



# A Pathway to Success



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## GRADUATE SCHOOL OF ARTS AND SCIENCES 4

“As a class, my peers and I worked together to effect change. This collaboration taught me that change is possible, that inspiration generates itself when strong minds collaborate, and that learning is life-long.”

Ana Isabel Laguarda, G04

## CUMMINGS SCHOOL OF VETERINARY MEDICINE 8

“The caseload at Tufts gave me the opportunity to see a lot of patients, participate in their diagnosis and treatment, and, in so doing, learn about a wide range of diseases in a variety of species.”

Dr. Sarah Balcom, V06

## SCHOOL OF DENTAL MEDICINE 12

“Because Tufts Dental School provided me with a well-balanced dental education, I have had viable options to explore and act upon during my extensive dental career.”

Dr. Margaret J. Howard, D81

## SCHOOL OF ENGINEERING 16

“The Tufts School of Engineering helped me to understand, appreciate, and respect all areas of engineering.”

Angela Ramsarup, E01



THE FLETCHER SCHOOL **20**

“One of the biggest values of a Fletcher education is the network. Even now in my day-to-day work, I realize what a tight-knit community Fletcher is.”

Belinda Chiu, F04

FRIEDMAN SCHOOL OF NUTRITION SCIENCE AND POLICY **24**

“I chose to pursue my graduate education at the Friedman School of Nutrition Science and Policy because of its world-renowned scientists and faculty.”

Samuel Cadena, N03

SCHOOL OF MEDICINE **28**

“I am proud to be an alumnus of Tufts University School of Medicine. I would be remiss not to mention the long-standing friendships formed with my fellow classmates.”

Dr. James W. Reed, M84

SACKLER SCHOOL OF GRADUATE BIOMEDICAL SCIENCES **32**

“Sackler provided me with a strong scientific base from which I have been able to build a successful career.”

Monette Cotreau, S99



Tufts is a university dedicated to preparing leaders who are committed to using knowledge, rigorous scholarship, and creative multidisciplinary approaches to address society's most pressing challenges.



Tufts studies include why fireflies flash, new evidence supporting cancer-fighting strategies, and fresh insights into how our galaxy formed and evolves.

Tufts faculty are leading world authorities on antibiotic resistance, HIV and Lyme disease, cholera, and other pressing health issues.



Tufts faculty and graduates contribute to public policy nationally and internationally on issues ranging from humanitarian crises in Africa to the state of urban schools in the U.S.



Dear Friends:

Tufts is a small research university whose intimacy and scale promotes collegiality. We seek to build relationships across schools, disciplines, and people. Throughout Tufts, you will find graduate programs that are innovative, collaborative, socially engaged, global in perspective, and pioneering in interdisciplinary research and scholarship.

As a community of scholars, we recognize that we learn from our differences. We seek to cultivate a research community that embraces difference and represents the diversity of our society in all of its complexity. Moreover, we seek to build the kind of enduring, lasting relationships that support great teaching, great scholarship, and great friendships.

As you consider the next steps in your education, I invite you to learn more about the people and programs that make Tufts a truly outstanding university. Best wishes.

Sincerely,

Lawrence S. Bacow  
President



# Graduate School of Arts and Sciences

The Tufts University Graduate School of Arts and Sciences (GSAS) offers doctoral programs in eleven departments and master's programs in thirty. These programs are recognized internationally, both for their superb and accessible faculty and for the innovative research opportunities they offer. In the past, GSAS students have researched everything from coral reef mortality in Belize to the developmental pathways of successful teenage mothers; from ninth graders' conceptions of mathematical functions to the emotional memories of human beings during infancy. While their research areas may differ, in each and every case graduate students are encouraged to find a research area that excites them and to pursue this interest during their time as students. Also, graduate student research at Tufts is not an isolated affair. GSAS students have numerous opportunities to collaborate with fellow students, both within and outside their departments, and with several Tufts interdisciplinary centers that include the Institute for Applied Research in Youth Development, the WaterSHED Center, and the Center for Science and Mathematics Teaching.

Once GSAS students graduate from their programs, they join a select group of achievers. Many Tufts graduate alumni own their own businesses; lead successful companies; share their knowledge as both professors and teachers; are solving problems, both large and small, as heads of nonprofits and other organizations; and are working to answer the questions of tomorrow today as researchers. Profiles of some of these outstanding graduate alumni can be found at [ase.tufts.edu/gradstudy/alumni.htm](http://ase.tufts.edu/gradstudy/alumni.htm).

For more information about the Tufts Graduate School of Arts and Sciences (GSAS) visit [ase.tufts.edu/gradstudy](http://ase.tufts.edu/gradstudy) or call 617.627.3395.

## STUDENT BODY PROFILE

Number of students in the 2006 entering class: **377**

Female/Male: **74%/26%**

Average Age: **27**

International Students: **11%**

U.S. Students of Color: **15%**

## ACADEMIC PROGRAMS

*Many departments offer both master's and doctoral degrees*

Art and Art History

Art History and Museum Studies

Biology

Chemistry

Chemistry/Biotechnology

Child Development

Classical Archaeology

Classics

Drama

Economics

Education

English

French

German

History

History and Museum Studies

Interdisciplinary

Mathematics

Museum Education

Music

Occupational Therapy

Philosophy

Physics

Psychology

Public Policy

School Psychology

Studio Art

Urban and Environmental Policy  
and Planning

*Graduate Certificate Programs in other areas are also available*





**ELLEN PINDERHUGHES, PH.D.**

*Associate Professor and Chair, Eliot-Pearson Department of Child Development*

**What is your focus area?**

In my research program, I seek to contribute an understanding of developmental processes in families whose children are at risk for dysfunctional behavior so that policies, interventions, and services can be improved or designed to facilitate optimal child outcomes.

**Why do you teach?**

Throughout my career, my goals have been to improve the lives of children and families in different settings. Earlier in my career I worked in direct service settings, in day care (as a teacher and then director), and as a therapist (in various settings—residential treatment, outpatient, etc.). Although these experiences were very rewarding, I found that I felt frustrated at being somewhat limited in the numbers of children and families whom I could help. I came to view involvement in research and university teaching as a critical combination that could have a broader, although less direct, impact on the lives of children and families.

**Why Tufts?**

I was impressed by the commitment that the university has to educating, training, and preparing students for leadership in an increasingly diverse world. The combination of a strong undergraduate program that has strong links between academic and service endeavors and a very strong graduate program in my department was quite attractive. I was particularly attracted to the multidisciplinary energy in the Eliot-Pearson Department of Child Development that is focused on understanding children and families in the context of their cultures and on enhancing their lives through research, practice, or policy advocacy.



“I was impressed by the commitment that the university has to educating, training, and preparing students for leadership in an increasingly diverse world.”



“My research project is very exciting. It involves developing a fundamental yet thorough understanding of the structure and reactions of titanium dioxide.”



## NKENGAFEH ASONG

### **Degree program:**

Ph.D. in Chemistry

### **Hometown:**

Fontem in Cameroon, West Africa

### **Education:**

Austin College, Sherman, TX

### **Why did you choose Tufts?**

I wanted to stay in Massachusetts, so I decided on Tufts.

### **What are you studying?**

My research project is very exciting. It involves developing a fundamental yet thorough understanding of the structure and reactions of titanium dioxide. Titanium dioxide is a photocatalyst; that is, this compound is able to catalyze reactions using ultraviolet light as the excitation source. Titanium dioxide has great potential not only because it can ultimately be used to treat polluted water, but also because it is inexpensive and the products of the catalysis reaction are nontoxic. I have synthesized this semiconductor and am currently investigating its reactions using vibration spectroscopy.

### **What will you do with your degree?**

I like to think that with a graduate degree, and with the other talents I possess, I'll be in a better position to choose a career that makes use of all my abilities. If I do choose to stay in the field of chemistry, I would like to work in a company rather than going into academia.



# Cummings School of Veterinary Medicine

Tufts University Cummings School of Veterinary Medicine is a student-centered school with an innovative, flexible curriculum. The school emphasizes newer dimensions of the profession, such as ethics, wildlife and conservation medicine, public health, international veterinary medicine, and human-animal relationships, where contributions of veterinary medical knowledge are of increasing value to all of society. The school has also developed leading programs in emergency and critical care medicine, oncology, diagnostic imaging, and animal behavior. The curriculum is designed with sufficient flexibility to allow students to explore and/or emphasize areas of special interest.

In addition to the school's pioneering academic programs, its high quality clinical care services and original research advancing animal, human, and environmental health have brought national and international acclaim. The school is located in a beautiful New England setting about an hour west of Boston. The 585-acre campus includes a 250-acre working farm where students can gain valuable experience. Our campus is without boundaries. However, as our students participate in unique learning opportunities around the country and across the globe.

For more information about the Cummings School of Veterinary Medicine, visit [vet.tufts.edu](http://vet.tufts.edu) or call 508.839.5302.

## STUDENT BODY PROFILE

Number of students in the 2006 entering class:

D.V.M. **80**

M.S. **13**

Ph.D. **1**

Female/Male: **88%/12%**

Average Age: **25**

International Students: **1%**

U.S. Students of Color: **10%**

## ACADEMIC PROGRAMS

D.V.M., Doctor of Veterinary Medicine

M.S. in Animals and Public Policy

Ph.D. in Biomedical Sciences

D.V.M./M.S. in:

Animals and Public Policy

Comparative Biomedical Sciences

Laboratory Animal Medicine

D.V.M./M.A. with The Fletcher School

D.V.M./M.P.H. with Tufts Medical School

## SELECT STUDENT GROUPS

American Animal Hospital Association

American Holistic Veterinary Medicine Association

Association of Shelter Veterinarians

Gap Junction

GLBT and Friends Club

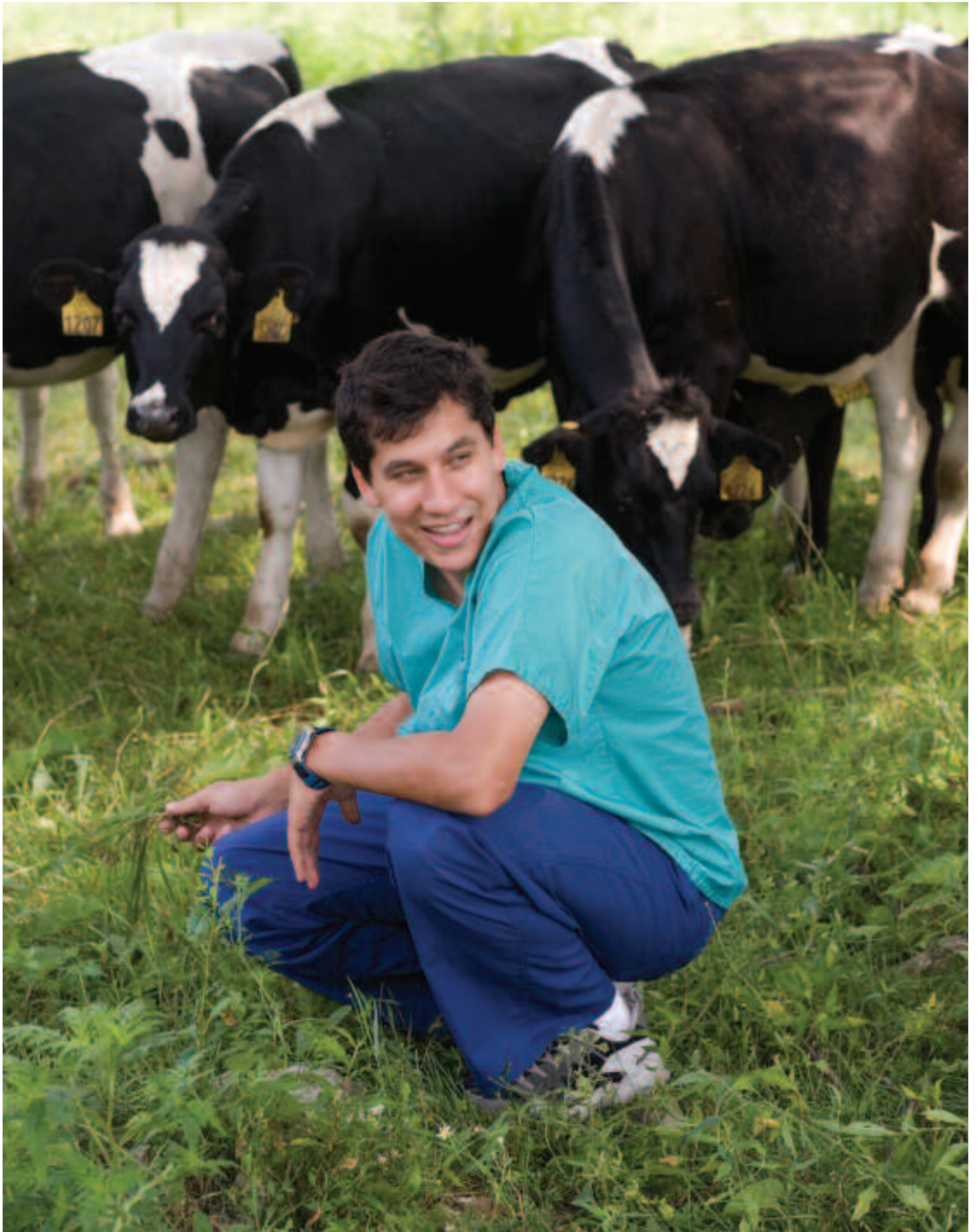
International Veterinary Student Association

Student Association for Veterinary Ethics (SAVE)

Veterinarians for Diversity

Veterinarians for Global Solutions





**FLO TSENG, D.V.M.**

*Assistant Director, Wildlife Clinic*

**What is your focus area?**

My work involves hands-on instruction of our students in the medical care of native wildlife species. This combines my specialized expertise with my passion for teaching.

In addition, I have the opportunity at Tufts to pursue my interest in marine birds with our Seabird Ecological Assessment Network (SEANET) program. SEANET brings together interdisciplinary researchers and volunteers in a long-term effort to identify threats to marine birds in the northeastern U.S. and Atlantic Canada.

We've been able to actively involve many of our veterinary students in these investigations, giving them experience in field and laboratory techniques that yield publishable results.

**Why do you teach?**

There's nothing like watching a wild animal recover under our students' care to inspire them to pursue wildlife medicine as part of their future plans!

**Why Tufts?**

I came to Tufts after a long career working with private nonprofit wildlife rehabilitation groups. I was attracted to the Cummings School because of its international reputation in wildlife and conservation medicine. Very few veterinary schools have such well-established programs, and the state-of-the-art Bernice Barbour Wildlife Medicine Building allows us to conduct our work in a collaborative environment. As a faculty member, I appreciate the support that Tufts gives to nontraditional aspects of veterinary medicine. This reflects the leadership role that Tufts plays in shaping the future of veterinary medicine. Our students benefit because they are exposed to the many different career paths that a veterinary degree offers and our curriculum allows them the flexibility to pursue their own interests.



“There’s nothing like watching a wild animal recover under our students’ care to inspire them to pursue wildlife medicine as part of their future plans!”



“I have found that there are no obstacles to anything you might want to learn outside the classroom, and there is always someone on the faculty who is willing to help you achieve your learning goals.”



## LEE BAR-SAGI

**Degree program:**  
D.V.M.

**Hometown:**  
Stony Brook, NY

**Education:**  
Bachelor of Science in Biology,  
McGill University, Montreal, Quebec

### **Why did you choose Tufts?**

Opportunities for student involvement directly with faculty and within the hospitals are numerous. I have worked as a groom and as a medicine and surgery technician in the Large Animal Hospital; as a field researcher in the West African nation of Ivory Coast; and as a wildlife pathologist at the Wildlife Clinic at Tufts. I have done a selective at the Tufts farm, where I learned to drive a tractor and perform herd vaccinations, and I have had the opportunity to work with the Department of Environmental and Population Health on developing a sustainable agriculture program for New England farming communities. I have found that there are no obstacles to anything you might want to learn outside the classroom, and there is always someone on the faculty who is willing to help you achieve your learning goals.

**What are you studying?**  
Veterinary Medicine

### **What will you do with your degree?**

I will provide veterinary care to horses, goats, turtles, cows, kittens, emus, llamas, sea lions, bison, bears, alpacas, puppies, rabbits, ferrets, and hawks, to name a few. I will help people keep their pets/companions/livestock/showstock in good health so that they may continue to derive joy and happiness from animal ownership. I will advocate for those animals that are not owned. I will champion animals in their natural environs. I might raise chickens. But that is neither here nor there.



# School of Dental Medicine

Tufts University School of Dental Medicine was established in 1868 as Boston Dental College. It was incorporated into Tufts College in 1899. Although founded as a school to educate students from New England, Tufts is renowned throughout the United States and the world as a center for academic and clinical excellence. Tufts boasts over seven thousand alumni, individuals from all fifty states and thirty-nine countries. Students receive a comprehensive education that emphasizes the importance of didactic coursework, preclinical training, clinical experience, and practice management that prepares them to enter the workforce as confident, proficient clinicians.

The School of Dental Medicine provides education to diverse predoctoral and postgraduate students to prepare them to practice dentistry in the twenty-first century. TUSDM strives to achieve a dynamic curriculum that integrates the health sciences with clinical education, provides excellent patient care services, and utilizes modern technology. Success is based on cultivating and maintaining a strong student body, faculty, and staff who are focused in their commitment to teaching, scholarship, research, student services, and community service. One of the cornerstones of the educational mission is to create a community of people from a wide variety of backgrounds with a wide range of experiences. TUSDM is deeply committed to this endeavor to create a diverse community of students, faculty, and staff with the responsibility of advancing access to care.

For more information about the School of Dental Medicine visit [www.tufts.edu/dental](http://www.tufts.edu/dental) or call 617.636.6639.

## STUDENT BODY PROFILE

Number of students in the 2006

D.M.D. entering class: **161**

Female/Male: **47%/53%**

Average Age: **24**

International Students: **9%**

Countries Represented: **5**

States Represented: **33**

U.S. Students of Color: **34%**

Asian/Pacific Islander: **24%**

Hispanic/Latino: **7%**

Black/African-American: **3%**

Undergraduate Institutions  
represented: **109**

## ACADEMIC PROGRAMS

D.M.D.

Advanced Standing D.M.D. for  
foreign-trained dentists

Accredited postdoctoral programs in  
Endodontics, Oral and Maxillofacial  
Surgery, Orthodontics, Pediatric  
Dentistry, Periodontology, and  
Prosthodontics

General Practice Residency (GPR)  
program in dentistry in affiliation  
with Tufts-New England Medical  
Center and Tufts Dental Facility for  
Persons with Special Needs

Postdoctoral study and clinical training  
in esthetic dentistry, implant den-  
tistry, and craniomandibular  
disorders and orofacial pain

M.S. in Oral Health Science  
(may be combined with  
postdoctoral program)

Joint Seven-Year B.A./D.M.D.  
with Tufts University College of Arts  
and Sciences

Early Assurance Programs with  
Adelphi University, Marist  
College, and Tougaloo College





**AIDEE NIETO-HERMAN, D.M.D.**

*Associate Clinical Professor ,  
Department of Periodontology*

*Chair, Equal Opportunity Educational  
Committee*

*Faculty Adviser, Tufts Hispanic Dental  
Association Student Chapter*

*Founder, Tufts Mentor Program; Promoting  
Dentistry as a Career for Minorities*

**What is your focus area?**

My focus area is periodontology, but being a Hispanic woman and a minority faculty member, my goal is to promote diversity within the field of dentistry.

**Why do you teach?**

I love to teach. It is my passion. Since 1990 I have been a teacher and mentor at Tufts University School of Dental Medicine. I have been fortunate to be able to develop my career as a teacher, researcher, mentor, and public service worker at such a prestigious institution.

**Why Tufts?**

Tufts University is a great school where faculty serve as role models in programs designed to encourage more young people to consider a career in dentistry. Beyond the classroom, I also work with student volunteers to promote good oral health. I am honored by the opportunity to help prepare the best clinicians and most compassionate dentists who will serve America and the world. I'm honored to be part of the Tufts Dental Community.



“I am honored by the opportunity to help prepare the best clinicians and most compassionate dentists who will serve America and the world.”



“I am also attracted to the broad clinical externship program, the great outreach community activities, and the extended research opportunity that Tufts has to offer.”



**MARJORIE BRISARD**

**Degree program:**  
D.M.D.

**Home Country:**  
Haiti

**Education:**  
St. John's University, NYC

**Why did you choose Tufts?**

I applied and was accepted at many dental schools, however I chose Tufts Dental School because I believed that Tufts has an excellent curriculum that suited my interests. I am also attracted to the broad clinical externship program, the great outreach community activities, and the extended research opportunity that Tufts has to offer.

**What are you studying?**

During my second year at Tufts, I became involved in many activities. I was nominated as the President of the Student National Dental Association.

**What will you do with your degree?**

I intend to specialize later on so I am able to teach in an educational setting. My future projects will be centered on humanitarian programs designated for underdeveloped countries. One of my goals after graduation is to establish a comprehensive externship program between Tufts and Haiti.



# School of Engineering

The Tufts University School of Engineering positions our graduates to be problem solvers, technological leaders, communicators, and ethical citizens of a global community. Tufts offers the intellectual and technological resources of a Research I Institution coupled with a vibrant and diverse campus culture. The enthusiasm of our students and professors contributes to making the School of Engineering a vibrant and stimulating place to learn, conduct research, and grow intellectually and professionally.

Tufts School of Engineering is particularly noted for its cross-disciplinary research and education programs and offers groundbreaking research opportunities in areas such as bioengineering, environmental sustainability, and engineering education innovation. Several of our engineering programs have close ties or formal connections with other professional schools at Tufts, including programs in Water: Systems, Science, and Society; Biotechnology Engineering; and Human Factors. Tufts School of Engineering offers both master's and doctoral degree programs in six different academic departments. Additionally, a professional Master of Science in Engineering Management degree is offered through The Gordon Institute.

Tufts engineering graduate school alumni go on to become leaders in their fields. Our alumni include senior technical managers, researchers, and executives at large corporations, small start-ups, government agencies, and top universities around the world.

To learn more about the Tufts University School of Engineering, visit [engineering.tufts.edu](http://engineering.tufts.edu) or call 617.627.3237.

## STUDENT BODY PROFILE

Number of students in the 2006 entering class: **144**

Female/Male: **33%/67%**

Average Age: **26**

International Students: **18%**

U.S. Students of Color: **8%**

## ACADEMIC PROGRAMS

*Master's and Doctoral Degrees in*

Biomedical Engineering

Chemical and Biological Engineering

Civil and Environmental Engineering

Computer Science

Electrical and Computer Engineering

Engineering Management (M.S. only)

Mechanical Engineering

*Certificates in*

Bioengineering

Biotechnology

Biotechnology Engineering

Computer Science

Environmental Management

Epidemiology

Human-Computer Interaction

Manufacturing Engineering

Microwave and Wireless Engineering





**VALENCIA JOYNER, PH.D.**

*Assistant Professor, Electrical and Computer Engineering*

**What is your focus area?**

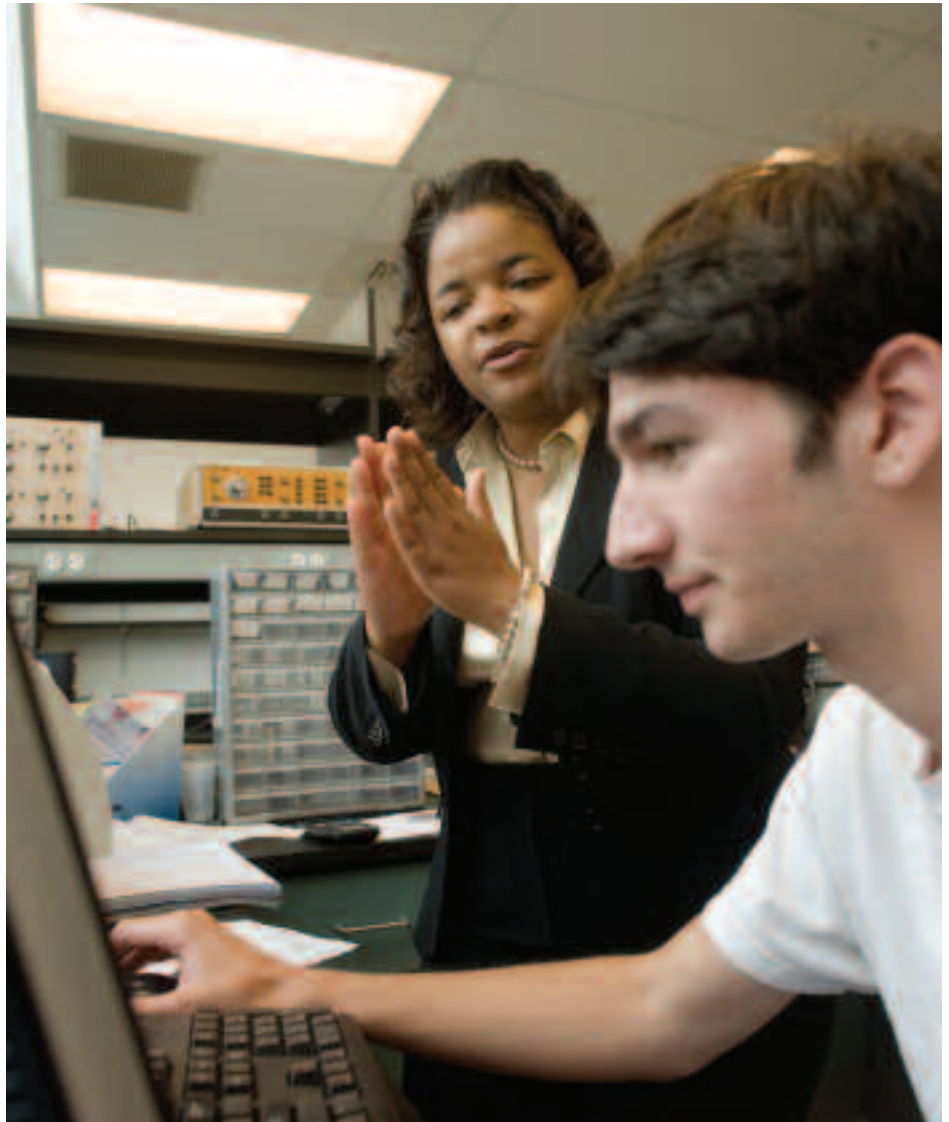
I currently lead the Advanced Integrated Circuits and Systems Lab at Tufts, which conducts research in the general area of high-performance integrated circuits, with a particular focus on analog and mixed-signal integrated circuits that interface with photonic elements for imaging, sensing, and wireless communications. Our research work is interdisciplinary with collaborators in the physical and biological sciences. I recently joined a new multidisciplinary research initiative with faculty in the biology, biomedical engineering, mechanical engineering, and electrical and computer engineering departments at Tufts focused on the science and engineering of a new class of soft-bodied robots, incorporating biomaterials, neuromechanical controllers, analog microelectronics, and evolutionary concepts.

**Why do you teach?**

I have had a natural love for teaching since I was a child. I still remember my first teaching experience as a 5-year-old in a Montessori Preschool Program where my teacher would allow me to help classmates with difficult tasks. The most appealing aspect of teaching at the university level is the opportunity to engage students in the process of applying knowledge to real engineering problems that affect our society and the future.

**Why Tufts?**

There was an immediate chemistry with Tufts the first time I visited the campus. I was very impressed by the visionary leadership at Tufts and the efforts to create an interdisciplinary research environment and way of thinking. I am very blessed to be a faculty member at an institution that values and rewards teaching excellence and encourages the integration of cutting-edge research activities in the teaching and learning process.



“I was very impressed by the visionary leadership at Tufts and the efforts to create an interdisciplinary research environment and way of thinking.”



“My research will help engineers better understand the mechanical properties of the support structures used for growing bone in the laboratory.”



## DHYAN SUNDARESH

### **Degree program:**

M.S. in Mechanical Engineering

### **Hometown:**

Long Island, NY

### **Education:**

State University of New York at Buffalo

### **Why did you choose Tufts?**

I chose Tufts because of its strong interdisciplinary research in the field of tissue engineering, its small student to teacher ratio, and because it is located in the Boston area.

### **What are you studying?**

My research is currently a joint project between the Mechanical and Biomedical Engineering Departments. I am studying the mechanical behavior of silk-based scaffolds used in bone regeneration using computer-aided models. My research will help engineers better understand the mechanical properties of the support structures used for growing bone in the laboratory.

### **What will you do with your degree?**

After completing my degree, I would like to continue on for a doctorate at Tufts further exploring the field of tissue engineering. Additionally, I would like to begin working in the research and development sector of tissue engineering.



# The Fletcher School

The Fletcher School is distinctive among leading professional graduate schools of international affairs for its collaborative, multidisciplinary approach. Fletcher's flexible curriculum, distinguished faculty, and accomplished community of students and alumni provide a thorough and nuanced preparation to meet global challenges that transcend borders, disciplines, and sectors.

As a professional school within Tufts, Fletcher provides students with a focused environment and dedicated faculty for study and professional development. The school's resources—faculty, administration, facilities, and library—are devoted exclusively to Fletcher's 450 graduate students. Full access to the outstanding resources of Tufts complements Fletcher's facilities and offerings.

Fletcher's many active student groups foster professional and personal interests outside the classroom and are a key part of the Fletcher experience. A sampling of these groups includes the Africana Student Group; Asia Club; al Nakhlah, with a focus on Southwest Asia and Islamic Civilization; Fletcher GLBT (Gay, Lesbian, Bisexual, Transgendered) Group; Fletcher Perspectives, with a focus on diversity through arts and culture; Global Women; Latin America Group; and the Ralph Bunche Society, with a focus on students of color and careers in international relations.

With easy access to cosmopolitan Boston, Fletcher is a dynamic environment for the study of international affairs. Boston is a center for international business, a hub for NGOs, and a leading historic and cultural destination. With a high concentration of international students and more universities and colleges per square mile than any other city in the world, Boston is an unparalleled intellectual capital.

For more information, visit [www.fletcher.tufts.edu](http://www.fletcher.tufts.edu), e-mail [fletcheradmissions@tufts.edu](mailto:fletcheradmissions@tufts.edu), or call 617.627.3040.

## STUDENT BODY PROFILE

Number of students in the 2006 entering class: **197**

Female/Male: **53%/47%**

Average Age: **27**

International Students: **41%**

Citizenships Represented: **44**

U.S. Students of Color: **23%**

## ACADEMIC PROGRAMS

M.A.L.D., Master of Arts in Law and Diplomacy

M.A. in International Affairs, for midcareer professionals

G.M.A.P., Combined internet-mediated and residency for mid-career professionals

Ph.D., Doctor of Philosophy

## FIELDS OF STUDY

Development Economics

Human Security

International Business and Economic Law

International Business Relations

International Environment and Resource Policy

International Information and Communication

International Monetary Theory and Policy

International Negotiation and Conflict Resolution

International Organizations

International Political Economy

International Security Studies

International Trade and Commercial Policies

Law and Development

Pacific Asia

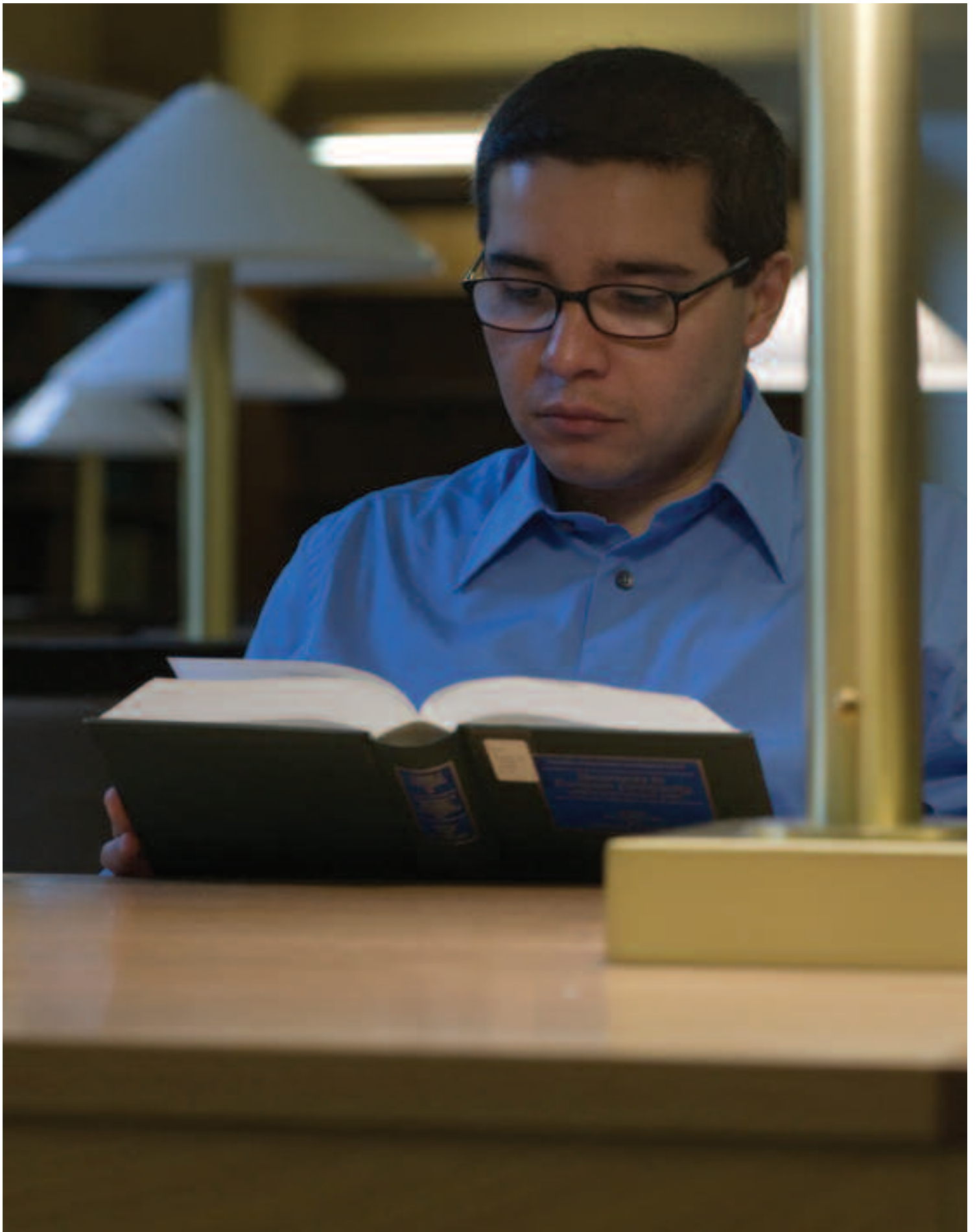
Political Systems and Theories

Public International Law

Southwest Asia and Islamic Civilization

United States

Self-designed





**PETER UVIN, PH.D.**

*The Henry J. Leir Professor of International Humanitarian Studies and Director, the Institute for Human Security*

**What is your focus area?**

I focus on international development and have worked in Africa for years. What happened in Burundi and Rwanda forced me to look more (self-)critically at this world and brought me to explore the intersections between development, conflict (resolution), and human rights. In my field work and research, I have tried to develop creative solutions to the challenges of post-conflict societies. I try to find a balance between good scholarship and respectful collaboration with people.

**Why do you teach?**

I love working with people in the field, reflecting on complicated and murky real-life issues. I love bringing that back to the classroom, exploring these issues with students who bring other experiences to the discussion. I have a sense that there is a seamless connection between my research, teaching, and field work: all of them involve trying to make sense out of messy, real-world dynamics with people from different cultures and developing creative solutions to problems that have no fixed answers.

**Why Tufts?**

For me, Fletcher is far and away the best place I have taught or studied! The students have a clear vision of where they want to go with their lives, and it usually is not your standard nine-to-five job. Our students bring incredible backgrounds and personal stories to the table, and they want to learn and challenge themselves. And then there is that unique sense of community: students profoundly enjoy studying here, learning together, discussing with professors. There is a palpable sense of intellectual and social joy in the atmosphere, without pretense, without competition. They show a sheer pleasure in exchanging with smart and experienced people from all over the world.



“There is a palpable sense of intellectual and social joy in the atmosphere, without pretense, without competition.”

“Besides the wonderful reputation that Fletcher enjoys, I came here to explore the ways to link my former career in banking with my goal of helping people.”



## TESSIE PETION

**Degree program:**  
M.A.L.D.

**Hometown:**  
Brooklyn, NY

**Education:**  
State University of New York  
at Albany

### **Why did you choose Tufts?**

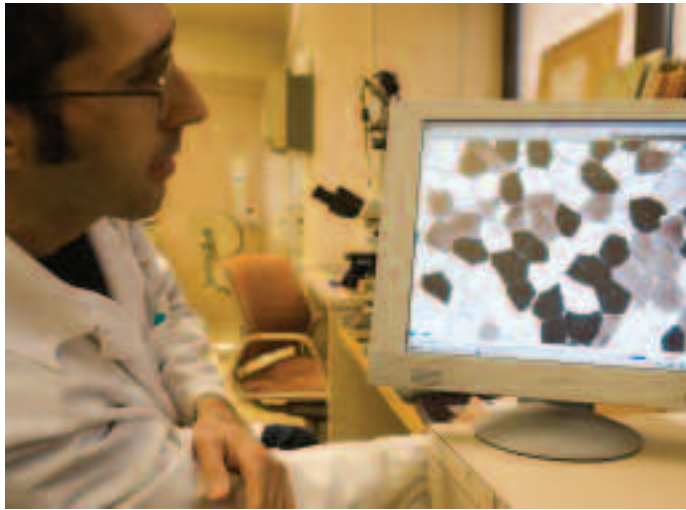
Besides the wonderful reputation that Fletcher enjoys, I came here to explore the ways to link my former career in banking with my goal of helping people. Fletcher is able to draw on its wonderful alumni network and all of the resources that the Boston area has to offer.

### **What are you studying?**

With fields of study including International Business Relations and International Development, I'm looking at the ways the private sector can help developing countries. During this year, I've worked with the government of the Dominican Republic to help them establish operations in the Information-Communications-Technology sphere. I'm also involved with several organizations, including the International Education Club (of which I am co-president), the Business Club, and the Africana Club.

### **What will you do with your degree?**

In order to use all of the skills that Fletcher has helped me develop, I plan on working in the private sector focusing on projects that combine development goals with business savvy.



# Friedman School of Nutrition Science and Policy

The Friedman School of Nutrition Science and Policy is the only graduate and professional school of nutrition in North America. Its mission is to improve the nutritional well-being of people worldwide through the creation of new knowledge, the application and dissemination of evidence-based information, and the education and training of future leaders in the field. This mission is fulfilled by bringing together experts from the areas of clinical nutrition, social and public policy, and the biological sciences.

There are several one-of-a-kind master's degree programs in the Friedman School that take advantage of the cross collaboration of Tufts' seven other schools, the Jean Mayer USDA Human Nutrition Research Center on Aging, and the Frances Stern Nutrition Center. This interdisciplinary approach extends to the school's home base, the Jaharis Family Center for Biomedical and Nutrition Sciences. In addition, we are also studying and working in other parts of the world. The school's rigorous curriculum, research, applied programs, and internships provide its students with the opportunity to make significant contributions to the nutrition and health of all populations.

Our more than 900 graduates work around the globe in health services, academia, non-governmental organizations such as food banks and relief organizations, public relations firms, the media, policy positions, and the pharmaceutical and food industries.

For more information, visit [nutrition.tufts.edu](http://nutrition.tufts.edu), e-mail [nutritionadmissions@tufts.edu](mailto:nutritionadmissions@tufts.edu), or call 617.636.3777.

## STUDENT BODY PROFILE

Number of students in the 2006 entering class: **63**

Total completed applications: **257**

Female/Male: **86%/14%**

Average Age: **27**

International Students: **13%**

U.S. Students of Color: **13%**

## ACADEMIC PROGRAMS

*Master's and Doctoral Degrees in:*

Agriculture, Food and Environment

Biochemical and Molecular Nutrition

Food Policy and Applied Nutrition

Nutritional Epidemiology

Nutrition Communication

One-year Master of Arts in

Humanitarian Assistance

*Dual Degrees in:*

International Nutrition/Law  
and Diplomacy

Nutrition and Public Health

Urban and Environmental Planning/  
Agriculture, Food and Environment

Combined Dietetic Internship/  
Master's Degree Program at the  
Frances Stern Nutrition Center

Water: System, Science, and  
Society: Interdisciplinary M.S. and  
Ph.D. program

Inter-University Initiative on  
Humanitarian Studies and Field  
Practice

## STUDENT ORGANIZATIONS

Friedman Student Council

FOOD-A student organization focused  
on the cultural, political, economic,  
and environmental aspects of food.

Friedman Singers





**JOSE ORDOVAS, PH.D.**

*Professor and Director, Nutrition Genomics Laboratory, Jean Mayer USDA Human Nutrition Research Center on Aging at Tufts University*

Dr. Ordovas was educated in Spain at the University of Zaragoza where he completed undergraduate work in chemistry, graduate work in biochemistry, and a doctorate in biochemistry.

**What is your focus area?**

My major research interests focus on the genetic factors predisposing people to cardiovascular disease and their interaction with the environment and behavioral factors. Having participated in the Framingham Heart Study for nearly 20 years, I am carrying out multiple cross-cultural studies to determine cardiovascular risk in different populations around the world.

**Why do you teach?**

Early in my career, I was very fortunate and received excellent mentorship, which fostered my passion for nutrition research. I enjoy continuing this tradition with the next generation of scientists. This opportunity to train and host future scientists and colleagues from around the world is the most rewarding aspect of a teaching career.

**Why Tufts?**

Tufts allows me the opportunity to pursue my primary passion in life, while being part of an internationally recognized leader in nutrition research and policy.

The Friedman School of Nutrition Science and Policy is the flagship of nutrition research and teaching. I am very proud to be a part of such a wonderful institution.



“The Friedman School of Nutrition Science and Policy is the flagship of nutrition research and teaching. I am very proud to be a part of such a wonderful institution.”

“The future of nutrition lies in the interaction of disciplines: science, policy, community education. Strong scientific research can drive the creation of programs that help people improve their health”



#### **JOSIEMER MATTEI**

##### **Degree program:**

Ph.D. in Biochemical and Molecular Nutrition

##### **Hometown:**

Puerto Rico

##### **Education:**

University of Puerto Rico

M.S. in 2004 from Tufts University, Friedman School

M.P.H. in 2004 from Tufts University School of Medicine

##### **Why did you choose Tufts?**

I came to Tufts because it offers a dual degree in the two fields I wanted to pursue: Nutrition and Public Health. Both are highly renowned and outstanding programs, and it's a unique but very practical combination. The excellent relationship that Tufts maintains with its surrounding community was also another factor.

##### **What are you studying?**

I am currently finishing a Ph.D. in Nutritional Biochemistry and Metabolism at the Nutrition and Genomics Lab at Tufts Friedman School of Nutrition. My research focuses on the genetic and nutritional determinants of allostatic load and chronic diseases in elderly Puerto Ricans. The scientific training of my research project, ranging from statistical genetics and epidemiology to biochemistry and genomics, is very stimulating. However, it is the project's potential of improving the health of fellow Puerto Ricans that is most gratifying to me.

##### **What will you do with your degree?**

After finishing my Ph.D., I would like to stay in academia as a professor and researcher, investigating the role of genes and nutrients on health, particularly among minority groups. I would like to keep collaborating with the community or government sector to promote policy and programs that address health disparities.





# School of Medicine

Tufts University School of Medicine (TUSM) offers a superior medical education in a collegial and supportive environment. Students are exposed to outstanding scientists and clinicians and train within a strong network of diverse affiliated hospitals. In addition to the M.D. degrees, TUSM also offers master's degrees in Public Health, Health Communication and Pain Research, and Education and Policy.

Tufts University School of Medicine has a reputation for a dynamic, innovative curriculum; a strong sense of community; an abundance of clinical opportunities; responsiveness to students; and a top-rated research faculty. TUSM also offers model combined-degree programs that allow graduates to become leaders, not only as physicians, but in other health care arenas such as research, public health, international relations, or health, management. Located in Boston—a medical mecca, with its internationally known medical centers, three medical schools, and dozens of biomedical ventures—there's no place in the world as exciting to be a physician—or medical student.

The Tufts Medical School also offers the Prematriculation Summer Program (PSP). The PSP orients and further prepares students for the first-year curriculum. Course material is directed toward Basic Science material covered in the first semester of the first year (histology, biochemistry, immunology, physiology, molecular biology, anatomy, and physical diagnosis). Additional programming is designed to enhance social interaction with mentors and patients, working in teams, and study skills and testing. While living in the Posner Hall Dormitory, the program also allows acclimation to the new environment of the school and the city of Boston.

To learn more about the Tufts University School of Medicine, visit [www.tufts.edu/med](http://www.tufts.edu/med) or call 617.636.6576.

## STUDENT PROFILE:

Number of students in the 2006 entering class: **171**

Total completed applications: **6,694**

Female/Male: **44%/56%**

Average Age: **24**

International Students: **0.6%**

U.S. Students of Color: **30%**

## ACADEMIC PROGRAMS

M.D., Doctor of Medicine

M.P.H., Master's in Public Health

M.S. in Health Communication

M.S. in Pain Research, Education and Policy

M.D./M.A. in International Relations

M.D./M.B.A. in Health Management

M.D./M.P.H.

M.D./Ph.D.

## NON-DEGREE PROGRAM

Prematriculation Summer Program

## STUDENT ORGANIZATIONS

There are more than 60 student organizations including:

Global Health Interest Organization

Latin American Medical Student Association

Teachers and High School Students Program

The Sharewood Project [Free Clinic]

Tufts Chapter of the Student National Medical Association

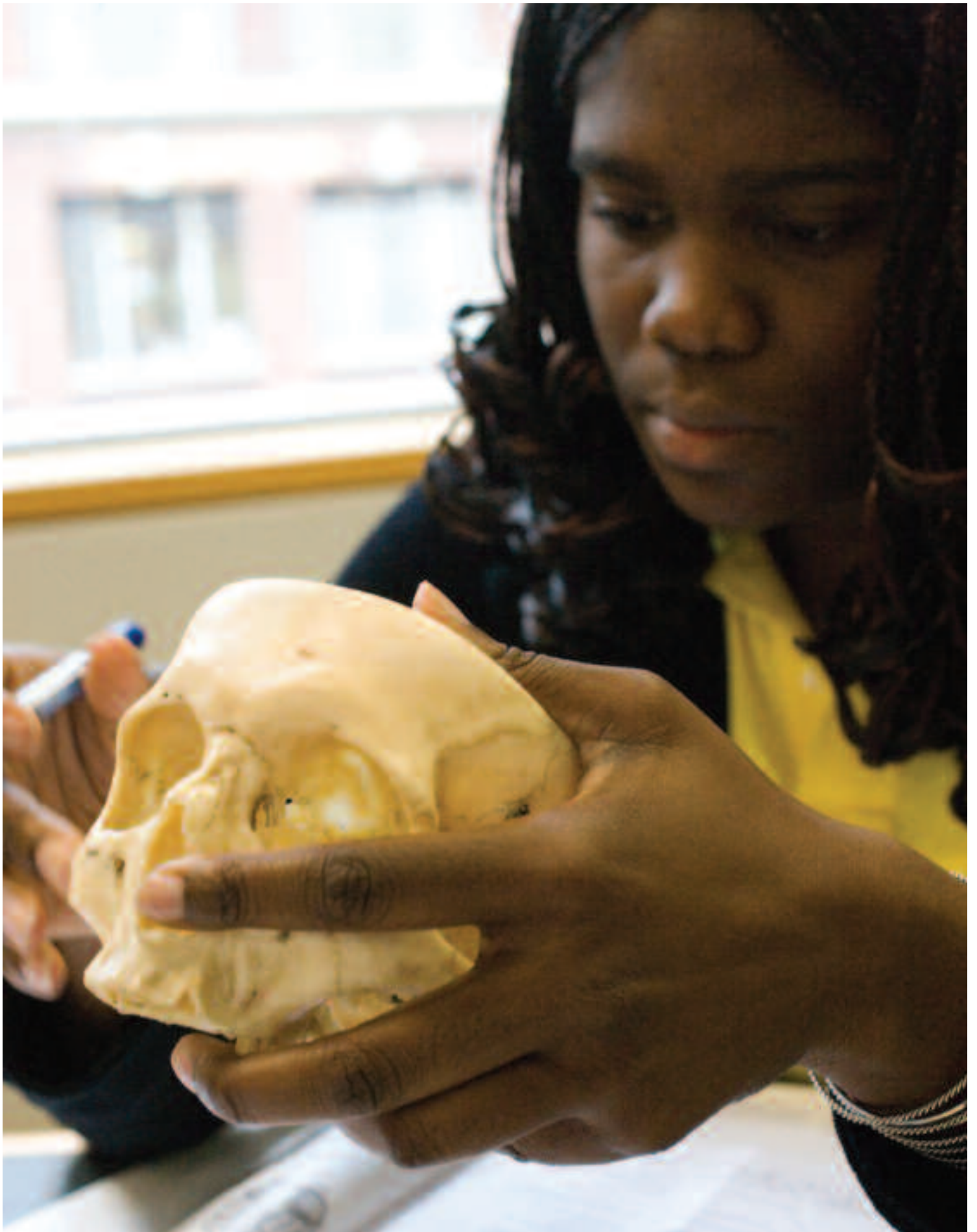
TUSM Muslim Students Association

Christian Medical and Dental Association

Future Doctors for Healthy Futures

Tufts Association of Gays, Lesbians, and Bisexuals

Multicultural Performance Arts Group



**AL WALID I. EL-BERMANI, M.D.,  
PH.D.**

*Associate Professor of Anatomy and  
Cellular Biology*

**What is your focus area?**

I was trained as a chest surgeon before I joined Boston University Medical School for a Ph.D. in anatomy. My teaching experiences have been focused on clinical anatomy.

**Why do you teach?**

I believe that empowering people to understand the application of structure will last them for life. I am optimistic that anybody is capable of learning by applying him or herself. The human body is a very complex machine; if you honestly want to be a good physician, then you need to learn the function of this magnificent machine to the ultimate detail. Some students require instantaneous answers. I do not provide instantaneous answers but rather a volley of questions which lead the student to find the answer.

**Why Tufts?**

When I teach a student, I look at him or her as a future colleague in a few years. He or she may even be my physician someday. Therefore, I want them to be the best. Thirty years and twenty-seven citations for excellence in teaching from graduating classes accent 'Why Tufts is for me.'



“I believe that empowering people to understand the application of structure will last them for life. I am optimistic that anybody is capable of learning by applying him or herself.”



“The students seemed genuine, relaxed, and enthusiastic about being at the school. At that point, I knew Tufts was for me; it was just a matter of time before I found if I was right for Tufts.”



**HAKEEM O. ADENIYI, JR.**

**Degree Program:**  
M.D.

**Hometown:**  
Providence, RI

**Education:**  
Tufts University

**Why did you choose Tufts?**

Tufts was my first choice, and when I came for my interview, TUSM did not disappoint. The students seemed genuine, relaxed, and enthusiastic about being at the school. At that point, I knew Tufts was for me; it was just a matter of time before I found if I was right for Tufts.

**What are you studying?**

During my second year we will be learning about pharmacology, systemic pathology, pathophysiology, etc. We will also be spending some time with addiction medicine, population medicine, and problem-based learning/evidence-based medicine. It seems as though we will be examining the person (patient) and disease from as many angles as possible, which is key to providing quality care.

**What will you do with your degree?**

I originally thought about pediatrics with a concentration on adolescent medicine, but then I switched to pediatrics and internal medicine so that I can see a wider age range of patients. Now, I am fairly confident that Family Medicine is my home. I love developing relationships with people and seeing change over time. I still have two years to make a decision, but I am happy about my options.



# Sackler School of Graduate Biomedical Sciences

The Sackler School of Graduate Biomedical Sciences provides Ph.D. training that prepares students for careers in biomedical science. The school also offers preparative training in biomedical research for talented undergraduates and postbaccalaureates. Sackler combines a strong tradition of academic excellence in basic biomedical research with a student-focused orientation that emphasizes communication, collaboration, and close faculty-student interaction. The traditional disciplines of biochemistry, cellular and developmental biology, molecular and cellular physiology, molecular microbiology, genetics, immunology, neuroscience, and pharmacology interface with disease-oriented clinical and basic research focusing on cancer, cardiovascular disease, infectious disease, immune disorders, and neurological disease, among other medical problems. Our alumni hold leadership positions at research universities and institutes, colleges, medical centers, and in the biotechnology industry.

Located in the heart of downtown Boston on the Tufts Health Sciences campus, the Sackler School provides wide-ranging opportunities and a welcoming environment. Readily accessible faculty and ease of communication characterize the experience at the school. Sackler is a place where students become immersed in science, learn to explore, and are encouraged to grow in independence and creativity.

To learn more about the Sackler School of Graduate Biomedical Sciences, visit [www.tufts.edu/sackler](http://www.tufts.edu/sackler) or call 617 636.6767.

## STUDENT BODY PROFILE

Number of students in the 2006 entering class: **38**

Female/Male: **45%/55%**

Median Age: **26**

International Students: **10.5%**

U.S. Students of Color: **21%**

American Indian: **2.5%**

Asian American: **8%**

Black or African American: **5%**

Other Ethnicity and/or Race: **10.5%**

Student Faculty Ratio: **2:1**

Percent of students receiving tuition funding: **100%**

## ACADEMIC PROGRAMS

*Ph.D. degrees in*

Biochemistry\*

Cell, Molecular, and Developmental Biology\*

Cellular and Molecular Physiology\*

Genetics

Immunology

Molecular Microbiology

Neuroscience\*

Pharmacology and Experimental Therapeutics

M.S. or Ph.D. in Clinical Research

M.D./Ph.D., Medical Scientist Training Program (NIH funded)

[www.tufts.edu/sackler/mstp](http://www.tufts.edu/sackler/mstp)

## NON-DEGREE PROGRAMS

Summer Research Program for Undergraduate Students (NIH funded)

Post-Baccalaureate Research Internship Program (NIH funded)

Training in Education and Critical Research Skills (an IRACDA Program)

## STUDENT ORGANIZATIONS AND PROGRAMS:

Sackler Graduate Student Council

Career Paths Seminar Series

Gap Junction

\* part of a joint admissions track called the Integrated Studies Program





**ANDREW BOHM, PH.D.**

*Associate Professor of Biochemistry*

**What is your focus area?**

We're working to understand the structure and functions of the machinery responsible for mRNA processing. mRNA directs the synthesis of a cell's proteins. mRNA processing is a very basic cellular function, one that affects virtually all eukaryotic gene products. Using a combination of structural, biophysical, and biochemical techniques, we're tearing down the complex of over a dozen proteins involved in this process so that we can study the individual pieces and subcomplexes. At the same time, we're working to build up a complete 3D model of the complex so that we can understand how the pieces fit together and how the structure and activity of this complex allows it to function as part of the much larger physical machine which allows transcription, mRNA splicing, and nuclear export of mature mRNAs for translation.

**Why do you teach?**

I find teaching is extremely gratifying, particularly when it involves students as motivated to understand biology as those at the Sackler school.

**Why Tufts?**

Most students here are very focused on understanding the biological basis of human diseases, and it's exciting to expose these students to tools and ways of thinking that are both useful to their research and outside of their other training.



“I find teaching is extremely gratifying, particularly when it involves students as motivated to understand biology as those at the Sackler School.”

“I was very impressed with the professors I met at Tufts. They were very helpful, knowledgeable, and approachable.”



## SILVA KRAUSE

### **Degree Program:**

Ph.D. in Cell, Molecular, and Developmental Biology

### **Hometown:**

Rostock, Germany

### **Education:**

University of Applied Science, Emden, Germany

### **Why did you choose Tufts?**

In 2000, I came to Sackler as a visiting student from Germany finishing up my European Master's degree in Engineering and Biotechnology. For that I needed to do a six-month internship in a laboratory followed by a thesis project. During that time I became very interested in cancer research, joining the CMDB program was a great opportunity to acquire the cell biology background to pursue a career in cancer research. In addition, I was very impressed with the professors I met at Tufts. They were very helpful, knowledgeable, and approachable. So I decided to apply to Sackler and I joined the CMDB program in the fall of 2003.

### **What are you studying?**

I am working in the laboratories of Drs. Ana Soto and Carlos Sonnenschein on the role of extra-cellular matrix components in mammary gland development and carcinogenesis. Currently I am working to design a 3-dimensional model for the mammary gland, allowing me to combine my engineering background with my acquired cell biology knowledge.

### **What will you do with your degree?**

After completing my Ph.D. thesis project, I hope to become a project manager in a midsize biotech company, overseeing projects related to cancer research and/or clinical trials for newly designed cancer therapies. I am very intrigued by the idea of combining my scientific skills with managing a complete research project in a company.



“Boston represents America’s past and future. We’re the birthplace of American democracy, and we’re growing into a city rich in diversity. We have resolved to make that diversity our greatest strength.”

–Boston Mayor, Thomas M. Menino

## Boston is a city of...

### Diversity

Boston’s 540,000+ residents make up a truly multicultural population. The following select race and ethnicity demographics for the city of Boston reflect this and are based on 2003 U.S. Census Bureau data:

Asian	8.4%
Black or African American	29.3%
Hispanic or Latino	14.5%
Mixed Race	2.0%
Other Races	7.1%
White or Caucasian American	52.8%

### International Communities

More than one in four Bostonians were born outside of the U.S. making Boston a true nexus of cultural diversity. In addition, over 33 percent of the population speaks a language other than English in the home, representing more than 140 different languages. These Bostonians represent more than 100 different countries, including:

- Cape Verde
- China
- Dominican Republic
- Haiti
- Jamaica
- Vietnam

### Academic Collaboration

With more than 100 colleges and universities located in the metropolitan area, Boston offers unparalleled academic resources for Tufts students, including:

- Unmatched access to resources through the Boston library system
- Research opportunities at academic research centers
- Cross-registration options
- Access to knowledge through speakers, experts, and conferences



## Living and Culture

Boston has many opportunities to engage in the active lives of its diverse residents. A small sampling of these resources include:

- *Celebrations and Festivals*: Bean Town Jazz Festival, Boston Pride Parade and Festival, Chinatown Spring Festival, Boston Latino International Film Festival, Gospel Festival, Haitian Parade.
- *Newspapers*: *Bay State Banner*, the renowned African-American newspaper; *Sampan*, New England's only bilingual Chinese-English newspaper; *El Mundo*, a Spanish-language newspaper.
- *Radio Stations*: A range of radio stations in different languages and for different communities, including Chinese, Creole, Arabic, Portuguese, and Spanish.

## Community Initiatives

Tufts graduate students take advantage of their location to make a difference in Boston and neighboring communities. Examples of Tufts community involvement include:

- *Tufts Community Day*: An annual day of education and family entertainment for residents, neighbors, and friends of the university.
- *The Sharewood Project*: A free health care organization in nearby Malden run by Tufts medical students and physicians.
- *Dental Outreach to Survivors Program*: A Tufts' Dental initiative that procures and provides free and confidential dental care for victims of abuse in Greater Boston.
- *Student Teacher Outreach Mentorship Program*: Engineering students visit K-12 classrooms and after-school programs to facilitate engineering education.
- *Gap Junction*: Tufts Veterinary, Sackler, and Medical students bring hands-on science into after-school programs for Boston middle-school students.

## Professional Opportunities

Boston has an abundance of professional opportunities for students looking for internship and full-time work in a variety of different sectors:

- *Medical*: many teaching hospitals with diverse specialties, including New England Medical Center, Baystate Medical Center, and Caritas St. Elizabeth's Medical Center of Boston.
- *Private Sector*: major offices of companies such as Raytheon, New Balance, Fidelity, Boston Scientific, and many biomedical firms.
- *Nonprofit*: organizations including Oxfam, Earthwatch Institute, and Grassroots International.
- *Government*: Institutions including the Federal Reserve Bank, the State Capital, and 37 foreign consulates.



## The Graduate Alliance of Multicultural Empowerment

The Graduate Alliance of Multicultural Empowerment (GAME) is an organization dedicated to serving as a voice of the entire graduate student population at Tufts. Convened in 2005, GAME serves all graduate and professional students as well as the Tufts community as a whole by supporting and promoting multicultural awareness, thereby increasing the understanding and appreciation of cultural differences.

Our goal is to ease the transition into graduate life and to create a lasting supportive network. We will achieve this by hosting activities which will be socially, culturally, and educationally enriching. In addition, we are committed to fostering professional development, encouraging scholastic achievement, and providing positive role models for undergraduates of color.

By encouraging the involvement of graduate students of color in campus and community activities, we will develop an emerging network of scholars who are dedicated to addressing the concerns of a growing multicultural community.

Membership is open to all enrolled graduate and professional students at Tufts University regardless of race, color, creed, ethnicity, or sexual orientation.



Office of the Provost  
Tufts University  
Ballou Hall  
Medford, MA 02155

Graduate School of Arts and Sciences  
Cummings School of Veterinary Medicine  
School of Dental Medicine  
School of Engineering  
The Fletcher School  
Friedman School of Nutrition Science and Policy  
School of Medicine  
Sackler School of Graduate Biomedical Sciences