

No. 20-1199

In the
Supreme Court of the United States

STUDENTS FOR FAIR ADMISSIONS, INC.,
Petitioner,

v.

PRESIDENT AND FELLOWS OF HARVARD COLLEGE,
Respondent.

On Writ of Certiorari to the
United States Court of Appeals
for the First Circuit

JOINT APPENDIX
VOL. IV of IV (JA1435–JA1821)

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2012 Casebook

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United States District Court
District of Massachusetts

DX 2

Case No. 1:14-cv-14176 (ADB)
Date Entered _____
By _____
Deputy Clerk

HARV00000212

Sergei Liukin

School: Hillridge High School

Description: Independent private school on the East Coast, 100% of graduates go on to attend four-year colleges, many AP courses offered

Ethnicity: (left blank); dual citizen with the Russian Federation

Mother: licensed practical nurse

Father: Computer engineer

College: associates degree
(divorced in 1995)

College: B.A. foreign university,
PhD from American university

Siblings: none

Tentative field of study: Mathematics

Commitment: 2 (1-5 scale: 1, absolutely certain; 5, undecided)

Intended occupation: Academic

Commitment: 1 (1-5 scale: 1, absolutely certain; 5, undecided)

College activities: Writing/literary magazine, orchestra

Commitment: 2 (1-5 scale: 1, absolutely certain; 5, undecided)

Class rank: none provided, but highest GPA listed is Sergei's, 64 students

SAT I: 800/800/800

SAT II: 800 Chemistry 800 Math II 800 US History
800 French Reading 790 World History

Extracurricular Activities:

Independent math research (11-12)
6 hrs/week, 52 weeks/year
MIT summer research program (11)
144 hours/week, 6 weeks/year
Top ten presenter
Math clubs (11, 12)
1.5 hours/week, 40 weeks/year
President
International club (9-12)
1 hour/week, 12 weeks/year

Athletics:

Weightlifting (11-12)
JV tennis (11)
6 hours/week; 8 weeks/year

Employment:

Math tutoring
2 hours/week

Academic Honors:

Cum Laude Society
National Merit Semi-Finalist
Top Scholar, Class of 2009
Mu Alpha Theta
National Honor Society

Advanced Placement Test Results:

Physics B 5
History of Art 5
Eng Lang & Comp 5
World History 5
Calculus BC 5
French Language 5
Chemistry 5
United States History 5

Summer Activities:

Research at MIT (11th)

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Short answer (most meaningful activity)

In spring of my sophomore year, I began studying analysis under the guidance of a professor at my local university. At first, I studied its fundamentals, learning the basics of two major subfields: real analysis and complex analysis. After several months of reading textbooks, I began to read about current areas of research, so by the spring of my junior year I had the background to work on unresolved problems. Last summer at MIT, I obtained results that characterized the behavior of a generalized version of a complex mathematical process. Working on research has at times been a trying experience, but the intellectual stimulation it gives me—along with the opportunity to make new discoveries and the joy of progressing towards the desired results—has made it a worthwhile endeavor.

Personal Statement

Almost everyone knows Thoreau's *Walden*. That is, they know that it was written by some guy in the nineteenth century who went to live in the woods but still returned home often enough to let his mother wash his clothes (supposedly). But what is truly fascinating about Thoreau's account is not the details of his life in the woods, but the central question that runs through it: What's it all about? Thoreau noticed that most people spend their lives in a daze, always aiming to acquire some new possession—be it house, carriage, or car—or a new, apparently better, position in life, without really knowing what they want, or why they are breaking their backs to pay, for instance, a mortgage for a house they might not have really wanted in the first place.

When I first read the book, in the hot and hectic final days of my junior year, it struck me that the situation is no better—in fact, far worse—in modern times. The quantity and variety of purchasable goods has increased exponentially, as has their availability, while the lot of most people has improved only slightly. So, naturally, I asked myself what *I* was in it for? What did *I* want? What's it all about for *me*?

Thoreau spent twenty-six months in the woods, simplifying his life as much as he could, in search of an answer to that question. And he filled up a book with an account of that time, so that others might—not follow his example, but be inspired to find their own path. I have not yet taken so extreme a measure, but I realized that I too had been searching for a more simple life, for a certain spareness and bareness that might allow me to see the world and myself more clearly. To see the world clearly, to see ourselves and our fellows in a true light: these are not small things, mere trifles to be cast aside as worthless; these are the things that I most want, because it is only with clarity of sight that we can attain real understanding.

As mathematicians are wont to do, I started with the simpler case—myself. Strange as it is, even that case is not so easy to determine, and certainty comes only in fleeting moments. I spent the summer at MIT, working on mathematics, one of my favorite things to do. Late one night, wide awake with the desire to solve the open problem I was researching, I withdrew to a quiet room that had been abandoned by my sleeping comrades. I sat and I read and I scribbled and crossed out equations, filling up page after page after page of my notebook, whose pages were already rough and ridged from having been wet. The clock ticked, and before I knew it, it was midnight. But the problem—even the particular subproblem I had set out to solve that night—still stood its ground. Time wore on, but, at last, my scribbling went for a page without the line of attack failing; at two pages,

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I was in full swing, my hand racing across the page and down lines with the speed of a rocket; at three pages, my heart began to beat in double time; and at five, when I wrote QED, the universally acknowledged way of ending a handwritten mathematical proof, I felt excited beyond words. I returned to my room in a daze, to find my roommate already asleep, his small digital clock reading one a.m. Yes, I thought, clambering into bed, still thrilled by the experience I had just had, this is it.

Anne Dillard writes about a similar experience. Frequently, in her book *Pilgrim at Tinker Creek*, she writes about “the tree with the lights in it,” the image she associates with the moments of ecstasy when—to paraphrase her—the world seems to be infused with a light that can be nothing but divine. “I live for it,” she writes, “for the moment when the mountains open and the new light roars in spate through the crack, and the mountains slam.” Yes, I think, reading this line for what must be the hundredth time. Yes: I, too, live for these moments. I’m in it for the moments when incomprehension falls like a blindfold from in front of my straining eyes, when the mental darkness passes like a covering cloud, and a full, bright light shines, and the problem that seemed impossible, or the proof that seemed infinitely out of reach, comes within my grasp, for the moments when I share Dillard’s rapture, when the difficulty is overcome and I feel on top of the world.

They can come in many forms, these moments, but my favorite variety is the kind that stems from a difficulty surmounted or a problem solved. This is part of what attracts me to mathematics: here is one of the oldest areas of human thought but one that is still, in the words of Ian Stewart, “bristling with open problems.” Many of these open problems are fascinating, sometimes by virtue of their sheer simplicity. One famous assertion, long believed to be true by most mathematicians, remains unproved in spite of its extreme accessibility; it is known as the twin prime conjecture and can easily be stated: there are infinitely many prime numbers p (numbers with no factors but themselves and the number 1) such that $p + 2$ is also prime. These kinds of problems hold a powerful allure for me, as they do for many mathematicians. Mathematics also attracts me because it offers an opportunity to contribute significantly to human thought, to leave an intellectual mark—be it ever so small—on human civilization. And it is very important to me to make such a contribution.

None of this necessarily lets me see the world and myself as clearly as is possible. But the search for understanding cannot terminate so soon; it lasts, I suspect, until the thread of life is cut and death is nigh. It is unlikely that Thoreau left his little house by Walden Pond with all his questions answered or without the appearance of new ones, but some of his questions *were* answered, and the questions he experienced doubtless helped him understand himself and the world better. Likewise, doing mathematics—and understanding *why* I love to do it—helps me know myself better as, in the words of Thoreau, I “go about my business,” always looking to see more clearly and understand more fully.

Secondary School Report

Maturity beyond his years, intellectual curiosity beyond the ordinary, and promise beyond limits are qualities that define Sergei Liukin’s character, his choices, and his future. Serge is the consummate student, one who is led by his passion for learning and never limited by conventional education. He takes advantage of every opportunity to expand his opportunities, to leap into new learning environments and to open every learning door. From independent study, to travel, to research at MIT, Serge builds upon his high school

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experience and reaches out for more. Serge is a voracious reader; he enriches his formal education experiences with his eclectic choice of books and publications. Serge simply loves to learn, to share his knowledge and ideas, and to pursue intellectual development. But Serge does not limit himself to academia. Instead, he delights in sharing his expertise and reaching beyond the classroom.

At first glance, president of Mu Alpha Theta/Math Club may not evoke an image of excitement. But here, his team of "math-letes" are a dynamic group of competitors. As leader of this eclectic group, Serge has made membership and math competition fun. On any given Saturday members travel to regional and state contests and garner accolades and awards for Hillridge. Serge is a leader who inspires confidence. He sets an example of excellence and hard work with the addition of a sense of genuine accomplishment. Serge has made being in the Math Club an honor. Whether a leader or team member, Serge is committed to his responsibilities. As a two-year member of National Honor Society he is a much sought after math tutor. NHS tutors work closely with middle school students to assist them in the transition to the Upper Division academic program. Serge never turns down a request and has accrued an impressive record of service with the program.

The honors and accolades that Serge has earned at Hillridge range from Cum Laude Society, a place on the JV tennis team, Co-President of the Class of 2009, first place in the National French Exam, level five, to National Merit Semi-finalist. His academic interest is math but Serge is never limited to one discipline. As far as I can determine, Serge is the only student who will graduate from Hillridge with 13 AP courses to his credit, ranging from Calculus BC to AP Music Theory. His choices cover every academic discipline and he plunges into each subject with eagerness and a curiosity for knowledge. There is a mutual appreciation between Serge and his teachers. His teachers delight in his energy and intellect that he brings into the classroom and Serge has genuine respect and admiration for his teachers. The litany of praise across the curriculum includes, "Serge makes every day of teaching worthwhile.", "I commend Serge for his work ethic and the high standards he sets for himself.", "Serge is a remarkable student whose intelligence is enhanced by his insatiable curiosity and willingness to learn.", "Serge possesses a keen and nuanced understanding of the material we cover.", "Serge approaches learning with curiosity, a positive attitude, and a sense of humor.", "Serge is the student who always asks higher level questions that stimulate class discussion." All of these observations are right on target! But perhaps the most overreaching comment is offered by Serge's "Math-mentor", Mr. Zupan who writes, "Serge is the caliber of student that comes along once in a lifetime, if ever, to a teacher, or for that matter, to a school. I am privileged to be a part of his intellectual growth."

It would be the perfect "story-book" scenario to say that the road to intellectual growth, academic accolades, firm friendships, and amazing experiences has been smooth and straight. But that is not the case for Serge. He came to Hillridge early in his freshman year to finally settle down after moving 10 times and attending four different schools. His hesitation and tentativeness melted away as Serge began to embrace his new home. Serge's years of changes brought him a valued characteristic, independence. This independence has given Serge the ability to explore mathematics well beyond the limits of our curriculum, to teach himself tennis, to attain the highest score on the National French exam, fifth level after three formal years of study, and to reach for his highest goal: "I am to become one of the great contributors to human thought." He is a life-long learner who will take advantage of every opportunity in the classroom and in the community at Harvard, to live, learn, and contribute. Like his teachers and peers, I am privileged to know Serge and to have the opportunity to recommend him to the Admissions Committee at Harvard University.

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Hillridge Transcript

Grade 9	Final	Grade 10	Final
English 9 H	A+	English 10 H	A+
Algebra II H	A+	AP Calculus BC	A+
AP Physics	A	Chemistry H	A+
Western Civilizations	A+	Contemporary Issues	A
French I	A+	World Religions	A+
Health/Fitness	A	French III H	A+
		AP Art history	A+
		Concert Band	A+

Grade 11	Final	Grade 12	Final
AP English Language	A+	AP English Literature	
Adv. Topics in Mathematics	A+	Independent Study Math	
Biology H	A+	Abstract Algebra	
AP Chemistry	A+	AP Biology	
AP U.S. History	A+	AP European History	
AP French Language	A+	AP French Literature	
Concert Band	A+	AP Music Theory	

Teacher Recommendation 1

I have known Serge for two years, first as his AP Calculus BC teacher in his sophomore year, and as the teacher/mentor of his independent studies class entitled "Advanced Studies in Mathematics" in his junior year. Before I get into substantiating details, I would like to immediately express the nature of my recommendation.

Prior to my two years at Hillridge, I taught BC Calculus for five years in a large public high school, and eight years in two of the most prestigious independent schools in the D.C. area. I taught the strongest math students those schools had to offer. I had many very successful and several truly brilliant students. I do not exaggerate when I say that none of them could hold a candle to the genius of Serge Liukin. Serge is far and away the most talented math student I have ever had the pleasure of knowing, as well as being the most enthusiastic, the most creative, the most rigorous, the most disciplined, the most curious, the most intrinsically motivated, and the most accomplished. Add to this the fact that he is almost humble in his demeanor, always with a quick smile on his face and a kind word to others. He is the caliber of student that comes once in a lifetime, if ever, to a teacher, or for that matter, to a school.

Serge is a voracious student of mathematics. As a freshman, he read a Calculus text on his own. As a BC student in his sophomore year he became interested in Real Analysis and under my guidance read a text on that subject, and solved all of its problems. Towards the end of that year Serge became interested in entering the Siemens Competition in Math, Science & Technology. To that end, he spent his junior year working with a professor of mathematics at a nearby university. Under his guidance, Serge devoured a Linear Algebra text and a Complex Analysis text, and, in attempting to narrow down his choice of a topic

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for the competition, read a series of published papers on Complex Analysis. Also in his junior year Serge read a text on Mathematical Logic and began one on Abstract Algebra in my independent studies class. I have a bachelors and a masters degree in mathematics, and I stand in awe of the level of expertise Serge has developed in so short a time. Serge seems to have everything he studies at his finger tips; he has got an almost photographic memory. He has the natural ability to recall in minute detail practically any proof or solution he has ever read or composed himself. He has developed into an accomplished mathematician, writing beautifully structured, elegant and creative proofs, and almost effortlessly finds solutions to the most obtuse and complex problems. In recognition of his genius, Serge was accepted into a prestigious summer program at MIT. He completed that program this summer and produced a paper which is clearly on the level of an advanced mathematics graduate student.

When I reread this recommendation it seems like hyperbole, but I assure you it is not. Serge is a world-class intellect not yet in full bloom, but growing incredibly. Serge will make a great name for himself in the world of mathematics. It is an historic opportunity for a university to be a part of guiding his growth and success.

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 in my career. (top 1%)
	Academic achievement							X
	Intellectual promise							X
	Quality of writing							X
	Creative, original thought							X
	Productive class discussion							X
	Respect accorded by faculty							X
	Disciplined work habits							X
	Maturity							X
	Motivation							X
	Leadership							X
	Integrity							X
	Reaction to setbacks							X
	Concern for others							X
	Self-confidence							X
	Initiative, independence							X
	OVERALL							X

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Teacher Recommendation 2

Mr. Serge Liukin has asked me to write you a letter of recommendation, and I am thrilled to comply. Knowing that you read hundreds, possibly thousands of student applications, and most of them glowing, complimentary accounts of the students they represent, I am at a loss how to make my letter stand out enough to do Serge real justice. You will be able to see by his record that he is an outstanding student, in every way truly gifted intellectually. I am unsure what I might add to that record, but I'll do my best. Let me touch briefly on what I see as Serge's greatest assets, what I see as one of his few weaknesses, and an example of his intellectual caliber.

As to Serge's strengths, they are many, but the sheer power and clarity of his mind is probably the greatest among his many qualifications. I am in my thirtieth year of teaching, and Serge may be one of the half dozen most intellectually gifted students I've ever taught. Probably most people's initial assessment would see Serge as a mathematical and scientific ace, but I teach him currently in AP Literature, and taught him last year in AP Language and Composition, and in both courses he was at the top of the class. His writing is not stylistically innovative, but it's amazingly mature both in terms of his command of mechanics and in terms of his understanding of the issues. As you'll see in his record, he got a five on the AP Language exam last May, and so far this year it looks like he's a shoo-in for a five on the AP Literature exam this coming May. I am hesitant to use a heavily loaded term like "genius," but Serge way well qualify. For real.

As to weaknesses. Unfortunately, like many people of his caliber, Serge can be intellectually arrogant. With stronger teachers he will form a tight bond of admiration and (probably mutual) respect. But he has no tolerance at all for weaker teachers who cannot command his respect. In his tenth grade year he was seriously considering circulating a petition to have his then English teacher dismissed. In many ways she was (despite some strengths) not the best teacher for Serge, but he did not show a willingness to work with her and support her, as he well could have. And in class he can sometimes dominate class discussions. Still, I think these are areas of emotional maturity that he may be as of yet too young to have accomplished. I'd like to hope that there would eventually emerge a compassion and a love of humanity the equal of his intellectual gifts.

I recall last year after we had read an essay by Barbara Lawrence called "Four-Letter Words Can Hurt You," Serge and I had a spirited exchange of essays, completely aside from schoolwork, on the topic of the intrinsic badness of certain four-letter words, especially the "f-bomb." I maintained, and still do maintain, that this word is a bad word because of what it means, because that meaning is base and evil. Serge, the young moral relativist, held to the position that words are only bad because our "thinking makes them so," to steal Hamlet's words. Which of us is "right" is not the point of my illustration. The point is that a student, on a strictly volunteer basis, took up the project of arguing with his teacher in a very well reasoned way. Serge probably wrote at least three essays in response to my own—or, rather, we wrote in response to each other. We argued the fine points of meanings, took up or took issue with the dictionary, debated the whole concept of "intrinsic" meaning, and for Serge's part, he did so in fluid prose that soundly argued a well-reasoned thesis. At the end of the day I think his position is mistaken, but how many students would step up like that to an intellectual challenge?

All in all, I cannot recommend Serge Liukin too highly. If a college education will instill in him the sense of humanity to match his brilliance, we will have a major contributor on the world stage.

Liukin 7

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 in my career. (top 1%)
	Academic achievement							X
	Intellectual promise							X+
	Quality of writing							X
	Creative, original thought						X	
	Productive class discussion			X				
	Respect accorded by faculty						X	
	Disciplined work habits						X	
	Maturity				X			
	Motivation							X
	Leadership		X					
	Integrity		X					X
	Reaction to setbacks		X					
	Concern for others		X					
	Self-confidence							X
	Initiative, independence							X
	OVERALL						X	

Additional materials

Three letters of recommendation (two from math professors/mentors), math research paper.

Faculty Evaluation

A blue-chipper. The paper he submits is terrific. One of his recommenders calls it "publishable in a serious journal... could be part of a Ph.D. thesis"—and this is by MIT standards, and the recommender is typically very restrained. Mathematically, I haven't seen many folders stronger than this. I'd put him at the same level as the two others I reviewed above, which is to say exceptional.

Liukin 8

Alumni Interview Report

Academic (1)

Genuine scholar, Summa potential, top grades, high 700 and 800 scores combined with evidence of original scholarship

- Love of Learning—'outstanding'
- Intellectual Curiosity—'outstanding'
- Intellectual Originality—'outstanding'

Serge is doing original work in theoretical mathematics about the behavior of molecules in non-compressible liquids being forced through a little opening. It is an extension of an equation which predicts the behavior of fluids in such a situation but not at the molecular level. He spent six weeks at MIT working on this problem. He looks forward to a career in academia. I am not competent enough to judge the legitimacy of his work, but I'm 99% sure he wasn't trying to snow me under. He's into some really esoteric stuff!

Extracurricular, Athletic, Community, Employment, Family Commitments (4+)

Some but not extensive participation

Serge plays violin in the school concert band. (His school is too small for both a band and an orchestra.) He was the sole violin when he joined the band. This year there are four violins. Serge has played interscholastic tennis, both singles and doubles. He's undecided whether he will play this year.

Personal Qualities (2+)

Rare personal appeal and character

- Openness to new ideas and new people—'outstanding'
- Contribution to college life—'outstanding'
- What kind of roommate would this student be?—'truly unusual'

Our hour together was relaxed and comfortable. Serge is articulate and thoughtful. His mathematics, of course, blew me away. So I asked him about other subjects. He talked about a report he did on the French Revolution. "I found it fascinating to consider that point when the revolution devolved from idealism into terror," he said. He struck me as down-to-earth and easy to talk to. His curiosity (and passion) for mathematics evoked my question, "Is your love of mathematics a search for truth with a capital 'T'?" He said, "I think it's truth of some kind, but it's certainly not going to answer all the questions of my life. I see mathematics as the 'art of science.'" A person could get into some very interesting conversations with Serge.

Overall (1)

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

Easy flow of conversation

Serge is probably a mathematics genius. He took calculus in 10th grade and has worked with a math professor for the past two years. (I had a classmate who was truly a math genius, but he was a little odd.) Serge is very ordinary, in a good way. He's not a nerd. He is not pretentious. I think he'd be a terrific addition to the class of 2013!

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Thomas Smith

School: Roseville Senior High School

Description: public school on the East Coast; 95% of graduates attend four-year colleges; many AP courses offered

Ethnicity: Caucasian

Mother: Sales Representative

Father: Unemployed

College: State university (BA, MA)

College: Private four-year college;
JD at private university

Siblings: Aaron (16), Michael (14)

Tentative field of study: Social Studies

Commitment: 3 (1-5 scale: 1, absolutely certain; 5, undecided)

Intended occupation: Law

Commitment: 4 (1-5 scale: 1, absolutely certain; 5, undecided)

College activities: Political Groups, Writing/LitMag

Commitment: 2 (1-5 scale: 1, absolutely certain; 5, undecided)

Class rank: 95%/318

SAT I: 750/700/800

SAT II: 800 U.S. History

720 Math 1

740 Physics

Extracurricular Activities:

Political Digest (9-12)

2 hrs/week

Secretary, Publisher

Model Congress (10-12)

1 hr/week

Gavel Award

Presidential Candidate at Princeton Model Congress

Student Government (9-12)

3 hrs/week

President of Roseville High School Student Council

President of Senior Class

Previously VP of Freshman, Sophomore, Junior classes

Myclassguides.com – a business Thomas started to provide study guides for AP exams

Crisis Center Volunteer (11-12)

4 hrs/week

Counselor's Assistant

B'nai B'rith Youth Organization, Roseville Chapter (10-11)

2 hrs/week

VP for Programming

Athletics:

None

Employment:

Summer (~ 35-50 hrs/week)

Term time: Myclassguides.com

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Academic Honors:

NMSF
 National Honor Society
 AP Scholar with Honors
 NCTE
 George Washington Book Award
 HOBY

Advanced Placement Test Results:

US History	5
European History	5
Eng Lang & Comp	5
Physics B	5

Summer Activities

Work (Jefferson County Democratic Committee and Board of Elections)
 Care-Taker at Greenway Country Day School
 Seeds of Peace International Camp (2007)

Activities (most meaningful)

I always prefer to work at the Crisis Center at night. My duties are relaxed, and by 10pm most of the hotline pranksters have either moved on to more productive activities or simply tired themselves out. Our privacy policy disallows Assistants from hearing the voices of our clients, so, in my quiet contemplation, my mind pictures the callers speaking to the Counselors around me. The mother beaten by her husband; the teenager terrified to reveal his sexuality; the couch-surfing, transient 20-something unable to hold a job or a home. No longer is it the story in the newspaper or item in the police blotter: these strangers are only a circuit breaker away. We never learn the fates of our callers, and that scares me a little. But I am satisfied that we actually did improve somebody's life, if even for but one phone call.

Personal Statement

"I'm going to kill you."

It struck me that that in the depths of a human faced with unbearable frustration, in our case heated and ceaseless debate over the virtues and terrors of suicide bombing, there germinates the completely irrational, the unimaginably absurd. My friend, the tall and brooding Palestinian teenager with whom previously I had only shared *Bamba* and laughter, had come to see that his logic was completely lost on me, his cause unlovable, and his beliefs rebuffed. In a moment his own intimate understanding of the world and its workings became completely and utterly distorted by realization; it was as if he walked into a house of mirrors, looked at the caricatured and deformed figures projected on the walls all around, and then discovered that the images in the mirrors were in fact reality and all his previous self-conceptualizations were nothing more than naiveté. He was threatened, and out of fear his defense was to strike fear into his opposition. My world and his world were not one; his was unacceptable to me, and mine was simply incomprehensible to him.

My view was and is simple: I rejected categorically killing of any kind. I rejected the deaths caused by IDF soldiers, scared and tired after an eight-hour bungled security operation, numbed and foolish enough to shoot at a threatening mob. I also rejected those caused by the soldiers of the *Intifadab*, longing to exert some type of force on the static events around them, who blew themselves up in the middle of crowded markets. Whereas the Israelis and the Palestinians saw two different armies shrouded in two different ideologies, two methods of warfare, fighting for two different gods, protecting two very separate peoples, I saw two armies staffed with and employing the very same weapons:

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human labor. I could not at the time conceptualize that there were two groups of human beings so engorged in hatred of the other, especially when the two had similar-sounding names, common tastes in music and entertainment, and comparable value systems favoring the family and strong personal codes of honor. Did they not realize that the land they were fighting for was worthless without the great energies and potential stored within both its very inhabitants? Logic is difficult to find in a swirling sea of emotion.

I told Mohammad that the Israeli soldier who killed the young, praying Muslim girl was just as heinous and wretched as the terrorist who looked into a video camera, told his countrymen he was fulfilling their desires, and then proceeded to walk onto a bus filled with Israeli families wearing a belt of explosives tied to his waist.

Mohammad was not a humanist as I was for he did not have a love of man but rather a love for a certain kind of man, that fashioned from the blood of his very descendents, who spoke his unique language, and who suffered only as he had known suffering. *I'm going to kill you*, he said, omitting what gave the sentence its true significance and to me the key to every struggle between peoples on this planet, *in order so that I do not have to question myself*.

My tenure at the Seeds of Peace Camp was not just an experiment in living communally with factions of children whose governments were, for all intents and purposes, in a state of undeclared war with one another. It was also a period of time during which I threatened all conceptions I had previously harbored toward the formation of feelings, personalities, worldviews, and friendships. Epic treatises on existence have been written about lesser instances of knowledge than I purchased over those four weeks of glorious summer; novels of hundreds of pages would not even be capable of expressing the range of emotions I contended with; no pool of verbosity or well of poetic reticence would do my experience justice either. Yet I learned something fundamental in those wooded hollows that forever changed me.

I had come to realize there is no greater scar across the face of our humanity than that of national sovereignty. It is the force that breeds nationalism, and the wars of attrition and other crimes that ensue when an oversimplified and blinded love of country is allowed to dominate reason; it is a vision of the world as irreparably fragmented and disjointed, with tribe, language, common and uncommon history, and successive victories and defeats creating boundaries in no absolute sense except that which, ultimately, we are incapable of denying: by the order and decree of our state.

My three weeks as a charlatan diplomat acquainted me with the realities of living in a world of nation-states rather than that of simply people. We subscribe to a mentality where happenstance of birthplace shades perception of character and worth. The steadfastly green woods of Maine were an asylum in which I heard many voices: that of Dana the Israeli, father a chief in one of the security services, groping to justify the "protective" acts of her nation against those threatening it; or of Noor the Palestinian refugee from Jenin, brother killed by Jewish soldiers because of extremist ties, yelling so loud that that there almost seemed to be a bridge between her emotion and her logic; or of Nayef the Arab-Israeli, father killed while in the service of the IDF, whose summer culminated in a speech of sobs and tears that captured every enmity, every drop of bitterness, and every intricacy of identity woven into the Palestinian-Israeli conflict. Each voice held a new and unique pain, and yet each ignored the others because conventionalism had taught them that suffering could be monopolized behind borders.

I have hope, though that this new century may hold more promise for peace than the millennia preceding it because the realities of the world are shifting. New forces are coming

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to bear on the relationships between nations – globalization, foreign investment, instantaneous and uninhibited links of communication, migrations of workers – binding them together yet tearing apart the status quo. A *tabula rasa* is before us, and it will be the task of a new generation of statesmen, businessmen, technologists, and dreamers to construct the global institutions – whether they be politically, economically, or socially focused – that will have the clout and ability to leverage change, negotiate peace, unite disparate peoples, fight poverty, combat hunger, sustain and conserve our natural resources, and adapt to the changing needs of a maturing world. The basic governmental unit of the nation-state will not be eradicated in my time or at any time in the near future, but the repression of enmities amongst peoples is increasingly necessary for any single country to secure its success in our new, interwoven order of the world. Out of the requirement to cooperate grows promise of progress toward collective amicability.

"I'm going to love you, regardless", I wish I had told Mohammad, but I was a victim of those human emotions called anger and pride. Our nations, those growing, adapting, vibrant things they are, are susceptible to allowing those same base feelings to infect their policies and priorities. In turn, citizens begin to move beyond simply supporting their own country and begin to actively seek the destruction and weakening of others. But, with the advances in communications and growing international economic ties, it is possible that those reactionary channels will come with an increasingly steep price. Peace may very well be within reach if there is a united enough front seeking its promotion. Following my experiences at Seeds camp I am committed to no other end.

Supplement

Myclassguides.com was a website I founded last year as a business that combined my passion for technology with the content I have produced for two of my school classes. Course textbooks in these subjects were synthesized into original chapter outlines that proved to be a supplement to class materials and an important aid in preparation for the year-end AP Examinations.

Looking for a way to capitalize on the hours I had spent creating meticulous outlines of course textbook material, it was important that my work be used to benefit both my fellow students and myself at the same time. Myclassguides provided both a means of providing personal income while at the same time acting as an impetus for the 5's I have received on the AP exams. My classmates were thankful for the study aids and review materials as well. The site is publicly available because the content is supported by advertising sales and referrals.

Founded in November of 2007, the site has posed significant challenges in the form of webpage design, content creation, and revenue production. It has been a rewarding experience learning to overcome these difficulties while refusing to sacrifice the integrity of the content provided and the quality of the visitor experience to the site.

Secondary School Report

It is truly my pleasure to write this letter of recommendation on behalf of Thomas Smith. As his school counselor, I have had the privilege of witnessing his growth into the confident, engaging and exceptional young man he is today. He possesses determination, self-discipline, intellectual inquisitiveness and genuine human concern far superior to that of

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his peers. I have most admired his remarkable ability to excel in all that he does in spite of extraordinarily difficult family circumstances he manages as the oldest child, day after day.

Academically, Thomas will have completed the most rigorous course of study possible at this high achieving high school. His transcript is flawless boasting several AP courses, all 5's on his AP exams, impressive standardized test scores and a near perfect GPA, upon graduation. Even more notable is that Thomas attained all of his success without any outside tutoring or assistance; his accomplishments are the direct result of his tenacity. He is a member of numerous Honor Societies, a national merit scholar semi finalist, an AP scholar with distinction and has been repeatedly selected to attend several different leadership conferences, including the HOBY conference which only allows every school to select one candidate. The truth is Thomas's innate drive for knowledge is not limited to the A+, but to learn for the sake of understanding. He has no interest in memorizing material as he prefers the benefit to understanding how and why things happen. Moreover, he earned both the silver and bronze medal for the National Latin Exam Competition, won third place in National History Day Research Competition, has published poetry and countless other academic accomplishments. The truth is, Thomas has never needed formal instruction to grasp new material; in fact, many of his teachers rely on his initiation of classroom discussions to enhance their daily lessons. As founder of Myclassguides.com, he has published course outlines of textbook materials for the extremely rigorous AP social studies courses aimed at assisting students currently enrolled. Thomas's soft-spoken demeanor and tolerant disposition often lead his peers to actively seek his feedback and guidance on their projects and assignments. It is Thomas's constant thirst for knowledge that has earned him the respect and admiration of all of his teachers and his peers.

Passionate about politics, he hopes for a career in law and/or as a Public Policy Expert. While his peers thrive on Hollywood gossip and sports seasons, Thomas's sustenance comes from the commentary pages of the New York Times, the anchors of MSNBC and the pen bloggers across the Net. In school Thomas has utilized his natural leadership ability to implement his passion as a way of enhancing some of our schools organizations. Earning himself an official position in the Political Science Club since ninth grade, he has solicited volunteers to work with him at phone banks for the Presidential campaign in support of Hillary Clinton, encouraged support for other local campaigns, organized field trips to the National Model United Nations Conference and created the first ever politically-centered newspaper of our high school. Even more impressive are his political experiences outside of school. A Democratic IT Assistant, an intern for the Jefferson County Democratic Committee, a volunteer for the Clinton and Edwards presidential campaigns, a staffer at several fundraisers and committed to assisting at phone banks whenever he is asked, his unwavering energy and political enthusiasm is tireless.

Academic and political success is only a fraction of who Thomas is. Incessantly seeking out other enriching experiences in a multitude of areas, Thomas will truly leave an indelible mark on our high school. A natural born leader, he has been elected as President of his class by his peers each year since ninth grade. While most class presidents campaign for increased driving privileges or open campus, Thomas, in typical Thomas fashion, has chosen to take on much broader concerns in an effort to bring the entire school community together, faculty, administrators and students collectively. This year he has founded a forum in which representatives from the teacher's union and from the senior class work together to enhance the social and academic environment of our school. In addition, as the President of our Student Council, he has plans to commit resources toward educating his peers on not only the law, but particularly their rights and responsibilities as students. Moreover, he is a

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committed member of the debate club, Latin club and has earned himself the Gavel award at Princeton's Model Congress and Honorable Mention at UPenn's Model Congress.

One of the most sensitive, selfless and compassionate students I have had the pleasure of working with, Thomas has spent countless hours and summers working with those far less fortunate than he has been. Whether he is traveling to rebuild homes in New Orleans, volunteering as a Counselor Assistant at the Crisis Center or acting as Chairman or Vice-President for B'nai Brith Youth Organization, his contributions are endless. Most impressive is Thomas's experience as a SEED. Selected to attend the Seeds of Peace International Camp, he had the invaluable experience of spending quality time with other students from the US, Israel and the Middle East. The goal is to create a safe environment for these kids to share their world views with one another in the hope of finding common ground. The students who attend these programs are often the leaders in their communities as with Thomas. While the experience was significant, it is the relationships that are formed that seem to be vital. As these generations mature, the hope is that many of the SEEDS will become prominent world leaders, whether politically, economically or socially, and be able to rekindle what they have learned from one another over the years, in turn vying for world peace. This opportunity is truly the essence of who Thomas is.

I would be remiss if I did not discuss Thomas's notable ability to persevere through enormous family hardships. In this economically fortunate community, Thomas's family has endured a tumultuous divorce between his parents fueled by terrible financial distress. For years, Thomas, the oldest of three boys, has been shuffled between parents, grandparents, aunts and uncles. He has been dragged to court more times than he can count and has a court appointed legal guardian who represents him and his brothers in court. It is not uncommon for him to be home and have the lights turned off or the bank show up to foreclose, forcing another move. The only stability Thomas knew were his grandparents and sadly his grandfather died last year and recently his grandmother has been ill. Thomas and I often discuss his home life and I am always amazed at how mature and adult like he is at being able to put things in perspective. Thomas and his brothers are truly survivors, everything he has attained, he has done on his own through applying for scholarships for summer programs or just investigating the resources that are available to him.

Thomas Smith has already accomplished more than most people twice his age. He has the rare ability to inspire those around him and I sincerely appreciate his generous spirit and personal warmth. He never presents as too overwhelmed and is always approachable and well-mannered. Thomas is a true gentleman in every sense of the word. He shows a level of honesty, initiative and intelligence I so rarely see amongst seventeen year olds. His integrity is unquestionable, his drive is unbelievable and his promise is unlimited. On a personal note, I will truly miss Thomas next year though I look forward to witnessing his abilities thrive as he enters the next phase of his life. He genuinely deserves this next step in his education! Thomas has earned my highest recommendation to your University and I guarantee, if accepted, he will be one of your most prominent superstars.

Roseville High School Transcript

Grade 9

English I	A+
Global History I	A+
Living Environment A	A+

Grade 10

AP European	A+
Chemistry A	A+
College Prep Writing	A+

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Math A Pt3A	A+	English II	A+
Math B Pt1A	A+	Latin II	A+
Spanish II A	A+	Math B Pts2&3A	A+
		Soc Sci Research 10	A+
		Spanish III A	A+
Grade 11		Grade 12	
AP Composition	A+	AP Calculus BC	
AP Physics	A+	AP Latin	
AP US Hist & Gov	A+	AP Literature	
Latin III	A	AP Physics C	
Pre Calc Research	A	AP US Government	
Prin. Macro Econ	A	Adv. Spanish Conv.	
Soc Sci Research 11	A+	Soc Sci Research 12	
Spanish IV A	A+		

Teacher Recommendation 1

I have known Thomas Smith for two years, and am honored to write his recommendation. He was a student of mine in 10th grade English, 10th grade College Preparation Writing, and 11th grade Advanced Placement English Language and Composition. These were highly demanding, rigorously structured English courses, and Thomas excelled in all three. In AP, Thomas was only one of a handful of students to earn an “A+” as a final course grade, and his “5” on the AP exam was testament to his writing skills. Just a week ago, Thomas received the Certificate of Superior Writing in the 2008 National Council of Teachers of English Annual Writing Contest, one of 525 juniors in the nation (1,789 students entered the competition) to receive this award.

I remember reading Thomas’s writing as a sophomore in September 2007, and knowing that I was reading the words of an extraordinarily talented writer. But what makes a good writer? Not only the skill, but the mind as well, and the passion and drive, the interest in events outside of your immediate world. This quality in a teenager is rare indeed. In his junior year, Thomas and a group traveled to New Hampshire to witness Hillary Clinton’s campaign. Thomas’s essay on his experience was a beautiful piece – an astonishing piece – that could easily have been published in *The New York Times*. This is true. He also has a wit that is unmatched. For his Description of Place essay, his topic was “inside the Head of an English Teacher.” In my 15 years as an English Teacher, I can easily say that he is one of the top three writers I have seen, not just in my class, but in all the AP classes here.

Thomas is an incredibly motivated student, juggling a rigorous academic schedule with extracurriculars, jobs, and three Honor Societies. He is bright, an excellent writer, a true leader, and is respected by both his peers and the faculty; Thomas has a fine sense of humor, and has great continuing potential for growth. Thomas has the necessary qualifications – intelligence, ambition, compassion, and integrity – to become an asset to your school. *Thomas is a doer, one who will energize your campus!* I will truly miss Thomas. Our high school is better because of him. Therefore, I recommend Thomas Smith without reservation. If I can be of further assistance, please let me know.

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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 in my career. (top 1%)
	Academic achievement							X
	Academic Potential							X
	Character/ Personal Qualities							X
	Overall Rating							X

Teacher Recommendation 2

It is indeed an honor to write this letter on behalf of Thomas Smith. I have known him for three years in my capacity as a teacher and club advisor at Roseville High School. Without question, Thomas Smith is among the best students that I have had the pleasure to teach in a career that spans twenty years. He is truly an outstanding student of history and politics and is an actively engaged young man who has great aspirations. He is intelligent, confident, and keenly interested in challenging himself to be the best that he can be.

While I had known Thomas since the tenth grade, it was during his junior year as a member of my Advanced Placement United States History class that I was first able to interact with him on a daily basis. What I witnessed was remarkable. From the outset Thomas demonstrated a knowledge and interest in history and politics that put him head and shoulders above most of the other students. He consistently asked insightful questions and wrote clear, concise, and thoughtful essays. Thomas clearly went above and beyond the expectations of the course; in fact he began his own history website (Myclassguides.com) in which he outlined entire chapters in our text. This effort not only showed great diligence but entrepreneurship as well. Many of his colleagues found the site of great use in preparing for exams throughout the year. There was little doubt that Thomas would score well on the AP exam. In fact I used his essays more than once as a model to show how a particular question should be addressed. For his efforts Thomas received recognition for his scholarship. Beyond the classroom, I have had the opportunity to watch Thomas at several Model Congresses. Once again Thomas showed a command of the content and a willingness to participate and share ideas. Additionally, in the past year Thomas has gained a great wealth of experience by actively campaigning during the recent primary season.

Aside from his academic attributes, Thomas Smith is fully immersed in our school community. He is currently the president of the senior class and has been active in school government since the ninth grade. He gives freely of his time to a variety of extracurricular organizations many of which help those that are less fortunate. He has traveled to New Orleans as a volunteer and attended the Seeds of Peace International Camp. Yet while Thomas has earned many honors, he remains humble. He is a well adjusted "down to earth" young man who is easy to know and talk to. He is well respected by his teachers and his peers and is looking forward to the challenges that lie ahead.

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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 in my career. (top 1%)
	Academic achievement							X
	Academic Potential							X
	Character/ Personal Qualities							X
	Overall Rating							X

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Thomas Smith—Alumni Interview Report

Academic (2+)

Excellent grades and low to mid 700 scores

Intellectual Curiosity – ‘outstanding’

Thomas has seen the “famous kids” and he is not afraid. He has the capacity to compete on the next level and he will enjoy every minute. He wants to go to law school but not to practice law. He knows he’s going somewhere; he’s just not sure where.

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

Above average activity or participation

Thomas is very political and politically active both personally and volunteering for state and national campaigns. Although some of his volunteer activities appear to be mechanical, his commitment to politics is indisputable.

Personal Qualities (3+)

Above average appeal and character

Openness to new ideas and new people – ‘outstanding’

Contribution to college life – ‘outstanding’

The adjectives that come to mine when I reflect on my conversation with Thomas are: aggressive, resourceful, self-confident and astute. When his petition to get his name on the ballot for School President failed, he won Class President. Thomas turned his camp experience into a research paper on Civil Liberties by conducting an international survey. Thomas is so proud of his AP 5’s he has a website to help others do the same. And finally, Thomas believes he has found a new source of income – trading stocks.

Overall (3+)

Strong candidate

Easy flow of conversation

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Melissa Guzman De Jesus

School: Cold Creek High School

Description: Suburban regional high school on the East Coast; 40% of graduates attend four-year colleges; several AP courses offered

Ethnicity: Hispanic; U.S. Permanent Resident (also citizen of the Dominican Republic)

Mother: Homemaker
College: None

Father: Unemployed
College: None

Legal Guardian: Aunt
College: Dental tech. training

Siblings: Juan (16), Anthony (14), Pablo (13), Maribel (12), Alex (8), Michael (8), Eric (11), Anthony (4), Susana (2)

Tentative field of study: Humanities

Commitment: 2 (1-5 scale: 1, absolutely certain; 5, undecided)

Intended occupation: Medicine

Commitment: 1 (1-5 scale: 1, absolutely certain; 5, undecided)

College activities: Ethnic groups, volleyball

Commitment: 2 (1-5 scale: 1, absolutely certain; 5, undecided)

Class rank: 1/583

SAT I: 670/700/680

SAT II: 800 Spanish

740 World History

640 French Listening

Extracurricular Activities:

Rise up youth ministries (9-12)

6 hrs/week

Founder

State park ground crew volunteer (9-12)

5 hrs/week

Activities aide

Future Business Leaders of America (9-12)

6 hrs/week

School president

Interact Club (11-12)

Hispanic-American Club (9-12)

Student Council (10-12)

French Club (9-12)

President

Athletics:

None

Employment:

Summer (20-45 hrs/week)

Academic Honors:

Varsity Scholar

National Honor Society

AP Scholar with Distinction

National Hispanic Scholar

Principal High Honors

Advanced Placement Test Results:

US History 5

Biology 4

Eng Lang & Comp 4

World History 5

Psychology 5

Guzman de Jesus 1

Summer Activities

Work (hostess)
 Volunteer
 State park recreation program guide

Short essay (most meaningful activity)

Working with troubled inner-city youth has turned into my passion. I first became aware of the effects of drugs when a childhood friend died of a cocaine overdose at age twelve. Witnessing how my friends slowly succumbed to the unforgiving underworld of sex, drugs and "easy" cash compelled me to take action and reject the role of an oblivious bystander.

Rise Up Youth Ministries is a church-based, youth-run organization formed with the purpose of ministering to the needs of the rejected teenage community of my town. We present teen mothers, gangbangers, illegal immigrants, prostitutes and drug addicts with the gift of friendship, love, and family. R.U.Y.M. calls young adults to arise from the state of slumber that is slowly poisoning our society and work together to provide troubled youth with the opportunity to embark on the difficult journey towards a rewarding life.

Personal Statement

While living in crimelands like Miami, FL and Santo Domingo, DR, falling asleep to the sound of street fights and reminding myself to avoid eye-contact with Alberto, the perverted town junkie, were everyday things. In 2002, my family decided to move up north and leave Florida behind. We settled here hoping to find a place where the schools did not send a five-page, double-sided list of registered sex offenders living two doors down. We wanted sweeter neighbors. Adjusting to a life where I was often the only colored child in rooms flooded with cheery white faces, was not easy, but it was a much-needed start. I never fathomed getting asked to go surfing before tourists started crowding the beach, "hanging out" in front of Wawa, or riding a bike to "Auntie M's" (Mary's Pizza). I did not have the slightest clue what they were talking about. Auntie M's? Wawa? My life consisted of hooking up with the girls after-school and getting a slurpee at 7-Eleven if we managed to find enough change to buy one we could all share. Riding a bike outside was only recommended if you wanted to get shot, and surfing was something you did if you were white. Point blank, that is how things were supposed to be and nothing was going to change me. I soon realized "hooking up" referred to something totally different from what I meant and "point blank" did not help make my argument any more clearer.

I, slowly, acknowledged that God was bestowing me with the gift of embarking on a journey that would take me somewhere special. An opportunity to take on the challenge of becoming somebody and leaving my old antics in the past. Though hesitant, I embraced this chance and I regained my faith in the Lord for I knew that He was preparing me to combat the vile institution that had bereaved so many people of their loved ones, that hellish world known as "the life." I thought pre-teen pregnancies were only a problem in Florida, until one of my best friends confided to me that she had had eight abortions done before the age of thirteen; her mother was not even aware her daughter was not a virgin. After hearing more stories like hers, I was convinced that this was a national problem—and should be treated like one. I am exhausted by how people look the other way upon encountering a

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child in despair, rejected by her/his family, and involved in a life that could only end in tragedy. Thirteen-year old prostitutes, ten-year old gangbangers, and twelve-year old drug addicts do not constitute an issue only pertinent to a city, a race, or a "bad" family. The degradation of society's young ones should be the nation's concern, for it is everyone's future that lies in peril when tomorrow's adults decided to drop out of school because selling their bodies for two or three hundred dollars appears more rewarding.

With much help from my family and friends, in 2005, I was able to found a youth-run organization that would minister to the emotional and physical needs of the forgotten teenage community where we live. Rise Up Youth Ministries is kept alive by the determination of an elite group of adolescents that share a desire to help others in their community. We make it our mission to befriend those that society has ignored and show them that a brighter future lies in deciding to abandon a life of crime. These lost souls are capable of becoming brilliant individuals given the right resources and teaching them could not be any more gratifying. We involve them in drama clubs, worship teams, and give them responsibilities, for they are valuable members of society and should be treated as leaders-in-training. Helping others realize that there is more to life has been an extremely rewarding experience and I can only imagine the magnificent work that could be done if more people joined the fight against "the life." One can do the greatest good when showing others their own potential to be great. The wealth, power, or fame we have in this lifetime are gone once we expire, but the work we have done towards the benefit of mankind has a chance of being immortal. As Anthony Robbins once said, "Life is a gift, and it offers us the privilege, opportunity, and responsibility to give something back by becoming more."

Secondary School Report

Melissa Guzman is the perfect fit for Harvard College and it is with great pleasure that I enthusiastically recommend her for acceptance into your freshman class.

Melissa's academic record is proof enough that she is very mature and able to handle a great deal of responsibility. Over the course of her high school journey, Melissa has taken some of our most demanding classes such as Advanced Placement Biology and Advanced Placement World History. That is especially true this year as Melissa is currently taking Advanced Placement English and Calculus. Melissa has a grade point average of 105 on a 100 scale, which is the highest GPA of her graduating class. She is ranked number 1 out of 607 students. It is quite an accomplishment.

In addition, please note that although Melissa is enrolled in Honors French 4 she is also voluntarily staying after school to be tutored in Advanced Placement French 5. Unfortunately, Melissa was unable to take AP French 5 for credit; however, the Foreign Language Supervisor tells me she is by far the best French student she has ever seen. It is Melissa's intention to take the Advanced Placement French Exam in May.

Melissa is an exceptional young lady both academically and socially. Melissa has been an active participant in our school's internationally recognized Key Club Organization, the Hispanic-American Club, Class Council, and so many more. Melissa also spends a lot of time volunteering with her church and church sponsored activities. She is a Youth Advisor and Drama Club Director, and also the Director of the Sabbath School. Melissa takes on many responsibilities. The difference is, when Melissa commits herself to something she always follows through. This only further demonstrates what an asset she would make at your institution.

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Melissa is such a strong, motivated, intelligent young woman who by far has earned the respect of both her peers and administration. She is a student who has the potential to accomplish her wildest dreams. I have no doubt that she will do just that. It is because of these reasons that I again recommend Melissa with great enthusiasm. By accepting Melissa into your freshman class, you will be allowing her the opportunity to become that much closer to achieving all of her lifelong dreams. I know she will make you as proud as he has made me.

Cold Creek High School Transcript

Grade 9

HN English	94
CP Comp Workpl Read	97
CP French I	98
HN Geometry	92
HN Biology	94
HN World Cult/Wrld Hist	96

Grade 11

AP Biology	95
AP Eng 3, Lang & Comp	95
AP Psychology	98
AP US History 2	96
HN French 3	95
HN Pre-Calculus	100

Grade 10

HN English	94
CP French 2	97
HN Algebra 2	96
HN Chemistry	97
AP World History	98
HN US Hist I	95

Grade 12

AP Calculus 1	90
HN French 4	100
HN Physics	94
AP English 4	94
AP European History	93

Teacher Recommendation 1

It is with confidence that I recommend Melissa Guzman for acceptance into your fine institution. I had the pleasure of having Melissa in my Advanced Placement Psychology class in her junior year. Melissa is a young woman with exceptional ability. Her test scores and class average were among the highest I have seen. In addition to her outstanding academic performance, Meli was an active member of the class. She consistently contributed perceptive comments and welcomed constructive criticism. During group activities, Meli would willingly accept the leadership role and she was well respected by her peers. She demonstrates an intuitive grasp of human nature yet is humble and unassuming. Meli is truly one of the most exceptional students I have encountered and I am certain she has a promising future.

In addition to her outstanding academic performance, Melissa is an active member of some of Cold Creek's finest clubs. She has assumed leadership roles in the Hispanic-American Club, Student Council and the Future Business Leaders of America. The fact that she was a team captain of the Academic Challenge Club in her sophomore year is indicative of her ability to combine superior intelligence with leadership skills. She is a strong leader who is organized and thorough. In the community, Meli is an active member of her church and has utilized her mastery of Spanish and English to organize many community events.

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Melissa is a well-rounded and highly motivated student who will make a wonderful addition to your fine institution. Please feel free to contact me if you would like to further discuss Melissa's accomplishments.

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 in my career. (top 1%)
	Academic achievement							X
	Intellectual promise							X
	Quality of writing							X
	Creative, original thought							X
	Productive class discussion							X
	Respect accorded by faculty							X
	Disciplined work habits							X
	Maturity							X
	Motivation							X
	Leadership							X
	Integrity							X
	Reaction to setbacks							X
	Concern for others							X
	Self-confidence							X
	Initiative, independence							X
	OVERALL							X

Teacher Recommendation 2

I am a teacher and coach at Cold Creek High School, and have known Meli Guzman for three years of her time here. Meli is currently a student of mine on A.P. Calculus. I have developed a good relationship with Meli over these past three years, and feel confident that I can give you an accurate depiction of both the personal and academic qualities. She is interested in attending your institution.

Meli is self-motivated and very disciplined in her efforts to achieve her goals in the classroom. She is a diligent worker who takes her personal and academic responsibilities seriously. Meli is also a very personable young lady, who makes friends easily, and is well respected among both her teachers and peers.

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Having had the privilege teaching Meli for two years, I have found that she exhibits many of the qualities necessary for success at the college level. Among them are a mature response to constructive criticism, and a willingness to accept difficult challenges. She is a leader who leads by example, and an unselfish individual who gives her time to help others.

Meli is well rounded. She is involved in a number of school sponsored activities as well as community groups. Among these are Student Council, the Hispanic American Club, the Key Club and the Future Business Leaders of America. She is also a member of the Academic Challenge Club, the Interact Club, and the Biology League among others. Meli also gets involved in the community. She participated in several charity drives and has volunteered for multiple activities to help youths in her church.

In the thirty years that I have been teaching and, few names come to mind of individuals who possess the same personal and academic qualities that Meli has. She is truly an outstanding student, and a quality person. Meli Guzman will be a great addition to any college campus, and will help create a positive environment wherever she attends.

It is with great pride, and extreme confidence, that I recommend Meli. Please accept this letter as my highest evaluation, and know that these words represent a sincere and accurate appraisal. Thank you for your consideration in this matter.

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 in my career. (top 1%)
	Academic achievement						X	
	Intellectual promise						X	
X	Quality of writing							
	Creative, original thought						X	
	Productive class discussion						X	
	Respect accorded by faculty							X
	Disciplined work habits						X	
	Maturity							X
	Motivation							X
	Leadership							X
	Integrity							
	Reaction to setbacks							X
	Concern for others							
	Self-confidence						X	
	Initiative, independence							X
	OVERALL							X

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Melissa Guzman de Jesus—Alumni Interview Report

Academic (3+)

Good grades and mid 600 to low 700 scores

- Love of Learning—'outstanding'
- Intellectual Curiosity—'outstanding'
- Intellectual Originality—'outstanding'

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

Local or regional recognition; major accomplishments

Melissa is extremely active in youth outreach activity in association with her church. She developed and pretty much runs a program of counseling and various activities for adolescents in the community who would otherwise be susceptible to gangs and drugs. The group numbers between 30 and 50. Melissa describes it as her way to "relax."

Personal Qualities (1-)

Rare personal appeal and character

- Openness to new ideas and new people—'truly unusual'
- Contribution to college life—'outstanding'
- What kind of roommate would this student be?—'outstanding'

One of the most enjoyable interviews I have ever conducted. If there is such a thing as "the right stuff," Melissa has it to burn.

Overall (2)

Clear Admit; one to recruit

- Easy flow of conversation
- Diamond in the Rough

See narrative report

Additional Comments

1) If the question is whether Melissa is ready for Harvard, the answer, in my opinion, is an unequivocal yes. I spent an hour and a half with her, and I've rarely enjoyed myself more. This young woman has brains, poise, insightfulness and energy to burn. She has consistently profited from situations that could easily have defeated a less determined person. I think she would make the most of the opportunities Harvard presents. I urge her admission.

2) Melissa has an unusual background, to put it mildly. Melissa has turned this situation, which could have made her bitter and disaffected, into a positive. She is determined to make something of herself, and in the process to help others from falling into the trap she might have otherwise fallen into. She is active in her church, and has developed and runs a sort of "youth ministry," which conducts outreach to kids in the area who are being tempted by drugs and gangs. She is fascinated by how people's minds work—what makes them do what

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they do, and says she wants to be a psychiatrist because "that's how you can really put what you learn about people to work, to help them."

Melissa is not naïve about things. She talked openly about her father, who appears to have lived a sort of rootless existence and who shows up from time to time and tries to re-establish his connection to his daughter. "We try to have a father-daughter relationship," she said. "We do the best we can. It's not perfect, but it's something, and I appreciate that he tries."

Melissa seemed sincere when she said this, and I was impressed by the generosity, and the resilience of character, the statement suggested. At the same time, Melissa realizes that she has been affected by her upbringing. "I suppose that's why I'm so career-oriented now," she said, when I asked how her background had shaped her life. "At least right now, I don't see myself getting married, having a family, having children."

The point of all this is that while she may be a bit rough around the edges, Melissa is quite savvy in the ways of the world. She is well-grounded morally, something she attributes to her grandmother, who raised her, and her commitment to her church. And she is an extremely quick study. I assure you this young woman will have no trouble "adjusting" to Harvard, or of dealing with anything Harvard might throw at her.

3) Melissa seems sincerely committed to making the most of every opportunity she gets. She does not seem afraid of challenge or difficulty. "I want to go to a college with classes that take me out of my comfort zone," she said. A number of her comments during the interview were variations on that theme: "I need a place to grow." "I want something different, something that challenges me."

These may be conventional-sounding sentiments, but Melissa really means them. She discovered the joy of learning later than most "bright" kids do—not until she moved to South Jersey and got into a school that took her seriously. In Miami, she said, she went to a school where the teachers didn't care and where she was expected to fail—"to become pregnant before I turned 15," she said. Only when she moved to here did she encounter adults—outside her family—who recognized her ability and encouraged her to make the most of it. "I started to see that it was worthwhile to learn things," she said. "Once I figured that out, I didn't want to stop."

4) One of the most impressive things about Melissa is that she recognizes how lucky she is, and wants her life to reflect that fact. Melissa is clearly intelligent—she is quick-witted, and has the ability to observe the world around her and think about what she has seen. When I asked her why she wanted to go into psychiatry, she told me about how many of her friends, in both Miami and here, had been diagnosed with personality disorders and simply dosed with drugs rather than counseling and careful attention to their personalities. "That's not right," she said. "It's an easy way out." In other words, she is insightful enough to see that there are moral consequences to the way people do things, as well as to what they do. In my experience, that's not something every 18-year-old can do.

5) Melissa is fun to talk to. She is full of what, in another time, would have been called "spunk." She has confidence in herself and her abilities, and just enough "attitude." She comes across as engaged but not obnoxious; she looks you in the eye and tells you what she thinks about things. "This town is a dump," she said at one point, when she was discussing her youth outreach work there. "You hear 'resorts' and you think it will be this fabulous place, but it's not."

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She can also laugh at herself. She described how her grandmother won't let her get too wrapped up in her aspirations. "She always makes me do the chores, first thing when I come home from school," she said. "She thinks I have to be prepared to be a wife and mother. I'll say I have two papers to do or some college to apply to and she'll say, 'Okay, fine, but first wash the dishes.'"

6) Melissa is first in her class and has acceptable board scores, but I think the most impressive thing about her, intellectually, is her combination of focus and balance about her studies. She works hard, and makes the most of her ability, but she does not obsess about it. She has an exceptionally mature, workmanlike attitude toward her studies. "If I have a task, I think about it and do it," she said. "I think about what I would expect if someone were doing the work for me, and that's why I try to give my teachers." She viewed some of her more competitive classmates with healthy amusement. "I let them worry," she said. "I just move on through." She demonstrated that characteristic throughout our interview. There was not a topic we discussed—and the topics ranged from the inner city to politics to choral music—which she hadn't thought about and on which she didn't have something interesting to say. She was a good listener, as well—I had the sense (which I don't get with every interviewee) that I was talking to an adult, or at least a "near-adult."

7) In sum, I was very impressed with Melissa. She may be a bit of a risk, but not as much as you might think, and in any event a risk that could pay enormous dividends. She is smart enough, and self-possessed enough, to do well at Harvard, but most of all, she is genuine enough to be there. I recommend her admission.

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Giang Nguyen

School: Washington HS

Description: Large magnet public high school in a major mid-Western city; 85% of graduates attend four-year colleges; many AP courses offered

Ethnicity: Asian American (Vietnamese first language, language primarily spoken at home)

Mother: Manicurist

Father: Manicurist

College: None

College: None

Siblings: Dai (10), Ha (2)

Tentative field of study: Biological Sciences

Commitment: 3 (1-5 scale: 1, absolutely certain; 5, undecided)

Intended occupation: Medicine

Commitment: 2 (1-5 scale: 1, absolutely certain; 5, undecided)

College activities: Vocal music, track/cross-country

Commitment: 4 (1-5 scale: 1, absolutely certain; 5, undecided)

Class rank: 17/1108

ACT: English: 30 Math: 33 Reading: 30 Science: 26 Composite: 30 (Writing: 8/12)

SAT II: 780 Chemistry

740 Math II

770 World History

Extracurricular Activities:

Math competitions (9-12)

Co-captain

4 hours/wk

Chinese Club, Korean Club,

Vietnamese Club (9-12)

Treasurer

5 hours/wk

Key Club (10, 11)

Book Club (9)

NHS (11, 12)

Athletics:

Employment:

Academic Honors:

National Honor Society

Washington Scholar

Advanced Placement Test Results:

Eng Lang & Comp 3

AB Calculus 5

Chemistry 5

Summer Activities:

Service learning

Helping uncle with business

Travel to Vietnam

Nguyen 1

Short answer (most meaningful activity)

Of all the extracurricular activities I've gotten involved in, I have always liked Math Team best. We meet twice a week, and work on challenging problems from previous competitions. Our coaches would also show us some math tricks, which are very useful. However, it is not only the math problems and competitions that I enjoy, it is the bonds that I have created in the team during these years. I have been in the team for three years now, and went from a member to one of the Captains. It is the place where I have met my best friend, and we are still the best of friends. It is the place where I found a teacher that was "my second mother" in school; she was also my AP Calculus teacher junior year. As nerdy as it sounds, Math Team has created an unforgettable high school memory for me.

Personal Statement

Everyone has that someone in their life that is important to them, but that person might seem irrelevant to others. This someone might be an ordinary person, not worth paying attention to or even mentioning. However, this individual had such a big influence on me and did so much for her family that not even words can be enough to show what a hero she is. This person is my grandmother.

Throughout her life, my grandma never complained about her hardships. When my grandpa died in the Vietnam War, my grandma became a widow only at the age of 30. She was left with seven kids, including my mom, to raise on her own. Living in the countryside, farming was her main source of income which proved not to be enough.

She desperately struggled to find work anywhere and everywhere, leaving the children to take care of themselves or having a neighbor check on them when she was gone. In a matter of a month, she became a farmer, a fisherman, and a merchant. Her typical work day started at two in the morning. Having gathered wood the day before, she made the 20-mile trip to the nearest city to sell it. When the sun rose, she came back home and immediately set out for the ocean. She worked along with the other fishermen earning her share of the catch. Then she would sell the fish at the market. Returning home, she ate her only meal of the day. After finishing her plain meal, my grandma walked down toward her small farmland, where she toiled under the burning sun until evening. At night, she came home to the children, who had been waiting for her all day.

After a few years of hard work, she was able to save up enough money to build a bigger house for her growing children. As my aunts and uncles grew older, most of them moved away and started their own families. Throughout these years, my grandma had to endure the deaths of three of her children. She did not show any weakness. Instead, she continued to raise my youngest uncle and my mom, who were still living with her. Then my mom had me, who was another mouth to feed. When my mother could not find any job in the countryside, she moved to the city to find a job. I was left under the care of my grandma. It was not easy living with her. Sometimes we would skip meals or eat as little as possible, because she was stingy with money. My grandma tried her best to provide me with food, shelter, and an education. I did not even realize this until I left her side, immigrating to the United States.

When my family was allowed to come to America, my grandma lent us the money for paperwork and transportation. When we went around borrowing money to go to America, nobody would trust us, and in the end, it was only my grandma that supported us

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financially until we arrived in America. Therefore, now I am determined to study hard, be successful, and repay her for all that she has done for me and my family. She was my inspiration throughout school. She tells me to dream big dreams and achieve them. However, she has also influenced my personality, making me a more thoughtful and conservative person.

My grandma was always a positive woman, and she looks out for her family's happiness rather than her own. She sacrificed her life and energy to raise the lives of many, including my own. She once said this when I came back to visit her, "You live your life only once. Therefore, make the most of it and study hard now so that in the future you won't regret anything." This has been my motto since then. When I was still living with her, I was not mature enough to know how grateful I should have been. Now, I know that she is one of the most important people in my life.

Secondary School Report

I am pleased to offer this letter of recommendation on behalf of Giang Nguyen. I have known Giang for 4 years as her counselor. She separates herself from the rest of her peers because of her extreme determination and focus. I am confident that she will continue her tradition of hard work and dedication this academic school year and apply it to her post secondary education. Giang's story starts from the rural countryside of Vietnam.

Giang's mother left her to live with her grandmother because there were better opportunities for work in the city during post-Vietnam War society. Giang's grandmother held three different jobs including a fisherman, farmer and merchant. They had little for food, and because of this, Giang quickly learned not to be wasteful. She also learned the value of an education because school is not always free in Vietnam. Giang's family soon decided to move to the United States for better educational opportunities.

Giang quickly learned English and was able to attend Washington. She began to excel in all of her classes and immediately became an "A" student. She loved her Chorus class because she was able to express her love for music. She took Latin for two years where she played fun games that helped her to learn Latin. Math has always been an academic strength for Giang. She has taken the most challenging Math course within our school, which is AP Calculus/Analytical Geometry. This year will also be filled with challenging courses, including both AP Biology and Physics. Giang hopes to eventually major in a Pre-Medical program or Biology and Chemistry. Giang wishes to pursue a career as a Pediatrician because she loves both children and science.

Giang also involves herself within our school environment and in her community. She has been a member of the Math Team, danced during our International Day Festival, and been a member of various ethnic organizations including the Korean, Chinese and Vietnamese Club. She also enjoyed our school's book club her freshman year and has been very active in two of our school's most important service organizations as a member of the National Honors Society and the Key Club. She also enjoys playing badminton, listening to music, and reading excellent novels. She has achieved 102 service learning hours within her community by serving her local park district, tutoring at her elementary school, and volunteering at a local nursing home.

Giang has also won various awards and distinctions with our school. She has won the Perfect Attendance Award during her freshman and junior years here. She has been a Washington Scholar since the end of her sophomore year, which is a distinction only given

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to students whose grade point averages are in the top 50 of their class during any given semester. Giang has also received distinctions for participating in academic competitions such as the Latin Olympics and Math Team.

There are only a few students who I would label as "exceptional" in the areas of service, academics, and overall hard work and dedication to their school environment. I recommend her enthusiastically to your academic institution.

Washington High School Transcript

Grade 9

Survey Lit	A/A
World Studies	A/A
Biology	A/A
Geometry	A/A
Drafting	B/A
H Comp Info Tech	A/A

Grade 10

H Amer Lit	A/A
H US Hist	A/A
H Chemistry	A/A
Adv Alg/Trg	A/A
H Latin I	A/A

Grade 11

AP Eng Lang & Comp	A/A
H Early World Hist	A/A
H Sci Lab Chemistry	A/A
AP Chemistry	A/A
AP Calc-Analytical	A/A
Latin II	A/A

Grade 12

AP Biology
AP Physics
AP Psychology
AP Microeconomics
AP English IV

Teacher Recommendation 1

It is an honor for me to be writing in support of Giang Nguyen's application. My name is Heather Griffin and I am a history teacher at Washington College High School, which is where I had the privilege of teaching Giang Nguyen.

Over the years I have written dozens of letters of recommendation for students applying to college and for scholarships. I have always believed in their abilities and potential, or I would not have written the letters, but being asked to write this letter was the first time I was afraid that I would not be able to write the letter she deserves. Giang is the ideal student. She is honest, kind, and brilliant. Giang is the most deserving of students and there is no doubt in my mind that she will accomplish great things in her life and it is my sincerest wish to help her in any way I can.

Everyone that knows Giang, teachers and students alike, agree that she is hard working, intelligent, and uniquely patient. Toward the end of the last school year I found myself discussing outstanding students with Ms. Howrigan, the AP chemistry teacher. As the conversation progressed Ms. Howrigan and I realized that the students we were both bragging about and praising were in fact the same student, Giang Nguyen. To our even greater surprise I learned that Ms. Howrigan used Giang's tests the same way I did, to check for mistakes in our answer key. Giang routinely earned perfect test scores, so when Giang missed a question it was worth double-checking the answer key. Sure enough, the first time

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Giang missed a test question, I found out that I had made mistake on the answer key and that Giang had earned another perfect score. In the five years I have been teaching here, Giang is the only student to have inspired this much confidence and trust in her teachers.

I first met Giang in the fall of her junior year when she enrolled in my honors Early World History course. In a school of over 5,000 students it can take some time to get to know all of your students and after a few years it is difficult for teachers to remember all of their former students, but Giang is one student that none of her teachers will forget. Giang earned over 100 percent in my honors Early World History course, in which the average grade was an 85 percent, and she did such an outstanding job on her projects that I saved several to use as examples in future classes. After looking at a copy of her transcript and speaking to other teachers, I know she will be missed by many of the faculty next year.

In addition to being an excellent student, Giang is also a well-rounded individual who is volunteered in a wide variety of activities at Washington. Giang has participated in activities ranging from Math Team and the book club to a number of culture clubs including Chinese Club, Korean Club, and Vietnamese Club. Giang has also demonstrated her concern for the community with her involvement in the Key Club.

For anyone to truly recognize what an amazing young woman Giang is, it is necessary to understand her past and her family as well. Giang was born in rural Vietnam and out of financial necessity, raised primarily by her grandmother while her parents worked in Saigon and Hong Kong to earn money to help support the family. When Giang was nine years old, she was reunited with her parents and shortly there after they moved to the United States. In the years since arriving in the United States, Giang has not only mastered the English language, she has risen to the top of her class at a highly selective school and become the hope of her entire family.

I feel privileged to have met this extraordinary young woman and I recommend her without hesitation. If you have any questions, please call me or email me.

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 in my career. (top 1%)
	Academic achievement							X
	Intellectual promise							X
	Quality of writing						X	
	Creative, original thought						X	
	Productive class discussion							X
	Respect accorded by faculty							X
	Disciplined work habits							X
	Maturity							X
	Motivation							X

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Leadership						X	
Integrity							X
Reaction to setbacks							X
Concern for others							X
Self-confidence						X	
Initiative, independence							X
OVERALL							X

Teacher Recommendation 2

Giang Nguyen is a student at Washington College Prep High School for whom I have had the great pleasure and privilege to know since her freshman year of High School. As her Math Team coach since her freshman year and her AP Calculus teacher last year I am privy to her most recent academic abilities and potential.

Giang clearly displays academic excellence, as shown by her grades. She consistently earned the highest grade out of 50 students in my two AP Calculus classes, and received the highest score one can achieve (5) on the AP test. Ever present, and hard-working, she is a committed and helpful leader or member of any group, team, or club she belongs to. Giang Nguyen is really one of THE BEST math students I have taught in 5 years. I have had conversations with her AP Chemistry teacher (another AP class where she earned a 5) regarding her performance, and she resoundingly concurs with my opinion of Giang as well. While her spoken English is perfect, it is noted that her writing and reading scores are less strong than her other test scores (which are still very high). I expect that has to do with English being her second language, yet I still see her put as much effort into English as math and science, even though it may be more challenging.

Giang is easy to work with and unassuming. I have seen her grow so much as the captain of the math team, and become a true example of leadership—not only with her skill, but also with her demeanor and ability to guide other students through challenging problems. She has participated in and led the math team every year in high school, and also been a part of our International Days festival by participating in a different ethnic group's (Chinese, Korean, and Vietnamese clubs) performance to broaden her exposure to diversity each year. She is never boastful or overly proud of her many accomplishments.

Giang is a lovely young lady to interact with around the school. It is clear to me that she has exceptional natural intelligence, yet it is her outstanding work ethic that I think brings her true academic excellence. She is always searching for the right way to do every problem in math team or Calculus class, and is the type of student who can be shown a technique just once, and then can apply it again on her own in different situations. She learns from her mistakes, and has a desire to improve upon every single one of them. Not only smart, she is also a kind, considerate, and committed student to her friends and teachers alike. You would be well-served to admit this extremely talented student into your class.

No basis		Below average	Average	Good (above average)	Very Good (well above)	Excellent (top 10%)	Outstanding (top 5%)	One of the top few I've encountered in my
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Nguyen 6

					average)			career. (top 1%)
	Academic achievement							X
	Intellectual promise							X
X	Quality of writing							
X	Creative, original thought							
	Productive class discussion							X
	Respect accorded by faculty							X
	Disciplined work habits							X
	Maturity						X	
	Motivation							X
	Leadership						X	
	Integrity							X
X	Reaction to setbacks							
	Concern for others							X
	Self-confidence						X	
	Initiative, independence							X
	OVERALL							X

Alumni Interview Report

Academic (1+)

Genuine scholar, Summa potential, top grades, high 700 and 800 scores combined with evidence of original scholarship

- Love of Learning—'outstanding'
- Intellectual Curiosity—'outstanding'
- Intellectual Originality—Rating—'outstanding'

Extracurricular, Athletic, Community, Employment, Family Commitments (1+)

State, national, or international recognition; truly unusual achievement

Personal Qualities (1+)

Rare personal appeal and character

- Openness to new ideas and new people—'outstanding'
- Contribution to college life—'outstanding'
- What kind of roommate would this student be?—'outstanding'

Nguyen 7

Overall (1+)

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

Rare and rewarding exchange of ideas

Easy flow of conversation

Diamond in the Rough

Additional Comments

I had the distinct pleasure of meeting Ms. Giang Nguyen in my office. Giang is a bright, engaging young woman whose life to date has been to say the least, interesting. She has overcome a number of challenges to get her to the point that she can apply to Harvard.

Giang was born in Vietnam where she and her mother lived for some time. For most of this time, her father was in a refugee camp elsewhere in Asia. Fortunately, her family was able to emigrate to the United States when Giang was 9. They ultimately settled in a working class neighborhood here.

Both of Giang's parent's work long hours, six days a week as manicurists/nail technicians. As a consequence, after school Giang must retrieve her 2-year old sister from day care and watch and feed both the 2-year old and their 10-year old brother while both parents work late into the evening. Giang studies during this time. When I asked Giang if she ever goes out, she replied that she was planning to "hang out" with her friends but that she would have to take her sister and brother along.

Through all of this, Giang has done outstandingly well. Her class standing, SAT, ACT, and AP scores speak for themselves. The tests do reflect that English is her second language but I can guarantee that she communicates directly and clearly.

As a consequence of her family's circumstances, Giang's extracurricular activities have been limited for the most part due to school hours. She is a 4-year member of the Math Team of which she's presently Co-Captain. She enjoys learning about other cultures and is presently a member of not only the Vietnamese Club (of which she is Treasurer), she has also participated in the Korcan Club and the International Dance Day. We did agree in our conversation that she might consider participating in the Mexican Club, one of Washington's other ethnic clubs. Of course, she is a member of both the National Honor Society and the Key Club; she participates in the school and community projects of both. These include guiding prospective students during open house, collecting the food for the homeless and gathering toys for tots.

Giang has been able to take out time from her family responsibilities to contribute to our local community. She tutors fourth graders in reading and has served as a day camp counselor on the mayor's park program for kids. As we discussed these endeavors, it became clear to me how interested and committed Giang is to nurturing children.

Nguyen 8

Evelyn Satmar

School: Independence High School

Description: Large public high school in the Northeast; 60% of graduates attend four-year colleges; many AP courses offered

Ethnicity: Other ("mixed")

Mother: Homemaker

Father: Physician or surgeon

Education: B.A., state university
M.A., Ivy League University

Education: B.A., Ivy League College
M.D., state university

Siblings: Hannah (12)

Tentative field of study: Biological Sciences

Commitment: 4 (1-5 scale: 1, absolutely certain; 5, undecided)

Intended occupation: Undecided

Commitment: 4 (1-5 scale: 1, absolutely certain; 5, undecided)

College activities: Swimming, Diving; Writing/Literary Magazine

Commitment: 4 (1-5 scale: 1, absolutely certain; 5, undecided)

Class rank: 2/437

SAT: 800/700/770

800/720/730

SAT subject tests: 800 Literature

780 French Reading

750 Math II

740 Molecular Biology

Extracurricular Activities:

Literary Magazine (9-12)
Editor-in-chief (12)
10 hours/week, 48 weeks/year

Environmental Club (10-12)
1 hour/week, 20 weeks/year

Science League (9-12)
Executive officer
4 hour/week, 10 weeks/year

Interact Club (9-12)
1 hour/week, 20 weeks/year

Foreign language club (9-12)
1 hour/week, 15 weeks/year

Gray's Anatomy challenge (10-12)

Athletics:

Swimming/diving (9-12)
Captain, rookie of the year
10 hours/week, 48 weeks/year

Employment:

Babysitting
Swim coach

Academic Honors:

National Merit Scholarship Semifinalist
AP Scholar with Honor
Accepted into state's governor's school
for engineering and technology
Attended state's Summer Scholars Program

Advanced Placement Test Results:

Eng Lang & Comp	5
French Language	5
Biology	5
Psychology	5

Satmar 1

Short Answer (most meaningful activity)

I do not think I will ever forget the stillness of the room as I leaned forward to speak into the microphone. This was my moment, my chance to spill forth everything I had painstakingly acquired after two months of after-school sessions, perusing papers infused with heavily scientific jargon. It was the 2007 Gray's Anatomy Challenge.

Having now participated in both the 2007 and 2008 challenges, January and February have become synonymous with three hundred pages and bulging packets. My teammates and I consume facts as we scramble to absorb everything from the symptoms for angina pectoris to the millimeter count for vital lung capacity. We hold conversations while swapping words like tachycardia and orthopnea. As the returning champions, I look forward to defending our title in this year's competition. Yet regardless of the outcome, I will always cherish the confidence and the memories I have gained.

Personal Statement

In my household, names are everything. They are almost alive, imbued with such meaning I nearly expect them to crumble from the weight. There is such depth to those strings of letters, a scattered trail of wishes and dreams, lineage, and even a pinch of ambition. I like to think that being named after my great-grandparents was strategic, meant to provide me with twice the amount of spirit. For when I was born, "Evelyn Amalia" was boldly scrawled upon my birth certificate. And in that moment, I was handed much more than a name. I gained a chunk of identity—with enough growing room to wriggle my toes.

Even in my earliest memories, I can recall an abundance of titles. "Evelyn" rarely surfaced, obscured as it was by a masquerade of monikers. If not, I was păpușă (pa-POO-sha), or doll, to my Romanian grandparents, and eventually even Jie Jie, an older sister.

Yet no matter what I was called, I understood what each and every name embodied, along with all its expectations. Which is why I was started to receive a new, unfamiliar nickname in grade school. There are, in fact, two theories as to how I first acquired my nickname at the age of seven. In one account, I was bestowed "Evie" by my second grade teacher. She had noted our potential rhyming relationship; her own nickname was "Jenny". The second theory involves my swim coach. He is a man with no time for trifles: one who responds to all medical complaints with a bellowing "Swim it out!" When we first met, he grinned and said, "Evelyn's too serious. How about Evie?" I had hardly dipped in my feet before he too had affixed a name tag that would last for years.

And for some time, I was content with being Evie—or păpușă, or Jie Jie, or even Tang-Shan-Yu. But one day in third grade, I learned about palindromes, and they improbably altered my world. That night I discovered, with jealous alarm, that my younger sister, Hannah, possessed a name worthy of that privileged title: a palindrome. Although she is five years younger than I, my sister has grown to become my closest confidante. However, we both thrive on healthy competition—and that third grade grammar lesson was intriguing. I was fascinated by the sublime symmetry of the letters. So when I detected Hannah's palindrome, I sought my own with a vengeance. For the first time in my life, I created my own name. And with a quick removal of the "i" my nickname became Eve.

It was the one that endured for another five years. Still, I was curious to see what would happen upon entering high school. I was leaving my Quaker school where every teacher knows your name, your entire family, and all of your pets. Of my seventeen former

Satmar 2

classmates, none would accompany me to my next destination. The words "Independence High School" conjured ghastly imagery for months and at six thirty on that first breezy morning, even the school bus looked menacing. I seemed to pick up new names wherever I ventured and wondered what I could possibly adopt in such a dreadful place.

Luckily, Independence was very different from what I had envisioned. But what most struck me in those early days was that my nickname followed me. I remained Eve, or at least something like it. My nickname has prevailed throughout these past four years of high school. Perhaps it is because I chose it myself that it dictates no roles and carries no restrictions. Perhaps, I am more certain of my identity than I previously thought.

There was a time when I collected nicknames. In fact, if Shakespeare had asked me, "What's in a name?" my seven-year-old self would have replied "*everything*." Yet lately, I have caught an enticing peek into the prospects ahead. It is true that I will always, to some extent, be an Eve. But I have gained a sense of self that no longer relies on labels or words. While recently skimming the Common Application, I came across a section entitled "Preferred Name." My fingers paused on the keys, thoughts aflutter with possibilities. But there is something so appealing in the unknown, and a new start. So for now, I am leaving that space blank.

Secondary School Report

I would like to take the opportunity to recommend Evelyn Satmar, a senior at Independence High School, as she seeks admission to your prestigious institute. I have worked with Evelyn as her School Counselor and I have found her to be an extraordinarily gifted student and a warm, personable individual. I have worked in secondary education for the past twenty-seven years and there are a few individuals that compare with Evelyn in terms of academic potential and actual achievement. As successful as she has been at the high school level, I am confident that her best work is still in the future. Evelyn has it all; poise, intelligence, personality and confidence. She is one of those students that only come around once or twice in a career, if you are lucky.

Evelyn is a superior student who has remained in our most rigorous college prep curriculum while at Independence. She has a genuine thirst for knowledge and is always trying to improve her skills. She presents as an individual who is much more mature than her years. Evelyn has the natural ability to think on her feet and handle any situation that confronts her with confidence. She works well with both adults and her peers and brings a positive, enthusiastic approach to whatever she is pursuing. By the time Evelyn graduates she will have accumulated 156 credits and 25 academic units. Please note the strength of her curriculum and the number of honors/AP classes she has taken. To underscore her academic achievement, Evelyn is a regular recipient of the school's annual departmental academic awards. Given the size of her class, it is quite an achievement to have received seven of these awards before her senior year commenced. Evelyn is Independence's only National Merit Semifinalist for the class of 2009, hoping to be a finalist. She was also invited to attend our state's very prestigious scholars program, a wonderful summer experience for the very best students. Just a quick look at Evelyn's list of accomplishments and activities indicates that she is tops among top students.

Evelyn has involved herself with many activities during her stay at Independence High School. To list her activities, awards and community service projects would be too extensive for a letter of this nature. Her extensive involvements are all the more remarkable

Satmar 3

when one considers her academic caseload. Obviously her time management skills are first rate. This is a student that has an emotional IQ to match her intellectual IQ. She relates well with her peers and has made a major difference at Independence High School.

I believe Evelyn will be an excellent addition to your student body and I would like to give her my unqualified recommendation. If you need additional information, please do not hesitate to contact me.

Transcript

Grade 9

English 1	A
French 2	A
Latin 2	A
Spanish 1/2	A
Geometry	A
Biology/Lab	A
World Civ	A
Phys Educ	A
Health Ed	A

Grade 10

English 2	A
French 3	A
French 4	A
Algebra 2	A
Adv Bio/Lab	A
US History 1	A
Art 1	A
Photography	A
Phys Educ 2	A
Health Educ 2	A

Grade 11

AP Eng Lan & Comp	A
AP French Language	A
Pre-Calculus	A
Chemistry/Lab	A
Genetics/Lab	A
U.S. History 2	A
AP Psychology	A
Phys Educ 3	A
Health Ed 3	A

Grade 12

AP Eng Lit & Comp
Latin 3
AP Calculus AB
AP Chemistry
AP Physics B
World Cultures
Phys Educ 4
Health 4

Teacher Recommendation 1

With more than thirty years of teaching experience, I have had the pleasure of working with many wonderful young adults who have made my career choice the perfect one. One of the most outstanding students and one of the kindest teenagers I have encountered during my career is Evelyn Satmar. She is one of a kind.

I have known Evelyn since her freshman year when she became a member of the French Club for which I was the advisor until my retirement this past June. Evelyn was a student in my French III honors class during her sophomore year and was enrolled in the French AP Language course I was teaching during her junior year. Evelyn's unique and genuine passion for the study of World Languages was truly evident when she practically taught herself French IV over the summer between her sophomore and junior years. Over only seven sessions of one hour's instruction each, she completed the entire complex French

Satmar 4

IV curriculum including reading the novel *Le Petit Prince*. In this way, Evelyn was able to move from the French III program into the AP course which was not going to be taught during her senior year. Evelyn took both the mid-term and final exams, earning a 98%. I was truly impressed with her self-motivation and diligence to complete all the work even though she received no formal high school credit for this commitment. Evelyn's academic achievement was beyond compare. In both the French III and AP classes, Evelyn earned a high A each marking period, sometimes a 100%, and was always the student with the highest average in class. Her hard work paid off when she scored a 5 on the AP exam.

Evelyn pursues everything with both cheerful enthusiasm and intellectual inquisitiveness. In addition to her ability to remember every complex grammatical concept and every new word spoken in class, Evelyn's oral proficiency skills are superb. I enjoyed listening to her AP taped speaking journal since her accent is so beautiful. Evelyn was always ready to work and learn something new. Whenever in doubt, she was not shy about asking insightful questions. Evelyn's exuberance was contagious and she was a delight to have in class. It is a pleasure to teach someone who is upbeat every day and has such a positive attitude toward school.

Evelyn has always shown interest in the French language and culture. Although very involved in many other extracurricular activities that occupied a great deal of her time, she was an extremely active member of the French Club. She participated in a large number of our activities, events and field trips. I was happy when she was able to join us because her warm personality and impeccable character make her a pleasure to be around. At the end of her sophomore year, Evelyn was inducted into the French National Honor Society. She was immediately elected to the executive committee and still holds that position this year. As an officer, she was and is still directly involved in the planning, organizing, and completion of the many activities. In both organizations, Evelyn was someone on whom I could count when needed. Her dedication and leadership skills were great assets to the club, the honor society, and to me as the advisor.

Evelyn has had the opportunity to travel to other countries, including France, with her family. She loves to immerse herself in another culture and learn about the differences from her own. She hopes to return to France one day and use what she has learned about the language and culture in her classes.

A student like Evelyn comes along only once in a great while. She is a mature, congenial, cooperative and caring person. She has the respect of both the faculty and her peers. Evelyn sets high standards for herself and will add to the academic environment of whichever college she attends. I was fortunate to be Evelyn's teacher not only because she is an excellent student but also because I have learned from her. Evelyn is a beautiful person inside and out, and she has my enthusiastic recommendation.

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 in my career. (top 1%)
	Academic achievement							X
	Intellectual promise							X
	Quality of							X

Satmar 5

format. Evelyn was able to pick out the themes discussed in each chapter and contribute meaningful insights, as well as stimulate conversation within the group. I was able to get to know Evelyn on a more personal level when the entire class went on the senior class trip leaving Evelyn, the junior, behind. We would talk about school, friends, all sorts of teenage things, and I found her to be a mature, funny, caring, interesting, well-balanced young woman, with a very strong sense of ethics and integrity.

Evelyn has been a member of the Science League for four years, and is one of four students on the Gray's Anatomy Challenge Team. Gray's Anatomy Challenge is a college bowl-type competition that is locally televised each February, where a panel of physicians asks graduate level anatomy/physiology/medical questions to the students. The Independence High School team has won this competition for the last three years. Our successes have been a true team effort, led by Evelyn's preparation and poise under tremendous pressure. As an officer this year, Evelyn can be relied on to follow through with whatever needs to be done—and I can trust her word implicitly.

Besides her commitment to science, she is a dedicated athlete—a competitive swimmer not only for Independence but also for a community championship team. She is also an accomplished musician, performing at the local arts center. Evelyn is also an active and contributing member to many other clubs, including being the Editor-in-Chief of the school's literary magazine. She has won numerous awards and has been recognized for her scholastic excellence. She takes on tremendous responsibility both in and out of the classroom, and is able to prioritize all of her commitments. I have never seen her miss a deadline, nor have I ever seen her lose her composure. Evelyn has tremendous time-management skill, and has mastered effective study strategies.

I urge you to accept Evelyn Satmar for admission to your school. She will thrive with the intellectual demands than an academically challenging education will offer her, and will be a valued member of the residential community. Evelyn will proudly represent Independence High School and her University as she establishes her professional identity in the future.

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 in my career. (top 1%)
	Academic achievement							X
	Intellectual promise							X
	Quality of writing							X
	Creative, original thought							X
	Productive class discussion							X
	Respect accorded by faculty							X
	Disciplined work habits							X

Satmar 7

	Maturity							X
	Motivation							X
	Leadership							X
	Integrity							X
	Reaction to setbacks							X
	Concern for others							X
	Self-confidence							X
	Initiative, independence							X
	OVERALL							X

Satmar 8

Evelyn Satmar—Alumni Interview Report

Academic (1)

Genuine scholar, Summa potential, top grades, high 700 and 800 scores combined with evidence of original scholarship

- Love of Learning—‘truly unusual’
- Intellectual Curiosity—‘outstanding’
- Intellectual Originality—‘outstanding’

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 overall.

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

Local or regional recognition; major accomplishments

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

- Openness to new ideas and new people—‘outstanding’
- Contribution to college life—‘outstanding’
- What kind of roommate would this student be?—‘truly unusual’

Satmar 9

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

Rare and rewarding exchange of ideas

Easy flow of conversation

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.

Satmar 10

Megan Turner

School: Mountain High School

Description: Small, regional high school serving the students of several towns in one of the Mountain States. Located on the corner of a Native American Reservation. Approximately 60% of students attend four-year colleges. Few AP courses offered.

Ethnicity: Native American and Caucasian

Mother: Teacher/tutor

Father: Financial consultant

College: State college

College: State university

Siblings: Jenna (13)

Tentative field of study: Social Studies

Commitment: 2 (1-5 scale: 1, absolutely certain; 5, undecided)

Intended occupation: Government/Politics

Commitment: 3 (1-5 scale: 1, absolutely certain; 5, undecided)

College activities: Journalism and Crew

Commitment: 2 (1-5 scale: 1, absolutely certain; 5, undecided)

Class rank: 1/90

SAT I: 730/740/800

SAT II: 780 World History

640 Math II

780 Literature

Extracurricular Activities:

School newspaper (9-12)

Editor in chief

7 hours/wk

Lincoln-Douglas Debate (9-12)

Captain

8 hours/wk

Constitution team (9-12)

Captain

3 hours/wk

Community service (9-12)

President

5 hours/wk

Athletics:

JV Cross-country (9-12)

IM Basketball (9-12)

Employment:

Freelance writer

4 hours/wk

Intern at Chamber of

Commerce

Academic Honors:

National Merit Semifinalist

Quill and Scroll Review Award

Youth Editors of America Award

Various excellence awards from school

Advanced Placement Test Results:

Eng Literature 5

Summer Activities:

Telluride Summer Program

Turner 1

Honors institute at State College
Journalism camp

Short answer (most meaningful activity)

The phrase "power of the press" has different meaning for me. Journalism stripped the fat from my writing and created my leadership skills.

My press pass allows me to satisfy my curiosity on all sorts of subjects, admitting me to the offices of the city, county, and officials so that I can explore my passion for politics firsthand or behind the superintendent's desk for information no other students have. My awareness of what's going on around me must always be super-high; otherwise, we'll be scooped. And while I'm honing my nose for news, I have to keep an eye out for trouble. After all, if I expect my staff to follow the schedule I set or accept the grades I give, I have to earn their affection—or at least respect. It's obvious that Machiavelli never ran a newspaper. He'd have had a lot of empty space on his hands.

As much as I love the advantages journalism has given me, my affection goes deeper. There's just something about boiling down information for public consumption. It's lovely to think of myself as part of the grand tradition of the fourth estate. The way a page falls into place in my head before I can arrange it on screen is priceless. Journalism is my art, my altered state of consciousness. I could never, ever give it up.

Personal Statement

"I'm going to grow up and be just like Dagny Taggart!"

It's another one of those days. You know, one of those useless chunks of light sandwiched between fodder for cheesy skylines, the sort of day where it just doesn't seem worth it to get out of bed and drag through another day of school...until my mantra creeps into my consciousness. The vision of what I might become is enough to send me to the shower without another murmur.

Dagny (I always think of her by her first name, as though we were best friends and I occasionally drop by for tea) is everything I always vaguely imagined myself as at some future date. The heroine of Ayn Rand's *Atlas Shrugged* is a business tycoon who is completely consumed by a job she loves, struggling against purposeless red tape and bureaucratic inefficiency while hanging around in nicely tailored Italian suits; who could ask for more? I have always envisioned myself with a corner office, spike heels crunching intimidatingly on tiles scattered with the fragments of a glass ceiling. Throw in a few gentlemen friends like my dear Ms. Taggart's, and I've got a euphoric life ahead of me.

Of course, there are a few facets to my capitalist compadre that I willfully ignore...like the fact that she sleeps around, miraculously avoiding all of the usual consequences thereof. Her sudden conversion to happy housemaid upon introduction to John Galt doesn't sit too well, either. Her flaws, though, are forgivable. I need an idol and she's ready-made for the purpose, stripped of human frailty and that nasty propensity to make mistakes. She's easier to ensconce in alabaster than a real human being, someone who will undoubtedly shift around a little bit and make cracks in my nice casting. Something in me needs that mental vision of what my life ought to be like. Only she can provide it.

We share so much, that figment of a bitter Russian woman's delusions of grandeur and I. I empathize strongly with Dagny's feeling that no one around her understands what

Turner 2

makes her tick or is similar to her in the least. I got my first taste of Galt's Gulch this summer under the auspices of the Telluride Association; I am again praying that my story will parallel Dagny's, foreshadowing my return into a more complete paradise.

Dagny is defined and complemented by her job, willing to sacrifice everything to her beautiful productivity. It gives me infinite hope that I might grab hold of a career that fulfills my promise instead of filling my time. I have found temporary substitutes for her megalomania, immersing myself in the logic of economics, the beautiful guesswork of theoretical physics, the ivory towers cobbled together by dead white men with lots of time on their hands. All the while, I know that it is a prelude to something, something that I will stumble into and that fits in ways I am powerless to describe. Like Dagny, I'll be right where I belong. Unlike her, I won't spring fully formed from my own head. I'll have to claw my way upwards, with all of the mistakes and pain that implies. That's precisely why I need her. Those mornings when the snail's pace of my classes is getting me down or when I'm ready to settle for a profession instead of a passion, I can hold her in my mind as an example of what my future can and will be like. Dagny existed, at least in someone's head. That's a constant comfort to me—and a perpetual reminder that I must keep sprinting forward full-bore regardless of what gets in my way. Even if that obstacle is myself.

Supplementary Essay

High school is, inevitably, a disillusioning experience. For most people, the moment comes when it's apparent that puppy love isn't true or friendships aren't forever. For me, it happened the moment I sat down in freshman English and was assigned a book I'd read in second grade.

Obviously, high school wasn't the haven of academia I'd been expecting. I was disappointed, but not crushed; I could always continue reading nonstop. That did, however, give a crazy, grapeshot pattern to my education. Some areas were covered in excruciating detail, some glossed over entirely. I was sure high school would give me focus, direction, maybe even a class that presented a daily challenge. Whoops.

My gifted and talented teacher set to work immediately. Even before my high school career began, she'd managed to get me admitted to a debate camp. I was in my element. I uncovered a definite flair for argumentation, as well as an interest in philosophy that persists to this day.

Debate saved my freshman year, giving me something to focus on. My work paid off with more than just a winning record; I was invited onto the senior-only "We the People: The Citizen and Constitution" team as a sophomore. Here, I found another one of the great passions of my life. Case law is fascinating and accessible, an easy target for someone bent on self-education.

I spent my sophomore summer taking a college English course at our State University. It was better than I had come to expect in high school, but it still didn't ring a four-alarm in my head. On the bright side, it did allow me to bypass junior-level English in favor of a senior "advanced placement" course. On the first day of school, our teacher told us that "If you get a five on the AP exam, they give you a pair of wings and incorporate you into heaven." No one in his class had ever done it, more than enough to make me consider it a personal challenge. I'm still waiting for the wings, but I snagged the score.

Meanwhile, I tried to capture that college feeling again that fall. An outreach program that had fizzled at our high school for lack of interest still offered classes at the

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town down the road. Although I discovered that sociology definitely wasn't for me, I had grounding in the subject and a new weapon in my debate arsenal.

The Telluride Association stepped in to save me from boredom or despair, offering a summer program focused on environmental policy. It not only fell right in with my passion for politics but had direct bearing on my part of the world. Seminar was exactly what I've always thought a class should be. There was extensive reading required, to be sure, but the professors added detail and context to it in class. There were few enough of us that they could focus on our particular interests; my professor ferreted out several textbooks in environmental economics so that I could pursue my specialty. I learned as much from the people around me as I did in class; folks who had immersed themselves in everything from anarchist theory to the intricacies of the Falun Gong movement were willing to discuss it with me—often all night long. I look back on my time at TASP as the happiest, most productive time of my learning life. There mere thought of it keeps me trudging through high school.

In the interim, though, I am far from bored. My gifted and talented teacher and I secured a grant for experimental online courses in the subjects that interest me; I'm currently pursuing AP macroeconomics. I have been able to design my own curriculum to pursue interests in philosophy and American history. I can still throw myself into journalism and debate with characteristically excessive enthusiasm. Through it all, college is still my Nirvana. I'm expecting to be incorporated anytime soon.

Secondary School Report

Enthusiastically, and without a single reservation, I am pleased to recommend Megan Turner for admission to Harvard University.

By every standard, Megan has been an exceptional student and citizen at Mountain High School. She is an independently motivated student, who possesses a keen intelligence and an inquisitive curiosity for knowledge. Megan has not only followed the Honors Curriculum; she has supplemented it with opportunities for independent study in journalism, constitutional law, and advanced studies. She has also taken two college courses, earning A's in both. Megan has held a perfect 4.0 GPA, while taking the most academically challenging curriculum offered at Mountain High School, holding leadership positions, and actively participating in the extracurricular program. Within these courses and extracurricular activities, she has developed the ability to listen to concerns, view issues with an open mind, and express her ideas effectively and convincingly through written and oral communication. Over the past four years, Megan has made an invaluable contribution to the school newspaper, serving as editor and earning several awards as noted within her application. She is held in high regard by the staff and she has become a leader among her peers due to her ability to get the job done.

Ingenuity, determination, and intellectual curiosity are all qualities that have earned Megan the respect of her peers and teachers. For example, Megan has severe asthma, but she has not let this deter her from participating in physical education and athletic events. She joined the cross-country team immediately. Even though she is usually last in competition, she has never walked a step, and more importantly, she is a role model for her peers. Understandably, Megan is revered by her teammates and coach for her courage and determination.

Based on my own work with Megan, I know that she has faced frustrations in attempting to find a curriculum that will challenge her sufficiently. Although she has been

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frank with me about the fact that she cannot wait to escape high school in order to move on to college, she is careful never to make these comments around her peers. Instead, she has sought to find every outlet possible for her abundance of energy and desire to learn.

In summary, Megan is an extraordinarily adept "student." She self-challenges. She reads in-depth to strengthen her understanding of issues and ideas. And, she strives diligently to be balanced in all academic areas. Her intellectual ability coupled with her commitment to excellence make Megan an exceptional candidate for Harvard.

Mountain High School Transcript

Grade 9

Earth Science	A+
English 9	A
Geometry	A+
World History	A
Journalism	A+
PE/Health	A

Grade 11

AP Eng	A+
Adv Studies	A
Adv Math/Stats	A
Chemistry	A
Math 4	A
Spanish 2	A
US History	A
Journalism	A

Grade 10

Biology	A
English 10	A+
Math 3	A
Spanish 1	A
Journalism	A
Econ/Constit Law	A
PE/Health	A

Grade 12

AP Government	A
Adv Topics	A
Calculus	A-
IndSt AP Econ	A
IndSt Spanish 3	A
Physics	A
Journalism	A

Teacher Recommendation 1

Megan Turner is unique in my 26-year teaching career. Throughout her four years at Mountain High School she has consistently impressed me and I am delighted to recommend her to you for your consideration.

Her command of the written language is unparalleled. Megan writes with clear, precise, comprehensive style with the ability to entertain so a reader chuckles out loud, enlighten so the reader knows that she has just learned something important or persuade so that the reader will think differently. She tackles stories for our school's nationally award-winning newspaper about issues such as conflict on our reservation with interviews from the tribal chairman and the county commissioners. Both sides found that Megan's stories were better handled, more objective and thorough than the professional press. She writes nostalgic, moving reviews such as her account of the Bob Dylan concert last year which she attended with her parents. Her news stories regularly run on the front page and her editorials provide a strong student voice and school leadership, often provoking action or needed change. Each time she writes for the regional newspaper, where she serves on the student editorial board with other high school students from throughout the western part of the state, we are flooded with reader letters of congratulations. Megan's writing grabs

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readers. Her writing has earned her state (first place at the state level for the last three years) and national recognition (Quill and Scroll Society, American Scholastic Press Association, US News and World Reports, and recently the Society of Young Newspaper Professionals).

Recognized as extremely bright and beyond her peers' academic capabilities throughout her educational career here, Megan's work on the newspaper has allowed her to grow and develop personal and leadership skills. It has been a joy to watch her take on challenges and work until she masters them. Her efforts in helping others write satisfactory stories has also been a challenge she has met exceedingly well. Younger students regularly come to Megan for help with stories, how to work the computer, and general advice on how to do their jobs on the newspaper. She now commands an award winning newspaper as editor-in-chief who confidently guides her staff to new heights. Her capacity to grow and her coach-ability make her a delight for any teacher. She is a joy to have in class.

Her superb intellect, capacity for growth, and ability to absorb information is phenomenal. Megan delights in learning and often is the one to "think outside the box" when we tackle problems or issues. Her intellectual capacity is beyond that of any student with whom I have thus far come in contact. She challenges herself to read thought-provoking books on a wide variety of topics, take Advanced Placement courses on-line beyond what is offered at our school, engage in intellectual debates for the fun of it, and to do everything in her capacity to broaden her knowledge and understanding.

As for a hardship she has overcome, her ability to now deal with her severe asthma stands out in my mind. Megan battled severe asthma during her freshman year and missed several days, spent time in the hospital, and could have easily succumbed to depression over this entire ordeal. She did not. After each bout, she made up all work in a timely fashion and carried on. After attending a 3-week asthma clinic out of state, she came back with knowledge about how to deal with her problems herself and was undaunted by the fact that on troubled days she needs to wear to school a pouch with her medications and give herself shots if they become necessary. Many students would find this embarrassing, but Megan takes it all in stride. She will readily discuss her problems if asked about them. She will share her knowledge with others suffering similar troubles. I firmly believe she has a handle on her medical problem and it will not slow her down in any future endeavor. She did this through persistence, commitment to a goal, and personal fortitude.

Once again, Megan is an exceptional person. Her character, integrity, and her personal qualities are exemplary. She provides leadership to students, the school, and the community by her service to the newspaper, her strong writing, and her helping of others. Her public speaking, discussion skills, and debating experience have honed her into an exceptional communicator. She is goal-oriented, committed to her learning, and has the intellectual capacity to do anything she sets her mind to. She is well-liked and respected by her peers and the teaching staff here. She is the type of individual who will make her mark on the world. I believe Megan Turner is an ideal candidate for Harvard and recommend her to you and vehemently urge you to accept her as an applicant to your school.

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 in my career. (top 1%)
	Academic achievement							X

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	Intellectual promise								X
	Quality of writing								X
	Creative, original thought								X
	Productive class discussion								X
	Respect accorded by faculty								X
	Disciplined work habits								X
	Maturity								X
	Motivation								X
	Leadership								X
	Integrity								X
	Reaction to setbacks								X
	Concern for others								X
	Self-confidence								X
	Initiative, independence								X
	OVERALL								X

Teacher Recommendation 2

For the past six years, I've had the privilege and honor of working with one of those rare students every teacher dreams of challenging. The brilliance, determination, motivation, intellect, and energy found in Megan Turner are extraordinarily uncommon and exceptional. She is without equal.

As the K-12 Gifted and Talented Teacher/Coordinator for our school district, I work with many gifted and highly able students, but Megan is a standout even among the standouts. I have known and worked with her since I arrived in our town six years ago, when she was a seventh-grader. Throughout that time, I have been Megan's GT teacher, as well as her Debate coach and mentor.

I have learned more new words from Megan than I ever did from my own English teachers! Reading, writing, expressing, thinking, and ideas are as much a part of Megan as is her eye color. She devours books and wishes she had her own library filled with them, floor to ceiling, wall to wall. I love to read myself and look forward to the day when I can reach onto a shelf and pull off a book by Megan. There isn't a doubt in my mind that it will happen. For my Great Books class, which Megan took as an eighth-grader, one of the assignments was a short project that included a two-page minimum written requirement. Megan handed in 23 typed pages...a story that answered all the necessary questions and even some I had not anticipated. Last year for my Advanced Studies class at the high school (self-directed study), she further expanded and developed her incredible abilities. She read the works of various philosophers and philosophies (Ayn Rand, Kant, Nietzsche, the Bible, and

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others), wrote comparative summaries of their ideas, and concluded by writing her own philosophical credo! What most of us would consider a daunting task, Megan saw as a delicious opportunity to do what she loves and does so well: read, think, and write. Megan is a true THINKER. She analyzes and evaluates as calmly, easily, and naturally as the rest of us breathe. "Wisdom is knowledge digested," she once said. Megan digests everything and has, as a result, a level of wisdom that is rare even among adults.

A National Merit Finalist who participated in the Telluride Program this summer, Megan doesn't take her natural abilities for granted; rather, she develops them, fine tunes them, and challenges herself to use her abilities for the pursuit of personal interests and community gain. Megan is definitely not one to settle for "good enough." She instead searches for countless and creative solutions to make something not just better, but the best. Megan is the kind of scholar who will seek opportunities and create them where none exist, and she will forge for herself an active and innovative purpose for her years at Harvard University. While working with Megan these past six years, I have been consistently impressed with her ability to perfect and polish that which is already outstanding. With great determination and a rare level of brilliance, Megan brings to her pursuits a flair for creative and undaunted success. She is one to search for and find the possibilities that others are not willing or able to see. Megan knows that success in any area often means creating or discovering that which everyone else said was impossible or ridiculous. She is a true visionary.

Megan readily recognizes her adversities as straightforwardly as she does her vast abilities. She'll be the first to admit that while she excels academically, she is not athletically inclined. Add to this her battles with very severe asthma, for which she has been hospitalized numerous times, and one would think she has plenty of reason to avoid exercise. Yet, Megan is tremendously persistent, never allowing these weaknesses to get the better of her. She works out regularly, runs every step the other girls do in PE, plays intramural basketball, and even joined the cross-country team. What would have been a convenient excuse to others has been an engaging challenge to Megan. She strives to overcome what she can and to learn to deal with what she cannot. That is why her former PE teacher will honestly say, "Megan is my hero."

Another adversity Megan has overcome is her early years of schooling. She began school in another district where she was mistakenly identified in the first grade for their special education program. (They apparently placed her in there because in the process of writing a ten-page story—clearly pretty rare for a six-year-old!—she wrote some of the letters backwards—something naturally common for six-year-olds.) This placement is obviously not where she should have been, yet she spent months there writing her name in the sand and being asked to perform various other tasks far below her actual abilities. I marvel today that the experience did not ruin her outlook on school. Far too many highly and profoundly gifted students will drop out of school after similar circumstances. Yet Megan bounced back with her indomitable determination and unbeatable optimism. Rather than be jaded about what had happened, she prefers to laugh at the irony and to tell the fascinating stories of how she played mind tricks with the teachers to keep herself challenged.

I also work with Megan as the head coach for our high school's Speech, Debate, and Drama team, for which Megan is a Lincoln-Douglas debater. Debate is a passion for Megan, as well as another voice. Her dedication, hard work, and desire to learn contribute to her impressive 88% record, a #1 (top seed) ranking in the Western Division, and a 7th place finish at the State tournament, a reflection not only of her hard work and dedication, but of

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her great analytical and communication skills as well. Through working with Megan on the Debate Team, I have also had many opportunities to observe her leadership skills. As an upper-level team member, she can always be counted on to be a great role model for the younger members of the team. She even devotes energy to priming the new debaters for competition, and assists me each spring in coaching the debaters on our middle school team. She easily finds the balance between establishing rapport and setting high standards. As a result, the younger debaters have tremendous respect for her and have learned debate skills, tact, communication, and leadership from her.

Beyond everything else, Megan is truly herself at an age when most kids struggle with identity. It is a comfort level hard-won for her, as her peers have often ridiculed her for her obvious intelligence and unique idiosyncrasies: "I don't really have fear of rejection by my peers anymore. I used to be rejected all the time and have gradually outlived it. (Maybe I've outgrown it!!!) I figure, if they don't like me the way I am, that's their problem." Megan is full of sparkle, life, curiosity, depth, and messages. I would describe her as determined, insightful, intelligent, creative, honest, innovative, responsible, funny, independent, honorable, sincere, original, hard-working, perceptive, energetic, thoughtful, confident, rare, brilliant, motivated, analytical, and real. Megan is a national treasure.

I truly do not know of anyone more worthy of admittance to your esteemed University. I offer this recommendation with the deepest sincerity and the highest hopes. Please feel free to contact me if you have any further questions. I would be thrilled to do whatever else I can for Megan. With my greatest enthusiasm...

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 in my career. (top 1%)
	Academic achievement							X
	Intellectual promise							X
	Quality of writing							X
	Creative, original thought							X
	Productive class discussion							X
	Respect accorded by faculty							X
	Disciplined work habits							X
	Maturity							X
	Motivation							X
	Leadership							X
	Integrity							X
	Reaction to setbacks							X
	Concern for							X

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	others							
	Self-confidence							X
	Initiative, independence							X
	OVERALL							X

Teacher Recommendation 3

Last summer I team-taught a seminar on environmental policy for eighteen exceptional high school juniors. Winners of national competition, students in previous seminars matriculated at Ivy League and other elite institutions with few exceptions. Sponsored by the Telluride Foundation, the class met for three hours every weekday for six weeks. Each student wrote short papers, delivered a term paper, and participated in discussions. The quality of the work generally was equal to that of students in my senior honors seminar at my own university. Teaching this seminar was both satisfying and exhausting for me, a political science professor, currently on leave and directing a program elsewhere.

Writing a recommendation for Megan Turner is not easy because she is easy to caricature. That caricature is of a bright young woman angry with her parents for not making more money and for putting her in a mediocre high school because they live in one of the Mountain States. Megan strongly asserted her belief in markets as the solution to almost every imaginable public problem. In the first weeks of the seminar, Megan was given to *ad hominum* comments and to dismiss any criticisms of her views as mindlessly ideological.

By the end of the summer, Megan had learned to avoid *ad hominum* comments and respond with appropriate logic and arguments to critics. She even admitted that there were instances where government interventions were needed. Her final paper, an analysis of the possibility of sustainable development, was a fine well-documented paper. Based upon her written work, I would rank Megan Turner around the fourth or fifth best student in the seminar. Based upon the quality of her oral participation, she would rank lower.

Ms. Turner has baggage. She is unreasonably obsessed with gaining admittance to your university. She cannot articulate why Harvard would be better for her than other good universities and colleges, beyond an assertion that Harvard is the best. If you accept her, Megan will likely resemble some other bright students from the inner city, i.e. wanting to escape by landing at Harvard with all Harvard means, yet also missing home and its comforts. Megan's challenge is to trust her own abilities and to open herself to liberal learning. She has much to gain from a Harvard education.

Alumni Interview Report

Academic (1)

Genuine scholar, Summa potential, top grades, high 700 and 800 scores combined with evidence of original scholarship

- Love of Learning—'outstanding'
- Intellectual Curiosity—'outstanding'
- Intellectual Originality—Rating—'outstanding'

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

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Local or regional recognition; major accomplishment(s).

Personal Qualities (1)

Rare personal appeal and character

Openness to new ideas and new people—'outstanding'

Contribution to college life—'outstanding'

Overall (1)

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

Rare and rewarding exchange of ideas

Easy flow of conversation

Diamond in the Rough

Additional Comments

Megan is a student of unusual ability, with a wide range of interests both in and out of school, a lot of confidence and ambition, which, in her case, seem justified and realistic, as well as an engaging personality that made the interview enjoyable as well as productive for the interviewer. To summarize a little early in this report, I think she would do splendidly at Harvard both academically and in other activities. Harvard would really give this young woman from our rural state the opportunities she needs.

Megan made two remarks during the interview that I think revealed a lot about the seriousness of her interest in Harvard. One was, "going to Harvard is the one thing I've known I want to do just about all my life. It's the one place where I've thought I could follow up on all my interests." The other quote was, "I've been reading the Crimson on the web for many months, and I think it's head and shoulders above any other college paper I've seen. I would love to work there if I go to Harvard." She has some credentials for this evaluation and remark since she has numerous writing awards, is the editor of her school paper and was editor of her middle-school paper before that. Among these awards is a national Youth Editors of America award for a concert review written for the daily paper in our capital; a Quill and Scroll award; and an American Scholastic Press Association outstanding investigative journalism award given for a story in the high-school paper about safety and security at her school relating the topic to the Columbine School attack in Colorado.

Megan is also a top high-school debater in the state and co-captain of the school debate team. Because the team has no official coach, Megan says, "I function somewhat in that role also." She was undefeated in debate this school year until two weeks ago. Outside of high school activities, she has coached middle-school debate, helped teach a fifth-grade gifted and talented class in middle school, and been a tutor for third-grade students. She seems like a generous and "giving" person.

She mentioned two summer programs that she said had a big influence on her interests in school as well as her thoughts about the future. One was a program this past summer called "We the People" sponsored by the US Congress to promote study of the US Constitution and the laws derived from it, and the other was a program called the Telluride Association Summer Humanities Program which seems to be a project bringing together good students interested in humanities, encourage study and research, and produce some writing.

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About the first one, Megan said, "I was fascinated by the law cases interpreting the intent of the Constitution. If law school is like that, I could easily see myself there." She added that she really hadn't thought about law as a serious interest before being in the program. "I'm thrilled to have discovered so many new interests of mine!" About the Telluride program, she said, "it was the teachers and other students that made the program." She said that the discussions she had with teachers and students were "the best kind of school experience I have ever had." She produced a paper about "Sustainable Development in the World Today."

Megan has a 4.0 GPA, is getting A's in all her classes currently and is a National Merit Finalist. Her writing interest was reinforced by a summer program in which she took English classes and participated in a workshop for high-school students writing for newspapers which was run by the School of Journalism at our state university.

When we talked about possible fields of study in college, and the future in general, she said she is interested in writing, but also mentioned being attracted to business and particularly economics as a possible college major. She followed this by saying, "you know there is such a tremendous influence of economics on the important events in the world."

Actually, she ended up by saying she could see herself quite content in such fields as news writing, government, politics, economics, law, and maybe even history r medicine. I would give her a very good chance of being successful in any of these fields and, more importantly for this report, of making a significant contribution in a college environment like that at Harvard.

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Tracey Eckham

School: Cantor School

Description: Small, private, college-preparatory day school for girls located in metropolitan area in the mid-Atlantic (partnership with "brother school"); 100% of students attend four-year colleges.

Ethnicity: Unknown

Mother: Homemaker

College: BA from an Ivy League college
JD from State School

Father: Headmaster

College: BA from an Ivy League College
EdD from Ivy League Ed School

Siblings: Jack (15)

Tentative field of study: Physical Science

Commitment: 2 (1-5 scale: 1, absolutely certain; 5, undecided)

Intended occupation: Undecided

Commitment: 5 (1-5 scale: 1, absolutely certain; 5, undecided)

College activities: Varsity crew and visual arts

Commitment: 1 (1-5 scale: 1, absolutely certain; 5, undecided)

Class rank: 85%/71

SATI: 730/720/740

SAT II: 790 Physics 770 Math II 720 World History

Extracurricular Activities:

Art and Writing (9-12)
Amnesty International (11-12)
Habitat for Humanity (12)

Athletics:

Year-round crew (9-12)
Varsity, All Metro
State Champs
Cross-country (11-12)
Captain

Employment:

Camp counselor
(summers)

Academic Honors:

Writer's Prize (English Department)
National Merit Commended

Advanced Placement Test Results:

Eng Lang & Comp	4
Physics B	5
US History	4

Summer Activities:

Not provided.

Short answer (most meaningful activity)

My dad taught me how to scull when I was eleven. Since that time, crew has become one of my most important commitments. It has taught me the value of working hard for

Eckham 1

what you want. At the same time, it has also brought me closer to my dad. Crew is a sport that constantly challenges and often disappoints. However, the result is that it has made me more confident and more independent. It forces me to rely on myself for motivation. No one else can do an erg piece or run up the Exorcist stairs (common crew workouts) for me. Crew is meaningful for me because it has given me the courage that has made me a stronger person.

Recently, I raced with my dad in a parent-child double on his fifty-first birthday. Because he had originally taught me how to scull in a double, it brought back memories of when I still relied on him for balance and guidance on the water, and how even now sometimes I still do. I know that he will be proud of me no matter what the outcome of any race, and that he respects me for my dedication to this sport. Thus, crew is meaningful for me because it has strengthened me both personally and my bond with my father.

Personal Statement

Last year, after taking half a semester of regular physics, I was offered the opportunity to switch into the AP class. I had originally tried to be in that class, but it was already full. By second quarter a space had opened up. Knowing that I was unhappy in the non-AP class, the science department gave me a choice. I could stay where I was and endure the rest of the year, or I could switch into the AP class and face the prospect of not only the harder work load but of making up a quarter's worth of work as well. Switching into an AP class midway through the semester was unprecedented in any department. Therefore, I had no way of knowing how this could turn out. I only knew at the time that this was what I desperately wanted to do. The science department drew up an agreement stating that if I accepted the switch I would be completely caught up in the class by Thanksgiving, two weeks away, and that I understood the risk involved. Accepting this opportunity could have had serious repercussions on my grade in both physics and in my other classes. But I was not thinking of my grades. I needed a class in which my mind could be fully engaged, and regular physics was not the answer. I signed the contract.

The immediate effects of my decision were not good. According to the agreement I had to drop my art class in order to have more time to make up the extra work. Meanwhile, the class had just started learning about momentum, applying what they knew about conservation of energy. In my old class we had been learning about light and sound. I would sit in class feeling slightly dazed while the other students worked on collision problems. After school two days a week and on Sundays I would meet with my math teacher, whom my parents had hired as a tutor. She spoke with a thick Russian accent, and it was hard for me to understand what she was saying. However, without her help I never could have learned a thing. By Thanksgiving I was completely caught up with my work; what mattered now was how much of it I would retain.

Looking back on my decision, I do not think I could have made any other choice. At the time I did not fully realize the risk I had just committed myself to. My grades did drop. I often felt overloaded with work. Also, physics does not come easily to me. It would take me a while to understand even basic concepts. At no one point do I remember regretting my decisions. Physics became my favorite class. I cannot imagine going through a school year without it. For this reason I am now taking AP Physics C. I am the only girl in a class of seventeen guys, most of whom have already taken AP Calculus. It's a hard class, and sometimes I feel as though I know nothing about physics at all. But the challenge motivates me to work harder. Being in a class with all guys simply gives me more incentive.

Eckham 2

Any risk has its rewards and downsides. My decision to switch classes was no exception. I realized that it was up to me whether or not the rewards came up on top. In the end, my work and sacrifice paid off, which I think is true of any risk where one is willing to put in the effort. Putting something on the line and then being willing to fight for it is admirable in any circumstance. I'm thankful that the opportunity presented itself to me, and for the foresight to immediately realize in which class I was better off.

Secondary School Report

Tracey's AP US History teacher, who teaches most Cantor students by the time they graduate, describes her simply as "very, very smart." Tracey isn't always as focused as she could be, but he offers an example of her powers of concentration. He always gives a big multiple-choice test just before the AP exam, and Tracey appeared 10 minutes late, looking a bit distracted and apologizing for not having studied sufficiently. She had forgotten that the test was that day. She took it nonetheless, finished with the rest of the class, and scored 96%. He was astonished, although (he says) he should probably not have been, knowing Tracey. While doing well academically engages her, she is clearly passionate about two interests: writing and lightweight crew. Last year, Tracey, a National Merit Commended Scholar, produced some excellent critical and creative work, winning the 11th grade Writers' Prize, and she received the highest accolades from her crew coach for her athletic and leadership skills. "Tracey is the only Senior to be in Varsity for three years straight," the coach notes, "She deserves it."

As Tracey's Foundations of American Literature teacher points out, "She has sophisticated critical powers, and she can marshal them to ace exams." Whereas some students falter under pressure, Tracey thrives. She says it's her competitive spirit. Her crew coach laughs that one reason she has Tracey rowing in bow is that "She makes the boat fast, there. It's a very good feeling as a coach to shove a crew off for finals with a rower who'll be unhappy with anything but gold in the first seat to cross the line." Athletically and academically, Tracey is energized by a challenge. She was determined to study Chinese, despite the complicated logistics of taking a language consortium class at the Sidney School. Mastering a particularly difficult language interests Tracey. She says, "I just don't like limiting myself. I know I do better when I'm faced with something difficult, and I don't mind the learning curve." Her Chinese teacher compliments Tracey on "very good listening and speaking skills, and excellent class work," though she reminds her to "keep practicing those characters!"

Given Tracey's intellect and temperament, it isn't surprising that she began her Junior year in regular Physics, felt she needed a greater challenge, and talked her way into the AP class in the second quarter. She was warned that moving up would require a great deal of dedication to physics, given that she had to master current material as she caught up on the work she had already missed. Her AP Physics teacher says dryly, "To say this was an unusual year in science for Tracey would be an understatement. I hope she feels, as I do, that she accomplished a great deal, and that the year has been a success." Tracey was pleased to earn a 5 on the AP exam.

Tracey's summers are filled with crew camps and competitions. A year ago, for example, she competed at the National Championships and at the Canadian Henley International. She is also Senior co-captain of the cross-country team. She has also for two years been a counselor at a nearby adventure-camp program, teaching younger students to climb, hike, and raft. Year-round, Tracey works on art projects: in Advanced Drawing her

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work was "excellent." Tracey will make her mark at her chosen college. She has our unqualified support and very strong recommendation.

Cantor School Transcript

Grade 9	Sem1	Sem2/Fin	Grade 10	Sem1/Sem2/Fin
English	B+	B+	B+	English B+ A- A-
Chinese I	A-	B+	A-	Chinese II B+ B+ B+
Accel Geom	B	B	B	Alg2/Trig A- A- A-
World Hist IIC	B+	A-	A-	Geography B B+ B
Biology	B+	A-	A-	Chemistry B A- B+
				Drawing B+

Grade 11	Sem1/Sem2/Fin	Grade 12	Sem1/Sem2/Fin
Found Am Lit	A	Comp Lit I	B+
Travel Narr	B+	AP Calc AB	B+
Chinese III	B- B+ B+	AP E. Hist	A
Precalc	B+ A- B+	AP Phy. C	A-
AP US History	B+ B+ B+	Religion	B+
AP Physics B	B- B+ B	Adv Draw	A

Teacher Recommendation 1

I am delighted to write this letter of recommendation for Tracey Eckham. I was Sophomore Dean when Tracey was a sophomore and Junior Dean when Tracey was a junior, and I have gotten to know her quite well over the past three years. She is full of talent and promise, and I recommend her to you with enthusiasm.

First and foremost, Tracey is smart. Her grades attest to her prowess in the classroom, but they only tell half the story. Tracey is the kind of person who pursues her interest and accomplishes what she sets out to do. For example, Tracey is interested in writing and consequently received the Writer's Prize for Creative Writing. She loves science and added AP Physics B several months into her junior year and then received a 5 on the AP. She is currently taking AP Physics C and is enjoying it immensely. Likewise, Tracey pursued Chinese, which is only offered at Sidney (a member of our consortium of schools).

Tracey has also been a student of mine her sophomore year in Algebra 2/Trigonometry (accelerated) and is currently in my AB Calculus AP class. In the classroom, Tracey takes learning in stride. She listens, absorbs quickly and moves on to the next concept. I frequently select her to solve the problem for homework, she generally comes up with a creative solution as she approaches the problem with a fresh look. Tracey is fully able to recall ideas from other courses and can integrate them effectively into current material. Her strong foundation in physics serves her well in calculus.

Tracey's favorite activity is crew; she loves being on the water. She has been on the Varsity crew team for the last 3 years (the only senior who has done this in crew). She received the Coach's Award Freshman Year, competed nationally and internationally, was part of All Metro #1 boat junior year, ranked third in cross-country, and placed first in the area for two years in a row. She is also Captain of the Cross-Country Team.

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Tracey describes herself as independent, relaxed, and unique; I concur. One of her special traits is how mellow she is. Few students, who are as busy as she, have such grace under pressure. Tracey has integrity; she is well known as an academician; and she is an excellent athlete. Tracey receives my strongest recommendation.

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 in my career. (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							

School policy prohibits the use of checkboxes.

Teacher Recommendation 2

It is a very great pleasure to write on behalf of Tracey Eckham who was my student in 9th grade World History, who has been my advisee since 10th grade, and who is currently taking my AP European History course as a senior. Knowing Tracey and her parents very well as I do, I can feel very confident in recommending Tracey in the highest possible terms as a very bright student with a first-rate mind and also as a person who has shown tremendous determination and grit in all four years of upper school crew, which has been her major area of commitment outside of academics.

Tracey stood out in many ways as a 9th grade history student. The area assigned to her and her partner for her year-long project was the Middle East. She became interested in

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the plight of the Kurds and brought in many weekly news stories on this subject. She did her term paper on a Kurdist terrorist who was finally arrested and tried in Turkey and became an expert on him. Her paper turned out very well. Tracey is now an excellent writer, as is clearly evident from her last two papers turned into me thus far in AP European History. She has a very clear style; her essays are very well organized and supported. But what really sets her apart from other students is the quality and originality of her thinking. Tracey is a very independent thinker who often approaches an issue from an unusual angle. Her logic is very impressive and her evidence is compelling as well. Tracey is that rare student nowadays who is a reader who reads for pleasure, often choosing very demanding philosophical works like those of the French existentialists. She has deep interests and may have the makings of a real scholar. When she gets really interested in something like the Kurds, she really goes the whole hog! Another interest which sets Tracey apart has been her dedication to the study of the Chinese language which she has continued since 9th grade. Very few US kids have this great advantage; it is a great asset which I am sure she will use in college and thereafter. Tracey is multi-talented; she won an award for creative writing and is also an excellent artist who has considerable talent. She definitely marches to her own drummer, however, and has to be deeply engaged in projects of her own choosing. A lot of very difficult concepts in science come easily to her. Last year, she was placed in a far too easy science section. After intervention on my part as her advisor, she was placed in a really difficult advanced section at a great disadvantage from having started late, etc. That is the kind of challenge that really gets Tracey fired up and she definitely rose to the occasion, finishing the course in a very strong fashion. One final example: having taken only the second half of the normal world history curriculum, Tracey elected to take the achievement test which covered the whole course. She did really well—an amazing accomplishment. Tracey IS really brilliant and would flourish in a very challenging college environment, especially with a lot of freedom to choose her courses.

Tracey's biggest commitment outside of academics at Cantor has been to the crew team. I have read the coach's comments over the past years—and she is truly an excellent coach. They have been incredibly positive. Tracey has gained so much self-confidence, skill, strength, and pride from this sport. It has literally been a life-transforming experience for her. Her achievements speak for themselves and are truly remarkable. I have been teaching for thirty-six years now and I have NEVER seen a student work harder at the sport. I used to really worry about the raw state of her hands several years ago, but she has managed to cope with every difficulty and challenge. Her posture and upper body strength have visibly benefited from her many, many hours of hard work. It has helped form her character in so many ways. She is a gentle and patient person, rather soft spoken, and naturally good with small children. I would like to see her devote a lot more time to her art—I found her 9th grade work very promising. She has managed to find some time to pursue it, but I hope she can develop her considerable talent much more fully in college.

Tracey is a genuinely independent thinker and a resolute individualist. She has a very strong will, as her dedication to crew clearly demonstrates. She prides herself on her uniqueness and creativity, but is not overbearing about it. She demands to be taken seriously and to be accepted for who she is, which has made her a bit of a loner. Living pretty far away from school has not made her social situation an easy one. However, she has a very warm and supportive family and has received a lot intellectual stimulation at home. Her father is a headmaster and a remarkable man himself. She resembles him a lot. Tracey is not a follower and does what she thinks is right. However, despite being such a maverick in some ways, she was able to commit herself so totally to crew which is so much a team sport.

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I believe that Tracey is a rather remarkable kid in her fierce determination to truly be herself and not worry about being popular. Cantor kids do respect her and do accept her for who she is.

In conclusion, I recommend Tracey Eckham as a brilliant student with great potential and as a very determined and unique individual with many talents and true grit.

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 in my career. (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							

School policy prohibits the use of checkboxes.

Teacher Recommendation 3

I have been Tracey's rowing coach for over two years now, and although two years seem a short time, we often joke that given our rigorous November through June practice schedule—we meet five and six days a week, at least two hours at a time—I see Tracey more than her parents do at home. My exposure to and understanding of Tracey is even stronger than it is for some of her teammates, since Tracey is in the habit of arriving early and staying late for practice, squeezing in extra stretching beforehand and additional meters or miles when the rest go home. Tracey is one dedicated athlete. She is my only senior oarswoman

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who has been in the first varsity eight since the day she graduated from the novice program, and this year in winter training she is our clear leader, in both commitment and scoring.

For the last two seasons Tracey has been sitting in a bow seat, balancing and powering the boat as our front wheel drive, the first across the line in a series of medal-winning championship races. Tracey is terrific in that position, my first choice for that important seat. But ever ambitious, Tracey has her mind set on stroking the boat, on being the first in line leading all the rowers in intensity and form, rating and rhythm. To that end, Tracey and I regularly discuss her rowing technique and the small tweaks she can make to be the technical leader of the boat. Eager to improve and tough enough to take criticism, Tracey readily receives and incorporates constructive feedback. That said, I find myself giving Tracey less of it than she craves, coaching her with fewer directions than I give some of the other girls, in part because she is already extremely motivated to perform, holding herself to extremely high standards. My challenge as a coach is to get her to relax, to turn down her anxiety and her psychoanalysis of whether she is the best or not while her body carries out what she has trained herself to be able to do in her sleep. Tracey is no extrovert but rather the quietly driven leader-by-example, the lone wolf whom no one fully comprehends but whom the whole team respects, admires, and wants in their boat.

Tracey and I talk the most when we do long runs together during the winter training sessions, and I find her to be philosophical, humble, and kind. She weighs her words carefully before she speaks, and she considers other people generously, as if she is perhaps observing them wistfully from a ship where she can see them and their larger horizons, but wouldn't presume to know their true or more elusive selves. My sense is that she is wise, and from her sleeping and eating patterns, maybe a little depressed, and yet she is also determined to pull herself along and do the maximum that her considerable talents will allow. Tracey is particularly close with her father, who once rowed on the lightweight national team and now overextends himself by serving as principal of an independent middle school and president of our super-active crew council. For you to understand Tracey, I ought to note, respectfully, that Tracey and her dad really carry the family: Tracey's younger brother has big trouble with depression, bouncing from school to school when he can get out of bed, and Tracey's mom is a nice but nervous woman with a squeaky presence, uncertain in conversation, and frightened in public. That Tracey is the pleasant and productive young woman she is within these and other privately tough familial circumstances says loads about her ability to keep her focus, shoulder responsibility, and be independent.

Finally, I want to say that I appreciate Tracey as a caring young friend, not simply as a skilled athlete in our ranks. On a personal level, Tracey was kindly supportive of me last year when I lost my brother in a boating accident: she flew up to New York to attend his memorial service and quietly helped get one of our team's new racing hulls named after my brother, a man she has never met. Tracey acted, I believe, out of compassion, as well as a sharp understanding of what family is supposed to mean. I recommend her highly and hope that you will recognize and honor the progress she has already worked so hard to produce as a student and an athlete. In my view, Tracey has truly earned the privilege of a first-rate education. Thanks for considering her.

Athletic Rating

Tracey is highly recruited by the crew team. She would contribute immediately and would be a fantastic addition to the team. She is one of our top recruits this year.

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Tracey Eckham—Alumni Interview Report

Academic (3+)

Good grades and mid 600 to low 700 scores

Love of Learning—'fair'

Intellectual Curiosity—'fair'

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

Local or regional recognition; major accomplishment(s).

Personal Qualities (3/3+)

Above average personal appeal and character

Openness to new ideas and new people—'good'

Contribution to college life—'fair'

What kind of roommate would this student be?—'fair'

Overall (3+)

Strong candidate

Additional Comments

There are times when I believe that my interview report will contribute a great deal to the understanding of an applicant's personality, intellect, fitness for Harvard, etc., times when I am bowled over by a student's intellectual curiosity or passion, and other times, when I think my report will be less useful, when I am dulled by a student's intellectual tepidness. Alas, I suspect that this report will fall into the latter category.

Tracey Eckham is a young woman who seems bright enough, well-rounded in her interests—from physics to poetry to art to rowing crew competitively, and perfectly pleasant and unobjectionable in her manner and presentation. For me, however, there appeared to be a lack of a spark or enthusiasm or any particularly compelling or appealing quality. Tracey made a weak, limp impression on me, and, while she may be academically qualified for Harvard, and may be an asset to the women's crew team (for which, I understand, she is being recruited), I am not able to recommend Tracey for admission.

Tracey's academic performance seems good, if not stellar—low 700s on her SAT Is and high 700s on her SAT IIs, and good grades. In our conversation, she verbalized an interest in academic and intellectual things—switching from general physics to AP physics half-way through the semester (because she wanted to be challenged among other reasons), enrolling in Physics C after completing Physics B because she enjoyed the in-depth study of certain aspects of physics, setting up an independent study on "existential writing" to explore themes present in existentialist texts, and spending three years studying Chinese. However, none of these discussions or descriptions seemed to have any deep interest or intellectual satisfaction behind them.

Tracey expressed an interest in writing, and explains that she submits some of her poetry for the school literary magazine, and that she won the award for her class for writing. But again, this description was bland and almost disinterested. She also expressed

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enjoyment of art, although she gave up her art class when she switched physics classes last year.

Tracey spent five summers as a counselor at an adventure day camp held on the campus of a local school at which her father is headmaster. She learned to rock climb as a camper at the camp, and now teaches rock climbing there, although she does not engage in the activity except for the time she spends at camp. She spent the summer after her sophomore year rowing crew on a club team, and competing in various races. She has been on varsity crew for four years, and expects to continue rowing throughout college. This may be the most notable thing about Tracy, although again, her discussion of crew is limited and unconvincing.

Tracey's affect is muted and sort of quiet. Whether she was talking about her high school, her family, books she's read, art, or rowing, there is a lack of any great zest for life or strength of interest. Perhaps that is just a superficial personality characteristic, but I was unable to engage Tracey in any sort of intellectual conversation of any substance, and did not perceive that Tracey would add much as a classmate at Harvard.

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Mandisi Botlhoko

School: International School

Description: Selective international school in Africa, many ethnicities represented, majority of students go on to University

Nationality: Botswana

Citizenship: F-1 Student

First language/primary language spoken at home: Setswana

Mother: Maid or housekeeping cleaner **Father:** Deceased

Education: None **Education:** None

Siblings: Mandla (24)

Tentative field of study: Social Sciences

Commitment: 1 (1-5 scale: 1, absolutely certain; 5, undecided)

Intended occupation: Health (Non-Medical)

Commitment: 1 (1-5 scale: 1, absolutely certain; 5, undecided)

College activities: Track, Cross-Country; Social Service

Commitment: 2 (1-5 scale: 1, absolutely certain; 5, undecided)

Class rank: Top 10/120

SAT: 460/650/520

SAT subject tests: 750 Math II 710 Chemistry 700 Physics

Extracurricular Activities:

Culture Club (11)
Secretary
3hrs/wk

Athletics:

Cross-country (10-12)
Captain
10hrs/wk
JV/Varsity Soccer (11-12)
3hrs/wk

Employment:

Academic Honors:

School Commendation for Achievement (11 & 12)

Short Answer (most meaningful activity)

It was not until late last year that I fully understood the impact of the AIDS pandemic in Botswana. Through the first aid training program offered at school, I learnt and discovered a number of shocking facts about the effect of AIDS in Botswana. This activity, for the rather short duration it lasted, had a significant and long-lasting effect on my character and on the way I hope to contribute to my community in the future. I also learnt other practical skills during our first aid training program, and in May this year, I was able to

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administer CPR to a soccer player who had collapsed in the middle of a game when no one else could think of doing it. I take great satisfaction in the knowledge that I may have saved another person's life.

Additional Information

Even though I have been told several times that there is nothing I can do to change the current situation in Botswana socially and politically, I still believe that something can be done to make things better not only in Botswana but in Africa as a whole. The main reason I seek after quality higher education is to acquire the necessary skills to be able to address such issues. I want to prove every one who thinks the current situation in Africa is permanent, wrong.

I feel that one can not just expect to get everything from society without giving something back. So, as much as I want to gain knowledge, I also want to share what I have with the community I will be living in for the next four years or more. Whereas in the past I used to believe that there is no way in which anyone who is financially unstable can give back to society, I now know that a person can in fact be productive in a number of ways.

(Mailed Fee Waiver Request)

Personal Statement

I was never discouraged by the fact that I came from an economically-disadvantaged family. My father had been employed as a miner in South Africa until he was diagnosed with Autoimmune Multiple Endocrine Failure and consequently sent home. I was in primary school then. As he was no longer earning a wage, he was only able to keep us in school for the next years and I would have dropped out of school except that I was ready to do anything to stay in school. I remember one day in Form 2 where the Principal was sending home everyone whose fees had not been paid and I was one of them. I could not leave the class when I was told to; I cried and obstinately held on to my desk because I understood that without education, none of my dreams would ever come true. Some teachers were touched by this and they offered to pay my fees for that year. Then I heard about a certain organization which paid my school fees until my completion year—a year after which my father passed away. I later realized, however, that education was broader than just being in a classroom.

I always worked very hard during the day at school for I usually did not get the chance to do so at home where candles were only occasionally available. With hard work, I was always at the top in my class and the school as a whole. This is why the very same year I was supposed to drop out of school, I came first in my class and I was commended for academic excellence. Through the help of the St. Augustine de John Bursary Fund, I completed secondary school three years later, where I obtained the second best O-level aggregate in the country. I look back at these days with pride as they always remind me of my determination, self-discipline and many of life's lessons I learnt during this time. For example, I had had to work during the holidays in order to have money for bus fare. I would ask to clean someone's home for a small payment which I would reserve for bus fare. There were times when I would go to school on an empty stomach and with no pocket money and even though I starved for days at times, I never gave up on school. To be successful in life, I always told myself, required one to make sacrifices.

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The two years I have spent at International School have been the most crucial in building the person I am today. It is here that I have had the opportunity to participate in extra-curricular activities both within and outside of school. This is where I became aware that the education experience extends beyond the classroom. During my first year of IB, I partook in the culture club where I was elected for the secretarial position. I was responsible for organizing meetings and venues and noting important discussion points raised in meetings. In the process of sharing my culture and view of life, I got the chance to learn a lot from the different nationalities and cultural backgrounds we had in the club. I learnt, for example, to view life issues from a slightly broader perspective in order to accommodate people from all walks of life, something which I never had considered before. I also taught Botswanan national dances to a number of interested students for performances on the International Culture Day in our school. This did not stop me from taking part in sporting activities as well. I became one of the most dedicated athletes, and participated in a number of national races and one half-marathon race. Early in my final year, I was elected captain of the school athletics team where I was responsible for the organization of training sessions—a task that taught me a range of ways of dealing with people diverse in a number of respects.

The community service program also played a significant role in spurring the deepest passions of service in me. I realized that I could in fact give back to the society in a number of ways. Consequently, I voluntarily took the task of visiting students on behalf of the St. Augustine de John Bursary Fund and, due to the lack of publicity of such a helpful organization, I proposed to create a website for them (link included). This is a task I focused much on during term breaks. Also, during this time I offered mathematics and science study/help sessions at my former secondary school and other surrounding community schools. Because of my interest in the sciences, I joined the 'Healthy Senses' community service project. Here, as students we go around local primary schools and perform screens on children to ensure that they are in a good state to learn. I was also involved in a first aid training program in our school. It was quite an experience for me, especially because the lessons were mostly about caring for the HIV positive, which is one of Botswana's primary concerns.

Over the years, I have learnt a lot from the people I have lived with and I have developed a number of qualities I pride myself in. My family background in particular has been one motivational factor to my academic progress. It serves as a perpetual reminder that I have to work hard in order to improve the lives of the people back home. I have come to realize, however, that to be able to do that, one needs the appropriate armor, which is an informed mind.

Additional Essay: An Unusual Circumstance in My Life

My father was sick for the first five years of my secondary school education. Because of his medical condition he was functionally paralyzed. I was in primary school when he fell sick and, because I still had a long way, my parents thought it was economical to have me drop out of school and let my older brother continue as he was half-way through with his secondary school education. They tried to explain their reasoning to me but I could not understand anything except that I thought they liked my brother better. However, I did find help on my own and it is because of that assistance that I am here today. I am neither angry at my mother nor upset with my brother because I can understand now. I sometimes feel I should be grateful I went through this, because although it was a difficult time for me, I learnt a lot from this experience.

Botlhoko 3

For Students Applying From School Outside the U.S. and Canada:***What specific plans to you have, if any, for using the education you hope to receive?***

I do not wish to see any family or anyone go through what I went through. My education will not only be of worth to me, but also, to the many people out there who have not had the opportunity to receive an education. I feel that I need to work hard for the betterment of the many disadvantaged lives, not just here in Botswana but in Africa as a whole. More than anything, I am keen to join forces with the world in fighting socio-economic crises which affect everyone in this world.

Secondary School Report

Mandisi joined International School last year with some of the best O level results in the whole of Botswana. He was selected by the International School Botswana National Committee in a highly selective process and he has proved to be an excellent choice. I have never taught him but feel that I know him well as he has been very thoughtful, engaging and proactive in the University application process. Mandisi has a total predicated score of 42 IB diploma points which ranks him in the top 10 of this talented cohort of students.

His teachers are consistent and unanimous in their high praise of his ability, approach and personality. He has excellent powers of analysis and synthesis and his levels of motivation are second to none. He has truly made the most of his academic experience here relishing his first experience in the science laboratories and in the ICT centre. Indeed his IT skills are now so well advanced that he was commissioned by a local voluntary group that had sponsored his high school education to design a website for them to attract more donors. This is a perfect example of how prepared he is to "give back" and do something meaningful with his talents.

Mandisi is a fine athlete, particularly a long distance runner, where his exceptional dedication and perseverance coupled with his natural fitness have seen him compete strongly in both domestic and international half marathons. His community service project has involved testing the vision of local primary school children—a role that he has performed with great diligence and commitment. Mandisi is a selfless character who in his own unassuming style has really contributed much to both the International School community as well as his own highly impoverished rural community in Botswana.

We recommend him warmly for the most selective of colleges for both his academic potential and quality personality. He is one of our most deserving students.

IB Results

Subject	Predicted	Actual
Setswana A1 EE	A	A
Setswana A1 SL	7	6
English A2 SL	7	7
ITGS SL in English	6	6
Chemistry HL in English	6	6
Physics HL in English	7	7
Maths. Sets HL in English	6	4
Theory Knowl in English	B	B

O-Level Results

Subject	Grade
English Lang	A
Setswana	A
Mathematics	A
Additional Maths	A
Agriculture	A
Biology	A
Science (Chem, Phys)	A
Commerce	A

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Grades

- 7 Excellent
- 6 Very Good
- 5 Good
- 4 Satisfactory
- 3 Mediocre
- 2 Poor
- 1 Very Poor
- N No Grade Awarded

Teacher Recommendation 1

I have been Mandisi's teacher for Higher Mathematics since he won a bursary to study here on the International Baccalaureate Diploma programme two years ago.

Mandisi's life story is one of faith and overcoming adversity. After losing his father soon after starting secondary school, often going hungry and not having light to work by in the evenings, Mandisi proved himself by coming top in his class. He was supported by the St. Augustine de John Society and eventually won one of a handful of funded places available at International School, from literally hundreds of applicants.

Our decision to take him as been absolutely justified. Mandisi could realistically achieve a diploma score of 40 points. In Mathematics, he has always shown excellent technique, thorough recall and confident ability to tackle unfamiliar problems. He is, of course, hardworking and tenacious. He contributes helpfully to question and answer discussions in class and has enjoyed the sometimes philosophical forays we have made into the fundamentals of abstract Mathematics.

Character-wise, Mandisi has been shaped equally by hardship and love. He truly values all the support he has been shown and given in recent years. Crucially however, he shows his appreciation through action. As soon as he had the capacity and opportunity to help others, he did so. He travelled by bus around Botswana to visit and monitor other students being supported by the St. Augustine de John Society. He volunteered to teach Maths at a neighboring High School and immediately gained a reputation as a "very good teacher." On International School's Community Service programme, he has taken a major interest in our Healthy Senses project to test and assist children at rural schools around the country. As well as weekly school visits, he played a major part in fund-raising by organising a team to take part in a sponsored run. Mandisi himself is a very good athlete, having taken part in a half-marathon and organised training for the school athletics team (which he captained).

Mandisi's commitment is "to work hard to improve the lives of the people back home." He well-knows that Botswana is ravaged by HIV/AIDS and that he could well be one of the people who could do most about it for future generations. He is quiet and humble yet ambitious to get things done, rather than being ambitious for himself.

With his excellent personal qualities, Mandisi will adapt readily to student life in another country. He will give at least as much as he takes. He is a very able student, utterly reliable and one whom I recommend highly.

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 in my career. (top 1%)
	Academic achievement					X		

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	Intellectual promise					X		
	Quality of writing			X				
	Creative, original thought				X			
	Productive class discussion				X			
	Respect accorded by faculty					X		
	Disciplined work habits						X	
	Maturity						X	
	Motivation						X	
	Leadership				X			
	Integrity						X	
	Reaction to setbacks						X	
	Concern for others						X	
	Self-confidence					X		
	Initiative, independence						X	
	OVERALL						X	

Teacher Recommendation 2

Mandisi has a mature approach to his work and an enquiring mind which doesn't allow him to settle for a less than complete understanding of any topic. He works methodically and pays attention to detail and the quality of his written work is very high. His dry sense of humor has entertained us in many a class.

Mandisi completed a website for a local charity organisation, the Augustine de John bursary fund, as his ITGS project. The fund supplies bursaries for students to undertake secondary education studies. During this process he needed to consult with the organisation to gather information about the organisation and the requirements for the website. The comments I had back from the organisation were about how impressed they were with the professional approach Mandisi took to the whole process. The final outcome was a testament to Mandisi's good work ethic and displayed both his technical skill and his ability to manage a project of this kind.

Mandisi's commitment to giving back to his community is also evident in the many community service projects he has undertaken, both through the school and of his own volition. He has been employed as a teacher at his former school and has given reading and mathematics classes to various groups. His commitment to furthering the understanding of his cultural beliefs and practices within the school is also commendable as he has taken part in traditional dancing and organised Botswanan evenings in the hostel. He is also a talented runner over long distances and a soccer player.

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Mandisi is a proud and very capable young man, committed to making the best of the opportunities that he is given. I am sure that he will continue to excel academically, in the sporting arena and, most importantly, in the way that he gives back to the community from which he came and who have supported him through the years.

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 in my career. (top 1%)
	Academic achievement						X	
	Intellectual promise						X	
	Quality of writing					X		
	Creative, original thought				X			
	Productive class discussion				X			
	Respect accorded by faculty						X	
	Disciplined work habits					X		
	Maturity						X	
	Motivation						X	
	Leadership					X		
	Integrity					X		
	Reaction to setbacks					X		
	Concern for others				X			
	Self-confidence						X	
	Initiative, independence						X	
	OVERALL						X	

Admissions Officer Interview Report

Personal Qualities (2)

Strong personal appeal and character

Overall (3+)

Strong candidate

Of the ten impressive students I interviewed here, Mandisi had the greatest depth and substance. Very mature, thoughtful and grateful for the opportunities he's been given. He told me a heart-wrenching story about his family's inability to pay his school fees and the

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day that he was to be removed from the school. He held on his desk so tightly that they couldn't carry him out and cried so hard that his teachers took pity on him and pitched in to pay his fees. What did his schooling cost for a year? ...Somewhere around \$4. While M. may initially be a bit dismayed to learn that people routinely pay \$4 for a cup of coffee, he knows his teachers effectively saved his life, and he seems all about giving back and demonstrating his gratitude through his actions.

Without education, he might well have ended up like his dad who worked in a mine in South Africa and died a painful death as a result of the substances to which he had been exposed at work. Typical of the local community, he has many "relations" -- half-siblings, vaguely related cousins. While he was not critical of anyone, it's clear that he has set out on a different path, one that places emphasis on education and responsibility. Although he is not his mother's oldest son, he appears to be the child most attentive and supportive.

While he is a few years older than most of his classmates, he looks younger—probably the result of substandard nutrition. He apparently is a good runner, and his leadership skills led to his election as team captain. He ran a half marathon in 95 minutes at altitude, so I would think he could walk on to our cross-country team, and the track team would provide a nice "family" for him.

Some might balk at his verbal score, but I doubt this fellow had a single book written in English in his home growing up. He is predicted to get a top score on his IB exam, and he was very articulate in conversation.

I really liked and admired Mandisi. I think he would add a great deal to his classmates, who have probably never envisioned that \$4 could so determine the trajectory of a life. There's no question in my mind that he would use his education to the benefit of many others and could emerge as a real leader and a force for good.

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Carrie Miller

School: Cherokee High School

Description: Large suburban public high school, 92% go onto college (74% to four year colleges)

Ethnicity: Caucasian

Mother: Social worker

College: B.A. from public university

Father: Television editor

College: B.A. from public university

Siblings: Stephen (27), James (23)—both at another Ivy League institution

Tentative field of study: Social Studies

Commitment: 2 (1-5 scale: 1, absolutely certain; 5, undecided)

Intended occupation: Communications (Media, Film, Advertising, Journalism)

Commitment: 2 (1-5 scale: 1, absolutely certain; 5, undecided)

College activities: Arts, Visual Arts; Dance

Commitment: 2 (1-5 scale: 1, absolutely certain; 5, undecided)

Class rank: does not rank/630 (4.43/4.5 GPA)

SAT I: 670/620/720

600/660/750

640/630/640

SAT II: 710 Biology 660 Math I 580 World History 670 U.S. History

Extracurricular Activities:

Documentary Filmmaking (9-12)

10 hrs/wk, 48 wks/yr

Researched, produced, wrote & edited

4 award-winning documentaries

Campaign for Young Adult Involvement (11-12)

2 hrs/wk, 50 wks/yr

Caucus member, youth council member

County Youth Council (12)

2 hrs/wk, 42 wks/yr

Advise county exec. & develop legislative agenda

School Newspaper (9-12)

5 hrs/wk, 42 wks/yr

Head copy ed, opinions ed, columnist

Ballet (9-12)

4 hrs/wk, 52 wks/yr

Oboist (9-12)

6 hrs/wk, 40 wks/yr

Orchestra, wind ensemble

School Grading Subcommittee (10-11)

1 hr/wk, 24 wks/yr

Work Experience

Ice cream server/cashier (11-present)

16 hrs/wk, summer & school year

Freelance videographer (10-present)

3 hrs/wk, summer & school year

Flower clerk

16 hrs/wk, summer

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Academic Honors:

3rd place winner, National History Day
 6th place ntl. finalist National History Day
 1st place Chicago Film Fest (Youth)
 New England Rep at anniversary webcast
 Film catalogued at Modern Art Film Study Cnt.

Advanced Placement Test Results:

World History	4
U.S. History	4
Biology	4
Eng. Lang. & Comp.	3

Short essay (most meaningful activity)

For the past six years, I have been taking a two-hour ballet class every Tuesday and Wednesday night. I enjoy ballet because the intense concentration that proper technique requires helps me to relax. From the moment I begin putting on my tights and leotard, I can feel my mind clearing itself of the day's events. By the time I enter class, I am in my "ballet world" where I can connect with my body and rejuvenate my mind. The application of proper technique has taught me a lot about how the human body moves and has helped me respect my body and keep it strong and healthy. After class is over, my improved physical and mental well-being stays with me outside the studio. I hope to continue dancing in college and to explore different forms of dance through the on-campus, student-run dance groups.

Personal Statement

I sat in a tiny apartment in Brooklyn, riveted by Albert Montag's story. It was November many decades later, but his vivid memories pulled me back to August 1968. "The police lost control," he told me. "I held up my press pass, yelling 'Press! Press! Press!' and the more I yelled, the harder they hit." He was a reporter covering the Democratic National Convention in Chicago when violence broke out between anti-war protestors and police. It was impossible to understand why anyone, especially an officer of the law, would want to hurt the frail man who sat in front of me. I was horrified, but I also felt a rush of excitement. It was the excitement I get from being catapulted back in time, to live in a moment from the past as if I were there. And I knew I'd be able to share that moment, because I was capturing it all on video.

I have been making historical documentaries for five years. It was during the production of my third film, while screening archival footage of the 1968 convention, that I first saw Mr. Montag. He lay in a bed, bandaged and bloodied after the beating, and when a reporter asked his name, I wrote it down. Then I thought, what if I could find this guy and interview him today, more than 30 years later? So armed with his name and Google, I set out to find Mr. Montag. As it turned out, he lived in New York and agreed to meet me.

By the time of the interview, I had already read books, newspaper accounts and magazine articles. I interviewed a college professor who was an expert on the era and screened hours upon hours of archival news footage. I was confident that I was well prepared. I wasn't prepared, however, for how angry Mr. Montag's story would make me feel. I couldn't stop thinking about it. I wanted to find a police officer who was there and confront him with what I'd heard. So, I contacted police associations in Chicago and was put in touch with David Griffin, a retired Chicago police officer who was involved in the so-called police riot. However, when we spoke, he painted just as vivid a picture as Mr. Montag had, only he described being taunted by the crowd, having bricks and even bags of human

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feces hurled at him. "We didn't riot," insisted Mr. Griffin. He said the police believed they were under attack, and acted to protect themselves.

After those two interviews, I couldn't decide who was right or who was wrong, but I did know I would never again rely only on books or even experts to get my information. Mr. Montag and Mr. Griffin had dropped me in the middle of a riot, and suddenly, I felt like history was alive.

In my subsequent films, I interviewed as many people as possible who could provide first-hand accounts. These individuals, and their experiences, give my films something my other research cannot. They give the viewer a connection. Nothing is more powerful than seeing a soldier's face as he describes how he lost his leg, or listening to a reporter describe a piece of history he witnessed. Without that emotional connection, history can seem distant and irrelevant.

I hope that when people watch my documentaries, they not only learn something, but feel something. Working on my films has taught me about the importance of preserving history. Conducting these interviews has helped me to see that everyone is a part of history, and everyone has a story. Sharing these stories through my documentaries gives me the chance to be a part of the process of keeping history alive.

Additional Essay

Starting in eleventh grade, I joined the Campaign for Young Adult Involvement (CFYAI). What convinced me to join CFYAI was that, unlike other community service activities I have been involved in, CFYAI's youth members came up with all the project ideas and made all the decisions. Everyone was encouraged to voice his or her opinion. Last year we developed a workshop to educate middle school students about the negative consequences of cliques. In this collaborative atmosphere, I began to see a change in myself. I was never an outspoken person, but now I was contributing ideas and steering discussions. My approach to the world was changing too, but I would realize how until, a few months later, I began serving ice cream.

Last summer, I started working at an ice cream store. One night, an hour before closing, the store suddenly emptied out. Normally, I would welcome the break, but there was a problem: my co-worker hadn't shown up and I was alone. Someone driving into the shopping center would see one open store, a small redhead, and a cash register. This did not sit well with me. When I spoke to my boss, she promised it wouldn't happen again. It did.

Over the next few weeks, I had three realizations. First, my complaint might never be addressed. Second, this might be because there were no regulations at the ice cream store regarding minors working alone at night. And third, what if this problem went beyond the ice cream store and me? I did some research and discovered I was right. There were no such regulations anywhere.

When I returned to CFYAI in the fall, I presented my findings as a possible topic for the year's project. Believing that this was beyond the program's scope, CFYAI's advisors redirected me to the County Youth Council, a group of teenagers that acts as an advisory committee to the County Executive. Each year, the council builds a legislative agenda addressing a pressing issue among youth in the county and presents it to the County Executive. I applied for a seat on the council and was accepted. Combining my research with my personal experience, I developed a presentation and successfully convinced the council members that this year's focus should be safety for minors in the workplace.

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When my proposal was accepted, I felt a strong sense of accomplishment, but more importantly, I felt empowered. I realized that I had the ability to influence the organizations I interact with, from school committees, to the workplace, to local government. My experiences with CFYAI and Youth Council have enabled me to grow into a more outspoken, active person, and with this newfound confidence I have been able to look beyond myself and my own concerns and see the concerns of the broader community. The world will never be perfect, but I now see that if I speak up, I can work toward making it better.

Secondary School Report

It is a pleasure to write this letter on behalf of Carrie Miller, a truly outstanding young woman who has distinguished herself from her peers in many ways. As is evident from her transcript, Carrie is an exceptional student, maintaining an 'A' average (just shy of an A+) in the most rigorous courses offered at our school. As opposed to those who easily earn such grades, Carrie truly works for each and every one. She is intellectually curious and actively engaged in her own learning, delving deep into material to go beyond what is being presented. Carrie is consistently prepared, an active participant in classroom discussions and can always be counted on to provide well thought out and substantiated written work. What is unusual is that Carrie is able to let these qualities shine through as she works every day to overcome an affliction called Sensory Integration Disorder.

Sensory Integration Disorder is a condition that exists when sensory signals do not get organized into appropriate responses, making it difficult to process and act upon information received through the senses. Carrie, for example, has difficulty with fine motor skills, visual tasks and attention and concentration. Carrie has learned to compensate for her deficits (for example, relying on the computer rather than her own handwriting to complete assignments), and has been able to realize her full potential as an accelerated and advanced placement student.

Carrie's SAT scores do not necessarily match her overall academic achievement; however, her standardized tests have traditionally not correlated with her classroom work and achievement. For example, when entering the middle school, Carrie participated in testing for entry into the accelerated program. Her scores did not automatically place her into the program; however suspecting that these scores were not indicative of her potential, Carrie's parents asked that she be placed in the program anyway. Carrie excelled in these advanced and enriched classes and has continued to do so. I have no doubt that Carrie has the ability, determination and analytical thinking to thrive in your academically demanding and dynamic environment. She will undoubtedly contribute positively to your classrooms and campus community. While her grades have been superior and all the more impressive due to her unique issues, it is her extracurricular pursuits that really set Carrie apart from her equally academically impressive peers.

Carrie's most notable achievement related to academics is her involvement in National History Day. She has participated in this program for the last five years, placing either first or second in the regional and state competitions four of the five years, qualifying her for the national level. Carrie's documentaries, in which she interviewed television journalists, college professors and individuals who lived through the events on which she reported, have earned her being recognized at this national level *three* times! In addition, her films have won documentary film awards in international film festivals and have been

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included in programs offered by The Muller Museum of Art, the City Public Library's Center for the Research of African-American Culture, and the Applebaum Museum of Art.

Another activity that distinguishes Carrie from her peers is her involvement with the County's Campaign for Young Adult Involvement (CFYAI), a community service learning program in which participants work together to develop workshops to education county youth about timely issues for adolescents. She recently collaborated on a program for middle school students about "cliques," including the effects and prevention, and helped develop a web site this summer called "clicks for cliques." Based on her participation, Carrie was asked to join the County Youth Board; while interning for the Board this summer, she worked on CFYAI recruitment and helped plan the annual fall retreat.

In addition to these two time consuming aspects of her life, Carrie has been a member of two important school district committees, in which she collaborated with administrators and parents while representing her fellow students on grading and ranking policies that affect the entire student body, and has worked as a Staff Writer, Opinions Editor and currently the Head Copy Editor of the school newspaper. She has held a part time job for the last two summers, the last of which she has continued into the fall. Carrie has developed excellent time management skills as she has balanced a demanding high school program with a plethora of time intensive extracurricular activities. I have no doubt she will continue to find this balance at the college level.

Carrie truly stands out amongst the students I have worked with in the past fifteen years and continues to serve as a role model for her peers as a student and young woman who contributes to the school and community in a meaningful way. As you strive to comprise a diverse class, I hope you will recognize Carrie's potential contribution!

I wholeheartedly recommend Carrie Miller!

Cherokee High School Transcript

Grade 9

English 9 Pre-AP	A
Cadet Band	A+
Spanish II Accelerated	A+
Math Course II Acc	A
Project Science	A+
Biology Acc w/lab	A+
Social Studies 9 Pre-AP	A
Health	A+
Phys Ed	A

Grade 11

English 11 AP	A
Band	A+
Orchestra	A+
Spanish 4 Accelerated	A+
Precalculus Accelerated	A
Biology 13 AP	A+
Forensic Science	A+
Soc Stud 11 AP	A
Phys Ed	A

Grade 10

English 10 Pre-AP	A
Computer Art & Design	A+
Band	A+
Orchestra	A+
Spanish 3 Accelerated	A+
Math Course III Acc	A
Chemistry w/lab	A+
Soc Stud 10 Honors AP	A
Phys Ed	A-

Grade 12

Fashion Mktg	
Eng 13-AP	
Wind Ensemble	
Spanish 13 AP	
AP Calc BC	
Physics w/lab	
Economics 12 AP	
Government 12 AP	
Contemporary Issues	

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Teacher Recommendation 1

It is my pleasure to recommend Carrie Miller to your up and coming undergraduate class. I first met Carrie in my Advanced Placement US History class during her junior year. However, I knew Carrie by reputation due to her long standing work in National History Day. Carrie is an excellent student with a sincere desire to live up to her highest potential. Carrie is an especially hard worker with an intellectual skill to match.

Early in the school year, Carrie expressed concern over every last detail of her study, often asking for constructive criticism in any way to help her improve her AP studies. Carrie dutifully came to extra help and put constructive criticism into practice. As the year progressed I watched her gain a stronger grasp on the material and participate in class confident of her knowledge in US History. This is evident when you examine Carrie's grades. She achieved college credit with a score of 4 on the Advanced Placement exam in US History and scored a 99 on the US History state examination.

Carrie's most significant contributions to her studies in history are her efforts in National History Day. She has won awards in all three years of her high school education as well as numerous international film festivals and has been exhibited at the Muller Museum in Philadelphia. I used one of her films when teaching a lesson on the Korean War. The students and I both learned a lot from her work.

Carrie's accomplishments in my class are even more noteworthy in that she balances her academics against a formidable extracurricular schedule. Carrie has made numerous contributions to the school newspaper, is an accomplished oboe player and has contributed a significant amount of her time toward community service by volunteering at the Campaign for Young Adult Involvement.

I highly recommend Carrie Miller to your freshman class. I believe other professors will find her to be as exceptional as I have found her.

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 in my career. (top 1%)
	Creative, original thought						X	
	Motivation						X	
	Self-confidence						X	
	Independence, initiative							X
	Intellectual ability						X	
	Academic achievement						X	
	Written expression of ideas						X	
	Effective class discussion					X		

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	Disciplined work habits						X	
	Potential for growth						X	

Teacher Recommendation 2

It is with distinct pleasure that I take this opportunity to share with you my perception of Carrie Miller. Carrie was a student in my Advanced Placement English Language class as a junior last year, and she is currently enrolled in my AP English Literature class. These Advanced Placement courses are the most challenging English courses offered at Cherokee. In the language courses, students read both fiction and non-fiction, learning to examine rhetorical style, giving as much attention to a writer's technique as to his content. The course culminates in the Advanced Placement Examination in English Language and Composition, which challenges the students to analyze complex written passages for style and purpose, as well as to write their own rhetorical arguments. In the literature course, students are expected to engage in close analyses of higher-level literature, including Joyce, Shakespeare, and nineteenth and twentieth century poetry.

Carrie is one of the hardest working students I have taught in my twenty-year careers. By her own admission, English is not her strongest subject, but over the course of the last year, and continuing into this year, her growth as a critical thinker and writer has been impressive. Never one to be satisfied with mediocrity, Carrie has always insisted on knowing the "why" of each criticism I might make in an essay, and in the "how" of improving it. While she is, like any high-performing student, interested in improving her grade, I continue to be impressed by her intrinsic motivation to improve; Carrie demands excellence of herself and is willing to sacrifice in order to achieve it. This motivation manifested itself in her work on her final assignment of the year. As a culminating project in the AP Language class last year, the students chose a controversial topic, researched it, wrote an argument thesis, and then defended their thesis in a presentation to the class. Carrie chose to argue for a ban on processed sugar products. Rather than work on the project all in one weekend, Carrie came to my classroom after school on a regular basis, working through the project, making frequent revisions, and seeking advice, all to ensure that her paper and presentation were up to her standards. Not surprisingly, her paper and presentation were both among the finest in the class, and the A that Carrie achieved in that class was a testament, not only to her talent, but to her remarkable tenacity.

On a personal note, Carrie, with all of her innate ability and remarkable talents, is highly receptive to criticism and is always willing to learn. On more than one occasion, she has spent time after school simply to refine her understanding of difficult points. Her thirst for knowledge and her willingness to strive to achieve that knowledge make her a most deserving candidate. She will be a credit to any institution fortunate enough to receive her acceptance.

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 in my career. (top 1%)

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	Creative, original thought					X	
	Motivation						X
	Self-confidence		X				
	Independence, initiative				X		
	Intellectual ability				X		
	Academic achievement					X	
	Written expression of ideas				X		
	Effective class discussion				X		
	Disciplined work habits						X
	Potential for growth					X	

Additional Letter of Recommendation

It is my absolute pleasure to write this letter of recommendation for Ms. Carrie Miller. For the past five years she has participated in the State and National History Day programs.

Over the several years, Carrie has produced stunning documentary films that showcase the in-depth research and analysis she conducted on her subject matter. Carrie's work has been recognized and honored nationally.

In June, I saw Carrie's documentary as she competed at the National History Day competition. Her film left me speechless. In ten short minutes, Carrie effectively demonstrated that a well-known film was a triumph of artistic filmmaking, yet also a tragedy for the racial bias and subsequent civil unrest it incited. In addition, her film editing, choice of music, and narration were impeccable; I hung on every word and every image, and I felt emotionally connected to her story.

With an annotated bibliography that spanned twenty-four pages, Carrie's project was well-researched. She effectively used period newspaper articles, film industry publications, the NAACP's newsletter, interviews with film historians, and journal articles on African-American and film history to develop and support her thesis. As I thumbed through her bibliography at the competition, I was amazed by the hard work and determination that Carrie's project embodied.

Carrie won third place in the nation for her documentary that year. I share this story with you for one simple reason. Carrie possesses talent and skills that I rarely saw from my classmates when I was an undergraduate history student. She has already developed the critical thinking, time-management, and organizational skills that she needs to succeed at a highly selective university. Moreover, she is a self-starter, is highly motivated and, in short, embodies every quality that should make her an exemplary candidate for enrollment in your institution.

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Alumni Interview Report #1**Academic (3)***Good grades and mid 600 to low 700 scores*

Love of Learning—'no rating'

Intellectual Curiosity—'no rating'

Intellectual Originality—'no rating'

Extracurricular, Athletic, Community, Employment, Family Commitments (3)*Above average activity or participation***Personal Qualities (3)***Above average personal appeal and character*

Openness to new ideas and new people—'no rating'

Contribution to college life—'no rating'

What kind of roommate would this student be?—'no rating'

Overall (3)*Strong candidate*

This candidate is a very pleasant, open, interesting, affable individual. She expresses herself quite well. Her main activity has been making documentary films. Evidently a year or two ago she was #3 in the country and she has obtained a second place in national competition for this activity. She is very interested in people and exerting herself with history as a means to best understand and predict future events in the world. She is quite sincere in these feelings. It was enjoyable speaking with her. She appeared quite fluid in her presentation, however, discussing off the beaten track theoretical subjects she appeared to not have the depth and ability to interpolate what I have seen in other students that I have interviewed. She probably would make a good student at Harvard, however, I do feel that a more structured environment could possibly lead to less frustration for her in the future. She probably will develop more fully to her potential in such an academic environment.

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Alumni Interview Report #2**Academic (3)***Good grades and mid 600 to low 700 scores*

Love of Learning—'outstanding'

Intellectual Curiosity—'outstanding'

Intellectual Originality—'outstanding'

Carrie Miller is a vivacious young woman who attends a large high school and seems to have enjoyed her experience there. She is taking a full course load of honors physics, AP Spanish, BC calculus, government and economics, and literature and composition. She also has a course in fashion marketing. She has particularly enjoyed her government and economics class which seems to be held on alternate days. Her teacher has done a wonderful job of including current events into the curriculum and Carrie feels that she has a much better understanding of the current economic situation. She never liked poetry, but is now enjoying it very much. She made me want to take the class.

She shines when she talks about film making and history. Apparently she started with a seventh and eighth grade assignment and was hooked on it. I could relate to that assignment because one of my granddaughters was involved in such a project and did research on her grandfather. I am not certain who had the most fun. Carrie just continued on her own and hopes to concentrate in film-making and history in college.

Extracurricular, Athletic, Community, Employment, Family Commitments (2)*Local or regional recognition; major accomplishment(s)*

Carrie has spread her time between school and community activities. She has participated in the orchestra, wind ensemble, and marching band all four years of high school, playing the oboe in the orchestra and wind ensemble, and the cymbals in the marching band. She also spends time as the head copy writer for the school newspaper, was a columnist last year and a staff writer in the previous year. The administration must have confidence in her because she served on school-based decision making committees. We spoke a bit about her thoughts on the grade class-rank subcommittee. I also had served on such a committee in my local school district and knew how much the few student's opinions were valued.

She has spent four hours a week on ballet, but does not perform in any productions. The small class seems to be made up of members from a wide age group, but she loves to dance.

Her filmmaking seems to be more of an intense extracurricular activity that is not done in conjunction with school. She has won honors on the national and state level, finished first place in a film festival and has had her films catalogued in several museums. I am certain that you have the complete list, but her enthusiasm and interest in this area is amazing. I am certain that we will be hearing more about her in the years to come. She brought pictures of the many people who agreed to be interviewed by her. I must admit I was impressed with her ability to get these people to give her time for her short ten minute film.

She applied and was accepted to the County Campaign for Young Adult Involvement and is a member of the County Youth Council. She enjoys meeting students

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from other parts of the County and working with them to come up with ideas from the youth perspective.

During the summer she works at a local ice cream shop and enjoys meeting so many people. It seems many of them love to talk with her. She has to be a good listener and observer.

Personal Qualities (2)

Strong personal appeal and character

Openness to new ideas and new people—'outstanding'

Contribution to college life—'outstanding'

What kind of roommate would this student be?—'outstanding'

Carrie is a warm, caring individual. She has two older brothers, one lives in the city and works for an advertising agency. On the side he is also interested in theater. I teased her about following in her brother's footsteps, but she was quick to tell me that it was a recent interest of his, but a long-time interest of hers. Her other brother lives at home and seems to be doing well. He has Asperger's, but functions quite well. Her mother is a social worker with the state Department of Mental Health and works with parents trying to find the best resources for their children with problems. Her father is a TV news editor who allows her to use his editing program on his laptop.

She seems to have a number of friends and care about them. I think that she would bring her enthusiasm and skills to the College.

Overall (2-)

Clear admit; one to recruit

Rare and rewarding exchange of ideas

Easy flow of conversation

This interview is a second one for Carrie. She was so disturbed with her first interview that her counselor called the Admissions Office and I agreed to see her. I liked Carrie and think that she would thrive at Harvard.

Miller 11

Grace Blake Cheng

School: Riverside School

Description: Independent K-12 day school for girls on the West Coast; 100% of students continue onto university

Ethnicity: Chinese and Afro-Caribbean

Parents: Never married, lives with both

Mother: Child care worker

Father: Psychiatric aide

Education: High school degree

Education: Some college

Tentative field of study: Engineering

Commitment: 1 (1-5 scale: 1, absolutely certain; 5, undecided)

Intended occupation: Government/Politics

Commitment: 2 (1-5 scale: 1, absolutely certain; 5, undecided)

College activities: Debate; Harvard Engineers Without Borders

Commitment: 2 (1-5 scale: 1, absolutely certain; 5, undecided)

Class rank: School does not rank; 65 students in the graduating class

SAT: 720/700/690

SAT subject tests: 690 Physics 760 Math II

Extracurricular Activities:

City Police Youth Advisory (10-12)

Youth rep. and liaison

Wrote and produced PSA

3.5 hours/week, 42 weeks/year

Public Housing Cooperative (9-12)

Member, initiated youth group

2 hours/week, 52 weeks/year

Peer Mentorship Group (10-12)

Founder, organizer

2 hours/week, 40 weeks/year

Student body president (12)

5 hours/week, 40 weeks/year

Referee (10-12)

3 hours/week, 24 weeks/year

Violin, tenor sax, clarinet (9-12)

3 hours/week, 40 weeks/year

Debate (9-12)

3rd place in state

1 hour/week, 40 weeks/year

Athletics:

Soccer (9-12)

Goalkeeper

Capoeira

Yoga

Kayaking

Employment:

Research Intern (eng.)

40 hrs/week, summer

Academic Honors:

National Merit Scholarship Semifinalist
 Secondary school scholarship (100% of fees)
 Community leadership award finalist

Advanced Placement Test Results:

Computer Science 5

Short answer (most meaningful activity)

After completing the intensive Rockies Institute summer program, I was placed at Pinecrest Wireless Networking (PWN) for a summer internship. During my 5 weeks at PWN, I worked on improving the accuracy of PWN product performance test procedures. While I appreciated the technical aspect of my task, I was particularly proud of the improved customer service aspect of my proposed solution. Additionally, I redesigned an internal database for all of PWN's projects. My version of the database was published to the online server, to be used by PWN managers around the world. In my capacity as an intern, I used my logic, creativity, and problem solving skills while demonstrating my proficiency with Microsoft Access as well as my ability to communicate effectively in a team environment.

Personal Statement

As a teenager, I have a love-and-hate relationship with social networking sites. While I am passionate about using technology to advance our lives, I am concerned about the risks that youth face while on the Internet. Presenting my extensively researched speech about youth and social networking sites to adults and teenagers at state championships debate banquet, I was met with resistance from most teenagers to discuss the topic, and denial from adults who did not believe in the alarming statistics I brought up. During my speech, a young woman loudly scoffed at my statements. It was obvious that my topic was not discussed often, but never did I cease spreading my message—I knew it was too important to abandon. I knew that a third of teenagers online have been contacted by a stranger and that online words can leave deep wounds. I knew many people who had suffered, and continue to be hurt by online interactions with both friends and strangers; I have consoled many as they thanked me for being so open to discussing this highly emotional topic. The youth I talked to felt vulnerable, alone, and targeted. I was more motivated than ever before to continue promoting safer online interactions. Steadfast to my commitments of creating dialogue and promoting safe online experiences for youth, I returned home and decided to approach my school about the possibility of conducting workshops for the student body about safe online interactions. As Technology Head at my school, I was given opportunities to meet with staff to discuss my concerns, but never the student body. However, I made sure that whenever possible, I reminded my peers not to accept a friend request from a stranger, and I strongly discouraged posting inappropriate photos, videos, and derogatory comments online—once, I grabbed hold of a computer to delete a degrading picture as it was being uploaded onto Facebook.

The social risks that I take are miniscule in severity when contrasted to the risks that my friends and peers encounter while online. I truly believe my actions to stop cyberbullying and other inappropriate conduct online is the right thing to do; I know I will see the benefits of my actions in the future. I also know that I cannot stop all the online misconduct and cyberbullying. This fall, on a Friday night, a serious cyberbullying incident took place,

involving my entire school and damaging the integrity of students and staff. At that point, I took the initiative to contact the technology staff at Riverside and then proceeded to counsel those that were extremely hurt. Also, I wrote a speech, which I then presented to the entire student body on Monday morning during an impromptu assembly, without teachers present. Turning my speech into an interactive workshop, I submitted to the entire student body that instituting safe technology use was an important aspect of developing a caring school community. Afterwards, I led students to draft a declaration committing to promoting safer online presence. I am currently modifying this workshop, as I have been invited to deliver it at several elementary schools in the area. I have also had the extreme privilege to discuss and work on the declaration with a police officer who specializes in computer forensics.

It was so rewarding to be able to finally express myself; it was even more rewarding when people approached me privately to thank me for my words and what I had to say, confiding that they were too shy to speak their mind but wished for me to continue speaking mine. Later that week, a Social Studies teacher told me that for an essay assignment about leadership and leadership qualities, several eighth-grade students wrote about me. I have never been so touched. I believe such rewards and honors came my way because I was following my passion and truly believe in my message. Through my initiatives I hope to have conveyed my passion for safe online interactions and my belief that conducting oneself with integrity is at all times crucial. My experiences have already taught me that the topic I have chosen to champion is one not freely talked about, and 'taboo' to some; however the response to it must not be censorship nor denial but rather an open mind and a willingness to listen. Throughout my workshops, speeches, and discussions, I have begun a controversial but necessary conversation with my school and community at large about a pressing topic that poses many dangers. I have shared my message in a way that suits my passions and consequently, have had countless rewarding experiences.

Despite risking social isolation due to my stance against inappropriate online behavior, I remain confident that what I am doing will benefit my community. Having a safe community, especially for youth, is undoubtedly essential. These safe communities must exist both in the real world as well as in the virtual one.

Additional Essay

Living in a healthy, vibrant community in the Traditions Cooperative Housing Development, the spirit of giving is a constant source of inspiration and hope. My own experiences of community service are truly invaluable and I cherish opportunities to help others. Before we moved into subsidized housing, my family suffered financial and emotional setbacks resulting from a serious accident. Unable to continue my expensive violin lessons, a neighbor offered me free sessions. Fueled by this gesture of kindness, I am inspired to tutor younger children in my neighborhood. I hope I can share with them the passion to create beautiful music. I am proud that they come to me ready to clap rhythms and practice scales. Inside the gates at Traditions, you can hear a handful of violinists playing their own unique tunes.

There are numerous ways to help out at Traditions. From helping an ill neighbor take out their garbage, to cooking meals for a family with a newborn baby, to putting on seasonal events for the young children, I make sure that I not only contribute to the best of my ability, but also take the initiative to help my community in new ways. With respect to

my interests in youth mentorship and sustainability, I have introduced several projects at Traditions.

The rising cost of fresh produce and the economic downturn affects everyone, particularly families with lower incomes. With an interest in sustainability, I researched and implemented deck-top gardening and transformed our common areas of green space into pots of tomatoes, herbs, lettuce, blueberries, squash, corn, peas, beans, and carrots, and pumpkins. This summer, cultivating the interests of youth and seniors alike, Traditions members turned "green thumbs" and discovered that I make a delicious tomato/basil orzo salad! Recognizing that we were using more water, I encouraged establishing a grey-water system. In a meeting, I explained why collecting grey-water to water our gardens and pots would benefit Traditions as well as the environment. I organized and collected grey-water from each housing unit and soon other youth (including four and five year olds) started doing the same. It became one of the most fun activities at Traditions. After that, I realized that the youth at Traditions had so much energy to give that I designed more initiatives for us to undertake.

At Traditions, the adults participated through committees and the young children got involved through various co-op celebrations. Traditions didn't have a committee for pre-teens and teenagers to fully engage in our community. With weekly homework-help sessions, offering free music lessons, and general membership opportunities, I formed the Traditions Youth Committee. Recently, my state's department of housing and community services recognized that one of the mandates for the co-op housing movement is a focus on the next generation. I have been invited to attend the next national co-op housing meeting where I will be discussing youth engagement.

Truthfully, one cannot measure the value of cooking and freezing a week's worth of soup for a neighbor who has had a family member pass away, or the value of younger children coming up to my door knowing that they can get homework help. Living in my co-op is not just about helping others in times of need—it's also about celebrations and thriving in a supportive community. Co-op living is amazing to be a part of: everyone knows their neighbors, we work together for good causes, and depend on each other—all for the benefit of our healthy community. Each member can, and does, offer something unique to the co-op. With my participation at Traditions Housing, I believe that I have made a valuable contribution to my community. The true beauty and importance of living and contributing to such a community as my housing development is that every action that benefits your community benefits you as well. Traditions is a wonderful community that I am so honored to live in.

Secondary School Report

Grace Blake Cheng received the Gold Scholarship as an entering student at Riverside. This is a full-tuition scholarship presented to a new eighth grade student. The criteria for this need-based scholarship are demonstrated excellence in academics, citizenship and extracurricular activities. I have known Grace for the past five years in my role as her academic advisor.

As demonstrated by her outstanding academic achievement, Grace is a highly capable student. With her postsecondary goal being engineering, Grace has focused on the sciences in her high school program. She has taken the highest level of courses offered by our school in the physical sciences and mathematics. Grace is equally talented in the

humanities and languages. This year Grace is taking AP Microeconomics and AP English Literature, in addition to AP Chemistry and AP Calculus. She is expected to obtain a score of "5" in all her AP exams. Grace was unable to fit in French in her junior year so she took the course through Distance Education. Throughout Grace's high school years, her teachers have commented on her ability to grasp concepts with ease, on her sharp analytical and critical thinking skills as well as on her ability to problem solve. Whether it is in a Law class or a Physics class, Grace's contributions are thoughtful, meaningful, intelligent and insightful. Grace is extremely creative. She is able to express profound thought with facility; and can do so in diverse and creative ways. When Grace appears before an audience; be it to address an assembly, deliver a recitation or a speech at a public speaking contest; there is a hushed anticipation among the audience knowing that it will be a moving, powerful or entertaining speech, poem or reading as suited to the occasion.

Grace is truly an exemplary leader, a voice in the community and an advocate for numerous causes. She has been a member of her local subsidized housing board, an HIV/AIDS action committee, a youth representative on the local police chief's youth advisory committee and a representative to the state attorney general's youth crime advisory committee. At school, she has been debate president—her skill and talent leading her to represent the school at events such as the state debate championships (earning 3rd place overall) and the International Public Speaking Tournament in 2010. In the spring this year, Grace was elected by the student body to be the student body president her senior year. Grace has already demonstrated her initiative and tremendous leadership in this role. One aspect of her role has been her involvement in the new student orientation. Riverside had a record number of students this year. Grace has been most involved in helping new students, who have come from a variety of different schools and countries, adjust to their new life at Riverside. I have heard from parents of new students about how Grace has reached out to students even outside of school, involving them in social activities; thus making sure they feel welcome at the school. One of Grace's tremendous leadership qualities is that no task is too big or small for her—she will take on a major challenge, yet pay attention to the smaller details.

There isn't enough room to talk about this very special young woman. She is one of the most exceptional students that I have met in my career. Grace's incredible academic talents, her creativity, her ability to express herself most succinctly are qualities that are complemented and enhanced by her extremely compassionate, gentle and warm nature. Grace is a person of the highest integrity; who is not afraid to defend her values and to speak out against injustice and wrongdoing at any forum whether it is an assembly or a public meeting—her delivery is always gracious, forthright and sincere. I feel honored to recommend Grace to your institution; she has my highest recommendation.

Transcript

Grade 9		Grade 10	
Personal Health 9	91	English 10	95
English 9	97	Social Studies 10	95
Social Studies 9	96	Math 10	94
Mathematics 9	95	Math Enriched 10	89
Math Enriched 9	89	Science 10	91
Science 9	92	Spanish 10	93
Programming 9	100	Physical Edu 10	91

Ethics 9	97	Band 10	93
French 9 Hon	93	Programming 11	96
Spanish 9	96	French 11 Pre AP	87
Physical Edu 9	91		
Art 9 New Media	99		
Band 9	96		
Grade 11		Grade 12 (Term 1)	
Social Studies 11	96	AP Eng Lit & Comp	89
Math 11	97	AP Macroeconomics	96
Math Hon 11	89	Math Accelerated 12	89
Chemistry 11	97	AP Calculus 12	95
Physics 11	98	Chemistry 12	95
English 12	96	Physics 12	97
Law 12	96	AP Chemistry 12	95
French 12	99		
Film 11/12	97		
International Studies 11	98		
English 11	96		
AP Programming 12	96		
Planning 10	100		

Teacher Recommendation 1

I have learned many lessons from the students I teach and those that I coach in our school debate club. To write this letter I made a list of the lessons that I have learned from Grace Blake Cheng, and I find within it a long list of examples of instances when her intelligence has moved me to examine things more deeply. Her strength of character has inspired me to more frequently take a stand, or to see that a stand could and should be taken. Her consistency of action for those who have a quieter voice to find a way to amplify their own voice, has been unwavering. Grace challenges me to be the best person I can be.

Grace has been a student in my classroom for three years of the last five years. In her first year of transition from a multi-age cluster class in the public school system to eighth grade in an independent school for girls, she spoke with maturity and wit about the social dynamics of this new environment, and of learning within such different paradigms. She came to this school with an established interest in others' safety, security, and development. She has witnessed and thought about social and economic injustice for a long time, and she responds to this world with realism that is tempered with a healthy optimism. In my Ethics 9 class and Social Studies 8 and 10 classes, this theme of seeking social justice, through actions and words, has remained constant for Grace. She is an unyielding advocate for fairness, regardless of the personal sacrifice she might need to make to do what is right.

I have continued to know Grace in her junior and senior years outside of the classroom, and in a manner that is perhaps more attached to the real world. Grace is a tremendously strong public speaker and debater, as her resume attests. Her competitive pursuits in this area have not only given her a literal stage on which to perform formidably, but they have also given her a tremendous number of circumstances within which she was forced to personally grow, and to embody and advocate for the morals that she spoke of in

her speeches. Traveling both nationally and internationally for public speaking and debate competitions has presented Grace with experiences from which other students might have shrunk.

While Grace's in-class strengths as an academic are most notable, her out of school pursuits in debate and service to others, have spoken loudly and positively to her intellectual and personal strengths as a responsible member of a community. Involvement in debate has provided Grace with the opportunity to think and query the best possible of application of policies for which she had already been advocating in the real world. Through her service on the police advisory committee, as a mentor and tutor within her housing co-operative, and on committees across the city that celebrate and support those in our community who need health supports (HIV/AIDS Action and the American Cancer Society), pursue green initiatives, and coordinate the annual celebration of Black History Month, Grace has put her abilities to the test.

It is very easy to recall, celebrate, and describe those in history who have chosen the right path, not the easy one. But to be held accountable by a student whose actions mirror that concept as a rule, is most notable in this era. Please let me recommend to you this most exceptional young woman.

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 in my career. (top 1%)
	Academic achievement						X	
	Intellectual promise						X	
	Quality of writing						X	
	Creative, original thought						X	
	Productive class discussion							X
	Respect accorded by faculty							X
	Disciplined work habits						X	
	Maturity							X
	Motivation							X
	Leadership							X
	Integrity							X
	Reaction to setbacks						X	
	Concern for others							X
	Self-confidence						X	
	Initiative, independence							X
	OVERALL							X

Teacher Recommendation 2

I agreed to write this reference letter because I hold Grace in the highest regard possible. Her character is exemplary; I trust her implicitly.

I have had the pleasure of teaching Grace for the past 4 years. Last year I taught her AP Computer Science and prior to that I taught her Programming 11 and Programming 9. The first year I taught Grace, she stood out from her peers; her desire for knowledge is vast and her ability to grasp difficult concepts is impressive. She continued to develop her analytical skills in subsequent courses. Grace is a creative thinker, frequently coming up with a solution that others wouldn't think of, or approaching a problem in a way that facilitated understanding by the entire class. Often Grace would enhance programs beyond the assignment's requirements because she was passionate about her creations. She was always at the top of the class. In AP Computer Science she continued to excel, helping others and filling the class with pertinent, probing questions. She scored a 5 (full credit) for the college level course while still in her junior year, and received the Computer Science Award for top academics in the subject. Grace is a bright individual with a great work ethic; she is extremely reliable and meticulous in everything she pursues.

Grace's academic excellence is unquestionable, but it is only one facet of the impressive individual she is. She has a larger than life personality, strong moral character, and a natural charisma that have made her an exemplary leader. She is the school's student body president. Her problem-solving expertise is not limited to programming genius. I witnessed her leadership last weekend when a cyber-bullying event had a dramatic effect on a number of our students. In the midst of the chaos that had some students in tears and others out for revenge, Grace sent out a message to calm her peers and bring them together as a community. She then asked the schools administration for a special assembly with her peers to discuss the issues that were brought up in the messages: racism, classism, and libel. She, alone, led a discussion with 300 students and allowed them to vent their frustrations and work towards resolving the conflict. It was amazing. An event that could have had the school in turmoil was quelled with a calm voice and a message of building community.

Grace came to this school as a scholarship student and she exemplifies all of the aspects of a true scholar. Sometimes the stigma of being a scholarship student at a school of privilege is daunting. I have known a number of students who really struggled to fit into the culture of the school. Grace was not one of them. She has never let anything stand in the way of her excellence and her peers have embraced her as a leader and friend.

In short, I have been teaching for 9 years and have taught Presidential Scholars and students who have gone on to Ph.D.s and M.D.s—elite students. I can say, definitively, that Grace has the most potential of any student I have ever taught. She is a highly capable individual and will be an invaluable asset to your school. She will take whatever opportunity you give her and parlay it into greatness.

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 in my career. (top 1%)
	Academic achievement							X
	Intellectual							X

promise								
Quality of writing								X
Creative, original thought								X
Productive class discussion								X
Respect accorded by faculty								X
Disciplined work habits								X
Maturity								X
Motivation								X
Leadership								X
Integrity								X
Reaction to setbacks						X		
Concern for others						X		
Self-confidence								X
Initiative, independence								X
OVERALL								X

Alumni Interview Report

Academic (2)

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

Love of Learning—'truly unusual'

Intellectual Curiosity—'truly unusual'

Intellectual Originality—'outstanding'

Grace appears to be a motivated intellectual. Though I didn't ask her for test scores or grades, so I am unable to report on her academic success in those terms, we did discuss her approach to academics, which she has clearly taken control of over the course of her high school years. Upon entering Riverside School in eighth grade, Grace researched and planned the academic path she would follow to ensure she could maximize her classroom opportunities. She accelerated her learning such that she was able to finish the standard senior year requirements either in her junior, or as early as possible in her senior year. For instance, she churned through all Riverside had to offer in one major area of interest, Computer Science, by her junior year. This left her the opportunity to enroll in as many extra classes as she could handle with her busy sporting and extracurricular life (see below). Understanding how busy she is in day-to-day life, taking a large class load as she has and performing well in those classes demonstrates a natural intellectual ability. On this note, I would have marked her academic numerical rating higher if I had the numbers to support it.

To further expand her academic pursuits above and beyond what Riverside had to offer she also took the initiative to join the Rockies Institute program (a four-week summer enrichment program where high school students live on a college campus with various areas of focus, Grace's being "entrepreneurship"). She was especially excited about her opportunity to work on/learn about a water purification project for remote villages in Ghana through "Engineers Without Borders". What struck me as progressive for a high school student was her interest and understanding of how the most difficult hurdle to overcome for this project was overcoming cultural and ethnic differences to achieve local buy-in for the system. The biggest obstacles weren't technical, they were cultural. She expressed a significant interest to continue her work with Engineers Without Borders at Harvard.

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

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

This is where Grace really shines. While we only had an hour to talk, Grace could write a book on her extracurricular activities which include soccer, debate, public speaking, involvement with school projects and plays (with a recent production with funds raised donated to Haiti), the violin, and much more. When she first arrived at Riverside School she joined ten extracurricular clubs her first semester before scaling back to a more manageable number! Though I heard success stories in many of these areas I would rather focus on her community involvement and interest in public policy driven through her desire to better the world she lives in.

When she was very young, her early love of dogs and police officers led her to get involved in organizing a "police dog demo day" for local kids' sports teams. This grew to include other police-community related events such as police motorcycle demos, etc. Over time her involvement in Police-Community related projects only grew stronger. Today she

sits on two wide-ranging advisory councils – she is on the local police chief's youth advisory committee and a representative to the state attorney general's youth crime advisory committee.

We discussed the local committee in more depth. Her role, in her words, is to expand both the police department's and the community's sense of "cultural competency." *(Here is some background from my own experience, not from Grace. Our local police departments are going through some of their worst public opinion polls after repeated scandals, abuses, etc. over the last few years. The distrust from the public combined with a scattered mix of various ethnic communities in the city, many of whom don't speak English, leads to an often tense, untrustworthy relationship.)* Grace acts as an intermediary between the community and the police departments, as well as between the various ethnic communities themselves. Her role is to build trust and communication between the two groups through education and awareness initiatives as well as act as a resource for community youth to talk to. As she put it, she "mends broken cultural bridges." She has been able to combine her love of computer science to use social media and written/video communication devices to aid in this role.

Further demonstrating her devotion to the community are two more examples:

- 1) Five years ago she spearheaded a group of residents in her cooperative housing unit to plant a community garden (a garden that is open to either all the residents within a building complex, neighbourhood, or even the public at large). Her goal was to decrease her neighbourhood's carbon footprint by living within the "100 mile diet" with the help of a local vegetable garden. She was successful at navigating both the political and technical difficulties and built the garden, which is still growing strong today. Along the way she realized she could do even better "environmentally" by building a rainwater collection system to water the garden, reducing the dependence on and use of city water.
- 2) At the age of eight, Grace started playing the violin (after begging her parents to start when she was five). Soon after her mother had a serious injury which prevented Grace's family from being able to afford her music lessons. The community supported her family to the extent that they banded together to ensure Grace could continue her lessons. She explained that she learned two valuable lessons through that experience – the power and strength of both music and community, and that music should be accessible to all. She lives both these lessons by offering free violin lessons to others in the community.

Personal Qualities (1)

Rare personal appeal and character

- Openness to new ideas and new people—'truly unusual'
- Contribution to college life—'outstanding'
- What kind of roommate would this student be?—'truly unusual'

Grace is a confident, engaged, community-minded individual. Her experience in public speaking/debating combined with her vast volunteer experience in the community around her finds her comfortable in, I imagine, just about any situation. I couldn't see any indication she was nervous entering the interview and I certainly see her as the type of person who would tackle a freshman year at Harvard head-on. She lives life as a participant and leader, not as an observer. With her specific volunteer experience in areas such as communication and conflict resolution, I imagine she would make for a fantastic roommate.

Cheng 12

Though I have a bias to this particular subject, I was especially impressed with her community and environmental focus. From an early age she has delved into the community in every possible way to unite those around her in a positive, peaceful way. Admirably, she is concerned with far more than just her own personal success.

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

Rare and rewarding exchange of ideas
Easy flow of conversation
Diamond in the rough

By this point you will not be surprised to read that I fully endorse Grace for acceptance to Harvard. If I were sitting on the admissions committee and deciding between herself and myself when I applied to Harvard, I would have hands-down picked Grace. The class will be better off for it. I left the interview with the feeling I had been talking more to a Harvard classmate than a high school student.

Additional Comments

Grace has experience with four languages:

English (Primary) – Fluent
French – Fluent
Spanish – Conversational
Cantonese – Introductory

A note on my numerical ratings: As this is the beginning of my involvement with the interviewing process for Harvard, I can't say I have a strong sense of where my ratings should sit. While I understand that Grace is clearly an exceptional applicant, I also understand that Harvard sees 30,000+ exceptional applications a year. I am inclined to list her as all "1s" – but have tried to show where I think her strengths especially lie (also considering I do not know her grades or test scores).

Peter Duran**School:** Island High School**Description:** Highly ranked public school on the West Coast; 75% of graduates attend four-year colleges; many AP courses offered**Ethnicity:** Hispanic (Guatemala) and Caucasian**Mother:** Speech language pathologist**Father:** Physician**College:** State university (BA, MA)**College:** State university (BA, MD)**Siblings:** Robert (15)**Tentative field of study:** Engineering**Commitment:** 2 (1-5 scale: 1, absolutely certain; 5, undecided)**Intended occupation:** Academic (Teaching, Research, Administration)**Commitment:** 2 (1-5 scale: 1, absolutely certain; 5, undecided)**College activities:** Debate, Social Service**Commitment:** 5 (1-5 scale: 1, absolutely certain; 5, undecided)**Class rank:** 95%/700 (4.9 wtd GPA)**SAT I:** 800/760/800**SAT II:** 800 U.S. History

800 Chemistry

780 Physics

800 Math II

Extracurricular Activities:

University IWST (12)

5 hrs/wk, 40 wks/yr

FIRST Robotics (11)

Team captain

15 hrs/wk, 6 wks/yr

Robotics courses (9, 11)

3 courses at community college

7 hrs/wk, 20 wks/yr

Volunteer computer technician (9-12)

2 hrs/wk, 40 wks/yr

V.A. Hospital Volunteer (11)

20 hrs/wk, 4 wks/yr

Regional Science & Engineering Fairs (9)

6 hrs/wk, 4 wks/yr

Special Education Teaching Asst.

20 hrs/wk, 4 wks/yr

Athletics:

None

Employment:

None

Duran 1

Academic Honors:

Principal's High Honor Roll
 National Merit Scholarship Semifinalist
 Science & Engineering Fair Awards
 National Honor Society

Advanced Placement Test Results:

US History	5
European History	5
Chemistry	5
Physics B	5
History of Art	4

Summer Activities

Biology 1H & Science Research
 Community Service
 University Computer Science IWST Scholar (1/15 chosen from metro area)

Activities (most meaningful)

I led our FIRST Robotics team to the semi-finals, winning 6th place among 57 teams in the city regional competition. It was the first time that our school had entered, and we lacked any experience. As captain, I was charged with forging a team from a group of bright but independent volunteers. I began by proposing a simple design which we could perfect, while others wanted sophistication. It took lengthy discussions, listening, compromise, and a few firm edicts to get things going. We were way off schedule, but we persevered, working feverishly many nights and week-ends. By the time we placed our robot in its shipping crate, we had become a truly cohesive team. As the ten of us ran onto the stage to receive the "Best Newcomers Award" my excitement was surpassed by the pride of having led and inspired my team towards our common goal.

Personal Statement

For eight weeks this summer, I participated in a program that changed me in unanticipated ways. When I first entered the University Institute for Wireless Sensor Technology (IWST) I did not know what to expect. I was one of fifteen High School Scholars who, according to the website, would have, "a chance to gain first-hand knowledge in a university setting, conducting revolutionary research on wireless sensor technology." I knew that the program was highly competitive and that I would receive a stipend, but I was unclear of what wireless sensor technology entailed.

Under the supervision of a staff researcher and a graduate student, we were charged with tailoring the university-designed EnvopDA software to support the coastal monitoring project. I became apprehensive when I realized how much computer programming was involved; my knowledge was self taught and limited. My concern grew when I heard some of the other students describe their extensive coding experience. How much programming do they think I know? What have I gotten myself into? Just then the Nike slogan, "just do it" came to mind and I resolved to plunge in.

I arrived every morning at 6:30 to beat the traffic and to enjoy some time to gather my thoughts and experiment with the code. By 7:30 the others started trickling in, filling the room with greetings, animated conversations, exclamations of frustration, and bursts of laughter. We were a diverse group, more guys than girls, some more knowledgeable than others, but all enthusiastic and willing to help one another. With their assistance, I learned quickly and discovered that I had an aptitude for programming. I valued the camaraderie, the sense of teamwork and the feeling of accomplishment.

Duran 2

To my surprise, the focus on teamwork and the resolution to "just do it" also helped me to overcome a personal barrier. When I discovered that one of our first icebreakers was a physical challenge course, I immediately started planning my escape. I have never been good at sports and I certainly did not want to make a fool of myself! However, when the time came, I again decided to "just do it." Predictably, I was a liability to the group. Not only did I come crashing down repeatedly when trying to maneuver on a log, but I also brought two or three others with me. Everyone laughed, but this time, I laughed too. Having exposed my sport inadequacies up front, I later felt free to enter in the weekly games of Ultimate Frisbee and soccer. I came to appreciate that casual sports are about attitude rather than aptitude.

On August 17th, I was proud to present our final results to the IWSST faculty and guests. I was struck by how much I had learned, not just about programming, but about myself. I had discovered a whole new passion in the field of computer science, and had conquered my fear of being ridiculed at sports. Most importantly, I learned that it pays off to put misgivings aside and "just do it."

Additional Essay

There are three themes that run through my family, influence my college goals, and lead me to seek the best possible college education. The first is that education is a way to get ahead in life. The second is learning adds enjoyment to your life. The third is a commitment to people and relationships. A Harvard education is the best at providing all three. There is no questioning the real-world value of a Harvard degree, the opportunity to experience the breadth of fields way beyond my interests in computers and engineering, and Harvard's tradition of infusing students with a commitment to service.

Higher education has had a major impact on my family. My father, the son of uneducated Guatemalan immigrants, is a prime example. His parents came to this country without high school degrees yet they infused their children with the value of education as the key to success. My grandparents saw their dream realized when three of their four children obtained doctorate degrees. Early on, I became committed to carry on the dream.

My home also taught me that education and learning is pursued not only for success, but for pure enjoyment. For instance, on our vacations, we often visit famous, and sometimes, quite unique museums. I will never forget my father's frenzied pursuit around Boston in search of a skull of a man, who, 160 years ago, survived a one inch diameter steel rod piercing his head. In spite of our protests, my father would not give up until we found the skull in the Warren Anatomical Museum on the fifth floor of Harvard's Countway Library of Medicine. Experiencing my generally reserved father, gush with excitement as he told the unabridged story of Phineas Gage, made me realize how a passion for learning can keep a person young. I hope to emulate this passion in my own life.

My mother and her family bring another set of qualities. She is a speech language pathologist who works with severely impaired children. Two summers ago I volunteered at her school, mostly to fulfill community service hours, and not expecting the personal satisfaction I gained from the experience. When one of the boys started to greet me each day by shouting, "Mr. Peter is here, Mr. Peter is here!", I understood why my mother loves her job and why my hours spent in the classroom had become so gratifying. The sense of commitment to others also reaches into my immediate family. When my maternal grandfather was diagnosed with Alzheimer's disease we all needed to adjust. Nowadays we all contribute; I visit often, listen to him when he repeats himself, and gladly spend time with

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him on his terms. Instead of causing alienation, his illness brought our family closer together.

Thus, my background has not only shaped my aspirations, but has given me a solid foundation for college and beyond. Like my parents, I plan to pursue a graduate degree and to make learning an integral part of my life. As someone oriented to science and engineering, I see a Harvard education as not only a vehicle to a good job or career, but the best way to develop a lifelong appreciation of history, literature, art, and so many other areas. It is a challenge to find a better university where I can combine engineering with the humanities and nurture my commitment to community and others. This is my family tradition, and I hope to transmit these set of values to my own family some day.

Secondary School Report

Peter is an impressive young man, deserving of great respect for both his high academic accomplishments and his success outside of the classroom. I give Peter my highest recommendation for many reasons; he shows enormous potential as a college student, scientist, computer programmer and as a contributor to society. Peter represents the very best that Island has to offer and has proven successful in all of his endeavors. Part of what makes him so successful is that he is not afraid of a challenge, and more importantly, he is not afraid of failure. He is always seeking opportunities to challenge himself and takes advantage of all the resources available to him. At a young age he has already proven that he thrives in a challenging environment by taking so many honors and AP courses at one of the most competitive high schools in the country.

Island High School is a very competitive, high achieving school academically and was recently ranked among the top 200 high schools in the *Newsweek* national rankings. Although the majority of our students are high-achieving and dedicated to excel, Peter has performed above and beyond his peers in everything he has pursued. He has maintained an exceptional weighted GPA of 4.9 while taking eleven AP classes and nine Honors classes. Peter has exhausted all that we have to offer him at IHS and the maturity that he has demonstrated leads me to believe he is capable of tremendous success in college and beyond.

While succeeding in all his courses, he finds time to participate on the two different Robotics teams, is actively involved in Science Research Program, and Science Olympiad. Moreover, despite his busy schedule, he finds time to volunteer as an aide during the summer in a basic skills class and volunteers his computer programming skills to the American Institute of Women in Higher Education organization. He has also used his summers to further explore his options for college and define his major through programs like Carnegie Mellon's "Expanding Opportunities in Math, Science and Technology" program.

Most importantly, I believe Peter will be an invaluable addition to your university. He is definitely ready or should I say has been ready for some time now to take on the academic demands at the college level. I envision him accomplishing his many dreams and goals and having an extremely successful future. It is with great pleasure that I give my full support and highest recommendation to Peter Duran's application for admission to your university.

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Island High School Transcript**Grade 9**

English 1H	A
Geometry H	A
Sci Research	A
World Hist H	A
Spanish 2	A
PE	A

Grade 10

English 2H	A
Algebra 2H	A
Sci Research	A
Chemistry 1H	A
AP English	A
PE	A

Grade 9 (Summer School)

Sci Research	A
Biology 1H	A

Grade 11

English 3H	A
PreCalculus H	A
Sci Research	A
Chemistry 2 AP	A
Physics B AP	A
US History AP	A
Art History AP	A

Grade 12

Internship	
English 4AP Lit	
Calculus BC AP	
Envir Sci AP	
Physics C AP	
Economics AP	
Am Govern AP	

Teacher Recommendation 1

I have had the pleasure of having Peter Duran as a student in my AP Chemistry class and in my science research program at Island High School. My experience with Peter, and my appreciation for his qualities and promise, leads me to write you this letter of recommendation for admission to your university/college.

My classes are known for their rigor and only high achieving students enroll in them. Peter certainly qualified for this self-selected group. He is intellectually curious, quick to grasp concepts and eager to challenge himself. His grades reflect his abilities; he is a National Merit Scholarship Semi-finalist, and through his high school career he has remained on the Principal's High Honor roll and National Honor Society. He certainly has the ability to succeed as an undergraduate student and in graduate school. I have no doubt that Peter will pursue education beyond the undergraduate level.

While interested in history and literature, he is particularly passionate about science, computers, and technology where he has shown exceptional talent and aptitude. Under my supervision, he worked on science projects submitted for local competition. The first experiment involved the improvement of robotic vision through the optimization of contrast spatial sensitivity. This freshman project received the Certificate of Achievement for Outstanding Science or Engineering Fair Project from the United States Military. The project had a different focus and studied post-traumatic amnesia in head injury. It also received Honorable Mention. Prior to high school, Peter participated in the Metro-Area County Fair with an entry that involved the analysis of the amount of lift in the hovercraft as a function of the number of air outlets. His solutions to these experimental problems were both original and creative.

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During his junior year Peter was selected as team captain of the school's entry into the FIRST Robotics competition. Peter led his team to win the Best Newcomers Award at state competition. This was an incredible achievement since it was the school's first entry and yet the team placed sixth in a field of 57. Peter not only designed the robot but also demonstrated outstanding leadership and a clear sense of purpose in leading the team.

Most recently, Peter was selected as a High School Scholar for a paid summer internship at the University Institute for Wireless Sensor Technology (IWST), a program sponsored by the National Science Foundation. For eight weeks he gained first-hand experience in a university setting, conducting cutting-edge research on wireless sensor technology. He speaks enthusiastically about this extraordinary experience and the skills he acquired. "More than ever, I am convinced that I want to work in a research lab" he states. His experience was so successful that Peter has been asked by his IWST mentor to continue his internship throughout this school year. Peter has arranged to do this through a Work Experience Education Internship through our school. I have no doubt that he will do an excellent job and that he will continue learning about programming and conducting research.

In addition to his academic achievements Peter has excellent personal qualities. He is respectful, conscientious and mature. He is well liked by his peers, works well in groups and in spite of his academic standing does not show any sign of arrogance. I understand he has worked with impaired children, volunteered in a brain-injured program, and tutored friends with academic problems. All of these characteristics add to his value as a potential contributor to a university setting.

In sum, I would like to enthusiastically support Peter Duran's application.

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 in my career. (top 1%)
	Academic achievement						X	
	Creative/original thought						X	
	Intellectual curiosity						X	
	Intellectual ability						X	
	Self-confidence						X	
	Independence/initiative						X	
	Concern for others						X	
	Leadership/influence						X	
	Work ethic						X	
	Emotional maturity						X	
	Motivation						X	
	Reaction to setbacks						X	
	Written						X	

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expression of ideas								
Warmth of personality							X	
Disciplined work habits							X	
Sense of humor							X	
Effective class discussion							X	
Respect accorded by peers							X	
Respect accorded by faculty							X	
Potential for growth							X	
OVERALL							X	

Teacher Recommendation 2

I have the great honor of writing this letter on behalf of Peter Duran. I was his Advanced Placement United States History teacher during his junior year. He received A's both semesters and achieved a score of 5 on the AP Exam in U.S. History. I am also currently his AP Government teacher. He is doing exceptionally well at this time (my top student)!

I have just started this year's round of letters recommending my best and brightest to you, and the first on my list is Peter Duran. Peter made an impression on me within the first few days of the semester last year. His attentiveness, inquisitiveness, and outstanding class preparation made him stand out immediately. AP U.S. History (APUSH) is easily one of the most demanding courses that Island High School offers, yet even with the large work load, Peter never fell behind. He always had his key identifiers done and verbally demonstrated that he had read the chapters before the lecture. Peter is one of those more reserved students that took me by surprise during our first classroom debate (Patriots v. Loyalists). He jumped right in there and offered up well-reasoned arguments that got right to the point and easily won over his peers. He admitted later to feeling a little nervous, but during the debate no one could tell. As the year progressed, Peter grew enormously, both as a writer and in enthusiasm for the subject matter. His essays went from 5s at the beginning of the year to 8s-9s by the end. I am an AP Reader and believe me, getting an 8 or a 9 is a *very* rare academic accomplishment! He was particularly drawn to learning about the twentieth century since it tied in so well with his own family's personal narrative. He extended his discussions with me regarding the classroom topics (war, gender and other social issues, economic development) with his family members. There were many occasions when Peter would go home and share what we had just covered in class and bring back a family story the next day that pulled me into *his* world of history. I remember Peter sharing his story about how he had relatives that fought on both sides of World War I and how he grew so much closer to his grandfather when his grandfather shared his personal recollections of World War II. While Peter is extraordinarily gifted in the math and science curricula, I wanted you to know that he is passionate about everything he learns in school. He looks

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beyond what is taught in the classroom and ties it in to life. He will be a life long learner I am sure. He even listens to the history *Great Courses* tapes just for fun!

This year, Peter is in my block AP Government and AP Economics class (I teach the government part). Peter has brought with him the same level of zeal for learning that I saw last year. Over the summer, Peter and his mother tracked the election very carefully and listened to both conservative and liberal radio commentators. As a consequence, he came in to the class in September so much better prepared than some of his peers. There are 18 National Merit Semifinalist Scholars in my block class, yet even with this kind of competition, Peter is the only one with a nearly 100% (99.68) average in the course. This is unheard of! I have been teaching for 18 years and have never had a student with this high of a percentage in AP Government (and neither has the other AP Government teacher). Should you choose to accept Peter for admittance to Harvard, rest assured that you will truly be getting one of the best students I have ever had. He is brilliant, articulate, passionate, extremely curious, and thoroughly a joy to teach. I believe he would fit right in.

For all of the reasons I have given above, it is with great confidence and enthusiasm that I recommend Peter Duran for admittance to Harvard University.

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 in my career. (top 1%)
	Academic achievement							X
	Intellectual promise							X
	Quality of writing						X	
	Creative, original thought							X
	Productive class discussion						X	
	Respect accorded by faculty						X	
	Disciplined work habits							X
	Maturity						X	
	Motivation							X
	Leadership						X	
	Integrity							X
	Reaction to setbacks							X
	Concern for others						X	
	Self-confidence							X
	Initiative, independence							X
	OVERALL						X	

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Peter Duran—Alumni Interview Report

Academic (1+)

Genuine scholar, Summa potential, top grades, high 700 and 800 scores combined with evidence of original scholarship

- Intellectual curiosity – 2-
- Love of learning – 1
- Intellectual originality – 3

Has an obvious passion for engineering but is also fascinated by history and global politics.

“A modern engineer needs to have a broader understanding of social issues in order to make a difference in the world. Otherwise you end up in a cubicle, working for people who have their own views, and that’s not what I want.

You could come out of MIT or Cal Tech with technical skills but I don’t think you come out with knowledge. I don’t think you’ve been enriched by the experience, you’ve been trained.”

He has some dyslexia which makes him read a bit slower than others but he claims that this actually helps him by giving him more time to think about the text.

His parents are both from Latin America and he understands Spanish but cannot speak it. I found this surprising, especially considering his SAT verbal results.

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

Above average activity or participation

No sports except fishing and hiking on family vacations.

“I’m at peace in nature or out on the lake. I was also happiest when I was with my peers doing an internship at an engineering school. I learned a lot from working with intelligent people, peers and mentors. It wasn’t the kind of education you get in high school.”

Is passionate about robotics and has been robotics team leader for the past two years.

“What really excites me is building things, solving problems, I like using and applying knowledge.”

Personal Qualities (3+)

Above average appeal and character

- Openness to new ideas and new people – 2
- Contribution to college life – 3
- What kind of roommate would this student be? – 3

I liked him and found him to be friendly, cheerful, confident and sincere. Seems like he would be a positive influence on others and I think he would do well at Harvard. His parents both work to help people with mental problems and he also seems like a compassionate and thoughtful person.

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"I tend to be low-key and mellow. I'm very liberal but I live like a social conservative. I like to keep things neat and organized. I would be an easy roommate to deal with unless you are extremely messy.

I was raised Catholic but fell away and could describe myself as an agnostic. It's important to be open to all sides and then come up with solutions. If you are knowledgeable then you can find common ground."

Overall (1-)

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

Good exchange of ideas and easy flow of conversation.

He seems intelligent, well informed and motivated to achieve.

If you could travel anywhere where would you go?

"I would go to Italy and see the Florence cathedral, or to Rome, or anywhere in Italy. I did an art history class and really enjoyed it. Most of my favorite art is in Italy."

Who is your favorite artist?

"Gauguin."

Have you been looking at my paintings?

"Yes. We did look at your website."

Gauguin hoped to find a sort of Garden of Eden still existing somewhere in this world. There are perhaps a few tribes in the Amazon or New Guinea that are still unaware of the outside world. What do you think of missionaries going in and changing things?

"That's a very hard question. I can see the arguments on both sides. We cannot go into primitive cultures like an imperialist. On the one hand we want them to have a better quality of life. On the other hand we need to preserve their languages and record as much as possible about their customs and knowledge. What I mean is that we can't be aware of things like female circumcision and allow people to suffer."

"You could be a renaissance man but I want to be a renaissance engineer."

He was knowledgeable about current events and we were able to talk in some detail about the Arab/Israeli conflict. I asked him why this conflict is important to the United States and the world and he determined that it was our dependence on oil.

We then talked about global warming.

"Life will go on, humanity will find a way to survive but it is so easy to prevent this disaster."

I asked him what he could do as an engineer that might help to solve these political and ecological problems. Gradually he came to the conclusion that we needed "infinitely renewable sources of energy." We talked about the pros and cons of all energy sources and the challenges of making engines that run on hydrogen.

I think he would do well at Harvard and has the potential to make positive contribution to the world.

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(Summer start)

New Staff Training Schedule

WEEK ONE

Monday, August 4

- 9:15am Welcome
- 10:30am HR Orientation with Ben Norton
Small Conference Room
- 11:30am Tour of 86 Brattle Street offices/Agassiz

Lunch?
- 4:00pm Settle into office

Tuesday, August 5

- 9:15am Review of training schedule, preview of the year (GSC)
Large Conference Room
- 10am Attend info session in Sanders Theatre
- 11am Attend campus tour led by student tour guide
- 2:30pm Overview of admissions and financial aid cycle timeline (GSC & JLI)
Large Conference Room

The Path of an Admissions File (GSC) and roles in the office
Large Conference Room
- 3:30pm Introduction to confidentiality/digital security/IT overview (CBT, Eric Wong) followed by account setups
Large Conference Room

Wednesday, August 6

- 10am Intro mtg with EBY

HIGHLY CONFIDENTIAL - ATTORNEYS' EYES ONLY

United States District Court
District of Massachusetts

DX 3

Case No. 1:14-cv-14176 (ADB)
 Date Entered _____
 By _____
 Deputy Clerk

HARV00000347

Presentation by summer HFAI student coordinators on incoming freshmen
Large Conference Room

2:00pm Alumni relations and website with Liz Adams (ECA) and Brock Walsh
(BPW)
Small Conference Room

Thursday, August 7

10am Attend Tia Ray's info session in Sanders Theatre

11am Attend campus tour led by student tour guide

2:30pm Office Finances 101 with Cheryl Frodermann
Large Conference Room

4:00pm Jolly up! (Sendoff for Liz Adams and Sophia Meas)
86 Brattle St Lobby

4:30pm Complete corporate credit card application to Cheryl; Sign up for corporate
Egencia account; complete finance homework

Friday, August 8

9:30am Conducting interviews (IJS)
Large Conference Room

11:00am Preview of Week 2, Intro to casebooks (GSC)
Large Conference Room

Fri PM Afternoon time to debrief, make contact with alumni clubs, finish finance
homework, Read up on old area reports, familiarize yourself with your areas

WEEK TWO

Monday, August 11

- 9:30am "From Prospect to Applicant" with Kaitlin Howrigan (KAH)
Large Conference Room
- 10:30am Intro to fileroom/mailroom with Ian Anderson (IAN), Mollie Dickerson,
Haley Shore (HFS)
Fileroom/Fileroom Annex/Mailroom
- 11:15am Intro to Recruitment Strategies (TJS, KAH, JAF, BJG, LLO)
Large Conference Room
- 1:30pm Intro to Digital Communications with Amy Lavoie
Large Conference Room
- 3:00pm VISITAS/Virtual Visitas (TJS)
Large Conference Room

Tuesday, August 12

- 10am Attend Bryce Gilfillian's info session in Agassiz
- 11:30am Office finances 102 with Sage Suorsa and Kate Lebel
Large Conference Room
- 3pm Financial Aid 101 with Sally Donahue (SCD)
Large Conference Room
- 3:30pm Freshman Team (FRET) and Net Price Calculator (NPC) with Jake
Kaufmann (JMK) and Chris Plumb (CCP)
Large Conference Room
- 4:30pm Intro to Reading Procedures with GSC
Large Conference Room

Wednesday, August 13

Full-time admissions officers: Work on information session template
All: Work on finance homework for Thursday's session

- 10am Financial Aid staff meeting

Large Conference Room

- 2pm Financial Aid reconsideration (recon) meeting
Large Conference Room
- 3:30pm Reading Procedures Part 2
Small Conference Room

Thursday, August 14

- 10am Attend Christine Mascolo's info session in Agassiz
- 11:30am Office Finances 103 with Sage Suorsa and Kate Lebel
Large Conference Room
- 2:45pm Reading Procedures Part 3
Large Conference Room
- 4:00 pm Jolly up!

Friday, August 15

- 10am Attend Jake Foley's info session in Agassiz
- 4:00pm Recap of Week 2, preview of Week 3 (GSC)
Start to make travel arrangements if corporate credit card received
Large Conference Room

WEEK THREE

Monday, August 18

- 2:30pm Undergraduate Admissions Council with Jake Foley (JAF)
Large Conference Room
- 3:30pm Publications (NAJ)
Large Conference Room

Tuesday, August 19

- 9:30am Financial Aid 102 with Mary Magnuson (MWM)
Large Conference Room
- 1:30pm International Admissions with Robin Worth (RMW) and Judy Partington (JCP)
Large Conference Room
- 3:00pm Reading procedures Part 4 (GSC)
Large Conference Room

Wednesday, August 20

- 10:00am Financial Aid Staff Meeting
Large Conference Room
- 11:00am Student Employment Office: Federal Work Study and Research with Meg Brooks Swift (MBS) and Allison Flynn (ALF)
Small Conference Room
- 2pm Financial Aid Recon Meeting
Large Conference Room
- 3:30pm Undergraduate Minority Recruitment Program with Lucerito Ortiz (LLO), Tia Ray (TMR) and Roger Banks (RXB)
Small Conference Room

Thursday, August 21

- Work on information session template or*
- 10am Attend Jenn Gandy's info session in Agassiz
- 1:00pm HFAI Orientation with Charlie Kim (CSK), Kaitlin Howtigan (KAH), and Pharen Bowman (PFB)
Large Conference Room
- 2:30pm Distribution of last year's cases for mock committee
Large Conference Room

4:00pm Jolly Up!

Friday, August 22

10am Attend Kaitlin Howrigan's info session in Agassiz

2pm Attend Lucerito Ortiz's info session in Agassiz

3:15pm Recap mtg with GSC
Large Conference Room

WEEK FOUR

Monday, August 25

All: Case reading in the morning

3:15 pm Mock subcommittee preparation
Large Conference Room

Tuesday, August 26

10am Attend Max Dijkers' information session in Agassiz

2:00pm Attend Rachel Brown's information session in Agassiz

3:15pm Crash course on NEVO/NOLIJ/officer spreadsheet/database/systems and
our web presence with Eric Wong and Kaitlin Howrigan (KAH)
Large Conference Room

Wednesday, August 27

10am Financial Aid Staff Meeting
Large Conference Room

11am Overview of Scholarship Funding with Kitty Vidra (KAV)
Kitty's Office

- 2pm Financial Aid Recons
- 3:15pm Presentation of cases in mock sub-committee
Small Conference Room

Thursday, August 28

- 3:00pm Presentation of cases in mock sub-committee
Large Conference Room
- 4:00pm Jolly Up!

Friday, August 29

- 9:15am What I wish I had known in my first year – with second year officers
Large Conference Room
- 11am Finish presentation of cases, Recap meeting with GSC
Large Conference Room

WEEK FIVE

Monday, September 1

LABOR DAY – ENJOY THE DAY OFF! (You won't have another one until Thanksgiving!)

Tuesday, September 2

- 10:30 Overview of Aid at Other Colleges/Countries + Resources with Janet Irons (JLI)
Small Conference Room

Rest of this week left for:

- Preparation for Joint Travel presentations
- Making contact with alumni clubs
- Making all travel arrangements

Thursday, September 4

Morning Attend a class – it's shopping week!

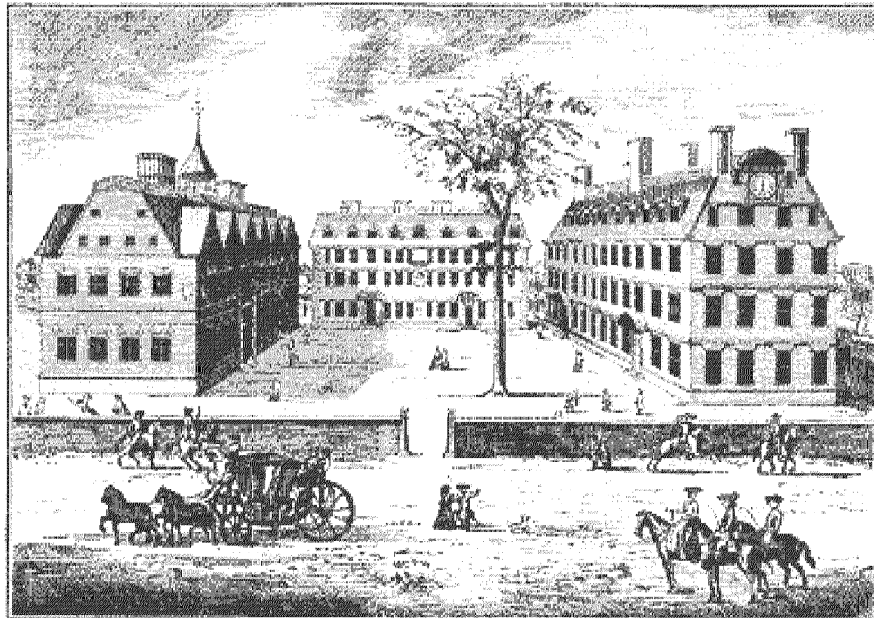
Noon Coaches' luncheon

4:00pm Jolly Up!

Friday, September 5 – ALL STAFF ORIENTATION (see separate schedule)

REGULAR ACTION MEETING SCHEDULE - CLASS OF 2019			
Jan 22-26	C Docket (SCD) BPW CSK KAH LLO NAJ	G Docket (CGM) BJG KLW PFB	N Docket (SWH) CJL MMS TJS
Jan 27-30	E Docket (JMK) JAF MFE PFB TMR	P Docket (WRF) DLE HFS KAV KPR MBS MWM SWH	U Docket (RMW) JLI LLO MDD SHG TJS
Jan 31-Feb 4	A Docket (CGM) EJB MDD RXB	D Docket (RMG) BJG CJL LLO REB	
Feb 5 - 9	I Docket (DLE) CGM DLE KAH KLW	K Docket (SWH) GSC MMS TMR	L Docket (KAV) CAW DDM JAF JLI MWM
Feb 10-13	H Docket (DLE) BJG BPW CAW KEC	J Docket (MWM) CSK JAF REB REJ TMR	R Docket (DDM) MDD RXB TJS
Feb 14-18	B Docket (MEM) DDM IAN JAF JWG TMR	F Docket (KAH) CAW JRC MBS TJS	
Feb 19-23	S Docket (MBS) BPW JRC MDD NAJ	T Docket (MEM) CGM KAH RXB	Z Docket (GSC) JWG KEC KPR REB
Feb 24-28	V Docket (RMW) BJG EJB JCP JLI JMK JWG KLW MFE REJ		
Mon, Mar 2	Docket Prep for Review		
Tue, Mar 3	Athletics & General review		
Wed, Mar 4	C G		
Thu, Mar 5	N E		
Fri, Mar 6	U P		
Sat, Mar 7	A D		
Mon, Mar 9	I K		
Tue, Mar 10	L R		
Wed, Mar 11	J H		
Thu, Mar 12	B F		
Fri, Mar 13	S T		
Sat, Mar 14	Z V		
Mon, Mar 16	CLEAN UP		
Mar 17 - 18	Final Review Prep		
Mar 19 - 21	FINAL REVIEW		
Mar 23-28	FAO CALCS		
Mar 23-30	Ian & Co.		
Tues, Mar 31	RA NOTIFICATION		

7/22/2014



Interviewer Handbook

2013 - 2014

*Harvard College
Office of Admissions and Financial Aid
86 Brattle Street
Cambridge, MA 02138
Revised Fall of 2013*

United States District Court
District of Massachusetts

DX 5

Case No. 1:14-cv-14176 (ADB)

Date Entered _____

By _____

Deputy Clerk

CONFIDENTIAL

HARV0001145

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

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 2011-2012, 34,285 applicants competed for about 1,600 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.

Report of the College Working Group on Diversity and Inclusion



Harvard University
November 2015



United States District Court
District of Massachusetts

DX 13

Case No. 1:14-cv-14176 (ADB)

Date Entered

By

Deputy Clerk

HARV00007944

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Introduction

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The Mission of Harvard College

Harvard College is committed to a broad-based liberal arts education. A quality, well-rounded education combines the best of the philosophical and rhetorical traditions. The philosophical tradition, with its emphasis on inquiry and developing critical skills, cultivates ways of thinking that can expand knowledge through research and analysis. The rhetorical tradition complements the philosophical by fostering an understanding of the past and present through literature, art, music, history, religion, and ethics. As a leading research as well as teaching university, Harvard derives its mission from our motto, *Veritas*, literally “truth.” Harvard is committed to expanding both knowledge and ways of knowing; students not only explore subject areas and acquire fresh insights into them but also learn about the ways in which they are part of larger human communities of interest and interdependence and how their membership in these communities affects how it is that they “know.”

Thus, Harvard College aims to provide an education that nurtures the whole person while fostering the development of civic-minded, socially engaged, creative, and critical thinkers in an increasingly interconnected world. Of particular relevance to this report, Harvard fosters the ability to see the world through the eyes of others. That ability will position Harvard graduates to serve the broader society in many fields of human endeavor.

Harvard cultivates these abilities in its classrooms and residential environments. The classroom exposes students to innovative perspectives as well as to both new and traditional ways of knowing and understanding. Diverse living environments situate students among peers and elders studying in different fields, who come from different walks and stages of life, and whose developing identities interact with others. This sort of character formation, nurtured by Harvard’s heterogeneous campus environment and pedagogical emphasis on intellectual cross-pollination, is intended to inform the choices and habits Harvard graduates will carry into their respective spheres of influence. Therefore, Harvard embraces, and must constantly reaffirm, the notion that a richly diverse student body is essential to its pedagogical objectives and institutional mission.

Harvard College is neither a finishing school nor a luxury good for America’s elites. Its primary work does not end with the admissions process but, rather, begins the moment its students enter its gates.

Historical Context

A pledge to diversity can be traced to Harvard's founding. The charter of the President and Fellows of Harvard College, authorized by Governor Thomas Dudley in 1650, describes the purpose of the institution as "the education of the English and Indian [male] youth of this country." Harvard established its Indian College, where five American Indians received their education, in 1655. This reveals that Harvard's earliest commitments were informed by a belief in the transformative power of education, even as this education was premised upon what we now recognize as cultural bias regarding who and what was "civilized."

As such an educational paradox shows, Harvard College's aspirations have always run ahead of its realities, for both cultural and structural reasons. Culturally, Harvard College has always been limited by the context and ruling beliefs of its society, even as it has continually tried to push and challenge itself and the world. Thus Harvard's Indian College pedagogy reflected an almost universal European belief in cultural hierarchy, as well as prejudicial notions to the effect that knowledge was to be transmitted to Indian students rather than produced in dialogic exchange. Meanwhile, despite the existence and aims of the Indian College, Harvard remained, for three centuries, committed primarily to educating the sons of New England's elite. Although Radcliffe College traces its origins to 1879, women did not gain full access to Harvard until nearly a century later. Under the presidency of Abbott Lawrence Lowell (1909–1933), the Harvard administration restricted the numbers of Jewish students and barred the handful of African American men at the College from residing in freshman dormitories. (Painter 1971) Sexual minorities, in the meantime—whatever their racial or class origins—were deemed unfit to be members of the Harvard College community: in the 1920s, students believed to have same-sex attraction were tried in secret courts and expelled from the College.

Harvard law professor Randall Kennedy best summarizes the history of Harvard's relationship with students of color when he writes, in *Blacks and the Race Question at Harvard*, "Harvard, too, has been indelibly scarred by slavery, exclusion, segregation, and other forms of racist oppression." The University enrolled few students of color before the 1970s, and even those as talented and ultimately accomplished as Clement Morgan, W.E.B. Du Bois, Alain Locke, William Monroe Trotter, Countee Cullen, and Eva Dykes (among others) experienced isolation and marginalization. As Du Bois described his time at Harvard, he was "in it, but not of it." And it was not until 346 years after Joel Iacome and Caleb Cheeshahteumuck completed their studies at the Indian College that another Wampanoag, Tiffany Smalley, graduated from Harvard College, in 2011.

Just as Harvard's culture has been closely linked to its societal context, so have its structural inequities. Both [survey findings and personal accounts](#) suggest that a gender gap deters potential female math concentrators at Harvard, even as women, and especially women of color, are underrepresented in STEM fields nationally. (Kim 2015) Today's [wealth gap in the United States](#) is the widest in three decades, and most wealth gains since the Great Recession of 2007 – 2009 have gone to upper-income families. (Fry 2014) As Harvard University's Robert Putnam argues in *Our Kids: The American Dream in Crisis*, wealth inequality hardens social divisions by diminishing opportunities for youth to interact across social lines. Such inequality also concentrates educational resources and cultural capital.

Harvard College is now committed to cutting against the grain of both structural and cultural sources of inequality. In an *amicus curiae* brief submitted when the Supreme Court addressed affirmative action in the 1978 case *Regents of the University of California v. Bakke*, Harvard argued that, "A primary value of the liberal education should be exposure to new and provocative points of view, at a time in the student's life when he or she has recently left home and is eager for new intellectual experiences." In a subsequent affirmative action case, *Grutter v. Bollinger* (2003), Harvard made a similar argument:

Diversity helps students confront perspectives other than their own and thus to think more rigorously and imaginatively; it helps students learn to relate better to people from different backgrounds; it helps students to become better citizens. The educational benefits of student diversity include the discovery that there is a broad range of viewpoints and experiences within any given minority community—as well as learning that certain imagined differences at times turn out to be only skin deep.

Underscoring its commitment to diversity that includes both racial and socio-economic background, Harvard, in 2004, launched one of the most generous financial aid initiatives in the nation. Students from households earning less than \$65,000 per year pay nothing toward room and board, and students from households earning \$65,000 to \$150,000 pay ten percent or less of their yearly incomes. Around seventy percent of Harvard students receive financial assistance and over twenty percent pay no tuition at all. Capacious admission standards that take a range of life experiences and fluid identities into consideration, coupled with generous financial aid plans, enable Harvard College to expand opportunity for a widening cross section of students. This is essential for creating the conditions in which Harvard students can learn to be at home in an increasingly interconnected world.

The Charge of the Working Group on Diversity and Inclusion

Mindful of the mission and aspirations described above, the Working Group on Diversity and Inclusion, in consultation with the Office of the Dean of the College, drafted a charge in May of 2014. The Working Group was to “assess Harvard College’s learning environment in order to ensure that all students benefit equally from its liberal arts educational and service mission.” The task included consulting with stakeholders across the University, incorporating research at the intersections of race, ethnicity, socioeconomic status, and other frames of identity and difference, and examining approaches at peer institutions in order to recommend models that might be applied or reimagined on Harvard’s campus.

Findings

Evaluation of Diversity-Related Practices at Peer Institutions

Members of the Working Group visited Ivy League campuses between September and December 2014. We met with student leaders and administrators at Brown, Columbia, Princeton, University of Pennsylvania, and Yale, and with administrators at Cornell and Dartmouth. Our goals were to assess pre-orientation programs, mentoring, mental health programs, administrative structures, bias reporting procedures, residential support, multicultural spaces, curricular offerings, and special initiatives. Our findings in these areas provide much food for thought:

Pre-Orientation

Pre-orientation programs tend to function in one of three ways, with some overlap. They provide academic support and advising (Penn’s Pre-Freshman Program); instill cultural capital through campus orientation, fostering relationships with faculty, and raising awareness about campus resources for promoting social and academic success (Yale’s Cultural Connections); or develop cultural competency (Brown’s Third World Transition Program).

The experiences of these schools show why pre-orientation programs are vital to the success of all students. They provide a shared institutional vocabulary and robust engagement with issues of diversity and cultures of inclusion. They also enable attention to the needs of underrepresented students, especially those who are first generation and socio-economically disadvantaged, while fostering community for the entire population across lines of difference.

Mentoring and Mental Health Programs

The peer institutions consulted vary in how they promote student mentoring and address issues of mental health, but they share a commitment to sustained attention to students' academic, social, physical, and mental wellbeing. Examples of relevant programming and support include:

- Diversity Dialogues (Dartmouth);
- Peer mentoring programs (Brown's Women in Science and Engineering);
- Leadership and skill development (Penn's Intercultural Leadership Program);
- Integrated academic and mental health advising (Dartmouth's sociocultural advising via cultural support groups; the partnership between Brown's Center for Students of Color and its Counseling and Psychological Services).

Athletics and military affairs often provide models for these initiatives. Time demands associated with their sport and NCAA regulations create considerable challenges, and Ivy schools have developed an effective system of assistance from coaches, faculty mentors, and peer advisers. Similarly, institutions such as Columbia and Brown staff veterans affairs offices, since military students are disproportionately from underrepresented groups or are nontraditional, and often have distinctive financial plans and mental health concerns. Harvard could benefit from analyzing how addressing the particular needs of such students encourages success without showing partiality or being perceived as alienating or stigmatizing.

It must also be noted that current trends reveal serious institutional challenges to addressing student mental health in underserved populations. The reasons are many, but include:

- lack of staff diversity and perceived difficulty among underrepresented groups in relating to staff;
- limited professional experience with underserved populations;
- culturally-based stigmas regarding mental health treatment, most significantly in Asian, Latino, African American, and international communities.

It is clear that the programs having the best impacts make clinical support available to students throughout the campus in non-intimidating ways. Such support addresses particular cultural needs, and associated stigmas, even in the absence of staff who share students' backgrounds and identities. When mental health providers review research and design outreach efforts specific to populations that typically stigmatize mental health services and/or have distinct fears and phobias associated with behavioral health, their treatment efforts are more effective, regardless of a caregiver's racial/ethnic background.

Administrative Structure

We identified three administrative models that address the concerns and tensions associated with a diverse campus environment. They are not mutually exclusive but do entail distinct centers of power and governance.

First, some campuses have a *comprehensive office of diversity*, typically led by a vice president or vice provost who reports to the president. The office oversees a variety of smaller offices including, but not limited to, disability services, LGBTQ life, military and veterans, and religious life. Brown University’s Office of Institutional Diversity and Dartmouth College’s Office of Institutional Diversity and Equity typify this model.

Second, some campuses embrace an *umbrella model* of multiple resource centers within a larger administrative entity, typically the Dean of Students or Office of Student Life. The resource centers have considerable autonomy, as they are often responsible for programming with little structural oversight. Cornell’s Center for Intercultural Dialogue and University of Pennsylvania’s Office of Equity and Access Programs are examples. Within the larger organizational structure, both fall under student life offices: the Office of the Dean of Students and the Division of the Vice Provost for University Life, respectively. Both house smaller entities such as the LGBTQ Center, Women’s Center, Pan-Asian American Community House, Black Cultural Center, and La Casa Latina.

Third, on some campuses, *autonomous cultural centers* run their own programs. They are run by a director (often an assistant dean) and include paid student counselors and peer liaisons. Cultural centers house student organizations and host parties, art exhibits, lectures, and conferences. Often they work collaboratively while seeking to foster cultural identity and solidarity in engagement with the full campus. Peer liaisons are upperclassmen affiliated with each center who help to connect freshmen to resources of the institution, thereby formalizing the mentoring that often takes place among affinity groups. For example, Yale freshmen can identify a student mentor in the Afro-American, Asian American, La Casa Latina, or Native American cultural centers, or in the offices of LGBTQ Resources, International Students and Scholars, or Chaplain.

**Comprehensive Offices
of Diversity**

Brown University
Dartmouth College
Princeton

**Umbrella Model with
Multiple Resource
Centers**

Columbia University
Cornell University
UPenn

**Autonomous Cultural
Centers**

Yale University

Our findings here support a key conclusion in the research on diversity in higher education, and one with implications for administrative structures and procedures: fostering diverse cultures of inclusion is a multidimensional effort that exists in, and makes demands on, many divisions of a university. (Smith 2009) Thus structural accountability, robust communication among offices and diffuse leadership, and face-to-face engagement with students are essential to facilitating a healthy environment.

Robust interoffice communication and structural accountability prevent diversity work from taking place within a campus vacuum or through reliance on a single person or entity, models that compound problems by exempting critical administrative offices from shared responsibility. Moreover, given that students seldom know what kind of support they should seek out, let alone what is available or where resources are most easily accessed, hyperlinked websites and resources manuals cannot supplant ongoing student engagement by dedicated campus professionals.

Bias Reporting

We sought to answer four questions with regard to students' ability to report perceived discrimination, bias, insult, and injury: Who receives the report? Who responds? When specific procedures exist, how do students learn about these procedures? What is the intended outcome of the process?

We found that bias reporting varies across the Ivy League. Most campuses have an online form, yet complaints are handled by different entities. Cornell University, for instance, has an officer in the Department of Inclusion and Workforce Diversity and bias reporting liaisons in each department and entity on campus to respond to bias complaints. This process appears to be driven mainly by Human Resources and addresses the concerns of university staff members. Dartmouth College, in contrast, has a Bias Incident Response Team, run through the Collis Center for Student Involvement, that discusses and adjudicates all bias-related matters. This team seems proactive and pedagogical rather than reactive and punitive. As its statement of purpose says: "The Achieving Community Together Program – Bias Incident Response Team advances the 'Principles of Community.' We work together to raise awareness, create educational and restorative opportunities for growth and responsibility and provide support across our community when incidents of bias are reported."

Similarly, Columbia University has a clearly articulated "Bias and Discrimination Response Protocol" in the Office of Undergraduate Student Life, as well as a Discrimination/Bias Response team comprised of members from across various arenas of student life. After Public Safety files and documents a report, the response team decides on the best means of support based on the nature of the incident, the

student's desire for confidentiality, and/or whether the occurrence targeted an individual or a group. Support may range from a campus judicial process to the Office of Undergraduate Student Life providing town halls and other community dialogue forums.

Well publicized and understood bias reporting procedures create a culture of safety and contribute to an inclusive community of candor regarding acts of discrimination and bias. Not only do students know where to go and what support to expect when specific micro- or macro-aggressions occur; a transparent bias reporting system can inform generative community conversations. It can also foster a campus culture that disapproves of behaviors, whether active or passive, motivated by hostility or willful indifference to others' vulnerabilities in the areas of race, religion, sexual orientation, ethnicity, national origin, gender identity and expression, age, ability, or intersections of the above.

Residential Support

All of our peer institutions share a commitment to ensuring that residential life supports broad-based cultures of learning where students with multiple, and often divergent, needs can feel safe and supported. Each also provides residential mentoring and advising opportunities. Yet the approaches vary. Broadly speaking, residential communities in the Ivy League are divided between campuses that provide a randomized college or house system and those that offer special interest or affinity housing options.

The college/house system is central to student life and to the fostering of community across difference. In the Ivy League, the number of residential colleges or houses ranges from a half a dozen to around a dozen on each campus, and some models separate freshmen and upperclassmen. Apart from roommates or a limited suite or blocking group, students are randomly assigned to colleges or houses in order to foster heterogeneous environments where students live, study, and dine together across socially constructed categories. The college/house system model is co-curricular insofar as living with and among a diverse group of students is part of the educational process.

Typically, colleges/houses have a faculty master, dean, director of academic advisers, and director of social life. In every case, academic advising takes place through the residence for at least one year. Resident tutors, academic advisers, resident scholars, and peer counselors, who are often field-specific, perform multiple roles as curricular and co-curricular advisers.

In contrast to colleges/houses, special interest or affinity communities allow students with shared interests to reside in a common living environment. The shared interest is essential to the purpose and functioning of the residence insofar as the particular theme of the residence or floor informs student programming and establishes patterns and rules that guide behavior. Special interest houses include foreign language, STEM, social justice and activism, and spaces where most programs and events are based on the history and culture of a particular group of people. All have a broader vision of preparing residents to be global citizens.

Diman House at Brown University is a special interest house of note. As the Social Action Program house on campus, it is the hub for social activism. Students appeal to their respective fields of study to strategize and organize effective methods for positive social change on the campus, as well as to address pressing social needs through working with organizations such as the Food Recovery Network or contributing to relief efforts for natural disasters such as Hurricane Sandy.

The W.E.B. Du Bois House at University of Pennsylvania is an example of an affinity house. It is an African American theme-based house that celebrates the history and culture of people of the African Diaspora. Du Bois House is the most racially diverse house on Penn's campus—not, according to some students, despite its theme, but because of its forty-year history of championing racial diversity and equality. Du Bois House has earned the nickname “the U.N. at UPenn.”

Both types of residential space signify the values of the community. Residential programming, mentoring, co-curricular activities, and staff/peer composition must convey the institution's commitment to cultures of inclusion and appreciation of diversity. This is particularly true in college/house systems that are randomized, lest the historical and cultural defaults of the institution prevail.

College/House System

Cornell University
Princeton University
Yale University

Special Interest Communities

Brown
Columbia
Dartmouth
UPenn

Multicultural Spaces

Many multicultural spaces and themed houses developed in response to student protests in the late 1960s and the 1970s. Yale approved its Afro-American Cultural Center in 1969; Princeton and Brown universities opened their Third World Centers in 1971 and 1976, respectively. Several campuses have renamed their centers over the past decade to signal their reconsideration of these centers' purpose and function. Examples include Princeton's Third World Center becoming the Carl Fields Center for Equality and Cultural Understanding in 2008, and Brown's Third World Center becoming the Brown Center for Students of Color in 2014. Yale's cultural centers are currently under review

This rebranding trend raises several interrelated questions. Are such entities cultural resource centers for students of color, or programming offices tasked with engaging the entire student body? More generally, what is the primary constituency for multicultural spaces, and what roles do they play in relation to the larger university? Are these spaces co-curricular extensions that promote multicultural engagement across all lines of difference, or social spaces for minoritized students insulated from the prevailing mores of campus life?

Our peer institutions answer these questions differently. The mission of Dartmouth College's Office of Pluralism and Leadership is to "advance. . . Dartmouth's commitment to academic success, diversity, inclusion, and wellness by engaging all students in the development of identity, community, and leadership." The director and assistant deans of this office are advisers for racial/ethnic affinity groups such as the Pan-Asian student group. Columbia's Intercultural Resource Center (IRC) is similar. Originally the United Minorities Board, the IRC now targets all students on campus through educational forums and diversity discussions and trainings. The IRC understands its primary goal as "the creation of a just campus community, one which celebrates differences and rejoices in collaboration." Dartmouth's Office of Pluralism and Leadership similarly reaches broadly across socially constructed categories to promote the value and virtue of diversity and inclusive cultures.

Individual cultural centers at the University of Pennsylvania, conversely, target minoritized communities. The Greenfield Intercultural Center seeks to enhance intercultural knowledge, competency, and leadership through targeted advising and advocacy on behalf of specific groups. It also supports Native American students and Arab, Turkish, and other international students. Makuu: The Black Cultural Center, La Casa Latina – Center for Hispanic Excellence, and the Pan-Asian American Community House (PAACH) provide resources that promote racial/ethnic solidarity among particular subsets of students. In short, while all centers and offices share a

commitment to conversations regarding diversity and educational programming, they differ in approach.

Our Working Group finds that cultural centers can have a positive impact on their institutions. As campus focal points that foster community, they represent an institutional commitment to a diverse environment while holding the larger campus accountable to its professed aims. As critical sites for activism, advocacy, and mobilization that help to forge alliances based on moral affinity, they are proof against the concern that cultural spaces fragment and further marginalize minoritized students.

Cultural centers can also serve as safe, even therapeutic spaces for underrepresented students; students often refer to them as “home away from home” and “one of the few safe spaces on campus.” By providing a distinctive aesthetics of physical space and a community of faculty, staff, and students with which students can readily identify, such centers can counter the implicitly exclusionary messages of the larger campus environment that may be sent through campus artwork, prevailing cultural norms, and the burdens of being “the one” visible minority in a class.

In our visits to other campuses, we also identified some concerns about cultural centers. One is physical location: when cultural centers are removed from the campus core, they send a message to minoritized and other students that diversity is peripheral to the university community’s areas of focus. Students at the University of Pennsylvania and Princeton University expressed such concerns about the Greenfield Intercultural Center and the Carl Fields Center, respectively. In contrast, students utilize fully the three cultural centers at the University of Pennsylvania located in the central ARCH building (La Casa Latina, Makuu, and PAACH). Since ARCH also houses a popular student cafe, classrooms, and multi-use auditoriums, students of all racial and ethnic backgrounds appear to have more contact and comfort accessing the resources and attending the programs of these centers.

Limited or disengaged staffs are a second concern. The more robust and active cultural centers are animated by dedicated staff members who play varied and valuable roles ranging from organizing events, advising and advocating for students, and identifying resources, to preserving institutional memory across otherwise transient student populations. In the absence of dedicated staff, these duties fall upon the shoulders of undergraduates. During the course of our work, for instance, students and alumni of Yale University began circulating a petition to remove the director of their Afro-Cultural Center. According to the petition, “The Afro-American Cultural Center is no longer fulfilling its historic mission of serving as a cultural, social, and academic

space for Black students. The apathy and disengagement of the Center Director...is at the center of the issues we face.” (Stannard 2015)

Curricular Offerings

Every Ivy League institution has a department, program, or center dedicated to disciplinary offerings in cultural, ethnic, and gender studies. These entities offer students at least the chance to earn a certificate, and some provide the option to major in a particular curricular offering or confer degrees through standalone departments or committees outside of the department, program, or center itself. Uniquely, the University of Pennsylvania makes a course in diversity part of its general education requirement.

We found no institutional requirements for faculty and administrators to demonstrate competency in cultural diversity and sensitivity around matters of inclusion. Nor is there much support in Ivy League schools for requiring a course for students that engages concepts of diversity.

Special Institutional Initiatives

Each campus has initiated a new diversity effort within the past five years. Some are in response to particular events, such as when former New York City Police Commissioner Raymond Kelly was shouted down and prevented from lecturing at Brown University. Other schools are reassessing diversity efforts from previous generations, as is the case at Yale. Cornell, Dartmouth, and Princeton have each developed strategic plans and have presidentially-appointed task forces with the goal of moving the campus forward in a coordinated effort. Such initiatives include reforms of academic pipelines that result in departmental homogeneity, campuswide climate assessments, and faculty recruitment and retention initiatives for women and other underrepresented groups.

Experiences of Diversity and Inclusion: Input from Students, Tutors, Proctors, and House Masters

The Working Group held conversations with a wide range of students in order to receive their perception of, and experiences with, matters of identity and difference in the College. We understand that many factors can shape a person’s worldview and experience, including but not only race, citizenship, gender identity, sexual orientation, disability, religion, and socioeconomic status. Harvard students may also identify (or be identified with) multiple minoritized groups. Therefore, in order to cast our conversational net widely, the Working Group populated focus groups with students from a range of co-curricular groups, both those that the College recognizes and those

that are officially unrecognized: for example, race/ethnicity affinity groups, student religious organizations, varsity sports teams, the Undergraduate Council, the Institute of Politics, finals clubs, and Greek societies.

Working Group members attended mandatory proctor and tutor training sessions on January 21–22, 2015 to discuss diversity matters. We wanted to hear about proctors' and tutors' challenges and opportunities in fostering inclusive and affirming environments. Insights from these sessions informed questions for focus groups held within the houses. We concluded these conversations at the housemasters' monthly meeting in April, at which we sought views on diversity in the houses and solicited assistance in interpreting students' responses.

Three topics recurred in these conversations: ongoing, multi-generational conversations about diversity; the climate of learning in departments, concentrations and classrooms; and balance in residential life experiences. We consider each topic in turn.

The Need for Intentional, Ongoing Conversations

The proctors and house tutors generally agreed that more frequent and formal conversations are needed around issues of campus diversity. All agree that every proctor and tutor must assume responsibility for helping students through sometimes difficult, yet rewarding, conversations concerning identity and difference. The “race relations” tutor designation, for instance, places an undue burden on the few while exempting the majority; few were happy with this model. Nevertheless, several proctors and tutors expressed reservations about their own competencies. Many regard the diversity training received at orientation as inadequate, and their vocabulary as too limited for sustained dialogue with students in light of inevitable questions and conflicts throughout the year.

Similarly, many encouraged more diversity training opportunities for students. As one tutor noted, “student training is important . . . [incoming students] are becoming a new part of this community. We ought to give them the tools.” A proctor observed, “Students want to be led, yet are constantly being asked what they think. They realize that they are 18 and not experts. They don't know basic facts and want to learn more. . . . In our rush to reassure them that they are future leaders, we are not leading by example.” There is a general sense that students care deeply about these issues and want to engage, but fear they will come across as inelegant in expression. This hesitancy causes many so-called majority students to opt out, which only reinscribes diversity matters as essentially belonging to the minoritized members of the

community. Thus, the language of “mandatory” and “required” were recurring recommendations from the community.

Community Conversations provide an example. This one-time event is a facilitator-led discussion based on shared readings among freshmen at the outset of the academic year. The Office of Institutional Research found in 2011–12 that nearly seventy percent of freshmen students agreed (some “strongly”) that Community Conversations helped them to appreciate the diversity of the Harvard community. (Pierce 2015) Nevertheless, several participants in Working Group conversations expressed concern about the program’s implementation and follow-up. The conversation takes place prior to the rigors of college life that challenge students’ conceptions of themselves and perceptions of others; perhaps Community Conversations take place too early for students to apply their insights to daily experiences at Harvard. Thus most participants in Working Group meetings recommended robust administrative follow-up and sustained dialogue throughout a student’s academic career. We concur: Community Conversations may be a cornerstone for developing the deliberate dialogue needed for productive learning across lines of difference.

More generally, many proctors, tutors, and undergraduates feel that diversity training and ongoing conversations about difference must not remain at the student level. Staff, faculty, and teaching fellows must also learn how to become more sensitive to students from a wide array of backgrounds and more cognizant of classroom dynamics. All focus group respondents pointed to micro-aggressions in the classroom that come from peers, teaching fellows, and faculty members. Many feel that teaching fellows and professors are ill-equipped to facilitate conversations deemed controversial, thus avoiding such subjects or saying simply, “let’s move on” when questionable or offensive comments arise.

Bias in Concentrations

Proctors, tutors, and students described some departments as less welcoming to specific groups than others. The STEM fields were of notable concern to women and underrepresented minorities. Our findings suggest implicit and unintentional biases that shape requirements for departmental concentrations such as AP courses in high school, replication of students and faculty in areas and identities in select fields, access to mentors, and study group formations. These dynamics create and codify arbitrary notions of “rigor,” “fit,” and “excellence.”

For instance, pipelines specific to each discipline replicate homogeneity as one advances from an undergraduate to a full professor. Graduate admissions, TF hiring, junior faculty appointments, and tenure promotions all create and reinforce

departmental cultures. Such dynamics contribute to a belief that certain fields privilege particular approaches and areas of interest and deem other scholarly pursuits to be incompatible or “less rigorous.” Unless departments are intentional, and self-critical, in promoting a diverse culture, there is little chance of attaining a more diverse student body and set of opinions or research agendas.

Women and underrepresented minorities also told the Working Group about the absence of mentors and sponsors to whom they can comfortably relate. This is a direct reflection of the paucity of women and people of color in certain fields, especially among graduate students. Others spoke bluntly about their difficulties in fields such as math, statistics, biomedical engineering, and in the social sciences. Female upperclassmen in particular concentrations may dissuade incoming freshmen from pursuing concentrations perceived as hostile due to “no recognition within the department that this [gender bias] is an issue.”¹ In short, explicit and implicit messages of “you won’t do well” lead to a disproportionate number of students opting out of certain concentrations.² As the research literature on stereotype threat shows, when students are unable to overcome implicit harmful messages and regard departments as disinclined to disrupt practices deemed exclusionary, avoidance and disengagement are common responses. (Aronson 2002)

In discussions about bias in concentrations, students also raised concerns about lack of faculty diversity, curricular exclusion of underrepresented groups in introductory courses, and the restrictions administrators impose on course offerings from other departments that students argue should count for concentration credit.

Differences in the availability of AP courses at various high schools lead to a different kind of unintended exclusion. Harvard is committed to granting admission to high-achieving students who take advantage of all possibilities available to them, as opposed to students who simply attend the most elite high schools. This is correct and appropriate. Nevertheless, several departments, particularly those in the STEM fields, assume that students will have taken advanced placement courses—at least this

¹ One respondent suggested that she is torn about giving such advice since she understands that it will discourage or even prevent other women from entering the concentration, but that the responsibility should be put on the department to change.

²A female student told us during a focus group conversation that she went to discuss with her TF how she could do better in biomedical engineering and was told “you won’t do well” because of other activities that she was involved in on campus. She expressed her frustration about having “someone tell me point blank that I won’t do well, and, ‘We know you’re a busy person—it won’t be an insult if you leave the concentration!’” and concluded, “So, fine. I left.” Social Studies concentrators voiced frustration that courses dealing with racial justice/politics offered by faculty members on the Committee have not counted for credit in the concentration.

perception is prevalent. AP offerings are very uneven across secondary schools. The Working Group believes that all students admitted to Harvard College should have the opportunity to concentrate in any field of their choice without being precluded due to structural disadvantages. Students can succeed from different curricular entry points, so it is incumbent on each department, as well as the University, to provide students with alternative narratives of success and multiple pathways to fulfilling all departmental requirements.

Residential Life Experiences

The house and resident tutor model plays a powerful co-curricular role at Harvard College. Harvard's decision, in the spring of 1996, to randomize the house selection system to create more diverse environments in the houses followed President Lowell's rationale in creating the house system in the first place: in Lowell's words, "men interested in various fields of thought should be thrown together with a view of promoting a broad and humane culture." The houses were viewed as natural co-curricular extensions of the Harvard College learning experience. In describing randomization, then Dean Harry Lewis noted, "A certain level of discomfort is part of our educational obligation."

While this may be the ideal, students we talked to reported levels and kinds of discomfort not always in keeping with the professed goals of the house system. Repeatedly, students named, or voiced the desire to experience, their houses as "safe spaces." Yet they also consistently pointed to the lack of diversity among resident tutors within the house system, and housemasters have expressed the same concern.³ Since most resident tutors are graduate students and the positions are field-specific, the homogeneity of the tutor pool is directly related to the lack of racial and gender diversity in particular departments at Harvard. Resident tutors and scholars can be mentors and sponsors, so the lack of diversity in their ranks can work to the real detriment of underrepresented students.

Students and tutors also voiced concerns about perceived inequities and imbalances among houses. Only some houses have diverse resident tutor pools, resident scholars, prestigious named prizes and financial awards for juniors and seniors, and availability of, and access to, house social spaces for student groups. Budgets for student programming around particular events also vary among houses, as housemasters

³ One housemaster expressed what appeared to be the sentiment of many when he declared, "There are just not many diverse candidates out there. We have the same problem in my department." But another housemaster pushed back forcefully: "They are out there. They may not show up at your door, but we do not have a problem identifying a diverse corps of tutors. We go and look for them."

allocate the funds in their houses' budgets. Overall, students sense that house life depends on the particular housemasters and established house traditions, which invariably leads to inconsistency across the College. Thus the College might want to consider stronger systems of transparency and accountability among the houses to address real or perceived inequality. Areas of particular note, besides the ones listed above, include transparency regarding the system of evaluation for housemasters.

The judgments expressed above are based on anecdotal rather than systematically gathered evidence, and many housemasters disagreed with them. Some housemasters perceive inherited cultures that inform each individual house, while others resisted any suggestion that they shape the culture of the house. Nonetheless, students express an assumption that diversity and inclusion efforts begin and end with housemasters.

The appointment and role of tutors seems especially charged in the context of housemasters' impact. The process of appointing resident tutors and scholars is informal and thus lacks transparency, which leads to mistrust in its integrity. For instance, some resident tutors levied a serious charge of discrimination against one set of housemasters. (Delwiche 2015) Many resident tutors of color voiced frustration that they were burdened with all conflicts stemming from matters of identity and difference, while other tutors could seemingly focus on their academic areas. Other tutors of color expressed surprise and dismay that housemasters had designated them as race relations tutors without their knowledge or consent. These complaints were common among the specialty tutors. One reported that certain housemasters asked him to join the community primarily as an LGBTQ as well as a pre-med tutor. He alleges that when he resisted, saying that he did not consider himself qualified to be an LGBTQ tutor, the housemasters said, "All the other tutors are married. It's very simple. All you have to do is send some emails every now and then."

On a different note, both resident tutors and students pointed to markers of class distinction in life on campus. Programs created to remove financial barriers for students who qualify for financial aid may have unintended stigmatizing consequences. Consider the Student Events Fund (SEF). This program has the admirable aim of affording students the chance to attend up to five campus events each semester at no cost. Yet several students (and, at a different point, alumni) noted how separate lines for SEF ticket pickups marked students to their wealthier classmates; one resident tutor remembered jokes about the "welfare line" or the "poor kids line" during his undergraduate days.

Others had similar feelings about the pre-orientation and school year community detail program known as dorm crew. Several expressed appreciation for the ability to earn a

good wage, as dorm crew is the highest-paying job of any open enrollment option. Dorm crew also provides a very flexible schedule. But other factors have caused dorm crew to be regarded as a program of “incentivized servitude,” since many students of humble means feel that they cannot afford to decline the option. This is particularly the case when undergraduates are not respectful of spaces that others are assigned to clean. Some also reported that their school meal plan was not yet activated when they arrived for pre-orientation dorm crew, leading students, according to reports, to walk to the Central Square McDonalds to avoid the higher costs of Harvard Square restaurants. One young man captured the choices and frustrations of students who otherwise appreciate the dorm crew option:

I knew Harvard had a meal plan and I knew that I had it. When I found out that I didn't qualify until the start of the school year instead of during my pre-orientation program, I was a little disheartened. We had the option to eat in Annenberg, but to me, 20-something dollars is a lot of money to spend on food in one day, and then to have to spend that each day for a week . . . I couldn't do that. I chose dorm crew as a pre-orientation program to make money, not spend it. I needed money. I could have chosen a different pre-orientation program like FAP (Freshman Arts Program) and my financial aid would have covered it, but I needed money. I needed to buy books and not worry as much about spending too much during the school year, surrounded by friends with varying wealth. Annenberg was asking for about two hours' pay of my eight-hour day. I ended up just buying bagels and Pop Tarts. I ate out a few times. I had some Dunkin Donuts gift cards so I ate there too. I wouldn't call it healthy eating. I know it wasn't only me who struggled that week. Some people decided to just eat out every day, while others decided to eat very little. I believe most of the people involved in Fall Clean-Up could really use the money and it would be beneficial if Harvard could provide meals for the workers (even the bagged lunches they make during the year would be amazing).

Finally, students pointed out that all diversity-focused centers (i.e. the Women's Center, the Office of BLGTQ Life, and the Harvard Foundation for Intercultural and Race Relations) are underground. That these spaces are, in the words of one student, “out of

sight and seem inaccessible” sends a message to students about how much the College values diversity initiatives.⁴

Curricular Offerings at Harvard College

The Working Group reviewed current course offerings at Harvard to identify those that address issues of diversity in a critical and intentional way. We searched for courses indexed with a wide variety of terms: ethnic, ethnicity, race, gender, sexual orientation, inequality, disability, diversity, diverse, social class, socio-economic status, poor, poverty, first generation, African-American, African American, Black, White, Caucasian, Asian, Asian-American, Latino, Latina, Hispanic, Native, Native American, Indigenous, Indigeneity, and Indian.

From the resulting long list, we identified courses that address critically the relation of the course’s primary subject matter to categories of difference and relations of power. Courses that solely engage a particular community commonly considered as underrepresented were not included in the list of diversity offerings. To confirm our choices, the subcommittee emailed the instructor(s) of each selected course to report that the course was included on the list, and to ask the instructor to advise us if this designation was incorrect. We received no requests to remove a course from the list for definitional or philosophical reasons.

The summary charts provide a snapshot of the courses addressing diversity in the Harvard curriculum. Although the numbers are necessarily rough, they provide an overview that can help us to evaluate our current offerings as part of a broad investigation of diversity at Harvard.⁵ We also include a count of courses in each departmental listing in order to show the proportion of diversity courses in the full set of a given department’s courses.⁶

Administrative Entities Concerned with Supporting the Needs of a Diverse Student Body

⁴ We note, however, that despite its physical location, the Women’s Center feels warm and welcoming to many students, both women and men. The nontraditional layout and design enabled many to view it as equally cozy and empowering.

⁵ We provide a separate listing of courses touching on diversity offered across the Harvard Schools outside of FAS in Appendices B, C, and D. We attempted to confirm, but cannot guarantee, that all courses listed here are indeed open to undergraduates. Beyond this list, we cannot draw additional conclusions without more detailed knowledge of the courses.

⁶ In assessing General Education courses, we counted only courses in the “front of the book.”

With regard to co-curricular entities in support of diversity, the Working Group found a somewhat inchoate structure. Efforts to respond to the many needs and demands of Harvard students have produced many different initiatives that simply cannot be represented coherently in an organizational chart. Adding major administrative offices tasked with matters of campus diversity makes accounting for the institutional structure even more complicated.

We identified relevant offices and programs with two sets of keywords. The first focused on function: academic advising; alumni groups; assault and harassment; athletics; diversity; employee resource groups; faith-based services; faculty; financial services; gender; healthcare, mental health, and disability; international students; public service; race and culture; sexuality; standing committees; student life; and summer research programs and fellowships. The second step identified diversity-related offices and programs with the same keywords used to identify relevant courses.

In general, Harvard has taken an umbrella approach to campus diversity, with multiple resource centers falling under several administrative offices. This model seems to be an outgrowth of what was once a comprehensive office of diversity. Over four decades, several umbrellas have developed independently. Now a plethora of programs and centers complement, overlap, and compete with one another. They are:

Office of the Assistant to the President for Institutional Diversity and Equity

Director: Chief Diversity Officer and Special Assistant to the President

Reporting Line: Executive Vice President and the President

Key Responsibilities: federal and state compliance concerning protected employment categories: i.e., race, disability, veterans, sexual orientation, and gender identity.

The Office was established in 1971 to “lead a sustained University-wide effort and to develop, coordinate, and advance inclusive excellence, diversity, and equal opportunity initiatives, programs, and policies at Harvard University.” It specializes in University compliance and promoting staff diversity initiatives through training and innovative recruitment efforts. The Harvard University [Administrative Fellowship Program](#) is its signature initiative. The Fellows Program provides twelve-month opportunities to members of underrepresented groups to receive leadership training and exposure at Harvard; the goal is to encourage the mentoring of such individuals in preparation for careers in administration in higher education.

Office for Faculty Development and Diversity

Director: Senior Vice Provost for Faculty Development and Diversity

Reporting Line: Provost

Key Responsibilities: faculty development, work-life balance, maintaining data on faculty hiring practices, promotion, and retention among women and underrepresented minorities.

The Office was established in 2005, when women were underrepresented on every faculty at Harvard other than the Graduate School of Education. It has instituted programs to improve the quality of faculty life and assist faculty in developing the skills needed for professional success. The office encourages mentoring, both formal and informal, to introduce junior scholars to the requirements for success. By providing generous maternity/paternity leaves, financial assistance to offset childcare costs, panels to discuss academic publishing, and brown bag lunch conversations that address a wide-range of issues in an informal setting, the Office also aims to provide junior faculty members with resources that foster professional growth and development.

The Working Group is uncertain whether the Office of Faculty Development and Diversity assesses institutional culture and practices that may unwittingly affect the development of minoritized faculty or undermine their scholarly contributions. Such an assessment would require gathering information regarding assumptions that inform the practices of departments, and focusing on how those assumptions might help or hinder particular areas of scholarship.

The Harvard Foundation for Intercultural and Race Relations

Director: Center Director and Assistant Director of the Center

Reporting Line: The Director reports to the Dean of the College; the Assistant Director reports to the Office of Student Life

Key Responsibilities: portraiture project, intercultural understanding intern program, race-relations advisers/tutors in the houses, and large campus/community events such as Cultural Rhythms, the Science Conference, the Humanitarian Award, and the Aloian Awards.

The Foundation was established in 1981 in order to “improve relations among racial and ethnic groups within the University and to enhance the quality of our common life.” The Foundation grew out of a faculty/student committee commissioned by President Derek Bok and chaired by the late Reverend Peter Gomes to identify ways the University might improve racial understanding and relations in Harvard’s increasingly diverse community. Out of fear of isolating minority students, the committee’s report (the Gomes Report) advised against independent cultural centers and theme-based houses or spaces based on racial/ethnic identities. Thus, Harvard established the

Foundation as an agency to serve the needs of minority students while, according to Foundation documents, “integrating them into the College and University as a whole.”

Most Foundation programming takes place in the houses. The Harvard Foundation has emerged as an umbrella organization for cultural organizations and affinity groups on campus. Its Student Advisory Committee (SAC) includes up to eighty representatives from racial/ethnic affinity groups on campus. The SAC distributes \$25,000 from the Harvard Foundation student grants program to subsidize student-initiated programs and student organizations. In 2005, the House race relations tutors were brought under the purview of the Harvard Foundation. Harvard College Dean Benedict Gross concluded after a review of the system that the race relations tutors were not well organized or effective under the direction of the housemasters. The Foundation also organizes the annual race relations tutor orientation sessions.

The Working Group lacked the time and resources to review the effectiveness of the Harvard Foundation. Some members raised concerns about the theoretical framework informing the Harvard Foundation’s founding and continuing mission, based on more recent research arguing that the umbrella model insufficiently acknowledges the particular experiences faced by minoritized students across potentially shifting categories of identity. That is, the theoretical framework undergirding the Gomes Report was based on three assumptions: a) contact among diverse groups equally benefits members of both majority and minoritized groups; b) group-specific spaces isolate minority students; and c) the integrative model of diversity disrupts homogeneous communities and supports full inclusion of minoritized students. In the view of the Working Group, most (though not all) recent social scientific research shows each of these assumptions to be flawed.

First, it is true that an increased number of minorities benefits the numerical majority, as it increases the likelihood of intergroup contact among the latter. Yet it also benefits numerical minorities by providing underrepresented communities a critical mass for intragroup support. With regard to the benefits of contact: research shows that the effects of stereotype threat and other negative characterizations are reduced when those who are negatively stereotyped in a given context have the chance to gather together. Peer advising from women in the STEM fields, for instance, can reduce the negative associations that may lead women to disengage from certain concentrations. Similarly, when Latinx students hear alternative narratives of success from other Latinxes, the cultural cues that narrowly define success on campus (e.g., having no Latinx professors on the faculty, seeing images only of white men in the departmental building, the absence of curricular materials that speak to the histories and experiences of Latinxes) are mitigated.

With regard to concerns about further isolation of minority students versus the benefits of disrupting homogeneous groups of majority students: the assumption that culturally specific spaces or affinity-themed housing will isolate minoritized students is a fallacy of false equivalence, because it suggests that these students are able to exercise the same freedoms (including freedom of association) in the larger society as do members of the majority. This is not the case. Providing a safe space for women to come together within a larger context where their humanity is measured against a masculinist standard is not gender discrimination akin to that exercised by an all-male finals club. To the contrary, it can enable women to deal with intellectual, emotional, and social challenges.

Moreover, it is easier for members of a majority to remain siloed within homogeneous communities than it is for members of a minority. The latter inevitably associate with members of the dominant group due to the demographic composition of the campus. For instance, white students can complete their coursework at Harvard without ever having a Latinx, Native American, or African American professor, TF, coach, housemaster, resident dean, entryway proctor, tutor, or academic adviser. This is not true for Latinx, Native American, or African American students who, to the contrary, must seek out opportunities for engagement with representatives of their own racial/ethnic group. Thus, members of small groups must carry the burden of diversity at all times, while members of more privileged groups must search out courses, faculty members, and mentors from minoritized groups. In short, the umbrella model of integration, as implemented at Harvard, treats minoritized and majority students in unequal ways despite its best intentions.

The problematic assumptions of the umbrella model have led to unintended consequences. Harvard College was not able to effectively integrate diversity programming into the Harvard House structure as recommended by the Gomes Report. As a result, full responsibility was returned to the Harvard Foundation. An office with little more than two full-time staff members and a current programming budget of \$25,000 was responsible, at least in theory, for all cultural programs, concerns, and educational initiatives of Harvard College's non-white student population.

Other Positions

Position: Assistant Dean of Diversity Relations and Communication

Reporting Line: VP of Administration (FAS) and dotted line to Office of the Assistant to the President for Institutional Diversity and Equity

Key Responsibilities: supports all communication efforts for the Harvard Foundation; tasked with creating a coherent picture of diversity for all affiliated groups and organizations.

Position: Assistant Dean of Student Life for Equity, Diversity, and Inclusion

Reporting Line: Office of Student Life

Key Responsibilities: responsible for campus initiatives regarding gender, sexuality, and diversity issues; oversees the Harvard College Women's Center, Office of BGLTQ Student Life, Undocumented Students Working Group, First Generation College Students Working Group, Racial Harassment Hearing Officer for the College.

There are two other positions of note: the Assistant Dean of Diversity Relations and Communication and the Assistant Dean of Student Life for Equity, Diversity, and Inclusion. FAS Dean Michael Smith created the position of Assistant Dean of Diversity Relations and Communication in 2008. This person is a member of the FAS Advisory Committee on Diversity and is tasked with creating a coherent picture of all diversity efforts and initiatives at the College, which include those under the Harvard Foundation, Office of Student Life, and the Office of the Assistant to the President for Institutional Diversity and Equity.

The Office of Student Life created the Assistant Dean of Student Life for Equity, Diversity, and Inclusion in Fall 2014. Though having the support of the Office of Student Life, this assistant dean has oversight of two centers (Women's Center and Office of BGLTQ Student Life) that appear to be larger than the actual office of the assistant dean in terms of staff and resources.

Summary of Recommendations

The Working Group on Diversity and Inclusion would like to begin this section by thanking University officials for actions already taken based on interim recommendations made during 2014–15. The Office of Student Life published the Working Group's listing of courses related to equity, diversity, and inclusion. The Office of the Dean of the College funded a pilot program to keep two dining halls open through spring break. The latter initiative offsets the food costs incurred by students who, for a range of reasons, do not leave campus for the week. (It also, serendipitously, gave Working Group members an additional, informal point of contact with members of the student body with whom our work was concerned, i.e., international students and/or students lacking the financial resources to travel.) The Office of Financial Aid issued

new guidelines concerning SEF tickets, protecting students' anonymity by forbidding ticket lines marked as "SEF."⁷

The Working Group would also like to reaffirm our charge and connect it to similar efforts taking place throughout the University to change the institution's culture. Such efforts include the University Task Force on the Prevention of Sexual Assault and the Working Group on First Generation Students, both of which are addressing challenges of distinct populations and affirming their inherent dignity and value to the University.

We offer two types of recommendations. First, we make recommendations for immediate action addressing three aspects of the College: student life, teaching and learning, and administrative structures. These targeted interventions can support the College's mission and enhance its culture. Second, the Working Group has identified questions and areas of concern that exceed our charge and capacity. We are persuaded that creating a healthy, diverse environment requires the coordinated effort of all departments, schools, administrative offices, and allies across the University. We categorize the long-term interventions we recommend to bring about such a coordinated effort with the same rubrics that we use for our immediate recommendations, although action on the former will require large amounts of time, research, and resources. We urge the constitution of a new committee charged by the Office of the President and engaged over more than one academic year.

Recommendations for Immediate Action

Student Life

Harvard College has a responsibility to promote a shared vocabulary among students around identity and difference, and to shift the optics of the campus from one that privileges particular histories and cultures to one that celebrates the diversity of the student body. Tutors, proctors, and students alike have requested communication across lines of difference aimed at empathy, as well as guidance on how to create a framework for debate and shared vocabulary.

What is more, the ambience of physical spaces transmits cultural cues that influence the participation of underrepresented groups on college campuses. Physical environments serve as signifiers communicating who does or does not belong. Recent research reveals, however, that changing objects in a classroom such, as images on

⁷Nevertheless, controversy occurred over separate lines at the quad formal in May 2015. This tells us that the Office of Financial Aid, Office of Student Life, and Harvard Box Office must remain diligent to ensure that all campus entities are aware of and adhere to this new policy.

the walls, from those that are conventionally associated with the dominant group to objects that minoritized subjects can better relate to is enough to boost participation by the latter. (Cheryan 2009)⁸ The University has made strides in this area in recent years. The portraiture project of the Harvard Foundation for Intercultural and Race Relations comes to mind. This is important work. The Working Group believes that the College must further diversify and update the styles, periods, and mediums of its publically displayed artwork to better reflect the diversity of the campus community.

The Working Group recommends that the College take on the following tasks:

1. Request that each house and freshman dean design and implement a cohesive series of co-curricular activities that address the challenges and benefits associated with learning and living in a diverse residential community. The plan should include primary coordinators, strategies for sustainability, and evaluation. Programming should be based on a collective commitment and use a variety of approaches. It might include not just term-time activities but also special winter session or spring break excursions, retreats, or conferences that could offer more intense and/or more experiential opportunities for learning and personal transformation.
2. Establish the “Alain L. Locke ’07 AB, ’17 PhD Committee on the Arts” to commemorate the centennial anniversary of Locke earning his PhD at Harvard in 1917. The Committee should be tasked with reviewing the art and décor of common spaces and classrooms at the College, and developing recommendations and implementation proposals for common space design and redesign, to create a physical environment in which all members of the community can feel they belong and secure Harvard’s role as a leading curator of significant artistic achievements in a wide array of traditions. This committee would collaborate with departments to ensure that they make efforts to make their principal learning spaces feel inclusive, especially for groups that have historically been discouraged from, or underrepresented in, their disciplines. In collaboration with the Harvard Art Museums, this committee would also commission and curate art exhibitions, installations, and performances that

⁸Research reveals not only that changing the objects in a classroom to ones to which minoritized students can better relate improves the participation of minority students but also that this has no negative impact on the dominant group. For example, non-computer science-related images on the walls helped women to feel safer and promoted their participation in an otherwise underrepresented field. Yet the change in artwork had no impact on male participation. By simply creating what authors describe as “ambient belonging” for underrepresented groups, they are able to diversify the space without losing any original participants. This is a low cost, win-win recommendation.

cultivate a more inclusive atmosphere. Finally, the Working Group can imagine this committee working with the student population to:

- a. encourage judged “art challenges,” modeled on the iLab competitions, to encourage Harvard students and alumni to engage with diversity through artistic creation, with projects exhibited in common spaces in the College;
 - b. fund collaborative art projects and initiatives between student groups that have diversity and inclusion as a central theme, with an eye toward house renewal and other campus renovation efforts.
3. Design cultural competency training for all College student-facing staff—including personnel in the Office of Student Life, OCS, FDO, Ad Board, Honor Council, etc.—through a collaborative process with students, faculty and teaching staff, and administrative staff.
 4. Address unnecessary markers of social distinction to uphold the dignity of all students. Doing away with special SEF lines is a critical first step, and one that the College must enforce vigorously. Next steps must include reforms to dorm crew. The Working Group recommends that students during the academic year be penalized if bathroom cleanliness drops below a reasonable threshold. This threshold should be established in consultation with Facilities Maintenance Operations and building managers. This will allow students who work dorm crew to have a right of extreme refusal in extreme conditions, which they can document with photos from their cellphones. We also recommend that students who serve on pre-orientation or post-graduation dorm crew be provided with meals or a daily per diem distributed in advance.

Teaching and Learning

Harvard College desires that all students have equal access to and opportunity to succeed in all concentrations. The Working Group understands that departmental practices both inform students’ choices and reinforce cultures that can contribute to homogeneous pipelines within select fields. These sorts of cultures limit the number of mentors and sponsors to whom underrepresented students may feel comfortable relating, curtail departmental courses whose primary subject matter critically addresses the categories of difference and power, and reduce the prospect of students engaging with themes of human identity and diversity in the classroom.

What is more, according to our findings, five FAS departments or programs offer the bulk of all courses addressing diversity and difference.⁹ The majority of the departments/programs emphasizing diversity are in the social sciences, with the humanities and sciences much less well represented. And when measured against the number of courses being offered in FAS (roughly 5,500), the list of 217 courses that, according to our estimate, critically engage with issues of identity and difference is somewhat lean. The Working Group believes that Harvard's commitment to a broad-based liberal arts education would be better served by having a more robust curriculum in this area through increased attention to diversity and difference in the humanities and science departments. The Working Group suggests that the College:

1. Task directors of undergraduate studies in every department with developing pathways through the concentrations that would be attainable for all students, regardless of background. The Working Group understands that high-achieving students from Level 3 or 4 high schools may not have had the same course options available to them as a middling student from an elite prep school. This should not preclude students from Level 3 or 4 schools being able to concentrate in a particular field. Every concentration should have clearly articulated pathways through the major from the most introductory-level course.
2. Encourage all departments to undertake programs designed to promote a more diverse group of concentrators within their departments. In the absence of a comprehensive strategic plan, there are many things departments can do—e.g., create mentoring programs, enhance website materials that share success stories of underrepresented minorities, and provide resources for underrepresented students to attend/participate in events sponsored by organizations such as the National Society of Black Physicists or Society of Women Engineers, to enable these students to expand their networks.
3. Create a system for flagging existing courses dealing with diversity in the new online search system for course selection, so that students can easily find them. Other Ivy League institutions, such as Yale and Brown, use an online course search system that allows students to select a “diverse perspectives” tab that automatically generates a list of courses that fit this category. The 217 courses identified by the Working Group would be a good starting point. The College should create a plan for integrating newly developed courses into the online course selection system.

⁹ The departments/programs are African and African American Studies, Anthropology, General Education, Sociology, and Studies of Women, Gender, and Sexuality.

4. Request that the General Education Committee develop strategies for strengthening its offerings in areas explicitly addressing diversity. Measures may include actively recruiting faculty to teach courses in particular areas of diversity that are not currently covered and inspiring faculty to develop new courses or enhance existing courses by providing institutional support; e.g., coordinating with the Bok Center to offer research-based resources and faculty programs on effective pedagogical strategies to address issues of diversity.

Administrative Structures

Each year the entering freshman class of Harvard College is more racially, ethnically, and socioeconomically diverse than the year before. This is a positive development of which the University should be proud. Harvard's administration, faculty, and staff, however, continue to lag behind in terms of diversity. This lack of diversity frustrates Harvard's efforts to foster a campus environment that diminishes cultural and structural cues of exclusion, minimizes stereotype threats, and provides students from varying backgrounds equal opportunities to succeed in concentrations throughout the arts and sciences. The composition of Harvard's administration, faculty, and staff must reflect the positive strides toward diversity made with the student body in recent years. Thus, the Working Group recommends the College pursue the following immediate actions:

1. Seek to diversify the Ad Board and the new Honor Council, with an eye to ensuring that the people who assess and, in some instances, discipline our students come from backgrounds that, as much as possible, are as diverse as those of the students themselves. There is a reasonable concern that, for instance, without faculty of color or faculty who were first generation students themselves on these bodies, we may be missing crucial sets of experiences and kinds of knowledge that could lead to fairer judgments and penalties. We understand that, in order for Harvard College to achieve fairer representation for the student body, underrepresented members of the faculty may have to be provided with incentives to assume yet another role. Yet the Working Group is confident that immediate action along these lines is necessary and just.
2. Task Counseling and Mental Health Services with developing and implementing a strategic outreach plan for historically underserved populations. As noted above, the most effective mental health outreach plans make clinical support available to students throughout the campus and address particular cultural needs and associated stigmas of targeted groups. Attitudes toward behavioral health care vary among Asian American, African American, Latinx, and veteran

students, as well as among certain communities of faith. We want to help students who identify within or between any underserved populations to have access to appropriate interventions in the most useful settings.

3. Create a University-wide committee charged with studying questions that could lead to more long-term recommendations. We will explain this recommendation in more detail below.

Recommendations for Long-Term Interventions

Student Life

With regard to student life, house life and support for affinity-based student groups are vital areas for further consideration. The Working Group believes that perceived inequities among the houses, both real and imagined, must be examined and addressed. Any perceptions of inequality and lack of accountability compromise the credibility of the house system. The campus witnessed the result of failed transparency toward the end of the 2014–15 academic year, as students levied charges of discrimination against Dunster House.¹⁰ We strongly believe that such charges brought by students are unfortunate for all parties involved. The lack of clear policies, structures of accountability, and consistency across houses puts everyone at risk and erodes trust.

The Working Group wants the university to consider increased ways to support affinity-based student groups on campus, including but not limited to the Harvard-Radcliffe Asian American Association, Harvard-Radcliffe Raza, Harvard Black Student Association, and Harvard Islamic Society. These are critical sites of peer-to-peer mentoring, academic advising, and spiritual support that often take place informally and with minimal institutional support. Our review of peer institutions reveals that more than dedicated physical space, dedicated staff presence is what enables such student groups to flourish. Whether an assistant dean or center director, dedicated staff members improve the quality and consistency of events, help to institutionalize otherwise informal mentoring and advising, and serve as a human point of contact (if not sponsor) for students trying to navigate the byzantine structures of University life.

¹⁰ Unfortunately, the perception of homophobia in Dunster House extends back over a decade and is documented in opinion pieces published in the *Harvard Crimson*. (2004). Dunster's Troublesome Closet. The new BGLTS tutors will likely perform a useful service, but much work remains, *Harvard Crimson*. Levingston, I. B. (2015). Dunster Students Push for Tutor's Return, *Harvard Crimson*.

Many of the questions that must be asked about the administrative structure of Harvard's diversity initiatives relate to our concerns about student life. With specific respect to house life and student groups, the Working Group desires to know:

- In what ways might we promote greater consistency in standards and their implementation among the houses when it comes to diversity-related matters?
- What role can the houses and freshman deans play in fostering more diverse and inclusive environments?
- What resources might housemasters find valuable in their efforts to recruit, appoint, and retain a more diverse pool of resident scholars and tutors?
- What are current best practices of campus centers such as the Office of BLGTQ Life, Office of the Chaplaincy, or Freshmen Yard Deans that the University might build upon to increase office visibility and address the needs of minoritized students?
- What is the current state of faculty advising for student groups? What incentives are necessary to ensure appropriate training, support, and, most importantly, positive recognition of junior faculty members engaged with student life during their promotion reviews?

Teaching and Learning

Students desire a faculty as diverse and varied in its interests as is the student body. As stated in our findings, the University has made great strides toward diversifying the faculty and improving the faculty climate overall. The Working Group applauds these efforts. The Working Group is not clear, however, on whether any office assesses institutional cultures and/or reviews specific departmental practices that may frustrate the recruitment and retention of underrepresented faculty. A close review of departmental practices would interrogate basic assumptions as to the ways particular disciplines and fields are defined at Harvard University. The Working Group recommends that the University invest in creating sensitive survey instruments that can obtain answers to the following questions from the various schools and departments:

- What approaches to the discipline/field does your school or department currently privilege? What are the theoretical, thematic, geographic, or other categories of intellectual approaches that preclude a wide range of participants from engaging in particular areas of inquiry at Harvard?
- How does diversity fit into the intellectual development of the field?
- How do departments and programs decide on and evaluate their standards for "excellence"?

- How do departments establish intellectual “canons” and/or what constitutes survey/introductory material?
- How can the review of General Education reinforce principles of equity, diversity, and inclusion? What are the mechanisms for enforcing this in the curriculum?
- What are the formal and informal sites of networking, advising, mentoring, and sponsorship within the department?
- What are departments and schools across Harvard doing to ensure that all faculty members continue to receive training in pedagogical approaches that speak to an increasingly diverse demographic at Harvard, and that they are cognizant of, and can offset, explicit and implicit biases and micro-aggressions occurring inside and outside the classroom?
- What are the types of bridge, supplemental, advising, pre-orientation, and/or summer programs that might enable students to navigate particular concentrations and foster pathways for success?
- How does the Graduate School of Arts and Sciences understand its role in shaping the culture of teaching and learning at Harvard?

Administrative Structures

Successful diversity initiatives require a strategic plan of action and a coherent institutional structure that allows for systems of accountability and assessment. Evidence from both the academic and business spheres points to these truths. A good strategic plan recognizes that all departments, schools, and allied institutions operate according to different logics and metrics, and thus empowers each to develop an individualized plan for diversity. A coherent system of integrated offices committed to diversity efforts ensures that the institution is working toward a common vision with a shared institutional vocabulary. There has to be an identifiable structure of governance to hold all parties accountable to their respective strategic plans, and to assess the value or viability of past initiatives.

Based on our findings, the Working Group believes that it is in Harvard’s best interests to recommit itself to streamlining its current structure into a much tighter and integrated set of offices with a greater level of collaboration. This will enable Harvard University to better fulfill its mission and commitment to excellence through diversity. The presence of so many offices and programs that work for the cause of diversity and inclusion, but appear to engage in minimal collaboration, seems both inefficient and ineffective. We suspect that many of these offices and/or positions were created as sincere responses to specific problems. Yet the current decentralized nature of these offices, coupled with an initial conceptual intent that may now be out of sync with shifting demographic and cultural realities, exacerbates fault lines that further threaten

those who are now the most vulnerable on campus: first generation students, students from Level 3 and 4 high schools, and undocumented immigrants. Similarly, diversity initiatives are harder to implement in the absence of robust communication among offices with common purposes. The Working Group is confident that a more tightly organized scheme would better serve many constituencies.

Therefore, the Working Group believes that the University must explore such questions as:

- Is there a common vision for diversity and inclusion across the University? How do varying constituencies across the University define diversity?
- What primary office(s) should have oversight of diversity initiatives?
- Is there consistency across the University with regard to office(s) and positions tasked with promoting diverse cultures of inclusion? Further research needs to determine what each office contributes to the overall mission of diversity and inclusion. What are their specific roles and responsibilities?
- Are there common guidelines and principles that exceed federal compliance but to which all affiliates of the University must adhere? What assessment mechanisms are in place to measure effectiveness? How does the current administrative structure facilitate reassessment?
- What systems/metrics are in place to evaluate structural change? Are sunset provisions in place for offices/programs that have either fulfilled or failed to meet their intended goals?

Conclusion

The Working Group on Diversity and Inclusion offers these findings, recommendations for immediate action, and recommendations for long-term interventions in hopes for a more diverse and inclusive future for Harvard. The care, respect and thoughtfulness demonstrated by members of the Harvard community inspire us. And we are confident that Harvard has the resources, capacity, and talent to be an innovative world leader in this area. We therefore offer this report as an ethical challenge and impetus for institutional action. In this critical moment, Harvard must commit and recommit itself to the practices that best reflect our institutional mission and ideals.

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Selected Topics in Casework and Diversity

Asian American and Black Populations: Implications for Admissions

United States District Court District of Massachusetts	
DX 19	
Case No.	1:14-cv-14176 (ADB)
Date Entered	
By	Deputy Clerk

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DX019.0001

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Agenda

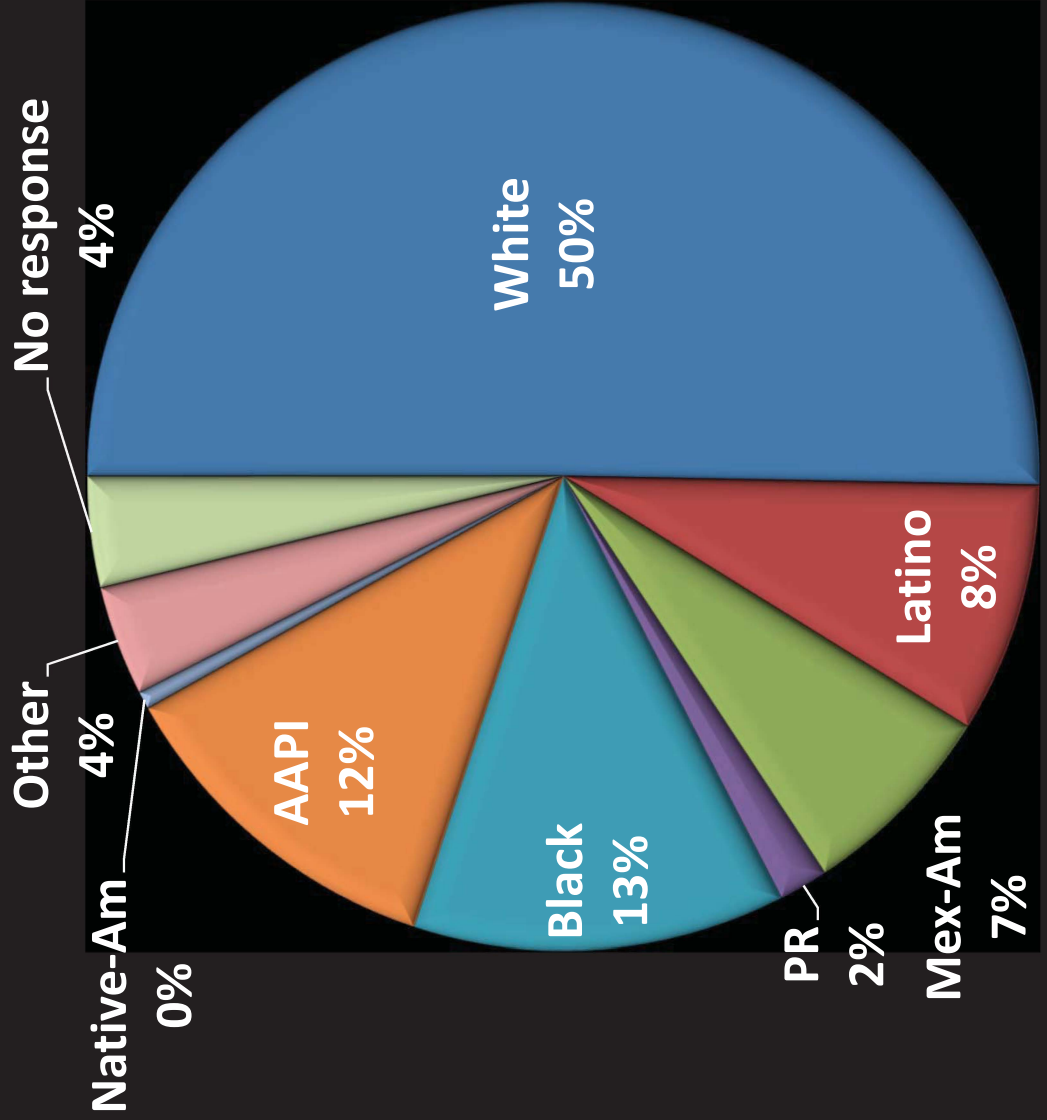
- SAT Performance Data & Demographics
 - Updated information
- Asian Americans
 - Context & Considerations
- Black in America
 - Discrimination & Impact

Purpose

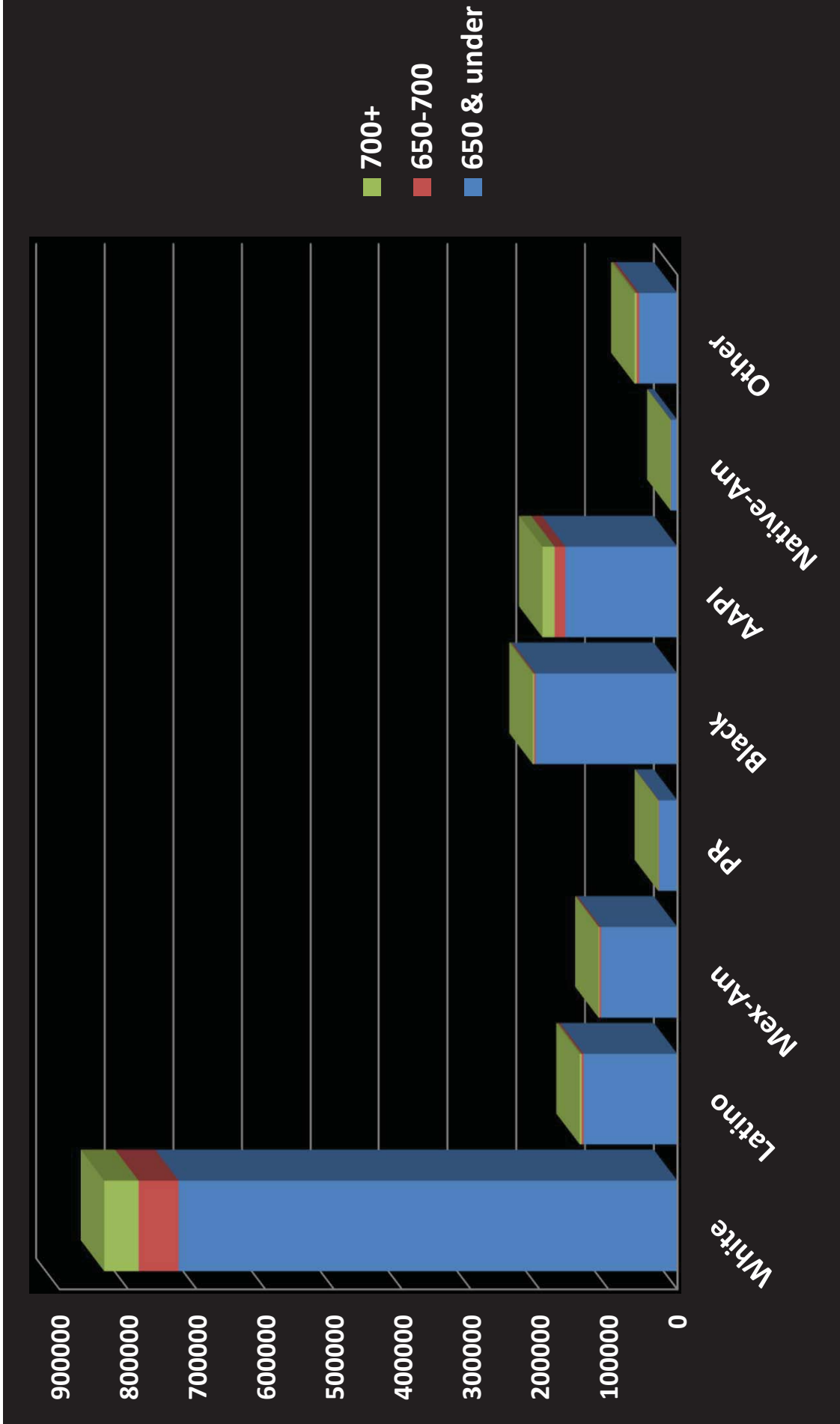
- Provide statistics & data to give context to the demographics & experiences of the students we may see in our pool

SAT Performance Data

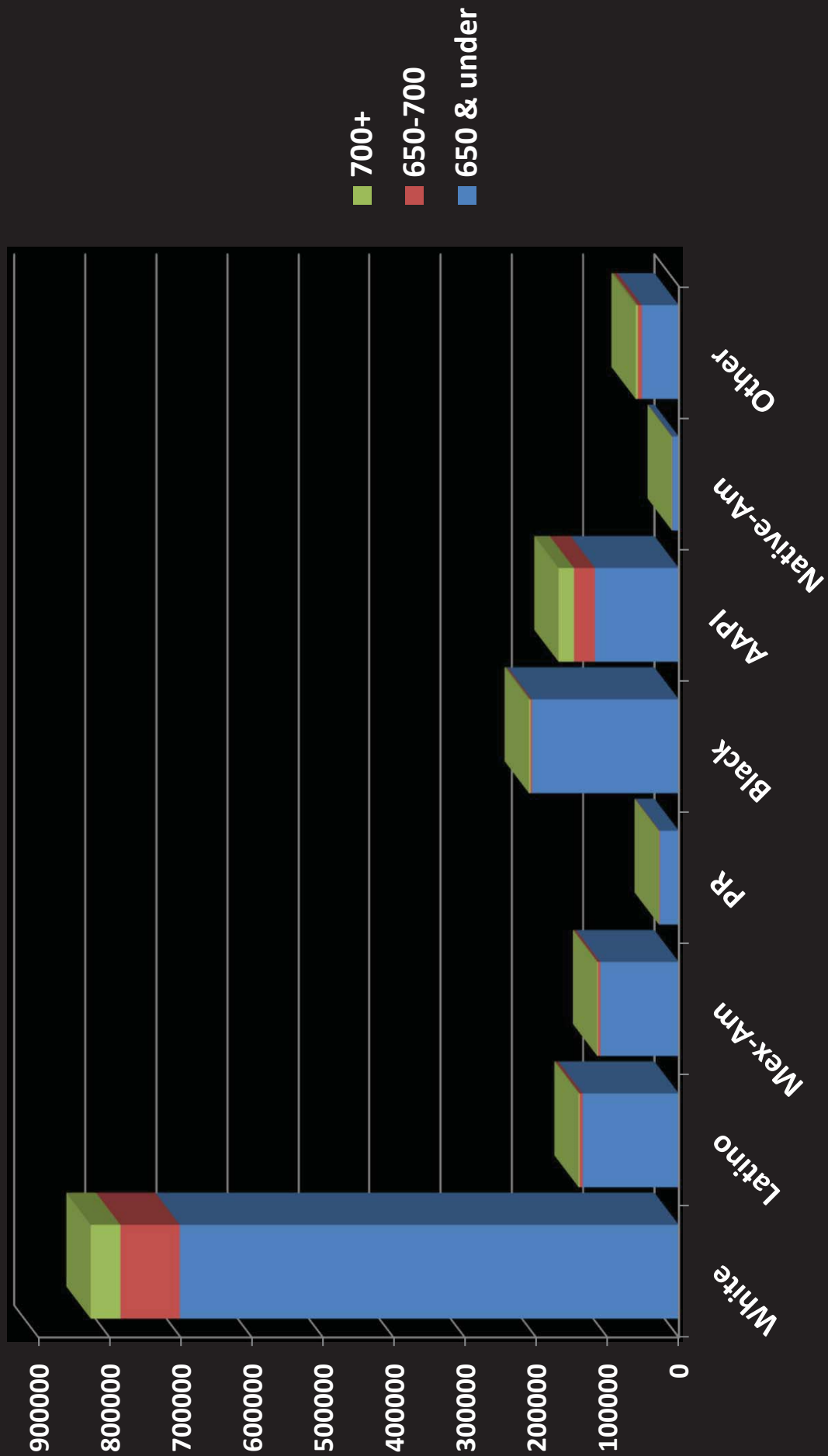
SAT Test-Takers: Demographics



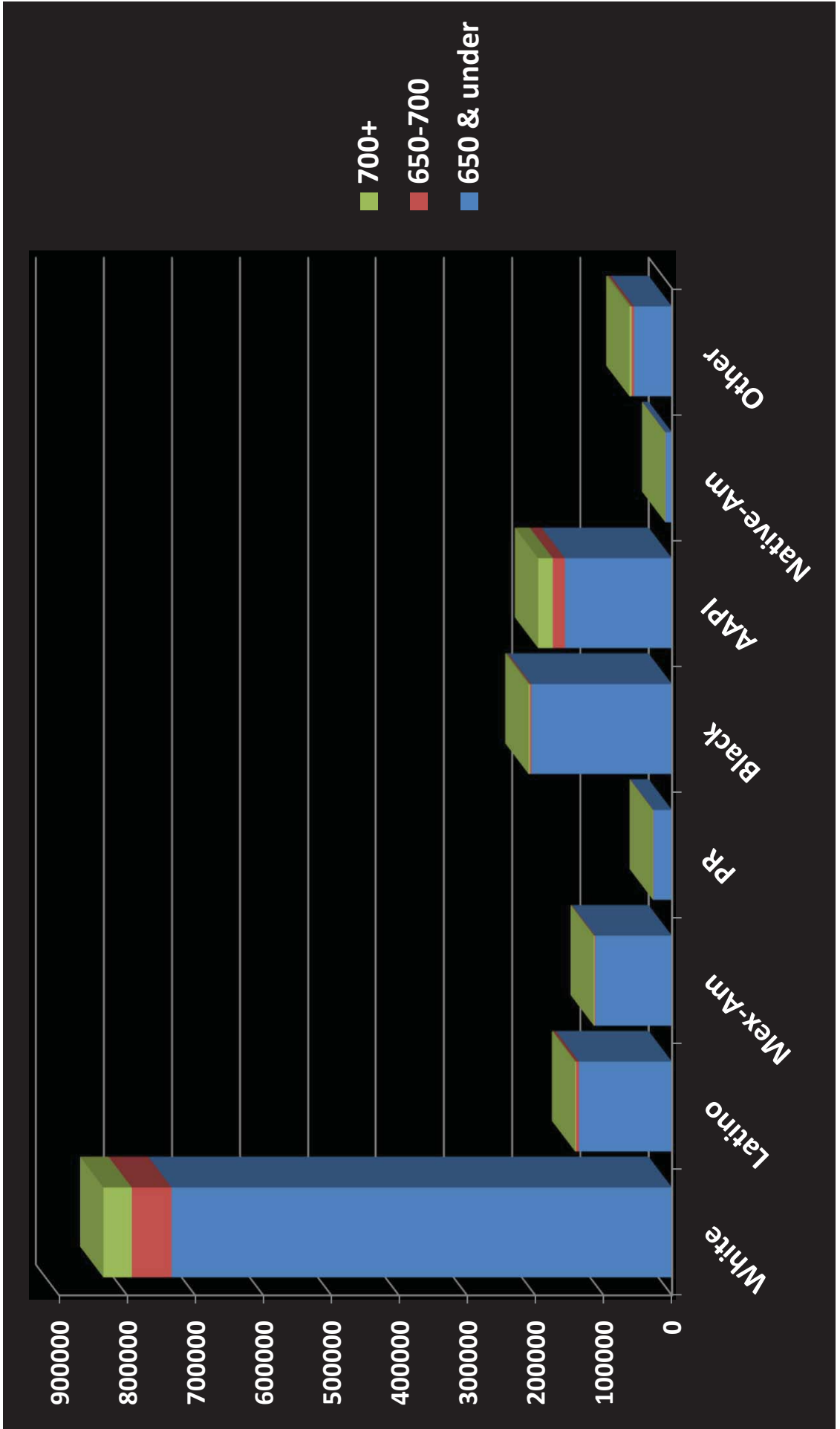
Distributions: Critical Reading



Distributions: Math



Distributions: Writing



Approx. # of students scoring above 650

	White	Latino	Mex-Am	PR	Black	AAPI	Native-Am
Critical Reading	108,541	5,675	3,435	1,115	4,203	33,325	589
Math	133,589	7,094	4,580	1,115	4,203	78,412	785
Writing	100,191	5,675	2,290	836	4,203	39,206	490

Approx. # of students scoring above 700

	White	Latino	Mex-Am	PR	Black	AAPI	Native-Am
Critical Reading	50,096	2,838	1,145	557	2,101	17,643	294
Math	50,096	2,838	1,145	278	2,101	49,008	294
Writing	41,746	1,418	1,145	278	2,101	21,563	196

JA1612

Asian Americans

Demographics, Identities & Socioeconomic Characteristics

JA1613

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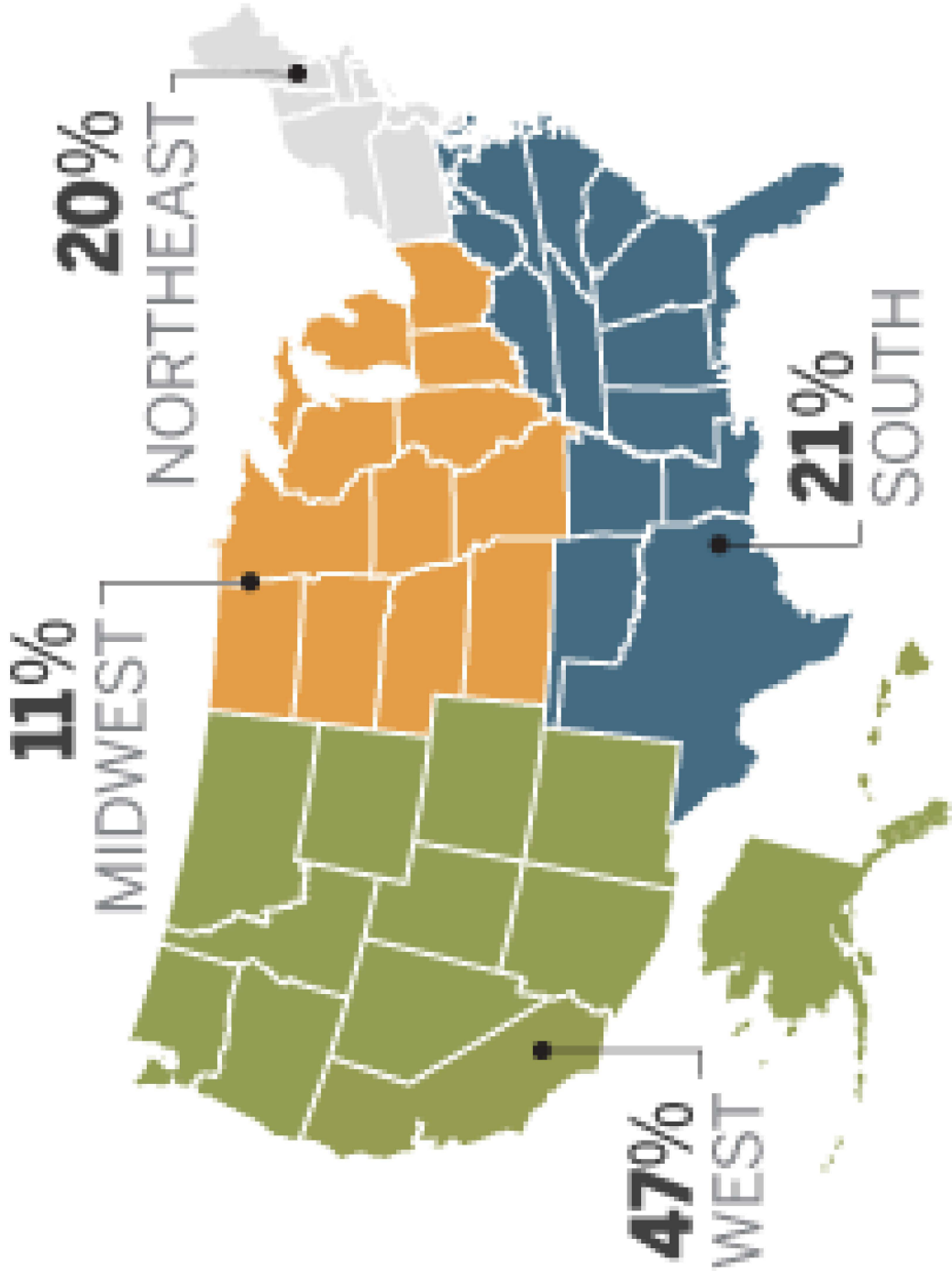
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Asian-American Population- 2011

18,205,898

5.8% of the total U.S. population

Geographic Distribution



Population Growth

**Fastest growing population
in the United States**

Grew by 45.6% from 2000 to 2010

JA1616

Immigrant populations

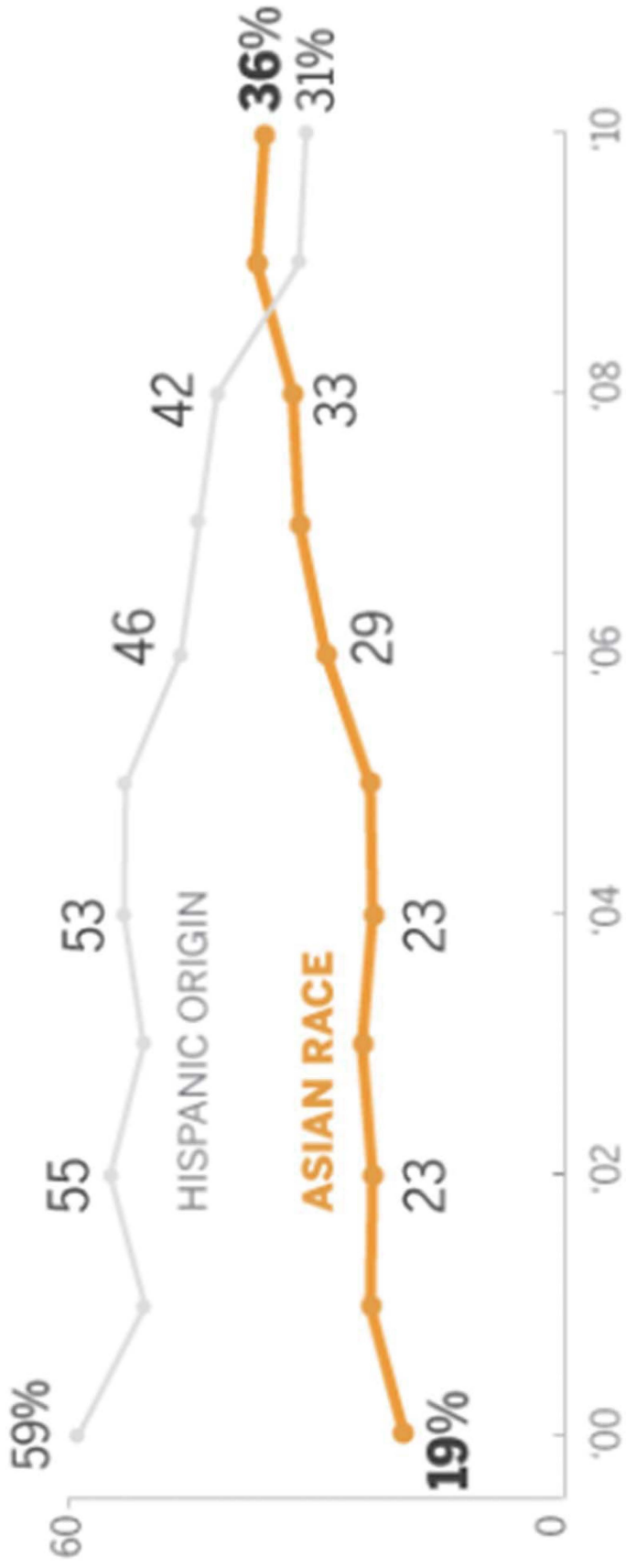
Foreign born immigrants make up about **13%** of the U.S. population

Asians now comprise the **largest** portion of immigrants at **36%**

Immigrant populations

Meet the New Immigrants: Asians Overtake Hispanics

Percent of immigrants, by year of arrival, 2000-2010

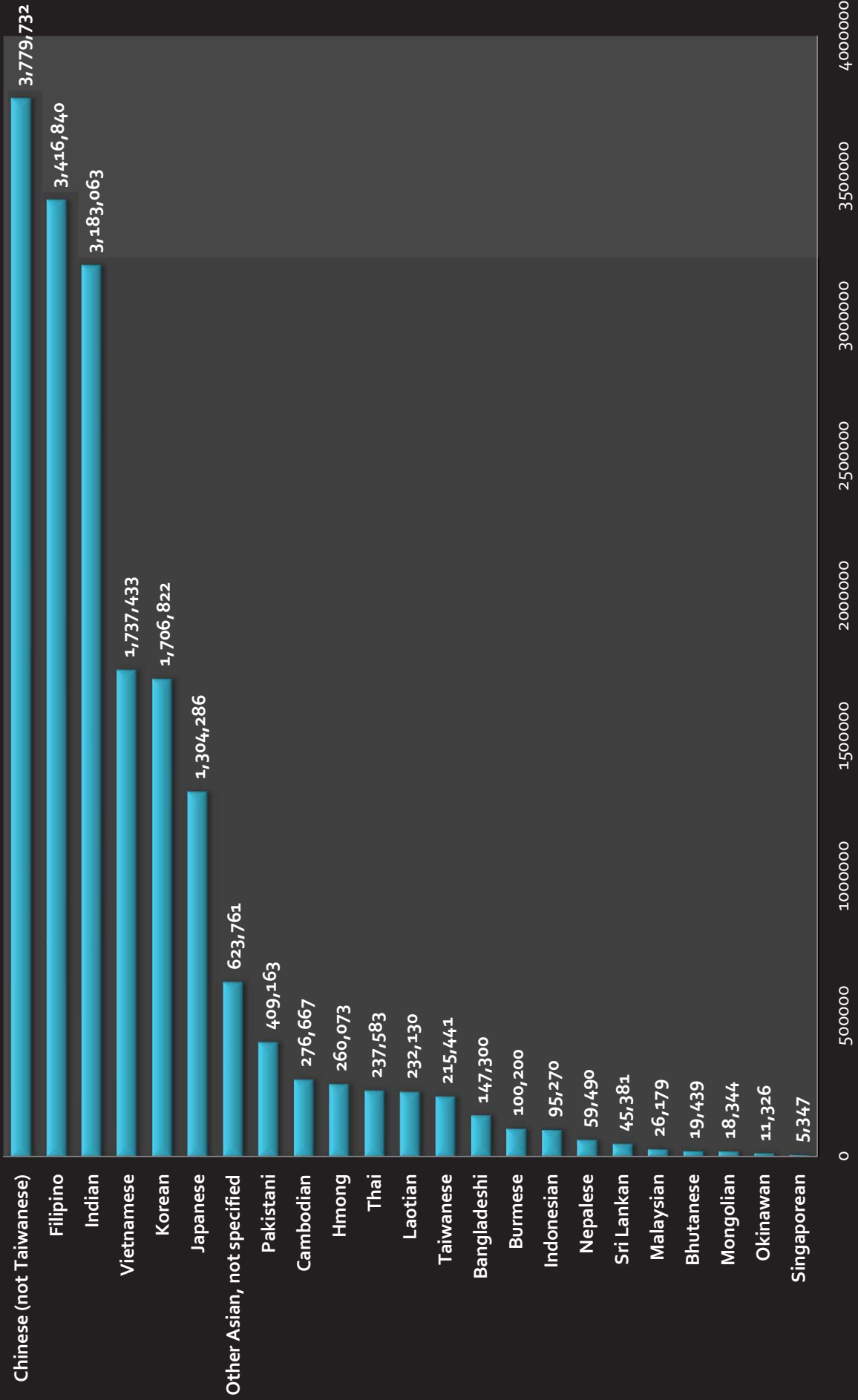


Immigrant populations

**Immigration is now the largest driver
for Asian population growth**

**74% of Asian American adults
are foreign born**

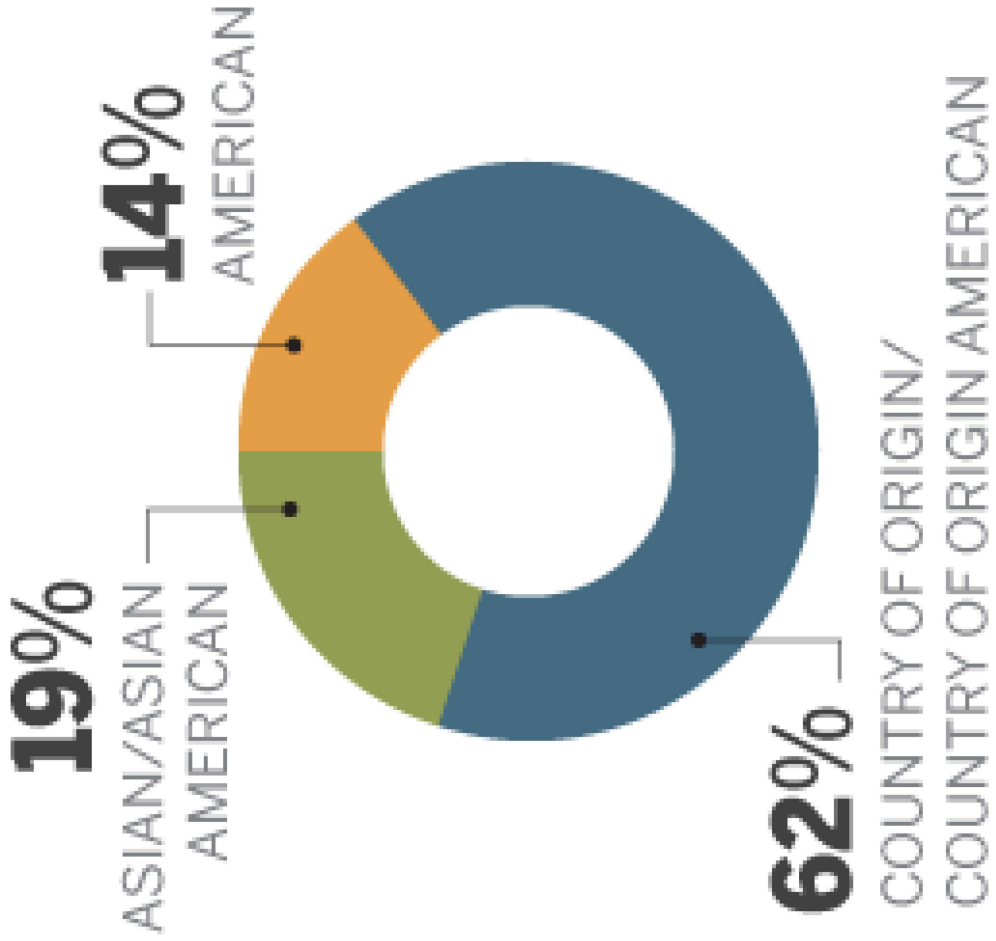
Who are Asian Americans?



Problems with Aggregated Data

- Huge differences between sub-groups
 - Cultural identity
 - Socioeconomic characteristics

Asian American Identity



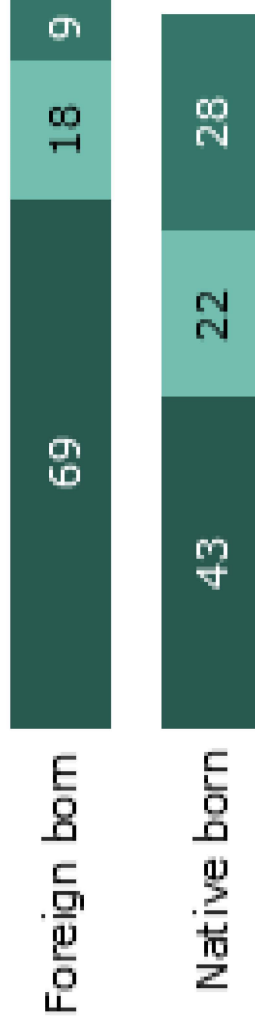
Asian American Identity

“Asian-American” Label Doesn’t Stick

% saying they most often describe themselves as ...

- Country of origin/COO American
- Asian/Asian American
- American

Among U.S. Asians who are ...

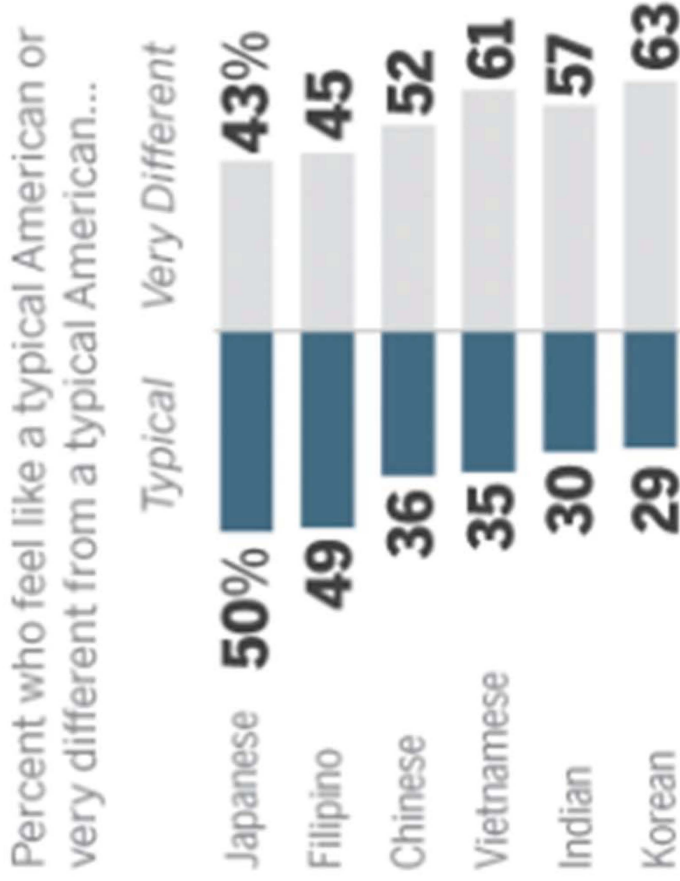


Asian American Identity

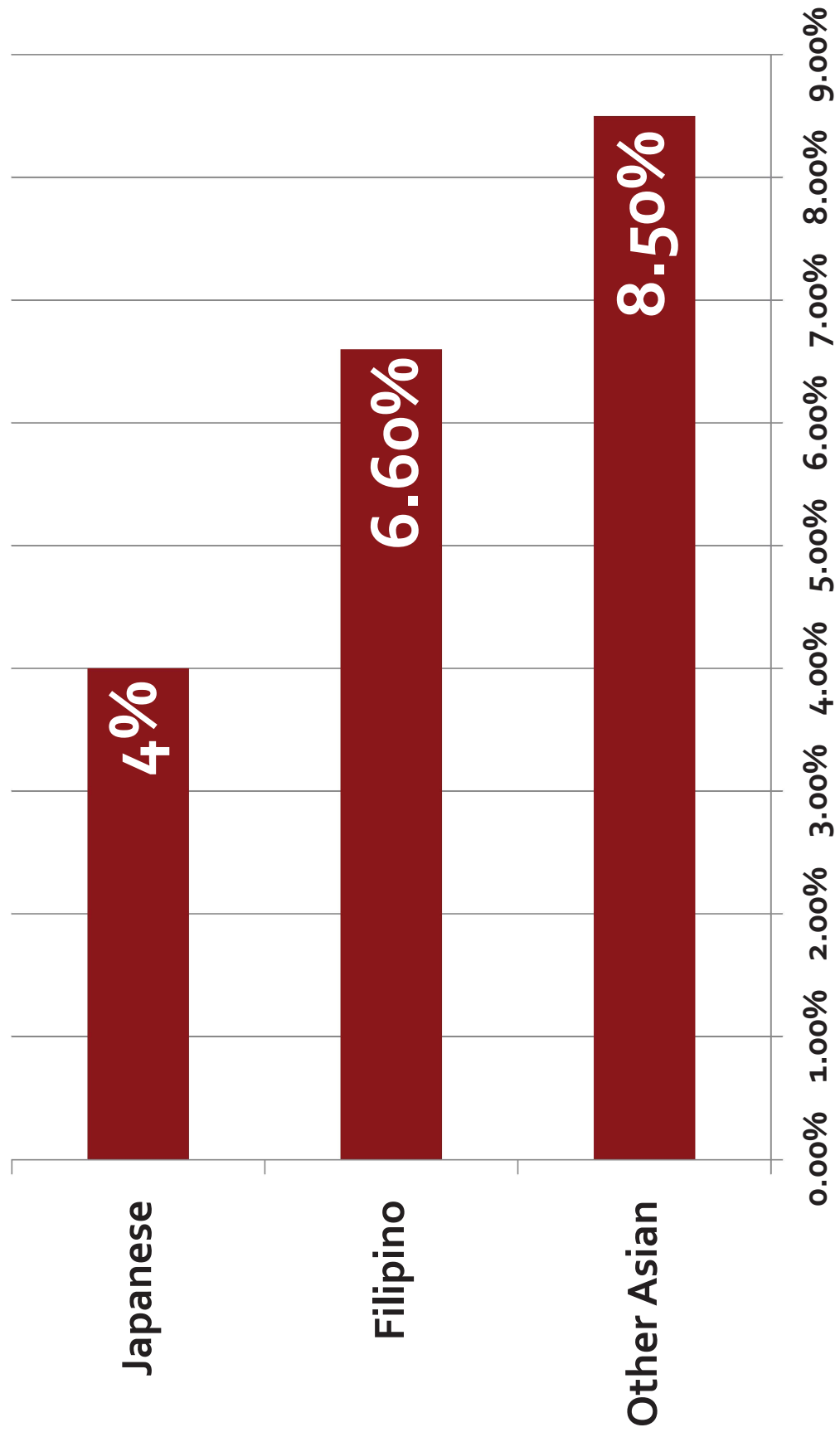
Are You a Typical American?

530%

SAY NO, THEY ARE VERY DIFFERENT. 39% SAY THEY SEE THEMSELVES AS TYPICAL AMERICANS.



Unemployment Rates-Variability



High School Completion Rates- Variability

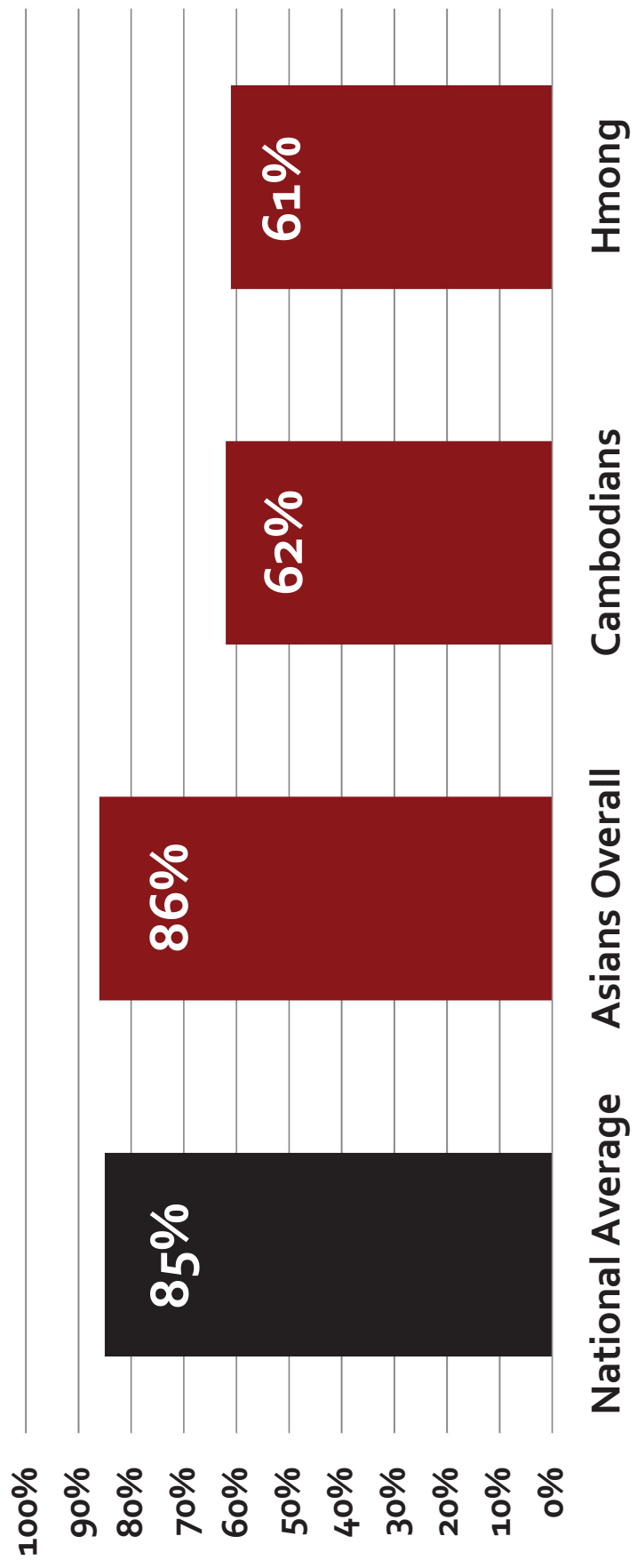


Figure 2: Educational Attainment for Asian American Sub-Groups, 2008-2010

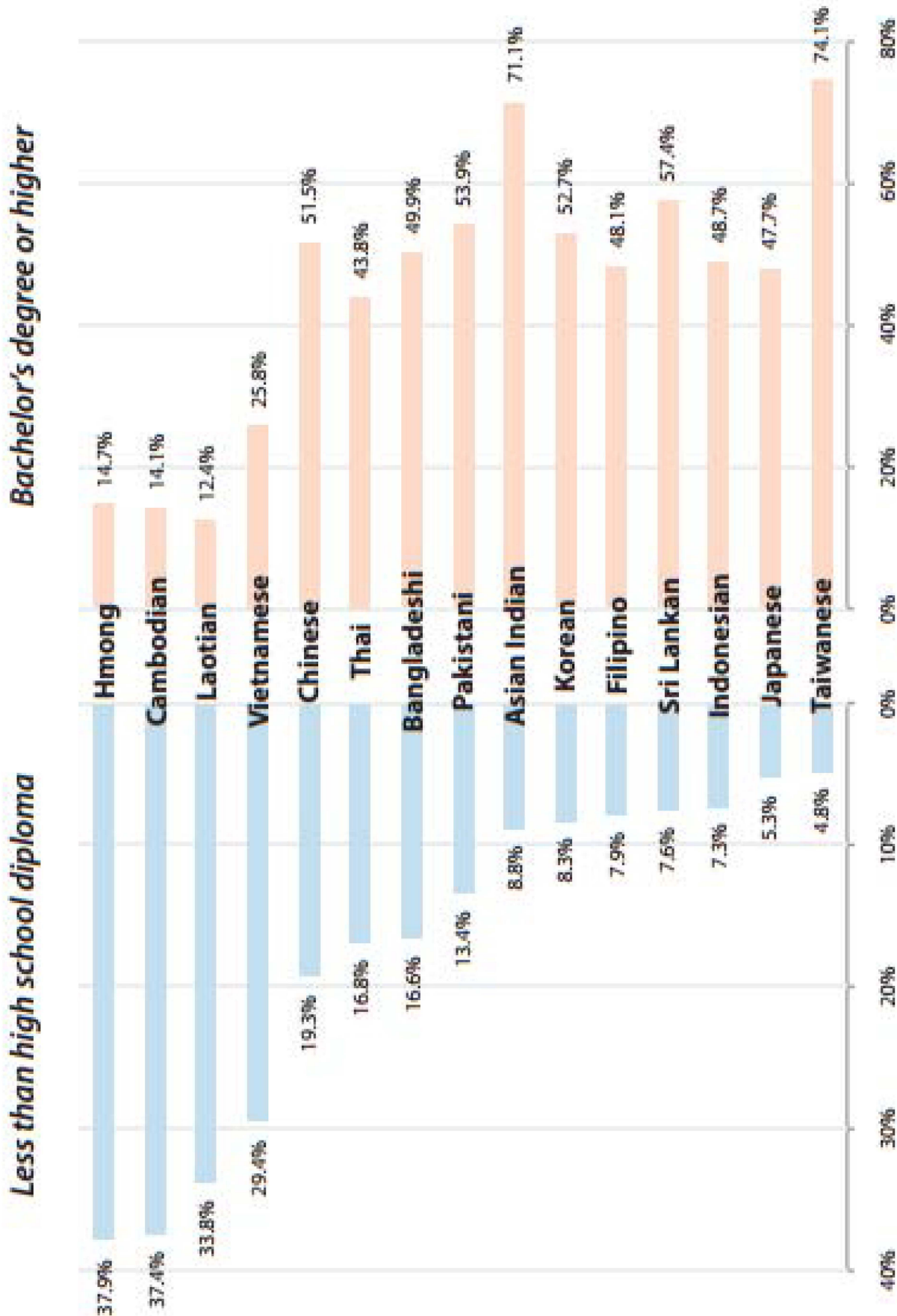
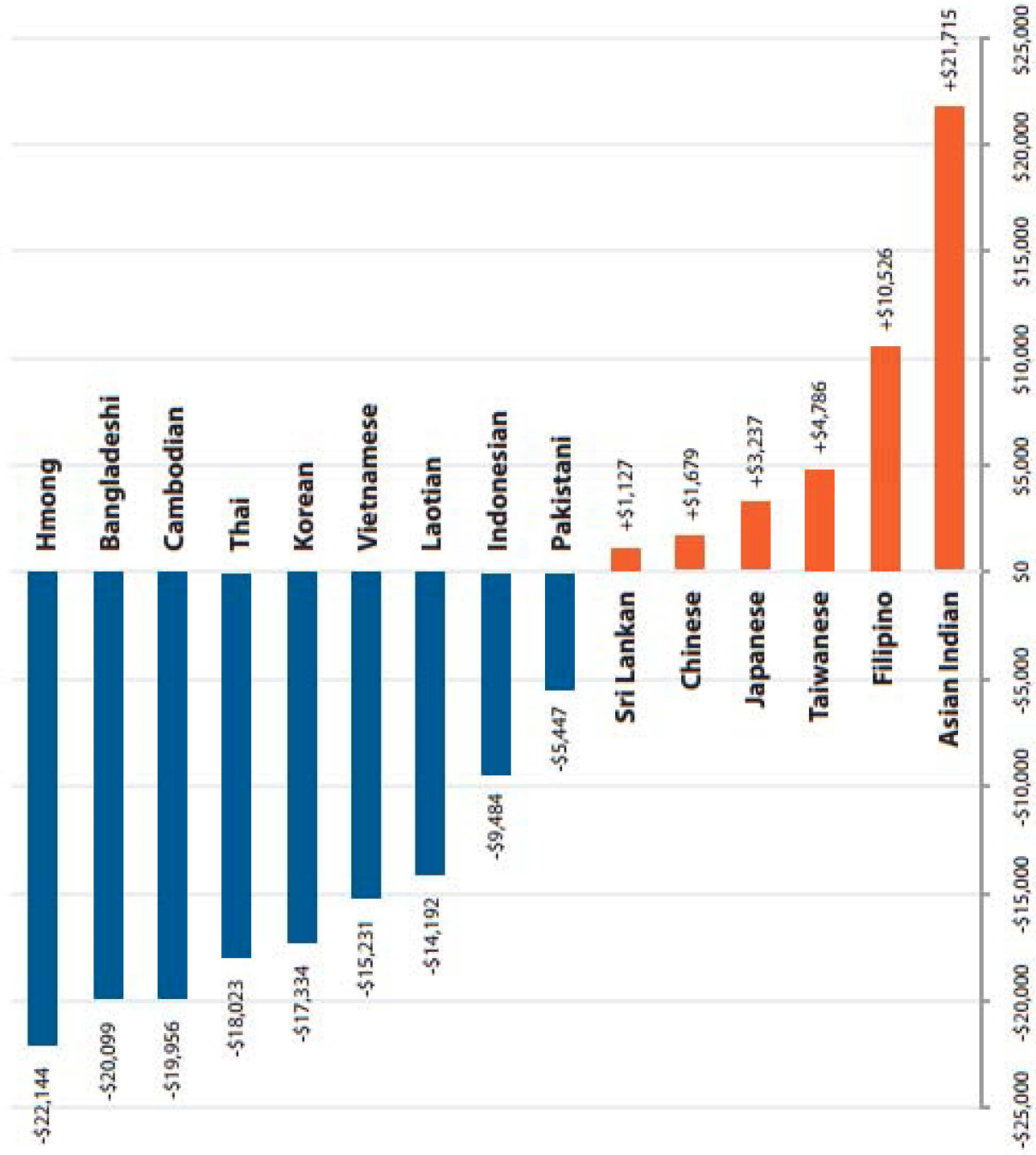
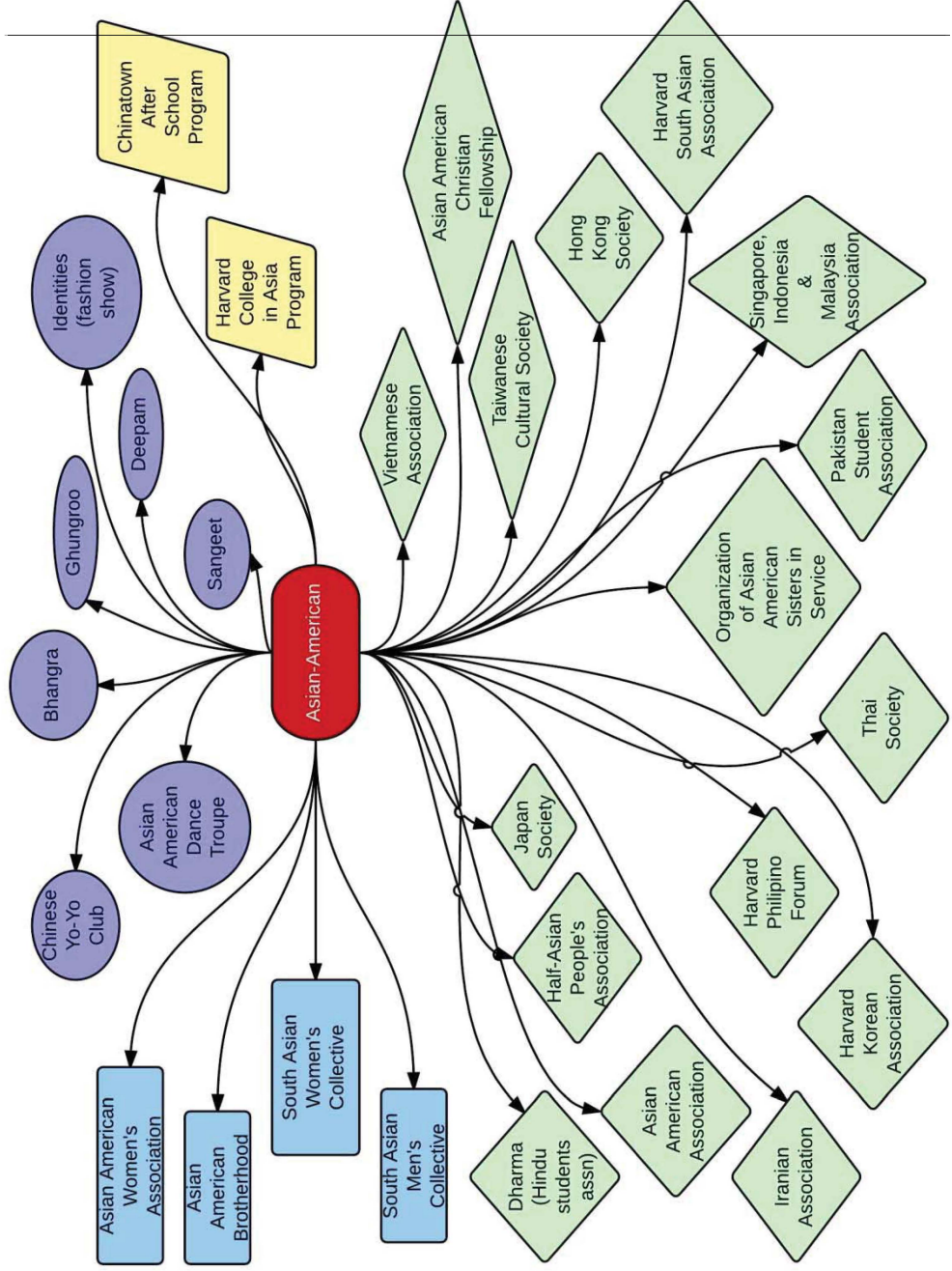


Figure 3: Difference in Median Household Income for Selected Asian American Sub-Groups from the Median Household Income for All Asian Americans, 2008-2010



Campus Life: Asian American Cultural Groups



Implications

- We must be weary of aggregated data for Asian American student populations
- Honor the nuance of both identity and context
- Ask more questions about the composition of Asian American students in our pool and in our admitted classes

Black in America:

Structural Inequities & Racialized Experiences

JA1631

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Black Population in the U.S.-2010

42,020,743

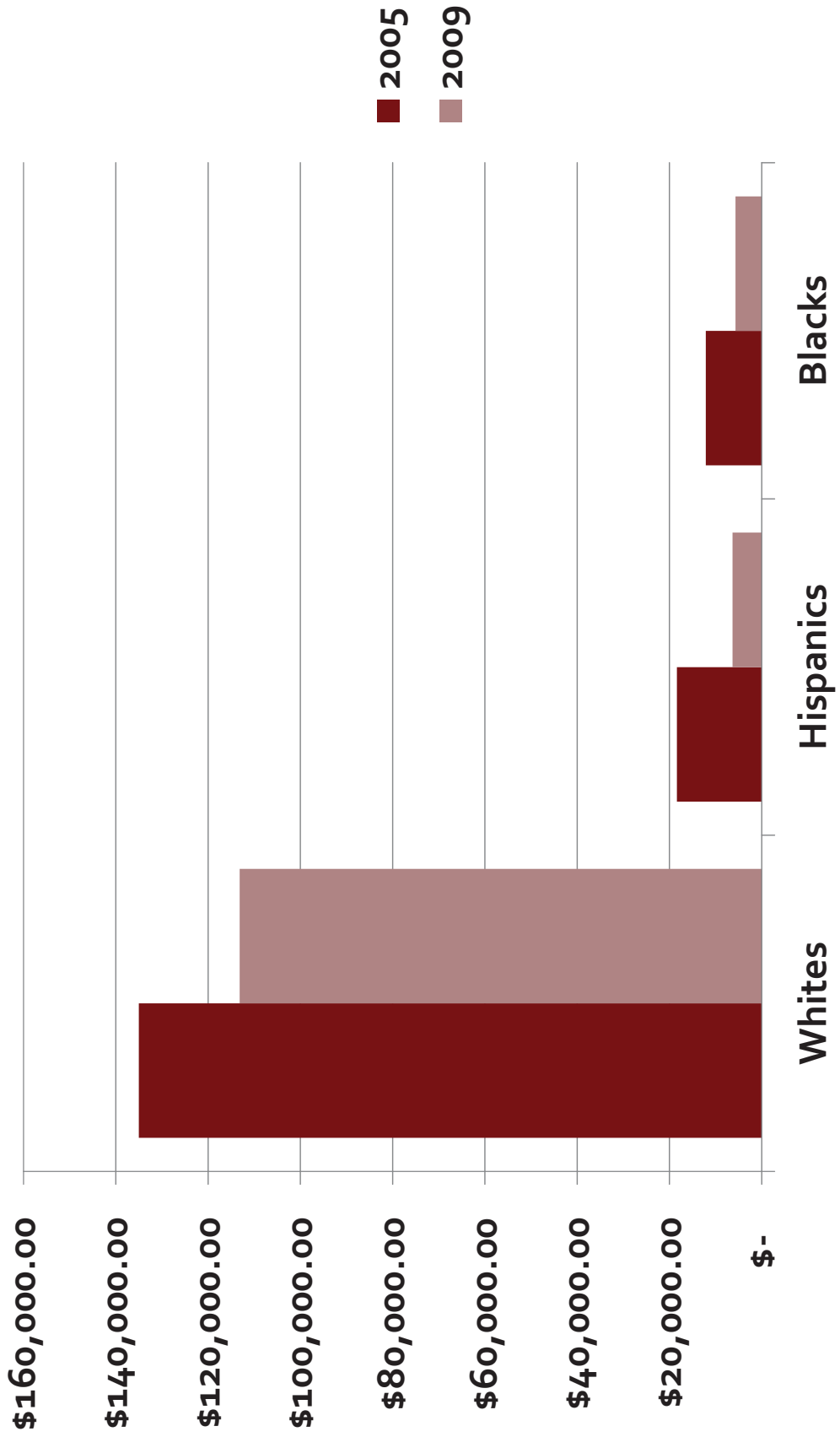
13.6% of the total U.S. population

Structural Racism- Indicators

- Socioeconomic characteristics & trends
- Educational inequities

JA1634

Median net worth of households



JA1635

Education- HS Graduation Rates

White students: 75%

Black students: 54%

Education-Disciplinary Actions

Black students comprise...

16% of Enrolled students

33% of students suspended once

**42% of students suspended
multiple times**

34% of students expelled

Education-Reading Proficiency

**In 2013:
17% of African-American 8th grade
students were considered
proficient in reading exams
administered by NAEP**

Education-Reading Levels

**On average,
African American 12th grade students
read at the same level as
white 8th grade students**

Education-Segregation

40% of Black students attend schools that are 90% or more students of color

Black & Latino students are more educationally segregated now than two decades ago

Education-AP Classes

Majority white schools
are more than **2x** as likely to offer
a significant number
of advanced placement classes
as majority Black or Latino schools

JA1641

Education-AP Tests

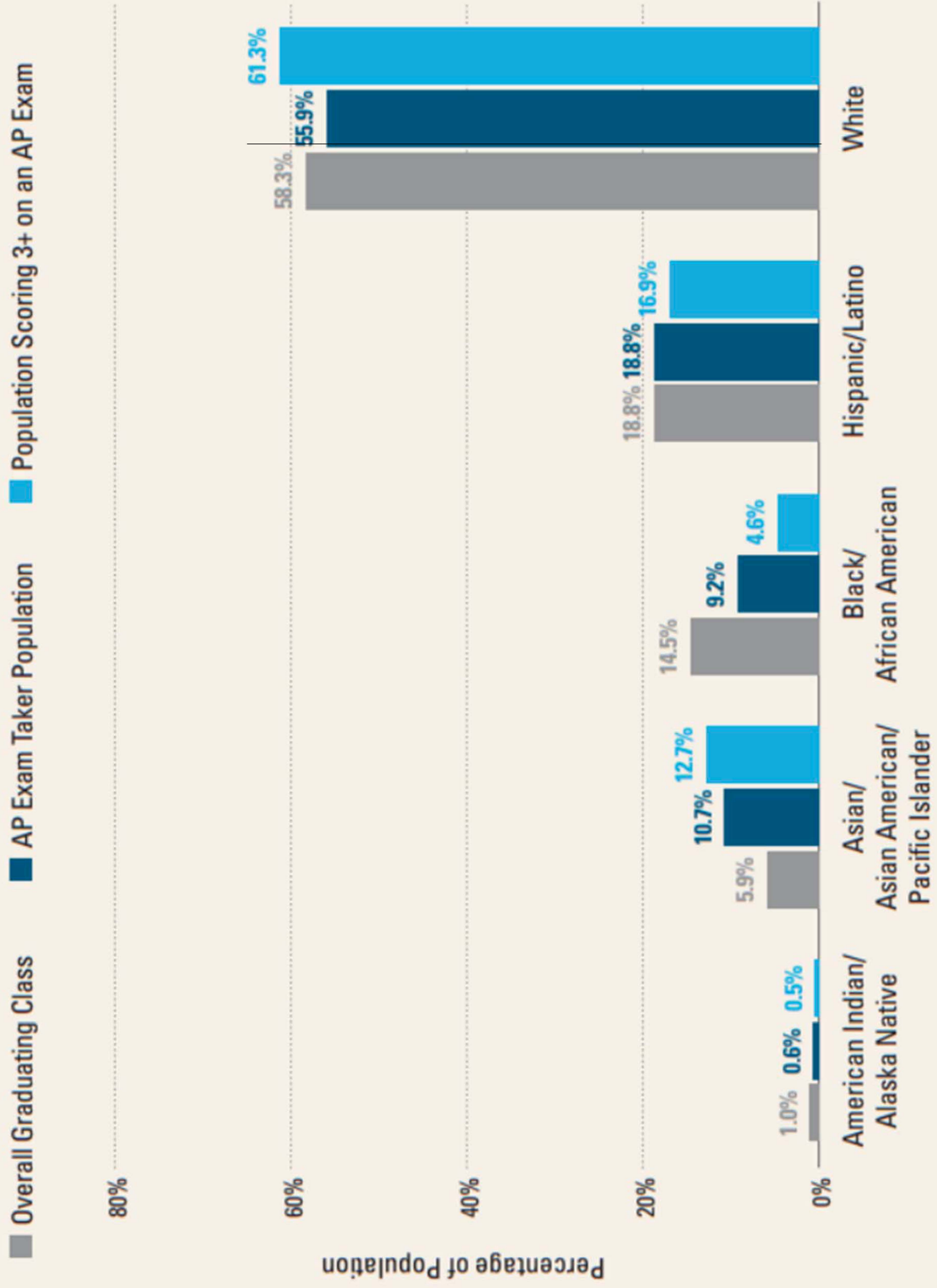
Among Black students with high potential
for success in AP math courses,
only **3** in **10** took such courses

JA1642

Education-AP Tests

**Black students are the most
underrepresented AP test-takers
and have the lowest passing rates**

Demographics of the Graduating Class and AP Exam Takers⁷ in 2013

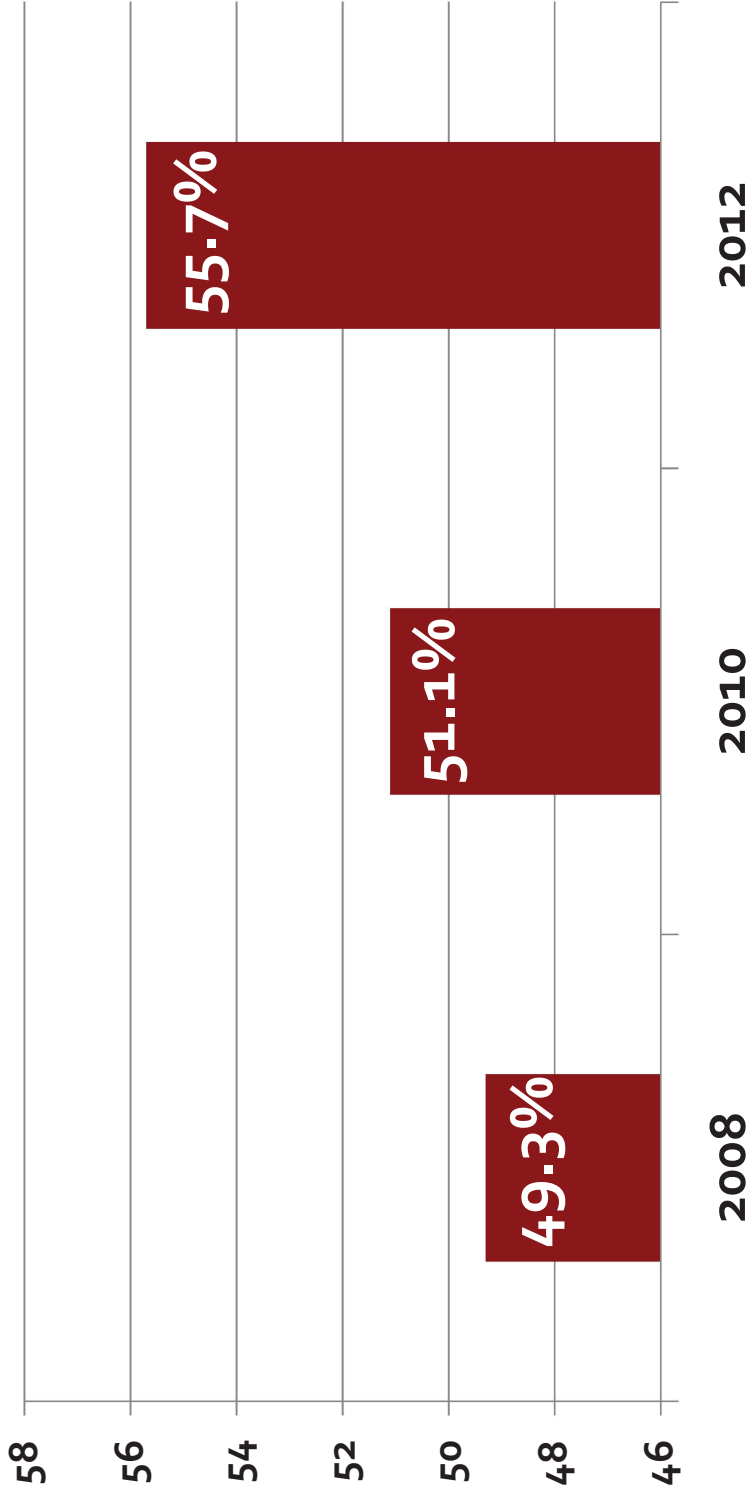


Psychological Pressures

- **Pygmalion effect**
 - Lowered expectations → lower achievement
- **Stereotype threat**
 - Fear of reinforcing negative stereotypes →
compromised performance

Implicit Anti-Black bias

% of Americans* demonstrating anti-Black bias



*Representative sample of American Adults

Perceived Racial Bias

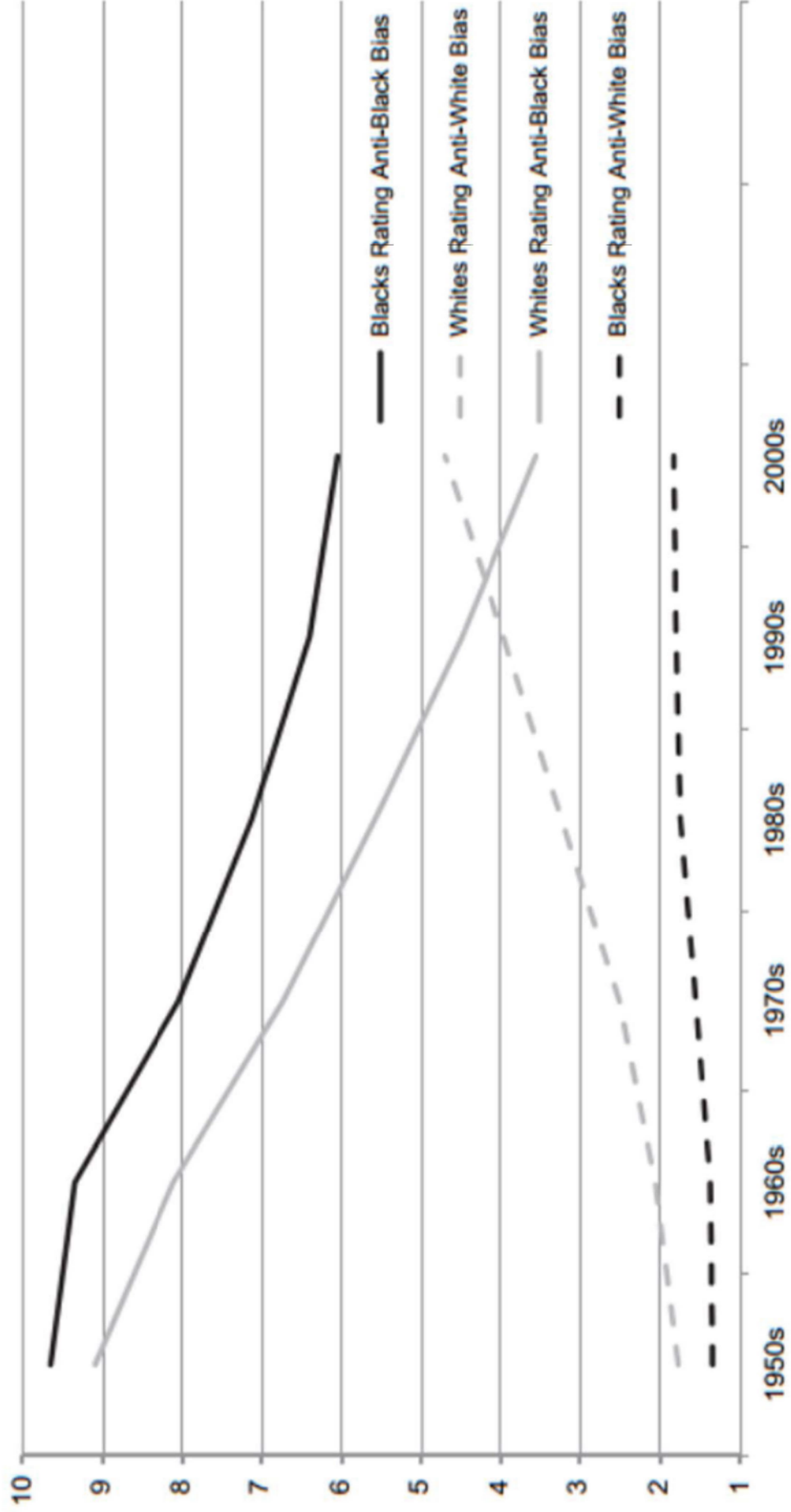


Fig. 1. White and Black respondents' perceptions of anti-White and anti-Black bias in each decade.

Daily Experiences

#itooamharvard



JA1648

Daily Experiences

My college degree has nothing to do with my humanity.



Neither does my skin color.

Daily Experiences




JA1650

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No challenge has been more daunting than that of improving the academic achievement of African American students. Burdened with a history that includes the denial of education, separate and unequal education, and relegation to unsafe, substandard, inner-city schools, the quest for quality education remains an elusive dream for the African American community.

-Ladson-Billings

Implications

- Black students in the U.S. have a variety of economic, social, and psychological barriers to overcome in obtaining a quality education
- In aggregate, Black students in the U.S. have fewer educational opportunities and supports
- Regardless of economic background, Black students' experiences are impacted by racial bias, both explicit and implicit

Thank you

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- http://aapip.org/files/publication/files/2013_icount_report.pdf
- <http://www.wtamu.edu/webres/File/Journals/MCJ/earp.pdf>
- <http://bmafunders.org/why-bma/>
- <http://www.pewsocialtrends.org/2011/07/26/wealth-gaps-rise-to-record-highs-between-whites-blacks-hispanics/>
- https://maps.google.com/gallery/details?id=z4f-ZuCLmiKg.k8nH9oLT_JXg

Discussion guide to the 2012 casebook

All are admissible cases, but none is clear. Each folder contains information that gives pause and yet offers positive reasons to admit. They illustrate the perennial difficulty—philosophical as well as actual—of responding to individuals of merit, creating the overall mix of a Class, and trying to determine what seems best for each student (i.e., match with Harvard). The importance of essays, recommendations, objective data, and interviews is evident in these cases.

1) Sergei Liukin (1 3+ 4 3)

Appeal

- Extremely bright student across academic fields with very strong faculty support
- Real passion for learning; he would make the most of Harvard academics
- School officials write (generally) very strong letters of recommendation
- Has high aspirations to contribute to academia
- Has done very well despite repeated moves and possible family upheaval (guidance counselor mentions it, though it's not addressed elsewhere)
- Strong interview report with good supporting details

Pause factors

- Active outside the classroom—a contributor in several areas—but not a bell ringer
- Teacher 2 raises some serious PQ flags (not mentioned elsewhere) about intellectual arrogance and Sergei's difficulties working with others who are less able than he
- What will his transition be like—from big fish in small pond to Harvard—and how will Sergei interact with roommates, classmates, and administrators?

Other information for your “committee”

- Area person called teacher 2 to find out more about Sergei's personal qualities; teacher stood by his assessment and said that other teachers he's spoken with concur
- Teacher reaffirms Sergei's enormous intellectual potential but can't get 100% behind his case

Action

- After several lengthy discussions, Sergei was placed on the wait list
- Sergei and alumni from his area wrote in to express his continued interest in Harvard and his hopes to be admitted from the waitlist
- Sergei visited his area officer while in Boston visiting another school in April; officer met with him and found him polite, pleasant enough, and a bit nervous
- Not admitted from waiting list

Discussion guide to the 2012 casebook

2) Thomas Smith (2 2 4 2)

Appeal

- Bright student with several areas of academic interest
- Harvard offers a lot for students interested in politics, community service, and religious activities; Thomas would make the most of PBH, the IOP, etc.
- Interested in public service law as a possible career—seems like whatever he does, Thomas will continue his tradition of service to others
- Has done well in spite of great family upheaval and financial difficulties
- Student requested a fee waiver, which is generally a very good indicator of high financial need; he may qualify for the Harvard Financial Aid Initiative
- Myclassguides.com seems a good indicator of his self-starting personality
- Teachers and guidance counselor tell us that Thomas is a real doer who makes a strong impact when he gets involved with something

Pause factors

- We would like to know more about his note-selling business; would it be in violation of Harvard's principles for academic integrity?
- Academic and extracurricular accomplishment, while very strong, are not unusual for us
- Alumni interview report is not particularly helpful or well-done, though the alumnus seems supportive
- Alum calls him “mechanical” and “aggressive” without elaborating—what does he mean?

Other information for your “committee”

- Area person called Thomas to find out more about his business. Thomas says he needed a job that would allow him to help out around the house and watch his younger brothers. He posted the outlines on the internet but didn't sell them (revenue came from ads), and the service was *not* about finding answers to old exams online. He understands that colleges may place greater restrictions on what he's able to do with notes and in study groups, and he hopes to find a different job when on campus.
- Area person called interviewer to flesh out the “mechanical” and “aggressive” comments. Over the phone, the interviewer gives a much stronger endorsement of Thomas' case than the write-up suggests, and says he meant “aggressive” as a good thing: here's a young man who creates his own opportunities and works hard to get things done. By “mechanical” he meant “standard” with regard to his volunteer activities—not that Thomas doesn't care about them or did them just to pad his resume.

Action

- Admitted in April
- Enrolled

Discussion guide to the 2012 casebook

3) Melissa Guzman de Jesus (3+ 2 4 2)

Appeal

- Very bright Hispanic-American woman
- Modest family background
- Parents have no higher education and her guardian has a dental certificate; she has made the most of her situation and excelled in school without much support from home
- Melissa has balanced work, family, and school commitments well in high school; she seems to have the drive and time-management skills to do very well at Harvard
- The oldest of ten, Melissa's acceptance would mean a lot to her younger siblings and family
- Visible and active in her local community
- Wonderful support and interview

Pause factors

- Her essay gives pause. Did she write it for shock value? Does she really believe all of the things that she has said in her essay? Is she naïve?
- Pre-med will be an adjustment for her, though her academic credentials are strong and she has the work ethic to do it
- Her extracurricular niche at Harvard is not clear, though she has many interests she could pursue on-campus and off

Other information for your "committee"

- Interviewers are few where Melissa lives, and scheduling one was difficult for her because her religious beliefs and community commitments keep her busy or unable to interview all weekend. Thus, she moved throughout most of the process without a face-to-face interview until the very end.
- An alumnus and the area person conducted phone interviews with Melissa. Both saw enormous personal appeal and academic substance, but the Committee was hesitant to move forward without a face-to-face interview.
- Area person spoke with Melissa about her essay on the phone. Melissa did not retract her statements; she believed her friend's statements and affirmed her commitment to helping others in similar situations.
- Area person called school counselor and both teachers to find out more about Melissa. All raved about her (as they did in their letters), and her guidance counselor added that Melissa wrote her essay on her own, and that it wasn't passed to her for editing (as some students do). She understood how it would raise some eyebrows, but stands firmly by her conviction that Melissa is a wonderful prospect for Harvard.
- Area person eventually got in touch with an alumnus who did the very thorough face-to-face interview included in the write-up.

Action

- Interview arrived at the very last minute; Melissa was the last case admitted before letters went out in April
- Enrolled

Discussion guide to the 2012 casebook**4) Giang Nguyen (3 2 6 2)****Appeal**

- Very bright Vietnamese-American woman with compelling family history
- Modest family background; likely to benefit from our Financial Aid Initiative
- Important family responsibilities
- Blue-collar/no-college background; Giang seems to have done well without much help from her parents or other relatives
- Public school in the heart of a major American city; her acceptance would resonate well in the local community
- Wonderful support
- Interview (even though it is not particularly well done and has inflated ratings) sheds light on Giang's important family responsibilities, which we don't learn about elsewhere

Pause factors

- Her extracurricular niche is unclear, especially because she has not had time to pursue much outside of a few academic activities
- Giang's application does not tell us much about her, though we learn of her family's struggles to come to the US and do well (and, by extension, we learn about her values and life history)
- ACT score is modest—but ACT scores do not correlate nearly as strongly with future academic performance as SAT II scores do, and those are quite strong
- Pre-med will be an adjustment for her, though her chemistry and math scores are encouraging

Action

- Admitted in April
- Enrolled

Discussion guide to the 2012 casebook

5) Evelyn Satmar (2 2- 3 2)

11-2

Appeal

- Very bright, active, appealing personality: a classic “well rounded case”
- Interesting family background, which she writes about and seems interested in sharing
- Charming essay that gives us a sense of her personality (though it was not universally liked by the committee members!)
- Teachers and guidance counselors write extensively about her strong personal qualities
- Strong (though not especially well done or helpfully written) interview; clearly the alum interviewer liked her and saw the same person as the recommenders

Pause factors

- While a strong overall candidate, Evelyn’s credentials are not unusual in our applicant pool
- She lists swimming and diving as her preferred activity, though her level of talent is probably not at our varsity level: what, exactly, will she do at Harvard?
- Her extracurricular niche at Harvard is not clear, though she has many interests she could pursue on-campus and off

Action

- Discussed extensively in subcommittee and full committee meetings
- In and out of the class
- Waitlisted
- Admitted from waiting list
- Enrolled

Discussion guide to the 2012 casebook

6) Megan Turner (2- 2 3 3+)

Additional Information

- Admissions Officer called Teacher #3 to flesh out negative recommendation. Professor stood by his assessment of Megan, her *ad hominum* comments, and her “small-town” insecurity. However, the Professor suggested that Officer call the young woman who was a teaching assistant for the course.
- Admissions Officer called the teaching assistant. She had a very different point of view about Megan. She explained that the whole seminar had started off making points using more personal arguments and she could see how someone else might have construed them as “*ad hominum*.” She, however, viewed them as immature or not very developed arguments. She sat the seminar down and worked with them on developing a new style of arguing. Megan was among those who were most responsive and worked hardest at improving her style of making a point. As to Megan’s choice of colleges, the teaching assistant admitted that at the start of the summer, Megan had asserted that she wanted to go to Harvard but had not really thought it through. During the course of the summer, she pushed Megan to really consider her college choices, and by the end of the summer, Megan had really coherent arguments for why Harvard most suited her own interests. As to possible negative comments about her family, the teaching assistant said she had only heard positive things. The only thing she remembered that might be construed differently was that Megan once explained that it was sometimes hard for her to explain to her family why really wanted new experiences, as they tended to be home-bodies and to not want to leave their home-state. As to Megan’s ability to fit in at Harvard and be a positive influence, the teaching assistant felt that she would be a wonderful addition.
- Admissions Officer also called the school guidance counselor to follow up on Megan’s personal qualities. Guidance counselor had nothing but praise and insisted that she had never heard Megan be arrogant or dismissive of another student.

Appeal

- Native American and Caucasian young woman from rural area of a Mountain States.
- Very bright and very active.
- School leader. School would never understand if this student were not admitted.
- School backs her extremely strongly for academics, leadership, and personal qualities.
- Would have lots of niches at Harvard and Harvard would provide her with a much-needed outlet for all of her many energies.
- Megan has experienced set-backs in her life and appears to have dealt with them well.

Pause factors

- Own essays very well-written but can come across as very negative and dismissive of her high school context. Some readers may even find them slightly arrogant.
- Third teacher recommendation raises flags about her personal qualities, her ability to interact with peers, and her “brightness.” (TR3 also makes vast generalizations that “committee” may want to flesh out.)
- Big fish in a small pond?
- What will Megan be like as a roommate?

Discussion guide to the 2012 casebook

Action

- Admissions Officer made various phone-calls after sub-committee discussion and presented information gathered to the full admissions committee.
- After many hours of debate, the student was admitted.
- Student matriculated at Harvard College.

Discussion guide to the 2012 casebook

7) Tracey Eckham (3+ 3 1 3)

Appeal

- One of the top female recruits for women's crew.
- Good scores.
- Many interests outside of academics and crew per activities list.
- Strong academic preparation and challenging curriculum.

Pause factors

- Essay makes her sound driven and, at times, unhappy ("how unhappy I was," "endure," etc.).
- Letters refer to her as a bit of a loner ("lone wolf") and quite driven; letter from crew coach even suggests that she may be depressed and is withdrawn at times.
- Personal qualities very hard to assess—who is Tracey Eckham?
- Interview certainly doesn't help us with her personal qualities and doesn't make her sound particularly passionate about anything.
- Grades should be better given scores.

Action

- Was wait-listed in April.
- Not admitted from the waiting list.

Discussion guide to the 2012 casebook

8) Mandisi Botlhoko (3 8 2 2)

Appeal

- Extremely deserving student who values education above all else
- Inherently very bright; impressive SAT II results despite substandard K-10 education
- Obvious desire and ability to use his education in a way that positively affects others in need; already strong evidence that he has done this and will continue to do so his whole life
- Unusual maturity, resilience and perspective—he will have a real impact on classmates
- Might be able to contribute to our cross-country/track team
- Interview by experienced staff member sees him as special and worth any potential risk

Pause Factors

- Lower SAT I scores raise concern about English language proficiency. Student is certainly less well-read in English than other successful applicants, and essays are a bit awkward.
- While the package is appealing, the case lacks the “hook” provided by a special academic or extracurricular talent. Not clear whether his running will translate to college competition.
- Adjustment to U.S. and complicated, fast-paced college environment might be challenging

Other information for your “committee”

- Mandisi’s IB math exam didn’t go as well as predicted. The admissions officer wrote to the counselor to see if there were extenuating circumstances. The counselor responded:

“I have gotten to know Mandisi even better this term as he is actually volunteering here at school in his mini gap year as he waits to hear from his US colleges. He has been extremely helpful in our office. He continues to ooze humility and gentle humour and is one of the highest scorers ever in that ‘reaction to setbacks’ tick box.

His sister has just passed away, which at her tender age normally means one thing. The Botlhoko family had no way of affording the funeral expenses, the body was impounded by the morgue until our faculty raised funds to pay for a coffin, etc. He was back at work the next day and appears to be coping remarkably well. I asked him why he didn’t do as well in Maths earlier in the term. At the time his mother was very sick and had returned to her family home. (His father died years ago). This left Mandisi as the head of the household—he does have older brothers but they are drunkards—and around the time of his Maths exam he was inundated with calls and demands from the extended family back home. He hasn’t used this as an excuse, however, and I would not have known about this if I hadn’t asked.

All of our previous, successful applicants in my time have done remarkably well, faced hardship, etc. but I think all came from professional (if still poor) families. Mandisi, I feel, and as you have identified, has come even further. He is certainly worth investing in, and we can all count on his using his education to the great benefit of many others.”

- This school really uses the grid which can be much more helpful than simply checking all to one side or not checking any boxes at all.
- Note that while Mandisi only lists one brother on his application, he comes from an extended African family with half-siblings from multiple mothers, many cousins, etc.

Action

- After long discussion, Mandisi is accepted. He will be roomed and advised carefully. Special care will be taken in assigning him to a host family.

Discussion guide to the 2012 casebook

9) Carrie Miller (3 2 6 3+)

Appeal

- Filmmaking skills really stand out—at least before we get the faculty reading
- Impressive resilience with SID
- She writes enthusiastically about her interests

Pause Factors

- Scores not as high as we might hope with all A grades—though counselor gives us some explanation for them
- Why did Carrie think her first interview went so poorly? The interviewer clearly enjoyed meeting with her.

Other information for your “committee”

- Carrie’s film was sent to a faculty member in Visual and Environmental Studies for review. The professor wrote: “Carrie Miller’s film was engaging as I learned something, however dry. I applaud her interest in finding inspiration from political injustices. Good grades. Good recommendations and press.” (Ranked 3rd out of 4 films reviewed by that professor.)

Action

- Was waitlisted and then not admitted

Discussion guide to the 2012 casebook

10) Grace Blake Cheng (3 2+ 3 1)

Appeal

- Unusually appealing personal qualities echoed throughout the entire application. Grace's teachers, guidance counselor, and alumni interviewer describe her in terms we rarely read. A true "1 personal"—one of the few we see each year.
- Grace has engaged substantially with various communities (school, housing co-operative, local, state) in meaningful ways.
- From a very modest socioeconomic and ethnic background that we also don't see often in our student body. She would bring a unique life experience to Harvard, and she seems eager to share her story and learn about others in the process.

Pause Factors

- While a strong student in her high school, Grace's test scores suggest that she won't be a top engineering student at Harvard. She will have to work hard here (like most students!).

Other information for your "committee"

- This case, unlike most in the casebook, is a "clear admit." We include it because it shows the importance that non-academic and non-extracurricular factors in our process (in this case, unusually compelling personal qualities and school praise).

Action

- Grace's case was a compelling one upon first read, but the alumni interview report confirmed to the admissions committee that she was a truly special personal in many ways. The committee sent her a "likely letter" in February to show its enthusiasm for her case.
- Accepted and enrolled

Discussion guide to the 2012 casebook

11) Peter Duran (2 3+ 4 3+)

Appeal

- Very strong student who would do well in our engineering or science concentrations.
- Peter's mixed-race background is underrepresented at elite colleges—and is a growing demographic in the United States.
- Strong interest in robotics; he could do that in the School of Engineering or Applied Sciences.
- Writes about the importance of education in his family and life; we get the sense that he would make good use of his time at Harvard (though that does not make him unique).

Pause Factors

- Certainly a strong student, but—believe it or not!—not unusually strong in Harvard's applicant pool. Nothing here elevates Peter into the "1 academic" circle.
- Extracurricular accomplishments are more modest compared to many of our other applicants. Do we get the sense that he would fall in love with his concentration—or more academic extra-curricular activities (such as robotics)—enough for him to contribute meaningfully here?

Other information for your "committee"

- What do people think of the interview report? Where might it have been improved? (Point to lack of detail in the extracurricular section. What other things is Peter *interested in*? Sometimes it's as valuable for us to know what he wants to do in college as what he did in high school.)

Action

- Discussed in subcommittee and full committee. Not admitted.

Selected Topics in Casework and Diversity

United States District Court
District of Massachusetts

DX 36

Case No. 1:14-cv-14176 (ADB)

Date Entered _____

By _____ Deputy Clerk

HIGHLY CONFIDENTIAL - ATTORNEYS' EYES ONLY

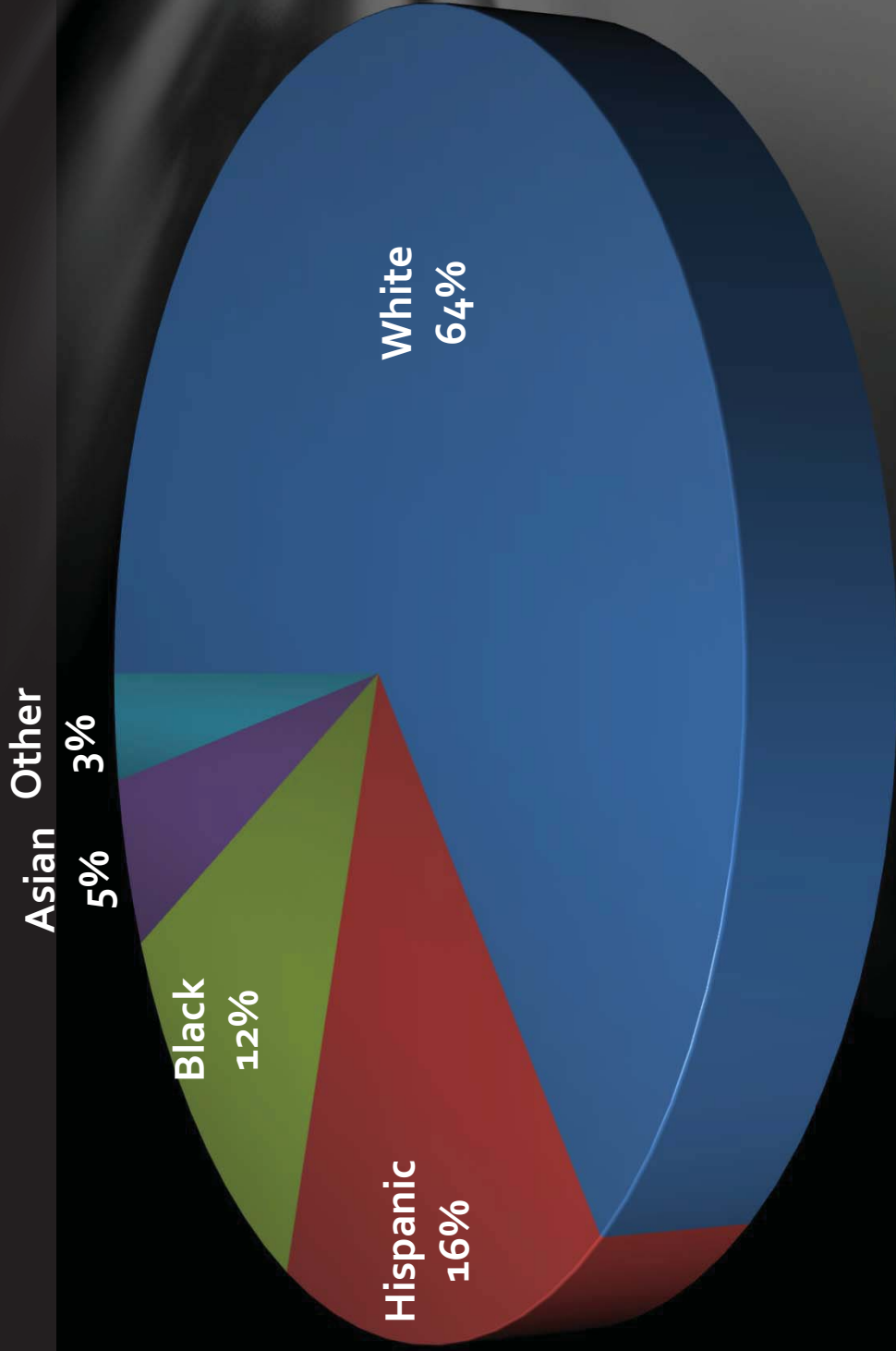
DX036.0001

HARV00025279

- **U.S. Context**
 - **Demographics**
 - **Educational Attainment**
 - **Testing Distributions**
- **Native Americans**
 - **Historical Context**
 - **Demographics**
 - **Applicant pool**
 - **Campus Life**
- **Latinos**
 - **Geographic Distribution**
 - **Demographic Distribution**
 - **Identity**
 - **Campus Life**

Demographics

Population by Race and Ethnicity

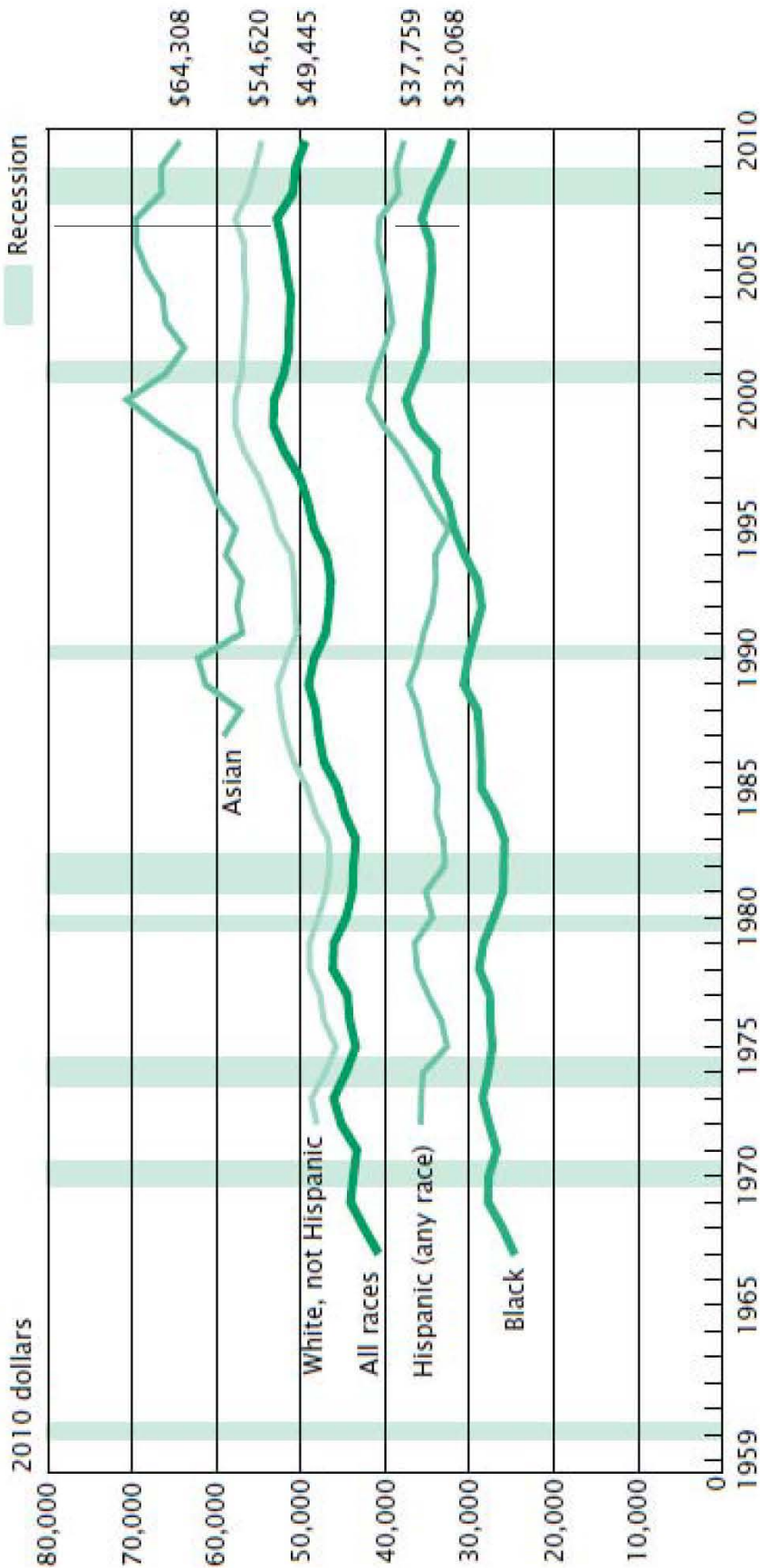


Notes: Racial groups include only non-Hispanics. Hispanics are of any race.

Source: Pew Hispanic Center tabulations of U.S. Census Bureau Redistricting Files-PL_94-171 for states

PEW HISPANIC CENTER

Figure 1.
Real Median Household Income by Race and Hispanic Origin: 1967 to 2010

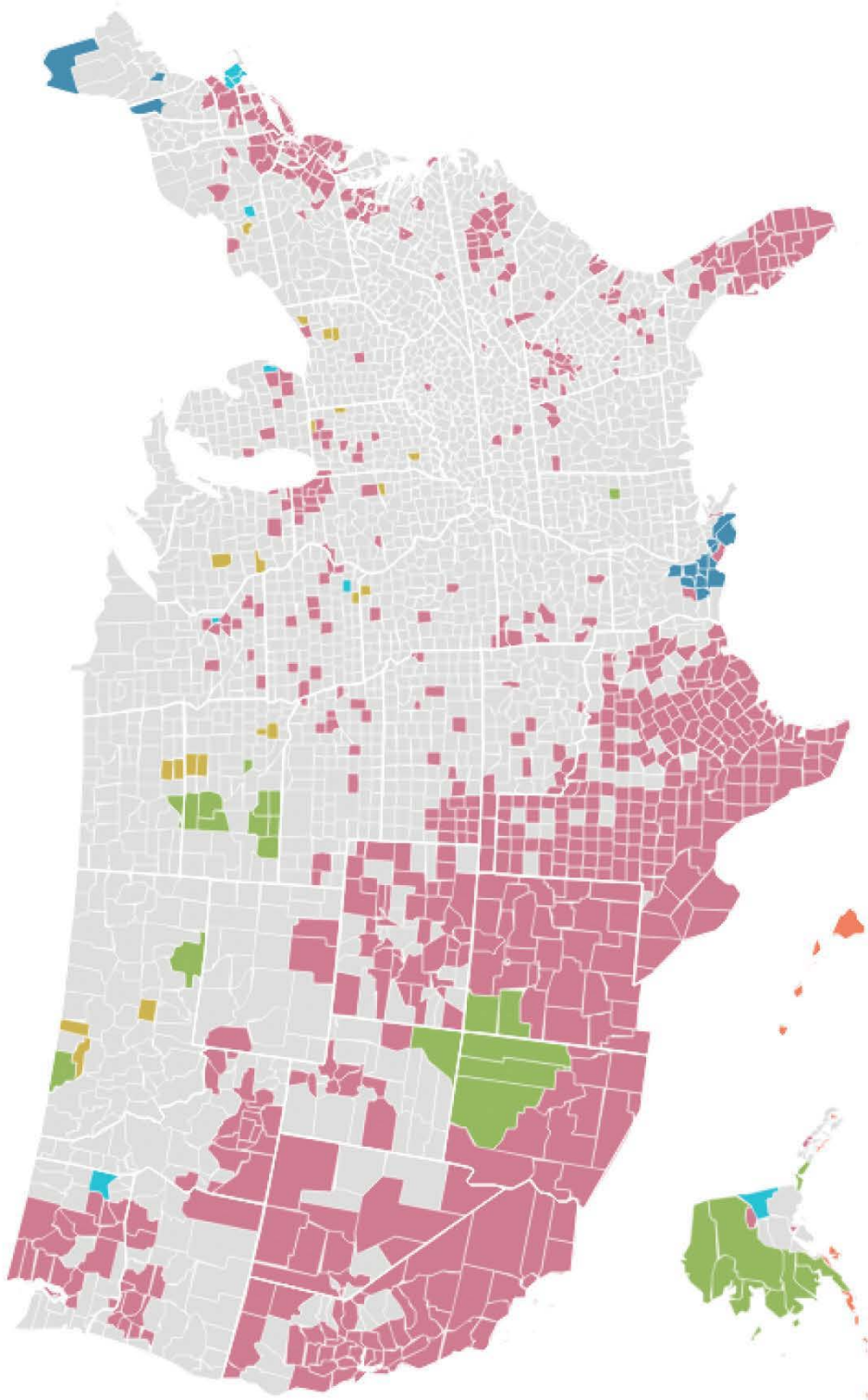


Note: Median household income data are not available prior to 1967. For information on recessions, see Appendix A.
 Source: U.S. Census Bureau, Current Population Survey, 1968 to 2011 Annual Social and Economic Supplements.

Most common languages

Counties where at least 10 percent of people speak a language other than English at home:

- Spanish
708 counties
- Native American languages
29 counties
- German
21 counties
- French
15 counties
- Pacific Island languages
12 counties
- Other languages*
11 counties
- English is spoken in at least 90 percent of homes in 2,347 counties.



SOURCE: Census American Community Survey 2007-2011.

*Other includes Chinese, Portuguese or Portuguese Creole, Hindi, Hmong, Other Indo-European languages and Russian. This category was added to the map on Aug. 20.

Racial and Ethnic minorities
accounted for 91.7% of the nation's
growth between 2000 and 2010.

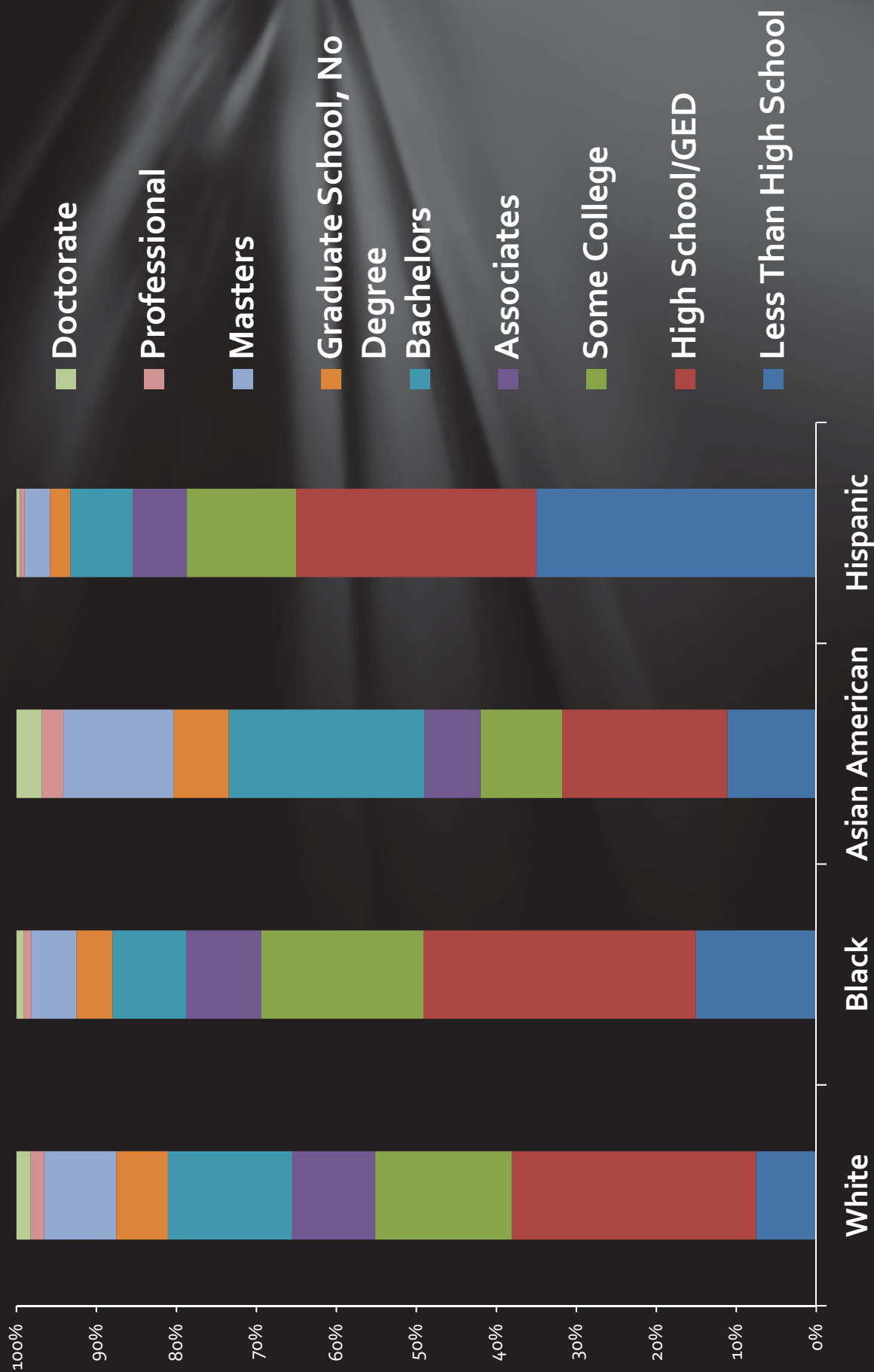
Educational Attainment

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HARV00025286

DX036.0008

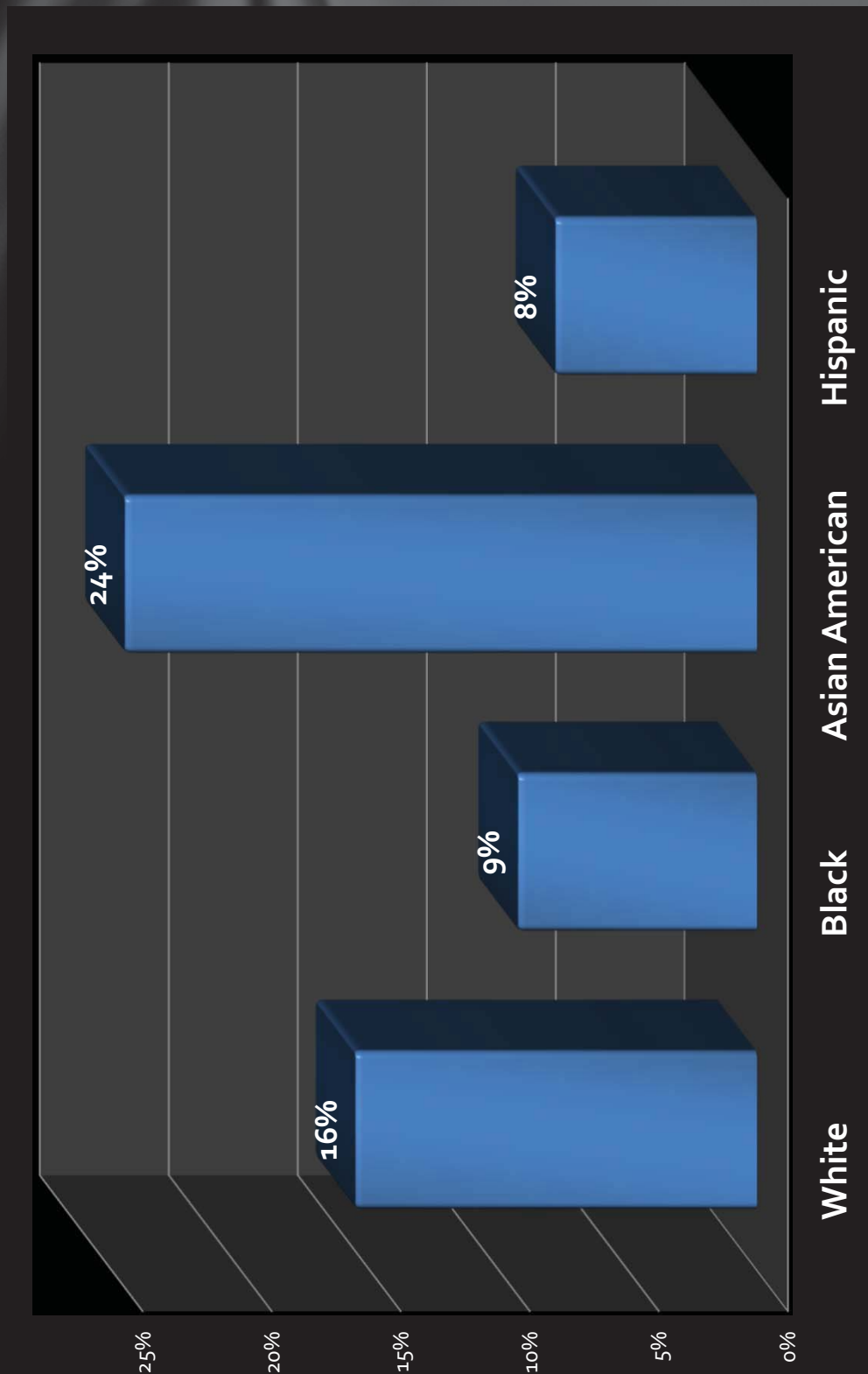
Educational Attainment Rates



Source: U.S. Census Bureau, Current Population Survey, 2012 Annual Social and Economic Supplement

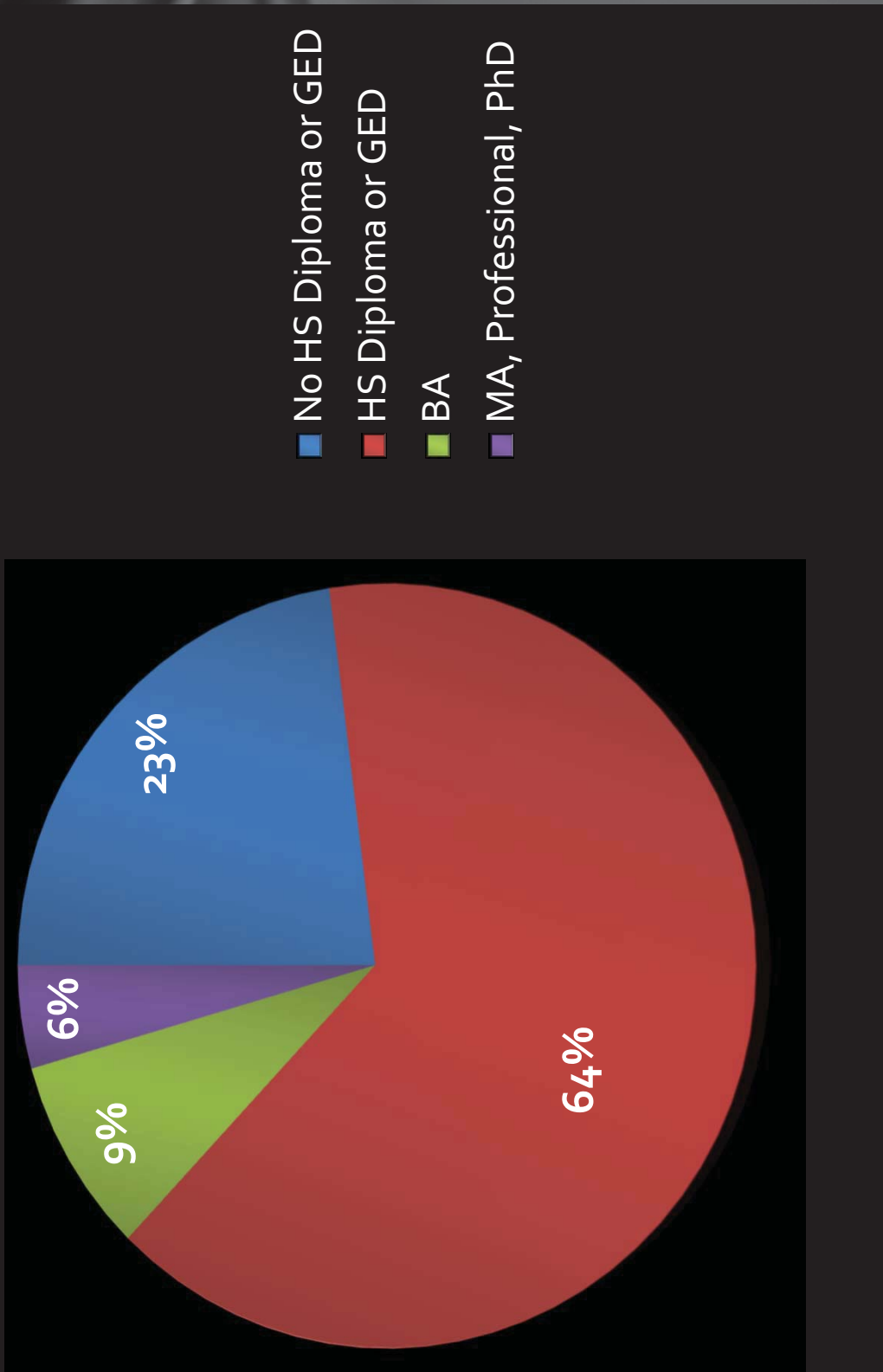
Bachelor's Degrees by group

(Ages 25 and over)

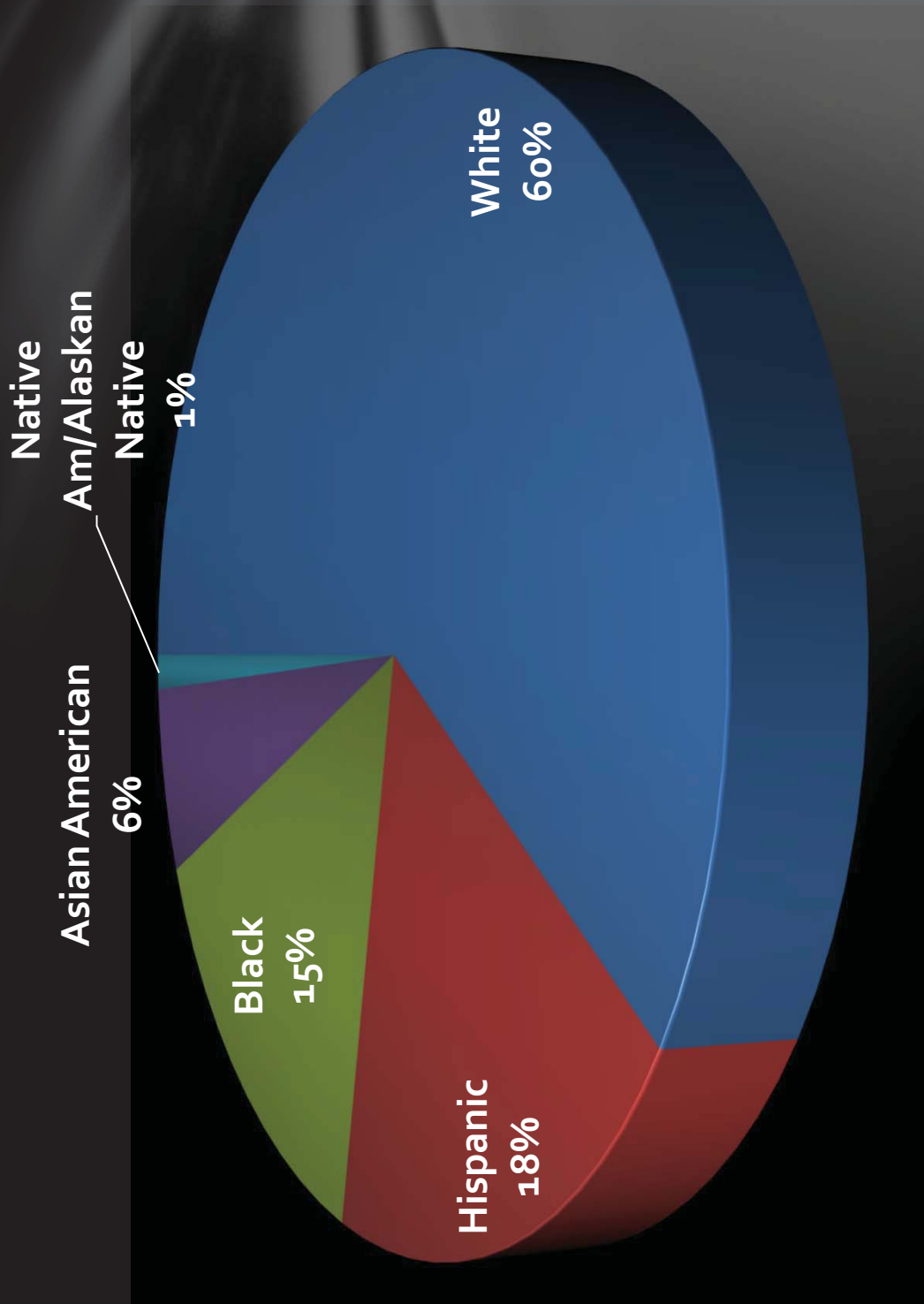


Source: U.S. Census Bureau, Current Population Survey, 2012 Annual Social and Economic Supplement

Native American Educational Attainment



Demographics of HS Graduates



HS Graduates: 3,053,966

Testing Distributions

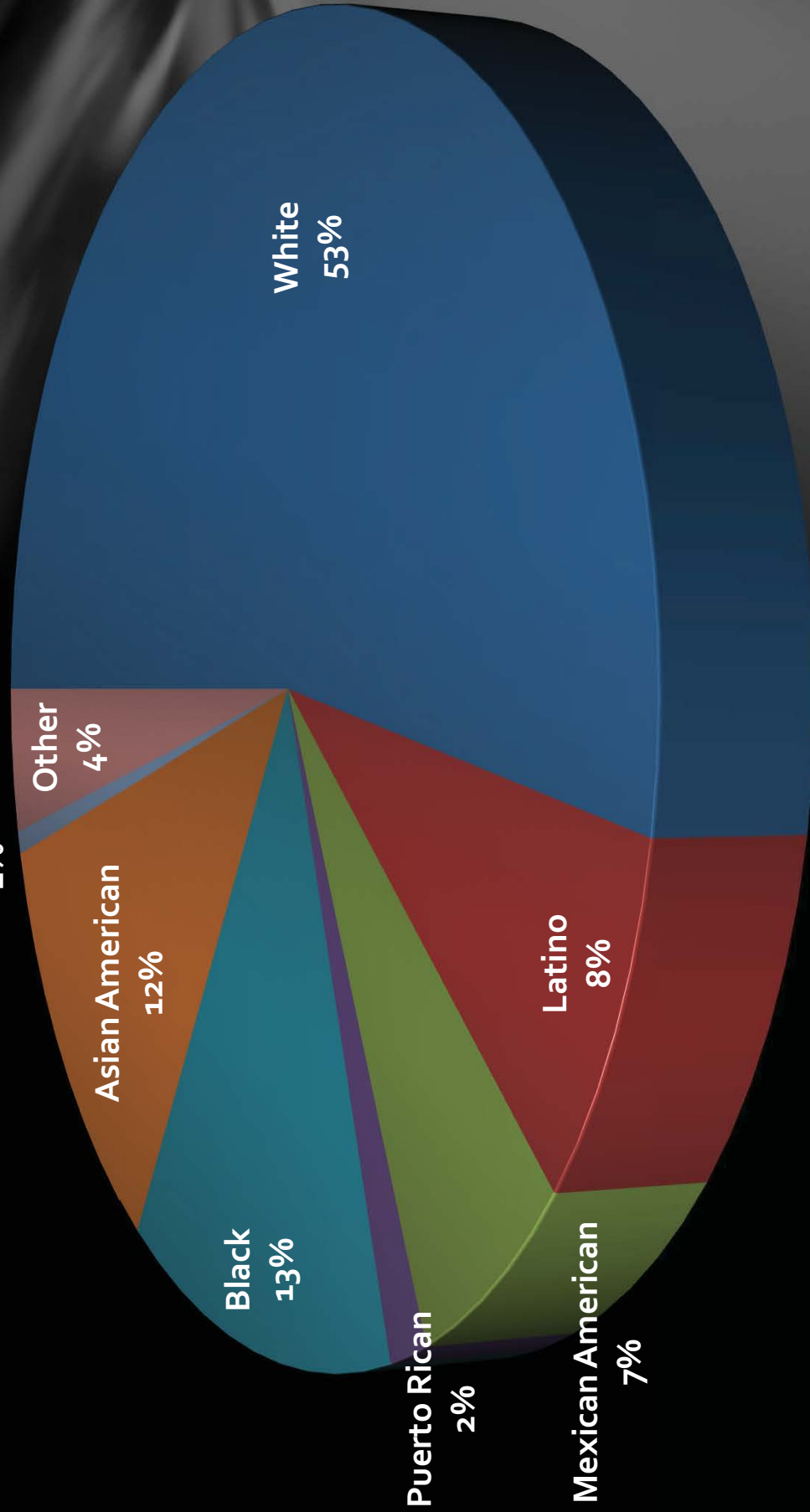
HIGHLY CONFIDENTIAL - ATTORNEYS' EYES ONLY

DX036.0013

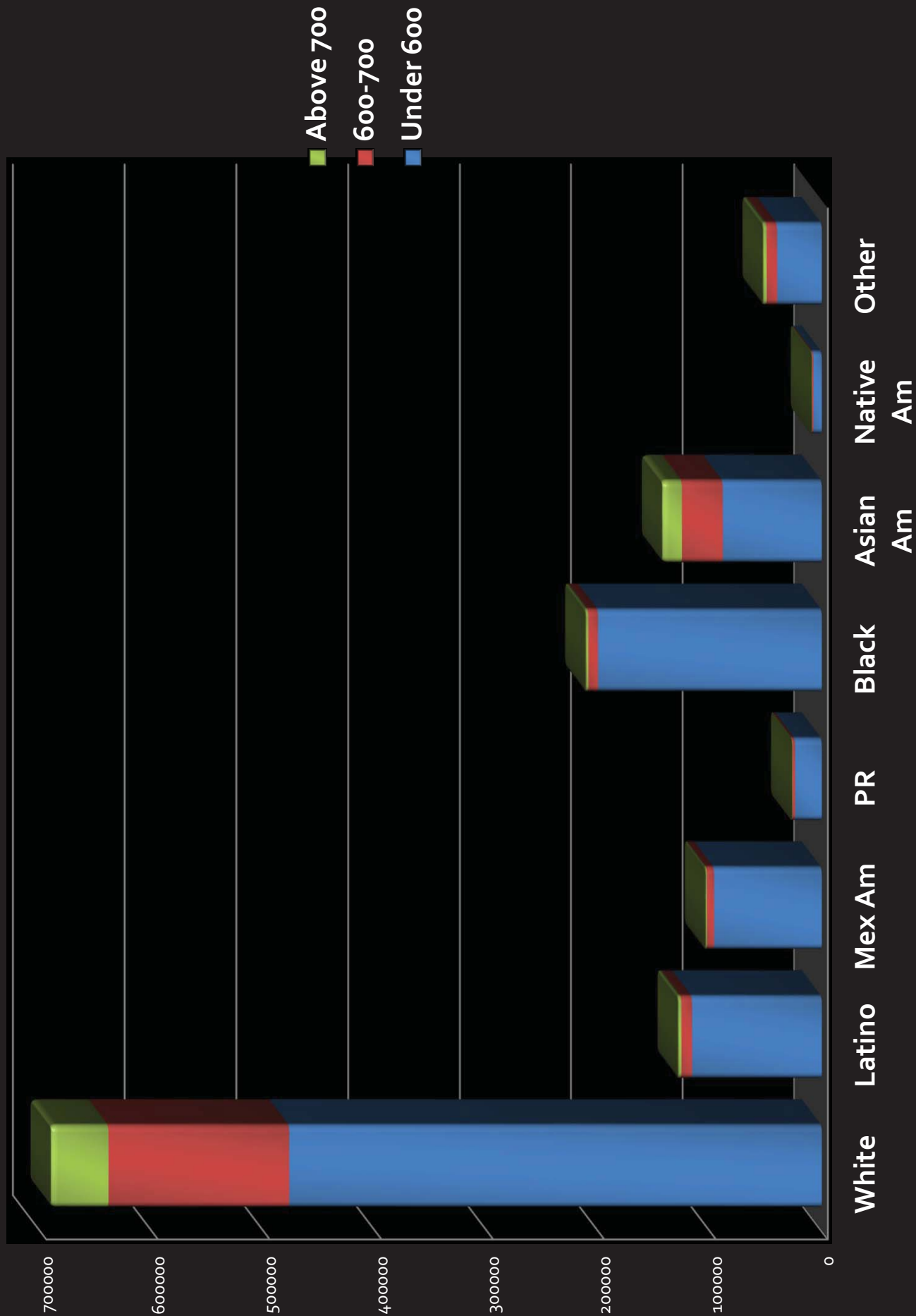
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SAT Test-Takers: 2012

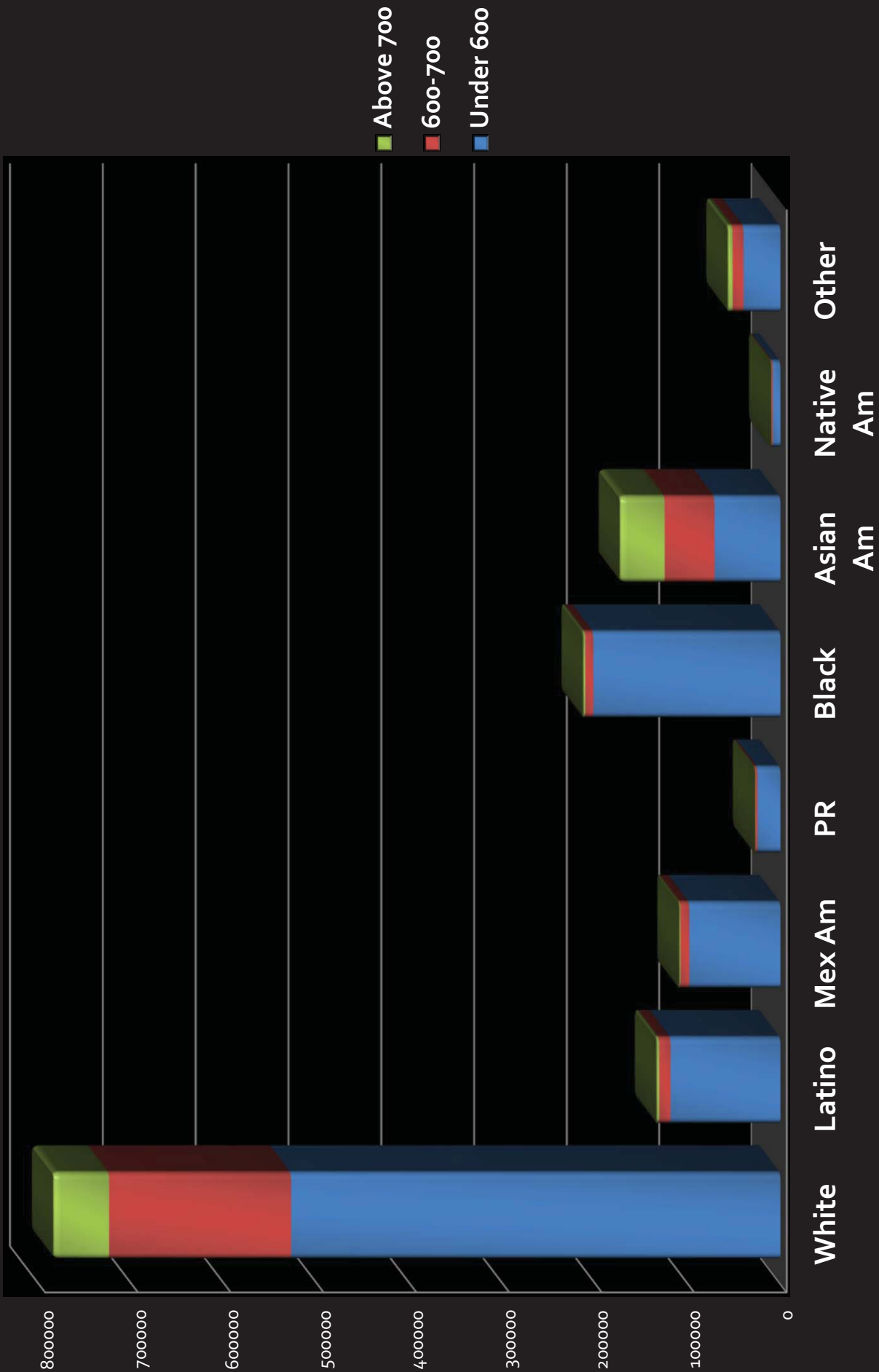
Native Am/Alaskan
Native
1%



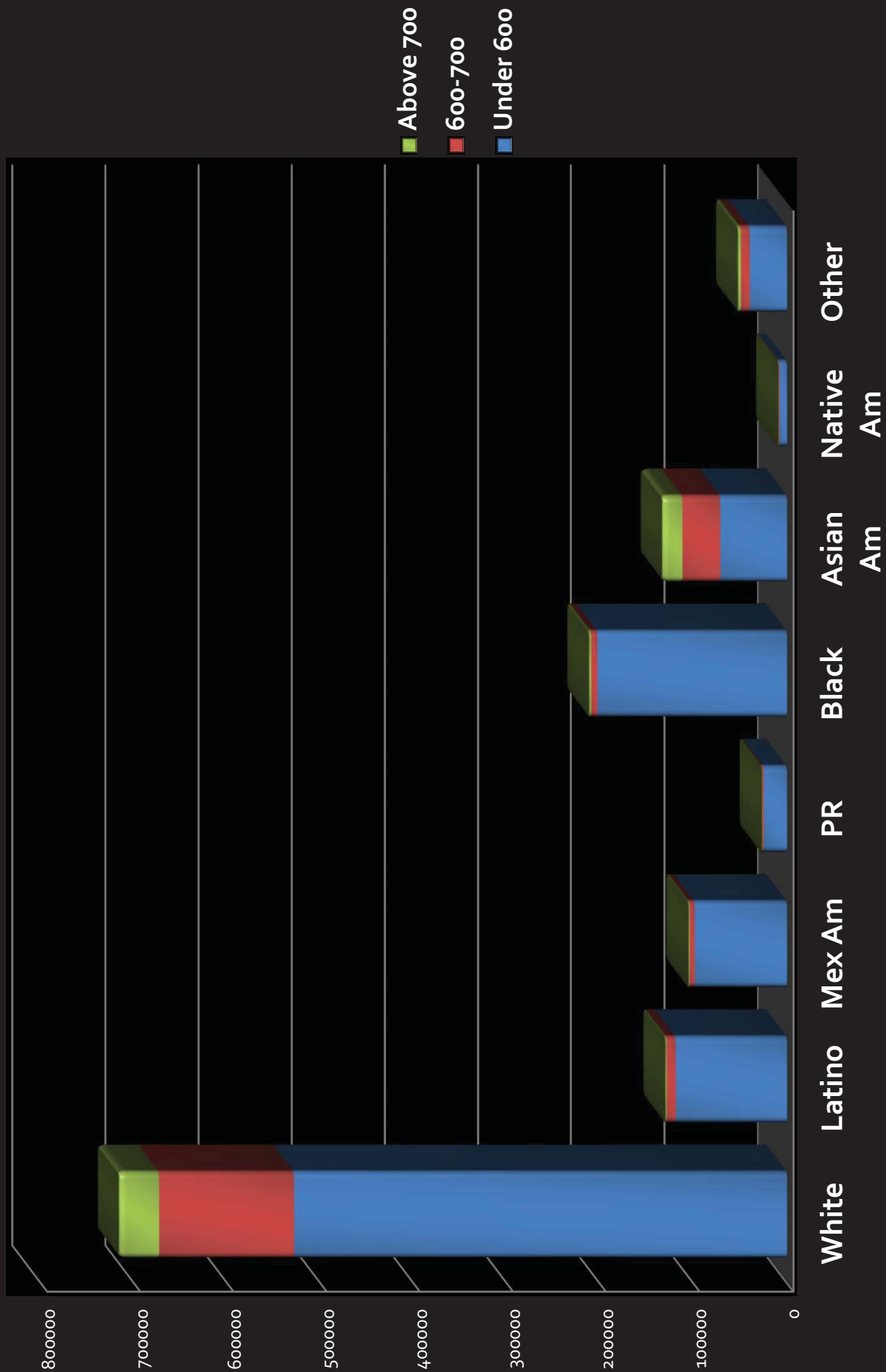
Critical Reading



Math



Writing



Approximate number of students based on percentiles

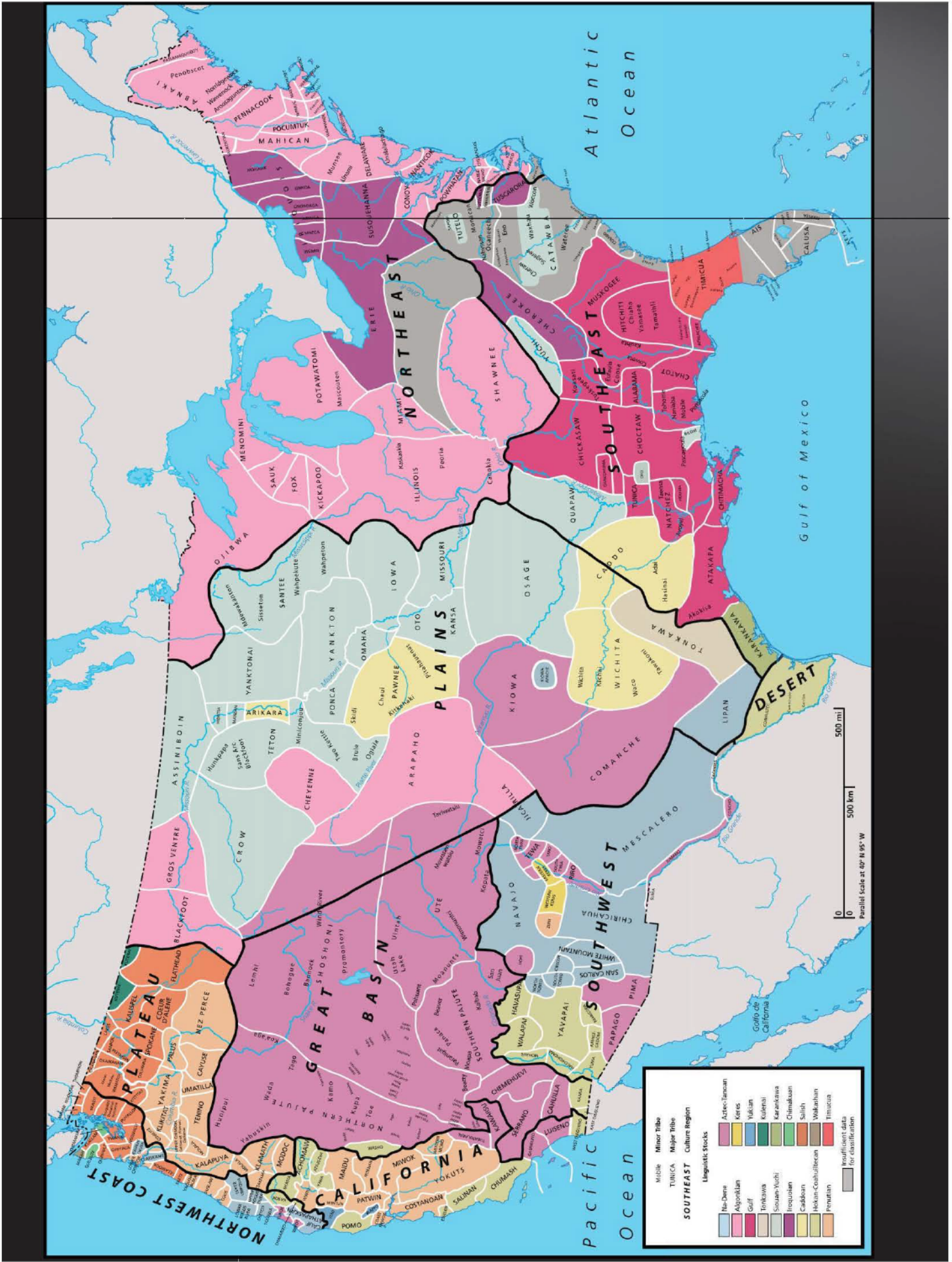
Above 600	Total	CR	M	W
White	852,150	213,050	255,650	187,450
Latino	136,600	12,300	15,050	10,950
Mexican American	108,250	7,600	10,800	6,500
Puerto Rican	27,800	2,500	2,500	1,950
Black	217,650	10,900	10,900	8,700
Asian American	192,600	53,900	102,050	61,700
Native American	9,700	1,350	1,650	970
Other	62,350	12,450	16,850	12,450

Approximate number of students based on percentiles

	Total	CR	M	W
Above 700				
White	852,150	51,150	59,650	42,600
Latino	136,600	2,750	2,750	1,350
Mexican American	108,250	1,100	1,100	1,100
Puerto Rican	27,800	280	280	280
Black	217,650	2,180	2,180	2,180
Asian American	192,600	17,350	48,150	21,200
Native American	9,700	290	290	290
Other	62,350	3,100	5,000	3,100

Native Americans in the United States

*Tribal Sovereignty, Demographics,
and Indigenizing Veritas*



1800s: Forced Removal

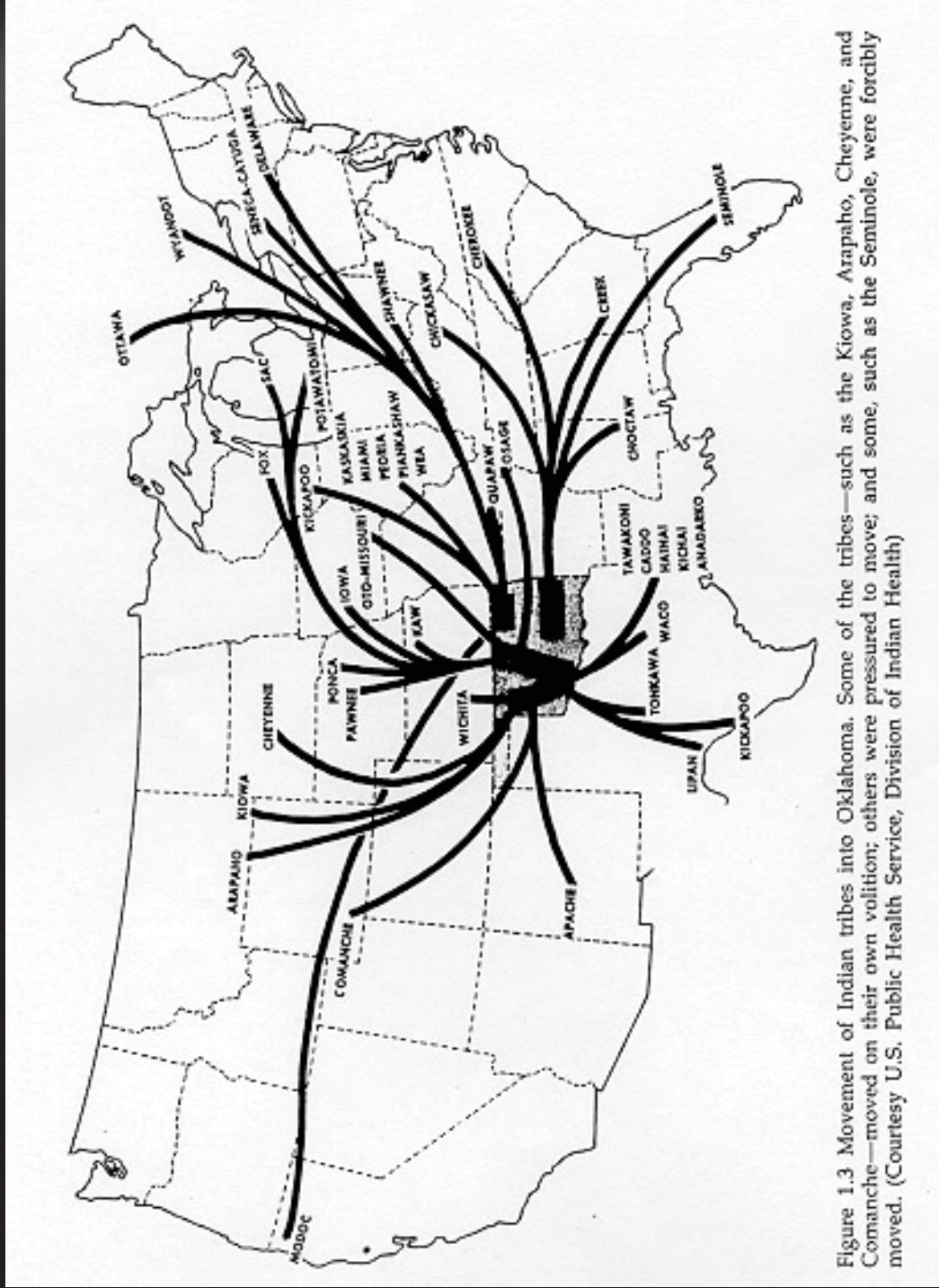
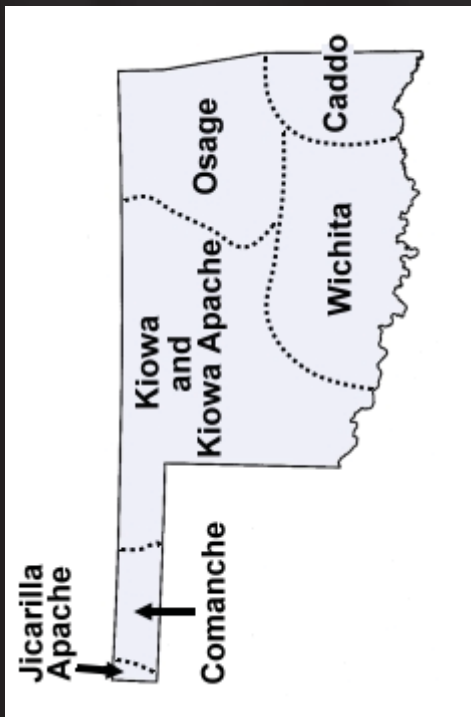
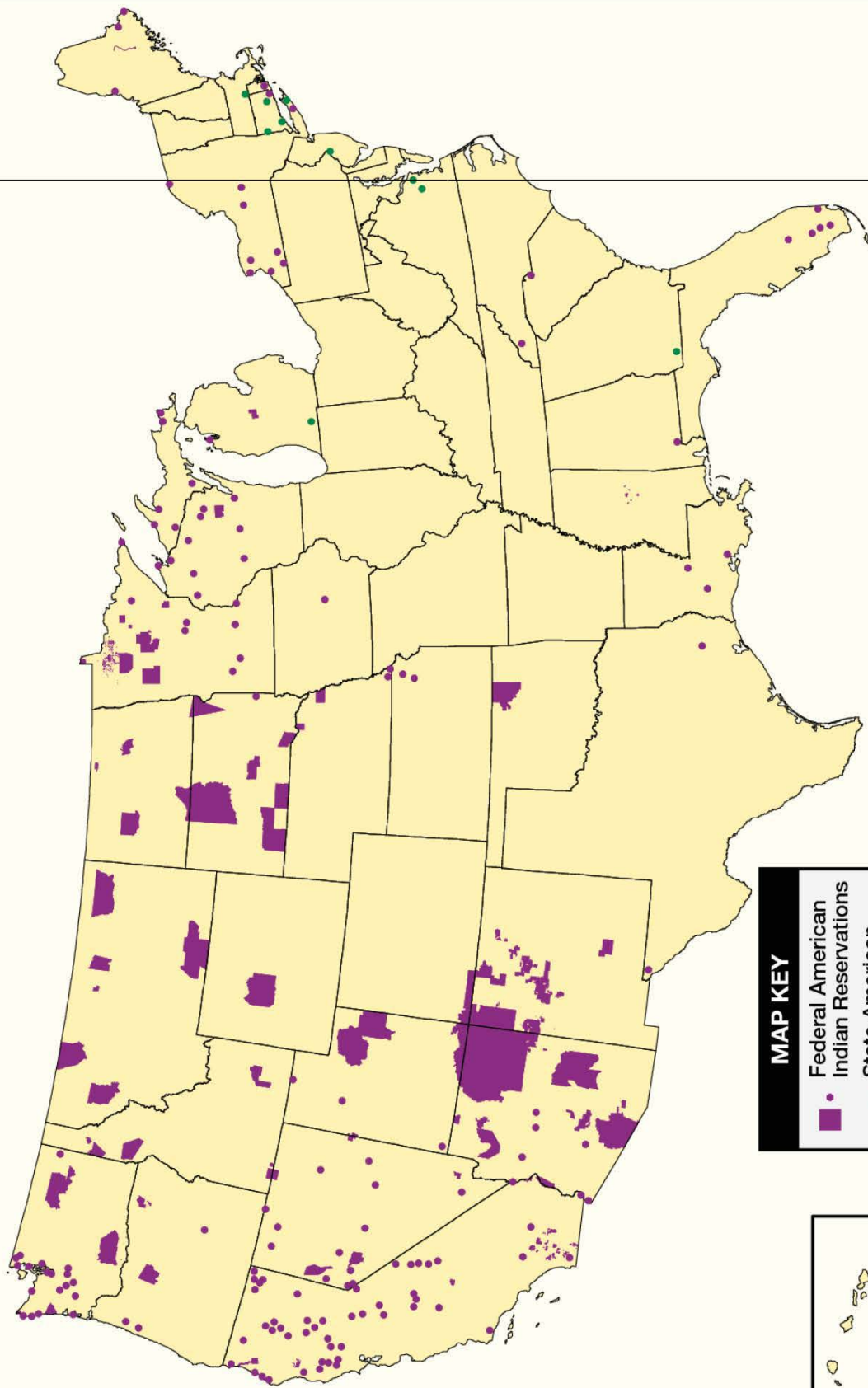
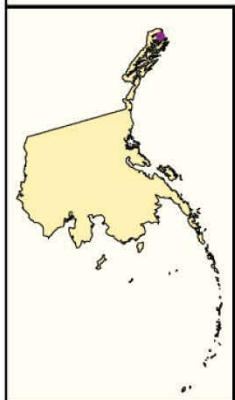


Figure 1.3 Movement of Indian tribes into Oklahoma. Some of the tribes—such as the Kiowa, Arapaho, Cheyenne, and Comanche—moved on their own volition; others were pressured to move; and some, such as the Seminole, were forcibly moved. (Courtesy U.S. Public Health Service, Division of Indian Health)

- [The Arapaho tribe](#)
- [The Cayuga tribe](#)
- [The Cherokee tribe](#)
- [The Cheyenne tribe](#)
- [The Chickasaw tribe](#)
- [The Choctaw tribe](#)
- [The Creek tribe](#)
- [The Delaware tribe](#)
- [The Ioway tribe](#)
- [The Kaw tribe](#)
- [The Miami/Peoria tribe](#)
- [The Missouri-Otoe tribe](#)
- [The Modoc tribe](#)
- [The Ottawa tribe](#)
- [The Pawnee tribe](#)
- [The Ponca tribe](#)
- [The Potawatomi tribe](#)
- [The Quapaw tribe](#)
- [The Sac and Fox tribe](#)
- [The Seneca tribe](#)
- [The Shawnee tribe](#)
- [The Wyandotte tribe](#)
- [The Tonkawa tribe](#)
- [The Yuchi tribe](#)

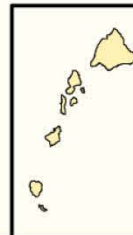


American Indian Reservations



MAP KEY

- Federal American Indian Reservations (represented by a purple square)
- State American Indian Reservations (represented by a purple dot)



566

federally recognized tribes

Tribal Enrollment

- Blood quantum
- Lineal descent

RESIDENCE: *Oklawaha, Okla.* DISTRICT: *Okla.* CHEROKEE NATION. Cherokee Roll. (For Ancestry, Descent, Election, or Payment)

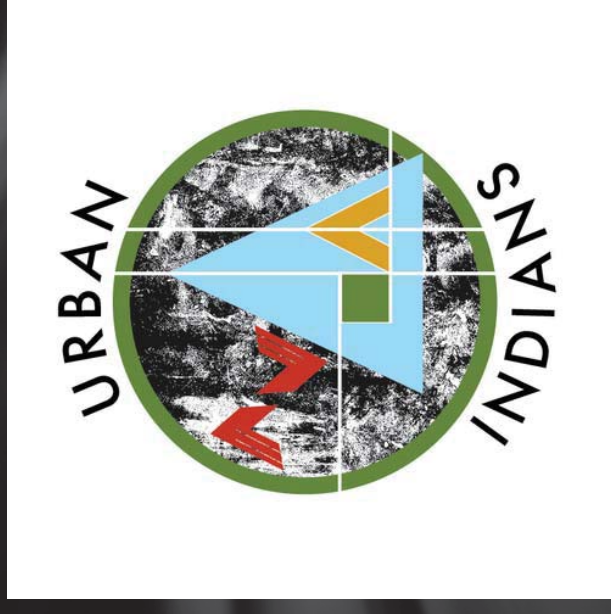
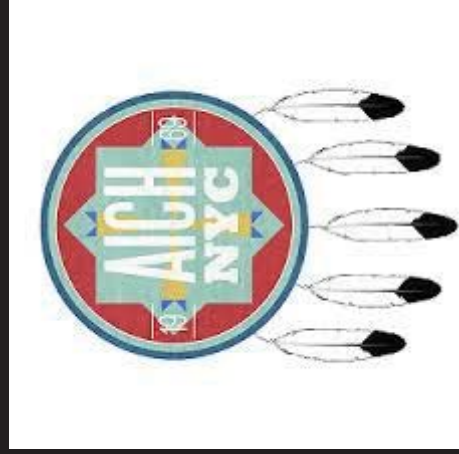
POST OFFICE: *Oklawaha, Okla.* CARD NO. *119* FIELD NO. *EX-10*

Over-Sea No.	NAME	Reason for this Name	AGE	SEX	BLOOD	TRIBAL ENROLLMENT			TRIBAL EMPLOYMENT OF PARENTS				
						Year	No.	Name of Entry	Year	District	Name of Mother	Year	Employ.
181	<i>Stewart, John</i>		<i>52</i>	<i>M</i>		<i>1896</i>	<i>100</i>	<i>Stewart, John</i>	<i>1896</i>	<i>Okla.</i>	<i>Stewart, John</i>	<i>1896</i>	<i>Okla.</i>
377	<i>Wheeler</i>		<i>45</i>	<i>M</i>		<i>1896</i>	<i>100</i>	<i>Wheeler, John</i>	<i>1896</i>	<i>Okla.</i>	<i>Wheeler, John</i>	<i>1896</i>	<i>Okla.</i>
378	<i>Wheeler</i>		<i>45</i>	<i>M</i>		<i>1896</i>	<i>100</i>	<i>Wheeler, John</i>	<i>1896</i>	<i>Okla.</i>	<i>Wheeler, John</i>	<i>1896</i>	<i>Okla.</i>
379	<i>Wheeler</i>		<i>45</i>	<i>M</i>		<i>1896</i>	<i>100</i>	<i>Wheeler, John</i>	<i>1896</i>	<i>Okla.</i>	<i>Wheeler, John</i>	<i>1896</i>	<i>Okla.</i>
380	<i>Wheeler</i>		<i>45</i>	<i>M</i>		<i>1896</i>	<i>100</i>	<i>Wheeler, John</i>	<i>1896</i>	<i>Okla.</i>	<i>Wheeler, John</i>	<i>1896</i>	<i>Okla.</i>
381	<i>Wheeler</i>		<i>45</i>	<i>M</i>		<i>1896</i>	<i>100</i>	<i>Wheeler, John</i>	<i>1896</i>	<i>Okla.</i>	<i>Wheeler, John</i>	<i>1896</i>	<i>Okla.</i>
382	<i>Wheeler</i>		<i>45</i>	<i>M</i>		<i>1896</i>	<i>100</i>	<i>Wheeler, John</i>	<i>1896</i>	<i>Okla.</i>	<i>Wheeler, John</i>	<i>1896</i>	<i>Okla.</i>
<p>ALL INFORMATION CONTAINED HEREIN IS UNCLASSIFIED DATE <i>MAR 27 1983</i> BY <i>SP-10 JRS/SLC</i></p> <p>ISSUED BY: <i>OKLAHOMA</i> DATE: <i>MAR 27 1983</i></p> <p>REMARKS: <i>No. 1 in Roll of 1896 by Cherokee Nation</i> <i>No. 2 on 1896 Roll page 490 No. 1773 as Native American Roll</i> <i>No. 1 " 1896 " " 580 No. 316 Roll of Cherokee Nation</i></p>													

JUL 11 1900

Indian Termination Policies

- Dissolution of over 100 tribal nations from 1953-1964
 - Ex. Menominee Termination Act
 - Indian Relocation Act of 1956
 - Assimilation
 - Encouraged movement to government-designated cities



Native American and Alaska Native Demographics

DEFINITION OF AMERICAN INDIAN OR ALASKA NATIVE USED IN THE 2010 CENSUS

According to OMB, "American Indian or Alaska Native" refers to a person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.

The American Indian and Alaska Native population includes people who marked the "American Indian or Alaska Native" checkbox or reported entries such as Navajo, Blackfeet, Inupiat, Yup'ik, or Central American Indian groups or South American Indian groups.

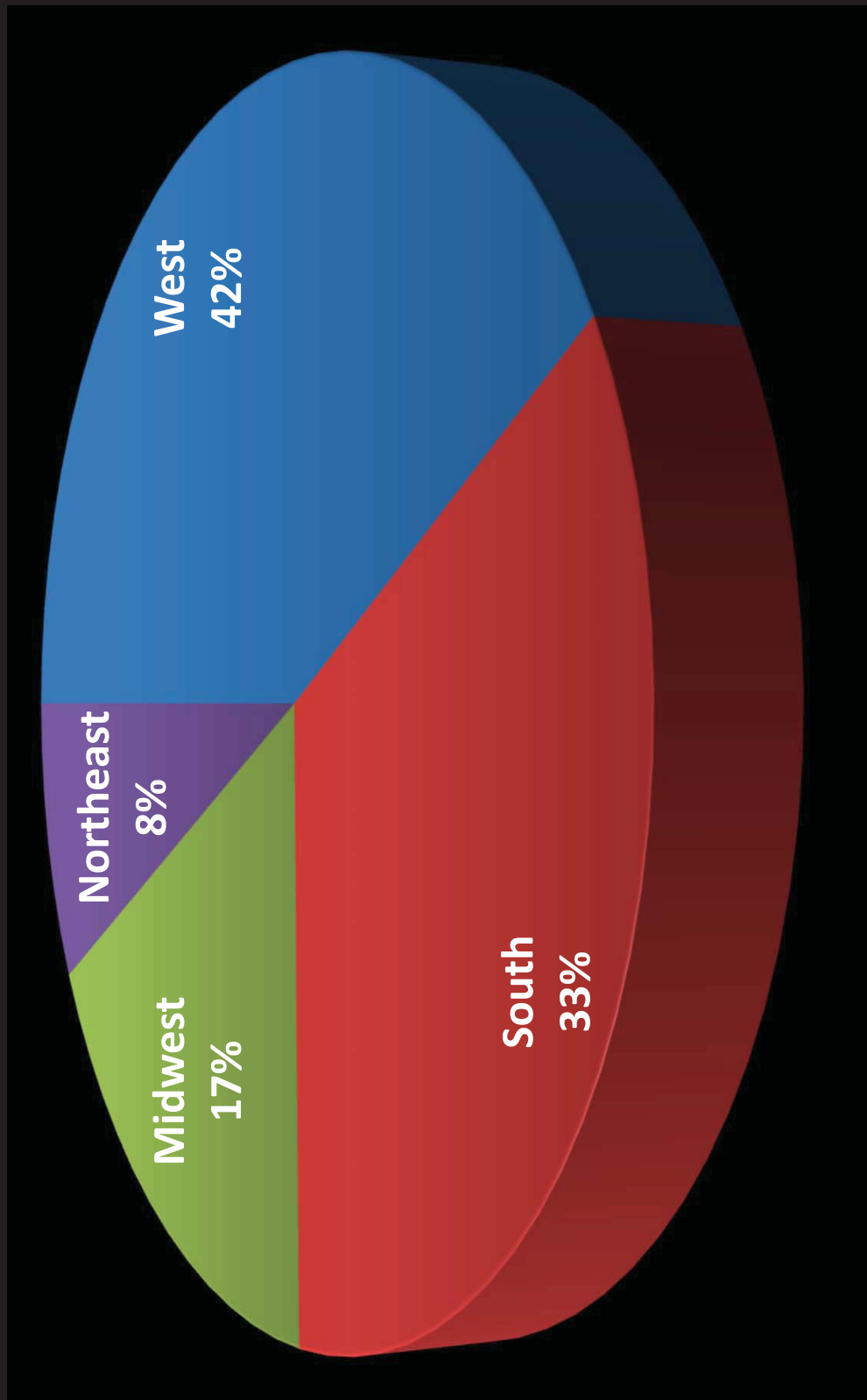
Population of Native American & Alaska Natives in the United States

2010: 5.2 million people

- 1.7% of population

2010: ~70% of people who self-identify as Native American *do not* live in Native American and Alaska Native areas.

Native Population by Geographic Area



States with the highest percentage of Native Americans

*California, 13.9%

*Oklahoma, 9.2%

*Arizona, 6.8%

*Texas, 6.0%

*New York, 4.2%

Cities with the largest number of Native Americans

Table 3.

Ten Places With the Largest Number of American Indians and Alaska Natives: 2010

(For information on confidentiality protection, nonsampling error, and definitions, see www.census.gov/prod/cen2010/doc/pl94-171.pdf)

Place	Total population	American Indian and Alaska Native					
		Alone or in combination		Alone		In combination	
		Rank	Number	Rank	Number	Rank	Number
New York, NY	8,175,133	1	111,749	1	57,512	1	54,237
Los Angeles, CA	3,792,621	2	54,236	3	28,215	2	26,021
Phoenix, AZ	1,445,632	3	43,724	2	32,366	7	11,358
Oklahoma City, OK	579,999	4	36,572	7	20,533	3	16,039
Anchorage, AK	291,826	5	36,062	5	23,130	6	12,932
Tulsa, OK	391,906	6	35,990	6	20,817	4	15,173
Albuquerque, NM	545,852	7	32,571	4	25,087	16	7,484
Chicago, IL	2,695,598	8	26,933	10	13,337	5	13,596
Houston, TX	2,099,451	9	25,521	8	14,997	8	10,524
San Antonio, TX	1,327,407	10	20,137	11	11,800	11	8,337
Tucson, AZ	520,116	11	19,903	9	14,154	24	5,749
Philadelphia, PA	1,526,006	13	17,495	25	6,996	9	10,499
San Diego, CA	1,307,402	12	17,865	23	7,696	10	10,169

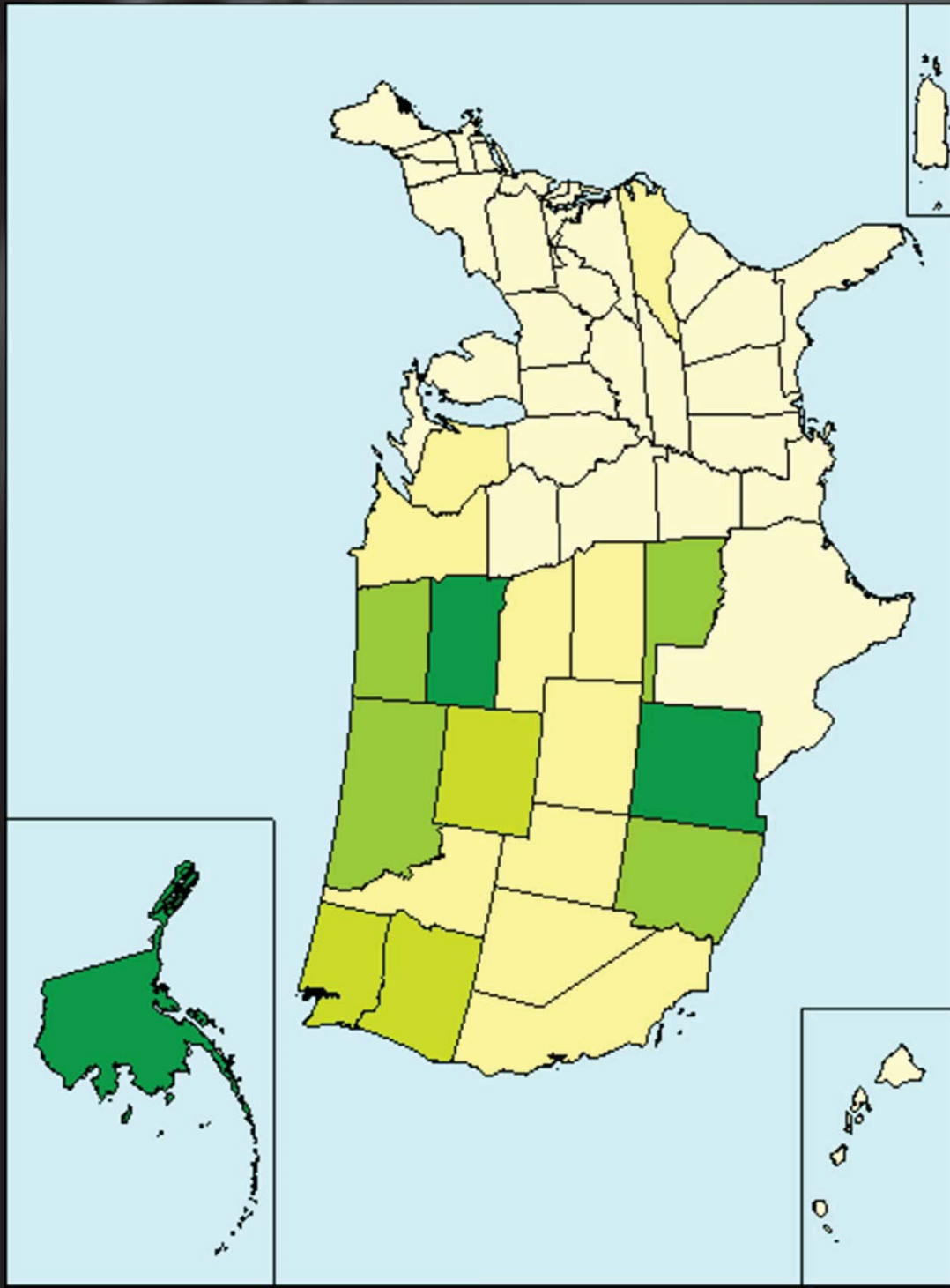
Source: U.S. Census Bureau, 2010 Census Redistricting Data (Public Law 94-171) Summary File, Table P1.

States with highest proportions of Native Americans

AK, 14.8%

NM, 9.4%

SD, 8.8%



Largest Tribal Nations

Cherokee: 16%

- 820,000

Navajo: 6.5%

- 332,000

Choctaw: 3.8%

- 195,000

Mexican American Indian: 3.4%

- 175,000

Chippewa : 3.3%

- 170,000

Applicant Pool

- Reservations and Native lands
- “Urban Indian” applicants

1.7% of U.S. population

Population by area: "West"

AK, AZ, CA, CO, HI, ID, MT, NV, NM, OR, UT, WA, WY

Dockets B, Z, A, C

% of Native Population	41%
% of Native Applicants:	35%
% of Native Admits:	43%
Yield:	50%

Population by area: "South"

AL, AR, DE, District of Columbia, FL, GA, KY, LA, MD, MI, NC, OK, SC, TN, TX, VA, WV

Dockets D, G, H, I, J

% of Native Population	33%
% of Native Applicants:	33%
% of Native Admits:	26%
Yield:	75%

Population by area: "Midwest"

IL, IN, IA, KS, MI, MN, MO, NE, ND, OH, SD, WI

Dockets E, F

% of Native Population	17%
% of Native Applicants:	13%
% of Native Admits:	17%
Yield:	63%

Population by area: "Northeast"

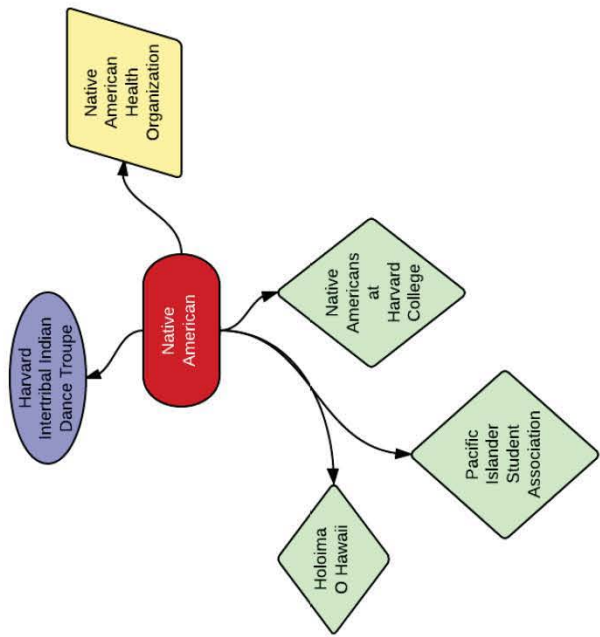
CT, ME, MA, NH, NJ, NY, PA, RI, VT

Dockets P, L, N, K, S, T, R,

% of Native Population	8%
% of Native Applicants:	18%
% of Native Admits:	13%
Yield:	100%

Campus Life





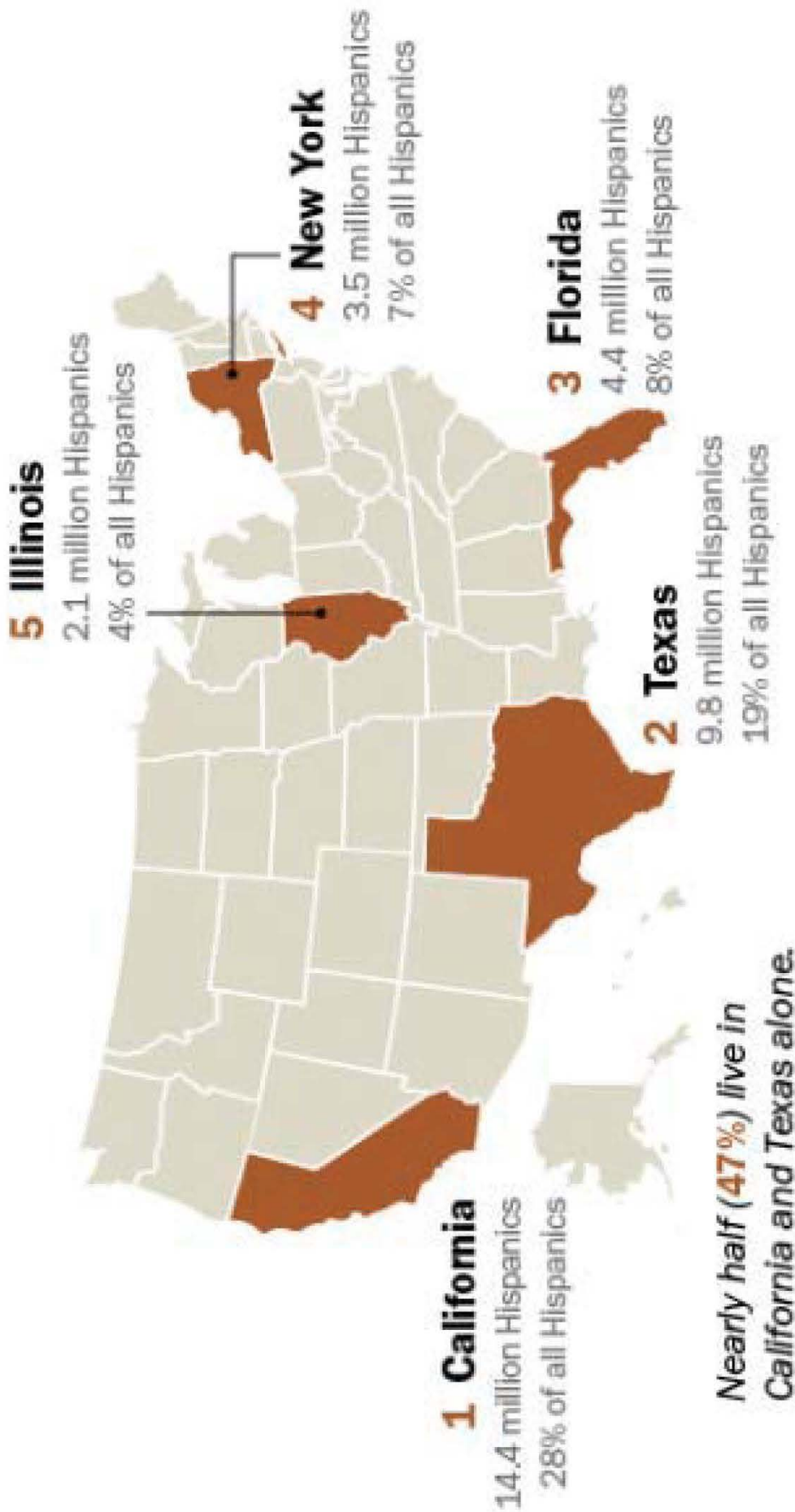
Latinos in the U.S.

Demography, Geography and Identity

- Latinos are nation's largest minority group
- Accounted for 56% of population growth in U.S. from 2000-2010
- 51.9 Million Hispanics in 2011
- 17% of U.S. Population

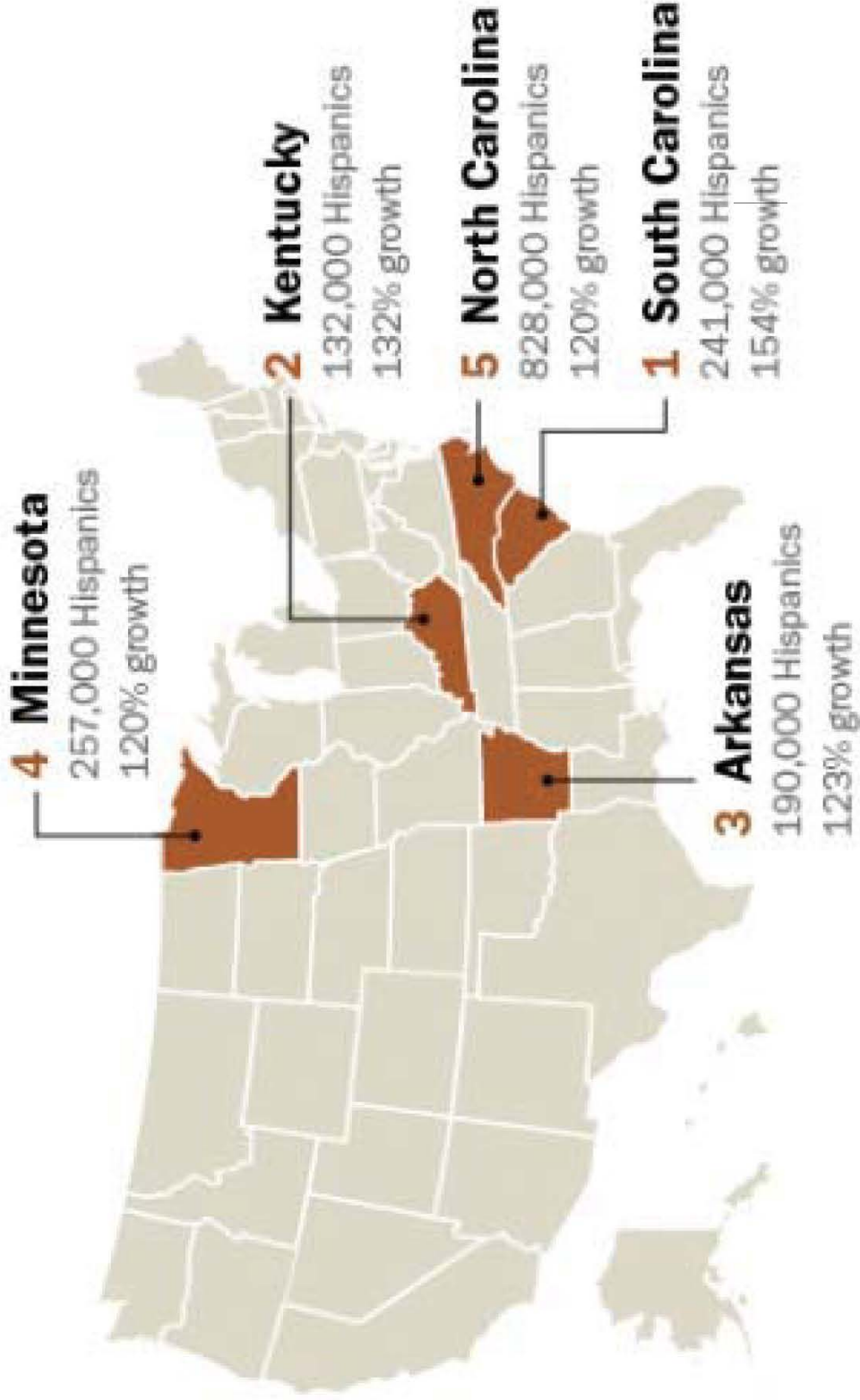
Geographical Distribution

Two-thirds of Hispanics live in just five states...



Pew Research Hispanic Center tabulations of 2011 American Community Survey (1% IPUMS)

...but **five** other states have seen the fastest growth since 2000.



Pew Research Hispanic Center tabulations of 2000 Census (5% IPUMS) and 2011 American Community Survey (1% IPUMS)

*Latino population accounted for ALL
growth in following states:*

Illinois

Louisiana

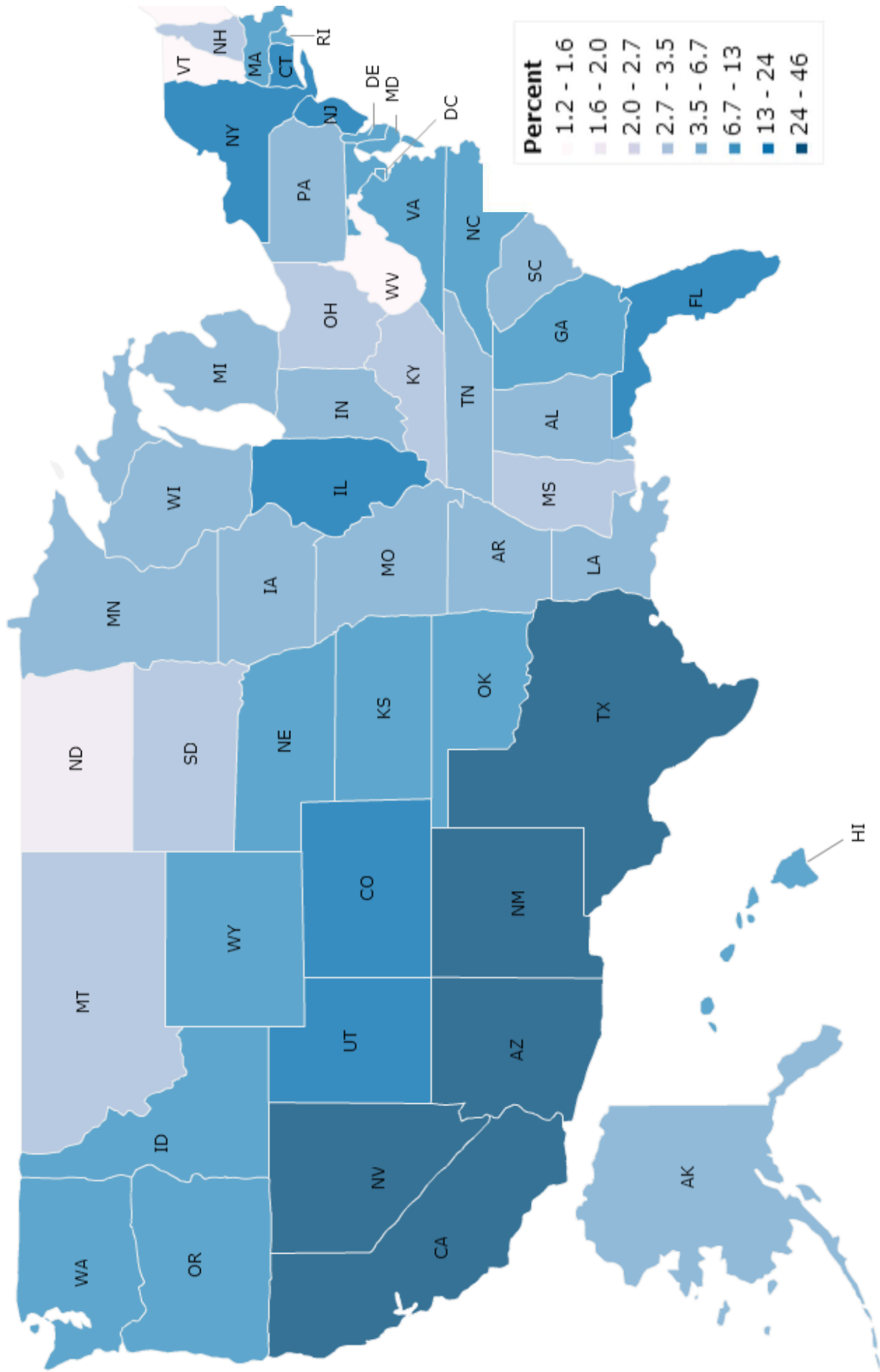
Massachusetts

New Jersey

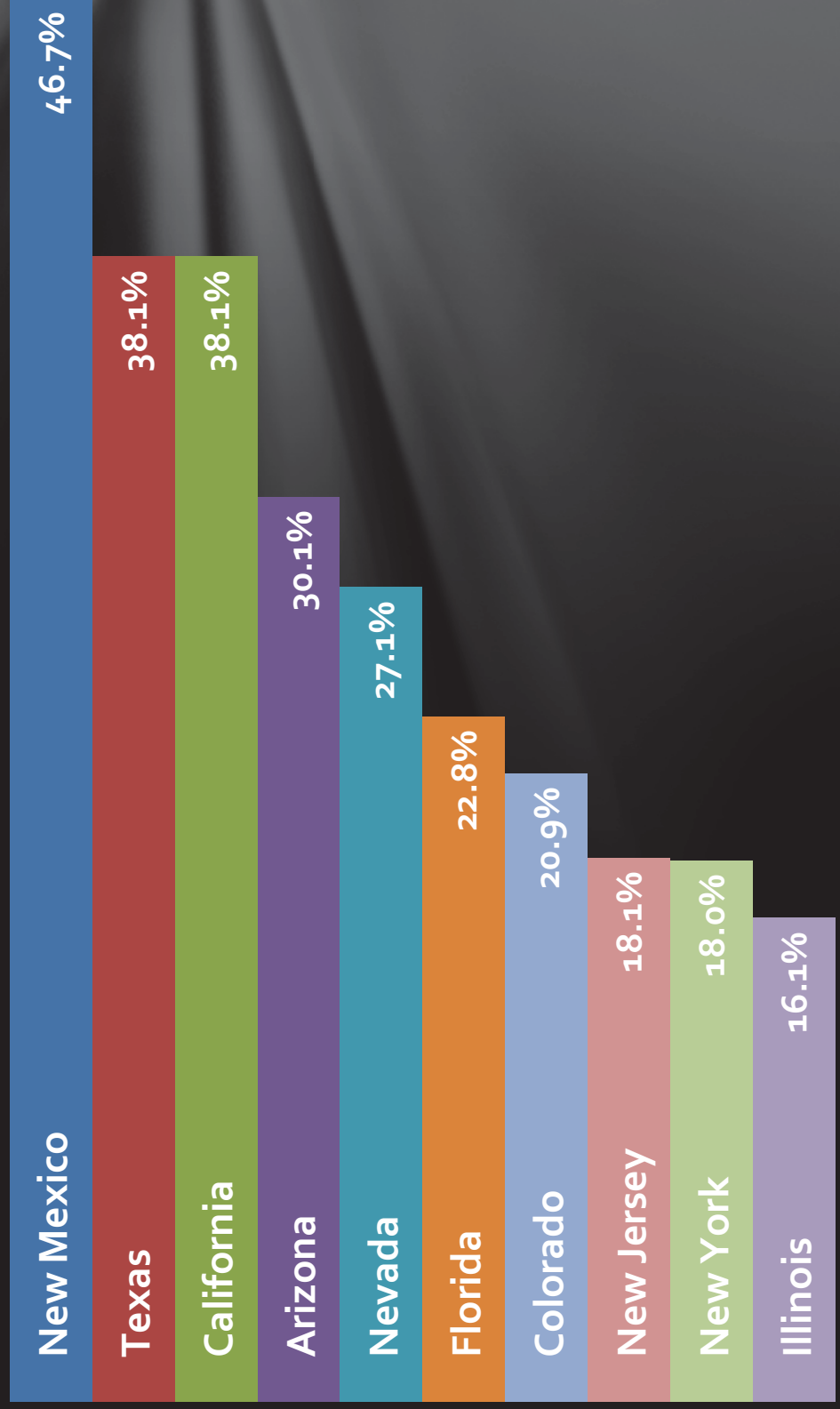
New York

Rhode Island

Proportions of Latino Populations by State

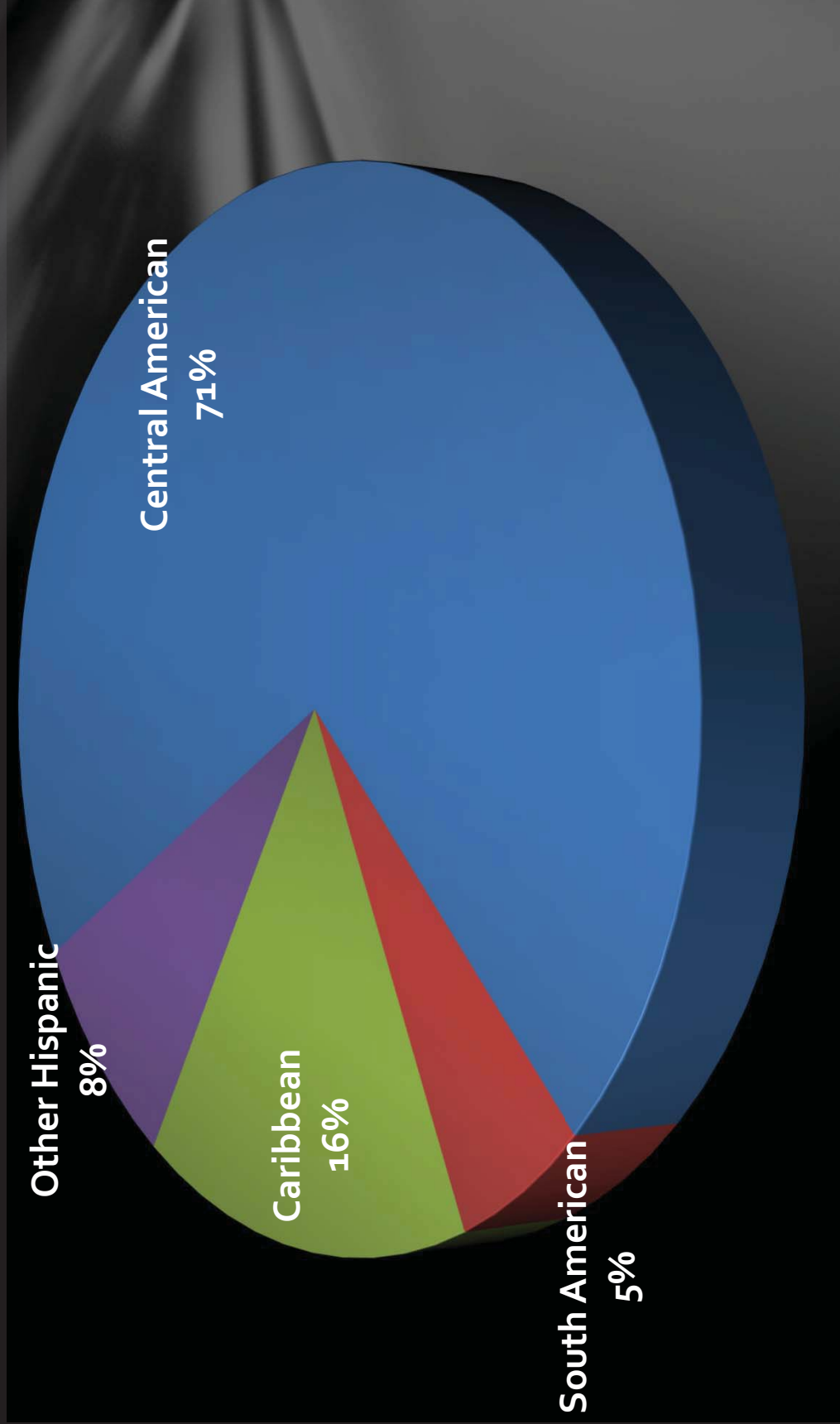


Top 10 States with the highest proportions of Latinos

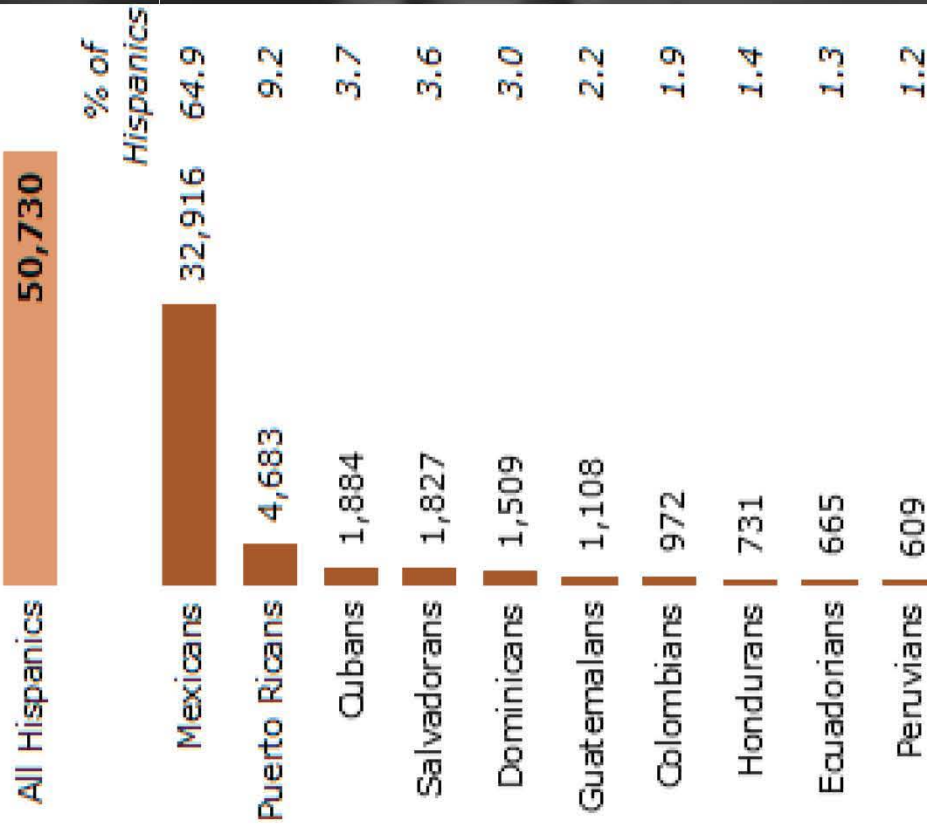


Demographics

Distribution of Latino Population by Origin: 2010



**U.S. Hispanic Population, by Origin,
2010**
(in thousands)



Note: Total U.S. population is 309,350,000 (rounded to the nearest thousand).

Source: Pew Hispanic Center tabulations of the 2010 ACS (1% IPUMS)

PEW RESEARCH CENTER

*The Hispanic population is the nation's **youngest** major racial or ethnic group.*



Pew Research Hispanic Center tabulations of 2011 American Community Survey (1% IPUMS)

Latino/a Children in the U.S. by Generation

■ 1st Gen ■ 2nd Gen ■ 3rd+ Gen

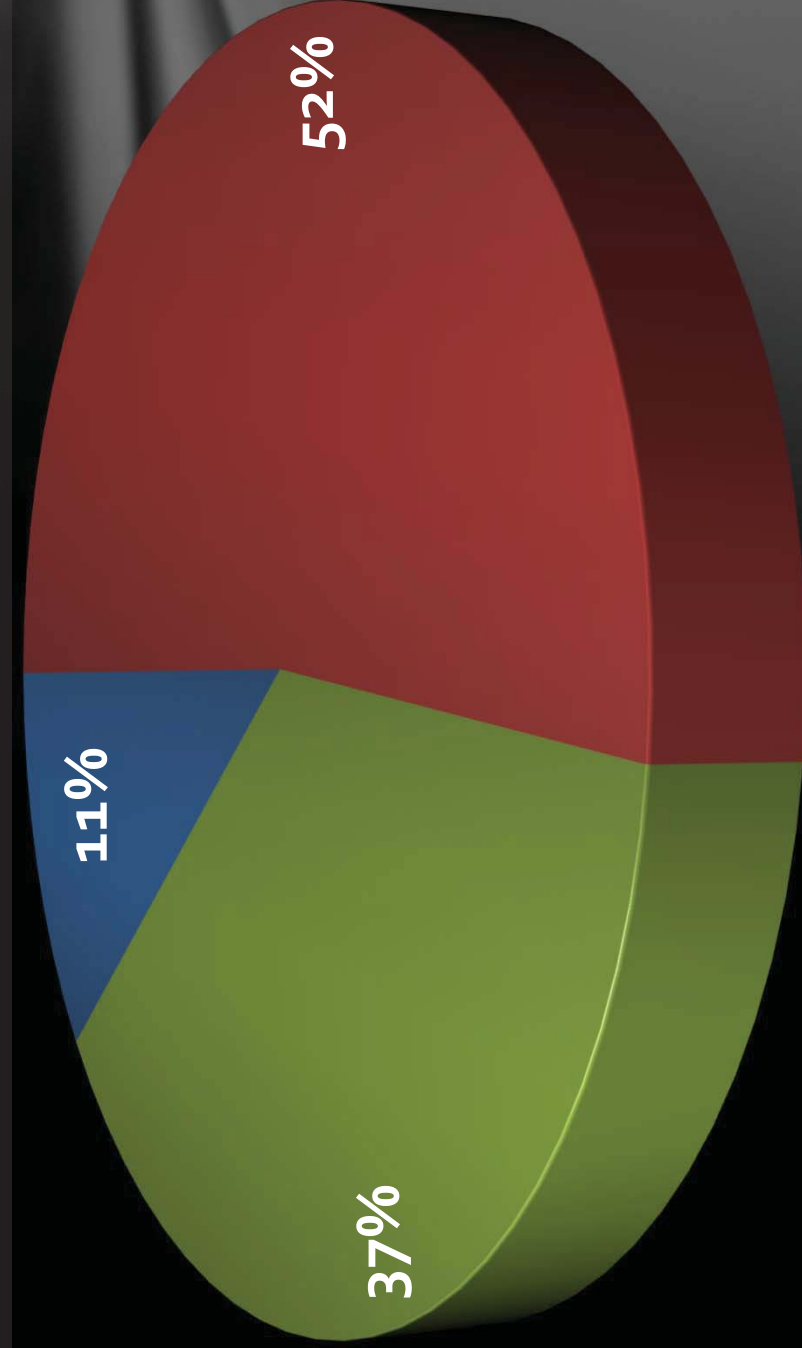
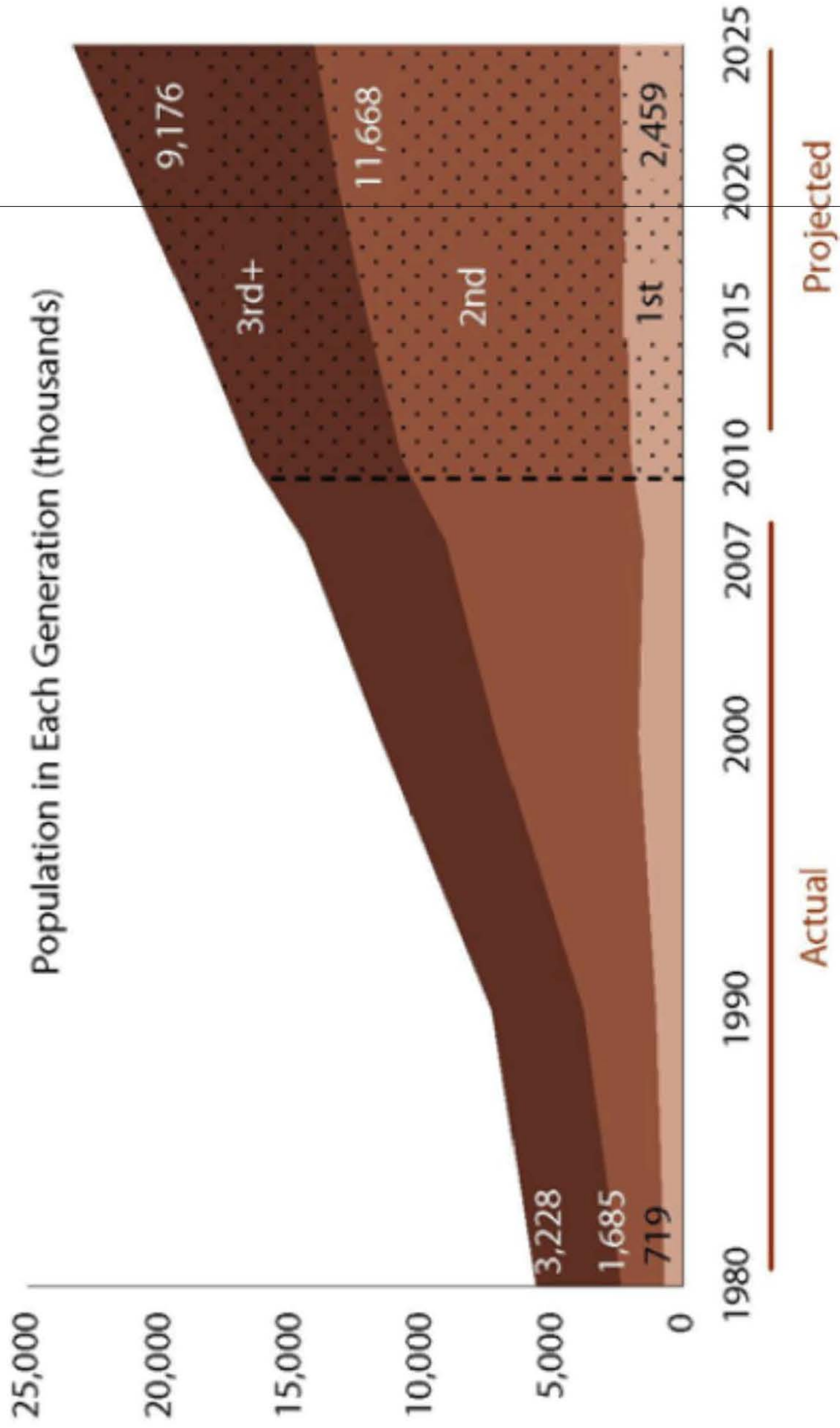
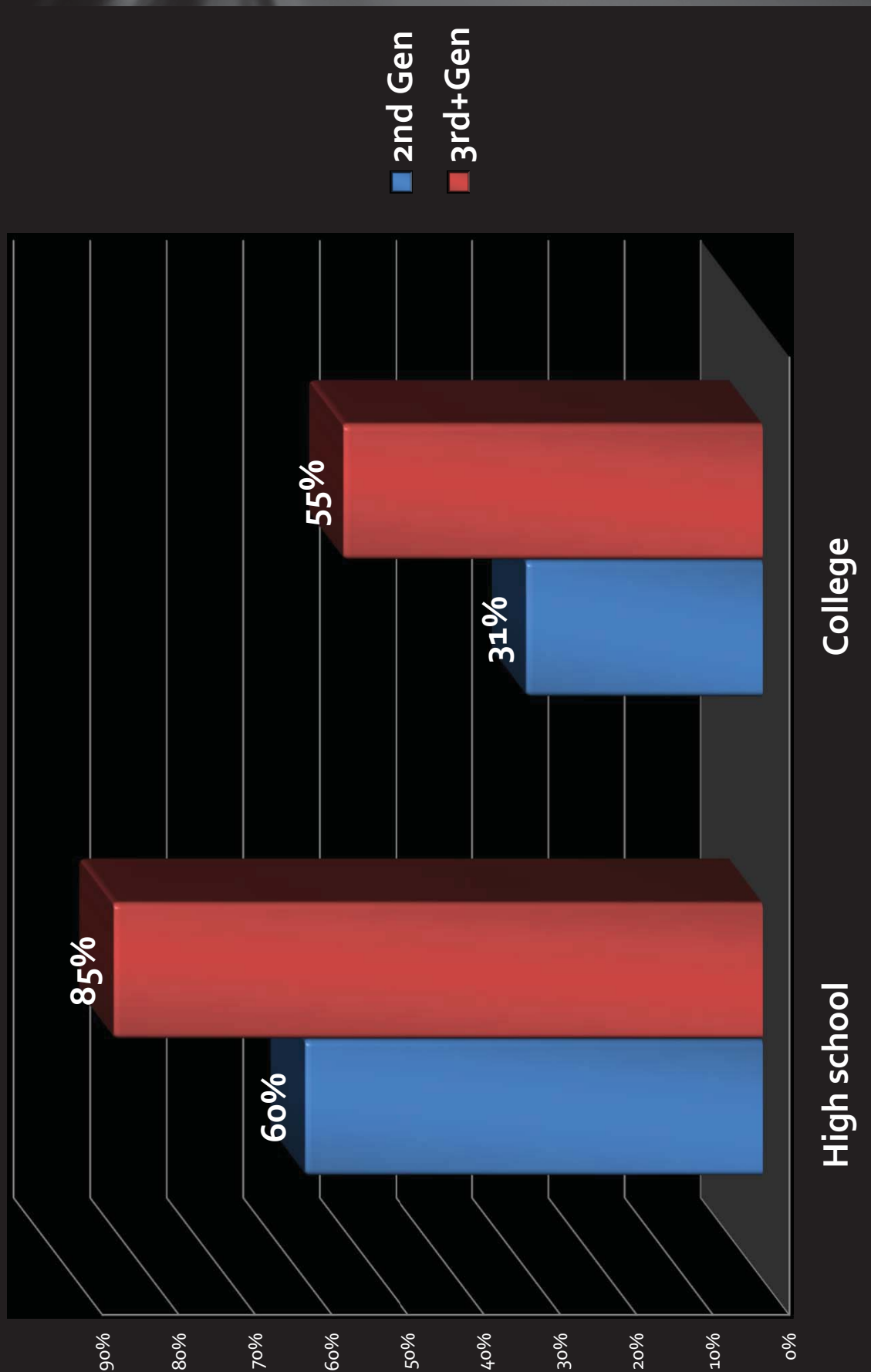


Figure 3
Hispanic Population, by Generation, for Children



Source: For 1980 to 2007, Pew Hispanic Center tabulations of the Decennial Census and 2007 American Community Survey Integrated Public Use Micro Samples. For 2010 to 2025, projections done by Pew Hispanic Center senior demographer Jeffrey S. Passel.

Parents' Educational Attainment by Generation

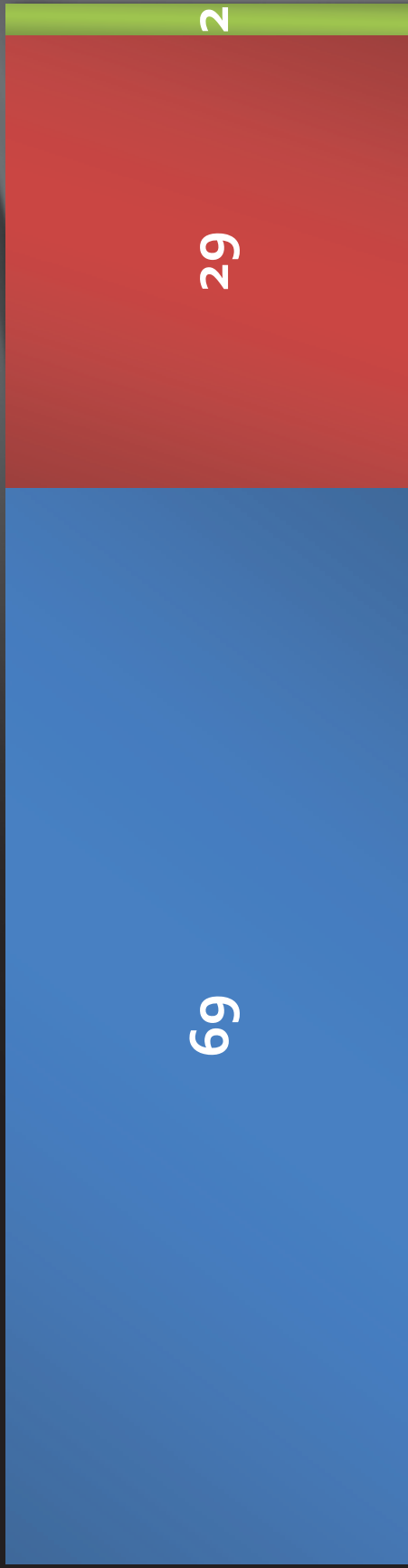


Identity

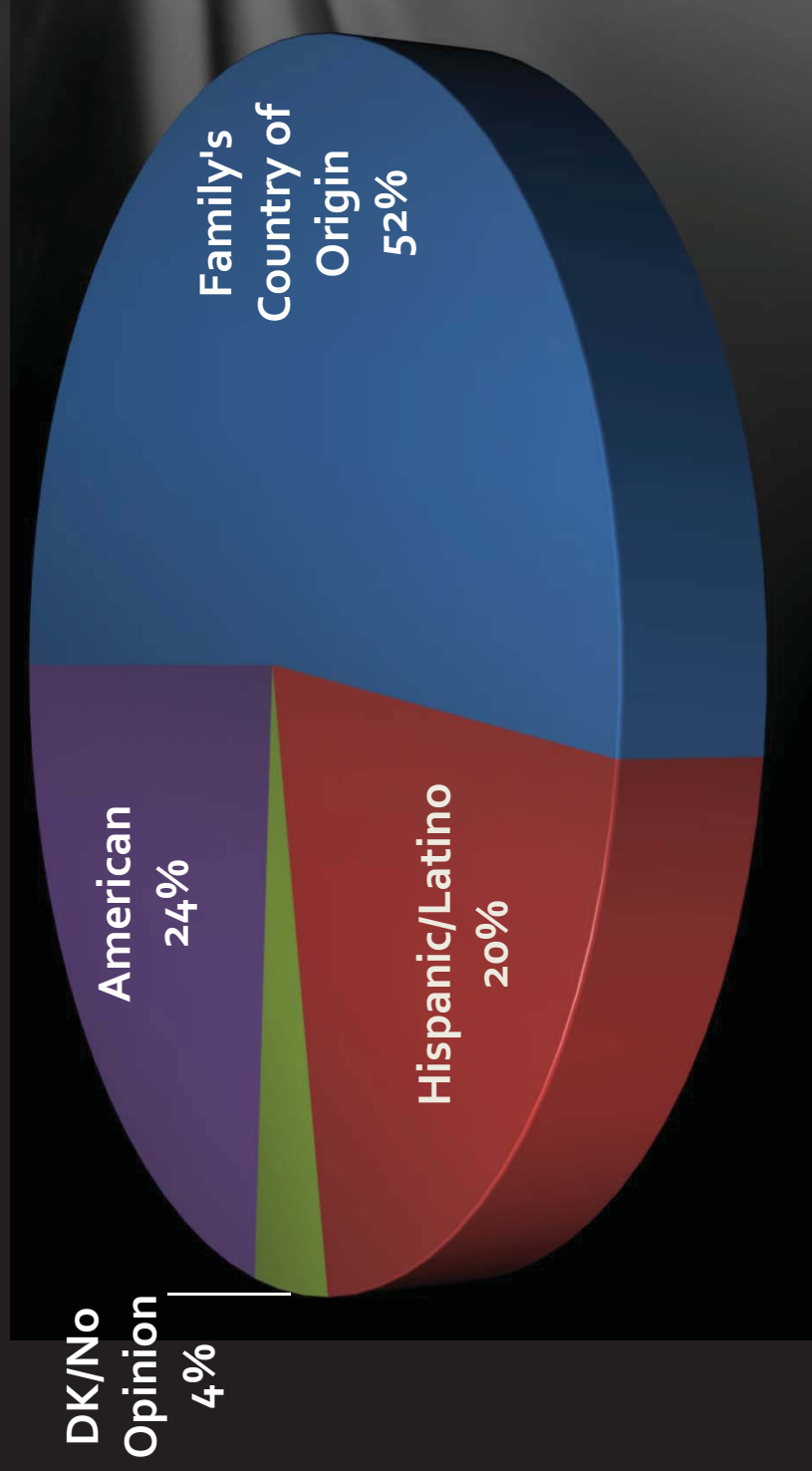
Latinos made up 97 percent of all
those that identified as only
"Some Other Race" on the U.S.
Census

Different vs. Shared Cultures

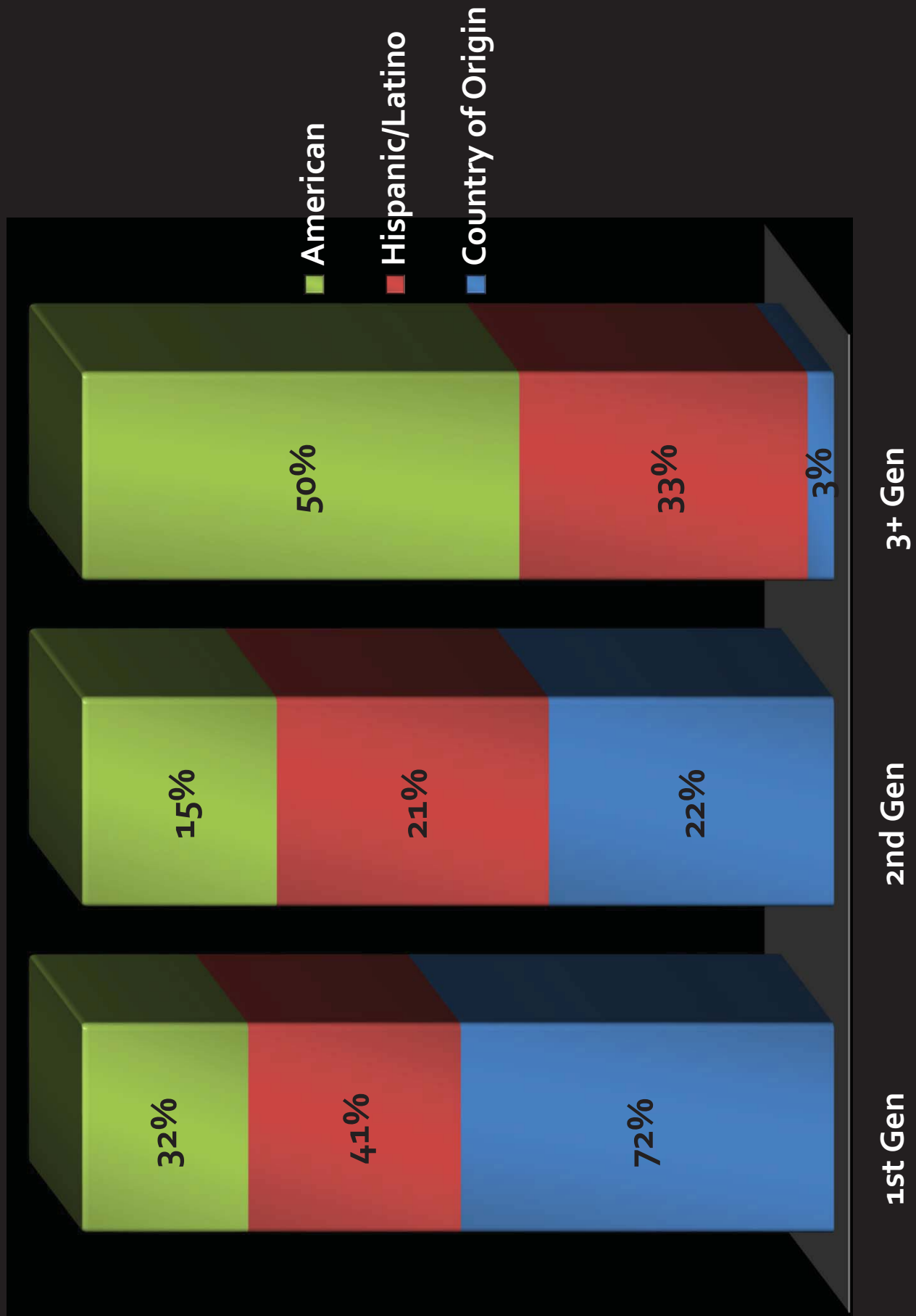
- U.S. Hispanics have different cultures
- U.S. Hispanics share a common culture
- DK/no opinion



Which term do you use to describe yourself? Youth Ages 16-25

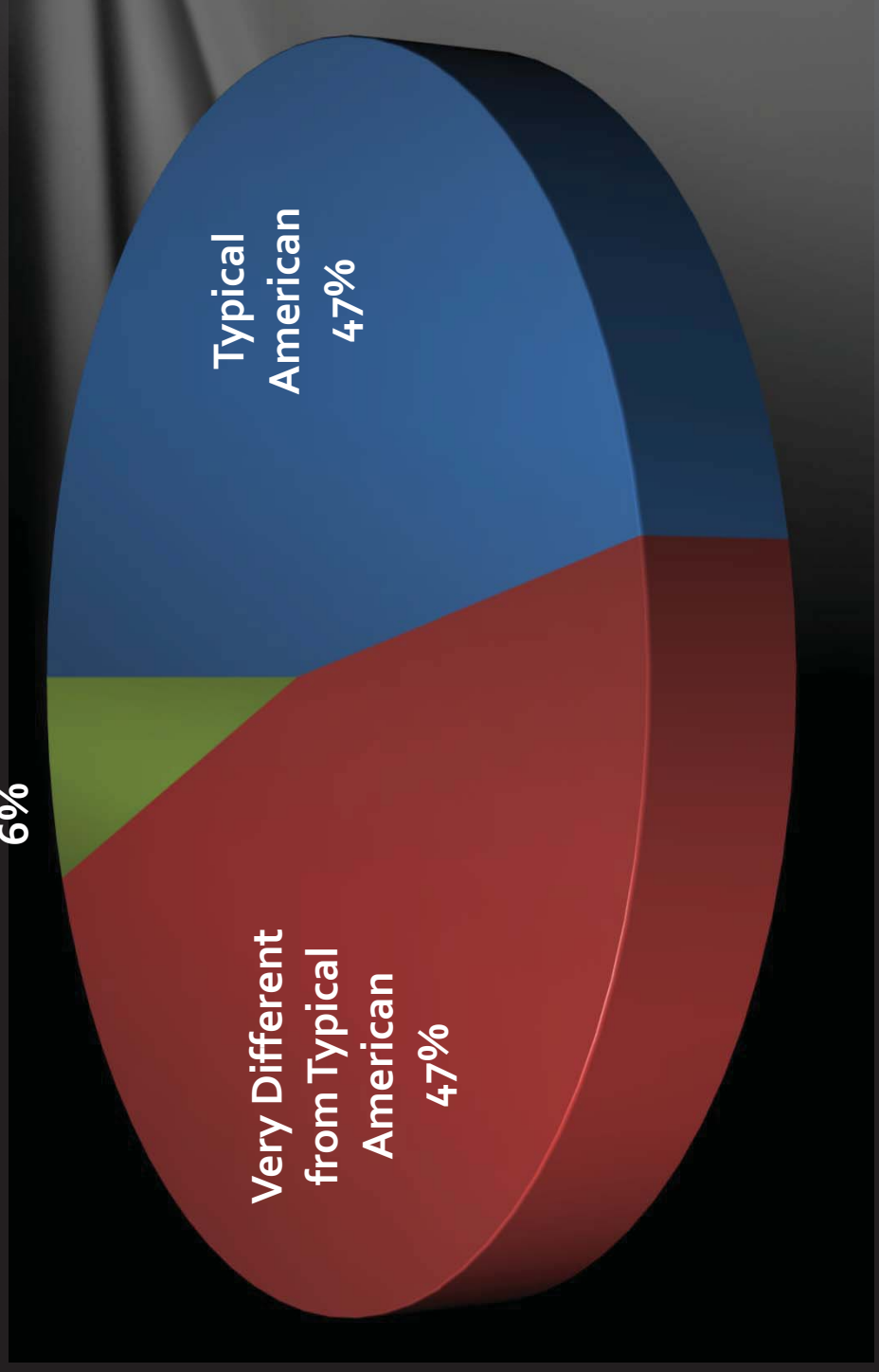


Self-Identification by Generation



Do you think of yourself as a typical American?

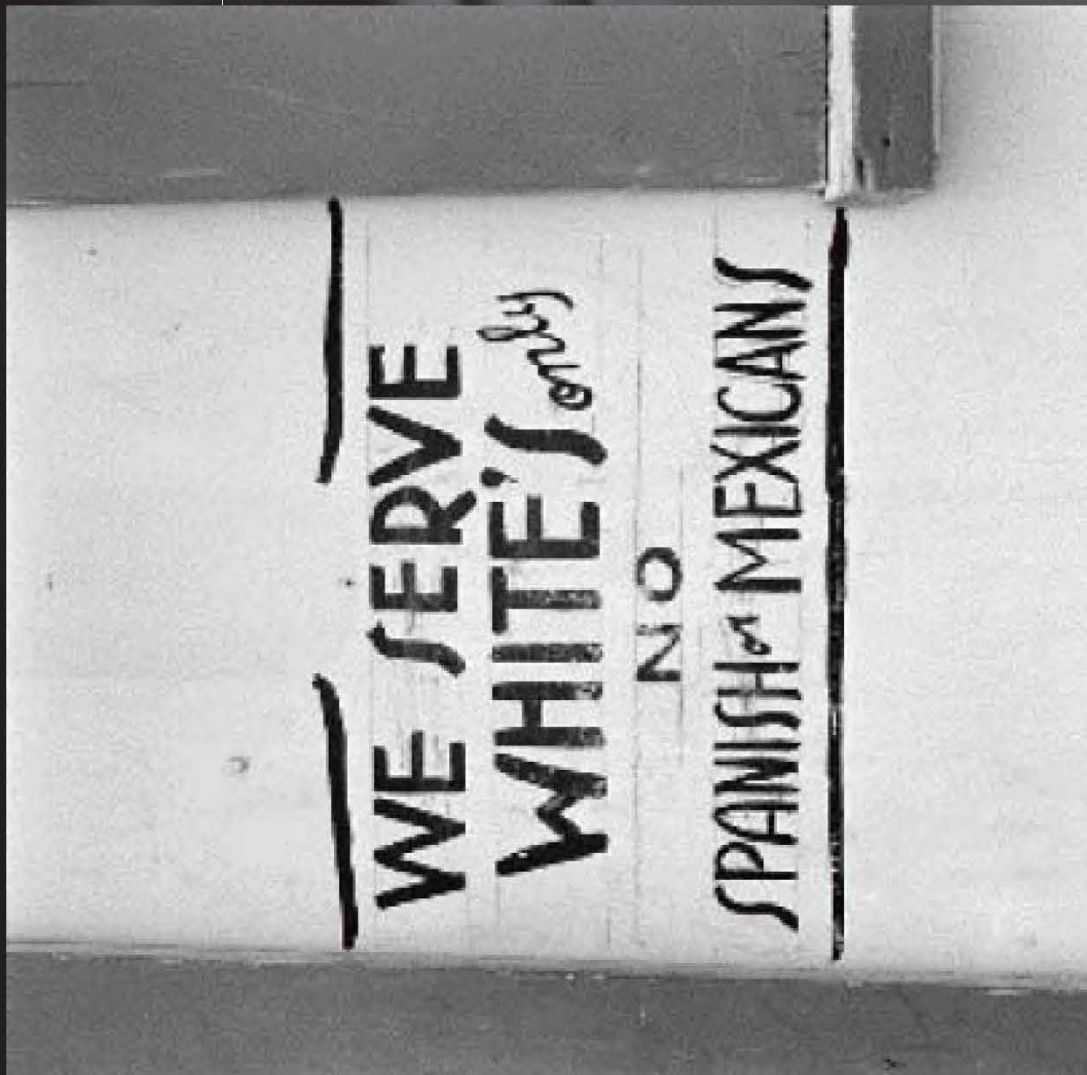
DK/No Opinion
6%



*Adding to the
complexity:
History & Context*

Historical Context: Latino Segregation

- Segregation in early 1900s
- “Mexican” Schools- Mexican children not allowed to enroll in white schools
 - Curriculum focused on “Americanization”
 - Usually years behind white students
- 1946- *Mendez, et al v. Westminster School (CA)*
 - Ruled that segregation of Mexican and Mexican-American students unconstitutional
 - First court case that successfully challenged segregation in schools

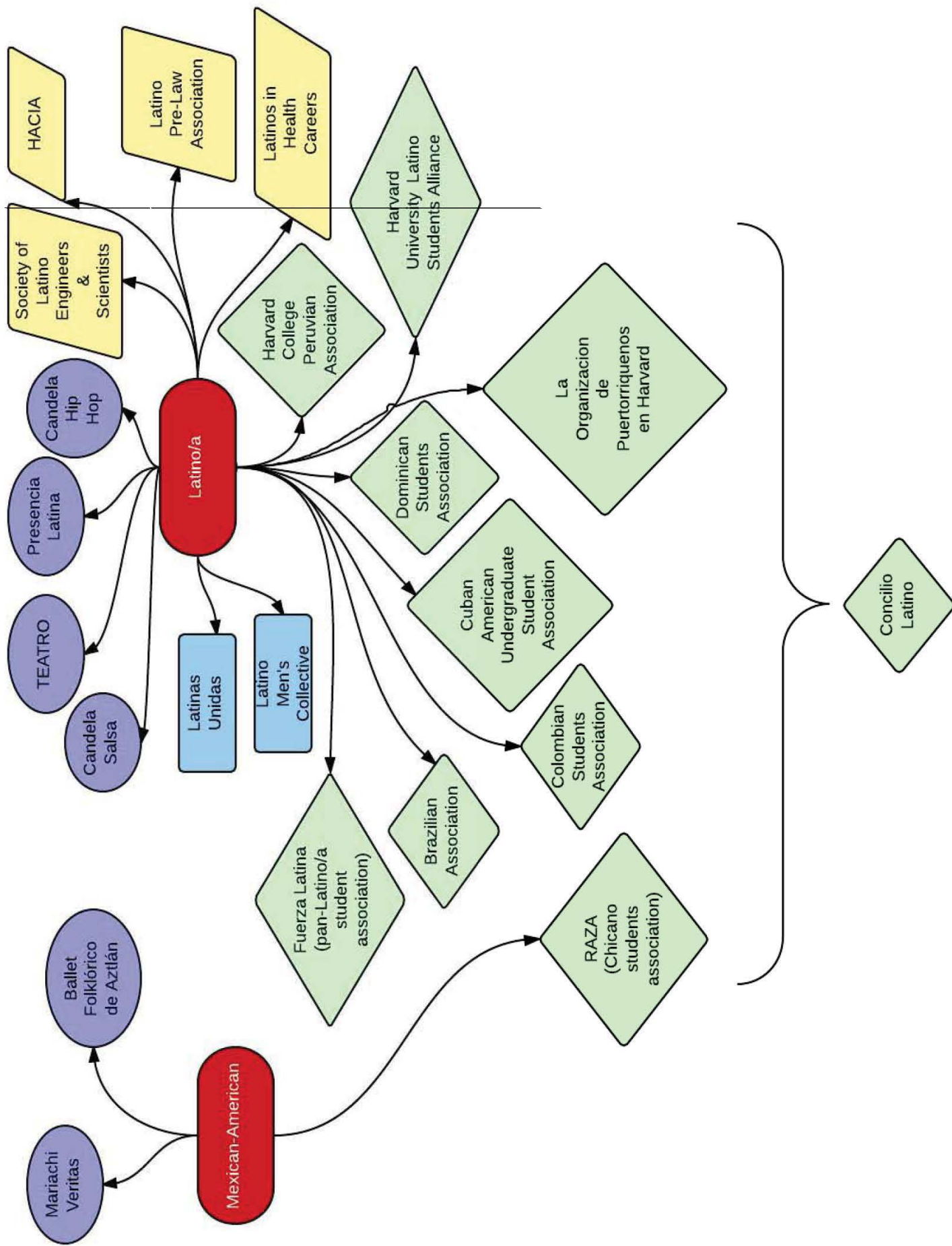


Present Day: Perceptions of Latinos

"Over 30 percent of non-Hispanics believe a majority (over half) of Hispanics are undocumented. However, the actual figure of undocumented Hispanics in the U.S. is around 18 percent, and only 37 percent of U.S. Hispanics are actually immigrants"

-NBC Latino

Campus Life



Student Examples

Identity:

It's complicated....

References

U.S. Census Bureau

Pew Hispanic Center

US Dept. of Health & Human Services

Collegeboard

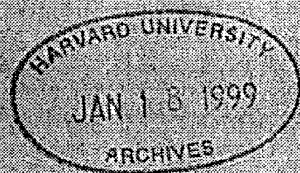
Margaret E. Montoya, A Brief History of Chicana/o School Segregation: One Rationale For Affirmative Action, 12 La Raza Law Journal 159-172, 162-171 (2001)

HU 30.11.5



THE
PRESIDENT'S
REPORT
1993-1995

HARVARD UNIVERSITY



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United States District Court
District of Massachusetts

DX 40

Case No. 1:14-cv-14176 (ADB)

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from different places. Initiatives of this kind were introduced in at least some colleges and universities by the mid- to late nineteenth century, and were developed much more systematically in the twentieth. New institutional structures enabled students to form close and more continuing associations with their peers, joining organizations and societies of every type. At Harvard, students began living in residential "Houses" that provided social and dining facilities, faculty "masters" and associates, and graduate student tutors. Participation in such units—and in associated extracurricular activities—was rightly seen as much more than a mere adjunct to education. It became part of the fabric of daily life in residential university communities, and one of the primary ways that students learned from one another.

President A. Lawrence Lowell was clearly very different from Eliot, and in some ways sought to limit Eliot's concept of diversity. For example, he called for quotas on the number of Jewish students admitted to Harvard. At the same time, he went further than Eliot in providing facilities that could sustain the more democratic ideals which had gradually been established at the university. In developing the residential House system during the late 1920s, Lowell specifically sought to diminish the tendency of students to form "cliques based upon similarity of origin and upon wealth."³⁵ The goal of the Houses was "to bring into contact a body of students with diverse interests" who would "provoke" one another to think freshly about many subjects.³⁶ Although intellectual diversity was one aim of the Houses, Lowell insisted that the new structures were not fundamentally academic, but "a social device for a moral purpose":

So far as subjects of concentration, pecuniary means, and residence in different parts of the country are concerned, each House should be as nearly as possible a cross-section of the College.³⁷

President James Conant later expanded on some of Lowell's themes. As early as 1936-37, he was asking whether there is "any surer way of finding the truth" than by having it debated by students "of differing opinions": "Have we not in each of our [Houses] a band of scholars who educate one another?" If our future lawyers, doctors, poets, teachers, scientists, and historians "all lunch and dine together day after day, then the most powerful of the forces making for a liberal education are set at work."³⁸

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broader concept of student exposure to the "mores"—the customs, habits, and outlooks—of fellow students who are "as diverse as this Nation of many peoples."⁶⁰ While the educational benefits of such exposure may appear to be most striking during a student's university years, their long-term significance was held to be equally valuable: "The Nation's future depends upon leaders trained" in this way,⁶¹ and the results of such training can have a lasting effect on individuals, and therefore on the society of which they are a part.

In the course of Justice Powell's exposition, one can hear echoes of Mill's insistence on "robust" exchanges, or Eliot's commitment to educating future leaders of a heterogeneous democratic society. Indeed, Justice Powell's pivotal opinion in *Bakke* has its roots in a long tradition of thought concerning the nature of learning and education. That tradition preceded, by more than a century, the advent of affirmative action programs and the passage of the Civil Rights Act of 1964. It is a tradition that is still vital, and still crucial to our nation's future.

2.

IF IT IS PERMISSIBLE to take race and ethnicity into account as one factor in an admissions process, but generally not permissible to "set aside" places (or to use a set of differently defined standards) exclusively for members of a particular ethnic or racial group (or groups), how can one design and administer an appropriate process? In *Bakke*, the Justices devoted considerable attention to this issue.

Justice Powell drew extensively on Harvard College's policy statement on admissions, which he quoted at length in his opinion and added in full as an appendix. This policy, shaped by Harvard's faculty and admissions committee, carried the strong endorsement of President Derek Bok, whose constant efforts in behalf of diversity and affirmative action helped to determine Harvard's goals and extend its progress throughout the 1970s and 1980s. Two passages from the Harvard statement are particularly pertinent. The first concerns the way in which different criteria can be weighed simultaneously in making admissions decisions; the second concerns the

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question of so-called "critical mass," including the issue of quotas as contrasted to approximate (and flexible) goals:

When the Committee on Admissions reviews the large middle group of applicants who are 'admissible' and deemed capable of doing good work in their courses, the race of an applicant may tip the balance in his favor just as geographic origin or a life spent on a farm may tip the balance in other candidates' cases. . . .⁶²

In Harvard College admissions the Committee has not set target-quotas for the number of blacks, or of musicians, football players, physicists or Californians to be admitted in a given year. At the same time the Committee is aware that if Harvard College is to provide a truly heterog[e]neous environment that reflects the rich diversity of the United States, it cannot be provided without some attention to numbers. It would not make sense, for example, to have 10 or 20 students out of 1,100 whose homes are west of the Mississippi. Comparably, 10 or 20 black students could not begin to bring to their classmates and to each other the variety of points of view, backgrounds and experiences of blacks in the United States. . . . Consequently, when making its decisions, the Committee on Admissions is aware that there is some relationship between numbers and achieving the benefits to be derived from a diverse student body, and between numbers and providing a reasonable environment for those students admitted. But that awareness does not mean that the Committee sets a minimum number of blacks or of people from west of the Mississippi who are to be admitted.⁶³

Distinctions between the Harvard College program and the University of California at Davis program were discussed in some detail in *Bakke*. Justice Blackmun wrote that, while he saw the advantages of the Harvard program, he was not convinced that the difference between the two was "very profound or constitutionally significant." Justice Blackmun concluded that the Harvard program was "better formulated than Davis' two-track system," but he added:

The cynical, of course, may say that under a program such as Harvard's one may accomplish covertly what Davis concedes it does openly. I need not go that far, for despite its two-track aspect, the Davis program, for me, is within constitutional bounds, though perhaps barely so.⁶⁴

In his pivotal opinion, however, Justice Powell insisted on the fundamental difference between a two-track process involving set-asides and a unitary process that judged all candidates by the same set of criteria, applied in a way that considered each applicant as an individual with a complex set of talents, interests, characteristics, qualities, and achievements:

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In such an admissions program, race or ethnic background may be deemed a "plus" in a particular applicant's file, yet it does not insulate the individual from comparison with all other candidates for the available seats. The file of a particular black applicant may be examined for his potential contribution to diversity without the factor of race being decisive when compared, for example, with that of an applicant identified as an Italian-American if the latter is thought to exhibit qualities more likely to promote beneficial educational pluralism. Such qualities could include exceptional personal talents, unique work or service experience, leadership potential, maturity, demonstrated compassion, [or] a history of overcoming disadvantage. . . . Indeed, the weight attributed to a particular quality may vary from year to year depending upon the "mix" both of the student body and the applicants for the incoming class.

This kind of program treats each applicant as an individual in the admissions process.⁶⁵

3.

FINALLY, IT IS IMPORTANT to note that in his decisive opinion in *Bakke*, Justice Powell took into account the contribution of diversity to education at the graduate as well as the undergraduate level. While acknowledging differences in the specific educational purposes to be served (and in the admissions selection criteria) at the two different levels, he concluded that there was sufficient similarity between the two to warrant similar approaches: "Even at the graduate level, our tradition and experience lend support to the view that the contribution of diversity is substantial."⁶⁶ Law schools, for example, were seen not only as academic institutions, but as "the proving ground for legal learning and practice"—places that "cannot be effective in isolation from the individuals and institutions with which the law interacts. Few students and no one who has practiced law would choose to study in an academic vacuum"⁶⁷

A similar perspective was relevant to medicine. "Physicians serve a heterogeneous population," wrote Justice Powell, and

an otherwise qualified medical student with a particular background—whether it be ethnic, geographic, culturally advantaged or disadvantaged—may bring to a professional school of medicine experiences, outlooks, and ideas that enrich the training of its student body and better equip its graduates to render with understanding their vital service to humanity.⁶⁸

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This important issue—of graduate and professional school admissions—deserves some additional discussion, even though it cannot receive adequate attention in the present context. Generalizing about admissions criteria across very different disciplines is obviously difficult, because programs vary widely in the nature of the required preparation. A Ph.D. program in statistics or plasma fusion, for instance, will undoubtedly have technical requirements for admission that would ordinarily not have clear parallels in a program such as English literature or European history. Similarly, medicine differs from law in the nature and extent of preparation normally required—just as there are substantial variations in the kinds of specialization usually expected in fields as diverse as government, divinity, and business administration.

Nonetheless, if we want a society in which our physicians, teachers, architects, public servants, and other professionals possess a developed sense of vocation and calling; if we want them to be able to gain some genuine understanding of the variety of human beings with whom they will work, and whom they will serve; if we want them to think imaginatively and to act effectively in relation to the needs and values of their communities, then we shall have to take diversity into account as one among many significant factors in graduate and professional school admissions and education.

We need to remember, for instance, that many Ph.D. students in physics or sociology—like master's degree candidates in public health or education—will one day carry responsibilities that affect people from many different backgrounds. The Ph.D. student who becomes a teacher of science, art, or economics at an undergraduate college—no less than the general practitioner of medicine, or the inner-city minister—must be prepared to understand and work with many individuals, over decades, who will have a multiplicity of opinions, cultural perspectives, and convictions about life. Relevant academic training and expertise are indispensable to such practitioners. But such training and expertise can take one only so far in many of the situations that are now the substance of everyday professional life, and the realities of our time require forms of education that are broad in their human dimensions, as well as powerful in their intellectual content.

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President Conant was once asked how he would measure the quality of Harvard's undergraduate program. Conant, as we have noted, was hardly averse to reliance on tests, and he was unambiguous in his concern for high academic standards. But he replied that he would "reject all informational tests" that might be given to "recent graduates as indicative of the effectiveness of our general education. Whether a liberal education has been a success or failure should be measured by the student's breadth of vision fifteen or twenty years after graduation."⁶⁹

Graduate and professional education—like undergraduate education—plays a central role in helping to expand (or to constrain) an individual's "breadth of vision." Indeed, student diversity must be taken consciously into account at the graduate school level, because education at that level so strongly affects a student's conception of professional vocation, as well as the capacity to work with a variety of fellow professionals. The need to sustain rigorous academic standards in graduate and professional programs is clear. The more difficult and genuine challenge, in many respects, is to ensure that other significant values—ethical, professional, and civic—also receive the serious attention that they so clearly deserve.

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VII

Admissions: The 1990s and Beyond

1.

TO SUSTAIN OUR POLICIES in the future will require the same kind of care that we have traditionally devoted to them. In the present situation, it is important not only to take stock, but also to describe briefly the general principles that should continue to guide Harvard's practice in the years ahead.

It should be recognized at the outset that there is—regrettably—no ideal, friction-free way to arrive at decisions regarding admissions, and no effective way to explain such decisions to the thousands of individuals who are affected by them.

This situation is a direct outgrowth of the post-World War II boom in higher education, and in our collective national expectations concerning full access to educational opportunities. During the past half-century, there have been far more applicants than anyone would once have imagined possible. Even if the total number of places in our higher educational system were equal to the number of potential students, a good number of individual colleges and universities would still remain oversubscribed, and would have to turn away many qualified applicants. Therefore, with or without consideration of race, ethnicity, gender, geographic location, income level, or various other factors, there will be thousands of disappointed candidates.

When such a large proportion of applicants are barely distinguishable on statistical grounds, SAT scores and GPAs are clearly of only limited value. Admissions processes, therefore, must remain essentially human. They must depend on informed judgment rather than numerical indices. And they will be subject to all the inevitable pressures and possible misconceptions that any exceptionally competitive selection process involves.

In order to sustain a balanced, consistent, and highly attentive process, long-established basic principles continue to offer the best guidance.

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- Our commitment to excellence means that we will continue to admit students as individuals, based on their merits: on what they have achieved academically, and what they seem to promise to achieve; on their character, and their energy and curiosity and determination; on their willingness to engage in discussion and debate, as well as their willingness to entertain the idea that tolerance, understanding, and mutual respect are goals worthy of persons who have been truly educated.

In assessing individual merit, we will—as we have in the past—take a number of criteria into account. Grades, test scores, and class rank will be given appropriate consideration in admissions, but they will be viewed in the context of each applicant's full set of capabilities, qualities, and potential for future growth and effectiveness.

- Our commitment to excellence also means that we will seek out—in all corners of the nation, and indeed the world—a diversity of talented and promising students.

Such diversity is not an end in itself, or a pleasant but dispensable accessory. 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 civic society.

In our world today, it is not enough for us and our students to acknowledge, in an abstract sense, that other kinds of people, with other modes of thought and feeling and action, exist somewhere—unseen, unheard, unvisited, and unknown. We must, in addition, extend ourselves in order to have direct contact with some substantial portion of that larger universe. There must be opportunities to hear different views directly—face to face—from people who believe them and embody them. Much can be learned from reading, from travel, and from formal academic study. But little if anything can substitute for the experience of continued association with others who are different from ourselves, and who challenge us—even as we challenge them.

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- In selecting those students who will be offered places, the whole must be seen to be genuinely greater than the sum of the parts.

When an individual student is admitted, the decision is rarely if ever the result of a circumscribed choice between two—or three, or a very few—applicants who are viewed as being in direct competition for a single place. The proper analogy is not a race between a few individuals, where one wins and the others lose. Once a standard of high quality has been assured, there are still many more candidates than there are spaces available. At that point, the question is how to admit not only individuals, but also an entire entering class of students who—in their collective variety—are likely to have a strong capacity to teach and to learn from one another.

Such a process of selection involves the conscious consideration of different forms of diversity. In this process—as I stated earlier—quotas or set-asides in admissions are not acceptable. By the same token, efforts to prohibit, categorically and absolutely, the consideration of particular characteristics or criteria are no less arbitrary than to accord such factors a completely sheltered, insulated form of protection or status.

2.

IN CLOSING, I want to emphasize that we need not—and should not—romanticize the idea of diversity in order to reach a sensible and realistic assessment of its positive value. Mill, Felton, Eliot, and others were anything but sentimental in their outlook, and the complex circumstances of our own historical moment demand nothing less. Mill understood only too well that unfettered discussion and argument—stimulated by diversity—can sometimes inflame situations rather than resolve them:

The tendency of all opinions to become sectarian is not cured by the freest discussion, but is often heightened and exacerbated thereby But it is not on the impassioned partisan, it is on the calmer and more disinterested bystander, that this collision of opinions works its salutary effect There is always hope when people are forced to listen to both sides⁷⁴

*Harvard Admissions Office
Undergraduate Minority Recruitment Program
Summer 2012*

Coordinator Manual
“Five Divisions, One Goal”

Updated by:
Lucerito Ortiz '10

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United States District Court
District of Massachusetts

DX 47

Case No. 1:14-cv-14176 (ADB)
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Undergraduate Minority Recruitment Program

UMRP

The Basics

Our Role in Recruitment

The UMRP at Harvard College is not directly involved in the admissions process or any decisions concerning the acceptance of prospective students. The function of the UMRP is to attract and recruit potential applicants to further explore their possibilities at Harvard College. The program is a resource, which aids in fielding questions, hosting students, and welcoming interested students. As such a resource, the UMRP does not promise acceptance to the College or any other special treatment to any prospective students.

Our Goal

The goal is to bring information to the most talented students of African-American, Asian American, Latino/a, Mexican American, and Native American heritage who might not ordinarily think of applying to schools such as Harvard. The UMRP seeks to maintain thriving communities at the college so that a diversity of cultures exists, in addition to extending access to information and support to students who may not ordinarily have it. The program supports the Admissions Office in an attempt to achieve diversity within Harvard College by doing the following:

- Contacting prospective students through direct mail, telephone, e-mail, and hosting
- Sending current undergraduates to their hometowns to speak with prospective students
- Responding to inquiries about student life at Harvard
- Serving as a liaison between prospective students and student organizations and the Admissions Office
- Creating and maintaining relationships with organizations geared towards furthering college access

What We Do

1. Reach out to prospective students and respond to e-mails and phone calls
2. Field questions about Harvard, student life, academics, the application process, etc. that students and/or parents may have
3. Organize and oversee prospective student on-campus visits.
4. Outreach to cultural groups on campus about opportunities for involvement with the UMRP
5. Organize and execute information sessions and tours for visiting groups.
6. Organize and execute recruitment trips across the country.
7. Make calls to prospective and admitted minority students.

What We Can Do For Prospective Students

The UMRP can provide information concerning the minority experience at Harvard, as well as field questions concerning the application process, student life, student organizations, the visiting program, and plan on-campus visits and information sessions for groups.

INTRODUCTION

Welcome to the Undergraduate Minority Recruitment Program (UMRP)!

As a UMRP Coordinator, you are undertaking an important task. Our program aids the Harvard Admissions Office in maintaining the diversity of incoming classes by encouraging minority students to consider applying to Harvard College. The UMRP provides information to the most talented students of African American, Asian American, Latino/a, Mexican American, and Native American heritage. We are especially concerned with recruiting students who might not readily and ordinarily think of applying to schools such as Harvard, or who may not have the information or support necessary to do so. In the process, we try to dispel myths about the College, reduce some of the anxiety students and parents feel about such schools, and share insights about academic and student life at Harvard and the application process.

It is essential to remember that, although we are students, we also have the responsibility to treat this job in a thoroughly professional manner, especially since our efforts (successes AND failures) carry potential impact on this program, the Admissions Office, and the College.

Common Topics

I. ACADEMIC LIFE

The Curriculum

President Lowell once said, “Every educated person should know a little of everything and something well.”

- On average, students take 4 courses per semester. We don’t count credit hours or semester hours. By the time one graduates, he/she will have finished 32 courses.

The Concentration: roughly 50% of the curriculum

- Lowell’s “knowing something well.”
- Over 45 concentrations in the liberal arts, with opportunities for joint and special concentrations. There are no “pre-med”, “pre-law”, “pre-business”, or performance-based concentrations.
- Students declare their concentrations in the middle of the second year; about 1/3 of students will change their concentration at least once.
- On average, 12-16 courses per student will be in the chosen concentration
- Joint concentrators are required to write a senior thesis joining the two fields together
- Concentration advisers and tutors in each department assist with course choice, thesis advising, tutorials starting sophomore year

The General Education Requirements: roughly 25% of the curriculum

- Lowell’s “a little of everything.”
- Introduces students to different ways of thinking about knowledge.
- Eight categories within the General Education Requirements; students must take one class in each category:
 - Aesthetic & Interpretive Understanding
 - Culture & Belief
 - Empirical & Mathematical Reasoning
 - Ethical Reasoning
 - Science of Living Systems
 - Science of the Physical Universe
 - Societies of the World
 - United States in the World
- There is a significant amount of choice within each requirement

Electives: roughly 25% of curriculum

- Students can choose remainder of their courses from anything in the course catalog – the catalog has about 3,500 courses listed.
- Must take Expository Writing and Foreign Language (can be exempt with appropriate AP score of 5, IB score of 7, SAT II Subject Test Score of 700 or greater, or with the Harvard Placement Tests given at the beginning of Freshman Week).
- Students may take courses at MIT (if Harvard does not already offer the same course) and at all of Harvard’s graduate schools except for the Business School.

Courses and classes

- Median Class Size: 12, average class size: 17, student-teacher ratio: 8 to 1. Average

Last Stop, Lowell Courtyard

Blocking (if this hasn't already been covered in the info session/at previous stop)

- How it works, don't have to live with your blockmates within the house
- Stay in the house for 3 years, Housing is guaranteed for four years and 97% of students will live on campus all four years.
- Each of the twelve upper-class houses accommodates 300-500 students, and each House staff will include professors, tutors, advisers and visiting faculty.

Who's in the house

- House Masters ("parents" of the house), tutors ("big brothers and sisters" of the house, all academic fields and pre-professional), resident dean (academic and residential adviser), know dining staff, security guard, etc.
- re-emphasize residential advising

What's in the house (facilities)

- EVERY HOUSE: Dining hall, library, computer lab, laundry room, meeting rooms
- Other: gym, rock-climbing wall, pottery studio, darkroom, dance studio, band room, grille, etc.
 - open to students from all houses AND freshmen
- Athletic facilities are <10 minutes away from here

House Life /Why the houses add so much to a student's experience:

- What you love about your house, or what you are most looking forward to about house life
- Talk about what's special about your house (formals, traditions, opera, field days, house masters, etc.)
- You get your diploma at graduation in your house (house masters know you/care/ are proud of you)

Wrap-Up

Example conclusion: "I'm so glad you're visiting Harvard. It's a really great place. We have amazing opportunities, both inside and outside the classroom, and incredible resources. But above all, pretty much any Harvard student would tell you that the best part of this school is the people (professors, tutors, staff, etc., but especially fellow students)."

- How to get back to the yard and to the square
- Final Questions? I'll stick around for a few minutes so come talk to me afterward if you need anything.



HARVARD COLLEGE | Office of Admissions and Financial Aid

MEMORANDUM

TO: Staff
 FROM: WRF
 DATE: March 14, 2014
 RE: Final Choices

Congratulations once again for a great re-run! Starting back in January, your work in the docket meetings, always the key to great Harvard Classes, has been extraordinary in the face of our nearly 35,000 applicants.

On Monday, March 17, we will begin at 9:30 a.m. with a final review of each sport, followed by a quick overview. We will then proceed through the dockets in alphabetical order. We will conclude each day by 6:00 p.m., and we trust that we'll be done sometime on Wednesday.

We need to come in with 2002 (to yield a class of 1662 at 83%) admits. Attached, you will find the number of lops by docket as a guideline for this year's numbers. Do the best you can in completing your docket lop list. If you sat on a docket for only part of the time and cannot come up with the requisite number of names, put down as many names as you can. If you cannot get the page numbers, still complete the form. You should give the chairperson of each docket a list of the appropriate number of lops plus half the number beyond the suggested lop number ASAP and no later than 5:00 p.m. Friday. C, G, V and N will have until 9:00 a.m. Monday. Dockets might want to meet prior to voting. The chairperson should then tally the results and give them to me. If there is no discernible order, the chair should make recommendations about how to create order out of chaos.

Please bring all your potential lops' folders to the meetings. Be as prepared as possible for the inevitable DDM questions about midyear results, TR2s, interviews, etc.

These are only guidelines. In the end it will be the quality of the case that decides the issue, not whose case it is or on which docket it resides. There is a time and place for strong advocacy, but we must put this role aside and think simply about getting the best class. For the most part, the class has been chosen and there is no reason to do anything other than keep our perspective and sense of humor as we make the final adjustments.

Let's keep it together and end up with a great "final day" as well as a great class...

Attachments

Administrative Office 86 Brattle Street · Cambridge, Massachusetts 02138
 Visitor Center Agassiz House · Radcliffe Yard · 5 James Street · Cambridge, Massachusetts 02138

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United States District Court District of Massachusetts	
DX 56	
Case No.	1:14-cv-14176 (ADB)
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By	_____
Deputy Clerk	

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DX056.0001



How Aid Works

Understanding our Financial Aid Program

Once you are admitted to Harvard, we work closely with your family to ensure you can afford to come here. Because we seek the best students regardless of their ability to pay, we are committed to meeting 100 percent of demonstrated financial need for all four years. International students receive exactly the same financial aid as Americans. In fact, approximately 70 percent of our students receive some form of aid, and about 60 percent receive need-based scholarships and pay an average of \$12,000 per year. Twenty percent of parents pay nothing. No loans required.

We follow two key principles:

- Admission to Harvard is need-blind, meaning your financial need will not impede your chances of admission.
- Aid is based entirely on need, not merit.

Our financial aid officers work closely with your family to determine your [demonstrated need](#) and your family's expected contribution. For many families, this is between zero and 10 percent of family income. You will also be asked to contribute to the [cost of your education](#) through term-time and summer employment.

Eligibility for aid

Our generous financial aid program—bolstered by the Harvard Financial Aid Initiative, which seeks to increase low- and middle-income students' awareness of Harvard's affordability—aims to make Harvard accessible to any student who is admitted.

United States District Court District of Massachusetts	
DX 106	
Case No.	1:14-cv-14176 (ADB)
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By	_____
	Deputy Clerk

- Our program requires no contribution from Harvard families with annual incomes below \$65,000. About 20% of our families have no parent contribution.
- Families with incomes between \$65,000 and \$150,000 will contribute from 0-10% of their income, and those with incomes above \$150,000 will be asked to pay proportionately more than 10%, based on their individual circumstances.
- Families at all income levels who have significant assets are asked to pay more than those in less fortunate circumstances.
- Home equity and retirement assets are not considered in our assessment of financial need.

Use our [Net Price Calculator](#) to quickly estimate your aid package and expected family contribution.

Explore Harvard's commitment to [economic diversity](#).

A variety of options

In addition to need-based scholarships, we also offer financing options such as a parent monthly payment plan, various loan programs, and the opportunity to [pre-pay tuition](#) for four years at your freshman year rate.

We will also help you find alternative sources of financial assistance, like [research grants](#) and student employment in our libraries, dining halls, museums, and academic departments.

Here to help

Our staff is available year-round to speak with you. If your family encounters adverse financial changes, we will also help you submit an appeal for a [reconsideration of your award](#).

Get more details on our [financial aid fact sheet](#).

COLLEGE QUICK LINKS

[Applicant Login](#)

[Contact Us](#)



HARVARD
COLLEGE

United States District Court
District of Massachusetts

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Case No. 1:14-cv-14176 (ADB)

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Mission, Vision, and History



Mission

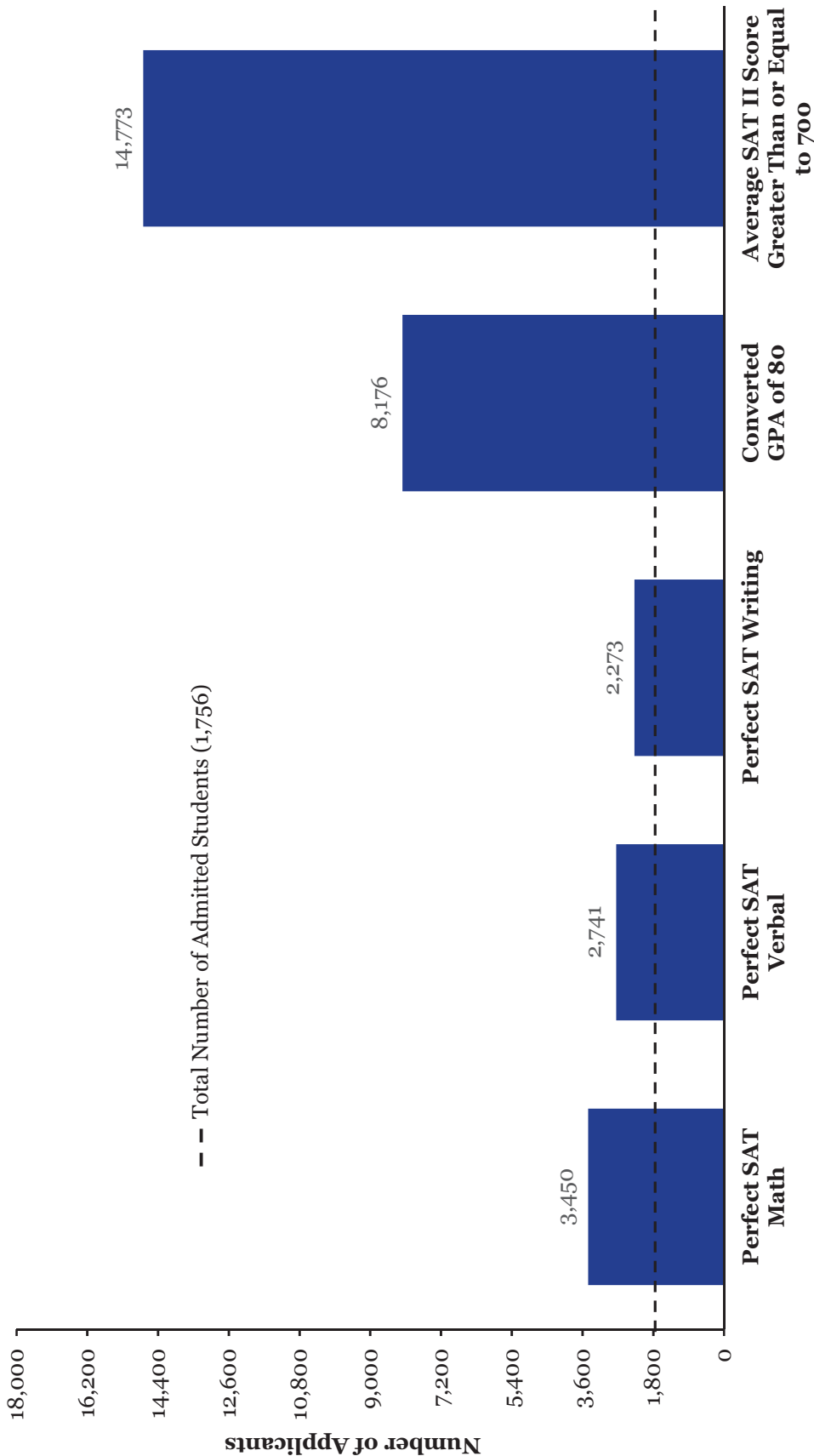
The mission of Harvard College is to educate the citizens and citizen-leaders for our society. We do this through our commitment to the transformative power of a liberal arts and sciences education.

Beginning in the classroom with exposure to new ideas, new ways of understanding, and new ways of knowing, students embark on a journey of intellectual transformation. Through a diverse living environment, where students live with people who are studying different topics, who come from different walks of life and have evolving identities, intellectual transformation is deepened and conditions for social transformation are created. From this we hope that students will begin to fashion their lives by gaining a sense of what they want to do with their gifts and talents, assessing their values and interests, and learning how they can best serve the world.

Vision

Harvard College will set the standard for residential liberal arts and sciences education in the twenty-first century. We are committed to creating and sustaining the conditions that enable all

Number of applicants to the class of 2019 with high test scores or GPAs



Source: Arcidiacono Data

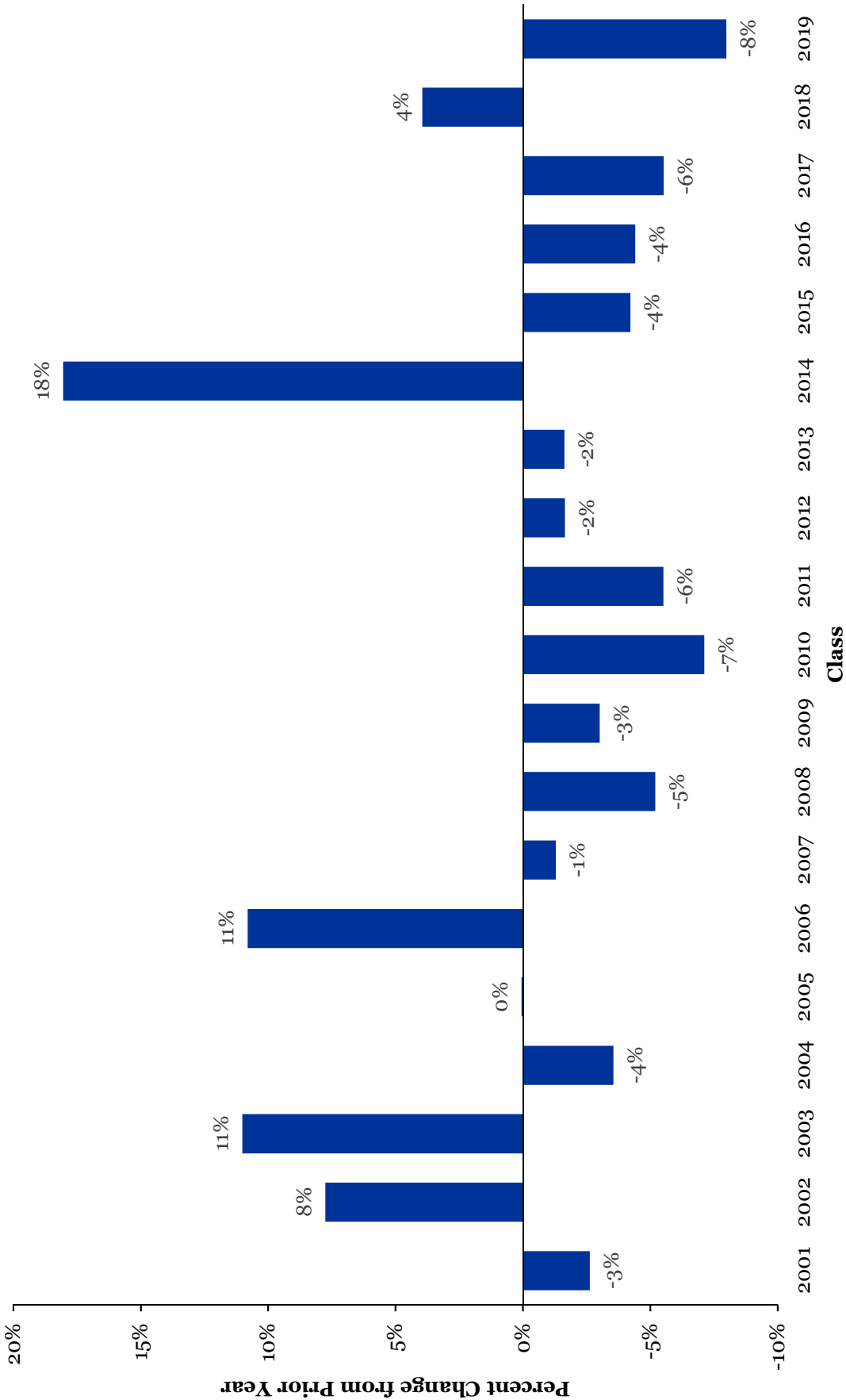
Note: Data are from applicants to the class of 2019 using Prof. Arcidiacono's original expanded sample. Harvard converts applicant GPAs to a 35-80 scale.

United States District Court
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Annual percentage change in White proportion of admitted students

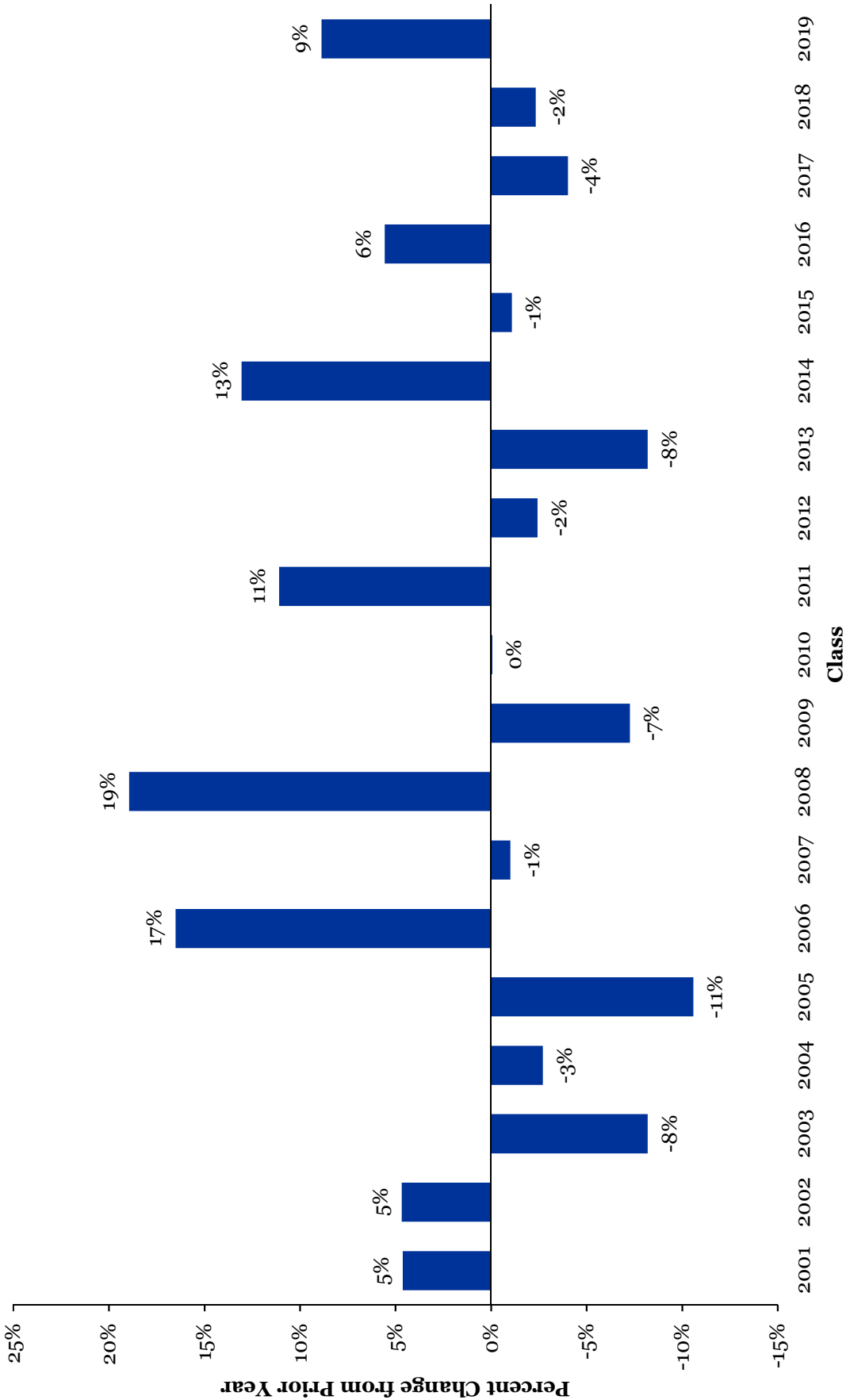


Source: HARV00032509 – 32511; Augmented Arcidiacono Data

Note: Sample consists of domestic applicants to the classes of 2000 – 2019.

United States District Court
District of Massachusetts
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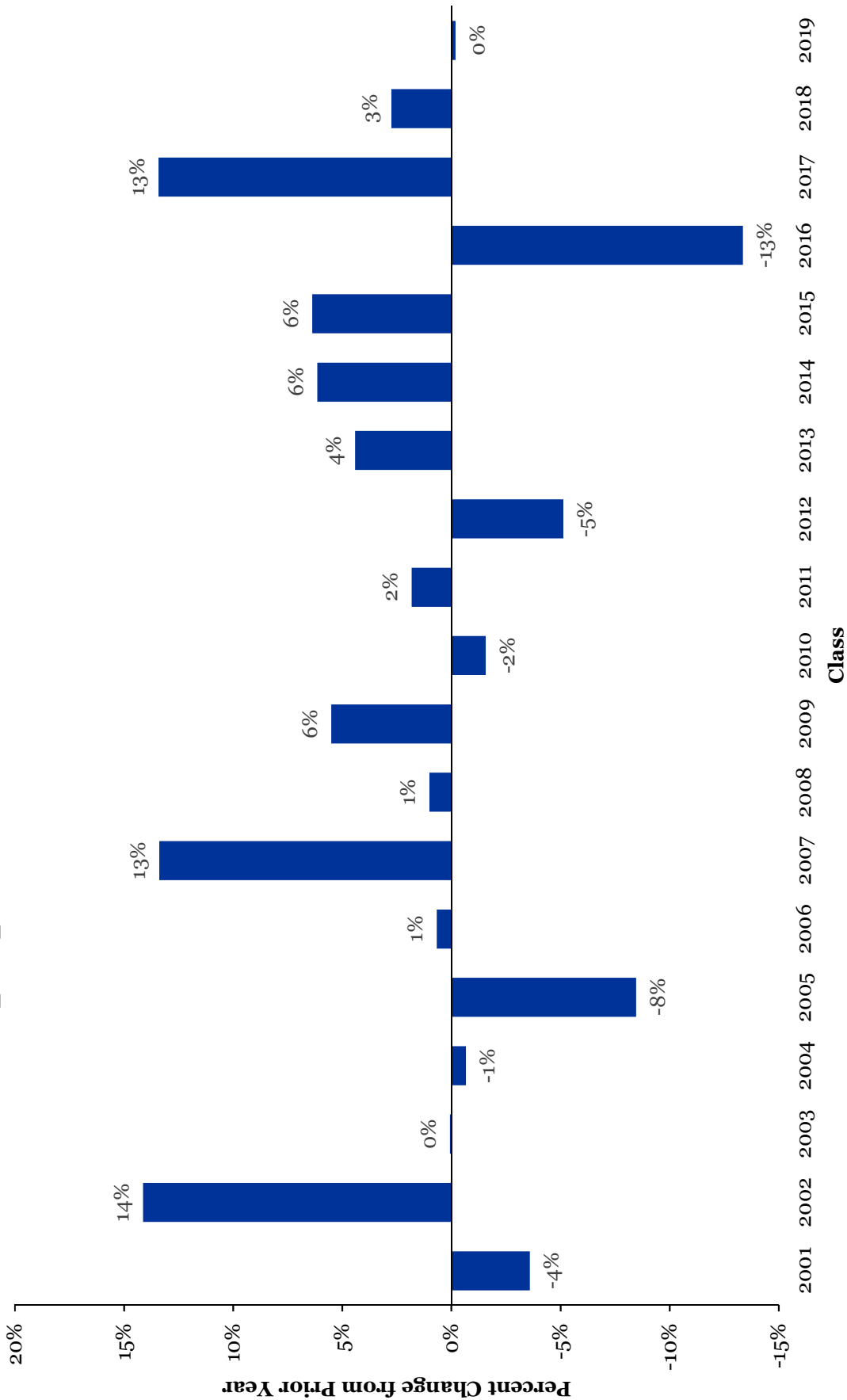
Annual percentage change in Asian-American proportion of admitted students



Source: HARV00032509 – 32511; Augmented Arcidiacono Data

Note: Sample consists of domestic applicants to the classes of 2000 – 2019.

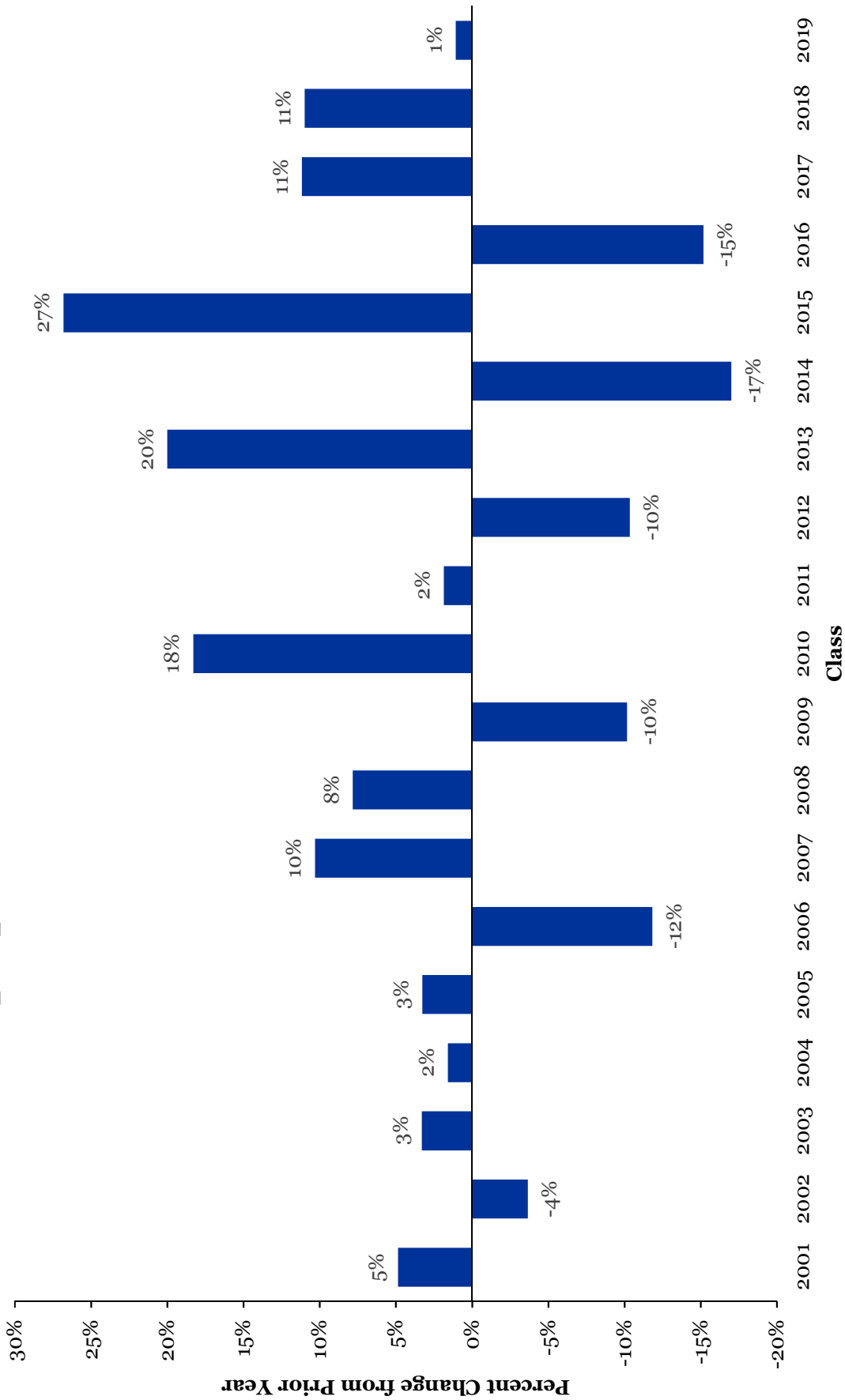
Annual percentage change in African-American proportion of admitted students



Source: HARV00032509 – 32511; Augmented Arcidiacono Data

Note: Sample consists of domestic applicants to the classes of 2000 – 2019.

Annual percentage change in Hispanic proportion of admitted students



Source: HARV00032509 – 32511; Augmented Arcidiacono Data

Note: Sample consists of domestic applicants to the classes of 2000 – 2019.

Asian-American, African-American and Hispanic shares of applicants to the classes of 1980 – 2019

Class	Total Applicants	Asian-American		African-American		Hispanic	
		Applicants	Share of Total	Applicants	Share of Total	Applicants	Share of Total
1980	11,293	461	4.1%	666	5.9%	260	2.3%
1981	11,922	567	4.8%	664	5.6%	325	2.7%
1982	12,733	814	6.4%	631	5.0%	360	2.8%
1983	13,085	869	6.6%	665	5.1%	409	3.1%
1984	13,851	1,231	8.9%	664	4.8%	417	3.0%
1985	13,513	1,224	9.1%	696	5.2%	529	3.9%
1986	13,341	1,491	11.2%	649	4.9%	507	3.8%
1987	12,537	1,529	12.2%	687	5.5%	572	4.6%
1988	13,221	1,605	12.1%	590	4.5%	523	4.0%
1989	13,617	1,840	13.5%	624	4.6%	491	3.6%
1990	13,654	2,054	15.0%	679	5.0%	592	4.3%
1991	14,220	2,167	15.2%	783	5.5%	625	4.4%
1992	14,436	2,262	15.7%	843	5.8%	758	5.3%
1993	12,843	2,244	17.5%	724	5.6%	698	5.4%
1994	12,190	2,341	19.2%	651	5.3%	758	6.2%
1995	12,589	2,604	20.7%	720	5.7%	834	6.6%
1996	13,029	2,661	20.4%	691	5.3%	865	6.6%
1997	13,865	2,838	20.5%	846	6.1%	955	6.9%
1998	15,261	3,267	21.4%	877	5.7%	1,050	6.9%
1999	17,852	3,520	19.7%	1,035	5.8%	1,229	6.9%
2000	18,183	3,683	20.3%	964	5.3%	1,140	6.3%
2001	16,597	3,314	20.0%	909	5.5%	1,111	6.7%
2002	16,818	3,321	19.7%	1,005	6.0%	1,138	6.8%
2003	18,161	3,537	19.5%	1,081	6.0%	1,270	7.0%
2004	18,693	3,637	19.5%	1,177	6.3%	1,185	6.3%
2005	19,014	3,736	19.6%	1,139	6.0%	1,415	7.4%
2006	19,608	4,022	20.5%	1,226	6.3%	1,396	7.1%
2007	20,987	4,459	21.2%	1,277	6.1%	1,690	8.1%
2008	19,752	4,290	21.7%	1,263	6.4%	1,681	8.5%
2009	22,796	4,804	21.1%	1,716	7.5%	1,906	8.4%
2010	22,754	4,865	21.4%	1,984	8.7%	2,084	9.2%
2011	22,955	4,803	20.9%	2,052	8.9%	2,180	9.5%
2012	27,462	5,378	19.6%	2,765	10.1%	2,675	9.7%
2013	29,114	5,784	19.9%	2,975	10.2%	2,974	10.2%
2014	30,489	6,872	22.5%	2,953	9.7%	3,037	10.0%
2015	34,950	7,767	22.2%	3,624	10.4%	3,613	10.3%
2016	34,303	7,011	20.4%	3,342	9.7%	3,464	10.1%
2017	35,023	7,133	20.4%	3,440	9.8%	3,514	10.0%
2018	34,295	7,680	22.4%	3,469	10.1%	3,637	10.6%
2019	37,307	7,926	21.2%	3,733	10.0%	4,166	11.2%

Source: HARV00023173 – 8; HARV00032509 – 24; Augmented Arcidiacono Data

Note: HARV00023173 – 8 is used to construct data for the classes of 1980 – 1999, HARV00032509 – 24 is used to construct data for the classes of 2000 – 2017, and Augmented Arcidiacono Data is used to construct data for the classes of 2018 – 2019. Total number of applicants includes foreign applicants. Share of applicants is calculated over the total number of applicants including foreign applicants.

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DX 713

Case No. 1:14-cv-14176 (ADB)

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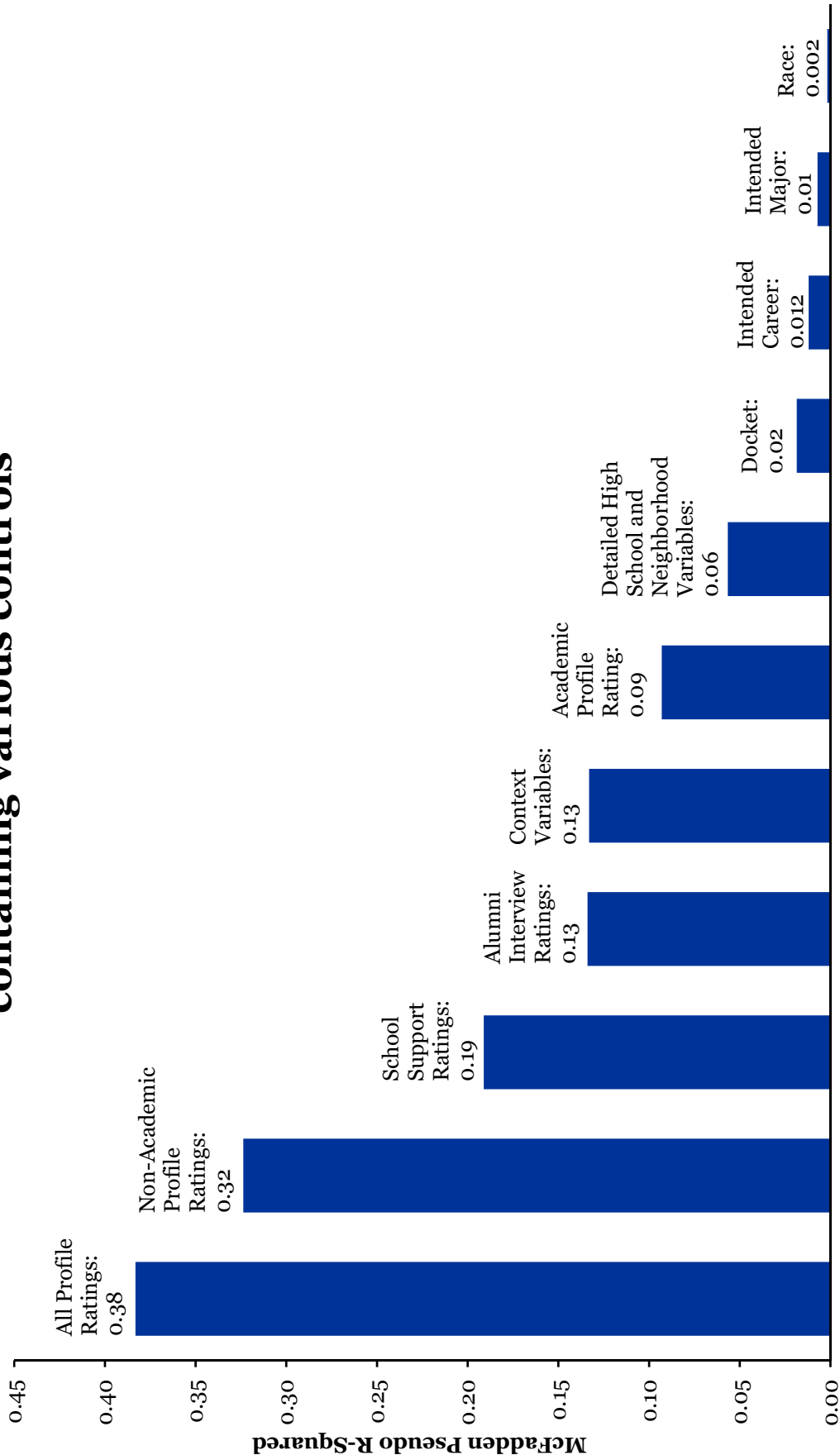
Asian-American, African-American and Hispanic shares of students admitted to the classes of 1980 – 2019

Class	Total Admitted Students	Asian-American		African-American		Hispanic	
		Admitted Students	Share of Total	Admitted Students	Share of Total	Admitted Students	Share of Total
1980	2,222	75	3.4%	185	8.3%	60	2.7%
1981	2,193	94	4.3%	174	7.9%	83	3.8%
1982	2,234	125	5.6%	178	8.0%	102	4.6%
1983	2,263	134	5.9%	195	8.6%	111	4.9%
1984	2,150	161	7.5%	176	8.2%	107	5.0%
1985	2,164	185	8.5%	181	8.4%	120	5.5%
1986	2,316	198	8.5%	171	7.4%	109	4.7%
1987	2,292	209	9.1%	188	8.2%	102	4.5%
1988	2,238	204	9.1%	180	8.0%	106	4.7%
1989	2,192	220	10.0%	170	7.8%	98	4.5%
1990	2,274	232	10.2%	196	8.6%	126	5.5%
1991	2,187	267	12.2%	211	9.6%	135	6.2%
1992	2,193	291	13.3%	212	9.7%	151	6.9%
1993	2,256	341	15.1%	211	9.4%	150	6.6%
1994	2,206	395	17.9%	205	9.3%	151	6.8%
1995	2,163	388	17.9%	194	9.0%	164	7.6%
1996	2,135	369	17.3%	168	7.9%	161	7.5%
1997	2,165	359	16.6%	217	10.0%	177	8.2%
1998	2,149	401	18.7%	207	9.6%	182	8.5%
1999	2,150	370	17.2%	215	10.0%	188	8.7%
2000	2,074	340	16.4%	185	8.9%	171	8.2%
2001	2,153	367	17.0%	184	8.5%	185	8.6%
2002	2,086	375	18.0%	205	9.8%	174	8.3%
2003	2,068	339	16.4%	202	9.8%	177	8.6%
2004	2,082	332	15.9%	202	9.7%	181	8.7%
2005	2,110	297	14.1%	185	8.8%	187	8.9%
2006	2,066	340	16.5%	183	8.9%	162	7.8%
2007	2,095	339	16.2%	209	10.0%	180	8.6%
2008	2,110	403	19.1%	211	10.0%	194	9.2%
2009	2,102	371	17.6%	221	10.5%	173	8.2%
2010	2,125	375	17.6%	220	10.4%	207	9.7%
2011	2,108	411	19.5%	221	10.5%	208	9.9%
2012	2,175	415	19.1%	217	10.0%	193	8.9%
2013	2,175	380	17.5%	226	10.4%	231	10.6%
2014	2,205	437	19.8%	244	11.1%	195	8.8%
2015	2,188	423	19.3%	254	11.6%	242	11.1%
2016	2,076	422	20.3%	208	10.0%	194	9.3%
2017	2,047	400	19.5%	233	11.4%	213	10.4%
2018	2,045	390	19.1%	239	11.7%	236	11.5%
2019	2,080	429	20.6%	241	11.6%	241	11.6%

Source: HARV00023173 – 8; HARV00032509 – 24; Augmented Arcidiacono Data

Note: HARV00023173 – 8 is used to construct data for the classes of 1980 – 1999, HARV00032509 – 24 is used to construct data for the classes of 2000 – 2017, and Augmented Arcidiacono Data is used to construct data for the classes of 2018 – 2019. Total number of admitted students includes foreign applicants. Share of admitted students is calculated over the total number of admitted students including foreign applicants.

Pseudo R-Squared values of admissions models containing various controls



Variables Included in Model

Source: Augmented Arcidiacono Data; College Board Cluster Data; U.S. Census Data

Note: Data are from applicants to the class of 2019 in Professor Arcidiacono's expanded sample including athletes.

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Change in the explanatory power of Prof. Card's model of admissions when the effects of different variables are removed

Specification	Pooled Pseudo R-Squared		
	Value	Change	Percent Change
1. Card Model	0.64		
2. Removing Only Race Effect	0.57	-0.07	-10%
3. Removing Only Academic Rating Effect	0.53	-0.11	-17%
4. Removing Only Extracurricular Rating Effect	0.55	-0.08	-13%
5. Removing Only Personal Rating Effect	0.52	-0.12	-19%
6. Removing Only Teacher and Alumni Rating Effects	0.32	-0.32	-50%

Source: Augmented Arcidiacono Data; College Board Cluster Data; U.S. Census Data

Note: Data are from applicants to the classes of 2014 – 2019 in Prof. Arcidiacono's expanded sample including athletes. Predicted probabilities are computed separately for each year, from which the pooled Pseudo R-Squared values are computed.

United States District Court
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Case No. 1:14-cv-14176 (ADB)

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Average marginal effect of various factors, by admissions index decile

Average Marginal Effect

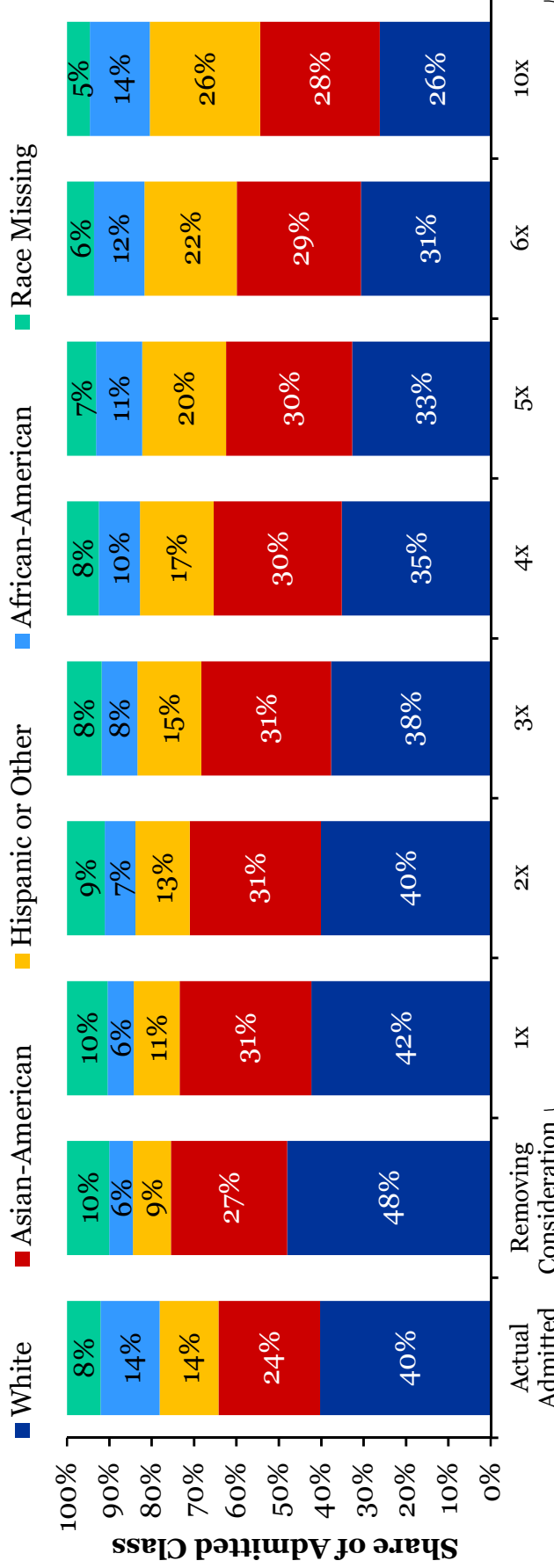
Predicted Probability of Admission Decile	Average Marginal Effect							Personal Rating of 1
	African-American Applicants	Hispanic or Other Applicants	Lineage Applicants	Academic Rating of 1	Extracurricular Rating of 1	Applicants with an Academic Rating of 1	Applicants with an Extracurricular Rating of 1	
1. 1 (Weakest)	0.00	0.00	0.00	0.00	0.01	0.01	0.01	0.01
2. 2	0.02	0.00	0.02	0.13	0.08	0.08	-	-
3. 3	0.12	0.02	0.08	1.03	0.39	0.39	0.00	0.00
4. 4	0.44	0.09	0.25	3.56	1.32	1.32	0.79	0.79
5. 5	1.26	0.26	0.66	8.39	3.98	3.98	-	-
6. 6	3.39	0.72	1.69	17.43	9.82	9.82	2.10	2.10
7. 7	9.08	2.00	4.37	40.42	21.88	21.88	27.61	27.61
8. 8	24.01	6.08	12.02	65.32	45.69	45.69	45.72	45.72
9. 9	53.04	21.49	32.55	78.98	70.80	70.80	49.86	49.86
10. 10 (Strongest)	41.28	30.34	26.34	43.20	39.74	39.74	21.58	21.58

Source: Augmented Arcidiacono Data; College Board Cluster Data; U.S. Census Data

Note: Data are from applicants to the classes of 2014 – 2019 in Prof. Arcidiacono’s expanded sample including athletes. Deciles are constructed by year, across the full sample, based on the predicted probabilities of admission after removing the effect of the given characteristic. Marginal effects are computed for applicants with the given characteristic relative to the baseline (i.e. White, non-lineage, academic rating of 3, extracurricular rating of 3, and personal rating of 3). Marginal effects are reported as percentage point values. “-” indicates that there are no applicants with a given characteristic in a given decile.

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Estimated change in racial composition of Harvard's admitted class after removing consideration of race, increasing preference for lower-SES applicants, and eliminating practices alleged to benefit White applicants



Value of the low-SES boost as multiples of its baseline value, removing consideration of race and factors that allegedly advantage White applicants

Source: Augmented Arcidiacono Data; College Board Cluster Data; U.S. Census Data

Note: Sample consists of applicants to the class of 2019 in Prof. Arcidiacono's expanded sample with athletes who are in my preferred year-by-year regression model. Simulation eliminates consideration of race, lineage status, recruited-athlete status, whether an applicant's parents are Harvard faculty and staff, whether the applicant appears on the Dean's or Director's interest list, and the proportion of the applicant's high school and neighborhood that is African-American, Hispanic, and White. In addition, recruited athletes are reassigned to rating combinations in the regression sample that contain the next highest athletic rating. Applicants with certain socioeconomic characteristics are given a low-SES boost by adding a value to their admission index. The value is equal to 0.5 multiplied by a given integer multiplier, requested a fee waiver, first generation college student, neighborhood median income less than applicant displays out of the following: disadvantaged, requested a fee waiver, first generation college student, neighborhood median income less than or equal to \$65,000.

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District of Massachusetts

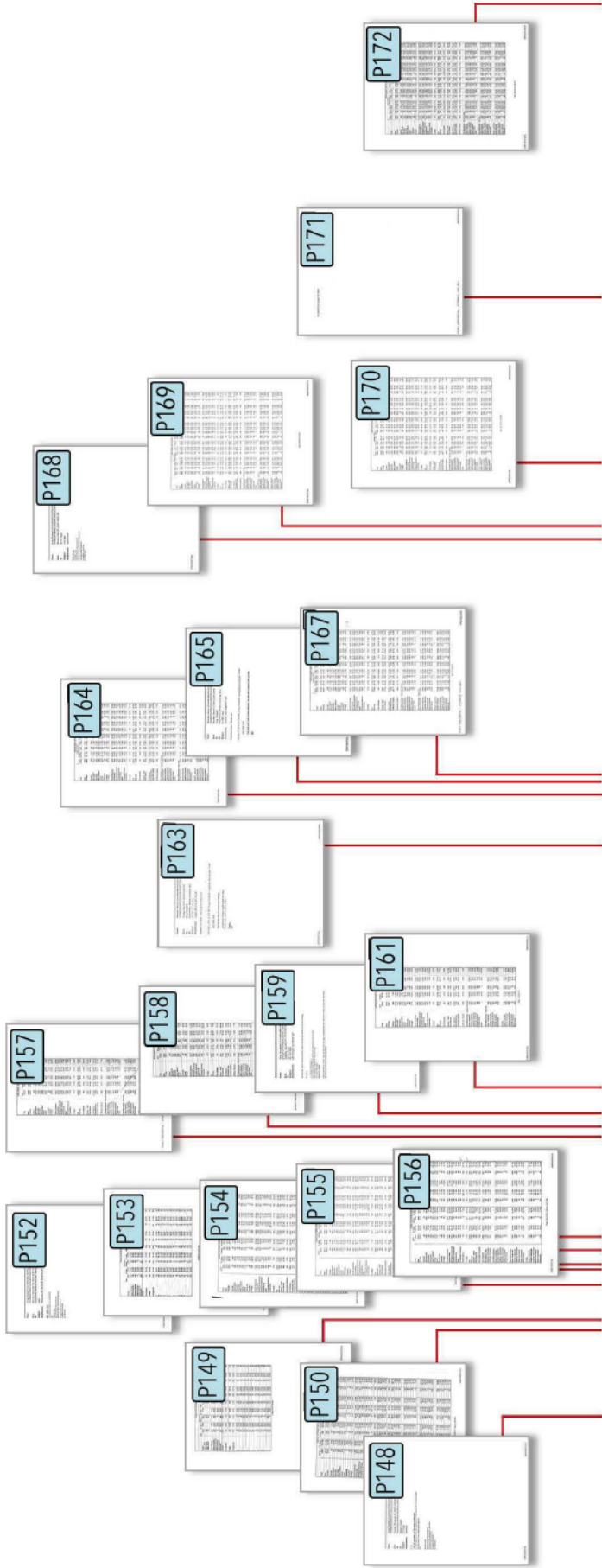
DX 721

Case No. 1:14-cv-14176 (ADB)
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Kahlenberg's Simulation 6 and 7: Impact on class characteristics

Predicted Class Without Consideration of Race and Factors that Allegedly Advantage White Applicants

Outcome Measures	Actual Admitted Class [A]	Card's Simulation (4x SES Boost)		Kahlenberg's Simulation 6		Kahlenberg's Simulation 7	
		Predicted Value [B]	% Change ([B]-[A])/[A]	Predicted Value [C]	% Change ([C]-[A])/[A]	Predicted Value [D]	% Change ([D]-[A])/[A]
<u>Race</u>							
1. White	676	589	-13%	541	-20%	561	-17%
2. Asian-American	402	508	+26%	523	+30%	521	+30%
3. Hispanic or Other	233	293	+26%	330	+42%	313	+34%
4. African-American	234	163	-30%	164	-30%	160	-32%
5. Race Missing	134	127	-6%	121	-10%	123	-8%
<u>Academic</u>							
6. Average Composite SAT Score	2244	2189	-2%	2173	-3%	2180	-3%
7. Average Composite ACT Score	33.1	32.7	-1%	32.5	-2%	32.5	-2%
8. Average Converted GPA	77.0	77.1	+0.1%	77.0	+0.02%	77.0	+0.02%
9. Average Academic Index	228	225	-1%	225	-1%	225	-1%
<u>Fraction with Profile Rating of 1 or 2</u>							
10. Academic	76%	66%	-13%	61%	-19%	63%	-17%
11. Extracurricular	62%	57%	-9%	54%	-13%	55%	-12%
12. Personal	71%	64%	-11%	62%	-13%	63%	-11%
13. Athletic	27%	18%	-33%	20%	-26%	21%	-22%
<u>Applicant Characteristics</u>							
14. Number of Lineage Students	259	86	-67%	61	-76%	81	-69%
15. Number of Double Lineage Students	72	19	-73%	13	-81%	18	-75%
16. Number of Recruited Athletes	180	88	-51%	144	-20%	159	-11%
17. Number of Children of Harvard Faculty and Staff	44	17	-61%	12	-74%	16	-64%
18. Number of Students on Dean's and Director's Interest Lists	192	62	-68%	44	-77%	57	-71%
19. Number of Female Students	839	851	+1%	858	+2%	851	+1%
<u>Concentration</u>							
20. Social Sciences	25%	24%	-5%	24%	-4%	24%	-2%
21. Humanities	15%	13%	-9%	12%	-15%	12%	-14%
22. Biological Sciences	21%	23%	+11%	24%	+12%	24%	+12%
23. Physical Science	7%	8%	+6%	7%	-5%	7%	-5%
24. Engineering	13%	13%	+5%	14%	+14%	14%	+8%
25. Computer Science	6%	6%	-7%	6%	-4%	6%	-6%
26. Mathematics	6%	7%	+3%	6%	+1%	6%	+0.5%
27. Unspecified	7%	6%	-9%	6%	-6%	7%	-3%
<u>Geography</u>							
28. Number Rural	59	87	+48%	87	+47%	82	+39%
29. Number in Northeast	694	604	-13%	615	-11%	630	-9%
30. Number in Midwest	207	217	+5%	164	-21%	170	-18%
31. Number in South	379	407	+7%	392	+3%	391	+3%
32. Number in West	399	451	+13%	509	+27%	488	+22%

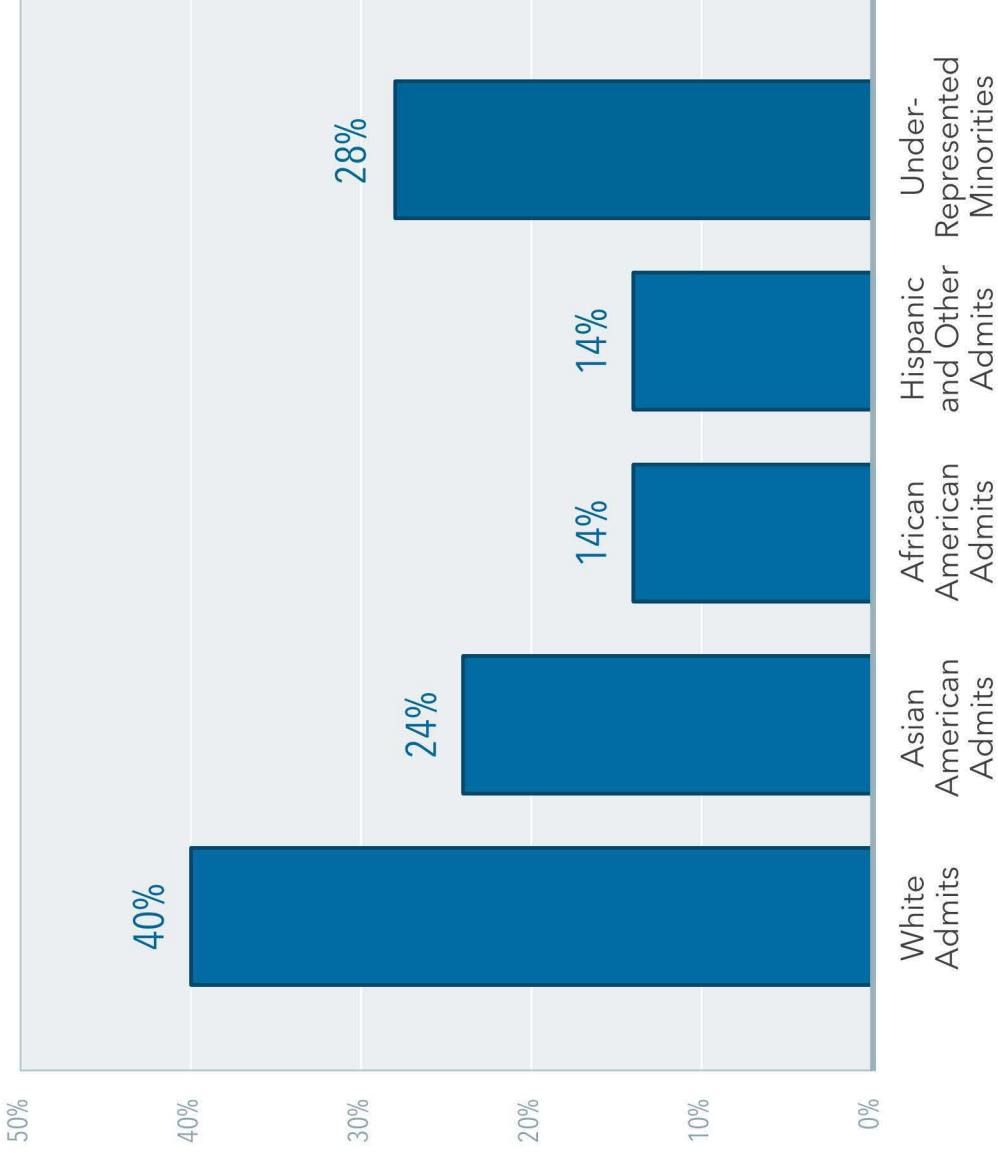


10/2013	11/2013	12/2013	1/2014	2/2014	3/2014	4/2014	5/2013	6/2014	7/2014	8/2014
11/11 Early Action application deadline	11/16-11/23 Subcommittees meet	11/25-12/6 Full committee meets	1/9-1/10 ABAFOILSS meeting 1/1 Regular Action application deadline	1/22-3/1 Subcommittees meet	3/17-3/19 Final review 3/3-3/14 Full committee meets	5/1 Candidates' reply deadline	~5/15-6/30 Wait list meetings			

Harvard's Admitted Class of 2019

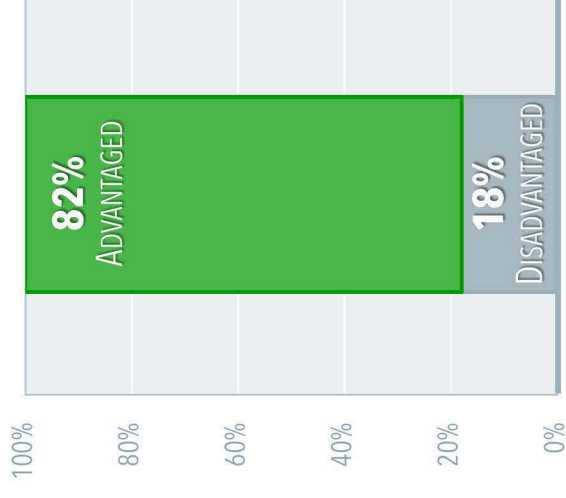
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Racial/Ethnic Diversity



Academic Characteristics

	SAT Score (%)	H.S. GPA
Real World	2244 (99%)	77.0
Simulation	-	-
Difference	-	-



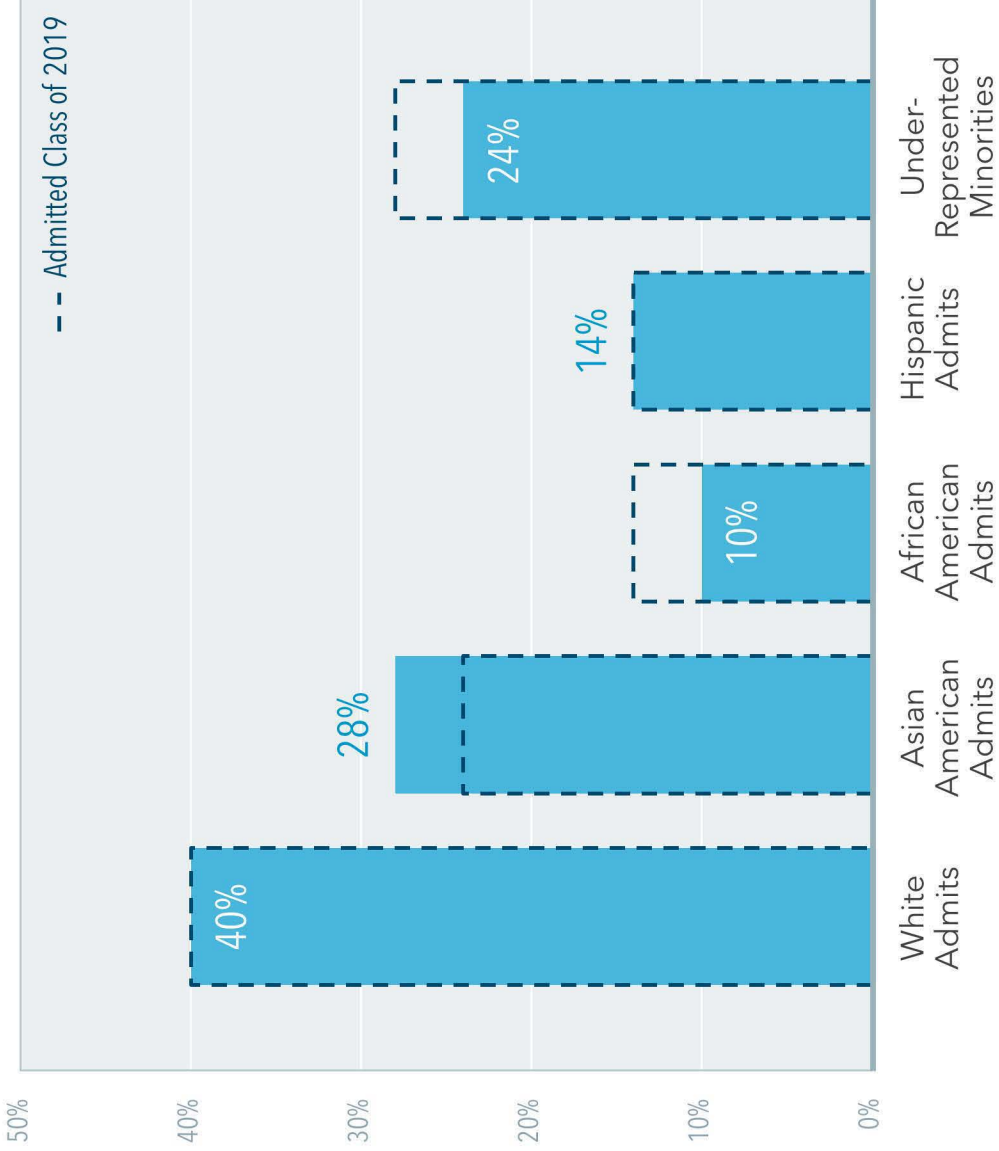
Socioeconomic Diversity



Simulation A

(Kahlenberg Simulation 4)

Racial/Ethnic Diversity



Academic Characteristics

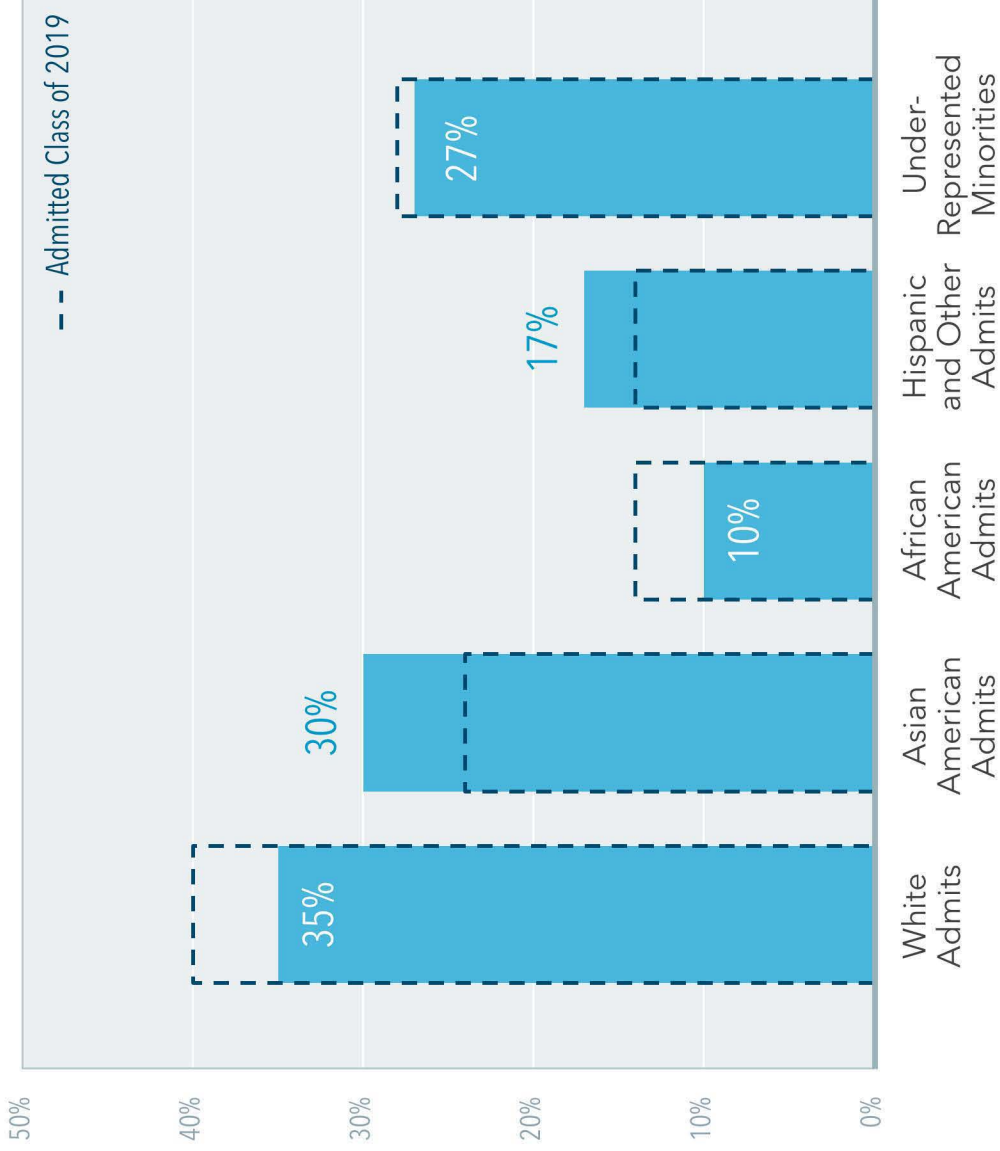
	SAT Score (%)	H.S. GPA
Real World	2244 (99%)	77.0
Simulation	2191 (98%)	77.1
Difference	-53 (-1%)	+0.1



Socioeconomic Diversity

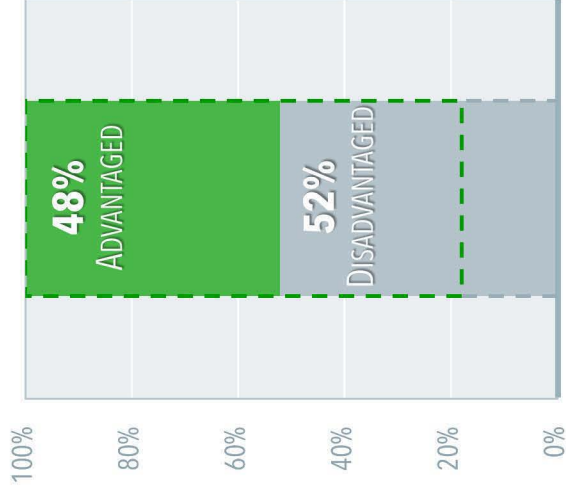
Simulation B (Card Simulation 4x)

Racial/Ethnic Diversity



Academic Characteristics

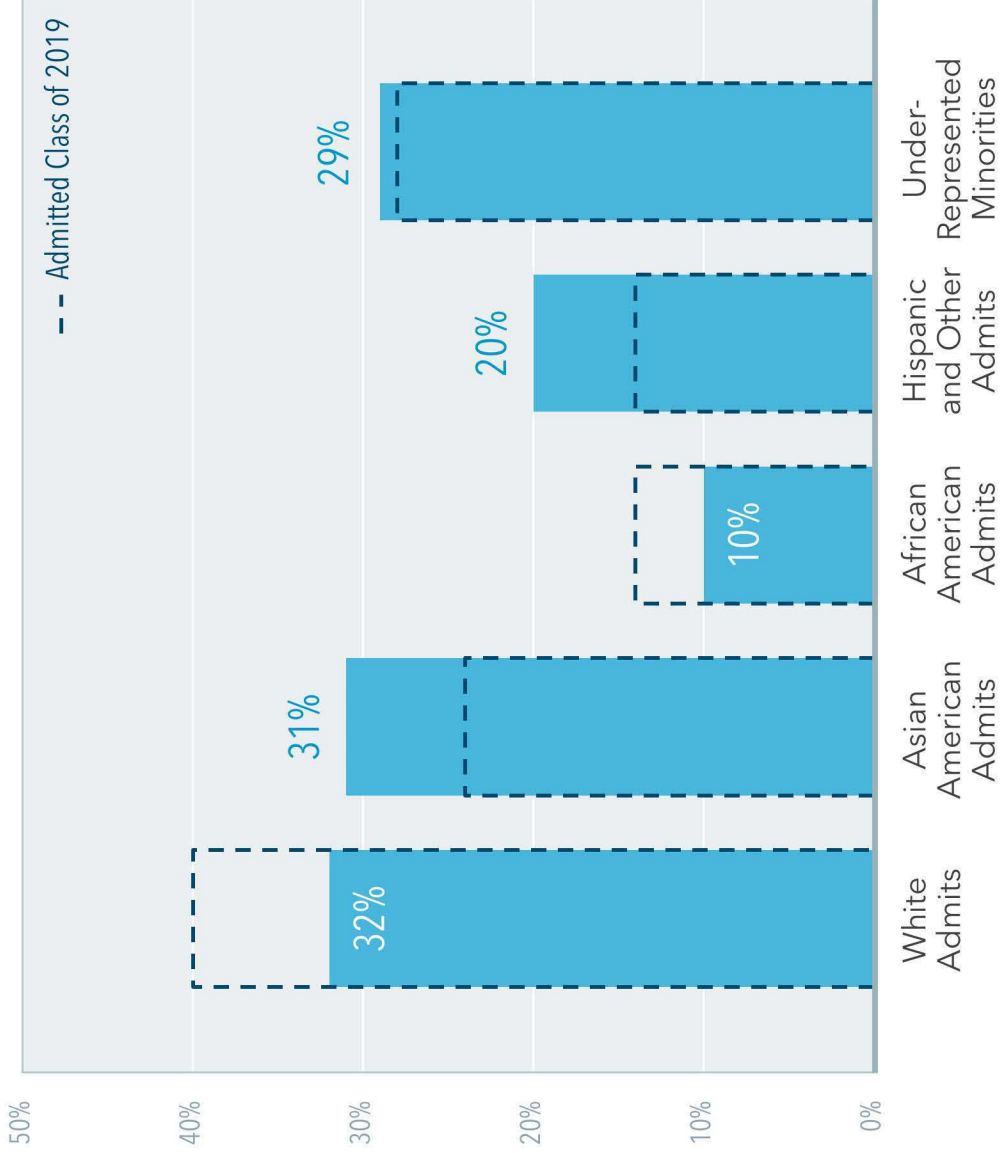
	SAT Score (%)	H.S. GPA
Real World	2244 (99%)	77.0
Simulation	2189 (98%)	77.1
Difference	-55 (-1%)	+0.1



Socioeconomic Diversity

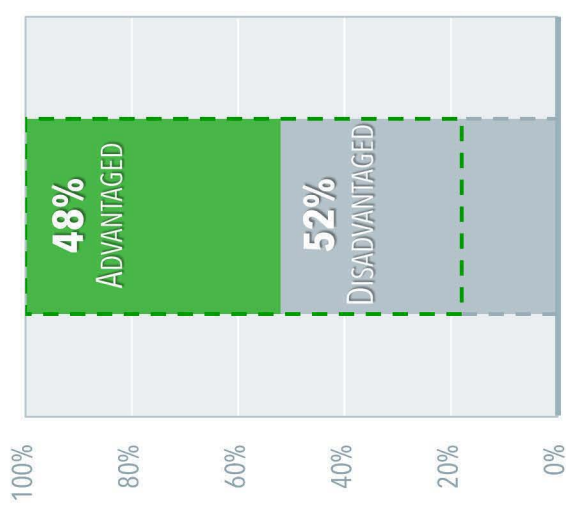
Simulation C (Kahlenberg Simulation 6)

Racial/Ethnic Diversity



Academic Characteristics

	SAT Score (%)	H.S. GPA
Real World	2244 (99%)	77.0
Simulation	2173 (98%)	77.0
Difference	-71 (-1%)	0



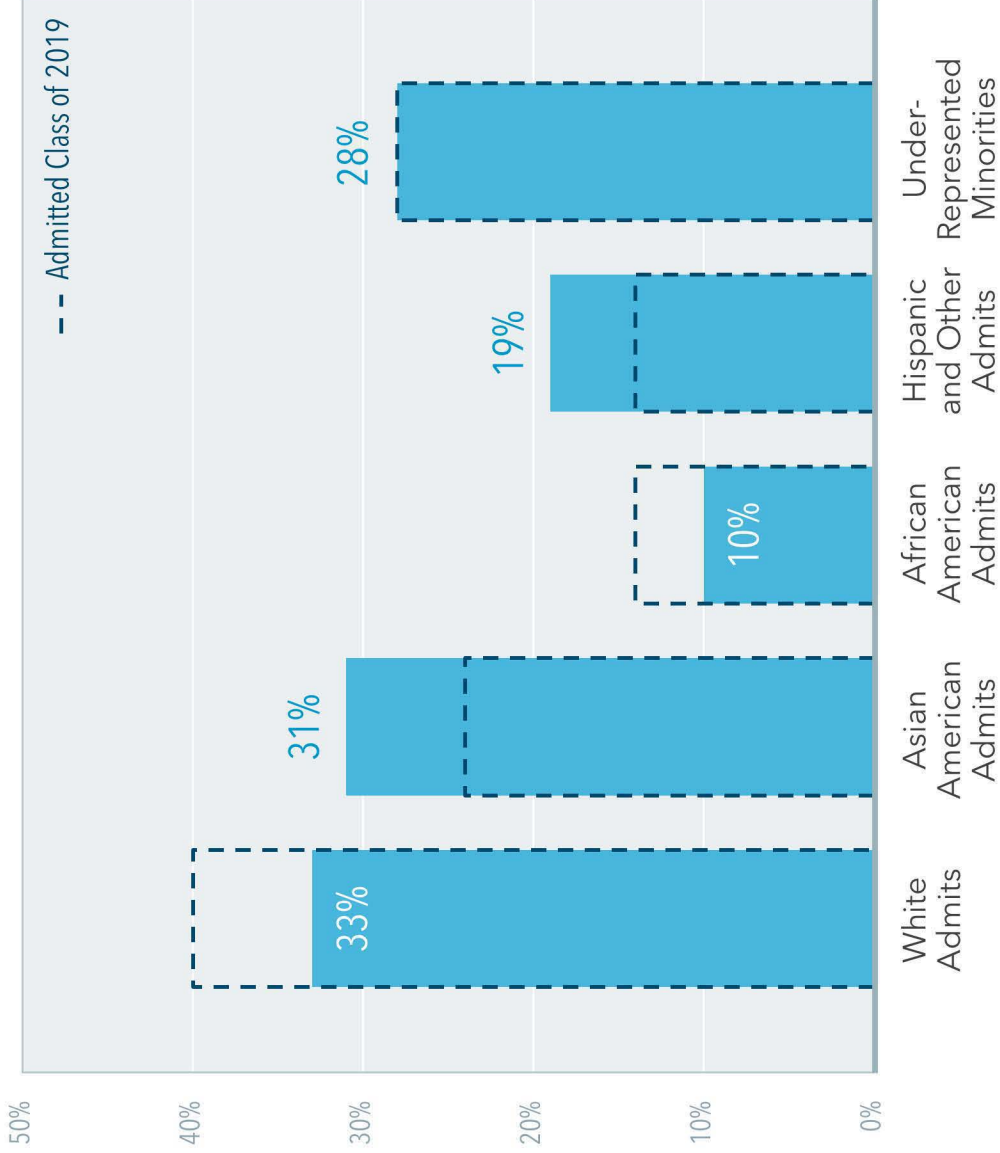
Socioeconomic Diversity



Simulation A (Based on Arcidiacono model)	Simulation B (Based on Card model)	Simulation C (Based on Card model)	Simulation D (Based on Card model)
No racial preference	No racial preference	No racial preference	No racial preference
No legacy preference	No legacy preference	No legacy preference	No legacy preference
No Dean/Director's List preference	No Dean/Director's List preference	No Dean/Director's List preference	No Dean/Director's List preference
No Faculty/Staff preference	No Faculty/Staff preference	No Faculty/Staff preference	No Faculty/Staff preference
Include athlete preference	No athlete preference	Include athlete preference	Include athlete preference
Socioeconomic status boost with geographic allocation	Expanded socioeconomic status boost with geographic preference	Minor adjustments to Dr. Card's low socioeconomic definition	Minor adjustments to Dr. Card's low socioeconomic definition
No early action preference	Includes early action	No early action preference	Includes early action

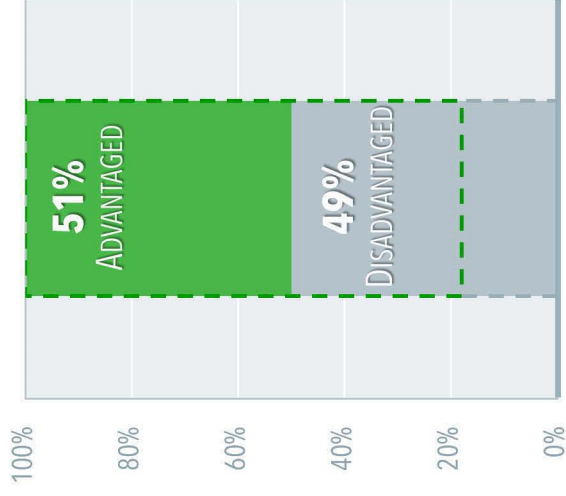
Simulation D (Kahlenberg Simulation 7)

Racial/Ethnic Diversity



Academic Characteristics

	SAT Score (%)	H.S. GPA
Real World	2244 (99%)	77.0
Simulation	2180 (98%)	77.0
Difference	-64 (-1%)	0



Socioeconomic Diversity

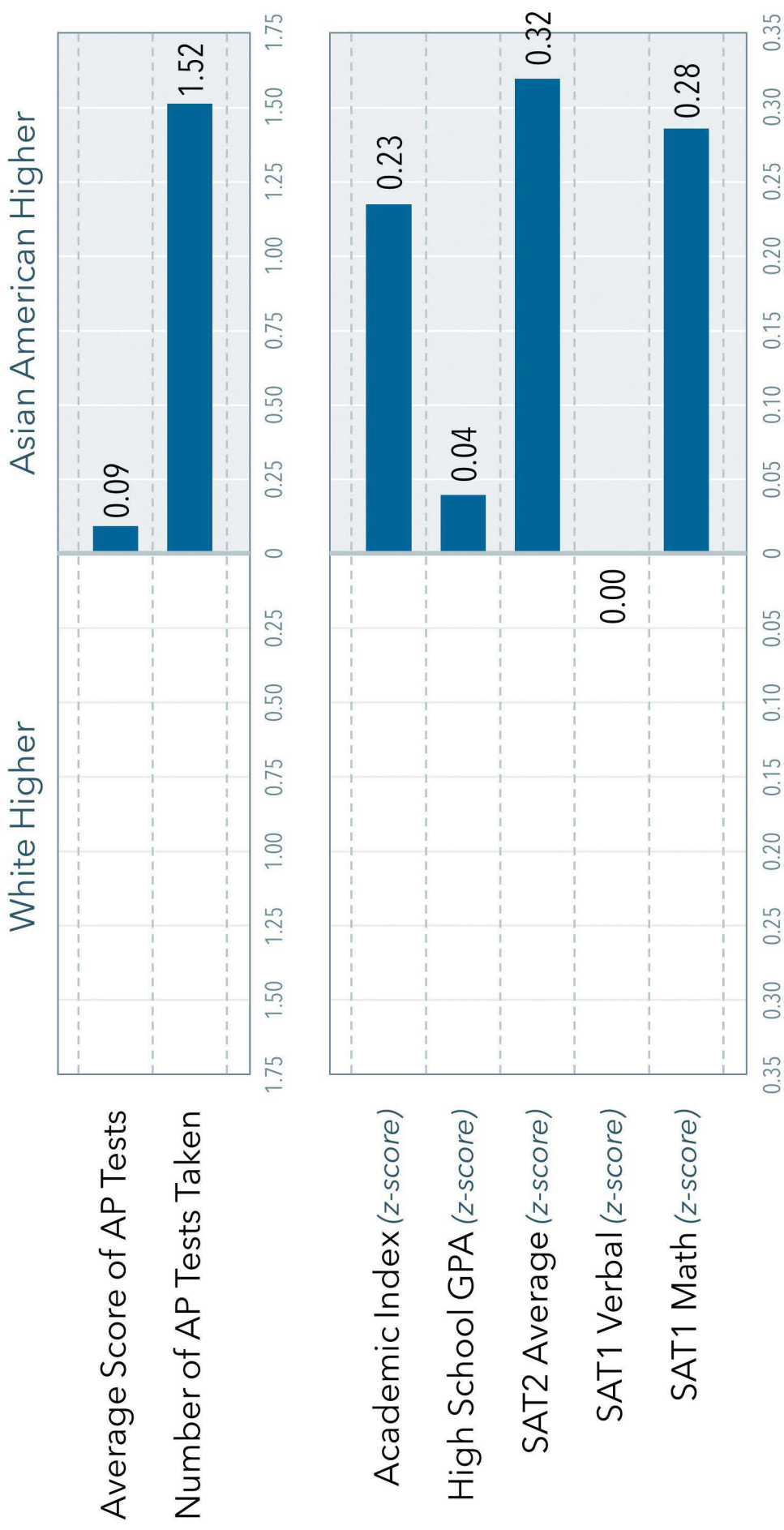
Applicants and Admit Rate by Preferred Group

	Applicants	Admit Rate
Not Athlete	165,353	6.0%
Athlete	1,374	86.0%
Not Legacy	162,083	5.9%
Legacy	4,644	33.6%
Not Child of Faculty or Staff	166,083	6.6%
Child of Faculty or Staff	321	46.7%
Not Dean or Director's Interest List	164,226	6.1%
Dean or Director's Interest List	2,501	42.2%

Applicant Summary Statistics

	White	Asian American	African American	Hispanic
Average Score of AP Tests	4.41	4.50	3.88	4.02
Number of AP Tests Taken	4.16	5.68	2.33	3.68
Academic Index (z-score)	0.19	0.42	-1.11	-0.56
High School GPA (z-score)	0.18	0.22	-0.45	-0.04
SAT2 Average (z-score)	0.03	0.35	-1.10	-0.53
SAT1 Verbal (z-score)	0.33	0.33	-0.68	-0.39
SAT1 Math (z-score)	0.15	0.43	-1.07	-0.63

Difference in Average Scores for Asian and White Applicants





Share of Applicants

	White	Asian American	African American	Hispanic
Overall Rating	1 0.04% 2 4.39% ≥3 95.57%	0.08% 4.76% 95.16%	0.05% 5.23% 94.72%	0.03% 3.85% 96.12%
Academic Rating	1 or 2 45.29% 3 44.83% ≥4 9.88%	60.21% 31.80% 7.99%	9.19% 40.06% 50.75%	16.74% 47.81% 35.44%
Extracurricular Rating	1 or 2 24.38% 3 72.03% ≥4 3.59%	28.25% 69.82% 1.93%	15.57% 76.96% 7.47%	16.85% 77.46% 5.69%
Athletic Rating	2 12.92% 3 53.52% ≥4 33.56%	4.84% 48.11% 47.04%	6.92% 49.97% 43.11%	7.59% 49.20% 43.22%
Personal Rating	1 or 2 21.27% 3 78.30% ≥4 0.43%	17.64% 81.88% 0.48%	19.01% 80.52% 0.47%	18.68% 80.85% 0.48%
Teacher 1 Rating	1 or 2 31.31% 3 68.16% ≥4 0.54%	31.49% 68.03% 0.48%	19.01% 79.97% 1.02%	23.35% 75.80% 0.84%
Teacher 2 Rating	1 or 2 32.98% 3 66.57% ≥4 0.45%	32.16% 67.36% 0.48%	21.06% 78.23% 0.72%	25.20% 74.05% 0.76%
Counselor Rating	1 or 2 26.62% 3 72.78% ≥4 0.60%	26.17% 73.22% 0.61%	15.54% 82.65% 1.82%	18.07% 80.74% 1.20%
Alumni Personal Rating	1 or 2 63.13% 3 29.89% ≥4 6.98%	62.25% 29.98% 7.77%	57.19% 33.19% 9.62%	57.48% 33.11% 9.41%
Alumni Overall Rating	1 or 2 46.65% 3 35.83% ≥4 17.52%	51.14% 32.99% 15.87%	28.53% 34.13% 37.34%	33.57% 35.06% 31.37%

Share of Applicants

Share of Admitted

Academic Rating

1 or 2
3
≥4

42.28%
40.55%
17.17%

82.10%
17.86%
0.04%

Extracurricular Rating

1 or 2
3
≥4

23.72%
72.50%
3.78%

69.04%
30.30%
0.67%

Athletic Rating

2
3
≥4

9.07%
50.82%
40.11%

15.32%
45.61%
39.07%

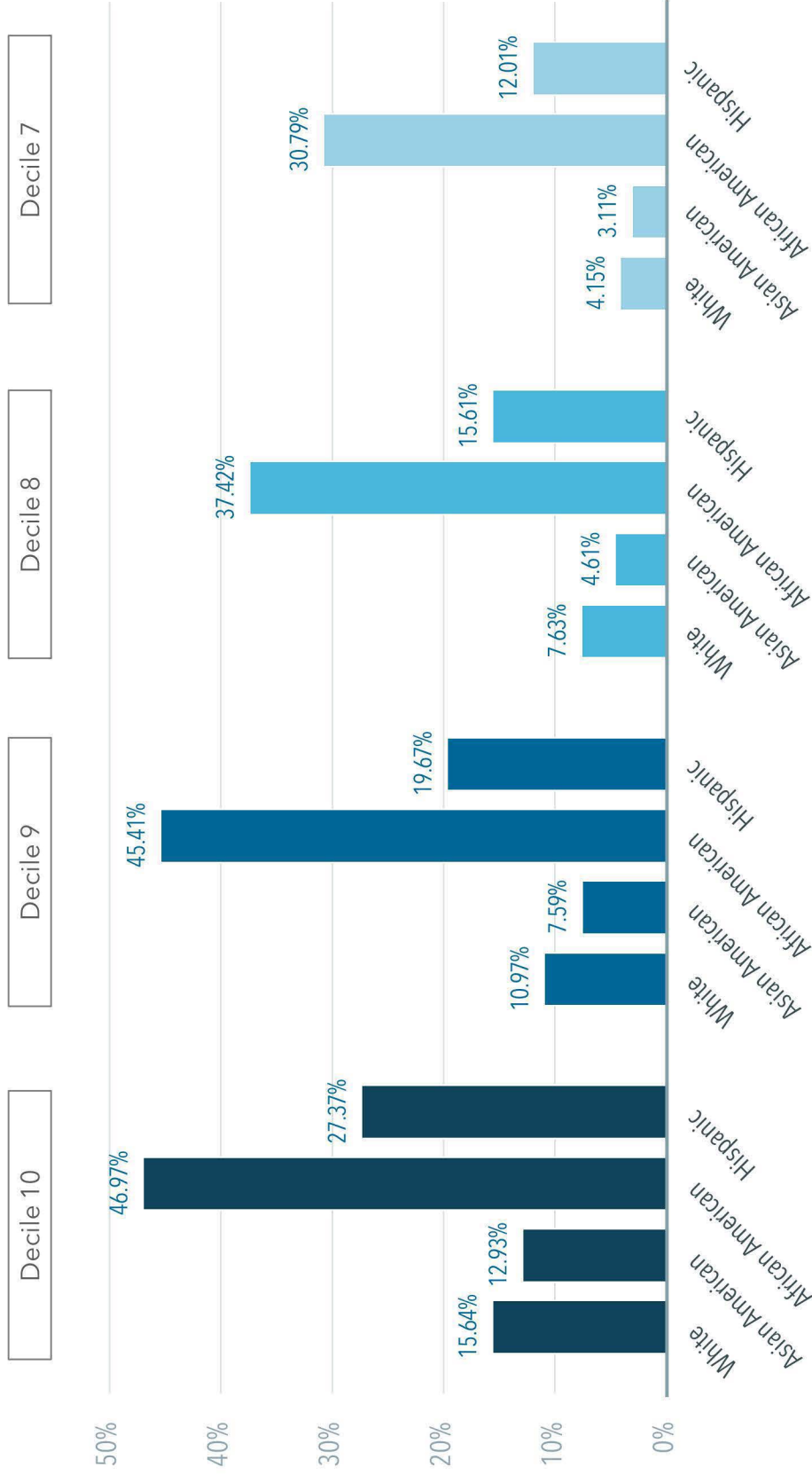
Personal Rating

1 or 2
3
≥4

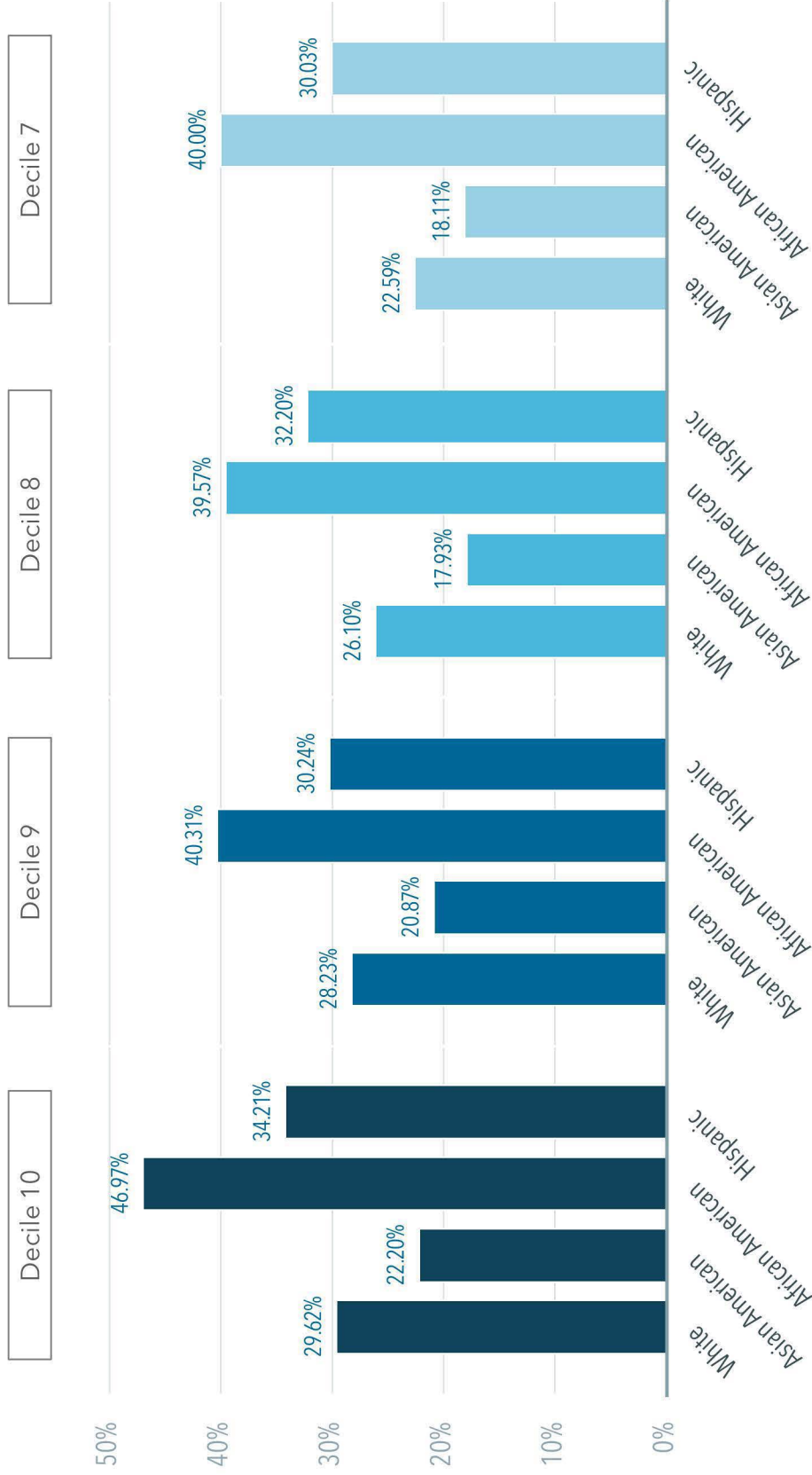
19.51%
80.02%
0.46%

77.89%
22.11%
0.00%

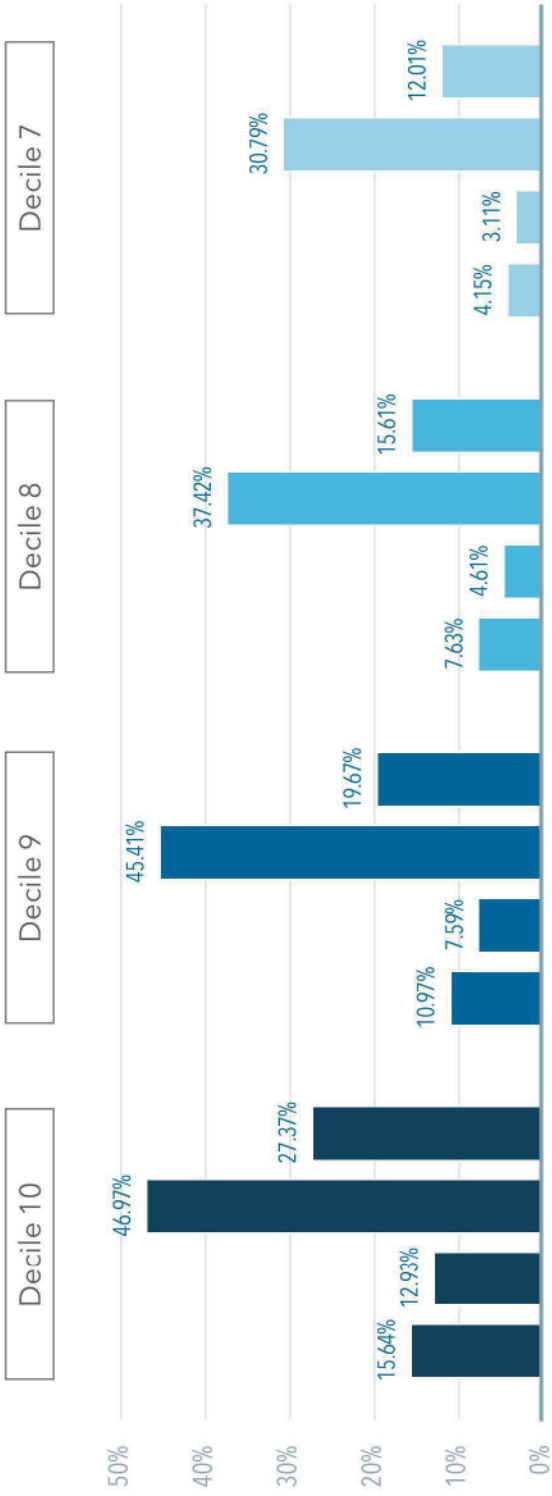
Percentage of Applicants Receiving a 1 or 2 on the Overall Rating by Race/Ethnicity for Top 4 Academic Deciles



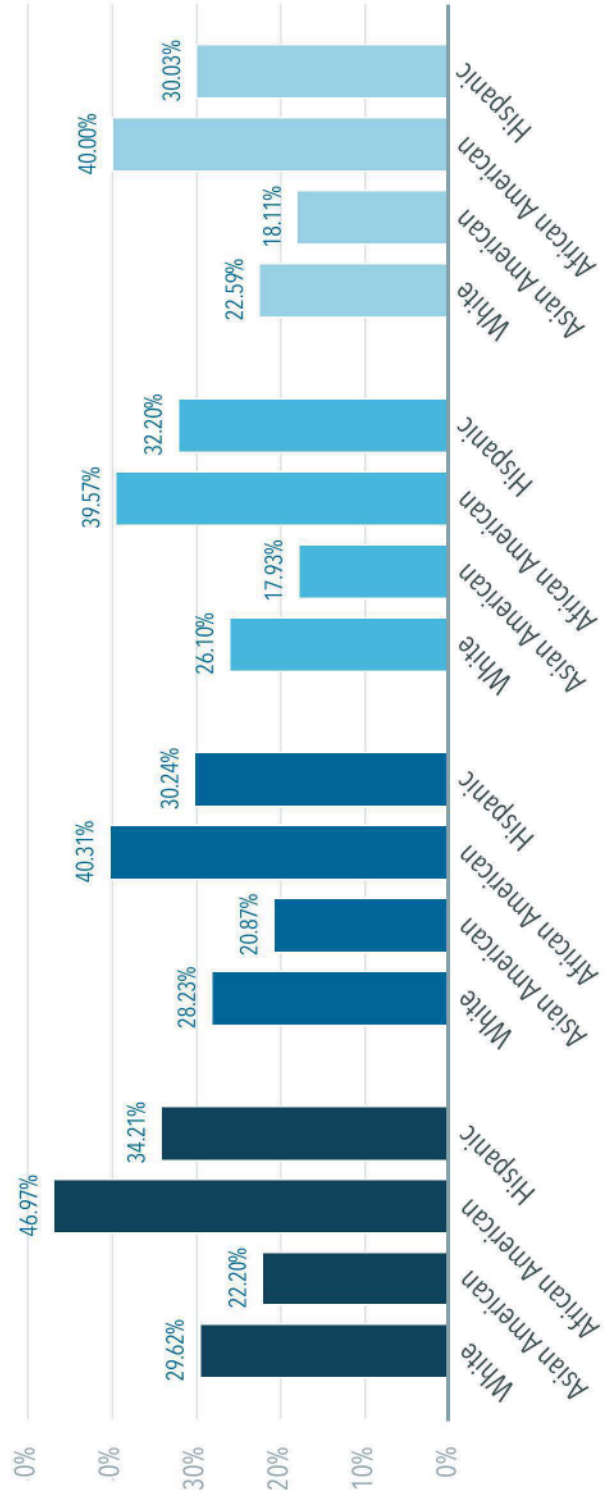
Percentage of Applicants Receiving a 1 or 2 on the Personal Rating by Race/Ethnicity for Top 4 Academic Deciles



Overall Rating



Personal Rating



Admit Rates by Race/Ethnicity and Year

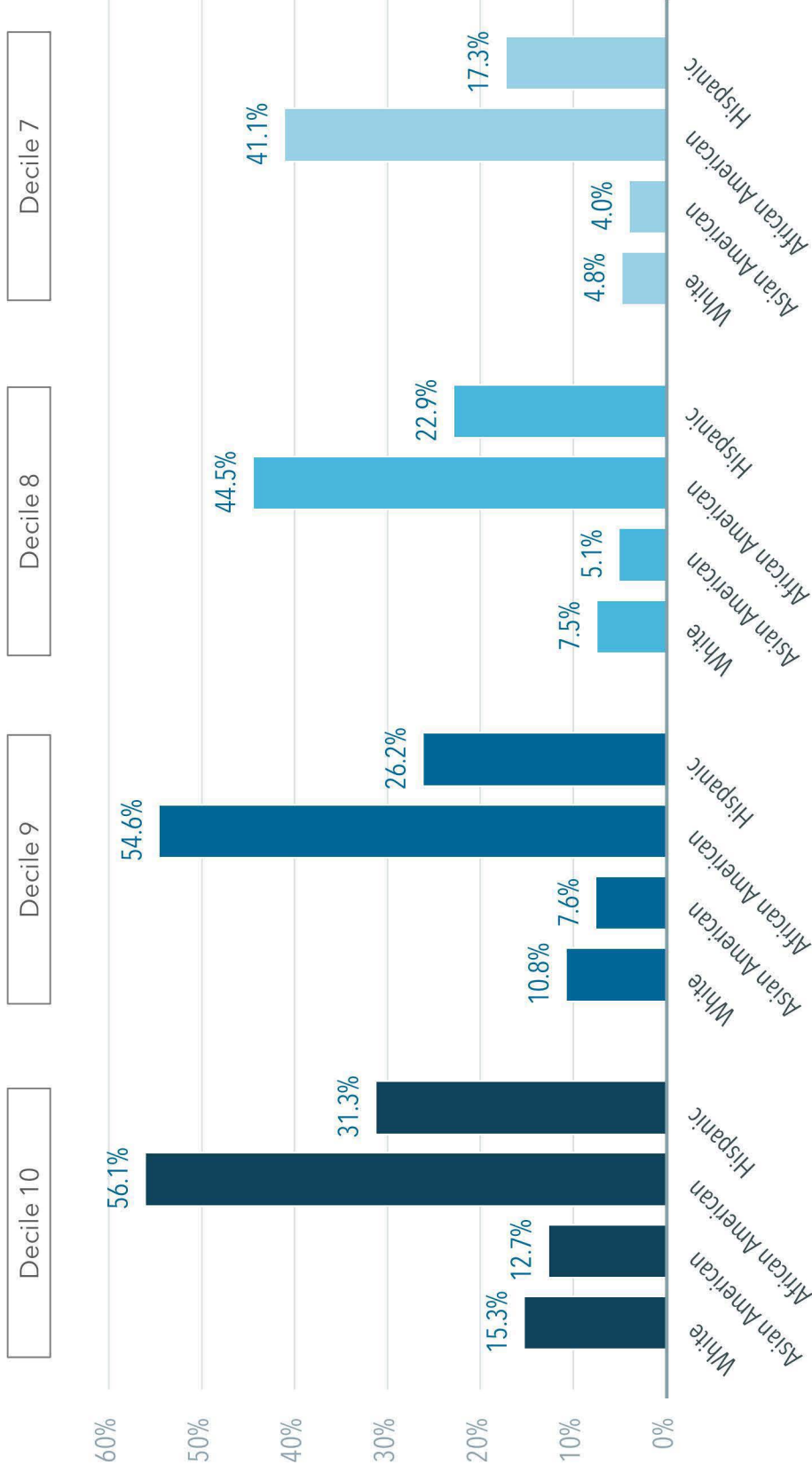
	2014	2015	2016	2017	2018	2019
White	6.3%	5.3%	5.1%	4.5%	4.2%	3.9%*
Asian American	6.2%	5.1%	5.5%	5.0%	4.4%	4.8%
African American	9.4%*	7.9%*	7.0%*	7.0%*	7.7%*	6.9%*
Hispanic	6.7%	6.6%*	5.6%	6.2%*	6.6%*	5.4%

* Statistically different from Asian American at the 95% level

Admit Rates by Race/Ethnicity and Academic Decile

Academic Decile	All Applicants			
	White	Asian American	African American	Hispanic
10	15.3%	12.7%	56.1%	31.3%
9	10.8%	7.6%	54.6%	26.2%
8	7.5%	5.1%	44.5%	22.9%
7	4.8%	4.0%	41.1%	17.3%
6	4.2%	2.5%	29.7%	13.7%
5	2.6%	1.9%	22.4%	9.1%
4	1.8%	0.9%	12.8%	5.5%
3	0.6%	0.6%	5.2%	2.0%
2	0.4%	0.2%	1.0%	0.3%
1	0.0%	0.0%	0.0%	0.0%

Admit Rates by Race/Ethnicity and Academic Decile



Personal Rating Model Coefficients

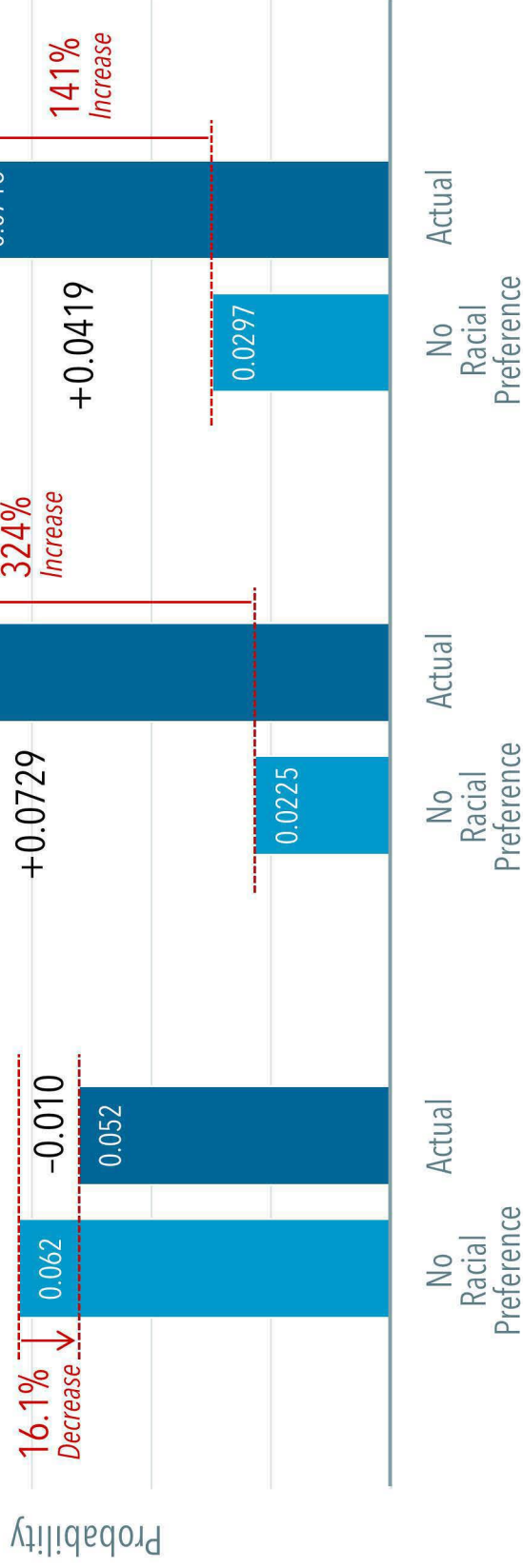
Coefficient
(Model 5)

Demographic Group	Gender/Status	Coefficient (Model 5)
African American	Male, not disadvantaged	0.682
	Female, not disadvantaged	0.443
	Male, disadvantaged	0.358
	Female, disadvantaged	0.119
Hispanic	Male, not disadvantaged	0.279
	Female, not disadvantaged	0.264
	Male, disadvantaged	0.231
	Female, disadvantaged	0.216
Asian American	Male, not disadvantaged	-0.398
	Female, not disadvantaged	-0.303
	Male, disadvantaged	-0.340
	Female, disadvantaged	-0.245

Admissions Model Coefficients

	Model 4	Model 5	
African American	Male, not disadvantaged	2.851	3.772
	Female, not disadvantaged	2.784	3.673
	Male, disadvantaged	1.757	2.195
	Female, disadvantaged	1.690	2.096
Hispanic	Male, not disadvantaged	1.339	1.959
	Female, not disadvantaged	1.407	2.076
	Male, disadvantaged	0.989	1.377
	Female, disadvantaged	1.057	1.494
Asian American	Male, not disadvantaged	-0.378	-0.466
	Female, not disadvantaged	-0.283	-0.237
	Male, disadvantaged	-0.372	-0.322
	Female, disadvantaged	-0.277	-0.093

Marginal Effect of Race/Ethnicity on Probability of Admission



Change in Number of Admitted Asian American Students

JA1798

	2014	2015	2016	2017	2018	2019
Model	369	356	346	315	300	327
Remove Asian American Penalty	421	405	390	350	355	354
Difference	+52	+49	+44	+35	+55	+27

Admissions Model Coefficients, Expanded Dataset

Model 4 Model 5

	Model 4	Model 5
Male, not disadvantaged	2.815	3.596
Female, not disadvantaged	2.716	3.485
Male, disadvantaged	1.694	2.014
Female, disadvantaged	1.595	1.903

African American

Male, not disadvantaged	1.338	1.908
Female, not disadvantaged	1.366	1.987
Male, disadvantaged	0.982	1.290
Female, disadvantaged	1.010	1.369

Hispanic

Male, not disadvantaged	-0.321	-0.389
Female, not disadvantaged	-0.274	-0.217
Male, disadvantaged	-0.298	-0.230
Female, disadvantaged	-0.251	-0.058

Asian American

Change in Number of Admitted Asian American Students, Expanded Dataset

	2014	2015	2016	2017	2018	2019
Model	403	404	406	379	364	402
Remove Asian American Penalty	457	448	442	402	419	422
Difference	+54	+44	+36	+23	+55	+20

Changes in Admissions Levels, Baseline Dataset

	2014	2015	2016	2017	2018	2019
Asian American						
Model	369	356	346	315	300	327
No Racial Preferences	513	508	457	430	458	445
Difference	+144	+152	+111	+115	+158	+118
African American						
Model	198	219	178	180	195	193
No Racial Preferences	55	61	57	52	47	52
Difference	-143	-158	-121	-128	-148	-141
Hispanic						
Model	189	215	182	194	217	191
No Racial Preferences	98	105	97	90	96	95
Difference	-91	-110	-85	-104	-121	-96
White						
Model	572	526	460	401	390	355
No Racial Preferences	660	624	517	477	479	438
Difference	+88	+98	+57	+76	+89	+83

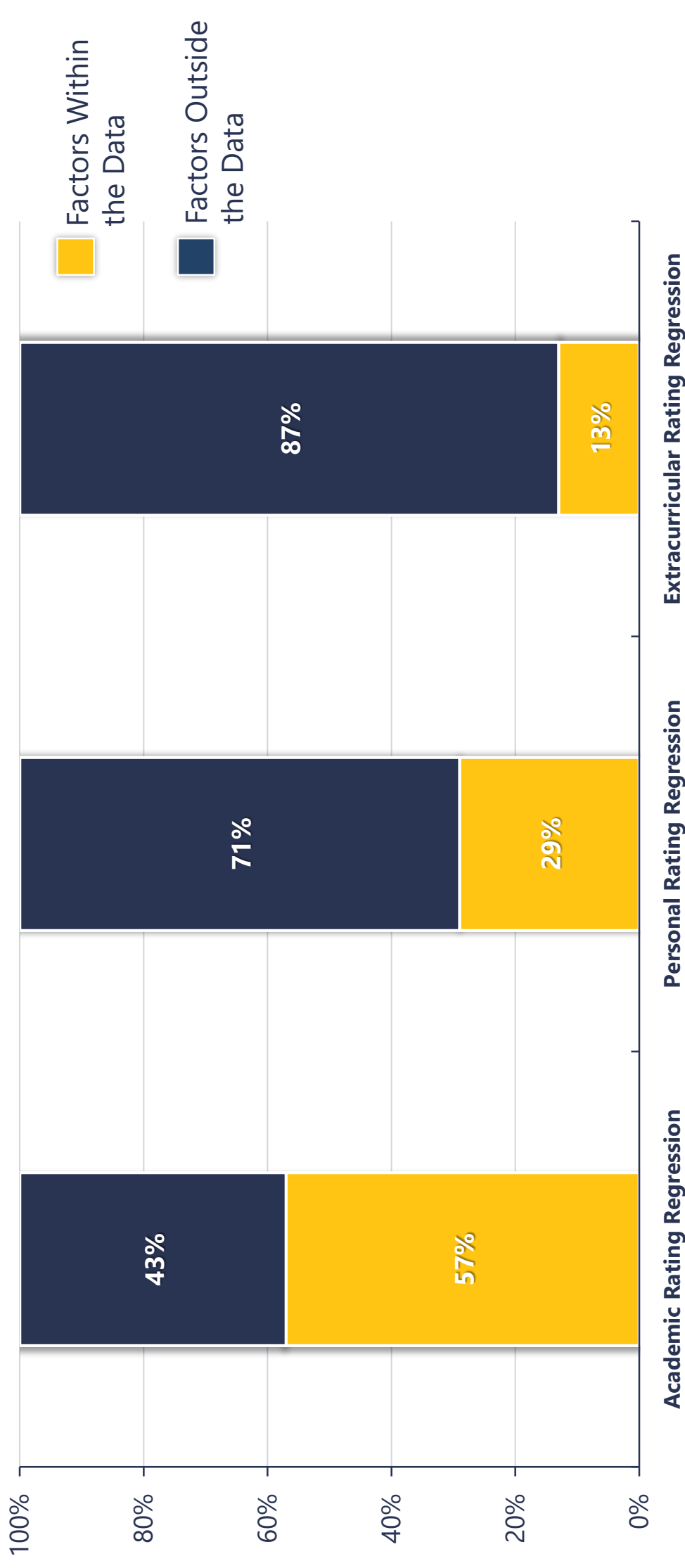
Changes in Admissions Levels, Expanded Dataset

	2014	2015	2016	2017	2018	2019
Model	403	404	406	379	364	402
No Racial Preferences	543	550	503	481	517	514
Difference	+140	+146	+97	+102	+153	+112
Asian American						
Model	231	246	201	228	226	235
No Racial Preferences	81	82	79	91	73	85
Difference	-150	-164	-122	-137	-153	-150
African American						
Model	212	246	207	222	245	233
No Racial Preferences	122	130	127	114	120	128
Difference	-90	-116	-80	-108	-125	-105
Hispanic						
Model	945	865	805	748	760	679
No Racial Preferences	1,043	985	872	849	865	783
Difference	+98	+120	+67	+101	+105	+104
White						

Selectively Excluding Applicants and Variables Skews Results



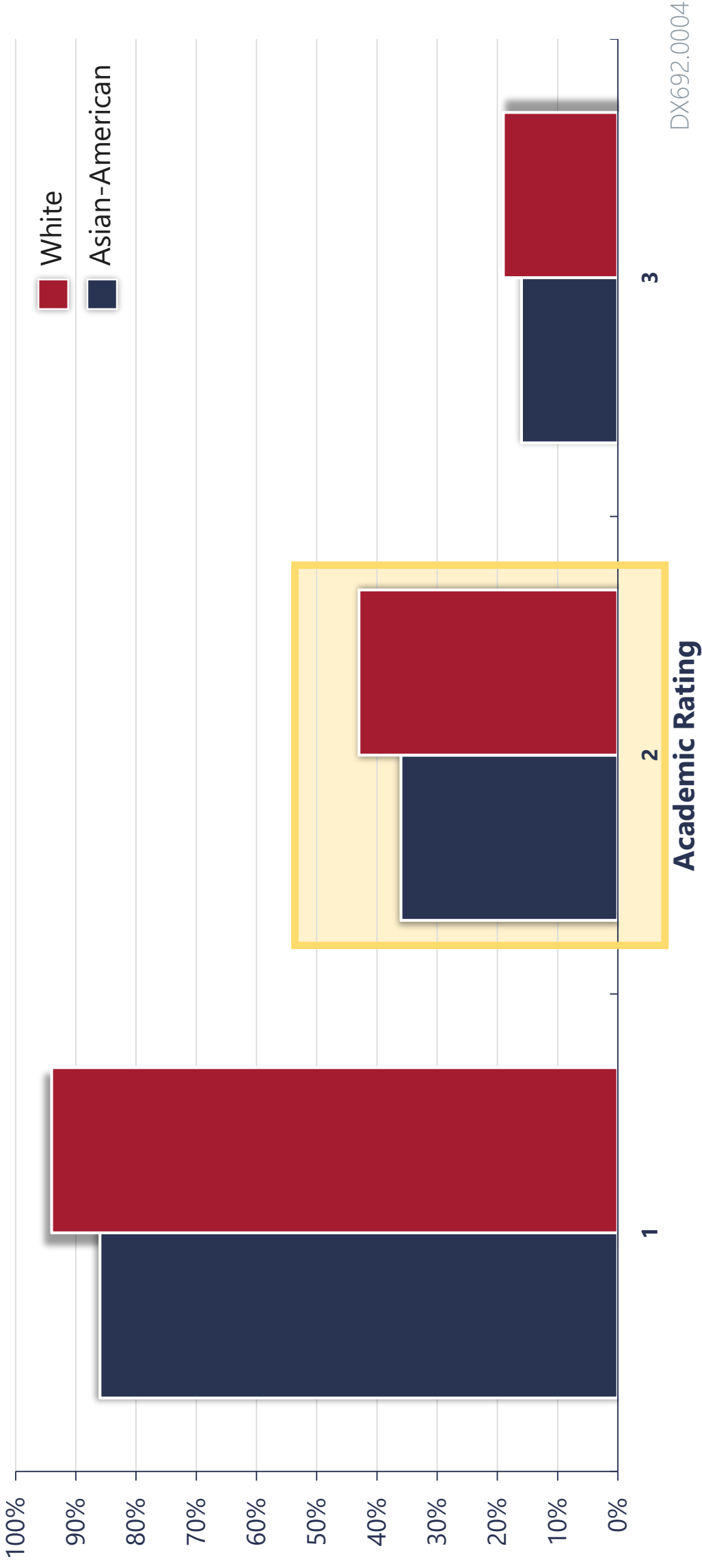
R-Squared of Dr. Arcidiacono's Ratings Regressions (Model 5)



DX688.0002

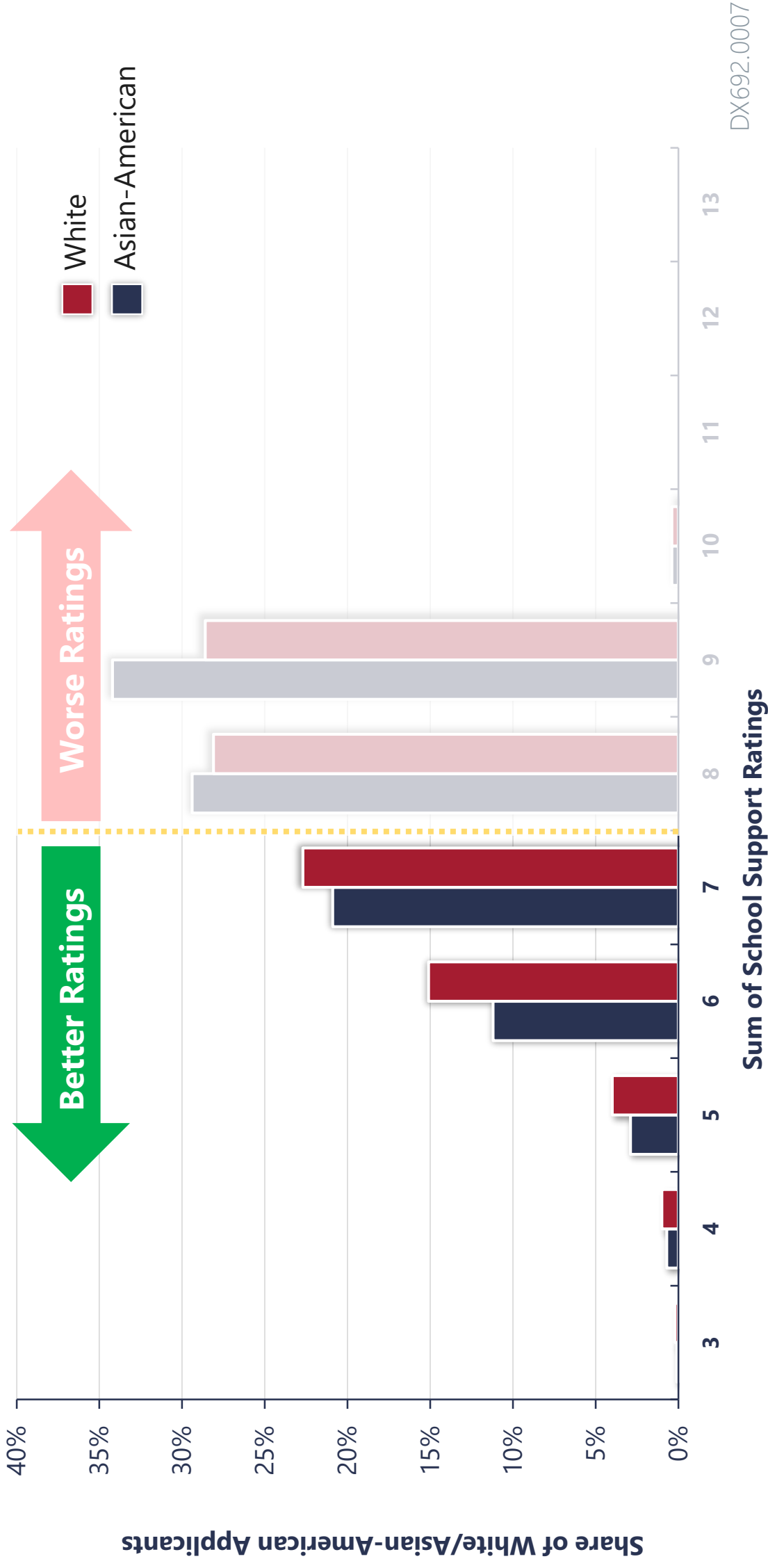
Teacher and Guidance Counselor Ratings by Academic Rating

Share With School Support Ratings That Sum to 7 or Less



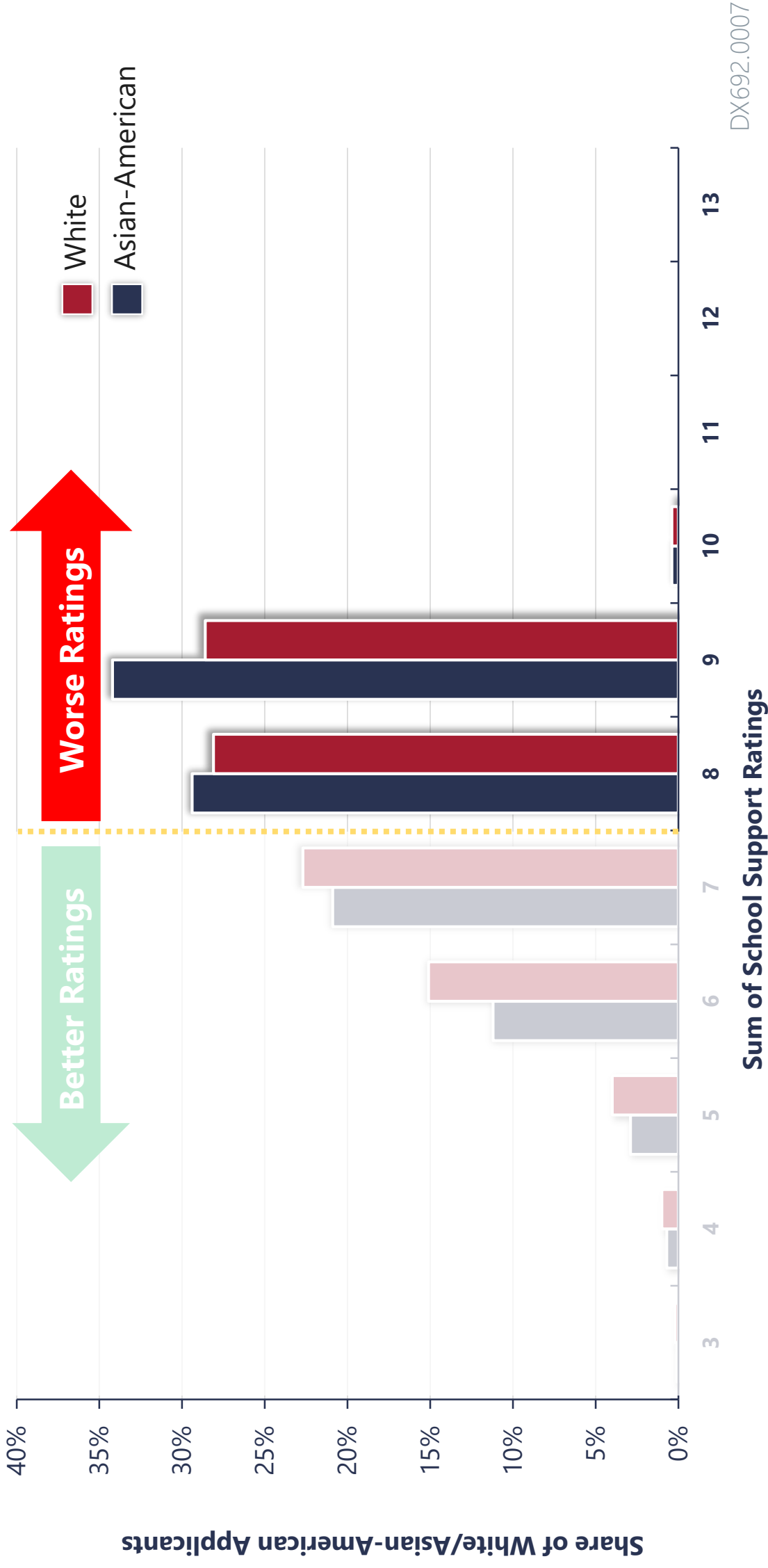
Teacher and Guidance Counselor Ratings Sums Among Applicants With Academic Rating of 2

JA1806



Teacher and Guidance Counselor Ratings Sums Among Applicants With Academic Rating of 2

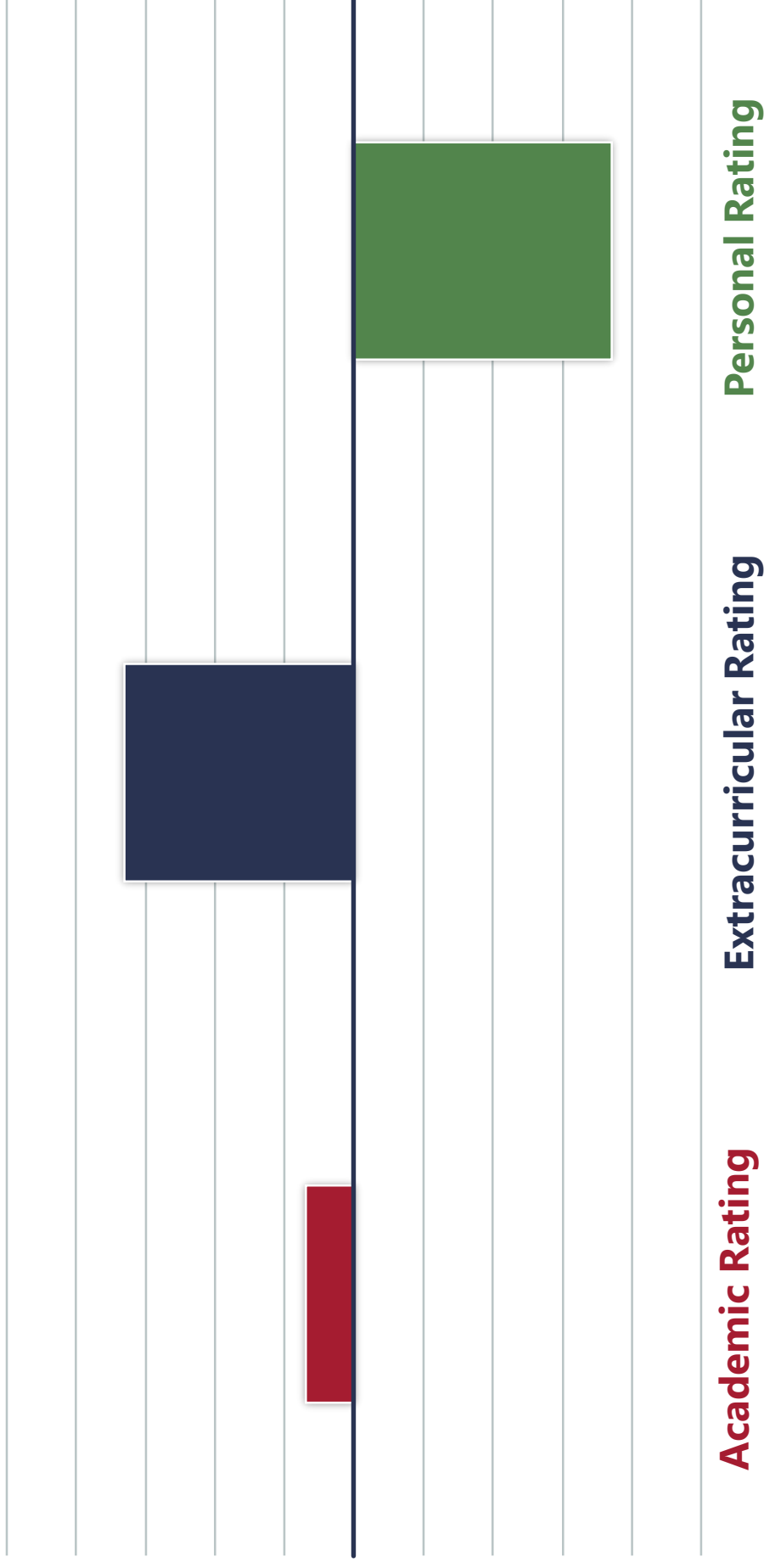
JA1807



DX692.0007

DD10.70

Positive Association With Asian-American Ethnicity in Two of Dr. Arcidiacono's Three Rating Models

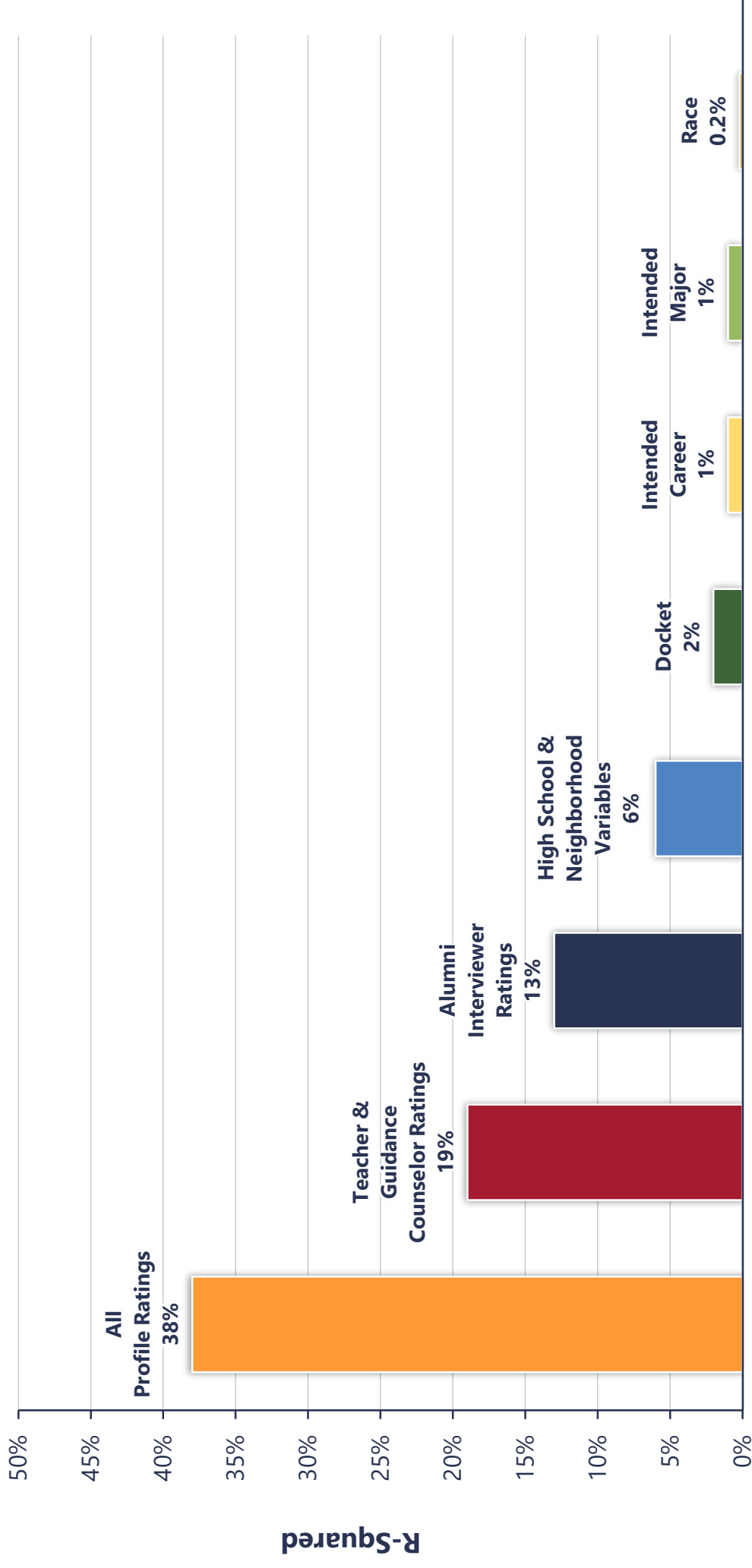


DX688.0001

No Significant Effect of Asian-American Ethnicity Using Modified Ratings

Class	Average Marginal Effect of Asian-American Ethnicity (Percentage Points; Not Statistically Significant)
2014	-0.27
2015	-0.18
2016	-0.38
2017	0.36
2018	-0.46
2019	0.29
Overall	-0.11

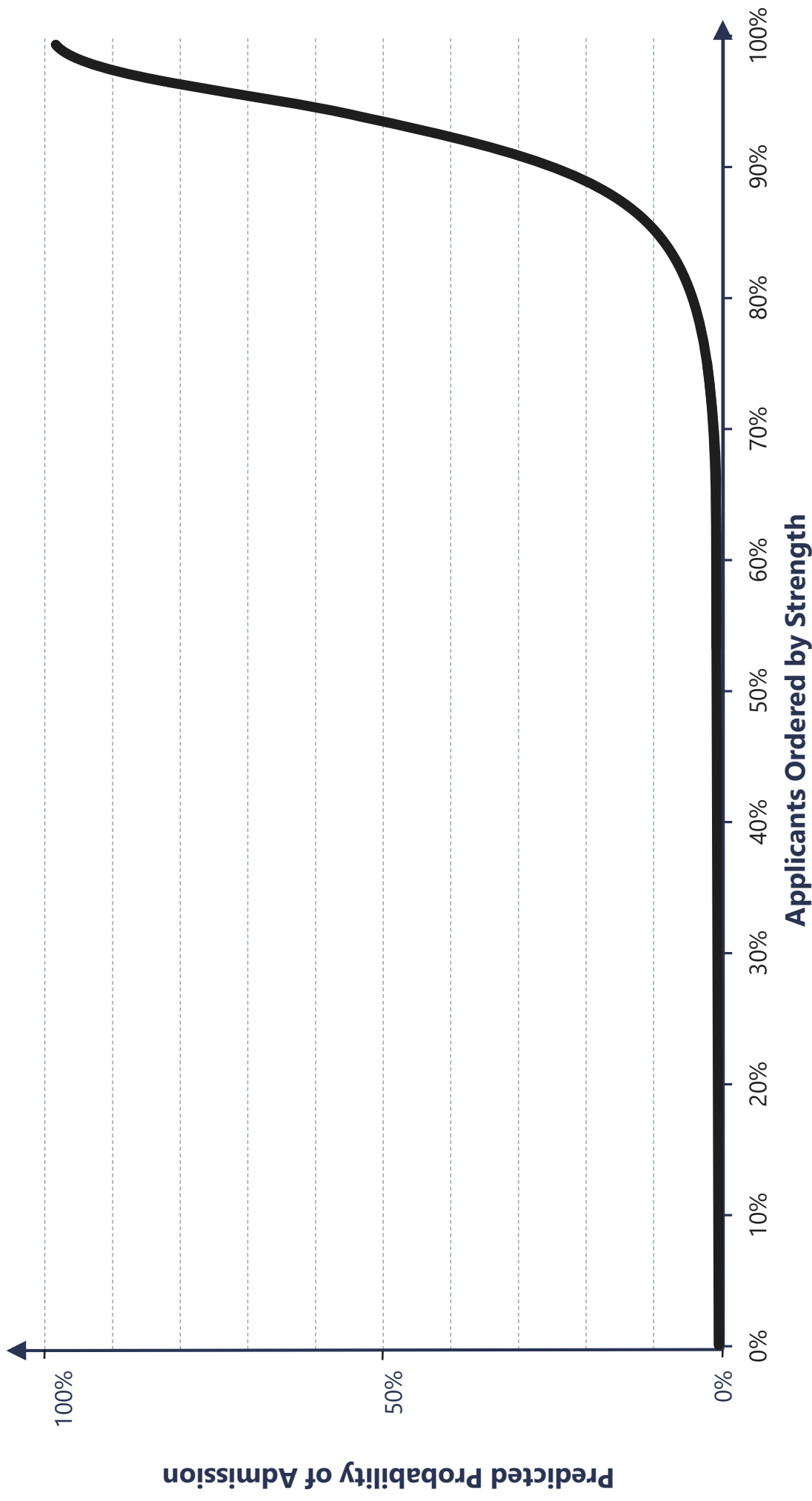
Race Explains Less About Admissions Decisions Than Other Factors



Variables Included in Model

DX715.0001

Predicted Probability of Admission to Harvard College

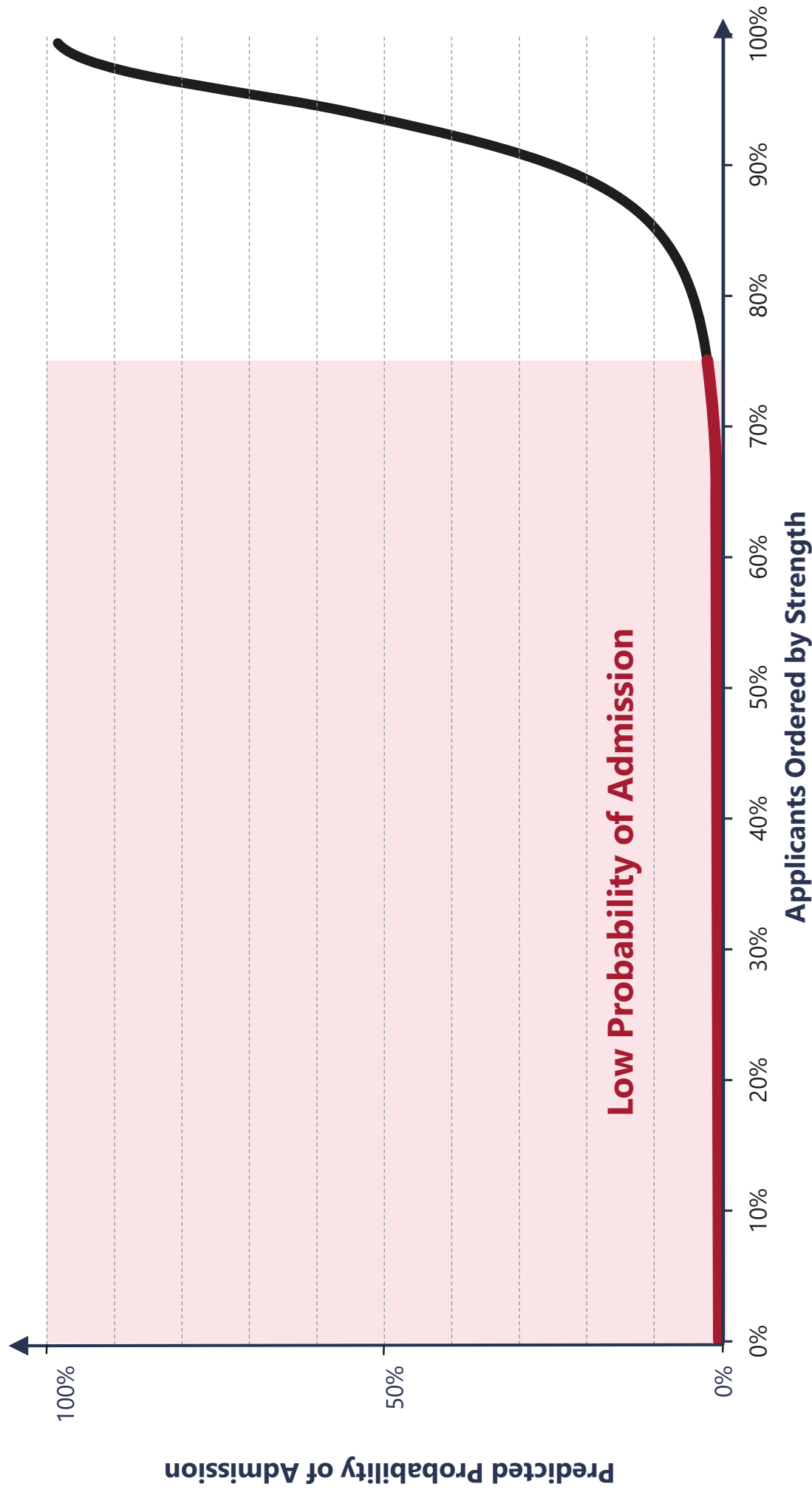


DX670.0001

JA1812

DD10.94

Predicted Probability of Admission to Harvard College



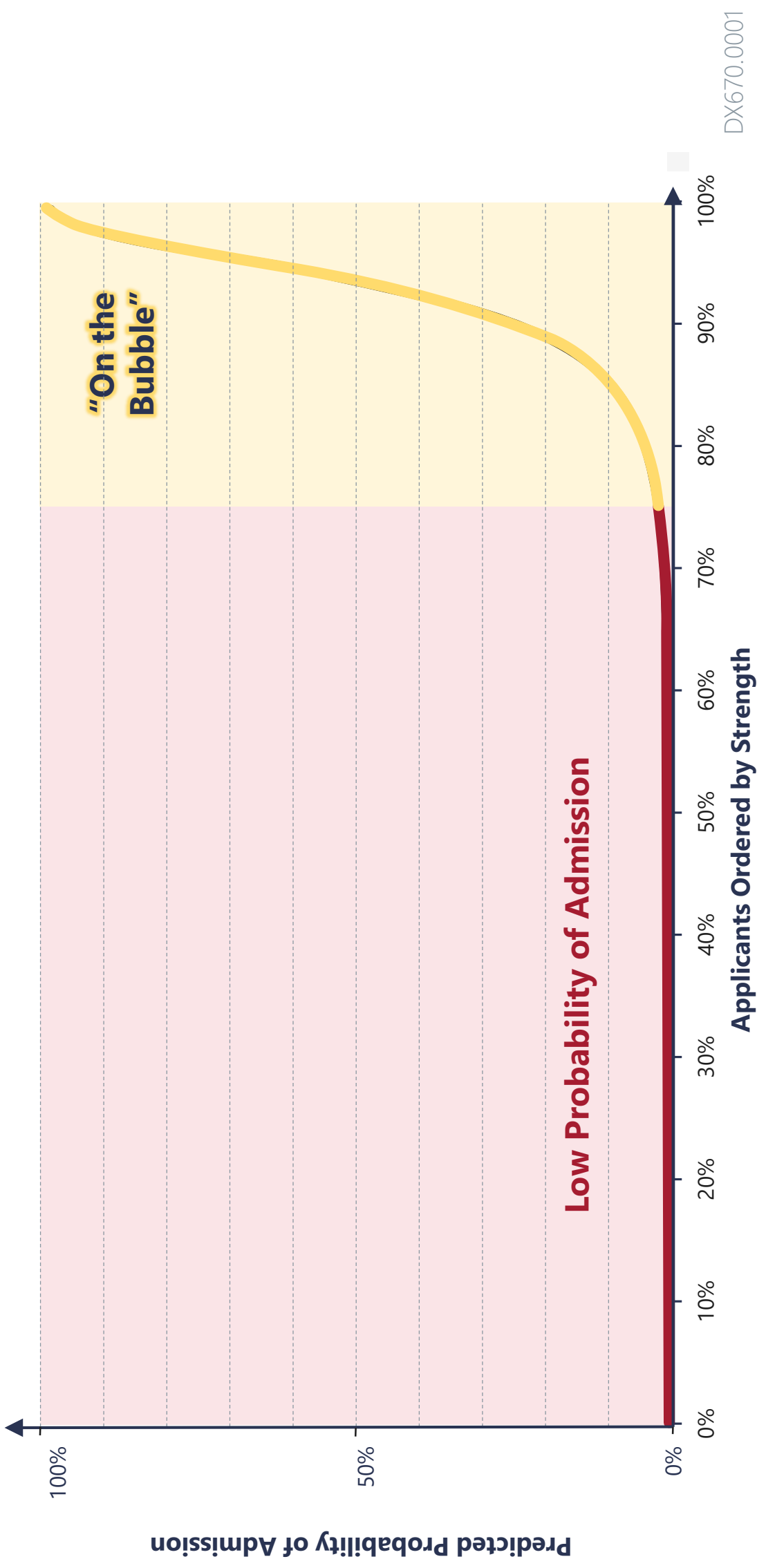
DX670.0001

JA1813

DD10.95

Predicted Probability of Admission to Harvard College

JA1814



DX670.0001

DD10.96

For Most Applicants, Race Has Little Effect

JA1815

Average Marginal Effect of Race (Percentage Points)

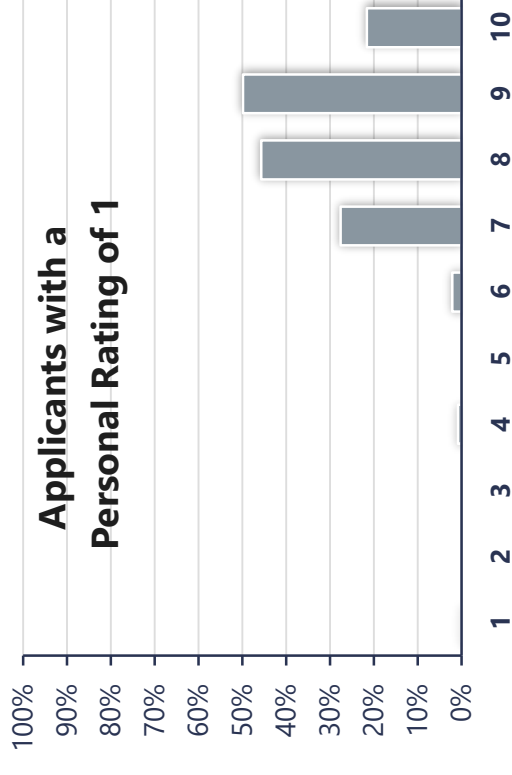
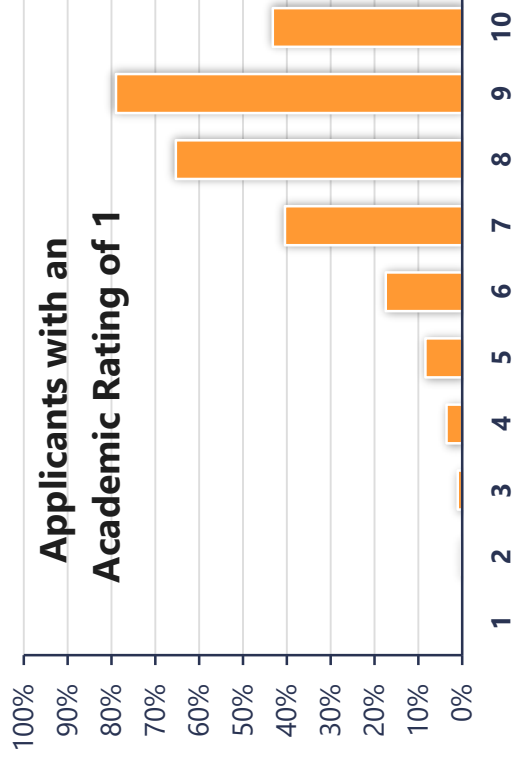
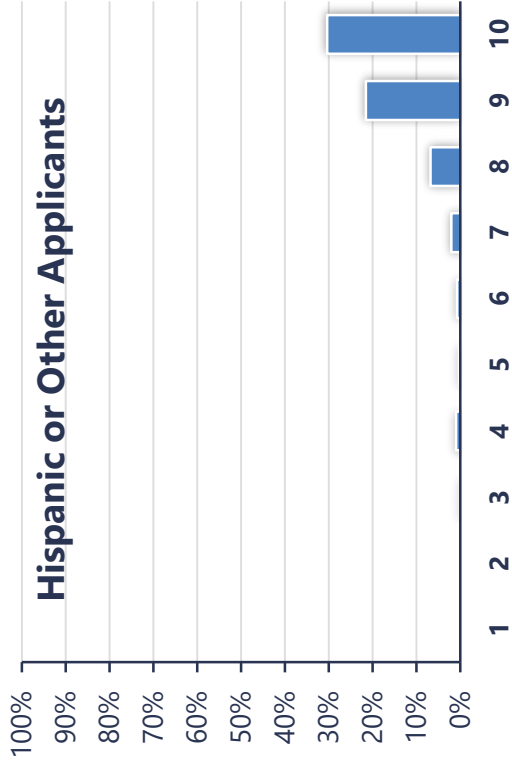
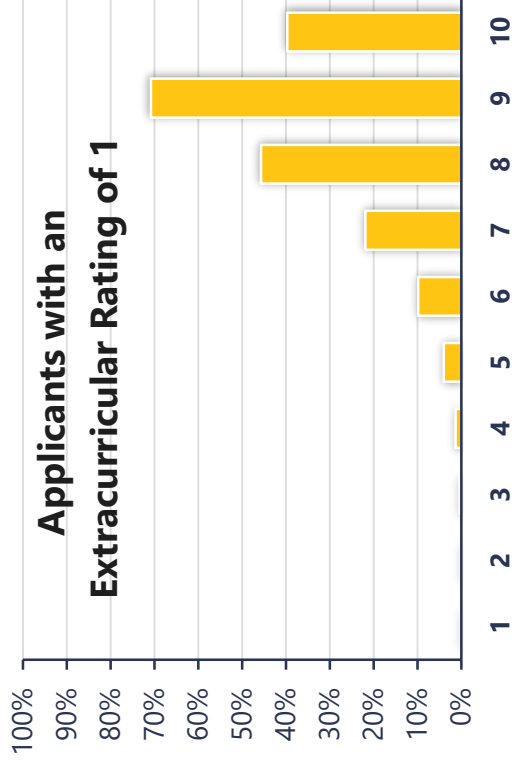
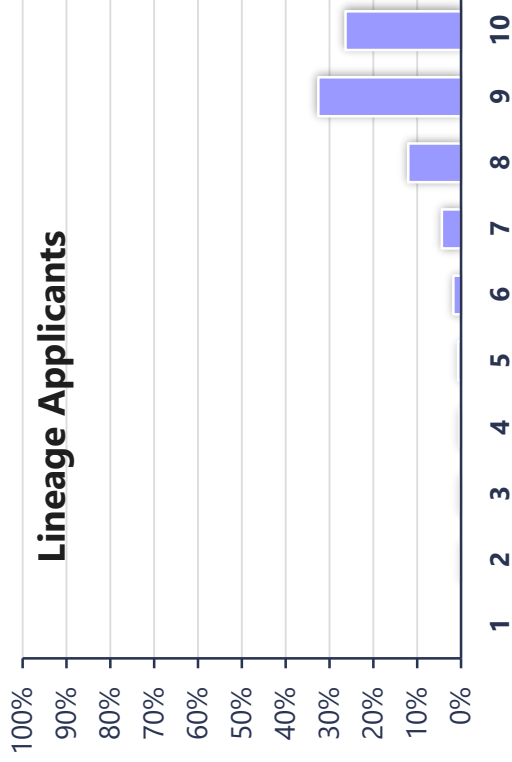
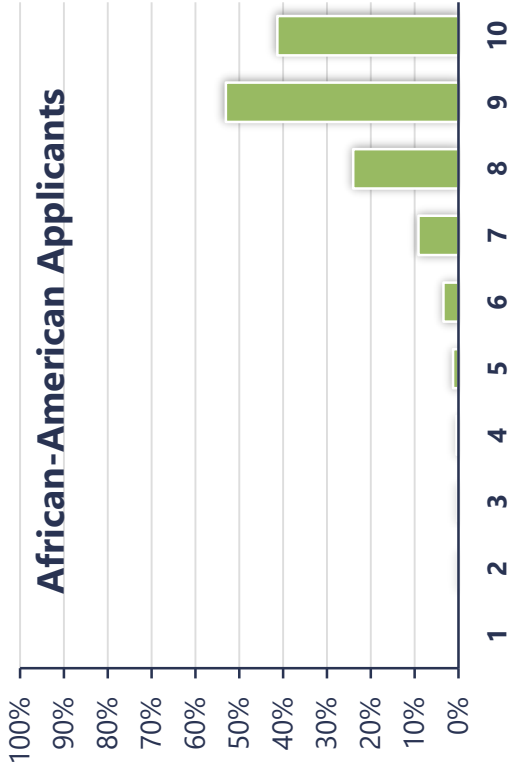


Predicted Probability of Admission Decile

DX718

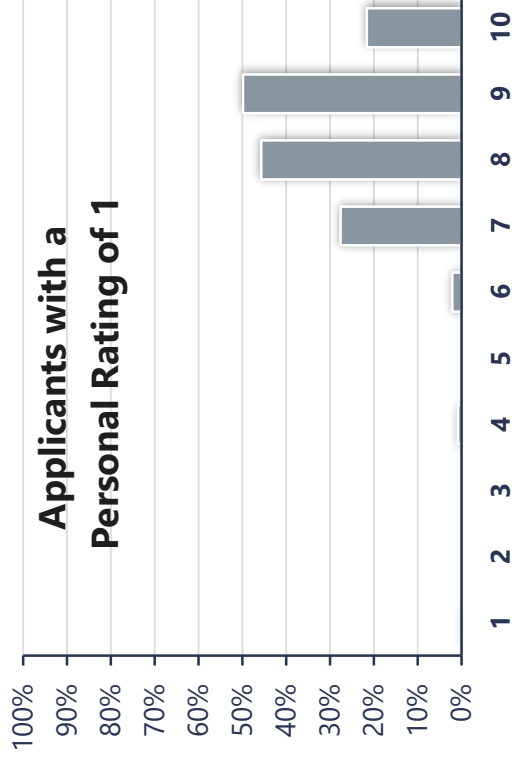
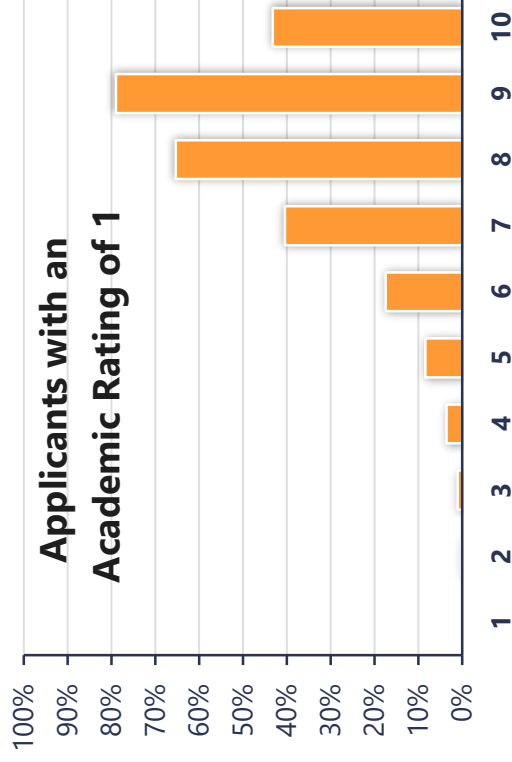
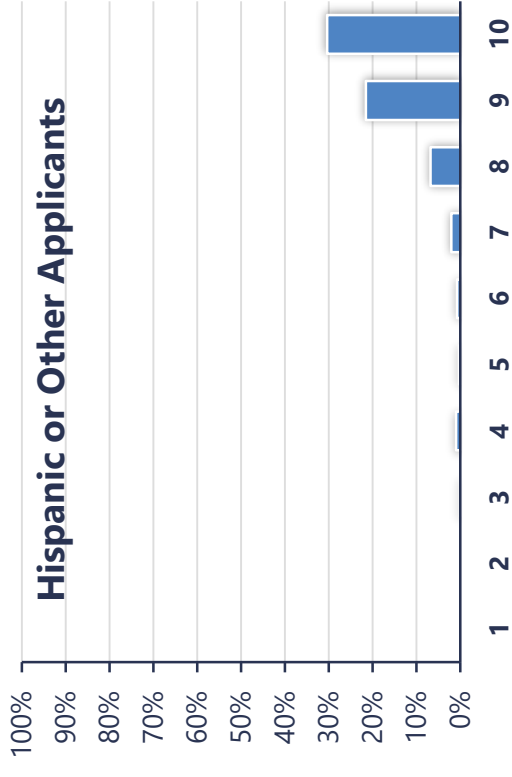
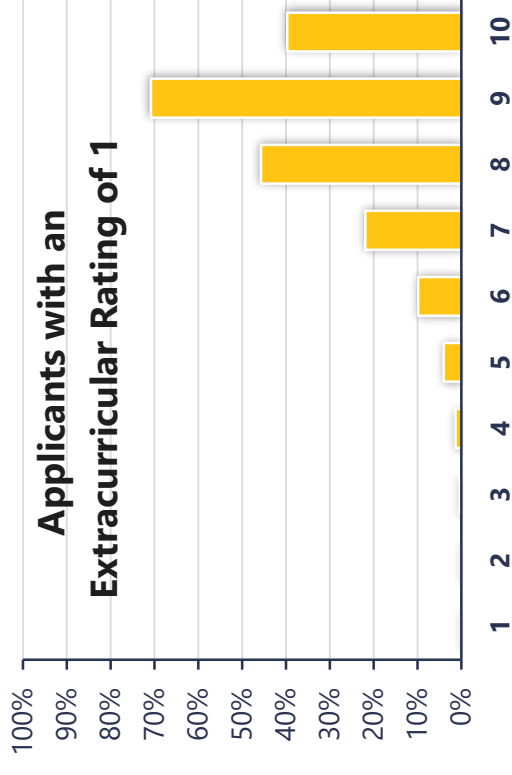
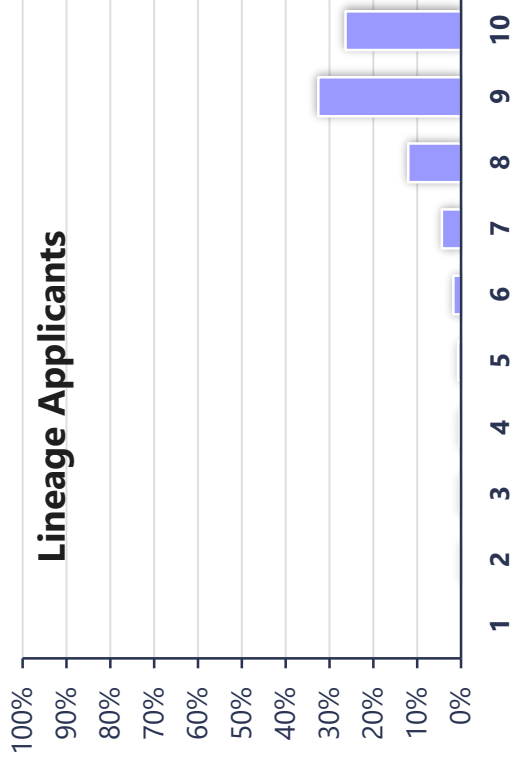
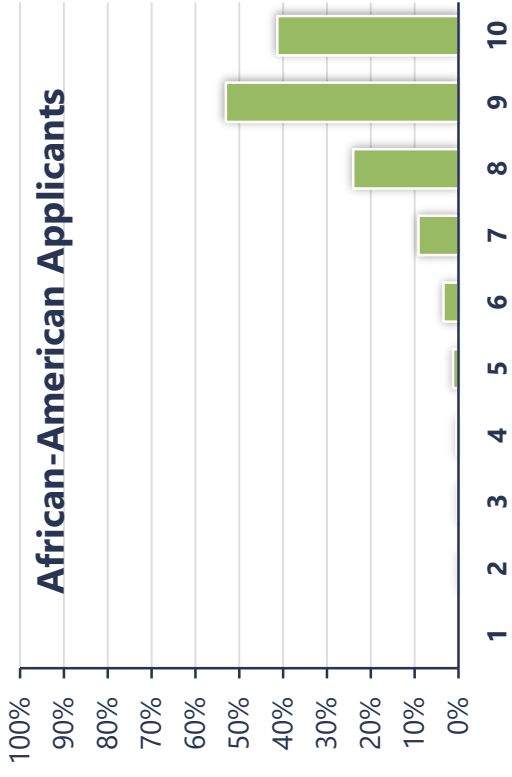
For Competitive Applicants, Many Factors Have a Large Effect

Average Marginal Effect by Predicted Probability of Admission Decile (Percentage Points)



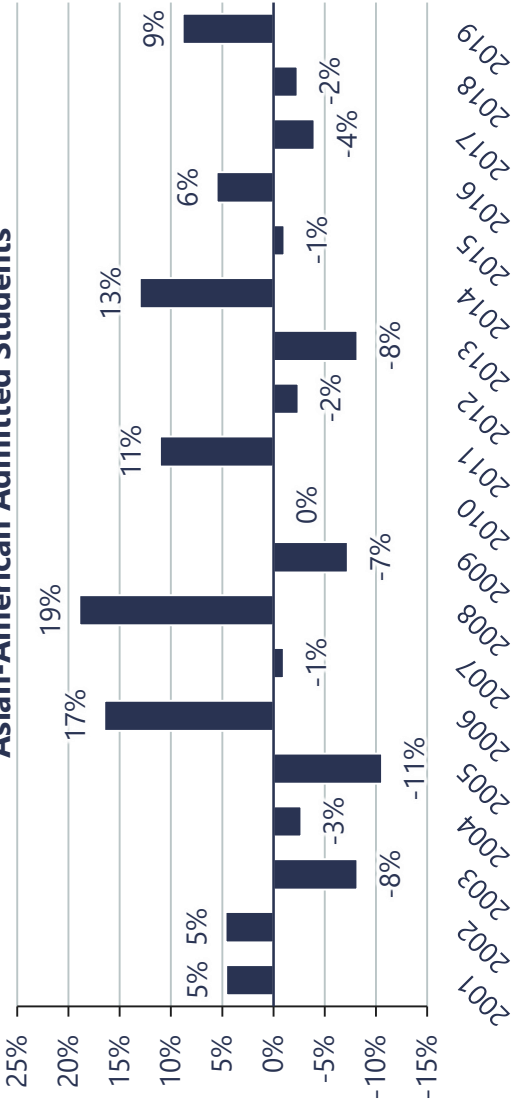
For Competitive Applicants, Many Factors Have a Large Effect

Average Marginal Effect by Predicted Probability of Admission Decile (Percentage Points)

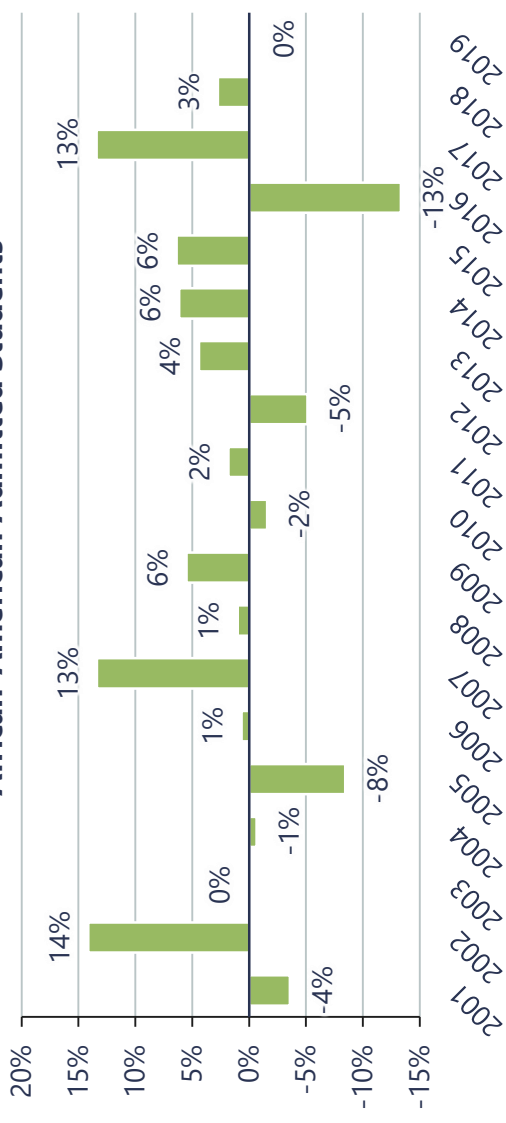


Year-to-Year Changes in Admitted Students

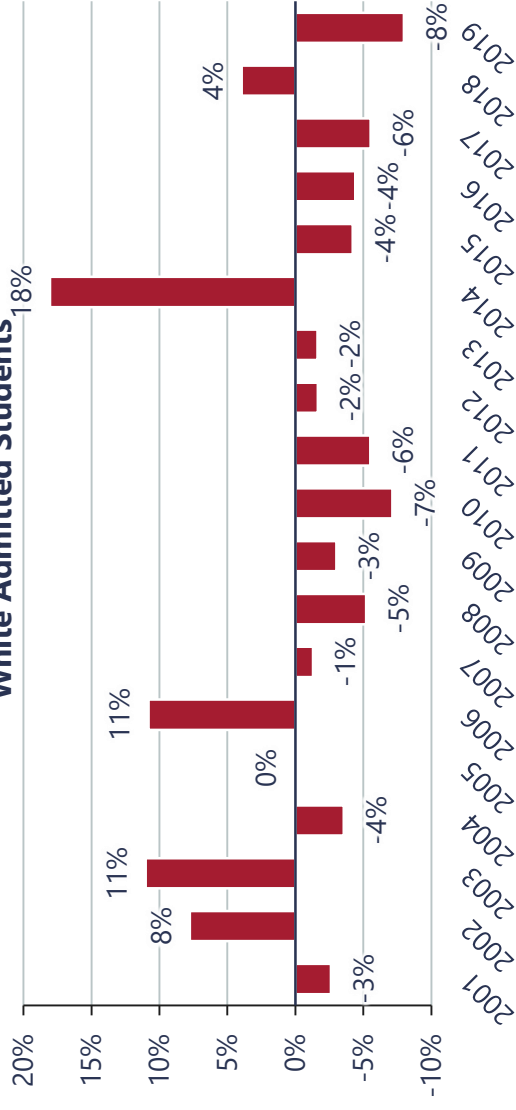
Asian-American Admitted Students



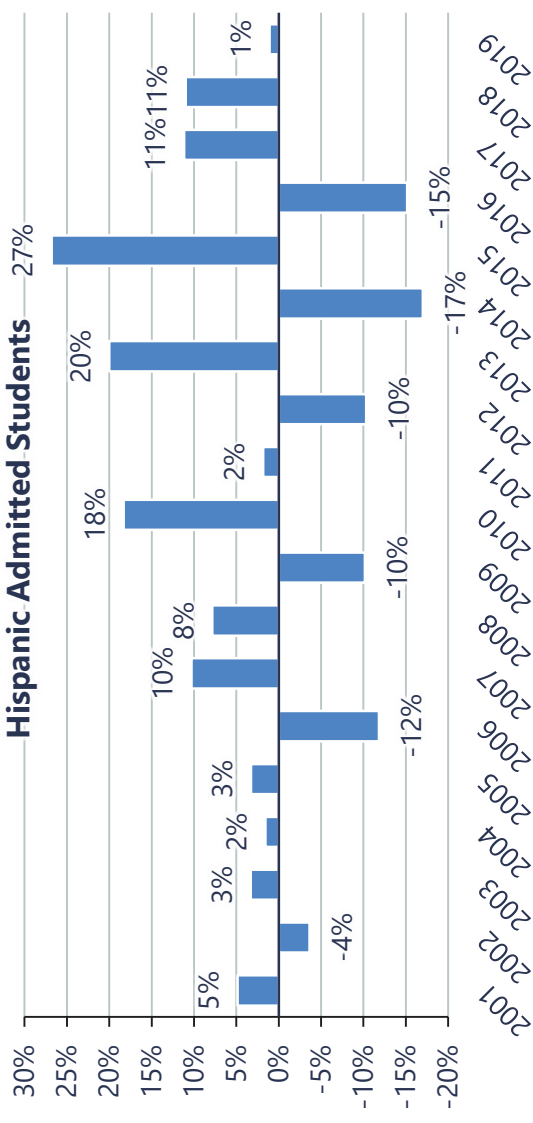
African-American Admitted Students



White Admitted Students

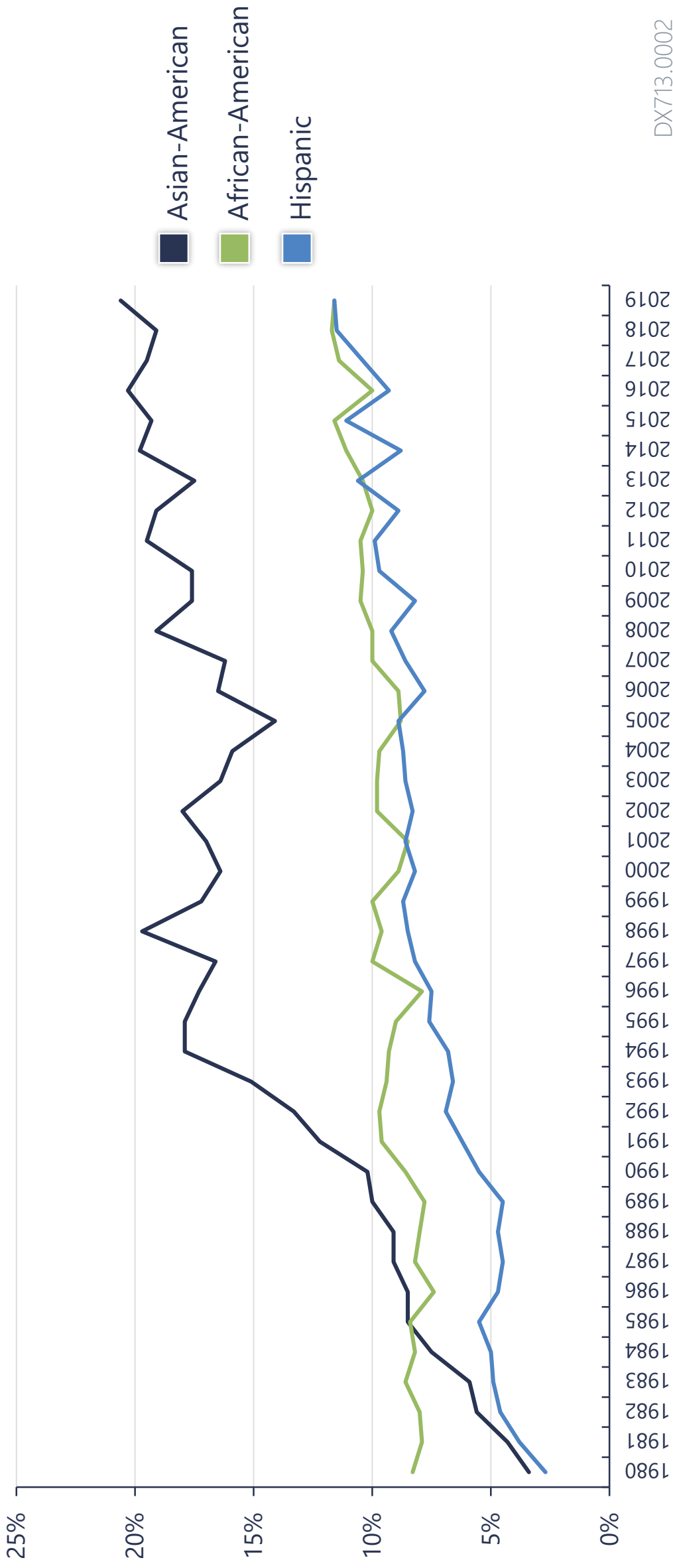


Hispanic Admitted Students



Composition of Admitted Class

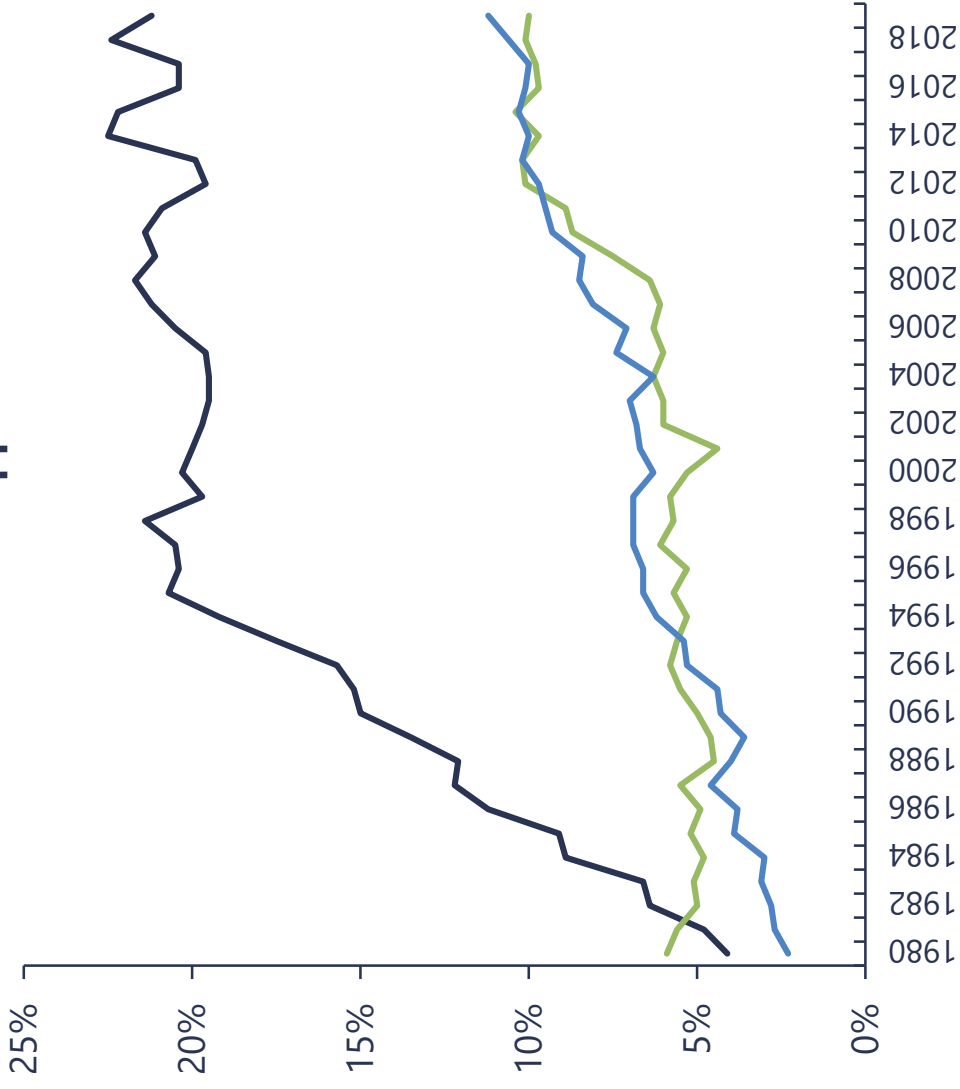
Shares of Students Admitted to the Classes of 1980 – 2019



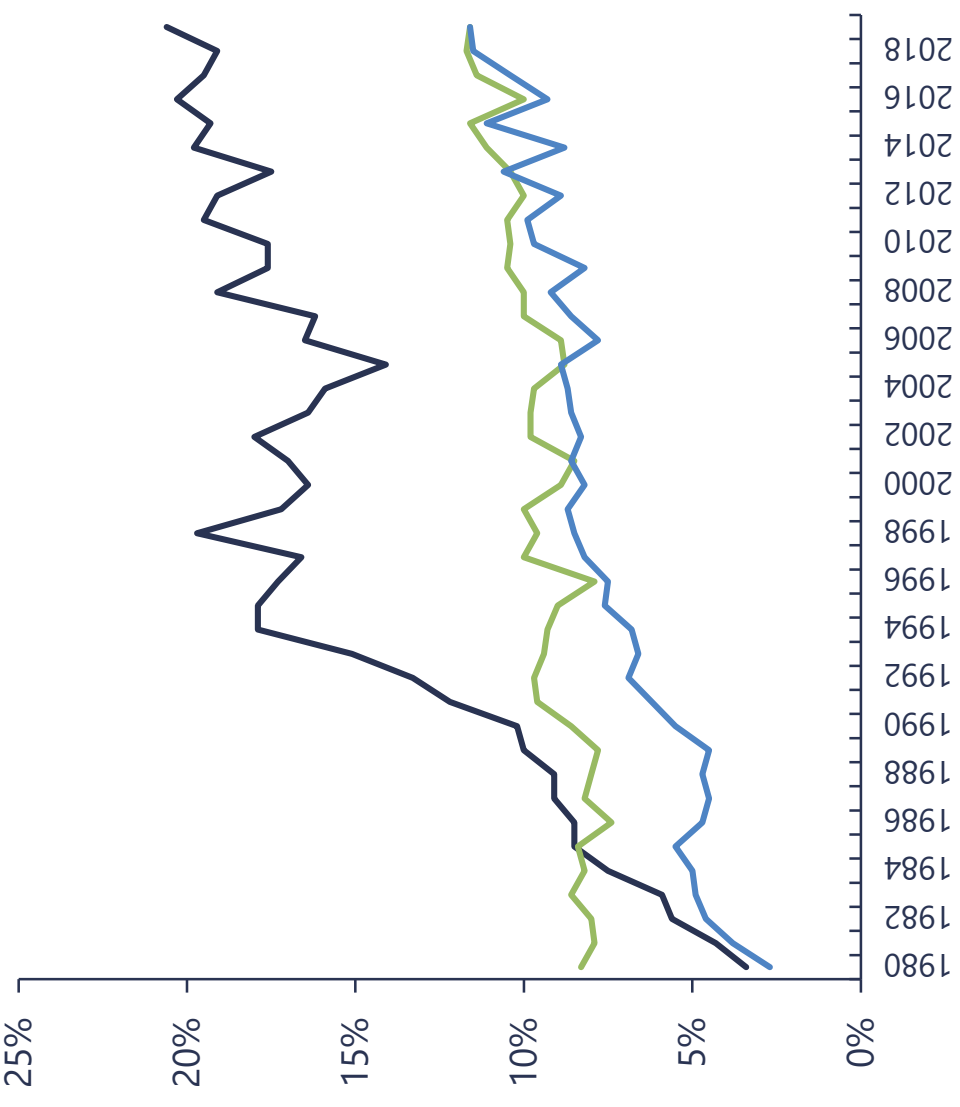
Composition of Applicant Pool and Admitted Class

JA1820

Shares of Applicants



Shares of Admitted Students



Asian-American

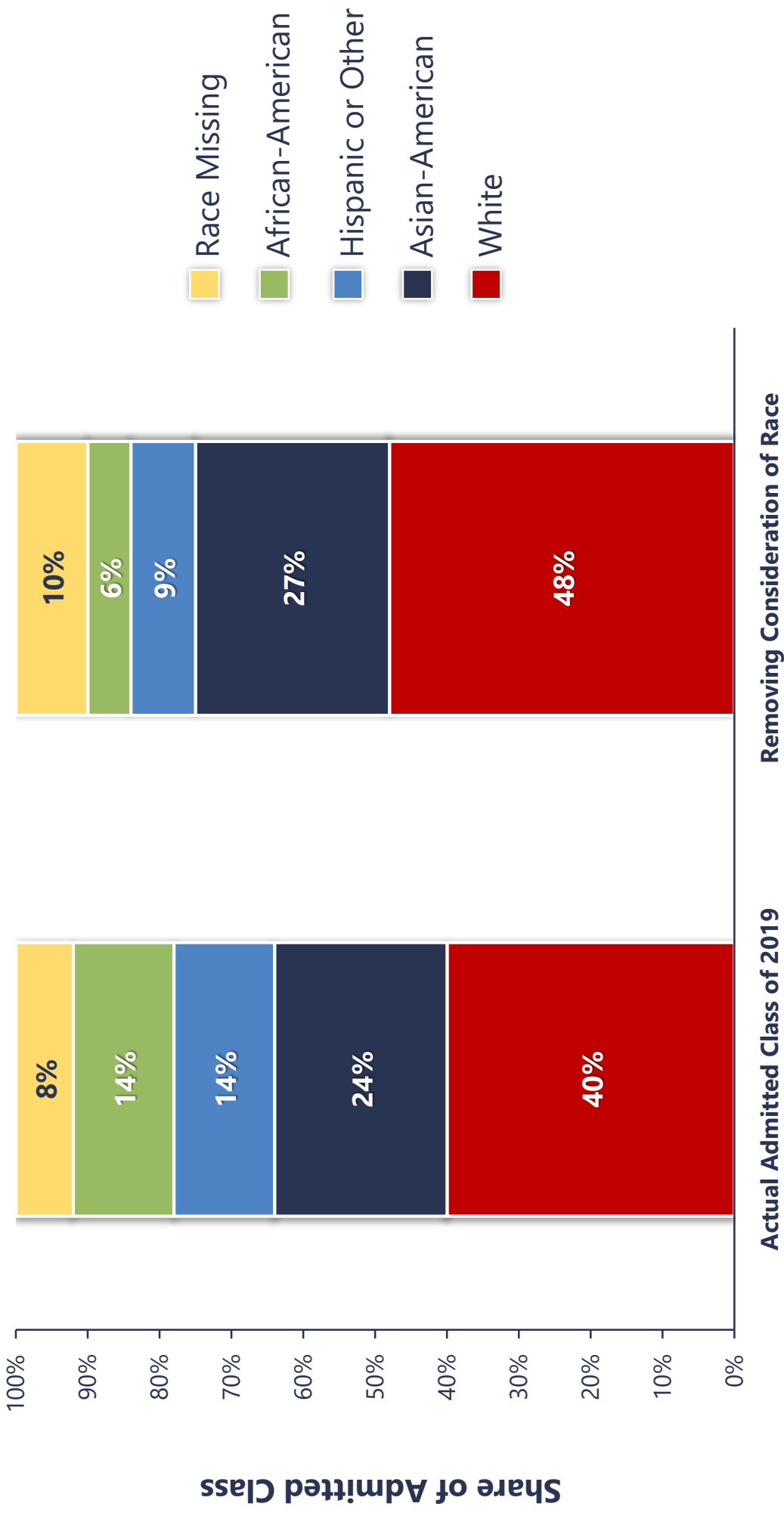
African-American

Hispanic

DX713

Effect of Removing Race Consideration

JA1821



DX721.0001

DD10.107