



HARVARD UNIVERSITY
Office of the General Counsel

Heather M. Quay
University Attorney
heather_quay@harvard.edu

Holyoke Center, Suite 980
1350 Massachusetts Avenue
Cambridge, Massachusetts 02138-3834
t.617.495.1434
f.617.495.5079

February 2, 2012

Ms. Nicole Merhill
Office for Civil Rights
U.S. Department of Education, Region I
5 Post Office Square
8th Floor
Boston, MA 02109

Re: Complaint No. 01-11-2078

Dear Ms. Merhill:

Thank you again for your courtesy in allowing me extra time to prepare the response of President and Fellows of Harvard College ("Harvard") to the above-referenced complaint.

According to [Redacted: PII/SPI] letter dated January 11, 2012, the Complainants allege that Harvard denied their son admission to Harvard College on the basis of his national origin. Specifically, they allege that Harvard set a limit on the number of Asian American students admitted to the University and applied a higher standard to their son's application than it did to applications submitted by White Americans. Although [Redacted: PII/SPI] letter does not name the Complainants, they have identified themselves to Harvard in a separate letter to William R. Fitzsimmons, Dean of Admissions and Financial Aid for Harvard College, alerting him that their complaint to OCR was accepted. This letter, dated January 13, 2012, is the latest in a series of letters between the Complainants and Harvard, all of which are attached as part of this submission. Thus, because the Complainants, who are the parents of [Redacted: PII/SPI], have made their identity known to Harvard, this response will in part address specifically the context and reasons for Harvard's decision on [Redacted: PII/SPI] application. As the following narrative and attached materials amply demonstrate, Harvard did not discriminate against [Redacted: PII/SPI] in any way.

HIGHLY CONFIDENTIAL - ATTORNEYS' EYES ONLY

United States District Court District of Massachusetts	
DX 25	
Case No.	1:14-cv-14176 (ADB)
Date Entered	
By	
Deputy Clerk	

HARV00018452

DX025.0001

Ms. Nicole Merhill
February 2, 2012
Page 2

As has been explained to the Complainants, admission to Harvard College is highly competitive. In 2010-2011, the College received almost 35,000 applications for the roughly 1660 possible places for newly entering freshmen.¹ Just over six percent of the applicants were admitted. (Because some students choose not to attend the College, the number of admitted students is somewhat larger than the number of spots available.)

In no way did Harvard subject [Redacted: PII/SPI] to different treatment in the admissions process on the basis of national origin, as the complaint alleges. As you know, OCR has in the past conducted an extensive compliance review of Harvard College's admission process, particularly with respect to Asian American applicants (OCR Compliance Review 01-88-6009). As OCR reported to Harvard at the end of that review: "We found no evidence of the existence or use of quotas, nor did we find that Asian Americans were treated differently than white applicants in the implementation of the admissions process." See October 4, 1990 letter from Thomas J. Hibino to Derek Bok, enclosed as Attachment A. The information that OCR gathered during the course of that compliance review (and in subsequent cases) regarding Harvard College's criteria for admission, its use of race as a factor in admissions decisions, and its general policies and procedures for selecting students for admission to its undergraduate program is still accurate today. The only difference, as noted above, is in the dramatically increased numbers of applicants, which has made the competition for places in each undergraduate class even more fierce.

The Office of Admissions estimates that approximately 85% of its applicants are academically qualified for admission – that is, 85% of those who apply would likely be able to handle the academic work. See the Office of Admissions 2011-2012 Interviewer Handbook, enclosed as Attachment B, page 10. But given that the College can only admit approximately 6% of its applicants, it is clear that academic qualifications are necessary but not sufficient to obtain an offer of admission. Like other highly competitive colleges and universities, Harvard admits only those applicants who present truly exceptional records of academic, extracurricular, and personal accomplishments. Harvard considered [Redacted: PII/SPI] application in accordance with its standard admissions process. While his application demonstrated that he is an intelligent and well-rounded young man, ultimately the College determined that other candidates presented stronger qualifications for admission. In short, the College felt that his application, while within the pool of applicants who met the fundamental requirements, ultimately did not display any particular areas of excellence that set him apart from the many thousands of other qualified applicants.

I have responded separately below to the individual items listed in the Data Request attached to [Redacted: PII/SPI] letter.

¹ When returning students are included, the freshman class size is approximately 1685.

Ms. Nicole Merhill
February 2, 2012
Page 3

1. *The name, title, business address, email address and telephone number (including fax number) of: (a) The University's contact person for this complaint; and (b) The person authorized to resolve this complaint.*

Please consider me the University's contact person for this complaint. My contact information is as follows:

Heather Quay
University Attorney
Harvard University
Office of the General Counsel
1350 Massachusetts Avenue, Suite 980
Cambridge, MA 02138
Email: heather_quay@harvard.edu
Telephone: (617) 495-1280
Fax: (617) 495-5079

The person authorized to resolve this complaint is:

William R. Fitzsimmons
Harvard College
Dean of Admissions and Financial Aid
86 Brattle Street
Cambridge, MA 02138
Email: wrf@fas.harvard.edu Telephone: (617) 495-1551
Fax: (617) 495-8321

2. *A complete description of the University's admissions policies and procedures for applicants to the University's class of 2015.*

The hallmark of Harvard College's admissions process is that it is highly individualized, flexible, and holistic. Members of the Admissions Committee carefully review each application, giving serious consideration both to the student's potential to achieve academic excellence and to contribute to a diverse educational environment. As the Office of Admissions website advises potential applicants: "There is no formula for gaining admission to Harvard. Students with vastly different credentials come from thousands of secondary schools across the country and around the world. What unifies our students are the talents they bring to Harvard and the passion to explore its vast resources." <http://www.admissions.college.harvard.edu/apply/index.html>

In a section entitled "What We Seek," the website continues:

Applicants can distinguish themselves for admission in a number of ways. Some show unusual academic promise through experience or achievements in study or research. Many are "well rounded" and have contributed in various ways to the lives of their schools or communities. Others are "well lopsided" with demonstrated excellence in a particular endeavor—academic, extracurricular or otherwise. Still others bring perspectives formed by unusual personal circumstances or experiences.

Academic accomplishment in high school is important, but we also seek people with enthusiasm, creativity and strength of character.

Most admitted students rank in the top 10–15 percent of their graduating classes, having taken the most rigorous secondary school curriculum available to them.

<http://www.admissions.college.harvard.edu/apply/index.html>

Further information about the College's application process, as well as a set of detailed "Frequently Asked Questions" for high school students considering Harvard can also be found on the Office of Admissions website. Among other things, these materials reiterate in a number of ways both the holistic nature of the application review and the fact that the Admissions Committee does not use quotas of any kind.

<http://www.admissions.college.harvard.edu/indcx.html>
<http://www.admissions.college.harvard.edu/apply/faq.html>

Notably, the internal guidance documents created by the Office of Admissions for its committee members and others who participate in the admissions process, such as alumni interviewers, are entirely consistent with the materials it makes publicly available. I have attached the following for your review:

- *The Harvard College Office of Admissions 2011-2012 Interviewer Handbook* (Attachment B);
- *The Harvard College Office of Admissions 2011-2012 Schools Committee Chairperson Handbook* (Attachment C);
- *The 2011-2012 Standing Committee on Admissions and Financial Aid in Harvard College Information Sheet* (Attachment D); and
- *Reading Procedures, Class of 2016* (Attachment E).²

² I have provided the current iteration of this document, which is virtually identical to the previous years' version.

The 2011-2012 Interviewer Handbook, enclosed as Attachment B, has a section entitled "Admissions Standards," a large portion of which is devoted to an explanation of the College's "Search for 'Distinguishing Excellences'" – a narrative description of the very individualized approach Admissions Committee members take as they "scrutinize" applications not just for indications of academic excellence, but in an attempt to discern applicants' "intellectual imagination, strength of character and... ability to exercise good judgment." Given the extraordinary strength of the pool, the salient question posed by the Committee in considering an individual candidate is: "What makes him or her distinctive?" The Committee has identified a number of broad factors, or "distinguishing excellences" that, when considering a group already winnowed to those with a "high level of merit," might help to positively "tip" a candidate. These are: (1) outstanding and unusual intellectual ability; (2) unusually appealing personal qualities; (3) outstanding capacity for leadership; (4) creative ability; (5) athletic ability; (6) Harvard and Radcliffe parentage; and (7) geographic, ethnic and economic factors. With respect to the last factor, the Committee quotes former Harvard President Neil Rudenstine, who described diversity as essential to the life of an academic community: "It is the substance from which much human learning, understanding, and wisdom derive. It offers one of the most powerful ways of creating the intellectual energy and robustness that lead to greater knowledge, as well as the tolerance and mutual respect that are so essential to the maintenance of our civil society." Finally, the Committee notes that it must proceed with "care, discretion and humility" in making these admittedly subjective judgments, appreciating that "no one can predict with certainty what an individual will accomplish during college or beyond." See Attachment B, pages 9-11.

Harvard considered [Redacted: PII/SPI] application in accordance with its standard admissions process, in which each applicant's folder receives extensive individual evaluation. The first reader is generally an "area" admissions officer, who is a staff member assigned to a particular geographic area of the country. In some cases, applications also may be sent to a second reader for further assessment.

The readers rate applicants on a scale of one to four (with one being the highest and four the lowest) in four categories: academic achievement, extracurricular activities, athletics, and personal qualities. There are no numerical equivalents or formulas in the rating system. The academic rating, for example, is derived from a subjective assessment of a number of factors, including test scores, class rank, teacher recommendations, and responses to questions on the application. An applicant with perfect 800 SAT scores could be rated as a one, two or even a three academically based on teacher reports and other academic information. The reader also gives each applicant a preliminary overall rating (POR) that reflects the reader's judgment as to the applicant's likelihood of admission based on the applicant's other ratings and the reader's sense of the relative strength of the application.

After folders have been read, they are considered by a subcommittee. The subcommittees generally consist of four to eight people, including area admissions officers, and, as Chair, a senior member of the admissions office staff. Subcommittee are formed around geographical areas (called "dockets") so that staff members come to know the schools, guidance counselors, and special characteristics of the region. At the subcommittee meeting, all members of the subcommittee have a summary of the readers' evaluations, while the first reader has the entire folder present for reference as needed. The subcommittee makes a recommendation, which is then considered at a full meeting of the Admissions Committee. The Admissions Committee, which consists of 38 people, including all admissions officers and other high level administrators of the College,³ reviews all subcommittee recommendations and votes on final outcomes.

In accordance with these procedures, [Redacted: PII/SPI] application was read carefully by the admissions officer responsible for his area. The subcommittee then considered it along with the applications of other candidates in the "C Docket," which includes southern California (specifically the Greater Los Angeles area), Hawaii, and Guam and other U.S. possessions. The final decision not to admit [Redacted: PII/SPI] was taken by the full Admissions Committee by the standard majority vote process.

3. Statistical information regarding the number of non-minority, Indian American and Asian American applicants, from each group, that applied for admission to the University's class of 2015, and the respective number of applicants from each group that was admitted or waitlisted.

Attached are a number of spreadsheets that provide the information you have requested, as described and summarized below:

- Enclosed as Attachment F is a chart labeled "Class of 2015 – Overall" that provides the applicant data that you have requested. Please note that this chart provides statistical information only for those applicants who chose to self-identify as Asian Americans (both as a whole and according to the specific designations provided by the applicants) and for those who chose to self-identify as White Americans. It does not include statistical information for any other demographic group. As noted earlier, the overall admit rate is 6.3%.
- Enclosed as Attachment G is a chart labeled "Class of 2015 – C Docket" that provides the applicant data that you have requested for the docket in which [Redacted: PII/SPI]

³A Faculty committee, the Standing Committee on Admissions and Financial Aid for Harvard College, meets several times a year to discuss broad topics relating to Admissions policy. In addition, these faculty members may be asked to serve as expert readers when a particular applicant has expressed an interest that relates to their academic discipline. If they wish, they may attend and vote at subcommittee or full committee meetings, but in practice do so only rarely.

Redacted:
PII/SPI application initially was considered. Again, this chart provides statistical information only for applicants who chose to self-identify as Asian Americans and White Americans, and not for any other demographic group. Although Harvard does not impose any kind of quotas – either by docket or any other measure – it nonetheless may be useful for you to consider the allegation that has been made within the general context of the relevant docket subcommittee’s work, given that **Redacted:**
PII/SPI parents claim that his application was considered less favorably than those submitted by White American applicants. Of particular note is the fact that the overall admit rate for this group is 5.6%, which is equal to the admit rate for candidates who self-identify as Asian American (also 5.6%), and *higher* than the admit rate for candidates who self-identify as White American (5.1%).

- Enclosed as Attachment H is a chart labeled “Class of 2015 – NLNA Overall.” Again limited as described above to data for self-identified Asian Americans and White Americans, this chart shows the applicant numbers and admissions rates for “Non Legacy/Non-Athlete” candidates – in other words, for those applicants who would not be eligible for a “tip” either because one of their parents went to Harvard or Radcliffe or because of their exceptional athletic ability. These data show that, consistent with OCR’s previous findings about Harvard’s admissions practices, once applicant data is limited to “Non Legacy/Non-Athlete” candidates, the admit rates between Asian Americans and White Americans are far closer. Further, as you know, at the conclusion of its prior compliance review, OCR specifically found that “the reasons or goals provided by Harvard for giving preferences to children of alumni and recruited athletes are legitimate institutional goals, and not a pretext for discrimination against Asian Americans.” See October 4, 1990 OCR letter, enclosed as Attachment A. For the “NLNA” group, the overall admit rate is 5.4%.
 - Enclosed as Attachment I is a chart labeled “Class of 2015 – NLNA C Docket.” These data show that the overall admit rate for the “Non Legacy/Non-Athlete” applicants in the C Docket is 5.1%, *lower* than the admit rate for candidates in that group who self-identify as Asian American (5.3%), and *higher* than the admit rate for candidates in that group who self-identify as White American (4.1%).
4. *The names and titles of all individuals involved in the class of 2015 admissions process regarding applicants who attended* **Redacted:**
PII/SPI *Pacific Palisades, California 90272, during the 2010-2011 school year. For each individual identified, please also provide: (a) The number of years each individual has been involved in the admissions process; (b) A description of the role each individual has in the admissions process (e.g., reader, subcommittee*

member, full committee member, etc.); (c) The credentials of each member; and (d) The individual's race, color and national origin.

Enclosed as Attachment J is a chart providing the information about the Admissions Committee that you have requested. The initial reader for all applications from the [Redacted: PII/SPI] was Danielle Early. In addition to Ms. Early, the members of the subcommittee with responsibility for the C Docket were: Precious Eboigbe, Nathalie Galindo, Lucerito Ortiz, Elizabeth Pabst, and Sarah Donahue (Chair). As noted above, the full Admissions Committee reviews and votes on all subcommittee recommendations.

5. *A copy of the complete application files for all applicants to the University's class of 2015 who attended [Redacted: PII/SPI] during the 2010-2011 school year.*

As we have discussed, Harvard will make all necessary arrangements for you to review the files you have requested at a time and place that is convenient for you. We will not provide copies of these files, which are highly personal to the applicants, and in which the applicants have a strong expectation of privacy, in light of our concern that these files might be requested subsequently under the Freedom of Information Act.

However, because the Complainants allege that Harvard engaged in unlawful discrimination in deciding not to extend an offer of admission to [Redacted: PII/SPI], a more full discussion of the way in which the Admissions Committee made that determination is appropriate. In short, as stated above, Harvard denied [Redacted: PII/SPI] application because, viewed as a whole, it did not exhibit areas of excellence distinctive enough to set him apart from the many thousands of students who applied.

As Dean Fitzsimmons explained to [Redacted: PII/SPI] father last July, approximately 48 percent of the 2010-2011 applicant pool presented SAT I scores totaling 1400 or higher. Nearly 4,175 scored a perfect 800 on the SAT Mathematics test and over 3,050 recorded an 800 Verbal SAT. As has been the case for many years, the number of applicants who were valedictorians of their high schools (3,598) was more than twice the number of places in the freshman class. Further, 52% of the applicant pool was in the top ten percent of their respective high school classes.

[Redacted: PII/SPI] file was read and evaluated by Danielle Early, Admissions Officer and Director of Internet Communications. Ms. Early, who served on the Admissions Committee for five years, was responsible for the initial evaluation of applicants from [Redacted: PII/SPI] geographic area, the "C Docket," which includes southern California (specifically the Greater Los Angeles area), Hawaii, and Guam and other U.S.

possessions. As described above, readers rate applicants on a scale of one to four (with one being the highest and four the lowest) in four categories: academic achievement, extracurricular activities, athletics, and personal qualities.⁴ Ms. Early recognized [Redacted: PII/SPI] strong academic record, giving him a rating of "2" in that category. This rating indicates "Magna potential: Excellent student with superb grades and mid- to high-700 scores." See Attachment E, at page 5 for Harvard's coding guidelines. The median academic rating for admitted students in his applicant pool also was "2." See "Class of 2015 – Admits, Median Ratings," enclosed as Attachment K.

However, the Admissions Committee also looks for candidates who have distinguished themselves from the many other academically talented candidates by demonstrating excellence outside of the classroom. Although [Redacted: PII/SPI] was involved in a number of extracurricular activities and played a sport, his accomplishments did not rise to the level of excellence displayed by other candidates. In each of the remaining three categories, [Redacted: PII/SPI] only received a rating of "3," which translates to: "Solid participation but without special distinction" (extracurricular activities); "Active participation" (athletics); and "Generally positive" (personal qualities). See Attachment E, at page 6. In contrast, the median extracurricular, athletic, and personal ratings for admitted students were "2", "3", and "2" respectively. See Attachment K. A rating of "2" in extracurricular activities is defined as "Strong secondary school contribution in one or more areas such as class president, newspaper editor, etc. Local or regional recognition; major accomplishment(s)." A rating of "2" in personal qualities is defined as "Very strong." See Attachment E, at page 6.

Further, while [Redacted: PII/SPI] letters of recommendation were positive, they were not notably more positive than those of many other applicants. His teacher recommendations were coded as "2" and "3+" and his guidance counselor support was coded as "2-." A rating of "2" translates to: "Very strong support. 'One of the best' or 'the best this year,'" while a rating of "3" translates to "Above average positive support." See Attachment E, at page 6. The median ratings for admitted students were "2," "2" and "2." See Attachment K. [Redacted: PII/SPI] also received an overall rating of "3+" from the alumnus who conducted his personal interview. The interviewer noted: "as strong as he is across many areas, I'm not sure there is any one thing that gives him a decided edge among our highly competitive group of applicants."

On balance, after a careful and individualized evaluation and consideration of all of the information presented by [Redacted: PII/SPI] the reader did not feel that he was one of the candidates who stood out above the rest. On the back of the summary sheet for [Redacted: PII/SPI] Ms. Early noted his academic strengths but commented generally that she was "not sure what would keep him in the class." Consequently, she gave him a

⁴ The "personal" category takes into account the applicant's letters of recommendation, essays, interview, and other personal data.

preliminary overall rating of “3,” reflecting the opinion that he was a “Solid contender: An applicant with good credentials and support.” In contrast, the median POR for all admitted applicants in 2011 was “2,” defined as “Strong credentials but not quite tops.” See Attachment E, at page 5; Attachment K.

6. *A copy of the application(s), including all supplemental forms for admission for the class of 2015. Please also indicate the number of years the University has used the particular application(s) and/or forms.*

Harvard accepts both the Common Application and the Universal College Application, and also requires applicants to submit an Application Supplement unique to Harvard. A copy of the *Application to Harvard College for Fall 2011 Entrance* is enclosed as Attachment L. This includes information for applicants, the Common Application, Harvard’s Application Supplement, and teacher and school report and evaluation forms.

7. *Any other information including documentation that the University believes may be helpful in OCR’s understanding of the allegation presented in this complaint.*

As noted above, the Complainants corresponded with the Office of Admissions throughout the summer. A copy of this correspondence is enclosed, in chronological order, as Attachment M.

Conclusion

As you know, Harvard College’s general policies and practices on admissions have been extensively reviewed in the past by OCR, and have been found to meet the requirements of the law. Every student is evaluated as an individual and no quotas of any kind – either to exclude or to include – exist. While an overwhelming number of applicants could handle Harvard’s academically rigorous undergraduate program, the Admissions Committee engages in a flexible and highly individualized review of all applicants, attempting to select students whose achievements and personal qualities make them most likely to contribute to and benefit from Harvard’s multi-faceted educational environment.

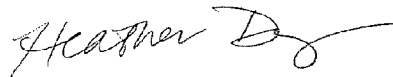
In closing, I reiterate that the undergraduate admissions process at Harvard is extraordinarily competitive and highly selective. In 2010-2011 Harvard was able to offer admission to only 6.3% of its nearly 35,000 applicants, which necessarily meant that the Admissions Committee had to make a series of difficult choices and turn away thousands of qualified applicants. All things considered, the Admissions Committee determined that [Redacted: PII/SPI] application simply was not as compelling as those of other

Ms. Nicole Merhill
February 2, 2012
Page 11

candidates who applied. In light of those circumstances, and given the absence of any evidence of discrimination, the Complainants' charge should be dismissed.

Please do not hesitate to contact me if you have any questions or would like additional information.

Very truly yours,

A handwritten signature in cursive script, appearing to read "Heather D.", written in dark ink.

Heather M. Quay

cc: William R. Fitzsimmons, Harvard College Dean of Admissions and Financial Aid
Marlyn E. McGrath, Harvard College Director of Admissions

A

CONFIDENTIAL

HARV00018463

DX025.0012



UNITED STATES DEPARTMENT OF EDUCATION
REGION I
JOHN W. McCORMACK POST OFFICE AND COURTHOUSE, ROOM 222
POST OFFICE SQUARE
BOSTON, MASSACHUSETTS 02109

October 4, 1990

OFFICE FOR
CIVIL RIGHTS

Mr. Derek Bok
President
Harvard University
Massachusetts Hall
Cambridge, Massachusetts 02138

Re: Compliance Review No. 01-88-6009

Dear President Bok:

I am pleased to inform you that the Office for Civil Rights (OCR) has completed its review of Harvard University's undergraduate admissions program. The purpose of our investigation was to determine whether Harvard discriminated against Asian American applicants to the Harvard-Radcliffe undergraduate program, in violation of Title VI of the Civil Rights Act of 1964, 42 U.S.C. Section 2000d et seq., and its implementing regulation at 34 C.F.R. Part 100 (Title VI). OCR has responsibility for enforcing Title VI, which prohibits discrimination on the basis of race, color, or national origin in programs and activities that receive Federal financial assistance. As a recipient of Federal financial assistance from the U.S. Department of Education, Harvard is subject to the provisions of Title VI.

As discussed more fully below, and in the enclosed Statement of Findings, we have concluded that Harvard has not violated Title VI with respect to the admission of Asian American applicants to the undergraduate program. Over the last ten years Asian American applicants have been admitted at a significantly lower rate than white applicants, however, we have concluded that this disparity is not the result of discriminatory policies or procedures. We found no evidence of the existence or use of quotas, nor did we find that Asian Americans were treated differently than white applicants in the implementation of the admissions process. From information provided by Harvard and our file review and statistical analyses, we determined that the primary cause of the disparity was the preference given to children of alumni and recruited athletes, which adversely affected Asian Americans. However, after examining Harvard's reasons for the preferences, we concluded that they were legitimate and not a pretext for discrimination. Consequently, based on our determination of compliance, we are closing our review as of the date of this letter.

CONFIDENTIAL

HARV00018464

DX025.0013

SUMMARY OF FINDINGS

OCR determined that Asian American applicants were admitted at a statistically significant lower rate than white applicants in seven out of the last ten years. (OCR reviewed data from the classes of 1983-1992). Over the entire 10 year review period, we found that Asian American applicants were admitted at a 13.2% rate, while whites were admitted at a 17.4% rate. OCR compared the qualifications of Asian American and white applicants to determine whether weaker credentials might have accounted for the lower Asian American admit rate. As a result of comparing SAT scores, secondary school records, and Admissions staff and alumni ratings of Asian American and white applicants, we found that Asian American applicants tended to be slightly stronger on academic criteria, while whites were slightly stronger on non-academic criteria. Overall, statistical analyses suggested that the two groups were similarly qualified, and consequently disparate admit rates could not be explained by weaker credentials.

Accordingly, we then looked at whether the disparity was the result of the use of a numerical quota or ceiling on the number of Asian American applicants who could be admitted. We reviewed documents and interviewed ten members of the Harvard Admissions staff, including the Dean of Admissions, the Director of Admissions, the Minority Recruitment Director, and several senior and other Admissions Officers. Each of the staff members interviewed stated that he or she was unaware of any numerical quotas or goals having been mentioned in the admissions process with respect to the admission of Asian Americans or members of any other racial or ethnic group. We also interviewed Harvard alumni, who served on alumni admissions committees, who similarly stated that they knew of no numerical goals or quotas used by Harvard with respect to the admission of specific racial or ethnic minority groups. Additionally, we interviewed former Harvard Admissions staff, and former students who worked with the Admissions Office minority programs and were knowledgeable about admissions practices. Finally, we interviewed numerous Asian American community leaders who were involved with the issue of Asian American admissions. None of the individuals interviewed provided any substantive evidence or information to suggest that Harvard imposed numerical restrictions or quotas limiting the admission of Asian American students.

Further, in analyzing admission trends, OCR found that both the number of Asian Americans admitted each year, and the percentage of Asian Americans in each freshman class, have increased every year during the 10 year review period. This pattern of increase continued for the classes of 1993 and 1994. The evidence revealed that Asian Americans have gone from being 5.5% of the class in 1983 to being 19.7% of the class of 1994. This data does not support a hypothesis that ceilings are placed on the number of Asian Americans admitted.

OCR next investigated Harvard's established admissions policies and procedures to determine whether Asian Americans were being treated differently than whites in the admissions process. In order to

evaluate Harvard's policies and procedures, we obtained and reviewed copies of Harvard's application for admissions as well as all printed brochures describing the admissions process. We also reviewed ten years of annual reports on Admissions from the Office of Admissions and Financial Aid, as well as written descriptions of the admissions policies and process that were submitted by the Dean of Admissions in response to our data request. Additionally, OCR interviewed ten members of the Admissions staff.

As a result, we found two significant differences in Harvard's policies and procedures in terms of the treatment of Asian Americans. First, Harvard indicated that it provides an extra reading of Asian American applications by an Admissions Officer who is knowledgeable and sensitive to the Asian American cultures and experiences. Second, Harvard stated that Asian American ethnicity can be a positive factor in the admissions process, which might make a difference in a situation where all other factors are considered equal. We determined that these differences in the treatment of Asian Americans were consistent with the requirements of Title VI.

OCR then conducted a comprehensive file review to determine whether Asian American and white applicants were similarly treated in the implementation of established policies and procedures. We reviewed 400 full applicant files randomly selected from the Classes of 1991 and 1992, including an equal number of Asian American and white files. In addition, we reviewed approximately 2,000 Summary Sheets from applicant files, which contained narrative evaluations and numerical ratings developed by the readers. These narratives and ratings summarize the readers' reviews of an applicant file.

The primary purpose of OCR's review of complete files was to determine whether Asian American and white applicants with similar qualifications, as demonstrated by the documentation in the applicants' files, received similar reader ratings. Readers evaluated applicants on the criteria of academics, extracurricular activities, athletics, and personal qualities, and also generated a preliminary overall rating (POR) reflecting a reader's judgment of applicants' likelihood of admission. In addition, the review of Summary Sheets provided additional information on the consideration of ethnicity and other factors in the rating process.

Our review showed that there was the greatest consistency among readers' ratings in the academic and extracurricular categories. We found that the readers consistently applied the standards found in the Reading Procedures in these areas. OCR found that there was less consistency among readers' ratings in the athletic and personal categories. We noted, however, that while different readers' ratings varied slightly from other readers' ratings, there was no evidence to suggest that Asian American applicants and white applicants with similar credentials were given different ratings. With respect to the POR, Harvard explained that it represents a reader's individual judgment of the strength of a candidate based on all factors and information available, not only the four rating areas.

As such, it was difficult to determine exactly why an applicant received a particular POR. Nonetheless, it did not appear that Asian American and white applicants were treated differently in the assignment of PORs.

We next sought to determine whether the disparity between Asian American and white admission rates were due to specific criteria or factors considered in the admissions process which might have a negative impact on Asian American applicants. Through statistical analyses, we concluded that differences between Asian American and white applicants on ten admissions variables (four reader ratings, SAT Math and Verbal, Alumni, Counselor and Teacher ratings, and Class Rank or Percentage) did not account for the disparity.

We then turned our attention to the preferences Harvard gives to certain groups of applicants in the admissions process. One of Harvard's objectives in admissions is to select a diverse group of students from a wide range of varied backgrounds, including those from different socio-economic, racial and ethnic groups. In fact, Harvard's catalogue states that "diversity is the hallmark of the Harvard/Radcliffe experience." In an effort to achieve its goal of diversity among its student body, Harvard actively recruits certain group of applicants and gives members of those groups positive weight or consideration (i.e. "tips") in the admissions process. With respect to "tips" in general, Harvard stated that a "tip" is a preference which may help in some situations where all other factors are substantially equal for two candidates, but it does not ensure admission. Harvard also stated that the admissions process is not based on a mathematical formula, and that the "tips" have no numerical weight.

There are three major categories of applicants for whom preferences or "tips" are given: (1) racial/ethnic minority groups; (2) children of alumni (legacies); and (3) recruited athletes (This category is distinct from the reader "athletic" rating.) With respect to the racial/ethnic groups preference, ethnicity is simply one of many considerations in the admissions process which may serve as a positive factor (but never a negative factor) in reviewing an application. Admissions staff agreed that Asian American ethnicity was most significant when the applicant demonstrated that he or she overcame severe obstacles that resulted from his/her ethnicity, or when the applicant was significantly involved in community organizations and activities, or if the applicant described the influence and effect of ethnicity on his or her life through the application essay. There is no formula or specific criteria for measuring or assessing ethnicity, nor are there instructions for determining how much weight is given to ethnicity, or where the weight is to be applied in the admissions process.

Harvard has no separate instructions describing how the preference is given to legacies. However, all legacy applicants are routinely referred to the Dean of Admissions for reading, according to Harvard's procedures.

A recruited (talented) athlete is given special weight or consideration in the admissions process as follows. Athletes are recruited based upon their athletic accomplishments, talents and their predicted ability to contribute to the athletic programs at Harvard. Harvard's coaches develop lists of priority applicants for their respective teams, and these lists are considered or weighed by the Admissions subcommittees and the full Admissions committee in making their decisions. Other than to suggest that the higher an applicant was on a coach's priority list, the greater the weight attributed in the admissions process, Harvard did not have specific guidelines governing the preference given to recruited athletes. It should be noted that Harvard maintained that all applicants were viewed in light of what they would bring or contribute to the University, and that all ultimately had to demonstrate that they were qualified for admission to Harvard in the eyes of the full committee.

As a result of the file review and interviews with admissions staff, OCR found a great deal of evidence suggesting that the preferences or "tips" given to children of alumni and recruited athletes were significant factors in the admissions process. Conversely, however, OCR also found little or no evidence of an ethnic "tip" being given to Asian American applicants. There were no readers' comments that suggested that an applicant's Asian ethnicity was a significant or important factor in deciding to admit the applicant in the same way that being a legacy or a recruited athlete was instrumental in admitting applicants. While the various "tips" or preferences could not be weighed or defined precisely, it was clear that the ethnic tip for Asians was significantly less instrumental than "tips" for legacies and recruited athletes in the determining whether or not to admit an applicant. Notwithstanding this conclusion, however, the decision to give a "tip" to Asian American applicants is a matter of institutional policy, and the failure to do so does not constitute a violation of Title VI.

OCR conducted several statistical analyses to determine the effect of these preferences on Asian American and white admit rates. Through these analyses, OCR found a strong and distinct correlation between the preferences or positive weight given to children of alumni and recruited athletes, and the disparity in Asian American and white admit rates. Based on these analyses taken together with the file review, we have concluded that the disparity in admit rates between Asian American and white applicants can largely be explained by the preference given to legacies and recruited athletes, groups that are predominantly white. When legacies and recruited athletes are removed from the data, the difference between the Asian American and white admit rates is not statistically significant in seven of the ten years we reviewed. In two of the remaining three years, Asian Americans had significantly higher admit rates than white applicants within the restricted sample.

Because the preferences to legacies and recruited athletes resulted in a disparity in the admit rates between Asian Americans and whites, OCR scrutinized Harvard's reasons for giving these preferences. Harvard has been giving a preference to applicants who are children of alumni and to talented athletes back to at least the beginning of the century. OCR noted that these preferences

were given long before there was a significant number of Asian American applicants. Also, it is clear that preferences for legacies and athletes are not unique to Harvard. Consequently, we found no evidence to suggest that these preferences were instituted to intentionally or deliberately limit the number of Asian Americans at Harvard. Because of the disparate impact that these preferences have on Asian Americans, however, OCR proceeded to analyze the legitimacy of their use in the admissions process.

Harvard asserted that its primary reasons for giving a preference to children of alumni were (1) to encourage alumni volunteer services (such as recruiting prospective students for Harvard), (2) to encourage alumni financial contributions, and (3) to maintain community relations. In support of these assertions, Harvard provided information demonstrating that last year, for example, alumni contributed over 36 million dollars to the Harvard College Fund, much of which is used to provide financial aid and scholarships to needy students. Additionally, Harvard provided data which indicated that over 4,000 alumni serve on Schools and Scholarship Committees that participate in recruitment and admissions activities. Also, Harvard stated that the more than 37,000 dues-paying members of the Harvard and Radcliffe Clubs contribute to the University in a variety of ways, including raising scholarship funds and sponsoring Schools and Scholarship Committees. Harvard maintained that its alumni's time, energy, money and intellectual resources were essential to maintaining the excellence of the institution.

With respect to athletic preferences, Harvard explained that its athletic programs, like the academic programs at Harvard, seek the very best applicants who could contribute to those programs. Consequently, in the same way that unusually strong math or science scholars would be looked upon favorably in the admissions process for the contributions they could make to the math or science programs, talented athletes are looked upon favorably for the contributions they could make to the athletic programs. Further, Harvard maintained that a varsity sports program was an integral part of American college life, benefiting athletes and other students as well.

OCR reviewed current case law and found no legal authority to suggest that giving preferences to legacies and recruited athletes was legally impermissible. In fact, the case law suggests that if schools are to possess a desirable diversity, officials must retain wide discretion, with respect to the manner of selecting students. The courts have generally been reluctant, if not unwilling to dictate what considerations or methods of selection are to be given priority in college admissions. OCR finds that the reasons or goals provided by Harvard for giving preferences to children of alumni and recruited athletes are legitimate institutional goals, and not a pretext for discrimination against Asian Americans. Additionally, Harvard asserted, and OCR accepts, that there are no alternatives to these preferences that could effectively accomplish the same legitimate goals.

In light of the evidence, and the lack of any legal authority suggesting that such preferences are impermissible, OCR finds that Harvard's use of preferences for children of alumni and recruited athletes, while disproportionately benefitting white applicants, does not violate Title VI of the Civil Rights Act of 1964 or its implementing regulation at 34 C.F.R. Part 100. Further, as a result of all the evidence and information evaluated during this compliance review, it is OCR's overall conclusion that Harvard did not discriminate against Asian American applicants to its undergraduate program, in violation of Title VI of the Civil Rights Act of 1964 or its implementing regulation at 34 C.F.R. Part 100. Please be advised that this letter is not intended nor should it be construed to cover any other issues regarding compliance with Title VI not addressed in this letter.

As previously agreed, we are returning the computer data tape and the copies of full and edited Summary Sheets that were provided by Harvard for our mutual administrative convenience. Under the Freedom of Information Act, 5 U.S.C. Section 552, it may be necessary to release this document and related correspondence and records upon request. In the event that OCR receives such a request, we will seek to protect, to the extent provided by law, personal information which, if released, could reasonably be expected to constitute an unwarranted invasion of privacy.

Please express to your staff, particularly Dean William R. Fitzsimmons, my appreciation for the courtesy and cooperation extended to this office throughout the course of our lengthy investigation. If you have any questions regarding this letter, please feel free to telephone me at (617) 223-9662.

Sincerely,

A handwritten signature in cursive script, reading "Thomas J. Hibino".

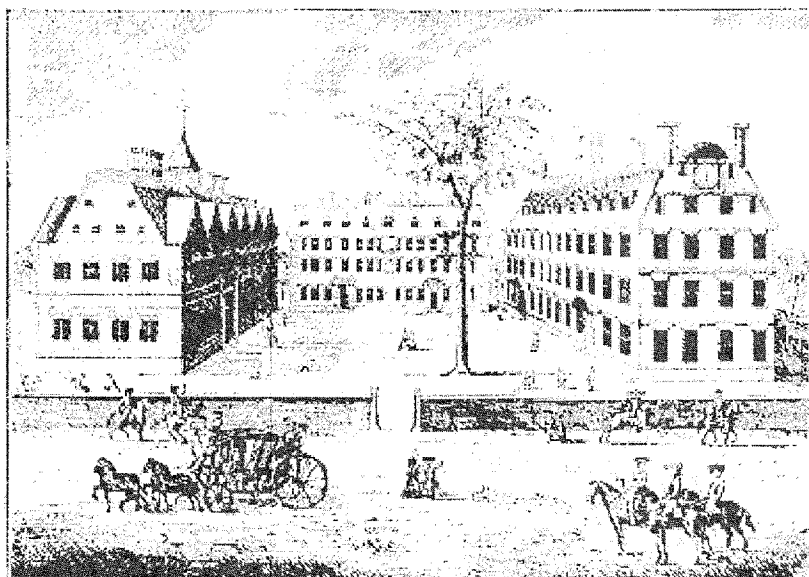
Thomas J. Hibino
Acting Regional Director

Enclosures



CONFIDENTIAL

HARV00018471



Interviewer Handbook

2011 - 2012

*Harvard College
Office of Admissions and Financial Aid
86 Brattle Street
Cambridge, MA 02138
Revised Fall of 2011*

CONFIDENTIAL

HARV00018472

DX025.0021

Helen Vendler kindly wrote this little essay for us. As a former member of the Faculty Standing Committee on Admissions, she wrote it to inspire us, and to help us be particularly alert to those candidates whose creative sensibilities would be valuable assets to a Harvard class, and would help them support the cultural life of our communities in decades to come. We hope you will find it as enlightening as our Committee does.

Valuing the Creative and Reflective

Anyone who has seen application folders knows the talents of our potential undergraduates, as well as the difficulties overcome by many of them. And anyone who teaches our undergraduates, as I have done for almost thirty years, knows the delight of encountering them. Each of us has responded warmly to many sorts of undergraduates: I've encountered the top Eagle Scout in the country, a violinist who is now part of a young professional quartet, a student who backpacked solo through Tierra del Fuego, and other memorable writers, pre-meds, theater devotees, Lampoon contributors on their way to Hollywood, and more. They have come from both private and public schools and from foreign countries.

We hear from all sides about "leadership," "service," "scientific passion," and various other desirable qualities that bring about change in the world. Fields receiving the most media attention (economics, biology, psychology, occasionally history) occupy the public mind more than fields—perhaps more influential in the long run—in the humanities: poetry, philosophy, foreign languages, drama. Auden famously said—after seeing the Spanish Civil War—that "poetry makes nothing happen." And it doesn't, when the "something" desired is the end of hostilities, a government coup, an airlift, or an election victory. But those "somethings" are narrowly conceived. The cultural resonance of Greek epic and tragic roles—Achilles, Oedipus, Antigone—and the crises of consciousness they embody—have been felt long after the culture that gave them birth has disappeared. Gandhi's thought has penetrated far beyond his own country, beyond his own century. Music makes nothing happen, either, in the world of reportable events (which is the media world); but the permanence of Beethoven in revolutionary consciousness has not been shaken. We would know less of New England without Emily Dickinson's "seeing New Englandly," as she put it. Books are still considering Lincoln's speeches—the Gettysburg Address, the Second Inaugural—long after the events that prompted them vanished into the past. Nobody would remember the siege of Troy if Homer had not sung it, or Guernica if Picasso had not painted it. The Harlem Renaissance would not have occurred as it did without the stimulus of Alain Locke, Harvard's first Rhodes Scholar. Modern philosophy of mind would not exist as it does without the rigors of Wittgenstein's *Philosophical Investigations*, nor would our idea of women's rights without Woolf's claim for a room of her own.

We are eager to harbor the next Homer, the next Kant, or the next Dickinson. There is no reason why we shouldn't expect such a student to spend his or her university years with us. Emerson did; Wallace Stevens did; Robert Frost did; Frank O'Hara and John Ashbery and Fairfield Porter and Adrienne Rich did; and had universities harbored women in residence when Dickinson came of age, she might have been glad to be here. She and Woolf could be the writers they were because their fathers had extensive private libraries; women without such resources were deprived of the chance to be all they could be. It is important to recall that the makers of culture last longer in public memory than members of Parliament, representatives and senators; they modify the mind of their century more, in general, than elected officials. They make the reputation of a country. Michelangelo outlasts the Medici and the Popes in our idea of Italy; and, as one French poet said, "*le buste/ Survit à la cité*": art outlives the cities that gave it birth.

In the future, will the United States be remembered with admiration? Will we be thanked for our stock market and its investors? For our wars and their consequences? For our depletion of natural resources? For our failure at criminal rehabilitation? Certainly not. Future cultures will certainly be grateful to us for many aspects of scientific discovery, and for our progress (such as it has been) in more humane laws. We can be proud of those of our graduates who have gone out in the world as devoted investigators of the natural world, or as just judges, or as ministers to the marginalized. But science, the law, and even ethics are moving fields, constantly surpassing themselves. To future generations our medicine will seem primitive, our laws backward, even our ethical convictions narrow.

"I tried each thing; only some were immortal and free," wrote our graduate John Ashbery. He decided on the immortal and free things, art and thought, and became a notable poet. Most art, past or present, does not have the stamina to last; but many of our graduates, like the ones mentioned above, have produced a level of art above the transient. The critical question for Harvard is not whether we are admitting a large number of future doctors and scientists and lawyers and businessmen (even future philanthropists): we are. The question is whether we can attract as many as possible of the future Emersons and Dickinsons. How would we identify them? What should we ask them in interviews? How would we make them want to come to us?

The truth is that many future poets, novelists, and screenwriters are not likely to be straight-A students, either in high school or in college. The arts through which they will discover themselves prize creativity, originality, and intensity above academic performance; they value introspection above extroversion, insight above rote learning. Yet such unusual students may be, in the long run, the graduates of whom we will be most proud. Do we have room for the reflective introvert as well as for the future leader? Will we enjoy the student who manages to do respectably but not brilliantly in all her subjects but one—but at that one surpasses all her companions? Will we welcome eagerly the person who has in high school been completely uninterested in public service or sports—but who may be the next Wallace Stevens? Can we preach the doctrine of excellence in an art; the doctrine of intellectual absorption in a field of study; even the doctrine of unsociability; even the doctrine of indifference to money? (Wittgenstein, who was rich, gave all his money away as a distraction; Emily Dickinson, who was rich, appears not to have spent money, personally, on anything except for an occasional dress, and paper and ink.) Can frugality seem as desirable to our undergraduates as affluence—provided it is a frugality that nonetheless allows them enough leisure to think and write? Can we preach a doctrine of vocation in lieu of the doctrine of competitiveness and worldly achievement?

These are crucial questions for Harvard. But there are also other questions we need to ask ourselves: Do we value mostly students who resemble us in talent and personality and choice of interests? Do we remind ourselves to ask, before conversing with a student with artistic or creative interests, what sort of questions will reveal the next T.S. Eliot? (Do we ever ask, "Who is the poet you have most enjoyed reading?" Eliot would have had an interesting answer to that.) Do we ask students who have done well in English which aspects of the English language or a foreign language they have enjoyed learning about, or what books they have read that most touched them? Do we ask students who have won prizes in art whether they ever go to museums? Do we ask in which medium they have felt themselves freest? Do we inquire whether students have artists (writers, composers, sculptors) in their family? Do we ask an introverted student what issues most occupy his mind, or suggest something (justice and injustice in her high school) for her to discuss? Will we believe a recommendation saying, "This student is the most gifted writer I have ever taught," when the student exhibits, on his transcript, C's in chemistry and mathematics, and has absolutely no high-school record of group activity? Can we see ourselves admitting such a student (which may entail not admitting someone else, who may have been a valedictorian)?

President Drew Faust's new initiative in the arts will make Harvard an immensely attractive place to students with artistic talent of any sort. It remains for us to identify them when they apply—to make sure they can do well enough to gain a degree, yes, but not to expect them to be well-rounded, or to become leaders. Some people in the arts do of course become leaders (they conduct as well as sing, or found public-service organizations to increase literacy, or work for the reinstatement of the arts in schools). But one can't quite picture Baudelaire pursuing public service, or Mozart spending time perfecting his mathematics. We need to be deeply attracted by the one-sided as well as the many-sided. Some day the world will be glad we were hospitable to future artists. Of course most of them will not end up as Yo-Yo Ma or Adrienne Rich; but they will be the people who keep the arts alive in our culture. "To have great poets," as Whitman said, "there must be great audiences too." The matrix of culture will become impoverished if there are not enough gifted artists and thinkers produced: and since universities are the main producers for all the professions, they cannot neglect the professions of art and reflection.

And four years at Harvard can certainly nurture an artist as a conservatory-education cannot. It remains true that great writers have often been deeply (if eccentrically) learned, that they have been bilingual or trilingual, or have had a consuming interest in another art (as Whitman loved vocal music, as Michelangelo wrote sonnets). At Harvard, writers and artists will encounter not only the riches of the course catalogue but also numerous others like themselves; such encounters are a prerequisite for the creation of self-confidence in an art. It is no accident that many of our writers have come out of our literary magazine the *Advocate*, where they found a collective home. We need comparable student homes for the other arts.

Once we have our potential philosophers, writers, and composers, how will we prepare them for their passage into the wider society? Our excellent students are intensely recruited by business and finance in the fall of their senior year—sometimes even earlier than that. Humanities organizations (foundations, schools, government bureaus) do not have the resources to fly students around the world, or even around the United States, for interviews, nor do their budgets allow for recruiters and their travel expenses. Perhaps money could be found to pay for recruiting trips in the early fall for representatives of humanities organizations. Perhaps we can find a way to convey to our juniors that there are places to go other than Wall Street, and great satisfaction to be found when they follow their own passions, rather than a passion for a high salary. But if we are to be believed when we inform them of such opportunities, we need, I think, to mute our praise for achievement and leadership at least to the extent that we pronounce equal praise for inner happiness, reflectiveness, and creativity; and we need to make being actively recruited as available to students of the humanities as it now is to others.

With a larger supply of creative and reflective admittees on campus, fellow-students will benefit not only from seeing their style of life and attending their exhibits or plays or readings, but also from their intellectual conversation. America will, in the end, be grateful to us for giving her original philosophers, critics, and artists; and we can let the world see that just as we prize physicians and scientists and lawyers and judges and economists, we also are proud of our future philosophers, novelists, composers, and critics, who, although they must follow a rather lonely and highly individual path, are also indispensable contributors to our nation's history and reputation.

Helen Vendler, Arthur Kingsley Porter University Professor

Table of Contents

Introduction.....	6
Recommended Reading and Harvard Websites	6
Eligibility for Schools Committee Work.....	8
Potential Conflicts of Interest as a Member of a Schools Committee.....	8
Confidentiality.....	8
1. Admissions Standards	9
The Committee on Admissions and Financial Aid.....	9
The Search for “Distinguishing Excellences”	9
Academic Credentials	11
2. How the Committee Selects a Class	13
Recruiting Prospective Students	13
The Common Application or the Universal College Application.....	14
Application Deadlines and Decision Dates.....	15
Early Action	15
The Committee Process	16
The Importance of Timely Interview Reports.....	17
Ivy League Early Evaluation Program	18
The Wait List	19
Transfer Applications	19
3. How Schools Committees Can Recruit Students.....	20
College Fairs.....	21
Acting as Secondary School Liaisons	21
Early Recruitment	22
Recruiting to Enhance Harvard’s Visibility	23
Recruiting Athletes.....	24
Recruiting Admitted Students	25
4. Interviewing Applicants	27
Scheduling the Interview.....	27
Conducting the Interview	30
Writing the Interview Report	34
Sending Your Reports to Cambridge and to Your Chair.....	36
Ranking Meetings.....	36
Transfer Interviewing	37
5. Sample Interview Reports	38

Introduction

Each year, members of our Schools & Scholarships Committees recruit and evaluate applicants to Harvard College. In the process, they cultivate critical relationships with parents, guidance counselors, other alumni/ae, and the general public. As the competition among colleges for the best students increases, so does our need for your help. We are grateful you have volunteered to join our efforts. You will likely find the work personally rewarding, intellectually stimulating, and occasionally perplexing.

This document addresses four subjects: 1) “Admissions Standards” describes the structure of the Admissions and Financial Aid offices. 2) “How the Committee Selects a Class” explains our criteria and procedures for recruiting students, evaluating them, and voting on their admission. 3) “How Schools Committees Recruit Students” describes recruitment you can do. **The most critical and practical part of this handbook is 4) “Interviewing Applicants,” an overview of how to schedule and conduct a personal interview and evaluate students in written reports.** In section 5) “Sample Interview Reports,” you will find examples of actual interview reports with our comments describing what was particularly well done and what the interviewer could have improved to make the report more helpful to the Committee.

The Committee has developed these practices over four decades of work with alumni/ae. Please read this document and consult our website (<http://www.admissions.college.harvard.edu>), which includes an overview of the College. In addition, the publications and web sites referred to below will keep you current on Harvard’s academic, extracurricular, and other resources. The Admissions Office’s own site is at www.admissions.college.harvard.edu. As always, feel free to contact us (617.495.1551) if we can be of further assistance in this important work. Once again, thank you for all of your help!

Recommended Reading and Harvard Websites

Primary sources

SEAS outlines programs in the School of Engineering and Applied Sciences (www.seas.harvard.edu)

Virtual Tour (www.news.harvard.edu/tour) will guide you around and about Harvard Yard.

Admissions Video (<http://www.admissions.college.harvard.edu/about/video/index.html>)

Electronic newsletters are sent to all alumni/ae interviewers, usually 2-3 times a year.

Freshman Seminar Program (www.fas.harvard.edu/seminars) describes current seminars.

Practice and Performance Office for the Arts (www.fas.harvard.edu/~pandp), lists the facilities, programs, and organizations at Harvard in dance, music, theater, and the visual arts.

Accessible Education Office Resources for students with disabilities (www.aeo.fas.harvard.edu)

Secondary sources

These publications, offered by other sources, can also help:

Courses of Instruction (www.registrar.fas.harvard.edu/Courses) is the Faculty of Arts and Sciences course catalog.

Handbook for Students and Fields of Concentration
(<http://handbook.fas.harvard.edu/icb/icb.do>)
describes degree requirements and general regulations.

The Crimson (www.thecrimson.com) is the daily student-run newspaper.

Religious Life at Harvard features a United Ministry directory; call 617.495.5529 or consult (<http://chaplains.harvard.edu/>)

Harvard University Gazette (<http://news.harvard.edu/gazette/>) is published weekly by the University News Office during the academic term and three times over the summer. In addition, an update of Harvard happenings is sent via e-mail each weekday to subscribers. Alumni can register for these e-mail updates on the Gazette's website.

Office of Career Services (www.ocs.fas.harvard.edu) offers information about jobs and internships.

Harvard Magazine (www.harvard-magazine.com) sends all alumni/ac copies every other month.

Harvard College Program in General Education
(<http://www.generaleducation.fas.harvard.edu/icb/icb.do>) offers information about the categories of the new program and the courses offered.

GoCrimson.com provides information about Varsity Division I and recreational athletics on Harvard's campus.

Samuel Eliot Morison's ***Three Centuries of Harvard*** (1986) is perhaps the best one-volume history of Harvard.

Henry Rosovsky's ***The University: An Owner's Manual*** (1991) offers a primer on college admissions and the mission of liberal arts colleges.

University President Neil Rudenstine's 1993-95 Report, "Diversity and Learning," surveys Harvard's practice of and commitment to recruiting distinguished students of all backgrounds.

Eligibility for Schools Committee Work

Participation in School Committee work is open to alumni/ae of Harvard College and our graduate schools. Important prerequisites include broad knowledge of the College, enthusiasm for your experience as a student at Harvard, and sincerity of purpose in working with prospective college students, their families, schools, and the general public.

Potential Conflicts of Interest as a Member of a Schools Committee

As a member of your local Schools Committee, you become a voluntary—but no less official—representative of Harvard University. Accordingly, it is critical to avoid circumstances that might suggest an appearance of inappropriate or duplicitous conduct. For example, alumni/ae who offer college counseling services for a fee are not allowed to participate in Schools Committee work. Interviewers whose children are planning to apply to Harvard are obligated to refrain from doing Schools Committee work for a year, or at least through the full completion of the admissions cycle. (Committee members should alert their Schools Committee Chair to this possibility during the summer before their child's senior year of high school.) We similarly request that individuals refrain from interviewing for Harvard and another undergraduate institution. In addition, of course, you should accept all interviewing assignments with total objectivity, while applying appropriate sensitivity to personal, business or other connections to candidates for admissions.

Should you have any questions about a possible breach of good faith about your role as a volunteer for the Harvard Admissions Office, please contact the Admissions Office to speak with your staff representative.

Confidentiality

Never discuss what you know about students with anyone, even with school officials. (There is one exception to this rule that can also raise potential problems of confidentiality: holding a ranking meeting or otherwise sharing information about any candidate within a particular Schools Committee. See page 34.) Confidentiality is especially important when working with the general public. Even well-intentioned comments can reveal—sometimes disastrously—more than was intended. For instance, a principal or counselor asking why the Committee denied a student admission needs only to hear that the applicant “was not well supported” to go after teachers.

1. Admissions Standards

Harvard's admission officers are not dealing with disembodied abstractions but with thousands of very real and very human individuals whose qualities are rarely scientifically measured and labeled unmixed.

Wilbur J. Bender
Dean of Admissions and Financial Aid
Report to the President, 1959-60

The Committee on Admissions and Financial Aid

The Harvard College Dean of Admissions and Financial Aid oversees the Admissions Office, the Financial Aid Office, and the Student Employment Office, all of which are located at 86 Brattle Street, Cambridge, MA 02138. The Dean chairs the Standing Committee on Admissions and Financial Aid of the Faculty, which includes more than 25 members of the Faculty of Arts and Sciences (FAS). The Dean and the Standing Committee, acting on behalf of FAS, implement policies on admissions and financial aid. Members of the Standing Committee also review cases that are representative of the entire pool, present strong scholarly credentials, demonstrate exceptional creativity in the arts, or raise questions of admissions policy. Working under the guidelines established by the Standing Committee, the Admissions Committee makes decisions on individual applicants. The Admissions Committee is composed of the Standing Committee of the Faculty and about 40 members from the three offices the Dean supervises.

The Financial Aid Office administers financial aid to eligible students who attend the College. Harvard remains need blind in the admissions process, and Harvard awards financial aid based strictly on need. That is, the Committee makes each admission decision without regard to whether a student has applied for aid, whether a student qualifies for financial aid, and regardless of the amount of financial aid for which a student qualifies. Harvard awards financial aid strictly on the basis of a family's need; we do not award merit scholarships. Thanks to the strong commitment of the Faculty of Arts and Sciences and the continuing generosity of donors, we are committed to providing the financial aid resources necessary to make the College fully accessible to students of promise.

The Search for "Distinguishing Excellences"¹

Our goal is to attract the best students to the College. Part of the general public believes "best" ought to be defined by standardized tests, grades, and class rank. It is easy to understand why. In his 1959-1960 Report to the President, Harvard Dean of Admissions and Financial Aid Wilbur J. Bender wrote that "[f]or a harassed admission officer [such a policy] has great appeal because it has

¹ This section represents extensive statistical analysis of the Committee's actions and represents accurately the way in which the Committee approaches each case. Our analyses have demonstrated that personal attributes—as represented by the alumni/ae interview, extracurricular rating, and personal rating—are factors in our decision-making that are as significant as academic ability—as represented by rank in class, rigor of high school curriculum; SAT, ACT, and AP/IB scores; and teacher and guidance counselor recommendations.

the merits of apparent simplicity, objectivity, relative administrative cheapness in time and money and worry, a clear logical basis and therefore easy applicability and defensibility.”

The Admissions Committee values objective criteria, but holds a more expansive view of excellence. Test scores and grades indicate students’ academic aptitude and achievement. The Committee also scrutinizes applications for extracurricular distinction and personal qualities. Students’ intellectual imagination, strength of character, and their ability to exercise good judgment—these are other, critical factors in the admissions process, and they are revealed not by test scores but by students’ activity outside the classroom, the testimony of teachers and guidance counselors, and by alumni/ae interview reports. Seeking evidence of these three criteria—academic excellence, extracurricular distinction, and personal qualities—the Committee reads with care all the components of each applicant’s file: the high school transcript, standardized test scores, extracurricular activities, personal statement, teacher and secondary school recommendations, and the personal interview report.

Attempts to define and to identify precise elements of character, and to determine how much weight they should be given in the admissions process, require discretion and judiciousness. But the Committee believes that the “best” freshman class is more likely to result if we bring evaluation of character and personality into decisions than if we do not. We believe that a diversity of backgrounds, academic interests, extracurricular talents, and career goals among students who live and learn together affects the quality of education as much as a great faculty or vast material resources.

The Committee appreciates the degree to which many admissions decisions hinge on judgment calls. In 2010-2011, 34,950 applicants competed for about 1,685 spots in the entering class. Perhaps 85 percent of our applicants are academically qualified. A significant portion also presents strong personal and extracurricular credentials. When considering an applicant, then, the Committee asks, “What makes him or her distinctive?” The Committee identifies certain broad factors that generally carry weight in this process. These “distinguishing excellences” might “tip” into the class an applicant who presents the Committee solid evidence of academic excellence, extracurricular accomplishment, and strong personal qualities. Tips come into play only at a high level of merit; the Committee never gives enough of a tip to admit an average candidate at the expense of a first-rate one. These are among the most common “tips” by which applicants, presenting distinguished academic and extracurricular records, might distinguish themselves for admission:

Outstanding and unusual intellectual ability. Harvard is likely to admit brilliant students of sound character who offer substantial evidence of intelligence at the most elevated level. More than presenting the Committee with superior testing and strong academic records in competitive secondary school classrooms, the applicant admitted primarily for unusual intelligence also presents compelling evidence of creativity and originality.

Unusually appealing personal qualities. In certain cases, teacher recommendations, the secondary school report, personal statement, and the alumni/ae interview report offer consistent testimony of an applicant’s unusual effervescence, charity, maturity, or strength of character in addition to academic and extracurricular accomplishment. A residential community with strong emphasis on extracurricular participation, Harvard prizes these qualities.

Outstanding capacity for leadership. Harvard aims to educate individuals to have broad vision who will be leaders in their chosen fields. Evidence of ability to lead others in positive ways can distinguish an applicant for admission.

Creative ability. The Harvard Supplement to the Common Application encourages students “with exceptional talents or interests” to send the Committee music CDs, compositions, dance DVDs, slides of artwork, or selected samples of academic work (including creative writing)

for faculty evaluation, which can inform admissions decisions. Students' artistic participation and performance help enrich life at Harvard and beyond.

Athletic ability. The College has a long tradition of athletic excellence—in competition with our intercollegiate rivals and among our freshman and House communities. Harvard enrolls students who are among the most active in recreational athletics, and we lead all undergraduate institutions in the number of NCAA Division I athletic teams (41). Evidence of a candidate's ability to contribute to one of these teams, and of solid personal qualities and academic abilities, can distinguish a candidate for admission.

Harvard and Radcliffe parentage. Among a group of similarly distinguished applicants, the Committee is more likely to admit the sons and daughters of Harvard and Radcliffe alumni/ae than students without these institutional ties when all other factors are equal. Children of alumni/ae generally prove to be highly competitive candidates even without a lineage tip. Their academic credentials – test scores and grades – are nearly identical to those of the entering class as a whole.

Geographic, ethnic, and economic factors. The excellence and diversity of our students remain salient attractions for many prospective students. Undergraduates come from every state and more than 80 foreign countries. They have attended public, private, and parochial schools; represent all economic, ethnic, and religious backgrounds; and possess a wide range of academic interests and extracurricular talents. "Such diversity is not an end in itself, or a pleasant but dispensable accessory," University President Neil Rudenstine wrote in his 1993-95 Report, "Diversity and Learning." "It is the substance from which much human learning, understanding, and wisdom derive. It offers one of the most powerful ways of creating the intellectual energy and robustness that lead to greater knowledge, as well as the tolerance and mutual respect that are so essential to the maintenance of our civil society."

These factors are guidelines that are neither comprehensive nor absolute. Some successful candidates present a number of these qualities in their applications and are, in other words, well rounded. Other applicants are successful because they are well lopsided—they demonstrate exceptional distinction in one of these areas. Yet the Admissions Committee denies and offers admission to students who might fit either description.

Our success depends on our ability to attract students of different personalities, academic interests, and extracurricular talents to Harvard. We proceed with care, discretion, and humility because we know we are working with imperfect information, and that no one can predict with certainty what an individual will accomplish during college or beyond. The Committee appreciates the element of subjectivity involved in assessing a candidate's distinction in any one of these categories and in identifying some of the personal qualities we believe these distinctions demonstrate. And, by giving importance to human judgment, by admitting more than just "safe bets," we are aware our decisions become harder to explain with precision. By developing familiarity with the admissions process, you can help us address the public's concerns and misconceptions about recruitment and evaluation at Harvard.

Academic Credentials

Applicants often ask about the role rank-in-class and standardized tests play in admissions decisions. These comments should inform your responses.

Rank-in-class. Rank-in-class (or deciles, quintiles, percentages, etc.) is a helpful, important gauge of academic achievement. Few successful candidates rank below the top 10 to 15 percent of their high school classes, except in the cases of applicants applying from secondary schools that send significant percentages of their graduates to selective four-year colleges. Reassure applicants that

they will not be denied admission solely on the basis of a few places in rank; the overall pattern of students' academic performance and the quality of their courses are far more important than their rank. Even when assessing applicants within a high-ranking range, the Committee's decisions might be unrelated to an applicant's class standing because of the weight given other factors.

Standardized testing. Harvard requires all applicants to submit the results of the SAT or ACT (with the enhanced writing portion) and the results of two SAT Subject Tests (previously known as the SAT Achievement Tests or SAT II exams). Harvard does not have clearly defined, required minimum scores, but students admitted to the College represent a range of scores from roughly 600 to 800 on each section of the SAT and on the SAT Subject Tests.

Candidates with scores lower than 600 (or a 27 ACT composite) are less likely to be offered admission unless they provide compelling evidence of other unusual talents or accomplishments. At the same time, the Committee does not admit hundreds of applicants who have 700+ scores and fine secondary school records because other candidates appeared stronger in other important ways. Once the Committee determines that an individual is capable of thriving academically at Harvard—a judgment made considering test scores, grades, and recommendations—we are most interested in the person behind the scores.

Re-centering of College Board scores. The College Board adjusted the scoring scale of the SAT and SAT Subject Tests in April 1995. Before this change, the national averages for the SAT verbal and math tests were, respectively, 76 and 22 points below the “500 midpoint.” The College Board believes it is important that this midpoint be the actual mean for all tests, and they cite a small initial sample of test-takers in 1941 to explain the previously skewed scale. Scores have thus risen considerably; a 420 Verbal has become a “re-centered” 500. Please consider this change when you assess candidates. Re-centering has lowered the floor for an 800 score—on both the SAT and the SAT Subject Tests. What was a “pre-re-centered” 730 verbal SAT became an 800; a “pre-re-centered” 780 math SAT is now 800. Students' expectations for admission might be raised simply because of large increases in the number of “perfect” scores.

2. How the Committee Selects a Class

Recruiting Prospective Students

Many people often ask why, given the thousands of applications Harvard receives every year, we must invest such time, effort, and resources to recruit talented students.² Vigorous recruitment, however, has been instrumental to our success. It has broadened Harvard's appeal to a national and international base, and enhanced the College's accessibility. As Bender noted in his first Report to the President (1951-52),

That the College is engaged [...] in a vigorous recruitment program and that there is a large and growing surplus of qualified applicants confront the Committee on Admission with new problems of fundamental policy. For the first time we can, within limits—and we have to—consciously shape the make-up of our student body instead of allowing natural selection or *laissez faire* to determine it.

Active recruitment helps sustain the critical opportunity to “consciously shape the make-up of our student body” as colleges compete intensely for the best students.

Direct mail. Virtually all college-bound students take the PSAT by their junior year. High school juniors and seniors also take SATs and the ACT, which survey students about their academic experiences and interests. With students' permission, the College Board and the American College Testing Company sell colleges this information. Harvard has identified accomplished students with these searches for many years. We send letters and viewbooks to searched students, and we share Student Search Lists with Schools Committee chairs to craft recruitment plans and to identify students to invite to local presentations. Our research shows that students who qualify for this search are about twice as likely to be admitted as other applicants. Of course, these search lists do not include the names of every student who might be admitted to the College.

Joint travel/Exploring College Options. To respond to the increasingly early interest students express in college admissions, the Admissions Committee is concentrating more on spring recruitment. Many officers recruit applicants through joint travel. A group of five admissions representatives—representing Harvard and four other colleges—travels to five cities in five days, speaking in the evening with students and parents and in the morning with guidance counselors. In the last several years, we have traveled with representatives from Duke, Georgetown, MIT, Stanford, the University of Pennsylvania, Princeton, University of Virginia, and Yale, among others. We enhance outreach through well-planned joint travel, which exposes Harvard to a broader audience than do individual school visits. Audiences learn about Harvard even if they attend the session to learn about another college. And by cooperating with other colleges, we enhance the cost-effectiveness of travel. Through spring and fall trips, we visit 130 cities in all 50 states and some international territories and reach approximately 55,000 students and parents, as well as 2000 high school counselors.

² A little more than 40 years ago, Harvard College received 7,762 applications and selected an entering class of 1,134 men. The Offices of Admissions at Harvard College and at Radcliffe College merged in 1975-76, increasing the number of total spots in the entering class for men and women to 1,600. Applications grew to between 12,000 to 13,000 until 1993-94, when 15,259 students applied to the College. Meanwhile, students admitted to Harvard and Radcliffe have matriculated at higher rates, driving down the raw number of students the Admissions Committee can admit.

With Radcliffe and Harvard's historic announcement in 1999 that Radcliffe would merge with Harvard—and establish the Radcliffe Institute for Advanced Study as an integral part of Harvard University—all applicants from the 1999-2000 admissions cycle on, women as well as men, apply to the fully coeducational Harvard College.

Undergraduate Admissions Council (UAC). The UAC, working closely with members of the Admissions Committee, offers extensive personal outreach to prospective students. About 300 undergraduates volunteer their time to the UAC to coordinate overnight, on-campus housing for visiting high school seniors throughout the academic year and during our annual April Visiting Program for admitted students. Their efforts can persuade admitted students to matriculate. Through telephone contact, email outreach, student blogs, and visits to hometown high schools, the UAC addresses prospective students' concerns and refers them to other appropriate sources.

Undergraduate Minority Recruitment Program (UMRP). The Admissions Office established the UMRP in 1974 to consolidate individual outreach programs to minority students, and this student organization has been part of our successful student recruitment ever since. UMRP's more than 20 undergraduates conduct personal outreach to minority students through on-campus hosting and by extensive telephone, mail, and e-mail contact during the application process and following the Committee's decisions. UMRP members also volunteer a week of their own time to visit high schools and some junior high schools across the country with large concentrations of minority students in order to encourage all students in these areas to apply to college. Undergraduates craft their itineraries through consultation with the appropriate area admissions officer.

Harvard Financial Aid Initiative (HFAI). Established during the summer of 2004, the Admissions Office and Financial Aid Office have implemented a coordinated effort to conduct personal outreach to students who may fall within the parameters of the new program. Their work was modeled after the work of the UMRP; accordingly, their recruitment strategies are similar to (and often conducted in concert with) those of the UMRP.

Interviews and information sessions in Agassiz. The Admissions Office runs year-round recruitment in Cambridge. From the first week in June to Thanksgiving (with a break in early September as students settle into their high school routines), we offer optional campus interviews to high school seniors. We add interview reports generated here to applicants' files, but Cambridge interviews do not substitute for the alumni/ae interview. We also offer student-led tours and group information sessions throughout the year. Open to the public, the information sessions allow students and their families to ask an admissions officer and current undergraduates questions about life at Harvard and the admissions process. Please visit our website or call us at 617.495.1551 for additional information, including up-to-date schedules and locations.

The Common Application or the Universal College Application

Harvard adopted the Common Application in 1994-1995 and the Universal Application in 2007-2008. More than 400 colleges and universities use these standardized forms, which we hope benefit applicants and secondary schools. Applicants can focus more time on their academic, extracurricular, and personal lives than on filling out multiple applications. Teachers and counselors can devote more time to writing a single recommendation (and to counseling) and less to redundant paperwork. The Common Application is available free online (www.commonapp.org) and our website); the Universal College Application may be obtained at www.universalcollegeapp.com. In addition to the Common Application or the Universal College Application, we require applicants to complete a short supplement to indicate their interest, and its depth, in a field of study, career, and extracurricular activities—and to submit AP and IB results, an optional additional essay, or tapes, slides, and papers for faculty evaluation.

Application Deadlines and Decision Dates

Mid-October, 2011

The Admissions Office begins processing applications for Early Action candidates; interview requests sent to School Committee chairs

November 1, 2011

Deadline for all Early Action application materials. Students applying for Early Action should submit scores by the October series, although scores from the November series should reach us in time for consideration.

Early December, 2011

We will begin our careful evaluation process for Regular Decision candidates at this time, reading applications in the order in which they are completed.

We have asked that candidates send at least the Common Application or Universal Application as soon as possible to allow time for them to begin the interviewing process in areas where this is possible. We recognize that students, secondary school teachers, and counselors have many commitments that may preclude early submission of admission materials by this date. Candidates will not be penalized in any way if materials are submitted before the January 1 deadline.

January 1, 2012

Final deadline for application materials for Regular Decision applicants.

Candidates can complete testing requirements by using the January SAT or February ACT dates, but we hope that they will have their testing completed by the December date.

Date Decisions Are Sent

- Early Action decisions are mailed/e-mailed on December 15, 2011.
- Regular Action decisions are mailed/e-mailed on March 29, 2012.
- Common Reply Date, by which applicants in the Early Action and Regular Decision processes must accept or decline the offer of admission, is May 1, 2012. No deposit is required.

Early Action

Harvard College has restored nonbinding early action as part of its admissions process and significantly enhanced its recruiting program to assist talented students from modest economic backgrounds in navigating the admissions process. Harvard has also increased its investment in undergraduate financial aid to more than \$160 million. Currently, more than 60 percent of Harvard College students receive scholarship aid, and the average grant is about \$38,000.

In 2007, Harvard eliminated its nonbinding early action program on a trial basis and moved to a single admissions deadline, announcing at the time that it would evaluate the impact of the change after several years.

"We piloted the elimination of early action out of concern that college admissions had become too complex and pressured for all students, and out of particular concern for students at under-resourced high schools who might not be able to access the early admissions process," said Harvard President Drew Faust. "Over the past several years, however, interest in early admissions has increased, as students and families from across the economic spectrum seek certainty about college choices and financing. Our goal now is to reinstitute an early-action program consistent with our bedrock commitment to access, affordability, and excellence."

"We looked carefully at trends in Harvard admissions these past years and saw that many highly talented students, including some of the best-prepared low-income and underrepresented minority students, were choosing programs with an early-action option, and therefore were missing out on the opportunity to consider Harvard. We have decided that the College and our students will be best served by restoring an early option," said Dean Michael J. Smith of the Faculty of Arts and Sciences.

Harvard's concerns about equity and transparency will continue to guide the structure of its admission program. It will maintain a nonbinding approach, which maximizes freedom and flexibility for students. As in the past, students can apply under the single-choice, early-action program by Nov. 1 and will be notified by Dec. 15, at which point students completing financial aid applications will receive notice of their awards. Regular decision will continue to operate as usual, with applications due on Jan. 1 and notification on April 1. All students, whether admitted under early action or regular decision, will have until May 1 to decide whether to attend.

To ensure that the return to early action serves Harvard's commitment to access and diversity across many dimensions, the change in admissions policy will be accompanied by enhancements in the College's recruiting program, including a new program promoting transparency in college admissions, greater outreach, and targeted staff visits to schools where few students apply early to college; increased involvement of Harvard undergraduates throughout the year in three major recruiting efforts – the Harvard Financial Aid Initiative, the Undergraduate Minority Recruitment Program, and the Undergraduate Admissions Council's Return to High School Program; and enhanced web features providing families with the ability to calculate the likely net cost of sending a child to Harvard, and perspectives from financial aid students on life at Harvard.

"The commitment to including first-generation, low-income, and historically disadvantaged minority students in the full spectrum of admissions options is a key feature of this new early-action option," said Harvard College Dean Evelyn Hammonds. "We have made significant gains in recent years in recruiting larger numbers of these students and in supporting them for success once here. I am very pleased that we are able to re-conceive early action, consistent with these goals, and to work with students based on whatever timetable best meets their needs."

"We continue to be concerned about the pressures on students today, including those associated with college admission," said Harvard College Dean of Admissions and Financial Aid William R. Fitzsimmons. "In all of our work, we will do everything possible to level the playing field in admissions and encourage all students to make thoughtful choices about how they can best contribute to society."

The Committee Process

The "Docket." Each member of the Admissions Committee represents specific geographic areas, and so we refer to officers as "area representatives." A "docket"—which we also refer to as a "subcommittee"—is a geographical region, designed to be roughly equivalent to each of the other dockets in the number of applicants considered there. There are 20 dockets or subcommittees. Each

officer sits on at least two dockets to inform comparisons made among candidates across vast geographical lines. Each subcommittee varies in size, but generally includes three to six area representatives, a docket chair (a senior admissions officer), and the docket's faculty readers.

Who reads folders. The area person reads all the folders from his or her area—a folder's first read. The first reader records all data, contacts the applicant or his or her school for materials missing from the folder, and comments on the folder's strengths and weaknesses. Reading every folder from their areas enables area persons to present an overview of the relative strengths presented by the applicants there. Second and third readers check factual data recorded on the reader sheet and, more importantly, offer additional interpretations of the folder. The third reader records all evaluations for entry into our database. Folders might receive additional evaluations, whether by other admissions officers or by members of the Faculty Standing Committee. These other evaluations offer more commentary on the strengths of applicants who present special attributes such as those described in section 2.

Subcommittee meetings. Once folders have been read, subcommittees meet. The area person, as advocate for each case he or she has read, summarizes to the subcommittee the strengths and weaknesses in each component of each candidate's file. Subcommittee members discuss the case, and then vote on what recommendation to offer the full Committee. The subcommittee examines the entire docket several times, extensively reviewing decisions—and in many cases changing them—to ensure standard scrutiny for all applicants, whether they are presented first or last on a docket. After surveying the docket's breadth of quality, the subcommittee can identify with greater confidence those applicants who appear strongest. Majorities rule, but the degree of support expressed for candidates is always noted—both for candidates the subcommittee will and will not recommend for admission. By identifying applicants this way—"clear admits," "strong rejects," etc.—subcommittees can compare candidates with similarly assessed applicants on other dockets.

Subcommittees then present and defend their recommendations to the full Committee. While looking at or listening to the summary of any case, any Committee member may raise questions about the proposed decision and request a full review of the case. Many candidates are re-presented in full Committee. The Committee compares all candidates across all dockets, and therefore across geographical lines.

This rigorous comparative process strives to be deliberate, meticulous, and fair. It is also labor intensive. But it permits extraordinary flexibility and the possibility of changing decisions virtually until the day the Admissions Committee mails them. This is especially important since the Committee is always receiving new information on candidates. Please convey to applicants the time and care the Committee takes with each individual application.

The Importance of Timely Interview Reports

Your insights are most valuable if we have them for subcommittee—a case's first hearing. We would, of course, love to read interview reports as we first read applicants' files. But many students still wait to apply by the final deadline, making it virtually impossible for their reports to be here for a folder's first read. ***When possible, please contact the student, complete the interview, and file the interview report within two weeks of receiving the interview assignment.*** Waiting an extended period before writing the interview report can disadvantage the student, as impressions and important details from the conversation can fade as time passes. As such, a delayed report may fail to accurately capture the student interviewed.

The committee process works best and most efficiently, then, when we have reports for subcommittee. Subcommittees may discuss a single case for half an hour or even more before voting on a recommendation to offer the full Committee. These conversations are more tentative when critical items are missing—whether they are teacher recommendations or interview reports. And while the full Committee will take just as much time as the subcommittees do discussing a single case, these discussions take more time the more new information we must add to case representations. Subcommittees begin meeting in November for the Early Action process and for three- to four-day shifts in late January until the end of February for the Regular Decision process.

Please consult with your Schools Committee chair about the exact dates of subcommittees for the area in which you will be interviewing. Specific dates for subcommittee meetings depend on several factors. Since each staff member sits on at least two subcommittees, we try to ensure staff members do not have insuperable conflicts. We attempt to make interview requests as early as possible, yet we know there will be some requests we make for interviews after subcommittees have met. Occasionally, applicants' files complete as late as late-November for Early Action and February for Regular Decision. This results, most often, from unavoidable logistical factors. Mail sometimes arrives late. Occasionally, we are overwhelmed with mail to open, materials to enter into our database, and reams of paper to file. Nevertheless, we hope you can fulfill each interview request as quickly as possible so that your Cambridge subcommittee has the benefit of your interviewers' personal insights.

The last opportunity for the vast majority of cases to be heard is during full Committee. The Admissions Committee must have all interview reports in hand for full Committee. As you know from reading above, the entire Committee convenes in one room to review all the contenders for admission. Many candidates are re-presented in full Committee, which again may consider a single case for a half hour or more. Full Committee generally meets during the first week of December for Early Action candidates and from the end of the first week of March to the end of the third week of March for Regular Decision candidates.

We are grateful that you do all you can to send us interview reports as early as possible. Clearly, it is vital that we have all interview reports by the full Committee stage. We hope this outline helps you understand that it is critical to complete your interview and report as soon as possible, ideally within two weeks of receiving the assignment from your Schools Committee chair.

Ivy League Early Evaluation Program

As determined by each institution, admissions offices may advise applicants before the common notification date, in writing, of the probability of admission (e.g. likely, possible, unlikely). If the student is a recruited student-athlete, such notifications may only be made from October 1 through March 15, per Ivy League regulations.

Institutions may issue official "probabilistic" communications only in writing, from the office of admission. Such letters will have the effect of letters of admission, to be confirmed on the common notification date, subject to revocation only on the same terms as letters of admission. (Such communications given by coaches, whether orally or in writing, do not constitute binding institutional commitments.) An applicant who receives one or more such written communications and who has made a decision to matriculate at one institution is encouraged (but not required) to notify all other institutions, and to withdraw all other applications, as promptly as possible.

Such early evaluations are often precipitated by pressure on student-athletes from other institutions requiring an early commitment. In some instances, students are given very little time to

respond to these offers. Such candidates bring excellences of all kinds in addition to athletics, and the Admissions Committee can vote to notify them that they are likely to be admitted – rather than lose them to other institutions. Alumni/ac Schools and Scholarship Chairs will be informed about such candidates by the staff area person and will be requested to interview them if time allows.

The Wait List

The Committee places a number of accomplished applicants on the wait list each year. The wait list includes the strongest applicants whom the Committee was not able to admit but might still wish to consider for admission if spots in the entering class open later. Wait-listed students should make definite plans to attend a college to which they have been admitted, since the number of students the Committee has been able to admit from the wait list varies from year to year. In some years, we have admitted no one from the wait list; in others, we have admitted more than 100 candidates from the wait list.

Admitted students have until May 1 to accept or forfeit their spots in the entering class. Should fewer than 1,680 students accept the Committee's offer of admission by the May 1 deadline, the Committee may then select students who have decided to remain on the wait list to fill these spots. The wait list is not ranked. We meet some time after May 1 to select students from the wait list through a rigorous comparative process very similar to the full committee meetings described above.

Transfer Applications

After a two-year suspension, the transfer admissions program was reinstated during the 2010-2011 admissions cycle. Just under 1500 students applied for 12 transfer spaces. Students interested in applying during the 2011-2012 cycle should check Harvard's website or call the transfer office (617.495.5309) in the fall to verify the status of transfer admissions for this academic year. The application deadline for the transfer process is March 1, 2012, with notification by June 1.

In the transfer process, Harvard considers applications in the spring from students who wish to transfer to Harvard after completing at least one year (and not more than two) of full-time study at another college or university. The Committee selects transfer applicants through a rigorous comparative process and on the basis of their record of academic achievement, the strength of recommendations they receive from college faculty members, and their overall promise. Only the very strongest transfer candidates are selected for alumni interviews; you will be contacted directly by your committee chairperson should we need your help interviewing a candidate for transfer admissions.

3. How Schools Committees Can Recruit Students

Admissions involves "salesmanship," politics in the broad sense of the word, human and institutional relationships. It is a matter of who works for you and how they work, of whom you select and whom you reject, of the public image or images of Harvard, which are affected by everything you do or don't do.

Wilbur J. Bender
Dean of Admissions and Financial Aid
Report to the President, 1959-60

Through your recruitment efforts, you add an indispensable human dimension to what can seem an impersonal process. You also can combat myths about the College, its mission, and its students—myths that can dissuade talented students from applying. This human dimension—and the simple but important fact that you live near the candidates you interview—has become even more important given that we no longer have the financial resources to make a second visit to most areas beyond Joint Travel.

Schools Committee members recruit students as well as interview them—but there is an important distinction between the two. When recruiting, alumni/ae should introduce students to and inform them about the College and the admissions process. They should not act in the capacity of interviewers, who inform applicants about the College and evaluate them for admission. Recruitment efforts should not be performed—or perceived to be performed—as a preliminary screening of prospective or actual applicants. Nevertheless, alumni/ae should use the information presented in section 2 to inform their advice to students.

In most settings in which you recruit students—the college fair or a school visit, for instance—there is little you will know about individual students, except that they are interested in learning more about Harvard. At this introductory stage, then, the task is essentially to present facts about opportunities at the College and to dispel misconceptions students and their families have about it. The Admissions Committee believes strongly that our staff, student workers, and alumni/ae should never disparage another college.

Informal contact occasionally does yield information about an individual that is pertinent to the admissions process. For instance, students sometimes volunteer SAT scores, grade point averages, and class ranks to enable you to assess whether they are "in Harvard's range." No matter how experienced a recruiter or interviewer is, do not make any predictions or impressions, **positive or negative**, about a student's chance of admission. Admissions officers often parry this question by saying, honestly, that they cannot estimate a student's chances until they have read a completed application and can assess the year's competition. And this analysis can only be accomplished with full access to all the material in an applicant's file and through the extensive discussions shared and comparisons made through the full Committee process.

When prospective students do ask about their chances of admission, it can be helpful to describe factually Harvard's selectivity—as well as the selectivity of other liberal arts schools—and the importance of applying to a range of schools. When expressed without unusual emphasis and with a helpful, considerate tone, this advice can help manage better students' and their families' expectations in the increasingly competitive world of college admissions.

College Fairs

We receive hundreds of notices from secondary schools, educational consortiums, community organizations, and other colleges soliciting our participation in college fairs. Schools Committee chairs receive copies of these notices and attempt to staff as many of these local events as possible with their alumni/ae members. College fairs vary in format and audience. Some are smorgasbords convening community colleges, technical schools, military academies, state schools of every stripe, and liberal arts colleges in order to address every student interested in any sort of post-secondary education. Other college fairs invite colleges that share many qualities.

College fairs can test your endurance (fairs often run for three hours or more) and versatility. Attending college fairs, for some families, substitutes for studying dozens of college guidebooks. For other families, the college fair is an opportunity to discuss in greater detail with a college representative what they have read in guidebooks and heard from friends. In a given evening, you might be asked everything from, “Where is Harvard?” to “What success do Harvard students have in medical school admissions?”—and you might be asked these questions many times over. This should re-emphasize the importance of being familiar with the College’s current resources.

Under the section “Forms/documents” of the alumni interviewer website, you will find resources for alumni attending college fairs, including a “how-to” guide, a list of new initiatives at Harvard, and a college fair materials request form.

Acting as Secondary School Liaisons

Acting as a secondary school liaison may be one of the most valuable ways to identify and recruit talented students and to build positive relationships and good will with their families and school officials. Place a call yourself to the guidance department to introduce yourself and to explain your role in the Harvard admissions process—or drop a note with information about how people can contact you. You should tell guidance and other school officials that you are an alumnus/a member of the local Schools Committee, which works closely with the Admissions Committee in Cambridge. While you should apprise schools of the recruitment work Schools Committees do, describe explicitly how you wish to work with the school. Be clear that your mission is to introduce students to the College and to serve as an informational resource. Confirm that the school understands that your desired role is not one of evaluation, assessment, or screening of prospective applicants. This approach can encourage school officials to direct students to you without the fear that contact might affect a final admissions decision.

Depending on the secondary school’s own policies, you might have wide latitude in working with schools. Some liaisons allow students to take the initiative in contacting them. They share with school guidance offices their names, addresses, and telephone numbers, and ask the counselors to invite students to contact them to talk about Harvard. Other liaisons visit their schools once or twice each year (usually in the fall and spring). Alumni/ae often also interview applicants from their schools, although they divide interviewing responsibilities with other Schools Committee members if the load is too great for one person. Whatever approach you adopt through consultation with your Schools Committee chair, schools should know whom to call when they have a question about Harvard, and they should feel comfortable contacting you. Open communication will best allow you to introduce a secondary school to the College, describe what the Admissions Committee seeks in strong applicants, and invite the school to identify strong and promising candidates.

Setting up a school visit. School policies on college representatives and their presence on campus vary. Some schools designate specific visitation times; others prohibit visitation. Guidance staffs are often overworked and have to deal with many college representatives. Untimely or unreasonable demands of their or of students' time should be avoided. No preferential treatment for Harvard should be expected. For these reasons, you will probably find it enormously helpful to speak first with the admissions officer assigned to your region before attempting to schedule visits. He or she can provide advice about what is and is not allowed or expected at certain high schools and introduce you to guidance counselors with whom we have established relationships.

If you wish to visit a school to talk with students, call the guidance department yourself to schedule a time and date to visit that will be mutually convenient for you, the guidance department, and the students. Guidance departments will often help secure a quiet and accessible place on school grounds for you to meet with students. Be explicit with guidance counselors that you welcome any and all students interested in speaking with you about Harvard. Some alumni/ae meet with guidance counselors before or after talking with students or even in place of talking with students. Guidance staff can, in this way, help you to identify students to recruit.

Early Recruitment

Early awareness. Traditional recruitment strategies are now being expanded to increase the pool of qualified high school students—at once helping ourselves and, more importantly, raising students' educational aspirations, whether those aspirations include Harvard or not. Insights we can offer students about those qualities the admissions process values—academic achievement in rigorous curricula; distinction, leadership, or special talent in extracurricular pursuits—is most helpful when shared with students before or at the start of high school. There are many reasons why Schools Committees are well equipped to undertake efforts to raise educational aspirations. We are acquainted with many secondary schools and counselors and therefore have established lines of contact to junior high schools. We have access to recent college graduates, who often make the most effective role models, and to undergraduates who may have attended the very schools we might target for early awareness outreach. Indeed, volunteers for the Undergraduate Minority Recruitment Program (UMRP) include at least two visits to junior high schools in their recruitment travel for the College.

Schools Committees interested in early awareness projects should design programs appropriate for their own settings. In general, however, any outreach should: encourage improved educational achievement in high school, impart greater awareness of different kinds of college opportunities and knowledge about how to prepare for them, and provide students with some understanding of college admissions and financial aid policies.

It is important to include school personnel in the planning stages of any early awareness program, lest our work be perceived as an intrusion by outsiders who do not understand students' needs. Schools Committees interested in establishing early awareness efforts should make a long-term commitment but begin by targeting only one or two schools to fine-tune a feasible program. Schools Committees may wish to combine their resources with those of other college alumni/ae groups—to attract more volunteers and to broaden the program's appeal.

Early awareness efforts should not focus solely on the most gifted students; the program should enhance all students' appreciation for higher education. Moreover, early awareness conducted by Schools Committee members should not give the impression that students' participation in a "Harvard-sponsored" program might improve students' admissions prospects at

the College. Contact your area representative for more information about starting (or expanding) early awareness. We have a variety of publications and a video that might help your planning.

The Harvard Book Prize. Since 1910, the Harvard Book Prize has been an important and effective way of attracting the attention of talented young people to opportunities at the College. That the Book Prize now also represents, in more than 1,900 schools, one of the highest awards a school can give to a student in the junior class is a tribute to the effectiveness of the Book Prize Committee, which is part of the Harvard Alumni Association. Indeed, many Harvard Book Prize winners choose to apply to Harvard. To help maintain Harvard's tradition of diversity, it is important to reach schools outside traditionally covered areas. An expanded Harvard Book Prize Program can strengthen relations between Harvard and secondary schools and encourage talented students to consider attending Harvard. Should you have any questions about this program, please call the HAA Clubs Office at 617.495.5732 or 800.654.6494.

Recruiting to Enhance Harvard's Visibility

I believe that student diversity contributes powerfully and directly to the quality of education in colleges and universities. For more than a century, Harvard has placed a very high value on the creation of a residential community that brings together people with a wide range of backgrounds and experiences. The breadth of views and voices in our university challenges each of us to think harder, to see the different sides of any issue, to confront our own assumptions and preconceptions, and to develop the kind of understanding that can come only when we are willing to test our ideas and arguments in the company of people with very different perspectives. It also gives us the chance to come to know, understand, and respect a remarkable variety of men and women whom we might not otherwise have the opportunity to learn from or even to meet.

Neil Rudenstine
"Diversity and Learning"
President's Report, 1993-95

One of the Admissions Committee's recruiting priorities is making Harvard accessible to students from diverse backgrounds. Here are some of our recruitment methods and objectives.

Recruiting minority students. National competition for talented minority students has escalated since the early 1970s, when Harvard expanded minority recruitment efforts. A Better Chance, Upward Bound, the National Scholarship Service and Fund for Negro Students, and the Association of Black Admission and Financial Aid Officers of the Ivy League and Sister Schools—all of these groups work to improve opportunities for minority students. The College also relies on the assertive contributions of alumni/ae. Please apprise students of UMRP and UAC outreach.

Harvard has long recognized the importance of reaching community organizations through which we can inform minority students of our interest and of the admissions process. Contact with school officials, community educational organizations, churches, social clubs, and groups such as the Urban League, the NAACP, and Tribal Councils can be fruitful. Alumni/ae often recruit students through these organizations in a fashion similar to the "school liaison."

It is important for you to know about minority life at the College, but discussions with minority students—whether in the context of recruitment or the personal interview—should not focus on the topic of "being a minority." Alumni/ae should respond to students' questions about multicultural activity at the College, for instance, but should not ask questions that suggest students are being ethnically screened or go through a "special" admissions process.

Minority recruitment offers perhaps the greatest contemporary challenge and opportunity for creative admissions recruiting. Our success in this area depends heavily on your enthusiasm and effort.

Recruiting economically disadvantaged students. The cost of a Harvard education and lack of awareness of our financial aid programs dissuades many outstanding candidates from applying. The Committee seeks to attract these students because of how much a Harvard education might change an individual's life—and the life of our society—for the better. Accomplished students from economically disadvantaged backgrounds have often distinguished themselves without the benefit of the resources enjoyed by more affluent students. High achievement attained without such resources can suggest that a student possesses an unusual degree of motivation and potential to contribute significantly to our community.

Outreach akin to that described for attracting minority students can be constructive in recruiting economically disadvantaged students: visiting schools outside affluent neighborhoods, cultivating relationships with school officials, attending broad-based college fairs, and enlisting HFAI, UAC and UMRP assistance. Familiarity with the College's policies of need-blind admissions policy and need-based financial aid is also critical.

Recruiting students from sparse country. Harvard wishes to draw students from all areas of the country—a challenge in sparsely populated areas. The Student Search List and information gleaned from school officials and local newspapers can help you identify potential candidates. A friendly note or phone call to introduce the candidate from sparse country to Harvard can be an important first step. Alumni/ae might also wish to request HFAI, UAC and UMRP assistance.

Recruiting Athletes

Organized athletics, intercollegiate and intramural, play an important role at the College. A large number of our students participate in intramural athletics, and many Harvard athletes and teams have in the last several years competed for the highest championships in their sports. Most importantly, however, Harvard strives to provide a meaningful athletic experience for those students who elect to matriculate here—not to develop a program for men and women whose sole interest in the College is athletics. From this premise it follows that athletes on campus should be representative of the College in general—representative in their academic qualifications, their academic and professional interests, and representative in their general performance and participation in the life of the College. Such a policy does not in any way mean that excellence in sports is not or should not be a factor in our admissions policy. Extracurricular excellence of all kinds has been and will continue to be extremely important in selecting students from among a large group of qualified applicants.

Harvard works within the regulations of several intercollegiate athletic organizations: the Ivy League, the Eastern College Athletic Conference (ECAC), and the NCAA. As part of the Ivy League, Harvard does not offer athletic scholarships. All financial aid is based solely on need. NCAA rules are complex and occasionally inconsistent with our philosophy of athletics and, in particular, financial aid. While the College challenges rules inimical to our interests, Harvard makes every effort to live within the spirit of the rules, particularly those concerning recruiting. Due to the evolving nature of athletic regulations, we keep alumni/ae informed with annual "update" mailings regarding rule changes and additions.

Alumni/ae may not have contact with athletes that differs in any way from normal Club contact with non-athletic applicants. One point cannot be stressed enough: any violation of the

principles, policies, rules, and regulations stated herein and in subsequent mailings invites the most severe penalties for Harvard and our student-athletes. Questions or concerns in this area should be directed to: **William R. Fitzsimmons**, Dean of Admissions and Financial Aid, 86 Brattle Street, Cambridge, MA 02138, 617.495.1557; or to **Robert Scalise**, Director of Athletics, Murr Center, 65 North Harvard Street, Boston, MA 02163; 617.495.2204.

If you are likely to have any contact with athletes, please study the basic rules of Harvard, the NCAA, ECAC, and Ivy Group Institutions and specific regulation changes by carefully reading athletic updates from both the Athletic and Admissions Offices. What follows is a primer on NCAA rules (individual rules appearing in bold type):

All recruiting of prospective student-athletes must be done by institutional staff members. You are considered a representative of Harvard's athletic interests as an alumnus/a, friend, or donor. This means that any contact you have with current or prospective student-athletes at Harvard can affect the eligibility of individual student-athletes and teams to compete in NCAA and Ivy competition. A "prospect" is any student who has started classes for ninth grade. This means that recruiting a student who has started classes for the ninth grade is subject to NCAA rules.

Representatives of an institution's athletic interests are prohibited from having any contact with prospective student-athletes. You may not have contact with a prospect or his or her parents, on or off campus, in person, by telephone or in writing; however, student-athletes do not have to be treated differently from other applicants in the admissions process. If you are assigned to interview students who are also athletes by your Schools Committee chair, you may contact the student for these purposes only. Schools Committee members may not have contact with prospects whom they are not assigned to interview. If a family friend or neighbor is a "prospect," then you may continue to maintain this relationship; however, you may never have a recruiting conversation.

Prospective and enrolled student-athletes may not be given extra benefits. An "extra benefit" includes the provision of any transportation, meals, housing, clothes, service, entertainment, or other benefit not available to all students who are not athletes. Under no circumstances may you provide an individual prospect or enrolled student-athlete these benefits. Teams visiting your area for competition may be provided with meals while on a team trip, but you may never take an individual or small group of athletes or prospects to a restaurant for a meal. However, enrolled student-athletes unable to travel home for holidays may be invited for a meal in your home, but not a restaurant. You may not provide transportation for their trip to your home, and this may be done only infrequently and on special occasions. Make sure you have the Athletic Director's permission before extending an invitation. Prospects' trips to campus must be financed by the Athletic Department under specific guidelines, and invitations for such trips may only be made by coaches. Contact the Athletic Director if you would like to contribute to a fund used for this purpose.

Recruiting Admitted Students

Schools Committees host receptions in April for all admitted students, and often in December as well for Early Action admits. These informal gatherings, which often include parents, should focus on Harvard and students' and their families' questions and concerns about attending the College. One of the most effective recruiting tools is the conscientious avoidance of even slightly disparaging comments about other colleges. Pressure tactics often backfire. Alumni/ae should call to invite admitted students they interviewed to join them at such gatherings. This second meeting can extend the personal outreach alumni/ae offer that has proven so successful to our recruitment

efforts. If you cannot attend a reception for admitted students in your area, or if you live in an area that does not host such events, we hope you will nevertheless call and/or write to any students you interviewed who were admitted in order to congratulate them and to offer to provide support during the student's college decision-making process.

4. Interviewing Applicants

The interview is perhaps our most important recruiting tool. In recent years, the Admissions Committee has been able to admit only about one of every fourteen applicants to the College, and so alumni/ae interviewers may be the only personal contact applicants have with the Harvard admissions process. Ensuring that the interview experience is positive, comfortable, and helpful is the cornerstone of the critical personal outreach you, as an alumni/ae interviewer and official admissions representative, provide to applicants.

That applicants feel that they have been treated with respect is another expectation the Admissions Office has of the interview. The Committee also relies on your ability to make recommendations for applicants' admission based on these factors: the criteria outlined in section 2, your own perceptions of the student's "match" with the College, and your assessment of how well he or she has taken advantage of available opportunities. Blessed with so many accomplished applicants—many more that we have room to admit—the Committee often makes fine distinctions among candidates. Many of these decisions hinge on intangible factors that alumni/ae can substantiate with interview reports that breathe life into applicants' folders.

Scheduling the Interview

Receiving assignments. To expedite interview assignments, you will receive basic information about each applicant you are to interview: name, address, telephone number, high school. Chairs assign interviews based on interviewer availability and accessibility, among other pragmatic factors. You and your chair should talk about your availability—e.g., in what areas you would prefer to interview applicants, when, and how many—before you commit to Schools Committee work. While the Admissions Committee appreciates the effort it takes to interview even a single applicant, we believe alumni/ae offer more valuable individual assessments by interviewing at least four to six applicants each year. Interviewing several applicants can expand your perspective of individual candidates, the applicant pool, and the admissions process.

Matching applicants with interviewers. The Admissions Committee does not recommend a conscious policy of matching interviewers and applicants—by ethnicity, academic or extracurricular interest, or any other factor. Some applicants have reported that they felt they were being "specially screened" by meeting with an alumnus/a of similar ethnicity, for example, and that their racial identity was under scrutiny more than their academic achievements, extracurricular passions, and personal qualities. "Matches" will of course occur in the normal process of assigning interviews, and such assignments should proceed.

Contacting the applicant. *Please call the applicant yourself.* We realize that our alumni/ae are often busy and make time for interviewing among many important commitments. Sometimes, for these reasons, alumni/ae have a surrogate contact students. Yet students who describe their interviews as constructive cite the personal interest alumni/ae took in them. *A friendly, casual, and personal phone call can be the first step to a positive interview experience.* Be sure the student has your name and contact information in case there is a change. At the end of the call, slowly repeat your name and the best way to reach you.

While contacting a student via email can be useful, often the logistics can be ironed out more easily in one brief conversation. Be sure to check your email frequently if you do reach out via email, as your message might get misdirected to an applicant's junk folder; follow up with a phone

call if you do not receive a timely response. No need to persist if two emails and two calls do not produce a response, though please note your effort on the interview form and submit online.

Be clear about family involvement. Families are often eager to play a role in their children's interviews. For instance, many parents will want to arrange the details of the interview with you. *The Committee prefers that you set up your interviews directly with students.* Students—not parents—will be negotiating the day-to-day details of college. Students are often surprised when their parents schedule an interview without consultation. If you have no other option than to schedule the interview with parents, ask them to have the applicant call to confirm the details of your meeting. Parents might also accompany children to interviews. While you should indicate to applicants that their parents are welcome to ask questions after you complete the interview, ensure that parents know not to join you in the interview.

You may also need to reassure parents who are suspicious about the time and the place of the interview. For instance, the Admissions Office receives calls from concerned parents wondering why an alumnus/a has called their daughter to come to his/her apartment in the early evening for a personal interview – please continue to use your good judgment in arranging the time and place for the interview. If a candidate or their parent(s) wish to confirm your affiliation with Harvard, encourage them to call our office (617-495-1551) and we will be happy to do so.

Selecting setting and time. When scheduling an interview with an applicant, negotiate a time that is mutually convenient and a place most free of distractions – typically a public place that is quiet, safe, and mutually convenient, like the public library or a quiet coffee shop. Please ask whether a student has adequate transportation to and from the interview. This can affect your arrangements dramatically. While it is generous to offer to provide transportation to an applicant to and from the interview location, we would advise against this arrangement. Instead, give the applicant the opportunity to suggest a location.

Ideally, you should examine your calendar and select those days and times you know you will be available to conduct an interview. Then, on the telephone, you can give the student several options; be sure to ask what is best for them, as well. Generally, the Admissions Committee does not recommend scheduling an interview that will occur during school hours or last beyond 9 p.m. Let the applicant know you plan to spend no more than 60 minutes in a single meeting with them.

If you and the applicant have significant difficulty agreeing to a time and place, it is probably best to have your Schools Committee chair re-assign the interview. Some alumni/ae have thought scheduling complications biased them against a candidate, and others worried that—even if they were not bothered by scheduling difficulties—the student might perceive such bias.

The Committee knows that alumni/ae can, and have, successfully interviewed students in a variety of settings. The candidate will want to make the best impression possible and the interviewer should help provide the setting for him/her to shine. Please be sensitive to the perceptions of “being alone” in a stranger's home (i.e. the interviewer's home); any of the candidate's concerns should be addressed at the time of the initial contact, and any worries put to rest. **That said, we encourage interviewers to conduct interviews in a public place that is quiet, safe, and mutually convenient.**

Of course, adhering to local norms and social customs in your area should be considered and you know best what these might be. While a “Starbucks” locale may serve to be an easy choice in certain areas of the country, this setting could be less than ideal in others. Again, we value your good judgment in your interviews and have every confidence that you will display the same in advance of arranging the interview. Alumni/ae should be aware, however, of the possible drawbacks of holding interviews in particular locations, especially with regard to interviewing in an interviewer's home.

Interviewing on “neutral ground.” Some alumni/ae interview on “neutral ground,” e.g. the applicant’s school or the local public library. This approach usually minimizes transportation complications and appeals to alumni/ae who live with their parents or who have small children. Should you wish to interview a student at school, do not schedule your interview at a time that interrupts the student’s class schedule or that requires the student to be at school at an unreasonable time. If an applicant is amenable to meeting you at school, call the guidance department to reserve a quiet place to talk. Remember, school policies about the visitation of college representatives vary.

Some Schools Committees arrange for several alumni/ae to interview students one-on-one at a local school on a Saturday morning. With sufficient notice, a school will open the building and reserve rooms for as many interviews as will be taking place at one time, with an additional room reserved for parents and the second round of applicants. Alumni/ae often add certain amenities (e.g., coffee, juice, donuts) for parents and applicants in the waiting room.

Interviewing in your home. Some alumni/ae invite students to interview in their homes, a practice the Admissions Office has increasingly come to discourage. Please note that some students and parents may express discomfort at the prospect of being interviewed in the home of someone they do not know. In fact, some high school guidance counselors explicitly instruct their students to reject offers to meet alumni in their homes. In these cases you should happily suggest an alternative meeting location on neutral ground.

The Admissions Office suggests that interviewers select locations other than their own homes for interviews when possible. However, we acknowledge that sometimes it is helpful or necessary to arrange interviews at the interviewer’s home, and under these circumstances, it is important to bear in mind several important considerations. Be aware that interviewing in your home may present travel complications. If you do interview a student in your home and send away parents after they have dropped the student off, he or she might nervously watch the clock to make sure parents are not freezing at the curb as they wait for the interview to end. The spouses of some alumni/ae have been incredibly accommodating by entertaining parents over coffee while their children are being interviewed. The Admissions Committee appreciates, but does not expect, such graciousness. We suggest instead that you tell parents to return in forty-five minutes. Beyond considering possible transportation complications, please be aware that a grand house might seem so impressive to a student as to be intimidating. Be conscious, too, of possible distractions, such as the telephone and young children.

Interviewing in your office. Many alumni/ae interview applicants at work. But like a beautiful house, the boardroom of a major corporation or firm can be intimidating. Keep distractions at a minimum by letting colleagues know you will not be available for the duration of your interview. Hold your calls or have them directed to your voice mail.

Interviewing in a local restaurant or coffee shop. Some alumni/ae interview applicants in these settings, which is fine assuming the applicant agrees. The alumni/ae interview can make many applicants self-conscious, so be aware that some applicants are more self-conscious if they are aware that strangers—and their alumni/ae interviewers—are scrutinizing them.

We do not recommend interviewing students in their own homes. Some students interviewed in their own homes have reported they have felt as if their “family was on trial.” Interviewing students at their homes also diminishes the control you would otherwise have over time and possible distractions. In the case of one alumnus who interviewed an applicant in her home, the applicant’s mother stayed through most of the meeting and became so involved in conversation that she asked her daughter to answer a ringing phone.

What applicants should wear to an interview. Your initial conversation should touch on other issues of protocol and logistics. If applicants ask you what to wear, tell them the Admissions

Committee has no policy about how students should dress for interviews, but that we hope applicants wear whatever will help them feel comfortable.

On asking applicants to bring résumés and other materials. Some alumni/ae interviewers ask students to bring copies of their extracurricular resumes to the interview. Others give students pre-interview surveys. These materials can be valuable because they yield obvious talking points. But we hope these materials will not be too detailed or burdensome to applicants. Surveys can seem to be redundant forms among so many others over which students have already labored. Students have also reported that it was unclear how the alumnus/a would use the survey or resume. Interviewers should acknowledge and confirm with students that providing a resume or a survey is voluntary and by no means a required part of the admissions process.

Staffing the interview. Never interview more than one applicant at a time. One-on-one interviewing is most effective. A single interviewer can direct an interview's course and content more efficiently than a panel of interviewers can. Some Schools Committees, however, successfully have pairs of interviewers assess a single applicant. There are two common multiple-interviewer formats. A group of alumni/ae can simultaneously interview a single applicant or an applicant can interview separately with two alumni/ae in a single morning or evening.

The multiple-interviewer format can offer certain advantages. Post-interview discussions allow alumni/ae of different preferences and temperaments to check their biases when evaluating individual applicants, and these discussions help the alumnus/a writing the interview report to provide a more broadly sympathetic view of the candidate. New Schools Committee members might wish to join a veteran interviewer to develop perspective on the interviewing process. Finally, Schools Committees with a surfeit of interviewers can accommodate the interest of a greater share of their membership by assigning an interview to a group of two or three alumni/ae.

There are pitfalls, too. Being interviewed by more than one person at a time can intimidate students. You must take particular care to set the candidate at ease to prevent the group interview from resembling a polite grilling. The format can also prove a difficult juggling act for interviewers. Interviewers must settle among themselves before the interview begins who will ask which questions when—orchestrations with which single interviewers need not contend. Please consider, too, the efficiency of the multiple-interviewer format for your Committee. Schools Committees with small active memberships might not be able to afford the time it takes two alumni/ae to interview a single candidate.

Whatever approach your Schools Committee adopts, let the applicant know the interview format in advance, and explain why you have chosen it. Each alumnus/a joining the interview should then introduce himself or herself to the applicant at the start of the interview.

Conducting the Interview

Length. Let the applicant know you plan to spend no more than 60 minutes in a single meeting with them—no matter which interview format your Schools Committee uses. A single meeting, for this length of time, offers sufficient opportunity for you to form an impression of the applicant.

Explaining the purpose of the personal interview. Your first priority upon starting an interview should be to set the applicant at ease. Sitting face-to-face with an applicant rather than allowing your desk or a large table to fill the space between you are ways you can help the student feel more comfortable.

Beginning an interview with a short introduction about your role in the admissions process can also relax the applicant. You should tell applicants that, as an interviewer, you work closely with the Admissions Office. Add that although the Admissions Office is interested in your written evaluation—which becomes part of a student's file—it will be read in the context of all the other application components: grades, test scores, extracurricular participation, personal essays, and counselor and teacher recommendations. Many alumni/ae then reveal how little they know about the applicant, and that they do not have access to applications. Students will be less likely, then, to assume you know everything about them, and this can encourage them to talk about themselves more freely. You should also encourage the student to ask you questions about anything pertinent to the College, the admissions process, and even your own experiences as a student here.

Note-taking. Note-taking can help you recall details about your conversation that will prove valuable in composing an interview report. Approaches to note-taking vary. Some alumni/ae do not write anything down that they would not want applicants to see. Others record more evaluative comments and even quotations. Still others place a pad and paper in the open, but spend the first three-fourths of an interview talking with an applicant and not taking notes. Then, telling applicants they wish to record some basic data, they ask applicants to review their current course work or their extracurricular activities.

Note-taking, however, can prove distracting to an applicant. Asking for academic credentials can put a candidate on the defensive. Asking about test scores and grades first also puts undue emphasis on “the numbers game.” **Remember that your objective is not to find out all the facts – the application will disclose them.** Again, the particular value of the alumni/ae interview is the personal outreach it offers applicants and the personal dimension interview reports add to applicants' folders. Never record interviews.

Asking applicants for academic credentials. It is never necessary to request academic credentials from students if an interviewer prefers not to do so. However, there can be compelling reasons to ask every applicant about his or her grades and scores. Your approach in asking for this information can help put candidates at ease and reassure them that grades and standardized test scores are by no means the only things the Admissions Committee considers in evaluating applications. Many interviewers ask for this information near the end of the interview in a casual tone: “So I can make sure that the Admissions Committee has all the information it needs in your file, may I ask for your test scores and grade information?” Others ask for the information at the beginning of the interview and place those notes out of sight, moving quickly into a discussion of other things. You are prohibited, however, from contacting the high school for this information. The information must be shared voluntarily by the applicant during the interview. If he or she declines, then please use your best estimate to rank the applicant in the academic category.

Questions to structure your conversation. Your conversation should center on an applicant's interests, not yours. Most interviewers begin interviews with questions about simple, factual matters that are easy for applicants to answer:

- Describe your school community.
- What courses are you taking?
- Which courses do you enjoy? Why?
- Which do you least enjoy? Why?
- In which activities are you involved? Why? Which do you most enjoy? Why?
- What are the important activities in your school? Why?
- What do you do in the summer?

- Do you have a favorite book? Or, which book have you recently read? Do you prefer reading online? What blogs or sites do you read regularly?

These questions can help you structure the interview and allow the student to volunteer information that will help you assess them. These questions can also help you pinpoint ideas, activities, and passions that are of interest to the candidate, which might lead to more specific discussion about those interests.

As you talk about something of importance to the candidate, your questions should point toward discovering motivation, commitment, and level and quality of contribution. Your questions should be open-ended to encourage candidates to provide their own insights and reflections about their experiences. If a student provides merely factual answers, you might wish to draw him or her out by asking, “Why?”, “How did you happen to do that?”, “Was the result what you expected?” When you talk about an idea or an intellectual concept in a book, play, current event, or research project, encourage the candidate to develop the idea.

Be a supportive listener. Regard a candidate’s thoughts and feelings with respect and try to appreciate each individual’s unique qualities. Hear what is being said and how it is being said, but be wary of trying to guess what is not being said and supplying motive or unsupported insights. It is better to report factually what an applicant said rather than to characterize what they have said. To write, “The applicant never said more than three words at a time, and she looked down at her hands almost the entire time” is more effective and less open to interpretation than, “He was nervous and I think he would be out of place at Harvard.”

Avoid prolonged discussions of political and personal issues. Interviewers are not usually judgmental about the content of an applicant’s political opinions or family situation. They use the interaction to gauge whether the student’s ideas are original and well-reasoned or simply parroted from elsewhere. Conversations about family problems can also be cited to provide evidence of a student’s maturity and ability to deal with adversity. The information reported can, in fact, be used to boost a student’s chance for admission.

Yet students report that prolonged discussions of difficult or sensitive subjects can ruin an interview. Such conversations include probing for opinions on political topics (e.g., welfare, crime, drugs, abortion, capital punishment) or personal issues (e.g., religion, sexuality, family finances, family illness, details of parental relationships and divorces). Students’ reflections on these topics can reveal the degree to which they are aware of the world around them, and can yield insights about an applicant’s background or personality. But discussing such matters, particularly at length, can reasonably be construed as an invasion of privacy.

Be wary of asking, “To which schools are you applying?” Alumni/ae often wish to know what characteristics students seek in a college to measure how well they know and are a match for Harvard. The best way to start this conversation is to ask, “What are you looking for in a college?” rather than, “To which schools are you applying?”

Some colleges make admissions decisions contingent in part on students’ perceived commitment to their school. This is not the case at Harvard. Because some students believe they could jeopardize their chances of admission to the College by discussing other schools, the Admissions Committee strongly recommends that your discussions about students’ interests in other colleges focus on general characteristics rather than proper names.

Do not ask, “Is Harvard your first choice?” The Admissions Committee strongly recommends against asking a student whether Harvard is his or her first choice. The Committee regards a student’s application to the College as the most important interest an applicant can express in Harvard. This question puts most applicants in the position of saying Harvard is their first

choice—perhaps in spite of their actual preferences—out of fear that they might jeopardize their chances of admission by telling you that they might not ultimately make the same decision you did.

Questions you should ask yourself as you conduct an interview. It can help you write a valuable interview report if you evaluate students' comments as you interview them by asking yourself these questions:

- Does the candidate have potential?
- Has the candidate reached her maximum growth?
- Has the candidate been stretching himself?
- Has the candidate been working to capacity? In her full-time or part-time employment? In his academic pursuits? In other areas?
- Does the candidate have reserve power to do more?
- How has the candidate used her time?
- Does the candidate have initiative? Is he a self-starter? What motivates her?
- Does the candidate care deeply about anything—intellectual? Personal?
- Is the candidate more concerned about intellectual subjects? Human subjects?
- What has the candidate learned from his interests? What has she done with her interests? How has he achieved results? With what success or failure? Has she learned anything as a result?
- Will the candidate be able to stand up to the pressures and freedoms of Harvard?
- What qualities, strengths, or weaknesses differentiate this candidate from others?
- What choices has the candidate made for himself? Why?
- What is the candidate's intellectual capacity? What has she done with it?
- What is the candidate's personal capacity? What has he done with it?
- What is the candidate's Harvard motivation? Why and how did she pick Harvard? What effort has the candidate made to inform himself about Harvard?
- Is the candidate a late bloomer?
- What is the quality of the candidate's activities?
- Does the candidate have a direction yet? What is it? If not, is she exploring many things? Or is he just letting everything happen to him? Where will the candidate be in one year? Five years? Twenty-five years? Will she contribute something, somewhere, somehow?
- What sort of human being is the candidate now? What sort of human being will she be in the future?
- Will the candidate contribute something to Harvard and to his classmates? Will she benefit from her Harvard experience?
- Would you or other students want to room with this applicant, share a meal, be in a seminar together, be teammates, or collaborate in a closely knit extracurricular group?

Questions applicants frequently ask interviewers. Students often ask very specific questions for which you should be prepared either to speak from your own experiences or, if you do not know how to answer their questions, to say so. These are two of the most frequently asked questions:

“What's Harvard really like?” This question probably has as many answers as there have been Harvard students. Remind students that you can only provide one perspective of life at Harvard—your own. Sometimes, this question masks other curiosities, many of them about whether Harvard myths are true. Are there a lot of students at Harvard who attended private secondary

schools? (Two-thirds of Harvard students attended public secondary schools.) Do you have to be rich to go to Harvard? Is Harvard competitive? Will I be able to do well academically and participate in extracurricular activities? These questions should emphasize how important it is for you to be well informed about the current dynamics of the Harvard experience.

“What are my chances for admission?” Students often ask for your assessment of their chances of admission during the course of their interviews. Although the previous section addresses this question, it is worth repeating here. It is very important not to create any impressions or expectations, positive or negative, about the student’s probability of admission. Even if you think he or she is under-qualified, it is not your place to make suggestions about their college applications. Though well intentioned, it is inappropriate for the interview setting. After all, admissions officers often parry this question by saying, honestly, that they cannot guess at a student’s chances until they have read a completed application and can assess the year’s competition. And this analysis can only be accomplished with full access to all the material in an applicant’s file and through the extensive discussions shared and comparisons made through the Committee process.

Writing the Interview Report

Your goal in writing a personal interview report should be to help the Committee see the applicant as a human being and to determine whether or not the student has the important intangible strengths that might distinguish him or her in the admissions process and, if admitted, at the College. Here are some pointers:

Showing is better than telling. The conclusions expressed by an interviewer can have greater value when the reasons and basis for them are explained in the interview report—with examples proving your points. Try to supply kinds of information that would otherwise be missing from the folder. Comment on the quality of an applicant’s interests and commitments to differentiate a particular candidate from the applicant pool.

Cite only facts that are important to the candidate or that support your judgments. Assume the candidate has provided general factual background in her application. This allows the best interpretation of the interview report, particularly since the reader will not always know you and be able to accept automatically your conclusions. The interview report should be more than a recitation of activities or the assertion of a conclusion.

Comment on the quality of a student’s experiences with evidence proving the point. While the combined evidence of the school record, counselor and teacher reports, and results of standardized tests and AP and IB examinations permit the most complete assessment of academic ability, discussions of the content of a candidate’s school work, the way it is accomplished, and the pattern and depth of his or her outside reading can yield helpful information. For example, if a student is interested in science, information about long hours spent working in a hospital emergency ward or building a computer can distinguish the quality of an applicant’s interest. Does the student participate in athletics? If so, perhaps you can give us local context to help us assess her prowess and potential to play here. Although we defer to the judgment of Harvard coaches when considering a student’s athletic ability, information provided in interview reports can help us alert coaches to students they might have overlooked. If he is a performing artist, do you know about the caliber of the groups with which he performs or exhibits his work? Is it unusual for a student from his high school to participate in the arts (because, for example, sports are the dominant extracurricular activity, or the school lacks serious clubs for students interested in the arts)?

For students to whom you are giving your support, approach writing the report as an opportunity to “make a case” for the candidate. Why should this particular applicant come here? What special contribution might this student make or how might he benefit from the Harvard experience?

Write candidly. Interview reports sometimes telegraph impressions out of fear either of quashing a student’s chances or of appearing too enthusiastic about them. We hope you consider the global nature of the Committee’s assessments; we seek consistency throughout all the materials in a student’s folder. By itself, one blemish or even one exceptional quality or credential will neither demand nor prevent admission. In many instances, the interview confirms other evidence in the applicant’s file, and it can certainly make a difference in the ultimate decision. Balance this advice with the following note.

Consider your potential audiences as you write. Any number of individuals on the Admissions Committee might read your reports—faculty, admissions staff, and other members of our community. Admitted applicants who enroll at Harvard may read their application files through the Family Education Rights and Privacy Act. (Students occasionally do exercise this right.) Be professional in writing about a candidate’s strengths and weaknesses. Avoid slang and comments that could be interpreted as derisive.

An open-minded interviewer, a perceptive judge of people, someone who is aware of the limitations of judging a person on what can be seen in a 60-minute conversation but who is also able to report frankly on what was seen and whether it should strengthen or weaken a student’s application is of inestimable value.

Length. Each report should include a summary and indicate whether you feel the student should be admitted or not, and why. Reports should be as brief as possible, but not at the expense of providing helpful information and judgments. Do not feel pressured to polish the prose of a report on a candidate with whom you have not been very impressed. We are far more concerned with the content of the report—and your judgments—than the report’s style.

Be aware of, and suspect, your own biases. Since no one can really be “objective” in attempting to evaluate another person, be aware of your biases. It is easy to feel that a student who shares your values and enthusiasms is a very strong applicant—or that one whose view of the world is greatly at odds with yours is confused. The good interviewer makes allowances for this, appreciates a point of view on its own merits, and evaluates the interview accordingly. Sometimes interviewers call attention to their own preferences: “This is not the sort of person I most enjoy, but...,” or “I probably favor the student who has had to work hard....” This approach can help the reader interpret the interview report more accurately.

Numerical ratings. The Committee does not expect to achieve anything approaching national consistency with the use of numerical ratings, so we use them in the most general way to show whether an interview was favorable or unfavorable. In any case, the Admissions Committee relies more heavily on your prose. Keep in mind that we have recently changed how we ask you to assess candidates. Consider the ranges for all criteria. Interviewers sometimes comment that we do not pay enough attention to their write-ups and numerical ratings. The credibility of your ratings depends on your use of the numerical range when you interview applicants. You diminish the impact of your support if, for instance, you rate everyone a “1” or “2+” across all categories.

Sending Your Reports to Cambridge and to Your Chair

After the results of a spring 2008 web use survey were tallied, numerous requests pointed to enhancing web services available to chairs and interviewers. Suggestions included creating an online submission form, stabilizing website availability, allowing chairs to assign interviews online and creating club management tools for chairs. Responding to your requests, we launched a newly designed web portal in the fall of 2008 and have revised and reorganized it substantially the past two admissions seasons.

Even before you begin submitting interview reports, please feel free to login using your current access code (PIN) and become familiar with the site, download updated information about the College, and generally become familiar with navigating the site. If you don't remember your access code, please use the "Forget your Access Code?" link on the login page in order to have the code sent to your email address on record. As you navigate the site you can be assured that you cannot break anything or accidentally delete yourself!

Please find the site here:

<https://admnapp.admissions.fas.harvard.edu/hancvo/alumni/haServices.do>

Please begin by reviewing your profile and editing your contact information accordingly. We encourage you to use your "post.harvard.edu" address, as this will remain constant even if you decide to forward your mail to a different account. As always, if you have any questions or concerns, please feel free to contact the admissions officer assigned to your region with questions or to provide feedback.

Whenever possible, you should use the online version of the interview report form. If that is not possible, please keep a copy of your report for your records, send a second to your Schools Committee chair, and send a third copy to the Admissions Office. Sending a copy to your Schools Committee chair alerts him or her that you did the interview and enables him or her to give us a copy of the report should we misplace it and not be able to reach you in a timely fashion. We also have several fax lines by which you can send us reports (see Documents and Forms on the website). Finally, you can send reports by mail and priority mail to the Harvard College, Office of Admissions and Financial Aid, 86 Brattle Street, Cambridge, MA 02138. If you choose to file on-line, email, or fax your reports, please remember you do not need to snail-mail them as well. If for some reason they are lost or never arrive, your area representative will contact you.

Ranking Meetings

After completing all interviews, some Schools Committees hold ranking meetings to compare candidates. These meetings can approximate the Committee process in Cambridge. If the Schools Committee applies roughly the same standard of selectivity as the Admissions Committee, alumni/ae can better understand the strengths necessary for candidates to distinguish themselves in the admissions process. Alumni/ae also have the opportunity to temper their own judgments of candidates when they hear how other alumni/ae have evaluated other candidates.

Candidate rankings are valuable to us for the input they provide and to Schools Committee members for the information they share. Any Schools Committee member who has had a greater-than-usual share of either strong or weak applicants for the year can also put his or her own

interviewees in perspective and understand better the decisions made in Cambridge. Ranking meetings also provide valuable exposure for new interviewers.

There are some caveats to consider before initiating a ranking meeting. They require considerable time and effort. Recommendations from ranking meetings are most valuable if every applicant from a given area is interviewed, if all interviewers have the opportunity to introduce any candidate for the Schools Committee's consideration, and if all of this work can be completed before the area person enters subcommittee meetings in Cambridge. Please keep in mind, too, that recommendations Schools Committees make for candidates after a 60-minute interview and ranking meeting discussions are additional elements—but not substantially determinative ones—that the Committee weighs in the context of all other information in an applicant's file.

Transfer Interviewing

We may ask you to interview transfer applicants after the freshman admissions season ends. We understand these interview requests come when people are both busy and exhausted from finishing the admissions process for the new class. But, unlike interviewing for freshman admission, alumni/ae see only pre-screened candidates. Keep in mind that a typical transfer applicant's extracurricular activities are slightly less important than her academic focus and fit with the Harvard curriculum. Since we have less personal information about these students than we have for freshmen, conveying a sense of the person in an interview report is especially critical. Will the student be happy here? How well do you think they will make the transition—academically, socially—from their current schools to Harvard?

5. Sample Interview Reports

Marcus

Academic (2+)

Magna potential. Excellent grades and mid to high-700 SAT scores (33+ ACT).

Marcus is a top-flight candidate for Harvard. We spent about an hour talking, and I was able to learn quite a bit about this outstanding young man. He is clearly a leader both in the classroom and out. Marcus is very interested in becoming a doctor and has worked hard to achieve a 3.5 grade point average. He has also taken his college tests and has mid-650s on all. Because of his interest in medicine, Marcus did volunteer work in a hospital this summer. We talked for a while about the pre-med program at Harvard.

Extracurricular, Athletic, Community, Employment, Family Commitments (2)

Substantial school-wide, regional or state recognition; major contribution/leadership.

Extracurricularly, Marcus is a strong high school contributor who could add a good deal at college as well. He has played the clarinet in the school band for three years, takes part in the public service club, and has rowed on the varsity squad for two years as well.

Personal Qualities (1)

Rare personal qualities and appeal

Fine young man. Very enjoyable conversation.

Overall (1)

Absolutely superior for admissions; truly unusual in the entire applicant pool

With this combination of academics and extracurriculars I can't imagine that we could do better. Please hurry and accept this fine young man. He'll make a wonderful alumnus! If you need more information, don't hesitate to call me at the numbers listed below.

Comments:

The interviewer makes pronouncements without substantiating them. Where is the evidence that Marcus is "a leader both in the classroom and out" or that he is "a strong high school contributor"? What did he do when he volunteered in the hospital? How significant is his contribution to extracurricular activities? Why has he had to work hard to achieve a 3.5 GPA? Is he taking a rigorous academic program? Does he show any signs of intellectual curiosity?

The ratings seem inflated by at least a full number, and far from being a "clear admit," Marcus does not appear to be a particularly strong candidate, based on the information we have here. If there is stronger evidence for Marcus' admission, it should be included in the report itself, not offered to be made available over the phone. The interviewer seems unaware of the competitiveness of our selection process or the strength of our applicant pool.

Daniel

Academic (2)

Magna potential. Excellent grades and mid to high-700 SAT scores (33+ ACT).

Daniel articulates his thoughts and reasoning well, and told me that he's "in the top 5 percent" of his 70-member class at City Prep. His scores, as you know, are almost perfect across the board. He enjoys science (particularly chemistry, "because I love taking a law or technique and applying it to new units and in labs"), English, and history. Although not certain about a career, he is leaning toward medicine. He said he enjoys English but did not seem particularly interested in discussing literature (a particular interest of mine given that I am an English professor), but after talking with him more he came to the conclusion that what really intrigues him about his English classes is the art of composition, rhetoric, and argument. I could tell from the way he speaks that he puts considerable thought into the ideas he puts forth (though he never sounded labored or took large pauses to compose thoughts), so this interest in composition sounds spot-on.

Extracurricular, Athletic, Community, Employment, Family Commitments (2-)

Substantial school-wide, regional or state recognition major contribution/ leadership.

Daniel's mother teaches in one of the inner-city public high schools, and she is the one Daniel credits for his "sense of duty" to others. He is very active and interested in community service, asked many questions about PBH, and promises that he will lead a Boy Scout troop wherever he ultimately attends college. From his questions and the way he described his involvement, I got the sense that his efforts were real and inspired; he's not merely showing up for a few hours one Saturday a semester to fulfill his school's service requirement (my sons went to City Prep, so I'm quite familiar with their service requirement and most students' perfunctory approach to completing it).

Community service is his major interest outside the classroom, followed by Model UN, editing the school paper, and volunteering summers and time during the school year to sundry activities. Daniel is also an Eagle Scout. When I commented that it is unusual to encounter someone his age still involved in scouting, he said there were only four other peers involved and that he feels "duty-bound" to continue his commitment.

Personal Qualities (3+)

Above average personal quality and appeal

Daniel is more articulate than most young people I have interviewed, and it sounds as if he has had substantial public speaking opportunities through scouting and his work with the Model UN. When we started speaking about the resolutions Daniel had to debate at some simulations, he finally started speaking in a little more animated fashion. For instance, Daniel expressed some emotion when describing his assignment, as a representative from Ireland, to defend a position shared only by the Vatican, whose representative eventually abandoned centuries of church tradition to leave Ireland alone contra contraception. Nevertheless, he soldiered on, though not convincing many others.

Daniel is very interested in sports, but his involvement has been limited as a result of a torn ACL. Daniel brought a copy of the school paper and some other writing he has done. Through this deed and in many words, too, Daniel seemed a bit aggressive in enumerating his accomplishments. In the course of the interview, however, it came out that a Harvard alumnus at City Prep coached his sales technique. His "real" personality seemed more in evidence when he asked questions such as, "Do I have a chance to get in to Harvard even though I've never invented anything or won the world chess championship?" And he spoke with general admiration and affection for his mother's work and his commitment to Scouting. I enjoyed speaking with Daniel, especially after he became more relaxed.

Overall (2-)

Clear admit—one to recruit

Daniel, with his abundant ambition, would have no problem fitting it at Harvard, but he is still a bit of an awkward fellow. He is obviously competent in getting things done, articulate, and motivated. He would do well in a large research university.

Comments:

Two factors distinguish this report as particularly helpful. First, the interviewer cites Daniel's activities to substantiate the interviewer's qualitative comments and to justify the extracurricular rating awarded to Daniel. Contrast this with a report that merely lists activities and makes broad conclusions: "Daniel is the strongest applicant for Harvard College I have ever interviewed."

Second, the interviewer quotes Daniel directly or paraphrases specific exchanges to justify her assessment of the quality of his extracurricular participation and his personal qualities. This does not make this interviewer's perspective infallible or doom Daniel's chances for admission, but this report conveys clearly the basis of the interviewer's judgments. The overall rating might be a bit generous, but Daniel sounds like a candidate who will receive serious consideration during our deliberations. This interview report will add an important dimension to those discussions.

Evelyn

Academic (1)

Summa potential. Genuine scholar; near-perfect grades and test scores (in most cases) combined with evidence of original scholarship

Evelyn is the editor-in-chief of her school's literature magazine and enjoys writing poetry. She is also an officer in her school's science league team, which has won the Gray's Anatomy contest in cardiovascular science competition for the last 3 years. She is excited about trying to win the fourth straight competition soon. She also is in her school's Chemistry Charter Club, which teaches seminars for younger students.

I liked her methodical approach to her future intellectual pursuits. She is looking for an interdisciplinary experience in school and her career and is currently most interested in Environmental Science and Public Policy.

She's really very close to "truly unusual" in intellectual curiosity and originality, which is why I gave her a 1 academic rating.

Extracurricular, Athletic, Community, Employment, Family Commitments (2+)

Substantial school-wide, regional or state recognition; major contribution/ leadership

What I really like about Evelyn was that she has a handful of interests outside of school and has focused in on those for which she has a true passion.

She has been swimming competitively for many years and is on her high school's varsity team, primarily now doing individual medleys and the backstroke. Her team is apparently very competitive regionally. She also volunteers as a swimming coach for an 8U team on weekends and during the summer.

She has several officer positions in extracurricular clubs and activities. She is the editor-in-chief of her school literary magazine and enjoys writing poetry. She is president of the Environment Club. She is an officer of her school Science League team, which has won several competitions (see Academic). She is also an officer for Interact, a community service club that does fundraisers and volunteers at shelters and retirement homes. She is also an officer in her school's Chemistry Charter Club, which teaches younger students.

Evelyn has also traveled to some interesting places, including her parents' countries of origin, China and Romania, as well as Israel and Greece. She has enjoyed those experiences and feels that they have positively influenced her thinking and approach to different types of people.

Personal Qualities (1)

Rare personal appeal and character

Evelyn ranks very high in all of the example characteristics listed above. She has a unique blend of poise, confidence, sincerity, and humility in her demeanor. She is thoughtful and expresses her ideas very clearly. More than most students her age, she was able to engage in a two-way discussion on a wide variety of topics; she was very interesting to speak with. I enjoyed the time speaking with her and am completely convinced that she will contribute greatly to her college, both in the classroom and through her extracurricular involvement and social interactions.

Overall (2+)*Clear admit; one to recruit*

While I hold the ranking of 1 for a once in a lifetime type of candidate, I must say that Evelyn was probably the best candidate for Harvard that I have met in about 8 years of interviewing. She might not be the absolute best in any given candidate, but I really liked how well rounded she is and how much she has to offer in every regard.

Additional Comments

Evelyn visited Harvard's campus and sat in on some classes. She was enthusiastic when telling me about one of the classes. She also has thought carefully about what she is looking for in a school, including the scholastic, community, geographical, and social aspects. When she says that she is looking for a diverse group of students and experiences, I don't think she's memorized it from the Harvard brochure—I think she is truly looking for and ready for what Harvard has to offer. She will be an asset if accepted for admission.

Comments:

Although the interviewer's academic and extracurricular ratings for Evelyn seem a bit inflated given the accomplishments cited in the report, the thrust of this report is clear: Evelyn is bright, engaged, and engaging, and her interviewer recommends her highly for admission. It would have been helpful to read a few quotes from Evelyn—those things she said that led the interviewer to write, "She is thoughtful and expresses her ideas clearly." What were some of the many topics about which Evelyn could engage in a two-way conversation? What did she say that made her seem especially intellectually curious?

It is helpful to know that Evelyn is the best candidate for Harvard that the interviewer has seen in eight years; it would be even more helpful to know approximately how many candidates the interviewer has seen over this eight-year period (Ten? Forty?).

Melanie

Academic (2)

Excellent grades and low to mid 700 scores

Extracurricular, Athletic, Community, Employment, Family Commitments (3)

Above average activity or participation

Melanie is involved in a number of sports. She herself admits that she is not great at these sports but she likes being active.

Personal Qualities (3)

Above average appeal and character

Melanie seemed to be interested in a lot of different things but not one or two things in particular. She told me she's very independent, wants to see new places and experience different things. She seems quite mature.

Overall (3)

Strong candidate

I don't feel there was anything that really stood out for Melanie. It's difficult to write a strong review for her. She is definitely a smart young lady but I don't feel that she necessarily stands out relative to other candidates I have interviewed in the past.

Comments:

Not every interview report will advocate for a candidate's admission, so it is not the interviewer's lack of support for Melanie's case that gives pause to the admissions officer reading this write-up. Rather, it is the lack of any narrative comment about Melanie's academic rating and the seemingly cursory treatment of her extracurricular involvement that stand out.

It may be the case that the only activity Melanie is involved in is her sports, but this report does not make that clear. Did Melanie mention any other commitments (family, school, or otherwise) or interests that occupy her time? Did the interviewer ask about other involvements? Later in the report the interviewer notes, "Melanie seemed to be interested in a lot of different things but not one or two things in particular," which seems to indicate that Melanie expressed other interests besides sports. To be a competitive candidate for Harvard, a student need not focus exclusively on one or two pursuits (academic or otherwise), which is the impression gleaned from this short report. An extra sentence or two providing more detail in each section would greatly improve this report.

Anthony

Academic (2-)

Magna potential. Excellent grades and mid- to high-700 scores (33+ ACT)

Anthony is the strongest student I've interviewed out of West High (19% to four-year colleges) in at least 10 years. [Redacted: PII/SPI] was probably on par with Anthony, though she was a humanities-minded student, whereas Anthony is more quantitatively strong. Highpoints are his ACT math and science scores (35 and 36, respectively) and SAT Math II (800). Verbally, too, he's light years ahead of the other students I see from his high school. If I had to guess I would say that he's a bit of an academic loner at his school since Anthony admitted that "most of my friends don't get as excited about school as I do...I guess math just comes easy to me, and I like the brain teaser problems the teacher gives us at the end of each class." Anthony will take his first AP tests this year, and he's most excited about calculus and physics, his two favorite classes this year. He was disappointed that West got rid of the AP Chemistry class last year, so he settled for honors. He is also the school's high scorer in the city math league. He was ranked third out of 816 at the end of last year, though he admitted that his class size will probably fall as students continue dropping out throughout the senior year.

Anthony's not a one-trick pony academically, though. I always ask West students about their junior theme for honors English, and Anthony's discussion about his paper was the most interesting I've heard in a long time. He's researching water rights disputes in the city's history, and he's trying to find out how different waves of immigration have changed the tone of the debates or affected arguments for or against city expansion. Anthony's having a hard time finding sources and his interviews aren't going the way he planned, but I give him credit for having a hypothesis and gathering the evidence. We talked about some of the courses I took as a History and Literature concentrator (mostly about France and the U.S.), and he seemed interested in those, too, asking me questions I hadn't thought about since college.

Extracurricular, Athletic, Community, Employment, Family Commitments (5)

Substantial activity outside of conventional activities such as major family commitments or term-time work

Anthony works 20+ hours each week at the local K.F.C., and he doesn't have a lot of time for other activities. He's been working there for almost two years now. He cooks, buses tables, and works the register. The major downside, he says, is "coming home smelling like a bucket of chicken." A lot of the kids I interview at West work part-time, but Anthony works more than most of them and is a better student than almost all of them. I asked him what he spends his money on. He said he tries to save for college but usually ends up helping his mother pay for things around the house, buying all of his own clothing, and paying for everything associated with his car, which he's proud of.

Anthony does a few activities at school that he can do during lunchtime meetings or during his study hall (student government, class day committee). I was impressed that he works in the school tutoring center during his free period, because I imagine he could use that time to do his homework. He wants to sing in college or do more community service, possibly tutoring. I was surprised that he had already heard about PBHA and some of the singing groups on campus. He said he learned about them when a Harvard undergraduate did a presentation in his school last March, and he read more about them on the internet. He sounded excited by the IOP and the

visiting fellows, but he hadn't heard of it before. Actually, he was excited about everything Harvard has to offer, and I think he'd discover lots of other interests when he's actually on a college campus.

Personal Qualities (2)

Strong personal appeal and character

I was excited to meet Anthony, and it was fun to talk to someone from West who is so clearly interested in his schoolwork and is doing so well. I could tell that he must be good at his KFC job because he has a real presence about him. He makes a very favorable impression.

I do think he was a bit nervous (maybe more excited than nervous?) for the first 15 minutes of our interview, but he loosened up completely by the end, and we ended up talking for more than an hour. He also has a self-deprecating, observant sense of humor that would serve him well at a place like Harvard. A highpoint of our interview was when he told me a very funny story about making "bootleg chicken" after hours at KFC! Apparently there are people who make deals with his manager to cook their own chicken in the KFC fryers for events like family reunions and parties because it's much cheaper than buying it from KFC and much easier than doing it at home. I told him he should write a short story about the experience.

Overall (2-)

Clear admit—one to recruit

I think Harvard could use more students like Anthony. He would probably have a bit of an adjustment to Harvard's academics, but he has raw talent in spades, and he's never been in an environment with other students who were eager to learn. Neither of his parents has an education beyond an associate's degree, so he would be the first in his family to go to college. Mom is a front desk manager at the local Radisson. Dad is out of the picture, from what I could gather. Anthony's a role model for his two younger sisters, and he would be a role model for other students at West and in the city if he were accepted.

Comments:

This detailed report about Anthony, a high-achieving student of modest means with a substantial term-time work commitment, helps paint a nuanced picture of Anthony as a thoughtful, lively person and excellent student. Harvard has long sought to recruit and enroll high achieving students of modest means, and the interviewer helps make a case for why the Committee should consider Anthony's candidacy seriously.

The report is especially helpful for telling us what Anthony's interests are and what he would like to do in College even though he hasn't had time to pursue those interests in high school. From the report it is also clear that the interviewer understands West High School and how exceptional a student like Anthony is coming from the school (at least in terms of applicants to Harvard).

Wilbur

Academic (3+)

Cum laude potential. Good grades and mid-600 to low-700 scores

Wilbur Smith is a young, rather nervous fellow of sixteen (he turns seventeen next month) who used up most of the interview time trying to elicit from me some indication of whether he had a good chance of being admitted to Harvard. No matter how much I tried to steer the conversation to other topics, somehow we always returned to that one. Consequently, my impression of him is a bit vague.

It is unclear to me why Wilbur Smith should manifest such insecurity. He is certainly not a poor candidate: his test scores are all in the low 700s, with the exception of a 610 in chemistry. When we came to the subject of history and government, his intended major, he did seem to manifest a genuine interest in the departments here.

Extracurricular (3-)

Solid participation but without distinction.

At his school he is active in the Speech Club (preparing and delivering them at tournaments), on the soccer team, and on the football team. He elaborated very little about activities, but focused instead on asking questions. He did not mention any significant leadership roles.

Personal (4)

Somewhat neutral or slightly negative impression.

I sensed that Wilbur has absorbed the idea of going to an ambitious college more from his atmosphere than from his internal desires. There was a certain immaturity in his questions and the plethora of them alerted me to the fact that perhaps he felt he had to ask them so that I would not think him apathetic.

What struck me though was his nervous manner, his obvious confusion when he blurted out that he had been visiting other colleges, and his embarrassment when he felt that many of his scores, etc., were not up to Harvard's standards. He seemed especially curious about the admissions process, that is, the process behind the scenes.

Overall (4)

Acceptable but perhaps not competitive compared to other applicants.

I am puzzled by the impression Wilbur gave during this interview. I am not sure whether it was his youth or the fact that he got lost on the way and arrived quite late or perhaps his confusion as to his own aspirations. In any case, I hope his teachers' reports and his essay give a better sense of what he is really like than I have been able to do here.

Comments:

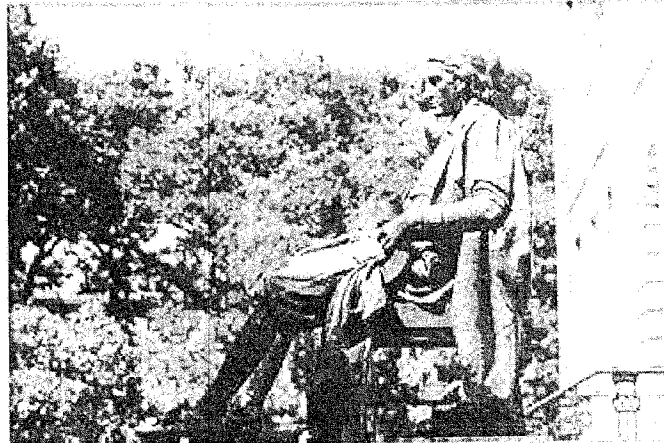
This is an incredibly helpful report, targeting those personal qualities of the candidate that suggest he would not be a good choice for us. The interviewer acknowledges that perhaps she did not see Wilbur at his best, but she also gives us enough concrete information and examples of his behavior that we feel confident in her evaluation of Wilbur. The report certainly gives us a vivid picture of this young man and provides the type of insight we are unlikely to get elsewhere in the application.

C

HIGHLY CONFIDENTIAL - ATTORNEYS' EYES ONLY

HARV00018519

DX025.0068



Schools Committee Chairperson Handbook

2011 – 2012

*Harvard College
Office of Admissions and Financial Aid
86 Brattle Street
Cambridge, MA 02138
Revised fall of 2011*

Table of Contents

Introduction	1
1. The Admissions Calendar	3
2. Managing Membership	5
Eligibility and Conflict of Interest	5
Confidentiality	5
Maintaining Schools Committee Membership	5
Training and Updating Committee Volunteers	7
3. Managing Student Recruitment	10
The College Fair	10
Joint Travel	10
Encouraging Alumni/ae to Serve as School Liaisons	11
The Moratorium	11
Receptions for Students	11
Ivy League Early Notification Program	13
4. Managing Interview Assignments	15
When Do We Need Interview Reports?	15
Interview Profile Number	15
Assigning Interviews	15
Ranking Meetings	17
Transfer Interviewing	17

INTRODUCTION

Schools Committees are the backbone of Harvard's admissions outreach. We appreciate the time and effort that you put into this work and hope this document will help you coordinate your Schools Committee efficiently. It assumes familiarity with the 2011-2012 Interviewer Handbook, but several important items are repeated here. Section 1, "The Admissions Calendar," presents a timetable of the admissions season, by which you should schedule your Schools Committee's work. Section 2, "Managing Membership," includes information about eligibility, conflicts of interest, and training new Schools Committee members. It also offers advice on soliciting alumni/ae to join your Schools Committee and on organizing them to recruit and interview students most efficiently. Section 3, "Managing Student Recruitment," focuses on some of the nuts and bolts of that work, and Section 4, "Managing Interview Assignments," focuses on processing interview requests.

As the world of college admissions changes, so do the best approaches to recruitment. Please share your successful recruiting ideas so that we can share them with other chairs. As always, please contact the Admissions Office if there is any way that we can be of assistance. Again, thank you for all of your help.

Staff resources. Your usual contact in the Admissions Office is your area admissions representative. In addition, Elizabeth Adams (SSinfo@fas.harvard.edu, 617.496.6875, Fax: 617.495.8821) is also a critical contact. Elizabeth supervises the maintenance of interviewing records, from Schools Committee rosters to lists of applicants assigned for interviews in your area.

The Cambridge Admissions Conference (CAC). Every fall, we invite you to Cambridge to review admissions and financial aid issues. We host CAC to coincide with the fall HAA meetings and a home football game. CAC allows us to address your concerns, and gives you the opportunity to renew your acquaintance with Cambridge staff, the College, Cambridge, and Schools Committee members from across the country. We hope you share your insights from CAC with your Schools Committee members. This year CAC will be held beginning on October 13th and will continue on the 14th and 15th.

Schools & Scholarships Committee of the Harvard Alumni/ae Association. About 50 alumni/ae on the National Schools & Scholarships Committee of the Harvard Alumni/ae Association advise us on matters of both national and local policy three times each year. We communicate any changes in our frequent newsletters to you and in newsletters to all Schools Committee members.

1. The Admissions Calendar

To help plan your Schools committee's activities, here is an abbreviated admissions calendar.

JUNE/JULY

- Survey current interviewers about continuing Schools Committee work; their assessment of their own performance in the preceding season; and for address telephone, and e-mail changes
- Update list of interviewers on S&S website.

JULY/AUGUST

- If you wish to increase your Committee's membership, contact Elizabeth Adams for a list of alumni/ae in your area to solicit.
- Order copies of our new recruiting brochure (the "Murr") that your Schools Committee will need for the year's recruitment activities.
- Plan and host an end-of-summer picnic for undergraduates and your Committee.

AUGUST TO OCTOBER, AND ONGOING

- Assign club members as liaisons to individual high schools. Schedule school visits or other recruitment events, consulting with area officer as needed.
- Respond to all college fair invitations after recruiting Schools Committee members to cover events. Ensure supply of Murrs and "one-pagers" (available online) to cover these events.
- The Admissions Office sends you and all Schools Committee members an e-mail to indicate that online resources have been updated.

EARLY SEPTEMBER/OCTOBER

- Confer with your staff representative in Cambridge about joint travel to your area and events your Schools Committee might sponsor.

- Encourage alumni/ae liaisons to re-connect with assigned schools in your area.
- Hold an organizational meeting for your Schools Committee. If an admissions officer will be in your area on joint travel, meet with him or her and encourage club members to join you.

OCTOBER THROUGH FEBRUARY

- Cambridge Admissions Conference (always coincides with the fall HAA meeting).
- Assign interviews as soon as requests arrive from Cambridge. Follow-up with assigned interviewers to ensure interviews occur and reports are sent as soon as possible to Cambridge. Encourage interviewers to submit reports on the S&S website.
- We begin our careful evaluation process of Early Action applicants.

NOVEMBER

- November 1: Deadline for application materials for Single Choice Early Action applicants.
- Prioritize interview assignments for Early Action applicants, as subcommittee meetings for Early Action candidates begin in mid-November.
- Confer with your staff representative for the subcommittee and full committee dates that correspond with your area.

DECEMBER

- Full committee meetings for Early Action candidates take place the first week of December.
- December 15: Decisions for Early Action candidates are mailed/e-mailed to students.
- Reach out to congratulate students admitted Early Action, and when appropriate, invite to local Harvard Club events.

- Begin assigning interviews for Regular Decision candidates.

JANUARY/FEBRUARY

- Deadline for Regular Decision application materials: Jan. 1.
- Continue to assign interviews as soon as requests come from Cambridge. Follow up with assigned interviewers to ensure interviews occur and reports are sent online as soon as possible to Cambridge.
- Ensure all applicants from your area have been interviewed (ideally by mid-February).
- Confer with your staff representative about applicants from your area.
- Subcommittee meetings begin the first week of February. Please attempt to have all interview reports for candidates sent to Cambridge by the time your subcommittee begins to meet.

MARCH

- Confer with your staff representative about applicants about whom you have new information. Ensure that all area applicants have been interviewed.
- Full Committee meetings begin the first week of March. The *last* opportunity for the vast majority of cases to be heard is during full Committee. The Admissions Committee must have all interview reports in hand for full Committee.

LATE MARCH/APRIL

- Decisions sent Thursday, March 29, 2012.
- Following the end of the moratorium on Friday, March 30 at 8 a.m. *candidate's local time*, share with interviewers the Admissions Committee's final decisions on your area's applicants, and encourage them to call to congratulate admitted students they interviewed.
- Hold reception for admitted students and parents.
- Visitas Program for admitted students: Saturday, April 21 to Monday, April 23.
- Assign interviews for transfer applicants if requested by your area officer. Transfer interviews are only conducted for a small

number of transfer candidates. Follow up with assigned interviewers to ensure interviews occur and reports are sent quickly to Cambridge.

MAY

- Admitted students must respond to offer of admission by May 1, 2011.
- Share with interviewers the information about which admitted students have decided to matriculate.

MAY/JUNE

- Confer with staff representative about wait list candidates in your area, should the Admissions Committee be able to admit students from the wait list.

2. Managing Membership

ELIGIBILITY

Participation in Schools Committee work is open to alumni/ae of Harvard College as well as our graduate schools. Important prerequisites include broad knowledge of the College, enthusiasm for your experience as a student at Harvard, and sincerity of purpose in working with prospective college students, their families, schools, and the general public.

POTENTIAL CONFLICTS OF INTEREST

As a member of your local Schools Committee, you become a voluntary, but no less official representative of Harvard College. Accordingly, it is critical to avoid circumstances that might suggest an appearance of inappropriate or duplicitous conduct. Alumni/ae who offer college counseling services for a fee, for example, are required to stop Schools Committee work. Interviewers whose children are planning to apply to Harvard College are obligated to refrain from doing Schools Committee work for a year, or at least through the full completion of the admissions cycle. (Your committee members should alert you to this possibility during the summer before the child's senior year of high school.) We similarly request that individuals refrain from interviewing for both Harvard and another undergraduate institution. In addition, of course, you must make all interviewing assignments with total objectivity, while applying appropriate sensitivity to personal, business or other connections to candidates for admissions.

Should you have any questions about a possible breach of good faith about your role as a volunteer for the Harvard Admissions Office, please contact the Admissions Office to speak with your staff representative.

CONFIDENTIALITY

Never discuss what you know about students with anyone, even with school officials. (There is one exception to this rule that can also raise potential problems of confidentiality: holding a ranking meeting or otherwise sharing information about any candidate within a particular Schools Committee.) Confidentiality is especially important when working with the general public. Even well-intentioned comments can reveal—sometimes disastrously—more than was intended. A principal or counselor asking why the Committee denied a student admission needs only to hear the applicant “was not well supported” to go after teachers.

MAINTAINING SCHOOLS COMMITTEE MEMBERSHIP

Interviewing applicants is perhaps the College's most important recruiting tool. Ensuring that the interview experience is positive is the cornerstone of the critical personal outreach you and your Schools Committee members provide to applicants. As a chair, your first priority is ensuring that you attract enough enthusiastic alumni/ae to complete interviews for all candidates from your area. Schools Committees can recruit in other ways, too, and your Schools Committee's success depends largely on how many volunteers you can attract to your Committee.

Keeping your list current. Each fall you should update your interviewers' contact information on the S&S website. Updating e-mail addresses is crucial. Though tedious, maintaining an updated database will help you minimize scheduling snafus in the fall and winter, when you will receive dozens of requests for interviews from us—and for representation at college fairs by local schools. To help your revisions, we suggest sending each of your active Committee members an end-of-the-year survey asking alumni/ae for updated contact information (especially e-mail) as well as these questions:

GENERAL INFORMATION

1. When between October and February won't you be available to assist in Schools Committee work?
2. In which high school district do you reside?
3. Do you have children attending any area high schools? What are their ages?

INTERVIEWING

1. How many interviews can you conduct this year? [The average is 4 to 6.]
2. Where and when can you interview applicants?
3. If you have previously interviewed applicants to Harvard, is there information that would be helpful as you interview future applicants?

COLLEGE FAIRS

1. Will you be available to attend any local college fairs?

2. When will you NOT be available to attend college fairs?

SCHOOL VISITS

1. Will you act as a liaison to a school community?
2. How many schools can you work with as a liaison?
3. Can you visit high schools during school hours?
4. Are you interested in assisting early awareness efforts?
5. Are you willing to sponsor a Harvard Book Prize at your local or other area high schools?

COMMITTEE EVENTS

Can you host any of these Schools Committee events: Summer picnic for area undergraduates; fall orientation meeting; ranking meeting; spring reception for admitted students from your area.

Rotating Schools Committee responsibilities. Using the results of volunteer surveys, you can better decide how to assign Schools Committee work. Asking alumni/ae volunteers to assess their own strengths and weaknesses as a recruiter or interviewer offers you the opportunity to redistribute responsibilities accordingly—e.g., you can assign more college nights to alumni/ae who prefer staffing these events or you can assign fewer interviews to alumni/ae who do not provide the Admissions Committee valuable commentary on applicants.

Recruiting new volunteers. The Harvard Alumni Association maintains a database of alumni/ae and their addresses and e-mails—a useful data source to recruit new Schools Committee members. Please contact Elizabeth Adams (ssinfo@fas.harvard.edu) to run a list for you. We have been able to tailor lists to various specifications: graduates of the College who live within certain ZIP codes and who graduated within the last 20 years, etc.

Using some method of pre-screening, akin to the annual survey of active members, can be helpful. The Admissions Committee hopes that all alumni/ae involved in recruitment and interviewing are eager to make these experiences positive for prospective students, their parents, and school officials. Moreover, answers to pre-screening surveys can also help you assign Schools Committee work to the most appropriate volunteers.

You may wish to adapt your own solicitation based on this sample:

Dear Alumnus/a:

Each year the Harvard College Admissions Office relies on local alumni/ae to help recruit and interview high school students who apply from (*area*). We are eager this year to expand our alumni/ae team, and we are writing now to invite you to consider helping us interview a growing, exciting, and diverse group of applicants.

Each alumnus/a is assigned to interview four to six applicants on average each year and to provide the Admissions Committee a written report of each interview. This personal outreach can be helpful for the applicant as well as the Admissions Committee, allowing for a thorough admissions process. As part of Schools

Committee work, you might also be asked to represent Harvard at college fairs, to act as a liaison to a local school, and to assist in other Schools Committee work.

If you are interested in joining us, please complete and return the enclosed survey. There will soon be a meeting of our interviewing group in *(area)* to which you will be invited if you are interested in this important work.

Thank you very much for your support, and we hope to work with you in the coming year.

If you need additional support in recruiting new volunteers, contact Elizabeth Adams.

Managing membership when you have too many volunteers. Few Schools Committees attract more volunteers than there is work to assign. But if you face this happy dilemma, consider establishing a rotation of active members for each aspect of Schools Committee work as well as an informal wait list for the balance of interested alumni/ae.

Managing volunteer complications. You might wish to assign alumni/ae volunteers who have demonstrated consistent difficulty completing assignments on time *or* who do not present a welcoming or current impression of Harvard to less demanding Schools Committee jobs. We recognize that such re-assignments require discretion and diplomacy; do not hesitate to discuss potential problems with your staff representative.

TRAINING AND UPDATING SCHOOLS COMMITTEE VOLUNTEERS

Fall organizational meeting. We recommend kicking off each admissions season with a meeting of your Schools Committee and those alumni/ae interested in becoming volunteers. (We recommend a separate orientation session, as well, for new volunteers.) Confer with your area representative in advance for an update on any new admissions procedures or policies, or try to schedule your meeting to coincide with a Joint Travel recruitment trip to your area.

Your agenda depends on several mundane factors. How many alumni/ae will attend? How familiar and experienced will your audience be with Schools Committee work? What have members expressed interest in learning more about? Will your staff representative be present? Here are some options to consider:

- Introduce Schools Committee officers and returning members.
- Introduce new Committee members.
- Review preceding admissions season; outline local procedures.
- Review the new publication, the “Murr,” and other documents on the S&S website.
- Review financial aid policies.
- Review interviewing practices. Your staff representative can conduct such a session, if present. Otherwise, confer with your area representative about materials you might share with your Schools Committee. Some chairs choose to circulate sample interviews written by members of their own Schools Committees to illustrate helpful and unhelpful aspects of interview reports. Please note that the interviewer’s handbook contains sample interview reports.
- Review Harvard news. Review the “What’s new at Harvard?” document on the S&S website for a list of recent changes—academic, extracurricular, residential, social—at the College. This can provide a valuable supplement to the information offered in our publications and from your contact with undergraduates from your area.
- Consider printing and distributing the one-page (double-sided) Interviewing Tips Sheet, a condensed version of the interviewer’s handbook.

- Host a casebook session. We have selected several applications to the College, protected the anonymity of their authors, and adapted them to a casebook. Admissions officers run casebook sessions for Schools Committees, other alumni/ae, and guidance counselors to simulate how we

read, discuss, and vote on individual cases. If an admissions officer will be in the area, it may be possible to conduct a shortened casebook session (perhaps by reviewing just one case and examining how an interview would change the decision) as a training tool.

Fall orientation meeting for new interviewers/interviewer training. Depending on your fall meeting's attendance and agenda, you might need to hold a separate orientation meeting for new interviewers. Your orientation should address the process your Schools Committee has established for recruiting students (e.g., attending college fairs, acting as liaisons to local schools, etc.) and for interviewing applicants (e.g., how many alumni/ae interview individual students at a time, whether your Schools Committee holds ranking meetings, etc.). Please review these critical points, too:

Schools Committee members are considered official representatives of Harvard. This designation entails three primary responsibilities: 1) The NCAA regulates the recruitment of student-athletes by official college representatives, which we outline in the Interviewer Handbook and in this document on pages 12 to 13. 2) Prospective applicants, their families, and secondary school officials will expect Schools Committee members, as official representatives of Harvard, to be well informed about the experiences of current undergraduates as well as the mechanics of the admissions process. 3) Alumni/ae on Schools Committees should also be aware that, as official representatives, they will personify "Harvard College" to some degree, if not totally. In recent years, the Admissions Committee has been able to admit only about one of every fourteen applicants; alumni/ae interviewers may be the only personal contact applicants have with a Harvard graduate. That prospective students feel they have been treated with respect is one of the most important expectations the Admissions Committee has of alumni/ae volunteers.

Alumni/ae on Schools Committees recruit students as well as interview them — but there is an important distinction between the two activities. When recruiting, alumni/ae should introduce students to and inform them about Harvard and the admissions process. They should not act as interviewers, who inform applicants about Harvard but also evaluate them for admission. Recruitment efforts should not be performed—or perceived to be performed—as a preliminary screening of prospective or actual applicants to the College. Nevertheless, alumni/ae should use the information presented in section 2 of the Interviewer Handbook to inform their advice to students.

Even after starting to interview applicants, new interviewers should continue to talk with Schools Committee veterans about conducting interviews, evaluating applicants, and writing reports. Some Schools Committees pair new interviewers with more experienced ones and have them conduct two to three interviews as a team. Post-interview discussions allow alumni/ae to check their biases when evaluating individual applicants for the first time, and they help new interviewers writing reports to provide more broadly sympathetic views of candidates.

Be sure interviewers are aware how this approach can affect interview dynamics. Being interviewed by more than one person at a time can intimidate students. The format can prove a difficult juggling act for interviewers. Interviewers must settle among themselves before the interview begins who will ask which questions when—orchestrations with which single interviewers need not contend. Interviewers must also take particular care to set the candidate at ease to prevent the group interview from resembling a polite grilling.

August picnic. Several clubs host an August picnic to wish undergraduates from your area well as they prepare to return to Cambridge and, incidentally, to keep current Schools Committee members in touch with life at the College. You might wish to consider scheduling this event before the others above, yet we have listed it last because we believe that it is of lesser priority than, for instance, the orientation meeting.

3. MANAGING STUDENT RECRUITMENT

Section 3 of the Interviewer Handbook addresses some practical methods to recruit students to the College. We repeat much of that text here for your convenience with more explicit suggestions to assist you in coordinating student recruitment and delegating Schools Committee responsibilities.

THE COLLEGE FAIR

Organizations sponsoring college fairs send notices to us year round. We will send copies of these notices to you. Since the Admissions Office receives literally hundreds of these invitations and many are for events far from Cambridge, it is often not feasible for staff members to attend fairs. We hope your Schools Committee will staff as many college fairs as is reasonable and constructive.

Which fairs are worth attending? If you have any doubt about which events are worthwhile, confer with your staff representative. As the Interviewer Handbook notes, fairs differ widely (and wildly) in type, size, and turnout. Prospective applicants and families attending college fairs demonstrate a wide range of familiarity with Harvard. Even as some of these factors would not seem to recommend attendance at many college fairs, if Harvard is not represented we often give precisely the aloof and uncaring impression of Harvard we hope to combat. Plus, we can miss attracting students we wish to reach. Many students have noted how an initial encounter with a helpful and enthusiastic alumnus/a sparked their interest in Harvard. Staff representatives appreciate knowing which fairs in their area were attended.

Who should attend college fairs? Enthusiastic, high-energy Schools Committee members are often best equipped to staff college fairs. Chairpersons have often found that recent graduates enjoy representing the College and find the fairs a good way to become acquainted with Schools Committee work. College fairs can test endurance (fairs often run three hours or more) and versatility. Attending them, for some families, substitutes for studying dozens of college guidebooks and websites. For other families, the college fair is an opportunity to discuss in detail with a college representative what they have read and heard from friends. In a given evening, you might be asked everything from, “Where is Harvard?” to “What success do Harvard students have in medical school admissions?”—and you might be asked these questions many times over.

What supplies will you need to attend a college fair? The Admissions Office can provide a table banner, which will identify Schools Committee members as Harvard representatives. Clubs should keep this and reuse them for future fairs. With enough advanced notice, we can also send you a supply of “Murrs”—the shortened, enhanced version of our guidebook introduced in the summer of 2009. On the S&S website you will also find a one-page informational handout that you can download, print locally, and distribute widely. This publication is especially helpful at larger fairs where representatives may distribute hundreds of handouts.

If you have further questions about College Fairs, please see **Quick Reference for Attending a College Fair** on the website under *Documents and Forms*. This document contains a how-to for attending college fairs, as well as answers questions that students frequently ask about Harvard.

JOINT TRAVEL—EXPLORING COLLEGE OPTIONS

To respond to the increasingly early interest students, their parents, and guidance counselors express in college admissions, the Admissions Committee is concentrating more on spring recruitment. Many more officers promote Harvard to prospective applicants through a travel alternative used in spring and fall: joint travel, known as Exploring College Options. A group of five admissions representatives—representing Harvard and four other colleges—travels to five cities in five days, speaking in the evening with students and parents and in the morning with guidance counselors. In the last several years, we have traveled with representatives from Duke, Georgetown,

MIT, Stanford, the University of Pennsylvania, Princeton, University of Virginia, and Yale, among others. The College enhances outreach through well-planned joint travel, which exposes the College to a broader audience—students, families, and schools—than individual school visits do. Audiences hear about Harvard even as they might have initially been attracted to attend the session because of another college's presence. And by cooperating with other colleges in planning, we enhance the cost-effectiveness of travel.

The admissions officer representing the College in any given joint travel visit might not be the officer assigned to your area. The Admissions Committee recognizes that a joint travel visit often provides the link with Cambridge you need to back up your efforts on our behalf.

According to the guidelines established by the colleges cooperating in joint travel, only two alumni/ae from each school may attend the evening session. While we hope you might be able to recruit two of your Committee members to assist the Harvard area representative, you should also confer with him or her (or the officer who will be traveling in his or her stead) about the possibility of scheduling a meeting with you or even a group of your Committee members. (Some groups gather for an early dinner or a post-event gathering.) Such a meeting can help you become better acquainted with your staff representative and provide a chance to discuss concerns and questions your Schools Committee has about the admissions process.

ENCOURAGING ALUMNI/AE TO SERVE AS SCHOOL LIAISONS

As we rely increasingly on joint travel as the most efficient method of reaching out to prospective applicants and their families, and in light of the recent budget reductions in the Admissions Office, area representatives will not be visiting individual schools as they have in the past. This shift in recruitment strategy increases the opportunity for alumni/ae to develop relationships with local schools on our behalf. The Interviewer Handbook outlines the methods by which individual alumni/ae can introduce themselves to local schools and explain the role they hope to play with college-bound secondary school students. Schools Committee chairs play an important role encouraging alumni/ae to capitalize on this opportunity and coordinating school assignments.

THE MORATORIUM

The Ivy League colleges have agreed to honor a three-day period during which official representatives of colleges—including admissions officers, alumni/ae, and coaches—may not talk with applicants. Designed to give students a respite during which they may think about their college choices without pressure from any number of intensely interested parties, this year's moratorium begins at 5 p.m. *candidate's local time* two days before the mailing date—Wednesday, March 27. It ends the day after decisions are mailed and e-mailed: Friday, March 30, 8 a.m. *candidate's local time*. It is your responsibility to ensure that members of your Schools Committee are aware of this rule and observe this courtesy to our applicants.

RECEPTIONS FOR STUDENTS

At the very least we hope you and your interviewers will find the time to call to congratulate every admitted student from your area. Some Schools Committees also host receptions for admitted students before students must make their college decisions (May 1). You may also wish to invite students admitted in the Early Action process to Harvard Club sponsored holiday gatherings or other events. You should be aware that the Admissions Office invites all admitted students to our annual Visitas program for admitted students in April, which will be held from Saturday, April 21 to Monday, April 23, 2012. Please try to hold your Schools Committee reception before this event.

Receptions should be informal and include parents. They should focus on Harvard and students' and their families' questions and concerns about attending the College. Pressure tactics often backfire. One of the most effective recruiting tools is the conscientious avoidance of even

slightly disparaging comments about other colleges. Here are some more practical suggestions on setting the right tone at these receptions.

- Alumni/ae should call admitted students they interviewed to invite them to attend such a gathering. They should also try to attend these receptions. A second meeting can extend the personal outreach that has proven so successful to our recruitment efforts.
- You and your interviewers will need to act quickly to invite students, some of whom might have already made up their minds by the time your reception takes place.
- Be sure to check whether a student has access to transportation to the reception.
- Be friendly and welcoming. Choose an easy-to-reach place, and create a relaxed atmosphere. While it is not always true that informal is better than formal, many veteran chairs have reported that they have had better receptions with soda and pizza in a casual place than when they served haute cuisine in a grand space.
- Invite (if possible) current students and recent graduates to talk informally about the College. If you ask some of these people to make individual presentations, keep them as brief as possible. Informal conversations allow the best opportunity for alumni/ae and current students to address questions and concerns individual students and their families might have.
- Avoid formal presentations about the College (there have been enough of those by this time) unless you are lucky enough to have a faculty member in attendance who can talk about studies or some other topic in depth with which students are not already familiar. The one opportunity students might not have had in the college admissions process is that of talking with a faculty member.
- Be sure alumni/ae do not vastly out-number admitted students and families, which can overwhelm families.

Some students will tell you that they are hesitating about committing to Harvard because of financial concerns. If there are questions about a student's financial aid package, please urge the student, as well as his or her family, to contact the Financial Aid Office (617.495.1581) themselves. Do not act as an intermediary in a family's discussions with the Financial Aid Office. While such an offer to help a family is kind and often well intentioned, our financial aid officers will need to ask families specific questions and talk over the financial aid package with access to the student's complete financial aid application. Do not hesitate to show your interest and support, but tell the family that the best and most efficient way to ask for reconsideration of financial aid is to contact us themselves.

NCAA rules regarding receptions and prospective student-athletes. As the Interviewer Handbook states, you and your Schools Committee members are considered representatives of Harvard's athletic interests just by being alumni/ae. This means that any contact you have with current or prospective student-athletes at Harvard can affect the eligibility of individual student-athletes and teams to compete in NCAA and Ivy competition.

One of the most salient NCAA rules is that representatives of an institution's athletic interests are prohibited from having any contact with prospective student-athletes, who are also known as "prospects." A prospect, moreover, is any student who has started classes for the ninth grade. This means that recruiting any student who has started classes for the ninth grade is subject to NCAA rules.

There is a narrow exception to this rule in the context of the standard process of college admissions. That is, you and members of your Schools Committee will be assigned to interview students who are also athletes, and the member of your Committee assigned to interview the student may contact him or her for these purposes, but for these purposes only. Schools Committee members may not have contact with prospects whom they are not assigned to interview.

These rules raise a number of issues pertaining to receptions as well. This brief battery of questions and answers should inform your Schools Committee activity in regard to student-athletes and receptions.

May an alumnus/a hold an annual reception only for athletes at the request of a coach? No, whether or not the coach is involved. All receptions should be conducted in accordance with existing institutional policy. Alumni/ae *may not* hold coach-orchestrated receptions. All receptions must be open to all prospective applicants and students from your area, athletes and non-athletes.

May a coach give a list of all prospects in an area to the Schools Committee member who will host a Committee reception? Yes. The list *must* be incorporated into a larger list of all area prospects, and invitations (and the timing of those invitations) to prospects and non-athletes must be identical. The list may not be devised by starting with the list of prospects, and then only inviting applicants from their high schools. All applicants who live within a uniform radius of the event should be invited.

Is it permissible for the coach to send to the prospects the invitations to this alumni/ae reception? No. The coach may urge that the prospects attend in any otherwise permissible correspondence, but invitations must be offered through regular Schools Committee channels.

May alumni/ae call prospects and encourage them to attend the reception? No. Alumni/ae, including alumni/ae who are members of the Schools Committee, may *never* telephone a prospect *unless* it is directly associated with his or her admissions interview or similar part of the admissions process. Invitations to receptions should be in writing or via email.

May the university's coach attend the reception? Yes. Provided the reception falls within a permissible contact period for the coach's sport and is counted as one of the three permissible contacts for *all* athletes in attendance whom the school is recruiting in any sport.

May high school coaches be invited to attend the reception? No. High school coaches may *never* be entertained off campus by alumni/ae or coaches.

May parents of prospects be invited to attend the reception? Yes, though only on the *same basis* as all parents of *all* applicants invited. If parents of prospects are not charged a fee, then parents of all applicants should not be charged a fee.

May alumni/ae speak to prospects at the reception even if they are not members of the Schools Committee, which represents admissions? Yes. At events open to all applicants, prospects need not be treated any differently than other applicants.

IVY LEAGUE EARLY NOTIFICATION PROGRAM

As determined by each institution, admissions offices may advise applicants before the common notification date, in writing, of the probability of admission (e.g. likely, possible, unlikely). If the student is a recruited student-athlete, such notifications may only be made from October 1 through March 15, per Ivy League regulations.

Institutions may issue official "probabilistic" communications only in writing, from the office of admission. Such letters will have the effect of letters of admission, to be confirmed on the common notification date (in December for Early Action candidates and in March for Regular Decision candidates), subject to revocation only on the same terms as letters of admission. (Such communications given by coaches, whether orally or in writing, do not constitute binding institutional commitments.) An applicant who receives one or more such written communications and who has made a decision to matriculate at one institution is

encouraged (but not required) to notify all other institutions, and to withdraw all other applications, as promptly as possible.

Such early evaluations are often precipitated by pressure on student-athletes from other institutions requiring an early commitment. In some instances, students are given very little time to respond to these offers. Such candidates bring excellences of all kinds in addition to athletics, and the Admissions Committee can vote to notify them that they are likely to be admitted – rather than lose them to other institutions. Alumni/ae Schools and Scholarship Chairs will be informed about such candidates by the staff area person and will be requested to interview them if time allows.

4. MANAGING INTERVIEW ASSIGNMENTS

The primary work of Schools Committees is to offer personal interviews to applicants to the College. Any organizational structure and process that helps your Schools Committee conduct interviews and send to Cambridge timely reports suits us.

WHEN DO WE NEED INTERVIEW REPORTS?

The Admissions Committee benefits enormously from reports that help inform our decisions. The value of these reports depends on their timeliness. Given the large number of applications in recent years and the admittedly compressed timing for filing interviews for all these candidates, we offer these considerations to inform you when your Schools Committee's interview reports are most critical to our work in Cambridge.

Alumni/ae insights are most valuable if we have them for subcommittee—a case's first hearing. We would, of course, love to read interview reports as we first read applicants' files. But many students still wait to apply by the final deadline, making it virtually impossible for their reports to be here for a folder's first read. The committee process works best and most efficiently, then, when we have reports for subcommittee. Subcommittees begin meeting in mid-November for Early Action candidates and for three- to four-day shifts from late January through February for Regular Decision candidates. Occasionally, applicants' files complete as late as February. This results, most often, from unavoidable logistical factors.

The *last* opportunity for the vast majority of cases to be heard is during full Committee. The Admissions Committee must have all interview reports in hand for full Committee. The entire Committee convenes in one room to review all the contenders for admission. Many candidates are re-presented in full Committee, which again may consider a single case for a half hour or more. Full Committee generally meets in the first week of December for Early Action and from the end of the first week of March to the end of the third week of March for Regular Decision.

INTERVIEW PROFILE NUMBER

In some areas, the increase of applicants we have seen in recent years has necessitated the development of new tools and processes to manage incoming requests. In an effort to aide S&S Chairs burdened by an increasing demand for interviews, we have developed the Interview Profile Number (IVP) system, which may be implemented at the discretion of the local S&S Chair and the corresponding admissions representative. Interviewers will not see the IVP of a candidate.

Admissions officers have the option to assign an applicant an interview profile of 1, 2, 3, or 4. The numbers correspond as listed below:

- 1 – Please have interview report in as soon as possible.
- 2 – Please have interview report in by the sub-committee deadline.
- 3 – Please have interview report in by December 1 (EA) or March 1 (RD).
- 4 – No additional information needed at this time.

ASSIGNING INTERVIEWS

Interviewing Requests. Please refer to the S&S website's instructions, which are updated each year and during the year with important changes, for instructions about assigning interviews using the site's assigning function. This function replaces the e-mail lists sent to chairs in previous years.

Ensuring alumni/ae interview a sufficient number of applicants. You should talk with each Schools Committee member about his or her interviewing availability—e.g., in which areas he or she would prefer to interview applicants, when, and how many—before he or she commits to interviewing. The Admissions Committee appreciates the effort it takes to interview even a single applicant. Yet, the Committee believes that alumni/ae offer more valuable assessments of applicants if they interview between four and six students—as a minimum, ideal range—in a given admissions season. This can expand interviewers’ perspective of individual candidates, the applicant pool, and the admissions process.

While the Admissions Committee prefers that every alumnus/a who interviews meets with between four and six students in a given admissions season, we understand that you will occasionally need to fill interview assignment gaps with ad hoc interviewers when more active interviewers are away on business, vacationing, ill, or even incommunicado.

“Matching” applicants with interviewers. The Admissions Committee recommends assigning interviews on the most pragmatic and efficient basis possible. Where does the applicant live or go to school relative to where interviewers live? How many interviews has a particular alumnus/a conducted and do they have time for another? These answers to these questions, above all else, should inform how you assign interviews. The assignment feature of the website does not permit chairs to see an applicant’s extracurricular interests, which of course prevents chairs from assigning interviewers candidates based on these interests.

The Admissions Committee recommends *against* a conscious policy of matching interviewers and applicants by race or ethnicity, should the interviewer happen to know an applicant’s race or ethnicity. Some applicants have reported to us that they felt as if they were being “specially screened” by meeting with an alumnus/a of similar ethnicity, and that their racial identity—more than their academic achievements, extracurricular passions, and personal qualities—was under scrutiny. “Matches” will occur in the normal process of assigning interviews, however, and such assignments should be allowed to proceed.

Ensuring interviews have been completed. As you might recall from the Interviewer Handbook, we encourage all alumni/ae to keep one copy of each of their interview reports for their records, to send a second copy to you, and a third copy to the Admissions Office. We encourage alumni/ae to keep one copy themselves in case we need to contact them for a duplicate or so that they might be able to refer to their reports should the area representative have additional questions about the interview. The Admissions Committee encourages them to provide you a copy for the same reasons. More importantly, the copy you receive might serve as the best notice that an alumnus/a has completed an interview assignment.

Alumni/ae Web Portal enhancements. As usual, we are constantly working to improve and enhance the web services available to chairs and interviewers. We hope you will take the time to explore the updates as well as let us know if you have any suggestions for the future.

Please log in to the site using your current access code (PIN) and become familiar with the site. If you don’t remember your access code, please use the “Forget your Access Code?” link on the login page in order to have the code sent to your email address on record. As you navigate the site you can be assured that you cannot break anything or accidentally delete yourself. Please find the site at:

<https://admapp.admissions.fas.harvard.edu/hancvo/alumni/haServices.do>

Please begin by reviewing your profile and edit the contact information accordingly. If you have more than one email address, we would encourage you to use your post.harvard.edu address. Please note that the site bears similarities with its predecessor, but is considerably different given its services and functions. Should you have questions about the site’s functionality or suggestions for

its improvement, you should first contact Elizabeth Adams, SSinfo@fas.harvard.edu, with questions. You may also contact your local area representative.

Some volunteers object to submitting reports to area chairs and thus (it might so be perceived) subjecting them to “checking.” If anyone raises this concern with you, you can point out that reports are going to be read by a fair number of people on the Admissions Committee, often including members of the faculty, and that they should therefore be written, even when negative in content, in a professional manner.

Remind alumni/ae that, for their own sake and for the sake of meeting Committee deadlines promptly, they need not feel pressured to polish the prose of a report on a candidate with whom they have been very impressed. We are far more concerned with the content of reports—and their judgments—than their style.

Despite your pleas, some interviewers will forget to let you know they are vacationing, away on business, or ill, which can often result in reports languishing for two to three weeks. Should you not hear from interviewers or see interview reports for that length of time after assigning them, you should follow-up with the appropriate alumnus/a and, if necessary, re-assign the interview.

RANKING MEETINGS

After completing all the season’s interviewing, some Schools Committees hold ranking meetings to compare the qualifications of local candidates. Comparing candidates within a Schools Committee gives alumni/ae a reasonable approximation of the Committee process in Cambridge. If the Schools Committee applies roughly the same standard of selectivity as the Admissions Committee, alumni/ae can better understand the strengths necessary for candidates to make it successfully through the admissions process. Alumni/ae also have the opportunity to temper their own judgments of candidates when they hear how other alumni/ae have evaluated other students.

Rankings of candidates are valuable to area representatives in Cambridge for the input they provide and to Schools Committee members for the information they share. Any Schools Committee member who has had a greater than usual share of either strong or weak applicants for the year can also put his or her own interviewees in perspective and understand better the decisions made in Cambridge. Ranking meetings also provide valuable exposure for new interviewers.

Holding a ranking meeting requires considerable time and effort. Recommendations from ranking meetings are most valuable if *every* applicant from a given area is interviewed, if all interviewers have the opportunity to introduce any candidate for the Schools Committee’s consideration, and if all of this work can be completed *before* subcommittee meetings in Cambridge.

Ranking meetings can provide the Admissions Committee additional perspective on candidates. Alumni/ae should keep in mind that recommendations Schools Committees make for candidates after a 60-minute interview and ranking meeting discussions are additional elements that the Committee weighs in the context of all other information in an applicant’s file in Cambridge.

Suggestions for the meeting. Should you hold a ranking meeting, use whatever format suits your Schools Committee best (e.g., by area, by subcommittee chairs, etc.). However you choose to structure the meeting, you should approach the ranking meeting in a fashion similar to the Committee process described in the Interviewer Handbook, indicating which candidates received the strongest support, etc., from your Schools Committee. Do not split hairs over numerical ratings as the strongest determinants for where you should rank candidates. As the Interviewer Handbook states, the Admissions Committee does not expect to achieve anything approaching national consistency with the use of numerical ratings, so we use them in the most general way to show whether an interview was favorable or unfavorable.

It is just as important to indicate to your area representative which candidates received strong majority support as it is to indicate which candidates received strong support from a minority of the Schools Committee. This information can be useful to the Admissions Committee. And representing strong interest from a minority of Committee members appreciates the hard work they did throughout the year and can reduce possible friction over whose candidates won the most votes.

Transfer Interviewing

As a Schools Committee chairperson, you might be asked to arrange an interview for a few transfer applicants in March or April. Unlike interviewing for freshman admission, we do not request an interview unless we have determined, from reading the application, that the student has a very reasonable chance of admission.

D

CONFIDENTIAL

HARV00018539

DX025.0088

STANDING COMMITTEE ON ADMISSIONS AND FINANCIAL AID IN
HARVARD COLLEGE
2011-2012

The Standing Committee on Admissions and Financial Aid in Harvard College has responsibility to oversee the admission of students to the College and the administration of the financial aid program which, in recent years, has provided support for seventy percent of undergraduates.

Committee members are appointed by the Dean of the Faculty of Arts and Sciences and must be members of the Faculty. The Dean of Admissions and Financial Aid has traditionally been appointed chairman of the Committee by the Dean of the Faculty.

In practice, the Committee serves a variety of functions, but basic to its efforts is the determination of admissions and financial aid policy. In fact, policy is often derived from practice by the manner in which the Committee votes admission or rejection to the applicants. The decision to admit a student with one set of characteristics over a second applicant with other characteristics creates admissions policy. In addition, the members of the Committee serve as interpreters of the admissions policy to the Faculty at large and in turn bring faculty opinion to the Committee. Members are chosen from each of the three broad areas of scholarship and represent as well such student-sensitive positions as Masterships, the Freshman Dean's Office and athletics.

Few faculty members are able steadily to devote large amounts of time to the Committee's work. The process of representing, recruiting, evaluating, and admitting applicants and determining their financial aid is an extraordinarily arduous and time-consuming task. The day to day operation, therefore, has been carried on largely by the full-time admissions staff. Although it is efficient, this arrangement is far from ideal. The recruitment of members of the Faculty who will be able and willing to spend significant time with the Committee operation is as necessary to the health of the Committee as a successful admissions operation is to the health of the Harvard community. The Committee finds itself obliged to work with multiple constituencies: faculty members, applicants, their teachers, parents, undergraduates, alumni/ae, and government and various special interest groups. The Committee operates best when its collective membership can relate to all these constituencies.

Finally, it should be noted with pride that the Committee has a long tradition of independence from inappropriate pressures. Decisions have always been made solely by the Committee. No one from the Office of the President, the Alumni Office, or anywhere else inside or outside the University has pre-empted the Faculty Committee's responsibility to vote every case. The Harvard admissions operation stands unique in both its vitality and its independence. Without the Faculty Committee's active participation neither would be possible.

Revised by MEM
18 October 2004

E

HIGHLY CONFIDENTIAL - ATTORNEYS' EYES ONLY

HARV00018541

DX025.0090

Reading Procedures, Class of 2016

I. UPDATE PROCEDURES

FIRST READERS are expected to verify that the information on the Summary Sheet matches the information supplied by the candidate on the application, paying particular attention to the items highlighted below. If any information is **missing** or **incorrect**, changes should be made using the UPDATE/PROFILE sheet provided in the folder (sample attached) and noted in the appropriate places on the Summary Sheet. One exception: School code changes must be made by PDF/KAH (and NOT on the UPDATE/PROFILE sheet).

From now on we will report exactly what the applicant reports as ethnicity on the application. **Readers should update information regarding Ethnic Codes only if ethnicity is checked on the application, but not recorded on the computer.**

The following list of our existing historical codes is for your reference:

A - Asian American	NH - Native Hawaiian
B - Black/African American	NA - Native American
M - Mexican American	O - Other
H - Hispanic (not clearly "M" or "P")	P - Puerto Rican
	W - White/Caucasian

In addition to these previous ethnic categories, the following codes follow the new government reporting guidelines:

- **Hispanic or Latino**
XCM—Central America, **CUB**—Cuba, **MEX**— Mexico , **PRI** — Puerto Rico, **XSM** — South America, **ESP**—Spain, **XOH**—Other
- **American Indian or Alaska Native**
XAN —Alaska Native, **XCW** —Chippewa, **XCH** — Choctaw, **XCK**—Cherokee, **XNV**—Navajo, **XSX** — Sioux, **XON** -Other
- **Asian**
CHN — China, **IND**— India, **JPN** — Japan, **KOR**— Korea, **PAK**—Pakistan, **PHL** — Philippines, **VNM**— Vietnam, **XEa** — Other East Asia, **XIS** -Other Indian Subcontinent, **XSA** - Other Southeast Asia
- **Black or African American**
XAA - U.S./African American, **XAF** — Africa, **XCb** — Caribbean, **XOA** - Other
- **Native Hawaiian or Other Pacific Islander**
GUM—Guam, **XHI**—Hawaii, **ASM** — Samoa, **XOP**—Other Pacific Islands (excluding Philippines)
- **White Options**
XEU —Europe, **XME**— Middle East **XOW** - Other

Note that foreign citizens are listed as such, (without an ethnic code,) no matter what they have checked on the application.

In short, the ethnic codes on the Summary Sheet will come from:

- Demographic fields the candidate checked on the application
- Information the student supplied when registering for College Board tests

- **CITIZENSHIP CODE / COUNTRY OF CITIZENSHIP:** Please verify the citizenship code and country of citizenship for each applicant. There are four options on the application that can be checked: (1) U.S. Citizenship, (2) U.S. Dual Citizenship, (3) U.S. permanent resident and (4) "Other" or foreign citizen.

The applicant holds only American citizenship.

APP: The box "U.S citizen" is checked with no other country of citizenship listed.

SUMMARY SHEET: Should read "CITZ: United States of America"

The applicant is a dual U.S. citizen, (a citizen of both the U.S. and another country).

APP: The box "U.S./dual U.S. citizen" is checked with another country listed to the right.

SUMMARY SHEET: Should read "CITZ: United States/<other country>"

The applicant is a U.S. Permanent Resident.

APP: The box "U.S. Permanent Resident" is checked with another country listed.

SUMMARY SHEET: Should read "CITZ: PERM RES / <other country>"

Caveat: If an applicant has checked the U.S. Permanent Resident box but notes that his or her application for permanent residency (or "green card") is pending, that applicant should be recoded as "Other citizenship." We must prepare an I-20 form if the applicant is admitted and the application for residency is still pending, and the citizenship code is the only way we know to do this.

The applicant is a foreign citizen.

APP: The box "Other citizenship" is checked with a foreign country listed to the right.

SUMMARY SHEET: Should read "CITZ: <other country>"

PLEASE NOTE: The accuracy of our citizenship coding is CRUCIAL. Miscoding affects many of the important statistics we are required to compile (including ethnicity), and we need to keep careful track of who needs a visa to study in the

United States.

- **SCHOOL CODE:** If an applicant is coded to the wrong school, please fill out a school code update form and leave the form, along with the folder, in the school code update basket located in the fileroom annex. If the student needs to be read by the chair, first readers should pass the folder on to the chair along with the school code update form, so that the student will be coded out in a timely fashion and the chair will know to submit the folder for recoding. If the required recoding alters the docket and first reader assignment, please turn the folder in immediately and indicate that fact on the school code update form, so that the operations team can ensure that the interview is reassigned to the appropriate club and group and the folder is passed along to the appropriate reader.
- **SEX:** Occasionally the gender designation reported on the Common Application is coded incorrectly in our system. Such a coding error should be corrected. Please note that gender coding is optional and in the case of an applicant who does not designate a gender on the Common Application, any previous gender designation by that applicant (on tests, etc.) will override a blank gender designation.
- **COMMUTER:** Readers should use "C" (commuter) or "R" (resident).
- **LINEAGE:** Folders are occasionally coded incorrectly. Use the UPDATE/PROFILE sheet to change parents' college and/or graduate school. In the case of an H/R College son or daughter, the folder should be read by WRF, following the normal reading process, if the decision might require special handling or if another reading might be helpful.
- **FACULTY, STAFF:** Code ONLY children of professors at the Faculty of Arts and Sciences as an "F"; children of faculty from other parts of the University as well as children of administrative staff should be coded "S" on the UPDATE/PROFILE sheet. **Please be careful to apply faculty and staff coding where appropriate as we need to keep accurate statistics on these applicants. All "F" and "S" folders should be sent to WRF after the normal reading process has been completed.**
- **ACCESSIBLE EDUCATION OFFICE (AEO) REFERRALS:** Code all applicants who may require special accommodations due to disabilities or special needs with the AEO flag on the UPDATE/PROFILE sheet. We can then provide a list to assist the AEO and FDO in providing accommodations when appropriate.
- **ATHLETE:** Use the number "7" to alert coaches to an athlete with potential to play for Harvard. Be sure the appropriate sport is listed as the first extracurricular activity. **DO NOT CHANGE ANY PRE-CODED ATHLETE.**

- **SCORES:** We hope to relieve readers from having to update the scores of any applicant. Applicants will know by checking the website which scores are in our files. They can report scores (which will be marked 'unofficial') as they like. By the time you are reading, we hope the vast majority of applicants will have checked the website and updated tests. They will be reminded to do so in the acknowledgement letter.

You can check scores by logging in to the alum portal:

<https://admapp.admissions.fas.harvard.edu/hanevo/alumni-loginHA.do?fp>

Once on the welcome page, you will find a link, (located on the left frame) named "Find Applicants." When chosen, the link takes you to the FAS PIN system login page where you will enter your HUID and FAS PIN. Once your HUID is validated, you will be routed to a search page, allowing you to search for applicants, displaying the results in committee screen fashion. Scores are available beneath the searched applicant.

You should almost never need to update scores. If you do, they will merely be another set of unofficial tests. Applicants are on notice that they are responsible for changing 'unofficial' to 'official,' which they can only do by getting scores sent by CEEB/ACT. Paper copies of scores sent via fax, email attachment or U.S. mail are not considered official.

If, however, you have a case with no scores on the reader sheet that you feel is worth committee discussion, enter the scores as unofficial on the UPDATE/PROFILE sheet. If the scores appear on the transcript, bring the folder to KAH who will be able to note them, mark them as unofficial, and verify them later.

We receive secure web downloads of scores, so we do not have to wait for the scores to be mailed to us. Applicants are told not to use 'rush reports,' but if they do, they will arrive electronically as soon as they are scored.

- **FERPA:**
This year we will be importing the applicant's FERPA selection as indicated on the Secondary School Report (SSR), alleviating the need for readers to record the FERPA selection. The import is intended to capture all online submitted SSR FERPA selections. A final spot-check on the admitted class (waitlist and deferred included) will then be performed, updating applicant files as needed.

II. CODING GUIDELINES FOR SUMMARY SHEETS

All readers must code a preliminary overall rating, a profile, the school support, and the interview(s) (using the codes below and pluses and minuses). Writing prose comments is left to the discretion of the reader.

Overall

1. Tops for admission: Exceptional – a clear admit with very strong objective and subjective support (90+% admission).
2. Strong credentials but not quite tops (50-90% admission).
3. Solid contender: An applicant with good credentials and support (20-40% admission).
4. Neutral: Respectable credentials.
5. Negative: Credentials are generally below those of other candidates.
6. Unread.

First readers should code "threes" (and "fours" if they wish on occasion) as follows:

3+=673: Someone for whom late information could easily lead to admission

3 =683: Standard strong, but could be admitted if substantial new info elevates the case.

3-=693: Solid but would need unusually strong new information to make it.

4+=x74:

Etc.

X=6 if coded out by the first reader, otherwise it is the third reader's rating. The 7,8,9 rating can be used by the first or third reader, the latter's reading superseding that of the first reader. No overall ratings should be changed in the meetings, but others may be updated.

Academic

1. Summa potential. Genuine scholar; near-perfect scores and grades (in most cases) combined with unusual creativity and possible evidence of original scholarship.
2. Magna potential: Excellent student with superb grades and mid-to high-700 scores (33+ ACT).
3. Cum laude potential: Very good student with excellent grades and mid-600 to low-700 scores (29 to 32 ACT).
4. Adequate preparation. Respectable grades and low-to mid-600 scores (26 to 29) ACT).
5. Marginal potential. Modest grades and 500 scores (25 and below ACT).
6. Achievement or motivation marginal or worse.

Extracurricular, Community Employment, Family Commitments

1. Unusual strength in one or more areas. Possible national-level achievement or professional experience. A potential major contributor at Harvard. Truly unusual achievement.
2. Strong secondary school contribution in one or more areas such as class president, newspaper editor, etc. Local or regional recognition; major accomplishment(s).
3. Solid participation but without special distinction. (Upgrade 3+ to 2- in some cases if the e/c is particularly extensive and substantive.)
4. Little or no participation.
5. Substantial activity outside of conventional EC participation such as family commitments or term-time work (could be included with other e/c to boost the rating or left as a "5" if it is more representative of the student's commitment).
6. Special circumstances limit or prevent participation (e.g. a physical condition).

Athletic

1. Unusually strong prospect for varsity sports at Harvard, desired by Harvard coaches.
2. Strong secondary school contribution in one or more areas; possible leadership role(s).
3. Active participation.
4. Little or no interest.
5. Substantial activity outside of conventional EC participation such as family commitments or term-time work (could be included with other e/c to boost the rating or left as a "5" if it is more representative of the student's commitment).
6. Physical condition prevents significant activity.

Personal

1. Outstanding.
2. Very strong.
3. Generally positive.
4. Bland or somewhat negative or immature.
5. Questionable personal qualities.
6. Worrisome personal qualities.

School Support

1. Strikingly unusual support. "The best ever," "one of the best in x years," truly over the top.
2. Very strong support. "One of the best" or "the best this year."
3. Above average positive support.
4. Somewhat neutral or slightly negative.
5. Negative or worrisome report.
6. Neither the transcript nor prose is in the folder.
9. Transcript only. No SSR prose.

PLEASE NOTE: Support is coded teacher one, teacher two, then counselor. Teacher three and teacher four are optional, if applicable.

GPA and GPA Scale:

The Academic Index is now calculated using GPA and GPA Scale. Therefore, the area person must provide a GPA AND GPA Scale for each applicant. These will be converted automatically to the 20 to 80 scale in NEVO.

Here are the rules according to the AI instructions:

1. **GPA generally:** The secondary school GPA should be taken as presented on the secondary school transcript; when both unweighted and weighted GPAs are presented, the unweighted GPA should be used. (If there is a question as to whether the school is using an unweighted or weighted system, the scale should be defined as unweighted, based on what the A grade earns in a regular course.)
2. **GPA scales and conversions from Table II:** Table II, the "CGS General Conversion Table" (formerly Table III, the values are unchanged), should be used for the GPA scales shown (100-points, 11.0/12.0, 7.0, 6.0, 4.0, A-D) even if the transcript or secondary school profile provides a conversion to a Table II scale.
3. **"High" GPA systems:** Although some secondary school transcripts show that GPAs may be routinely higher than the nominal highest grade on the scale, it is difficult to generalize about these practices. For example, especially with regard to schools that use 4.0 scales, there are high schools in which a high percentage of GPAs may be above 4.0 but also schools in which the highest GPA achieved is routinely far below 4.0. For 2011-12, Table II will continue to provide, based on experience across the league to date, that for some scales the highest nominal GPA will have a CGS below 80 and for others a CGS of 80 will begin at the highest nominal GPA.
4. **Scales not provided on Table II:** Given the relatively small number of admitted and matriculated students for whom Table II scales are not provided, it is preferable not to create new scales if possible. In such cases, a GPA on a 4.0 scale should be calculated using the following formula, and a CGS then derived using the 4.0 scale on Table II: $HSGPA/HSGPA\ scale = "x"/4.0$, where "x" becomes the value from which the CGS is derived. For example, if on a 5.0 scale a student has a 4.8 GPA (whether the scale's top grade is A or A+), the formula is $4.8/5.0 = x/4.0$. $X=3.84$ and the CGS = 73.

This calculation will be done automatically in NEVO when you provide the GPA and GPA Scale used by the school.

- 5. Calculating GPA when not provided by the secondary school:** When the secondary school does not calculate/report a GPA, the institution should calculate an unweighted GPA based on the secondary school's grading scale, using all courses for which grades and credit hours are provided, and weighting semester grades as one-half full-year grades. ***Enter the GPA and GPA Scale on the update/profile sheet.***
- 6. GPA period:** GPA data always should be for more than one year, including 10th and 11th grades, 9th grade when available, and official trimester or semester grades (as opposed to midterm grades) in the student's current year if available at the time the decision is made. If "official" grades from the current year are available but are not counted in the school's cumulative GPA, they should be added to the cumulative GPA and weighted appropriately: e.g., grades for first semester or trimester of senior year would be weighted as one-half or one-third year, respectively.*
- 7. GPA's from multiple schools and repeat years:** When a student has attended multiple secondary schools (including a post-graduate year), all GPAs provided by the schools should be used to the extent possible (see #5 above when a school has not provided a GPA) and weighted as in #6 above. If the institution believes this result is not logical and fair, it should describe what approach it believes is better, subject to the Ivy League Admissions Committee's agreement.
- 8. For applicants from Canada:** For a Canadian GPA where the passing grade is 50%, add 15 points to the academic average before determining the CGS. If the passing grade is 60% add 10 points. If the passing grade is 70%, add nothing. ***Please add the extra points to the GPA before entering the results on the update/profile sheet – ie.. for a GPA of 86 where 50% is passing, 101 should be entered in GPA.***
- 9.** Follow the procedures listed below for AI calculations for students from schools that do not follow the American curricular system.

"International School" AI calculations

For all national curricula, unless specified otherwise elsewhere, include all courses as part of the GPA calculations.

Generally: Except as provided here, each school should calculate GPAs from international schools as it seems most appropriate; such calculations then should be

* When institutions calculate "final" all-class AI data for full admit cohorts in the spring and matriculant cohorts in the fall, athletes' AIs should be calculated in the same manner as non-athletes' AIs so that all AIs in the cohort data are calculated identically. The athlete's individually reported AI will continue to be the AI used at the time s/he received a likely or admissions decision, unless later testing or GPA information raised the AI (see E-8 below).

reviewed during the spring meetings to determine what standardization might be agreed on. Institutions are encouraged to circulate questions during the year to determine what other institutions are doing and if a consensus exists that could or should be followed.

1. International Baccalaureate Systems:

Use the following equivalents to calculate a GPA:

$$7 = A+ = 4.3$$

$$6 = A = 4.0$$

$$5 = B = 3.0$$

$$4 = C = 2.0$$

$$3 = D = 1.0$$

- If the applicant is taking a gap year, actual two-year IB results are used.
- In the absence of final marks, use predicted marks. If predicted marks are not available, use internal grades.
- For IB schools in the U.S., use the course values given on the transcript; for IB schools outside the U.S., double the weight for Higher Level courses as opposed to the Standard Level courses.
- Use the same standards for "domestic" applicants as to "academic" versus "all" courses.

2. British systems:

Count all GCSE (= O Level), AS and A level results in order to calculate a GPA:

$$A^* \text{ (same as A+)} = 4.3$$

$$A = 4.0$$

$$B = 3.0$$

$$C = 2.0$$

$$D = 1.0$$

- If the applicant is taking a gap year, actual A-Level results should be used.
- A Level grades are given double the weight of AS and GCSE grades.
- Internal grades are usually not available and should not be used if they are.
- In the absence of final marks, predicted A-Level grades should be used when available.

3. Pre-U Program (New British System)

Use only Principal Subjects with the following conversions for British Pre-U programs:

$$D1 = A+/4.3$$

$$D2 = A+/4.3$$

$$D3 = A/4.0$$

$$M1 = B+/3.3$$

M2 = B/3.0
M3 = B-/2.7
P1 = C-/1.7
P2 = D/1.0
P3 = D-/0.7

4. Singapore schools following standard JC grading conventions

Include H1 (GP, Project, etc.) & H2 predictions on a 4.0 scale to calculate GPA.

Double weight for H2 marks. For H3, the scale is:

- Distinction = A/4.0
- Merit = B/3.0
- Pass = C/2.0

Double H3s as well. If provided, include O Level/GCSE marks in calculation of GPA with a single weight like we do with the British System.

5. Australia

Push schools for a transcript of some sort. If all else fails and you are given the state final exam result or prediction (ex: UAI for NSW, OP for Queensland), use that.

6. New Zealand

For courses in which there is the possibility to get more than a grade of Achieved:

- Excellent = A/4.0
- Merit = B/3.0
- Achieved = C/2.0
- Not Achieved = F/0

For courses graded only Achieved/Not Achieved, we will consider these the same as Pass/Fail, so a mark of Achieved will not be included when calculating GPA.

TABLE II : Used for calculating Converted Gradepoint Score (CGS)

Percentage Average	11.0/12.0 Scale Average	7.0 Scale Average	6.0 Scale Average	4.0 Scale Average	Letter Grade Equivalent to 4.0	CGS
98.00 and above	12.00 and above	7.00 and above	6.00 and above	4.30 and above	A+	80
97.00 - 97.99	11.70 - 11.99	6.70 - 6.99	5.70 - 5.99	4.20 - 4.29		79
96.00 - 96.99	11.40 - 11.69	6.40 - 6.69	5.40 - 5.69	4.10 - 4.19		78
95.00 - 95.99	11.00 - 11.39	6.00 - 6.39	5.00 - 5.39	4.00 - 4.09	A	77

94.00 - 94.99	10.70 - 10.99	5.90 - 5.99	4.90 - 4.99	3.90 - 3.99		75
93.00 - 93.99	10.40 - 10.69	5.80 - 5.89	4.80 - 4.89	3.80 - 3.89		73
92.00 - 92.99	10.00 - 10.39	5.70 - 5.79	4.70 - 4.79	3.70 - 3.79	A-	71
91.00 - 91.99	9.80 - 9.99	5.60 - 5.69	4.60 - 4.69	3.60 - 3.69		70
90.00 - 90.99	9.50 - 9.79	5.50 - 5.59	4.50 - 4.59	3.50 - 3.59		69
89.00 - 89.99	9.30 - 9.49	5.40 - 5.49	4.40 - 4.49	3.40 - 3.49		68
88.00 - 88.99	9.00 - 9.29	5.30 - 5.39	4.30 - 4.39	3.30 - 3.39	B+	67
87.00 - 87.99	8.70 - 8.99	5.20 - 5.29	4.20 - 4.29	3.20 - 3.29		66
86.00 - 86.99	8.40 - 8.69	5.10 - 5.19	4.10 - 4.19	3.10 - 3.19		65
85.00 - 85.99	8.00 - 8.39	5.00 - 5.09	4.00 - 4.09	3.00 - 3.09	B	63
84.00 - 84.99	7.70 - 7.99	4.90 - 4.99	3.90 - 3.99	2.90 - 2.99		61
83.00 - 83.99	7.40 - 7.69	4.80 - 4.89	3.80 - 3.89	2.80 - 2.89		59
82.00 - 82.99	7.00 - 7.39	4.70 - 4.79	3.70 - 3.79	2.70 - 2.79	B-	57
81.00 - 81.99	6.75 - 6.99	4.60 - 4.69	3.60 - 3.69	2.60 - 2.69		55
80.00 - 80.99	6.50 - 6.74	4.50 - 4.59	3.50 - 3.59	2.50 - 2.59		53
79.00 - 79.99	6.25 - 6.49	4.40 - 4.49	3.40 - 3.49	2.40 - 2.49		51
78.00 - 78.99	6.00 - 6.24	4.30 - 4.39	3.30 - 3.39	2.30 - 2.39	C+	49
77.00 - 77.99	5.70 - 5.99	4.20 - 4.29	3.20 - 3.29	2.20 - 2.29		48
76.00 - 76.99	5.40 - 5.69	4.10 - 4.19	3.10 - 3.19	2.10 - 2.19		47
75.00 - 75.99	5.00 - 5.39	4.00 - 4.09	3.00 - 3.09	2.00 - 2.09	C	46
74.00 - 74.99	4.70 - 4.99	3.90 - 3.99	2.90 - 2.99	1.90 - 1.99		45
73.00 - 73.99	4.40 - 4.69	3.80 - 3.89	2.80 - 2.89	1.80 - 1.89		44
72.00 - 72.99	4.00 - 4.39	3.70 - 3.79	2.70 - 2.79	1.70 - 1.79	C-	42
71.00 - 71.99	3.5 - 3.99	3.60 - 3.69	2.60 - 2.69	1.60 - 1.69		40
70.00 - 70.99	2.5 - 3.49	3.50 - 3.59	2.50 - 2.59	1.50 - 1.59	D+	38
Below 70.00	Below 2.5	Below 3.5	Below 2.5	Below 1.50	D	35

INTERVIEWS:

The final reader should also record the personal and overall ratings from the most credible staff and alumni interview reports in the folder.

INTERVIEW PROFILE (IVP):

Below is the language for uniform implementation of the Interview Profile number (IVP) for use with all Schools and Scholarship Chairs. The IVP will serve as a guide for Chairs to know when our office needs the reports, and therefore how quickly they need to be assigned. All interviewers will be told that they should submit their interview report no later than two weeks after receiving the interview assignment.

1. Please have interview report in as soon as possible.
2. Please have interview report in by the sub-committee deadline.
3. Please have interview report in by December 1 (EA) or March 1 (RD).
4. No additional information needed at this time.

This language has been distributed to the S&S chairs via email and can also be found in the updated handbook and website instructions. (Please ask Liz Adams if you need help accessing the site). **Please have a conversation with your chairs to determine if**

you wish to use the IVP, and please make clear that this information should not be shared with other interviewers or applicants. If your chairs have additional clerical or operational questions about the IVP, please direct them to email Liz at SSinfo@fas.harvard.edu.

When reading, please input your IVP code in the relevant spot on the purple code-out sheet. If you are passing the folder to your chair and you decide that you need the interview ASAP in the meantime, please input your IVP on the orange sheet and hand that in separately. **In this instance, still record the IVP on the purple sheet so that your chair knows what you have coded. This will help the data entry team by minimizing the possibility of conflicting numbers.**

PROSE COMMENTS:

If the folder will most likely be discussed in Committee, first readers should note on the Summary Sheet important academic and extracurricular accomplishments that are particularly pertinent to the case. It is also helpful to reference teacher reports or other items that may be crucial to our evaluation of the case. In addition to numerical ratings, readers should try to summarize the strengths and weaknesses of the folder in brief paragraphs or comments. Avoid slang and jargon and try to identify the special strength of the candidate, if any. REMEMBER - your comments may be open to public view at a later time.

III. FOLDER ROUTING

INADVERTENTLY CLEARED FOLDERS: Occasionally, folders will be mistakenly "cleared" (considered complete) and placed in your basket. (The cause is usually an inappropriately pulled inventory card.) The applicant will not know that the folder is still incomplete, because when he or she checks the application's status on-line, the database will indicate that the folder is complete. Return the file to the Records Room and give it to Ian/Jenn with a note indicating what is missing. Do not place wrongly cleared folders into the misfile box. Any material that is misfiled in a folder should be put in the misfile box as soon as possible. The misfile will often be critical to clearing another folder.

FOLDERS SHOULD BE READ AND PASSED IN A TIMELY FASHION: Readers should take care to not allow folders to pile up. First readers need to read folders from all assigned dockets as they clear, not just those whose subcommittee meets first. This is important, and we will monitor reading progress centrally. If you need help keeping up for whatever reason, let us know immediately. Readers should place their

completed folders immediately in the basket of the next reader or in the code-out box in the Fileroom Annex. First-time readers will have a separate code-out box.

SECOND READERS: Except by new readers (for whom special routing instructions are provided below), second readings should be used only in the rarest of instances:

- A) If three readings are needed for a complex case.
- B) If the case raises issues of policy.
- C) If the case would be greatly helped by a second reading from the former area person or someone with special knowledge of an area or type of case.

No second reader will ordinarily be assigned. If you want/need a second reading, consult the enclosed docket assignment sheet to identify other readers on your docket. Try not to burden one person inordinately.

FIRST-TIME READERS: New readers should have their first fifty Early Action folders read by the docket chair as well as any other subsequent folders that might help instruct the new reader in future evaluations.

GENERAL ROUTING RULES:

1) A folder should be passed directly to the third reader:

- If the first reader rates a folder a "2-" or better (ie. a case the first reader thinks should be admitted)
- If the folder will definitely (or almost definitely) be discussed in Committee.
- If you want the third reader's opinion or want simply to have the third reader informed about the case. (Such cases probably should be coded out first.)

If the first reader has a significant degree of uncertainty about how to proceed with the case, he or she should consult the docket chair.

2) A case rated a 3+ may be coded out or passed to the chair. The first reader should consider carefully the likelihood that additional anticipated information (e.g., a superior music rating) will make the case more compelling, in which case the folder should be passed to the chair. If there is no further information anticipated and the case is qualitatively a 3+ (a strong case but like many others), an experienced first reader can code out.

- 3) Typically a case rated a "3" or less with no particular attribute that would make it competitive can be coded out. Obviously late information or school context could change this initial evaluation. The first reader, as an advocate, must be doubly certain to check all late information that might make a difference to the case prior to the Committee meetings. This is particularly important for candidates whose outstanding personal qualities become evident once we have the alumni/ae interview.

Readers new to a docket should feel free to discuss with the docket chair any special guidelines about which folders should be passed on and which folders should be coded out.

All UPDATE/PROFILE sheets should be completed **FULLY (WITH INK IN LEGIBLE FORM)**, pulled from the folder, and returned to the appropriate boxes in Fileroom Annex.

Each folder includes an UPDATE/PROFILE sheet with complete names and high school information so most readers will not have to code these. However, if you need to fill out a blank sheet, **PLEASE WRITE THE COMPLETE NAME OF THE APPLICANT AS WELL AS THE SCHOOL NAME AND YOUR INITIALS ON A BLANK SHEET AVAILABLE FROM THE FILEROOM ANNEX.**

SPECIAL READINGS

- WRF should see cases that could be particularly sensitive or controversial or that raise issues of fundamental policy.
- Folders of competitive candidates who attended secondary school outside the U.S. and Canada may be passed on to the appropriate U or V docket area person or RMW if help in assessing foreign credentials is needed. Be selective- don't pass on a folder unless you are sure the applicant is both competitive and appealing or has some unusual attributes.
- Faculty readings will be done after the folder has been coded out. A memorandum will be distributed later regarding specific procedures.
- Slides/tapes/CDs/DVDs of clearly competitive candidates with an unusually strong talent may be passed on to appropriate staff/faculty. Handling of this material will be addressed through memoranda over the course of the fall.

IV. ECONOMICALLY DISADVANTAGED APPLICANTS

It has long been a priority for Harvard to seek talented students from all backgrounds, including those extraordinary individuals who are able to transcend economic disadvantages and achieve unusual academic distinction. The College Board Descriptor Plus Data is a new search technique that helps to identify through "geodemographic" means outstanding students who appear to come from less affluent communities and socioeconomic backgrounds. A student from the Access Success data search will have a "Y" printed on the reader sheet next to "HFAI Search?"

- **DISAD?**

After thoroughly reviewing the folder, if you believe the applicant is from a very modest economic background, please code a "Y" in the "Disad?" (for staff identified disadvantaged) section on the Reader and Update Sheets. In the past, admitted students who had been staff identified as "Disadvantaged=Y" were found to be economically needy 78% of the time.

In addition to the HFAI Search flag, we have included other parameters to help with your evaluation of the applicant's economic background. These can be found in the box located in the upper right of the summary sheet. They are:

- **FEE PAID:** Y or N

- **FEE WAIVED:** Y or N Note: In the past, applying for a fee waiver has been a reliable indicator of high economic need 89% of the time.

*Please note: In addition to the fee waiver forms we currently accept, we now include waivers issued by Expanding College Opportunities (ECO). ECO is a research initiative aimed at increasing the number of high-achieving, low-income students who apply to selective colleges and universities

- **HRP_REQUESTED_INFO:** Since the summer of 2005, a postcard describing the Harvard Financial Aid Initiative has been included within all search letters mailed to students. Students interested in learning more about financial aid at Harvard were asked to return the postcard or sign up online in order to be contacted by HFAI student coordinators during the summer and fall. If a student has returned the postcard from the search, or has otherwise contacted the HFAI office specifically for information about the program, they will also have a "Y" next to the "HRP_Requested_Info" designation on the reader sheet.
- **HRP:** This is a rating assigned by the students from HFAI and UMRP based on the quality of phone conversations they had over the summer. The ratings will be A, B or C. The student coordinators are supposed to provide a write-up for

only those student conversations to which they assigned A's (Tops) and C's (Not so great). These ratings do not indicate level of need.

V. OTHER ITEMS

- Acknowledgments to guidance counselors, teachers, and others: The area person may occasionally feel it worthwhile to acknowledge unusually helpful TRs and SSRs by writing a note to the author. The acknowledgment should bear in mind that the candidate may or may not be admitted. **Supplementary letters of recommendation may have already been acknowledged with a card or letter, but if not, particularly with recommenders who are alumni or others about whom Harvard might be concerned, you should call the letter to the attention of MEM or WRF and an acknowledgment will be sent.**
- Support Materials: ALL support material should be dropped into the appropriate bucket in the mailroom for sorting and scanning.
- Misfiled and missing materials: Please write "misfile" on top of any material that has been mistakenly filed into the wrong folder and return it to the misfile box in the Fileroom Annex. If a teacher report, school report or any other material that would be helpful to a competitive candidate is missing, first readers should request a copy be re-sent. Folders should be sent on to other readers unless the missing pieces are crucial. In such cases, first readers should hold onto the file and check the red folder.
- Folder items that require attention: Unanswered letters should be handled by first readers where appropriate.
- Fee Waivers: Any requests for a fee waiver should **not** be removed from the folder. However, if a fee waiver request is in the folder and was not recorded, you should add it to the special notes on the purple Profile sheet.
- Twins: Twins may confound our score file. Please be extra careful in checking and in assigning scores in these cases.

VI. SCANNING, INDEXING AND THE NOLIJ CONNECT DOCUMENT VIEWER

As you know, we have incorporated an image scanning and document viewer system into the admissions process. The system is intended to ease access to documents that have been digitally downloaded and printed but not yet filed into the applicant folder. A second process is also in place and designed to capture documents that are mailed, emailed, faxed or hand delivered. Once these documents are scanned into the system, the document viewer (noli connect) delivers an electronic copy of the document to your desktop. In the event a critical document is not in the physical folder, more than likely it will be in the image system.

We have added a basket in the mailroom to collect and sort documents received. The forms collected in these baskets should have content that is *specific* to the admission decision of the applicant and are marked as such. For example, mailed applications or supplements, letters of support, teacher reports, Harvard eval, (coach, arts, music, Harvard faculty), midyear reports, SSR's etc. So you know, we don't scan everything sent to us. There is a specific bin called "non-scannable materials." Meg Senuta manages the scanning process and Haley Frampton manages the mailroom/sorting process. Both are able to answer questions about document types if the need arises.

Documents displayed in the viewer are named by the document type. A list of those types are displayed below:

- Application
- Application Supplement
- Personal Essay
- Coach Eval
- Faculty Eval
- Arts and Music Eval
- Fee Waiver
- Interviews (alum)
- Staff Interviews
- Dean/Director Letters
- Likely Letter
- Final Report
- Letters of Support
- Midyear
- Reader Sheet
- SSR
- SSR Part II
- Counselor Eval
- Transcript
- School Profile
- Home School Supplement
- Teacher Report.

F

HIGHLY CONFIDENTIAL - ATTORNEYS' EYES ONLY

HARV00018559

DX025.0108

Class of 2015 - Overall						
	Apps	Admits	Ad Rate	Waitlists	WL Admits**	WL Ad Rate
Overall	34950	2188	6.3%	3172	31	1.0%
Asian Americans	7310	385	5.3%	784	2	0.3%
- India	1781	60	3.4%	180	1	0.6%
- Pakistan	260	10	3.8%	14	1	7.1%
- Other Indian Subcontinent	177	9	5.1%	13	0	0.0%
- China	2570	179	7.0%	328	0	0.0%
- Japan	361	20	5.5%	35	0	0.0%
- Korea	963	60	6.2%	126	0	0.0%
- Other East Asia	315	20	6.3%	40	0	0.0%
- Philippines	412	9	2.2%	30	0	0.0%
- Vietnam	406	25	6.2%	24	0	0.0%
- Other SE Asia	360	17	4.7%	29	0	0.0%
White Americans	14895	1082	7.3%	1686	22	1.3%
** WL Admit numbers included in Admits						
Please note that because the total number of applicants in a particular self-designated group is often small, a minor change in the actual number of students admitted from that group can cause the percentages to vary noticeably.						

G

HIGHLY CONFIDENTIAL - ATTORNEYS' EYES ONLY

HARV00018561

DX025.0110

Class of 2015 - C Docket						
	Apps	Admits	Ad Rate	Waitlists	WL Admits**	WL Ad Rate
C Docket	2071	117	5.6%	183	1	0.5%
Asian Americans	664	37	5.6%	75	0	0.0%
- India	59	1	1.7%	8	0	0.0%
- Pakistan	10	0	0.0%	1	0	0.0%
- Other Indian Subcontinent	11	2	18.2%	0	0	0.0%
- China	265	18	6.8%	35	0	0.0%
- Japan	70	3	4.3%	7	0	0.0%
- Korea	133	9	6.8%	16	0	0.0%
- Other East Asia	40	1	2.5%	10	0	0.0%
- Philippines	68	1	1.5%	3	0	0.0%
- Vietnam	49	3	6.1%	4	0	0.0%
- Other SE Asia	43	1	2.3%	2	0	0.0%
White Americans	758	39	5.1%	85	1	1.2%
** WL Admit numbers included in Admits						
Please note that because the total number of applicants in a particular self-designated group is often small, a minor change in the actual number of students admitted from that group can cause the percentages to vary noticeably.						



H



HIGHLY CONFIDENTIAL - ATTORNEYS' EYES ONLY

HARV00018563

Class of 2015 - NLNA Overall						
	Apps	Admits	Ad Rate	Waitlists	WL Admits**	WL Ad Rate
NLNA Overall	34008	1846	5.4%	2894	29	1.0%
Asian Americans	7225	353	4.9%	764	2	0.3%
- India	1777	58	3.3%	179	1	0.6%
- Pakistan	260	10	3.8%	14	1	7.1%
- Other Indian Subcontinent	175	8	4.6%	13	0	0.0%
- China	2526	167	6.6%	316	0	0.0%
- Japan	341	11	3.2%	32	0	0.0%
- Korea	953	56	5.9%	122	0	0.0%
- Other East Asia	329	17	5.2%	38	0	0.0%
- Philippines	405	5	1.2%	29	0	0.0%
- Vietnam	405	24	5.9%	24	0	0.0%
- Other SE Asia	359	17	4.7%	29	0	0.0%
White Americans	14193	840	5.9%	1467	20	1.4%
** WL Admit numbers included in Admits						
Please note that because the total number of applicants in a particular self-designated group is often small, a minor change in the actual number of students admitted from that group can cause the percentages to vary noticeably.						

HIGHLY CONFIDENTIAL - ATTORNEYS' EYES ONLY

HARV00018565

DX025.0114

Class of 2015 - NLNA C Docket						
	Apps	Admits	Ad Rate	Waitlists	WL Admits**	WL Ad Rate
C Docket	2031	104	5.1%	168	1	0.6%
Asian Americans	656	35	5.3%	73	0	0.0%
- India	58	1	1.7%	7	0	0.0%
- Pakistan	10	0	0.0%	1	0	0.0%
- Other Indian Subcontinent	11	2	18.2%	0	0	0.0%
- China	261	17	6.5%	35	0	0.0%
- Japan	68	3	4.4%	6	0	0.0%
- Korea	132	9	6.8%	16	0	0.0%
- Other East Asia	40	1	2.5%	10	0	0.0%
- Philippines	68	1	1.5%	3	0	0.0%
- Vietnam	48	2	4.2%	4	0	0.0%
- Other SE Asia	43	1	2.3%	2	0	0.0%
White Americans	727	30	4.1%	72	1	1.4%
** WL Admit numbers included in Admits						
Please note that because the total number of applicants in a particular self-designated group is often small, a minor change in the actual number of students admitted from that group can cause the percentages to vary noticeably.						

HIGHLY CONFIDENTIAL - ATTORNEYS' EYES ONLY

HARV00018567

DX025.0116

Admissions Committee Members Spring 2011

NAME	TITLE	YEARS ON ADMISSIONS COMMITTEE	HIGHEST ACADEMIC DEGREE	ETHNICITY
ANDERSON, IAN	Senior Admissions Officer & Manager of Record, Mail and Transfer Operations	9	Master's Degree	White
BANKS, ROGER	Senior Admissions Officer & Director of Recruiting	22	Doctorate	African American
BEILENSON, VALERIE	Admissions Officer	4	Bachelor's Degree	White
CLARK, JESSICA	Admissions & Financial Aid Officer	3	Bachelor's Degree	White
DEL TORO-BROWN, MONICA	Admissions & Financial Aid Officer	2	Master's Degree	Hispanic
DONAHUE, SARAH	Director of Financial Aid	14	Bachelor's Degree	White
DORAN, DEVERY	Admissions Officer	3	Bachelor's Degree	Hispanic
EARLY, DANIELLE	Admissions Officer & Director of Internet Communications	5	Master's Degree	White
EBOIGBE, PRECIOUS	Admissions & Financial Aid Officer	2	Bachelor's Degree	African American
EGGART, ELISE	Admissions Officer	4	Master's Degree	White
EVANS, BRONWEN	Admissions & Financial Aid Officer	1	Master's Degree	White

Admissions Committee Members Spring 2011

EVANS, DAVID	Senior Admissions Officer	41	Master's Degree	African American
FABER, CHAD	Admissions & Financial Aid Officer	4	Master's Degree	White
FITZSIMMONS, WILLIAM	Dean of Admissions & Financial Aid	37	Doctorate	White
GALINDO, NATHALIE	Admissions Officer	4	Master's Degree	Hispanic
GANDY, JENNIFER	Senior Admissions Officer	3	Bachelor's Degree	White
GREEN, ROSEMARY	Special Senior Admissions Officer	33	Doctorate	White
HARTY, SALLY	Admissions Officer & Database Manager	33	Bachelor's Degree	White
HOMER, MARCY	Special Senior Admissions Officer	30	Bachelor's Degree	White
HOWRIGAN, KAITLIN	Senior Admissions Officer & Database Administrator	4	Bachelor's Degree	White
IRONS, JANET	Senior Admissions Officer & Senior Associate Director of Financial Aid	28	Master's Degree	White
KAUFMANN, JONATHAN	Senior Admissions Officer & Associate Director of Financial Aid	9	Master's Degree	White
KIM, CHARLENE	Admissions & Financial Aid Officer	3	Master's Degree	Asian American

Admissions Committee Members Spring 2011

KIRKCALDY, AMY	Admissions & Financial Aid Officer	3	Master's Degree	White
LOGAN, SEAN	Admissions Officer	1	Master's Degree	White
LOOBY, CHRISTOPHER	Admissions & Financial Aid Officer	2	Master's Degree	White
MAGNUSON, MARY	Senior Admissions Officer & Assistant Director of Financial Aid for Officer Oversight and Human Resources	5	Master's Degree	White
MASCOLO, CHRISTINE	Senior Admissions Officer	10	Master's Degree	White
MCGRATH, MARLYN	Director of Admissions	24	Doctorate	White
MEAS, SOPHIA	Admissions & Financial Aid Officer	6	Master's Degree	Asian American
MILLER, DWIGHT	Senior Admissions Officer	44	Master's Degree	White
ORTIZ, LUCERITO	Admissions Officer	1	Bachelor's Degree	Hispanic
PABST, ELIZABETH	Admissions Officer	3	Master's Degree	White
PAUTZ, JAMES	Admissions Officer	5	Master's Degree	White

Admissions Committee Members Spring 2011

RICE, RICK	Admissions Officer & Director of Information Systems in Financial Aid	2	Master's Degree	African American
SWIFT, MARGARET	Senior Admissions Officer & Director of Student Employment	5	Two Master's Degrees	White
VIDRA, KATHRYN	Senior Admissions Officer & Associate Director of Financial Aid	27	JD	White
WOODS, PARIS	Admissions & Financial Aid Officer	1	Master's Degree	African American
WORTH, ROBIN	Senior Admissions Officer & Director of International Admissions	16	Doctorate	White

K

HIGHLY CONFIDENTIAL - ATTORNEYS' EYES ONLY

HARV00018572

DX025.0121

Class of 2015 - Admits	
Median Ratings	
Academic	2
Extracurricular	2
Athletic	3
Personal	2
Teacher Report 1	2
Teacher Report 2	2
SSR - Guidance Counselor	2
Reader 1 Overall	2

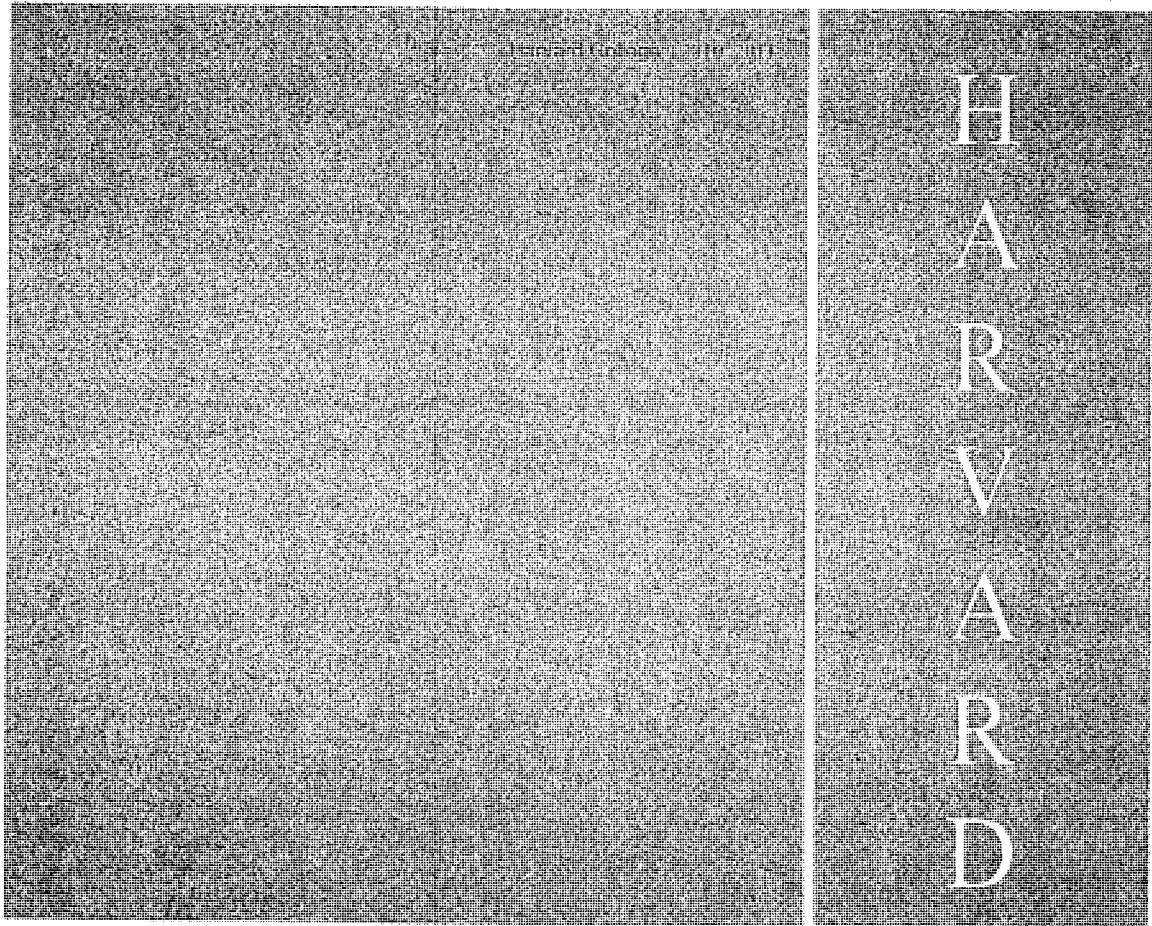


L



HARV00018574

Application to Harvard College for Fall 2011 Entrance



HARV00018575

For Entrance in Fall 2011 • Application Materials



Thank you for your interest in Harvard College. We know there are many fine colleges and universities from which to choose, and we are happy that you are looking closely at the exciting opportunities available here in Cambridge.

Our admissions procedures are designed to give you maximum freedom and flexibility to present yourself in your own words. We hope you will respond in whatever ways you feel will best demonstrate your interests and accomplishments. Here are some recommendations we hope you will consider as you complete your application.

- Candidates may complete testing (SAT or ACT with writing and two SAT Subject Tests) by using the January SAT or the February ACT dates, but we urge you to have your testing completed by the December date. Please note that in order for your application to be considered complete, your official test scores must be submitted directly to Harvard by the testing agency on your behalf.
- We no longer have an early admission program. Please refer to the next page for more information.
- Keep copies of all materials submitted and ask your teachers to do the same. Materials can be lost in the mail.
- Supplementary materials or portfolios may be submitted, but you should do so only if you have an unusual talent. Such materials are neither required nor expected as the required components of the application provide ample basis on which to make our decisions. Because we cannot return materials, applicants should send only duplicates.
- Write about what matters to you. There are no “right” essay topics and no “right” answers.

The answers to many questions about admissions requirements and deadlines are included on the following pages. For an expanded list of frequently asked questions and their answers, please consult the FAQ index on our website: www.admissions.college.harvard.edu.

Each admission decision is made without any regard for a candidate's financial need — a policy we call “need-blind admission.” Indeed the Admissions Committee may respond favorably to evidence that a candidate has overcome significant obstacles, financial or otherwise. Once an applicant is admitted, we create an individual financial aid package that will enable that student's family to meet the cost of attendance. Providing financial access to Harvard for every admitted student is one of our highest priorities.

We hope you will take every opportunity to explore whether Harvard might be a good match for your academic, extracurricular and personal interests. Advice from your college counselor, your family and the many publications on college admission may help, as might a visit to Cambridge or a conversation with one of our more than 10,000 alumni/ae who help us recruit students in all 50 states and around the world.

Please let us know if we can be of assistance to you during the admissions process. Best wishes for a happy and productive year.

William R. Fitzsimmons
Dean of Admissions and Financial Aid

Marlyn McGrath
Director of Admissions

Sarah C. Donahue
Director of Financial Aid

HARV00018576

For Entrance in Fall 2011 • Application Materials



A Statement on Early Admission

Harvard College has eliminated its early admission program and has moved to a single application deadline of January 1. The change in policy, which builds on Harvard's efforts over the past several years to expand financial aid and increase openness in admissions, took effect for students who applied in the fall of 2007

for the freshman class entering in September 2008. To read more about the elimination of Early Action at Harvard College, please visit www.admissions.college.harvard.edu/announcements/earlyadmission.html.

For Entrance in Fall 2011 • Application Instructions

Application Timetable

IMMEDIATELY

Please send:

- The Common Application or the Universal College Application.
- The \$75 application fee or a fee waiver request.

Without your Common Application/Universal Application, we cannot open your admission file, track supporting documents for your application, or send your name to our alumni/ae for a possible interview in your area.

The Short Answer about one of your activities, the Personal Essay and the Harvard Application Supplement may be sent at a later date.

DECEMBER 1

We will begin our careful evaluation process on this date, reading applications in the order in which they are completed.

Our alumni/ae interviewers would appreciate your sending the Common Application/Universal Application by this date to allow them to begin the interviewing process where possible.

We recognize that you and your secondary school teachers and counselors have many commitments that may preclude submission of your application materials by December 1. If so, please be assured that you will not be penalized in any way.

JANUARY 1

Final deadline for all application materials.

Additional Dates to Consider

January 22, 2011

Last SAT Reasoning and Subject testing date.

February 12, 2011

Last ACT testing date.

Note: This test date is not available in New York.

Early April 2011

Decision letters mailed.

May 1, 2011

Reply date for admitted students. No deposit required.

Applying to Harvard

Application Fee

Please attach the check or money order to the first page of the application and ensure that the applicant's name appears on the payment. You may also pay your application fee online with a credit card via the Common Application or the Universal College Application websites.

If paying the application fee would cause a hardship for your family, please request a fee waiver. You or your guidance counselor may use one of the official forms or may simply write a short letter, asking us to waive your fee.

Common Application and Universal Application

Harvard accepts the Common Application and the Universal College Application. Both will be treated equally by the Admissions Committee. Please choose one.

You may choose to send your Personal Statement and Short Answer on a separate piece of paper. If you do so, please write your full name, address, birthdate and high school on each page. Please avoid submitting materials in binders or folders.

If you do not receive acknowledgement of your application within two weeks of submitting your application, please write to college@fas.harvard.edu or call (617) 495-1551. This is very important, because applications can get lost in the mail.

Please note, we will not begin processing applications until October so the earliest you would receive an acknowledgement is mid-October.

School Report and Mid-Year School Report

Please give these forms to your school counselor or other school advisor and ask that the School Report form be completed and returned to our office as soon as possible. The Mid-Year Report should be returned in February 2011 with your latest grades.

If you have attended more than one high school in the past two years, give a second copy of the School Report to your former counselor(s) or school official to complete.

Teacher Evaluations

Give the two Evaluation forms to teachers in different academic subjects who know you well.

Standardized Testing

We require the *SAT Reasoning Test* or *ACT Test with Writing*, as well as **two SAT Subject Tests**. Students should not submit two Subject Tests in mathematics to meet this requirement. Candidates whose first language is not English should ordinarily not use a Subject Test in their first language to meet the two Subject Tests requirement.

HARV00018577

For Entrance in Fall 2011 • Application Materials



Please see our website for further information. Students are free to use the College Board Score Choice option or the similar option offer by the ACT. Our official codes are 3434 for the College Board SAT Reasoning and Subject Tests and 1840 for the ACT.

When registering for tests, please use your name as it will appear on your Harvard application. Using a nickname may prevent your scores from matching up with the rest of your application in our database.

In order for your application to be considered complete, we must have your official test scores submitted directly to Harvard by the testing agency on your behalf. If we do not receive your official scores from the testing agency, we will be unable to make a decision on your file. Please plan accordingly.

Directions for sending your official scores to the admissions office can be found at www.collegeboard.com/student/testing/sat/scores/sending.html for the SAT and SAT Subject Tests and www.actstudent.org/scores/send/ for the ACT. Harvard College official codes are 3434 for the SAT and 1840 for the ACT.

After You Have Applied

Personal Interview

When and where possible, applicants may be invited to meet with alumni/ac in or near their school communities. No candidate is at a disadvantage if an interview cannot be arranged.

Contact Information Update

If you change your mailing address, phone number or e-mail address after submitting your application, please use the applicant status page to correct this information. If you do not have Internet access, please contact the Admissions Office by writing to fileroom@fas.harvard.edu and include the phrase "Contact Info Update" in the subject line.

Please be sure to include your full name, date of birth and name of high school when contacting the Admissions Office.

Application Status Check

All applicants will receive an Application Access Code by e-mail. This code will allow you to check the status of your application materials online. We track applications, supplements, school reports, test scores and teacher evaluations. We do *not* track interviews, essays or supplemental letters of recommendation.

If you do not receive an Application Access Code message within two weeks of submitting your application, you may request your access code electronically by sending an e-mail to admpin@fas.harvard.edu. Please write "Access Code" in the subject line and your full name, date of birth and name of high school in the message body. We will send your Access Code to the e-mail address you included on your application.

Please note that we do not begin processing applications until October so the earliest you would receive your access code is mid-October.

To facilitate delivery, please alter your e-mail filters to allow messages from college@fas.harvard.edu and fileroom@fas.harvard.edu to reach your inbox.

Application Updates

To send information updates to your application, please write to us or send an e-mail to fileroom@fas.harvard.edu with the phrase "Application Update" in the subject line. In the body of the message, please type

your full name and the information you would like to include in your file. We do not open e-mail attachments.

Test Score Reporting Issues

If you have a concern regarding your standardized test scores as they appear on your status page, please send a brief message describing the issue to us at scores@fas.harvard.edu. Please be sure to include your full name, date of birth and name of high school in your message.

Withdraw Your Application

To withdraw your application, please write to us or send an e-mail to fileroom@fas.harvard.edu with the word "Withdraw" in the subject line. In the message body, please type your full name, date of birth and name of high school. You will receive a confirmation via regular mail.

E-Mail Decisions

You may indicate whether you would like to have your decision sent to you via e-mail. If you choose this option, please alter your e-mail filters to allow messages from college@fas.harvard.edu and fileroom@fas.harvard.edu to reach your inbox. An official decision letter will be sent via regular mail to all applicants who have received an e-mail notification.

Applicants Outside the United States

If you are applying from a school outside the United States, you should follow the same procedures and timetables as candidates applying from schools within the U.S. Below we list a few special notes.

Testing Requirements

Even if you are submitting the results of your school leaving exams (e.g., GCE A-levels, International Baccalaureate, Abitur, etc.) you must submit the results of the SAT Reasoning Test or the ACT (with Writing, if available), as well as the results of two SAT Subject Tests by the appropriate deadlines.

A candidate whose first language is *not* English should ordinarily *not* take the SAT Subject test in his or her native language as one of the two required SAT Subject Tests. All students are encouraged to submit additional Subject Tests (which may include one in a student's first language).

Students are not required to take the TOEFL unless they do not have access to other standardized tests.

Interviews

While we try to make interviews widely available, it will not always be possible to arrange one abroad. In some countries, there are simply too many applicants for our alumni interviewers to see everyone. No candidate is at a disadvantage if an interview cannot be arranged. Please see our website to determine whether an interview is possible in your home country.

Translations

We appreciate the effort that many applicants make in providing the Admissions Committee with a translation of the recommendations submitted on their behalf. We ask, however, that any translations

HARV00018578

For Entrance in Fall 2011 • Application Materials



include the name of the translator and that the original untranslated reports be submitted as well.

Application Fee

You may pay online by credit card via the Common Application or the Universal Application websites. Please be sure that your credit card has been activated for Internet transactions.

If paying by check, we ask that international applicants send us the application fee in the form of a foreign draft—that is, a check in U.S. dollars that is drawn through a U.S. bank, but is generally available at most foreign banks.

If you need to send the fee to us via wire transfer, please send an e-mail to college@fas.harvard.edu and we will send instructions on how to do so. Please be sure to include your full name, date of birth and name of high school in your message.

For More Information

To request missing forms or other information, you may contact us through our website www.admissions.college.harvard.edu/apply/international/ or via e-mail: intladm@fas.harvard.edu.

All Applicants

Harvard Admission Policy

Harvard University makes all decisions concerning applicants, students, faculty and staff on the basis of the individual's qualifications to contribute to Harvard's educational objectives and institutional needs.

Discriminating against individuals on the basis of race, color, gender, sexual orientation, religion, age, national or ethnic origin, political beliefs, veteran status or disability unrelated to course requirements is inconsistent with the purposes of a university and with the law.

Misrepresentation of Credentials

Occasionally, a candidate for admission will make inaccurate statements or submit false material in connection with his or her application. In most cases, these misrepresentations are discovered during the admission process and the application is rejected. If a misrepresentation is discovered after a candidate has been admitted, the offer of admission normally will be withdrawn.

If a misrepresentation is discovered after a student has registered, the offer of admission normally will be revoked and the student will be required to leave the College. If the discovery occurs after a degree has been awarded, the degree normally will be rescinded.

The determination that an application is inaccurate or contains misrepresentations rests solely with the Admissions Office and will be resolved outside the student disciplinary process.

Financial Aid Timetable

Immediately

Please review the financial aid application instructions found on the Prospective Students section of our website.

February 1

Submit the initial components of your financial aid application, following the instructions found on the Prospective Students section of our website. We realize that you may not have access to your final 2010 tax information by this deadline and ask that you use the best available estimated figures.

March 1

Final deadline for all application materials, including tax and income documentation.

Helpful Application Checklist

Requirements for All Applicants:

- ☐ Official score report from the SAT Reasoning test or ACT with Writing component
- ☐ Official score reports from **two** SAT Subject Tests
- ☐ Common Application or Universal College Application
- ☐ Harvard Application Supplement
- ☐ Application fee of \$75 or a request for a fee waiver
- ☐ Secondary School Report
- and
- ☐ Mid-Year Report
- ☐ **Two** Teacher Evaluations
- ☐ Financial Aid Application (by February 1, if you plan to apply)
- ☐ Update address, phone and e-mail if recently changed

HARV00018579

APPLICANT

Legal Name _____
Last/Family/Sur (Enter name *exactly* as it appears on official documents.) First/Given Middle (complete) Jr., etc.

Preferred name, if not first name (choose only one) _____ Former last name(s), if any _____

Birth Date _____ ☐ Female ☐ Male US Social Security Number, if any _____
mm/dd/yyyy Optional, unless applying for US Federal financial aid with the FAFSA form

Preferred Phone ☐ Home ☐ Cell Home (_____) Cell (_____) _____
Area Code Area Code

E-mail Address _____ IM Address _____

Permanent home address _____
Number & Street Apartment #

City/Town County/Parish State/Province Country ZIP/Postal Code

If different from above, please give your current mailing address for all admission correspondence. (from _____ to _____)
(mm/dd/yyyy) (mm/dd/yyyy)

Current mailing address _____
Number & Street Apartment #

City/Town County/Parish State/Province Country ZIP/Postal Code

If your current mailing address is a boarding school, include name of school here: _____

FUTURE PLANS

Your answers to these questions will vary for different colleges. If the online system did not ask you to answer some of the questions you see in this section, this college chose not to ask that question of its applicants.

College _____ Deadline _____
mm/dd/yyyy

Entry Term: ☐ Fall (Jul-Dec) ☐ Spring (Jan-Jun)

Decision Plan _____

Academic Interests _____

Career Interest _____

Do you intend to apply for need-based financial aid? ☐ Yes ☐ No

Do you intend to apply for merit-based scholarships? ☐ Yes ☐ No

Do you intend to be a full-time student? ☐ Yes ☐ No

Do you intend to enroll in a degree program your first year? ☐ Yes ☐ No

Do you intend to live in college housing? _____

What is the highest degree you intend to earn? _____

DEMOGRAPHICS

Citizenship Status _____

Non-US Citizenship _____

Years lived in the US? _____

Birthplace _____
City/Town State/Province Country

First Language _____

Primary language spoken at home _____

Are you proficient in any other languages? _____

Optional The items with a gray background are optional. No information you provide will be used in a discriminatory manner.

Marital Status _____

Religious Preference _____

US Armed Services veteran? ☐ Yes ☐ No

1. Are you Hispanic/Latino?
☐ Yes, Hispanic or Latino (including Spain) ☐ No
Please describe your background _____

2. Regardless of your answer to the prior question, please indicate how you identify yourself. (Check all that apply.)

☐ American Indian or Alaska Native (including all Original Peoples of the Americas)
Are you Enrolled? ☐ Yes ☐ No If yes, please enter Tribal Enrollment Number _____
Please describe your background _____

☐ Asian (including Indian subcontinent and Philippines)
Please describe your background _____

☐ Black or African American (including Africa and Caribbean)
Please describe your background _____

☐ Native Hawaiian or Other Pacific Islander (Original Peoples)
Please describe your background _____

☐ White (including Middle Eastern)
Please describe your background _____

FAMILY

Please list both parents below, even if one or more is deceased or no longer has legal responsibilities toward you. Many colleges collect this information for demographic purposes even if you are an adult or an emancipated minor. If you are a minor with a legal guardian (an individual or government entity), then please list that information below as well. If you wish, you may list step-parents and/or other adults with whom you reside, or who otherwise care for you, in the Additional Information section.

Household

Parents' marital status (relative to each other): ☐ Never Married ☐ Married ☐ Widowed ☐ Separated ☐ Divorced (date _____) mm/yyyy

With whom do you make your permanent home? ☐ Parent 1 ☐ Parent 2 ☐ Both ☐ Legal Guardian ☐ Ward of the Court/State ☐ Other

Parent 1: ☐ Mother ☐ Father ☐ Unknown

Parent 2: ☐ Mother ☐ Father ☐ Unknown

Is Parent 1 living? ☐ Yes ☐ No (Date Deceased _____) mm/yyyy

Is Parent 2 living? ☐ Yes ☐ No (Date Deceased _____) mm/yyyy

Last/Family/Sur First/Given Middle Title (Mr./Ms./Dr., etc.)

Last/Family/Sur First/Given Middle Title (Mr./Ms./Dr., etc.)

Country of birth _____

Country of birth _____

Home address if different from yours _____

Home address if different from yours _____

Preferred Phone: ☐ Home ☐ Cell ☐ Work

Preferred Phone: ☐ Home ☐ Cell ☐ Work

(_____) Area Code

(_____) Area Code

E-mail _____

E-mail _____

Occupation _____

Occupation _____

Employer _____

Employer _____

College (if any) _____ CEEB _____

College (if any) _____ CEEB _____

Degree _____ Year _____

Degree _____ Year _____

Graduate School (if any) _____ CEEB _____

Graduate School (if any) _____ CEEB _____

Degree _____ Year _____

Degree _____ Year _____

Legal Guardian (if other than a parent)

Siblings

Relationship to you _____

Please give names and ages of your brothers or sisters. If they have attended or are currently attending college, give the names of the undergraduate institution, grade level, degree earned, and approximate dates of attendance. If more than three siblings, please list them in the Additional Information section.

Last/Family/Sur First/Given Middle Title (Mr./Ms./Dr., etc.)

Name Age & Grade Relationship

Home address if different from yours _____

College Attended _____ CEEB _____

Preferred Phone: ☐ Home ☐ Cell ☐ Work

Degree earned _____ Dates _____ mm/yyyy - mm/yyyy

(_____) Area Code

Name Age & Grade Relationship

E-mail _____

College Attended _____ CEEB _____

Occupation _____

Degree earned _____ Dates _____ mm/yyyy - mm/yyyy

Employer _____

Name Age & Grade Relationship

College (if any) _____ CEEB _____

College Attended _____ CEEB _____

Degree _____ Year _____

Degree earned _____ Dates _____ mm/yyyy - mm/yyyy

Graduate School (if any) _____ CEEB _____

Degree _____ Year _____

EDUCATION

Secondary Schools

Current or most recent secondary school attended _____

Entry Date mm/yyyy Graduation Date mm/dd/yyyy School Type: ☐ Public ☐ Charter ☐ Independent ☐ Religious ☐ Home School

Address _____ CEEB/ACT Code _____
Number & Street

Counselor's Name (Mr./Ms./Dr., etc.) _____ City/Town _____ State/Province _____ Country _____ ZIP/Postal Code _____
City/Town State/Province Country ZIP/Postal Code

E-mail _____ Phone (_____) _____ Fax (_____) _____
Area Code Number Ext. Area Code Number

List all other secondary schools you have attended since ninth grade, including summer schools or enrichment programs hosted on a secondary school campus:
 School Name & CEEB/ACT Code _____ Location (City, State/Province, ZIP/Postal Code, Country) _____ Dates Attended (mm/yyyy) _____

Please list any community program/organization that has provided free assistance with your application process: _____

If your secondary school education was or will be interrupted, please indicate here and provide details in the Additional Information section: _____

Colleges & Universities

List all colleges you have attended since ninth grade, including summer schools or enrichment programs hosted on a college campus.

College/University Name & CEEB/ACT Code	Location (City, State/Province, ZIP/Postal Code, Country)	Degree Candidate?	Dates Attended	Degree Earned
		Yes No	mm/yyyy – mm/yyyy	
_____	_____	<input type="radio"/> <input type="radio"/>	_____	_____
_____	_____	<input type="radio"/> <input type="radio"/>	_____	_____
_____	_____	<input type="radio"/> <input type="radio"/>	_____	_____

ACADEMICS

The self-reported information in this section is not intended to take the place of your official records. Please note the requirements of each institution to which you are applying and arrange for official transcripts and score reports to be sent from your secondary school and the appropriate testing agencies. Where "Best Scores" are requested, please report the highest individual scores you have earned so far, even if those scores are from different test dates.

Grades _____ Class Rank _____ Class Size _____ Weighted? ☐ Yes ☐ No GPA _____ Scale _____ Weighted? ☐ Yes ☐ No
(if available) (if available)

ACT Exam Dates: _____ Best Scores: _____
(past & future) mm/yyyy mm/yyyy mm/yyyy (so far)

SAT Exam Dates: _____ Best Scores: _____
(past & future) mm/yyyy mm/yyyy mm/yyyy (so far)

TOEFL/IELTS Exam Dates: _____ Best Score: _____
(past & future) mm/yyyy mm/yyyy mm/yyyy (so far)

AP/IB/SAT Subjects Best Scores: _____
(per subject, so far) mm/yyyy

Subject	Type & Subject	Score	mm/yyyy	Type & Subject	Score	mm/yyyy
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

Current Courses Please indicate title, level (AP, IB, advanced honors, etc.) and credit value of all courses you are taking this year. Indicate quarter classes taken in the same semester on the appropriate semester line.

First Semester/Trimester	Second Semester/Trimester	Third Trimester or additional first/second term courses if more space is needed
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Honors Briefly list any academic distinctions or honors you have received since the 9th grade or international equivalent (e.g. National Merit, Cum Laude Society).

Grade level or post-graduate (PG)					Honor	Level of Recognition			
9	10	11	12	PG		School	State/Regional	National	International
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

EXTRACURRICULAR ACTIVITIES & WORK EXPERIENCE

Extracurricular Please list your **principal** extracurricular, volunteer, and work activities in their order of importance to you. Feel free to group your activities and paid work experience separately if you prefer. Use the space available to provide details of your activities and accomplishments (specific events, varsity letter, musical instrument, employer, etc.). To allow us to focus on the highlights of your activities, please complete this section even if you plan to attach a résumé.

Grade level or post-graduate (PG)					Approximate time spent		When did you participate in the activity?		Positions held, honors won, letters earned, or employer	If applicable, do you plan to participate in college?
9	10	11	12	PG	Hours per week	Weeks per year	School year	Summer/School Break		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	_____	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>
Activity _____										
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	_____	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>
Activity _____										
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	_____	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>
Activity _____										
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	_____	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>
Activity _____										
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	_____	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>
Activity _____										
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	_____	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>
Activity _____										
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	_____	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>
Activity _____										
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	_____	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>
Activity _____										
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____	_____	<input type="radio"/>	<input type="radio"/>	_____	<input type="radio"/>
Activity _____										

WRITING

Short Answer Please briefly elaborate on one of your extracurricular activities or work experiences in the space below or on an attached sheet (150 words or fewer).

Personal Essay Please write an essay (250 words minimum) on a topic of your choice or on one of the options listed below, and attach it to your application before submission. **Please indicate your topic by checking the appropriate box.** This personal essay helps us become acquainted with you as a person and student, apart from courses, grades, test scores, and other objective data. It will also demonstrate your ability to organize your thoughts and express yourself.

NOTE: Your Common Application essay should be the same for all colleges. Do not customize it in any way for individual colleges. Colleges that want customized essay responses will ask for them on a supplement form.

- ☐ 1 Evaluate a significant experience, achievement, risk you have taken, or ethical dilemma you have faced and its impact on you.
- ☐ 2 Discuss some issue of personal, local, national, or international concern and its importance to you.
- ☐ 3 Indicate a person who has had a significant influence on you, and describe that influence.
- ☐ 4 Describe a character in fiction, a historical figure, or a creative work (as in art, music, science, etc.) that has had an influence on you, and explain that influence.
- ☐ 5 A range of academic interests, personal perspectives, and life experiences adds much to the educational mix. Given your personal background, describe an experience that illustrates what you would bring to the diversity in a college community, or an encounter that demonstrated the importance of diversity to you.
- ☐ 6 Topic of your choice.

Additional Information If there is any additional information you'd like to provide regarding special circumstances, additional qualifications, etc., please do so in the space below or on an attached sheet.

Disciplinary History

- ① Have you ever been found responsible for a disciplinary violation at any educational institution you have attended from 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in your probation, suspension, removal, dismissal, or expulsion from the institution? ☐ Yes ☐ No
- ② Have you ever been adjudicated guilty or convicted of a misdemeanor, felony, or other crime? ☐ Yes ☐ No
Note that you are not required to answer "yes" to this question, or provide an explanation, if the criminal adjudication or conviction has been expunged, sealed, annulled, pardoned, destroyed, erased, impounded, or otherwise ordered by a court to be kept confidential.

If you answered yes to either or both questions, please attach a separate sheet of paper that gives the approximate date of each incident, explains the circumstances, and reflects on what you learned from the experience.

SIGNATURE

Application Fee Payment If this college requires an application fee, how will you be paying it?

- ☐ Online Payment ☐ Will Mail Payment ☐ Online Fee Waiver Request ☐ Will Mail Fee Waiver Request

Required Signature

- ☐ I certify that all information submitted in the admission process—including the application, the personal essay, any supplements, and any other supporting materials—is my own work, factually true, and honestly presented, and that these documents will become the property of the institutions to which I am applying and will not be returned to me. I understand that I may be subject to a range of possible disciplinary actions, including admission revocation or expulsion, should the information I have certified be false.
- ☐ I acknowledge that I have reviewed the application instructions for each college receiving this application. I understand that all offers of admission are conditional, pending receipt of final transcripts showing work comparable in quality to that upon which the offer was based, as well as honorable dismissal from the school.
- ☐ I affirm that I will send an enrollment deposit (or equivalent) to only one institution; sending multiple deposits (or equivalent) may result in the withdrawal of my admission offers from all institutions. [Note: students may send an enrollment deposit (or equivalent) to a second institution where they have been admitted from the waitlist, provided that they inform the first institution that they will no longer be enrolling.]

Signature 

Date

mm/dd/yyyy

Common Application member institution admission offices do not discriminate on the basis of race, color, ethnicity, national origin, religion, creed, sex, age, marital status, parental status, physical disability, learning disability, political affiliation, veteran status, or sexual orientation.

For Entrance in Fall 2011 • Application Supplement



Office of Admissions and Financial Aid
86 Brattle Street
Cambridge, MA 02138

Valid for entrance in September 2011 only. Please submit
this form as well as the Common Application or the
Universal College Application as soon as possible.

Please return this form to us by December 1. The final deadline for all application materials is January 1.

A completed application includes all portions of the Common Application or the Universal College Application, as well as the Harvard Application Supplement, required official testing results, a Secondary School Report, two Teacher Evaluations and a \$75 application fee or fee waiver request.

Full legal name _____
Last/Family First Middle Jr., etc.

Prefer to be called _____ Date of Birth _____
(MM/DD/YYYY)

Address _____
No. and Street Apt./Unit

City _____ State/Province _____ Country _____ Zip/Postal Code _____

Telephone Number _____

Secondary School _____ CEEB/ACT code _____

If you can be reached
by fax or e-mail, please
provide a fax number
or e-mail address and
name of the contact
person.

Fax number _____ Contact person _____

E-mail address _____ Contact person _____

Would you like your
admission decision
e-mailed to you? A
decision letter will be
sent via regular mail to
all applicants.

☐ Yes ☐ No

If you have previously
applied for admission
to Harvard, please
indicate when and for
which program you
applied.

☐ College (first year) ☐ Summer School ☐ Extension School
Year(s) _____ Year(s) _____ Year(s) _____

Please forward the transcripts for any program in which you enrolled.

For the following question, please place the letter or number indicating your choice in the space provided.

Of the following fields
of study, which are you
currently most likely to
pursue?

A Social Sciences
B Humanities
C Biological Sciences
D Physical Sciences
E Engineering
F Mathematics
G Computer Science

First Choice _____

HARV00018585

At this time, which two college activities or sports interest you most?

Our office may send you e-mail announcements about the activities you designate here. These e-mails will be delivered to your e-mail address as provided on page one of the Common or Universal Application.

01 Arts, Visual Arts
02 Dramatics
03 Vocal Music
04 Band
05 Orchestra
06 Writing / Literary Magazine
07 Journalism
08 Student Government
09 Debate
10 Social Service
11 Ethnic Groups
12 Religious Groups
13 Political Groups
14 Dance

15 Outdoor Activities
16 Baseball
17 Basketball
18 Crew-Heavyweight
19 Crew-Lightweight
20 Fencing
21 Field Hockey
22 Football
23 Golf
24 Hockey
25 Lacrosse
26 Sailing
27 Ski-Alpine
28 Ski-Nordic Racing

29 Soccer
30 Softball
31 Squash
32 Swimming, Diving
33 Tennis
34 Track, Cross-Country
35 Volleyball
36 Water Polo
37 Wrestling
38 Cheerleading
39 Martial Arts
40 MUN
41 Gender and Sexuality

First Choice _____

Second Choice _____

42 Other _____

If a sport, indicate intended level of participation.

☐ Intercollegiate

☐ Intercollegiate

☐ Club / Intramural / Recreational

☐ Club / Intramural / Recreational

While we recognize that many students' plans change during their college years, we ask you to respond to the following questions (please choose one rating per question):

How definite do you consider your academic plans to be?

absolutely certain 1 2 3 4 5 very likely to change

How definite do you consider your vocational plans to be?

absolutely certain 1 2 3 4 5 very likely to change

How definite are your extracurricular and/or athletic interests?

absolutely certain 1 2 3 4 5 very likely to change

Please list the cities and countries where you have lived, with years of residence in each.

Which languages other than English can you speak, read or write? (Please indicate with S, R or W.)

Teacher Evaluations

This application includes two Teacher Evaluation forms. After completing your portion of the forms, you should give them to teachers in different academic subjects who know you well and preferably have taught you during your final two-years of school. As a courtesy to your teachers, you might provide them with stamped envelopes addressed to Harvard Admissions.

To help us check for completeness of your application, please list your teachers' names.

Teacher Evaluation 1 _____

Teacher Evaluation 2 _____

OPTIONAL

We do not expect or require applicants to submit supplementary materials or additional essays. We simply want to be certain that you have every opportunity to tell us about yourself.

Supplementary Materials

The required components of the application to Harvard provide an ample basis to make our admission decisions. However, students with exceptional talents or achievements may send music recordings, slides of artwork or selected samples of academic work (e.g., creative writing) for us to consider as part of their application files. At the discretion of the Admissions Committee, submissions may be evaluated by faculty. Supplementary materials are not required or expected—and should be sent only if the applicant's work is unusually advanced. Because we cannot return such materials, applicants should send only duplicates. For more information, please visit our website: www.admissions.college.harvard.edu/apply/application_process/supplements.html.

Check here if you are planning to send supplementary materials to be evaluated as part of your application. Please send all supplementary materials to the Admissions Office so that they can be properly labeled and included in your file. **DO NOT** submit materials directly to academic departments. If you are submitting research materials for review, please include a short statement putting the research project into the context of your academic interests and future plans and clearly indicate the research advisor (if any) with whom you have worked.

☐ Academic work

Name of Research Advisor _____ Title (if any) _____

Name of Institution (if any) _____ Phone or E-mail _____

☐ Music tape or CD*

Instrument

- Slides of artwork

Media

☐ Other

(Explain) _____

**Please note that CD format is preferred, but tapes will still be evaluated. Do not send video recordings of musical performances or recitals.*

Additional Essays

Occasionally, students feel that college application forms do not provide a sufficient opportunity to convey important information about themselves or their accomplishments. If you wish to include an additional essay, you may do so.

Possible Topics:

- Unusual circumstances in your life
- Travel or living experiences in other countries
- Books that have affected you the most
- An academic experience (course, project, paper or research topic) that has meant the most to you
- A list of books you have read during the past twelve months

FOR STUDENTS APPLYING FROM SCHOOLS OUTSIDE THE U.S. AND CANADA	
What is your country of origin?	
What is your current grade level?	
What is your current GPA?	
What is your current SAT score?	
What is your current ACT score?	
What is your current TOEFL score?	
What is your current IELTS score?	
What is your current GRE score?	
What is your current GMAT score?	
What is your current MCAT score?	
What is your current LSAT score?	
What is your current AP score?	
What is your current IB score?	
What is your current A-level score?	
What is your current B-level score?	
What is your current C-level score?	
What is your current D-level score?	
What is your current E-level score?	
What is your current F-level score?	
What is your current G-level score?	
What is your current H-level score?	
What is your current I-level score?	
What is your current J-level score?	
What is your current K-level score?	
What is your current L-level score?	
What is your current M-level score?	
What is your current N-level score?	
What is your current O-level score?	
What is your current P-level score?	
What is your current Q-level score?	
What is your current R-level score?	
What is your current S-level score?	
What is your current T-level score?	
What is your current U-level score?	
What is your current V-level score?	
What is your current W-level score?	
What is your current X-level score?	
What is your current Y-level score?	
What is your current Z-level score?	

SIGNATURE

Name _____

Date _____

Printed Name _____

TO THE APPLICANT

After completing all the relevant questions below, give this form to your secondary school counselor or another school official who knows you better. If applying via mail, please also give that school official stamped envelopes addressed to each institution that requires a Secondary School Report.

Legal Name _____ ☐ Female
Last/Family/Sur (Enter name exactly as it appears on official documents.) First/Given Middle (complete) Jr., etc. ☐ Male
Birth Date _____ mm/dd/yyyy Social Security # _____ (Optional)
Address _____
Number & Street Apartment # City/Town State/Province Country ZIP/Postal Code
School you now attend _____ CEEB/ACT Code _____

Current year courses—please indicate title, level (AP, IB, advanced honors, etc.) and credit value of all courses you are taking this year. Indicate quarter classes taken in the same semester on the appropriate semester line.

First Semester/Trimester	Second Semester/Trimester	Third Trimester or additional first/second term courses if more space is needed
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

IMPORTANT PRIVACY NOTE: By signing this form, I authorize all schools that I have attended to release all requested records covered under the Federal Educational Rights and Privacy Act (FERPA) so that my application may be reviewed by the Common Application member institution(s) to which I am applying. I further authorize the admission officers reviewing my application, including seasonal staff employed for the sole purpose of evaluating applications, to contact officials at my current and former schools should they have questions about the school forms submitted on my behalf.

I understand that under the terms of the FERPA, after I matriculate I will have access to this form and all other recommendations and supporting documents submitted by me and on my behalf after matriculating, unless at least one of the following is true:

1. The institution does not save recommendations post-matriculation (see list at www.commonapp.org/FERPA).

2. I waive my right to access below, regardless of the institution to which it is sent:

- ☐ Yes, I do waive my right to access, and I understand I will never see this form or any other recommendations submitted by me or on my behalf.
☐ No, I do not waive my right to access, and I may someday choose to see this form or any other recommendations or supporting documents submitted by me or on my behalf to the institution at which I'm enrolling, if that institution saves them after I matriculate.

Required Signature _____ Date _____

TO THE SECONDARY SCHOOL COUNSELOR

Attach applicant's official transcript, including courses in progress, a school profile, and transcript legend. (Check transcript copies for readability.) Use both pages to complete your evaluation for this student. Be sure to sign below.

Counselor's Name (Mr./Ms./Dr., etc.) _____ Please print or type
Signature _____ Date _____ mm/dd/yyyy
Title _____ School _____
School Address _____
City/Town State/Province Country ZIP/Postal Code
Counselor's Phone () _____ Counselor's Fax () _____
Area Code Number Ext. Area Code Number
Secondary school CEEB/ACT code _____ Counselor's E-mail _____

Background Information

Class Rank _____ Class Size _____ Covering a period from _____ to _____
(mm/yyyy) (mm/yyyy)

The rank is ☐ weighted ☐ unweighted. How many students share this rank? _____

☐ We do not rank. Instead, please indicate quartile _____ quintile _____ decile _____

Cumulative GPA: _____ on a _____ scale, covering a period from _____ to _____
(mm/yyyy) (mm/yyyy)

This GPA is ☐ weighted ☐ unweighted. The school's passing mark is _____

Highest GPA in class _____ Graduation Date _____
(mm/dd/yyyy)

Percentage of graduating class immediately attending: _____ four-year _____ two-year institutions

How many courses does your school offer:

AP _____ IB _____ Honors _____

If school policy limits the number a student may take, please list the maximum allowed:

AP _____ IB _____ Honors _____

Is the applicant an IB Diploma candidate? ☐ Yes ☐ No

Are classes taken on a block schedule? ☐ Yes ☐ No

In comparison with other college preparatory students at your school, the applicant's course selection is:

☐ most demanding

☐ very demanding

☐ demanding

☐ average

☐ below average

How long have you known this student and in what context? _____

What are the first words that come to your mind to describe this student? _____

Ratings Compared to other students in his or her class year, how do you rate this student in terms of:

	No basis	Below average	Average	Good (above average)	Very good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	One of the top few I've encountered (top 1%)
Academic achievement								
Extracurricular accomplishments								
Personal qualities and character								
OVERALL								

Evaluation Please provide comments that will help us differentiate this student from others. Feel free to attach an additional sheet or another reference you've prepared for this student. We especially welcome a broad-based assessment and encourage you to consider describing or addressing:

- The applicant's academic, extracurricular, and personal characteristics.
- Relevant context for the applicant's performance and involvement, such as particularities of family situation or responsibilities, after-school work obligations, sibling childcare, or other circumstances, either positive or negative.
- Observed problematic behaviors, perhaps separable from academic performance, that an admission committee should explore further.

① Has the applicant ever been found responsible for a disciplinary violation at your school from 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in the applicant's probation, suspension, removal, dismissal, or expulsion from your institution? ☐ Yes ☐ No

② To your knowledge, has the applicant ever been adjudicated guilty or convicted of a misdemeanor, felony, or other crime? ☐ Yes ☐ No
Note that you are not required to answer "yes" to this question, or provide an explanation, if the criminal adjudication or conviction has been expunged, sealed, annulled, pardoned, destroyed, erased, impounded, or otherwise ordered to be kept confidential by a court.

If you answered yes to either or both questions, please attach a separate sheet of paper or use your written recommendation to give the approximate date of each incident and explain the circumstances.

☐ Check here if you would prefer to discuss this applicant over the phone with each admission office.

I recommend this student: ☐ No basis ☐ With reservation ☐ Fairly strongly ☐ Strongly ☐ Enthusiastically

For Entrance in Fall 2011 • School Report Part II



Office of Admissions and Financial Aid
86 Brattle Street
Cambridge, MA 02138

Please return this form by January 1.

Applicant's Name: _____
Please Print

Date of Birth: _____
(MM/DD/YYYY)

Secondary School: _____ CEEB/ACT Code: _____

To Counselor or School Head:

.....
We have provided this supplement to the Common Application School Report to give secondary schools the opportunity to offer further information about their students. You may have already provided this information in your report; we are happy to accept letters or photocopied reports and ask only that you staple them to this form. We recognize that not all parts of this form apply equally to all schools, and we understand that many counselors face extraordinarily demanding workloads. We are extremely grateful for your help in assisting students in the transition from secondary school to college.

Representatives of schools outside the U.S. and Canada should refer to additional notes and directions provided on the back page of this form.

The purpose of this recommendation is to assist the Admissions Committee in making a decision and, if the applicant enrolls, to aid in making rooming assignments and to assist the student in other ways. Because inadequate information can sometimes diminish a student's chances for admission, a full and candid report is essential. We ask, therefore, for careful ratings and comments about character and ability by a school official who knows the student well. Your report will be read thoroughly by admissions officers and later reviewed by the Admissions Committee as it votes on the student's case.

The Transcript

You may send us any legible transcript form or academic record that your school currently uses. A school profile, including a brief explanation of your grading system, would be especially welcome. The transcript should provide at least the following information:

- Courses taken, years taken and grades, including courses failed or repeated.
- Courses currently in progress.
- Indication of honors, accelerated and Advanced Placement courses (if applicable).
- Test results, such as SAT Reasoning Test, SAT Subject Tests, ACT, AP, IB and PSAT.
- Schools abroad are asked to submit the results or predicted results from their examinations, such as the Abitur, IB and GCE A-Levels.

Numerical Rank in Class

We understand that some schools, as a matter of policy, do not rank their students. However, the Committee feels that it must have some indication of how the student has performed relative to classmates in order to reach a good decision. *We appreciate your cooperation in noting class size and class rank as nearly as possible.* (If precise rank is not available, please estimate decile or give some other indication.)

Financial Aid

If the candidate is a U.S. citizen or permanent resident and is planning to apply for financial aid, please direct him or her to immediately apply for federal financial aid, including the Pell Grant and for state awards to which the student is entitled if he or she meets the criteria outlined by the participating states (i.e., Connecticut, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, Pennsylvania, Rhode Island and Vermont).

International applicants should be encouraged to complete the Financial Statement for Students from Foreign Countries form and to visit the Financial Aid Office website: www.fao.fas.harvard.edu to learn more about our financial aid policies and programs.

Disciplinary Actions and Voluntary Leaves

☐ Yes ☐ No

If in the past three years the student has incurred serious or repeated disciplinary action or has ever been dismissed, suspended or separated from school, or placed on probation, or has ever been away from school for a period of more than two weeks, including a leave of absence, other than school vacations or due to illness, please check yes above and explain on a separate sheet. (Please note that we ask the same question of the student and need confirmation and explanation of any such circumstance.) If after you have submitted this form, new circumstances alter the student's status at school, you should notify us as soon as possible.

School Report: Side 3 of 4

HARV00018590

Additional General Ratings

	No basis for judgement	Average or below	Good	Excellent (next 10% this year)	Outstanding (top 10% this year)	One of the top few I have encountered in my career
<input type="radio"/> Intellectual curiosity						
<input type="radio"/> Intellectual creativity						
<input type="radio"/> Academic achievement						
<input type="radio"/> Academic promise						
<input type="radio"/> Leadership						
<input type="radio"/> Sense of responsibility						
<input type="radio"/> Self-confidence						
<input type="radio"/> Self-reliance						
<input type="radio"/> Warmth of personality						
<input type="radio"/> Sense of humor						
<input type="radio"/> Concern for others						
<input type="radio"/> Energy						
<input type="radio"/> Maturity						
<input type="radio"/> Initiative						
<input type="radio"/> Reaction to setbacks						
<input type="radio"/> Respect accorded by faculty						

TO BE COMPLETED FOR STUDENTS APPLYING FROM SCHOOLS OUTSIDE THE U.S.

The Admission Committee will review the school's curriculum and its effectiveness in preparing students for the American college environment. The school's curriculum should be comparable to the American curriculum and should be designed to prepare students for the American college environment. The school's curriculum should be designed to prepare students for the American college environment. The school's curriculum should be designed to prepare students for the American college environment.

For your travel country:

Address:

Please indicate the school's location and the school's curriculum. The school's curriculum should be comparable to the American curriculum and should be designed to prepare students for the American college environment. The school's curriculum should be designed to prepare students for the American college environment. The school's curriculum should be designed to prepare students for the American college environment.

Signature:

Date:

TO THE APPLICANT

After completing all the relevant questions below, give this form to a teacher who has taught you an **academic** subject (for example, English, foreign language, math, science, or social studies). **If applying via mail**, please also give that teacher stamped envelopes addressed to each institution that requires a Teacher Evaluation.

Legal Name _____ ☐ Female
Last/Family/Sur (Enter name exactly as it appears on official documents.) First/Given Middle (complete) Jr., etc. ☐ Male

Birth Date _____ Social Security # _____
mm/dd/yyyy (Optional)

Address _____
Number & Street Apartment # City/Town State/Province Country ZIP/Postal Code

School you now attend _____ CEEB/ACT Code _____

IMPORTANT PRIVACY NOTICE: Under the terms of the Family Educational Rights and Privacy Act (FERPA), after you matriculate you *will* have access to this form and all other recommendations and supporting documents submitted by you and on your behalf after matriculating, unless at least one of the following is true:

1. The institution does not save recommendations post-matriculation (see list at www.commonapp.org/FERPA).
2. You waive your right to access below, regardless of the institution to which it is sent:
 - ☐ Yes, I do waive my right to access, and I understand I will never see this form or any other recommendations submitted by me or on my behalf.
 - ☐ No, I do *not* waive my right to access, and I may someday choose to see this form or any other recommendations or supporting documents submitted by me or on my behalf to the institution at which I'm enrolling, if that institution saves them after I matriculate.

Required Signature _____ Date _____

TO THE TEACHER

The Common Application membership finds candid evaluations helpful in choosing from among highly qualified candidates. You are encouraged to keep this form in your private files for use should the student need additional recommendations. Please submit your references promptly, and remember to sign below.

Teacher's Name (Mr./Ms./Dr., etc.) _____ Subject Taught _____
Please print or type

Signature _____ Date _____
mm/dd/yyyy

Secondary School _____

School Address _____
Number & Street City/Town State/Province Country ZIP/Postal Code

Teacher's Phone () _____ Teacher's E-mail _____
Area Code Number Ext.

Background Information

How long have you known this student and in what context? _____

What are the first words that come to your mind to describe this student? _____

List the courses you have taught this student, noting for each the student's year in school (10th, 11th, 12th; first-year, sophomore; etc.) and the level of course difficulty (AP, IB, accelerated, honors, elective; 100-level, 200-level, etc.).

Ratings Compared to other students in his or her class year, how do you rate this student in terms of:

	No basis	Below average	Average	Good (above average)	Very good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	One of the top few I've encountered (top 1%)
	Academic achievement							
	Intellectual promise							
	Quality of writing							
	Creative, original thought							
	Productive class discussion							
	Respect accorded by faculty							
	Disciplined work habits							
	Maturity							
	Motivation							
	Leadership							
	Integrity							
	Reaction to setbacks							
	Concern for others							
	Self-confidence							
	Initiative, independence							
	OVERALL							

Evaluation Please write whatever you think is important about this student, including a description of academic and personal characteristics, as demonstrated in your classroom. We welcome information that will help us to differentiate this student from others. (Feel free to attach an additional sheet or another reference you may have prepared on behalf of this student.)

TO THE APPLICANT

After completing all the relevant questions below, give this form to a teacher who has taught you an **academic** subject (for example, English, foreign language, math, science, or social studies). **If applying via mail**, please also give that teacher stamped envelopes addressed to each institution that requires a Teacher Evaluation.

Legal Name _____ ☐ Female
Last/Family/Sur (Enter name exactly as it appears on official documents.) First/Given Middle (complete) Jr., etc. ☐ Male

Birth Date _____ Social Security # _____
mm/dd/yyyy (Optional)

Address _____
Number & Street Apartment # City/Town State/Province Country ZIP/Postal Code

School you now attend _____ CEEB/ACT Code _____

IMPORTANT PRIVACY NOTICE: Under the terms of the Family Educational Rights and Privacy Act (FERPA), after you matriculate you *will* have access to this form and all other recommendations and supporting documents submitted by you and on your behalf after matriculating, unless at least one of the following is true:

1. The institution does not save recommendations post-matriculation (see list at www.commonapp.org/FERPA).
2. You waive your right to access below, regardless of the institution to which it is sent:

- ☐ Yes, I do waive my right to access, and I understand I will never see this form or any other recommendations submitted by me or on my behalf.
☐ No, I do *not* waive my right to access, and I may someday choose to see this form or any other recommendations or supporting documents submitted by me or on my behalf to the institution at which I'm enrolling, if that institution saves them after I matriculate.

Required Signature _____ Date _____

TO THE TEACHER

The Common Application membership finds candid evaluations helpful in choosing from among highly qualified candidates. You are encouraged to keep this form in your private files for use should the student need additional recommendations. Please submit your references promptly, and remember to sign below.

Teacher's Name (Mr./Ms./Dr., etc.) _____ Subject Taught _____
Please print or type

Signature _____ Date _____
mm/dd/yyyy

Secondary School _____

School Address _____
Number & Street City/Town State/Province Country ZIP/Postal Code

Teacher's Phone (_____) _____ Teacher's E-mail _____
Area Code Number Ext.

Background Information

How long have you known this student and in what context? _____

What are the first words that come to your mind to describe this student? _____

List the courses you have taught this student, noting for each the student's year in school (10th, 11th, 12th; first-year, sophomore; etc.) and the level of course difficulty (AP, IB, accelerated, honors, elective; 100-level, 200-level, etc.).

Ratings Compared to other students in his or her class year, how do you rate this student in terms of:

No basis	Below average	Average	Good (above average)	Very good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	One of the top few I've encountered (top 1%)
Academic achievement							
Intellectual promise							
Quality of writing							
Creative, original thought							
Productive class discussion							
Respect accorded by faculty							
Disciplined work habits							
Maturity							
Motivation							
Leadership							
Integrity							
Reaction to setbacks							
Concern for others							
Self-confidence							
Initiative, independence							
OVERALL							

Evaluation Please write whatever you think is important about this student, including a description of academic and personal characteristics, as demonstrated in your classroom. We welcome information that will help us to differentiate this student from others. (Feel free to attach an additional sheet or another reference you may have prepared on behalf of this student.)

TO THE APPLICANT

After completing all the relevant questions below, give this form to your secondary school counselor or another school official who knows you better. If applying via mail, please also give that school official stamped envelopes addressed to each institution that requires a Midyear Report.

Legal Name _____ ☐ Female
Last/Family/Sur (Enter name exactly as it appears on official documents.) First/Given Middle (complete) Jr., etc. ☐ Male

Birth Date mm/dd/yyyy _____ Social Security # _____
(Optional)

Address _____
Number & Street Apartment # City/Town State/Province Country ZIP/Postal Code

School you now attend _____ CEEB/ACT Code _____

Current year courses—please indicate title, level (AP, IB, advanced honors, etc.) and credit value of all courses you are taking this year. Indicate quarter classes taken in the same semester on the appropriate semester line.

First Semester/Trimester	Second Semester/Trimester	Third Trimester <small>or additional first/second term courses if more space is needed</small>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

IMPORTANT PRIVACY NOTE: By signing this form, I authorize all schools that I have attended to release all requested records covered under the Federal Educational Rights and Privacy Act (FERPA) so that my application may be reviewed by the Common Application member institution(s) to which I am applying. I further authorize the admission officers reviewing my application, including seasonal staff employed for the sole purpose of evaluating applications, to contact officials at my current and former schools should they have questions about the school forms submitted on my behalf.

I understand that under the terms of the FERPA, after I matriculate I will have access to this form and all other recommendations and supporting documents submitted by me and on my behalf after matriculating, unless at least one of the following is true:

1. The institution does not save recommendations post-matriculation (see list at www.commonapp.org/FERPA).

2. I waive my right to access below, regardless of the institution to which it is sent:

☐ Yes, I do waive my right to access, and I understand I will never see this form or any other recommendations submitted by me or on my behalf.

☐ No, I do *not* waive my right to access, and I may someday choose to see this form or any other recommendations or supporting documents submitted by me or on my behalf to the institution at which I'm enrolling, if that institution saves them after I matriculate.

Required Signature _____ Date _____

TO THE SECONDARY SCHOOL COUNSELOR

Please submit this form when midyear grades are available (end of first semester or second trimester). Attach applicant's official transcript, including courses in progress, a school profile, and transcript legend. (Please check transcript copies for readability.) Use both pages to complete your evaluation for this student. **Be sure to sign below.**

Counselor's Name (Mr./Ms./Dr., etc.) _____
Please print or type.

Signature _____ Date mm/dd/yyyy _____

Title _____ School _____

School Address _____
City/Town State/Province Country ZIP/Postal Code

Counselor's Phone () _____ Counselor's Fax () _____
Area Code Number Ext. Area Code Number

Secondary school CEEB/ACT code _____ Counselor's E-mail _____

Background Information If any of the information on this page has changed for this student since the Secondary School Report was submitted, please enter the new information in the appropriate section below. If your recommendation for this student has changed, please comment in the space below or on a separate sheet. If nothing has changed, you may leave this page blank. However, your signature is still required.

Class Rank _____ Class Size _____ Covering a period from _____ to _____
(mm/yyyy) (mm/yyyy)

The rank is ☐ weighted ☐ unweighted. How many students share this rank? _____

☐ We do not rank. Instead, please indicate quartile _____ quintile _____ decile _____

Cumulative GPA: _____ on a _____ scale, covering a period from _____ to _____
(mm/yyyy) (mm/yyyy)

This GPA is ☐ weighted ☐ unweighted. The school's passing mark is _____

Highest GPA in class _____ Graduation Date _____
(mm/dd/yyyy)

Percentage of graduating class immediately attending: _____ four-year _____ two-year institutions

How many courses does your school offer:

AP _____ IB _____ Honors _____

If school policy limits the number a student may take, please list the maximum allowed:

AP _____ IB _____ Honors _____

Is the applicant an IB Diploma candidate? ☐ Yes ☐ No

Are classes taken on a block schedule? ☐ Yes ☐ No

In comparison with other college preparatory students at your school, the applicant's course selection is:

- ☐ most demanding
☐ very demanding
☐ demanding
☐ average
☐ below average

How long have you known this student and in what context? _____

What are the first words that come to your mind to describe this student? _____

Ratings Compared to other students in his or her class year, how do you rate this student in terms of:

No basis	Below average	Average	Good (above average)	Very good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	One of the top few I've encountered (top 1%)
Academic achievement							
Extracurricular accomplishments							
Personal qualities and character							
OVERALL							

Evaluation Please use this space to elaborate on any changes in the student's academic record, personal demeanor, or status at your school.

① Has the applicant ever been found responsible for a disciplinary violation at your school from 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in the applicant's probation, suspension, removal, dismissal, or expulsion from your institution? ☐ Yes ☐ No

② To your knowledge, has the applicant ever been adjudicated guilty or convicted of a misdemeanor, felony, or other crime? ☐ Yes ☐ No
Note that you are not required to answer "yes" to this question, or provide an explanation, if the criminal adjudication or conviction has been expunged, sealed, annulled, pardoned, destroyed, erased, impounded, or otherwise ordered to be kept confidential by a court.

If you answered yes to either or both questions, please attach a separate sheet of paper or use your written recommendation to give the approximate date of each incident and explain the circumstances.

☐ Check here if you would prefer to discuss this applicant over the phone with each admission office.

I recommend this student: ☐ No basis ☐ With reservation ☐ Fairly strongly ☐ Strongly ☐ Enthusiastically

Helpful Websites

Harvard Websites:	Accessible Education Office www.aeo.fas.harvard.edu
	Advanced Standing www.fas.harvard.edu/~advising/advanced/reqs.html
	Advising www.fas.harvard.edu/~advising
	Application www.admissions.college.harvard.edu/apply/forms/
	Athletics www.gocrimson.com
	Bureau of Study Counsel www.bsc.harvard.edu
	Career Services www.ocs.fas.harvard.edu
	Counseling Services www.college.harvard.edu/services/counseling
	Courses of Instruction www.registrar.fas.harvard.edu/fasro/courses
	Departments and Concentrations www.fas.harvard.edu/home/academics-and-research
	Dining www.dining.harvard.edu
	Engineering and Applied Sciences www.seas.harvard.edu
	Financial Aid www.fao.fas.harvard.edu
	Freshman Dean's Office www.fdo.fas.harvard.edu
	Health Services www.huhs.harvard.edu
	International Applicants www.admissions.college.harvard.edu/apply/international/
	Ivy Group Common Admissions Procedure Statement www.ivyleaguesports.com
	Libraries lib.harvard.edu
	Museums www.harvard.edu/museums
	Program in General Education www.admissions.college.harvard.edu/about/learning/gen_ed.html
	Public Service Opportunities www.fas.harvard.edu/~pbh/psn
	Research Opportunities and Student Employment www.seo.harvard.edu/
	Student Organizations and Activities www.college.harvard.edu/student/activities
	Study Abroad www.fas.harvard.edu/~oip
	Taking Time Off www.admissions.college.harvard.edu/apply/time_off/
	Visit www.admissions.college.harvard.edu/visit/
Standardized Testing:	ACT www.act.org/aap/
	AP www.ets.org
	College Board www.collegeboard.com
	GRE www.ets.org
	SAT Registration www.collegeboard.com/student/testing/sat/reg.html
Applying Online:	TOEFL www.ets.org
	The Common Application www.commonapp.org
	The Universal College Application www.universalcollegeapp.com

HARV00018598



M



HIGHLY CONFIDENTIAL - ATTORNEYS' EYES ONLY

HARV00018599

JUL 8 2011

July 4, 2011

Dean William R. Fitzsimmons
Office of Admissions and Financial Aid
Harvard College
86 Brattle Street
Cambridge, MA 02138

Dear Mr. Fitzsimmons:

I am a professor at UCLA whose son just went through your admissions process. As I contemplate the meaning of America on its Independence Day, I wanted to write to you regarding your process. It is agreed upon by most that America is in decline. There are many reasons for this, but you should not underemphasize the role played by your process in this decline.

I have serious concerns about the rigor and thoughtfulness exhibited by your admissions officers in bringing recommendations forward. America is supposed to reward hard work, tenacity, and responsibility. Your process does not reward any of these attributes. Furthermore, it is disingenuous to the extreme.

1. The common application asks us to check an ethnicity box assuring that no information we provide will be used in a discriminatory way. It is indeed used in a discriminatory way. Any time a standard is relaxed or raised based on a checked box or a last name, that's wrong.
2. Courtesy waitlisting of legacies is rampant. This is in my view unethical. Waitlisting is just that--you need to be a serious candidate if spots open up. I do not believe that many of these waitlisted candidates are considered seriously.
3. You ask that applicants consider the most rigorous course loads but this is not a criterion used to break ties between applicants. What is used instead is some other innate nonacademic talent or skin color.

In fact, my reading of your process is somewhat cynical but may be close to the truth. Take the top 5-10% of the class, screen them for legacies, skin color (checked box for ethnicity), and unusual innate talent for things other than academics, then reach out and pull from the lower ranks to protect your yield.

Let me now tell you a personal story. There was a 22-year old man from India whose household salary growing up was less than \$80 per month. He came on a student visa to the USA in 1984. He had one suitcase and less than \$3000 in cash on him. He worked hard in grad school, married an Asian Indian girl who came to the USA also with virtually nothing (basically \$0) and lived in a roach-infested apartment struggling to get by. Treating education as sacred, they both worked day and night on their doctoral degrees, finally becoming faculty members and leaders in their respective fields. They had two children and education and being positive contributors to their community was emphasized above all in the household.

One of the children (Redacted:
PII/SPI) has the following stats:

1. Highest graduating GPA in his public high school of 627 students
2. Toughest curriculum amongst his peers (11 AP classes)
3. All A grades (even as a second semester senior)

4. All SAT scores (including subject tests) at 750 or above
5. All AP scores at maximum (score of 5)

On top of that we have:

1. An athlete who played two varsity sports that are not typical of his demographic (how many South Asians play varsity volleyball and basketball?).
2. Leading the news team (news editing) at the school newspaper.
3. Extensively interning at the local city newspaper
4. Winning three national writing awards
5. Extensive volunteering in the community

On top of that we have the following awards at graduation:

1. Rose Gilbert Academic Excellence Award - the highest honor for overall academic excellence in the high school
2. Quill and Scroll Society Honorary Membership Award for excellence in writing/journalism
3. Community Service/Volunteering award for more than a threshold level (one hundred hours) of community service at the high school
4. National Merit Finalist
5. California Scholarship Federation Sealbearer (for high Scholastic Achievement and Service to the Community)
6. Los Angeles Volleyball Coaches Association Academic All Star Player of the Year
7. California Department of Education and California Mathematics Council Award for Exemplary Achievement in Mathematics

Obviously, he loves learning. If anything, people in our ethnic group should also get the breaks in the process. We came barely twenty-five years ago with virtually nothing. Frequently, we don't usually write self-reflective essays (and by the way, if you want such an essay why not make it clear?), we just achieve based on a strong work ethic. What does our kind get in return? Just the usual demoralizing rejection, while others get taken or waitlisted. Check the applicants from this high school (^{retracted:} PII/SPI Calif.) and see if who you took or waitlisted truly are the strongest academically or are legacies or people with connections.

What we learn about the process is to not honestly report our ethnicity, not honestly report what we want to do (expressing interest in under-enrolled majors is better), and exaggerate our non-academic pursuits. We also learn that skin color does matter, and it would have been a different outcome had I married someone of a different ethnic group. Is this really the message applicants should be getting at such a young age?

Harvard is first and foremost an academic institution devoted to scholarship. Furthermore, it receives Federal money. Each NIH or NSF grant from which you derive overhead comes out of our tax dollars. Your endowment income, unlike mine is largely tax exempt. The job of admissions officers is not to get excited or entertained, but day in and day out, just reward people

who have achieved at a high level given the opportunities they have had. Stellar academic records with rigorous courseloads do need to either be rewarded or your decisions explained especially when the candidate is from an over-represented minority group. It seems clear that when these types do something outside the ordinary in extra-curriculars they are not rewarded at the same level as others.

As we contemplate involving Federal authorities to protest the violation of our civil rights, we think the reason your process is contributing to America's decline is the lack of candor and thoughtfulness in your process, and the lack of tangible rewards for tenacity, intellectual curiosity, and a strong work ethic. We think America is becoming a joke and this demoralization will cost the country dearly in the next fifty years as our work ethic erodes. That's what it has come down to.

Sincerely,

Redacted:
PII/SPI

Redacted:

Phone: **Redacted:**
PII/SPI

Fax:

Redacted:
PII/SPI

Cell:

Redacted:
PII/SPI

Address:

Redacted:
PII/SPI

Los Angeles, CA 90095-1481

Redacted:
PII/SPI
Pacific Palisades, CA 90272

U.S. AIR MAIL 13¢
JUL 20 11 771 51



021384452
Dean William R. Fitzsimmons
Office of Admissions and Financial Aid
Harvard College
86 Brattle Street
Cambridge, MA 02138

021384452

021384452



HARVARD COLLEGE | Office of Admissions and Financial Aid

July 21, 2011

**Redacted:
PII/SPI**

Los Angeles, CA 90095-1481

Dear **Redacted:
PII/SPI**

I am writing in response to your recent letter to me, dated July 4, 2011, which seems to assert that Harvard College's decision not to admit your son **Redacted:** was a result of ethnic discrimination. I understand that you disagree with the Committee's decision regarding your son's application. While there may be nothing I could say that would alter your opinion, I assure you that the College's admissions process is not biased in the way you suggest or in any other way. Let me take this opportunity to better explain our admissions processes and the context in which your son's application was reviewed.

As I am sure you realize, admission to Harvard College is highly competitive. This year a record number of applicants (34,950) applied for the 1,662 places in the first year class; of these, we had the capacity to admit only 6.2%. The Admissions Committee, comprising thirty-five faculty members and administrators, reviews applications in a painstaking process that stretches over several months. The Committee can respond only to the various credentials presented by the candidates in their applications, and members of the Committee understand that they therefore have a limited knowledge of each student. Nevertheless, the Committee takes great care in evaluating each of the many applications. Each applicant is reviewed and voted on by the Committee during its admissions meetings.

There is no precise formula by which admissions decisions are made. The Committee considers many factors in the admissions process, including scholarship and standardized testing. However, the academic credentials of applicants to the College in recent years have made the admissions competition more rigorous than ever. Approximately 48 percent of this year's applicant pool presented SAT I scores totaling 1400 or higher. Nearly 4,175 scored a perfect 800 on the SAT Mathematics test and over 3,050 recorded an 800 Verbal SAT. As has been the case for many years, the number of applicants who were valedictorians of their high schools (3,598) was more than twice the number of places in the freshman class. This year, 52% of the applicant pool were in the top ten percent of their respective high school classes.

Continued

Administrative Office 86 Brattle Street · Cambridge, Massachusetts 02138
Visitor Center Agassiz House · Radcliffe Yard · Cambridge, Massachusetts 02138

CONFIDENTIAL

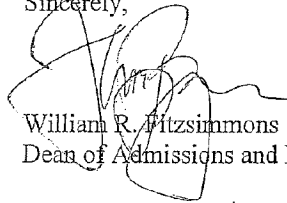
HARV00018604

DX025.0153

Page 2
July 21, 2011

As it does with each candidate, the Committee carefully and fairly evaluated your son's application, and concluded that it would not be able to offer him admission. While I understand that you and your family are disappointed at the outcome, I must reiterate that the College's decision was reached properly. You certainly have every reason to be proud of your son's accomplishments, which you detail well in your letter. I hope you will extend to Redacted my best wishes for every future success.

Sincerely,



William R. Fitzsimmons
Dean of Admissions and Financial Aid

CONFIDENTIAL

HARV00018605

DX025.0154

July 30, 2011

Dean William R. Fitzsimmons
Office of Admissions and Financial Aid
Harvard College
86 Brattle Street
Cambridge, MA 02138

Dear Mr. Fitzsimmons:

Thank you for your letter of July 21. I have a few final points. While I am willing to consider taking your word that ethnic discrimination is not an issue at Harvard College, I am less willing to accept that your process is not "biased in any other way" as you mention. For example, it has been documented that legacy applications get a personal and careful read from you, and that to me is bias because they are treated differently. Furthermore, affirmative action is likely also a reality of your process (and an admirable one at that).

In any case, you have the right to impose the criteria you want. There is one overriding concern I have and that is the exact role of ethnicity in the process. Your common application states that:

"Common Application member institution admission offices do not discriminate on the basis of race, color, ethnicity, national origin, religion, creed, sex, age, marital status, parental status, physical disability, learning disability, political affiliation, veteran status, or sexual orientation."

I think the above statement is not accurate because discrimination can be positive or negative, and certain races and people of certain parental status (legacies) do get treated differently in the process.

However, let me get back to how the above quote relates to Asian-Americans and the matter of deep concern to me. There is nothing more debasing to the dignity of a human being in a minority group than to be categorized according to a checked box for ethnicity and then have it held against them, even as ONE factor. Dr. Martin Luther King, Jr., in his "I have a dream" speech did NOT have this in mind. I think it is reasonable and just to expect an American citizen applicant to be treated race-neutrally or race-positively at an institution receiving Federal dollars. As you know, my problem is not to do with affirmative action, but relates to the civil rights of Asian-Americans because according to Espenshade's book, they present "stats" higher than those of other races on average, so for diversity reasons they may be discriminated AGAINST. This is an old argument, but is race relevant for races other than under-represented groups? How would your process of evaluation factor the notion that an applicant checked the Asian-American box? What I am asking is that since this group is NOT under-represented, is consideration of its race relevant? If so, why? For example, would the following and similar thoughts be

CONFIDENTIAL

HARV00018606

DX025.0155

permissible in a meeting about an Asian American applicant: "We know he will tend to score well in math, what else has he done?"

[Parenthetically, please also be aware that for example, Japanese and Asian Indians are of different races. We as Asian Indians are basically Caucasian with a darker skintone. The process should not club us all into one category for admission purposes. This also is fraught with problems.]

In sum, as a final issue, I would appreciate your confirming that for other than under-represented groups, ethnicity does NOT factor into any admission decisions, discussions, nor thought processes of admission officers (thus possibly resulting in imposition of higher standards for Asian Americans). That is, I would like confirmation that Asian Americans and Whites are treated the same, without any regard for the race box checked in these cases.

I do appreciate your time, and I found your letter to be refreshingly candid and helpful.

Sincerely,

**Redacted:
PII/SPI**

Los Angeles, CA 90095-1481

CONFIDENTIAL

HARV00018607

DX025.0156



HARVARD COLLEGE | Office of Admissions and Financial Aid

August 3, 2011

Redacted:
PII/SPI

Los Angeles, CA 90095-1481

Dear

Redacted:
PII/SPI

Dean Fitzsimmons is away, but he has asked me to write in response to your most recent letter of July 30. Although I doubt there is much I can helpfully add to Dean Fitzsimmons' earlier letter to you, I should like to comment further on a couple of your particular concerns.

Our admissions process does not proceed on the basis of categories, ethnic or otherwise. As the Supreme Court has repeatedly recognized, college admissions committees may take into account a variety of personal factors including family background—among many others, as they evaluate and compare applicants. Our process is highly individualized in its approach; we have no quotas, targets or goals in choosing a class. We neither limit nor increase the number of admitted students according to ethnicity, geography, gender or field of study although we do consider all of these factors. Indeed, it is worth noting that the model cited approvingly by the Supreme Court in both the Regents of University of California v. Bakke decision of 1978 and the Grutter v. Bollinger decision of 2003—neither of which involved a challenge to Harvard's own admissions process—is the "Harvard Plan," which, as the Court explicitly recognized, is flexible enough to consider all pertinent elements for consideration in each applicant's case for admission.

As to your concern about applicants being asked to identify their ethnicity, I note that the Federal Government requires universities to report ethnicity or race of enrolled students. Accordingly, our application invites, but does not require, applicants to self-identify by selecting one or more ethnic categories. A student is not required to provide that optional information and some applicants do not.

I hope you will find this information helpful.

Yours sincerely,

Marlyn E. McGrath

Marlyn E. McGrath
Director of Admissions

MEM/alb

Administrative Office 86 Brattle Street • Cambridge, Massachusetts 02138
Visitor Center Agassiz House • Radcliffe Yard • Cambridge, Massachusetts 02138

CONFIDENTIAL

HARV00018608

DX025.0157

August 10, 2011

Ms. Marlyn E. McGrath
Office of Admissions and Financial Aid
Harvard College
86 Brattle Street
Cambridge, MA 02138

Dear Ms. McGrath:

Thank you for your letter in response to my second letter to Dean Fitzsimmons. Unfortunately, while I appreciate your reply and understand the circumstances in which race can be considered from the two landmark cases you mention I did not receive a reply to my questions, which are just, reasonable, and fair, and deserve a straight answer.

1. Assuming they identify themselves as Asian Americans, are Asian American applicants viewed in the context of the overall application pool or within the pool of other Asian American applications?

2. Do Asian Americans suffer a disadvantage relative to Whites in the admission process?

And two new questions based on your letter:

3. You indicate that checking an ethnicity box is optional. Would failure to check any ethnicity box be construed as a negative signal (e.g., that someone is trying to hide their racial identity)?

4. If someone with a last name indicative of ethnicity, such as "Zhang" or "Rajaratnam" does not check any ethnicity box, would you try to infer the ethnicity based on the last name?

If you can answer these questions I would be delighted. Otherwise, I will conclude that you do not wish to reply. I do not anticipate corresponding further on this matter with you or Dean Fitzsimmons regardless of whether I receive a reply. Thanks once more for your time.

Sincerely,

**Redacted:
PII/SPI**

Los Angeles, CA 90095-1481

Cc: Dean William R. Fitzsimmons

CONFIDENTIAL

HARV00018609

DX025.0158

August 22, 2011

Dean William R. Fitzsimmons
Office of Admissions and Financial Aid
Harvard College
86 Brattle Street
Cambridge, MA 02138

Dear Dean Fitzsimmons:

I couldn't resist writing to you one last time. Consider the situation. Your director, Marlyn, is unable to certify either that Asians and Whites are treated the same in the process, or that Asians are not viewed in competition with each other. You are unable to do so as well. There is no reason why Asians and Whites should be treated differently. In this situation, I suppose I should take your word that ethnic discrimination is not an issue for Asian Americans at Harvard in that they are treated the same as Whites? Given this, perhaps you should take my word that as someone who has spent several years in higher education, and has seen thousands of graduate and undergraduate students, my son has a curious and extremely thoughtful scholarly mind (far more thoughtful than mine at a comparable age), and he will prosper at Harvard, and be an active contributor to the community. My son is of sterling character, has the best GPA in his high school class of 627 students, with excellent test scores, two national writing awards and one state level math award, is a two sport varsity athlete, and his editing earned the school newspaper the most coveted national-level medal. This is all true, but will you just take my word for it? I leave this for you to ponder.

Sincerely,

**Redacted:
PII/SPI**



HARVARD COLLEGE | Office of Admissions and Financial Aid

August 26, 2011

Redacted:
PII/SPI

Los Angeles, California 90095-1481

Dear Redacted:
PII/SPI

Thank you for your recent letters. At this point, I can only reiterate what Director McGrath and I already have told you: Harvard College conducts a holistic admissions process. Ethnicity is one of the many factors we consider when evaluating the thousands of applications we receive (this year the number of applications approached 35,000) from a wide range of excellent candidates.

I understand that you continue to be upset that we were unable to make an offer of admission to your son. We wish you and Redacted: every success as he begins his college career.

Sincerely,

William R. Fitzsimmons
Dean of Admissions and
Financial Aid

WRF:oap

Administrative Office 86 Brattle Street · Cambridge, Massachusetts 02138
Visitor Center Agassiz House · Radcliffe Yard · 5 James Street · Cambridge, Massachusetts 02138

HIGHLY CONFIDENTIAL - ATTORNEYS' EYES ONLY

HARV00018611

DX025.0160

JAN 17 2012

January 13, 2012

Dean William R. Fitzsimmons
Office of Admissions and Financial Aid
Harvard College
86 Brattle Street
Cambridge, MA 02138

Dear Mr. Fitzsimmons:

You will recall our correspondence from last year regarding my son, [Redacted]. [Redacted] application to Harvard College. I am writing to let you know that the Department of Education's Office of Civil Rights has informed us that they have accepted our complaint alleging that Harvard University's undergraduate admissions office discriminated against our son on the basis of his national origin. My son is now a freshman at [Redacted] where he continues to be a promising scholar -- he earned a 4.0 in his freshman term and has immersed himself in a range of activities and experiences. As you already know, he had the highest GPA of his graduating high school class and a significant record of national, state and other accomplishments. Mr. Dan Golden, the author of "The Price of Admissions," is aware of this development. I believe that my son is of sterling character and would have brought Harvard nothing but credit.

I am writing to ask you if you would like to discuss the case prior to the beginning of the detailed OCR investigation. I would need you to call me at [Redacted] at your earliest (or you can email me at [Redacted]). Thank you for your consideration. The matter remains confidential as of now.

Sincerely,

Redacted:
PII/SPI

Los Angeles, CA 90095-1481