ENDOWED AND TERM PROFESSORSHIPS,
CONTINUED**

**The Fletcher School of Law and
Diplomacy**

Charles Francis Adams/Raytheon Dean's Chair

Stephen W. Bosworth, 2001–present

John R. Galvin, 1998–2000

**Neil Allen Visiting Associate Professor of Latin
American Studies**

(Expired term chair)

Ana Margheritis, 2001–2002

Anthony W. Pereira, Spring 1999

Henry J. Braker Professor of Commercial Law

Jeswald W. Salacuse, 1991–present

William Sprague Barnes, 1971–1990

Clarence P. Houston, 1927–1965

**William L. Clayton Professor of International
Economic Affairs**

Lisa M. Lynch, 1994–present

Eliana Cardoso, 1993–1994

Kala Krishna, 1992

Benjamin Cohen, 1978–1991

Don D. Humphrey, 1960–1978

Harvey Calvin Hawkins, 1952–1954

**Shelby Cullom Davis Professor of International
Security Studies**

Robert L. Pfaltzgraff, Jr., 1983–present

**Henry Willard Denison Professor of Japanese
Diplomacy**

John Curtis Perry, 1982–present

**Constantine Karamanlis Associate Professor in
Hellenic and Southeastern European Studies**

Alexandros Yannis, 2008–present

Kostas A. Lavdas, 2007–2008

Dimitris Keridis, 2005–2007

Georges Prevelakis, 2003–2005

Thanos M. Veremis, 2001–2003

Henry J. Leir Chair in Humanitarian Studies

Peter Uvin, 2000–present

Edward R. Murrow Professor of Public Diplomacy

W. Russell Newman, 1992–1997

Hewson Ryan, 1976–1991

Philip C. Horton, 1973–1976

**Edward R. Murrow Visiting Professor of Public
Diplomacy**

William A. Rugh, 2008–present

**Walter B. Wriston Endowed Professorship of
International Business Relations**

Laurent L. Jacque, 2003–present

School of Medicine

**American Cancer Society Professor of Molecular
Biology**

John M. Coffin, 1984–present

Victor A. Najjar, 1978–1984

Benjamin Andrews Chair in Surgery

William C. Mackey, 2001–present

Thomas F. O'Donnell, 1994–1997

Richard J. Cleveland, 1987–1993

Harvey B. Ansell Professor of Dermatology

Alice Bendix Gottlieb, 2006–present

Dr. Frances S. Arkin Chair in Psychiatry

Paul Summergrad, 2004–present

Marshal F. Folstein, 1999–2002

**Dr. Robert C. and Veronica Atkins Professorship
in Metabolism and Nutrition**

Andrew Seth Greenberg, 2006 – present

**Henry H. Banks Associate Professor of
Orthopaedic Surgery**

Charles Cassidy, 2005 – present

Michael J. Goldberg, 1990–2005

George A. Bates Professorship of Histology

James E. Schwob, 2005–present

Bryan P. Toole, 1987–2003

Karen R. Hitchcock, 1982–1985

**Jane F. Desforges, M.D., Chair in Hematology and
Oncology**

Philip N. Tsichlis, 2003–present

Louisa C. Endicott Professor of Medicine

Richard I. Kopelman, 2002 – present

Brian J.G. Pereira, 2001 – 2002

Mark S. J. Klempner, 1996–2001

Jeffery A. Gelfand, 1996–1996

Sheldon M. Wolff, 1977–1993

William B. Schwartz, 1972–1976

**Alice Ettinger–Jack R. Dreyfuss Chair in
Radiology**

E. Kent Yucel, 2007–present

Daniel H. O'Leary, 1999–2006

**Dr. Gerald J. and Dorothy R. Friedman Professor
of Medicine at Tufts University School of Medicine**

Andrew S. Levey, 2000–present

**Annetta and Gustav Grisard Professorship in
Neuroscience**

Philip G. Haydon, 2008–present

Jaharis Family Chair in Family Medicine

Robert Louis Dickman, 2001–present

Sara Murray Jordan Professorship in Medicine

Stephen G. Pauker, 1999–present

Jeffrey A. Gelfand, 1992–1996

Jerome P. Kassirer, 1987–1992

Norman S. Stearns, 1972–1987

**HOLDERS OF ENDOWED AND TERM PROFESSORSHIPS,
CONTINUED**

School of Medicine, continued

David and Leona F. Karp Professor of Pediatrics

John R. Schreiber, 2007-present

Ivan D. Frantz, III, 2001–2005

Jane G. Schaller, 1986–1998

**The Louis Lasagna, M.D., Chair in Pharmacology
and Experimental Therapeutics**

David J. Greenblatt, 1997 – present

**The Morton A. Madoff, M.D., M.P.H., Chair in
Community Health (in the Department of Public
Health and Family Medicine)**

Aviva Must, 2008-present

Harris A. Berman, 2003–2008

Anthony Robbins, 1999–2003

**Elisa Kent Mendelsohn Professorship in Molecular
Cardiology**

(formerly MCRI Professorship)

Michael E. Mendelsohn, 1998 – present

**Louis E. Phaneuf Teaching and Research
Professorship in Gynecology**

Kenneth L. Noller 2000–present

Alan H. DeCherney, 1991–1996

Steven L. Curry, 1983–1990

George Mitchell, 1981–1983

**Schering–Plough Professorship in Health
Sciences**

(Five-year term chair)

Norman Stearns, 1998–2002

**Maurice S. Segal, M.D., Chair in, M.D., Chair in
Medicine**

Nicolaos E. Madias, 2004-present

Kenneth F. MacDonnell, 1987–2004

**Norman S. Stearns Professorship in Health
Management**

(term chair)

John M. Ludden, 2001–2007

Charles M. Whitney Clinical Professor of Urology

Gennaro A. Carpinito, 2007-present

Grannum R. Sant, 1998–2003

Edwin M. Meares Jr., 1977–1996

**Sheldon M. Wolff Professorship in the
Department of Medicine**

Deeb N. Salem, 1999–present

Jeffery A. Gelfand, 1996–1998

**The Natalie V. Zucker and Milton O. Zucker Chair
Professor in Rheumatology**

Timothy E. McAlindon, 2002-present

Allen C. Steere, Jr. 1998–2002

The Natalie V. Zucker Professor

Diana W. Bianchi, 2001–present

School of Dental Medicine

**Delta Dental of Massachusetts Professorship in
Public Health and Community Service**

Catherine Hayes, 2006 – present

**Dr. Erling Johanson, D'49, Endowed
Professorship in Dental Research**

Athena S. Papas, 2000– present

**Gerald J. and Dorothy R. Friedman
School of Nutrition Science and
Policy**

**The Stanley N. Gershoff Chair in Nutrition Science
and Policy**

Alice H. Lichtenstein, 2002–present

Jean Mayer Chair in Nutrition

Irwin Rosenberg, 1994–present

Alexander McFarlane Professor of Nutrition

Patrick Webb, 2007-present

John C. Hammock, 2001–2007

J. Larry Brown, 1996–2000

Stanley N. Gershoff, 1988–1996

New Balance Chair in Childhood Nutrition

Christina D. Economos, 2004-present

**Irwin H. Rosenberg Professorship in Nutrition
and Human Security**

Peter John Charles Walker, 2006 – present

**Saqr bin Mohammed Al Qasimi Professor in
International Nutrition**

Lynne M. Ausman, 2007-present

**Tisch College of Citizenship and
Public Service**

Pierre and Pamela Omidyar Professor

Robert M. Hollister, 2006-present

**Lincoln Filene Associate Professor of Citizenship
and Public Affairs**

Molly Mead, 2003– 2007

Robert Hollister, 2001–2002

Badi Foster, 1999–2000

Robert Hollister, 1990–1998

Stuart Langton, 1977–1988

John S. Gibson, 1967–1972

Franklin K. Patterson, 1958–1966

John J. Mahoney, 1955–1957

**HOLDERS OF ENDOWED AND TERM PROFESSORSHIPS,
CONTINUED**

**Cummings School of Veterinary
Medicine at Tufts University**

Henry and Lois Foster Professor

Deborah T. Kochevar, 2006 - present

Philip C. Kosch, 1996–2006

Franklin M. Loew, 1985–1995

Amelia Peabody Chair in Agricultural Sciences

George Saperstein, 1994–present

Jeffrey Erickson, 1988–1993

Marilyn M. Simpson Chair in Equine Medicine

Carl Kirker-Head, 1999–present

**University Endowed Chair
Professorship**

**Agnes Varis University Chair in Science and
Society**

Saul Tzipori, (TCSVM), 2003–present

Gary J. Patronek, 2000–2003

Multi-School Junior Professorship

**Usen Family Career Development Professorship
at Tufts University
(three year term)**

E. Charles Sykes, 2008-present

Shruti Kapila, 2005-2008

FACILITIES



Doctors leave the front entrance to the Tufts School of Dental Medicine on the Boston campus.

RESIDENTIAL HOUSING

Undergraduate Student Housing - Medford/Somerville Campus

Residence Hall	Year Occupied	Regular Use Capacity	Oct-08 Occupancy	Residence Hall	Year Occupied	Regular Use Capacity	Oct-08 Occupancy
Richardson House	1872	42	42	Tilton Hall	1962	150	149
West Hall	1872	95	93	10 Winthrop Street	1964	6	6
Capen House	1894	15	15	Schmalz House	1964	10	10
Metcalf Hall	1894	82	81	Haskell Hall	1965	150	150
Davies House	1896	16	15	Wren Hall	1965	218	215
Bartol House	1899	14	14	Hill Hall	1966	167	167
Anthony House	1928	12	12	90-94 Curtis Street	1967	19	19
Stratton Hall	1928	49	49	Milne House	1967	10	10
Wilson House	1936	43	43	Start House	1967	6	6
Wyeth House	1952	7	7	9-11 Sunset Avenue	1968	6	6
101 Talbot Avenue	1953	7	7	12 Dearborn Road	1969	14	14
Carmichael Hall	1954	256	251	Carpenter House	1970	40	40
Hodgdon Hall	1954	155	154	Lewis Hall	1970	219	216
Chandler House	1955	11	11	Latin Way	1980	216	214
Hall House	1956	12	9	Hillside	1981	216	211
176 Curtis Street	1960	8	7	South Hall	1991	377	372
Bush Hall	1960	114	114	Sophia Gordon	2006	124	124
Miller Hall	1960	200	199	45 Sawyer Ave	2007	15	14
Houston Hall	1962	260	258				
Regular Use Capacity							3,361
Students in Housing as of 10/08							3,324
Occupancy Percentage							98.9%

Graduate Student Housing

Residence Hall	Regular Use Capacity
Fairmont House	10
McColleston House	12
Posner Hall ¹	97
Tousey House	14
Blakely Hall	84

¹ Boston Health Sciences campus housing; all others are on the Medford/Somerville campus.

SPECIAL PROGRAMS IN RESIDENCE

<http://ase.tufts.edu/reslife/housing/special.asp>

Small Group Housing offers undergraduates a chance to live with students who share cultural or academic interests. There are fifteen small group units, each offering an assortment of activities for residents.

Africana Unit—Located at 8 Professors Row in Capen House, the Africana Unit offers students interested in Africana culture a place to live together and share common experiences. Programs such as the Peer Advisor Program and celebration of Black History Month are coordinated in cooperation with the Africana Center.

Arts Special Interest Unit—The Arts Haus, also known as Bartol House, is located at 37 Sawyer Avenue. Students interested in an active and artistically diverse environment live together in the Arts Haus. During the year there are numerous events that encompass a wide variety of artistic mediums.

Asian American Culture Unit—The Asian American Culture Unit, located in Start House at 17 Latin Way, welcomes students interested in learning about the Asian American experience. Residents of the unit are required to organize activities related to the Asian American experience. Past activities have included an art exhibit, a food fair, informal afternoon gatherings with faculty, and discussions/talks on Asian American issues and topics.

Jewish Culture Unit—The Bayit provides a setting in which students can live and develop in a Jewish communal atmosphere. Residents sponsor programs aimed at informing the community about Jewish issues and culture. The residents also maintain a kosher kitchen. The unit is located in Hall House.

SPECIAL PROGRAMS IN RESIDENCE, CONTINUED

Chinese House—The Chinese House is a language based housing unit sponsored by the Chinese Program. It is located in the A220's Latin Way. The mission of the Chinese House is to provide language learning experience outside of the classroom and to promote and facilitate cross-cultural exchange and understanding within the larger community at Tufts.

Crafts House Special Interest Unit—The Crafts Unit, located in Anthony House, 14 Professors Row, is a cooperative living and learning community. The members are dedicated to the operation of the Crafts Center, which provides an opportunity for unit members to conduct workshops and share craft knowledge and techniques. The Crafts House also operates as a food cooperative, where residents share responsibility for the purchase, preparation, and clean-up of meals.

French Language Unit—The French Unit, located in Schmalz House, 11 Whitfield Road, has space for two French exchange students. Its *raison d'être* is to give Tufts students the opportunity to improve their French language skills and gain more exposure to French and francophone cultures by living with French students and by participating in gatherings that bring together the francophone community of Tufts.

German Language Unit—The German Unit allows residents to improve and enhance their understanding of the German language and culture. It also acts as a resource center, offering practice sessions to students studying German. Residents also sponsor "Coffee Hours" throughout the year. It is located in Wyeth House, 21 Whitfield Road.

Latino Culture Unit—The Latino Culture Unit provides a support system to the Latino Community at Tufts. It welcomes students who are interested in the Latino culture and Latino issues. Residents sponsor activities and events to promote a greater understanding and appreciation of Latino culture in conjunction with the Latino Center. The Latino Culture Unit is currently located in Milne House, 8–10 Whitfield Road.

International Culture Unit—The philosophy of the unit is to create an environment in which residents can experience an intercultural living arrangement. The International Unit consists of residents who represent a mix of students from different nationalities and cultures, including representation of Americans. The goal of the unit is to foster intercultural friendships and experiences. The unit is currently located in Davies House, 13 Sawyer Avenue.

Japanese Language Unit—The Japanese Unit, located in the 150's of Hillside Apts., provides residents an opportunity to develop a greater understanding of the Japanese language and culture. The residents gather bi-weekly for dinner and weekly for language "chats", and celebrate Japanese holidays and cultural events.

Muslim Special Interest Unit—The Muslim Unit, located at 176 Curtis Street, offers both Muslims and non-Muslim undergraduates the opportunity to live in a friendly, diverse environment. It provides one the opportunity to enhance their cultural experience while creating new friendships and participating in several social events.

Rainbow House Special Interest Unit—The Rainbow Unit, located in 160's Hillside Apts., provides a "gay-friendly" atmosphere where students can live and interact. The unit brings issues of lesbian, gay, bisexual, and transgender students to the entire Tufts community through educational, social, and community programming. The Rainbow unit also serves as a social outlet for lesbian, gay, bisexual, and transgender students and their friends.

Russian/Slavic Culture Unit—The Russian/Slavic Culture Unit, located at 101 Talbot Avenue, provides a unique atmosphere where residents with similar interests can develop an increased understanding of Russian and East-European culture through lectures, films, and ethnic dinners. Residence is open to any returning student who meets the following criteria: taking courses in Russian and East-European culture and history, of Slavic or East-European background, or having a demonstrated interest in the field. Knowledge and use of Russian is not a requirement, though the unit does provide an opportunity for language practice.

Spanish Language Unit—The Spanish Unit enables residents to develop greater fluency in the language and enhance their understanding of Spanish/Latin American countries, life styles, and cultures. Residents hold weekly events, where members of the Tufts community can stop by and enjoy Spanish refreshments and conversation. The unit is located in Chandler House, 125 Powderhouse Boulevard.

CLASSROOMS—BY BUILDING AND USAGE

Medford Campus

131 Buildings, 3,112,740 sq.ft.

Room	Capacity	Room	Capacity	Room	Capacity
F C Nelson Aud.	87	Cohen Auditorium ^[1]	450	Musc 021	20
Aidekman 9	30	Terrace Room	75	Musc 075	80
Aidekman 12	60			Musc 085	25
Aidekman 13	31	Crane Room	75	Musc 155	65
				Musc 251	24
				Musc 252	12
Anderson 206	80	East 15	24	Musc 271	40
Anderson 208	36	East 16	30		
Anderson 210	48			Olin 101	20
Anderson 211	50	Eaton 102A ^[2]	12	Olin 102	25
Anderson 212	50	Eaton 123	22	Olin 103	20
Anderson 306	40	Eaton 201	78	Olin 107	20
Anderson 309	40	Eaton 202	50	Olin 108	20
Anderson 312	50	Eaton 203	25	Olin 109	20
Anderson 313	50	Eaton 204	24	Olin 110	20
		Eaton 206 ^[2]	66	Olin 111	20
Feinleib Aud. (Barnum 008)	224	Eaton 207	20	Olin 112	20
Barnum 104	96	Eaton 333	44	Olin 113	20
Barnum 113	12			Olin 116	25
Barnum 114	40	Goddard 310	30	Olin 218	20
				Olin 220	18
Braker 1	128	Halligan 106	40	Olin 305 ^[2]	15
Braker 113	38	Halligan 108	40	Olin 318 ^[2]	20
Braker 118	36	Halligan 111-A	45	Olin 321 ^[2]	20
Braker 220	46	Halligan 111-B	60	Olin 334 ^[2]	15
Braker 222	39				
Braker 223	28	Jackson 5	35	Pearson 104	225
Braker 225	27	Jackson 6	35	Pearson 106	75
Braker 226	38			Pearson 112	32
		Lane 100	80		
Bromfield Pearson 1 ^[2]	18	Lane 100A	30	Robinson 152	54
Bromfield Pearson 2	48			Robinson 153	34
Bromfield Pearson 3	36	Miner 112	45	Robinson 253	198
Bromfield Pearson 5	34	Miner 221	15		
Bromfield Pearson 6	27	Miner 224	40	Science Center 134	35
Bromfield Pearson 7	40	Miner 225	40	Science Center 135	35
Bromfield Pearson 101	44			Science Center 136	70
		Mugar 200	50		
Cabot Auditorium ^[3]	290	Mugar 231	40	Sophia Gordon	
Cabot 102	12	Mugar 235	40	multi-purpose room	60
Cabot 108B	12				
Cabot 205	60	Musc Distler	291	Tisch 304	74
Cabot 206	60			Tisch 310	20
				Tisch 314	35
				Tisch 316	60

^[1] Total capacity – 620. For classroom purposes the maximum capacity is 450; the balcony is not used for classes.

^[2] Restricted use

^[3] Fletcher reserves

CLASSROOMS—BY BUILDING AND USAGE, CONTINUED

Boston Campus*

12 Buildings, 1,213,597 sq.ft.

Room	Capacity	Room	Capacity
Sackler A Aud.[4]	180	DHS 7 (Merritt Aud.)	290
Sackler B Aud.[4]	281	DHS 8 (Preclinic Lab)	171
Sackler B13	15	DHS 9 (Clinical Simulation Lab) ^[5]	closed
Sackler B10 (Auditorium)	281	DHS 319 (Radiology Conf. Rm.) ^[5]	closed
		DHS 733	10
Sackler 114 (multi-purpose)	180	DHS 770	20
Sackler 216A	56	DHS 773	35
Sackler 216B	24	DHS 738	20
Sackler 218	32	DHS 739	15
Sackler 219	24	DHS 1001 [6]	closed
Sackler 220	24	DHS 1004 [6]	closed
Sackler 221	42	DHS 1022 (Conf. Rm.) [6]	closed
Sackler 316	50	DHS-907 [6]	closed
Sackler 317	24		
Sackler 320	24	Jaharis 155	20
Sackler 851	24	Jaharis 156	25
Sackler 852	24	Jaharis 130 (Behrakis Auditorium)	202
Sackler 853	24	Jaharis 118	35
Sackler 854	24		
Kneeland 302	50		

^[4] only until January 1, 2009

^[5] due to construction; will re-open in late 2009 or early 2010

^[6] permanently, due to construction; will not re-open in current form

* The Boston Campus is undergoing major renovations, and the data for these buildings represents the Fall of 2008. For more information about the ongoing work, the website for the Medical School is <http://www.tufts.edu/med/news/buildingourfuture/> and the website for the Dental School is http://dental.tufts.edu/1192712967534/TUSDM-Page-dental2w_1206522023429.html.

Grafton Campus

43 Buildings, 461,056 sq.ft.

Room	Capacity	Room	Capacity
Administration 2 nd Floor Conference	12	Loew Center Basement Seminar	10
Administrative 3 rd Floor Conference	10	Loew Center Basement Seminar	10
Administration 2 nd Floor Video Conference	16	Loew Center First Floor Seminar	16
Building 5 Conference	16	Loew Center First Floor Seminar	16
Building 17 Conference	10	Loew Center Lecture Hall A	84
Building 20 Conference	40	Loew Center Lecture Hall B	84
Central Services Conference	10	Loew Center Microscope Lab	76
Foster Hospital Conference	10	Peabody Conference Room	12
Kohnstamm Conference, Admin. 1 st Floor	35	Teaching Lab Seminar	12
Large Animal Hosp. Path. Conference	12	Teaching Lab Seminar	12
Large Animal Hosp. Student Lounge Conf. Rm.	16	Teaching Lab Seminar	12
Large Animal Hosp. West Conference	12	Teaching Lab Seminar	12
Large Animal Hosp. Wet Lab Lecture	30	Teaching Lab Seminar	12
Large Animal Hospital 800 Ward Conf. Rm A.	15	Wildlife Clinic Conference	10
Large Animal Hospital 800 Ward Conf. Rm B.	25	Wildlife Clinic Lecture Hall	40
Large Animal Hospital Lecture Hall	85	Varis Camp. Ctr, Conf. 2nd fl.	10
Development Bldg. Conference Rm.	6	Varis Camp. Ctr., Conf. 3rd fl.	10

TOTAL AREAS BY ROOM TYPE

	Auxiliaries	Central	Development	University	Facilities	Banks*	Arts & Sciences, Engineering
Circulation		16,319			766,945	91	
Classroom		1,560				2,545	85,037
General Use	79,361	16,807			69,264		143,288
Health Care		715			114		3,848
Inactive		180			810		1,660
Laboratory		3,822					161,298
Office	5,574	162,637		316	18,272	472	259,453
Housing		16,011	5,269		44		531,855
Special Use	30	47,201			3,894		170,295
Study		2,192					110,261
Support Services	172	20,410		11,506	518,916		27,070
Unassigned					608,991		
Total	85,137	287,854	5,269	11,822	1,987,250	3,108	1,494,065

	The Fletcher School	Friedman SNSP	Dental School	HNRC	Medical School	Tufts Medical Center	Cummings - Vet.
Circulation				103		7,064	7,402
Classroom	6,445	2,025	6,040		18,130		
General Use	8,952	4,003	3,609	9,377	20,584	22	5,140
Health Care			33,203	9,314	363	12,289	42,673
Inactive					935		
Laboratory	877	1,331	18,634	31,386	165,988		34,860
Office	25,302	12,148	25,041	27,201	79,588	1,530	39,885
Housing	16,567				17,558		2,143
Special Use		402		5,229	20,336		55,079
Study	16,946	195		1,015	24,556		5,083
Support Services			692	5,787	1,036	1,340	12,829
Unassigned							
Total	75,089	20,104	87,219	89,412	349,074	22,245	205,094

* Includes a Bank of America Branch on the Boston Campus and two ATMs on the Medford/Somerville campus.

*Includes occupied space at buildings; Boston Campus/ 35 Kneeland(3rd flr), 75 Kneeland, and Medford Campus/200 Boston Ave.

	Total	% of Total		Total	% of Total		Total	% of Total
Circulation	797,924	16.9 %	Inactive	3,585	0.1 %	Special Use	302,466	6.4 %
Classroom	121,782	2.6 %	Laboratory	418,196	8.9 %	Study	160,248	3.4 %
General Use	360,407	7.6 %	Office	657,419	13.9 %	Supp. Services	599,758	12.7 %
Health Care	102,519	2.2 %	Housing	589,447	12.5 %	Unassigned	608,991	12.9 %
Total Allocated Sq. Ft.	4,722,742							

ENERGY EMISSIONS

Tufts University Greenhouse Gas Emissions

FY 2008	18,416
FY 2007	18,508
FY 2006	20,620
FY 2005	25,104
FY 2004	24,603
FY 2003	20,500
FY 2002	17,029
FY 2001	18,488

(In metric tons carbon equivalent)

As part of its ongoing commitment to be an active citizen, Tufts is committed to reducing its impact on climate change with goals to reduce its greenhouse gas emissions by 2012. Greenhouse gas emissions result from the combustion of fuels for heating, electricity generation, hot water, and transportation. Other sources of emissions are solid waste, farm animals, and other chemicals. These figures represent the emissions from the Medford/Somerville, Boston, and Grafton campuses.

Decreased emissions in 2006 are attributable to less carbon-intensive electricity and ongoing aggressive energy efficiency measures.

Data provided by Tufts Office of Sustainability, based on data from Tufts Energy Manager.

Tufts University Solid Waste Data

The Tufts University recycling program was established in 1990 to ensure that recycling and waste minimization strategies are carried out to the fullest potential. The program goal is to be at the forefront of new innovations that promote the wise use and conservation of resources.

These numbers represent commingled containers, paper, cardboard, and trash from classrooms, offices, and residential areas in Boston, Medford/Somerville, and Grafton. Tufts' three campuses recycle a variety of additional materials, such as mattresses, organic debris, furniture, and electronics, to name a few.

Dining Services on the Medford/Somerville Campus composts food waste. Medford/Somerville Facilities department collects landscaping waste for composting as well.

Year	<u>Landfill/ Incinerated</u>	<u>Recycled</u>		<u>Compost</u>		<u>Total Trash</u>	<u>Recycling Rate</u>
		<u>Bottles & Cans</u>	<u>Paper & Cardboard</u>	<u>Food Waste</u>	<u>Landscaping Waste</u>		
FY08	2,652	131	1,045	212	435	4,475	41%
FY07	2,502	125	877	182	475	4,161	40%
FY06	2,379	110	919	170	500	4,078	42%
FY05	2,320	120	769	156	437	3,802	39%
FY04	n/a	n/a	n/a	147	502	n/a	n/a
FY03	n/a	n/a	n/a	94	430	n/a	n/a
FY02	n/a	n/a	n/a	83	425	n/a	n/a
FY01	n/a	n/a	n/a	106	n/a	n/a	n/a

(In U.S. tons)

Data provided by Tufts Recycles!, Dining Services, and the Facilities Department.

LIBRARIES

The Tufts University libraries support the educational and research programs of the University through service to students, faculty, and staff. On the Medford/Somerville Campus are the Tisch Library, the Lilly Music Library, the Edwin Ginn Library of The Fletcher School of Law and Diplomacy, and the Office of Digital Collections and Archives, which manages the university's growing digital collections and the university's permanent records and collections in all formats. The Hirsh Health Sciences Library on the Boston Campus serves the Schools of Medicine, Dental Medicine, the Sackler School of Graduate Biomedical Sciences, the Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy, and the Jean Mayer U.S.D.A. Human Nutrition Research Center on Aging at Tufts University. The Webster Family Veterinary Medical Library, located on the Grafton campus, supports the clinical programs of both the Large Animal Hospital and the Foster Hospital for Small Animals, as well as the information needs of the students in the Doctor of Veterinary Medicine program, the Masters in Animals and Public Policy program, and the Doctor of Philosophy.

Directors of the Tufts University Libraries form the University Library Council (ULC), along with the Director of University Library Technology Services, the Director of University Information Technology (UIT) Academic Technology office (ex officio), and an Associate Provost (ex officio). The ULC reports to the Provost. The purposes of the ULC are: to advance the operations of the libraries for the benefit of faculty, students, staff, administrators and practitioners; to recommend items that affect all Tufts libraries, including librarian promotions, personnel policies, creation of and appointment to university-wide library committees; to develop long-term plans and strategies for library information technology at Tufts; and to develop and implement strategic plans for Tufts University Libraries.

The Tufts libraries share one Integrated Library System (ILS), Innovative Interfaces Inc.'s Millennium. The online catalog provides access to resources physically and virtually available within the Tufts libraries and beyond. Along with the catalog of the libraries' rapidly expanding collections, the Tufts libraries' homepages include a state-of-the-art array of electronic databases, research assistance tools, systems, and services. Web resources are selected by the libraries for their value to Tufts faculty and students, and include a substantial number of electronic resources: over 20,000 electronic journals, which contain full-text articles and over 300 electronic databases and indexes.

Students and faculty can request 48 hour delivery through the Tufts libraries from the resources of the twenty academic and research libraries belonging to the Boston Library Consortium and through interlibrary loan to library collections throughout the world.

The Tisch Library

<http://www.library.tufts.edu/tisch/>

The Tisch Library provides support for the instructional and research needs of the faculty, students, and staff in the Schools of Arts & Sciences and Engineering. The physical facilities of the Tisch Library consist of the Tisch and Lilly Music libraries, and reading rooms for Biology, Chemistry, Geology, and Physics.

Renovated, expanded, and renamed in 1996, the Tisch Library provides a user-friendly learning environment which combines printed library materials with state-of-the-art electronic resources. The library provides seating for up to a quarter of the student body and print and electronic collections, as well as a Media Center with five electronic classrooms with a Media Lab containing 24 viewing carrels, an Electronic Resources Center to teach information literacy skills which students will use while they are at Tufts and in their careers (lifelong learning), a University-wide Geographic Information Systems (GIS) Center, and a café with a student art gallery and faculty publications display.

The library is a depository for federal government publications, including maps. Special collections include the personal library of Hosea Ballou II, the Ritter Collection of Musicology, the Bolles Collection of English history, and other rare books and manuscripts. Access to these special collections is provided through the Digital Collections and Archives Reading Room on level G of Tisch Library.

Ginn Library – The Fletcher School

<http://www.library.tufts.edu/ginn/>

The Edwin Ginn Library collection reflects the specialized curriculum and research interests of The Fletcher School of Law and Diplomacy. The library collects books, journals, and documents, in print and online format, in the fields of international law and organization, humanitarian assistance, development, world business and economics, environment, diplomacy, communications, international trade and security studies. The Library also contains supporting collections of documents from the United Nations, the League of Nations, the International Labor Office, and the Permanent Court of International Justice.

Special collections, totaling 110,000 items, include the Edward R. Murrow Collection – the personal library, papers, and memorabilia donated by Mr. Murrow to the Edward R. Murrow Center of Public Diplomacy; the John Moors Cabot Collection of papers; and the Philip Kingsland Crowe Collection of books, papers and memorabilia.

The Library provides support to the Feinstein International Famine Center, and manages Fletcher School information technology support.

LIBRARIES, CONTINUED**The Hirsh Health Sciences Library**<http://www.library.tufts.edu/hsl/>

The Hirsh Health Sciences Library (HHSL) is the primary library of the Tufts University Boston Campus, including the Schools of Medicine, Dental Medicine, the Sackler School of Graduate Biomedical Sciences, the Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy, the Jean Mayer U.S.D.A. Human Nutrition Research Center on Aging at Tufts University, and Tufts Medical Center.

The HHSL maintains collections in medicine, dental medicine, nutrition, veterinary medicine, and supporting collections in the basic sciences. Tufts University libraries jointly provide access to approximately 30,350 electronic journals, with 10,518 titles in health science fields. The library's Special Collections Room includes works on the history of science and medicine, imprints prior to 1914, and historical artifacts. Between 2004 and 2008 the library undertook a series of major renovations and space improvement projects to meet the expanding technological and study needs of the schools it serves. Its 49,000-square-foot space comfortably seats 850 patrons, arranged as individuals and in groups. Classrooms, microcomputer labs, and seminar rooms are equipped with state-of-the-art media presentation units for teaching and studying. Public computer workstations and nomadic and wireless computing capabilities are available throughout the library for studying or searching the Tufts Network and internet.

Webster Family Library of Veterinary Medicine<http://www.library.tufts.edu/vet/>

The veterinary medical library, located on the Grafton campus, contains the largest collection of clinical veterinary medicine literature and resources in New England. The library provides access to books, journals and audio-visual materials, in print and online format, in the fields of medicine and surgery for large, small, and exotic animals; animal welfare; wildlife diseases and ecology; zoonotic diseases; conservation medicine; laboratory animal science; and veterinary practice management. The recently acquired John E. Seaverns Equine Collection comprises over five thousand books on equine topics dating from 1571 to 1994.

The Library supports the academic computing needs of the students and faculty of the Cummings School of Veterinary Medicine. Courses are tailored to meet the needs of the veterinary curriculum and are taught in the computer classroom. An array of computer instruction is provided to assist faculty and staff in keeping up with the latest software releases, and to assure appropriate levels of computer literacy. The faculty receives assistance in incorporating technology into the classroom with the use of various course authoring tools. Library staff manages the School's participation in TUSK, the University's award winning course management system. The School's website is developed and managed by library staff.

Digital Collections and Archives (DCA)<http://dca.tufts.edu/>

The Digital Collections and Archives (DCA) supports the teaching and research mission of Tufts University by ensuring the enduring preservation and accessibility of the university's permanently valuable records and collections. The DCA assists departments, faculty, and staff of all Schools and divisions of the University in managing records and other assets. The DCA collaborates with members of the Tufts community and others to develop tools to discover and access collections to support teaching, research, and administrative needs.

In collaboration with UIT Academic Technology, the DCA provides the University with management services for digital assets with enduring value through its Tufts Digital Repository Service. DCA and AT develop tools to access and manipulate collection content to support research, curricular, administrative, and legal needs.

The DCA's collections include over 4 TB (terabytes) of digital data serving faculty, staff, and students, and more than 4,000 linear feet of archival and manuscript collections. The Tufts History Collection brings together historical photographs, documents, and secondary sources that create a picture of the college on the hill over its history. The centerpiece of the collection is the online Concise Encyclopedia of Tufts History, an ongoing project to capture more than 150 years of Tufts' achievements, societal contributions, and outstanding alumni and faculty in concise entries. The DCA's collection feature the papers of such notables as Edward R. Murrow, poet John A. Holmes, and the records of the World Peace Foundation, and the Center for Health, Environment, and Justice. Online holdings include an extensive collection of resources on the history of London digitized from the collection of Tufts professor Edwin C. Bolles. The Boston Streets Project brings together unique photographic collections from historical institutions in Boston with maps and city directories to facilitate research on Boston's people and places.

LIBRARY COLLECTIONS

The Tisch Library	2003/04	2004/05	2005/06	2006/07	2007/08
Volumes added - net	23,059	20,047	18,582	12,456	12,653
Total volumes	834,414	853,860	872,442	884,898	897,551
Library Collections - total units ¹	2,389,538	2,427,344	2,460,657	2,484,597	2,513,546
Current print serials - subscriptions	2,737	2,567	2,417	2,235	1,596

Edwin Ginn Library	2003/04	2004/05	2005/06	2006/07	2007/08
Volumes added - net	1,716	(8)	(2,306)	2,043	(759)
Total volumes	122,670	122,662	120,536	122,399	121,640
Library Collections - total units ¹	369,273	370,994	371,780	373,823	379,818
Current print serials - subscriptions	906	875	870	868	267

Hirsh Health Sciences Library	2003/04	2004/05	2005/06	2006/07	2007/08
Volumes added - net	1,477	1,094	3,060	907	(9,532)
Total volumes	162,948	164,042	167,102	168,009	157,887
Library Collections - total units ¹	163,261	167,710	167,610	168,059	158,477
Current print serials - subscriptions	1,864	545	231	527	564

Webster Family Veterinary Library	2003/04	2004/05	2005/06	2006/07	2007/08
Volumes added - net ²	359	448	3,410	399	487
Total volumes	13,726	13,820	17,230	17,629	18,116
Library Collections - total units ¹	14,105	14,075	17,249	17,650	18,144
Current print serials - subscriptions	354	354	299	300	293

Total All Libraries	2003/04	2004/05	2005/06	2006/07	2007/08
Volumes added - net	26,611	21,581	22,746	15,805	2,849
Total volumes	1,133,758	1,154,384	1,177,310	1,192,935	1,195,194
Library Collections - total units ¹	2,936,177	2,980,123	3,017,296	3,044,129	3,069,985
Current print serials - subscriptions	5,861	4,341	3,817	3,930	2,720
Current ejournal licenses - all libraries	15,300	15,800	15,856	20,974	30,033

¹ Includes books, serial backfiles, government document units, microform units, cartographic units, graphic materials units, sound recording units, film and video units, computer file units, and other library materials units, excluding print subscriptions & ejournals

² The large increase in volumes 2005/06 is due to a gift, the John A. Seaverns Equine Collection

INTERLIBRARY LOANS

	2003/04	2004/05	2005/06	2006/07	2007/08
The Tisch Library					
Provided	7,565	7,933	8,345	16,055	24,295
Received	17,994	20,559	17,944	18,659	15,702

Edwin Ginn Library					
Provided	319	237	209	192	528
Received	1,260	993	772	792	776

Hirsh Health Sciences Library					
Provided	4,915	3,819	6,969	9,944	14,287
Received	7,529	8,372	8,511	9,549	6,653

Webster Family Veterinary Library					
Provided	938	931	733	357	1,044
Received	1,279	1,417	1,177	1,334	1,225

LIBRARY STATISTICS

corrected April, 2009

	The Tisch Library	Edwin Ginn Library	Hirsh Health Sciences Library ¹	Webster Veterinary Library	Total All Libraries
Collections					
Volumes added - gross	20,457	(759)	(9,532)	494	10,660
Total Volumes	897,551	121,640	158,477	18,125	1,195,793
Government documents - units	546,253				546,253
Current print serials - subscriptions	1,596	267	564	286	2,713
Microform units	1,016,582	258,178			1,274,760
Cartographic materials - units	107				107
Sound recordings - units	25,320				25,320
Film/Video materials - units	21,757		430	405	22,592
Computer files (CD-ROMS) - units	1,244		160	96	1,500
Electronic journals and databases (university total only)					30,354
Circulation					
General collection	233,042	30,736	5,388	1,253	270,419
Reserve collection	31,726	5,690	21,222	289	58,927
Total Circulation	264,768	36,426	26,610	1,542	329,346
Interlibrary Loans					
Provided to other libraries	24,295	528	14,287	1,044	40,154
Received from other libraries	15,702	776	6,653	1,225	24,356
Information services to groups					
Number of presentations	294	22	297	73	686
Number of persons served in presentations	4,573	638	3,745	710	9,666
Library Services, one typical week, fall					
Public service hours	110	107	91	91	399
Gate count*	18,407		11,027		29,434
Reference transactions*	412		554		966

¹ HHSL Volumes Added is net, not gross

* These figures are not kept for Ginn Library and Webster Vet. Library

LIBRARY EXPENDITURES

	The Tisch Library	Edwin Ginn Library	Hirsh Health Sciences Library	Webster Veterinary Library	Total All Libraries
Materials					
Books	663,451	22,605	49,231	13,505	748,792
Current serials (print)	825,451	314,113	528,674	76,068	1,744,306
Audiovisual materials	85,766			420	86,186
Electronic resources	3,936,334		959,914	37,727	4,933,975
Document delivery/Interlibrary loan		2,752	5,492	3,931	12,175
Other collection	11,250				11,250
Preservation	57,910	3,648	461		62,019
Furniture and equipment		11,623			11,623
Computer hardware and software	65,653	2,759	53,709	10,954	133,075
Utilities, Networks, and Consortia	253,775	15,321	24,884	4,980	298,960
Other Operating	400,922	104,133	176,932	19,211	701,198
Total Materials	\$6,300,512	\$476,954	\$1,799,297	\$166,796	\$8,743,559

Salaries and Wages

Professional	1,001,711	241,110	824,693	134,475	2,201,989
All other paid staff (except student assistants)	1,705,016	140,859	398,123	108,952	2,352,950
Students	217,469	43,806	75,843	19,869	356,987
Total Salaries and Wages	\$2,924,196	\$425,775	\$1,298,659	\$263,296	\$4,911,926
Fringe Benefits	711,334	80,010	325,049	64,249	1,180,642
Total Salaries / Wages / Benefits	\$3,635,530	\$505,785	\$1,623,708	\$327,545	\$6,092,568

Total Operating Expenditures	\$9,224,708	\$902,729	\$3,097,956	\$430,092	\$13,655,485
<i>(excluding benefits)</i>					

Staff (FTE)

Professional	15.50	3.60	13.00	2.00	34.10
All other paid staff (except student assistants)	40.61	4.00	11.00	4.00	59.61
Student	18.12	4.41	6.00	1.50	30.03
Total Staff	74.23	12.01	30.00	7.50	123.74

TUFTS IN CONTEXT



Freshmen engineers at Memorial Steps and Hodgdon Gate, November 19, 1929

ACCREDITATION – UPDATES WILL BE FOUND ONLINE AT <http://institutionalresearch.tufts.edu/accreditation>

FACULTY OF ARTS AND SCIENCES AND ENGINEERING

Liberal Arts, Jackson, Engineering, Graduate School, College of Special Studies:

New England Association of Schools and Colleges, (NEASC) November 2003. Fifth-year interim report accepted April 24, 2008. Next site visit scheduled for 2013.

Departments of Child Development and Education:

The Elementary Education Program prepares undergraduates and post-baccalaureate students for Initial Licensure as elementary school teachers in the state of Massachusetts. The program complies with Massachusetts' Department of Education regulations, as reviewed in Spring, 2003. Please see department websites (<http://ase.tufts.edu/epcd/> and <http://ase.tufts.edu/education>) for more information.

Department of Occupational Therapy (Boston School of Occupational Therapy):

New England Association of Schools and Colleges, (NEASC) November 2003.

The Professional Entry Level Occupational Therapy Program received accreditation for ten years (2014/2015) from the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), August 31, 2005.

Department of Urban and Environmental Policy and Planning:

MA program is accredited by the Planning Accreditation Board, a cooperative program of the American Institute of Certified Planners (AICP), the Association of Collegiate Schools of Planning (ACSP), and the American Planning Association (APA), January 1, 2007 through December 31, 2011. Next program review possible 2010 – 2011 academic year.

School of the Museum of Fine Arts:

The dual-degree program with the School of the Museum of Fine Arts (SMFA) was approved by the National Association of Schools of Art and Design in October, 2004. Next full review is scheduled for 2013 – 2014 academic year.

Engineering:

The following BS programs in the School of Engineering are accredited by the Engineering Accreditation Commission of ABET, Inc. (Accreditation Board for Engineering and Technology): Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, Environmental Engineering, and Mechanical Engineering. The BS in Computer Science is accredited by the Computing Accreditation Commissioner of ABET. More information can be found at their website <http://www.abet.org/>.

THE FLETCHER SCHOOL OF LAW AND DIPLOMACY

New England Association of Schools and Colleges, (NEASC) November 2003. Fifth-year interim report accepted April 24, 2008. Next site visit scheduled for 2013.

GERALD J. AND DOROTHY R. FRIEDMAN SCHOOL OF NUTRITION SCIENCE AND POLICY

New England Association of Schools and Colleges, (NEASC) November 2003. Fifth-year interim report accepted April 24, 2008. Next site visit scheduled for 2013.

SCHOOL OF DENTAL MEDICINE

Commission on Dental Accreditation of the American Dental Association, July 2008. For additional information, please visit the following website: http://www.ada.org/prof/ed/programs/search_ddsdmd_us.asp.

SCHOOL OF MEDICINE

Liaison Committee on Medical Education (LCME) of the American Medical Association and the Association of American Medical Colleges. Full accreditation granted in 2006. The next LCME site visit will take place in 2013-2014.

Masters of Public Health:

Council on Education for Public Health (CEPH), October 2002. Next review scheduled for December, 2009. A site visit is scheduled for April, 2009.

SACKLER SCHOOL OF GRADUATE BIOMEDICAL SCIENCES

New England Association of Schools and Colleges, (NEASC) November 2003. Fifth-year interim report accepted April 24, 2008. Next site visit scheduled for 2013.

CUMMINGS SCHOOL OF VETERINARY MEDICINE

American Veterinary Medical Association, March 2005. Next site visit, 2011.

On January 8, 2009, the Massachusetts Police Accreditation Commission voted to re-accredit the **Tufts University Police Department** (TUPD). TUPD was accredited in 2005, and had to show continued conformance to over 270 professional standards. The commission voted to make Tufts the eighteenth department in the Commonwealth to achieve this prestigious recognition. TUPD remains one of only three campus police departments accredited in Massachusetts. More information is online at <http://publicsafety.tufts.edu/police/?pid=42>.

MEMBERSHIPS

NOTE: This list is based on dues paid by the Provost's Office. There are many more organizational memberships through Departments and Deans.

American Council on Education
 American Council of Learned Societies
 Association of Independent Colleges and Universities in Massachusetts
 Collaborative on Academic Careers in Higher Education
 The College Board
 Council on Governmental Relations
 Council for Higher Education Accreditation
 Eastern Association of College and University Business Officers
 Eastern Massachusetts Healthcare Initiative
 Fulbright Association
 Greater Boston Chamber of Commerce
 Leadership Alliance
 Massachusetts Campus Compact
 Museum of Fine Arts
 National Association of College and University Business Officers
 National Association of Independent Colleges and Universities
 New England Association of Schools and Colleges
 New England Small College Athletics Conference
 The Partnership Inc.
 Reinvention Center
 Research! America
 Scholars at Risk
 Somerville Chamber of Commerce-New Group
 Universities Research Association, Inc.
 WGBH Educational Foundation

MEDAL RECIPIENTS

Recipients of the Hosea Ballou Medal

Frank Durkee, A54 – 1939
 Alfred Church Lane, H13 – 1940
 Vannevar Bush, E13, AG13, H32 – 1941
 Arthur Lamb, A1900, AG1900, AG1904, H1920 – 1944
 Raymond Bliss, A1909, M1910, H43 – 1947
 Samuel Capen, A1898, H21 – 1948
 Charles Neal Barney – 1949
 Harold E. Sweet, A1898, H55, E32P – 1950
 Herbert C. Hoover – 1959
 Robert W. Meserve, A31, H79, A62P, A66P, A72P – 1973
 Allan MacLeod Cormack, H80 – 1978
 Jean Mayer, H93 – 1992
 Bruce Reitman, A72, AG83 – 2006

Recipients of the Provost Medal

Amartya Sen - October 2, 1997
 Konstantinos Stefanopoulos, President of Greece – June 16, 1998
 His Royal Highness, Prince of Asturias – April 7, 1999
 William Hersey, A32 - December 1, 2000
 Dr. Yusuf K. Hamied – November 9, 2005
 Zi Wang Xu, F88 – September 6, 2007
 Dr. Lonnie H. Norris, DMD, MPH, DG80, M99P, A01P – May 3, 2008

MEDAL RECIPIENTS, CONTINUED

Recipients of the Dean's Medal

H.E. Dr. Mochtar Kusumaatmadja – The Fletcher School - October 6, 1983
 Ryoichi Sasakawa - The Fletcher School - April 19, 1984
 Reginald H. Jones - The Fletcher School - April 23, 1984
 Robert Burgess Steward - The Fletcher School - May 19, 1984 (posthumous)
 Marlene C. Farina - The Fletcher School - October 16, 1984
 Alice D. Pierce - The Fletcher School - October 16, 1984
 Dr. Armand Hammer - The Fletcher School - February 7, 1985
 Marjorie Nicholson - The Fletcher School - May 16, 1985
 Phyllis Berry Webber - The Fletcher School - May 17, 1987
 Charles Francis Adams, IV – The Fletcher School - May 1991
 Louis P. Bertonezzi, A55, A81P, A85P – School of Dental Medicine – May 18, 1997
 Dr. Samuel W. Askinas – School of Dental Medicine – June 19, 1997
 Dr. Dominick P. DePaola (Hon) – School of Dental Medicine – May 17, 1998
 John Osgood Field – Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy – June 1, 1998
 Dr. Robert D. Buchanan, D46 – School of Dental Medicine – July 24, 1998
 Martin S. Kaplan, Esq. – School of Veterinary Medicine – May 23, 1999
 Dr. Robert Lugliani, M66, M99P, M02P – School of Medicine – June 25, 1999
 Natalie V. Zucker – School of Medicine – June 25, 1999
 Captain Charles N. Shane, F59, FG58, F87P - The Fletcher School - October 13, 1999
 Dr. William W. Sellers, A56, D60, J84P – School of Dental Medicine – May 21, 2000
 Jim Boyd – School of Dental Medicine – May 21, 2000
 Dr. Moselio Schaechter – Sackler School – November 11, 2000
 Michael Mudd – Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy – September 10, 2001
 George D. Behrakis – Sackler School – October 24, 2001
 Dr. Richard W. Valachovic – School of Dental Medicine – May 19, 2002
 Dr. Konstantinos Karamanlis, F82, FG84 - Fletcher School - January 14, 2003
 Dr. Franklin M. Loew - School of Veterinary Medicine - May 18, 2003 (posthumous)
 Elizabeth Powell - The Fletcher School - October 18, 2003
 Dr. Henry L. Foster, V83, H92 - School of Veterinary Medicine - November 1, 2003
 Senator Richard Lugar, H04 - The Fletcher School - May 22, 2004
 Jeffrey C. Mariner - School of Veterinary Medicine - May 23, 2004
 Betsy Parker Powell, F62 – The Fletcher School – October 18, 2004
 Governor William B. Richardson, A70, F71, H97 – The Fletcher School – May 21, 2005
 H. Chis Doku, DMD, MSD, D58, DG60, J84P – School of Dental Medicine – September 22, 2005
 Preston Robert Tisch, A71P, A76P, H96 – Tisch College of Citizenship and Public Service – October 19, 2005
 Dr. Ashok Misra, AG70 – School of Engineering – November 8, 2005
 Davinder S. Brar, A06P, A07P, - School of Medicine – November 9, 2005
 Dr. Shashi Tharoor, F76, FG79 – The Fletcher School – November 10, 2005
 Joseph B. Kirsner, M33 – Tufts Medical School – March 21, 2006
 Dr. Donald E. Wilson, M62 – School of Medicine – April 20, 2006
 Hassan Wirajuda, F84 – The Fletcher School – May 20, 2006
 Dr. Robert E. Hunter, D63 – School of Dental Medicine – September 8, 2006
 Dr. Kathleen M. O'Loughlin, D81 – School of Dental Medicine - September 8, 2006
 Shirin Ebadi – The Fletcher School – May 19, 2007
 Dr. Lloyd Miller, A54, D58 – School of Dental Medicine – September 7, 2007
 Liu Xiaoming, F83 – The Fletcher School – September 10, 2007
 Paul Martin – The Fletcher School – August 18, 2008
 Dr. Mark J. Feldman, D73 – School of Dental Medicine – May 3, 2008
 Joseph Polisi, F70 – The Fletcher School – May 18, 2008
 Dr. Thomas F. Winkler, III, A62, D66, D10P – School of Dental Medicine – September 6, 2008
 Edward H. Budd, A55, J80P, J86P - Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy – September 23, 2008
 Joan M. Bergstrom, J62 - Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy – September 23, 2008
 Nevin S. Scrimshaw - Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy – September 23, 2008

MEDAL RECIPIENTS, CONTINUED

Recipients of the Presidential Medal

City of Medford – 1976
 City of Somerville – 1976
 Frederick Johnson – 1977
 Herbert Black, A33 – 1977
 Dr. Louis Weinstein – 1977
 Joel Warren Reynolds, E23, G48, J49P, J51P, J53P, J67P – 1978
 Janyce Pickett Willmann – 1979
 James B. Moseley, J86P – 1979
 Sumner R. Andrews – 1981
 Dr. Ralph R. Lopez – 1982
 Elizabeth Cabot, H56W – 1983
 Dr. C.S. Loh, H87, D83P – 1984
 Captain Frederick H. Hauck, U.S.N. (Ret.), A62, A87P, J92P – 1985
 Theodore L. Eliot, Jr. – 1985
 Brooks T. Johnson, A56 – October 25, 1985
 Eberhard Karls University – November 18, 1985
 Mayor Eugene C. Brune – May 17, 1987
 Milton J. Meyers, DMD, D40 – April 7, 1988 (posthumous)
 Institut National des Sciences Appliquees – May 22, 1988
 Stephanie Green Lawson, J73, A08P – May 3, 1991
 Allan D. Callow, A38, AG48, AG52, H87 – May 21, 1994
 Dr. Bernard M. Gordon, H92 – November 5, 1999
 Dr. Gerald J. Friedman – October 5, 2001
 Dorothy R. Friedman – October 5, 2001
 Dr. Thomas W. Murnane, A58, D62, DG65, AG68, J97P - June 17, 2003
 Henry J. Leir - May 3, 2004 (posthumous)
 Prime Minister Manmohan Singh – November 11, 2005
 Sir Horace Kadoorie International Foundation – September 12, 2007

HONORARY DEGREES AWARDED

A complete list of Honorary Degrees Awarded can be found online at

<http://www.tufts.edu/trustees/data/hondeg.shtml>

May 17, 2008

Steven S Manos, Doctor of Business Administration
Mary Oliver, Doctor of Humane Letters
Susan Rodgerson, Doctor of Public Service
Robert S. Schwartz, MD, Doctor of Science
Meredith Vieira, Doctor of Humane Letters
Donald E. Wilson, MD, MACP, Doctor of Science

May 20, 2007

Dr. Thomas Jefferson Anderson, Doctor of Music
Michael R. Bloomberg, Doctor of Public Service
Lord Alec Broers, Doctor of Science
Captain Frederick H. Hauck, Doctor of Public Service
Denise Jefferson, Doctor of Fine Arts
Thomas C. Schelling, Doctor of Humane Letters

May 21, 2006

Lance Armstrong, Doctor of Humane Letters
William S. Cummings, Doctor of Public Service
Joseph P. Hoar, USMC (ret.), Doctor of Public Service
Lynn Margulis, Doctor of Science
Gloria Elaine White-Hammond, Doctor of Humane Letters

May 22, 2005

Tadatoshi Akiba, Doctor of Humane Letters
James O. Freedman, Doctor of Humane Letters
Ann Martin Graybiel, Doctor of Science
William McChord Hurt, Doctor of Fine Arts
Kostas Karamanlis, Doctor of Laws

May 23, 2004

Neil A. Armstrong, Doctor of Engineering
Tracy L. Chapman, Doctor of Fine Arts
Nathan Gantcher, Doctor of Business Administration
Walter Isaacson, Doctor of Humane Letters
Richard G. Lugar, Doctor of Laws
Walter Eugene Massey, Doctor of Science

May 18, 2003

Margaret Hilary Marshall, Doctor of Laws
Arthur Mitchell, Doctor of Fine Arts
Mario J. Molina, Doctor of Science
Agnes Varis, Doctor of Public Service

May 8, 2003

Daniel J. Doherty, III, Bachelor of Science

May 19, 2002

John DiBiaggio, Doctor of Laws
Eugene F. Fama, Doctor of Science
Roderick MacKinnon, Doctor of Science
William G. Sinkford, Doctor of Humane Letters
Katherine Haley Will, Doctor of Humane Letters

February 11, 2002

Viktor Orban, Doctor of Laws

May 20, 2001

James Charles Lehrer, Doctor of Humane Letters
David McCullough, Doctor of Humane Letters
Helen Hennessy Vendler, Doctor of Humane Letters
George McGovern, Doctor of Public Service

November 2, 2000

Isaam M. Fares, Doctor of International Public Affairs

May 21, 2000

Merrill M. Goldstein, M.D. Bachelor of Science
Betty Friedan, Doctor of Humane Letters
William H. Cosby, Jr., Doctor of Arts
Henry L. Aaron, Doctor of Public Service
Ismar Schorsh, Doctor of Religious Education
Robert D. Hormats, Doctor of Laws

ALUMNI AND ALUMNAE ¹

	One Degree	Two Degrees	Three Degrees	Four Degrees	Five or more Degrees ²
Undergraduate ³	52,291	4,432	211	14	1
Arts & Sciences	43,917	3,503	159	12	1
Engineering	8,374	1,210	74	2	0
Graduate Arts & Sciences	9,697	1,765	91	5	0
Graduate Engineering	1,992	921	65	2	0
Fletcher	5,291	860	272	10	1
Friedman S.N.S.P.	733	198	14	0	0
Dental	6,833	392	12	1	0
Medical	6,810	1,275	53	0	0
Sackler	563	61	7	0	0
Cummings - Veterinary	1,685	100	1	0	0
Honorary ⁴	228	0	0	0	0

MULTIPLE DEGREE HOLDERS

	Under- graduate	Graduate	Professional	Honorary	Total ⁵
Undergraduate	709	2,785	1,443	22	4,657
Arts & Sciences	641	1,906	1,351	21	3,673
Engineering	311	895	96	1	1,226
Graduate Arts & Sciences	1,335	582	43	4	1,861
Graduate Engineering	902	137	17	1	988
Fletcher	271	1,152	7	8	1,142
Friedman S.N.S.P.	33	183	10	0	212
Dental	336	73	56	2	404
Medical	1,107	246	79	2	1,328
Sackler	19	23	33	0	68
Cummings - Veterinary	68	33	5	1	101
Honorary	26	18	5	0	32

¹ This table represents alumni who received degrees. The data was compiled from a June 2008 frozen file and does not include individuals who were awarded degrees in 2008.

² The category "Five or more degrees" was added for the 2008-2009 Fact Book.

³ Undergraduate represents the total number of individuals receiving each respective number of degrees. It eliminates any duplicates between A&S and Engineering.

⁴ Honorary degree holders reflect only those honorary degrees that were received by distinguished individuals at commencement, not those who received degrees after not completing coursework due to extenuating circumstances.

⁵ This total represents the total number of individuals who have received degrees, not the total number of degrees awarded.

LIVING ALUMNI AND ALUMNAE TOTAL BREAKDOWN *

	Arts & Sciences	GSAS/Crane	Engineering	Engineering Graduate	Fletcher	Friendman S.N.S.P.	Dental
Lost Total	4,389	1,882	288	253	512	25	297
Total All Domestic	41,905	9,182	9,151	2,542	4,179	770	6,742
Total All Foreign	1,657	413	279	150	1,635	85	208
Grand Total	47,951	11,477	9,718	2,945	6,326	880	7,247

	Medical	Sackler	Cummings - Veterinary	Honorary	Unknown	Distinct Total **
Lost Total	198	65	16	82	3	7,683
Total All Domestic	7,931	528	1,759	123	37	80,584
Total All Foreign	34	14	27	17	7	4,381
Grand Total	8,163	607	1,802	222	47	92,648

*Living Alumni & Alumnae by Individual Country and/or Individual State can be requested from the Office of Institutional Research & Evaluation at Tufts. Please call (617) 627-3274.

**Distinct total represents the number of unique individuals from each state (domestic) or country (foreign). It eliminates any duplicates between multiple degree holders across schools.



Football players Peter Watson and Ken Wilson with Coach Rocky Carzo (middle), 1971

ALUMNI ASSOCIATION (TUAA)

The Office of Alumni Relations (OAR) is a department within the University Advancement division. The OAR staff work closely with many offices on campus to build programs and partnerships where alumni can be of service to Tufts, current students and fellow alumni. OAR works closely with the volunteer leadership of the Tufts University Alumni Association (TUAA) to provide programs, benefits, services and volunteer opportunities to nearly 85,000 alumni around the world. Many programs are also offered on campus to connect current students with alumni, and to foster a stronger connection with Tufts, even before they graduate. Current information on all alumni programs, and organizations can be found on the web at <http://www.tufts.edu/alumni> under "Get Involved." Every Tufts University graduate is automatically a member of TUAA and is encouraged to participate, volunteer, serve, and attend events.

Web services offered to alumni: The Tufts Online Community, with nearly 30,000 alumni registered, allows alumni to update their personal and professional information online. Visit <http://www.alumniconnections.com/tufts>. The Tufts Career network at <http://careers.tufts.edu/network> is another online resource.

Programs: Homecoming and Alumni Weekend are held each year on the Medford campus. The Tufts Travel-Learn Program and the Osher Institute for Lifelong Learning provide educational classes and tours for alumni of all ages. There are currently 40 regional chapters of TUAA across the United States and internationally. Specific chapter contact information can be found in the Alumni Chapter Directory, at <http://www.tufts.edu/alumni> under "Get Involved."

Recognition: TUAA annually recognizes the achievements and dedication of Tufts alumni for service to Tufts, community, or profession at the annual Distinguished Service Awards event. In addition, each spring TUAA acknowledges the leadership of outstanding students at their Senior Awards dinner.

Professional School Alumni: Graduates of Tufts University's professional, graduate, and undergraduate schools and programs are all members of TUAA. Professional and graduate school alumni should also visit their school or program website for additional alumni resources:

Boston School of Occupational Therapy: <http://ase.tufts.edu/bsot/alumni.htm>

Cummings School of Veterinary Medicine: <http://www.tufts.edu/vet/alumni/>

Eliot-Pearson Department of Child Development: <http://ase.tufts.edu/epcd/alumni.asp>

Fletcher School of Law and Diplomacy: <http://fletcher.tufts.edu/alumni/>

The Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy:
<http://nutrition.tufts.edu/alumni/>

Graduate and Professional Studies: <http://gradstudy.tufts.edu/alumni>

Sackler School of Graduate Biomedical Sciences: <http://www.tufts.edu/sackler/alumni/>

School of Dental Medicine:

http://dental.tufts.edu/1175090438731/TUSDM-Page-dental2ws_1176988223986.html

School of Engineering:

http://engineering.tufts.edu/1172048128245/Engineering-Page-eng2ws_1181647323863.html

School of Medicine: <http://medical.alumni/tufts.edu>

IN MEMORIAM 2008

John K. Baronian, A50, H97, "Mr. Tufts," trustee emeritus, driving force behind the founding of the Tufts Jumbo Club and the man in whose honor the Baronian Field House was named.

Henry Foster, who helped former Tufts President Jean Mayer found the school of veterinary medicine, and benefactor of the Henry and Lois Foster Hospital for Small Animals at the Cummings School.

Erling Johansen, dean emeritus of Tufts Dental School, and Tufts' longest-serving dental dean

John Meyer Wood Jr., 83, served on the board of trustees of Tufts University.

Charles G. Nelson, Professor Emeritus of the Department of German, Russian and Asian Languages and Literatures at Tufts University.

Vernon Pais, a Tufts professor at Caritas St. Elizabeth's Medical Center.

Jerry Sternin, director of the Positive Deviance Initiative at the Friedman School of Nutrition Science & Policy.

ACKNOWLEDGEMENTS

We wish to extend our sincere thanks to everyone who, along with their staffs, have helped us to compile the material included in this edition. A special thanks to the Office of Institutional Research & Evaluation's dedicated Research Analysts and Research Assistants; and especially, to those whose names may be inadvertently missing.

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Anne Fishman	Donna Merrick	Laura Walters
Angela Foss	Simin Meydani	Nancy Wilson
Steph Gauchel	Jo-Ann Michalak	Linell Yugawa

PICTURE CREDITS

Page #	Description	Credit
cover	Snow covers Packard Hall as seen on the Boston Avenue side	Photo by Alonso Nichols; used with permission of Tufts University Photography, ©2008 Trustees of Tufts College
7	Aerial view of Wessell Library, Goddard Chapel, and Eaton Hall	Lowry, Laurence. 1967. Digital Collections and Archives, Tufts University
9	Jumbocast hosts an election returns party at Hotung Cafe in the Mayer Campus Center	Photo by Joanie Tobin; used with permission of Tufts University Photography, ©2008 Trustees of Tufts College
11	Construction of the Barnum Museum	Barnum, Phineas Taylor, papers, 1818-1993. Digital Collections and Archives. Tufts University
11	Baseball team, 1870	Munro, Melville S., papers, 1908-1945. Digital Collections and Archives. Tufts University
12	The Boston Floating Hospital and a neighboring ship docked at a pier, ca. 1900	Tufts New England Medical Center, 1930-1970. Digital Collections and Archives. Tufts University
13	Interior - Bray Mechanical Engineering Laboratory	Tufts College: A Centennial History. Digital Collections and Archives, Tufts University
14	View of the Hill, ca. 1930	Historical materials, 1852-. Digital Collections and Archives. Tufts University
14	Freshman soccer team, November 20, 1931	Munro, Melville S., papers, 1908-1945. Digital Collections and Archives. Tufts University
15	Group of Deans; November 19, 1930	Munro, Melville S., papers, 1908-1945. Digital Collections and Archives. Tufts University
16	Basil Ince, indoor track team, ca. 1959	Physical Education/Athletics Department, 1870-2000. Digital Collections and Archives. Tufts University
16	Fletcher School Commencement, ca. 1965	Fletcher School of Law and Diplomacy, 1923-2006. Digital Collections and Archives. Tufts University
17	'Faculty Waits on You' Dinner, (l to r) Fletcher Professors Kala Krishna, Donna Maie Oglesby, Rosemarie Rogers, Assistant Dean Maria Judge, Professor John Perry, Academic Dean Richard Mancke, and Professor Joel Trachtman, 1990	Fletcher School of Law and Diplomacy, 1923-2006. Digital Collections and Archives. Tufts University
20	Frederick William Hamilton, president	The Jumbo, 1952-2006. Digital Collections and Archives. Tufts University
21	Three deans of Tufts University, January 21, 1928	Munro, Melville S., papers, 1908-1945. Digital Collections and Archives. Tufts University
29	Circulation desk in Eaton Library, ca. 1930	Historical materials, 1852-. Digital Collections and Archives. Tufts University
36	The grounds of the Cummings School of Veterinary Medicine	Photo by Melody Ko; used with permission of Tufts University Photography, ©2007 Trustees of Tufts College

PICTURE CREDITS, CONTINUED

Page #	Description	Credit
42	December 2007 MFA Thesis Exhibition for the joint degree program between Tufts University and the School of the Museum of Fine Arts	Courtesy Tufts University Art Gallery
58	Fletcher Professor Leila Fawaz with students, 1985-86	Fletcher School of Law and Diplomacy, 1923-2006. Digital Collections and Archives. Tufts University
71	Tufts' Health Sciences campus in Boston and the Chinatown neighborhood	Photo by Melody Ko; used with permission of Tufts University Photography, ©2007 Trustees of Tufts College
87	Tufts Bhangra Team (from l to r): Pooja Phull, '10; Marissa Maren, '08; Kristen Surya, '11	Courtesy Linell Yugawa, Asian American Center
110	Student meeting in front of President Hallowell's house, Spring 1968	Historical materials, 1852-. Digital Collections and Archives. Tufts University
124	"Shy Fire," Senior Week, 1989	Historical materials, 1852-. Digital Collections and Archives. Tufts University
127	The Green Group Team of teachers at the Tufts Educational Day Care Center - Byron T. Gardner, June E. Goldstein, Meryl Kellert, and Sheena M. Palmi - received Bridge Builder Awards at the 2008 Tufts Distinction Awards.	Photo by Alonso Nichols Tobin; used with permission of Tufts University Photography, ©2008 Trustees of Tufts College
150	Doctors leave the front entrance to the Tufts School of Dental Medicine on the Boston campus	Photo by Melody Ko; used with permission of Tufts University Photography, ©2007 Trustees of Tufts College
162	Freshmen engineers at Memorial Steps and Hodgdon Gate, November 19, 1929	Munro, Melville S., papers, 1908-1945. Digital Collections and Archives. Tufts University
169	Football players Peter Watson and Ken Wilson with Coach Rocky Carzo (middle), 1971	Physical Education/Athletics Department, 1870-2000. Digital Collections and Archives. Tufts University

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