I am delighted to share with you the Class of 2011 profile. These students were selected from a pool with every state and territory represented, more than 100 countries, and nearly 3,800 high schools. What is not as easy to decipher by looking at just the numbers is the strength of character, breadth of interests and experiences, and impact on the Tufts community the incoming first-year class will have. This group of students, like those before them, chose to come to Tufts for many different reasons and I have noted some of those below.

Located just five miles from Boston, Tufts offers its more than 4,800 undergraduates academic possibilities that include nearly 70 majors and more than 50 minors. Enrolled in either the College of Liberal Arts or the School of Engineering, undergraduates find faculty who are dedicated to teaching and research, combining the best of a university experience with the benefits of a small liberal arts college.

At Tufts, faculty research instructs teaching. Whether through a formal program or independently, undergraduates join professors in scholarly pursuits. This year’s group of fifty Summer Scholars pursued one-on-one research projects with faculty members from nearly every school at the university, including the Fletcher School of Law and Diplomacy, the School of Medicine, and the Friedman School of Nutrition, Science and Policy, the only graduate and professional school of nutrition in North America.

Tufts is a progressive community that celebrates curiosity and activism. Our immersive and interdisciplinary curriculum creates engineers who love the arts, multilingual business leaders, doctors who relish politics, and policy-makers who are technically and scientifically literate. Tufts students are doers; they are assertive, socially committed, and involved. They are risk-takers and entrepreneurs with clear plans on how to use their education to solve complex problems and make a difference in their hometowns and countries. More important, perhaps, is the idea that this intellectual and civic tradition is fostered in a warm and inclusive atmosphere. Academic excellence is the norm but our environment emphasizes collaboration, individuality, and community.

Active citizenship is an important hallmark of the undergraduate experience. As a way to fully support this, the University College of Citizenship and Public Service, now the Jonathan M. Tisch College of Citizenship and Public Service, was launched in 2000 with seed money from Tufts graduates Pierre and Pam Omidyar (Pierre is cofounder of eBay). What started as an experiment has become an integral part of the university and a model for other institutions. Tufts graduate Jonathan M. Tisch endowed University College with a gift of $40 million in May 2006. In the fall of 2005, recognizing the role Tufts plays in educating public citizens and the impact its students and graduates have internationally, the Omidyars gave the university its largest gift ever, which totaled $100 million. The gift establishes the Omidyar-Tufts Microfinance Fund, which will invest solely in microfinance initiatives in developing nations and provide small startup loans to the head of household. These microloans will allow the head of household to begin an entrepreneurial venture that will allow the family to find their way out of poverty. Fifty percent of the return will be reinvested and the other fifty percent will fund a variety of Tufts initiatives, including faculty salaries and undergraduate financial aid.

The 2006–2007 academic year witnessed the opening of two new buildings on campus. In September, 124 seniors moved into Sophia Gordon Hall, the newest residence hall on campus which uses solar energy components to supplement both the heating and electricity of the building. In February, the much anticipated Perry and Marty Granoff Music Building opened to rave reviews. In addition to a number of practice rooms, music library, and other spaces, the 300-seat, acoustically perfect recital hall is the jewel of this fantastic new facility. A new Interfaith Center is in the final phase of completion and will serve the community in the 2007–2008 academic year.

Tufts students continue to impress as they garner national and international recognition for their accomplishments. This year, 14 Tufts students received Fulbright scholarships and will be going to places such as Germany, Kazakhstan, Latvia, and Sweden. One student was among twenty named to the Second Team of the All-USA Academic stars. Another received recognition as a Goldwater Scholar, one of 317 selected nationwide for excellence in math and science. Again this year, a Tufts graduate will be a CORO fellow, training for leadership in the public affairs arena. Finally, two students received Rotary International Ambassadorial Scholarships. It is gratifying to see the national and international attention our students receive for their contributions to the greater community.

As the admissions staff prepares for the next cycle, we do so with some new faces. After a 40-year tenure at the university, Allan Clemow retired as director of admissions. His contributions to our work were many and his legacy in the profession long and distinguished. We miss him! The end of the summer also brought the departure of Darryl Tiggle, who has taken on a new challenge with his alma mater, Union College, in the development arena. While his tenure does not equal Allans’s, his collegiality and passion for his work are notable and difficult to match. We all wish him well.

The staff was bolstered by the return of former admissions officer Adam Goodman, and the addition of a new staff member, Nehemiah Green, a 2007 graduate of Tufts, joined the staff in early September as an admissions counselor. Finally, the director of undergraduate admissions role has been taken on by Susan Garrity Ardizzoni, a veteran of the staff. I look forward to working with Susan and the entire staff as we take on this next admissions cycle.

Sincerely,

Lee A. Coffin
Dean of Undergraduate Admissions
The Admissions Process at Tufts

The admissions process is a detailed and individualized one, designed to focus on the intellectual strengths of the applicant while understanding the richness and breadth of backgrounds. Close attention is paid to the secondary school record, standardized testing, recommendations, essays, and any information providing insight into the work of the student. Assessing the potential for success involves considering not only the quality of academic preparation and a student’s zest for learning, but also qualities such as leadership and devotion to community service.

HIGH SCHOOL COURSE SELECTION
Academic success at Tufts depends on a solid foundation of courses taken in high school. The applicants who are most successful in the admissions process are those who have developed competence in analytical reading and effective writing and have carried a minimum of three years of college preparatory mathematics (although most applicants have four), four years of science, and three or more years in social science and foreign language.

The admissions committee pays close attention to the rigor of curriculum elected by candidates for admission and expects students to be enrolled in the most challenging one available. If a student attends a school that offers honors or advanced placement courses, the committee will expect to see a curriculum that reflects those options. For students who attend schools that offer few advanced-level classes, the committee would be interested in the ways those students have enriched their academic horizons.

INTERVIEWS
Applicants to the university may request an alumni interview on the Supplemental Form for admission. An interview with a member of the local Tufts Alumni Admissions Program (TAAP), while not required for admission, provides the applicant with an additional contact with a member of the Tufts community. Offered from mid-October through mid-February, interviews offer applicants the chance to highlight their interests, activities, and achievements.

Although on-campus interviews with admissions staff are not offered, campus visits are strongly encouraged and are recognized as an important part of the college search process.

STANDARDIZED TESTING
Tufts accepts both the SAT Reasoning Test and the ACT. Please see the recommendations listed below.

SAT
We ask students to submit the SAT Reasoning Test along with two subject tests, with the following recommendations.

If you submit the SAT Reasoning Test, we strongly recommend the following Subject Tests:

- Liberal Arts Candidates—Students who anticipate a major in science or mathematics should submit Math Level I or Level II and a science test. If a student plans to major in the humanities, arts, or social sciences, or is undecided about an area of study, the two Subject Tests are the student’s choice.
- Engineering Candidates—for those students applying to the School of Engineering, Math Level I or II and either the Physics or Chemistry examination should be submitted.

ACT
Students may elect to submit the ACT in lieu of the SAT Reasoning Test and two Subject Tests. If so, they should sit for the ACT with the writing component.

If students take some combination of SAT and ACT, we recommend submission of all testing.

TOEFL
The TOEFL should be submitted by students who attend school where English is not the language of instruction or for whom English is not the first language. As testing is evaluated by the admissions staff, they are mindful of the differences in educational systems found around the world.

Tufts on the Web

Students interested in visiting Tufts will find dates and times for information sessions and tours; directions to Tufts; travel information, including hotels with preferred rates for Tufts visitors; a place to register for their visit, and more on the admissions Web site (http://admissions.tufts.edu). If families are unable to visit, they should view the virtual tour found on the Web site. Providing 360-degree views of various places at Tufts gives those who are not able to visit the opportunity to have a look at our beautiful campus.

Students applying electronically will find a link on the admissions Web site to the online application. We continue to prefer this method and, after many years, continue to find it safe, secure, and efficient. Many questions and concerns about electronic submission are addressed online. If you or your students have any questions about this, please do not hesitate to contact us.

In addition to the online application, a PDF of the full application can be found here for students to download and print. While we prefer the electronic submission of applications to assist with processing, students who utilize this method are not advantaged in the selection process.

<table>
<thead>
<tr>
<th>APPLICATION</th>
<th>DEADLINE</th>
<th>NOTIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Decision-Round 1</td>
<td>November 1</td>
<td>December 15</td>
</tr>
<tr>
<td>Early Decision-Round 2</td>
<td>January 1</td>
<td>Early February</td>
</tr>
<tr>
<td>Regular Decision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplemental Form and Common Application</td>
<td>January 1</td>
<td>April 1</td>
</tr>
<tr>
<td>Supporting Materials</td>
<td>January 10</td>
<td></td>
</tr>
</tbody>
</table>

ADMISSIONS OFFICE HOURS

Monday–Friday
8:30 a.m.–5:00 p.m.

Saturday
Open most mornings from mid-September to mid-November and in April.
ACADEMIC PROFILE OF ACCEPTED STUDENTS

MEAN RANK IN CLASS (WHEN AVAILABLE) \[ \text{TOP 6\%} \]

PERCENTAGE RANKED IN TOP 10\% OF GRADUATING CLASS \[ \text{86\%} \]

MEAN SAT-CRITICAL REASONING

OVERALL \[ 720 \]
LIBERAL ARTS \[ 724 \]
ENGINEERING \[ 702 \]
MID-50\% RANGE FOR SAT-CRITICAL REASONING \[ 690–760 \]

MEAN SAT-MATH

OVERALL \[ 719 \]
LIBERAL ARTS \[ 714 \]
ENGINEERING \[ 748 \]
MID-50\% RANGE FOR SAT-MATH \[ 680–770 \]

MEAN SAT-WRITING

OVERALL \[ 715 \]
LIBERAL ARTS \[ 719 \]
ENGINEERING \[ 697 \]
MID-50\% RANGE FOR SAT-WRITING \[ 680–760 \]

MEAN ACT COMPOSITE \[ 31 \]

DEMOGRAPHIC PROFILE OF ENROLLING STUDENTS

EXPECTED ENROLLMENT FOR SEPTEMBER 2007

OVERALL \[ 1,375 \]
LIBERAL ARTS \[ 1,185 \]
ENGINEERING \[ 190 \]
EARLY DECISION \[ 31\% \]
STUDENTS OF COLOR \[ 26\% \]
FOREIGN CITIZENS, PERMANENT RESIDENTS & U.S. CITIZENS LIVING OVERSEAS \[ 15\% \]

SOCIOECONOMIC DIVERSITY

THE CLASS OF 2011 IS ONE OF THE MOST ECONOMICALLY DIVERSE IN THE UNIVERSITY’S HISTORY. SOME OF THE INDICATORS TO MARK THIS ARE:

> PELL GRANT RECIPIENTS TRIPLED COMPARED TO THE CLASS OF 2010.
> THERE HAS BEEN A 70\% INCREASE IN THE FINANCIAL AID BUDGET SINCE 2003.
> STUDENTS IN THE HIGHEST NEED BAND INCREASED BY 144%.

REPRESENTATION BY HIGH SCHOOL TYPE

PUBLIC HIGH SCHOOL \[ 62\% \]
INDEPENDENT \[ 32\% \]
RELIGIOUS/PAROCHIAL \[ 6\% \]

U.S. STATES REPRESENTED \[ 44 \]

GEOGRAPHIC DISTRIBUTION BY STATE AND U.S. TERRITORY

ALABAMA (1), ARIZONA (6), CALIFORNIA (127), COLORADO (15), CONNECTICUT (92), DELAWARE (2), DC (6), FLORIDA (31), GEORGIA (12), HAWAI (6), IDAHO (2), ILLINOIS (39), INDIANA (3), IOWA (3), KANSAS (2), KENTUCKY (3), LOUISIANA (1), MAINE (20), MARYLAND (41), MASSACHUSETTS (294), MICHIGAN (4), MINNESOTA (13), MISSISSIPPI (1), MISSOURI (16), MONTANA (6), NEVADA (2), NEW HAMPSHIRE (31), NEW JERSEY (99), NEW MEXICO (6), NEW YORK (189), NORTH CAROLINA (14), OHIO (19), OKLAHOMA (1), OREGON (4), PENNSYLVANIA (37), PUERTO RICO (2), RHODE ISLAND (20), SOUTH CAROLINA (4), SOUTH DAKOTA (1), TENNESSEE (6), TEXAS (36), VERMONT (20), VIRGINIA (11), VIRGIN ISLANDS (2), WASHINGTON (25), WISCONSIN (8)

PERCENTAGE RESIDING OUTSIDE MASSACHUSETTS \[ 79\% \]

FOREIGN COUNTRIES REPRESENTED \[ 66 \]

GEOGRAPHIC DISTRIBUTION BY COUNTRY (TOP 5)

SOUTH KOREA (18), UNITED KINGDOM (18), CANADA (16), CHINA (12), FRANCE (11)
Visiting the Campus

We hope you will encourage your students to visit Tufts if they are traveling to or live on the East Coast. Throughout the academic year, information sessions and tours are offered on most days Monday through Friday when classes are in session. Saturday sessions and tours are available from September through mid-November and on Saturdays in April. Information sessions and tours are available during the summer months Monday through Friday as well. Our Web site, http://admissions.tufts.edu, has the current schedule available and online registration for our visitors. Please encourage your students to preregister for their visit (either electronically or by phone) so that we are able to plan space accordingly.

If students are visiting during a time when classes are in session, there are other programs that high school seniors can take advantage of and they are described below.

HAVE LUNCH IN THE DINING HALL
During their visit, prospective students and their families are invited to have a meal in either Dewick-MacPhie or Carmichael, the two major dining centers on campus. Discount meal coupons are available from the receptionist in the admissions office. Both facilities offer a wide variety of options at each meal and welcome visitors.

DAY HOST PROGRAM
From early October through mid-November, high school seniors are invited to attend selected classes and have lunch in the dining hall with a Tufts undergraduate. This time on campus will provide a glimpse into the intellectual life at Tufts and an opportunity to talk with a current student about his or her unique experience. The Day Host program is offered Monday through Friday. We expect to be able to accommodate most requests, though we do ask that students contact us one week before they plan to visit. To register, students should go to the Visiting Campus section of the admissions Web site, http://admissions.tufts.edu/.

CLASS VISITS
The intellectual experience, comprised of faculty who are teacher-scholars and students who are engaged in their studies, is one we are proud to share. Any high school senior is invited to attend selected courses, whether or not they are participating in the Day Host program. The class list for the semester will be available online at http://admissions.tufts.edu shortly after the semester begins. These class visits are available Monday through Friday and are limited to prospective students.

Tufts Counselor Connection
Tufts has a password-protected online system for high school counselors. The system permits registered members to check on the completeness of applicants from their school and learn of admissions decisions when they are finalized. Additionally, the site provides a variety of information about Tufts that is designed to keep you current with the university events.

If you have not used this service in the past, you are invited to register online at http://counselors.admissions.tufts.edu/home.asp. Each fall, members are assigned new user names and passwords to enable participation in that academic year. We hope you find this service of value as you counsel students in the college selection process.

UNIVERSITY CALENDAR

The university, including the admissions office, is closed on the following days, except for the days noted below.

- New Year’s Day
- Martin Luther King Jr. Day
- Presidents’ Day (admissions information sessions and tours are available)
- Patriots’ Day (admissions information sessions and tours are available)
- Memorial Day
- Independence Day
- Labor Day
- Veterans’ Day (admissions information sessions and tours are available)
- Thanksgiving Day and the day after
- Christmas Eve
- Christmas Day

Students should call prior to the visit to ensure that the admissions office is open.
### Programs of Study

#### Liberal Arts

**MAJORS**
- American Studies
- Anthropology
- Applied Physics
- Archaeology
- Architectural Studies
- Art History
- Asian Studies
- Astrophysics
- Biochemistry
- Biology
- Biomedical Engineering - Systems
- Biopsychology
- Biotechnology
- Chemical Physics
- Chemistry
- Child Development
- Chinese Classics
- Community Health
- Comparative Religion
- Computer Science
- Drama
- Economics
- Engineering Psychology
- English
- Environmental Studies
- French
- Geological Sciences
- Geology
- German Language and Literature
- German Studies
- Greek
- Greek and Latin
- History
- International Letters and Visual Studies
- International Relations
- Italian Studies
- Japanese
- Judaic Studies
- Latin
- Mathematics
- Middle Eastern Studies
- Music
- Peace and Justice Studies
- Philosophy
- Physics
- Political Science
- Psychology
- Psychology/Clinical Concentration
- Quantitative Economics
- Russian and East European Studies
- Russian Language and Literature
- Sociology
- Spanish
- Women’s Studies

**MINORS**
- Africa and the New World
- Arabic
- Architectural Studies
- Architectural Engineering
- Art History
- Asian Studies
- Astrophysics
- Biomedical Engineering
- Biotechnology Engineering
- Child Development
- Chinese
- Cognitive Science
- Comparative Religion
- Computer Science
- Drama
- Dance
- Economics
- English
- Entrepreneurial Leadership
- Ethnic Groups in America
- Film Studies
- Geoengineering

#### School of Engineering

**Professional Degrees**
- Chemical Engineering
- Civil Engineering
- Computer Engineering
- Electrical Engineering
- Environmental Engineering
- Mechanical Engineering

**Additional Degree Options**
- Architectural Studies
- Biomedical Engineering
- Biotechnology
- Computer Engineering
- Computer Science
- Engineering Science
- Engineering Physics
- Engineering Psychology
- Environmental Health
- Environmental Studies

**MINORS**
- Architectural Studies
- Biomedical Engineering
- Biotechnology Engineering
- Chemical Engineering
- Chinese
- Computer Science
- Engineering Management
- Engineering Science
- Entrepreneurial Leadership
- French
- Geengineering
- German
- Hebrew
- Italian
- Japanese
- Multimedia Arts
- Musical Instrument Engineering
- Russian
- Spanish

*available as a second major

### Facts and Figures

- **Faculty and Teaching**
  - Full-time faculty: 421
  - Part-time faculty: 263
  - Student/faculty ratio: 9:1
  - Average class size: 20
  - Classes with more than 100 students: 2%
  - Tenured and tenure-track faculty holding doctoral degrees: 97%
  - Undergraduate classes taught by professors: 99%
  - Students who graduate from the university in 6 years: 92%

- **Enrollment 2006–07**
  - **Undergraduate**
    - Liberal Arts: 4,230
    - Engineering: 708
    - Total Undergraduate: 4,938
  - **Graduate**
    - Fletcher School of Law and Diplomacy: 453
    - Friedman School of Nutrition Science and Policy: 186

- **Graduate School of Arts and Sciences**: 799
- **School of Engineering**: 318
- **School of Medicine**: 698
- **School of Dental Medicine**: 777
- **Cummings School of Veterinary Medicine**: 321
- **Sackler School of Graduate Biomedical Sciences**: 221
- **Total Graduate**: 3,773
FINANCIAL AID AT TUFTS
Tufts remains committed to a policy of awarding aid on the basis of financial need as determined through the analysis of family resources on the Free Application for Federal Student Aid (FAFSA), the CSS/Financial Aid PROFILE, and family tax returns. The university does not offer merit aid, with the exception of National Merit Scholarship Corporation awards. ROTC program scholarships also are available.

For the Class of 2011, Tufts awarded $18 million in total aid, of which more than $13.2 million was in the form of grants. The average grant was about $24,872 and the average award (including loan and work study) was $28,879 for new students.

In the past, Tufts has met the demonstrated financial eligibility of all admitted students and is intent on meeting the challenge of continuing this policy.

SPECIAL PROGRAMS
Most undergraduates at Tufts will pursue a traditional four-year bachelor’s degree, either from the College of Liberal Arts or from the School of Engineering. We do, however, offer other combined-degree options, which are described here.

Five-Year Programs with the School of the Museum of Fine Arts and New England Conservatory
We are fortunate to have formal connections with two well-regarded Boston schools for students who wish to combine formal training in either art or music with a liberal arts degree. New England Conservatory provides a five-year, combined-degree program with Tufts. At the end of the five years, students are awarded a B.A. from Tufts and a B.Mus. from the conservatory. The program with the School of the Museum of Fine Arts is also a five-year experience, at the end of which students will graduate with a B.A. from Tufts and a B.F.A. from the Museum School. Both programs require applications to Tufts and to the other school. For more information on the admissions procedures for these programs, please consult our Web site or the Applying to Tufts materials.

Early Acceptance to Tufts Medical School
The School of Medicine at Tufts has initiated an early notification for undergraduates at the university. Students may apply and be admitted to the medical school at the end of their sophomore year. The medical school admission committee has suggested a core of courses, including biology and chemistry, for students to complete if they wish to apply for the early notification program. Admitted candidates have until the end of the junior year to accept the offer of admission.

For more information, please consult the Health Professions Advising Web site at http://studentservices.tufts.edu/hpa.

JUMBO ATHLETICS

INDIVIDUAL ACHIEVEMENTS

ALL-AMERICANS 26
ALL-NEW ENGLAND 75
ALL-NESCAC 83

Tufts’ varsity athletics program placed 16th among 281 Division III schools in the 2006–07 Sports Academy Directors’ Cup. This prestigious award is presented annually to the best overall collegiate athletic program in the country as ranked by NCAA event participation.

As a member of the New England Small College Athletic Conference (NESCAC), Tufts promotes the achievement of excellence in the classroom and in competition. As evidenced by the softball program’s nine NCAA Tournament berths in the last 11 seasons and by Catherine Beck’s five All-American performances as a member of the cross country and track teams, athletic excellence is a hallmark of Tufts University.

Student-athletes at Tufts are celebrated for their ability to balance stellar academic performance with highly competitive athletic pursuits.

DID YOU KNOW?

Tufts is among the top 10 research universities for the percentage of students who study abroad.

For the last several years, Tufts has ranked as one of the top Peace Corps suppliers among universities of its size.

The Summer Scholars program at Tufts awards students a grant to conduct research with a Tufts faculty member. Project opportunities span the entire curriculum and students are required to publish their results in a senior thesis or final project. In 2007, 50 students participated in this program.
LISTED BELOW YOU CAN FIND THE NAME OF THE ADMISSIONS OFFICER WHO WORKS WITH YOU AND YOUR STUDENTS. THE STAFF CAN BE REACHED BY CALLING THE ADMISSIONS OFFICE AT 617.627.3170.

ALABAMA
Kerrin L. Damon
Assistant Director of Admissions

ALASKA
Kerrin L. Damon
Assistant Director of Admissions

ARIZONA
Davin M. Bergquist
Assistant Director of Admissions

ARKANSAS
Victoria George
Assistant Director of Admissions

CALIFORNIA
Bay Area
Walker Coppedge
Associate Dean of Enrollment Management

Silicon Valley, Carmel, Marin, and Sonoma Counties
Matthew Hyde
Associate Director of Admissions

Orange County
Orange County, Riverside, Sacramento, and Northern CA
Joshua C. Lee
Assistant Director of Admissions

Los Angeles, San Diego
Denny P. Paredes
Associate Director of Admissions

Bakersfield, Los Angeles, Santa Barbara, San Fernando Valley
Davin M. Bergquist
Assistant Director of Admissions

COLORADO
Courtney E. Minden
Associate Director of Admissions

CONNECTICUT
Fairfield County
Daniel Grayson
Admissions Counselor

Hartford/Waterbury, Litchfield County
Kerrin L. Damon
Assistant Director of Admissions

New Haven and Middlesex Counties
Adam S. I. Goodman
Assistant Director of Admissions

New London and Windham Counties
Lee A. Coffin
Dean of Undergraduate Admissions

MASSACHUSETTS
Most members of the admissions staff cover some part of the state

MICHIGAN
Victoria George
Assistant Director of Admissions

MINNESOTA
Barbara Sieck
Admissions Counselor

MISSISSIPPI
Victoria George
Assistant Director of Admissions

MISSOURI
Jonathan Godsey
Admissions Counselor

NEBRASKA
Barbara Sieck
Admissions Counselor

NEW JERSEY
Bergen, Morris, Passaic, Sussex, and Warren Counties
Barbara Sieck
Admissions Counselor

NEW YORK
New York City
Susan Garrity Ardizzone
Director of Undergraduate Admissions

Long Island
Jennifer Simons
Assistant Director of Admissions

Westchester and Rockland Counties
Jonathan Godsey
Admissions Counselor

Upstate
Emily Roper-Doten
Assistant Director of Admissions

NORTH CAROLINA
Nehemiah Green
Admissions Counselor

NORTH DAKOTA
Barbara Sieck
Admissions Counselor

OHIO
Victoria George
Assistant Director of Admissions

OREGON
Isabel Casariego
Assistant Director of Admissions

PENNSYLVANIA
Eastern Pennsylvania
Victoria George
Assistant Director of Admissions

Central and Western Pennsylvania
Susan Garrity Ardizzone
Director of Undergraduate Admissions

PUERTO RICO
Denny P. Paredes
Associate Director of Admissions

RHODE ISLAND
Denny P. Paredes
Associate Director of Admissions

REPUBLIC OF KOREA
Kerrin L. Damon
Assistant Director of Admissions

SOUTH CAROLINA
Kerrin L. Damon
Assistant Director of Admissions

SOUTH DAKOTA
Barbara Sieck
Admissions Counselor

UNITED KINGDOM
Victoria George
Assistant Director of Admissions

UTAH
Courtney E. Minden
Associate Director of Admissions

VERMONT
Barbara Sieck
Admissions Counselor

VIRGIN ISLANDS
Denny P. Paredes
Associate Director of Admissions

VIRGINIA
Adam S. I. Goodman
Assistant Director of Admissions

WASHINGTON
Kerrin L. Damon
Assistant Director of Admissions

WEST VIRGINIA
Susan Garrity Ardizzone
Director of Undergraduate Admissions

WISCONSIN
Barbara Sieck
Admissions Counselor

WYOMING
Daniel Grayson
Admissions Counselor

INTERNATIONAL TERRITORIES
AFRICA
Isabel Casariego
Assistant Director of Admissions

ASIA
Jennifer Simons
Associate Director of Admissions & Director of International Recruitment

CANADA
Kerrin L. Damon
Assistant Director of Admissions

CARIBBEAN, LATIN AMERICA
Isabel Casariego
Assistant Director of Admissions

EUROPE
Courtney E. Minden
Associate Director of Admissions

MIDDLE EAST
Matthew Hyde
Associate Director of Admissions

OCEANIA
Kerrin L. Damon
Assistant Director of Admissions