From the Parents Program

Parents Weekend was an unequivocal success: over 3,500 students and their families came to celebrate the arts on campus. Lower campus was turned into a festival, full of myriad student groups, including gospel choir, ballroom dancing, and theater presentations. Watching these talented students perform was wonderful. Knowing that they are also studying engineering, physics, international relations, and English—to name a few—makes their accomplishments all the more noteworthy. Tufts has a dynamic, nurturing environment that encourages students to explore a true liberal arts education. For example, Summer Scholars allows students to work one-on-one with faculty members and be on the frontline of discovery and research, and programs like those at the Institute for Global Leadership challenge students to become critical thinkers for effective and ethical leadership.

We're about to enter the time of year when people often reflect upon their charitable giving. Giving to Tufts helps the university continue its support of its global and community initiatives. Every gift makes a difference in strengthening our community. We hope that you agree.

Best wishes,

[Linda Levin-Scherz, Acting Director, Parents Program]

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**A Matter of Faith**

**A New Interfaith Center Opens on Campus**

When Reverend David O’Leary arrived at Tufts in 1998, the Catholic Center was housed in a dilapidated wood-frame building on the outskirts of campus, owned by the Archdiocese of Boston.

Nine years later, the building, acquired by Tufts in 2004, is not only receiving the attention of students and administrators at the university, but it has also garnered the interest of other universities and religious groups in the region.

“The building was just decrepit when I took it over,” said O’Leary, now the university chaplain.

On September 7, the Muslim community was the first to receive an up-close glance of the building, and the space has only seen an influx of people since.

The facility is already booked from 6 to 10 p.m. Sunday through Thursday during the fall 2007 semester, O’Leary said. And it appears it will only be a matter of time before the center’s administrators extend its hours to the daytime.

But for now, the facility will serve its intended function: to provide a permanent and appropriate meeting place for any and all religious groups on campus.

“It really makes these other groups have a space they feel comfortable with,” O’Leary said. “It’s kind of difficult for Hindus and Baha’is to use Goddard Chapel. It’s a very Christian space, so now people with other faiths will feel comfortable in a space that will always be neutral.”

Although Jewish services will continue to be held at the Granoff Family Hillel Center, and Catholic and Protestant services will still take place in Goddard Chapel, other groups will also have a permanent and properly equipped meeting place.

“We didn’t have sufficient space in terms of the quality or the quantity of it,” John Roberto, vice president of operations at Tufts said. “We recognized that this needed to be addressed. The Muslims, especially, did not have adequate prayer space.”

In addition to providing this much-needed space, the facility will also foster cross-religious communication.

“If you have an interfaith center, groups bump into one another,” O’Leary said. “The contact is wonderful.”

Although Tufts is a secular campus, it still prides itself on cultivating a climate conducive to religious tolerance and interest.

“It is designed to encourage interfaith dialogue,” President Lawrence Bacow said in an email to the Boston Globe. “At a time when so many of the world’s problems can be traced to tensions between the religions of Abraham, we are looking to bring our students and their religious leaders together. We hope that people will learn from each other even as they study and practice their own religious traditions.”

[Rachel Dolin, A09]
Pursuing Education and Experience

After a rigorous application process, 38 students each received $3,500 intern grants for their otherwise unpaid full-time summer internships. According to Donna Esposito, associate director for career services, each application is read by a team of people. Meet four students who were part of that talented group:

As a research assistant at Children's Hospital in Boston, Jennifer Burg, A09, focused on phenotypic and genotypic factors in autism spectrum disorders. Burg, who hopes to attend medical school, collected data, performed research visits, and evaluated behavior in children diagnosed with autism. She also spent time in a clinic observing children who had been diagnosed with a whole range of developmental disorders.

“I'm so appreciative of the grant. There's a real connection between the classroom and a 'real life' setting that I couldn't have experienced without the internship,” she said.

Eleanor Heidkamp-Young, A08, grew up listening to Wisconsin Public Radio from her home in Milwaukee. Being able to intern at her favorite station, Heidkamp-Young combined her twin passions in one internship—public policy and broadcasting. Not assigned to one particular department, she spent many hours in each of the different departments of the station; she performed research for talk and news shows, and learned more about the technical side of broadcasting, a good fit for the international relations student with a minor in communication.

“The program is reflective of Tufts and how the university supports its students,” she said.

As a clinical psychology major and child development minor, Jarren Kanze, A09, found the perfect internship at the Growing Responsibility and Independence in People Project in Lowell, Massachusetts. Run by the Justice Resource Institute, Inc., the program serves young people aging out of foster care and prepares them to live independently. She provided budgeting help, researched educational opportunities, and helped support the young adults achieve their goals. “Success was hard to define. Participants were better than when they arrived, but it wasn’t like being a university student,” she said, adding that the experience reaffirmed her desire to work with children in an underserved population.

Child development major Julia Rosen, A08, worked in the mentor and volunteer programs at Cambridge Family and Children’s Services, providing appropriately paired mentor candidates with young children, parents, and teenagers. She also recruited new mentors and planned activities, outreach programs, and events for mentors and volunteers. “I wrote evaluations and met one-on-one with mentors,” Rosen said. “I loved it. It made me realize how much I wanted to go into social work.”

Raising the Bar

And meet two more students singled out for their extraordinary accomplishments:

Parker Noren, A09, doesn't sleep much, which is partly how he juggles his classes as a psychology major with his job as executive director of the Rondo Music Society in Connecticut. Noren is responsible for organizing a three-week summer music festival, a position he stepped into when the director of the music festival left. He was later hired as executive director of the society. “With technology, I can do much of the organizing remotely,” he said.

Noren, who has won several university awards, is responsible for producing musicians, including a recent performance at Lincoln Center in New York City. “I oversee everything but the actual music,” Noren said, “including signing and negotiating contracts, public relations with radio stations, and the program.”

Noren also started a nonprofit agency that guides young artists’ careers from prodigy to established artist and is evaluating a few proposals for Internet start-ups.

Dean of Undergraduate Education James Glaser said that Noren is a musician, an entrepreneur, a change agent, and by the way, a student. “It’s pretty remarkable to find such a terrific student who is so deeply involved in a project like the Rondo Society,” he said.

Fiorenzo Omenetto, associate professor in the Department of Biomedical Engineering, describes senior Natalie Wolchover’s, A08, performance in his lab as “nothing short of phenomenal.”

The senior physics major has six peer-reviewed publications, which, according to Omenetto, “puts her easily above most graduate students.”

As a sophomore, Wolchover set up an experimental ultrafast optics laboratory and began studying and working on a new class of fibers called photonic crystal fibers, Omenetto said. While still a sophomore, she was selected to present her work at the Conference for Lasers and Electro-optics in Long Beach, where she stood in front of hundreds. “She delivered a talk on her work, which, in my opinion, was truly remarkable,” he added.

Her most recent award was a $10,000 Astronaut Foundation Award. Wolchover intends to go into research and stay in academia. She is grateful to Tufts, where she is able to do so much research, and especially, having that “one professor I could work with,” she said, referring to Omenetto.

“I believe Natalie has a very bright future ahead of her, as a scientist and educator, and I am very much looking forward to seeing what branch of physics she will advance,” Omenetto said.
Undergraduate Life

Pledge of Allegiance

Civilian and Military Students Break Down Barriers

At a time when the United States is at war, the Alliance Linking Leaders in Education and the Services (ALLIES), one of the Institute for Global Leadership’s (IGL) interdisciplinary programs, is working to connect emerging leaders in the civilian and military sectors in order to improve understanding and mutual respect between these two seemingly disparate communities.

Formally established in the spring of 2006, ALLIES is continuing the IGL’s long tradition of engaging the service academies in symposiums that explore international themes. Partnerships between Tufts University, West Point, Annapolis, and the United States Air Force Academy have enabled this unique program to facilitate dialogue between students, cadets, and midshipmen as a way of narrowing the gaps in communication and curriculum that have historically distanced military academies and liberal arts institutions from one another.

Sherman Teichman, A09P, director of the Institute for Global Leadership, encouraged his students to create ALLIES as a step toward ameliorating what he saw as a growing schism between civilian and military leaders in this country. Having come of age during the Vietnam War era, Teichman witnessed the fury over the U.S. military presence in Southeast Asia, the abuse of presidential power, and the disintegration of civic unity and civil discourse.

“It’s intolerable that we’re going that way again, this time intensified by the privatization of war and the challenges to civil rights. The military fighting the war is disconnected from the society it is sworn to protect,” Teichman said. It’s unconscionable that students and faculty of elite universities shoulder almost none of the responsibility, Teichman added.

“We talk unceasingly about active citizenship, but we do not walk the walk in one of the most critical arenas of public life. I wanted Tufts to be a leader in confronting this schism,” he said.

Teichman sees his students as change agents. “Something unusual happens here,” he said. “Our Tufts students accept challenges. It’s in their DNA and at the IGL we want to nurture that. They are unafraid of complexity. They want to be engaged in the world,” he said. “It’s why things happen here.”

This year Teichman invited Gregg Nakano, F01, a Naval Academy graduate who served as a Marine infantry officer during the first Gulf War to serve as one of the Institute’s INSPIRE Fellows. A civil-military affairs officer for the Office of Foreign Disaster assistance for United States Agency for International Development who participated in the 2006 institute’s “Voices From the Field,” alumni program, he now advises the ALLIES students.

“This is really a student-driven program. Nothing is being pushed down from the top. The ALLIES students at Tufts realize that soldiers their age are serving in Afghanistan and Iraq and want to learn more about their military counterparts. ALLIES is a strategic opportunity to engage students in their formative stages of inquiry and awareness to increase the number and variety of policy options examined,” Nakano said. An IGL External Advisory Board member, Jeffrey Blum enabled this fellowship, critical to ALLIES maturation.

According to Teichman, ALLIES concerns range from confronting constitutional issues, whether they’re inherent powers of the presidency or legal interpretations of habeas corpus, core to the military academies whose students are sworn to protect it, to ethical issues over torture and the rules of war as well as the implications of waging war or deploying peacekeeping forces.

This year, ALLIES began with a two-part event called “The Dilemmas of Darfur,” focused on raising student awareness of the complex issues and humanitarian needs in Darfur, Sudan.

“We talk unceasingly about active citizenship, but we do not walk the walk in one of the most critical arenas of public life. I wanted Tufts to be a leader in confronting this schism.”

–Sherman Teichman, A09P, Director, Institute for Global Leadership

The event began with the showing of the award-winning documentary The Devil Came on Horseback and was followed by a panel discussion, which included institute board member Hunter Farnham, a retired USAID officer who worked extensively in Sudan when it was the largest recipient of U.S. foreign assistance.

ALLIES founders Peter Maher, A07, Susannah (Su) Hamblin, A07, and Padden Murphy, A09, were all enrolled in EPIIC’s 2004 theme of “The U.S. Role in the World” when they realized how important this interface was and sought to institutionalize the relationship between the IGL and the academies. “Our first full year of operations was capped off with a joint research project with four Tufts students, three
West Point cadets, and one West Point faculty member in Amman, Jordan,” Maher said, adding that there is sometimes a misplaced assumption that ALLIES is a student military organization dedicated to advancing a military agenda.

“I was an international relations major,” Su Hamblin said,” but I knew nothing about the military, nor had I considered it while studying foreign policy. I was interested in participating in a place where different perspectives came together. What I realized is that our ideas aren’t that far apart.”

Current ALLIES co-chairs Nancy Henry, A09, a ROTC member who will join the Air Force when she graduates, and Jesse Sloman, A09, who intends to join the Marines when he graduates, are as much invested in the dialogue generated between their military counterparts as they are in their desire to serve their country.

“If our leaders had a nuanced understanding of the benefits and limitations of military force, there might be less of a rush to arms,” Sloman said. “You can’t understand American power without understanding the military.”

“Maybe better judgments would be made before going to war,” Henry said. Navy Commander Arthur Gibb, who taught ethics and international relations in the Department of Political Science at the Naval Academy, credits Teichman with being the “driving force behind ALLIES.” Gibb observed that the Naval Academy, much like Tufts, is populated by overachievers. “But, the academy can be a cloistered environment. Our students were very much impressed with the academic research and independence Tufts students have,” Gibb said.

Gibb was confident that the civilian and military students involved in ALLIES would one day be in leading decision-making positions for the government. “When civilian students are making choices about when to use military force, I want them to have a connection to the military,” he said.

Major Eric Bjorklund, F06, was thrilled when his students approached him while he was serving as the West Point faculty liaison with the IGL. Stating that he did not expect to see much tension between civilian and military students, Bjorklund was aware from his experiences at West Point and Tufts that misconceptions do exist.

Students may “naturally seek different strategies to meet challenges, but this can only foster a better understanding and increase the overall expertise of the students, exactly what they will need to be global leaders in the future,” he said.

Tufts’ stellar reputation was a draw for Major Scott Taylor, who is currently an instructor of american politics, policy and strategy at West Point.

“The opportunity for our very talented cadets to interact with students from Tufts was too good to pass up,” Taylor said. But Taylor also cited the need to dispel a stereotype that the United States Military Academy “turns out robots.”

“Working with people who have different ideas than you isn’t a bad thing at all. The implications of a program like this one for us are that when a military response is needed for either some domestic or national security crisis in the future, the military leaders and the policymakers both have a common framework from which to draw,” Taylor said. Teichman and Nakano envision an inter-university initiative that would allow the collaborative development of civil-military education programs. “ALLIES hopes to nurture a generation that can achieve the acme of generalship, which Sun Tzu defines as, ‘Defeating the enemy without going to battle,’” Nakano said.
George Scarlett, deputy chair of the Eliot-Pearson Department of Child Development (CD), wants to make one thing clear: students who major in child development can go on to any number of professions. He says, “The question many people ask is what they can do as a child development major. The answer is anything they want. Child development is one of the largest majors on campus and our students can, in fact, do everything,” Scarlett said.

Scarlett noted that although students go into professions like medicine, education, law, and social work, they are all motivated by their desire to work with and understand children. The department also houses thriving master’s and PhD programs.

Take, for example, Matt Beloff, who graduated with dual degrees in child development and psychology and is now in his first year of a two-year master’s program in the child development department. Beloff hopes to become a university professor specializing in international Deaf education—a community he is also looking to create. As a student who has a profound hearing loss himself, Beloff noted that countries have their own Deaf culture and language, but there isn’t a unifying community that links the countries together.

“I originally wanted to be a child psychologist, but I realized that no one was working on creating an international Deaf community. I want to be that person,” he said.

Beloff, who reads lips, spent a summer in China studying Mandarin. “It was a language immersion program. I was very quiet at first, but I roomed with someone who only spoke Mandarin. It was extremely difficult, but I picked it up with a lot of one-to-one tutoring.” Beloff also taught English to Deaf students in Copenhagen, Denmark.

Service-based internships are also part of the tradition at Eliot-Pearson, Scarlett explained. Students have gone to Ghana to take part in an educational NGO, developed a local maple syrup project, volunteered in New Orleans, and taught in English as a Second Language programs. “We’ve placed students in hospitals to learn about issues such as the issue of how adolescents cope with diabetes. Globalization and service is a hallmark at Tufts and we take that very seriously,” Scarlett added.

Becca Solomont, A08, spent part of her junior year in London interning at the Globe Theatre, crediting Associate Professor Kathleen Camara’s Teaching Through Drama and Improvisation course she took as a freshman for inspiring her twin pursuits of child development and drama. “I wanted to see how to implement social change through theater. For the first time, I felt the right balance working with both theater and children. It was an incredible experience,” she said.

“It’s the opportunity to learn, the opportunity to grow, the opportunity to discover who you are by exploring who you were.”

—JAY SINGH, A09

Camara, whose current research focuses on the role arts play in children’s development, said that the department “offers so many rich opportunities for preparation for careers related to child and youth development and education.”

Child development major Jay Singh, A09, said “opportunity” is the key to the success of the program.

“It’s the opportunity to learn, the opportunity to grow, the opportunity to discover who you are by exploring who you were. I came to Tufts knowing that I wanted to pursue a career in clinical child psychology—a goal that I still have,” he said.

Singh’s interests include emotion decoding deficiencies in child conduct disorders and the psychosocial mechanisms behind psychotherapy. Singh, who has co-authored and written chapters for textbooks, is also the recipient of several major scholarships, including the Alpha XI Delta Scholarship, the top prize scholarship awarded to juniors; the Class of 1921 Leonard Carmichael Scholarship, scholarship for psychology majors; and was one of 32 national winners of the Frances D. Horowitz Millennium Scholarship.

Sonni Bendetson, A09, enthuses over the way her advisor Janet Zeller makes theory come alive.

“Janet makes it really interesting because she really cares. She knows theory and history, but she actually applies it and I can see how she does it,” Bendetson said, citing her work with Zeller at Tufts Educational Day Care Center where Zeller is director.

Bendetson is exploring different career options postgraduation, but is interested in a “hands on” approach with children. “I took a class called The Exceptional Child. My brother is hard of hearing and I’ve always been interested in kids with special needs. “I watched him grow and saw what we did at home to help him,” she said.

“I find child development relatable to almost all of my other classes,” Bendetson continued. “Child development applies to every single person.”

Jennifer Deprez, A08, has been unwavering in her commitment to study child development since she took
Introduction to Child Development with Tufts literacy professor Maryanne Wolf during her second semester of college.

“I had always loved working with children and was always interested in their development, especially lingual, cognitive, and social. Dr. Wolf’s enthusiasm, intelligence, and love of her work sealed the deal for me. I was hooked and wanted to study CD here at Tufts,” Deprez said.

“I feel that studying child development will help me in any future goals I have. Many people I’ve come across have questioned my majoring in CD, just as many people do with majoring in English, but I have never faltered from my decision. With my major, not only have I taken classes in the development of language, but I have also been introduced to American Sign Language, social development in children, and also children in the education process,” she added.

Senior Ellen Aiken took Introduction to Child Development “on a whim,” and never looked back. “I’ve been in love with the major ever since,” she said. Aiken is double majoring in political science and child development and plans to go to law school.

“There are so many different things that I’d like to do and it was the child development department that provided me with such a strong direction. I’m interested in pursuing a career in early education policy or child advocacy. Either way, my experience as a CD major helped me discover my passion for learning about children’s issues.”

Christina Diep graduated in May 2007 with degrees in child development and clinical psychology and is attending Harvard Extension’s School post baccalaureate pre-med program in pursuit of a career in pediatric psychiatry. “The CD department and major offer a depth of knowledge about children so rarely found at other universities, especially at the undergraduate level. The challenging courses carry an intrinsic value that often surfaces during interactions with others about children,” she said, adding that she often meets medical students in their pediatric psychiatry residencies who feel they don’t know enough about “normal” childhood development.

“Department faculty have research projects going on in different labs,” Scarlett said, “including helping teen moms become better parents, a longitudinal study of resilience in children born under poor parenting conditions, and examining severe dyslexia.” Scarlett added that “there are many laws that are needed and need to be changed to protect children—laws that need input from those knowledgeable about children and families. Fran Jacobs, who has a joint appointment with our department and urban and environmental policy and planning, is researching policies that make a difference to families. Applied research comes from the real world—and it’s not the opposite of teaching,” he said.

Miranda Theodore, A08, came to Tufts thinking she would major in international relations. She took child development 1 because she loved working with children and wanted to try something new. “What I love most about the department is that it is so interdisciplinary. The field encompasses psychology, biology, anthropology, community health, and politics,” she said. “I have always been interested in languages and I have been able to take some great courses at Tufts on language development and bilingualism.”

Theodore’s advisor, Jayanthi Mistry said “It was a pleasure to work with highly motivated students like Miranda who are so eager to get the best from their program and experiences at Tufts.” “We’re a happy group here,” Scarlett said. “I look at the university exit surveys and I’m pleased to report that students find a home here. It’s rare to have a true interdisciplinary community, but we’ve succeeded. It’s the goal of many major universities, but we’ve been doing it for years.”

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–BECCA SOLOMONT, A08
In a subterranean space under the Tufts Art Gallery, an imposing structure arises from the earth, looking like a giant uprooted mushroom. Excavated by renowned artists Ilya and Emilia Kabakov after reviewing cave drawings, the tower is believed to have captured and preserved cosmic energy; the installation consumes the entire gallery. The Center of Cosmic Energy, on exhibit through November 11, 2007, is a “realized conceptual experiment” that urges visitors to think about inexplicable forces that emanate from places like Stonehenge and Machu Picchu. In darkened rooms, architectural drawings line the walls and a soundtrack recorded at Tufts’ Distler Recital Hall plays in the background; a disembodied voice in a small amphitheatre talks about receiving energy. The key issue is whether the cosmic energy can be harnessed.

Or is it?

According to Gallery Director Amy Ingrid Schlegel, who worked with the artists for three years before the installation was ready, the exhibit is totally different than anything done before at the gallery. The work can be interpreted as a challenge to religious experiences or even classroom experiences, where the professor is a clear authority figure.

“The Kabakovs are not religious people. They grew up Jewish in the Soviet Union, but that carried a certain stigma. Though they didn’t practice religion, they are aware of the power it creates,” Schlegel said. The aim is not religious transcendence, but whether to believe is at the heart of the project, she said.

It’s appropriate to have this at a university because it causes people to wonder and question. Every individual has to grapple with how she or he receives information and how to apply it, Schlegel continued.

If cosmic energy is ethereal, the Global Village Shelters exhibit on display until December 23, 2007, is concrete in its mission. Located in the Remis Sculpture Court, Village Shelters are biodegradable, sturdy, wind-resistant and fire-retardant transitional "homes" that cost about $500 and assemble in 15 minutes. Though not intentional, the two exhibits are thematically linked, Schlegel said.

Global Village Shelters speak to the core mission at Tufts, which is using knowledge to assist with humanitarian aid efforts, Schlegel continued. “Aid workers don’t often think of design shelters, but these buildings have helped in floods, after the tsunami, and after the devastating earthquake in Pakistan,” she said.