Greetings, new and returning Tufts Parents:

Happy fall!

Earlier this year a great story was shared with me and a few other parents during one of our welcome receptions for the Class of 2019 by our host parent that I’d like to share with you. Following a formal information session and tour, a high school student’s family decided to take a walk through one of our engineering buildings, Anderson Hall. At that point, Tufts still wasn’t the prospective student’s first-choice school. A professor who was working with some current students in his lab saw the young man and his family and invited him to join his class. Two and a half hours later, the young man emerged, announcing Tufts was the only place for him.

To me this speaks to the true ethos of Tufts. We are a place where faculty, staff, and administration are solely committed to enriching and enhancing all of our students’ experiences.

Any day of the week, you can find professors having coffee or tea with students at Hotung Café, encouraging them to attend office hours, inviting a class over for dinner, and writing letters of recommendations even long after a student has graduated. As you’ll read in this newsletter, Associate Dean Carol Baffi-Dugan discusses (page 6) how professors frequently call her to discuss students.

Knowing our students receive this type of attention is what makes me so committed to my role here at Tufts. Your generous support to the Parents Fund and beyond directly impacts our Jumbos’ experience in so many ways. Thank you for considering making a gift to Tufts today!

Warm Jumbo wishes,

Gina A. DeSalvo, director

SAVE THE DATES!
Commencement is May 22, 2016, and Parents and Family Weekend 2016 is October 21–22.

Sports Highlights
Another Tufts University Athletics year has started, and we’re excited about the opportunity to build on last year’s success. Of more than 1,200 schools that compete in NCAA Divisions I, II, and III, Tufts was one of just four to win three NCAA team championships during the 2014–15 year: men’s soccer, men’s lacrosse, softball. In addition, track and field’s Mitchell Black earned a pair of NCAA titles individually in the 800 meters. Fourteen teams represent the Brown and Blue in the fall season. Our defending NCAA Champion men’s soccer team is ranked first in the nation and started its season with a 3-0 record. Volleyball showed its promise with a win over the number twelve ranked team. Field Hockey and Women’s Soccer posted victories to begin their NESCAC seasons, and our sailing and golf seasons are also underway. The nationally ranked cross-country teams began their season, while men’s tennis also started. The 140th season of Tufts Football is beginning. Women’s tennis and men’s and women’s crew will also compete this fall. For information on all of this and more, visit GoTuftsJumbos.com.

—Paul Sweeney, Sports Information Coordinator
All in the Family
A Conversation with James Glaser, Newly Appointed Dean of Arts and Sciences

When Dean of Arts and Sciences James M. Glaser, A14P, A17P arrived at Tufts in 1991 as a new professor, he had no idea he would spend his entire academic career at Tufts. “My career path has been surprising,” he says. But the two-time award-winning author for the Southern Political Science Association’s V.O. Key Prize became department chair in 1999, then quickly ascended the ranks to dean of Undergraduate Education for Arts, Sciences, and Engineering, dean of Academic Affairs for Arts and Sciences, and interim dean of Arts and Sciences before being named to dean after an international search.

Responsible for the overall operations of the university’s oldest and largest school, Glaser says that Tufts goals are his goals, citing the Arts and Sciences strategic plan that maps out a shared vision for the next decade.

“The strategic plan committee did an excellent job of mapping out ways to improve curriculum, graduate programs, facilities, and programs,” he states. “I’m fortunate to work with such smart and dedicated people.”

A team of “extraordinary people” surround him—and he’s excited that the dozen new faculty members who started this fall will strengthen the university even more. “These professors are part of a cutting edge group of younger researchers, trained in different kinds of tools and approaches in their fields. It’s important to have faculty at all different career stages, and this latest group is an exciting, diverse one, spread out across all departments,” he says.

It’s the success of all Tufts students, though, that makes Glaser most passionate, citing their achievements as points of personal pride. His latest book, Changing Minds If Not Hearts: Political Remedies for Racial Conflict, was co-authored with former student Timothy Ryan, A06.

Most important, Glaser says, is ensuring that the full needs of each student is met. “Financial aid is a top priority,” he states, noting that meeting the full demonstrated financial need of all admitted undergraduates for four years is one of the top goals set out in the strategic plan.

Glaser also sees the university through the same lens parents do: he has one child who recently graduated and another who is a student.

“In some ways, it has informed how I do my job, because it’s given me insight into the student experience,” he says. “It’s been a very meaningful experience.”

The university has always invested more in people than places, the dean acknowledged, but many facilities need to be upgraded or replaced, especially as technology advances and disability rules change.

“Pedagogy has changed, and Tufts is in the midst of building collaborative spaces that will enhance education,” Glaser says, pointing to the Collaborative Learning and Innovation Complex (CLIC) at 574 Boston Ave., which opened this fall as part of a larger building expansion taking place on Boston Ave. over the next few years.

Glaser glances at his watch and notes that he has another meeting. As he walks to the door, he stops and smiles. “Tufts is the luckiest thing that has ever happened to me professionally,” he states. “I’ve been the benefit of good fortune. Tufts is in my soul. The people and values are things I believe in so it’s easy for me to represent the school. The university has become a part of me and my family.”
Networking to Job Success
Emily Melick, A15, Used Jumbo Jobs Database to Find Healthcare Position

In the bustling epicenter of Longwood, where some of the best hospitals in the world converge, Emily Melick, A15, is poised, happy, secure. Armed with degrees in biology and philosophy, an impressive resume thanks to internships, and a strong Tufts network, Melick got the job she wanted as Network Specialist at the Institute for Relevant Clinical Data Analytics (IRCDA) at Boston Children’s Hospital.

Melick, who plans on applying to medical school, knew she wanted to stay in Boston to work in the healthcare field but didn’t want to work exclusively in a laboratory setting. Now the recent grad is working with researchers and clinicians to develop, implement, and analyze Standardized Clinical Assessment and Management Plans (SCAMPs) to improve healthcare efficiency. She found the position through the Jumbo Jobs Database; a job-listing site for employers seeking Tufts graduates that is updated daily.

“IRCDA was born out of Boston Children’s Hospital Cardiology Department, where providers were examining patient outcomes and looking to standardized care. Our research and implementation provides a valuable feedback loop to build a quantitative understanding of the potential for sound practice, efficient resource utilization, and positive patient outcomes.”

An ambitious and proactive undergraduate, Melick reached out to Joanne Berger-Sweeney, a neuroscientist and former dean of the School of Arts and Sciences for guidance navigating the research and clinical fields. She was invited to work in the dean’s behavioral neuroscience laboratory to help get a project examining the relationship between neonatal folate nutrition and autism-related disorders off the ground. “Tufts has been helpful every step of the way,” Melick continues.

Like a typical Tufts student, Melick secured another internship working with a pediatric neuropsychologist at the Center for Children with Special Needs (CCSN) in the Tufts Floating Hospital for Children. “I emailed a number of practicing clinicians who were also engaged in research, and the doctors at Tufts Medical Center were so responsive. A pediatric neurologist working primarily on migraine research was happy to have a clinical assistant shadow him, but pointed me towards a colleague in the CCSN that he had a feeling was engaging in work that aligned more directly with my interests. His thoughtful gesture landed me in the CCSN, where I gained a great deal of insight and built meaningful relationships with another group of incredible mentors,” she explains. “I’m so grateful to have had the opportunity to work in both a laboratory and clinical setting as an undergraduate, and I feel as though Tufts has truly prepared me for the job demands of the real world.”

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—Emily Melick, A15
Mark Findaro came to Tufts with Jumbo pride in his DNA. His father Joe Findaro, A78, A12P, has been a super alum as a member of the Parents Leadership Council, a lacrosse supporter, a Tufts Fund Gift Officer, and an unofficial job counselor to many young alumni getting started in careers in Washington, D.C. The father/son pair have also run two Boston Marathons together as part of the Tufts Marathon Team, but the senior Findaro calls the day Mark’s lacrosse team won its first of three national championships “one of the greatest thrills of my life.”

Tufts and lacrosse still feature prominently in the younger Findaro’s life from where he now lives in Mexico City three years after graduation. He has found a community of lacrosse players and is even coaching. But, it’s the connections he made as a Tufts player that helped him find a job. He’s now working in one of the world’s largest privately owned forest products trading companies, International Forest Products, whose president and chief executive office is Dan Kraft, A87. Kraft is a member of the Tufts Athletics Board of Advisors, emeritus of Tufts’ Board of Trustees, and also a former Tufts lacrosse player.

“I became close with [lacrosse] Coach Mike Daly and he introduced me to Mr. Kraft,” Mark Findaro explains. “I started working for International Forest Products in the U.S. and was able to move to Mexico to be with my girlfriend, Ana Morales [A13], who is also a Tufts graduate.”

Findaro, who works in operations and logistics for the company, brokers transactions in multiple markets. He maintains relationships with both suppliers and clients based in countries like Brazil, Mexico, and the United States.

As an undergraduate, Findaro focused on Latin America and Mexico and studied in Argentina and Brazil, becoming fluent in Portuguese and Spanish. “I really benefitted by having small, personal classes, many of which only had ten or twelve students,” he says.

Coach Daly set the bar high for his student-athletes, Findaro says, expecting good grades. “Tufts is a demanding school, and I never wanted to be a player with a low GPA,” he states. His advisor Consuelo Cruz and history professor Peter Winn influenced and guided him throughout his four years. “They have a lot of passion for the region,” he says, noting that Cruz has been in contact with him long after graduation.

Without a doubt, Tufts gave him the skills to succeed, Findaro asserts. “I learned analytical skills and the ability to problemsolve and communicate, key requirements in my job. I owe a lot to Tufts. Like my father, my unequivocal support for Tufts will continue as a lifelong commitment.”

Though Findaro says that one of the highlights of his time at Tufts was participating in the Marathon with his father, he’s not sure if he’ll compete again. Regardless, he maintains, he’s still having a great run.
Helping Navigate Your Student’s Experience
Associate Deans Offer Advice to Students and Parents

Being proactive versus reactive is one of the most important traits of a successful Jumbo. Associate Dean Carol Baffi-Dugan says that students often see her or one of the other associate deans when there’s a problem with time management or coursework issues. Baffi-Dugan wants students to know, though, that their doors are always open to students who just want to come in and introduce themselves.

“We love to see students who aren’t having issues, too,” she says. “Think of it as a preventive check-up. We encourage everyone to come in and introduce themselves once the hectic scheduling after the first of the year calms down.”

Baffi-Dugan along with Associate Deans Jean Herbert and Robert Mack are also referred to as the “alpha deans” because liberal arts students are assigned to them alphabetically. Jason Rife sees engineering students. Students grow their list of advisors as they meet faculty and staff, using the associate deans to navigate the various resources and help with questions and issues relating to academic and intellectual direction, academic difficulty, coursework, extended absence from class, change of advisor, and choice of major.

“We’re the point people for students, parents, or a faculty member with concerns or looking for resources,” Baffi-Dugan explains. “As part of an integrated team, we listen to students and refer them to the appropriate people or departments.”

One of the most important pieces of advice the deans give is to take advantage of all available resources. “Some young people don’t like to see professors outside of class, but the most successful students are the ones who use the most resources,” Baffi-Dugan states, noting that assistance can come from a coach, chaplain, cultural housing advisors, and others as well as deans.

Often, associate deans will meet with parents, but always with their student. “Students are now adults. We’re looking to create a triangle of communication between the student, parent, and the university,” Baffi-Dugan states.

Parents are welcome to contact Baffi-Dugan and her colleagues, but there are limitations. “We can’t look up transcripts and share grades, but I’m happy to reach out to a child if the parents are worried and say that we’ve spoken,” she says. While universities are not allowed to release grades to parents without student permission, Baffi-Dugan believes that parents should see them and ought to have a conversation with their child at the end of each semester.

A parent’s natural impulse may be to contact a faculty member directly on behalf of their student. However, parents should resist this urge, Baffi-Dugan cautions, though she understands a parent’s desire to be helpful. If a parent wants to contact someone, it should be their student’s dean. It’s not likely, though, that a student will fall through the cracks. “I am astounded at how much the faculty care about the students and the number of times we’ll get a call from a concerned professor asking us to check on someone,” she adds.

If a student does need urgent help, Baffi-Dugan says an email is the best way to reach one of the associate deans.

Recently, appreciative parents who wish to remain anonymous set up a fund in Baffi-Dugan's name to provide financial assistance for students and families during a medical emergency after she was instrumental in helping their student during a crisis.

“I truly loved working with the student and family. We were able to be proactive with professors and planned out a curriculum.”

Baffi-Dugan looks forward to helping others, reminding students and parents that the doors of the associate deans are open.

For more information, please visit students.tufts.edu.
Assistant Professor Daniele Lantagne's bike helmet is still on her desk, the coffee she longs for isn't brewed, and just hours before she was in Haiti. But if she's tired, it's not obvious. The assistant professor in the Department of Civil and Environmental Engineering has a mission to reduce the spread of diseases like cholera and Ebola, and there is a lot to do—including teaching a cadre of eager Tufts students' research skills, methodology, and providing assistance in the lab.

Lantagne, whose travels have taken her to East Africa, Asia, and Central and South America, conducts field evaluations and surveys to see what methods of water treatment and sanitation interventions are the most effective in developing countries and emerging contexts.

“I’m not interested in randomized trials,” she states. “It’s important to know how effective treatments will be in real-life situations.”

There is quite a bit of research on things that go wrong, she explains. For example, organizations train healthcare workers who treat Ebola patients to wash hands with a chlorine mixture, but that causes dermatitis, which causes skin fissures, creating openings for viruses.

“What happens at the local level is usually not the same as what's happening in a laboratory,” she says. “When an emergency happens like a cholera or Ebola outbreak, we should be looking at local culture and behavior to see what solution will work best.”

To that end, senior Emma Wells, A16, spent the summer working on a chlorine concentration project for Ebola prevention, examining which methods are most effective for testing concentrations of chlorine used in disinfection.

“My project is determining which test kits would best be used in the field for future Ebola prevention,” Wells says.

The sociology and public health major had no prior experience in a lab, but she is thrilled Lantagne gave her the opportunity to learn.

“As a non-engineering student, Tufts makes it easy to be exposed to this work. I’m being introduced to topics that have a lot of applicability within my community health major,” she says, noting that she is interested in pursuing how water sanitation impacts community health after she graduates.

Brittany Mitro, E18, a chemical engineering student, began working with Lantagne in the spring of her first year, doing an extensive literature review of all the different solutions for Ebola response.

Now a sophomore, Mitro is working with graduate students studying the efficacy of different types of disinfectants on bodily fluids.

“Bleach is cheap and can be produced locally, so it’s better culturally and economically,” Mitro says, “but it’s not as effective in killing Ebola as NaDCC,” citing a chemical compound widely used as a cleansing agent and disinfectant.

Anya Kaufmann, E14, who is currently pursuing a Master of Science degree in Environmental Engineering and Science at Stanford, worked with Lantagne to determine whether larger doses of chlorine were effective at disinfecting turbid waters.

“In the lab, I tested waters for turbidity, *E. coli* counts, total organic carbon, chlorine residual, pH and temperature. I learned how to grow bacteria in the lab and spike water with the bacteria,” she says.

Kaufmann was selected for a Cataldo Scholarship, which allows juniors in the Civil and Environmental Engineering Department to pursue a research idea in their junior and senior year. She was also the recipient of a Summer Scholars award, a university-wide initiative that offers research apprenticeships with faculty mentors to motivated Tufts undergraduates who receive a $3,500 stipend.

There is more than intelligence at work here, Lantagne says. “Tufts students have a strong belief in active citizenship and are very dedicated to using their intellect and knowledge they’ve gained at the university to actively improve the world around them.”
Important Dates!

Nov 25–27    Thanksgiving
Dec 22–Jan 21  Winter Break
March 18–28   Spring Break
April 18      Patriot’s Day
May 22        Commencement
August 31     Matriculation
Oct 21–22     Parents and Family Weekend 2016