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PREFACE

The Tufts University Fact Book, 2007-2008 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 2007 semester, except where noted. The University is a dynamic entity, and changes occur frequently. Updated University information is available online at http://www.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. The Office of Institutional Research & Evaluation, online at: http://www.tufts.edu/ir, contains a select subset of the information found in this publication, conveniently separated by topic headings. The most current information (including updates and corrections) are posted online on this website.

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.

**Dawn Geronimo Terkla**
Associate Provost

**Stephanie L. Topping**
Assistant Director & Contributing Editor

**Susan Storm**
Institutional Research Coordinator & Managing Editor
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

Chapel and Ballou Hall, 1884
**HIGHLIGHTS OF 2007**

Steven Manos retired in August as Executive Vice President, after 26 years.

Patricia Campbell began as Executive Vice President in September. She returned to Tufts after serving as V.P. for Finance and Administration at WGBH, Boston, and formerly served for eight years as the Executive Associate Dean at the School of Dental Medicine.

Professors William Moomaw and Adil Najam of The Fletcher School are 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). Walt was one of 65 new members and nine foreign associates to the NAE. Walt is the second professor in the School of Engineering, following Dean Linda M. Abriola, to receive this designation.

Jonathan Wilson has agreed to serve as the founding director of the Tufts Center for the Humanities and Arts, opening in Spring, 2008.

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 — a rapid notification system that enables our crisis communications team to issue time-sensitive alerts to students, faculty, and staff via cell phones, email, text messaging, landlines, and pagers.


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, and houses the offices of the Catholic, Muslim, and Protestant Chaplains.

To support clinical rotations at the Cummings School of Veterinary Medicine, work has begun work on a new ambulatory care facility in Woodstock, CT.

Ground was broken for a new regional biosafety lab in Grafton, which is scheduled for completion in December, 2008.

The Boston Redevelopment Authority approved Tufts’ proposal to expand the Dental School Building.
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.

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.

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.

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.


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 lead 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.


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.

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.

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.

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.

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.

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.

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 Bouvé–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.
ASPECTS OF TUFTS UNIVERSITY HISTORY, cont.

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.

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.


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.


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

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.
ASPECTS OF TUFTS UNIVERSITY HISTORY, cont.

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 shot up from 21 to 31; and the number of doctoral programs went 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.


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

1967—Burton Crosby Hallowell elected President.


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.

ASPECTS OF TUFTS UNIVERSITY HISTORY, CONT.

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.


1985— Opening of the Elizabeth Van Huyzen 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.


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.

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.


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.
Aspects of Tufts University History, cont.

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. 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.

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.

2007 — Opening of the Mr. John Baronian, A50, with some of his collection
Aspects of Tufts University History, cont.

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.
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NOVEMBER 2007

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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, Dental, Engineering, Fletcher, Friedman School of Nutrition Science and Policy, Medical, Cummings School of Veterinary Medicine, Tisch College of Citizenship and Public Service), Director of the Jean Mayer USDA Human Nutrition Research Center on Aging, Vice Provost, Associate Provosts, Senior Assistant Provost for Faculty Administration, Assistant Provost, Associate Provost for Institutional Research, Assessment & Evaluation, and the Administrative Director of the Boards of Overseers. Meets when necessary, September to June.

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Staff Council
Chaired by Executive Vice President. Consists of Provost/Senior Vice President, Vice Presidents for Finance, Human Resources, Information Technology, Operations, University Advancement and University Relations. Meets weekly.

Research and Graduate Programs Council
Chaired by the Vice Provost, 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 HNRCA, Associate Provost for Graduate Education, the Director of Research Administration, the Director of Corporate and Foundation Relations, the Director of the Office for Technology & Industry Collaboration, the Scientific Proposal Specialist, the Business Operations Director, and the Director of Financial Operations. Meets three to four times per year.

University Council on Graduate Education (UCGE)
Created by President Bacow in 2001, the UCGE provides intellectual leadership for improving graduate studies throughout Tufts University. The UCGE 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.

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<td>Associate Professor Deborah Pacini-Hernandez, Director</td>
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<td>Anthropology</td>
<td>Professor Rosalind Shaw</td>
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<td>Art and Art History</td>
<td>Associate Professor Cristelle Baskins</td>
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<td>Asian Studies</td>
<td>Associate Professor Ikumi Kaminishi, Coordinator</td>
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<td>Biology</td>
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<tr>
<td>Classics</td>
<td>Professor R. Bruce Hitchner</td>
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<td>Community Health</td>
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<td>Drama &amp; Dance</td>
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<tr>
<td>Education</td>
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<td>English</td>
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<tr>
<td>Geology</td>
<td>Associate Professor Anne F. Gardulski</td>
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<tr>
<td>German, Russian &amp; Asian Languages &amp; Literatures</td>
<td>Professor Hosea Hirata</td>
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<tr>
<td>History</td>
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<td>International Relations Program</td>
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<tr>
<td>Latin American Studies</td>
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<tr>
<td>Mathematics</td>
<td>Professor E. Todd Quinto, Interim</td>
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<tr>
<td>Museum Studies (Visual &amp; Critical Studies)</td>
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<td>Philosophy</td>
<td>Professor Mark Richard</td>
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<tr>
<td>Physical Education/Athletics</td>
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<tr>
<td>Physics &amp; Astronomy</td>
<td>Professor William P. Oliver</td>
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<td>Political Science</td>
<td>Associate Professor Robert Devigne</td>
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<td>Psychology</td>
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<td>Religion</td>
<td>Associate Professor Joseph Walser</td>
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<td>Romance Languages</td>
<td>Professor Jose Antonio Mazzotti</td>
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<td>Sociology</td>
<td>Associate Professor Paula Aymer</td>
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<tr>
<td>Urban &amp; Environmental Policy</td>
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<td>Women’s Studies</td>
<td>Associate Professor Modhumita Roy, Director</td>
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<td>World Civilizations</td>
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<td><strong>Engineering</strong></td>
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<tr>
<td>Biomedical Engineering</td>
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<tr>
<td>Civil &amp; Environmental Engineering</td>
<td>Professor Masoud Sanayei</td>
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<tr>
<td>Computer Science</td>
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<tr>
<td>Electrical &amp; Computer Engineering</td>
<td>Professor Jeffrey A. Hopwood</td>
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<tr>
<td>Mechanical Engineering</td>
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### Department Chairs and Program Chairs, Fall 2007, continued

#### School of Dental Medicine

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<tr>
<th>Program</th>
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<tbody>
<tr>
<td>Endodontics</td>
<td>Daniel B. Green, DDS</td>
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<tr>
<td>General Dentistry</td>
<td>Noshir Mehta, DMD</td>
</tr>
<tr>
<td>Oral and Maxillofacial Surgery</td>
<td>Maria B. Papageorge, DMD, MS</td>
</tr>
<tr>
<td>Oral and Maxillofacial Pathology</td>
<td>Michael Kahn, DDS</td>
</tr>
<tr>
<td>Orthodontics</td>
<td>Barry Briss, DMD</td>
</tr>
<tr>
<td>Pediatric Dentistry</td>
<td>Stanley Alexander, DMD</td>
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<tr>
<td>Periodontology</td>
<td>Terrence J. Griffin, DMD</td>
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<tr>
<td>Prosthodontics and Operative Dentistry</td>
<td>Robert J. Chapman, DMD</td>
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<tr>
<td>Public Health and Community Service</td>
<td>Catherine Hayes, DMD, DMSc</td>
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#### School of Medicine

##### Basic Science

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<tr>
<td>Anatomy and Cellular Biology</td>
<td>James Schwob, MD, PhD</td>
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<tr>
<td>Biochemistry</td>
<td>Brian F. Schaffhausen, PhD</td>
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<tr>
<td>Molecular Biology and Microbiology</td>
<td>Abraham L. Sonenshein, PhD, Interim</td>
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<tr>
<td>Neuroscience</td>
<td>Philip G. Haydon, PhD</td>
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<tr>
<td>Pathology</td>
<td>Henry H. Wortis, MD</td>
</tr>
<tr>
<td>Pharmacology and Experimental Therapeutics</td>
<td>David J. Greenblatt, MD</td>
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<td>Physiology</td>
<td>Eric Frank, PhD</td>
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##### Clinical

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<tr>
<td>Anesthesiology</td>
<td>Michael H. Entrup, MD</td>
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<tr>
<td>Dermatology</td>
<td>Alice Bendix Gottlieb, MD, PhD</td>
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<tr>
<td>Emergency Medicine</td>
<td>John P. Santoro, MD, Interim</td>
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<tr>
<td>Medicine</td>
<td>Deeb N. Salem, MD</td>
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<tr>
<td>Neurology</td>
<td>Allan H. Ropper</td>
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<tr>
<td>Neurosurgery</td>
<td>Thomas D. Sabin, MD</td>
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<tr>
<td>Obstetrics and Gynecology</td>
<td>Kenneth L. Noller, MD</td>
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<tr>
<td>Ophthalmology</td>
<td>Jay S. Duker, MD</td>
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<td>Orthopaedic Surgery</td>
<td>Charles Cassidy, MD</td>
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<tr>
<td>Otolaryngology/Head and Neck Surgery</td>
<td>Elie E. Rebeiz, MD</td>
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<tr>
<td>Pediatrics</td>
<td>John R. Schreiber, MD, MPH</td>
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<tr>
<td>Physical Medicine and Rehabilitation</td>
<td>Harry C. Webster, MD, Interim</td>
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<td>Paul Summergrad, MD</td>
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<td>Radiation Oncology</td>
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<td>Edgar Kent Yucel, MD</td>
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<td>Surgery</td>
<td>William C. Mackey, MD</td>
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<td>Gennaro A. Carpinito, MD</td>
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### Sackler School of Graduate Biomedical Sciences

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<th>Program Directors</th>
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<td>Anatomy and Cellular Biology</td>
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### Cummings School of Veterinary Medicine

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<td>Biomedical Sciences</td>
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<tr>
<td>Environmental and Population Health</td>
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**Alfred C. Lane excavating the Stearns Estate, November 22, 1934**
**Faculty Committees, Fall 2007**

### Arts, Sciences and Engineering Bylaw Committees

<table>
<thead>
<tr>
<th>Committee</th>
<th>Chairperson/Convenor</th>
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<tbody>
<tr>
<td>Academic Awards</td>
<td>Professor George Ellmore</td>
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<tr>
<td>Athletics</td>
<td>Inactive Committee</td>
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<tr>
<td>Budget &amp; University Priorities *</td>
<td>Professor Daniel Richards</td>
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<tr>
<td>Campus Planning &amp; Development</td>
<td>Associate Professor Jeffrey Zabel</td>
</tr>
<tr>
<td>Committee on Committees *</td>
<td>Associate Professor Bernhard Martin</td>
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<tr>
<td>Educational Policy Committee</td>
<td>Associate Professor James Ennis</td>
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<tr>
<td>Equal Educational Opportunity</td>
<td>Associate Professor Steven Hirsch, Co-chair</td>
</tr>
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<td></td>
<td>Lecturer Mary Glaser, Co-chair</td>
</tr>
<tr>
<td>Executive Committee for AS&amp;E *</td>
<td>Professor Boris Hasselblatt, Co-chair</td>
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<td>Professor Kent Portney, Co-chair</td>
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<tr>
<td>Faculty Advisory Board for Administration *</td>
<td>Associate Professor David Gute, Convenor</td>
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<tr>
<td>Faculty Research Awards</td>
<td>Professor Robert Cook</td>
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<tr>
<td>Faculty Research Support &amp; Facilities</td>
<td>Associate Professor Arthur Utz</td>
</tr>
<tr>
<td>Foreign Programs (EPC Subcommittee)</td>
<td>Assistant Professor Rebecca New</td>
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<tr>
<td>Grievance Panel *</td>
<td>Associate Professor Jerry Meldon</td>
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<tr>
<td>Library Committee</td>
<td>Associate Professor Ina Baghdiantz-McCabe</td>
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<tr>
<td>Specific Learning Disabilities (EPC Subcommittee)</td>
<td>Professor Marianne Wolf, Convenor</td>
</tr>
<tr>
<td>Student Life</td>
<td>Associate Professor Colin Orians</td>
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<tr>
<td>Committee European Center at Talloires</td>
<td>Senior Lecturer Emese Soos</td>
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<tr>
<td>Summer School</td>
<td>Professor Eli Siegel</td>
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<tr>
<td>Tenure &amp; Promotion *</td>
<td>Professor Jeffrey Berry</td>
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<tr>
<td>Undergraduate Admissions &amp; Financial Aid</td>
<td>Associate Professor David Garman</td>
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### Liberal Arts & Jackson Bylaw Committees

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<tr>
<td>Academic Review Board</td>
<td>Associate Professor Stephen Bailey</td>
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<td>Curricula Committee</td>
<td>Associate Professor Francie Chew, Convenor</td>
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<tr>
<td>Committee on Academic Standing &amp; Honors</td>
<td>Professor Eli Siegel</td>
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### Engineering Bylaw Committees

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<td>Academic Standing</td>
<td>Assistant Professor Caroline Cao, Convenor</td>
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<td>Curriculum Committee</td>
<td>Associate Professor Alva Couch</td>
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<td>Associate Dean Sergio Fantini</td>
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### Graduate School of Arts and Sciences

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<td>Executive Committee</td>
<td>Lecturer Martha Pott</td>
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<tr>
<td>Interdisciplinary Doctorate Overseers</td>
<td>Professor Robin Kanarek</td>
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<tr>
<td>Policy &amp; Programs</td>
<td>Dean Lynne Pepall</td>
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*Committees elected by the faculty*
## Faculty Committees, Fall 2007, Continued

### A&S Non–Bylaw Committees

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<tr>
<td>Community Health Policy Board</td>
<td>Director/Sr. Lecturer Edith Balbach</td>
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<td>Environmental Studies</td>
<td>Associate Professor George Ellmore</td>
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<tr>
<td>Experimental College Board</td>
<td>Lecturer Steve Cohen</td>
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<tr>
<td>Health Professions Recommendations Committee</td>
<td>Associate Professor Harry Bernheim</td>
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<tr>
<td>International Relations Program</td>
<td>Associate Professor / Director Malik Mufti</td>
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<tr>
<td>National &amp; International Scholarship Awards</td>
<td>Dean James M. Glaser, Convenor</td>
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<td>Peace &amp; Justice Studies</td>
<td>Professor Paul Joseph</td>
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<tr>
<td>Pre–Legal Advising</td>
<td>Associate Dean Karen Gould, Convenor</td>
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<tr>
<td>Women's Studies Faculty</td>
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### Trustees Committees

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<tr>
<td>Academic Affairs</td>
<td>Professor George Norman</td>
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<tr>
<td>Administration &amp; Finance</td>
<td>Professor Ken Portney</td>
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<td>University Advancement</td>
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### Mandated Committees

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<td>Human Subjects</td>
<td>Reverend David O'Leary</td>
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<tr>
<td>Institutional Animal Care and Usage</td>
<td>Associate Professor Michael Romero</td>
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<td>Radiation Hazards Control</td>
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### University–Wide Committees

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<tr>
<td>Affirmative Action Officers Council</td>
<td>Director Jacqueline Hymes</td>
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<td>Fraud &amp; Research Misconduct</td>
<td>Senior Scientist Simin Meydani</td>
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<tr>
<td>Gifts of Arts Committee</td>
<td>Director Amy Ingrid Schlegel, Convenor</td>
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### The Fletcher School of Law and Diplomacy

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<tr>
<td>Executive</td>
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<td>Admissions and Scholarships</td>
<td>Professor Ian Johnstone</td>
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<tr>
<td>Curriculum and Requirements for Degrees</td>
<td>Professor Alan Wachman</td>
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<td>Library</td>
<td>Professor Alan Henrikson</td>
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### Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy

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<tr>
<td>Admissions</td>
<td>Mr. Matthew Hast</td>
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<td>Appointments and Promotions</td>
<td>Dr. Susan B. Roberts</td>
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<tr>
<td>Committee on Committees</td>
<td>Ms. Helen Rasmussen</td>
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<tr>
<td>Curriculum and Degrees</td>
<td>Dr. Alice H. Lichtenstein</td>
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<tr>
<td>Finance and Fundraising Advisory</td>
<td>Dr. Peter Walker</td>
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<td>Grievance</td>
<td>Ms. Kathy Cappellano</td>
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### FACULTY COMMITTEES, FALL 2007, CONTINUED

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<tr>
<th>School of Dental Medicine</th>
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<tbody>
<tr>
<td>Admissions</td>
<td>Mr. Mark Gonthier</td>
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<td>Advanced and Graduate Education</td>
<td>Dr. Petros Damoulis</td>
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<td>Committee on Committees</td>
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<td>Continuing Education</td>
<td>Dr. Morton Rosenberg</td>
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<td>Curriculum</td>
<td>Dr. Nancy Arbree</td>
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<td>Dental Faculty Practice</td>
<td>Dr. Maria Papageorge</td>
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<tr>
<td>Ethics, Professionalism and Citizenship</td>
<td>Mr. Mark Gonthier</td>
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<td>Equal Educational Opportunity</td>
<td>Dr. Aidee Herman</td>
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<tr>
<td>Executive Faculty</td>
<td>President, Provost or Dean</td>
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<tr>
<td>Faculty Appointments, Promotions and Tenure</td>
<td>Dr. Daniel Green</td>
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<tr>
<td>Outcomes Assessment</td>
<td>Dr. Michael Kahn</td>
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<td>Patient Care Quality Assurance</td>
<td>Dr. David Russell</td>
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<td>Promotions (Predoctoral)</td>
<td>Dr. Michael Thompson</td>
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<td>Research</td>
<td>Ms. Eileen Doherty</td>
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<tr>
<td>Risk Management, Safety and Infection Control</td>
<td>Dr. David Russell</td>
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<tr>
<td>Technology</td>
<td>Dr. Roger Galburt</td>
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<td>Dr. Larry Feig</td>
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<td>Scientific Affairs</td>
<td>Dr. Norma Terrin</td>
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<td>Dr. Gerard Gaughan</td>
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<td>Dr. Robert Bridges</td>
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<td>Dr. Cheryl Blaze</td>
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<td>Curriculum</td>
<td>Dr. Lois Wetmore</td>
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<td>Faculty Appointments and Promotions</td>
<td>Dr. Randy Boudrieau</td>
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<td>Dr. Karl Andrutis</td>
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<td>Student Ethics and Grievance</td>
<td>Dr. Armelle De Laforcade</td>
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<tr>
<td>Student Promotions</td>
<td>Dr. Mary Labato</td>
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</table>
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

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 chairperson 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 Ph.D. 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.

Gerald J. and Dorothy R. 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.
Student Government - Graduate and Professional Schools, continued

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. The 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

2006 Mock Senate Hearing Delegation, Washington, DC
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.

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
http://www.tufts.edu/as/music/program/nec.htm
A unique opportunity for students interested in obtaining a BA or BS from Tufts and a BMus from the New England Conservatory in a five–year period.

Tufts Combined Degree, Bachelor of Fine Arts, and Master of Fine Arts Programs with the School of the Museum of Fine Arts
A five–year program provides students with the opportunity to earn a Bachelor’s degree from Tufts and a BFA from the School of the Museum of Fine Arts, which is affiliated with the Museum of Fine Arts. 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. A Master’s program enables graduate students to earn a Tufts MFA by studying at both institutions.

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 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 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.
**DEGREE PROGRAMS AND COLLEGES, CONTINUED**

**Gordon Institute, continued**

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.

**Graduate School of Arts and Sciences**

[http://gs.as.tufts.edu/](http://gs.as.tufts.edu/)

A school offering 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.

**College of Special Studies**

The Bachelor of Fine Arts degree is awarded through a cooperative arrangement with the School of the Museum of Fine Arts. The College also offers a variety of continuing education programs and courses, both non–credit and credit, through its division of graduate studies.

**The Fletcher School of Law and Diplomacy**

[http://fletcher.tufts.edu/](http://fletcher.tufts.edu/)

A graduate school of international affairs founded by Tufts with the cooperation of Harvard University, offering multi-disciplinary 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.

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

[http://nutrition.tufts.edu/](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 New England 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 joint degree program with the Fletcher School. It is closely associated with the Jean Mayer USDA Human Nutrition Research Center on Aging at Tufts.
DEGREE PROGRAMS AND COLLEGES, CONTINUED

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 three free-standing programs: Master of Public Health degree offered in collaboration with the faculty of Arts and Sciences and the Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy and has four 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 two 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/NEMC, and a Master of Science in Biomedical Sciences.

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, as well as combined DVM/MS degree programs in Comparative Biomedical Studies and Laboratory Animal Medicine. The DVM/MPH degree program is conducted in collaboration with the Tufts University School of Medicine, as well as the DVM/MS program with the Tufts University Fletcher School of Law and Diplomacy, the DVM/MS in Applied Biotechnology with Worcester Polytechnic Institute, the DVM/PhD with Tufts University Sackler School of Graduate Biomedical Sciences, and the DVM/PhD 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

Experimental College
http://excollege.tufts.edu

The Experimental 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 Experimental 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, movies as business and culture. They develop approaches that focus on key areas of interest, 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 putting on 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.

Last year, the Experimental 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.

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.
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. By working with faculty, students, staff, and alumni in each of Tufts’ seven schools, Tisch College develops and applies new resources to infuse the skills and habits of Active Citizenship throughout Tufts’ curriculum and activities.

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

- Prepare effective public citizens and community leaders to build a more equitable world
- Give students the knowledge and capacities to be effective active citizens, so that they may use their civic skills every day to tackle issues in their classrooms and residence halls and in their communities
- Infuse active citizenship skills and values into the academic fiber of the University
- Develop 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 – we organize, sponsor or support over 20 programs for students, including our intensive multi-year Citizenship & Public Service scholarship program which includes coursework, regular programming and learning in support of annual community projects, and a close advising relationship; our Active Citizenship Summers (ACS) and Civic Engagement (CEF) funds, providing modest financial support to student projects and internships; the Media & Public Service program, which offers courses on using TV and video media for social change; the Institute of Political Citizenship (IOPC) offering internships and publishing a journal to introduce students to the policy impact of politics; internship opportunities while studying abroad with Tufts; a common book for incoming students; the Tisch Residential Leadership Program; post-graduate internships and fellowship, such as the Dutko Fellowship; running or supporting many courses that include major civic engagement components and bring civic practitioners to campus; partnerships with many student organizations across campus; supporting the Tufts-Schweitzer Fellowship programs for health sciences students; and ad hoc support for a range of student initiatives which directly engage civic issues.

Faculty Programs – support for faculty to develop active citizenship curricula and research; technical assistance and support through the Tufts Community Research Center (TCRC); convenings to discuss new research in the field through the Civic Engagement Research Group (CERG); and nurturing a civic engagement research agenda with a regional higher education publishing organization. In July 2008, the Center for Information & Research on Civic Learning & Engagement (CIRCLE) will move from the University of Maryland to Tisch College, to enhance research initiatives on civic learning and citizen participation.

Community Partnerships – identify suitable placements for a wide range of students and research partners for faculty with community organizations in our host communities of Somerville, Medford, Chinatown, and the Mystic Watershed. Tisch College’s community engagement activities are organized by the Lincoln Filene Center for Community Partnerships (LFC). In addition to coordinating our active partnerships with community organizations as research and education partners for Tufts students and faculty, the LFC supports selected additional projects that address critical local public policy issues.

Alumni Programs – developed for 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; outreach to elder alumni considering community work for their third careers; support for the High School Public Service Awards program.
OTHER EDUCATIONAL PROGRAMS & CONTINUING EDUCATION

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.

Graduate Career Advancement and Certificate
http://gradstudy.tufts.edu/GradStudy-Page-gradstudyh_index.html

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.

Students in the Graduate Career Advancement Program can take career–minded courses or earn a professional certificate. The certificate programs are designed to help students keep up with the advances in an emerging or rapidly changing field, and consist of 4 to 5 courses that, when taken together, can serve as a professional credential or as an intermediate step to a related master’s degree. Graduate Studies offers certificates in the following areas: Bioengineering, Biotechnology, Biotechnology Engineering, Community Environmental Studies, Computer Science, Environmental Management, Epidemiology, Human–Computer Interaction, Management of Community Organizations, Manufacturing Engineering, Microwave and Wireless Engineering, Museum Studies, Occupational Therapy (with specializations in Advanced Professional Study, Hand and Upper Extremity Rehabilitation, and School-based Practice), and Program Evaluation.

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.

School of Dental Medicine Professional Continuing Education
http://dental.tufts.edu/

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.
OTHER EDUCATIONAL PROGRAMS AND CONTINUING EDUCATION, CONTINUED

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 provide lifelong learning opportunities for healthcare professionals and inter-professional teams with the ultimate goal of improving performance and patient care 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 topics and other essential competencies such as evidence-based practice, professionalism, communications, and quality improvement, cultural sensitivity and care management. Each year, the OCE sponsors approximately 100 or more live and enduring activities, as well as 150-200 regularly scheduled series for Tufts-affiliated hospitals.

These CE activities support the professional development of physicians, nurses, pharmacists and other health care professionals in maintaining their clinical competence and in acquiring updated scientific and clinical information. 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/continedu/

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 to improve their clinical skills through “hands on” laboratories and lectures cover a wide range of topics, from current research and developments in predominately clinical topics to public health issues.
ACADEMIC RESOURCE CENTERS

University Information Technology
http://uit.tufts.edu/

University Information Technology (UIT) is a university-wide service organization dedicated to providing campus information technology services and facilities in support of Tufts’ academic and business goals. UIT leads in IT strategic planning, implementation, and support of facilities and services that anticipate and meet university requirements.

Under the direction of the Vice President and CIO, UIT is responsible for building and maintaining Tufts’ information infrastructure which includes networking, computing, data center services, electronic communications, and telecommunications. UIT also supports core enterprise applications in the areas of Human Resources, Finance, Student Information, and Advancement. UIT’s technical breadth spans enterprise system design, application programming, systems administration and media development.

UIT’s strong collaboration with academic departments brings university-wide academic technology services and leadership to faculty and staff seeking to enrich their research and teaching with technology. UIT offers a broad range of services including on-site consultations in educational technology design, grant writing, faculty development events, collaboration tools customized for Tufts, and research and scientific computing support.

Through UIT, Tufts faculty, researchers, and students gain access to resources and advanced capabilities from national consortia and organizations such as Internet2, Center for the Advancement of Research Methods and Analysis (CARMA), the Universities Research Association, New Media Institute, and EDUCAUSE.

Academic Resource Center
http://ase.tufts.edu/arc

The mission of the Academic Resource Center (ARC) is to supplement and enhance classroom instruction, promote collaborative learning, and help Tufts students succeed academically. 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 Dowling Library 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://ase.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 ARC staff also advises professors wishing to incorporate more writing into existing courses or to design new courses emphasizing writing and research in the discipline. More information on the Writing Teaching Services is available at http://ase.tufts.edu/wts.

The Writing Fellows Program pairs writing assistants with students in selected classes to encourage better writing through revision. Approximately 35 undergraduate writing fellows are assigned to 12 classes each semester. For more information see http://ase.tufts.edu/wts-writingfells.

The ARC provides support and academic accommodations for students with documented disabilities through the office of Academic Services for Students with Disabilities. Students with disabilities may contact the office through http://studentservices.tufts.edu/webcenter to receive appropriate accommodations and counseling.

Critical Thinking Program
http://ase.tufts.edu/criticalThinking

The Critical Thinking Program is a faculty development initiative designed to enhance students’ capacity for careful and creative thought. It aims to infuse the explicit teaching of reasoning skills into courses across the Arts, Sciences, and Engineering curriculum. The program aids faculty in developing courses, facilitates the exploration of connections between different subject areas, and provides opportunities for interested faculty to discuss issues of pedagogy. More information can be found online.
ACADEMIC RESOURCE CENTERS, CONTINUED

Career Services
http://career.tufts.edu/

Tufts Career Services offers an array of services and programs to help undergraduate and graduate students in the 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.

Foreign Language and Culture Media Center
http://ase.tufts.edu/lmc/

The language center supplements foreign language instruction and maintains the Tufts Audio Archives, a collection of university lectures, readings, and discussions. There is a 16–station computer lab. There also are forty–nine–seat and twenty–seat video viewing rooms, and there is a VHS video studio. These facilities are heavily used and subject to language class priority.

Eaton Library from Miner Hall, n.d.
RELGIOUS, 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, Dphil, serves as an advocate on behalf of all campus religious groups.

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. Ann Penick, MA, LMHC, is the Catholic Chaplain and can be reached at (617) 627-2044 or at ann.penick@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: Phone: 617-627-3242; Fax: 617-627-3044; web: 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. Shareda Hosein, MA is the Muslim Chaplain and can be reached at (617) 627-2065 or at shareda.hosein@tufts.edu.

The Interfaith Center, 58 Winthrop Street
The Center opened in September, 2007, and houses the offices of the Catholic, Muslim, and Protestant Chaplains. A host of meetings and events take place at the Center throughout the week: Protestant bible study groups, Unitarian Universalist meetings, Muslim prayer services and meetings, Latter Day Saints meetings, Hindu Student Council meetings, and interfaith 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 Art Gallery offers nearly 7,000 square feet of exhibition space consists of five venues: the Tisch Family Gallery, the Koppelman Gallery, the Remis Sculpture Court, the Slater Concourse Gallery, and the New Media Wall (featuring continuous screenings of short video art and film).

Two major exhibitions curated and organized annually by the Art Gallery are presented in the 4,000 sq. ft. Tisch Gallery and two in the 1,200 sq. ft. Koppelman Gallery. These exhibitions interpret the Gallery's mission of exploring “new, global perspectives on art and art discourse.” In addition, the Gallery offers an annual exhibition each May in the Koppelman Gallery organized by graduate students in the Museum Studies Certificate Program, which provides hands-on curatorial experience in all aspects of exhibit organization and installation. During the summer, the Art Gallery offers a juried exhibition by Medford and Somerville artists, Tufts' host communities. The Remis Sculpture Court is dedicated to exhibitions of contemporary sculpture and sculptural installation and changes three times per year. It is also frequently used for receptions and lectures.

In addition, the Gallery annually presents MFA thesis exhibitions by candidates in the Master of Fine Arts degree program offered by Tufts in affiliation with the School of the Museum of Fine Arts, Boston.
CULTURAL AND SPECIAL INTEREST PROGRAMS AND ORGANIZATIONS, CONTINUED

Tufts University Art Gallery, continued
The Slater Concourse Gallery presents a variety of shorter, one-month exhibitions that rotate six to seven times annually. Based on projects proposed by Tufts students, clubs, faculty, alumni, or staff, The Slater Concourse reflects the rich texture of the Tufts community.

Public programs expand on the subject of the exhibitions and include: lectures, films, music, and gallery talks on Thursday evenings and guided exhibition tours by Tufts undergraduate and graduate students on a standing and an appointment-basis. Major Gallery-initiated exhibitions are accompanied by a catalogue or brochure.

All events are free and open to the public.

The Balch Arena Theater
http://ase.tufts.edu/drama-dance/balch/default.htm

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, 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/

Founded in 1969, the Africana Center works to augment the academic mission of the university and ensure that all students have access to a variety of academic, cultural and student resources. The Center works with students, faculty and staff across ethnicities, nationalities (American Caribbean, South American, etc.), gender and sexual identities to celebrate, recognize and honor the vast contributions of people of African descent to Tufts and the community at large.

The staff of the Center works extensively with the Africa and the New World Program, the Black Cultural Studies Seminar at Tufts, the Balfour Scholars program and numerous other departments and offices. Throughout the year, the Center coordinates events and activities that are open to all members of the university community. These events reflect and celebrate the scholarly and creative endeavors of people of African descent. These programs include an annual First Day of Classes Celebration, a first-year Cape Cod Orientation Retreat, a Peer Advisor and Orientation Leader program (upper-class students are assigned to work with first-year students throughout the academic year), the annual Martin Luther King, Jr. Program and events focusing on the scholarship and research on and within the African diaspora.

The Center also serves as a resource for student organizations including: the Pan African Alliance (PAA), the Caribbean Club, the African Students Organization (ASO), the Black Women's Group, the Black Men's Group, BlackOut, Envy, Emerging Black Leaders Symposium (EBLS), Black Pre-Law Society, Black Theatre Company, the National Society for Black Engineers (NSBE), ONYX literary magazine, the Black Graduate Student Association, and the residential unit, Capen House. In addition, the Center works with the coordinators of the Tufts in Ghana program, the Historically Black College and University Exchange Program, and the Black Alumni Association.

Asian American Center
http://ase.tufts.edu/asianam

Mission: The Asian American Center, founded in 1983, is a resource for the university and the Asian/Asian American communities and fosters a supportive environment for the academic and personal development of students by offering programs and services. 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.
CULTURAL AND SPECIAL INTEREST PROGRAMS AND ORGANIZATIONS, CONTINUED

Asian American Center, continued

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, Georges Island Outing and Discover Boston (a learning activity in Boston’s Chinatown) for first-year students; the Asian Community Reception; alumni networking receptions; 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. 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 Community at Tufts, Chinese Students Association, Filipino Cultural Society, Hawaii Club, Hong Kong Students Association, Indonesian Club, Japanese Culture Club, Korean Students Association, Singapore 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 Pan-Asian Council, a representative body of student organizations, and to the residential unit, Asian American House, 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 Intercultural Festival Week and the presentation of the Oliver Chapman Leadership Award to an exemplary senior.

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.

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
CULTURAL AND SPECIAL INTEREST PROGRAMS AND ORGANIZATIONS, CONTINUED

Latino Center, continued

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

Founded in 1992, the LGBT Center provides educational and social programs, trainings, and advising for all Tufts students, faculty, and staff on issues related to sexuality, sexual orientation, and gender identity. The Center also coordinates Team Q, an LGBT and ally student speakers’ bureau, and the annual Safe Colleges Conference, a regional conference for LGBT and ally students. The Center hosts peer-led discussion groups for Queer Students of Color and Allies, Bisexual Students, Queer Women, and Queer Men. Working closely with the other centers on campus as well as with academic departments, the LGBT Center strives to examine sexual orientation and gender always within the context of other identity markers (such as race, ethnicity, nationality and religion).

The Queer Peer program trains LGBT peer mentors to serve as resources for questioning and coming out students, and the director also meets with students individually to discuss personal and academic issues. The Center 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 Bias Intervention Team, the GLBT Fletcher Student Group, the LGBT Faculty-Staff Caucus, and the Campus Violence Prevention Project. In addition, the director advocates for individual students and represents LGBT concerns throughout the university.

The LGBT Center offers a book and video lending library, computers for student use, and meeting and study space. Free safer sex information and supplies are also available. The Center’s website features information about all our programs and events, a Queer Studies course list, and links to resources around Boston and around the world.

Women's Center

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

Since 1972, the Women’s Center has addressed matters of specific concern to women in order to create an atmosphere that is safe, supportive and intellectually rich. Programs are offered to the Tufts community about women, men, and gender that are informed by differences of race, ethnicity, culture, religion, sexual orientation, and socioeconomic class.

Students--women and men--are the heart of the Center and can get involved by joining any or all of its programs. The Women's Center Board, a student committee, plans educational and celebratory events for the community about women and gender issues.

The Campus Violence Prevention Project is a federally funded program of the Center that has several areas of focus: developing educational materials for students about violence against women within specific cultural contexts, coordinating services for victims of violence, and training of police officers about sexual assault, stalking, and abusive relationships.

The Center houses a resource room, lounge area and staff offices. The resource room, staffed by students, has information about events, internships, community organizations and current issues including health, politics, racism and sexuality. The lounge is a warm and inviting meeting place for groups or a quiet study room. We have magazines and newsletters, up-to-date bulletin boards and computers for student use.

The Center staff works closely with 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. The Center staff works with many academic departments and programs, especially the Women's Studies program. The director represents the special concerns of women on university committees and advocates for individual students.
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)
- Basketball (Men, Women)
- Crew (Men, Women)
- Cross Country (Men, Women)
- Fencing (Women)
- Field Hockey (Women)
- Football (Men)
- Golf (Men)
- Ice Hockey (Men)
- Indoor Track and Field (Men, Women)
- Lacrosse (Men, Women)
- Lightweight Crew (Women)
- Outdoor Track and Field (Men, Women)
- Sailing (Coed, Women)
- Soccer (Men, Women)
- Softball (Women)
- Squash (Men, Women)
- Swimming and Diving (Men, Women)
- Tennis (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 each semester, based on student interest are:

- Soccer
- Softball
- Badminton
- Tennis
- Volleyball
- Basketball
- Flag Football

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)
- Equestrian (Coed)
- Fencing (Men)
- Frisbee (Men, Women)
- Table Tennis (Coed)
- Skiing (Coed)
- Rugby (Men, Women)
- Volleyball (Men)
- Water polo (Coed)
RESEARCH AND EDUCATION CENTERS

Tufts Alpine Botany Class
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 AND THE GRADUATE SCHOOL OF ARTS & SCIENCES**
http://ase.tufts.edu/
http://ase.tufts.edu/gradstudy/aboutGSAS.htm

**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**
Margery Davies, Director
(617) 627-3237
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 the Enhancement of Learning and Teaching (CELT)**
Robert J. Sternberg, Ph.D., Director
Linda Jarvin, Ph.D., Deputy 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 will offer 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. To find out more, please visit http://provost.tufts.edu/initiatives/uctfd/.

**Center for Field Analytical Studies and Technology (CFAST)**
Albert Robbat, Jr., Director
(617) 627-3474

Facilitates the research, development, commercialization, and use of new field analytical techniques, establishes an environment for instrument development and validation and organizes educational programs that encourage the use of new field technologies.
RESEARCH & EDUCATION CENTERS, ARTS AND SCIENCES, CONTINUED

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.

Center for Interdisciplinary Studies
Jonathan E. Kenny, Director
(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.

Center for the Psychology of Abilities, Competencies, and Expertise (PACE)
Robert J. Sternberg, Ph.D., 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, Ed.D., Director
(617) 627-3815
http://ase.tufts.edu/crlr/

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; 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, Ph.D., Director
(617) 627-2825
http://ase.tufts.edu/csmt/

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.
**Research & Education Centers, Arts and Sciences, continued**

**Center for South Asian and Indian Ocean Studies**

Ayesha Jalal, Director  
(617) 627-2133  
[http://ase.tufts.edu/southasian/](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.

**Eliot-Pearson Children's School**

Debbie LeeKeenan, Director  
(617) 627-3434  
[http://ase.tufts.edu/epcs/](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, Ph.D., Co-Director  
William R. Moomaw, Ph.D., Co-Director  
(617) 627-3530  
[http://www.ase.tufts.edu/gdae/](http://www.ase.tufts.edu/gdae/)

The Global Development and Environmental Institute (GDAE) are 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, Ph.D., Director  
(617) 627-5558  
[http://ase.tufts.edu/iaryd/](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, Ph.D., Director  
(617) 627-5363  
[http://cosmos2.phy.tufts.edu/xbook.html](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.
RESEARCH & EDUCATION CENTERS, ARTS AND SCIENCES, CONTINUED

Osher Lifelong Learning Institute
Marilyn Blumsack, Director
(617) 627-5699
http://ase.tufts.edu/lli

The Osher Lifelong Learning Institute @ 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.

Tufts Educational Day Care Center
Janet Zeller, 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, Ph.D., 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/

Bioengineering and Biotechnology Center
David Kaplan, Director
Bruce Panilaitis, Coordinator
(617) 627-3251 or (617) 627-3607

The Bioengineering and Biotechnology Center addresses growing needs for interdisciplinary approaches to pursue complex challenges in biological approaches to engineering in the areas of medicine, energy and the environment. The Center draws upon resources and expertise from Tufts’ three campuses and includes the schools of Arts and Sciences, Medicine, Engineering, Graduate Biomedical Sciences, Veterinary Medicine, Dental Medicine, and Nutrition—a combination unlike any other in the Northeast. In addition, the Center maintains core research facilities for student and faculty programs, coordinates various technical interactions, and fosters collaborations with biotechnology industries, government laboratories, and other university laboratories. These ties provide the networks from which a full range of research opportunities can be provided to students and collaborators.

Center for Engineering Educational Outreach (CEEO)
Chris Rogers, Director
(617) 627-5888
http://www.ceeo.tufts.edu/

The core purpose of the CEEO is to Improve Engineering Education for all Ages from the K-12 student, to her parents, to the university engineering and liberal arts student. Four "towers of work" make up the Center: (1) engineering education research, (2) educational tool development, (3) teacher/volunteer support, and (4) a "bake sale" tower that funds a number of these efforts. The bake sale part includes teacher workshops, summer camps, royalties from tools we develop, and weekend programs. Programs and projects all include activities that relate to several "towers." In some, the engineering education research is the major activity; in others, it is tool development or teacher support. For a complete overview of our major programs and projects, please see our website.
RESEARCH & EDUCATION CENTERS, SCHOOL OF ENGINEERING, CONTINUED

Engineering Project Development Center
Leah Friedberg, Manager
(617) 627-2402
http://ase.tufts.edu/epdc/

The Engineering Project Development Center (EPDC) is a facility at Tufts University that supports the undergraduate engineering curriculum. This facility is a start-to-finish project center that enables students to take their projects from the initial idea stage to the final product and presentation stage.

The NERD Girls Project
Karen Panetta
nerdgirls@eecs.tufts.edu
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.

Thermal Analysis of Materials Processing Laboratory Center (TAMPL)
Peter Y. Wong, Director
(617) 627-5162
http://www.tufts.edu/as/tampl

TAMPL at Tufts’ School of Engineering is bridging the gap between thermal-fluid sciences and materials engineering. This group examines physical processes used in industry and explores the fundamental issues in thermal-fluid and materials science that underpin those processes. They disseminate the resulting research findings to academia and industry, and in turn educate new generations of engineering professionals.

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, stem cell responses, and tissue outcomes; 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.

SCHOOL OF DENTAL MEDICINE
http://www.tufts.edu/dental/

Center for Integrated Tissue Engineering (CITE)
Jonathan Garlick, D.D.S., Ph.D., Director
(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 replacement tissues for application in Regenerative Medicine and Dentistry and serves as a hub for areas of parallel investigation throughout the Tufts campus.
RESEARCH & EDUCATION CENTERS, SCHOOL OF DENTAL MEDICINE, CONTINUED

Dry Eye and Dry Mouth Research Laboratory
Driss Zoukhri, Ph.D.
(617) 636-2109

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, Sjogren's syndrome.

Division of Craniofacial and Molecular Genetics – Zebrafish Facility
Pamela Yelick, Ph.D., Director
(617) 636-2430

Research within the Division of Craniofacial and Molecular Genetics focuses on the development and regeneration of craniofacial skeletal elements and teeth. The new, state-of-the-art Zebrafish Facility houses over 2,000 fish tanks geared to breed and rear fish used to study dentition regrowth.

Gavel Center for Restorative Dental Research
Ronald Perry, D.M.D., 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.

Genetic Laboratory
Jake Chen, D.D.S., Ph.D.
(617) 636-2729

This lab focuses on gene expression and regulation of extracellular matrix proteins in bone development. Using transgenic mouse model, this lab focuses on the expression of bone sialoprotein (BSP) promoter in a tissue specific and developmentally regulated fashion. This lab also established a unique and versatile TVA (a chicken retroviral receptor) model to study the effects of a variety of regulatory factors, including "master genes" Runx2/Cbfal and osterix (Osx) in vivo during the deferent stages of bone development. This lab also has identified the signal transduction pathway of BSP in osteoclast formation and bone resorption.

Oral Medicine & Geriatric Dentistry Center
Athena Papas, D.M.D., Ph.D.
(617) 636-3932

This center focuses on remineralization of carious teeth and the restoration of the oral soft tissues. Additionally, Sjogren’s syndrome is studied in depth specifically investigating the capacities of pilocarpine and alpha interferon to increase salivary flow and improve oral health and the effects of medication on saliva, caries and periodontal disease.
RESEARCH & EDUCATION CENTERS, CONTINUED

SCHOOL OF MEDICINE
http://www.tufts.edu/med/

TUFTS-NEW ENGLAND MEDICAL CENTER
(as of March, 2008, Tufts-New England Medical Center is now Tufts Medical Center)
http://www.tufts-nemc.org/home/

SACKLER SCHOOL OF GRADUATE BIOMEDICAL SCIENCES
http://www.tufts.edu/sackler/

Biological Nuclear Magnetic Resonance Facility
William Bachovchin, Ph.D., 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. Tufts Biological NMR Center (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; M.I.T. (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, M.D., 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 Clinical Evidence Synthesis (CCES)
Joseph Lau, M.D., Director
(617) 636-5000

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-NEMC 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.

Center for Gastroenterology Research on Absorptive and Secretory Processes (GRASP)
Andrew G. Plaut, M.D., 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-New England 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.
RESEARCH & EDUCATION CENTERS, SCHOOL OF MEDICINE, SACKLER, T-NEMC, CONTINUED

Center for the Study of Drug Development
Kenneth I. Kaitin, Ph.D., 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.

Clinical Care Research
Harry P. Selker, M.D., M.S.P.H., Director
(617) 636-5000

The CCR in the Department of Medicine at Tufts-NEMC 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.

Clinical Research Center (CRC) of Tufts-NEMC

- 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)

Harry P. Selker, M.D., M.S.P.H., Director
(617) 636-5000

The CRC (formerly the GCRC) 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 Tufts-NEMC 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.

Electron Microscope Facility
Cathy Linsenmayer, Ph.D., 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 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, Ph.D., 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.

Institute for Clinical Research and Health Policy Studies
Harry P. Selker, M.D., M.S.P.H., Director
(617) 636-5000

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
Christopher Schmid, Ph.D., Director
(617) 636-5000

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 by weekly meetings, seminars and education. Through collaboration with investigators within and beyond Tufts-NEMC, 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.

Center for Cardiovascular Health Services Research
Harry P. Selker, M.D., M.S.P.H., Director
(617) 636-5000

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, decision aids, which provide the emergency physician with predictions of key outcomes, These 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 the Evaluation of Value and Risk in Health (CEVR)
Peter Neumann, Sc.D., Director
(617) 636-5000

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-NEMC Cost-Effectiveness Registry, an online database of almost 1,000 cost-effectiveness analyses in health care, currently funded by the National Library of Medicine.
RESEARCH & EDUCATION CENTERS, SCHOOL OF MEDICINE, SACKLER, T-NEMC, CONTINUED

The Health Institute
Susan K. Parsons, M.D., M.R.P., Director
(617) 636-5000

The THI at Tufts-NEMC 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.

Laboratory for Nutrition and Vision Research
Allen Taylor, Ph.D., Laboratory Director
(617) 556-3156
http://hnrc.tufts.edu/1192109687036/HNRCA-Page-hnrca2ws_1192109688533.html

Analysis and characterization of protein expression patterns, or proteomics, is one of the rapidly developing areas of research for elucidating molecular mechanisms of diseases and identifying potential drug targets. The purpose of the Analytical Protein Expression Module is to facilitate access for vision scientists at Tufts to advanced technologies in protein analyses.

Molecular Cardiology Research Institute
Michael E. Mendelsohn, M.D., F.A.C.C., Executive Director
(617) 636-9370

The MCRI is a fully-functional Department at Tufts-New England Medical Center. 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.

New England Cochrane Center (Boston Office)
Joseph Lau, M.D., Director
(617) 636-5000

Members of the CCES participate in the work of the International Cochrane Collaboration of identifying all relevant clinical evidence and producing systematic overviews (meta-analyses). The CCES is one of two designated United States Cochrane Centers, designated as the New England Cochrane Center. The Pain and Palliative Care Review Group, headed by Drs. Daniel Carr and Joseph Lau, is also based in this group.
RESEARCH & EDUCATION CENTERS, SCHOOL OF MEDICINE, SACKLER, T-NEMC, CONTINUED

Center for Neuroscience Research (CNR)
F. Rob Jackson, Ph.D., 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-New England Medical Center (Tufts-NEMC). 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, Ph.D., Director
617) 636-3470
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, Ph.D., Director
(617) 636-2991
http://www.tufts.edu/sackler/tcvr

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.

Tufts-NEMC Cancer Center
Phillip N. Tsichlis, M.D., Director
(617) 636-2626
http://cancercenter.nemc.org/

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)
Phillip N. Tsichlis, M.D., Director
(617) 636-6100
http://www.tufts-mori.org/welcome/index.asp

The Molecular Oncology Research Institute, a core component of the Tufts-NEMC 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/NEMC Imaging Facility
F. Rob Jackson, Ph.D., Director
Alan Kopin, M.D., Director
(617) 636-3795
http://www.neurosci.tufts.edu/Imaging.html

The Tufts University/New England Medical Center (Tufts/NEMC) Imaging Facility (TNIF) provides equipment and expertise for confocal and multiphoton microscopy. We provide imaging services, including FRAP, FRET and the use of photoactivatable GFP, to all scientists of Tufts University and Tufts-NEMC. In conjunction with GRASP, we offer equipment and expertise for laser capture microdissection, using an Arcturus PixCell IIe instrument.
RESEARCH & EDUCATION CENTERS, SCHOOL OF MEDICINE, SACKLER, T-NEMC, CONTINUED

Tufts-NEMC Otolaryngology Research Center
(617) 636-5469
http://www.tufts-nemc.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/NEMC Small Animal Imaging Facility
Gary Sahagian, Ph.D., Facility Director
(617) 636-6748
http://www2.healthsci.tufts.edu/saif/

The Tufts University/New England 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 Cellvizo 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.

Tufts University Core Facility
Michael Berne, 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 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).

JEAN MAYER USDA HUMAN NUTRITION RESEARCH CENTER ON AGING
http://hnrc.tufts.edu/

Robert M. Russell, MD, Director
(617) 556-3000

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, Massachusetts, 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.
RESEARCH & EDUCATION CENTERS, CONTINUED

FRIEDMAN SCHOOL OF NUTRITION SCIENCE & POLICY
http://nutrition.tufts.edu/

Feinstein International Center
Peter Walker, Ph.D., Director
(617) 627-3423
http://fic.tufts.edu/

The Feinstein International Famine 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.

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 and in a printed version.

Humanitarianism & War Project
Larry Minear, Director
(617) 627-5953
http://hwproject.tufts.edu/

The Humanitarianism & War Project reviews the experience of the international community responding to complex emergencies around the world during the post-Cold War period, examining the interplay between humanitarian action and political-military forces.

John Hancock Center for Physical Activity and Nutrition
Miriam Nelson, Ph.D., Director
(617) 636-3735
http://jhcpan.nutrition.tufts.edu/

The goal of JHCPAN is to develop sound exercise and nutrition programs, influence public policy, and promote physical activity nationally and internationally.

New Entry Sustainable Farming Project
Jennifer Hashley, Project 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
Jerry Sternin, Director
(617) 636-2195 or (617) 636-2172
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. Funded by the Ford 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.
**Research & Education Centers, Friedman School of Nutrition, continued**

**Refugees and Forced Migration Program**
Karen Jacobsen, Ph.D., Director
(617) 627-5321
http://fic.tufts.edu/?pid=30

The Refugees & Forced Migration Program 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.

**The StrongWomen Program**
Miriam Nelson, Ph.D.
(617) 636-3735
http://go.tufts.edu/strongwomen

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. At the core of the community-based model is the StrongWomen Toolkit; this curriculum contains information and resources needed to begin and maintain the StrongWomen program, and provides information on fostering leadership and developing community initiatives.

**Tufts Longitudinal Health Study**
Christina Economos, Ph.D.
(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.

**Children in Balance**

**BONES Project**
Christina Economos, Ph.D.
http://nutrition.tufts.edu/research/bones/

The BONES Project is a program intervention to promote bone health in early elementary school children who participate in after-school programs.

**Shape Up Somerville**
Christina Economos, Ph.D.
(617) 636-3566
http://nutrition.tufts.edu/research/shapeup/

Shape Up Somerville: Eat Smart Play Hard is a community-based obesity prevention research study that aims to influence the health of 1st, 2nd, and 3rd graders in Somerville, MA by changing the environment of their schools, homes, and community to promote increased physical activity and healthy eating, specifically fruits, vegetables, legumes, low-fat dairy and whole grain products.

**Tufts Childhood Obesity Initiative**
Christina Economos, Ph.D.
Miriam Nelson, Ph.D.
Dean Eileen Kennedy
http://www.childreninbalance.org/

In July 2004, The New Balance Foundation agreed to fund and support a 10-year initiative with the Friedman School of Nutrition Science and Policy entitled *Children in Balance: The Tufts Childhood Obesity Initiative*. This partnership will result in the establishment of The New Balance Chair in Childhood Nutrition, endowed graduate fellowships for students focusing on issues related to childhood nutrition, and current funding for core research, graduate students, and program development at the Friedman School. Professors Miriam Nelson and Christina Economos played an important role in developing this partnership with the New Balance Foundation. They will lead this initiative, together with Dean Eileen Kennedy.
RESEARCH & EDUCATION CENTERS, CONTINUED

The Fletcher School
http://fletcher.tufts.edu/

The Center for Emerging Market Enterprises
Charles Bralver, Director
(617) 627-4965
http://fletcher.tufts.edu/ceme/

The Center for Emerging Market Enterprises (CEME) considers not only particular geographies but also the topic areas that affect 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.

Center for International Environment and Resource Policy
William R. Moomaw, Ph.D., Director
(617) 627-2476
http://fletcher.tufts.edu/ierp/

Established in 1992, CIERP 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.

The Cultural Change Institute
Professor Lawrence Harrison, Director
(617) 627-3034
http://fletcher.tufts.edu/cci/

The Cultural Change Institute (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.

The Edward R. Murrow Center of Public Diplomacy
Crocker Snow Jr., Acting Director
(617) 627-3700
http://fletcher.tufts.edu/murrow/index.html

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 in the Digital Collections and Archives and the Murrow Memorial Reading Room which also serves as a special seminar classroom and meeting room for Fletcher activities. The Center awards Murrow Fellowships to midcareer 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.

Global Development and Environmental Institute
Neva R. Goodwin, Co-Director
William R. Moomaw, Ph.D., 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.
RESEARCH & EDUCATION CENTERS, THE FLETCHER SCHOOL, CONTINUED

Institute for Human Security
Peter Uvin, Ph.D., Director
(617) 627-4296
http://fletcher.tufts.edu/humansecurity/

The Institute for Human Security promotes cutting edge-research and education about the overlaps between humanitarianism, development, human rights, and conflict resolution. The Institute is resolutely interdisciplinary.

International Security Studies Program
Richard H. Shultz Jr., Ph.D., 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.

The Jan Henrik Jebsen Center for Counter-Terrorism Studies
BG (Ret.) Russell D. Howard, Director
(617) 627-4740
http://fletcher.tufts.edu/jebsencenter/default.shtml

The Jebsen Center for Counter Terrorism Studies was established at The Fletcher School in September, 2005. Its mission is to increase the understanding and competency of counterterrorism professionals and to accomplish this mission the Jebsen Center funds a robust research and analysis program. Predicting, preventing and preemption of terrorist activity are important research topics at the Center, as are more specifically the role of women and business in the campaign against terrorism.

Maritime Studies Program
John Curtis Perry, Ph.D., Director
(617) 627-3700
http://fletcher.tufts.edu/maritime/

Study of the ocean provides an opportunity to add an important dimension to a global perspective. Fletcher’s interdisciplinary curriculum makes it an ideal place to study the salt-water part of the planetary surface; to examine it in a comprehensive way as an important sphere of international affairs, as a place of concern for makers of policy and shapers of events.

The Program in International Business
Laurent Jacque, Ph.D., Director
(617) 627-5982
http://fletcher.tufts.edu/ibr/

The International Business Program combines cutting-edge international management education with an interdisciplinary grasp of the socio-cultural and political forces that are continuously reshaping the global marketplace. On par with leading traditional – yet ethnocentric – MBA programs, the International Business Program curriculum prepares the 21st century manager for the intricacies of project financing, international securitization, foreign market-entry strategies, or a global product launch. The program produces geocentric business leaders who can steer their firms through the maze of the constantly changing national and international marketplace.

Program in International Development
Steven Block, Ph.D., 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.
RESEARCH & EDUCATION CENTERS, THE FLETCHER SCHOOL, CONTINUED

Program in International Negotiation and Conflict Resolution
Eileen Babbitt, Ph.D., 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.

Program in Southwest Asia and Islamic Civilization
Andrew C. Hess, Ph.D., Director
(617) 627-2734
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. During the academic year the program sponsors lectures, colloquia and an executive seminar series.

CUMMINGS SCHOOL OF VETERINARY MEDICINE
http://vet.tufts.edu/

Center for Animals and Public Policy
Paul Waldau, D. Phil, J.D., 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
Gretchen Kaufman, DVM, Director
(508) 887-4789
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. TuftsCCM 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 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.
RESEARCH & EDUCATION CENTERS, THE CUMMINGS SCHOOL, CONTINUED

Harrington Oncology Program
Lisa Barber, DVM
(508) 839-7960
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) 839-7956
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
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.

Issam M Fares Equine Sports Medicine Program
Melissa R. Mazan, DVM
(508) 839-5302, ext. 84615
http://www.tufts.edu/vet/spors/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.
RESEARCH & EDUCATION CENTERS, THE CUMMINGS SCHOOL, CONTINUED

Lung Function Testing Laboratory
Andrew Hoffman, DVM, DVSc, DACVIM, Head
(508) 839-5302, ext. 84589
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
Carl Kirker-Head, MRCVS, Co-Director
(508) 839-5395, ext. 87176
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.

Wildlife Medicine Program
Flo Tseng, DVM, Acting Director
(508) 887-4919
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.
RESEARCH & EDUCATION CENTERS, CONTINUED

DISTINCTIVE UNIVERSITY-WIDE PROGRAMS

http://provost.tufts.edu

Fares Center for Eastern Mediterranean Studies
Leila Fawaz, Director
(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.

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.

OpenCourseWare
http://ocw.tufts.edu/

Great universities constantly expand their reach, working across traditional boundaries to grasp and meet the global community’s most critical needs. This begins with sharing knowledge – among colleagues, among departments, among schools, and finally across countries and continents. Tufts OpenCourseWare is part of a new educational movement where course content is accessible at no cost to anyone online. Tufts’ initial offerings demonstrate the university’s strength in the life sciences as well as a multi-disciplinary approach, an international perspective, and an underlying ethic of service to our local, national, and international communities.
RESEARCH & EDUCATION CENTERS, UNIVERSITY-WIDE, CONTINUED

Tufts Institute of the Environment
William Moomaw, Ph.D., Director
(617) 627-3645
http://www.tufts.edu/tie/

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.

WSSS Research and Graduate Education Program
Paul Kirshen, Ph.D., Director and Co-Chair
Beatrice Rogers, Ph.D., 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.

Institute for Global Leadership
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:

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 2007-08 topic is Global Poverty and Inequality.
RESEARCH & EDUCATION CENTERS, UNIVERSITY-WIDE, CONTINUED

Institute for Global Leadership, continued

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 650 students have conducted research or participated in an international internship in more than 70 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.

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, 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, Tufts Chapter of Physicians for Human Rights, and The Global Public Health and Humanitarian Policy Program.

For more information, please visit www.tuftsgloballeadership.org.
STUDENTS

Member of the Women’s Track Team, August, 2007
**Scholastic Aptitude Test Scores of Entering Class -- Fall of Year Shown**

### Verbal/Critical Reasoning SAT Scores - Average Scores

<table>
<thead>
<tr>
<th>Year</th>
<th>National</th>
<th>All Entering Freshmen</th>
<th>Engineering</th>
<th>Arts and Sciences</th>
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<td>502</td>
<td>704</td>
<td>686</td>
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<td>2006/07</td>
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<td>2005/06</td>
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<td>2004/05</td>
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### Math SAT Scores - Average Scores

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### Writing SAT Scores - Average Scores

*Data not available prior to 2006/07*

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### Verbal/Critical Reasoning SAT Scores - 25th-75th Percentiles

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### Math SAT Scores - 25th-75th Percentiles

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### Writing SAT Scores - 25th-75th Percentiles

*Data not available prior to 2006/07*

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### ADMISSIONS STATISTICS – UNDERGRADUATE

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<tr>
<td>% of Acceptees Enrolled</td>
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<td>% of Applicants Requesting Financial Aid</td>
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<tr>
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<td><strong>Liberal Arts (Men)</strong></td>
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<td>27%</td>
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<td>% of Acceptees Enrolled</td>
<td>35%</td>
<td>34%</td>
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<tr>
<td>% of Applicants Requesting Financial Aid</td>
<td>53%</td>
<td>55%</td>
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<td>% of Enrollees Receiving Financial Aid</td>
<td>34%</td>
<td>36%</td>
<td>32%</td>
<td>32%</td>
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<tbody>
<tr>
<td><strong>Jackson (Women)</strong></td>
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<td>Applicants</td>
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<td>586</td>
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<td>593</td>
<td>653</td>
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<td>% of Applicants Accepted</td>
<td>23%</td>
<td>24%</td>
<td>25%</td>
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<tr>
<td>% of Acceptees Enrolled</td>
<td>34%</td>
<td>32%</td>
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<td>27%</td>
<td>28%</td>
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<tr>
<td>% of Acceptees Enrolled</td>
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<td>31%</td>
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<td>% of Applicants Accepted</td>
<td>42%</td>
<td>22%</td>
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<td>% of Acceptees Enrolled</td>
<td>46%</td>
<td>44%</td>
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# Admissions Statistics - Graduate & Professional

## Graduate School Arts and Sciences

<table>
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<tr>
<th>Year</th>
<th>Applicants</th>
<th>Acceptances</th>
<th>Enrollments</th>
<th>% of Applicants Accepted</th>
<th>% of Acceptees Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003/2004</td>
<td>1,901</td>
<td>839</td>
<td>383</td>
<td>44%</td>
<td>46%</td>
</tr>
<tr>
<td>2004/2005</td>
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<td>868</td>
<td>383</td>
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<td>44%</td>
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<tr>
<td>2005/2006</td>
<td>1,743</td>
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<td>385</td>
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<td>47%</td>
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<tr>
<td>2006/2007</td>
<td>1,880</td>
<td>849</td>
<td>377</td>
<td>45%</td>
<td>44%</td>
</tr>
<tr>
<td>2007/2008</td>
<td>1,837</td>
<td>782</td>
<td>332</td>
<td>43%</td>
<td>42%</td>
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</tbody>
</table>

## School of Engineering (Graduate)

<table>
<thead>
<tr>
<th>Year</th>
<th>Applicants</th>
<th>Acceptances</th>
<th>Enrollments</th>
<th>% of Applicants Accepted</th>
<th>% of Acceptees Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003/2004</td>
<td>695</td>
<td>316</td>
<td>169</td>
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<td>53%</td>
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<tr>
<td>2004/2005</td>
<td>564</td>
<td>301</td>
<td>163</td>
<td>53%</td>
<td>54%</td>
</tr>
<tr>
<td>2005/2006</td>
<td>541</td>
<td>267</td>
<td>149</td>
<td>49%</td>
<td>56%</td>
</tr>
<tr>
<td>2006/2007</td>
<td>535</td>
<td>262</td>
<td>144</td>
<td>49%</td>
<td>55%</td>
</tr>
<tr>
<td>2007/2008</td>
<td>587</td>
<td>318</td>
<td>141</td>
<td>54%</td>
<td>44%</td>
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</table>

## The Fletcher School

<table>
<thead>
<tr>
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<th>Enrollments</th>
<th>% of Applicants Accepted</th>
<th>% of Acceptees Enrolled</th>
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</thead>
<tbody>
<tr>
<td>2003/2004</td>
<td>1,660</td>
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<td>34%</td>
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<tr>
<td>2004/2005</td>
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<td>569</td>
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<td>34%</td>
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<tr>
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<tr>
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## Friedman S.N.S.P.

<table>
<thead>
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<th>Enrollments</th>
<th>% of Applicants Accepted</th>
<th>% of Acceptees Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003/2004</td>
<td>215</td>
<td>128</td>
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<td>48%</td>
</tr>
<tr>
<td>2004/2005</td>
<td>183</td>
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<td>86</td>
<td>76%</td>
<td>62%</td>
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<tr>
<td>2005/2006</td>
<td>220</td>
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<td>55%</td>
<td>58%</td>
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<tr>
<td>2006/2007</td>
<td>257</td>
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<td>51%</td>
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<tr>
<td>2007/2008</td>
<td>268</td>
<td>123</td>
<td>62</td>
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<td>50%</td>
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## Dental School (DMD)

<table>
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<th>Acceptances</th>
<th>Enrollments</th>
<th>% of Applicants Accepted</th>
<th>% of Acceptees Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003/2004</td>
<td>1,995</td>
<td>514</td>
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<td>29%</td>
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<tr>
<td>2004/2005</td>
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<td>462</td>
<td>161</td>
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<td>35%</td>
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<tr>
<td>2005/2006</td>
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<td>331</td>
<td>158</td>
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<tr>
<td>2006/2007</td>
<td>3,744</td>
<td>339</td>
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<td>9%</td>
<td>47%</td>
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<tr>
<td>2007/2008</td>
<td>4,268</td>
<td>307</td>
<td>166</td>
<td>7%</td>
<td>54%</td>
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## Admissions Statistics - Graduate & Professional, continued

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

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<tbody>
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<td>AMCAS Applications</td>
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<td>8,368</td>
<td>8,277</td>
<td>8,573</td>
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<td>6,649</td>
<td>6,794</td>
<td>6,694</td>
<td>6,854</td>
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<td>464</td>
<td>473</td>
<td>453</td>
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<td>168</td>
<td>171</td>
<td>173</td>
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<td>8%</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>% of Acceptees Enrolled</td>
<td>35%</td>
<td>36%</td>
<td>36%</td>
<td>38%</td>
<td>35%</td>
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### Medical School (MS, MPH)

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<td>% of Applicants Accepted</td>
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<td>77%</td>
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<td>78%</td>
<td>51%</td>
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<tr>
<td>% of Acceptees Enrolled</td>
<td>29%</td>
<td>36%</td>
<td>33%</td>
<td>33%</td>
<td>43%</td>
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### Sackler School

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<tbody>
<tr>
<td>Applicants</td>
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<td>1,184</td>
<td>696</td>
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<td>782</td>
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<td>109</td>
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<td>49</td>
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<tr>
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<td>13%</td>
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<tr>
<td>% of Acceptees Enrolled</td>
<td>44%</td>
<td>45%</td>
<td>38%</td>
<td>39%</td>
<td>41%</td>
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### Cummings School of Veterinary Medicine (DVM)

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</thead>
<tbody>
<tr>
<td>Applicants</td>
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<td>714</td>
<td>696</td>
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<td>153</td>
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<td>158</td>
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<td>80</td>
<td>75</td>
<td>80</td>
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<td>19%</td>
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<td>21%</td>
<td>23%</td>
<td>21%</td>
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<tr>
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<td>49%</td>
<td>49%</td>
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### Cummings School of Veterinary Medicine (MS in Animals and Public Policy)

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<tbody>
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<tr>
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<td>35%</td>
<td>42%</td>
<td>48%</td>
<td>70%</td>
<td>53%</td>
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<td>71%</td>
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### Cummings School of Veterinary Medicine (PhD)

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<td>43%</td>
<td>19%</td>
<td>20%</td>
<td>29%</td>
<td>18%</td>
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<td>% of Acceptees Enrolled</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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## Characteristics of Entering Classes – Undergraduate

### Engineering

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<td>21%</td>
<td>24%</td>
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<td>29%</td>
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<tr>
<td>% from Private Religious Schools</td>
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<td><strong>Rank in Secondary School Class</strong></td>
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<td>% in First Quintile</td>
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<td>91%</td>
<td>97%</td>
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<td>89%</td>
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<td>% in Second Quintile</td>
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<td>3%</td>
<td>3%</td>
<td>8%</td>
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<td><strong>Geographic Distribution</strong></td>
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<td>31%</td>
<td>33%</td>
<td>31%</td>
<td>27%</td>
</tr>
<tr>
<td>% Other New England</td>
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<td>16%</td>
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### Liberal Arts (Men)

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### Jackson (Women)

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**Characteristics of Entering Classes – Graduate & Professional**

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**Characteristics of Entering Classes – Graduate & Professional, continued**

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### Sackler School

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### Cummings – Veterinary (DVM)

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### Cummings – Veterinary (MS in Animals and Public Policy)

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### Cummings – Veterinary (PhD)

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# Full-Time Student Enrollment

## Fall of Year Shown

### Undergraduate

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### Graduate

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</tr>
<tr>
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<td><strong>1,997</strong></td>
<td><strong>2,020</strong></td>
<td><strong>2,069</strong></td>
<td><strong>2,090</strong></td>
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</table>

### First Professional

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Dental (DMD) **</td>
<td>629</td>
<td>646</td>
<td>648</td>
<td>657</td>
<td>686</td>
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<tr>
<td>Medical (MD, MD/MPH, MD/MBA, MD/PHD)**</td>
<td>695</td>
<td>697</td>
<td>703</td>
<td>698</td>
<td>705</td>
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<tr>
<td>Cummings-Veterinary (DVM) **</td>
<td>319</td>
<td>313</td>
<td>313</td>
<td>321</td>
<td>315</td>
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<tr>
<td><strong>Total First Professional</strong></td>
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<td><strong>1,664</strong></td>
<td><strong>1,676</strong></td>
<td><strong>1,706</strong></td>
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</table>

### Other

<table>
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</thead>
<tbody>
<tr>
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<td>84</td>
<td>107</td>
<td>107</td>
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<td>54</td>
<td>42</td>
<td>42</td>
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<tr>
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<td><strong>128</strong></td>
<td><strong>161</strong></td>
<td><strong>149</strong></td>
<td><strong>148</strong></td>
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</tbody>
</table>

### Totals

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Full-Time</strong></td>
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<td><strong>8,624</strong></td>
<td><strong>8,814</strong></td>
<td><strong>8,832</strong></td>
<td><strong>8,921</strong></td>
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</tbody>
</table>

*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

### Undergraduate

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<tr>
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</thead>
<tbody>
<tr>
<td>Arts &amp; Sciences</td>
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<td>79</td>
<td>40</td>
<td>37</td>
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<td>3</td>
<td>4</td>
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<td>5-Year Arts/Engineering</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>Study Abroad Programs</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td><strong>Total Undergraduate</strong></td>
<td>74</td>
<td>45</td>
<td>82</td>
<td>44</td>
<td>39</td>
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</tbody>
</table>

### Graduate

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GSAS (Masters)</td>
<td>Historical data not available</td>
<td>175</td>
<td>177</td>
<td>174</td>
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<tr>
<td>GSAS (PhD, OTD)</td>
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<tr>
<td>GSAS (Certificate)</td>
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<tr>
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<td>236</td>
<td>233</td>
<td>239</td>
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<tr>
<td>GSOE (Masters)</td>
<td>Historical data not available</td>
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<td>139</td>
<td>134</td>
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<tr>
<td>GSOE (PhD)</td>
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<td>36</td>
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<tr>
<td><strong>GSOE (Total)</strong></td>
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<tr>
<td>Fletcher*</td>
<td>16</td>
<td>11</td>
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<td>10</td>
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<tr>
<td>Friedman S.N.S.P.**</td>
<td>16</td>
<td>17</td>
<td>30</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>Dental (MS)**</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Medical (MS, MPH, Certificate)**</td>
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<td>34</td>
<td>30</td>
<td>55</td>
<td>62</td>
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<tr>
<td>Sackler**</td>
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<td>8</td>
<td>2</td>
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<td>1</td>
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<tr>
<td>Cummings-Veterinary (MS)**</td>
<td>0</td>
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<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>Cummings-Veterinary (PhD)**</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Graduate</strong></td>
<td>515</td>
<td>546</td>
<td>507</td>
<td>488</td>
<td>496</td>
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</table>

### First Professional

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental (DMD)**</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Medical (MD, MD/MPH, MD/MBA, MD/PHD)**</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Cummings-Veterinary (DVM)**</td>
<td>1</td>
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<td>5</td>
<td>1</td>
<td>0</td>
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<tr>
<td><strong>Total First Professional</strong></td>
<td>4</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>0</td>
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### Other

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Dental - Certificate</td>
<td>0</td>
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<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Unclassified</td>
<td>331</td>
<td>381</td>
<td>330</td>
<td>317</td>
<td>333</td>
</tr>
<tr>
<td><strong>Total Other</strong></td>
<td>331</td>
<td>381</td>
<td>330</td>
<td>317</td>
<td>333</td>
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</tbody>
</table>

### Totals

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Part-Time</strong></td>
<td>924</td>
<td>978</td>
<td>924</td>
<td>850</td>
<td>868</td>
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<tr>
<td><strong>Total FTE (Part time/2)</strong></td>
<td>462</td>
<td>489</td>
<td>462</td>
<td>425</td>
<td>434</td>
</tr>
</tbody>
</table>

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1. Part-time status defined as follows: Enrolled in two or fewer courses; students given part-time tuition waiver by dean.
2. 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

Full-time Student Enrollment

<table>
<thead>
<tr>
<th>Year/Division</th>
<th>2003/04</th>
<th>2004/05</th>
<th>2005/06</th>
<th>2006/07</th>
<th>2007/08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>1,643</td>
<td>1,656</td>
<td>1,664</td>
<td>1,676</td>
<td>1,706</td>
</tr>
<tr>
<td>Graduate</td>
<td>1,912</td>
<td>1,997</td>
<td>2,020</td>
<td>2,069</td>
<td>2,090</td>
</tr>
<tr>
<td>First Professional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>4,800</td>
<td>4,843</td>
<td>4,969</td>
<td>4,938</td>
<td>4,977</td>
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</table>

Part-time Student Enrollment

<table>
<thead>
<tr>
<th>Year/Division</th>
<th>2003/04</th>
<th>2004/05</th>
<th>2005/06</th>
<th>2006/07</th>
<th>2007/08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Graduate</td>
<td>331</td>
<td>381</td>
<td>330</td>
<td>317</td>
<td>333</td>
</tr>
<tr>
<td>First Professional</td>
<td>515</td>
<td>546</td>
<td>507</td>
<td>488</td>
<td>496</td>
</tr>
<tr>
<td>Other</td>
<td>74</td>
<td>45</td>
<td>82</td>
<td>44</td>
<td>39</td>
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</table>
## FULL-TIME STUDENTS BY PROGRAM, SEX, AND ETHNIC GROUP

### Undergraduate - Arts & Sciences

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>109</td>
<td>5.6%</td>
<td>131</td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>108</td>
<td>5.6%</td>
<td>188</td>
</tr>
<tr>
<td>Native American or Alaskan Native</td>
<td>5</td>
<td>0.3%</td>
<td>2</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>197</td>
<td>10.1%</td>
<td>318</td>
</tr>
<tr>
<td>Hispanic</td>
<td>121</td>
<td>6.2%</td>
<td>161</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>1,157</td>
<td>60%</td>
<td>1,248</td>
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<tr>
<td>Other/Ethnicity Unknown</td>
<td>245</td>
<td>12.6%</td>
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Subtotal Undergraduate 1,942 100% 2,323 100% 4,265 100%

### Undergraduate - Engineering

<table>
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<th>Female</th>
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<tbody>
<tr>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>33</td>
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<tr>
<td>Black, Non-Hispanic</td>
<td>16</td>
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<td>11</td>
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<tr>
<td>Native American or Alaskan Native</td>
<td>3</td>
<td>0.6%</td>
<td>0</td>
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<tr>
<td>Asian or Pacific Islander</td>
<td>69</td>
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<tr>
<td>Hispanic</td>
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<td>3.7%</td>
<td>6</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
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Subtotal Undergraduate 514 100% 198 100% 712 100%

### Graduate School of Arts & Sciences

<table>
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<tbody>
<tr>
<td>#</td>
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<td>%</td>
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<tr>
<td>Non-Resident Alien</td>
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<td>2.4%</td>
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<tr>
<td>Native American or Alaskan Native</td>
<td>1</td>
<td>0.5%</td>
<td>1</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
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<tr>
<td>Hispanic</td>
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<td>1.9%</td>
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<tr>
<td>White, Non-Hispanic</td>
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Subtotal GSAS 210 100% 552 100% 762 100%

### School of Engineering, Graduate

<table>
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<tr>
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<td>#</td>
<td>%</td>
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<tr>
<td>Native American or Alaskan Native</td>
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<td>0</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>8</td>
<td>3.6%</td>
<td>9</td>
</tr>
<tr>
<td>Hispanic</td>
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<td>2</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
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<td>22.6%</td>
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<tr>
<td>Other/Ethnicity Unknown</td>
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<td>41.2%</td>
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</table>

Subtotal GSOE 221 100% 120 100% 341 100%
### FULL-TIME STUDENTS BY PROGRAM, SEX, AND ETHNIC GROUP, CONTINUED

#### The Fletcher School of Law and Diplomacy*  

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Totals</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td></td>
</tr>
<tr>
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<td>1.3%</td>
<td>6</td>
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<tr>
<td>Native American or Alaskan Native</td>
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<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>1</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>11</td>
<td>5.0%</td>
<td>15</td>
<td>6.7%</td>
<td>26</td>
</tr>
<tr>
<td>Hispanic</td>
<td>7</td>
<td>3.2%</td>
<td>10</td>
<td>4.5%</td>
<td>17</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>82</td>
<td>37.4%</td>
<td>88</td>
<td>39.3%</td>
<td>170</td>
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<tr>
<td>Other/Ethnicity Unknown</td>
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<td>13.2%</td>
<td>32</td>
<td>14.3%</td>
<td>61</td>
</tr>
<tr>
<td><strong>Subtotal Fletcher</strong></td>
<td>219</td>
<td>100%</td>
<td>224</td>
<td>100%</td>
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</table>

#### Friedman School of Nutrition Science and Policy*  

<table>
<thead>
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<th>Female</th>
<th>Totals</th>
<th></th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>8</td>
<td>29.6%</td>
<td>17</td>
<td>11.6%</td>
<td>25</td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>0</td>
<td>0.0%</td>
<td>1</td>
<td>0.7%</td>
<td>1</td>
</tr>
<tr>
<td>Native American or Alaskan Native</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
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<td>17.0%</td>
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</tr>
<tr>
<td>Hispanic</td>
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<td>3.7%</td>
<td>3</td>
<td>2.0%</td>
<td>4</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>14</td>
<td>51.9%</td>
<td>101</td>
<td>68.7%</td>
<td>115</td>
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<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td><strong>Subtotal Friedman</strong></td>
<td>27</td>
<td>100%</td>
<td>147</td>
<td>100%</td>
<td>174</td>
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</table>

#### School of Dental Medicine*  

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<tr>
<td>Asian or Pacific Islander</td>
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*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

#### School of Medicine*

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Subtotal Medical: 380 (100%) 325 (100%) 705 (100%)

#### School of Medicine (MS, MPH)*

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Subtotal Medical: 37 (100%) 62 (100%) 99 (100%)

#### Sackler Graduate School of Biomedical Sciences*

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Subtotal Sackler: 86 (100%) 142 (100%) 228 (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

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### Cummings School of Veterinary Medicine (MS, PhD)*

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### Other-Unclassified**

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### Totals

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*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.
### INTERNATIONAL STUDENTS BY COUNTRY FALL 2007

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<th>Friedman S.N.S.P. ¹</th>
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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.
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| Totals                | 247   | 45   | 114    | 115   | 249                | 34     | 111    | 56               | 8      | 166    | 1,145 |

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

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<th>GSAS 1</th>
<th>GSOE 1</th>
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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

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ENROLLMENTS IN THE COLLEGE OF SPECIAL STUDIES

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Certificate Programs

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SUMMER SESSION ENROLLMENTS

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* School of Medicine, including Sackler, are not included here
** Fletcher Summer School numbers have been corrected for 2003
## Student Faculty Ratio

**US News Best Colleges Reports: Historical Trends**

**Student-Faculty Ratio, Peer Schools**

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*Source: U. S. New & World Report, America’s Best Colleges 2008*

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**Jackson College freshmen, 1915**
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<td>112</td>
</tr>
<tr>
<td>West Virginia</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>10</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>52</td>
</tr>
<tr>
<td>Wyoming</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Guam</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Puerto Rico</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>Virgin Islands</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Foreign, Overseas, or Unknown</td>
<td>103</td>
<td>4</td>
<td>11</td>
<td>87</td>
<td>5</td>
<td>1,111</td>
</tr>
</tbody>
</table>

**Totals**  813  705  161  228  315  9,372

2 First Professional only.

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

#### Undergraduate Tuition and Fees

<table>
<thead>
<tr>
<th>Year</th>
<th>Tuition</th>
<th>Room</th>
<th>Board</th>
<th>Health Service Fee</th>
<th>Activity Fee</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007/08</td>
<td>35,842</td>
<td>5,220</td>
<td>4,940</td>
<td>600</td>
<td>258</td>
<td>46,860</td>
</tr>
<tr>
<td>2006/07</td>
<td>33,906</td>
<td>5,020</td>
<td>4,750</td>
<td>576</td>
<td>248</td>
<td>44,500</td>
</tr>
<tr>
<td>2005/06</td>
<td>31,828</td>
<td>4,827</td>
<td>4,570</td>
<td>556</td>
<td>237</td>
<td>42,018</td>
</tr>
<tr>
<td>2004/05</td>
<td>30,203</td>
<td>4,640</td>
<td>4,389</td>
<td>540</td>
<td>226</td>
<td>39,998</td>
</tr>
<tr>
<td>2003/04</td>
<td>28,896</td>
<td>4,420</td>
<td>4,220</td>
<td>519</td>
<td>214</td>
<td>38,269</td>
</tr>
<tr>
<td>2002/03</td>
<td>27,450</td>
<td>4,250</td>
<td>4,060</td>
<td>499</td>
<td>206</td>
<td>36,465</td>
</tr>
<tr>
<td>2001/02</td>
<td>26,213</td>
<td>4,087</td>
<td>3,900</td>
<td>482</td>
<td>197</td>
<td>34,879</td>
</tr>
<tr>
<td>2000/01</td>
<td>25,062</td>
<td>3,930</td>
<td>3,750</td>
<td>464</td>
<td>188</td>
<td>33,394</td>
</tr>
<tr>
<td>1999/00</td>
<td>24,126</td>
<td>3,775</td>
<td>3,600</td>
<td>446</td>
<td>179</td>
<td>32,126</td>
</tr>
</tbody>
</table>

#### Tuition Rates by School

**Graduate & Professional Schools**

<table>
<thead>
<tr>
<th>Year</th>
<th>G.S.A.S./G.S.O.E.</th>
<th>Fletcher</th>
<th>Friedman S.N.S.P.</th>
<th>Dental</th>
<th>Medical</th>
<th>Sackler</th>
<th>Cummings - Vet.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007/08</td>
<td>35,052</td>
<td>32,394</td>
<td>23,029</td>
<td>48,300</td>
<td>46,524</td>
<td>19,325</td>
<td>36,190</td>
</tr>
<tr>
<td>2006/07</td>
<td>33,672</td>
<td>31,986</td>
<td>21,932</td>
<td>45,500</td>
<td>44,735</td>
<td>19,325</td>
<td>34,965</td>
</tr>
<tr>
<td>2005/06</td>
<td>32,360</td>
<td>29,106</td>
<td>20,888</td>
<td>42,850</td>
<td>43,014</td>
<td>19,325</td>
<td>33,947</td>
</tr>
<tr>
<td>2004/05</td>
<td>31,102</td>
<td>27,850</td>
<td>19,894</td>
<td>40,800</td>
<td>41,360</td>
<td>19,325</td>
<td>32,894</td>
</tr>
<tr>
<td>2003/04</td>
<td>29,649</td>
<td>26,650</td>
<td>19,315</td>
<td>38,850</td>
<td>39,579</td>
<td>19,325</td>
<td>31,659</td>
</tr>
<tr>
<td>2002/03</td>
<td>28,264</td>
<td>25,477</td>
<td>18,752</td>
<td>37,000</td>
<td>39,579</td>
<td>19,325</td>
<td>30,151</td>
</tr>
<tr>
<td>2001/02</td>
<td>26,994</td>
<td>24,380</td>
<td>18,752</td>
<td>35,250</td>
<td>37,875</td>
<td>19,325</td>
<td>29,131</td>
</tr>
<tr>
<td>2000/01</td>
<td>25,808</td>
<td>23,000</td>
<td>18,206</td>
<td>33,550</td>
<td>35,900</td>
<td>19,325</td>
<td>28,065</td>
</tr>
<tr>
<td>1999/00</td>
<td>24,804</td>
<td>21,700</td>
<td>17,676</td>
<td>31,400</td>
<td>34,180</td>
<td>19,325</td>
<td>27,038</td>
</tr>
<tr>
<td>1998/99</td>
<td>23,839</td>
<td>20,500</td>
<td>17,160</td>
<td>29,900</td>
<td>32,865</td>
<td>18,670</td>
<td>26,250</td>
</tr>
</tbody>
</table>

### Undergraduate Charges Relative to Comparison Group

#### Tuition

<table>
<thead>
<tr>
<th>Year</th>
<th>Rank (1 = Highest Tuition)</th>
<th>$ Below Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007/08</td>
<td>1 of 12</td>
<td>0</td>
</tr>
<tr>
<td>2006/07</td>
<td>2 of 12</td>
<td>$436</td>
</tr>
<tr>
<td>2005/06</td>
<td>3 of 12</td>
<td>$625</td>
</tr>
<tr>
<td>2004/05</td>
<td>3 of 12</td>
<td>$503</td>
</tr>
<tr>
<td>2003/04</td>
<td>3 of 12</td>
<td>$216</td>
</tr>
<tr>
<td>2002/03</td>
<td>3 of 12</td>
<td>$325</td>
</tr>
<tr>
<td>2001/02</td>
<td>3 of 12</td>
<td>$280</td>
</tr>
</tbody>
</table>

#### Total Resident Charges

<table>
<thead>
<tr>
<th>Year</th>
<th>Rank (1 = Highest Charges)</th>
<th>$ Below Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007/08</td>
<td>10 of 12</td>
<td>$1,732</td>
</tr>
<tr>
<td>2006/07</td>
<td>9 of 12</td>
<td>$1,300</td>
</tr>
<tr>
<td>2005/06</td>
<td>8 of 12</td>
<td>$1,342</td>
</tr>
<tr>
<td>2004/05</td>
<td>9 of 12</td>
<td>$1,124</td>
</tr>
<tr>
<td>2003/04</td>
<td>7 of 12</td>
<td>$1,393</td>
</tr>
<tr>
<td>2002/03</td>
<td>8 of 12</td>
<td>$1,382</td>
</tr>
<tr>
<td>2001/02</td>
<td>8 of 12</td>
<td>$1,435</td>
</tr>
</tbody>
</table>

### Undergraduate Financial Income and Awards

**Family Income of Aid Recipients:**

<table>
<thead>
<tr>
<th>Range of Income</th>
<th># of Recipients</th>
<th>% of Recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below $15,000</td>
<td>91</td>
<td>5%</td>
</tr>
<tr>
<td>$15,000 – $29,999</td>
<td>162</td>
<td>9%</td>
</tr>
<tr>
<td>$30,000 – $44,999</td>
<td>229</td>
<td>12%</td>
</tr>
<tr>
<td>$45,000 – $59,999</td>
<td>224</td>
<td>12%</td>
</tr>
<tr>
<td>$60,000 – $74,999</td>
<td>214</td>
<td>11%</td>
</tr>
<tr>
<td>$75,000 – $89,999</td>
<td>208</td>
<td>11%</td>
</tr>
<tr>
<td>$90,000 – $104,999</td>
<td>178</td>
<td>9%</td>
</tr>
<tr>
<td>$105,000 – $119,999</td>
<td>137</td>
<td>7%</td>
</tr>
<tr>
<td>$120,000 – $134,999</td>
<td>139</td>
<td>7%</td>
</tr>
<tr>
<td>Above $135,000</td>
<td>304</td>
<td>16%</td>
</tr>
<tr>
<td><strong>Total</strong>*</td>
<td><strong>1,886</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Represents need-based aid from Tufts.

**Range of Awards to Individuals:**

<table>
<thead>
<tr>
<th>Range of Awards</th>
<th>Number of Awards</th>
<th>Percentage of Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0 – $3,999</td>
<td>64</td>
<td>3%</td>
</tr>
<tr>
<td>$4,000 – $7,999</td>
<td>156</td>
<td>8%</td>
</tr>
<tr>
<td>$8,000 – $11,999</td>
<td>103</td>
<td>5%</td>
</tr>
<tr>
<td>$12,000 – $15,999</td>
<td>136</td>
<td>7%</td>
</tr>
<tr>
<td>$16,000 – $19,999</td>
<td>148</td>
<td>8%</td>
</tr>
<tr>
<td>$20,000 – $23,999</td>
<td>173</td>
<td>9%</td>
</tr>
<tr>
<td>$24,000 – $27,999</td>
<td>184</td>
<td>10%</td>
</tr>
<tr>
<td>$28,000 – $29,999</td>
<td>77</td>
<td>4%</td>
</tr>
<tr>
<td>$30,000 – $31,999</td>
<td>87</td>
<td>5%</td>
</tr>
<tr>
<td>$32,000 – $33,999</td>
<td>86</td>
<td>5%</td>
</tr>
<tr>
<td>$34,000 – $35,999</td>
<td>103</td>
<td>5%</td>
</tr>
<tr>
<td>Above – $36,000</td>
<td>569</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong>*</td>
<td><strong>1,886</strong></td>
<td></td>
</tr>
</tbody>
</table>
## STUDENT FINANCIAL AID – FY07

### Undergraduate and Graduate Schools
(Thousands of Dollars)

<table>
<thead>
<tr>
<th></th>
<th>Arts &amp; Sciences</th>
<th>School of Eng.</th>
<th>Graduate A &amp; S</th>
<th>Graduate Eng.</th>
<th>Fletcher</th>
<th>Friedman S.N.S.P.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition &amp; Fees</td>
<td>142,191</td>
<td>23,482</td>
<td>18,359</td>
<td>6,754</td>
<td>16,134</td>
<td>3,003</td>
</tr>
<tr>
<td>Room &amp; Board</td>
<td>29,865</td>
<td>5,147</td>
<td>-</td>
<td>-</td>
<td>395</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Income (Tuition, Fees, Rm &amp; Bd)</strong></td>
<td><strong>172,056</strong></td>
<td><strong>28,629</strong></td>
<td><strong>18,359</strong></td>
<td><strong>6,754</strong></td>
<td><strong>16,529</strong></td>
<td><strong>3,003</strong></td>
</tr>
</tbody>
</table>

### Financial Aid

#### Direct Contributions:

A. Tuition Forgiven (1 for A&S and SOE)

<table>
<thead>
<tr>
<th></th>
<th>Arts &amp; Sciences</th>
<th>School of Eng.</th>
<th>Graduate A &amp; S</th>
<th>Graduate Eng.</th>
<th>Fletcher</th>
<th>Friedman S.N.S.P.</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Total Tuition, Fees, Rm &amp; Bd</td>
<td>18%</td>
<td>18%</td>
<td>58%</td>
<td>50%</td>
<td>0%</td>
<td>35%</td>
</tr>
</tbody>
</table>

B. Funded Scholarships:

- Income from Rest. Endow.
  - 2,182 | 1,011 | - | - | 713 | 73%
- Current Scholarship Gifts (non-govt)
  - 1,013 | 172 | - | - | 2,728 | 128%
- Other Outside Gifts or Scholarships
  - 1,863 | 468 | - | 14 | 781 | 48%
- Research & Other Grants (govt)
  - 3,051 | 617 | - | 103 | 1,021 | 65%
- **Total Funded Scholarships**
  - 8,109 | 2,268 | 0 | 117 | 5,243 | 314%

C. Employment:

- Tufts Work Study
  - 59 | 36 | - | - | - | -
- College Work-Study Program
  - 2,356 | 416 | 263 | 41 | 1,211 | 0%
- **Total Employment**
  - 2,415 | 452 | 263 | 41 | 1,211 | 0%
- **Total Direct Contributions**
  - 41,551 | 8,016 | 11,003 | 3,524 | 6,454 | 1,362%

#### Loans:

A. Tufts Controlled

<table>
<thead>
<tr>
<th></th>
<th>Arts &amp; Sciences</th>
<th>School of Eng.</th>
<th>Graduate A &amp; S</th>
<th>Graduate Eng.</th>
<th>Fletcher</th>
<th>Friedman S.N.S.P.</th>
</tr>
</thead>
</table>
| 1,508 | 221 | 347 | 10 | 257 | 68%

B. Private

<table>
<thead>
<tr>
<th></th>
<th>Arts &amp; Sciences</th>
<th>School of Eng.</th>
<th>Graduate A &amp; S</th>
<th>Graduate Eng.</th>
<th>Fletcher</th>
<th>Friedman S.N.S.P.</th>
</tr>
</thead>
</table>
| 17,189 | 3,567 | 8,716 | 555 | 5,517 | 1,396%
| **Total Loans** | **18,697** | **3,788** | **9,063** | **565** | **5,774** | **1,464** |
| % of Total Tuition, Fees, Rm & Board | 11% | 13% | 49% | 8% | 35% | 49% |

### Total Financial Aid

<table>
<thead>
<tr>
<th></th>
<th>Arts &amp; Sciences</th>
<th>School of Eng.</th>
<th>Graduate A &amp; S</th>
<th>Graduate Eng.</th>
<th>Fletcher</th>
<th>Friedman S.N.S.P.</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Total Tuition, Fees, Rm &amp; Board</td>
<td>35%</td>
<td>41%</td>
<td>109%</td>
<td>61%</td>
<td>74%</td>
<td>94%</td>
</tr>
</tbody>
</table>

---

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 – FY07, Continued

#### Student Financial Aid

**Professional Schools**

(Thousands of Dollars)

<table>
<thead>
<tr>
<th>Income</th>
<th>Dental</th>
<th>Medical/ Sackler</th>
<th>Cummings - Vet.</th>
<th>Total (All Schools)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees</td>
<td>34,228</td>
<td>38,173</td>
<td>11,342</td>
<td>293,666</td>
</tr>
<tr>
<td>Room &amp; Board</td>
<td>479</td>
<td>328</td>
<td>-</td>
<td>36,214</td>
</tr>
<tr>
<td><strong>Total Income (Tuition, Fees, Rm &amp; Bd)</strong></td>
<td><strong>34,707</strong></td>
<td><strong>38,501</strong></td>
<td><strong>11,342</strong></td>
<td><strong>329,880</strong></td>
</tr>
</tbody>
</table>

#### Financial Aid

**Direct Contributions:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Dental</th>
<th>Medical/ Sackler</th>
<th>Cummings - Vet.</th>
<th>Total (All Schools)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Tuition Forgiven</td>
<td>1,324</td>
<td>246</td>
<td>1,529</td>
<td>54,576</td>
</tr>
<tr>
<td>% of Total Tuition, Fees, Rm &amp; Bd</td>
<td>4%</td>
<td>1%</td>
<td>13%</td>
<td>17%</td>
</tr>
<tr>
<td>B. Funded Scholarships</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Income from Rest. Endow.</td>
<td>662</td>
<td>372</td>
<td>90</td>
<td>5,103</td>
</tr>
<tr>
<td>Current Scholarship Gifts (non-govt)</td>
<td>30</td>
<td>3,486</td>
<td>180</td>
<td>7,737</td>
</tr>
<tr>
<td>Other Outside Gifts or Scholarships</td>
<td>83</td>
<td>329</td>
<td>-</td>
<td>3,586</td>
</tr>
<tr>
<td>Research &amp; Other Grants (govt)</td>
<td>3,232</td>
<td>2,776</td>
<td>72</td>
<td>10,937</td>
</tr>
<tr>
<td>Contracts</td>
<td>-</td>
<td>-</td>
<td>97</td>
<td>97</td>
</tr>
<tr>
<td><strong>Total Funded Scholarships</strong></td>
<td><strong>4,007</strong></td>
<td><strong>6,963</strong></td>
<td><strong>439</strong></td>
<td><strong>27,460</strong></td>
</tr>
<tr>
<td>C. Employment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tufts Work Study</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>95</td>
</tr>
<tr>
<td>College Work-Study Program ¹</td>
<td>14</td>
<td>111</td>
<td>65</td>
<td>4,477</td>
</tr>
<tr>
<td><strong>Total Employment</strong></td>
<td><strong>14</strong></td>
<td><strong>111</strong></td>
<td><strong>65</strong></td>
<td><strong>4,572</strong></td>
</tr>
<tr>
<td><strong>Total Direct Contributions</strong></td>
<td><strong>5,345</strong></td>
<td><strong>7,320</strong></td>
<td><strong>2,033</strong></td>
<td><strong>86,608</strong></td>
</tr>
<tr>
<td>% of Total Tuition, Fees, Rm &amp; Bd</td>
<td>15%</td>
<td>19%</td>
<td>18%</td>
<td>26%</td>
</tr>
</tbody>
</table>

#### Loans:

<table>
<thead>
<tr>
<th>Category</th>
<th>Dental</th>
<th>Medical/ Sackler</th>
<th>Cummings - Vet.</th>
<th>Total (All Loans)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Tufts Controlled ²</td>
<td>2,417</td>
<td>2,982</td>
<td>450</td>
<td>8,260</td>
</tr>
<tr>
<td>B. Private</td>
<td>30,855</td>
<td>25,280</td>
<td>7,988</td>
<td>101,063</td>
</tr>
<tr>
<td><strong>Total Loans</strong></td>
<td><strong>33,272</strong></td>
<td><strong>28,262</strong></td>
<td><strong>8,438</strong></td>
<td><strong>109,323</strong></td>
</tr>
<tr>
<td>% of Total Tuition, Fees, Rm &amp; Bd</td>
<td>96%</td>
<td>73%</td>
<td>74%</td>
<td>33%</td>
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#### Total Financial Aid

<table>
<thead>
<tr>
<th>Category</th>
<th>Dental</th>
<th>Medical/ Sackler</th>
<th>Cummings - Vet.</th>
<th>Total (All Financial Aid)</th>
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<tbody>
<tr>
<td><strong>Total Financial Aid</strong></td>
<td><strong>38,617</strong></td>
<td><strong>35,582</strong></td>
<td><strong>10,471</strong></td>
<td><strong>195,931</strong></td>
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<tr>
<td>% of Total Tuition, Fees, Rm &amp; Bd</td>
<td>111%</td>
<td>92%</td>
<td>92%</td>
<td>59%</td>
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</table>

¹ Number represents amount awarded not amount earned by students
² Federal Stafford loans and Federal Parent PLUS loans included in this category
³ TCSVM unsponsored & sponsored loans
**Undergraduate Financial Aid Selected Statistics**

<table>
<thead>
<tr>
<th></th>
<th>2002/03</th>
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<th>2004/05</th>
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<th>2006/07</th>
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<tr>
<td><strong>Basic Stats</strong></td>
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<tr>
<td>Estimated Total College Cost per Student</td>
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<tr>
<td>Estimated Tuition and Fees per Student</td>
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<td>$29,630</td>
<td>$30,969</td>
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<td>4,887</td>
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<td>Total Tuition and Fees*</td>
<td>$137,227,470</td>
<td>$144,801,810</td>
<td>$153,792,054</td>
<td>$162,941,895</td>
<td>$172,990,130</td>
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<tr>
<td>Number of Students Aided</td>
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<td>2,460</td>
<td>2,441</td>
<td>2,519</td>
<td>2,418</td>
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<tr>
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<td>48%</td>
<td>50%</td>
<td>49%</td>
<td>50%</td>
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<tr>
<td>Average Award</td>
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<td>$25,706</td>
<td>$25,876</td>
<td>$27,745</td>
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<tr>
<td>Average Award as % of Total Cost</td>
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<td>64%</td>
<td>62%</td>
<td>63%</td>
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<tr>
<td>Total Aid</td>
<td>$58,473,540</td>
<td>$63,236,760</td>
<td>$63,163,316</td>
<td>$69,889,655</td>
<td>$72,051,564</td>
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<tr>
<td>Total Aid as % of Tuition and Fees</td>
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<td>44%</td>
<td>41%</td>
<td>43%</td>
<td>42%</td>
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<tr>
<td><strong>Components of Aid Packages</strong></td>
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<tr>
<td>(Thousands of Dollars)</td>
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<td>University Scholarships</td>
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<td>55%</td>
<td>55%</td>
<td>54%</td>
<td>56%</td>
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<tr>
<td>Federal Aid Schol. (SSG/PELL/ROTC/Misc.)</td>
<td>$2,459</td>
<td>$2,781</td>
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<td>$1,101</td>
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<td>$1,614</td>
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<td>2%</td>
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<td>Long Term Loans</td>
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<td>$20,458</td>
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<td>$22,485</td>
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<tr>
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<td>32%</td>
<td>34%</td>
<td>32%</td>
<td>31%</td>
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* Total number of FTE students multiplied by estimated tuition and fees.
HISTORICAL GRADUATION AND RETENTION RATES

Freshman to Sophomore Retention Rate

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</thead>
<tbody>
<tr>
<td>Retention Rate</td>
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<td>95%</td>
<td>95%</td>
<td>96%</td>
<td>95%</td>
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<td>96%</td>
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6-Year Graduation Rate**

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<th></th>
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</thead>
<tbody>
<tr>
<td>Graduation Rate</td>
<td>87%</td>
<td>86%</td>
<td>89%</td>
<td>90%</td>
<td>88%</td>
<td>90%</td>
<td>91%</td>
<td>90%</td>
<td>92%</td>
<td>89%</td>
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4-Year Graduation Rate

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</thead>
<tbody>
<tr>
<td>Graduation Rate</td>
<td>80%</td>
<td>82%</td>
<td>81%</td>
<td>84%</td>
<td>84%</td>
<td>84%</td>
<td>87%</td>
<td>83%</td>
<td>86%</td>
<td>84%</td>
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</table>

**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.
### GRADUATING SENIORS BY MAJOR

**First major**

<table>
<thead>
<tr>
<th>Arts</th>
<th>2002/03</th>
<th>2003/04</th>
<th>2004/05</th>
<th>2005/06</th>
<th>2006/07</th>
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<tr>
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<td>16</td>
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<tr>
<td>Drama and Dance</td>
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<td>6</td>
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<td>Music</td>
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<td><strong>51</strong></td>
<td><strong>39</strong></td>
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<table>
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<tr>
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<th>2004/05</th>
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<th>2006/07</th>
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<tbody>
<tr>
<td>Chemical Engineering</td>
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<td>24</td>
<td>19</td>
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<td>48</td>
<td>51</td>
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<tr>
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<td><strong>166</strong></td>
<td><strong>207</strong></td>
<td><strong>164</strong></td>
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<table>
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<th>2003/04</th>
<th>2004/05</th>
<th>2005/06</th>
<th>2006/07</th>
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</thead>
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<td>Philosophy</td>
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<td><strong>173</strong></td>
<td><strong>167</strong></td>
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<table>
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<th>2006/07</th>
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<td><strong>27</strong></td>
<td><strong>21</strong></td>
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<table>
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<td><strong>169</strong></td>
<td><strong>146</strong></td>
<td><strong>168</strong></td>
<td><strong>166</strong></td>
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</table>

*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 categories.

**Other Engineering includes the majors: Engineering, Engineering Science, and No Major.
GRADUATING SENIORS BY MAJOR, CONTINUED

First major, continued

<table>
<thead>
<tr>
<th>Major</th>
<th>2002/03</th>
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<td>13</td>
<td>11</td>
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### GRADUATING SENIORS BY MAJOR CONTINUED

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*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 & Science categories.

**Other Engineering includes the majors: Engineering, Engineering Science, and No Major.**
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*First, second, and Third Majors, continued*

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Subtotal Other                  | 88      | 109     | 86      | 96      | 91      |

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Subtotal Special Studies         | 62      | 71      | 84      | 94      | 118     |

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## Graduate Degrees Granted

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<table>
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| Total GSAS and SOE (grad.)                 | 454                         | 14,181          | 44                            | 1,220           |
### GRADUATE DEGREES GRANTED, CONTINUED

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<tr>
<th>Degrees No Longer Offered (sometimes people finish degree)</th>
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**Grand Total GSAS and SOE (grad.)** 454 14,919 44 1,471

1 Education and Child Development includes CAGS awarded
### Graduate Degrees Granted, Continued

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<tr>
<th>Friedman S.N.S.P.</th>
<th>Masters Degrees Quantity to Date</th>
<th>Doctoral Degrees Quantity to Date</th>
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<td>MS/DVM</td>
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<th>Doctoral Degrees Quantity to Date</th>
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<tr>
<td></td>
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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 120 & 121.

** Number of MPH degrees includes the following: MPH, JD/MPH, BA/MPH, MS/MPH, DVM/MPH, MD/MPH.
### Graduate Degrees Granted, Continued

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<th>Masters Degrees</th>
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<th>Doctoral Degrees</th>
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<td>Granted 2007</td>
<td>Quantity to Date</td>
<td>Granted 2007</td>
<td>Quantity to Date</td>
</tr>
<tr>
<td>Total GSAS and SOE (grad.)</td>
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<td>Total Sackler</td>
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</table>

* 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 includes the following: MPH, JD/MPH, BA/MPH, MS/MPH, DVM/MPH, MD/MPH
### Degrees Granted by School and Type

#### Undergraduate

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#### Graduate Degrees

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* Number of Dental Certificates differs from IPEDS completion data due to differing reporting periods.
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* 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

Commencement Speaker & New York City Mayor Michael Bloomberg accepts congratulations following his speech at Commencement 2007
### Paid Personnel

**As of 12/14/07**

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</table>

Only employees making more than $2,000 per year are included.
## PAID PERSONNEL BY EEOC CATEGORY

**As of 12/14/07**

### FULL-TIME

<table>
<thead>
<tr>
<th>Category</th>
<th>Exec Admin</th>
<th>Faculty</th>
<th>Non-Faculty Professional</th>
<th>Clerical</th>
<th>Technical</th>
<th>Skilled Crafts</th>
<th>Service Maintenance</th>
<th>Total</th>
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<tbody>
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### PART-TIME

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<th>Technical</th>
<th>Skilled Crafts</th>
<th>Service Maintenance</th>
<th>Total</th>
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<tr>
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<td>2</td>
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<td>0</td>
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<td>8</td>
</tr>
<tr>
<td>Operations</td>
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<td>0</td>
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<td>0</td>
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<tr>
<td><strong>Total Part-Time</strong></td>
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### Men and Women

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<th>Full-Time</th>
<th>Part-Time</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Full-Time</th>
<th>Part-Time</th>
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<td></td>
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<td></td>
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<td>119</td>
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<td>259</td>
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<tr>
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<td>3,069</td>
<td></td>
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<td><strong>1,909</strong></td>
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</table>

Only employees making more than $2,000 per year are included.
PAID PERSONNEL BY EEOC CATEGORY CHARTS

Full-Time Paid Personnel by Organization

<table>
<thead>
<tr>
<th>Organization</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Arts, Sciences and</td>
<td>29.1%</td>
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<tr>
<td>Engineering</td>
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</tr>
<tr>
<td>Medical</td>
<td>14.3%</td>
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<td>Cummings-Vet.</td>
<td>11.8%</td>
</tr>
<tr>
<td>Central Admin.</td>
<td>11.2%</td>
</tr>
<tr>
<td>Operations</td>
<td>9.8%</td>
</tr>
<tr>
<td>Dental</td>
<td>9.2%</td>
</tr>
<tr>
<td>HNRC</td>
<td>5.4%</td>
</tr>
<tr>
<td>Advancement</td>
<td>4.6%</td>
</tr>
<tr>
<td>Fletcher</td>
<td>2.7%</td>
</tr>
<tr>
<td>Friedman S.N.S.P.</td>
<td>1.9%</td>
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Full-Time Paid Personnel by EEOC Job Category

<table>
<thead>
<tr>
<th>Job Category</th>
<th>%</th>
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</tr>
<tr>
<td>Professional</td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>23.7%</td>
</tr>
<tr>
<td>Clerical</td>
<td>16.1%</td>
</tr>
<tr>
<td>Technical</td>
<td>9.5%</td>
</tr>
<tr>
<td>Exec. Admin.</td>
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<tr>
<td>Service</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Skilled Crafts</td>
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Full-Time Paid Personnel by Ethnic Group

<table>
<thead>
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<th>Ethnic Group</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>White (Non-Hispanic)</td>
<td>74.3%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>9.6%</td>
</tr>
<tr>
<td>African American</td>
<td>6.3%</td>
</tr>
<tr>
<td>No Response</td>
<td>5.9%</td>
</tr>
<tr>
<td>Hispanic American</td>
<td>3.8%</td>
</tr>
<tr>
<td>Native American/Alaskan Native</td>
<td>0.1%</td>
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## PAID PERSONNEL BY HOME ADDRESS

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<th>Residence</th>
<th>Boston</th>
<th>Grafton</th>
<th>Medford</th>
<th>Total</th>
<th>Gross Annual Salary</th>
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<td>55</td>
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|                          |       |        |        |       |                      |
| Subtotals                | 1,219 | 309    | 1,967  | 3,495 | $203,332,063         |
| Other Towns              | 172   | 178    | 226    | 576   | $29,850,434          |
| Totals                   | 1,391 | 487    | 2,193  | 4,071 | $233,182,497         |

|                      |       |        |        |       |                      |
| Total Boston Campus    |       |        |        |       | $82,987,015          |
| Total Grafton Campus   |       |        |        |       | $23,431,342          |
| Total Medford/Somerville Campus | | | | | $126,764,140 |
| University Total       |       |        |        |       | $233,182,497         |
## All Persons Holding Paid Faculty Appointments*

*Includes all individuals with faculty titles, regardless of eligibility for tenure

Source: Human Resources PeopleSoft database.

* Administrators who have faculty appointments are categorized as Executive/Administration and are not included in this data.

<table>
<thead>
<tr>
<th>Arts &amp; Sciences</th>
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<th>Part-Time</th>
<th>Total</th>
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<tbody>
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<tr>
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<td>2</td>
<td>8</td>
</tr>
<tr>
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<td>1</td>
<td>12</td>
</tr>
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<td>5</td>
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<tr>
<td>Urban &amp; Environmental Policy &amp; Planning</td>
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<table>
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<th>Total</th>
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ALL PERSONS HOLDING PAID FACULTY APPOINTMENTS*, CONTINUED

Includes all individuals with faculty titles, regardless of eligibility for tenure
Source: Human Resources PeopleSoft database.
* Administrators who have faculty appointments are categorized as Executive/Administration and are not included in this data.

<table>
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<table>
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<th>Part-Time</th>
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<table>
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<th>Part-Time</th>
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<tr>
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<table>
<thead>
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<th>Total</th>
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<td><strong>25</strong></td>
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<td><strong>83</strong></td>
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</table>

¹ Does not include volunteer faculty
**All Persons Holding Paid Faculty Appointments*, continued**

Includes all individuals with faculty titles, regardless of eligibility for tenure
Source: Human Resources PeopleSoft database.

* Administrators who have faculty appointments are categorized as Executive/Administration and are not included in this data.

<table>
<thead>
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<th>Part-Time</th>
<th>Total</th>
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</tr>
<tr>
<td>Biochemistry - Basic Sciences/Medical</td>
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<td>13</td>
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<tr>
<td>Microbiology - Basic Sciences/Medical</td>
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<tr>
<td>Neuroscience - BasicSciences/Medical</td>
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</tr>
<tr>
<td>Pathology - Medical</td>
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<td>15</td>
</tr>
<tr>
<td>Pharmacology - Basic Sciences/Medical</td>
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<table>
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<th>Part-Time</th>
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<tr>
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<table>
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<th>Full-Time</th>
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<th>Total</th>
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<th>Part-Time</th>
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## FACULTY BY ETHNIC GROUP

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<th>Native American or Alaskan Native</th>
<th>White, non-Hispanic</th>
<th>Foreign</th>
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| Engineering     |                  |                        |          |                                  |                     |         |                        |            |
| Full time Male  |                  |                        |          |                                  |                     |         |                        |            |
| Full time Female|                  |                        |          |                                  |                     |         |                        |            |
| **Full time subtotal** | **2** | **5** | **0** | **0** | **52** | **11** | **0** | **70** |
| Part time Male  |                  |                        |          |                                  |                     |         |                        |            |
| Part time Female|                  |                        |          |                                  |                     |         |                        |            |
| **Part time subtotal** | **0** | **3** | **0** | **0** | **25** | **3** | **2** | **33** |
| TOTAL           | 28               | 7                      | 7        | 1                                | 115                 | 61      | 5                      | 201        |

| Dental          |                  |                        |          |                                  |                     |         |                        |            |
| Full time Male  |                  |                        |          |                                  |                     |         |                        |            |
| Full time Female|                  |                        |          |                                  |                     |         |                        |            |
| **Full time subtotal** | **0** | **11** | **3** | **0** | **55** | **47** | **2** | **118** |
| Part time Male  |                  |                        |          |                                  |                     |         |                        |            |
| Part time Female|                  |                        |          |                                  |                     |         |                        |            |
| **Part time subtotal** | **0** | **5** | **1** | **0** | **60** | **14** | **3** | **83** |
| TOTAL           | 0                | 16                     | 4        | 0                                | 115                 | 61      | 5                      | 201        |

| Fletcher        |                  |                        |          |                                  |                     |         |                        |            |
| Full time Male  |                  |                        |          |                                  |                     |         |                        |            |
| Full time Female|                  |                        |          |                                  |                     |         |                        |            |
| **Full time subtotal** | **0** | **0** | **0** | **0** | **23** | **6** | **2** | **31** |
| Part time Male  |                  |                        |          |                                  |                     |         |                        |            |
| Part time Female|                  |                        |          |                                  |                     |         |                        |            |
| **Part time subtotal** | **0** | **1** | **0** | **0** | **17** | **1** | **0** | **19** |
| TOTAL           | 0                | 1                      | 0        | 0                                | 40                  | 7       | 2                      | 50         |

| Friedman        |                  |                        |          |                                  |                     |         |                        |            |
| Full time Male  |                  |                        |          |                                  |                     |         |                        |            |
| Full time Female|                  |                        |          |                                  |                     |         |                        |            |
| **Full time subtotal** | **0** | **0** | **0** | **0** | **13** | **0** | **1** | **14** |
| Part time Male  |                  |                        |          |                                  |                     |         |                        |            |
| Part time Female|                  |                        |          |                                  |                     |         |                        |            |
| **Part time subtotal** | **0** | **0** | **0** | **0** | **8** | **0** | **0** | **8** |
| TOTAL           | 0                | 0                      | 0        | 0                                | 21                  | 0       | 1                      | 22         |

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

#### Medical

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<tr>
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<th>White, non-Hispanic</th>
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#### Cummings - Vet.

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*Includes faculty in HNRCA, Tisch College & the Provost’s Office

#### University Totals

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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 2007

Administrators who hold tenure are included in these numbers.

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<th>Assoc. Professor</th>
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<tr>
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</table>

**Subtotal Arts and Sciences** 131 0 0 91 2 2 0 49 7 0 0 69 222 51 78 351 63.2%
Faculty By Rank and Tenure Status – Fall 2007, continued -- Administrators who hold tenure are included in these numbers.

<table>
<thead>
<tr>
<th>Engineering</th>
<th>Professor</th>
<th>Assoc. Professor</th>
<th>Asst. Professor</th>
<th>Instructor/Lecturer</th>
<th>Totals</th>
<th>% with Tenure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tenured</td>
<td>Tenure-Eligible</td>
<td>Tenured</td>
<td>Tenure-Eligible</td>
<td>Tenured</td>
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<td>0</td>
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<tr>
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<td>0</td>
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<td>3</td>
<td>43</td>
<td>84</td>
</tr>
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</table>

| Faculty                        | Tenured   | Tenure-Eligible  | Tenured         | Tenure-Eligible     | Tenured|              |
| Total Arts, Sciences & Engineering | 155      | 1                | 110             | 5                   | 265    | 435          |

| Faculty                        | Tenured   | Tenure-Eligible  | Tenured         | Tenure-Eligible     | Tenured|              |
| Fletcher School                | 14        | 0                | 6               | 0                   | 20     | 32           |
| Total Fletcher School          | 14        | 0                | 6               | 0                   | 20     | 32           |

128
**Faculty By Rank and Tenure Status – Fall 2007, continued**

Administrators who hold tenure are included in these numbers.

<table>
<thead>
<tr>
<th>Dental School</th>
<th>Professor</th>
<th>Assoc. Professor</th>
<th>Asst. Professor</th>
<th>Instructor/Lecturer</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Tenure-Eligible</td>
<td>Non-tenure Track</td>
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<tr>
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<td>0</td>
<td>30</td>
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<td></td>
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<td>30</td>
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* 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 the school.
**Faculty by Rank and Tenure Status – Fall 2007, continued -- Administrators who hold tenure are included in these numbers.**

<table>
<thead>
<tr>
<th>Medical School **</th>
<th>Professor</th>
<th>Assoc. Professor</th>
<th>Asst. Professor</th>
<th>Instructor/Lecturer</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenured</strong></td>
<td>Tenure-Eligible</td>
<td>Tenure-Eligible</td>
<td>Tenure-Eligible</td>
<td>Tenure-Eligible</td>
<td>Tenure-Eligible</td>
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<td>48</td>
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</table>

**Tenured**

<table>
<thead>
<tr>
<th>Professor</th>
<th>Assoc. Professor</th>
<th>Asst. Professor</th>
<th>Instructor/Lecturer</th>
<th>TOTALS</th>
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</thead>
<tbody>
<tr>
<td>Cummings - Vet. ***</td>
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</tbody>
</table>

*** 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 Schools.

<table>
<thead>
<tr>
<th>Medical School **</th>
<th>Professor</th>
<th>Assoc. Professor</th>
<th>Asst. Professor</th>
<th>Instructor/Lecturer</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Tenure-Eligible</td>
<td>Tenure-Eligible</td>
<td>Tenure-Eligible</td>
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<tr>
<td>Total University</td>
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<td>77</td>
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**Figures do not include full-time research faculty.**
# Average Full-Time Faculty Salary

## Arts & Sciences

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<thead>
<tr>
<th>Role</th>
<th>2003/04</th>
<th>2004/05</th>
<th>2005/06</th>
<th>2006/07</th>
<th>2007/08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>$101,226</td>
<td>$107,210</td>
<td>$112,598</td>
<td>$115,801</td>
<td>$119,681</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>73,707</td>
<td>77,475</td>
<td>83,749</td>
<td>87,192</td>
<td>87,192</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>58,027</td>
<td>60,758</td>
<td>66,704</td>
<td>68,053</td>
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</table>

## Engineering

<table>
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<th>Role</th>
<th>2003/04</th>
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<th>2005/06</th>
<th>2006/07</th>
<th>2007/08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>$111,848</td>
<td>$117,016</td>
<td>$124,559</td>
<td>$135,870</td>
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<tr>
<td>Associate Professor</td>
<td>88,085</td>
<td>77,475</td>
<td>83,749</td>
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<tr>
<td>Assistant Professor</td>
<td>71,361</td>
<td>76,468</td>
<td>82,672</td>
<td>86,265</td>
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## The Fletcher School

<table>
<thead>
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<th>Role</th>
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<th>2005/06</th>
<th>2006/07</th>
<th>2007/08</th>
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<tbody>
<tr>
<td>Professor</td>
<td>$110,878</td>
<td>$125,474</td>
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<td>Associate Professor</td>
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<tr>
<td>Assistant Professor</td>
<td>64,418</td>
<td>83,518</td>
<td>87,011</td>
<td>89,740</td>
<td>90,264</td>
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## Friedman S.N.S.P. *

<table>
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<th>2006/07</th>
<th>2007/08</th>
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<tbody>
<tr>
<td>Professor</td>
<td>$107,949</td>
<td>-</td>
<td>$124,890</td>
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<tr>
<td>Associate Professor</td>
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<td>121,748</td>
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<tr>
<td>Assistant Professor</td>
<td>89,813</td>
<td>83,655</td>
<td>84,346</td>
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## Dental School *

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<th>2007/08</th>
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<tr>
<td>Professor</td>
<td>$130,273</td>
<td>$131,299</td>
<td>$132,052</td>
<td>$148,083</td>
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<tr>
<td>Associate Professor</td>
<td>99,585</td>
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<td>100,651</td>
<td>97,398</td>
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<tr>
<td>Assistant Professor</td>
<td>78,487</td>
<td>79,933</td>
<td>82,363</td>
<td>87,078</td>
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## Medical School *

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<th>Role</th>
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<th>2005/06</th>
<th>2006/07</th>
<th>2007/08</th>
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</thead>
<tbody>
<tr>
<td>Professor</td>
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<td>$147,418</td>
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## Cummings - Veterinary School *

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<tbody>
<tr>
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**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*

<table>
<thead>
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<th>Role</th>
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<th>2003/04</th>
<th>2004/05</th>
<th>2005/06</th>
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<tr>
<td>Assistant Professor</td>
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<tr>
<td>Instructor</td>
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</tbody>
</table>

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**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 1 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 the School of Dental Medicine, the Cummings School of Veterinary Medicine, The Fletcher School of Law and Diplomacy, the College of Arts and Sciences, and Friedman S.N.S.P.
## International Faculty and Scholars by Country - Fall 2007

<table>
<thead>
<tr>
<th>Countries Represented</th>
<th>Arts &amp; Sciences</th>
<th>Engineering</th>
<th>Fletcher</th>
<th>Friedman S.N.S.P.</th>
<th>Dental</th>
<th>Medical (Includes Sackler)</th>
<th>Affiliated Hospitals</th>
<th>HMC</th>
<th>Cummings Vet.</th>
<th>Totals</th>
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# International Faculty and Scholars by Country - Fall 2007, Continued

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HOLDERS OF ENDOWED AND TERM PROFESSORSHIPS

ARTS, SCIENCES AND ENGINEERING
Louis Berger Chair in Civil and Environmental Engineering
Steven C. Chapra, 1999–present

Bergstrom Chair in Applied Developmental Science
Richard M. Lerner, 1999–present

Vannevar Bush Chair
Jack Schneps, 1995–present
Irwin Rosenberg, 1993–1994

Cummings Family Chair in Entrepreneurship and Business Economics
George Norman, 1998–present

Dadian/Oztemel Chair of Armenian Art
Lucy Der Manueilian, 1989–present

Hagop and Miriam Darakjian and Boghos and Nazley Jafarian and son Haig Chair in Armenian History
Ira 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
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
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, 1995–2011
Sylvan Barnet, 1963–1984
Harold Hooper Blanchard, 1932–1938
Charles Gott, 1926–1939

Fletcher Professor of Music
Jane A. Bernstein, 1990–present
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 Givier, 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
Sol Gittleman, 1992–present

Goddard Professor of Homiletics and Pastoral Theology
Charles Hall Leonard, 1869–1915

Goldthwaite Professor of Rhetoric
Christian 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, 1980–1992
Leonard C. Mead, 1971–1979
Dorothea C. Crook, 1955–1969
Robert Cheneault Givier, 1931–1951

Cornelia M. Jackson Professor of Political Science
Charles A. Smith, 1989–present
James V. Elliott, 1975–1989
George Stewart Miller, 1946–1956
Harvey Alden Wooster, 1922–1923
Henry Clayton Metcalf, 1913–1918

Lee S. McCollester Associate Professor of Biblical Literature
Joel Rosenberg, 1992–present
Eugene S. Ashton, 1949–1973
Rolland Emerson Wolfe, 1946–1947
HOLDERS OF ENDOWED AND TERM PROFESSORSHIPS, CONTINUED

ARTS, SCIENCES & ENGINEERING, CONTINUED

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 Sillivan 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 A. 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-present
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
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

Lenore Stern Professorship in the Humanities and Social Sciences
Mark Richard, 2007 - present

Stern Family Professorship in Engineering
David L. Kaplan, 2006 - present

Usen Family Career Development Assistant Professor
E. Charles Sykes, 2008

John Wade Professorship
Robin B. Kanarek, 2000–present
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 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
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

FLETCHER SCHOOL OF LAW AND DIPLOMACY

Charles Francis Adams/Raytheon Dean's Chair
Stephen W. Bosworth, 2001–present

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
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
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
HOLDERS OF ENDOWED AND TERM PROFESSORSHIPS, CONTINUED

THE FLETCHER SCHOOL, CONTINUED
Constantine Karamanlis Associate Professor in Hellenic and Southeastern European Studies
Kostas A. Lavdas, 2007–present
Dimitris Kendidis, 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 Visiting Professor of Public Diplomacy
William A. Rugh, 2008
Philip C. Horton, 1973–1976
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
Benjamin Andrews Chair in Surgery
William C. Mackey, 2001–present
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
Marshall 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
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
William B. Schwartz, 1972–1976
Alice Ettinger–Jack R. Dreyfuss Chair in Radiology
E. Kent Yucel, 2007–present
Dr. Gerald J. and Dorothy R. Friedman Professor of Medicine at Tufts University School of Medicine
Andrew S. Levey, 2000–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
Norman S. Stearns, 1972–1987
David and Leona F. Karp Professor of Pediatrics
John R. Schreiber, 2007–present
Ivan D. Frantz, III, 2001–2005
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)
Harris A. Berman, 2003–present
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
Steven L. Curry, 1983–1990
Schering–Plough Professorship in Health Sciences
(Five–year term chair)
Norman Stearns, 1998–2002
Maurice S. Segal, 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–present
HOLDERS OF ENDOWED AND TERM PROFESSORSHIPS, CONTINUED

THE SCHOOL OF MEDICINE, CONTINUED

Charles M. Whitney Clinical Professor of Urology
Gennaro A. Carpinito, 2007-present

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 in Rheumatology
Timothy E. McAlindon, 2002-present

The Natalie V. Zucker Professor
Diana W. Bianchi, 2001–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
Franklin K. Patterson, 1958–1966
John J. Mahoney, 1955–1957

CUMMINGS SCHOOL OF VETERINARY MEDICINE AT TUFTS UNIVERSITY

Henry and Lois Foster Professor
Deborah T. Kochevar, 2006 – present
Philip C. Kosch, 1996–2006

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

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 Professor in Nutrition
Irwin Rosenberg, 1994–present

Alexander McFarlane Associate 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

UNIVERSITY ENDOWED CHAIR

Agnes Varis University Chair in Science and Society (TCSVM)
Saul Tzipori, 2003–present
Gary J. Patronek, 2000–2003
FACILITIES

Aerial View of the glass lobby in the Granoff Music Center
### RESIDENTIAL HOUSING

#### Number of Students in Housing - Medford/Somerville Campus

<table>
<thead>
<tr>
<th>Residence Hall</th>
<th>Year Occupied</th>
<th>Regular Use Capacity</th>
<th>Oct-07 Occupancy</th>
<th>Residence Hall</th>
<th>Year Occupied</th>
<th>Regular Use Capacity</th>
<th>Oct-07 Occupancy</th>
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<td>Richardson House</td>
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<td>82</td>
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<td>16</td>
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<td>Bartol House</td>
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<td>11</td>
<td>McCollister House</td>
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<tr>
<td>Anthony House</td>
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<td>11</td>
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<td>Stratton Hall*</td>
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<tr>
<td>101 Talbot Avenue</td>
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<td>7</td>
<td>7</td>
<td>9-11 Sunset Avenue</td>
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<td>Carmichael Hall</td>
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<td>Hodgdon Hall</td>
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<td>Carpenter House</td>
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<td>Chandler House</td>
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<td>Lewis Hall</td>
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<td>Fairmount House</td>
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<td>10</td>
<td>Latin Way</td>
<td>1980</td>
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<td>10</td>
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<td>1981</td>
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<td>206</td>
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<td>176 Curtis Street</td>
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<td>7</td>
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<td>Bush Hall</td>
<td>1960</td>
<td>114</td>
<td>117</td>
<td>Sophia Gordon</td>
<td>2006</td>
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<td>Miller Hall</td>
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<td>207</td>
<td>207</td>
<td>45 Sawyer Ave **</td>
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<tr>
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<td>268</td>
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</tbody>
</table>

* Stratton Hall has had its regular use capacity greatly reduced to offer more single-occupancy rooms to seniors.

** Additional housing for 2007-08 year only; occupancy and regular use are included in totals and percentage.

*** There have been changes to regular use capacity to many of the smaller buildings due to fire-safety decisions.

In addition, The Fletcher School offers student housing in Blakely Hall (capacity 84) and the Boston Campus Health Sciences schools offer student housing in Posner Hall (capacity 97).

### SPECIAL PROGRAMS IN RESIDENCE

[http://ase.tufts.edu/reslife/ResHallInfo/sgh.htm](http://ase.tufts.edu/reslife/ResHallInfo/sgh.htm)

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 House 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 know as Bartol House, is located at 37 Sawyer Avenue. Students interested in an active and artistically diverse environment live together in the Arts House. During the year there are numerous events that encompass a wide variety of artistic mediums.

**Asian American Culture Unit**—The Asian American 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 Special Interest Unit—The Crafts House, 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 House, 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 House, located at 176 Curtis Street offers both Muslim and non-Muslim undergraduates the opportunity to live in a friendly, diverse environment. It provides students the opportunity to enhance their cultural experience while creating new friendships and participating in several social events.

Rainbow House Special Interest Unit—The Rainbow House, 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 House, located at 101 Talbot Avenue, provides a unique atmosphere where students 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**

*116 Buildings, 2,786,491 sq.ft.*

<table>
<thead>
<tr>
<th>Room</th>
<th>Capacity</th>
<th>Room</th>
<th>Capacity</th>
<th>Room</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>F C Nelson Aud.</td>
<td>87</td>
<td>Cohen Auditorum [1]</td>
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<td>Anderson 208</td>
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<td>Terrace Room</td>
<td>75</td>
<td>Olin 102</td>
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<tr>
<td>Anderson 210</td>
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<td>Crane Room</td>
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<td>Feinleib Aud.</td>
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[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

10 Buildings, 891,680 sq.ft.

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<thead>
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<td>DHS 9 (Clinical Simulation Lab)</td>
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<td>DHS 319 (Radiology Conf. Rm.)</td>
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<td></td>
</tr>
<tr>
<td>Sackler 827 Lg. Dining Rm.</td>
<td>120</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sackler 826 Sm. Dining Rm.</td>
<td>25</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Grafton Campus

43 Buildings, 358,996 sq.ft.

<table>
<thead>
<tr>
<th>Room</th>
<th>Capacity</th>
<th>Room</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration 2nd Floor Conference</td>
<td>12</td>
<td>Loew Center Basement Seminar</td>
<td>10</td>
</tr>
<tr>
<td>Administrative 3rd Floor Conference</td>
<td>10</td>
<td>Loew Center Basement Seminar</td>
<td>10</td>
</tr>
<tr>
<td>Administration 2nd Floor Video Conference</td>
<td>16</td>
<td>Loew Center First Floor Seminar</td>
<td>16</td>
</tr>
<tr>
<td>Building 5 Conference</td>
<td>16</td>
<td>Loew Center First Floor Seminar</td>
<td>16</td>
</tr>
<tr>
<td>Building 17 Conference</td>
<td>10</td>
<td>Loew Center Lecture Hall A</td>
<td>84</td>
</tr>
<tr>
<td>Building 20 Conference</td>
<td>20</td>
<td>Loew Center Lecture Hall B</td>
<td>84</td>
</tr>
<tr>
<td>Central Services Conference</td>
<td>10</td>
<td>Loew Center Microscope Lab</td>
<td>76</td>
</tr>
<tr>
<td>Foster Hospital Conference</td>
<td>10</td>
<td>Peabody Conference Room</td>
<td>12</td>
</tr>
<tr>
<td>Kohnstamm Conference, Admin. 1st Floor</td>
<td>35</td>
<td>Teaching Lab Seminar</td>
<td>12</td>
</tr>
<tr>
<td>Large Animal Hosp. Student Lounge Conf. Rm.</td>
<td>16</td>
<td>Teaching Lab Seminar</td>
<td>12</td>
</tr>
<tr>
<td>Large Animal Hosp. West Conference</td>
<td>12</td>
<td>Teaching Lab Seminar</td>
<td>12</td>
</tr>
<tr>
<td>Large Animal Hosp. Wet Lab Lecture</td>
<td>30</td>
<td>Teaching Lab Seminar</td>
<td>12</td>
</tr>
<tr>
<td>Large Animal Hospital 800 Ward Conf. Rm A.</td>
<td>15</td>
<td>Wildlife Clinic Conference</td>
<td>10</td>
</tr>
<tr>
<td>Large Animal Hospital 800 Ward Conf. Rm B.</td>
<td>25</td>
<td>Wildlife Clinic Lecture Hall</td>
<td>40</td>
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<tr>
<td>Large Animal Hospital Lecture Hall</td>
<td>85</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development Bldg. Conference Rm.</td>
<td>6</td>
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</table>
## TOTAL AREAS BY ROOM TYPE

<table>
<thead>
<tr>
<th></th>
<th>Auxiliaries</th>
<th>Central</th>
<th>Development</th>
<th>University</th>
<th>Facilities</th>
<th>Banks*</th>
<th>Arts &amp; Sciences, Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circulation</td>
<td>16,319</td>
<td>766</td>
<td>729,416</td>
<td>91</td>
<td>82,219</td>
<td>2,545</td>
<td>135,467</td>
</tr>
<tr>
<td>Classroom</td>
<td>79,475</td>
<td>18,773</td>
<td>66,421</td>
<td>3,848</td>
<td>255,451</td>
<td>472</td>
<td>161,155</td>
</tr>
<tr>
<td>General Use</td>
<td>180</td>
<td>3,822</td>
<td>810</td>
<td>1,660</td>
<td>497,714</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Care</td>
<td>11,183</td>
<td>1,307</td>
<td>3,848</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inactive</td>
<td>316</td>
<td>18,283</td>
<td>12,890</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratory</td>
<td>20,467</td>
<td>11,183</td>
<td>229,009</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office</td>
<td>5,312</td>
<td>138,956</td>
<td>1,660</td>
<td></td>
<td>102,960</td>
<td></td>
<td></td>
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<tr>
<td>Housing</td>
<td>30</td>
<td>46,472</td>
<td>11,183</td>
<td>27,070</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Use</td>
<td>768</td>
<td>82,219</td>
<td>18,773</td>
<td>229,009</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study</td>
<td>768</td>
<td>82,219</td>
<td>18,773</td>
<td>229,009</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support Services</td>
<td>134</td>
<td>18,773</td>
<td>229,009</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unassigned</td>
<td>20,467</td>
<td>11,183</td>
<td>229,009</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>84,817</strong></td>
<td><strong>264,556</strong></td>
<td><strong>5,269</strong></td>
<td><strong>1,909,106</strong></td>
<td><strong>3,108</strong></td>
<td><strong>1,431,919</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>The Fletcher School</th>
<th>Friedman SNSP</th>
<th>Dental School</th>
<th>HNRC</th>
<th>Medical School</th>
<th>Tufts-NEMC</th>
<th>Cummings - Vet.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circulation</td>
<td>1,328</td>
<td>103</td>
<td>18,038</td>
<td>7,064</td>
<td>7,402</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom</td>
<td>6,445</td>
<td>2,025</td>
<td>6,040</td>
<td>22</td>
<td>5,140</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Use</td>
<td>8,952</td>
<td>3,419</td>
<td>9,377</td>
<td>21,524</td>
<td>164,375</td>
<td>45,784</td>
<td></td>
</tr>
<tr>
<td>Health Care</td>
<td>34,515</td>
<td>9,314</td>
<td>363</td>
<td>12,289</td>
<td>45,784</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inactive</td>
<td>935</td>
<td></td>
<td></td>
<td>22</td>
<td>5,083</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratory</td>
<td>1,331</td>
<td>18,861</td>
<td>31,386</td>
<td>45,784</td>
<td>34,860</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office</td>
<td>25,302</td>
<td>12,861</td>
<td>27,201</td>
<td>1,530</td>
<td>40,606</td>
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<tr>
<td>Housing</td>
<td>16,567</td>
<td>103</td>
<td>17,558</td>
<td>2,143</td>
<td>2,143</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Use</td>
<td>402</td>
<td>5,229</td>
<td>20,271</td>
<td>65,009</td>
<td>65,009</td>
<td></td>
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</tr>
<tr>
<td>Study</td>
<td>16,946</td>
<td>1,015</td>
<td>24,556</td>
<td>5,083</td>
<td>5,083</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support Services</td>
<td>134</td>
<td>5,787</td>
<td>1,036</td>
<td>13,217</td>
<td>13,217</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unassigned</td>
<td>692</td>
<td>5,787</td>
<td>1,036</td>
<td>13,217</td>
<td>13,217</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>75,089</strong></td>
<td><strong>21,366</strong></td>
<td><strong>88,514</strong></td>
<td><strong>351,574</strong></td>
<td><strong>22,245</strong></td>
<td><strong>219,244</strong></td>
<td></td>
</tr>
</tbody>
</table>

* Includes a Bank of America Branch on the Boston Campus and two ATMs on the Medford/Somerville campus.

* Includes a Bank of America Branch on the Boston Campus and two ATMs on the Medford/Somerville campus.

** TOTAL SQ. FT. **

<table>
<thead>
<tr>
<th></th>
<th>Total Sq. Ft.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circulation</td>
<td>754,216</td>
</tr>
<tr>
<td>Classroom</td>
<td>122,937</td>
</tr>
<tr>
<td>General Use</td>
<td>354,724</td>
</tr>
<tr>
<td>Health Care</td>
<td>106,942</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4,577,718</strong></td>
</tr>
</tbody>
</table>
ENERGY EMISSIONS

Tufts University Greenhouse Gas Emissions*

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>20,620</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2005</td>
<td>25,104</td>
<td></td>
</tr>
<tr>
<td>FY 2004</td>
<td>24,603</td>
<td></td>
</tr>
<tr>
<td>FY 2003</td>
<td>20,500</td>
<td></td>
</tr>
<tr>
<td>FY 2002</td>
<td>17,029</td>
<td></td>
</tr>
<tr>
<td>FY 2001</td>
<td>18,488</td>
<td></td>
</tr>
</tbody>
</table>

(In metric tons carbon equivalent)

*These numbers differ from those provided in prior Fact Books as a result of improved information about the carbon intensity of purchased steam and purchased electricity.

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 aggressive energy efficiency measures.

Data provided by Tufts Office of Sustainability, based on data from the 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 comports food waste. Medford/Somerville Facilities department collect landscaping waste for composting as well.

<table>
<thead>
<tr>
<th>Year</th>
<th>Landfill/ Incinerated</th>
<th>Bottles &amp; Cans</th>
<th>Paper &amp; Cardboard</th>
<th>Food Waste</th>
<th>Landscaping Waste</th>
<th>Total Trash</th>
<th>Recycling Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY07</td>
<td>2,502</td>
<td>125</td>
<td>877</td>
<td>182</td>
<td>475</td>
<td>4,161</td>
<td>40%</td>
</tr>
<tr>
<td>FY06</td>
<td>2,379</td>
<td>110</td>
<td>919</td>
<td>170</td>
<td>500</td>
<td>4,078</td>
<td>42%</td>
</tr>
<tr>
<td>FY05</td>
<td>2,320</td>
<td>120</td>
<td>769</td>
<td>156</td>
<td>437</td>
<td>3,802</td>
<td>39%</td>
</tr>
<tr>
<td>FY04</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>147</td>
<td>502</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>FY03</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>94</td>
<td>430</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>FY02</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>83</td>
<td>425</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>FY01</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>106</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

(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 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 Sakler School of Graduate Biomedical Sciences, The Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy, and the Human Nutrition Research Center. 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 UIT Academic Technology (ex officio), and the 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 strategy 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 15,000 electronic journals, which contain full-text articles and over 200 electronic databases and indexes.

Students and faculty can also gain access through the Tufts libraries to the resources of the nineteen academic and research libraries belonging to the Boston Library Consortium and through interlibrary loan to library collections throughout the country and abroad.

The Tisch Library ([http://www.library.tufts.edu/tisch/](http://www.library.tufts.edu/tisch/))

The Tisch Library provides support for the instructional and research needs of the undergraduate and graduate students in the Schools of Arts & Sciences and Engineering. The physical facilities of the Tisch Library consist of the Tisch and 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, most available on the Tufts network/Internet. The new library provides increased seating (for up to a quarter of the student body) and collection capacity, 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/](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-New England 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 20,974 ejournals; 6,170 of these titles are in the fields of health sciences. The library’s Special Collections Room includes works on the history of science and medicine, imprints prior to 1914, and historical artifacts. Relocated in 1986 to the Arthur M. Sackler Center for Health Communications and renamed the Hirsh Health Sciences Library in 2005, the library provides a broad range of print and electronic resources to support the Tufts Health Sciences Schools of the Boston Campus. The library undertook major renovation and space improvement projects during 2004 to 2007 to meet the expanding technological and study needs of the schools it serves. Its 49,000-square-foot space seats 512 comfortably for individual or group studying. Classrooms, microcomputer labs and seminar rooms are equipped with current 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 subject coverage includes materials on 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. Recently, the library received a bequest from the estate of Jack Seaverns of a large collection of books and publications on equine topics.

The Library supports the academic computing needs of the students and faculty of the Cummings School of Veterinary Medicine. 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 for students. Courses are tailored to meet the needs of the veterinary curriculum and are taught in the computer classroom. 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) is the steward of the University's permanently valuable records and collections created in any format, ensuring their permanent preservation and accessibility. The DCA supports the Tufts Digital Library, the University-wide Records Management Program, and the University Archives and Manuscript Collections. 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 program. DCA and AT develop tools to access and manipulate collection content to support research, curricular, administrative, and legal needs. It collects, organizes, preserves, and makes available records of permanent administrative, legal, and historical value in fulfillment of its mandate as the depository of archival and historical materials. The DCA provides records management services to administrative offices in all divisions and departments of the University.

The DCA's collections include over 4 TB (terabytes) of digital data serving faculty, staff and students, and more than 2,000 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

<table>
<thead>
<tr>
<th>Library</th>
<th>2002/03</th>
<th>2003/04</th>
<th>2004/05</th>
<th>2005/06</th>
<th>2006/07</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Tisch Library</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volumes added - net</td>
<td>27,467</td>
<td>23,059</td>
<td>20,047</td>
<td>18,582</td>
<td>12,456</td>
</tr>
<tr>
<td>Total volumes</td>
<td>812,138</td>
<td>834,414</td>
<td>853,860</td>
<td>872,442</td>
<td>884,898</td>
</tr>
<tr>
<td><strong>Library Collections - total units</strong>¹</td>
<td>2,325,670</td>
<td>2,389,538</td>
<td>2,427,344</td>
<td>2,460,657</td>
<td>2,484,597</td>
</tr>
<tr>
<td>Current print serials - subscriptions</td>
<td>2,868</td>
<td>2,737</td>
<td>2,567</td>
<td>2,417</td>
<td>2,235</td>
</tr>
<tr>
<td><strong>Edwin Ginn Library</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volumes added - net</td>
<td>2,224</td>
<td>1,716</td>
<td>(8)</td>
<td>(2,306)</td>
<td>2,043</td>
</tr>
<tr>
<td>Total volumes</td>
<td>120,954</td>
<td>122,670</td>
<td>122,662</td>
<td>120,536</td>
<td>122,399</td>
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<tr>
<td><strong>Library Collections - total units</strong>¹</td>
<td>362,137</td>
<td>369,273</td>
<td>370,994</td>
<td>371,780</td>
<td>373,823</td>
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<tr>
<td>Current print serials - subscriptions</td>
<td>904</td>
<td>906</td>
<td>875</td>
<td>870</td>
<td>868</td>
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<tr>
<td><strong>Hirsh Health Sciences Library</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Volumes added - net</td>
<td>1,344</td>
<td>1,477</td>
<td>1,094</td>
<td>3,060</td>
<td>907</td>
</tr>
<tr>
<td>Total volumes</td>
<td>161,471</td>
<td>162,948</td>
<td>164,042</td>
<td>167,102</td>
<td>168,009</td>
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<td><strong>Library Collections - total units</strong>¹</td>
<td>164,086</td>
<td>163,261</td>
<td>167,710</td>
<td>167,610</td>
<td>168,059</td>
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<tr>
<td>Current print serials - subscriptions</td>
<td>900</td>
<td>1,864</td>
<td>545</td>
<td>231</td>
<td>527</td>
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<tr>
<td><strong>Webster Family Veterinary Library</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volumes added - net ²</td>
<td>449</td>
<td>359</td>
<td>448</td>
<td>3,410</td>
<td>399</td>
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<td>Total volumes</td>
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<td>13,726</td>
<td>13,820</td>
<td>17,230</td>
<td>17,629</td>
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<tr>
<td><strong>Library Collections - total units</strong>¹</td>
<td>14,128</td>
<td>14,105</td>
<td>14,075</td>
<td>17,249</td>
<td>17,650</td>
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<tr>
<td>Current print serials - subscriptions</td>
<td>351</td>
<td>354</td>
<td>354</td>
<td>299</td>
<td>300</td>
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<tr>
<td><strong>Total All Libraries</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volumes added - net</td>
<td>31,484</td>
<td>26,611</td>
<td>21,581</td>
<td>22,746</td>
<td>15,805</td>
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<tr>
<td>Total volumes</td>
<td>1,108,156</td>
<td>1,133,758</td>
<td>1,154,384</td>
<td>1,177,310</td>
<td>1,192,935</td>
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<tr>
<td><strong>Library Collections - total units</strong>¹</td>
<td>2,866,021</td>
<td>2,936,177</td>
<td>2,980,123</td>
<td>3,017,296</td>
<td>3,044,129</td>
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<tr>
<td>Current print serials - subscriptions</td>
<td>5,023</td>
<td>5,861</td>
<td>4,341</td>
<td>3,817</td>
<td>3,930</td>
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<tr>
<td>Current ejournal licenses - all libraries</td>
<td>14,370</td>
<td>15,300</td>
<td>15,800</td>
<td>15,856</td>
<td>20,974</td>
</tr>
</tbody>
</table>

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

Interlibrary Loan

<table>
<thead>
<tr>
<th></th>
<th>2002/03</th>
<th>2003/04</th>
<th>2004/05</th>
<th>2005/06</th>
<th>2006/07</th>
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<tbody>
<tr>
<td><strong>The Tisch Library</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Provided</td>
<td>8,039</td>
<td>7,565</td>
<td>7,933</td>
<td>8,345</td>
<td>16,055</td>
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<tr>
<td>Received</td>
<td>12,575</td>
<td>17,994</td>
<td>20,559</td>
<td>17,944</td>
<td>18,659</td>
</tr>
<tr>
<td><strong>Edwin Ginn Library</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided</td>
<td>251</td>
<td>319</td>
<td>237</td>
<td>209</td>
<td>192</td>
</tr>
<tr>
<td>Received</td>
<td>589</td>
<td>1,260</td>
<td>993</td>
<td>772</td>
<td>792</td>
</tr>
<tr>
<td><strong>Hirsh Health Sciences Library</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided</td>
<td>4,071</td>
<td>4,915</td>
<td>3,819</td>
<td>6,969</td>
<td>9,944</td>
</tr>
<tr>
<td>Received</td>
<td>4,010</td>
<td>7,529</td>
<td>8,372</td>
<td>8,511</td>
<td>9,549</td>
</tr>
<tr>
<td><strong>Webster Family Veterinary Library</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided</td>
<td>520</td>
<td>938</td>
<td>931</td>
<td>733</td>
<td>357</td>
</tr>
<tr>
<td>Received</td>
<td>1,203</td>
<td>1,279</td>
<td>1,417</td>
<td>1,177</td>
<td>1,334</td>
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</table>

LIBRARY STATISTICS

Collections

<table>
<thead>
<tr>
<th></th>
<th>The Tisch Library</th>
<th>Edwin Ginn Library</th>
<th>Hirsh Health Sciences Library</th>
<th>Webster Veterinary Library</th>
<th>Total All Libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Volumes added - gross</strong></td>
<td>19,406</td>
<td>2,255</td>
<td>1,981</td>
<td>401</td>
<td>24,043</td>
</tr>
<tr>
<td><strong>Total Volumes</strong></td>
<td>884,898</td>
<td>122,399</td>
<td>168,009</td>
<td>17,631</td>
<td>1,192,937</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>The Tisch Library</th>
<th>Edwin Ginn Library</th>
<th>Hirsh Health Sciences Library</th>
<th>Webster Veterinary Library</th>
<th>Total All Libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Government documents - units</strong></td>
<td>542,680</td>
<td>-</td>
<td></td>
<td></td>
<td>542,680</td>
</tr>
<tr>
<td><strong>Current print serials - subscriptions</strong></td>
<td>2,235</td>
<td>868</td>
<td>527</td>
<td>300</td>
<td>3,930</td>
</tr>
<tr>
<td><strong>Microform units</strong></td>
<td>1,011,216</td>
<td>257,963</td>
<td></td>
<td></td>
<td>1,269,179</td>
</tr>
<tr>
<td><strong>Cartographic materials - units</strong></td>
<td>107</td>
<td>-</td>
<td></td>
<td></td>
<td>107</td>
</tr>
<tr>
<td><strong>Sound recordings - units</strong></td>
<td>24,738</td>
<td>-</td>
<td></td>
<td></td>
<td>24,738</td>
</tr>
<tr>
<td><strong>Film/Video materials - units</strong></td>
<td>19,843</td>
<td>-</td>
<td>366</td>
<td>400</td>
<td>20,609</td>
</tr>
<tr>
<td><strong>Computer files (CD-ROMS) - units</strong></td>
<td>1,115</td>
<td>-</td>
<td>192</td>
<td>94</td>
<td>1,401</td>
</tr>
<tr>
<td><strong>Electronic journals and databases (university total only)</strong></td>
<td>21,367</td>
<td>-</td>
<td></td>
<td></td>
<td>21,367</td>
</tr>
</tbody>
</table>

Circulation

<table>
<thead>
<tr>
<th></th>
<th>The Tisch Library</th>
<th>Edwin Ginn Library</th>
<th>Hirsh Health Sciences Library</th>
<th>Webster Veterinary Library</th>
<th>Total All Libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General collection</strong></td>
<td>224,231</td>
<td>34,170</td>
<td>14,003</td>
<td>850</td>
<td>273,254</td>
</tr>
<tr>
<td><strong>Reserve collection</strong></td>
<td>32,561</td>
<td>6,837</td>
<td></td>
<td>567</td>
<td>39,965</td>
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<tr>
<td><strong>Total Circulation</strong></td>
<td>256,792</td>
<td>41,007</td>
<td>14,003</td>
<td>1,417</td>
<td>313,219</td>
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Interlibrary Loans

<table>
<thead>
<tr>
<th></th>
<th>The Tisch Library</th>
<th>Edwin Ginn Library</th>
<th>Hirsh Health Sciences Library</th>
<th>Webster Veterinary Library</th>
<th>Total All Libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provided to other libraries</td>
<td>16,055</td>
<td>192</td>
<td>9,944</td>
<td>357</td>
<td>26,548</td>
</tr>
<tr>
<td>Received from other libraries</td>
<td>18,659</td>
<td>792</td>
<td>9,549</td>
<td>1,334</td>
<td>30,334</td>
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</tbody>
</table>

Information services to groups

<table>
<thead>
<tr>
<th></th>
<th>The Tisch Library</th>
<th>Edwin Ginn Library</th>
<th>Hirsh Health Sciences Library</th>
<th>Webster Veterinary Library</th>
<th>Total All Libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of presentations</td>
<td>284</td>
<td>25</td>
<td>297</td>
<td>103</td>
<td>709</td>
</tr>
<tr>
<td>Number of persons served in presentations</td>
<td>4,536</td>
<td>250</td>
<td>3,745</td>
<td>685</td>
<td>9,216</td>
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</table>

Library Services, one typical week, fall

<table>
<thead>
<tr>
<th></th>
<th>The Tisch Library</th>
<th>Edwin Ginn Library</th>
<th>Hirsh Health Sciences Library</th>
<th>Webster Veterinary Library</th>
<th>Total All Libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public service hours</td>
<td>110</td>
<td>107</td>
<td>92</td>
<td>91</td>
<td>400</td>
</tr>
<tr>
<td>Gate count*</td>
<td>18,425</td>
<td>-</td>
<td>6,430</td>
<td>*</td>
<td>24,855</td>
</tr>
<tr>
<td>Reference transactions*</td>
<td>350</td>
<td>220</td>
<td>465</td>
<td>*</td>
<td>1,035</td>
</tr>
</tbody>
</table>

1 HHSL Volumes Added is net, not gross
* These figures are not kept
### Library Expenditures

**The Edwin Hirsh Health Webster Total**

<table>
<thead>
<tr>
<th></th>
<th>Tisch Library</th>
<th>Edwin Ginn Library</th>
<th>Hirsch Health Sciences Library</th>
<th>Webster Veterinary Library</th>
<th>All Libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books</td>
<td>747,317</td>
<td>64,289</td>
<td>41,632</td>
<td>7,330</td>
<td>860,568</td>
</tr>
<tr>
<td>Current serials (print)</td>
<td>927,598</td>
<td>310,426</td>
<td>462,802</td>
<td>80,267</td>
<td>1,781,093</td>
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<tr>
<td>Audiovisual materials</td>
<td>75,358</td>
<td>94</td>
<td>-</td>
<td></td>
<td>75,452</td>
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<tr>
<td>Electronic resources</td>
<td>3,363,343</td>
<td>-</td>
<td>897,079</td>
<td>31,624</td>
<td>4,292,046</td>
</tr>
<tr>
<td>Document delivery/Interlibrary loan</td>
<td>2,334</td>
<td>6,651</td>
<td>884</td>
<td></td>
<td>9,869</td>
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<tr>
<td>Other collection</td>
<td>13,725</td>
<td></td>
<td></td>
<td></td>
<td>13,725</td>
</tr>
<tr>
<td>Preservation</td>
<td>45,000</td>
<td>1,643</td>
<td>8,570</td>
<td>2,898</td>
<td>58,111</td>
</tr>
<tr>
<td>Computer hard. and software</td>
<td>53,135</td>
<td>4,361</td>
<td>49,250</td>
<td>9,793</td>
<td>116,539</td>
</tr>
<tr>
<td>Utilities, Networks, and Consortia</td>
<td>226,779</td>
<td>16,332</td>
<td>88,087</td>
<td>5,371</td>
<td>336,569</td>
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<tr>
<td>Other Operating</td>
<td>385,950</td>
<td>71,641</td>
<td>438,946</td>
<td>65,922</td>
<td>962,459</td>
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<tr>
<td>Total Materials</td>
<td><strong>$5,841,438</strong></td>
<td><strong>$481,688</strong></td>
<td><strong>$1,993,017</strong></td>
<td><strong>$204,089</strong></td>
<td><strong>$8,520,232</strong></td>
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</tbody>
</table>

**Salaries and Wages**

<table>
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<tr>
<th></th>
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<th>Edwin Ginn Library</th>
<th>Hirsch Health Sciences Library</th>
<th>Webster Veterinary Library</th>
<th>All Libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
<td>1,041,208</td>
<td>241,006</td>
<td>712,576</td>
<td>134,475</td>
<td>2,129,265</td>
</tr>
<tr>
<td>All other paid staff</td>
<td>1,527,422</td>
<td>161,127</td>
<td>416,762</td>
<td>107,813</td>
<td>2,213,124</td>
</tr>
<tr>
<td>Students</td>
<td>255,288</td>
<td>39,785</td>
<td>92,545</td>
<td>14,641</td>
<td>402,595</td>
</tr>
<tr>
<td>Total Salaries and Wages</td>
<td><strong>$2,823,918</strong></td>
<td><strong>$441,918</strong></td>
<td><strong>$1,221,883</strong></td>
<td><strong>$256,929</strong></td>
<td><strong>$4,744,648</strong></td>
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<tr>
<td>Fringe Benefits</td>
<td>659,448</td>
<td>102,359</td>
<td>286,690</td>
<td>60,312</td>
<td>1,108,809</td>
</tr>
<tr>
<td>Total Salaries /Wages/Benefits</td>
<td><strong>$3,483,366</strong></td>
<td><strong>$544,277</strong></td>
<td><strong>$1,508,573</strong></td>
<td><strong>$317,241</strong></td>
<td><strong>$5,853,457</strong></td>
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</table>

**Total Operating Expenditures**

<table>
<thead>
<tr>
<th></th>
<th>Tisch Library</th>
<th>Edwin Ginn Library</th>
<th>Hirsch Health Sciences Library</th>
<th>Webster Veterinary Library</th>
<th>All Libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>$8,665,356</strong></td>
<td><strong>$923,606</strong></td>
<td><strong>$3,214,900</strong></td>
<td><strong>$461,018</strong></td>
<td><strong>$13,264,880</strong></td>
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(Excluding benefits)

**Staff (FTE)**

<table>
<thead>
<tr>
<th></th>
<th>Tisch Library</th>
<th>Edwin Ginn Library</th>
<th>Hirsch Health Sciences Library</th>
<th>Webster Veterinary Library</th>
<th>All Libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
<td>15.50</td>
<td>3.80</td>
<td>12.00</td>
<td>2.00</td>
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<tr>
<td>All other paid staff</td>
<td>41.28</td>
<td>3.70</td>
<td>13.00</td>
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<tr>
<td>Student</td>
<td>17.58</td>
<td>4.36</td>
<td>6.50</td>
<td>1.50</td>
<td>29.94</td>
</tr>
<tr>
<td>Total Staff</td>
<td>74.36</td>
<td>11.86</td>
<td>31.50</td>
<td>7.50</td>
<td>125.22</td>
</tr>
</tbody>
</table>
TUFTS IN CONTEXT
ACCREDITATION

FACULTY OF ARTS AND SCIENCES AND ENGINEERING

Engineering

Liberal Arts, Jackson, Engineering, Graduate School, College of Special Studies

Department of Child Development
The pre-K to grade 2 Teacher Preparation Program is accredited by the Massachusetts Department of Education, Fall 2002. Next accreditation likely for 2008 – 2009 academic year.

Departments of Child Development and Education
The Joint Elementary Program (JEP) prepares undergraduates and post-baccalaureate students for Initial Licensure at the elementary level in the state of Massachusetts. The program complies with MA Department of Education regulations, last conducted Spring, 2003. Next program review likely 2008 – 2009 academic year.

Department of Occupational Therapy (Boston School of Occupational Therapy)

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, 2009. Next program review possible 2008 – 2009 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 on November 10, 2004. Next full review is scheduled for 2013 – 2014 academic year.

THE FLETCHER SCHOOL OF LAW AND DIPLOMACY

GERALD J. AND DOROTHY R. FRIEDMAN SCHOOL OF NUTRITION SCIENCE AND POLICY

SCHOOL OF DENTAL MEDICINE
Commission on Dental Accreditation of the American Dental Association, July 2001. The next commission site visit is scheduled for March 2008.

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.

Graduate Programs in Public Health:

SACKLER SCHOOL OF GRADUATE BIOMEDICAL SCIENCES

CUMMINGS SCHOOL OF VETERINARY MEDICINE
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
The College Board
Council on Governmental Relations
Council for Higher Education Accreditation
Eastern Association of College and University Business Officers
Fulbright Association
Greater Boston Chamber of Commerce
Leadership Alliance
Mass. 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.
Research! America
The Science Coalition
Somerville Chamber of Commerce-New Group
University Leadership Council
Universities Research Association, Inc.
WGBH Educational Foundation

MEDAL RECIPIENTS

Recipients of the Hosea Ballou Medal

Frank Durkee, A541 – 1939
Alfred Church Lane, H13 – 1940
Vannevar Bush, E13, AG13, H32 – 1941
Arthur Lamb, A1900, AG1900, 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
Allan MacLeod Cormack, H80 – 1978
Jean Mayer, H93 – 1992
Bruce Reitman, A72, AG83 – 2006

Recipients of the Dean’s Medal

H.E. Dr. Mochtar Kusumaatmadja – The Fletcher School - October 6, 1983
Ryoeichi 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
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
Louis P. Bertonazzi – 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
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, F5G5, 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
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 (posthumously)
MEDAL RECIPIENTS, CONTINUED

Recipients of the Dean’s Medal, continued

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
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
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
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

Recipients of the Presidential Medal

City of Medford – 1976
City of Somerville – 1976
Frederick Johnson – 1977
Herbert Black, A33 – 1977
Dr. Louis Weinstein – 1977
Jancye Pickett Willmann – 1979
James B. Moseley, J86P – 1979
Dr. Ralph R. Lopez – 1982
Elizabeth Cabot, H56W – 1983
Dr. C. S. Loh, H87, D83P – 1984
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 (posthumously)
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 (posthumously)
Prime Minister Manmohan Singh – November, 2005
Sir Horace Kadoorie International Foundation – September 12, 2007

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
HONORARY DEGREES AWARDED

A complete list of Honorary Degrees Awarded can be found online at http://www.tufts.edu/trustees/data/hondeg.shtml

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

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

<table>
<thead>
<tr>
<th></th>
<th>One Degree</th>
<th>Two Degrees</th>
<th>Three Degrees</th>
<th>Four Degrees</th>
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<td>Undergraduate</td>
<td>52,451</td>
<td>4,379</td>
<td>206</td>
<td>15</td>
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<tr>
<td>Arts &amp; Sciences</td>
<td>44,027</td>
<td>3,473</td>
<td>159</td>
<td>13</td>
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<tr>
<td>Engineering</td>
<td>8,424</td>
<td>1,189</td>
<td>68</td>
<td>2</td>
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<tr>
<td>Graduate Arts &amp; Sciences</td>
<td>9,540</td>
<td>1,750</td>
<td>93</td>
<td>5</td>
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<tr>
<td>Graduate Engineering</td>
<td>1,937</td>
<td>894</td>
<td>59</td>
<td>2</td>
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<tr>
<td>Fletcher</td>
<td>5,266</td>
<td>843</td>
<td>269</td>
<td>11</td>
</tr>
<tr>
<td>Friedman SNSP</td>
<td>721</td>
<td>201</td>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td>Dental</td>
<td>6,867</td>
<td>385</td>
<td>13</td>
<td>1</td>
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<tr>
<td>Medical</td>
<td>6,748</td>
<td>1,220</td>
<td>54</td>
<td>1</td>
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<tr>
<td>Sackler</td>
<td>601</td>
<td>88</td>
<td>7</td>
<td>0</td>
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<tr>
<td>Cummings - Vet.</td>
<td>1,679</td>
<td>94</td>
<td>1</td>
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<tr>
<td>Honorary</td>
<td>230</td>
<td>0</td>
<td>0</td>
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### Multiple Degree Holders

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<th>Undergraduate</th>
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<th>Professional</th>
<th>Honorary</th>
<th>Total</th>
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<tr>
<td>Undergraduate</td>
<td>714</td>
<td>2,743</td>
<td>1,419</td>
<td>23</td>
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<td>Arts &amp; Sciences</td>
<td>647</td>
<td>1,891</td>
<td>1,332</td>
<td>22</td>
<td>3,644</td>
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<tr>
<td>Engineering</td>
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<td>91</td>
<td>1</td>
<td>1,198</td>
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<tr>
<td>Graduate Arts &amp; Sciences</td>
<td>1,332</td>
<td>574</td>
<td>43</td>
<td>4</td>
<td>1,848</td>
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<tr>
<td>Graduate Engineering</td>
<td>875</td>
<td>126</td>
<td>16</td>
<td>1</td>
<td>955</td>
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<tr>
<td>Fletcher</td>
<td>264</td>
<td>1,140</td>
<td>7</td>
<td>8</td>
<td>1,124</td>
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<td>Friedman SNSP</td>
<td>35</td>
<td>195</td>
<td>9</td>
<td>0</td>
<td>219</td>
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<tr>
<td>Dental</td>
<td>332</td>
<td>71</td>
<td>54</td>
<td>2</td>
<td>398</td>
</tr>
<tr>
<td>Medical</td>
<td>1,074</td>
<td>237</td>
<td>71</td>
<td>2</td>
<td>1,275</td>
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<tr>
<td>Sackler</td>
<td>28</td>
<td>37</td>
<td>37</td>
<td>0</td>
<td>95</td>
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<tr>
<td>Cummings - Vet.</td>
<td>65</td>
<td>30</td>
<td>5</td>
<td>1</td>
<td>95</td>
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<tr>
<td>Honorary</td>
<td>27</td>
<td>18</td>
<td>5</td>
<td>0</td>
<td>33</td>
</tr>
</tbody>
</table>

1. This table represents alumni who received degrees. With the conversion to the Advance system, there were a number of corrections made to the degree data this year.

2. Undergraduate represents the total number of individuals receiving each respective number of degrees. It eliminates any duplicates between A&S and Engineering.

3. 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.

4. 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 *

<table>
<thead>
<tr>
<th></th>
<th>Arts &amp; Sciences</th>
<th>GSAS/Crane</th>
<th>Engineering</th>
<th>Engineering Graduate</th>
<th>Fletcher</th>
<th>Friendman S.N.S.P.</th>
<th>Dental</th>
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<tbody>
<tr>
<td>Lost Total</td>
<td>4,319</td>
<td>1,867</td>
<td>271</td>
<td>259</td>
<td>510</td>
<td>23</td>
<td>293</td>
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<tr>
<td>Total All Domestic</td>
<td>41,156</td>
<td>9,059</td>
<td>9,033</td>
<td>2,463</td>
<td>4,076</td>
<td>728</td>
<td>6,688</td>
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<tr>
<td>Total All Foreign</td>
<td>1,599</td>
<td>397</td>
<td>278</td>
<td>141</td>
<td>1,599</td>
<td>76</td>
<td>207</td>
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<tr>
<td><strong>Grand Total</strong></td>
<td><strong>47,074</strong></td>
<td><strong>11,323</strong></td>
<td><strong>9,582</strong></td>
<td><strong>2,863</strong></td>
<td><strong>6,185</strong></td>
<td><strong>827</strong></td>
<td><strong>7,188</strong></td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Medical</th>
<th>Sackler</th>
<th>Cummings - Veterinary</th>
<th>Honorary</th>
<th>Unknown</th>
<th>Distinct Total**</th>
</tr>
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<tbody>
<tr>
<td>Lost Total</td>
<td>199</td>
<td>67</td>
<td>16</td>
<td>83</td>
<td>1</td>
<td>7,588</td>
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<tr>
<td>Total All Domestic</td>
<td>7,725</td>
<td>588</td>
<td>1,680</td>
<td>125</td>
<td>36</td>
<td>79,184</td>
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<tr>
<td>Total All Foreign</td>
<td>29</td>
<td>14</td>
<td>29</td>
<td>20</td>
<td>8</td>
<td>4,251</td>
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<tr>
<td><strong>Grand Total</strong></td>
<td><strong>7,953</strong></td>
<td><strong>669</strong></td>
<td><strong>1,725</strong></td>
<td><strong>228</strong></td>
<td><strong>45</strong></td>
<td><strong>91,023</strong></td>
</tr>
</tbody>
</table>

*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.
Alumni Association (TUAA)

Office of Alumni Relations (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/alumni
School of Engineering: http://engineering.tufts.edu/alumni/
School of Medicine: http://www.tufts.edu/med/alumni/
ACKNOWLEDGEMENTS

We wish to extend our sincere thanks to everyone who, along with their dedicated staffs, have helped us compile the material included in this edition. Special thanks to the Office of Institutional Research & Evaluation’s dedicated Research Analysts and Research Assistants; and especially, those whose names may be inadvertently missing.

Eric Albright  
Genevieve Alelis  
Michael Baenen  
Joanne Barnett  
Heather Barry  
Julie Beach  
Barbara Berman  
Gabriella Bertucci  
Leila Bhatti  
John Blust  
Peter Boyajian  
Barbara Boyce  
Melissa Bradbury  
Margret Branschofsky  
Mary Broderick  
Tim Brooks  
Jamie Brown  
Celia Campbell  
Patricia Campbell  
Elizabeth Canny  
Joseph Carroll  
A. Joseph Castellana  
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Edmund Dente  
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Linda Dixon  
Catherine Doheney  
Jillian Dubman  
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Robin Glover  
Gabriella Goldstein  
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Robert Hannemann  
Matthew Hast  
Stacey Herman  
Cora Ho  
Nancy Humphrey  
Ann Hunt  
Laurie Hurley  
Lois Hutchings  
Gretchen Inman  
Nancy Ingram  
Nancy Iovanni  
Mary Jeka  
Cristina Jimenez  
Linda Karpowich  
Julia Kelley  
Richard Kelley  
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Yolanda King  
Kim Knox  
Kathryn Lange  
Brian Lee  
Carmen Lowe  
Kathleen Lowney  
Roland Maher  
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Peg Martin  
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Donna Merrick  
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William Moomaw  
Nora Moser-McMillan  
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Divya Narayanan  
Peggy Newell  
Peggy Newell  
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Jean Papalia  
Sandra Pearson  
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Denise Phillips  
Jeffrey Pietrantoni  
David Proctor  
Sean Recroft  
Patricia Reilly  
Bruce Reitman  
Sarah Richmond  
Heather Roscoe  
Naomi Rosenberg  
Robert Russell  
James Ryan  
Scott Sahagian  
Nancy Santos  
Anne Sauer  
Amy Ingrid Schlegel  
Sharan Schwartzberg  
Marsha Semuels  
Gerard Sheehan  
Thomas Slavin  
Susanne Spano  
John Spinard  
Norma Springer  
Ruben Salinas Stern  
Vickie Sullivan  
Christopher Tatro  
Sherman Teichman  
Amelia Tynan  
Laura Walters  
Sara Weisman  
Nancy Wilson  
Dona Yarbrough  
Linell Yugawa
## Picture Credits

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<th>Page #</th>
<th>Description</th>
<th>Credit</th>
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<tbody>
<tr>
<td>Cover</td>
<td>Corner of College Avenue &amp; Professors Row</td>
<td>Photo by Heather S. Roscoe</td>
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<tr>
<td>7</td>
<td>Chapel and Ballou Hall, 1884</td>
<td>Historical materials collection, 1852-. Digital Collections and Archives. Tufts University.</td>
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<td>Saturday morning inspection of troops, 1918 (Haskins, Lawrence)</td>
<td>Historical materials collection, 1852-. Digital Collections and Archives. Tufts University.</td>
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<td>The Fletcher School of Law and Diplomacy, ca. 1950</td>
<td>Historical materials collection, 1852-. Digital Collections and Archives. Tufts University.</td>
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<tr>
<td>16</td>
<td>Mr. John Baronian, A50, with some of his collection</td>
<td>Photo courtesy of the Aidekman Art Gallery</td>
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<td>19</td>
<td>Health Sciences Campus in Boston</td>
<td>Photo by Aaron Schutzengel, used with permission of Tufts University Photo, ©2007 Trustees of Tufts College</td>
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<tr>
<td>33</td>
<td>Alfred C. Lane excavating the Stearns Estate, November 22, 1934</td>
<td>Munro, Melville S., papers, 1908-1945. Digital Collections and Archives. Tufts University.</td>
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<tr>
<td>40</td>
<td>2006 Mock Senate Hearing Delegation, Washington, DC; left to right are Bryan Bachner, Sarah Kafka, Ehren Bray, Ajaita Shah, Lauren Kari, Jason Hill, Sherman Teichman, Seth Rosenberg, Samantha Karlin, Beth Bishop</td>
<td>Photo courtesy of the Institute for Global Leadership</td>
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<tr>
<td>55</td>
<td>Tufts Alpine Botany Class, Talloires, France</td>
<td>Photo courtesy of Gabriella Goldstein</td>
</tr>
<tr>
<td>78</td>
<td>Member of Women's Track Team, August 2007</td>
<td>Photo by Heather S. Roscoe</td>
</tr>
<tr>
<td>97</td>
<td>Jackson College freshmen, 1915</td>
<td>Munro, Melville S., papers, 1908-1945. Digital Collections and Archives. Tufts University.</td>
</tr>
<tr>
<td>116</td>
<td>Commencement speaker and New York City Mayor Michael Bloomberg accepts</td>
<td>Photo by Aaron Schutzengel, used with permission of Tufts University Photo, ©2007 Trustees of Tufts College</td>
</tr>
<tr>
<td></td>
<td>congratulations following his speech at commencement 2007</td>
<td></td>
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<tr>
<td>138</td>
<td>Aerial view of the glass lobby in the Granoff Music Center, January 2007</td>
<td>Photo by Joanie Tobin, used with permission of Tufts University Photo, ©2007 Trustees of Tufts College</td>
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