



Sackler School of
Graduate Biomedical Sciences

**Graduate Program in
Cell, Molecular and Developmental
Biology**

Program Guide
2016 - 2017

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The requirements described in these guidelines may be amended or altered by the Graduate Program. Note that Sackler-wide policies supersede program specific policies.

Welcome and Key Program Contacts

Welcome to the Graduate Program in Cell, Molecular and Developmental Biology (CMDDB). This Program Guide provides key information and guidelines on the requirements of the program. It supplements information contained in the Sackler School Catalog (<http://sackler.tufts.edu/Student-Life/Sackler-Catalogs>), which has the official degree requirements and course listings, and the Sackler School Handbook (<http://sackler.tufts.edu/Student-Life/Sackler-Student-Handbook>), which contains important information about topics such as the Sackler academic and registration policies, professional conduct guidelines, financial matters, and information about student benefits, services, and resources.

This Guide includes a listing of other graduate students in the program and contact information for faculty, staff, and students. You can find information about the research interests and publications of the faculty, as well as up-to-date schedules of seminars, journal clubs and research reports on our website (<http://sackler.tufts.edu/Academics/Degree-Programs/Cell-Molecular-and-Developmental-Biology>). We would greatly appreciate any feedback from you to help us make this Guide more useful.

There are several people who can serve as valuable resources during your PhD training and are always willing to discuss any issues or concerns about the program, or direct you to the appropriate office. They are listed below, along with information on how to contact them.

Name & Position	Location	Phone	Email
Ira Herman, Program Director	Jaharis 707	2991	ira.herman@tufts.edu
Beverly Rubin First Year Student Advisor	M&V 512	6694	beverly.rubin@tufts.edu
John Castellot, Upper-class Student Advisor	M&V 515	0303	john.castellot@tufts.edu
Larry Feig, Qualifying Exam Advisor	Jaharis 613	6956	larry.feig@tufts.edu
Brent Cochran Admissions Director	Jaharis 708	0442	brent.cochran@tufts.edu
Karen Hatch & Diana Pierce, Program Coordinators	Stearns 514	6836	karen.hatch@tufts.edu diana.pierce@tufts.edu
Kayla Gross Graduate Student Council Representative	Jaharis 901	5644	kayla.gross@tufts.edu
Cho Low Graduate Student Council Representative	Arnold 7	2736	cho.low@tufts.edu
Julia Yelick Graduate Student Council Representative	South Cove 201	0901	julia.yelick@tufts.edu

The Program Director is elected by the graduate program faculty to administer the educational mission of the graduate program. The Program Director represents the interests of the program on the Sackler School's Executive Council where policy matters concerning the School's programs are discussed and enacted.

The First Year Student Advisor serves as a mentor to the first year students, including providing specific advice on selecting appropriate sites for laboratory rotations, choosing elective courses, and identifying laboratories for thesis work. In addition, senior students who are selected by the Program Director are also available to offer advice to younger students.

The Upper-class Student Advisor helps students with thesis advisory committee selection, provides advice on the qualifying examination, and offers insights for career planning. In addition, senior students who are selected by the Program Director are also available to offer advice to more junior students.

The Qualifying Exam Advisor guides the student through the Qualifying Exam process providing advice on topic selection and approaches to constructing the written proposal and oral presentation.

The Admissions Director is responsible for recruiting high quality program candidates, identifying candidates for interview from the applicant pool, arranging for interviews of these candidates with program faculty, and selecting the best candidates (with input from the faculty) to be given placement offers.

The Program Coordinator assists the Program Director in the functioning of the program as needed, as well as helps students schedule rooms, complete forms, plan events, and manage program requirements.

Graduate Student Council Representatives. Two representatives are elected by the students to serve as the program's representatives to the Sackler Graduate Student Council (GSC). The GSC organizes activities, including the Annual Sackler Relays, and the GSC Officers are ad hoc members of the Sackler School Executive Council.

CMDB Executive Committee provides guidance to the Program Director, faculty, and students in matters pertaining to programmatic and school requirements. The EC consists of 4-6 program faculty members, including the Program Director. Members of Executive Committee are appointed by the Program Director, and will generally serve a three year term, with reappointment permitted. The Program Director serves as the Executive Committee Chair. The other members of the Executive Committee are Larry Feig, Brent Cochran, Victor Hatini, Peter Juo, and Beverly Rubin.

Curriculum Overview

Required Courses

Students complete a series of required didactic courses designed to provide a strong knowledge base for their research. The Sackler School Catalog for the year in which students were admitted lists these required courses ([http://sackler.tufts.edu/ Student-Life/Sackler-Catalogs](http://sackler.tufts.edu/Student-Life/Sackler-Catalogs)). In addition, the Catalog contains course descriptions and progression plans for the first and second year.

Elective Courses

Students are required to complete elective courses in addition to the required courses. Elective courses must be approved by the thesis advisor and the Program Director and should be used to explore students' interests and further their understanding of their

thesis research fields. Students choose these courses from the list of electives in the Sackler School Catalog. Courses may be chosen from any Sackler program or from other schools that allow cross-registration.

Elective coursework must be completed by the end of the fourth year. Additional courses may be taken at the recommendation of the mentor or the Faculty Advisor.

Journal Club

The overall goals of the Journal Club (JC) are to advance the student's skills in critically evaluating scientific literature and improve the student's presentation skills. Students may choose to present JC topics that they are familiar with, or they may wish to gain important experience by choosing topics that are new to them. Students should consult with their mentors when choosing a topic for presentation.

Attendance in JC is required and students who do not attend regularly will receive a warning; continued absence will result in a failing grade. PhD students must register each semester for 4 years and MD/PhD students for 3 years.

Graduate Seminar

The goal of attending the Graduate Seminars is to improve the student's appreciation for how research progress is obtained and to raise awareness of recent advances in the field. All students must register each semester for graduate seminar except for those students who have registered for PhD Degree Only.

Research Presentations

Students must present an annual report of their research, except those students who have received permission to defend their theses. The Student Research Presentation schedule is provided to students at the beginning of each academic year and will also be posted on the Sackler calendar. Research Presentations are attended by students, faculty, and other interested members of the Program. All students are required to attend these meetings.

Evaluation of Student Progress

Evaluation of satisfactory progress in the Program will be based on course grades. Students should be familiar with the Sackler School Academic Standing Policy, which is included in the Student Handbook (<http://sackler.tufts.edu/Student-Life/Sackler-Student-Handbook>).

Teaching

A student has the option (with the approval of the Program Director and the Thesis Advisor) to participate in mentored teaching of a one semester professional course, to give mentored lectures in graduate courses, or to co-facilitate a Journal Club with a faculty member. All course assignments are determined by a consensus of the student, his/her advisor, the course director, and the Program Director. To promote the acquisition of communication skills, the student is expected to be actively involved in laboratories, tutorials, and teaching meetings, and to prepare and deliver introductions to laboratories and/or formal lectures.

The course director will provide written and/or oral evaluations of the teaching performance for each graduate student. (Note: Teaching evaluations are provided solely

for the purpose of improving the student's teaching skills through feedback. They are not graded courses.)

Requirements for the Master of Science Degree

A student in good standing in the CMDDB doctoral program who is unable to complete the requirements for the PhD degree may be allowed to write and defend a Master's thesis. Permission to submit a Master's thesis must be obtained in advance from the Program faculty and will only be granted if compelling reasons for leaving the PhD program are provided and if specific guidelines are followed and specific criteria are met. Master's Degree Requirements can be found in the Sackler School Handbook (<http://sackler.tufts.edu/Student-Life/Sackler-Student-Handbook>).

A Master's candidate may only begin writing the thesis after obtaining explicit permission to do so from the thesis advisory committee. The student's thesis must describe original research carried out by the candidate under the supervision of a faculty member, and must form a coherent body of work of publishable quality, even though the scope of the work may not permit publication. The Master's thesis should be presented in the same format as a PhD thesis, as required by the Sackler School. The suitability of the Master's thesis will be determined by the thesis advisory committee after an oral defense of the thesis by the candidate and is subject to ratification by the faculty of the Sackler School.

Laboratory Rotations

Purpose

Laboratory rotations are designed to acquaint students with some of the research projects of current interest in the program, to allow students to assess the suitability of a particular lab for their thesis research, and to allow faculty members to assess the suitability of individual students for work in their labs. A minimum of four lab rotations must be completed during the first academic year.

Rotation Matching Process

Students choose rotations based on their interests and the willingness of the rotation mentor to accept a student. Students are strongly encouraged to choose rotations that expose them to areas of research with which they are not already familiar.

The Sackler School Laboratory Rotation Policy is published in the Student Handbook (<http://sackler.tufts.edu/Student-Life/Sackler-Student-Handbook>) and the dates for laboratory rotations are posted on the Sackler website in the Academic Calendar (<http://sackler.tufts.edu/Student-Life>).

Several weeks before rotations begin the Sackler School Dean's Office emails students a list of available faculty laboratories. This email contains a link to a survey in which students are to enter their first, second, and third choices for rotations. The Program Student Advisors meet with students to discuss their possible matches. Information regarding the research areas of program faculty members can be found at the Sackler School website (<http://sackler.tufts.edu/Faculty-and-Research/Sackler-Program-Faculty>). In addition, students should meet with potential mentors during the last three weeks of the immediately prior rotation, but no commitment can be made about whether or not the student may rotate in a lab before all rotation matches are announced. Students should share their interests and mentors discuss the possible projects available in the lab. All students will be notified of their matches simultaneously by their Student

Advisors.

Each rotation is evaluated by the rotation mentor. Grades are given for each rotation. When multiple rotations are completed in one semester, the grades are averaged to obtain the grade for the Laboratory Rotations course.

Qualifying Examination

Purpose

A Qualifying Examination is given to all doctoral candidates. The purpose of the examination is to determine whether a student: 1) has adequate general knowledge in research, 2) is able to formulate experiments and test biological hypotheses, 3) can critically analyze experimental results, 4) has the ability to communicate both orally and in writing; and 5) has creativity.

Timing of the Qualifying Exam

The Qualifying Examination must be completed by the end of Spring Semester of the 2nd Year. MD/PhD students must complete the exam by the end of Spring Semester of the 1st Year,. All required courses must be passed prior to the exam, unless specific permission to waive this requirement is given by the Program Director. Under no circumstances will a student be admitted to PhD candidacy until he/she has passed the required courses and the Qualifying Exam. It is expected that the process will be completed within 5-6 weeks from the time the student turns in his/her Specific Aims to the Qualifying Exam Advisor.

Selection of the Qualifying Exam Committee

The Qualifying Examination (QE) Committee will be comprised of three CMDDB faculty members; the student's mentor cannot serve on the committee but should be present for the oral exam. Committee members will be chosen by Qualifying Exam Advisor, who will designate one of them as the Chair. The Chair must be a CMDDB member.

Any questions that may arise during the examination process must be directed to the QE Committee Chair only or to QE Advisor in the event that the exam committee Chair is not available. If neither is available, the student may direct the question to the Program Director.

Overview of the Qualifying Exam Process

For the Qualifying Examination, students are required to write and defend orally an original research proposal. The subject of the research proposal should not be the student's thesis topic but it may be a closely related topic not currently under investigation in the thesis lab or the focus of previous work experience.

In preparing for the Qualifying Exam, a student should feel free to ask the general advice of other students and faculty members; however, the written work should be created and prepared by the student without any outside assistance. In particular, the written document should be written and edited solely by the examinee, without assistance in content, style, grammar, or syntax. Arranging practice oral defenses is permitted, although faculty may not be present at these mock oral exams.

Summary of the Qualifying Exam Process:

1. Student turns in a one-page summary of the proposal to the Qualifying Exam (QE) Advisor by the stated deadline, sometime in January of the 2nd training year (for PhD) and 1st PhD training year for MD/PhD trainees. This summary should consist of a brief introduction, significance of the proposed work and specific aims to be addressed. The QE Advisor may suggest revisions. For best results, it is important to note that the process of identifying and refining a suitable topic should be initiated early in the Fall.
2. The Qualifying Exam Advisor chooses the QE Committee, which consists of three CMDDB program faculty; one will be designated to serve as Chair of the committee.
3. The QE Chair coordinates efforts of the QE Committee and the student to shape the scope of the Aims. Very few students have had any significant experience writing proposals in general and Specific Aims in particular. Thus, it is very common for students to propose topics that are overly broad in scope and would require a team of investigators 4-5 years to finish rather than the recommended scope of what an efficient graduate student could accomplish by him/herself in 2-3 years. Often, the initial Specific Aims page is poorly structured. This is to be expected of students at this stage of graduate school, and an important role of the QE Committee members is to work with the student to help him/her develop a well-structured Specific Aims page of reasonable scope. Note that it is not the QE Committee's job to ensure that the experimental approaches are valid or appropriate; their focus is on the scope of the proposal. It is hoped that this can be completed in 2-3 weeks.
4. The QE Committee approves the proposed Specific Aims. At this point, the student has approximately 4 weeks to write the full proposal; the precise deadline is set by the QE Chair in consultation with the student.
5. The oral defense should occur approximately 1 week after the student turns in the full written proposal. The student should schedule the date and time for the oral defense when their topic is approved. The student's thesis mentor is expected to attend the oral defense. A QE member or the mentor can participate in the oral exam in person or via video link.

Format of the Written Qualifying Exam

The Qualifying Exam paper consists of a hypothesis-driven research proposal in the style of an NIH pre-doctoral (F31) fellowship application.

The proposal shall not exceed 10 single-spaced, printed pages, using 0.5 inch margins all around and 11 point Arial or Helvetica font. This page limit includes any diagrams, figures, tables, or other data that you wish to use (note: it is highly recommended to include some figures to illustrate your hypothesis, approach or findings). Any material beyond the 10 page limit (except for the reference list) will be ignored. This page limit is longer than the NIH limit to provide you with a little bit of flexibility in showing preliminary data and providing a clear and critical Background and Significance section. The proposal should have a concise title, and should contain the following sections:

1. Specific Aims (1 page maximum). State the broad, long-term objectives, the hypotheses to be tested, and describe concisely what the proposed research is intended to accomplish. Provide the general methodologic approaches to be used in each aim. The most effective way to state the specific experimental aims is to make a list. For a research proposal of this type, 2-3 highly focused specific aims should

suffice. More than 3 specific aims are strongly discouraged.

2. Background and Significance (3-4 pages). Provide the background to your proposal, critically evaluating (not simply reporting) existing knowledge, and specifically identify the gaps which your proposal is intended to fill. The first paragraph of this section should put your project in its broader biological context, but you should quickly focus on the specific area to be addressed by your proposal. Clearly state the importance of the proposed research. Relevant preliminary data that supports your general hypothesis or supports the general feasibility of your overall proposal may be included. To ensure a critical evaluation of the literature, there is a strict limit of 40 references in this section.
3. Experimental Design (3-4 pages). Briefly restate the hypotheses to be tested, and outline the experimental design and the general procedures to be used to accomplish the specific aims of the project. You need not bother providing lots of technical details (e.g., buffer compositions, pH, etc.). In general, it is helpful to organize this section around the specific aims you listed. For each set of experiments, you should discuss:
 - the rationale for the approach you have chosen,
 - controls -- both positive and negative,
 - expected or possible results and their interpretation,
 - alternative approaches which might be useful, especially if your intended experiments fail, and
 - potential difficulties and limitations (i.e., the feasibility) of the approach.

Preliminary data may also be included in this section, especially if there are experiments that support your hypotheses. Note that this section does not have a reference limit because we assume that these references will cite techniques.

4. References. Citations should be listed by number in the text of the proposal. Please provide the full citation, including title and all authors. The reference list does not count toward the 10 page limit.

Evaluation of the Qualifying Exam

The oral component of the Qualifying Exam will be approximately 90 minutes in length and will be administered approximately one week after submission of the written portion. The student should prepare a short presentation that provides an overview of the rationale, Aims and methods of the proposed research. At the end of the oral exam, the final assessment of exam performance will be made by the Qualifying Examination Committee in private session. The exam will be graded *Pass*, *Fail* or *Provisional Pass*, and a report that includes this grade plus a summary of the student's performance (emphasizing areas of weakness that should be addressed in the future by the student's mentor) will be submitted to the Program Director.

- In the case of a *Pass*, no further work is required on the QE.
- A *Provisional Pass* is intended to communicate to the student that while important aspects of the QE were satisfactory, one or more important aspects of the QE were unsatisfactory. It is also intended to convey that the examining committee observed sufficient strength in the examination to have confidence that the student can and will successfully fulfill the conditions imposed by the committee. In all cases in which a *Provisional Pass* grade is given, the exam committee should specify in writing to the student the time frame in which the conditions must be satisfied.

- If the requirements for a *Provisional Pass* are not fulfilled within the time frame specified, the *Provisional Pass* grade will convert to a grade of Fail.

Failure to pass the Qualifying Exam will result in dismissal from the School.

Admission to PhD Candidacy

The final decision with respect to PhD candidacy is generally straightforward, and will usually be made by the Program Director. In unusual situations, the Program Director may ask the Program Advisory Committee to vote on candidacy. A student will be admitted to PhD candidacy upon satisfying the following criteria:

1. Successful completion of all but two of the required didactic courses.
2. Successful completion of the Qualifying Exam. In the case of a student receiving a Provisional Pass, this would include certification by the QE Committee Chair that all conditions have been satisfactorily fulfilled.

Research, Career Planning, and Thesis

Please note that all CMDDB students are expected to apply for a pre-doctoral fellowship as part of their training. The Qualifying Exam process should facilitate this since students will have a good draft already in hand. If the NIH institute does not offer an F31 option for the grants of the student's thesis mentor, it is highly likely that there are private foundation funds available. Students should consult with their mentor and with their Thesis Advisory Committee for advice in this regard.

Selection of a Thesis Advisor

Students are matched with thesis mentors in May of their first year after completing their laboratory rotations. The centralized matching system is designed to maximize the chances that students are matched with one of their top choices. Starting in mid-April, students should begin to discuss with potential thesis advisors the range of research projects that may be open to a student. No such discussions should occur at any earlier time. At no time should a student expect, or faculty members provide, any guidance or commitment as to the likelihood that the student would be accepted into the lab. At this stage, all students are afforded an equal opportunity to discuss potential projects with all faculty members who have indicated a willingness to accept one or more students.

During a predetermined period in May, each student will submit a list of his/her first, second and third choices of thesis labs. The first year advisor will make known to relevant faculty members the names of students who have listed the faculty member as a first choice. Each faculty member will then have the option to accept the student(s) or to decline. When more than one student asks to be accepted into the same lab and only one space is available, the faculty member has the option of choosing which student to accept. If a student is not accepted into his/her first lab choice, every effort will be made to assure that that student's second choice is successful. In summary, faculty members do not recruit students into their labs and students should not make commitments to faculty members or ask for commitments from faculty members except through the process described above.

MD/PhD students usually select a thesis advisor after completing two summer rotations during medical school and upon entering the program.

A student who chooses a faculty thesis mentor in a research lab that is not part of the

CMDB Program must decide whether to switch graduate programs or stay within the Program. In the latter case, the student would be required to meet all the requirements of the Program, the thesis advisor would have to be approved by the CMDB Program Faculty, and the student's thesis project would have to be judged appropriate for a degree in CMDB.

Selection of the Thesis Advisory Committee

PhD students will select a Thesis Advisory Committee early in the fall semester of their second graduate year and hold their first TAC meeting before the end of the next semester. MD/PhD students will select a TAC and hold their first meeting during fall of their first graduate year.

The TAC consists of three members from the CMDB Program (including the student's research advisor). A committee member from outside Tufts University will take part in the student's final oral defense of the thesis; this examiner can be added to the committee at any point but typically takes part in at least one committee meeting prior to the student's thesis defense. The external member must hold a faculty rank, or its equivalent, if s/he is not at an academic institution. The TAC chair must be a Program faculty member other than the thesis advisor.

The purpose of the TAC is to provide research guidance, and act as consultants to the student with regard to his/her research project. The TAC also evaluates whether or not adequate progress is being made towards completing the PhD. To provide added breadth to the TAC, students are encouraged to choose one committee member whose research area is peripheral to the thesis topic. The student is responsible for scheduling meetings and submitting progress reports. The student and his/her advisor are encouraged to seek guidance from the Program Director on selection of TAC members. Students should not hesitate to change the composition of the Committee to receive the best possible advice.

Career Planning

All PhD research trainees must have an Individual Development Plan (IDP) to help them develop their career paths. Tufts has created two forms to assist students in identifying their career goals and the current activities they participate in to achieve them. These forms are available at <http://sackler.tufts.edu/Student-Life/Information-for-Current-Students/Student-Forms>.

- The IDP form is intended help students consider their career aspirations as well as the types of skills and attributes that may affect these aspirations and students' ability to attain their goals. It is not intended to predict or identify careers that match their skills. The document is for students' personal use only. Students are not required to share this document with anyone or provide anyone at Tufts with a copy of the completed document. Students may, however, choose to share the document with mentors who may suggest ways to improve skills that are appropriate to the career path(s) being considered. This document should be a living document and one that is updated as students advance in their training.
- The Training and Career Goals Progress Report form is designed to help students think about what they are learning and how to develop professionally. Students are asked to complete this form with a reflective assessment of their current progress and the plans for reaching both short- and long-term career goals. Note that some

questions on the form may not apply depending on a student's stage of training. This annual progress report is designed to provide ongoing documentation of progress made towards career goals. Once a year, students complete this form and submit it to their thesis committees along with their research reports for discussion at a TAC meeting. It is the responsibility of thesis committees to provide advice on the resources that will help students achieve their goals at Tufts and beyond.

IDPs have proven so valuable that NIH has mandated that every trainee that it supports have one. Students can learn about IDPs at this very valuable site, <http://myidp.sciencecareers.org/>. They may also talk with their mentors, Student Advisors, the Program Directors, or Kathryn Lange about career planning, in addition to their Thesis Advisory Committees.

Thesis Advisory Committee Meetings and Assessment of Research Progress

CMDDB PhD students are responsible for holding their first Thesis Advisory Committee (TAC) meeting before the end of the spring semester of their second graduate year. CMDDB MD/PhD students must hold their first TAC meeting in the fall semester of their first graduate year.

Subsequently, two meetings a year, one in the fall semester and one in the spring semester, will be necessary for satisfactory performance in the graduate research course. Failure to hold meetings in a timely fashion will result in an Incomplete grade for research for the semester which will become a failing grade if not completed by the end of the subsequent term.

Students should summarize their research progress and plans on the most up to date TAC Evaluation form on the Sackler website (<http://sackler.tufts.edu/Student-Life/Information-for-Current-Students/Student-Forms>). After the Committee meeting, the TAC Chair enters the Committee's assessment on the Thesis Advisory Committee Evaluation form and assigns a grade for Graduate Research. The form is signed by all members and an electronic copy is sent to the Sackler Registrar who records the grade on the student's transcript.

At each meeting, the TAC evaluates the student's progress towards the PhD and specifically notes whether or not the TAC feels the student "exceeds", "meets", or "does not meet" expectations. Students should be aware that by far the most common evaluation will be "meets expectations". "Exceeds expectations" is reserved for exceptional circumstances. "Does not meet expectations" is meant to be a clear signal to the student that their work rate or quality (or both) is below the standards expected of PhD students. In these cases, which we hope and expect will be quite uncommon, the student will be provided with a clear set of goals and criteria for meeting expectations. Starting with a student's 4th year, the TAC will need to indicate on each Report whether or not the student is making "reasonable progress" towards completing their thesis project. The purpose of the TAC Evaluation form is to ensure that both students and their TAC are on the same page, that students have a clear idea of the quality and quantity of their efforts, and that issues that could delay a student's progress or lead to a student leaving the Program before completing the PhD requirements are dealt with sooner rather than later.

CMDDB Progress Reports. Students are required to prepare a short written progress report for each TAC meeting. The progress report should start by outlining the goals set at the

prior TAC meeting. The student should then note his/her progress on each of the goals, providing key data and results in the report. New directions, if any, should be discussed, followed by a brief outline of experimental plans and research goals for the next 6 months. The progress report must be sent to the TAC at least 1 week prior to the meeting. Failure to do so inevitably reduces the value of the meetings.

Permission to Set a Defense Date. The TAC will grant a student permission to defend when the experimental results are sufficient for the thesis research to be concluded, or that at most a small number of non-critical experiments remain. It signals that the student can and should schedule his/her thesis defense within the next 3 months.

Thesis Format and Defense

When a student receives permission to defend, he/she should make an appointment to meet with the Associate Dean. Students will receive instructions on all aspects of the process used to complete the degree and information about Commencement Ceremonies at Tufts University.

To complete their graduate studies, students must write a thesis and defend their research in an oral examination. Students distribute their theses to their Thesis Defense Committee members approximately two weeks before their scheduled defense. The chair of the thesis committee will contact all committee members, including the outside examiner, 48-72 hours prior to the defense to determine if the thesis is generally acceptable to the committee.

The oral defense will consist of a public presentation of approximately 45-60 minutes, followed by a closed discussion period with the committee and outside examiner.

During the deliberations of the thesis examination committee, the committee should determine what revisions need to be made to the thesis document and the amount of time needed to complete those particular revisions. The Sackler School Time from Thesis Defense to Completion Policies, governing thesis revisions and continued receipt of a stipend, is in the Sackler Handbook (<http://sackler.tufts.edu/Student-Life/Sackler-Student-Handbook>).

Publication

There is no formal requirement for publications before a student is allowed to apply for graduation. However, in the absence of a published (or accepted) paper in a peer-reviewed journal on which the student is a first author or co-first author, the TAC must make a considered judgment that the body of work done by the student will result in a peer-reviewed publication on which the student would be the first author or co-first author.

List of CMDB Students

Year in School	Student	Advisor
1 st Year	Ramesh Govindan (MD/PhD)	James Munro
	Kathleen Nevola	TBD
	Elizabeth Porter	TBD
	Christopher Schwake	TBD
	Ashwini Sunkavalli	TBD
	Mike Thorsen	TBD
	(April) Liang Yuan	TBD
	Matthew Zunitch (MD/PhD)	James Schwob
2 nd Year	Benjamin Brigham	James Munro
	Michael Collins	Michael Forgac
	Daniel Fritz	Athar Chishti
	Craig Hanna (MD/PhD)	David Kaplan
	Judith Hollander	Li Zeng
	Michael Hyde	John Iacomini
	Liz Moss (MD/PhD)	Iris Jaffe
	Pragya Singh	David Walt
3 rd Year	Vera Gaun	Iris Jaffe
	Vanessa Yanez	Rajendra Kumar-Singh
	Alan Yeo	Karl Munger
4 th Year	Cho Low	Dong Kong
	Jessica Davis-Knowlton	Lucy Liaw, MMCRI
	Thomas Dixon (MD/PhD)	David Kaplan
	Kayla Gross	Charlotte Kuperwasser
	Nafis Hasan	Ana Soto
	Julia Yelick	Yongjie Yang
	Wenhui Zhou	Charlotte Kuperwasser
5 th Year	William Cantley	David Kaplan
	Mengqi (Jessica) Huang	Jonathan Garlick
	Carrie Hui	Li Zeng
	Melissa LaBonty	Pamela Yelick
6 th Year	Elizabeth Smith	Pamela Yelick
7 th Year	Brian Lin	James Schwob
	Daisy Nakamura	Li Zeng
8 th Year	Jesse Peterson	James Schwob

List of CMDB Program Faculty

Some faculty are in the process of re-locating offices. Please email the faculty for current office locations.

Faculty Located on the Boston & Medford Campuses

*Medford faculty phone extensions begin with "7." Grafton faculty numbers begin with "508-839."

Name	Phone	Email
Bill Bachovchin	6881	william.bachovchin@tufts.edu
Jim Baleja	6872	jim.baleja@tufts.edu
Thomas Biederer	2131	thomas.biederer@tufts.edu
Lauren Black (Medford)	4660*	lauren.black@tufts.edu
Andrew Bohm	2994	andrew.bohm@tufts.edu
Peter Bullock	0447	peter.bullock@tufts.edu
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