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Reading Procedures, Class of 2018

I. UPDATE PROCEDURES

The new Summary Sheet captures information as supplied on the application for the FIRST READER. Late information can change the likelihood of admission and updates can be provided later for those initially considered less competitive. If any information is **missing** or **incorrect** for competitive candidates, changes should be made using the purple UPDATE/PROFILE sheet provided in the folder (sample attached) and noted in the appropriate places on the Summary Sheet. One exception: School code changes are NOT made on the UPDATE/PROFILE sheet, but on the School Code Update Form (sample attached) to be filed in a basket on the fileroom annex windowsill.

We report exactly what the applicant reports as ethnicity on the application. The ethnic codes on the Summary Sheet will come from the demographic fields the candidate checked on the application.

Readers should update information for competitive candidates regarding Ethnic Codes only if ethnicity is checked on the application, but not recorded on the summary sheet.

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

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

In addition to these previous ethnic categories, the following codes are used by the Common App for more granularity:

- **Hispanic or Latino**
  XCM–Central America, **CUB**–Cuba, **MEX**– Mexico , **PRI** – Puerto Rico, **XSM** – South America, **ESP**–Spain, **XOH**–Other
- **American Indian or Alaska Native**
  XAN –Alaska Native, **XCW** –Chippewa, **XCH** – Choctaw, **XCK**–Cherokee, **XNV**–Navajo, **XSX** – Sioux, **XON** -Other
- **Asian**
  CHN – China, **IND**– India, **JPN** – Japan, **KOR**– Korea, **PAK**–Pakistan, **PHL** – Philippines, **VNM**– Vietnam, **XEA** – Other East Asia, **XIS** -Other Indian Subcontinent, **XSA** - Other Southeast Asia
- **Black or African American**
  XAA - U.S./African American, **XAF** – Africa, **XCB** – Caribbean, **XOA** - Other

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- **Native Hawaiian or Other Pacific Islander**
  GUM–Guam, **XHI**–Hawaii, **ASM** – Samoa, **XOP**-Other Pacific Islands (excluding Philippines)
- **White Options**
  XEU –Europe, **XME**- Middle East **XOW** - Other

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

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

  The applicant holds only American citizenship.

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

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

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

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

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

  The applicant is a U.S. Permanent Resident.

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

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

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

  The applicant is a foreign citizen.

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

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

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

- **SCHOOL CODE**: If an applicant is coded to the wrong school, please fill out a school code update form and leave the form, along with the folder, in the school code update basket located in the fileroom annex. If the student needs to be read by the chair, first readers should pass the folder on to the chair along with the school code update form, so that the student will be coded out in a timely fashion and the chair will know to submit the folder for recoding. If the required recoding alters the docket and first reader assignment, please turn the folder in immediately and indicate that fact on the school code update form, so that the operations team can ensure that the interview is reassigned to the appropriate club and group and the folder is passed along to the appropriate reader.

- **SEX**: Occasionally the gender designation reported on the Common Application is coded incorrectly in our system. Such a coding error should be corrected. Please note that gender coding is optional and in the case of an applicant who does not designate a gender on the Common Application, any previous gender designation by that applicant (on tests, etc.) will override a blank gender designation.

- **COMMUTER**: Readers should use "C" (commuter) or "R" (resident).

- **LINEAGE**: Folders are occasionally coded incorrectly. Use the UPDATE/PROFILE sheet to change parents' college and/or graduate school. In the case of an H/R College son or daughter, the folder should be read by WRF following the normal reading process if the decision might require special handling or if another reading might be helpful.

- **FACULTY, STAFF**: Code ONLY children of professors at the Faculty of Arts and Sciences as an "F"; children of faculty from other parts of the University as well as children of administrative staff should be coded "S" on the UPDATE/PROFILE sheet. **Please be careful to apply faculty and staff coding where appropriate as we need to keep accurate statistics on these applicants. All "F" and "S" folders should be sent to WRF after the normal reading process has been completed.**

- **ACCESSIBLE EDUCATION OFFICE (AEO) REFERRALS**: Code all applicants who may require special accommodations due to disabilities or special needs with the AEO flag on the UPDATE/PROFILE sheet. We can then provide a list to assist the AEO and FDO in providing accommodations when appropriate.

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- **ATHLETE**: Use the number "7" to alert coaches to an athlete with potential to play for Harvard. Be sure the appropriate sport is listed as the first extracurricular activity. **DO NOT CHANGE ANY PRE-CODED ATHLETE**.

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

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

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

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

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

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

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

- **FERPA:**
  We will be importing the applicant's FERPA selection as indicated on the Secondary School Report (SSR), alleviating the need for readers to record the FERPA selection.

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The import is intended to capture all online submitted SSR FERPA selections. A final spot-check on the admitted class (waitlist and deferred included) will then be performed, updating applicant files as needed.

II. CODING GUIDELINES FOR SUMMARY SHEETS

All readers must code a preliminary overall rating and a profile (using the codes below and pluses and minuses) for all candidates. The full profile, including the school support and the interview(s) should be coded for all competitive candidates and those who have a reasonable chance of becoming competitive with positive late information. Writing prose comments is left to the discretion of the reader and should generally be done only for competitive candidates, those who might become competitive later, or those who present credentials or have attributes that might be of interest to the Committee.

Overall

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

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

3+=673: Someone for whom late information could easily lead to admission
3 =683: Standard strong, but could be admitted if substantial new info elevates the case.
3-=693: Solid but would need unusually strong new information to make it.
4+=x74:
Etc.
X=6 if coded out by the first reader, otherwise it is the third reader's rating. The 7,8,9 rating can be used by the first or third reader, the latter's reading superseding that of the first reader. No overall ratings should be changed in the meetings, but others may be updated.

Academic

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

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2. Magna potential: Excellent student with superb grades and mid-to high-700 scores (33+ ACT).
3. Cum laude potential: Very good student with excellent grades and mid-600 to low-700 scores (29 to 32 ACT).
4. Adequate preparation. Respectable grades and low-to mid-600 scores (26 to 29) ACT).
5. Marginal potential. Modest grades and 500 scores (25 and below ACT).
6. Achievement or motivation marginal or worse.

Extracurricular, Community Employment, Family Commitments

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

Athletic

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

Personal

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

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6. Worrisome personal qualities.

School Support

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

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

GPA and GPA Scale:
We must try to report an Academic Index to the IVY league for EVERY matriculant. If grades are available, please report a GPA and GPA Scale for your strongest candidates.

The Academic Index is calculated using GPA and GPA Scale. These will be converted automatically to the 20 to 80 scale in NEVO.

Here are the rules according to the AI instructions:

1. **GPAs generally:** The secondary school GPA should be taken as presented on the secondary school transcript; when both unweighted and weighted GPAs are presented, the unweighted GPA should be used. The Summary Sheet will indicate if a weighted or unweighted GPA is being pulled into NEVO. Please use the purple UPDATE/PROFILE Sheet to change the GPA to unweighted GPA if you notice an unweighted GPA being reported on the transcript. (If there is a question as to whether the school is using an unweighted or weighted system, the scale should be defined as unweighted, based on what the A grade earns in a regular course.)

2. **GPA scales and conversions from Table II:** Table II, the "CGS General Conversion Table" (formerly Table III, the values are unchanged), should be used for the GPA scales shown (100-points, 11.0/12.0, 7.0, 6.0, 4.0, A-D) even if the transcript or secondary school profile provides a conversion to a Table II scale.

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3. **"High" GPA systems:** Although some secondary school transcripts show that GPAs may be routinely higher than the nominal highest grade on the scale, it is difficult to generalize about these practices. For example, especially with regard to schools that use 4.0 scales, there are high schools in which a high percentage of GPAs may be above 4.0 but also schools in which the highest GPA achieved is routinely far below 4.0. For 2013-14, Table II will continue to provide, based on experience across the league to date, that for some scales the highest nominal GPA will have a CGS below 80 and for others a CGS of 80 will begin at the highest nominal GPA.

4. **Scales not provided on Table II:** Given the relatively small number of admitted and matriculated students for whom Table II scales are not provided, it is preferable not to create new scales if possible. In such cases, a GPA on a 4.0 scale should be calculated using the following formula, and a CGS then derived using the 4.0 scale on Table II: HSGPA/HSGPA scale = "x"/4.0, where "x" becomes the value from which the CGS is derived. For example, if on a 5.0 scale a student has a 4.8 GPA (whether the scale's top grade is A or A+), the formula is 4.8/5.0 = x/4.0. X=3.84 and the CGS = 73.

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

5. **Calculating GPA when not provided by the secondary school:** When the secondary school does not calculate/report a GPA, the institution should calculate an unweighted GPA based on the secondary school's grading scale, using all courses for which grades and credit hours are provided, and weighting semester grades as one-half full-year grades. ***Enter the GPA and GPA Scale on the Update/Profile sheet.***

6. **GPA period:** GPA data always should be for more than one year, including 10^{th} and 11^{th} grades, 9^{th} grade when available, and official trimester or semester grades (as opposed to midterm grades) in the student's current year if available at the time the decision is made. If "official" grades from the current year are available but are not counted in the school's cumulative GPA, they should be added to the cumulative GPA and weighted appropriately: e.g., grades for first semester or trimester of senior year would be weighted as one-half or one-third year, respectively.*

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

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7. **GPAs from multiple schools and repeat years:** When a student has attended multiple secondary schools (including a post-graduate year), all GPAs provided by the schools should be used to the extent possible (see #5 above when a school has not provided a GPA) and weighted as in #6 above. If the institution believes this result is not logical and fair, it should describe what approach it believes is better, subject to the Ivy League Admissions Committee's agreement.

8. **For applicants from Canada:** For a Canadian GPA where the passing grade is 50%, add 15 points to the academic average before determining the CGS. If the passing grade is 60% add 10 points. If the passing grade is 70%, add nothing. ***Please add the extra points to the GPA before entering the results on the update/profile sheet – i.e.. for a GPA of 86 where 50% is passing, 101 should be entered in GPA.***

9. Follow the procedures listed below for AI calculations for students from schools that do not follow the American curricular system.

"International School" AI calculations

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

Generally: Except as provided here, each school should calculate GPAs from international schools as it seems most appropriate; such calculations then should be reviewed during the spring meetings to determine what standardization might be agreed on. Institutions are encouraged to circulate questions during the year to determine what other institutions are doing and if a consensus exists that could or should be followed.

1. **International Baccalaureate Systems:**
   Use the following equivalents to calculate a GPA:
   7 = A+ = 4.3
   6 = A = 4.0
   5 = B = 3.0
   4 = C = 2.0
   3 = D = 1.0

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

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- Use the same standards for "domestic" applicants as to "academic" versus "all" courses.

2. British systems:

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

A* (same as A+) = 4.3
A = 4.0
B = 3.0
C = 2.0
D = 1.0

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

3. Pre-U Program (New British System)

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

D1 = A+/4.3
D2 = A+/4.3
D3 = A/4.0
M1 = B+/3.3
M2 = B/3.0
M3 = B-/2.7
P1 = C-/1.7
P2 = D/1.0
P3 = D-/0.7

4. Singapore schools following standard JC grading conventions

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

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

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

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

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5. Australia

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

6. New Zealand

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

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

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

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

Percentage Average	11.0/12.0 Scale Average	7.0 Scale Average	6.0 Scale Average	4.0 Scale Average	Letter Grade Equivalent to 4.0	CGS
98.00 and above	12.00 and above	7.00 and above	6.00 and above	4.30 and above	A+	80
97.00 - 97.99	11.70 - 11.99	6.70 - 6.99	5.70 - 5.99	4.20 - 4.29		79
96.00 - 96.99	11.40 - 11.69	6.40 - 6.69	5.40 - 5.69	4.10 - 4.19		78
95.00 - 95.99	11.00 - 11.39	6.00 - 6.39	5.00 - 5.39	4.00 - 4.09	A	77
94.00 - 94.99	10.70 - 10.99	5.90 - 5.99	4.90 - 4.99	3.90 - 3.99		75
93.00 - 93.99	10.40 - 10.69	5.80 - 5.89	4.80 - 4.89	3.80 - 3.89		73
92.00 - 92.99	10.00 - 10.39	5.70 - 5.79	4.70 - 4.79	3.70 - 3.79	A-	71
91.00 - 91.99	9.80 - 9.99	5.60 - 5.69	4.60 - 4.69	3.60 - 3.69		70
90.00 - 90.99	9.50 - 9.79	5.50 - 5.59	4.50 - 4.59	3.50 - 3.59		69
89.00 - 89.99	9.30 - 9.49	5.40 - 5.49	4.40 - 4.49	3.40 - 3.49		68
88.00 - 88.99	9.00 - 9.29	5.30 - 5.39	4.30 - 4.39	3.30 - 3.39	B+	67
87.00 - 87.99	8.70 - 8.99	5.20 - 5.29	4.20 - 4.29	3.20 - 3.29		66
86.00 - 86.99	8.40 - 8.69	5.10 - 5.19	4.10 - 4.19	3.10 - 3.19		65
85.00 - 85.99	8.00 - 8.39	5.00 - 5.09	4.00 - 4.09	3.00 - 3.09	B	63
84.00 - 84.99	7.70 - 7.99	4.90 - 4.99	3.90 - 3.99	2.90 - 2.99		61
83.00 - 83.99	7.40 - 7.69	4.80 - 4.89	3.80 - 3.89	2.80 - 2.89		59
82.00 - 82.99	7.00 - 7.39	4.70 - 4.79	3.70 - 3.79	2.70 - 2.79	B-	57
81.00 - 81.99	6.75 - 6.99	4.60 - 4.69	3.60 - 3.69	2.60 - 2.69		55
80.00 - 80.99	6.50 - 6.74	4.50 - 4.59	3.50 - 3.59	2.50 - 2.59		53
79.00 - 79.99	6.25 - 6.49	4.40 - 4.49	3.40 - 3.49	2.40 - 2.49		51
78.00 - 78.99	6.00 - 6.24	4.30 - 4.39	3.30 - 3.39	2.30 - 2.39	C+	49

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77.00 - 77.99	5.70 - 5.99	4.20 - 4.29	3.20 - 3.29	2.20 - 2.29		48
76.00 - 76.99	5.40 - 5.69	4.10 - 4.19	3.10 - 3.19	2.10 - 2.19		47
75.00 - 75.99	5.00 - 5.39	4.00 - 4.09	3.00 - 3.09	2.00 - 2.09	C	46
74.00 - 74.99	4.70 - 4.99	3.90 - 3.99	2.90 - 2.99	1.90 - 1.99		45
73.00 - 73.99	4.40 - 4.69	3.80 - 3.89	2.80 - 2.89	1.80 - 1.89		44
72.00 - 72.99	4.00 - 4.39	3.70 - 3.79	2.70 - 2.79	1.70 - 1.79	C-	42
71.00 - 71.99	3.5 - 3.99	3.60. - 3.69	2.60 - 2.69	1.60 - 1.69		40
70.00 - 70.99	2.5 - 3.49	3.50 - 3.59	2.50 - 2.59	1.50 - 1.59	D+	38
Below 70.00	Below 2.5	Below 3.5	Below 2.5	Below 1.50	D	35

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

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

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

This language has been distributed to the S&S chairs via email and can also be found in the updated handbook and website instructions. (Please ask Brock Walsh if you need help accessing the site). **Please have a conversation with your chairs to determine if you wish to use the IVP, and please make clear that this information should not be shared with other interviewers or applicants.** If your chairs have additional clerical or operational questions about the IVP, please direct them to email Brock/Caroline Weaver at SSinfo@fas.harvard.edu.

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

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

III. FOLDER ROUTING

INADVERTENTLY CLEARED FOLDERS: Occasionally, folders will be mistakenly "cleared" (considered complete) and placed in your basket. (The cause is usually an inappropriately pulled inventory card.) The applicant will not know that the folder is still incomplete, because when he or she checks the application's status on-line, the database will indicate that the folder is complete. Before returning the folder to the records room please check the red folder as there may have been a mix-up and the document you need may be in the red. If not, return the file to the Records Room and give it to Ian/Mollie with a note on the front of the folder indicating what is missing. Do not place wrongly cleared folders into the misfile box. Any material that is misfiled in a folder should be put in the misfile box as soon as possible. The misfile will often be critical to clearing another folder.

FOLDERS SHOULD BE READ AND PASSED IN A TIMELY FASHION: Readers should take care to not allow folders to pile up. First readers need to read folders from all assigned dockets as they clear, not just those whose subcommittee meets first. This is important, and we will monitor reading progress centrally. If you need help keeping up for whatever reason, let us know immediately. Readers should place their completed folders immediately in the basket of the next reader or in the code-out box in the Fileroom Annex. First-time readers will have a separate code-out box.

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

A) If three readings are needed for a complex case.

B) If the case raises issues of policy.

C) If the case would be greatly helped by a second reading from the former area

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person or someone with special knowledge of an area or type of case.

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

FIRST-TIME READERS: New readers will have their first fifty Early Action folders passed either directly to the docket chair or the new reader code-out box for redistribution, as well as any other subsequent folders that might help instruct the new reader in future evaluations. Some chairs may wish to use different approaches for first year readers.

GENERAL ROUTING RULES:

1) A folder should be passed <u>directly</u> to the third reader:

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

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

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

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

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

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

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

SPECIAL READINGS

- WRF should see cases that could be particularly sensitive or controversial or that raise issues of fundamental policy. When in doubt, send the folder on rather than coding it out.

- Folders of competitive candidates who attended secondary school outside the U.S. and Canada may be passed on to the appropriate U or V docket area person or RMW if help in assessing foreign credentials is needed. Be selective- don't pass on a folder unless you are sure the applicant is both competitive and appealing or has some unusual attributes.

- Faculty readings will be done after the folder has been coded out. A memorandum will be distributed later regarding specific procedures.

- Slides/tapes/CDs/DVDs of clearly competitive candidates with an unusually strong talent may be passed on to appropriate staff/faculty. Handling of this material will be addressed through memoranda over the course of the fall.

IV. ECONOMICALLY DISADVANTAGED APPLICANTS

It has long been a priority for Harvard to seek talented students from all backgrounds, including those extraordinary individuals who are able to transcend economic disadvantages and achieve unusual academic distinction.

- **DISAD?**
  After thoroughly reviewing the folder, if you believe the applicant is

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

We have included other parameters to help with your evaluation of the applicant's economic background. These can be found in the box located in the middle and bottom of Page 1 of the reader sheet and top of Page 3. They are:

- **FEE STATUS**

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

- **REQUESTED HRP INFO:** Since the summer of 2005, a postcard describing the Harvard Financial Aid Initiative has been included within all search letters mailed to students. Students interested in learning more about financial aid at Harvard were asked to return the postcard or sign up online in order to be contacted by HFAI student coordinators during the summer and fall. If a student has returned the postcard from the search, or has otherwise contacted the HFAI office specifically for information about the program, they will also have a "Y" next to the "HRP_Requested_Info" designation on the reader sheet.

- **HRP CALL RATING:** This is a rating assigned by the students from HFAI and UMRP based on the quality of phone conversations they had over the summer and into the fall. The ratings will be A, B or C. The student coordinators are encouraged to provide a write-up for only those student conversations to which they assigned A's (Tops) and C's (Not so great). These ratings do not indicate level of need.

V. OTHER ITEMS

- **The new summary sheet is made up of data downloaded from the application and supplement forms. We currently do not have the ability to enter all the information by hand for those applicants who do not submit their forms on-line. However, the data entry staff will enter the information that they have in the past. This means that the dockets will be correct, but the new reader sheets for these applicants will be primarily blank. You should double-check the data that is important - i.e. parent education, ethnicity, aid status, etc. - basically**

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every field that's on the profile and update sheet. About 1% of all our applicants will fall into this category.

- Acknowledgments to guidance counselors, teachers, and others: The area person may occasionally feel it worthwhile to acknowledge unusually helpful TRs and SSRs by writing a note to the author. The acknowledgment should bear in mind that the candidate may or may not be admitted. **Supplementary letters of recommendation may have already been acknowledged with a card or letter, but if not, particularly with recommenders who are alumni or others about whom Harvard might be concerned, you should call the letter to the attention of MEM or WRF and an acknowledgment will be sent. This is important!**

- Support Materials: ALL support material should be dropped into the appropriate bucket in the mailroom for sorting and scanning.

- Misfiled and missing materials: Please write "misfile" on top of any material that has been mistakenly filed into the wrong folder and return it to the misfile box in the basket side of the Fileroom. If a teacher report, school report or any other material that would be helpful to a competitive candidate is missing, first readers should request a copy be re-sent. Folders should be sent on to other readers unless the missing pieces are crucial. In such cases, first readers should hold onto the file and check the red folder.

- Folder items that require attention: Unanswered letters should be handled by first readers where appropriate or others including MEM or WRF.

- Fee Waivers: Any requests for a fee waiver should **not** be removed from the folder. However, if a fee waiver request is in the folder and was not recorded, you should add it to the special notes on the purple Profile sheet.

- Twins: Twins may confound our score file. Please be extra careful in checking and in assigning scores in these cases.

VI. SCANNING, INDEXING AND THE NOLIJ CONNECT DOCUMENT VIEWER

As you know, we have incorporated an image scanning and document viewer system into the admissions process. The system is intended to ease access to documents that have been digitally downloaded and printed but not yet filed into the applicant folder. A second process is also in place and designed to capture documents that are mailed,

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emailed, faxed or hand delivered. Once these documents are scanned into the system, the document viewer (nolij connect) delivers an electronic copy of the document to your desktop. In the event a critical document is not in the physical folder, more than likely it will be in the image system.

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

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

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

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