

 **TAAP**
Tufts Alumni Admissions Program



**TAAP Chairperson Handbook
2009-2010**

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STATEMENT OF PURPOSE

Since its inception in 1979, The *Tufts Alumni Admissions Program* (TAAP) has proven to be a meaningful admissions tool as well as a recognizable means of engaging a broad spectrum of University alumni. The purpose of TAAP is to:

- empower its alumni volunteers be advocates for Tufts and the Tufts experience,
- propagate the word-of-mouth traffic about Tufts,
- help the University identify compelling candidates for admissions,
- personalize the undergraduate admissions process for applicants to Tufts,
- connect alumni volunteers with their alma mater.

TAAP supports the overall recruitment efforts of the Office of Admissions and extends the University's reach into local communities across the country and around the world. Through representing Tufts at college nights, *Tufts on Tour* events, and as interviewers, TAAP volunteers are a face and voice for the University. Interviewing, the primary focus for TAAP, exists to enhance both the human connection between Tufts and its applicants, and to provide meaningful accounts of applicants that add depth to their consideration for admission to Tufts.

INTRODUCTION

Each year TAAP members from all over the world represent Tufts at hundreds of local college nights, coordinate and attend *Tufts on Tour* events for prospective students and their families, conduct thousands of interviews, and on occasion organize and host spring receptions for admitted candidates to encourage enrollment. The personal contact with prospective students and applicants by alumni is a powerful public relations tool for the University. TAAP is an essential component of Tufts' admissions effort, and accordingly the admissions staff is committed to increasing the size and range of the program.

THE PROGRAM

TAAP members are organized into regional committees which are directed by a local alumni chairperson. The chairperson and members of the committee work with the admissions staff to develop effective ways to recruit and enroll the most compelling candidates from their area. College night coverage and alumni interviewer activities are directed by the chairperson of the TAAP committee in consultation with the admissions staff.

The admissions office is organized regionally which fosters high-quality communication and superior working relationships with TAAP chairpersons and local high school counselors. Each admissions officer is responsible for a geographic territory where he or she will potentially travel and ultimately from where he or she will review and evaluate applications. Admissions officer territory assignments can be found on our website at <http://admissions.tufts.edu/?pid=147>.

CHAIRPERSON RESPONSIBILITIES

The role of the TAAP Chairperson is critical to the success of the TAAP committee. It is the Chairperson of the local committee that works most closely with the admissions staff, directs the activities of the local committee and insures the quality of the efforts on behalf of the university in the local area.

The Chairperson's responsibilities are:

- Guide the development of an effective committee. The chairperson works with the admissions staff to identify, recruit and support alumni who will be enthusiastic, committed and well informed members of the local committee.
- Get to know the members of the committee well in order to identify their talents and abilities. Ascertain how different members can contribute to the admissions effort and to be certain of the quality of the representation which they provide.
- Encourage members to forward changes of committee membership, address corrections and other information to the admissions office via *TAAP Online* (<http://taap.tufts.edu>) or by email (admissions.taap@ase.tufts.edu), to keep the membership database accurate.
- Arrange representation at local college information programs.
- Identify members of the committee to assist in organizing *Tufts on Tour* events and spring receptions for admitted students and their parents where appropriate.
- Assign interviews to members as soon as applicants appear in the *TAAP Online*. When possible, assign students to members who may have similar interests. (More on assigning interviews in a later section)
- Follow-up with each TAAP member to insure completion of assigned interviews. Encourage members to complete their interviews and submit their reports as quickly as possible.
- Monitor the completed interview reports for timeliness and quality of information provided. The Chairperson may provide tips to members of the committee that will assist them in improving the quality of their interview reports.
- Arrange for admitted students to be called and congratulated shortly after admissions decisions are released. These calls should encourage students to enroll and, if appropriate, attend the spring reception for accepted students in the area if one has been arranged.
- Communicate regularly with the admissions office about the committee's progress and forward suggestions for programmatic improvement.

This Chairperson Handbook has been created to help you successfully manage your TAAP committee. You will find information for Chairpersons as well as excerpts from the *TAAP Member Handbook*.

TAAP COMMITTEE MEETINGS

TAAP Committee meetings should be held annually in the fall. The purpose of a TAAP Committee meeting is to:

- create committee unity,
- reaffirm volunteer commitment,
- increase communication between the chairperson and committee members,
- update members on the University's message, the admissions profile and TAAP developments,
- train new members.

The admissions officer(s) responsible for recruitment in your area will assist with the planning of TAAP Committee meetings and whenever possible will attend. The meeting may include a single committee or several committees gathered together.

MEMBER RESPONSIBILITIES

TAAP members provide an avenue for prospective students and applicants to learn more about Tufts and make a personal connection with a member of the Tufts community. We expect alumni who join TAAP will do so out of a desire to contribute actively to the University and will volunteer willingly to be an ambassador for Tufts. Further, we hope that TAAP members have a fondness for Tufts, an interest in those who will join them as Tufts graduates in the future, and a desire to maintain a close link to the University. TAAP members are recognized as representatives of Tufts and its admissions office. Be mindful of the fact that TAAP members may be the sole representative of Tufts a prospective student and/or family encounters; therefore we hold our volunteers to a high standard.

Member expectations include:

- Members must have up-to-date knowledge about Tufts and its application process. Key information is available through the *TAAP Member Handbook*, the admissions Viewbook, the monthly *TAAP Update*, *The Bulletin of Tufts University* (<http://ase.tufts.edu/bulletin/>) and on the TAAP website (<http://taap.tufts.edu>).
- Members must have access to the internet and effectively maintain their email inbox,
- Members must project a professional attitude; be personable, helpful and interested; exhibit good judgment and promptly complete the work they have agreed to do.
- Members are expected to conduct at least 4-6 interviews during the interview season (October through February). This number may be more or less depending on each committee's size and the size of the applicant pool in that area.
- Members should communicate their time constraints; extended travel away from the area; and relationship to any applicant to their committee chairperson so the chairperson may plan accordingly.
- Members need to respond to contacts from applicants as quickly and as enthusiastically as possible. Ignoring prospective students and/or applicants creates frustration and anxiety for all involved and significantly diminishes the efforts already invested to recruit students.
- Members should participate in any local TAAP committee meetings or training events.

TAAP CALENDAR

MONTH	ACTIVITY	CORRESPONDENCE
September	<ul style="list-style-type: none"> - Welcome email/phone call to members - Organize area TAAP committee meeting - Ongoing training of members - <i>Tufts on Tour</i> events begin - TAAP Committee meetings begin - College nights begin 	<ul style="list-style-type: none"> - Updated <i>TAAP Handbook</i> available online - Annual letter with committee assignment - <i>TAAP Update</i> email - <i>Viewbook for Prospective Students</i> - Profile of enrolled class
October	<ul style="list-style-type: none"> - <i>Tufts on Tour events</i> continue - TAAP Committee meetings continue - Ongoing training of members - College nights continue - Interviewing begins – assign interviews 	<ul style="list-style-type: none"> - Interview assignments begin (email only) - <i>TAAP Update</i> email
November	<ul style="list-style-type: none"> - <i>Tufts on Tour events</i> conclude - TAAP Committee meetings continue - Interviewing continues – assign interviews - College nights end 	<ul style="list-style-type: none"> - Interview assignments continue - <i>TAAP Update</i> e-mail
December	<ul style="list-style-type: none"> - Interviewing continues - assign interviews - EDI interview reports due early December - EDI results available via <i>TAAP Online</i> - Congratulatory correspondence to admitted EDI students 	<ul style="list-style-type: none"> - Interview assignments continue - <i>TAAP Update</i> e-mail
January	<ul style="list-style-type: none"> - Interviewing continues - assign interviews - EDII Interview reports due late January 	<ul style="list-style-type: none"> - Interview assignments continue - <i>TAAP Update</i> email
February	<ul style="list-style-type: none"> - Interviewing continues - assign interviews - EDII results available via <i>TAAP Online</i> - Congratulatory correspondence to admitted EDII students 	<ul style="list-style-type: none"> - Final Interview assignments - <i>TAAP Update</i> email
March	<ul style="list-style-type: none"> - Regular Decision Interview reports due early March - College nights begin 	<ul style="list-style-type: none"> - <i>TAAP Update</i> email
April	<ul style="list-style-type: none"> - Regular Decision admission results available via <i>TAAP Online</i> - Committee hosted receptions for admitted students and parents (optional, varying by committee) - College Nights continue 	<ul style="list-style-type: none"> - <i>TAAP Update</i> email
May	<ul style="list-style-type: none"> - Admitted students reply date - First year class is finalized - College Nights conclude 	<ul style="list-style-type: none"> - <i>TAAP Update</i> email
June	<ul style="list-style-type: none"> - Enrolling class stats shared - TAAP membership update via <i>TAAP Online</i> 	<ul style="list-style-type: none"> - <i>TAAP Update</i> email
July	<ul style="list-style-type: none"> - TAAP membership update via <i>TAAP Online</i> 	
August	<ul style="list-style-type: none"> - TAAP membership update via <i>TAAP Online</i> 	

COMMITTEE MANAGEMENT

MEMBER RECRUITMENT

The notable growth of Tuft' applicant pool over the last decade has made it important for TAAP committees to continually recruit new members. Through the admissions office, we can send a solicitation letter or email to alumni in your region. Consider contacting the regional Tufts Alliance chairperson. The Alliance chair can be a great resource for you, either by suggesting individuals in the area who would make great interviewers or advertising for TAAP in a newsletter or at an event. Work with your regional admissions officer to come up with additional recruitment techniques. We are dedicated to helping you increase your committee membership, especially with recent graduates.

SEASONAL WELCOME

At the beginning of each fall, it is important to reconnect with returning interviewers and welcome new committee members. Consider sending an email or letter to the group reiterating the role of the committee in both outreach and interviewing. Present the timeline and be sure to accurately represent the time needed to complete various activities, such as representing Tufts at a college night program or writing an interview report. Perhaps you may want to include the committee's performance from previous years and set goals for the current season; for example, last year your committee completed 65% of the interviews for students in your region and this year you would like to set 75% as your goal. Through email or a phone conversation, you should query your members to determine how many interviews they can complete over the course of the season, whether or not they would like to be involved in a college fair, when they might be unavailable to interview, and if they are related to or have any other connections with a student in the applicant pool. Be sure to note any upcoming training opportunities like a *Tufts on Tour* event or a fall TAAP meeting if one is to be held.

ONGOING TRAINING OF MEMBERS

Fall committee meetings and *Tufts on Tour* events will serve as the main vehicles for training, in addition you may need to do some 'just in time training' for members throughout the fall. For example, you may need to train a first time college night representative in the days leading up to the event. After you have secured the volunteer, make sure he or she knows what to expect, when to arrive and how to act. Similarly, you may have a first time interviewer that needs a little more guidance than what is provided at a fall committee meeting. Consider putting together a sheet of quick interview tips and email it to them after you assign their first interview. Offer to let them shadow you when you conduct an interview or pair them up with an experienced interviewer in their town. Follow up with college night representatives and interviewers to see how everything went and to see if they have any questions. For any interviewer, but particularly for new interviewers, read at least one interview report early in the interviewing season. This way you can provide the necessary feedback to help the interviewer write better interview reports if improvement is needed. Consult the interview report section of this handbook and your regional admissions officer if you have questions about interview report critiquing.

INTERVIEWING

PHILOSOPHY OF THE INTERVIEW

Via an interview, TAAP volunteers have the face-to-face luxury of meeting and interacting with Tufts applicants. Such opportunities allow TAAP interviewers to engage applicants in a way that both excites them about Tufts, and enhances the depth of their candidacy for admissions. The purpose of an interview is to:

- personalize the application process, especially in the framework of our large and competitive applicant pool,
- answer an applicant's questions about Tufts,
- gather information about an applicant that may not have surfaced in an application itself (i.e. motivations and interests, how/why they've become involved in various activities, the overall match/fit with Tufts),
- fill in the gaps that may exist in an application,
- highlight certain parts of the applicant's experience,
- foster a candidate's excitement about Tufts.

In the interview process, TAAP members provide the admissions office with a better understanding of the ability, achievement and personal characteristics of applicants. Interviews generally last between forty minutes and one hour, and should feel more like a conversation rather than a question and answer session. Please note that TAAP interviews are not required. An applicant opts into the TAAP interview process, and even then an applicant still has the right to decline an interview without penalty or judgment.

After the interview is completed, an interview report should be composed and submitted to the admissions office (interview logistics and reports are discussed in later sections of the handbook). Requesting alumni interviewers to submit reports and rate candidates implies the possibility of influencing the admissions committee. Indeed, good interview reports provide information that can add depth to the student's application for admission. We respect your opinions and value both the information you provide and the time you spend with these candidates. However, no single credential, including alumni interview reports, can dictate decisions to the admissions committee - either positive or negative. Just as an applicant will not be admitted or denied based on standardized test scores alone, neither will a student be admitted or denied based solely on the content of an interview report. It is important to understand that ***your input will not be treated as a recommendation but rather as a critical piece of information about an applicant's attributes.***

Alumni must also trust the admissions staff; admissions officers have the perspective gained by reading an entire application and through exposure to the complete applicant pool consisting of over 15,000 candidates. Do not be discouraged if admissions decisions run counter to your interview experiences. The admissions staff chooses the most qualified students based on a variety of factors, some of which will not be available to you at the time of the interview.

The admissions process is as much an art as a science. While we are very concerned with a student's course selection, grade point average, rank-in-class, and standardized tests scores, we also are interested in a student's initiative, motivation, and achievements in school and in the community. Not only do we seek the most academically qualified group but also a first-year class that is diverse geographically, ethnically, and socio-economically. In essence, we strive to assemble a class of

students who will make the most of the Tufts experience and add to our community both in and beyond the classroom.

Applicants more often than not present very well in their TAAP interviews. Unfortunately, some applicants who appear very impressive in conversation do not have the academic power or extracurricular depth to stand up in the competition of the entire applicant pool. You may or may not agree with every decision made by the admissions committee, but we hope you will understand the volume of information considered when decisions are made. Because we accept about one in four applicants, we are not able to admit every qualified student. Please do not be discouraged if the students you interview are not admitted. Even in these cases, your efforts are important and appreciated. There is great value in a positive interview experience even when we are unable to admit the student. The impression the candidate has of Tufts when they leave their interview will likely outlast the disappointment of not being admitted. With that said the success of a TAAP year should not be measured in the number of interviewees accepted, but rather by the energy and excitement you helped to generate about Tufts.

IMPACT OF THE INTERVIEW

The role the TAAP interview plays in the admissions process at Tufts exists on two levels. First, the information gleaned from TAAP interview reports enhances the admissions committees' ability to evaluate applicants both in the context of their respective communities, and as a fit for Tufts. Second, those applicants who are fortunate enough to enjoy a TAAP interview have an additional opportunity to personally connect with Tufts and are more likely explore the University to greater depth. Please note that TAAP is not a tool for judging candidates as either admissible or inadmissible. Instead TAAP exists to promote the Tufts experience and to create opportunities to know our applicants in a more complete and personalized way.

In 2008-2009, over 3,200 TAAP members completed nearly 9,000 interviews (of 15,039 applicants). Data shows that admitted applicants who received a TAAP interview are more likely to enroll than those who are not interviewed. Given this fact we remain committed to working with individual chairs and committees to recruit new members and continue progress toward interviewing as many applicants as possible.

LOGISTICS OF THE INTERVIEW

Applicants to Tufts have a one-time opportunity on the Tufts Supplemental Application to opt into TAAP for an alumni interview. The information of an applicant who requests an interview is uploaded to *TAAP Online*, making it available for the corresponding regional TAAP Chairperson to assign the interview to one of their TAAP committee members.

Once an interview is assigned, an email is sent informing the interviewer of the assignment. The interviewer should then log into *TAAP Online* to view the applicant's information. *TAAP Online* will provide the most accurate information we have about a candidate, including the student's name, email, current address, telephone number, high school name, academic interests, extracurricular involvement and whether the applicant is applying to the School of Arts & Sciences or the School of Engineering.

The return date, a target date for completion of the interview and TAAP report, is automatically set for three weeks after the interview assignment is generated. The return date may be less than three weeks if the student has applied under the Early Decision program and the deadline is approaching.

If this is the case, it is important to complete the interview by the appropriate return date. We encourage you to contact the applicant as soon as possible after you receive the assignment and attempt to complete the interview in a timely fashion. When a TAAP report is received by its return date, volunteers can be assured that the interview report will play a role in the complete evaluation of a candidate. If you are not able to submit the report by the return date, please submit the interview report as soon as possible after the interview is completed – it will still be evaluated during final admission committee review. If you must take additional time to complete an interview, or if you cannot complete an assigned interview, please make your TAAP Chairperson aware of the situation. Also, if you are unable make contact with an assigned candidate after several attempts please alert your committee Chairperson.

CONTACTING THE APPLICANT

The interviewer should make every effort to promptly contact the student and arrange a mutually convenient date/time and location for an interview. Even if the interview cannot take place for a few weeks, it is extremely important to contact your interviewee as soon as possible to allow for the most flexibility in scheduling and to decrease any anxiety the candidate might be feeling. It is often most effective to contact an applicant via telephone rather than email. Use email as a back up or follow up correspondence so the student has a confirmation of the interview appointment. A telephone conversation to schedule an interview should begin something like this:

Interviewer to applicant:

“Hello. I am Leonard Carmichael, an ’89 graduate of Tufts University and member of the Tufts Alumni Admissions Program. I live in Medford and I am calling to offer you an admissions interview. What would be a convenient time for us to get together for an interview?” or “I am available most Saturday afternoons or Tuesday evenings. Would either of those times work for you?” Once a date/time is determined, suggest an interview location. For example: “There is a coffee shop about halfway between your school and my office. Would you be able to meet me there?” or “I will reserve a conference room at the local library. Do you need directions?”

Interviewer to applicant’s parent:

“Hello. I am Leonard Carmichael, an ’89 graduate of Tufts University and I am a member of the Tufts Alumni Admissions Program. I live in Medford and I am calling to offer your son an admissions interview. When would be a convenient time for me to call back to schedule the interview with Larry?” Leave a message for the student to call you back. It is best to try to schedule directly with the student and not the parent.

Email correspondence should be professional and provide as much information as possible, as a vague email may appear suspect to the applicant and their family. Identify yourself as a member of TAAP and suggest the student call to schedule the interview. It is imperative that your correspondence is professional and detailed to assure the family it is a legitimate request.

Appropriate email to an applicant:

Dear Larry, I am writing to you as a Tufts alumnus and member of the Tufts Alumni Admissions Program. I volunteer for the admissions office and would like to offer you an interview. Please call me at 555-555-1234 to schedule the interview. I look forward to speaking with you.

Sincerely,
Leonard Carmichael
Tufts University ’89

Inappropriate email to an applicant:

Larry- I am your Tufts interviewer. Let's meet for coffee. Thanks, Leonard Carmichael

Confirmation email:

Dear Larry,

It was nice to catch-up with you on the phone last week. Per our conversation, this email is to confirm your interview appointment. I will meet you at Brown and Brew at 7:00pm on Thursday, January 18. Please let me know if you need directions or have any questions.

Thank you,

Leonard Carmichael

Tufts University '89

INTERVIEW LOCATION

When considering interview locations, take into account the location of the student's home and high school. Consider what will be a comfortable setting for the student. Please find a location that is neutral and refrain from using your home or office. Understand that students may feel uncomfortable in your home and that parents may be uneasy about sending their son or daughter into the home of stranger. Public libraries, coffee shops, or the student's school are ideal locations where a student will likely feel the most comfortable. If your office of home is the most convenient, please be sure someone else besides you and the student is present in the building.

PARENTS

The role of parents in the college selection process is significant. Whenever possible invite them to meet you, to discuss their questions before or after the interview. Avoid including them in the interview as their presence may inhibit or overshadow their son or daughter.

There may be times that the parents wish to be included in the interview. In some instances, this raises the question of cultural and language differences for the interviewer and the family. Inviting parents to meet with you before the interview may help to alleviate any questions or concerns.

INTERVIEWING STUDENTS YOU KNOW

TAAP members should refrain from interviewing a candidate when that individual is related to the TAAP member or when a professional or personal relationship exists between the TAAP member and the candidate or the candidate's family. Alumni may wish to write a letter of recommendation in these instances, but should request the Chairperson assign another member of the committee to complete the interview. TAAP members who have a son or daughter in the applicant pool **should not** interview students from their child's high school and are asked to notify their TAAP Chairperson and the admissions office.

CONDUCTING THE INTERVIEW

Regardless of how calm and self assured a candidate may appear, remember he or she may be nervous. Set a conversational tone and remember that if you are comfortable and relaxed, the student will likely follow suit. Begin the interview with non-threatening topics; for example ask them about how senior year is going. During your conversation you should let the discussion flow naturally, aware that you may need to direct the conversation if there is a lull. The candidate should not be forced to carry the conversation, nor should he or she be asked stressful questions ("if you were a vegetable, which would you be?"), or potentially embarrassing questions about personal

matters (“do you have a boyfriend?”). Your questions should focus on subjects that may be of interest to the candidate. Throughout the interview if you sense you’ve touched on a topic in which the student is particularly interested, ask follow up questions to find out the story behind the story. Use the student’s answers to guide you. Understand that an effective interview highlights an applicant’s interests & experiences in a way that illuminates their character, strengths & motivations.

Before the interview season begins, it is recommended that all TAAP members review the admissions publications, especially the Viewbook. It is a good refresher that will reinforce the messages that define the Tufts experience. Also, please review the application so that you are aware of the information and credentials that make-up an application. Essay topics are constructed in a way that allows us to learn key information about the candidates and to assess their “fit” or “match” with Tufts. As a part of an interview you may want to ask a general question to gather their thoughts on the Tufts application and its essays. To view the current Tufts application, visit: <http://admissions.tufts.edu/?pid=109>.

Note: If you plan to take notes during the interview, please mention it to the student before you begin.

Sample questions are included later in this section, but the following topics are areas that you might discuss with an applicant.

STUDENT AND FAMILY BACKGROUND

Begin the interview by talking about a subject that is comfortable and familiar such as the student's family. The application will tell us where the student currently lives; ask if she has always lived there. If they have moved around a lot, find out more. The application will tell us about their parents' and siblings' education- what more can you find out? Is education important to this family? Are they influenced by the choices made by family members? Information about relationships with siblings or parents can also tell us a little about the student's character. For example, if they have siblings, have they ever shared a room with one? What was that like? If you find out a grandparent lives in the home, ask what is challenging about having 3 generations under one roof or what has their grandfather taught them since moving in.

While most students are comfortable talking about their families, some are not. If you sense some discomfort with the topic, you should move on.

ACADEMIC BACKGROUND

Information describing the courses that a student has pursued and achievement in those courses will be available to the staff member reviewing the file. As an interviewer, you should avoid specific questions about grades, rank and test scores. The interview should focus on *why* the applicant has selected a particular academic program and how they respond to challenges. Why have they chosen the courses they are taking senior year? What courses challenge the student? How do they respond to these challenging classes? Gaining an understanding of how a candidate's academic interests have developed and the courses which have special interest can prove helpful. In general, attempt to find out more about the student's academic preparation: ability to write, analyze, discuss and think critically. Discuss the student's attitude towards learning: motivation, commitment, use of potential, preferred learning environment, intellectual maturity and ability to work without structure.

EXTRACURRICULAR INVOLVEMENT

The application will require candidates to list activities, travel and work experience. Try to understand the significance of a student's extracurricular involvement and their level of interest. As the interviewer, you may gain a better understanding of the energy an applicant invests in an activity and the impact that the student has made on the school or community. Have the student's activities or achievements been above average or attracted local or national recognition? What is it about the activity that gives the student satisfaction? Why does the student get up at 5:00am to go to swim practice? Why did they take a service trip to New Orleans? What surprised them or challenged them on the service trip? What kind of leadership has the student assumed in high school?

INTERESTS

A student need not have a clear commitment to an area of study or vocation. At the time of the interview, it may be helpful to discuss what academic or career interests a student has and *how* these interests developed. Who or what has drawn them to a particular field? Also, it is helpful to gauge the level of exposure a student has had to his/her interests or vocational choices and how long a student has held these interests. Are the student's interests grounded on a good understanding of the field or vocation or on careful research?

COLLEGE CRITERION

Refrain from asking candidates about other colleges or universities they are considering or how Tufts rates among their college choices. The level of interest in Tufts may increase as a result of their contact with you. However, it is helpful to have an understanding of how the candidate is going about the task of selecting a college or university. What criteria are important to a student in evaluating a college or university? Who is assisting the student in the selection process? What expectations does the applicant have of a university?

Note that it is inappropriate to formally or informally compare the academic programs, student life or relative strengths and weaknesses of other institutions.

EXPOSURE TO TUFTS

How has the student's interest in Tufts developed? Do not feel you need to detail every reason in your interview report. If the student has a particularly interesting connection to our mission or a particular program you should certainly include it in the interview report, but you do not need to spend the time rewriting the Viewbook. Does the candidate know students on campus or alumni of the university? Exploring these questions frequently leads to a better understanding of an applicant's perspective of the university and can help you discover what they want to know more about.

DIVERSITY

The admissions office is committed to the recruitment, matriculation and retention of qualified students of color. All people, regardless of race, color, national origin, gender, age, mental or physical disability or sexual orientation are welcome to apply and matriculate at Tufts. When interviewing candidates, TAAP members should be careful to avoid comments and language that may be construed as biased in any way that would lead a student to feel he or she is unwelcome. We believe that an interview allows students to highlight their achievements and success in the context of their own identity and lived experience – let them share what they wish without the judgment.

Making assumptions about students who have a different social, ethnic or racial background may lead to misunderstandings between interviewers and students. It is best to approach each student whom you interview in the same manner. As the candidate begins to open up, the differences in background, race or ethnicity may provide a stepping stone to further questions. For example, if a student mentions an organization, an activity or a talent with which you are unfamiliar, and that may be associated with a particular race, ethnicity or culture, you may want to ask questions that highlights the student's interest.

It is important that all students be afforded the respect and equity in all aspects of the admissions process. The guidelines suggested in this section are useful across the spectrum of students you will meet.

ENDING THE INTERVIEW

When the interview concludes, thank the student for participating in the interview. It is appropriate to wish them good luck in their studies, activities, and the college selection process. Regardless of any misgivings you may have about the conversation, we want the student to have positive feelings about the experience and about Tufts. The following is important- do not assess a candidate's chance for admission. You should ask if there are any additional questions. Refer the student to the Regional Representatives Program:

<https://webcenter.studentservices.tufts.edu/Admissions/RegionReps/>

This is a program where current students, organized by state, have posted their email addresses on the admissions website in order to answer questions from prospective students. If the parents are present or waiting, take a few minutes to answer any outstanding questions.

SAMPLE QUESTIONS

The following list contains suggested questions; do not feel you need to ask them all and please refrain from reading questions from the list during the interview itself. For all questions below, if the opportunity presents itself, ask follow up questions. Find out the answer behind the answer. Why do they do what they do, love what they love, aspire to what they aspire?

ACADEMIC

- a. How satisfied are you with your academic record to date? Why?
- b. How many hours a night do you study on the average? Where do you study? Why?
- c. Why are you enrolled in the courses you are taking?
- d. What are your favorite courses? Least favorite? Why?
- e. Have you set any academic goals for yourself so far? Have you met them? Why or why not?
- f. How confident are you about your writing skills? What influences your writing?
- g. What motivates you academically?
- h. What is the most significant learning experience you have had?
- i. Are there other experiences that have had a dramatic affect on you?
- j. Have you ever surprised yourself academically? How?

COLLEGE CRITERION

- a. How did you learn about Tufts?
- b. What made you decide to apply?
- c. How active are your parents/family in your college search?

- d. What qualities have been important to you as you have gone through the college selection process?
- e. Is there a discipline you wish to explore or activity you want to try in college? Why?

ACTIVITIES

- a. How do you spend your time outside of school?
- b. Why/how did you choose these particular activities?
- c. What role do you play in this organization? A leader? A team player? The “glue”?
- d. What have been your most substantial accomplishments outside of school?
- e. What have you done to make your school, community or home a better place? What motivated you to do this?
- f. What type of travel or work experience have you had? What did you learn from them? Did anything scare or surprise you on your trip? What? Why? How did you respond?
- g. How have you spent your summers? Why?
- h. Do you have any plans for this coming summer?
- i. What types of leadership positions have you held? What kind of time commitment was it?
- j. What kind of leader are you?

GENERAL

- a. What is your most important character trait?
- b. How would your friends describe you? Why?
- c. If you had a free day to do anything, how would you choose to spend the day?
- d. Is there anything more you would like the admissions committee to know about you?

THE TAAP INTERVIEW REPORT –

The TAAP interview report should reflect the goals of the interview in:

- revealing new information about a candidate (“filling in the gaps”)
- confirming talents or personal characteristics
- enhancing the visibility of particular parts of the student's application
- providing impressions of the candidate that might not be accurately reflected in the application materials.

A TAAP report is most helpful when it highlights the conversation the interviewer has with the applicant and provides impressions or observations about the student and their potential contributions to the Tufts community. Think of the interview report as more editorial than narrative. Your editorial comments help us better understand the applicant. Reports listing activities or courses are unhelpful because the admissions officer will easily find this information elsewhere in the application. Information routinely received about each candidate from the application, the secondary school report, the high school transcript, the SAT and SAT Subject Tests or ACT scores, and/or examination results within the country of origin need not be repeated in your report. You should focus on the significance of the student’s academic interests, achievements and expectations for college. Talk about the student’s motivations and character or about challenges they have faced if they have been revealed in your conversation.

Your assessment of the student’s personality, maturity, warmth, sense of humor, command of the English language, knowledge of themselves, the community, and the world, and ability to

communicate ideas are appropriate. Please offer any insight you may have which may not otherwise be available to the admissions office.

Prompts for TAAP reports are provided. The prompts, available on the *TAAP Online* TAAP report, help guide the interviewer in sharing the information about a candidate that will be most helpful to the admissions committees. The current TAAP report prompts are as follows:

- What prompted the applicant to apply to Tufts? How thoughtful were they in sharing their interest(s) in the University?
- How would you characterize the applicant's presence and engagement during your time together?
- What thoughts, strengths, experiences, and/or skills did the applicant share that suggests that they are prepared for a Tufts experience?
- Does the applicant offer meaningful reflection on challenges, leadership roles or other significant experiences in their life?
- What gets the applicant out of bed in the morning? Were interests and passions openly shared? How well were they articulated?
- What struck you the most about the applicant?
- What question would the applicant have asked themselves in an interview? How would they have answered it?

Sample interview reports can be found in the 'Interview Report Samples and Critiques' document found on the TAAP website.

General notes about interview reports:

1. Standardized test scores and grades are judged on a case-by-case basis. The admissions committee will take into account many factors in considering a student's educational background and potential. Please avoid addressing an individual's academic qualifications and chances of admission. If a student or parent presses you for such information, suggest a call to the admissions office.
2. Interview reports which describe students in physical, racial, religious, sexual or other stereotypic terms, or which mention that a student has a disability (unless the student has discussed it with you), will not assist the committee in reaching an admissions decision. Such comments are inappropriate and, at times, offensive.
3. Please bear in mind that your interview report is not a recommendation for admission, rather it is a report on a conversation. It is appropriate to note "fit" or "match" (i.e. "During our conversation this student's awareness of the importance of global perspective in the classroom was quite apparent"). Please refrain from making comments such as "the student should be denied."
4. Write your report as soon as possible after the interview has concluded to assure accuracy and thoroughness. Please try to write concisely and limit your report to a few paragraphs.
5. Please be mindful of the admissions program the student has applied for (Early Decision round 1 or 2 or Regular Decision) and when these reports are due. Generally, EDI reports are due within the first week in December; EDII the last week in January; and Regular Decision, the last week in February. Prompt return of reports will permit their inclusion in the committee discussions. It is not

useful for an interview to be conducted within days of the admissions notification. Each year we receive calls from students or parents who recognize that their interview would not be a factor in their application review because it happened so late in the process.

6. Interview reports must be submitted through *TAAP Online*.

NOTE: When a student enrolls at Tufts, the interview report will be removed from the student's permanent file.

TAAP ONLINE

Accessible from the TAAP website (<http://taap.tufts.edu>), *TAAP Online* is an online information management system that facilitates the interview assignment process. Your username and password will be included in the first fall TAAP mailing. Once you have logged into your *TAAP Online* account, you will be able to view assignments, submit interview reports and access password protected resources (this handbook for example).

When you are assigned an interview by your Chairperson, you will receive an email making you aware of the assignment. The email will contain the name, city, state, high school, phone number and email address of the student you are assigned to interview. You can view additional information about your interviewee through the *TAAP Online* assignment form which includes the student's contact information, activities and academic interests. To view the applicant's complete contact information you must log into *TAAP Online*. After the interview has been completed, you can write the interview report directly onto the online TAAP report, or you can word process the report, and then cut and paste it onto the online form, and submit it to the admissions office via *TAAP Online*. The electronic interview report then becomes part of the candidate's electronic record and the admissions staff can access it when reading the applicant's file if it has been submitted by the time of the read. The electronic submission of the interview report allows the information to be available to admissions officers at any time.

Help screens are available at various points of the site to answer any questions you might have. If you have questions about the site, please feel free to call us here in Bendetson at 617-627-3170 or e-mail admissions.taap@ase.tufts.edu.

RECRUITMENT ACTIVITIES- COLLEGE NIGHT/DAY PROGRAMS

Each year the admissions office is invited to send a representative to hundreds of college night/day programs so that students can learn about a number of colleges and universities during one program. Usually, it is not possible for a member of the admissions office to be present at these events but well informed alumni can successfully represent Tufts and therefore expand our reach into the local community. College days are usually held during the school day while college nights are generally held during a weekday evening. These programs typically are organized by a high school, school district, or special interest group. They may cover the student population in more than one school; some include the entire community. Most will include parents as well as students.

Invitations to college programs are sent to the admissions office where the regional admissions officer will determine if it is a program at which Tufts should be represented. The associated admissions assistant will then contact the local TAAP committee chairperson who is responsible for finding a TAAP representative. If the college program invitation is mailed to the TAAP Chair, unless otherwise noted, the high schools have been notified that an alumni representative will be present, so it is critical that a TAAP member attend the program.

The program may be held in the school library, gymnasium, cafeteria or a classroom. Tables and name tags are often provided by the host institution. Tables are usually arranged in alphabetical order. There may be from 50 to 150 colleges represented at each program. Upon arrival, find the central check-in location to notify the school you have arrived and to receive the specifics of the event.

A packet of information, including a copy of the program invitation, a Tufts poster to display, literature about Tufts for the display table, *Frequently Asked Questions*, college-night tips, NACAC College Fair Guidelines (NACAC, National Association for College Admission Counseling, is the national governing association for the admissions profession) and a college night evaluation form with a return envelope will be mailed to you after you have agreed to attend the program.

The format is usually informal; students and their parents will browse through information on the table and ask questions of the representative. Some students will have brief, basic questions which you will be prepared to answer (size, location, academic programs, etc.). Other questions, such as those concerning admissions policies (“Will I be accepted if my board scores are low? How does Tufts rate my high school?” etc.) should be referred to the admissions office. You can also direct the student to the regional admissions officer or encourage them to send their question to admissions.inquiry@ase.tufts.edu.

A review of the profile of the entering class and *Frequently Asked Questions* will answer most of the questions you will encounter. Additionally, the Viewbook is full of information with which you should become familiar. You are not expected to be an expert Tufts, so do not hesitate to say that you do not know an answer to a question. Direct the student to the Tufts website, the regional admissions officer or admissions.inquiry@ase.tufts.edu with their questions and the student will receive a response.

Please return the College Night Report with the completed inquiry cards you have collected at your earliest convenience. If for any reason you are unable to attend the college program and cannot find a replacement, please contact the high school and the admissions office as soon as possible.

RECRUITMENT ACTIVITIES- FALL *TUFTS ON TOUR* EVENTS

In various cities across the country and around the world, the admissions office and TAAP committees host approximately 50 *Tufts on Tour* receptions. *Tufts on Tour* events are intended to encourage greater interest in and understanding of Tufts and its admissions process. As gatherings, *Tufts on Tour* events are an effective way to meet with a large number of students and families in one geographic area while also allowing potential applicants to meet successful Tufts alumni in their communities.

Personal invitations to the meetings are sent to students on our mailing list and general invitations are sent to local high schools. Notice of the event will also be sent to all active TAAP members in the area because these meetings can serve as an excellent update for members getting ready for the next season of interviewing.

Tufts on Tour events will either be arranged by the local TAAP chairperson, members of the local committee or the regional admissions officer. Please contact your TAAP chairperson if you are interested in helping to coordinate a *Tufts on Tour* meeting in your area. Meeting coordination may include:

- Encouraging the attendance of all members of the TAAP committee or committees if there are multiple committees in a close proximity.
- Greeting students and parents upon their arrival.
- Discussing Tufts with prospective students and their parents.
- Sharing words about your Tufts experience

YIELD ACTIVITIES- CONTACTING ADMITTED ED STUDENTS

At the completion of both Early Decision I and II, alumni interviewers will be able to access the admissions decision for every candidate interviewed via *TAAP Online*. Early Decision candidates are either admitted, deferred to regular decision, or denied. In April, deferred candidates are admitted or denied (occasionally, they are offered a place on the waiting list). We ask that you contact the students who were admitted through ED to welcome them to the Tufts community. (See the guidelines for calling admitted students below). If you are unable to call the admitted students whom you interviewed, you may wish to write a brief note or email following the same guidelines. A sample letter follows.

YIELD ACTIVITIES - TAAP CONGRATULATORY CALLING

TAAP members are encouraged to call the admitted students they interviewed to offer congratulations and to encourage their matriculation to Tufts. Contact with admitted students and their parents, following the announcement of admissions decisions, is an important means of encouraging the enrollment of the university's top candidates. You may be asked by your committee chair to call and congratulate students your committee was unable to interview. Admissions decisions are posted online in late March, followed by the release of acceptance and waitlist letters in the mail. Accepted students will likely know of their decision in advance of receiving their decision letter which will arrive in Early April. Typically, we notify TAAP members of the admissions decisions within a day of their release. May 1st is the reply date for candidates, a day recognized by most colleges and universities as a time when students must inform the institution of their intention to enroll or their intention to attend another college or university. The common date of May 1st makes the calls made during the critical time leading into May an effective means of encouraging students to enroll at Tufts.

Calls at this time of the year are intended to congratulate and support, not to draw an indication of interest or commitment. The student may have decided upon another college. If so, graciously extend our best wishes. Students may be surprised by your call, but hopefully they will be receptive. You will have more success if you initiate questions that they can easily answer. Your phone call may

cover several topics and the following suggestions are designed to assist you to make an effective, personalized call.

1. Introduction and congratulations! If you interviewed the applicant, begin with something like “Hello this is Leonard Carmichael, Tufts University Class of ’89. We met when I interviewed you back in December. I am calling to congratulate you on your admission to Tufts!” If you are calling a student you did not interview, begin with “Hello this is Leonard Carmichael, Tufts University Class of ’89. I am calling to congratulate you on your admission to Tufts.”
2. Ask how senior year is progressing and if they are looking forward to commencement. Discuss possible summer activities or employment.
3. Ask if they have visited Boston and Tufts. Encourage them to visit the campus for the first or second time. An invitation to the April Open House Program was included with their letter of admission. We encourage parents and students to attend April Open House, but we welcome them to visit campus anytime during April.
4. Ask about their interests in our academic programs and encourage them to think about the numerous opportunities they would have to explore those interests at Tufts.
5. If you live in an area where a Spring Reception is being hosted by your TAAP Committee, please extend a cordial invitation to the reception.
6. We are a selective institution and have admitted particularly strong candidates who are likely to have received admission to other selective schools. Most admitted students on average have applied to six colleges or universities and have been admitted to three. It is always interesting to find out what other schools a student is considering. **It is inappropriate, however, to formally or informally compare the academic programs, student life or relative strengths and weaknesses of other institutions.** Even if asked for your personal opinions, please encourage the student to consider that advantage and disadvantage vary depending on the individual.
7. If the student has specific questions which you are unable to answer refer them to the admissions office.
8. Don’t forget the parents! In some instances the student may not be home and you may talk with a parent and answer their questions about Tufts. You may offer to speak with the parents when you have finished with the student. We want parents to know about the Tufts community and to feel welcome.
9. Students may ask about Tufts financial aid. Students who have applied for financial assistance will be notified of their financial aid award from the Office of Student Financial Services about five days after letters of admission are mailed. **Note that Tufts does meet the demonstrated financial need of all admitted students.** If questions about financial aid arise, please refer them to the Office of Student Financial Services.
10. If you are unable to telephone your students, you may wish to send a brief letter or email of congratulations highlighting these topics – see below for a sample note.

Mr. Leonard Carmichael
14 Main Street
St. Louis, Missouri 63102

Dear Leonard,

Congratulations on your admission to Tufts University! As you have learned throughout your college search, Tufts offers an undergraduate education in the framework of a research university, but on the intimate scale of a liberal arts college. The university is fortunate to have a faculty who are scholars in their field, who will engage their students in research and challenge them in the classroom. Clearly the admissions committee feels, as do I, that you will be able to make the most of the Tufts experience, both in the classroom and in the realm of student life. I encourage you to consider seriously the benefits of a Tufts education.

Mark your calendar now for the April Open House for admitted students, which is an excellent opportunity to spend a night on campus with a Tufts student, visit classes, meet faculty and staff and, to ask questions. If you have not done so already, I encourage you to visit the campus and take in the sites of Boston.

I hope that you will contact me if I may be of further assistance as you make your decision.

Sincerely,

Hosea Ballou

YIELD ACTIVITIES- SPRING RECEPTIONS FOR ADMITTED STUDENTS

In some locations, TAAP committees organize spring receptions for admitted students and their parents. These April receptions are held by the local committee or a cluster of committees and on occasion are attended by faculty and members of the admissions staff. University representatives join members of the local TAAP committee in recognizing the abilities and talents of admitted students and encouraging their enrollment at the University. In many instances, students attending these receptions already have decided to enroll, and the reception will serve to reassure the students and their parents of the appropriateness of their decision. For other students, they are in the final stages of deciding where they will enroll and the information and interest demonstrated at these gatherings will assist them in determining if Tufts is the right choice for them.

If you are interested in helping coordinate a spring reception, please contact your TAAP committee Chair. Members of the TAAP committee host the reception, arrange for refreshments and play an active role in welcoming accepted students and their parents.

RECRUITMENT ACTIVITIES IN THE ADMISSIONS PROCESS

MAILINGS TO PROSPECTIVE STUDENTS

When a rising senior student makes an initial inquiry to Tufts, the student receives a personal letter and a brochure which invites them to visit the campus. This will be followed with the Viewbook and application instructions. Students with an interest in Engineering also will receive further information on the Engineering program.

Where appropriate, students will be invited to the *Tufts on Tour* event in their community.

Students expressing an interest in engineering will be invited to participate in Engineering Days- day long open house programs on selected Fridays in the fall. Check the “Visiting” section of the admissions website for specific dates (<http://admissions.tufts.edu/?pid=136>).

MAILINGS TO APPLICANTS

Once an application has been received, an acknowledgment is sent.

Decision letters are mailed to all applicants who have been accepted, deferred or waitlisted (denied students only receive a mailed letter if they have not viewed their decision online within a week of the decision release date). Emails are sent to all students the day the decision letters are mailed notifying them that their decision is available to be viewed online via Tufts Admissions Management System (TAMS). Invitations are mailed to all admitted candidates for April Open House and to those applicants who live in areas where spring receptions are held.

Many academic departments will send congratulatory letters to admitted candidates with an interest in that academic area. Financial aid and financing information is mailed to all admitted students.

ELECTRONIC RESOURCES FOR PROSPECTIVE STUDENTS

TUFTS ADMISSIONS CONNECTION

Prospective students are able to request materials and access various resources, such as:

- Reminders of important application deadlines.
- The ability to update personal information and email address.
- Access to registration for information sessions, the day host program, and other Tufts events.
- Information on how to contact a Regional Representative.
- A checklist of suggested things to do to help explore Tufts.
- The latest Tufts news.

TUFTS ADMISSIONS MANAGEMENT SYSTEM (TAMS)

TAMS provides applicants with the opportunity to check on the status of their application. The applicant will receive their TAMS username and password upon receipt of their application. Through TAMS, applicants are able to track the status of their application and when various documents are received by the admissions office. This site also gives students the ability to update any personal information such as change of address or phone number. This system allows the admissions office to post information concerning the processing of applications and alert students to any problems which may occur.

THE ADMITTED STUDENT WEBSITE

This password-protected site gives admitted students another avenue to explore Tufts. Students go to the site to find the locations of local area receptions, the answers to frequently asked questions and the latest on plans for April Open House. We have received very positive reviews from admitted students and encourage you to push admitted students to this resource when making congratulatory phone calls.

STUDENT OUTREACH

The Student Outreach Program is a volunteer activity for undergraduates interested in helping the admissions office provide a more personal approach to the campus visit. Currently, over 600 students volunteer their time in the Student Outreach Program.

Admissions officers are responsible for Outreach related recruitment, training, management, and planning strategies. The purpose of the program is to personalize the admissions process by increasing direct contact with interested high school students through interactions with current Tufts students. Studies indicate that direct student-to-student contact is one of the most influential factors in a candidate's decision to apply and enroll. In addition, our volunteers serve as resources for keeping our alumni up-to-date on campus events. If prospective students have questions for current students, direct them to the Regional Representatives Website at: <https://webcenter.studentservices.tufts.edu/Admissions/RegionReps/>

Student volunteers provide a personal contact for prospective students and carry out activities such as:

- Giving tours of the campus
- Greeting visitors in the lobby of the admissions office
- Hosting students for a day in the fall and during the month of April
- Planning and participating in the April Open House and other programming for admitted students: greeting families, hosting students for a day, working the information booth, planning faculty and staff panels, etc.

For more information on the Student Outreach program, visit the website at: <http://admissions.tufts.edu/?pid=145>

APRIL OPEN HOUSE (AOH)

The Tufts April Open House program is a series of three, day-long on campus experiences. AOH is designed to provide admitted students and their parents the opportunity to spend time in the Tufts community as a way to determine if Tufts is a good fit academically, socially and financially. The program features professor led mock classes, panel discussions on residential life, academics, engineering, the cultural climate and extracurricular opportunities. There are also campus tours, class visits, lunch escorts, and other special events planned for each AOH day. Admitted students may also stay overnight with a current student. The *Voices of Tufts* Program hosts an additional night and day of activities which focus on diversity within the Tufts community.

VOICES OF TUFTS

Every fall and spring the Tufts admissions office hosts an on-campus event called *Voices of Tufts*, a student outreach overnight program designed to give prospective students a closer look at our diverse community, and help Tufts attract and eventually enroll a diverse group of students for the incoming first-year class.

Tufts students and faculty volunteer their time to assist the admissions office with recruiting and enrolling students of color by appearing on panels, giving tours, attending receptions, and hosting prospective students overnight.

Throughout the year, prospective students visit Tufts with their families and academic enrichment organizations, and many are invited to admissions programs on campus. *Voices of Tufts* is an integral program that supports Tufts' values and helps the University achieve its goal of harboring an open and diverse community on campus.

STAFF TRAVEL

Each fall admissions officers travel across the United States and around the world to meet with prospective students and parents, guidance counselors and alumni. We seek not only to inform the constituencies about the educational opportunities available at Tufts but to understand the schools and communities from which they apply.

An admissions officer may spend only a day or up to a week or more in a city or area. Where possible during the visit, they will make arrangements with the TAAP chairperson to schedule a TAAP meeting to discuss the activities of the committee and recruiting strategies. During the day the officer will visit several high schools; in the evening a *Tufts on Tour* event may be held.

CAMPUS VISITATION

Every prospective student is welcomed and encouraged to visit the Tufts campus. Information sessions are held from early February through the end of November. These hour long meetings are conducted by an admissions officer and are usually either preceded or followed by a student-led tour of the campus. On most Saturdays during the fall and in April, sessions are held at 9:30 and 11:00 a.m. and are followed by a campus tour. Students are encouraged to call the admissions office or use TAMS to schedule their campus visit.

While a family is on campus we attempt to make their visit enjoyable and productive. Many questions can be answered in the admissions office but occasionally it is desirable to make appointments with financial aid, academic departments or athletic coaches. These appointments should be made in advance of the visit. A schedule is made available online (<https://webcenter.studentservices.tufts.edu/Admissions/classes/ClassList.asp>) to students who wish to sit in on a class (available during the academic year only). Parents are asked not to visit classrooms as their presence may inhibit class participation.

Through the Student Outreach Program, high school seniors can participate in the Day Host Program to spend part of the day with an undergraduate student to attend a class and have lunch in the dining hall. The program runs Monday through Friday, from early October to mid-November (except during university holidays). Seniors should call or schedule using Tufts Admissions Connection at least a week in advance. During the month of April, accepted first-year students can participate in the Day Host Program

Students may wish to contact friends or former high school classmates on campus to make personal arrangements. Staying on campus with a friend or acquaintance from their school or town is another way to gain an understanding of Tufts.

ADMISSIONS PUBLICATIONS FOR PROSPECTIVE STUDENTS

LEARN FROM THE WORLD

A general information booklet describing the university; used for college night programs and during high school visits.

VIEWBOOK

A comprehensive catalogue for prospective students which includes extensive information about the academic programs, extracurricular and residential life activities, admissions and financial aid information.

ENGINEERING VIEWBOOK

A brochure mailed to all students who express an interest in engineering, which includes information about the degree options, combined programs, facilities, technology centers, and research opportunities at Tufts.

POSTERS

These campus scenes include a poster on one side and academic program information on the other – they are used primarily for college nights and high school visits.

EXPLORING TUFTS

A guide to visiting Tufts, which describes information sessions, campus tours, and provides directions to campus; mailed to all inquiries.

VISITORS GUIDE

A publication available to students and families when they visit which provides a campus map and general information about the university.

CLASS PROFILE

Each year, the incoming class is introduced in a new Profile. The Profile is sent to TAAP members and guidance/college counselors in secondary schools.

APPLICATION FOR ADMISSION

Every student must complete both the Common Application (<https://app.commonapp.org/>) and the Tufts Supplement. We encourage students to fill out the application online, but do accept applications submitted in paper form. The Tufts Supplemental Form may also be filled out online – it is hosted by the Common Application and can be found at both the Common Application website, and our admissions website, <http://admissions.tufts.edu>. Additionally, PDFs of the Common Application forms, Tufts Supplemental and other required forms can be found on the admissions site. Finally, a paper copy of the application will be mailed upon request.

THE SELECTION PROCESS

It is the goal of the admissions office to craft a class of compelling and qualified students through a thoughtful and equitable process. Tufts seeks to enroll a class that is diverse geographically, ethnically, socially and economically. There are no established minimum qualifications for class rank or test scores, as all available information will be considered by the admissions committee.

To complete an application to Tufts, students must submit the Common Application and the Tufts Supplemental Form. If the student submits the Supplement first (and most do) the data from this form will be used to populate the TAAP Online interview form (this data includes academic interests, activities, legacy status, etc.). If the Common Application is submitted first, these specific data elements are not available and will result in an interview form that contains less information.

The writing components of the application included one short answer question, two short essays and an optional essay found on the Tufts Supplement and a personal statement found on the Common Application. A completed file will also include the high school transcript, recommendations and standardized test scores. Remember you will be sent a copy of the application

information packet in the fall and can access the specific essay questions online at <http://admissions.tufts.edu/?pid=109>.

Our preference is for students to submit their application online as it minimizes processing time and permits us to assign the interview at an earlier time. Students will find information about applying on-line at: <http://admissions.tufts.edu/?pid=122&c=88>

When an application is complete, it is reviewed by one or two admissions officers. The high school transcript is the most important document as it reveals the academic setting in which the student was educated, the rigor of the curriculum selected and the performance over time. Standardized test scores are a measure to compare academic achievement in conjunction with the high school transcript. A counselor recommendation assesses the student within the context of the school, and a teacher recommendation assesses the student's scholastic attributes and participation in the classroom. Appropriate supplemental recommendations will be also considered.

The short answer questions are valuable in a number of ways. They help us to assess the “fit” or “match”; allow the student to provide a more personal description of who they are and to provide some context to their lived experiences.

The essay and optional second essay provide the admissions committee with a sample of the student’s ability to express thoughts and ideas in a concise, cohesive manner. It also provides information about the environment in which the student was raised. A list of extracurricular activities, summer and community activities reflect the student’s sustained participation in the activity of choice and any leadership positions held.

Interview reports help to personalize the application. Your assessment of the student’s intellect, enthusiasm, knowledge of their community and the world is helpful in selecting the most interesting students.

Once the file has been read, the admissions committee will review candidates and select those who are most compelling. There are no “quotas” for the number of students admitted from a school or geographical area.

The admissions committee also considers special talents that a student may bring to the university community. Significant contributions in the arts or athletics are an example. Alumni relatives are given special attention by the admissions committee. Recognizing the importance of a strong tradition of interest and support to the university, alumni relatives are given every consideration in the selection process, although that will not be the sole reason for admission. The percentage of alumni relatives admitted is typically above the general acceptance rate.

Special care is taken to assure that no qualified student is overlooked and that all constituencies receive fair treatment in the admissions selection process.

FINANCIAL AID

All financial aid awarded at Tufts is based on need. Need is the difference between educational expenses (tuition, room and board, books, and personal expenses) and the university’s estimate of

the parents' and student's financial resources. Students are encouraged to apply for aid because each family circumstance is unique. **Income alone does not establish financial need.**

Incoming first-year students apply for financial aid by submitting the College Scholarship Service (CSS) PROFILE, the Free Application for Federal Student Aid (FAFSA), and other required information. To receive the PROFILE, students must register online with CSS. More information is available in the financial aid instructions found in the application packet. The FAFSA is available online as well. Aid decisions are announced shortly after admissions decisions are released.

Financing a quality education is a major concern of parents at almost all levels of income. Tufts, too, is concerned that considerations of financing may affect planning for college, specifically whether Tufts is an affordable option. Students should not hesitate to apply to Tufts for lack of financial resources. Tufts will strive to bridge the gap between a reasonable expectation from available resources and the cost of the Tufts education.

A typical financial aid package may include a self-help portion (campus job and loan), and grant money, which is not repayable. Students at Tufts are eligible for a full range of financial aid in the form of university, state, and federal grants; long-term Perkins, Stafford and Tufts loans; and campus employment available through the federally subsidized work study program (FWS).

In 2009, 40% of the entering class had financial need and was awarded more than \$13 million in total aid – \$29,500 was the average grant, with the average total award (including FWS & loans) of over \$34,000.

Tufts recognizes that some excellent students may be undecided about seeking admission in the belief that they will have difficulty in financing their education. These students should investigate local, state, federal, and private sources of aid and apply for the financial assistance that Tufts offers.

TUFTS UNIVERSITY PRIMER

Tufts University, founded in 1852, is an independent, nonsectarian university, of more than 8,000 students and three campuses in Boston, Medford and Somerville, and Grafton, Massachusetts. Tufts provides degree programs at both the undergraduate and graduate levels in a variety of liberal arts, engineering and professional areas.

The faculty of Arts, Sciences and Engineering offers baccalaureate programs in engineering and the liberal arts and sciences to more than 4,800 undergraduates, where approximately 52 percent are women and 48 percent are men. On the 200-building, 150-acre Medford/Somerville campus, about 70% of the undergraduate students live in university housing. The faculty of Arts, Sciences and Engineering also offers more than twenty master's level and doctoral programs in the arts and sciences and in engineering, enrolling more than 1,000 men and women.

Between 35-40% of the junior class will study abroad for a semester or an entire year. The university sponsors programs in the following cities: Paris, France; London and Oxford, England; Madrid, Spain; Accra, Ghana; Santiago, Chile; Tubingen, Germany; Kanazawa, Japan; Hangzhou, China and Hong Kong. Tufts has also pre-approved over 200 other study abroad programs through other institutions that Tufts students may participate in. Engineering students may also study abroad.

Their choices include 2 engineering exchange programs, one in Sussex, England and the other in Lyon, France among others. Tufts conducts a summer study program in Talloires, France at the Tufts European Center which is in an eleventh-century priory nestled in the French Alps, thirty miles south of Geneva, Switzerland. This is the only study-abroad program that is taught at a Tufts-owned facility.

Tufts supports two five-year degree programs in music and fine arts with participating institutions. Students interested in these programs must apply to both Tufts and the New England Conservatory, or Tufts and the School of the Museum of Fine Arts. Students will receive a B.A. or B.S. from Tufts and B.F.A. from the museum school or a Bachelor of Music from the conservatory. Please note that admissions literature and application forms should be requested separately from each institution. Decisions made by each institution are mailed separately. It is not possible to combine these five year programs and engineering.

Special educational opportunities for Tufts students include the Experimental College programs, cross-registration with Boston College, Boston University and Brandeis University, and a one semester cross-enrollment with Swarthmore College or Lincoln University, both in Pennsylvania.

The Institute for Global Leadership at Tufts is comprised of programs including Education for Public Inquiry and International Citizenship, the Tufts Institute for Leadership and International Perspective in China and a Global Research and Internship Program. All programs in this institute are designed to prepare undergraduate students to engage complex international and national issues across cultures as global citizens.

Undergraduate students also have the opportunity to participate in the Summer Scholars Program, an established initiative that gives students a paid opportunity to conduct research with a member of the Tufts faculty for a period of 8 weeks during the summer.

The Fletcher School of Law and Diplomacy, also on the Medford/Somerville campus, provides master's and doctoral education and professional training in international studies to more than 400 men and women.

The Friedman School of Nutrition Science and Policy, based on the Boston campus, coordinates and sponsors nutrition-related programs of research and education in all the schools of the university as well as offering its own master's and doctoral programs. The school is the university's principal link with U.S.D.A. Human Nutrition Research Center on Aging, located at the thirteen-acre Tufts/New England Medical Center site in Boston.

In Boston, the School of Medicine, enrolling over 700 men and women, draws on the talents of faculty members and physicians associated with the New England Medical Center and more than thirty other hospitals. Closely associated is the School of Dental Medicine with over 700 students, sharing the basic science faculty in addition to its own clinical faculty. As part of the educational program, the Dental School operates clinics which record more than 20,000 patient visits each year.

The Sackler School of Graduate Biomedical Sciences enrolls more than 0 students in master's and doctoral programs. The Sackler faculty consists of the university's basic health sciences faculty and selected members of the clinical faculties of the health profession's schools. In November 2002 the

Jaharis Center for Biomedical and Nutrition Sciences opened. This nine-story building provides research labs for Sackler faculty, students and Postdoctoral fellows.

The School of Veterinary Medicine began admitting students in the fall of 1979 and now enrolls over 300 men and women. In May 1983, thirty-six degrees were granted to the school's first graduating class. The school operates on both the Boston campus and the clinical campus in Grafton.

Legal authority and responsibility for governance is vested in the Trustees of Tufts College. The president, appointed by the trustees, is both president of several faculties of the university and chief executive officer. Each of the faculties under the leadership of its dean has responsibility for development and delivery of its academic programs; for certification of degrees; for student discipline; for admissions and financial aid; and for recommendation on appointment and promotion of its own members. The senior vice president and provost has overall responsibility for academic quality of the programs; for developing their logical interrelationships; and, with ultimate approval by the president and the trustees, for the faculty appointments and promotions.

The students, faculty and staff of the university receive library services on the Medford/Somerville campus from Tisch Library and its branches in chemistry and music, and from the Ginn Library of the Fletcher School of Law and Diplomacy. The Health Sciences Library serves the Boston campus and has a veterinary branch on the Grafton campus.

As an independent university, Tufts must be sufficiently self-supporting to cover its annual operating expenditures, which exceeds \$500,000,000. Gifts and income from the 1,000,000,000+ endowment have increased, but still supplement tuition revenues. The university is reliant on student tuition and fees, and especially in the Medical, Dental and Veterinary Schools, on federal and state research support.